



Advanced Placement® CORRELATION GUIDE

Traditions & Encounters: A Global Perspective on the Past

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Based on the College Board Course Framework:

AP World History: Modern, Effective Fall 2020

Unit 1: The Global Tapestry, c. 1200 to c. 1450

Topic	Thematic Focus	Learning Objective	Historical Developments	Suggested Skill	Citations
1.1: Developments in East Asia from c. 1200 to c. 1450	Governance	Unit 1: 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.	Contextualization	40-46
1.1: Developments in East Asia from c. 1200 to c. 1450	Cultural Developments and Interactions	Unit 1: 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.	Contextualization	57-61
1.1: Developments in East Asia from c. 1200 to c. 1450	Cultural Developments and Interactions	Unit 1: Learning Objective B Explain the effects of Chinese cultural traditions on East Asia over time	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.	Contextualization	53-56

1.1: Developments in East Asia from c. 1200 to c. 1450	Economics Systems	Unit 1: 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.	Contextualization	47-49
1.1: Developments in East Asia from c. 1200 to c. 1450	Economics Systems	Unit 1: Learning Objective C Explain the effects of innovation on the Chinese economy over time.	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.	Contextualization	49-53
1.2: Developments in Dar al-Islam from c. 1200 to c. 1450	Cultural Developments and Interactions	Unit 1: 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.	Developments and Processes	71-77
1.2: Developments in Dar al-Islam from c. 1200 to c. 1450	Governance	Unit 1: 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.	Developments and Processes	77-81
1.2: Developments in Dar al-Islam from c. 1200 to c. 1450	Governance	Unit 1: Learning Objective E Explain the causes and effects of the rise of Islamic states over time.	KC-3.1.III.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.	Developments and Processes	86-92

1.2: Developments in Dar al-Islam from c. 1200 to c. 1450	Technology and Innovation	Unit 1: 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.	Developments and Processes	81-84
1.3: Developments in South and Southeast Asia from c. 1200 to c. 1450	Governance	Unit 1: 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.	Claims and Evidence in Sources	114-116
1.3: Developments in South and Southeast Asia from c. 1200 to c. 1450	Constitutionalism	Unit 1: 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.	Claims and Evidence in Sources	103-107 117-121
1.4: State Building in the Americas	Governance	Unit 1: 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.	Claims and Evidence in Sources	245-251 252-256
1.5: State Building in Africa	Governance	Unit 1: 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.	Developments and Processes	191-205

1.6: Developments in Europe from c. 1200 to c. 1450	Cultural Developments and Interactions	Unit 1: 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.	Developments and Processes	147-152
1.6: Developments in Europe from c. 1200 to c. 1450	Governance	Unit 1: 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.	Developments and Processes	145-147
1.6: Developments in Europe from c. 1200 to c. 1450	Social Interactions and Organization	Unit 1: Learning Objective M Explain the effects of agriculture on social organization in Europe.	KC-3.3.III.C Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.	Developments and Processes	220-222 223-226
1.7: Comparison in the Period from c. 1200 to c. 1450	Comparison	Unit 1: Learning Objective N Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.	KC-3.2 State formation and development demonstrated continuity, innovation, and diversity in various regions.	Argumentation	
1.7: Comparison in the Period from c. 1200 to c. 1450	Comparison	Unit 1: Learning Objective N Explain the similarities and differences in the processes of state formation 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.	Argumentation	81

<p>1.7: Comparison in the Period from c. 1200 to c. 1450</p>	<p>Comparison</p>	<p>Unit 1: Learning Objective N Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.</p>	<p>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.</p>	<p>Argumentation</p>	<p>56-57</p>
<p>1.7: Comparison in the Period from c. 1200 to c. 1450</p>	<p>Comparison</p>	<p>Unit 1: Learning Objective N Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450</p>	<p>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.</p>	<p>Argumentation</p>	<p>117-119</p>
<p>1.7: Comparison in the Period from c. 1200 to c. 1450</p>	<p>Comparison</p>	<p>Unit 1: Learning Objective N Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450</p>	<p>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.</p>	<p>Argumentation</p>	

Unit 2: Networks of Exchange, c. 1200 to c. 1450

Topic	Thematic Focus	Learning Objective	Historical Developments	Suggested Skill	Citations
2.1: The Silk Roads	Economic Systems	Unit 2: 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.	Contextualization	284-289
2.1: The Silk Roads	Economic Systems	Unit 2: Learning Objective A Explain the causes and effects of growth of networks of exchange after 1200.	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	Contextualization	82-84 107-111
2.1: The Silk Roads	Economic Systems	Unit 2: Learning Objective A Explain the causes and effects of growth of networks of exchange after 1200.	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.	Contextualization	318 451-452
2.2: The Mongol Empire and the Making of the Modern World	Governance	Unit 2: Learning Objective B Explain the process of state building and decline in Eurasia over time.	KC-3.2.I.B.iii Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.	Making Connections	163-166 167-174
2.2: The Mongol Empire and the Making of the Modern World	Economic Systems	Unit 2: 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.	Making Connections	174-175

