

Kansas, Missouri, National World History and AP World History Standards with East Asian Content

1. Kansas standards with East Asian content <http://www.ksde.org/Default.aspx?tabid=1715>

6th grade Ancient World

China

Ideas: Confucianism, Daoism, Legalism, diffusion of Buddhism, dynasty

People/Roles: Confucius, Shi Huangdi

Places/Institutions: Huang He River, Yangzi River, Great Wall, Silk Road

Events: Shang Dynasty, Zhou Dynasty, Qin Dynasty, Han Dynasty, acupuncture, seismograph

6th grade Asian Empires (approx. 500 CE – approx. 1600 CE)

China

Ideas: rice culture, growth of cities, porcelain, Neo- Confucianism, civil service, examination system

People/Roles: Empress Wu, Genghis Khan, Kublai Khan

Places/Institutions: Korea, Japan, Mongolia

Events: Tang Dynasty, Song Dynasty, invention of gunpowder, woodblock printing, perfection of compass, Mongol Conquest

Japan

Ideas: Shinto, calligraphy, Noh, Zen Buddhism, Heian literature, tea ceremony, and Pure Land Buddhism, Bushido

People/Roles: Prince Shotoku, Lady Murasaki Shikibu, daimyo, samurai, shogun

Places/Institutions: Kamakura, Heian-kyo

Events: Kamakura shogunate, Mongol invasion

High School Modern World History: Renaissance to the Present

Nationalism and Imperialism (approx. 1800–1910)

People/Roles: Emperor Meiji, Sun Yixian

Places/Institutions: China, Japan

Events: Russo-Japanese War, Opium Wars, Boxer Rebellion, Meiji Restoration, 1911 Chinese Revolution

Cold War and Beyond (approx. 1945–present)

Ideas: Desertification, human rights, dictatorships

Places/Institutions: Asian Tigers (South Korea, Hong Kong, Taiwan, Singapore),

Events: Cultural Revolution in China, Emerging economies of the world

High School World Geography

North and Central Asia (Central Asia, China, Mongolia, Taiwan, Japan, and the Koreaes)

Physical Geography: physical features, climate, weather, resources, boundaries

Human Geography: demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Interaction of Human/Physical Systems: environmental trends and issues, exploited resources and peoples

2. Missouri standards with East Asian content

<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-ss-gle-0907.pdf>

MH.3b.A.d. - Examine river civilizations including: **China** (6th)

MH.3b.D.a. Investigate Feudal **Japan** including rise of the war lords (6th)

MH.3b.D.b. Investigate Feudal **Japan** including art (6th)

MH.3b.N.a. - Evaluate European and **Japanese** imperialism of the late 19th and 20th century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences (9th)

3. National world history standards with East Asian content

<http://www.nchs.ucla.edu/Standards/world-history-standards>

Era 2 – Standard 2A - Understands how civilization emerged in northern **China** in 2nd millennium BCE.

- 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. (5-12th)
- Compare the climate and geography of the **Huang He (Yellow River)** valley with the natural environments of Mesopotamia, Egypt, and the Indus valley. (5-12th)
- Describe royal government under the **Shang Dynasty** and the development of social hierarchy, religious institutions, and writing. (5-12th)
- 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. (5-12th)
- Assess the part that **Chinese** peasants played in sustaining the wealth and power of the Shang political centers. (9-12th)

Era 3 – Standard 1D - Understands how pastoral nomadic peoples of Central Asia began to play an important role in world history.

- Explain the relationship between the mastery of horse riding on the steppes and the development of pastoral nomadism and cavalry warfare. (5-12th)
- Analyze how the warrior states of the Scythians and the **Xiongnu** arose among pastoral nomadic peoples of Central Asia. (9-12th)
- Infer from archaeological or other evidence basic characteristics of Scythian or **Xiongnu** society and culture. (7-12th)
- Analyze why relations between pastoral nomadic peoples of Central Asia and major agrarian states of Eurasia involved both conflict and economic interdependence. (5-12th)

Era 3 – Standard 3C - Understands how **China** became unified under the early imperial dynasties.

