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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 underserved. 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.

The AP World History Curriculum Framework is designed to provide educators with a first look at essential information needed to understand the design and intent of the revised AP World History course in advance of its implementation in schools in the 2016-17 academic year. Please be advised that the information contained in this document is subject to change. The final course and exam information will be available in the AP World History Course and Exam Description, which will be published in early 2016.

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AP Curriculum and Content Development Senior Director for AP World History

▶ Allison Thurber, Senior Director, AP Curriculum and Content Development
Introduction

About AP World History

The AP® World History course is the product of several years of research into current best practices in history education. The resulting program of study contains clear learning objectives for the AP World History course and exam, emphasizing the development of thinking skills used by historians and aligning with contemporary scholarly perspectives on major issues in world history. The course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence to help create deeper conceptual understandings of critical developments in world history.

The course is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. The key concepts support the investigation of historical developments within a chronological framework, while the course themes allow students to make crucial connections across the six historical periods and across geographical regions. The key concepts help teachers and their students understand, organize, and prioritize historical developments within each period. The course’s organization around a limited number of key concepts allows students to spend more time learning essential concepts and developing the historical thinking skills necessary to explore the broad trends and global processes involved in the study of world history.

The curriculum framework that follows is just that — a framework for presenting the essential skills and understandings that students should be able to demonstrate at the end of their AP World History course. It is not a detailed manual on how to teach the course; rather, it presents a clear set of skills and learning objectives that will be measured on the AP World History Exam. By helping teachers to prioritize among the possible topics to cover across the scope of world history, the framework seeks to allow teachers to explore certain topics in greater depth. This curriculum framework thus relieves the pressure on teachers to cover all possible events and details of world history at a superficial level, while still preparing students well for the rigors of advanced college-level work in history.

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

Revisions to the AP World History Course and Exam

This curriculum framework presents revisions to the AP World History course and exam for implementation in the 2016-17 academic year. These revisions expand and build upon the changes to the course and exam implemented in 2011-12, further strengthening AP World History’s focus on mastering essential concepts and developing historical thinking skills. The revisions, which are the direct result of feedback from AP teachers and higher education faculty, include the following:

- Less essential topics have been eliminated from the concept outline, making the scope of the course more manageable.
Learning objectives have been incorporated to provide clear targets of assessment.

A revised exam format, featuring new question types, has been introduced to provide greater opportunity for students to demonstrate what they know and are able to do.

Additional information about the course and exam revisions can be found on the Advances in AP website (http://advancesinap.collegeboard.org).

Overview of the Curriculum Framework

Section I: Historical Thinking Skills. (Pages 5–11) The curriculum framework begins by describing the historical thinking skills that are central to the study and practice of history. These are organized into four types of skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Teachers should develop these historical thinking skills with students on a regular basis over the span of the course.

Section II: Thematic Learning Objectives. (Pages 12–40) In this section, the framework presents a set of learning objectives, organized into five major themes, that describe what students should know and be able to do by the end of the AP World History course. These objectives represent the major historical understandings that colleges and universities want AP students to have developed in order to merit placement out of the introductory college world history survey course (from approximately 8000 B.C.E. to the present). Students should use a range of historical thinking skills to investigate the thematic learning objectives.

Every AP World History Exam question will be rooted in these specified learning objectives, requiring students to draw upon historical evidence from the concept outline or other topics selected by the teacher to illustrate each learning objective. The thematic learning objectives are broad so that in all short-answer and essay questions, students can choose the perspective and evidence they cite, provided they effectively and accurately use historical evidence.

Section III: Geographical Coverage. (Pages 41–42) This section provides two maps to give students a starting point for identifying regions and their locations relative to other regions and landforms. Map 1 provides a big picture view of the major geographical regions and Map 2 gives a closer look at various subregions.

Section IV: The Concept Outline. (Pages 43–91) This section provides a summary of the concepts typically taught in college-level survey courses, divided into six historical periods that run from approximately 8000 B.C.E. to the present. The concept outline does not attempt to provide a comprehensive list of groups, individuals, dates, or historical details, because it is each teacher’s responsibility to select relevant historical evidence of his or her own choosing to explore the key concepts of each period in depth.
The key concepts in the concept outline are correlated to specific learning objectives. Each exam question will explicitly target one or more of the learning objectives and the corresponding parts of the concept outline. Multiple-choice questions may also test knowledge of specific historical details embedded in the concept outline (though not the examples included in gray boxes, which are purely for illustrative purposes). For short-answer and essay questions, students have the freedom to use historical details of their own choosing to support their arguments.

As many of the key concepts are open to differences in interpretation, short-answer and essay questions will frequently give students the flexibility to “support, modify, or challenge” assertions about these concepts, or to demonstrate their understanding of multiple perspectives on a particular topic. The AP scoring rubrics for the document-based question and the long essay question award points based on accurate use of historical evidence to support a thesis or argument, regardless of the position a student takes on an issue. Accordingly, teachers may wish to use these concepts as opportunities for students to examine primary and secondary source material and participate in discussion and debate.

Section V: The AP World History Exam. (Pages 92–141) This section describes how different parts of the AP Exam will assess students’ achievement of the thematic learning objectives and their use of the historical thinking skills.
Page 4 has been intentionally left blank
I. Historical Thinking Skills

This section presents the historical thinking skills that are meant to be explored by students throughout the AP World History course. Every AP Exam question will require students to apply one of the historical thinking skills to one of the thematic learning objectives (see Section II). See Section V for more details about how the mastery of skills and content will be assessed on the AP Exam.

The AP World History course, along with the AP European History and AP U.S. History courses, seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past. In the section that follows, four types of historical thinking skills are defined for teachers, accompanied by definitions of the specific historical thinking skills that are part of that type.

- The sections on chronological reasoning and comparison and contextualization focus on “thinking historically,” or the habits of mind that historians use when they approach the past in a critical way.

- The sections on crafting historical arguments from historical evidence and historical interpretation and synthesis focus on describing the skills used by historians when they construct and test historical arguments about the past.

Each of the skills below is defined and followed by a statement of the proficiency in this skill that students are expected to show on the AP Exam. This is accompanied by discussion of how the skill can be developed in tandem with an exploration of the content of the AP World History course.

Students best develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary sources and secondary texts, and through the regular development of historical argumentation in writing. The skills can also be developed by teachers through explicit attention to historical thinking in individual or group activities, open-ended research and writing assignments, and skills-based formative assessment strategies. Students should practice using them to investigate and formulate historical arguments about the major developments in world history.
Skill Type I: Chronological Reasoning

Skill 1: Historical Causation

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long term and proximate, and among coincidence, causation, and correlation.

Proficient students should be able to …

- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critique existing interpretations of cause and effect.

How could this skill be approached in the AP World History course?

In world history, arguments about causation operate on multiple temporal and geographic scales. For example, students should be able to explain economic, political, and ideological causes for large-scale human migrations, such as the Atlantic slave trade, and also consider the local effects of such migrations, such as changes to family and kinship structures in central Africa. All fields of history seek explanations of immediate and long-term causes of change and reasons for continuities; in world history, such explanations often span much longer time periods and larger regions.
Skill 2: Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.

Proficient students should be able to ...

▸ Analyze and evaluate historical patterns of continuity and change over time.
▸ Connect patterns of continuity and change over time to larger historical processes or themes.

How could this skill be approached in the AP World History course?

This skill is particularly important in world history. World historians frequently have to look for patterns of continuity and change on a very large scale. This scale can make world history seem somewhat abstract because individuals do not loom so large; on the other hand, world history can bring into sharper focus large patterns that cannot be seen clearly on a more localized scale. For example, the global migrations of humans described in Period 1 took perhaps 60,000 years to complete. When studying powerful states in later periods, students must learn to compare the histories of several states, rather than just concentrating on one state in one historical era. So, in world history, the skills of seeing and understanding large patterns of change and of comparing historical events over time and space are particularly significant.

Skill 3: Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models that historians use to divide history into discrete periods. To accomplish this periodization, historians identify turning points, and they recognize that the choice of specific dates accords a higher value to one narrative, region, or group than to another narrative, region, or group. How one defines historical periods depends on what one considers most significant in society — economic, social, religious, or cultural life — so historical thinking involves being aware of how the circumstances and contexts of a historian’s work might shape his or her choices about periodization.

Proficient students should be able to ...

▸ Explain ways that historical events and processes can be organized within blocks of time.
▸ Analyze and evaluate competing models of periodization of world history.
How could this skill be approached in the AP World History course?

Periodization is especially challenging and peculiarly important in world history because historians do not agree about the best way of dividing up the past on a global scale. For example, the first states emerged in the Americas approximately 2,000 years after states had emerged in Afro-Eurasia, which makes it impossible to discuss the topic of state formation within a single historical period. The result is that different texts and syllabi may use different periodizations. These differences can make teaching world history seem more difficult, but if these differences are approached as opportunities, they provide many ways to help students understand that history is an account of the past constructed by historians, each of whom may see the past differently. Teachers have the opportunity to ask questions that are particularly challenging for world history, such as What is the best way of dividing the history of the world into meaningful periods? What are the consequences of choosing one set of divisions instead of another?

Skill Type II: Comparison and Contextualization

Skill 4: Comparison

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

Proficient students should be able to …

▶ Compare related historical developments and processes across place, time, and/or different societies, or within one society.
▶ Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

How could this skill be approached in the AP World History course?

Comparison is a central method of world historical scholarship, whether comparing histories of different regions across large time spans or examining the effects of global processes in many regions. One of the central questions of world history is How similar and how different were historical changes in different parts of the world?

Skill 5: Contextualization

Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.
Proficient students should be able to ...

▶ Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.

▶ Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

How could this skill be approached in the AP World History course?

Another of the central questions of world history is How does the history of a specific region or era fit into the larger story of world history as a whole? Contextualization encourages students to ask What else was going on at the same time? Like the skill of historical causation and the skill of comparison, this skill asks students to think in macro scales and look for points of integration and connection across time and region. Contextualization is often part of a student being able to effectively construct an argument about cause and effect or comparison.

Skill Type III: Crafting Historical Arguments from Historical Evidence

Skill 6: Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

Proficient students should be able to ...

▶ Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.

▶ Construct convincing interpretations through analysis of disparate, relevant historical evidence.

▶ Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

How could this skill be approached in the AP World History course?

In world history, historical argumentation often operates on exceptionally large scales. For example, instead of being asked to consider the effects of the Industrial Revolution on Europe in the early 19th century, students might be asked to consider the effects of industrialization on several regions of the world from the early 19th century to the present. The basic skill of argumentation is similar in various fields of history, but the scale on which it is applied in world history is much broader.
Skill 7: Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources), and requires paying attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations, and assessing the points of view it reflects.

Proficient students should be able to …

▶ Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.

▶ Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

How could this skill be approached in the AP World History course?

World history deals with such a diversity of eras, regions, and types of societies that it must also use an especially diverse array of sources. Unlike other fields of history that rely heavily on written sources, much of the scope of world history takes place before writing developed or in societies where literacy was limited or nonexistent. Therefore, scholars of world history may use artifacts or oral traditions to try to understand those communities.

Skill Type IV: Historical Interpretation and Synthesis

Skill 8: Interpretation

Historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and to be aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretations of past events. Historical interpretation requires analyzing evidence, reasoning, contexts, and points of view found in both primary and secondary sources.

Proficient students should be able to …

▶ Analyze diverse historical interpretations.

▶ Evaluate how historians’ perspectives influence their interpretations and how models of historical interpretation change over time.
How could this skill be approached in the AP World History course?

The skill of historical interpretation takes on distinctive forms within world history, which deals with many different societies, each of which may interpret the past in its own way. World historians have to be alert to these differences and take care not to impose the values and viewpoints of their own cultures on the many different societies they are studying. Students also need to be aware of the diversity of existing interpretations of world history, understanding that there are alternative explanations for the causes and consequences of historical processes around the world.

Skill 9: Synthesis

Historical thinking involves the ability to develop meaningful and persuasive new understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry or disciplines, and by creatively fusing disparate, relevant, and sometimes contradictory evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

Proficient students should be able to …

▶ Draw appropriately on ideas and methods from different fields of inquiry or disciplines.
▶ Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.
▶ Apply insights about the past to other historical contexts or circumstances, including the present.

How could this skill be approached in the AP World History course?

World historians must apply the skill of synthesis in unique ways in order to grapple with the diversity of materials and topics within this field of study. In the history of a particular society or region, it is not too hard to get a sense of the main lines of the historical story. But is there a single narrative in world history that brings together so many different regional histories? This is one of the central questions raised by world historians, and it is a question that students should be challenged to answer in their own way. By doing so, they will better understand their place in an increasingly globalized and diverse world.
II. Thematic Learning Objectives

The learning objectives for the AP World History course and exam are organized under five “themes,” which are topics of historical inquiry to explore throughout the AP World History course.

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

**Theme 2:** Development and Interaction of Cultures (CUL)

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

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

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

These themes focus students’ understanding of major historical issues and developments, helping them to recognize broad trends and processes that have emerged over centuries. The following pages include:

- a description of each theme in detail
- three or four overarching questions per theme that can be used to guide student inquiry during the entire course
- a table that outlines the learning objectives for each theme, correlated to the corresponding part(s) of the concept outline. (See Section IV for the concept outline.)

Please note that each exam question will directly assess one or more of the learning objectives and the corresponding parts of the concept outline.
A guide to the table of learning objectives is provided below.

### Thematic Learning Objectives

The learning objectives in this column articulate expectations for student performance on the AP World History Exam. Each learning objective is supported by historical examples and processes that are explained in the concept outline in Section IV. This part of the table describes the correlations between the learning objective and the concept outline.

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<thead>
<tr>
<th>Learning Objectives</th>
<th>Relevant Topics in the Concept Outline</th>
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<tr>
<td><strong>ENV-1</strong> Explain how early humans used tools and technologies to establish communities.</td>
<td>1.1. I Human migration</td>
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<td>1.2. I Neolithic Revolution</td>
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<td></td>
<td>1.2. II Agriculture and pastoralism</td>
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<td></td>
<td>1.3. II Iron use; weapons and modes of transportation</td>
</tr>
<tr>
<td><strong>ENV-2</strong> Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</td>
<td>1.2. I Neolithic Revolution</td>
</tr>
<tr>
<td></td>
<td>1.2. II Agriculture and pastoralism</td>
</tr>
<tr>
<td></td>
<td>1.3. I Environmental settings</td>
</tr>
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<td></td>
<td>1.3. II First states</td>
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<td>1.3. III Architecture</td>
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<td>2.1. II Daoism</td>
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<td>2.1. IV Shamanism</td>
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<tr>
<td></td>
<td>2.2. II Walls and roads</td>
</tr>
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<td></td>
<td>2.2. IV Mobilization of resources</td>
</tr>
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<td></td>
<td>2.3. I Effect of climate and geography on shaping emerging trade routes</td>
</tr>
<tr>
<td></td>
<td>2.3. II Long-distance trade and communication</td>
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<tr>
<td></td>
<td>2.3. III Farming and irrigation</td>
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</tbody>
</table>

The learning objectives are coded to the corresponding theme (ENV) and numbered consecutively. These numbers refer to specific sections of the concept outline that follows. This refers to the third roman numeral statement under Key Concept 2.3. The information in this column clarifies which topics within the concept outline correlate to the learning objective.
The phrasing of each learning objective presents a particular kind of historical relationship or development; for example, when a learning objective asks students to explain how certain factors affected a particular phenomenon, it implies that students should reason about this event using the historical thinking skills of causation and of continuity and change over time.

This approach ensures that teachers can continue to teach the course chronologically while still highlighting the relationship between specific historical developments and larger, thematic understandings. Teachers may also investigate world history with their students using themes or approaches of their own choosing, keeping in mind that all questions on the AP World History Exam will measure student understanding of the thematic learning objectives.
LEARNING OBJECTIVES BY THEME

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

The interaction between humans and the environment is a fundamental theme in world history. The environment shaped human societies, but, increasingly, human societies also affected the environment. During prehistory, humans interacted with the environment as hunters, fishers, and foragers, and human migrations led to the peopling of the earth. As the Neolithic revolution began, humans exploited their environments more intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods of exploitation used in different regions. Human impact on the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. Beginning with the Industrial Revolution, human effects on the environment increased with the development of more sophisticated technologies, the exploitation of new energy sources, and a rapid increase in human populations.

