



Advanced Placement World History

Mayfield High School

Student Survival Guide

Dr. Arthur Ornelas

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AP World History Analytical Acronyms

PERSIA-G P olitical E conomic R eligion S ocial I ntellectual A rtistic G eography	SPRITE S ocial P olitical R eligion I ntellectual T echnological E conomic	SPICES S tates P laces & People I nteraction C ulture E conomics S ocial Structure	He-PECS H uman- E nvironment P olitical E conomic C ultural S ocial
CASKET C ulture & Tech A uthority S ocial Structures K ey people/places E nvironment T rade & C ommerce	CASTE C ulture A uthority S ocial Structures T rade E nvironment	BEST PAL B elief Systems E conomics S ociety T echnology P olitics A rts L ocation	GRAPES G eography R eligion A chievements <small>(intellectual, tech.)</small> P olitical E conomic S ocial
EPICS E conomics P olitics I nteraction w/ environment C ulture (incl tech & science) S ocial structure	RECEIPTS R eligion E nvironment C ulture E conomic I ntellectual P olitical T echnological S ocial	GRASPED IT G eog/Environ R eligion A rts S ocial C lasses/Issues P olitics E conomics D emographics I ntellectual T echnology	ESCAPE E nvironment S ocial Structures C ulture A chievements <small>(Applied Technology)</small> P olitics E conomics

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P-E-R-S-I-A--G

Political

government -- military -- defensive structures -- wars -- legal codes and systems -- empire

Economic

trade routes and items -- forms of currency -- subsistence -- farming -- seafaring -- tribute structures -- taxes

Religious

polytheisms -- animism -- monotheism -- philosophical systems -- temples and religious architecture -- religious symbols

Social

social structures -- pyramids -- systems of inequality -- slavery -- serfs -- gender issues -- caste system -- demographic change -- class systems

Intellectual

technology -- writing systems -- ideas

Arts

architecture -- painting -- sculpture -- literature -- poetry -- music -- dance -- theater

Geographic

bodies of water -- landforms -- mountain ranges -- isolation -- natural resources

A-P-P-A-R-T-S

AUTHOR

Who created the source? What do you know about the author? What is the author's point of view?

PLACE AND TIME

Where and when was the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE

Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

AUDIENCE

For whom was the source created and how might this affect the reliability of the source?

REASON

Why was the source produced at the time it was produced?

THE MAIN IDEA

What point is the source trying to convey?

SIGNIFICANCE

Why is this source important? What inferences can you draw from this document? Ask yourself, "So what?" in relation to the question asked.

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S.O.A.P.S.Tone

Whenever you encounter a primary or secondary source document, one of the most important skills you'll need to have is the ability to determine the points-of-view (POV's) that are present in the document. To write effective POV statements on Document Based Questions, begin by applying SOAPSTone to each document you look at. Always formulate questions that the document elicits.

Letter	Ideas to Think About
Subject	<ul style="list-style-type: none"> What is the document's content and subject (i.e. what is it saying)? How do you know this? How has the subject been selected and presented by the author? What ideas or values does the document presuppose in the audience?
Occasion	<ul style="list-style-type: none"> What local, regional and/or global events prompted the author to create this piece? What events led to its publication or development? What conditions needed to exist in order for this document to be created, disseminated and/or preserved?
Audience	<ul style="list-style-type: none"> Does the speaker identify an audience? If not, who was the likely audience for this piece? For whom was the document created? Was there an unintended audience? <ul style="list-style-type: none"> What assumptions can you make about the audience in terms of social class, political affiliations, gender, race/ethnicity, occupation or relationships to foci of power? Does the speaker use language that is specific for a unique audience (SLANG)? <ul style="list-style-type: none"> Why is the speaker using this type of language? What is the mode of delivery? Are there any words or phrases that seem unusual or different (JARGON)? Does the speaker evoke God? Nation? Liberty? History? Hell? Science? Human Nature? Does the speaker allude to traditional, provincial/urbanized, classical, pre-modern or modern themes? Above all, what is the author trying to achieve or gain with this document?
Purpose	<ul style="list-style-type: none"> In what ways does he/she convey this message? How was this document communicated to the audience? How is the speaker trying to spark a reaction in the audience? What is the speaker and/or author's purpose?
Speaker	<ul style="list-style-type: none"> Is there someone identified as the speaker? Is the speaker the same as the author? What inferences can you make about this person? E.g. What class does he/she come from? What political party? What gender?
Tone	<ul style="list-style-type: none"> What is the author's tone? What is the author's mood and how is it conveyed? For what purpose? What is the emotional state of the speaker and how can you tell? How is the document supposed to make the reader/viewer feel?
Questions	<ul style="list-style-type: none"> Once you've analyzed the document with all the lenses of SOAPSTone, you're ready to ask your own questions and make assertions of your own. What are they? What else would you like to know about the author/speaker, or about the society/historical era in which he/she lived? Based on all of the above, what are potential biases that the document contains? Your answer to this question will shape a POV.

The O-P-T-I-C Method of Visual Analysis

Overview: What is happening in the picture? Summarize the “action” of the visual without analyzing its meaning yet. This is equivalent to the “paraphrase” part of TP-CASTT poetry analysis.

Parts of the picture: Break the picture down into sections. Describe the placement of objects on the canvas. Name everything that you see. Describe color, lighting, and movement in the picture.

Title: What does the title tell you about the picture? How much does it add to what you understand or do not understand about the picture? Explain your answers.

Interrelationships: Analyze the relationships in the picture. How do objects or people or colors relate to each other in the picture? What clues to the message or argument are these relationships giving you? What seems to be the most important “relationship” in the picture?

Conclusion: Draw a conclusion to the meaning or message of the picture based on what you have viewed and discussed as a group. Essentially, **what is the argument** the artist is trying to convey?

P-H-I-A Document Analysis (Sourcing)

Purpose:

- **WHY or FOR WHAT REASON** was the source produced at the time it was produced? What was the **AUTHOR’S GOAL**?
The best way to earn the **POINT OF VIEW (POV)** point is to go beyond the basic identity of the source author and the source itself, as described in the document source line. In order to write a successful POV statement, you should try to establish a better understanding of the identity of the author; you can do this by asking yourself a question about the author and the source. For instance, what’s the author’s profession, gender, social class, religion, ethnicity, nationality and/or allegiance to a particular group? Once you’ve asked these questions, go further and explain how one of these factors may have influenced the content of the source. Your complete POV statement should both identify an influence that may have shaped the author or source **AND** explain how that particular influence specifically affected the content of the document.
Simply put, to do POV identify an important aspect of **WHO** the author is, and explain **HOW** the author’s personhood might have impacted what they wrote.
The author is _____ and influenced/impacted _____ by _____

Historical Context:

- **Causation:** Can you make connections between the document and historical facts?
- **Chronology:** Where does this source fit into the Historical Narrative or Timeline?
- **PRIOR KNOWLEDGE:** What do **YOU** know that will help you better understand this source? Connect the document to **SPECIFIC** historical events, circumstances of time & place and/or broader regional, national and global processes. Connect the source across times (earlier and/or later) and space (different places). For example, **The historical context of this document is _____**, then explain how the document participates in that historical trend or process.

Intended Audience:

- For whom was the source created and how does this affect its accuracy/reliability? Authors write to their intended audience. Who does the author intend to inform and/or influence? Go beyond what is noted in the source line of the document. Write a sentence describing the intended audience like: **The author’s intended audience was _____**. **This is shown by _____**.

Author’s Point of View (POV)

- Identify **WHO** this author is & explain **HOW** this may have impacted what they wrote.
- Identify an influence that shaped the author or source & **HOW** that influence affected the documents content
- **THE MAIN IDEA:** What point is the author trying to convey? For example, **The author’s purpose in writing this was to _____**. **This is evident because _____**.



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Essay Vocabulary: Continuity and Change Over Time (CCOT)

CHANGE:

Shift
Alter
Evolve
Began
Transition
Transformation
Metamorphosis
Modify
“Introduced a variation from . . .”
“Movement towards/movement away from . . .”
“Emergence of/Rise of . . .”
“Demise/Conclusion of . . .”
“Conversion/converted to . . .”
“Was replaced by . . .”
“Developed into/became . . .”
“Was the end of . . . and the beginning of . . .”

CONTINUITY:

Persisted
Remained
Endured
“Stayed constant”
“Never waivered”
“Was a continuance of . . .”
“Was carried on . . .”
“Throughout the duration . . .”
“Weathered through . . .”
“Lasted throughout . . .”



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Comparison and Contrast Vocabulary and Sentence Stems

Compare	both same also like analogous to similar similarly alike whereas each likewise just as in the same way akin to as well as on a similar note,	____ and ____ both have ____. Both ____ and ____ are ____. ____ and ____ are the same because ____. ____ also has ____. ____ is like ____ because ____. Similarly, ____ is ____. ____ is similar to ____ in many ways because ____ and ____. Whereas ____ is ____, ____ is ____ and ____. ____ and ____ are alike because ____. ____ is just as difficult as ____ because ____.
Contrast	different but although different from however one difference on the other hand in comparison by comparison instead of in contrast to conversely even though unlike on the contrary yet despite differ variation otherwise	____ is ____ different than ____ because ____. ____ is ____, but ____ is ____. Although ____ has ____, ____ has ____. ____ is _____. However, ____ is _____. ____ is _____. On the other hand, ____ is _____. Even though ____ has ____, ____ has _____. ____ and ____ differ because _____. ____ is unlike ____ because _____. ____ has ____, yet ____ has _____. ____ is _____. On the contrary, ____ is _____. Despite having ____, ____ is different because _____. One variation between ____ and ____ is that ____ has _____.



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TONE VOCABULARY

Tone is defined as the manner of expression in written documents or speech. It includes a general overall quality or atmosphere. Tone is also strongly related to point of view. If a student can identify the document's tone, he or she may be able to establish what the writer's or speaker's view point is. Teaching the words below will help a student see Tone.

POSITIVE TONE/ATTITUDE WORDS

<i>LIGHTHEARTED</i>	<i>ELATED</i>	<i>ENTHUSIASTIC</i>	<i>PIOUS</i>
<i>CONFIDENT</i>	<i>PASSIONATE</i>	<i>LOVING</i>	<i>RESOLUTE</i>
<i>AMUSED</i>	<i>EXUBERANT</i>	<i>COMPASSIONATE</i>	<i>COSMOPOLITAN</i>
<i>COMPLIMENTARY</i>	<i>OPTIMISTIC</i>	<i>AMUSED</i>	
<i>HOPEFUL</i>	<i>SYMPATHETIC</i>	<i>TOLERANT</i>	
<i>CHEERY</i>	<i>PROUD</i>	<i>REASONED</i>	

NEGATIVE TONE/ATTITUDE WORDS

<i>ANGRY</i>	<i>SCORNFUL</i>	<i>POMPOUS</i>	<i>DESPAIRING</i>
<i>FURIOUS</i>	<i>SARCASTIC</i>	<i>WHIMSICAL</i>	<i>FOREBODING</i>
<i>IRRITATED</i>	<i>CRITICAL</i>	<i>SOMBER</i>	<i>RESIGNED</i>
<i>ACCUSING</i>	<i>SATIRIC</i>	<i>SAD</i>	<i>DISTRUSTFUL</i>
<i>DISGUSTED</i>	<i>BANTERING</i>	<i>SOLEMN</i>	<i>HAUGHTY</i>
<i>WRATHFUL</i>	<i>TAUNTING</i>	<i>CONCERNED</i>	<i>ARISTOCRATIC</i>
<i>INDIGNANT</i>	<i>IRONIC</i>	<i>GLOOMY</i>	<i>ARROGANT</i>
<i>BITTER</i>	<i>DISDAINFUL</i>	<i>HOPELESS</i>	<i>INTOLERANT</i>
<i>OUTRAGED</i>	<i>CYNICAL</i>	<i>ELEGIAC</i>	<i>JUDGEMENTAL</i>
<i>CONDEMNING</i>	<i>FACETIOUS</i>	<i>DISTURBED</i>	<i>COMBATIVE</i>
<i>THREATENING</i>	<i>SARDONIC</i>	<i>SERIOUS</i>	<i>SANCTIMONIOUS</i>
<i>INFLAMMATORY</i>	<i>IRREVERENT</i>	<i>FEARFUL</i>	<i>FALSE</i>
<i>DEROGATORY</i>	<i>INSOLENT</i>	<i>SOBER</i>	<i>ALIENATED</i>
<i>DISGRUNTLED</i>	<i>FLIPPANT</i>	<i>STAIID</i>	<i>SEDITIONOUS</i>
<i>INSULTING</i>	<i>CONTEMPTUOUS</i>	<i>MELANCHOLIC</i>	<i>PROVINCIAL</i>
<i>BELLIGERENT</i>	<i>CONDESCENDING</i>	<i>MOURNFUL</i>	
<i>BELLICOSE</i>	<i>PATRONIZING</i>	<i>APPREHENSIVE</i>	

