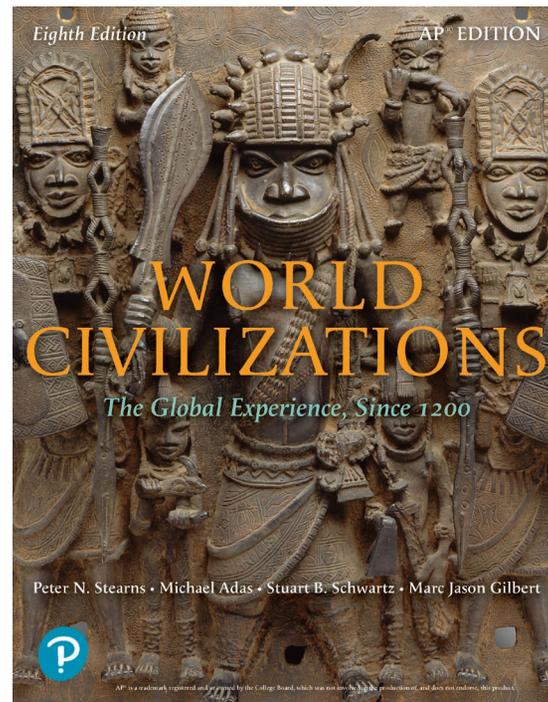**A Correlation of**

World Civilizations:
The Global Experience, Since 1200

8th Edition, AP® Edition ©2021

To the

AP® World History Course
and Exam Description (Fall 2019)

Upon publication, this text was correlated to the College Board's AP® World History: Modern Curriculum Framework dated Fall 2019. We continually monitor the College Board's AP® Course and Exam Descriptions for updates.

Unit 1: The Global Tapestry c. 1200–c. 1450

Topic # and Title	Learning Objectives	Historical Developments	Chapter and Page References
1.1: Developments in East Asia from c. 1200 to c. 1450	**Learning Objective A:** Explain the systems of government employed by Chinese dynasties and how they developed over time.	**KC – 3.2.I.A:** Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.	Chapter 1, p. 7 – 12; 22 - 24 Chapter 4, p. 106 - 109
	Learning Objective B: Explain the effects of Chinese cultural traditions on East Asia over time.	**KC 3.1.III.D.i:** Chinese cultural traditions continued, and they influenced neighboring regions.	Chapter 1, p. 12 – 14; 23 - 24 Chapter 4, p. 106 – 109; 113 - 121
		KC 3.1.III.D.ii: Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices	Chapter 1, p. 23 – 24 Chapter 4, p. 113 – 115, 121
	Learning Objective C: Explain the effects of innovation on the Chinese economy over time.	**KC-3.3.III.A.i:** The economy of Song China became increasingly commercialized, while continuing to depend on free peasant and artisanal labor	Chapter 1, p. 7 - 12

		KC-3.1.I.D: The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.	Chapter 1, p. 7 - 12
1.2 Developments in Dar al-Islam from c. 1200 to c. 1450	**Learning Objective D:** Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.	**KC-3.1.III.D.iii** Islam, Judaism, Christianity and the core beliefs and practices of these religions continued to shape societies in Africa and Asia.	Chapter 1, p. 23 – 24 Chapter 7, p. 169 – 170; 171 – 177
	Learning Objective E: Explain the causes and effects of the rise of Islamic states over time	**KC-3.2.I:** As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.	Chapter 1, p. 15 - 19 Chapter 5, p. 126 - 129
		KC-3.2.II.A: Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.	Chapter 1, p. 2, 19 - 24 Chapter 5, p. 134 – 145 Chapter 7, p. 169 - 170
	Learning Objective F: Explain the effects of intellectual innovation in Dar al-Islam.	**KC-3.2.II.A.i:** Muslim states and empires encouraged significant intellectual innovations and transfers.	Chapter 1, p. 19 - 24 Chapter 5, p. 130 – 131; 142
1.3 Developments in South and Southeast Asia from	**Learning Objective G:** Explain how the various belief systems and practices of South and Southeast Asia affected society over time.	**KC-3.1.III.D.iv:** Hinduism, Islam, and Buddhism, and their core beliefs and practices continued to shape societies in South and Southeast Asia.	Chapter 1, p. 19 - 24 Chapter 5, p. 134 - 145

c.1200 to c. 1450	**Learning Objective H:** Explain how and why various states of South and Southeast Asia developed and maintained power over time.	**KC-3.2.I.B.i:** State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.	Chapter 1, p. 19 - 24 Chapter 5, p. 134 - 145
1.4 State Building in the Americas	**Learning Objective I:** Explain how and why states in the Americas developed and changed over time.	**KC-3.2.I.D.i:** In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.	Chapter 2, p. 42 - 44 Chapter 8, p. 189 – 210
1.5 State Building in Africa	**Learning Objective J:** Explain how and why states in Africa developed and changed over time.	**KC-3.2.I.D.ii:** In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.	Chapter 1, p. 15 – 19; 24 - 29 Chapter 7, p. 166 - 184
1.6 Developments in Europe from c.1200 to c.1450	**Learning Objective K:** Explain how the beliefs and practices of the predominant religions in Europe affected European society	**KC-3.1.III.D.v:** Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe.	Chapter 1, p. 23 – 24 Chapter 5, p. 128 – 130 Chapter 6, p. 154 - 157
	Learning Objective L: Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.	**KC-3.2.I.B.ii** Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.	Chapter 1, p. 29 – 41 Chapter 4, p. 116 – 117 Chapter 6, p. 150 - 154
	Learning Objective M: Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.	**KC-3.1.III.C** Europe was largely an agricultural society dependent on free and coerced labor including serfdom.	Chapter 1, p. 29 - 41 Chapter 6, p. 157 - 161
1.7 Comparison in the Period	**Learning Objective N:** Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.	**KC-3.1** State formation and development demonstrated continuity, innovation, and diversity in various regions.	Chapters 2 - 16

from c.1200 to c.1450		**KC-3.2.I:**
		As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.
		    KC-3.2.I.A:
		    Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.
		    KC-3.2.I.B.i
		    State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.
		    KC-3.2.I.D.i
		    In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.
		    KC-3.2.I.D.ii:
		    In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.
			Chapter 1, p. 7 – 41
			Chapter 4, p. 106 – 109, 113 – 121
			Chapter 5, p. 126 – 131, 134 – 145
			Chapter 6, p. 150 - 161
			Chapter 7, p. 166 – 184
			Chapter 8, p. 189 - 210

