

Draft World History Benchmarks & Core Indicators

Eras

- Era 1 The Beginnings of Human Society**
- Era 2 Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE**
- Era 3 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE**
- Era 4 Expanding Zones of Exchange and Encounter, 300-1000 CE**
- Era 5 Intensified Hemispheric Interactions 1000-1500 CE**
- Era 6 The Emergence of the First Global Age, 1450-1770**
- Era 7 An Age of Revolutions, 1750-1914**
- Era 8 A Half-Century of Crisis and Achievement 1900-1945**
- Era 9 The 20th Century Since 1945: Promises and Paradoxes**

Era 1 The Beginnings of Human Society

Summary

The Beginnings of Human Society Giving Shape to World History

So far as we know, humanity's story began in Africa. For millions of years it was mainly a story of biological change. Then some hundreds of thousands of years ago our early ancestors began to form and manipulate useful tools. Eventually they mastered speech. Unlike most other species, early humans gained the capacity to learn from one another and transmit knowledge from one generation to the next. The first great experiments in creating culture were underway. Among early hunter-gatherers cultural change occurred at an imperceptible speed. But as human populations rose and new ideas and techniques appeared, the pace of change accelerated. Moreover, human history became global at a very early date. In the long period from human beginnings to the rise of the earliest civilization two world-circling developments stand in relief:

The Peopling of the Earth: The first great global event was the peopling of the earth and the astonishing story of how communities of hunters, foragers, or fishers adapted creatively and continually to a variety of contrasting, changing environments in Africa, Eurasia, Australia, and the Americas.

The Agricultural Revolution: Over a period of several thousand years and as a result of countless small decisions, humans learned how to grow crops, domesticate plants, and raise animals. The earliest agricultural settlements probably arose in Southwest Asia, but the agricultural revolution spread round the world. Human population began to soar relative to earlier times. Communities came into regular contact with one another over longer distances, cultural patterns became far more complex, and opportunities for innovation multiplied.

Why Study This Era?

To understand how the human species fully emerged out of biological evolution and cultural development is to understand in some measure what it means to be human.

The common past that all students share begins with the peopling of our planet and the spread of settled societies around the world.

The cultural forms, social institutions, and practical techniques that emerged in the Neolithic age laid the foundations for the emergence of all early civilizations.

Study of human beginnings throws into relief fundamental problems of history that pertain to all eras: the possibilities and limitations of human control over their environment; why human groups accept, modify, or reject innovations; the variety of social and cultural paths that different societies may take; and the acceleration of social change through time.

Era 1 The Beginnings of Human Society

Era Benchmarks

- B.1.1 The student understands early hominid development in Africa.**
- B.2.1 The student understands how human communities populated the major regions of the world and adapted to a variety of environments**
- B.3.1 The student understands how and why humans established settled communities and experimented with agriculture.**
- B.4.1 The student understands how agricultural societies developed around the world.**

Era Important Ideas

- I.1.1 The biological and cultural processes that gave rise to the earliest human communities.**
- I.2.1 The processes that led to the emergence of agricultural societies around the world.**

Era Historical Thinking Skills to be demonstrated by students

- T.S.1 Chronological Thinking**
- T.S.2 Historical Comprehension**
- T.S.3 Historical Analysis and Interpretation**
- T.S.4 Historical Research Capabilities**
- T.S.5 Historical Issues-Analysis**

World History K-12 Standards

Standard 1 The student will demonstrate knowledge and conceptual understanding of History

Standard 2 The student will demonstrate knowledge and conceptual understanding of Geography

Standard 3 The student will demonstrate knowledge and conceptual understanding of Government and Civics.

Standard 4 The student will demonstrate knowledge and conceptual understanding of Economics

Standard 5 The student will demonstrate knowledge and conceptual understanding of Culture

Standard 6 The student will demonstrate knowledge and and conceptual understanding of the influence of technology and science on the past, present, and future

Standard 7 The student will apply social science concepts to real world applications

Era 1 The Beginnings of Human Society

Era Benchmarks and Core Indicators

B.1.1 The student understands early hominid development in Africa.

- C.1.1 Infer from archaeological evidence the characteristics of early African hunter-gatherer communities, including tool kits, shelter, diet, and use of fire. [Interrogate historical data]
- C.1.2 Describe types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development. [Interrogate historical data]
- C.1.3 Trace the approximate chronology, sequence, and territorial range of early hominid evolution in Africa from the Australopithecines to Homo erectus. [Establish temporal order in constructing historical narratives]

B.2.1 The student understands how human communities populated the major regions of the world and adapted to a variety of environments

- C.2.1 Analyze current and past theories regarding the emergence of Homo sapiens sapiens and the processes by which human ancestors migrated from Africa to the other major world regions. [Evaluate major debates among historians]
- C.2.2 Compare the way of life of hunter-gatherer communities in Africa, the Americas, and western Eurasia and explain how such communities in different parts of the world responded creatively to local environments. [Compare and contrast differing behaviors and institutions]
- C.2.3 Assess theories regarding the development of human language and its relationship to the development of culture. [Evaluate major debates among historians]
- C.2.4 Infer from archaeological evidence the characteristics of Cro-Magnon hunter-gatherer communities of western Eurasia including tool kits, shelter, clothing, ritual life, aesthetic values, relations between men and women, and trade among communities. [Analyze cause-and-effect relationships and multiple causation]
- C.2.5 Analyze possible links between environmental conditions associated with the last Ice Age and changes in the economy, culture, and organization of human communities. [Analyze cause-and-effect relationships and multiple causation]

B.3.1 The student understands how and why humans established settled communities and experimented with agriculture.

- C.3.1 Infer from archaeological evidence the technology, social organization, and cultural life of settled farming communities in Southwest Asia. [Draw upon visual sources]
- C.3.2 Describe types of evidence and methods of investigation by which scholars have reconstructed the early history of domestication and agricultural settlement. [Appreciate historical perspectives]
- C.3.3 Describe leading theories to explain how and why human groups domesticated wild grains as well as cattle, sheep, goats, and pigs after the last Ice Age. [Evaluate major debates among historians]
- C.3.4 Identify areas in Southwest Asia and the Nile valley where early farming communities probably appeared and analyze the environmental and technological factors that made possible experiments with farming in these regions. [Incorporate multiple causation]

B.4.1 The student understands how agricultural societies developed around the world.

- C.4.1 Analyze differences between hunter-gatherer and agrarian communities in economy, social organization, and quality of living. [Compare and contrast differing behaviors and institutions]
- C.4.2 Describe social, cultural, and economic characteristics of large agricultural settlements such as Çatal Hüyük or Jericho. [Obtain historical data]
- C.4.3 Analyze how peoples of West Africa, Europe, Southeast Asia, East Asia, and the Americas domesticated food plants and developed agricultural communities in response to local needs and conditions. [Compare and contrast behaviors and institutions]
- C.4.4 Analyze archaeological evidence from agricultural village sites in Southwest Asia, North Africa, China, or Europe indicating the emergence of social class divisions, occupational specializations, and differences in the daily tasks that men and women performed. [Hold interpretations of history as tentative]
- C.4.5 Assess archaeological evidence for long-distance trade in Southwest Asia. [Draw upon visual sources]
- C.4.6 Assess archaeological evidence for the emergence of complex belief systems, including widespread worship of female deities. [Interrogate historical data]

Era 2 Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE

Summary

Giving Shape to World History

When farmers began to grow crops on the irrigated floodplain of Mesopotamia in Southwest Asia, they had no consciousness that they were embarking on a radically new experiment in human organization. The nearly rainless but abundantly watered valley of the lower Tigris and Euphrates rivers was an environment capable of supporting far larger concentrations of population and much greater cultural complexity than could the hill country where agriculture first emerged. Shortly after 4000 BCE, a rich culture and economy based on walled cities was appearing along the banks of the two rivers. The rise of civilization in Mesopotamia marked the beginning of 3,000 years of far-reaching transformations that affected peoples across wide areas of Eurasia and Africa.

The four standards in this era present a general chronological progression of developments in world history from 4000 to 1000 BCE. Two major patterns of change may be discerned that unite the developments of this period.

Early Civilizations and the Spread of Agricultural Societies: Societies exhibiting the major characteristics of civilization spread widely during these millennia. Four great floodplain civilizations appeared, first in Mesopotamia, shortly after in the Nile valley, and from about 2500 BCE in the Indus valley. These three civilizations mutually influenced one another and came to constitute a single region of intercommunication and trade. The fourth civilization arose in the Yellow River valley of northwestern China in the second millennium BCE. As agriculture continued to spread, urban centers also emerged on rain-watered lands, notably in Syria and on the island of Crete. Finally, expanding agriculture and long-distance trade were the foundations of increasingly complex societies in the Aegean Sea basin and western Europe. During this same era, it must be remembered, much of the world's population lived in small farming communities and hunted or foraged. These peoples were no less challenged than city-dwellers to adapt continually and creatively to changing environmental and social conditions.

Pastoral Peoples and Population Movements: In this era pastoralism--the practice of herding animals as a society's primary source of food--made it possible for larger communities than ever before to inhabit the semi-arid steppes and deserts of Eurasia and Africa. Consequently, pastoral peoples began play an important role in world history. In the second millennium BCE migrations of pastoral folk emanating from the steppes of Central Asia contributed to a quickening pace of change across the entire region from Europe and the Mediterranean basin to India. Some societies became more highly militarized, new kingdoms appeared, and languages of the Indo-European family became much more widely spoken.

Why Study This Era?

- This is the period when civilizations appeared, shaping all subsequent eras of history. Students must consider the nature of civilization as both a particular way of organizing society and a historical phenomenon subject to transformation and collapse.
- In this era many of the world's most fundamental inventions, discoveries, institutions, and techniques appeared. All subsequent civilizations would be built on these achievements.
- Early civilizations were not self-contained but developed their distinctive characteristics partly as a result of interactions with other peoples. In this era students will learn about the deep roots of encounter and exchange among societies.
- The era introduces students to one of the most enduring themes in history, the dynamic interplay, for good or ill, between the agrarian civilizations and pastoral peoples of the great grasslands.

Era 2 Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE

Era Benchmarks

- B.1.2 The student understands how Mesopotamia, Egypt, and the Indus valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE.**
- B.2.2 The student understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus, and Nile regions.**
- B.3.2 The student understands how civilization emerged in northern China in the second millennium BCE.**
- B.4.2 The student understands how new centers of agrarian society arose in the third and second millennia BCE.**
- B.5.2 The student understands how population movements from western and Central Asia affected peoples of India, Southwest Asia, and the Mediterranean region.**
- B.6.2 The student understands the social and cultural effects that militarization and the emergence of new kingdoms had on peoples of Southwest Asia and Egypt in the second millennium BCE.**
- B.7.2 The student understands how urban society expanded in the Aegean region in the era of Mycenaean dominance.**
- B.8.2 The student understands the development of new cultural patterns in northern India in the second millennium BCE.**
- B.9.2 The student understands major trends in Eurasia and Africa from 4000 to 1000 BCE.**

Era Important Ideas

- I.1.2 The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley**
- I.2.2 How agrarian societies spread and new states emerged in the third and second millennia BCE**

I.3.2 The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE

I.4.2 Major trends in Eurasia and Africa from 4000 to 1000 BCE

Era Historical Thinking Skills to be demonstrated by students

- T.S.1 Chronological Thinking**
- T.S.2 Historical Comprehension**
- T.S.3 Historical Analysis and Interpretation**
- T.S.4 Historical Research Capabilities**
- T.S.5 Historical Issues-Analysis**

Era 2 Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE

Era Benchmarks and Core Indicators

B.1.2 The student understands how Mesopotamia, Egypt, and the Indus valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE.

- C.1.1 Analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization. [Compare and contrast differing sets of ideas]
- C.1.2 Compare the character of urban development in Mesopotamia, Egypt, and the Indus valley, including the emergence of social hierarchies and occupational specializations, as well as differences in the tasks that urban women and men performed. [Compare and contrast differing values and institutions]
- C.1.3 Compare the forms of writing that developed in the three civilizations and how written records shaped political, legal, religious, and cultural life. [Compare and contrast differing sets of ideas, values, and institutions]
- C.1.4 Compare the development of religious and ethical belief systems in the three civilizations and how they legitimized the political and social order. [Compare and contrast differing sets of ideas]
- C.1.5 Analyze the character of government and military institutions in Egypt and Mesopotamia and ways in which central authorities commanded the labor services and tax payments of peasant farmers. [Consider multiple perspectives]
- C.1.6 Describe architectural, artistic, literary, technological, and scientific achievements of these civilizations and relate these achievements to economic and social life. [Analyze cause-and-effect relationships]

B.2.2 The student understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus, and Nile regions.

- C.2.1 Analyze the importance of trade in Mesopotamian civilization of the fourth and third millennia and describe the networks of commercial exchange that connected various regions of Southwest Asia. [Interrogate historical data]
- C.2.2 Assess the importance of commercial, cultural, and political connections between Egypt and peoples of Nubia along the upper Nile. [Identify issues and problems in the past]
- C.2.3 Trace the network of trade routes connecting Egypt, Mesopotamia, and the Indus valley in the third millennium and assess the economic and cultural significance of those commercial connections. [Analyze cause-and-effect relationships]

B.3.2 The student understands how civilization emerged in northern China in the second millennium BCE.

- C.3.1 Explain the fundamentals of bronze-making technology and assess the uses and significance of bronze tools, weapons, and luxury goods in the third and second millennia BCE. [Analyze cause-and-effect relationships]
- C.3.2 Compare the climate and geography of the Huang He (Yellow River) valley with the natural environments of Mesopotamia, Egypt, and the Indus valley. [Clarify information on the geographic setting]
- C.3.3 Describe royal government under the Shang Dynasty and the development of social hierarchy, religious institutions, and writing. [Appreciate historical perspectives]
- C.3.4 Infer from archaeological or written evidence the character of early Chinese urban societies and compare these centers with cities of Mesopotamia or the Indus valley. [Formulate historical questions]
- C.3.5 Assess the part that Chinese peasants played in sustaining the wealth and power of the Shang political centers. [Consider multiple perspectives]

B.4.2 The student understands how new centers of agrarian society arose in the third and second millennia BCE.

- C.4.1 Describe the relationship between the development of plow technology and the emergence of new agrarian societies in Southwest Asia, the Mediterranean basin, and temperate Europe. [Analyze cause-and-effect relationships]
- C.4.2 Analyze how an urban civilization emerged on Crete and evaluate its cultural achievements. [Marshal evidence of antecedent circumstances]
- C.4.3 Explain the development of commercial communities in such Mediterranean cities as Byblos and Ugarit and analyze the cultural significance of expanding commercial exchange among peoples of Southwest Asia, Egypt, and the Aegean Sea. [Reconstruct patterns of historical succession and duration]
- C.4.4 Infer from the evidence of megalithic stone building at Stonehenge and other centers the emergence of complex agrarian societies in temperate Europe. [Draw upon visual sources]
- C.4.5 Analyze evidence for the growth of agricultural societies in tropical West Africa and Southeast Asia in the second millennium BCE. [Interrogate historical data]

B.5.2 The student understands how population movements from western and Central Asia affected peoples of India, Southwest Asia, and the Mediterranean region.

- C.5.1 Define pastoralism as a specialized way of life and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. [Analyze multiple causation]

- C.5.2 Identify the probable geographic homeland of speakers of early Indo-European languages and trace the spread of Indo-European languages from north of the Black and Caspian seas to other parts of Eurasia. [Reconstruct patterns of historical succession and duration]
- C.5.3 Explain the concept of kinship as the basis of social organization among pastoral peoples and compare the structure of kinship-based societies with that of agrarian states. [Compare and contrast differing behaviors and institutions]
- C.5.4 Describe major characteristics of economy, social relations, and political authority among pastoral peoples and analyze why women tended to experience greater social equality with men in pastoral communities than in agrarian societies of Eurasia. [Identify issues and problems in the past]

B.6.2 The student understands the social and cultural effects that militarization and the emergence of new kingdoms had on peoples of Southwest Asia and Egypt in the second millennium BCE.

- C.6.1 Analyze ways in which chariot transport and warfare affected Southwest Asian societies. [Analyze cause-and-effect relationships]
- C.6.2 Analyze the origins of the Hittite people and their empire in Anatolia and assess Hittite political and cultural achievements. [Marshal evidence of antecedent circumstances]
- C.6.3 Describe the spread of Egyptian power into Nubia and Southwest Asia under the New Kingdom and assess the factors that made Egyptian expansion possible. [Analyze multiple causation]
- C.6.4 Explain the religious ideas of Akhenaton (Amenhotep IV) and assess the viewpoint that Atonism was an early form of monotheism. [Interrogate historical data]

B.7.2 The student understands how urban society expanded in the Aegean region in the era of Mycenaean dominance.

- C.7.1 Describe the political and social organization of the Mycenaean Greeks as revealed in the archaeological and written record. [Interrogate historical data]
- C.7.2 Assess the cultural influences of Egypt, Minoan Crete, and Southwest Asian civilizations on the Mycenaeans. [Analyze cause-and-effect relationships]
- C.7.3 Analyze the impact of Mycenaean expansion and city-building on commerce and political life in the eastern Mediterranean. [Analyze cause-and-effect relationships]

B.8.2 The student understands the development of new cultural patterns in northern India in the second millennium BCE.

- C.8.1 Infer from geographical and archaeological information why Indo-Aryan-speaking groups moved from Central Asia into India beginning in the second millennium. [Draw upon visual sources]

- C.8.2 Analyze possible causes of the decline and collapse of Indus valley civilization. [Hypothesize the influence of the past]
- C.8.3 Assess the early political, social, and cultural impact of Indo-Aryan movements on peoples of North India. [Analyze cause-and-effect relationships]

B.9.2 The student understands major trends in Eurasia and Africa from 4000 to 1000 BCE.

- C.9.1 Explain the various criteria that have been used to define civilization and the fundamental differences between civilizations and other forms of social organization, notably hunter-gatherer bands, Neolithic agricultural societies, and pastoral nomadic societies. [Consider multiple perspectives]
- C.9.2 Identify areas of Eurasia and Africa where cities and dense farming populations appeared between 4000 and 1000 BCE and analyze connections between the spread of agriculture and the acceleration of world population growth. [Analyze cause-and-effect relationships]
- C.9.3 Compare conditions under which civilizations developed in Southwest Asia, the Nile valley, India, China, and the Eastern Mediterranean and analyze ways in which the emergence of civilizations represented a decisive transformation in human history. [Draw comparisons across eras and regions]
- C.9.4 Explain why geographic, environmental, and economic conditions favored hunter-gatherer, pastoral, and small-scale agricultural ways of life rather than urban civilization in many parts of the world. [Utilize mathematical and quantitative data]
- C.9.5 Describe fundamental inventions, discoveries, techniques, and institutions that appeared during this period and assess the significance of bronze technology for economic, cultural, and political life. [Interrogate historical data]
- C.9.6 Analyze connections between the cultural achievements of early civilizations and the development of state authority, aristocratic power, taxation systems, and institutions of coerced labor, including slavery. [Analyze cause-and-effect relationships]
- C.9.7 Describe how new ideas, products, techniques, and institutions spread from one region to another and analyze conditions under which peoples assimilated or rejected new things or adapted them to prevailing cultural traditions. [Analyze the importance of ideas]
- C.9.8 Define “patriarchal society” and analyze ways in which the legal and customary position of aristocratic, urban, or peasant women may have changed in early civilizations. [Employ quantitative analyses]
- C.9.9 Analyze the role of pastoral peoples in the history of Eurasia and Africa up to 1000 BCE and explain why relations between herding and agrarian societies tended to involve both conflict and mutual dependence. [Draw comparisons across eras and regions]

Era 3 **Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE**

Summary

By 1000 BCE urban civilizations of the Eastern Hemisphere were no longer confined to a few irrigated river plains. World population was growing, interregional trade networks were expanding, and towns and cities were appearing where only farming villages or nomad camps had existed before. Iron-making technology had increasing impact on economy and society. Contacts among diverse societies of Eurasia and Africa were intensifying, and these had profound consequences in the period from 1000 BCE to 300 CE. The pace of change was quickening in the Americas as well. If we stand back far enough to take in the global scene, three large-scale patterns of change stand out. These developments can be woven through the study of particular regions and societies as presented in Standards 1-5 below.