NEUTRAL TONE/ATTITUDE WORDS

<i>FORMAL</i>	<i>INSTRUCTIVE</i>	<i>INCREDULOUS</i>	<i>LACONIC</i>
<i>CEREMONIAL</i>	<i>MATTER OF FACT</i>	<i>SHOCKED</i>	<i>INTUITIVE</i>
<i>RESTRAINED</i>	<i>ADMONISHING</i>	<i>BAFFLED</i>	<i>CONCILIATORY</i>
<i>DETACHED</i>	<i>LEARNED</i>	<i>DISBELIEVING</i>	<i>DIPLOMATIC</i>
<i>OBJECTIVE</i>	<i>FACTUAL</i>	<i>URGENT</i>	<i>MARTIAL</i>
<i>CANDID</i>	<i>DIDACTIC</i>	<i>NOSTALGIC</i>	<i>SUBMISSIVE</i>
<i>CLINICAL</i>	<i>INFORMATIVE</i>	<i>REMINISCENT</i>	
<i>QUESTIONING</i>	<i>AUTHORITATIVE</i>	<i>SENTIMENTAL</i>	

OTHER /ATTITUDE WORDS

<i>OPINIONATED</i>	<i>PATRIOTIC</i>	<i>CIVIL</i>
<i>BIASED</i>	<i>ASSERTIVE</i>	<i>RIGHTEOUS</i>
<i>PREJUDICED</i>	<i>PHILOSOPHICAL</i>	
<i>SUBJECTIVE</i>	<i>DEFERENTIAL</i>	
<i>NATIONALISTIC</i>	<i>JUDICIOUS</i>	

AP History Document-Based Question Rubric with Scoring Notes

DBQ Rubric

MAY 2017: Implementation for AP World History

A. THESIS AND ARGUMENT DEVELOPMENT 2 Points	TARGETED SKILL: Argumentation (E1, E4, and C1)* 1 Point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. <i>Scoring Note: Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i> 1 Point Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.	D. SYNTHESIS 1 Point	TARGETED SKILL: Synthesis (C4, C5, or C6) 1 Point Extends the argument by explaining the connections between the argument and ONE of the following: a) A development in a different historical period, situation, era or geographical area. b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For European and World History only). <i>Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.</i>
B. DOCUMENT ANALYSIS 2 Points	TARGETED SKILL: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2) 1 Point Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument. 1 Point Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.	On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate. On Clarity: These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.	
C. USING EVIDENCE BEYOND THE DOCUMENTS 2 Points	TARGETED SKILL: Contextualization and Argumentation (C3 and E3) CONTEXTUALIZATION: 1 point Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. <i>Scoring Note: Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.</i> EVIDENCE BEYOND THE DOCUMENTS: 1 point Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. Scoring Notes: <ul style="list-style-type: none"> ► This example must be different from the evidence used to earn other points on this rubric. ► This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument. 		

AP History Long Essay Question Rubric with Scoring Notes

MAY 2017: Implementation for AP World History

LEQ Rubric

A. THESIS 1 Point	TARGETED SKILL: Argumentation (E1)* 1 Point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.	C. ARGUMENT DEVELOPMENT: USING EVIDENCE 2 Points	TARGETED SKILL: Argumentation (E2 and E3) 1 Point Addresses the topic of the question with specific examples of relevant evidence. 1 Point: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. <i>Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</i>
B. ARGUMENT DEVELOPMENT: USING THE TARGETED HISTORICAL THINKING SKILL 2 Points	TARGETED SKILL: Argumentation (E2 and E3) and Targeted Skill (C2, D1, D2, D3/D4, D5, or D6) Develops and supports an argument that: COMPARISON: 1 Point Describes similarities AND differences among historical individuals, events, developments, or processes. 1 Point: Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes. OR, DEPENDING ON THE PROMPT Evaluates the relative significance of historical individuals, events, developments, or processes. CAUSATION: 1 Point Describes causes AND/OR effects of a historical event, development, or process. 1 Point Explains the reasons for the causes AND/OR effects of a historical event, development, or process. <i>Scoring Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.</i> CCOT: 1 Point Describes historical continuity AND change over time. 1 Point Explains the reasons for historical continuity AND change over time. PERIODIZATION: 1 Point Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. 1 Point Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. <i>Scoring Note: For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.</i>	D. SYNTHESIS 1 Point	TARGETED SKILL: Synthesis (C4, C5, or C6) 1 Point Extends the argument by explaining the connections between the argument and ONE of the following: a) A development in a different historical period, situation, era, or geographical area. b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For European and World History only). <i>Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phase or reference.</i>

On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.

Historical Thinking Skills You Will Want to Have

Historical Thinking Skill Categories				
Analyzing Historical Sources and Evidence		Making Historical Connections	Chronological Reasoning	Creating and Supporting a Historical Argument
Primary Sources	Secondary Sources			
Historical Thinking Skill Descriptions				
<p>Analyzing Evidence: Content and Sourcing</p> <p>Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues.</p> <p>A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.</p>	<p>Interpretation</p> <p>Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past. This includes understanding the various types of questions historians ask, as well as considering how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence.</p>	<p>Comparison</p> <p>Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event.</p> <p>It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.</p> <p>Contextualization</p> <p>Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p>Synthesis</p> <p>Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.</p>	<p>Causation</p> <p>Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.</p> <p>Patterns of Continuity and Change over Time</p> <p>Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p>Periodization</p> <p>Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another.</p>	<p>Argumentation</p> <p>Historical thinking involves the ability to create an argument and support it using relevant historical evidence.</p> <p>Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence. The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).</p> <p>Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.</p>

Historical Thinking Tasks You Will Want to Do

Historical Thinking Skill Proficiency Expectations				
Analyzing Historical Sources and Evidence		Making Historical Connections	Chronological Reasoning	Creating and Supporting a Historical Argument
Primary Sources	Secondary Sources			
Proficient students should be able to....				
<p>Analyzing Evidence: Content and Sourcing</p> <p>A1—Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.</p> <p>A2—Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.</p>	<p>Interpretation</p> <p>B1—Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.</p> <p>B2—Analyze diverse historical interpretations.</p>	<p>Comparison</p> <p>C1—Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.</p> <p>C2—Compare different historical individuals, events, developments, and/or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/or geographical location.</p> <p>Contextualization</p> <p>C3—Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.</p> <p>Synthesis</p> <p>C4—Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.</p> <p>C5—Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.</p> <p>C6—Use insights from a different discipline or field of inquiry (such as economics, government, and politics, art history, anthropology) to better understand a given historical issue. <i>(Note: For European and World History only).</i></p>	<p>Causation</p> <p>D1—Explain long and /or short-term causes and/or effects of an historical event, development, or process.</p> <p>D2—Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.</p> <p>Patterns of Continuity and Change Over Time</p> <p>D3—Identify patterns of continuity and change over time and explain the significance of such patterns.</p> <p>D4—Explain how patterns of continuity and change over time relate to larger historical processes or themes.</p> <p>Periodization</p> <p>D5—Explain ways historical events and processes can be organized into discrete, different, and definable historical periods</p> <p>D6—Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.</p> <p>D7—Analyze different and/or competing models of periodization.</p>	<p>Argumentation</p> <p>E1—Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.</p> <p>E2—Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (<i>e.g., comparison, causation, patterns of continuity and change over time, or periodization</i>).</p> <p>E3—Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.</p> <p>E4—Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.</p>

<h2>II. Thematic Learning Objectives</h2> <p>The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP World History course in order to be qualified for credit and placement. In order to help students develop this knowledge, teachers will need to anchor their locally developed AP syllabus in historical content and historical thinking skills. The 49 learning objectives are grouped into five themes typically included in college-level world history courses:</p> <ul style="list-style-type: none"> Interaction Between Humans and the Environment (ENV) Development and Interaction of Cultures (CUL) State Building, Expansion, and Conflict (SB) Creation, Expansion, and Interaction of Economic Systems (ECON) Development and Transformation of Social Structures (SOC) <p>These themes focus on major historical issues and developments, helping students connect the historical content they study to broad trends and processes that have emerged over centuries. Each theme is presented with its description, three or four overarching questions that can be used to guide student inquiry during the entire course, and a table that outlines the learning objectives for that theme.</p> <p>The tables of thematic learning objectives serve as an index to the concept outline (contained in Section IV) by indicating where content related to each learning objective can be found in the outline. These tables help to highlight the relationship between specific historical content and broader historical developments.</p> <p>A guide to a sample table of learning objectives is provided on the following page.</p>	<h3>Theme 3: State Building, Expansion, and Conflict (SB)</h3> <p>This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained, and to the conflicts generated by those processes. In particular, this theme encourages the comparative study of different state forms (e.g., kingdoms, empires, nation-states) across time and space and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability on one hand and the internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies (e.g., agrarian, pastoral, mercantile), various cultural and ideological foundations (e.g., religions, philosophies, ideas of nationalism), various social and gender structures, and in different environmental contexts. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.</p> <p>OVERARCHING QUESTIONS:</p> <ol style="list-style-type: none"> How have different forms of governance been constructed and maintained over time? [SB-1 and 2] How have economic, social, cultural, and environmental contexts influenced the processes of state building, expansion, and dissolution? [SB-3, 4, 5, and 6] How have conflicts, exchanges, and alliances influenced the processes of state building, expansion, and dissolution? [SB-7, 8, 9, and 10]
<h3>Theme 1: Interaction Between Humans and the Environment (ENV)</h3> <p>The interaction between humans and the environment is a fundamental theme in world history. The environment shaped human societies, but, increasingly, human societies also affected the environment. During prehistory, humans interacted with the environment as hunters, fishers, and foragers, and human migrations led to the peopling of the earth. As the Neolithic Revolution began, humans exploited their environments more intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods of exploitation used in different regions. Human impact on the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. Beginning with the Industrial Revolution, human effects on the environment increased with the development of more sophisticated technologies, the exploitation of new energy sources, and a rapid increase in human populations.</p> <p>OVERARCHING QUESTIONS:</p> <ol style="list-style-type: none"> How have people used diverse tools and technologies to adapt to and affect the environment over time? [ENV-1 and 2] How and to what extent has human migration and settlement been influenced by the environment during different periods in world history? [ENV-3, 4, 5, and 6] How has the environment changed as a consequence of population growth and urbanization? [ENV-7 and 8] How have processes of industrialization and global integration been shaped by environmental factors and in turn how has their development affected the environment over time? [ENV-9] 	<h3>Theme 4: Creation, Expansion, and Interaction of Economic Systems (ECON)</h3> <p>This theme surveys the diverse patterns and systems that human societies have developed as they exploit their environments to produce, distribute, and consume desired goods and services across time and space. It stresses major transitions in human economic activity, such as the growth and spread of agricultural, pastoral, and industrial production; the development of various labor systems associated with these economic systems (including different forms of household management and the use of coerced or free labor); and the ideologies, values, and institutions (such as capitalism and socialism) that sustained them. This theme also calls attention to patterns of trade and commerce between various societies, with particular attention paid to the relationship between regional and global networks of communication and exchange, and their effects on economic growth and decline. These webs of interaction strongly influence cultural and technological diffusion, migration, state formation, social classes, and human interaction with the environment.</p> <p>OVERARCHING QUESTIONS:</p> <ol style="list-style-type: none"> How and to what extent have modes of production and commerce changed over time? [ECON-1, 2, 3, and 4] How have different labor systems developed and changed over time? [ECON-5, 6, and 7] How have economic systems and the development of ideologies, values, and institutions influenced each other over time? [ECON-8 and 9] What is the relationship among local, regional, and global economic systems; how have those relationships changed over time? [ECON-10, 11, 12, and 13]
<h3>Theme 2: Development and Interaction of Cultures (CUL)</h3> <p>This theme explores the origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies. Studying the dominant belief system(s) or religions, philosophical interests, and technical and artistic approaches can reveal how major groups in society view themselves and others, and how they respond to multiple challenges. When people of different societies interact, they often share components of their cultures, deliberately or not. The processes of adopting or adapting new belief and knowledge systems are complex and often lead to historically novel cultural blends. A society's culture may be investigated and compared with other societies' cultures as a way to reveal both what is unique to a culture and what it shares with other cultures. It is also possible to analyze and trace particular cultural trends or ideas across human societies.</p> <p>OVERARCHING QUESTIONS:</p> <ol style="list-style-type: none"> How and why have religions, belief systems, philosophies, and ideologies developed and transformed as they spread from their places of origin to other regions? [CUL-1, 2, and 3] How have religions, belief systems, philosophies, and ideologies affected the development of societies over time? [CUL-4 and 5] How were scientific and technological innovations adapted and transformed as they spread from one society or culture to another? [CUL-6 and 7] In what ways do the arts reflect innovation, adaptation, and creativity of specific societies? [CUL-8 and 9] 	<h3>Theme 5: Development and Transformation of Social Structures (SOC)</h3> <p>This theme is about relations among human beings. All human societies develop ways of grouping their members, as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations, and hierarchies of gender, race, wealth, and class. The study of world history requires analysis of the processes through which social categories, roles, and practices were created, maintained, and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression, and human ecology.</p> <p>OVERARCHING QUESTIONS:</p> <ol style="list-style-type: none"> How have distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies? [SOC-1, 2, and 3] How, by whom, and in what ways have social categories, roles, and practices been maintained or challenged over time? [SOC-4, 5, 6, and 7] How have political, economic, cultural, and demographic changes affected social structures over time? [SOC-8]