2.2: The Mongol Empire and the Making of the Modern World	Cultural Developments and Interactions	Unit 2: 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.	Making Connections	176 285-287
2.3: Exchange in the Indian Ocean	Economic Systems	Unit 2: 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.	Making Connections	284-289
2.3: Exchange in the Indian Ocean	Economic Systems	Unit 2: Learning Objective E Explain the causes of the growth of networks of exchange after 1200.	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.	Making Connections	316-317
2.3: Exchange in the Indian Ocean	Economic Systems	Unit 2: Learning Objective E Explain the causes of the growth of networks of exchange after 1200.	KC-3.1.I.A.iii The Indian Ocean trading network fostered the growth of states.	Making Connections	117-121
2.3: Exchange in the Indian Ocean	Cultural Developments and Interactions	Unit 2: Learning Objective F Explain the effects of the growth of networks of exchange after 1200.	KC-3.1.III.B In key places along important 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.	Making Connections	116-117 119-121

2.3: Exchange in the Indian Ocean	Cultural Developments and Interactions	Unit 2: Learning Objective F Explain the effects of the growth of networks of exchange after 1200.	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.	Making Connections	294-297 301-303
2.3: Exchange in the Indian Ocean	Humans and the Environment	Unit 2: 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 monsoon winds.	Making Connections	107
2.4: Trans-Saharan Trade Routes	Technology and Innovation	Unit 2: 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.	Developments and Processes	198-201
2.4: Trans-Saharan Trade Routes	Technology and Innovation	Unit 2: Learning Objective H Explain the causes and effects of the growth of trans-Saharan trade.	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.	Developments and Processes	198-201 419-420
2.4: Trans-Saharan Trade Routes	Governance	Unit 2: 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.	Developments and Processes	196-197 198-201
2.5: Cultural Consequences of Connectivity	Cultural Developments and Interactions	Unit 2: 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.	Sourcing and Situation	289-292

2.5: Cultural Consequences of Connectivity	Cultural Developments and Interactions	Unit 2: 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-3.3.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.	Sourcing and Situation	201 203-205 297-299 361-362
2.5: Cultural Consequences of Connectivity	Cultural Developments and Interactions	Unit 2: 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.C As exchange networks intensified, an increasing number of travelers within Afro-Eurasia wrote about their travels	Sourcing and Situation	284-288
2.6: Environmental Consequences of Connectivity	Humans and the Environments	Unit 2: 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.	Making Connections	290-293
2.7: Comparison of Economic Exchange		Unit 2: 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.	Argumentation	
2.7: Comparison of Economic Exchange		Unit 2: 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.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.	Argumentation	
2.7: Comparison of Economic Exchange		Unit 2: 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.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.	Argumentation	

<p>2.7: Comparison of Economic Exchange</p>		<p>Unit 2: Learning Objective L Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.</p>	<p>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.</p>	<p>Argumentation</p>	
<p>2.7: Comparison of Economic Exchange</p>		<p>Unit 2: Learning Objective L Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.</p>	<p>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.</p>	<p>Argumentation</p>	

Unit 3: Land-Based Empires c. 1450 to c. 1750

Topic	Thematic Focus	Learning Objective	Historical Developments	Suggested Skill	Citations
3.1: Empires Expand	Governance	Unit 3: 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.	Developments and Processes	445-446 474-480
3.1: Empires Expand	Governance	Unit 3: Learning Objective A Explain how and why various land-based empires developed and expanded from 1450 to 1750.	KC-4.3.II.B Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; the Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.	Developments and Processes	180 445-446 474-480
3.1: Empires Expand	Governance	Unit 3: Learning Objective A Explain how and why various land-based empires developed and expanded from 1450 to 1750.	KC-4.3.III.i Political and religious disputes led to rivalries and conflict between states	Developments and Processes	476, 481
3.2: Empires: Administration	Governance	Unit 3: 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.	Developments and Processes	445 447-448 476

3.3.: Empires: Belief Systems	Cultural Developments and Interactions	Unit 3: Learning Objective C Explain continuity and change within the various belief systems during the period from 1450 to 1750.	KC-4.1.VI.i The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity.	Contextualization	348-350
3.3.: Empires: Belief Systems	Cultural Developments and Interactions	Unit 3: Learning Objective C Explain continuity and change within the various belief systems during the period from 1450 to 1750.	KC-4.1.VI.ii Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.	Contextualization	485-486
3.3.: Empires: Belief Systems	Cultural Developments and Interactions	Unit 3: Learning Objective C Explain continuity and change within the various belief systems during the period from 1450 to 1750.	KC-4.1.VI.iii Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.	Contextualization	485-486
3.4: Comparison in Land-Based Empires	Argumentation	Unit 3: 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.		319-325
3.4: Comparison in Land-Based Empires	Argumentation	Unit 3: Learning Objective D Compare the methods by which various empires increased their influence 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.		485-486

3.4: Comparison in Land-Based Empires	Argumentation	Unit 3: Learning Objective D Compare the methods by which various empires increased their influence from 1450 to 1750.	KC-4.3 Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.		
3.4: Comparison in Land-Based Empires	Argumentation	Unit 3: Learning Objective D Compare the methods by which various empires increased their influence 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.		
3.4: Comparison in Land-Based Empires	Argumentation	Unit 3: Learning Objective D Compare the methods by which various empires increased their influence from 1450 to 1750.	KC-4.3.III.i Political and religious disputes led to rivalries and conflict between states.		
3.4: Comparison in Land-Based Empires	Argumentation	Unit 3: Learning Objective D Compare the methods by which various empires increased their influence from 1450 to 1750.	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.		

