



Course and Exam Description

AP[®] World History

Including the Curriculum Framework

Effective Fall 2016



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Course and Exam Description
Effective Fall 2016

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The College Board strongly encourages educators to make equitable access a guiding principle for their AP[®] programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Contents

v **Acknowledgments**

1 **About AP®**

- 1 Offering AP Courses and Enrolling Students
- 2 How AP Courses and Exams Are Developed
- 2 How AP Exams Are Scored
- 3 Using and Interpreting AP Scores
- 3 Additional Resources

4 **About the AP World History Course**

- 4 About This Course
- 4 College Course Equivalent
- 4 Prerequisites

5 **Participating in the AP Course Audit**

6 **AP World History Curriculum Framework**

- 6 Introduction
- 6 Overview of the Curriculum Framework
- 7 I. Historical Thinking Skills
- 10 II. Thematic Learning Objectives
 - 12 Theme 1: Interaction Between Humans and the Environment
 - 15 Theme 2: Development and Interaction of Cultures
 - 19 Theme 3: State Building, Expansion, and Conflict
 - 25 Theme 4: Creation, Expansion, and Interaction of Economic Systems
 - 30 Theme 5: Development and Transformation of Social Structures
- 34 III. Geographical Coverage
- 36 IV. The Concept Outline
 - 36 Historical Periods
 - 36 Using the Concept Outline to Plan Instruction
 - 37 Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.
 - 44 Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.
 - 55 Period 3: Regional and Interregional Interactions, c. 600 C.E. to c. 1450
 - 66 Period 4: Global Interactions, c. 1450 to c. 1750
 - 78 Period 5: Industrialization and Global Integration, c. 1750 to c. 1900
 - 93 Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present

105	AP World History Instructional Approaches
105	Organizational Approaches
108	Selecting and Using Course Materials
110	Developing Historical Thinking Skills
125	Increasing Depth and Managing Breadth Through Instructional Choices
128	Strategies for Instruction
137	The AP World History Exam
137	Exam Description
137	Time Management
137	How Student Learning Is Assessed on the AP Exam
138	Multiple-Choice Questions
139	Short-Answer Questions
139	Document-Based Question
139	Long Essay Question
140	Sample Exam Questions
141	Section I
141	Part A: Multiple-Choice Questions
158	Answers to Multiple-Choice Questions
159	Part B: Short-Answer Questions
165	Section II
165	Part A: Document-Based Question
175	Part B: Long Essay Question
180	Index to the Concept Outline
193	Contact Us

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About AP®

The College Board's Advanced Placement Program® (AP®) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admissions process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/ap/creditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.¹ Additional AP studies are available at www.collegeboard.org/research.

Offering AP Courses and Enrolling Students

Each AP course and exam description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help

¹ See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

colleges and universities validate courses marked “AP” on students’ transcripts. This process ensures that AP teachers’ syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject’s current AP Development Committee members, please visit press.collegeboard.org/ap/committees. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and, as applicable, through-course performance assessments, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading while a small portion are scored online. AP Exam Readers are thoroughly trained, and their

work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the weighted results of the computer-scored multiple-choice questions, and this composite score is converted into an AP Exam score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest weighted score needed to earn an AP Exam score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement:

AP Score	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

About the AP World History Course

About This Course

The AP World History course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

College Course Equivalent

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course.

Prerequisites

There are no prerequisites for the AP World History course. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Participating in the AP Course Audit

Schools wishing to offer AP courses must participate in the AP Course Audit. Participation in the AP Course Audit requires the online submission of two documents: the AP Course Audit form and the teacher's syllabus. The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. The syllabus, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit www.collegeboard.com/html/apcourseaudit/courses/world_history.html for more information to support syllabus development including:

- ▶ **Annotated Sample Syllabi** — Provide examples of how the curricular requirements can be demonstrated within the context of actual syllabi.
- ▶ **Curricular and Resource Requirements** — Identifies the set of curricular and resource expectations that college faculty nationwide have established for a college-level course.
- ▶ **Example Textbook List** — Includes a sample of AP college-level textbooks that meet the content requirements of the AP course.
- ▶ **Syllabus Development Guide** — Includes the guidelines reviewers use to evaluate syllabi along with three samples of evidence for each requirement. This guide also specifies the level of detail required in the syllabus to receive course authorization.
- ▶ **Syllabus Development Tutorial** — Describes the resources available to support syllabus development and walks through the syllabus development guide requirement by requirement.

AP World History Curriculum Framework

Introduction

The AP® World History program outlined in this curriculum framework reflects a commitment to what teachers, professors, and researchers of history teaching and learning have agreed is the main goal of a college-level survey course in world history: students should learn to analyze and interpret historical facts and evidence in order to achieve understanding of major developments in world history.

To accomplish this goal, the curriculum framework defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. With the goal of practicing the kinds of thinking skills used by historians, students engage in study of primary and secondary source evidence, analyze a wide array of historical facts and perspectives, and express historical arguments in writing.

The curriculum framework is not a complete curriculum. Teachers create their own local curriculum by selecting, for each concept in the framework, content that enables students to explore the course learning objectives. The result is a course that prepares students for college credit and placement while relieving the pressure on AP teachers to superficially cover all possible details of world history.

Overview of the Curriculum Framework

The AP World History curriculum framework is comprised of four parts:

I. Historical Thinking Skills (Pages 7–9)

Historical thinking skills are central to the study and practice of history. Teachers should help students develop and apply the described historical thinking skills on a regular basis over the span of the course.

II. Thematic Learning Objectives (Pages 10–33)

Forty-nine learning objectives, organized around five major themes, describe what students must be able to do by the end of the AP World History course. The thematic learning objectives are the targets of AP Exam questions.

III. Geographical Coverage (Pages 34–35)

Two maps give students a starting point for identifying regions and their locations relative to other regions and landforms.

IV. The Concept Outline (Pages 36–104)

This outline details key concepts that colleges and universities typically expect students to understand in order to qualify for college credit and/or placement.

I. Historical Thinking Skills

The AP history courses seek to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning historical content. Students best develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing.

This section presents the historical thinking skills that students should develop in all AP history courses. The nine historical thinking skills are grouped into four categories: analyzing sources and evidence, making historical connections, chronological reasoning, and creating and supporting a historical argument. Table 1 describes how each skill demonstrates historical thinking from the perspective of a history practitioner. Table 2 lists the proficiency expectations for each of the nine historical thinking skills. **Every AP Exam question will assess one or more of the skill-based proficiency expectations as well as one or more of the thematic learning objectives.**

Table 1. 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

Analyzing Evidence: Content and Sourcing	Interpretation	Comparison	Causation	Argumentation
<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>Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past.</p> <p>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>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>Historical thinking 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>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.</p> <p>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.</p> <p>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>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.</p> <p>A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence.</p> <p>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>

Table 2. 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.</p> <p>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 a 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 (e.g., comparison, causation, patterns of continuity and change over time, or periodization).</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>

II. Thematic Learning Objectives

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:

- ▶ 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)

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.

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.

A guide to a sample table of learning objectives is provided on the following page.

Sample table of thematic learning objectives

The learning objectives in this column articulate expectations for student performance on the AP World History Exam.

Each learning objective is supported by historical examples and processes that are explained in the concept outline in Section IV. This part of the table describes the correlations between the learning objective and the concept outline.

Learning Objectives Students are able to . . .	Relevant Topics in the Concept Outline	
<p>ENV-1 Explain how early humans used tools and technologies to establish communities.</p>	<p>1.1. I 1.2. I 1.2. II 1.3. II</p>	<p>Human migration Neolithic Revolution Agriculture and pastoralism Iron use; weapons and modes of transportation</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>1.2. I 1.2. II 1.2. I 1.3. II 1.3. III 2.1. II 2.1. IV 2.2. II 2.2. IV 2.3. I 2.3. II 2.3. III</p>	<p>Neolithic Revolution Agriculture and pastoralism Environmental settings First states Architecture Daoism Shamanism Walls and roads Mobilization of resources Effect of climate and geography on shaping emerging trade routes Long-distance trade and communication Farming and irrigation</p>

The learning objectives are coded to the corresponding theme (**ENV**) and numbered consecutively.

These numbers refer to specific sections of the concept outline that follows. This particular example refers to the third supporting concept (roman numeral) statement under Key Concept 2.3.

The information in this column clarifies which topics within the concept outline correlate to the learning objective.

Theme 1: Interaction Between Humans and the Environment (ENV)

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.

OVERARCHING QUESTIONS:

1. How have people used diverse tools and technologies to adapt to and affect the environment over time? [ENV-1 and 2]
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]
3. How has the environment changed as a consequence of population growth and urbanization? [ENV-7 and 8]
4. 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]

Learning Objectives Students are able to . . .	Relevant Topics in the Concept Outline	
ENV-1 Explain how early humans used tools and technologies to establish communities.	1.1. I	Human migration
	1.2. I	Neolithic Revolution
	1.2. II	Agriculture and pastoralism
	1.3. II	Iron use; weapons and modes of transportation
ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.	1.2. I	Neolithic Revolution
	1.2. II	Agriculture and pastoralism
	1.3. I	Environmental settings
	1.3. II	First states
	1.3. III	Architecture
	2.1. II	Daoism
	2.1. IV	Shamanism
	2.2. II	Walls and roads
	2.2. IV	Mobilization of resources
	2.3. I	Effect of climate and geography on shaping emerging trade routes
	2.3. II	Long-distance trade and communication
	2.3. III	Farming and irrigation
	ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.	2.3. I
2.3. III		Exchange of disease pathogens
3.1. I, II		Expansion of long-distance trade routes
4.1. II, III		Intensification and expansion of maritime trade routes
5.4. I, II, III		Global migration
6.1. II		Global pollution
ENV-4 Explain how environmental factors influenced human migrations and settlements.	6.3. II	Global governance
	1.1. I	Big Geography
	1.2. I	Neolithic Revolution
	1.3. I, II	River civilizations and first states
	2.2. I, IV	Expansion of empires
	2.3. I	Climate and location
	3.3. II	Fates of cities
	4.2. I	Little Ice Age
5.4. I, III	Migration	
ENV-5 Explain how human migrations affected the environment.	5.4. I, III	Migration
	1.2. I, II	Agricultural diversity and abundance
	2.2. IV	Environmental damage
	3.1. II, IV	Effects of migration
	3.3. II	Declines of urban areas
	4.1. V	Colonization
	5.1. VI	Unsanitary cities
	5.4. I	Urbanization
	5.4. II	Labor migration in response to global capitalism
6.1. II	Pollution	

Learning Objectives Students are able to . . .	Relevant Topics in the Concept Outline	
ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.	1.1. I	Big Geography
	1.2. I	Neolithic Revolution
	1.3. II	Transportation and warfare
	2.3. II	New technology and trade routes
	3.1. I	Interregional trade
	3.1. II	Migration
	4.1. II, III	Maritime technology
	4.3. II	Imperial expansion
	5.1. IV	Railroads
	5.4. I	Urbanization
	6.1. I	Communication and transportation
ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.	2.3. III	Urban and imperial decline
	3.1. IV	Black Death
	3.3. II	Urban decline
	4.1. V	Columbian Exchange
	5.4. I	Demographic change and migration
	6.1. III	Diseases associated with poverty, affluence, and new epidemics
ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.	2.2. II	Imperial governments
	3.1. I	Intensification of trade
	3.1. IV	Crop diffusion
	3.3. I	Increasing agricultural productivity
	4.1. V	Columbian Exchange
	4.2. I	Increased agricultural production and forced labor regimes
	5.4. I	Changes in food production
	6.1. I	Green Revolution
ENV-9 Analyze the environmental causes and effects of industrialization.	3.3. I	Technological innovations
	5.1. I	Rise of industrialization
	5.1. II	Natural resource extraction and shifts in commodities production
	5.1. VI	Effects of Industrial Revolution
	5.2. I	Transoceanic empires
	6.1. I	Green Revolution
	6.1. II	Location of labor and natural resources; 20th-century environment
	6.3. II	Environmental consequences of globalization

Theme 2: Development and Interaction of Cultures (CUL)

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.

OVERARCHING QUESTIONS:

1. 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]
2. How have religions, belief systems, philosophies, and ideologies affected the development of societies over time? [CUL-4 and 5]
3. How were scientific and technological innovations adapted and transformed as they spread from one society or culture to another? [CUL-6 and 7]
4. In what ways do the arts reflect innovation, adaptation, and creativity of specific societies? [CUL-8 and 9]

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.	1.3. III	New religious beliefs
	2.1. I	Early codification of religious beliefs; the development of monotheistic Judaism
	2.1. II, III	The assertion of universal truths; religious practice and gender roles; Buddhism, Confucianism, Daoism, Christianity
	2.3. III	Cultures changed when spread; Hinduism, Christianity, Buddhism
	3.1. III	Islam
CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.	1.3. III	Trade and cultural interaction
	2.1. I, II	Development and influence of religious traditions
	2.3. III	Spread of religious traditions, Christianity, Hinduism, Buddhism
	3.1. III	Cross-cultural exchanges
	3.2. I	Synthesis of local and foreign traditions
	4.1. VI	Reform of existing religions and creation of syncretic belief systems
	5.3. I	Enlightenment
	5.3. II	Religion and nationalism
	5.3. III	Religion and rebellion
	6.3. III	New forms of spirituality, religion, and politics
CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.	1.3. III	Patriarchy
	2.1. II	Greco–Roman philosophy
	2.1. III	Belief systems reinforced patriarchy
	3.1. III	Diffusion of cultural tradition
	5.1. III	Capitalism
	5.1. V	Alternate visions of societies; Marxism
	5.2. III	Social Darwinism
	5.3. I	Enlightenment
	5.3. II	Nationalism
	5.3. IV	Spread of European political and social thought; transnational ideologies
	6.2. II	Anti-imperialism, transnational movements
	6.2. IV	Nationalist ideologies and global conflict
	6.2. V	Non-Aligned Movement
	6.3. I	Communism
	6.3. II	Global governance
	6.3. III	Rights-based discourses

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.	1.3. III 2.1. I 2.1. II 3.1. III 3.2. I 3.3. III 4.1. VI 4.3. I 5.2. III 5.3. I 5.3. II 5.3. III 6.2. II 6.3. III	Early civilizations Early codification of religious beliefs Vedic, Confucian, Daoist, Christian, Greco–Roman-influenced institutions Spread of trade, religions, and diasporic communities Influence of belief systems on new forms of governance Changes in gender and family structures Syncretic belief systems and practices Political rulers Social Darwinism Enlightenment Nationalism Religious and political rebellions Religious and political conflicts New ideas about race, class, gender, and religion
CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.	2.1. I 2.1. III 3.2. I 3.3. III 4.1. VI 5.3. I 5.3. IV 6.3. III	Caste Buddhism, Christianity, Confucianism Traditional sources of power and legitimacy Buddhism, Christianity, Islam, Neoconfucianism Spread and reform of syncretic religions and practices Enlightenment Transnational ideologies Rights-based discourses, new cultural identities
CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.	1.1. I 1.3. III 2.3. II 2.3. III 3.1. I 3.1. II 3.1. III 3.2. II 4.1. II 4.1. III 5.1. II 6.1. I	Human migration and spread of technology Expanding trade routes, from local to regional New technology facilitated long-distance trade Technologies and other ideas spread along trade routes Growth of existing and new trade routes Spread of language and technology by Bantu and Polynesian migrations Intensification of trade networks Technological transfer Cartography and navigation Transoceanic voyages Increased productivity from new technologies Medical innovations

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.	3.1. III	Cross-cultural exchange; transportation technologies facilitates cultural diffusion
	5.3. I	Enlightenment
	5.3. II	Nationalism
	6.1. I	Medical innovations
	6.1. III	Scientific innovations
CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.	1.3. III	Monumental architecture
	2.1. II	Art and architecture reflected religious beliefs
	2.2. III	Imperial cities and public performance
	3.1. III	Diffusion of artistic traditions
	4.1. VII	Spread of literacy
	4.3. I	Courtly literature, rulers
CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.	1.3. III	Role of art in unifying early urban cultures
	2.1. II	Art and religious systems
	3.1. III	Diasporic communities
	4.1. VII	Funding and expansion of arts
	5.4. III	Migrants spreading culture
	6.2. II	Transnational movements spread culture
	6.2. V	Cultural critiques of war
	6.3. III	People developed new cultural identities
6.3. IV	Globalization of popular culture	

Theme 3: State Building, Expansion, and Conflict (SB)

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.

OVERARCHING QUESTIONS:

1. How have different forms of governance been constructed and maintained over time? [**SB-1 and 2**]
2. How have economic, social, cultural, and environmental contexts influenced the processes of state building, expansion, and dissolution? [**SB-3, 4, 5, and 6**]
3. How have conflicts, exchanges, and alliances influenced the processes of state building, expansion, and dissolution? [**SB-7, 8, 9, and 10**]

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
SB-1 Explain and compare how rulers constructed and maintained different forms of governance.	1.2. II	Development of elites
	1.3. II	First states emerged
	1.3. III	Legal codes developed
	2.2. II	Imperial governments
	2.2. III	Labor organization and food production
	3.1. I	State involvement in economic activity
	3.2. I	Synthesized, borrowed, and new state structures emerged
	4.1. VII	Taxation
	4.3. I	Rulers legitimize power
	4.3. II	Trading-post empires
	5.1. V	Qing and Ottoman empires
	5.2. I	Transoceanic empires
	5.2. II	Meiji Japan
	5.3. III	Revolutions
	6.2. II	Colonial independence
	6.2. IV	Total wars
	6.2. V	Communism, Marxism
	6.3. I	State-controlled economies
SB-2 Analyze how the functions and institutions of governments have changed over time.	1.3. II, III	Characteristics of first states
	2.1. II	Role of religion in the state
	2.2. I–IV	First major empires
	3.1. I	New trading cities, state-sponsored commerce, expansion
	3.2. I	Reconstitution and new forms of governance
	3.3. III	Women rulers
	4.3. I, II, III	Gunpowder empires, state rivalries
	5.1. V	Alternate visions of society/government
	5.2. I	Transoceanic empires
	5.2. II	Imperialism and state formation
	5.3. III	Reformist and revolutionary movements
	6.2. I	End of European dominance, independence movements
	6.2. II	Transnationalism
	6.2. IV	Total war, global conflicts
	6.2. V	Intensified conflict
	6.3. I	Governments and economic control
	6.3. II	Global governance

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.	1.3. II 2.2. IV 3.2. I 4.1. IV 4.1. V 4.3. II 4.3. III 5.2. I, II 6.2. IV	Early state and imperial expansion Imperial collapse Dar al-Islam, khanates, feudalism Mercantilism, joint-stock companies Colonial empires Land-based and maritime expansion Economic and political rivalries Industrialization and imperialism Total war, Cold War, and neocolonial dominance
SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.	1.3. II 2.1. II 2.2. II 2.2. III 2.2. IV 2.3. III 3.1. I 3.1. II 3.1. III 3.2. I, II 3.3. II 3.3. III 4.1. IV 4.2. III 4.3. I, II, III 5.1. V 5.1. VI 5.2. II 5.2. III 5.3. I 5.3. II 5.3. III 5.3. IV 6.1. II 6.2. II 6.2. III 6.2. IV 6.3. I, II, III	Favorable environmental factors Belief systems and empire Techniques of administration Urbanization, labor organization, gender roles Imperial decline and collapse Exchange of disease pathogens Growth of trade and new cities Cultural and environmental impacts of migration Cross-cultural exchanges Continuities and innovations of state forms Fates of cities Changes and continuities in social structures, religions African, American, and European interactions New social and political elites and hierarchies State consolidation and imperial expansion Alternate visions of capitalist societies, state-sponsored industrialization New social classes, communities Imperialism, new states Social Darwinism Enlightenment Nationalism Reformist and revolutionary movements, transnationalism Spread of European social, political thought Competition over environmental resources Anti-imperialist movements Restructuring of states Ideologies of expansion New conceptualization of global society and culture

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.	1.3. III	Monumental architecture
	2.2. I	City-states
	2.2. III	Growing commercial and administrative centers
	3.1. I	Trading cities
	3.2. I	City-states
	3.3. II	Urban decline and revival
	4.3. I	Monumental architecture and urban design
	5.1. I	Industrial production
	5.4. I	Global migration
SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.	1.2. I, II	Development of elites
	1.3. II	Transformation of warfare
	2.2. II	Imperial government and societies
	2.2. IV	Xiongnu, Huns
	3.1. I	Empire expansion
	3.2. I	Mongol expansion, Aztec/Mexica
	3.2. II	Technological and cultural transfers
	3.3. III	Nomadic pastoralism
	4.1. III	Portuguese and West Africans
	5.2. II	New states on edges of empires
SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.	2.1. I	Conquests of Jewish states
	3.3. III	Peasant revolts
	4.3. I	Differential treatment of groups
	4.3. III	Competition for overland trade routes and local resistance
	5.3. I	Enlightenment
	5.3. III	18th- and 19th-century revolutions
	6.2. I	Collapses, internal issues
	6.2. II	Anti-imperialism
	6.2. III	Ethnic violence
	6.2. V	Individuals and groups

Learning Objectives Students are able to . . .	Relevant Topics in the Concept Outline	
SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.	1.2. II	State competition and conflict
	2.2. II	Administrative institutions and techniques
	2.2. IV	Imperial decline and collapse
	3.2. II	Conflict and cultural transfer
	4.3. III	Local resistance
	5.3. IV	Transnational solidarities
	6.2. I	Collapses
	6.2. IV	World wars
	6.2. V	Militarized states
SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.	1.2. II	Accumulation of wealth
	1.3. II	Competition over land and resources
	1.3. III	Regional trade
	2.2. II	Roads and currencies
	2.2. III	Rise of cities as centers of trade
	3.1. I	Cities and increased trade, state practices that facilitated trade
	3.1. III	Expansion of Islam, diasporic communities
	3.2. I	Collapse and reconstitution of empires
	3.3. II	Rise and fall of cities
	4.1. I, III, IV, VII	Globalizing networks and their political and economic effects
	4.2. II	Colonial empires
	4.3. I	Tributary taxes and expansion
	4.3. II	Maritime and land-based empires
	4.3. III	Competition over trade routes
	5.1. II	Capitalism; growth of export economies, cities due to industrialization
	5.1. V	Responses to global capitalism
	5.1. VI	Restructuring of societies in industrialized states
	5.2. I	Imperialism
	5.3. III	Imperial discontent, revolutions, transnationalism
	6.1. III	Improved military technologies
6.2. I–V	Global conflicts and their consequences	
6.3. I	Responses to global capitalism	
6.3. II	Global governance	

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
SB-10 Analyze the political and economic interactions between states and non-state actors.	1.3. III	Expansion of trade
	2.2. I	Expansions and consequences
	2.2. II	Administrative techniques, diplomacy, military, roads
	2.2. III	Cities as administrative centers
	2.3. I, II	Emergence of interregional networks
	3.1. III	Arab expansion
	3.2. I	Conquests, tributary empires, new forms of government
	3.2. II	Interregional conflicts
	3.3. III	Changes in labor organization, military obligations, POW/slaves
	4.1. IV	Globalization
	4.3. I	Rulers consolidate power over groups and populations
	4.3. III	Competition over trade routes, state rivalries
	5.2. I, II	Imperialism and state formation
	6.1. III	Improved military technology
	6.2. I–V	Global conflicts and their consequences
	6.3. II	Global interdependency

Theme 4: Creation, Expansion, and Interaction of Economic Systems (ECON)

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.

OVERARCHING QUESTIONS:

1. How and to what extent have modes of production and commerce changed over time? [**ECON-1, 2, 3, and 4**]
2. How have different labor systems developed and changed over time? [**ECON-5, 6, and 7**]
3. How have economic systems and the development of ideologies, values, and institutions influenced each other over time? [**ECON-8 and 9**]
4. What is the relationship among local, regional, and global economic systems; how have those relationships changed over time? [**ECON-10, 11, 12, and 13**]

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.	1.1. I	Foragers
	1.2. I, II	Pastoralism, agriculture
	1.3. II	Pastoralism, agriculture
	2.3. III	Diffusion of crops
	3.3. I	Agricultural innovations
	4.1. V	Columbian Exchange
	4.2. I	Changes in labor for agriculture
	4.2. II	Plantations
	6.1. I	Green Revolution
ECON-2 Analyze the economic role of cities as centers of production and commerce.	1.3. III	Urban hierarchies
	2.2. III	Imperial cities
	3.1. I	Trade and commercial cities
	3.3. II	Changing urbanization, rising and declining populations
	5.1. I	Industrialization
	5.4. I	Global migration
	6.2. III	Migration to imperial metropolises
ECON-3 Assess the economic strategies of different types of states and empires.	1.3. II	First states
	2.2. II	Roads, currency
	2.2. III	Administrative cities, social hierarchies
	3.2. I	Imperial innovations
	3.3. I, II, III	Imperial support for production and trade
	4.1. I	Global economy
	4.1. III	State support for maritime voyages and trade
	4.1. IV	Mercantilism, joint-stock companies
	4.2. II	New political and economic elites
	4.3. I	Techniques of imperial administration
	4.3. II	Imperial expansion
	4.3. III	Interstate rivalry
	5.1. II	Industrialization
	5.1. III	Capitalism, financial instruments
	5.1. V	Resisting or sponsoring industrialization
	5.2. I	Imperialism
	6.2. IV	Global conflict; fascism
	6.2. V	Non-Aligned Movement
	6.3. I	State-controlled economies
	6.3. II	New economic institutions

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
ECON-4 Analyze how technology shaped the processes of industrialization and globalization.	5.1. I	New machines and methods of industrial production
	5.1. II	New pattern of global trade
	5.1. III	Transnational businesses, transportation
	5.2. II	Land-based empire expansion; national reactions to industrialization
	5.4. I	Increasing global migration
	6.1. II	Global problems
	6.2. I, IV	Global conflicts, transnational movements
	6.3. I, II	Global economics and institutions
	6.3. III	New technologies and spread of ideas
	6.3. IV	Global popular culture
ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.	1.2. II	Agriculture, artisans, specialization
	1.3. II	Labor regimes in first states
	2.2. III	Patriarchy, imperial economies
	3.1. I	Caravan organization
	3.3. I	Artisans expand production
	3.3. II	Urban decline and revival
	3.3. III	Labor organization, family life
	4.1. IV, V	Atlantic world
	4.2. II	Coerced labor
	5.1. I, VI	Industrial production
	5.4. II	Labor migration
ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.	2.2. III	Slave, corvée labor
	3.3. III	Military and household slaves, <i>mit'a</i> , serfdom
	4.1. IV	Labor regimes in the Atlantic system
	4.2. II, III	Slavery in Africa; elites' ability to control labor
	5.4. II	Coerced and semicoerced migrant labor
ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.	5.1. V	Government reform, socialism
	5.3. I	Enlightenment attitudes, abolition of serfdom and slavery
	5.3. III	Reform, rebellion, slave resistance, anticolonial movements
	5.3. IV	Transnational ideologies — liberalism, socialism, communism
	6.2. II	Land redistribution

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
ECON-8 Analyze the relationship between belief systems and economic systems.	1.3. III	Social structures
	2.1. II	Buddhism and Christianity spread through merchants
	2.3. III	Religions spread along trade routes
	4.1. VI	Spread of religions and religious syncretism in regional and newly global trade networks
	4.3. I	Economic role in the consolidation of imperial power
	5.2. III	Social Darwinism justified imperialism
	6.2. II	Religious challenges to imperialism
ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.	4.1. IV	Mercantilism
	5.1. I	Legal protection of global capitalism
	5.1. III	Classical liberalism
	5.1. V	Socialism, Marxism
	6.2. II	Land redistribution
	6.2. IV	Cold War
	6.3. I, II	Free-market economics, regional trade agreements, protest movements
ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.	1.1. I	Development of pastoralism
	1.2. I, II	Diffusion of domesticated plants and animals
	1.3. II	Pastoralists as disseminators of technology
	2.3. III	Development of trade routes
	3.1. I	Ship design
	3.1. III	Diffusion of scientific ideas and technology
	3.1. IV	Spread of crops and diseases in Afro–Eurasia
	3.2. II	Technology transfer
	3.3. I	Afro–Eurasian exchanges of crops
	4.1. II	Maritime technology
	4.1. V	Columbian Exchange
	4.2. II	Plantation crops
ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.	1.3. III	Systems of record-keeping
	3.1. I	Coin, paper money, checks, banking
	4.1. IV	Joint-stock companies
	5.1. III	Transnational banks
	6.3. II	Global economic institutions

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.	1.2. II	Development of agriculture, pastoralism, and associated technological innovations
	1.3. III	Local, regional, and interregional trade
	2.3. I, III	New trade networks in Afro-Eurasia
	2.3. II	Technological innovations
	3.1. I	Improved technology and commercial practices affected trade networks in Afro-Eurasia and the Americas
	3.1. III	Cross-cultural exchanges
	3.1. IV	Eastern Hemisphere diffusion
	3.2. I	Changing imperial rule affected trade
	3.3. I	Demand for luxury goods
	3.3. II	Changing urbanization; safe and reliable transport
	4.1. I, III	Intensification of existing trade routes; new maritime routes
	4.1. II	Technological innovations
	4.1. IV	Transoceanic shipping
	4.1. V	Columbian Exchange
	4.3. II	Gunpowder empires and trade
	5.1. II	Raw materials, markets lead to new global trade patterns
	5.1. IV	Railroads, steamships, canals, and telegraph
	5.4. I	Global migration
	6.1. I	Oil and nuclear power
ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.	4.1. I	Changing global patterns of trade
	4.1. III	Royal-chartered companies
	4.1. IV	Effects on regional markets, joint-stock companies
	5.1. III	Financial institutions, transnational banks
	6.3. II	Changing economic institutions

Theme 5: Development and Transformation of Social Structures (SOC)

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.