III. Geographical Coverage

Students need basic geographical knowledge in order to understand world history. The two maps that follow give students a starting point for identifying regions and their locations relative to other regions and landforms.

- ▶ **Map 1. AP World History: World Regions — A Big Picture View** identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania. The AP World History course provides balanced geographical coverage with all five of these regions represented. Coverage of European history does not exceed 20 percent of the total course.
- ▶ **Map 2. AP World History: World Regions — A Closer Look** identifies various subregions within the five major geographical regions.

Geospatial awareness is fundamental knowledge necessary for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute key concepts in the AP World History course.

These maps are a reference point for teachers and students alike. Because geographic naming conventions are not universal, these maps define regions and show the locations and commonly used names of regions that students are likely to encounter on the AP World History Exam.

AP World History: World Regions—A Big Picture View



AP World History: World Regions—A Closer Look



The Concept Outline

The concept outline is structured around six chronological periods, each comprised of key concepts typically encountered in college-level world history courses. In order for students to develop an understanding of these concepts, teachers will need to select specific historical figures, groups, events, developments, and processes—and the primary and secondary source documents through which they can be examined—that enable students to investigate them. In this way, AP teachers create their own local curriculum for AP World History.

Historical Periods

The historical periods, from approximately 8000 B.C.E. to the present, provide a temporal framework for the course.

The instructional importance and assessment weighting for each period varies.

Period	Period Title	Date Range	Weight
1	Technological and Environmental Transformations	to 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 Realignment	c. 1900 to the Present	20%

Using the Concept Outline to Plan Instruction

In the pages that follow, thematic learning objectives are provided for each supporting concept (the Roman numeral sections of the outline) to show teachers how the learning objectives can be applied to the various statements in the concept outline, and to also help teachers make thematic connections across the outline's chronology.

The illustrative examples (set out in the third column of the outline) are provided to give optional examples of possible individuals, events, developments, geographic regions, and/or historical processes teachers might choose to address for a particular concept. As requested by teachers who have provided feedback on the curriculum framework throughout its development, these illustrative examples are included to demonstrate a variety of examples from different geographic regions and/or to expand on content that may be less familiar to teachers. Teachers may opt to use these illustrative examples or others of their own choosing.

HISTORICAL PERIOD 1

PERIOD 1: TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS

to c. 600 B.C.E.

Key Concept 1.1. Big Geography and the Peopling of the Earth

The term *Big Geography* draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to tundra. Humans also developed varied and sophisticated technologies.

LEARNING OBJECTIVES FOR 1.1.I

ENV-1 Explain how early humans used tools and technologies to establish communities.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.

A. Humans developed increasingly diverse and sophisticated tools — including multiple uses of fire — as they adapted to new environments.

B. People lived in small groups that structured social, economic, and political activity. These bands exchanged people, ideas, and goods.

Key Concept 1.2

Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

In response to warming climates at the end of the last Ice Age, about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Farmers also affected the environment through intensive cultivation of selected plants to the exclusion of others, the construction of irrigation systems, and the use of domesticated animals for food and labor. Populations increased; village life developed, followed by urban life with all its complexity. Patriarchy and forced-labor systems developed, giving elite men concentrated power over most of the other people in their societies. Pastoralism emerged in parts of Africa and Eurasia. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Pastoralists' mobility facilitated technology transfers through their interaction with settled populations.

LEARNING OBJECTIVES FOR 1.2.I

ENV-1 Explain how early humans used tools and technologies to establish communities.

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-5 Explain how human migrations affected the environment.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of more complex economic and social systems.

A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged independently in Mesopotamia, the Nile River Valley, Sub-Saharan Africa, the Indus River Valley, the Yellow River (or Huang He) Valley, Papua New Guinea, Mesoamerica, and the Andes.

B. People in each region domesticated locally available plants and animals.

C. Pastoralism developed in Afro-Eurasian grasslands, negatively affecting the environment when lands were overgrazed.

D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production, drastically affecting environmental diversity.

LEARNING OBJECTIVES FOR 1.2.II

ENV-1 Explain how early humans used tools and technologies to establish communities.

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-5 Explain how human migrations affected the environment.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

II. Agriculture and pastoralism began to transform human societies.

A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population and led to specialization of labor, including new classes of artisans and warriors, and the development of elites.

B. Technological innovations led to improvements in agricultural production, trade, and transportation.

C. Patriarchal forms of social organization developed in both pastoralist and agrarian societies.

ILLUSTRATIVE EXAMPLES, TECHNOLOGICAL INNOVATIONS:

- Pottery
- Plows
- Woven textiles
- Wheels and wheeled vehicles
- Metallurgy

Key Concept 1.3

Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, including political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists.

As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, people had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

LEARNING OBJECTIVES FOR 1.3.I

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

- I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished, including Mesopotamia in the Tigris and Euphrates River Valleys, Egypt in the Nile River Valley, Mohenjo-daro and Harappa in the Indus River Valley, Shang in the Yellow River (or Huang He) Valley, Olmec in Mesoamerica, and Chavin in Andean South America.**

LEARNING OBJECTIVES FOR 1.3.II

ENV-1 Explain how early humans used tools and technologies to establish communities.

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

- II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley.**

- A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Rulers of early states often claimed divine connections to power. Rulers also often enjoyed military support.**

LEARNING OBJECTIVES FOR 1.3.II (CONTINUED)

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

- II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley.**

(CONTINUED)

- B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations, enabling them to undertake territorial expansion and conquer surrounding states.**

- C. Pastoralists were often the developers and disseminators of new weapons and modes of transportation that transformed warfare in agrarian civilizations.**

ILLUSTRATIVE EXAMPLES, NEW WEAPONS:

- Composite bows
- Iron weapons

ILLUSTRATIVE EXAMPLES, NEW MODES OF TRANSPORTATION:

- Chariots
- Horseback riding

Key Concept 1.3 (Continued)

<p>LEARNING OBJECTIVES FOR 1.3.II (CONTINUED)</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p>	<p>II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley. (CONTINUED)</p>	<p>LEARNING OBJECTIVES FOR 1.3.III (CONTINUED)</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.</p>	<p>III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art. (CONTINUED)</p> <p>E. Trade expanded throughout this period from local to regional to interregional with civilizations exchanging goods, cultural ideas, and technology.</p> <p>ILLUSTRATIVE EXAMPLES, DEVELOPMENT OF INTERREGIONAL TRADE:</p> <ul style="list-style-type: none"> • Trade between Mesopotamia and Egypt • Trade between Egypt and Nubia • Trade between Mesopotamia and the Indus Valley
<p>LEARNING OBJECTIVES FOR 1.3.III</p> <p>ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</p> <p>CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.</p> <p>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p>	<p>III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.</p> <p>A. Early civilizations developed monumental architecture and urban planning.</p> <p>ILLUSTRATIVE EXAMPLES, MONUMENTAL ARCHITECTURE AND URBAN PLANNING:</p> <ul style="list-style-type: none"> • Ziggurats • Pyramids • Temples • Defensive walls • Streets and roads • Sewage and water systems <p>B. Systems of record keeping arose independently in all early civilizations and subsequently spread.</p> <p>ILLUSTRATIVE EXAMPLES, SYSTEMS OF RECORD KEEPING:</p> <ul style="list-style-type: none"> • Cuneiform • Hieroglyphs • Pictographs • Alphabets • Quipu <p>C. States developed legal codes that reflected existing hierarchies and facilitated the rule of governments over people.</p> <p>ILLUSTRATIVE EXAMPLES, LEGAL CODES:</p> <ul style="list-style-type: none"> • Code of Hammurabi (Babylonia) • Code of Ur-Nammu (Sumer) <p>D. New religious beliefs that developed in this period — including the Vedic religion, Hebrew monotheism, and Zoroastrianism — continued to have strong influences in later periods.</p>	<p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-2 Analyze the economic role of cities as centers of production and commerce.</p> <p>ECON-8 Analyze the relationship between belief systems and economic systems.</p> <p>ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>	<p>F. Social hierarchies, including patriarchy, intensified as states expanded and cities multiplied.</p>

Key Concept 1.3 (Continued)

<p>LEARNING OBJECTIVES FOR 1.3.III (CONTINUED)</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-2 Analyze the economic role of cities as centers of production and commerce.</p> <p>ECON-8 Analyze the relationship between belief systems and economic systems.</p> <p>ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>	<p>III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art. (CONTINUED)</p> <p>E. Trade expanded throughout this period from local to regional to interregional with civilizations exchanging goods, cultural ideas, and technology.</p> <p>ILLUSTRATIVE EXAMPLES, DEVELOPMENT OF INTERREGIONAL TRADE:</p> <ul style="list-style-type: none"> • Trade between Mesopotamia and Egypt • Trade between Egypt and Nubia • Trade between Mesopotamia and the Indus Valley <hr/> <p>F. Social hierarchies, including patriarchy, intensified as states expanded and cities multiplied.</p>
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HISTORICAL PERIOD 2

PERIOD 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES

c. 600 B.C.E. to c. 600 C.E.

Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions

As states and empires increased in size, and contacts between regions multiplied, people transformed their religious and cultural systems. Religions and belief systems provided a social bond and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic, and occupational stratification. Religious and political authority often merged as rulers (some of whom were considered divine) used religion, along with military and legal structures, to justify their rule and ensure its continuation. Religions and belief systems also generated conflict, partly because beliefs and practices varied greatly within and among societies.

LEARNING OBJECTIVES FOR 2.1.I

CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

I. Codifications and further developments of existing religious traditions provided a bond among people and an ethical code to live by.

A. The association of monotheism with Judaism further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.

B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism. These beliefs included the importance of multiple manifestations of Brahma and teachings about reincarnation, and they contributed to the development of the social and political roles of a caste system.