- Assess the significance of the **Zhou dynasty** for the development of imperial rule and the concept of the **Mandate of Heaven**. (7-12th)
- Assess the policies and achievements of the **Qin emperor Shi Huangdi** in establishing a unified imperial realm. (5-12th)
- Analyze the political and ideological contributions of the **Han** to the development of the imperial bureaucratic state and the expansion of the empire. (9-12th)
- Evaluate literary, artistic, and technological achievements of the **Han dynasty**. (7-12th)
- Analyze the importance of iron technology and family division of labor on the expansion of agriculture and the southeastward migration of **Chinese** farmers. (7-12th)
- Analyze the commercial and cultural significance of the trans-Eurasian “silk roads” in the period of the **Han** and Roman empires. (5-12th)

- Describe the life of **Confucius** and explain comparatively the fundamental teachings of **Confucianism** and **Daoism**. (5-12th)

Era 3 - Standard 5A - Understands major global trends from 1000 BCE to 300 CE.

- 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. (5-12th)

Era 4 – Standard 1A - Understands the decline of the Roman and Han empires.

- Analyze various causes that historians have proposed to account for the decline of the **Han** and Roman empires. (5-12th)
- Trace the migrations and military movements of major pastoral nomadic groups into both the Roman Empire and **China**. (5-12th)
- Compare the consequences of these movements in **China** and the western part of the Roman Empire. (7-12th)

Era 4 – Standard 1B - Understands expansion of Christianity & Buddhism beyond lands of their origin.

- Assess how Christianity and **Buddhism** won converts among culturally diverse peoples across wide areas of Afro-Eurasia. (5-12th)
- Analyze the spread of Christianity and **Buddhism** in the context of change and crisis in the Roman and **Han empires**. (5-12th)
- 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. (7-12th)

Era 4 - Standard 3A - Understands China's sustained political and cultural expansion in Tang dynasty.

- 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. (7-12th)
- Describe political centralization and economic reforms that marked **China's** reunification under the **Sui** and **Tang dynasties**. (9-12th)
- Describe **Tang** imperial conquests in Southeast and Central Asia. (5-12th)
- Describe the cosmopolitan diversity of peoples and religions in **Chinese** cities of the early- and mid-**Tang** dynasty. (5-12th)
- Assess explanations for the spread and power of **Buddhism** in **Tang China, Korea, and Japan**. (7-12th)
- Evaluate creative achievements in painting and poetry in relation to the values of **Tang** society. (7-12th)

Era 4 – Standard 3B - Understands developments in Japan, Korea, and Southeast Asia in an era of Chinese ascendancy

- Explain how **Korea** assimilated **Chinese** ideas and institutions yet preserved its political independence. (5-12th)
- Describe the indigenous development of **Japanese** society up to 7th century. (7-12th)
- Assess the patterns of borrowing and adaptation of **Chinese** culture in **Japanese** society from the 7th to the 11th century. (5-12th)
- Describe the establishment of the imperial state in **Japan** and assess the role of the emperor in government. (5-12th)
- Assess the political, social, and cultural contributions of aristocratic women of the **Japanese** imperial court. (5-12th)

Era 5 – Standard 1A - Understands China's extensive urbanization & commercial expansion between 10th to 13th centuries.

- Explain major dynastic transitions in **China** and how **Confucianism** changed. (7-12th)

- Analyze how improved agricultural production, population growth, urbanization, and commercialization were interconnected. (7-12th)
- Identify major technological and scientific innovations and analyze their effects on **Chinese** life. (5-12th)
- Analyze the expansion of **China's** external trade with peoples of Southeast Asia and the lands rimming the Indian Ocean. (5-12th)
- Analyze the growth of an economically powerful merchant class in **China**. (7-12th)
- Assess the importance of women of gentry families in preserving and transmitting **Chinese** cultural values. (9-12th)

Era 5 – Standard 1B - Understands developments in **Japanese and Southeast Asian civilizations.**

- Describe **Japanese** government in the Kamakura and early Ashikaga periods and assess the applicability of the concept of feudalism to **Japan**. (5-12th)
- 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. (5-12th)
- Explain the development of distinctive forms of **Japanese Buddhism**. (7-12th)
- Evaluate the arts and aesthetic values in warrior culture. (5-12th)

Era 5 – Standard 1D - Understands how interregional communication and trade led to intensified cultural exchanges among diverse peoples of Eurasia and Africa.

