ADVANCED PLACEMENT® EDITION

WORLD HISTORY:
MODERN [1200-PRESENT]

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MODERN [1200–PRESENT]

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Unit 7: Global Conflict After 1900

Unit 8: Cold War and Decolonization

Unit 9: Globalization after 1900

INTRODUCTION

This answer key is a supplement to *AMSCO® Advanced Placement® Edition World History: Modern.* It identifies the best choice for each multiple-choice question and describes content that students might include in good responses to all free-response questions.

Each question is correlated to four elements of the *AP® World History: Modern, Course and Exam Description* that went into effect in the fall of 2019:

1. Historical Thinking Skill
2. Reasoning Process
3. Theme
4. Historical Developments

The key also lists the most relevant pages in the student text for supporting the answer.

Following the answers is a correlation of the narrative from the student book to the elements of the *Course and Exam Description.*

ANSWERS

Reflect on the Prologue, page lxii

1. All three religions are monotheistic, meaning they all believe in one deity. Also, these religions look back to Abraham as an early and important figure.

2. A centralized civilization is one where the power is the dominant authority for a state, where a decentralized civilization disperses decision making throughout its lands. Egypt is an example of a centralized empire and Greece had decentralized states.

3. Classical empires struggled due to difficulties collecting taxes which resulted in a weak government. Also, disease reduced populations of cities. Decreasing support for leaders made problems more difficult to deal with. Increased need for defense and defense spending hurt economies of the empires.

4. The stability of the Abbasid Caliphate promoted the spread of Islam. This growth can be seen with the re-establishing of the Silk Roads and flourishing of trans-Saharan trade. Buddhism spread also with the Silk Roads and Indian Ocean area through missionaries and merchants. In addition, Buddhism appealed to lower classes as it didn't accept caste systems.

5. South Asia was united under Hinduism after the fall of the Gupta Empire. Also, the caste system kept society stable amid the political upheaval.

6. The split of Christianity into the Roman Catholic Church and the Orthodox Church. Also, decline of the Mayan civilization and the growth of the Mississippian civilization in the Americas.

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

Topic 1.1 Developments in East Asia

Questions are on pages 12–13.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Claims	Causation	ECN	KC-3.1.I.D	4, 6
2	A	Contextualization	Continuity/Change	ECN	KC-3.1.I.D	5
3	A	Developments	Continuity/Change	ECN	KC-3.1.I.D	5
Short-Answer Questions						
1A	See below.	Connections	Continuity/Change	CDI	KC-3.1.III.D.i	7
1B	See below.	Claims	Comparison	CDI	KC-3.1.III.D.i	7
1C	See below.	Developments	Comparison	CDI	KC-3.1.III.D.i	9–11
2A	See below.	Developments	Causation	CDI	KC-3.1.III.D.ii	8
2B	See below.	Developments	Continuity/Change	CDI	KC-3.1.III.D.ii	9
2C	See below.	Claims	Causation	CDI	KC-3.1.III.D.ii	9

Short-Answer Question Responses

1A. Xu emphasizes values such as the cultivation of virtue and obedience by women to their husbands. These are part of the long tradition of Confucianism, which started in China but influenced cultures throughout East Asia.

1B. Married Vietnamese women had greater independence and women in Japan had some property rights.

1C. Japan did not follow China's model for government: Japan was more decentralized politically. Landed aristocracy were more powerful in Korea thanin China.

2A. Daoist and Confucianist leaders in China closed many monasteries and seized land from Buddhists.

2B. The Song Dynasty continued to emphasize filial piety and hierarchy as ways to help maintain their rule in China. These were traditional Chinese values that Buddhism did emphasize.

2C. Some of the abstract ideas of Buddhism, as well as of Daoism, combined with the emphasis on ethics and rational thought of Confucianism. The new synthesis was known as Neo-Confucianism.

Think As a Historian: Contextualize Historical Developments, page 14

The passage provides context by relating Xuanzang's travels to the Silk Roads, the trade routes over which not only goods but also ideas were diffused from one culture to another. The fact that he meets other Buddhists along the way is testament to the diversity of people traveling the Silk Roads. Further, the passage explains that once back in China, the writings were instrumental in the growth of Buddhist scholarship, supporting the idea that the diffusion of ideas occurred through written texts and printing. Printing had only recently been introduced in China through the woodblock technique.

Reflect on the Topic Essential Question, page 14

1. Some topics that students might cover include the continuity of Confucian thought in China, the innovations brought by Buddhism to China and Japan, and the diversity of beliefs in East Asia.

Topic 1.2 Developments in Dar al-Islam

Questions are on pages 20–21.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Connections	Comparison	GOV	KC-3.2.I	19
2	D	Connection	Comparison	CDI	KC-3.1.III.D.iii	19
3	A	Contextualization	Causation	GOV	KC-3.2.I	16
Short-Answer Questions						
1A	See below.	Developments	Causation	CDI	KC-3.1.III.D.iii	17
1B	See below.	Connections	Comparison	CDI	KC-3.1.III.D.iii	19
1C	See below.	Connections	Comparison	CDI	KC-3.1.III.D.iii	17
2A	See below.	Claims	Comparison	CDI	KC-3.1.III.D.iii	7, 18
2B	See below.	Claims	Causation	GOV	KC-3.1.III.A	19
2C	See below.	Connections	Comparison	CDI	KC-3.1.III.D.iii	19

Short-Answer Question Responses

1A. Sufism helped spread Islam by adapting to local cultures and traditions. It sometimes interweaved local religious elements into Islam.

1B. The behavior of the Sufis shows the more mystical and spiritual side of Islam compared to the scholarly and intellectual endeavors of other Muslims.

1C. As the passage demonstrates, diverse people living in close proximity can observe one another's religious practices and other cultural patterns and possibly be influenced by them.

2A. In China, the practice of foot binding restricted women's activities. While Muslim women often practiced hijab, they could study and read, could own property, and could even own their own businesses.

2B. They created a climate of toleration in which Muslims, Christians, and Jews coexisted peacefully. They also promoted trade, allowing goods from China and Southeast Asia to enter Spain and the rest of Europe.

2C. They shared knowledge—of their own development as well as knowledge transferred from India and China—which also reached Europeans and influenced European ideas.

Think As a Historian: Identify Historical Concepts, Developments, and Processes, page 22

1. The concept of cause and effect is a way to explain why one is a result of another. The causes and effects related to the decline of Baghdad are:

    a. (cause) The trade routes shifted north of Baghdad

    b. (effect and then cause) Baghdad lost wealth and population

    c. (effect and then cause) With loss of wealth, Baghdad could not afford to keep up the canals needed for irrigation

    d. (effect) Farmers could not grow enough food so more people left

2. The concept of continuities refers to patterns that remain fairly constant. Muhammad's advice resulted in a continuation of an intellectual tradition as well as paper making techniques.

3. The process of knowledge transfer is one in which one culture passes its knowledge to another. In this case, the transfer took place with the conduits of the scholars living in al-Andulus. Muslim Ibn Rushd's commentaries on Aristotle influenced the Jewish philosopher Maimonides. Maimonides in turn influenced Christian philosophers, including St. Thomas Aquinas. Islamic scholarship and scientific innovations, along with the knowledge transferred from India and China, laid the groundwork for the Renaissance and Scientific Revolution in Europe. Paper making, developed in China and passed to Europeans by Muslims was essential in spreading ideas in Europe.

Reflect on the Topic Essential Question, page 22

1. Students should mention the rise of the Mamluk Sultanate, the Seljuk Turks, the Abbasids in Baghdad, and the Umayyads in Spain. They should also mention Sufism and the fact that Muslim merchants acted as missionaries, carrying their religion into new territories. They should discuss the fact that "people of the Book" were exempted from slavery, although Christians, Jews, and Zoroastrians were taxed.

Topic 1.3   Developments in South and Southeast Asia

Questions are on pages 30–31.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Sources	Causation	CDI	KC-3.1.III.D.iv	26
2	B	Developments	Continuity/Change	CDI	KC-3.1.III.D.iv	26
3	D	Sourcing	Causation	CDI	KC-3.1.III.D.iv	26
Short-Answer Questions						
1A	See below.	Connections	Comparison	CDI	KC-3.1.III.D.iv	25–26
1B	See below.	Developments	Continuity/Change	CDI	KC-3.1.III.D.iv	27
1C	See below.	Developments	Causation	CDI	KC-3.1.III.D.iv	27
2A	See below.	Connections	Comparison	GOV	KC-3.2.I.B.i	23–24
2B	See below.	Connections	Comparison	GOV	KC-3.2.I.B.i	28
2C	See below.	Developments	Causation	CDI	KC-3.2.I.B.i	26–27, 29

Short-Answer Question Responses

1A. The positions of both women and men in South Asia were determined by the caste system.

1B. The Bhakti Movement in the 12th century did not discriminate against women, in contrast to the limitations imposed on them by traditional Hinduism.

1C. The Bhakti Movement was a Hindu mystical movement that broadened opportunities for women

2A. Both Southern India and Northern India experienced political disunity, although Hinduism provided some cultural unity.

2B. The Srivijaya Empire was sea-based while the Khmer Empire was land-based. The Srivijaya Empire was Hindu, while the Majapahit Kingdom was Buddhist.

2C. The city of Delhi in India is filled with examples of Islamic architecture built during the Delhi Sultanate.

Think As a Historian: Identify Claims, page 32

The claim is #3, since it is the most general statement. It is based on overgeneralizations and stereotypes about Hindus, though he does point out that the previous generation of Hindus did not have the faults of the current generation.

Reflect on the Topic Essential Question, page 32

1. Students might mention the roles of Hinduism and Islam in South Asia and the roles of Hinduism and Buddhism in Southeast Asia. They might also mention the ways in which Hinduism and Islam differ and the effects those differences had on the cultures of South Asia, and the influence of Hinduism, Buddhism, and Islam in Southeast Asia. They also might mention the role merchants played in society.

Topic 1.4 Developments in the Americas

Questions are on pages 40–41.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Contextualization	Causation	GOV	KC-3.2.I.D.i	37
2	D	Contextualization	Causation	GOV	KC-3.2.I.D.i	38
3	C	Claims	Causation	GOV	KC-3.2.I.D.i	37
Short-Answer Questions						
1A	See below.	Claims	Causation	GOV	KC-3.2.I.D.i	35
1B	See below.	Claims	Causation	GOV	KC-3.2.I.D.i	35
1C	See below.	Claims	Causation	GOV	KC-3.2.I.D.i	34–35
2A	See below.	Connections	Comparison	GOV	KC-3.2.I.D.i	34, 36, 38
2B	See below.	Connections	Comparison	GOV	KC-3.2.I.D.i	37
2C	See below.	Contextualization	Continuity/Change	GOV	KC-3.2.I.D.i	37

Short-Answer Question Responses

1A. Spence claimed that it was impossible at that time to accurately describe Maya mythology.

1B. Spanish authors had written accounts of Mayan mythology, but they did not agree with representations of gods in the three codices.

1C. It points out that historians have to try to reconstruct Mayan history based on a variety of primary sources that often conflict with each other.

2A. Both cultures used human sacrifices. Both cultures organized their empires into provinces.

2B. The Aztecs forced conquered people to pay tribute. Instead of exacting tribute, the Inca used the mit'a system of mandatory public service.

2C. Conquered people resented the extraction of tribute and sacrifice victims.

Think As a Historian: Identify Evidence, page 42

Answers will vary. Possible answer: Students might use the expressions on the people's faces and their general sense of participation to support the argument that far from being horrified by the sacrifice, Aztecs were used to it and participated willingly.

Reflect on the Topic Essential Question, page 42

1. Students should describe how the following civilizations developed and changed over time:

   Mississippian, Chaco, Mesa Verde, Maya, Aztec, Inca.

Topic 1.5 Developments in Africa

Questions are on pages 50–51.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Developments	Causation	GOV	KC-3.2.I.D.ii	46
2	A	Connections	Continuity/Change	GOV	KC-3.2.I.D.ii	46
3	C	Connections	Comparison	GOV	KC-3.2.I.D.ii	39, 46
Short-Answer Questions						
1A	See below.	Connections	Continuity/Change	GOV	KC-3.2.I.D.ii	45, 46
1B	See below.	Connections	Comparison	GOV	KC-3.2.I.D.ii	46
1C	See below.	Contextualization	Causation	GOV	KC-3.2.I.D.ii	45
2A	See below.	Connections	Comparison	GOV	KC-3.2.I.D.ii	45-46
2B	See below.	Connections	Comparison	GOV	KC-3.2.I.D.ii	45-46
2C	See below.	Argumentation	Causation	GOV	KC-3.2.I.D.ii	48

Short-Answer Question Responses

1A. The painting shows Mansa Musa holding a gold coin and wearing a gold crown. Both Ghana and Mali used gold as a source of wealth.

1B. It depicts an African ruler but also shows Middle Eastern architecture.

1C. He is wearing a crown, indicating that he is a ruler.

2A. Political structures in inland Africa tended to be noncentralized and dependent on kinship ties, while in East Africa they were kingdoms, some of them centralized.

2B. They were ruled by kings.

2C. Prisoners of war were often enslaved, which would lead to tensions between African states.

Think As a Historian: Explain the Historical Concept of Continuity, page 52

Possible answers:

1. The benefits of trans-Saharan trade for Ghana and Mali represent a continuity over 700 years.

2. Mansa Musa's strengthening ties to Islam had a lasting effect and represent a continuity over 700 years.

3. Continuity of power for Zimbabwe lasted for 300 years before change arrived.

4. Continuity was disrupted in some ways when sub-Saharan societies converted to Islam but did not adopt all gender norms.

5. Slavery reflected a continuity in African history, beginning before Europeans arrived.

Reflect on the Topic Essential Question, page 52

1. Students should mention that communities originally formed kin-based networks, and that as populations grew, these developed into larger kingdoms that benefited from trade.

Topic 1.6 Developments in Europe

Questions are on pages 62–63.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Connections	Causation	SIO	KC-3.3.III.C	59
2	A	Developments	Causation	SIO	KC-3.3.III.C	59
3	C	Argumentation	Causation	SIO	KC-3.3.III.C	59
Short-Answer Questions						
1A	See below.	Contextualization	Causation	CDI	KC-3.1.III.D.V	58
1B	See below.	Contextualization	Continuity/Change	CDI	KC-3.1.III.D.V	58
1C	See below.	Developments	Causation	CDI	KC-3.1.III.D.V	58
2A	See below.	Developments	Causation	GOV	KC-3.2.I.B.ii	54
2B	See below.	Developments	Causation	CDI	KC-3.1.III.D.V	58
2C	See below.	Connections	Causation	SIO	KC-3.3.III.C	61

Short-Answer Question Responses

1A. Curiosity about Asia skyrocketed.

1B. With the Crusades, Europeans had begun to look outward and realize that not all cultures were like theirs. The Crusades stimulated cultural exchanges between Europe and the Middle East, where people enjoyed a better standard of living than Europeans did.

1C. He seems to be surprised that the Chinese were so civilized—actually, more civilized than Europeans, since the Chinese bathed frequently at a time when Europeans rarely bathed. He is also surprised that the Chinese have paper money, which Europeans didn't.

2A. The city-state of Kievan Rus linked trade in furs, fish, and grain to connect people in Scandinavia, Eastern Europe, and the Mediterranean.

2B. The Seljuk Turks began to persecute Christian pilgrims to the Holy Land.

2C. New types of plows allowed farmers to produce more food, which in turn promoted population growth.

Think As a Historian: Identify Historical Developments, page 64

Possible answers:

1. 1. The three-field system rotated crops so that agriculture became more efficient.

2. Advances in agriculture led to population growth, which in turn led to the growth of towns and cities.

3. The Crusades promoted cultural exchange and exposed Europeans to high quality Middle Eastern goods.

4. A middle class made of shopkeepers, merchants, craftspeople, and small landholders, began to grow as feudal relationships began to weaken.

5. Monarchies grew more powerful as the power of feudal lords diminished. Monarchs employed their own bureaucracy and a military.

Reflect on the Topic Essential Question, page 64

1. Students should mention the effects of the Roman Catholic Church, the manorial system, and feudalism on European society.

Topic 1.7 Comparison in the Period from c. 1200 to c. 1450

Reflect on the Essential Question, page 68

1. The chart should include information on East Asia, Dar al-Islam, South and Asia, the Americas, Africa, and Europe. For example, cultivation of corn provided continuity between the Maya and the Aztecs in Mesoamerica. The development of Swahili by combining elements of Bantu and Arabic was an innovation in language in Southeast Africa. Spain in the Middle Ages included a diverse mixture of Muslims, Christians, and Jews.

2. Examples might include the importance of Islam in the states that emerged after the decline of the Abbasids, such as the Mamluks and the Seljuks, and the role of new crops such as the Champa rice in strengthening the Song Dynasty.

Unit 1 Review

Write As a Historian, page 70

Student responses will vary depending on which prompt they address. However, all responses should demonstrate an understanding of the steps presented on the page.

Long Essay Question, page 71

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
1	See below.	Connections	Comparison	CDI	KC-3.1.III.D.iv	17, 27
2	See below.	Connections	Causation	CDI	KC-3.1.III.D.i	9–11
3	See below.	Developments	Continuity/Change	GOV	KC-3.2.I.D.ii	46–47
4	See below.	Developments	Continuity/Change	GOV	KC-3.2.I.D.ii	45–46

1. Sufism and the Bhakti Movement were mystical movements that emphasized inner reflection in order to achieve a direct personal relationship with a deity. Islam focused on intellectual pursuits such as the study of the Quran. Sufism was a reaction to this, emphasizing introspection to grasp truths that could not be understood through learning. Similarly, in the 12th century, the Bhakti Movement in Hinduism drew upon traditional teachings about the importance of emotion in spiritual life rather than emphasizing the study of texts or performing rituals that were more common in Hinduism.

2. Because of its size, wealth, and cultural innovations, China significantly influenced its neighbors. They were able to adopt aspects of China's political system, religious traditions, intellectual advances, and technological innovations. Because it was separated from China by a sea, Japan had more ability to control its interactions with China. In addition to embracing Buddhism and Confucianism, Japan emulated Chinese traditions in politics, art, and literature. Because of its tributary relationship with China, Korea emulated many aspects of China's politics and culture. It had a centralized government like China's with civil service exams, and adopted both Confucian and Buddhist beliefs. Initially, Korea adopted the Chinese writing system, but eventually developed its own system. Vietnam adapted the Chinese writing and architectural styles and adopted a merit-based bureaucracy, although it differed from China's. But Vietnam's relationship with China was more adversarial, and Vietnamese rebels were eventually able to push out China's occupying army.

3. In East Africa during the 12th century, Zimbabwe emerged as a centralized kingdom. Zimbabwe built its prosperity on a mixture of agriculture, grazing, and trade with coastal city-states, which tied it to the Indian Ocean trade. Its importance was reflected in the defensive walls that protected its cities and in the stone buildings of the Great Zimbabwe, although the city was abandoned by the end of the 1400s because the environment had been so damaged by overgrazing and the gold mines became less productive. In West Africa, strong states developed in Ghana and Mali. These arose based on the Trans-Saharan trade. Mali was particularly known for its exports of gold. Through it, Islam became widespread in the region. Mali declined as another kingdom in the region, Songhai, emerged.

4. One example of change in American states was the Incan Empire. Located in the Andes Mountains, the Incas united smaller states into one larger state. This brought changes throughout the region, most notably a network of roads and irrigation canals that supported trade and economic growth. Though people did not have to pay tribute to finance the running of the empire, they did have to contribute labor to maintain the roads and canals.

Document-Based Question Achievements of Sub-Saharan Africa, page 72

1. The empires of the Sub-Saharan region in the period before contact with the European trade networks were quite advanced. In the Mali Empire, learning and the sciences were well-supported and books and manuscripts were valued (Doc. 2). The emperor, Mansa Musa, expanded his influence through generous gift-giving when he visited other power centers (Doc. 1). Similarly, the justice system of the Mali Empire was robust and thorough, creating a peaceful and secure environment (Doc. 3).

   The arts were encouraged in the Sub-Saharan region of the period. Intricate lost-wax and bronze sculpture was practiced by artists in the Benin Empire (Doc. 4). Artisans used the technique to make large head sculptures and intricate likenesses of animals such as a coiled snake used as a cap for a staff (Docs. 6, 7).

   Islam provided a religious foundation for the empires in the region. In Ghana there were twelve large mosques and, in Timbuktu, judges and priests were maintained by the king (Docs. 1, 5).

Unit 2 Networks of Exchange from c. 1200 to c. 1450

Topic 2.1 The Silk Roads

Questions are on pages 82–83.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Claims	Causation	ECN	KC-3.1.I.A.i	78
2	B	Developments	Causation	ECN	KC-3.1.I.A.i	78
3	C	Contextualization	Continuity/Change	ECN	KC-3.3.I.B	77–78
Short-Answer Questions						
1A	See below.	Sources	Causation	CDI	KC-3.1.I.C.i	82
1B	See below.	Claims	Continuity/Change	SIO	KC-3.1.I.C.i	82
1C	See below.	Contextualization	Causation	ECN	KC-3.1.I.C.i	79
2A	See below.	Development	Causation	ECN	KC-3.1.I.C.i	79–80
2B	See below.	Development	Causation	ECN	KC-3.1.I.C.i	80
2C	See below.	Connections	Causation	ECN	KC-3.1.I.C.i	80

Short-Answer Question Responses

1A. Women dress modestly and cover their faces when they go out in public.

1B. He seems to be impressed with the culture, noting the many fine buildings. He also notes the way women dress when they go out, but it is impossible to determine his attitude toward it from this passage.

1C. According to this account, caravanserais offered more than just a place to rest and sleep on a journey; they also provided space from which merchants could do business. Apparently they were often situated within the area of a city where markets offering local wares were located, which would have made it easier for merchants to acquire goods to transport to other markets.

2A. Locations for exchanging flying cash in China became the model for banking houses established in European cities in the 1300s.

2B. The development in China of the system of credit known as flying cash provided convenience and stability.

2C. The development in China of paper money helped to increase trade.

Think As a Historian: Identify and Describe Context, page 84

Possible answers:

1. The growth of exchange networks, particularly the revitalization of the Silk Roads for trade with merchants from the Abbasid Empire, expanded trading opportunities.

2. he Mongol Empire controlled the trade routes, making them safer for merchants.

3. The Crusades awakened Europeans' interest in luxury goods from Asia, and Europeans organized their resources to acquire them by monopolizing trade in timber, grain, leather, and salted fish which they would exchange with goods from Arab caravans at Mediterranean ports.

4. Cities developed because travelers on the Silk Roads needed oases to gather supplies for the next leg of the journey, including fresh water.

5. By the 8th and 9th centuries, Arab merchants from the Abbasid Empire revived the land route of the Silk Roads as well as sea routes in the Indian Ocean. Guns and gunpowder from Tang China spread via the newly revived global trade network.

Reflect on the Topic Essential Question, page 84

1. Students should mention the Silk Road, caravanserai, advances in naval technology, the development of new financial systems, and the Hanseatic League.

Topic 2.2 The Mongol Empire and the Modern World

Questions are on pages 92–94.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Sources	Causation	GOV	KC-3.2.I.B.iii	88–89
2	D	Argumentation	Causation	GOV	KC-3.2.I.B.iii	91
3	A	Connections	Causation	GOV	KC-3.2.I.B.iii	NA
Short-Answer Questions						
1A	See below.	Contextualization	Causation	CDI	KC-3.2.II.A.ii	90
1B	See below.	Developments	Continuity/Change	GOV	KC-3.2.I.B.iii	91
1C	See below.	Connections	Comparison	CDI	KC-3.2.II.A.ii	18, 90
2A	See below.	Developments	Continuity/Change	GOV	KC-3.2.I.B.iii	85–89
2B	See below.	Connections	Continuity/Change	GOV	KC-3.2.I.B.iii	87, 89
2C	See below.	Connections	Comparison	GOV	KC-3.2.I.B.iii	89

Short-Answer Question Responses

1A. Törengene Khatun did not change any political appointments or structures that were already in place, but allowed the government to continue to run smoothly until a new Khan was chosen.

1B. Mongol women led more independent lives than women in other societies, such as riding horses as men did, so Mongols would more readily accept having a woman temporarily in charge.

1C. Women in Islamic society generally observed hijab, whereas Mongol women wore trousers like men, reflecting their greater freedom. (They were also able to ride horses as well as men.)

2A. The Mongols expanded by attacking and conquering smaller empires, kingdoms, and caliphates along the Silk Roads.

2B. Both Genghis Khan and Kublai Khan chose not to enforce traditional Mongolian practices of leadership and control. In establishing his government, Genghis Khan consulted with scholars of Chinese and Islamic traditions.

2C. Mongol Kublai Khan adhered closely to Chinese traditions in establishing the Yuan Dynasty.

Think As a Historian: Identify Connections Between Historical Developments, page 94

1. With a fierce reputation, the Mongols were able to overtake people without much fight, thereby expanding their empire, because they had proved they were willing to fight to the end.

2. By adopting the weapons of the people they conquered, they also had the expertise of the engineers they captured so they could continually improve their weapons.

3. With religious tolerance, internal conflicts were kept to a minimum and the Mongols could concentrate on infrastructure improvement and the safety of the Silk Roads.

4. Cultural exchange accompanied the exchange of goods among the different regions of the world, including Islamic scientific knowledge, Greco-Islamic medical knowledge, the Arabic numbering system, and paper and other innovations from China.

5. The transmission of the Black Death caused millions of deaths from China through Europe. The loss of life was a factor in the decline of Mongol power.

Reflect on the Topic Essential Question, page 94

1. Students should mention the development of the four Mongol empires in the 13th century, the Pax Mongolica, and the resumption of trade on the Silk Roads under Mongol Rule

Topic 2.3 Exchange in the Indian Ocean

Questions are on pages 100–101.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Developments	Causation	ENV	KC-3.1.II.A.i	96
2	B	Contextualization	Causation	ENV	KC-3.1.II.A.i	97
3	D	Developments	Continuity/Change	ECN	KC-3.1.I.A.ii	96
Short-Answer Questions						
1A	See below.	Contextualization	Causation	CDI	KC-3.2.II.A.iii	99
1B	See below.	Contextualization	Causation	CDI	KC-3.2.II.A.iii	99
1C	See below.	Contextualization	Causation	CDI	KC-3.2.II.A.iii	99
2A	See below.	Developments	Causation	ECN	KC-3.1.I.C.ii	97
2B	See below.	Connections	Causation	CDI	KC-3.1.III.B	97
2C	See below.	Connections	Causation	ECN	KC-3.1.I.A.ii	79

Short-Answer Question Responses

1A. Chang Han expressed the traditional Confucian view that merchants should not have political power in society. Disregard for merchants was one reason that Zhu Gaozhi decided to end Zheng He's voyages.

1B. Chang Han expressed the traditional Confucian view that trade was not important to the economy. Believing that trade did not make people wealthier was one reason that Zhu Gaozhi decided to end Zheng He's voyages.

1C. Chang Han attack on foreigners as recalcitrant and greedy reflects a long-standing belief among Chinese that their culture was superior to that of other people.

2A. Improved sailing technology such as lateen sails made sea trade easier.

2B. Diasporic communities grew up in port cities as Arab and East African merchants settled in Indian port cities and Arab and Persian merchants settled in East Africa.

2C. Silk Roads linked inland cities with seaports in the Indian Ocean Basin, which would stimulate trade both on the land routes and the sea routes.

Think As a Historian: Approaches to Making Historical Connections, page 102

Answers will vary. Possible answer:

- Comparison: The expansion of the trade routes is like the introduction of the Internet. Both put people in distant parts of the world in contact.
- Causation: The Pax Mongolica caused a revitalization of the trade routes because it allowed for resources to be spent on improving roads and keeping them safe for travelers.
- Continuity and Change: People who were absorbed into the Mongolian Empire were able to keep their own religions, which represents a continuation. Nautical advancements made ocean travel more reliable, representing a difference from earlier times.

Reflect on the Topic Essential Question, page 102

1. Students should mention the spread of Islam and increased demand for specialized products, knowledge of monsoon winds and advances in maritime technology, and the growth of states. They should also mention that trade expanded as a result of increased demand, and the resulting cultural transfers.

Topic 2.4 Trans-Saharan Trade Route

Questions are on pages 108–109.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Developments	Causation	TEC	KC-3.1.I.A.iv	104–105
2	A	Developments	Causation	TEC	KC-3.1.I.A.iv	104
3	D	Contextualization	Comparison	TEC	KC-3.1.I.A.iv	104
Short-Answer Questions						
1A	See below.	Connections	Causation	ECN	KC-3.1.I.E.ii	105
1B	See below.	Developments	Causation	ECN	KC-3.1.I.E.ii	106
1C	See below.	Developments	Causation	TEC	KC-3.1.I.A.iv	104
2A	See below.	Argumentation	Causation	GOV	KC-3.1.I.E.ii	105
2B	See below.	Argumentation	Causation	CDI	KC-3.1.I.E.ii	103
2C	See below.	Connections	Comparison	TEC	KC-3.1.I.A.iv	79, 103

Short-Answer Question Responses

1A. The Somalis developed saddles that enabled camels to carry loads of up to 600 pounds, which allowed them to carry goods in caravans across the Sahara.

1B. As Mali grew richer, it continued to expand to take over additional resource-rich areas.

1C. Copper from Mali could be exchanged for gold from Sub-Saharan Africa, which Mali could then sell to Europe.

2A. The seven north-south trade routes and two east-west routes put people in Sub-Saharan Africa in touch with an expanding number of trading partners.

2B. Muslim traders brought Islam along with their goods.

2C. Merchants engaged in Trans-Saharan trade, like those on the Silk Roads, used caravans to transport their goods.

Think As a Historian: Identify Historical Processes by Asking "How," page 110

1. This represents the historical process of centralizing a government, so it is a historical process.

2. This represents the historical process of economic trading by delineating the routes the trade followed.

3. This one does not seem to represent a clear historical process.

4. This represents the historical process of converting a people and cementing a religion in a polity.

Reflect on the Topic Essential Question, page 110

1. Students' answers should mention the use of camels and the development of saddles that enabled them to carry heavy loads, how Trans-Saharan trade enriched the kingdoms along its routes, and how trade helped spread Islam throughout West Africa and Sub-Saharan Africa.

Topic 2.5 Cultural Consequences of Connectivity

Questions are on pages 117–119.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Developments	Causation	CDI	KC-3.1.III.C	87, 111
2	A	Contextualization	Comparison	CDI	KC-3.1.III.C	116
3	C	Contextualization	Comparison	CDI	KC-3.1.III.C	116
Short-Answer Questions						
1A	See below.	Sources	Causation	ECN	KC-3.1.III.D	110
1B	See below.	Claims	Causation	ECN	KC-3.1.III.D	119
1C	See below.	Connections	Causation	ECN	KC-3.1.III.D	80
2A	See below.	Connections	Causation	CDI	KC-3.1.III.D	113
2B	See below.	Connections	Causation	CDI	KC-3.1.III.C	113
2C	See below.	Sources	Causation	CDI	KC-3.1.III.C	116

Short-Answer Question Responses

1A. The Crusades stimulated the economies of Europe and helped bring about a new social order in which the bourgeoisie prospered and played a much larger role.

1B. Crusaders needed to raise money to finance the Crusades. They did this by converting gold and silver altar ornaments into cash or selling land. The bourgeoisie generally benefitted from all of this economic activity.

1C. The new money economy, with its credit institutions and instruments, helped finance the Crusades. Without them, the Crusades might not have been possible.

2A. Khmer rulers in Southeast Asia added Buddhist sculptures and artwork onto existing buildings.

2B. Timbuktu in West Africa became a center of Islamic learning.

2C. Margery Kempe dictated a book about her travels to Jerusalem, Rome, Germany, and Spain from the unique point of view of a middle-class medieval woman.

Think As a Historian: Sourcing and Situation in Primary Sources, page 120

Possible answers:

- The primary sources referred to the passage are by Marco Polo and Ibn Battuta.
- Marco Polo's point of view was that of an outsider and a merchant.
- Ibn Battuta's point of view was that of an insider and a jurist.
- Marco Polo created his report for the people of Europe who had never seen anything like what he saw in China.
- Ibn Battuta created his report because the Sultan of Morocco directed him to do so to share what he learned about Muslims and their accomplishments with other Muslims.
- Some people used Marco Polo's report as entertainment; others used as the basis of their own journeys. People used Ibn Battuta's report to learn more about Islam and its practitioners.

Reflect on the Topic Essential Question, page 120

1. Students should mention the influence of Buddhism on East Asian culture, Hinduism and Buddhism on Southeast Asian culture, the spread of Islam, and the spread of science and technology—as well as the black plague—along trade routes.

Topic 2.6 Environmental Consequences of Connectivity

Questions are on pages 124–125.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Connections	Causation	ENV	KC-3.1.IV	123
2	B	Contextualization	Causation	ENV	KC-3.1.IV	123
3	C	Claims	Causation	ENV	KC-3.1.IV	124
Short-Answer Questions						
1A	See below.	Connections	Causation	ENV	KC-3.1.IV	123
1B	See below.	Developments	Causation	ENV	KC-3.1.IV	123
1C	See below.	Claims	Comparison	ENV	KC-3.1.IV	125
2A	See below.	Developments	Continuity/Change	ENV	KC-3.1.IV	121
2B	See below.	Connections	Causation	ENV	KC-3.1.IV	122
2C	See below.	Connections	Causation	ENV	KC-3.1.IV	123

Short-Answer Question Responses

1A. The Black Death killed huge numbers of people in a very short time.

1B. Some historians believe that housing people and animals together might have contributed to the spread of the disease, since animals likely carried infected fleas.

1C. Answers will vary, depending on the outside source chosen. Possible response: According the Ibn Khaldun, the plague laid waste to cities, buildings, and roads. However, according to a report on Gizmodo.com, ice core analysis indicates that the years 1349 to 1353 were the only years in the last 2000 years during which there was no lead in the air—presumably because mining ceased during the height of the plague.

2A. The introduction of Champa rice to China was a major agricultural advancement. It could be grown in many parts of the country where land had previously been thought unusable for growing rice and not only helped meet the needs of the growing population but also contributed to population growth.

2B. Markets along the trade routes introduced new fruits and vegetables from Southwest Asia to Europe.

2C. In Europe, overuse of farm land and deforestation led to soil erosion, which reduced agricultural production.

Think As a Historian: Making Connections by Analyzing Causation, page 126

Possible answer: Increased demand for goods would lead to more production of goods. To meet that demand, new technologies might be developed. As new technologies are developed, production increases even more. At some point, production might exceed demand, and then production would be cut back.