<p>LEARNING OBJECTIVES FOR 2.1.II</p> <p>ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</p> <p>CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.</p> <p>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p>ECON-8 Analyze the relationship between belief systems and economic systems.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.</p>	<p>II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.</p> <p>A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and collected by his followers in sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote Buddhism's core teachings.</p> <p>B. Confucianism's core beliefs and writings originated in the writings and lessons of Confucius. They were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including rulers.</p> <p>C. In major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture.</p> <p>ILLUSTRATIVE EXAMPLES, INFLUENCE OF DAOISM ON CHINESE CULTURE:</p> <ul style="list-style-type: none"> • Medical theories and practices • Poetry • Metallurgy • Architecture 	<p>LEARNING OBJECTIVES FOR 2.1.II (CONTINUED)</p> <p>LEARNING OBJECTIVES FOR 2.1.III</p> <p>CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.</p> <p>LEARNING OBJECTIVES FOR 2.1.IV</p> <p>ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</p>	<p>II. New belief systems and cultural traditions emerged and spread, often asserting universal truths. (CONTINUED)</p> <p>D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism and Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.</p> <p>E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.</p> <p>F. Art and architecture reflected the values of religions and belief systems.</p> <p>ILLUSTRATIVE EXAMPLES, ART AND ARCHITECTURE:</p> <ul style="list-style-type: none"> • Hindu art and architecture • Buddhist art and architecture • Christian art and architecture • Greco-Roman art and architecture <p>III. Belief systems generally reinforced existing social structures while also offering new roles and status to some men and women. For example, Confucianism emphasized filial piety, and some Buddhists and Christians practiced a monastic life.</p> <p>IV. Other religious and cultural traditions, including shamanism, animism, and ancestor veneration, persisted.</p>
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Key Concept 2.2. The Development of States and Empires

As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations, sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural, and administrative difficulties that they could not manage. They also experienced environmental, social, and economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.

LEARNING OBJECTIVES FOR 2.2.I

ENV-4 Explain how environmental factors influenced human migrations and settlements.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-10 Analyze the political and economic interactions between states and non-state actors.

I. The number and size of key states and empires grew dramatically as rulers imposed political unity on areas where previously there had been competing states. Key states and empires include:

- ▶ Southwest Asia: Persian empires
- ▶ East Asia: Qin and Han empires
- ▶ South Asia: Mauryan and Gupta empires
- ▶ Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman empires
- ▶ Mesoamerica: Teotihuacan, Maya city-states
- ▶ Andean South America: Moche
- ▶ North America: from Chaco to Cahokia

ILLUSTRATIVE EXAMPLES, PERSIAN EMPIRES:

- Achaemenid
- Parthian
- Sassanian

[NOTE: Students should know the location and names of the key empires and states.]

LEARNING OBJECTIVES FOR 2.2.II

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.

- A. In order to organize their subjects, in many regions the rulers created administrative institutions, including centralized governments as well as elaborate legal systems and bureaucracies.

ILLUSTRATIVE EXAMPLES, REGIONS WHERE RULERS CREATED ADMINISTRATIVE INSTITUTIONS:

- China
- Persia
- Rome
- South Asia

- B. Imperial governments promoted trade and projected military power over larger areas using a variety of techniques, including issuing currencies; diplomacy; developing supply lines; building fortifications, defensive walls, and roads; and drawing new groups of military officers and soldiers from the location populations or conquered populations.

<p>LEARNING OBJECTIVES FOR 2.2.III</p> <p>CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-2 Analyze the economic role of cities as centers of production and commerce.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>	<p>III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.</p> <p>A. Imperial cities served as centers of trade, public performance of religious rituals, and political administration for states and empires.</p> <p>ILLUSTRATIVE EXAMPLES, IMPERIAL CITIES:</p> <ul style="list-style-type: none"> • Persepolis • Chang'an • Pataliputra • Athens • Carthage • Rome • Alexandria • Constantinople • Teotihuacan <p>B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.</p> <p>C. Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites.</p> <p>ILLUSTRATIVE EXAMPLES, METHODS OF ENSURING PRODUCTION AND SOCIAL HIERARCHY:</p> <ul style="list-style-type: none"> • Corvée labor • Slavery • Rents and tributes • Peasant communities • Family and household production <p>D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.</p>	<p>LEARNING OBJECTIVES FOR 2.2.IV</p> <p>ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</p> <p>ENV-4 Explain how environmental factors influenced human migrations and settlements.</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.</p> <p>SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>	<p>IV. The Roman, Han, Persian, Mauryan, and Gupta empires encountered political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.</p> <p>A. Through excessive mobilization of resources, imperial governments generated social tensions and created economic difficulties by concentrating too much wealth in the hands of elites.</p> <p>B. Security issues along their frontiers, including the threat of invasions, challenged imperial authority.</p> <p>ILLUSTRATIVE EXAMPLES, PROBLEMS ALONG FRONTIERS:</p> <ul style="list-style-type: none"> • Between Han China and the Xiongnu • Between the Gupta and the White Huns • Between the Romans and their northern and eastern neighbors
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<p>Key Concept 2.3. Emergence of Interregional Networks of Communication and Exchange</p> <p>With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across extensive networks of communication and exchange. In the Americas and Oceania, localized networks developed.</p>		<p>LEARNING OBJECTIVES FOR 2.3.III</p> <p>ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-4 Explain how environmental factors influenced human migrations and settlements.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>		<p>III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across extensive networks of communication and exchange.</p> <p>A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques.</p> <p>ILLUSTRATIVE EXAMPLES, CHANGES IN FARMING AND IRRIGATION TECHNIQUES:</p> <ul style="list-style-type: none"> • The <i>qanāt</i> system • A variety of water wheels (<i>norja</i>, <i>sakia</i>) • Improved wells and pumps (<i>shaduf</i>) 	
<p>LEARNING OBJECTIVES FOR 2.3.I</p> <p>ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-4 Explain how environmental factors influenced human migrations and settlements.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>		<p>I. Land and water routes became the basis for interregional trade, communication, and exchange networks in the Eastern Hemisphere.</p> <p>A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes, including Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea lanes.</p>		<p>B. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires.</p> <p>ILLUSTRATIVE EXAMPLES, EFFECTS OF DISEASE ON EMPIRES:</p> <ul style="list-style-type: none"> • The effects of disease on the Roman Empire • The effects of disease on Chinese empires 	
<p>LEARNING OBJECTIVES FOR 2.3.II</p> <p>ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>		<p>II. New technologies facilitated long-distance communication and exchange.</p> <p>A. New technologies permitted the use of domesticated pack animals to transport goods across longer routes.</p> <p>B. Innovations in maritime technologies, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.</p>		<p>C. Religious and cultural traditions—including Christianity, Hinduism, and Buddhism—were transformed as they spread.</p>	
		<p>ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.</p> <p>CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.</p> <p>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.</p> <p>ECON-8 Analyze the relationship between belief systems and economic systems.</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>			

HISTORICAL PERIOD 3

PERIOD 3: REGIONAL AND INTERREGIONAL INTERACTIONS

c. 600 C.E. to c. 1450

Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural, technological, and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater interregional borrowing, while at the same time sustaining regional diversity. The prophet Muhammad promoted Islam, a new monotheistic religion, at the start of this period. It spread quickly through practices of trade, warfare, and diffusion characteristic of this period.

LEARNING OBJECTIVES FOR 3.1.I

ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.

A. Existing trade routes — including the Silk Roads, the Mediterranean Sea, the Trans-Saharan, and the Indian Ocean basin — flourished and promoted the growth of powerful new trading cities.

ILLUSTRATIVE EXAMPLES, NEW TRADING CITIES:

- Novgorod
- Timbuktu
- Swahili city-states
- Hangzhou
- Calicut
- Baghdad
- Melaka
- Venice
- Tenochtitlan
- Cahokia

B. Communication and exchange networks developed in the Americas.

ILLUSTRATIVE EXAMPLES, NETWORKS:

- Mississippi River Valley
- Mesoamerica
- Andes

LEARNING OBJECTIVES FOR 3.1.I (CONTINUED)

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

ECON-2 Analyze the economic role of cities as centers of production and commerce.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.
ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks. (CONTINUED)

C. The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the caravanserai, use of the compass, astrolabe, and larger ship designs in sea travel; and new forms of credit and monetization.

ILLUSTRATIVE EXAMPLES, LUXURY GOODS:

- Silk and cotton textiles
- Porcelain
- Spices
- Precious metals and gems
- Slaves
- Exotic animals

ILLUSTRATIVE EXAMPLES, NEW FORMS OF CREDIT AND MONETIZATION:

- Bills of exchange
- Credit
- Checks
- Banking houses

D. Commercial growth was also facilitated by state practices, including the Inca road system; trading organizations, including the Hanseatic League; and state-sponsored commercial infrastructures, including the Grand Canal in China.

ILLUSTRATIVE EXAMPLES, STATE PRACTICES:

- Minting of coins
- Use of paper money

E. The expansion of empires — including China, the Byzantine Empire, the caliphates, and the Mongols — facilitated Afro-Eurasian trade and communication as new peoples were drawn into their conquerors' economies and trade networks.

<p>LEARNING OBJECTIVES FOR 3.1.II</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p>	<p>II. The movement of peoples caused environmental and linguistic effects.</p> <p>A. The expansion and intensification of long-distance trade routes often depended on environmental knowledge and technological adaptations to it.</p> <p>ILLUSTRATIVE EXAMPLES, ENVIRONMENTAL KNOWLEDGE AND TECHNOLOGICAL ADAPTATIONS:</p> <ul style="list-style-type: none"> • The way Scandinavian Vikings used their longships to travel in coastal and open waters as well as in rivers and estuaries • The way the Arabs and Berbers adapted camels to travel across and around the Sahara • The way Central Asian pastoral groups used horses to travel in the steppes <p>B. Some migrations had a significant environmental impact, including:</p> <ul style="list-style-type: none"> ▶ The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa ▶ The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands <p>C. Some migrations and commercial contacts led to the diffusion of languages throughout a new region or the emergence of new languages.</p> <p>ILLUSTRATIVE EXAMPLES, DIFFUSION OF LANGUAGES:</p> <ul style="list-style-type: none"> • The spread of Bantu languages • The spread of Turkic and Arabic languages 	<p>LEARNING OBJECTIVES FOR 3.1.III</p> <p>CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.</p> <p>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.</p> <p>CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p>	<p>III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.</p> <p>A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian Peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.</p> <p>B. In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous culture.</p> <p>ILLUSTRATIVE EXAMPLES, DIASPORIC COMMUNITIES:</p> <ul style="list-style-type: none"> • Muslim merchant communities in the Indian Ocean region • Chinese merchant communities in Southeast Asia • Sogdian merchant communities throughout Central Asia • Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads <p>C. As exchange networks intensified, an increased number of travelers within Afro-Eurasia wrote about their travels. Their writings illustrate both the extent and the limitations of intercultural knowledge and understanding.</p> <p>ILLUSTRATIVE EXAMPLES, TRAVELERS:</p> <ul style="list-style-type: none"> • Ibn Battuta • Marco Polo • Xuanzang
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<p>LEARNING OBJECTIVES FOR 3.1.III (CONTINUED)</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication. (CONTINUED)</p> <p>D. Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations.</p> <p>ILLUSTRATIVE EXAMPLES, DIFFUSION OF LITERARY, ARTISTIC, AND CULTURAL TRADITIONS:</p> <ul style="list-style-type: none"> • The spread of Christianity throughout Europe • The influence of Neoconfucianism and Buddhism in East Asia • The spread of Hinduism and Buddhism into Southeast Asia • The spread of Islam in Sub-Saharan Africa and Asia • The influence of Toltec/Mexica and Inca traditions in Mesoamerica and Andean America <p>ILLUSTRATIVE EXAMPLES, DIFFUSION OF SCIENTIFIC AND TECHNOLOGICAL INNOVATIONS:</p> <ul style="list-style-type: none"> • The influence of Greek and Indian mathematics on Muslim scholars • The return of Greek science and philosophy to western Europe via Muslim al-Andalus in Iberia • The spread of printing and gunpowder technologies from East Asia into the Islamic empires and western Europe 	<p>LEARNING OBJECTIVES FOR 3.1.IV</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.</p> <p>ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.</p>	<p>IV. There was continued diffusion of crops and pathogens, including epidemic diseases like the bubonic plague, throughout the Eastern Hemisphere along the trade routes.</p> <p>ILLUSTRATIVE EXAMPLES, DIFFUSION OF CROPS:</p> <ul style="list-style-type: none"> • Bananas in Africa • New rice varieties in East Asia • The spread of cotton, sugar, and citrus throughout Dar al-Islam and the Mediterranean basin
		<p>LEARNING OBJECTIVES FOR 3.1.IV (CONTINUED)</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>IV. There was continued diffusion of crops and pathogens, including epidemic diseases like the bubonic plague, throughout the Eastern Hemisphere along the trade routes. (CONTINUED)</p>

Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

State formation in this era demonstrated remarkable continuity, innovation, and diversity in various regions. In Afro-Eurasia, some states attempted, with differing degrees of success, to preserve or revive imperial structures, while smaller, less centralized states continued to develop. The expansion of Islam introduced a new concept — the caliphate — to Afro-Eurasian statecraft. Pastoral peoples in Eurasia built powerful and distinctive empires that integrated people and institutions from both the pastoral and agrarian worlds. In the Americas, powerful states developed in both Mesoamerica and the Andean region.

