

Name: _____

Historical Periods

AP® World History is also based on a framework of six chronological periods. These periods are listed and briefly explained below with the correlated chapters from this book. According to the College Board, questions on the exam will be divided chronologically as shown below.

Period 7. of Questions

1: Technological and Environmental Transformations, c. 600 B.C.E.	5%
2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.	15%
3: Regional and Interregional Interactions, c. 600 C.E. to c. 1450	20%
4: Global Interactions, c. 1450 to c. 1750	20%
5: Industrialization and Global Integration, c. 1750 to c. 1900	20%
6: Accelerating Global Change and Realignments, c. 1900 to the Present	20%

Period 1: Technological and Environmental Transformations, to c. 600 B.C.E. (Chapters 1–2) The period from the migrations of Paleolithic hunting-foraging bands to the formation of the earliest civilizations deals with the “peopling” of the Earth, the rise of Neolithic agricultural groups, and the development and interactions of early agricultural, pastoral, and urban societies.

Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to 600 C.E. (Chapters 3–6) These chapters follow the development of dynasties, states, and empires in Persia, Greece, Rome, China, South Asia, and the Americas. The chapters trace the development of religious and cultural traditions as well as the emergence of interregional trade and communication networks.

Period 3: Regional and Interregional Interactions, c. 600 C.E. to c. 1450 (Chapters 7–14) During this period, interregional networks expanded. As empires collapsed and were reconstituted, new state forms emerged; interregional contacts encouraged technological and cultural exchanges. Innovations stimulated agricultural and industrial production, with consequences such as the revival of cities, which had declined as a result of factors such as invasion and disease.

Period 4: Global Interactions, c. 1450 to c. 1750 (Chapters 15–20) With the globalizing of networks of communication and trade as well as new developments in navigation, Western Europe expanded its worldwide influence as far as East Asia; colonies arose in the Americas and Africa; the silver, spice, and sugar trades created the first truly global exchange of goods and peoples; Russia attempted modern reforms amid autocratic rule; and Turkic Empires rose and declined in Asia and the Middle East.

Period 5: Industrialization and Global Integration, c. 1750 to c. 1900 (Chapters 21–24) During this period, industrialization brought great changes to the way goods were produced and consumed, but also to the global economy, social relations, and culture. Industrialized nations expanded their empires in search of raw materials and markets, leading, in response, to the formation of states, such as Meiji Japan, as well as to anti-imperialist resistance, nationalism, revolution, and reform, all supported by the rise of Enlightenment thinking. For different reasons, the new global economy brought significant increases to global migration, resulting in many consequences and reactions.

Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present (Chapters 25–30) During this period, technological advances have altered how humans understand the natural world, as new technologies enabled great population growth while threatening ecological balances. The period has been one of intense global conflict, in a struggle between overthrowing and maintaining existing political orders as well as between conflicting ideologies. As a result of the challenges of war and economic collapse, states have developed new forms of control, such as state-run economies. In addition, new international organizations of political and economic governance have arisen.

Each period will be introduced with an overview of the key concepts of the period from the College Board’s curriculum. The College Board provides a detailed factual content outline for the course, with a list of three or four key concepts for each period, which are broken down into more precise objectives and illustrative examples. The concept outline is accessible in the AP® World History Curriculum Framework on the College Board Web site (apcentral.collegeboard.com; enter Course Home Pages). The goal of the historical content in this text is not to cover every historical fact, but to deal with the essential evidence and understandings needed to address the challenges of the AP® World History exam.

9th grade

10th grade

- 1) How does the periodization in your textbook differ from the periodization according to the College Board?
- 2) Why do you think they are different?