Unit 2: Networks of Exchange c. 1200–c. 1450

Topic # and Title	Learning Objectives	Historical Developments	Chapter and Page References
2.1 The Silk Roads	**Learning Objective A:** Explain the causes and effects of growth of networks of exchange after 1200.	**KC – 3.1.I.A.i:** Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.	Chapter 3, p. 91 – 92 Chapter 6, p. 157 – 159 Chapter 7, p. 165-166, 172 – 174, 183 – 184 Chapter 9, p. 216 – 218, 221 – 230
		KC-3.1.I.C.i: The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.	Chapter 3, p. 91 – 92 Chapter 5, p. 128 – 130 Chapter 6, p. 157 – 159 Chapter 9, p. 216 - 218, 221 – 230
		KC-3.3.I.B: Demand for luxury goods increased in Afro–Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.	Chapter 3, p. 91 – 92 Chapter 5, p. 128 – 130 Chapter 6, p. 157 – 159 Chapter 7, p. 170 – 177 Chapter 9, p. 216 – 218, 221 – 230
2.2 The Mongol Empire and the Making of the Modern World	**Learning Objective B:** Explain the process of state building and decline in Eurasia over time.	**KC 3.2.II.B.iii:** Empires collapsed in different regions of the world, and in some areas were replaced by new imperial states, including the Mongol khanates.	Chapter 3, p. 84 – 99 Chapter 4, p. 105 – 106, 109 - 113
	Learning Objective C: Explain how the expansion of empires influenced trade and communication over time	**KC-3.1.I.E.i:** The expansion of empires – including the Mongols – facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.	Chapter 3, p. 99 – 101 Chapter 6, p. 150 - 152 Chapter 7, p. 177 – 178 Chapter 9, p. 216 – 218, 226 – 230

	Learning Objective D: Explain the significance of the Mongol Empire in larger patterns of continuity and change	KC-3.2.II.A.ii: Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.	Chapter 3, 84 – 101 Chapter 4, p. 106 – 109 Chapter 5, p. 131 - 134 Chapter 7, p. 177 – 178 Chapter 9, p. 216 – 218, 226 – 230 Chapter 10, p. 244 – 250
2.3 Exchange in the Indian Ocean	**Learning Objective E:** Explain the causes of the growth of networks of exchange after 1200.	**KC-3.1.I.A.ii:** Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean, promoting the growth of powerful new trading cities.	Chapter 5, p. 143 – 145 Chapter 9, p. 216 – 218, 226 – 230
		KC-3.1.I.C.ii: The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the use of the compass, the astrolabe, and larger ship designs.	Chapter 5, p. 143 – 145 Chapter 7, p. 177 – 178 Chapter 9, p. 214 - 218, 226 – 230
		KC-3.1.I.A.iii: The Indian Ocean trading network fostered the growth of states.	Chapter 5, p. 143 – 145 Chapter 7, p. 177 - 178
	Learning Objective F: Explain the effects of the growth of networks of exchange after 1200.	**KC3.1.III.B:** In key places along trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.	Chapter 5, p. 143 – 145 Chapter 9, p. 214 - 218

		KC-3.2.II.A.iii: Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.	Chapter 5, p. 143 – 145 Chapter 9, p. 217 - 218
	Learning Objective G: Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.	**KC-3.1.II.A.i:** The expansion and intensification of long-distance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.	Chapter 5, p. 143 – 145 Chapter 7, p. 177 - 178
2.4 Trans-Saharan Trade Route	**Learning Objective H:** Explain the causes and effects of the growth of trans-Saharan trade.	**KC-3.1.II.A.ii:** The growth of interregional trade was encouraged by innovations in existing transportation technologies.	Chapter 7, p. 167 – 177 Chapter 9, p. 214 – 218 Chapter 10, p. 244 - 250
		KC-3.1.I.A.iv: Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.	Chapter 7, p. 178 – 183 Chapter 9, p. 214 - 218
	Learning Objective I: Explain how the expansion of empires influenced trade and communication over time.	**KC-3.1.I.E.ii:** The expansion of empires – including Mali in West Africa – facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.	Chapter 7, p. 166 – 178 Chapter 9, p. 214 - 218

2.5 Cultural Consequences of Connectivity	**Learning Objective J:** Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.	**KC-3.1.III.D:** Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions as well as scientific and technological innovations.	Chapter 3, p. 91 – 92 Chapter 5, p. 131 – 134 Chapter 6, p. 154 – 157 Chapter 9, p. 218 – 224 Chapter 10, p. 244 – 250
		KC-3.3.II: The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization, buoyed by rising productivity and expanding trade networks.	Chapter 3, p. 91 – 92 Chapter 6, p. 157 – 161 Chapter 9, p. 218 – 224
		KC-3.1.III.C: As exchange networks intensified, an increased number of travelers within Afro-Eurasia wrote about their travels.	Chapter 7, 166 – 172, 177
2.6 Environmental Consequences of Connectivity	**Learning Objective K:** Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.	**KC-3.1.IV:** There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.	Chapter 3, p. 100 Chapter 6, p. 150 – 152, 160 – 161 Chapter 7, p. 177 – 178 Chapter 9, p. 218 – 224 Chapter 10, p. 244 - 250

2.7 Comparison of Economic Exchange	**Learning Objective L:** Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.	**KC – 3.1** A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.	Chapter 3, p. 84 – 101 Chapter 4, p. 105-113 Chapter 5, p. 128 – 130, 131 – 134, 143 – 145 Chapter 6, p. 150 – 152, 154 - 161 Chapter 7, p. 165 – 184 Chapter 9, p. 214 – 230 Chapter 10, p. 244 - 250
		KC-3.1.I.A.i: Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes – including the Silk Roads – promoting the growth of powerful new trade cities.	
		KC-3.1.I.C.i: The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.	
		KC-3.3: Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.	
		KC-3.3.I.B: Demand for luxury goods increased in Afro-Eurasia, Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export, manufacture of iron and steel expanded in China.	

Unit 3: Land-Based Empires 1450–1750

Topic # and Title	Learning Objecives	Historical Developments	Chapter and Page References
3.1 Empires Expand	**Learning Objective A:** Explain how and why various land-based empires developed and expanded from 1450 to 1750.	**KC – 4.3.II:** Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.	Chapter 9, p. 216 – 220, 224 – 226 Chapter 10, p. 244 – 250, 261 – 272 Chapter 12, p. 302 – 317 Chapter 13, p. 339 – 347 Chapter 14, p. 361 – 365, 369 – 372 Chapter 15, p. 378 – 404 Chapter 16, p. 417 – 427
		KC-4.3.II.B: Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.	Chapter 7, p. 174 – 175 Chapter 9, p. 216 – 220, 224 - 226 Chapter 13, p. 339 – 347 Chapter 15, p. 378 – 404 Chapter 16, p. 417 - 427
		KC-4.3.III.i: Political and religious disputes led to rivalries and conflict between states.	Chapter 10, p. 244 – 250, 261 – 272 Chapter 11, p. 282 – 286 Chapter 12, p. 302 – 317 Chapter 13, p. 339 – 347 Chapter 14, p. 361 – 365, 369 – 372 Chapter 15, p. 378 – 404 Chapter 16, p. 417 – 427