Unit 4: Transoceanic Interconnections, c. 1450 to c. 1750

Topic	Thematic Focus	Learning Objective	Historical Developments	Suggested Skill	Citations
4.1: Technological Innovations from 1450 to 1750	Technology and Innovation	Unit 4: 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.	Contextualization	316-317
4.1: Technological Innovations from 1450 to 1750	Technology and Innovation	Unit 4: 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.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.	Contextualization	316-317
4.2: Exploration: Causes and Events from 1450 to 1750	Governance	Unit 4: 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.	Making Connections	322-325
4.2: Exploration: Causes and Events from 1450 to 1750	Economics Systems	Unit 4: Learning Objective C Explain the economic causes and effects of maritime exploration by the various European states.	KC-4.1.III.A Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.	Making Connections	317, 320, 331

4.2: Exploration: Causes and Events from 1450 to1750	Economics Systems	Unit 4: Learning Objective C Explain the economic causes and effects of maritime exploration by the various European states.	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.	Making Connections	322
4.2: Exploration: Causes and Events from 1450 to1750	Economics Systems	Unit 4 Learning Objective C Explain the economic causes and effects of maritime exploration by the various European states.	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.	Making Connections	331-334
4.3: Columbian Exchange	Humans and the Environments	Unit 4: Learning Objective D Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.	KC-4.1.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.	Claims and Evidence in Sources	326-329
4.3: Columbian Exchange	Humans and the Environments	Unit 4: Learning Objective D Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.	KC-4.1.V.A European colonization of the Americas led to the unintentional transfer of disease vectors, including mosquitoes 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.	Claims and Evidence in Sources	326-328 381
4.3: Columbian Exchange	Humans and the Environments	Unit 4: Learning Objective D Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.	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 coerced labor and were exported mostly to Europe and the Middle East.	Claims and Evidence in Sources	328-329

4.3: Columbian Exchange	Humans and the Environments	Unit 4: Learning Objective D Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.	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.	Claims and Evidence in Sources	328-329 394 426-427
4.3: Columbian Exchange	Humans and the Environments	Unit 4: Learning Objective D Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.	KC-4.1.V.D Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.	Claims and Evidence in Sources	329 419
4.4: Maritime Empires Established	Governance	Unit 4: 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.	Sourcing and Situation	331-334
4.4: Maritime Empires Established	Governance	Unit 4: 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.C Driven largely by political, religious, and economic rivalries, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.		331-334 381-383 384-390
4.4: Maritime Empires Established	Governance	Unit 4: 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.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.		411-416

4.4: Maritime Empires Established	Economics Systems	Unit 4: 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.	Sourcing and Situation	330-334
4.4: Maritime Empires Established	Economics Systems	Unit 4: Learning Objective F Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.	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, and encomienda and hacienda systems.	Sourcing and Situations	381-383 384 392-395 397 419-424
4.4: Maritime Empires Established	Social Interactions and Organization	Unit 4: 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 regions.	Sourcing and Situations	415
4.4: Maritime Empires Established	Social Interactions and Organization	Unit 4: Learning Objective G Explain changes and continuities in systems of slavery in the period from 1450 to 1750.	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.	Sourcing and Situations	381-382 390-393 395 425-429
4.5: Maritime Empires Maintained and Developed	Governance	Unit 4: 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.	Claims and Evidence in Sources	331-332

4.5: Maritime Empires Maintained and Developed	Governance	Unit 4: Learning Objective H Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.	KC-4.3.III.ii Economic disputes led to rivalries and conflict between states.	Claims and Evidence in Sources	337
4.5: Maritime Empires Maintained and Developed	Economic Systems	Unit 4: 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.	Claims and Evidence in Sources	326-329
4.5: Maritime Empires Maintained and Developed	Economic Systems	Unit 4: Learning Objective I Explain the continuities and changes in networks of exchange from 1450 to 1750.	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.	Claims and Evidence in Sources	392-393
4.5: Maritime Empires Maintained and Developed	Economic Systems	Unit 4: Learning Objective I Explain the continuities and changes in networks of exchange from 1450 to 1750.	KC-4.2.II.A Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.	Claims and Evidence in Sources	361-362 450-453
4.5: Maritime Empires Maintained and Developed	Social Interactions and Organization	Unit 4: 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 trades.	Claims and Evidence in Sources	370 391-392 424-425 448-449

4.5: Maritime Empires Maintained and Developed	Social Interactions and Organization	Unit 4: Learning Objective J Explain how political, economic, and cultural factors affected society from 1450 to 1750.	KC-4.1.IV.D.ii 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.	Claims and Evidence in Sources	390-392 428-429
4.5: Maritime Empires Maintained and Developed	Cultural Developments and Interactions	Unit 4: 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.	Claims and Evidence in Sources	348-353 397-398 428-429
4.6: Internal and External Challenges to State Power from 1450 to 1750	Governance	Unit 4: 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.	Contextualization	352-359 356-359 490
4.6: Internal and External Challenges to State Power from 1450 to 1750	Governance	Unit 4: Learning Objective L Explain the effects of the development of state power from 1450 to 1750.	KC-5.3.III.C Slave resistance challenged existing authorities in the Americas.	Contextualization	427-428
4.7: Changing Social Hierarchies from 1450 to 1750	Social Interactions and Organization	Unit 4: 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.	Claims and Evidence in Sources	476 478 480-483

