Pre-AP®
World History
and Geography

Course launches in Fall 2018

COURSE SAMPLER
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The information included in this guide is still subject to change, as Pre-AP courses are in the refinement and editing stage and still incorporating educator feedback. Pre-AP course materials, including the course framework, lessons, and unit assessments will be finalized in spring 2018. Pre-AP courses will launch in fall 2018.

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About Pre-AP

Dear Educator:

Thank you for taking the time to review the sample instructional materials for the College Board's new Pre-AP Program.

Pre-AP Rationale
Less than 50% of U.S. high school students are ready for college. Over 300,000 high school students demonstrate AP potential based on their PSAT score, but do not take an AP exam. Teachers have told us that they want the College Board's assistance in helping define what a Pre-AP curriculum should look like. Given these statistics and feedback, the College Board developed the Pre-AP Program.

While the AP Program has helped prepare millions of students for college, data and educator feedback show that we need to reach more students, earlier, because all students deserve access to a challenging curriculum. By offering Pre-AP courses to all ninth-graders, with more grades to come, we hope to provide a new, consistent standard of high-quality instructional resources with the focus on supporting all students, so that more of them are ready for college and, when appropriate, able to access and complete college-level work before leaving high school.

Launching in fall 2018, Pre-AP will begin with five ninth-grade courses in World History and Geography, Algebra I, Biology, English, and Arts.

Goals
- Significantly increase the number of students who are able to access and complete college-level work before leaving high school
- Improve the college readiness of all students

Teacher Developed
We developed the Pre-AP Program in collaboration with educators and teachers like you. Teacher feedback helped us design a program that supplies effective resources and yet gives teachers the freedom and flexibility to teach the way they've always wanted to teach.

What We Provide
- **Instructional Resources**: Course frameworks, high-quality texts, and source materials paired with effective teaching strategies, model lessons, and shared routines
- **Assessments**: Digital unit assessments and performance-based tasks accompanied by scoring rubrics
- **Student practice**: Resources and tools to help students master content
- **Professional learning**: Training and teacher supports

We hope you find the sample instructional materials useful. As the Pre-AP Program develops, we anticipate that feedback from our school and educator partners will help us strengthen the program to better meet our mutual goal of preparing as many students as possible for success in college. Thank you!

Respectfully,

*The Pre-AP Team*
Getting to Know the Pre-AP World History and Geography Course

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life.

Overview

The course builds students’ essential skills and confidence and helps to prepare them for a range of AP history/social science coursework during high school, including AP Human Geography and AP World History. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that history is an interrelated story of the world, history and geography are inherently dynamic, and historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants.

Instructional Shifts in World History and Geography

Pre-AP World History and Geography instructional resources focus on the following key instructional shifts:

- **Evaluating Evidence**
  Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources.

- **Incorporating Evidence**
  Students demonstrate command of quantitative, qualitative, and spatial data by effectively incorporating them into written and oral arguments.

- **Explaining Historical Relationships**
  Students explain relationships among events and people by marshalling evidence for causality, correlation, continuity, and change over time.
Shared Instructional Principles

All Pre-AP courses share a common set of classroom routines and approaches that give students many opportunities to practice and strengthen their skills while building their confidence in the classroom.

Close Observation and Analysis

Pre-AP courses require careful examination of one object, text, or problem before requiring students to grapple with multiple. Students engage in deep observation to build, refine, or confirm their knowledge, thus developing a foundational skill that supports analysis and learning in each discipline. As students encounter texts, visual art, graphs, maps, problems, and other source materials, they will learn first to engage in deep close observation before being asked to explain, and then apply or evaluate.

Evidence-Based Writing

Pre-AP courses provide a scaffolded approach to writing that begins with a focus on sentences before progressing to paragraphs and essays. All courses provide tools and supports (sentence frames, outlines, and graphic organizers) to support writing skills. In World History and Geography, students have frequent opportunities to craft strong claims from evidence and to then progress to developing arguments based on source analysis.

Higher-Order Questioning

When examining texts, data, problems, and other sources of evidence, students will be guided to grapple with questions that spark curiosity, cultivate wonder, and promote productive lingering. Pre-AP lessons provide teachers with questions that motivate thought and support students to build evidence-based claims and to solve problems from multiple angles.