3.2 Empires: Administration	**Learning Objective B:** Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.	**KC 4.3.I.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.	Chapter 7, p. 175 – 176 Chapter 9, p. 222 – 225 Chapter 11, p. 274 – 282, 288 – 297 Chapter 12, p. 315 – 317, 324 – 328 Chapter 14, p. 362 – 372, 373 – 375 Chapter 15, p. 378 – 404 Chapter 16, p. 417 – 427
		KC- 4.3.I.A: Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.	Chapter 9, p. 222 – 225 Chapter 10, p. 244 – 250 Chapter 11, p. 276 – 282, 288 – 297 Chapter 12, p. 315 – 317, 324 – 328 Chapter 14, p. 362 – 372, 373 – 375 Chapter 15, p. 389 – 393, 396- 403
		KC-4.3.I.D: Rulers used tribute collection, tax farming, and innovative tax collection systems to generate revenue, in order to forward state power and expansion.	Chapter 9, p. 222 – 225 Chapter 10, p. 244 – 250 Chapter 12, p. 315 – 317, 324 – 328 Chapter 14, p. 362 – 372 Chapter 15, p. 383 – 389, 396 – 404 Chapter 16, p. 417 – 427
3.3 Empires: Belief Systems	**Learning Objective C:** Explain continuity and change within the various belief systems during the period from 1450 to 1750.	**KC-4.I.V.i:** The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity.	Chapter 11, p. 280 – 283

		KC-4.1.VI.ii: Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.	Chapter 15, p. 389 – 393, 403 - 404
		KC-4.1.VI.iii: Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.	Chapter 15, p. 389 – 393, 403 - 404
3.4 Comparison in Land-Based Empires	**Learning Objective D:** Compare the methods by which various empires increased their influence from 1450 to 1750.	**KC-4.1:** The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging transformed trade and had a significant social impact on the world. **KC-4.1.VI:** In some cases, the increase and intensification between newly connected hemispheres expanded the reach and furthered development existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices. **KC-4.3:** Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated. **KC-4.3.II:** Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres. **KC-4.3.II.B**	Chapter 9, p. 222 – 225 Chapter 10, p. 244 – 250 Chapter 11, p. 274 – 283, 288 – 297 Chapter 12, p. 315 – 317, 324 – 328 Chapter 13, p. 339 – 347 Chapter 14, p. 362 – 372, 373 – 375 Chapter 15, p. 378 – 404 Chapter 16, p. 417 - 427

| | | Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle , and North Africa; and the Safavids in the Middle East. **KC – 4.3.III.i:** Political and religious disputes led to rivalries and conflict between states. | |

Unit 4: Transoceanic Interconnections 1450–1750

Topic # and Title	Learning Objectives	Historical Developments	Chapter and Page References
4.1 Technological Innovations from 1450 to 1750	**Learning Objective A:** Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.	**KC – 4.1.II:** Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.	Chapter 10, p.250 – 258 Chapter 11, p. 286 – 288 Chapter 16, p. 407 – 414, 417 – 423
		KC-4.1.II.A: The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns – all of which made transoceanic travel and trade possible.	Chapter 10, p.250 – 258 Chapter 11, p. 286 – 288 Chapter 16, p. 407 – 414, 415- 423
4.2 Exploration: Causes and Events from 1450 to 1750	**Learning Objective B:** Describe the role of states in the expansion of maritime exploration from 1450 to 1750.	**KC 4.1.III:** New state-supported transoceanic maritime exploration occurred in this period.	Chapter 9, p. 217, 224 – 228 Chapter 10, p. 253 – 258 Chapter 16, p. 407 – 417, 423 – 427
	Learning Objective C:	**KC-4.1.III.A:** Portuguese development of maritime technology and navigational skills led to	Chapter 9, p. 217, 224 – 228 Chapter 10, p. 253 – 265

	Explain the economic causes and effects of maritime exploration by the various European states.	increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.	Chapter 16, p. 407 – 417, 423 – 427
		KC-4.1.III.B: Spanish sponsorship of the voyages of Columbus and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.	Chapter 9, p. 224 – 228 Chapter 10, p. 251 – 256
		KC-4.1.III.C: Northern Atlantic crossings were undertaken under English, French, and Dutch sponsorship, often with the goal of finding alternative sailing routes to Asia.	Chapter 10, p. 253 – 259, 265 – 270
4.3 Columbian Exchange	**Learning Objective D:** Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.	**KC-4.I.V:** The new connections between the Eastern and Western Hemispheres resulted in the exchange of new plants, animals, and diseases, known as the Columbian Exchange.	Chapter 10, p. 258 – 265, 272 – 273
		KC-4.1.V.A: European colonization of the Americas led to the unintentional transfer of disease vectors, including mosquitos and rats, and the spread of diseases that were endemic in the Eastern Hemisphere – including smallpox, measles, and malaria. Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.	Chapter 10, p. 258 – 265, 272 – 273 Chapter 12, p. 310 – 311, 320 – 323
		KC-4.1.V.B: American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with	Chapter 10, p. 258 – 265

		coerced labor and were exported mostly to Europe and the Middle East.	
		KC-4.1.V.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.	Chapter 10, p. 258 – 265 Chapter 13, p. 334 – 339
		KC-4.1.V.D: Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.	Chapter 10, p. 258 – 265
4.4 Maritime Empires Established	**Learning Objective E:** Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.	**KC-4.3.II.A.i:** Europeans established new trading posts in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks. Some Asian states sought to limit the disruptive economic and cultural effects of European-dominated long-distance trade by adopting restrictive or isolationist trade policies.	Chapters 10, p. 252 – 265 Chapter 12, p. 302 – 311 Chapter 13, p. 333 – 347 Chapter 16, p. 414 – 418, 427 – 430
		KC-4.3.II.C: Driven largely by political, religious, and economic rivalries, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.	Chapters 10, p. 252 – 270 Chapter 12, p. 302 – 311 Chapter 16, p. 414 – 418, 427 – 430
		KC-4.3.II.A.ii: The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo, whose participation in trading networks led to an increase in their influence.	Chapter 13, p. 339 – 347

		Learning Objective F: Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.	KC-4.3.II.A.iii: Despite some disruption and restructuring due to the arrival of Portuguese, Spanish, and Dutch merchants, existing trade networks in the Indian Ocean continued to flourish and included intra-Asian trade and Asian merchants.	Chapter 10, p. 261 – 265 Chapter 12, p. 302 – 320
			KC-4.2.II.D: Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the Incan *mit'a*, and introduced new labor systems including chattel slavery, indentured servitude, *encomienda* and *hacienda* systems.	Chapter 10, p. 261 – 265 Chapter 12, p. 302 – 306, 310 – 317
		Learning Objective G: Explain changes and continuities in systems of slavery in the period from 1450 to 1750.	KC-4.2.II.B Slavery in Africa continued in its traditional forms, including incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.	Chapter 12, p. 302 – 308, 311 – 315, 317 – 320 Chapter 13, p. 334 – 339
			KC-4.2.II.C: The growth of the plantation economy increased the demand for slaves in the Americas, leading to significant demographic, social, and cultural changes.	Chapter 12, p. 317 – 320 Chapter 13, p. 334 – 339
4.5 Maritime Empires Maintained and Developed		Learning Objective H: Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.	KC-4.1.IV.C: Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.	Chapter 10, p. 261 – 272