Reflect on the Topic Essential Question, page 126

1. Students should note the environmental effects of increases in population due to new and better sources of food and the spread of epidemics along trade routes.

Topic 2.7 Comparison of Economic Exchange

Reflect on the Essential Question, page 133

1. Some examples are provided in the chart below.

1200	1450
Trade was dominated by Muslim traders both on land and on sea.	The Silk Roads were essential to interregional trade.
The Mongol Empire was on the rise, but the Pax Mongolica that helped keep the Silk Roads safe for travelers did not begin until around 1250 (although this date is not currently in the text).	The Songhai Kingdom dominated trade in West Africa.
Mali dominated trade in West Africa.	The Muslim city-state of Malacca imposed fees on ships traveling between India and China.
The Hanseatic League was beginning.	Pirate activities off the coast of China and Southeast Asia had resumed after China discouraged sea voyages.

2. Students' paragraphs should discuss the resurrection of the Silk Road as a major transportation route, the cyclical nature of West African trading kingdoms (Ghana gave way to Mali, which in turn gave way to the Songhay Kingdom), the rise of the Hanseatic League in Europe, and the rise of Malacca in Southeast Asia.

Write As a Historian, page 135

Student presentations should indicate that they will be able to choose from three questions the one they feel best able to answer. After choosing their question, they will need to develop and support an evidence-based argument.

Long Essay Question, page 136

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
1	See below.	Connections	Continuity/Change	GOV	KC-3.1	85–91
2	See below.	Connections	Comparison	ECN	KC-3.1	77–118
3	See below.	Connections	Causation	ENV	KC-3.1	96–100 121–123
4	See below.	Connections	Causation	CDI	KC-3.1	77–118

1. Students should point out that the Mongol Empire had both positive and negative long-term effects. The Mongol Empire was the largest continuous land empire in history, which facilitated the cultural, scientific, and technological exchanges. The Pax Mongolica revitalized interregional trade between Asia, the Middle East, Africa, and Europe. The Mongols built a system of roads and guarded trade routes. The Mongols centralized power and came up with a single international law for all their territories. Even after they declined in power, their process of centralizing power continued in the states of Eurasia. The Mongols developed new fighting techniques that led to the end of knights in armor and walled cities in Europe.

2. Students should note that the various land routes—the Silk Roads, Trans-Saharan, and Sub-Saharan—all used caravans to transport goods, although the goods being carried in each direction would vary. Sea trade carried goods between ports in China, Southeast Asia, South Asia, Southwest Asia, and East Africa. Muslim merchants dominated trade, and along with their goods they exported their religion to the places they visited. They also helped spread technical innovations such as guns, paper, and bills of exchange.

3. Sea trade relied on favorable winds for travel. Merchants carried new foods from one region to another, creating new demands. Food crops migrated from one area to another as populations grew, and in turn helped spur population growth. But networks of exchange also helped to spread diseases such as bubonic plague, which decimated the populations of Europe and Asia in the mid-14th century.

4. Along with goods, religion was a major cultural export through trading networks. Buddhism spread from South Asia to East Asia, and Hinduism and later Buddhism spread from South Asia to Southeast Asia. Hindu and Buddhist architectural and artistic styles accompanied the religions into these new areas. But Islam spread the most widely, from Southwest Asia to African, South Asia, and Southeast Asia, carried by Muslim merchants. New languages—Swahili in Africa and Urdu in South Asia—combined elements of Arabic with native Bantu and Hindi, respectively. Mosques brought traditional Islamic architecture to West Africa and South Asia. Muslim scholars saved and transmitted Greek literary classics. They brought back mathematics texts from India and papermaking techniques from China. Technological innovations also were also dispersed by means of the trading networks.

Document-Based Question, pages 137–140

During the period 1200 to 1450 CE, as the period before this, most societies remained patriarchal. Women were seen as subordinate to men and had a limited public role. However, within some societies, such as the Mongols, Japan, and many West African civilizations, women often played very important roles in politics and economics. While these societies were still largely centered on and dominated by men, women in these societies, as well as others in Afro-Eurasia, could and did exercise power and influence.

For example, in some societies in women were capable and respected political leaders. In other instances, women were effective and feared military leaders who fought alongside and against their male counterparts. Some women took on important roles in trade and commerce. Yet, despite these roles, powerful women were still often underestimated or, due to cultural beliefs, remained subordinate to men.

In the period 1200 to 1450 CE, some women became capable and respected political leaders. After her husband's death, Sorgotani Beki, the daughter-in-law of Genghis Khan, was appointed as the political and military leader of a territory conquered by the Mongols. She was known as a benevolent ruler who practiced religious toleration towards Muslims even though she herself had converted to Christianity (Doc. 1). Of course the author of this document might have been so impressed with Sorgotani Beki because she was tolerant and generous towards Muslims because he himself was a Muslim. Similarly, Sultan Raziyya bint Iltutmish, the first women to ascend to the throne of the Delhi Sultanate, was also described as "wise, just, and beneficent" and was described as comparable to men in her leadership qualities (Doc. 7). Perhaps as the chronicler or biographer of the Sultan, the author would make this favorable comparison because he has was trying to create a positive legacy of the Sultan. However, in some cases, even powerful women compared themselves less favorably to men. The Ming Empress Xu believed that the best role for a woman was to be subordinate to her husband. In fact, she believes that a powerful woman, such as herself, should remain the weaker half of her marriage to her husband, for the benefit of the whole nation (Doc. 3). The Empress, of course, would have this view during a time when the Ming are re-establishing the Confucian values of China after they had defeated the Mongols of the Yuan Dynasty. During the Yuan, many traditional Chinese values had be ignored or dismissed. One of these values would be the subordination of the wife to the husband.

In addition, some women became successful and influential military leaders. In Japan, a female samurai named Tomoe Gozen was known for her bravery and military skills during the Genpei War. She is recorded in a drawing being on horseback, wearing armor, and carrying a lance or spear (Doc 4). In Japan during this time period, feudal wars were frequent and men were off fighting on a regular basis. As a result, women were often trained in the martial arts, including the use of a special sword that was to be used only by female fighters, in order to protect their household and children if necessary. The artist of this picture portrayed Tomoe Gozen in this manner because by the 18th century the Tokugawa Shogunate had largely ended the constant feudal wars in Japan and training women in the martial arts was not necessary as it had been during Tomoe Gozen's time. Yet Japan was not the only region in Afro-Eurasia that had a successful woman warrior. In the Hundred Years' War between England and France, Joan of Arc earned a reputation as both a military leader and heroine for her country. She led an army in battle and she challenged her male enemies to surrender or she would "have them all killed (Doc. 6)." During this time of near constant warfare, Joan made this threat because it was a very real outcome for those who fought in this war. Death in combat was common and Joan knew that it was a likely outcome if her armies fought those of her English enemy.

Lastly, some women, while neither political or military leaders, played other important roles in their societies. In the West African empire of Mali, women resisted the growing influence of Islamic travelers to Sub-Sahara Africa from North Africa who believed women should be veiled and subordinate to men. These women maintained their local customs in regards to gender relations despite what was often required within many other Islamic societies (Doc. 2). Ibn Battuta, the author of this document was both an Islamic scholar and world traveler. He was used to seeing women veiled in other Islamic societies and was influenced by cultural practices in Arabic areas of North Africa and the Middle East that prohibited women being out in public or traveling without their husbands or a male

member of their family. When he sees that Malian women travel exclusively with men who are not their husbands, he calls their manners "outlandish." Similarly, women in Cambodia played a different type of role than those in West Africa. Here they were the traders in their society. They were so important in this role, Chinese merchants who traveled to Cambodia would marry one of these women to increase his business (Doc. 5). The author sounds fascinated by this because as a Chinese diplomat, he would not have seen such an important role for women in China during the Yuan dynasty because the social order and customs ensured that women did not have such an active commercial role.

Unit 3   Land-Based Empires

Topic 3.1   European, East Asian, and Gunpowder Empires Expand

Questions are on pages 152–153.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Sources	Causation	GOV	KC-4.3.III.i	148, 150–151
2	D	Connections	Continuity/Change	GOV	KC-4.3.III.i	148, 150–151
3	A	Claims	Causation	GOV	KC-4.3.III.i	148, 150–151
Short-Answer Questions						
1A	See below.	Claims	Causation	GOV	KC-4.3.II.B	149–151
1B	See below.	Connections	Comparison	GOV	KC-4.3.II.B	148
1C	See below.	Connections	Comparison	GOV	KC-4.3.II.B	149–151
2A	See below.	Developments	Causation	TEC	KC-4.3.II	148
2B	See below.	Connections	Comparison	GOV	KC-4.3.II.B	146
2C	See below.	Claims	Causation	TEC	KC-4.3.II	145, 148

Short-Answer Question Responses, page 153

1A. Akbar allowed Hindus to build temples, even though he and leaders of the Mughal Empire were Islamic.

1B. Both Akbar and the Mongols followed a policy of toleration of religious diversity. Neither tried to impose by force the same beliefs on subjects of their empires.

1C. Akbar tolerated Hindus and other religions. The Savafids enforced adherence to Shi'a Islam.

2A. Weapons that used gunpowder gave land-based emperors an advantage over their less technologically advanced rivals.

2B. The military strength of the Gunpowder Empires or the weakness and corruption of their opponents caused their rise.

2C. Gunpowder Empires differed according to their dominant religion. Russia was led by Christians, the Safavids were Shi'a Muslims, and the Ottomans and Mughals were Sunni Muslims.

Think As a Historian: Explain the Historical Concept of Empire, page 154

Answers will vary. Possible answer:

Qing Dynasty: did extend its power over areas where they had no previous or legal power; controlled economic—taxation was at an all-time high—but lost control because of costly fighting; did not appear to gain land for the sake of extracting value from a region; there were varied ethnic, cultural, and religious elements under the Qing control

Reflect on the Topic Essential Question, page 154

1. Imperial expansion in Europe and Asia resulted from the increased use of gunpowder, cannons, and armed trade to establish large empires. Most of the groups that were conquered were weak or disorganized. These land-based 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. The conquering rulers often centralized power over politics, religion, and the military. The empires also controlled trade, enriching the rulers, who created cultural monuments and stronger militaries.

Topic 3.2   Empires: Administrations

Questions are on pages 164–165.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Connections	Comparison	GOV	KC-4.3. I.C	159, 160
2	B	Connections	Comparison	GOV	KC-4.3. I.C	160
3	B	Claims	Continuity/Change	CDI	KC-4.3. I.A	160
Short-Answer Questions						
1A	See below.	Claims	Continuity/Change	TEC	KC-4.3. I.C	159
1B	See below.	Contextualization	Comparison	GOV	KC-4.3. I.C	156, 159
1C	See below.	Argumentation	Causation	ECN	KC-4.3. I.D	159
2A	See below.	Connections	Comparison	GOV	KC-4.3. I.C	155–156, 158
2B	See below.	Connections	Comparison	ECN	KC-4.3. I.D	163
2C	See below.	Connections	Causation	SIO	KC-4.3. I.A	161–162

Short-Answer Question Responses

1A. Gunpowder weapons allowed Hideyoshi and other shoguns to enforce such edicts over farmers.

1B. Both Hideyoshi and Louis IV wanted to consolidate power in a national government. To accomplish this, each leader took steps to weaken the power of nobles.

1C. Hideyoshi believed disarming farmers would both make collecting taxes easier and prevent rebellions. Farmers sticking to their work would be more productive, thereby helping the Japanese economy.

2A. European governments, such as England's, were tending toward more freedom for individuals, while the Ottoman Empire was based on a system of slavery called devshirme.

2B. Both the Aztec Empire and China ruled other states and collected tributes from them.

2C. During Akbar's reign, efficient government and a system of fairly administered laws resulted in a strong central government. Through building monumental architecture such as the Taj Mahal, the government demonstrated its power.

Think As a Historian: Contextualizing Across Cultures, page 166

Possible answer:

Region/Culture	Origins	Purposes	Outcomes
Ottomans	Tribute from conquered people	Educated and trained for administrative and military service and paid a salary	Became influential members of society and first standing army
Americas	Tribute from conquered people; then enslavement of indigenous people by Spaniards; then Atlantic slave trade	Some indigenous groups practices human sacrifice; the Spaniards used enslaved people to provide labor in mining and agriculture.	The population of indigenous people plummeted, Europeans brought in enslaved Africans to provide labor
China	Were not legally enslaved, though some people had to work a landowners farm to pay off debts	Mainly agrarian labor	Song government often provided medical care for the indigent
Africa	Prisoners of war, debtors, and criminals were often enslaved. Most men and some women did agricultural work. Most women and some men served in households. In many kin-based societies, people could not own land privately, but they could own other people. Owning a large number of enslaved people increased one's social status. Slavery existed in many forms.	Often worked on sugar plantations. Enslaved people in the Indian Ocean trade often became household workers as opposed to those in the Atlantic slave trade who became forced workers on plantations.	Slave trade and slavery abolished in the 1800s after millions of people had been displaced and exploited

Possible conclusion:

While the devshirme system included kidnapping children, it at least allowed them to rise in society, unlike slavery systems in other parts of the world.

Reflect on the Topic Essential Question, page 166

1. Students might discuss how rulers of land-based empires used bureaucratic elites and military professionals to create centralized control over their populations and resources. Students might also describe how rulers used religious ideas, art, and architecture to legitimize their rule. They might also explore the way rulers used tribute collection, tax farming, and new tax-collection systems to generate revenue, and how the revenue contributed to state power and the expansion of the empire.

Topic 3.3 Empires: Belief Systems

Questions are on pages 174–176.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Sources	Causation	CDI	KC-4.1.VI.ii	172
2	A	Connections	Causation	CDI	KC-4.1.VI.ii	172
3	A	Claims	Comparison	CDI	KC-4.1.VI.ii	172
Short-Answer Questions						
1A	See below.	Argumentation	Continuity/Change	CDI	KC-4.1.VI.i	167–169
1B	See below.	Contextualization	Continuity/Change	GOV	KC-4.1.VI.i	170
1C	See below.	Connections	Comparison	CDI	KC-4.1.VI.i	146–151, 170
2A	See below.	Developments	Comparison	CDI	KC-4.1.VI.i	167–169, 173
2B	See below.	Contextualization	Comparison	GOV	KC-4.1.VI.i	120–121
2C	See below.	Developments	Causation	CDI	KC-4.1.VI.i	120–121, 167–169

Short-Answer Question Responses

1A. In this passage, the Council seems to be relaxing rules on the use of religious imagery. This may be in reaction to Protestant ideas about making religion more accessible to the common people.

1B. As governments in Europe centralized and became more powerful, they threatened the dominance of the Roman Catholic Church. The Council of Trent sought to make reforms that would shore up the power of the Church.

1C. Similar to the Catholic-Protestant split in Christianity, Islam split between Sunni and Shi'a. This passage reflects a difference in the comparison because the Roman Catholic Church made changes to try to maintain its power, while both Sunni rulers and Shi'a rulers enforced their religions strictly and without accommodations for the other side.

2A. The Reformation and the Scientific Revolution both challenged traditional approaches to knowledge and practice. Zwingli and Luther wanted to discard customs that were not clearly described in the Bible, and scientists wanted to replace inherited ideas about the world with ones based on reason and experimentation.

2B. Inspired by the scientific approach, people began to think about governments and society and how they might best be organized.

2C. The intellectual curiosity and exploration of the Renaissance thinkers influenced the way the Reformation leaders questioned the religious beliefs of the Roman Catholic Church.

Think As a Historian: Explain Point of View in a Source, page 176

Possible answers:

1. Choice a is the more value-laden. The point of view is that of monarchs who were practical rather than ideological.

2. Choice b is the more value-laden. Its point of view is critical of religious orthodoxy and the conflict for which it was responsible.

Reflect on the Topic Essential Question, page 176

1. Students might discuss how the Protestant Reformation broke with existing Christian traditions and how both the Protestant and Catholic reformations contributed to the growth of Christianity. They might also explore how the political contest between the Ottoman and Safavid empires increased the split between Sunni and Shi'a Islamic followers. Students could also explain how Sikhism developed in South Asia, where both Hinduism and Islam were practiced.

Topic 3.4 Comparison in Land-Based Empires

Reflect on the Topic Essential Question, page 181

1. Student charts should show how transoceanic trade enriched empires in the Eastern hemisphere and distributed new goods as well as new ideas. Charts might show that, for the period 1450–1750, empires in the Americas (western hemisphere) did not derive much benefit from transoceanic trade. Spain (both hemispheres) and Portugal (western hemisphere) conquered empires in the Americas, as did the French, British, and other European powers (eastern hemisphere). Likewise, religion from the Eastern hemisphere traveled to the Western hemisphere. Within the Eastern hemisphere, transoceanic voyages contributed to religious conflicts but also led to the development of belief systems and practices that blended existing religions.

2. Students should discuss how empires increased their influence around the world, and how conquests led to changes from incorporating diverse populations. They should describe how rulers used gunpowder, cannons, and armed trade to establish large empires in both hemispheres. Students might explore these land empires: 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 3 Review

Write As a Historian, page 183

Key Terms and Framework	
Key Terms	Develop argument, continuity, change, global trade network
Framework	Geographic areas: China, Eastern hemisphere Time period: 1450–1750
Reasoning Process	Continuity and change

Questions for Deeper Analysis
What was global trade like during 1450–1750?
How did China participate in global trade during 1450–1750?
What was China's approach to trade like before 1450?
Did China's approach to global trade change during 1450–1750?
During 1450–1750, did China rely more on overland trade (Silk Road) or maritime trade?
During 1450–1750, what products did China import?
During 1450–1750, what products did China export?
Before 1450, what products did China import and export?

Long Essay Questions, page 184

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
1	See below.	Argumentation	Continuity/Change	CDI	KC-4.3.I.A	167–173
2	See below.	Argumentation	Causation	GOV	KC-4.3.II.B	
3	See below.	Argumentation	Comparison	GOV	KC-4.3.I.C	146–151
4	See below.	Argumentation	Comparison	GOV	KC-4.3.II	144–146, 157–163

1. Continuity/Change: All of the major belief systems of Africa and Eurasia experienced significant change from 1450 to 1750. In Europe, the Protestant movement broke away from the Roman Catholic Church and led to multiple new forms of Christianity. Persecution of different sects was common, and religious wars broke out between states. Similarly, the two great Muslim empires were divided by religion: the Ottomans were Sunni, and the Safavids were Shi'a. In the Mughal Empire tensions did exist between Hindus and Muslims, but Akbar sought to ease those tensions and to welcome and support any religion. Under his rule, Sikhism became established.

2. Causation: Several the empires of Africa and Eurasia in 1450–1750 consolidated and centralized power. This consolidation was the result of several different approaches. The Ottoman Empire's devshirme system used enslaved Christians to build their military and bureaucratic forces. Russia's rulers recruited people who were neither wealthy nor peasants to fill the oprichnina. These paramilitary troops were loyal to the ruler and protected the ruler from the boyars, or noble class. Both China in the east and Songhai in Africa collected taxes from the states under their power.

3. Comparison: The empires of Asia in 1450–1750 all relied on gunpowder weaponry to expand their power. The Ottoman, Safavid, and Mughal empires all succeeded while their military might was strong and their bureaucracies efficient. In each case, weakening one or the other element led to their decline. After the Ottoman Empire lost the Battle of Lepanto and the Siege of Vienna, the balance of power between the Ottomans and Europe shifted in favor of Europe. Likewise, leaders of the Safavid Dynasty failed to put down a rebellion, which in turn reduced their tax revenues. As a result, they were unable to defend other parts of their territories against the Ottomans and Russians. In South Asia, bureaucratic corruption led to declining fortunes. An unwise decision by Aurangzeb to make Islam the state religion led to many rebellions by followers of minority religions. Without new military technologies, the Mughal empire was unable to defend itself against the British and the French.

4. Comparison: In China, the Qing dynasty used their superior military to conquer and incorporate neighboring territories such as Taiwan and Mongolia. Likewise, Russian rulers such as Ivan IV (Ivan the Terrible) used gunpowder weapons to expand eastward into Siberia and Mongolia.

Document-Based Question, Peter the Great, pages 185–188

On the domestic front, Peter the Great instigated sweeping reforms in education, the economy, and the church. He decreed that the children of the nobility learn mathematics and geometry or forfeit their right to marry, and established schools for that purpose (Doc. 2). He also encouraged them to travel to other countries to learn about and experience other cultures, and invited foreigners to come to Russia to share their know-how, and he encouraged trade with foreign countries (Docs. 1, 5).

Documents 4, 6, and 7 together show Peter's efforts to reform fashion. He not only expected the nobility and government officials to shun Russian dress and don Western clothing styles (Doc. 4), but he also forbade them from sporting long beards. Those who example in his own fashion by wearing Western-style clothes and going beardless (Doc. 7).

On the military front, Peter the Great created a strong navy and reorganized the army to in the Guards to gain military know-how before being promoted to the officer rank. In addition, he advanced those of lowly origin from lower to higher positions on the basis of merit. By strengthening Russia's military abilities, he was able to win several wars, expanding the size of the Russian Empire greatly during his reign.

Unit 4 Transoceanic Interconnections from c. 1450 to 1750

Topic 4.1 Technological Innovations

Questions are on pages 195–197.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Claims	Causation	TEC	KC-4.1.II.A	193
2	D	Claims	Causation	TEC	KC-4.1.II.A	193
3	A	Claims	Causation	TEC	KC-4.1.II.A	192
Short-Answer Questions						
1A	See below.	Connections	Causation	TEC	KC-4.3.II	194
1B	See below.	Connections	Causation	TEC	KC-4.3.II	147, 194
1C	See below.	Connections	Comparison	GOV	KC-4.3.II.B	192
2A	See below.	Developments	Causation	TEC	KC-4.3.II	191, 193–194
2B	See below.	Developments	Comparison	ECN	KC-4.3.II.B	191, 193
2C	See below.	Claims	Causation	CDI	KC-4.1.VI	192

Short-Answer Question Responses

1A. Gunpowder weapons allowed rulers to expand their territories by defeating weaker rivals. The process of creating empires in most cases led to a blending of cultures. However, in some cases, the defeated were forced to adopt the ways and religion of the conquerors or to move elsewhere to continue to practice their own religion.

1B. Gunpowder weapons allowed rulers both to expand their territories and to control trade. For example, when the Ottoman Empire took Constantinople, renaming it Istanbul, they gained control of the Bosporus Strait.

1C. The Omanis sought to expel Europeans from their lands, interfering with trade between Europe and Asia. In response to the difficulties, Christopher Columbus set out to find a new route to Asia.

2A. Rulers sought the resources available in new lands. Understanding wind patterns aided their sailors in this quest.

2B. New navigational technologies allowed ships to sail farther than ever before. Rulers seeking new lands to conquer could employ the new technologies to their advantage.

2C. Trade routes spread new ideas as well as goods. For example, many trading cities along Africa's east coast adopted Islam.

Think As a Historian: Identify and Describe a Historical Context, page 198

Possible answers:

1. The broad context is the era of expansion of maritime trade and empires. Competing states were looking for advantages in sailing distance and safety. In an era of interconnections, seafaring technology and other scientific ideas were transmitted from culture to culture. The magnetic compass was one such advancement, discovered in the 12th century by the Chinese and Europeans.

2. The broad context is again the era of expansion of maritime trade and empires. As competing states sought advantages, one tool they used was gunpowder weaponry. Gunpowder, a 10th century Chinese invention, aided Europeans in their conquests abroad, though pirates also got hold of it. Gunpowder weapons, combined with improved seagoing ability, helped Europeans reach and control many parts of the world.

3. The broad context is the waning of the Middle Ages, with its plagues, religious wars, and feudal system in Europe. New monarchies were attempting to centralize political power as old feudal loyalties weakened. The Middle Ages had not been known as a time of great literacy, but the invention of the printing press changed that. Literacy increased, making the spread of Renaissance and Enlightenment ideas possible. The context most relevant to the invention of the printing press is ideological and philosophical.

4. The broad context is expanding trade in the Indian Ocean during a time of increasing global connections. Knowledge of monsoons as well as knowledge of tides and other meteorological matters was crucial to the timing of voyages. The long time between the shifts in direction of the winds required that merchants settle in diasporas for the duration, which hastened and solidified intercultural exchanges.

Reflect on the Topic Essential Question, page 198

1. Students should explain how knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread. They should describe how the spread of knowledge facilitated European technological developments and innovation. Students should also explore developments such as the production of new tools, innovations in ship designs, and improved understanding of regional wind and current patterns. They should explain how these developments made transoceanic travel and trade possible.

Topic 4.2 Exploration: Causes and Events

Questions are on pages 206–207.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Claims	Causation	ECN	KC-4.1.III.A	200–201
2	C	Source	Comparison	ECN	KC-4.1.III.A	200–201
3	C	Contextualization	Causation	ECN	KC-4.1.III.A	201
Short-Answer Questions						
1A	See below.	Developments	Continuity/Change	TEC	KC-4.1.III	199
1B	See below.	Argumentation	Causation	GOV	KC-4.1.III	199–201, 203–204
1C	See below.	Argumentation	Causation	CDI	KC-4.1.III	199, 202, 203, 205
2A	See below.	Connections	Comparison	GOV	KC-4.1.III.C	203
2B	See below.	Connections	Comparison	ECN	KC-4.1.III	201
2C	See below.	Connections	Comparison	ECN	KC-4.1.III.C	203–204

Short-Answer Question Responses

1A. Technological improvements include gunpowder, the magnetic compass, or the lateen sail.

1B. Arguments could be made for each explorer. In each case the impact of exploration was to enrich the empire that sponsored the voyage.

1C. Columbus and the Europeans who followed him (a) brought diseases that decimated native populations and (b) enslaved indigenous peoples.

2A. Both the Spanish and the French sought to convert indigenous peoples to Christianity.

2B. The English sought to colonize the new territories; the French were more interested in trading with Native Americans and rarely settled permanently.

2C. The Dutch supplied colonists with manufactured goods from Europe in exchange for furs and agricultural products; the French traded with Native Americans for furs and other raw materials.

Think As a Historian: Making Connections by Relating Historical Developments, page 208

1. The economic development of mercantilism can be related to the political development of the strengthening state.

2. Trading post empires can be related to social history in that intermarriage occurred between the Portuguese at the trading posts and the local women. That helped blend cultures.

3. Increased tax revenues, like mercantilism, can be related to the political development of centralizing power in states. The increased revenues gave the states more wealth to sponsor exploration and colonization efforts.

Reflect on the Topic Essential Question, page 208

1. Students should discuss how state-supported transoceanic maritime exploration occurred from 1450 to 1750. They should explain the economic causes and effects of maritime exploration by the various European states. For example, Portuguese maritime technology and navigational skills led them to increase trade with Africa and Asia, resulting in the construction of a global trading-post empire. Other European states pursued similar explorations in search of riches beyond their own borders.

Topic 4.3 Columbian Exchange

Questions are on pages 215–216.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Sources	Comparison	ENV	KC-4.1.V	211
2	A	Connections	Comparison	ECN	KC-4.1.V	211
3	B	Connections	Causation	ECN	KC-4.1.V	209
Short-Answer Questions						
1A	See below.	Developments	Continuity/Change	ENV	KC-4.1.V	210–211, 213–214
1B	See below.	Argumentation	Causation	CDI	KC-4.1.V.B	209–210, 213–214
1C	See below.	Claims	Causation	ENV	KC-4.1.III	213
2A	See below.	Connections	Causation	SIO	KC-4.1.V.A	209–210
2B	See below.	Connections	Continuity and Change	ECN	KC-4.1.V.B	211
2C	See below.	Connections	Continuity and Change	SIO	KC-4.1.V	213

Short-Answer Question Responses

1A. Crosby suggests that the Columbian Exchange had a tremendous biological impact on the entire world.

1B. Maize (corn) from the Americas helped the health of the rest of the world, but Europeans brought diseases that hurt the people of the Americas.

1C. European colonists cut down trees to clear areas for planting crops, and they created large fields that they cultivated every year. Because of this, deforestation and soil depletion became problems in the Americas.

2A. Columbus and the Europeans who followed him brought diseases that decimated native populations.

2B. Sugar was in high demand in Europe, and it was grown in Brazil and other parts of the Americas. Since there were not enough indigenous people to work the fields and meet the demand, the Portuguese and other Europeans imported enslaved Africans.

2C. Europeans practiced more intensive agriculture than Native Americans did. They cut down trees to clear land for farming and cultivated the fields year after year. These practices led to deforestation and soil depletion.

Think As a Historian: Identify Evidence in an Argument, page 217

1. The claims are that maize was the most important grain of the Americans in 1491 and it is one of the most important grain sources in the world today.

2. Five pieces of evidence—it is a standard crop (1) throughout the Americas, (2) in southern Europe, (3) that is a staple in China, (4) that is a staple in Indonesia, (5) in large areas of Africa. The last two sentences also provide evidence: its loss would be an ecological tragedy and result in the slaughter of a large portion of the human race.

Reflect on the Topic Essential Question, page 217

1. Students should discuss the Columbian Exchange: how new connections between the Eastern and Western Hemispheres led to an exchange of plants, animals, and diseases. They should describe how European colonization of the Americas was not limited to human animals but also included the transfer of diseases and disease-carrying creatures, such as mosquitoes and rats. Many diseases from the Eastern Hemisphere, including smallpox, measles, and malaria, substantially reduced the indigenous populations, because they bore no immunity to the diseases.

   Foods from the Americas became staple crops in parts of Europe, Asia, and Africa. Cash crops such as sugar were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East. Fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought to the Americas by Africans. The new food crops helped to feed the people in Eurasia.

Topic 4.4 Maritime Empires Link Regions

Questions are on pages 229–230.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Contextualization	Comparison	SIO	KC-4.2.II.C	223
2	B	Contextualization	Comparison	SIO	KC-4.2.II.C	221, 222
3	D	Claims	Continuity/Change	SIO	KC-4.2.II.C	223
Short-Answer Questions						
1A	See below.	Claims	Causation	ECN	KC-4.2.II.D	223–224
1B	See below.	Claims	Comparison	CDI	KC-4.2.II.C	219, 222–224
1C	See below.	Contextualization	Causation	CDI	KC-4.1.V.A	220
2A	See below.	Argumentation	Causation	ECN	KC-4.3.II	223–224
2B	See below.	Connections	Comparison	ECN	KC-4.3.II.B	219–220, 223
2C	See below.	Claims	Comparison	ECN	KC-4.3.II	219–221

Short-Answer Question Responses

1A. Even though slavery was banned in Mexico, it persisted in parts of Spanish North America. Several factors contributed to slavery's continuation, including shortage of labor, the discovery of silver, and bad relations between the Spanish and the native peoples.

1B. The treatment of enslaved people in Mexico differed from the treatment of enslaved people in the Indian Ocean trade. Those in the Indian Ocean slave trade seem to have had better employment and more rights.

1C. European settlers brought diseases, such as smallpox, that killed huge numbers of native peoples.

2A. Spanish colonists took advantage of the mit'a system to force indigenous peoples to do dangerous work in silver mines. As a result, Spain gained more silver and became a wealthier country.

2B. Both before and after the Portuguese arrived, merchants in the Indian Ocean trade networks paid for the right to use certain ports or passageways and developed trade links through traditional networks.

2C. In China, the Ming Dynasty tried to limit outside influence on China by restricting trade and exploration. By contrast, Portugal's rulers encouraged both trade and exploration.

Think As a Historian: Purpose and Audience in Primary Sources, page 231

1. Las Casas's audience was Spanish government decision makers who would decide on the future of indigenous slavery and the encomienda system. That audience suggests Las Casas wanted to paint the strongest and most persuasive picture to achieve his goals.

2. A competing European power might be writing to an audience of others in the same country to raise public support for an invasion to rid the area of Spanish control.

3. Identifying purpose and audience in evaluating a historical source is essential in determining possible bias. For example, Julián Juderiás, while no doubt writing for a scholarly audience, was himself Spanish and may have had a bias. Protestants in the United States dominated history writing and may have had a bias against Catholics and therefore accepted the Black Legend.

Reflect on the Topic Essential Question, page 231

1. Students should examine how European states established trading posts in Africa and Asia, which enriched the rulers and merchants in new global trade networks. Some Asian states enacted restrictive trade policies to limit the disruptive economic and cultural effects of European-dominated long-distance trade. European states, including the Portuguese, Spanish, Dutch, French, and British, established new maritime empires. The expansion of maritime trading networks also helped states in Africa, including the Asante and the Kingdom of the Kongo, to grow and prosper. The participation of these African states in trading networks increased their influence.

   Students should also note that when Portuguese, Spanish, and Dutch merchants arrived in the Indian Ocean, some restructuring took place, but existing trade networks continued to flourish. The new colonies in the Americas largely depended on agriculture. They employed existing labor systems, such as the Incan mit'a, but also introduced new labor systems, such as chattel slavery, indentured servitude, and encomienda and hacienda systems.

   Students should describe how slavery in Africa continued as it had previously, with many people exported to the Mediterranean and the Indian Ocean regions. The growth of plantations in the Americas increased demand for enslaved Africans, leading to significant demographic, social, and cultural changes.

Topic 4.5 Maritime Empires Develop

Questions are on pages 239–240.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Developments	Causation	ECN	KC-4.1.IV.D.i	234
2	D	Argumentation	Causation	CDI	KC-4.1.III.C	235–236
3	A	Contextualization	Continuity/Change	CDI	KC-4.1.IV.D.ii	232
Short-Answer Questions						
1A	See below.	Connections	Comparison	CDI	KC-4.1.VI	237
1B	See below.	Connections	Comparison	CDI	KC-4.1.VI	238
1C	See below.	Argumentation	Causation	CDI	KC-4.1.VI	238
2A	See below.	Connections	Causation	ECN	KC-4.1.IV.C	232, 235–236
2B	See below.	Connections	Causation	ECN	KC-4.2.II.A	233
2C	See below.	Connections	Causation	ECN	KC-4.1.IV	233

Short-Answer Question Responses

1A. Vodou incorporated elements from multiple religions. For example, it includes the spirits or gods from many different African and Indian cultures.

1B. Some Catholic saints' days coincided with days that honored the gods of indigenous people, and the indigenous people especially celebrated these days.

1C. In India, Sikhism blended Muslim and Hindu belief systems.

2A. In Asia, improved shipping offered merchants the opportunity to increase their volume of products. In Africa, mercantilism initially enriched but ultimately weakened slave-raiding African kingdoms.

