

AP[®]

CollegeBoard

Updated
Fall 2017

AP[®] World History

COURSE AND EXAM DESCRIPTION

INCLUDING:

- ✓ Course framework with contextual information
- ✓ Instructional section
- ✓ A practice exam



AP[®] World History Course and Exam Description

Updated Fall 2017

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY.

Please visit AP Central (apcentral.collegeboard.com) to determine whether a more recent course and exam description PDF is available.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit www.collegeboard.org.

AP® Equity and Access Policy

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.

Updated October 2017

© 2017 The College Board. College Board, Advanced Placement Program, AP, AP Central, and the acorn logo are registered trademarks of the College Board. All other products and services may be trademarks of their respective owners. Visit the College Board on the Web: www.collegeboard.org.

Contents

Changes in this Edition of the Course and Exam Description	v
Acknowledgments	vii
About AP®	1
Offering AP Courses and Enrolling Students	1
How AP Courses and Exams Are Developed	2
How AP Exams Are Scored	2
Using and Interpreting AP Scores	3
Additional Resources	3
About the AP World History Course	4
Participating in the AP Course Audit	5
AP World History Course Framework	7
Overview	7
I. AP History Disciplinary Practices and Reasoning Skills	8
II. Thematic Learning Objectives	10
Theme 1: Interaction Between Humans and the Environment	12
Theme 2: Development and Interaction of Cultures	15
Theme 3: State Building, Expansion, and Conflict	18
Theme 4: Creation, Expansion, and Interaction of Economic Systems	23
Theme 5: Development and Transformation of Social Structures	28
III. Geographical Coverage	32
IV. Concept Outline	34
Historical Periods	34
Using the Concept Outline to Plan Instruction	34
Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.	35
Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.	45
Period 3: Regional and Interregional Interactions, c. 600 C.E. to c. 1450	63
Period 4: Global Interactions, c. 1450 to c. 1750	79
Period 5: Industrialization and Global Integration, c. 1750 to c. 1900	99
Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present	125

AP World History Instructional Approaches	145
Organizational Approaches	145
Selecting and Using Course Materials	149
Developing the Disciplinary Practices and Reasoning Skills	151
Increasing Depth and Managing Breadth Through Instructional Choices	167
Strategies for Instruction	170
AP World History Exam	179
Exam Overview	179
How Student Learning Is Assessed on the AP Exam	180
Exam Components	181
Practice Exam	183
Answer Key and Question Alignment to Course Framework	220
Contact Us	223

Changes in this Edition of the Course and Exam Description

This edition of the course and exam description includes revised question prompts for each of the long essay questions.

This edition also reflects changes that were made in the spring 2017 course and exam description, which respond to teachers' concerns and promote the goals of flexibility and in-depth instruction that are critical to college-level history courses:

- The reasoning skills have been reduced and streamlined, with the skills of periodization and synthesis removed.
- The exam design has been reconceived to allow more time for in-depth student responses on the free-response questions and to increase the amount of choice and flexibility on the exam to support local instructional curricular focus. The changes include:
 - ◆ The document-based question will be limited to topics from periods 3 to 6 in the course.
 - ◆ The long essay question choices will continue to focus on the same theme and skill, now allowing for students to select among three options, each focusing on a different time period in the course.
 - ◆ The number of required short-answer questions has been reduced to three. Students will be given a choice among two options for the final required short-answer question, each one focusing on a different time period.
 - ◆ Ten minutes has been added to Section II (the document-based question and the long essay question).
 - ◆ The rubrics for both the document-based question and the long essay question have been streamlined. Both are available on AP Central.
- The learning objectives have been consolidated and the concept outline material has been revised, although the scope of the course has not changed.
- Language in the concept outline has been modified to improve clarity and to align with current scholarship. Specific modifications to key concepts include:
 - ◆ Key Concept 1.3.II references religious and aristocratic elites in addition to military support for rulers, and it refers to early states generally, rather than identifying specific states (e.g., Hittites).
 - ◆ Key Concept 1.3.III.E references the Indo–European and Bantu migrations.
 - ◆ Key Concept 2.1.II.B references Wudi in connection with Confucianism.
 - ◆ Key Concept 2.1.III has been reorganized to break the larger key concept information into smaller pieces under Key Concept 2.1.III.A and B (with no additional content added).
 - ◆ Key Concept 2.2.IV.A now includes erosion of established political institutions and economic changes as additional challenges to empires' power.
 - ◆ Key Concept 2.3.III.B specifies Roman and Han imperial decline.
 - ◆ Key Concept 3.1.III.A added Sufis to existing merchants and missionaries
 - ◆ Key Concept 3.2.I.B references Buddhist states in South, East, and Southeast Asia.
 - ◆ Key Concept 4.1.VII references increased focus on innovation and scientific inquiry.
 - ◆ Key Concept 4.2.II.B clarifies specific gender issues related to slavery practices.

- ◆ Key Concept 4.3.II.A has been clarified to specify Ashanti and Mughal empires.
- ◆ Key Concept 5.1.II.D has been removed and the content incorporated into 5.2.II.A–C.
- ◆ Key Concept 5.2.I.E references neocolonialism in Latin America.
- ◆ Key Concept 5.2.II.B includes Japan as a nation expanding its borders.
- ◆ Key Concepts 5.3.I.A–C have been reworded to improve clarity and reflect current scholarship.
- ◆ Key Concept 6.2.I.B and C have been rewritten to improve clarity and to reflect current scholarship.
- ◆ Key Concept 6.2.II.D references the Mexican Revolution.
- ◆ Key Concept 6.2.II.E has been added and addresses that religious movements sought to redefine the relationship between the individual and the state.
- ◆ Key Concept 6.2.III.A has been clarified to specify India, Pakistan, and Israel.
- ◆ Key Concept 6.2.IV.E has been added and addresses the ending of the Cold War.
- ◆ Key Concept 6.2.V.A references Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela.
- ◆ Key Concept 6.3.I.E has been added to address the role of technology and communication in state responses to economic change in the 20th century.

Acknowledgments

The College Board would like to acknowledge the following committee members, consultants, and reviewers for their assistance with and commitment to the development of this curriculum and assessment. All individuals and their affiliations were current at the time of contribution.

Greg Ahlquist, *Webster Thomas High School, Webster, NY*
Craig Benjamin, *Grand Valley State University, Allendale, MI*
Jerry Bentley (deceased), *University of Hawai‘i at Mānoa, Honolulu, HI*
Lauren Benton, *New York University, New York, NY*
David G. Christian, *Macquarie University, Sydney, Australia*
Sharon C. Cohen, *Springbrook High School, Silver Spring, MD*
Ken Curtis, *California State University Long Beach, Long Beach, CA*
Ryba L. Epstein, *Rich East High School, Park Forest, IL*
Dean Ferguson, *Texas A&M University–Kingsville, Kingsville, TX*
Michele Forman, *Middlebury Union High School, Salisbury, VT*
Frank A. Gurdy, *The University of Texas at Austin, Austin, TX*
Bram M. Hubbell, *Friends Seminary, New York, NY*
Rachel Jean-Baptiste, *University of California, Davis, Davis, CA*
Alan Karras, *University of California, Berkeley, Berkeley, CA*
Tim Keirn, *California State University, Long Beach, Long Beach, CA*
Angela Lee, *Weston High School, Weston, MA*
Jonathan Lee, *San Antonio College, San Antonio, TX*
Ane Lintvedt, *McDonogh School, Owings Mills, MD*
Laura J. Mitchell, *University of California, Irvine, Irvine, CA*
Annette Palmer, *Morgan State University, Baltimore, MD*
Cheralyn Pinchem, *Boston Latin School, Boston, MA*
Sigrid Reynolds, *Washington High School, Cedar Rapids, IA*
William D. Strickland, *East Grand Rapids High School, Grand Rapids, MI*
Erik Vincent, *Holy Innocents’ Episcopal School, Atlanta, GA*
Kurt Waters, *Centreville High School, Clifton, VA*
Merry Wiesner-Hanks, *University of Wisconsin–Milwaukee, Milwaukee, WI*
Deborah Wing-Leonard, *Clear Lake High School, Houston, TX*

Kelly Stromberg, *Director, AP Curriculum, Instruction, and Assessment*
Allison Thurber, *Senior Director, AP Curriculum, Instruction, and Assessment*

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 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.

¹See 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).

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 collegeboard.org/apcommittees. AP Development Committees define the scope and expectations of the course, articulating through a course 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

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

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 the **Curricular and Resource Requirements** that identify the set of curricular and resource expectations that college faculty nationwide have established for a college-level course, as well as 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.
- **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.

AP World History Course Framework

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

To accomplish this goal, the *AP World History Course and Exam Description* defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. Students practice the reasoning skills used by historians by studying primary and secondary source evidence, analyzing a wide array of historical facts and perspectives, and expressing historical arguments in writing.

This document is not a complete curriculum. Teachers create their own local curriculum by selecting, for each concept, content that enables students to explore the course learning objectives and that meets state or local requirements. 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

I. AP History Disciplinary Practices and Reasoning Skills

The AP history disciplinary practices and reasoning skills are central to the study and practice of history. Teachers should help students develop and apply the described practices and skills on a regular basis over the span of the course.

II. Thematic Learning Objectives

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

III. Geographical Coverage

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

IV. Concept Outline

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

I. AP History Disciplinary Practices and Reasoning Skills

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past 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 disciplinary practices and reasoning skills that students should develop in all AP history courses. The tables describe what students should be able to do with each practice or skill. **Every AP Exam question will assess one or more of these practices and skills.**

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

Practice 2: Argument Development

Students will be assessed on their ability to ...

Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

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 syllabi in historical content and skills. The 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 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 <i>Students are able to ...</i>	Relevant Topics in the Concept Outline
<p>ENV-1 Explain how different types of societies have adapted to and affected their environments.</p>	<p>1.1.I Human migration 1.2.I Neolithic Revolution; farming and irrigation 1.2.II Agriculture and pastoralism 1.3.I Civilizations formed in a variety of environmental settings 1.3.II States emerged within civilizations 1.3.III Iron use; weapons and modes of transportation; first states 2.1.II Architecture 2.1.IV Daoism 2.2.II Shamanism 2.2.IV Walls and roads 2.3.I Mobilization of resources 2.3.II Emerging trade routes shaped by climate and geography 2.3.III Long-distance trade and communication</p>
<p>ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.</p>	<p>1.1.I Big geography 1.2.I Neolithic Revolution 1.2.II Agriculture and pastoralism 1.3.I Environmental settings 1.3.II First states; transportation and warfare 1.3.III Architecture 2.1.II Daoism 2.1.IV Shamanism 2.2.I Expansion of empires 2.2.II Walls and roads 2.2.IV Mobilization of resources; expansion of empire 2.3.I Climate and geography shape emerging trade routes 2.3.II Long-distance trade and communication 2.3.III 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.

Learning Objectives by Theme

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

The interaction between humans and the environment is a fundamental theme in world history, as 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 affected their environments more directly, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped human interactions in different regions. Human impact on the environment intensified as populations grew and as people migrated into new regions. As people migrated to 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 utilization of new energy sources, and a rapid increase in human populations.

Learning Objectives

Students are able to ... Relevant Topics in the Concept Outline

ENV-1 Explain how different types of societies have adapted to and affected their environments.	1.1.I	Human migration
	1.2.I	Neolithic Revolution; farming and irrigation
	1.2.II	Agriculture and pastoralism
	1.3.I	Civilizations formed in a variety of environmental settings
	1.3.II	States emerged within civilizations
	1.3.III	Iron use; weapons and modes of transportation; first states
	2.1.II	Architecture
	2.1.IV	Daoism
	2.2.II	Shamanism
	2.2.IV	Walls and roads
	2.3.I	Mobilization of resources
	2.3.II	Emerging trade routes shaped by climate and geography
	2.3.III	Long-distance trade and communication

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.	1.1.I	Big geography
	1.2.I	Neolithic Revolution
	1.2.II	Agriculture and pastoralism
	1.3.I	Environmental settings
	1.3.II	First states; transportation and warfare
	2.2.I	Expansion of empires
	2.2.II	Walls and roads
	2.2.IV	Mobilization of resources; expansion of empire
	2.3.I	Climate and geography shape emerging trade routes
	2.3.II	Long-distance trade and communication
	2.3.III	Farming and irrigation
	3.1.I	Interregional trade
	3.1.II	Migration
	3.1.IV	Disease; bubonic plague
	3.3.II	Fates of cities
	4.1.II, III	Maritime technology
	4.1.VI	Mixing of cultures
	4.2.I	Little Ice Age
	4.3.II	Imperial expansion
	5.1.IV	Railroads
	5.4.I	Urbanization
	5.4.I-III	Migration
	6.1.II	Deforestation and desertification
6.1.I	Communication and transportation	
6.3.II	Consequences of globalization	
ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.	1.2.I, II	Agricultural diversity and abundance
	2.2.II	Imperial governments
	2.2.IV	Environmental damage
	2.3.I	Establishment of interregional land and water routes
	2.3.III	Exchange of disease pathogens; urban and imperial decline
	3.1.I, II	Expansion of long-distance trade routes
	3.1.II	Effects of migration
	3.1.IV	Bubonic plague; crop diffusion; effects of migration
	3.3.I	Increasing agricultural productivity
	3.3.II	Urban decline
	4.1.II, III	Intensification and expansion of maritime trade routes
	4.1.V	Colonization; Columbian Exchange
	4.1.VI	Spread of cultures
	4.2.I	Increased agricultural production and forced labor regimes
	5.1.VI	Unsanitary cities
	5.4.I-III	Global migration
	5.4.I	Urbanization; changes in food production
6.1.I	Green Revolution	
6.1.II	Global pollution	
6.1.III	Diseases associated with poverty and increased lifespan; new epidemics	
6.3.II	Global governance	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

ENV-4 Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.	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
ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.	6.3.II	Consequences of globalization
	2.2.II	Imperial governments
	2.2.IV	Environmental damage
	2.3.III	Urban and imperial decline
	3.1.I	Intensification of trade
	3.1.IV	Crop diffusion
	3.1.II, IV	Effects of migration
	3.1.IV	Bubonic plague
	3.3.I	Increasing agricultural productivity
	3.3.II	Declines of urban areas
	4.1.V	Columbian Exchange
	4.2.I	Increased agricultural production and forced labor regimes
	4.1.V	Colonization
	5.1.I, II	Industrialization; increased production
	5.1.VI	Unsanitary cities
	5.2.I	Imperialism
	5.4.II	Demographic change and migration; urbanization
	6.1.II	Pollution
	5.4.I	Changes in food production
	6.1.I	Green Revolution
6.1.III	Diseases associated with poverty and increased lifespan; new epidemics	
6.3.II	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 and how the processes of adopting or adapting new belief and knowledge systems are complex and often lead to syncretic cultural forms and practices.

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. 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, compare, and trace particular cultural trends or ideas across human societies and over time.

Learning Objectives

Students are able to ... Relevant Topics in the Concept Outline

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.	1.3.III	New religious beliefs
	2.1.I	Early codification of religious beliefs; the development of monotheistic Judaism
	2.1.II, III	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
	3.2.I	Collapse of empires
	4.1.VI	Reformation
	5.1.III	New financial philosophies
	5.1.V	Responses to globalization
	5.2.II, III	Imperialism; Social Darwinism
	5.3.I, II, IV	Enlightenment, reform movements, spread of enlightenment ideas
	6.3.I-III	State responses to economic challenges; increasing personal independence; rights-discourse
	6.2.II	Anti-imperialism
6.2.IV, V	Global conflict; movements against conflict	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.	1.3.III	Early civilizations
	2.1.I	Early codification of religious beliefs; caste-,
	2.1.II	Vedic-, Confucian-, Daoist-, Christian-, Greco– Roman-influenced institutions
	2.1.III	Buddhism, Christianity, Confucianism
	3.1.III	Spread of trade, religions, and diasporic communities
	3.2.I	Influence of belief systems on new forms of governance; traditional sources of power and legitimacy
	3.3.III	Changes in gender and family structures; Buddhism, Christianity, Islam, Neoconfucianism
	4.1.VI	Syncretic belief systems and practices; spread of these practices
	4.3.I	Development of and responses to globalization
	5.1.V	Imperialism and state formation
	5.2.II	Political rulers
	5.2.III	Social Darwinism
	5.3.I	Enlightenment
	5.3.II	Nationalism
	5.3.III	Religious and political rebellions
	5.3.IV	Transnational ideologies
6.2.II	Religious and political conflicts	
6.3.III	New ideas about race, class, gender, and religion; rights-based discourses, new cultural identities	
CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.	1.1.I	Human migration and spread of technology
	1.3.III	Expanding trade routes, from local to regional
	2.3.II	New technology facilitated long-distance trade
	2.3.III	Technologies and other ideas spread along trade routes
	3.1.I	Growth of existing and new trade routes
	3.1.II	Spread of language and technology by Bantu and Polynesian migrations
	3.1.III	Intensification of trade networks
	3.2.II	Technological transfer
	4.1.II	Cartography and navigation
	4.1.III	Transoceanic voyages
	5.1.II	Increased productivity from new technologies
6.1.I	Medical innovations	
CUL-4 Explain how technological and scientific innovations affected religions, belief systems, philosophies, and ideologies over time.	3.1.III	Cross-cultural exchange; transportation technologies facilitated cultural diffusion
	5.3.I	Enlightenment
	5.3.II	Nationalism
	5.3.IV	Transnational ideologies
	6.1.I	Medical innovations
	6.1.III	Scientific innovations

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.	1.3.III	Monumental architecture; role of art in unifying early urban cultures
	2.1.II	Art and architecture reflected religious beliefs; art and religious systems
	2.2.III	Imperial cities and public performance
	3.1.III	Diffusion of artistic traditions; diasporic communities
	4.1.VII	Spread of literacy; funding and expansion of arts
	4.3.I	Courtly literature, rulers
	6.1.I	Medical innovations
	6.2.IV	Government propaganda and public architecture
	6.2.V	Cultural critiques of war
	6.3.III	People developed new cultural identities
CUL-6 Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.	1.3.III	Monumental architecture; role of art in unifying early urban cultures
	2.1.II	Art and architecture reflected religious beliefs; art and religious systems
	3.1.III	Diffusion of artistic traditions; diasporic communities
	4.1.VII	Spread of literacy; funding and expansion of arts
	5.4.III	Migrants spread culture
	6.2.II	Cultural critiques of war
	6.2.V	People developed new cultural identities
	6.3.IV	Globalization of popular culture

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

This theme explores how hierarchical systems of rule have been constructed and maintained over time and the impact of these processes.