OVERARCHING QUESTIONS:

1. How have distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies? **[SOC-1, 2, and 3]**
2. 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]**
3. How have political, economic, cultural, and demographic changes affected social structures over time? **[SOC-8]**

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.	1.2. II	Gender hierarchies, including patriarchy
	1.3. III	Patriarchy and social hierarchies
	2.1. III	Belief systems and gender roles
	2.2. III	Patriarchy and gender in imperial society
	3.2. I	Patriarchy and power
	3.3. III	Continuities of patriarchy, religious influence on gender
	4.2. III	Changing political and economic structures affected gender hierarchies
	5.1. VI	Industrialization affected gender roles
	5.3. I, IV	Suffrage, feminism
	5.4. III	Male migrants, females left in home society
	6.3. III	Changing ideas about rights-based discourses
SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.	1.2. II	Labor specialization
	1.3. II	First states
	1.3. III	Intensification of social hierarchies
	2.2. III	Labor regimes in imperial societies
	3.3. III	Diversification of labor organization; new labor coercion
	4.1. IV, V	Atlantic world
	4.2. II, III	Increased demand for labor; elites
	5.1. I	Industrialization
	5.1. VI	Middle class and industrial working class
	5.3. I	Abolition of slavery, end of serfdom
	5.3. IV	Challenges to social hierarchies, including gender
	5.4. II	Global migration
SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.	1.3. III	Increasingly unified states
	2.1. I	Caste
	2.1. II	Confucian and Christian ideologies
	2.2. III	Imperial social structures
	3.1. III	Legitimizing imperial rule; Islam and conquest
	4.3. I	Legitimizing imperial rule
	5.1. I	Industrial specialization
	5.1. V	Anarchism, utopian socialism, suffrage
	5.1. VI	New social classes and gender roles
	5.3. I, II, III, IV	Enlightenment ideals
	6.2. II	Redistribution of land, migrants in metropolises
	6.2. V	Nonviolence
	6.3. III	New conceptualizations of society and culture

Learning Objectives Students are able to . . .	Relevant Topics in the Concept Outline	
SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.	1.3. III	State unification
	2.1. II	Greco–Roman
	2.2. III, IV	Imperial societies
	3.2. I	Sources of power and legitimacy
	3.3. III	Postclassical
	4.2. III	Restructuring of hierarchies
	5.1. I	Private property
	5.3. IV	Suffrage, feminism
	6.2. II	Collapse of empires
	6.2. V	Popular protests
6.3. II	Protesting inequalities	
SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.	2.1. I	Caste, Judaism
	2.1. II	Confucianism, Christianity, Buddhism
	2.1. III	Monasticism
	3.1. III	Islam
	3.3. III	Changes and continuities in the wake of economic growth
	4.3. I	Confucian rituals
SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.	6.3. III	Challenges to old assumptions about religion
	5.2. III	Social Darwinism
	5.3. I	Enlightenment ideas
	6.1. III	Demographic shifts, including birth control
SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.	6.3. III	Rights-based discourses
	4.1. IV	Merchants
	4.1. V	Columbian Exchange
	4.2. II, III	Increased demand for labor, elite control of labor in colonies
	4.3. I	Legitimization and consolidation of imperial rule
	5.2. I	Settler colonies
	5.2. II	Anti-imperial resistance
	5.3. I	Independence movements
	5.3. II	Nationalism
	5.3. III	Anticolonial movements
6.2. II	Postcolonial independence, migration	
6.2. IV	Global conflict	

Learning Objectives	Relevant Topics in the Concept Outline	
Students are able to . . .		
SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.	3.1. III	Diasporic communities
	4.1. IV	Free and unfree labor, mixing of cultures, peoples
	4.1. V	Atlantic system
	4.2. II	Changes in Atlantic societies affected by slavery
	5.4. I	Demographic changes
	5.4. I–III	Global migration
	6.2. III	Migrants to metropolises

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.

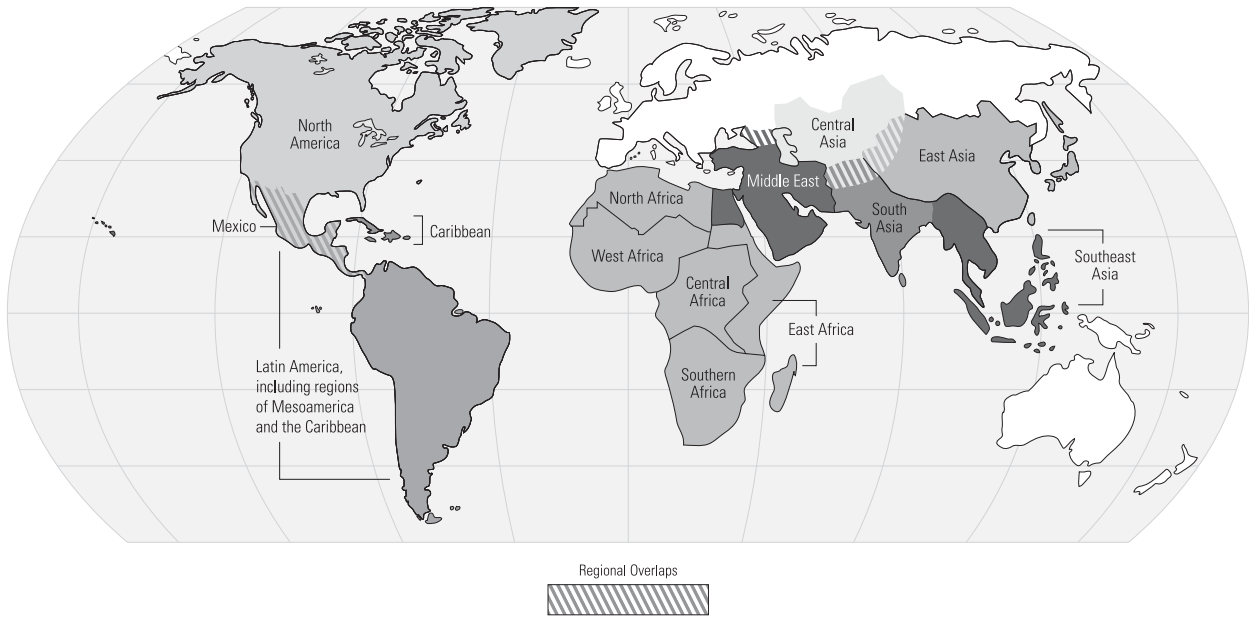
Geospatial awareness is fundamental knowledge necessary for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute key concepts in the AP World History course.

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



IV. 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.

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. 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.

<p>LEARNING OBJECTIVES FOR 1.2.1</p> <p>ENV-1 Explain how early humans used tools and technologies to establish communities.</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>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</p> <p>SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.</p> <p>ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.</p> <p>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</p>	<p>I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of more complex economic and social systems.</p> <p>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.</p> <p>B. People in each region domesticated locally available plants and animals.</p> <p>C. Pastoralism developed in Afro-Eurasian grasslands, negatively affecting the environment when lands were overgrazed.</p> <p>D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production, drastically affecting environmental diversity.</p>
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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.

ILLUSTRATIVE EXAMPLES, TECHNOLOGICAL INNOVATIONS:

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

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

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 Chavín 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

<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</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>

LEARNING OBJECTIVES FOR 1.3.III
(CONTINUED)

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

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.

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

ECON-8 Analyze the relationship between belief systems and economic systems.

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.

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.

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

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.
(CONTINUED)

E. Trade expanded throughout this period from local to regional to interregional with civilizations exchanging goods, cultural ideas, and technology.

ILLUSTRATIVE EXAMPLES, DEVELOPMENT OF INTERREGIONAL TRADE:

- ♦ Trade between Mesopotamia and Egypt
- ♦ Trade between Egypt and Nubia
- ♦ Trade between Mesopotamia and the Indus Valley

F. Social hierarchies, including patriarchy, intensified as states expanded and cities multiplied.

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.

LEARNING OBJECTIVES FOR 2.1.II

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

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-3 Explain how major philosophies and ideologies 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-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

ECON-8 Analyze the relationship between belief systems and economic systems.

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

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

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

II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.

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.

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.

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.

ILLUSTRATIVE EXAMPLES, INFLUENCE OF DAOISM ON CHINESE CULTURE:

- ♦ Medical theories and practices
- ♦ Poetry
- ♦ Metallurgy
- ♦ Architecture

<p>LEARNING OBJECTIVES FOR 2.1.II (CONTINUED)</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> <hr/> <p>E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.</p> <hr/> <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
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LEARNING OBJECTIVES FOR 2.1.III

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

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

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

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

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

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.

LEARNING OBJECTIVES FOR 2.1.IV

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

IV. Other religious and cultural traditions, including shamanism, animism, and ancestor veneration, persisted.

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 2.2.1

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.

LEARNING OBJECTIVES FOR 2.2.III

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

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

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.

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

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.

ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.

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.

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

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.

A. Imperial cities served as centers of trade, public performance of religious rituals, and political administration for states and empires.

ILLUSTRATIVE EXAMPLES, IMPERIAL CITIES:

- ♦ Persepolis
- ♦ Chang’an
- ♦ Pataliputra
- ♦ Athens
- ♦ Carthage
- ♦ Rome
- ♦ Alexandria
- ♦ Constantinople
- ♦ Teotihuacan

B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

C. Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites.

ILLUSTRATIVE EXAMPLES, METHODS OF ENSURING PRODUCTION AND SOCIAL HIERARCHY:

- ♦ Corvée labor
- ♦ Slavery
- ♦ Rents and tributes
- ♦ Peasant communities
- ♦ Family and household production

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

LEARNING OBJECTIVES FOR 2.2.IV

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.

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

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

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.

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.

B. Security issues along their frontiers, including the threat of invasions, challenged imperial authority.

ILLUSTRATIVE EXAMPLES, PROBLEMS ALONG FRONTIERS:

- ♦ Between Han China and the Xiongnu
- ♦ Between the Gupta and the White Huns
- ♦ Between the Romans and their northern and eastern neighbors

Key Concept 2.3. Emergence of Interregional Networks of Communication and Exchange

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.

LEARNING OBJECTIVES FOR 2.3.I

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

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

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

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

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

I. Land and water routes became the basis for interregional trade, communication, and exchange networks in the Eastern Hemisphere.

- 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.

LEARNING OBJECTIVES FOR 2.3.II

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

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.

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

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

II. New technologies facilitated long-distance communication and exchange.

A. New technologies permitted the use of domesticated pack animals to transport goods across longer routes.

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.

LEARNING OBJECTIVES FOR 2.3.III

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

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

ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.

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

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

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

ECON-8 Analyze the relationship between belief systems and economic systems.

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.

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.

A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques.

ILLUSTRATIVE EXAMPLES, CHANGES IN FARMING AND IRRIGATION TECHNIQUES:

- ♦ The *qanāt* system
- ♦ A variety of water wheels (*noria*, *sakia*)
- ♦ Improved wells and pumps (*shaduf*)

B. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires.

ILLUSTRATIVE EXAMPLES, EFFECTS OF DISEASE ON EMPIRES:

- ♦ The effects of disease on the Roman Empire
- ♦ The effects of disease on Chinese empires

C. Religious and cultural traditions—including Christianity, Hinduism, and Buddhism—were transformed as they spread.

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.

LEARNING OBJECTIVES FOR 3.1.II

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

ENV-5 Explain how human migrations affected the environment.

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.

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

II. The movement of peoples caused environmental and linguistic effects.

A. The expansion and intensification of long-distance trade routes often depended on environmental knowledge and technological adaptations to it.

ILLUSTRATIVE EXAMPLES, ENVIRONMENTAL KNOWLEDGE AND TECHNOLOGICAL ADAPTATIONS:

- ♦ 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

B. Some migrations had a significant environmental impact, including:

- ▶ 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

C. Some migrations and commercial contacts led to the diffusion of languages throughout a new region or the emergence of new languages.

ILLUSTRATIVE EXAMPLES, DIFFUSION OF LANGUAGES:

- ♦ The spread of Bantu languages
- ♦ The spread of Turkic and Arabic languages

LEARNING OBJECTIVES FOR 3.1.III

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-3 Explain how major philosophies and ideologies 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-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

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

III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.

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.

B. In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous culture.

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.

ILLUSTRATIVE EXAMPLES, DIASPORIC COMMUNITIES:

- ♦ 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

ILLUSTRATIVE EXAMPLES, TRAVELERS:

- ♦ Ibn Battuta
- ♦ Marco Polo
- ♦ Xuanzang

LEARNING OBJECTIVES FOR 3.1.III
(CONTINUED)

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-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.

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.
(CONTINUED)

D. Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations.

ILLUSTRATIVE EXAMPLES, DIFFUSION OF LITERARY, ARTISTIC, AND CULTURAL TRADITIONS:

- ♦ 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

ILLUSTRATIVE EXAMPLES, DIFFUSION OF SCIENTIFIC AND TECHNOLOGICAL INNOVATIONS:

- ♦ 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

LEARNING OBJECTIVES FOR 3.1.IV

ENV-5 Explain how human migrations affected the environment.

ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.

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

IV. There was continued diffusion of crops and pathogens, including epidemic diseases like the bubonic plague, throughout the Eastern Hemisphere along the trade routes.

ILLUSTRATIVE EXAMPLES, DIFFUSION OF CROPS:

- ♦ Bananas in Africa
- ♦ New rice varieties in East Asia
- ♦ The spread of cotton, sugar, and citrus throughout Dar al-Islam and the Mediterranean basin

LEARNING OBJECTIVES FOR 3.1.IV
(CONTINUED)

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.

IV. There was continued diffusion of crops and pathogens, including epidemic diseases like the bubonic plague, throughout the Eastern Hemisphere along the trade routes.

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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.

LEARNING OBJECTIVES FOR 3.2.I

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

I. Empires collapsed and were reconstituted; in some regions new state forms emerged.

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.

ILLUSTRATIVE EXAMPLES, TRADITIONAL SOURCES OF POWER AND LEGITIMACY:

- ♦ Patriarchy
- ♦ Religion
- ♦ Land-owning elites

ILLUSTRATIVE EXAMPLES, INNOVATIONS:

- ♦ New methods of taxation
- ♦ Tributary systems
- ♦ Adaptation of religious institutions

LEARNING OBJECTIVES FOR 3.2.I
(CONTINUED)

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-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.

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.

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

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-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

I. Empires collapsed and were reconstituted; in some regions new state forms emerged.

(CONTINUED)

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.

ILLUSTRATIVE EXAMPLES, ISLAMIC STATES:

- ♦ Abbasids
- ♦ Muslim Iberia
- ♦ Delhi Sultanates

ILLUSTRATIVE EXAMPLES, CITY-STATES:

- ♦ In the Italian peninsula
- ♦ In East Africa
- ♦ In Southeast Asia
- ♦ In the Americas

C. Some states synthesized local with foreign traditions.

ILLUSTRATIVE EXAMPLES, SYNTHESIS BY STATES:

- ♦ Persian traditions that influence Islamic states
- ♦ Chinese traditions that influence states in Japan

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.

LEARNING OBJECTIVES FOR 3.2.II

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

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

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

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.

ILLUSTRATIVE EXAMPLES, TECHNOLOGICAL AND CULTURAL TRANSFERS:

- ♦ Paper-making techniques between Tang China and the Abbasids
- ♦ Gunpowder during the Mongol Empire
- ♦ Neoconfucianism from China to Korea and Japan

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.

LEARNING OBJECTIVES FOR 3.3.I

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

ENV-9 Analyze the environmental causes and effects of industrialization.

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.

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.

I. Innovations stimulated agricultural and industrial production in many regions.

A. Agricultural production increased significantly due to technological innovations.

ILLUSTRATIVE EXAMPLES, TECHNOLOGICAL INNOVATIONS:

- ♦ The *chinampa* field systems
- ♦ *Waru waru* agricultural techniques in the Andean areas
- ♦ Improved terracing techniques
- ♦ The horse collar

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.

LEARNING OBJECTIVES FOR 3.3.II

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

ENV-5 Explain how human migrations affected the environment.

ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.

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

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.

A. Multiple factors contributed to the decline of urban areas in this period, including invasions, disease, and the decline of agricultural productivity.

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.

LEARNING OBJECTIVES FOR 3.3.II
(CONTINUED)

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

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

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

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.

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

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.

LEARNING OBJECTIVES FOR 3.3.III

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-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.

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.

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.

LEARNING OBJECTIVES FOR 3.3.III
(CONTINUED)

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

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

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

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.

ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.

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.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

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

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

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)

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.

C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the *mit'a* 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.

D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism often led to significant changes in gender relations and family structure.

ILLUSTRATIVE EXAMPLES, REGIONS WHERE FREE PEASANTS REVOLTED:

- ♦ China
- ♦ The Byzantine Empire

ILLUSTRATIVE EXAMPLES, CHANGES IN GENDER RELATIONS AND FAMILY STRUCTURE:

- ♦ Divorce for both men and women in some Muslim states
- ♦ The practice of foot binding in Song China

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.

LEARNING OBJECTIVES FOR 4.1.I

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

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

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

ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.

- 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.**

LEARNING OBJECTIVES FOR 4.1.II

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.

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

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.

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.

ILLUSTRATIVE EXAMPLES, INNOVATIONS IN SHIP DESIGN:

- ♦ Caravel
- ♦ Carrack
- ♦ Fluyt

LEARNING OBJECTIVES FOR 4.1.III

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.

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

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

III. Remarkable new transoceanic maritime reconnaissance occurred in this period.

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.

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>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 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>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 to compete against one another in global trade.</p>

LEARNING OBJECTIVES FOR 4.1.IV

(CONTINUED)

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

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.

ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.

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

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

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)

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.

LEARNING OBJECTIVES FOR 4.1.V

- ENV-5** Explain how human migrations affected the environment.
- ENV-7** Assess the causes and effects of the spread of epidemic diseases over time.
- ENV-8** Assess the demographic causes and effects of the spread of new foods and agricultural techniques.
- SB-3** Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.
- 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-2** Assess how the development of specialized labor systems interacted with the development of social hierarchies.
- SOC-7** Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.
- SOC-8** Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

V. The new connections between the Eastern and Western Hemispheres resulted in the Columbian Exchange.

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.

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.

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.

D. Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.

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.

ILLUSTRATIVE EXAMPLES, AMERICAN FOODS:

- ♦ Potatoes
- ♦ Maize
- ♦ Manioc

ILLUSTRATIVE EXAMPLES, CASH CROPS:

- ♦ Sugar
- ♦ Tobacco

ILLUSTRATIVE EXAMPLES, DOMESTICATED ANIMALS:

- ♦ Horses
- ♦ Pigs
- ♦ Cattle

ILLUSTRATIVE EXAMPLES, FOODS BROUGHT BY AFRICAN SLAVES:

- ♦ Okra
- ♦ Rice

LEARNING OBJECTIVES FOR 4.1.VI

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

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

ENV-5 Explain how human migrations affected the environment.

ECON-8 Analyze the relationship between belief systems and economic systems.

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.

ILLUSTRATIVE EXAMPLES, REFORM OF EXISTING RELIGIONS AND CREATION OF SYNCRETIC BELIEF SYSTEMS AND PRACTICES:

- ♦ 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.

LEARNING OBJECTIVES FOR 4.1.VII

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

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.

LEARNING OBJECTIVES FOR 4.1.VII
 (CONTINUED)

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

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

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)

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.

LEARNING OBJECTIVES FOR 4.2.I

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

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

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

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.

LEARNING OBJECTIVES FOR 4.2.II

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.

ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.

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

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

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

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.

A. Peasant labor intensified in many regions.

ILLUSTRATIVE EXAMPLES, INTENSIFICATION OF PEASANT LABOR:

- ♦ The development of frontier settlements in Russian Siberia
- ♦ Cotton textile production in India
- ♦ Silk textile production in China

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.

C. The growth of the plantation economy increased the demand for slaves in the Americas.

D. Colonial economies in the Americas depended on a range of coerced labor.

ILLUSTRATIVE EXAMPLES, COERCED LABOR:

- ♦ Chattel slavery
- ♦ Indentured servitude
- ♦ *Encomienda* and *hacienda* systems
- ♦ The Spanish adaptation of the Inca *mit'a*

<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>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
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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 administrating 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

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

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

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

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, 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.

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

ECON-8 Analyze the relationship between belief systems and economic systems.

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. Rulers used a variety of methods to legitimize and consolidate their power.

- A. Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.

ILLUSTRATIVE EXAMPLES, RELIGIOUS IDEAS:

- ♦ 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

ILLUSTRATIVE EXAMPLES, ART AND MONUMENTAL ARCHITECTURE:

- ♦ Ottoman miniature painting
- ♦ Qing imperial portraits
- ♦ Mughal mausolea and mosques, such as the Taj Mahal
- ♦ European palaces, such as Versailles

- 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.

ILLUSTRATIVE EXAMPLES, DIFFERENTIAL TREATMENT OF ETHNIC AND RELIGIOUS GROUPS:

- ♦ Ottoman treatment of non-Muslim subjects.
- ♦ Manchu policies toward Chinese
- ♦ Spanish creation of a separate *República de Indios*
- ♦ Spanish and Portuguese creation of new racial classifications in the Americas including *mestizo*, *mulatto*, *creole*.

- 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.

ILLUSTRATIVE EXAMPLES, BUREAUCRATIC ELITES OR MILITARY PROFESSIONALS:

- ♦ Ottoman devshirme
- ♦ Chinese examination system
- ♦ Salaried samurai

<p>LEARNING OBJECTIVES FOR 4.3.I (CONTINUED)</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. Rulers used a variety of methods to legitimize and consolidate their power. (CONTINUED)</p> <p>D. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.</p>
<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>

LEARNING OBJECTIVES FOR 4.3.III

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

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.

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

III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.

ILLUSTRATIVE EXAMPLES, COMPETITION OVER TRADE ROUTES:

- ♦ Omani–European rivalry in the Indian Ocean
- ♦ Piracy in the Caribbean

ILLUSTRATIVE EXAMPLES, STATE RIVALRIES:

- ♦ Thirty Years War
- ♦ Ottoman–Safavid conflict

ILLUSTRATIVE EXAMPLES, LOCAL RESISTANCE:

- ♦ Food riots
- ♦ Samurai revolts
- ♦ Peasant uprisings

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.

LEARNING OBJECTIVES FOR 5.1.I

ENV-9 Analyze the environmental causes and effects of industrialization.

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

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

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

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

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

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

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

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

I. Industrialization fundamentally changed how goods were produced.

A. A variety of factors led to the rise of industrial production, including:

- ▶ 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

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>LEARNING OBJECTIVES FOR 5.1.I (CONTINUED)</p>	<p>I. Industrialization fundamentally changed how goods were produced. (CONTINUED)</p> <p>C. The development of the factory system concentrated labor in a single location and led to an increasing degree of specialization of labor.</p> <p>D. As the new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.</p> <p>E. The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.</p>
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<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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LEARNING OBJECTIVES FOR 5.1.II

(CONTINUED)

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

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)

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.

ILLUSTRATIVE EXAMPLES, DECLINE OF MIDDLE EASTERN AND ASIAN SHARE IN GLOBAL MANUFACTURING:

- ♦ Shipbuilding in India and Southeast Asia
- ♦ Iron works in India
- ♦ Textile production in India and Egypt

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.

ILLUSTRATIVE EXAMPLES, COMMODITIES THAT CONTRIBUTED TO THE EXPANSION OF THE 19TH CENTURY GLOBAL ECONOMY:

- ♦ 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

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.

ILLUSTRATIVE EXAMPLES, MINING CENTERS:

- ♦ 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>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> <hr/> <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 <hr/> <p>ILLUSTRATIVE EXAMPLES, FINANCIAL INSTRUMENTS:</p> <ul style="list-style-type: none"> ♦ Stock markets ♦ Insurance ♦ Gold standard ♦ Limited-liability corporations
<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>IV. There were major developments in transportation and communication, including railroads, steamships, telegraphs, and canals.</p>

LEARNING OBJECTIVES FOR 5.1.V

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

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

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

ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

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

V. The development and spread of global capitalism led to a variety of responses.

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.

ILLUSTRATIVE EXAMPLES, ALTERNATIVE VISIONS:

- ♦ Utopian socialism
- ♦ Anarchism

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.