<p>LEARNING OBJECTIVES FOR 3.2.I</p> <p>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p>	<p>I. Empires collapsed and were reconstituted; in some regions new state forms emerged.</p> <p>A. Following the collapses of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties (Sui, Tang, and Song), combined traditional sources of power and legitimacy with innovations better suited to their specific local context.</p> <p>ILLUSTRATIVE EXAMPLES, TRADITIONAL SOURCES OF POWER AND LEGITIMACY:</p> <ul style="list-style-type: none"> • Patriarchy • Religion • Land-owning elites <p>ILLUSTRATIVE EXAMPLES, INNOVATIONS:</p> <ul style="list-style-type: none"> • New methods of taxation • Tributary systems • Adaptation of religious institutions 	<p>LEARNING OBJECTIVES FOR 3.2.II</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.</p> <p>SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p>	<p>II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including transfers between Tang China and the Abbasids, transfers across the Mongol empires, transfers during the Crusades, and transfers during Chinese maritime activity led by Ming Admiral Zheng He.</p> <p>ILLUSTRATIVE EXAMPLES, TECHNOLOGICAL AND CULTURAL TRANSFERS:</p> <ul style="list-style-type: none"> • Paper-making techniques between Tang China and the Abbasids • Gunpowder during the Mongol Empire • Neoconfucianism from China to Korea and Japan
<p>LEARNING OBJECTIVES FOR 3.2.I (CONTINUED)</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.</p> <p>SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>	<p>I. Empires collapsed and were reconstituted; in some regions new state forms emerged. (CONTINUED)</p> <p>B. In some places, new forms of governance emerged including those developed in various Islamic states, the Mongol khanates, city-states, and decentralized government (feudalism) in Europe and Japan.</p> <p>ILLUSTRATIVE EXAMPLES, ISLAMIC STATES:</p> <ul style="list-style-type: none"> • Abbasids • Muslim Iberia • Delhi Sultanates <p>ILLUSTRATIVE EXAMPLES, CITY-STATES:</p> <ul style="list-style-type: none"> • In the Italian peninsula • In East Africa • In Southeast Asia • In the Americas <p>C. Some states synthesized local with foreign traditions.</p> <p>ILLUSTRATIVE EXAMPLES, SYNTHESIS BY STATES:</p> <ul style="list-style-type: none"> • Persian traditions that influence Islamic states • Chinese traditions that influence states in Japan <p>D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach; networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica (Aztecs) and Inca.</p>		

Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes. Productivity rose in both agriculture and industry. Rising productivity supported population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings.

Shifts in production and the increased volume of trade also stimulated new labor practices, including adaptation of existing patterns of free and coerced labor. Social and gender structures evolved in response to these changes.

<p>LEARNING OBJECTIVES FOR 3.3.I</p> <p>ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>I. Innovations stimulated agricultural and industrial production in many regions.</p> <p>A. Agricultural production increased significantly due to technological innovations.</p> <p>ILLUSTRATIVE EXAMPLES, TECHNOLOGICAL INNOVATIONS:</p> <ul style="list-style-type: none"> • The <i>chinampa</i> field systems • <i>Waru waru</i> agricultural techniques in the Andean areas • Improved terracing techniques • The horse collar <p>B. Demand for foreign luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.</p>	<p>LEARNING OBJECTIVES FOR 3.3.II (CONTINUED)</p> <p>SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-2 Analyze the economic role of cities as centers of production and commerce.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>II. The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization buoyed by rising productivity and expanding trade networks.</p>
<p>LEARNING OBJECTIVES FOR 3.3.II</p> <p>ENV-4 Explain how environmental factors influenced human migrations and settlements.</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p>	<p>II. The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization buoyed by rising productivity and expanding trade networks.</p> <p>A. Multiple factors contributed to the decline of urban areas in this period, including invasions, disease, and the decline of agricultural productivity.</p> <p>B. Multiple factors contributed to urban revival, including the end of invasions, the availability of safe and reliable transport, the rise of commerce and warmer temperatures between 800 and 1300, increased agricultural productivity and subsequent rising population, and greater availability of labor.</p>	<p>LEARNING OBJECTIVES FOR 3.3.III</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p>	<p>III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.</p> <p>A. The diversification of labor organization that began with settled agriculture continued in this period. Forms of labor organization included free peasant agriculture, nomadic pastoralism, craft production and guild organization, various forms of coerced and unfree labor, government-imposed labor taxes, and military obligations.</p>

<p>LEARNING OBJECTIVES FOR 3.3.III (CONTINUED)</p> <p>SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.</p> <p>SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life. (CONTINUED)</p> <p>B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia.</p> <hr/> <p>C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the <i>mit'a</i> in the Inca Empire. Free peasants resisted attempts to raise dues and taxes by staging revolts. The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean.</p> <hr/> <p>D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism often led to significant changes in gender relations and family structure.</p>
	<p>ILLUSTRATIVE EXAMPLES, REGIONS WHERE FREE PEASANTS REVOLTED:</p> <ul style="list-style-type: none"> • China • The Byzantine Empire <hr/> <p>ILLUSTRATIVE EXAMPLES, CHANGES IN GENDER RELATIONS AND FAMILY STRUCTURE:</p> <ul style="list-style-type: none"> • Divorce for both men and women in some Muslim states • The practice of foot binding in Song China

HISTORICAL PERIOD 4

PERIOD 4: GLOBAL INTERACTIONS

c. 1450 to c. 1750

Key Concept 4.1. Globalizing Networks of Communication and Exchange

The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging marked a key transformation of this period. Technological innovations helped make transoceanic connections possible. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. Increased interregional and global trade networks facilitated the spread of religion and other elements of culture as well as the migration of large numbers of people. Germs carried to the Americas ravaged the indigenous peoples, while the global exchange of crops and animals altered agriculture, diets, and populations around the planet.

<p>LEARNING OBJECTIVES FOR 4.1.I</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p> <p>ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.</p>	<p>I. In the context of the new global circulation of goods, there was an intensification of all existing regional patterns of trade that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.</p>	<p>LEARNING OBJECTIVES FOR 4.1.III</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p>	<p>III. Remarkable new transoceanic maritime reconnaissance occurred in this period.</p> <p>A. Portuguese development of maritime technology and navigational skills led to increased travel to and trade with West Africa and resulted in the construction of a global trading-post empire.</p> <p>B. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.</p>
<p>LEARNING OBJECTIVES FOR 4.1.II</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers</p>	<p>II. European technological developments in cartography and navigation built on previous knowledge developed in the Classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.</p> <p>ILLUSTRATIVE EXAMPLES, INNOVATIONS IN SHIP DESIGN:</p> <ul style="list-style-type: none"> • Caravel • Carrack • Fluyt 	<p>LEARNING OBJECTIVES FOR 4.1.III (CONTINUED)</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p> <p>ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.</p>	<p>III. Remarkable new transoceanic maritime reconnaissance occurred in this period. (CONTINUED)</p> <p>C. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.</p>
		<p>LEARNING OBJECTIVES FOR 4.1.IV</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-5 Explain and compare forms</p>	<p>IV. The new global circulation of goods was facilitated by royal-chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.</p> <p>A. European merchants' role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.</p> <p>B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.</p> <p>C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants</p>

<p>LEARNING OBJECTIVES FOR 4.1.IV (CONTINUED)</p> <p>ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p> <p>ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p> <p>ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>IV. The new global circulation of goods was facilitated by royal-chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants. (CONTINUED)</p> <p>D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers and the mixing of African, American, and European cultures and peoples.</p>	<p>LEARNING OBJECTIVES FOR 4.1.V</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.</p> <p>ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>V. The new connections between the Eastern and Western Hemispheres resulted in the Columbian Exchange.</p> <p>A. European colonization of the Americas led to the spread of diseases — including smallpox, measles, and influenza — that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of vermin, including mosquitoes and rats.</p> <p>B. American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period.</p> <p>C. Afro-Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves.</p> <p>D. Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.</p> <p>E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.</p> <p>ILLUSTRATIVE EXAMPLES, AMERICAN FOODS:</p> <ul style="list-style-type: none"> • Potatoes • Maize • Manioc <p>ILLUSTRATIVE EXAMPLES, CASH CROPS:</p> <ul style="list-style-type: none"> • Sugar • Tobacco <p>ILLUSTRATIVE EXAMPLES, DOMESTICATED ANIMALS:</p> <ul style="list-style-type: none"> • Horses • Pigs • Cattle <p>ILLUSTRATIVE EXAMPLES, FOODS BROUGHT BY AFRICAN SLAVES:</p> <ul style="list-style-type: none"> • Okra • Rice
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<p>LEARNING OBJECTIVES FOR 4.1.VI</p> <p>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p>ENV-4 Explain how environmental factors influenced human migrations and settlements.</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ECON-8 Analyze the relationship between belief systems and economic systems.</p>	<p>VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.</p> <p>ILLUSTRATIVE EXAMPLES, REFORM OF EXISTING RELIGIONS AND CREATION OF SYNCRETIC BELIEF SYSTEMS AND PRACTICES:</p> <ul style="list-style-type: none"> • The continuing importance of Sufi practices contributed to the further spread of Islam in Afro-Eurasia as believers adapted Islam to local cultural practices. • The political rivalry between the Ottomans and Safavids intensified the split between Sunni and Shi'a. • The practice of Christianity continued to spread throughout the world and was increasingly diversified by the process of diffusion and the Reformation. • Vodun developed in Caribbean in the context of interactions between Christianity and African religions. • Sikhism developed in South Asia in the context of interactions between Hinduism and Islam. • While the practice of Buddhism declined in South Asia and island Southeast Asia, different sects of Buddhism and Buddhist practices spread in Northeast Asia and mainland Southeast Asia.
<p>LEARNING OBJECTIVES FOR 4.1.VII</p> <p>CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p>	<p>VII. As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased along with an expansion of literacy.</p>
<p>LEARNING OBJECTIVES FOR 4.1.VII (CONTINUED)</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p>	<p>VII. As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased along with an expansion of literacy. (CONTINUED)</p>

Key Concept 4.2. New Forms of Social Organization and Modes of Production

Although the world's productive systems continued to be heavily centered on agricultural production throughout this period, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. Adapting to the Little Ice Age, farmers increased agricultural productivity by introducing new crops and using new methods in crop-and-field rotation. Economic growth also depended on new forms of manufacturing and new commercial patterns, especially in long-distance trade. Political and economic centers within regions shifted, and merchants' social status tended to rise in various states. Demographic growth — even in areas such as the Americas, where disease had ravaged the population — was restored by the 18th century and surged in many regions, especially with the introduction of American food crops throughout the Eastern Hemisphere. The Columbian Exchange led to new ways of humans interacting with their environments. New forms of coerced and semicoerced labor emerged in Europe, Africa, and the Americas, and affected ethnic and racial classifications and gender roles.