Classical Civilizations Defined: The civilizations of the irrigated river valleys were spreading to adjacent regions, and new centers of urban life and political power were appearing in rain-watered lands. Several civilizations were attaining their classical definitions, that is, they were developing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

Major Religions Emerge: Judaism, Christianity, Buddhism, Brahmanism/Hinduism, Confucianism, and Daoism all appeared in this period as systems of belief capable of stabilizing and enriching human relations across large areas of the world and providing avenues of cultural interchange between one region and another. Each of these religions united peoples of diverse political and ethnic identities. Religions also, often enough, divided groups into hostile camps and gave legitimacy to war or social repression.

Giant Empires Appear: Multi-ethnic empires became bigger than ever before and royal bureaucracies more effective at organizing and taxing ordinary people in the interests of the state. Empire building in this era also created much larger spheres of economic and cultural interaction. Near the end of the period the Roman and Han empires together embraced a huge portion of the hemisphere, and caravans and ships were relaying goods from one extremity of Eurasia to the other.

Why Study This Era?

The classical civilizations of this age established institutions and defined values and styles that endured for many centuries and that continue to influence our lives today.

Six of the world's major faiths and ethical systems emerged in this period and set forth their fundamental teachings.

Africa and Eurasia together moved in the direction of forming a single world of human interchange in this era as a result of trade, migrations, empire-building, missionary activity, and the diffusion of skills and ideas. These interactions had profound consequences for all the major civilizations and all subsequent periods of world history.

This was a formative era for many fundamental institutions and ideas in world history, such as universalist religion, monotheism, the bureaucratic empire, the city-state, and the relation of technology to social change. Students' explorations in the social sciences, literature, and contemporary affairs will be enriched by understanding such basic concepts as these.

This era presents rich opportunities for students to compare empires, religions, social systems, art styles, and other aspects of the past, thus sharpening their understanding and appreciation of the varieties of human experience.

Era 3 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE

Era Benchmarks

- B.1.3 The student understands state-building, trade, and migrations that led to increasingly complex interrelations among peoples of the Mediterranean basin and Southwest Asia.**
- B.2.3 The student understands the emergence of Judaism and the historical significance of the Hebrew kingdoms.**
- B.3.3 The student understands how states developed in the upper Nile valley and Red Sea region and how iron technology contributed to the expansion of agricultural societies in Sub-Saharan Africa.**
- B.4.3 The student understands how pastoral nomadic peoples of Central Asia began to play an important role in world history.**
- B.5.3 The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.**
- B.6.3 The student understands the major cultural achievements of Greek civilization.**
- B.7.3 The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks.**
- B.7.3 The student understands Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture.**
- B.8.3 The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule.**
- B.9.3 The student understands the emergence of Christianity in the context of the Roman Empire.**
- B.10.3 The student understands how China became unified under the early imperial dynasties.**
- B.11.3 The student understands religious and cultural developments in India in the era of the Gangetic states and the Mauryan Empire.**

B.12.3 The student understands major global trends from 1000 BCE to 300 CE.

Era Important Ideas

- I.1.3 Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith**
- I.2.3 The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE**
- I.3.3 How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE**
- I.4.3 The development of early agrarian civilizations in Mesoamerica**
- I.5.3 Major global trends from 1000 BCE-300 CE**

Era Historical Thinking Skills to be demonstrated by students

- T.S.1 Chronological Thinking**
- T.S.2 Historical Comprehension**
- T.S.3 Historical Analysis and Interpretation**
- T.S.4 Historical Research Capabilities**
- T.S.5 Historical Issues-Analysis**

Era 3 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE

Era Benchmarks and Core Indicators

B.1.3 The student understands state-building, trade, and migrations that led to increasingly complex interrelations among peoples of the Mediterranean basin and Southwest Asia.

- C.1.1 Explain the fundamentals of iron-making technology and analyze the early significance of iron tools and weapons in Southwest Asia and the Mediterranean region. [Analyze cause-and-effect relationships]
- C.1.2 Describe the extent of the Assyrian and New Babylonian empires and assess the sources of their power and wealth. [Obtain historical data]
- C.1.3 Explain the patterns of Phoenician trade, political organization, and culture in the Mediterranean basin. [Reconstruct patterns of historical succession and duration]
- C.1.4 Describe the emergence of Greek city-states in the Aegean region and the political, social, and legal character of the polis. [Marshal evidence of antecedent circumstances]
- C.1.5 Analyze the factors that led Greeks to found colonies in the Mediterranean and Black Sea regions. [Analyze multiple causation]
- C.1.6 Analyze the social and cultural effects of the spread of alphabetic writing in Southwest Asia and the Mediterranean basin. [Analyze cause-and-effect relationships]

B.2.3 The student understands the emergence of Judaism and the historical significance of the Hebrew kingdoms.

- C.2.1 Explain the fundamental teachings and practices of Judaism and compare Jewish monotheism with polytheistic religions of Southwest Asia. [Compare and contrast differing sets of ideas]
- C.2.2 Explain the development of the Jewish kingdoms and analyze how the Jews maintained religious and cultural traditions despite the destruction of these kingdoms. [Reconstruct patterns of historical succession and duration]
- C.2.3 Assess the significance of the Babylonian captivity for the survival of Judaism. [Appreciate historical perspectives]
- C.2.4 Analyze the significance of the Jewish diaspora for the transmission of Judaism in the Mediterranean region and Southwest Asia. [Analyze cause-and-effect relationships]

B.3.3 The student understands how states developed in the upper Nile valley and Red Sea region and how iron technology contributed to the expansion of agricultural societies in Sub-Saharan Africa.

- C.3.1 Assess the importance of political, commercial, and cultural relations between Egypt and Nubia/Kush. [Analyze multiple causation]
- C.3.2 Analyze the effects of Nile valley trade and the decline of the New Kingdom as factors in the power of Kush in the first millennium BCE. [Analyze cause-and-effect relationships]
- C.3.3 Evaluate the linguistic, architectural, and artistic achievements of Kush in the Meroitic period. [Interrogate historical data]
- C.3.4 Analyze how Kushite and Assyrian invasions affected Egyptian society. [Evidence multiple perspectives]
- C.3.5 Explain connections between maritime trade and the power of the kingdom of Aksum in Northeast Africa. [Analyze cause-and-effect relationships]
- C.3.6 Describe the emergence of states south of the Sahara desert and appraise theories of how iron-working technology spread in West and East Africa. [Evaluate major debates among historians]

B.4.3 The student understands how pastoral nomadic peoples of Central Asia began to play an important role in world history.

- C.4.1 Explain the relationship between the mastery of horse riding on the steppes and the development of pastoral nomadism and cavalry warfare. [Analyze cause-and-effect relationships]
- C.4.2 Analyze how the warrior states of the Scythians and the Xiongnu arose among pastoral nomadic peoples of Central Asia. [Analyze multiple causation]
- C.4.3 Infer from archaeological or other evidence basic characteristics of Scythian or Xiongnu society and culture. [Formulate historical questions]
- C.4.4 Analyze why relations between pastoral nomadic peoples of Central Asia and major agrarian states of Eurasia involved both conflict and economic interdependence. [Analyze cause-and-effect relationships]

B.5.3 The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.

- C.5.1 Compare Athenian democracy with the military aristocracy of Sparta. [Compare and contrast differing sets of ideas, values, and institutions]
- C.5.2 Explain hierarchical relationships within Greek society and analyze the civic, economic, and social tasks that men and women of different classes performed. [Appreciate historical perspectives]

- C.5.3 Describe the changing political institutions of Athens in the 6th and 5th centuries BCE and analyze the influence of political thought on public life. [Reconstruct patterns of historical succession and duration]
- C.5.4 Assess the importance of Greek ideas about democracy and citizenship for the development of Western political thought and institutions. [Hypothesize the influence of the past]

B.6.3 The student understands the major cultural achievements of Greek civilization.

- C.6.1 Identify the major characteristics of Hellenic architecture and sculpture and assess the ways in which architecture, sculpture, and painting expressed or influenced social values and attitudes. [Draw upon visual sources]
- C.6.2 Identify major Greek myths and dramas and assess how they reflected social values and attitudes. [Formulate historical questions]
- C.6.3 Explain the leading ideas of Socrates, Plato, Aristotle, Herodotus, and other philosophers and historians. [Appreciate historical perspective]

B.7.3 The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks.

- C.7.1 Explain the founding, expansion, and political organization of the Persian empire. [Reconstruct patterns of historical succession and duration]
- C.7.2 Analyze the major events of the wars between Persia and the Greek city-states and the reasons why the Persians failed to conquer the Aegean region. [Analyze multiple causation]
- C.7.3 Describe the basic teachings of Zoroastrianism. [Interrogate historical data]

B.8.3 The student understands Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture.

- C.8.1 Analyze the rise of Macedonia under Philip II and explain the campaigns and scope and success of Alexander's imperial conquests. [Reconstruct patterns of historical succession and duration]
- C.8.2 Assess Alexander's achievements as a military and political leader and analyze why the empire broke up into successor kingdoms. [Analyze cause-and-effect relationships]
- C.8.3 Evaluate major achievements of Hellenistic art, philosophy, science, and political thought. [Appreciate historical perspectives]
- C.8.4 Assess the character of Greek impact on Southwest Asia and Egypt in the 4th and 3rd centuries and the influence of Greek, Egyptian, Persian, and Indian cultural traditions on one another. [Analyze cause-and-effect relationships]

- C.8.5 Analyze the significance of the interaction of Greek and Jewish traditions for the emergence of both Rabbinic Judaism and early Christianity. [Reconstruct patterns of historical succession and duration]

B.9.3 The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule.

- C.9.1 Assess the contributions of the Etruscans and the western Greek colonies to the development of Roman society and culture. [Analyze multiple causation]
- C.9.2 Describe the political and social institutions of the Roman Republic and analyze why Rome was transformed from republic to empire. [Analyze cause-and-effect relationships]
- C.9.3 Describe the major phases in the expansion of the empire through the 1st century CE. [Reconstruct patterns of historical succession and duration]
- C.9.4 Assess ways in which imperial rule over a vast area transformed Roman society, economy, and culture. [Analyze cause-and-effect relationships]
- C.9.5 Analyze how Roman unity contributed to the growth of trade among the lands of the Mediterranean basin and assess the importance of Roman commercial connections by land or sea with Sub-Saharan Africa, India, and East Asia. [Interrogate historical data]
- C.9.6 Evaluate the major legal, artistic, architectural, technological, and literary achievements of the Romans and the influence of Hellenistic cultural traditions on Roman Europe. [Appreciate historical perspectives]

B.10.3 The student understands the emergence of Christianity in the context of the Roman Empire.

- C.10.1 Describe the lives of Jesus and Paul and explain the fundamental teachings of Christianity. [Appreciate historical perspectives]
- C.10.2 Analyze how Christianity spread widely in the Roman Empire. [Analyze multiple causation]
- C.10.3 Trace the extent and consequences of Christian expansion in Asia, Africa, and Europe to the 4th century. [Reconstruct patterns of historical succession and duration]

B.11.3 The student understands how China became unified under the early imperial dynasties.

- C.11.1 Assess the significance of the Zhou dynasty for the development of imperial rule and the concept of the Mandate of Heaven. [Analyze cause-and-effect relationships]
- C.11.2 Assess the policies and achievements of the Qin emperor Shi Huangdi in establishing a unified imperial realm. [Evaluate the implementation of a decision]

- C.11.3 Analyze the political and ideological contributions of the Han to the development of the imperial bureaucratic state and the expansion of the empire. [Analyze cause-and-effect relationships]
- C.11.4 Evaluate the literary, artistic, and technological achievements of the Han dynasty. [Appreciate historical perspectives]
- C.11.5 Analyze the importance of iron technology and family division of labor on the expansion of agriculture and the southeastward migration of Chinese farmers. [Analyze multiple causation]
- C.11.6 Analyze the commercial and cultural significance of the trans-Eurasian “silk roads” in the period of the Han and Roman empires. [Interrogate historical data]
- C.11.7 Describe the life of Confucius and explain comparatively the fundamental teachings of Confucianism and Daoism. [Compare and contrast differing sets of ideas]

B.12.3 The student understands religious and cultural developments in India in the era of the Gangetic states and the Mauryan Empire.

- C.12.1 Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. [Appreciate historical perspectives]
- C.12.2 Describe the life and teachings of the Buddha and explain ways in which those teachings were a response to the Brahmanic system. [Analyze cause-and-effect relationships]
- C.12.3 Explain the growth of the Mauryan Empire in the context of rivalries among Indian states. [Consider multiple perspectives]
- C.12.4 Evaluate the achievements of the emperor Ashoka and assess his contribution to the expansion of Buddhism in India. [Evaluate the implementation of a decision]
- C.12.5 Analyze how Brahmanism responded to the social, political, and theological challenges posed by Buddhism and other reform movements. [Analyze cause-and-effect relationships]
- C.12.6 Analyze how Buddhism spread in India, Ceylon, and Central Asia. [Analyze multiple causation]

B.13.3 The student understands major global trends from 1000 BCE to 300 CE.

- C.13.1 Define the concept of “classical civilizations” and assess the enduring importance of ideas, institutions, and art forms that emerged in the classical periods. [Analyze the importance of ideas]
- C.13.2 Analyze the significance of military power, state bureaucracy, legal codes, belief systems, written languages, and communications and trade networks in the development of large regional empires. [Interrogate historical data]

- C.13.3 Compare institutions of slavery or other forms of coerced labor in the Han empire, the Maurya empire, the Greek city-states, and the Roman empire. [Draw comparisons across eras and regions]
- C.13.4 Analyze how new religious or ethical systems contributed to cultural integration of large regions of Afro-Eurasia. [Analyze cause-and-effect relationships]
- C.1.3.5 Explain the significance of Greek or Hellenistic ideas and cultural styles in the history of the Mediterranean basin, Europe, Southwest Asia, and India. [Analyze the importance of ideas]
- C.13.6 Analyze ways in which trade networks, merchant communities, state power, tributary systems of production, and other factors contributed to the economic integration of large regions of Afro-Eurasia. [Employ quantitative analysis]
- C.13.7 Explain the fundamentals of iron metallurgy and assess the economic, cultural, and political significance of iron technology in Eurasia and Africa. [Employ quantitative analysis]
- C.13.8 Identify patterns of social and cultural continuity in various societies and analyze ways in which peoples maintained traditions and resisted external challenges in the context of increasing interregional contacts. [Draw comparisons across eras and regions]

Era 4 Expanding Zones of Exchange and Encounter, 300-1000 CE

Summary

Beginning about 300 CE almost the entire region of Eurasia and northern Africa experienced severe disturbances. By the 7th century, however, peoples of Eurasia and Africa entered a new period of more intensive interchange and cultural creativity. Underlying these developments was the growing sophistication of systems for moving people and goods here and there throughout the hemisphere--China's canals, trans-Saharan camel caravans, high-masted ships plying the Indian Ocean. These networks tied diverse peoples together across great distances. In Eurasia and Africa a single region of intercommunication was taking shape that ran from the Mediterranean to the China seas. A widening zone of interchange also characterized Mesoamerica.

A sweeping view of world history reveals three broad patterns of change that are particularly conspicuous in this era.

Islamic Civilization: One of the most dramatic developments of this 700-year period was the rise of Islam as both a new world religion and a civilized tradition encompassing an immense part of the Eastern Hemisphere. Commanding the central region of Afro-Eurasia, the Islamic empire of the Abbasid dynasty became in the 8th-10th-century period the principal intermediary for the exchange of goods, ideas, and technologies across the hemisphere.

Buddhist, Christian, and Hindu Traditions: Not only Islam but other major religions also spread widely during this 700-year era. Wherever these faiths were introduced, they carried with them a variety of cultural traditions, aesthetic ideas, and ways of organizing human endeavor. Each of them also embraced peoples of all classes and diverse languages in common worship and moral commitment. Buddhism declined in India but took root in East and Southeast Asia. Christianity became the cultural foundation of a new civilization in western Europe. Hinduism flowered in India under the Gupta Empire and also exerted growing influence in the princely courts of Southeast Asia.

New Patterns of Society in East Asia, Europe, West Africa, Oceania, and Mesoamerica: The third conspicuous pattern, continuing from the previous era, was the process of population growth, urbanization, and flowering of culture in new areas. The 4th to 6th centuries witnessed serious upheavals in Eurasia in connection with the breakup of the Roman and Han empires and the aggressive movements of pastoral peoples to the east, west, and south. By the 7th century, however, China was finding new unity and rising economic prosperity under the Tang. Japan emerged as a distinctive civilization. At the other end of the hemisphere Europe laid new foundations for political and social order. In West Africa towns flourished amid the rise of Ghana and the trans-Saharan gold trade. In both lower Africa and the Pacific basin migrant pioneers laid new foundations of agricultural societies. Finally, this era saw a remarkable growth of urban life in Mesoamerica in the age of the Maya.

Why Study This Era?

In these seven centuries Buddhism, Christianity, Hinduism, and Islam spread far and wide beyond their lands of origin. These religions became established in regions where today they command the faith of millions.

In this era the configuration of empires and kingdoms in the world changed dramatically. Why giant empires have fallen and others risen rapidly to take their place is an enduring question for all eras.

In the early centuries of this era Christian Europe was marginal to the dense centers of population, production, and urban life of Eurasia and northern Africa. Students should understand this perspective but at the same time investigate the developments that made possible the rise of a new civilization in Europe after 1000 CE.

In this era no sustained contact existed between the Eastern Hemisphere and the Americas. Peoples of the Americas did not share in the exchange and borrowing that stimulated innovations of all kinds in Eurasia and Africa. Therefore, students need to explore the conditions under which weighty urban civilizations arose in Mesoamerica in the first millennium CE.

Era 4 Expanding Zones of Exchange and Encounter, 300-1000 CE

Era Benchmarks

B.4.1 The student understands the decline of the Roman and Han empires.

B.4.2 The student understands the expansion of Christianity and Buddhism beyond the lands of their origin.

B.4.3 The student understands the synthesis of Hindu civilization in India in the era of the Gupta Empire.