ILLUSTRATIVE EXAMPLES, REFORMS:

- ♦ The Tanzimat movement in the Ottoman Empire
- ♦ The Self-Strengthening Movement in the Qing Empire

C. In a small number of states, governments promoted their own state-sponsored visions of industrialization.

ILLUSTRATIVE EXAMPLES, STATE-SPONSORED VISIONS OF INDUSTRIALIZATION:

- ♦ 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

D. In response to criticisms of industrial global capitalism, some governments mitigated the negative effects of industrial capitalism by promoting various types of reforms.

ILLUSTRATIVE EXAMPLES, REFORMS:

- ♦ 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.

<p>LEARNING OBJECTIVES FOR 5.2.I</p> <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 <hr/> <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 <hr/> <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 <hr/> <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 <hr/> <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
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LEARNING OBJECTIVES FOR 5.2.II

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

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

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

II. Imperialism influenced state formation and contraction around the world.

A. The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan.

B. The United States and Russia emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories.

C. Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.

ILLUSTRATIVE EXAMPLES, DIRECT RESISTANCE AND NEW STATES:

- ♦ The Cherokee Nation
- ♦ The Zulu Kingdom
- ♦ The establishment of independent states in the Balkans

LEARNING OBJECTIVES FOR 5.2.III

CUL-3 Explain how major philosophies and ideologies 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.

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

ECON-8 Analyze the relationship between belief systems and economic systems.

SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.

III. New racial ideologies, especially social Darwinism, facilitated and justified imperialism.**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.

LEARNING OBJECTIVES FOR 5.3.I

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

CUL-3 Explain how major philosophies and ideologies 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-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.

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

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

ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.

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.

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

SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

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.

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.

ILLUSTRATIVE EXAMPLES, ENLIGHTENMENT PHILOSOPHERS:

- ♦ Voltaire
- ♦ Montesquieu
- ♦ Locke
- ♦ Rousseau

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.

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.

LEARNING OBJECTIVES FOR 5.3.II

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

CUL-3 Explain how major philosophies and ideologies 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-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.

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

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

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

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.

ILLUSTRATIVE EXAMPLES, NATIONALISM:

- ♦ German nationalism
- ♦ Italian nationalism
- ♦ Filipino nationalism
- ♦ Argentinian nationalism

LEARNING OBJECTIVES FOR 5.3.III

III. Increasing discontent with imperial rule propelled reformist and revolutionary movements.

A. Subjects challenged centralized imperial governments.

ILLUSTRATIVE EXAMPLES, SUBJECTS CHALLENGING IMPERIAL GOVERNMENT:

- ♦ The challenge of the Marathas to the Mughal Sultans
- ♦ The challenge of the Taipings to the Manchus of the Qing dynasty

<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</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>

<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
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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>
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LEARNING OBJECTIVES FOR 5.4.I

(CONTINUED)

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.

ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.

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

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

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

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

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

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

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)

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.

ILLUSTRATIVE EXAMPLES, RETURN OF MIGRANTS:

- ♦ Japanese agricultural workers in the Pacific
- ♦ Lebanese merchants in the Americas
- ♦ Italian industrial workers in Argentina

LEARNING OBJECTIVES FOR 5.4.II

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

ENV-5 Explain how human migrations affected the environment.

II. Migrants relocated for a variety of reasons.

A. Many individuals chose freely to relocate, often in search of work.

ILLUSTRATIVE EXAMPLES, MIGRANTS:

- ♦ 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

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>D. Energy technologies including the use of petroleum and nuclear power raised productivity and increased the production of material goods.</p> <p>ILLUSTRATIVE EXAMPLES, MEDICAL INNOVATIONS:</p> <ul style="list-style-type: none"> ♦ The polio vaccine ♦ Antibiotics ♦ The artificial heart
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<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> <hr/> <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>
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<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 <hr/> <p>B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.</p>
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<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
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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
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<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 <hr/> <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
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<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) <hr/> <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
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LEARNING OBJECTIVES FOR 6.2.II
(CONTINUED)

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-7 Assess how and why internal conflicts, such as revolts and revolutions, 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.

ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.

ECON-8 Analyze the relationship between belief systems and economic systems.

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

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

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.
(CONTINUED)

C. Transnational movements sought to unite people across national boundaries.

ILLUSTRATIVE EXAMPLES, TRANSNATIONAL MOVEMENTS:

- Communism
- Pan-Arabism
- Pan-Africanism

D. Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism and socialism.

<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>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 <hr/> <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 <hr/> <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>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>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>

LEARNING OBJECTIVES FOR 6.2.IV
(CONTINUED)

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-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.

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

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

IV. Military conflicts occurred on an unprecedented global scale.
(CONTINUED)

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.

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.

D. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars in Latin America, Africa, and Asia.

LEARNING OBJECTIVES FOR 6.2.V

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

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

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.

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

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

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

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.

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.

ILLUSTRATIVE EXAMPLES, GROUPS AND INDIVIDUALS WHO CHALLENGED WAR:

- ♦ Picasso in his *Guernica*
- ♦ The antinuclear movement during the Cold War
- ♦ Thich Quang Duc by self-immolation

ILLUSTRATIVE EXAMPLES, INDIVIDUALS PROMOTING NONVIOLENCE:

- ♦ Mohandas Gandhi
- ♦ Dr. Martin Luther King, Jr.
- ♦ Nelson Mandela in South Africa

B. Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.

ILLUSTRATIVE EXAMPLES, GROUPS AND INDIVIDUALS OPPOSING OR PROMOTING ALTERNATIVES:

- ♦ The Anti-Apartheid Movement in South Africa
- ♦ Participants in the global uprisings of 1968
- ♦ The Tiananmen Square protesters that promoted democracy in China

C. Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.

ILLUSTRATIVE EXAMPLES, RESPONSES THAT INTENSIFIED CONFLICT:

- ♦ The promotion of military dictatorship in Chile, Spain, and Uganda
- ♦ The buildup of the “military-industrial complex” and weapons trading

D. More movements used violence against civilians to achieve political aims.

ILLUSTRATIVE EXAMPLES, MOVEMENTS THAT USED VIOLENCE:

- ♦ IRA
- ♦ ETA
- ♦ Al-Qaeda

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.

<p>LEARNING OBJECTIVES FOR 6.3.I</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-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>I. States responded in a variety of ways to the economic challenges of the 20th century.</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>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>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>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
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LEARNING OBJECTIVES FOR 6.3.II

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

ENV-9 Analyze the environmental causes and effects of industrialization.

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

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-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.

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

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.

ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.

II. States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.

A. New international organizations formed to maintain world peace and to facilitate international cooperation.

ILLUSTRATIVE EXAMPLES, NEW INTERNATIONAL ORGANIZATIONS:

- ♦ The League of Nations
- ♦ The United Nations
- ♦ The International Criminal Court

B. Changing economic institutions and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.

ILLUSTRATIVE EXAMPLES, CHANGING ECONOMIC INSTITUTIONS:

- ♦ The International Monetary Fund (IMF)
- ♦ The World Bank
- ♦ The World Trade Organization (WTO)
- ♦ Multi-national corporations (MNC)

ILLUSTRATIVE EXAMPLES, REGIONAL TRADE AGREEMENTS:

- ♦ The European Economic Community (EEC)
- ♦ North American Free Trade Agreement (NAFTA)
- ♦ Association of Southeast Asian Nations (ASEAN)
- ♦ Mercosur

C. Movements throughout the world protested the inequality of environmental and economic consequences of global integration.

ILLUSTRATIVE EXAMPLES, PROTEST MOVEMENTS:

- ♦ Greenpeace
- ♦ The Green Belt Movement in Kenya
- ♦ Earth Day

LEARNING OBJECTIVES FOR 6.3.III

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

CUL-3 Explain how major philosophies and ideologies 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.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

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

ECON-4 Analyze how technology shaped the processes of industrialization and globalization.

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

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.

SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.

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.

ILLUSTRATIVE EXAMPLES, CHALLENGES TO ASSUMPTIONS ABOUT RACE, CLASS, GENDER, AND RELIGION:

- ♦ 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

ILLUSTRATIVE EXAMPLES, INCREASED ACCESS TO EDUCATION AND POLITICAL AND PROFESSIONAL ROLES:

- ♦ 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

LEARNING OBJECTIVES FOR 6.3.IV	IV. Popular and consumer culture became more global.
<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>ILLUSTRATIVE EXAMPLES, GLOBAL CULTURE:</p> <ul style="list-style-type: none"> ♦ Reggae ♦ Bollywood ♦ World Cup soccer ♦ The Olympics

AP World History Instructional Approaches

The AP World History course is designed to help students develop a conceptual understanding of world history from c. 8000 B.C.E. to the present, while enhancing students' ability to think historically by developing proficiency with the nine historical thinking skills. This section on instructional approaches provides teachers with recommendations and examples of how to implement the AP World History curriculum framework in practical ways in the classroom, addressing the following topics:

- ▶ Organizational approaches
- ▶ Selecting and using course materials
- ▶ Developing the historical thinking skills
- ▶ Increasing depth and managing breadth through instructional choices
- ▶ Strategies for instruction

Organizational Approaches

The curriculum framework offers two different ways of approaching the study of world history:

- ▶ Chronological, through the concept outline, and
- ▶ Thematic, through the five themes and corresponding learning objectives.

Additionally, the global geographic requirements of world history add another key dimension—spatial—to course organization. While teachers typically use chronology as the main organizational structure for the course, the framework is designed to help teachers and students make thematic connections across the material. Many AP World History teachers approach the material chronologically, while fostering thematic and spatial connections throughout the course and within every unit of instruction.

Using the Key Concepts

The key concepts act as important framing devices in teaching the curriculum framework, giving shape and structure to content that students otherwise might find disconnected. In considering approaches, teachers should keep in mind that the key concepts need not be addressed in the order in which they appear in the framework.

Additionally, it is common, and even expected, that instruction in a particular unit will include historical developments and processes outlined in multiple key concepts. For example, in teaching the early modern period, teachers would likely want to draw upon all three key concepts in Period 4, as imperial expansion and state consolidation were inexorably associated with technological and economic change and the global circulation of not only goods and materials but also ideas and cultural practices.

Teachers may find it useful to teach key concepts from different time periods within the same lesson plan sequence or unit of instruction. For example, teachers may decide when examining the process of industrialization to combine aspects of

key concepts 5.1 and 6.3 to demonstrate the expanding role of the state in economic development from western Europe in the early 19th century through late 19th-century Japan and the Soviet Union in the 1930s.

Using the Themes

Teachers and students often find it challenging to maintain focus on the broader processes and narratives of world history that link together individual historical events. The course themes were designed to meet that challenge and should be an important part of every unit of instruction. A fitting test of overall student understanding would be to ask students to identify the most significant developments within each theme as it applies to each period of the course. While it would be atypical to structure the entire course thematically, when developing chronological units of study, teachers should always keep an eye on the elaboration of a theme in previous units and anticipate further developments in future units related to the same theme. The themes therefore facilitate identifying and making connections across different time periods, enabling students to explore the significance of political, economic, social, cultural, and environmental developments in large contexts of both time and space in world history.

The learning objectives for the course — which are based on the themes — provide opportunities and examples of how to connect the themes across different time periods. The chart below provides an example of one learning objective for each of the five themes (each theme has between eight and 13 learning objectives) demonstrating how different facets of a learning objective can be used to connect topics across multiple periods and regions.

Theme	Learning Objective	Connections Across Periods and Regions
Interaction Between Humans and the Environment	ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.	<ul style="list-style-type: none"> ▶ Compare the role of the spread of disease in the decline of empires in Asia and the Mediterranean. (Periods 2 and 4) ▶ Examine the global origins and impact of the Black Death. (Period 3) ▶ Explore the global impact of the spread of disease during the Columbian Exchange. (Period 4) ▶ Explain the relationship between disease and urban development in both Asia and Europe. (Periods 3, 5, and 6)
Development and Interaction of Cultures	CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.	<ul style="list-style-type: none"> ▶ Address the role of religion and belief systems upon state institutions and forms of governance. (Periods 2, 3, 4, 5, and 6) ▶ Explore the influence of religion and belief systems upon gender roles and structures. (Periods 2, 3, 5, and 6) ▶ Discuss the role of religion and belief systems in political conflicts in the 19th and 20th centuries. (Periods 5 and 6) ▶ Examine the relationship between ideas about race and nationality in the expansion and end of empire in the 19th and 20th centuries. (Periods 5 and 6)

Theme	Learning Objective	Connections Across Periods and Regions
State Building, Expansion, and Conflict	SB-2 Analyze how the functions and institutions of governments have changed over time.	<ul style="list-style-type: none"> ▶ Examine the origins and characteristics of the first states in Mesopotamia and the Nile River Valley and the means by which subsequent forms of imperial administration drew upon earlier political forms. (Periods 1 and 2) ▶ Compare the role of gunpowder and military technology in state formation and rivalry between and within the land-based empires of Asia and the maritime empires of Europe. (Periods 4 and 5) ▶ Explain how the functions and institutions of government both reflect and instigate social change. (Periods 5 and 6) ▶ Discuss and account for the expansion of the state in the 20th century. (Period 6)
Creation, Expansion, and Interaction of Economic Systems	ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.	<ul style="list-style-type: none"> ▶ Explore the role of pastoralists in establishing regional and interregional trade networks with sedentary agriculturalists and states. (Periods 1, 2, and 3) ▶ Examine the impact of changes in transportation and communication technologies in establishing commercial exchange networks across large spatial scales. (Periods 2, 3, 4, 5, and 6) ▶ Explore the impact of the Columbian Exchange in the formation of global trade networks. (Period 4) ▶ Address the influence of new sources of energy (e.g., coal, oil, nuclear power) in the formation and shifts in global trade patterns. (Periods 5 and 6)
Development and Transformation of Social Structures	SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.	<ul style="list-style-type: none"> ▶ Explore the impact of religious and philosophical belief upon social structure and hierarchy in South Asia and China between 600 B.C.E. and 600 C.E. (Period 2) ▶ Compare the influence of religion upon gender and social structures in differing parts of Afro-Eurasia before 1450. (Periods 3 and 4) ▶ Discuss the global influence of Enlightenment philosophies upon social change in the 19th and 20th centuries. (Periods 5 and 6) ▶ Examine the shifting influence of communism upon social change in the 19th and 20th centuries. (Periods 5 and 6)

Incorporating Geographical Dimensions

The AP World History course requires that students learn world history from a global perspective. Teachers must provide their students with understanding of historical developments and contexts on a number of different spatial scales from the local to the global and within and across civilizational and regional borders and frontiers. Students need to have a concrete knowledge of the specific regions that are specified in the curriculum framework, and they need to be able to deploy this understanding comparatively and connectedly between and across different regions within a specified time period. Teachers need to provide a balanced coverage of the regions within the course, and they should ensure that Europe is not situated at the center of the historical narrative and student inquiry in the classroom.

Students are also required to understand large-scale historical processes that transcend the nation, region, and civilization. Thus, teachers need to engage students with many substantive concepts from the discipline of geography that include the spatial analysis of commercial networks, migration, and state-building in connecting human societies across civilizational, regional, and national boundaries. Teaching the consequences of large-scale historical connections reinforces geographic disciplinary concepts such as diffusion, cultural adaptation, and syncretism. The environmental theme of the course encourages teachers to analyze human–environmental interaction within different historical contexts and geographic scales. Finally, geographic sources provide opportunities for students to interpret the spatial representations demonstrated in data and maps.

Selecting and Using Course Materials

Teachers will need a wide array of historical source material to help students become proficient with the historical thinking skills and develop a conceptual understanding of world history. In addition to using a textbook that will provide required course content, teachers should create regular opportunities for students to examine primary source material in different and varied forms as well as other types of historical scholarship. Rich, diverse source material allows teachers more flexibility in designing learning activities that develop the habits of historical thinking that are essential for student success in the course.

Textbooks

The textbook is an important tool that teachers can use to help students develop understanding of world history. Most importantly, the textbook should be written at a college level and must include discussion of historical developments and processes from c. 8000 B.C.E. into the 21st century in a way that encourages conceptual understanding. While nearly all college-level world history textbooks address the five themes of the AP World History course, they often do not do so in a balanced fashion. It will be important for teachers to identify other types of secondary sources and supplement the textbook accordingly, to ensure that each of the five approaches receives adequate attention. Many college-level world history textbooks organize content by civilization or region within a specified periodization. These periodization models vary across textbooks and may be different than the AP World History course periodization. Teachers should provide curricular materials and strategies to ensure that students make connections across civilizations, regions, and time periods.

While the College Board provides an example textbook list that teachers may consult to help determine whether a text is considered appropriate in meeting the AP World History Course Audit curricular requirement, teachers select textbooks locally. Additionally, the AP World History Teacher Community on AP Central provides reviews of recently published texts to help teachers determine their appropriateness for the AP course.

Primary Sources

Students will find it useful to analyze primary source material regularly to deepen their understanding of the key concepts addressed by the textbook and to practice the required historical thinking skills. While increasing numbers of textbook publishers are including primary source material within the text, it is important that teachers introduce students to a wide variety of source material that provides opportunities to analyze evidence from the past from diverse sources. These sources must include each of the following types: written documents, maps, images, quantitative data, and works of art. Teachers may utilize the ancillary materials and website sources that accompany most of the recently published textbooks to find quality primary documents, artwork, charts, and other sources of data that are linked to the topics and themes addressed in the textbook. Many teachers may prefer to augment a textbook that contains few or short primary sources with document readers that provide lengthier selections or online compilations of primary sources related to particular topic areas.

Secondary Sources

Student success in the course also depends on exposure to and analysis of multiple secondary sources — noncontemporary accounts of the past written by historians, or scholars of other related disciplines such as anthropologists, archaeologists, demographers, economists, or art historians. Secondary sources of all types can provide a broader and more substantive perspective on topics addressed by the textbook. Additionally, secondary sources can be helpful in supplementing textbooks with older publication dates. It is especially important that students receive instruction in the practice of analyzing and comparing historians' interpretations of events; teachers should offer students opportunities to compare a primary source with a secondary source, or to compare the views represented by two different secondary sources. This need can often be met by document readers that provide both primary and secondary source material or through ancillary resource materials offered by textbook publishers.

Teachers should also consult school librarians to help identify databases that contain a variety of useful source material, both primary and secondary. Many schools already subscribe to databases such as ABC-CLIO, JSTOR, EBSCO, or Gale that may augment the materials found in texts or document readers. The online journal *History Compass* (<http://history-compass.com/>) provides survey essays by expert historians that summarize the current scholarship relating to a specific historical topic. *World History Connected* (<http://worldhistoryconnected.press.illinois.edu/>) is an important e-journal that is dedicated to teaching and learning in world history. Current as well as all past issues are free and available online. Librarians can assist in developing LibGuides specific to individual courses that give students easy access to source material identified by teachers to be used at home or in the classroom.

Developing the Historical Thinking Skills

History is a story of the past that is conversant with the present. The unprecedented intensity of globalization since the late 20th century has informed the means by which contemporary historians now uncover and represent the connectivity between and across the borders and frontiers of civilizations, regions, and nations that has always had some role in the global historical past. History also serves to guide the present and the future. In a personal way, it enriches one's sense of belonging to a human community that transcends both time and space. As we study the past, we learn that during Ancient Greek and Hellenistic times, for example, educated individuals strove to identify and enhance the qualities that made them unique, just as we do, and we learn that in the aftermath of World War II, people were both in awe of and feared technology, which has an even greater presence in our own lives. In terms of informing the future, history offers alternative ways of addressing unique or recurring challenges, which, among other things, can aid in the formulation of one's own goals and commitments. The study of the Holocaust serves as a constant reminder of the dangers of discrimination; the past struggles of women, workers, and the colonized can inspire us as we develop tactics in the struggle for the rights of others today; and understanding how governments responded to the Great Depression of the 1930s helps us formulate appropriate responses to current economic crises.

The narrative that history relates, however, is only as faithful and complete a representation of what happened in the past as the human mind can recover. Because of this incompleteness, historical analysis is prey to error and rests upon interpretation, requiring critical evaluation at every step. The historical thinking skills articulated in the curriculum framework equip students to begin to understand and create historical knowledge, in a process similar to that followed by historians. This process begins with a close analysis of historical sources and reaches its conclusion when evidence, drawn from historical sources, is used effectively to support an argument about the past.

Analyzing Historical Sources and Evidence

Students best develop historical thinking skills by exploring and interpreting a wide variety of primary and secondary sources. Primary sources provide evidence of the past that may point to some larger aspect of a historical development or process. Secondary sources provide students with practice in analyzing how historical arguments are developed using diverse historical evidence. Additionally, exposure to a variety of diverse historical interpretations builds students' ability to evaluate the effectiveness of different types of historian's arguments.

Primary sources: content and sourcing

The analysis of a primary source requires more than a mere description or summary of its content. When a historian analyzes a source, he or she thinks critically about not only the content of the source but also who the author and presumed audience of the source were, why the source was produced, and what factors influenced the production of that source. All of these factors contribute to the usefulness of the source for a historian in answering particular historical questions. In analyzing primary sources, therefore, several different features need to be considered,

including its content, authorship, author’s point of view, author’s purpose, audience, format, and historical context. Analyzing these features helps establish the reliability of the source and its possible limitations for historians. A rigorous analysis of sources focuses on the interplay between all of these features of a source, enabling one to effectively evaluate its usefulness in answering a particular historical question.

The chart below identifies underlying questions that help students make productive inquiries as they analyze primary sources. The questions guide students so that they can extract useful information, make supportable inferences, and draw appropriate conclusions from the sources — all of which are necessary when students use primary sources to create a historical argument. The chart below also explains the significance of these inquiries and provides suggested strategies to further proficiency.

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Content	What point(s) is the document trying to make?	Documents of every type are incomplete. They may consist merely of the best information available at a given time and place. They may be limited by the time or resources available to the creator. Valid interpretation can only be based on an awareness of precisely what a document says and what it does not say.	Ask students to paraphrase three main points the document asserts.
	What does the document not say (i.e., does it selectively include and/or exclude information)?		Ask students to state what a document does not say on the topic it purports to address.
	What of its content is usable by a historian?		Ask students what content a historian would need to double-check before using it to make an argument.
Authorship	Who wrote the document, and what is his or her relationship to the historical event being addressed?	The author of every document is a unique individual with a unique point of view. The author’s relationship to an event (such as distance in time and experience from that event) affects his or her understanding of that event. Even an author who seeks to write an objective and truthful account of an event will be limited by his or her ability to understand what happened, to accurately remember the event, and to determine what was significant about the event and what can be left out of the account. To make generalizations about the past, we must first understand who the author of any given document was. If we do not know who the author was, we must make an educated guess.	If the author is known, ask students to research the author. If the author is unknown, ask students what the content and/or format, along with the date the document was produced, suggest about authorship. In either case, discuss how knowing who the author is (or might be) affects how we understand the content.
	What was the author’s position in society?		Ask students how an author of a different social status or with a different political point of view might respond to the document.
	Do we know anything about this person beyond what is provided in the source that would affect the reliability of the document?		Give students some information about the author, and ask which piece of information might render the document less reliable as an objective account.

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Author's point of view	What was the author's point of view?	As discussed above, all sources have a purpose, which the author is usually aware of. However, he or she may not be aware of how his or her point of view shapes a document. Factors that may shape point of view include aspects of the creator's identity (e.g., gender, religion, ethnicity, political affiliation), the author's relation to the event (e.g., actor, bystander, critic), and the distance in	Compare two accounts of the same event by authors about whom a good deal of information is known, for example, Bernal Diaz's <i>True History of the Conquest of New Spain</i> with Nahuatl accounts of the Spanish defeat of the Aztecs translated in Miguel Leon-Portilla's <i>Broken Spears: The Aztec Account of the Conquest of Mexico</i> . Ask students to identify differences in the accounts, and discuss how what we know about the authors of these sources can explain these differences.
	Does the author's point of view undermine the explicit purpose of the source?	time between the event and the document's creation.	After identifying possible biases in a source, ask students how a reader who shared these biases and one who did not (or who had different biases) might respond to the source.
	How can we tell, if at all, what other beliefs the author might hold?		Compare different types of sources (e.g., texts, maps, photographs, paintings, cartoons, charts) to ask what we can tell about an author's beliefs from the source itself.
Author's purpose	Why did the author create the source?	When an author creates a source — whether it is a diary entry, a political treaty, or a painting — he or she has a purpose in mind: to record the events of the day, to end a war, or to paint an image that a patron would want to purchase. This purpose might involve convincing another person, controlling the actions of many people, or serving as a reminder to oneself. As time goes by, the purpose of the document may affect whether or not it is preserved. Documents deemed unimportant (a child's diary) or controversial (a record of collaboration during World War II) often do not survive. Understanding purpose helps historians understand historical processes, as each document not only tells us about the past but is also the result of an action taken by one or more people in the past.	After students have identified the author and discussed his or her point of view, ask them what they think the author hoped to accomplish by creating the document.
	Why was the document created at this time?		Have students research what was happening during the year and in the country/region in which the document was created. Based on this research, ask them to come up with two arguments about why the time and place are crucial in understanding the purpose of the document.
	Why has it survived to the present?		Ask students why they think a document was deemed important enough to keep. While reminding them of the time and place it was created, ask what other types of documents may have been created but not preserved that could have helped us understand the same event.
	How does its purpose affect its reliability or usefulness?		Have students identify three ways in which the purpose of the document might make it less reliable for historians.

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Audience	Who was the source created for?	Every document is created with an audience in mind, even if that audience is oneself. When creating a document, authors make decisions based on what they think the audience already knows and what they want the audience to know and believe. In doing so, the author might leave certain information out, emphasize some points rather than others, or adopt a specific tone or point of view. Understanding who the audience was presumed to be, and what impact the author wished to have on the audience, helps us better understand the content and purpose of a document.	After discussing authorship and purpose, ask students to identify a possible audience for the document. Discuss why some audiences are more plausible than others.
	How might the audience have affected the content of the source?		Ask students to imagine how the author might have recast the content for a different audience.
	How might the audience have affected the reliability of the source?		Give students two documents written by the same author but for different audiences, such as a public speech and a private letter to Viceroy Mountbatten, both given in 1947 by Jawaharlal Nehru. Ask them which source is more reliable for making an argument about Nehru's motivation for acquiescing to the partitioning of India. Ask them what argument the other source would better serve.
Format/ medium	What is the format of the source: archaeological artifact, text, image, art, newspaper article, letter, cartoon, lyrics, etc.?	When an author wishes to communicate something, he or she must decide what format to use. A petition, a newspaper article, and a cartoon might all be used to make the same point, but the way in which they make it is very different. Readers have certain assumptions about certain media; for example, that government-produced statistics are always accurate or that private petitions to a government are always biased. We may share these assumptions, and so we need to be aware of them when reading a given document. Furthermore, the format of a document contributes to its overall meaning. A fictional account of the wealth created by the slave trade and a table documenting that wealth numerically could be created by the same author with the same purpose of ending slavery, but the first might seek to do so by having a rapacious plantation owner communicate the information, while the second might be juxtaposed with a table documenting the number of Africans who died on the Middle Passage.	Give students three types of documents concerning the same event, such as a newspaper article, a political cartoon, and a personal letter. Ask students to compare the way in which information about the event is communicated in each source.
	What does the choice of medium reveal about the author's intent?		Ask students what assumptions a reader could make about each document based on its format or the genre to which it belongs.
	Does the source's format or genre (novel, romantic poetry, impressionist painting, census, military map) add meaning to what the source explicitly states?		Provide students with a visual source and engage in a discussion about how the image, including any symbols, conveys meaning. Do the same with a statistical table.