		KC-4.3.III.ii: Economic disputes led to rivalries and conflict between states.	Chapter 10, p. 261 – 272
Learning Objective I: Explain the continuities and changes in networks of exchange from 1450 to 1750.		KC-4.1.IV.D.i: The Atlantic trading system involved the movement of goods, wealth, and labor, including slaves.	Chapter 10, p. 263 – 373 Chapter 12, p. 311 – 317 Chapter 13, p. 334 – 339 Chapter 16, p. 410 – 417, 424 – 426
		KC-4.1.IV: The new global circulation of goods was facilitated by chartered European monopoly companies and the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic and regional shipping services developed by European merchants.	Chapter 10, p. 263 – 373 Chapter 12, p. 311 – 320 Chapter 16, p. 410 – 417, 424 – 426
		KC-4.2.II.A: Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.	Chapter 13, p. 334 – 339
Learning Objective J: Explain how political, economic, and cultural factors affected society from 1450 to 1750.		KC-4.2.III.C: Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trade.	Chapter 11, p. 280, 292 – 297 Chapter 12, p. 320 – 322 Chapter 13, p. 338 – 347
		KC-4.1.IV.D.ii:	Chapter 13, p. 339 – 347

		The Atlantic trading system involved the movement of labor – including slaves – and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis.	
	Learning Objective K: Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.	**KC-4.1.VI:** In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.	Chapter 10, p. 252 – 258 Chapter 12, p. 306 – 310, 316 – 317
4.6 Internal and External Challenges to State Power from 1450 to 1750	**Learning Objective L:** Explain the effects of the development of state power from 1450 to 1750.	**KC-4.3.III.iii:** State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level.	Chapter 12, p. 302 – 311, 327 – 329
		KC-5.3.III.C: Slave resistance challenged existing authorities in the Americas.	Chapter 12, p. 302 – 311, 327 – 329
4.7 Changing and Social Hierarchies from 1450 to 1750	**Learning Objective M:** Explain how social categories, roles, and practices have been maintained or have changed over time.	**KC-4.3.I.B:** Many states, such as the Mughal and Ottoman empires, adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In other cases, states suppressed diversity or limited certain groups' roles in society, politics, or the economy.	Chapter 11, p. 288 – 292 Chapter 12, p. 320 – 323 Chapter 15, p. 380 – 386, 396 – 403 Chapter 20, p. 562 – 565
		KC-4.2.III.A: Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites,	Chapter 12, p. 320 – 323 Chapter 20, p. 562 – 565

		including in China with the transition to the Qing dynasty and in the Americas with the rise of the Casta system.	
		KC-4.2.III.B: The power of existing political and economic elites fluctuated as the elites confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.	Chapter 11, p. 288 – 292 Chapter 15, p. 380 – 386, 396 – 403
4.8 Continuity and Change from 1450 to 1750	**Learning Objective N:** Explain how economic developments from 1450 to 1750 affected social structures over time.	**KC-4.1:** The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world. **KC – 4.1.II:** Knowledge, scientific learning, and technology from the Classical, Islamic and Asian worlds spread, facilitating European technological developments and innovation. **KC-4.1.II.A:** The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns – all of which made transoceanic travel and trade possible. **KC-4.2:** Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of	Chapter 9 – 217, 224 – 228 Chapter 10, p.250 – 258 Chapter 11, p. 280, 286 – 297 Chapter 12, p.302 – 323, 327 – 329 Chapter 13, p. 333 – 347 Chapter 15, p. 380 – 386, 396 – 403 Chapter 16, p. 407 – 430 Chapter 20, p. 562 – 565

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manufacturing, gender and social structures, and environmental processes.

KC-4.2.II:
The demand for labor intensified as a result of the growing global demand for raw materials and finished products. Traditional peasant agriculture increased and changed in nature, plantations expanded, and the Atlantic slave trade developed and intensified.

KC-4.3:
Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.

KC-4.3.III.ii:
Economic disputes led to rivalries and conflict between states.

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<p align="center">Unit 5: Revolutions 1750–1900</p>

Topic # and Title	Learning Objectives	Historical Developments	Chapter and Page References
5.1 The Enlightenment	**Learning Objective A:** Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.	**KC – 5.3.I.A:** Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.	Chapter 11, p. 292 – 295 Chapter 17, p. 461 – 464, 468 – 474, 482 – 483

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		KC-5.3.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.	Chapter 11, p. 292 – 295 Chapter 17, p. 461 – 464, 468 – 474, 482 – 483 Chapter 18, p. 499 – 500
		KC-5.3.II.i: Nationalism also became a major force shaping the historical development of states and empires.	Chapter 17, p. 461 – 464, 482 – 483 Chapter 20, p. 560 – 562
	Learning Objective B: Explain how the Enlightenment affected societies over time.	KC-5.3.I.C: Enlightenment ideas and religious ideals influenced various reform movements. These reform movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.	Chapter 11, p. 292 – 295 Chapter 13, p. 356 – 357 Chapter 17, p. 471 – 474 Chapter 18, p. 504 – 508 Chapter 19, p. 536 – 538 Chapter 21, p. 577 – 583
		KC-5.3.IV.B: Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies.	Chapter 17, p. 471 – 474 Chapter 19, p. 520 – 524, 536 – 538
5.2 Nationalism and Revolutions from 1750 to 1900	**Learning Objective C:** Explain causes and effects of the various revolutions in the period from 1750 to 1900.	KC 5.3.II.ii: People around the world developed a new sense of commonality based on language, religion, social customs, and territory. This was sometimes harnessed by governments to foster a sense of unity.	Chapter 17, p.457 – 463, 464 – 467 Chapter 19, p. 519 – 526, 529 – 536 Chapter 20, p. 560 – 562

		KC-5.3: The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.	Chapter 17, p.457 – 463, 464 – 467 Chapter 18, p. 499 – 500 Chapter 19, p. 519 – 526, 529 – 536 Chapter 20, p. 560 – 562
		KC-5.3.IV.A.i: Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including democracy and 19th century liberalism.	Chapter 17, p.457 – 463, 464 – 467 Chapter 18, 499 – 500 Chapter 19, p. 519 – 526, 529 – 536
		KC-5.3.III.B: Colonial subjects in the Americas led a series of rebellions, inspired by democratic ideals. The American Revolution, and its successful establishment of a republic, the United States of America, was a model and inspiration for a number of the revolutions that followed. The American Revolution, the Haitian Revolution, and the Latin American independence movements facilitated the emergence of independent states in the Americas.	Chapter 17, p.457 – 463, 464 – 467 Chapter 19, p. 519 – 524
		KC-5.3.I.B: The ideas of Enlightenment philosophers, as reflected in revolutionary documents – including the American Declaration of Independence during the American Revolution, the French "Declaration of the Rights of Man and the Citizen during the French Revolution," and	Chapter 17, p.457 – 463, 464 – 467 Chapter 19, p. 529 – 536