2B. The global economy resulted in more wealth not only for European rulers and entrepreneurs, but also for the laborers of Europe who helped to produce manufactured goods. Besides the traditional classes of the wealthy few and the many peasants, a new "middle" class developed.

2C. The Commercial Revolution resulted in more wealth for many of the countries that participated. The formation of joint-stock companies increased the amount of money available for new ventures, and a cycle formed that led to more enterprise and more exploration.

Think As a Historian: Contextualization, page 241

Spaniards treated the indigenous people with cruelty.

Reflect on the Topic Essential Question, page 242

1. Students might discuss how European rulers used mercantilist policies and practices to expand their economies and claim overseas territories. They might explain how rulers and merchants used joint-stock companies to finance exploration and to compete against one another in global trade, and how economic disputes led to conflicts between states.

   Students should explain that the Atlantic trading system involved moving goods, wealth, and labor, including enslaved people, across the Atlantic Ocean. They should explain how chartered European monopoly companies made the global circulation of goods possible. Silver, especially from Spanish colonies in the Americas, allowed European traders to purchase Asian goods for the Atlantic markets while also meeting Chinese demand for silver. Local markets continued throughout Africa and Eurasia, using both established commercial practices and new shipping services developed by European merchants. Labor, from both peasants and craftspeople, was in high demand in many regions, and the demand for food and consumer goods increased.

   Students should describe how some gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trade. The Atlantic trading system involved the movement of people—including both free and enslaved people—and the mixing of African, American, and European cultures and peoples.

   Students might also note that the increasing interactions between newly connected hemispheres expanded the reach and furthered development of existing religions. The new connections also contributed to religious conflicts as well as to the development of syncretic belief systems and practices.

Topic 4.6 Internal and External Challenges to State Power

Questions are on pages 248–249.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Connections	Comparison	CDI	KC-4.3.III.iii	245
2	C	Contextualization	Causation	CDI	KC-4.3.III.iii	245
3	D	Connections	Comparison	CDI	KC-4.3.III.iii	9–10, 245
Short-Answer Questions						
1A	See below.	Sources	Comparison	GOV	KC-4.3.III.iii	243, 245
1B	See below.	Contextualization	Comparison	GOV	KC-5.3.III.C	245, 247
1C	See below.	Connections	Comparison	GOV	KC-4.3.III.iii	244–245
2A	See below.	Argumentation	Causation	SIO	KC-4.1.VI.i	245, 247
2B	See below.	Argumentation	Causation	ECN	KC-4.1.VI.i	244–245
2C	See below.	Developments	Causation	GOV	KC-4.1.VI.i	246–247

Short-Answer Question Responses

1A. Both involved resistance to adopting the religion of another group.

1B. The Pueblo Revolts were attempts by native peoples to throw off the rule of colonizers from Spain, while the Cossack Revolts were attempts by warriors, peasants, and serfs to gain territory and autonomy from Russian rulers.

1C. Torrez describes how Spanish influence continued among the Pueblo people even after the rebellion. In both the Pueblo Revolt and Metacom's War, the native peoples had some success, but the European colonizers eventually regained power.

2A. In New Mexico, many native peoples resented the Christian culture imposed on them by the Spanish. This, combined with virtual enslavement, led to the Pueblo Revolts and other rebellions.

2B. In Russia, peasants and serfs were tied to the land, and the land was owned by the nobles. The imbalance between the wealthy few and the impoverished many led to rebellion, which led to even harsher oppression of the poor.

2C. The Glorious Revolution in England was the result of internal pressures challenging the power of the Catholic King James representing the state.

Think As a Historian: Situate Historical Events in Context, page 250

Possible answers:

- extending power over spaces with no previous or legal control: Dutch and English unseat Portugal in South Asia (an external pressure)
- exertion of major control of economic, political, or cultural aspects of subjects: Russia enforced the system of serfdom as it expanded its holdings
- extraction or accumulation of value as a result of domination: slave raids by the Portuguese in Africa
- control of diverse ethnic, national, cultural, and religious elements: Muslim Mughal Empire controlled areas where many Hindus lived; the Spanish and British empires controlled areas where diverse indigenous people lived

Students' timelines should include the following rebellions:

- 1663: Gloucester County Rebellion in Virginia (enslaved Africans and white indentured servants against Britain)
- 1675–1678: Metacom's War (Native Americans against British colonists)
- 1680: Pueblo Revolt against Spanish in New Mexico
- 1680–1707: Maratha rebellion against Mughals
- 1728–1740 and 1795–1796: Maroon Wars against British (formerly Spanish colonists)
- 1774: Pugachev Rebellion in Russia

Reflect on the Topic Essential Question, page 250

1. Students should discuss how state expansion and centralization led to internal resistance. A variety of social, political, and economic groups sought to throw off oppression or to gain rights.

   In the Caribbean isles and American colonies, enslaved Africans mounted many rebellions. Yet even when they together with indentured servants outnumbered the free Europeans, these rebellions usually ended in failure.

Topic 4.7 Changing Social Hierarchies

Questions are on pages 257–258.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Contextualization	Continuity / Change	SIO	KC-4.3.I.B	252
2	C	Sources	Continuity / Change	SIO	KC-4.3.I.B	252
3	C	Claims	Comparison	SIO	KC-4.3.I.B	251–252
Short-Answer Questions						
1A	See below.	Argumentation	Continuity/Change	SOI	KC-4.2.III.A	255–256
1B	See below.	Contextualization	Continuity/Change	SOI	KC-4.2.III.A	255–256
1C	See below.	Connections	Comparison	GOV	KC-4.2.III.A	251
2A	See below.	Contextualization	Comparison	GOV	KC-4.2.III.A	253–256
2B	See below.	Contextualization	Causation	GOV	KC-4.3.I.B	254
2C	See below.	Developments	Continuity/Change	GOV	KC-4.2.III.B	255

Short-Answer Question Responses

1A. People of the lowest-ranked group paid the highest taxes and were forced to work for others. E

1B. ven though the racial caste system in Latin America is no longer formally enforced or acknowledged by officials, it still exists and still affects people.

1C. The French government supported Catholicism and adopted policies that discriminated against Protestants (the Huguenots).

2A. In France in the mid-1600s, a failed uprising led Louis XIV to consolidate power and to weaken the common people and the nobility.

2B. In both Latin America and the Qing Dynasty, a minority ethnic group ruled over a majority ethnic group.

2C. The Boyars of Novgorod opposed the policies of Ivan IV. After Ivan's forces defeated Novgorod, Ivan confiscated their lands and forced them and their families to move to Moscow.

Think As a Historian: Explain the Purposes of Evidence, page 259

Answers may vary. Look for an explanation of the students' answers.

1. support
2. modify
3. refute

Reflect on the Topic Essential Question, page 260

1. Students should discuss how some states, such as the Mughal and Ottoman empires, accommodated the ethnic and religious diversity of their subjects. They could note that these states were able to harness the economic, political, and military contributions of different ethnic or religious groups. In other cases, states opposed diversity and limited some groups' roles in society, politics, or the economy.

Students should explain how conquests and widening global economic opportunities helped to create new political and economic elites. Examples include the Qing Dynasty in China and the rise of the casta system in the Americas.

They should also discuss how the power of existing political and economic elites fluctuated. Elites faced threats to their influence on increasingly powerful monarchs and leaders.

Topic 4.8 Continuity and Change from c. 1450 to c. 1750

Reflect on the Topic Essential Question, page 264

1. From most continuity to most change

- Transoceanic Trade
- Commercial Revolution
- Colonization of the Americas
- Columbian Exchange

All of these historical developments brought about change, so these are ranked in order from least degree of change to most. Transoceanic trade could be seen as an expansion of existing trade. Although goods were traveling farther, the idea behind trading was the same as ever. Likewise, the Commercial Revolution made many people and states richer than ever before, and it enabled the exploration and exploitation of the Americas. But it, too, was an extension of existing economic activity. The colonization of the Americas brought about significant changes, especially for the native inhabitants of the Americas. And the Columbian Exchange made the largest difference of all, introducing new foods, animals, and diseases on both sides of the Atlantic Ocean.

2. Students should discuss how linking the Eastern and Western Hemispheres through transoceanic voyaging transformed trade and had a significant social impact on the world. Most of the world's economies continued to be primarily agricultural, but agriculture in most of Europe was very different from agriculture in Europe's colonies. The colonies used slave labor, either by enslaved Africans or by native peoples forced to labor.

Likewise, transoceanic trade affected manufacturing, gender and social structures, and environmental processes. For example, the "triangular trade" brought manufactured goods from Europe to Africa, enslaved people from Africa to the Americas, and sugar and other commodities from the Americas to Europe.

Students should explain how the demand for labor increased to meet the increased global demand for raw materials and finished products. Traditional peasant agriculture increased. In some places in Europe, peasants earned more money and their lives improved; but in Russia, peasants and serfs actually became poorer and more oppressed. Students should describe how plantations in the Americas and the Atlantic slave trade expanded together.

Unit 4 Review

Write As a Historian: Gather and Organize Evidence, page 266

Continuities	Changes
China exported silk, porcelain, spice, and tea and imported little.	Emperor Kangxi relaxed the limits on foreigners, opening Chinese ports to European merchants and missionaries.
Confucian philosophy preferred farmers who produced food over merchants who transferred food from one person to another.	Confucian philosophers respected the Jesuits.
China regarded its culture as superior to those of other countries.	With the Silk Road and Indian Ocean trade networks pouring gold and silver into China for their goods, the Chinese felt wealthy and in no need of foreign commodities.
China's exploration of the outside world came to an end after Zheng He's final voyage in the 1430s.	China imported silver for use in coins.

Long Essay Question, page 267

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
1	See below.	Argumentation	Causation	TEC	KC-4.1.II.A	193, 209–214
2	See below.	Argumentation	Continuity/Change	ECN	KC-4.2.II.D	218–224
3	See below.	Argumentation	Continuity/Change	SIO	KC-4.2.II.B	211–212, 234
4	See below.	Argumentation	Comparison	CDI	KC-4.1.VI	237–238, 251

1. Causation: European advances in shipbuilding combined with technologies from other parts of the world to enable longer voyages than ever before. The lateen sail from Arabian sailors, the astrolabe from Muslim navigators, and the compass from China all contributed to the newfound ability to cross long distances and discover new lands. These multicultural technological advances laid the groundwork for discovery, colonization, and the Columbian Exchange. These advances also contributed to a tremendous growth in trade.

2. Continuity/Change: Transoceanic trade by European states created a global economy. Under the theory of mercantilism, European states measured their success by the amount of gold and silver they owned. Besides mining the precious metals, European states sought to increase production both at home and in their colonies. In the Americas, the Europeans used forced labor for both mining and agricultural production. But in Europe, as manufacturing increased production, workers earned more and enjoyed better lives. China was also eager to buy silver, as it needed the metal to make hard currency. Silver from mines in the Americas made its way across the Pacific to European traders who offered it to China in exchange for silks, porcelain, and other luxury items.

3. Continuity/Change: The Columbian Exchange led to greater demand for African enslaved Africans. Initially, European colonizers forced native peoples to labor on their plantations and in their mines. But many indigenous people succumbed to diseases that also crossed the Atlantic. Fewer enslaved indigenous people combined with higher demand for sugar and other products led to an increase in bringing enslaved people from Africa.

4. Causation: The increase of connections between hemispheres extended the reach of existing religions. For example, Catholic missionaries came to the Americas to convert native peoples. In some places, the new connections led to the development of syncretic belief systems and practices. Enslaved African, for example, preserved elements of their traditional religious practices when they adopted Christianity. In some places, religious conflicts led people with minority views to resettle elsewhere to avoid persecution.

Document-Based Question, page 268

During the period 1450 to 1750, significant political changes were developing. Large land-based empires, commonly known as "Gunpowder Empires," were forming. At the same time, European countries like Spain, Portugal, and England were establishing and expanding maritime empires in an attempt to dominate the new global trading network. Feudalism, as a political structure, was in its decline as national monarchies sought to establish control over the feudal aristocracy. However, this process wasn't without some significant challenges as monarchs and the states they ruled faced significant challenges to their power from outside of their empire as well as from within.

In trying to expand their power, states often had to deal with rivals in order to protect or expand their territorial holdings. Maritime empires were often at odds over control of trade and trade routes. The Spanish government had to deal with English privateers who attacked their ports and seized their ships. Military action was usually the solution to dealing with these privateers. Often these military actions resulted in open conflict between Spanish and English military forces, both naval and on land (Doc. 2). The author of this document, a Spanish general, was clearly frustrated with the tactics of his enemy and, as such, he would resort to violence rather than diplomacy to solve the problems created by the privateers. Military action or the threat of military action also was a tactic used in the relations between Islamic gunpowder empires. The Ottoman Empire was constantly in conflict with its neighbor, the Safavid Empire. The Ottoman sultans were Sunni Muslim, while the Safavid shahs practiced Shi'a Islam. Each had a different perspective on the rightful political leader of the Islamic world, further complicating their already intense rivalry. The Ottoman sultan looked to reinforce his borders in these times of tension with the Safavids as well as tried to form alliances with other people who also viewed the Safavids as rivals (Doc. 7). The author of this document, a Belgian ambassador to the Austrian Empire, is required to report on the tactics and military preparations of the Ottoman Empire, a powerful neighbor and rival of the Austrian Empire. The purpose of the document was to provide intelligence on the state of the Ottoman's conflict with the Safavid Empire to the Austrian emperor. This religious component to state rivalry is also seen in the fighting of the Thirty Years' War. The war was fought along religious lines between Catholic and Protestant states in Central Europe (Doc. 5). However, this did not stop France, a predominately Catholic country, from joining the fighting on the side of the Protestant German states because France saw an opportunity to expand its power at the expense of the predominately Catholic Holy Roman Empire. Of course, maritime empires and land-based empires were often at odds, and these conflicts prevented the expansion of power by the rulers of these empires. For instance, the Portuguese and the Ottoman Empire went to war over control of trade in the Indian Ocean. After a number of naval campaigns, the Portuguese were victorious in defeating the Ottomans in the Gulf of Oman, thus increasing the power of the Portuguese crown at the expense of the Ottomans (Doc. 4).

However, not all challenges to state power came from external forces. States had to also deal with challenges that came from internal sources. While threats from the country's noble class were always an area of concern among state rulers, the more frequent source of problems was from the peasant or commoner classes of the country or empire. Peasants often rebelled to achieve a greater voice in governance or to force changes to the social and political structure. For instance, peasants in the German Peasants' War hoped to be freed from serfdom and oppression. They also hoped to achieve changes to the laws that were not enforced consistently or fairly (Doc. 3). As the authors were Christian religious leaders, they hoped to have the same political and legal equality that Christianity promised in religion. Unlike the written petition submitted by the German peasants, Russian peasants and commoners resorted to riots to try to achieve their goals. The Salt Riots in Moscow were, as the picture depicts, violent and chaotic, caused by the implementation of a tax on salt (Doc. 6). The artist created this painting in 1938, almost

300 years after the riot, which would have to indicate a strong connection to the upheaval that socialist Russia had been experiencing since the Russian Revolution. Perhaps the fear of a military challenge from the peasant class in Japan led the Tokugawa shogun to call for the collection of any weapons possessed by farmers to ensure they did not have the means to revolt (Doc. 1). During this time, Toyotomi Hideyoshi was trying to create a more centralized government in Japan and was actively trying to eliminate any obstacles to the consolidation of his power. By collecting the weapons of the farmers, he could ensure they would not be a threat to his power.

Unit 5   Revolutions from c. 1750 to c. 1900

Topic 5.1   The Enlightenment

Questions are on pages 282–283.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Sources	Causation	CDI	KC-5.3.I.C	279–280
2	A	Sources	Comparison	CDI	KC-5.3.I.C	279–280
3	C	Contextualization	Causation	CDI	KC-5.3.I.C	275, 279–280
Short-Answer Questions						
1A	See below.	Claims	Causation	CDI	KC-5.3.I.A	275–276
1B	See below.	Claims	Comparison	CDI	KC-5.3.I.A	276
1C	See below.	Claims	Comparison	CDI	KC-5.3.I.A	276
2A	See below.	Connections	Continuity/Change	SIO	KC-5.3.I.C	60–61, 275
2B	See below.	Connections	Comparison	SIO	KC-5.3.I.C	276–278
2C	See below.	Connections	Comparison	SIO	KC-5.3.I.C	276–278

Short-Answer Question Responses

1A. Adams' passage shows the debate of constitutional power of the 18th and 19th centuries. As colonial America is struggling to establish its independence, she sees how much power to give a government as an obstacle for the soon-to-be nation.

1B. Adams' argument rejects the beliefs of Hobbes in the need for a strong central government. She calls man a "dangerous creature" who will be in pursuit of power in such a system where individuals are willing to trade power for order.

1C. Adams would support Locke in his assertion that people have natural rights and that a government has the responsibility to protect those rights. However, she was cautious about whether the newly forming government in America would be able to reach that ideal.

2A. The Renaissance idea of humanism or focus on the individual influenced the Enlightenment's stance on civil liberties. This can be seen in the writings of Voltaire and his belief in religious liberty and judicial reform.

2B. Baron Montesquieu's praise of the check on power with Parliament's role in Britain's government influenced America's enlightened thinkers. The framers of the Constitution would use that structure in its system checks and balances.

2C. The abolition of slavery was an area of disagreement between British and American Enlightenment thinkers. Slavery had died in in Great Britain considerably earlier, and many leaders in the United States still owned enslaved people.

Think As a Historian: Describe an Argument, pages 283-284

Talleyrand has the belief that women do not need an education as their role should be more related to domestic pursuits. He uses inductive reasoning to make his point.

Wollstonecraft uses deductive reasoning to show the importance of education for not only men, but also for women. Women have as significant a role in promoting the progress of society as men do.

Reflect on the Topic Essential Question, page 284

1. The Enlightenment beliefs in freedom and self-determination can be seen in anticolonial movements following World War II. Support for this could be in the Royal Indian Navy Revolt or independence for Ghana in 1957. Another related answer could be nonviolent civil disobedience by individuals like Gandhi, Martin Luther King Jr., Nelson Mandela, etc.

Topic 5.2 Nationalism and Revolutions

Questions are on pages 294–295.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Claims	Comparison	GOV	KC-5.3	285–289
2	B	Claims	Causation	GOV	KC-5.3	285–289
3	D	Claims	Comparison	GOV	KC-5.3	285–289
Short-Answer Questions						
1A	See below.	Sources	Causation	SIO	KC-5.5 KC-5.3.III.B	288–289
1B	See below.	Claims	Comparison	SIO	KC-5.5 KC-5.3.III.B	275–277, 288–289
1C	See below.	Connections	Continuity/Change	SIO	KC-5.5 KC-5.3.III.B	288–289
2A	See below.	Developments	Causation	GOV	KC-5.5 KC-5.3.III.B	289–290, 292
2B	See below.	Connections	Comparison	GOV	KC-5.5 KC-5.3.III.B	290–291
2C	See below.	Connections	Comparison	GOV	KC-5.5 KC-5.3.III.B	285, 287

Short-Answer Question Responses

1A. Bolívar's intended audience are Creoles, people of European ancestry who were born in Latin America. Bolívar is also a Creole, and he is rallying them to stand up against the peninsulares (born in Europe) for rights in Latin America.

1B. Bolívar's ideas of abolition of slavery and a free market economy support the ideas of the Enlightenment.

1C. Bolívar's actions set the stage for a later women's rights movement in Latin America. Even after newly independent nations were created, women didn't get the right to vote and rarely were educated until the end of the century.

2A. Nationalism thrived in the Philippines as European-educated Filipino youth began to push for more Enlightened ideals. In the Balkans, nationalism was fanned by exposure to western ideals, leading to war against Ottoman forces.

2B. In both Italy and Germany, leaders used political manipulation to strengthen their positions. In Italy, di Cavour pushed France into a war with Austria, which ignited nationalists to join his efforts to unify Italy. Von Bismarck used war against Denmark and Austria to allow him to create a German Empire.

2C. The American Revolution differed from the Haitian Revolution in both causes and outcomes. The American Revolution originated in a desire for political representation, and the Haitian Revolution was to end slavery. The outcome of the American Revolution saw political independence, but little social change. The Haitian Revolution ended slavery and saw a dramatic redistribution of resources.

Think As a Historian: Compare Arguments, pages 295-296

1. Dickinson's opinion is that reconciliation is the best option, as the king and Parliament can best serve the needs of the colonies.

2. He uses inductive reasoning to make his argument, starting with the position that liberty has been experienced under the English monarchy.

3. The Declaration of Independence states the king has repeatedly offended the colonies.

4. Locke argued that an unjust government should be overthrown. The Declaration clearly points to the many unjust actions of the king. Rousseau spoke to the idea that government had an obligation to carry out the "General Will."

5. The Declaration of Independence passage is deductive reasoning because it starts with the proposition that the king has "a history of repeated injuries and usurpations," and it goes on to define the specific ways that those offenses took shape.

Reflect on the Topic Essential Question, page 296

1. The revolutions are influenced by Enlightenment ideas as each promotes freedom and self-determination. Some examples could include for a more representative form of government (American Revolution), for opposition to the uneven distribution of wealth (French Revolution), or to end slavery (Haitian Revolution). Each had an impact on growing nationalism of the lower or middle classes of society by uniting them against the oppressive government.

Topic 5.3 Industrial Revolution Begins

Questions are on pages 301–302.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Developments	Causation	SIO	KC-5.1.I.A	300
2	A	Developments	Causation	ECN	KC-5.1.I.A	300
3	C	Contextualization	Continuity/Change	ECN	KC-5.1.I.A	297

Short-Answer Questions						
1A	See below.	Claims	Causation	ECN	KC-5.1.I.A	192–194, 287–290, 297
1B	See below.	Claims	Causation	ECN	KC-5.1.I.A, KC-5.1.I.B	298–300
1C	See below.	Contextualization	Causation	ECN	KC-5.1.I.A	298–300
2A	See below.	Contextualization	Causation	ENV	KC-5.1.I.A	299–300
2B	See below.	Contextualization	Causation	ECN	KC-5.1.I.A , KC-5.1.I.C	298
2C	See below.	Contextualization	Causation	ENV	KC-5.1.I.A	300

Short-Answer Question Responses

1A. European exploration relied on technology developed in the Middle East, India, and China, or the spread of nationalism from Europe to the Americas.

1B. To challenge Clough's views, answers could include the contributions of British inventors James Hargreaves (spinning jenny) and Richard Arkwright (water frame), the growth of the coal industry in Britain, and the fact that the size of the British naval and commercial fleet exceeded any other nation.

1C. Clough was writing in the late 20th century. By that time, industrialization was a global phenomenon. Countries around the world depended on international trade to obtain raw materials and to sell products, and technological advances had become common.

2A. Mineral resources, such as coal and iron ore, were very important to industrialization.

2B. As a result of the factory system, work because more specialized for workers, and the division of labor broke up tasks. This effectively ended the cottage industry system and the putting-out system.

2C. Population growth in urban areas filled the increasing demand for industrial workers in this time. Technology allowed for greater production, which needed labor at every stage of production.

Think as a Historian: Explain the Process of Industrialization, page 303

(Order of processes may vary)

1. Stability of government: A stable government will foster the rest of the list.
2. Increased agricultural efficiency: Sufficient food supplies are needed for progress.
3. Increased population: With stable food sources, population grows.
4. Consumers: Population increases the number of individuals in need of goods.
5. Technological improvements or breakthroughs: These allow the production of the goods needed by consumers.
6. Accumulation and investment of capital: With more opportunities available because of increased production, individuals can acquire and invest capital.
7. Natural resources: These are needed to increase production with new technology.
8. Urbanization: As population grows and technology allows for greater production, employment is available in factories in growing cities.
9. Transportation: People develop more efficient methods for moving resources and goods.

Reflect on the Topic Essential Question, page 303

1. Answers could include any of the factors from the Think As a Historian question or any specific examples from the text.

Topic 5.4 Industrialization Spreads

Questions are on pages 307–309.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Claims	Causation	ECN	KC-5.1.I.D	305
2	A	Connections	Continuity/Change	ECN	KC-5.1.I.D	244, 255, 280, 305
3	C	Developments	Causation	ECN	KC-5.1.I.D	305
Short-Answer Questions						
1A	See below.	Contextualization	Causation	ECN	KC-5.1.I.D, KC-5.2.II.A	305
1B	See below.	Contextualization	Continuity /Change	SIO	KC-5.1.I.D, KC-5.2.II.A	219, 305
1C	See below.	Contextualization	Causation	SIO	KC-5.1.I.D, KC-5.2.II.A	219, 305
2A	See below.	Developments	Causation	ECN	KC-5.1.I.D	304–305
2B	See below.	Connections	Comparison	ECN	KC-5.1.I.D	298–300, 305–306
2C	See below.	Contextualization	Causation	ECN	KC-5.1.II.B	306

Short-Answer Question Responses

1A. The Charter Oath sped up Japan's industrialization through the study and implementation of European and Western practices in an effort to protect Japanese identity. Also, it promoted equality and opportunity to all classes.

1B. With the Meiji Restoration, a political change would include the removal of the Shogun and restoration of the Emperor's power. In addition, the "deliberative assemblies" would give Japan a more representative government. Social change might include the abolition of feudalism, the abolition of cruel punishments, and the increase in educational opportunities for the lower classes.

1C. The forceful opening of Japan to Western trade could have led to the changes.

2A. The Industrial Revolution increased the need for labor in the United States, which offered opportunities for immigrants to come to fill those jobs. In France, the Industrial Revolution was slowed by the French Revolution and the low population in its cities.

2B. Industrialization had more of a positive social influence on Japan. It emerged as a leading world power. In Britain, the classes became more defined, and opportunities for farming grew more limited with events like the enclosure movement.

2C. India's opportunities in mining and textiles were hindered by British tariffs on its colonies and limited access to mineral resources with the Arms Act of 1878. Egypt's textile industry was slowed by European domination in the region.

Think As a Historian: Connect Imperialism and Industrialization, page 309

Answers could include industrialization can be a precursor to imperialism. The steps in the industrialization process in Topic 5.3 can be expedited using the resources and markets of colonized nations. Historically, the industrialized nations become the empire, and the colonies rarely become industrialized (or they did so at least at a much later time). It can even be argued that the industrialized nations prevent the industrialization of other nations to be able to exploit them economically.

Reflect on the Topic Essential Question, page 309

1. Answers might include Russian production of coal, iron, and steel because of the nation's vast land and abundant resources. In Britain, the textile industry grew because of a natural network of rivers and a strong commercial fleet to acquire cotton. In America, an ample (and sometimes enslaved) workforce provided factory work in the North and farm labor for cotton production in the South.

Topic 5.5   Technology in the Industrial Age

Questions are on pages 314–316.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Contextualization	Causation	TEC	KC-5.1.I.B	298
2	A	Contextualization	Causation	TEC	KC-5.1.I.B	310, 312
3	C	Connections	Continuity/Change	TEC	KC-5.1.I.B	305
Short-Answer Questions						
1A	See below.	Sources	Continuity/Change	ECN	KC-5.1.I.B, KC-5.1.I.E,	310
1B	See below.	Sources	Continuity/Change	TEC	KC-5.1.I.B, KC-5.1.I.E	310– 312
1C	See below.	Connections	Connections	ECN	KC-5.1.I.B, KC-5.1.I.E	310–312
2A	See below.	Developments	Causation	TEC	KC-5.1.IV	312–313
2B	See below.	Developments	Continuity/Change	TEC	KC-5.1.IV	312–313
2C	See below.	Connections	Causation	TEC	KC-5.1.IV	310, 312–313

Short-Answer Question Responses

1A. In addition to Watt's development of a better steam engine, answers could include how coal made steamships the choice of water travel, placement of coaling stations in key locations, and improved iron production capabilities.

1B. The image shows a willingness by employers to hire children–even for dangerous jobs in coal mines. The improvement on the steam engine by James Watt made coal an even more valuable resource and the mining of it even more important to industrialization.

1C. The work in industrialized societies was usually repetitive and tedious. More important was it could be dangerous, and business wasn't hesitant to use children in those jobs.

2A. Marconi's developments in radio signals allowed for better communication. Also, Bell's telephone invention is an example of communication improvements.

2B. Technology allowed for better mining practices of iron ore and better production techniques to make stronger iron products–eventually the Bessemer Process. Oil refinement was improved with machines and technology that allowed for kerosene and gasoline to be extracted more easily.

2C. Global interactions could include the transportation improvement of the steamship, use of power sources like coal and oil allowing for more efficient travel, communication improvements of Bell and Marconi, and construction of railroads.

Think As a Historian: Explain the Effects of the Development of Electricity, page 316

- On creation of new industries: factories would eventually produce goods cheaper and more easily with electricity.
- On ease of daily life: light was available at any time of day and could be used in transportation in urban areas.
- On communication: electricity made it possible to transmit sound by electrical means.
- On transportation: electricity eventually led to mass transportation in urban areas.
- On the environment: increased mining and dependency of coal to produce electricity eventually led to increased pollution.
- On global connections: electricity and its relationship to improved communication eventually connected distant locations.

Reflect on the Topic Essential Question, page 316

1. The Bessemer Process made steel stronger and allowed it to be used more in other very profitable industries, such as railroads and construction. Coal and oil improvements were the backbone of economic production of the Industrial Revolution.

Topic 5.6   Industrialization: Government's Role

Questions are on pages 322–323.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Claims	Causation	GOV	KC-5.2.II.A	319–321
2	A	Connections	Causation	GOV	KC-5.2.II.A	319–321
3	C	Connections	Causation	GOV	KC-5.2.II.A	319–321
Short-Answer Questions						
1A	See below.	Developments	Continuity/Change	ECN	KC-5.1.V.C	318–319
1B	See below.	Connections	Comparison	ECN	KC-5.1.V.C	318–319
1C	See below.	Connections	Causation	ECN	KC-5.1.V.C	319–320
2A	See below.	Argumentation	Causation	CDI	KC-5.1.V.C, KC-5.2.II.A	318–320
2B	See below.	Argumentation	Causation	CDI	KC-5.1.V.C, KC-5.2.II.A	318–320
2C	See below.	Argumentation	Causation	CDI	KC-5.1.V.C, KC-5.2.II.A	318–320

Short-Answer Question Responses

1A. One change is that an "agrarian bourgeoisie" emerged that had limited power, as the real power was in the hands of foreign investors. Also, the peasants were now taxed at higher rates, and many became landless, having to give their lands to the government.

1B. Where Muhammad Ali accepted Western influences to the economic benefit of Egypt, many Chinese leaders were less accepting of Western influence during this time.

1C. Japan had success adopting Western policies during the Meiji Restoration.

2A. Both the Ottoman Empire and Japan modernized their militaries and educational institutions to be more Western.

2B. Modernization caused societal problems, such as the exploitation of female workers.

2C. The Western reforms that were a part of the Meiji Restoration allowed for more representation and opportunities for many in Japan.

Think As a Historian: Identify Differing Patterns of Industrialization, page 324

The Ottomans and the Japanese both saw the success of European nations during the Industrial Revolution and tried to adopt some of their practices. The Ottomans developed a middle class (called "an agrarian bourgeoisie" by Peter Bent) as seen in some industrialized nations, but this was done at the expense of the peasants. Under the Meiji Restoration, the Japanese saw some Enlightenment ideals of increasing opportunities to previously marginalized groups, but not to the extent seen in Europe.

Reflect on the Topic Essential Question, page 324

1. Nations in Asia and Africa attempted to keep up with Western nations in a number of ways. The Egyptians taxed peasants to support their growing cotton industry, which was dependent on European buyers. China begrudgingly accepted foreign products into its large markets. Japan resisted the influx of foreign goods, but eventually it turned to the West for political and economic insight in its efforts to modernize.

Topic 5.7 Economic Developments and Innovations

Questions are on pages 329–330.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Sources	Comparison	ECN	KC-5.1.III.A	326
2	D	Sources	Comparison	ECN	KC-5.1.III.A	275
3	A	Claims	Causation	ECN	KC-5.1.III.A	325–326
Short-Answer Questions						
1A	See below.	Contextualization	Causation	ECN	KC-5.1.III.B	327–328
1B	See below.	Connections	Causation	ECN	KC-5.1.III.B	327–328
1C	See below.	Connections	Causation	ECN	KC-5.1.III.B	277, 327–328
2A	See below.	Developments	Continuity/Change	ECN	KC-5.1.III.A, KC-5.1.III.B	224, 263, 325–326
2B	See below.	Connections	Continuity/Change	ECN	KC-5.1.III.A, KC-5.1.III.B	325–327
2C	See below.	Connections	Causation	ECN	KC-5.1.III.A, KC-5.1.III.B	277, 298, 310, 325

Short-Answer Question Responses

1A. Answers could include the growing middle class had more disposable income and more time to spend on leisure activities. Also, advertising specifically to this class by producers increased.

1B. Industrialization allowed for goods to be made in a more cost-effective and quicker way. Also, industrialization caused a growth of the middle class, who had the income to spend on nonessential items.

1C. In a capitalist system, the goods that are in demand are produced. According to the philosophy of Adam Smith, as the consumer shows a demand, the market should meet it.

2A. Business growth was promoted by the formation of corporations, the creation of monopolies, the emergence of transnational corporations, the reduction of risk of large companies, and the development of banking and insurance.

2B. Free-trade policies could allow corporations to grow to the size where they could provide jobs to a community. These practices could limit competition of smaller business owners. Also, free-trade policies can produce more goods that consumers want.

2C. Changes could include the shift from mercantilist systems to capitalism. The laissez-faire practices of capitalism became even more hands-off as corporations, monopolies, and transnational companies grew.

Think As a Historian: Explain Relationships between Developments, page 331

- Similarities could include that they both caused significant cultural and economic changes. Differences will relate to the Agricultural Revolution not promoting a growing wealth gap as the Industrial Revolution did.

- They are related because the Agricultural Revolution had to take place first to provide enough food so that a large workforce could be fed, thus contributing to the Industrial Revolution.

- The Agricultural Revolution didn't promote as much change as the Industrial Revolution. The primary economic activity for most people before and after the Agricultural Revolution was farming, but after the Agricultural Revolution, they produced crops differently and more efficiently. The Industrial Revolution led to broader changes, as it had social, political, and economic effects on almost all people.

Reflect on the Topic Essential Question, page 331

1. Answers could include the laissez-faire, free-market, and capitalist systems. The growth of corporations, monopolies, and transnational corporations also led to changes. The consumerism of the era was a cause for change as well.