Academic Conversations

In Pre-AP classrooms, students have frequent opportunities for active, thoughtful participation in collaborative conversations about significant themes, topics, and texts. Through these discussions, students practice the skills of academic conversation that they will need to employ in college and career settings. Students regularly compare, critique, debate, and build upon others’ ideas and arguments to advance their learning.
Course Framework

The Pre-AP World History and Geography course framework is intended to provide a clear and focused description of what students should know and be able to do as a result of this course of study in order to secure the foundations for AP and college readiness.

Based on the Understanding by Design (Wiggins & McTighe, 1998) model, the course framework also serves as the blueprint for the Pre-AP World History and Geography instructional units and assessments.

Big Ideas and Enduring Understandings

Big Ideas and Enduring Understandings cut across all units of the course. The Big Ideas map out the overarching concepts and developments of the course and offer students a broad way of thinking about the discipline. The Enduring Understandings represent the long-term takeaways that students should develop as a result of focused study of the key concepts in the course. By design, Pre-AP World History and Geography is based on a small, focused set of Big Ideas and Enduring Understandings. This design supports deeper learning of concepts and skills and allows students to understand the connections across the major principles of World History and Geography.

Unit Outlines

Unit Outlines articulate the key concepts and learning objectives for each unit. These Unit Outlines also include general pacing recommendations and mappings to Pre-AP instructional resources to support teacher planning. The Pre-AP World History and Geography course contains seven units, one geography unit and six world history units, but students receive instruction in only four of the seven. The course begins with a geography unit that is taught in all Pre-AP World History and Geography classrooms. Schools then select three of the history units based on their connections to local and state standards. The course is not intended to cover all six historical eras.

The full course framework will be released in spring 2018, but the following section offers a preview.
Big Ideas and Enduring Understandings

Geography and Populations – Human and Physical Landscapes

**Enduring Understandings:**
Geographers use maps and data to contextualize spatial relationships and examine the human organization of space.

Geographic regions are spatial representations of physical, cultural, and political contexts and patterns.

Human interaction with the environment occurs at local-to-global scales and influences economic, political, and environmental change.

Changes in environmental conditions and human development are both causes and consequences of population change and migration.

Economic Systems – Exchange and Information

**Enduring Understandings:**
Networks of exchange expand, contract, and change over time.

Technological change and economic change and development influence each other over time.

State policies, ideologies, and cultural beliefs inform economic development.

Changes in labor organization are both a cause and an effect of transformations in economic production.

Culture – Patterns, Processes, and Interactions

**Enduring Understandings:**
Religions and philosophies emerge, spread, and interact with each other over time.

Exchange networks and environmental conditions inform cultural practices.

Art and architecture reflect, and sometimes promote, cultural, social, political, and economic values and trends.

Social Structures – Development and Transformation

**Enduring Understandings:**
Distinctions based upon ethnicity, gender, and race influence the development of social hierarchies.

Philosophy, religion, and culture inform change and continuity in social hierarchies and roles.

Political, economic, and demographic factors affect social hierarchies and roles.
Instructional Units

The Pre-AP World History and Geography course contains seven units, one geography unit and six world history units, but students receive instruction in only four of the seven. The course begins with a geography unit that is taught in all Pre-AP World History and Geography classrooms. Schools then select three of the history units based on their connections to local and state standards. The course is not intended to cover all six historical eras.

The following resources* are provided for each unit to support teachers and students:

**Source Sets:** These diverse collections of source-based classroom openers highlight key concepts related to the same weekly topic and learning objective. Sources include primary and secondary text excerpts, charts, maps, graphs, and visual images. Each source includes a few key questions to guide students as they examine and contextualize the source, deepen understanding of the key concept, apply disciplinary thinking skills, and practice evidence-based writing. Teacher Guides provide suggested responses, scaffolding support, and a summary of essential content.

**Lesson Sets:** Selected units also contain a one-week set of model lessons that support the instructional shifts by extending the classroom openers into full lessons focused on the weekly topic and learning objective. These lessons include multiple opportunities for students to investigate, analyze, and debate claims made by historians; develop arguments; and apply the disciplinary reasoning skills of contextualization, comparison, causation, and change and continuity over time.