4.7: Changing Social Hierarchies from 1450 to 1750	Social Interactions and Organization	Unit 4: Learning Objective M Explain how social categories, roles, and practices have been maintained or have changed over time.	KC-4.2.III.A Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system.	Claims and Evidence in Sources	389-392 445-448 453
4.7: Changing Social Hierarchies from 1450 to 1750	Social Interactions and Organization	Unit 4: Learning Objective M Explain how social categories, roles, and practices have been maintained or have changed over time.	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.	Claims and Evidence in Sources	294-299 352-361
4.8: Continuity and Change from 1450 to 1750		Unit 4: 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.	Argumentation	
4.8: Continuity and Change from 1450 to 1750		Unit 4: Learning Objective N Explain how economic developments from 1450 to 1750 affected social structures over time.	KC-4.1.II Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.	Argumentation	365-371
4.8: Continuity and Change from 1450 to 1750		Unit 4: Learning Objective N Explain how economic developments from 1450 to 1750 affected social structures over time.	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.	Argumentation	
4.8: Continuity and Change from 1450 to 1750		Unit 4: Learning Objective N Explain how economic developments from 1450 to 1750 affected social structures over time.	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 manufacturing, gender and social structures, and environmental processes.	Argumentation	

4.8: Continuity and Change from 1450 to 1750		Unit 4: Learning Objective N Explain how economic developments from 1450 to 1750 affected social structures over time.	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.	Argumentation	
4.8: Continuity and Change from 1450 to 1750		Unit 4: Learning Objective N Explain how economic developments from 1450 to 1750 affected social structures over time.	KC-4.3 Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.	Argumentation	
4.8: Continuity and Change from 1450 to 1750		Unit 4: Learning Objective N Explain how economic developments from 1450 to 1750 affected social structures over time.	KC-4.3.III.ii Economic disputes led to rivalries and conflict between states.	Argumentation	

Unit 5: Revolutions, c. 1750 to c. 1900

Topic	Thematic Focus	Learning Objective	Historical Developments	Suggested Skill	Citations
5.1: The Enlightenment	Cultural Developments and Interactions	Unit 5: 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.	Claims and Evidence in Sources	515-516
5.1: The Enlightenment	Cultural Developments and Interactions	Unit 5: Learning Objective A Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.	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.	Claims and Evidence in Sources	516-517
5.1: The Enlightenment	Cultural Developments and Interactions	Unit 5: Learning Objective A Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.	KC-5.3.II.i Nationalism also became a major force shaping the historical development of states and empires.	Claims and Evidence in Sources	535-539
5.1: The Enlightenment	Social Interactions and Organization	Unit 5: 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.	Claims and Evidence in Sources	531-535

5.1: The Enlightenment	Social Interactions and Organization	Unit 5: Learning Objective B Explain how the Enlightenment affected societies over time.	KC-5.3.IV.B Demands for women’s suffrage and an emergent feminism challenged political and gender hierarchies.	Claims and Evidence in Sources	532-535
5.2: Nationalism and Revolutions in the Period from 1750 to 1900	Governance	Unit 5: 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	Claims and Evidence in Sources	537-541
5.2: Nationalism and Revolutions in the Period from 1750 to 1900	Governance	Unit 5: Learning Objective C Explain causes and effects of the various revolutions in the period from 1750 to 1900.	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.	Claims and Evidence in Sources	518-530
5.2: Nationalism and Revolutions in the Period from 1750 to 1900	Governance	Unit 5: Learning Objective C Explain causes and effects of the various revolutions in the period from 1750 to 1900.	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.	Claims and Evidence in Sources	516-517, 531
5.2: Nationalism and Revolutions in the Period from 1750 to 1900	Governance	Unit 5: Learning Objective C Explain causes and effects of the various revolutions in the period from 1750 to 1900.	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.	Claims and Evidence in Sources	518-530

5.2: Nationalism and Revolutions in the Period from 1750 to 1900	Governance	Unit 5: Learning Objective C Explain causes and effects of the various revolutions in the period from 1750 to 1900.	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 of the Citizen” during the French Revolution, and 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.	Claims and Evidence in Sources	519 522 530
5.2: Nationalism and Revolutions in the Period from 1750 to 1900	Governance	Unit 5: Learning Objective C Explain causes and effects of the various revolutions in the period from 1750 to 1900.	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.	Claims and Evidence in Sources	535-541
5.3: Industrial Revolution Begins	Humans and the Environments	Unit 5: 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: <ul style="list-style-type: none"> ● Proximity to waterways; access to rivers and canals ● Geographical distribution of coal, iron, and timbe ● Urbanization ● Improved agricultural productivity ● Legal protection of private property ● Access to foreign resources ● Accumulation of capital 	Developments and Processes	552-554
5.3: Industrial Revolution Begins	Humans and the Environments	Unit 5: Learning Objective D Explain how environmental factors contributed to industrialization from 1750 to 1900.	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.	Developments and Processes	554-556

