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# AP WORLD HISTORY

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# The Ultimate Student's Guide to AP World History

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EVERYTHING YOU NEED TO GET STARTED

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# Introduction

AP World History is no walk in the park. Last year, only 6.5% of students earned a 5 on the exam.

That's why we've created this comprehensive study tool. It's intended to be a helpful resource for any student planning to take the AP World History exam. By beginning here, you'll have a better understanding of the test, and receive essential tools to set yourself up for success.

This guide starts by introducing the exam format, curriculum, and scoring guidelines. Then it includes a series of detailed content guides and crash course reviews. The last section features study tips and strategies to help you score every possible point on test day. With this eBook, you'll be able to confidently take action in creating your study plan and framing your goals.

This book features information from the [Albert Blog](#), where new academic resources are published every day of the week. Be sure to regularly check the blog and subscribe to hear about our new posts. You can also find tips and study guides for your AP classes, and admissions advice for your dream school on our blog.

E-mail us at [hello@albert.io](mailto:hello@albert.io) if you have any questions, suggestions, or comments!

*Last Updated: January 2017.*



# About Us



## What is Albert?

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# Why Educators Love Us

We asked teachers how their students did after using Albert.

**Here is what they had to say:**



*My students had an 81.2% passing rate - the previous year was 76% (the highest rate in our county)! I am thrilled. I had 64 students total, with 6 receiving 5s, 19 scoring 4s, 27 receiving 3s, 10 scored 2s and 2 received 1s.*

Susan M., JP Taravella High

*70% of my students scored 3 or higher. This is up from last year, and is also well above the national average. Needless to say, I am very happy with my students' success. I used Albert more intentionally this year. In the beginning of the year, I wanted students simply to answer questions and practice. Once they had 150-200 questions answered, we looked for trends, strengths, and weaknesses and worked on addressing them. Students were tasked with increasing their answer accuracy no matter how many questions it took, then they set their own goals (some wanted to focus around tone; others needed practice with meaning as a whole).*



Bill S., Lapeer High School



*Last year 40% passed with 3s and 4s. This year 87% passed, most had 4s and 5s. We used the stimulus-based multiple choice questions throughout the year and as review for the exam. I think it helped tremendously.*

Alice P., First Baptist Christian Academy

# Why Students Love Us

We asked students how they did after using Albert.

Here is what they had to say:



*I scored very well this year – four 5s and one 4. Albert helped me get used to the types of questions asked on the exam and overall my scores were better this year.*

Robyn G., Chambersburg Area Senior High School

*Last year was my first year taking an AP test, and unfortunately I did not do as well as I had hoped. The subject had not been my best, and that was definitely displayed on my performance. However this year, I made a much higher score on my AP test. The previous year had been AP World History and I had made a 2. For this year it was AP English Language, and I scored a 4. There was a definite jump in my score, because Albert pushed me to focus on my weaknesses and form them into strengths.*



Charlotte R., Rome High



*I scored a 4 on AP Biology, much higher than expected. Albert was an effective resource to guide me through AP Biology. Keeping up with it consistently all year as I learned the lesson in class was crucial to reinforcing my understanding and long-term memorization of Biology. After class each day, Albert helped to sink in the ideas that I was taught in the morning.*

Lily O., Wake Forest High School



# Is AP World History Hard?



*[Image Source: Wikimedia Commons](#)*

Every AP student wants to know if the AP course that they are interested in taking is difficult or not. So, if you are just getting started on the AP World History review process, you are probably beginning to ask yourself, "Is AP World History Hard?"

It's a common question. That doesn't mean that it's easy to find a straightforward answer, however. That's why we've created this AP World History study guide, so you can get the information you need relating to AP World History difficulty.

This AP World History review covers everything from the percentage of students have received a score of 5 in recent to the next steps you'll need to take if you have signed up for the course yet. So, let's get started!

# Is AP World History Hard? Cont.

## By the Numbers

Before we get too deep into the nitty-gritty details of AP World History difficulty, we have to get this out of the way: AP World History is a very difficult exam. Many students assume that the hardest AP exams have to do with the sciences, but AP World History has one of the lowest passing percentages of all of the AP courses offered by the College Board.

Let's take a look at these numbers:

	2010	2011	2012	2013	2014	2015
5	<b>9.8%</b>	<b>9.4%</b>	<b>6.9%</b>	<b>5.9%</b>	<b>6.4%</b>	<b>6.6%</b>
4	<b>15.5%</b>	<b>16.0%</b>	<b>15.7%</b>	<b>13.7%</b>	<b>15.8%</b>	<b>14.2%</b>
3	<b>23.8%</b>	<b>23.1%</b>	<b>30.5%</b>	<b>29.4%</b>	<b>31.7%</b>	<b>31.4%</b>
2	<b>24.2%</b>	<b>25.7%</b>	<b>29.4%</b>	<b>30.2%</b>	<b>27.9%</b>	<b>29.9%</b>
1	<b>26.7%</b>	<b>25.8%</b>	<b>17.4%</b>	<b>20.9%</b>	<b>18.2%</b>	<b>18.0%</b>

Those are the grade distributions for the years 2010 through 2015. As you can see, only 6.6 percent of people earned a five in the year 2015, while 18.0 percent of the APUSH test takers received a score of 1 on the exam for the same year. The mean score for all the years mentioned above comes to 2.60.

In other words, AP World History difficulty ranks up there among the lowest grade distributions among all the AP course listings. To make things a little worse, it has become increasingly difficult to earn a high score on the exam, with scores of 5 on the decline and score of 3 on the rise.

## Is AP World History Hard? Cont.

Try not to get too scared off by the AP World History exam, though. You may not know the exact year that Christopher Columbus was born or the total number of treaties signed by Winston Churchill, but that doesn't mean you can't score that 5 on the AP World History exam. In fact, pure memorization is not a highly desirable skill if you want to ace the exam.

Understanding how the course and exam works and operates is going to be your key to conquering the AP World History review process. That and making use of a high-quality AP World History study guide or two. But before you do this, let's take a look at what makes the AP World History difficulty rank so high among the courses offered by the College Board.

### Why is AP World History Difficult?

One of the primary reasons that AP World History ranks so is that there is just a massive amount of information out there. The entirety of world history cannot be understood in a lifetime, let alone a course that you are trying to take advantage of during your high school years.

To make matters even trickier, there are quite a few "Key Concepts" that the good people at the College Board want you to consider and remember when it comes to exam day. Here is how they have broken down the course in terms of time period and key concept:

***Period 1 – Technological and Environmental Transformations, c. 8000 BCE to c. 600 BCE***

- *Key Concept 1.1 Big Geography and the Peopling of the Earth*
- *Key Concept 1.2 The Neolithic Revolution and Early Agricultural Societies*
- *Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies*

# Is AP World History Hard? Cont.

**Period 2** – *Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE*

- *Key Concept 2.1 The Development and Codification of Religious and Cultural Traditions*
- *Key Concept 2.2 The Development of States and Empires*
- *Key Concept 2.3 Emergence of Transregional Networks of Communication and Exchange*

**Period 3** – *Regional and Transregional Interactions, c. 600 CE to c. 1450 CE*

- *Key Concept 3.1 Expansion and Intensification of Communication and Exchange Networks*
- *Key Concept 3.2 Continuity and Innovation of State Forms and Their Interactions*
- *Key Concept 3.3 Increased Economic Productive Capacity and Its Consequences*

**Period 4** – *Global Interactions, c. 1450 CE to c. 1750 CE*

- *Key Concept 4.1 Globalizing Networks of Communication and Exchange*
- *Key Concept 4.2 New Forms of Social Organization and Modes of Production*
- *Key Concept 4.3 State Consolidation and Imperial Expansion*

**Period 5** – *Industrialization and Global Integration, c. 1750 CE to c. 1900 CE*

- *Key Concept 5.1 Industrialization and Global Capitalism*
- *Key Concept 5.2 Imperialism and Nation-State Formation*
- *Key Concept 5.3 Nationalism, Revolution, and Reform*
- *Key Concept 5.4 Global Migration*



## Is AP World History Hard? Cont.

### **Period 6** – Accelerating Global Change and Realignments, c. 1900 CE to present

- *Key Concept 6.1 Science and the Environment*
- *Key Concept 6.2 Global Conflicts and their Consequences*
- *Key Concept 6.3 New Conceptualizations of Global Economy, Society, & Culture*

If you can't tell by reading this, there is a lot going on here. First, you are going to have to remember information that dates all the way back to prehistoric times, all the way back to around 8,000 BCE. As you progress through each era, you will also have to consider the central themes associated with the time period you are covering. As you can see, these range anywhere from nationalism to economic production.

In other words, both the memorization of details and the use of critical-thinking skills are necessary parts of this course. This is why every good AP World History study guide is going to contain both detailed information on any given topic, but also relate the event/person/place to the bigger picture that's out there. Take a look at this AP World History review on [Mesopotamia](#) for an excellent example of how this should look.

Speaking of what makes AP World History a difficulty feat to overcome, we should discuss the DBQ for a second. Even mentioning the letters DBQ can cause a sense of panic in even the most stalwart AP World History student. DBQ stands for Document Based Question and is arguably the most difficult component of the AP World History exam. The DBQ is in the essay-writing section of the exam, where students are expected to write a clear and concise essay that revolves around ten to twelve primary-source documents.

The point of the DBQ is for you to show that you understand the complexities of the historical narrative being discussed. We are not going to lie to you, this is very difficult. You will have to consider argument, essay structure, evidence, and deep thinking all while under the stress of the clock.



## Is AP World History Hard? Cont.

Again, just because the DBQs are extremely difficult, it doesn't mean that it is impossible to overcome. It also doesn't mean that the AP World History course is not worth taking. It totally is.

If you want to succeed at scoring that 5 on the exam, the first thing you are going to want to do is to get a solid understanding of how the exam itself is structured and the expectations that come with it.

### Exam Structure

Here is how the exam breaks down:

**Section I — Part A: Multiple Choice** — 55 questions; 55 minutes

**Section I — Part B: Short-Answer Questions** — 4 questions; 50 minutes

**Section II — Part A: Document-Based Question** — 1 question; 55 minutes  
(includes a reading period with a suggested time of 15 minutes)

**Section II — Part B: Long Essay Question** — 1 question (chosen from a pair); 35 minutes

If you haven't already done so, look through the [AP World History Course Overview](#) and the [AP World History Course and Exam Description](#). These two documents clarify everything you're going to need to know about how both the AP World History course and exam are structured. They are also particularly nice because they each contain example questions that mimic those that will show up on the exam. So, make sure you check these out if you're thinking about taking the course.

There are two primary parts of the AP World History exam: the multiple-choice/short-answer section and the DBQ/long essay section.

## Is AP World History Hard? Cont.

The multiple-choice section consists of 55 questions where you will be expected to examine excerpts from various historical works and answer corresponding questions regarding the piece. They are stimulus based, meaning that you will have to think critically about the information you are provided and work out the answer for yourself. In other words, the answer will not be obvious and will require a bit of thought. Part of the point of this is to get students to think like a professional historian. You will be given just under one hour (55 minutes) to complete this portion.

Unlike the DBQ or the long essay, the short-answer questions do not require a thesis. They will require you to provide examples of a certain theme or series of events and a quick explanation of how your examples make sense. These vary quite a bit, so make sure that you've become familiar with how these operate before you show up to take the exam.

Here's an [example question](#) for the short-answer section of the exam:

*Answer parts A and B.*

*Many historians argue that the end of the Cold War (1889-1991) was a turning point in world history.*

*(A) Provide TWO pieces of evidence that support this argument and explain how each piece supports the argument.*

*B) Provide ONE piece of evidence that undermines this argument and explain how it undermines the argument.*

We have already mentioned that the DBQ section of the AP World History exam is one of the most difficult tasks set out by the College Board. The DBQ consists of a question, a set of primary source documents (never more than 7), and only 55 minutes to come up with a well written, clear and coherent essay response. The essay that you come up with will revolve around several primary-source documents that range between memoirs, political cartoons, magazine articles, etc.

## Is AP World History Hard? Cont.

Structure and argument are just as essential as understanding the events of the past and the ways that these documents relate to those events. So, being a strong writer is a highly desirable skill since your answer will have to be unique, well-written, and concise.

You will probably feel like a rock star upon completing the DBQ, but don't get too excited because your AP World History ordeal will not be over yet. After completing the DBQ section, students will next work on Long Essay portion of the exam. Just like the DBQ, you will have to create your own argument and organize the information into a complete essay-long thought process. You will have more freedom with these questions, however, and be able to use your vast knowledge of the past you provide whichever examples you deem most appropriate. Also like the short-answer questions, these can vary in terms of topic and time period, so study hard and get familiar with them. Here's an [example Long Essay question](#):

*“Using specific examples, analyze continuities and changes in the relationship between labor systems and social hierarchies in the period circa 600 C.C. to circa 1750 C.E.”*

# Is AP World History Hard? Cont.

## Content

Saying that there is a lot of content to the AP World History course and exam is an understatement. Remember this course covers all of the history of the entire world throughout the entire time human beings have occupied it. Wow.

The College Board has broken the course down into six major time periods in order to make this massive amount of information more digestible. Here they are:

<i>Technological and Environmental Transformations</i>	<i>c. 8000 B.C.E. to c. 600 B.C.E.</i>	<i>5%</i>
<i>Organization and Reorganization of Human Societies</i>	<i>c. 600 B.C.E. – c. 600 C.E.</i>	<i>15%</i>
<i>Regional and Transregional Interactions</i>	<i>c. 600 – c. 1450 C.E.</i>	<i>20%</i>
<i>Global Interactions</i>	<i>c. 1450 – c. 1750 C.E.</i>	<i>20%</i>
<i>Industrialization and Global Integration</i>	<i>c. 1750 – c. 1900 C.E.</i>	<i>20%</i>
<i>Accelerating Global Change and Realignment</i>	<i>c. 1900–Present</i>	<i>20%</i>

Notice the percentages next to each period of time; these are the numbers by which each era will be represented on the test. Get to know them and study accordingly. Again, there is a ton of info in here.

There is a trick, however.

If you understand the Key Themes mentioned in the **Why is AP World History Difficult?** Section, you will acquire the skills needed to analyze just about any information thrown at you during the course or exam.

## Is AP World History Hard? Cont.

Check out this description of the course from the [AP World History Course Overview](#):

*“The AP World History course focuses on developing students’ understanding of the world history from approximately 8000 BCE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary courses, making historical comparisons, chronological reasoning, and argumentation employed by historians when the study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe” Africa, the Americas, Asia, Europe, and Oceania..”*

Whew. Did you get all of that? This description is really just a long and drawn out way of telling potential AP World History students that there are connections between various events of the past and the course themes developed along the way. When worked on side-by-side, these qualities of the AP World History course work in ways that don’t require students to memorize every single even that has ever occurred in the course of human events.

There are other skills required and necessary for weakening the AP World History difficulty.

# Is AP World History Hard? Cont.

## Skills Required

Unlike many other courses offered by the College Board, there are no real requirements to taking AP World History. You just need to be able to read and be willing to work on those critical-thinking skills.

Speaking of critical-thinking skills and history courses, this is something you are going to want to keep in mind when considering the skills necessary to succeed. If you are one of those people who has a photographic memory, remembering everything you've ever seen, you will not succeed at this course without the desire to put that skillset in combination with deep thinking, analysis and contextualization.

On the other hand, if you know how to critically view the world around you, but cannot remember what you did yesterday, you are going to need to work on those memorization skills.

Scoring a 5 on the AP World History exam requires both remembering information and thinking about that information by using historical-thinking skills. The [AP World History Course and Exam Description](#) lays out the most important of these skills as:

- *Interpretation*
- *Comparison*
- *Contextualization*
- *Synthesis*
- *Causation*
- *Patterns of Continuity and Change Over time*
- *Periodization Argumentation*

The AP World History review process may seem a bit daunting at this point, thinking about all of the information built into the AP World History course. But try not to worry. Like we mentioned above, students who work on these historical-thinking skills alongside remembering the details of the past are actually working on proactive solutions to thinking about the past.

## Is AP World History Hard? Cont.

When it comes to test day, you may not remember every single detail about the Mongol Empire, but if you have polished your ability to contextualize, synthesize, etc. you should be able to view any question thrown out at you a breeze.

### **Is AP World History Worth It?**

Simply put the AP World History course and exam is most definitely worth it. We know that we have spent this entire AP World History study guide telling you how difficult the course and exam are, but all of the skills that you work on for this course will prove utterly helpful in the years to come.

First, World History will prove helpful through your high school years, your college days, and if you choose (most especially) any time you might spend in grad school. Everything you learn in this course will help you out in the long run.

All of those historical-thinking skills that you will need to develop for this course are actually hugely desirable for nearly every course you will ever have to take again. Thinking of English 101? You already will know how to write concisely, with elegance, and with originality. Physics? After taking this course, you will know how to observe the events of the world around you, package them into logical categories, and create systems of knowledge around those categories. This is fundamentally how physics works.

Another excellent reason to take AP World History is that it will strengthen those writing and argumentation skills. Not only will this prove useful in a college-level classroom, but this will help you out in the workplace as well. Clear and concise writing is a highly desirable trait in nearly every work situation. On top of that you will be able to express yourself with confidence and authority in anything you do.

Just in the nature of studying the past, you will also begin to understand the present. You will better understand what it means to live in a complex, yet interconnected world. You will gain a better understanding of contemporary global politics, while being able to fully understand how and why we have gotten to where we are.

## Is AP World History Hard? Cont.

On top of all of these great intellectual qualities that come with taking the AP World History course, passing the AP World History exam will save you money. College expenses easily rack up, so if you can lower the cost of getting a Bachelor degree, you should definitely consider it. World History really is a hard exam, but it is definitely a worthwhile venture.

### Next Steps

There's no better time than now to begin thinking about taking the AP World History course and exam. Before you dive right in, it's not a bad idea to take a look at some of the textbooks that are out there. Check out this list of the [Best AP World History review books](#) that are out there, so you can help to make an informed decision on how you would like to move forward.

Once you've decided that you want to take the exam, the best thing to do is ask your school about taking the AP World History course. Even though there are no requirements from the College Board, that doesn't mean your school doesn't have their own expectations. Check to ensure that you've got all your ground covered well in advance if you want to take this course at your school.

If your school does not officially offer an AP World History class, you may be able to work with administrators and history teachers for an independent study course. Chances are that your school offers World History in some form or another, so you may be able to discuss the possibility of doing a Direct Study or working closely with a history teacher on taking the AP World History exam. Make sure you give anybody you ask plenty of time to prepare.

On top of these options, there is always creating your own study routine with or without outside help and taking the exam anyways. If you choose this route, work with an excellent AP World History study guide like [Albert.io](#) and stick to a solid study schedule.



## Is AP World History Hard? Cont.

Yes, AP World History is one of the most difficult course and exams offered by the College Board, but the experiences and skills that you gain from taking this course outweigh the negatives. With a bit of hard work and thinking through the past in a deep and critical way, you will for sure be able to score that 5 when it comes to exam day.

What do you think, is AP World History difficult? Let us know about your experiences with the whole AP World History review process and what has worked and not worked out for you.

# The Ultimate Guide to the AP World History Test



*[Image Source: Wikimedia Commons](#)*

Chances are that if you're taking the AP World History test, you'll be wanting to earn that 5 on the exam. Who doesn't, right? But there can be so much information to sift through. From ancient Greece to the Green Revolution, there are thousands of years of history to cover and countless historical figures to account for. It can seem a bit intimidating.

But don't throw in the towel yet. We've created this AP World History Review as the Ultimate Guide to the AP World History test just for you. It's always a good idea to get to know the *CollegeBoard's* expectations before you get too deep into the content of any course. This guide will help to break down both the AP World History course and the exam as a way to help you guide your own studies and help you understand what will be expected of you when it comes to test day.

Let's get started!

# The Ultimate Guide to the AP World History Test Cont.

## How to Use this Ultimate Guide to the AP World History Test

Before we jump right into this AP World History Review, we wanted to lay out how we are going to approach this topic. It would be a good idea (if you haven't already done so) to take a look at the [CollegeBoard Website](#) and the [AP World History Course and Exam Description](#) and just familiarize yourself with the *CollegeBoard* website and the AP World History course in general. It's always a beneficial study step to get to know what an examiner's expectations and thought-processes are.

If the information seems a bit much, though, don't worry. This guide has been created to help lead you through all of the information contained in these sources.

First, we are going to break down the AP World History Course. This has two elements to it: Themes and Concepts. Themes are the big critical thinking type of work that the *CollegeBoard* wants you to be considering when looking through world history. This includes analytical concepts like state building, economies, and social structures. And concepts revolve round large-scale events/era/etc. like the Industrial Revolution.

The second chunk of this AP World History review will center on the exam itself. We will break down each part of the exam, explaining how to think about each type of question. We will even provide you with some in-depth tips on how to best study and practice for each part of the exam.

## The AP World History Course

In order for you to maximize your study habits and to keep on track to earning that 5 on the exam, you need to view AP World History as more than just dates and names. Granted, you are going to need to understand general time periods and when important historical figures were around, but it's going to be your critical-thinking skills and your ability to connect any specific information to larger social, cultural, economic processes that are going to matter the most.

# The Ultimate Guide to the AP World History Test Cont.

This is why the *CollegeBoard* has set up the AP World History course around both Themes and Concepts.

## The Themes of AP World History

AP World History emphasizes themes as a way to get you to use your critical thinking skills. There are five major themes overall that they want you to think about, including

1. Interaction between Humans and the Environment
2. Development and Interaction of Cultures
3. State Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

These five major historical processes have been specified largely because they can all be applied to almost every aspect of world history throughout all of time.

Let's take a look at something like ancient Mesopotamia, for example. Generally speaking, this is an AP World History concept/event that took place for thousands of years, beginning in 10,000 BCE and developed in the modern-day Middle East. But that's not all the information the *CollegeBoard* wants you to remember. These critical thinking themes need to be central parts of your studies as well.

Theme 1 applied to Mesopotamia when considering how the rich soil that characterized the region between the Tigris and Euphrates Rivers allowed for perfect agricultural production conditions. Theme 2 applies when thinking about how this agricultural revolution made humans more sedentary, allowing for the proliferation of culture, art, and religion. Theme 3 comes into play when looking at the formation of city-states like the Sumerian and Babylonian Empires.

# The Ultimate Guide to the AP World History Test Cont.

And these empires created complex economies in order to feed their armies and maintain civic order (Theme 4). Theme 5 comes through when thinking about the ways the complex religions and legal systems were created as a way to create social cohesion (for example, the Code of Hammurabi).

It's important for you to consider these big theoretical ideas as going hand in hand with the more structured information like dates and names. This is a huge part of world history at the AP and college level.

So, remember as you're studying always try to think of the ways that the topic you are covering applies to any of these major themes. Chances are whatever you are looking at whether it be the Qing Dynasty, the Enlightenment movement, or the Aztec empire most if not all of these historical themes are going to apply in one way or another. Use your critical thinking skills to work these themes in, it will only benefit you in the end.

## The Concepts of AP World History

Next, the *CollegeBoard* wants you to work on the major concepts in world history. They've made these concepts fit into very large periods/eras for you to think about. They look like this:

<b>Technological and Environmental Transformations</b>	c. 8000 B.C.E. to c. 600 B.C.E.
<b>Organization and Reorganization of Human Societies</b>	c. 600 B.C.E. - c. 600 C.E.
<b>Regional and Transregional Interactions</b>	c. 600 - c. 1450 C.E.
<b>Global Interactions</b>	c. 1450 - c. 1750 C.E.
<b>Industrialization and Global Integration</b>	c. 1750 - c. 1900 C.E.
<b>Accelerating Global Change and Realignment</b>	c. 1900-Present

## The Ultimate Guide to the AP World History Test Cont.

You can think of this as the more traditional, data memorization part of the AP World History course. But the catch is that you should start to think about all of the concepts, dates, and names in terms of categories.

The six categories listed above are very expansive and basic, but they do help to break to world history into easier to manage eras. You need to do more, though. Work other categories into these. For example, if you are studying Mercantilism, you know that it generally fits into the Global Interactions category listed above just by dates alone.

After you've worked a concept like Mercantilism into one of the major categories above, you need to start asking yourself a bunch of questions. How does Mercantilism compare to other concepts of the same era? What makes it different from other economic/political systems that came before? What kinds of events or influences from major figures made it so Mercantilism became a thing in the Global Interactions age?

Asking yourself these types of questions are going to put you into that critical thinking level that the *CollegeBoard* is looking for. They've identified a number of key words that characterize historical critical thinking: comparison, contextualization, synthesis, causation, change over time, and periodization. These are really just fancy ways of asking yourself who, what, when, why, and how with every concept you come across.

The emphasis, though, should be kept on the why and how. These are going to help you come up with the ways that all of your AP World History concepts connect to one another.

In other words, as you are studying and collecting your AP World History concept flashcard pile, don't just memorize the event's date or place. You want to compare all of your concepts with one another, think about points of connection and difference. Put events and peoples into a broader context, thinking about national or global trends alongside smaller events.



# The Ultimate Guide to the AP World History Test Cont.

Also, work out what caused certain events to happen or certain people to act in a way. Use patterns that occur over time to start to create your own sense of time periods.

These are the types of thoughts that are going to help you earn that 5.

## The AP World History Exam

Speaking of critical analysis, there are actually three more pieces of critical historical thinking that the *CollegeBoard* wants you to understand by time the exam rolls around. These are the analysis of evidence, interpretation, and argumentation. That's where the AP World History exam comes in.