OVERARCHING QUESTIONS:

1. How have people used diverse tools and technologies to adapt to and affect the environment over time? [ENV-1 and 2]

2. How and to what extent has human migration and settlement been influenced by the environment during different periods in world history? [ENV-3, 4, 5, and 6]

3. How has the environment changed as a consequence of population growth and urbanization? [ENV-7 and 8]

4. How have processes of industrialization and global integration been shaped by environmental factors and in turn how has their development affected the environment over time? [ENV-9]

Learning Objectives

Students are able to …

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### Learning Objectives

*Students are able to ...*

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<tr>
<th>ENV-2</th>
<th>Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.</th>
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<tr>
<td>1.2. I</td>
<td>Neolithic Revolution</td>
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<tr>
<td>1.2. II</td>
<td>Agriculture and pastoralism</td>
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<td>1.3. I</td>
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<td>2.1. II</td>
<td>Daoism</td>
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<td>2.1. IV</td>
<td>Shamanism</td>
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<td>2.2. II</td>
<td>Walls and roads</td>
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<td>2.2. IV</td>
<td>Mobilization of resources</td>
</tr>
<tr>
<td>2.3. I</td>
<td>Effect of climate and geography on shaping emerging trade routes</td>
</tr>
<tr>
<td>2.3. II</td>
<td>Long-distance trade and communication</td>
</tr>
<tr>
<td>2.3. III</td>
<td>Farming and irrigation</td>
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<thead>
<tr>
<th>ENV-3</th>
<th>Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</th>
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<tr>
<td>2.3. I</td>
<td>Establishment of interregional land and water routes</td>
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<td>2.3. III</td>
<td>Exchange of disease pathogens</td>
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<td>3.1. I, II</td>
<td>Expansion of long-distance trade routes</td>
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<tr>
<td>4.1. II, III</td>
<td>Intensification and expansion of maritime trade routes</td>
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<tr>
<td>5.4. I, II, III</td>
<td>Global migration</td>
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<tr>
<td>6.1. II</td>
<td>Global pollution</td>
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<tr>
<td>6.3. II</td>
<td>Global governance</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Relevant Topics in the Concept Outline</th>
</tr>
</thead>
</table>
| **ENV-4** Explain how environmental factors influenced human migrations and settlements. | 1.1. I Big Geography  
1.2. I Neolithic Revolution  
1.3. I, II River Civilizations and first states  
2.2. I, IV Expansion of empires  
2.3. I Climate and location  
3.3. II Fates of cities  
4.2. I Little Ice Age  
5.4. I, III Migration |
| **ENV-5** Explain how human migrations affected the environment. | 1.2. I, II Agricultural diversity and abundance  
2.2. IV Environmental damage  
3.1. II, IV Effects of migration  
3.3. II Declines of urban areas  
4.1. V Colonization  
5.1. VI Unsanitary cities  
5.4. I Urbanization  
5.4. II Labor migration in response to global capitalism  
6.1. II Pollution |
| **ENV-6** Explain how people used technology to overcome geographic barriers to migration over time. | 1.1. I Big Geography  
1.2. I Neolithic Revolution  
1.3. II Transportation and warfare  
2.3. II New technology and trade routes  
3.1. I Interregional trade  
3.1. II Migration  
4.1. II, III Maritime technology  
4.3. II Imperial expansion  
5.1. IV Railroads  
5.4. I Urbanization  
6.1. I Communication and transportation |
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<thead>
<tr>
<th>Learning Objectives</th>
<th>Relevant Topics in the Concept Outline</th>
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</thead>
</table>
| **ENV-7** Assess the causes and effects of the spread of epidemic diseases over time. | 2.3. III Urban and imperial decline  
3.1. IV Black Death  
3.3. II Urban decline  
4.1. V Columbian Exchange  
5.4. I Demographic change and migration  
6.1. III Diseases associated with poverty, affluence, and new epidemics |
| **ENV-8** Assess the demographic causes and effects of the spread of new foods and agricultural techniques. | 2.2. II Imperial governments  
3.1. I Intensification of trade  
3.1. IV Crop diffusion  
3.3. I Increasing agricultural productivity  
4.1. V Columbian Exchange  
4.2. I Increased agricultural production and forced labor regimes  
5.4. I Changes in food production  
6.1. I Green Revolution |
| **ENV-9** Analyze the environmental causes and effects of industrialization. | 3.3. I Technological innovations  
5.1. I Rise of industrialization  
5.1. II Natural resource extraction and shifts in commodities production  
5.1. VI Effects of Industrial Revolution  
5.2. I Transoceanic empires  
6.1. I Green Revolution  
6.1. II Location of labor and natural resources; 20th-century environment  
6.3. II Environmental consequences of globalization |
LEARNING OBJECTIVES BY THEME

Theme 2: Development and Interaction of Cultures (CUL)

This theme explores the origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies. Studying the dominant belief system(s) or religions, philosophical interests, and technical and artistic approaches can reveal how major groups in society view themselves and others, and how they respond to multiple challenges. When people of different societies interact, they often share components of their cultures, deliberately or not. The processes of adopting or adapting new belief and knowledge systems are complex and often lead to historically novel cultural blends. A society’s culture may be investigated and compared with other societies’ cultures as a way to reveal both what is unique to a culture and what it shares with other cultures. It is also possible to analyze and trace particular cultural trends or ideas across human societies.

OVERARCHING QUESTIONS:

1. How and why have religions, belief systems, philosophies, and ideologies developed and transformed as they spread from their places of origin to other regions? [CUL-1, 2, and 3]

2. How have religions, belief systems, philosophies, and ideologies affected the development of societies over time? [CUL-4 and 5]

3. How were scientific and technological innovations adapted and transformed as they spread from one society or culture to another? [CUL-6 and 7]

4. In what ways do the arts reflect innovation, adaptation, and creativity of specific societies? [CUL-8 and 9]

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<thead>
<tr>
<th>Learning Objectives</th>
<th>Relevant Topics in the Concept Outline</th>
</tr>
</thead>
<tbody>
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<td><strong>CUL-1</strong> Compare the origins, principal beliefs, and practices of the major world religions and belief systems.</td>
<td>1.3. III New religious beliefs</td>
</tr>
<tr>
<td></td>
<td>2.1. I Early codification of religious beliefs; the development of monotheistic Judaism</td>
</tr>
<tr>
<td></td>
<td>2.1. II, III The assertion of universal truths; religious practice and gender roles; Buddhism, Confucianism, Daoism, Christianity</td>
</tr>
<tr>
<td></td>
<td>2.3. III Cultures changed when spread; Hinduism, Christianity, Buddhism</td>
</tr>
<tr>
<td></td>
<td>3.1. III Islam</td>
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</tbody>
</table>
### Learning Objectives

**Students are able to ...**

<table>
<thead>
<tr>
<th>CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.</th>
<th>Relevant Topics in the Concept Outline</th>
</tr>
</thead>
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<td>1.3. III</td>
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<tr>
<td>2.1, II</td>
<td>Development and influence of religious traditions</td>
</tr>
<tr>
<td>2.3. III</td>
<td>Spread of religious traditions, Christianity, Hinduism, Buddhism</td>
</tr>
<tr>
<td>3.1. III</td>
<td>Cross-cultural exchanges</td>
</tr>
<tr>
<td>3.2. I</td>
<td>Synthesis of local and foreign traditions</td>
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<tr>
<td>4.1. VI</td>
<td>Reform of existing religions and creation of syncretic belief systems</td>
</tr>
<tr>
<td>5.3. I</td>
<td>Enlightenment</td>
</tr>
<tr>
<td>5.3. II</td>
<td>Religion and nationalism</td>
</tr>
<tr>
<td>5.3. III</td>
<td>Religion and rebellion</td>
</tr>
<tr>
<td>6.3. III</td>
<td>New forms of spirituality, religion, and politics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.</th>
<th>Relevant Topics in the Concept Outline</th>
</tr>
</thead>
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<tr>
<td>1.3. III</td>
<td>Patriarchy</td>
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<td>2.1. II</td>
<td>Greco-Roman philosophy</td>
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<td>2.1. III</td>
<td>Belief systems reinforced patriarchy</td>
</tr>
<tr>
<td>3.1. III</td>
<td>Diffusion of cultural tradition</td>
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<td>5.1. III</td>
<td>Capitalism</td>
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<tr>
<td>5.1. V</td>
<td>Alternate visions of societies; Marxism</td>
</tr>
<tr>
<td>5.2. III</td>
<td>Social Darwinism</td>
</tr>
<tr>
<td>5.3. I</td>
<td>Enlightenment</td>
</tr>
<tr>
<td>5.3. II</td>
<td>Nationalism</td>
</tr>
<tr>
<td>5.3. IV</td>
<td>Spread of European political and social thought; transnational ideologies</td>
</tr>
<tr>
<td>6.2. II</td>
<td>Anti-imperialism, transnational movements</td>
</tr>
<tr>
<td>6.2. IV</td>
<td>Nationalist ideologies and global conflict</td>
</tr>
<tr>
<td>6.2. V</td>
<td>Non-Aligned Movement</td>
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<td>6.3. I</td>
<td>Communism</td>
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<td>6.3. II</td>
<td>Global governance</td>
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<td>6.3. III</td>
<td>Rights-based discourses</td>
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<tr>
<td>Learning Objectives</td>
<td>Relevant Topics in the Concept Outline</td>
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<td>---------------------</td>
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</tr>
<tr>
<td><strong>CUL-4</strong> Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</td>
<td>1.3. III Early civilizations</td>
</tr>
<tr>
<td></td>
<td>2.1. I Early codification of religious beliefs</td>
</tr>
<tr>
<td></td>
<td>2.1. II Vedic, Confucian, Daoist, Christian, Greco–Roman-influenced institutions</td>
</tr>
<tr>
<td></td>
<td>3.1. III Spread of trade, religions, and diasporic communities</td>
</tr>
<tr>
<td></td>
<td>3.2. I Influence of belief systems on new forms of governance</td>
</tr>
<tr>
<td></td>
<td>3.3. III Changes in gender and family structures</td>
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<tr>
<td></td>
<td>4.1. VI Syncretic belief systems and practices</td>
</tr>
<tr>
<td></td>
<td>4.3. I Political rulers</td>
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<td></td>
<td>5.2. III Social Darwinism</td>
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<td></td>
<td>5.3. I Enlightenment</td>
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<td></td>
<td>5.3. II Nationalism</td>
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<td></td>
<td>5.3. III Religious and political rebellions</td>
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<tr>
<td></td>
<td>6.2. II Religious and political conflicts</td>
</tr>
<tr>
<td></td>
<td>6.3. III New ideas about race, class, gender, and religion</td>
</tr>
</tbody>
</table>

| **CUL-5** Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures. | 2.1. I Caste  |
| | 2.1. III Buddhism, Christianity, Confucianism  |
| | 3.2. I Traditional sources of power and legitimacy  |
| | 3.3. III Buddhism, Christianity, Islam, Neo-Confucianism  |
| | 4.1. VI Spread and reform of syncretic religions and practices  |
| | 5.3. I Enlightenment  |
| | 5.3. IV Transnational ideologies  |
| | 6.3. III Rights-based discourses, new cultural identities  |
### Learning Objectives

**Students are able to ...**

<table>
<thead>
<tr>
<th>CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.</th>
<th>Relevant Topics in the Concept Outline</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Human migration and spread of technology</td>
</tr>
<tr>
<td>1.3</td>
<td>Expanding trade routes, from local to regional</td>
</tr>
<tr>
<td>2.3</td>
<td>New technology facilitated long-distance trade</td>
</tr>
<tr>
<td>2.3</td>
<td>Technologies and other ideas spread along trade routes</td>
</tr>
<tr>
<td>3.1</td>
<td>Growth of existing and new trade routes</td>
</tr>
<tr>
<td>3.1</td>
<td>Spread of language and technology by Bantu and Polynesian migrations</td>
</tr>
<tr>
<td>3.1</td>
<td>Intensification of trade networks</td>
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<td>3.2</td>
<td>Technological transfer</td>
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<td>4.1</td>
<td>Cartography and navigation</td>
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<tr>
<td>4.1</td>
<td>Transoceanic voyages</td>
</tr>
<tr>
<td>5.1</td>
<td>Increased productivity from new technologies</td>
</tr>
<tr>
<td>6.1</td>
<td>Medical innovations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CUL-7 Analyze how new scientific, technological, and medical innovations affected religions, belief systems, philosophies, and major ideologies.</th>
<th>Relevant Topics in the Concept Outline</th>
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</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Cross-cultural exchange; transportation technologies facilitates cultural diffusion</td>
</tr>
<tr>
<td>5.3</td>
<td>Enlightenment</td>
</tr>
<tr>
<td>5.3</td>
<td>Nationalism</td>
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<td>6.1</td>
<td>Medical innovations</td>
</tr>
<tr>
<td>6.1</td>
<td>Scientific innovations</td>
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<thead>
<tr>
<th>CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.</th>
<th>Relevant Topics in the Concept Outline</th>
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<tbody>
<tr>
<td>1.3</td>
<td>Monumental architecture</td>
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<tr>
<td>2.1</td>
<td>Art and architecture reflected religious beliefs</td>
</tr>
<tr>
<td>2.2</td>
<td>Imperial cities and public performance</td>
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<tr>
<td>3.1</td>
<td>Diffusion of artistic traditions</td>
</tr>
<tr>
<td>4.1</td>
<td>Spread of literacy</td>
</tr>
<tr>
<td>4.3</td>
<td>Courtly literature, rulers</td>
</tr>
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<td>6.2</td>
<td>Government propaganda and public architecture</td>
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</table>
### Learning Objectives

*Students are able to ...*

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<th>CUL-9</th>
<th>Relevant Topics in the Concept Outline</th>
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</thead>
<tbody>
<tr>
<td>Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.</td>
<td>1.3. III Role of art in unifying early urban cultures</td>
</tr>
<tr>
<td></td>
<td>2.1. II Art and religious systems</td>
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<td>3.1. III Diasporic communities</td>
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<td>4.1.VII Funding and expansion of arts</td>
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<td>5.4. III Migrants spreading culture</td>
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<td>6.2. V Cultural critiques of war</td>
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<td></td>
<td>6.3. III People developed new cultural identities</td>
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<tr>
<td></td>
<td>6.3. IV Globalization of popular culture</td>
</tr>
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</table>
LEARNING OBJECTIVES BY THEME

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

This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained and to the conflicts generated through those processes. In particular, this theme encourages the comparative study of different state forms (for example, kingdoms, empires, nation-states) across time and space, and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability on one hand, and to internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies (for example, agrarian, pastoral, mercantile), various cultural and ideological foundations (for example, religions, philosophies, ideas of nationalism), various social and gender structures, and in different environmental contexts. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

OVERARCHING QUESTIONS:

1. How have different forms of governance been constructed and maintained over time? [SB-1 and 2]

2. How have economic, social, cultural, and environmental contexts influenced the processes of state building, expansion, and dissolution? [SB-3, 4, 5, and 6]

3. How have conflicts, exchanges, and alliances influenced the processes of state building, expansion, and dissolution? [SB-7, 8, 9, and 10]
# Thematic Learning Objectives

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<th>Learning Objectives</th>
<th>Relevant Topics in the Concept Outline</th>
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</thead>
</table>
| **SB-1** Explain and compare how rulers constructed and maintained different forms of governance. | 1.2. II Development of elites  
1.3. II First states emerged  
1.3. III Legal codes developed  
2.2. II Imperial governments  
2.2. III Labor organization and food production  
3.1. I State involvement in economic activity  
3.2. I Synthesized, borrowed, and new state structures emerged  
4.1. VII Taxation  
4.3. I Rulers legitimize power  
4.3. II Trading-post empires  
5.1. V Qing and Ottoman empires  
5.2. I Transoceanic empires  
5.2. II Meiji Japan  
5.3. III Revolutions  
6.2. II Colonial independence  
6.2. IV Total wars  
6.2. V Communism, Marxism  
6.3. I State-controlled economies |

| **SB-2** Analyze how the functions and institutions of governments have changed over time. | 1.3. II, III Characteristics of first states  
1.3. II Characteristic of religions in the state  
2.1. II Role of religion in the state  
2.2. I–IV First major empires  
3.1. I New trading cities, state-sponsored commerce, expansion  
3.2. I Reconstitution and new forms of governance  
3.3. III Women rulers  
4.3. I–III Gunpowder empires, state rivalries |
### Learning Objectives

**Students are able to ...**

<table>
<thead>
<tr>
<th>SB-2 Analyze how the functions and institutions of governments have changed over time.</th>
<th>Relevant Topics in the Concept Outline</th>
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<td>5.2. I</td>
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<tr>
<td>5.2. II</td>
<td>Imperialism and state formation</td>
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<td>5.3. III</td>
<td>Reformist and revolutionary movements</td>
</tr>
<tr>
<td>6.2. I</td>
<td>End of European dominance, independence movements</td>
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<tr>
<td>6.2. II</td>
<td>Transnationalism</td>
</tr>
<tr>
<td>6.2. IV</td>
<td>Total war, global conflicts</td>
</tr>
<tr>
<td>6.2. V</td>
<td>Intensified conflict</td>
</tr>
<tr>
<td>6.3. I</td>
<td>Governments and economic control</td>
</tr>
<tr>
<td>6.3. II</td>
<td>Global governance</td>
</tr>
</tbody>
</table>

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

| 1.3. II | Early state and imperial expansion |
| 2.2. IV | Imperial collapse |
| 3.2. I | Dar al Islam, khanates, feudalism |
| 4.1. IV | Mercantilism, joint stock companies |
| 4.1. V | Colonial empires |
| 4.3. II | Land-based and maritime expansion |
| 4.3. III | Economic and political rivalries |
| 5.2. I, II | Industrialization and imperialism |
| 6.2. IV | Total war, Cold War, and neo-colonial dominance |

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

| 1.3. II | Favorable environmental factors |
| 2.1. I | Belief systems and empire |
| 2.2. II | Techniques of administration |
| 2.2. III | Urbanization, labor organization, gender roles |
| 2.2. IV | Imperial decline and collapse |
| 2.3. III | Exchange of disease pathogens |
| 3.1. I | Growth of trade and new cities |
### Learning Objectives

**Students are able to …**

<table>
<thead>
<tr>
<th>SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.</th>
<th>Relevant Topics in the Concept Outline</th>
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<td>3.1. II</td>
<td>Cultural and environmental impacts of migration</td>
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<td>3.1. III</td>
<td>Cross-cultural exchanges</td>
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<td>3.2. I, II</td>
<td>Continuities and innovations of state forms</td>
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<tr>
<td>3.3. II</td>
<td>Fates of cities</td>
</tr>
<tr>
<td>3.3. III</td>
<td>Changes and continuities in social structures, religions</td>
</tr>
<tr>
<td>4.1. IV</td>
<td>African, American, European interactions</td>
</tr>
<tr>
<td>4.2. III</td>
<td>New social and political elites and hierarchies</td>
</tr>
<tr>
<td>4.3. I, II, III</td>
<td>State consolidation and imperial expansion</td>
</tr>
<tr>
<td>5.1. V</td>
<td>Alternate visions of capitalist societies, state-sponsored industrialization</td>
</tr>
<tr>
<td>5.1. VI</td>
<td>New social classes, communities</td>
</tr>
<tr>
<td>5.2. II</td>
<td>Imperialism, new states</td>
</tr>
<tr>
<td>5.2. III</td>
<td>Social Darwinism</td>
</tr>
<tr>
<td>5.3. I</td>
<td>Enlightenment</td>
</tr>
<tr>
<td>5.3. II</td>
<td>Nationalism</td>
</tr>
<tr>
<td>5.3. III</td>
<td>Reformist and revolutionary movements, transnationalism</td>
</tr>
<tr>
<td>5.3. IV</td>
<td>Spread of European social, political thought</td>
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<tr>
<td>6.1. II</td>
<td>Competition over environmental resources</td>
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<tr>
<td>6.2. II</td>
<td>Anti-imperialist movements</td>
</tr>
<tr>
<td>6.2. III</td>
<td>Restructuring of states</td>
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<tr>
<td>6.2. IV</td>
<td>Ideologies of expansion</td>
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<tr>
<td>6.3. I, II, III</td>
<td>New conceptualization of global society and culture</td>
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</tbody>
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### SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

