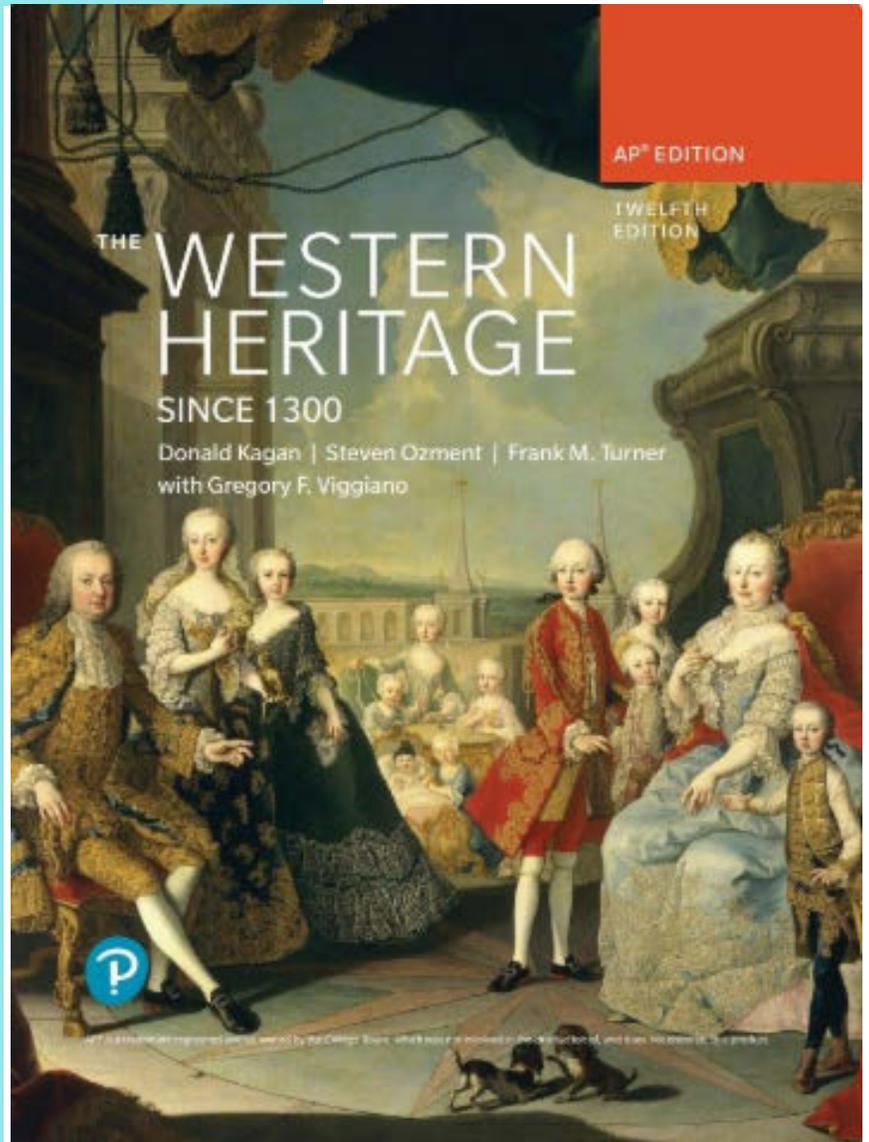


A Correlation
of *The
Western
Heritage Since
1300, 12e,*
AP[®] Edition



**to the Advanced
Placement European
History Course & Exam
Description**

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Correlation of The Western Heritage Since 1300 to the AP[®] European History Course and Exam Description

Upon publication, this text was correlated to the College Board’s AP[®] European History Curriculum Framework dated Fall 2023. Our most current correlations can be found online at www.PearsonSchool.com/Advanced.

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UNIT 1: RENAISSANCE AND EXPLORATION				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
1.1	Contextualizing Renaissance and Discovery	Unit 1: Learning Objective A Explain the context in which the Renaissance and Age of Discovery developed	KC-1.1: The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans’ view of their world. KC-1.1.I: A revival of classical texts led to new methods of scholarship and new values in both society and religion. KC-1.1.III: The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.	Chapter 1, p. 26-27 Chapter 2, p. 49-75 Chapter 3, p. 76-103
			KC-1.3: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations. KC-1.3.I: European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.	Chapter 2, p. 69–74 Chapter 8, p. 204-223, 229–231
			KC-1.4: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures. KC-1.4.I: Economic change produced new social patterns, while traditions of hierarchy and status continued.	Chapter 1, p. 33-37 Chapter 2, p. 51–52 Chapter 3, p. 99–101 Chapter 7, p. 179–190
			KC-1.4.II: Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.	Chapter 8, p. 205–207
			KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization. KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.	Chapter 2, p. 50–53, 61–65 Chapter 3, p. 91–94 Chapter 4, p. 116–121 Chapter 5, p. 131-156 Chapter 9, p. 256-259

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UNIT 1: RENAISSANCE AND EXPLORATION (Continued)					
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References	
1.2	Italian Renaissance	Unit 1: Learning Objective B Explain how the revival of classical texts contributed to the development of the Renaissance in Italy.	KC-1.1.I.A: Italian Renaissance humanists, including Petrarch, promoted a revival in classical literature and created new philological approaches to ancient texts. Some Renaissance humanists furthered the values of secularism and individualism.	Chapter 2, p. 50–58	
			Unit 1: Learning Objective C Explain the political, intellectual, and cultural effects of the Italian Renaissance.	KC-1.1.I.B: Humanist revival of Greek and Roman texts, spread by the printing press, challenged the institutional power of universities and the Catholic Church. This shifted education away from a primary focus on theological writings toward classical texts and new methods of scientific inquiry.	Chapter 2, p. 54–58
			KC-1.1.I.C: Admiration for Greek and Roman political institutions supported a revival of civic humanist culture in the Italian city-states and produced secular models for individual and political behavior.	Chapter 2, p. 58	
			KC-1.1.III.A: In the Italian Renaissance, rulers and popes concerned with enhancing their prestige commissioned paintings and architectural works based on classical styles, the developing “naturalism” in the artistic world, and often the newly invented technique of geometric perspective.	Chapter 2, p. 56–63	
1.3	Northern Renaissance	Unit 1: Learning Objective D Explain how Renaissance ideas were developed, maintained, and changed as the Renaissance spread to northern Europe.	KC-1.1.III.B: The Northern Renaissance retained a more religious focus, which resulted in more human-centered naturalism that considered individuals and everyday life appropriate objects of artistic representation.	Chapter 2, p. 66–68	
			KC-1.2.I.A: Christian humanism, embodied in the writings of Erasmus, employed Renaissance learning in the service of religious reform.	Chapter 2, p. 62, 67–68 Chapter 3, p. 83–84	
1.4	Printing	Unit 1: Learning Objective E Explain the influence of the printing press on cultural and intellectual developments in modern European history.	KC-1.1.II: The invention of printing promoted the dissemination of new ideas.	Chapter 2, p. 66–68	
			KC-1.1.II.A: The invention of the printing press in the 1450s helped spread the Renaissance beyond Italy and encouraged the growth of vernacular literature, which would eventually contribute to the development of national cultures.	Chapter 2, p. 66–68 Chapter 3, p. 85	
1.5	New Monarchies	Unit 1: Learning Objective F Explain the causes and effects of the development of political institutions from 1450 to 1648.	KC-1.2.II.A: Monarchs and princes, including the English rulers Henry VIII and Elizabeth I, initiated religious reform from the top down in an effort to exercise greater control over religious life and morality.	Chapter 2, p. 61–66 Chapter 3, p. 91–94 Chapter 4, p. 105-110, 116–121	
			KC-1.5.I.A: New monarchies laid the foundation for the centralized modern state by establishing monopolies on tax collection, employing military force, dispensing justice, and gaining the right to determine the religion of their subjects.	Introduction, p. 25-26 Chapter 2, p. 63-66 Chapter 3, p. 92 Chapter 4, p. 110–116	
			KC-1.5.I.C: Across Europe, commercial and professional groups gained in power and played a greater role in political affairs.	Chapter 2, p. 50–54, p. 63–66	
			KC-1.5.I.D: Continued political fragmentation in Renaissance Italy provided a background for the development of new concepts of the secular state.	Chapter 2, p. 61–63	