Topic 5.8 Reactions to the Industrial Economy

Questions are on pages 339–341.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Sources	Causation	GOV	KC-5.1.V.B, KC-5.1.V.D	336–337
2	D	Claims	Causation	GOV	KC-5.1.V.B, KC-5.1.V.D	336–337
3	A	Contextualization	Causation	GOV	KC-5.1.V.B, KC-5.1.V.D	336–337

1A	See below.	Claims	Causation	SIO	KC-5.1.V.A, KC-5.1.V.D	332–333
1B	See below.	Contextualization	Causation	SIO	KC-5.1.V.A, KC-5.1.V.D	332–333, 344–345
1C	See below.	Connections	Causation	SIO	KC-5.1.V.A, KC-5.1.V.D	332–333, 334–337
2A	See below.	Connections	Comparison	SIO	KC-5.1.V.A, KC-5.3.IV.A.ii	333–334
2B	See below.	Connections	Comparison	SIO	KC-5.1.V.B, KC-5.1.V.D	334–335, 337–338
2C	See below.	Connections	Causation	SIO	KC-5.1.V.B, KC-5.1.V.D	336–337

Short-Answer Question Responses

1A. The poster reflects the ideas of thinkers like John Stuart Mill. He was a utilitarian who advocated for labor unions and reforms to help workers, not replace capitalism. Karl Marx wanted to give even more power to the working classes than those advocated by unions seen in the poster.

1B. Industrial society caused changes that were unsatisfactory for workers, such as long hours, low wages, and dangerous conditions. Unions were working to change these problems by giving workers a voice and collective power.

1C. Marx's beliefs went further in giving power to the proletariat in Russia. In the Ottoman Empire, Mahmud II (and the period after him) attempted changes in education, penal codes, and religious toleration to give power to lower classes. In China, the Self-Strengthening Movement and Hundred Days of Reform promoted changes for all classes.

2A. In China, modernization was seen in the Self-Strengthening Movement, which attempted to improve government functioning and military preparation patterned after European nations. Also, the Hundred Days of Reform tried to remove government corruption and use more Western industrial practices.

2B. The Tanzimat of the Ottoman Empire and the Meiji Restoration of Japan were both responses to industrialization and foreign influence by modernizing politically and economically. Each saw a conservative resistance to the changes, especially from those that had held power before the proposed changes.

2C. Both Marx and Mills proposed changes in capitalist systems that grew out of industrialization. Mills wanted to reform the system to protect the working class, where Marx wanted an overthrow of the system to give collective power to the people at the bottom.

Think As a Historian: Explain the Historical Situation of a Source, pages 341–342

1. The self-interest, as seen by Liang, would be the government's desire to remove (forced emigration) the unwanted lowest classes that are unproductive to an industrial society.

2. This term would suggest that he thinks greed and disinterest motivate those who would disagree with him. His plan argues that it would be to the benefit of the mother country (and the colonies) to benevolently move "paupers" to a place where they could be productive.

3. He argues that the only obstacle to implementing his plans would be laissez-faire (hands-off) policies that would desire a government to refrain from these state-imposed changes and let the market create jobs for the lowest classes.

4. Positive change is within the government's control, but the theories of the "invisible hand" are unproven to make the necessary changes.

Reflect on the Topic Essential Question, page 342

1. Answers could include dangerous working conditions, long hours, and low pay for most industrial workers; lack of voice in politics and in organizing workers in unions; and corrupt government that is unresponsive to the desires of the population. Results are the origins of labor unions. Also, results are seen in the Communist movement in Russia and in reform movements in the Ottoman Empire, China, and Japan.

Topic 5.9 Society and the Industrial Age

Questions are on pages 348–349.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Contextualization	Causation	GOV	KC-5.1.VI.C	344
2	B	Sources	Causation	GOV	KC-5.1.VI.C	344, 355
3	A	Connections	Causation	GOV	KC-5.1.VI.C	333, 355
Short-Answer Questions						
1A	See below.	Connections	Causation	ECN	KC-5.1.VI.A, KC-5.1.VI.B, KC-5.1.VI.C	327–328, 343–344, 346–347
1B	See below.	Connections	Causation	ECN	KC-5.1.VI.A, KC-5.1.VI.B, KC-5.1.VI.C	343–347
1C	See below.	Connections	Causation	ECN	KC-5.1.VI.A, KC-5.1.VI.B, KC-5.1.VI.C	343, 345–346
2A	See below.	Argumentation	Continuity/Change	ECN	KC-5.1.VI.A	347
2B	See below.	Argumentation	Continuity/Change	ECN	KC-5.1.VI.A	347
2C	See below.	Developments	Comparison	ECN	KC-5.1.VI.A	347

Short-Answer Question Responses

1A. The demands of a consumer society needed cheap labor to produce the goods to meet demand. These immigrants were that labor force in the 19th century, but as they crowded into urban areas to fill jobs, the problems described by Anbinder emerged.

1B. Natural resources or goods produced from one nation could be in much greater demand in a global market. This would require a significant increase in labor to meet demand causing urbanization and overcrowding, which leads to more pollution, crime, etc.

1C. Answers could include the impact of industrialization on the environment, as many more pollutants were produced and mining resources had effects on nature; the effects on women as they became more involved in factory work and the impact on women's rights; and specific effects on children who were working in dangerous conditions, often rather than being in school.

2A. As consumers, people could purchase a greater variety of goods more cheaply. Goods that used to be available only to the wealthy or in one region became available to more people in the industrialized world.

2B. As workers, people suffered from the hard working conditions and loss of personal control over their lives that came with mass production.

2C. Wealthy people had always had access to a wider variety of goods, so they might have noticed the impact of mass production less than poorer people did. Wealthy people had more opportunities to escape the environmental problems caused by mass production, so they might have suffered less from it.

Think As a Historian: Situate a Historical Process in Context, page 350

In the era of industrialization, women's roles shifted depending on factors like marital status, rural or urban life, and economic class. The "cult of domesticity" measured the value of a woman in her role in the household. Working, generally in factories, was much more acceptable for unmarried women. Increasing contributions of women to society also opened up opportunities for women to become more socially and politically active.

Reflect on the Topic Essential Question, page 350

1. Social hierarchies were made more rigid and pronounced during industrialization. The working class had even less wealth and political power in the most industrialized nations. Middle classes grew in most industrialized places with purchasing power. The wealthy found even more distance between themselves and the lower classes.

Topic 5.10 Continuity and Change in the Industrial Age

Questions are on page 356.

Reflect on the Essential Question

1. East Asia: Japan and China began to accept Western influences to promote industrialization, but with some conservative resistance. Forced trade relationships in East Asia brought foreign influence that was rejected by many in China and Japan.

   South and Southeast Asia: as a British colony, India's mining was strictly controlled, and the textile industry was taxed, which slowed progress. Exploited nations were used for their resources, but European colonizers allowed few rights to the citizens.

   Europe: continued class distinctions persisted in Europe but were defined them even more. Technological improvements had social impacts on Europeans. A growing consumer society demanded more goods. Working conditions continued to be difficult for many of the lower classes in Britain and other industrial nations. Middle classes grew and had a lifestyle considerably better and more financially stable than the working class. Labor unions started to work for the rights of the working class. Many women and children joined the work force to meet the growing labor needs.

   Americas: followed a similar path during industrialization as Britain.

   Africa: mostly colonized African states were slow to develop. Egypt's cotton industry was dominated by European powers. Transnational companies operated in Africa, making a few wealthy at the expense of the lower classes and the environment.

2. The paragraphs should draw upon information provide in the chart created for item 1.

Write As a Historian, pages 358–359

Student responses will vary. Students should address the Application prompt and evaluate the Thesis on the three listed points.

Long Essay Questions, page 360

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
1	See below.	Argumentation	Comparison	ECN	KC-5.1.V.C, KC-5.2.II.A	318–320
2	See below.	Argumentation	Causation	SIO	KC-5.3.I.B, KC-5.3.III.B	285–290
3	See below.	Argumentation	Causation	ENV, ECN	KC-5.1.I.A, KC-5.1.I.B, KC-5.1.VI.C	299–300, 310–311, 312–313
4	See below.	Argumentation	Comparison	TEC, ECN	KC-5.1.I.D, KC-5.1.V.B	305, 312–313, 334, 336–337

1. Even though Egypt was a part of the Ottoman Empire, Ali still operated with much autonomy in the changes he made. The changes he promoted were modernizing the military to resemble European nations. He increased taxes on the lowest classes and gained control over most agricultural production in Egypt. He pushed to modernize textile production in his country.

In Japan, American control of trade was the catalyst for their changes. Meiji leaders also taxed agriculture to support changes. This was also a time where Japan began a modernization of its military. Efforts were made to extend rights by the abolition of feudalism and improvements to educational opportunities. There was backlash from conservatives to the changes of this time.

2. The American Revolution was based on the Enlightenment ideal of representative government. Nationalism was present, but not as strong in this revolution as many still felt a loyalty to Britain. The French Revolution was based on peasant opposition to growing wealth inequality. In Haiti, the revolution was a response to the practice of the enslavement of the population. The Enlightenment supported the idea of natural rights for all men, much like with the French Revolution. The Creole Revolutions opposed Spanish control and the unfair hierarchy of classes that developed.

3. Reliance on mineral and other natural resources grew exponentially during the Industrial Revolution. Students could use iron ore, coal, and oil as examples of resources that began to be depleted during this time. If imperial nations were not rich in these resources, they found colonies that could provide them. Also, land is a resource that relates to industrialization. As land became more valuable, ideas like the enclosure movement gave increasing control of land to the already wealthy. Rivers and navigable waterways played a role in industrialization of certain countries.

4. The United States had a technological advantage as the most advanced of the three. Inventions from Bell, Edison, Marconi, Whitney, Morse, and others had an effect on business in America by keeping the nation on the technological edge. China was behind in technology but made efforts to catch up to the West with the Self-Strengthening Movement and Hundred Days of Reform. Business organization came to be structured in a similar manner to the Unites States as China looked to Western models. Russia's business focus was on mining its ample resources and expanding its railroads to trade both within the nation's boundaries and with the East.

Document-Based Question, pages 361–364

Women were relegated to subordinate roles in both Argentina and Japan from the 1850s through the 1920s, while both had some degree of respect and value within each.

In each, women were valued less in certain aspects of life. Japanese women were not afforded legal rights and had little control over their treatment at home (Doc. 1). The treatment of female silk workers in Japan was an example of the value of unmarried girls (Doc. 4). Pelliza de Sagasta agreed with the idea that a woman's role is as champion of the household and that should be fulfilling for a woman (Doc. 6). Echenique was an advocate for emancipation from the traditional role of women to advance society and give a woman more opportunity (Doc. 7).

Japanese girls were far less likely to receive an education, and although the overall percentage of girls in Japanese schools did increase, it was still noticeably less than boys (Doc. 2). Also, the greatest value of Japanese girls receiving an education was to prepare them for their role as wife and mother, where they would contribute to Japanese society (Doc. 3). An Argentinian girl had a better chance at an education compared to that of a Japanese girl. Although fewer girls than boys went to school, the disparity between genders was less in Argentina (Doc. 5).

Unit 6 Consequences of Industrialization from c. 1750 to c. 1900

Topic 6.1 Rationales for Imperialism

Questions are on pages 372–373.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Contextualization	Causation	CDI	KC-5.2.III	368–369
2	A	Contextualization	Comparison	CDI	KC-5.2.III	367–370
3	B	Contextualization	Causation	CDI	KC-5.2.III	368–369
Short-Answer Questions						
1A	See below.	Connections	Causation	ECN	KC-5.2.III	370–371
1B	See below.	Connections	Comparison	CDI	KC-5.2.III	367–370
1C	See below.	Argumentation	Continuity/Change	GOV	KC-5.2.III	286, 290, 367–368
2A	See below.	Developments	Causation	ECN	KC-5.2.III	370–371
2B	See below.	Claims	Causation	ECN	KC-5.2.III	223–224, 387
2C	See below.	Claims	Causation	ECN	KC-5.2.III	369–370

Short-Answer Question Responses

1A. He argues for colonizing on the basis of a duty to "inferior races" and also points out the need for ports to supply the French navy.

1B. Europeans often justified their colonial dominance over native peoples by claiming that Europeans were superior to the people they conquered.

1C. The French Revolution redistributed power from the monarchy and nobles to the people of France. The country experienced multiple forms of government, including the restoration of a new kind of monarch in Napoleon III. The combination of entrepreneurial businesses with the colonial ambitions of Napoleon III led France to establish colonies across the globe.

2A. European nations sought to grow their economies through colonizing. They created colonies in Asia, Africa, and the Pacific to expand their markets and provide raw materials for their factories and food for their growing urban populations.

2B. Missionaries noted that they set up schools that taught secular subjects that would help students prepare for work as attorneys, teachers, and other professionals. They also provided medical care. Ferry believes that the Spanish failed their duty when they introduced slavery.

2C. Colonizing countries imposed their culture, such as language, religion, or educational systems, on colonized people. This often resulted in the changing or eradication of native culture.

Think As a Historian: Explain the Context of the Colonization of Africa, page 374

Possible answers:

Political: European countries will establish peaceful relations with one another as they take over vast parts of Africa.

Economic: The natural resources, including the rivers, are there for the benefit of Europeans, and they will share them.

Ideological: Europeans have a duty to further the moral and material well-being of the native populations.

Reflect on the Topic Essential Question, page 374

1. Students should explain how Europeans used a range of cultural, religious, and racial ideologies to justify imperialism. These included Social Darwinism, the idea that some societies are superior to others; nationalist efforts to enrich the homeland; the concept of the civilizing mission, in which Europeans brought civilization to benighted peoples; and the religious efforts to convert indigenous populations to Christianity.

Topic 6.2 State Expansion

Questions are on pages 385–386.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Claims	Continuity/Change	GOV	KC-5.2.II.B	382–383
2	B	Connections	Causation	GOV	KC-5.2.II.B	382–383
3	D	Contextualization	Comparison	GOV	KC-5.2.II.B	382

Short-Answer Questions						
1A	See below.	Sources	Continuity/Change	GOV	KC-5.2.I.B	384
1B	See below.	Claims	Continuity/Change	GOV	KC-5.2.I.B	379–381, 383, 384
1C	See below.	Connections	Causation	GOV	KC-5.2.I.B	379–380
2A	See below.	Connections	Comparison	GOV	KC-5.2.I.B, KC-5.2.I.C	375–380
2B	See below.	Connections	Comparison	GOV	KC-5.2.I.B, KC-5.2.I.C	375–378, 380–381
2C	See below.	Connections	Comparison	GOV	KC-5.2.I.B, KC-5.2.I.C	203, 238, 375–378

Short-Answer Question Responses

1A. Imperial powers wanted exclusive trade rights in China and unrestricted access to the country's natural resources (spheres of influence).

1B. A group of Chinese people participated in the Boxer Rebellion to attack Chinese Christians and expel the imperialist countries. The rebellion failed and further weakened Chinese sovereignty.

1C. Reasons include the Taiping Rebellion, reversal of the Huang He River, bubonic plague, Boxer Rebellion. Each of these weakened the Chinese government and distracted it from fending off encroachment by foreign powers.

2A. In both Africa and East Asia, European powers sought to exploit foreign territories for their own profit.

2B. In Africa, European states came into conflict as they sought control over parts of the continent. In Southeast Asia, European states largely avoided such conflicts.

2C. In both state-run colonies and settler colonies, the culture of the native inhabitants tended to be diluted or suppressed. For example, missionaries might work to convert native peoples to Christianity. Also, both types of colonies exploited foreign lands and workers for the benefit of the imperial nation.

Think As a Historian: Situate the Monroe Doctrine in Context, page 387

Possible answer: Since Argentina and Mexico declared their independence, Monroe may have feared that other powers might see an opportunity to rush in and dominate. The doctrine rules that out.

Reflect on the Topic Essential Question, page 387

1. Students should discuss how European states with existing colonies strengthened their control over those colonies. They should describe how some European states took control over colonies previously held by non-state entities. For example, Great Britain took control of India from the East India Company.

   Students should explain that Spanish and Portuguese influence declined throughout Asia and the Pacific. Other European states, the United States, and Japan began to acquire territories in these regions.

In Africa, many European states used both warfare and diplomacy to expand their empires. In Africa and elsewhere, European states established settler colonies. For example, Great Britain created New South Wales (now Australia) as a settler colony.

The United States in North America, Russia in Eurasia, and Japan in East Asia expanded their land holdings by conquering and settling neighboring territories.

Topic 6.3 Indigenous Responses to State Expansion

Questions are on pages 395–396.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Sources	Causation	CDI	KC-5.3.III.E	389
2	B	Contextualization	Continuity/Change	GOV	KC-5.3.III.E	389
3	C	Connections	Comparison	CDI	KC-5.3.III.E	389
Short-Answer Questions						
1A	See below.	Contextualization	Continuity/Change	CDI	KC-5.3.III.E	390
1B	See below.	Connections	Causation	GOV	KC-5.3.III.E	390
1C	See below.	Connections	Causation	ECN	KC-5.3.III.E	390
2A	See below.	Connections	Causation	GOV	KC-5.3.III.D	389
2B	See below.	Connections	Comparison	GOV	KC-5.3.III.D	286, 392–394
2C	See below.	Connections	Comparison	GOV	KC-5.3.III.D	389, 391

Short-Answer Question Responses

1A. Firoz Shah makes the proclamation to explain why he wants to liberate the people of Hindustan. He also asks for the people of India to join him in a rebellion against Britain.

1B. The article voices ideas that led to an uprising known as the Indian Rebellion of 1857 or the Sepoy Mutiny. The British put down the rebellion and ended the Mughal Empire.

1C. After the Sepoy Mutiny, Britain began direct rule of India through the colonial government known as the British Raj. Under the Raj, many Indians attended British universities. In 1885, several British-educated Indians helped establish the Indian National Congress. Though it began as a forum for airing grievances to the colonial government, the Congress quickly began to call for self-rule.

2A. Some leaders of the Indian revolts had European educations and embraced Enlightenment ideals such as equality and self-determination.

2B. In France, the French disputed among themselves over the best form of government. In Africa, nationalist movements sought to throw off colonial rule and replace it with self-government.

2C. In both Southeast Asia and South America, rebellions with charismatic leaders achieved some initial success but ultimately fell to the colonial powers.

Think As a Historian: Significance of Point of View in Sources, page 397

The significance of Firoz Shah's point of view is that it reflected the experience of the people of northern India, Hindus and Muslims, who regarded the English as treacherous infidels. Also significant is that he used as proof that Indians would have ultimate victory over the British the "ancient works," writings of "miracle-workers," and calculations of astrologers, pundits, and fortune-tellers, which suggests a reliance on forces other than reason alone to support a cause. The source provides essential information about the experience of the oppressed and their fear of pressures to convert to Christianity; its limitation lies in its singular perspective.

The significance of Lord Canning's perspective is that it emanates from a voice of authority, since the British were in control, and it denies the accusations of the Indians that there is any attempt to "interfere with the religion of its troops." However, noting that the British will "at all times and in all cases enforce obedience" conveys a threat. Just as Firoz Shah's point of view was singular, so is Lord Canning's, so this general order as a source is useful for representing the British viewpoint—which likely represents a viewpoint similar to that of other colonizers—but its limitation is that it did not admit any wrongdoing or accept as true anything the Indians said about pressures to convert.

Reflect on the Topic Essential Question, page 397

1. Students should discuss how questioning political authority and growing nationalism among indigenous peoples contributed to anticolonial movements.

   They should describe how anti-imperial resistance took various forms. In some cases, colonized peoples offered direct resistance; in others, new states were created.

   Students should explain how increasing discontent with imperial rule led to rebellions. In some instances, colonizers offended the religious beliefs of the indigenous people, leading to rebellion.

Topic 6.4 Global Economic Development

Questions are on pages 404—405.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Developments	Causation	ENV	KC-5.1.II.A	399–400, 403
2	D	Contextualization	Causation	ECN	KC-5.1.II.A	399–400
3	A	Claims	Causation	ECN	KC-5.1.II.A	401
Short-Answer Questions						
1A	See below.	Claims	Comparison	ECN	KC-5.1.II.A	400
1B	See below.	Developments	Continuity/Change	GOV	KC-5.1.II.A	400–402
1C	See below.	Connections	Causation	ECN	KC-5.1.II.A	401
2A	See below.	Connections	Causation	ECN	KC-5.1.II.A	400–401, 403
2B	See below.	Developments	Causation	ECN	KC-5.1.II.A	399–400, 403
2C	See below.	Claims	Comparison	ECN	KC-5.1.II.A	401

Short-Answer Question Responses

1A. A major export of both Uruguay and Argentina was beef.

1B. Cattle was raised primarily for beef export, and subsistence farming and farming for domestic markets were neglected from 1750–1900.

1C. Britain imported most of its cotton from the United States. During the American Civil War, northern warships blockaded Confederate ports, cutting off the supply of cotton. In response, many farmers in British territories around the world replaced food production with cotton to make up for the shortage.

2A. As urban populations grew in European colonial states, they were fed by export-based economies such as Uruguay's. Imported food was made possible by new refrigeration technology that helped to prevent spoilage over long journeys.

2B. The industrialized nations grew wealthier as they transformed raw materials into salable goods. Their increased wealth resulted in a growing middle class, while most of the countries with export economies continued to have a stark divide between wealthy owners and impoverished laborers.

2C. Egypt developed a thriving cotton industry when the American Civil War interfered with American cotton production. Rubber trees in the Amazon supplied a growing demand for rubber, but the Amazon rubber industry was supplanted by rubber plantations elsewhere in the world.

Think As a Historian: Explain Purpose and Audience of Sources, page 406

Students may note that the excerpt on tea is from a book with a somewhat sensational title and breezy style and was indeed intended for a popular audience. It contains no scholarly references (as does the second excerpt). Research would confirm this view: the author is a journalist and best-selling author who has also participated in a reality TV show. The second excerpt does not have a sensational title and does include scholarly references. The author is an established expert in economic history, holding a Ph.D. in economic history, and is a professor of economic history and development at Universidad de la República, Uruguay, with a number of scholarly and governmental achievements. The style of writing and scholarly references suggest that his purpose was to inform, and that his audience included academic or government economists interested in a precise understanding of Uruguay's economy.

Reflect on the Topic Essential Question, page 406

1. Students should examine how industrialization increased the need for raw materials for factories. Likewise, growing populations in urban centers increased demand for food supplies. Students should describe how both developments led to the growth of export economies around the world—some specializing in extracting natural resources, others in the production of food and industrial crops. They might point out that in export countries, profits from the sale of raw materials was often used to purchase finished goods from the industrialized countries.

Topic 6.5 Economic Imperialism

Questions are on pages 414—415.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Contextualization	Causation	ECN	KC-5.2.I.E	407–409
2	A	Contextualization	Causation	GOV	KC-5.2.I.E	407–409
3	D	Connections	Continuity/Change	GOV	KC-5.2.I.E	407–409

1A	See below.	Sources	Comparison	ECN	KC-5.2.I.E	407–408
1B	See below.	Connections	Causation	ECN	KC-5.2.I.E	407–408
1C	See below.	Argumentation	Causation	SIO	KC-5.2.I.E	407–408
2A	See below.	Developments	Causation	ECN	KC-5.2.I.E	407–409, 412–413
2B	See below.	Connections	Causation	ECN	KC-5.1.II.C	413
2C	See below.	Connections	Causation	ECN	KC-5.2.I.E	407–408, 411

Short-Answer Question Responses

1A. Although it was small, the East India Company conquered much of India and effectively became its colonial government.

1B. In the 1600s, the EIC developed trade in cotton and silk textiles from India, and by the 1700s the EIC dominated the world textile trade. When the Industrial Revolution made Britain the leading textile producer, the EIC shifted Indian production to raw cotton.

1C. The EIC used non-state-sponsored military conquest and ravaged resources and territories.

2A. Colonized peoples resented the control that foreign corporations exerted on their governments, peoples, and lands. They opposed being forced to work, sometimes as enslaved people, for the benefit of the colonizers.

2B. Colonized states were often run for the benefit of the foreign companies, not the indigenous people. In Hawaii, for example, American businesses and sugar planters overthrew the constitutional monarchy in 1893, because the native government stood in the way of their total domination of the islands' agriculture. They saw this as a first step toward U.S. government control of Hawaii. Five years later, in 1898, Hawaii became a territory of the United States.

2C. In both Asia and Latin America, companies from industrialized states gained control of agriculture, forcing farmers to produce cash crops instead of food.

Think As a Historian: Explain the Context of Economic Imperialism, page 416

Economic imperialism is situated within the broader historical context of political imperialism and global capitalism. The consequences of economic imperialism include damage to local environments and economies and immunity of the imperialist companies from regulation.

Reflect on the Topic Essential Question, page 416

1. Students might discuss how industrialized nations (the U.S. and European countries) practiced economic imperialism. They might describe how businesses from these countries took control of local economies and governments. For example, they might describe how the Dutch government forced farmers to choose between growing cash crops for export or working on Dutch plantations without pay.

Students might also explore how the industrialized nations and businesses organized trade in some commodities to their advantage. For example, they might discuss how in Africa land that had been used for growing food was converted to cash crop production to provide raw materials for European industries and goods for European markets. In exchange for these crops, the Africans received cotton textiles, canned food, and alcoholic beverages. Since fewer African farmers produced food, droughts and other agricultural interruptions led to food shortages.

Topic 6.6 Causes of Migration in an Interconnected World

Questions are on pages 426–428.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Claims	Continuity/Change	CDI	KC-5.4.I	419
2	B	Developments	Causation	SIO	KC-5.4.I	420
3	A	Connections	Continuity/Change	SIO	KC-5.4.I	424
Short-Answer Questions						
1A	See below.	Claims	Causation	ECN	KC-5.4.I	427
1B	See below.	Sources	Continuity/Change	ECN	KC-5.4.I	427
1C	See below.	Argumentation	Causation	ENV	KC-5.4.I.B	427
2A	See below.	Claims	Causation	ECN	KC-5.4.II.A	420–424
2B	See below.	Claims	Causation	GOV	KC-5.4.II.B	417–419, 424
2C	See below.	Developments	Causation	ECN	KC-5.4.I	417

Short-Answer Question Responses

1A. The Lebanese silk industry was losing ground to silk from Japan and China. People who might previously have made a good living in the silk trade now needed to find other work, possibly somewhere other than in Lebanon.

1B. Akram Khater suggests that Lebanese emigration in the late 1880s was driven by economics. The local silk industry no longer provided good employment, and most people did not have enough land to maintain their families. As a result, many Lebanese began to consider emigrating to somewhere they could make a better living.

1C. The passage by Paul Tabar suggests that rural Lebanese were attracted to growing cities such as Aleppo and Bursa. However, the quotation of Akram Khater indicates that urban areas were not necessarily better from an economic standpoint.

2A. During the Great Famine, millions of people emigrated out of Ireland. They freely chose to relocate to places such as Australia or the United States.

2B. From the late 1700s to the mid-1800s, Great Britain shipped convicts to Australia.

2C. In many cases, the global economy made it difficult for people to make a good living in their home country. At the same time, transportation became easier, making emigration an attractive option. Since most industry was located in urban areas, these migrants often settled in cities.

Think As a Historian: Contextualization, page 428

Improvements in ships and navigational tools made transportation of free workers from Europe and enslaved people from Africa to the Americas easier. The shift in how goods were produced increased the demand for products used in manufacturing, particularly cotton, which stimulated the demand for agricultural labor. The move from mercantilism to capitalism made international trade easier, which increased demand for laborers to produce goods in all parts of the world. Imperialism gave Europeans greater control over people in other regions, which enabled them to control migration patterns. Changes in land use increased demand for plantation production, which meant more desire for enslaved and coerced people as workers.

Reflect on the Topic Essential Question, page 428

1. Students should discuss how changes in demographics influenced migration. They should explain that the global capitalist system changed patterns of life in both industrialized and traditional societies.

Students should also describe how new forms of transportation enabled migrants to relocate to cities, and how this contributed to an increase in urbanization during the 19th century. They might also explore how the new forms of transportation allowed some migrants the option to return to their home societies.

Students should explain that many migrants chose freely to relocate, often in search of work. They should describe how the new global capitalist economy continued to rely on coerced and semi-coerced labor migration (including slavery), on Chinese and Indian indentured servitude, and on convict labor.

Topic 6.7 Effects of Migration

Questions are on pages 436–437.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Contextualization	Continuity/Change	SIO	KC-5.4.III.C	429, 434
2	A	Sources	Continuity/Change	SIO	KC-5.4.III.C	429, 434
3	B	Contextualization	Continuity/Change	SIO	KC-5.4.III.C	429, 434
Short-Answer Questions						
1A	See below.	Contextualization	Causation	SOI	KC-5.4.III.A	417–419, 429
1B	See below.	Connections	Causation	SOI	KC-5.4.III.A	431
1C	See below.	Connections	Continuity/Change	SOI	KC-5.4.III.A	429–430
2A	See below.	Connections	Causation	SOI	KC-5.4.III.A	429–430
2B	See below.	Developments	Causation	SOI	KC-5.4.III.B	429
2C	See below.	Developments	Continuity/Change	GOV	KC-5.4.III.C	434–435

Short-Answer Question Responses

1A. Students might cite any of these causes: to escape poverty or famine; for better opportunities; a population explosion in coastal cities.

1B. Sample answer: In Peru, Chinese laborers helped build the Andean railroad and worked in the guano mines. Some Chinese built settlements in the Peruvian Amazon, where they grew rice, beans, sugar, and other crops, as well as set up shops and trading posts.

1C. Some Chinese women gained some autonomy and authority as they took on responsibilities once filled by their husbands. In other cases, husbands waited to emigrate until a male relative was available to live with and help support their families, so women did not change roles.

2A. Students might describe the change in gender roles (as in 1B). Or they might describe the effects of remittances sent by migrant laborers, such as better schooling for children.

2B. Migrants often formed ethnic enclaves and created cultural groups that preserved elements of their native culture and religion while incorporating influences from their new locations. For example, Indians in Trinidad and Tobago practiced Hinduism and contributed to Caribbean musical traditions.

2C. Governments responded to resentment of immigrants, including physical attacks on immigrants, by passing laws restricting immigration. In New South Wales (Australia), for example, multiple attacks on Chinese workers eventually led the government to limit Chinese immigration.

Think As a Historian: Contextualization, page 438

- Causes of Emigration might include searching for opportunity in the gold rushes in California, Australia, and Canada, fleeing wars such as the Taiping Rebellion, escaping famine in Ireland, and escaping poverty in Italy.

- Effects on Home Country might include greater opportunities for women and an inflow of money from those who found work in other countries.

- Effects on Receiving Country might include creation of ethnic enclaves, conflicts over race and ethnicity, and increased cultural diversity.

- Effects on Emigrants might include upward social mobility as well as loss of contract with family members and traditions.

Reflect on the Topic Essential Question, page 438

1. Students should discuss how migrants tended to be male, so that women in the home country would often take on new roles that had been formerly occupied by men. In some cases, the men would not emigrate until another male family member could lead the family, so women's roles did not change so much.

   Students should also describe how migrants often created ethnic enclaves in their new homes. These concentrated areas of specific cultures helped transplant foreign cultures into new environments.

   Students should note that many societies did not welcome immigrants. Native peoples showed various degrees of ethnic and racial prejudice toward immigrants. States sometimes attempted to regulate immigration and to control which people were allowed to cross their borders.

Topic 6.8   Causation in the Imperial Age

Reflect on the Essential Question, page 442

1. One of the effects of imperialism was the change from growing food needed by the local populace to growing cash crops for export. Based on the four criteria, this was a significant change:

   - Indigenous people lost the ability to sustain themselves and became dependent on the colonizer for sustenance.

   - This situation affected millions around the world in Africa, Asia, and the Americas.

   - In most places around the world where imperial capitalism took over, the indigenous people never regained control of their lands or the ability to support themselves independently.

   - The loss of community and of self-sufficiency might seem small by historical standards, but it led to several important developments: migration, urbanization, and, in some cases, revolution.

2. Students should discuss how the system of industrial capitalism led to increased standards of living for some. They should mention that continued improvement in manufacturing increased the availability, affordability, and variety of consumer goods.

Students should explain that as European states and the United States industrialized, they expanded their overseas empires and established new colonies and transoceanic relationships. They should show how an intense period of revolution and rebellion against existing governments began in the 18th century, and how that led to the establishment of new nation-states around the world.

Students should describe how migration patterns changed dramatically as a result of the transoceanic empires and the global capitalist economy. They should also point out that the numbers of migrants increased significantly during this period.

Unit 6 Review

Write As a Historian, page 444

The author's argument is that many changes were brought about by the growth of capitalistic practices, but the most significant were social changes.

The reasoning process is continuity and change over time.

The order will involve the impact of industrialization, changes to migration patterns, changes to social conditions and effects up to today.

Events leading up to the introduction would be growth of imperialism, which led to the need for the resources to fuel industrialization. The effects could be seen through to the wealth inequalities that challenge our world today.

Long Essay Question, page 445

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
1	See below.	Argumentation	Continuity/Change	ECN	KC-5.2	370–371, 382–383, 390
2	See below.	Argumentation	Causation	GOV	KC-5.3	388–393
3	See below.	Argumentation	Comparison	SIO	KC-5.3	390, 392
4	See below.	Argumentation	Continuity/Change	CDI	KC-5.4	417–424, 429–435

1. Continuity/Change: As Spain's power in the Americas waned, the United States emerged as the new dominant force in the Western Hemisphere. In Asia, Great Britain came to dominate the Indian subcontinent, displacing the Mughal Empire.

2. Causation: In response to European imperialism, nationalist movements emerged throughout South America, Africa, and Asia. The movements' leaders often had European-style educations and knowledge of Enlightenment ideals such as natural rights, sovereignty, and nationalism. The movements saw clearly how colonial powers were taking advantage of native peoples and sought to right the imbalance. Anti-imperial resistance often created new states. Examples include regions of the Balkan Peninsula that threw off Ottoman rule; Túpac Amaru II, who led rebellions against Spanish rule in Peru, Bolivia, and Argentina; the Sepoy Mutiny of 1857; the Liga Filipina led by José Rizal in the Philippines; Maori Wars in New Zealand; the Sokoto Caliphate and Samory Touré's war in West Africa; and numerous Native American wars against settlers and the U.S. government.

3. Comparison: In both India and Africa, rebellions were motivated in part by religious convictions. The Sepoy Mutiny started when both Hindus and Muslims were upset with British violations of their beliefs. The Sokoto Caliphate in Africa sought to purify Islamic practice in the region. However, the British suppressed the Sepoy Mutiny, whereas the Sokoto Caliphate lasted almost a century.