The exam itself is broken up into two major categories and looks something like this:

**Section I — Part A: Multiple Choice** — 55 questions; 55 minutes

**Section I — Part B: Short-Answer Questions** — 4 questions; 50 minutes

**Section II — Part A: Document-based Question** — 1 question; 55 minutes  
(includes a reading period with a suggested time of 15 minutes)

**Section II — Part B: Long Essay Question** — 1 question (chosen from a pair); 35 minutes

The exam is going to test you on how well you analyze evidence, interpret the sources that are provided, and create a unique argument in accordance to the questions that are posed.

# The Ultimate Guide to the AP World History Test Cont.

In fact, the *CollegeBoard* has increasingly oriented their questions in such a way that even if you may not know a certain topic by heart, your historical analysis skills that you've been developing over the last year will actually be sufficient enough for an answer. This is especially true of the multiple-choice section of the exam. But more on that later.

When all is said and done, each of these sections of the AP World History Exam emphasize critical thinking just as much if not more than content retention. So, you would be doing yourself a great service if you made sure that you were studying these elements of the course alongside the other dates and names you've been working on.

Now, let's take a look at how the exam breaks down.

## Multiple-Choice and the AP World History Exam

As we mentioned above, critical thinking has become the priority for the AP World History Exam. This has become true even in the way the questions themselves are structured. In recent years, the *CollegeBoard* has used primary source documents in their multiple-choice sections more and more. This means that knowing the Diet of Worms took place is not enough. FYI it took place in 1521.

Instead, you are going to be expected to read, observe, and analyze an image/letter/treaty/etc. and be asked more than one question about that document. Also like we noted above, you need to be thinking like a historian on the spot rather than a computer that stores information.

But this can be a good thing. Say, for example, you've studied for your exam, but for some reason the Ming Dynasty in China just doesn't stick in your head. It's okay if this happens, since you can't be expected to remember everything, but also chances are that you can use your historical critical thinking and all of the other information you've gathered to answer a question on the topic anyways.



# The Ultimate Guide to the AP World History Test Cont.

Take a look at the [AP World History Course and Exam Description](#) and read through question 7 on page 144. It reads:

*Which of the following best explains the change illustrated in the chart after 1650?*

- A) The influx of European merchants and trading companies into Asia*
- B) The widespread adoption of American food crops in Asia*
- C) The increase in Chinese agricultural exports to Europe and Japan*
- D) The environmental effects of the Little Ice Age.*

The “chart” in question highlights the explosive growth of the Chinese population after the year 1500 CE. Like we said above, imagine you don’t remember anything about the era, which is fine. You can, however, right off the bat eliminate D. You should already know from your studies that the Little Ice Age was mostly a European phenomenon and that it definitely did not result in population growth.

That leaves A, B, and C as possible options. Option A (The influx of European merchants and trading companies into Asia) has to do with economics and not really population growth. From your studies you already know that these two don’t necessarily correlate. Option C (The increase in Chinese agricultural exports to Europe and Japan) is also more about economics than population growth. Why would exports lead to an increase in population?

Now, you may not be a pro in Chinese history but you know American history pretty well. If that’s true than you know how Europeans showing up in the New World led to an explosion of agricultural diversity into the Old World. Crops like the potato came into European and helped to enrich the European diet. Trade had occurred with China at this time as well, so you can make the educated guess that the potato would have made it to China. Therefore, the answer is B (the widespread adoption of American food crops in Asia).

# The Ultimate Guide to the AP World History Test Cont.

Just like that, you can deduce your way to the right answer even if you totally forgot to cover the topic in your AP World History studies. Encyclopedic knowledge won't necessarily help you, but your historical critical thinking will.

## Quick Tips for the Multiple-Choice Section

As we noted above, the best tip we can give you for this section is to work on those critical analysis skills. Keep working with primary sources as you study and try to figure out the best way to draw conclusions from those sources.

When you work on your practice AP World History tests, it's always a good idea to try and eliminate the most obvious wrong answer, like we did with option D above.

On a similar note, keep thinking and studying those central themes and concepts we discussed early on in this AP World History review. They will help you out in the long run.

Take a quick look at question number 3 on page 142 of the [AP World History Course and Exam Description](#). It asks:

*Which of the following best describes the significance of legal codes to early civilizations?*

- A) They granted citizens the right to choose their rulers and representatives.*
- B) They reflected and reinforced existing social and political hierarchies.*
- C) They facilitated the introduction of monotheistic religions.*
- D) They effectively settled disputes between pastoralist and agrarian communities.*

The question refers to the primary document, the Code of Hammurabi (specifically an image relating to the document). When you hit a question like this make sure you thoroughly look over the document in reference.

## The Ultimate Guide to the AP World History Test Cont.

The first read through should be a good one since chances are multiple questions are going to reference the document.

Once you've looked it over, in this case, you will have realized the document itself is of little use, so onto your critical thinking skills. If you had incorporated the major themes into your study sessions on this topic, you should be able to see the ways that Theme 3 (State Building, Expansion, and Conflict) and Theme 5 (Development and Transformation of Social Structures) both relate to the topic. Laws back then (and even today) have reflected a state's system of social hierarchy. With that in mind, the answer is B.

Questions like these reflect the importance of incorporating all of the major themes into your studies. One of the best ways to do this is to include them in the flashcards you are creating. And if you are creating flashcards, you really should be. Here's a quick hint on how to approach the flashcard:

*For every key term or AP World History concept you come across, you're going to want to write down the name of that concept and its definition (either with note cards, a folded piece of paper, or online on a site such as Quizlet). Choose every term of importance, writing it down on one side of the card, while putting the definition. The next part is critical. On the back side, you are going to also work out how that concept relates to the AP World History course Themes.*

For Example:

(Side A) Enlightened Absolutists

(Side B) 18<sup>th</sup> and 19<sup>th</sup> kings and queens that justified their total control over society and politics by incorporating Enlightenment ideas into their regimes.

Themes: 2 and 3. It shows how the cultures of the Enlightenment began to inform political power.

# The Ultimate Guide to the AP World History Test Cont.

The Enlightened Absolutists isn't exactly a super must-know AP World History concept, but it represents several important themes in the course. Specifically, it shows how the culture of the Enlightenment actually began to change the ways that political leaders viewed themselves. If that isn't the interaction between culture and political control, we don't know what is!

FYI: Sometimes it helps to leave some room in the significance section, so you can add more info as you learn.

Now, let's take a look at the essays.

## Essays and the AP World History Exam.

The essays are the meat and potatoes of the exam. This is where you are going to want to spend most of your study time. It's also the best way for the examiners to take a look at your historical critical thinking skills, put them in relation to actual historical documents and events, and observe how well you analyze all of these things together. These, in other words, are the central testing point of the AP World History exam.

We have grouped these three sections of the exam together for this reason:

**Section I — Part B: Short-Answer Questions** — 4 questions; 50 minutes

**Section II — Part A: Document-based Question** — 1 question; 55 minutes  
(includes a reading period with a suggested time of 15 minutes)

**Section II — Part B: Long Essay Question** — 1 question (chosen from a pair); 35 minutes

The reason for doing this is that each of these sections of the exam will require you to take evidence from the past, construct an argument around that evidence, and eloquently show how the evidence represents historical processes that have taken place over time.

# The Ultimate Guide to the AP World History Test Cont.

## Short Answer Questions

These are going to be the least involved of the written down responses you will have to be doing during your exam. But that doesn't make them easy. Unlike the longer essay questions, you won't really be expected to create a thesis statement for these questions. The argumentation should be fairly straightforward, but you are going to need to show off your critical thinking skills nonetheless.

Here's an example short answer question from the [AP World History Course Overview](#):

*Many historians argue that the end of the Cold War (1989-1991) was a turning point in world history.*

*A) Provide TWO pieces of evidence that support the argument and explain how each piece supports the argument.*

*B) Provide ONE piece of evidence that undermines this argument and explain how it undermines the argument.*

Right away, you should be realizing that there is no real need to create a long and complex thesis here. It's an either/or type of deal, so at least that's decided for you. But everything else is going to be up to you. And you have to argue both sides of the debate anyway, so there's no point in getting too bogged down into argumentation.

What's also nice is that there isn't really a wrong answer, either. This is where you get to put on your historian's hat and show how specific events/concepts create narratives about the past.

If you had kept up with your Themes discussions when making your flashcards, this question should not be too much of a challenge. This is all about periodization and whether or not things changed or remained the same around the time of the fall of the Soviet Union. It's also a matter of opinion.

# The Ultimate Guide to the AP World History Test Cont.

For example, one could turn to the Yugoslav Wars as a way to reinforce the claim. The fall of the Soviet Union also meant the fall of the Iron Curtain and completely reworked European politics. New identities were formed, particularly in the Balkan region. Or, you could argue that the 1989-1991 period was not as much of a watershed moment as the statement claims. If you look at the Soviet-Afghan War, it could be argued that the Soviet Union was already on the way out. Plus, this war had devastating repercussions that go all the way up to the September 11 attacks.

But these are just two examples of many. As long as you keep working on those major Themes and keep thinking about points of transition or connectivity with every AP World History concept you come across, you can definitely dominate the short-answer section.

## Document-Based and Long-Essay Questions

These are the bane of the AP World History students' existence. But they're not so tough as long as you've kept working out the major Themes during your studies.

Ultimately, these two sections of the exam are going to test your skills in using primary sources/events to create a unique and compelling argument that shows historical critical thinking. There's no right or wrong here, it's all about the quality of your perspective.

The major difference between the two is that the DBQ is going to ask you to read through a series of primary sources (from cartoons to legislation) and use them to create your argument.

Our first piece of advice on how to review for these questions is to practice, practice, and practice some more. You can never do too many DBQs or Long Essay Questions. The more you practice, the more comfortable you are going to be with the whole essay-writing process, even if the questions are different every time.

# The Ultimate Guide to the AP World History Test Cont.

The [CollegeBoard Website](#) and the [AP World History Course and Exam Description](#) both have a number of examples for you to work with, so make sure you put these to good use.

With both of these essays, you are going to want to think about your argument. Take your time with this; it is the center of the entire essay. This thesis needs to show that you fully understand how the AP World History Themes apply to the documents you are looking at. That means you want to consider change over time, periodization, etc. on top of economics, social structures, etc.

The DBQ from the year [2012](#), for example, asks for an essay that *“analyze[s] the relationship between cricket and politics in South Asia from 1880 to 2005.”* This type of question perfectly highlights Themes 2 and 3. Keeping these Themes in your study habits will only help you tackle the essay sections.

But both the Long-Essays and the DBQs are also going to be well organized. This is where outlining comes in. When practicing, make sure that you work in some time for creating an outline before you jump into the essay itself. This will make sure that your central thesis is properly supported by the rest of the paragraphs and any evidence that you use.

It’s particularly important to do this for the DBQ section as well, since you are going to need to group the documents according to themes or sub-arguments. Either way, getting used to outlining during your exam will only help you organize your thoughts and create a better supported argument that makes use of every document available.

So, during your studies, if you keep in mind that AP World History is less about memorization and more about understanding the processes of history, you’ll have no problem working through these essay questions. As one last example from the year [2012](#), the long essay asks this: *“Analyze continuities and changes in trade networks between African and Eurasia from circa 300 CE to 1450 CE.”* You don’t need to be a history trivia buff to answer this.

## The Ultimate Guide to the AP World History Test Cont.

You just need to understand how the AP World History Themes have applied to change over time and you've totally got this.

Our final piece of advice on the AP World History test would be to take care of yourself during your studies. You can't ace the multiple-choice or essay sections if you're tired and burned out. Yes, study hard but get plenty of rest too. Doing this is only going to work to your advantage, so why not.

If you take all of the advice given in this Ultimate Guide to the AP World History Test, you'll have no problem getting that 5. It may seem impossible now, but it is definitely within your reach. Just remember the AP World History Themes and the ways that they apply to each portion of the exam and you'll be on your way.

Good luck!



# AP World History Crash Course Review: Mesopotamia

It's always difficult to decide on what you are going to focus on when you are studying for your AP World History Exam. How can you cover thousands of years of global history? It's a good question, but that's why we've created these AP World History Crash Course reviews. And trust us, you are going to want to add Mesopotamia to your list of must-know AP World History concepts.

Mesopotamia has also been called “the Cradle of Civilization,” hence you know you're going to want to use this AP World History review during your exam studying. It was a hugely influential place and time in world history. So, stick with this AP World History review and we will take you through everything you need to know for your AP World History Exam, covering not only the most important dates and events, but how the concept is most likely to pop up on the exam itself.

## **Mesopotamia, The Cradle of Civilization**

Mesopotamia literally means “between two rivers” in Greek. That's because the term itself references the ancient civilizations that arose in the regions between the Tigris and the Euphrates Rivers.

In modern day terms, we're talking most of Iraq and parts of Iran Syria, and Turkey. And more specifically, it was bounded by the Zagros Mountains in the Northeast and the Arabian Plateau in the Southeast. But why take our word for it?

# AP World History Crash Course Review: Mesopotamia Cont.

Take a look at the map below for a much easier to understand depiction of the Mesopotamia region.



Map of Mesopotamia. [Image Source: Wikimedia Commons](#)

You might also know the area as the “Fertile Crescent,” due to the fact that the river sediment and nutrients surrounding the area led to prime civilization territory. The land was primed and ready for food production, water was plentiful, and therefore there were also plenty of animals to both raise and eat.

# AP World History Crash Course Review: Mesopotamia Cont.

## Why is Mesopotamia Important?

Basically, the rich diversity of the Mesopotamic region allowed for human civilization to thrive. It helped to start the Neolithic and Agricultural Revolutions, which allowed for the development of culture, science, and religion, and helped to give rise of the most influential ancient empires.

There has been evidence of human activity in the region tracking all the way back to 10,000 BCE. These were the peoples who helped to domesticate animals, invented the wheel, planted the first cereal crops, studied the skies, and created written script.

In other words, this is a super important AP World History Concept. Another reason this term is a must-know for the AP World History exam is the fact that ancient Mesopotamians created the written word and therefore there is an ancient history to trace. They wrote about actual historical events, when other contemporaries were unable to.

## The People of Mesopotamia

People have been present in the Mesopotamic region since the Stone Age and it has been the center of human activity for tens of thousands of years. When hunters and gatherers settled down to tend their crops, they began to create sophisticated tools and social structures as a way to survive, so objects like pottery and farm equipment were developed between 5,000 to 7,000 BCE.

Now, this AP World History Crash course will get a little more interesting with the introduction of what have been called the Copper and Bronze Ages. This is where you get bigger and highly structured societies, because what does the development of copper and Bronze bring? Weapons.

The Sumerian Civilization was one of the first and most influential societies in all of world history, and therefore you need to know this AP World History concept.

# AP World History Crash Course Review: Mesopotamia Cont.

By 3,000 BCE the Sumerian people were mathematically plotting the stars, writing, and working the land.

And the region only thrived from there. The Babylonians arrived on the scene around 2,000 BCE and remained a powerhouse for several thousands of years.

Probably the most significant influences on the region began to emerge around 1,000 BCE and would remain the central empire throughout the Roman Empire. These were the Assyrian and the Persian Civilizations.

It was the Babylonians, the Assyrians, and the Persians that emerged as the three biggest influences on the region, creating advanced and well-armed armies that maintained regional control, traded extensively with the ancient Greeks, Romans, Indians, and even as far east as the Pacific Coast of China.

## **Mesopotamia's Contributions to World History**

Mesopotamia's history is so rich and its influences are so vast that it would take several book-length AP World History reviews to properly cover every detail. But there are definitely some key developments and concepts that they contributed that you will need to know for your upcoming AP World History exam.

For one, remember this was the "Cradle of Civilization." This was where humans were born and raised basically. But it's also the first real evidence of the city-state. Mesopotamian cities were infamous and rather unique with multi-storied buildings, markets, and rules that were enforced. A lot like cities today, right?

Also, their political rule typically revolved around the city. These city-states were relatively independent and operated as political hubs, a lot like ancient Greece. It would take large empires like that of the Assyrians to unify these diverse political cities.

# AP World History Crash Course Review: Mesopotamia Cont.

Religiously speaking, this was a sunny, rich area. Since food required the sun to grow, religious deities often centered around one powerful god with other, less powerful ones controlling the natural and mystical worlds. Religion was so central that they created pyramids, or ziggurats, as centers of worship.

Lastly, you can't really talk about Mesopotamia without mentioning technology and astronomy. Great thinkers hovered around these even greater cities, leading to sometimes odd discoveries. Bronze and copper production led to advances in military technology from spears to armor. But there were other inventions like the world's first battery.

Thinking also led their eyes upwards. They were astoundingly brilliant astronomers. They were the first peoples to accurately trace the planets movements. They even theorized the rotation of the earth and moon to impressive detail. To this day, we are not entirely sure how they did all this.

## **Mesopotamia and the AP US History Exam**

So, this AP World History Crash Course review on Mesopotamia has been a bit of a whirlwind, we know. But to be clear, this term needs to be on your list of must-know AP World History concepts. Attack those textbooks, this website, and any other tool you can use to study for your AP World History Exam.

What do you need to focus on then? Good question. Always keep in mind that Mesopotamia was the "Cradle of Civilization." This is where human society began as we generally know it today. It was the birthplace of writing, the city-state, agricultural production, and the center for diverse technologies, religions, and societies.

Also, think about the role of nature and the environment here. Would it all have been possible if this was in a barren region? Probably not. How did the surrounding resources actually inform how human civilization developed.

## AP World History Crash Course Review: Mesopotamia Cont.

And third, remember the emergence of empire. Powerful societies sprouted here. This meant extreme cultural exchange across a vast amount of space. But it also meant the development of culture and science, especially astronomy.

With that said, take a look at this example essay question from the [AP World History Course and Exam Guide](#) (page 94):

*Which of the following occurred as a result of the development of agriculture in societies that previously relied on hunting and gathering?*

- (A) Conditions for women improved.*
- (B) The incidence of disease declined.*
- (C) Population density increased.*
- (D) Degradation of the environment lessened.*

One thing that is nice about studying something as broad as Mesopotamia is that it covers a number of topics and time periods. So, by reading through this AP World History review on Mesopotamia, you should know quite a bit about the Agricultural Revolution.

As we covered in this AP World History Crash Course review, better access to nutrient rich land meant better ability to farm and better ability to farm resulted in the consolidation of peoples that led to the emergence of large cities and even empire in the region. In other words, the answer is C.

And now, take what you've learned from this AP World History review and good luck getting that 5 on your upcoming AP World History Exam!

# AP World History Crash Course Review: The Silk Road

Did you think that international trade was a product of modern globalization and capitalist markets? Or did you ever assume that the Columbian Exchange was the first historical instance of the trade of people, plants, animals, and diseases between two vastly different continents? Well, this AP World History guide is going to help to dissuade you of any of these misconceptions as we cover one of the central AP World History concepts: the Silk Road.

The name Silk Road comes from masses of Chinese silk that was traded between eastern Asia and Europe during the Roman Empire (Romans were big fans of the smooth, luxurious fabric), but this AP World History concept has a much deeper history to tell.

That's why we've created this AP World History review just for you, to let you in on all the details of the Silk Road. But perhaps most importantly, we have also created a quick overview of how the term itself might pop up on the AP World History exams and how to best think about the concept while you study. So, join us on a journey that spans thousands of miles, across vast forests, mountains, and deserts and discover the amazing history of the Silk Road!

## **What is the Silk Road?**

Simply put, the Silk Road was an ancient trade route that connected Asia with Europe. It became a main artery of cultural, economic, and political exchange starting roughly around 200 BCE. Until around 1400 CE, the Silk Road connected the Pacific Ocean on the shores of eastern China to western Europe via the Mediterranean Sea.



# AP World History Crash Course Review: The Silk Road Cont.

As a quick note, the term itself wasn't used until the 19<sup>th</sup> century until a German geographer named the route after the Roman Empire's insatiable relationship with the luxuries that life had to offer. So, don't go thinking that this was the term that the ancient peoples used.

Also, this was not just one road, but many. The AP World History concept, the "Silk Road" is used mostly to reference the trade that occurred all along several key trade routes that connected east to west. Sometimes, historians have used the term "Silk Routes" as a replacement to avoid confusion. The AP World History people won't care too much about terminology, but just remember that it was more than one route.

## **Why was the Silk Road created?**

The landscape and geography that existed in between this vast amount of terrain was diverse and harsh. Merchants had to cross dangerous terrain, ranging from the Taklimakan Desert to the Himalayan Ranges. And although the Silk Road didn't really emerge until 200 BCE, merchants often traversed this tricky landscape at their own peril. But they did so in small chunks and with caution.

Take, for example, the Persian Royal Road, which was used during the Persian Empire, and would be incorporated into the Silk Road as time went on. And when the Greek conqueror, Alexander the Great, conquered the Persian Empire (around 339 BCE), he left troops all over the region. Suffice it to say, they came into contact with the Persian Royal Road and benefitted from its trade. But more on that later.

Anyways, as with much of human history, it would take an effort in military expansion to create a unified route that connected the eastern world to the west. The origins of the Silk Road started in warfare.

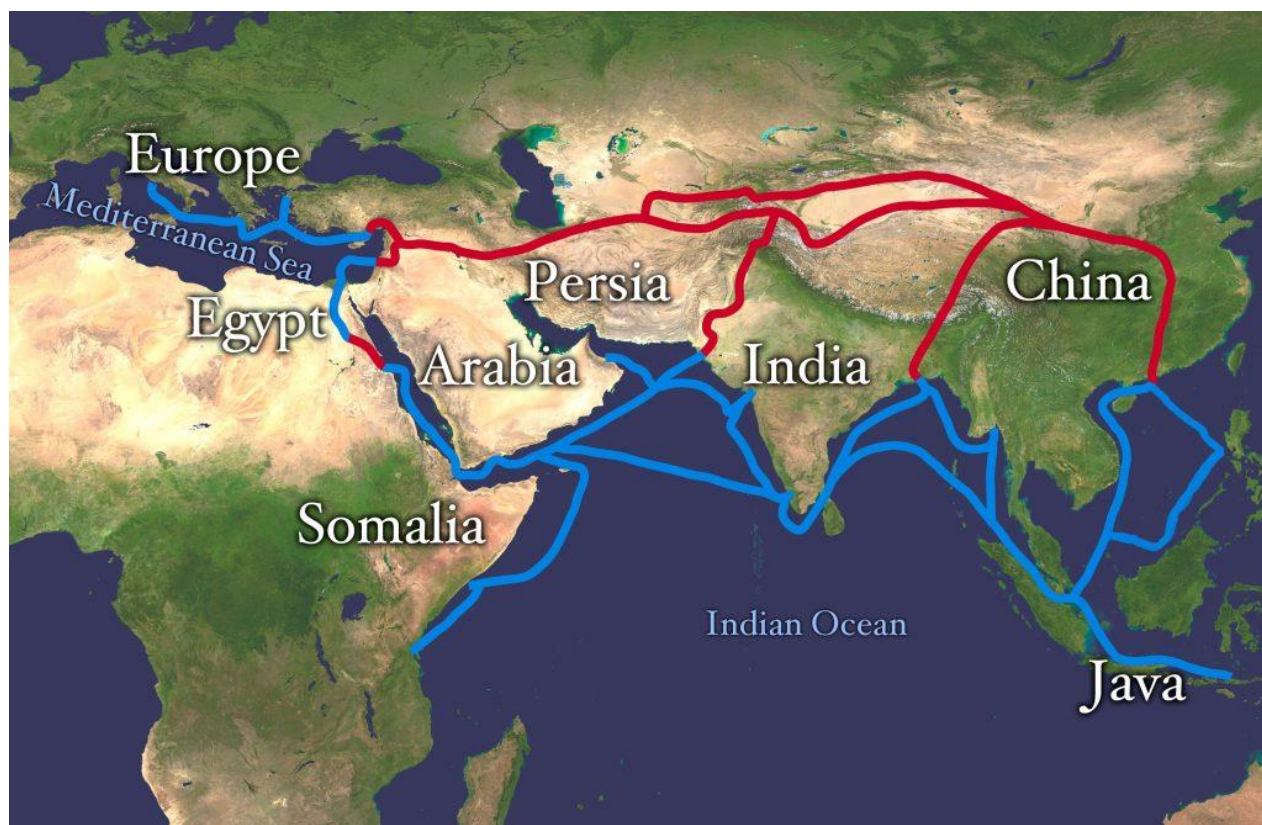


## AP World History Crash Course Review: The Silk Road Cont.

During the Han Dynasty in Chinese history (202 BCE – 220 CE), the empire of China was constantly harassed by nomadic warriors, especially from the north. So, the Chinese emperor Wu sent out a general to go west and gather support for attacking the pesky northerners. And we are talking, way west. Like northwest of current-day India west.

It was so far that the military mission also turned into an information-gathering event, as new sights and sounds were taken in by these early explorers. One of these new sights and sounds were the descendants of Alexander the Great's men. And their horses.

See, told you they'd come back into this story.



*[Image Source: Wikimedia Commons](#)*

# AP World History Crash Course Review: The Silk Road Cont.

Emperor Wu and his general ended up being really impressed with what he saw, especially how well these westerners used their horses in warfare. So, he decided to start a network of trade between the areas, since there had to be more to learn and see from Europe.

And as time wore on, empires rose and fell, as they always do. But many in Europe and Asia contributed to the development of the Silk Road. When the Roman Empire spread throughout Europe, they connected their own routes with the Persian Royal Road with others developing east of their empire. Merchant cities popped up all along these trade routes, flourishing as traders hawked their wares to one another. Its activities and profits peaked from about 670 CE to 700CE, but like all good things, it would slowly go downhill from there.