		Bolívar's "Letter from Jamaica" on the eve of the Latin American revolutions – influenced resistance to existing political authority, often in pursuit of independence and democratic ideals.	
		KC-5.3.II.iii: Newly imagined national communities often linked this new national identity with borders of the state, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions.	Chapter 17, p.457 – 463, 464 – 467 Chapter 19, p. 529 – 536 Chapter 20, p. 560 – 562
5.3 Industrial Revolution Begins	**Learning Objective D:** Explain how environmental factors contributed to industrialization from 1750 to 1900.	**KC-5.1.I.A:** A variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution, including: • Proximity to waterways; access to rivers and canals • Geographical distribution of coal, iron, and timber • Urbanization • Improved agricultural productivity • Legal protection of private property • Access to foreign resources • Accumulation of capital	Chapter 17, p. 446 – 453, 457 – 459, 464 – 467 Chapter 18, p. 500 – 506 Chapter 21, p. 577 – 583, 592 – 598
		KC-5.1.I.C: The development of the factory system concentrated production in a single location and led to an increasing degree of specialization of labor.	Chapter 17, p. 446 – 449, 457 – 459, 464 – 471 Chapter 18, p. 500 – 506 Chapter 21, p. 577 – 583, 592 – 598

5.4 Industrialization Spreads in the Period from 1750 to 1900	**Learning Objective E:** Explain how different modes and locations of production have developed and changed over time.	**KC-5.1.II.B:** The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global manufacturing declined.	Part IV Overview, p. 446 – 453 Chapter 17, p. 457 – 459, 464 – 471 Chapter 18, p. 500 – 506 Chapter 21, p. 577 – 583, 592 – 598
		KC-5.1.I.D: As 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.	Part IV Overview, p. 446 – 453 Chapter 17, 457 – 459, 464 – 471 Chapter 18, p. 500 – 506 Chapter 21, p. 577 – 583, 592 – 598
5.5 Technology of the Industrial Age	**Learning Objective F:** Explain how technology shaped economic production over time.	**KC-5.1.I.B:** The development of machines, including steam engines and the internal combustion engine, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.	Part IV Overview, p. 446 – 453 Chapter 17, 457 – 459, 464 – 471 Chapter 18, p. 500 – 506 Chapter 21, p. 577 – 583, 592 – 598
		KC-5.1.I.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.	Chapter 17, p. 468 – 471, 474 – 475 Chapter 18, p. 500 – 504 Chapter 21, p. 577 – 583, 592 – 598

		KC-5.1.IV: Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.	Chapter 17, p. 446 – 453, 457 – 459, 464 – 471, 474 – 475 Chapter 18, p. 500 – 504
5.6 Industrialization: Government's Role from 1750 1900	**Learning Objective G:** Explain the causes and effects of economic strategies of different states and empires.	**KC-5.1.V.C:** As the influence of the industrial revolution grew, a small number of states and governments promoted their own state-sponsored visions of industrialization.	Chapter 20, p. 555 – 562 Chapter 21, p. 577 – 583, 592 – 598
		KC-5.2.II.A: The expansion of U.S. and European influence in Asia led to internal reforms in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.	Chapter 21, p. 577 – 583, 592 – 598
5.7 Economic Developments and Innovations in the Industrial Age	**Learning Objective H:** Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.	**KC-5.1.III.A** Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith's theories of laissez-faire capitalism and free markets.	Chapter 17, p. 464 – 471, 474 – 476 Chapter 18, p. 506 – 511 Chapter 19, p. 538 – 539 Chapter 20, p. 559 – 560, 565 – 568
		KC-5.1.III.B: The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance.	Chapter 17, p. 464 – 471, 474 – 476 Chapter 18, p. 506 – 511 Chapter 19, p. 538 – 539 Chapter 20, p. 559 – 560, 565 – 568

		KC-5.1: The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.	Chapter 17, p. 464 – 471, 474 – 476 Chapter 18, p. 506 – 511 Chapter 19, p. 538 – 539 Chapter 20, p. 559 – 560, 565 – 568
5.8 Reactions to the Industrial Economy from 1750 to 1900	**Learning Objective I:** Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	KC-5.1.V.D: In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.	Chapter 17, p. 471 – 474 Chapter 18, p. 500 – 504, 506 – 510 Chapter 21, p. 579 – 588
		KC-5.1.V.A: In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society.	Chapter 17, p. 471 – 474 Chapter 18, p. 500 – 504, 506 – 510
		KC-5.3.IV.A.ii: Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism.	Chapter 17, p. 471 – 474
		KC-5.1.V.B: In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted	Chapter 20, p. 562 – 565 Chapter 21, p. 578 – 588

		by some members of government or established elite groups.	
5.9 Society and the Industrial Age	**Learning Objective J:** Explain how industrialization caused change in existing social hierarchies and standards of living.	**KC-5.1.VI.A:** New social classes, including the middle class and the industrial working class, developed.	Chapter 17, p. 464 – 467, 468 – 476 Chapter 18, p. 495, 504 – 510 Chapter 19, p. 536 – 544
		KC-5.1.VI.B: While women and often children in working class families typically held wage-earning jobs to supplement their families' income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.	Chapter 17, p. 464 – 467, 468 – 476 Chapter 18, p. 496 – 500, 504 – 509 Chapter 19, p. 536 – 544
		KC-5.1.VI.C: The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.	Chapter 18, p. 496 – 500, 504 – 509 Chapter 19, p. 536 – 544 Chapter 21, p. 581 – 583, 594 – 598
5.10 Continuity and Change in the Industrial Age	**Learning Objective K:** Explain the extent to which industrialization brought change from 1750 to 1900.	**KC-5.1:** The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods. **KC-5.1.IV:**	Chapter 11, p. 292 – 295 Chapter 13, p. 356 – 357 Chapter 17, p. 457 – 476, 482 – 483 Chapter 18, p. 495 – 511

		Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.	Chapter 19, p. 519 – 526, 529 – 544 Chapter 20, p. 555 – 568 Chapter 21, p. 577 – 588, 592 – 598
		KC-5.3: The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.	
		KC – 5.3.I.A: Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.	
		KC-5.3.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.	
		KC-5.3.II.i: Nationalism also became a major force shaping the historical development of states and empires.	