5.4: Industrialization Spreads in the Period from 1750 to 1900	Technology and Innovation	Unit 5: 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.	Making Connections	556-558 618-619 623-624 633
5.4: Industrialization Spreads in the Period from 1750 to 1900	Technology and Innovation	Unit 5: Learning Objective E Explain how different modes and locations of production have developed and changed over time.	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.	Making Connections	585 596-597 623-624 634-638
5.5: Technology and the Industrial Age	Technology and Innovation	Unit 5: 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.	Developments and Processes	552-554
5.5: Technology and the Industrial Age	Technology and Innovation	Unit 5: Learning Objective F Explain how technology shaped economic production over time	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	Developments and Processes	556-560
5.6: Industrialization: Government's Role from 1750 to 1900	Competing Policy-Making Interests	Unit 5: Learning Objective F Explain how technology shaped economic production over time	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.	Making Connections	651-653

5.6: Industrialization: Government's Role from 1750 to 1900	Governance	Unit 5: 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.	Making Connections	619-620 623-624 651-653
5.6: Industrialization: Government's Role from 1750 to 1900	Governance	Unit 5: Learning Objective G Explain the causes and effects of economic strategies of different states and empires.	KC-5.2.II.A The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.	Making Connections	634-638
5.7: Economic Developments and Innovations in the Industrial Age	Economics Systems	Unit 5: 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.	Making Connections	515 555 558-561
5.7: Economic Developments and Innovations in the Industrial Age	Economics Systems	Unit 5: 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.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.	Making Connections	460-461 667-668
5.7: Economic Developments and Innovations in the Industrial Age	Economics Systems	Unit 5: 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 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.	Making Connections	556 561 564-567

5.8: Reactions to the Industrial Economy from 1750 to 1900	Social Interactions and Organization	Unit 5: 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.	Sourcing and Situation	567-571
5.8: Reactions to the Industrial Economy from 1750 to 1900	Social Interactions and Organization	Unit 5: Learning Objective I Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	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.	Sourcing and Situation	567-571
5.8: Reactions to the Industrial Economy from 1750 to 1900	Social Interactions and Organization	Unit 5: Learning Objective I Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	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.	Sourcing and Situation	567-571
5.8: Reactions to the Industrial Economy from 1750 to 1900	Social Interactions and Organization	Unit 5: Learning Objective I Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	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 by some members of government or established elite groups.	Sourcing and Situation	619-623 631-634
5.9: Society and the Industrial Age	Social Interactions and Organization	Unit 5: 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.	Contextualization	564-571

5.9: Society and the Industrial Age	Social Interactions and Organization	Unit 5: Learning Objective J Explain how industrialization caused change in existing social hierarchies and standards of living.	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.	Contextualization	564-567
5.9: Society and the Industrial Age	Social Interactions and Organization	Unit 5: Learning Objective J Explain how industrialization caused change in existing social hierarchies and standards of living.	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.	Contextualization	563-564
5.10: Continuity and Change in the Industrial Age		Unit 5: 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.	Contextualization	561 564 572-573
5.10: Continuity and Change in the Industrial Age		Unit 5: Learning Objective K Explain the extent to which industrialization brought change from 1750 to 1900.	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.	Contextualization	554-555 564 572-573
5.10: Continuity and Change in the Industrial Age		Unit 5: Learning Objective K Explain the extent to which industrialization brought change from 1750 to 1900.	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.	Contextualization	518-530 539-541

5.10: Continuity and Change in the Industrial Age		Unit 5: Learning Objective K Explain the extent to which industrialization brought change 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.	Contextualization	515
5.10: Continuity and Change in the Industrial Age		Unit 5: Learning Objective K Explain the extent to which industrialization brought change from 1750 to 1900.	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.	Contextualization	516-517
5.10: Continuity and Change in the Industrial Age		Unit 5: Learning Objective K Explain the extent to which industrialization brought change from 1750 to 1900.	KC-5.3.II.i Nationalism also became a major force shaping the historical development of states and empires	Contextualization	535-539

Unit 6: Consequences of Industrialization

Topic	Thematic Focus	Learning Objective	Historical Developments	Suggested Skill	Citations
6:1: Rationales for Imperialism	Cultural Developments and Interactions	Unit 6: 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.	Contextualization	650-651 670-674
6.2 State Expansion from 1750 to 1900	Governance	Unit 6: Learning Objective B Compare processes by which state power shifted in various parts of the world from 1750 to 1900.	KC-5.2.IA 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.	Contextualization	654-658
6.2 State Expansion from 1750 to 1900	Governance	Unit 6: Learning Objective B Compare processes by which state power shifted in various parts of the world from 1750 to 1900.	KC-5.2.IB European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined.	Contextualization	662-667
6.2 State Expansion from 1750 to 1900	Governance	Unit 6: Learning Objective B Compare processes by which state power shifted in various parts of the world from 1750 to 1900.	KC-5.2.IC Many European states used both warfare and diplomacy to expand their empires in Africa.	Contextualization	658-662
6.2 State Expansion from 1750 to 1900	Governance	Unit 6: Learning Objective B Compare processes by which state power shifted in various parts of the world from 1750 to 1900.	KC-5.2.ID Europeans established settler colonies in some parts of their empires.	Contextualization	662-663