## **The Silk Road and Its Legacy**

We know that this was a quick and dirty synopsis of the Silk Road's origins and history, but if we covered the entire historical narrative of AP World History concepts like these, you'd be stuck here reading, like, 12 books. Plus, we've got to save room in our AP World History crash course to cover the exam itself.

But first, let's get to the juicy bits: why the Silk Road is important. The Silk Road is one of those key AP World History concepts because it allowed for a massive exchange of information, goods, and peoples across a vast amount of space. These interconnected routes made hugely different peoples and societies in touch with one another. Kind of like a 2,000 year old internet.

The information that was transmitted between the trading societies allowed for the flourishing of empires and cities throughout China, Europe, India, Somalia, and many, many more places. Cities along and connected to the route became cosmopolitan, where someone in Hong Kong could be wearing a Mediterranean indigo-dyed scarf, or be sipping Asian-ginger tea in Barcelona.

# AP World History Crash Course Review: The Silk Road Cont.

But goods weren't the only things traded. Ideas spread like wildfire. Military technologies were exchanged, including the introduction of gunpowder to the western world. Talk about hugely influential.

But disease spread as well. The bubonic plague made its way along the Silk Road and directly contributed to the destruction of the Byzantine Empire.

Eventually, the Silk Road saw its demise. Political chaos throughout the region meant that the trade routes were difficult to maintain and water access ran dry in many of the trading centers. But most importantly, (remember this part of our AP World History review for your upcoming exam) mercantilism started to become a thing.

Why buy products from 5,000 miles away that were taxed at every stop if you can sail a ship directly to the source? The Age of Discovery made ocean-based trade routes the thing of the future and land-based merchant dealings like the Silk Road a thing of the past. Plus, as a sad twist of fate, the gunpowder weaponry that Europeans learned via Silk Road routes meant that their new ships could also be vessels of war, contributing to the flourishing of Europe and the decline of East Asia.

## **The Silk Road and the AP World History Exam**

We know that AP World History concepts like the Silk Road, being both physically and intellectually massive undertakings, can be difficult to study for. But that's why we've created this AP World History crash course on the Silk Road, to cut to the chase.

So, when it comes to your upcoming AP World History exam, you are going to want to think about the big picture here. How can you not? Take this AP World History review's discussion about the legacy of the Silk Road to heart and remember the ways that these trade routes opened not only the exchange of goods, but communication byways between all sorts of regions across Europe and Asia.

## AP World History Crash Course Review: The Silk Road Cont.

You also want to remember how it faded away. Sea voyages were the new thing in terms of merchant trade. Why do you think Columbus wanted to go west in search of easier trade routes to Asia? Because the Silk Road had basically become a non-option, that's why.

Now, let's take a look at a previous AP World History exam question. This one can be found in the [AP World History Course Exam and Guide](#) on pages 147 and 148, question #11:

*The variety of temples shows on the map of Chang'an was most likely the result of which of the following broader processes from 600 to 1450 CE?*

- a) Diffusion of cultural traditions along the Silk Roads*
- b) Conquests by nomadic Central Asian groups*
- c) Religious conflict resulting from the AN Lushan rebellion*
- d) Nonconfusian influence on the Tang government.*

Make sure you actually click on the link and take a look at the image being referenced.

After reading this AP World History crash course on the Silk Road, the answer should pop out as A. As we discussed in this AP World History crash course, cities like that of Chang'an became metropolitan, with diverse ideas, products, and peoples penetrating its walls. Plus there are guest rooms for foreigners. Totally the Silk Road.

Take another look at this AP World History crash course before your exam, and make sure you've got the big ideas down for the Silk Road. Good luck with your upcoming AP World History exam!



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# AP World History Crash Course Review: The Feudal Contract



*[Image Source: Wikimedia Commons](#)*

If you've been taking AP World History, you've probably heard of feudalism. You may even know a thing or two about the feudal social and economic structure. But have you got the feudal contract down? It's ok if you don't—it's the whole reason we've created this AP World History crash course for you!

The feudal contract was one of the smaller components that made up the entire feudal system and in this AP World History review we are going to put the contract into its feudal context. But that's not all! We will trace the ways it has shifted over time, the tricky nature of feudalism itself, and most importantly how it might appear on your upcoming AP World History exam. So, join us on this AP World History crash course review trip through time and let's go back to the era of lords and vassals, peasants and kings.

# AP World History Crash Course Review: The Feudal Contract Cont.

## A Historiographic Note on the Feudal Contract

Before we dive right into the historical details of the feudal contract, we want to make sure that you understand how historians themselves view the whole feudal system. What kind of AP World History review would this be if we didn't let you in on the historian's perspective, right?

So, we are just going to come out and say it. There is no such thing as the feudal system. Kind of...

Historians have begun to think of feudalism as a series of historical components that existed roughly between the 9<sup>th</sup> and 16<sup>th</sup> centuries. But there was never really a cohesive, unified structure that we can actually call *feudalism*. Although there were general similarities between the many and diverse political, social, and economic systems of Europe at this time, the degrees of difference actually might outweigh those similarities.

In other words, historians recently have stamped the term feudalism on this system without fully questioning whether or not it should be applied throughout.

## The Feudal System and the Feudal Contract

What is the feudal system and how did it come to be? What we have come to understand as the *feudal system* ultimately emerged as a result of the crumbling of the great European empires, especially the Carolingian empire (think France, Germany, the United Kingdom, etc.).

What this meant was that the centralized political and especially military structures of these empires collapsed along with them. This left very a very powerful military class in its wake. These people had horses to fight with, land to produce goods, and people on those lands to tax. We know them as knights and you wanted them as your friends.

# AP World History Crash Course Review: The Feudal Contract Cont.

## The Feudal Contract



*[Image Source: Wikimedia Commons](#)*

Since there was no real infrastructure to dictate the will of the military or the political sphere, a new power structure began to emerge. Basically these mounted soldiers took over the social, political, judicial, and economic power of the era and convinced everyone that this power should be hereditary.

But there had to be some sort of order. That's where the contract of the feudal system comes in. Get it? The *feudal contract*...

On the top of the feudal food chain was the lord. He had the most money, land, and power. The next was the warrior class, often called vassals. These vassals made agreements, or contracts, with the lords. They agreed to provide the lord with defense and other forms of military service, show up to ceremonial events, and promised to live up to moral code.



# AP World History Crash Course Review: The Feudal Contract Cont.

If the lord was a king, then things got a little more complicated. The vassal could be a count or baron with other non-military obligations. But either way, a binding contract was made.

And in exchange, the vassal got land. If you think this was a rip-off, just think about what it must have been like to be a peasant on one of these vassal's chunks of land. That might change your mind.

## **The Rise and Fall of the Feudal Contract**

Ultimately, the feudal system and thus the contracts that constituted it differed over place and time. We cannot get into every detail in the AP World History crash course review, but we will give you the gist you need.

In France for example, the feudal contract started out like we described above, But by the 11<sup>th</sup> century, things got weird. Greater and lesser lords began to scuffle over land and power. Then powerful families that had land over the years split off from the upper echelon of lord hierarchies, creating their own mini-political and feudal structures. It got so complicated and lasted so long that when the French Revolution began in the late-18<sup>th</sup> century, democracy and republicanism finally got rid of it.

Speaking of revolution, that partially explains the decline of the feudal contract, and make sure you remember this for your AP World History exam. Peasants kept revolting for more rights, autonomy, and access to better land from their vassals. These revolutions made the feudal system and its contracts very unpopular, leading to its decline.

A second reason for the decline can be attributed to the rise of kingdoms. As lords and vassals consolidated power, many of these people turned into kings and ruled over much larger areas. This also meant that the kingdom controlled the military and lords no longer needed to try to get vassals-turned-military together for their wars.

# AP World History Crash Course Review: The Feudal Contract Cont.

## The Feudal Contract and the AP US History Exam

The feudal contract is one of those tricky, smaller but important concepts that you probably should know for your upcoming AP World History exam. Well if it wasn't important, why would we bother to inform you of its details in this AP World History crash course review on it? In other words, you're not going to need to sweat the itty-bitty details here, but understand the concept as a whole and how it fits into global history.

First, remember how the feudal system, and the feudal contract in particular, was created in order to deal with crumbling empires. Without the infrastructure for a central government or military, the contract acted as the replacement.

Second, the feudal system and its rigid hierarchies, not to mention the promise of hereditary land from the social contract helped to give rise of democratic notions regarding the normal person's right to be part of the government and the military.

Third, think about the feudal contract and how it might relate to other political/social/economic models from across the globe and throughout history. Ask yourself, how did this differ from ancient Rome? Were there any similarities between the feudal contract and 17<sup>th</sup> century Japan? These are the types of things you want to be thinking about not only as you read through this AP World History review, but as you are covering other topics and time periods in your studies.

With that said, take a look at this example essay question from the [2010 AP World History Exam](#):

*Analyze similarities and differences in methods of political control in TWO of the following empires in the Classical period.*

- Han China (206 B.C.E.–220 C.E.)
- Mauryan/Gupta India (320 B.C.E.–550 C.E.)
- Imperial Rome (31 B.C.E.–476 C.E.)

## AP World History Crash Course Review: The Feudal Contract Cont.

Now, granted this question does not specifically reference the feudal contract or system. But you can see how the era might easily fit into this type of question, right?

The feudal contract was in itself its own kind of political control, based upon hierarchies of wealth, land ownership, animal/weaponry ownership, morality, etc. And this is how you are going to want to think about the social contract for your AP World History exam: in relationship to other types of political/economic/social situations and its place in the historical narrative.

And now, take what you've learned from this AP World History review and kick some medieval butt on your exam!

# AP World History Crash Course Review: The Columbian Exchange



*Image Source: [Wikimedia Commons](#)*

Can you imagine a world that has Italian pasta without tomato sauce to smother the noodles? How about having a hamburger without any fries? Or maybe an alternate reality where the Irish potato famine of the 19<sup>th</sup> century never happened? Well, without the Columbian Exchange all of these scenarios could have played out in very real ways.

# AP World History Crash Course Review: The Columbian Exchange Cont.

The Columbian Exchange is one of those AP World history concepts that you simply must know for your upcoming AP World History exam. It has helped to shape the world that we have come to know and love today, but it is also a perfect example of how historical events have shaped cultures, societies, environments, and even what we eat across the world. But not all of it has been great. Some have suffered and others have benefited from its affects.

We will cover these things and more in this AP World History crash course on the Columbian Exchange and let you in on how it has shaped historical events from across the globe. Plus, at this end of this AP World History Review, we will explain how the concept itself might pop up on the AP World History exam you are planning on taking. So, let's take this trip around the world with Christopher Columbus and discover how he and his resulting Columbian Exchange changed global history!

## **What is the Columbian Exchange?**

You might think that the Columbian Exchange might have only to do with Christopher Columbus' voyage across the Atlantic and the exchanges he made there. Well, that would only be sort of correct. This AP World History concept is Columbus' namesake, but it's also so much more. Columbus' expeditions have sent massive ripples throughout history that we are still feeling the effects of today.

So, before we get too bogged down in the details, let's get this AP World History crash course started by asking, what is the Columbian Exchange?

Simply put, the Columbian Exchange was the extensive movements of plants, animals, diseases, and peoples between the Old and New Worlds after Columbus made his famous voyage in 1492. But this is also one of those AP World History concepts that pertain to more than just physical items like the potato. The exchanges that took place included ideas, cultures, and technology that were transmitted across the world at that time.



# AP World History Crash Course Review: The Columbian Exchange Cont.

## Columbian Exchanges

You may not have known this, but before Europe's intrusion upon the Americas, Europeans had never eaten a tomato before. There was no such thing as pasta marinara. Travesty.

But seriously, there were massive amounts of foods and animals that were transferred between the Americas and the rest of the world at this time. Europeans brought over things like olives, onions, rice, turnips, and apples. While they took avocados, corn (maize), squash, pumpkins, and rubber.

On top of that, goose, pigs, horses, and chickens were taken to the Americas while llamas, turkeys, alpacas, and guinea pigs were taken back to Europe.

And this is just a tiny snippet of the kinds of things that were exchanged between the two parts of the world. Massive, and we mean massive, amounts of *stuff* was brought between these parts of the world that used to be isolated from each other in the 15<sup>th</sup> and 16<sup>th</sup> centuries.

## The Good, the Bad, and the Ugly of the Columbian Exchange



*Image Source: [Wikimedia Commons](#)*

## AP World History Crash Course Review: The Columbian Exchange Cont.

Now, all of this seems great, right? What's wrong with a little bit of exchange now and again? I mean, without European apples there would be no phrase, "American as apple pie." But therein lays the historical problem. And as an AP World History review, we love historical problems.

Although there were definitely some great things that came about from the Columbian Exchange, it most definitely was not even-handed. The Europeans got the good deal, while indigenous Americans suffered.

One of the main reasons for this was the rampant spreading of disease. As we are sure you aware (but in case, you aren't, that's why we are reminding you in this AP World History crash course review), one of the reasons that Europeans sought land elsewhere was that the continent was overcrowded and undernourished, which is prime territory of pathogens.

In other words, Europeans were dirty and diseased. Native Americans, on the other hand, were not packed together and considered hygiene an important part of social and cultural life. And disease like measles, smallpox, and yellow fever came along with European bodies and goods.

The native populations of the Americas had no natural immunities to any of these. All of this meant a decimation of the indigenous peoples of the Americas. It is believed that about 90% of the people in the Americas died from these diseases. Europeans, on the other hand, found easy to grow and nutrient rich foods like the potato to feed their starving populations. One side definitely benefited more than the other.

# AP World History Crash Course Review: The Columbian Exchange Cont.

## The Whys and Hows of the Columbian Exchange

We are all about questions in these AP World History reviews, so why not ask: “what explains the events of the Columbian Exchange?” Or maybe, “Why does this matter?” And remember, these are the types of questions that AP World History examiners want students to comprehend when they are studying AP World History concepts like the Columbian Exchange.

So, what you need to remember is that European were not just exchanging out of the kindness of their hearts. They were colonizing. They were colonizing not only the land, but the people, the animals, the plants, and the environment. When European explorers like Columbus took plants and animals from their natural habitats, they were looking for ways to reproduce them back in the Old World to help to expand their populations and strengthen their nations.

They also wanted to control the land and its vegetation while in the Americas as well. This meant exploitation for profit. And what became one of the most profitable ways to plant? Slavery. The Columbian exchange resulted in the massive movement of African men and women in to the New World, but while enslaved. This also meant that cash crops like sugar cane and eventually cotton would overtake otherwise diverse vegetable life.

But they were also there to take over the land. And when it came time for the native peoples to attempt to defend the places that they had called home for all those years, their populations were so depleted from disease, that they simply could not keep up. This had led to a takeover of the Americas by the Europeans.

And finally, the Columbian Exchange resulted in the introduction of invasive species. This is a tricky term that’s fraught with meaning, but for the purposes of the AP World History Exam and this AP World History crash course in general, just remember that plants and animals were introduced in the New World that totally thrived and took over the indigenous flora and fauna.



# AP World History Crash Course Review: The Columbian Exchange Cont.

## The Columbian Exchange and the AP World History Exam

Whew! You got all that? Good. Even if you don't have it all down yet, that's ok. But when it comes time to studying for your AP World History Exam, reread this AP World History review on the Columbian Exchange a few times, so you know you've got the important points. This is one of those AP World History concepts that you simply must know.

Big picture is probably more important than little picture here. Sure you should know that pumpkins were from the Old World. But you really need to think about the cause and effect stuff. Remember the role of colonialism, remember the inequalities, and remember the exploitations. These are the central concepts of this AP World History review.

Now, let's take a look at a previous AP World History exam question. In fact, here's a perfect one from the year [2012](#):

*Compare demographic and environmental effects of the Columbian Exchange on the Americas with the Columbian Exchange's demographic and environmental effects on ONE of the following regions between 1492 and 1750.*

*Africa*

*Asia*

*Europe*

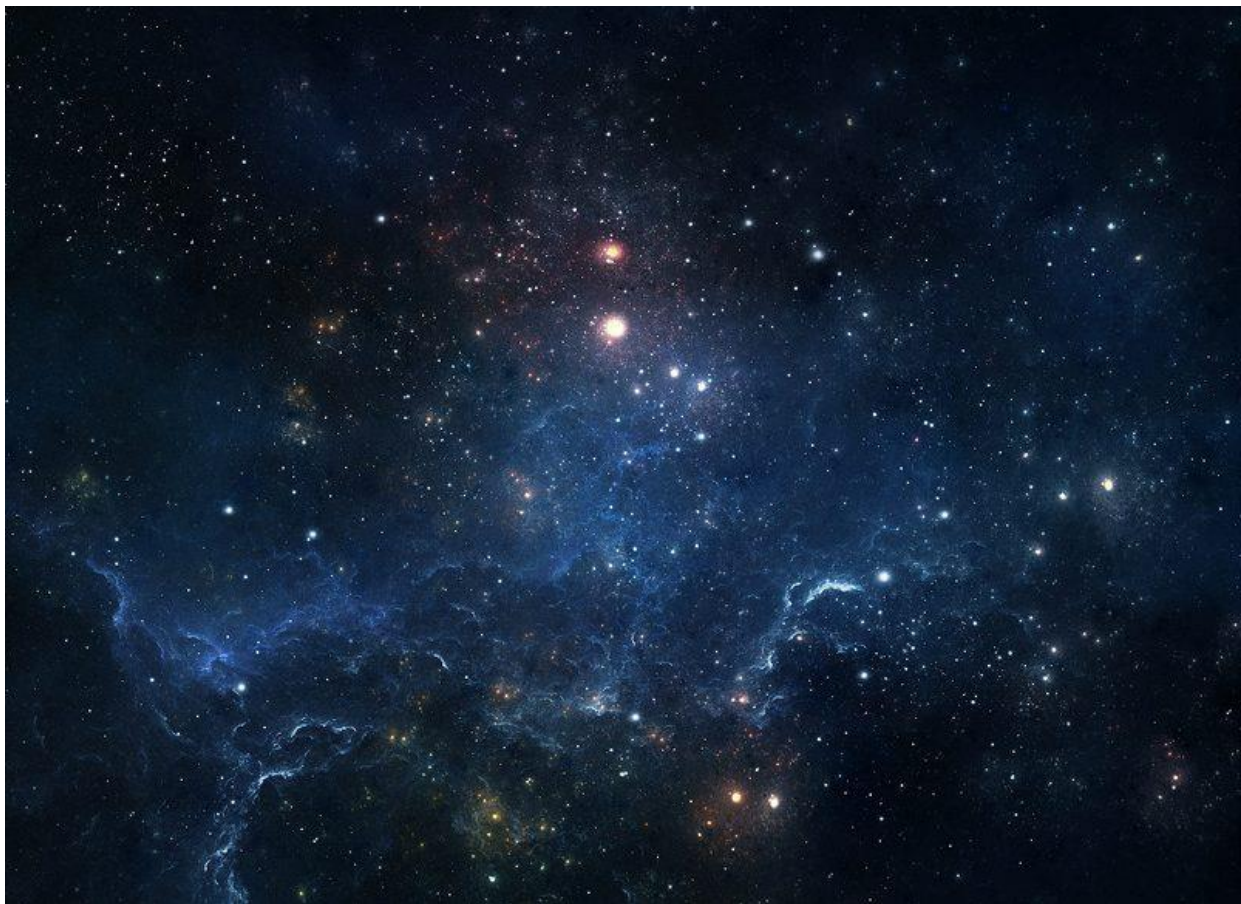
After reading this AP World History crash course on the Columbian Exchange, you should have this question down pat. I bet you can even do it with your eyes closed. Well, maybe not.



## AP World History Crash Course Review: The Columbian Exchange Cont.

But again, as we have shown you in this AP World History review, the Columbian Exchange resulted in a massively unequal relationship between the Old and New Worlds. Both demographically and environmentally, the affects have been widespread, including the destruction of populations, the spreading of diseases, and the increased nutrition of certain societies. Either way, we've given you what you'll need in this AP World History crash course to score that 5 on your exam, so good luck!

# AP World History Crash Course Review: The Enlightenment



*[Image Source: Flickr](#)*

An important concept and period covered in AP World History is the Enlightenment. Here's an AP World History crash course on the Enlightenment.

# AP World History Crash Course Review: The Enlightenment Cont.

## Before the Enlightenment

In the late 1500's, a revolution began. This period of great change is known as the "Scientific Revolution." For centuries, mankind had been progressing, but very slowly – especially in the area of science. Medicine was primitive, people's idea of the universe was very limited and restricted by religious belief, man's idea of how nature functioned was limited by superstition and fear, and human beings did not even have a basic understanding of how and what they breathed, how they saw or heard, or what ideas or tools were necessary to figure these puzzles out.

Starting in the late 1500's, men like Kepler, Copernicus, Galileo, Newton, Leibniz, and others began to explain to mankind the nature of both the seen and the unseen universe. To do this, they devised new methods of calculation and measurement, and perhaps more importantly, they introduced what we know as the "Scientific Method." For centuries, humans had taken as absolute truth that which they appeared to see and perceive, and that which had been passed down to them from prior generations – without dispute. The men of the Scientific Revolution questioned everything, and to do this, they observed, measured, experimented and formulated hypotheses and theories about why things were the way they were, and set about proving or disproving their hypotheses, or the ideas of the ages. The Scientific Revolution is another topic which will be covered in AP World History, and one which you will need to understand before you move on to the Enlightenment period.

## The World Changed

It was not only in science that reason and close observation triumphed over ignorance and unquestioned tradition. Ideas about human society, government, religion and culture began to be questioned. Intellectuals in the late 17th and early 18th century thought that if people had been so wrong about the nature of the universe, perhaps they could be wrong about a great many other things, including perhaps most importantly, the rights of man.

# AP World History Crash Course Review: The Enlightenment Cont.

These thinkers, known to us as the “Philosophes” (the French word for “philosophers”) ushered in an age called the Enlightenment – for during this time, many people in Europe and North America came to see that they had been living in the unquestioned darkness of tyranny and ignorance for many centuries.

## **America is Based on Enlightenment Ideas**

With only one or two exceptions, the governments of Europe and North America in the 18th century were monarchies, most of them absolute monarchies in which the king or queen was not controlled or limited by anyone or any law. The monarch’s word was law. In England, King George III was more limited in his power than other European monarchs, but still exercised a great deal of direct influence, especially over the North American colonies, which was increasingly resented.

The Enlightenment period led directly to the founding of the United States of America, and the American Revolution was really the taking of Enlightenment ideas and putting them into practice – and so has the entire history of America to the present day. The French Revolution spread the ideas of the Enlightenment throughout Europe, and when the Revolutionary period was over in the early 1800’s much of European society had changed. You will be studying these changes as AP World History takes you into the study of the modern world.

## **France – The Home of the Enlightenment:**

During the early to mid 1700’s, some French (and other) writers began to criticize the structure of French society, culture and especially government. France was an absolute monarchy where the king’s will was law, and subject to change on a whim. This monarchy was based on an idea known as the “Divine Right of Kings”, which held that monarchs were placed on the throne by God, and were ruling in His stead – therefore, disobeying the King was tantamount to disobeying God.

## AP World History Crash Course Review: The Enlightenment Cont.

Using logic, reason, sarcasm and wit, men such as Voltaire, Montesquieu, Condorcet, Diderot and many others began to show that not only was this idea ridiculous, but that many other ideas held to be true in France and Europe were too. Mostly, the philosophes condemned the privilege, rights and riches of the few in the upper class who enjoyed absolute power while the majority of the people had no rights at all and lived in poverty. This is the **main point** of this crash course in AP World History on the Enlightenment – that people in Europe and North America began to assert their rights as individuals, and were determined that others would have that ability as well.

Both the American and French revolutions were grounded on Enlightenment thought. As Thomas Jefferson wrote in the Declaration of Independence, a model of Enlightenment thought. Ten years after the American Revolution, the French people rose up against their monarch, and proclaimed a government of “Liberty, Equality and Brotherhood.” These two events were the culmination and manifestation of Enlightenment ideas, and are still being felt today, especially in nations attempting to establish the rule of law and some form of democracy.

If you take nothing else from this AP World History crash course on the Enlightenment, let it be this: that without the thinkers of the Enlightenment, a great many of us might still be living in a state of both ignorance and oppression.



# AP World History Crash Course Review: French Revolution



*[Image Source: Wikimedia Commons](#)*

Are you going to need to know about the French Revolution for your upcoming AP World History Exam? *Mais Oui!* The French Revolution was one of the most important events in the modern era and we guarantee you, it is going to pop up in the exam, one way or another. Plus, it's a totally fascinating history, full of backstabbing, revolution, and an eventual happy ending!

# AP World History Crash Course Review: French Revolution Cont.

We've created this AP World History review in order to get you the best bang for your revolutionary buck. First, we will go through a quick review of the most important events of the French Revolution, from its background all the way to its aftermath. But most importantly, this AP World History review on the French Revolution ends with an analysis of how the topic is most likely to appear on the exam, including an example Free Response Question from a previous year. So, join us on this revolutionary quest and get that much closer to earning a 5 on your AP World History Exam.

By the way, in case you don't understand French, Mais Oui means "but of course!"

## **The Origins of the French Revolution**

Revolution came about due to a mixture of bad luck, stupid marketing, and long held resentment. First, by the end of the 1770s, the French monarchy was heavily in debt. Numerous wars and bad finances put the country into monetary disarray, which ultimately lead to a number of very unpopular taxes across the country. Second, drought hit the country hard.

Food was hard to come by and bread was getting more expensive, leading to riots. Third, the Third Estate (or the people) was getting tired of the elitist snobbery of the clergy (First Estate) and the Aristocracy (Second Estate). They joined in with an emerging new class, called the bourgeoisie, and started calling for a better life.