B.4.4 The student understands the expansion of Hindu and Buddhist traditions in Southeast Asia in the first millennium CE.

B.4.5 The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.

B.4.6 The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.

B.4.7 The student understands the consolidation of the Byzantine state in the context of expanding Islamic civilization.

B.4.8 The student understands China's sustained political and cultural expansion in the Tang period. .

B.4.9 The student understands developments in Japan, Korea, and Southeast Asia in an era of Chinese ascendancy.

B.4.10 The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire.

B.4.11 The student understands the coalescence of political and social order in Europe.

B.4.12 The student understands state-building in Northeast and West Africa and the southward migrations of Bantu-speaking peoples.

B.4.13 The student understands the origins, expansion, and achievements of Maya civilization.

B.4.14 The student understands the rise of the Teotihuacán, Zapotec/Mixtec, and Moche civilizations.

B.4.15 The student understands major global trends from 300 to 1000 CE.

Era Important Ideas

I.1.4 Imperial crises and their aftermath, 300-700 CE

I.2.4 Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries

I.3.4 Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE

I.4.4 The search for political, social, and cultural redefinition in Europe, 500-1000 CE

I.5.4 The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE

I.6.4 Major global trends from 300-1000 CE

Era Historical Thinking Skills to be demonstrated by students

T.S.1 Chronological Thinking

T.S.2 Historical Comprehension

T.S.3 Historical Analysis and Interpretation

T.S.4 Historical Research Capabilities

T.S.5 Historical Issues-Analysis

Era 4 Expanding Zones of Exchange and Encounter, 300-1000 CE

Era Benchmarks and Core Indicators

B.1.4 The student understands the decline of the Roman and Han empires.

- C.1.1 Analyze various causes that historians have proposed to account for the decline of the Han and Roman empires. [Evaluate major debates among historians]
- C.1.2 Trace the migrations and military movements of major pastoral nomadic groups into both the Roman Empire and China. [Reconstruct patterns of historical succession and duration]
- C.1.3 Compare the consequences of these movements in China and the western part of the Roman Empire. [Analyze cause-and-effect relationships]
- 9-12**
- C.1.4 Analyze comparatively the collapse of the western part of the classical Roman Empire and the survival of the eastern part. [Compare and contrast differing sets of ideas]
- C.1.4 Describe the consolidation of the Byzantine state after the breakup of the Roman Empire and assess how Byzantium transmitted ancient traditions and created a new Christian civilization. [Reconstruct patterns of historical succession and duration]

B.2.4 The student understands the expansion of Christianity and Buddhism beyond the lands of their origin.

- C.2.1 .Assess how Christianity and Buddhism won converts among culturally diverse peoples across wide areas of Afro-Eurasia. [Demonstrate and explain the influence of ideas]
- C.2.2 Analyze the spread of Christianity and Buddhism in the context of change and crisis in the Roman and Han empires. [Analyze cause-and-effect relationships]
- C.2.3 Analyze the importance of monasticism in the growth of Christianity and Buddhism and the participation of both men and women in monastic life and missionary activity. [Compare and contrast differing values, behaviors, and institutions]

B.3.4 The student understands the synthesis of Hindu civilization in India in the era of the Gupta Empire.

- C.3.1 Describe fundamental features of the Hindu belief system as they emerged in the early first millennium CE. [Appreciate historical perspectives]
- C.3.2 Explain the rise of the Gupta Empire and analyze factors that contributed to the empire's stability and economic prosperity. [Analyze multiple causation]

- C.3.3 Analyze how Hinduism responded to the challenges of Buddhism and prevailed as the dominant faith in India. [Reconstruct patterns of historical succession and duration]
- C.3.4 Analyze the basis of social relationships in India and compare the social and legal position of women and men during the Gupta era. [Interrogate historical data]
- C.3.5 Evaluate Gupta achievements in art, literature, and mathematics. [Appreciate historical perspective]
- C.3.6 Analyze the Gupta decline and the importance of Hun invasions in the empire's disintegration. [Analyze multiple causation]

B.4.4 The student understands the expansion of Hindu and Buddhist traditions in Southeast Asia in the first millennium CE.

- C.4.1 Assess the relationship between long-distance trade of Indian and Malay peoples and the introduction of Hindu and Buddhist traditions in Southeast Asia. [Analyze cause-and-effect relationships]
- C.4.2 Explain the impact of Indian civilization on state-building in mainland Southeast Asia and the Indonesian archipelago. [Analyze cause-and-effect relationships]
- C.4.3 Evaluate monumental religious architecture exemplifying the spread of Buddhist and Hindu belief and practice in Southeast Asia. [Draw upon visual sources]
- C.4.4 Explain how aspects of Buddhism and Hinduism were combined in Southeast Asian religious life. [Interrogate historical data]

B.5.4 The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.

- C.5.1 Analyze the political, social, and religious problems confronting the Byzantine and Sassanid Persian empires in the 7th century and the commercial role of Arabia in the Southwest Asian economy. [Analyze multiple causation]
- C.5.2 Describe the life of Muhammad, the development of the early Muslim community, and the basic teachings and practices of Islam. [Assess the importance of the individual]
- C.5.3 Explain how Muslim forces overthrew the Byzantines in Syria and Egypt and the Sassanids in Persia and Iraq. [Interrogate historical data]
- C.5.4 Analyze how Islam spread in Southwest Asia and the Mediterranean region. [Analyze the influence of ideas]
- C.5.5 Analyze how the Arab Caliphate became transformed into a Southwest Asian and Mediterranean empire under the Umayyad dynasty and explain how the Muslim community became divided into Sunnis and Shi'ites. [Reconstruct patterns of historical succession and duration]
- C.5.6 Analyze Arab Muslim success in founding an empire stretching from western Europe to India and China and describe the diverse religious, cultural, and

geographic factors that influenced the ability of the Muslim government to rule.
[Analyze cause-and-effect relationships]

B.6.4 The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.

- C.6.1 Compare Abbasid government and military institutions with those of Sassanid Persia and Byzantium. [Compare and contrast differing values and institutions]
- C.6.2 Describe sources of Abbasid wealth, including taxation, and analyze the economic and political importance of domestic, military, and gang slavery. [Employ quantitative data]
- C.6.3 Analyze why the Abbasid state became a center of Afro-Eurasian commercial and cultural exchange. [Analyze cause-and-effect relationships]
- C.6.4 Analyze the sources and development of Islamic law and the influence of law and religious practice on such areas as family life, moral behavior, marriage, inheritance, and slavery. [Examine the influence of ideas]
- C.6.5 Describe the emergence of a center of Islamic civilization in Iberia and evaluate its economic and cultural achievements. [Appreciate historical perspectives]
- C.6.7 Describe the cultural and social contributions of various ethnic and religious communities, particularly the Christian and Jewish, in the Abbasid lands and Iberia. [Appreciate historical perspectives]
- C.6.8 Evaluate Abbasid contributions to mathematics, science, medicine, literature, and the preservation of Greek learning. [Interrogate historical data]
- C.6.9 Assess how Islam won converts among culturally diverse peoples across wide areas of Afro-Eurasia. [Analyze cause-and-effect relationships]

B.7.4 The student understands the consolidation of the Byzantine state in the context of expanding Islamic civilization.

- C.7.1 Explain how the Byzantine state withstood Arab Muslim attacks between the 7th and 10th centuries. [Analyze cause-and-effect relationships]
- C.7.2 Compare Byzantium's imperial political system with that of the Abbasid state. [Compare and contrast differing values and institutions]
- C.7.3 Evaluate the Byzantine role in preserving and transmitting ancient Greek learning. [Reconstruct patterns of historical succession and duration]
- C.7.4 Analyze the expansion of Greek Orthodox Christianity into the Balkans and Kievan Russia between the 9th and 11th centuries. [Analyze multiple causation]

B.8.4 The student understands China's sustained political and cultural expansion in the Tang period. .

- C.8.1 Explain how relations between China and pastoral peoples of Inner Asia in the Tang period reflect long-term patterns of interaction along China's grassland frontier. [Explain historical continuity and change]
- C.8.2 Describe political centralization and economic reforms that marked China's reunification under the Sui and Tang dynasties. [Analyze cause-and-effect relationships]
- C.8.3 Describe Tang imperial conquests in Southeast and Central Asia. [Reconstruct patterns of historical succession and duration]
- C.8.4 Describe the cosmopolitan diversity of peoples and religions in Chinese cities of the early- and mid-Tang period. [Appreciate historical perspectives]
- C.8.5 Assess explanations for the spread and power of Buddhism in Tang China, Korea, and Japan. [Analyze cause-and-effect relationships]
- C.8.6 Evaluate creative achievements in painting and poetry in relation to the values of Tang society. [Appreciate historical perspectives]

B.9.4 The student understands developments in Japan, Korea, and Southeast Asia in an era of Chinese ascendancy.

- C.9.1 Explain how Korea assimilated Chinese ideas and institutions yet preserved its political independence. [Compare and contrast different sets of ideas]
- C.9.2 Describe the indigenous development of Japanese society up to the 7th century. [Interrogate historical data]
- C.9.3 Assess the patterns of borrowing and adaptation of Chinese culture in Japanese society from the 7th to the 11th century. [Analyze the influence of ideas]
- C.9.4 Describe the establishment of the imperial state in Japan and assess the role of the emperor in government. [Reconstruct patterns of historical succession and duration]
- C.9.5 Assess the political, social, and cultural contributions of aristocratic women of the Japanese imperial court. [Appreciate historical perspectives]
- C.9.6 Describe the indigenous development of Japanese society up to the 7th century CE. [Reconstruct patterns of historical succession and duration]
- C.9.7 Explain China's colonization of Vietnam and analyze the effects of Chinese rule on Vietnamese society, including resistance to Chinese domination. [Evaluate alternative courses of action]
- C.9.8 Explain the commercial importance of the Straits of Melaka and the significance of the empire of Srivijaya for maritime trade between China and the Indian Ocean. [Draw upon data in historical maps]

B.10.4 The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire.

- C.10.1 Assess the importance of monasteries, convents, the Latin Church, and missionaries from Britain and Ireland in the Christianizing of western and central Europe. [Analyze cause-and-effect relationships]
- C.10.2 Explain the development of the Merovingian and Carolingian states and assess their success at maintaining public order and local defense in western Europe. [Reconstruct patterns of historical succession and duration]
- C.10.3 Analyze how the preservation of Greco-Roman and early Christian learning in monasteries and convents and in Charlemagne's royal court contributed to the emergence of European civilization. [Reconstruct patterns of historical succession and duration]
- C.10.4 Analyze the growth of papal power and the changing political relations between the popes and the secular rulers of Europe. [Identify issues and problems of the past]
- C.10.5 Compare the successes of the Latin and Greek churches in introducing Christianity and Christian culture to eastern Europe. [Compare and contrast differing sets of ideas]

B.11.4 The student understands the coalescence of political and social order in Europe.

- C.11.1 Assess the impact of Norse (Viking) and Magyar migrations and invasions, as well as internal conflicts, on the emergence of independent lords and the knightly class. [Analyze cause-and-effect relationships]
- C.11.2 Assess changes in the legal, social, and economic status of peasants in the 9th and 10th centuries. [Interrogate historical data]
- C.11.3 Analyze the importance of monasteries and convents as centers of political power, economic productivity, and communal life. [Examine the influence of ideas]
- C.11.4 Explain how royal officials such as counts and dukes transformed delegated powers into hereditary, autonomous power over land and people in the 9th and 10th centuries. [Reconstruct patterns of historical succession and duration]

B.12.4 The student understands state-building in Northeast and West Africa and the southward migrations of Bantu-speaking peoples.

- C.12.1 Explain how the contrasting natural environments of West Africa defined agricultural production, and analyze the importance of the Niger River in promoting agriculture, commerce, and state-building. [Analyze cause-and-effect relationships]
- C.12.2 Explain how Ghana became West Africa's first large-scale empire. [Interrogate historical data]

- C.12.3 Assess the importance of labor specialization, regional commerce, trans-Saharan camel trade, and Islam in the development of states and cities in West Africa. [Analyze multiple causation]
- C.12.4 Infer from archaeological evidence the importance of Jenné-jeno or Kumbi-Saleh as early West African commercial cities. [Interrogate historical data]
- C.12.5 Analyze causes and consequences of the settling of East, Central, and Southern Africa by Bantu-speaking farmers and cattle herders up to 1000 CE. [Analyze cause-and-effect relationships]

B.13.4 The student understands the origins, expansion, and achievements of Maya civilization.

- C.13.1 Describe the natural environment of southern Mesoamerica and its relationship to the development of Maya urban society. [Analyze cause-and-effect relationships]
- C.13.2 Analyze the Maya system of agricultural production and trade and its relationship to the rise of city-states. [Analyze cause-and-effect relationships]
- C.13.3 Interpret the Maya cosmic world view as evidenced in art and architecture and evaluate Maya achievements in astronomy, mathematics, and the development of a calendar. [Appreciate historical perspectives]
- C.13.4 Analyze how monumental architecture and other evidence portrays the lives of elite men and women. [Draw upon visual sources]
- C.13.5 Assess interpretations of how and why Maya civilization declined. [Evaluate major debates among historians]

B.14.4 The student understands the rise of the Teotihuacán, Zapotec/Mixtec, and Moche civilizations.

- C.14.1 Analyze the character of the Zapotec state in the valley of Oaxaca as reflected in the art and architecture of Monte Albán. [Draw upon visual sources]
- C.14.2 Explain the growth of the urban society centered on Teotihuacán and the importance of this city as a transmitter of Mesoamerican cultural traditions to later societies. [Examine the influence of ideas]
- C.14.3 Analyze how the diverse natural environment of the Andes region shaped systems of agriculture and animal herding. [Analyze cause-and-effect relationships]
- C.14.4 Describe how archaeological discoveries have led to greater understanding of the character of Moche society. [Hold interpretations of history as tentative]

B.15.4 The student understands major global trends from 300 to 1000 CE.

- C.15.1 Analyze factors contributing to the weakening of empires or civilized traditions in world history up to 1000 CE and compare causes of the decline or collapse of various empires. [Draw comparisons across eras and regions]

- C.15.2 Trace the migratory and military movements of pastoral nomadic peoples from Central Asia and the Arabian Peninsula between the 4th and 11th centuries and analyze the consequences of these movements for empires and agrarian civilizations of Eurasia and Africa. [Interrogate historical data]
- C.15.3 Trace major changes in the religious map of Eurasia and Africa between 300 and 1000 and account for the success of Christianity, Buddhism, Hinduism, and Islam in making converts among peoples of differing ethnic and cultural traditions. [Analyze the influence of ideas]
- C.15.4 Describe maritime and overland trade routes linking regions of Afro-Eurasia and analyze the importance of international trade for African and Eurasian societies. [Draw evidence from historical maps]
- C.15.5 Explain the importance of Muslims and Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa. [Analyze the influence of ideas]
- C.15.6 Trace migrations of farming peoples to new regions of Europe, Sub-Saharan Africa, China, Oceania, and Mesoamerica and analyze connections between new settlement and the development of towns, trade, and greater cultural complexity in these regions. [Analyze cause-and-effect relationships]

Era 5 Intensified Hemispheric Interactions 1000-1500 CE

Summary

Intensified Hemispheric Interactions, 1000-1500 CE -- Giving Shape to World History

In this era the various regions of Eurasia and Africa became more firmly interconnected than at any earlier time in history. The sailing ships that crossed the wide sea basins of the Eastern Hemisphere carried a greater volume and variety of goods than ever before. In fact, the chain of seas extending across the hemisphere--China seas, Indian Ocean, Persian Gulf, Red Sea, Black Sea, Mediterranean, and Baltic--came to form a single interlocking network of maritime trade. In the same centuries caravan traffic crossed the Inner Asian steppes and the Sahara Desert more frequently. As trade and travel intensified so did cultural exchanges and encounters, presenting local societies with a profusion of new opportunities and dangers. By the time of the transoceanic voyages of the Portuguese and Spanish, the Eastern Hemisphere already constituted a single zone of intercommunication possessing a unified history of its own.

A global view reveals four "big stories" that give shape to the entire era:

China and Europe--Two Centers of Growth

In two regions of the Eastern Hemisphere, China and Europe, the era witnessed remarkable growth. China experienced a burst of technological innovation, commercialization, and urbanization, emerging as the largest economy in the world. As China exported its silks and porcelains to other lands and imported quantities of spices from India and Southeast Asia, patterns of production and commerce all across the hemisphere were affected. At the opposite end of Eurasia, Western and Central Europe emerged as a new center of Christian civilization, expanding in agricultural production, population, commerce, and military might. Powerful European states presented a new challenge to Muslim dominance in the Mediterranean world. At the same time Europe was drawn more tightly into the commercial economy and cultural interchange of the hemisphere.

The Long Reach of Islam

In this era Islamic faith and civilization encompassed extensive new areas of Eurasia and Africa. The continuing spread of Islam was closely connected to the migrations of Turkic conquerors and herding folk and to the growth of Muslim commercial enterprise all across the hemisphere. By about 1400 CE Muslim societies spanned the central two-thirds of Afro-Eurasia. New Muslim states and towns were appearing in West Africa, the East African coast, Central Asia, India, and Southeast Asia. Consequently, Muslim merchants, scholars, and a host of long-distance travelers were the principal mediators in the interregional exchange of goods, ideas, and technical innovations.

The Age of Mongol Dominance

The second half of the era saw extraordinary developments in interregional history. The Mongols under Chinggis Khan created the largest land empire the world had ever seen. Operating from Poland to Korea and Siberia to Indonesia, the Mongol warlords intruded in one way or another on the lives of almost all peoples of Eurasia. The conquests were terrifying, but the stabilizing of Mongol rule led to a century of fertile commercial and cultural interchange across the continent. Eurasian unification, however, had a disastrous consequence in the 14th century--the Black Death and its attendant social impact on Europe, the Islamic world, and probably China.

Empires of the Americas

In the Western Hemisphere empire building reached an unprecedented scale. The political styles of the Aztec and Inca states were profoundly different. Even so, both enterprises demonstrated that human labor and creative endeavor could be organized on a colossal scale despite the absence of iron technology or wheeled transport.

Why Study This Era?

The civilizations that flourished in this era--Chinese, Japanese, Indian, Islamic, European, West African, Mesoamerican, and others--created a legacy of cultural and social achievements of continuing significance today. To understand how cultural traditions affect social change or

international relations in the contemporary world requires study of the specific historical contexts in which those traditions took form. The modern world with all its unique complexities did not emerge suddenly in the past 500 years but had its roots in the developments of the 1000-1500 era, notably the maturing of long-distance trade and the economic and social institutions connected with it. To understand both the history of modern Europe and the United States requires a grasp of the variety of institutions, ideas, and styles that took shape in western Christendom during this era of expansion and innovation.