Unit 6: Consequences of Industrialization 1750–1900

Topic # and Title	Learning Objectives	Historical Developments	Chapter and Page References
6.1 Rationales for Imperialism from 1750 to 1900	**Learning Objective A:** Explain how ideologies contributed to the development of imperialism from 1750 to 1900.	**KC – 5.2.III:** A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.	Chapter 17, p. 476 – 482 Chapter 18, p. 490 – 500, 504 – 514 Chapter 19, p. 523 – 526, 540 – 541
6.2 State Expansion from 1750 to 1900	**Learning Objective B:** Compare processes by which state power shifted in various parts of the world from 1750 to 1900.	**KC-5.2.I.A:** Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.	Chapter 17, p. 476 – 482 Chapter 18, p. 490 – 504, 504 – 514 Chapter 19, p. 523 – 526, 540 – 541, 544 – 546
		KC-5.2.1.B: European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined.	Chapter 17, p. 479 – 482 Chapter 18, p. 490 – 514
		KC-5.2.I.C: Many European states used both warfare and diplomacy to expand their empires in Africa.	Chapter 17, p. 479 – 482 Chapter 18, p. 500 – 504
		KC-5.2.I.D: Europeans established settler colonies in some parts of their empires.	Chapter 18, p. 490 – 500, 504 – 514
		KC-5.2.II.B: The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.	Chapter 19, p. 544 – 546

			Chapter 21, p. 577 – 581, 587 – 588, 589 – 591, 594 – 598
6.3 Indigenous Responses to State Expansion from 1750 to 1900	**Learning Objective C:** Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.	**KC 5.3.III.D:** Increasing questions about political authority and growing nationalism contributed to anticolonial movements.	Chapter 18, p. 488 – 490, 492 – 504 Chapter 19, p. 520 – 524, 529 – 531
		KC-5.2.II.C: Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.	Chapter 18, p. 488 – 490, 492 – 504 Chapter 19, p. 520 – 526
		KC-5.3.III.E: Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.	Chapter 18, p. 488 – 490, 492 – 504 Chapter 19, p. 520 – 526
6.4 Global Economic Development from 1750 to 1900	**Learning Objective D:** Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.	**KC-5.1.II.A:** The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.	Chapter 17, p. 478 – 479 Chapter 18, p. 495 – 496, 500 – 504, 507
6.5 Economic Imperialism from 1750 to 1900	**Learning Objective E:** Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.	**KC-5.2.1 E:** Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.	Chapter 17, p. 478 – 479 Chapter 18, p. 495 – 496, 500 – 504, 507 Chapter 20, p. 567 – 570

		KC-5.1.II.C: Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.	Chapter 17, p. 478 – 479 Chapter 18, p. 495 – 496, 500 – 504, 507 Chapter 20, p. 567 – 570 Chapter 28, p. 674 – 681
6.6 Causes of Migration in an Interconnected World	**Learning Objective F:** Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.	KC-5.4.I: Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.	Chapter 17, p. 476 – 482 Chapter 18, p. 490 – 500, 504 – 514 Chapter 20, p. 567 – 570
		KC-5.4.I.B: Because of the nature of 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.	Chapter 17, p. 476 – 482 Chapter 18, p. 490 – 500, 504 – 514 Chapter 20, p. 567 – 570
	Learning Objective G: Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.	KC-5.4.II.A: Many individuals chose freely to relocate, often in search of work.	Chapter 17, p. 476 – 482 Chapter 18, p. 490 – 500, 504 – 514 Chapter 20, p. 567 – 570
		KC-5.4.II.B: The new global capitalist economy continued to rely on coerced and semi coerced labor	Chapter 17, p. 476 – 482 Chapter 18, p. 490 – 500, 504 – 514

		migration, including slavery, Chinese and Indian indentured servitude, and convict labor.	Chapter 20, p. 567 – 570
6.7 Effects of Migration	**Learning Objective H:** Explain how and why new patterns of migration affected society from 1750 to 1900.	**KC-5.4.III.A:** Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.	Chapter 17, p. 457 – 459, 471 – 474, 476 – 482 Chapter 18, p. 490 – 500 Chapter 20, p. 559 – 560, 565 – 568
		KC-5.4.III.B: Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.	Chapter 17, p. 457 – 459, 476 – 482 Chapter 18, p. 490 – 500, 508 – 514 Chapter 19, p. 536 – 538
		KC-5.4.III.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.	Chapter 17, p. 457 – 459, 476 – 482 Chapter 18, p. 490 – 500, 508 – 514 Chapter 19, p. 536 – 538
6.8 Causation in the Imperial Age	**Learning Objective I:** Explain the relative significance of the effects of imperialism from 1750 to 1900.	**KC-5.1:** The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods. **KC-5.2:** As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships. **KC-5.3:**	Chapter 17, p. 457 – 459, 471 - 482 Chapter 18, p. 490 - 514 Chapter 19, p. 520 – 526, 529 – 531, 536 – 538, 540 – 541, 544 – 546 Chapter 20, p. 559 – 560, 565 - 570

| | | The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world. **KC-5.4:** As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly. | Chapter 21, p. 577 – 581, 587 – 588, 589 – 591, 594 – 598 |

Unit 7: Global Conflict 1900–Present

Topic # and Title	Learning Objectives	Historical Developments	Chapter and Page References
7.1 Shifting Power after 1900	**Learning Objective A:** Explain how internal and external factors contributed to change in various states after 1900.	**KC – 6.2.I:** The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.	Chapter 17, p. 482 – 485 Chapter 19, p. 523 – 526, 529 – 536, 539 – 543 Chapter 20, p. 551 – 556 Chapter 21, p. 581 – 588
		KC-6.2.I.A: The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.	Chapter 20, p. 551 – 556, 565 – 572 Chapter 21, p. 581 – 588 Chapter 23, p. 669 – 680
		KC-6.2.II.D: States around the world challenged the existing political and social order, including the	Chapter 17, p. 482 – 485

		Mexican Revolution that arose as a result of political crisis.	Chapter 19, p. 523 – 526, 529 – 536 Chapter 20, p. 555 – 562, 565 – 572 Chapter 23, p. 669 – 680
7.2 Causes of World War I	**Learning Objective B:** Explain the causes and consequences of World War I.	**KC-6.2.IV.B.i:** The causes of World War I included imperialist expansion and competition for resources. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict.	Chapter 17, p. 482 – 485 Chapter 22, p. 630 – 641
7.3 Conducting World War I	**Learning Objective C:** Explain how governments used a variety of methods to conduct war.	**KC 6.2.IV.A.i:** World War I was the first total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and in the colonies) for the purpose of waging war.	Chapter 22, p. 630 – 641
		KC-6.1.III.C.i: New military technology led to increased levels of wartime casualties.	Chapter 22, p. 630 – 641
7.4 Economy in the Interwar Period	**Learning Objective D:** Explain how different governments responded to economic crisis after 1900.	**KC-6.3.I.B:** Following World War I and the onset of the Great Depression, governments began to take a more active role in economic life.	Chapter 23, p. 680 – 692
		KC-6.3.I.A.i: In the Soviet Union, the government controlled the national economy through the Five Year	Chapter 23, p. 692 – 697