4. Continuity/Change: Throughout human history, people have migrated in search of better opportunities. In the past, the impetus was usually a change in the arability of the land; tribes would move on to find greener pastures or more animals to hunt. There were three major differences during the period of 1750 to 1900. (1) Some people were motivated to emigrate by conditions imposed by imperial capitalism. Either they were forced to migrate (slavery and other forms of coerced work), or they fled homelands that had been taken over by colonial powers. (2) The global transportation network allowed people to travel much farther from their homelands. It also made it easier for some migrants to return to their homelands. (3) Many migrants left rural areas for urban areas. Many cities in industrialized nations swelled with the ranks of migrants.

Document-Based Question, pages 446–450

European imperialism began with the early voyages of the Portuguese and Spanish into the Atlantic Ocean. Over the next 300 years, European imperialism would extend to most areas of the world. Southeast Asia, India, Africa, and even China saw territorial expansion by European empires. European imperialism declined in the Western Hemisphere as expansion to the Pacific Ocean began in America and numerous other nations. Eventually non-Western nations such as Russia and Japan began to look to expand their territorial holdings as well.

African kingdoms, the Qing Dynasty, and the Ottoman Empire all experienced a loss of territory due to Western imperialism. The British and other European powers were motivated to enlarge their territories in order to gain access to the wealth and resources of these areas of the world. In the Cape Colony, the British and their Boer allies infringed upon the territorial rights they had agreed to with the chief of the Basuto people because they wanted unfettered access to the resources and land over which the king ruled. Due to the continual threat to his land, the chief, Moshweshewe, sent this letter to Queen Victoria to convince her that her representatives had not negotiated in good faith and to appeal to her sense of fairness to reverse the policies implemented by these officials (Doc. 5). The Qing Dynasty was also subject to loss of territory to both Great Britain and Japan. The loss of this territory was due to a series of wars that were mostly caused by the desire of Great Britain and Japan to gain access to the resources and markets of China. The Opium War resulted in Great Britain gaining control over the island of Hong Kong (Doc. 2), while the Treaty of Shimonoseki allowed Japan to gain the island of Formosa as well as access to an independent Korea, which it annexed in 1905 (Doc. 7). The fact that Japan took territory from China is a bit surprising, since Japan itself was also the subject of attempts by others to take control over it in the 19th century. However, Japan decided to embrace the imperialistic ways of the West as well as industrialize its economy so that it could remain independent (Doc. 6). The author of this document is advocating for the adoption of policies of the West. As a member of the samurai class, he saw that the antiquated methods of military defense would be no match for the industrial might of the Western nations. Also, the fact that he was from the lower ranks of the samurai class, he saw that by adopting Westernization, the rigid social class system of Japan could be altered, thus allowing for some upward social mobility. The loss of territory of the Ottoman Empire was extensive but slow-paced (Doc. 4). The receding of Ottoman territory was, in part, caused by the imperialistic policies of Western Europe. The empire's status as an important trading partner was reduced with Western European colonization of other regions of the world. The West also began to support the independence movements of national groups in the Balkans—for example, the Greek war of independence. The loss of Egypt to a French army under Napoleon demonstrated that the Ottoman Empire was beginning to contract.

In addition, the United States began to expand across the North American continent. Much like the expansion of the Western European empires, the expansion of the United States came at a great cost to the indigenous peoples living in those territories. To take control over the lands of the Cherokee nation and other Native American tribes, the U.S. government, under President Andrew Jackson, decided to

forcibly move the people of these tribes from their traditional territory and relocate them to Oklahoma. The expansion of the United States came at the expense of the contraction the Cherokee Nation (Doc. 1). President Jackson proposed this solution because as a renowned "Indian fighter," having lived on the U.S. frontier as a young man, he did not believe that Native Americans were his equal. Since it was his experience that Native Americans could not successfully fight to hold onto their territory, it was the logical conclusion that they leave the territory.

Unit 7 Global Conflict After 1900

Topic 7.1 Shifting Power

Questions are on pages 458–459.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Connection	Comparison	ECN	KC-6.2.I.A	457
2	D	Connection	Comparison	ECN	KC-6.2.I.A	353, 454–456
3	C	Argumentation	Continuity/Change	SIO	KC-6.2.I.A	xlvii, 454–456
Short-Answer Questions						
1A	See below.	Sources	Comparison	GOV	KC-6.2.I	367–371, 456–457
1B	See below.	Connections	Comparison	GOV	KC-6.2.II.D	434, 457
1C	See below.	Sources	Comparison	GOV	KC-6.2.I	277–279, 326, 333–334,
2A	See below.	Developments	Continuity/Change	GOV	KC-6.2.II.D	456–457
2B	See below.	Developments	Causation	GOV	KC-6.2.I.A	453–454
2C	See below.	Developments	Continuity/Change	GOV	KC-6.2.II.D	456–457

Short-Answer Question Responses

1A. The passage by Kipling makes it sound as if white people are the ones who suffer by having to try to tame the resistant natives of colonial lands, while Morel sees the exploitation of natives by their colonizers as a destructive development no better than slavery.

1B. Emiliano Zapata would probably agree with Morel's view of capitalism, since he began the process of redistributing land to impoverished peasants. Porfirio Díaz probably would not have.

1C. John Stuart Mill, Karl Marx, and the utopian socialists probably would have agreed with Morel. Adam Smith and Cecil Rhodes probably would not have.

2A. Turkey replaced the Ottoman Empire.

2B. A communist government replaced the former Russian Empire.

2C. The new Republic of Turkey challenged the existing social order by replacing an Islamic nation with a secular one that established public education for boys and girls, abolished polygyny, and expanded suffrage to women.

Think As a Historian: Situate the Power Shifts in Context, page 460

1. Francisco Madero ran for president of Mexico against dictator Porfirio Díaz, who jailed him.

2. After he escaped from jail, Madero and his forces succeeded in deposing Díaz in 1911 and sending him into exile.

3. 3Between 1910 and 1920, Mexico suffered from political instability and devastating violence, which resulted in around 2 million deaths out of a population of around 15 million people.

4. Mexico adopted a new constitution in 1917, and institutionalized the revolution in 1929 through a political party that dominated Mexican politics until 2000.

Reflect on the Topic Essential Question, page 460

1. Students should describe internal and external forces behind the Russian Revolution, the establishment of the Chinese Republic, the replacement of the Ottoman Empire by the Republic of Turkey, and the Mexican Revolution.

Topic 7.2 Causes of World War I

Questions are on pages 466–467.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Contextualization	Causation	GOV	KC-6.2.IV.B.i	464
2	A	Claims	Causation	GOV	KC-6.2.IV.B.i	463
3	A	Developments	Comparison	GOV	KC-6.2.IV.B.i	464
Short-Answer Questions						
1A	See below.	Developments	Causation	GOV	KC-6.2.IV.B.i	462–463
1B	See below.	Developments	Causation	GOV	KC-6.2.IV.B.i	413, 440–441
1C	See below.	Developments	Causation	GOV	KC-6.2.IV.B.i	462–463
2A	See below.	Developments	Causation	GOV	KC-6.2.IV.B.i	461, 463
2B	See below.	Developments	Causation	GOV	KC-6.2.IV.B.i	463
2C	See below.	Developments	Causation	GOV	KC-6.2.IV.B.i	463

Short-Answer Question Responses

1A. Colonial societies were destabilized because of economic exploitation.

1B. The German state was extremely militaristic. Not only had Germany spent a great deal of money building up its army and navy, but it had indoctrinated its military personnel, essentially turning them into ruthless, self-destructive, killing machines.

1C. Germany spent a great deal of money on building up its army and navy, heavily recruiting young men to join its armed forces.

2A. France was still bitter about its loss of Alsace-Lorraine, a major industrial region with rich deposits of iron ore, to Germany in the Franco-Prussian War.

2B. Both Britain and France competed with Germany for colonies in Africa.

2C. When one member of an alliance was attacked, the other members were expected to come to that member's defense. This explains why Russia and Germany were ready to enter the conflict between Serbia and Austria-Hungary.

Think As a Historian, page 468

The alliance seems to have the intention of maintaining peace. It does not bind the allies to enter a war on the behalf of their ally, but instead to remain neutral and not join the ally's opponent. The allies pledge to discuss threats before any of them take military action. If they all participate in a war, none of them will make a separate peace. The alliance appears to be an attempt to avoid war if at all possible, but in fact it had the opposite effect.

Reflect on the Topic Essential Question, page 468

1. Students should describe how militarism, alliances, imperialism, and nationalism led to war. They should discuss the war's consequences, including the downfalls of four empires, the destruction and loss of life, disruption of European economies that led to the rise of communism and fascism, and the shift of power from Europe to the United States.

Topic 7.3 Conducting World War I

Questions are on pages 476–477.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Sources	Comparing	TEC	KC-6.2.IV.A.i KC-6.1.III.C.i	469, 471
2	A	Connections	Causation	TEC	KC-6.1.III.C.i	470
3	B	Developments	Continuity/Change	TEC	KC-6.2.IV.A.i KC-6.1.III.C.i	471, 474
Short-Answer Questions						
1A	See below.	Sources	Causation	TEC	KC-6.1.III.C.i	469
1B	See below.	Claims	Causation	TEC	KC-6.2.IV.A.i	469–472
1C	See below.	Connections	Causation	TEC	KC-6.2.IV.A.i	472–473, 475
2A	See below.	Contextualization	Causation	TEC	KC-6.2.IV.A.i	471
2B	See below.	Developments	Causation	TEC	KC-6.1.III.C.i	469–471
2C	See below.	Developments	Causation	GOV	KC-6.2.IV.B.iii	474–475

Short-Answer Question Responses

1A. Owen believes that those who talk of the glory of heroism in war are ignoring the harsh and ugly realities of it.

1B. The British would object to Owen's point of view because they would consider it unpatriotic and pacifist, calculated to keep men from enlisting.

1C. People from European colonies in Africa and Asia fought in the hope that their contribution would be recognized and the colonies would be granted self-rule after the war.

2A. The development of new war technologies, such as trench warfare, machine guns, poison gas, submarines, airplanes, and tanks, protracted the war and made it much more deadly and more destructive than any previous war.

2B. Propaganda demonized the enemy and inspired mass hatred. Those attitudes would not die easily after the war.

2C. The Paris Peace Conference created boundaries for new countries, left Germany with financial hardship, and created a League of Nations that the United States voted against joining.

Think As a Historian, pages 478–479

1. It was based on 500 depositions, of a total of 1,200 that were reviewed.

2. Students may agree because the report omitted the details of the 700 most violent and lurid reports. Or they may disagree because the depositions were not given under oath.

3. The final paragraph actually enhances the report's credibility by suggesting that something should be done to prevent future atrocities.

4. After the war, the report's accuracy was challenged. The resulting skepticism about official reports may have led the international community to underestimate Nazi atrocities during World War II.

Reflect on the Topic Essential Question, page 479

1. Students should describe the development of new technologies, propaganda and total war, women's changing roles, and reliance on colonies to help fight the war and fill the labor shortages.

Topic 7.4 Economy in the Interwar Period

Questions are on pages 489–491.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Claims	Causation	ECN	KC-6.3.I.B	484
2	D	Connections	Causation	ECN	KC-6.3.I.B	278, 484
3	B	Developments	Causation	ECN	KC-6.3.I.B	482
Short-Answer Questions						
1A	See below.	Developments	Causation	ECN	KC-6.3.I.A.i	483–484
1B	See below.	Connections	Comparison	ECN	KC-6.3.I.B KC-6.3.I.A.i	482–484
1C	See below.	Connections	Comparison	ECN	KC-6.3.I.B KC-6.3.I.A.i	483–486
2A	See below.	Connections	Comparison	ECN	KC-6.3.I.B	481, 483
2B	See below.	Connections	Comparison	ECN	KC-6.3.I.B	277, 482
2C	See below.	Contextualization	Causation	ECN	KC-6.3.I.B	482–483

Short-Answer Question Responses

1A. Joseph Stalin executed his opponents or sentenced them to gulags, where many died.

1B. Under Franklin D. Roosevelt, the United States government took an active role in the economy. Stalin instituted a series of government Five-Year Plans to transform the Soviet economy.

1C. In Russia, government economic intervention dictated just what would be produced. In fascist Italy, the sectors of the economy were supposedly free to organize themselves as they wished as long as they supported the whole, although in reality the state imposed its will on all sectors of society.

2A. The economies of Africa, Asia, and Latin America suffered because they depended on imperial nations that were experiencing the enormous economic downturn

2B. Adam Smith argued that governments should limit their involvement in economic decisions. Keynes rejected this idea, concluding that intentional government action could improve the economy.

2C. Japan devalued its currency to make Japanese products less expensive than imports. .

Think As a Historian, pages 491–492

1. Hull believed that a government should only expropriate private property if the government provides prompt, adequate, and effective payment for it.

2. He is asking the Mexican government to refrain from expropriating private property without compensation.

3. The United States would not want to see Mexico form an alliance with Nazi Germany, which had become Mexico's biggest customer for oil.

Reflect on the Topic Essential Question, page 492

1. Students should discuss the global downturn's effects on the world, particularly Germany and the United States, the continuing revolutions in the USSR and Mexico, and the turn to right-wing governments in Italy, Spain, and Brazil.

Topic 7.5   Unresolved Tensions After World War I

Questions are on pages 500–501.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Developments	Continuity/Change	GOV	KC-6.2.I.B	480–483, 493–494
2	A	Claims	Continuity/Change	GOV	KC-6.2.I.B	483–484, 494–495, 498
3	D	Claims	Comparison	GOV	KC-6.2.I.B	480–482, 497–499

1A	See below.	Sources	Comparison	GOV	KC-6.2.I.B	497–498
1B	See below.	Developments	Causation	GOV	KC-6.2.I.B	493–495, 497, 499
1C	See below.	Developments	Causation	GOV	KC-6.2.I.B	493–495, 497, 499
2A	See below.	Developments	Continuity/Change	GOV	KC-6.2.I.B	495–496, 497
2B	See below.	Developments	Causation	GOV	KC-6.2.I.B	498–499
2C	See below.	Developments	Causation	GOV	KC-6.2.I.B	493–497

Short-Answer Question Responses

1A. The war inspired colonized states to seek self-determination.

1B. Both passages describe an awakening of nationalism and a desire for independence.

1C. League of Nations mandates merely handed over lands formerly ruled by Germany and the Ottoman Empire to the victors—Britain, France, and Japan—depriving colonial states of the self-determination they had hoped for.

2A. By the end of the war, the Indian National Congress was calling for independence.

2B. Japan was an imperial state that gained territory through conquest after World War I. It gained control of Manchuria through conquest, and set up the puppet state of Manchukuo. It also seized the Philippines, the Dutch East Indies, British Malaya, Burma, and numerous Pacific islands.

2C. Students may mention either Britain, France, or Japan. All three gained territory as a result of the Treaty of Versailles.

Think As a Historian: Significance of Purpose and Audience, page 502

Obviously, Ho Chi Minh does not include bureaucrats, shopkeepers, business owners, and other members of the Indochinese "establishment" in his welcome. This indicates that his account is probably biased toward the underdogs he was addressing. The potential limitations of this address can be overcome by comparing it with other contemporary accounts of Indochina after the war and with the historical record, including statistics, in secondary sources.

Reflect on the Topic Essential Question, page 502

1. Students should describe the mandate system and the effects of the war on colonial lands, including rising nationalism and anti-colonialism.

Topic 7.6 Causes of World War II

Questions are on pages 508–510.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Sources	Causation	GOV	KC-6.2.IV.A.ii	506
2	B	Sources	Causation	GOV	KC-6.2.IV.A.ii	474
3	A	Contextualization	Causation	GOV	KC-6.2.IV.A.ii	506
Short-Answer Questions						
1A	See below.	Developments	Continuity/Change	GOV	KC-6.2.IV.B.ii	503–505
1B	See below.	Connections	Comparison	GOV	KC-6.2.IV.B.ii	504
1C	See below.	Contextualization	Causation	GOV	KC-6.2.IV.B.ii	503–506
2A	See below.	Developments	Causation	GOV	KC-6.2.IV.B.ii	506
2B	See below.	Developments	Causation	GOV	KC-6.2.IV.B.ii	503–506
2C	See below.	Developments	Causation	GOV	KC-6.2.IV.B.ii	505–506

Short-Answer Question Responses

1A. Anti-Semitism grew and Germany passed laws to disenfranchise Jews and discriminate against them.

1B. They expressed Hitler's belief in scientific racism and his belief that Jews were the cause of Germany's problems.

1C. Hitler used anti-Semitism and German dissatisfaction with the terms of the Treaty of Versailles to rise to power, then broke the treaty by creating a German air force and enlarging the German army. He then sent troops into the Rhineland, again in violation of the Treaty of Versailles, which drew protests from Britain and France, but nothing more.

2A. Anschluss with Austria or the annexation of the Sudetenland through the Munich Pact.

2B. The policy of appeasement contributed to World War II by delaying any response to Hitler's aggression toward other nations.

2C. Hitler sought allies to help him conquer the entire continent and create a new German empire. After he had already annexed Austria, the Sudetenland, and Czechoslovakia, he invaded Poland, which caused Britain and France to declare war on Germany.

Think As a Historian, page 510

The underlying assumption is that the German race was superior to other races, and that Jews were inferior. This point of view led Germans to feel justified in passing laws depriving Jews of their citizenship and prohibiting marriages between Jews and Germans. While most modern readers will find those views offensive, some politicians in Europe and the United States have used similar rhetoric to appeal to the racist attitudes of their supporters.

Reflect on the Topic Essential Question, page 510

1. Students should discuss causes including dissatisfaction with the terms of the Treaty of Versailles and the desire for empires as major reasons for the rise of the Axis Powers, the failure of the League of Nations, and the delayed decision by Britain and France to deal with German aggression. Consequences of the war included the emergence of two superpowers with ideological differences and the establishment of the United Nations.

Topic 7.7 Conducting World War II

Questions are on pages 517–519.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Connections	Causation	GOV	KC-6.2.IV.B.ii	514–515
2	C	Developments	Causation	GOV	KC-6.2.IV.B.ii	514–515
3	D	Contextualization	Causation	GOV	KC-6.2.IV.B.ii	514–515
Short-Answer Questions						
1A	See below.	Claims	Causation	GOV	KC-6.2.IV.A.ii	514
1B	See below.	Claims	Causation	GOV	KC-6.2.IV.A.ii	514
1C	See below.	Claims	Continuity/Change	GOV	KC-6.2.IV.A.ii	514
2A	See below.	Connections	Causation	GOV	KC-6.2.IV.A.ii	503–504
2B	See below.	Connections	Continuity/Change	GOV	KC-6.2.IV.A.ii	514
2C	See below.	Developments	Continuity/Change	GOV	KC-6.1.III.C.ii	470, 511–513, 515–516

Short-Answer Question Responses

1A. Service women were essential for the success of the D-Day invasion.

1B. It opened up new opportunities for women in fields that had formerly been viewed as men's domains—including, eventually, combat.

1C. The lines between what was considered women's work and men's work were at least temporarily erased as women stepped up to do jobs that had formerly been done by men.

2A. The Treaty of Versailles humiliated Germany and placed an impossible financial burden on a country that had been devastated by war, creating resentment that ultimately led to another war.

2B. Both were total wars in which many civilians lost their lives.

2C. World War I used airplanes mainly for reconnaissance or aerial combat, but World War II used them to bomb both military and civilian targets.

Think As a Historian: Evidence to Support, Modify, or Refute, page 519

1. This excerpt could be seen as either refuting or modifying Compton's position. By saying that the Soviet Union's declaration of war was the main reason for the Japanese surrender, Hasegawa can be seen as refuting it. But he still acknowledges that the atomic bomb played a secondary role in Japan's decision to surrender.

2. This excerpt supports Compton's position.

3. This excerpt supports Compton's position, and also attempts to defend Truman against charges that he was willing to condemn tens of thousands of people, either by prolonging the war or by using the atomic bombs.

Reflect on the Topic Essential Question, page 520

1. Students should compare German and Japanese aggression, the war in Europe and North Africa with the war in the Pacific, and home fronts in the United States, Germany, and Japan.

Topic 7.8 Mass Atrocities

Questions are on pages 528–529.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Contextualization	Causation	SIO	SIO KC-6.2.III.C	505
2	A	Connections	Comparison	SIO	SIO KC-6.2.III.C	524–525
3	C	Connections	Comparison	SIO	SIO KC-6.2.III.C	522
Short-Answer Questions						
1A	See below.	Connections	Comparison	SIO	SIO KC-6.2.III.C	523–524
1B	See below.	Argumentation	Causation	SIO	SIO KC-6.2.III.C	523–525
1C	See below.	Sources	Comparison	SIO	SIO KC-6.2.III.C	524–525
2A	See below.	Developments	Causation	SIO	SIO KC-6.2.III.C	503–504,
2B	See below.	Contextualization	Causation	SIO	SIO KC-6.2.III.C	525
2C	See below.	Connections	Comparison	SIO	SIO KC-6.2.III.C	521–522, 525–527

Short-Answer Question Responses

1A. The fact that the Japanese had a master-race mentality indicates that they were emulating Adolf Hitler's idea that the Germans were a superior race and that inferior humans needed to be exterminated.

1B. The Nazis killed millions of Jewish and other "undesirable" civilians in lands that came under their control.

1C. Chang wants to remind people that the Germans weren't the only ones committing genocide immediately before and during World War II.

2A. Dissatisfaction with the terms of the Treaty of Versailles helped new leaders come to power in Germany, Italy, and elsewhere, where they appealed to extreme nationalism, glorified the military, and blamed problems on ethnic minorities.

2B. In Bosnia, Serb forces committed horrific acts of ethnic cleansing against Bosniak and Kosovar Muslims in an attempt to dominate Bosnia-Herzegovina and Kosovo. More than 300,000 people in the region perished as Yugoslavia disintegrated.

2C. Ethnic violence is violence between members of two different ethnic groups. Genocide is an attempt to kill a group of people based on their race, religion, or ethnicity. It is an extreme form of ethnic violence.

Think As a Historian: Relate Historical Developments, page 530

Students should make a valid argument and support it with examples. They might point to the genocide of Native Americans, Aboriginal Australians, and Maori in New Zealand as a result of Europeans' greed for land and other natural resources during the height of the capitalistic imperialist period.

Reflect on the Topic Essential Question, page 530

1. Students should discuss the Armenian genocide, the Holocaust, the Rape of Nanking, and genocide in Bosnia, Rwanda, and Sudan, as well as the fire bombings of Hamburg, Dresden, and Tokyo and the use of nuclear weapons on Hiroshima and Nagasaki. Causes might include ethnic rivalry, economic competition, and war. Consequences might include the destruction of a cultural group within a country and long-lasting resentment.

Topic 7.9   Causation in Global Conflict

Reflect on the Essential Question, page 535

1. Causation Activity: Relative Significance of Causes Students might choose nationalism as a major cause of both world wars. Both the Austro-Hungarian Empire and the Ottoman Empire were multinational empires where nationalist movements were underway. Serbian nationalism sparked World War I. The fascist governments that rose to power in Germany and Italy were extreme forms of nationalism. World War II erupted as a result of Germany's desire to conquer all of Europe, Italy's quest for colonies, and Japan's imperial ambitions in Asia.

2. Students should discuss the political and economic causes of the two world wars, including resentment of the Treaty of Versailles and the severe economic effects of the Great Depression.

Write As a Historian, pages 537–538

Sample LEQ 2. 2018 Free Response Questions from the College Board website.

Essay 2A earned a score of 6 for solid use of evidence as the writer uses specific details that support the thesis, such as Christianity, Buddhism, Confucianism, Silk Roads, porcelain, and Mauryan Empire. The writer also clearly uses the reasoning skill of causation relating to trade, missionaries, conquests, and government as factors that caused the spread of religion. The essay was well-structured with ample evidence for the spread of three major religions, which added to the complexity.

Essay 2C earned a score of 2 for the way that the evidence was used. There are enough specific pieces of evidence, but the writer doesn't establish their connection to the thesis. The writer doesn't clearly use reasoning skill in the essay. The essay doesn't have much complexity as it merely lists related pieces of evidence, but the writer failed to use them to build an argument.

Unit 7 Review

Long Essay Questions, page 538

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
1	See below.	Argumentation	Comparison	GOV	KC-6.2	531–533
2	See below.	Argumentation	Causation	GOV	KC-6.2	474–475, 480–481, 485–486, 497–498, 503, 505–506, 534
3	See below.	Argumentation	Continuity/Change	SIO	KC-6.2	251, 281, 503–505, 523–524
4	See below.	Argumentation	Continuity/Change	GOV	KC-6.2	464, 475, 494–499, 525, 534–535

1. Students should evaluate the various causes of the two world wars and decide which causes are more and less significant, backing their argument with evidence from the text.

2. Students should examine the results of the Paris Peace Conference. In what ways was the Paris Peace Conference a success? In what ways was it a failure? Ultimately, of course, the provisions of the Treaty of Versailles caused simmering resentment in Germany, Italy, and Japan, and the League of Nations proved to be ineffective, so the Conference must be considered a failure.

3. Students should chronicle the history of discrimination against Jews in Europe, including their expulsion from England, France, and Spain, and pogroms.

4. Students should mention the new nation-states that emerged from the former Austro-Hungarian Empire and Ottoman Empire at the end of World War I and the independence movements in colonial empires that resulted in new independent nations in Africa and Asia. (They might also mention the breakup of Yugoslavia and, although it is not covered here, the breakup of the former Soviet Union.)

Document-Based Question, page 539

It could be argued that the attempts by world leaders to prevent a larger war were only superficial. Leaders like Tsar Nicholas and Kaiser Wilhelm may have wanted peace, but they followed the advice o others who wanted them to show strength. As indicated in the family tree, Tsar Nicholas of Russia and Kaiser Wilhelm of Germany were cousins (Doc. 1), so it appears that they made efforts to prevent the conflict in Serbia from becoming a world war. In the series of telegrams, Tsar Nicholas and Kaiser Wilhelm wrote of their desire for a diplomatic solution. However, evidence indicates that they were preparing for war at the same time. The tensions had been growing in Europe with the forces of militarism, imperialism, and nationalism on the rise. Adding to the problems were the alliances that had tied nations together and this is seen in the efforts made by Nicholas and Wilhelm.

In the first three telegrams, both the Tsar and the Kaiser emphasized that they hoped to reach a diplomatic solution (Doc. 2, 3, 4). Each man appeals to the other for thoughtful responses to the calls for mobilization and action. In the July 29 telegram, the Tsar expressed support for the Kaiser's idea of consulting the Hague Conference about the Austro-Serbian problem (Doc. 4). The Kaiser didn't address this idea in subsequent telegrams, however. The telegrams dated July 30 and July 31 from the Kaiser, indicated that the Tsar was mobilizing his troops to defend Serbia (Doc. 5). He was being pressured to show strength to Europe, especially after losses in wars like the Russo-Japanese War. Likewise, the July 31 telegram from the Tsar indicates that the Kaiser was mobilizing Austria's forces (Doc. 6). Wilhelm might have had a sincere interest in peace, but his actions show that he was directed by other German leadership to a more aggressive stance. On August 1, both telegrams show that the leaders appear to have resigned themselves to the fact that other nations' actions have forced their mobilization and it falls to these other nations to avert war.

Unit 8 Cold War and Decolonization

Topic 8.1 Setting the Stage for the Cold War and Decolonization

Questions are on pages 551–552.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Claims	Causation	GOV	KC-6.2.IV.C.i	549–550
2	C	Claims	Causation	GOV	KC-6.2.IV.C.i	549–550
3	D	Claims	Causation	GOV	KC-6.2.IV.C.i	550
Short-Answer Questions						
1A	See below.	Claims	Causation	GOV	KC-6.2.IV.C.i	549
1B	See below.	Claims	Causation	GOV	KC-6.2.IV.C.i	549–550
1C	See below.	Claims	Causation	GOV	KC-6.2.IV.C.i	549–550
2A	See below.	Connections	Comparison	GOV	KC-6.2.II	550
2B	See below.	Developments	Causation	GOV	KC-6.2.II	550
2C	See below.	Connections	Causation	GOV	KC-6.2.IV.C.i	548–549

Short-Answer Question Responses

1A. It temporarily tipped the global balance of power in favor of the United States.

1B. Neither the U.S. nor the Soviet Union could allow the other to take the lead in the development of atomic weapons.

1C. It increased fear of a thermonuclear war that would wipe out civilization.

2A. Colonial peoples' hopes for self-government after World War I were disappointed. After World War II, colonial movements for self-determination grew, and often included both advocates for greater self-rule and proponents of full independence.

2B. World War II so weakened Britain, France, and the other colonial powers that they had fewer resources to resist independence movements in their colonies.

2C. There was a major shift in the balance of power for economic reasons after World War II because of the massive physical destruction in Europe, especially Eastern Europe. The war destroyed factories, roads, bridges, and other structures needed for industrial production. The United States mainland was untouched and its industrial base and infrastructure had in fact grown stronger as a result of government-funded military contracts. This tipped the balance of power in favor of the United States.

Think As a Historian: Situate the Cold War in Context, page 553

Areas of Difference	United States	Soviet Union
Political Ideology Before the War	Democracy	Authoritarianism
Economic Ideology Before the War	Capitalism	Communism
Foreign Goals After the War	Free democratic elections in Eastern Europe	Domination of Eastern Europe to serve as a buffer zone
Fears After the War	The spread of communism	U.S. military superiority

Reflect on the Topic Essential Question, page 553

1. Students should discuss the three conferences held by the Big Three during World War II to plan for the post-war world, the shift in balance of power, and the tensions that led to the start of the Cold War.

Topic 8.2 The Cold War

Questions are on pages 559–560.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Contextualization	Causation	CDI	KC-6.2.IV.C.ii	556
2	A	Claims	Comparison	CDI	KC-6.2.IV.C.ii	556
3	C	Claims	Comparison	CDI	KC-6.2.IV.C.ii	556
Short-Answer Questions						
1A	See below.	Contextualization	Causation	CDI	KC-6.2.V.B	557–558
1B	See below.	Contextualization	Causation	CDI	KC-6.2.V.B	554–558

1C	See below.	Developments	Comparison	CDI	KC-6.2.V.B	345, 474, 498, 554, 548, 557–558
2A	See below.	Developments	Comparison	CDI	KC-6.2.IV.C.ii	557
2B	See below.	Developments	Causation	CDI	KC-6.2.IV.C.ii	556
2C	See below.	Connections	Causation	CDI	KC-6.2.IV.C.ii	556–557

Short-Answer Question Responses

1A. The passage notes the anti-colonial movement. This was a drive by colonies to win their freedom from imperial countries and determine their own futures.

1B. The passage noted the Cold War between the superpowers. The entire non-aligned movement took its name from the desire to avoid being too closely associated with either the United States or the Soviet Union.

1C. The Non-Aligned Movement was another example of the trend toward multinationalism, along with organizations such as the League of Nations, the United Nations, and corporations that spanned the globe.

2A. The Soviet Union developed its own plan, COMECON (Council for Mutual Economic Assistance) in response to the Marshall Plan. It was primarily limited to trade and credit agreements among the members.

2B. The U.S. policy of containment was meant to keep communism from spreading.

2C. Both were battlegrounds for the United States and the Soviet Union in the Cold War, and both relied on advancing technology.

Think As a Historian: Explain the Historical Situation of the "Red Scare," page 561

Students might mention that many intellectuals flirted with socialism and communism, especially during the Depression, but most ultimately rejected communism. For example, Albert Einstein, a socialist, was denounced as a communist spy and watched by the FBI. Probably the most famous case is that of Alger Hiss, who had accompanied President Roosevelt to the Yalta Conference and served as a temporary secretary-general of the United Nations. In 1948, a former courier for the communist underground accused Hiss of having been a member of the same organization. Hiss was tried and convicted of spying, although he always maintained that he was innocent of the charges. In his speech and his subsequent "witch hunt," McCarthy became a zealot, the physical embodiment of the hysteria that accompanied a "red scare" that gripped the nation and that he helped fuel.

Reflect on the Topic Essential Question, page 561

1. Students should discuss the history of the Soviet goal of world revolution, the policy of containment (including the Truman Doctrine and the Marshall Plan), the arms race and the space race, and the non-aligned movement.

Topic 8.3 Effects of the Cold War

Questions are on pages 568–569.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Contextualization	Continuity/Change	GOV	KC-6.2.IV.D	563–564
2	B	Sources	Causation	GOV	KC-6.2.IV.D	563–564
3	C	Connections	Comparison	GOV	KC-6.2.IV.D	557–558
Short-Answer Questions						
1A	See below.	Developments	Causation	GOV	KC-6.2.IV.D	565
1B	See below.	Contextualization	Causation	GOV	KC-6.2.IV.D	565–566
1C	See below.	Developments	Causation	GOV	KC-6.2.IV.D	565–566
2A	See below.	Connections	Causation	GOV	KC-6.2.IV.D	563
2B	See below.	Connections	Comparison	GOV	KC-6.2.IV.D	555–556
2C	See below.	Developments	Causation	GOV	KC-6.2.IV.D	565–566

Short-Answer Question Responses

1A. The failed invasion cemented Cuba's alliance with the Soviet Union.

1B. Not only did the invasion fail, but the Soviet Union responded to it by supporting Cuba with arms and military advisors.

1C. In 1959, Fidel Castro led a revolution that overthrew the Cuban government. He nationalized many U.S. owned business and aligned with the Soviet Union which strained Cuba's relationship with the United States.

2A. Each nation set up alliances. The United States joined Canada and several Western European nations to create the North Atlantic Treaty Organization (NATO) in 1949, and the Soviet Union responded in 1955 by creating the Warsaw Pact with its Eastern European satellites.

2B. The official U.S. policy was to champion free elections, self-determination, and free-market economies, while the Soviet Union wanted to spread world revolution to overthrow capitalism in all countries and make their governments as much like the Soviet government as possible.

2C. The Cuban Missile Crisis of 1962 brought the U.S. and the Soviet Union to the brink of war. After the U.S. placed missiles in Turkey, Soviet Premier Khrushchev sent missiles to Cuba. When the U.S. learned that more missiles were on their way, President Kennedy ordered the U.S. Navy to prevent them from reaching Cuba. Ultimately, Khrushchev called back the Soviet ships and removed Soviet missiles from Cuba, and the U.S. removed its missiles from Turkey. In 1963 a Hot Line was installed to allow U.S. and Soviet leaders to communicate directly to avoid a future crisis of such magnitude.