## **The French Revolution and the Enlightenment**

And who do you blame for all of this mess? The king. King Louis the XVI had been held responsible for the vast majority of these problems. But this also has a little bit of a background as well.



# AP World History Crash Course Review: French Revolution Cont.

During the 18<sup>th</sup> century, ideas about the Enlightenment were spreading like wildfire. Political philosophers and radical thinkers across the Western world were questioning the rule of monarchical ruler, thinking up ways that democracies and republics could create a new kind of order. John Locke, Jean-Jacques Rousseau, and even Thomas Jefferson could be considered amongst their numbers.

Speaking of the Americans, the American Revolution played a role here as well. They actually did it; they revolted against their monarch and became a republic by 1776. The French were so itching to do the same.

## The French Revolution

Since this is an AP World History crash course on the French Revolution, we are going to be brief here. But make sure you spend more time looking up the events that we simply cannot cover here.

OK, so all of this eventually led to violence. In 1789, the Third Estate, with the help of French intellectuals and radicals like Maximilien Robespierre, created something called the Estates-General. And they started making demands.

But those demands were rarely met, so this group of thinkers and fighters got the Third Estate together and stormed the Bastille (basically a prison and symbol of the king's power) in Paris in July of 1789, showing King Louis that they were willing to put up a fight if push came to shove.

Soon after that, they created the *Declaration of the Rights of Man and of the Citizen* in the same year. In October of 1789, the Estates-General got some help when a crowd of women began rioting in Paris over the price of bread. They all marched over to the King's palace in Versailles and demanded some changes.

And they got some of them.

# AP World History Crash Course Review: French Revolution Cont.

## The French Revolution and the Decline of the Monarchy

These radicals convinced the monarch to provide certain constitutional liberties, like the freedom of speech. They also eroded the king's power and destabilized feudalism in the country. But this was just OK.

Now, factions began to split off. Some still hated the king, some still loved him, some wanted socialism, some wanted democracy. Either way, the revolution kept going. Eventually, Louis was executed in 1793 after a series of struggles and battles, and the Republic was formed.

But that's not all! The revolutionaries got greedy. They started to expand French territory. Robespierre led the Committee of Public Safety and basically became a dictator, executing all of his enemies with the newly invented guillotine. This has become known as the Reign of Terror.

Ultimately, Robespierre falls to his own implement of death as the French people tired of his rule. Something called the Directory took over until Napoleon overthrew them and started a new era of empire. Whew.

## The French Revolution and the AP US History Exam

The French Revolution is one of the most significant events in the history of the modern world, not just the history of France. So, you bet your baguettes that it is going to pop up on your AP World History exam in one way or another. But which part do you want to think about the most?

Big picture is probably more important than little picture here. Yes, you want to know a few details about Maximilien Robespierre, especially since he can be considered *the* key player. But you don't really need to know that he died on July 18, 1789.

## AP World History Crash Course Review: French Revolution Cont.

What you are going to want to think about is *cause* and *effect*. What were the debates and events that brought about the French Revolution? What kind of effect did the French Revolution have on global understandings of nationalism and republicanism? Think in terms of these broad strokes kinds of questions.

It would be a good idea to go back through this AP World History review on the French Revolution and think about these things:

- Consider the relationship between politics and ideology. This is so important with the ways that Enlightenment thought played such a central role in the development of the revolution.
- Consider the debates. This was the age of the Reign of Terror; there was conflict. Understand the perspective of each side and how consensus was created.
- Lastly, think about the years between now and then. Consider how the Revolution contributed to the rise of liberalism and socialism.

Now, let's take a look at a previous AP World History exam question. This is one of the [Free Response Questions](#) from the year 2012:

Analyze various ways in which government policies during the Revolutionary and Napoleonic era contributed to a greater sense of French national identity in the period 1789 to 1815.

Suffice it to say that the French Revolution has had an impact on French identity, politics, and culture. The Arc de Triomphe still stands as a symbol of the Revolution and its Napoleonic aftermath.

## AP World History Crash Course Review: French Revolution Cont.

Anyways, there are a number of different ways to go here with this question. But you can bring up national symbols like the Arc or the fact that the country's motto, "Liberté, égalité, fraternité," originated with the revolution. This Republican sense of political selfhood has maintained a strong current in French life. But there are other examples, like the ways that the Napoleonic Code put French on the map for modern rights-bearing governments, which is still something the French take pride in today.

Either way, no matter how you approach a question like this, you are now armed with the tools to overthrow that monarchical AP World History exam. Take everything you have learned from this AP World History review and start your own revolution! Just get all Reign of Terror on us and try to bring the guillotine back. *Vive la France!*



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# AP World History Crash Course Review: Globalization



*[Image Source: Flickr](#)*

You may not have realized it, but we live in a world defined by globalization. Whether you've been listening to the British artist Adele, watching a soccer match taking place in South Africa, or using a blender that was made in Singapore, you have been taking part in a widespread and complex global system. It has become such an integral part of our lives that we hardly think about how this system came to be and what the historical consequences have been.

# AP World History Crash Course Review: Globalization Cont.

Because of the importance and centrality of globalism in our world today, you would be wise to believe that it's one of those concepts that are going to show up on the AP World History exam!

The global system that we live in has a long and complicated history. But don't worry! That's why we've created this AP World History crash course and globalization. This AP World History review is going to cover everything you'll need to know for the test, leaving out all of the unimportant details while focusing on those concepts that are going to help you the most.

Without further ado, let's take a trip around the globe and learn a thing or two about globalization!

## **What is Globalization?**

Like we mentioned above, globalization is going to pop up on the AP World History exam. Very simply, globalization refers to the growing interaction between different parts of the world.

As technology and medicine have improved, the population has grown. The world has been more interconnected not only in terms of money, but in terms of people. Advances in transportation technology have allowed people to move in search of greater opportunities. This has brought benefit to many, and enriched the cultures of many countries, but has also caused resentment towards other cultures and peoples, and increased racial and ethnic tensions.

Globalization has included the movement of cultures, ideas, technology, peoples, etc. The list is really endless. But this has been a historical process as well, one that has generally grown quite a bit over the last 500 years. It has also drastically changed our lives.

The effects of globalization have ranged from being able to connect with your friends on the internet to eating corn that was grown in China.



# AP World History Crash Course Review: Globalization Cont.

How do we know that this AP World History term and concept is going to pop up on the exam? Well, if you take a look at the [AP World History Course and Exam Guide](#) you can find this course structure:

<i>Technological and Environmental Transformations</i>	<i>c. 8000 B.C.E. to c. 600 B.C.E.</i>
<i>Organization and Reorganization of Human Societies</i>	<i>c. 600 B.C.E. – c. 600 C.E.</i>
<i>Regional and Transregional Interactions</i>	<i>c. 600 – c. 1450 C.E.</i>
<i>Global Interactions</i>	<i>c. 1450 – c. 1750 C.E.</i>
<i>Industrialization and Global Integration</i>	<i>c. 1750 – c. 1900 C.E.</i>
<i>Accelerating Global Change and Realignment</i>	<i>c. 1900–Present</i>

As you can see, the course has been organized into six different time periods, but half of those have to do with the “global.” You know that something like globalization is big and a must-know in your AP World History review.

Globalization, therefore, covers a ton of the Learning Objectives set up in the [AP World History Course and Exam Guide](#), so listing those out might be an exercise in futility. But we have incorporated many of these Learning Objectives, and especially the core historical themes that the *CollegeBoard* wants every student to be familiar with by time the exam rolls around, into this AP World History Crash Course to make sure you’re hitting all those goals.

## How Should You Study Globalization?

Trying to learn about such a loaded term like globalization can seem a bit daunting at first. But it really isn’t all that bad if you break it down into separate components.

# AP World History Crash Course Review: Globalization Cont.

What follows is a list of the ways you should think about the term globalization as you continue through your AP World History review and studies.

## ***Periodization***

First thing's first: when did globalization start? This is actually a very debatable topic. Historians have discussed the true origins of what we've come to understand as globalization for some time now. But for the purposes of the AP World History exam, globalization mostly refers to the modern era, or the 19<sup>th</sup> century to the current moment.

Historians do generally agree that the era of Global Interactions helped to spark the processes of globalization but the full effects did not take off full steam until Industrialization became a more common part of our daily lives.

For example, you should be aware of the ways that the Age of Exploration helped to make the world a smaller place. Explorers like Christopher Columbus opened Asia, Europe, and Africa to a new era of interaction with the New World. This included the introduction of foodstuffs like the potato into Old World diets and the exploitation of African enslaved labor in New World Plantations.

However, when Industrialization took off in Europe and North America in the 19<sup>th</sup> century, all of these things multiplied across the board.

## ***Causes of Globalization***

Like we mentioned above, the more humans explored the globe, the more close-knit global interactions became. This is the fundamental building block of globalization. But where the Age of Exploration was limited to ship and sail, the Industrial Revolution made global interaction much easier.

# AP World History Crash Course Review: Globalization Cont.

Inventions like the steam-powered ship, the locomotive, and electricity all shrunk the world. Soon, Americans could cross the United States coast to coast in a matter of days when it used to take months; rubber from Brazil could be harvested from a company headquartered in Great Britain due to the use of the internet in business management; and cod from Norway could be shipped to Germany without spoiling thanks to refrigerated shipping containers.

Inventions like these have been on the rise since the Industrial Revolution. As industry and technology keep bringing new forms of communication, travel, and exchange, globalization extends its reach.

For example: cell phones allow texting across the world in an instant, refrigerated trucks allow you to eat food from around the world, and airplanes can get you almost anywhere you desire. Almost every aspect of our economy, culture, and political situation is now related to global events.

## ***Economic Globalization***

Have you ever noticed that some of your clothes/gadgets/consumer goods have been manufactured in Singapore? How about China? That's because inventions from the Industrial Revolution and onward have allowed for the increase in the commerce of goods across the globe. A company owned in the United States can have a product manufactured in Japan and sold in the French marketplace. This arrangement would have been close to impossible 500 years ago.

But this is only a minor example of how global economics have shifted since the Industrial Revolution. By just observing data regarding port of Shanghai proves the global interactions of the economy. The port opened in the 19<sup>th</sup> century thanks to new innovations in seaport technology and now ships around 750 tons of goods across the globe. The manufactured goods themselves did not originate from the Port of Shanghai, but from the entire Pacific region.

# AP World History Crash Course Review: Globalization Cont.

Commerce isn't that only aspect of the global economy that has made our modern world seem smaller. Global corporations are now commonplace as well. You can find a Coca-Cola product nearly anywhere across the globe. Or if you wanted to eat at McDonald's while in Japan, that is now a possibility.

There have also been major international economic institutions like the International Monetary Fund and the World Bank that have sought to regulate the ways that international economics operate worldwide. These too have helped to create a world in which global economics are interconnected.

## ***Cultural Globalization***

Economic Globalization is perhaps the easiest aspect of our global world to think about, but you are also going to need to consider the increase of cultural interaction for the AP World History exam.

American television shows now air to viewers across the world. Yoga is seen as a fitness activity in the English-speaking world. On top of this, pop-music has become the norm from Russia to South Africa.

This has had the dual effect of linking a diverse world, where modern peoples can experience the ideas and beliefs of those they may never even have the chance to meet. It's not all been evenhanded, however, as Westernization has started to overtake the ethnic and cultural identities of those across the globe.

## ***Political Globalization***

The spread of global politics has also been a bit of a mixed bag. On the one hand, countries have come together to form ultra-mega organizations like the United Nations and the European Union, creating links that unify. But events like the Cold War put global politics into the realm of competitive *us-vs-them* moments that often resulted in war and economic catastrophe.

# AP World History Crash Course Review: Globalization Cont.

There has also been a trend known as *global citizenship*, where people across the globe have viewed their political fates as being the same. So, instead of identifying as part of a single nation, they believe that all people are global actors and that our actions can touch everyone around the world.

## **Globalization and the AP World History Exam**

As we've shown in this AP World History Crash Course, globalization has been one massive undertaking that has taken place over the last several hundred years and literally occurred across the entire world. We know that there is a lot to soak in when it comes to this topic, but there are a few things that you are going to want to keep in mind for the AP World History exam.

First, remember that globalization isn't really pinned down to one period. A good historian would know that this is a slippery subject that can actually be applied to several points in World History. For example, you could argue that the Age of Exploration was in fact an example of globalization well before the modern era. Goods were shipped from across the globe, people traveled to new places, and international businesses linked several continents together. So, always remember that this is a complicated term and is most definitely up for debate, especially when it comes to periodization.

While we are thinking of complicated, it would be a good idea to always remember the good and bad. Sure, globalization has meant that you can get Japanese sushi in a place like Germany, but that has also meant that local German cuisine has become less popular and suffered in the process. The same can be applied to the spread of international corporations and increased international political activities.

## AP World History Crash Course Review: Globalization Cont.

And finally, the history of globalization can be found almost anywhere. Modern world history is the history of globalization, so the more you look into and study this topic, the more you are going to excel at the AP World History exam. Just look at this question (page 153) from the [AP World History Course and Exam Guide](#):

22. Frere's view of the changing opportunities for Indian labor most directly reflects the influence of which of the following?

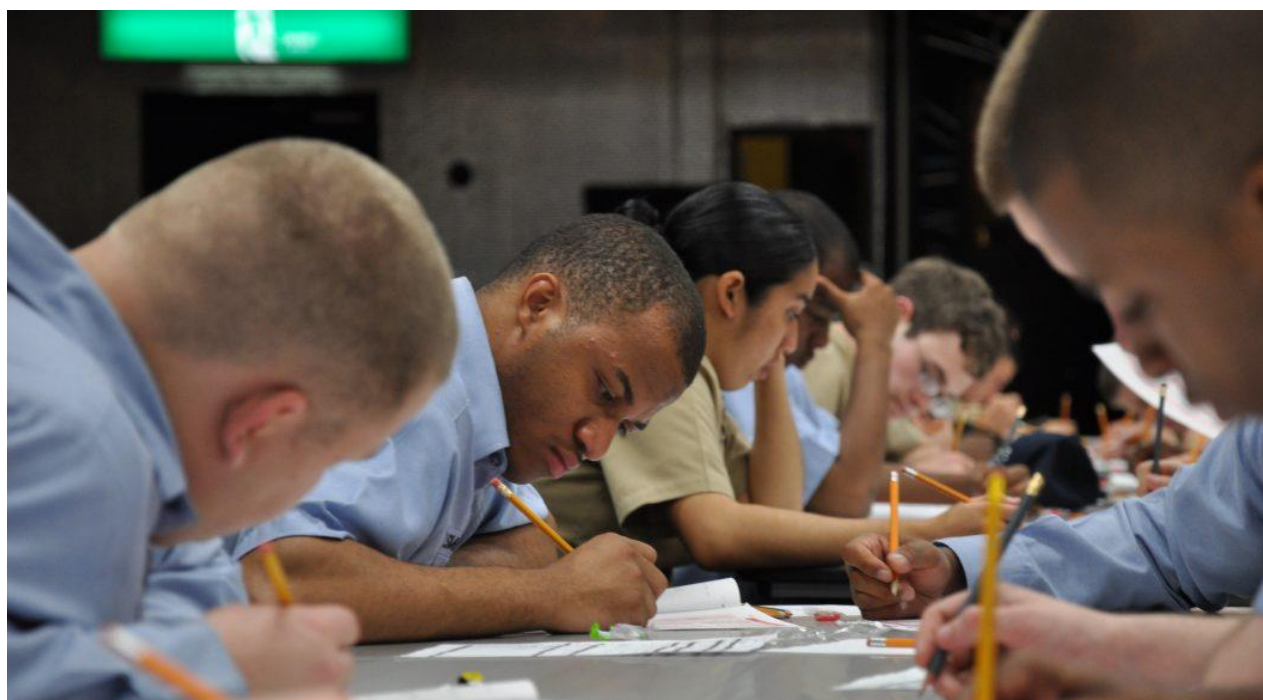
- A) *The ideals of classical liberalism as stated by Adam Smith and John Stuart Mill*
- B) *The ideals of communism as stated by Karl Marx and Frederick Engels*
- C) *The ideals of the Enlightenment as stated by political revolutionaries such as Simon Bolivar*
- D) *The ideals of mercantilism as developed by state-sponsored joint-stock trading companies such as the British East India Company*

Right off the bat, you should already be aware that this question relates to globalization. The quote in question is given by a British governor in Raj India, which shows how British imperialism led to global interconnectivity.

In reference to question 22, you know that a British governor would not be a revolutionary, so both B and C should be eliminated. With your knowledge of the 19<sup>th</sup> century, you already know that the British Empire spread the tenets of liberalism and capitalism like that espoused by Smith. So, the answer would be A.

Ultimately, the more you study something like globalization, the easier the AP World History Exam will get. Like we laid out in this AP World History Crash Course, globalization can relate to almost everything from the 19<sup>th</sup> century and onward. But you should also consider the ways that global interactions increased even prior to that. Either way, the more you study this topic, the more you will learn about world history in general.

# 35 Frequently Tested AP World History Terms & Concepts



*[Image Source: Wikimedia Commons](#)*

AP World History can be a tough nut to crack. How do you cover tens of thousands of years of history that have spanned all peoples and places across the entire globe? Even reading this question sounds exhausting. Amassing a fat stack of AP World History flashcards can be a daunting prospect when considering all of the information that you'll need to go through for your upcoming AP World History exam.



# 35 Frequently Tested AP World History Terms & Concepts Cont.

But not to worry; we've created this list of the 35 Frequently Tested AP World History Terms and Concepts so you don't get lost in that forest of historical information. This AP World History review narrows down all of AP World History into 35 must-know terms. This is not an end-all be-all study guide, but it's the perfect way to study for those concepts that commonly show up on the exam.

## How to Use this AP World History Review

Before we dive full-force into the list of the 35 Frequently Tested AP World History Terms and Concepts, we wanted to let you in on how this AP World History review has been constructed to best help you succeed on your exam.

The CollegeBoard has created six distinct historical periods/eras that the entire AP World History course has been constructed around. They are as follows:

<i>Technological and Environmental Transformations</i>	<i>c. 8000 B.C.E. to c. 600 B.C.E.</i>
<i>Organization and Reorganization of Human Societies</i>	<i>c. 600 B.C.E. – c. 600 C.E.</i>
<i>Regional and Transregional Interactions</i>	<i>c. 600 – c. 1450 C.E.</i>
<i>Global Interactions</i>	<i>c. 1450 – c. 1750 C.E.</i>
<i>Industrialization and Global Integration</i>	<i>c. 1750 – c. 1900 C.E.</i>
<i>Accelerating Global Change and Realignments</i>	<i>c. 1900–Present</i>

And since the CollegeBoard has done it this way, so have we. To find out more on how the CollegeBoard has organized the course, we recommend giving the [AP World History Course and Exam Description](#) a read.

Now, let's go ahead and dive right into our AP World History flashcard terms!

# 35 Frequently Tested AP World History Terms & Concepts Cont.

## The 35 Frequently Tested AP World History Terms & Concepts

Technological and Environmental Transformations (c. 8000 B.C.E. to c. 600 B.C.E.)

### 1. Neolithic Revolution

AKA the First Agricultural Revolution. This was a long and drawn out historical process that began taking place around 10,000 BCE. Over the course of hundreds of years, human societies began to develop new farming techniques. Before this started taking place, humans were primarily hunter-gathers, spending all of their time and energy on finding food and on basic survival. But with new farming techniques, food was easier to come by. So, people began to settle down, form civilizations, and imagine more complex understandings of the world around them (new ideas about science, religion, etc.).

### 2. Mesopotamia

This is best thought of as the location of the Neolithic Revolution. You might also know the area as the “Fertile Crescent,” due to the fact that the rich soil and river water surrounding the area was perfect for the growth of human populations. The land was primed and ready for food production, water was plentiful, and therefore there were also plenty of animals to both raise and eat.

The word Mesopotamia literally means “between two rivers” in Greek, referencing not only the growth of agriculturally based societies, but the many empires and civilizations that developed within the region. Many of these civilizations, which included the Babylonians, the Assyrians, and the Persians, made countless contributions to the worlds of science, technology, astronomy, and art.

# 35 Frequently Tested AP World History Terms & Concepts Cont.

## 3. Nile River Valley

Speaking of prime civilization territory, the Nile River Valley helped to give rise to one of the most famous ancient empires: the Egyptians. Like Mesopotamia, the Nile River provided the perfect combination of water, food, and soil to allow to civilization to prosper. The early Egyptian dynasties began to take political control of the region around 3,100 BCE and also like Mesopotamia, contributed to the growth of science, culture, art, and technology.

## 4. Code of Hammurabi

As we noted, these growing ancient civilizations that merged around the rich silt and soil of powerful rivers gave rise to new advances in the arts, the sciences, etc. Well, they also did so in terms of political control and the law. This “code” was a set of laws that the Babylonian King Hammurabi used to rule his empire between 1792 and 1750 BCE. It is one of the oldest known examples of a code of law that assumes quasi-constitutional rights to a nation’s citizenry and even included a presumption of innocence.

Organization and Reorganization of Human Societies (c. 600 B.C.E. – c. 600 C.E.)

## 5. Sanskrit

Very basically, Sanskrit is the sacred language of Hinduism. But it has played an essential role in the formation of religious, cultural, and social cohesion in ancient India. Circa 300 BCE a form of the language called Vedic Sanskrit was used to compile a series of texts called the Vedas. These essentially became the founding pieces of literature that composed the Hindu religion. These texts included the references to reincarnation, Brahma, and helped to create the caste system of India.

# 35 Frequently Tested AP World History Terms & Concepts Cont.

## 6. Daoism

Daoism (or Taoism) has been one of the most influential philosophies of ancient China. It began to take shape in the Warring States period of Chinese history (late 4th century BCE) and draws heavily on the yin and yang. Eventually a number of key texts and schools of thought were created around its core belief of ethics based upon the cycles of the natural world. And emperors like Genghis Khan would use its tenets in their social, political and military rule.

## 7. Greco-Roman Philosophy

This is less of a concrete event and more of an essential concept that you'll need to keep in mind for your AP World History exam. Where eastern philosophies like Daoism revolved around the natural world, the philosophies of the Greek and Roman empires were often based upon logic, empirical observation, and the nature of political power and hierarchy. Part of the reason for this difference was the Greco-Roman strive from imperial expansion and the quest for practical solutions to political control. This was accomplished with the help of great thinkers like Aristotle and Cicero.

## 8. Pathogen

This is one of those AP World History flashcard terms you are going to want to study for each era, but it's particularly important when studying the ancient empires. A pathogen is basically anything that can produce disease. And as humans moved away from being hunter-gatherers, they moved into more cramped spaces, forming cities and civilizations. But this also meant the spread of disease. Disease often led to the shrinkage of some urban populations and contributed to the decline of some empires, included those of ancient Rome and China.

# 35 Frequently Tested AP World History Terms & Concepts Cont.

## 9. The Qanat System

These were underground waterways built by the Persian people around the 1st millennium BCE. Without technological advances like this and many other aqueduct systems built in the ancient world, human populations would not have spread so rapidly or easily. The Qanat acts as a representation of the ways that increased crop production of products like cotton and rice encouraged changes in farming and irrigation techniques. During your AP World History review before you take your exam, remember that this term is more important to remember as a representation of a larger theme or historical process rather than something you need to know every detail about. You can view the Qanat System in the same vein as the Roman aqueduct, the noria water wheel, and the shaduf well pole.

## 10. The Silk Road

This was an ancient trade route that connected Asia with Europe. It acted as the central artery of cultural, economic, and political exchange that began to take shape around 200 BCE and remained in use until about 1400 CE. It connected many peoples from the Pacific Ocean on the shores of eastern China to those of Western Europe via the Mediterranean Sea.

The road was actually a product of imperial expansion. As the Han Dynasty of China sought to pacify its frontiers, the Emperor Wu sent a military mission out West that would run into the ancestors of Alexander the Great's men. This whole process opened up trade between East and West.

# 35 Frequently Tested AP World History Terms & Concepts Cont.

## Regional and Transregional Interactions (c. 600 C.E. – c. 1450 C.E.)

### **11. Tenochtitlan**

In its prime, Tenochtitlan was the largest city in the pre-Columbian Americas. It acted as the capital city of the Mexican civilization beginning around 1325. By time the Spanish Conquistador Hernan Cortez reached the city in 1519, it has been estimated that Tenochtitlan was the largest city in the world, as much as five times the size of London. But that would soon end after the arrival of Cortez. The Spaniards besieged the city, dismantled its major buildings, and spread diseases amongst its populations effectively signaling the decline of the Aztec empire and the rise of the Spanish empire in the Americas.

### **12. Inca Roads**

Around 25,000 miles of roads connected the Inca Empire (1438 – 1533). As with many of the world's empires at this time, the Incas required a way to effectively maintain control, move armies, and facilitate trade across its territories. The result was one of the most impressive feats in pre-Columbian history. The road itself connected centers of Incan control, ranging from present-day Colombia to Chile. This technological and engineering feat was brought about by the growth of the Inca's imperial power and the desire to instigate trade in commercial goods. But it also represented a significant state project that encouraged economic, political, and social growth simultaneously.

### **13. Hanseatic League**

The Hanseatic League consisted of a confederation of merchant guilds and the towns that they operated between the 14th and 16th centuries. As European tastes for luxury and everyday goods expanded, so did the need for traders. Throughout the Baltic region, several producers of a variety of goods (from fishermen to farmers to silversmiths) created this league as a way to create a stronghold on the trading taking place.

## 35 Frequently Tested AP World History Terms & Concepts Cont.

The League itself worked to guarantee the economic and diplomatic privileges of the guilds, using their own armies and even a separate legal system to maintain regional control.

