

UNIT 6 THEMES NOTEBOOK

Purpose

The World History Project AP (WHP AP) curriculum asks you to visit and revisit the AP themes throughout the course. The aim of the Themes Notebook is to keep you connected to the core themes of each unit. In Part 1 of the Themes Notebook, which you'll complete early in each unit, you will evaluate each of the statements on the worksheet based on what you currently know. In Part 2, which comes later in each unit, the statements appear as questions. You will respond to these questions as you revise and refine your initial understanding of the unit's themes. In both parts of this activity, you should focus on concepts rather than formal writing. The primary purpose of the Themes Notebook is to help you assess how your thinking is progressing, where you're gaining mastery, and where you might need additional instruction.

Although it might seem that you haven't learned enough yet to respond to the prompts, that's OK! This activity is meant to help you think about what you might already know about the ideas and concepts of the unit. You'll revisit the prompts at the end of the unit (although this time they'll appear as questions), and you'll get to see how much you've learned! This activity will also give you a preview of what's to come, as you're learning which themes you should pay attention to as you learn new content.

Note: Since you'll be revisiting this worksheet at the end of the unit, be sure you hold onto it! If your teacher offers to collect your class's worksheets, that's probably your best bet.

Process

Use the Themes Notebook worksheet to respond to the Part 1 prompts as best as you can. Be prepared to talk about these ideas with your class.

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Unit 6 Themes Notebook: Part 1

Directions: Read each of the statements below. Then, decide if you agree or disagree with each statement and circle which theme or themes the statement connects to. Finally, explain why you agree or disagree and include an adverb to show your level of agreement (for example: strongly disagree, somewhat agree, and so on). If you can, provide evidence to support your explanations.

Statement	Theme(s)	Explain
Imperial powers used a range of ideologies to justify expansion. These included religion, perceived cultural superiority, and racism. Agree Disagree	Political Innovation Environment Culture Economy Social	
People living under imperial control did not resist the expansion of empires. Agree Disagree	Political Innovation Environment Culture Economy Social	

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Statement	Theme(s)	Explain
Imperial powers extracted raw materials from colonies to feed factory production. Agree Disagree	Political Innovation Environment Culture Economy Social	
Industrialized states became very wealthy by controlling global trade in this era. Agree Disagree	Political Innovation Environment Culture Economy Social	

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New patterns of migration had little impact on lives during this era. Agree Disagree	Political Innovation Environment Culture Economy Social	
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Unit 6 Themes Notebook: Part 2

Directions: Read each of the questions below, add the relevant theme, and then answer the question in the Your Response column. Make sure you use evidence from the unit and sound reasoning to back up your answer. Then, compare your previous responses (Part 1) with your current responses and explain how your understanding has changed or evolved. If your predicted theme from Part 1 has changed, be sure to also explain why you decided to connect the questions to a different theme.

Question	Your response	How has your understanding changed?
How did states use ideologies to justify imperialism from c. 1750 to 1900? Theme:		
In what ways did people resist imperial expansion from c. 1750 to 1900? Theme:		

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Question	Your response	How has your understanding changed?
How did environmental factors contribute to the development of the global economy from c. 1750 to 1900? Theme:		
How did states use economic imperialism to control their colonies and the global economy from c. 1750 to 1900? Theme:		

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What were the causes and effects of new patterns of migration from c. 1750 to 1900? Theme:		
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