UNIT 1: RENAISSANCE AND EXPLORATION				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
1.6	Technological Advances and the Age of Exploration	Unit 1: Learning Objective G Explain the technological factors that facilitated European exploration and expansion from 1450 to 1648.	KC-1.3.II: Advances in navigation, cartography, and military technology enabled Europeans to establish overseas colonies and empires.	Chapter 2, p. 69–72
		Unit 1: Learning Objective H Explain the motivations for and effects of European exploration and expansion from 1450 to 1648.	KC-1.3.I.A: European states sought direct access to gold, spices, and luxury goods to enhance personal wealth and state power.	Chapter 2, p. 69–74 Chapter 5, p. 132–134
			KC-1.3.I.B: The rise of mercantilism gave the state a new role in promoting commercial development and the acquisition of colonies overseas.	Chapter 8, p. 206–207
			KC-1.3.I.C: Christianity was a stimulus for exploration as governments and religious authorities sought to spread the faith, and for some it served as a justification for the subjugation of indigenous civilizations.	Chapter 2, p. 69, 72–73 Chapter 3, p. 85, 94–95 Chapter 8, p. 218
1.7	Rivals on the World Stage	Unit 1: Learning Objective I Explain how and why trading networks and colonial expansion affected relations between and among European states.	KC-1.3.III: Europeans established overseas empires and trade networks through coercion and negotiation.	Chapter 2, p. 69–74 Chapter 8, p. 205–213, 218–221
			KC-1.3.III.B: The Spanish established colonies across the Americas, the Caribbean, and the Pacific, which made Spain a dominant state in Europe in the 16th century.	Chapter 2, p. 69–74 Chapter 5, p. 147–149 Chapter 8, p. 207–211
			KC-1.3.III.C: The Atlantic nations of France, England, and the Netherlands followed by establishing their own colonies and trading networks to compete with Portuguese and Spanish dominance in the 17th century.	Chapter 8, p. 205–207
			KC-1.3.III.D: The competition for trade led to conflicts and rivalries among European powers in the 17th and 18th centuries.	Chapter 8, p. 207, 218–226
1.8	Colonial Expansion and Columbian Exchange	Unit 1: Learning Objective J Explain the economic impact of European colonial expansion and development of trade networks.	KC-1.3.III.A: The Portuguese established a commercial network along the African coast, in South and East Asia, and in South America in the late 15th and throughout the 16th centuries.	Chapter 2, p. 69, 74 Chapter 8, p. 211–214
			KC-1.3.IV.i: Europe's colonial expansion led to a global exchange of goods, flora, and fauna; a shift toward European dominance; and the expansion of the slave trade.	Chapter 8, p. 211–218, 229–231
			KC-1.3.IV.A: The exchange of goods shifted the center of economic power in Europe from the Mediterranean to the Atlantic states and brought the latter into an expanding world economy.	Chapter 2, p. 71–72, 74 Chapter 8, p. 207, 218–221
			KC-1.3.IV.B.i: The exchange of new plants, animals, and diseases—the Columbian Exchange—created economic opportunities for Europeans.	Chapter 8, p. 209, 229–231
		Unit 1: Learning Objective K Explain the social and cultural impact of European colonial expansion and development of trade networks.	KC-1.3.IV.ii: Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade.	Chapter 8, p. 211–218, 229–231
			KC-1.3.IV.B.ii: The exchange of new plants, animals, and diseases—the Columbian Exchange—in some cases facilitated European subjugation and destruction of indigenous peoples, particularly in the Americas.	Chapter 8, p. 229–231

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UNIT 1: RENAISSANCE AND EXPLORATION (Continued)					
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References	
1.9	The Slave Trade	Unit 1: Learning Objective L Explain the causes for and the development of the slave trade.	KC-1.3.IV.C: Europeans expanded the African slave trade in response to the establishment of a plantation economy in the Americas and demographic catastrophes among indigenous peoples.	Chapter 8, p. 211–218	
1.10	Commercial Revolution	Unit 1: Learning Objective M Explain European commercial and agricultural developments and their economic effects from 1450 to 1648.	KC-1.4.I.A: Innovations in banking and finance promoted the growth of urban financial centers and a money economy.	Chapter 8, p. 205–209	
			KC-1.4.II: Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.	Introduction, p. 22 Chapter 2, p. 51–52	
			KC-1.4.II.A: Subsistence agriculture was the rule in most areas, with three-crop field rotation in the north and two-crop rotation in the Mediterranean; in many cases, farmers paid rent and labor services for their lands.	Chapter 7, p. 183–184	
			KC-1.4.II.B: The price revolution contributed to the accumulation of capital and the expansion of the market economy through the commercialization of agriculture, which benefited large landowners in western Europe.	Chapter 2, p. 74 Chapter 4, p. 112 Chapter 7, p. 181–183	
			KC-1.4.III.A: Population recovered to its pre-Great Plague level in the 16th century, and continuing population pressures contributed to uneven price increases; agricultural commodities increased more sharply than wages, reducing living standards for some.	Chapter 2, p. 50, 74 Chapter 7, p. 187-190	
			Unit 1: Learning Objective N Explain European commercial and agricultural developments and their social effects from 1450 to 1648.	KC-1.4.I: Economic change produced new social patterns, while traditions of hierarchy and status continued. KC-1.4.I.B: The growth of commerce produced a new economic elite, which related to traditional land-holding elites in different ways in Europe's various geographic regions. KC-1.4.II.C: As western Europe moved toward a free peasantry and commercial agriculture, serfdom was codified in the east, where nobles continued to dominate economic life on large estates. KC-1.4.II.D: The attempts of landlords to increase their revenues by restricting or abolishing the traditional rights of peasants led to revolt. KC-1.4.III.B: Migrants to the cities challenged the ability of merchant elites and craft guilds to govern, and strained resources. KC-1.4.IV.C: From the late 16th century on, Europeans responded to economic and environmental challenges, such as the Little Ice Age, by delaying marriage and childbearing. This European marriage pattern restrained population growth and ultimately improved the economic condition of families.	Chapter 2, p. 51–52 Chapter 3, p. 84–86, 99–101 Chapter 5, p. 148–155 Chapter 7, p. 180–183 Chapter 2, p. 51–52 Chapter 7, p. 180–183, 198-200 Chapter 5, p. 149–152 Chapter 7, p. 183–186, 189 Chapter 3, p. 84–86 Chapter 7, p. 183-185, 188-189 Chapter 2, p. 74 Chapter 3, p. 77 Chapter 7, p. 198-202 Chapter 3, p. 99-101 Chapter 7, p. 184–187

UNIT 1: RENAISSANCE AND EXPLORATION				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
1.11	Causation in the Renaissance and Age of Discovery	Unit 1: Learning Objective O Explain the causes and consequences of the Renaissance and Age of Discovery.	KC-1.1: The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world. KC-1.1.I: A revival of classical texts led to new methods of scholarship and new values in both society and religion. KC-1.1.III: The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.	Chapter 1, p. 26-27 Chapter 2, p. 49-75 Chapter 3, p. 76-103
			KC-1.3: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations. KC-1.3.I: European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.	Chapter 2, p. 69-74 Chapter 8, p. 204-223, 229-231
			KC-1.4: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures. KC-1.4.I: Economic change produced new social patterns, while traditions of hierarchy and status continued. KC-1.4.II: Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.	Chapter 2, p. 51-52 Chapter 3, p. 84-86, 99-101 Chapter 5, p. 148-155 Chapter 7, p. 180-184 Chapter 8, p. 205-207
			KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization. KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.	Chapter 2, p. 50-53, 61-65 Chapter 3, p. 91-94 Chapter 4, p. 116-121 Chapter 5, p. 131-156 Chapter 9, p. 256-259

UNIT 2: AGE OF REFORMATION				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
2.1	Contextualizing 16th- and 17th-Century Challenges and Developments	Unit 2: Learning Objective A Explain the context in which the religious, political, and cultural developments of the 16th and 17th centuries took place.	KC-1.2: Religious pluralism challenged the concept of a unified Europe. KC-1.2.I: The Protestant and Catholic reformations fundamentally changed theology, religious institutions, culture, and attitudes toward wealth and prosperity. KC-1.2.II: Religious reform both increased state control of religious institutions and provided justifications for challenging state authority. KC-1.2.III: Conflicts among religious groups overlapped with political and economic competition within and among states.	Chapter 3, p. 77–90, 92–99 Chapter 4, p. 106–129
			KC-1.4: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures. KC-1.4.III: Population shifts and growing commerce caused the expansion of cities, which often placed stress on their traditional political and social structures. KC-1.4.IV: The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family. KC-1.4.V: Popular culture, leisure activities, and rituals reflecting the continued popularity of folk ideas reinforced and sometimes challenged communal ties and norms.	Chapter 2, p. 51 Chapter 3, p. 99–101 Chapter 6, p. 173–174 Chapter 7, p. 184–190, 197–199
			KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization. KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.	Chapter 2, p. 63 Chapter 3, p. 86–88 Chapter 4, p. 127–129 Chapter 6, p. 162–168
2.2	Luther and the Protestant Reformation	Unit 2: Learning Objective B Explain how and why religious belief and practices changed from 1450 to 1648.	KC-1.2.I.B: Reformers Martin Luther and John Calvin criticized Catholic abuses and established new interpretations of Christian doctrine and practice. Responses to Luther and Calvin included religious radicals, including the Anabaptists, and other groups, such as German peasants.	Chapter 3, p. 78–86, 88–90
			KC-1.2.I.C: Some Protestant groups sanctioned the notion that wealth accumulation was a sign of God’s favor and a reward for hard work.	Chapter 3, p. 89–90
2.3	Protestant Reform Continues	Unit 2: Learning Objective B Explain how and why religious belief and practices changed from 1450 to 1648.	KC-1.1.II.B: Protestant reformers used the printing press to disseminate their ideas, which spurred religious reform and helped it to become widely established.	Chapter 2, p. 66–67 Chapter 3, p. 85, 98–99
			KC-1.2.II.B: Some Protestants, including Calvin and the Anabaptists, refused to recognize the subordination of the church to the secular state.	Chapter 3, p. 88–90 Chapter 4, p. 106–109
			KC-1.2.II.C: Religious conflicts became a basis for challenging the monarchs’ control of religious institutions.	Chapter 3, p. 91–92 Chapter 4, p. 106–110 Chapter 5, p. 134–138