### **14. Feudalism**

The feudal system of the west came about with the fall of the great European empires, especially the Carolingian empire (think France, Germany, the United Kingdom, etc.). When these empires fell, Europe was left with a large and powerful military class without a strong state to govern them. Between the 9th and 15th centuries, society was structured around a series of exchanges. The military class of knights/vassals agreed with the moneyed lords that they would protect the lord's land in exchange for land. These lands were called fiefs and were tilled and farmed by peasants who were allowed to live on the land in exchange for taxes.

### **15. Delhi Sultanates**

For about 320 years beginning in 1206, five dynasties ruled over the city of Delhi in India. This kingdom has been coined the Delhi Sultanate. A former slave named Qutb-ud-din Aibak began the dynasty, spreading Delhi's territory and influence across northern India. He also spread the influence of the Islamic religion throughout the region. After years of conquest, the Sultanate conquered and incorporated that majority of the Indian subcontinent. This resulted in a sort of unification process between the diverse peoples of the region, but also led to a split in Indian culture, as Hindus increasingly fought against the Sultanate in the 16th century, leading to its demise.

### **16. Foot Binding**

Possibly one of the most visible reminders of Imperial Chinese upper-class visions of beauty, foot binding became a symbol of feminine attractiveness and extravagance. In 10th century China, upper-class court dancers began applying painful bindings to young women as a way to stunt the growth of their feet.



## 35 Frequently Tested AP World History Terms & Concepts Cont.

The popularity of this act spread as the smaller foot represented not only beauty but the extravagance of the upper classes that did not need to use their feet to work. Often called lotus feet, the practice would not die out until the 20th century.

### **17. Constantine The Great**

Constantine was one of the most influential figures in the history of the Roman Empire. He became the first Roman Emperor to convert to Christianity. He moved the empire's headquarters to the city of Constantinople. And he restructured Roman political rule from the tetrarchy to one that followed dynastic succession. All of these contributed to the rise and dominance of the Byzantine Empire (often called the Eastern Roman Empire) and the foregrounding of the Crusades.

### **18. Marco Polo**

Marco Polo became one of the most famous European travelers to make it to eastern China. He was by no means the first European to do this, but he has become the most famous. In the 13th century, Polo set out to China at the height of the Mongol Empire with the intent of opening cultural and economic trade. He did accomplish this after 24 years of traveling. He provided detailed, lurid, and often embellished accounts of his travels romanticizing his expeditions. Polo's writings about his travels in fact inspired future explorers of the Age of Exploration, including Christopher Columbus.

Global Interactions (c. 1450 C.E. – c. 1750 C.E)

### **19. Joint-Stock Companies**

These companies became the house in which capitalism was built. In the 15th century, European businessmen, investors, and politicians were getting together to invest in companies premised upon stock ownership. The amount of stock you received depended on how much money you invested.

## 35 Frequently Tested AP World History Terms & Concepts Cont.

And the amount of stock you owned defined how much sway you had in the company itself. These businesses helped to fund exploration projects throughout the world, where investors worked with colonists to extract goods from various locales for profit. One of the most famous of these was the British Virginia Company that began the English colonization of North America.

### **20. Mercantilism**

Europe was dominated by mercantilist economics, policies, and philosophies throughout the “Global Interactions” era. The concept itself basically created political power through the economy. Instead of justifying state power via the divine authority of kings or through strict military dominance, mercantilist economic theory argued that governments should regulate that economy and use beneficial trade to oust rival nations. But it also entailed so much more as the mercantilist states often found themselves going to war with one another over resources and resorting to colonial expansion in order to maintain political supremacy.

### **21. The Atlantic System**

One of the many results of the mercantilist economic and political theory was the Atlantic System. But this one was particularly harsh since it involved the trading and transportation of African slaves into the Americas (it’s also been called the Atlantic Triangular Slave Trade). This system was created around a series of transactions being made between colonial powers in Europe, Africa, and the Americas. Take for example, the sugar trade. Sugar plantations in the Caribbean used African slave labor to produce refined sugar can products like molasses. The molasses was then shipped to Europe, where it would be turned into rum. That rum would be traded for manufactured goods/profits and shipped to western Africa. Those goods/profits would then be traded for slaves and shipped to the Caribbean.

# 35 Frequently Tested AP World History Terms & Concepts Cont.

## 22. Cash Crop

In an era defined by money and profit, cash was king. Therefore, any crop or agricultural product that created the cash flow tended to be produced. To a detrimental degree. A cash crop is just that—a crop grown for cash instead of subsistence. Sugar (see The Atlantic System) was one of these cash crops. Before the arrival of Europeans into the Americas, sugar plantation was only a small part of the regional agricultural system. But after European arrival, it became the primary crop. These crops had devastating effects on the environment, local economy, and health of many populations. They also typically included coerced or forced labor systems in order to maximize profit.

## 23. Sikhism

As people moved around during the “Global Interactions” era, their beliefs came with them. This partially helps to explain the creation and rise of Sikhism in South Asia. Sikhism itself was based off of the spiritual teachings and leadership of the 15th century Guru Nanak. But the historical origins of the religion can be seen as a mix of both Hindu practices and Muslim traditions in a region that increasingly witnessed interactions between the two religions. Sikhism has emphasized monotheism, meditation, and selfless service for all of mankind.

## 24. Encomienda System

Spain’s colonial endeavors in the Americas revolved around what has been called the Encomienda System. This was a political, economic, and military relationship between the indigenous peoples of Central and South America and their Spanish overlords. Almost immediately upon arrival in the Americas, the Spanish crown began granting encomiendas to conquistadors and officials as a sort of reward for their efforts in the New World. This meant that they were granted land and various communities to govern over. The people under their watch were to work the land and provide tribute to their Spanish overseers in exchange for protection, instruction in Christianity, and infrastructure growth. Unfortunately, the system instead often resulted in violence and exploitation.

# 35 Frequently Tested AP World History Terms & Concepts Cont.

## 25. The Manchus

The Manchu were the people of what is now called Manchuria. They had always been an ethnic minority under Han Chinese control until they revolted and started the Qing Dynasty in the 17th century. This dynasty would last until 1912. While in control, the Manchu celebrated their culture and ideas despite being minorities. This included the “queue” hairstyle that became associated with Chinese culture of the elite classes. However, as global influences spread foreign pressure from European put strains on the Empire. Their outsider status proved to be a detriment as many Chinese began to blame these “Manchu foreigners” for giving European powers too much control in their country.

## 26. Thirty Years War

More than just one war, this was a series of conflicts that took place in Central Europe between 1618 and 1648. It has been remembered as being one of the most brutal events in European history, leading to utter destruction. After the Protestant Reformation, religious hostilities exploded in Europe. The Holy Roman Empire attempted to force Catholic practices on its peoples, but that didn’t sit well with the followers of Protestantism. Two factions formed as the violence snowballed. Famines spread, starvation was rampant, and disease proliferated during the conflicts. The War ended with the Peace of Westphalia, but European power had shifted with France emerging as the most powerful state in Europe.

## Industrialization and Global Integration (c. 1750 C.E. – c. 1900 C.E.)

## 27. United Fruit Company

This US company, from in the late 19th century, dominated the international fruit and banana trade throughout the early twentieth century. Businesses like the United Fruit Company have been called banana republic due to the amount of influence they exerted towards the politics, economics, and social structures of many Latin American nations.

## 35 Frequently Tested AP World History Terms & Concepts Cont.

These companies often encouraged the growth of infrastructure, including roads and telecommunications. But they also represented the influence of multinational corporations in the affairs of impoverished countries.

### **28. A Vindication of the Rights of Women**

Mary Wollstonecraft wrote her *A Vindication of the Rights of Woman* in 1792. This work contains one of the earliest arguments for a feminist philosophy (although the term feminist would not have been used at this time). Wollstonecraft used Enlightenment ideals regarding freedom and equality to argue that women deserved the same fundamental rights as men. She argued that women were essential to the nation because they educated children, that women deserved the right to an education, and that women should be seen as companions to men rather than ornamental wives. Wollstonecraft's book became a symbol for the feminist movements that developed in the 19th and 20th centuries.

### **29. Anarchism**

Throughout the 19th century, alternative visions of political and social power were being theorized all over the world. One of these was the political philosophy of anarchism. Brought on by intellectuals like William Godwin, Mikhail Bakunin, and Pierre-Joseph Proudhon anarchism represented the antithesis to the growing centralization of state bureaucracies. Anarchists believed in stateless societies, where workers controlled the means of production and political rule was meted out by the people. Many anarchists also believed in the power of revolutionary violence, leading to several assassinations (like that of Archduke Ferdinand) and the growth of revolutionary movements (like that of the Paris Commune).

### **30. Opium Wars**

The Opium Wars were actually two wars that occurred between France and China and England and China. Both of these happened during the Qing Dynasty of the 19th century. European influence in Eastern Asia greatly increased as trade multiplied during the 18th and 19th centuries.

## 35 Frequently Tested AP World History Terms & Concepts Cont.

But this trade also brought along conflict. Both England and France were victorious during these wars, severely reducing the power of the Qing Dynasty and increasing European power in the region. All of this influence ultimately encouraged the rise of a republican mentality in China, resulting in the demise of Chinese imperialism.

### **31. Montesquieu**

Montesquieu has been considered one of the great thinkers of the Enlightenment. Born in 17th century France, Montesquieu became an influential lawyer, political thinker, and author. He helped to coin the term despot, which he used to criticize the rulers of Europe at that time. He also celebrated republican visions of the separation of powers and constitutionalism. He argued that the citizenry of a state had a contractual relationship with the government to obey its authority in exchange for protection and law-based rights. Big thinkers like Montesquieu would help to give intellectual breath into the lives of the American and French Revolutions.

Accelerating Global Change and Realignment (c. 1900 C.E. – Present)

### **32. Green Revolution**

Unlike the Russian Revolution or the American Revolution, the Green Revolution did not involve violence or warfare. This was a revolution in the technology of agriculture and how food was being produced. Between the 1930's and 1960's, a series of innovations completely altered how food was grown and produced across the world. New disease resistant and high-yielding varieties of crops were being developed, particularly for wheat, corn, and grains. The result has been that nations have been able to grow more than what has been required to feed their populations, leading to a growing agriculture industry and increased access to food across the world.

## 35 Frequently Tested AP World History Terms & Concepts Cont.

### 33. Ho Chi Minh

Ho Chi Minh will most famously be remembered for being the Vietnamese Communist revolutionary leader during the Vietnam War. But he also represented so much more. His movement mimicked other decolonization efforts across the globe after World War II. In particular, he turned to the leaders of the democratic world, including the US and France, for help to become a sovereign nation. But in their denial, he turned to revolution as a response. He also represented the Cold War binaries that decolonization efforts ran into in their efforts for sovereignty. He was stuck between the Communism of Russia and the Democracy of the United States. The war itself would turn out to a major blight in France and the United States' histories, leading to social and political pressure against efforts in colonialism and Cold War interventionism.

### 34. Military-Industrial Complex

This term became popular after American President Dwight D. Eisenhower used it in his 1961 presidential address to the nation. During that address, Eisenhower warned his listeners that the intimacy between the defense industry and the nation's military could potentially lead to some very serious and dangerous policy decisions on part of the US government. In other words, he warned that technology companies could easily profit off of war and thus encourage war for more profit. Protesters of the Vietnam War, in particular, used this speech as a way to criticize the US's presence in the region.

### 35. Pan-Africanism

Pan-Africanism has been less of an event and more of an intellectual movement of the 20th and 21st centuries. Built around the notion that all people of African descent have a shared history, they too have a shared destiny for the future. The movement itself has been particularly strong in Central and North America where the African Slave Trade affected entire populations. Using a shared history of enslavement, Pan-Africanism finds empowerment in an African identity.



## 35 Frequently Tested AP World History Terms & Concepts Cont.

The beliefs have been diverse, though, ranging from Rastafarianism to Black Power. The African Union can also be seen as an instance of Pan-Africanism.

The AP World History Exam can be a bit of an intellectual overload. But stick with this list of 35 Frequently Tested AP World History Terms and you'll be on your way getting a 5 on your exam. We've not only covered AP World History flashcard terms from the ancient past to the present moment, but we have engaged in regions all over the globe. On top of this, we have provided terms for not only must-know events, but those terms that represent some of the most important concepts that you'll need to know for your AP World History exam.

# AP World History Multiple Choice Strategies



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If you are taking the upcoming AP World History exam, you might just be feeling a little bit of stress. To say that the material covered in the AP World History course is extensive might be the biggest understatement of the century. How does one even cover all of the events, places, time periods, epochs, etc. when considering the AP World History exam? It may seem daunting, but don't lose hope yet. We've created this AP World History Review of the most important multiple choice strategies to consider when going through your AP practice tests.

# AP World History

## Multiple Choice Strategies Cont.

Our AP World History review will provide you with some of the best insights on how to approach the multiple choice section of the AP World History exam. This includes tips on how to manage your times while taking the test, the best ways to approach your AP practice tests leading up to your exam date, and letting you in on some of the best ways to think about the entirety of world history without overworking your brain. On top of this, our AP World History review on the best multiple choice strategies for the AP World History exam will provide you with real examples from previous tests to show you these tips in action.

### Get to Know the AP World History Course

What better way to study for a test than to get into the minds of your examiners. Before you get too involved in any AP World History practice tests, or even get too far into the course material, get onto the College Board website and do some perusing.

What you really are going to want to look for, though, is the [AP World History Course and Exam Description](#). This lets you know what the AP World History exam is all about. But it also tells you how to approach the multiple choice questions. It's important to remember that the AP World History exam is less concerned with the specifics of dates and names and more interested in themes and historical analysis.

Look at this question on page 142:

*Which of the following best describes the significance of legal codes to early civilizations?*

- A. They granted citizens the right to choose their rulers and representative.*
- B. They reflected and reinforced existing social and political hierarchies.*
- C. They facilitated the introduction of monotheistic religions.*
- D. They effectively settle disputes between pastoralist and agrarian communities.*

# AP World History

## Multiple Choice Strategies Cont.

The question itself relates to the Hammurabi Code (circa 1750 BCE), but notice how it does not ask the specifics of the laws written. Instead, it asks about critically analyzing the role of law in the performance of social and political power. By using critical thinking skills, we can see that the answer is B.

In other words, always try to think big picture.

### **Watch the Clock**

You have 55 minutes to complete 70 multiple choice questions on the AP World History exam. That's not much time at all. So, make sure you are keeping your eye on the clock. If you find yourself spending way too much time on a single question, just mark it in the AP World History booklet and come back to it when you've finished the multiple choice section of the exam.

Sometimes it's best if you allot yourself a specific amount of time for a chunk of questions. You may, for example, want complete 23 questions every 15 minutes. Doing it this way will ensure you get to every multiple choice question and leave you with ten minutes to go back and double-check your work.

### **Read the Question Thoroughly**

We're sure it seems like AP World History review on the best multiple choice strategies tell you to read through the questions thoroughly. And they're right. But there's something particular about the AP World History exam that really requires thorough reading.

Increasingly, the College Board is using primary sources in their multiple choice questions. Sometimes four to five questions will revolve around a single document or image. So, make sure that you thoroughly read or analyze each source provided the first time around. It will definitely save you time doing this instead of going back to the source for every single question you encounter.

# AP World History

## Multiple Choice Strategies Cont.

### Eliminate Obvious Answers

After you've read any AP World History question thoroughly, it's time to check to see if there are any answers that don't obviously belong. Or for that matter, go for the answer that is obviously right to you as well. If that happens pat yourself on the back and move on to the next questions.

Not every question will have an answer that is obviously right or wrong, so don't rely on that. Just as a quick example, turn back to the [AP World History Course and Exam Description](#) and take a look at question 7 on page 144. It reads:

*Which of the following best explains the change illustrated in the chart after 1650?*

- A. The influx of European merchants and trading companies into Asia*
- B. The widespread adoption of American food crops in Asia*
- C. The increase in Chinese agricultural exports to Europe and Japan*
- D. The environmental effects of the Little Ice Age.*

The "chart" in question highlights the explosive growth of the Chinese population after the year 1500 CE. But just by looking at the possible responses, you should be able to eliminate option D right off the bat. First, the Little Ice Age resulted in population shrinkage and starvation. And second, it happened primarily in Europe. So, you know the answer related to that.

### When All Else Fails, Use Your Powers of Deduction

Let's assume for a moment that you completely forgot to cover Chinese history from 400 BCE to 1500 CE in your AP World History reviews and studies. But what if this question 7 comes up on your exam? What do you do?

## AP World History Multiple Choice Strategies Cont.

You are not totally at a loss even if you know nothing about the topic because you can use your historical analytic skills to deduce the answer. First, since you're no pro on China, you already know that answer cannot be D because the Little Ice Age primarily occurred in Europe. That leaves A, B, and C as possible options.

By looking at the graph on page 143, you know it's about population growth. But option A (The influx of European merchants and trading companies into Asia) has to do with money and the effects of an economy. Option C (The increase in Chinese agricultural exports to Europe and Japan) assumes that agricultural exports correlated to population increases. That doesn't really make any sense.

You do know, however, that the introduction of American foodstuffs like the potato diversified diets in Europe leading to population growth. So, why not China? Therefore, the answer is B (the widespread adoption of American food crops in Asia).

Just like that, you can deduce your way to the right answer even if you totally forgot to cover the topic in your AP World History studies.

### **Think about Time Periods in AP World History**

You can't fully know everything from your AP World History studies. Instead of worrying about that, use time periods to compartmentalize your thoughts into easy to remember moments in time. The AP World History course does it, so why shouldn't you?

For example, if you run into a question that references a writer that you don't recognize, but was active in Western Europe in the mid-18<sup>th</sup> century, you can use your knowledge about the Age of Enlightenment to fill in any gaps. You know that writers of that era were interested in philosophical topics ranging from rationalism, the scientific method, political authority, and the arts.



# AP World History

## Multiple Choice Strategies Cont.

The AP World History course itself is often organized into very large periods/eras like “Global Interactions” for the years 1450-1750. We recommend you get a little more specific than that. By putting world history into chunks like the “Age of Enlightenment” or the “Industrial Revolution” will provide you with both a historical context and an opportunity to fill in any informational gaps you might be missing.

### Don’t Over-Study a Single Topic

This chart highlights the percentage of multiple choice questions for each time period that the CollegeBoard uses.

Technological and Environmental Transformations	c. 8000 B.C.E. to c. 600 B.C.E.	5%
Organization and Reorganization of Human Societies	c. 600 B.C.E. – c. 600 C.E.	15%
Regional and Transregional Interactions	c. 600 – c. 1450 C.E.	20%
Global Interactions	c. 1450 – c. 1750 C.E.	20%
Industrialization and Global Integration	c. 1750 – c. 1900 C.E.	20%
Accelerating Global Change and Realignment	c. 1900–Present	20%

You may find the Paleolithic Era utterly fascinating, but it’s always good to remember that this era in world history will make up only approximately 5% of the entire multiple choice section of the AP World History exam. So, heed the advice of our AP World History review, and try not to over-study a certain era or time period too much.



# AP World History

## Multiple Choice Strategies Cont.

### **Answer Every Question**

Lucky for you, the College Board no longer penalizes those taking the AP World History exam for getting the wrong answer. They used to encourage students to leave certain multiple choice answers blank if the test-taker had no idea what the answer was.

But since that's no longer the case, leaving any possible answers blank will only hurt you in the end. Even if you have no idea what's going on the question, just hazard a guess. What's the worst that could happen; you could accidentally get it right?

### **Leave Yourself Five to Ten Minutes at the End**

We did briefly mention this in the *Watch the Clock* section in this AP World History review, but it does deserve a section of its own. You are really going to want to leave yourself ten minutes at the end of the multiple choice section of the AP World History Exam.

Your goal should be to finish the entire multiple choice section within 45 to 50 minutes. In order to do this, you may have to skip some of the harder questions that are taking you too long to answer with the intent of coming back to them later.

This way, you will have enough time to double-check your work. But it also allows you the double benefit of going through every other question in the meantime. Doing this may end up jogging your memory and something you were stuck on. Or maybe even another multiple choice question will contain a hint towards the answer of another. It's always a good idea to leave time for double, or even triple, checking your work.

# AP World History

## Multiple Choice Strategies Cont.

### **Practice, Practice, Practice**

When it comes to the AP World History exam, the phrase, *practice makes perfect*, should be your mantra. Take as many AP practice tests as you possibly can as you study. This is a good exercise to do even if you aren't all caught up on your material, since the more you work on the AP practice exams, the more familiar you will be getting with how it works.

One of the primary reasons going through AP practice exams is so effective, is that you will begin to master the clock. And this is true not only of the multiple choice section, but the essays as well. The more you work on these sections with practice exams, the more comfortable you are going to get with the format, the timing, and the expectations. You can never take too many AP World History practice tests.

### **Prepare both Body and Mind**

We know that this AP World History review on the best multiple choice strategies is not the only thing you've read in your studies for the AP World History exam. Between textbooks, AP World History practice exams, and internet resources you're probably prepping your mind the best you can. But have you been taking care of your body?

One of the best things you can do in order to ace the multiple choice section of the AP World History exam is to make sure that you are getting enough sleep and eating well every day. This is especially true of the night before and the morning of the exam. Take care of yourself.

Try not to stress out too much, either. Take pride in your work and have the confidence that you will get every single one of those 70 multiple choice questions correct. And dare we say it? Try and have a little fun too! Now, go and take everything you've learned from this AP World History Review of the best AP World History multiple choice strategies and go get that 5 on your exam.

# How to Study for AP World History

The Advanced Placement (AP) World History exam can be scary! There's a massive amount of material to learn, so you'll need to make a plan to study for the AP World History exam. Smart study planning will help you to master the subject, prepare for the test, and be ready to sit down for the big exam with confidence.

## The Test Format

Before you start preparing for the AP World History test, you need to know what to expect. The AP World History exam follows a set structure with times and percentages of the score assigned to each section and part. There are two sections with two parts in each.

### Section 1: Part A

Part A consists of 55 multiple choice questions to be completed in 55 minutes. Questions are arranged in groups of two to five and refer to specific stimuli in the form of texts, maps, images, graphs or other materials. Section 1 Part A amounts to 40 percent of your test grade.

### Section 1: Part B

Once you've completed the multiple-choice questions in Part A, you'll have four short answer questions to fill out in 50 minutes. Plan on spending around 12 minutes per question. Just like the groups of multiple-choice questions, these questions will refer to maps, texts or images. The short answer questions account for 20 percent of your total score.

# How to Study for AP World History Cont.

## Section 2: Part A

Section 2 includes two long essays. Part A is a document-based question that requires that you read, analyze, synthesize and assess historical data and evidence. You will have 55 minutes for this question with 15 minutes to read and review the documents and 40 minutes to respond to the question. The document-based question totals 25 percent of your total score, so it can make a huge difference in your grade.

## Section 2: Part B

Part B is a free-response essay question. You can choose one of two comparable questions. While the questions will be equally difficult, they may deal with different periods or topics. All free-response question options require you to analyze a historical issue or event in world history thoughtfully. This question takes the final 35 minutes of the test time and is worth 15 percent of your grade.

## A Look at the AP World History Exam

Remember—you've already learned this information. When you're making a study plan, you're reviewing, not mastering new information. Your AP World History class and curriculum should have prepared you with the historical thinking skills, thematic learning objectives, and concept outlines you'll be asked about for the test. Think of it this way—the historical thinking skills taught you how to study and think about history, while the learning objectives explain why you learn about different factors in history and why they're important. The concept outline is a chronological outline divided into key points for various periods and geographic locations.

In addition to knowing the themes and concepts, keep in mind that you'll need to know your world geography for AP World History. Understanding geography is essential to understanding how societies have interacted with one another over time through trade, exploration, and conquest.

# How to Study for AP World History Cont.

## What Are Historical Thinking Skills?

AP World History doesn't just want you to learn names and dates. In fact, the key point of Advanced Placement World History is to teach you to think broadly about history and about why history matters. The College Board has defined several specific historical thinking skills that are essential to the study of history.

These historical thinking skills are essential to success on the AP World History test, particularly the document-based question and the essay question. If you can't think about history using these thinking skills, you won't succeed on these questions. There are four categories of historical thinking skills.

### 1. Analyzing Historical Sources and Evidence

You need to learn how to read history, think about history, and assess evidence and sources. For the AP World History test, you'll need to be able to read and understand a variety of different types of documents including texts, maps, and art. Also, you'll need to recognize the difference between primary and secondary sources and be able to analyze both effectively.

### 2. Making Historical Connections

Making historical connections asks you to compare, contextualize, and synthesize. Comparison means that you can identify, evaluate, and consider various viewpoints on a historical event. Contextualization lets students connect events and processes in history to the time and place, as well as to a broader role in the world. Synthesis is putting it all together by making important connections between different events, periods, or even other disciplines.

### 3. Chronological Reasoning

Chronological reasoning consists of several different elements. Causation is the ability to identify cause and effect in history and to distinguish between causality—something that causes something else—and correlation—two things that are related, but not as cause-and-effect.

# How to Study for AP World History Cont.

Students need to be able to recognize patterns of continuity and change over time and relate these to a broader context of history. When historians break history down into individual historical periods, they are using a process called periodization. Historical periods are identified and classified in some different ways.

## 4. Creating and Supporting a Historical Argument

Students need to be able to create a well-thought out, evidence-based historical argument and to write out that argument in an effective way.