6.2 State Expansion from 1750 to 1900	Governance	Unit 6: Learning Objective B Compare processes by which state power shifted in various parts of the world from 1750 to 1900.	KC-5.2.II.B The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.	Contextualization	654-656 664-667
6.3: Indigenous Responses to State Expansion from 1750 to 1900	Governance	Unit 6: 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.	Sourcing and Situation	674-675
6.3: Indigenous Responses to State Expansion from 1750 to 1900	Governance	Unit 6: Learning Objective C Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.	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.	Sourcing and Situation	654, 660 670-671
6.3: Indigenous Responses to State Expansion from 1750 to 1900	Governance	Unit 6: 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.E Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.	Sourcing and Situation	654, 660 663
6.4: Global Economic Development from 1750 to 1900	Humans and the Environments	Unit 6: 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.	Sourcing and Situation	650 667-668

6.5: Economic Imperialism from 1750 to 1900	Economics Systems	Unit 6: Learning Objective E Explain how various economic factors contributed to the development of the global economy from 1750 to 1900	KC-5.2.I.E Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.	Sourcing and Situation	654-658 664-666
6.5: Economic Imperialism from 1750 to 1900	Economics Systems	Unit 6: Learning Objective E Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.	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.	Sourcing and Situation	654 664-665
6.6 Causes of Migration in an Interconnected World	Humans and the Environments	Unit 6: 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.	Making Connections	668-670
6.6 Causes of Migration in an Interconnected World	Humans and the Environments	Unit 6: 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.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.	Making Connections	563-564 668-670
6.6 Causes of Migration in an Interconnected World	Economics Systems	Unit 6: 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.	Making Connections	668-670

6.6 Causes of Migration in an Interconnected World	Economics Systems	Unit 6: 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.B The new global capitalist economy continued to rely on coerced and semi coerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.	Making Connections	659-660 670
6.7: Effects of Migration	Civic Participation in a Representative Democracy	Unit 6: 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.	Making Connections	564-567
6.7: Effects of Migration	Social Interactions and Organization	Unit 6: Learning Objective H Explain how and why new patterns of migration affected society from 1750 to 1900.	KC-5.4.III.B Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.	Making Connections	594-596 602
6.7: Effects of Migration	Social Interactions and Organization	Unit 6: Learning Objective H Explain how and why new patterns of migration affected society from 1750 to 1900.	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.	Making Connections	671-674
6.8: Causation in the Imperial Age		Unit 6: 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.	Argumentation	
6.8: Causation in the Imperial Age		Unit 6: Learning Objective I Explain the relative significance of the effects of imperialism from 1750 to 1900.	KC-5.2 As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.	Argumentation	

6.8: Causation in the Imperial Age		Unit 6: Learning Objective I Explain the relative significance of the effects of imperialism from 1750 to 1900.	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.	Argumentation	
6.8: Causation in the Imperial Age		Unit 6: Learning Objective I Explain the relative significance of the effects of imperialism from 1750 to 1900.	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.	Argumentation	

Unit 7: Global Conflict, c. 1900 to the present

Topic	Thematic Focus	Learning Objective	Historical Developments	Suggested Skill	Citations
7.1: Shifting Power After 1900	Governance	Unit 7: 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.	Contextualization	701 721-722 762-768 771-773
7.1: Shifting Power After 1900	Governance	Unit 7: Learning Objective A Explain how internal and external factors contributed to change in various states after 1900.	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.	Contextualization	715-717 765-768
7.1: Shifting Power After 1900	Governance	Unit 7: Learning Objective A Explain how internal and external factors contributed to change in various states after 1900.	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	Contextualization	593-594 599 715-717 722
7.2: Causes of World War I	Governance	Unit 7: 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.	Developments and Processes	701-703

7.3: Conducting World War I	Technology and Innovation	Unit 7: 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 the colonies) for the purpose of waging war.	Claims and Evidence in Sources	708-712
7.3: Conducting World War I	Technology and Innovation	Unit 7: Learning Objective C Explain how governments used a variety of methods to conduct war.	KC-6.1.III.C.i New military technology led to increased levels of wartime casualties.	Claims and Evidence in Sources	705-708
7.4: The Economy in the Interwar Period	Economics Systems	Unit 7: 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.	Sourcing and Situation	740-744
7.4: The Economy in the Interwar Period I	Economics Systems	Unit 7: Learning Objective D Explain how different governments responded to economic crisis after 1900	KC-6.3.I.A.i In the Soviet Union, the government controlled the national economy through the Five Year Plans, often implementing repressive policies, with negative repercussions for the population.	Sourcing and Situation	744-748
7.5: Unresolved Tensions After World War I	Governance	Unit 7: 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.	Sourcing and Situation	768-769 771-773
7.6: Causes of World War II	Governance	Unit 7: 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.	Sourcing and Situation	720-721 770-774 789 791-793

7.7: Conducting World War II	Governance	Unit 7: 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.	Claims and Evidence in Sources	749-753 793 800-802
7.7: Conducting World War II	Governance	Unit 7: Learning Objective G Explain similarities and differences in how governments used a variety of methods to conduct war.	KC-6.1.III.C.ii 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.	Claims and Evidence in Sources	793-794 800,
7.8: Causation in Global Conflict	Social Interactions and Organization	Unit 7: 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 to other atrocities, acts of genocide, or ethnic violence.	Making Connections	790 801— 805 808-809
7.9 Causation in Global Conflict		Unit 7: 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.	Argumentation	736-740
7.9 Causation in Global Conflict		Unit 7: Learning Objective I Explain the relative significance of the causes of global conflict in the period 1900 to the present.	KC-6.2 Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.	Argumentation	