UNIT 2: AGE OF REFORMATION				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
2.4	Wars of Religion	Unit 2: Learning Objective C Explain how matters of religion influenced and were influenced by political factors from 1450 to 1648.	KC-1.2.III.A: Issues of religious reform exacerbated conflicts between the monarchy and the nobility, as in the French wars of religion.	Chapter 4, p. 106–112
			KC-1.2.III.B: Habsburg rulers confronted an expanded Ottoman Empire while attempting unsuccessfully to restore Catholic unity across Europe.	Chapter 3, p. 84, 91–92 Chapter 4, p. 112–120 Chapter 5, p. 149–152
			KC-1.2.III.C: States exploited religious conflicts to promote political and economic interests.	Chapter 4, p. 105–106, 116–127
			KC-1.2.III.D: A few states, such as France with the Edict of Nantes, allowed religious pluralism in order to maintain domestic peace.	Chapter 3, p. 91 Chapter 4, p. 112–116 Chapter 5, p. 146
			KC-1.5.I.B: The Peace of Westphalia (1648), which marked the effective end of the medieval ideal of universal Christendom, accelerated the decline of the Holy Roman Empire by granting princes, bishops, and other local leaders' control over religion.	Chapter 4, p. 127–129
2.5	Catholic Reformation	Unit 2: Learning Objective D Explain the continuities and changes in the role of the Catholic Church from 1450 to 1648.	KC-1.2.I.D: The Catholic Reformation, exemplified by the Jesuit Order and the Council of Trent, revived the church but cemented division within Christianity.	Chapter 3, p. 94–96 Chapter 4., p. 106–108
2.6	16th-Century Society and Politics	Unit 2: Learning Objective E Explain how economic and intellectual developments from 1450 to 1648 affected social norms and hierarchies.	KC-1.4.I.C: Established hierarchies of class, religion, and gender continued to define social status and perceptions in rural and urban settings.	Chapter 3, p. 97–101
			KC-1.4.IV.A: Rural and urban households worked as units, with men and women engaged in separate but complementary tasks.	Chapter 7, p. 181–184, 198–200 Chapter 3, p. 99–101
			KC-1.4.IV.B: The Renaissance and Reformation raised debates about female education and women's roles in the family, church, and society.	Chapter 3, p. 99–101
			KC-1.4.III.C: Social dislocation, coupled with the shifting authority of religious institutions during the Reformation, left city governments with the task of regulating public morals.	Chapter 3, p. 77–78, 89–90, 97–98 Chapter 4, p. 106
			KC-1.4.V.A: Leisure activities continued to be organized according to the religious calendar and the agricultural cycle, and remained communal in nature.	Chapter 3, p. 97 Chapter 4, p. 122
			KC-1.4.V.B: Local and church authorities continued to enforce communal norms through rituals of public humiliation.	Chapter 3, p. 89–90, 97–98 Chapter 4, p. 106
			KC-1.4.V.C: Reflecting folk ideas and social and economic upheaval, accusations of witchcraft peaked between 1580 and 1650.	Chapter 6, p. 173–174

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UNIT 2: AGE OF REFORMATION (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
2.7	Art of the 16th Century: Mannerism and Baroque Art	Unit 2: Learning Objective F Explain how and why artistic expression changed from 1450 to 1648.	KC-1.1.III.C: Mannerist and Baroque artists employed distortion, drama, and illusion in their work. Monarchies, city-states, and the church commissioned these works as a means of promoting their own stature and power.	Chapter 2, p. 60 Chapter 6, p. 175–177
2.8	Causation in the Age of Reformation and the Wars of Religion	Unit 2: Learning Objective G Explain how the religious, political, and cultural developments of the 16th and 17th centuries affected European society from 1450 to 1648.	KC-1.2: Religious pluralism challenged the concept of a unified Europe. KC-1.2.I: The Protestant and Catholic reformations fundamentally changed theology, religious institutions, culture, and attitudes toward wealth and prosperity. KC-1.2.II: Religious reform both increased state control of religious institutions and provided justifications for challenging state authority. KC-1.2.III: Conflicts among religious groups overlapped with political and economic competition within and among states.	Chapter 3, p. 78–90, 94–99 Chapter 4, p. 106–127 Chapter 5, p. 135–137
			KC-1.4: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures. KC-1.4.III: Population shifts and growing commerce caused the expansion of cities, which often placed stress on their traditional political and social structures. KC-1.4.IV: The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family. KC-1.4.V: Popular culture, leisure activities, and rituals reflecting the continued popularity of folk ideas reinforced and sometimes challenged communal ties and norms.	Chapter 2, p. 55 Chapter 3, p. 89–90, 97, 99–101 Chapter 4, p. 106, 122 Chapter 6, p. 173–174

UNIT 3: ABSOLUTISM AND CONSTITUTIONALISM				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
3.1	Contextualizing State Building	Unit 3: Learning Objective A Explain the context in which different forms of political power developed from 1648 to 1815.	KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization. KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions. KC-1.5.III: The competition for power between monarchs and corporate and minority language groups produced different distributions of governmental authority in European states. KC-1.5.III.B: Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy. KC-1.5.III.C: Within states, minority local and regional identities based on language and culture led to resistance against the dominant national group.	Chapter 4, p. 108–129 Chapter 5, p. 133–145, 153–156 Chapter 6, p. 166–169
			KC-2.1: Different models of political sovereignty affected the relationship among states and between states and individuals. KC-2.1.I: In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries. KC-2.1.II: Challenges to absolutism resulted in alternative political systems.	Chapter 5, p. 132–155
3.2	English Civil War and the Glorious Revolution	Unit 3: Learning Objective B Explain the causes and consequences of the English Civil War.	KC-1.5.III.A: The English Civil War—a conflict among the monarchy, Parliament, and other elites over their respective roles in the political structure—exemplified the competition for power among monarchs and competing groups.	Chapter 5, p. 134–138
			KC-2.1.II.A: The outcome of the English Civil War and the Glorious Revolution protected the rights of gentry and aristocracy from absolutism through assertions of the rights of Parliament.	Chapter 5, p. 138–141
3.3	Continuities and Changes to Economic Practice and Development	Unit 3: Learning Objective C Explain the continuities and changes in commercial and economic developments from 1648 to 1815.	KC-2.2.I.B: The Agricultural Revolution raised productivity and increased the supply of food and other agricultural products.	Chapter 7, p. 188–189
			KC-2.2.II.D: The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe.	Chapter 7, p. 189 Chapter 8, p. 229–231
			KC-2.2.I.A: Labor and trade in commodities were increasingly freed from traditional restrictions imposed by governments and corporate entities.	Chapter 7, p. 198–200 Chapter 8, p. 206–209
			KC-2.2.I.C: The putting-out system, or cottage industry, expanded as increasing numbers of laborers in homes or workshops produced for markets through merchant intermediaries or workshop owners.	Chapter 7, p. 193–194
			KC-2.2.I.D: The development of the market economy led to new financial practices and institutions.	Chapter 7, p. 198–200 Chapter 8, p. 206–209
			KC-2.2.I: Early modern Europe developed a market economy that provided the foundation for its global role.	Chapter 7, p. 190–197

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UNIT 3: ABSOLUTISM AND CONSTITUTIONALISM (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
3.4	Economic Development and Mercantilism	Unit 3: Learning Objective C Explain the continuities and changes in commercial and economic developments from 1648 to 1815.	KC-2.2.II: The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.	Chapter 7, p. 187–197 Chapter 8, p. 206–209
			KC-2.2.II.A: European states followed mercantilist policies by drawing resources from colonies in the New World and elsewhere.	Chapter 8, p. 206–211
			KC-2.2.II.B: The transatlantic slave-labor system expanded in the 17th and 18th centuries as demand for New World products increased.	Chapter 8, p. 211–218
			KC-2.2.II.C: Overseas products and influences contributed to the development of a consumer culture in Europe.	Chapter 7, p. 190–193, 198–200 Chapter 8, p. 208, 212–218 Chapter 9, p. 242
			KC-2.2.II.D: The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe.	Chapter 7, p. 187–189 Chapter 8, p. 229–231
			KC-2.2.II.E: Foreign lands provided raw materials, finished goods, laborers, and markets for the commercial and industrial enterprises in Europe.	Chapter 8, p. 206–207, 211–213
3.5	Dutch Golden Age	Unit 3: Learning Objective D Explain the factors that contributed to the development of the Dutch Republic.	KC-2.1.II.B: The Dutch Republic, established by a Protestant revolt against the Habsburg monarchy, developed an oligarchy of urban gentry and rural landholders to promote trade and protect traditional rights.	Chapter 4, p. 113–116, 127 Chapter 5, p. 132–133
3.6	Balance of Power	Unit 3: Learning Objective E Explain how European states attempted to establish and maintain a balance of power on the continent throughout the period from 1648 to 1815.	KC-1.5.II: The competitive state system led to new patterns of diplomacy and new forms of warfare.	Chapter 5, p. 143–147, 150–151, 154–155 Chapter 8, p. 213–223, 227 Chapter 9, p. 262–264 Chapter 11, p. 308–310
			KC-1.5.II.A: Following the Peace of Westphalia, religion declined in importance as a cause for warfare among European states; the concept of the balance of power played an important role in structuring diplomatic and military objectives.	Chapter 4, p. 127–130 Chapter 5, p. 143–147, 150–155 Chapter 8, p. 205–206, 219–221, 226–227
			KC-2.1.I.D: The inability of the Polish monarchy to consolidate its authority over the nobility led to Poland's partition by Prussia, Russia, and Austria, and its disappearance from the map of Europe.	Chapter 5, p. 150–151 Chapter 9, p. 262–264, 267
			KC-2.1.III: After 1648, dynastic and state interests, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war.	Chapter 5, p. 143–155 Chapter 8, p. 220–221, 226–227
			KC-2.1.III.B: After the Austrian defeat of the Turks in 1683 at the Battle of Vienna, the Ottomans ceased their westward expansion.	Chapter 5, p. 150–152
			KC-2.1.III.C: Louis XIV's nearly continuous wars, pursuing both dynastic and state interests, provoked a coalition of European powers opposing him.	Chapter 5, p. 143–148
			Unit 3: Learning Objective F Explain how advances in technology contributed to a developing balance of power on the continent throughout the period from 1648 to 1815.	KC-1.5.II.B: Advances in military technology led to new forms of warfare, including greater reliance on infantry, firearms, mobile cannon, and more elaborate fortifications, all financed by heavier taxation and requiring a larger bureaucracy. New military techniques and institutions (i.e., the military revolution) tipped the balance of power toward states able to marshal sufficient resources for the new military environment.