## What Are Thematic Learning Objectives?

Thematic learning objectives describe the knowledge that colleges expect students to have. This knowledge includes big and broad concepts that are important to different periods and different places. For AP World History, the thematic learning objectives are divided into five broad topics: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

Some 49 different thematic learning objectives fit into these five categories, but the easiest way to think about these is through the overarching questions used by the College Board. Each of the broad topics is associated with several questions, with one question representing more than one thematic learning objective. You'll find a short introduction to each of these below. More detail is available in the [AP World History Course and Exam Description](#).

### 1. Interaction between Humans and the Environment

- a. How have people used different types of technologies and tools to change, adapt and alter the environment over a period of time?
- b. How has the environment impacted patterns of human migration and settlement during different times in human history?

# How to Study for AP World History Cont.

- c. In what ways have population growth and urbanization impacted the environment?
- d. How have environmental factors shaped the process of industrialization and globalization and how have these impacted the environment?

## **2. Development and Interaction of Cultures**

- a. Why and how have systems of belief, religions, ideologies and philosophies changed and transformed as they spread outward from their place of origin?
- b. In what ways have philosophies, ideologies, religions and systems of belief impacted societal development over time?
- c. How have science and technology adapted and changed as they moved and spread from one culture and society to another?
- d. How do the arts reflect the innovation, creativity, and adaptation of different societies and cultures over time?

## **3. State-Building, Expansion, and Conflict**

- a. In what ways have different forms of governance been created and maintained over time?
- b. How have various factors, including social, economic, cultural and environmental, impacted the creation, expansion, and dissolution of states?
- c. How have alliances, conflicts and different types of exchanges affected state building, expansion, and dissolution?



# How to Study for AP World History Cont.

## 4. Creation, Expansion, and Interaction of Economic Systems

- a. How have modes of commerce and production changed over time and to what extent have these changed?
- b. In what ways have labor systems changed and developed over time?
- c. How have the values, institutions, ideologies, and economic systems influenced and changed one another over the passing of time?
- d. How do regional, local, and global economic systems relate to one another and how have those relationships altered over time?

## 5. Development and Transformation of Social Structures

- a. In what ways have distinctions and ideas about class, gender, race, kinship, and ethnicity impacted the development and growth of social hierarchies?
- b. By whom, how and in what ways have social practices, roles, and categories been questioned, challenged, or maintained throughout history?
- c. How have social structures been impacted by cultural, economic, political, and demographic changes over time?

The list above provides you with the basic questions that should guide your study. Not all of these questions are relevant to every historical subject, but these do help you understand why you're learning and studying about different historical periods, occurrences, and events.

# How to Study for AP World History Cont.

## What Is the Concept Outline?

The concept outline breaks world history down into six chronological periods. These are:

- Technological and Environmental Transformations from 8000 BCE to 600 BCE
- Organization and Reorganization of Human Societies from 600 BCE to 600 CE
- Regional and Interregional Interactions from 600 CE to 1450 CE
- Global Interactions from 1450 CE to 1750 CE
- Industrialization and Global Integration from 1750 CE to 1900 CE
- Accelerating Global Change and Realignment from 1900 CE to the Present

Each of the chronological periods in the Concept Outline is directly linked to multiple Key Concepts. The Key Concepts tell you what's important about each period. Below, you'll find each of the chronological periods with a brief explanation of all the key concepts associated with the time. Through these periods you can see progressive development. All regions may not be at the same stage of social, economic or political development during the same period. The Key Concepts illustrate how changes have occurred over time throughout the world. The Key Concepts relate to chronological periods. You'll see them numbered below with the dates associated with each.

### 1. Technological and Environmental Transformations (8000 to 600 BCE)

The first of the chronological periods, Technological and Environmental Transformations, begins with the Key Concept "Big Geography and the Peopling of the Earth." This key concept includes the migration of early humans out of Africa as well as the development of technologies including tools and fire—this is commonly called the Paleolithic Age. The second Key Concept is "The Neolithic Revolution and Early Agricultural Societies." This is the Neolithic Age or new stone age, and includes the development of farming, the first cities, and the growth of social hierarchies.

## How to Study for AP World History Cont.

This is followed by “The Development and Interactions of Agricultural, Pastoral and Urban Societies,” or the development of the earliest civilizations. This key concept includes discussions of writing, law, trade, religion, and architecture. If you want to summarize this period, think of it as the beginning of civilization.

### **2. Organization and Reorganization of Human Societies (600 BCE to 600 CE)**

The first Key Concept for the Organization and Reorganization of Human Societies is “The Development and Codification of Religious Traditions.” This period encompasses the writing of the Hebrew Scriptures and the early centuries of Christianity as well as key developments in Taoism, Buddhism, Hinduism, and Confucianism. This chronological period also includes “The Development of States and Empires,” including the ancient Greeks and Romans, the Persian, the Qin and Han, the Mauryan and Gupta, the Maya, the Moche, and several North American states and empires. With the development of states and empires came the “Emergence of Interregional Networks of Communication and Exchange,” which includes a variety of land and sea routes including the Silk Road, Trans-Saharan trade network, Mediterranean Sea routes, and trade networks in the Indian Ocean. In broad terms, we’d call this the ancient world.

### **3. Regional and Interregional Interactions (600 CE to 1450 CE)**

Some of the Key Concepts associated with this chronological period expand upon those in the past unit, including the “Expansion and Intensification of Communication and Exchange Networks.” Connections between different regions through trade networks increased, particularly with the spread of Islam in the 7<sup>th</sup> century at the beginning of this period. “Continuity and Innovation of State Forms and their Interaction” continues the theme of state building present in the prior period. The growth of these networks and the state led to “Increased Economic Productive Capacity and its Consequences.” To make things simple, this period is known as the middle ages; however, the middle ages can look very different depending on the region!

# How to Study for AP World History Cont.

## **4. Global Interaction (1450 CE to 1750 CE)**

Global Interaction is marked by “Globalizing Networks of Communication and Exchange.” The trade and communication networks already present were permanently reshaped by the European voyages to the Americas and the introduction of the Columbian Exchange. In addition, “New Forms of Social Organization and Modes of Production” appeared during this period. The population increased during this period, as did agricultural productivity. “State Consolidation and Imperial Expansion” also marked this time; empires grew and were significantly challenged by their growth. Sometimes we call this the early modern period.

## **5. Industrialization and Global Integration (1750 CE to 1900 CE)**

The period between 1750 and 1900 is primarily characterized by a gradual move to industrialization called “Industrialization and Global Capitalism” in the Key Concepts. Politically, the concept period of Industrialization and Global Integration is associated with “Imperialism and Nation-state Formation.” While the process of nation-state formation is critical, this is also a period of “Nationalism, Revolution and Reform,” including the French and American Revolutions. “Global Migration” altered the population demographics of many countries as widespread migration occurred, particularly from the countryside to cities and from Europe to the United States. You’ve probably learned about this period as the industrial revolution.

## **6. Accelerating Global Change and Realignments (1900 CE to present)**

The final chronological period begins in 1900 and continues to the present. This period is marked by several significant changes, both political and scientific. “Science and the Environment” encompasses the changes in agriculture, innovations in medicine, the growth military technology, and massive destruction of the environment. “Global Conflicts and their Consequences” is a Key Concept that directly refers to the events and impact of various conflicts ranging from colonial independence to the World Wars.

## How to Study for AP World History Cont.

“New Conceptualizations of Global Economy, Society, and Culture,” illustrate the shifting and changing economic and social concepts that impacted the 20<sup>th</sup> and 21<sup>st</sup> centuries including the rise, and later fall, of communism, the importance of global communication, and the growth of global trade agreements. For many people, this period is going to come the easiest as you likely know the most about these years; we call it the modern period.

### **Making a Study Plan**

Knowing the format, themes and concepts on the AP World History exam is only the first step. Once you know these themes and concepts, you have to make sure you’ve mastered the skills necessary for the exam. This includes not only the knowledge of facts, events, people, and dates, but also the skills to think about world history and effectively communicate what you know in your short answers, document-based question, and long free-response question.

### **Assessing Your Skills**

Before you can make a study plan for AP World History, you need to recognize what you already know and look at your own skills and weaknesses. To do this, you can:

- Look at your test scores in the class. Think about where you performed better and where you struggled. You might, for instance, find that you write a good essay, but have a hard time with multiple-choice questions. You might also be able to recognize that you know some periods or some cultures far better than others.
- Think about your usual academic performance, strengths and weaknesses. If you have a hard time with writing assignments, you’ll need to plan to focus more of your study time on the essays and less on facts and figures.
- Take a practice test. This is one of the smartest moves, especially if you have a teacher willing to review your essays.

## How to Study for AP World History Cont.

Once you've looked at your strengths and weaknesses, you can make a smart study plan for AP World History. Remember, you should allow time for overall review, but also extra time for what you've recognized as your weaknesses.

When you make your study plan, it's also smart to think about how you learn best.

1. Visual learners learn best with images; charts, graphics, timelines, maps, and artwork can help you to connect periods and events.
2. Some people learn best through reading and writing. Text is one of the best learning tools for this type of learner. If you find that you remember what you read, reading your notes and textbook and making notes can help you to retain information.
3. Auditory learners learn most effectively through hearing and speaking. Podcasts, videos, recorded lectures, and even talking with others about what you learn can help you to retain information.
4. Other people are most likely to retain information when they connect it with movement or doing. We call this kinesthetic learning. If you're a kinesthetic learner, you might try studying while you walk or sit on a fitness ball, or actively create projects connected to the work you're studying.

Many people find that a combination of strategies works best for them; knowing your own strengths will help you to study and retain what you learn.

# How to Study for AP World History Cont.

## Preparing for the Test

Let's break down your test preparation into several basic areas.

### 1. The facts, dates, people, and events.

There are many ways to study these things, ranging from apps for your Smartphone to online quizzes to old-fashioned, hand-written flashcards and timelines. Repetition can be important here, as can context, but really a lot of this is just memorization! In many ways, this is the natural part of preparing for the end of your AP World History class.

### 2. Themes, ideas, and historical context.

You can't study these as easily as you can facts and dates. This is all about connecting what you've learned. For some people, this comes easily—they don't have a hard time seeing the big picture. For others, it's a lot harder. If you struggle with these big ideas, one of the best ways to learn them is to teach them. Consider starting a study group with classmates and teaching each other, or recruit a friend, parent or sibling, and teach them about the Key Concepts or Thematic Learning Objectives.

### 3. Organizing and writing.

You also must be able to take what you know, including facts and concepts, and put it to paper. There are two essays on the AP World History exam, and they're a bit different. The document-based question type is likely to be less familiar to you and may require more work. Here, sample questions are essential—you'll find them online from old AP World History tests, or your teacher may be able to provide them. The free-response essay lets you choose from one of two questions; if you already write well and know the concepts well, this question is less likely to be challenging.

Practicing for the writing portion of the AP World History test also requires that you practice writing under pressure from the clock.



## How to Study for AP World History Cont.

Think about your time as you write. Plan time to outline and to review your work. In total, you will have 55 minutes for the document-based question with 40 minutes allotted for writing and 35 minutes for the free response essay question. Allow around 15 percent of your time for outlining and preparation and final review. That means you have about six minutes for your draft and review for the document-based question and around five minutes for the free response question.

When you practice your essays, you need a serious, critical eye to review your work. Most people can't do a great job assessing their own work—ask a teacher, visit a writing lab if your school has one, or get a good friend who writes well to review your practice essays and provide feedback. High-scoring essays are essential for a good overall score on the AP World History test.

### Conclusion

The AP World History exam is a big test, and a good score is the difference between college credit or no credit at all. Fortunately, there are plenty of resources available to help you study and to support you as you get ready for the test. You can review much of what you'll need to know at Albert.io's [Guide to AP World History](#) or use this as a helpful guide to see what you still need to work on before test day.

When you're well-prepared for the AP World History exam, you can head into test day feeling confident. Get a good night's rest the night before and eat a healthy breakfast. If you've got one, wear a watch (you won't have your phone to rely on). If you're a coffee drinker, have your usual cup or two, but don't overdo it! Finally, plan something pleasant for post-exam, whether it's lunch with a friend, a shopping trip, or an afternoon of your favorite video games. Having something to look forward to can help you get through test day. As you begin the exam, remember what you've learned, and remember to think like a historian. Watch your time; don't let yourself get stalled on a single question. There's no guessing penalty, so if you're not sure, guess and keep going—but go back to the question if you have time. Think carefully and critically as you answer all the short answer questions and the essay questions. Remember to think about the big ideas as you write.



# Ready to Score Higher?

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# 7 Simple AP World History Review Strategies



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Studying for the AP World History exam can be quite the massive undertaking. There's thousands of years of history to trace, countless historical figures to remember, and so many key places and events to keep track of. Even thinking about the enormity ahead might make your head spin. But not to worry, you're not alone. AP World History students take the exam head on every year. Many of those students will earn a 5 on their exams and you can too!

We've created 7 Simple AP World History Review Strategies to help you sift through those mountains of information you've been studying all year long. These simple tips will help you organize all of your thoughts and notes, while giving you important insights on how to best approach your upcoming AP World History exam.

## 7 Simple AP World History Review Strategies Cont.

### 1. Get to Know the AP World History Course and Exam

This one may seem like a bit of a no-brainer, but you'd be surprised how helpful it can be to get to know the AP World History course and exam.

First, you are going to want to thoroughly go through the [CollegeBoard Website](#). There's a ton of good information on their website, including tips on how to prepare for the exam and providing you with the core themes that the course is built around. Most important, though, are the practice exams. These are going to become your best friend as you continue on your studies. But more on practice exams later.

Second, give the [AP World History Course and Exam Description](#) a solid looking through. The *CollegeBoard* has set up the AP World History exam to test your knowledge on more than just dates and names. There are central themes and critical thinking skills that they are looking out for. And you should be too. Reading through this will let you in on all the insights that the examiners themselves are looking for.

Third, take notes on these two sources. Make sure you have created a list of *must-knows*. That way, when you are reaching the end of your studies, you can go and check off everything you need to know on that list. Taking notes like this early on will help to guarantee that you won't be scrambling to study at the last minute.

# 7 Simple AP World History Review Strategies Cont.

## 2. Use AP World History Categories

After you've read through all of the CollegeBoard materials, you've probably come to the realization that the AP World History course has been set up around 6 central historical periods:

<b>Technological and Environmental Transformations</b>	c. 8000 B.C.E. to c. 600 B.C.E.	5%
<b>Organization and Reorganization of Human Societies</b>	c. 600 B.C.E. - c. 600 C.E.	15%
<b>Regional and Transregional Interactions</b>	c. 600 - c. 1450 C.E.	20%
<b>Global Interactions</b>	c. 1450 - c. 1750 C.E.	20%
<b>Industrialization and Global Integration</b>	c. 1750 - c. 1900 C.E.	20%
<b>Accelerating Global Change and Realignments</b>	c. 1900-Present	20%

The percentages that are placed next to each period show the amount each era will be represented on the test. In other words, if the *CollegeBoard* is thinking this way, you should be too.

Break up your studies according to these time periods and these percentages. Doing this will make your study efforts much more manageable. It will also guarantee that you don't over or understudy a particular era.

## 7 Simple AP World History Review Strategies Cont.

### 3. Create AP World History Outlines

Outlining during your studies can also help you organize your thoughts. It's also an excellent practice to get into for when it comes time to take those much dreaded Document-Based Essay Questions, or any essay question for that matter.

Once you have gone through an important time period/event/era (like the Renaissance or the Qing Dynasty, for example) it would be a good idea to create an outline of everything you've learned. You'll want to include basic information like when the event occurred or who the important figures were. But the most important part will be to highlight the central themes. For example, you'll want to make sure that you show the ways that ideas about liberalism, freedom, and rationalism took over the Enlightenment Era.

Doing this will help you connect the dots to the other eras you've studied as well, which is a perfect example of how the *CollegeBoard* emphasizes critical thinking and analysis.

### 4. Create a Fat Flashcard Stack

Even if you hate doing them, you really should amass a fat stack of flashcards. Or if you prefer a fat digital stack, you can use a website like [Quizlet](#), but the choice is ultimately up to you.

Like we keep saying, don't just include the most important dates and names, but work on putting major themes and concepts into your list as well. For example, you do want to know that Mesopotamia dated back to 10,000 BCE but you'll also want to note how the region was the birthplace of writing, the city-state, agricultural production, and the center for diverse technologies, religions, and societies. Its significance lies in the fact that it was the "Cradle of Civilization" more so than the fact that it followed the Neolithic Era.

## 7 Simple AP World History Review Strategies Cont.

### 5. Use the Buddy System

What's better than one person studying for the AP World History exam? Two people studying for the AP World History exam.

Get your friends or family in on the action whenever you're going through your reviews. That way, you can bounce ideas off of one another and use the opportunity to discipline each other whenever you get that itch to move onto something a little more fun.

A good activity to do with someone else would be to pretend that you are a teacher, teaching AP World History to a classroom (that is, your study-buddy). Try to create a narrative about any give topic, explaining to your "student" when the whos, whats, whens, and hows but also its significance and how it might connect to other topics you've studied up to that point. You'd be surprised at how well this can work.

It will also help to make sure you're enjoying yourself in the process.

### 6. Practice Makes Perfect for AP World History

When it comes to the AP World History exam, the phrase, *practice makes perfect*, should be on your mind at all times. Like we mentioned above, there is so much information to go through that the exam can seem daunting. But the more you do practice exams, the more you are going to get comfortable with the process and the expectations.

Make sure that you've set aside enough time each week to include some practice questions. The more you do this, the more comfortable you will get. Each week, you should increase the amount of questions you are answering until you are able to take an entire AP World History exam as a practice exam.



## 7 Simple AP World History Review Strategies Cont.

Use the practice exams from both the [CollegeBoard Website](#) and the [AP World History Course and Exam Description](#) to prepare yourself during your studies. Using resources like these are not only going to help you get the information you need to succeed, but you are also going to get better at time management—a key to any successful exam. You can never take too many AP World History practice tests.

### 7. Prepare Mind and Body

Our last piece of advice is to take care of yourself. With all that studying you've been doing, you may have forgotten to eat well or get enough sleep. Don't worry. It happens to all of us. But don't let those late study nights take over your good health.

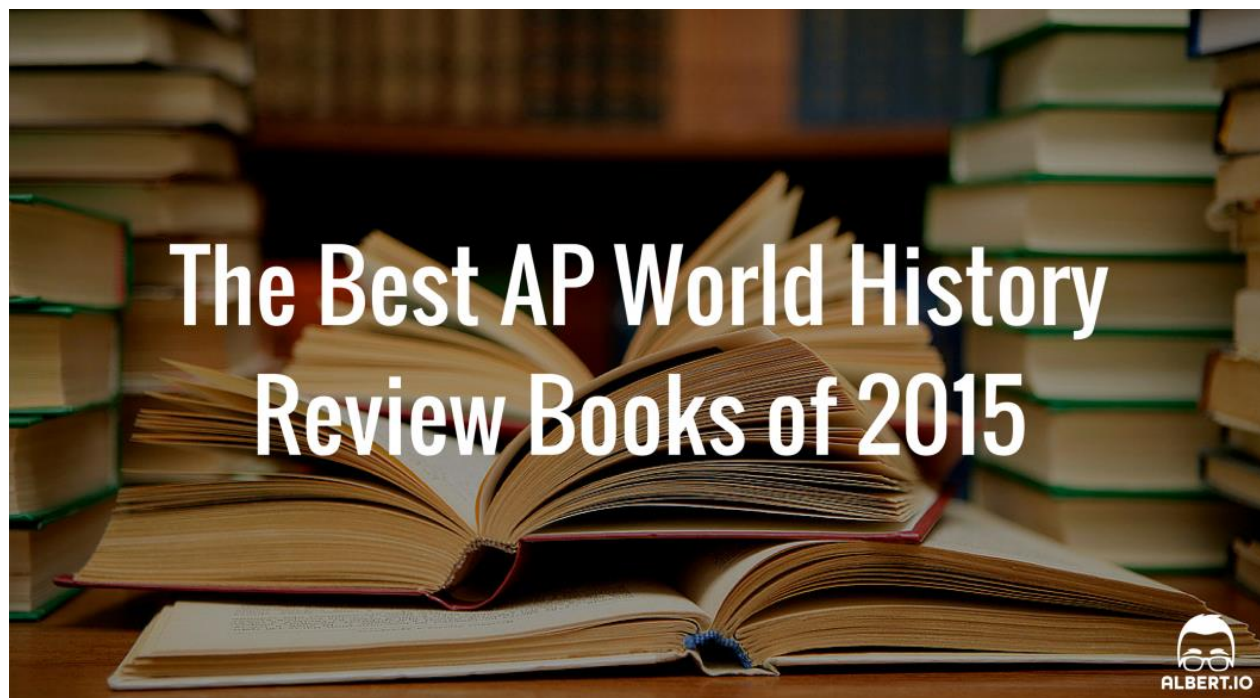
What would be the point of all that hard work if you crashed right before your exam? Making sure that you are getting at least 6 to 8 hours of sleep will guarantee that you're not too tired to store all of that info you've been cramming into that head of yours. And eating a healthy breakfast, lunch, and dinner will likewise make sure your body is up to the task.

This is especially important for the week leading up to your AP World History exam. Feel good about all the work you've done, try to relax, and feel confident. It's surprising how much this kind of attitude can affect your test-taking.

Take care of your body and your mind will follow suit.

Now, it's time for you to take over the world! The AP World History exam, that is. Make sure you follow these 7 AP World History Review Strategies and you will be on your way to earning that 5 on your upcoming AP World History exam.

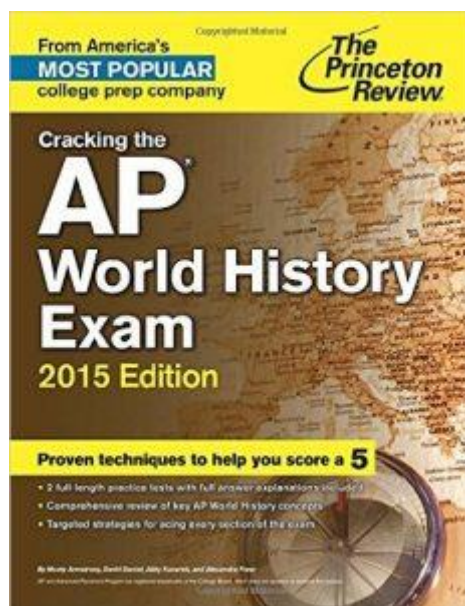
# The Best AP World History Review Books of 2015



A review book is one of the most important resources you should buy if you plan to take the AP World History exam. Most review books will help you review the content that will be on the exam, and will come with relevant essay and multiple choice questions based on AP exams from previous years. As you are planning on taking the AP World History exam this year, you may be wondering which review book is best for you and your study plan. Perhaps you are self-studying for the exam, in which case you will need a book that contains a more comprehensive review of the material, since you will not be learning the details in a class. On the other hand, you may be taking a world history course at school, in which case you will probably need a less comprehensive review of the material, since you will have other resources such as class notes and a teacher. Regardless of how you plan to approach this exam, this article will help you to find the best AP World History review book on the market.

## The Best AP World History Review Books of 2015 Cont.

### [Cracking the AP World History Exam, 2015 Edition \(Princeton Review\)](#)



*Cracking the AP World History Exam*, written by the Princeton Review, is known to be one of the best AP World History review books available to students. It contains a fairly comprehensive review of all of the information that will be on the exam that can be used for both long-term, but is also an option for students who have a short-term study plan.

Students who plan to self-study for the exam may still want to buy a textbook or a textbook-like review book to learn the finer details of the material, but most students have found the review chapters in this book to be more than enough to do well on the exam. This book also contains a couple challenging practice exams as well as practice multiple choice questions and essay questions. Most students find the practice questions to be harder than the actual AP World History exam, which leads to feelings of confidence and preparedness at the time of the exam.

## The Best AP World History Review Books of 2015 Cont.

Overall, this is the most popular and most well reviewed book that you can purchase for the AP World History exam, regardless of how you plan to study for it.

### **Pros:**

- Big picture review, still manages to be fairly comprehensive, covers all relevant topics, excellent practice exams

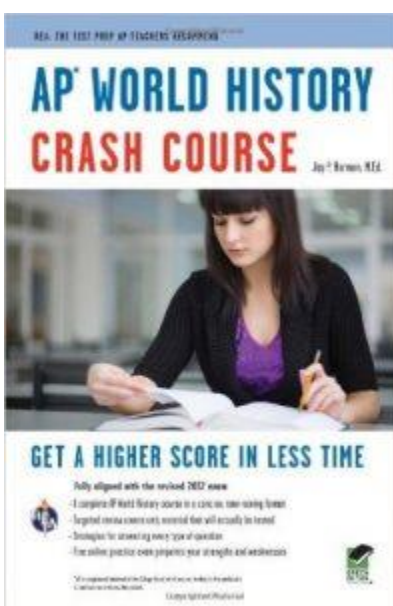
### **Cons:**

- None

**Overall Rating – 10/10**

# The Best AP World History Review Books of 2015 Cont.

## [AP World History Crash Course \(REA\)](#)



*AP World History Crash Course*, written by REA, is known to be the review book for students who plan to begin reviewing within a couple weeks before the AP World History exam. With excellent content review chapters and tips on how to answer multiple choice and review questions, this book is a must-have in the weeks before the exam.

The review chapters contain exactly as much information as you will need to know for the exam. Students, in this regard, do not have to worry about sifting through pages of information to find what they will actually need to know for the exam. The chapters are also written in the form of outlines, which students find to be easier to read and remember for the exam. This book will help you remember and reinforce what you already know, so it is best suited towards students taking an AP World History course.