- 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. (5-12th)
- Explain how camel caravan transport facilitated long-distance trade across Central Asia and the Sahara Desert. (5-12th)
- 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. (7-12th)

Era 5 – Standard 3A - Understands world-historical significance of the Mongol empire.

- Describe the **Mongol** conquests of 1206-1279 and assess their effects on peoples of **China**, Southeast Asia, Russia, and Southwest Asia. (7-12th)
- 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. (9-12th)
- Assess the usefulness and limitations of the concept of the “Pax Mongolia” and analyze how long-distance communication and trade led to cultural and technological diffusion across Eurasia (9-12th)

Era 5 – Standard 3B - Understands significance of **Mongol rule in **China**, **Korea**, **Russia** and **SW Asia**.**

- Analyze how **Mongol** rule affected economy, society, and culture in **China & Korea**. (5-12th)
- Explain how Southeast Asia and **Japanese** successfully resisted incorporation into the Mongol empire. (5-12th)

Era 5 – Standard 5C - Understands major political developments in Asia in the aftermath of the collapse of **Mongol rule and the plague pandemic.**

- Analyze reasons for the collapse of **Mongol** rule in **China** and the reconstituting of the empire under the **Chinese Ming dynasty**. (9-12th)

- Describe the **Zheng He** maritime expeditions of the early 15th century and analyze why the Ming state initiated, then terminated, these voyages. (9-12th)

Era 5 – Standard 7A - Understands major global trends from 1000 to 1500 CE.

- Compare Europe and **China** in relation to causes and consequences of productive growth, commercialization, urbanization, and technological or scientific innovation. (7-12th)
- 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**. (5-12th)
- 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. (7-12th)

Era 6 – Standard 1B - Understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries.

- Compare the success of the Ottoman, Indian, **Chinese**, **Japanese**, Vietnamese, and Siamese (Thai) powers in restricting European commercial, military, and political penetration. (7-12th)

Era 6 -Standard 1C - Understands the consequences of the worldwide exchange of flora, fauna, and pathogens.

- 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. (5-12)

Era 6 – Standard 3A - Understands extent and limits of **Chinese regional power under the **Ming** dynasty.**

- Analyze the power and limits of imperial absolutism under the **Ming** dynasty. (5-12th)
- Explain **China's** self-concept as “middle kingdom” and the character of its political, commercial, and cultural relations with **Korea**, Vietnam, and other societies of East and Southeast Asia. (7-12th)
- Analyze the effects of commercialization on social relations among gentry elites, urban merchants, and peasants. (9-12th)
- Analyze China’s changing attitudes toward external political and commercial relations following **Zheng He** voyages from 1405 to 1433. (5-12th)
- Assess the effects of the introduction of American food crops and importation of American silver on demographic, economic, and social change in **China**. (7-12th)
- Compare the role of **Neo-Confucianism**, **Buddhism**, and **Taoism** in **Chinese** government and society. (9-12th)

Era 6 – Standard 5B - Understands the transformations in India, **China, and **Japan** in an era of expanding European commercial power.**

- Explain how **Manchus** overthrew **Ming** dynasty, established the multi-ethnic **Qing**, and doubled the size of the **Chinese** empire. (7-12th)
- Evaluate **China's** cultural and economic achievements during the reigns of the **Kangxi** and **Qianlong** emperors. (9-12th)
- Assess the extent of European commercial penetration of **China** and the ability of the **Chinese** government to control European trade. (7-12th)
- Explain the character of centralized feudalism in **Japan** under the **Tokugawa shogunate** and reasons for **Japan's** political stability, economic growth, cultural dynamism. (5-12th)
- Analyze **Japan's** relations with Europeans between the 16th and 18th centuries and the consequences of its policy of limiting contacts with foreigners. (grades 5-12)

Era 6 – Standard 5C - Understands major cultural trends in Asia between the 16th and 18th centuries.