Era 5 Intensified Hemispheric Interactions 1000-1500 CE

Era Benchmarks

- B.5.1 The student understands China's extensive urbanization and commercial expansion between the 10th and 13th centuries.**
- B.5.2 The student understands developments in Japanese and Southeast Asian civilization.**
- B.5.3 The student understands how pastoral migrations and religious reform movements between the 11th and 13th centuries contributed to the rise of new states and the expansion of Islam.**
- B.5.4 The student understands how interregional communication and trade led to intensified cultural exchanges among diverse peoples of Eurasia and Africa.**
- B.5.6 The student understands feudalism and the growth of centralized monarchies and city-states in Europe.**
- B.5.7 The student understands the expansion of Christian Europe after 1000.**
- B.5.8 The student understands the patterns of social change and cultural achievement in Europe's emerging civilizations.**
- B.5.9 The student understands the world-historical significance of the Mongol empire.**
- B.5.10 The student understands the significance of Mongol rule in China, Korea, Russia, and Southwest Asia.**
- B.5.11 The student understands the growth of imperial states in West Africa and Ethiopia.**
- B.5.12 The student understands the development of towns and maritime trade in East and Southern Africa.**
- B.5.13 The student understands the consequences of Black Death and recurring plague pandemic in the 14th century.**
- B.5.14 The student understands transformations in Europe following the economic and demographic crises of the 14th century.**

B.5.15The student understands major political developments in Asia in the aftermath of the collapse of Mongol rule and the plague pandemic.

B.5.16The student understands the development of complex societies and states in North America and Mesoamerica.

B.5.17The student understands the development of the Inca empire in Andean South America.

B.5.18The student understands major global trends from 1000 to 1500 CE.

Era Important Ideas

I.5.1 The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion

I.5.2 The redefining of European society and culture, 1000-1300 CE.

I.5.3 The rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350.

I.5.4 The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries.

I.5.5 Patterns of crisis and recovery in Afro-Eurasia, 1300-1450

I.5.6 The expansion of states and civilizations in the Americas, 1000-1500.

I.5.7 Major global trends from 1000-1500 CE.

Era 5 Intensified Hemispheric Interactions 1000-1500 CE

Era Benchmarks and Core Indicators

B.5.1 The student understands China's extensive urbanization and commercial expansion between the 10th and 13th centuries.

- C.1.1 Explain the major dynastic transitions in China and how Confucianism changed. [Analyze cause-and-effect relationships]
- C.1.2 Analyze how improved agricultural production, population growth, urbanization, and commercialization were interconnected. [Analyze multiple causation]
- C.1.3 Identify major technological and scientific innovations and analyze their effects on Chinese life. [Examine the influence of ideas]
- C.1.4 Analyze the expansion of China's external trade with peoples of Southeast Asia and the lands rimming the Indian Ocean. [Analyze cause-and-effect relationships]
- C.1.5 Analyze the growth of an economically powerful merchant class in China. [Formulate historical questions]
- C.1.6 Assess the importance of women of gentry families in preserving and transmitting Chinese cultural values. [Interrogate historical data]

B.5.2 The student understands developments in Japanese and Southeast Asian civilization.

- C.2.1 Describe Japanese government in the Kamakura and early Ashikaga periods and assess the applicability of the concept of feudalism to Japan. [Interrogate historical data]
- C.2.2 Analyze the rise of the warrior class and how changes in inheritance laws and patterns of land ownership affected peasants and both upper-class and commoner women in the context of feudal society. [Reconstruct patterns of historical succession and duration]
- C.2.3 Explain the development of distinctive forms of Japanese Buddhism. [Examine the influence of ideas]
- C.2.4 Evaluate the arts and aesthetic values in warrior culture. [Appreciate historical perspectives]
- C.2.5 Explain the sources of wealth of the Southeast Asian states of Vietnam (Dai Viet), Champa, and Angkor (Cambodia) and analyze the role of Islam and Buddhism in the decline of classical states. [Compare and contrast differing institutions]

- C.2.6 Explain the struggle for Vietnamese independence from China and the subsequent reconstruction of Vietnamese society and government. [Marshal evidence of antecedent circumstances]

B.5.3 The student understands how pastoral migrations and religious reform movements between the 11th and 13th centuries contributed to the rise of new states and the expansion of Islam.

- C.3.1 Analyze how the migrations of Turkic peoples from Turkestan into Southwest Asia and India in the 11th and 12th centuries contributed to Islamic expansion and the retreat of Byzantium and Greek Christian civilization. [Analyze cause-and-effect relationships]
- C.3.2 Assess the growth of North African Islamic reform movements and the success of the Almoravids and Almohads in creating empires spanning Iberia and North Africa. [Examine the influence of ideas]
- C.3.3 Evaluate scientific, artistic, and literary achievements of Islamic civilization. [Appreciate historical perspectives]
- C.3.4 Assess Sufism as an important dimension of Islamic faith and practice and how it enriched Muslim life and contributed to Islamic expansion. [Examine the influence of ideas]

B.5.4 The student understands how interregional communication and trade led to intensified cultural exchanges among diverse peoples of Eurasia and Africa.

- C.4.1 Identify the maritime routes extending from East Asia to northern Europe and assess the importance of trade across the Indian Ocean for societies of Asia, East Africa, and Europe. [Draw upon data in historical maps]
- C.4.2 Explain how camel caravan transport facilitated long-distance trade across Central Asia and the Sahara Desert. [Interrogate historical data]
- C.4.3 Compare the importance of such cities as Canton (Kuang-Chou), Melaka, Calicut, Samarkand, Kilwa, Cairo, Constantinople, and Venice as centers of international trade and cosmopolitan culture. [Clarify information on the geographical setting]
- C.4.4 Explain connections between trade and the spread of Islam in Central Asia, East Africa, West Africa, the coasts of India, and Southeast Asia. [Analyze cause-and-effect relationships]

B.5.5 The student understands feudalism and the growth of centralized monarchies and city-states in Europe.

- C.5.1 Describe feudal lordship and explain how feudal relationships provided a foundation of political order in parts of Europe. [Interrogate historical data]
- C.5.2 Describe manorialism and serfdom as institutions of medieval Europe and analyze how population growth and agricultural expansion affected the legal

position and working lives of peasant men and women. [Appreciate historical perspective]

- C.5.3 Analyze how European monarchies expanded their power at the expense of feudal lords and assess the growth and limitations of representative institutions in these monarchies. [Analyze cause-and-effect relationships]
- C.5.4 Analyze the significance of developments in medieval English legal and constitutional practice and their importance for modern democratic thought and institutions. [Identify relevant historical antecedents]
- C.5.5 Explain the changing political relationship between the Catholic Church and secular states. [Analyze cause-and-effect relationships]
- C.5.6 Explain the importance of inheritance laws, arranged marriages, dowries, and family alliances for dynastic and aristocratic politics. [Formulate historical questions]
- C.5.7 Analyze how prosperous city-states arose in Italy and northern Europe and compare the political institutions of city-states with those of centralizing monarchies. [Compare and contrast differing institutions]

B.5.6 The student understands the expansion of Christian Europe after 1000.

- C.6.1 Analyze connections between population growth and increased agricultural production and technological innovation. [Analyze cause-and-effect relationships]
- C.6.2 Explain urban growth in the Mediterranean region and northern Europe and analyze causes for the expansion of manufacturing, interregional trade, and a money economy in Europe. [Analyze cause-and-effect relationships]
- C.6.3 Analyze the success of Christian states in overthrowing Muslim powers of central and southern Iberia. [Interrogate historical data]
- C.6.4 Analyze the causes and consequences of the European Crusades against Syria and Palestine. [Analyze cause-and-effect relationships]
- C.6.5 Assess the consequences of German military and cultural encounters with the peoples of Poland and the Baltic region. [Analyze cause-and-effect relationships]

B.5.7 The student understands the patterns of social change and cultural achievement in Europe's emerging civilizations.

- C.7.1 Analyze ways in which ideals of chivalry and courtly love affected feudal society. [Analyze cause-and-effect relationships]
- C.7.2 Describe the life of Jewish communities and their contributions to Europe's cultural and economic development. [Examine the influence of ideas]
- C.7.3 Analyze how the rise of schools and universities in Italy, France, and England contributed to literacy, learning, and scientific advancement. [Analyze cause-and-effect relationships]

- C.7.4 Evaluate major works of art, architecture, and literature and analyze how they shed light on values and attitudes in Christian society. [Draw upon visual sources]
- C.7.5 Assess the importance of the Islamic states of Iberia and Sicily as well as the Byzantine empire in transmitting scientific and philosophical knowledge to and influencing the literature and arts of Western and Central Europe. [Analyze the importance of ideas]
- C.7.6 Assess the importance of Orthodox and Latin Christianity in the cultural and social life of Eastern Europe and Russia. [Examine the importance of ideas]

B.5.8 The student understands the world-historical significance of the Mongol empire.

- C.8.1 Assess the career of Chinggis Khan as a conqueror and military innovator in the context of Mongol society. [Assess the importance of the individual]
- C.8.2 Describe the Mongol conquests of 1206-1279 and assess their effects on peoples of China, Southeast Asia, Russia, and Southwest Asia. [Analyze cause-and-effect relationships]
- C.8.3 Describe the founding and political character of Mongol rule in China, Central Asia, Southwest Asia, and Russia and explain why the unified empire divided into four major successor kingdoms. [Reconstruct patterns of historical succession and duration]
- C.8.4 Assess the usefulness and limitations of the concept of the “Pax Mongolica” and analyze how long-distance communication and trade led to cultural and technological diffusion across Eurasia. [Interrogate historical data]

B.5.9 The student understands the significance of Mongol rule in China, Korea, Russia, and Southwest Asia.

- C.9.1 Analyze how Mongol rule affected economy, society, and culture in China and Korea. [Analyze cause-and-effect relationships]
- C.9.2 Explain how Southeast Asians and Japanese successfully resisted incorporation into the Mongol empire. [Analyze cause-and-effect relationships]
- C.9.3 Explain the growth of the kingdom of the Golden Horde (Khanate of Kipchak) and its impact on the peoples of Russia, Ukraine, Poland, and Hungary. [Interrogate historical data]
- C.9.4 Explain how the Golden Horde and the Khanate of Persia-Iraq became Islamicized. [Formulate a position or course of action on an issue]
- C.9.5 Describe major characteristics of the Mamluk and Delhi sultanates and explain the Mongol failure to conquer Egypt and India. [Identify issues and problems in the past]

B.5.10 The student understands the growth of imperial states in West Africa and Ethiopia.

- C.10.1 Analyze the importance of agriculture, gold production, and the trans-Saharan caravan trade in the growth of the Mali and Songhay empires. [Analyze cause-and-effect relationships]
- C.10.2 Explain how Islam expanded in West Africa and assess its importance in the political and cultural life of Mali and Songhay. [Examine the influence of ideas]
- C.10.3 Infer from bronze sculpture or other evidence the characteristics of the West African forest states of Ile-Ife and Benin. [Draw upon visual sources]
- C.10.4 Explain the expansion of the Christian Ethiopian kingdom and its search for wider connections in the Christian world. [Interrogate historical data]

B.5.11 The student understands the development of towns and maritime trade in East and Southern Africa.

- C.11.1 Explain the rise of commercial towns on the East African coast and the significance of Swahili as a language of trade. [Interrogate historical data]
- C.11.2 Assess the importance of Islam, Arab settlement, and maritime trade in the economic and cultural life of Kilwa and other East African coastal cities. [Analyze cause-and-effect relationships]
- C.11.3 Analyze the importance of Great Zimbabwe as a state and commercial center with links to the Indian Ocean trade. [Interrogate historical data]

B.5.12 The student understands the consequences of Black Death and recurring plague pandemic in the 14th century.

- C.12.1 Explain the origins and characteristics of the plague pandemic of the mid-14th century, and describe its spread across Eurasia and North Africa. [Reconstruct patterns of historical succession and duration]
- C.12.2 Analyze the demographic, economic, social, and political effects of the plague pandemic in Eurasia and North Africa in the second half of the 14th century. [Appreciate historical perspectives]
- C.12.3 Assess ways in which long-term climatic change contributed to Europe's economic and social crisis in the 14th century. [Interrogate historical data]

B.5.13 The student understands transformations in Europe following the economic and demographic crises of the 14th century.

- C.13.1 Analyze major changes in the agrarian and commercial economies of Europe in the context of drastic population decline. [Appreciate historical perspective]
- C.13.2 Assess the effects of crises in the Catholic Church on its organization and prestige. [Analyze cause-and-effect relationships]

- C.13.3 Analyze causes and consequences of the Hundred Years War and repeated popular uprisings in Europe in the 14th century. [Analyze cause-and-effect relationships]
- C.13.4 Analyze the resurgence of centralized monarchies and economically powerful city-states in western Europe in the 15th century. [Reconstruct patterns of historical succession and duration]
- C.13.5 Define humanism as it emerged in Italy in the 14th and 15th centuries and analyze how study of Greco-Roman antiquity and critical analysis of texts gave rise to new forms of literature, philosophy, and education. [Examine the influence of ideas]
- C.13.6 Evaluate the aesthetic and cultural significance of major changes in the techniques of painting, sculpture, and architecture. [Appreciate historical perspectives]

B.5.14 The student understands major political developments in Asia in the aftermath of the collapse of Mongol rule and the plague pandemic.

- C.14.1 Analyze reasons for the collapse of Mongol rule in China and the reconstituting of the empire under the Chinese Ming dynasty. [Reconstruct patterns of historical succession and duration]
- C.14.2 Describe the Zheng He maritime expeditions of the early 15th century and analyze why the Ming state initiated, then terminated, these voyages. [Evaluate the implementation of a decision]
- C.14.3 Assess the impact of the conquests of Timur (Tamerlane) on Central Asia, Southwest Asia, and India and evaluate Timurid contributions to arts and sciences. [Assess the importance of the individual]
- C.14.4 Analyze the origins and early expansion of the Ottoman state up to the capture of Constantinople. [Reconstruct patterns of historical succession and duration]

B.5.15 The student understands the development of complex societies and states in North America and Mesoamerica.

- C.15.1 Explain major characteristics of Toltecs, Anasazi, Pueblo, and North American mound-building peoples. [Compare and contrast differing values and institutions]
- C.15.2 Analyze how the Aztec empire arose in the 14th and 15th centuries and explain major aspects of Aztec government, society, religion, and culture. [Interrogate historical data]
- C.15.3 Analyze patterns of long-distance trade centered in Mesoamerica. [Formulate historical questions]

B.5.16 The student understands major global trends from 1000 to 1500 CE.

- C.16.1 Account for the growth, decline, and recovery of the overall population of Afro-Eurasia and analyze ways in which large demographic swings might have

affected economic, social, and cultural life in various regions. [Utilize mathematical and quantitative data]

- C.16.2 Trace major migratory and military movements of pastoral peoples of Asia and Africa and analyze the consequences of these movements for agrarian states and societies of Eurasia and Africa. [Clarify information on the geographic setting]
- C.16.3 Compare Europe and China in relation to causes and consequences of productive growth, commercialization, urbanization, and technological or scientific innovation. [Analyze cause-and-effect relationships]
- C.16.4 Account for the continuing spread of Islam and explain the importance of Muslims and Muslim civilization in mediating long-distance commercial, cultural, and intellectual exchange. [Examine the influence of ideas]
- C.16.5 Explain why new ports, manufacturing centers, merchant communities, and long-distance trade routes emerged during this period in the region of the “Southern Seas” stretching from the Arabian Sea to the coasts of China. [Analyze cause-and-effect relationships]
- C.16.6 Analyze ways in which encounters, both hostile and peaceful, between Muslims and Christians in the Mediterranean region affected political, economic, and cultural life in Europe, North Africa, and Southwest Asia. [Analyze cause-and-effect relationships]
- C.16.7 Identify similarities and differences in society, economy, and political organization of Europe and Japan and compare the causes of economic growth, urbanization, and cultural innovation in these two regions. [Draw comparisons across eras and regions]
- C.17.8 Define “capitalism” and analyze the extent to which capitalistic institutions and productive methods were emerging in Europe and other parts of Afro-Eurasia. [Examine the influence of ideas]
- C.17.9 Compare the Inca or Aztec empires with empires of Afro-Eurasia in relation to political institutions, warfare, social organization, and cultural achievements. [Draw comparisons across eras and regions]

Era 6 **The Emergence of the First Global Age, 1450-1770**

Summary

Giving Shape to World History

The Iberian voyages of the late 15th and early 16th centuries linked not only Europe with the Americas but laid down a communications net that ultimately joined every region of the world with every other region. As the era progressed ships became safer, bigger, and faster, and the volume of world commerce soared. The web of overland roads and trails expanded as well to carry goods and people in and out of the interior regions of Eurasia, Africa, and the American continents. The demographic, social, and cultural consequences of this great global link-up were immense. The deep transformations that occurred in the world during this era may be set in the context of three overarching patterns of change.

The Acceleration of Change

The most conspicuous characteristic of this era was the great acceleration of change in the way people lived, worked, and thought. In these 300 years human society became profoundly different from the way it had been in the entire 5,000 years since the emergence of civilizations. Five aspects of change were especially prominent. Though American Indian populations declined catastrophically in the aftermath of the first European intrusions, world numbers on the whole started their steep upward curve that continues to the present. The globalizing of communications produced intensified economic and cultural encounters and exchanges among diverse peoples of Eurasia, Africa, and the Americas. Capitalism emerged as the dominant system for organizing production, labor, and trade in the world. Innovations in technology and science multiplied and continuously built on one another. European thinkers, drawing on a worldwide fund of ideas, formulated revolutionary new views of nature and the cosmos, ideas that challenged older religious and philosophical perspectives.

Europe and the World; the World and Europe

Europeans came to exert greater power and influence in the world at large than any people of a single region had ever done before. In the Americas Europeans erected colonial regimes and frontiers of European settlement that drew upon various European traditions of law, religion, government, and culture. Europeans seized relatively little territory in Africa and Asia in this era, but their naval and commercial enterprises profoundly affected patterns of production and interregional trade. The trade in human beings between Africa and the Americas to provide a labor force for European commercial agriculture was a particularly catastrophic aspect of the expanding global economy. Closely linked to Europe's far-reaching global involvement was its own internal transformation--political, social, economic, and intellectual. In this era peoples almost everywhere at some time had to come to terms with European arms and economic clout, but as of 1750 Europe by no means dominated the world scene.

Empires of Eurasia

Indeed, the greater share of the world's peoples, cities, agrarian wealth, and land-based military power were in this era still concentrated in the region stretching from the eastern Mediterranean to China. Between the late 14th and early 16th centuries four huge empires arose to dominate the greater part of Eurasia and Northern Africa. Effectively employing artillery and other firearms to expand territorially and maintain law and order among diverse populations, the Ming, Ottoman, Mughal, and Safavid states have sometimes been called "gunpowder empires." They unified such large areas of Afro-Eurasia--politically, economically, and culturally--that they contributed much to processes of globalization.

Why Study This Era?

All the forces that have made the world of the past 500 years "modern" were activated during this era. A grasp of the complexities of global interdependence today requires a knowledge of how the world economy arose and the ways in which it produced both enormous material advances and wider social and political inequalities.

The founding of the British colonies in North America in the 17th century took place within a much wider context of events: the catastrophic decline of American Indian populations, the rise of the Spanish empire, the African slave trade, and the trans-Atlantic trade and migration of Europeans. The history of colonial America makes sense only in relation to this larger scene.