## The Best AP World History Review Books of 2015 Cont.

Unfortunately, this review book does not contain practice exams, aside from an exam online that can be access through a link in the book. Students who plan to self-study or have a long-term plan for studying can also use this book in the final weeks before the exam, but they will need to buy a textbook, or a review book that contains a more comprehensive review of the material, in order to learn the material in the months before. You will also need to download practice exams from the [AP World History website](#), or purchase another review book. Overall, this is an excellent book to be used in companion with other resources, such as a course or a world history textbook.

### Pros:

- Great for right before the exam, reinforces what you already know

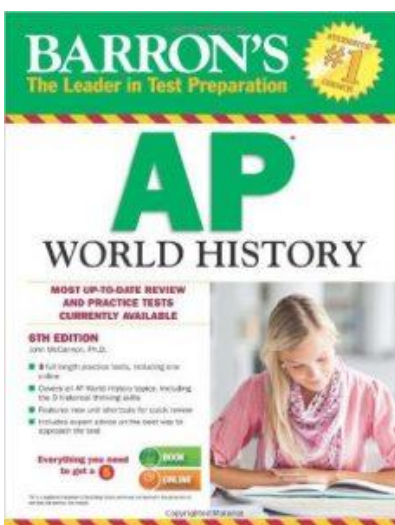
### Cons:

- Not for use in self-studying, no practice exams

**Overall Rating – 9/10**

# The Best AP World History Review Books of 2015 Cont.

## [Barron's AP World History, 6<sup>th</sup> Edition \(Barron's\)](#)



*Barron's AP World History* is known for containing one of the most comprehensive set of review chapters for the AP World History exam. Students have likened this book to a textbook in the amount of detail that it gives. Given this, this book is excellent for students who are planning a long-term review schedule, or who plan to self-study for the exam, as it will teach you everything you need to know and more about the topics on the AP World History exam.

This review book contains several challenging practice exams, as well as practice essay and multiple choice questions for every topic. Most students find these practice questions to be much harder than the exam, giving them confidence on the actual AP World History exam. It also contains detailed review chapters capable of answering your every question about world history, as well as tips and tricks on how to answer questions that may confuse you. We have found that through using this book, students have more quickly identified their problem areas, and have been able to more quickly fill in the gaps in their knowledge to remedy those problems.



## The Best AP World History Review Books of 2015 Cont.

This book is not, however, a good idea for students who have planned a short-term review schedule. The review chapters, while extremely comprehensive, are also very long and can be extremely dense. Students looking to review at the last minute often have trouble sifting through the information that the book gives to find the information that they will absolutely need to know for the exam. Overall, this is an excellent choice for long-term studying or self-studying, but students with a short-term study plan should not use this book.

### **Pros:**

- Extremely comprehensive, good for self studying or following along with class

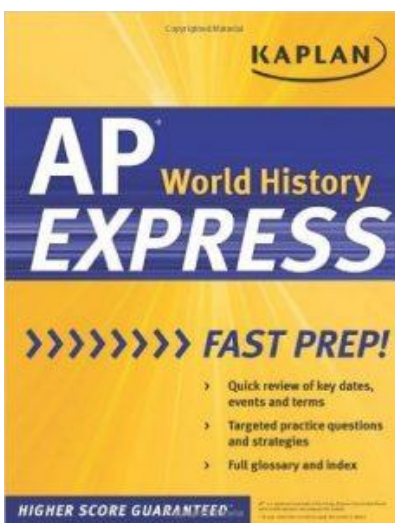
### **Cons:**

- Extremely dense, not good for cramming.

**Overall Rating – 9/10**

## The Best AP World History Review Books of 2015 Cont.

### [Kaplan AP World History Express \(Kaplan\)](#)



*The Kaplan AP World History Express* review book is similar to AP World History Crash Course for it provides a general review of all of the topics that will be on the AP World History exam.

This is an excellent book for last-minute review and short-term study plans. It contains content review chapters that summarize the topics on the exam in an easy to read and understandable manner, saving students time as the exam approaches. It also provides good essay prompts and multiple choice questions for you to practice as you approach the exam, although it does not contain a full practice exam.

## The Best AP World History Review Books of 2015 Cont.

If you choose to use this book, make sure to use it in addition to another review book, a course, or a world history textbook. Overall, this is a good review book for last minute studying, but should not be used for self-studying or long-term review.

### **Pros:**

- Great essay prompts, covers the basics

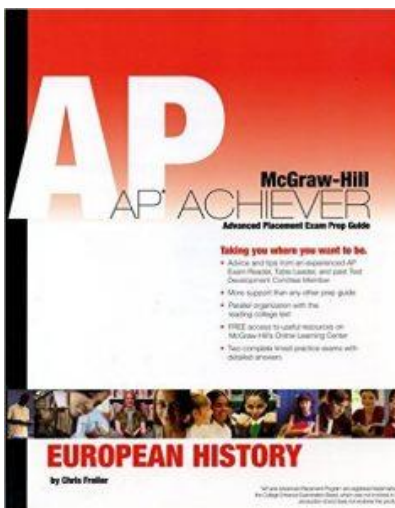
### **Cons:**

- Not comprehensive at all, no full practice exams

**Overall Rating – 8/10**

# The Best AP World History Review Books of 2015 Cont.

## [AP Achiever Advanced Placement Exam Guide: World History \(McGraw-Hill\)](#)



Students who have used the *AP Achiever Advanced Placement Exam Guide for World History* have, like the Barron's review book, compared it to a world history textbook. It contains extremely detailed and comprehensive review of all of the topics that will be on the exam.

The review chapters of the book go into extreme detail on every event that could possibly be covered on the AP World History exam. It also contains challenging practice questions for each topic that students have found to be excellent preparation for the actual exam. Given this, this book is best suited towards students who are self-studying for the exam, or who are planning a long-term review schedule.

## The Best AP World History Review Books of 2015 Cont.

Unfortunately, this review book does not contain practice exams, nor does it summarize each review chapter at the end of the chapter. Students who are planning a short-term review schedule are advised against using this review book, as it may not be possible to finish the book before the exam, and because it provides more information that you will need in your finals weeks and days of review. Overall, this review book is a good substitute for a textbook, and is best used for long-term review and self-studying.

### Pros:

- Comprehensive review, almost like a textbook, great for self-studying or long-term review

### Cons:

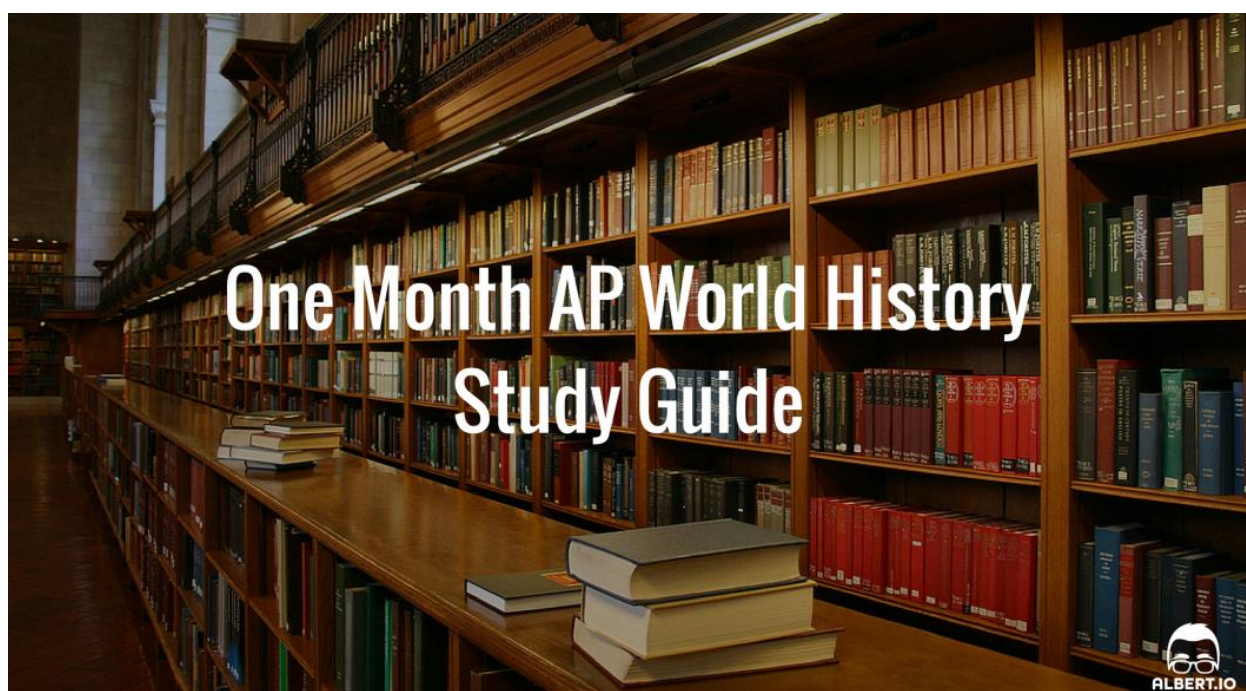
- Dense reading, not good for short-term review

### Overall Rating – 8/10

Review books are a crucial part of preparing for AP exams, and the right review book for you may not be the same as the right review book for someone else. As you prepare to study, make sure to use this list of the best AP World History review books to make an informed decision on the best review book for you. Also, if you have used a book not mentioned on this list and found it to be helpful, let us know! We are always on the lookout for new resources to aid you in your studies.

Have a great review book that's not on our list? [Let us know!](#)

# One Month AP World History Study Guide



So you're strapped for time and the exam is looming over your head. It's still this vague, scary thing you don't quite understand – but don't worry! Plenty of people have been here before you and still scored very well on the AP World History Exam. All you need to pass a test is proper preparation, along with a little confidence (which generally improves as you prepare – convenient, isn't it?) and a good amount of sleep.

# One Month

## AP World History Study Guide Cont.

This daily guide will give you everything you need for an intensive one-month review. That being said, one month is a pretty short time to review such a wealth of material. As such, this study guide will have you doing very intensive work a few hours a day, six days a week, with longer study sessions on the weekends. This may seem like a lot, but more work now means less surprise and difficulty on the test. If you have longer than a month to prepare, you can adjust this plan accordingly and work fewer hours per day, but if you're going to get prepared in one month, this is what you need to do.

### Course Materials

- [Albert.io AP World History practice questions](#)
- [Flashcard site like Quizlet](#) (or index cards to make traditional flashcards)
- Notebook and writing materials
- [AP Central Free Response Questions](#) (PDF Reader required)
- [The CollegeBoard's Official AP World History Course and Exam Information Book](#)
- Your AP World History textbook or online sources of comparable quality and difficulty level (for concept review)

### Other Materials (optional, but very helpful)

- Any AP-style study guide your teacher has provided you with, a workbook associated with your textbook, or any other reading materials you may find helpful as supplements to your main study materials
- A dictionary (print or online)

### Some Notes

- Before we jump into studying, there are a few things to keep in mind. First off, the material contained in this guide should be adapted to you – while all students should do the practice questions alone in exam-like conditions, how you review after doing the questions is up to you.



# One Month

## AP World History Study Guide Cont.

Some students prefer to work alone and others within a study group, while others prefer some mixture of the two. Just be sure that you are taking your review seriously and testing yourself as frequently as possible so that you have the best chances come exam day.

- Secondly, be sure to eat healthy foods and to get enough sleep during this month, especially as you get closer and closer to the exam. While balancing nutrition, sleep, school, study, and free time can be difficult and exhausting, with the proper organization and focus anyone can do it – and a lack of sleep may be just as detrimental to your score as a lack of studying.
- Last but not least, this guide assumes 4 weeks a month and 6 work days a week, with the sixth day involving more study time because it is the weekend. If you prefer, you may break this longer session up into two sessions, one each day of the weekend, as not all students are up for really long study sessions. If you have slightly more time, use the extra days to review any particularly problematic materials. If you have slightly less time, you will simply have to compress two or more daily study blocks into one day – it is recommended that you do this either as early as possible or when dealing with material you already know pretty well; don't leave it for the end and stay up all night cramming a day or two before the exam!

# One Month AP World History Study Guide Cont.

## WEEK 1

### Day 1

In your [Official AP World History Course and Exam Information Book](#), read the “Four Historical Thinking Skills” and “Course Themes” sections under “Curriculum Framework” – these run from page 5 to page 20. Keep these in mind throughout your study sessions and during the exam itself, especially during the free-response questions. Writing down 3-5 of the key ideas presented in this section will help you remember the most important information.

Go to [Albert.io](#) and do about half the questions for each subset of the first section, “Technological and Environmental Transformations – to 600 BCE.” Choose the questions within the three subsets randomly to get a balance of different difficulty levels. Save the other half for later.

As you go along, sketch some brief notes about each question, even the ones you get right. Write down the names of any unfamiliar people, places, names, concepts, etc. – anything you don’t recognize, whether it’s in the question, the correct answer, or an incorrect answer so that you can look it up later. You will be using this same method with all your Albert.io practice sets.

Always fully read the explanations for any questions you get wrong and at least skim the explanations for those you get right; if you guessed and were lucky, read the whole explanation. Take notes when you need to, making sure to keep them detailed – you can also mark any sections

*Note: If you do not have full access to [Albert.io](#), you will not be able to answer the difficult level questions. You can complete this study curriculum without full access to Albert.io, but we highly recommend that you get full access since practicing difficult questions will best prepare you for the exam. If you can’t get full access, it is recommended that you supplement this guide with additional work on AP Central.*

## One Month AP World History Study Guide Cont.

Write down your accuracy percentage or the number correct and incorrect for this section in your notebook. After you have completed all the multiple-choice sections, you will use this information to see which areas require the most extra work. Also write down the amount of Easy, Medium, and Difficult questions you got right/wrong. There's a helpful chart at the end of this study guide to make keeping this organized a bit easier.

Your score can seem a bit disheartening at first, but remember that this is your first day of studying and that you will be reviewing this material many times. While correct answers are a big confidence booster, incorrect answers are even more helpful in that they show you where you need the most help. Try to look at incorrect answers in a positive light.

Use the information in your notebook to begin looking up concepts you're unfamiliar with. Take EXTENSIVE notes on them – note-taking is a key skill for this and all other AP classes, as well as your college career, and good note-taking can be the difference between success and failure. If there is a lot to look up, don't worry about getting it all done today – as you review more thoroughly and progress through this plan, there will probably be fewer things to look up each day. As such, if there are too many for one day, simply mark where you stopped and review those terms after your questions tomorrow.

Begin making flashcards for the unfamiliar terms, along with any key vocabulary words mentioned for this subject area (Technological and Environmental Transformations to 600 BCE) in your test-prep book, textbook, or other study material. Don't worry about completing all of these flashcards today; but try to finish at least half of the information in Period 2. However, the simple act of writing down information will help you retain it – thus, you should write down as much information as possible when reviewing unfamiliar terms.

## One Month AP World History Study Guide Cont.

For notes on new and difficult terms, it is good to go with the identification (or simply ID) format suggested by many AP teachers. Each term should have a definition and a short paragraph on its significance to the subject. As part of the definition, you will want to include dates or at least centuries (birth and death for people, date of completion for artworks, date for battles, etc.) See an example below.

Example ID

***Flashcard Side A: Peter the Great / Peter I of Russia***

***Flashcard Side B: Def. – Tsar of Russia and Russian Emperor, b. 1672 – d. 1725***

Sig. – This Tsar modernized and Westernized Russia, taking tours of Europe and seeking understanding of European political philosophy (most notably the ideas of the Enlightenment) and culture. He also expanded Russia through warfare, fighting most notably with Charles XII of Sweden in “The Great Northern War.” His imperialist expansions got Russia a warm-water port and made it a major political power in the world arena, and though his Westernization of Russia caused controversy at home, his reforms of Russian culture, religion, and science brought it into the contemporary European fold.

*For flashcards, it is often easier to condense the longer “significance” section in your notes to 2-4 clear and concise bullet points.*

# One Month

## AP World History Study Guide Cont.

### Day 2

Start by briefly reading your notes on unfamiliar concepts from the day before. Highlight any sections that still seem particularly difficult or unfamiliar. Only spend a few minutes doing this, and then move onto new material.

Go to [Albert.io](https://albert.io). Today and tomorrow will both be spent on the second period/subject area, “Organization and Reorganization of Human Societies 600 BCE – 600 CE”. Divide up the questions between the three days however you wish, but I recommend doing 10-15 from each subset (for a total of 30-45 questions) today and the rest of each subset tomorrow, so you get a high question volume and a good blend of sub-topics.

Follow the same procedures as yesterday for writing down and reviewing any unfamiliar concepts, as well as writing down your stats for each section. Is there a particular subset you did not do as well in as the others? If so, you may want to Google it or look it up in your textbook or test-prep book. Remember, keep your notes EXTENSIVE.

Continue making flashcards. Try to at least finish flashcards for all key and unfamiliar terms for yesterday’s subject area, as you will start using them soon.

### Day 3

Again, start by reading your notes on unfamiliar concepts from the beginning and progressing through as much as possible, focusing on highlighted sections. As you’ve likely added some over the course of Day 2, take at least ten to fifteen minutes to read. If you have extra time, use it to go over particularly difficult concepts in detail.

Do about 25 more [Albert.io](https://albert.io) questions for “Organization and Reorganization of Human Societies,” focusing on the subset you performed most poorly in last time. Continue to list unfamiliar concepts and your statistics.

# One Month

## AP World History Study Guide Cont.

Go over any concepts or difficult sections as before. Try to actually finish out your list today, so that you've researched all unfamiliar concepts up to this point.

Use this information to continue making flashcards – remember to include ALL important concepts (such as vocabulary words and key individuals), not just difficult terms and concepts. You don't want to forget something easy because you spent all your energy on the difficult stuff!

### Day 4

As usual, start by reviewing old unfamiliar concepts. Really go into detail with your notes, and study all the material, giving yourself plenty of time to do so.

Finish the [Albert.io](#) questions for “Organization and Reorganization of Human Societies.” Continue to list your statistics in the printable chart at the end of this guide, and write down any unfamiliar concepts as you usually do.

Research your difficult areas as usual. As there were fewer questions today, try to get caught up with all the materials you've been having difficulty with.

Continue making flashcards. As tomorrow will be a review day, try your best to get them completely finished.

### Day 5

Today will be a big review day. Start by finishing any research or flashcards you did not get to last time, as today's studying depends on your notebook and flashcards. Then go to [Albert.io](#) and complete the rest of the questions for Period 1. Mark your accuracy as usual. If you come across any new important or difficult concepts, list and research them, then add them to your flashcard deck.

# One Month

## AP World History Study Guide Cont.

Shuffle all your flashcards and either test yourself or have a friend or family member test you. Obviously, you don't need to have the significance for each card memorized word for word, but you should have a pretty good idea of each term's definition and significance. Mark the flashcards you had difficulty with – those that took you a long time and those you got wrong.

Read through your notes on unfamiliar subjects, paying particular attention to highlighted sections and highlighting any difficult or important areas in any sets of notes you have not reviewed yet.

Go through the marked flashcards (those you had difficulty with) again. If this feels redundant or you're still confused about a lot of them, try reversing the cards, looking at the definition and significance and trying to guess the term, Jeopardy-style. If you're still having difficulty with some concepts, mark these again and highlight all sections involving these terms in your notes.

### Day 6

As stated in the introduction, this weekend study session may take a bit longer. If you would prefer to split it into 2 sessions to make it more manageable, that is perfectly fine, as this study guide will be giving you the seventh day of each week off. If you do split this study session in two, it is recommended that you complete steps 1-3 on the first day and 4 and 5 on the second.

Check back over any marked flashcards that you got wrong or had difficulty with a second time. Read through your notes and textbook, making note of any entries involving these concepts. Write a short paragraph on why each one is important and how it interacts with the other concepts included in these sections of the course.



## One Month AP World History Study Guide Cont.

In the [Official AP World History Course and Exam Information Book](#), read through the “Historical Periodization” section and the “Concept Outlines” for Periods 1 and 2 (the two you have just studied) – pages 21-39. Think about why the course breaks the material into the six periods that it does, and what the defining characteristics of these first two periods are. Which concepts, events, and individuals you have studied this week support these defining characteristics? Which are “exceptions to the rule”? Imagine you have been assigned an argumentative essay question asking you to persuade an audience that this periodization makes sense, with supporting evidence. Don’t worry about actually writing this essay, but make yourself a detailed outline.

Read through your notes on difficult concepts in this section all the way through. Ask yourself honestly whether you are still confused about any of these subjects – if so, further research or help from a teacher or friend may be in order. If not, pat yourself on the back.

Try your hand at a free response question: [2010’s Question C](#). You’ve probably done FRQs in class before and have some experience with them, but because this is your first exercise as part of the study guide, give yourself an additional ten minutes (bringing the total to fifty) to plan and write it. Use this time to be specific in your planning, outlining extensively even if that isn’t something you usually do. When you are finished, take a significant break.

Be sure your thesis is CLEAR and COMPLETE!

After returning from your break, look back over your essay and consult the scoring guidelines and statistics to see how you did. Record this information and mark areas in which you need to improve A) your grasp of the content or B) your writing ability. If your writing ability is in question, try consulting a friend, tutor, or teacher, or reading about writing clearly. In fact, it may be good to have a friend or family member go over your essay with you initially, to point out parts that may be unclear to other readers, though you understand them because you wrote them.

# One Month

## AP World History Study Guide Cont.

### Week 2

#### Day 1

Begin by reading the [Official AP World History Course and Exam Information Book](#)'s "Concept Outline" of Period 3 – Regional and Transregional Interactions, 600 – c. 1450 (p 40-49). Take notes on the "Key Concepts" and their subsections. Each of the first three days of this week will be spent studying a "Key Concept" in detail. However, write down any important terms you come across during this first reading, so as to assist in the making of this week's flashcards.

Supplement this with reading from your class notes or textbook, especially for topics you've had more difficulty grappling with over the course of the year.

Write a short paragraph on how each of the following encouraged trade, with an example of each to support your point: New technologies/shipping methods, new ways of exchanging goods (and money), the rise of empires, and state-sponsored projects. Try to do this without looking at your book or notes, but check over your information with your book when you're done.

Download a [blank map of Afro-Eurasia](#) online or trace one from your book. Using colored pencils or markers, show the general geographic area of each empire listed on page 46 of your Information Book, under section E. Study this map and see A) from what cultures previously studied/previously existent the empires rose and B) the points at which they interacted and traded or warred with one another- directly or indirectly (an example of indirect trade being between China and much of the rest of the world via the Silk Roads).

On your map, mark each of the existing trade routes listed on page 44, under section A. Again, consider how these connected the various empires whose geographical territories you have shaded in.

Begin making flashcards of key terms for this section.

# One Month AP World History Study Guide Cont.

## Day 2

Begin by testing yourself on what you reviewed yesterday – take twenty [Albert.io](https://albert.io) questions at random from the subsection marked “Expansion of Communication and Exchange Networks.” Save the other twenty for later. Remember to thoroughly peruse the answers of any questions you got wrong or got correctly because of a guess, and to write down any unfamiliar terms for later research and review. Also, write down any key concepts you haven’t yet made flashcards for! Record your answers in the chart.

Re-read the second “Key Concept” in Period 3 in your Information Book. Write a short paragraph about each of the different types of states that rose after the collapse of an empire, giving illustrative examples. Again, try not to reference your book while writing, but keep it handy while checking your work.

Research and review the unfamiliar concepts covered in the Albert.io questions.

Write a short paragraph describing each of the major empires during this period – make reference to your textbook if necessary.

Continue working on flashcards.

## Day 3

Take twenty random [Albert.io](https://albert.io) questions from the section marked “State Forms and Interactions,” saving the other ten for later. Use the same procedure as always for unfamiliar and key concepts, as well as recording your answers.

Re-read the third “Key Concept” in Period 3 of your Information Book. Write a short paragraph detailing two of the positive or neutral outcomes of increased trade and economic advancement, and two of the negative outcomes.

Research and review the unfamiliar concepts covered in the Albert.io questions.

# One Month

## AP World History Study Guide Cont.

Re-read the entire Concept Outline of Period 3 – if you remember it pretty well and have extensive notes, you may skim. Fill in details in your notes where necessary. Now, find a friend or family member who is not taking AP World History and try to explain the “big picture” of this period in time to her. Try to show the causes and effects of everything – “empires fell, forcing states to take on new forms which often encouraged trade, this trade diffused new state forms, as well as religion and disease...” etc. If you don’t have someone available or feel uncomfortable speaking about it, try writing a short essay explaining this time period as you would to someone with little or no background in the subject. If possible, have someone read it.

Continue working on flashcards.

### Day 4

Take twenty of the [Albert.io](https://albert.io) questions marked “Increased Economic Capacity” and write down any key or unfamiliar terms for research and flashcards.

Read the Concept Outline for Period 4, “Global Interactions, c. 1450 – c. 1750” in your Official Course and Exam Information Book, taking notes and writing down key terms as usual. Supplement this with readings from your class notes or textbook.

Write one to two paragraphs about the events that led to this period being one of truly global interaction, instead of the “transregional” interaction noted in the last section. Consider world exploration that connected the hemispheres, the beginnings of colonization/imperialism, and new technologies. What were some positive or neutral effects of each of these? Some negative effects?

Make a general timeline of events covered in this period. You can do this online or on a large, blank piece of paper. Consider color-coding it by continent or region. Don’t worry about going into too much detail, but put major events like “Columbus discovers the New World” and “Portugal begins establishing a ‘trading post empire’ in West Africa.”

# One Month

## AP World History Study Guide Cont.

Think of the events you write down as newspaper headlines, not full articles – this is to get everything in chronological order before you start studying in depth. If you don't have time to finish this today, at least do up to around 1600 and leave the rest to finish tomorrow.