Think As a Historian: Explain Relationships Through Comparison, page 570

Students' answers will vary. They should choose two of the following wars: Korean War, Vietnam War, Angola, or the Contra War. (The Bay of Pigs Invasion and the Cuban Missile Crisis, while listed

under Proxy Wars, were not actually wars.) Their explanation of the relationships should include a valid argument supported by the evidence in their charts.

Reflect on the Topic Essential Question, page 570

1. Students should discuss the partition of Germany and Berlin, new alliances as a result of the Cold War, proxy wars and conflicts, and attempts to slow nuclear proliferation.

Topic 8.4 Communism and Land Reform

Questions are on pages 576–577.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Claims	Continuity/Change	ECN	KC-6.3.I.A.ii	571–572
2	B	Developments	Continuity/Change	ECN	KC-6.3.I.A.ii	571–572
3	A	Contextualization	Causation	ECN	KC-6.3.I.A.ii	571–572
Short-Answer Questions						
1A	See below.	Contextualization	Causation	GOV	KC-6.2.I.i	571–572
1B	See below.	Claims	Causation	GOV	KC-6.2.I.i	571–572
1C	See below.	Developments	Causation	GOV	KC-6.2.I.i	555–556
2A	See below.	Connections	Comparisons	ECN	KC-6.3.I.B	483
2B	See below.	Connections	Comparisons	ECN	KC-6.3.I.A.ii	334, 453–454, 498, 571–572
2C	See below.	Connections	Comparisons	ECN	KC-6.3.I.A.ii	334, 453–454, 498, 571–572

Short-Answer Question Responses

1A. The Soviet Union had brought Eastern Europe under its control and was poised for world revolution.

1B. The Soviet Volunteer Air Force participated in North Korean military operations.

1C. The Soviet-Chinese alliance was a military alliance, and China was relying on the Soviet Union to provide needed equipment, personnel, and advice to help them help the North Koreans.

2A. Lenin instituted the New Economic Plan, which permitted private trade and allowed farmers to sell their products on a small scale. Stalin instituted the Five-Year Plan to transform the Soviet Union

into an industrial power and to collectivize agriculture, taking farmland away from private owners and giving it to collectives to manage.

2B. Lenin viewed workers as the proletarian class, which should own the means of production, but Mao considered the peasants to be China's proletariat, and redistributed land to them.

2C. Both of them wanted to give the proletariat the means of production—in Lenin's case, the factories and heavy industries, and in Mao's case, the land.

Think As a Historian: Explain the Significance of Purpose in a Source, page 578

First of all, this excerpt is from an opinion piece, and it seems to use the same sort of language that is familiar from Senator Joseph McCarthy's anti-communist "witch hunt." Most of these claims are valid to a certain extent, although in many cases they seem exaggerated. If the "Reds" hadn't been afraid of an atomic war, they would have used it to help them toward their goal of world domination, but the fact was that they lagged behind the United States in the development and production of nuclear weapons and knew that they would face annihilation if they tried using the "H-bomb" to expand their territories. There were examples of claims 2, 3, and 5 in both the USSR and China, but many of these claims could be made of other revolutionary movements—for example, the French Revolution, with its Reign of Terror. Claim 4 was not even true then: Yugoslavia had already broken with the USSR, and within a few years China and Albania would as well.

Reflect on the Topic Essential Question, page 578

1. Students should discuss developments in China (such as the Great Leap Forward and the Cultural Revolution), Iran, Latin America, South and Southeast Asia, and Africa.

Topic 8.5 Decolonization

Questions are on pages 586–587.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Claims	Causation	GOV	KC-3.III.D.iii	334
2	A	Connections	Causation	GOV	KC-3.III.D.iii	275–279
3	D	Claims	Causation	GOV	KC-3.III.D.iii	583
Short-Answer Questions						
1A	See below.	Developments	Causation	CDI	KC-6.2.I.i	15–17
1B	See below.	Connections	Causation	CDI	KC-6.2.I.i	29
1C	See below.	Claims	Comparison	CDI	KC-6.2.I.i	lvii, 29, 392
2A	See below.	Connections	Comparison	GOV	KC-6.2.II.A	583
2B	See below.	Developments	Causation	GOV	KC-6.2.I.C	582
2C	See below.	Contextualization	Causation	GOV	KC-6.2.II.B	390, 579–580

Short-Answer Question Responses

1A. South Asia, the Middle East, North Africa, and West Africa have large Muslim populations.

1B. Islam spread outward from Arabia to all of these other countries largely through the activities of merchants and missionaries.

1C. The four nations with the largest number of Muslims are in South or Southeast Asia, and the fifth nation is Nigeria in Africa. (However, in the Middle Eastern nations listed in this chart, 99 percent of all people are Muslims, while in India, which has the third-largest Muslim population, they make up only 13 percent of the total population.)

2A. Algeria's war for independence began in 1954, and war broke out again following independence in 1962.

2B. Most of the African colonies negotiated their independence, but Vietnam had to fight a long war against France for independence and against the United States for reunification.

2C. In India, the Hindu-dominated Indian National Congress sought independence from Great Britain. The Muslim League advocated for a separate nation for Indian Muslims. Independence was finally achieved in 1947, but India was split into two nations, Hindu India and Muslim Pakistan. (India had been the "jewel in the crown" of the British Empire since 1858, so this marked an enormous change in the empire's boundaries.)

Think As a Historian: Make Connections through Comparisons, page 588

Students might compare the process of decolonization in India and Nigeria. India ended up splitting into two nations, mostly Hindu India and mostly Muslim Pakistan. After Nigeria achieved independence, the nation was dominated by the Muslim Hausa-Fulani group in the north. The predominantly Christian Igbos in the southeast attempted to split from Nigeria and form a new nation, Biafra. A war ensued, and Biafra ceased to exist in 1970, but in an attempt to discourage ethnic and religious strife, the government established a new federation of 36 states and adopted a new constitution which permitted states to vote for a dual legal system of secular law and shariah.

Reflect on the Topic Essential Question, page 588

1. The people of India and Pakistan worked for their independence through political awareness and civil disobedience. The Indian National Congress was formed, with Mohandas Gandhi as its leader, to organize Indian's efforts at civil disobedience. Also, the Muslim League was created to advocate for an independent nation for Indian Muslims. The efforts of both led to Britain granting independence to India (Hindu) and Pakistan (Muslim) soon after World War II. Two nations were created due to the longstanding distrust that Muslims and Hindus felt toward each other, resulting in an independent nation for each.

In Ghana, the United Nations negotiations led to independence in 1957 from Britain and Kwame Nkrumah was chosen as the nation's first president. While accused of leading a corrupt regime, Nkrumah was successful in public works projects and in furthering Pan-Africanism.

Algeria had to fight harder than Ghana to free itself from France's control. The FLN (National Liberation Front) led battles resulting in extremely high casualty rates for Algerians. French sympathy for a free Algeria finally gained enough popular support for French voters to grant independence, but an unstable Algerian government saw a coup in the 1960s and civil war several decades later.

In French West Africa, the French government had historically allowed considerable autonomy for local leaders. Under their rule, these nations had built limited infrastructure that allowed for them to successfully transition to independent nations after they had negotiated their freedom with France.

Vietnam had to fight for their independence twice in the mid-20th century. First, Ho Chi Minh stirred nationalist feelings to unite a Communist government in an overthrow of French rule. The nation split after France was defeated, ushering in American intervention on the side of the Democratic south

to combat the Communist north. Nearly 20 years and millions of (mostly Vietnamese) deaths later, Vietnam united under Communist leadership.

Interest in Egypt had long centered around control of the Suez Canal. Britain controlled the canal, while allowing for Egypt to mostly self-govern. After Egypt's entry into the Arab League, General Nasser overthrew the king and created the Republic of Egypt. Strong nationalistic policies united Egyptians, but he angered Britain and France when he seized and nationalized the Suez Canal. The United Nations resolved the Suez Crisis, giving Egypt a position of power as a non-aligned nation.

Topic 8.6   Newly Independent States

Questions are on pages 595–596.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Claims	Causation	GOV	K6.2.III.A.ii	589–591
2	C	Developments	Causation	GOV	K6.2.III.A.ii	590
3	C	Developments	Causation	GOV	K6.2.III.A.ii	590
Short-Answer Questions						
1A	See below.	Developments	Causation	ECN	KC-6.2.III.B	594
1B	See below.	Connections	Continuity/Change	ECN	KC-6.2.III.B	594
1C	See below.	Connections	Continuity/Change	ECN	KC-6.2.III.B	591–594
2A	See below.	Contextualization	Causation	GOV	K6.2.III.A.ii	589–590
2B	See below.	Developments	Causation	GOV	K6.2.III.A.ii	590
2C	See below.	Contextualization	Causation	GOV	K6.2.III.A.ii	592–593

Short-Answer Question Responses

1A. Europeans still stereotyped all people from different regions, so Antillean and Sub-Saharan immigrants were only offered menial jobs when many of them had hoped to enter professions.

1B. France created an agency to recruit workers from their colonies and former colonies.

1C. The independence of Cambodia, India, Pakistan, Tanzania, and many other states indicated that people were challenging the old colonial system.

2A. The deaths of 6 million Jews in the Holocaust brought worldwide sympathy for the survivors and support for the creation of a Jewish state in what is now Israel.

2B. The Camp David Accords resulted in a peace agreement between Israel and Egypt, one of its major opponents in several wars.

2C. When India and Pakistan gained independence, a conflict arose about the future of the northern region of Kashmir. Most of the people of Kashmir were Muslim, but their leader was Hindu, so both Hindu India and Muslim Pakistan claimed the region. The rivalry has broken out into armed conflict several times. Eventually, Kashmir was partitioned between India, Pakistan, and China.

Think As a Historian: Use Evidence to Support, Modify, or Refute a Claim, page 597–598

1. **Supports:** Gandhi says that Hindus and Muslims should not split since they have a common culture and because they are ethnically identical.

   Refutes: Gandhi says that Indian Muslims and Hindus have a common culture, but a shared set of beliefs is one of the things that characterizes a culture, and the two religions have very different beliefs.

2. **Supports:** The partition of India into two nations was the best solution to the problem of conflict between Hindus and Muslims.

   Refutes: After the partition of India into two nations, distrust between mostly Hindu India and mostly Muslim Pakistan grew.

3. **Supports:** Jinnah worked to guarantee religious freedom in Pakistan.

   Refutes: Jinnah told the Constituent Assembly of Pakistan that citizens could belong to any religion, caste, or creed.

Reflect on the Topic Essential Question, page 598

1. Israel was created in 1948, from land in Palestine, as a place where Jews could be free from persecution. The region was quickly engulfed in violence between Israel and Arab nations in attempts to control the region. Violence has continued to current times, with few peaceful years. Israel's recent tightening of its border has hurt the economic activity of neighboring nations, causing tensions to increase.

Southeast Asia saw a conflict in Cambodia between the nationalists and the Communist Khmer Rouge, led by Pol Pot. The ruthless and brutal tactics that Pot used to establish his control ultimately led to intervention by Vietnamese forces. The resulting war led to large numbers of refugees fleeing Southeast Asia. Vietnam succeeded and eventually free elections were set up in Cambodia.

South Asia's territorial conflict illustrated the division between the mostly Hindu country of India and the mostly Muslim country of Pakistan. Both nations were created in 1947 as Britain agreed to freedom, but the distrust between the religious groups forced two separate nations to be created. There were millions of people displaced for religious reasons in the following years.

Topic 8.7   Resistance to Established Power Structures

Questions are on pages 605–607.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Sources	Causation	CDI	KC-6.2.V.D	602
2	C	Contextualization	Continuity/Change	CDI	KC-6.2.V.D	602
3	A	Developments	Continuity/Change	CDI	KC-6.2.V.D	602
Short-Answer Questions						
1A	See below.	Connections	Contextualization	CDI	KC-6.2.V.C	550, 600
1B	See below.	Connections	Comparison	CDI	KC-6.2.V.C	600
1C	See below.	Connections	Comparison	CDI	KC-6.2.V.C	600, 602
2A	See below.	Contextualization	Causation	CDI	KC-6.2.V	602–603
2B	See below.	Developments	Causation	CDI	KC-6.2.V	602
2C	See below.	Developments	Causation	CDI	KC-6.2.V.C	600

Short-Answer Question Responses

1A. Around the world, colonies dominated by more powerful countries were demanding independence or more self-rule.

1B. In both the Hungarian Revolution and Czechoslovakia's Prague Spring, when their leaders gave in to demands for reforms, the Soviet Union stepped in to quash the rebellions.

1C. The Hungarian Revolution was a political conflict in which the people of Hungary tried to throw off control by the Soviet Union. The conflict in Northern Ireland was essentially a religious one. The Catholic minority wanted Northern Ireland, which was dominated by Protestants and part of the United Kingdom, to join the Irish Republic.

2A. Abimael Guzmán built a Maoist revolutionary organization called Shining Path to try to overthrow the existing Peruvian government.

2B. When the Ohio National Guard killed four unarmed students during an antiwar demonstration at Kent State University in 1970, students and faculties at hundreds of colleges and universities went on strike.

2C. The Brezhnev Doctrine stated that the Soviet Union and its allies would intervene if an action by one member threatened other socialist countries. This essentially guaranteed that the Warsaw Pact would crush any reform movements within the Soviet bloc.

Think As a Historian: Point of View and the Limits of Sources, page 607

These excerpts all reflect the point of view of a revolutionary who contended that the end justified the means—in this case, that government officials needed to be assassinated and replaced by members of the revolutionary movement. These were the statements of a zealot who sought to replace one ideology with another. This guerilla officer stated that members of the Shining Path were fighting for the masses, the same argument that was made by communists in Russia who just replaced one corrupt government with another that did little to benefit the masses.

Reflect on the Topic Essential Question, page 607

1. Students should mention the successful nonviolent movements, challenges to Soviet power in Eastern Europe, the revolts of 1968, terrorist movements, and the responses of militarized states.

Topic 8.8 End of the Cold War

Questions are on pages 612–613.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Sources	Causation	GOV	KC-6.2.IV.E	609
2	A	Connections	Causation	GOV	KC-6.2.IV.E	600, 609
3	A	Connections	Causation	GOV	KC-6.2.IV.E	611
Short-Answer Questions						
1A	See below.	Argumentation	Causation	GOV	KC-6.2.IV.E	608–610
1B	See below.	Connections	Causation	GOV	KC-6.2.IV.E	611
1C	See below.	Connections	Causation	GOV	KC-6.2.IV.E	611
2A	See below.	Developments	Causation	GOV	KC-6.2.IV.E	610
2B	See below.	Developments	Causation	GOV	KC-6.2.IV.E	611
2C	See below.	Connections	Causation	GOV	KC-6.2.IV.E	611, 612

Short-Answer Question Responses

1A. Reagan is saying that the Berlin Wall, part of the Iron Curtain, does not just divide Berlin, or Germany, but the world. It symbolizes the division between the East and West, between communism and capitalism.

1B. Shortly after the Berlin Wall fell, the Soviet Union also collapsed and the Cold War was over.

1C. Political alliances changed. Economic interactions among nations expanded.

2A. Reagan's announcement of the Strategic Defense Initiative meant that the Soviets would also have to develop such a system, which would have started an arms race in space that they could ill afford.

2B. By implying that the Soviet Army would no longer go to the rescue of communist regimes in Eastern Europe, he paved the way for their defection from the Soviet bloc, which in turn inspired the peoples of the Soviet republics to declare independence, bringing the Soviet Union to an end.

2C. The command economies in those countries could not maintain a high enough standard of living without heavy borrowing from the West.

Think As a Historian: From Perestroika to Collapse, page 614

After Mikhail Gorbachev's perestroika began the process of economic, political, and social restructuring, the Soviet Union retreated from its former role on the international stage—which had been trying to spread revolution and prop up repressive regimes. Soviet citizens had a chance to enjoy new freedoms and began to establish a market economy. Boris Yeltsin embarked on even more far-reaching reforms, which soon led to the breakup of the Soviet Union.

Reflect on the Topic Essential Question, page 614

1. Students should discuss détente, Gorbachev's policies of perestroika and glasnost, Reagan's proposed Strategic Defense Initiative and the Intermediate-Range Nuclear Forces Treaty, democratic reforms in Eastern Europe, and the breakup of the Soviet Union.

Topic 8.9 Causation and Comparison during the Cold War and Decolonization

Reflect on the Essential Question, page 622

1.

Effects of the Cold War		
	Western Hemisphere	Eastern Hemisphere
Political Effects	Free from domination	Dominated by Soviet Union
Economic Effects	Booming economies	Stagnant economies
Social Effects	Americans afraid of communist infiltration	People afraid to express beliefs openly
Cultural Effects	Cultural rebirth	No freedom of expression

2. Students might point out that one of the social effects was that people on both sides were afraid—in the United States, people were afraid of communist infiltration, while in the Soviet Union, they were afraid to express their beliefs openly if they disagreed with the government. People on both sides lived in fear because of the threat of nuclear attack.

Write As a Historian, page 624

The comments below are on Long Essay Question 2 from the 2018 Free-Response Questions on the College Board website.

Essay 2A has a well-constructed conclusion. The writer extends their argument with points about Muhammad and the Abbasid Empire. Additionally, the writer connects the essay to current times with the use of Israel's role today.

Essay 2C has a very limited conclusion and it did not state the argument. The writer uses the categories of economic and political means of spreading religion. Unfortunately, the body of the essay doesn't agree as the writer uses only economic support for the spread of religion.

Unit 8 Review

Long Essay Question, page 625

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
1	See below.	Connections	Comparison	GOV	KC-6.2.IV.C	620–621
2	See below.	Connections	Comparison	GOV	KC-6.2.IV.C	618–619
3	See below.	Connections	Causation	GOV	KC-6.3.I	484–485, 571–575
4	See below.	Developments	Continuity/Change	GOV	KC-6.3.I	565–566

1. Students might argue that the effects of the Cold War affected citizens in the Eastern Hemisphere equally, but in different ways. Western Europeans prospered, but Eastern Europeans suffered. Both sides lived in fear—in the West, of communist infiltration, and in the East, of being made political prisoners on account of their beliefs. People everywhere lived under the threat of a nuclear attack.

2. Both the United States and the Soviet Union tried to woo other nations to align with them, sometimes by offering economic aid and sometimes by backing different sides in armed conflicts. Both sides developed new weapons and armed their allies.

3. Many countries in Latin America tried land-reform programs. The degree to which land reform succeeded varied in details from one country to another for a variety of reasons. China, Egypt, Iran, and India also tried land reforms. China first redistributed land to peasants, then organized peasant lands into communes, which led to failing harvests and severe food shortages. Some nations, such as Mexico and Iran, sought to nationalize the oil companies. Mexico succeeded, but the United States and Great Britain engineered the overthrow of Iran's democratically elected ruler and placed the Shah back on his thrown, averting the takeover.

4. In many cases, former colonies maintained ties with the imperial powers that formerly controlled them, and people from newly independent countries sometimes moved to the former colonial powers. In those cases, while there was change, there was also continuity. But many nations in Latin America resented European and U.S. economic imperialism, which led to revolutionary movements that aimed to overturn the political and social status in those countries. The United States and the Soviet Union regularly supported opposing sides in these clashes. Cuba is a case in which a change occurred, when Fidel Castro ousted the corrupt U.S.-supported dictator and installed a communist government with ties to the Soviet Union.

The devastating impacts of World War II on the colonial powers of Europe sparked a wave of decolonization movements throughout Africa and Asia. As the former colonial powers struggled internally to rebuild, these colonies began to demand their independence. After the beginning of the Cold War in 1947, many former colonies in Asia and Africa spoke out vehemently against colonialism and neo-colonialism and chose not to align themselves with the growing superpowers of the USSR and the United States. At the same time, both the United States and the USSR put pressure on these non-aligned nations to become allies in the competition for global supremacy. From the perspective of these former colonies, it can be argued that this pressure from the superpowers was not to provide aid to nations in need, but to further their own cause in their Cold War competition.

Several newly formed nations sought to establish their independence from the former colonial powers and the emerging superpowers of the United States and the USSR. Leaders of these nations argued that they were united in a desire to end all forms of colonialism and to establish a more peaceful world. Sukarno, the President of Indonesia (Doc. 1), argued that some men do not act for the well-being of all people but instead want to control the world. He states that fear can act to divide people, but that there is more that unites. Sukarno makes these statements at the opening of a conference of other leaders of non-aligned nations; therefore, he is arguing points which are likely to inspire and unite his audience. Nehru, Prime Minister of India (Doc. 2), agrees with Sukarno. He criticizes the "Great Powers" for turning their focus on military strength and for their attempts to force nations to join those powers and lose their own identity. He ultimately argues that if the world becomes divided up in this competition between the United States and USSR, the only possible result is war. Nehru has seen first-hand the devastation that foreign powers can have when they colonize nations, as happened with the British colonialization of India, and therefore wants to prevent this from occurring again. The photograph of the Leaders of Five Key Neutralist (non-aligned) Nations (Doc. 4) shows that many other nations had similar concerns about the growing competition between the United States and the USSR during the Cold War. This image shows leaders from Africa, Asia, and the Middle East all coming together as an alliance of nations that refused to align themselves with either the United States or the USSR. The creation of the Non-Aligned Movement of primarily developing countries that wanted to challenge the growing power of the Cold War powers led to a group that makes up the majority of the members of the United Nations.

While non-aligned states sought to maintain their independence, Cold War powers attempted to influence these new nations to give their support. In the article Decolonization of Asia and Africa, 1945–1960 by the United States Department of State (Doc. 5) it states that both the United States and the USSR provided newly independent nations with aid and technical assistance. Sometimes military intervention was used to influence these new nations to adopt governments aligned with their views. These attempts can be seen clearly in Eisenhower's Doctrine on the Middle East (Doc. 3) which makes direct claims that the United States has encouraged and supported the independence of the Middle East, but that the USSR has desired only to dominate that region. President Eisenhower makes this statement with the intent of convincing the new nations of the Middle East to side with the United States and to be wary of the Soviet Union.

The Soviet Union's argument seen in the 1953 cartoon (Doc. 6) is also strengthened by a Resolution on Imperialism and Colonialism created by the All-African People's Conference (Doc. 7). In this resolution, the All-African People's Conference argues that, despite the independence of many African nations, European imperialists continue to exploit the African peoples with new military alliances like NATO and economic groups like the European Common Market. The resolution calls for power politics by imperialist nations of the West to end. The resolution makes no mention of Soviet influence or exploitation, thus strengthening the USSR's claims in the political cartoon (Doc. 6). The historical background of the All-African People's Conference's members may have played a role in their characterization of the West as imperialist. Beginning in the late 1800s, Western European nations carved up Africa into colonies and proceeded to strip Africa of many of its valuable resources and to use brutal tactics in subduing native African peoples. This experience may have left those members of the All-African People's Conference with a negatively biased view of all actions taken by the West. Further, the lack of colonization in Africa by the Soviet Union may have given these members less cause for concern regarding the USSR's goals.

Unit 9 Globalization after 1900

Topic 9.1 Advances in Technology and Exchange

Questions are on pages 637–639.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Contextualization	Causation	TEC	KC-6.1.I.B	634–636
2	D	Claims	Causation	TEC	KC-6.1.I.B	634
3	B	Claims	Causation	TEC	KC-6.1.I.B	634–635
Short-Answer Questions						
1A	See below.	Claims	Causation	TEC	KC-6.1.III.B	636
1B	See below.	Claims	Causation	TEC	KC-6.1.III.B	636
1C	See below.	Connections	Continuity/Change	TEC	KC-6.1.III.B	636
2A	See below.	Contextualization	Continuity/Change	TEC	KC-6.1.I.A	633
2B	See below.	Contextualization	Continuity/Change	TEC	KC-6.1.I.D	635
2C	See below.	Connections	Causation	TEC	KC-6.1.I.C	636–637

Short-Answer Question Responses

1A. Contraceptive use improves the accessibility of education, employment, and health care for women.

1B. Birth control played a part in reshaping gender roles.

1C. As a result of birth control, fertility rates declined.

2A. Vaccines have greatly reduced the incidence of many deadly diseases. s.

2B. Fossil fuels have contributed to air pollution and the greenhouse gases that have contributed to climate change.

2C. Telephones, radio, television, cellphones, and the internet provided ways for people to communicate over long distances and with large numbers of people at once. New technologies could be used to connect individuals for social reasons as well as to organize political movement

Think As a Historian: Identify and Connect Patterns, page 640

According to the chart, birth rates dropped during the Great Depression and peaked in the mid-1950s, the height of the post–World War II Baby Boom. The birth rate began to drop again around the beginning of the 1960s, when the birth control pill came into widespread use, and has remained at around 2 children per woman since then. In 1917, the average number of children per woman was just under 3.5, and in 1997 it was approximately 2. Women with fewer children are better able to enter the workforce.

Reflect on the Topic Essential Question, page 640

1. Communication has seen dramatic changes since 1900 with the inventions of radio, TV, computers, internet, smart phones and social media. Not only has this connected the world socially, but in many ways, it has created a global economy.

   Agricultural production has made strides to meet the world's food needs with the Green Revolution. Stronger varieties of plants and the development of genetically modified foods are at the forefront.

   Coal was the dominant energy source for the first part of the 1900s, but developments in the last few decades have started to supplant coal with other sources. Nuclear power was once thought to be the solution, but its dangers have slowed development of it by many nations. While the uses of renewable sources are growing, they still only represent a fraction of worldwide energy needs.

   Antibiotics are responsible for countless lives saved since their discovery in 1928. Vaccines have eradicated numerous diseases and have also prevented countless numbers of deaths worldwide.

Topic 9.2 Technology and Disease

Questions are on pages 646–647.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Claims	Causation	ENV	KC-6.1.III.A	642
2	B	Claims	Causation	ENV	KC-6.1.III.A	635–636, 642
3	A	Contextualization	Causation	ENV	KC-6.1.III.A	645
Short-Answer Questions						
1A	See below.	Claims	Causation	ENV	KC-6.1.III.A	641–645
1B	See below.	Contextualization	Causation	ENV	KC-6.1.III.A	644
1C	See below.	Contextualization	Causation	ENV	KC-6.1.III	641
2A	See below.	Contextualization	Causation	ENV	KC-6.1.III	643
2B	See below.	Contextualization	Causation	ENV	KC-6.1.III	643–644
2C	See below.	Contextualization	Causation	ENV	KC-6.1.III	641

Short-Answer Question Responses

1A. Many governments impose punitive tariffs or taxes on medicines.

1B. Each week, more than 600 young women between the ages of 15 and 24 become infected with HIV because they lack access to health care and the medications that could save their lives.

1C. Smallpox devastated the native populations of the Americas and Australia.

2A. The development of vaccines has helped eliminate polio from all but a few countries.

2B. An influenza epidemic in 1918–1919 killed 20 million people worldwide.

2C. The World Health Organization conducted a global vaccination campaign to wipe out smallpox, and by 1979 the deadly disease was eliminated from the planet except for the culture kept alive at the Centers for Disease Control in the United States.

Think As a Historian, page 648

The pathogen may have originated either in an army camp in Europe or in an army training camp in the United States. It may have originated as an avian flu or swine flu. The pathogen was able to thrive because of the millions of soldiers from five continents forced to live for long periods in trenches under filthy and humid conditions, exposed to the elements, and in contact with birds and pigs. It was probably spread as troops came into contact with other troops, and later as they returned to their homelands.

Reflect on the Topic Essential Question, page 648

1. Students should discuss the relationship between diseases and poverty, emerging epidemics, and diseases associated with longevity, as well as the ways in which technology has helped humans deal with disease.

Topic 9.3 Technology and the Environment

Questions are on pages 654–655.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Sources	Causation	ENV	KC-6.1.II.B	652–653
2	B	Contextualization	Causation	ENV	KC-6.1.II.B	652–653
3	D	Contextualization	Causation	ENV	KC-6.1.II.B	649–653
Short-Answer Questions						
1A	See below.	Contextualization	Causation	ENV	KC-6.1.II.B	650, 652–653
1B	See below.	Contextualization	Causation	ENV	KC-6.1.II.B	652
1C	See below.	Contextualization	Causation	ENV	KC-6.1.II.B	653
2A	See below.	Claims	Causation	ENV	KC-6.1.II.B	652
2B	See below.	Connections	Causation	ENV	KC-6.1.II.A	650–651
2C	See below.	Contextualization	Causation	ENV	KC-6.1.II.A	649, 651–652

Short-Answer Question Responses

1A. Global warming contributes to more powerful hurricanes, more severe droughts, and rising sea levels. .

1B. The Paris Agreement was a response to rising temperatures due to the burning of fossil fuels

1C. It marks a concerted effort by virtually all the nations of the world to take action to slow the rate of global warming.

2A. Climate-change skeptics question whether global warming is happening and whether human activities have any influence on the climate.

2B. According to the UN, 31 countries face water scarcity and more than 1 billion people lack clean, accessible drinking water. As water consumption continues to increase, some corporate interests are depleting, polluting, and exploiting water sources. By 2025, half of the world's population will lack clean and safe drinking water.

2C. The population has grown from 1.6 billion in 1900 to 6.12 billion in 2000. Growing populations led to a demand for more croplands, which resulted in deforestation and desertification.

Think As a Historian: Environmental Changes in Different Contexts, page 656

Following the Cold War, the former command economies of the Soviet Union and Eastern Europe became market economies. In addition, industry spread to developing countries, creating new middle classes that increased the market for products like cars that require metals and other resources that also contribute to pollution. Cities are growing in number and in size, taking land that could have been used for agriculture, which causes more land to be cleared of forests for agricultural use. City dwellers also produce vast amounts of waste, some of which pollutes the water they depend on.

Reflect on the Topic Essential Question, page 656

1. Students should explain the causes of environmental changes, including population growth, urbanization, globalization and industrialization, and the effects of environmental changes, including the depletion of resources, changes in the atmosphere, and global warming.

Topic 9.4 Economics in the Global Age

Questions are on pages 664–665.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Claims	Causation	ECN	KC-6.3.I.E	662
2	A	Contextualization	Causation	ECN	KC-6.3.I.E	662–663
3	C	Claims	Causation	ECN	KC-6.3.I.E	662–663
Short-Answer Questions						
1A	See below.	Connections	Causation	ECN	KC-6.3.I.E	660
1B	See below.	Contextualization	Causation	ECN	KC-6.3.I.E	657, 659–662
1C	See below.	Connections	Comparison	ECN	KC-6.3.I.E	660–661
2A	See below.	Contextualization	Causation	ECN	KC-6.3.I.D	657–658, 660–661
2B	See below.	Connections	Causation	ECN	KC-6.3.I.E	659–660
2C	See below.	Developments	Causation	ECN	KC-6.3.I.E	661

Short-Answer Question Responses

1A. Vietnam would use the imported cotton from Texas to manufacture textiles in its mills.

1B. Multinational corporations located their manufacturing facilities in countries where labor was cheap.

1C. Both countries attract manufacturing jobs because of their low wages, lower benefits, and weak safety standards.

2A. One way governments encouraged economic liberalism was to relax restrictions on trade.

2B. Revolutions in information and communications technology allowed some countries to change from agrarian or manufacturing economies to knowledge economies, developing software, as in Finland, or providing banking and financial services like Japan.

2C. Honduras, the second-largest exporter of textiles in the Americas, has sought to upgrade its manufacturing using principles of sustainability and fair labor practices through business-government partnerships.

Think As a Historian, page 666

The two statements agree on the main points—that free trade, which is an example of globalization, means the loss of many U.S. jobs because of foreign competition. Sanders sees nothing good about free trade, however, whereas Hogan says that many U.S. workers have benefited. Sanders's negative statement is aimed to influence voters to vote for him. Hogan's statement is part of a report on the knowledge economy, and acknowledges the inevitable loss of jobs but sees opportunities as well in the wake of globalization. It takes a more positive approach to what seems to be an inevitable trend.

Reflect on the Topic Essential Question, page 666

1. Students should mention the growth of free-market economies and the knowledge economy, the shift of manufacturing, free-trade organizations, and multinational corporations.

Topic 9.5   Calls for Reforms and Responses

Questions are on pages 676–677.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Contextualization	Continuity/Change	SIO	KC-6.3.III.ii	670–672
2	C	Contextualization	Causation	SIO	KC-6.3.III.ii	671–672
3	A	Connections	Comparison	SIO	KC-6.3.III.ii	671–672

Short-Answer Questions						
1A	See below.	Arguments	Continuity/Change	SIO	KC-6.3.III.i	497–498, 673
1B	See below.	Contextualization	Continuity/Change	SIO	KC-6.3.III.i	673
1C	See below.	Connections	Comparison	SIO	KC-6.3.III.ii	670–671, 673
2A	See below.	Developments	Continuity/Change	SIO	KC-6.3.III.i	667
2B	See below.	Contextualization	Causation	SIO	KC-6.3.III.ii	599–600, 669
2C	See below.	Contextualization	Causation	SIO	KC-6.3.III.i	668

Short-Answer Question Responses

1A. Tiananmen Square represented a continuation of the May Fourth Movement 70 years before. Both movements were led by pro-democracy activists.

1B. The Chinese government did attack the protesters and killed hundreds, if not thousands, of them. It has tried to erase the Tiananmen Square protest from history so that it won't inspire future protesters. Chai was probably correct in believing that he would be killed for his part in the protest.

1C. Black protests in South Africa were crushed violently by the government, just as the Tiananmen Square protest was crushed by the Chinese government.

2A. In the United States, desegregation of schools helped bring about educational equality for African Americans. It affected social structures by bringing blacks and whites together in schools rather than being educated separately. (Along with the Civil Rights Act and other legislation, it also helped improve opportunities for African Americans.).

2B. People worked to get the United Nations to adopt the Universal Declaration of Human Rights, which states that everyone is entitled to these rights without distinctions based on race, class, sex, religion, or other status

2C. The United Nations held the first World Conference on Women in 1975, which brought together representatives from 133 nations to plan for the advancement of women over the next decade.

Think As a Historian: Human Rights in a Digital Age, page 678

Students' answers will vary, but they might mention efforts by extremists to promote conspiracy theories, advocate white supremacy, or deny the Holocaust; attempts by one country to use social media to sway elections or create social conflict in another country; or uses of technology by companies and governments to gather information on individuals that would have been private in the past.

Reflect on the Topic Essential Question, page 678

1. Students should discuss the UN's promotion of human rights through the Universal Declaration, UNICEF, and the World Court; pro-democracy movements; and movements for gender and racial equality, environmental repair, and economic fairness.