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Historical context	When and where was the source produced?	As stated above in the discussion on purpose, each document was created at a specific moment in time and a specific place. Identifying this time and place helps us understand purpose, but in order to understand the context, we need to go beyond simple identification. When a historian talks about context, he or she is referring to specific historical processes and events that can explain both the author's reasons for writing the document and the ways in which contemporaries understood the document. For example, Ho Chi Minh, the founder of the Indochinese Communist Party, delivered a speech in Hanoi on September 2, 1945, that came to be the Vietnamese Declaration of Independence. International attention was then focused upon tensions between the Soviet Union and the United States. Unaware that President Truman had decided to support the French reoccupation of Vietnam from the Japanese, Ho Chi Minh's declaration drew upon the language and tone of Thomas Jefferson's Declaration of Independence. Knowing this context helps us understand Ho Chi Minh's purpose as well as his presumed audience and content.	Give students three different declarations of independence—for Haiti (1804), Czechoslovakia (1918), and Vietnam (1945)—without date or authorship information. Ask them to form hypotheses about where and when each document was produced. Discuss what elements of the document serve as reliable clues to context.
	What contemporaneous events might have affected the author's viewpoint and/or message?		Have students read a document and then discuss its context, focusing on three historical processes or events that were contemporaneous with the document. Ask students how these processes/events might have influenced the author and audience.
	How does the context affect the reliability of a source?		Give students two accounts of the Cold War, one written in the 1950s and one written today. Ask how the context shaped each account and which they think is more reliable.

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Limitations	What does the document not tell me?	When reading a new document, readers tend to mentally add information that helps them make sense of it. Historians are conscious of this and seek out other documents or information that could explain the source's meaning.	Have students identify three things they do not know after reading a text.
	What might have limited the knowledge of the author (e.g., social status or position, education)?	In addition, a historian must be aware that the meaning of a document often lies in what it does not say, as much as what it says. For example, gaps often give us clues to the author's point of view.	Ask students to engage in a document-based question exercise and explain two to three ways in which the sources provide a limited perspective on the event described.
	What other kinds of sources might fill in the content gaps?		Have students choose among a number of pre-selected sources and decide which sources best fill in the gaps of the original source.
	What other documents might offer alternatives to the author's point of view?		Give students two documents (in addition to the original source) and ask them which a historian would prefer to use as an example of a reliable, alternative point of view.
	What other documents might help to better understand the author's own point of view?		Have students brainstorm what the "perfect source" would be to help them better understand the author's point of view. Discuss whether or not such a source was likely to have been produced at the time.

Secondary sources: interpretation

Analyzing secondary sources involves evaluating the different ways historians interpret the past, including differences in interpretation of the same historical event or process. Reading and analyzing historical interpretations require understanding how a historian uses evidence to support his or her argument.

In order to foster this kind of understanding and see the overall picture, teachers might ask students to break down a given historical account into two components: what a source used by the historian actually contains and what the historian says it means or the implications he or she draws from it. In addition, teachers can simulate historical interpretation by presenting students with a historiographical debate, such as: What would be the best date for "the rise of the West" in world history? To motivate this debate, teachers can provide students with two or more perspectives on the issue.

The following chart identifies underlying questions that guide students through an effective analysis of secondary sources, explains the significance of these questions, and provides suggested strategies to further proficiency.

Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
What is the main idea, or argument, of the excerpt written by each historian?	Historians make different interpretations of the past; history, by its nature as a discipline, is inherently interpretive. When they	Give students two paragraphs concerning a specific event, each written by a different historian. Ask students to identify the main argument of each.
What is one piece of information from this time period that supports the argument of the historian? What is a piece of evidence that undermines the argument?	examine the past, historians make use of the diverse historical thinking skills to analyze primary and secondary sources and then organize the information from these sources into a coherent narrative based on an argument, or thesis, about the past. This argument	Provide students with a paragraph written by a historian explaining an event in history. In small groups, ask students to find two pieces of information that support the argument being made, and two that challenge it.
Why might a different historian make a different argument concerning the same event or development?	is an interpretation of the past that reflects the historian's best understanding. However, written history, like the events that constitute history, is always changing, as new information and new ways of looking at the past become available. It is therefore important to understand that all accounts of historical events are interpretations of those events.	After studying various causes of the creation of independent Latin American states in the early 19th century, give students two excerpts, each from a different historian that provide different interpretations of the event. Ask students to write a short essay, in support of one of the interpretations using primary sources and what they know about that period in history as evidence for their argument. After the essays have been returned to them, pair students who supported different historians and have them come up with an explanation for the difference in interpretations.

Developing Effective Historical Arguments

In the AP World History course, students are expected to investigate sources from multiple angles. Understanding the content of a source and analyzing its authorship, point of view, purpose, audience format, historical context, and limitations enable students to extract useful information, make supportable inferences, and draw appropriate conclusions. Like the AP history student, every historian must rely upon incomplete sources — partial remnants of the information that was available at the time being studied. The historian fills in the gaps by mining sources from other historical times and places, including secondary sources or writings by other historians. The historian must make inferences from explicit or implicit information in source materials and by positing relationships between sources that were produced independently of one another. All historical writing is in this sense an argument. For this reason, understanding a historical account requires identifying and evaluating what the historian has added to the sources by interpreting and combining them to make them tell a coherent story. Students should learn to identify how such interpreting and combining serves as the connective tissue in every historical narrative.

Creating an argument

In creating historical arguments, students — as apprentice historians — follow the method they have seen used in the historical writings studied in the course: selecting sources that contain usable information, deciding how to relate them to each other, and making connections between pieces of information and between sources that allow them to suggest that these connections amount to insights about larger issues or periods. Students use these connections and insights to develop an argument about the past.

The most common ways in which historians relate pieces of information to each other involve analyzing similarity and difference (or **comparison**), seeing the connections between the particular and the general (or **contextualization**), analyzing cause and effect (or **causation**), positing **patterns of continuity and change over time**, and arguing for a coherence of time and place that characterizes a historical period (or **periodization**). In the process, historians recognize and account for disparate, sometimes contradictory, evidence from the sources and recognize the complexity of processes they are examining.

The following chart provides some suggestions for ways of approaching each of these skills in the AP World History course.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Comparison	How is one development like/ unlike another development from the same time/a different time?	In order to make sense of specific events or developments, historians often put them in a comparative context in order to see a larger picture. For example, comparing the causes and consequences of the declines of the Han and Roman empires can facilitate a deeper understanding of the individual empires as well as developments in East Asia and the Mediterranean in their aftermath. Comparison also helps in understanding the complexity of historical change, since different groups in society often have different experiences of the same event or same development.	After discussing the concept of a second industrial revolution, ask students to write a paragraph identifying the similarities and differences in industrialization in the United States, Germany, Russia, and Japan between 1870 and 1914. Discuss these similarities and differences in class, and have students explain how the comparisons among the different economies substantiate the concept of a second industrial revolution in general.
	Why did an event or development affect different groups in different ways?	Comparison is a skill used on a daily basis by historians, who must always take into account differences among sources, both primary and secondary.	When teaching the origins and spread of Buddhism in South Asia during the period from 600 B.C.E. to 600 C.E., provide students with information concerning the relative appeal of the new religion to men and women from different social groups to be used as a basis for discussion. As a class, identify a list of reasons that explains the spread of Buddhism among specific social groups.
	How does a viewpoint (from a historical actor or historian) compare with another when discussing the same event or historical development?		Give students two short explanations of the abolition of slavery in the Atlantic world: one that focuses on political and ideological aspects and another that focuses on economic aspects. Ask students to compare the two and identify what is similar and different in each explanation. Then give them a primary source, and ask them which historian’s argument the source would best support.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Contextualization	<p>What was happening at the time the event happened or the document was created that might have had an influence?</p> <p>What was happening at the specific place where an event occurred? In the country as a whole? In the larger region? In the world?</p> <p>How does a specific event relate to larger processes? How do larger processes shape a specific event?</p> <p>How does the context in which a source is read or viewed inform how it is understood?</p>	<p>Historians examine the historical context of events to understand why things happened the way they did. Context is different from causation in that instead of focusing on specific events or actions that may have caused another event to occur, historians refer to context as the larger constellation of developments and processes that may not have served as a specific cause but may still have influenced an event. In other words, the context of an event often influences its course, even if it did not cause the event. Context can operate on many different levels, from the local to the global. For example, the violence, dislocation, and instability associated with the fall of the Han and Roman empires provides important context for understanding the appeal and spread of religions such as Mahayana Buddhism and Christianity. Context is crucial in making sense of primary sources. For example, to more deeply comprehend the travel narratives of Ibn Battuta, we need to understand the intellectual and cultural currents of his time and circumstance to understand both what he states and chooses not to tell the reader. It is also important to remember that a source may have different meanings in different contexts; for example, when read by the wealthy or the poor, or by people in different countries or time periods.</p>	<p>When discussing a specific event, such as the outbreak of World War I, have students make a list of 10 things that were happening in the decade before its outbreak. Discuss whether each was a direct cause or part of the larger context. For those that are identified as context, discuss how they influenced the course of World War I.</p> <p>Have students' research what was happening locally, regionally, and internationally at the time an important work was published, such as Gandhi's <i>Hind Swaraj</i> (Indian Home Rule). Ask them to explain how a passage from this book reflects one or more of these contexts.</p> <p>Have students read a section from the textbook concerning an example of decolonization, such as the independence and partition of India, and a secondary source that defines decolonization in general terms. In class, discuss how the event reflects the more general definition of decolonization. As part of the class discussion, identify other major developments of the period, such as the beginnings of the Cold War. Ask students how this development may have influenced the British to withdraw from India.</p> <p>After discussing a propaganda poster created by the Nazi Party to encourage mothers to have many children, ask how the poster might be received in different context, such as among feminists in the 1970s.</p>

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Causation	What were the reasons for this event? What factors contributed to a specific pattern or trend? What prompted this person/group to act/react this way?	Every event, pattern or trend, or action has a cause—a reason or set of reasons why it happened. Historians do not simply arrange events in chronological order; instead, they seek to understand why things happened, as well as what effect an event, pattern or trend, or action had. Most	Begin a classroom discussion of a specific event by reviewing long- and short-term causes. Ask students to identify the most significant causes and explain why they made the choices they did.
	What resulted from this event, pattern, or action? What were the short-term effects? What were the long-term effects?	events, actions, or trends have many causes; historians seek to identify the most significant short- and long-term causes and effects. Significance can be understood in different ways.	After discussing an event or action in class, ask students to identify both a short-term and long-term political, cultural, and economic effect of that event.
	What cause seemed to be the most significant? What effect seemed to be the most significant and why?	Sometimes, the most significant causes and effects are those that are the most direct. Sometimes, they are defined as those that contributed the most. Other times, historians look for specific types of causes and effects, such as political causes or economic effects. Additionally, historians understand that events are not the result of predetermined outcomes or inevitable progress.	Have student work in groups to construct a timeline that charts causes and effects of a specific event or trend. In a follow-up discussion with the entire class, identify the most significant causes and effects.
	How do the assessments of historians concerning causation differ from those who experienced the event, pattern, or action?	They recognize that all events are contingent on many factors, from individual choices to unforeseeable events—change one of these factors and history could have been very different. Focusing on contingency, historians explore concepts of agency and individual action when discussing the significance of a particular cause or effect.	Ask students to compare selected pages in the textbook on a specific event with a primary source concerning the event. Discuss the differences in explanations of causes and effects, and ask students why someone contemporary to the event might identify different causes and effects than a historian would.
	How might the chain of cause and effect have changed and at what point? What causes were contingent on previous effects? What individual choice(s) made a significant difference in the lead up to a particular event or trend? Was there a moment of chance that influenced the chain of events?		After constructing a timeline that depicts the causes and effects of a particular event or trend, have students choose to change one cause and explain how this change would have made the most significant difference in the outcome and why. In a follow-up discussion, have students debate their changes, using the evidence from their cause and effect timelines.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Continuity and change over time	What has changed within a specific time period?	Discussions of cause and effect focus on change, but both change and continuity are important to historians. Even in moments of tremendous change, such as the fall of the Roman Empire, for most people who lived through it, attitudes concerning the family and gender roles remained the same. Some of the most interesting questions that historians investigate ask why, at the same moment in history, some things change while others do not.	Give students a range of years, such as 600–1450, and ask them to identify three aspects of long-distance trade in Afro–Eurasia that changed in those years and three aspects that did not.
	What has remained the same within a specific time period?		Pick a specific date or event that is usually associated with great change, such as 1918. Have students discuss what did not change from before 1918 to after 1918.
	What can explain why some things have changed and others have not?		After a class discussion focusing on change and continuity during a certain period or around a specific event, ask students to write a short paragraph explaining why some aspects of society changed while others didn't.
	How are continuity and change represented in different types of sources, for example, in graphs, charts, political cartoons, and texts? What might be the reasons behind different depictions of continuity and change?		Compare a variety of primary and secondary sources concerning the second industrial revolution. Discuss with students how each source depicts and explains change in this revolution. Then ask students what the sources do not include, focusing on both change and continuity.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
<p>Periodization</p>	<p>When discussing a period of history, what are the specific dates or years chosen to begin and end the period? Why were these dates chosen?</p> <p>What are the common characteristics of a time period identified by historians (e.g., “the Renaissance” or “the second industrial revolution”)?</p> <p>Why did a source define a specific date as the beginning of a period, but another source started the period with another date?</p> <p>How would choosing a different beginning/end change the story of what happened?</p>	<p>In order to identify significant patterns of continuity and change, historians organize the past into specific periods that share a set of common characteristics. These periods begin and end with what historians consider turning points, or dates when a number of important and long-lasting changes can be identified. 1350, 1450, or 1492? 1750, 1789, or 1800? 1900 or 1914? All can be debated as turning points in world history. Periodization requires identifying the set of common characteristics that define a period and assessing the significance of dates chosen to begin and end the period.</p>	<p>When beginning instruction on each period in world history, such as the Neolithic Revolution, give students the beginning and end dates of the period and discuss with them why historians generally agree upon these dates. When completing instruction in a period, ask students to go back to the dates and assess whether they are appropriate to begin and end the period.</p> <p>Have students read a short secondary source that defines the characteristics of a period such as the early modern period. Discuss these in class. As you cover the period, ask students to keep a list of examples of characteristics identified in the passage. After having covered the period, have students discuss their examples. Ask them if there are important aspects of the early modern period that were not identified by the historian.</p> <p>Compare two sources — primary or secondary — that give different start dates for a period. Put students in small groups to identify what was significant about each date. Then in discussion with the entire class, analyze why each author chose the date he or she did. In both cases, ask what the choice of date tells us about what the author considered important or unimportant about the period.</p> <p>For a complex event such as decolonization, ask each student to write down two possible beginning and/or end dates. Create a timeline on the board with the dates students propose. Discuss how choosing different beginning and/or end dates changes our understanding of how we conceptualize the end of empire.</p>

In developing an effective historical argument, students must first be able to formulate a coherent thesis that provides structure to the entire essay. To further develop student proficiency in formulating a sustained argument in writing assignments, teachers should encourage students to develop arguments throughout an essay, not just in the thesis statement or introduction. Students can demonstrate their understanding of historical complexity and nuance by:

1. Evaluating the relative importance of multiple factors, and
2. Qualifying their claims by recognizing disparate, diverse, or contradictory evidence or processes. For the skills in the preceding chart, students could:
 - › Employ sophisticated comparisons (e.g., “On the one hand . . . while on the other hand . . .”). — *Comparison*
 - › Address the regional, national, or global context of an event and weigh the relative significance of each for understanding that event. — *Contextualization*
 - › Address not only the most immediate causes or effects of an event or development but also how the event or development is part of longer term processes. — *Causation*
 - › Identify areas of continuity even during periods of profound change and vice versa. — *Continuity and Change Over Time*
 - › Recognize competing models of periodization and analyze the reasons why those models differ. — *Periodization*

Using evidence to support an argument

Historians use these skills—comparison, contextualization, causation, patterns of continuity and change over time, and periodization—in tandem with their analyses of historical evidence, to develop and support historical arguments. As historians analyze primary sources, they recognize and account for disparate, sometimes contradictory evidence and recognize the complexity of the processes they are examining. They organize the evidence from historical sources in meaningful and persuasive ways to support a thesis that addresses one of these skills. This ability to select and use relevant historical evidence to support an argument is one of the most challenging aspects of the skill of historical argumentation.

The following chart lists some of the possible ways students might demonstrate their ability to relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument and suggestions for developing student proficiency in this skill.

Students can:	Students should be encouraged to:
Employ a style of writing that shows that they are capable of sophisticated comparisons. (e.g., “While historian A advocates . . . historian B criticizes . . .”; “On the one hand . . . while on the other hand . . .”).	Think about differences in opinions as they read and analyze sources.
Clearly state how one perspective or argument might undermine another or lead to different conclusions.	Look for relationships between sources, and be attentive to the ways in which different sources might approach the same topic from very different perspectives.
Illustrate how one source functions as an explicit or implicit critique of another.	Think of sources as being in dialogue with each other.
Demonstrate how different types of sources (e.g., texts, images, maps) can be used to create a coherent argument.	Practice using a variety of sources, and not just written texts, to craft coherent arguments.

Synthesis

The skill of synthesis can be the most challenging of the skills outlined in the AP World History curriculum framework. While complete mastery of this skill is the hallmark of professional historians, there are a variety of ways students at the AP/introductory college level can begin to demonstrate proficiency in this skill, including but not limited to the following:

- ▶ Making connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present
- ▶ Making connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue
- ▶ 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. (*Note: Proficiency is defined in this area for World and European Histories only*)

In many but not all cases, students will demonstrate the skill of synthesis in the conclusion of an essay or presentation, after the major lines of the main argument have been developed. While synthesis is typically evident in written arguments, other forms of expression, including oral or visual presentations, can also provide opportunities for demonstrating this skill.

The chart below lists some of the possible ways of demonstrating the skill of synthesis, as well as suggestions for developing student proficiency for each.

Skill	Students can:	Students should be encouraged to:
<p>Making connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present</p>	<p>Compare developments in one region with developments in another, even when not asked for in the prompt. For example, in a presentation on long-distance overseas migration in the 19th century, students might conclude by discussing major ways in which this was different than long-distance overseas migration in the 18th century.</p>	<p>Consistently consider the different ways in which global phenomena informed regional and local developments and practices.</p>
	<p>Illustrate how developments in one period might be compared to those in another, for example, by drawing attention to similarities and differences in the impact of the telegraph, railroads and steamships in the late 19th century with cellular phones, the internet and container ships in the late 20th century.</p>	<p>Perform a variety of comparative exercises (by creating charts, etc.) that allow them to see and illustrate difference across time periods.</p>
<p>Making 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>Discuss how cultural attitudes accounted for political differences. For example, in discussing the rivalries between the Islamic gunpowder empires, students might note the significance of Sunni practice in the empires of the Mughal and Ottoman, and Shia practice in the Safavid Empire.</p>	<p>Think about multiple perspectives on any given topic.</p>
	<p>Offer descriptions of the ways in which economic concerns may have affected political decisions. For example, students might include a paragraph on the importance of demand for economic and military aid by postcolonial states in an essay on the limited achievements of the Non-Aligned Movement during the Cold War.</p>	<p>Remember that historical subjects do not function in isolation. In other words, leaders of states always need to be located in their social, intellectual, and cultural contexts.</p>
	<p>Pay attention to how gender, race, or ethnicity shaped cultural attitudes. For example, in a discussion of patriarchy within the Islamic World before 1450, students might briefly discuss and account for matrilineal practices in Muslim communities in West Africa and Southeast Asia.</p>	<p>Think about how social identities (race, ethnicity, and gender) may have conditioned the responses of historical actors.</p>

Skill	Students can:	Students should be encouraged to:
<p>Using insights from a different discipline or field of inquiry to better understand a given historical issue</p> <p><i>(Note: Proficiency is defined in this area for AP World and European Histories only.)</i></p>	<p>Incorporate knowledge from other disciplines (e.g., anthropology, archaeology, art history, demography, economics, linguistics) into their arguments. For example, a student might incorporate both archaeological and linguistic evidence that supports claims about the timing and extent of the Bantu migrations.</p>	<p>Learn about different academic disciplines and consider history as an interdisciplinary endeavor.</p> <p>Ask their teachers how topics they have studied in another class might apply to topics studied in the AP World History course.</p>
	<p>Draw on methods of analysis learned in other courses. For example, students who have learned about how novelists use plot to convey meaning might pay special attention to plotting when analyzing a document in an essay.</p>	<p>Think about how the different types of sources used to understand the past might be viewed differently depending on how they are intended to be used by scholars working in different fields, such as anthropology, archaeology, art history, demography, economics, or linguistics.</p>
	<p>Argue that while a historian would emphasize certain aspects of a source or make a certain type of argument, someone from another discipline might point to other factors. For example, in an essay about international economic institutions created after World War II, a student might argue that while overall historians tend to see such institutional developments within the context of the memory of the failed economic and political settlements of World War I, economists examine the role of institutions like the International Monetary Fund in promoting economic growth and stability.</p>	<p>Recognize that the major narratives and schema of periodization used by historians may not apply to other disciplines.</p>

Increasing Depth and Managing Breadth Through Instructional Choices

The AP World History course is designed with the assumption that teachers will include the historical developments and processes discussed in the concept outline, making choices to go into depth about specific historical individuals, events, trade networks, etc. that illustrate or exemplify the required historical developments and processes. This allows teachers greater flexibility and ensures that students leave the course with the ability to use specific historical evidence to support their understanding and analysis of broader developments and processes.

Increasing Depth

There are two different, but complementary, ways of achieving depth in the AP World History course.

1. **Developing a detailed understanding of a specific historical event.** Learning to progress from a general understanding of historical processes or developments to a more detailed understanding of the complexities, contradictions, and paradoxes of a particular event in history provides an opportunity for students to develop historical thinking skills and understand how different aspects of history — such as political, social, and cultural history — are interrelated. Teachers can cover the illustrative examples provided in the concept outline in depth so that students acquire greater knowledge of specific historical events and understand how these events exemplify the broader processes indicated by the concept outline and the learning objectives.
2. **Reflecting on history on a broader, conceptual level.** This definition of depth refers to the ability to elaborate on concepts that have shaped the narrative of world history, such as the role of the environment or on concepts that shape historical thinking, such as periodization. Conceptual understanding allows students to apply the knowledge of historical processes acquired through a focus on specific examples chosen by the teacher to other examples of the same or similar processes that may be on the exam.

Managing Breadth

The curriculum framework provides two distinct tools — the learning objectives and the illustrative examples — to help teachers manage the breadth of the course through effective instructional choices.

Learning objectives

The learning objectives demonstrate how historical developments and processes connect over time and across regions. The learning objectives, therefore, chart the contours of the conceptual understanding required of students, while also pointing to specific sections of the concept outline where such understanding applies. The learning objectives help teachers and students see how examples from one time or place can be used to understand those in other times and places, since they are organized around historical processes and concepts that are applicable over time and in different historical contexts. This approach should reassure teachers that they do not need to cover each part of the curriculum in equal detail, but rather their focus should be on **transfer of understanding**: how spending more time on specific examples will allow students to apply conceptual understanding across time periods or from one event to another. For example, spending time on an in-depth discussion of belief systems in Period 2 (CUL-1) means that when students encounter belief systems later in the course, they will already have an understanding of this concept that they can apply to other contexts.

The overarching questions that introduce the learning objectives for each theme similarly provide a guide for managing breadth while increasing depth.

For example, learning objectives SB-3, SB-4, SB-5, and SB-6 address how various contexts have influenced the processes of state building. SB-3 focuses specifically on how the economic context, including industrialization and imperialism, affected the development of states in Period 5. A teacher who had already discussed how

industrialization and imperialism were integral turning points in the changes over time in economic production and commerce (ECON-3 and ECON-4) could spend less time on the economic context of state building, while a teacher whose interest lies more in state building might decide to frame industrialization and commerce in light of political processes.

Illustrative examples

The concept outline includes illustrative examples throughout that can be used to guide instructional choices. The variety and diversity of illustrative examples are intended to provide flexibility so that teachers can cater their instruction to their strengths and students' interests. The illustrative examples provide concrete illustrations of broader historical developments and processes. For example, while everyone will cover the spread of diseases such as smallpox, measles, and influenza from the Eastern to the Western Hemispheres in the Columbian Exchange, some teachers might spend more time on the potato as a staple crop and others on maize, both of which are provided as illustrative examples (4.1. V. B). Teachers may also choose an illustrative example not included in the curriculum framework, such as peanuts or sweet potatoes. In each case, students will develop an understanding of how the Columbian Exchange was formed through new connections and interactions across the world (content required by the concept outline). They will also address topics covered in several learning objectives, including assessing the causes and effects of the spread of epidemic diseases over time (ENV-7) and evaluating how and to what extent networks of exchange have expanded, contracted, or changed over time (ECON-12).

Transferring knowledge

Instructors should provide opportunities for students to transfer knowledge and skills that they learn from studying one particular topic in depth to other similar specific topics throughout the course. The learning objectives and the illustrative examples can help facilitate this transfer (the example below about the growth of Classical states and empires provides one model of how to do this).

The main point students need to know about the development of Classical states and empires is that they “developed new techniques of imperial administration” (2.2. II) and “maintain[ed] the production of food” (2.2. III.C) as ways of consolidating their power. Coverage of the Classical states and empires is organized by the different stages of growth and characteristics of those entities. Illustrative examples demonstrate how teachers can provide an in-depth discussion of the overarching questions that relate to the development of Classical states and empires without sacrificing discussion of any required knowledge. For example, in a discussion of the Roman Empire (an illustrative example), teachers would touch upon many of the learning objectives for this section, including several within the themes of state building; expansion and conflict; creation, expansion, and interaction of economic systems; and interaction between humans and the environment.

The following chart further illustrates how a discussion of the illustrative example of Rome in Period 2 (key concepts 2.2.II and 2.2.III) can be used to make connections with other thematically related topics corresponding to the same learning objective: **SB-1 Explain and compare how rulers constructed and maintained different forms of governance.**

Some required topics in Period 2 about imperial rule	Connecting the learning objective and illustrative example	Thematically related required topics in later periods (from the concept outline)	Connecting the different topics using the learning objective to transfer knowledge
2.2.II.B: Imperial governments promoted trade and projected power over larger areas using a variety of techniques including: issuing currencies; diplomacy; developing supply lines; and building fortifications, defensive walls, and roads.	Rome governed its people through a variety of methods and institutions. Rome used an extensive network of roads to connect its empire which fostered not only trade and communication but also facilitated the movement of troops across regions of the empire. An elaborate legal system began with the Twelve Tables and a system of law, courts, and judges was established. Such methods built on earlier forms and ultimately centralized the power of the government.	5.1.V.C: In a small number of states, governments promoted their own state-sponsored visions of industrialization.	During the “long” 19th-century, Russian tsars followed many of the same patterns in consolidating power as seen in the Roman Empire. The tsar and emperor share similarities in how each organized their empires and directed the economies of their states through transportation and communication networks as well as establishing economic policy and direction.
2.2.III.C: Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites.		6.3.I.A: In the communist states of the Soviet Union and China, governments controlled their national economies.	Communist states of the Soviet Union and China maintained and controlled food production and provided rewards for loyal elites in some similar ways as Classical governments. Their methods of control and direction of the economy also were similar to earlier states.