This theme encourages the comparative study of different state forms (e.g., kingdoms, empires, nation-states) across time and place 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 as well as the internal and external causes of conflict. The theme leads to an examination and comparison of 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 includes different types of states, such as autocracies and constitutional democracies. Finally, in this theme students explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

Learning Objectives

Students are able to ... **Relevant Topics in the Concept Outline**

SB-1 Explain how different forms of governance have been constructed and maintained over time.	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 legitimized 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	

Learning Objectives
Students are able to ...
Relevant Topics in the Concept Outline

SB-2 Explain how and why different functions and institutions of governance 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.II	Fate of cities
	3.3.III	Women rulers
	4.3.I-III	Gunpowder empires, state rivalries
	5.1.I	Impact of industrialization
	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
	5.4.I	Causes and effects of migration
	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

Students are able to ...

Relevant Topics in the Concept Outline

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.	1.3.II	Favorable environmental factors; early state and imperial expansion
	1.3.III	Monumental architecture
	2.1.II	Belief systems and empire
	2.2.I	City-states
	2.2.II	Techniques of administration
	2.2.III	Urbanization, labor organization, gender roles; growing commercial and administrative centers
	2.2.IV	Imperial decline and collapse
	2.3.III	Exchange of disease pathogens
	3.1.I	Growth of trade and new cities
	3.1.II	Cultural and environmental impacts of migration
	3.1.III	Cross-cultural exchanges
	3.2.I	City-states
	3.2.I, II	Continuities and innovations of state forms; Dar al-Islam, khanates, feudalism
	3.3.II	Fates of cities; urban decline and renewal
	3.3.III	Globalizing networks
	4.1.I	Changes and continuities in social structures, religions
	4.1.IV	African, American, and European interactions; mercantilism, joint-stock companies
	4.1.V	Effects of globalizing
	4.1.VII	Peasant labor, labor systems; Colonial empires
	4.2.II, III	New social and political elites and hierarchies
	4.3.I	Monumental architecture and urban design
	4.3.I–III	State consolidation and imperial expansion; land-based and maritime expansion; economic and political rivalries
	5.1.I	Capitalism; export economies
	5.1.II	Industrial production
	5.1.V	Alternate visions of capitalist societies, state-sponsored industrialization
	5.1.VI	New social classes, communities
	5.2.I	Industrialization and imperialism
	5.2.II	Imperialism, new states
	5.2.III	Social Darwinism
	5.3.I	Enlightenment
	5.3.II	Nationalism
	5.3.III	Decline of empires
	5.3.IV	Reformist and revolutionary movements, transnationalism; improved military technology
5.4.I	Spread of European social, political thought	
6.1.II, III	Global migration	
6.2.I	Competition over environmental resources	
6.2.II	Anti-imperialist movements	
6.2.III	Restructuring of states	
6.2.IV	Ideologies of expansion; total war, Cold War, neocolonial dominance	
6.2.V	Global conflict	
6.3.I–III	New conceptualization of global society and culture	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

SB-4 Explain how and why internal and external political factors have influenced the process 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
	2.1.I	Conquests of Jewish states
	2.2.II	Roads and currencies
	2.2.III	Rise of cities as centers of trade
	2.2.IV	Mobilization of resources
	3.1.I	Cities and increased trade, state practices that facilitated trade
	3.2.I	Collapse and reconstitution of empires
	3.3.II	Rise and fall of cities
	3.3.III	Peasant revolts
	4.1.I	Globalizing networks and their political and economic effects
	4.1.VI	Spread of cultures among states
	4.2.II	Colonial empires
	4.3.I	Tributary taxes and expansion; differential treatment of groups
	4.3.II	Maritime and land-based empires
	4.3.III	Competition over trade routes; competition for overland trade routes and local resistance
	5.1.V	Responses to global capitalism
	5.2.I	Imperialism
	5.3.I	Enlightenment
	5.3.III	Imperial discontent, revolutions, transnationalism; 18th- and 19th-century revolutions
	6.1.III	Improved military technologies
	6.2.I–V	Global conflicts and their consequences
6.2.I	Collapses, internal issues	
6.2.II	Anti-imperialism	
6.2.III	Ethnic violence	
6.2.V	Individuals and groups	
6.3.I	Responses to global capitalism	
6.3.II	Global governance	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

SB-5 Explain how societies with states and state-less societies interacted over time.	1.2.I, II	Development of elites
	1.3.II	Transformation of warfare
	2.2.I	Consequences of expanding states and empires
	2.2.II	Administrative techniques, diplomacy, military, roads; imperial government and societies
	2.2.III	Cities as administrative centers
	2.2.IV	Xiongnu, Huns
	3.1.I	Empire expansion
	3.1.III	Arab expansion
	3.2.I	Conquests, tributary empires, new forms of government; Mongol expansion, Aztec/Mexica
	3.2.II	Interregional conflicts; technological and cultural transfers
	3.3.III	Nomadic pastoralism: changes in labor organization, military obligations, POW/slaves
	4.1.IV	Globalization
	4.3.I	Rulers consolidated power over groups and populations
	4.3.III	Competition over trade routes, state rivalries
	5.2.I, II	Imperialism and state formation
	5.2.II	New states on edges of empires
5.3.III	Movements against imperialism	
6.2.I-V	Global conflicts and their consequences	
6.3.II	Global interdependency	
SB-6 Explain the political and economic interactions between states and non-state actors over time.	2.2.I	Consequences of expanding states and empires
	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
	5.1.II	Global economies, merchants and companies
	5.2.I, II	Imperialism and state formation
	5.3.III	Movements against imperialism
	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 to produce, distribute, and consume desired goods and services across time and place. It explores how these interactions influence cultural and technological diffusion, migration, state formation, social classes, and human interaction with the environment.

This theme analyzes and compares 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.

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

ECON-1 Explain how technology shaped economic production and globalization over time.	1.3.II	Weapons and transportation
	2.3.II	New and maritime technologies
	3.1.I	Transportation and commercial technology
	4.1.III	Cartographic and navigational technology
	5.1.I	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; new machines and methods of industrial production

Learning Objectives
Students are able to ...
Relevant Topics in the Concept Outline

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.	1.2.I	Neolithic Revolution
	1.2.II	Pastoralism and agriculture
	1.3.II	First states; record keeping, regional trade
	2.2.II	Roads, currency
	2.2.III	Administrative cities, social hierarchies
	2.3.III	Trade route exchanges
	3.2.I	Imperial innovations
	3.3.I-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
	4.1.V	Columbian Exchange
	4.2.I-III	New political and economic elites; Little Ice Age; shifting hierarchy
	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
6.1.I	Rapid spread of innovation	
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

Students are able to ...

Relevant Topics in the Concept Outline

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.	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–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.I	New machines and methods of industrial production
	5.1.II	Industrialization; transnational businesses, transportation
	5.1.III	Capitalism, financial instruments
	5.1.V	Resisting or sponsoring industrialization
	5.2.I	Imperialism
	5.2.II	Global conflict; transnational movements
	5.4.I	Land-based empire expansion; national reactions to industrialization
	ECON-4 Explain the causes and effects of labor reform movements.	6.1.I	Increasing global migration
6.2.I		Global problems
6.2.IV		Global conflict, fascism
6.2.V		Non-Aligned Movement
6.3.I		State-controlled economies; global economics and institutions
6.3.II		New economic institutions
6.3.III		New technologies and spread of ideas
6.3.IV		Global popular culture
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

Students are able to ...

Relevant Topics in the Concept Outline

ECON-5 Explain how and why labor systems have developed and changed over time.	1.2.II	Agriculture, artisans, specialization
	1.3.II	Labor regimes in first states
	2.2.III	Patriarchy, imperial economies; slavery, <i>corvée</i> labor
	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; military and household slaves, <i>mit'a</i> , serfdom
	4.1.IV	Labor regimes in the Atlantic system
	4.1.IV, V	Atlantic world
	4.2.II	Coerced labor
	4.2.II, III	Slavery in Africa; elites' ability to control labor
	5.1.I, VI	Industrial production
	5.4.II	Labor migration; coerced and semicoerced migrant labor
	ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.	2.1.II	Buddhism and Christianity spread through merchants
2.3.III		Religions spread along trade routes
3.1.III		Islam
4.1.IV		Mercantilism
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
5.1.I		Legal protection of global capitalism
5.1.III		Classical liberalism
5.1.V, VI		Socialism, Marxism; transformation of social organization
5.2.III		Social Darwinism justified imperialism
6.2.II		Land redistribution; religious challenges to imperialism
6.2.IV		Cold War
6.3.I, II		Free-market economics, regional trade agreements, protest movements

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.	1.1.I	Development of pastoralism
	1.2.I, II	Diffusion of domesticated plants and animals; development of agriculture, pastoralism, and associated technological innovations
	1.3.II	Pastoralists as disseminators of technology
	1.3.III	Systems of record keeping; local, regional, and interregional trade
	2.3.I	Mobilization of resources
	2.3.II	Technological innovations
	2.3.III	Development of trade routes, new trade networks in Afro-Eurasia
	3.1.I	Ship design; coin, paper money, checks, banking; improved technology and commercial practices affected trade networks in Afro-Eurasia and the Americas
	3.1.III	Diffusion of scientific ideas and technology; cross-cultural exchanges
	3.1.IV	Spread of crops and diseases in Afro-Eurasia; Eastern Hemisphere diffusion
	3.2.I	Changing imperial rule affected trade
	3.2.II	Technology transfer
	3.3.I	Afro-Eurasian exchanges of crops; demand for luxury goods
	3.3.II	Changing urbanization; safe and reliable transport
	4.1.I, III	Changing and intensification of existing trade routes; new maritime routes
	4.1.II	Maritime technology; technological innovations
	4.1.III	Royal-chartered companies
	4.1.IV	Joint-stock companies; transoceanic shipping; effects on regional markets
	4.1.V	Columbian Exchange
	4.2.II	Plantation crops
4.3.II	Gunpowder empires and trade	
5.1.II	Raw materials; markets led to new global trade patterns	
5.1.III	Financial institutions, transnational banks	
5.1.IV	Railroads, steamships, canals, the telegraph	
5.4.I	Global migration	
6.1.I	Oil and nuclear power	
6.3.II	Changing economic institutions; global economic institutions	

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

This theme is about relations among human beings, how human societies develop ways of grouping their members, and norms that govern interactions between individuals and social groups. Additionally, this theme explores the processes through which social categories, roles, and practices are created, maintained, and transformed.

Social stratification comprises distinctions based on kinship systems, ethnic associations, and hierarchies of gender, race, wealth, and class. The study of world history includes thoughtful consideration of the way that social hierarchies developed and changed over time and the various factors that contributed to these changes. 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 interaction with the environment.

Learning Objectives

Students are able to ... **Relevant Topics in the Concept Outline**

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.	1.2.II	Gender hierarchies, including patriarchy; labor specialization
	1.3.II	First states; patriarchy and social hierarchies, intensification of social hierarchies; increasingly unified states
	2.1.I	Confucian and Christian ideologies
	2.1.II	Belief systems and gender roles
	2.1.III	Patriarchy and gender in imperial society, labor regimes in imperial societies, imperial social structures
	2.2.III	Legitimizing imperial rule; Islam and conquest
	3.1.III	Patriarchy and power
	3.2.I	Continuities of patriarchy, religious influence on gender
	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
	4.2.III	Changing political and economic structures affected gender hierarchies
	4.3.I	Legitimizing imperial rule
	5.1.I	Industrialization; industrial specialization
	5.1.VI	Industrialization affected gender roles; middle class and industrial working class
	5.1.V	Anarchism, utopian socialism, suffrage
	5.3.I, IV	Suffrage, feminism; challenges to social hierarchies, including gender
	5.3.I–IV	Enlightenment ideals
	5.4.II	Global migration
5.4.III	Male migrants, females left in home society	
6.2.II	Redistribution of land, migrants in metropolises	
6.2.V	Nonviolence	
6.3.III	Changing ideas about rights-based discourses; new conceptualization of society and culture	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected 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	Cross-cultural exchanges of social systems; 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–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	
SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.	1.3.III	State unification
	2.1.II	Greco–Roman legal system and philosophy
	2.2.III, IV	Imperial societies
	3.2.I	Sources of power and legitimacy
	3.3.III	Postclassical legal systems
	4.1.IV	Merchants
	4.1.V	Columbian Exchange
	4.2.II, III	Increased demand for labor, elite control of labor in colonies
	4.2.III	Restructuring of hierarchies
	4.3.I	Legitimizing and consolidation of imperial rule
	5.1.I	Private property
	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
	5.3.IV	Suffrage, feminism
6.2.II	Postcolonial independence, migration	
6.2.IV	Global conflict	
6.2.V	Popular protests	
6.3.II	Protesting inequalities	
SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.	1.2.II	Labor specialization
	1.3.II	First states
	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	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.	1.3.III	State unification
	2.1.I	Caste, Judaism
	2.1.II	Greco–Roman philosophy; Confucianism, Christianity, Buddhism
	2.1.III	Monasticism
	2.2.III, IV	Imperial societies
	3.1.III	Islam
	3.2.I	Sources of power and legitimacy
	3.3.III	Postclassical social organization; changes and continuities in the wake of economic growth
	4.1.IV	Merchants
	4.1.V	Columbian Exchange
	4.2.II, III	Increased demand for labor, elite control of labor in colonies
	4.2.III	Restructuring of hierarchies
	4.3.I	Confucian rituals; legitimization and consolidation of imperial rule
	5.1.I	Private property
	5.2.I	Settler colonies
	5.2.II	Anti-imperial resistance
	5.2.III	Social Darwinism
	5.3.I	Enlightenment ideas; independence movements
	5.3.II	Nationalism
	5.3.III	Anticolonial movements
5.3.IV	Suffrage, feminism	
6.1.III	Demographic shifts, including birth control	
6.2.II	Global conflict	
6.2.V	Popular protests	
6.3.II	Protesting inequalities	
6.3.III	Challenges to old assumptions about religion; rights-based discourses	

Learning Objectives
Students are able to ...
Relevant Topics in the Concept Outline

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.	3.1.III	Diasporic communities
	3.3.III	Changes to labor structures
	4.1.IV	Merchants; free and unfree labor, mixing of cultures, peoples
	4.1.V	Columbian Exchange; Atlantic system
	4.2.II	Changes in Atlantic societies affected by slavery
	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
	5.4.I	Demographic changes
	5.4.I–III	Global migration
6.2.II	Postcolonial independence, migration	
6.2.III	Migrants to metropolises	
6.2.IV	Global conflict	

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.

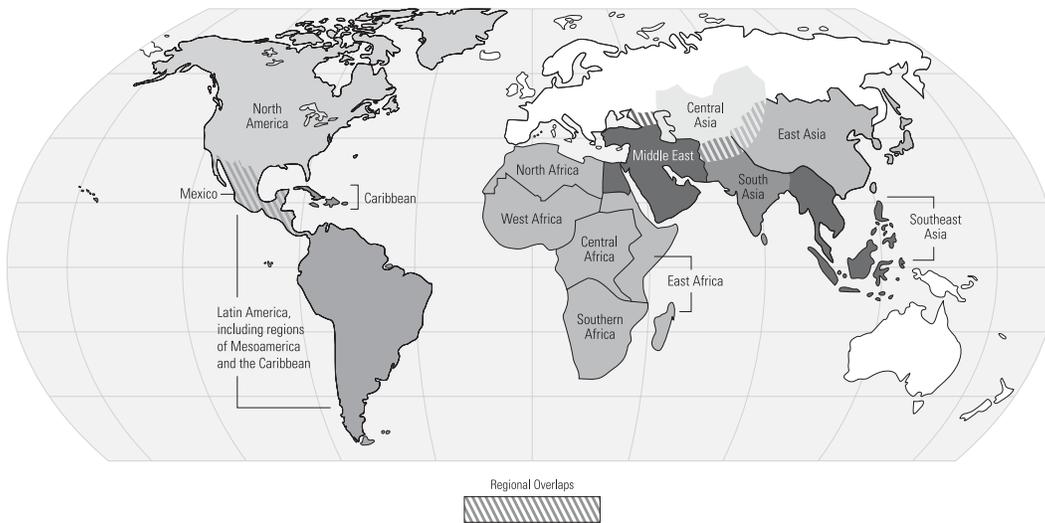
Geospatial awareness is fundamental knowledge necessary for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute key concepts in the AP World History course.

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. Concept Outline

The concept outline is structured around six chronological periods, each composed 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 Realignments	c. 1900 to the Present	20%

Using the Concept Outline to Plan Instruction

In the pages that follow, thematic learning objectives are provided 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) provide optional examples of possible individuals, events, developments, geographic regions, and/or historical processes teachers might choose to address for a particular concept. 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

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.

Key Concept 1.2

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 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. 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.

Key Concept 1.3

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. 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.

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 1.1 — Throughout the Paleolithic era, humans developed sophisticated technologies and adapted to different geographical environments as they migrated from Africa to Eurasia, Australasia, and the Americas.

I. Archeological evidence indicates that during the Paleolithic era, hunter-forager 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.

Period 1
Key Concept 1.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

SB-5 Explain how societies with states and state-less societies interacted over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 1.2 — Beginning about 10,000 years ago, some human communities adopted sedentism and agriculture, while others pursued hunter-forager or pastoralist lifestyles—different pathways that had significant social and demographic ramifications.

I. The Neolithic Revolution led to the development of more complex economic and social systems.

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

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

C. Pastoralism developed in Afro-Eurasian grasslands, affecting the environment in a variety of ways.

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

Period 1
Key Concept 1.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.2 — Beginning about 10,000 years ago, some human communities adopted sedentism and agriculture, while others pursued hunter-forager or pastoralist lifestyles—different pathways that had significant social and demographic ramifications.

ENV-1 Explain how different types of societies have adapted to and affected their environments.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-5 Explain how and why labor systems have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

II. Agriculture and pastoralism began to transform human societies.

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

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

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

Illustrative examples, technological innovations:

- Pottery
- Wheels

Period 1
Key Concept 1.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

Key Concept 1.3 — The appearance of the first urban societies 5,000 years ago laid the foundations for the development of complex civilizations; these civilizations shared several significant social, political, and economic characteristics.