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<td>1.3. III</td>
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<td>3.1. I</td>
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### Learning Objectives

**Students are able to …**

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

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<td>5.1. I</td>
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</table>

| SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies. |
|  |
| 1.2. I, II | Development of elites |
| 1.3. II | Transformation of warfare |
| 2.2. II | Imperial government and societies |
| 2.2. IV | Xiongnu, Huns |
| 3.1. I | Empire expansion |
| 3.2. I | Mongol expansion, Aztec/Mexica |
| 3.2. II | Technological and cultural transfers |
| 3.3. III | Nomadic pastoralism |
| 4.1. III | Portuguese and West Africans |
| 5.2. II | New states on edges of empires |

<p>| SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution. |
|  |
| 2.1. I | Conquests of Jewish states |
| 3.3. III | Peasant revolts |
| 4.3. I | Differential treatment of groups |
| 4.3. III | Competition for overland trade routes and local resistance |
| 5.3. I | Enlightenment |
| 5.3. III | 18th- and 19th-century revolutions |
| 6.2. I | Collapses, internal issues |
| 6.2. II | Anti-imperialism |
| 6.2. III | Ethnic violence |
| 6.2. V | Individuals and groups |</p>
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<tr>
<td><strong>SB-8</strong> Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.</td>
<td>1.2. II State competition and conflict</td>
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<td>2.2. II Administrative institutions and techniques</td>
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<td>4.3. III Local resistance</td>
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<td>5.3. IV Transnational solidarities</td>
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<td>6.2. I Collapses</td>
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<td>6.2. IV World wars</td>
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<td>6.2. V Militarized states</td>
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<tr>
<td><strong>SB-9</strong> Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</td>
<td>1.2. II Accumulation of wealth</td>
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<td>1.3. II Competition over land and resources</td>
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<td>1.3. III Regional trade</td>
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<td>2.2. III Rise of cities as centers of trade</td>
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<td>3.1. I Cities and increased trade, state practices that facilitated trade</td>
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<td>3.1. III Expansion of Islam, diasporic communities</td>
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<td>3.2. I Collapse and reconstitution of empires</td>
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<td>3.3. II Rise and fall of cities</td>
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<td>4.1. I, III, IV, VII Globalizing networks and their political and economic effects</td>
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<td>4.2. II Colonial empires</td>
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<td>4.3. I Tributary taxes and expansion</td>
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<td>4.3. III Competition over trade routes</td>
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<td>5.1. II Capitalism; growth of export economies, cities due to industrialization</td>
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<td>Learning Objectives</td>
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<tr>
<td><strong>SB-9</strong> Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</td>
<td>5.1.V Responses to global capitalism</td>
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<td>5.1.VI Restructuring of societies in industrialized states</td>
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<td>5.2. I Imperialism</td>
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<td>5.3. III Imperial discontent, revolutions, transnationalism</td>
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<td>6.1. III Improved military technologies</td>
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<td>6.2. I–V Global conflicts and their consequences</td>
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<td></td>
<td>6.3. I Responses to global capitalism</td>
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<td>6.3. II Global governance</td>
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<td><strong>SB-10</strong> Analyze the political and economic interactions between states and non-state actors.</td>
<td>1.3. III Expansion of trade</td>
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<td>2.2. I Expansions and consequences</td>
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<td>2.2. II Administrative techniques, diplomacy, military, roads</td>
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<td>2.3. I, II Emergence of interregional networks</td>
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<td>3.1. III Arab expansion</td>
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<td>3.2. I Conquests, tributary empires, new forms of government</td>
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<td>3.2. II Interregional conflicts</td>
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<td>3.3. III Changes in labor organization, military obligations, POW/slaves</td>
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<td>4.1. IV Globalization</td>
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<td>4.3. I Rulers consolidate power over groups and populations</td>
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<td>4.3. III Competition over trade routes, state rivalries</td>
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<td>5.2. I, II Imperialism and state formation</td>
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<td>6.1. III Improved military technology</td>
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<td>6.2. I–V Global conflicts and their consequences</td>
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<td></td>
<td>6.3. II Global interdependency</td>
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</table>
LEARNING OBJECTIVES BY THEME

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

This theme surveys the diverse patterns and systems that human societies have developed as they exploit their environments to produce, distribute, and consume desired goods and services across time and space. It stresses major transitions in human economic activity, such as the growth and spread of agricultural, pastoral, and industrial production; the development of various labor systems associated with these economic systems (including different forms of household management and the use of coerced or free labor); and the ideologies, values, and institutions (such as capitalism and socialism) that sustained them. This theme also calls attention to patterns of trade and commerce between various societies, with particular attention to the relationship between regional and global networks of communication and exchange, and their effects on economic growth and decline. These webs of interaction strongly influence cultural and technological diffusion, migration, state formation, social classes, and human interaction with the environment.

OVERARCHING QUESTIONS:

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

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<tr>
<th>Learning Objectives</th>
<th>Relevant Topics in the Concept Outline</th>
</tr>
</thead>
</table>
| **ECON-1** Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture. | 1.1. I Foragers  
1.2. I, II Pastoralism, agriculture  
1.3. II Pastoralism, agriculture  
2.3. III Diffusion of crops  
3.3. I Agricultural innovations  
4.1. V Columbian Exchange  
4.2. I Changes in labor for agriculture  
4.2. II Plantations  
6.1. I Green Revolution |

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<th>Learning Objectives</th>
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<td><strong>ECON-2</strong> Analyze the economic role of cities as centers of production and commerce.</td>
<td>1.3. III Urban hierarchies</td>
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<td>2.2. III Imperial cities</td>
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<td>3.1. I Trade and commercial cities</td>
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<td>3.3. II Changing urbanization, rising and declining populations</td>
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<td>5.1. I Industrialization</td>
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<td>5.4. I Global migration</td>
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<td>6.2. III Migration to imperial metropoles</td>
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<tr>
<td><strong>ECON-3</strong> Assess the economic strategies of different types of states and empires.</td>
<td>1.3. II First states</td>
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<td>2.2. II Roads, currency</td>
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<td>2.2. III Administrative cities, social hierarchies</td>
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<td>3.2. I Imperial innovations</td>
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<td>3.3. I–III Imperial support for production and trade</td>
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<td>4.1. I Global economy</td>
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<td>4.1. III State support for maritime voyages and trade</td>
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<td>4.1. IV Mercantilism, joint-stock companies</td>
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<td>4.2. II New political and economic elites</td>
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<td>4.3. I Techniques of imperial administration</td>
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<td>4.3. II Imperial expansion</td>
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<td>4.3. III Inter-state rivalry</td>
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<td>5.1. II Industrialization</td>
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<td>5.1. III Capitalism, financial instruments</td>
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<td>5.1. V Resisting or sponsoring industrialization</td>
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<td>5.2. I Imperialism</td>
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<td>6.2. IV Global conflict; fascism</td>
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<td>6.2. V Non-Aligned Movement</td>
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<td>6.3. I State-controlled economies</td>
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<td>6.3. II New economic institutions</td>
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<td>Learning Objectives</td>
<td>Relevant Topics in the Concept Outline</td>
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| **ECON-4** Analyze how technology shaped the processes of industrialization and globalization. | 5.1. I New machines and methods of industrial production  
5.1. II New pattern of global trade  
5.1. III Transnational businesses, transportation  
5.2. II Land-based empire expansion; national reactions to industrialization  
5.4. I Increasing global migration  
6.1. II Global problems  
6.2. I, IV Global conflicts, transnational movements  
6.3. I, II Global economics and institutions  
6.3. III New technologies and spread of ideas  
6.3. IV Global popular culture |
| **ECON-5** Explain and compare forms of labor organization, including families and labor specialization within and across different societies. | 1.2. II Agriculture, artisans, specialization  
1.3. II Labor regimes in first states  
2.2. III Patriarchy, imperial economies  
3.1. I Caravan organization  
3.3. I Artisans expand production  
3.3. II Urban decline and revival  
3.3. III Labor organization, family life  
4.1. IV, V Atlantic world  
4.2. II Coerced labor  
5.1. I, VI Industrial production  
5.4. II Labor migration |
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<th>Learning Objectives</th>
<th>Relevant Topics in the Concept Outline</th>
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</table>
| **ECON-6** Explain and compare the causes and effects of different forms of coerced labor systems. | 2. II, III Slave, corvée labor  
3. III Military and household slaves, mit’a, serfdom  
4.1. IV Labor regimes in the Atlantic system  
4.2. II, III Slavery in Africa; elites’ ability to control labor  
5.4. II Coerced and semicoerced migrant labor |
| **ECON-7** Analyze the causes and effects of labor reform movements, including the abolition of slavery. | 5.1. V Government reform, socialism  
5.3. I Enlightenment attitudes, abolition of serfdom and slavery  
5.3. III Reform, rebellion, slave resistance, anti-colonial movements  
5.3. IV Transnational ideologies — liberalism, socialism, communism  
6.2. II Land redistribution |
| **ECON-8** Analyze the relationship between belief systems and economic systems. | 1.3. III Social structures  
2.1. II Buddhism, Christianity spread through merchants  
2.3. III Religions spread along trade routes  
4.1. VI Spread of religions and religious syncretism in regional and newly global trade networks  
4.3. I Economic role in the consolidation of imperial power  
5.2. III Social Darwinism justified imperialism  
6.2. II Religious challenges to imperialism |
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<th>Learning Objectives</th>
<th>Relevant Topics in the Concept Outline</th>
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</table>
| **ECON-9 Explain and compare**
| the ways in which economic philosophies influenced economic policies and behaviors. | 4.1. IV Mercantilism |
|                      | 5.1. I Legal protection of global capitalism |
|                      | 5.1. III Classical liberalism |
|                      | 5.1. V Socialism, Marxism |
|                      | 6.2. II Land redistribution |
|                      | 6.2. IV Cold War |
|                      | 6.3. I, II Free market economics, regional trade agreements, protest movements |
| **ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.** | 1.1. I Development of pastoralism |
|                      | 1.2. I, II Diffusion of domesticated plants and animals |
|                      | 1.3. II Pastoralists as disseminators of technology |
|                      | 2.3. III Development of trade routes |
|                      | 3.1. I Ship design |
|                      | 3.1. III Diffusion of scientific ideas and technology |
|                      | 3.1. IV Spread of crops and diseases in Afro-Eurasia |
|                      | 3.2. II Technology transfer |
|                      | 3.3. I Afro-Eurasian exchanges of crops |
|                      | 4.1. II Maritime technology |
|                      | 4.1. V Columbian Exchange |
|                      | 4.2. II Plantation crops |
| **ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.** | 1.3. III Systems of record-keeping |
|                      | 3.1. I Coin, paper money, checks, banking |
|                      | 4.1. IV Joint-stock companies |
|                      | 5.1. III Transnational banks |
|                      | 6.3. II Global economic institutions |
### Learning Objectives

**Students are able to ...**

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

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

This theme is about relations among human beings. All human societies develop ways of grouping their members, as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations, and hierarchies of gender, race, wealth, and class. The study of world history requires analysis of the processes through which social categories, roles, and practices were created, maintained, and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression, and human ecology.

OVERARCHING QUESTIONS:

1. How have distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies? [SOC-1, 2, and 3]

2. How, by whom, and in what ways have social categories, roles, and practices been maintained or challenged over time? [SOC-4, 5, 6, and 7]

3. How have political, economic, cultural, and demographic changes affected social structures over time? [SOC-8]

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<td>1.3. III Patriarchy and social hierarchies</td>
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<td>2.1. III Belief systems and gender roles</td>
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<td>2.2. III Patriarchy and gender in imperial society</td>
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<td>3.2. I Patriarchy and power</td>
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<td>3.3. III Continuities of patriarchy, religious influence on gender</td>
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<td>4.2. III Changing political and economic structures affected gender hierarchies</td>
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<td>5.1. VI Industrialization affected gender hierarchies</td>
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<td>5.3. I, IV Suffrage, feminism</td>
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<td>5.4. III Male migrants, females left in home society</td>
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<td>6.3. III Changing ideas about rights-based discourses</td>
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### Learning Objectives

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

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<td>1.3. II First states</td>
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<td>1.3. III Intensification of social hierarchies</td>
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<td>2.2. III Labor regimes in imperial societies</td>
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<td>3.3. III Diversification of labor organization; new labor coercion</td>
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<td>4.1. IV, V Atlantic world</td>
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<td>4.2. II, III Increased demand for labor; elites</td>
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<td>5.1. I Industrialization</td>
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<td>5.1. VI Middle class and industrial working class</td>
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<td>5.3. I Abolition of slavery, end of serfdom</td>
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<tr>
<td>5.3. IV Challenges to social hierarchies, including gender</td>
</tr>
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<td>5.4. II Global migration</td>
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**SOC-3** Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

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<th>Relevant Topics in the Concept Outline</th>
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<td>1.3. III Increasingly unified states</td>
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<td>2.1. I Caste</td>
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<td>2.1. II Confucian and Christian ideologies</td>
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<td>2.2. III Imperial social structures</td>
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<td>3.1. III Legitimizing imperial rule, Islam and conquest</td>
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<tr>
<td>4.3. I Legitimizing imperial rule</td>
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<td>5.1. I Industrial specialization</td>
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<td>5.1. V Anarchism, utopian socialism, suffrage</td>
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<td>5.1. VI New social classes and gender roles</td>
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<td>5.3. I, II, III, IV Enlightenment ideals</td>
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<td>6.2. II Redistribution of land, migrants in metropoles</td>
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<td>6.2. V Nonviolence</td>
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<td>6.3. III New conceptualizations of society and culture</td>
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</table>
### Thematic Learning Objectives

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

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<tr>
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<td>1.3. III State unification</td>
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<td>2.2. III, IV Imperial societies</td>
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<td>3.2. I Sources of power and legitimacy</td>
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<td>6.2. V Popular protests</td>
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<td>6.3. II Protesting inequalities</td>
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#### SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

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<td>3.1. III Islam</td>
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<td>3.3. III Changes and continuities in the wake of economic growth</td>
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<td>4.3. I Confucian rituals</td>
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<td></td>
<td>6.3. III Challenges to old assumptions about religion</td>
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#### SOC-6 Analyze the extent to which philosophies, medical practices, and scientific theories sustained or challenged class, gender, and racial ideologies.

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<td>6.1. III Demographic shifts, including birth control</td>
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<td>6.3. III Rights-based discourses</td>
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### Learning Objectives

**Students are able to ...**

<table>
<thead>
<tr>
<th>SOC-7</th>
<th>Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.</th>
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<td>4.1. IV Merchants</td>
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<td>4.1. V Columbian Exchange</td>
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<td>4.2. II, III Increased demand for labor, elite control of labor in colonies</td>
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<td>5.2. I Settler colonies</td>
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<td></td>
<td>5.3. II Nationalism</td>
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<td>5.3. III Anticolonial movements</td>
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<td></td>
<td>6.2. II Post-colonial independence, migration</td>
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<td></td>
<td>6.2. IV Global conflict</td>
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<tr>
<th>SOC-8</th>
<th>Analyze the extent to which migrations changed social structures in both the sending and receiving societies.</th>
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<tbody>
<tr>
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<td><strong>Relevant Topics in the Concept Outline</strong></td>
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<td>3.1. III Diasporic communities</td>
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<td></td>
<td>4.1. IV Free and unfree labor, mixing of cultures, peoples</td>
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<td></td>
<td>4.1. V Atlantic system</td>
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<td>4.2. II Changes in Atlantic societies affected by slavery</td>
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<td>5.4. I Demographic changes</td>
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<td>5.4. I–III Global migration</td>
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<td></td>
<td>6.2. III Migrants to metropoles</td>
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</table>
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.
IV. The Concept Outline

The concept outline presents a chronological framework for investigating the different periods of world history in the AP World History course. Teachers will use the key concepts within the various periods to build students’ understanding of the learning objectives that will be assessed on the AP Exam (see Section II: Thematic Learning Objectives).

Historical Periods

The concept outline is structured around the investigation of course themes and key concepts in six chronological periods. These 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.

<table>
<thead>
<tr>
<th>Period</th>
<th>Period Title</th>
<th>Date Range</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Technological and Environmental Transformations</td>
<td>to c. 600 B.C.E.</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>Organization and Reorganization of Human Societies</td>
<td>c. 600 B.C.E. to c. 600 C.E.</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Regional and Interregional Interactions</td>
<td>c. 600 C.E. to c. 1450</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Global Interactions</td>
<td>c. 1450 to c. 1750</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Industrialization and Global Integration</td>
<td>c. 1750 to c. 1900</td>
<td>20%</td>
</tr>
<tr>
<td>6</td>
<td>Accelerating Global Change and Realignments</td>
<td>c. 1900 to the Present</td>
<td>20%</td>
</tr>
</tbody>
</table>
How to Use the Concept Outline

The concept outline is designed to provide teachers with clarity regarding the concepts that students may be asked to analyze on an AP World History Exam. There are five key points teachers should keep in mind when using this concept outline:

1. **The concept outline provides teachers with a summary of the concepts typically analyzed in current, college-level World history survey courses, but its statements should serve as a focus of debate and discussion in classrooms.**

   All historical developments and topics that college and university faculty have identified as necessary for college credit have been included below in a series of key concept statements about each period (presented in an outline form using Roman numerals and letters). The multiple-choice questions on the AP Exam will expect that students know the concepts in the concept outline as well as the specific historical details (events, developments, processes, etc.) discussed in the outline — **with the exception of the examples listed in gray boxes, which are purely illustrative.** The short-answer and essay questions will ask students to critically analyze the concepts in the concept outline by using historical examples of their choosing. For example, an essay question might include the prompt, “Some historians argue that …” and ask students to support, refute, or modify this assertion, using specific evidence to justify their answers. This approach provides the maximum degree of flexibility in instruction across states, districts, schools, and teachers, while also providing clarity regarding the concepts typically required for credit and placement.