Teachers who discuss Rome and the methods of control in Classical empires in depth might spend less time later in the course on states that direct economic production, such as tsarist Russia and/or methods of communist control because the larger concept of the relationship between the state, government control, and the economy will already have been treated in depth, enabling transfer of knowledge from one context to another.

Strategies for Instruction

Discussion-Based Instructional Strategies

In order for students to develop the full range of historical thinking skills and understandings needed for the AP World History course, teachers should provide time in their instruction for classroom discussion and collaborative learning activities. Effective discussion and collaboration go beyond summary and comprehension by requiring students to grapple with others’ ideas as they formulate their own perspectives on an issue. Table 1 that follows defines and describes in general terms the purpose of several effective instructional strategies. Table 2 that follows explains: (1) how the strategy can be applied specifically in the AP World History classroom and (2) how teachers can check for student understanding and make connections across different topics throughout the course.

Table 1: Strategies at a glance

Strategy	Definition	Purpose
Socratic seminar	A focused discussion in which students engage with open-ended questions tied to a specific topic or text. The discussion continues with student responses and, when needed, additional open-ended questions that allow students to express their ideas and engage in complex thinking.	To help students arrive at a new understanding by asking questions that clarify; challenge assumptions; probe perspectives and point of view; probe facts, reasons, and evidence; or examine implications and outcomes.
Debate	The presentation by two or more groups of an informal or formal argument that defends a claim with evidence. The goal is to debate ideas without attacking the people who defend those ideas.	To provide students with an opportunity to collect and orally present evidence supporting the affirmative and negative arguments of a proposition or issue.
Fishbowl	Some students form an inner circle and model appropriate discussion techniques while an outer circle of students listens, responds, and evaluates.	To provide students with an opportunity to engage in a formal discussion and to experience the roles of both participant and active listener; students also have the responsibility of supporting their opinions and responses using specific evidence.
Shared inquiry	Students read a provocative text and are asked interpretative questions (questions for which there are no predetermined “right” answers). Students offer different answers and debate one another, supporting their positions with specific evidence from the text.	To allow a teacher to lead a deep discussion of a text and encourage a diversity of ideas to emerge as students think deeply and share interpretations.
Discussion group	Students engage in an interactive, small-group discussion, often with an assigned role (e.g., questioner, summarizer, facilitator, evidence keeper) to consider a topic, text, question, etc.	To allow students to gain new understanding of or insight into a text or issue by listening to multiple perspectives.
Debriefing	A facilitated discussion that leads to consensus understanding or helps students identify the key conclusions or takeaways.	To solidify and deepen student understanding.
Jigsaw	Each student in a group reads a different text or different passage from a single text, taking on the role of “expert” on what was read. Students share the information from that reading with students from other groups who have read the same text, then return to their original groups to share their new knowledge. Each group then formulates an answer to a common question.	To have students summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) or issue without having each student read the text in its entirety; by teaching others, they become experts.
Questioning a text	Developing literal, interpretive, and universal questions about a text while reading it.	To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.

Table 2: Applying strategies to AP World History

Example AP World History Application	Checking for Student Understanding and Making Connections
<p>Socratic Seminar</p> <p>This strategy can be used on a regular basis or before summative assessments as a tool to review previous instruction. For example, as part of a review of Period 5 (1750–1900), the teacher can ask a question about what factor had the greatest impact on Period 5: imperialism, nationalism, or industrialization. Students can draw on their learning from class as well as the textbook and individual research to prepare for the seminar. The seminar should focus on not only the three factors but also specific empires and regions. Students should raise questions and contribute ideas and evidence to the larger discussion.</p>	<p>The teacher listens to the discussions to assess how well students understand the key concepts of imperialism, nationalism, and industrialization (especially 5.1, 5.2, and 5.3), and then bring the class back together as a whole in order to guide a discussion about Period 5 and the theme of state building. At the end of the discussion, the teacher can ask students how this discussion helps them address one of the overarching questions of Theme 3: “How have economic, social, cultural, and environmental contexts influenced the processes of state building, expansion, and dissolution?” This last question can be used by teachers to see how well students are able to link specific content to larger processes.</p>
<p>Debate</p> <p>The teacher can use a learning objective to formulate a debate. For example, the first learning objective for Theme 5 is SOC-1: “Analyze the development of continuities and changes in gender hierarchies, including patriarchy.” Students could debate the extent to which the roles and rights for women changed from 1750 to the present (5.1.VI; 5.3.I, IV; 5.4.III; 6.3.III).</p> <p>A variation on this approach involves using the four corners of the room. In initial discussion, the entire class could develop four possible responses to the question posed. This activity works especially well in identifying causes of significant events, such as the causes of the fall of Classical empires (2.2.IV). Each corner is labeled with one of the responses and students are tasked to go to the corner that best supports their argument. Students are given 5 minutes to organize an argument in defense of their response. A student representative from each corner presents his or her argument and then the students are allowed to move to a different corner if their opinions have changed. In the next round, a student representative will address why his or her group’s response is the most significant. A closure activity could be the formulation of a thesis statement by each student to express their argument.</p>	<p>At the conclusion of the debate, students (and the teacher) can reflect on the merits of the arguments presented and identify areas that needed more evidence or were particularly persuasive. As students suggest how arguments could have been strengthened, the teacher can assess where student knowledge of the key concept is weak, and ask how each side might have used information from this key concept that students did not include. The teacher can then remind students of earlier instances from the course that addressed this overarching question, such as belief systems and gender roles (2.1. III), asking students to compare this earlier instance to that discussed in the debate. This activity can be used as a means to assess how well students are able to understand how developments in two different time periods can be considered evidence of a larger process.</p>

Example AP World History Application	Checking for Student Understanding and Making Connections
<p>Fishbowl</p> <p>Students are given two different collections of artwork related to state-sponsored art, one from Period 4 (e.g., portraits, mausolea, palaces) and one from Period 6 (e.g., propaganda, photographs, images). Students discuss the relationship between the state and art using evidence from the works of art. Those in the outer circle evaluate the evidence used to support various positions in the discussion.</p>	<p>The discussion of these works of art focuses on sections 4.3.I and 6.2.IV of the concept outline, which is linked to Learning Objective CUL-8: “Explain how economic, religious, and political elites defined and sponsored art and architecture.” The exercise allows the teacher to assess students’ understanding of state-sponsored art as he or she listens to students in both the outer and inner ring. The teacher can then place the discussion within the context of the overarching question of which CUL-8 is a part — “In what ways do the arts reflect innovation, adaptation, and creativity of specific societies?” — asking students to compare different eras and perhaps note changes and continuities over time. As students make comparisons, the teacher can review areas where student understanding is weak.</p>
<p>Shared Inquiry</p> <p>The teacher provides a long reading (or a few short readings) on world systems theory and/or the core-periphery model as applied to world history and ask students to think about how this model should be applied to Period 6 and the world today. After reading the article and class discussion, students create a list of different models for core-periphery in the world today. Models might be nuclear/non-nuclear, developed/developing, or oil producing/dependent.</p> <p>Students then choose the model they think best represents the world today, and they form small groups based upon their selections. Students present their model to the class and support their selection with historical evidence from today and Period 6.</p>	<p>After student presentations, the teacher debriefs the different models and pushes students to see connections and overlap in their models and presentations. The teacher then asks students how each of these models helps to answer an overarching question for Theme 4: “What is the relationship among local, regional, and global economic systems; how have those relationships changed over time?” Student responses will allow the teacher to assess how well students understand these relationships, and also assess if students can place the developments in the last century in a larger historical context and see changes over time. This discussion provides more opportunity to review and/or reteach the economic relationships in previous time periods.</p>
<p>Discussion Group</p> <p>To organize a discussion that addresses one of the overarching questions for Theme 5 — “How, by whom, and in what ways have social categories, roles, and practices been maintained or challenged over time?” — the teacher assigns groups to discuss a collection of primary source excerpts from the Enlightenment (e.g., Locke, Wollstonecraft, the American Declaration of Independence, the French Declaration of the Rights of Man and Citizen, Bolívar’s Jamaica Letter). Students compare and contrast the texts focusing on how they challenge social categories, roles, and practices (5.3.I, IV).</p>	<p>After each group reports its findings, the teacher discusses aspects shared by all of the texts as well as unique elements that emerge in each text. If not directly addressed in the group reports, the teacher should address analysis of each source noting audience, purpose, and context and discuss how these elements affect the texts. The teacher may choose to introduce a learning objective (such as SOC-6: Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies) to further energize the debriefing. After the discussion, the teacher can have students review needed material, and plan to come back to the overarching question in a lesson on revolutionary movements in France and the Americas (SOC-7; 5.3. III).</p>

Example AP World History Application	Checking for Student Understanding and Making Connections
Debriefing	<p>The teacher uses the discussion to enhance understanding of the key conclusions from the unit of study, reinforcing important information and reminding students of information they might not have considered. At the end of the discussion, the teacher can highlight how the intensification of the trade network is not only a continuation of the development of the Classical era networks of exchange (2.3) but also includes significant changes and developments including the rise of Islam and the Mongols. The teacher might finish by asking students to write a paragraph explaining how the day's lesson helps them answer one of the learning objectives (such as ECON-12: Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.). The teacher can read and comment on the paragraphs to assess student understanding and provide feedback to students.</p>
Jigsaw	<p>After the class has listened to all group answers, the teacher can begin to debrief the article and ideas by linking the ideas and evidence of the article to the larger themes of ENV and ECON as well as SB. In the course of this discussion, the teacher should connect this process of southernization to westernization and preview the impact that the West will have in later periods. Subsequently, for Periods 5 and/or 6, this article can be revisited and students can wrestle with periodization as well as critiquing and supporting Shaffer's argument. In this way, teachers can assess learning in later periods, review ideas and content from early periods, and model the types of questions and processes that historians address.</p>
Questioning a Text	<p>Each group presents its findings, after which the teacher leads a discussion with the goal of identifying the origins and features of the coerced labor system in the Americas. Teachers can use the student presentations as an opportunity to assess student misunderstandings and use the discussion to help students self-correct. At the end of the discussion, the teacher can remind students that other regions developed different labor systems during the same period and ask students why this was so. Furthermore, the teacher can reference back to previous labor systems in earlier periods to discuss changes and continuities over time. The discussion, which will focus on the development of labor systems, allows the teacher to assess student understanding of the learning objective and identify areas where review is needed.</p>

Formative Assessment

Formative assessments are an important instructional strategy in teaching the AP World History course because they give teachers and students information about learning in order to enhance learning. This information is vital for monitoring progress, deepening understanding, honing skills, and improving achievement. It helps teachers adapt and tailor pedagogy to meet the needs of each student and produce self-directed students. Formative assessment strategies help students become aware of their strengths and challenges in learning and allow students to plan and implement solutions to overcome difficulties.

Formative assessments are often initiated and modeled by teachers, with the goal of having students learn to self-evaluate and address their own learning needs. Steps of formative assessment include:

- ▶ identifying a learning goal
- ▶ monitoring progress toward the goal through observation, questioning, dialogue, record-keeping, and reflection
- ▶ providing feedback in response to the learning data collected
- ▶ adjusting teaching and learning strategies to support achievement

Formative assessment, explained and guided by the instructor, develops students' metacognitive abilities: students become aware of their own learning processes as they develop historical knowledge and skills, enabling them to troubleshoot and address problems. They become more independent and successful learners.

The discussion-based instructional strategies chart above embeds examples of formative assessment that allow teachers to check for student understanding of specific issues. Teachers might follow these activities with another formative assessment, such as an exit slip, ungraded quiz, homework assignment, reflection piece, or other type of written task. The goal of the formative assessment is to provide targeted feedback about what students know and understand to inform the learning process. Unlike summative assessments, formative assessments do not result in a score or grade. Formative assessments are part of the practice of learning, not an evaluation of the end result.

Student-Centered Learning

Feeling pressured to cover all the content, some teachers overemphasize direct instruction at the expense of student-centered learning. Delivering content by way of lectures or textbook readings typically renders students passive receptors of knowledge. Educational research demonstrates that both the breadth and depth of student understanding is enhanced significantly by engaging students in authentic discipline-based tasks where students both actuate and create knowledge, as opposed to passively receiving knowledge created by others.

This student-centered approach to learning is associated with a focus upon inquiry and an instructional design that aligns the lesson and student investigation to a central historical question – a question for the lesson that is nested within larger questions at the level of the unit and the course. These questions are typically grounded in the historical thinking skills, allowing for rich and varied practice of the skills used in the students' investigations. In response to a central historical

question, students grapple with primary and secondary sources to construct plausible arguments that evaluate the relative reliability and veracity of their sources. In this inquiry-centered classroom, teachers might provide historical content or context through direct forms of instruction, but the bulk of instructional time is allocated to student investigation.

Project-based learning extends the notion of inquiry-based instruction by engaging students in an investigation of a unit-level question that has students working independently or in groups and the pacing of activities is differentiated. Project-based learning in AP World History is often associated with a focus upon problem solving that links past and present. For example students might work on a research project across different time periods in response to the question, “Are the environmental impacts of new technologies unforeseen?” Project-based learning also provides opportunity for using simulations or posing counter-factual questions in the AP World History classroom.

Strategies for Teaching Students New to AP

In some schools AP World History may be the first AP course for many students. For these students, teachers may need to provide additional support at the beginning of the year to foster development of the skills required in an AP class. To support and encourage these students, teachers should consider a variety of strategies to scaffold and sequence assignments and activities that will result in a gradual release from supported to independent work over the course of the academic year. Such strategies may include:

- ▶ modeling successful work
- ▶ moving from simple to more complex tasks
- ▶ note-taking skills
- ▶ building effective reading skills
- ▶ targeted practice and feedback
- ▶ encouraging a mindset for success

Modeling successful work

In new assignments or in complex and rigorous tasks, teachers should model the process for students and consider providing exemplar student work. A teacher who actively participates in the assignment, activity, or thinking process along with the students can be a guide to success and also articulate the meta-cognitive reflection necessary to be successful. This type of modeling and support before student work begins can be complemented after the task is completed by sharing student work with the class. Typing up student responses or projecting an image of student work to share with the entire class can provide valuable opportunities for reflection for students not only in response to the shared example but also to evaluate their own work.

Moving from simple to more complex tasks

Because many performance tasks in an AP course are complex and require several steps of analysis and evaluation, teachers should consider isolating particular skills and narrowing the scope of particular tasks to allow students to master smaller

skills first. The aim is not to sacrifice rigor but to build capacity and allow time for students to learn the skills and content necessary to be successful. Teachers might provide scaffolding questions for documents that point to a particular skill of analysis in the beginning of the year that would not be included in later document analysis. Furthermore, starting with shorter passages and/or using guiding questions can help direct analysis and comprehension. Providing a suggested order or sequence of skills to use for complex performance tasks might also help students early in the year. Rather than assigning full-length homework or in-class assignments at the start of an academic year, teacher might narrow the scope of the work. Over time, as students grow, teachers can gradually release full responsibility to them.

Note-taking skills

Especially in the beginning, teachers should pay particular attention to student comprehension, whether students are working with primary sources, secondary sources, the textbook, or other historical evidence. Annotating the reading or source, using either the Cornell note-taking system or some other method, will help students keep focused and also raise their own awareness of when they are not understanding an idea or passage. Directing students to include related visual images or write follow-up questions can also help some learners focus and retain information. Learning successful note-taking skills will not only aid comprehension but also build understanding.

Building effective reading skills

When working with any reading or source, teachers might consider providing shorter passages at the beginning of the year. Taking more time to understand and analyze a shorter passage can not only build confidence but also build the skills needed for longer passages. Teachers might also consider providing scaffold questions for challenging readings. These questions can help guide students and also help them utilize and reflect on the type of thinking necessary to analyze sources and establish patterns they can internalize and apply independently. Over time, teachers can use less of these types of supports, but they can be critical to building confidence and skill capacity early in the course, especially with textbook and secondary source readings.

When working with any reading, teachers might consider assigning comprehension questions to precede higher level thinking skill questions. For visual evidence like a photograph or work of art, students can divide the picture into four quadrants and simply make observations in an effort to slow down the comprehension process and not miss important details. In the same way, close- or active-reading skills can equip students to analyze all sources with depth and accuracy. Pre-reading activities that establish purpose and context for a reading can help to both set up the reading and equip students to read thoughtfully and deliberately.

Encouraging a mindset for success

Teachers should also consider the non-cognitive dimension to teaching and learning when working with younger AP students. What a teacher or student believes about how success is achieved absolutely affects the learning process. Carol Dweck's research on mindsets (*Mindset: The New Psychology of Success*) lays an important foundation for teachers and students to consider as students encounter new academic challenges. A teacher or student with a growth mindset – a mindset for

success – embraces challenges as new opportunities to learn, makes concerted efforts to improve, and believes that a person’s ability and potential is not fixed or static but can grow over time. In a growth mindset, success is measured by improvement rather than simply by achievement, and effort is the linchpin to success. This way of thinking counters the self-defeating notions that ability is static and permanent, and extra effort is useless because success is determined by innate ability or talent.

The messages that teachers send to students, along with all classroom practices, should encourage students to take risks, make mistakes, learn, and grow. This culture of a growth mindset is absolutely essential to success in an AP class where frustration and discouragement can short-circuit the learning process. Teachers who can coach students new to AP through such moments, and train them to see academic setbacks and “failure” as stepping stones rather than stumbling blocks, can set students up for success.

The AP World History Exam

Exam Description

The AP World History Exam is 3 hours and 15 minutes long and includes both a 1 hour and 45 minute multiple-choice/short-answer section and a 1 hour and 30 minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	50 minutes	20%
II	Part A: Document-based question	1 question	55 minutes (includes a reading period with a suggested time of 15 minutes)	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Time management is especially critical with regard to Section II, which consists of two essay questions. Time left is announced, but students are not forced to move to the next question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

How Student Learning Is Assessed on the AP Exam

Each AP Exam question will measure students' ability to apply historical thinking skills to one or more of the 49 thematic learning objectives. Both the multiple-choice and free-response questions on the exam require students to apply a historical thinking skill to a learning objective within a particular historical context. Additionally, the free-response section also requires students to provide specific historical evidence.

Student understanding of the course content will be assessed on the AP Exam in one of two ways. First, multiple-choice questions will expect that students are familiar enough with the concepts in each period of world history to be able to

analyze related primary and secondary source material. Second, all of the free-response questions will reward students for accurately citing the content and the evidence that their local curriculums prioritized for each concept statement.

The wording of each concept statement gives teachers flexibility to select specific historical content for use in helping students develop mastery. AP Exam questions do not require that all students know the same example for a given concept statement, so teachers can focus on teaching one example of that concept well, rather than many examples superficially.

It is the nature of history as a discipline that individual statements are open to differences of interpretation. Like all historical claims, the statements in the concept outline should be examined in light of primary sources and evidence as well as historical research. Teachers can help students examine these concepts as claims, based on current scholarship about world history, similar to those typically analyzed in a college-level survey course. Teachers may wish to use differences of interpretation as opportunities for student analysis of multiple perspectives.

In addition, the following are general parameters about the relationship between the components of the curriculum framework and the questions that will be asked of students on the AP Exam:

- ▶ Students' achievement of the thematic learning objectives will be assessed throughout the exam. Each exam question will explicitly target one or more learning objectives and the corresponding parts of the concept outline. (Correlations between the learning objectives and the concept outline are provided in the tables in Sections II and IV of the curriculum framework.)
- ▶ Students' use of the historical thinking skills will be assessed throughout the exam.
- ▶ Students' understanding of all six periods of world history will be assessed throughout the exam.
- ▶ Students will always write at least one essay (in either the document-based question or long essay question) that examines long-term developments that span historical time periods.
- ▶ The coverage of the periods in the exam as a whole will reflect the approximate period weightings.

Multiple-Choice Questions

The multiple-choice section will contain a number of sets of questions, with between two and five questions per set that ask students to respond to stimulus material: a primary or secondary source, including texts, images, charts, graphs, maps, etc. This stimulus material will reflect the types of evidence that historians use in their research on the past. The set of multiple-choice questions about the material will draw upon knowledge required by the curriculum framework, and each question will address one of the learning objectives for the course. While a set may focus on one particular period of world history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods.

Multiple-choice questions will assess students' ability to reason about the stimulus material **in tandem with** their knowledge of the historical issue at hand. The possible answers for a multiple-choice question will reflect the level of detail present in the required historical developments found in the concept outline for the course. Events and topics contained in the illustrative example lists will **not** appear in multiple-choice questions unless accompanied by text that fully explains that topic to the student.

Short-Answer Questions

Short-answer questions will directly address one or more of the thematic learning objectives for the course. At least two of the four questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, nontextual sources such as data or maps, or general propositions about world history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

Document-Based Question

The document-based question measures students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. As with the long essay, responses to the document-based question will be judged on students' ability to formulate a thesis and support it with relevant evidence.

The documents in the document-based question are not confined to a single format, may vary in length, and are chosen to illustrate interactions and complexities within the material. Where suitable, the documents could include maps, charts, graphs, or pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

The document-based question will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, outside knowledge beyond the specific focus of the question is important and must be incorporated into students' essays to earn the highest scores.

Long Essay Question

To provide opportunities for students to demonstrate what they know best, they will be given a choice between two comparable long essay options. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in world history as defined by the thematic learning objectives. Student essays must include the development of a thesis or argument supported by an analysis of specific, relevant historical evidence. Questions will be limited to topics or examples specifically mentioned in the concept outline but framed to allow student answers to include in-depth examples of large-scale phenomena, drawn either from the concept outline or from additional topics discussed in the classroom.

Sample Exam Questions

The sample questions that follow illustrate the relationship between the curriculum framework and the redesigned AP World History Exam and serve as examples of the types of questions that appear on the exam. Each question is followed by the main learning objectives and key concepts it addresses. For multiple-choice and short-answer questions, the historical thinking skills they address are also provided. A question may partially address other learning objectives, skills, or key concepts, but only the primary ones are listed.

For multiple-choice questions, an answer key is provided. A description of what good responses will include appears at the end of each short-answer question, the document-based question, and the long essay questions.

Sample rubrics for the document-based question and long essay questions are available on the AP World History home page on AP Central. These rubrics are the same for all three AP history courses and are closely aligned with the historical thinking skills.

Section I

Part A: Multiple-Choice Questions

As demonstrated in the following examples, question sets will be organized around two to five questions that focus on a primary source, secondary source, or historical issue.

Set 1: The stela depicting King Hammurabi with an inscription of The Code of Hammurabi provides evidence of state governance in Babylon during the second millennium B.C.E. The accompanying questions require that students have an understanding of the basis and means by which political elites ruled in early civilizations. Students must analyze this source within this specific historical context.

Questions 1–3 refer to the image below.



Kharbine-Tapabor / The Art Archive at Art Resource, NY

Basalt stela showing King Hammurabi of Babylon (circa 1750 B.C.E.) on the left and the sun god Shamash on the right. The Code of Hammurabi is inscribed at the bottom of the stela.

1. The relationship between Hammurabi and Shamash as depicted in the image best illustrates which of the following features of ancient civilizations?
- (A) Rulers deferred to the priestly class for religious guidance.
- (B) Rulers asserted that royal laws were superior to divine laws.
- (C) Rulers created new religions to unify conquered peoples.
- (D) Rulers claimed that their authority derived directly from divine power.

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
SB-1 Explain and compare how rulers constructed and maintained different forms of governance.	Contextualization	1.3.II.A

2. In addition to commissioning the creation of objects such as the one shown in the image, rulers of early civilizations most commonly used which of the following activities to demonstrate their religious authority?
- (A) The creation of systems of record keeping
- (B) The creation of epic mythologies
- (C) The construction of water-control systems
- (D) The construction of monumental architecture

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.	Contextualization	1.3.III.A

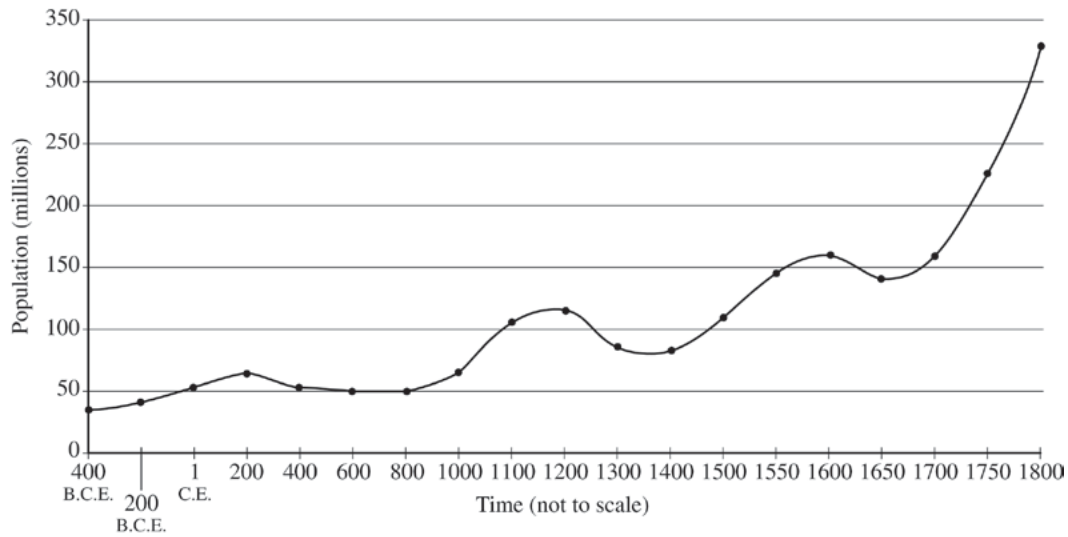
3. Which of the following best describes the significance of legal codes to early civilizations?
- (A) They granted citizens the right to choose their rulers and representatives.
- (B) They reflected and reinforced existing social and political hierarchies.
- (C) They facilitated the introduction of monotheistic religions.
- (D) They effectively settled disputes between pastoralist and agrarian communities.

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.	Contextualization	1.3.III.C

Set 2: This set of questions is based upon a chart representing population change in China from ancient times to 1800 C.E. The accompanying questions require students to account for demographic changes within China during specified time periods before 1800. In doing so, students must draw on their understanding of Chinese economic, environmental, and political history as well as their knowledge of China's connections and relationships with Eurasia before 1800 C.E. In all of the questions, students must apply the historical thinking skill of causation.

Questions 4–7 refer to the chart below.

POPULATION OF CHINA, 400 B.C.E. to 1800 C.E.