- I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.
 - ♦ 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 (Huang He) Valley
 - ♦ Olmec in Mesoamerica
 - ♦ Chavin in Andean South America

Period 1
Key Concept 1.3

▲

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

Period 1
Key Concept 1.3

Key Concept 1.3 — The appearance of the first urban societies 5,000 years ago laid the foundations for the development of complex civilizations; these civilizations shared several significant social, political, and economic characteristics.

II. The first states emerged within core civilizations in Mesopotamia and the Nile River 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 relied on the support of the military, religious, or aristocratic elites.

B. As states grew and competed for land and resources, the more favorably situated 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

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.3 — The appearance of the first urban societies 5,000 years ago laid the foundations for the development of complex civilizations; these civilizations shared several significant social, political, and economic characteristics.

ECON-5 Explain how and why labor systems have developed and changed over time.

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

(CONTINUED)

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.



Period 1
Key Concept 1.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.

CUL-6 Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

Key Concept 1.3 — The appearance of the first urban societies 5,000 years ago laid the foundations for the development of complex civilizations; these civilizations shared several significant social, political, and economic characteristics.

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

A. Early civilizations developed monumental architecture and urban planning.

Illustrative examples, monumental architecture and urban planning:

- ♦ Ziggurats
- ♦ Pyramids
- ♦ Defensive walls

B. Systems of record keeping arose independently in all early civilizations and writing and record keeping subsequently spread.

Illustrative examples, systems of record keeping:

- ♦ Cuneiform
- ♦ Hieroglyphs

C. States developed legal codes that reflected existing hierarchies and facilitated the rule of governments over people.

Illustrative examples, legal codes:

- ♦ Code of Hammurabi (Babylonia)
- ♦ Code of Ur-Nammu (Sumer)

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.

E. Interregional cultural and technological exchanges grew as a result of expanding trade networks and large-scale population movements, such as the Indo-European and Bantu migrations.

Illustrative examples, development of interregional trade:

- ♦ Trade between Mesopotamia and Egypt
- ♦ Trade between Egypt and Nubia
- ♦ Trade between Mesopotamia and the Indus Valley
- ♦ Trade between China and Southwest Asia

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

Period 1
Key Concept 1.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 1.3 — The appearance of the first urban societies 5,000 years ago laid the foundations for the development of complex civilizations; these civilizations shared several significant social, political, and economic characteristics.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

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

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Period 1
Key Concept 1.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH ▲

PERIOD 2: Organization and Reorganization of Human Societies

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

Key Concept 2.1

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.

Key Concept 2.2

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, the successes of these empires created further problems. 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 over-utilized their lands and subjects and when disproportionate wealth became concentrated in the hands of privileged classes.

Key Concept 2.3

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.

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Key Concept 2.1 — As states and empires increased in size and contacts between regions intensified, human communities transformed their religious and ideological beliefs and practices.

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—developing later into what was known as Hinduism, a monistic belief system. These beliefs included the importance of multiple manifestations of brahman and teachings about dharma and reincarnation, and they contributed to the development of the social and political roles of a caste system.

Period 2
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.

CUL-6 Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

Key Concept 2.1 — As states and empires increased in size and contacts between regions intensified, human communities transformed their religious and ideological beliefs and practices.

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

A. The core beliefs 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 branched into many schools and 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, including rulers such as Wudi, who sought to promote social harmony by outlining proper rituals and social relationships for all people in China.

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

Period 2
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Key Concept 2.1 — As states and empires increased in size and contacts between regions intensified, human communities transformed their religious and ideological beliefs and practices.

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

(CONTINUED)

D. Core beliefs of Christianity were based on the teachings of Jesus of Nazareth as recorded by his disciples and their belief in his divinity. Christianity drew on Judaism as well as Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries, merchants, and early martyrs through many parts of Afro-Eurasia and eventually gained Roman imperial support by the time of Emperor Constantine.

E. Greco–Roman religious and philosophical traditions offered diverse perspectives on the study of the natural world, the connection to the divine, and the nature of political power and hierarchy. Some of these perspectives emphasized logic, empirical observation, and scientific investigation.

F. Art and architecture reflected the values of religions and belief systems.

Illustrative examples, art and architecture:

- ♦ Hindu art and architecture
- ♦ Buddhist art and architecture
- ♦ Christian art and architecture
- ♦ Greco–Roman art and architecture

Period 2
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Key Concept 2.1 — As states and empires increased in size and contacts between regions intensified, human communities transformed their religious and ideological beliefs and practices.

III. Belief systems generally reinforced existing social structures while also offering new roles and status to some men and women.

A. Confucianism emphasized filial piety.

B. Some Buddhists and Christians practiced a monastic life.

Period 2
Key Concept 2.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

Key Concept 2.1 — As states and empires increased in size and contacts between regions intensified, human communities transformed their religious and ideological beliefs and practices.

IV. Other religious and cultural traditions continued and in some places were incorporated into major religious traditions.

- A.** Shamanism, animism, and ancestor veneration continued in their traditional forms in some instances, and in others were incorporated into other religious traditions.

Period 2
Key Concept 2.1

▲
TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

Key Concept 2.2 — As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another.

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.

- | | |
|--|--|
| <p>A. Key states and empires that grew included:</p> <ul style="list-style-type: none"> ♦ 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: Chaco and Cahokia | <p>Illustrative examples, Persian empires:</p> <ul style="list-style-type: none"> ♦ Achaemenid ♦ Parthian ♦ Sassanian |
|--|--|

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

Period 2
Key Concept 2.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

Key Concept 2.2 — As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another.

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 imperial rulers created administrative institutions, including centralized governments, as well as elaborate legal systems and bureaucracies.
- 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.

Period 2
Key Concept 2.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.2 — As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

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

(CONTINUED)

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.



Period 2
Key Concept 2.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

Key Concept 2.2 — As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another.

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

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

Period 2
Key Concept 2.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.2 — As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another.

ECON-5 Explain how and why labor systems have developed and changed over time.

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

(CONTINUED)

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Period 2
Key Concept 2.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Period 2
Key Concept 2.2

Key Concept 2.2 — As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another.

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, erosion of established political institutions, and economic changes, 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.

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 2.3 — With the organization of large-scale empires, transregional trade intensified, leading to the creation of extensive networks of commercial and cultural exchange.

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.

Period 2
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 2.3 — With the organization of large-scale empires, transregional trade intensified, leading to the creation of extensive networks of commercial and cultural exchange.

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.

Period 2
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

ENV-1 Explain how different types of societies have adapted to and affected their environments.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

Key Concept 2.3 — With the organization of large-scale empires, transregional trade intensified, leading to the creation of extensive networks of commercial and cultural exchange.

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, including the Roman and Han.

C. Religious and cultural traditions—including Christianity, Hinduism, and Buddhism—were transformed as they spread partly as a result of syncretism.

Period 2

Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 2.3 — With the organization of large-scale empires, transregional trade intensified, leading to the creation of extensive networks of commercial and cultural exchange.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other 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.

(CONTINUED)

Period 2
Key Concept 2.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

PERIOD 3: Regional and Interregional Interactions

c. 600 C.E. to c. 1450

Key Concept 3.1

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 exchanges while at the same time sustaining regional diversity. Islam, a new monotheistic religion, spread quickly through practices of trade, warfare, and the diffusion that was characteristic of this period.

Key Concept 3.2

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.

Key Concept 3.3

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.

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.1 — A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, 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 routes, and the Indian Ocean basin—flourished and promoted the growth of powerful new trading cities.

B. Communication and exchange networks developed in the Americas.

Illustrative examples, communication and exchange networks:

- ♦ Mississippi River Valley
- ♦ Mesoamerica
- ♦ Andes

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

Illustrative examples, new forms of credit and money economies:

- ♦ Bills of exchange
- ♦ Credit
- ♦ Checks
- ♦ Banking houses
- ♦ Use of paper money

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

Period 3
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.1 — A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

SB-5 Explain how societies with states and state-less societies interacted over time.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-5 Explain how and why labor systems have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other 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)

E. The expansion of empires—including China, the Byzantine Empire, various Muslim states, and the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors’ economies and trade networks.

Period 3
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.1 — A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, 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 the environment.

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 migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa, as well as 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

Period 3
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.1 — A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

CUL-4 Explain how technological and scientific innovations affected religions, belief systems, philosophies, and ideologies over time.

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.

CUL-6 Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

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, missionaries, and Sufis.

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

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, and along the Silk Roads

- C.** As exchange networks intensified, an increased number of travelers within Afro-Eurasia wrote about their travels.

Illustrative examples, travelers:

- ♦ Ibn Battuta
- ♦ Marco Polo
- ♦ Xuanzang

Period 3
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.1 — A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

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

Period 3
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.1 — A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

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

Illustrative examples, diffusion of crops:

- ♦ Bananas in Africa
- ♦ New rice varieties in East Asia
- ♦ The spread of cotton, sugar, and citrus

Period 3
Key Concept 3.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

Key Concept 3.2 — State formation and development demonstrated continuity, innovation, and diversity in various regions.

I. Empires collapsed in different regions of the world, and in some areas were replaced by new imperial states or political systems.

A. Following the collapses of empires, imperial states were reconstituted in some regions, including the Byzantine Empire and the Chinese dynasties (Sui, Tang, and Song), combining 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

B. In some places, new political entities emerged, including those in various Islamic states; the Mongol khanates; new Hindu and Buddhist states in South, East, and Southeast Asia; city-states; and decentralized government (feudalism) in Europe and Japan.

Illustrative examples, city-states:

- ♦ Those on the Italian peninsula
- ♦ Those in East Africa
- ♦ Those in Southeast Asia

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.

Period 3

Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

Key Concept 3.2 — State formation and development demonstrated continuity, innovation, and diversity in various regions.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

I. Empires collapsed in different regions of the world, and in some areas were replaced by new imperial states or political systems.

(CONTINUED)

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Period 3
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH



Related Thematic Learning Objectives

(Focus of Exam Questions)

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 3.2 — State formation and development demonstrated continuity, innovation, and diversity in various regions.

II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.

- A.** Technological and cultural transfers were taking place:
- ♦ between Tang China and the Abbasids;
 - ♦ across the Mongol Empire;
 - ♦ between Muslims and Christians in the Mediterranean region during the Crusades; and
 - ♦ during Chinese maritime activity led by Ming Admiral Zheng He.

Illustrative examples, technological and cultural transfers:

- ♦ The spread of Islamic scientific knowledge to Mongol China
- ♦ The transfer of Greco-Islamic medical knowledge to Western Europe
- ♦ The transfer of foods, technologies, textiles, and music from the Islamic world to Europe via Al-Andalus

Period 3
Key Concept 3.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.3 — Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-4 Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-5 Explain how and why labor systems have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other 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
- ♦ Three field rotation
- ♦ Swamp draining

B. Demand for 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.

Period 3
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.3 — Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and 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.

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 C.E. and 1300, increased agricultural productivity and subsequent rising population, and greater availability of labor.

Period 3
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ECON-5 Explain how and why labor systems have developed and changed over time.

ECON-7 Explain how local, regional and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 3.3 — Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

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.

(CONTINUED)

Period 3
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-5 Explain how and why labor systems have developed and changed over time.

Key Concept 3.3 — Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

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, and military obligations.

B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy continued; 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. 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.

Illustrative examples, regions where free peasants revolted:

- ♦ China
- ♦ The Byzantine Empire

Period 3
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.3 — Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

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)

D. Buddhism, Christianity, Islam, and Neoconfucianism were adopted in new regions and often caused significant changes in gender relations and family structure.

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
- ♦ Female monastic orders in Christianity and Buddhism

Period 3
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

PERIOD 4:

Global Interactions

c. 1450 to c. 1750

Key Concept 4.1

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.

Key Concept 4.2

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.

Key Concept 4.3

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.

Related Thematic Learning Objectives
(Focus of Exam Questions)

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 4.1 — The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.

I. Existing regional patterns of trade intensified in the context of the new global circulation of goods.

A. The intensification of trade brought prosperity and economic disruption to the merchants and governments in the trading region of the Indian Ocean, the Mediterranean, the Sahara, and overland Eurasia.

Period 4
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 4.1 — The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.

II. European technological developments in cartography and navigation built on previous knowledge developed in the Classical, Islamic, and Asian worlds.

A. The developments 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

Period 4
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 4.1 — The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.

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.

C. Northern Atlantic crossings for fishing and for the purpose of settlement continued and spurred European searches for multiple routes to Asia.

Period 4
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-5 Explain how and why labor systems have developed and changed over time.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

Key Concept 4.1 — The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.

IV. The new global circulation of goods was facilitated by chartered European monopoly companies and the flow of 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.

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.

B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.

C. Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories, and joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and compete against one another in global trade.

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 people.

Period 4
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 4.1 — The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

IV. The new global circulation of goods was facilitated by chartered European monopoly companies and the flow of 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)

Period 4
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 4.1 — The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-5 Explain how and why labor systems have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

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 that were endemic in the Eastern Hemisphere — including smallpox, measles, and influenza — to Amerindian populations and the unintentional transfer of disease vectors, 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.

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

Period 4
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Key Concept 4.1 — The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.

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

(CONTINUED)

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.

Period 4
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

Key Concept 4.1 — The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.

VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and contributed to both religious conflicts and the creation of syncretic belief systems and practices.

Illustrative examples, reform of existing religions and creation of syncretic belief systems and practices:

- ♦ The importance of sufism for the further spread of Islam in Afro-Eurasia.
- ♦ The intensification of Sunni-Shi'a split by the political rivalries between the Ottoman and the Safavid empires.
- ♦ The role of the Protestant and Catholic Reformations in spreading Christianity outside of Europe.
- ♦ The development of Vodun and other syncretic religions in the Americas as a result of interactions between Christianity and African religions.
- ♦ The development of Sikhism in the context of interactions between Hinduism and Islam.
- ♦ The development and spread of new Buddhist schools and practices in Northeast and Southeast Asia.

Period 4
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 4.1 — The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.

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 and increased focus on innovation and scientific inquiry.

CUL-6 Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

Period 4
Key Concept 4.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 4.2 — Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

- 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.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

Period 4
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

Key Concept 4.2 — Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-5 Explain how and why labor systems have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

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 and artisan labor intensified in many regions.

B. Slavery in Africa continued both the traditional incorporation of mainly female 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*

Period 4
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 4.2 — Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

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.

(CONTINUED)

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Period 4
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-5 Explain how and why labor systems have developed and changed over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Key Concept 4.2 — Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

III. As social and political elites changed, they also restructured ethnic, racial, and gender hierarchies.

A. Both imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites.

Illustrative examples, new elites:

- ♦ The Manchus in China
- ♦ Creole elites in Spanish America
- ♦ European gentry
- ♦ Urban commercial entrepreneurs in all major port cities in the world

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.

Illustrative examples, existing elites:

- ♦ The *zamindars* in the Mughal Empire
- ♦ The nobility in Europe
- ♦ The *daimyo* in Japan

C. Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.

Illustrative examples, gender and family restructuring:

- ♦ The dependence of European men on Southeast Asian women for conducting trade in that region
- ♦ The smaller size of European families

Period 4
Key Concept 4.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

Key Concept 4.3 — Empires expanded around the world, presenting new challenges in the incorporation of diverse populations and in the effective administration of new coerced labor systems.

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. Many states adopted practices to accommodate the different ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups.

Illustrative examples, differential treatment of ethnic and religious groups:

- ♦ Spanish creation of a separate *República de Indios*
- ♦ Spanish and Portuguese creation of new racial classifications in the Americas, including *mestizo*, *mulatto*, and *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

D. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.

Period 4
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 4.3 — Empires expanded around the world, presenting new challenges in the incorporation of diverse populations and in the effective administration of new coerced labor systems.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

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

(CONTINUED)

Period 4
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 4.3 — Empires expanded around the world, presenting new challenges in the incorporation of diverse populations and in the effective administration of new coerced labor systems.

II. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

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 the impact of these empires was limited by the authority of local states including the Ashanti and Mughal empires

B. Land empires—including the Manchu, Mughal, Ottoman, and Russian—expanded dramatically in size.

C. European states established new maritime empires in the Americas, including the Portuguese, Spanish, Dutch, French, and British.

Period 4
Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

Key Concept 4.3 — Empires expanded around the world, presenting new challenges in the incorporation of diverse populations and in the effective administration of new coerced labor systems.

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 4

Key Concept 4.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

PERIOD 5:

Industrialization and

Global Integration

c. 1750 to c. 1900

Key Concept 5.1

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 the “Industrial Revolution,” the process of industrialization was a gradual one that unfolded over the course of the 18th and 19th centuries, eventually becoming global.

Key Concept 5.2

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, and in some cases justified anti-imperial resistance and the formation of new national identities.

Key Concept 5.3

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, including an increasing insistence on self-rule and pursuit of democracy in a number of instances. These new ideas in turn led to the revolutionary and anti-imperial movements of this period.

Key Concept 5.4

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 it presented challenges to governments in fostering national identities and regulating the flow of people.

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-4 Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

ECON-1 Explain how technology shaped economic production and globalization over time.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-5 Explain how and why labor systems have developed and changed over time.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

Key Concept 5.1 — The process of industrialization changed the way in which goods were produced and consumed, with far-reaching effects on the global economy, social relations, and culture.

I. Industrialization fundamentally changed how goods were produced.

- A. A variety of factors that led to the rise of industrial production and eventually resulted in the Industrial Revolution included:
- ♦ 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 take advantage of 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.

C. The development of the factory system concentrated labor in a single location and led to an increasing degree of specialization of labor.

Period 5
Key Concept 5.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

Key Concept 5.1 — The process of industrialization changed the way in which goods were produced and consumed, with far-reaching effects on the global economy, social relations, and culture.

I. Industrialization fundamentally changed how goods were produced.

(CONTINUED)

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.

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.

Period 5
Key Concept 5.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-4 Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

ECON-1 Explain how technology shaped economic production and globalization over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 5.1 — The process of industrialization changed the way in which goods were produced and consumed, with far-reaching effects on the global economy, social relations, and culture.

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.

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 commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.

Illustrative examples, production and export of natural resources:

- ♦ Cotton
- ♦ Rubber
- ♦ Palm oil
- ♦ Sugar
- ♦ Wheat
- ♦ Meat
- ♦ Guano
- ♦ Metals
- ♦ Diamonds

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 during the first Industrial Revolution. 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. Trade in some commodities was organized in a way that 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
- ♦ Copper extracted in Chile and the Western United States

Period 5
Key Concept 5.1

▲
TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

ECON-1 Explain how technology shaped economic production and globalization over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 5.1 — The process of industrialization changed the way in which goods were produced and consumed, with far-reaching effects on the global economy, social relations, and culture.

