

APWHM Vocabulary Content Card Rubric

Task: Create a set of vocabulary content cards, 10 total Units (Units 0-9), that represent specific moments in time, key events, people, concepts, geographic locations, and theories that represent the core content of AP World History: Modern. Students will need to purchase 3 x 5 index cards or students without the money can use pieces of paper and cut them in to 4 x 4 squares.

Grading – Term, Definition, Date, Historical Significance & SPICE-T Theme:

- Students **MUST** follow the template to the right and have an appropriate APWHM related definition, not a simple dictionary definition.
- Students **MUST** provide a **Definition, Date, Historical Significance,** and **SPICE-T Categorization** related to the term.
- **SPICE-T (Social Interactions & Organization, Political/Governance, Interactions between Humans & the Environment, Cultural Developments & Interactions, Economic Systems, & Technology & Innovation)**

Front of Card – No Lines

Topic #	Term #
Term Name	
Submitted Date on First Card Your Initials	

Front of Card – No Lines (Example)

Topic 1.1	Term #1
Champa Rice	
8/5/24	ADH

Back of Card –Lines

Definition	<p><u>A fast-ripening rice native to Northern Vietnam, which came under the control of China during the Tang Dynasty (618-907 CE). Champa Rice added to Chinese agricultural surpluses and allowed peasants in the warmer agricultural region of Southern China to grow two crops a year. Thus, both land redistribution and food surpluses were instrumental in spreading China’s prosperity. Economic Systems.</u></p>	
		Date
		Historical Significance
		SPICE-T Categorization

Historical Significance

- The historical significance for each vocabulary term is the *why* as to the importance of the term. Please use the following to assist you in completing each term's historical significance. Unit Topics with the Learning Objectives, Historical Developments, and Key Concepts will be provided in class as well as on the course website for each unit, <http://mrcoachholmes.weebly.com/>.

<h3 style="text-align: center;">Strategies: Using Appositives</h3> <p style="text-align: center;">A second noun, or phrase or clause equivalent to a noun, that is placed beside another noun to explain it more fully.</p> <p style="text-align: center;">Noun +Description/Identity +Significance</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">Mansa Musa</td> <td style="padding: 5px;">The first major West African leader to go on the Haj</td> </tr> <tr> <td style="padding: 5px;">Neo-Confucianism</td> <td style="padding: 5px;">A spiritualized form of Confucianism that became popular during the Song Dynasty</td> </tr> <tr> <td style="padding: 5px;">Caravanserai</td> <td style="padding: 5px;">Inns along the Silk Road that provided safety for merchants</td> </tr> </table>	Mansa Musa	The first major West African leader to go on the Haj	Neo-Confucianism	A spiritualized form of Confucianism that became popular during the Song Dynasty	Caravanserai	Inns along the Silk Road that provided safety for merchants
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<p style="text-align: center;">Mansa Musa, the first major West African leader to go on the Haj, plugged Mali into the major Islamic trade networks of the 14th century.</p>	<p style="text-align: center;">Neo-Confucianism, a spiritualized form of Confucianism that became popular during the Song Dynasty, spread from China into neighboring Korea and Japan.</p>
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<div style="border: 1px solid #ccc; padding: 5px;"> <p>THEMATIC FOCUS Governance <small>Gov</small></p> <p>A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>LEARNING OBJECTIVE <small>Unit 2: Learning Objective I</small></p> <p>Explain how the expansion of empires influenced trade and communication over time.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>HISTORICAL DEVELOPMENTS <small>KC-3.11.E.8</small></p> <p>The expansion of empires—including Mali in West Africa—facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.</p> </div>	<div style="text-align: right; font-weight: bold; border: 1px solid #ccc; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto 10px auto;"> UNIT 1 </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>THEMATIC FOCUS Cultural Developments and Interactions <small>CDI</small></p> <p>The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>LEARNING OBJECTIVE <small>Unit 1: Learning Objective B</small></p> <p>Explain the effects of Chinese cultural traditions on East Asia over time.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>HISTORICAL DEVELOPMENTS <small>KC-3.11.B.2</small> Chinese cultural traditions continued, and they influenced neighboring regions. <small>KC-3.11.B.4</small> Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p>ILLUSTRATIVE EXAMPLES Cultural traditions:</p> <ul style="list-style-type: none"> • Filial piety in East Asia • Influence of Neo-Confucianism and Buddhism in East Asia • Confucian traditions of both respect for and expected deference from women • Chinese literary and scholarly traditions and their spread to Korea, Japan and Korea <p>Branches of Buddhism:</p> <ul style="list-style-type: none"> • Theravada • Mahayana • Tibetan </div>
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Caravanserai, inns along the Silk Roads that provided safety to merchants, increased trade by reducing some of the risks involved in travel.

<div style="border: 1px solid #ccc; padding: 5px;"> <p>LEARNING OBJECTIVE <small>Unit 2: Learning Objective A</small></p> <p>Explain the causes and effects of growth of networks of exchange after 1200.</p> </div>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>HISTORICAL DEVELOPMENTS <small>KC-3.11.A.1</small></p> <p>Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities. <small>KC-3.11.C.1</small></p> <p>The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies. <small>KC-3.11.B</small></p> </div>
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On Time & Late Policy

- -15 points for not including any of the required **3** items (topic #, term #, & your initials) on the first card.
- On time with all terms, complete with a definition, dates, historical significances, and SPICE-T categorizations (100); On time with most terms (at least half), missing a few definitions, dates, historical significances, and or SPICE-T categorizations (85); On time with all definitions and no dates, historical significances, and or SPICE-T categorizations (70); On time with no dates, historical significances, SPICE-T categorizations, and missing more than half of definitions or terms (69).
- Late with all terms' definitions, dates, historical significances, and or SPICE-T categorizations (85); Late with no dates, historical significances, SPICE-T categorizations, and missing less than half of definitions or terms (70); Late with no dates, historical significances, SPICE-T categorizations, and missing more than half of definitions or terms (69).