**Performance Task:** One performance task and scoring rubric.

**Assessments:** Two short objective assessments per unit, administered digitally to provide immediate performance feedback and score reporting.
## Unit Outlines

**Geography (7 weeks)**

**Key Concepts**
- Principles of Geography*
- Regionalization*
- Spatial Reorganization*
- Human Adaptation to the Environment
- Comparison of World Regions*

**Era 1 Pre – 600 BCE (7 weeks)**

**Key Concepts**
- Human Adaptation and Migration in the Paleolithic World*
- Causes and Effects of Neolithic Revolution*
- Origins of Complex Urban Societies in the Ancient World
- Pastoralism in Afroeurasia
- State formation in Afroeurasia*
- Development of Ancient Religions*
- Growth of Ancient Societies

**Era 2 600 BCE – 600 CE (7 weeks)**

**Key Concepts**
- Classical Empires in East Asia*
- South Asian State and Dharmic Religions*
- Greek and Hellenistic States
- The Classical Roman Mediterranean*
- Classical Societies in Afroeurasia
- Trade Networks and Cultural Encounters in the Classical World*
- The End of Classical Empires and Consequences in Afroeurasia

**Era 3 600 CE – 1450 CE (7 weeks)**

**Key Concepts**
- Early Islamic States*
- Postclassical States: Byzantine Empire and European Kingdoms*
- Postclassical States in East Asia
- The Mongols and Revitalization of the Silk Roads
- Trans-Saharan Trade and the Spread of Islam in Sub-Saharan Africa*
- Long-Distance Trade and Diffusion in the Indian Ocean Rim
- Postclassical Americas*

*Course resources are provided for these weeks. These resources comprise less than 50% of the instructional time for the course, providing flexibility as they are used alongside district and school textbook and curriculum materials.
<table>
<thead>
<tr>
<th>Era 4 1450 CE – 1750 CE (7 weeks)</th>
<th>Era 5 1750 – 1914 (7 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Concepts</strong></td>
<td><strong>Key Concepts</strong></td>
</tr>
<tr>
<td>- Origins of Iberian Maritime Exploration and Colonialism*</td>
<td>- Causes of Atlantic Revolutions*</td>
</tr>
<tr>
<td>- Columbian Exchange and Atlantic Slavery</td>
<td>- Effects of Atlantic Revolutions</td>
</tr>
<tr>
<td>- Origins and Impact of Western European Empires in the North Atlantic*</td>
<td>- The First Industrial Revolution*</td>
</tr>
<tr>
<td>- Early Modern Islamic Caliphates*</td>
<td>- The Second Industrial Revolution*</td>
</tr>
<tr>
<td>- Land-based Empires: Early Modern China and Russia*</td>
<td>- Late Nineteenth Century Imperial Expansion</td>
</tr>
<tr>
<td>- Early Modern Religion</td>
<td>- Reactions to Imperialism</td>
</tr>
<tr>
<td>- Early Modern Society and Culture</td>
<td>- Consequences of Industrialization*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Era 6 1914 – Present (7 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Concepts</strong></td>
</tr>
<tr>
<td>- Origins and Outcomes of World War I in Global Context*</td>
</tr>
<tr>
<td>- New Age of Revolutions: Mexico, Russia, and China*</td>
</tr>
<tr>
<td>- The Global Economy and the State between the Wars</td>
</tr>
<tr>
<td>- World War II and the Origins of Cold War</td>
</tr>
<tr>
<td>- A Global Cold War*</td>
</tr>
<tr>
<td>- Foundations of Contemporary Globalization*</td>
</tr>
<tr>
<td>- Impact of Contemporary Globalization</td>
</tr>
</tbody>
</table>

*Course resources are provided for these weeks. These resources comprise less than 50% of the instructional time for the course, providing flexibility as they are used alongside district and school textbook and curriculum materials.
Pre-AP® World History and Geography Sample Lesson

Advances of the Second Industrial Revolution

Era 5 Source Set Excerpt: Comparing Factories

Silk thread processing plant in Mitsu, Japan (photograph taken by a local newspaper in 1900)
Questions for Observation and Analysis

1. What is the same between these two factories? What is different?

2. How do these factories differ from the factory images of the First Industrial Revolution?

3. Though railroads, steel-hulled ships, and telegraph networks are not pictured, how can you tell that the factories pictured benefited from these advances?

4. Both pictures are representative of the most technically advanced factories in each country during the early 1900s. Use the following sentence frame to write a sentence comparing the factories of the two countries:

   While factories in both Germany and Japan ______________________, German factories ______________________.
Era 5 Source Set Excerpt:
Comparing Factories

**Essential Content Statement:** Factories grew, spread, and became more efficient as a result of advances in industrial, transportation, and communication technology and processes.