<p>LEARNING OBJECTIVES FOR 4.2.I</p> <p>ENV-4 Explain how environmental factors influenced human migrations and settlements.</p> <p>ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.</p> <p>ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.</p>	<p>I. Beginning in the 14th century, there was a decrease in mean temperatures, often referred to as the Little Ice Age, around the world that lasted until the 19th century, contributing to changes in agricultural practices and the contraction of settlement in parts of the Northern Hemisphere.</p>	<p>LEARNING OBJECTIVES FOR 4.2.III</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>III. As social and political elites changed, they also restructured ethnic, racial, and gender hierarchies.</p> <p>A. Both imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites.</p> <p>ILLUSTRATIVE EXAMPLES, NEW ELITES:</p> <ul style="list-style-type: none"> • The Manchus in China • Creole elites in Spanish America • European gentry • Urban commercial entrepreneurs in all major port cities in the world
<p>LEARNING OBJECTIVES FOR 4.2.II</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>II. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.</p> <p>A. Peasant labor intensified in many regions.</p> <p>ILLUSTRATIVE EXAMPLES, INTENSIFICATION OF PEASANT LABOR:</p> <ul style="list-style-type: none"> • The development of frontier settlements in Russian Siberia • Cotton textile production in India • Silk textile production in China <p>B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.</p> <p>C. The growth of the plantation economy increased the demand for slaves in the Americas.</p> <p>D. Colonial economies in the Americas depended on a range of coerced labor.</p> <p>ILLUSTRATIVE EXAMPLES, COERCED LABOR:</p> <ul style="list-style-type: none"> • Chattel slavery • Indentured servitude • <i>Encomienda</i> and <i>hacienda</i> systems • The Spanish adaptation of the Inca <i>mit'a</i> 		<p>B. The power of existing political and economic elites fluctuated as they confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.</p> <p>ILLUSTRATIVE EXAMPLES, EXISTING ELITES:</p> <ul style="list-style-type: none"> • The zamindars in the Mughal Empire • The nobility in Europe • The daimyo in Japan <p>C. Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.</p> <p>ILLUSTRATIVE EXAMPLES, GENDER AND FAMILY RESTRUCTURING:</p> <ul style="list-style-type: none"> • The dependence of European men on Southeast Asian women for conducting trade in that region • The smaller size of European families

Key Concept 4.3. State Consolidation and Imperial Expansion

Empires expanded and conquered peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects and administering widely dispersed territories. Agents of the European powers moved into existing trade networks around the world. In Africa and the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts and enclaves. In the Americas, European empires moved more quickly to settlement and territorial control, responding to local demographic and commercial conditions.

Moreover, the creation of European empires in the Americas quickly fostered a new Atlantic exchange network that included the transatlantic slave trade and transpacific exchange network. Around the world, empires and states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states, especially on the coast; this led to the rise of new states and contributed to the decline of states on both the coast and in the interior.

LEARNING OBJECTIVES FOR 4.3.I	I. Rulers used a variety of methods to legitimize and consolidate their power.	LEARNING OBJECTIVES FOR 4.3.I (CONTINUED)	I. Rulers used a variety of methods to legitimize and consolidate their power. (CONTINUED)
<p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.</p> <p>SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-8 Analyze the relationship between belief systems and economic systems.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.</p>	<p>A. Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.</p> <p>ILLUSTRATIVE EXAMPLES, RELIGIOUS IDEAS:</p> <ul style="list-style-type: none"> European notions of divine right Safavid use of Shiism Mexica or Aztec practice of human sacrifice Songhay promotion of Islam Chinese emperors' public performance of Confucian rituals <p>ILLUSTRATIVE EXAMPLES, ART AND MONUMENTAL ARCHITECTURE:</p> <ul style="list-style-type: none"> Ottoman miniature painting Qing imperial portraits Mughal mausolea and mosques, such as the Taj Mahal European palaces, such as Versailles 	<p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>D. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.</p>
	<p>B. States treated different ethnic and religious groups in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state.</p> <p>ILLUSTRATIVE EXAMPLES, DIFFERENTIAL TREATMENT OF ETHNIC AND RELIGIOUS GROUPS:</p> <ul style="list-style-type: none"> Ottoman treatment of non-Muslim subjects. Manchu policies toward Chinese Spanish creation of a separate <i>República de Indios</i> Spanish and Portuguese creation of new racial classifications in the Americas including <i>mestizo</i>, <i>mulatto</i>, <i>creole</i>. <p>C. Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources.</p> <p>ILLUSTRATIVE EXAMPLES, BUREAUCRATIC ELITES OR MILITARY PROFESSIONALS:</p> <ul style="list-style-type: none"> Ottoman <i>devshirme</i> Chinese examination system Salaried samurai 	<p>LEARNING OBJECTIVES FOR 4.3.II</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>II. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.</p> <p>A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in interior West and Central Africa.</p> <p>B. Land empires — including the Manchu, Mughal, Ottoman, and Russian — expanded dramatically in size.</p> <p>C. European states established new maritime empires in the Americas, including the Portuguese, Spanish, Dutch, French, and British.</p>

<p>LEARNING OBJECTIVES FOR 4.3.III</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p> <p>SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p>	<p>III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.</p> <p>ILLUSTRATIVE EXAMPLES, COMPETITION OVER TRADE ROUTES:</p> <ul style="list-style-type: none"> • Omani–European rivalry in the Indian Ocean • Piracy in the Caribbean <p>ILLUSTRATIVE EXAMPLES, STATE RIVALRIES:</p> <ul style="list-style-type: none"> • Thirty Years War • Ottoman–Safavid conflict <p>ILLUSTRATIVE EXAMPLES, LOCAL RESISTANCE:</p> <ul style="list-style-type: none"> • Food riots • Samurai revolts • Peasant uprisings
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HISTORICAL PERIOD 5

PERIOD 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION

c. 1750 to c. 1900

Key Concept 5.1. Industrialization and Global Capitalism

Industrialization fundamentally altered the production of goods around the world. It not only changed how goods were produced and consumed and what was considered a “good,” it also had far-reaching effects on the global economy, social relations, and culture. Although it is common to speak of an “Industrial Revolution,” the process of industrialization was a gradual one that unfolded over the course of the 18th and 19th centuries, eventually becoming global.

<p>LEARNING OBJECTIVES FOR 5.1.I</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.</p> <p>ECON-2 Analyze the economic role of cities as centers of production and commerce.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>	<p>I. Industrialization fundamentally changed how goods were produced.</p> <p>A. A variety of factors led to the rise of industrial production, including:</p> <ul style="list-style-type: none"> ▶ Europe's location on the Atlantic Ocean ▶ The geographical distribution of coal, iron, and timber ▶ European demographic changes ▶ Urbanization ▶ Improved agricultural productivity ▶ Legal protection of private property ▶ An abundance of rivers and canals ▶ Access to foreign resources ▶ The accumulation of capital <p>B. The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.</p>
<p>LEARNING OBJECTIVES FOR 5.1.II</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p>	<p>II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.</p> <p>A. The need for raw materials for the factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in mass producing natural resources. The profits from these raw materials were used to purchase finished goods.</p> <p>ILLUSTRATIVE EXAMPLES, PRODUCTION AND EXPORT OF NATURAL RESOURCES:</p> <ul style="list-style-type: none"> • Cotton • Rubber • Palm oil • Sugar • Wheat • Meat • Guano • Metals

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<p>LEARNING OBJECTIVES FOR 5.1.II (CONTINUED)</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories. (CONTINUED)</p> <p>B. The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global manufacturing declined.</p> <p>ILLUSTRATIVE EXAMPLES, DECLINE OF MIDDLE EASTERN AND ASIAN SHARE IN GLOBAL MANUFACTURING:</p> <ul style="list-style-type: none"> • Shipbuilding in India and Southeast Asia • Iron works in India • Textile production in India and Egypt <p>C. The global economy of the 19th century expanded dramatically from the previous period due to increased exchanges of raw materials and finished goods in most parts of the world. Some commodities gave merchants and companies based in Europe and the U.S. a distinct economic advantage.</p> <p>ILLUSTRATIVE EXAMPLES, COMMODITIES THAT CONTRIBUTED TO THE EXPANSION OF THE 19TH CENTURY GLOBAL ECONOMY:</p> <ul style="list-style-type: none"> • Opium produced in the Middle East or South Asia and exported to China • Cotton grown in South Asia, Egypt, the Caribbean, or North America and exported to Great Britain and other European countries • Palm oil produced in Sub-Saharan Africa and exported to European countries <p>D. The need for specialized and limited metals for industrial production, as well as the global demand for gold, silver, and diamonds as forms of wealth, led to the development of extensive mining centers.</p> <p>ILLUSTRATIVE EXAMPLES, MINING CENTERS:</p> <ul style="list-style-type: none"> • Copper mines in Mexico • Gold and diamond mines in South Africa 	<p>LEARNING OBJECTIVES FOR 5.1.III</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p> <p>ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p> <p>ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.</p> <p>ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.</p> <p>LEARNING OBJECTIVES FOR 5.1.IV</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.</p> <p>A. The ideological inspiration for economic changes lies in the development of capitalism and classical liberalism associated with Adam Smith and John Stuart Mill.</p> <p>B. The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on various financial instruments.</p> <p>ILLUSTRATIVE EXAMPLES, TRANSNATIONAL BUSINESSES:</p> <ul style="list-style-type: none"> • The United Fruit Company based in the U.S. and operating in Central America • Hong Kong and Shanghai Banking Corporation (HSBC) founded by British bankers <p>ILLUSTRATIVE EXAMPLES, FINANCIAL INSTRUMENTS:</p> <ul style="list-style-type: none"> • Stock markets • Insurance • Gold standard • Limited-liability corporations <p>IV. There were major developments in transportation and communication, including railroads, steamships, telegraphs, and canals.</p>
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<p>LEARNING OBJECTIVES FOR 5.1.V</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.</p> <p>ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p>	<p>V. The development and spread of global capitalism led to a variety of responses.</p> <p>A. In industrialized states, many workers organized themselves to improve working conditions, limit hours, and gain higher wages, while others opposed industrialists' treatment of workers by promoting alternative visions of society, including Marxism.</p> <p>ILLUSTRATIVE EXAMPLES, ALTERNATIVE VISIONS:</p> <ul style="list-style-type: none"> • Utopian socialism • Anarchism <p>B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production, while other members of the Qing and Ottoman governments led reforms in imperial policies.</p> <p>ILLUSTRATIVE EXAMPLES, REFORMS:</p> <ul style="list-style-type: none"> • The Tanzimat movement in the Ottoman Empire • The Self-Strengthening Movement in the Qing Empire <p>C. In a small number of states, governments promoted their own state-sponsored visions of industrialization.</p> <p>ILLUSTRATIVE EXAMPLES, STATE-SPONSORED VISIONS OF INDUSTRIALIZATION:</p> <ul style="list-style-type: none"> • The economic reforms of Meiji Japan • The development of factories and railroads in Tsarist Russia • Muhammad Ali's development of a cotton textile industry in Egypt <p>D. In response to criticisms of industrial global capitalism, some governments mitigated the negative effects of industrial capitalism by promoting various types of reforms.</p> <p>ILLUSTRATIVE EXAMPLES, REFORMS:</p> <ul style="list-style-type: none"> • State pensions and public health in Germany • Expansion of suffrage in Britain • Public education in many nation-states 	<p>LEARNING OBJECTIVES FOR 5.1.VI</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p>	<p>VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.</p> <p>A. New social classes, including the middle class and the industrial working class, developed.</p> <p>B. Family dynamics, gender roles, and demographics changed in response to industrialization.</p> <p>C. Rapid urbanization that accompanied global capitalism often led to unsanitary conditions.</p>
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Key Concept 5.2. Imperialism and Nation-State Formation

As states industrialized during this period, they also expanded their existing overseas colonies and established new types of colonies and transoceanic empires. Regional warfare and diplomacy both resulted in and were affected by this process of modern empire building. The process was led mostly by Europe, although not all states were affected equally, which led to an increase of European influence around the world. The United States and Japan also participated in this process. The growth of new empires challenged the power of existing land-based empires of Eurasia. New ideas about nationalism, race, gender, class, and culture also developed that facilitated the spread of transoceanic empires, as well as justified anti-imperial resistance and the formation of new national identities.