- Assess the influence of both new currents in **Confucianism** and **Chinese** art, architecture, and literary styles on cultural life in **Korea**, Vietnam, and **Japan**. (9-12th)
- Describe the varieties of **Buddhist** and Hindu teaching and practice in Asia and compare their influence on social and cultural life. (9-12th)
- Analyze how and why Islam continued to expand in India, Southeast Asia, **China**. (7-12th)

Era 7 – Standard 3D - Understands how **China's Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries.**

- Analyze economic and social consequences of rapid population growth in **China**. (7-12th)
- Analyze causes of governmental breakdown and social disintegration in **China** in the late 18th century. (7-12th)
- Analyze why **China** resisted political contact and trade with Europeans and how the opium trade contributed to European penetration of **Chinese** markets. (5-12th)
- Assess causes and consequences of the mid-19th century **Taiping rebellion**. (9-12th)
- 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**. (9-12th)

Era 7 – Standard 3E - Understands how **Japan was transformed from feudal shogunate to modern nation-state in the 19th century.**

- Analyze the internal and external causes of the **Meiji Restoration**. (5-12th)
- Analyze the goals and policies of the **Meiji** state and their impact on **Japan's** modernization. (5-12th)
- Assess the impact of Western ideas and the role of **Confucianism** and **Shinto** traditional values on **Japan** in the **Meiji period**. (7-12th)
- Explain the transformation of **Japan** from a hereditary social system to a middle-class society. (9-12th)
- Explain changes in **Japan's** relations with **China** and the Western powers from the 1850s to the 1890s. (9-12th)

Era 7 – Standard 5C - Understands causes of European, American, and **Japanese imperial expansion.**

- Assess the effects of the **Sino-Japanese** and **Russo-Japanese Wars** and colonization of Korea on the world-power status of Japan. (9-12th)

Era 7 – Standard 5D - Understands transformations in South, Southeast, and East Asia in the era of the "new imperialism."

- Analyze how **Chinese** began to reform government and society after 1895 and why revolution broke out in 1911. (7-12th)
- Analyze **Japan's** rapid industrialization, technological advancement, and national integration in the late 19th and early 20th centuries. (5-12th)

Era 7 – Standard 6A - Understands major global trends from 1750 to 1914.

- Compare industrialization and its social impact in Great Britain, France, Germany, the United States, Russia, **Japan**, or other countries. (7-12th)
- 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**. (7-12th)

Era 8 – Standard 1A - Understands the world industrial economy emerging in the early 20th century.

- Compare the industrial power of Great Britain, France, Germany, **Japan**, and the United States in the early 20th century. (7-12th)
- Analyze the impact of industrial development on the culture and working lives of middle- and working-class people in Europe, **Japan**, and the United States. (5-12th)

Era 8 – Standard 1B - Understands the causes and consequences of important resistance and revolutionary movements of the early 20th century.

- Assess the promise and failure of **China's 1911 Republican Revolution** to address the country's political, economic, and social problems. (7-12th)

Era 8 – Standard 3B - Understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s.

- 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. (7-12th)
- Analyze how militarism and fascism succeeded in derailing parliamentary democracy in **Japan**. (7-12th)

Era 8 – Standard 3D - 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.

- 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.

Era 9 – Standard 1A - Understands major political and economic changes that accompanied post-war recovery.

- Explain how the Western European countries and **Japan** achieved rapid economic recovery after World War II. (7-12th)

Era 9 – Standard 1B - Understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.

- Compare the impact of Soviet domination on Eastern Europe with changes that occurred in German and **Japanese** society under Allied occupation. (7-12th)
- 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**. (7-12th)
- 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. (5-12th)

Era 9 – Standard 2B - Understands how increasing economic interdependence has transformed human society.

- Explain the emergence of the Pacific Rim economy and analyze how such countries as **South Korea** or Singapore achieved economic growth in recent decades. (5-12th)

Era 9 – Standard 2C - Understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.

- 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. (9-12th)

- Assess the success of democratic reform movements in challenging authoritarian governments in Africa, Asia, and Latin America. (9-12th)

Era 9 – Standard 2D - Understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

- Analyze causes and consequences of continuing urban protest and reformist economic policies in **post-Mao China** in the context of state authoritarianism. (7-12th)

6. Advanced Placement (AP) world history course outline with East Asian content (2011)
http://apcentral.collegeboard.com/apc/public/repository/AP_WorldHistoryCED_Effective_Fall_2011.pdf

Period 1: Technological and Environmental Transformations to c. 600 BCE

1.2.I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.

