



VALWOOD

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AP World History Curriculum

AP World History Overview

Course Description		Topics at a Glance	
<p>This course is based on a global perspective of the world and human interactions from 8000 B.C.E. to the present day, using the five themes outlined in the Advanced Placement World History course description consistently throughout the course. Successful completion of the course and the national Advanced Placement exam taken each year in early May could allow students to receive college credit. Students refine their analytical abilities and critical thinking skills in order to understand historical and geographical context, make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. The course imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full-year introductory college course. Continuity and change will be addressed in the themes of each unit. The students take the AP World History exam in May.</p>		<p>Unit One: Technological and Environmental Transformations</p> <ul style="list-style-type: none">• Key Concept 1.1: Big Geography and the Peopling of the Earth• Key Concept 1.2: The Neolithic Revolution and Early Agricultural• Key Concept 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies <p>Unit Two: Organization and Reorganization of Human Societies</p> <ul style="list-style-type: none">• Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions• Key Concept 2.2: The Development of States and Empires• Key Concept 2.3: Emergence of Interregional Networks of Communication and Exchange <p>Unit Three: Regional and Interregional Interactions</p> <ul style="list-style-type: none">• Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks• Key Concept 3.2: Continuity and Innovation in State Forms and Their Interactions• Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences <p>Unit Four: Global Interactions</p> <ul style="list-style-type: none">• Key Concept 4.1: Globalizing Networks of Communication and Exchange• Key Concept 4.2: New Forms of Social Organization and Modes of Production• Key Concept 4.3: State Consolidation and Imperial Expansion <p>Unit Five: Industrialization and Global Integration</p> <ul style="list-style-type: none">• Key Concept 5.1: Industrialization and Global Capitalism• Key Concept 5.2: Imperialism and Nation-State Formation• Key Concept 5.3: Nationalism, Revolution, and Reform• Key Concept 5.4: Global Migration <p>Unit Six: Accelerating Global Change and Realignments</p> <ul style="list-style-type: none">• Key Concept 6.1: Science and the Environment• Key Concept 6.2: Global Conflicts and Their Consequences• Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture	
Assessments		Useful Information	
<ul style="list-style-type: none">• Teacher Assessments• College Board AP World History Exam		<ul style="list-style-type: none">• This is an AP class with curriculum given to us from the College Board.	
Grade Level Expectations			
Standard	Grade Level Expectations (Big Ideas in Social Studies)		
1. History	<ol style="list-style-type: none">1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time3. Recognize the significance of ideas as powerful forces throughout history		

AP[®]

CollegeBoard

AP[®] World History

COURSE FRAMEWORK

Effective
Fall 2017

**SKILL AND CONTENT
EXPECTATIONS
FOR LEARNING AND
ASSESSMENT**



AP[®] World History Course Framework

Effective Fall 2017

AP COURSE FRAMEWORKS ARE UPDATED REGULARLY.

Please visit AP Central (apcentral.collegeboard.com) to determine whether a more recent course framework 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.

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About the Course Framework

This document describes the content and skills required in the AP World History course and on the exam. In order to provide flexibility in meeting the needs of students and teachers in a variety of academic settings, this publication contains the essential practices and skills, learning objectives, key concepts, and exam design for the AP World History course, with the expectation that each individual district and teacher will create a complete AP World History curriculum for their students. This course framework reflects changes made to the course and exam in 2017, including a reduction in the number of disciplinary practices and reasoning skills assessed as well as a modified exam design.

Teachers should refer to the *AP World History Course and Exam Description* for a detailed course framework, additional ideas for how to implement the course, and more information on how to help students prepare for the AP World History Exam.

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*
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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.

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.

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 course framework 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 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

Describe an accurate historical context for a specific historical development or process.

Explain how a relevant context influenced a specific historical development or process.

Use context to explain the relative historical significance of a specific historical development or process.

Skill 2: Comparison

Describe similarities and/or differences between different historical developments or processes.

Explain relevant similarities and/or differences between specific historical developments and processes.

Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

Skill 3: Causation

Describe causes or effects of a specific historical development or process.