2. **The concept outline gives teachers the freedom to select course content (specific historical events, developments, processes, etc.) of their own choosing to help their students analyze the statements included therein.**

   In order to help students investigate the key concepts, teachers must select specific events, developments, processes, or other historical details that they consider relevant. In addition, rather than trying to cover all possible examples of a particular concept, teachers should select fewer examples to teach in depth.

   Example: Rather than giving cursory treatment to multiple examples of different forms of state-sponsored industrialization in the period c. 1750–c.1900 (Key Concept 5.1.V.C), teachers should choose one example to teach well. Three examples from different geographic regions (Meiji Japan, Tsarist Russia, and Egypt under Muhammad Ali) are offered as possibilities, but the teacher is not limited to choosing from these examples. AP Exam questions will **not** require that all students know the same example of state-sponsored industrialization. AP Exam short-answer and essay questions will reward students for writing accurately about whichever historical examples they have studied.

3. **Gray boxes contain illustrative examples. These examples are relevant for a particular concept, but they are illustrative only — not mandatory.**
The illustrative examples found in gray boxes provide clarity regarding the possible events, developments, geographic regions, and/or historical processes teachers might choose to address for a particular concept. They are included to demonstrate a variety of examples from different geographic regions and/or to expand on content that may be less familiar to teachers, as requested by teachers who have provided feedback on the curriculum framework throughout its development. Teachers may opt to use these illustrative examples or others of their own choosing, as indicated by the introductory phrase in each box: “Teachers have flexibility to use examples such as….”

4. **The concept outline includes references to the thematic learning objectives that help teachers and students ask important questions and draw meaningful connections among the concepts within and across different historical periods.**

The Roman numeral sections of the outline contain references to the learning objectives on pages 12–40. For example, the references [ENV-1, 4, 6 | CUL-6 | ECON-1, 10] appear with the first Roman numeral statement under Key Concept 1.1, indicating that exam questions about Key Concept 1.1.1 will be derived from one or more of the learning objectives referenced. The references help teachers see how the learning objectives can be applied to the various statements in the concept outline.

In addition, the references to the learning objectives help teachers make thematic connections across the chronology of the concept outline. As previously indicated on page 12, the following abbreviations are used for the five course themes:

- **ENV** — Interaction Between Humans and the Environment
- **CUL** — Development and Interaction of Cultures
- **SB** — State Building, Expansion, and Conflict
- **ECON** — Creation, Expansion, and Interaction of Economic Systems
- **SOC** — Development and Transformation of Social Structures

5. **The concept outline is a living document.**

The AP World History concept outline is a living document that is revised periodically. The AP World History Development Committee is responsible for updating the concept outline as needed to provide clarity and/or improvements that best reflect college-level teaching of world history. Any updates to AP course materials are made during the summer between school years, and AP teachers are always notified via email of any changes.
Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.

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

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

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions. [ENV-1, 4, 6 | CUL-6 | ECON-1, 10]

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

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

Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

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

I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of more complex economic and social systems. [ENV-1, 2, 4, 5, 6 | SB-6 | ECON-1, 10]

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

B. People in each region domesticated locally available plants and animals.
C. Pastoralism developed in Afro-Eurasian grasslands, negatively affecting the environment when lands were overgrazed.

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

II. Agriculture and pastoralism began to transform human societies.  
[ENV-1, 2, 5 | SB-1, 6, 8, 9 | ECON-1, 5, 10, 12 | SOC-1, 2]

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.

Teachers have flexibility to use examples of technological innovations such as the following:

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

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

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

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term civilization is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, including political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists.
As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, people had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

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

II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley. [ENV-1, 2, 4, 6 | SB-1, 2, 3, 4, 6, 9 | ECON-1, 3, 4, 5, 10 | SOC-2]

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

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

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

Teachers have flexibility to use examples of new weapons such as the following:

- Composite bows
- Iron weapons

Teachers have flexibility to use examples of new modes of transportation such as the following:

- Chariots
- Horseback riding

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art. [ENV-2 | CUL-1, 2, 3, 4, 6, 8, 9 | SB-1, 2, 5, 9, 10 | ECON-2, 8, 11, 12 | SOC-1, 2, 3, 4]

A. Early civilizations developed monumental architecture and urban planning.
Teachers have flexibility to use examples of **monumental architecture and urban planning** such as the following:

- Ziggurats
- Pyramids
- Temples
- Defensive walls
- Streets and roads
- Sewage and water systems

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

Teachers have flexibility to use examples of **systems of record keeping** such as the following:

- Cuneiform
- Hieroglyphs
- Pictographs
- Alphabets
- Quipu

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

Teachers have flexibility to use examples of **legal codes** such as the following:

- Code of Hammurabi (Babylonia)
- Code of Ur-Nammu (Sumeria)

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

Teachers have flexibility to use examples of the **development of interregional trade** such as the following:

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

F. Social hierarchies, including patriarchy, intensified as states expanded and cities multiplied.
Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

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

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

I. Codifications and further developments of existing religious traditions provided a bond among people and an ethical code to live by. [CUL-1, 2, 4, 5 | SB-7 | SOC-3, 5]

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

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

II. New belief systems and cultural traditions emerged and spread, often asserting universal truths. [ENV-2 | CUL-1, 2, 3, 4, 8, 9 | SB-2, 4 | ECON-8 | SOC-3, 4, 5]

A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and collected by his followers in sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote Buddhism’s core teachings.

B. Confucianism’s core beliefs and writings originated in the writings and lessons of Confucius. They were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including rulers.

C. In major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture.
Teachers have flexibility to use examples of the influence of Daoism on the development of Chinese culture such as the following:

- Medical theories and practices
- Poetry
- Metallurgy
- Architecture

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

E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

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

Teachers have the flexibility to use examples of art and architecture such as the following:

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

III. Belief systems generally reinforced existing social structures while also offering new roles and status to some men and women. For example, Confucianism emphasized filial piety, and some Buddhists and Christians practiced a monastic life. [CUL-1, 3, 5 | SOC-1, 5]

IV. Other religious and cultural traditions, including shamanism, animism, and ancestor veneration persisted. [ENV-2]
Key Concept 2.2. The Development of States and Empires

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

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. [ENV-4 | SB-2, 5, 10] Key states and empires include:

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

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

Teachers have flexibility to use examples of Persian empires such as the following:

- Achaemenid
- Parthian
- Sassanian

II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms. [ENV-2, 8 | SB-1, 2, 4, 6, 8, 9, 10 | ECON-3]

A. In order to organize their subjects, in many regions the rulers created administrative institutions, including centralized governments as well as elaborate legal systems and bureaucracies.
Teachers have flexibility to use examples of regions where rulers created administrative institutions such as the following:

- China
- Persia
- Rome
- South Asia

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

III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas. [CUL-8 | SB-1, 2, 4, 5, 9, 10 | ECON-2, 3, 5, 6 | SOC-1, 2, 3, 4]

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

Teachers have flexibility to use examples of imperial cities such as the following:

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

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

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

Teachers have flexibility to use examples of methods of ensuring production and social hierarchy such as the following:

- Corvée labor
- Slavery
- Rents and tributes
The Concept Outline: Key Concept 2.3

- Peasant communities
- Family and household production

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

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. [ENV-2, 4, 5 | SB-2, 3, 4, 6, 8 | SOC-4]

A. Through excessive mobilization of resources, imperial governments generated social tensions and created economic difficulties by concentrating too much wealth in the hands of elites.

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

Teachers have flexibility to use examples of problems along frontiers such as the following:
- Between Han China and the Xiongnu
- Between the Gupta and the White Huns
- Between the Romans and their northern and eastern neighbors

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

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across extensive networks of communication and exchange. In the Americas and Oceania localized networks developed.

I. Land and water routes became the basis for interregional trade, communication, and exchange networks in the Eastern Hemisphere. [ENV-2, 3, 4 | SB-10 | ECON-12]

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.

II. New technologies facilitated long-distance communication and exchange. [ENV-2, 6 | CUL-6 | SB-10 | ECON-12]

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.

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.**

   
   [ENV-2, 3, 7 | CUL-1, 2, 6 | SB-4 | ECON-1, 8, 10, 12]

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

   **Teachers have flexibility to use examples of changes in farming and irrigation techniques such as the following:**
   
   - The qanat system
   - A variety of water wheels (*noria, sakia*)
   - Improved wells and pumps (*shaduf*)

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

   **Teachers have flexibility to use examples of the effects of the spread of disease on empires such as the following:**
   
   - The effects of disease on the Roman Empire
   - The effects of disease on Chinese empires

C. Religious and cultural traditions — including Christianity, Hinduism, and Buddhism — were transformed as they spread.
Period 3: Regional and Interregional Interactions, c. 600 C.E. to c. 1450

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

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

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. [ENV-3, 6, 8 | CUL-6 | SB-1, 2, 4, 5, 6, 9 | ECON-2, 5, 10, 11, 12]

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

Teachers have flexibility to use examples of new trading cities such as the following:

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

B. Communication and exchange networks developed in the Americas.
Teachers have flexibility to use examples of networks such as the following:

- Mississippi River Valley
- Mesoamerica
- Andes

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

Teachers have flexibility to use examples of luxury goods such as the following:

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

Teachers have flexibility to use examples of new forms of credit and monetization such as the following:

- Bills of exchange
- Credit
- Checks
- Banking houses

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

Teachers have flexibility to use examples of state practices such as the following:

- Minting of coins
- Use of paper money

E. The expansion of empires — including China, the Byzantine Empire, the Caliphates, and the Mongols — facilitated Afro-Eurasian trade and communication as new peoples were drawn into their conquerors’ economies and trade networks.
II. The movement of peoples caused environmental and linguistic effects. [ENV-3, 5, 6 | CUL-6 | SB-4]

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

Teachers have flexibility to use examples of environmental knowledge and technological adaptations such as the following:

- The way Scandinavian Vikings used their longships to travel in coastal and open waters as well as in rivers and estuaries
- The way the Arabs and Berbers adapted camels to travel across and around the Sahara
- The way Central Asian pastoral groups used horses to travel in the steppes

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

- The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa
- The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands

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

Teachers have flexibility to use examples of the diffusion of languages such as the following:

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

III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication. [CUL-1, 2, 3, 4, 6, 7, 8, 9 | SB-4, 9, 10 | ECON-10, 12 | SOC-3, 5, 8]

A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.

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

Teachers have flexibility to use examples of diasporic communities such as the following:

- Muslim merchant communities in the Indian Ocean region
- Chinese merchant communities in Southeast Asia
• Sogdian merchant communities throughout Central Asia
• Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads

C. As exchange networks intensified, an increased number of travelers within Afro-Eurasia wrote about their travels. Their writings illustrate both the extent and the limitations of intercultural knowledge and understanding.

Teachers have flexibility to use examples of travelers such as the following:
• Ibn Battuta
• Marco Polo
• Xuanzang

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

Teachers have flexibility to use examples of the diffusion of literary, artistic, and cultural traditions such as the following:
• The spread of Christianity throughout Europe
• The influence of Neoconfucianism and Buddhism in East Asia
• The spread of Hinduism and Buddhism into Southeast Asia
• The spread of Islam in Sub-Saharan Africa and Asia
• The influence of Toltec/Mexica and Inca traditions in Mesoamerica and Andean America

Teachers have flexibility to use examples of the diffusion of scientific and technological innovations such as the following:
• The influence of Greek and Indian mathematics on Muslim scholars
• The return of Greek science and philosophy to Western Europe via Muslim al-Andalus in Iberia
• The spread of printing and gunpowder technologies from East Asia into the Islamic empires and Western Europe

IV. There was continued diffusion of crops and pathogens, including epidemic diseases like the bubonic plague, throughout the Eastern Hemisphere along the trade routes. [ENV-5, 7, 8 | ECON-10, 12]

Teachers have flexibility to use examples of diffusion of crops such as the following:
• Bananas in Africa
• New rice varieties in East Asia
• The spread of cotton, sugar, and citrus throughout Dar al-Islam and the Mediterranean basin
Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

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

I. Empires collapsed and were reconstituted; in some regions new state forms emerged. [CUL-2, 4, 5 | SB-1, 2, 3, 4, 5, 6, 9, 10 | ECON-3, 12 | SOC-1, 4]

A. Following the collapses of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang, and Song — combined traditional sources of power and legitimacy with innovations better suited to their specific local context.

Teachers have flexibility to use examples of traditional sources of power and legitimacy such as the following:

- Patriarchy
- Religion
- Land-owning elites

Teachers have flexibility to use examples of innovations such as the following:

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

B. In some places, new forms of governance emerged including those developed in various Islamic states, the Mongol Khanates, city-states, and decentralized government (feudalism) in Europe and Japan.

Teachers have flexibility to use examples of Islamic states such as the following:

- Abbasids
- Muslim Iberia
- Delhi Sultanates
Teachers have flexibility to use examples of city-states such as the following:

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

C. Some states synthesized local with foreign traditions.

Teachers have flexibility to use examples of synthesis by states such as the following:

- Persian traditions that influenced Islamic states
- Chinese traditions that influenced states in Japan

D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach; networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica (“Aztecs”) and Inca.

II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including transfers between Tang China and the Abbasids, transfers across the Mongol empires, transfers during the Crusades, and transfers during Chinese maritime activity led by Ming Admiral Zheng He. [CUL-6 | SB-4, 6, 8, 10 | ECON-10]

Teachers have flexibility to use examples of technological and cultural transfers such as the following:

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

Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes. Productivity rose in both agriculture and industry. Rising productivity supported population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings. Shifts in production and the increased volume of trade also stimulated new labor practices, including adaptation of existing patterns of free and coerced labor. Social and gender structures evolved in response to these changes.

I. Innovations stimulated agricultural and industrial production in many regions. [ENV-8, 9 | ECON-1, 3, 5, 10, 12]

A. Agricultural production increased significantly due to technological innovations.
B. Demand for foreign luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.

II. **The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.** [ENV-4, 5, 7 | SB-4, 5, 9 | ECON-2, 3, 5, 12]

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

   B. Multiple factors contributed to urban revival, including: the end of invasions; the availability of safe and reliable transport; the rise of commerce and warmer temperatures between 800 and 1300; increased agricultural productivity and subsequent rising population; and greater availability of labor.

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.** [CUL-4, 5 | SB-2, 4, 6, 7, 10 | ECON-3, 5, 6 | SOC-1, 2, 4, 5, 8]

   A. The diversification of labor organization that began with settled agriculture continued in this period. Forms of labor organization included free peasant agriculture, nomadic pastoralism, craft production and guild organization, various forms of coerced and unfree labor, government-imposed labor taxes, and military obligations.

   B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia.

   C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the *mit’a* in the Inca Empire. Free peasants resisted attempts to raise dues and taxes by staging revolts. The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean.

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**Teachers have flexibility to use examples of technological innovations such as the following:**

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

**Teachers have flexibility to use examples of regions where free peasants revolted such as the following:**

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

<table>
<thead>
<tr>
<th>Teachers have flexibility to use examples of changes in gender relations and family structure such as the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Divorce for both men and women in some Muslim states</td>
</tr>
<tr>
<td>• The practice of foot binding in Song China</td>
</tr>
</tbody>
</table>
Period 4: Global Interactions, c. 1450 to c. 1750

Key Concept 4.1. Globalizing Networks of Communication and Exchange

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

I. In the context of the new global circulation of goods, there was an intensification of all existing regional patterns of trade that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia. [SB-9 | ECON-3, 12, 13]

II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible. [ENV-3, 6 | CUL-6 | ECON-10, 12]

Teachers have flexibility to use examples of innovations in ship designs such as the following:

- Caravel
- Carrack
- Fluyt

III. Remarkable new transoceanic maritime reconnaissance occurred in this period. [ENV-3, 6 | CUL-6 | SB-6, 9 | ECON-3, 12, 13]

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 settlements continued and spurred European searches for multiple routes to Asia.
IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.

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. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade.

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.

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

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

B. American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period.

Teachers have flexibility to use examples of American foods such as the following:

- Potatoes
- Maize
- Manioc

Teachers have flexibility to use examples of cash crops such as the following:

- Sugar
- Tobacco

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.
Teachers have flexibility to use examples of *domesticated animals* such as the following:

- Horses
- Pigs
- Cattle

Teachers have flexibility to use examples of *foods brought by African slaves* such as the following:

- Okra
- Rice

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.

VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices. 

Teachers have the flexibility to use examples of the reform of existing religions and creation of syncretic belief systems and practices such as the following:

- The continuing importance of Sufi practices contributed to the further spread of Islam in Afro-Eurasia as believers adapted Islam to local cultural practices.
- The political rivalry between the Ottomans and Safavids intensified the split between Sunni and Shi’a.
- The practice of Christianity continued to spread throughout the world and was increasingly diversified by the process of diffusion and the Reformation.
- Vodun developed in Caribbean in the context of interactions between Christianity and African religions.
- Sikhism developed in South Asia in the context of interactions between Hinduism and Islam.
- While the practice of Buddhism declined in South Asia and island Southeast Asia, different sects of Buddhism and Buddhist practices spread in Northeast Asia and mainland Southeast Asia.

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. [CUL-8, 9 | SB-1, 9]
Key Concept 4.2. New Forms of Social Organization and Modes of Production

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

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-4, 8 | ECON-1]

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. [SB-9 | ECON-1, 3, 5, 6, 10 | SOC-2, 7, 8]

A. Peasant labor intensified in many regions.

Teachers have flexibility to use examples of the intensification of peasant labor such as the following:

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

B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.

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

D. Colonial economies in the Americas depended on a range of coerced labor.
Teachers have flexibility to use examples of coerced labor such as the following:

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

III. As social and political elites changed, they also restructured ethnic, racial, and gender hierarchies. [SB-4 | ECON-3, 6 | SOC-1, 2, 4, 7]

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

Teachers have flexibility to use examples of new elites such as the following:

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

B. The power of existing political and economic elites fluctuated as they confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

Teachers have flexibility to use examples of existing elites such as the following:

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

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

Teachers have flexibility to use examples of gender and family restructuring such as the following:

- The dependence of European men on Southeast Asian women for conducting trade in that region
- The smaller size of European families
Key Concept 4.3. State Consolidation and Imperial Expansion

Empires expanded and conquered peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects, and administering widely dispersed territories. Agents of the European powers moved into existing trade networks around the world. In Africa and the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts and enclaves. In the Americas, European empires moved more quickly to settlement and territorial control, responding to local demographic and commercial conditions. Moreover, the creation of European empires in the Americas quickly fostered a new Atlantic exchange network that included the transatlantic slave trade and transpacific exchange network. Around the world, empires and states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states — especially on the coast; this led to the rise of new states and contributed to the decline of states on both the coast and in the interior.