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

1.3.I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.

- A. Students should be able to identify the location of required example of core and foundational civilizations including **Shang** in the **Yellow River** or **Huang He** Valley

1.3.II. The first states emerged within core civilizations.

- A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support and/or who was supported by the military.

- Teach one illustrative example of new weapons, either 1) compound bows, 2) iron weapons or 3) an example of your choice.

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

- Teach one illustrative example of new modes of transportation, either 1) chariots, or 2) horseback riding or 3) an example of your choice.

1.3.III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.

- A. Early civilizations developed monumental architecture and urban planning.

- Teach one illustrative example of monumental architecture and urban planning, such as 1) temples or 2) defensive walls.

- B. Elites, both political and religious, promoted arts and artisanship.

- Teach one illustrative example of arts and artisanship, such as painting and wall decorations

- C. Systems of record keeping arose independently in all early civilizations and subsequently were diffused.

- Teach one illustrative example of systems of record keeping, such as pictographs

- H. Literature was also a reflection of culture.

- Teach one illustrative example of literature, such as the *Book of the Dead*

Period 2: Organization & Reorganization of Human Societies c. 600 BCE - 600 CE

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

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

2.1.II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.

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

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

C. In **Daoism**, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. **Daoism** also influenced the development of **Chinese** culture.

- Teach one illustrative example of the influence of **Daoism** on the development of **Chinese** culture, such as 1) medical theories and practices, 2) poetry, 3) metallurgy, or 4) architecture.

2.1.III. Belief systems affected gender roles. **Buddhism** and Christianity encouraged monastic life and **Confucianism** emphasized filial piety.

2.1.IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.

A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of daily reliance on the natural world.

B. Ancestor veneration persisted in many regions.

- Teach one illustrative example of regions where ancestor veneration persisted, such as in East Asia

2.1.V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.

A. Literature and drama acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods.

- Teach one illustrative example of literature and drama, such as Indian epics or an example of your choice.

B. Distinctive architectural styles developed in many regions in this period.

- Teach one illustrative example of regions where distinctive architectural styles developed, such as in India or an example of your choice.

Key Concept 2.2. Development of States and Empires.

As early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created

new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations: sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural, and administrative difficulties that they could not manage. They also experienced environmental, social and economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in hands of privileged classes.

2.2.I. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.

Required examples of key states and empires-know the location and name-including East Asia: **Qin** and **Han Empires**.

2.2.II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.

A. In order to organize their subjects, the rulers created administrative institutions in many regions including 1) centralized governments and 2) elaborate legal systems and bureaucracies.

B. Imperial governments projected military power over larger areas using a variety of techniques such as 1) diplomacy, 2) developing supply lines, 3) Building fortifications, defensive walls, and roads, and 4) drawing new groups of military officers and soldiers from the local populations or conquered peoples

C. Much of the success of the empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.

- Teach one illustrative example of regions where rulers created administrative institutions such as **China**

2.2.III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.

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

- Teach one illustrative example of cities such as **Chang'an**.

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

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

- Teach one illustrative example of such methods either an example of your choice or 1) corvee, 2) slavery, 3) rents and tributes, 4) Peasant communities, 5) family and household production.

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

2.2.IV. The Roman, **Han**, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.

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

B. External problems resulted from security issues along frontiers, including threat of invasions.

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

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

- Teach one illustrative example of external problems along frontiers including between **Han China** and the **Xiongnu**.

2.3.I Land and water routes became basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.

A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes. Required examples of trade routes include Eurasian Silk Roads.

2.3.III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.

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

C. Religious and cultural traditions were transformed as they spread. Required examples of transformed religious and cultural traditions include **Buddhism**

- Teach one illustrative example of the effects of the spread of disease on empires such as the effects of disease on **Chinese** empires

Period 3: Regional and Transregional Interactions, c. 600 C.E. to c. 1450

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

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

3.1. I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.

A. Existing trade routes flourished and promoted the growth of powerful new trading cities. Required examples of existing trade routes include the Silk Roads.

- Teach one illustrative example of new trading cities such as **Hangzhou**.