Any useful understanding of American political institutions and cultural values depends on a critical grasp of the European heritage of this era.

The great empires of Eurasia--Ottoman, Persian, Mughal, and Ming/Qing--all experienced cultural flowerings that paralleled the Renaissance in Europe. These achievements are an important part of our contemporary global heritage.

Era 6 The Emergence of the First Global Age, 1450-1770

Era Benchmarks

- B.1.6 The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries.**
- B.2.6 The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries**
- B.3.6 The student understands the consequences of the worldwide exchange of flora, fauna, and pathogens.**
- B.4.6 The student understands demographic, economic, and social trends in Europe.**
- B.5.6 The student understands the Renaissance, Reformation, and Catholic Reformation.**
- B.7.6 The student understands how the Scientific Revolution contributed to transformations in European society.**
- B.8.6 The student understands the significance of the Enlightenment in European and world history.**
- B.9.6 The student understands the extent and limits of Chinese regional power under the Ming dynasty.**
- B.10.6 The student understands how Southeast Europe and Southwest Asia became unified under the Ottoman Empire.**
- B.11.6 The student understands the rise of the Safavid and Mughal empires.**
- B.12.6 The student understands how states and peoples of European descent became dominant in the Americas between the 16th and 18th centuries.**
- B.13.6. The student understands the origins and consequences of the trans-Atlantic African slave trade.**
- B.14.6 The student understands patterns of change in Africa in the era of the slave trade.**

B.15.6 The student understands the development of European maritime power in Asia.

B.16.6 The student understands the transformations in India, China, and Japan in an era of expanding European commercial power.

B.17.6 The student understands major cultural trends in Asia between the 16th and 18th centuries.

B.18.6 The student understands major global trends from 1450 to 1770.

Era Important Ideas

I.6.1 How the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformations.

I.6.2 How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

I.6.3 How large territorial empires dominated much of Eurasia between the 16th and 18th centuries.

I.6.4 Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.

I.6.5 Transformations in Asian societies in the era of European expansion.

I.6.6 Major global trends from 1450-1770.

Era Historical Thinking Skills to be demonstrated by students

T.S.1 Chronological Thinking

T.S.2 Historical Comprehension

T.S.3 Historical Analysis and Interpretation

T.S.4 Historical Research Capabilities

T.S.5 Historical Issues-Analysis

Era 6 The Emergency of the First Global Age 1450-1770

B.1.6 The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries.

- C.1.1 Explain major characteristics of the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages. [Consider multiple perspectives]
- C.1.2 Analyze the major social, economic, political, and cultural features of European society, and in particular of Spain and Portugal, that stimulated exploration and conquest overseas. [Identify issues and problems in the past]
- C.1.3 Identify major technological developments in shipbuilding, navigation, and naval warfare and trace the cultural origins of various innovations. [Analyze cause-and-effect relationships]
- C.1.4 Analyze the motives, nature, and short-term significance of the major Iberian military and commercial expeditions to Sub-Saharan Africa, Asia, and the Americas. [Identify issues and problems in the past]

B.2.6 The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries

- C.2.1 Analyze Portuguese maritime expansion to Africa, India, and Southeast Asia and interactions between the Portuguese and the peoples of these regions. [Formulate historical questions]
- C.2.2 Compare the success of the Ottoman, Indian, Chinese, Japanese, Vietnamese, and Siamese (Thai) powers in restricting European commercial, military, and political penetration. [Analyze cause-and-effect relationships]
- C.2.3 Describe the political and military collision between the Spanish and the Aztec and Inca empires and analyze why these empires collapsed. [Identify issues and problems in the past]
- C.2.4 Explain the founding and organization of Spanish and Portuguese colonial empires in the Americas and Southeast Asia and assess the role of the Catholic Church in colonial administration and policies regarding indigenous populations. [Interrogate historical data]

B.3.6 The student understands the consequences of the worldwide exchange of flora, fauna, and pathogens.

- C.3.1 Assess ways in which the exchange of plants and animals around the world in the late 15th and the 16th centuries affected European, Asian, African, and American Indian societies and commerce. [Analyze cause-and-effect relationships]
- C.3.2 Analyze why the introduction of new disease microorganisms in the Americas after 1492 had such devastating demographic and social effects on American Indian populations. [Analyze cause-and-effect relationships]

- C.3.3** Assess the effects that knowledge of the peoples, geography, and natural environment of the Americas had on European religious and intellectual life. [Clarify information on the geographic setting]

B.4.6 The student understands demographic, economic, and social trends in Europe.

- C.4.1** Describe characteristics of the family and peasant society in early modern Europe and explain changes in institutions of serfdom in eastern and western Europe. [Analyze cause-and-effect relationships]
- C.4.2** Analyze the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries. [Utilize visual and mathematical data]
- C.4.3** Describe major institutions of capitalism and analyze how the emerging capitalist economy transformed agricultural production, manufacturing, and ways in which women and men worked. [Analyze cause-and-effect relationships]

B.5.6 The student understands the Renaissance, Reformation, and Catholic Reformation.

- C.5.1** Analyze the social and intellectual significance of the technological innovation of printing with movable type. [Demonstrate and explain the influence of ideas]
- C.5.2** Explain connections between the Italian Renaissance and the development of humanist ideas in Europe north of the Alps. [Compare and contrast differing sets of ideas and values]
- C.5.3** Evaluate major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe. [Draw upon visual data and literary sources]
- C.5.4** Explain discontent among Europeans with the late medieval Church and analyze the beliefs and ideas of the leading Protestant reformers. [Marshal evidence of antecedent circumstances]
- C.5.5** Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men's and women's education. [Analyze cause-and-effect relationships]
- C.5.6** Analyze causes of religious wars in 16th- and 17th-century Europe and account for the rise of religious pluralism. [Marshal evidence of antecedent circumstances]

B.6.6 The student understands the rising military and bureaucratic power of European states between the 16th and 18th centuries.

- C.6.1** Explain how the Dutch Republic emerged as a powerful European state. [Formulate historical questions]
- C.6.2** Analyze the character, development, and sources of wealth of strong bureaucratic monarchies in the 16th century. [Analyze cause-and-effect relationships]

B.7.6 The student understands how the Scientific Revolution contributed to transformations in European society.

- C.7.1 Explain connections between the Scientific Revolution and its antecedents such as Greek rationalism, medieval theology, Muslim science, Renaissance humanism, and new global knowledge. [Marshal evidence of antecedent circumstances]
- C.7.2 Explain the cultural, religious, and scientific impact of astronomical discoveries and innovations from Copernicus to Newton. [Examine the influence of ideas]
- C.7.3 Analyze the importance of discoveries in mathematics, physics, biology, and chemistry for European society. [Employ quantitative analysis]
- C.7.4 Explain the development and significance of the “scientific method.” [Examine the influence of ideas]
- C.7.5 Explain the importance of royal societies and other international networks in disseminating scientific ideas and methods. [Interrogate historical data]
- C.7.6 Account for the coexistence of the new scientific rationalism with traditional learning and practices such as astrology, magic, and witchcraft. [Formulate historical questions]

B.8.6 The student understands the significance of the Enlightenment in European and world history.

- C.8.1 Explain connections between the Enlightenment and its antecedents such as Roman republicanism, the Renaissance, and the Scientific Revolution. [Marshal evidence of antecedent circumstances]
- C.8.2 Explain principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education. [Examine the influence of ideas]
- C.8.3 Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions. [Hypothesize the influence of the past]
- C.8.4 Analyze connections between Europeans’ growing knowledge of other regions of the globe and the development of new concepts of universalism, toleration, and world history. [Analyze cause-and-effect relationships]
- C.8.5 Describe ways in which Enlightenment thought contributed to reform of church and state and assess the reform programs of absolutist monarchs of Central Europe and Russia. [Analyze cause-and-effect relationships]
- C.8.6 Explain how academies, salons, and popular publishing contributed to the dissemination of Enlightenment ideas. [Examine the influence of ideas]

B.9.6 The student understands the extent and limits of Chinese regional power under the Ming dynasty.

- C.9.1 Analyze the power and limits of imperial absolutism under the Ming dynasty. [Analyze cause-and-effect relationships]
- C.9.2 Explain China's self-concept as the "middle kingdom" and the character of its political, commercial, and cultural relations with Korea, Vietnam, and other societies of East and Southeast Asia. [Interrogate historical data]
- C.9.3 Analyze the effects of commercialization on social relations among gentry elites, urban merchants, and peasants. [Analyze cause-and-effect relationships]
- C.9.4 Analyze China's changing attitudes toward external political and commercial relations following the Zheng He voyages from 1405 to 1433. [Formulate historical questions]
- C.9.5 Assess the effects of the introduction of American food crops and importation of American silver on demographic, economic, and social change in China. [Analyze cause-and-effect relationships]
- C.9.6 Compare the role of Neo-Confucianism, Buddhism, and Taoism in Chinese government and society. [Compare and contrast differing sets of ideas]

B.10.6 The student understands how Southeast Europe and Southwest Asia became unified under the Ottoman Empire.

- C.10.1 Analyze how the capture of Constantinople and the destruction of the Byzantine empire contributed to the expansion of Ottoman power. [Hypothesize the influence of the past]
- C.10.2 Analyze reasons for Ottoman military successes against Persia, Egypt, North African states, and Christian European kingdoms. [Analyze cause-and-effect relationships]
- C.10.3 Analyze the political, institutional, and economic development of the empire in the context of its religious and ethnic diversity. [Analyze multiple causation]
- C.10.4 Evaluate the empire's artistic, architectural, and literary achievements. [Draw upon visual, literary, and musical sources]
- C.10.5 Analyze how Muslim, Orthodox, Catholic, and Jewish peoples interacted in southeastern Europe under Ottoman rule. [Examine the influence of ideas, human interests, and beliefs]

B.11.6 The student understands the rise of the Safavid and Mughal empires.

- C.11.1 Explain the unification of Persia under the Turkic Safavids and evaluate Safavid political and cultural achievements under Shah Abbas. [Analyze cause-and-effect relationships]
- C.11.2 Explain the Mughal conquest of India and the success of the Turkic warrior class in uniting the diverse peoples of the Indian subcontinent. [Formulate a position or course of action on an issue]
- C.11.3 Analyze the relationship between Muslims and Hindus in the empire and compare Akbar's governing methods and religious ideas with those of other Mughal emperors. [Examine the influence of ideas, human interests, and beliefs]

- C.11.4 Evaluate the interplay of indigenous Indian, Persian, and European influences in Mughal artistic, architectural, literary, and scientific achievements. [Draw upon visual and literary sources]
- C.11.5 Assess the importance of Indian textiles, spices, and other products in the network of Afro-Eurasian trade. [Formulate historical questions]

B.12.6 The student understands how states and peoples of European descent became dominant in the Americas between the 16th and 18th centuries.

- C.12.1 Define and compare four major types of European activity and control in the Americas: large territorial empires, trading-post empires, plantation colonies, and settler colonies. [Compare and contrast differing sets of ideas]
- C.12.2 Describe the administrative system of the Spanish vicerealties of Peru and Mexico and analyze the importance of silver production and Indian agriculture in the Spanish colonial economy. [Interrogate historical data]
- C.12.3 Analyze how the Netherlands, England, and France became naval, commercial, and political powers in the Atlantic basin. [Marshal evidence of antecedent circumstances]
- C.12.4 Assess the moral, political, and cultural role of Catholic and Protestant Christianity in the European colonies in the Americas. [Examine the influence of ideas, human interests, and beliefs]
- C.12.5 Explain why historians have called the Seven Years War the first “global war” and assess its consequences for Britain, France, Spain, and the indigenous peoples of the American colonial territories. [Analyze cause-and-effect relationships]

B.13.6. The student understands the origins and consequences of the trans-Atlantic African slave trade.

- C.13.1 Analyze the ways in which entrepreneurs and colonial governments exploited American Indian labor and why commercial agriculture came to rely overwhelmingly on African slave labor. [Evidence historical perspectives]
- C.13.2 Compare ways in which slavery or other forms of social bondage were practiced in the Islamic lands, Christian Europe, and West Africa. [Compare and contrast differing sets of ideas]
- C.13.3 Explain how commercial sugar production spread from the Mediterranean to the Americas and analyze why sugar, tobacco, and other crops grown in the Americas became so important in the world economy. [Analyze cause-and-effect relationships]
- C.13.4 Explain the organization of long-distance trade in West and Central Africa and analyze the circumstances under which African governments, elites, merchants, and other groups participated in the sale of slaves to Europeans. [Identify issues and problems in the past]

- C.13.5 Explain how European governments and firms organized and financed the trans-Atlantic slave trade; and describe the conditions under which slaves made the “middle passage” from Africa to the Americas. [Appreciate historical perspectives]
- C.13.6 Analyze the emergence of social hierarchies based on race and gender in the Iberian, French, and British colonies in the Americas. [Interrogate historical data]
- C.13.7 Describe conditions of slave life on plantations in the Caribbean, Brazil, and British North America and analyze ways in which slaves perpetuated aspects of African culture and resisted plantation servitude. [Appreciate historical perspectives]

B.14.6 The student understands patterns of change in Africa in the era of the slave trade.

- C.14.1 Describe the institutions and economies of Ashanti, Dahomey, Benin, Lunda, and Kongo in the period of the Atlantic slave trade. [Formulate historical questions]
- C.14.2 Analyze how the Atlantic slave trade affected population, economic life, polygynous marriage, family life, and the use of male and female slave labor in West and Central Africa. [Analyze cause-and-effect relationships]
- C.14.3 Describe government, trade, cultural traditions, and urban life in the Songhay Empire in the 16th century and analyze reasons for the empire’s collapse at the end of the century. [Interrogate historical data]
- C.14.4 Analyze causes and consequences of encounters among Khoisan groups, Bantu-speaking peoples, and European settlers in South Africa in the 17th and 18th centuries. [Identify the gaps in the available records]

B.15.6 The student understands the development of European maritime power in Asia.

- C.15.1 Explain how the Netherlands, England, and France became naval and commercial powers in the Indian Ocean basin in the 17th and 18th centuries. [Evaluate the implementation of a decision]
- C.15.2 Assess the impact of British and French commercial and military initiatives on politics, economy, and society in India. [Marshal evidence of antecedent circumstances]
- C.15.3 Analyze motives for Dutch commercial and military penetration of Indonesia and the effects of Dutch imperialism on the region’s economy and society. [Analyze cause-and-effect relationships]
- C.15.4 Analyze the character and significance of contacts between Christian missionaries and peoples of India, Vietnam, and the Philippines. [Examine the influence of ideas, human interests, and beliefs]
- C.15.5 Assess the impact of the Seven Years War on the relative power of Britain and France in Asia. [Analyze cause-and-effect relationships]

B.16.6 The student understands the transformations in India, China, and Japan in an era of expanding European commercial power.

- C.16.1 Analyze causes of the decline of the Mughal Empire and the rise of regional powers such as the Marathas and Sikhs. [Analyze multiple causation]
- C.16.2 Explain how the Manchus overthrew the Ming dynasty, established the multi-ethnic Qing, and doubled the size of the Chinese empire. [Identify issues and problems in the past]
- C.16.3 Evaluate China's cultural and economic achievements during the reigns of the Kangxi and Qianlong emperors. [Examine the influence of ideas, human interests, and beliefs]
- C.16.4 Assess the extent of European commercial penetration of China and the ability of the Chinese government to control European trade. [Analyze cause-and-effect relationships]
- C.16.5 Explain the character of centralized feudalism in Japan under the Tokugawa shogunate and the reasons for Japan's political stability, economic growth, and cultural dynamism. [Analyze cause-and-effect relationships]
- C.16.6 Analyze Japan's relations with Europeans between the 16th and 18th centuries and the consequences of its policy of limiting contacts with foreigners. [Reconstruct patterns of historical succession and duration]

B.17.6 The student understands major cultural trends in Asia between the 16th and 18th centuries.

- C.17.1 Assess the influence of both new currents in Confucianism and Chinese art, architecture, and literary styles on cultural life in Korea, Vietnam, and Japan. [Draw upon visual and literary sources]
- C.17.2 Describe the varieties of Buddhist and Hindu teaching and practice in Asia and compare their influence on social and cultural life. [Demonstrate and explain the influence of ideas, human interests, and beliefs]
- C.17.3 Analyze how and why Islam continued to expand in India, Southeast Asia and China. [Demonstrate and explain the influence of ideas, human interests, and beliefs]

B.18.6 The student understands major global trends from 1450 to 1770.

- C.18.1 Describe major shifts in world demography and urbanization in this era and analyze reasons for these changes. [Utilize visual and mathematical data]
- C.18.2 Analyze ways in which expanding capitalistic enterprise and commercialization affected relations among states and contributed to changing class and race relations. [Analyze cause-and-effect relationships]
- C.18.3 Assess the impact of gunpowder weaponry and other innovations in military technology on empire-building and the world balance of naval power. [Analyze cause-and-effect relationships]

- C.18.4 Explain major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-18th century. [Clarify information on the geographic setting]
- C.18.5 Assess how the acceleration of scientific and technological innovations in this era affected social, economic, and cultural life in various parts of the world. [Analyze cause-and-effect relationships]
- C.18.6 Identify regions where Buddhism, Christianity, and Islam were growing in this era and analyze why these religious and cultural traditions gained new adherents in various parts of the world. [Examine the influence of ideas]
- C.18.7 Identify patterns of social and cultural continuity in various societies and analyze ways in which peoples maintained traditions and resisted external challenges in the context of a rapidly changing world. [Explain historical continuity and change]

Era 7 An Age of Revolutions, 1750-1914

Summary

Giving Shape to World History

The invention of the railway locomotive, the steamship, and, later, the telegraph and telephone transformed global communications in this era. The time it took and the money it cost to move goods, messages, or armies across oceans and continents were drastically cut. People moved, or were forced to move, from one part of the world to another in record numbers. In the early part of the era African slaves continued to be transported across the Atlantic in large numbers; European migrants created new frontiers of colonial settlement in both the Northern and Southern Hemispheres; and Chinese, Indian, and other Asians migrated to Southeast Asia and the Americas. International commerce mushroomed, and virtually no society anywhere in the world stayed clear of the global market. Underlying these surges in communication, migration, and trade was the growth of world population, forcing men and women almost everywhere to experiment with new ways of organizing collective life.

This was an era of bewildering change in a thousand different arenas. One way to make sense of the whole is to focus on three world-encompassing and interrelated developments: the democratic revolution, the industrial revolution, and the establishment of European dominance over most of the world.

Political Revolutions and New Ideologies

The American and French revolutions offered to the world the potent ideas of popular sovereignty, inalienable rights, and nationalism. The translating of these ideas into political movements had the effect of mobilizing unprecedented numbers of ordinary people to participate in public life and to believe in a better future for all. Liberal, constitutional, and nationalist ideals inspired independence movements in Haiti and Latin America in the early 19th century, and they continued to animate reform and revolution in Europe throughout the era. At the same time political and social counterforces acted to limit or undermine the effectiveness of democratic governments. Democracy and nationalism contributed immensely to the social power of European states and therefore to Europe's rising dominance in world affairs in the 19th century. Under growing pressures from both European military power and the changing world economy, ruling or elite groups in Asian and African states organized reform movements that embraced at least some of the ideas and programs of democratic revolution.