LEARNING OBJECTIVES FOR 5.2.I		LEARNING OBJECTIVES FOR 5.2.II	
<p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>I. Industrializing powers established transoceanic empires.</p> <p>A. States with existing colonies strengthened their control over those colonies.</p> <p>ILLUSTRATIVE EXAMPLES, STATES WITH EXISTING COLONIES:</p> <ul style="list-style-type: none"> British in India Dutch in Indonesia 	<p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>II. Imperialism influenced state formation and contraction around the world.</p> <p>A. The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan.</p>
	<p>B. European states, as well as the Americans and the Japanese, established empires throughout Asia and the Pacific, while Spanish and Portuguese influence declined.</p> <p>ILLUSTRATIVE EXAMPLES, EUROPEAN STATES THAT ESTABLISHED EMPIRES:</p> <ul style="list-style-type: none"> British Dutch French German Russian 		<p>B. The United States and Russia emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories.</p>
	<p>C. Many European states used both warfare and diplomacy to establish empires in Africa.</p> <p>ILLUSTRATIVE EXAMPLES, EUROPEAN STATES THAT ESTABLISHED EMPIRES IN AFRICA:</p> <ul style="list-style-type: none"> Britain in West Africa Belgium in the Congo 		<p>C. Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.</p> <p>ILLUSTRATIVE EXAMPLES, DIRECT RESISTANCE AND NEW STATES:</p> <ul style="list-style-type: none"> The Cherokee Nation The Zulu Kingdom The establishment of independent states in the Balkans
	<p>D. In some parts of their empires, Europeans established settler colonies.</p> <p>ILLUSTRATIVE EXAMPLES, EUROPEANS WHO ESTABLISHED SETTLER COLONIES:</p> <ul style="list-style-type: none"> The British in southern Africa, Australia, and New Zealand The French in Algeria 		
	<p>E. In other parts of the world, industrialized states practiced economic imperialism.</p> <p>ILLUSTRATIVE EXAMPLES, INDUSTRIALIZED STATES PRACTICING ECONOMIC IMPERIALISM:</p> <ul style="list-style-type: none"> The British and French expanding their influence in China through the Opium Wars The British and the United States investing heavily in Latin America 		
LEARNING OBJECTIVES FOR 5.2.III		LEARNING OBJECTIVES FOR 5.2.III	
<p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>ECON-8 Analyze the relationship between belief systems and economic systems.</p> <p>SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.</p>		<p>III. New racial ideologies, especially social Darwinism, facilitated and justified imperialism.</p>	

Key Concept 5.3. Nationalism, Revolution, and Reform

The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, and the establishment of new nation-states around the world. Enlightenment thought and the resistance of colonized peoples to imperial centers shaped this revolutionary activity. These rebellions sometimes resulted in the formation of new states and stimulated the development of new ideologies. These new ideas in turn further stimulated the revolutionary and anti-imperial tendencies of this period.

<p>LEARNING OBJECTIVES FOR 5.3.I</p> <p>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p> <p>ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.</p> <p>A. Enlightenment philosophers applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life; they also critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation. Other Enlightenment philosophers developed new political ideas about the individual, natural rights, and the social contract.</p> <p>ILLUSTRATIVE EXAMPLES, ENLIGHTENMENT PHILOSOPHERS:</p> <ul style="list-style-type: none"> • Voltaire • Montesquieu • Locke • Rousseau <p>B. The ideas of Enlightenment philosophers, as reflected in revolutionary documents — including the American Declaration of Independence, the French Declaration of the Rights of Man and Citizen, and Bolívar's Jamaica Letter — influenced resistance to existing political authority.</p> <p>C. Enlightenment ideas influenced many people to challenge existing notions of social relations, which contributed to the expansion of rights as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.</p>	<p>LEARNING OBJECTIVES FOR 5.3.II</p> <p>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>II. Beginning in the 18th century, peoples around the world developed a new sense of commonality based on language, religion, social customs, and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.</p> <p>ILLUSTRATIVE EXAMPLES, NATIONALISM:</p> <ul style="list-style-type: none"> • German nationalism • Italian nationalism • Filipino nationalism • Argentinian nationalism <p>LEARNING OBJECTIVES FOR 5.3.III</p> <p>III. Increasing discontent with imperial rule propelled reformist and revolutionary movements.</p> <p>A. Subjects challenged centralized imperial governments.</p> <p>ILLUSTRATIVE EXAMPLES, SUBJECTS CHALLENGING IMPERIAL GOVERNMENT:</p> <ul style="list-style-type: none"> • The challenge of the Marathas to the Mughal Sultans • The challenge of the Taipings to the Manchus of the Qing dynasty
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<p>LEARNING OBJECTIVES FOR 5.3.III (CONTINUED)</p>	<p>III. Increasing discontent with imperial rule propelled reformist and revolutionary movements. (CONTINUED)</p> <p>B. American colonial subjects led a series of rebellions — including the American Revolution, the Haitian Revolution, and the Latin American independence movements — that facilitated the emergence of independent states in the U.S., Haiti, and mainland Latin America. French subjects rebelled against their monarchy.</p> <hr/> <p>C. Slave resistance challenged existing authorities in the Americas.</p> <p>ILLUSTRATIVE EXAMPLES, SLAVE RESISTANCE:</p> <ul style="list-style-type: none"> • The establishment of Maroon societies in the Caribbean or Brazil • North American slave resistance <hr/> <p>D. Increasing questions about political authority and growing nationalism contributed to anticolonial movements.</p> <p>ILLUSTRATIVE EXAMPLES, ANTICOLONIAL MOVEMENTS:</p> <ul style="list-style-type: none"> • The Indian Revolt of 1857 • The Boxer Rebellion in Qing China <hr/> <p>E. Some of the rebellions were influenced by diverse religious ideas.</p> <p>ILLUSTRATIVE EXAMPLES, REBELLIONS:</p> <ul style="list-style-type: none"> • The Ghost Dance in the U.S. • The Xhosa Cattle-Killing Movement in southern Africa 	<p>LEARNING OBJECTIVES FOR 5.3.IV (CONTINUED)</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>	<p>IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities. (CONTINUED)</p> <p>B. Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies.</p> <p>ILLUSTRATIVE EXAMPLES, DEMANDS:</p> <ul style="list-style-type: none"> • Mary Wollstonecraft's <i>A Vindication of the Rights of Woman</i> • Olympe de Gouges's <i>Declaration of the Rights of Women and the Female Citizen</i> • The resolutions passed at the Seneca Falls Conference in 1848
<p>LEARNING OBJECTIVES FOR 5.3.IV</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.</p>	<p>IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.</p> <p>A. Discontent with monarchist and imperial rule encouraged the development of political ideologies, including liberalism, socialism, and communism.</p>		

Key Concept 5.4. Global Migration

Migration patterns changed dramatically throughout this period, and the numbers of migrants increased significantly. These changes were closely connected to the development of transoceanic empires and a global capitalist economy. In some cases, people benefited economically from migration, while other people were seen simply as commodities to be transported. Migration produced dramatically different sending and receiving societies, and presented challenges to governments in fostering national identities and regulating the flow of people.

<p>LEARNING OBJECTIVES FOR 5.4.I</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p>	<p>I. Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.</p> <p>A. Changes in food production and improved medical conditions contributed to a significant global rise in population in both urban and rural areas.</p>	<p>LEARNING OBJECTIVES FOR 5.4.I (CONTINUED)</p> <p>ENV-4 Explain how environmental factors influenced human migrations and settlements.</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.</p> <p>ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.</p> <p>SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.</p> <p>ECON-2 Analyze the economic role of cities as centers of production and commerce.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>I. Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living. (CONTINUED)</p> <p>B. Because of the nature of the new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.</p> <p>ILLUSTRATIVE EXAMPLES, RETURN OF MIGRANTS:</p> <ul style="list-style-type: none"> • Japanese agricultural workers in the Pacific • Lebanese merchants in the Americas • Italian industrial workers in Argentina
<p>LEARNING OBJECTIVES FOR 5.4.II</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-5 Explain how human migrations affected the environment.</p>	<p>II. Migrants relocated for a variety of reasons.</p> <p>A. Many individuals chose freely to relocate, often in search of work.</p> <p>ILLUSTRATIVE EXAMPLES, MIGRANTS:</p> <ul style="list-style-type: none"> • Manual laborers • Specialized professionals 		

<p>LEARNING OBJECTIVES FOR 5.4.II (CONTINUED)</p> <p>ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.</p> <p>ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>II. Migrants relocated for a variety of reasons. (CONTINUED)</p> <p>B. The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.</p>
<p>LEARNING OBJECTIVES FOR 5.4.III</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-4 Explain how environmental factors influenced human migrations and settlements.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p>	<p>III. The large-scale nature of migration, especially in the 19th century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.</p> <p>A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.</p> <hr/> <p>B. Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments and facilitated the development of migrant support networks.</p> <p>ILLUSTRATIVE EXAMPLES, MIGRANT ETHNIC ENCLAVES:</p> <ul style="list-style-type: none"> • Chinese in Southeast Asia, the Caribbean, South America, and North America • Indians in East and Southern Africa, the Caribbean, and Southeast Asia <hr/> <p>C. Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.</p> <p>ILLUSTRATIVE EXAMPLES, REGULATION OF IMMIGRANTS:</p> <ul style="list-style-type: none"> • The Chinese Exclusion Acts • The White Australia Policy

HISTORICAL PERIOD 6

PERIOD 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS

c. 1900 to the Present

Key Concept 6.1. Science and the Environment

Rapid advances in science altered the understanding of the universe and the natural world and led to the development of new technologies. These changes enabled unprecedented population growth, which altered how humans interacted with the environment and disrupted delicate ecological balances at local, regional, and global levels.

<p>LEARNING OBJECTIVES FOR 6.1.I</p> <p>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</p> <p>CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.</p> <p>ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.</p> <p>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</p>	<p>I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.</p> <p>A. New modes of communication and transportation reduced the problem of geographic distance.</p> <p>B. The Green Revolution produced food for the earth's growing population as it spread chemically and genetically enhanced forms of agriculture.</p> <p>C. Medical innovations increased the ability of humans to survive and live longer lives.</p> <p>ILLUSTRATIVE EXAMPLES, MEDICAL INNOVATIONS:</p> <ul style="list-style-type: none"> • The polio vaccine • Antibiotics • The artificial heart <p>D. Energy technologies including the use of petroleum and nuclear power raised productivity and increased the production of material goods.</p>	<p>LEARNING OBJECTIVES FOR 6.1.III</p> <p>ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.</p> <p>CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.</p>	<p>III. Disease, scientific innovations, and conflict led to demographic shifts.</p> <p>A. Diseases associated with poverty persisted, while other diseases emerged as new epidemics and threats to human survival. In addition, changing lifestyles and increased longevity led to a higher incidence of certain diseases.</p> <p>ILLUSTRATIVE EXAMPLES, DISEASES ASSOCIATED WITH POVERTY:</p> <ul style="list-style-type: none"> • Malaria • Tuberculosis • Cholera <p>ILLUSTRATIVE EXAMPLES, EMERGENT EPIDEMIC DISEASES:</p> <ul style="list-style-type: none"> • The 1918 influenza pandemic • Ebola • HIV/AIDS <p>ILLUSTRATIVE EXAMPLES, DISEASES ASSOCIATED WITH CHANGING LIFESTYLES:</p> <ul style="list-style-type: none"> • Diabetes • Heart disease • Alzheimer's disease <p>B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.</p>
<p>LEARNING OBJECTIVES FOR 6.1.II</p> <p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-5 Explain how human migrations affected the environment.</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p>	<p>II. During a period of unprecedented global population expansion, humans fundamentally changed their relationship with the environment.</p> <p>A. As human activity contributed to deforestation, desertification, and increased consumption of the world's supply of fresh water and clean air, humans competed over these and other resources more intensely than ever before.</p> <p>B. The release of greenhouse gases and other pollutants into the atmosphere contributed to debates about the nature and causes of climate change.</p>	<p>LEARNING OBJECTIVES FOR 6.1.III (CONTINUED)</p>	<p>III. Disease, scientific innovations, and conflict led to demographic shifts. (CONTINUED)</p> <p>C. Improved military technology and new tactics led to increased levels of wartime casualties.</p> <p>ILLUSTRATIVE EXAMPLES, IMPROVED MILITARY TECHNOLOGY:</p> <ul style="list-style-type: none"> • Tanks • Airplanes • The atomic bomb <p>ILLUSTRATIVE EXAMPLES, NEW MILITARY TACTICS:</p> <ul style="list-style-type: none"> • Trench warfare • Firebombing <p>ILLUSTRATIVE EXAMPLES, WARTIME CASUALTIES:</p> <ul style="list-style-type: none"> • Nanjing • Dresden • Hiroshima

Key Concept 6.2. Global Conflicts and Their Consequences

At the beginning of the 20th century, a European-dominated global political order existed, which also included the United States, Russia, and Japan. Over the course of the century, peoples and states around the world challenged this order in ways that sought to redistribute power within the existing order and to restructure empires, while those peoples and states in power attempted to maintain the status quo. Other peoples and states sought to overturn the political order itself. These challenges to, and the attempts to maintain, the political order manifested themselves in an unprecedented level of conflict with high human casualties. In the context of these conflicts, many regimes in both older and newer states struggled with maintaining political stability and were challenged by internal and external factors, including ethnic and religious conflicts, secessionist movements, territorial partitions, economic dependency, and the legacies of colonialism.