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

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

      Teachers have flexibility to use examples of religious ideas such as the following:
      - European notions of divine right
      - Safavid use of Shiism
      - Mexica or Aztec practice of human sacrifice
      - Songhay promotion of Islam
      - Chinese emperors’ public performance of Confucian rituals

      Teachers have flexibility to use examples of art and monumental architecture such as the following:
      - Ottoman miniature painting
      - Qing imperial portraits
      - Mughal mausolea and mosques, such as the Taj Mahal
      - European palaces, such as Versailles

   B. States treated different ethnic and religious groups in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state.
Teachers have flexibility to use examples of the differential treatment of ethnic and religious groups such as the following:

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

C. Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources.

Teachers have flexibility to use examples of bureaucratic elites or military professionals such as the following:

- Ottoman devshirme
- Chinese examination system
- Salaried samurai

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

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 these empires also affected the power of the states in interior West and Central Africa.

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

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

A. Omani-European rivalry in the Indian Ocean

Teachers have flexibility to use examples of competition over trade routes such as the following:
### Teachers have flexibility to use examples of *state rivalries* such as the following:

- Thirty Years War
- Ottoman-Safavid conflict

### Teachers have flexibility to use examples of *local resistance* such as the following:

- Food riots
- Samurai revolts
- Peasant uprisings
Period 5: Industrialization and Global Integration, c. 1750 to c. 1900

Key Concept 5.1. Industrialization and Global Capitalism

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

I. Industrialization fundamentally changed how goods were produced.
[ENV-9 | SB-5 | ECON-2, 4, 5, 9 | SOC-2, 3, 4]

A. A variety of factors led to the rise of industrial production, including:
   • Europe’s location on the Atlantic Ocean
   • The geographical distribution of coal, iron, and timber
   • European demographic changes
   • Urbanization
   • Improved agricultural productivity
   • Legal protection of private property
   • An abundance of rivers and canals
   • Access to foreign resources
   • The accumulation of capital

B. The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.

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

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.

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.
[ENV-9 | CUL-6 | SB-9 | ECON-3, 4, 12]
A. The need for raw materials for the factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in mass producing natural resources. The profits from these raw materials were used to purchase finished goods.

**Teachers have flexibility to use examples of the production and export of natural resources such as the following:**

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

B. The rapid development of steam-powered industrial production in European countries and the U.S. contributed to these regions’ increase in their share of global manufacturing. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions’ share in global manufacturing declined.

**Teachers have flexibility to use examples of the decline of Middle Eastern and Asian countries’ share in global manufacturing such as the following:**

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

C. The global economy of the 19th century expanded dramatically from the previous period due to increased exchanges of raw materials and finished goods in most parts of the world. Some commodities gave merchants and companies based in Europe and the U.S. a distinct economic advantage.

**Teachers have flexibility to use examples of commodities that contributed to the expansion of the global economy in the 19th century such as the following:**

- Opium produced in the Middle East or South Asia and exported to China
- Cotton grown in South Asia, Egypt, the Caribbean, or North America and exported to Great Britain and other European countries
- Palm oil produced in Sub-Saharan Africa and exported to European countries
D. The need for specialized and limited metals for industrial production, as well as the global demand for gold, silver, and diamonds as forms of wealth, led to the development of extensive mining centers.

### Teachers have flexibility to use examples of mining centers such as the following:
- Copper mines in Mexico
- Gold and diamond mines in South Africa

III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.  
[CUL-3 | ECON-3, 4, 9, 11, 13]

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.

### Teachers have flexibility to use examples of transnational businesses such as the following:
- The United Fruit Company based in the U.S. and operating in Central America
- HSBC — Hong Kong and Shanghai Banking Corporation founded by British bankers

### Teachers have flexibility to use examples of financial instruments such as the following:
- Stock markets
- Insurance
- Gold standard
- Limited liability corporations

IV. There were major developments in transportation and communication, including railroads, steamships, telegraphs, and canals. [ENV-6 | ECON-12]

V. The development and spread of global capitalism led to a variety of responses.  
[CUL-3 | SB-1, 2, 4, 9 | ECON-3, 7, 9 | SOC-3]

A. In industrialized states, many workers organized themselves to improve working conditions, limit hours, and gain higher wages, while others opposed industrialists’ treatment of workers by promoting alternative visions of society, including Marxism.
Teachers have flexibility to use examples of alternative visions such as the following:

- Utopian socialism
- Anarchism

B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production, while other members of the Qing and Ottoman governments led reforms in imperial policies.

Teachers have flexibility to use examples of reforms such as the following:

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

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

Teachers have flexibility to use examples of state-sponsored visions of industrialization such as the following:

- The economic reforms of Meiji Japan
- The development of factories and railroads in Tsarist Russia
- Muhammad Ali’s development of a cotton textile industry in Egypt

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

Teachers have flexibility to use examples of reforms such as the following:

- State pensions and public health in Germany
- Expansion of suffrage in Britain
- Public education in many nation-states

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. [ENV-5, 9 | SB-4, 9 | ECON-5 | SOC-1, 2, 3]

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 unsanitary conditions.
Key Concept 5.2. Imperialism and Nation-State Formation

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

I. Industrializing powers established transoceanic empires.
   [ENV-9 | SB-1, 2, 3, 9, 10 | ECON-3 | SOC-7]

A. States with existing colonies strengthened their control over those colonies.

   Teachers have flexibility to use examples of states with existing colonies such as the following:
   - British in India
   - Dutch in Indonesia

B. European states, as well as the Americans and the Japanese, established empires throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

   Teachers have flexibility to use examples of European states that established empires such as the following:
   - British
   - Dutch
   - French
   - German
   - Russian

C. Many European states used both warfare and diplomacy to establish empires in Africa.

   Teachers have flexibility to use examples of European states that established empires in Africa such as the following:
   - Britain in West Africa
   - Belgium in the Congo

D. In some parts of their empires, Europeans established settler colonies.
Teachers have flexibility to use examples of Europeans who established settler colonies such as the following:

- The British in southern Africa, Australia, and New Zealand
- The French in Algeria

E. In other parts of the world, industrialized states practiced economic imperialism.

Teachers have flexibility to use examples of industrialized states practicing economic imperialism such as the following:

- The British and French expanding their influence in China through the Opium Wars
- The British and the United States investing heavily in Latin America

II. Imperialism influenced state formation and contraction around the world.  
[CUL-3 | SB-1, 2, 3, 4, 6, 10 | ECON-4 | SOC-7]

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

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

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

Teachers have flexibility to use examples of direct resistance and new states such as the following:

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

III. New racial ideologies, especially social Darwinism, facilitated and justified imperialism.  
[CUL-3, 4 | SB-4 | ECON-8 | SOC-6]

Key Concept 5.3. Nationalism, Revolution, and Reform

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

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.  
[CUL-2, 3, 4, 7 | SB-4, 7 | ECON-7 | SOC-1, 2, 3, 6, 7]
A. Enlightenment philosophers applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life; they also critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation. Other Enlightenment philosophers developed new political ideas about the individual, natural rights, and the social contract.

Teachers have flexibility to use examples of Enlightenment philosophers such as the following:

- Voltaire
- Montesquieu
- Locke
- Rousseau

B. The ideas of Enlightenment philosophers, as reflected in revolutionary documents — including the American Declaration of Independence, the French Declaration of the Rights of Man and Citizen, and Bolivar’s Jamaica Letter — influenced resistance to existing political authority.

C. Enlightenment ideas influenced many people to challenge existing notions of social relations, which contributed to the expansion of rights as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.

II. Beginning in the 18th century, peoples around the world developed a new sense of commonality based on language, religion, social customs, and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.

Teachers have flexibility to use examples of nationalism such as the following:

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

III. Increasing discontent with imperial rule propelled reformist and revolutionary movements. [CUL-2, 3, 4, 7 | SB-4 | SOC-3, 7]

A. Subjects challenged centralized imperial governments.

Teachers have flexibility to use examples of subjects challenging imperial government such as the following:

- The challenge of the Marathas to the Mughal Sultans
- The challenge of the Taipings to the Manchus of the Qing dynasty
B. American colonial subjects led a series of rebellions — including the American Revolution, the Haitian Revolution, and the Latin American independence movements — that facilitated the emergence of independent states in the United States, Haiti, and mainland Latin America. French subjects rebelled against their monarchy.

C. Slave resistance challenged existing authorities in the Americas.

Teachers have flexibility to use examples of slave resistance such as the following:
- The establishment of Maroon societies in the Caribbean or Brazil
- North American slave resistance

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

Teachers have flexibility to use examples of anticolonial movements such as the following:
- The Indian Revolt of 1857
- The Boxer Rebellion in Qing China

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

Teachers have flexibility to use examples of rebellions such as the following:
- The Ghost Dance in the U.S.
- The Xhosa Cattle-Killing Movement in southern Africa

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 political ideologies, including liberalism, socialism, and communism.

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

Teachers have flexibility to use examples of demands such as the following:
- Mary Wollstonecraft’s A Vindication of the Rights of Woman
- Olympe de Gouges’s “Declaration of the Rights of Women and the Female Citizen”
- The resolutions passed at the Seneca Falls Conference in 1848
Key Concept 5.4. Global Migration

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

I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living. [ENV-3, 4, 6, 7, 8 | SB-5 | ECON-2, 4, 12 | SOC-8]

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.

Teachers have flexibility to use examples of return of migrants such as the following:
- Japanese agricultural workers in the Pacific
- Lebanese merchants in the Americas
- Italian industrial workers in Argentina

II. Migrants relocated for a variety of reasons. [ENV-3, 5 | ECON-5, 6 | SOC-2, 8]

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

Teachers have flexibility to use examples of migrants such as the following:
- Manual laborers
- Specialized professionals

B. The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.

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. [ENV-3, 4 | CUL-9 | SOC-1, 8]

A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.
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.

<table>
<thead>
<tr>
<th>Teachers have flexibility to use examples of migrant ethnic enclaves in different parts of the world such as the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chinese in Southeast Asia, the Caribbean, South America, and North America</td>
</tr>
<tr>
<td>• Indians in East and Southern Africa, the Caribbean, and Southeast Asia</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Teachers have flexibility to use examples of the regulation of immigrants such as the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Chinese Exclusion Acts</td>
</tr>
<tr>
<td>• The White Australia Policy</td>
</tr>
</tbody>
</table>
Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present

Key Concept 6.1. Science and the Environment

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

I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology. [ENV-6, 8, 9 | CUL-6, 7 | ECON-1, 12]
   A. New modes of communication and transportation reduced the problem of geographic distance.
   B. The Green Revolution produced food for the earth’s growing population as it spread chemically and genetically enhanced forms of agriculture.
   C. Medical innovations increased the ability of humans to survive and live longer lives.

<table>
<thead>
<tr>
<th>Teachers have flexibility to use examples of medical innovations such as the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The polio vaccine</td>
</tr>
<tr>
<td>• Antibiotics</td>
</tr>
<tr>
<td>• The artificial heart</td>
</tr>
</tbody>
</table>

D. Energy technologies including the use of petroleum and nuclear power raised productivity and increased the production of material goods.

II. During a period of unprecedented global population expansion, humans fundamentally changed their relationship with the environment. [ENV-3, 5, 9 | SB-4 | ECON-4]
   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.

III. Disease, scientific innovations, and conflict led to demographic shifts. [ENV-7 | CUL-7 | SB-9, 10 | SOC-6]
   A. Diseases associated with poverty persisted, while other diseases emerged as new epidemics and threats to human survival. In addition, changing lifestyles and increased longevity led to a higher incidence of certain diseases.
Teachers have flexibility to use examples of *diseases associated with poverty* such as the following:

- Malaria
- Tuberculosis
- Cholera

Teachers have flexibility to use examples of *emergent epidemic diseases* such as the following:

- The 1918 influenza pandemic
- Ebola
- HIV/AIDS

Teachers have flexibility to use examples of *diseases associated with changing lifestyles* such as the following:

- Diabetes
- Heart disease
- Alzheimer’s disease

B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.

C. Improved military technology and new tactics led to increased levels of wartime casualties.

Teachers have flexibility to use examples of *improved military technology* such as the following:

- Tanks
- Airplanes
- The atomic bomb

Teachers have flexibility to use examples of *new tactics* such as the following:

- Trench warfare
- Firebombing
Teachers have flexibility to use examples of wartime casualties such as the following:

- Nanjing
- Dresden
- Hiroshima

Key Concept 6.2. Global Conflicts and Their Consequences

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

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. [SB-2, 7, 8, 9, 10 | ECON-4]

A. The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors.

Teachers have flexibility to use examples of internal and external factors such as the following:

- Political and social discontent
- Technological and economic stagnation
- Military defeat

B. Some colonies negotiated their independence.

Teachers have flexibility to use examples of negotiated independence such as the following:

- India from the British Empire
- The Gold Coast from the British Empire
- French West Africa
C. Some colonies achieved independence through armed struggle.

**Teachers have flexibility to use examples of independence through armed struggle such as the following:**
- Algeria and Vietnam from the French Empire
- Angola from the Portuguese Empire

II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states. [CUL-3, 4, 9 | SB-1, 2, 4, 7, 9, 10 | ECON-7, 8, 9 | SOC-3, 4, 7]

A. Nationalist leaders and parties in Asia and Africa challenged imperial rule.

**Teachers have flexibility to use examples of nationalist leaders and parties such as the following:**
- Indian National Congress
- Ho Chi Minh in French Indochina (Vietnam)
- Kwame Nkrumah in British Gold Coast (Ghana)

B. Regional, religious, and ethnic movements challenged both colonial rule and inherited imperial boundaries.

**Teachers have flexibility to use examples of regional, religious, and ethnic movements such as the following:**
- Muhammad Ali Jinnah in British India
- The Québécois separatist movement in Canada
- The Biafra secessionist movement in Nigeria

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

**Teachers have flexibility to use examples of transnational movements such as the following:**
- Communism
- Pan-Arabism
- Pan-Africanism

D. Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism and socialism.
III. Political changes were accompanied by major demographic and social consequences. [SB-4, 7, 9, 10 | ECON-2 | SOC-8]

A. The redrawing of old colonial boundaries led to population displacement and resettlements.

Teachers have flexibility to use examples of population resettlements and creation of refugee populations such as the following:

- The India/Pakistan partition
- The Zionist Jewish settlement of Palestine and displacement of Palestinians
- The division of the Middle East into mandatory states

B. The migration of former colonial subjects to imperial metropoles (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.

Teachers have flexibility to use examples of migrations such as the following:

- South Asians to Britain
- Algerians to France
- Filipinos to the United States

C. The proliferation of conflicts led to various forms of genocide or ethnic violence.

Teachers have flexibility to use examples of genocide or ethnic violence such as the following:

- Armenians in Turkey during and after World War I
- The Holocaust during World War II
- Tutsi in Rwanda in the 1990s

IV. Military conflicts occurred on an unprecedented global scale. [CUL-3, 8 | SB-1, 2, 3, 4, 8, 9, 10 | ECON-3, 4, 9 | SOC-7]

A. World War I and World War II were the first “total wars.” Governments used ideologies, including fascism, nationalism, and communism, to mobilize all of their state’s resources, including peoples, both in the home countries and the colonies or former colonies, for the purpose of waging war. Governments also used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize these populations.

B. The sources of global conflict in the first half of the century varied, and included imperialist expansion by European powers and Japan, competition for resources, and the economic crisis engendered by the Great Depression.
C. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The United States and the Soviet Union emerged as superpowers, which led to ideological struggles between capitalism and communism throughout the globe.

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

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. [CUL-3, 9 | SB-1, 2, 7, 8, 10 | ECON-3 | SOC-3, 4]

A. Groups and individuals challenged the many wars of the century, and some promoted the practice of nonviolence as a way to bring about political change.

Teachers have flexibility to use examples of groups and individuals who challenged war such as the following:
- Picasso in his Guernica
- The antinuclear movement during the Cold War
- Thich Quang Duc by self-immolation

Teachers have flexibility to use examples of nonviolence such as the following:
- Mohandas Gandhi
- Dr. Martin Luther King, Jr.
- Nelson Mandela in South Africa

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

Teachers have flexibility to use examples of such groups and individuals such as the following:
- The Anti-Apartheid Movement in South Africa
- Participants in the global uprisings of 1968
- The Tiananmen Square protesters that promoted democracy in China

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

Teachers have flexibility to use examples of responses that intensified conflict such as the following:
- The promotion of military dictatorship in Chile, Spain, and Uganda
- The buildup of the “military-industrial complex” and weapons trading
D. More movements used violence against civilians to achieve political aims.

Teachers have flexibility to use examples of movements that used violence such as the following:

- IRA
- ETA
- Al-Qaeda

Key Concept 6.3. New Conceptualizations of Global Economy, Society, and Culture

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

I. States responded in a variety of ways to the economic challenges of the 20th century. [CUL-3 | SB-1, 2, 4, 9 | ECON-3, 4, 9]

A. In the communist states of the Soviet Union and China governments controlled their national economies.

Teachers have flexibility to use examples of communist governments controlling their national economies such as the following:

- The Five Year Plans
- The Great Leap Forward

B. At the beginning of the 20th century in the United States and parts of Europe, governments played a minimal role in their national economies. With the onset of the Great Depression, governments began to take a more active role in economic life.

Teachers have flexibility to use examples of government intervention in the economy such as the following:

- The New Deal
- The fascist corporatist economy
C. In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.

Teachers have flexibility to use examples of governments guiding economic life such as the following:

- Nasser’s promotion of economic development in Egypt
- The encouragement of export-oriented economies in East Asia

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.