<p>7.9 Causation in Global Conflict</p>		<p>Unit 7: Learning Objective I Explain the relative significance of the causes of global conflict in the period 1900 to the present.</p>	<p>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.</p>	<p>Argumentation</p>	
<p>7.9 Causation in Global Conflict</p>		<p>Unit 7: Learning Objective I Explain the relative significance of the causes of global conflict in the period 1900 to the present.</p>	<p>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.</p>	<p>Argumentation</p>	
<p>7.9 Causation in Global Conflict</p>		<p>Unit 7: Learning Objective I Explain the relative significance of the causes of global conflict in the period 1900 to the present.</p>	<p>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.</p>		

Unit 8: Cold War and Decolonization, c. 1900 to the present

Topic	Thematic Focus	Learning Objective	Historical Developments	Suggested Skill	Citations
8.1: Setting the Stage for the Cold War and Decolonization	Governance	Unit 8: 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.	Contextualization	828-840
8.1: Setting the Stage for the Cold War and Decolonization	Governance	Unit 8: Learning Objective A Explain the historical context of the Cold War after 1945.	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.	Contextualization	809-815
8.2 The Cold War	Cultural Developments and Interactions	Unit 8: 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 ideological conflict and a power struggle between capitalism and communism across the globe.	Sourcing and Situation	812-816
8.2 The Cold War	Cultural Developments and Interactions	Unit 8: Learning Objective B Explain the causes and effects of the ideological struggle of the Cold War.	KC-6.2.V.B Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.	Sourcing and Situation	829

8.3: Effects of the Cold War	Governance	Unit 8: Learning Objective D Explain the causes and consequences of China's adoption of communism.	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.	Making Connections	811-816
8.4: Spread of Communism after 1900	Economic Systems	Unit 8: 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.	Sourcing and Situation	766-768 840-843
8.4: Spread of Communism after 1900	Economic Systems	Unit 8: Learning Objective D Explain the causes and consequences of China's adoption of communism.	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	Sourcing and Situation	840-843
8.4: Spread of Communism after 1900	Social Interactions and Organization	Unit 8: 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.	Sourcing and Situation	775-779 833-834 846-848
8.5: Decolonization After 1900	Governance	Unit 8: Learning Objective F Compare the processes by which various peoples pursued independence after 1900.	KC-6.2.II.A Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.	Making Connections	828-834 836-840
8.5: Decolonization After 1900	Governance	Unit 8: Learning Objective F Compare the processes by which various peoples pursued independence after 1900.	KC-6.2.I.C After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle.	Making Connections	828-838

8.5: Decolonization After 1900	Governance	Unit 8: Learning Objective F Compare the processes by which various peoples pursued independence after 1900.	KC-6.2.II.B Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.	Making Connections	828-838
8.6: Newly Independent States	Governance	Unit 8: 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.	Claims and Evidence in Sources	828-829 831-839
8.6: Newly Independent States	Governance	Unit 8: 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.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.	Claims and Evidence in Sources	828-829 840
8.6: Newly Independent States	Economic Systems	Unit 8: 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	Claims and Evidence in Sources	840-843 845-846
8.6: Newly Independent States	Economic Systems	Unit 8: Learning Objective H Explain the economic changes and continuities resulting from the process of decolonization.	KC-6.2.III.B The migration of former colonial subjects to imperial metropolises (the former colonizing country), usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.	Claims and Evidence in Sources	883-884

8.7: Global Resistance to Established Order After 1900	Cultural Developments and Interactions	Unit 8: 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.	Sourcing and Situation	763-765 789-797 829 843-845
8.7: Global Resistance to Established Order After 1900	Cultural Developments and Interactions	Unit 8: Learning Objective I Explain various reactions to existing power structures in the period after 1900.	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.	Sourcing and Situation	763-765 838-840
8.7: Global Resistance to Established Order After 1900	Cultural Developments and Interactions	Unit 8: Learning Objective I Explain various reactions to existing power structures in the period after 1900.	KC-6.2.V.C Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict	Sourcing and Situation	701-708 789-800 809-816
8.7: Global Resistance to Established Order After 1900	Cultural Developments and Interactions	Unit 8: Learning Objective I Explain various reactions to existing power structures in the period after 1900.	KC-6.2.V.D Some movements used violence against civilians in an effort to achieve political aims.	Sourcing and Situation	831 840 842-843 845

8.8: End of the Cold War	Governance	Unit 8: 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.	Developments and Processes	813-816 859-862
8.9: Causation in the Age of the Cold War and Decolonization		Unit 8: 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.	Argumentation	
8.9: Causation in the Age of the Cold War and Decolonization		Unit 8: 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.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.	Argumentation	
8.9: Causation in the Age of the Cold War and Decolonization		Unit 8: 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.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.	Argumentation	
8.9: Causation in the Age of the Cold War and Decolonization		Unit 8: Learning Objective K Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.	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.	Argumentation	
8.9: Causation in the Age of the Cold War and Decolonization		Unit 8: Learning Objective K Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.	KC-6.3.I States responded in a variety of ways to the economic challenges of the 20th century.	Argumentation	