1. What is the same between these two factories? What is different? *(Embedded Skill: Comparison)*

   Make sure students scan the entire picture and not just the title or the activity type. Encourage students to include, but qualify, observations that may be influenced by the limitations of these pictures.

   **Possible Response:** Both factories are obviously outside of the home and larger, with many people performing the same role. They are located in different places and focused on different industries. The German factory appears larger.

2. How do these factories differ from the factory images of the First Industrial Revolution? *(Embedded Skill: Comparison)*

   You may decide to provide copies of the factory images from the First Industrial Revolution, or you may check students’ understanding by asking them to rely on what they learned about that era.

   **Possible Response:** Both of the 1IR pictures are English textile factories, but these early 1900s factories are larger and in different countries than England. Unlike cottage industry, these factories are both outside of the home. The German factory focused on automobiles represents the most sophisticated technology. The Japanese and English textile factories seem to be predominantly staffed by women.

3. Though railroads, steel-hulled ships, and telegraph networks are not pictured, how can you tell that the factories pictured benefit from these advances? *(Embedded Skill: Comparison)*

   Encourage students to consider each of these aspects as they were discussed in this week’s Essential Content Sheet and to jot down questions about any aspects they have difficulty connecting to the images.

   **Possible Response:** The location of either of these factories can be in more places since railroads and telegraphs can connect them to larger markets. The automobile factory likely needs quick communication with other sites in order to manufacture and ship something so complicated. Without steel, the factories might not be built (it appears the structure is metal) and the machinery making the cars may not be possible. I have questions about how chemicals might help either of these factories.
4. Both pictures are representative of the most technically advanced factories in each country during the early 1900s. Use the following sentence frame to write a comparison between the countries: (Embedded Skills: Comparison, Argument Development)

While factories in both Germany and Japan _______________________. German factories ________________.

The prompt asserts that the two images are representative of German and Japanese factories of the early 1900s. To encourage historical inquiry, a follow-up question could ask students how one could investigate and corroborate this claim.

Possible Response:

While factories in both Germany and Japan were housed in large metal buildings, German factories were more sophisticated and could create items like automobiles.

While factories in both Germany and Japan were larger than the British factories of the early 1800s, German factories began producing items other than textiles.

Additional Topics

Additional topics to extend students' understanding of the growing size, sophistication, and geographic spread of factories include:

- The development and spread of innovations in steel production (e.g., Bessemer process, Krupp and Carnegie steel works) and their wide-ranging consequences (e.g., the expansion of railroads, development of steel-hulled ships, creation of skyscrapers and steel bridges)
- The development and spread of innovations in chemical production (e.g., Solvay process); significance of innovations related to machines and consumer products (e.g., lubricants, soaps, dyes)
- The development of communication innovations (e.g., telegraph, telephone, transatlantic cable, electric grid, early motion pictures) and their wide-ranging consequences (e.g., creation of mass culture, spreading of ideas, origin of corporations)
- Early models of factory efficiency (e.g., Taylor's scientific management, Ford's assembly line) and their wide-ranging economic and social consequences
Era 5 Source Set Excerpt:
Exposing a Primary Source

from “Made in Germany” (1896), Ernest Edwin Williams, British journalist

There was a time when our industrial empire was unchallenged. It was England which first emerged from the Small-Industry stage.

Up to a couple of decades ago, Germany was an agricultural State. Now she has changed all that.

[Germany] has educated her people in a fashion which has made it in some branches of industry the superior, and in most the equal of the English. [The Germans] have toiled at their desks, and made their sons do likewise;

They have kept a strict controlling hand on all the strings of their business; they have obtained State aid in several ways…they have insinuated themselves in every part of the world—patiently studying the wants and tastes of several peoples. The Imperial Eagle (a Germany Empire symbol) now floats on the breezes of the South Sea Islands, and drops in the thick air of Africa.

In a word, an industrial development, unparalleled, save in England a century ago, is now [Germany's] portion. A gigantic commercial state is arising to menace our prosperity, and contend with us for the trade of the world...

Take observations, Gentle Reader, in your own surroundings: You will find the material of some of your own clothes was probably woven in Germany. The toys, the dolls and the fairy books your children maltreat in the nursery are made in Germany.

Germany is yet in her industrial infancy; and the healthiest infant can do but poor battle against a grown man. Yet, if a strong man, as the years advance on him, neglect himself and abuse his strength, he may fall before an energetic [young man].