Topic 9.6 Globalized Culture

Questions are on pages 685–687.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Contextualization	Causation	CDI	KC-6.3.IV.ii	512–513
2	C	Claims	Continuity/Change	CDI	KC-6.3.IV.iii	682
3	A	Claims	Continuity/Change	CDI	KC-6.3.IV.ii	679–683
Short-Answer Questions						
1A	See below.	Connections	Continuity/Change	CDI	KC-6.2.IV.C	633, 679, 682–683
1B	See below.	Connections	Continuity/Change	CDI	KC-6.3.IV.ii	682–683
1C	See below.	Connections	Continuity/Change	CDI	KC-6.3.IV.iii	681–683
2A	See below.	Contextualization	Causation	CDI	KC-6.3.IV.i	680
2B	See below.	Contextualization	Causation	CDI	KC-6.3.IV.i	680
2C	See below.	Contextualization	Causation	CDI	KC-6.3.IV.iii	682

Short-Answer Question Responses

1A. Today, social media such as Facebook and Twitter provide a means of communicating instantaneously, helping to inspire and motivate activists—a fact that has caused some countries, such as China, to ban social media from outside the country. The Chinese government censors any criticism of the Communist Party.

1B. Facebook, Twitter, and other forms of social media played a part in the "Arab Spring," a series of antigovernmental protests and uprisings that spread from country to country in North Africa and the Middle East as people shared their protest experiences on social media. Malala Yousafzai has acknowledged the effectiveness of social media as a tool for good.

1C. Globalization since the Cold War has taken place increasingly on the Internet, which has become a major source of information. It allows information (and disinformation) to be communicated instantaneously around the world.

2A. Movies created a culture shared throughout the nation and around the world. Hollywood's movies carried American culture and the English language all over the world.

2B. Changes in the arts reflected changes in long-held beliefs, such as Einstein's ideas about physical reality, Freud's examination of the human psyche, and Sartre's idea that nothing has meaning. Cubist art challenged perspective, stream-of-consciousness writing rebelled against traditional narrative forms, and atonal music explored new forms of musical expression outside of familiar tonalities.

2C. Online commerce makes shopping a global affair, with sites like Amazon, eBay, and Alibaba providing huge selections of products to an international market.

Think As a Historian: Compare Periods of Globalization, page 687

1. During the years 1870–1914, the exchanges were initiated by the imperial powers, which saw colonies as a source of raw materials for their factories and as a market for manufactured goods. The colonies did not have much choice in the matter. The globalization that has taken place since

1960 has been less coercive and more insidious: it has occurred largely as a result of television and, more recently, the Internet, but also because of global brands such as McDonald's, Nike, Apple, and Coke.

2. The British, Dutch, French, and other colonial powers led the way in 1870–1914. The United States has led the way since 1960.

3. Capitalism—the desire to make profits—has led the way in globalization. In 1870–1914, colonies provided markets for goods manufactured in Europe. Today, in an effort to remain profitable, many American and European companies have shifted their manufacturing to Asia and Latin America, where goods can be produced more cheaply because of lower wages and fewer safety regulations.

4. Knowledge economies are a recent development. As industrial production and manufacturing have moved offshore, knowledge economies spurred by developments in communications technology have largely replaced them in the United States and Europe. They are beginning to do the same in some other countries, such as Japan and India.

Reflect on the Topic Essential Question, page 687

1. Students should mention the political, social, and artistic changes brought about by the globalization of ideas; the globalization of popular culture; the global consumer culture; and the effects of global culture on religions.

Topic 9.7   Resistance to Globalization

Questions are on pages 693–694.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Claims	Causation	CDI	KC-6.3.IV.iv	688–692
2	C	Contextualization	Causation	CDI	KC-6.3.IV.iv	688, 690–691
3	A	Sources	Causation	CDI	KC-6.3.IV.iv	688, 690–691
Short-Answer Questions						
1A	See below.	Connections	Comparison	CDI	KC-6.3.IV.iv	277, 333–334
1B	See below.	Argumentation	Causation	CDI	KC-6.3.IV.iv	691–692
1C	See below.	Argumentation	Continuity/Change	CDI	KC-6.3.IV.iv	688, 692
2A	See below.	Contextualization	Continuity/Change	CDI	KC-6.3.IV.iv	688
2B	See below.	Contextualization	Causation	CDI	KC-6.3.IV.iv	691–692
2C	See below.	Contextualization	Causation	CDI	KC-6.3.IV.iv	691

Short-Answer Question Responses

1A. Jean-Jacques Rousseau criticized how society taught people to behave. Karl Marx criticized how capitalism dehumanized workers. John Stuart Mill questioned whether the modern economic system made people better off.

1B. Consumers don't trust transnational companies to behave responsibly.

1C. Countries like Saudi Arabia and China have resisted cultural globalization. They restrict how people and ideas cross borders, but they want goods and money to flow freely.

2A. North Korea has resisted economic and cultural globalization.

2B. Many people object to the fact that consumers buy products with a few clicks of the mouse without having any idea of who creates those products and what the short- and long-term costs are, such as poor working conditions (including child labor).

2C. People have protested the World Bank and the International Monetary Fund because they believe they favor richer nations over poorer ones.

Think As a Historian: Compare Points of View, page 695

1. The global economy is inevitable, so we should try to make the most of it. His point of view is one of embracing the inevitable. Companies that were able to adapt to the global economy were able to thrive, but those that couldn't often failed.

2. We should resist the global economy in order to protect the American economy and standard of living. Hoffa's point of view was that the United States needed to insulate itself from the global economy. Unions weakened as jobs went overseas, and people who had formerly held union jobs found their standard of living declining when they had to take lower-paying jobs with fewer benefits.

Reflect on the Topic Essential Question, page 695

1. Students should discuss the roots of globalization and anti-globalization, the reasons for resistance to globalization, economic resistance to globalization, and the role of social media in spreading resistance to globalization.

Topic 9.8 Institutions Developing in a Globalized World

Questions are on pages 703–705.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	D	Contextualization	Causation	GOV	KC-6.3.II.A	696–698
2	B	Contextualization	Causation	GOV	KC-6.3.II.A	700
3	B	Contextualization	Causation	GOV	KC-6.3.II.A	698, 700

Short-Answer Questions							
1A	See below.	Claims	Causation	GOV	KC-6.3.II.A	696–698, 700
1B	See below.	Claims	Causation	GOV	KC-6.3.II.A	700
1C	See below.	Connections	Causation	GOV	KC-6.3.II.A	667, 679
2A	See below.	Contextualization	Causation	GOV	KC-6.3.II.A	700
2B	See below.	Contextualization	Causation	GOV	KC-6.3.II.A	702
2C	See below.	Contextualization	Causation	GOV	KC-6.3.II.A	701

Short-Answer Question Responses

1A. In spite of its shortcomings, the United Nations has helped develop a global consciousness, giving all member countries a sense of being part of a worldwide community.

1B. Sometimes the sense of being part of a worldwide community gets stretched to the point of breaking. The United Kingdom, Singapore, Israel, and the United States left UNESCO in disputes over politics and priorities. The UK and Singapore rejoined the organization, but the U.S. has not.

1C. The United Nations spearheaded the decolonization process, which resulted in the creation of many new nations to participate as equals on the world stage.

2A. The UN program Human Rights Watch has monitored human rights abuses in 100 countries.

2B. Established in 1992, the Center for International Humanitarian Cooperation promotes healing and peace in countries affected by natural disasters, armed conflicts, and ethnic violence.

2C. The International Peace Bureau began working for nuclear disarmament in the 1980s and lobbied governments to reduce military spending.

Think As a Historian: Compare Two Arguments on the United Nations, pages 705–706

Burke-White argues that the UN offers the best hope for dealing with the challenges and dangers the global community faces today. Abraham Bell argues that the UN has had little effect in dealing with those problems and therefore has not had a positive effect. Burke-White mentions a variety of ways in which the UN can have an effect, including regulating the Internet, responding to global warming, combating terrorism, and addressing pandemics. Bell mentions the UN's inability to prevent North Korea from gaining nuclear weapons as a reason to view the organization as a failure, but he says nothing about global warming and pandemics, and he actually gives the UN credit for collecting information about Al Qaeda (although he says the UN has undermined other antiterror efforts, but gives no examples).

Reflect on the Topic Essential Question, page 706

1. Students should discuss the creation of the United Nations as a successor to the League of Nations, the UN's stand on human rights, the UN's peacekeeping efforts, and other UN priorities such as protecting refugees and feeding the hungry. They should also mention the role of international financial NGOs and other NGOs that work for peace and cooperation.

Topic 9.9 Continuity and Change in a Globalized World

Reflect on the Essential Question, page 712

1. Students might note that this passage is essentially true today, though it is no longer available only to inhabitants of London but to people living almost anywhere in the world, and instead of using a telephone, they would be using a smartphone. And today, the products they ordered would probably be made in developing countries rather than in one of the old industrial nations, with overnight shipping available almost anywhere, and same-day shipping in many cities.

   There are other changes as well. Women have the right to vote in most countries and barriers based on sex are being eliminated. Even at that time, cultural exchanges were taking place between colonies and the lands they governed, but today American popular culture dominates the world, but with other influences such as reggae, international cuisines, Bollywood, anime, and K-pop. Streaming video sites such as YouTube help bring new artists a worldwide audience, and the Internet allows instant communication of news and trends.

2. Students should mention continuity and change in the wake of advances in science and technology, including medicine, transportation, and communication as well as social, economic, political, cultural, and environmental changes as a result of globalization.

Write As a Historian, page 714

Students will revise and edit their own LEQ answer.

Unit 9 Review

Long Essay Question, page 715

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
1	See below.	Contextualization	Causation		KC-6.1.I.A	633, 709
2	See below.	Connections	Causation		KC-6.1	522, 644
3	See below.	Connections	Comparison		KC-6.2.III.A.ii	574–575, 589–591, 592–593
4	See below.	Connections	Comparison		KC-6.2.IV.C.ii	562–565

1. Students should note that changes in transportation have made it possible for more people to migrate more easily from less-developed countries to more-developed ones, creating a "brain drain" in some countries, and that changes in communication helped bring about the democratic movements of the "Arab Spring" in North Africa and the Middle East.

2. Students should note that both were worldwide epidemics caused by viruses. However, influenza spread much more easily and affected a much larger percentage of people in the affected regions. AIDS could only be spread through bodily fluids, so it was much less contagious and tended to affect certain more susceptible populations.

3. Students should mention that both partitions were intended to bring peace by separating people of different religions—Hindu India and Muslim Pakistan, Jewish Israel and Muslim Palestine—but that neither brought peace. One difference between the two is that Jews began settling in Palestine in the late 19th century as a result of the Zionist movement for a Jewish homeland, displacing the Muslim Arabs who already lived there. However, India's Muslim minority were not newcomers; Muslims had been in India since the 7th century.

4. After World War II, the Allies partitioned Germany into four zones. The zones controlled by Britain, France, and the United States combined to form capitalist West Germany, while the Soviet-controlled zone became communist East Germany. The Soviet Union occupied North Korea, which became a communist state, and the United States and its allies occupied the south, which remains a capitalist nation. North Korea invaded South Korea in an effort to reunite the country, resulting in the Korean War. Korea is still divided. Neither Germany ever invaded the other, but in 1990 East and West Germany reunited as one country.

Document-Based Question, page 716

Knowledge concerning diseases, preventative measures, and vaccines have made significant leaps from the time of the 1600s to present day. This began with medical advancements in understanding the human body and its functions during the Scientific Revolution, followed by further improvements in the understanding of the spread of diseases and measures to stop this during the Industrial Revolution. This progressed to a greater ability of new technologies to aid in determining the complex structures of many viruses and the ability to create medicines that led to the prevention of illness during the later 20th century. Despite these tremendous gains in medical science, disease is still a problem faced by all people of the world. People living in developing countries suffer far greater instances of preventable disease and death. Poverty plays a large role in determining the impact that diseases will have on the population of a country. However, developed countries also face difficulties in combating diseases associated with longer life spans.

A United Nations report on HIV/AIDS from 2018 (Doc. 5) clearly shows the large gaps between developed and developing countries in containing and addressing this epidemic. Nearly 26 million of the 39 million people in the world in 2016 living with HIV were from Africa. The United Nations map of the Least Developed Countries (Doc. 6) shows that these countries tend to be heavily clustered in Africa, with 33 African nations listed, thus showing a connection between these developing countries and their much higher rates of disease. While HIV/AIDS is not a disease that has a vaccine or is curable, you still see that countries that are more developed, like Western and Central Europe and North America, have significantly smaller numbers of infections, with only around 2 million people (Doc. 5). As an organization designated to seek peace and betterment for the world, the United Nations goal in publishing this information about the impacts of HIV/AIDS is likely to increase the public's knowledge so that more aid and resources can be directed to address the epidemic in these countries. Especially as the United Nations member states are made up by a majority of developing countries, they would see the utmost importance in working to address the HIV/AIDS epidemic. An article in The Conversation reveals other areas where developing countries are suffering higher rates of preventable diseases (Doc. 4). The article highlights that two thirds of the deaths from cholera occur in developing countries. The article further explains that since cholera is transmitted through contaminated water or food, developing countries have a much greater difficulty in slowing the spread of this disease because they suffer from high poverty levels and lack access to clean water, sanitation facilities, and basic infrastructure. Common civil unrest and refugee problems in developing countries only exacerbate the problem. Yet, if vaccines were readily available, up to 65% of the population would be protected. A Huffington Post article in 2018 (Doc. 7) corroborates the previous documents' arguments about cholera (and also HIV/AIDS) but points out that the issues developing countries face with diseases extend far beyond these more well-known afflictions. The World Health Organization (WHO) has even designated many of the diseases impacting the world's poorest countries as "neglected tropical diseases." Not only does this lead to many more deaths from disease, but it further cripples these developing countries' economies as they spend significant portions of their limited economies to deal with the impacts of disease. The author of this article may have wanted to highlight the impact that these unknown diseases have on keeping developing

countries locked in a cycle of economic poverty in an attempt to bring light to these diseases so more aid would be directed to helping less well-known illnesses. These four sources all serve to identify the wide disparity between the impacts of disease in developing and developed countries.

In contrast, a study conducted by UNICEF in 1996 highlighted the successes being made by vaccines in eradication of diseases like smallpox (Doc. 1). It explains that while only about 25% of children in the developing world were receiving vaccines in 1980, that number had grown to over 80% of infants by 1990. One reason UNICEF may have wanted to focus on this statistic, or even inflate the numbers, is because they were one of the two groups that called for a commitment to reach the 80% goal by 1990. This would give them great incentive to ensure either this accurate increase was touted or could possibly lead to falsification of statistics. The article from The Conversation (Doc. 4) in 2017 serves to counter the hopeful views of UNICEF in 1996 by showing that up to 143,000 people still die each year from preventable diseases. This article would appear to show that UNICEF and other aid agencies were not able to continue to improve on advances made between the 1980s and 1990s.

Yet, it is not only developing countries that have been impacted by diseases. Developed countries also face issues in dealing with diseases and their impacts on the population. Jane Barratt, the Secretary General of the International Federation on Ageing (Doc. 3) explains that people in high, middle, and low-income countries are all suffering from the results of longer lives. Despite people in both developed and developing countries living longer, their lives may be less active and healthy. Many of these people end up facing chronic diseases like heart disease and diabetes. She specifically points out several highly developed countries where this is the case – Japan, South Korea, and Germany. Jane Barratt's purpose in publishing this article may have been to reveal that living longer lives may not always be positive, and, in fact, could be causing new diseases associated with less active and healthy lives. Mark Fischetti in Scientific American (Doc. 2) agrees with Barratt's concerns. He concurs that in developed nations, most illness stems from poor lifestyle choices like diet and exercise, but also points out that this is a growing issue in developing countries. He states that while those countries are finding some success in ending communicable diseases like malaria, this has the impact of increasing the age of the population. This puts them at the same risks for those illnesses plaguing developed countries, like heart and lung disease and back pain. But, he concludes that the developing nature of these countries may allow them to create health policies that will combat these new threats while eliminating the old.

Practice Exam

The practice exam was revised for the 2020–2021 school year to more closely match the AP® exam. The following answers are for the practice exam printed in the student book with a copyright of 2021.

Section 1

Questions are on pages 722–744.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Part A: Multiple-Choice Questions						
1	A	Sourcing	Causation	GOV	KC-3.1.I.E.ii	46, 106–107
2	D	Claims	Causation	GOV	KC-3.1.I.E.ii	46, 106–107
3	B	Argumentation	Causation	ECN	KC-3.3.III.A.i, KC-3.3.I.B	lvi–lvii, 5
4	D	Developments	Causation	ENV	KC-3.3.III.A.i, KC-3.3.I.B	vi–lvii, 5
5	D	Claims	Causation	CDI	KC-3.1.I.E.i	86–91
6	A	Developments	Continuity/Change	GOV	KC-3.1.I.E.i	86–91

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
7	A	Sourcing	Causation	CDI	KC-4.1.III.B	199–202
8	C	Developments	Continuity/Change	ECN	KC-4.1.III.B	199–202, 204
9	A	Developments	Causation	ECN	KC-4.1.III.B	199–202, 204
10	B	Connections	Causation	ECN	KC-4.3.II.B	95–97, 146–149
11	B	Developments	Causation	TEC	KC-4.3.II.B	95–97, 146–149
12	C	Contextualization	Comparison	CDI	KC-3.1.I.E.ii	45–46, 49
13	A	Claims	Continuity/Change	SOI	KC-3.1.I.E.ii	45–46, 49
14	B	Arguments	Causation	TEC	KC-4.3.II, KC-4.3.II.B	143, 146–151
15	B	Connections	Continuity/Change	CDI	KC-4.3.II, KC-4.3.II.B	143, 146–151
16	D	Claims	Continuity/Change	CDI	KC-4.3.I.D, KC-4.3.III.iii	209–221
17	D	Contextualization	Causation	CDI	KC-4.3.I.D	209–221
18	D	Connections	Continuity/Change	ECN	KC-5.1.I.A	211–212
19	C	Argumentation	Continuity/Change	ECN	KC-4.1.IV.D.i	211–212
20	B	Developments	Causation	ECN	KC-4.1.IV.C	211–212, 224, 263
21	A	Contextualization	Causation	ECN	KC-5.1.III.A	277, 297, 325
22	D	Connections	Causation	ECN	KC-5.1.III.A	277, 325
23	C	Developments	Comparison	ECN	KC-5.1.III.A	277, 325
24	B	Developments	Causation	GOV	KC-5.2.I.E	408–409
25	B	Developments	Causation	GOV	KC-5.2.I.E	408–409
26	B	Sourcing	Causation	ECN	KC-5.1.V.A	332–333
27	A	Sourcing	Comparison	ECN	KC-5.1.V.A	332–333
28	B	Contextualization	Continuity/Change	ECN	KC-5.1.V.A	332–333
29	C	Developments	Causation	ECN	KC-5.3.IV.A.	334
30	A	Claims	Causation	ECN	KC-5.3.IV.A	334
31	B	Connections	Comparison	ECN	KC-5.1.V.A	334
32	A	Connections	Comparison	SIO	KC-5.2.II.A	319–320
33	D	Sourcing	Causation	SIO	KC-5.2.II.A	319–320
34	C	Claims	Causation	SIO	KC-5.2.II.B	454
35	B	Contextualization	Causation	SIO	KC-5.2.II.B	319–320, 380
36	A	Claims	Causation	GOV	KC-6.2.I.B	494–495
37	A	Claims	Continuity/Change	GOV	KC-6.2.I.B	494–495
38	B	Sourcing	Causation	SOI	KC-6.2.II.A	392
39	D	Developments	Causation	SOI	KC-6.2.II.A	392

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
40	C	Connections	Causation	ENV	KC-6.2.II.A	392
41	D	Contextualization	Continuity/Change	CDI	KC-6.2.III.A.ii	579–580
42	C	Developments	Causation	GOV	KC-6.2.III.A.ii	579–580
43	A	Developments	Causation	GOV	KC-6.2.III.A.ii	579–580
44	C	Claims	Causation	GOV	KC-6.2.IV.D	563
45	D	Sourcing	Continuity/Change	GOV	KC-6.2.IV.D	563
46	A	Sourcing	Causation	GOV	KC-6.2.IV.D	563
47	D	Contextualization	Causation	GOV	KC-6.2.II.B, KC-6.2.III.A.ii	584–585
48	B	Contextualization	Causation	CD1	KC-6.2.II.B, KC-6.2.III.A.ii	584–585
49	B	Connections	Comparison	GOV	KC-6.2.II.B, KC-6.2.III.A.ii	584–585
50	C	Contextualization	Continuity/Change	ENV	KC-6.1.I.B	634–635
51	B	Contextualization	Continuity/Change	SOI	KC-6.1.I.B	634–635
52	A	Claims	Continuity/Change	ECN	KC-6.1.I.B	634–635
53	D	Sourcing	Causation	CDI	KC-6.3.IV	680–683
54	C	Claims	Causation	CDI	KC-6.3.IV	680–683
55	A	Developments	Causation	CDI	KC-6.3.IV	680–683

Part B: Short-Answer Questions						
1A	See below.	Connections	Comparison	SIO	KC-4.2.II.B KC-4.2.II.C	225
1B	See below.	Connections	Comparison	SIO	KC-4.2.II.B KC-4.2.II.C	225–227
1C	See below.	Developments	Causation	ENV	KC-4.1.V.B	211
2A	See below.	Connections	Comparison	CDI	KC-4.1.VI.i	168
2B	See below.	Connections	Comparison	CDI	KC-4.1.VI.i	168
2C	See below.	Contextualization	Causation	CDI	KC-4.1.VI.i	168
3A	See below.	Contextualization	Continuity/Change	ECN	KC-3.1.I.A.i	77
3B	See below.	Developments	Continuity/Change	ECN	KC-3.1.I.A.i	78–79
3C	See below.	Developments	Continuity/Change	ECN	KC-3.1.I.C.i	79–80
4A	See below.	Connections	Continuity/Change	GOV	KC-6.2.IV.B.i KC-6.2.IV.B.ii	463, 504, 506
4B	See below.	Connections	Continuity/Change	GOV	KC-6.2.IV.A.i	474
4C	See below.	Connections	Continuity/Change	GOV	KC-6.2.I.B	497–499

Short-Answer Question Responses

1A. Both the transatlantic slave trade and slave trade in the other regions targeted Africans.

1B. Most enslaved people in the transatlantic slave trade were from West Africa, whereas most of the enslaved people in the Indian Ocean slave trade—in Africa, the Middle East, and India—were from eastern Africa.

1C. The profitability of sugar in European markets dramatically increased the number of Africans captured and sold through the transatlantic slave trade. Sugar cultivation in Brazil demanded the constant importation of African labor.

2A. He believed that the selling of indulgences has made people lose respect for the pope.

2B. He says that they are taught that it is more important to buy absolution from punishment for sin than to give alms to the needy.

2C. Huldrych Zwingli wanted religion to follow the exact teachings of the scriptures and discard customs.

3A. The Silk Roads were essential to interregional trade between 1200 and 1750.

3B. One change over time was the transfer of a system of credit known as flying cash from China to Europe, which led to the establishment of banking houses in Europe.

3C. The city of Kashgar was a center of trade where the northern and southern routes of the Silk Roads crossed. Originally primarily a Buddhist city, it became a center of Islamic scholarship as a result of the influence of Muslim traders and missionaries traveling on the Silk Roads.

4A. The nations of Europe formed rival alliances for mutual defense that ended up helping to trigger the two world wars.

4B. The Treaty of Versailles called for the creation of a League of Nations, where all the nations of the world could convene to discuss conflicts openly and try to avoid future wars.

4C. Japan had already taken control of Korea in 1910, and entered World War I hoping to get German colonies in Asia and the Pacific at the end of the war. It continued to expand its empire, setting up the puppet state of Manchukuo in China, then seizing the Philippines, the Dutch East Indies, Malaya, Burma, and numerous Pacific islands.

Section 2

Part A: Document-Based Question, page 747

1. There are three continuities in the relationship between China and Great Britain between 1792 and 1900: the isolationist attitude of the Chinese, the condescending attitude of the British toward the Chinese, and the trade in opium.

The letter written by the Chinese emperor and the cartoon showing the reception of Lord Macartney reveal the isolationist attitude of the Chinese. The cartoon shows the British in a deferential position, being met with cold indifference from the Chinese court (2). The letter expresses a similar attitude, indicating in no uncertain terms that there is nothing that the Chinese lack and that the British (or other Western powers) have nothing the Chinese would be interested in (3).

The attitude of superiority on the part of the British is revealed in Lord Macartney's description of his visit to China. He compares the Chinese court to a laughable puppet show he witnessed as a child (4).

The chart of opium imported into China shows the final continuity. Although amounts varied during the period, some opium was consistently imported into China (1).

There were some changes in relations between the two powers during the period. By the 1830s, the Chinese were forced to negotiate with Britain regarding opium. The imperial commissioner of China had to petition and plead with Queen Victoria to have the opium trade stopped (5). On the British side, Lord Palmerston's letter and Sir George Staunton's speech to the House of Commons reveal some concessions toward the Chinese. Both documents acknowledge the evils of opium and express an understanding of the Chinese objections to the trade (6, 7). Finally, in the Treaty of Nanking that ended the Opium War in 1842, the Chinese were forced to cede Hong Kong to the British in perpetuity.

Part B: Long Essay Question, page 751

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
2	See below.	Argumentation	Continuity/Change	CDI	KC-3.1.III.D.iv	23–29
3	See below.	Argumentation	Causation	ECN	KC-3.1.I.A.ii	27
4	See below.	Argumentation	Continuity/Change	GOV	KC-6.2.III.A.ii	390, 496–497, 592

2. Students should note that Hinduism provided some cultural unity throughout South Asia. In the early 13th century Muslim forces brought Islam to India, and the interaction of Hindus and Muslims dominated the political history during the Delhi Sultanate, and later during the Mughal Empire. The Muslims found that they could not force their Hindu and Buddhist subjects to convert; those who converted to Islam did so voluntarily. With its emphasis on equality of all believers, Islam appealed to low-caste Hindus. Otherwise, the arrival of Islam did not alter the caste system in South Asia.

Indian merchants carried their religions to Southeast Asia, where there were Hindu and Buddhist kingdoms. The Majapahit Kingdom on Java was Buddhist, as were the Sinhala dynasties of Sri Lanka, which became a center of Buddhist study. The Khmer Empire was originally Hindu, but at some point the rulers became Buddhist. They added Buddhist sculptures and artwork to temples without destroying the original Hindu artwork. Islam spread to Sumatra, Java, and the Malay Peninsula

3. Students should note that trading networks in the Indian Ocean fostered the growth of states. For example, one Muslim city-state, Malacca, became wealthy by building a navy and imposing fees on ships that passed through the Strait of Malacca. The Sultan of Malacca became so powerful in the 1400s that he expanded his state into Sumatra and the southern Malay Peninsula.

4. Students might mention that Britain took control of the entire Indian subcontinent in 1858 following the Sepoy Mutiny. Under the Raj, many Indians attended British universities. In 1885, several British-educated Indians helped establish the Indian National Congress as a forum to air grievances to the colonial government. The Congress soon began to call for self-rule.

In the 1920s, Mohandas Gandhi embarked on a campaign of civil disobedience to bring the injustice of British rule to the world's attention. Gandhi wore the traditional Hindu dhoti rather than Western-style clothing as a protest against British fabrics made from Indian cotton and sold to Indians at inflated prices. He led a march to the Arabian Sea to protest British laws that forbade Indians to produce their own sea salt.

A Muslim leader, Muhammad Ali Jinnah, put forward a two-state approach to Indian independence as a solution to conflict between Hindus and Muslims. In 1947, Britain divided colonial India into two separate countries, a mostly Hindu India and a mostly Muslim Pakistan. Violence broke out immediately as 10 million people moved from one of the new nations to the other. Between 500,000 and one million people died in the political turmoil. Tensions continue to this day, with India and Pakistan both claiming Kashmir: most of Kashmir's people were Muslims, but the leader was a Hindu.

Correlation to the AP® World History: Modern
Course and Exam Description (effective Fall 2019)

Correlation to the Historical Thinking Skills

Historical Thinking Skills	Text Pages
1: Developments and Processes—Identify and explain historical developments and processes.	
1.A: Identify a historical concept, development, or process.	12, 22, 50, 82, 165, 195, 215, 230, 340, 385, 426, 490, 586, 612, 638, 664
1.B: Explain a historical concept, development, or process.	22, 52, 63, 64, 83, 94, 101, 109, 110, 125, 197, 206, 216, 231, 240, 250, 258, 302, 303, 309, 315, 316, 330, 340, 405, 415, 428, 437, 438, 459, 468, 477, 492, 530, 552, 561, 577, 596, 606, 614, 639, 677
2: Sourcing and Situation—Analyze sourcing and situation of primary and secondary sources.	
2.A: Identify a source's point of view, purpose, historical situation, and/or audience.	30, 83, 92, 119, 174, 206, 239, 257, 295, 302, 307, 395, 406, 436, 459, 477, 501, 605, 654, 704
2.B: Explain the point of view, purpose, historical situation, and/ or audience of a source.	40, 63, 176, 231, 268, 342, 502, 510, 607, 666, 687
2.C: Explain the significance of a source's point of view, purpose, historical situation, and/ or audience, including how these might limit the use(s) of a source.	20, 120, 185, 268, 397, 607, 704
3: Claims and Evidence in Sources—Analyze arguments in primary and secondary sources.	
3.A: Identify and describe a claim and/or argument in a text-based or non-text-based source.	32, 41, 217, 230, 241, 258, 315, 342, 373, 386, 427, 436, 613, 686, 693
3.B: Identify the evidence used in a source to support an argument.	134, 152, 206, 217, 322, 479, 560, 576, 647
3.C: Compare the arguments or main ideas of two sources.	134, 284, 296, 500, 577, 695, 705
3.D: Explain how claims or evidence support, modify, or refute a source's argument.	41, 93, 175, 259, 302, 323, 479, 520, 569, 597
4: Contextualization—Analyze the context of historical events, developments, or processes.	
4.A: Identify and describe a historical context for a specific historical development or process.	13, 32, 84, 108, 166, 197, 198, 283, 314, 316, 348, 372, 467, 528, 559, 587, 614, 622, 647, 685, 703
4.B: Explain how a specific historical development or process is situated within a broader historical context.	14, 63, 154, 309, 349, 350, 374, 387, 396, 416, 460, 501, 553, 613, 648, 655, 656, 666, 678, 694
5: Making Connections—Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.	
5.A: Identify patterns among or connections between historical developments and processes.	13, 51, 102, 126, 164, 198, 207, 230, 242, 248, 257, 294, 373, 501, 529, 535, 640, 646, 655
5.B: Explain how a historical development or process relates to another historical development or process.	13, 16, 31, 52, 68, 94, 110, 119, 133, 152, 153, 175, 207, 208, 216, 217, 241, 249, 283, 295, 296, 308, 322, 324, 331, 341, 356, 386, 405, 428, 442, 490, 510, 518, 529, 561, 568, 569, 570, 577, 578, 587, 588, 606, 622, 640, 655, 665, 677, 687, 705, 715

Historical Thinking Skills	Text Pages
6: Argumentation—Develop an argument.	
6.A: Make a historically defensible claim.	71, 72, 134, 136, 137, 182, 185, 265, 267, 268, 357, 360, 361, 443, 445, 446, 536, 538, 539, 597, 623, 625, 626, 713, 715, 716
6.B: Support an argument using specific and relevant evidence. • Describe specific examples of historically relevant evidence. • Explain how specific examples of historically relevant evidence support an argument.	42, 71, 72, 136, 137, 183, 184, 185, 267, 268, 360, 361, 445, 446, 538, 539, 625, 626, 715, 716
6.C: Use historical reasoning to explain relationships among pieces of historical evidence.	71, 72, 134, 136, 137, 183, 184, 185, 267, 268, 360, 361, 445, 446, 538, 539, 625, 626, 715, 716
6.D: Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: • Explain nuance of an issue by analyzing multiple variables. • Explain relevant and insightful connections within and across periods. • Explain the relative historical significance of a source's credibility and limitations. • Explain how or why a historical claim or argument is or is not effective.	71, 72, 136, 137, 183, 184, 185, 267, 268, 360, 361, 445, 446, 538, 539, 625, 626, 715, 716

Correlation to the AP® World History: Modern Course and Exam Description (effective Fall 2019)

Correlation to the Reasoning Processes

Reasoning Processes	Text Pages
Reasoning Process 1: Comparison	
1.i: Describe similarities and/or differences between different historical developments or processes.	68, 133, 136, 361, 622
1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.	68, 71, 133, 184, 267, 360, 622, 625, 715
1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	69, 360, 445, 715
Reasoning Process: Causation	
2.i: Describe causes and/or effects of a specific historical development or process.	185, 442, 535
2.ii: Explain the relationship between causes and effects of a specific historical development or process.	13, 71, 264, 360, 442, 445, 715
2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.	267, 446, 538, 625
2.iv: Explain how a relevant context influenced a specific historical development or process.	181, 625
2.v: Explain the relative historical significance of different causes and/or effects.	136, 268, 535, 626
Reasoning Process: Continuity and Change	
3.i: Describe patterns of continuity and/or change over time.	184, 445
3.ii: Explain patterns of continuity and/or change over time.	13, 71, 267, 356, 539
3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.	14, 136, 264, 356, 538, 625, 712

Correlation to the AP® World History: Modern
Course and Exam Description (effective Fall 2019)

Correlation to the Themes

Themes	Text Pages
THEME 1: HUMANS AND THE ENVIRONMENT (ENV)	
The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.	67-68, 78-79, 96, 121-123, 132, 209-210, 214, 297-298, 346, 401-402, 634-635, 649-653, 674-675, 712
THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)	
The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.	8-9, 16-17, 25, 26-27, 56-58, 99-100, 111-113, 167-173, 236-238, 251-253, 275-281, 333-334, 368-370, 599-600, 669, 679-680, 684
THEME 3: GOVERNANCE (GOV)	
A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.	3-4, 9-10, 15-16, 28-29, 34-35, 106-107, 145-151, 157-158, 178-180, 285-290, 316-320, 336-337, 377-384, 453-455, 485-487, 503-506, 521-522, 555-556, 571-572, 579-585, 601-602
THEME 4: ECONOMIC SYSTEMS (ECN)	
As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.	4-6, 15-16, 17, 53-54, 79-81, 96, 162-163, 199-201, 211, 222-226, 232-234, 261-264, 304-306, 312-313, 325-327, 407-413, 417-419, 480-483, 532-533, 619-620, 659-661
THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)	
The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.	6-7, 18, 23-24, 47-48, 131-132, 327-328, 343-346, 354-356, 423-424, 434-435, 618-619, 641-644, 667-669, 670-674
THEME 6: TECHNOLOGY AND INNOVATION (TEC)	
Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.	194, 298-299, 310-311, 398-399, 469-471, 492, 557, 633-634, 635-636, 707-709