Write a brief paragraph describing the Columbian Exchange, or describe it to a friend or family member who is not an expert in the subject.

Finish last sections' and begin working on this section's flashcards. Also do or plan to do any research on unfamiliar terms from Period 3 you have yet to finish.

### Day 5

Take twenty of the [Albert.io](https://albert.io) questions marked “New Economic and Societal Forms” and twenty marked “State Consolidation and Imperial Expansion.” Remember to take the questions randomly, not just do the first twenty – that way, you'll get a mix of different difficulty levels. Write down key and unfamiliar terms as usual.

Finish up your flashcards and any research you have yet to do on unfamiliar terms.

Tomorrow you will have a big review test, a sort of focused mini-AP exam, so use the rest of today's allotted study time to review. Read through your paragraphs from this week and study your notes on difficult concepts. Use your flashcards for review, marking the ones that give you a hard time, as you did last week.

Although tomorrow's review test will not be quite like your actual AP exam, try to treat tomorrow like a test day. As such, eat a good dinner tonight and get to bed early, and tomorrow eat a good, high-protein breakfast. Getting into these habits now will make them easier come test day, and they're good habits for perfectly ordinary days as well.

# One Month AP World History Study Guide Cont.

## Day 6

Take all of the remaining [Albert.io](#) questions for Periods 3 and 4, marking your correct and incorrect answers as you go. Do not use your notes or any other resource.

Afterwards, take a short break. When you return, look over the questions you got wrong or guessed, asking you what tripped you up about these questions. Read the explanations of the correct answers fully. Go back through your notes and mark the pages you need to study more thoroughly to get these kinds of questions right.

It's time to try your hand at another FRQ: [2008's Part B](#). Because we are trying to simulate real testing conditions, set yourself a 40 minute timer and stop writing when it goes off. Using the Scoring Guidelines and Sample Responses for that question, try to grade yourself. As with last time, it may help to have a friend, teacher, or family member read your essay to make sure your writing is as clear as it needs to be.

[Start your AP World History Prep today](#)

# One Month

## AP World History Study Guide Cont.

### **Week 3**

#### **Day 1**

Today we're starting a fresh section, but it's also important to keep in mind what you've already learned. Therefore, start today by going through the flashcards for the other time periods we've covered, marking any that give you a difficult time for additional study later.

Try your hand at 20 [Albert.io](https://albert.io) questions from Period 5: "Industrialization and Global Integration, 1750 to 1900" (5 questions from each subset). As usual, choose them randomly and write down any necessary information.

Begin making flashcards for this section and researching difficult concepts. For help use your textbook, the Internet, and the Information Book.

Look over your timeline for the last section. What events in that time period had lasting repercussions in this one? Write a short paragraph about it and begin expanding your timeline into this period.

#### **Day 2**

Begin by looking over your notes on yesterday's difficult concepts. Highlight any especially challenging sections for extra study.

Do five more random questions from each Albert.io subset for Period 5. Have you improved? If so, congratulations! If not, think about the ways in which you can improve your study patterns to see more improvement, or the specific things today that may have tripped you up. Were these questions simply more difficult? Have you not had the time to process this information? Is there a flaw in your study methods?

Continue making flashcards and researching difficult concepts from today's questions.



# One Month

## AP World History Study Guide Cont.

Continue expanding your timeline into this section. You should be done with about 2/3 by the end of your study session today.

### Day 3

Begin by looking over notes, focusing on highlighting sections and highlighting any new sections you need extra study for.

Try 10 questions from each of the first 3 subsets and 3 questions from the last subset, “Global Migrations.” If you’re still not seeing improvement, think about what you can change to start improving, such as adding more study time, adding group work, or taking more extensive notes.

Finish your timeline for this section. Look it over and think about the causal relationships between events from the last period and events from this one. Continue making flashcards and researching difficult concepts. Try to get caught up on this section today.

### Day 4

Today will be a break from the usual routine as we seek to brush up on your skills on a certain part of the test, rather than certain parts of the course. Choose [one of the FRQs available](#) at random. Do the first question, the DBQ, from that year and then check it with the scoring guidelines. As usual, try to find someone else to read it with you to be sure you are writing clearly.

If you need extra advice on completing DBQs, try asking a friend or teacher or doing research online. However, try to complete the DBQ itself without referencing any external materials – ask for help before you attempt it or after completion. Specifically, it may help you to ask your teacher how much you should quote from sources, how you should integrate imagistic sources into your writing, etc. Also reference the Scoring Guidelines and student samples for tips.

# One Month

## AP World History Study Guide Cont.

Think about what you did right and what you did wrong on the DBQ. Are you happy with your results? Was the DBQ easier or harder than the other FRQs?

### Day 5

This will be another big review day! Go through all your flashcards for this section, marking the ones that give you the most difficulty. Read through your notes on difficult terms this section.

Take a break, then dive into the flashcards from all the older sections. Pay special attention to those you had difficulty with before.

Try to explain any concepts you are having difficulty with to someone else in order to sort them out in your head and be sure you can explain them properly. If this is impossible, try writing a paragraph about each one.

### Day 6

Go through all the [Albert.io](#) questions for Period 5 you have not already done. Go back and review any Albert.io questions you didn't get to from previous sections, and read through or at least skim those you previously got wrong.

Go through your full set of flashcards.

Look over all your notes on difficult concepts.

Complete the FRQ labeled [Section B from the year 2004](#) under conditions as close to those of test day as possible. Check your response with the scoring guidelines, enlisting the help of others where necessary. Ask your teacher or a friend or family member that has already completed the course for advice on your writing style if you can, focusing especially on areas with which you have difficulty. If no one is available to help you, research reliable sources of assistance on the Internet, such as those on the [Albert.io Blog](#), or at your local library or bookstore.

# One Month AP World History Study Guide Cont.

## **Week 4**

### **Day 1**

As the test approaches, you're likely to become more nervous and stressed. Try to find ways to calm yourself, and be sure you're following healthy eating and sleeping patterns. Try thinking about how hard you are working and how well you're preparing yourself for the test. Find value in making mistakes (in that you can learn from them) and congratulate yourself heartily on everything you get right. Take breaks when you can and keep applying yourself to the best of your ability. Keep all these things in mind as you work through Week Four of this program.

Today will be another DBQ. Choose a DBQ at random (not the same one you already did). Complete it under test-like conditions to the best of your ability, and check it over with the Scoring Guidelines for that question.

Use any extra time to study flashcards or notes on concepts you have had a difficult time with.

### **Day 2**

Try your hand at 30 of the [Albert.io](https://albert.io) questions from Period 6, "Accelerating Global Change and Realignment" – 10 from each of the three subsets. Follow the usual procedure for marking your correct and incorrect answers and writing down key and difficult terms for future research.

Read the Concept Outline for Period Six in the Official Information Book. Take extensive notes.

Begin making flashcards for key and difficult terms. Research all difficult terms and make extensive notes on each one.

# One Month AP World History Study Guide Cont.

## Day 3

Review your notes on yesterday's difficult terms.

Attempt thirty more [Albert.io](#) questions – again, 10 from each subset of Period 6. Follow your usual note-taking procedure.

Continue working on your flashcards and on notes for difficult processes.

## Day 4

Today will start a bit differently – extend your timeline or make a new one that includes key events from this section. Use your textbook and the Official Information Book to figure out what the most important events are.

Use the rest of your time to catch up on flashcards and notes on difficult concepts. You should now have flashcards for every key term, event, etc. that you need, though of course if you have difficulty with any other concepts or terms later you can add them to the set.

Choose an FRQ you haven't already done at random and complete it, checking yourself against the scoring guidelines.

## Day 5

Complete the remaining [Albert.io](#) questions for Period Six. If there are any new key or difficult terms, research them and make corresponding flashcards immediately.

Quiz yourself on at least 50 of your flashcards for the entire course, taking breaks whenever necessary.

Choose another DBQ from [here](#) at random and complete it, checking yourself against the scoring guidelines and writing samples.

# One Month

## AP World History Study Guide Cont.

### Day 6

If you have extra time before the test, try reviewing a few random flashcards and/or doing an [FRQ](#) every day. If this is actually the last day before the test, choose a few of the steps below that you feel will help you the most instead of doing all of them, to save your energy for the exam tomorrow.

Keeping conditions as much like conditions during the test will be as possible, review at least 100 of your flashcards for the entire course at random, or focus on the terms you have had the most difficulty with so far.

Choose a DBQ and one other FRQ at random and complete them both, taking a significant break between the two and checking yourself against the scoring guidelines and writing samples when you are done.

Try to recreate your timeline without looking at it too much. Don't worry about exact dates, but mark events with their corresponding century (for older events) or decade (for events from the mid-late 1800's to today).

Remember to eat a starchy dinner, get a good night's sleep, and eat a protein-filled breakfast. Take a snack and a drink (try to stay healthy – a granola bar and water or juice) to the exam if your teacher is not providing snacks.

Breathe easy. Although this test is important and difficult, it is not the end-all-be-all of your life, and you have worked very hard preparing yourself. This preparation will serve you well. Put forward your best effort.

Remember to strictly follow all guidelines about testing materials, silence about the test, etc.

## One Month AP World History Study Guide Cont.

Hopefully, this study guide has prepared you mentally for the AP exam and helped you boost your confidence. Remember, this test could open many doors for you and should be taken with the utmost seriousness, but is also only a test in one specific subject area. You've worked very hard, so don't let your nerves or the test's intimidation factor beat you now. Completing this guide was a big step towards success and shows your dedication and ability.

***Let us know** what has worked for you. What did you like best about this one month study guide? Do you have recommendations of your own on how to study for the AP World History exam?*

**[Start your AP World History Prep today](#)**

# The Ultimate List of AP World History Tips



Doing well on the AP World History exam really relies on your ability to understand patterns in history. By familiarizing yourself with trends in history as opposed to memorizing facts, you can get a 5 on the AP World History exam. For more on how to study for AP World History, see our blog post [here](#).

Now to the good stuff... here are 50+ AP World History tips.



# The Ultimate List of AP World History Tips Cont.

## Thesis/Introductory Paragraphs for AP World History

- 1. Answer ALL of the question:** Make sure your thesis addresses every single part of the question being asked for the AP World History free response section. Missing a single part can cost you significantly in the grading of your essay.
- 2. Lean one way:** Trying to appease both sides creates an argument that's not nearly as strong as if you take a stance.
- 3. Lead your reader:** Help your reader understand where you are going as you answer the prompt to the essay—provide them with a map of a few of the key areas you are going to talk about in your essay.
- 4. Organize with strength in mind:** When outlining the respective topics you will be discussing, start from the topic you know second best, then the topic you know least, before ending with your strongest topic area. In other words, make your roadmap 2-3-1 so that you leave your reader with the feeling that you have a strong understanding of the question being asked.
- 5. Understand the word “Analyze”:** When the AP exam asks you to analyze, you want to think about the respective parts of what is being asked and look at the way they interact with one another. This means that when you are performing your analysis on the AP World History test, you want to make it very clear to your reader of what you are breaking down into its component parts. For example, what evidence do you have to support a point of view? Who are the important historical figures or institutions involved? How are these structures organized? How does this relate back to the overall change or continuity observed in the world?

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# The Ultimate List of AP World History Tips Cont.

## Answering AP World History DBQ Tips

**1. Group with intent:** One skill tested on the AP exam is your ability to relate documents to one another—this is called grouping. The idea of grouping is to essentially create a nice mixture of supporting materials to bolster a thesis that addresses the DBQ question being asked. In order to group effectively, create at least three different groupings with two subgroups each. When you group—group to respond to the prompt. Do not group just to bundle certain documents together. The best analogy would be you have a few different colored buckets, and you want to put a label over each bucket. Then you have a variety of different colored balls which each color representing a document, and you want to put these balls into buckets. You can have documents that fall into more than one group, but the big picture tip to remember is to group in response to the prompt. **This is an absolute must.** 33% of your DBQ grade comes from assessing your ability to group.

**2. Assess POV with SOAPSTONE:** SOAPSTONE helps you answer the question of why the person in the document made the piece of information at that time. It answers the question of the motive behind the document.

**3. S:** S represents Speaker or Source. You want to begin by asking yourself who is the source of the document. Think about the background of this source. Where do they come from? What do they do? Are they male or female? What are their respective views on religion or philosophy? How old are they? Are they wealthy? Poor? Etc.

**4. O:** O stands for occasion. You want to ask yourself when the document was said, where was it said, and why it may have been created. You can also think of O as representative of origin.

**5. A:** A represents for audience. Think about who this person wanted to share this document with. What medium was the document originally delivered in? Is it delivered through an official document or is it an artistic piece like a painting?

## The Ultimate List of AP World History Tips Cont.

**6. P:** P stands for purpose. Ask again, why did this person create or say this document? What is the main motive behind the document?

**7. S:** S is for the subject of the document. This is where you see if you have an understanding of how the subject relates to the question the test is asking you. Think about if there are other documents or pieces of history that could further support or not support this document source.

**8. TONE:** Tone poses the question of what the tone of the document is. This relates closely with speaker. Think about how the creator of the document says certain things. Think about the connotations of certain words.

**9. Explicitly state your analysis of POV:** Your reader is not psychic. He or she cannot simply read your mind and understand exactly why you are rewriting a quotation by a person from a document. Be sure to explicitly state something along the lines of, “In document X, author states, “[quotation]”; the author may use this [x] tone because he wants to signify [y].” Another example would be, “The speaker’s belief that [speaker’s opinion] is made clear from his usage of particularly negative words such as [xyz].”

**10. Assessing Charts and Tables:** Sometimes you’ll come across charts of statistics. If you do, ask yourself questions like where the data is coming from, how the data was collected, who released the data, etc. You essentially want to take a similar approach to SOAPSTONE with charts and tables.

**11. Assessing Maps:** When you come across maps, look at the corners and center of the map. Think about why the map may be oriented in a certain way. Think about if the title of the map or the legend reveals anything about the culture the map originates from. Think about how the map was created—where did the information for the map come from. Think about who the map was intended for.

## The Ultimate List of AP World History Tips Cont.

**12. Assessing Cultural Pieces:** If you come across more artistic documents such as literature, songs, editorials, or advertisements, you want to really think about the motive of why the piece of art or creative writing was made and who the document was intended for.

**13. Be careful with blanket statements:** Just because a certain point of view is expressed in a document does not mean that POV applies to everyone from that area. When drawing from the documents, you need to explicitly state which author and document you are citing.

**14. Bias will always exist:** Even if you're given data in the form of a table, there is bias in the data. Do not fall into the trap of thinking just because there are numbers, it means the numbers are foolproof.

**15. Be creative with introducing bias:** Many students understand that they need to show their understanding that documents can be biased, but they go about it the wrong way. Rather than outright stating, "The document is biased because [x]", try, "In document A, the author is clearly influenced by [y] as he states, "[quotation]". See the difference? It's subtle but makes a clear difference in how you demonstrate your understanding of bias.

**16. Refer back to the question:** As you write your DBQ essay, make sure to reference back to the question to show the reader how the argument you are trying to make relates to the overarching question. This is one way you clearly demonstrate that you spent a few minutes planning your essay in the very beginning.

**17. Leave yourself out of it:** Do not refer to yourself when writing your DBQ essays! "I" has no place in these AP essays.

**18. Stay grounded to the documents:** All of your core arguments must be supported through the use of the documents. Do not form the majority of your arguments on what you know from class. Use what you learned in class instead to bolster your arguments in relation to the documents presented.

# The Ultimate List of AP World History Tips Cont.

## Overall AP World History DBQ Essay Tips & Advice

- 1. Start essay practice early:** At least one month before the AP World History exam date, organize a few essay questions you will work through for the next four weeks before the test. Find a proctor whether that be a parent, peer, or teacher and have them simulate a timed test as you answer the essay.
- 2. Familiarize yourself with the time limits:** Part of the reason why we suggest practicing essays early is so that you get so good at writing them that you understand exactly how much time you have left when you begin writing your second to last paragraph. You'll be so accustomed to writing under timed circumstances that you will have no worries in terms of finishing on time.
- 3. Learn the rubric:** If you have never looked at an AP World History grading rubric before you enter the test, you are going in blind. You must know the rubric like the back of your hand so that you can ensure you tackle all the points the grader is looking for. Here are the [2014 Scoring Guidelines](#).
- 4. Read the historical background:** You know that little blurb at the beginning of the document? The test takers don't put it there for no reason. The historical background is like a freebie—it can tell you the time period of the document and shed a little insight into the POV of the source. Read it!
- 5. Familiarize yourself with analyses of art:** This one is optional, but a great way to really get used to analyzing art is to visit an art museum and to listen to the way that art is described. Often times there will be interpretations of the artist's intent and perspective.

# The Ultimate List of AP World History Tips Cont.

## AP World History Multiple Choice Review Tips

**1. Identify key patterns:** You know that saying, history repeats itself? There's a reason why people say that, and that is because there are fundamental patterns in history that can be understood and identified. This is especially true with AP World History. If you can learn the frequent patterns of history in relation to the six time periods tested, you'll be able to guess in a smart manner when you have absolutely no idea about something.

**2. Use common sense:** The beauty of AP World History is when you understand the core concept being tested and the patterns in history; you can deduce the answer of the question. Identify what exactly is being asked and then go through the process of elimination to figure out the correct answer. Now, this does not mean do not study at all. This means, rather than study 500 random facts about world history, really focus in on understanding the way history interacts with different parts of the world. Think about how minorities have changed over the course of history, their roles in society, etc. You want to look at things at the big picture so that you can have a strong grasp of each time period tested.

**3. Familiarize with AP-style questions:** If AP World History is the first AP test you've ever taken, or even if it isn't, you need to get used to the way the CollegeBoard introduces and asks you questions. Find a review source to practice AP World History questions. [Albert.io](https://albert.io) has hundreds of AP World History practice questions and detailed explanations to work through.

**4. Make note of pain points:** As you practice, you'll quickly realize what you know really well, and what you know not so well. Figure out what you do not know so well and re-read that chapter of your textbook. Then, create flashcards of the key concepts of that chapter along with key events from that time period.

## The Ultimate List of AP World History Tips Cont.

**5. Supplement practice with video lectures:** A fast way to learn is to do practice problems, identify where you are struggling, learn that concept more intently, and then to practice again. Crash Course has created an incredibly insightful series of World History videos you can watch on YouTube [here](#). Afterwards, go back and practice again. Practice makes perfect, especially when it comes to AP World History.

**6. Strike out wrong answer choices:** The second you can eliminate an answer choice, strike out the letter of that answer choice and circle the word or phrase behind why that answer choice is incorrect. This way, when you review your answers at the very end, you can quickly check through all of your answers. One of the hardest things is managing time when you're doing your second run-through to check your answers—this method alleviates that problem by reducing the amount of time it takes for you to remember why you thought a certain answer choice was wrong.

**7. Answer every question:** If you're crunched on time and still have several AP World History multiple-choice questions to answer, the best thing to do is to make sure that you answer each and every one of them. There is no guessing penalty for doing so, so take full advantage of this!



# The Ultimate List of AP World History Tips Cont.

## Tips Submitted by AP World History Teachers

- 1. Use high polymer erasers:** When answering the multiple choice scantron portion of the AP World History test, use a high polymer eraser. It is the only eraser that will fully erase on a scantron. Thanks for the tip from Ms. J. at Boulder High School.
- 2. Outline, outline, outline:** Take a few minutes to outline your essay based on themes, similarities, bias, etc. It's the easiest way to craft a fluid essay. Thanks for the tip from Mr. M at Chapel Hill High School.
- 3. Stay ahead of your reading and when in doubt, read again:** You are responsible for a huge amount of information when it comes to tackling AP World History, so make sure you are responsible for some of it. You can't leave all the work up to your instructor. It's a team effort. Thanks for the tip from Mr. E at Tri-Central High.
- 4. Integrate video learning:** A great way to really solidify your understanding of a concept is to watch supplementary videos on the topic. Then, read the topic again to truly master it. Thanks for the tip from Mr. D at Royal High School.
- 5. Keep a study log:** Study for three hours for every hour of class you have and keep a study log so that you can see what you accomplished every day as you sit down to study. Thanks for the tip from Mr. R. at Stephen F. Austin High.
- 6. Practice with transparencies:** Use transparencies or a white board to create overlay maps for each of the six periods of AP World History at the start of each period so that you can see a visual of the regions of the world being focused on. Thanks for the tip from Ms. W at Riverbend High.
- 7. Read every word:** Often times in AP World History many questions can be answered without specific historical knowledge. Many questions require critical thinking and attention to detail; the difference between a correct answer and an incorrect answer lies in just one or two words in the question or the answer. Thanks for the tip from Mr. R. at Mandarin High.

## The Ultimate List of AP World History Tips Cont.

**8. Cover the entire time frame:** When addressing the DBQ on continuity, make sure to cover the entire time frame unless you specifically write in your thesis about a different time period. Thanks for the tip from Mr. H at Great Oak High.

**9. Summarize then answer:** Ms. B recommends at Desert Edge High recommends to summarize what you know about each answer choice and then to see if it applies to the question when answering the multiple choice questions.

**10. Master writing a good thesis:** In order to write a good thesis, you want to make sure it properly addresses the whole question or prompt, effectively takes a position on the main topic, includes relevant historical context, and organize key standpoints. Thanks for the tip from Mr. G at Loganville High.

**11. Tackle DBQs with SAD and BAD:** With the DBQ, think about the **S**ummary, **A**uthor, and **D**ate & Context. Also consider the **B**ias and **A**dditional **D**ocuments to verify the bias. Thanks for the tip from Mr. G at WHS.

**12. Create a refined thesis in your conclusion:** 35 with 40 minutes to write each of your essays, starting with a strong thesis can be difficult, especially since students can find it challenging in what they are about to write. By the time you finish your essay, you have a much more clear idea of how to answer the question. Take a minute and revisit the prompt and try to provide a much more explicit and comprehensive thesis than the one you provided in the beginning as your conclusion. This thesis statement is much more likely to give you the point for thesis than the rushed thesis in the beginning. Thanks for the tip from Mr. R at Mission Hills High.

**13. Annotate:** Textbook reading is essential for success in AP World History, but learn to annotate smarter, not harder. Be efficient in your reading and note taking. Read, reduce, and reflect. To read – use sticky notes. Using post-its is a lifesaver – use different color stickies for different tasks (pink – summary, blue – questions, green – reflection, etc.)

## The Ultimate List of AP World History Tips Cont.

Reduce – go back and look at your sticky notes and see what you can reduce – decide what is truly essential material to know or question. Then reflect – why are the remaining sticky notes important? How will they help you not just understand content, but also understand contextualization or causality or change over time? What does this information show you? Thanks for the tip from Ms. J at Legacy High.

**14. Relate back to the themes:** Understanding 10,000 years of world history is hard. Knowing all the facts is darn near impossible. If you can use your facts/material and explain it within the context of one of the APWH themes, it makes it easier to process, understand, and apply. The themes are your friends. Thanks for the tip from Ms. J at Legacy High.

**15. Form a study group:** Everyone has different talents and areas of strength. You don't, and shouldn't, try to tackle this class all by yourself. Form a study group and learn from each other, help everybody become better by sharing your talents and skills. This is also a place where you can vent your frustrations and feel a sense of unity and belonging. We are truly all in this together. Thanks for the tip from Ms. J at Legacy High.

**16. Look for the missing voice in DBQs:** First, look for the missing voice. Who haven't you heard from in the DBQ? Who's voice would really help you answer the question more completely? Next, if there isn't really a missing voice, what evidence do you have access to, that you would like to clarify? For example, if you have a document that says excessive taxation led to the fall of the Roman Empire, what other piece of information would you like to have access to that would help you prove or disprove this statement? Maybe a chart that shows tax amounts from prior to the 3rd Century Crisis to the mid of the 3rd century crisis? Thanks for the tip from Ms. J at Legacy High.

**17. Go with your gut:** When choosing an answer, it can be tempting to feel anxious and to potentially start second guessing yourself. Don't. Tests are designed to make test takers get stuck between two or three answer choices (leading to anxiety and eating away time for completing the test).

## The Ultimate List of AP World History Tips Cont.

Limit the amount you second guess yourself. If you studied properly, there is a reason why your mind wanted you to pick that original answer before any of the other choices. Thanks for the tip from Mrs. S at Carnahan High School of the Future.

**18. Don't forget to B.S. in your DBQ:** B.S. on everything! (Be Specific).

**19. Remember your PIE:** Writing a thesis is as easy as PIE: Period, Issue, Examples.

**20. Look at every answer option:** Don't go for the first "correct" answer; find the most "bulletproof" answer. The one you'd best be able to defend in a debate.

**Are you a teacher or student? Do you have an awesome tip? [Let us know!](#)**

Hopefully you've learned a lot from reading all 50+ of these AP World History tips. Doing well in AP World History comes down to recognizing patterns and trends in history, and familiarizing yourself with the nature of the test. Once you get comfortable with the way questions are presented, you'll realize that you can actually rely on quite a bit of common sense to answer the DBQs as well as the multiple choice questions. Students often think the key to AP history tests is memorizing every single fact of history, and the truth is you may be able to do that and get a 5, but the smart way of doing well on the test comes from understanding the reason why we study history in the first place. By learning the underlying patterns that are tested on the exam, for example how opinions towards women may have influenced the social or political landscape of the world during a certain time period, you can create more compelling theses and demonstrate to AP readers a clear understanding of the bigger picture.

*In case you're the type of student that needs a more structured study plan, we created a [one-month AP World History Study Guide here](#). Find the patterns, master crafting the essays, and practice hard, and you'll do well come May. Good luck!*

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