III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.

A. The ideological inspiration for economic changes lies in the development of capitalism and classical liberalism associated with Adam Smith and John Stuart Mill.

B. The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on various financial instruments.

Illustrative examples, transnational businesses:

- ♦ 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

Illustrative examples, financial instruments:

- ♦ Stock markets
- ♦ Insurance
- ♦ Gold standard
- ♦ Limited-liability corporations

Period 5
Key Concept 5.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 5.1 — The process of industrialization changed the way in which goods were produced and consumed, with far-reaching effects on the global economy, social relations, and culture.

IV. There were major developments and innovations in transportation and communication, including railroads, steamships, telegraphs, and canals.

Period 5
Key Concept 5.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-4 Explain the causes and effects of labor reform movements.

Key Concept 5.1 — The process of industrialization changed the way in which goods were produced and consumed, with far-reaching effects on the global economy, social relations, and culture.

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

A. In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society, including Marxism.

B. In response to the expansion of industrializing states, some governments in Asia and Africa, such as the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.

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

D. In response to the social and economic changes brought about by industrial capitalism, some governments promoted various types of political, social, educational, and urban reforms.

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

Period 5
Key Concept 5.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.1 — The process of industrialization changed the way in which goods were produced and consumed, with far-reaching effects on the global economy, social relations, and culture.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

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

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.



Period 5
Key Concept 5.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-4 Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

ECON-5 Explain how and why labor systems have developed and changed over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

Key Concept 5.1 — The process of industrialization changed the way in which goods were produced and consumed, with far-reaching effects on the global economy, social relations, and culture.

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.

A. New social classes, including the middle class and the industrial working class, developed.

B. Family dynamics, gender roles, and demographics changed in response to industrialization.

C. Rapid urbanization that accompanied global capitalism often led to a variety of challenges.

Period 5
Key Concept 5.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-4 Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

Key Concept 5.2 — As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

I. Industrializing powers established transoceanic empires.

A. States with existing colonies strengthened their control over those colonies. Illustrative examples, states with existing colonies:

- ♦ Britain in India
- ♦ The Netherlands in Indonesia

B. European states, as well as the United States and Japan, established empires throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

C. Many European states used both warfare and diplomacy to expand their empires in Africa. Illustrative examples, European states that established empires in Africa:

- ♦ Britain in West Africa
- ♦ Belgium in the Congo

D. In some parts of their empires, Europeans established settler colonies.

E. Industrialized states practiced neocolonialism in Latin America and economic imperialism in some parts of the world. Illustrative examples, industrialized states practicing economic imperialism:

- ♦ Britain and France expanding their influence in China through the Opium Wars
- ♦ Britain and the United States investing heavily in Latin America

Period 5
Key Concept 5.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.2 — As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

I. Industrializing powers established transoceanic empires.

(CONTINUED)

Period 5
Key Concept 5.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-1 Explain how technology shaped economic production and globalization over time.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

Period 5
Key Concept 5.2

Key Concept 5.2 — As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

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, Russia, and Japan expanded their land borders by conquering and settling 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
- ♦ 1857 rebellion in India

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Key Concept 5.2 — As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

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

(CONTINUED)

Period 5
Key Concept 5.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Period 5
Key Concept 5.2

Key Concept 5.2 — As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

III. In some imperial societies, emerging cultural, religious, and racial ideologies, including social Darwinism, were used to justify imperialism.

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.3 — The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

CUL-4 Explain how technological and scientific innovations affected religions, belief systems, philosophies, and ideologies over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

ECON-4 Explain the causes and effects of labor reform movements.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

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 philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships, encouraging observation and inference in all spheres of life; they also reexamined the role that religion played in public life, insisting on the importance of reason as opposed to revelation. Other Enlightenment philosophies developed new political ideas about the individual, natural rights, and the social contract.

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, often in pursuit of independence and democratic ideals.

C. Enlightenment ideas influenced various reform movements that challenged existing notions of social relations, which contributed to the expansion of rights as seen in expanded suffrage, the abolition of slavery, and/or the end of serfdom.

Period 5
Key Concept 5.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.3 — The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

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.

(CONTINUED)

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Period 5
Key Concept 5.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.3 — The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

CUL-4 Explain how technological and scientific innovations affected religions, belief systems, philosophies, and ideologies over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

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 of nationalism to unite diverse populations. In some cases, nationalists challenged boundaries or sought unification of fragmented regions.

Illustrative examples, nationalism:

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

Period 5
Key Concept 5.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Key Concept 5.3 — The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

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 of nationalism to unite diverse populations. In some cases, nationalists challenged boundaries or sought unification of fragmented regions.

(CONTINUED)

Period 5
Key Concept 5.3

▲
TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.3 — The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-4 Explain the causes and effects of labor reform movements.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

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

A. Subjects challenged centralized imperial governments.

Illustrative examples, subjects challenging imperial governments:

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

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.

C. Slave resistance challenged existing authorities in the Americas.

Illustrative examples, slave resistance:

- ♦ The establishment of Maroon societies in the Caribbean or Brazil
- ♦ North American slave resistance

D. Increasing questions about political authority and growing nationalism contributed to anticolonial movements.

Illustrative examples, anticolonial movements:

- ♦ The Indian Revolt of 1857
- ♦ The Boxer Rebellion in Qing China

E. Some of the rebellions were influenced by diverse religious ideas.

Illustrative examples, rebellions:

- ♦ The Ghost Dance in the U.S.
- ♦ The Xhosa Cattle-Killing Movement in southern Africa
- ♦ Taiping rebellion in China

Period 5
Key Concept 5.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.3 — The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

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

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Period 5
Key Concept 5.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.3 — The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

ECON-4 Explain the causes and effects of labor reform movements.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.

A. Discontent with monarchist and imperial rule encouraged the development of various ideologies, including democracy, liberalism, socialism, and communism.

B. Demands for women’s suffrage and an emergent feminism challenged political and gender hierarchies.

Illustrative examples, demands:

- ♦ Mary Wollstonecraft’s *A Vindication of the Rights of Woman*
- ♦ Olympe de Gouges’s *Declaration of the Rights of Women and the Female Citizen*
- ♦ The resolutions passed at the Seneca Falls Conference in 1848

Period 5
Key Concept 5.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.3 — The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.

(CONTINUED)

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Period 5
Key Concept 5.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.4 — As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

ECON-1 Explain how technology shaped economic production and globalization over time.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

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.

A. Changes in food production and improved medical conditions contributed to a significant global rise in population in both urban and rural areas.

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

Period 5
Key Concept 5.4

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.4 — As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ECON-5 Explain how and why labor systems have developed and changed over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-4 Explain how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

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

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.

Period 5
Key Concept 5.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 5.4 — As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

CUL-6 Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

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.

A. Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.

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.

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.

Illustrative examples, migrant ethnic enclaves:

- ♦ Chinese in Southeast Asia, the Caribbean, South America, and North America
- ♦ Indians in East and Southern Africa, the Caribbean, and Southeast Asia
- ♦ Irish and Italians in North America

Illustrative examples, regulation of immigrants:

- ♦ The Chinese Exclusion Act
- ♦ The White Australia Policy

Period 5
Key Concept 5.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

PERIOD 6: Accelerating Global Change and Realignments

c. 1900 to the PRESENT

Key Concept 6.1

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 ecological balances at local, regional, and global levels.

Key Concept 6.2

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.

Key Concept 6.3

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 domestic economies 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.

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-4 Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

CUL-3 Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.

CUL-4 Explain how technological and scientific innovations affected religions, belief systems, philosophies, and ideologies over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

Key Concept 6.1 — Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.

A. New modes of communication—including the Internet, radio communication, and cellular communication—and transportation reduced the problem of geographic distance.

B. The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.

C. Medical innovations, such as vaccines and antibiotics, increased the ability of humans to survive and live longer lives.

D. Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.

Period 6
Key Concept 6.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

ENV-4 Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

ECON-1 Explain how technology shaped economic production and globalization over time.

Key Concept 6.1 — Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

II. During a period of unprecedented global population expansion, humans fundamentally changed their interactions with the environment.

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.

B. The release of greenhouse gases and other pollutants into the atmosphere contributed to debates about the nature and causes of climate change.

Period 6
Key Concept 6.1

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 6.1 — Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

ENV-3 Evaluate the extent to which migration, population, and urbanization affected the environment over time.

CUL-4 Explain how technological and scientific innovations affected religions, belief systems, philosophies, and ideologies over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

III. Disease, scientific innovations, and conflict led to demographic shifts.

A. Diseases associated with poverty persisted, while other diseases emerged as new epidemics and threats to human survival. In addition, increased longevity led to a higher incidence of certain diseases.

Illustrative examples, diseases associated with poverty:

- ♦ Malaria
- ♦ Tuberculosis
- ♦ Cholera

Illustrative examples, emergent epidemic diseases:

- ♦ The 1918 influenza pandemic
- ♦ Ebola
- ♦ HIV/AIDS

Illustrative examples, diseases associated with changing lifestyles:

- ♦ Diabetes
- ♦ Heart disease
- ♦ Alzheimer’s disease

B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.

C. New military technology and new tactics and the waging of “total war” led to increased levels of wartime casualties.

Period 6
Key Concept 6.1

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-1 Explain how technology shaped economic production and globalization over time.

Key Concept 6.2 — Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

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.

A. The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors.

B. Between the two world wars, European imperial states often maintained control over their colonies and in some cases gained additional territories.

C. After the end of World War II, some colonies negotiated their independence, while other colonies achieved independence through armed struggle.

Illustrative examples, negotiated independence:

- ♦ India from the British Empire
- ♦ The Gold Coast from the British Empire
- ♦ French West Africa

Illustrative examples, independence through armed struggle:

- ♦ Algeria and Vietnam from the French Empire
- ♦ Angola from the Portuguese Empire
- ♦ Kenya from the British Empire
- ♦ The Mau Mau rebellion against the British Empire

Period 6
Key Concept 6.2

▲

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

- CUL-1** Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.
- CUL-2** Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.
- CUL-6** Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.
- SB-1** Explain how different forms of governance have been constructed and maintained over time.
- SB-2** Explain how and why different functions and institutions of governance have changed over time.
- SB-3** Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.
- SB-4** Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.
- SB-6** Explain the political and economic interactions between states and non-state actors over time.

Key Concept 6.2 — Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

- II.** Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.
-
- A.** Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.
- Illustrative examples, nationalist leaders and parties:
- ♦ Indian National Congress
 - ♦ Ho Chi Minh in French Indochina (Vietnam)
 - ♦ Kwame Nkrumah in British Gold Coast (Ghana)
-
- B.** Regional, religious, and ethnic movements challenged both colonial rule and inherited imperial boundaries.
- Illustrative examples, regional, religious, and ethnic movements:
- ♦ The Muslim League in British India
 - ♦ The Québécois separatist movement in Canada
 - ♦ The Biafra secessionist movement in Nigeria
-
- C.** Transnational movements sought to unite people across national boundaries.
- Illustrative examples, transnational movements:
- ♦ Communism
 - ♦ Pan-Arabism
 - ♦ Pan-Africanism
-
- D.** The Mexican Revolution arose in opposition to neocolonialism and economic imperialism, and movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.
-
- E.** In many parts of the world, religious movements sought to redefine the relationship between the individual and the state.

Period 6
Key Concept 6.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 6.2 — Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

ECON-4 Explain the causes and effects of labor reform movements.

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

(CONTINUED)

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Period 6
Key Concept 6.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Key Concept 6.2 — Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

III. Political changes were accompanied by major demographic and social consequences.

A. The redrawing of old colonial boundaries led to conflict as well as population displacement and/or resettlements, such as the partitioning of India and Pakistan and population displacements following the creation of the state of Israel.

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.

C. The rise of extremist groups in power led to the annihilation of specific populations, notably in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence.

Illustrative examples, migrations:

- ♦ South Asians to Britain
- ♦ Algerians to France
- ♦ Filipinos to the United States

Illustrative examples, genocide or ethnic violence:

- ♦ Armenians in Turkey during and after World War I
- ♦ Cambodia during the late 1970s
- ♦ Tutsi in Rwanda in the 1990s

Period 6
Key Concept 6.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-1 Explain how technology shaped economic production and globalization over time.

Period 6
Key Concept 6.2

Key Concept 6.2 — Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

IV. Military conflicts occurred on an unprecedented global scale.

A. World War I and World War II were the first total wars. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism, to mobilize all of their state's resources for war and, in the case of totalitarian states, to direct many aspects of daily life during the course of the conflicts and beyond.

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, the economic crisis engendered by the Great Depression, and the rise of fascist and totalitarian regimes to positions of power.

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-6 Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Key Concept 6.2 — Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

IV. Military conflicts occurred on an unprecedented global scale.

(CONTINUED)

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 democracy of the United States and the communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe. This conflict extended beyond its basic ideological origins to have profound effects on economic, political, social, and cultural aspects of global events.

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

E. Expansions in U.S. military spending and technological development, the Soviet invasion of Afghanistan, and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.

Period 6
Key Concept 6.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.

CUL-6 Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

Key Concept 6.2 — Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

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, such as Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change.

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

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

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

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

Illustrative examples, responses that intensified conflict:

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

Illustrative examples, movements that used violence:

- ♦ IRA
- ♦ ETA
- ♦ Al-Qaeda

Period 6
Key Concept 6.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 6.2 — Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

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.

(CONTINUED)

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-3 Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Period 6
Key Concept 6.2

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

SB-1 Explain how different forms of governance have been constructed and maintained over time.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

ECON-1 Explain how technology shaped economic production and globalization over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

Key Concept 6.3 — The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

I. States responded in a variety of ways to the economic challenges of the 20th century.

A. In communist states, such as the Soviet Union and China, governments controlled their national economies, often through repressive policies and with negative repercussions for their populations.

Illustrative examples, communist governments controlling their national economies:

- ♦ The Five Year Plans
- ♦ The Great Leap Forward

B. Following World War I and the onset of the Great Depression, governments began to take a more active role in economic life.

Illustrative examples, government intervention in the economy:

- ♦ The New Deal
- ♦ The fascist corporatist economy
- ♦ Popularist governments of Brazil and Mexico

C. In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.

Illustrative examples, governments guiding economic life:

- ♦ Nasser’s promotion of economic development in Egypt
- ♦ Nehru’s planned economy in India
- ♦ Julius Nyerere in Tanzania

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.

Illustrative examples, governments encouraging free-market policies:

- ♦ The United States beginning with Ronald Reagan
- ♦ Britain under Margaret Thatcher
- ♦ China under Deng Xiaoping
- ♦ Chile under Pinochet
- ♦ Pacific Rim nations
- ♦ Korea
- ♦ Vietnam

Period 6
Key Concept 6.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

Key Concept 6.3 — The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

I. States responded in a variety of ways to the economic challenges of the 20th century.

(CONTINUED)

E. In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in developing economies including the Pacific Rim and Latin America.

Illustrative examples, Pacific Rim economies

- ♦ Japan
- ♦ Korea
- ♦ Singapore
- ♦ China
- ♦ Vietnam

Period 6
Key Concept 6.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.

ENV-4 Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.

ENV-5 Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

SB-2 Explain how and why different functions and institutions of governance have changed over time.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

SB-4 Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.

Key Concept 6.3 — The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

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)
- ♦ Multinational 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 the environmental and economic consequences of global integration.

Illustrative examples, protest movements:

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

Period 6
Key Concept 6.3

▲
TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SB-5 Explain how societies with states and state-less societies interacted over time.

SB-6 Explain the political and economic interactions between states and non-state actors over time.

ECON-1 Explain how technology shaped economic production and globalization over time.

ECON-2 Explain the causes and effects of economic strategies of different types of communities, states, and empires.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

ECON-6 Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

ECON-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Key Concept 6.3 — The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

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

(CONTINUED)

Period 6
Key Concept 6.3

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-1 Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.

CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.

CUL-6 Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.

SB-3 Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.

ECON-1 Explain how technology shaped economic production and globalization over time.

SOC-1 Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.

Key Concept 6.3 — The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

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 these factors.

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 1950

Period 6
Key Concept 6.3

▲

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.

SOC-5 Explain how social categories, roles, and practices have been maintained or challenged over time.

Key Concept 6.3 — The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

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 these factors.

(CONTINUED)

Period 6
Key Concept 6.3

▲
TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

CUL-5 Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.

CUL-6 Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.

ECON-1 Explain how technology shaped economic production and globalization over time.

ECON-3 Explain how different modes and locations of production and commerce have developed and changed over time.

Period 6
Key Concept 6.3

Key Concept 6.3 — The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

IV. Political and social changes of the 20th century led to changes in the arts and literature. In the second half of the century, popular and consumer culture became more global.

Illustrative examples, global culture:

- ♦ Reggae
- ♦ Bollywood
- ♦ World Cup soccer
- ♦ The Olympics

TEACHER-SELECTED EXAMPLES OF
HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR
SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

AP World History

Instructional Approaches

The AP World History course helps 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 AP history disciplinary practices and reasoning skills. This section on instructional approaches provides teachers with recommendations and examples of how to implement the AP World History course framework in practical ways in the classroom, addressing the following topics:

- Organizational approaches
- Selecting and using course materials
- Developing the disciplinary practices and reasoning skills
- Increasing depth and managing breadth through instructional choices
- Strategies for instruction

Organizational Approaches

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

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

Additionally, the global geographic requirements of world history add another key dimension—spatial—to course organization.

While some teachers may 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 course 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 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, demonstrating how different facets of a learning objective can be used to connect topics across multiple periods and places.

Theme	Learning Objective	Connections Across Periods and Regions
Interaction Between Humans and the Environment	ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement 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 bubonic plague. (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)

Theme	Learning Objective	Connections Across Periods and Regions
Development and Interaction of Cultures	CUL-2 Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.	<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)
State Building, Expansion, and Conflict	SB-2 Explain how and why different functions and institutions of governance 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-7 Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other 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)

Theme	Learning Objective	Connections Across Periods and Regions
Development and Transformation of Social Structures	SOC-2 Evaluate the extent to which different ideologies, philosophies, and religions affected 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 course 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 should provide a balanced coverage of the regions within the course, and 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 practices and 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 thematic 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 written documents as well as images, such as photographs, cartoons, and works of art. Teachers may utilize the ancillary materials and website sources that accompany most of the recently published textbooks to find high 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. These include noncontemporary accounts of the past written by historians or scholars of other related disciplines, such as economists, sociologists, political commentators, or art historians, as well as data sets, charts, and maps. 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. *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 Disciplinary Practices and Reasoning 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 prone to error and rests upon interpretation, requiring critical evaluation at every step. The disciplinary practices and reasoning skills articulated in the course 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 the ability to reason historically 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 historical arguments.