Questions for Observation and Analysis

1. Why is this British journalist alarmed?

2. What role did the German government play in promoting industry?

3. This writer is British. How might the same information be presented from the perspective of a German writing to an audience of German readers?

4. Examine Williams’s argument and practice writing clear sentences by using the following sentence stems:

   Germany has quickly industrialized because _________________________.

   Germany has quickly industrialized, but_________________________.

   Germany has quickly industrialized, so_________________________.
Era 5 Source Set Excerpt:
Examining a Primary Source

Essential Content Statement: Germany, Russia, Japan, and the U.S. experienced significant leaps in industrial growth to join Great Britain as an industrial power, intensifying economic rivalries.

1. Why is this British journalist alarmed? (Embedded Skill: Tone in Primary Sources)

Before having students answer this question, you might ask or guide them to find textual evidence to support the question’s claim that the journalist is alarmed (e.g., his use of the word menace).

Possible Response: While Great Britain used to be the only industrial power, Germany has caught up and may be surpassing Great Britain. The author seems to think that his countrymen are failing to recognize the threat as Germany grows into a “young man.”

2. What role did the German government play in promoting industry? (Embedded Skill: Causation)

Look for opportunities for students to corroborate this source with additional sources such as the Essential Content sheet or classroom textbook.

Possible Response: The German government created special rates for shipping ports and added territories obtained through conquests.

3. This writer is British. How might the same information be presented from the perspective of a German writing to an audience of German readers? (Embedded Skill: Point of View and Audience in Primary Sources)

You could vary this question by specifying specific audiences for student pairs or groups to consider. After answering the question, students could rewrite portions of the document from the point of view of a British writer addressing a German audience, a German writer addressing a German audience, or a German writer addressing a British audience.

Possible Response: A German author might be proud of German accomplishments and express an excited or proud tone when explaining how the efforts of the German government, urgency of German businessmen, and complacency of Great Britain are likely to lead to Germany’s industrialization progress, surpassing that of Great Britain in the near future.
4. Examine Williams’s argument using the following stems: (Embedded Skill: Causation, Argument Development)

Germany has industrialized quickly because _________________________.

Germany has industrialized quickly, but___________________________.

Germany has quickly industrialized, so___________________________.

Make sure that students change direction by including contrasting information when completing the last part of the sentence after the conjunction but.

Possible Response:

*German has industrialized quickly because the German government took actions that promoted industrial development.*

*Germany has industrialized quickly, but Great Britain has not yet realized that Germany may soon surpass them.*

**Additional Topics**

Additional topics to extend students’ understanding of the significant leaps in industrial growth taken by Germany, Russia, Japan, and the U.S., enabling them to join Great Britain as industrial powers and intensifying economic rivalries:

- The importance of private corporations and technical universities in Germany and the U.S. that enabled the research and development of industrial innovations
- The advantages of building new factories that employed the latest innovations in Japan, Germany, Russia, and the U.S. compared to Great Britain’s challenges of updating older, but still profitable, factories
- German and U.S. protective tariff policies that differed from Great Britain’s free trade policies
- Public-private partnerships utilized by the U.S. to build trans-continental railroads
- Government initiatives in Russia (e.g., Witte’s economic program) and Japan (e.g., Meiji economic reforms) aimed at promoting rapid industrialization by building railroads and factories through public investment and foreign loans as well as importing Western experts to oversee modernization initiatives
- Foreshadowing what will result from intensified economic rivalries (e.g., 19th century Imperialism, World War I)
Performance Tasks

Performance Tasks for the history units are Evidence-Based Questions that are modeled after AP History Document-Based Questions but with deliberate adaptations. Intended for all ninth graders, significant attention is placed on ensuring the tasks are accessible and appropriate while still providing sufficient challenge and opportunity to practice the synthesis skills that will be required in AP history courses and other high school, college, and civic settings.

Distinctions of Pre-AP Evidence-Based Questions:

- More time focused on analyzing the documents and pre-writing with scaffolds: Students are given ample time to read sources multiple times and to utilize the sourcing methods that they have learned. Prior to the written assessment, students have an opportunity to work with the sources and begin planning and pre-writing.

- Scaffolds for pre-writing: Best practices for organizing the evidence and creating a complex argument are modeled with extensive scaffolds. Students are given recommended ways to group information as well as guidance for how to establish the most effective thesis based on the available evidence from the sources.