Source: adapted from Quamrul Ashraf and Oded Galor, "Cultural Assimilation, Cultural Diffusion and the Origin of the Wealth of Nations," (2007), accessed at <http://www.voxeu.org/article/why-did-europe-s-growth-take-happen-first>

4. Which of the following best explains the changes illustrated in the chart during the period 400 B.C.E. to 600 C.E.?
- (A) The development of the Silk Road trade networks
 - (B) The rise and collapse of the Han dynasty
 - (C) The increased number and variety of domesticated animals
 - (D) The development of large cities as social and administrative centers

Learning Objective	Historical Thinking Skill	Key Concepts in the Curriculum Framework
SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.	Causation	2.2.I 2.2.IV

5. Which of the following best explains the changes illustrated in the chart during the period 800 C.E. to 1200 C.E.?
- (A) Lower mortality rates in new trading cities
 - (B) Daoist support for commerce
 - (C) Large-scale migrations of Asian peoples
 - (D) Technological innovations in agricultural production

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.	Causation	3.3.I.A

6. Which of the following best explains the changes illustrated in the chart during the period 1200 C.E. to 1400 C.E.?
- (A) The Mongol invasions and spread of the bubonic plague
 - (B) An increase in peasant revolts against taxation
 - (C) An increase in the use of coerced labor
 - (D) The military expansion of the Islamic caliphate

Learning Objectives	Historical Thinking Skill	Key Concepts in the Curriculum Framework
ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.	Causation	3.1.I.E
SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.		3.1.IV

7. Which of the following best explains the change illustrated in the chart after 1650?
- (A) The influx of European merchants and trading companies into Asia
 - (B) The widespread adoption of American food crops in Asia
 - (C) The increase in Chinese agricultural exports to Europe and Japan
 - (D) The environmental effects of the Little Ice Age

Learning Objective	Historical Thinking Skill	Key Concepts in the Curriculum Framework
ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.	Causation	4.1.V.B
		4.1.V.D

Set 3: This set of questions is centered on documents that represent interactions between communities within the Persian and Roman empires in the eastern Mediterranean in the period 600 B.C.E. to 600 C.E. Based on their knowledge of governance and political authority within these states, students must make inferences about the relationships between these empires and religious minorities within their borders. In doing so, students must utilize the skills of argumentation and contextualization as well as causation.

Questions 8–10 refer to the two sources below.

Source 1:

“Petition to the Persian governor, from your servants, the Jews of the city of Elephantine [in southern Egypt]: May the God of Heaven seek your welfare and give you favor before the Persian Emperor Darius II. Three years ago, the local priests of Khnub, a local Egyptian river god, conspired with the local Persian commander to wipe out the temple of our God. The troops and the Egyptians entered the temple and razed it to the ground. Now we, your servants, all say thus: ‘If it please our lord, please rebuild this temple. If you send a letter to that effect to the city authorities, then the offerings and incense in the new temple shall be offered in your name and all the Jews will pray for you at all times. And you shall have a merit before the God of Heaven even more than a man who offers Him burnt offerings and sacrifices worth a thousand weights of silver and gold.’”

Response from the governor: “Let this be an instruction to you in Elephantine . . . to rebuild the temple on its site as it was before, and offerings to be made and incense to be poured on that altar as they used to be.”

Petition of Jewish citizens of Elephantine and response by the Persian governor, 407 B.C.E.

Source 2:

“When news of the recent fighting between Greeks and Jews in Alexandria reached me, I was not willing to assign any specific blame, but I have stored up great anger against anyone who begins fighting again. And I will say that if you do not end this deadly conflict, I will be forced to show you what even a benevolent leader is like when he is turned to righteous anger. Therefore, I command you, the Alexandrian Greeks, to behave tolerantly and benevolently towards the Jews, since they have lived in the same city as you for many years, and not to abuse the religious rites which they practice, but to allow them to observe their own customs which they observed also in the time of the Emperor Augustus. However, I also order the Jews not to agitate for greater privileges than they enjoyed in the past, and not to send to me in the future another separate delegation to advocate their cause, without first referring the matter to the Roman municipal authorities in Alexandria.”

Roman Emperor Claudius, letter to the people of Alexandria in Roman Egypt, 41 C.E.

8. The presence of Jewish communities in Elephantine and Alexandria was most directly the result of which of the following?
- (A) The proselytizing activities of Jewish priests and missionaries
 - (B) The migration of Jews as a result of foreign conquest and trade opportunities
 - (C) The unification of Israel and Judea under the House of David
 - (D) The expansion of Hellenism in the eastern Mediterranean under the successor states to the Macedonian empire

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
CUL-2 Explain how religious belief systems spread as a result of expanding communication and exchange networks.	Causation	2.1.I.A

9. Taken together, the two sources best illustrate which of the following aspects of political authority in the period circa 600 B.C.E.–600 C.E.?
- (A) Rulers claimed to rule by virtue of having the approval and support of the gods.
 - (B) Rulers used local administrative institutions to manage the affairs of far-flung regions.
 - (C) Rulers relied on the consent of the governed to prevent religious conflicts.
 - (D) Rulers' ability to set policies and resolve conflicts was limited by existing legal codes and precedents.

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
SB-1 Explain and compare how rulers constructed and maintained different forms of governance.	Contextualization	2.2.II.A

10. Taken together, the two sources best support which of the following inferences about large empires and religious minorities in the period circa 600 B.C.E.–600 C.E.?
- (A) Many empires used their militaries to persecute religious groups suspected of being disloyal to the state.
 - (B) Led by a desire to preserve political unity, many empires curbed intercommunal conflicts and offered minorities limited religious toleration.
 - (C) Seeking to expand trade, many imperial governments actively encouraged the immigration of religious minorities and their settlement in imperial cities
 - (D) Because of their traditions of democratic government, empires relied on petitions and delegations from local populations to help them formulate policies.

Learning Objectives	Historical Thinking Skill	Key Concepts in the Curriculum Framework
SB-2 Analyze how the functions and institutions of governments have changed over time.	Argumentation	2.2.I.A
SB-10 Analyze the political and economic interactions between states and non-state actors.		2.2.II.A

Questions 11–14 refer to the map below.

Set 4: This set of questions is based on the analysis of a plan of the capital city of the Tang Empire in the eighth century C.E. The accompanying questions require student understanding of urban and religious development in China within a larger Eurasian context during the period 600 C.E. to 1450 and the establishment and changing nature of relevant trade routes over time. In addition to contextualization, students must also employ the historical thinking skill of causation.

PLAN OF THE TANG DYNASTY CAPITAL CITY OF CHANG'AN, NORTH-CENTRAL CHINA, EIGHTH CENTURY C.E.



Source: adapted from Victor Cunrui Xiong, *Sui-Tang Chang'an: A Study In The Urban History of Medieval China*, 2000

11. Based on the map and your knowledge of world history, which of the following likely encouraged the development of cities such as Chang'an?
- (A) The growth, in volume and extent, of overland trade and commerce
 - (B) Improvements in maritime technology, such as the compass and lateen sail
 - (C) The spread of Buddhism into East Asia
 - (D) Long-distance migrations of central Asian peoples

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
ECON-2 Analyze the economic role of cities as centers of production and commerce.	Causation	3.1.I.A

12. The layout of the city as shown in the map most clearly reflects which of the following developments of the time period?
- (A) Societies using technological adaptations to deal with changing environments
 - (B) Populations increasing as a result of new crops such as Champa rice
 - (C) Cities and towns implementing new measures to control the spread of epidemic disease
 - (D) Governments building infrastructure to promote economic activity

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.	Contextualization	3.1.I.D

13. The variety of temples shown on the map of Chang'an was most likely the result of which of the following broader processes from 600 to 1450 C.E.?
- (A) Diffusion of cultural traditions along the Silk Roads
 - (B) Conquests by nomadic Central Asian groups
 - (C) Religious conflict resulting from the An Lushan rebellion
 - (D) Neoconfucian influence on the Tang government

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.	Causation	3.1.III.D

14. The integration of natural bodies of water and waterways in the plans for the palace most likely shows the influence of which of the following?
- (A) Daoism
- (B) Confucianism
- (C) Zoroastrianism
- (D) Buddhism

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.	Contextualization	2.1.II.C

Set 5: The questions accompanying this excerpt from the Charter of the Dutch West India Company require that students understand the context, causes, and consequences of global economic rivalries and strategies between European states within the period 1450 to 1750.

Questions 15–18 refer to the charter below.

“We know that the prosperity of the Netherlands and the welfare of their inhabitants depends principally on navigation and trade, and we find by experience that without the common help, assistance, and interposition of a General Company, Dutch merchants cannot be profitably protected and maintained in their great risk from pirates, extortion, and otherwise, which will happen in so very long a voyage. We have found it good that navigation, trade, and commerce in the West Indies and Africa should not henceforth be carried on any otherwise than by the common united strength of the merchants and inhabitants of the Netherlands. And for that end there shall be erected one General Company.

Moreover, we furnish the General Company with a proper charter and with the following privileges and exemptions, namely that for 24 years none of the natives or inhabitants of the Netherlands who are not affiliated with the General Company shall be permitted to sail to the Americas or the West Indies.”

Charter of the Dutch West India Company, 1621

15. The risks mentioned in the first paragraph are best understood in the context of which of the following historical developments?
- (A) Competition with African states for the profits from the slave trade
- (B) Competition with Catholic European states to convert Amerindian peoples
- (C) Competition with European states for the profits of global trade
- (D) Competition with Asian empires for the profits of the spice trade

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
ECON-3 Assess the economic strategies of different types of states and empires.	Contextualization	4.3.III

16. The privileges and exemptions mentioned in the second paragraph of the passage are best seen as an example of which of the following?
- (A) Social Darwinism
- (B) Feudalism
- (C) Laissez-faire economics
- (D) Mercantilist practices

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
ECON-3 Assess the economic strategies of different types of states and empires.	Contextualization	4.1.IV.C
ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations—both local and multinational—have interacted with state economic authority.		

17. Organizations of the type created by the charter most directly contributed to which of the following developments in the period 1450–1750 C.E.?
- (A) An increase in peasant revolts
- (B) The emergence of new economic and political elites
- (C) The implementation of restrictions on religious freedom
- (D) The spread of Chinese and Indian technologies

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.	Causation	4.2.II.A

18. The economic activities referenced in the charter most directly contributed to which of the following in the period 1450–1750 C.E.?
- (A) A decrease in the publication of travel narratives
 - (B) Increased funding for the visual and performing arts
 - (C) Decreased spending on the construction of religious centers
 - (D) Dutch becoming the predominant language for commercial transactions

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.	Causation	4.1.VII

Set 6: This set of questions — centered on the speech by the British governor of Bombay Presidency in 1863 — explores the causes and consequences of intensifying industrialization and changes in communication and transportation technologies on European colonies such as India. Students must analyze the ideas expressed in the governor’s speech within their historical context.

Questions 19–23 refer to the passage below.

“I can safely say that before the commencement of what I may call the *Railway Period*, not only were the wages in most parts of the country established by tradition and authority, rather than by the natural laws of supply and demand, but the opportunity to work was in general restricted to particular spots. For the first time in history the Indian finds that he has in his power of labor a valuable possession which, if he uses it right, will give him something much better than mere subsistence. Follow him to his own home, in some remote village, and you will find that the railway laborer has carried to his own village not only new modes of working, new wants, and a new feeling of self-respect and independence, but new ideas of what government and laws can offer him. And he is, I believe, a better and more loyal subject, as he is certainly a more useful laborer.”

Bartle Frere, British governor of the Bombay Presidency, India,
speech on opening of a rail line, 1863

19. Frere’s speech is best understood in the context of which of the following?
- (A) Governments in Asian empires undertaking economic reforms to catch up with European powers
 - (B) Governments undertaking political and social reforms to mitigate the effects of industrial capitalism
 - (C) Governments expanding and consolidating their empires using their increasing industrial power
 - (D) Governments promoting redistributionist policies to reduce income inequality between labor and capital

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.	Contextualization	5.2.I.A

20. The developments described in the speech regarding the lifting of traditional restrictions on Indian labor contributed most directly to which of the following global processes?
- (A) Protests for improved sanitation and living conditions in industrial cities
- (B) Long-distance and overseas migrations of contractual and coerced workers
- (C) The decline of Spanish and Portuguese influence in the Indian Ocean
- (D) The emergence of new racial ideologies that supported European imperialism

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
ECON-6 Explain and compare the causes and effects of different forms of coerced labor systems.	Causation	5.4.II.B

21. Which of the following best explains Frere's characterization of the time of his speech as the "Railway Period" in British India?
- (A) Railways provided a means for Hindu pilgrims to visit sacred sites quickly and cheaply.
- (B) Railways allowed British missionaries to spread Christianity more effectively.
- (C) Railways opened up access to interior markets and resources for British commercial interests.
- (D) Railways eased the overcrowding in Indian cities by allowing industrial workers to commute from suburban areas.

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.	Contextualization	5.1.IV

22. Frere's view of the changing opportunities for Indian labor most directly reflects the influence of which of the following?
- (A) The ideals of classical liberalism as stated by Adam Smith and John Stuart Mill
 - (B) The ideals of communism as stated by Karl Marx and Friedrich Engels
 - (C) The ideals of the Enlightenment as stated by political revolutionaries such as Simon Bolívar
 - (D) The ideals of mercantilism as developed by state-sponsored joint-stock trading companies such as the British East India Company

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<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-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.</p>	Contextualization	5.1.II.A

23. Which of the following later developments would most undermine the hopes set forth by Frere in the last sentence of his speech?
- (A) Easier access to Indian raw materials led to a decrease in prices of British manufactured goods.
 - (B) Japanese emulation of Western models of development spurred imperial rivalries that led to the Second World War.
 - (C) Improved transportation and communication in India helped develop a shared sense of identity that led to greater Indian nationalism.
 - (D) Increased migration would lead to the creation of Indian ethnic enclaves in Great Britain and other parts of the British Empire.

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</p> <p>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	Causation	6.2.II.A

Set 7: In these passages from a school history book from Mexico in 1951, students need to recognize that historical interpretations, both in the past and the present, reflect the historical and contemporary contexts in which the historical accounts were created. Students need to employ their understanding of the historical contexts of the mid-20th century and the early 21st century to analyze these questions that engage with the historical thinking skill of interpretation.

Questions 24–26 refer to the passage below.

Political Consequences of the Spanish Conquest of Mexico

Because Mexico was the most important of the Spanish conquests, it was governed by rulers of very high standing, almost equal to that of the Spanish kings. In this way the inhabitants of our Republic—Indians of different races, *mestizos* [people of Spanish and Indian parentage], and *criollos* [American-born people of European ancestry]—all became accustomed to feeling Mexican and to loving one another as compatriots. This was surely the most important consequence of the conquest, because it was for this reason that dispersed and different tribes of Indians came to be patriotic Mexicans, without distinction of race and color.

Ethnic Consequences of the Conquest

The Spaniard as an individual is sometimes a proud man, and prone to violent short-temperedness; however, the populating of the lands that he conquered and colonized is a living testimony to the fact that his soul contains a profound feeling for all humanity. He never accepted the hateful idea that there are inferior races that are destined to perish en masse or serve forever others who consider themselves superior. The consequence of this worldview was that, beginning with Cortés himself and his captains, the conquistadors and colonizers fully mixed with the Indians, which brought into being the *mestizo*, which currently constitutes the most important element of the Mexican population. A moment will soon come when the people of Mexico are unified by the love for their country.”

Elementary school history book approved for use in all Mexican schools by
Mexico’s Ministry of Education, 1951

24. The interpretation of Mexican history presented in the passage is most strongly influenced by which of the following?
- (A) Marxism
 - (B) Anticolonialism
 - (C) Social Darwinism
 - (D) Nationalism

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
<p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</p>	Interpretation	5.3.II

25. The reference in the second paragraph to “the hateful idea that there are inferior races” is best understood in the context of which of the following twentieth-century developments?
- (A) The Spanish Civil War
- (B) The final dissolution of the Spanish colonial empire
- (C) The Holocaust in Europe during the Second World War
- (D) The migration of former colonial subjects to Europe

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
<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>	Contextualization	6.2.III.C

26. Present-day historians would most likely agree with which of the following aspects of the interpretation in the 1951 school textbook?
- (A) The omission of the demographic effects of the Spanish conquest on the Indians
- (B) The claim that the ethnic and racial hierarchies of colonial Mexico were egalitarian in nature
- (C) The gendered language and use of ethnic stereotypes to describe the conquerors
- (D) The suggestion that the Spanish conquest of Mexico resulted in the formation of new identities

Learning Objectives	Historical Thinking Skill	Key Concepts in the Curriculum Framework
<p>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>	Interpretation	4.2.III.A 4.3.I.B

Set 8: The questions accompanying this 1964 speech by Nelson Mandela require that students understand the ideological contexts that both supported and challenged colonialism. Students must also demonstrate causal analysis in answering these questions.

Questions 27–29 refer to the passage below.

“The suggestion made by the prosecution in its opening statement that the [anti-Apartheid movement] in South Africa is under the influence of foreigners or communists is wholly incorrect. I have done whatever I did, both as an individual and as a leader of my people, because of my experience in South Africa and my own proudly felt African background.

South Africa is the richest country in Africa and could be one of the richest countries in the world. But it is a land of extremes and remarkable contrasts. The Whites enjoy what may well be the highest standard of living in the world, while Africans live in poverty and misery. Forty percent of the Africans live in hopelessly overcrowded and, in some cases, drought-stricken reserves. Thirty percent are laborers, labor tenants, and squatters on White farms and work and live under conditions similar to those of the serfs of the Middle Ages.

The complaint of Africans, however, is not only that they are poor and the Whites are rich, but that the laws which are made by the Whites are designed to preserve this situation. The lack of human dignity experienced by Africans is the direct result of the policy of White supremacy.”

Nelson Mandela, speech to a South African court while standing trial
for acts of sabotage, 1964

27. The state’s claim as described in the first paragraph is best understood in the context of which of the following?
- (A) The Non-Aligned Movement
 - (B) Decolonization
 - (C) The Cold War
 - (D) Economic nationalization

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.	Contextualization	6.2.IV.C
SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.		

28. The economic conditions described by Mandela in the second paragraph would lead many former European colonies to embrace which of the following?
- (A) The reestablishment of European rule
 - (B) The sale of state-owned land to Western entrepreneurs
 - (C) The implementation of redistributionist economic policies
 - (D) The encouragement of immigration to Europe

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.	Causation	6.2.II.D

29. Which of the following provided justification for the South African government's policies as described by Mandela in the third paragraph?
- (A) Anti-Imperialism
 - (B) Liberal Nationalism
 - (C) Socialism
 - (D) Social Darwinism

Learning Objective	Historical Thinking Skill	Key Concept in the Curriculum Framework
SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.	Causation	5.2.III

Answers to Multiple-Choice Questions

1 – D	16 – D
2 – D	17 – B
3 – B	18 – B
4 – B	19 – C
5 – D	20 – B
6 – A	21 – C
7 – B	22 – A
8 – B	23 – C
9 – B	24 – D
10 – B	25 – C
11 – A	26 – D
12 – D	27 – C
13 – A	28 – C
14 – A	29 – D
15 – C	

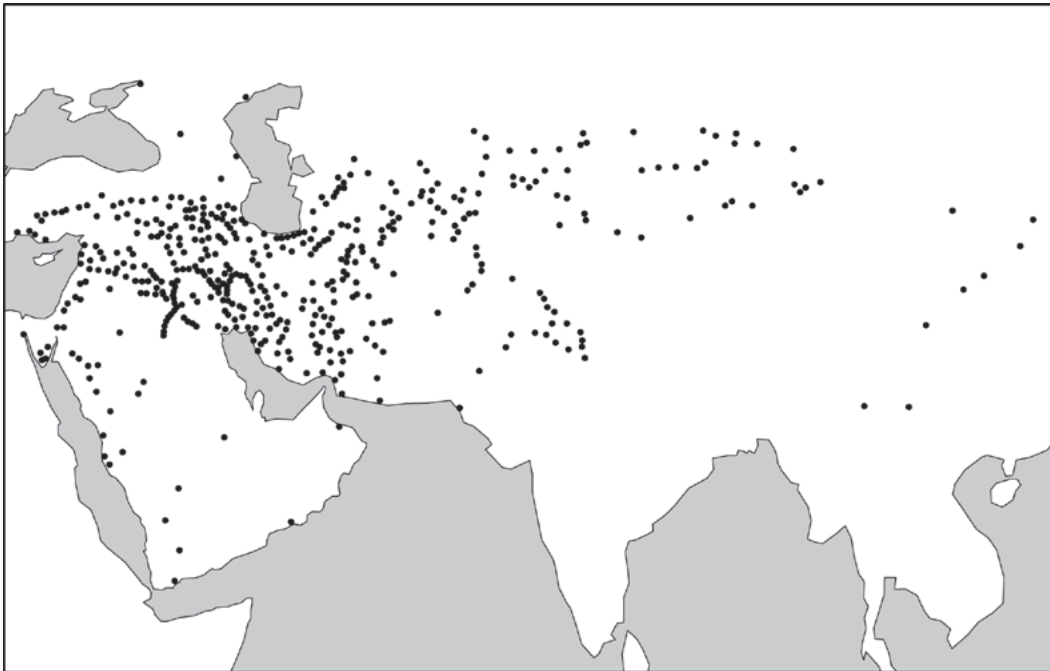
Part B: Short-Answer Questions

There are four short-answer questions on the exam. The following questions are meant to illustrate the various types of these questions. Note that the short-answer questions do not require students to develop and support a thesis statement. In each short-answer question, students will be asked to do three things, each of which will be assigned one point in the scoring.

Question 1: This question asks students to analyze the cause of changing patterns of long-distance trade and networks of exchange in Eurasia through 1750 C.E. In doing so, students utilize not only the historical thinking skill of causation but contextualization as well.

1. Use the map below and your knowledge of world history to answer all parts of the question that follows.

LOCATIONS OF RUINS OF *CARAVANSERAI* (LODGING STATIONS FOR MERCHANTS) IN EURASIA



Source: adapted from UNESCO's "Analytic and Systematic Inventory of Caravanserais," accessed at <http://www.unesco.org/culture/dialogue/eastwest/caravan/countries.htm>

- a) Identify and explain TWO factors before 1450 c.e. that account for the pattern of the *caravanserais* shown on the map.
- b) Identify and explain ONE reason that the *caravanserais* shown on the map declined in significance in the period 1450–1750 c.e.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.	Causation	3.1.I
	Contextualization	3.1.III
ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.		4.1.III
		4.1.IV
ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations—both local and multinational—have interacted with state economic authority.		

What good responses will include

A good response will provide and explain two factors that account for the spatial patterns of the spread of the *caravanserai* before 1450 C.E. Such factors might include the improved transportation technologies and commercial practices that led to an increased volume and geographic expansion of trade, as well as the expansion of empires, such as the caliphates and the Mongols, that facilitated Eurasian trade and drew new peoples and places into trade networks. A good response must also briefly explain the decline of these overland trade routes after 1450 C.E. due to, for example, the growing volume of maritime trade facilitated by European traders and joint-stock companies that used American silver to purchase Asian goods.

Question 2: This question addresses state expansion and consolidation during the period 1450 C.E. to 1750 C.E. In responding to the question, students must analyze the actions and practices of rulers, and shifts and developments of political institutions, within a concrete historical context.

2. Answer all parts of the question that follows.

Identify and explain THREE ways in which rulers legitimized or consolidated their power during the period 1450 C.E. to 1750 C.E. Use specific examples from one or more states or empires.

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.	Contextualization	4.3.I
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.		

Learning Objectives	Historical Thinking Skill	Key Concept in the Curriculum Framework
SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.		
SB-7 Assess how and why internal conflicts, such as revolts and revolutions, 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.		
ECON-3 Assess the economic strategies of different types of states and empires.		
ECON-8 Analyze the relationship between belief systems and economic systems.		
SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social stratification.		
SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.		
SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.		

What good responses will include

In a good response, students identify and explain three distinct ways that rulers legitimized or consolidated power. One example might be the use of religion, art, and architecture (such as that associated with the Mughal Empire) as means to legitimize rule. Students might also explain how states such as the Ottoman Empire utilized specific ethnic and religious groups for economic contributions while limiting their ability to challenge the authority of the state. A brief discussion of the growth of professional administrative bureaucracies and armies in places such as Tokugawa Japan would also be an appropriate means for explaining state consolidation in this period. Students can choose to provide their examples from one or more states and empires.

Question 3: This question addresses the development of industrialization, nationalism, and imperialism outside of Europe between the late 19th century and World War II. Focusing on Japan, students are required to analyze these developments through the lens of causation, and continuity and change.

3. Use the artwork below and your knowledge of world history to answer all parts of the question that follows.



Image Courtesy of the British Library

Mizuno Toshikata, Japanese painter, *Picture of a Discussion by [Japanese] Naval Officers about the Battle Strategy against China*, three-panel woodblock print created during the 1894–1895 war between Japan and China.

- Identify and explain ONE factor that enabled Japan to develop the military capacity alluded to in the painting.
- Identify and explain ONE way in which the painting reflects the development of new cultural identities in the nineteenth century.
- Identify and explain ONE way in which Japanese militarism affected international politics in the period circa 1900–1945.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
SB-1 Explain and compare how rulers constructed and maintained different forms of governance.	Causation	5.1.V
SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.	Continuity and Change	5.2.II 5.3.II
SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.	Contextualization	6.2.IV
SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.		
ECON-4 Analyze how technology shaped the processes of industrialization and globalization.		

What Good Responses Will Include

A good response must briefly relate the Meiji Restoration and industrialization to Japan's expanding military and imperial capacities in the late 19th century. In addition, students must contextualize Toshikata's painting and provide specific evidence from it (e.g., Western-style military uniforms) that demonstrates the impact of modernity upon changes and continuities in Japanese national identity during this period. Finally, students must also briefly identify and explain a consequence of Japanese militarism upon international politics in the first half of the 20th century. For example, students might analyze the impact of the Russo-Japanese War (1904-1905) upon the Russian Revolution, or the expansion of Japanese imperialism and militarism in the 1930s as contributing to the origins of World War II.

Question 4: Students must analyze the differing interpretations of historians Ronald Powaski and Ralph Levering about the origins of the Cold War. They must identify and explain historical evidence that substantiates the arguments of both historians.

4. Use the two passages below and your knowledge of world history to answer all parts of the question that follows.

Source 1:

“It seems, in hindsight, that the Cold War was inevitable. From the very beginning of the Russian-American relationship, the ideologies of the two nations were fundamentally incompatible. Founded in 1776, the young United States was republican and democratic. Russia, on the other hand, was an old autocracy, hostile to democracy, xenophobic, and known for ruthless suppression of its numerous subjects. There was another factor that seemed to make eventual conflict between the two nations inevitable: both were expansionist states whose respective spheres of interest would eventually expand to global dimensions.”

Ronald E. Powaski, *The Cold War: The United States and the Soviet Union, 1917–1991*, 1998

Source 2:

“Some scholars argue that the Cold War began in 1917–1920 with the first ideological, political, and military clashes between the U.S.S.R. and the West. But most scholars believe that it makes more sense to place the start of the Cold War in the mid-1940s when American and Soviet leaders had the military power, the economic resources, and the determination to engage in a far-flung and intense ideological, political, military, and cultural struggle for influence.”