Teachers have flexibility to use examples of governments encouraging free market policies such as the following:

- The United States beginning with Ronald Reagan
- Britain under Margaret Thatcher
- China under Deng Xiaoping
- Chile under Pinochet

II. States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance. [ENV-3, 9 | CUL-3 | SB-2, 4, 9, 10 | ECON-3, 4, 9, 11, 13 | SOC-4]

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

Teachers have flexibility to use examples of new international organizations such as the following:

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

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

Teachers have flexibility to use examples of changing economic institutions such as the following:

- The International Monetary Fund (IMF)
- World Bank
- World Trade Organization (WTO)
- Multi-National Corporations (MNC)
Teachers have flexibility to use examples of regional trade agreements such as the following:

- The European Economic Community
- NAFTA
- ASEAN
- Mercosur

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

Teachers have flexibility to use examples of protest movements such as the following:

- Greenpeace
- Green Belt in Kenya
- Earth Day

III. People conceptualized society and culture in new ways; rights-based discourses challenged old assumptions about race, class, gender, and religion. In much of the world, access to education, as well as participation in new political and professional roles, became more inclusive in terms of race, class, and gender. [CUL-2, 3, 4, 5, 9] | SB-4 | ECON-4 | SOC-1, 3, 5, 6]

Teachers have flexibility to use examples of challenges to old assumptions about race, class, gender, and religion such as the following:

- The U.N. Universal Declaration of Human Rights especially as it sought to protect the rights of children, women, and refugees
- Global feminism movements
- Negritude movement
- Liberation Theology in Latin America
- Islamic renewal movements in Egypt and Saudi Arabia

Teachers have flexibility to use examples of increased access to education, as well as participation in new political and professional roles, such as the following:

- The right to vote and to hold public office granted to women in the United States (1920), Brazil (1932), Turkey (1934), Japan (1945), India (1947), and Morocco (1963)
- The rising rate of female literacy, and the increasing numbers of women in higher education, in most parts of the world
- The U.S. Civil Rights Act of 1965
- The end of Apartheid
- Caste and reservation in the Indian Constitution of 1949
IV. Popular and consumer culture became more global. [CUL-9 | ECON-4]

Teachers have flexibility to use examples of the global culture such as the following:

- Reggae
- Bollywood
- World Cup Soccer
- The Olympics
V. The AP World History Exam

Exam Description

The AP World History Exam is 3 hours and 15 minutes long and includes both a 105-minute multiple-choice/short-answer section and a 90-minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

<table>
<thead>
<tr>
<th>Section</th>
<th>Question Type</th>
<th>Number of Questions</th>
<th>Timing</th>
<th>Percentage of Total Exam Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Part A: Multiple-choice questions</td>
<td>55 questions</td>
<td>55 minutes</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Part B: Short-answer questions</td>
<td>4 questions</td>
<td>50 minutes</td>
<td>20%</td>
</tr>
<tr>
<td>II</td>
<td>Part A: Document-based question</td>
<td>1 question</td>
<td>55 minutes (includes a 15-minute reading period)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Part B: Long essay question</td>
<td>1 question (chosen from a pair)</td>
<td>35 minutes</td>
<td>15%</td>
</tr>
</tbody>
</table>

Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Time management is especially critical with regard to Section II, which consists of two essay questions. To assist students in budgeting their time, Section II begins with a 15-minute reading period during which students are encouraged to read the questions and plan their answers. After the conclusion of the reading period, students have 75 minutes to write their answers. Time left is announced, but students are not forced to move to the next question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

How Student Learning Is Assessed on the AP Exam

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

- Students’ achievement of the thematic learning objectives will be assessed throughout the exam. Each exam question will explicitly target one or more learning objectives and the corresponding parts of the concept outline.
Students’ use of the historical thinking skills will be assessed throughout the exam.

Students’ understanding of all six periods of world history will be assessed throughout the exam.

Students will write at least one essay — in response to either the document-based question or one of the long essay questions — that examines long-term developments that cross historical time periods.

Coverage of the historical periods on the exam reflects the weighting allocations given in the concept outline (see page 43). Coverage of a period may be accomplished by asking questions in different sections of the exam. For example, the appearance of a short-answer question on Period 4 might mean that there are fewer questions addressing that period in the multiple-choice section.

Multiple-Choice Questions

The multiple-choice section will consist of 55 questions, organized into sets of two to five questions that ask students to respond to stimulus material — a primary or secondary source, including texts, images, charts, graphs, maps, etc. Each multiple-choice question will address one or more of the learning objectives for the course, as well as directly connecting to the concept outline and to one or more course themes. Each question will also test one or more of the nine historical thinking skills discussed in the curriculum framework, reflecting the course’s emphasis on the acquisition and application of historical reasoning. While a question set may focus on one particular period of world history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods.

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

Short-Answer Questions

The short-answer section will consist of four questions that require students to use historical thinking skills and content knowledge to respond to a historian’s argument, general propositions or questions about world history, or stimulus material. As in the multiple-choice section, stimulus material may consist of a primary or secondary source, including texts, images, charts, graphs, maps, etc. At least two of the four short-answer questions will include stimulus material. Each short-answer question will directly address one or more of the thematic learning objectives for the course and assess one or more of the nine historical thinking skills. Each short-answer question will ask students to analyze historical developments and/or processes using examples drawn from the concept outline or other examples explored in-depth in classroom instruction. The short-answer questions may require
students to take a position based on the stimulus material presented, identify a significant cause or effect, or account for differences and similarities in perspectives, historical developments, etc.

**Document-Based Question**

The document-based question emphasizes the ability to analyze and synthesize historical evidence, including textual, quantitative, or visual materials. The question also requires students to formulate a thesis and support it with relevant evidence. The five to seven documents accompanying the document-based question are not confined to a single format, may vary in length, and are chosen to illustrate interactions and complexities within the material. The diversity of materials — which could include charts, graphs, cartoons, and works of art alongside written documents — will allow students to assess the value of different kinds of documents and to call upon a broad spectrum of historical skills. Each document-based question will focus on one targeted skill — such as causation, continuity and change over time, or comparison — that varies from year to year.

The document-based question will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, this document-based question will also assess students’ ability to incorporate outside knowledge related to the question but beyond the specifics of the documents. This ability to place the documents in the historical context in which they were produced is essential for student success.

**Long Essay Question**

To provide opportunities for students to demonstrate what they know best, students will be given a choice between two comparable long essay options. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in world history as defined by the thematic learning objectives. As with the document-based question, student essays will require the development of a thesis or argument supported by analysis and synthesis of specific, relevant historical evidence. Students will be expected to illustrate in their responses that they have mastered a targeted skill such as continuity and change over time, comparison, causation, or periodization.

Both long essay questions on the exam will target the same skill, which varies from year to year, and the tasks required of the students will be very similar. The questions will address different chronological periods and topics. Questions will be limited to topics or examples specifically mentioned in the concept outline but framed to allow student answers to include in-depth examples, drawn either from the concept outline or from topics beyond the concept outline discussed in the classroom.
Sample Exam Questions

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

Exam questions will be subject to further development and piloting prior to the first exam administration in May 2017. The AP World History Course and Exam Description (to be released in early 2016) will include the full and final specifications of the revised exam format, as well as sample questions. Additionally, a full practice exam will be published in 2016.
Section I

Part A: Multiple-Choice Questions

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

**Set 1:** This set of tablet inscriptions focuses on commercial exchange and social stratification in Mesopotamia during the second millennium B.C.E. The accompanying questions require student understanding of Mesopotamian economic and social development. Students must analyze the sources as evidence and within a historical context.

Questions 1.1 to 1.3 refer to the passages below.

“You said, ‘I will give good copper to Gimil-Sin.’ That is what you said, but you have not done so; you offered bad copper to my messenger saying ‘Take it or leave it.’ Who am I that you should treat me so? Are we not both gentlemen?”

Tablet inscription of a message from a customer to a copper merchant, Ur, Mesopotamia, circa 1800 B.C.E.

“A merchant will loan to his business partners approximately 3 pounds of silver, for an expedition to the Arabian peninsula to buy there copper. . . . After safe termination of the voyage, the merchant loaning the silver will not recognize commercial losses; the debtors have agreed to satisfy him with four *mina* of copper for each weight of silver, roughly 500 pounds of copper total, as a just price.”

Tablet inscription, Ur, Mesopotamia, circa 1800 B.C.E.

1.1. The interactions described in the inscriptions are best understood in the context of which of the following?

(A) The desertification of the Middle East  
(B) The development of trade networks  
(C) Growing patriarchy in agricultural societies  
(D) Government regulation of commercial activities

---

**Learning Objectives**

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Historical Thinking Skills</th>
<th>Key Concepts in the Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON-12</td>
<td>Contextualization</td>
<td>1.3 III E</td>
</tr>
</tbody>
</table>

Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.
1.2. The tone of the first inscription best reflects which of the following developments in early urban societies?

(A) The mobilization of surplus labor
(B) The militarism of Mesopotamian city-states
(C) The appeal to religion as a source of authority
(D) The stratification of social groups

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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<th>Key Concepts in the Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</td>
<td>Use of Evidence</td>
<td>1.3 III F</td>
</tr>
<tr>
<td></td>
<td>Contextualization</td>
<td></td>
</tr>
</tbody>
</table>

1.3. The two tablets best support which of the following conclusions?

(A) Mesopotamian society had highly developed legal codes.
(B) Mesopotamian society had little trade with other regions.
(C) Mesopotamians benefited from pastoral nomadic technologies.
(D) Mesopotamians developed systems to record commercial transactions.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.</td>
<td>Historical Argumentation</td>
<td>1.3 III B</td>
</tr>
<tr>
<td></td>
<td>Contextualization</td>
<td></td>
</tr>
</tbody>
</table>
Set 2: This set of questions, based upon the Arthashastra, focuses on the relationship between religion and governance, gender, and social organization in Mauryan India. To analyze this South Asian legal and political treatise, students must apply the skills of patterns of continuity and change over time and historical argumentation.

Questions 2.1 to 2.4 refer to the excerpt below.

"Marriage precedes all other duties of life. The different kinds of marriage are: the giving in marriage of a bride well-adorned [with a dowry] . . . the giving in marriage of a bride [in exchange] for a couple of cows the giving in marriage of a bride to a priest the voluntary union of a maiden and her lover the giving in marriage of a bride after receiving plenty of wealth from the groom's family the abduction of a bride by a suitor

Of these, the first three are ancestral customs of old and are valid on their being approved of by the father [of the bride]. The rest are to be sanctioned by both the father and the mother. . . . Any kind of marriage [that meets the above conditions] is approachable. . . .

Sons begotten by men of higher caste and women of lower caste are called anuloma and are considered to be of mixed caste. Sons begotten by men of lower caste and women of higher caste are called pratiloma and originate on account of kings violating all norms of proper behavior."

Arthashastra, a legal and political treatise produced for Chandragupta, a Hindu ruler of the Mauryan dynasty in India, circa 300 B.C.E.

2.1. Compared to the regulations in the excerpt, Buddhist practices concerning gender roles in the period 600 B.C.E. to 600 C.E. differed in that they

(A) rejected the validity of marriage as an institution
(B) offered women and men the possibility of monastic life as an alternative to marriage
(C) gave the bride's mother, rather than the father, the primary role in making marriage decisions
(D) asserted that only marriages based on the free choice of both spouses were valid

<table>
<thead>
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<th>Learning Objectives</th>
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<th>Key Concepts in the Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.</td>
<td>Comparison</td>
<td>2.1 III</td>
</tr>
<tr>
<td>SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.2. Which of the following conclusions about the period 600 B.C.E. to 600 C.E. is most directly supported by the passage?

(A) The emergence of new religious traditions often challenged long-standing social norms.
(B) Religious traditions were unaffected by the rapidly changing social norms of the period.
(C) The codification of religious traditions reinforced existing social norms.
(D) Religious traditions and social norms were transformed by cross-cultural interactions.

Learning Objectives

<table>
<thead>
<tr>
<th>CUL-4</th>
<th>Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Historical Argumentation</td>
</tr>
</tbody>
</table>

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

Key Concepts in the Curriculum Framework

<table>
<thead>
<tr>
<th>SOC-1</th>
<th>Analyze the development, continuities, and changes in gender hierarchies, including patriarchy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continuity and Change</td>
</tr>
</tbody>
</table>

2.3. The views expressed in the excerpt are best seen as evidence of which of the following in Mauryan society?

(A) The persistence of patriarchy
(B) The absence of inter-caste marriages
(C) The social acceptance of children born out of wedlock
(D) The rulers’ lax enforcement of religious doctrine

Learning Objectives

<table>
<thead>
<tr>
<th>SOC-1</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continuity and Change</td>
</tr>
</tbody>
</table>

© 2014 The College Board
2.4. Which of the following changes to Mauryan religious policy occurred under Chandragupta’s grandson, Emperor Ashoka?

(A) The emergence of a syncretic Indo-Greek system of religious belief

(B) The secularization of the Mauryan state

(C) The promotion of Buddhist teachings through edicts by the ruler

(D) The establishment of Islam as the dominant religion of northern India

<table>
<thead>
<tr>
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<th>Key Concepts in the Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CUL-4</strong> Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.</td>
<td>Continuity and Change</td>
<td>2.1 II A</td>
</tr>
<tr>
<td><strong>SB-2</strong> Analyze how the functions and institutions of governments have changed over time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Exam Questions: Section I
Set 3: These tables present data about two buried caches of coins, providing evidence of the extent of networks of exchange, monetization, and communication in Postclassical Eurasia. The accompanying questions require students to analyze the quantitative archaeological data with an emphasis on comparison between Tang China and Viking England.

Questions 3.1 to 3.3 refer to the following descriptions of the contents of two buried caches of coins, found at archaeological sites in China and England, respectively.

**TABLE 1: ORIGIN OF THE COINS IN A CACHE FROM CIRCA 750 C.E., FOUND NEAR XI’AN, CENTRAL CHINA**

<table>
<thead>
<tr>
<th>Origin of the Coins</th>
<th>Date of the Coins</th>
<th>Number of Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese: pre-dating the Tang dynasty</td>
<td>circa 500 B.C.E.–550 C.E.</td>
<td>19</td>
</tr>
<tr>
<td>Chinese: Early Tang dynasty</td>
<td>circa 600–750 C.E.</td>
<td>451</td>
</tr>
<tr>
<td>Non-Chinese: Sassanian dynasty, Persia</td>
<td>circa 600 C.E.</td>
<td>1</td>
</tr>
<tr>
<td>Non-Chinese: Byzantine Empire</td>
<td>circa 600 C.E.</td>
<td>1</td>
</tr>
<tr>
<td>Non-Chinese: city of Turfan, Central Asia</td>
<td>circa 650 C.E.</td>
<td>1</td>
</tr>
<tr>
<td>Non-Chinese: Japan, Nara period</td>
<td>circa 710 C.E.</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>478</strong></td>
</tr>
</tbody>
</table>

**TABLE 2: ORIGINS OF THE COINS IN A VIKING CACHE FROM CIRCA 900 C.E., FOUND IN NORTHWESTERN ENGLAND**

<table>
<thead>
<tr>
<th>Origin of the Coins</th>
<th>Number of Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: Viking kingdoms in northern England</td>
<td>approximately 5,000</td>
</tr>
<tr>
<td>English: Anglo-Saxon kingdoms in southern England</td>
<td>approximately 1,000</td>
</tr>
<tr>
<td>Non-English: Carolingian Frankish Empire</td>
<td>approximately 1,000</td>
</tr>
<tr>
<td>Non-English: Viking states in Scandinavia</td>
<td>approximately 50</td>
</tr>
<tr>
<td>Non-English: Abbasid Caliphate</td>
<td>approximately 50</td>
</tr>
<tr>
<td>Non-English: Papacy and Northern Italian states</td>
<td>approximately 20</td>
</tr>
<tr>
<td>Non-English: Byzantine Empire</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>approximately 7,200</strong></td>
</tr>
</tbody>
</table>
3.1. Which of the following conclusions is best supported by the data in Table 1?

(A) The Tang emperors’ legitimacy continued to be challenged in many parts of China, even as their prestige outside China grew.

(B) The great majority of economic transactions in Tang China continued to be carried out through barter.

(C) Long-distance trade resulted in the establishment of new cities and diasporic merchant communities.

(D) Long-distance trade routes were active during the early Tang period, even as most trade in China remained local.

<table>
<thead>
<tr>
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<th>Key Concepts in the Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON-12</td>
<td>Use of Evidence</td>
<td>3.1 I A</td>
</tr>
<tr>
<td></td>
<td>Continuity and Change</td>
<td></td>
</tr>
</tbody>
</table>

3.2. A historian researching the economic history of Eurasia in the period circa 600–1450 C.E. would most likely find the two tables useful as a source of information about which of the following?

(A) The diffusion of cultural traditions along Eurasian trade routes

(B) The spread of technological innovations across regions in Eurasia

(C) The geographic extent of the monetization of Eurasian economies

(D) The extent to which government economic policies in Eurasia in the period 600–1450 represented a continuity of earlier policies

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>SB-1</td>
<td>Use of Evidence</td>
<td>3.1 I C</td>
</tr>
<tr>
<td></td>
<td>Comparison</td>
<td></td>
</tr>
<tr>
<td>ECON-11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.3. The data presented in the two tables best support which of the following comparative statements about Tang China and Viking England?

(A) Elites in Tang China were less wealthy than elites in Viking England.

(B) Merchants stood at the top of the social hierarchies in both Tang China and Viking England.

(C) Tang coins typically had larger nominal values than coins in Viking England.

(D) Coinage was seen as a useful means of storing value in both Tang China and Viking England.

---

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>ECON-11</strong> Explain how the development of financial instruments and techniques facilitated economic exchanges.</td>
<td>Historical Argumentation Comparison</td>
<td>3.1 1</td>
</tr>
</tbody>
</table>

---
Set 4: These diagrams represent the global flow of silver in the seventeenth and eighteenth centuries. In the following questions, students are required not only to compare these silver flows, but also to identify the causes and effects of changing patterns of global silver circulation.

Questions 4.1 to 4.4 refer to the two diagrams below.