In order to do their work, historians must be active readers—able to comprehend what they have read and use the information in meaningful ways to build an understanding of the past. Similarly, students must develop the skills necessary to be active readers who can extract useful information from texts, make supportable inferences, and draw appropriate conclusions from the sources.

The table below provides examples of the types of strategies students can use to become active readers of historical texts.

Before Reading	<ul style="list-style-type: none"> ♦ Focus on an essential question that the text helps answer ♦ Preview the text to determine the topic and the text’s structure and purpose (e.g., argument, narrative, explanation) ♦ Use the title and preview of the text to activate prior knowledge ♦ Develop questions about the text and/or its topic that might be answered when reading
During Reading	<ul style="list-style-type: none"> ♦ Monitor reading to ensure comprehension ♦ Answer questions developed before reading ♦ Annotate the text for main ideas, answers to questions, interesting or surprising aspects of the text, and parts of it that are difficult to understand ♦ Periodically stop and reflect on what’s being read and how it fits with prior knowledge and the other parts of the text
After Reading	<ul style="list-style-type: none"> ♦ Respond to questions developed before and during reading ♦ Reflect on the text, what it means, and whether it supports or refutes prior ideas and understandings ♦ Draw conclusions and devise generalizations ♦ Make connections to other texts, key concepts, and overarching ideas ♦ Discuss the text with peers to ensure understanding and have remaining questions answered

Analyzing Primary Sources

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 and support 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	<p>What point(s) is the document trying to make?</p> <hr/> <p>What does the document not say (i.e., does it selectively include and/or exclude information)?</p> <hr/> <p>What of its content is usable by a historian?</p>	<p>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.</p>	<p>Ask students to paraphrase the main points the document asserts.</p> <hr/> <p>Ask students to state what a document does not say on the topic it purports to address.</p> <hr/> <p>Ask students what content a historian would need to double-check before using it to make an argument.</p>
Format/medium	<p>What is the format of the source: archaeological artifact, text, image, art, newspaper article, letter, cartoon, lyrics, etc.?</p> <hr/> <p>What does the choice of medium reveal about the author's intent?</p> <hr/> <p>Does the source's format or genre (novel, romantic poetry, impressionist painting, cartoon) add meaning to what the source explicitly states?</p>	<p>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.</p>	<p>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.</p> <hr/> <p>Ask students what assumptions a reader could make about each document based on its format or the genre to which it belongs.</p> <hr/> <p>Provide students with a visual source and engage in a discussion about how the image, including any symbols, conveys meaning.</p>

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
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 or 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 below, 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 time between the event and the document's creation.	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?		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.

Source features	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
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.	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?	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.	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?	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.	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
Historical situation	When and where was the source produced?	As stated earlier 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 situation or context of a document, we need to go beyond simple identification. When a historian talks about situation or 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.	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 the situation.
	What contemporaneous events might have affected the author's viewpoint and/or message?	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.	Have students read a document and then discuss its situation, 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 historical situation that the source was produced in 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 situation 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
Audience	<p>Who was the source created for?</p> <hr/> <p>How might the audience have affected the content of the source?</p> <hr/> <p>How might the audience have affected the reliability of the source?</p>	<p>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 them helps us better understand the content and purpose of a document.</p>	<p>After discussing authorship and purpose, ask students to identify a possible audience for the document. Discuss why some audiences are more plausible than others.</p> <hr/> <p>Ask students to imagine how the author might have recast the content for a different audience.</p> <hr/> <p>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.</p>

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. 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.	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)?		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 preselected 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.

Analyzing Secondary Sources

Analyzing secondary sources involves evaluating the different ways historians interpret the past, including differences in interpretation of the same historical event or process. It also involves finding patterns and trends in quantitative data sources, such as tables, charts, and maps, and considering the historical implications of those patterns and trends.

In order to interpret secondary sources, students need to understand how a historian uses evidence to support her or his argument. Historians, like AP history students, rely on incomplete primary sources—partial remnants of the information that was available at the time being studied. The historian must make inferences from explicit or implicit information in primary source material and posit relationships between sources that were produced independently of one another. For this reason, understanding a historical narrative requires identifying and evaluating how the historian has interpreted and combined sources to make them tell a coherent story. Students should understand that such interpreting and combining serves as the connective tissue in every historical narrative.

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 present 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 chart below identifies underlying questions and strategies to help students become proficient in analyzing secondary sources.

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 examine the past, historians make use of different reasoning 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 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.	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?		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?		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.

Using Historical Reasoning to Develop Effective Historical Arguments

When they study the past, historians inquire into the reasons why historical events, processes, and actions unfolded the way they did. As they begin to articulate possible explanations of these events, historians use reasoning processes that rely on their awareness of different types of causal relationships, connections, and patterns. They then formulate a claim, or thesis, about why the event or process occurred the way it did and then develop an argument that explains how the claim is supported by the available historical evidence. A strong historical argument also accounts for how some evidence might seem to modify or refute the claim, addressing alternate explanations of the event or process. Teachers in AP history classrooms should help students learning how to create persuasive and meaningful historical arguments by improving their proficiency with each of these practices in turn.

Historical Reasoning About the Past

Students can develop their ability to reason meaningfully about the past by using the same skills and practices they encounter in historical writings. The most common ways in which historians reason about the past involve:

- seeing the connections between the particular and the general (or **contextualization**)
- analyzing similarities and differences (or **comparison**)
- analyzing cause and effect (or **causation**)
- identifying long-term patterns of **continuity or change over time**

Historians employ these types of reasoning to construct explanations about the causes and significance of past events, using evidence to support their claims. Historians also must take disparate and sometimes contradictory evidence into account in making their arguments, considering possible alternative explanations and the underlying complexity of the processes they examine.

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
Contextualization	What was happening at the time the event happened or the document was created that might have had an influence?	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.	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.
	What was happening at the specific place where an event occurred? In the country as a whole? In the larger region? In the world?	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. Understanding the historical situation that a source was created within 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.	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.
	How does a specific event relate to larger processes? How do larger processes shape a specific event?		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.
	How does the context in which a source is read or viewed inform how it is understood?		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.

Skills	Underlying questions	Why are the questions significant for analysis?	Suggested instructional strategies to develop proficiency
Comparison	<p>How is one development like/ unlike another development from the same time/a different time?</p> <hr/> <p>Why did an event or development affect different groups in different ways?</p> <hr/> <p>How does a viewpoint (from a historical actor or historian) compare with another when discussing the same event or historical development?</p>	<p>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. Comparison is a skill used on a daily basis by historians, who must always take into account differences among sources, both primary and secondary.</p>	<p>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.</p> <hr/> <p>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.</p> <hr/> <p>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.</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	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?	what effect an event, pattern or trend, or action had. Most events, actions, or trends have many causes; historians seek to identify the most significant short- and long-term causes and effects. Significance can	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?	be understood in different ways. Sometimes, the most significant causes and effects are those that are the most direct. Sometimes, they are defined as those that contributed the most.	Have students 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?	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. They recognize that all events are contingent on many factors, from individual	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?	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.	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.

Formulating a Claim and Reasoning

In order to develop a historical argument, historians formulate a claim, or thesis, that is based on logical historical reasoning. A meaningful claim must be based in evidence, historically defensible, and evaluative; it must take a stance on an issue that could plausibly be argued differently, and go beyond simply listing causes or factors, qualifying its assertions by looking at an issue from multiple perspectives or lenses. The reasoning used in the thesis often sets up the structure of the argument in the essay that follows. These might include:

- Weighing the relative significance of regional, national, or global contexts for understanding a historical event (*Contextualization*)
- Identifying areas of similarity or difference between historical phenomena, in order to consider possible underlying reasons for similarity or difference (*Comparison*)
- Considering both the immediate causes or effects of an event as well as long-term causes or effects, and assigning a relative significance to each (*Causation*)
- Identifying ways that a historical development might be part of a long-term pattern (continuity) or mark a moment of departure from such patterns (change) (*Continuity and Change over Time*)

Using Evidence to Support an Argument

Historians use historical reasoning in tandem with their analysis of historical evidence in order to develop and support a historical argument. As historians analyze primary or secondary sources, they also consider how they might be used to support, qualify, or modify an argument about the past. They then organize the evidence from historical sources in meaningful and persuasive ways to support a thesis. However, historians must also acknowledge that not all sources necessarily support the argument, and that there may be other plausible ways to understand a historical development. Historians therefore account for disparate, diverse, or contradictory evidence from a variety of sources when making their arguments and explain why the argument is the most persuasive way to understand the totality of the evidence. This ability to consider how historical evidence affects an argument is one of the most challenging aspects of the historian's craft being developed in the AP history classroom.

To develop student proficiency in formulating and sustaining an argument in writing assignments, the teacher should encourage students to develop arguments throughout an essay and not just in the thesis or introduction. The chart below lists some of the possible ways students might develop their ability to use diverse historical evidence in their writing to support, qualify, or modify an argument about the past.

Students should be encouraged to ...

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.

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 practices and 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 causation. 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 course 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, CUL-2) 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 learning objectives for each theme provide a guide for managing breadth while increasing depth. For example, learning objective SB-3 addresses how various contexts have influenced the processes of state building. SB-3 addresses how economic factors have impacted the development of states, which is a learning objective that might be applied to the development of states in Period 5, but it can also apply across the time periods. A teacher who has already discussed how industrialization and imperialism were integral factors in the changes over time in economic production and commerce (ECON-3) 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 course 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 explaining how environmental factors, disease, and technology affected patterns of human migration and settlement over time (ENV-2) and explaining how local, regional and global economic systems and exchange networks have influenced and impacted each other over time (ECON-7).

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), “maintain[ed] the production of food” (2.2.III.C), and that “unique social and economic dimensions developed in imperial societies” (2.2. III), all of which contributed to the consolidation of 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 key concepts and learning objectives that relate to the development of Classical states and empires without sacrificing discussion of any required knowledge. For example, in a discussion of the imperial city of Rome (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 (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 how different forms of governance have been constructed and maintained over time.

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
<p>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; building fortifications, defensive walls, and roads; and drawing new groups of military officers and soldiers from the location populations or conquered populations. 2.2. III. A: Imperial cities served as centers of trade, public performance of religious rituals, and political administration for states and empires.</p>	<p>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.</p>	<p>5.1.V.C: In a small number of states, governments promoted their own state-sponsored visions of industrialization.</p>	<p>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.</p>
<p>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.</p>		<p>6.3.I.A: In communist states such as the Soviet Union and China governments controlled their national economies, often through repressive policies and with negative repercussions for their populations.</p>	<p>Communist states such as 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.</p>

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 practices, 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. For discussions focused on a text, students should use a variety of pre-, during-, and after-reading strategies in order to actively read the text and prepare for the discussion. 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 actively read a provocative text, asking interpretative questions (questions for which there are no predetermined right answers) before and during reading. After reading the text, students engage with their peers to make meaning from the text, offer different answers to the questions, 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.

Strategy	Definition	Purpose
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 actively reads a different text or different passage from a single text, taking on the role of “expert” on what was read. Students should use both pre- and during-reading strategies to develop their expertise with the text. After reading, 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 before and during reading it. Students should then respond to the questions during and after reading, working with peers to answer any remaining questions.	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 brings 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 might ask students how this discussion helped them deepen their understanding of learning objective SB-3: “Explain how and why economic, social, cultural, and geographical factors have 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>

Example AP World History Application
Checking for Student Understanding and Making Connections

Debate

The teacher can use a learning objective to formulate a debate. For example, the first learning objective for Theme 5 is SOC-1: “Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.” 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).

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.

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 learning objective, SOC-1, 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 to assess how well students are able to understand how developments in two different time periods can be considered evidence of a larger process.

Fishbowl

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.

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-5: “Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.” 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 theme that CUL-5 is a part of—“development and interaction of cultures”—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 needs further development.

Example AP World History Application
Checking for Student Understanding and Making Connections

Shared Inquiry

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 asks 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/nonnuclear, developed/developing, or oil producing/dependent.

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.

After student presentations, the teacher debriefs the different models and pushes students to see connections and overlap in their models and presentations. The teacher can then ask students how each of these models helps address learning objective ECON-7: “Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other 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.

Discussion Group

To organize a discussion that addresses Theme 5’s learning objective SOC-5: “Explain how social categories, roles, and practices have 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).

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 an additional learning objective (such as SOC-3: “Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.”) to further energize the debriefing. After the discussion, the teacher can have students review needed material, and plan to come back to the original learning objective in a lesson on revolutionary movements in France and the Americas (SOC-5; 5.3.III).

Example AP World History Application
Checking for Student Understanding and Making Connections

Debriefing

After instruction and homework on trade networks and exchanges, the teacher asks students about the greatest impact or impacts of the expansion and intensification of the networks of exchange in Afro-Eurasia (3.1).

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 better understand one of the learning objectives (such as ECON-7: Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.). The teacher can read and comment on the paragraphs to assess student understanding and provide timely feedback to students.

Jigsaw

This exercise works well for complex issues or issues with which students may not engage well. For example, to address the learning objective ENV-2: “Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time,” the teacher passes out Lynda Shaffer’s article “Southernization” to students. After dividing the class into five groups (based on the five sections of the article: India, China, Islamic caliphates, Mongols, and Europe), the teacher directs each group to summarize Shaffer’s argument for the assigned section and be sure to identify the role of the environment in that region. Students are tasked to see how the evidence and information from the reading helps to address the learning objective.

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 causation 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.

Example AP World History Application

Checking for Student Understanding and Making Connections

Questioning a Text

The teacher assigns a text to be read by all students, instructing them to write down any questions that come to mind while reading the text; for example, questions that demand further evidence, questions concerning information that needs clarification, or questions that would advance understanding through discussion.

For example, to address Theme 4's learning objective ECON-5: "Explain how and why labor systems have developed and changed over time," the teacher assigns a primary source text addressing coerced labor systems in Period 4 (4.2.II). Students are asked to come up with three questions about the text. The teacher forms groups based on similar questions and asks students to research the answers in the textbook or in another source.

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.

Formative Assessment

Formative assessments are important 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 provided discussion-based instructional strategies chart 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 may 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 practices and skills, allowing for rich and varied practice of the reasoning 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 them 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 practices and 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 practices and 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, teachers 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 questions with larger themes and issues in mind, to move students toward an awareness of how the source information is relevant to understanding a larger historical question, process, or issue. For visual evidence like a photograph or work of art, students can use techniques of observation and analysis, such as dividing the picture into four quadrants and making observations, or looking at details in the foreground and background. The goal is to ensure students notice important details of a primary source in preparation for making larger interpretive claims.

Encouraging a Mindset for Success

Teachers should also consider the noncognitive 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 of 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.

AP World History Exam

Exam Overview

The AP World History Exam is 3 hours and 15 minutes long and includes both a 95-minute multiple-choice and short-answer section (Section I) and a 100-minute free-response section (Section II). 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	3 questions ♦ Required Question 1: periods 3–6 ♦ Required Question 2: periods 3–6 ♦ Choose between ♦ Question 3: periods 1–3 OR ♦ Question 4: periods 4–6	40 minutes	20%
II	Part A: Document-based question	1 question: periods 3–6	60 minutes (includes 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme: ♦ periods 1–2 ♦ periods 3–4 ♦ periods 5–6	40 minutes	15%

Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. With Section I, students will not be able to move on to Part B until the 55 minutes of Part A are completed and their responses to the multiple-choice questions are collected. Time management is especially critical with regard to Section II, which consists of two essay questions. Students are given a 15-minute reading period and recommended time of 45 minutes of writing time for the document-based question and 40 minutes for the long essay question. The time left is announced, but students are not forced to move from the document-based question to the long essay 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 AP history disciplinary practices and reasoning to one or more of the thematic learning objectives. Student understanding of course content is assessed on the AP Exam in one of two ways. First, multiple-choice questions expect that students are familiar enough with the concept statements in each period of world history to be able to answer questions about related primary and secondary source material. Second, all free-response questions reward students for accurately explaining the historical content their local curriculum prioritized for each concept statement.

The wording of each concept statement gives teachers the 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 list describes the relationship between the components of the course framework and the AP Exam questions.

- The coverage of the periods in the exam as a whole will reflect the approximate period weightings (see the table on page 34).
- Document-based and long essay questions may span more than one period, requiring students to address events or documents from multiple periods of the course.
- Students' understanding of all themes and periods of world history will be assessed on the exam. The periods and skills that can be addressed in different sections of the exam are discussed in the descriptions of each question type that follow.

Exam Components

Multiple-Choice Questions

Section I, Part A of the AP World History Exam consists of 55 multiple-choice questions that are organized into sets of between two to five questions each. The questions in each set ask students to respond to a primary or secondary source, such as written texts, images, charts, graphs, or maps, reflecting the types of material that historians use in studying the past. Multiple-choice questions assess students' ability to reason about this source material **in tandem with** their knowledge of content required by the course. The possible answers for a multiple-choice question reflect the level of detail present in the required historical developments found in the concept outline 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 address content from all six periods.

Short-Answer Questions

Section I, Part B of the AP World History Exam consists of four short-answer questions. Students are required to answer the first and second questions, and choose to answer either the third or the fourth question.

- The first question primarily assesses the skill of **analyzing secondary sources**, asking students to respond in writing to a historian's argument. This question addresses content from periods 3–6 of the course.
- The second question primarily assesses either the skill of **comparison** or **continuity and change over time**, and asks students to respond in writing to a primary source written text or to visual sources such as images, charts, or maps. This question also addresses content from periods 3–6 of the course.
- Students choose to answer either the third **or** the fourth short-answer question, which deal with periods 1–3 **or** 4–6 respectively. These questions ask students to respond in writing to general propositions about world history, and they primarily assess the same skill, either **comparison** or **continuity and change over time**; neither of them will primarily assess the same skill as the second short-answer question.