The Industrial Revolution

The industrial revolution applied mechanical power to the production and distribution of goods on a massive scale. It also involved mobilizing unprecedented numbers of laborers and moving them from village to city and from one country to another. Industrialization was a consequence of centuries of expanding economic activity around the world. England played a crucial role in the onset of this revolution, but the process involved complex economic and financial linkages among societies. Together, the industrial and democratic revolutions thoroughly transformed European society. Asian, African, and Latin American peoples dealt with the new demands of the world market and Europe's economic might in a variety of ways. Some groups argued for reform through technical and industrial modernization. Others called for reassertion of established policies and values that had always served them well in times of crisis. Japan and the United States both subscribed to the industrial revolution with rapid success and became important players on the world scene.

The Age of European Dominance

In 1800 Europeans controlled about 35 percent of the world's land surface. By 1914 they dominated over 84 percent. In the long span of human history European world hegemony lasted a short time, but its consequences were profound and continue to be played out today. Western expansion took three principal forms: (1) Peoples of European descent, including Russians and North Americans, created colonial settlements, or "neo-Europes," in various temperate regions of the world, displacing or assimilating indigenous peoples; (2) European states and commercial firms exerted considerable economic power in certain places, notably Latin America and China,

while Japan and the United States also participated in this economic expansionism; (3) in the later 19th century European states embarked on the “new imperialism,” the competitive race to establish political as well as economic control over previously uncolonized regions of Africa and Asia. Mass production of new weaponry, coupled with the revolution of transport and communication, permitted this surge of power. The active responses of the peoples of Africa, Asia, and Latin America to the crisis of European hegemony are an important part of the developments of this era: armed resistance against invaders, collaboration or alliance with colonizers, economic reform or entrepreneurship, and movements for cultural reform. As World War I approached, accelerating social change and new efforts at resistance and renewal characterized colonial societies far more than consolidation and stability.

Why Study This Era?

The global forces unleashed in the second half of the 18th century continue to play themselves out at the end of the 20th century. Students will understand the “isms” that have absorbed contemporary society--industrialism, capitalism, nationalism, liberalism, socialism, communism, imperialism, colonialism and so on--by investigating them within the historical context of the 18th and 19th centuries.

At the beginning of the 20th century, Western nations enjoyed a dominance in world affairs that they no longer possess. By studying this era students may address some of the fundamental questions of the modern age: How did a relatively few states achieve such hegemony over most of the world? In what ways was Western domination limited or inconsequential? Why was it not to endure?

The history of the United States, in this era, was not self-contained but fully embedded in the context of global change. To understand the role of the United States on the global scene, students must be able to relate it to world history.

Era 7 An Age of Revolutions, 1750-1914

Benchmarks

- B.1.7 The student understands how the French Revolution contributed to transformations in Europe and the world.**
- B.2.7 The student understands how Latin American countries achieved independence in the early 19th century.**
- B.3.7 The student understands the early industrialization and the importance of developments in England.**
- B.4.7 The student understands how industrial economies expanded and societies experienced transformations in Europe and the Atlantic basin.**
- B.5.7 The student understands the causes and consequences of the abolition of the trans-Atlantic slave trade and slavery in the Americas.**
- B.6.7 The student understands how the Ottoman Empire attempted to meet the challenge of Western military, political, and economic power.**
- B.7.7 The student understands Russian absolutism, reform, and imperial expansion in the late 18th and 19th centuries.**
- B.8.7 The student understands the consequences of political and military encounters between Europeans and peoples of South and Southeast Asia.**
- B.9.7 The student understands how China's Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries.**
- B.10.7 The student understands how Japan was transformed from feudal shogunate to modern nation-state in the 19th century.**
- B.11.7 The student understands how modern nationalism affected European politics and society.**
- B.12.7 The student understands the impact of new social movements and ideologies on 19th-century Europe**
- B.13.7 The student understands cultural, intellectual, and educational trends in 19th-century Europe**

- B.14.7**The student understands the political, economic, and social transformations in the Americas in the 19th century.
- B.15.7**The student understands connections between major developments in science and technology and the growth of industrial economy and society.
- B.16.7**The student understands the causes and consequences of European settler colonization in the 19th century.
- B.17.7**The student understands the causes of European, American, and Japanese imperial expansion
- B.18.7**The student understands transformations in South, Southeast, and East Asia in the era of the “new imperialism.”
- B.19.7**The student understands the varying responses of African peoples to world economic developments and European imperialism.
- B.20.7**The student understands major global trends from 1750 to 1914.

Era Important Ideas

- I.1.7** The causes and consequences of political revolutions in the late 18th and early 19th centuries.
- I.2.7** The causes and consequences of the agricultural and industrial revolutions, 1700-1850.
- I.3.7** The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870.
- I.4.7** Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.
- I.5.7** Patterns of global change in the era of Western military and economic dominance, 1800-1914.
- I.6.7** Major global trends from 1750-1914.

Era Historical Thinking Skills to be demonstrated by students

- T.S.1** Chronological Thinking
- T.S.2** Historical Comprehension
- T.S.3** Historical Analysis and Interpretation
- T.S.4** Historical Research Capabilities
- T.S.5** Historical Issues-Analysis

Era 7 An Age of Revolutions, 1750-1914

B.1.7 The student understands how the French Revolution contributed to transformations in Europe and the world.

- C.1.1 Analyze how the Seven Years War, Enlightenment thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France. [Analyze multiple causation]
- C.1.2 Compare the causes, character, and consequences of the American and French revolutions. [Compare and contrast differing movements, institutions, and ideas]
- C.1.3 Explain how the French Revolution developed from constitutional monarchy to democratic despotism to the Napoleonic empire. [Reconstruct patterns of historical succession and duration]
- C.1.4 Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. [Interrogate historical data]
- C.1.5 Explain how the revolution affected French society, including religious institutions, social relations, education, marriage, family life, and the legal and political position of women. [Analyze cause-and-effect relationships]
- C.1.6 Describe how the wars of the revolutionary and Napoleonic period changed Europe and assess Napoleon's effects on the aims and outcomes of the revolution. [Analyze multiple causation]
- C.1.7 Analyze connections between the French and Haitian revolutions and assess the impact of the Haitian movement on race relations and slavery in the Americas and the French empire. [Analyze cause-and-effect relationships]

B.2.7 The student understands how Latin American countries achieved independence in the early 19th century.

- C.2.1 Analyze the influence of the American, French, and Haitian revolutions, as well as late 18th-century South American rebellions, on the development of independence movements in Latin America. [Analyze multiple causation]
- C.2.2 Explain the effects of Napoleon's invasion of Iberia and the growth of British power in the Atlantic basin on the struggles for independence. [Evaluate the implementation of a decision]
- C.2.3 Analyze the political and ideological objectives of the independence movements between 1808 and 1830 and explain why these movements succeeded. [Interrogate historical data]
- C.2.4 Compare the political roles of Creole elites, the Catholic Church, and mestizo, mulatto, and Indian populations in the independence movements. [Marshal evidence of antecedent circumstances]

B.3.7 The student understands the early industrialization and the importance of developments in England.

- C.3.1 Describe the characteristics of the “agricultural revolution” that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of land-holding. [Analyze cause-and-effect relationships]
- C.3.2 Identify the major characteristics of the industrial revolution and compare industrial economies with other forms of economic organization. [Compare and contrast differing institutions]
- C.3.3 Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. [Analyze cause-and-effect relationships]
- C.3.4 Analyze connections between early industrialization and Britain’s commercial relations with continental Europe, the Mediterranean, India, the Caribbean, and other world regions. [Analyze cause-and-effect relationships]
- C.3.5 Assess the relative importance of geographical, economic, technological, and political factors that permitted or encouraged the rise of mechanized industry in England. [Analyze multiple causation]

B.4.7 The student understands how industrial economies expanded and societies experienced transformations in Europe and the Atlantic basin.

- C.4.1 Explain connections among population growth, industrialization, and urbanization and evaluate the quality of life in early 19th-century cities. [Appreciate historical perspectives]
- C.4.2 Explain how industrialization and urbanization affected class distinctions, family life, and the daily working lives of men, women, and children. [Analyze cause-and-effect relationships]
- C.4.3 Analyze connections between industrialization and movements for political and social reform in England, Western Europe, and the United States. [Analyze cause-and-effect relationships]
- C.4.4 Analyze connections between industrialization and the rise of new types of labor organizations and mobilization. [Analyze cause-and-effect relationships]

B.5.7 The student understands the causes and consequences of the abolition of the trans-Atlantic slave trade and slavery in the Americas.

- C.5.1 Assess the relative importance of Enlightenment thought, Christian piety, democratic revolutions, slave resistance, and changes in the world economy in bringing about the abolition of the slave trade and the emancipation of slaves in the Americas. [Analyze multiple causation]

- C.5.2 Describe the organization of movements in Europe and the Americas to end slavery and explain how the trans-Atlantic trade was suppressed. [Reconstruct patterns of historical succession and duration]
- C.5.3 Compare contract labor migration and other forms of coerced labor with slavery as methods of organizing commercial agriculture in the Americas in the later 19th century. [Compare and contrast differing values, behaviors, and institutions]
- C.5.4 Assess the degree to which emancipated slaves and their descendants achieved social equality and economic advancement in various countries of the Western Hemisphere. [Interrogate historical data]

B.6.7 The student understands how the Ottoman Empire attempted to meet the challenge of Western military, political, and economic power.

- C.6.1 Assess the effects of population growth and European commercial penetration on Ottoman society and government. [Analyze cause-and-effect relationships]
- C.6.2 Analyze why the empire was forced to retreat from the Balkans and the Black Sea region. [Analyze multiple causation]
- C.6.3 Explain the defensive reform programs of Selim III and Mahmud II and analyze the challenges these rulers faced in resolving the empire's political and economic crises. [Interrogate historical data]
- C.6.4 Explain the impact of the French invasion of Egypt in 1798 and analyze the subsequent efforts of Muhammad Ali to found a modern state and economy. [Analyze cause-and-effect relationships]

B.7.7 The student understands Russian absolutism, reform, and imperial expansion in the late 18th and 19th centuries.

- C.7.1 Analyze the effects of the French Revolution, Napoleonic invasion, and world economy on Russian absolutism to 1850. [Analyze cause-and-effect relationships]
- C.7.2 Analyze relations between the Russian peasantry and land-owning aristocracy and explain the persistence of serfdom in the 19th century. [Identify issues and problems in the past]
- C.7.3 Assess the significance of imperial reforms and popular opposition movements in the later 19th century. [Compare and contrast differing ideas and values]
- C.7.4 Explain why Russia was successful in wars of expansion against the Ottoman empire and other Muslim states. [Analyze multiple causation]
- C.7.5 Analyze motives and means of Russian expansion into Siberia and North America. [Interrogate historical data]

B.8.7 The student understands the consequences of political and military encounters between Europeans and peoples of South and Southeast Asia.

- C.8.1 Explain the advance of British power in India up to 1850 and appraise the efforts of Indians to resist European conquest and achieve cultural renewal. [Consider multiple perspectives]
- C.8.2 Describe patterns of British trade linking India with both China and Europe and assess ways in which Indian farmers and manufacturers responded to world trade. [Analyze cause-and-effect relationships]
- C.8.3 Compare the British conquest of India with the Dutch penetration of Indonesia and assess the role of indigenous elites under these colonial regimes. [Compare and contrast differing values, behaviors, and institutions]

B.9.7 The student understands how China's Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries.

- C.9.1 Analyze the economic and social consequences of rapid population growth in China. [Analyze cause-and-effect relationships]
- C.9.2 Analyze causes of governmental breakdown and social disintegration in China in the late 18th century. [Analyze multiple causation]
- C.9.3 Analyze why China resisted political contact and trade with Europeans and how the opium trade contributed to European penetration of Chinese markets. [Appreciate historical perspectives]
- C.9.4 Assess causes and consequences of the mid-19th century Taiping rebellion. [Analyze cause-and-effect relationships]
- C.9.5 Explain the growth of the Chinese diaspora in Southeast Asia and the Americas and assess the role of overseas Chinese in attempts to reform the Qing. [Formulate historical questions]

B.10.7 The student understands how Japan was transformed from feudal shogunate to modern nation-state in the 19th century.

- C.10.1 Analyze the internal and external causes of the Meiji Restoration. [Formulate historical questions]
- C.10.2 Analyze the goals and policies of the Meiji state and their impact on Japan's modernization. [Obtain historical data]
- C.10.3 Assess the impact of Western ideas and the role of Confucianism and Shinto traditional values on Japan in the Meiji period. [Appreciate historical perspectives]
- C.10.4 Explain the transformation of Japan from a hereditary social system to a middle-class society. [Examine the influence of ideas]

- C.10.5 Explain changes in Japan's relations with China and the Western powers from the 1850s to the 1890s. [Reconstruct patterns of historical succession and duration]

B.11.7 The student understands how modern nationalism affected European politics and society.

- C.11.1 Identify major characteristics of 19th-century European nationalism and analyze connections between nationalist ideology and the French Revolution, Romanticism, and liberal reform movements. [Appreciate historical perspectives]
- C.11.2 Analyze causes of the revolutions of 1848 and why these revolutions failed to achieve nationalist and democratic objectives. [Analyze cause-and-effect relationships]
- C.11.3 Describe the unification of Germany and Italy and analyze why these movements succeeded. [Analyze multiple causation]
- C.11.4 Assess the importance of nationalism as a source of tension and conflict in the Austro-Hungarian and Ottoman empires. [Analyze cause-and-effect relationships]

B.12.7 The student understands the impact of new social movements and ideologies on 19th-century Europe

- C.12.1 Analyze causes of large-scale migrations from rural areas to cities and how these movements affected the domestic and working lives of men and women. [Analyze multiple causation]
- C.12.2 Explain the leading ideas of Karl Marx and analyze the impact of Marxist beliefs and programs on politics, industry, and labor relations in later 19th-century Europe. [Consider multiple perspectives]
- C.12.3 Analyze interconnections among labor movements, various forms of socialism, and political or social changes in Europe in the second half of the 19th century. [Analyze cause-and-effect relationships]
- C.12.4 Analyze connections between reform movements and industrialization, democratization, and nationalism. [Analyze multiple causation]
- C.12.5 Explain the origins of women's suffrage and other movements in Europe and North America and assess their successes up to World War I. [Marshal evidence of antecedent circumstances]
- C.12.6 Explain the ways in which Britain, France, and Italy became more broadly liberal and democratic societies in the 19th century. [Formulate historical questions]
- C.12.7 Describe the changing legal and social status of European Jews and the rise of new forms of anti-Semitism. [Reconstruct patterns of historical succession and duration]

B.13.7 The student understands cultural, intellectual, and educational trends in 19th-century Europe

- C.13.1 Explain how expanded educational opportunities and literacy contributed to changes in European society and cultural life. [Analyze cause-and-effect relationships]
- C.13.2 Evaluate major movements in literature, music, and the visual arts and ways in which they expressed or shaped social and cultural values of industrial society. [Draw upon visual and literary sources]
- C.13.3 Analyze ways in which trends in philosophy and the new social sciences challenged and shaped dominant social values. [Analyze cause-and-effect relationships]
- C.13.4 Describe elements of the distinctive working- and middle-class cultures that emerged in industrial Europe. [Compare and contrast differing values, behaviors, and institutions]

B.14.7 The student understands the political, economic, and social transformations in the Americas in the 19th century.

- C.14.1 Assess the successes and failures of democracy in Latin American countries in the decades following independence. [Formulate historical questions]
- C.14.2 Explain Latin America's growing dependence on the global market and assess the effects of international trade and investment on the power of landowners and the urban middle class. [Analyze cause-and-effect relationships]
- C.14.3 Assess the consequences of economic development, elite domination and the abolition of slavery for peasants, Indian populations, and immigrant laborers in Latin America. [Interrogate historical data]
- C.14.4 Analyze how liberal ideology and the expansion of secular education affected legal and political rights for women in various Latin American countries. [Examine the influence of ideas]
- C.14.5 Assess the effects of foreign intervention and liberal government policies on social and economic change in Mexico. [Analyze cause-and-effect relationships]
- C.14.6 Explain the factors that contributed to nation-building and self-government in Canada. [Marshal evidence of antecedent circumstances]

B.15.7 The student understands connections between major developments in science and technology and the growth of industrial economy and society.

- C.15.1 Assess the social significance of the work of scientists, including Maxwell, Darwin, and Pasteur. [Examine the influence of ideas]
- C.15.2 Explain how new inventions, including the railroad, steamship, telegraph, photography, and internal combustion engine, transformed patterns of global communication, trade, and state power. [Analyze cause-and-effect relationships]

- C.15.3 Analyze how new machines, fertilizers, transport systems, commercialization, and other developments affected agricultural production in various parts of the world. [Employ quantitative analysis]
- C.15.4 Explain how new forms of generative power contributed to Europe's "second industrial revolution" and compare the role of the state in different countries in directing or encouraging industrialization. [Analyze multiple causation]
- C.15.5 Analyze factors that transformed the character of cities in various parts of the world. [Analyze cause-and-effect relationships]

B.16.7 The student understands the causes and consequences of European settler colonization in the 19th century.

- C.16.1 Explain why migrants left Europe in large numbers in the 19th century and identify temperate regions of the world where they established or expanded frontiers of European settlement. [Draw upon data in historical maps]
- C.16.2 Compare the consequences of encounters between European migrants and indigenous peoples in such regions as the United States, Canada, South Africa, Australia, and Siberia. [Compare and contrast differing values and institutions]
- C.16.3 Analyze geographical, political, economic, and epidemiological factors contributing to the success of European colonial settlement in such regions as Argentina, South Africa, Australia, New Zealand, Algeria, Siberia, Canada, and the United States. [Analyze multiple causation]

B.17.7 The student understands the causes of European, American, and Japanese imperial expansion

- C.17.1 Explain leading ideas of Social Darwinism and scientific racism in 19th-century Europe and assess the importance of these ideas in activating European imperial expansion in Africa and Asia. [Identify issues and problems in the past]
- C.17.2 Describe advances in transportation, medicine, and weapons technology in Europe in the later 19th century and assess the importance of these factors in the success of imperial expansion. [Analyze multiple causation]
- C.17.3 Analyze the motives that impelled several European powers to undertake imperial expansion against peoples of Africa, Southeast Asia, and China. [Interrogate historical data]
- C.17.4 Relate the Spanish-American War to United States participation in Western imperial expansion in the late 19th century. [Analyze cause-and-effect relationships]
- C.17.5 Assess the effects of the Sino-Japanese and Russo-Japanese wars and colonization of Korea on the world-power status of Japan. [Analyze cause-and-effect relationships]

B.18.7 The student understands transformations in South, Southeast, and East Asia in the era of the “new imperialism.”