WORLD SILVER FLOWS, 1600–1650 C.E., METRIC TONS PER YEAR (average)

Western Europe
Import: 158 Tons
Re-export: 110 Tons

Rest of Europe and the Middle East
Import: 94 Tons

Japan
Export: 59 Tons
Use: Unknown

Americas
Export: 302 Tons
Use: 66 Tons

Southern African Route
16 Tons

East and South Asia
Import: 109 Tons

The Pacific Route
34 Tons

WORLD SILVER FLOWS, 1725–1750 C.E., METRIC TONS PER YEAR (average)

Western Europe
Import: 230 Tons
Re-export: 270 Tons

Rest of Europe and the Middle East
Import: 110 Tons

Japan
Export: 0 Tons
Use: Unknown

Americas
Export: 533 Tons
Use: 117 Tons

Southern African Route
160 Tons

East and South Asia
Import: 193 Tons

The Pacific Route
33 Tons

4.1. Which of the following economic conditions was most important in creating the global trade network illustrated by the two diagrams?
(A) American demand for labor and African supply of slaves
(B) Japanese supply of silver and Middle Eastern demand for spices
(C) Western European demand for industrial raw materials and American and South Asian supply of cash crops
(D) Chinese and Indian demand for precious metals and European demand for Asian textiles and luxury goods

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</td>
<td>Causation</td>
<td>4.1 IV B</td>
</tr>
</tbody>
</table>

4.2. In the eighteenth century, which of the following contributed most directly to the change in the volume of silver trade on the Southern African route?
(A) The development of new types of ships, such as the caravel and the carrack
(B) The expanded activities of chartered and joint-stock companies
(C) The conversion of the rulers of the West African Kingdom of Kongo to Christianity
(D) The discovery of gold and diamonds in southern Africa

<table>
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<tbody>
<tr>
<td>ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.</td>
<td>Causation</td>
<td>4.1 IV C</td>
</tr>
</tbody>
</table>
4.3. Which of the following was an important direct effect on Europe of the processes reflected in the diagrams?

(A) The independence movements in Spanish and Portuguese colonies
(B) The industrialization of parts of England, France, and Germany
(C) The intensification of state rivalries over control of trade routes, leading to colonial wars
(D) Religious conflicts between Catholics and Protestants

Learning Objectives

| SB-3 | Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production. |
| SB-9 | Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution. |

Historical Thinking Skills | Key Concepts in the Curriculum Framework
--- | ---
Causation | 4.3 III

4.4. Which of the following was an important continuity underlying the trade interactions illustrated by the two diagrams?

(A) The resilience of the Chinese economy, despite the dynastic change from Ming to Qing
(B) The industrial and commercial supremacy of Great Britain in western Europe
(C) The widespread acceptance of the principles of free trade by most European and Asian governments
(D) The ongoing expansion of Middle Eastern Muslim empires, such as the Ottoman and the Safavid

Learning Objectives

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

Historical Thinking Skills | Key Concepts in the Curriculum Framework
--- | ---
Continuity and Change | 4.1 I
Continuity and Change | 4.1 IV
Set 5: This map shows some of the trade routes and networks established in the Atlantic by 1700. The accompanying questions require student understanding of the establishment and changing nature of these trade routes over time.

Questions 5.1 to 5.3 refer to the map below.

5.1. Which of the following was a direct result of the trade pattern shown on the map?
(A) English colonies in North America developed methods of industrial production.
(B) The production of cash crops in North America and the Caribbean increased.
(C) Trade between states in sub-Saharan Africa and the Middle East decreased.
(D) Territories in sub-Saharan Africa were colonized by European nations.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</td>
<td>Causation</td>
<td>4.1 V B</td>
</tr>
</tbody>
</table>
5.2. Which of the following led directly to the structure of the trade system shown on the map?

(A) Laissez-faire capitalism  
(B) Mercantilist economic practices  
(C) The *encomienda* labor system  
(D) Development of trading alliances among Maya city-states

### Learning Objectives

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

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

---

5.3. Which of the following contributed most to the disruption of the trade network shown on the map during the nineteenth century?

(A) The increase in European immigrants to the Americas  
(B) The spread of Enlightenment ideals in the Americas  
(C) The increasing demand for American silver in China  
(D) The development of maritime transportation technology

### Learning Objectives

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

---
Set 6: This set of questions — centered on the speech in Oakland, California, by South Asian activist Har Dayal — explores the global spread of new ideologies that challenged the class, gender, and racial conventions of capitalist society.

Questions 6.1 to 6.4 refer to the passage below.

“First, solidarity. Labor must think in terms of the whole world. . . . Should one nation acquire freedom, the rich of another nation will crush it. . . . For moral and practical reasons the labor movement must be universal.

Second, a complete ideal. We want not only economic emancipation, but moral and intellectual emancipation as well. . . . No man will lay down his life for a partial ideal.

Third, good workers and leaders. The rich and respectable cannot lead us. . . . We will have two kinds of leaders. First, the ascetics who have renounced riches and respectability for the love of the working man . . . These will be difficult to find, for such renunciations are scarce and such intellects are few. Secondly, we must have the sons of toil themselves, who must take up their own cross and lead their brothers on.

Fourth, cooperation between the labor movement and the women's movement. The workers and women are two enslaved classes and must fight their battles together.

Fifth, constructive educational system. We want central labor colleges where our young men can be taught, not by money, but by men. . . .

Sixth, a feeling of actual brotherhood. The poor must love the poor. The shame of labor is that the poor must accept charity from the rich. We are not so poor but we can care for our own poor. . . . We must stand together.”

Har Dayal, South Asian political activist, speech to the Industrial Workers of the World (IWW) meeting, Oakland, California, 1912

6.1. The speech by Har Dayal is most clearly an example of which of the following?

(A) The push by some groups to maintain preindustrial forms of economic production
(B) Responses to increased millennial religious beliefs as a result of the Industrial Revolution
(C) Government reforms to mitigate the effects of industrial capitalism
(D) Groups forming to advocate for alternatives to capitalist society
6.2. Based on the speech, the IWW was an example of which of the following?

(A) Organizations dedicated to the spread of Enlightenment justifications for resistance to political authority

(B) Organizations opposed to the continued use of indentured labor in the industrial economy

(C) Organizations dedicated to uniting groups with common economic interests in different regions

(D) Organizations dedicated to protection of ethnic migrants in industrial cities

6.3. Which of the following best explains why Har Dayal saw a link between the struggles of women and workers?

(A) Because of migration, women in colonized societies were taking on economic roles formerly occupied by men.

(B) Women were largely excluded from full participation in political life in industrial societies before the First World War.

(C) The development of more effective means of birth control gave working-class women more control over their economic lives.

(D) Warfare in the twentieth century increasingly drew in women for industrial production and support roles.
6.4. Har Dayal's argument in the passage most clearly supports which of the following ideologies?

(A) Imperialism  
(B) Socialism  
(C) Fascism  
(D) Free market capitalism

---

<table>
<thead>
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<th>Historical Thinking Skills</th>
<th>Key Concepts in the Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON-7 Analyze the causes and effects of labor reform movements, including the abolition of slavery.</td>
<td>Comparison</td>
<td>6.2 II D</td>
</tr>
<tr>
<td>ECON-9 Compare the ways in which economic philosophies influenced economic policies and behaviors.</td>
<td>Contextualization</td>
<td></td>
</tr>
</tbody>
</table>
Set 7: The questions accompanying this recipe from the 1930s require that students understand British motivations and measures to promote imperial unity in response to rising nationalism. Students must also demonstrate causal analysis to explain the origins of the ingredients in the recipe.

Questions 7.1 to 7.3 refer to the recipe below.

Ingredients for "Empire Christmas Pudding"

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 lb. of sultana raisins</td>
<td>Australia</td>
</tr>
<tr>
<td>1 lb. of dried currants</td>
<td>Australia</td>
</tr>
<tr>
<td>1 lb. of seedless raisins</td>
<td>South Africa</td>
</tr>
<tr>
<td>6 oz. of minced apple</td>
<td>Canada</td>
</tr>
<tr>
<td>1 lb. of bread crumbs</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>1 lb. of beef suet</td>
<td>New Zealand</td>
</tr>
<tr>
<td>6 oz. of candied orange peel</td>
<td>South Africa</td>
</tr>
<tr>
<td>8 oz. of flour</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>4 eggs</td>
<td>Irish Free State</td>
</tr>
<tr>
<td>1/2 pinch of ground cinnamon</td>
<td>Ceylon</td>
</tr>
<tr>
<td>1/2 pinch of ground cloves</td>
<td>Zanzibar</td>
</tr>
<tr>
<td>1/2 pinch of ground nutmeg</td>
<td>Singapore</td>
</tr>
<tr>
<td>1 pinch of pudding spice</td>
<td>India</td>
</tr>
<tr>
<td>1 tbsp. of brandy</td>
<td>Cyprus</td>
</tr>
<tr>
<td>2 tbsp. of rum from cane sugar</td>
<td>Jamaica</td>
</tr>
<tr>
<td>1 pint of old beer</td>
<td>England</td>
</tr>
</tbody>
</table>

Recipe published in British newspapers by the Empire Marketing Board of Great Britain, 1930s. The recipe was created by King George VI's chef.
7.1. Which of the following best explains the motivation behind the Empire Marketing Board's publication of the Empire Christmas Pudding recipe?

(A) To promote innovations of the Green Revolution

(B) To promote imperial unity in response to rising nationalism

(C) To promote free market economic plans

(D) To promote Christian values in the context of Soviet expansion

---

7.2. The inclusion of rum from Jamaica in the recipe is a consequence of which of the following?

(A) The development of a plantation economy based on coerced and semicoerced labor

(B) The transfer of American crops to Europe as a result of the Columbian Exchange

(C) The migration of Caribbean peoples to England

(D) The intensification of free peasant agriculture in the Caribbean

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Learning Objectives

<table>
<thead>
<tr>
<th>Historical Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causation</td>
</tr>
<tr>
<td>Contextualization</td>
</tr>
</tbody>
</table>

Key Concepts in the Curriculum Framework

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

ECON-6 Compare the causes and effects of different forms of coerced labor systems.
7.3. Demand for Asian spices drove which of the following in the sixteenth and seventeenth centuries?

(A) The widespread use of convict labor in agriculture
(B) The development of industrial manufacturing processes
(C) The expansion of the Manchu Empire in East Asia
(D) The establishment of European trading-post empires

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Historical Thinking Skills</th>
<th>Key Concepts in the Curriculum Framework</th>
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</thead>
<tbody>
<tr>
<td>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</td>
<td>Causation</td>
<td>4.3 IIA</td>
</tr>
</tbody>
</table>
In this secondary source, historian J.R. McNeill makes an argument about the significance of, and human agency in, environmental change in the 20th century. The questions that follow require student understanding of human environmental interactions in the 20th century. Students must also be able to interpret the arguments made in this secondary source.

Questions 8.1 to 8.3 refer to the passage below.

“In the pages that follow I aim to persuade you of several related propositions. First, that the twentieth century was unusual for the intensity of environmental change and the centrality of human effort in provoking it. Second, that this ecological peculiarity is the unintended consequence of social, political, economic and intellectual preferences and patterns. Third, that our patterns of thought, behavior, production, and consumption are adapted to our current circumstances: the current climate, the twentieth century’s abundance of cheap energy and cheap fresh water, rapid population growth, and yet more rapid economic growth. Fourth, that these preferences and patterns are not easily adaptable should our circumstances change.”


8.1. McNeill’s argument in the passage is most likely a response to which of the following developments of the twentieth century?

(A) The emergence of the Green Revolution  
(B) The end of the Cold War  
(C) The increasing consumption of natural resources in industrial states  
(D) The increasing government regulation of industrial pollution after the Second World War

8.2. Which of the following would best support the author’s assertion regarding the “unusual” nature of the twentieth century?

(A) The use of coal as fuel for industrial production  
(B) The effects of the release of greenhouse gases on the climate  
(C) The use of nuclear power to generate electricity  
(D) The higher incidence of lifestyle-related diseases such as diabetes and obesity
### Learning Objectives

<table>
<thead>
<tr>
<th>ENV-9</th>
<th>Analyze the environmental causes and effects of industrialization.</th>
</tr>
</thead>
</table>

### Historical Thinking Skills

- Historical Argumentation
- Use of Evidence

### Key Concepts in the Curriculum Framework

- 6.1 II B

---

8.3. Based on your knowledge of world history, which of the following contributed LEAST to environmental changes in the twentieth century?

(A) The growth of regional trading blocs in the late twentieth century

(B) Development of heavy industry by communist governments in the Soviet Union and China

(C) Increased population growth as a result of scientific breakthroughs

(D) The globalization of consumer culture

---

### Learning Objectives

<table>
<thead>
<tr>
<th>ENV-3</th>
<th>Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.</th>
</tr>
</thead>
</table>

### Historical Thinking Skills

- Causation

### Key Concepts in the Curriculum Framework

- 6.3 II B
### Answers to Multiple-Choice Questions

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1.1</td>
<td>B</td>
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<tr>
<td>1.2</td>
<td>D</td>
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<td>1.3</td>
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<tr>
<td>2.1</td>
<td>B</td>
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<td>2.2</td>
<td>C</td>
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<tr>
<td>2.3</td>
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<td>2.4</td>
<td>C</td>
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<td>3.1</td>
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<td>3.2</td>
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<td>4.3</td>
<td>C</td>
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<td>4.4</td>
<td>A</td>
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<td>5.1</td>
<td>B</td>
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<td>5.2</td>
<td>B</td>
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<td>7.3</td>
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<tr>
<td>8.1</td>
<td>C</td>
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<tr>
<td>8.2</td>
<td>B</td>
</tr>
<tr>
<td>8.3</td>
<td>A</td>
</tr>
</tbody>
</table>
Part B: Short-Answer Questions

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

**Question 1:** This question asks students to analyze the significance of cross-cultural exchange and diffusion prior to 600 C.E. Students must both challenge and substantiate the interpretation of historian Philip Curtin with evidence from the time period.

Question 1 refers to the passage below.

“Trade and exchange across cultural lines have played a crucial role in human history, being perhaps the most important external stimuli to change. . . . External stimulation has been the most important single source of change and development in art, science, and technology. Perhaps this goes without saying, since no human group could invent by itself more than a small part of its cultural and technical heritage.”

Philip Curtin, historian, *Cross-Cultural Trade in World History*, 1984

1. **Answer parts A and B.**

   A. Identify and explain ONE change or development prior to 600 C.E. that would support the author’s assertion in the passage above.

   B. Identify and explain TWO changes or developments prior to 600 C.E. that would challenge the author’s assertion in the passage above.

---

<table>
<thead>
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<th>Key Concepts in the Curriculum Framework</th>
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</thead>
<tbody>
<tr>
<td>ENV-1 Explain how early humans used tools and technologies to establish communities.</td>
<td>Interpretation</td>
<td>1.2 I</td>
</tr>
<tr>
<td>ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.</td>
<td></td>
<td>1.3 II</td>
</tr>
<tr>
<td>ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</td>
<td></td>
<td>2.3 II</td>
</tr>
<tr>
<td>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</td>
<td></td>
<td>2.3 III</td>
</tr>
</tbody>
</table>
**Key Features of Good Responses**

A good response will identify and explain one significant change or development in cultural practice and/or technology that was a consequence of trade and cross-cultural exchange prior to 600 C.E. For example, students might identify and briefly explain how the spread of crops (e.g., rice and cotton from South Asia to the Middle East) encouraged changes in farming and irrigation techniques, or they might identify and briefly explain how religious practices and beliefs (in Buddhism or Christianity, for example) were transformed as they spread across regions.

In challenging Curtin’s assertions, a good response must also identify and explain two significant changes or developments in cultural practice and/or technology that emanated from independent local circumstances without initial connection to trade and cross-cultural exchange. For example, students might first identify and briefly explain the independent development of agriculture in places such as the Fertile Crescent, Sub-Saharan Africa, Mesoamerica, or the Andes. Students might provide an appropriate second example of an independently created cultural practice by identifying and explaining the origins of Confucianism in China.
**Question 2:** This question asks to students to weigh the strengths and weaknesses of the *Codex Mendoza* as evidence for establishing the history of the Aztec state. The question focuses less on students' knowledge of the Aztec than on students' ability to analyze the sourcing of the document.

**Question 2** refers to the image below.

![Page from Codex Mendoza](image)

De Agostini Picture Library/Bridgeman Images.

Page from *Codex Mendoza*, an illustrated guide to Mexico (Aztec) history and society commissioned by Spanish authorities about twenty years after the conquest of Mexico and written and illustrated by Mexico artists. The page shows goods that neighboring cities had to deliver to Tenochtitlan, the Mexico capital. The goods include gems, feathers, jaguar pelts, and cacao. A description in Spanish details what each city had to deliver.
2. Answer parts A and B.

A. Identify and explain TWO historical claims about the Aztec state that can be supported based on the image.

B. Identify ONE limitation of the image as a source of information about the Aztec state.

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</thead>
<tbody>
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<td>SB-1</td>
<td>Historical Argumentation</td>
<td>3.2</td>
</tr>
<tr>
<td>SB-2</td>
<td>Use of Evidence</td>
<td></td>
</tr>
<tr>
<td>SB-3</td>
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<tr>
<td>SB-4</td>
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<tr>
<td>SB-5</td>
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</tbody>
</table>

**Key Features of Good Responses**

A good response would identify and explain two characteristics of the Aztec state that can be specifically evidenced from the *Codex Mendoza*. The tributary and imperial characteristic of the Aztec state is evidenced in the goods that other cities had to deliver to Tenochtitlan. The rare and valuable goods that were provided (e.g., the stringed gems and jaguar pelts) also demonstrate the social hierarchy and stratification that was another characteristic of the Aztec state. In their response, students must specifically support their claims using evidence from the *Codex Mendoza*.

A good response must also address one limitation of the document as a source of information about the Aztec state. An example of such a limitation is in the Spanish patronage of the creation of the *Codex Mendoza*. To what extent is the material in the *Codex Mendoza* informed by Spanish desire to appropriate tribute as a consequence of conquest? In addition, students might note that the *Codex Mendoza* was created about two decades after the Spanish Conquest, leading them to question the extent to which Mexica artists were imagining, as opposed to remembering, the Aztec state.
**Question 3:** This question addresses the Columbian Exchange in global context. Students are required to analyze the Columbian Exchange in terms of both cause and effect.