Each short-answer question asks students to describe examples of historical evidence relevant to the question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

Short-Answer Questions	Primary Practice or Skill Assessed	Source Type	Periods Assessed
Students are required to answer short-answer question 1 AND short-answer question 2			
1	Analyzing Secondary Sources	Secondary source	Periods 3–6
2	Comparison or Continuity and Change over Time	Primary source text or visual source	Periods 3–6
Students select short-answer 3 OR short-answer question 4			
3	Comparison or Continuity and Change over Time (Different skill from short-answer question 2)	No stimulus	Periods 1–3
4			Periods 4–6

Document-Based Question

Section II, Part A of the AP Exam consists of the document-based question—an essay question that measures students’ ability to develop and support an argument using historical source material as evidence. The question focuses on periods 3–6 of the course. The seven documents included in the document-based question may include charts, graphs, cartoons, and pictures, as well as written materials of varying length. These are chosen to illustrate interactions and complexities about the historical topic that is the subject of the question. In their responses, students should develop an argument about the question and utilize the documents to support this argument. Students should also explain elements of the authorship of the documents that affect their historical significance, such as point of view, purpose, historical situation, and/or audience. The document-based question also requires students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, other knowledge about the topic being assessed, beyond the specific focus of the documents, is important and must be incorporated into students’ essays to earn the highest scores.

Long Essay Question

Section II, Part B of the AP Exam consists of a choice among three long essay questions from different time spans of the course.

- Students choose from the three long essay questions, which deal with periods 1–2, periods 3–4, **or** periods 5–6 of the course.
- The three question options all address the same theme and assess the same reasoning skill.

In order to receive the highest scores, students must develop an argument and support it with an analysis of specific, relevant historical evidence of their choosing. Long essay questions ask about large-scale topics specifically mentioned in the concept outline, but they are framed to allow students to provide in-depth discussion of specific examples drawn from the concept outline or from classroom instruction.

Practice Exam

After the practice exam you will find a table that shows which key concepts, learning objectives, and primary practice or skill is assessed in each question. The table also provides the answers to the multiple-choice questions.

Section 1

Part A: Multiple-Choice Questions

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

Questions 1–3 refer to the passage below.

“And if you, my vassal, disobey or break this treaty, may the god Adad, the canal inspector of heaven and earth, put an end to all vegetation in your land. May his waters hit your land with a severe destructive downpour. May locusts devour your crops. May there be no sound of grinding stone in your houses. May the wild animals eat your bread, and may your spirit have no one to take care of it and pour offerings of wine for it.”

Excerpt from a treaty between an Assyrian king and the ruler of a subject city-state in northwestern Iran, circa 670 B.C.E.

1. The particular consequences invoked in the ritual curse in the treaty most strongly support which of the following statements about ancient Mesopotamia?
 - (A) States' legitimacy was based on claims to secular authority.
 - (B) Ongoing environmental degradation occurred as a byproduct of the spread of pastoralism.
 - (C) Maintaining and expanding agricultural production was seen as a core task of governments.
 - (D) The domestication of plants occurred before the domestication of animals.

2. A historian would most likely use this passage in the treaty to illustrate which of the following?
- (A) The precarious nature of early civilizations' relationship to their physical environment
 - (B) The negative effect of overpopulation on urban sanitation and health
 - (C) The emergence of social hierarchies supported by unequal distribution of surplus food
 - (D) The nutritional deficiencies suffered by early agricultural populations
3. Which of the following was an important long-term effect of the expansion of the Assyrian Empire?
- (A) The diffusion of monotheistic religious beliefs to East Asia
 - (B) The development of the Greek alphabet
 - (C) The initial diffusion of advanced mathematical knowledge, such as algebra and trigonometry
 - (D) The establishment of Jewish diasporic communities as a result of Assyrian military conquest

Questions 4–6 refer to the passage below.

“Marriage precedes all other duties of life. The different kinds of marriage are:

- the giving in marriage of a bride with a dowry . . .
- the giving in marriage of a bride in exchange for a couple of cows
- the giving in marriage of a bride to a priest
- the voluntary union of a maiden and her lover
- the giving in marriage of a bride after receiving plenty of wealth from the groom’s family

Of these, the first three are ancestral customs of old and are valid on their being approved of by the father of the bride. The rest are to be sanctioned by both the father and the mother. . . . Any kind of marriage [that meets the above conditions] is approvable. . . .

Sons begotten by men of higher caste and women of lower caste are considered to be of mixed caste. Sons begotten by men of lower caste and women of higher caste originate on account of kings violating all norms of proper behavior.”

Arthashastra, a legal and political treatise produced for Chandragupta, a Hindu ruler of the Mauryan dynasty in India, circa 300 B.C.E.

4. Compared to the regulations in the excerpt, Buddhist practices concerning gender roles in the period 600 C.E. to 600 B.C.E. differed in that they
 - (A) rejected the validity of marriage as an institution
 - (B) offered women and men the possibility of monastic life as an alternative to marriage
 - (C) gave the bride’s mother, rather than the father, the primary role in making marriage decisions
 - (D) asserted that only marriages based on the free choice of both spouses were valid
5. The views expressed in the excerpt are best seen as evidence of which of the following in Mauryan society?
 - (A) The persistence of patriarchy
 - (B) The absence of inter-caste marriages
 - (C) The social acceptance of children born out of wedlock
 - (D) The rulers’ lax enforcement of religious doctrine
6. Which of the following changes to Mauryan religious policy occurred under Chandragupta’s grandson, Emperor Ashoka?
 - (A) The emergence of a syncretic Indo-Greek system of religious belief
 - (B) The secularization of the Mauryan state
 - (C) The promotion of Buddhist teachings through edicts by the ruler
 - (D) The establishment of Islam as the dominant religion of northern India

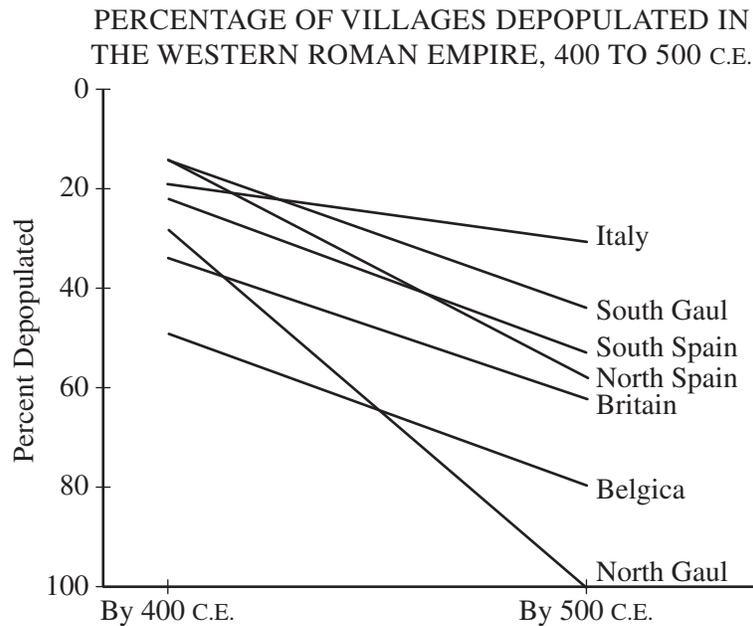
Questions 7–9 refer to the passage below.

“The ruler is a boat; people are the water. The water can carry the boat; the water can capsize the boat. . . . A man may be the descendant of kings, lords, or nobles, but if he does not observe the norms of ritual and proper behavior he must be relegated to the status of a commoner. Similarly, he may be a descendant of commoners, but if he accumulates learning of the texts, corrects his behavior, and observes the norms of ritual and proper behavior—then he must be elevated to the ranks of high ministers, lords, and nobles.”

Xunzi, Chinese philosopher, circa 250 B.C.E.

7. According to the passage, Xunzi was advocating an approach to governance that most clearly reflected the principles of
- (A) Daoism
 - (B) Legalism
 - (C) Confucianism
 - (D) Buddhism
8. Xunzi’s idealized vision of Chinese society in the passage differs most strongly from the social structure of which of the following?
- (A) Roman society during the late empire
 - (B) Hindu society in South Asia during the Gupta Empire
 - (C) Muslim society during the early Caliphates
 - (D) Mongol society during the period of Mongol conquests
9. Ideas similar to those expressed in the passage have directly contributed to the development of which of the following aspects of later Chinese imperial history?
- (A) The long-standing tradition of Chinese leadership in technological, agricultural, and commercial innovation relative to the rest of the world
 - (B) The expectation that emperors must be judged by a different set of ethical standards all other members of society
 - (C) The virtual elimination of the threat of rebellion against established political authority
 - (D) The practice of recruiting capable bureaucrats on the basis of educational achievement rather than noble birth

Questions 10–12 refer to the graph below.



Data adapted from David C. Baker, "The Roman Dominate from the Perspective of Demographic-Structural Theory," *Cliodynamics*, Vol. 2, 2011

10. Which of the following best explains the overall demographic trend shown in the chart?
- (A) The spread of the bubonic plague by the Mongol invasions
 - (B) Migrations to Christian population centers in the Mediterranean
 - (C) Forced migration of populations by the Roman government
 - (D) Invasions by Germanic and Central Asian peoples
11. Which of the following best describes the Roman response to the trend shown on the chart?
- (A) Shifting power and resources to the east, eventually resulting in the creation of the Byzantine Empire
 - (B) Sponsoring the further development of commercial infrastructure, particularly roads
 - (C) Adopting Christianity as the official religion of the Roman Empire, under the emperor Constantine
 - (D) Building an elaborate system of fortifications along the northern frontier, such as Hadrian's Wall

12. Which of the following emerged in western Europe after 500 c.e. in large part as a reaction to the changes illustrated by the chart?
- (A) The development of cash crop plantations relying on slave labor
 - (B) The binding of peasants to the land as part of the development of feudal society
 - (C) The shift from agriculture to nomadic pastoralism in most of western Europe
 - (D) The development of self-governing professional guilds

Questions 13–15 refer to the two tables below.

Table 1

ORIGIN OF THE COINS IN A BURIED CACHE FROM CIRCA 750 C.E., FOUND NEAR XI'AN, CENTRAL CHINA

Origin of the Coins	Date of the Coins (approximate)	Number of Coins
Chinese, pre-dating the Tang dynasty	500 B.C.E.–550 C.E.	19
Early Tang dynasty	600–750 C.E.	451
Sassanian dynasty, Persia	600 C.E.	1
Byzantine Empire	600 C.E.	1
City of Turfan, Central Asia	650 C.E.	1
Japan, Nara period	710 C.E.	5
TOTAL		478

Table 2

ORIGINS OF THE COINS IN A VIKING BURIED CACHE FROM CIRCA 900 C.E., FOUND IN NORTHWESTERN ENGLAND

Origin of the Coins	Number of Coins (approximate)
Viking kingdoms in northern England	5,000
Anglo-Saxon kingdoms in southern England	1,000
Carolingian Frankish Empire	1,000
Viking states in Scandinavia	50
Abbasid Caliphate	50
Papacy and Northern Italian states	20
Byzantine Empire	1
TOTAL	7,200

13. Which of the following conclusions is best supported by the data in [Table 1](#)

- (A) The Tang emperors' legitimacy continued to be challenged in many parts of China.
- (B) The great majority of economic transactions in Tang China continued to be carried out through barter.
- (C) Long-distance trade resulted in the establishment of new cities and diasporic merchant communities.
- (D) Long-distance trade routes were active during the early Tang period, even as most trade in China remained local.

-
14. A historian researching the economic history of Eurasia in the period circa 600–1450 c.e. would most likely find the two tables useful as a source of information about which of the following?
- (A) The diffusion of cultural traditions along Eurasian trade routes
 - (B) The spread of technological innovations across regions in Eurasia
 - (C) The geographic extent of the monetization of Eurasian economies
 - (D) The extent to which government economic policies in Eurasia in the period 600–1450 represented a continuity of earlier policies
15. The data presented in the two tables best support which of the following comparative statements about Tang China and Viking England?
- (A) Elites in Tang China were less wealthy than elites in Viking England.
 - (B) Merchants stood at the top of the social hierarchies in both Tang China and Viking England.
 - (C) Tang coins were typically of greater value than coins in Viking England.
 - (D) Coinage was seen as a useful means of storing value in both Tang China and Viking England.

Questions 16–18 refer to the passage below.

“At that time, great disturbances erupted among the lower ranks of people, by which England was nearly ruined. Never was a country in such jeopardy, and all because some commoners sought to claim liberties to which they were not entitled. It is customary in England, as in other countries, for the nobility to have great privileges over the commoners, who are bound by law and custom to plow the lands of nobles, harvest the grain, carry it to the barn, and perform various other services for their lords.

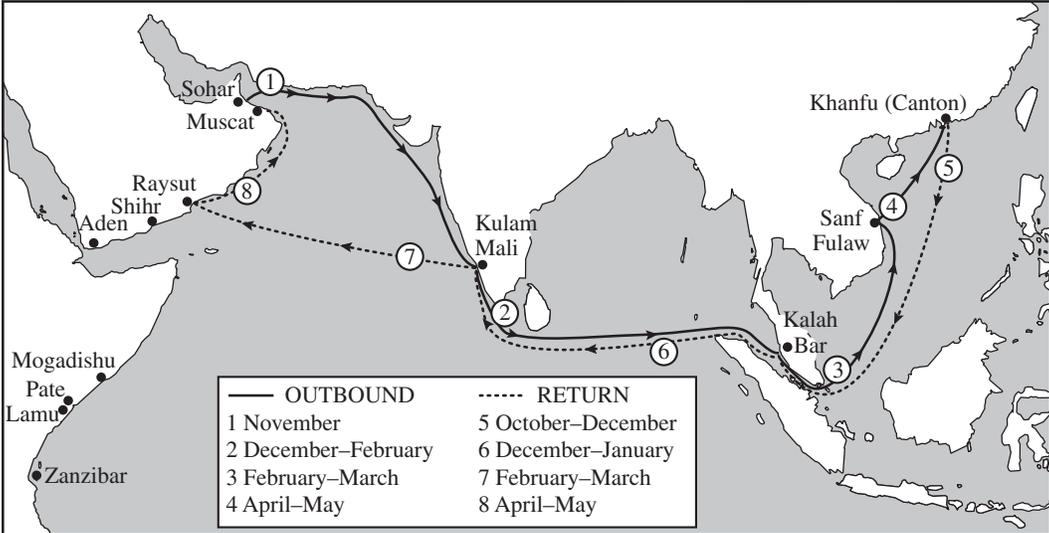
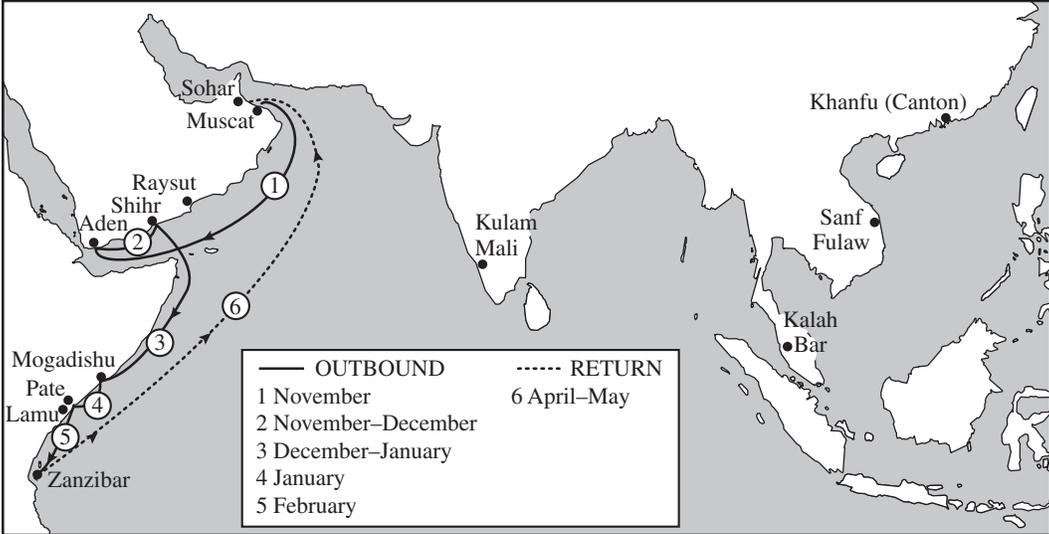
The evil-disposed in these districts began to rise, saying they were too severely oppressed; that at the beginning of the world there were no unfree people, and that no one ought to be treated as such, unless he had committed treason against his lord, as Lucifer had done against God: but they had done no such thing, for they were men formed after the same likeness as their lords, who treated them like beasts. They could no longer bear this, and wanted to be free. And if they were to do any work for their lords, they demanded to be paid for it.”

Jean Froissart, French chronicler, late 1300s

16. The events described in the passage represent a reaction against which of the following forms of coerced labor?
- (A) Slavery
 - (B) Military conscription
 - (C) Indentured servitude
 - (D) Serfdom
17. English nobles resisted peasant demands such as those described in the passage because agricultural labor in many parts of fourteenth-century Afro-Eurasia had become scarce as a result of which of the following developments?
- (A) The migration of peasants to cities in search of industrial employment
 - (B) Significant increase in mortality due to the spread of epidemic diseases
 - (C) The development of wage-based economies with the emergence of capitalism
 - (D) Widespread famine resulting from rising global temperatures
18. All of the following statements are factually accurate. Which most likely explains Froissart’s view of the peasants’ grievances discussed in the passage?
- (A) Even though he was French, Froissart traveled to England to collect information for his chronicles.
 - (B) Peasant revolts were fairly common in medieval Europe.
 - (C) History writing in medieval Europe was aimed primarily at elite audiences.
 - (D) In addition to his chronicles, Froissart wrote a work of romance based on the legend of King Arthur.

Questions 19–22 refer to the maps below.