		Plans, often implementing repressive policies, with negative repercussions for the population.	
7.5 Unresolved Tensions after World War I	**Learning Objective E:** Explain the continuities and changes in territorial holdings from 1900 to the present.	**KC-6.2.I.B:** Between the two world wars Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement, and in other cases faced anti-imperial resistance.	Chapter 22, p. 643 – 657 Chapter 23, p. 692 Chapter 24, p. 702 – 707
7.6 Causes of World War II	**Learning Objective F:** Explain the causes and consequences of World War II.	**KC-6.2.IV.B.ii:** The causes of World War II included the unsustainable peace settlement after World War I, the global economic crisis engendered by the Great Depression, continued imperialist aspirations, and especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler.	Chapter 22, p. 643 – 657 Chapter 23, p. 664 – 666, 680 – 697 Chapter 24, p. 702 – 707
7.7 Conducting World War II	**Learning Objective G:** Explain similarities and differences in how governments used a variety of methods to conduct war.	**KC-6.2.IV.A.ii:** World War II was a total war. Governments used a variety of strategies including political propaganda, art, media, and intensified forms of nationalism to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.	Chapter 24, p. 707 – 717

		KC-6.1.III.C.ii:	Chapter 24, p. 707 – 717
		New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of "total war" led to increased levels of wartime casualties.	
7.8 Mass Atrocities After 1900	**Learning Objective H:** Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.	**KC-6.2.III.C:** The rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the Holocaust during World War II, and other atrocities, acts of genocide, or ethnic violence.	Chapter 22, p. 638 – 640 Chapter 24, p. 711
7.9 Causation in Global Conflict	**Learning Objective I:** Explain the relative significance of the causes of global conflict in the period 1900 to the present.	**KC-6.1**: Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine. **KC-6.2:** Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts. **KC – 6.2.I:** The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end. **KC-6.2.I.A:** The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external	Chapter 17, p. 482 - 485 Chapter 19, p. 523 – 526, 529 – 536, 539 - 543 Chapter 20, p. 551 – 556, 565 - 572 Chapter 21, p. 581 – 588 Chapter 22, p. 629 - 657 Chapter 23, p. 664 – 666, 669 - 697 Chapter 24, p. 702 - 717

| | | factors. These changes in Russia eventually led to communist revolution.
KC-6.2.II.D:
States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis. | |

Unit 8: Cold War and Decolonization 1900–present

Topic #	Learning Objectives	Historical Developments	Chapter and Page References
8.1: Setting the Stage for the Cold War and Decolonization	**Learning Objective A:** Explain the historical context of the Cold War after 1945.	**KC – 6.2.II:** Hopes for greater self-government were largely unfulfilled following World War I; however, in the years following World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.	Chapter 24, p. 718 – 728 Chapter 26, p. 755 – 759 Chapter 27, p. 805 – 807 Chapter 28, p. 816 – 823, 831 – 838 Chapter 29, p. 850 – 853
		KC-6.2.IV.C.i: Technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power.	Chapter 26, p. 759 – 769
8.2 The Cold War	**Learning Objective B:** Explain the causes and effects of the ideological struggle of the Cold War.	**KC-6.2.IV.C.ii:** The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to	Chapter 24, p. 717 – 718 Chapter 26, p. 759 – 769, 775 – 786 Chapter 27, p. 790 – 799

		ideological conflict and a power struggle between capitalism and communism across the globe.	
		KC-6.2.V.B Groups and individuals including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social order.	Chapter 27, p. 793 – 797 Chapter 28, p. 816 – 818
8.3 Effects of the Cold War	**Learning Objective C:** Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.	**KC 6.2.IV.D:** The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.	Chapter 24, p. 717 – 718 Chapter 26, p. 755 – 769, 775 – 786 Chapter 29, p. 851 – 853
8.4 Spread of Communism After 1900	**Learning Objective D:** Explain the causes and consequences of China's adoption of communism.	**KC-6.2.I.i:** As a result of internal tension and Japanese aggression, Chinese communists seized power. These changes in China eventually led to communist revolution.	Chapter 29, p. 862 – 871
		KC-6.3.I.A.ii: In communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies, with negative repercussions for the population.	Chapter 29, p. 862 – 871
	Learning Objective E: Explain the causes and effects of movements to redistribute economic resources.	**KC-6.2.II.D.i:** Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.	Chapter 29, p. 871 – 876
8.5	**Learning Objective F:**	**KC-6.2.II.A:**	Chapter 22, p. 645 – 649

Decolonization after 1900	Compare the processes by which various peoples pursued independence after 1900.	Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.	Chapter 28, p. 831 – 838 Chapter 29, p. 871 – 876
		KC-6.2.I.C After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle.	Chapter 22, p. 645 – 649 Chapter 29, p. 871 – 875
		KC – 6.2.II.B Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.	Chapter 24, p. 718 – 721
8.6 Newly Independent States	**Learning Objective G:** Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.	**KC-6.2.III.A.i:** The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states.	Chapter 22, p. 651 – 655 Chapter 28, p. 818 – 822
		KC-6.2.III.A.ii: The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the Partition of India and the creation of the state of Israel	Chapter 22, p. 651 – 655 Chapter 24, p. 726 – 728 Chapter 28, p. 818 – 822
	Learning Objective H: Explain the economic changes and continuities resulting from the process of decolonization.	**KC-6.3.I.C:** In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.	Chapter 28, p. 825 – 827, 832 – 837
		KC- 6.2.III.B:	Chapter 28, p. 843

		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.	Chapter 29, p. 876 – 877
8.7 Global Resistance to Established Power Structures After 1900	**Learning Objective I:** Explain various reactions to existing power structures in the period after 1900.	**KC-6.2.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.	Chapter 22, p. 643 – 651 Chapter 23, p. 686 – 689 Chapter 27, p. 790 – 792 Chapter 28, p. 841 – 843 Chapter 30, p. 899 – 901, 905 - 906
		KC-6.2.V.A: Groups and individuals challenged the many wars of the century, and some, such as Mohandas Gandhi, Martin Luther King, Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change.	Chapter 22, p. 643 – 651 Chapter 28, p. 841 – 843
		KC-6.2.V.C: Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.	Chapter 23, p. 686 – 689 Chapter 27, p. 790 – 792
		KC-6.2.V.D Some movements used violence against civilians in an effort to achieve political gain.	Chapter 30, p. 899 – 902

8.8 End of the Cold War	**Learning Objective J:** Explain the causes of the end of the Cold War.	**KC-6.2.IV.E**: Advances in U.S. military and technological development, the Soviet Union's costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.	Chapter 29, p. 883 – 893
8.9 Causation in the Age of Cold War and Decolonization	**Learning Objective K:** Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.	**KC- 6.2:** Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts. **KC – 6.2.II:** Hopes for greater self-government were largely unfulfilled following World War I; however, in the years following World War II, increasing anti-imperial sentiment contributed to the dissolution of empires and the restructuring of states. **KC – 6.2.IV.C:** The Cold War conflict extended beyond its basic ideological origins to have profound effects on economic, political, social, and cultural aspects of global events. **KC – 6.3** The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.	Chapter 22, p. 643 – 655 Chapter 23, p. 686 - 689 Chapter 24, p. 717 - 728 Chapter 26, p. 755 – 769, 775 - 786 Chapter 27, p. 790 – 799, 805 - 807 Chapter 28, p. 816 – 823, 831 – 838, 825 – 827, 841 - 843 Chapter 29, p. 850-853, 862 – 872 Chapter 30, p. 883 – 893, 899 – 901, 905 – 906

		KC – 6.3.I: States responded in a variety of ways to the economic challenges of the 20th century.	