3. Answer parts A, B, and C.

   A. Explain ONE cause of the Columbian Exchange.
   
   B. Explain ONE effect of the Columbian Exchange on the Americas.
   
   C. Explain ONE effect of the Columbian Exchange on Afro-Eurasia.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>ENV-7</strong> Assess the causes and effects of the spread of epidemic diseases over time.</td>
<td>Causation</td>
<td>4.1 V</td>
</tr>
<tr>
<td><strong>ENV-8</strong> Assess the demographic causes and effects of the spread of new foods and agricultural techniques.</td>
<td></td>
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</tr>
<tr>
<td><strong>ECON-10</strong> Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.</td>
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</tbody>
</table>

**Key Features of Good Responses**

A good response must briefly explain the role of European colonization in the origins of the Columbian Exchange. In addition, students must explain one effect of the Columbian Exchange in the Americas such as the spread of devastating diseases or the environmental impact of the introduction of new crops and domesticated animals. Finally, students must also briefly explain one impact of the Columbian Exchange in Afro-Eurasia. For example, students might analyze how populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.
Question 4: This question addresses the significance of the end of the Cold War, focusing on the skill of periodization. Students are asked to both substantiate and challenge a periodization that presents the end of the Cold War as an important historical threshold in the 20th century. Students are also applying the skill of patterns of continuity and change over time in analyzing the significance of events leading up to and following the years of 1989–1991.

4. Answer parts A and B.

Many historians argue that the end of the Cold War (1989–1991) was a turning point in world history.

A. Provide TWO pieces of evidence that support this argument and explain how each piece supports the argument.

B. Provide ONE piece of evidence that undermines this argument and explain how it undermines the argument.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td>ENV-9</td>
<td>Historical Argumentation</td>
<td>6.1 I</td>
</tr>
<tr>
<td>CUL-3</td>
<td>Continuity and Change</td>
<td>6.1 II</td>
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<tr>
<td>CUL-4</td>
<td>Periodization</td>
<td>6.2 III</td>
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<tr>
<td>CUL-9</td>
<td></td>
<td>6.2 V</td>
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<tr>
<td>CUL-10</td>
<td></td>
<td>6.3 II</td>
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<tr>
<td>CUL-9</td>
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<td>6.3 III</td>
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<td>6.3 IV</td>
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<td>SB-4</td>
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<td>ECON-4</td>
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<td>ECON-11</td>
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</tbody>
</table>
ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.

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

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

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

Key Features of Good Responses

A good response must provide two examples that demonstrate that the end of the Cold War was an important threshold instigating significant changes in world history. For example, the collapse of the Soviet Union meant that global conflict between the political forces of communism and capitalism was greatly diminished and the military superiority of the United States was then unchecked by an equal power. Another example that could serve as evidence of the end of the Cold War as a world historical turning point would be the acceleration of globalization and economic integration that took place after the Cold War. Students might also argue that as a consequence of the end of the Cold War, the United States was less supportive of anticommunist authoritarian regimes and this informed the growth of democracy in the developing world.

A good response must also provide an example of a continuity that undermines the argument presented. For example, the United States was engaged in another global struggle — this time, against Islamist terrorism — within a decade of the collapse of the Soviet Union. Students might also argue that economic dependence and extensive poverty in many parts of the developing world continued without interruption after the end of the Cold War.
Part A: Document-Based Question

For this sample document-based question, the main historical thinking skill being targeted is comparison; in employing this skill, students will also be using the skill of patterns of continuity and change over time. Other document-based questions may target other skills. Each document-based question will also always assess the historical thinking skills of argumentation, use of evidence, contextualization, and synthesis. The learning objectives addressed in this example document-based question are primarily from Theme 4: Creation, Expansion, and Interaction of Economic Systems (ECON). The directions to students will explain the discrete tasks necessary to score well on this question.

Question 1: The question addresses the industrialization of Japan and Russia in the late nineteenth and early twentieth centuries. Students are required to support a stated thesis or argument that compares industrialization in Japan and Russia with evidence from all (or all but one) of the documents. In identifying and explaining similarities and differences in Japanese and Russian industrialization, students must analyze the sourcing of the documents and provide outside historical examples to support their arguments.

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

In your response you should do the following:

• State a relevant thesis that directly addresses all parts of the question.
• Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
• Incorporate analysis of all, or all but one, of the documents into your argument.
• Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
• Support your argument with analysis of historical examples outside the documents.
• Connect historical phenomena relevant to your argument to broader events or processes.
• Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.

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

Source: Sergey Witte, Russian Finance Minister, secret letter to Tsar Nicholas II, 1899.

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

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

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

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

If we carry our commercial and industrial system, begun in the reign of Alexander III, consistently to the end, then Russia will at last come of age economically. Then her prosperity, her trade and finance, will be based on two reliable pillars, agriculture and industry; and the relations between them, profitable to both, will be the chief motive power in our economy.
Document 2

Source: Count Okuma Shigenobu, Former Prime Minister of Japan, “The Industrial Revolution in Japan,” article published in a United States magazine, 1900.

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

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

The government also encouraged the introduction of the machinery for reeling silk thread and spinning cotton yarns, both of which operations had formerly been done almost wholly by manual labor. The government succeeded in concentrating the capital until now scattered by issuing Bank Regulations and establishing national banks. For the purpose of facilitating foreign trade, it used its influence for the establishment of the Bank of Yokohama. Again, the government undertook the construction of the first railway in Japan. . . .
Document 3

Source: Julian Cochrane, photographer for a United States company distributing three-dimensional photos for educational books, silk factory in central Japan, 1904.

Courtesy of www.MeijiShowa.com
Document 4

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

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

Document 5

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

SURVEY OF 580 FORMER JAPANESE SILK WORKERS

<table>
<thead>
<tr>
<th>Aspect of Life in the Silk Factories</th>
<th>Workers' Impressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Poor: 0%</td>
</tr>
<tr>
<td>Nature of Work</td>
<td>Hard: 3%</td>
</tr>
<tr>
<td>Pay compared to other work</td>
<td>Lower: 0%</td>
</tr>
<tr>
<td>Treatment of sick workers</td>
<td>Poor: 40%</td>
</tr>
<tr>
<td>Asked if they were glad they had gone to work in a silk factory</td>
<td>Not Glad: 0%</td>
</tr>
</tbody>
</table>
Document 6

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

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

Document 7

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

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

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

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

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<th>Key Concepts in the Curriculum Framework</th>
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<td>Historical Argumentation, Use of Evidence</td>
<td>5.1 I</td>
</tr>
<tr>
<td>SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.</td>
<td>Continuity and Change</td>
<td>5.1 III</td>
</tr>
<tr>
<td>ECON-2 Analyze the economic role of cities as centers of production and commerce.</td>
<td>Comparison</td>
<td>5.1 IV</td>
</tr>
<tr>
<td>ECON-3 Compare the economic strategies of different types of states and empires.</td>
<td>Contextualization</td>
<td>5.1 V</td>
</tr>
<tr>
<td>ECON-5 Compare forms of labor organization, including families and labor specialization within and across different societies.</td>
<td>Synthesis</td>
<td>5.1 VI</td>
</tr>
<tr>
<td>ECON-9 Compare the ways in which economic philosophies influenced economic policies and behaviors.</td>
<td>5.2 I</td>
<td></td>
</tr>
<tr>
<td>ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.</td>
<td>5.3 IV</td>
<td></td>
</tr>
<tr>
<td>ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.</td>
<td>5.4 I</td>
<td></td>
</tr>
</tbody>
</table>

### Key Features of Good Responses

A good response would draw on six or seven documents (that is, all or all but one of the documents provided) to present a comparative analysis of industrialization in Japan and Russia between 1850 and 1914. Given the thrust of the question, the thesis should address both similarities and differences in comparing Japanese and Russian industrialization within the particular time period noted.
The analysis of the documents should provide evidence to support the thesis. In addition to including evidence from at least six documents, the essay should incorporate in-depth analyses of the majority (i.e., at least four) of the documents, examining point of view, intended audience, purpose, and/or the historical context. A strong essay, however, does not simply list the characteristics of one document after another. Instead, it makes connections between documents or parts of documents to corroborate evidence that is used to make compelling arguments in response to the question. For example, a good essay might claim that Japan and Russia were similar in their use of female labor in industrial manufacturing as corroborated with evidence from Julian Cochrane’s photo of a Japanese silk factory (Document 3) and excerpts from M.I. Pokzovskaya’s magazine article (Document 7). Another similarity in Japanese and Russian industrialization relates to the significant role of the government in promoting manufacturing as evidenced in Sergey Witte’s secret letter (Document 1), Count Okuma’s article (Document 2), and Buryshkin’s memoir (Document 6).

Witte’s letter and Okuma’s article could also be used as evidence to corroborate a claim of difference in that the Japanese raised and concentrated capital internally by “issuing Bank Regulations and establishing national banks” (Document 2) while the Russians did so through the “influx of foreign capital” (Document 1). Students might also make an argument addressing difference by juxtaposing the responses of each to labor conditions. While Russian workers reacted aggressively to the conditions by striking (as evidenced in Documents 4 and 7), the Japanese workers did not (as evidenced in Documents 3 and 5).

In the document-based question, students are required to use outside examples and knowledge to support their stated thesis or relevant argument. Both of the aforementioned arguments concerning differences between Japanese and Russian industrialization can be supported by knowledge beyond the documents at hand. For example, as students may point out, Russian industrialization in the late 19th century relied heavily on foreign capital. Witte’s reforms liberalized rules relating to foreign investment. His moves to bring Russia on to the gold standard, and to stabilize the ruble, also attracted foreign investment. In Japan, by contrast, state-guided industrialization was financed almost entirely by the government or private Japanese investors. In terms of worker willingness to assert their rights and grievances, students might establish in their response that this was more pronounced in Russia where urban workers eventually instigated the Bolshevik Revolution, while in Japan even strikes were rare prior to the 1920s. In both these examples, the inclusion of knowledge that extends beyond the documents themselves strengthens the argument about difference, and demonstrates an appreciation for the nuances of historical thinking.
A strong essay should also demonstrate that all (or all but one) of the documents reflect differences in the author’s point of view, purpose, intended audience and historical context. For example, in discussing Document 1, students might argue that the secret nature of Witte’s letter increases its reliability as evidence of the motivations and character of Russian industrialization. In discussing Document 3, students might question the veracity of the evidence from the photo by a foreign photographer of Japanese working conditions. In discussing Document 5, students might question the reliability of the evidence of oral histories that were recorded a half century after the period of historical investigation. A good essay will weave in these crucial observations about the veracity of the evidence to strengthen the argument about similarities and differences in Japanese and Russian industrialization.

Finally, a good response synthesizes the argument and demonstrates an understanding of the broader context of issues relevant to the question. A strong essay might connect the issues of Japanese and Russian industrialization in the late 19th century to industrial expansion in the same economies later in the twentieth century (e.g., during the time of Stalin or in the 1960s in the case of Japan). Alternatively, a student might compare late 19th-century industrialization in Japan and Russia with other examples from the same time period such as in Brazil, Mexico, or India. A student might also juxtapose the significance of the failure of China to industrialize during the same time period. Or, a student might bring in ideas from a discipline beyond history, such as economics, to further support an argument about the relative role of the state in Japanese and Russian industrialization.
Part B: Long Essay Question

In this section students will choose between one of two long essay questions. The following questions are meant to illustrate an example of a question pairing that might appear in this section of the exam, in which both questions focus on the same historical thinking skill (in this case, **patterns of continuity and change over time**) but apply it to different time periods and/or topics. Therefore, the question pairing allows the student to make a choice concerning which time period and historical perspective he or she is best prepared to write about.

**Question 1:** This question asks students to analyze continuities and changes in the relationship between legal systems and social hierarchies from circa 2000 B.C.E to circa 1000 C.E. Students are required to support their thesis by providing specific examples that illustrate historical change and continuity across the majority of the time period under consideration.

1. Using specific examples, analyze continuities and changes in the relationship between legal systems and social hierarchies in the period circa 2000 B.C.E to circa 1000 C.E.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Historical Thinking Skills</th>
<th>Key Concepts in the Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</td>
<td>Continuity and Change</td>
<td>1.3 III</td>
</tr>
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<td>2.1 I</td>
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<td>2.2 II</td>
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<tr>
<td></td>
<td></td>
<td>3.2 I</td>
</tr>
</tbody>
</table>

**Key Features of Good Responses**

In a good response, students will support their thesis with specific examples that clearly and consistently demonstrate continuities and changes in the relationship between legal systems and social hierarchies within the specified time period. A strong essay will not only describe specific examples of continuity and change, but will also analyze and explain them. While students must describe and analyze both continuities and changes, they do not have to do so evenly in their response. A strong response will demonstrate knowledge of the relevant chronology and a detailed understanding of the events and circumstances of the period. Continuities discussed should be evident for the majority of the time period.
In addressing continuities, students should describe and analyze how legal codes both reflected and informed social and gender hierarchies and in doing so facilitated the rule of governments over people. Examples of such law codes might include the Sumerian Code of Ur-Nammu and the Babylonian Code of Hammurabi. In describing and analyzing changes in the relationship between legal systems and social hierarchies, students might address the means by which these legal systems became more elaborate as societies became more stratified and as governments became increasingly centralized and informed by more complex religious and philosophical ideas. Examples of these sorts of changes within the period might be drawn from China, Persia, Rome, or South Asia.
Question 2: This question asks students to analyze continuities and changes in the relationship between labor systems and social hierarchies from circa 600 C.E to circa 1750 C.E. As in the previous question, students are required to support their thesis by providing specific examples that illustrate historical change and continuity across the majority of the time period under consideration.

2. Using specific examples, analyze continuities and changes in the relationship between labor systems and social hierarchies in the period circa 600 C.E. to circa 1750 C.E.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Historical Thinking Skills</th>
<th>Key Concepts in the Curriculum Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</td>
<td>Continuity and Change</td>
<td>3.1 III 3.3 I 3.3 III 4.2 II 4.2 III</td>
</tr>
</tbody>
</table>

Key Features of Good Responses

As in the previous question, students should support their thesis with specific examples that clearly and consistently demonstrate continuities and changes in the relationship between labor systems and social hierarchies within the specified time period. A strong essay will not only describe specific examples of continuity and change, but will also analyze and explain them. While students must describe and analyze both continuities and changes, they do not have to do so in equal proportions in their response. A strong response will demonstrate knowledge of the relevant chronology and a detailed understanding of the events and circumstances of the period. Continuities discussed should be evident for the majority of the time period.

In addressing continuities, students might describe and account for the persistence of coerced and unfree agricultural labor that supported landed elites throughout much of the world during this time period. The persistence of patriarchy could also be considered in a strong response. Students might also address the continuity of free labor in China through the majority of the period and the relationship between a free peasantry and the importance of the scholar gentry in Chinese society. Describing and analyzing the continuity of the role and position of labor within the caste system in South Asia would also be part of a strong response.
In describing and analyzing changes in the relationship between labor systems and social hierarchies, students might describe new forms of coerced labor systems associated with plantation, *hacienda*, or *encomienda* economies within the period and analyze how these Atlantic labor systems were related to new racial and ethnic social hierarchies. For example, in a good response, students might analyze the relationship between indentured servitude and Atlantic slavery and new types of colonial and creole elites who benefitted from these labor systems. The Spanish adaptation of the Inca *mit'a* system might also be introduced in this regard. In a strong response, students might also describe and analyze the end of serfdom in Western Europe and the social transformations that came about with the rise of free labor during this period.
Appendix: Scoring Rubrics

AP World History Document-Based Question Rubric

Maximum Possible Points: 7

A. Thesis: 0–1 point

Skills assessed: Argumentation + targeted skill (e.g., Comparison)

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

1 point

B. Analysis of historical evidence and support of argument: 0–4 points

Skills assessed: Use of Evidence, Argumentation, + targeted skill (e.g., Comparison)

Analysis of documents (0–3 points)

<table>
<thead>
<tr>
<th>Offers plausible analysis of the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument</th>
<th>OR</th>
<th>Offers plausible analysis of BOTH the content of a majority of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for the majority of the documents: ▶ intended audience, ▶ purpose, ▶ historical context, and/or ▶ the author’s point of view</th>
<th>OR</th>
<th>Offers plausible analysis of BOTH the content of all or all but one of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for all or all but one of the documents: ▶ intended audience, ▶ purpose, ▶ historical context and/or ▶ the author’s point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
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</tbody>
</table>

AND/OR

Analysis of outside examples to support thesis/argument (0–1 point)

Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument

1 point
C. Contextualization: 0–1 point
Skill assessed: Contextualization

Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes

1 point

D. Synthesis: 0–1 point
Skill assessed: Synthesis

Response synthesizes the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question:

| Appropriately extends or modifies the stated thesis or argument | OR | Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument | OR | Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances | OR | Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument |
|---|---|---|---|---|---|
| 1 point | 1 point | 1 point | 1 point |
AP World History Long Essay Rubric

Maximum Possible Points: 6

A. Thesis: 0–1 point
Skills assessed: Argumentation + targeted skill (Continuity and change over time, comparison, causation, or periodization)

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.
1 point

B. Support for argument: 0–2 points
Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence

OR
Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument

1 point
2 points

C. Application of targeted historical thinking skill: 0–2 points
Skill assessed: Targeted skill

For questions assessing CONTINUITY AND CHANGE OVER TIME

Describes historical continuity AND change over time

OR
Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time

1 point
2 points

For questions assessing COMPARISON

Describes similarities AND differences among historical developments

OR
Describes similarities AND differences among historical developments, providing specific examples

AND

Analyzes the reasons for their similarities AND/OR differences

OR, DEPENDING ON THE PROMPT,

Evaluates the relative significance of the historical developments

1 point
2 points
### For questions assessing CAUSATION

<table>
<thead>
<tr>
<th>Describes causes AND/OR effects of a historical development</th>
<th>OR</th>
<th>Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development</th>
</tr>
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<tbody>
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<td>2 points</td>
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</table>

### For questions assessing PERIODIZATION

<table>
<thead>
<tr>
<th>Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed</th>
<th>OR</th>
<th>Analyses the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis</th>
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</table>

### D. Synthesis: 0–1 point

**Skill assessed:** Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.

<table>
<thead>
<tr>
<th>Appropriately extends or modifies the stated thesis or argument</th>
<th>OR</th>
<th>Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt</th>
<th>OR</th>
<th>The argument appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances</th>
<th>OR</th>
<th>Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument</th>
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