Ralph Levering, *Debating the Origins of the Cold War: American and Russian Perspectives*, 2001

- Identify and explain ONE piece of historical evidence that would support Powaski’s interpretation about the origins of the Cold War.
- Identify and explain ONE piece of historical evidence that would support Levering’s interpretation about the origins of the Cold War.
- From the two interpretations above, select the one that, in your opinion, better accounts for the origins of the Cold War. Briefly explain your choice using additional evidence beyond that used to answer a or b.

Learning Objective	Historical Thinking Skills	Key Concept in the Curriculum Framework
SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.	Argumentation Analyzing Evidence: Content and Sourcing Interpretation	6.2.IV

What Good Responses Will Include

A good response must identify and explain how a specific piece of historical evidence supports Powaski’s interpretation of the origins of the Cold War. For example, a student might substantiate Powaski’s argument about the early and inevitable ideological and political origins of the Cold War by analyzing examples such as the Comintern and the First Red Scare in this regard. Students might also provide evidence that supports Powaski’s claim that both the United States and Russia were expansionist states and briefly analyze examples of American imperialism and Soviet expansion before World War II. Students must support Levering’s interpretation, and a good response might identify and explain how the Cuban Missile Crisis, or the U.S. and Soviet supported proxy wars that developed between and within postcolonial states, evidenced the far-flung and post-World War II origins and dimensions of the Cold War. In weighing the relative strength of the two arguments, a good response might present and explain evidence that challenges the argument of one of the historians. For example, in challenging Powaski, a student might identify and explain the impact and contingency of nuclear rivalry initiated in the mid-1940s as a key and essential cause and component of the Cold War.

Section II

Part A: Document-Based Question

There will be one document-based question on the exam. The document-based question will have one of the following historical thinking skills as its main focus: **comparison**, **causation**, **patterns of continuity and change over time**, or **periodization**. In addition, all document-based questions will always assess the historical thinking skills of **argumentation**, **analyzing evidence**, **contextualization**, and **synthesis**.

In the sample question shown that follows, the main historical thinking skill being assessed is **comparison** (actual document-based questions on the exams may focus on other skills); in employing this skill, students will also use the skill of **patterns of continuity and change over time**. The learning objectives addressed in this sample document-based question are primarily from Theme 4: Creation, Expansion, and Interaction of Economic Systems (ECON). The directions to students will explain the discrete tasks necessary to score well on this question.

WORLD HISTORY SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present 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.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area
 - 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)
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology)

Question 1: Using the documents and your knowledge of world history, compare industrialization in Japan and Russia between 1850 and 1914.

Document 1

Source: Sergey Witte, Russian finance minister, secret letter to Tsar Nicholas II, 1899.

The entire economic structure of the empire has been transformed in the course of the second half of the current century, so that now the market and its price structure represent the collective interest of all private enterprises which constitute our national economy. Buying and selling and wage labor penetrate now into much deeper layers of our national existence than was the case at the time of serf economy . . .

I realized, of course, that there were very weighty arguments against the protectionist system and against high tariffs. But I supposed that even the proponents of free trade must be aware that it would be extremely harmful from the government viewpoint to remove the protective system before those industries had been securely established for whose creation whole generations had paid by a high tariff.

The gradual growth of industry in the country, always accompanied by falling prices for manufactured goods, will make it possible for our export trade to deal not only in raw materials, as at present, but also in industrial goods. Our present losses in the European trade can then be converted into profits in the Asiatic trade.

The influx of foreign capital is, in my considered opinion, the sole means by which our industry can speedily furnish our country with abundant and cheap goods. Each new wave of capital, swept in from abroad, knocks down the high level of profits to which our monopolistic entrepreneurs are accustomed and forces them to seek compensation in technical improvements, which, in turn, will lead to price reductions.

If we carry our commercial and industrial system, begun in the reign of Alexander III, consistently to the end, then Russia will at last come of age economically. Then her prosperity, her trade and finance, will be based on two reliable pillars, agriculture and industry; and the relations between them, profitable to both, will be the chief motive power in our economy.

Document 2

Source: Count Okuma Shigenobu, former prime minister of Japan, "The Industrial Revolution in Japan," article published in a United States magazine, 1900.

One of the principal measures adopted by the Meiji government, with the object of promoting the national prosperity and enlightenment, was the education of the young as well as of grown men, some of whom held high government positions. These latter were made to travel through civilized countries for the purpose of observing and examining their social, industrial, and political institutions, with a view to transplanting to Japanese soil whatever seemed to them likely to bear good fruit there.

Another measure which the government steadily pursued was the establishment of various kinds of factories, under the direct supervision and management of its officials. In the School of Mechanical Engineering, a small iron-foundry was built, and machines were made for the purpose of practical instruction. The Department of the Army started the manufacture of gun-powder and implements of war, while the Department of the Navy built and equipped a dockyard. The Department of Finance . . . also felt the need of an establishment where the paper currency, the national bonds and various kinds of stamps could be printed, and founded one under its direct control. In a similar manner a paper factory was established . . . Thus various manufactures sprang up, one after another.

The government also encouraged the introduction of the machinery for reeling silk thread and spinning cotton yarns, both of which operations had formerly been done almost wholly by manual labor. The government succeeded in concentrating the capital until now scattered by issuing Bank Regulations and establishing national banks. For the purpose of facilitating foreign trade, it used its influence for the establishment of the Bank of Yokohama. Again, the government undertook the construction of the first railway in Japan.

Document 3

Source: Julian Cochrane, photographer employed by a United States company that distributed photos for educational books, silk factory in central Japan, 1904.



Courtesy of www.MeijiShowa.com

Document 4

Source: S. I. Somov, Russian socialist, memoirs published in 1907, recalling his participation in the 1904–1905 strike at the Putilov factory in Saint Petersburg.

I remember the enormous impression which the first workers' meeting [during the strike] produced on me and my comrades. A kind of mystical, religious ecstasy reigned the whole time at the meeting; thousands of people stood side by side for hours in the dreadful heat [of the factory floor] and thirstily devoured the artless, strikingly powerful, simple, and passionate speeches of their exhausted fellow workers. The whole time the content of the speeches was meager, the same phrases being repeated in many ways: "our patience has come to an end," "our suffering has gone beyond all measure," "better death than this life," and so forth. But they were all pronounced with such marvelous, touching sincerity, flowed so much from the very depths of an exhausted human soul, that the same phrase, pronounced for the hundredth time, brought tears to the eyes, and conveyed the certainty that it was really necessary to do something in order to give vent to this worker bitterness and dissatisfaction, which had overflowed its limits.

Document 5

Source: Yamamoto Shigemi, Japanese historian, interviews with elderly Japanese women who had worked in silk factories in eastern Japan in the early 1900s, published in 1968.

SURVEY OF 580 FORMER JAPANESE SILK WORKERS

Aspect of Life in the Silk Factories	Workers' Impressions		
Food	Poor: 0%	Average: 10%	Good: 90%
Nature of work	Hard: 3%	Average: 75%	Easy: 22%
Pay compared to other work	Lower: 0%	Average: 30%	Good: 70%
Treatment of sick workers	Poor: 40%	Average: 50%	Good: 10%
Asked if they were glad they had gone to work in a silk factory	Not glad: 0%	Neutral: 10%	Glad: 90%

Document 6

Source: Pavel Buryshkin, Russian merchant, from his published memoirs, written between 1911 and 1914.

The final ten years of the last century and the first years of the present were characterized by the extraordinary growth of industry in Russia . . . Mining and metallurgical industries, ironworks, sugar production, and textiles especially cotton, prospered greatly . . . The growth of Russian industry was furthered by both Russia's immense natural resources and by a series of necessary government measures promulgated during Sergey Witte's administration of Russia's finances, for example, the monetary reform or the protective tariff policy, which had existed in Russia from the early 1800s. The general atmosphere that prevailed among Russian businesses and government circles, also stimulated this growth. The slogan of the day was the development of Russia's protective forces, the building of its own industry, the organization of Russia's own production to utilize the country's enormously rich productive capacities. Qualitative improvement of factory equipment went along with quantitative growth. Many of the textile mills in Russia, especially in the Moscow district, were among the best equipped in the world.

Document 7

Source: M. I. Pokzovskaya, Russian physician, excerpt from her article published in the magazine of an international woman suffrage organization, London, 1914.

In the majority of the factories where women are employed the working day is from 10 to 11½ hours . . . On Saturday, in many factories . . . the work sometimes lasts 16 and 18 hours per day. The workers are forced to work overtime on pain of instant dismissal or of transference to inferior employment, and in the case of children actual physical force is used to make them continue in their places.

It happens sometime, as on April 25th, 1913, at a cotton spinning factory in St. Petersburg, that the workers strike as a protest against the dismissal of old workers and their replacement by girls between 14 and 16 years of age. The result of the strike was a wholesale dismissal of all the women, whose places were filled by young girls.

In a large tobacco factory in St. Petersburg the women workers who were asking for raised pay were cynically informed that they could augment their income by prostitution.

Learning Objectives	Key Concepts in the Curriculum Framework
SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.	5.1.I
SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.	5.1.II
ECON-2 Analyze the economic role of cities as centers of production and commerce.	5.1.III
ECON-3 Assess the economic strategies of different types of states and empires.	5.1.IV
ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.	5.1.V
ECON-9 Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.	5.1.VI
ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.	5.2.I
ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations – both local and multinational – have interacted with state economic authority.	5.3.IV
SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.	5.4.I

What Good Responses Will Include

A good response would draw on six or seven documents (that is, all or all but one of the documents provided) to present a comparative analysis of industrialization in Japan and Russia between 1850 and 1914. Given the thrust of the question, the thesis should address both similarities and differences in comparing Japanese and Russian industrialization within the particular time period noted. An example of a good thesis might state that in both Japan and Russia the government played a significant role in the promotion of industrialization; although the former relied upon domestic capital while the latter was dependent upon foreign sources of investment.

The analysis of the documents should provide evidence to support the thesis or relevant argument. In addition to using evidence from at least six documents to support the thesis or argument, the essay should explain the significance of the author's point of view, purpose, audience, and/or its specific historical context for at least four of the documents. For example, in discussing document 1, students might argue that the secret nature of Witte's letter increases its reliability as evidence of the motivations and character of Russian industrialization. In discussing document 3, students might question the veracity of the evidence from the photo by a foreign photographer of Japanese working conditions. In discussing document 5, students might question the reliability of the evidence of oral histories that were recorded a half century after the period of historical investigation. In discussing document 7, students might situate the discussion of gender in the labor force within the historical context of feminist movements and concerns just prior to World War I. A good essay will weave in these crucial observations about the veracity of the evidence to strengthen the argument about similarities and differences

in Japanese and Russian industrialization. A strong essay will consistently and cohesively address the reliability of the evidence that supports or contests the stated thesis.

A strong essay, however, does not simply list the characteristics of one document after another. Instead, it makes connections between documents or parts of documents to corroborate evidence that is used to make compelling arguments and assertions in response to the question. For example, a good essay might claim that Japan and Russia were similar in their use of female labor in industrial manufacturing as corroborated with evidence from Julian Cochrane's photo of a Japanese silk factory (document 3) and excerpts from M.I. Pokzovskaya's magazine article (document 7). Another similarity in Japanese and Russian industrialization relates to the significant role of the government in promoting manufacturing as evidenced in Sergey Witte's secret letter (document 1), Count Okuma's article (document 2), and Buryshkin's memoir (document 6).

Witte's letter and Okuma's article could also be used as evidence to corroborate and assert a claim of difference in that the Japanese raised and concentrated capital internally by "issuing Bank Regulations and establishing national banks" (document 2) while the Russians did so through the "influx of foreign capital" (document 1). A student might also make an argument addressing difference by juxtaposing the responses of each to labor conditions. While Russian workers reacted aggressively to the conditions by striking (as evidenced in documents 4 and 7), the Japanese workers did not (as evidenced in documents 3 and 5). In making the case for both similarity and difference, a strong essay will be cohesive and utilize all the documents and organize the essay to support the assertions within the thesis statement.

In the document-based question, students are required to use outside examples and knowledge to support their stated theses or relevant arguments. Both of the aforementioned arguments concerning differences between Japanese and Russian industrialization can be supported by knowledge beyond the documents at hand. For example, as students may point out, Russian industrialization in the late 19th century relied heavily on foreign capital. Witte's reforms liberalized rules relating to foreign investment. His moves to bring Russia onto the gold standard, and to stabilize the ruble, also attracted foreign investment.

In Japan, by contrast, state-guided industrialization was financed almost entirely by the government or private Japanese investors. In terms of worker willingness to assert their rights and grievances, students might establish in their responses that this was more pronounced in Russia where urban workers eventually instigated the Bolshevik Revolution, while in Japan even strikes were rare prior to the 1920s. In both these examples, the inclusion of knowledge that extends beyond the documents themselves strengthens the argument about difference, and demonstrates an appreciation for the nuances of historical thinking.

A strong response also demonstrates an understanding of the broader context of issues relevant to the question and situates the thesis or relevant argument within a larger historical context. In this case, a comparison of industrialization in Japan and Russia could be situated within a discussion of larger relevant global processes such as modernization or responses to global industrial capitalism or Western European imperialism.

Finally, a good response synthesizes and extends the argument. A strong essay might connect the issues of Japanese and Russian industrialization in the late 19th century to industrial expansion in the same economies later in the 20th century (e.g., during the time of Stalin or in the 1960s in the case of Japan). Alternatively, a student might compare late 19th-century industrialization in Japan and Russia with other examples from the same time period, such as in Brazil, Mexico, or India. A student might also juxtapose the significance of the failure of China to industrialize during the same time period. A strong essay might extend the argument by analyzing the environmental and social consequences of industrialization in Japan and Russia. Or, a student might bring in ideas from a discipline beyond history, such as economics, to further support an argument about the relative role of the state in Japanese and Russian industrialization.

Part B: Long Essay Question

Students will choose one of two long essay questions to answer in writing. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. In the sample questions presented here, students will analyze an issue using the historical thinking skills of **argumentation** and **periodization**. As with any essay, a good response begins with the development of a relevant **thesis**. In the rest of the essay, students should provide evidence in a manner that is convincing, thoughtful, and built on a sound knowledge of historical information relevant to the topic.

The following questions are meant to illustrate an example of a question pairing that might appear in this part of the exam, in which both questions focus on the same historical thinking skills but apply them to different time periods. Therefore, the question pairing allows students to make a choice concerning which time period and historical perspective they are best prepared to write about.

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present 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.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - 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).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

Question 2: Evaluate the extent to which the emergence of Buddhism in the fifth century B.C.E. can be considered a turning point in world history.

In the development of your argument, explain what changed and what stayed the same from the period before the emergence of Buddhism in the fifth century B.C.E to the period after the emergence of Buddhism in the fifth century B.C.E (*Historical thinking skill: Periodization*).

Learning Objectives	Key Concepts in the Curriculum Framework
CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.	2.1.II
CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.	2.3.III
CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.	3.3.III
CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.	
CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.	
SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.	
ECON-8 Analyze the relationship between belief systems and economic systems.	

What Good Responses Will Include

In challenging or substantiating a claim about a turning point, this question asks students to analyze what changed and what stayed the same with the emergence of Buddhism in the fifth century B.C.E. A good response will have a stated thesis that makes a historically defensible claim that addresses the extent to which the emergence of Buddhism functioned as a turning point during the fifth century B.C.E. The thesis must go beyond simply stating that it was or was not a turning point. A good thesis might make the claim that because Buddhism eventually became the predominant religion in East and Southeast Asia, it was an important turning point in world history. However, another good thesis might also make the claim that the emergence of Buddhism was not a turning point because in the fifth century B.C.E., the extent to which it was a turning point was limited only to South Asia.

While it is acceptable for the thesis to focus on either changes (by making an argument that the emergence of Buddhism in the fifth century B.C.E. was a turning point) or continuities (by making the argument that the emergence of Buddhism in the fifth century B.C.E. did not mark a significant turning point), the body of the essay must evaluate to some degree both changes AND continuities in order to earn full points.

In a good response, students will support their argument with specific examples that clearly and consistently demonstrate ways in which the period before the rise of Buddhism was similar to and different from the period after its rise. A strong essay will not only describe these similarities and differences but will also use them to analyze and explain the significance or extent of the impact of Buddhism on the trajectory of world history. A strong response will demonstrate knowledge of the relevant chronology and a detailed understanding of the events and circumstances of the period.

In supporting a thesis that asserts the emergence of Buddhism was a turning point, students might describe and explain the significant changes and differences brought to South Asia during the time of the Mauryan Empire. For example, a strong essay might make the case that Buddhism challenged existing caste and gender hierarchies in South Asia, or it might make the claim that the promotion of Buddhism by the Mauryan Empire was associated with the first large centrally administered state in South Asia. In supporting a thesis that asserts that the emergence of Buddhism was not a turning point, students might describe and explain the significant continuities and similarities found throughout Eurasia before and after the fifth century B.C.E. Examples might include the continued significance of religions such as Daoism and Shintoism in East Asia both before and well after the fifth century B.C.E.

Student responses should support or qualify their arguments about the effects of the emergence of Buddhism by examining the potential role of other developments beyond Buddhism in causing change during this time period. Students might point to the formation and expansion of empires, the origins of Confucianism, or the impact of the *Upanishads* in the development of what became Hinduism, to make their arguments. Some students might argue that these developments were more significant than Buddhism in making the fifth century B.C.E. a turning point. Other students might argue that the rise of Buddhism marked a turning point in world history, but that these other developments were also harbingers of significant change.

A good response also synthesizes and extends the argument. One way to do this would be to compare the effects of the emergence of Buddhism with other possible turning points in world history in different time periods. A strong essay asserting

that the emergence of Buddhism was not a significant turning point could do so by comparing it with another turning point in a different place or time that had greater coherence and impact across world history. A student could make the case, for example, that the fall of the Classical empires in the third and fourth centuries C.E. was a more significant turning point in world history than the rise of Buddhism. Another response might compare Buddhism’s effects with the impact of new religions and belief systems outside of Asia at roughly the same time period, such as the emergence of Greek moral and natural philosophy, or the establishment of Zoroastrianism as a state religion. Finally, a response might bring in ideas from a discipline beyond history to support the argument. For example, a strong essay might introduce the significance of archaeological evidence – or the absence thereof – in making the case for the extent of Buddhist significance in the fifth century B.C.E.

Question 3: Evaluate the extent to which the emergence of Islam in the seventh century C.E. can be considered a turning point in world history.

In the development of your argument, explain what changed and what stayed the same from the period before the emergence of Islam in the seventh century C.E. to the period after the emergence of Islam in the seventh century C.E. (*Historical thinking skill: Periodization*).

Learning Objectives	Key Concepts in the Curriculum Framework
CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.	3.1.I
CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.	3.1.III
CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.	
CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.	
SB-1 Explain and compare how rulers constructed and maintained different forms of governance.	

What Good Responses Will Include

In challenging or substantiating a claim about a turning point, this question asks students to analyze what changed and what stayed the same with the emergence of Islam in the seventh century C.E. A good response will have a stated thesis that makes a historically defensible claim that addresses the extent to which the emergence of Islam functioned as a turning point during the seventh century C.E. The thesis must go beyond simply stating that it was or was not a turning point. A good thesis might make the claim that because Islam became the dominant religion throughout much of Afro–Eurasia, it was an important turning point in world history. However, another good thesis might also make the claim that the emergence of Islam was not a turning point because in the seventh century C.E., it was limited to the Middle East and its extensive impact in Afro–Eurasia came many centuries later and in differing forms of Muslim religious practice.

While it is acceptable for the thesis to focus on either changes (by making an argument that the emergence of Islam in the seventh century C.E. was a turning point) or continuities (by making the argument that the emergence of Islam in the seventh century C.E. did not mark a significant turning point), the body of the essay must evaluate to some degree both changes AND continuities in order to earn full points.

In a good response, students will support their argument with specific examples that clearly and consistently demonstrate ways in which the period before the rise of Islam was similar to and different from the period after its rise. A strong essay will not only describe these similarities and differences but also use them to analyze and explain the significance or extent of the impact of Islam on the trajectory of world history. A strong response will demonstrate knowledge of the relevant chronology and a detailed understanding of the events and circumstances of the period.

In supporting a thesis that asserts that the emergence of Islam as a turning point, students might describe and explain the significant changes and differences brought to the Middle East and North Africa during the time of the Umayyad Caliphate. Students might point to the importance of Arab Muslim traders and the Umayyad Caliphate in promoting and extending trade from Spain to the Indus Valley that in turn facilitated important cross-cultural encounters and the diffusion of technologies as well as cultural practices. In supporting a thesis that asserts that the emergence of Islam was not a turning point, students might describe and explain the significant continuities and similarities found throughout Eurasia before and after the seventh century C.E. Examples might include role of the *jizya* in maintaining the continued importance of Judaism, Christianity, and Zoroastrianism within the Umayyad Caliphate.

Student responses should support or qualify their arguments about the effects of the emergence of Islam by examining the potential role of other developments beyond Islam in causing change during this time period. Students might point to the revival and expansion of empire in China under the Tang during this period. They might also address the revival of trade across Eurasia through the Silk Roads and Indian Ocean during the period.

A good response also synthesizes and extends the argument. One way to do this would be to compare the effects of the emergence of Islam with other possible turning points in world history in different time periods. A strong essay asserting that the emergence of Islam was not a significant turning point could do so by comparing it with another turning point in a different place or time that had greater coherence and impact across world history. A student could make the case, for example, that the fall of the Classical empires across Eurasia in the third and fourth centuries C.E. was a more significant turning point in world history than the rise of Islam in the seventh century C.E. Finally, a response might bring in ideas from a discipline beyond history to support the argument. For example, a strong essay supporting the emergence of Islam as a turning point might introduce the significance of findings from anthropology or religious studies that address the means by which the practices of Islam adapted to local circumstances as the religion spread.

Document-based and long-essay question rubrics, additional questions, sample responses, and scoring guidelines can be found on AP Central.

Index to the Concept Outline

abolition of slavery (See also *independence movements, race, slaves and slavery*), 97

adaptations (See also *civilizations, climate*)

- Scandinavian Vikings, 57
- of religious institutions, 60
- technology, 57
- use of camels by Arabs and Berbers in the Sahara, 57
- use of horses by Central Asian pastoral groups in the steppes, 57

Africa (See also *climate, migration and migrants, slaves and slavery*)

- Afro-Eurasia, 55, 56, 58, 60, 61, 63, 68-71
- Algerian and Angolan independence, 96
- Anti-Apartheid Movement in South Africa, 100
- Argentinian nationalism, 88
- Biafra secession, 96
- early human migration from, 57
- empires in, 74
- European trading-post empires in, 74, 76
- export of palm oil to Europe, 79
- gold and diamond mines, 80
- Kwame Nkrumah in British Gold Coast (Ghana), 96
- military dictatorship in Uganda, 100
- Pan-Africanism and Pan-Arabism, 97
- pastoralism in, 55
- proxy wars, 99
- Sahara, 57, 59, 66
- slaves (coerced and semicoerced labor), 62, 64, 65, 70, 72, 92
- Trans-Saharan routes, 52, 55
- Tutsi in Rwanda, 98
- Vodun, 71

- Xhosa Cattle-Killing Movement, 89
- Zulu Kingdom, 85

agriculture and agricultural societies (See also *civilizations, farming, industry and industrialization, pastoralism, technology, trade, transportation, urban societies, urbanization and urban planning*), 38-40, 62, 64, 66, 70, 73, 93

- coerced labor, 50, 62, 64, 65, 70, 72, 73
- crops, 66, 70, 72
- crop-and-field rotation, 72
- European agricultural and settlement practices in Americas, 70
- food supply, 38
- independence of French West Africa, 96
- Japanese agricultural workers in the Pacific, 80
- peasant uprisings, 77
- plantations expanded, 73

Americas (See also *Caribbean, labor, Latin America, migration and migrants, United States*)

- Amerindian populations, 70
- Andean region, 60
- Creole elite in Spanish America, 74
- European empires in the, 74
- export of cotton (North America), 79
- germs and diseases, 66
- industrial production, 79, 80, 81
- Italian industrial workers in Argentina, 91
- key states and empires, 48
- Lebanese merchants, 91
- maritime empires in, 76
- Maya region, 61
- Mesoamerica, 38, 40, 48, 55, 59, 60
- migrant ethnic enclaves in, 92
- military dictatorship in Chile, 100

- new racial classifications (*mestizo*, *mulatto*, *creole*), 75
- North American slave resistance, 89
- Pinochet (South America), 101
- Quebecois separatist movement, 96
- Spanish colonies in, 68
- United Fruit Company, 81
- anarchism** (See also *communism*, *governance*, *liberalism*, *socialism*, *Marxism*), 82
- animals, domesticated and exotic** (See also *agriculture*), 53, 54, 57, 70
- Anti-Apartheid Movement in South Africa** (See also *Africa*, *independence movements*, *rebellions*, *revolts*, *nonviolence*), 100
- anticolonial movements** (See also *independence movements*, *rebellions*, *revolts*)
 - Boxer Rebellion (Qing China), 89
 - Indian Revolt (1857), 89
- architecture** (See also *archeology*, *arts*, *cities*, *urbanization and urban planning*)
 - art and, 46, 71
 - monumental, 42, 75
 - pyramids, 42
 - temples, 42
 - ziggurats, 42
- arts** (See also *architecture*, *communication*, *urbanization and urban planning*)
 - arts used during wartime, 98
 - Buddhist art and architecture, 46
 - Christian art and architecture, 46
 - funding for, 71
 - Greco–Roman art and architecture, 46
 - Hindu art and architecture, 46
 - Ottoman miniature painting, 75
 - poetry, 45
 - Qing imperial portraits, 75
 - Taj Mahal, 75
 - Versailles, 75
- Asia** (See also *China*, *Eurasia*, *religions*)
 - Buddhism in, 59
 - China, 51, 56, 62
 - Chinese migrant ethnic enclaves in, 92
 - city-states, 61
 - Dutch in Indonesia, 84
 - East, 48, 53, 59
 - European trading-post empires in, 74, 76
 - export economies, 79
 - Filipino, 88 (nationalism), 98 (migration to United States)
 - goods, 68, 69, 78, 80
 - Ho Chi Minh (Vietnam), 96
 - HSBC, 81
 - Indian Revolt (1857), 89
 - Islamic renewal movements, 103
 - migration of South Asians to Britain, 98
 - opium production, 80
 - Persia, 48
 - proxy wars, 99
 - routes to, 68
 - shipbuilding, 80
 - Sikhism, 71
 - Song, 60, 65
 - South, 45, 48, 49, 54, 71, 80
 - Southeast, 65, 74 (women and trade)
 - Southwest, 48
- Atlantic and Pacific Oceans** (See also *Indian Ocean*), 67
 - Atlantic exchange network, 74
 - Atlantic system, 69
 - Columbian voyages across, 67
- Aztec** (See *Mexica [Aztecs]* and *Inca*) 61, 75
- Balkans** (See also *Europe*), 85
- Big Geography** (See also *geography*), 37
- Bolívar's Jamaica letter** (See also *independence movements*, *revolutionary documents*), 87