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 the relative historical significance of different causes and/or effects.

Skill 4: Continuity and Change over Time

Describe patterns of continuity and/or change over time.

Explain patterns of continuity and/or change over time.

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.

Learning Objective 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.

Learning Objectives

Students are able to ...

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-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.

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.

Learning Objectives

Students are able to ...

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.

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.

Learning Objectives

Students are able to ...

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.

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.

Learning Objectives

Students are able to ...

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

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.

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.

Learning Objectives

Students are able to ...

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-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. 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.

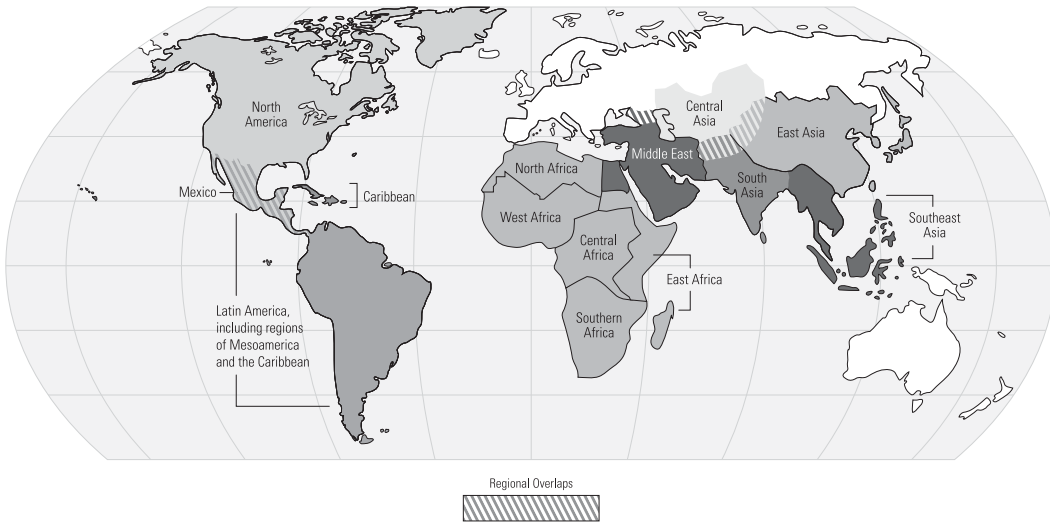
Geospatial awareness is fundamental knowledge necessary for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute key concepts in the AP World History course.

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 Realignment	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.

Space is provided within the concept outline for teachers to insert the relevant and specific content (individuals, groups, events, and primary and secondary sources and documents) they choose to focus on in their AP World History course.

PERIOD 1:

Technological and Environmental Transformations

to c. 600 B.C.E.

Related Thematic Learning Objectives
(Focus of Exam Questions)

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.

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.

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)

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.

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.

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.

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 (Huange 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)

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.

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.

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.

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.

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.

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

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

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.
- B.** Systems of record keeping arose independently in all early civilizations and writing and record keeping subsequently spread.
- C.** States developed legal codes that reflected existing hierarchies and facilitated the rule of governments over people.
- 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.
- 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, status, 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.**

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 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.

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 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.

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.

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)

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, divinity, and resurrection of Jesus of Nazareth as recorded by his disciples and 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 saints 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.

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 environmental 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.

A. Key states and empires that grew included:

- ♦ 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

[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.
- 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.

- 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 local 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.

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

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

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.

ECON-5 Explain how and why labor systems 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.
- 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.
- D.** Patriarchy continued to shape gender and family relations in all 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.

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, status, roles, and practices have been maintained or challenged over time.

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

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, status, roles, and practices have been maintained or challenged 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.

- 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.

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.

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.

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

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.

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)

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 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.

(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

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-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.

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

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.

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.

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

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.

E. The expansion of empires—including China, the Byzantine Empire, various Muslim states, and the Mongols—facilitated Afro-Eurasian trade and communication as new peoples 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.

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

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

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.



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.

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.

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.

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

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

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.

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

SOC-1 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, 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.

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.

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

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.

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.

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

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.

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.