UNIT 3: ABSOLUTISM AND CONSTITUTIONALISM				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
3.7	Absolutist Approaches to Power	Unit 3: Learning Objective G Explain how absolutist forms of rule affected social and political development from 1648 to 1815.	KC-2.1.I.A: Absolute monarchies limited the nobility's participation in governance but preserved the aristocracy's social position and legal privileges.	Chapter 5, p. 134, 141–143, 149–155 Chapter 7, p. 181–183
			KC-2.1.I.B: Louis XIV and his finance minister, Jean-Baptiste Colbert, extended the administrative, financial, military, and religious control of the central state over the French population.	Chapter 5, p. 141–149
			KC-2.1.I.E: Peter the Great “westernized” the Russian state and society, transforming political, religious, and cultural institutions; Catherine the Great continued this process.	Chapter 5, p. 153–155 Chapter 7, p. 182–184 Chapter 9, p. 256–258, 261–264
3.8	Comparison in the Age of Absolutism and Constitutionalism	Unit 3: Learning Objective H Compare the different forms of political power that developed in Europe from 1648 to 1815.	KC-1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization. KC-1.5.I: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions. KC-1.5.III: The competition for power between monarchs and corporate and minority language groups produced different distributions of governmental authority in European states. KC-1.5.III.B: Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy. KC-1.5.III.C: Within states, minority local and regional identities based on language and culture led to resistance against the dominant national group.	Chapter 5, p. 134–156 Chapter 6, p. 166–168 Chapter 7, p. 181–184, 200–202 Chapter 10, p. 274, 283–285 Chapter 11, p. 295–308
			KC-2.1: Different models of political sovereignty affected the relationship among states and between states and individuals. KC-2.1.I: In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries. KC-2.1.II: Challenges to absolutism resulted in alternative political systems.	Chapter 5, p. 133–155 Chapter 9, p. 249–252, 256–264 Chapter 10, p. 270–275, 283–288 Chapter 11, p. 295–298
			KC-2.2: The expansion of European commerce accelerated the growth of a worldwide economic network. KC-2.2.I: Early modern Europe developed a market economy that provided the foundation for its global role. KC-2.2.II: The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.	Chapter 5, p. 138–141 Chapter 7, p. 187–196, 198–200 Chapter 8, p. 205–221, 229–231 Chapter 9, p. 242, 258

UNIT 4: SCIENTIFIC, PHILOSOPHICAL, AND POLITICAL DEVELOPMENTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
4.1	Contextualizing the Scientific Revolution and Enlightenment	Unit 4: Learning Objective A Explain the context in which the Scientific Revolution and Enlightenment developed in Europe.	KC-1.1: The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world. KC-1.1.IV: New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although existing traditions of knowledge and the universe continued.	Chapter 6, p. 158–173
			KC-2.3: The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture. KC-2.3.I: Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith. KC-2.3.II: New public venues and print media popularized Enlightenment ideas. KC-2.3.III: New political and economic theories challenged absolutism and mercantilism. KC-2.3.IV: During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.	Chapter 6, p. 167–168 Chapter 9, p. 239–252
			KC-2.4: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes. KC-2.4.III: By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.	Chapter 7, p. 184–187, 190–200 Chapter 9, p. 252–252
4.2	Scientific Revolution	Unit 4: Learning Objective B Explain how understanding of the natural world developed and changed during the Scientific Revolution and Enlightenment.	KC-1.1.IV.A: New ideas and methods in astronomy led individuals, including Copernicus, Galileo, and Newton, to question the authority of the ancients and traditional knowledge, and to develop a heliocentric view of the cosmos.	Chapter 6, p. 158–162, 171–173
			KC-1.1.IV.B: Anatomical and medical discoveries by physicians, including William Harvey, presented the body as an integrated system, challenging the traditional humoral theory of the body and of disease espoused by Galen.	Chapter 6, p. 158–159, 161–167
			KC-1.1.IV.C: Francis Bacon and René Descartes defined inductive and deductive reasoning and promoted experimentation and the use of mathematics, which would ultimately shape the scientific method.	Chapter 6, p. 162–166
			KC-1.1.IV.D: Alchemy and astrology continued to appeal to elites and some natural philosophers, in part because they shared with the new science the notion of a predictable and knowable universe. At the same time, many people continued to believe that the cosmos was governed by spiritual forces.	Chapter 6, p. 158–162, 172–174

UNIT 4: SCIENTIFIC, PHILOSOPHICAL, AND POLITICAL DEVELOPMENTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
4.3	Enlightenment	Unit 4: Learning Objective C Explain the causes and consequences of Enlightenment thought on European society from 1648 to 1815.	KC-2.3.I.A: Intellectuals, including Voltaire and Diderot, began to apply the principles of the Scientific Revolution to society and human institutions.	Chapter 9, p. 241–244, 247–252
			KC-2.3.I.B: Locke and Rousseau developed new political models based on the concept of natural rights and the social contract.	Chapter 6, p. 167–168 Chapter 9, p. 251
			KC-2.3.I.C: Despite the principles of equality espoused by the Enlightenment and the French Revolution, intellectuals such as Rousseau offered controversial arguments for the exclusion of women from political life.	Chapter 9, p. 252–253 Chapter 10, p. 274–277
		Unit 4: Learning Objective D Explain the influence of Enlightenment thought on European intellectual development from 1648 to 1815.	KC-2.3.II.A: A variety of institutions, including salons, explored and disseminated Enlightenment culture.	Chapter 9, p. 240–243
			KC-2.3.III.A: Political theories, including John Locke’s, conceived of society as composed of individuals driven by self-interest and argued that the state originated in the consent of the governed (i.e., a social contract) rather than in divine right or tradition.	Chapter 6, p. 161–162, 167–168
			KC-2.3.III.B: Mercantilist theory and practice were challenged by new economic ideas, including Adam Smith’s, which espoused free trade and a free market.	Chapter 8, p. 206–207, 218 Chapter 9, p. 248–249
			KC-2.3.I: Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government and the role of faith.	Chapter 9, p. 239–252
			KC-2.3.IV.A: Intellectuals, including Voltaire and Diderot, developed new philosophies of deism, skepticism, and atheism.	Chapter 9, p. 243–252
			KC-2.3.IV.B: Religion was viewed increasingly as a matter of private rather than public concern.	Chapter 9, p. 244–247

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UNIT 4: SCIENTIFIC, PHILOSOPHICAL, AND POLITICAL DEVELOPMENTS (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
4.4	18th-Century Society and Demographics	Unit 4: Learning Objective E Explain the factors contributing to and the consequences of demographic changes from 1648 to 1815.	KC-2.4.I: In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, the balance between population and the food supply stabilized, resulting in steady population growth.	Chapter 7, p. 180–190
			KC-2.4.I.A: By the middle of the 18th century, higher agricultural productivity and improved transportation increased the food supply, allowing populations to grow and reducing the number of demographic crises (a process known as the Agricultural Revolution).	Chapter 7, p. 187–190
			KC-2.4.I.B: In the 18th century, plague disappeared as a major epidemic disease, and inoculation reduced smallpox mortality.	Chapter 7, p. 189–190
			KC-2.4.III.A: Although the rate of illegitimate births increased in the 18th century, population growth was limited by the European marriage pattern, and in some areas by various birth control methods.	Chapter 3, 99-100 Chapter 7, p. 184–187, 200
			KC-2.4.III.B: As infant and child mortality decreased, and commercial wealth increased, families dedicated more space and resources to children and child-rearing, as well as private life and comfort.	Chapter 7, p. 184-187
			KC-2.4.IV: Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.	Chapter 7, p. 198–200
			KC-2.4.IV.A: The Agricultural Revolution produced more food using fewer workers; as a result, people migrated from rural areas to the cities in search of work.	Chapter 7, p. 187–190, 198–200
			KC-2.4.IV.B: The growth of cities eroded traditional communal values, and city governments strained to provide protection and a healthy environment.	Chapter 7, p. 198-200
			KC-2.4.IV.C: The concentration of the poor in cities led to a greater awareness of poverty, crime, and prostitution as social problems, and prompted increased efforts to police marginal groups.	Chapter 7, p. 198–200