- C.18.1 Analyze changes in Indian society and economy under British rule. [Interrogate historical data]
- C.18.2 Explain the social, economic, and intellectual sources of Indian nationalism and analyze reactions of the British government to it. [Analyze cause-and-effect relationships]
- C.18.3 Compare French and British colonial expansion in mainland Southeast Asia and analyze Thailand’s success in avoiding colonization. [Compare and contrast differing values, behaviors, and institutions]
- C.18.4 Analyze how Chinese began to reform government and society after 1895 and why revolution broke out in 1911. [Analyze multiple causation]
- C.18.5 Analyze Japan’s rapid industrialization, technological advancement, and national integration in the late 19th and early 20th centuries. [Formulate historical questions]

B.19.7 The student understands the varying responses of African peoples to world economic developments and European imperialism.

- C.19.1 Analyze how the termination of the Atlantic slave trade and increased output of European manufactured goods affected economies of West and Central Africa. [Reconstruct patterns of historical succession and duration]
- C.19.2 Explain the impact of religious and political revolutions in the West African Sudan on state-building, Islamization, and European imperial conquest. [Examine the influence of ideas]
- C.19.3 Explain the rise of Zanzibar and other commercial empires in East Africa in the context of international trade in ivory, cloves, and slaves. [Appreciate historical perspectives]
- C.19.4 Describe the rise of the Zulu empire and analyze its effects on African societies and European colonial settlement. [Formulate historical questions]
- C.19.5 Assess the effects of the discovery of diamonds and gold in South Africa on political and race relations among British colonial authorities, Afrikaners, and Africans. [Analyze cause-and-effect relationships]
- C.19.6 Analyze the sources and effectiveness of military, political, and religious resistance movements against European conquest in such regions as Algeria, Morocco, West Africa, the Sudan, Ethiopia, and South Africa. [Analyze cause-and-effect relationships]
- C.19.7 Explain major changes in the political geography of northern and Sub-Saharan Africa between 1880 and 1914. [Draw upon the data in historical maps]

B.20.7 The student understands major global trends from 1750 to 1914.

- C.20.1 Describe major shifts in world population and urbanization in this era and analyze how such factors as industrialization, migration, changing diets, and scientific and medical advances affected worldwide demographic trends. [Interrogate historical data]
- C.20.2 Compare industrialization and its social impact in Great Britain, France, Germany, the United States, Russia, Japan, or other countries. [Compare and contrast differing values, behaviors, and institutions]
- C.20.3 Describe major patterns of long-distance migration of Europeans, Africans, and Asians and analyze causes and consequences of these movements. [Analyze cause-and-effect relationships]
- C.20.4 Explain major changes in world political boundaries during this era and analyze why a relatively few European states achieved such extensive military, political, and economic power in the world. [Analyze cause-and-effect relationships]
- C.20.5 Assess the importance of ideas associated with nationalism, republicanism, liberalism, and constitutionalism on 19th-century political life in such states as Great Britain, France, the United States, Germany, Russia, Mexico, Argentina, the Ottoman Empire, China, and Japan. [Identify issues and problems in the past]
- C.20.6 Identify regions where Christianity and Islam were growing in this era and analyze causes of 19th-century movements of reform or renewal in Buddhism, Christianity, Hinduism, Islam, and Judaism. [Interrogate historical data]
- C.20.7 Identify patterns of social and cultural continuity in various societies and analyze ways in which peoples maintained traditions and resisted external challenges in this era of expanding Western hegemony. [Reconstruct patterns of historical succession and duration]

Era 8 A Half-Century of Crisis and Achievement 1900-1945

Giving Shape to World History

On a winter's day in 1903 the "Kitty Hawk," Orville and Wilbur Wright's experimental flying machine, lifted off the ground for twelve seconds. In the decades that followed air travel was perfected, and all the physical barriers that had obstructed long-distance communication among human groups virtually disappeared. Oceans, deserts, and mountain ranges no longer mattered much when people living thousands of miles apart were determined to meet, talk, negotiate, or do business. For the first time in history the north polar region became a crossroads of international travel as air pilots sought the shortest routes between countries of the Northern Hemisphere. Radio and, at mid-century, television revolutionized communication in another way. Long-distance messages no longer had to be transported from one point to another by boat or train or even transmitted along wires or cables. Now messages, whether designed to inform, entertain, persuade, or deceive, could be broadcast from a single point to millions of listeners or watchers simultaneously.

These and other technological wonders both expressed and contributed to the growing complexity and unpredictability of human affairs. In some ways peoples of the world became more tightly knit than ever before. Global economic integration moved ahead. Literacy spread more widely. Research and knowledge networks reached round the world. However, in other respects division and conflict multiplied. Economic and territorial rivalries among nations became harsher. Laboratories and factories turned out more lethal weapons and in greater quantities than ever before. People rose up against autocratic governments on every continent. Among the turbulent trends of the era, two developments seem most prominent.

The 20th-Century's Thirty Years

The powers of destruction that centuries of accumulated technical and scientific skill gave to human beings became horrifyingly apparent in the two global wars of the 20th century. In the Thirty Years War of the 1600s, one of Europe's most destructive contests, more than 4 million people may have died. The wars of 1914-1945, by contrast, took 45 million lives. Since World War I sowed copious seeds of the second conflict, the complex links of cause and effect over the entire period make a compelling subject for the World History student. Though both wars engulfed Europe, the globe is the proper context for understanding them. Air power, especially in World War II, meant that no country's borders were safe, whatever the distances involved. Campaigns were fought from the mid-Pacific to West Africa and from Siberia to the North Atlantic. Combatants came from many lands, including thousands from European colonial possessions. The century's first five decades were not, however, all violence and gloom. In the midst of war and world depression heroism and ingenuity abounded. Age-old diseases were conquered or brought under control. Democracy endured in many states despite recurrent crises, and governments responded with remarkable efficiency to the demands of war-time management and welfare.

Revolution and Protest

Human aspirations toward democratic government, national independence, and social justice were first expressed on a large scale in human affairs in the 1750-1914 era. These aspirations continued to inspire revolutions throughout the first half of the 20th century. The most dramatic political changes occurred in Russia, China, Mexico, and Turkey. In all these places jarring shifts and disturbances in economic life, both local and international, were at the root of the political crises. In all of them, moreover, contests quickly developed between the advocates of liberal, parliamentary democracy and those who championed an authoritarian or single-party state as the most efficient instrument of political and economic transformation. Apart from revolutions, relatively peaceful movements of protest and dissent forced a broadening of the democratic base, including voting rights for women, in a number of countries. The European colonial empires saw few violent risings between 1900 and 1945. There was, however, no colonial "golden age." Resistance, protest, and calls for reform, drawing heavily on the liberal and nationalist ideals that the Western powers proclaimed, dogged imperial regimes all across Africa and Asia.

Why Study This Era?

Exploration of the first half of the 20th century is of special importance if students are to understand the responsibilities they face at the close of the millennium. The two world wars were destructive beyond anything human society had every experienced. If students are to grasp both the toll of such violence and the price that has sometimes been paid in the quest for peace, they must understand the causes and costs of these world-altering struggles.

In this era the ideologies of communism and fascism, both rooted in the 19th century, were put into practice on a large scale in Russia, Italy, Germany, and Japan. Both movements challenged liberal democratic traditions and involved elaborate forms of authoritarian repression. The fascist cause was discredited in 1945, communism by the early 1990s. Even so, assessing the progress of our own democratic values and institutions in this century requires parallel study of these two alternative political visions. What did they promise? How did they work as social and economic experiments? In what conditions might they find new adherents in the future?

Active citizens must continually re-examine the role of the United States in contemporary world affairs. Between 1900 and 1945 this country rose to international leadership; at the end of the period it stood astride the globe. How did we attain such a position? How has it changed since mid-century? Any informed judgment of our foreign policies and programs requires an understanding of our place among nations since the beginning of the century.

In both scientific and cultural life this era ushered in the "modern." The scientific theories as well as aesthetic and literary movements that humanity found so exhilarating and disturbing in the first half of the century continue to have an immense impact on how we see the world around us.

Era 8 A Half-Century of Crisis and Achievement 1900-1945

Era Benchmarks

- B.1.8 The student understands the causes and consequences of important resistance and revolutionary movements of the early 20th century.**
- B.2.8 The student understands the causes of World War I.**
- B.3.8 The student understands the global scope, outcome, and human costs of the war.**
- B.4.8 The student understands the causes and consequences of the Russian Revolution of 1917.**
- B.5.8 The student understands postwar efforts to achieve lasting peace and social and economic recovery**
- B.6.8 The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s.**
- B.7.8 The student understands the interplay between scientific or technological innovations and new patterns of social and cultural life between 1900 and 1940.**
- B.8.8 The student understands the interplay of new artistic and literary movements with changes in social and cultural life in various parts of the world in the post-war decades.**
- B.9.8 The student understands the causes and global consequences of the Great Depression.**
- B.10.8The student understands the causes of World War II.**
- B.11.8The student understands the global scope, outcome, and human costs of the war.**
- B.12.8The student understands major global trends from 1900 to the end of World War II.**

Era Important Ideas

- I.1.8 Reform, revolution, and social change in the world economy of the early century**
- I.2.8 The causes and global consequences of World War I**
- I.3.8 The search for peace and stability in the 1920s and 1930s**
- I.4.8 The causes and global consequences of World War II**
- I.5.8 Major global trends from 1900 to the end of World War II**

Era Historical Thinking Skills to be demonstrated by students

- T.S.1 Chronological Thinking**
- T.S.2 Historical Comprehension**
- T.S.3 Historical Analysis and Interpretation**
- T.S.4 Historical Research Capabilities**
- T.S.5 Historical Issues-Analysis**

Era 8 A Half-Century of Crisis and Achievement 1900-1945

B.1.8 The student understands the causes and consequences of important resistance and revolutionary movements of the early 20th century.

- C.1.1 Analyze the degree to which the South African (Anglo-Boer) War was an example of “total war.” [Interrogate historical data]
- C.1.2 Explain the causes of the Russian rebellion of 1905 and assess its impact on reform in the succeeding decade. [Analyze cause-and-effect relationships]
- C.1.3 Analyze the efforts of the revolutionary government of the Young Turks to reform Ottoman government and society. [Interrogate historical data]
- C.1.4 Analyze the significance of the Mexican Revolution as the first 20th-century movement in which peasants played a prominent role. [Appreciate historical perspectives]
- C.1.5 Assess the promise and failure of China’s 1911 republican revolution to address the country’s political, economic, and social problems. [Compare and contrast differing values and institutions]

B.2.8 The student understands the causes of World War I.

- C.2.1 Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of the war. [Analyze multiple causation]
- C.2.2 Analyze the degree to which class and other social conflicts in Europe contributed to the outbreak of war. [Analyze multiple causation]
- C.2.3 Evaluate ways in which popular faith in science, technology, and material progress affected attitudes toward war among European states. [Formulate historical questions]
- C.2.4 Analyze the precipitating causes of the war and the factors that produced military stalemate. [Analyze cause-and-effect relationships]

B.3.8 The student understands the global scope, outcome, and human costs of the war.

- C.3.1 Describe the major turning points of the war and the principal theaters of conflict in Europe, the Middle East, Sub-Saharan Africa, East Asia, and the South Pacific. [Interrogate historical data]
- C.3.2 Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war.” [Examine the influence of ideas]
- C.3.3 Explain how massive industrial production and innovations in military technology affected strategy, tactics, and the scale and duration of the war. [Analyze cause-and-effect relationships]

- C.3.4 Explain how colonial peoples contributed to the war effort of both the Allies and the Central Powers by providing military forces and supplies. [Evaluate the implementation of a decision]
- C.3.5 Analyze how the Russian Revolution and the entry of the United States affected the course and outcome of the war. [Analyze cause-and-effect relationships]
- C.3.6 Assess the short-term demographic, social, economic, and environmental consequences of the war's unprecedented violence and destruction. [Formulate historical questions]

B.4.8 The student understands the causes and consequences of the Russian Revolution of 1917.

- C.4.1 Explain the causes of the Russian Revolution of 1917 and analyze why the revolutionary government progressed from moderate to radical. [Analyze multiple causation]
- C.4.2 Explain Leninist political ideology and how the Bolsheviks adapted Marxist ideas to conditions peculiar to Russia. [Interrogate historical data]
- C.4.3 Assess the effects of the New Economic Policy on Soviet society, economy, and government. [Analyze cause-and-effect relationships]
- C.4.4 Describe the rise of Joseph Stalin to power in the Soviet Union and analyze ways in which collectivization and the first Five-Year Plan disrupted and transformed Soviet society in the 1920s and 1930s. [Evaluate the implementation of a decision]
- C.4.5 Analyze the challenges that revolutionary Russia posed to Western governments and explain the impact of the Bolshevik victory on world labor movements. [Interrogate historical data]

B.5.8 The student understands postwar efforts to achieve lasting peace and social and economic recovery

- C.5.1 Describe the conflicting aims and aspirations of the conferees at Versailles and analyze the responses of major powers to the terms of the settlement. [Consider multiple perspectives]
- C.5.2 Explain how the collapse of the German, Hapsburg, and Ottoman empires and the creation of new states affected international relations in Europe and the Middle East. [Analyze cause-and-effect relationships]
- C.5.3 Explain how the League of Nations was founded and assess its promise and limitations as a vehicle for achieving lasting peace. [Analyze cause-and-effect relationships]
- C.5.4 Analyze the objectives and achievements of women's political movements in the context of World War I and its aftermath. [Analyze cause-and-effect relationships]
- C.5.5 Analyze how the governments of Britain, France, Germany, and Italy responded to the economic and political challenges of the postwar decade. [Interrogate historical data]

- C.5.6 Assess the effects of United States isolationist policies on world politics and international relations in the 1920s. [Evaluate the implementation of a decision]

B.6.8 The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s.

- C.6.1 Analyze the struggle between the Kuomintang and the Communist Party for dominance in China in the context of political fragmentation, economic transformation, and Japanese and European imperialism. [Interrogate historical data]
- C.6.2 Analyze how militarism and fascism succeeded in derailing parliamentary democracy in Japan. [Interrogate historical data]
- C.6.3 Explain how the mandate system altered patterns of European colonial rule in Africa and the Middle East. [Evaluate the implementation of a decision]
- C.6.4 Explain aims and policies of European colonial regimes in India, Africa, and Southeast Asia and assess the impact of colonial policies on indigenous societies and economies. [Analyze cause-and-effect relationships]
- C.6.5 Analyze how social and economic conditions of colonial rule, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in India, Africa, and Southeast Asia. [Analyze cause-and-effect relationships]
- C.6.6 Analyze how the World War I settlement contributed to the rise of both pan-Arabism and nationalist struggles for independence in the Middle East. [Formulate historical questions]
- C.6.7 Assess the challenges to democratic government in Latin America in the context of class divisions, economic dependency, and United States intervention. [Analyze cause-and-effect relationships]

B.7.8 The student understands the interplay between scientific or technological innovations and new patterns of social and cultural life between 1900 and 1940.

- C.7.1 Explain the impact of the work of Einstein, Freud, Curie, and other scientists on traditional views of nature, the cosmos, and the psyche. [Explain the importance of the individual]
- C.7.2 Describe major medical successes in the treatment of infectious diseases and analyze the causes and social costs of the world influenza pandemic of 1918-1919. [Employ quantitative data]
- C.7.3 Explain ways in which the airplane, automobile, and modern railway affected world commerce, international migration, and work and leisure habits. [Interrogate historical data]
- C.7.4 Analyze the social and cultural dimensions of mass consumption of goods such as automobiles, bicycles, refrigerators, radios, and synthetic fabrics in various parts of the world. [Support interpretations with historical evidence]

- C.7.8 Analyze ways in which new forms of communication affected the relationship of government to citizens and bolstered the power of new authoritarian regimes. [Formulate historical questions]

B.8.8 The student understands the interplay of new artistic and literary movements with changes in social and cultural life in various parts of the world in the post-war decades.

- C.8.1 Evaluate the impact of World War I and its aftermath on literature, art, and intellectual life in Europe and the United States. [Draw upon visual and literary sources]
- C.8.2 Evaluate the meaning and social impact of innovative movements in literature, architecture and the fine arts, such as Cubism, Surrealism, Expressionism, Socialist Realism, and jazz. [Draw upon visual, literary, and musical sources]
- C.8.3 Evaluate the impact of innovative movements in Western art and literature on other regions of the world and the influence of African and Asian art forms on Europe. [Draw comparisons across regions]
- C.8.4 Analyze how new media--newspapers, magazines, commercial advertising, film, and radio--contributed to the rise of mass culture around the world. [Obtain historical data from a variety of sources]

B.9.8 The student understands the causes and global consequences of the Great Depression.

- C.9.1 Analyze the financial, economic, and social causes of the Depression and why it spread to most parts of the world. [Analyze multiple causation]
- C.9.2 Assess the human costs of the Depression, and compare its impact on economy and society in different countries and economic regions of the world. [Compare and contrast differing values, behaviors, and institutions]
- C.9.3 Analyze ways in which the Depression affected colonial peoples of Africa and Asia and how it contributed to the growth of nationalist movements. [Analyze cause-and-effect relationships]
- C.9.4 Analyze how the Depression contributed to the growth of socialist and communist movements and how it affected capitalist economic theory and practice in leading industrial powers in Western countries. [Analyze cause-and-effect relationships]
- C.9.5 Describe how governments, businesses, social groups, families, and individuals endeavored to cope with the hardships of world depression. [Employ quantitative analyses]

B.10.8 The student understands the causes of World War II.

- C.10.1 Explain the ideologies of fascism and Nazism and analyze how fascist and authoritarian regimes seized power and gained mass support in Italy, Germany, Spain, and Japan. [Analyze multiple causation]

- C.10.1 Analyze the relative importance of the legacy of World War I, the depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries as underlying causes of World War II. [Analyze multiple causation]
- C.10.2 Explain German, Italian, and Japanese military conquests and drives for empire in the 1930s. [Evaluate major debates among historians]
- C.10.3 Analyze the consequences of Britain, France, the United States, and other Western democracies' failure to effectively oppose fascist aggression. [Evaluate major debates among historians]
- C.10.4 Analyze the precipitating causes of the war and the reasons for early German and Japanese victories. [Analyze multiple causation]
- C.10.5 Analyze the motives and consequences of the Soviet nonaggression pacts with Germany and Japan. [Analyze cause-and-effect relationships]

B.11.8 The student understands the global scope, outcome, and human costs of the war.

- C.11.1 Explain the major turning points of the war, and describe the principal theaters of conflict in Western Europe, Eastern Europe, the Soviet Union, North Africa, Asia, and the Pacific. [Interrogate historical data]
- C.11.2 Assess how the political and diplomatic leadership of such individuals as Churchill, Roosevelt, Hitler, Mussolini, and Stalin affected the outcome of the war. [Explain the importance of the individual]
- C.11.3 Analyze how and why the Nazi regime perpetrated a “war against the Jews” and describe the devastation suffered by Jews and other groups in the Nazi Holocaust. [Analyze cause-and-effect relationships]
- C.11.4 Compare World Wars I and II in terms of the impact of industrial production, political goals, national mobilization, technological innovations, and scientific research on strategies, tactics, and levels of destruction. [Marshal evidence of antecedent circumstances]
- C.11.5 Assess the consequences of World War II as a total war. [Formulate historical questions]

B.12.8 The student understands major global trends from 1900 to the end of World War II.