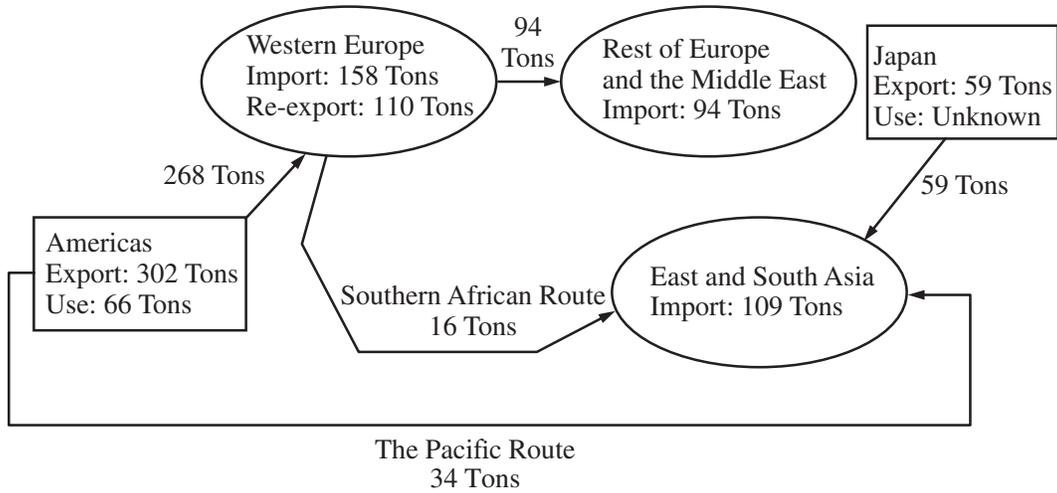
TYPICAL SAILING ROUTES AND SCHEDULES OF OMANI MERCHANTS TRAVELING TO EAST AFRICA AND CHINA FROM MUSCAT, CIRCA 1400 C.E.



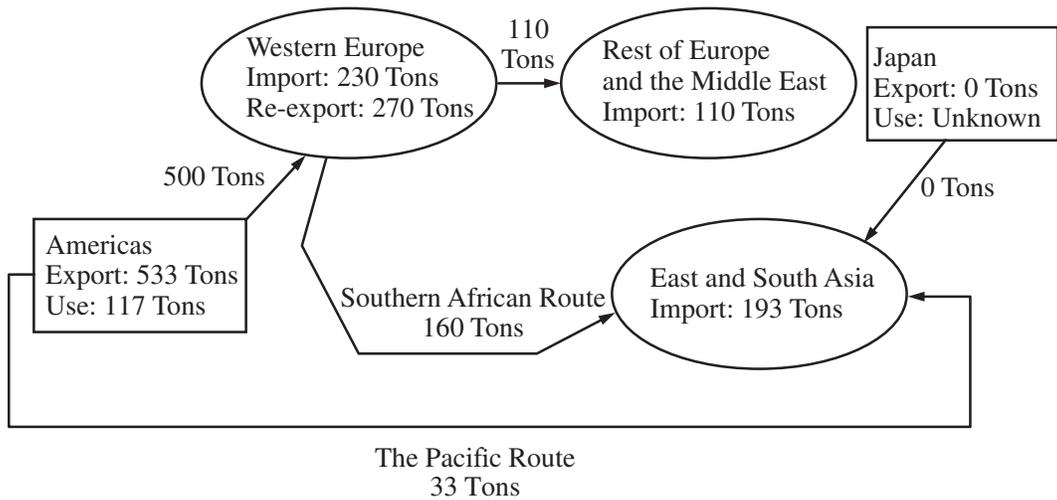
-
19. The particular routes and timings of the voyages depicted on the maps best reflect which of the following characteristics of Omani merchants?
- (A) Their Islamic ritual observances, which made travel difficult during the fasting period of Ramadan
 - (B) Their advanced knowledge of Indian Ocean currents and monsoon wind patterns
 - (C) Their need to avoid the routes traveled by the faster and better-armed Portuguese trading ships
 - (D) Their control of the sources of grain needed by Chinese and East African cities
20. Based on the maps and your knowledge of world history, which of the following best describes the effect of the spread of Islam on Indian Ocean trade?
- (A) It led to the expansion and intensification of commerce along already existing trade routes.
 - (B) It led to the disappearance of previously established trade networks.
 - (C) It led to an expansion of land-based caravan trade but also to a decline of maritime trade.
 - (D) It led to the first creation of trade links between previously isolated world regions.
21. Which of the following factors contributed the most to Omani traders' ability to undertake the voyages depicted on the maps?
- (A) The strong backing for the voyages by the Caliphate
 - (B) Navigational and maritime innovations, such as the astrolabe and lateen sail
 - (C) The spread of Arabic as the language of commerce in the Red Sea and western Indian Ocean basins
 - (D) Innovations in agriculture, which allowed the Omani population to increase rapidly
22. Which of the following could be best inferred about the South and East Asian trading cities shown on the maps?
- (A) They were under the direct political control of Oman.
 - (B) They had a majority Arab population.
 - (C) They had Muslim diasporic merchant communities.
 - (D) They were primarily sources of slave labor for the Omanis.

Questions 23–26 refer to the two diagrams below.

WORLD SILVER FLOWS, 1600–1650 C.E., METRIC TONS PER YEAR (average)



WORLD SILVER FLOWS, 1725–1750 C.E., METRIC TONS PER YEAR (average)



Source: Ronald Findlay and Kevin H. O'Rourke, *Power and Plenty: Trade, War, and the World Economy in the Second Millennium*, Princeton University Press, 2007, p. 218.

-
23. Which of the following economic conditions was most important in creating the global trade network illustrated by the two diagrams?
- (A) American demand for labor and African supply of slaves
 - (B) Japanese supply of silver and Middle Eastern demand for spices
 - (C) Western European demand for industrial raw materials and American and South Asian supply of cash crops
 - (D) Chinese and Indian demand for precious metals and European demand for Asian textiles and luxury goods
24. In the eighteenth century, which of the following contributed most directly to the change in the volume of silver trade on the Southern African route?
- (A) The development of new types of ships, such as the caravel and the carrack
 - (B) The expanded activities of chartered and joint-stock companies
 - (C) The conversion of the rulers of west African states to Christianity
 - (D) The discovery of gold and diamonds in southern Africa
25. Which of the following was an important direct effect on Europe of the processes reflected in the diagrams?
- (A) The independence movements in Spanish and Portuguese colonies
 - (B) The industrialization of parts of England, France, and Germany
 - (C) The intensification of state rivalries over control of trade routes, leading to colonial wars
 - (D) Religious conflicts between Catholics and Protestants
26. Which of the following was an important continuity underlying the trade interactions illustrated by the two diagrams?
- (A) The resilience of the Chinese economy, despite the dynastic change from Ming to Qing
 - (B) The industrial and commercial supremacy of Great Britain in western Europe
 - (C) The widespread acceptance of the principles of free trade by most European and Asian governments
 - (D) The ongoing expansion of Muslim empires, such as the Ottoman and the Safavid

Questions 27–29 refer to the image below.



© BnF, Dist. RMN-Grand Palais / Art Resource, NY

The image above, from seventeenth-century Ethiopia, shows the Virgin Mary and Christ Child with the merchant who commissioned the painting lying below.

27. The painting is best seen as evidence for which of the following?
- (A) The lasting impact of the spread of Christianity through Afro-Eurasia during the period of the late Roman Empire
 - (B) The success of crusaders in spreading Christianity into East Africa
 - (C) The emergence of syncretic religions as Islam spread through East Africa in the period after the Muslim conquests
 - (D) The migration of Bantu peoples across Africa

28. The painting can best be used as evidence for which of the following world historical trends that took place during the period 1450 c.e. to 1750 c.e.?
- (A) The use of art to glorify rulers
 - (B) The sponsorship of art by new elites
 - (C) Governments using art to foster nationalism among their populations
 - (D) The diffusion of African artistic traditions across Indian Ocean trade routes
29. Ethiopia's cultural traditions reflected in the painting had which of the following effects on Ethiopia's interactions with European colonial empires in the late nineteenth century?
- (A) They provided Ethiopians with an additional rationale for resisting European encroachment.
 - (B) They created an opportunity for Ethiopia to participate in the European alliance system.
 - (C) They strengthened Social Darwinist claims that Ethiopians were inferior to Europeans.
 - (D) They contributed to the isolation of Ethiopia from the emerging global labor network.

Questions 30–32 refer to the table below.

POPULATION OF THE HAWAIIAN ISLANDS, 1778–1878

Year	Population
1778	242,000
1823	135,000
1831–32	124,000
1835–36	107,000
1850	84,000
1853*	73,000
1860	70,000
1866	63,000
1872	57,000
1878**	58,000

*1853: 97.5% of the population born in Hawaii

**1878: 83.6% of the population born in Hawaii

Source: Alfred W. Crosby, *Germs, Seeds and Animals: Studies in Ecological History*, 1994

30. Which of the following best explains the overall population trend shown in the table?
- (A) Large-scale migration from the Pacific Islands to the Americas for plantation labor
 - (B) Conflict between Pacific Island states
 - (C) The spread of epidemic diseases as a result of contact with Westerners
 - (D) The expansion of the Japanese empire in the Pacific
31. Which of the following best explains the changes in the population of the Hawaiian Islands from 1872 to 1878?
- (A) The increased presence of Asian indentured servants on Hawaiian plantations
 - (B) The growth of tourism as a result of technological advances in transportation
 - (C) The urbanization of Hawaii as a result of industrialization
 - (D) The development of racial exclusion policies in European settler colonies

32. The historical trend represented by the table is most similar to which of the following?
- (A) The spread of the Black Death along the Silk Roads in the fourteenth century
 - (B) The impact of the Columbian Exchange on American populations in the sixteenth century
 - (C) The effects of the trans-Atlantic slave trade on West African populations in the seventeenth and eighteenth centuries
 - (D) The results of the development of reliable birth control methods in the twentieth century

Questions 33–35 refer to the objects shown in the following two images.

Image 1

IVORY TIP FOR A KING'S CEREMONIAL SCEPTER SHOWING A FEMALE ANCESTOR SPIRIT, KONGO, WESTERN AFRICA, CIRCA 1800



Werner Forman Archive / Bridgeman Images

Image 2

FEMALE FIGURE ON A CRUCIFIX, KONGO, WESTERN AFRICA, CIRCA 1800



Kongo. *Crucifix*. Stone, pigment, 13 × 6 ½ × 2 ½ in. (33.0 × 16.6 × 6.4 cm). Brooklyn Museum, Museum Expedition 1922, Robert B. Woodward Memorial Fund, 22.240.

-
33. The object in Image 1 best illustrates which of the following continuities in world history?
- (A) The power of traditional elites was continuously challenged by the emerging power of new elites.
 - (B) The power of states was based on the ability of rulers to monopolize the use of violence.
 - (C) Artists depended on royal patronage for their livelihoods.
 - (D) Rulers used religious imagery to legitimize their political authority.
34. The object in Image 2 best illustrates which of the following cultural processes in the period circa 1450–1750?
- (A) The spread of Ethiopian cultural traditions in West Africa
 - (B) The influence of the Columbian Exchange on artistic traditions
 - (C) The development of religious syncretism as cultural traditions spread
 - (D) The intensification of pre-existing religious conflicts and rivalries
35. Taken together, the two images best support which of the following conclusions?
- (A) New European technologies transformed African artistic traditions.
 - (B) African societies that practiced Christianity generally gave women greater political and cultural prominence than did African societies that practiced traditional religions.
 - (C) African societies combined a patriarchal power structure with cultural traditions that gave women a prominent place in social and cultural life.
 - (D) Women’s roles in African societies were shaped by the interaction between Christianity and Islam as the two religions spread in the region.

Questions 36–39 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 brought back not only new modes of working and a new feeling of self-respect and independence, but also 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

36. 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
37. The lifting of traditional restrictions on Indian labor alluded to in the speech 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

38. 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.
39. 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 European state-sponsored joint-stock trading

Questions 40–42 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 meant that different tribes of Indians became patriotic Mexicans, without distinction of race and color.

Ethnic Consequences of the Conquest

[Unlike other Europeans], the Spanish 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 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

40. 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
41. 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

42. Present-day historians would most likely agree with which of the following aspects of the historical interpretation advanced in the passage?
- (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

Questions 43–45 refer to the recipe below.

Ingredients for “Empire Christmas Pudding”

1 lb. sultana raisins	.....	Australia
6 oz. minced apple	.....	Canada
1 lb. beef suet	.....	New Zealand
6 oz. candied orange peel	.....	South Africa
8 oz. flour	.....	United Kingdom
4 eggs	.....	Irish Free State
½ pinch ground cinnamon	.....	Ceylon
½ pinch ground cloves	.....	Zanzibar
½ pinch ground nutmeg	.....	Singapore
1 pinch pudding spice	.....	India
2 tbsp. rum from cane sugar	.....	Jamaica

Recipe published in British newspapers by the Empire Marketing Board of Great Britain, 1930s. The recipe was created by King George VI’s chef.

43. Which of the following best explains the motivation behind the Empire Marketing Board’s publication of the Empire Christmas Pudding recipe?
- (A) To promote innovations of the Green Revolution
 (B) To promote imperial unity in response to rising nationalism
 (C) To promote free market economic plans
 (D) To promote Christian values in the context of Soviet expansion
44. The inclusion of rum from Jamaica in the recipe is a consequence of which of the following?
- (A) The development of a plantation economy based on coerced and semicoerced labor
 (B) The transfer of American crops to Europe as a result of the Columbian Exchange
 (C) The migration of Caribbean peoples to England
 (D) The intensification of free peasant agriculture in the Caribbean
45. Demand for Asian spices drove which of the following in the sixteenth and seventeenth centuries?
- (A) The widespread use of convict labor in agriculture
 (B) The development of industrial manufacturing processes
 (C) The expansion of the Manchu Empire in East Asia
 (D) The establishment of European trading-post empires

Questions 46–49 refer to the following two poems from *Echoes of Revolt*, a poetry collection published by the Ghadar, an Indian political movement, 1914.

Poem 1

“The world calls us coolie.*
Why doesn’t our flag fly anywhere?
How shall we survive, are we slaves forever?
Why aren’t we involved in politics?
From the beginning we have been oppressed.
Why don’t we even dream of freedom?
Only a handful of oppressors have taken our fields.
Why has no Indian cultivator risen and protected his land?
Our children cry out for want of education.
Why don’t we open science colleges?”

*An insulting term for South or East Asian manual workers

Poem 2

“Why do you sit silent in your own country
You who make so much noise in foreign lands?
Noise outside of India is of little avail.
Pay attention to activities within India.
You are quarreling and Hindu-Muslim conflict is prevalent.
The jewel of India is rotting in the earth
because you are fighting over the Vedas and the Koran.
Go and speak with soldiers.
Ask them why they are asleep, men who once held swords.
Muslim, Hindu, and Sikh heroes should join together.
The power of the oppressors is nothing if we unitedly attack him.
Indians have been the victors in the battlefields
of Burma, Egypt, China and the Sudan.”

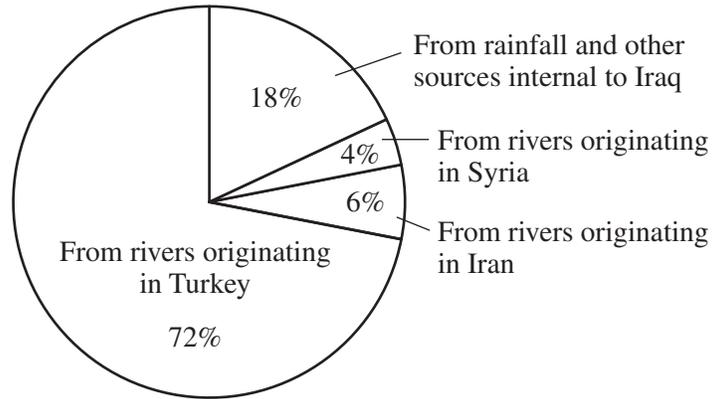
46. Which of the following best accounts for the circumstances of Indian workers alluded to in Poem 1?
- (A) The increasing migration of Indian laborers to industrialized urban areas
 - (B) The cultural divisions between Indian Muslim migrants and Indian Hindu migrants
 - (C) The coerced migration of Indian indentured servants
 - (D) The pattern of many Indian migrants returning to their homeland after their contracts ended

-
47. In Poem 1, the sentiments regarding education and politics are best understood in the context of which of the following?
- (A) The persistence of slavery in spite of the abolitionist movement in the British Empire
 - (B) The growth of women's movements pushing for greater education and domestic rights
 - (C) The British failure to provide mass education in India, for fear that doing so would encourage resistance against imperial rule
 - (D) The revival of traditional Hindu and Muslim religious beliefs in India
48. The religious tensions alluded to in Poem 2 would result most directly in which of the following?
- (A) The migration of many South Asians to Great Britain
 - (B) The development of new syncretic belief systems in India such as Sikhism and Bahaism
 - (C) The Japanese invasion of India during the Second World War
 - (D) The population resettlement following the partition of South Asia into India and Pakistan
49. In Poem 2 the reference to Indian victories on battlefields is best understood in the context of which of the following?
- (A) Violent resistance by Indians to colonial rule
 - (B) The drafting of migrants into the militaries of host countries
 - (C) Indian resistance to Japanese imperialism
 - (D) The mobilization of Indian troops to fight in Great Britain's wars

Questions 50–52 refer to the chart and map below.

Source 1

VOLUME OF WATER AVAILABLE FOR USE
IN IRAQ, BY ORIGIN OF THE WATER SOURCE, 2010



Source: Iraq Ministry of Water Resources, 2010.

Source 2

MAJOR HYDROELECTRIC DAMS IN THE EUPHRATES RIVER BASIN, 2010



-
50. The two sources best illustrate which of the following aspects of human interactions with the environment in the late twentieth century?
- (A) Industrialization led to increasingly hazardous levels of air and water pollution.
 - (B) Economic development policies intensified competition over limited natural resources.
 - (C) Urbanization dramatically expanded the per capita rates of freshwater consumption.
 - (D) Climate change led to increasing desertification in drought-prone regions.
51. On a global scale, which of the following directly prevented problems such as those alluded to in the two sources from leading to population decline in the late twentieth century?
- (A) The development of new forms of global communication and transportation
 - (B) The extension of the average human life span brought about by medical advances
 - (C) The greater social acceptance of birth control
 - (D) The increases in average agricultural yields per acre brought about by the Green Revolution
52. Which of the following additional pieces of information would be most directly useful in assessing the extent to which the developments reflected in Source 2 represent a threat to Iraq's economy?
- (A) Information on the total amount of foreign investment in Iraq's economy
 - (B) Information on the percentage of Iraqi agriculture that depends on irrigation
 - (C) Information on the political affiliation of Iraq's minister of water resources
 - (D) Information on Iraq's petroleum resources and revenues

Questions 53–55 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, drought-stricken reserves. Thirty percent are tenant laborers or 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 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

53. 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
54. 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
55. Which of the following provided justification for the South African government’s policies described in the third paragraph?
- (A) Anti-Imperialism
 - (B) Liberal Nationalism
 - (C) Socialism
 - (D) Social Darwinism

Part B: Short-Answer Questions

There are four short-answer questions on the exam. Students answer question 1 and question 2. They then choose to answer either question 3 or question 4. Note that the short-answer questions do not require students to develop and support a thesis statement.