<p>LEARNING OBJECTIVES FOR 6.2.I</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p>	<p>I. Europe dominated the global political order at the beginning of the 20th century, but both land-based and transoceanic empires gave way to new states by the century's end.</p> <p>A. The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors.</p> <p>ILLUSTRATIVE EXAMPLES, INTERNAL AND EXTERNAL FACTORS:</p> <ul style="list-style-type: none"> • Political and social discontent • Technological and economic stagnation • Military defeat
<p>LEARNING OBJECTIVES FOR 6.2.I (CONTINUED)</p> <p>SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p> <p>SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p>	<p>I. Europe dominated the global political order at the beginning of the 20th century, but both land-based and transoceanic empires gave way to new states by the century's end. (CONTINUED)</p> <p>B. Some colonies negotiated their independence.</p> <p>ILLUSTRATIVE EXAMPLES, NEGOTIATED INDEPENDENCE:</p> <ul style="list-style-type: none"> • India from the British Empire • The Gold Coast from the British Empire • French West Africa <p>C. Some colonies achieved independence through armed struggle.</p> <p>ILLUSTRATIVE EXAMPLES, INDEPENDENCE THROUGH ARMED STRUGGLE:</p> <ul style="list-style-type: none"> • Algeria and Vietnam from the French Empire • Angola from the Portuguese Empire
<p>LEARNING OBJECTIVES FOR 6.2.II</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p>	<p>II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.</p> <p>A. Nationalist leaders and parties in Asia and Africa challenged imperial rule.</p> <p>ILLUSTRATIVE EXAMPLES, NATIONALIST LEADERS AND PARTIES:</p> <ul style="list-style-type: none"> • Indian National Congress • Ho Chi Minh in French Indochina (Vietnam) • Kwame Nkrumah in British Gold Coast (Ghana) <p>B. Regional, religious, and ethnic movements challenged both colonial rule and inherited imperial boundaries.</p> <p>ILLUSTRATIVE EXAMPLES, REGIONAL, RELIGIOUS, AND ETHNIC MOVEMENTS:</p> <ul style="list-style-type: none"> • Muhammad Ali Jinnah in British India • The Québécois separatist movement in Canada • The Biafra secessionist movement in Nigeria

<p>LEARNING OBJECTIVES FOR 6.2.II (CONTINUED)</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.</p> <p>ECON-8 Analyze the relationship between belief systems and economic systems.</p> <p>ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states. (CONTINUED)</p> <p>C. Transnational movements sought to unite people across national boundaries.</p> <p>ILLUSTRATIVE EXAMPLES, TRANSNATIONAL MOVEMENTS:</p> <ul style="list-style-type: none"> • Communism • Pan-Arabism • Pan-Africanism <p>D. Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism and socialism.</p>	<p>LEARNING OBJECTIVES FOR 6.2.III</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-2 Analyze the economic role of cities as centers of production and commerce.</p> <p>SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</p> <p>LEARNING OBJECTIVES FOR 6.2.IV</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p>	<p>III. Political changes were accompanied by major demographic and social consequences.</p> <p>A. The redrawing of old colonial boundaries led to population displacement and resettlements.</p> <p>ILLUSTRATIVE EXAMPLES, POPULATION RESETTLEMENTS AND CREATION OF REFUGEE POPULATIONS:</p> <ul style="list-style-type: none"> • The India/Pakistan partition • The Zionist Jewish settlement of Palestine and displacement of Palestinians • The division of the Middle East into mandatory states <p>B. The migration of former colonial subjects to imperial metropolises (the former colonizing country, usually in the major cities) maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.</p> <p>ILLUSTRATIVE EXAMPLES, MIGRATIONS:</p> <ul style="list-style-type: none"> • South Asians to Britain • Algerians to France • Filipinos to the United States <p>C. The proliferation of conflicts led to the Holocaust during World War II and other forms of genocide or ethnic violence.</p> <p>ILLUSTRATIVE EXAMPLES, GENOCIDE OR ETHNIC VIOLENCE:</p> <ul style="list-style-type: none"> • Armenians in Turkey during and after World War I • Cambodia during the late 1970s • Tutsi in Rwanda in the 1990s <p>IV. Military conflicts occurred on an unprecedented global scale.</p> <p>A. World War I and World War II were the first “total wars.” Governments used ideologies, including fascism, nationalism, and communism, to mobilize all of their state’s resources, including peoples, both in the home countries and the colonies or former colonies, for the purpose of waging war. Governments also used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize these populations.</p>
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<p>LEARNING OBJECTIVES FOR 6.2.IV (CONTINUED)</p> <p>SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p> <p>ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	<p>IV. Military conflicts occurred on an unprecedented global scale. (CONTINUED)</p> <p>B. The sources of global conflict in the first half of the century varied and included imperialist expansion by European powers and Japan, competition for resources, and the economic crisis engendered by the Great Depression.</p> <p>C. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The United States and the Soviet Union emerged as superpowers, which led to ideological struggles between capitalism and communism throughout the globe.</p> <p>D. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars in Latin America, Africa, and Asia.</p>	<p>LEARNING OBJECTIVES FOR 6.2.V</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.</p> <p>SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>	<p>V. Although conflict dominated much of the 20th century, many individuals and groups — including states — opposed this trend. Some individuals and groups, however, intensified the conflicts.</p> <p>A. Groups and individuals challenged the many wars of the century, and some promoted the practice of nonviolence as a way to bring about political change.</p> <p>ILLUSTRATIVE EXAMPLES, GROUPS AND INDIVIDUALS WHO CHALLENGED WAR:</p> <ul style="list-style-type: none"> • Picasso in his <i>Guernica</i> • The antinuclear movement during the Cold War • Thich Quang Duc by self-immolation <p>ILLUSTRATIVE EXAMPLES, INDIVIDUALS PROMOTING NONVIOLENCE:</p> <ul style="list-style-type: none"> • Mohandas Gandhi • Dr. Martin Luther King, Jr. • Nelson Mandela in South Africa <p>B. Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.</p> <p>ILLUSTRATIVE EXAMPLES, GROUPS AND INDIVIDUALS OPPOSING OR PROMOTING ALTERNATIVES:</p> <ul style="list-style-type: none"> • The Anti-Apartheid Movement in South Africa • Participants in the global uprisings of 1968 • The Tiananmen Square protesters that promoted democracy in China <p>C. Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.</p> <p>ILLUSTRATIVE EXAMPLES, RESPONSES THAT INTENSIFIED CONFLICT:</p> <ul style="list-style-type: none"> • The promotion of military dictatorship in Chile, Spain, and Uganda • The buildup of the “military-industrial complex” and weapons trading <p>D. More movements used violence against civilians to achieve political aims.</p> <p>ILLUSTRATIVE EXAMPLES, MOVEMENTS THAT USED VIOLENCE:</p> <ul style="list-style-type: none"> • IRA • ETA • Al-Qaeda
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Key Concept 6.3. New Conceptualizations of Global Economy, Society, and Culture

The 20th century witnessed a great deal of warfare and the collapse of the global economy in the 1930s. In response to these challenges, the role of the state in the domestic economy fluctuated, and new institutions of global governance emerged and continued to develop throughout the century. Scientific breakthroughs, new technologies, increasing levels of integration, changing relationships between humans and the environment, and the frequency of political conflict all contributed to global developments in which people crafted new understandings of society, culture, and historical interpretations. Institutions of global governance both shaped and adapted to these social conditions.

LEARNING OBJECTIVES FOR 6.3.I	I. States responded in a variety of ways to the economic challenges of the 20th century.	LEARNING OBJECTIVES FOR 6.3.II	II. States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.
<p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>SB-1 Explain and compare how rulers constructed and maintained different forms of governance.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p> <p>ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p>	<p>A. In the communist states of the Soviet Union and China, governments controlled their national economies.</p> <p>ILLUSTRATIVE EXAMPLES, COMMUNIST GOVERNMENTS CONTROLLING THEIR NATIONAL ECONOMIES:</p> <ul style="list-style-type: none"> • The Five Year Plans • The Great Leap Forward 	<p>ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</p> <p>ENV-9 Analyze the environmental causes and effects of industrialization.</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>SB-2 Analyze how the functions and institutions of governments have changed over time.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p>	<p>A. New international organizations formed to maintain world peace and to facilitate international cooperation.</p> <p>ILLUSTRATIVE EXAMPLES, NEW INTERNATIONAL ORGANIZATIONS:</p> <ul style="list-style-type: none"> • The League of Nations • The United Nations • The International Criminal Court
	<p>B. At the beginning of the 20th century in the United States and parts of Europe, governments played a minimal role in their national economies. With the onset of the Great Depression, governments began to take a more active role in economic life.</p> <p>ILLUSTRATIVE EXAMPLES, GOVERNMENT INTERVENTION IN THE ECONOMY:</p> <ul style="list-style-type: none"> • The New Deal • The fascist corporatist economy 	<p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SB-10 Analyze the political and economic interactions between states and non-state actors.</p>	<p>B. Changing economic institutions and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.</p> <p>ILLUSTRATIVE EXAMPLES, CHANGING ECONOMIC INSTITUTIONS:</p> <ul style="list-style-type: none"> • The International Monetary Fund (IMF) • The World Bank • The World Trade Organization (WTO) • Multi-national corporations (MNC) <p>ILLUSTRATIVE EXAMPLES, REGIONAL TRADE AGREEMENTS:</p> <ul style="list-style-type: none"> • The European Economic Community (EEC) • North American Free Trade Agreement (NAFTA) • Association of Southeast Asian Nations (ASEAN) • Mercosur
	<p>C. In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.</p> <p>ILLUSTRATIVE EXAMPLES, GOVERNMENTS GUIDING ECONOMIC LIFE:</p> <ul style="list-style-type: none"> • Nasser's promotion of economic development in Egypt • The encouragement of export-oriented economies in East Asia 	<p>ECON-3 Assess the economic strategies of different types of states and empires.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p> <p>ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p>	<p>C. Movements throughout the world protested the inequality of environmental and economic consequences of global integration.</p> <p>ILLUSTRATIVE EXAMPLES, PROTEST MOVEMENTS:</p> <ul style="list-style-type: none"> • Greenpeace • The Green Belt Movement in Kenya • Earth Day
	<p>D. In a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalization in the late 20th century.</p> <p>ILLUSTRATIVE EXAMPLES, GOVERNMENTS ENCOURAGING FREE-MARKET POLICIES:</p> <ul style="list-style-type: none"> • The United States beginning with Ronald Reagan • Britain under Margaret Thatcher • China under Deng Xiaoping • Chile under Pinochet 	<p>ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.</p> <p>ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.</p>	

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<p>LEARNING OBJECTIVES FOR 6.3.III</p> <p>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</p> <p>CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p> <p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.</p> <p>SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.</p>	<p>III. People conceptualized society and culture in new ways; rights-based discourses challenged old assumptions about race, class, gender, and religion. In much of the world, access to education, as well as participation in new political and professional roles, became more inclusive in terms of race, class, and gender.</p> <p>ILLUSTRATIVE EXAMPLES, CHALLENGES TO ASSUMPTIONS ABOUT RACE, CLASS, GENDER, AND RELIGION:</p> <ul style="list-style-type: none"> • The U.N. Universal Declaration of Human Rights especially as it sought to protect the rights of children, women, and refugees • Global feminism movements • Negritude movement • Liberation theology in Latin America • Islamic renewal movements in Egypt and Saudi Arabia <p>ILLUSTRATIVE EXAMPLES, INCREASED ACCESS TO EDUCATION AND POLITICAL AND PROFESSIONAL ROLES:</p> <ul style="list-style-type: none"> • The right to vote and to hold public office granted to women in the United States (1920), Brazil (1932), Turkey (1934), Japan (1945), India (1947), and Morocco (1963) • The rising rate of female literacy, and the increasing numbers of women in higher education, in most parts of the world • The U.S. Civil Rights Act of 1965 • The end of apartheid • Caste and reservation in the Indian Constitution of 1949 	<p>LEARNING OBJECTIVES FOR 6.3.IV</p> <p>CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</p> <p>ECON-4 Analyze how technology shaped the processes of industrialization and globalization.</p>	<p>IV. Popular and consumer culture became more global.</p> <p>ILLUSTRATIVE EXAMPLES, GLOBAL CULTURE:</p> <ul style="list-style-type: none"> • Reggae • Bollywood • World Cup soccer • The Olympics
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