Unit 9: Globalization 1900–present

Topic #	Learning Objectives	Historical Developments	Chapter and Page References
9.1 Advances in Technology and Exchange After 1900	**Learning Objective A:** Explain how the development of new technologies changed the world from 1900 to present.	**KC – 6.I.I.A:** New modes of communication – including radio communication, cellular communication, and the internet – as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.	Chapter 23, p. 661 – 664 Chapter 25, p. 733 – 737, 750 Chapter 30, p. 903 - 904
		KC-6.I.I.D: Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.	Chapter 25, p. 739 – 743 Chapter 26, p. 765 – 767
		KC-6.1.III.B: More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.	Chapter 26, p. 770 – 773 Chapter 28, p. 825 – 827 Chapter 29, p. 867 – 868

		KC-6.1.I.B: The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.	Chapter 23, p. 661 – 664 Chapter 25, p. 749 – 751
		KC-6.1.I.C: Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.	Chapter 25, p. 749 – 751
9.2 Technological Advances and Limitations After 1900: Disease	**Learning Objective B:** Explain how environmental factors affected human populations over time.	KC-6.1.III: Diseases, as well as medical and scientific developments, had significant effects on populations around the world.	Chapter 25, p. 747 - 751
		KC-6.1.III.A: Diseases associated with poverty persisted while other diseases emerged as new epidemics and threats to human populations, in some cases leading to social disruption. These outbreaks spurred technological and medical advances. Some diseases occurred at higher incidence merely because of increased longevity.	Chapter 28, p. 820 – 822
9.3 Technological Advances : Debates About the Environment after 1900	**Learning Objective C:** Explain the causes and effects of environmental changes in the period from 1900 to present.	KC – 6.1.II.A: As human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water, humans competed over these and other resources more intensely than ever before.	Chapter 28, p. 823 – 825 Chapter 30, p. 907 - 909
		KC-6.1.II.B: The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.	Chapter 28, p. 837 – 838 Chapter 30, p. 907 - 909

9.4 Economics in the Global Age	**Learning Objective D:** Explain the continuities and changes in the global economy from 1900 to present.	**KC-6.3.I.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.	Chapter 26, p. 757 – 766 Chapter 29, p. 862 – 871 Chapter 30, p. 885 – 890
		KC-6.3.I.E: In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.	Chapter 26, p. 767 – 769 Chapter 27, p. 794 – 797, 805 – 808 Chapter 28, p. 828 – 832 Chapter 29, p. 876 – 877 Chapter 30, p. 903 - 904
		KC-6.3.II.B: Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.	Chapter 25, p. 737 – 743, 748 – 751 Chapter 26, p. 767 – 769 Chapter 30, p. 898 – 899
9.5 Calls for Reform and Responses After 1900	**Learning Objective E:** Explain how social categories, roles, and practices have been maintained and challenged over time.	**KC-6.3.III.i:** Rights-based discourses challenged old assumptions about race, class, gender, and religion.	Chapter 25, p. 739 – 748, 748 – 750 Chapter 26, p. 759 – 762 Chapter 27, p. 802 – 805, 807 – 812 Chapter 28, p. 820 – 827, 841 – 844 Chapter 30, p. 885 – 890, 891 – 898

		KC-6.3.III.ii: 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, gender, and religion.	Chapter 25, p. 748 – 750 Chapter 26, p. 769 – 775 Chapter 27, p. 802 – 805, 807 – 812 Chapter 28, p. 825 – 827, 841 – 844 Chapter 30, p. 885 – 890, 891 – 898
		KC – 6.3.II.C.i: Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.	Chapter 25, p. 749 – 750 Chapter 26, p. 765 – 766 Chapter 28, p. 820 – 827 Chapter 29, p. 855 – 862 Chapter 30, p. 907 - 909
9.6 Globalized Culture After 1900	**Learning Objective F:** Explain how and why globalization changed culture over time	**KC-6.3.IV.i:** Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.	Chapter 25, p. 737 – 748 Chapter 30, p. 906 - 907
		KC-6.3.IV.ii: Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.	Chapter 25, p. 737 – 748
		KC-6.3.IV.iii: Consumer culture became globalized and transcended national borders.	Chapter 25, p. 739 – 748

9.7 Resistance to Globalization After 1900	**Learning Objective G:** Explain the various responses to increasing globalization from 1900 to present.	**KC-6.3.IV.iv**: Responses to rising cultural and economic globalization took a variety of forms.	Chapter 25, p. 739 – 748
9.8 Institutions Developing in a Globalized World	**Learning Objective H:** Explain how and why globalization changed international interactions among states.	**KC-6.3.II.A:** New international organizations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation.	Chapter 24, p. 717 – 718 Chapter 30, p. 904

9.9
Continuity and Change in a Globalized World
	Learning Objective I:
	Explain the extent to which science and technology brought change in the period from 1900 to the present.
		KC- 6.1:
		Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation industry, agriculture, and medicine.
		    KC-6.1.I.A:
		    New modes of communication – including radio communication, cellular communication, and the internet – as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.
		    KC-6.1.I.D:
		    Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.
		    KC-6.1.III.B:
		    More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and
			Chapter 25, p. 733 - 751
			Chapter 23, p. 661 - 664
			Chapter 24, p. 717 - 718
			Chapter 26, p. 757 - 775
			Chapter 27, p. 794 – 797, 802 - 812
			Chapter 28, p. 820 – 832, 837 – 838, 841 - 844
			Chapter 29, p. 855 – 871, 876 - 877
			Chapter 30, p. 885 – 899, 903 – 904, 906 - 909

		contributed to declining rates of fertility in much of the world. **KC-6.1.I.B**: The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture. **KC-6.1.I.C**: Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives. **KC-6.3.I**: States responded in a variety of ways to the economic challenges of the 20th century. **KC-6.3.III.i**: Rights-based discourses challenged old assumptions about race, class, gender, and religion. **KC- 6.3.III.ii**: 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, gender, and religion. **KC-6.3.IV.i**: Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global. **KC-6.3.IV.ii**: Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.	

		KC-6.3.IV.iii: Consumer culture became globalized and transcended national borders.	