1. Use the two passages below 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

“Most scholars (ourselves included) 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. Deeply affecting the domestic politics and foreign affairs of most of the world’s nations, this multifaceted competition between the United States and its allies and the U.S.S.R. and its allies was one of the major phenomena in modern history.”

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

- a) Provide ONE piece of historical evidence (not specifically mentioned in the passages) that would support Powaski’s interpretation about the origins of the Cold War.
- b) Provide ONE piece of historical evidence (not specifically mentioned in the passages) that would support Levering and Botzenhart-Viehe’s interpretation about the origins of the Cold War.
- c) Explain ONE way in which the views of the Russian-American relationship expressed in the two passages led the authors to propose different interpretations for the origins of the Cold War.

2. Use the image below to answer all parts of the question that follows.

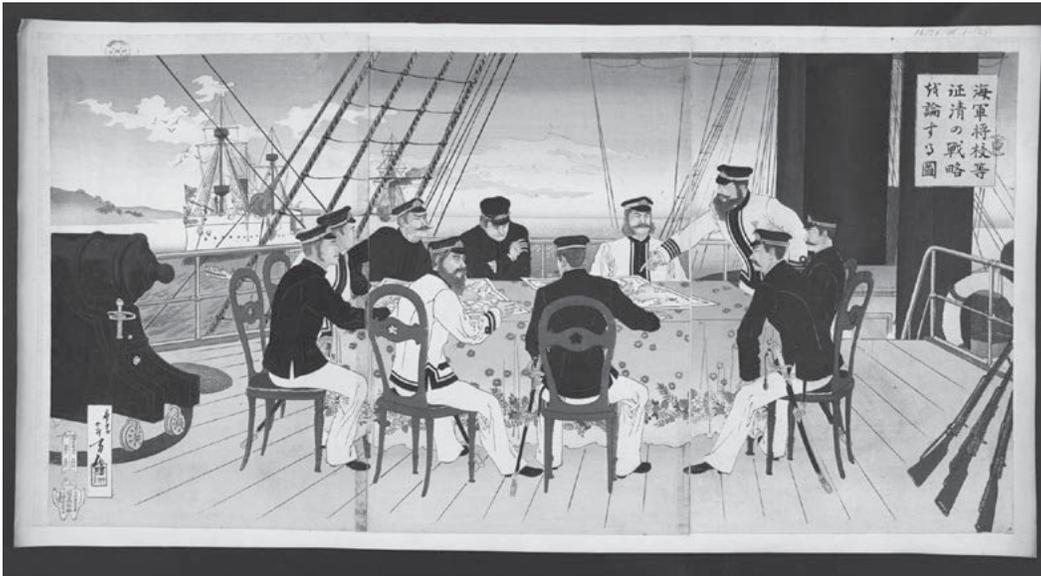


Image Courtesy of the British Library

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.

- Describe one change in Japan during the Meiji Period that allowed it to develop the military capacity reflected in the painting.
- Explain one way in which the painting reflects a continuity in the social makeup or cultural values of Japanese elites throughout the nineteenth century.
- Explain one way in which international relations in the period 1900-1945 changed as a result of Japanese policies.

Choose EITHER Question 3 OR Question 4.

3. Answer all parts of the question that follows.

- a) Identify ONE way in which Judaism influenced the development of Christianity in the period 600 B.C.E.–600 C.E.
- b) Explain ONE difference between the spread of Christian communities and the spread of Jewish communities in the period 600 B.C.E.–600 C.E.
- c) Explain ONE similarity between the spread of Christian communities and the spread of Jewish communities in the period 600 B.C.E.–600 C.E.

4. Answer all parts of the question that follows.

- a) Identify ONE similarity in the way elites used art or architecture in Europe and in Asia during the period 1450–1750.
- b) Explain ONE difference in the way elites used art or architecture in Europe and in Asia during the period 1450–1750.
- c) Explain ONE reason for the difference in way elites used art or architecture in Europe and in Asia during the period 1450–1750.

Scoring the Response

For a short-answer question, a good response should:

- accomplish all three tasks set by the question. It should answer each task with complete sentences and must show some specific knowledge of history to receive credit.

Depending on the question, a good response should:

- explain a historical interpretation, compare two interpretations, and/or explain how evidence relates to an interpretation.
- go beyond simply quoting or paraphrasing primary or secondary sources in explaining their meaning or significance.
- address causes and effects, similarities and differences, or continuities and changes over time for different historical issues, and provide specific evidence in relation to the prompt.

Section II

Part A: Document-Based Question

There will be one document-based question on the exam.

In the sample question that follows, the main reasoning skill being assessed is causation, though the document-based question on the exam may focus on other skills.

Question 1: Evaluate the extent to which communist movements affected women's struggle for rights in the twentieth century.

Document 1

Source: Alexandra Kollontai, Russian Communist revolutionary and member of the Bolshevik government, autobiography, Soviet Union, 1926.

In 1905, at the time the so-called first revolution in Russia broke out, after the famous Bloody Sunday, I had already acquired a reputation in the field of economic and social literature. And in those stirring times, when all energies were utilized in the storm of revolt, it turned out that I had become popular as an orator. Yet in that period I realized for the first time how little our Party concerned itself with the fate of the women of the working class and how meager was its interest in women's liberation. To be sure a very strong bourgeois women's movement was already in existence in Russia. But my Marxist outlook pointed out to me with overwhelming clarity that women's liberation could take place only as the result of a new social order and a different economic system. . . . I had above all set myself the task of winning over women workers in Russia to socialism and, at the same time, of working for the liberation of women, for her equality of rights.

Document 2

Source: Mariia Fedorovna Muratova, Soviet official in the Women's Department of the Bolshevik Central Committee, working in Soviet Uzbekistan, 1930.

It is incompatible for a member of the party to be in the party and Komsomol* if his wife, sister, or mother is veiled [as was customary for Central Asian Muslim women]. It is necessary to demand of every Communist the fulfillment of this directive. And to that Communist who resists, who does not want to carry out this party directive, who wants to preserve the remnants of feudal relations and seclusion, to that Communist and Komsomol member we say: there is no place for you in the party and Komsomol.

*Soviet organization for young people

Document 3

Source: Communist North Vietnamese Constitution of 1960.

Article 24: Women in the Democratic Republic of Vietnam enjoy equal rights with men in all spheres of political, economic, cultural, social, and domestic life. For equal work, women enjoy equal pay with men. The state ensures that women workers and office employees have fully paid periods of leave before and after childbirth. The state protects the mother and child and ensures the development of maternity hospitals, day care centers, and kindergartens.

Document 4

Source: Study published by the National Science Foundation, Washington, D.C., 1961.

PERCENTAGE OF WOMEN AMONG RESEARCH AND PROFESSIONAL PERSONNEL IN THE SOVIET UNION, 1947–1959

	1947	1950	1955	1959
Doctorate degree holders or doctoral candidates	29%	27%	27%	29%
Professors	5%	5%	6%	7%
Associate professors	14%	15%	17%	17%
Senior research associates	31%	30%	30%	29%
Junior research associates	48%	48%	52%	51%
All research and professional categories	35%	36%	36%	36%

Document 5

Source: “Encourage Late Marriage, Plan for Birth, Work Hard for the New Age,” propaganda poster for the Chinese Cultural Revolution, published by the Hubei Province Birth Control Group, Wuhan city, circa 1966–1976.



‘Encourage Late Marriage, Plan for Birth, Work Hard for the New Age’, published for the Wuchang Town Birth Control Group, Wuhan City, 1970s (colour litho), Chinese School, (20th century) / Private Collection / DaTo Images / Bridgeman Images

Document 6

Source: Fidel Castro, president of Cuba, speech to Federation of Cuban Women, 1974.

In Cuba there remains a certain discrimination against women. It is very real, and the Revolution is fighting it. This discrimination even exists within the Cuban Communist Party, where we have only thirteen percent women, even though the women contribute a great deal to the Revolution and have sacrificed a great deal. They often have higher revolutionary qualifications than men do.

Document 7

Source: Open letter circulated by anonymous women's group in Romania, addressed to Elena Ceausescu, wife of Romanian Communist dictator Nicolae Ceausescu, 1980. Published in French periodical in 1981.

Where is our agricultural produce, dear “First Lady of the country”? We would dearly love to know it, from yourself, in your capacity of communist woman, wife and mother, where is our foodstuff? Where on earth could one find cheese, margarine, butter, cooking oil, the meat which one needs to feed the folk of this country?

By now, you should know, Mrs. Ceausescu, that after so many exhausting hours of labor in factories and on building sites we are still expected to rush about like mad, hours on end, in search of food to give our husbands, children, and grandchildren something to eat.

You should know that we may find nothing to buy in the state-owned food shops, sometimes for days or weeks on end. And finally if one is lucky to find something, as we must stand in endless lines, which in the end stop all desire to eat and even to be alive! Sometimes we would even feel like dying, not being able to face the suffering, the utter misery and injustice that is perpetrated on this country.

*First lady Elena Ceausescu was known for her lavish lifestyle.

Scoring the Response

For the document-based question, a good response should:

- respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference.
- explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question.
- explain how the documents' point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.

Part B: Long Essay Questions

Students will choose one of three long essay questions to answer. The long essay requires students to demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. In the following questions, students will analyze an issue using the reasoning skill of continuity and change over time.

The three questions focus on the same reasoning skills but apply them to different time periods. This allows students to choose which time period and historical perspective they are best prepared to write about.

Question 2: In the period before 600 B.C.E, the adoption of agriculture had significant social, economic, and demographic effects.

Develop an argument that evaluates how the adoption of agriculture in this time period affected the development of human societies.

Question 3: In the period circa 400–1450 C.E., the decline and reconstitution of empires in regions such as the Mediterranean, Middle-East, and East Asia, affected the expansion or decline of cities across Afro-Eurasia.

Develop an argument that evaluates how the process of decline and reconstitution of empires led to changes in urban development in Afro-Eurasia in the period circa 400–1450 C.E..

Question 4: In the period 1950 to 2001, scientific and technological innovations led to advances in communication, transportation, and industry that transformed the world's economy.

Develop an argument that evaluates how globalization transformed the world's economy during this time period.

Scoring the Response

For the long essay question, a good response should:

- respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- explain how a relevant historical context influenced the topic addressed in the question. It should also relate the topic of the question to broader historical events, developments, or processes that occur before, during, or after the time frame of the question. This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question.

Further exam resources, such as sample student responses, scoring guidelines, and past exam questions, can be found on AP Central.

Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Main Practice/Skills Assessed	Learning Objectives	Key Concepts
1	C	Analyzing Historical Evidence	ENV-2, SB-3	1.3.II.A
2	A	Analyzing Historical Evidence	ENV-1	1.3.I
3	D	Causation	SB-4	2.1.I.A
4	B	Comparison	CUL-2, SOC-5	2.1.III
5	A	Continuity and Change over Time, Contextualization	SOC-5	2.2.III.D
6	C	Continuity and Change over Time	CUL-2	2.1.II.A
7	C	Comparison	CUL-2, SOC-2	2.1.II.B
8	B	Comparison	SOC-2	2.1.I.B
9	D	Causation	SB-2, SOC-2	4.3.I.C
10	D	Causation	SB-4, SB-5	2.2.IV.B
11	A	Causation	SB-1	3.2.I.A
12	B	Continuity and Change over Time	ECON-5	3.3.III.C
13	D	Analyzing Historical Evidence	ECON-7	3.1.I.A
14	C	Analyzing Historical Evidence	ECON-3	3.1.I.C
15	D	Comparison	ECON-3	3.1.I.C
16	D	Contextualization	ECON-5	3.3.III.C
17	B	Contextualization	ENV-2	3.3.II.A
18	C	Analyzing Historical Evidence	SOC-4	3.3.III.B
19	B	Contextualization	ENV-1	2.3.II.B
20	A	Continuity and Change over Time, Causation	ECON-7	2.3.I.A
21	B	Causation	ENV-2, ECON-7	3.1.I.C
22	C	Analyzing Historical Evidence, Contextualization	CUL-1	3.1.III.B
23	D	Causation	ECON-7	4.1.IV.B
24	B	Causation	ECON-6	4.1.IV.C
25	C	Causation	SB-3	4.3.III
26	A	Continuity and Change over Time	SB-3	4.1.I, 4.1.IV
27	A	Analyzing Historical Evidence	CUL-2, CUL-6	2.1.II.D

Multiple-Choice Question	Answer	Main Practice/Skills Assessed	Learning Objectives	Key Concepts
28	B	Analyzing Historical Evidence	CUL-6	4.1.VII
29	A	Analyzing Historical Evidence, Causation	SB-2	5.2.II.C
30	C	Analyzing Historical Evidence, Causation	ENV-2	5.4.I
31	A	Continuity and Change over Time, Causation	ECON-5	5.4.II.B
32	B	Comparison	ENV-3	4.1.V.A
33	D	Continuity and Change over Time	CUL-2, CUL-5	4.3.I.A
34	C	Continuity and Change over Time	CUL-1	4.1.VI
35	C	Analyzing Historical Evidence	SOC-1, SOC-5	3.3.III.B
36	C	Contextualization	SB-1	5.2.I.A
37	B	Causation	ECON-5	5.4.II.B
38	C	Contextualization	ECON-7	5.1.IV
39	A	Contextualization	ECON-6	5.1.III.A
40	D	Analyzing Historical Evidence	SOC-3	5.3.II
41	C	Contextualization	SB-4	6.2.III.C
42	D	Analyzing Historical Evidence	SB-3, SOC-5	4.2.III.A, 4.3.I.B
43	B	Causation, Contextualization	SB-4	6.2.II.A
44	A	Causation	ECON-5	4.2.II.C, 4.2.II.D
45	D	Causation	SB-3, ECON-2	4.3.II.A
46	C	Contextualization	ECON-5, SOC-4	5.4.II.B
47	C	Contextualization	SB-3	5.3.III.D
48	D	Causation	SB-4	6.2.III.A
49	D	Contextualization	SB-4	6.2.IV.A
50	B	Contextualization	ENV-3	6.1.II.A
51	D	Causation	ENV-5, ECON-1	6.1.I.B
52	B	Analyzing Historical Evidence	ENV-4	6.1.II.A
53	C	Contextualization	SB-4, SOC-3	6.2.IV.C
54	C	Causation	SOC-6	6.2.II.D
55	D	Causation	SOC-2	5.2.III

Short-Answer Question	Main Practice/Skills Assessed	Learning Objectives	Key Concepts
1	Analyzing Secondary Sources	SB-3, SB-4	6.2.IV
2	Continuity and Change over Time	SB-3, SB-4, ECON-2, CUL-2	5.1.V, 5.2.II, 5.3.II, 6.2.IV
3	Comparison	CUL-1, CUL-2, CUL-3	2.1.I, 2.1.III, 2.3.III
4	Comparison	CUL-5, CUL-6	4.1.VII, 4.3.I

Document-Based Question	Main Practice/Skills Assessed	Learning Objectives	Key Concepts
1	Causation	CUL-2, SB-6, SOC-1, SOC-2, SOC-5	5.3.IV, 6.2.IV, 6.3.I, 6.3.III

Long Essay Question	Main Practice/Skills Assessed	Learning Objectives	Key Concepts
2	Continuity and Change over Time	ECON-1 ECON-3 ECON-7	1.2.II, 1.3.II, 1.3.III
3	Continuity and Change over Time	ECON-2 ECON-3 ECON-7	2.2.IV, 3.1.I, 3.1.IV, 3.2.I, 3.3.II
4	Continuity and Change over Time	ECON-1 ECON-2 ECON-6 ECON-7	6.1.I, 6.3.I, 6.3.II

Contact Us

National Office

250 Vesey Street
New York, NY 10281
212-713-8000
212-713-8277/55 (fax)

AP Services for Educators

P.O. Box 6671
Princeton, NJ 08541-6671
212-632-1781
877-274-6474 (toll free in the U.S. and
Canada)
610-290-8979 (fax)
Email: apexams@info.collegeboard.org

AP Canada Office

2950 Douglas Street, Suite 550
Victoria, BC, Canada V8T 4N4
250-472-8561
800-667-4548 (toll free in Canada only)
Email: gewonus@ap.ca

College Board International

*Serving all countries outside the U.S. and
Canada*
250 Vesey Street
New York, NY 10281
212-373-8738
646-417-7350 (fax)
Email: international@collegeboard.org

Middle States Regional Office

*Serving Delaware, District of Columbia,
Maryland, New Jersey, New York,
Pennsylvania, Puerto Rico, and the
U.S. Virgin Islands*
Three Bala Plaza East, Suite 501
Bala Cynwyd, PA 19004-1501
866-392-3019
610-227-2580 (fax)
Email: middlestates@collegeboard.org

Midwestern Regional Office

*Serving Illinois, Indiana, Iowa, Kansas,
Michigan, Minnesota, Missouri, Nebraska,
North Dakota, Ohio, South Dakota, West
Virginia, and Wisconsin*
8700 West Bryn Mawr Avenue, Suite 900N
Chicago, IL 60631-3512
866-392-4086
847-653-4528 (fax)
Email: ROMWRO@collegeboard.org

New England Regional Office

*Serving Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, and Vermont*
1601 Trapelo Road, Suite 12
Waltham, MA 02451-7333
866-392-4089
781-663-2743 (fax)
Email: newengland@collegeboard.org

Southern Regional Office

*Serving Alabama, Florida, Georgia, Kentucky,
Louisiana, Mississippi, North Carolina, South
Carolina, Tennessee, and Virginia*
3700 Crestwood Parkway NW, Suite 700
Duluth, GA 30096-7155
866-392-4088
770-225-4062 (fax)
Email: sro@info.collegeboard.org

Southwestern Regional Office

*Serving Arkansas, New Mexico, Oklahoma,
and Texas*
4330 Gaines Ranch Loop, Suite 200
Austin, TX 78735-6735
866-392-3017
408-367-1459 (fax)
Email: southwestern@collegeboard.org

Western Regional Office

*Serving Alaska, Arizona, California, Colorado,
Hawaii, Idaho, Montana, Nevada, Oregon,
Utah, Washington, and Wyoming*
2001 Gateway Place, Suite 220W
San Jose, CA 95110-1038
866-392-4078
512-721-1841 (fax)
Email: western@collegeboard.org



collegeboard.org