- Brazil, Maroon societies** (See also *Africa, Americas, Caribbean*), 89
- Buddhism** (See also *Asia, religions*), 45, 54, 59, 65, 71
- Byzantine Empire** (See also *empires*), 56, 60, 65
- Caliphate** (See also *empires, Islam*), 56, 60
- capitalism** (See also *communism, liberalism, John Stuart Mill, Adam Smith, socialism*), 78
- global, 82 (responses to)
 - struggles with communism, 99
- Caribbean** (See also *Americas, religions, trade*)
- Chinese migrant ethnic enclaves in, 92
 - Maroon societies in, 89
 - piracy in, 77
 - Vodun, 71
- Carthage** (See also *Africa, cities, Europe, Middle East*), 50
- Chavín** (See also *Americas, civilizations*), 40
- Cherokee Nation** (See also *Americas, United States*), 85
- China and Chinese** (See also *Asia, independence movements, labor, religions*), 45, 101
- architecture, 45
 - artisans and merchant export textiles and porcelain, 56
 - Boxer Rebellion, 89
 - Chang'an, 50
 - Chinese Exclusion Act, 92
 - communism, 97
 - culture, 45
 - dynasties, 60
 - expansion, 55
 - free-market policies, 101
 - indentured servitude, 73
 - influence of Daoism on culture, 45
 - influence on states in Japan, 45
 - iron and steel production expands, 63
 - Manchus, 74, 88
 - medical theories and practices, 45
 - migrant ethnic enclaves, 92
 - Nanjing, 95
 - Neoconfucianism, 59, 62
 - opium production, 80
 - poetry, 45
 - Qing Empire, 75, 82, 88, 89, 95 (collapse)
 - silk textile production, 73
 - Song (dynasty), 60, 65
 - Sui (dynasty), 60
 - Tang (dynasty), 60
 - Tiananmen Square, 100
 - Vietnamese independence, 96
- Christianity** (See also *family life, gender, power, religions*)
- basis of, 46
 - effects on gender relations and family, 50
 - Reformation, 71
 - spread and transformation of, 44, 71
 - Vodun develops from interaction of African religions and, 71
- cities** (See also *civilizations, commerce, empires, governance, labor, migration and migrants, power, resources, trade*)
- Alexandria, 50
 - Athens, 50
 - Carthage, 50
 - Constantinople, 50
 - city-states, 48, 55, 61
 - defensive walls in, 42, 49
 - imperial, 50
 - new trading, 55
 - Pataliputra, 50
 - Persepolis, 50
 - Rome, 50
 - Teotihuacan, 50
 - trade routes promote new trade among, 55
 - trading cities, 55

Civil Rights Act of 1965 (See also *gender, power, race, religion, United States*), 103

civilizations (See also *cities, empires, labor, states, trade routes, urbanization and urban planning*), 40

- Chavín, 40
- early humans, 37
- Egypt, 40
- emerge, 40
- expansion, 55, 56, 57 (trade)
- hierarchies, 40, 43
- Mesopotamia, 40-44
- Middle East, 44, 54
- Mohenjo-Daro and Harappa, 40
- Neolithic and Paleolithic periods, 38
- Olmec, 40
- Shang, 40
- states emerge, 40, 60

climate (See also *adaptation, environment, geography*)

- adaptations to, 57
- fire and, 37
- Ice Age, 38
- Little Ice Age, 72
- response to warming, 38

codes (See also *governments, religion, revolutionary documents, states*)

- Code of Hammurabi (Babylonia), 42
- Code of Ur-Nammu (Sumer), 42
- facilitate rule of governments, 42

Cold War (See also *Europe, Japan, Russia/Soviet Union, United States, World War II*), 99, 100, 101

- antinuclear movement, 100
- NATO, 99
- Warsaw Pact, 99

colonies (See also *Americas, empires, Europe, governance*), 68, 69, 83, 84, 96, 98

Columbian Exchange (See also *hemispheres, science and medicine, trade*), 70, 72

Columbian voyages (See also *Americas, commerce, economics, Europe, transportation*), 67

- commerce** (See also *economics, goods, merchants, trade*), 43, 63
- commercial networks, 55
 - demand for materials and products, 73
 - Grand Canal in China, 56
 - Hanseatic League, 56
 - Inca road system facilitates, 56

communication (See also *arts, languages, networks*), 52, 55, 66

- innovations in, 81
- literacy, 71
- poetry, 45
- record keeping, 40, 42 (illustrative examples)
- telegraph, 81
- writing, 58 (illustrative examples)

communism (See also *anarchism, liberalism, socialism, transnational movements*), 89

- Five Year Plans, 101
- Great Leap Forward, 101
- struggles with capitalism, 99

Darwinism (See also *science and medicine*), 86

Delhi Sultanates (See also *Islam, Muslim Iberia*), 61

diasporic communities (See also *migration and migrants*), 58

- Jewish, 44

disease (See also *science and medicine, urbanization and urban planning, violence*), 54, 59, 63, 70, 72, 94

- bubonic plague, 59, 60
- epidemic, 54, 59, 94
- influenza pandemic of 1918, 94
- spread of, 54

divine right (See also *power, religions*), 75

economics (See also *civilizations, commerce, goods, governance, states*)
Atlantic system, 69
commodities (global circulation of), 66
credit and currency, 56
economic institutions, 80
(illustrative examples)
elites, 74
exchanges between groups
(civilizations and pastoralists), 40
global economy, 78, 79, 83, 101
joint-stock companies, 68
Neolithic Revolution leads to
complex economic systems, 38
plantation economy, 73

Egypt (See also *Africa, Middle East*)
Alexandria, 50
Islamic renewal movements, 103
Nasser, promotion of economic
development, 101
textile production, 80

electricity (See also *resources, technology*), 79

empires (See also *colonies, disease, Europe, governance, power, states*)
British, 84, 96
Byzantine, 56, 60, 65
caliphate, 56, 60
challenges to imperial
governments, 90
collapse and reconstitute, 60
conflicts, 62
emperors, 46 (Constantine), 75
(Chinese)
Eurasia, 74
European, 74
expansion of, 56
French, 96
Han, 48
Hellenistic and Roman, 48
Inca, 65, 73
Japan, 84
maritime empires in Americas, 76

Mauryan and Gupta, 48, 51
Mexica (Aztec) and Inca, 59
Mongols, 56, 65
Muslim, 58
new state forms emerge, 60, 61
Ottoman, 71, 76, 77, 82, 95
Persian, 48, 51
Portuguese, 76, 96
Qin and Han, 48
Qing, Self-Strengthening Movement
in, 82
Roman, 48, 54
spread of disease, 54
trading post, 74
warfare, 83

environment (See also *adaptation, agriculture and agricultural societies, climate, resources*), 40, 48, 57, 62, 70, 72, 78
climate change, 94
deforestation, soil depletion,
desertification, 70
environmental knowledge and
technological adaptations, 57
Green Revolution, 93
migration, effects on, 90, 94
pastoralism, effects on, 38
urban revival, 63

Eurasia (See also *Asia, Europe, migration and migrants, Russia/Soviet Union*), 38, 60, 65, 66, 74
pastoralism in, 38, 55, 60
power challenged, 74
slaves, demand for, 65

Europe (See also *Eurasia, family life, migration and migrants*)
agriculture and settlement
practices, 70
British empire, 96 (in India), 96 (Indian
independence; Gold Coast), 76, 84
demographic changes, 74
Dresden, 95
Dutch in Indonesia, 84

- empire building, 84 (illustrative examples), 48, 56, 84, 85 (expansion)
- European colonization, 70
- European gentry and nobility, 74
- European merchants, 66, 68, 69
- French Declaration of the Rights of Man and Citizen, 87
- government role in economy, 101
- Holocaust, 98
- import of palm oil from Africa, 79
- industrial production, 63, 79, 81
- Italian industrial workers in Argentina, 91
- labor, coerced and semicoerced, 72, 92
- Latin America, investing in, 84
- monopoly companies, 68
- nationalism, 83
- Opium Wars, 84
- pensions and public health in Germany, 82
- routes to Asia, search for, 67
- serfdom in, 65
- settler colonies (British, French), 84
- suffrage in Britain, 82
- technological developments, 67
- transoceanic travel and trade, 67
- family life** (See also *gender, power*), 64, 65, 74
 - birth control, 94
 - divorce, 65
 - family size decreases in Europe, 74
 - women's changing rights and roles, 87, 103
- farming** (See also *agriculture and agricultural societies, environment, resources, technology*)
 - domestication of local plants and animals, 52, 53, 54
 - effects on environments, 54
 - irrigation systems and techniques, 54
 - soil fertility, 40
- feudalism** (See also *governance*), 61
- finance** (See also *commerce, economics, governance, trade*)
 - centers and institutions, 66, 72, 79
 - financial instruments, 81 (illustrative examples)
 - gold standard, 81
 - insurance, 81
 - limited-liability corporations, 81
 - stock markets, 81
 - taxation, 60, 64, 65, 71, 74
- Five Year Plans** (See also *communism, governance*), 101
- free-market policies** (See also *governance*), 101
- French Declaration of the Rights of Man and Citizen** (See also *Europe, independence movements, revolutionary documents*), 87
- gender** (See also *Civil Rights Act, family life, power, race, religion*), 50, 62, 64, 65, 72, 74, 83, 90
 - Declaration of the Rights of Women and the Female Citizen* (Olympe de Gouges), 90
 - feminist movement and increased inclusivity, 103
 - Seneca Falls Conference (1848), 90
 - Vindication of the Rights of Women* (Mary Wollstonecraft), 90
- geography** (See also *agriculture and agricultural societies, environment, resources*)
 - Big Geography, 37
 - early human adaptation to (savanna, desert, tundra), 37
 - iron resources, 41, 63
 - Italian peninsula, 61
- goods** (See also *commerce, industrialization, production and manufacturing, slaves and slavery, trade*), 52
 - demand increases in Afro-Eurasia, 63
 - global circulation of, 66, 68

- Industrial Revolution, 78
 - opium, 80
 - precious metals and gems, 56
 - textiles and porcelains, 56, 63
- governance** (See also *Civil Rights Act, codes, finance, military, power, states*)
 - centralized governments, 49
 - decentralized government (feudalism), 61
 - ideologies used in, 89, 96
 - legal codes facilitate rule of, 42
 - New Deal, 101
 - political elites, 48, 74
 - private property, 78
 - reforms, 82 (illustrative examples)
 - role in economy, 101
 - taxation, 60, 64, 65, 71, 74
- Great Depression** (See also *finance, governance*), 99
- Great Leap Forward** (See also *communism, governance*), 101
- Haitian Revolution** (See also *independence movements*), 89
- hemispheres** (See also *Columbian Exchange*), 66, 70, 71, 76
 - interconnection of Eastern and Western, 66, 70
- Hinduism** (See also *religions*), 44, 54, 59, 71
- Hiroshima** (See also *Japan, warfare and conflicts*), 95
- Ho Chi Minh** (See also *Asia, Europe*), 96
- horseback riding** (See also *transportation*), 41
- ideas and philosophy** (See also *communication, John Stuart Mill, religions*)
 - Enlightenment, 86
 - Greco–Roman philosophy, 46
 - syncretic belief systems and practices, 71
- immigrants, reception to** (See also *labor, migration and migrants, power*), 92
 - Chinese Exclusion Act, 92
 - White Australia Policy, 92
- Inca empire** (See also *Americas*) Inca road system facilitates, 61
 - mit'a*, 65
 - Spanish adaptation of Inca *mit'a*, 73
- indentured servitude** (See also *labor*), 73
- independence movements** (See also *abolition of slavery, Africa, Latin America, rebellions, United States*)
 - American Revolution, 89
 - feminist movement, 90
 - Haitian Revolution, 89
 - Latin American Independence movement, 89
 - negotiated independence, 96 (illustrative examples)
 - Negritude movement, 103
 - through armed struggle, 96 (illustrative examples)
- India** (See also *Asia*)
 - British in India, 84
 - indentured servitude in, 92
 - independence, 96
 - India-Pakistan partition, 98
 - Indian Constitution of 1949, 103
 - Indian National Congress, 96
 - Indian Revolt (1857), 89
 - migrant ethnic enclaves, 92
 - Muhammad Ali Jinnah, 96
 - production of textiles and porcelain, 73, 80
 - shipbuilding, 80
- Indian Ocean** (See also *Atlantic and Pacific Oceans, trade routes*), 78, 79, 82
 - trade route competition, 77
- industry and industrialization** (See also *technology*), 78, 79, 82
 - Industrial Revolution, 78
 - innovations stimulate industry, 63

- Italian industrial workers in Argentina, 91
- production, 50, 62, 63, 64, 72
- sanitary conditions and working conditions, 82, 83
- steam-powered industrial production, 80
- International Criminal Court** (See also *governance*), 102
- Islam** (See also *Delhi Sultanates, Muslim Iberia, religions*)
 - Abbasids, 61, 62
 - caliphate, 56, 60
 - expansion and adaptation, 58, 59, 60, 71
 - Islamic renewal movements, 103
 - Islamic states, 61
 - merchants and missionaries help to expand, 58
 - Ottoman treatment of non-Muslim subjects, 75
 - Songhay promotion of, 75
- Jamaica** (See *Bolívar's Jamaica Letter*), 87
- Japan** (See also *Asia*), 61
 - agricultural workers in the Pacific, 91
 - daimyo, 74
 - empire building and expansion, 83
 - Hiroshima, 95
 - industrial production, 81
 - Meiji, 82, 85
 - samurai, 75, 77
 - women exercise more power in, 65
- labor** (See also *agriculture and agricultural societies, civilizations, trade, transportation*)
 - agricultural, 72
 - coerced and semicoerced, 62, 64, 65, 70, 72, 73, 92
 - convict labor, 92
 - encomienda* and *hacienda* systems, 73
 - factories, 79, 82
 - forms of labor organization, 64
 - global capitalism, responses to, 82
 - indentured servitude, 73, 92
 - machinery, 79
 - manual laborers and specialized professionals, 91
 - metallurgy in China, 45
 - mining, 80
 - mobilized by states, 40
 - organization, diversification of, 64
 - peasant labor, intensification of, 73
 - practices influenced by increased trade, 57, 58
 - Russian Siberia, 73
 - serfdom, 65, 87
 - specialization of, 40, 41, 79
 - taxation, 60, 74
 - urban revival and greater availability of, 63
- land ownership** (See also *governance, power, states*), 60
- languages** (See also *communication, migration and migrants*), 57
- Latin America** (See also *Americas*)
 - British and American investments in, 84
 - independence movement, 89
 - Liberation Theology, 103
 - proxy wars, 99
- League of Nations** (See also *governance*), 102
- liberalism** (See also *capitalism, communism, socialism*), 81, 89
- limited-liability corporations** (See also *finance*), 81
- maritime** (See also *Mediterranean, migration and migrants, technology, trade routes*)
 - migrations, 57
 - technologies, 67
 - transoceanic maritime contacts and conflicts, 67

Marxism (See also *anarchism, capitalism, communism, liberalism, socialism*), 82

Mediterranean (See also *maritime, trade routes*)

Sea, 52, 55

slaves, exported to, 65, 73

merchants (See also *commerce, industry and industrialization, trade*)

European, 76

profits increase, 71

role in expanding religion, 58

set up diasporic communities, 58

Mexica (Aztecs) and Inca (See also *Americas*), 59

copper mines, 80

human sacrifices, 75

Inca road system facilitates, 56

Teotihuacan, 48

Middle East (See also *Islam*), 44, 54, 80, 98

opium production, 80

Zionist Jewish settlement of Palestine, 98

migration and migrants (See also *climate, codes, industry and industrialization, labor, languages, trade*), 90, 91, 92, 98

Algerians to France, 98

Australia, migration to, 37

diasporic communities, 44, 58

during Paleolithic period, 37

environmental impact, 57

ethnic enclaves, 92 (illustrative examples)

language diffusion and development, 57

South Asians to Britain, 98

trade networks influence, 62, 63

military (See also *governance, violence, warfare and conflicts*), 48

alliances during Cold War, 99

conflicts, 98

defeat, 95

dictatorships, 100 (illustrative examples)

military industrial complex, 100

professionals, 75 (illustrative examples)

technology and tactics, 95

Mill, John Stuart (See also *communication, ideas and philosophy*), 81

mit'a (See also *Inca empire, Spain*), 65

money (See *economics*), 56

Mongol (See also *Asia, empires, states*)

empires, 56, 62

khanates, 61

monotheism (See *religions*), 42, 44, 55

Mughal Empire (See also *empires, power*)

expansion, 76

zamindars in, 74

Nanjing (See also *China*), 95

nation-states (See also *governance, states*), 83, 86

nationalism (See also *governance, states*), 69, 83, 86

Neoconfucianism (See also *Asia, religions*), 59, 62, 65

Neolithic Revolution (See also *civilizations, Paleolithic period*), 38

networks (See also *Americas, cities, communication, religions*), 52

Andes, 55

communication, 56

Mesoamerica, 59

Mississippi River Valley, 55

spread religion, 66

trade, 55, 56, 62, 66, 74

nonviolence (See also *violence, warfare and conflicts*), 100

Ottoman (See also *Africa, Asia, empires*)
 art, 75
 devshirme, 75
 economy, 82
 empire collapse, 95
 empire expansion, 76
 Ottoman–Safavid conflict and rivalry, 71, 77
 Sunni and Shi’a, 71
 Tanzimat movement, 82
 treatment of non-Muslim subjects, 75

Pan-Arabism (See also *Africa, Pan-Africanism*), 97

pastoralism (See also *agricultural societies, environment, farming*), 38, 40
 adaptations, 45
 affects agricultural societies, 38
 affects environment and food supply, 39
 development of transportation and weapons, 41
 economic exchanges with civilizations, 40
 Eurasia, 60
 patriarchy in, 38
 role in cross-cultural networking, 55

patriarchy (See also *family life, gender, power, states*), 38, 43, 50, 60

population (See also *agricultural societies, farming, labor, migration and migrants, pastoralism, resources*)
 class distinctions, 48, 83
 competition for resources and, 40
 demographic changes, 74
 displacement and resettlements, 98 (illustrative examples)
 food supply and, 38, 41, 52, 70, 79
 global exchange of crops affect, 66
 record keeping and, 40, 42
 relocate to cities, 91
 rises, 90, 93

power (See also *Civil Rights Act, communism, economics, governance, religions, states, warfare and conflicts*)
 challenges to imperial government, 88
 class, 48, 83, 95
 elites, 50, 51, 60, 74, 75
 Enlightenment and, 86, 87
 Eurasia, power challenged, 74
 gender, 50, 62, 64, 65, 72, 74 (women’s suffrage), 82, 87, 90
 land ownership, 60
 military and, 49
 patriarchy, 43, 50
 piracy in the Caribbean, 77
 political elites, 74
 protest movement, 102
 right to vote, 103
 rulers consolidate, 75
 Soviet Union and United States emerge as superpowers, 99
 state rivalries, 77
 struggles between ethnic and religious groups, 75
 trade practices, 55

production and manufacturing (See also *goods, labor, resources, trade*)
 global manufacturing, 80
 iron and steel production, 63
 Persian textiles and porcelains, 63
 ship building and design, 80

race (See also *Civil Rights Act, gender, population, religion, power, slaves and slavery*), 83, 103

rebellions (See also *independence movements, revolts*)
 Ghost Dance in the United States, 89
 Xhosa Cattle-Killing Movement, 89

religions and religious beliefs (See also *Civil Rights Act, divine right, power, states, traditions*), 44
 adaptation of religious institutions, 60
 Buddhism, 45, 54, 59, 65, 71
 Christianity, 46, 54, 59, 65, 71

- codification of, 44
 - Confucianism, 45, 47
 - Daoism, 45
 - development, 40, 42, 44
 - diaspora (Jewish) result from conquests, 44
 - divine right, 75
 - Judaism, effect on Christianity, 44
 - Hebrew monotheism, 42
 - Hinduism, 44, 54, 59, 71
 - influence on rulers, 40, 44
 - Islam, 55, 58, 59, 60, 61, 65, 67, 71
 - military expansion and Muslim rule, 58
 - missionaries and merchants (role in expanding), 58
 - Neoconfucianism, 59, 62, 65
 - Shiism, 75
 - spread and reform, 71
 - Sufi practices help spread Islam, 71
 - syncretic belief systems and practices, 71
 - temples, 42
 - trade networks spread, 66
 - transformations in, 51
 - Vodun, 71
 - Zoroastrianism, 42, 58
- resources** (See also *commerce, environment, Hittites, population, production and manufacturing, trade*), 48
- access to foreign, 78
 - competition for, 40, 99
 - distribution of, 78
 - food, 40, 52, 70, 72, 90
 - fossil fuels, 78
 - influence territorial expansion, 41
 - iron, 41
 - mobilized by states, 40
 - natural, 79 (illustrative examples)
- revolts** (See also *independence movements, rebellions, violence, warfare and conflicts*), 77
- free peasant, 65
- revolution and rebellion** (See also *independence movements*), 77
- revolutionary documents** (See also *codes, communication, governance, independence movements, power*)
- American Declaration of Independence, 87
 - French Declaration of the Rights of Man and Citizen, 87
- rulers** (See also *empires, governance, revolutionary documents, power, states*)
- joint-stock companies used to control economies, 68
 - religion influences, 40, 44
- Russia/Soviet Union** (See also *Asia, Eurasia, Europe*), 99, 101
- Cold War, 99, 100, 101
 - conquests, 85
 - empire collapse, 95
 - settlements in Russian Siberia, 73
 - Soviet Union emerges as superpower, 99
- science and medicine** (See also *Columbian Exchange, disease, technology*), 93
- Darwinism, 86
 - medical theories and practices, 45
- slaves and slavery** (See also *labor, power, violence, warfare and conflicts*)
- Enlightenment and, 86, 87
 - resistance, 89
 - transatlantic slave trade, 74
- Smith, Adam** (See also *communication, ideas and philosophy, John Stuart Mill*), 81
- socialism** (See also *anarchism, capitalism, liberalism, Marxism*), 82, 89, 97
- Soviet Union** (See *Russia/Soviet Union*), 99, 101
- Spain** (See also *Americas, Europe*)
- colonies in the Americas, 68
 - encomienda and hacienda systems, 73

- military dictatorship, 100
- Picasso's *Guernica*, 100
- República de Indios*, 75
- Spanish adaptation of Inca *mit'a*, 73
- Spanish and Portuguese influence decline, 84
- states** (See also *civilizations, empires, governance*), 55, 60-62, 74
 - centralization, 74
 - credit, currency, and monetization, 56
 - conflicts, 62
 - decline, 51, 74
 - hierarchies, 43
 - Islamic, 61
 - Japanese, 61, 84
 - key states and empires, 48
 - private property, protection of, 78
 - role of culture in unifying, 42
 - synthesis of local and foreign traditions in, 61
- technology** (See also *civilizations, industry and industrialization, tools, trade, transportation*), 37, 38, 43, 52
 - adaptions, 57
 - agricultural production stimulated by innovations, 63
 - energy (petroleum and nuclear power), 93
 - exchange among civilizations, 59, 62
 - gunpowder, 59, 62
 - machine development, 78, 79
 - printing, 59
 - stagnation, 95
 - steam and internal combustion engine, 78
 - technological innovations (illustrative examples), 39, 59, 63
 - transoceanic transportation and, 66
 - violence drives developments in, 40
- Toltec/Mexica and Incan traditions** (See also *traditions*), 59
 - Inca road system facilitates, 56
- tools** (See also *technology, violence*), 37, 67
- trade** (See also *agricultural societies, civilizations, networks, tools, trade routes, transportation*), 40, 43, 52, 55, 62, 66, 72
 - Atlantic system, 67
 - commodities, global circulation of, 68
 - expansion across civilizations, 43
 - feature of civilizations, 40
 - interregional, 43 (illustrative examples)
 - long distance, 48
 - metallurgy, 39
 - networks, 55
 - new trading cities, 55
 - productivity and, 62
 - regional trade agreements, 102 (illustrative examples)
 - trading-post empire, 67
 - transoceanic, 67, 68 (shipping services)
 - transportation expands, 56
 - volume increases, 62
 - women conduct more, 74
- trade routes** (See also *cities, trade*), 55, 77
 - Mediterranean Sea, 52
 - Omani-European competition over, 77
 - Silk Roads, 52, 55
- traditions** (See also *ideas and philosophy, religions*), 47, 59, 61
 - ancestor veneration, 47
 - animism, 47
 - diffusion of literary, artistic, and cultural, 59
 - diffusion of scientific and technological innovations, 59
 - shamanism, 47
 - Toltec/Mexica and Incan traditions, 59
- transnational** (See also *Pan-Africanism, Pan-Arabism*), 81, 89

transportation (See also *agricultural societies, pastoralism, trade, urbanization and urban planning, violence, Vikings, weapons*), 39, 41, 55

- chariots, 41
- cities, populations relocate to, 91
- cross-cultural, 58
- developments, 41, 55, 81, 91
- expands trade, 56
- horseback riding, 41
- migrants and, 91
- new modes of, 41
- railroads, 81
- transoceanic, 66, 67

United Nations (See also *governance*), 102

- Declaration of Human Rights, 103

United States (See also *Americas, governance, labor, migration and migrants, revolutionary documents, Russia/Soviet Union, warfare and conflicts*), 79, 83

- American Declaration of Independence, 87
- American Revolution, 89
- Cold War, 99
- empire building and conquests, 74
- Filipino migration to, 98
- free-market policies, 101
- Ghost Dance, 89
- government role in economy, 101
- U.S. Civil Rights Act of 1965, 103
- United Fruit Company, 81

urbanization and urban planning (See also *civilizations, resources, technology, states*), 62

- decline, 63
- development of, 40, 48
- disease, 63
- entrepreneurs, commercial, 74
- food supplies and, 38, 39, 79
- industrial production and, 63, 79, 81
- invasions, 63

- revival, 63
- sanitary conditions, 83
- urban planning, 42

Vedic religions (See *Hinduism, religions*), 42, 44, 45

violence (See also *civilizations, nonviolence, pastoralism, states, warfare and conflicts, weapons*)

- ethnic violence and genocide, 98
- frontiers, problems along, 51
- gunpowder (Mongol Empire), 62
- invasions, 63
- movements that used, 100 (illustrative examples)
- nonviolence movement, 100
- religious differences lead to, 44
- territorial expansion, 41

warfare and conflicts (See also *states, violence, weapons*)

- Cold War, 99
- conflicts result from religious differences, 44
- Dresden, 95
- empire building results in, 74
- Hiroshima, 95
- ideology used during, 99
- invasions, 63
- Nanjing, 95
- Ottoman–Safavid conflict, 71
- riots, revolts, and uprisings, 77
- territorial expansion, 41
- Thirty Years' War, 77
- trench warfare, 95
- wartime casualties, 95 (illustrative examples)
- World War I and World War II, 98

weapons (See also *transportation, violence*), 41, 100

White Australia Policy (See also *immigrants*), 92

World War I and World War II (See also *Asia, Europe, violence, warfare and conflicts*), 98

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