Correlation to the AP® World History: Modern
Course and Exam Description (effective Fall 2019)

Correlation to the Course Content

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 1: The Global Tapestry c. 1200 to c. 1450	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective A—Explain the systems of government employed by Chinese dynasties and how they developed over time.		
	TOPIC 1.1: Developments in East Asia from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		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.	3
	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 1: Learning Objective B—Explain the effects of Chinese cultural traditions on East Asia over time.		
	TOPIC 1.1: Developments in East Asia from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		KC-3.1.III.D.i—Chinese cultural traditions continued, and they influenced neighboring regions.	7
		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.	8-9
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 1: Learning Objective C—Explain the effects of innovation on the Chinese economy over time.		
	TOPIC 1.1: Developments in East Asia from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		KC-3.3.III.A.i—The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor.	4-5
		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.	4-5

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 1: The Global Tapestry c. 1200 to c. 1450	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 1: Learning Objective D—Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.		
	TOPIC 1.2: Developments in Dar al-Islam from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		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.	15
	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective E—Explain the causes and effects of the rise of Islamic states over time.		
	TOPIC 1.2: Developments in Dar al-Islam from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		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.	16
		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.	15-16
	Technology and Innovation [TEC]: Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
	Unit 1: Learning Objective F—Explain the effects of intellectual innovation in Dar al-Islam.		
	TOPIC 1.2: Developments in Dar al-Islam from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		KC-3.2.II.A.i—Muslim states and empires encouraged significant intellectual innovations and transfers.	17-18
UNIT 1: The Global Tapestry c. 1200 to c. 1450	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 1: Learning Objective G—Explain how the various belief systems and practices of South and Southeast Asia affected society over time.		
	TOPIC 1.3: Developments in South and Southeast Asia from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		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.	24-25
	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective H—Explain how and why various states of South and Southeast Asia developed and maintained power over time.		
	TOPIC 1.3: Developments in South and Southeast Asia from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		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.	28-29

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 1: The Global Tapestry c. 1200 to c. 1450	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective I—Explain how and why states in the Americas developed and changed over time.		
	TOPIC 1.4: State Building in the Americas	**HISTORICAL DEVELOPMENTS**	
		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.	33-39
UNIT 1: The Global Tapestry c. 1200 to c. 1450	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective J—Explain how and why states in Africa developed and changed over time.		
	TOPIC 1.5: State Building in Africa	**HISTORICAL DEVELOPMENTS**	
		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.	43-49
UNIT 1: The Global Tapestry c. 1200 to c. 1450	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 1: Learning Objective K—Explain how the beliefs and practices of the predominant religions in Europe affected European society.		
	TOPIC 1.6: Developments in Europe from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		KC-3.1.III.D.v—Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe.	56-58
	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 1: Learning Objective L—Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.		
	TOPIC 1.6: Developments in Europe from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		KC-3.2.I.B.ii—Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.	53-56
	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 1: Learning Objective M—Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.		
	TOPIC 1.6: Developments in Europe from c. 1200 to c. 1450	**HISTORICAL DEVELOPMENTS**	
		KC-3.3.III.C—Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.	54

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 1: The Global Tapestry c. 1200 to c. 1450		**Unit 1:** Learning Objective N—Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.	
	TOPIC 1.7: Comparison in the Period from c. 1200 to c. 1450	**REVIEW: UNIT 1 KEY CONCEPTS**	
		KC-3.2—State formation and development demonstrated continuity, innovation, and diversity in various regions.	3
		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.	16
		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.	3
		KC-3.2.I.B.i—State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Budd	28-29
		HIST states that emerged in South and Southeast Asia.	24-25
		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.	33-39
		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.	43-49
UNIT 2: Networks of Exchange c. 1200 to c. 1450		**Economics Systems [ECN]:** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.	
		Unit 2: Learning Objective A—Explain the causes and effects of growth of networks of exchange after 1200.	
	TOPIC 2.1: The Silk Roads	**HISTORICAL DEVELOPMENTS**	
		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.	77-78
		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.	78-80
		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.	81

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 2: Networks of Exchange c. 1200 to c. 1450	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 2: Learning Objective B—Explain the process of state building and decline in Eurasia over time.		
	TOPIC 2.2: The Mongol Empire and the Making of the Modern World	**HISTORICAL DEVELOPMENTS**	
		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.	85-87
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 2: Learning Objective C—Explain how the expansion of empires influenced trade and communication over time.		
	TOPIC 2.2: The Mongol Empire and the Making of the Modern World	**HISTORICAL DEVELOPMENTS**	
		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.	87-90
	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 2: Learning Objective D—Explain the significance of the Mongol Empire in larger patterns of continuity and change.		
	TOPIC 2.2: The Mongol Empire and the Making of the Modern World	**HISTORICAL DEVELOPMENTS**	
		KC-3.2.II.A.ii—Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.	90-91

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 2: Networks of Exchange c. 1200 to c. 1450		**Economics Systems [ECN]:** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.	
		**Unit 2:** Learning Objective E—Explain the causes of the growth of networks of exchange after 1200.	
	TOPIC 2.3: Exchange in the Indian Ocean	**HISTORICAL DEVELOPMENTS**	
		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.	95-96, 98
		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.	97
		KC-3.1.I.A.iii—The Indian Ocean trading network fostered the growth of states.	97
		**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.	
		**Unit 2:** Learning Objective F—Explain the effects of the growth of networks of exchange after 1200.	
	TOPIC 2.3: Exchange in the Indian Ocean	**HISTORICAL DEVELOPMENTS**	
		KC-3.1.III.B—In key places along important trade routes, merchants set up diasporic comm	
		Unities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.	97-98
		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.	99-100
		**Humans and the Environments [ENV]:** The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.	
		**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.	
	TOPIC 2.3: Exchange in the Indian Ocean	**HISTORICAL DEVELOPMENTS**	
		KC-3.1.II.A.i—The expansion and intensification of longdistance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.	96

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 2: Networks of Exchange c. 1200 to c. 1450	**Technology and Innovation [TEC]:** Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
	Unit 2: Learning Objective H—Explain the causes and effects of the growth of trans-Saharan trade.		
	TOPIC 2.4: Trans-Saharan Trade Routes	**HISTORICAL DIFFERENCES**	
		KC-3.1.II.A.ii—The growth of interregional trade was encouraged by innovations in existing transportation technologies.	103-105
		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.	105
	Governance [GOV]: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 2: Learning Objective I—Explain how the expansion of empires influenced trade and communication over time.		
	TOPIC 2.4: Trans-Saharan Trade Routes	**HISTORICAL DEVELOPMENTS**	
		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.	105-107
UNIT 2: Networks of Exchange c. 1200 to c. 1450	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	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.		
	TOPIC 2.5: Cultural Consequences of Connectivity	**HISTORICAL DEVELOPMENTS**	
		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.	111-114
		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.	114-115
		KC-3.1.III.C—As exchange networks intensified, an increasing number of travelers within Afro- Eurasia wrote about their travels.	115-116
UNIT 2: Networks of Exchange c. 1200 to c. 1450	**Humans and the Environments [ENV]:** The environment shapes human societies, and as populations grow and change, these populations in turn shape their 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.		
	TOPIC 2.6: Environmental Consequences of Connectivity	**HISTORICAL DEVELOPMENTS**	
		KC-3.1.IV—There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.	121-123

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 2: Networks of Exchange c. 1200 to c. 1450		**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.	
	TOPIC 2.7: Comparison of Economic Exchange	**REVIEW: UNIT 2 KEY CONCEPTS**	
		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.	131-132
		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.	127-128
		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.	129-131
		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.	132
		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.	131
UNIT 3: Land-Based Empires c. 1450 to c. 1750		**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.	
		Unit 3: Learning Objective A—Explain how and why various land-based empires developed and expanded from 1450 to 1750.	
	TOPIC 3.1: Empires Expand	**HISTORICAL DEVELOPMENTS**	
		KC-4.3.II—Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.	143
		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.	145-149
		KC-4.3.III.i—Political and religious disputes led to rivalries and conflict between states.	146, 149-151
UNIT 3: Land-Based Empires c. 1450 to c. 1750		**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.	
		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.	
	TOPIC 3.2: Empires: Administration	**HISTORICAL DEVELOPMENTS**	
		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.	155-160
		KC-4.3.I.A—Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.	160-162
		KC-4.3.I.D—Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.	162-163

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 3: Land-Based Empires c. 1450 to c. 1750	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 3: Learning Objective C—Explain continuity and change within the various belief systems during the period from 1450 to 1750.		
	TOPIC 3.3: Empires: Belief Systems	**HISTORICAL DEVELOPMENTS**	
		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.	167-170
		KC-4.1.VI.ii—Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.	172-173
		KC-4.1.VI.iii—Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.	172
UNIT 3: Land-Based Empires c. 1450 to c. 1750	**Unit 3:** Learning Objective D—Compare the methods by which various empires increased their influence from 1450 to 1750.		
	TOPIC 3.4: Comparison in Land-Based Empires	**REVIEW: UNIT 3 KEY CONCEPTS**	
		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.	177
		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.	177-178
		KC-4.3—Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.	181
		KC-4.3.II—Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.	178
		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.	178-179
		KC-4.3.III.i—Political and religious disputes led to rivalries and conflict between states.	178
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	**Technology and Innovation [TEC]:** Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
	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.		
	TOPIC 4.1: Technological Innovations from 1450 to 1750	**HISTORICAL DEVELOPMENTS**	
		KC-4.1.II—Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.	192-193
		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.	193-194

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 4: Learning Objective B—Describe the role of states in the expansion of maritime exploration from 1450 to 1750.		
	TOPIC 4.2: Exploration: Causes and Events from 1450 to 1750	**HISTORICAL DEVELOPMENTS**	
		KC-4.1.III—New state-supported transoceanic maritime exploration occurred in this period.	199-200
	Economics Systems [ECN]:—As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 4: Learning Objective C—Explain the economic causes and effects of maritime exploration by the various European states.		
	TOPIC 4.2: Exploration: Causes and Events from 1450 to 1750	**HISTORICAL DEVELOPMENTS**	
		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.	200-201
		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.	201-203
		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.	203-205
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	**Humans and the Environments [ENV]:** The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.		
	Unit 4: Learning Objective D—Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.		
	TOPIC 4.3: Columbian Exchange	**HISTORICAL DEVELOPMENTS**	
		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.	209, 213
		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.	209-210
		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.	210-211
		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.	211
		KC-4.1.V.D—Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.	213

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	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.		
	TOPIC 4.4: Maritime Empires Established	**HISTORICAL DEVELOPMENTS**	
		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.	218-219, 220
		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.	220
		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.	219
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 4: Learning Objective F—Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.		
	TOPIC 4.4: Maritime Empires Established	**HISTORICAL DEVELOPMENTS**	
		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.	221-223
		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.	223-224
	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 4: Learning Objective G—Explain changes and continuities in systems of slavery in the period from 1450 to 1750.		
	TOPIC 4.4: Maritime Empires Established	**HISTORICAL DEVELOPMENTS**	
		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.	225
		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.	225-228

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 4: Learning Objective H—Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.		
	TOPIC 4.5: Maritime Empires Maintained and Developed	**HISTORICAL DEVELOPMENTS**	
		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.	232-234
		KC-4.3.III.ii—Economic disputes led to rivalries and conflict between states.	235
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 4: Learning Objective I—Explain the continuities and changes in networks of exchange from 1450 to 1750.		
	TOPIC 4.5: Maritime Empires Maintained and Developed	**HISTORICAL DEVELOPMENTS**	
		KC-4.1.IV.D.i—The Atlantic trading system involved the movement of goods, wealth, and labor, including slaves.	232
		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.	235
		KC-4.2.II.A—Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.	235
	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 4: Learning Objective J—Explain how political, economic, and cultural factors affected society from 1450 to 1750.		
	TOPIC 4.5: Maritime Empires Maintained and Developed	**HISTORICAL DEVELOPMENTS**	
		KC-4.2.III.C—Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.	235-236
		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.	235
	Cultural Developments and Interactions [CDI]: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 4: Learning Objective K—Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.		
	TOPIC 4.5: Maritime Empires Maintained and Developed	**HISTORICAL DEVELOPMENTS**	
		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.	237-238

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 4: Learning Objective L—Explain the effects of the development of state power from 1450 to 1750.		
	TOPIC 4.6: Internal and External Challenges to State Power from 1450 to 1750	**HISTORICAL DEVELOPMENTS**	
		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.	243-245
		KC-5.3.III.C—Slave resistance challenged existing authorities in the Americas.	246
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750	**Social Interactions and Organization [SIO]:** The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 4: Learning Objective M—Explain how social categories, roles, and practices have been maintained or have changed over time.		
	TOPIC 4.7: Changing Social Hierarchies from 1450 to 1750	**HISTORICAL DEVELOPMENTS**	
		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.	251-253
		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.	253-254, 255-256
		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.	254-255

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 4: Transoceanic Interconnections c. 1450 to c. 1750		**Unit 4:** Learning Objective N—Explain how economic developments from 1450 to 1750 affected social structures over time.	
	TOPIC 4.8: Continuity and Change from 1450 to 1750	**REVIEW: UNIT 4 KEY CONCEPTS**	
		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.	261-262
		KC-4.1.II—Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.	261
		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.	261
		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.	263-264
		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.	264
		KC-4.3—Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.	263-264
		KC-4.3.III.ii—Economic disputes led to rivalries and conflict between states.	262

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 5: Revolutions c. 1750 to c. 1900	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 5: Learning Objective A—Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.		
	TOPIC 5.1: The Enlightenment	**HISTORICAL DEVELOPMENTS**	
		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.	276-281
		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.	275
		KC-5.3.II.i—Nationalism also became a major force shaping the historical development of states and empires.	275
	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 5: Learning Objective B—Explain how the Enlightenment affected societies over time.		
	TOPIC 5.1: The Enlightenment	**HISTORICAL DEVELOPMENTS**	
		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.	279-280
		KC-5.3.IV.B—Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies.	279

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 5: Revolutions c. 1750 to c. 1900	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 5: Learning Objective C—Explain causes and effects of the various revolutions in the period from 1750 to 1900.		

	TOPIC 5.2: Nationalism and Revolutions in the Period from 1750 to 1900	**HISTORICAL DEVELOPMENTS**	
		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.	285-293
		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.	285
		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.	285
		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.	287-289
		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.	285-286, 288
		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.	290-293

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 5: Revolutions c. 1750 to c. 1900		**Humans and the Environments [ENV]:** The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.	
		Unit 5: Learning Objective D—Explain how environmental factors contributed to industrialization from 1750 to 1900.	
	TOPIC 5.3: Industrial Revolution Begins	**HISTORICAL DEVELOPMENTS**	
		KC-5.1.I.A A—variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution, including: • Proximity to waterways; access to rivers and canals • Geographical distribution of coal, iron, and timber • Urbanization • Improved agricultural productivity • Legal protection of private property § Access to foreign resources • Accumulation of capital	297, 299-300
		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.	298
UNIT 5: Revolutions c. 1750 to c. 1900		**Technology and Innovation [TEC]:** Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.	
		Unit 5: Learning Objective E—Explain how different modes and locations of production have developed and changed over time.	
	TOPIC 5.4: Industrialization Spreads in the Period from 1750 to 1900	**HISTORICAL DEVELOPMENTS**	
		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.	304-306
		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.	304-305
UNIT 5: Revolutions c. 1750 to c. 1900		**Technology and Innovation [TEC]:** Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.	
		Unit 5: Learning Objective F—Explain how technology shaped economic production over time.	
	TOPIC 5.5: Technology of the Industrial Age	**HISTORICAL DEVELOPMENTS**	
		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.	310-312
		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.	312-313
		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.	313

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 5: Revolutions c. 1750 to c. 1900		**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.	
		Unit 5: Learning Objective G—Explain the causes and effects of economic strategies of different states and empires.	
	TOPIC 5.6: Industrialization: Government's Role from 1750 to 1900	**HISTORICAL DEVELOPMENTS**	
		KC-5.1.V.C—As the influence of the Industrial Revolution grew, a small number of states and governments promoted their own statesponsored visions of industrialization.	317-319
		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.	319-321
UNIT 5: Revolutions c. 1750 to c. 1900		**Economics Systems [ECN]:** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.	
		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.	
	TOPIC 5.7: Economic Developments and Innovations in the Industrial Age	**HISTORICAL DEVELOPMENTS**	
		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.	325
		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.	325-327
		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.	327-328
UNIT 5: Revolutions c. 1750 to c. 1900		**Social Interactions and Organization [SIO]:** The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.	
		Unit 5: Learning Objective I—Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	
	TOPIC 5.8: Reactions to the Industrial Economy from 1750 to 1900	**HISTORICAL DEVELOPMENTS**	
		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.	332
		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.	332-333
		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.	333-334
		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.	334-338

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 5: Revolutions c. 1750 to c. 1900	**Social Interactions and Organization [SIO]:** The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 5: Learning Objective J—Explain how industrialization caused change in existing social hierarchies and standards of living.		
	TOPIC 5.9: Society and the Industrial Age	**HISTORICAL DEVELOPMENTS**	
		KC-5.1.VI.A—New social classes, including the middle class and the industrial working class, developed.	343-345
		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.	345-346
		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.	343-344
UNIT 5: Revolutions c. 1750 to c. 1900	**Unit 5:** Learning Objective K—Explain the extent to which industrialization brought change from 1750 to 1900.		
	TOPIC 5.10: Continuity and Change in the Industrial Age	**REVIEW: UNIT 5 KEY CONCEPTS**	
		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.	351-354
		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.	351
		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.	354
		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.	352-353
		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.	353-355
		KC-5.3.II.i—Nationalism also became a major force shaping the historical development of states and empires.	354
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 6: Learning Objective A—Explain how ideologies contributed to the development of imperialism from 1750 to 1900.		
	TOPIC 6.1: Rationales for Imperialism from 1750 to 1900	**HISTORICAL DEVELOPMENTS**	
		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.	368-370

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900		**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.	
		Unit 6: Learning Objective B—Compare processes by which state power shifted in various parts of the world from 1750 to 1900.	
	TOPIC 6.2: State Expansion from 1750 to 1900	**HISTORICAL DEVELOPMENTS**	
		KC-5.2.I.A—Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.	375
		KC-5.2.I.B—European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined.	379-381
		KC-5.2.I.C—Many European states used both warfare and diplomacy to expand their empires in Africa.	375-379
		KC-5.2.I.D—Europeans established settler colonies in some parts of their empires.	376
		KC-5.2.II.B—The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.	382-384
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900		**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.	
		Unit 6: Learning Objective C—Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.	
	TOPIC 6.3: Indigenous Responses to State Expansion from 1750 to 1900	**HISTORICAL DEVELOPMENTS**	
		KC-5.3.III.D—Increasing questions about political authority and growing nationalism contributed to anticolonial movements.	388
		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.	389-393
		KC-5.3.III.E—Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.	394
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900		**Humans and the Environments [ENV]:** The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.	
		Unit 6: Learning Objective D—Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.	
	TOPIC 6.4: Global Economic Development from 1750 to 1900	**HISTORICAL DEVELOPMENTS**	
		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.	401-402

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments		Text Pages
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	**Economics Systems [ECN]:** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.			
	Unit 6: Learning Objective E—Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.			
	TOPIC 6.5: Economic Imperialism from 1750 to 1900	**HISTORICAL DEVELOPMENTS**		
		KC-5.2.I.E—Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.		407-413
		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.		412-413
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	**Humans and the Environments [ENV]:** The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.			
	Unit 6: Learning Objective F—Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.			
	TOPIC 6.6: Causes of Migration in an Interconnected World	**HISTORICAL DEVELOPMENTS**		
		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.		417
		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.		423-424
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.			
	Unit 6: Learning Objective G—Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.			
	TOPIC 6.6: Causes of Migration in an Interconnected World	**HISTORICAL DEVELOPMENTS**		
		KC-5.4.II.A—Many individuals chose freely to relocate, often in search of work.		420-423
		KC-5.4.II.B—The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.		417-419
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900	**Social Interactions and Organization [SIO]:** The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.			
	Unit 6: Learning Objective H—Explain how and why new patterns of migration affected society from 1750 to 1900.			
	TOPIC 6.7: Effects of Migration	**HISTORICAL DEVELOPMENTS**		
		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.		429-430
		KC-5.4.III.B—Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.		430-434
		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.		434-435

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 6: Consequences of Industrialization c. 1750 to c. 1900		**Unit 6:** Learning Objective I—Explain the relative significance of the effects of imperialism from 1750 to 1900.	
	TOPIC 6.8: Causation in the Imperial Age	**REVIEW: UNIT 6 KEY CONCEPTS**	
		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.	439–440
		KC-5.2—As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.	440–441
		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.	441
		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.	442
UNIT 7: Global Conflict c. 1900 to the present		**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.	
		Unit 7: LEARNING OBJECTIVE A—Explain how internal and external factors contributed to change in various states after 1900.	
	TOPIC 7.1 Shifting Power After 1900	**HISTORICAL DEVELOPMENTS**	
		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.	453
		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.	453–456
		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.	456–457
UNIT 7: Global Conflict c. 1900 to the present		**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.	
		Unit 7: LEARNING OBJECTIVE B—Explain the causes and consequences of World War I.	
	TOPIC 7.2 Causes of World War I	**HISTORICAL DEVELOPMENTS**	
		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.	461–464

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 7: Global Conflict c. 1900 to the present	**Technology and Innovation [TEC]:** Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
	Unit 7: LEARNING OBJECTIVE C—Explain how governments used a variety of methods to conduct war.		
	TOPIC 7.3 Conducting World War I	**HISTORICAL DEVELOPMENTS**	
		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.	471
		KC-6.1.III.C.i—New military technology led to increased levels of wartime casualties.	469-471
UNIT 7: Global Conflict c. 1900 to the present	**Economics Systems [ECN]:** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 7: LEARNING OBJECTIVE D—Explain how different governments responded to economic crisis after 1900.		
	TOPIC 7.4 Economy in the Interwar Period	**HISTORICAL DEVELOPMENTS**	
		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.	480-483
		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.	483-484
UNIT 7: Global Conflict c. 1900 to the present	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 7: LEARNING OBJECTIVE E—Explain the continuities and changes in territorial holdings from 1900 to the present.		
	TOPIC 7.5 Unresolved Tensions After World War I	**HISTORICAL DEVELOPMENTS**	
		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.	493-495, 497, 498-499
UNIT 7: Global Conflict c. 1900 to the present	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 7: LEARNING OBJECTIVE F—Explain the causes and consequences of World War II.		
	TOPIC 7.6 Causes of World War II	**HISTORICAL DEVELOPMENTS**	
		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.	503-506

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
UNIT 7: Global Conflict c. 1900 to the present	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 7: LEARNING OBJECTIVE G—Explain similarities and differences in how governments used a variety of methods to conduct war.		
	TOPIC 7.7 Conducting World War II	**HISTORICAL DEVELOPMENTS**	
		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.	511-516
		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.	516-517
UNIT 7: Global Conflict c. 1900 to the present	**Social Interactions and Organization [SIO]:** The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 7: LEARNING OBJECTIVE H—Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.		
	TOPIC 7.8 Mass Atrocities After 1900	**HISTORICAL DEVELOPMENTS**	
		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.	522, 523-527
UNIT 7: Global Conflict c. 1900 to the present	**Unit 7:** LEARNING OBJECTIVE I—Explain the relative significance of the causes of global conflict in the period 1900 to the present.		
	TOPIC 7.9 Causation in Global Conflict	**REVIEW: UNIT 7 KEY CONCEPTS**	
		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.	533
		KC-6.2—Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.	534-535
		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.	535
		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.	531
		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.	534

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments		Text Pages
Unit 8: Cold War and Decolonization c. 1900 to the present	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 8: LEARNING OBJECTIVE A—Explain the historical context of the Cold War after 1945.			
	TOPIC 8.1 Setting the Stage for the Cold War and Decolonization	**HISTORICAL DEVELOPMENTS**		
		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.		550
		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.		548-550
Unit 8: Cold War and Decolonization c. 1900 to the present	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.			
	Unit 8: LEARNING OBJECTIVE B—Explain the causes and effects of the ideological struggle of the Cold War.			
	TOPIC 8.2 The Cold War	**HISTORICAL DEVELOPMENTS**		
		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.		554-557
		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.		557-558
Unit 8: Cold War and Decolonization c. 1900 to the present	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.			
	Unit 8: LEARNING OBJECTIVE C—Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.			
	TOPIC 8.3 Effects of the Cold War	**HISTORICAL DEVELOPMENTS**		
		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.		563-567

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 8: Cold War and Decolonization c. 1900 to the present	**Economics Systems [ECN]:** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 8: LEARNING OBJECTIVE D—Explain the causes and consequences of China's adoption of communism.		
	TOPIC 8.4 Spread of Communism After 1900	**HISTORICAL DEVELOPMENTS**	
		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.	571
		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.	571-572
	Social Interactions and Organization [SIO]: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 8: LEARNING OBJECTIVE E—Explain the causes and effects of movements to redistribute economic resources.		
	TOPIC 8.4 Spread of Communism After 1900	**HISTORICAL DEVELOPMENTS**	
		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.	573-575
Unit 8: Cold War and Decolonization c. 1900 to the present	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 8: LEARNING OBJECTIVE F—Compare the processes by which various peoples pursued independence after 1900.		
	TOPIC 8.5 Decolonization After 1900	**HISTORICAL DEVELOPMENTS**	
		KC-6.2.II—A Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.	579-582
		KC-6.2.I.C—After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle.	579, 582, 583-585
		KC-6.2.II.B—Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.	584-585

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 8: Cold War and Decolonization c. 1900 to the present	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	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.		
	TOPIC 8.6 Newly Independent States	**HISTORICAL 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.	589
		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.	589-591, 592-593
	Economics Systems [ECN]: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
	Unit 8: LEARNING OBJECTIVE H—Explain the economic changes and continuities resulting from the process of decolonization.		
	TOPIC 8.6 Newly Independent States	**HISTORICAL DEVELOPMENTS**	
		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.	593-594
		KC-6.2.III.B—The migration of former colonial subjects to imperial metropoles (the former colonizing country), usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.	594
Unit 8: Cold War and Decolonization c. 1900 to the present	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 8: LEARNING OBJECTIVE I—Explain various reactions to existing power structures in the period after 1900.		
	TOPIC 8.7 Global Resistance to Established Power Structures After 1900	**HISTORICAL DEVELOPMENTS**	
		KC-6.2.V—lthough conflict dominated much of the 20th century, many individuals and groups— including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.	599
		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.	599-600
		KC-6.2.V.C—Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.	600-602, 603-604
		KC-6.2.V.D—Some movements used violence against civilians in an effort to achieve political aims.	602-603

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 8: Cold War and Decolonization c. 1900 to the present	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 8: LEARNING OBJECTIVE J—Explain the causes of the end of the Cold War.		
	TOPIC 8.8 End of the Cold War	**HISTORICAL DEVELOPMENTS**	
		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.	608-611
Unit 8: Cold War and Decolonization c. 1900 to the present	**Unit 8:** LEARNING OBJECTIVE K—Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.		
	TOPIC 8.9 Causation in the Age of the Cold War and Decolonization	**REVIEW: UNIT 8 KEY CONCEPTS**	
		KC-6.2 —Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.	615
		KC-6.2.II —Hopes for greater self-government were largely unfulfilled following the World War I; however, in the years following the World War II, increasing antiimperialist sentiment contributed to the dissolution of empires and the restructuring of states.	617-618
		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.	615-617
		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.	618-619
		KC-6.3.I —States responded in a variety of ways to the economic challenges of the 20th century.	620
Unit 9: Globalization c. 1900 to the present	**Technology and Innovation [TEC]:** Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		
	Unit 9: LEARNING OBJECTIVE A—Explain how the development of new technologies changed the world from 1900 to present.		
	TOPIC 9.1 Advances in Technology and Exchange After 1900	**HISTORICAL DEVELOPMENTS**	
		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.	633-634
		KC-6.1.I.D —Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.	635
		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.	636
		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.	634-635
		KC-6.1.I.C —Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.	635-636

| Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 9: Globalization c. 1900 to the present		**Humans and the Environments [ENV]:** The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.	
		Unit 9: LEARNING OBJECTIVE B—Explain how environmental factors affected human populations over time.	
	TOPIC 9.2 Technological Advances and Limitations After 1900: Disease	**HISTORICAL DEVELOPMENTS**	
		KC-6.1.III —Diseases, as well as medical and scientific developments, had significant effects on populations around the world.	641
		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.	641-645
Unit 9: Globalization c. 1900 to the present		**Humans and the Environments [ENV]:** The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.	
		Unit 9: LEARNING OBJECTIVE C—Explain the causes and effects of environmental changes in the period from 1900 to present.	
	TOPIC 9.3 Technological Advances: Debates About the Environment After 1900	**HISTORICAL DEVELOPMENTS**	
		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.	649-652
		KC-6.1.II.B —The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.	652-653
Unit 9: Globalization c. 1900 to the present		**Economics Systems [ECN]:** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.	
		Unit 9: LEARNING OBJECTIVE D—Explain the continuities and changes in the global economy from 1900 to present.	
	TOPIC 9.4 Economics in the Global Age	**HISTORICAL DEVELOPMENTS**	
		KC-6.3.I.D I—n 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.	657-658
		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.	659-661
		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.	661-663

Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 9: Globalization c. 1900 to the present	**Social Interactions and Organization [SIO]:** The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
	Unit 9: LEARNING OBJECTIVE E—Explain how social categories, roles, and practices have been maintained and challenged over time.		
	TOPIC 9.5 Calls for Reform and Responses After 1900	**HISTORICAL DEVELOPMENTS**	
		KC-6.3.III.i —Rights-based discourses challenged old assumptions about race, class, gender, and religion.	667-669
		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.	669-674
		KC-6.3.II.C.i —Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.	674-675
Unit 9: Globalization c. 1900 to the present	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 9: LEARNING OBJECTIVE F—Explain how and why globalization changed culture over time.		
	TOPIC 9.6 Globalized Culture After 1900	**HISTORICAL DEVELOPMENTS**	
		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.	679-680
		KC-6.3.IV.ii —Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.	680-684
		KC-6.3.IV.iii —Consumer culture became globalized and transcended national borders.	682
Unit 9: Globalization c. 1900 to the present	**Cultural Developments and Interactions [CDI]:** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
	Unit 9: LEARNING OBJECTIVE G—Explain the various responses to increasing globalization from 1900 to present.		
	TOPIC 9.7 Resistance to Globalization After 1900	**HISTORICAL DEVELOPMENTS**	
		KC-6.3.IV.iv —esponses to rising cultural and economic globalization took a variety of forms.	688-692
Unit 9: Globalization c. 1900 to the present	**Governance [GOV]:** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.		
	Unit 9: LEARNING OBJECTIVE H—Explain how and why globalization changed international interactions among states.		
	TOPIC 9.8 Institutions Developing in a Globalized World	**HISTORICAL DEVELOPMENTS**	
		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.	696-702

| Unit / Period	Topic	Learning Objective, Key Concepts, and Historical Developments	Text Pages
Unit 9: Globalization c. 1900 to the present		**Unit 9:** LEARNING OBJECTIVE I—Explain the extent to which science and technology brought change in the period from 1900 to the present.	
	TOPIC 9.9 Continuity and Change in a Globalized World	**REVIEW: UNIT 9 KEY CONCEPTS**	
		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.	707
		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.	708-709
		KC-6.1.I.D —Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.	708
		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.	709
		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.	709, 712
		KC-6.1.I.C —Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.	707-708
		KC-6.3.I —States responded in a variety of ways to the economic challenges of the 20th century.	711
		KC-6.3.III.i —Rights-based discourses challenged old assumptions about race, class, gender, and religion.	711
		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.	711
		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.	711-712
		KC-6.3.IV.ii —Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.	711-712
		KC-6.3.IV.iii —Consumer culture became globalized and transcended national borders.	712

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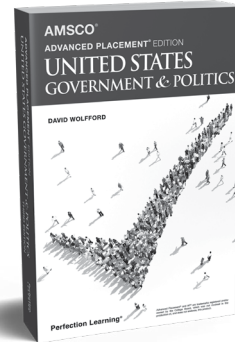
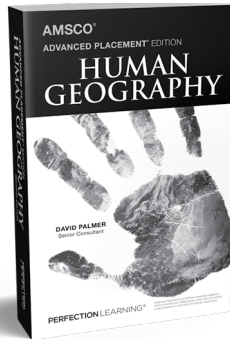## ADVANCED PLACEMENT® EDITIONS
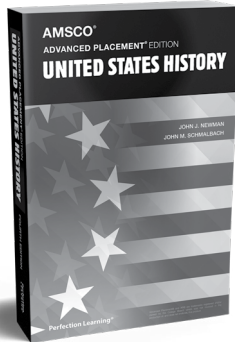
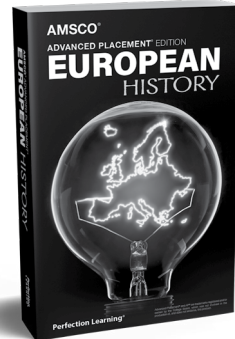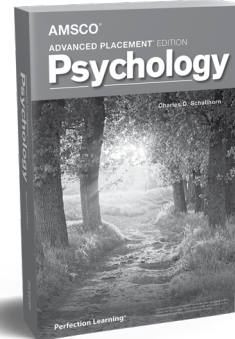AP® United States History
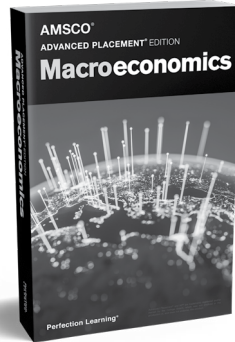
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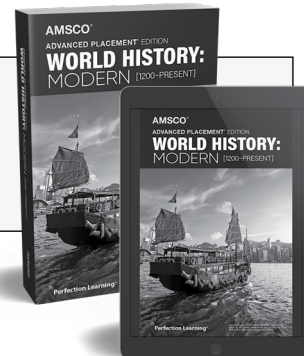AP® United States Government & Politics

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