UNIT 4: SCIENTIFIC, PHILOSOPHICAL, AND POLITICAL DEVELOPMENTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
4.5	18th-Century Culture and Arts	Unit 4: Learning Objective F Explain how European cultural and intellectual life was maintained and changed throughout the period from 1648 to 1815.	KC-2.3.II.B: Despite censorship, increasingly numerous and varied printed materials served a growing literate public and led to the development of public opinion.	Chapter 9, p. 240–244, p. 245–248
			KC-2.3.II.C: Natural sciences, literature, and popular culture increasingly exposed Europeans to representations of peoples outside Europe and, on occasion, challenges to accepted social norms.	Chapter 9, p. 247–249, 251–252
			KC-2.3.V: The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.	Chapter 9, p. 253–256
			KC-2.3.V.A: Until about 1750, Baroque art and music promoted religious feeling and was employed by monarchs to illustrate state power.	Chapter 4, p. 106–107 Chapter 6, p. 175–177
			KC-2.3.V.B: 18th-century art and literature increasingly reflected the outlook and values of commercial and bourgeois society. Neoclassicism expressed new Enlightenment ideals of citizenship and political participation.	Chapter 9, p. 253–256 Chapter 11, p. 312–314
			KC-2.4.II: The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.	Chapter 7, p. 184, 190–193, 199–200
4.6	Enlightened and Other Approaches to Power	Unit 4: Learning Objective G Explain how different forms of political power were influenced by Enlightenment thought from 1648 to 1815.	KC-2.1.I.C: In the 18th century, a number of states in eastern and central Europe experimented with enlightened absolutism.	Chapter 9, p. 256–262
			KC-2.3.IV.C: By 1800, most governments in western and central Europe had extended toleration to Christian minorities and, in some states, civil equality to Jews.	Chapter 9, p. 244–247, 256–259 Chapter 11, p. 296
		Unit 4: Learning Objective H Explain how and why political and religious developments challenged or reinforced the idea of a unified Europe from 1648 to 1815.	KC-2.1.III.A: As a result of the Holy Roman Empire's limitation of sovereignty in the Peace of Westphalia, Prussia rose to power, and the Habsburgs, centered in Austria, shifted their empire eastward.	Chapter 5, p. 149–152 Chapter 9, p. 258–261

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UNIT 4: SCIENTIFIC, PHILOSOPHICAL, AND POLITICAL DEVELOPMENTS (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
4.7	Causation in the Age of Scientific Revolution and Enlightenment	Unit 4: Learning Objective I Explain how and why the Scientific Revolution and Enlightenment challenged the existing European order and understanding of the world.	KC-1.1: The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world. KC-1.1.IV: New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although existing traditions of knowledge and the universe continued.	Chapter 6, p. 158–173
			KC-2.3: The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture. KC-2.3.I: Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith. KC-2.3.II: New public venues and print media popularized Enlightenment ideas. KC-2.3.III: New political and economic theories challenged absolutism and mercantilism. KC-2.3.IV: During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.	Chapter 6, p. 167–168 Chapter 9, p. 239–253 Chapter 11, p. 296
			KC-2.4: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes. KC-2.4.III: By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.	Chapter 7, p. 180–202 Chapter 9, p. 251 Chapter 11, p. 310

UNIT 5: CONFLICT, CRISIS, AND REACTION IN THE LATE 18TH CENTURY				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
5.1	Contextualizing 18th-Century States	Unit 5: Learning Objective A Explain the context in which the European states experienced crisis and conflict from 1648 to 1815.	KC-2.1: Different models of political sovereignty affected the relationship among states and between states and individuals. KC-2.1.IV: The French Revolution posed a fundamental challenge to Europe's existing political and social order. KC-2.1.V: Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provoked a nationalistic reaction.	Chapter 5, 133-135 Chapter 10, p. 268–290 Chapter 11, p. 294–308
			KC-2.2: The expansion of European commerce accelerated the growth of a worldwide economic network. KC-2.2.III: Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.	Chapter 5, p. 133, 141 Chapter 8, p. 204–226
			KC-2.3: The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture. KC-2.3.VI: While Enlightenment values dominated the world of European ideas and culture, they were challenged by the revival of public expression of emotions and feeling. KC-2.3.VI.D: Revolution, war and rebellion demonstrated the emotional power of mass politics and nationalism.	Chapter 9, 239-241 Chapter 10, p. 268–290 Chapter 11, p. 294–308, 309–315
5.2	Rise of Global Markets	Unit 5: Learning Objective B Explain the causes and consequences of European maritime competition from 1648 to 1815.	KC-2.2: The expansion of European commerce accelerated the growth of a worldwide economic network.	Chapter 8, p. 204–226
			KC-2.2.III: Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.	Chapter 8, p. 206–207, 218–221
			KC-2.2.III.A: European sea powers vied for Atlantic influence throughout the 18th century.	Chapter 8, p. 207, 218–221
			KC-2.2.III.B: Portuguese, Dutch, French, and British rivalries in Asia culminated in British domination in India and Dutch control of the East Indies.	Chapter 5, p. 141 Chapter 8, p. 206–209, 213, 221
5.3	Britain's Ascendancy	Unit 5: Learning Objective C Explain the economic and political consequences of the rivalry between Britain and France from 1648 to 1815.	KC-2.1.III.D: Rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power.	Chapter 8, p. 207, 218–226 Chapter 10, p. 283 Chapter 11, p. 295, 298–300, 302–306

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UNIT 5: CONFLICT, CRISIS, AND REACTION IN THE LATE 18TH CENTURY (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
5.4	French Revolution	Unit 5: Learning Objective D Explain the causes, events, and consequences of the French Revolution.	KC-2.1.IV.A: The French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises.	Chapter 8, p. 226–227 Chapter 10, p. 267–278, 280–282
			KC-2.1.IV.B: The first, or liberal, phase of the French Revolution established a constitutional monarchy, increased popular participation, nationalized the Catholic Church, and abolished hereditary privileges.	Chapter 10, p. 270–278
			KC-2.1.IV.C: After the execution of Louis XVI, the radical Jacobin republic led by Robespierre responded to opposition at home and war abroad by instituting the Reign of Terror, fixing prices and wages, and pursuing a policy of de-Christianization.	Chapter 10, p. 278–290
			KC-2.1.IV.D: Revolutionary armies, raised by mass conscription, sought to bring the changes initiated in France to the rest of Europe.	Chapter 10, p. 283–285
			KC-2.1.IV.E: Women enthusiastically participated in the early phases of the revolution; however, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men.	Chapter 10, p. 274–275, 286
5.5	French Revolution's Effects	Unit 5: Learning Objective E Explain how the events and developments of the French Revolution influenced political and social ideas from 1648 to 1815.	KC-2.1.IV.F: Revolutionary ideals inspired a slave revolt led by Toussaint L'Ouverture in the French colony of Saint-Domingue, which became the independent nation of Haiti in 1804.	Chapter 12, p. 341 Chapter 13, p. 377-378
			KC-2.1.IV.G: While many were inspired by the revolution's emphasis on equality and human rights, others condemned its violence and disregard for traditional authority.	Chapter 10, p. 274, 282–283, 285-289
5.6	Napoleon's Rise, Dominance, and Defeat	Unit 5: Learning Objective F Explain the effects of Napoleon's rule on European social, economic, and political life.	KC-2.1.V.A: As first consul and emperor, Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions.	Chapter 11, p. 295–306
			KC-2.1.V.B: Napoleon's new military tactics allowed him to exert direct or indirect control over much of the European continent, spreading the ideals of the French Revolution across Europe.	Chapter 11, p. 298–306
		Unit 5: Learning Objective G Explain the nationalist responses to Napoleon's rule in Europe.	KC-2.1.V.C: Napoleon's expanding empire created nationalist responses throughout Europe.	Chapter 11, p. 301–306
5.7	Congress of Vienna	Unit 5: Learning Objective H Explain how states responded to Napoleonic rule in Europe and the consequences of the response.	KC-2.1.V.D: After the defeat of Napoleon by a coalition of European powers, the Congress of Vienna (1814–1815) attempted to restore the balance of power in Europe and contain the danger of revolutionary or nationalistic upheavals in the future.	Chapter 11, p. 306–308

UNIT 5: CONFLICT, CRISIS, AND REACTION IN THE LATE 18TH CENTURY				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
5.8	Romanticism	Unit 5: Learning Objective I Explain how and why the Romantic Movement and religious revival challenged Enlightenment thought from 1648 to 1815.	KC-2.3.VI.A: Rousseau questioned the exclusive reliance on reason and emphasized the role of emotions in the moral improvement of self and society.	Chapter 11, p. 251, 310
			KC-2.3.VI.B: Romanticism emerged as a challenge to Enlightenment rationality.	Chapter 11, p. 308–317
			KC-2.3.VI.D: Revolution, war, and rebellion demonstrated the emotional power of mass politics and nationalism.	Chapter 10, p. 270–289 Chapter 11, p. 295–306, 315–317
			KC-2.3.VI.C: Consistent with the Romantic Movement, religious revival occurred in Europe and included notable movements such as Methodism, founded by John Wesley.	Chapter 11, p. 315
5.9	Continuity and Change in 18th-Century States	Unit 5: Learning Objective J Explain how the developments and challenges to the political order resulted in change in the period from 1648 to 1815.	KC-2.1: Different models of political sovereignty affected the relationship among states and between states and individuals. KC-2.1.IV: The French Revolution posed a fundamental challenge to Europe’s existing political and social order. KC-2.1.V: Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provoked a nationalistic reaction.	Chapter 8, p. 226–227 Chapter 10, p. 268–288 Chapter 11, p. 294–306
			KC-2.2: The expansion of European commerce accelerated the growth of a worldwide economic network. KC-2.2.III: Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.	Chapter 5, p. 133, 141 Chapter 8, p. 205–231
			KC-2.3: The spread of Scientific Revolution concepts and practices and the Enlightenment’s application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture. KC-2.3.VI: While Enlightenment values dominated the world of European ideas and culture, they were challenged by the revival of public expression of emotions and feeling. KC-2.3.VI.D: Revolution, war and rebellion demonstrated the emotional power of mass politics and nationalism.	Chapter 10, p. 270–289 Chapter 11, p. 295–306, 308–317