C. Some states synthesized local with foreign traditions.

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

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

(CONTINUED)

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, status, 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.

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.

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.

ECON-5 Explain how and why labor systems 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)

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.

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

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

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.

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)

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.

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

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 regions 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)

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-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.

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.

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-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.

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)

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.

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 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, 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.

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 peoples.

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

SOC-5 Explain how social categories, status, 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)

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 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, 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.

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.

A. European colonization of the Americas led to the spread of diseases—including smallpox, measles, and influenza—that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of 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.

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)

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

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

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



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

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.

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.

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)

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 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, 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.

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.

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.

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)

SOC-5 Explain how social categories, status, 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.

- 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)

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-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, status, 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. 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.

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.

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

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.

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.

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.

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.

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

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

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 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, 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 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.

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

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 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, 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.

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.

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.

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.

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.

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)

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

SOC-1 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, development, and transformations of social hierarchies.

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

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

(CONTINUED)

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.

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.
- 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.
- 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.

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.

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

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

II. Imperialism influenced state formation and contraction around the world.
(CONTINUED)

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

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.

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.

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 5.3 — 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.

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.

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 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, 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.

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, status, 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 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, development, and transformations of social hierarchies.

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

A. Subjects challenged centralized imperial governments.

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.

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

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

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, status, 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)

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.

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.

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.

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, status, 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.

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 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, 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.

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.

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

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-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.

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)

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-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.

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)

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.

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.

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.

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.

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.
- B.** Regional, religious, and ethnic movements challenged both colonial rule and inherited imperial boundaries.
- C.** Transnational movements sought to unite people across national boundaries.
- 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 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, 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, status, 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.

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.

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

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.

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)

SOC-1 Evaluate the extent to which distinctions based on kinship, ethnicity, class, gender, and race influenced the origins, 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, status, roles, and practices have been maintained or challenged 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.

(CONTINUED)

**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.

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.

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.

B. Following World War I and the onset of the Great Depression, governments began to take a more active role in economic life.

C. In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.

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.

E. In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in the some regions, while industrial production and manufacturing were increasingly situated in developing economies including the Pacific Rim and Latin America.

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.

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

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

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

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

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)

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.

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

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

(CONTINUED)

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, status, roles, and practices have been maintained or challenged over time.

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)

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.

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.

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.

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.

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.

Period 6
Key Concept 6.3

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

AP World History Exam

Questions on the AP World History Exam assess proficiency in the AP history disciplinary practices and reasoning skills, as well as the thematic learning objectives and key concepts of the AP World History course. The following table provides a brief overview of the exam format and types of questions.

Exam Overview

Section I, Part A	Multiple Choice — 55 Questions 55 Minutes 40% of Exam Score <ul style="list-style-type: none">♦ Questions appear in sets of two to five.♦ Students analyze primary and secondary texts, images, graphs, and maps.♦ Questions cover all course periods.
Section I, Part B	Short Answer — 3 Questions 40 Minutes 20% of Exam Score <ul style="list-style-type: none">♦ Students respond to two required questions and choose between two options for a third question.♦ Questions 1 and 2 cover periods 3–6 of the course; students choose between answering either question 3 (periods 1–3) or question 4 (periods 4–6).♦ Students analyze historians’ interpretations, historical sources, and propositions about history.♦ Questions provide opportunities for students to explain the historical examples that they know best.
Section II, Part A	Document Based — 1 Question 60 Minutes 25% of Exam Score <ul style="list-style-type: none">♦ Students assess written, visual, and quantitative sources as historical evidence.♦ Students develop an argument supported by an analysis of historical evidence.♦ Question covers periods 3–6 of the course.
Section II, Part B	Long Essay — 1 Question 40 Minutes 15% of Exam Score <ul style="list-style-type: none">♦ Students select one question among three from different time periods (1–2, 3–4, 5–6) of the course.♦ Students explain and analyze significant issues in world history.♦ Students develop an argument supported by an analysis of historical evidence.♦ Questions provide opportunities for students to explain the historical examples that they know best.

A full practice exam can be found on the [AP World History Exam Page](#) on AP Central.

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