- Shorter excerpts: In order to allow time to read and synthesize multiple sources, each source is limited to no more than 150 words. (The longest excerpt in this sample is 65 words.)

- Increased emphasis on non-narrative sources: Each Evidence-Based Question includes a balance of narrative and visual pieces of evidence. This helps achieve both the literacy and numeracy aims of the Instructional Shifts as well as the disciplinary skills associated with history and the social sciences.
Evidence-Based Question: The Industrial Revolution

To what extent was the Second Industrial Revolution (1860-1914) a change from the First Industrial Revolution (1790-1870)?

Step #1: Organizing the Evidence

<table>
<thead>
<tr>
<th>Evidence for Change</th>
<th>One change between the First and Second Industrial Revolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence in documents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence for Continuity</th>
<th>One continuity between the First and Second Industrial Revolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence in documents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Evidence for Change or Continuity</th>
<th>One additional change or continuity between the First and Second Industrial Revolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence in documents</td>
</tr>
</tbody>
</table>

What thesis does the evidence support? Does the evidence lend itself to continuity or change? Why?

Step #2: Developing a Thesis and Planning Writing

<table>
<thead>
<tr>
<th>Contextualization</th>
<th>What are some relevant general trends of this historical era and events preceding the First and Second Industrial Revolutions that would provide the reader with historical context?</th>
</tr>
</thead>
</table>

| 2A: Drafting a Thesis | Thesis Scaffold: While [summary of single row devoted to change or continuity], the Second Industrial Revolution represented mostly a [change from/continuation of] the First Industrial Revolution as a result of [summarize the two rows devoted to change/continuity]. |
Source 1

*Angus Maddison, Economics professor at University of Groningen (Netherlands), Contours of the World Economy, 2007*

<table>
<thead>
<tr>
<th>Country / Region</th>
<th>1820</th>
<th>1870</th>
<th>1913</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>228,600</td>
<td>189,740</td>
<td>241431</td>
</tr>
<tr>
<td>France</td>
<td>35,468</td>
<td>72,100</td>
<td>144,489</td>
</tr>
<tr>
<td>Germany</td>
<td>26,819</td>
<td>72,149</td>
<td>237,332</td>
</tr>
<tr>
<td>India</td>
<td>111,417</td>
<td>134,882</td>
<td>204,242</td>
</tr>
<tr>
<td>Japan</td>
<td>20,739</td>
<td>25,393</td>
<td>71,653</td>
</tr>
<tr>
<td>United Kingdom/Great Britain</td>
<td>36,232</td>
<td>100,180</td>
<td>224,618</td>
</tr>
</tbody>
</table>

Source 2

*Angus Maddison, Economics professor at University of Groningen (Netherlands), Contours of the World Economy, 2007*

![Graph showing economic growth of Great Britain, France, Germany, and Russia from 1840 to 1900.]

Source 3

*German socialist Friedrich Engels, The Condition of the Working Class in England, 1844*

The streets (of factory towns) are usually unpaved, full of holes, filthy and strewn with refuse. Since they have neither gutters nor drains, the refuse accumulates in stagnant, stinking puddles. The view of Manchester is quite typical. The main river is narrow, coal-black and full of stinking filth and rubbish which deposits on the bank.
Source 4

*William Alexander Abram, British journalist and historian, article, 1868*

The conditions of the factory laborers have been vastly improved within the last quarter of a century. The Hours of Labor in Factories Act, passed in 1844, worked a thorough reform. The excessive hours of labor have been legally reduced to ten hours per day. Wages—thanks mainly to accelerated machinery and improved working conditions—have largely increased.

Source 5

*Charles Péguy, French poet and philosopher, excerpt from an untitled essay, 1913*

The world has changed less in the times since Jesus Christ than it has in the last thirty years.

Source 6

*John Merriman, A History of Modern Europe, 2009*

**Industry in Europe 1840**

[Map of Industry in Europe 1840]

- **Areas of industrial concentration and growth**
- **German confederation boundary**
Source 6 continued

Concentration of Industry in Europe 1880

[Map showing areas of industrial concentration and growth in Europe in 1880, with major cities and countries labeled.]
The information included in this sampler is still subject to change, as Pre-AP courses are still being developed with teacher feedback. Pre-AP course materials, including the course framework, lessons, and unit assessments will be finalized in spring 2018. Pre-AP courses will launch in fall 2018.