UNIT 6: INDUSTRIALIZATION AND ITS EFFECTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
6.1	Contextualizing Industrialization and its Origins and Effects	Unit 6: Learning Objective A Explain the context in which industrialization originated, developed, and spread in Europe.	KC-3.1: The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry. KC-3.1.I: Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates. KC-3.1.II: Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.	Chapter 7, p. 190–196 Chapter 12, p. 340–341 Chapter 13, p. 348–354 Chapter 15, p. 415–419
			KC-3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location. KC-3.2.I: Industrialization promoted the development of new classes in the industrial regions of Europe. KC-3.2.II: Europe experienced rapid population growth and urbanization, leading to social dislocations. KC-3.2.III: Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.	Chapter 7, p. 198–200 Chapter 13, p. 351–356 Chapter 15, p. 415–428
			KC-3.3: Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses. KC-3.3.I: Ideologies developed and took root throughout society as a response to industrial and political revolutions. KC-3.3.II: Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.	Chapter 12, p. 321–331 Chapter 13, p. 357–373 Chapter 14, p. 408–412 Chapter 15, p. 433–440

UNIT 6: INDUSTRIALIZATION AND ITS EFFECTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
6.2	The Spread of Industry Throughout Europe	Unit 6: Learning Objective B Explain the factors that influenced the development of industrialization in Europe from 1815 to 1914.	KC-3.1.I: Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates.	Chapter 7, p. 190–196 Chapter 12, p. 340–341 Chapter 13, p. 348 Chapter 15, p. 415–419
			KC-3.1.I.A: Britain's ready supplies of coal, iron ore, and other essential raw materials promoted industrial growth.	Chapter 7, p. 193–196 Chapter 13, p. 348–351 Chapter 15, p. 415–419
			KC-3.1.I.B: Economic institutions and human capital such as engineers, inventors, and capitalists helped Britain lead the process of industrialization, largely through private initiative.	Chapter 7, p. 190–196 Chapter 13, p. 348–351 Chapter 15, p. 415–419
			KC-3.1.I.C: Britain's parliamentary government promoted commercial and industrial interests because those interests were represented in Parliament.	Chapter 7, p. 193 Chapter 12, p. 340–341 Chapter 13, p. 359 Chapter 14, p. 408
			KC-3.1.II.A: France moved toward industrialization at a more gradual pace than Great Britain, with government support and with less dislocation of traditional methods of production.	Chapter 13, p. 348–351 Chapter 14, p. 401–402
			KC-3.1.II.C: A combination of factors, including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship, accounted for eastern and southern Europe's lag in industrial development.	Chapter 7, p. 181–184 Chapter 13, p. 348–351 Chapter 14, p. 405–408 Chapter 15, p. 415–419
			KC-3.2.V: Because of the continued existence of more primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.	Chapter 7, p. 183–190 Chapter 13, p. 348–351 Chapter 14, p. 402–408 Chapter 15, p. 420

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UNIT 6: INDUSTRIALIZATION AND ITS EFFECTS (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
6.3	Second Wave Industrialization and Its Effects	Unit 6: Learning Objective C Explain how innovations and advances in technology during the Industrial Revolutions led to economic and social change.	KC-3.1.III.A: Mechanization and the factory system became the predominant modes of production by 1914.	Chapter 7, p. 190–196 Chapter 13, p. 348–355
			KC-3.1.III.B: New technologies and means of communication and transportation—including railroads—resulted in more fully integrated national economies, a higher level of urbanization, and a truly global economic network.	Chapter 7, p. 190–196 Chapter 13, p. 348–350 Chapter 15, p. 415–418, 420–422
			KC-3.2.IV.B: New, efficient methods of transportation and other innovations created new industries, improved the distribution of goods, increased consumerism, and enhanced quality of life.	Chapter 15, p. 417–422
		Unit 6: Learning Objective D Explain how industrialization influenced economic and political development throughout the period from 1815 to 1914.	KC-3.1.III: During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.	Chapter 15, p. 415–418
			KC-3.1.III.C: Volatile business cycles in the last quarter of the 19th century led corporations and governments to try to manage the market through a variety of methods, including monopolies, banking practices, and tariffs.	Chapter 15, p. 418
			KC-3.2.II.A: Along with better harvests caused in part by the commercialization of agriculture, industrialization promoted population growth, longer life expectancy, and lowered infant mortality.	Chapter 15, p. 421–422
			KC-3.2.IV: A heightened consumerism developed as a result of the second industrial revolution.	Chapter 15, p. 418–422
			KC-3.2.IV.A: Industrialization and mass marketing increased both the production and demand for a new range of consumer goods—including clothing, processed foods, and labor-saving devices—and created more leisure opportunities.	Chapter 15, p. 418–422
			KC-3.1.II.B: Industrialization in Prussia allowed that state to become the leader of a unified Germany, which subsequently underwent rapid industrialization under government sponsorship.	Chapter 13, p. 359 Chapter 14, p. 398–401 Chapter 15, p. 415–418

UNIT 6: INDUSTRIALIZATION AND ITS EFFECTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
6.4	Social Effects of Industrialization	Unit 6: Learning Objective E Explain the causes and consequences of social developments resulting from industrialization.	KC-3.2.I.A: In industrialized areas of Europe (i.e., western and northern Europe), socioeconomic changes created divisions of labor that led to the development of self-conscious classes, including the proletariat and the bourgeoisie.	Chapter 13, p. 351–353, 359–363
			KC-3.2.I.B: In some of the less industrialized areas of Europe, the dominance of agricultural elites continued into the 20th century.	Chapter 14, p. 401–408
			KC-3.2.I.C: Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes.	Chapter 13, p. 351–353 Chapter 15, p. 420–423, 431–432
			KC-3.2.II.B: With migration from rural to urban areas in industrialized regions, cities experienced overcrowding, while affected rural areas suffered declines in available labor as well as weakened communities.	Chapter 13, p. 349–351 Chapter 15, p. 415, 420–422
			KC-3.2.III.A: Bourgeois families became focused on the nuclear family and the cult of domesticity, with distinct gender roles for men and women.	Chapter 15, p. 422–424, 426–428
			KC-3.2.III.B: By the end of the century, higher wages, laws restricting the labor of children and women, social welfare programs, improved diet, and increased access to birth control affected the quality of life for the working class.	Chapter 13, p. 354–356 Chapter 14, p. 408–409, Chapter 15, p. 421–422, 424–428, 432–444
			KC-3.2.III.C: Economic motivations for marriage, while still important for all classes, diminished as the middle-class notion of companionate marriage began to be adopted by the working classes.	Chapter 13, p. 356
			KC-3.2.III.D: Leisure time centered increasingly on the family or small groups, concurrent with the development of activities and spaces to use that time.	Chapter 15, p. 420–422, 426
6.5	Triumph of Conservatism	Unit 6: Learning Objective F Explain how the European political order was maintained and challenged from 1815 to 1914.	KC-3.3.I.C: Conservatives developed a new ideology in support of traditional political and religious authorities, which was based on the idea that human nature was not perfectible.	Chapter 12, p. 320–322
			KC-3.4.I: The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.	Chapter 12, p. 321–322, 333–334
			KC-3.4.I.A: Metternich, architect of the Concert of Europe, used it to suppress nationalist and liberal revolutions.	Chapter 12, p. 329–331, 333–334
			KC-3.4.I.B: Conservatives reestablished control in many European states and attempted to suppress movements for change and, in some areas, to strengthen adherence to religious authorities.	Chapter 12, p. 329–337