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

- Teach one illustrative example of luxury goods such as 1) silk and cotton textiles, 2) porcelain, 3) spices, and 4) exotic animals.

D. Commercial growth was also facilitated by state practices, trading organizations, and state-sponsored commercial infrastructures like the **Grand Canal** in **China**.

E. The expansion of empires facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors' economies and trade networks. Required examples of empires include **China** and the **Mongols**.

- Teach an illustrative example of state practices such as minting coins or using paper money.

3.1.III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.

C. The writings of certain interregional travelers illustrate both the extent and the limitations of intercultural knowledge and understanding.

- Teach one illustrative example of interregional travelers, such as **Marco Polo** or **Xuanzang**.

D. Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions.

- Teach one illustrative example of the diffusion of literary, artistic and cultural traditions, such as the influence of **Neoconfucianism** and **Buddhism** in East Asia.

E. Increased cross-cultural interactions resulted in the diffusion of scientific and technological traditions.

- Teach one illustrative example of the diffusion of scientific and technological traditions, such as the spread of printing and gunpowder technologies from East Asia into the Islamic empires and Western Europe.

3.1.IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.

A. New foods and agricultural techniques were adopted in populated areas.

- Teach one illustrative example of new foods and agricultural techniques such as new rice varieties in East Asia.

Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

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

3.2. I. Empires collapsed and were reconstituted; in some regions new state forms emerged.

A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the **Chinese dynasties** — **Sui, Tang, and Song** — combined traditional sources of power and legitimacy with innovations better suited to the current circumstances.

- Teach one illustrative example of traditional sources of power and legitimacy, such as 1) patriarchy, 2) religion, 3) land-owning elites, or 4) example of your choice.
- Teach one illustrative example of innovations, such as 1) new methods of taxation, 2) tributary systems, 3) adaption of religious institutions, or 4) example of your choice.

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

C. Some states synthesized local and borrowed traditions.

- Teach one illustrative example of such synthesis by states, such as **Chinese** traditions that influenced states in **Japan**.

3.2. II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.

Required examples of technological and cultural transfers include 1) between **Tang China** and the Abbasids and 2) across the **Mongol** empires.

Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

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

3.3. I. Innovations stimulated agricultural & industrial production in many regions.

A. Agricultural production increased significantly due to technological innovations.

- Teach one illustrative example of technological innovations, such as improved terracing techniques.

C. **Chinese**, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in **China**.

3.3.III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.

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

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

- Teach one illustrative example of regions where free peasants revolted, such as in China

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

Period 4: Global Interactions, c. 1450 to c. 1750

Key Concept 4.1. Globalizing Networks of Communication and Exchange

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

4.1. III. Remarkable new transoceanic maritime reconnaissance occurred in this period.

A. Official **Chinese** maritime activity expanded into the Indian Ocean region with the naval voyages led by **Ming Admiral Zheng He**, which enhanced **Chinese** prestige.

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

C. **Buddhism** spread within Asia.

4.1.VII. As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.

A. Innovations in visual and performing arts were seen all over the world.

- Teach one illustrative example of innovations in visual and performing arts such as wood-block prints in **Japan**.

B. Literacy expanded and was accompanied by the proliferation of popular authors, literary forms, and works of literature in Afro-Eurasia.

- Teach one illustrative example of popular authors, literary forms and works of literature, such as 1) "Journey to the West" or 2) kabuki.

Key Concept 4.2. New Forms of Social Organization and Modes of Production

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

4.2. I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.

A. Peasant labor intensified in many regions.

- Teach one illustrative example of the intensification of peasant labor, such as silk textile production in **China**.

4.2. II. As new social and political elites changed, they also restructured new ethnic, racial, and gender hierarchies.

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

- Teach one illustrative example of new elites, such as 1) the **Manchus** in **China** or 2) urban commercial entrepreneurs in all major port cities in the world.

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

- Teach one illustrative example of existing elites, such as the daimyo in **Japan**.

Key Concept 4.3. State Consolidation and Imperial Expansion

Empires expanded and conquered new peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects, and administering widely dispersed territories. Agents of the European powers moved into existing trade networks around the world.

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

A. Rulers used *the arts to display political power* and to legitimize their rule.

- Teach one illustrative example of the arts as displays of political power, such as 1) monumental architecture, 2) urban design, 3) courtly literature, or 4) the visual arts.