Unit 9: Globalization, c. 1900 to the present

Topic	Thematic Focus	Learning Objective	Historical Developments	Suggested Skill	Citations
9.1: Advances in Technology and Exchange After 1900	Technology and Innovation	Unit 9: Learning Objective A Explain how the development of new technologies changed the world from 1900 to present.	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.	Making Connections	864-865 871-872
9.1: Advances in Technology and Exchange After 1900	Technology and Innovation	Unit 9: Learning Objective A Explain how the development of new technologies changed the world from 1900 to present.	KC-6.1.I.D Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.	Making Connections	864
9.1: Advances in Technology and Exchange After 1900	Technology and Innovation	Unit 9: Learning Objective A Explain how the development of new technologies changed the world from 1900 to present.	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.	Making Connections	876
9.1: Advances in Technology and Exchange After 1900	Technology and Innovation	Unit 9: Learning Objective A Explain how the development of new technologies changed the world from 1900 to present.	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.	Making Connections	873-875

9.1: Advances in Technology and Exchange After 1900	Technology and Innovation	Unit 9: Learning Objective A Explain how the development of new technologies changed the world from 1900 to present.	KC-6.1.I.C Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.	Making Connections	885-887
9.2: Technological Advances and Limitations After 1900: Disease	Humans and the Environments	Unit 9: 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.	Making Connections	885-887
9.2: Technological Advances and Limitations After 1900: Disease	Humans and the Environments	Unit 9: Learning Objective B Explain how environmental factors affected human populations over time.	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.	Making Connections	885-887
9.3: Technological Advances: Debates About the Environment After 1900	Humans and the Environments	Unit 9: 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.	Contextualization	873-875
9.3: Technological Advances: Debates About the Environment After 1900	Humans and the Environments	Unit 9: Learning Objective C Explain the causes and effects of environmental changes in the period from 1900 to present.	KC-6.1.II.B The release of greenhouse gasses and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.	Contextualization	873-874

9.4: Economics in the Global Age	Economic Systems	Unit 9: 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.	Sourcing and Situation	864-865 867-869
9.4: Economics in the Global Age	Economic Systems	Unit 9: Learning Objective D Explain the continuities and changes in the global economy from 1900 to present.	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.	Sourcing and Situation	865-867 871-872
9.4: Economics in the Global Age	Economic Systems	Unit 9: Learning Objective D Explain the continuities and changes in the global economy from 1900 to present.	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.	Sourcing and Situation	865 867-868
9.5: Calls for Reform and Responses After 1900	Social Interactions and Organization	Unit 9: 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.	Contextualization	872 875-878
9.5: Calls for Reform and Responses After 1900	Social Interactions and Organization	Unit 9: Learning Objective E Explain how social categories, roles, and practices have been maintained and challenged over time.	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.	Contextualization	875-879
9.5: Calls for Reform and Responses After 1900	Social Interactions and Organization	Unit 9: Learning Objective E Explain how social categories, roles, and practices have been maintained and challenged over time.	KC-6.3.II.C.i Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.	Contextualization	873-876

9.6: Globalized Culture After 1900	Cultural Developments and Interactions	Unit 9: 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.	Contextualization	839-840 869-870
9.6: Globalized Culture After 1900	Cultural Developments and Interactions	Unit 9: Learning Objective F Explain how and why globalization changed culture over time.	KC-6.3.IV.ii Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.	Contextualization	869-870
9.6: Globalized Culture After 1900	Cultural Developments and Interactions	Unit 9: Learning Objective F Explain how and why globalization changed culture over time.	KC-6.3.IV.iii Consumer culture became globalized and transcended national borders.	Contextualization	869-870
9.7: Resistance to Globalization After 1900	Cultural Developments and Interactions	Unit 9: 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.	Sourcing and Situation	864-873
9.8: Institutions developing in a Globalized	Governance	Unit 9: 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.	Claims and Evidence in Sources	872-873 880-882
9.9: Continuity and Change in a Globalized World		Unit 9: 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.	Argumentation	

9.9: Continuity and Change in a Globalized World		Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.	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.	Argumentation	
9.9: Continuity and Change in a Globalized World		Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.	KC-6.1.I.D Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.	Argumentation	
9.9: Continuity and Change in a Globalized World		Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.	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.	Argumentation	
9.9: Continuity and Change in a Globalized World		Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.	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.	Argumentation	
9.9: Continuity and Change in a Globalized World		Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.	KC-6.1.I.C Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives	Argumentation	

<p>9.9: Continuity and Change in a Globalized World</p>		<p>Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.</p>	<p>KC-6.3.I States responded in a variety of ways to the economic challenges of the 20th century.</p>	<p>Argumentation</p>	
<p>9.9: Continuity and Change in a Globalized World</p>		<p>Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.</p>	<p>KC-6.3.III.i Rights-based discourses challenged old assumptions about race, class, gender, and religion.</p>	<p>Argumentation</p>	
<p>9.9: Continuity and Change in a Globalized World</p>		<p>Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.</p>	<p>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.</p>	<p>Argumentation</p>	
<p>9.9: Continuity and Change in a Globalized World</p>		<p>Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.</p>	<p>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.</p>	<p>Argumentation</p>	
<p>9.9: Continuity and Change in a Globalized World</p>		<p>Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.</p>	<p>KC-6.3.IV.ii Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.</p>	<p>Argumentation</p>	

9.9: Continuity and Change in a Globalized World		Unit 9: Learning Objective I Explain the extent to which science and technology brought change in the period from 1900 to the present.	KC-6.3.IV.iii Consumer culture became globalized and transcended national borders.	Argumentation	
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