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UNIT 6: INDUSTRIALIZATION AND ITS EFFECTS (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
6.6	Reactions and Revolutions	Unit 6: Learning Objective G Explain how and why various groups reacted against the existing order from 1815 to 1914.	KC-3.4.I.C: In the first half of the 19th century, revolutionaries attempted to destroy the status quo.	Chapter 12, p. 321-322, 333-344
			KC-3.4.I.D: The revolutions of 1848, triggered by economic hardship and discontent with the political status quo, challenged conservative politicians and governments and led to the breakdown of the Concert of Europe.	Chapter 13, p. 363-373
			KC-3.4.II.D: In Russia, autocratic leaders pushed through a program of reform and modernization, including the emancipation of the serfs, which gave rise to revolutionary movements and eventually the Russian Revolution of 1905.	Chapter 14, p. 405-408 Chapter 15, p. 434-440
6.7	Ideologies of Change and Reform Movements	Unit 6: Learning Objective H Explain how and why different intellectual developments challenged the political and social order from 1815 to 1914.	KC-3.3.I.A: Liberals emphasized popular sovereignty, individual rights, and enlightened self-interest but debated the extent to which all groups in society should actively participate in its governance.	Chapter 12, p. 323-329 Chapter 13, p. 359
			KC-3.3.I.B: Radicals in Britain and republicans on the continent demanded universal male suffrage and full citizenship without regard to wealth and property ownership; some argued that such rights should be extended to women.	Chapter 13, p. 352-354 Chapter 15, p. 427-428
			KC-3.3.I.D: Socialists called for the redistribution of society's resources and wealth and evolved from a utopian to a Marxist scientific critique of capitalism.	Chapter 13, p. 352-354, 359-361
			KC-3.6.II.C: Marx's scientific socialism provided a systematic critique of capitalism and a deterministic analysis of society and historical evolution.	Chapter 13, p. 361-363 Chapter 15, p. 427-428, 431-432
			KC-3.3.I.E: Anarchists asserted that all forms of governmental authority were unnecessary and should be overthrown and replaced with a society based on voluntary cooperation.	Chapter 12, p. 322-323 Chapter 13, p. 361
			KC-3.3.III: Political movements and social organizations responded to problems of industrialization.	Chapter 13, p. 359-361 Chapter 14, p. 415-417 Chapter 15, p. 420-423, 430-437
6.8	Effects of the "Isms"	Unit 6: Learning Objective I Explain the various movements and calls for social reform that resulted from intellectual developments from 1815 to 1914.	KC-3.3.III.A: Mass-based political parties emerged as sophisticated vehicles for social, economic, and political reform.	Chapter 12, 375-380 Chapter 14, p. 408-411 Chapter 15, p. 433-434
			KC-3.3.III.B: Workers established labor unions and movements promoting social and economic reforms that also developed into political parties.	Chapter 15, p. 420-422, 431-438
			KC-3.3.III.C: Feminists pressed for legal, economic, and political rights for women as well as improved working conditions.	Chapter 13, p. 366 Chapter 15, p. 423-428 Chapter 16, p. 426-464
			KC-3.3.III.D: Various nongovernmental reform movements, many of them religious, assisted the poor and worked to end serfdom and slavery.	Chapter 8, p. 218 Chapter 12, p. 329-331 Chapter 13, p. 360-361 Chapter 15, p. 426

UNIT 6: INDUSTRIALIZATION AND ITS EFFECTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
6.9	Institutional Responses and Reform	Unit 6: Learning Objective J Explain how and why governments and other institutions responded to challenges resulting from industrialization.	KC-3.3.II.A: Liberalism shifted from laissez-faire to interventionist economic and social policies in response to the challenges of industrialization.	Chapter 12, p. 328 Chapter 14, p. 408–412 Chapter 15, p. 430–434
			KC-3.3.II.B: Reforms transformed unhealthy and overcrowded cities by modernizing infrastructure, regulating public health, reforming prisons, and establishing modern police forces. The reforms were enacted by governments motivated by such forces as public opinion, prominent individuals, and charity organizations.	Chapter 13, p. 357–359 Chapter 14, p. 401–412 Chapter 15, p. 420–422, 432–434
			KC-3.3.II.C: Reformers promoted compulsory public education to advance the goals of public order, nationalism, and economic growth.	Chapter 12, p. 323–326, 328–329 Chapter 16, p. 443–444
6.10	Causation in the Age of Industrialization	Unit 6: Learning Objective K Explain the influence of innovations and technological developments in Europe from 1815 to 1914.	KC-3.1: The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry. KC-3.1.I: Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates. KC-3.1.II: Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.	Chapter 7, p. 190–196 Chapter 12, p. 340–341 Chapter 13, p. 348–351 Chapter 14, p. 401–402 Chapter 15, p. 415–419
			KC-3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location. KC-3.2.I: Industrialization promoted the development of new classes in the industrial regions of Europe. KC-3.2.II: Europe experienced rapid population growth and urbanization, leading to social dislocations. KC-3.2.III: Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.	Chapter 13, p. 348–356 Chapter 15, p. 415–427
			KC-3.3: Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses. KC-3.3.I: Ideologies developed and took root throughout society as a response to industrial and political revolutions. KC-3.3.II: Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.	Chapter 12, p. 321–327 Chapter 13, p. 355–373 Chapter 14, p. 408–411 Chapter 15, p. 430–434

UNIT 7: 19TH-CENTURY PERSPECTIVES AND POLITICAL DEVELOPMENTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
7.1	Contextualizing 19th-Century Perspectives and Political Developments	Unit 7: Learning Objective A Explain the context in which nationalistic and imperialistic sentiments developed in Europe from 1815 to 1914.	KC-3.4: European states struggled to maintain international stability in an age of nationalism and revolutions. KC-3.4.II: The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere. KC-3.4.III: The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.	Chapter 12, 321–341 Chapter 14, p. 388–412
			KC-3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers. KC-3.5.II: Industrial and technological developments (e.g., the second industrial revolution) facilitated European control of global empires.	Chapter 15, p. 415–418 Chapter 17, p. 469–497
			KC-3.6: European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other. KC-3.6.II: Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.	Chapter 16, p. 443–449, 452–459
7.2	Nationalism	Unit 7: Learning Objective B Explain how the development and spread of nationalism affected Europe from 1815 to 1914.	KC-3.3.I.F: Nationalists encouraged loyalty to the nation in a variety of ways, including romantic idealism, liberal reform, political unification, racialism with a concomitant anti-Semitism, and chauvinism justifying national aggrandizement.	Chapter 11, p. 315–317 Chapter 12, p. 323–326, 328–331, 334–335, 339, 368–373 Chapter 14, p. 392–405 Chapter 16, p. 460–462
			KC-3.3.I.G: While during the 19th century western European Jews became more socially and politically acculturated, Zionism, a form of Jewish nationalism, developed late in the century as a response to growing anti-Semitism throughout Europe.	Chapter 15, p. 428–429 Chapter 16, p. 460–462
			KC-3.4.II.B: A new generation of conservative leaders, including Napoleon III, Cavour, and Bismarck, used popular nationalism to create or strengthen the state.	Chapter 14, p. 392–402
			KC-3.4.II.C: The creation of the dual monarchy of Austria-Hungary, which recognized the political power of the largest ethnic minority, was an attempt to stabilize the state by reconfiguring national unity.	Chapter 14, p. 402–405

UNIT 7: 19TH-CENTURY PERSPECTIVES AND POLITICAL DEVELOPMENTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
7.3	National Unification and Diplomatic Tensions	Unit 7: Learning Objective C Explain the factors that resulted in Italian unification and German unification.	KC-3.4.II.A: The Crimean War demonstrated the weakness of the Ottoman Empire and contributed to the breakdown of the Concert of Europe, thereby creating the conditions in which Italy and Germany could be unified after centuries of fragmentation.	Chapter 14, p. 388–392
			KC-3.4.III.A: Cavour’s diplomatic strategies, combined with the popular Garibaldi’s military campaigns, led to the unification of Italy.	Chapter 14, p. 392–397
			KC-3.4.III.B: Bismarck used Realpolitik, employing diplomacy, industrialized warfare, weaponry, and the manipulation of democratic mechanisms to unify Germany.	Chapter 14, p. 398–401
		Unit 7: Learning Objective D Explain how nationalist sentiment and political alliances led to tension between and among European powers from 1815 to 1914.	KC-3.4.III.C: After 1871, Bismarck attempted to maintain the balance of power through a complex system of alliances directed at isolating France.	Chapter 18, p. 500–502
			KC-3.4.III.D: Bismarck’s dismissal in 1890 eventually led to a system of mutually antagonistic alliances and heightened international tensions.	Chapter 18, p. 502–503
			KC-3.4.III.E: Nationalist tensions in the Balkans drew the Great Powers into a series of crises, leading up to World War I.	Chapter 18, p. 500–501, 504–508
7.4	Darwinism, Social Darwinism	Unit 7: Learning Objective E Explain how Darwin’s theories influenced scientific and social developments from 1815 to 1914.	KC-3.6.II.B: Charles Darwin provided a scientific and material account of biological change and the development of human beings as a species, and inadvertently, a justification for racialist theories that became known as Social Darwinism.	Chapter 16, p. 446–447
7.5	Age of Progress and Modernity	Unit 7: Learning Objective F Explain how science and other intellectual disciplines developed and changed throughout the period from 1815 to 1914.	KC-3.6.II.A: Positivism, or the philosophy that science alone provides knowledge, emphasized the rational and scientific analysis of nature and human affairs.	Chapter 16, p. 444–446
			KC-3.6.III: In the later 19th century, a new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.	Chapter 16, p. 454–460
			KC-3.6.III.A: Philosophy largely moved from rational interpretations of nature and human society to an emphasis on irrationality and impulse, a view that contributed to the belief that conflict and struggle led to progress.	Chapter 16, p. 457–460
			KC-3.6.III.B: Freudian psychology offered a new account of human nature that emphasized the role of the irrational and the struggle between the conscious and subconscious.	Chapter 16, p. 458–459
			KC-3.6.III.C: Developments in the natural sciences, such as quantum mechanics and Einstein’s theory of relativity, undermined the primacy of Newtonian physics as an objective description of nature.	Chapter 16, p. 452–453