B. Rulers continued to use religious ideas to legitimize their rule.

- Teach one illustrative example of these religious ideas, such as Chinese emperors' public performance of Confucian rituals.

C. States treated different ethnic and religious groups in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state.

- Teach one illustrative example of the differential treatment of ethnic and religious groups, such as the Manchu policies toward Chinese.

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

- Teach one illustrative example of bureaucratic elites or military professionals, such as 1) the Chinese examination system or 2) salaried samurai

4.3.II. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

B. *Land empires* expanded dramatically in size. Required examples of land empires include the Manchus.

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

- Teach one illustrative example of local resistance, such as samurai revolts and peasant uprisings.

Period 5: Industrialization and Global Integration c. 1750 to c. 1900

Key Concept 5.1. Industrialization and Global Capitalism

Industrialization fundamentally altered the production of goods around the world, how goods were produced and consumed, what was considered a “good,” and having far-reaching effects on the global economy, social relations, and culture. Although it is common to speak of an “Industrial Revolution,” the process of industrialization was gradual unfolding over the 18-19th centuries, eventually becoming global.

5.1. I. Industrialization fundamentally changed how goods were produced.

D. As the new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.

5.1.II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.

C. The rapid increases in productivity caused by industrial production encouraged industrialized states to seek out new consumer markets for their finished goods.

- Teach one illustrative example of new consumer market, such as British and French attempts to “open up” the Chinese market during the nineteenth century.

5.1.V. The development and spread of global capitalism led to a variety of responses.

B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production.

- C. In a small number of states, governments promoted their own state-sponsored visions of industrialization.
- Teach one illustrative example of state-sponsored visions of industrialization, such as 1) economic reforms of **Meiji Japan** or 2) **China's Self-Strengthening Movement**.
- D. In response to criticisms of industrial global capitalism, some governments mitigated the negative effects of industrial capitalism by promoting various types of reforms.
- Teach one illustrative example of reforms, such as public education in many states.

Key Concept 5.2. Imperialism and Nation-State Formation

As states industrialized during this period, they also expanded their existing overseas colonies and established new types of colonies and transoceanic empires. Regional warfare and diplomacy both resulted in and were affected by this process of modern empire building. The process was led mostly by Europe. The United States and Japan also participated in this process. The growth of new empires challenged the power of existing land-based empires of Eurasia. New ideas about nationalism, race, gender, class, and culture also developed that facilitated the spread of transoceanic empires, as well as justified anti-imperial resistance and the formation of new national identities.

5.2. I. Industrializing powers established transoceanic empires.

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

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

- Teach one illustrative example of industrialized states practicing economic imperialism, such as the British and French expanding their influence in **China** through the **Opium Wars**.

5.2. II. Imperialism influenced state formation and contraction around the world.

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

- E. The development and spread of nationalism as an ideology fostered new communal identities.

Key Concept 5.3. Nationalism, Revolution, and Reform

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

5.3. III. Increasing discontent with imperial rule propelled reformist and revolutionary movements.

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

- Teach one illustrative example of anticolonial movements, such as the **Boxer Rebellion**.

- E. Some of the *rebellions were* influenced by religious ideas and millenarianism.

- Teach one illustrative example of such rebellions, such as the **Taiping Rebellion**.

- F. Responses to increasingly frequent rebellions led to reforms in imperial policies.

- Teach one illustrative example of reforms, such as the **Self-Strengthening Movement**.

Key Concept 5.4. Global Migration

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

5.4.I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

A. Changes in food production and improved medical conditions contributed to a significant global rise in population.

B. Because of the nature of the new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the nineteenth century.

5.4.II. Migrants relocated for a variety of reasons.

B. The new global capitalist economy continued to rely on coerced and semi-coerced labor migration. Required examples of coerced and semi-coerced labor migration include **Chinese** and Indian indentured servitude

C. While many migrants permanently relocated, a significant number of temporary and seasonal migrants returned to their home societies.

- Teach one illustrative example of such temporary and seasonal migrants, such as **Japanese** agricultural workers in the Pacific

5.4.III. The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.