- C.12.1 Describe major shifts in world geopolitics between 1900 and 1945 and explain the growing role of the United States in international affairs. [Analyze cause-and-effect relationships]
- C.12.2 Assess the nature and extent of Western military, political, and economic power in the world in 1945 compared with 1900. [Interrogate historical data]
- C.12.3 Compare the ideologies, policies, and governing methods of 20th-century totalitarian regimes with those of contemporary democracies and absolutist states of earlier centuries. [Draw comparisons across eras]

- C.12.4 Compare the ideologies, policies, and governing methods of 20th-century totalitarian regimes with those of contemporary democracies and absolutist states of earlier centuries. [Draw comparisons across eras]
- C.12.5 Analyze why mass consumer economies developed in some industrialized countries of the world but not in others. [Employ quantitative analysis]
- C.12.6 Explain how new technologies and scientific breakthroughs both benefitted and imperiled humankind. [Formulate historical questions]
- C.12.7 Analyze ways in which secular ideologies such as nationalism, fascism, communism, and materialism challenged or were challenged by established religions and ethical systems. [Compare and contrast different sets of ideas, values, and institutions]
- C.12.8 Assess the relative importance of such factors as world war, depression, nationalist ideology, labor organizations, communism, and liberal democratic ideals in the emergence of movements for national self-rule or sovereignty in Africa and Asia. [Formulate historical questions]
- C.12.9 Identify patterns of social and cultural continuity in various societies, and analyze ways in which peoples maintained traditions, sustained basic loyalties, and resisted external challenges in this era of recurrent world crises. [Explain historical continuity and change]

Era 9 The 20th Century Since 1945: Promises and Paradoxes

Era Summary

Giving Shape to World History

The closer we get to the present the more difficult it becomes to distinguish between the large forces of change and the small. Surveying the long sweep of history from early hominid times to the end of World War II, we might reach at least partial consensus about what is important to the development of the whole human community and what is not. The multifarious trends of the past half-century, however, are for the most part still working themselves out. Therefore, we cannot know what history students one or two hundred years from now will think was worth remembering about the decades after World War II. Clearly, the era has been one of tensions, paradoxes, and contradictory trends. Some of these countercurrents provide students with a framework for investigation and analysis.

Democracy and Tyranny

In the three decades following World War II, a multitude of new sovereign states appeared around the world. The breakup of the Soviet Union that began in 1990 introduced fifteen more. Triumphant nationalism, in short, has radically transformed the globe's political landscape. Even so, peoples on every continent have had to struggle persistently for democracy and justice against the powerful counterforces of authoritarianism, neo-colonialism, warlordism, and stolid bureaucracy. Many of the newer independent states have also faced daunting challenges in raising their peoples' standard of living while at the same time participating in a global economic system where industrialized countries have had a distinct advantage. The political, and in some places economic, reform movements that bloomed in Africa, Eurasia, and Latin America in the 1980s are evidence of the vitality of civic aspirations that originated more than two centuries ago.

War and Peace

World War II ended amid anxious hopes for genuine world peace. In 1945, however, the Cold War was already underway. For forty years recurrent international crises and the doubtful consolations of mutually assured destruction dominated world affairs. The European colonial empires were dismantled and power transferred to new nationalist leaders with less violence or acrimony than anyone might have expected--with some exceptions. Nationalists waged protracted anti-colonial wars in Vietnam, Algeria, Angola, and Mozambique. When the Soviet Union collapsed, the threat of catastrophe receded and the world sighed in relief. On the other hand, local wars and terrorist assaults multiplied as ancient enemies settled old scores and ethnic or nationalist feelings rose to the surface. Amid the ruthless confrontations of the second half of the century, people of good will have continued to seek peace. The achievements and limitations of the post-World War II settlements, the United Nations, the European Economic Community, Middle East negotiations, and numerous other forms of international cooperation are all worthy of serious study for the lessons they may offer the coming generation.

Global Links and Communal Identity

The transformations that the world experienced in the previous three eras appear modest in comparison with the bewildering pace and complexity of change in the late 20th century. The revolution of global communication has potentially put everyone in touch with everyone else. Business travelers, scientists, labor migrants, and refugees move incessantly from country to country. Currency transfers ricochet from bank to bank. The young men and women of Bangkok, Moscow, and Wichita Falls watch the same movies and sport the same brand of jeans. In economy, politics, and culture the human community is in a continuous process of restructuring itself. Global interdependence, however, has a flip side. As the gales of change blow, people seek communal bonds and identities more urgently than ever. Communalism has frequently led to fear and suspicion of the "other." Even so, the institutions and values that communities share protect them in some measure from the shocks of the new and unforeseen. The social and cultural bonds of family, village, ethnic community, religion, and nation provide a framework for

estimating how others will think and behave and for calculating with some confidence the pattern of affairs from day to day.

Countercurrents in the Quality of Life

The early 20th century promised, at least in the industrialized countries, a new age of progress through science, technology, and rational policy-making. Fifty years and two world wars later, humanity was less optimistic about its future. Art and literature after 1945 starkly reported the era's skepticism and angst. Science, medicine, and techniques of human organization continued to benefit society in wondrous ways. A truly global middle class emerged, and it enjoyed rising prosperity for several decades. Several countries, notably along the eastern Pacific rim, became economic powers to be reckoned with. On the other hand, the world population explosion, persistent poverty, environmental degradation, and epidemic disease have defied the best efforts of statesmanship, civic action, and scientific imagination. Amid the distresses and dangers of the era, people have sought not only communal ties but also moral and metaphysical certainties. Spiritual quests and ethical questionings have been a vital part of the cultural history of the past half-century.

Why Study This Era?

The economic and social forces moving in our contemporary world will make sense to students only in relation to the rush of events since 1945. Historical perspectives the Cold War, the breakup of empires, the population explosion, the rise of the Pacific rim, and the other sweeping developments of the era are indispensable for unraveling the causes and perhaps even discerning the likely consequences of events now unfolding. Students in school today are going to be responsible for addressing the promises and paradoxes of the age. They will not be able to do this by reading headlines or picking bits of "background" from the past. They must gain some sense of the whole flow of developments and build a mental architecture for understanding the history of the world.

Era 9 The 20th Century Since 1945: Promises and Paradoxes

Era Benchmarks

B.1.9 The student understands major political and economic changes that accompanied post-war recovery.

- C.1.1 Explain how the Western European countries and Japan achieved rapid economic recovery after World War II. [Employ quantitative data]
- C.1.2 Analyze connections between the political stabilization of Western European societies and the Marshall Plan, the European Economic Community, government planning, and the growth of welfare states. [Analyze cause-and-effect relationships]
- C.1.3 Analyze connections between the political stabilization of Western European societies and the Marshall Plan, the European Economic Community, government planning, and the growth of welfare states. [Analyze cause-and-effect relationships]
- C.1.4 Explain why fascism was discredited after World War II and how popular democratic institutions were established in such countries as Italy, the German Federal Republic, Greece, India, Spain, and Portugal between 1945 and 1975. [Marshal evidence of antecedent circumstances]
- C.1.5 Explain why the United Nations was founded and assess its successes and failures up to the 1970s. [Marshal evidence of antecedent circumstances]

B.2.9 The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.

- C.2.1 Explain how political, economic, and military conditions prevailing in the mid-1940s led to the Cold War. [Analyze cause-and-effect relationships]
- C.2.2 Analyze major differences in the political ideologies and values of the Western democracies and the Soviet bloc. [Compare and contrast different ideas, values, and institutions]
- C.2.3 Compare the impact of Soviet domination on Eastern Europe with changes that occurred in German and Japanese society under Allied occupation. [Compare and contrast differing values, behaviors, and institutions]
- C.2.4 Explain how the Communist Party rose to power in China between 1936 and 1949 and assess the benefits and costs of Communist policies under Mao Zedong, including the Great Leap Forward and the Cultural Revolution. [Analyze cause-and-effect relationships]
- C.2.5 Explain the causes and international and local consequences of major Cold War crises, such as the Berlin blockade, the Korean War, the Polish workers' protest, the Hungarian revolt, the Suez crisis, the Cuban missile crisis, the Indonesian civil war, and the Soviet invasion of Czechoslovakia. [Formulate historical questions]

- C.2.6 Analyze how political, diplomatic, and economic conflict and competition between the United States and the Soviet Union affected developments in such countries as Egypt, Iran, the Congo, Vietnam, Chile, and Guatemala. [Analyze multiple causation]
- C.2.7 Analyze interconnections between superpower rivalries and the development of new military, nuclear, and space technology. [Analyze cause-and-effect relationships]
- C.2.8 Assess the impact of the Cold War on art, literature, and popular culture around the world. [Obtain historical data from a variety of sources]

B.3.9 The student understands how African, Asian, and Caribbean peoples achieved independence from European colonial rule.

- C.3.1 Assess the impact of Indian nationalism on other movements in Africa and Asia and analyze why the subcontinent was partitioned into India and Pakistan. [Analyze cause-and-effect relationships]
- C.3.2 Analyze the impact of World War II and postwar global politics on the rise of mass nationalist movements in Africa and Southeast Asia. [Analyze cause-and-effect relationships]
- C.3.3 Analyze connections between the rise of independence movements in Africa and Southeast Asia and social transformations such as demographic changes, urbanization, and the emergence of Western-educated elites. [Analyze cause-and-effect relationships]
- C.3.4 Analyze why some African and Asian countries achieved independence through constitutional devolution of power and others as a result of armed revolution. [Compare and contrast differing values, behaviors, and institutions]
- C.3.5 Explain how international conditions affected the creation of Israel and analyze why persistent conflict developed between Israel and both Arab Palestinians and neighboring states. [Interrogate historical data]
- C.3.6 Describe economic and social problems that new states faced in the 1960s and 1970s and analyze why military regimes or one-party states replaced parliamentary-style governments throughout much of Africa. [Reconstruct patterns of historical succession and duration]

B.4.9 The student understands how population explosion and environmental change have altered conditions of life around the world

- C.4.1 Analyze causes of the world's accelerating population growth rate and connections between population growth and economic and social development in many countries. [Analyze multiple causation]
- C.4.2 Describe the global proliferation of cities and the rise of the megalopolis and assess the impact of urbanization on family life, standards of living,

class relations, and ethnic identity. [Analyze cause-and-effect relationships]

- C.4.3 Assess why scientific, technological, and medical advances have improved living standards for many yet hunger, poverty, and epidemic disease have persisted. [Evaluate major debates among historians]
- C.4.4 Analyze how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations. [Analyze cause-and-effect relationships]
- C.4.5 Assess the effectiveness of efforts by governments and citizens' movements to protect the global natural environment. [Obtain historical data]

B.5.9 The student understands how increasing economic interdependence has transformed human society.

- C.5.1 Analyze how global communications and changing international labor demands have shaped new patterns of world migration since World War II. [Analyze cause-and-effect relationships]
- C.5.2 Explain the effects of the European Economic Community and its growth on economic productivity and political integration in Europe. [Interrogate historical data]
- C.5.3 Compare systems of economic management in communist and capitalist countries and analyze the global economic impact of multinational corporations. [Compare and contrast differing institutions]
- C.5.4 Analyze why economic disparities between industrialized and developing countries have persisted or increased and how both neo-colonialism and authoritarian political leadership have affected development in African and Asian countries. [Formulate historical questions]
- C.5.5 Explain the emergence of the Pacific Rim economy and analyze how such countries as South Korea or Singapore have achieved economic growth in recent decades. [Analyze cause-and-effect relationships]
- C.5.6 Analyze the continuing growth of mass consumption of commodities and resources since World War II. [Employ quantitative data]
- C.5.7 Analyze the importance of such factors as black markets, speculation, and trade in illegal products for both national and global markets. [Obtain historical data from a variety of sources]
- C.5.8 Analyze how the oil crisis and its aftermath in the early 1970s revealed the extent and complexity of global economic interdependence. [Interrogate historical data]

B.6.9 The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.

- C.6.1 Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. [Formulate a position or course of action on an issue]
- C.6.2 Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world and compare women's progress toward social equality, economic opportunity, and political rights in various countries. [Draw comparisons across regions]
- C.6.3 Explain why Cold War tensions eased in the 1970s and analyze how such developments as the Helsinki Accords, the Soviet invasion of Afghanistan, and Reagan-Gorbachev "summit diplomacy" affected progress toward detente. [Interrogate historical data]
- C.6.4 Explain why the Soviet and other communist governments collapsed and the Soviet Union splintered into numerous states in the 1980s and early 1990s. [Marshal evidence of antecedent circumstances]
- C.6.5 Assess the strengths of democratic institutions and civic culture in countries such as Britain, France, Germany, Canada, the United States, Japan, India, and Mexico and analyze potential challenges to civil society in democratic states. [Interrogate historical data]
- C.6.6 Assess the success of democratic reform movements in challenging authoritarian governments in Africa, Asia, and Latin America. [Formulate a position or course of action on an issue]
- C.6.7 Explain the dismantling of the apartheid system in South Africa and the winning of political rights by the black majority. [Explain historical continuity and change]

B.7.9 The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

- C.7.1 Analyze causes and consequences of continuing urban protest and reformist economic policies in post-Mao China in the context of state authoritarianism. [Analyze cause-and-effect relationships]
- C.7.2 Analyze why terrorist movements have proliferated and the extent of their impact on politics and society in various countries. [Evaluate the implementation of a decision]
- C.7.3 Assess the impact of population pressure, poverty, and environmental degradation on the breakdown of state authority in various countries in the 1980s and 1990s. [Analyze multiple causation]
- C.7.4 Analyze the causes, consequences, and moral implications for the world community of mass killings or famines in such places as Cambodia, Somalia, Rwanda, and Bosnia-Herzegovina. [Marshal evidence of antecedent circumstances]
- C.7.5 Assess the progress that has been made since the 1970s in resolving conflict between Israel and neighboring states. [Analyze multiple causation]

B.8.9 The student understands major worldwide scientific and technological trends of the second half of the 20th century.

- C.8.1 Describe worldwide implications of the revolution in nuclear, electronic, and computer technology. [Formulate historical questions]
- C.8.2 Analyze interconnections between space exploration and developments since the 1950s in scientific research, agricultural productivity, consumer culture, intelligence gathering, and other aspects of contemporary life. [Analyze cause-and-effect relationships]
- C.8.3 Assess the social and cultural implications of recent medical successes such as development of antibiotics and vaccines and the conquest of smallpox. [Interrogate historical data]
- C.8.4 Analyze the changing structure and organization of scientific and technological research, including the role of governments, corporations, international agencies, universities, and scientific communities. [Employ quantitative data]

B.9.9 The student understands worldwide cultural trends of the second half of the 20th century.

- C.9.1 Evaluate the impact of World War II and its aftermath on literature, art, and intellectual life in Europe and other parts of the world. [Analyze cause-and-effect relationships]
- C.9.2 Evaluate the meaning and social impact of innovative movements in literature and the arts such as Existentialism, Abstract Expressionism, or Pop Art. [Draw upon visual and literary sources]
- C.9.3 Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. [Formulate historical questions]
- C.9.4 Analyze connections among electronic communications, international marketing, and the emergence of popular “global culture” in the late 20th century. [Obtain historical data from a variety of sources]
- C.9.5 Describe varieties of religious belief and practice in the contemporary world and analyze how the world’s religions have responded to challenges and uncertainties of the late 20th century. [Analyze the influence of ideas]
- C.9.6 Describe ways in which art, literature, religion, and traditional customs have expressed or strengthened national or other communal loyalties in recent times. [Examine the influence of ideas, human interests, and beliefs]

B.10.9 The student understands major global trends since World War II.

- C.10.1 Explain the changing configuration of political boundaries in the world since 1900 and analyze connections between nationalist ideology and

the proliferation of sovereign states. [Marshal evidence of antecedent circumstances]

- C.10.2 Explain why the Cold War took place and ended and assess its significance as a 20th-century event. [Analyze multiple causation]
- C.10.3 Compare causes, consequences, and major patterns of international migrations in the late 20th century with world population movements of the 19th century and the first half of the 20th. [Draw comparisons across eras and regions]
- C.10.4 Define “postindustrial society” and assess the usefulness of this concept in comparing the late 20th century with the period from the industrial revolution to 1950. [Draw comparisons across eras and regions]
- C.10.5 Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century. [Formulate historical questions]
- C.10.6 Analyze causes of economic imbalances and social inequalities among the world’s peoples and assess efforts made to close these gaps. [Employ quantitative analysis]
- C.10.6 Analyze causes and consequences of the world’s shift from bipolar to multipolar centers of economic, political, and military power. [Analyze cause-and-effect relationships]
- C.10.7 Analyze connections between globalizing trends in economy, technology, and culture in the late 20th century and dynamic assertions of traditional cultural identity and distinctiveness. [Analyze cause-and-effect relationships]

B.11.9 Long-term changes and recurring patterns in world history.

- C.11.1 Trace major changes in world population from paleolithic times to the present and explain why these changes occurred, including the effects of major disease pandemics.
- C.11.2 Analyze why humans have built cities and how the character, function, and number of cities have changed over time.
- C.11.3 Assess the usefulness of the concept that the revolutions of tool-making, agriculture, and industrialization constituted the three most important turning points in human history.
- C.11.4 Trace major patterns of long-distance trade from ancient times to the present and analyze ways in which trade has contributed to economic and cultural change in particular societies or civilizations.
- C.11.5 Analyze the origins, development, and characteristics of capitalism and compare capitalist systems with other systems for organizing production, labor, and trade.
- C.11.6 Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.

- C.11.7 Compare the economic and social importance of slavery and other forms of coerced labor in various societies from ancient times to the present.
- C.11.8 Analyze the development of the nation-state and how nation-states differ from empires or other forms of political organization.
- C.11.9 Analyze the circumstances under which European countries came to exercise temporary military and economic dominance in the world in the late 19th and 20th centuries.
- C.11.10 Compare political revolutionary movements of the past three centuries in terms of ideologies, organization, and successes or failures.
- C.11.11 Analyze ways in which human action has contributed to long-term changes in the natural environment in particular regions or worldwide.

Era 9 The 20th Century Since 1945: Promises and Paradoxes

Era Benchmarks

- B.1.9 The student understands major political and economic changes that accompanied post-war recovery.**
- B.2.9 The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.**
- B.3.9 The student understands how African, Asian, and Caribbean peoples achieved independence from European colonial rule.**
- B.4.9 The student understands how population explosion and environmental change have altered conditions of life around the world**
- B.5.9 The student understands how increasing economic interdependence has transformed human society.**
- B.6.9 The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.**
- B.7.9 The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.**
- B.8.9 The student understands major worldwide scientific and technological trends of the second half of the 20th century.**
- B.9.9 The student understands worldwide cultural trends of the second half of the 20th century.**
- B.10.9 The student understands major global trends since World War II.**

Era Important Ideas

- I.1.9 How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up**
- I.2.9 The search for community, stability, and peace in an interdependent world.**
- I.3.9 Major global trends since World War II.**
- I.4.9 Long-term changes and recurring patters**

Era Historical Thinking Skills to be demonstrated by students

- T.S.1 Chronological Thinking**
- T.S.2 Historical Comprehension**
- T.S.3 Historical Analysis and Interpretation**
- T.S.4 Historical Research Capabilities**
- T.S.5 Historical Issues-Analysis
ns in world history.**