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

B. Migrants often created ethnic enclaves in different parts of the world which helped transplant their culture into new environments and facilitated the development of migrant support networks.

- Teach one illustrative example of migrant ethnic enclaves in different parts of the world such as the **Chinese** in SE Asia, Caribbean, South America, and North America

C. Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.

- Teach one illustrative example of the regulation of immigrants, such as the **Chinese Exclusion Acts**

Period 6: Accelerating Global Change and Realignment, c. 1900 to Present

Key Concept 6.1 Science and the Environment Rapid Advances in Science.

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

6.1 II. As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.

B. Pollution threatened the world's supply of water and clean air. Deforestation and desertification were continuing consequences of the human impact on the environment. Rates of extinction of other species accelerated sharply.

6.1 III. Disease, scientific innovations, and conflict led to demographic shifts.

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

- Teach one illustrative example of wartime casualties, such as **Nanjing** and/or **Hiroshima**.

Key Concept 6.2 Global Conflicts and Their Consequences

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

6.2.I. Europe dominated the global political order at the beginning of the 20th century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century's end.

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

D. Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism and socialism.

6.2.IV. Military conflicts occurred on an unprecedented global scale.

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

B. The sources of global conflict in the first half of the century varied. Required examples of the sources of global conflict include imperialist expansion by European powers and **Japan**

6.2.V. Although conflict dominated much of the twentieth century, many individuals and groups-including states-opposed this trend. Some individuals and groups, however, intensified the conflicts.

B. Groups and individuals opposed and promoted alternatives to the existing economic, political, and social orders.

- Teach one illustrative example of such groups and individuals, such as 1) Communist leaders like **Mao Zedong** or 2) **Tiananmen Square** protesters that promoted democracy in **China**

E. Global conflicts had a profound influence on popular culture.

- Teach one illustrative example of popular culture influenced by global conflicts, such as social realism or video games.

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

The twentieth century witnessed a great deal of warfare and the collapse of the global economy in the 1930s. In response to these challenges, the role of state in the domestic economy fluctuated, and new institutions of global governance emerged and continued to develop throughout the century. Scientific breakthroughs, new technologies, increasing levels of integration, changing relationships

between humans and the environment, and the frequency of political conflict all contributed to global developments in which people crafted new understandings of society, culture, and historical interpretations. These new understandings often manifested themselves in, and were reinforced by, new forms of cultural production. Institutions of global governance both shaped and adapted to these social conditions.

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

A. In the Communist states of the Soviet Union and **China**, governments controlled their national economies.

- Teach one illustrative example of Communist governments controlling their national economies, such as 1) the **Five-Year Plans** or 2) **Great Leap Forward**.

C. In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.

- Teach one illustrative example of governments guiding economic life, such as the encouragement of export-oriented economies in East Asia

D. At the end of the twentieth century, many governments encouraged free market economic policies and promoted economic liberalization.

- Teach one illustrative example of governments encouraging free market policies, such as **China** under **Deng Xiaoping**.

6.3.II States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.

B. New economic institutions sought to spread the principles and practices associated with free market economics throughout the world.

- Teach one illustrative example of new economic institutions, such as the World Trade Organization (WTO).

E. Multinational corporations began to challenge state authority and autonomy.

- Teach one illustrative example of multinational corporations, such as Sony.

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

- Teach one illustrative example of protest movements, such as Greenpeace or Earth Day.

6.3.III. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.

A. The notion of human rights gained traction throughout the world.

- Teach one illustrative example of human rights such as the U.N. Universal Declaration of Human Rights.

B. Increased interactions among diverse peoples sometimes led to the formation of new cultural identities and exclusionary reactions.

- Teach one illustrative example of exclusionary reactions, such as xenophobia or citizenship restrictions.

C. Believers developed new forms of spirituality and chose to emphasize particular aspects of practice within existing faiths and apply them to political issues.

- Teach one illustrative example of new forms of spirituality, such as **Falun Gong**.

6.3.IV. Popular and consumer culture became global.

A. Sports were more widely practiced and reflected national and social aspirations.

- Teach one illustrative example of such sports, such as World Cup Soccer.

B. Changes in communication and transportation technology enabled the widespread diffusion of music and film.

- Teach one illustrative example of the diffusion of music and film, such as anime.