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UNIT 7: 19TH-CENTURY PERSPECTIVES AND POLITICAL DEVELOPMENTS (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
7.6	New Imperialism: Motivations and Methods	Unit 7: Learning Objective G Explain the motivations that led to European imperialism in the period from 1815 to 1914.	KC-3.5.I: European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.	Chapter 17, p. 472–487, 489–493
			KC-3.5.I.A: European national rivalries and strategic concerns fostered imperial expansion and competition for colonies.	Chapter 17, p. 473–474, 477–487
			KC-3.5.I.B: The search for raw materials and markets for manufactured goods, as well as strategic and nationalistic considerations, drove Europeans to colonize Africa and Asia, even as European colonies in the Americas broke free politically, if not economically.	Chapter 17, p.469, 473–487
		Unit 7: Learning Objective H Explain how technological advances enabled European imperialism from 1815 to 1914.	KC-3.5.I.C: European imperialists justified overseas expansion and rule by claiming cultural and racial superiority.	Chapter 16, p. 446–447, 460–461 Chapter 17, p. 473-476, 489–496
			KC-3.5.II.A: The development of advanced weaponry ensured the military advantage of Europeans over colonized areas.	Chapter 17, p. 489
			KC-3.5.II.B: Communication and transportation technologies facilitated the creation and expansion of European empires.	Chapter 17, p. 488-489
			KC-3.5.II.C: Advances in medicine enabled European survival in Africa and Asia.	Chapter 15, p. 421–422 Chapter 17, p. 488–489, 495
7.7	Imperialism's Global Effects	Unit 7: Learning Objective I Explain how European imperialism affected both European and non-European societies.	KC-3.5.III: Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.	Chapter 17, p. 472-476, 485-497
			KC-3.5.III.A: Imperialism created diplomatic tensions among European states that strained alliance systems.	Chapter 17, p. 483 Chapter 18, p. 500–515
			KC-3.5.III.B: Imperial encounters with non-European peoples influenced the styles and subject matter of artists and writers and provoked debate over the acquisition of colonies.	Chapter 16, p. 454–457 Chapter 17, p. 471–4476, 479–489
			KC-3.5.III.C: Especially as non-Europeans became educated in Western values, they challenged European imperialism through nationalist movements and by modernizing local economies and societies.	Chapter 17, p. 472, 485–487, 489-493, 495-496 Chapter 21, p. 621–622

UNIT 7: 19TH-CENTURY PERSPECTIVES AND POLITICAL DEVELOPMENTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
7.8	19th-Century Culture and Arts	Unit 7: Learning Objective J Explain the continuities and changes in European artistic expression from 1815 to 1914.	KC-3.6.I: Romanticism broke with Neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.	Chapter 9, p. 254-255 Chapter 11, p. 311-317 Chapter 16, p. 454-457
			KC-3.6.I.A: Romantic artists and composers broke from classical artistic forms to emphasize emotion, nature, individuality, intuition, the supernatural, and national histories in their works.	Chapter 11, p. 312-317
			KC-3.6.I.B: Romantic writers expressed similar themes while responding to the Industrial Revolution and to various political revolutions.	Chapter 11, p. 311-312
			KC-3.6.II.D: Realist and materialist themes and attitudes influenced art and literature as painters and writers depicted the lives of ordinary people and drew attention to social problems.	Chapter 16, p. 453-454
			KC-3.6.III.D: Modern art, including Impressionism, Post-Impressionism, and Cubism, moved beyond the representational to the subjective, abstract, and expressive and often provoked audiences that believed that art should reflect shared and idealized values, including beauty and patriotism.	Chapter 16, p. 454-457
7.9	Causation in 19th-Century Perspectives and Political Developments	Unit 7: Learning Objective K Explain the influence of nationalist and imperialist movements on European and global stability.	KC-3.4: European states struggled to maintain international stability in an age of nationalism and revolutions. KC-3.4.II: The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere. KC-3.4.III: The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.	Chapter 14, p. 388-405
			KC-3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers. KC-3.5.II: Industrial and technological developments (e.g., the second industrial revolution) facilitated European control of global empires.	Chapter 15, p. 415-418 Chapter 17, p. 473-487
			KC-3.6: European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other. KC-3.6.II: Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.	Chapter 13, p. 363-364 Chapter 16, p. 444-449, 452-459

UNIT 8: 20TH CENTURY GLOBAL CONFLICTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
8.1	Contextualizing 20th-Century Global Conflict	Unit 8: Learning Objective A Explain the context in which global conflict developed in the 20th century.	KC-4.1: Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.	Chapter 18, p. 500–527 Chapter 19, p. 540–556 Chapter 20, p. 571–578
			KC-4.1.I: World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.	
			KC-4.1.II: The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.	
			KC-4.1.III: In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.	
			KC-4.2: The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism.	Chapter 18, p. 500–527 Chapter 19, p. 532–556 Chapter 20, p. 578–588 Chapter 21, p. 604–613
			KC-4.3: During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.	Chapter 16, p. 452–453, 457–460 Chapter 22, p. 652–653, 664–666, 670–676
			KC-4.3.II: Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.	
			KC-4.4: Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.	Chapter 20, p. 578–597 Chapter 21, p. 605–606 Chapter 22, p. 644–657
			KC-4.4.I: The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.	

UNIT 8: 20TH CENTURY GLOBAL CONFLICTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
8.2	World War I	Unit 8: Learning Objective B Explain the causes and effects of World War I.	KC-4.1.I: World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.	Chapter 18, p. 500–528
			KC-4.1.I.A: A variety of factors— including nationalism, military plans, the alliance system, and imperial competition—turned a regional dispute in the Balkans into World War I.	Chapter 18, p. 500–509
		Unit 8: Learning Objective C Explain how new technology altered the conduct of World War I.	KC-4.1.I.B: New technologies confounded traditional military strategies and led to trench warfare and massive troop losses.	Chapter 18, p. 509–515
			Unit 8: Learning Objective D Explain how the developments of World War I changed political and diplomatic interactions between and among nations.	KC-4.1.I.C: The effects of military stalemate, national mobilization, and total war led to protest and insurrection in the belligerent nations and eventually to revolutions that changed the international balance of power.
		KC-4.1.I.D: The war in Europe quickly spread to non-European theaters, transforming the war into a global conflict.		Chapter 18, p. 513, 515
		KC-4.1.I.E: The relationship of Europe to the world shifted significantly with the globalization of the conflict, the emergence of the United States as a world power, and the overthrow of European empires.		Chapter 18, p. 519–521, 525–526
		8.3	Russian Revolution and Its Effects	Unit 8: Learning Objective E Explain the causes and effects of the Russian Revolution.
KC-4.2.I.A: In Russia, World War I exacerbated long-term problems of political stagnation, social inequality, incomplete industrialization, and food and land distribution, all while creating support for revolutionary change.	Chapter 18, p. 515–517			
KC-4.2.I.B: Military and worker insurrections, aided by the revived Soviets, undermined the Provisional Government and set the stage for Lenin’s long-planned Bolshevik Revolution and establishment of a communist state.	Chapter 18, p. 517–518			
KC-4.2.I.C: The Bolshevik takeover prompted a protracted civil war between communist forces and their opponents, who were aided by foreign powers.	Chapter 18, p. 518–19 Chapter 19, p. 534–535			
KC-4.2.I.D.i: In order to improve economic performance, Lenin compromised communist principles and employed some free-market principles under the New Economic Policy.	Chapter 19, p. 534–540			

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UNIT 8: 20TH CENTURY GLOBAL CONFLICTS (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
8.4	Versailles Conference and Peace Settlement	Unit 8: Learning Objective F Explain how and why the settlement of World War I failed to effectively resolve the political, economic, and diplomatic challenges of the early 20th century.	KC-4.1.II: The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.	Chapter 18, p. 521–528
			KC-4.1.II.A: Wilsonian idealism clashed with postwar realities in both the victorious and the defeated states. Democratic successor states emerged from former empires and eventually succumbed to significant political, economic, and diplomatic crises.	Chapter 18, p. 521–522
			KC-4.1.II.B: The League of Nations, created to prevent future wars, was weakened from the outset by the nonparticipation of major powers, including the U.S., Germany, and the Soviet Union.	Chapter 18, p. 522, 525
			KC-4.1.II.C: The Versailles settlement, particularly its provisions on the assignment of guilt and reparations for the war, hindered the German Weimar Republic's ability to establish a stable and legitimate political and economic system.	Chapter 18, p. 525 Chapter 19, p. 531
			KC-4.1.VI.B: The League of Nations distributed former German and Ottoman possessions to France and Great Britain through the mandate system, thereby altering the imperial balance of power and creating a strategic interest in the Middle East and its oil.	Chapter 18, p. 525–526
8.5	Global Economic Crisis	Unit 8: Learning Objective G Explain the causes and effects of the global economic crisis in the 1920s and 1930s.	KC-4.2.III: The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe.	Chapter 19, p. 532–553
			KC-4.2.III.A: World War I debt, nationalistic tariff policies, overproduction, depreciated currencies, disrupted trade patterns, and speculation created weaknesses in economies worldwide.	Chapter 18, p. 521–522, 526–528 Chapter 19, p. 532–534, 542–546
			KC-4.2.III.B: Dependence on post-World War I American investment capital led to financial collapse when, following the 1929 stock market crash, the United States cut off capital flows to Europe.	Chapter 19, p. 532–534
			KC-4.2.III.C: Despite attempts to rethink economic theories and policies and forge political alliances, Western democracies failed to overcome the Great Depression and were weakened by extremist movements.	Chapter 19, p. 534–535, 540–542

UNIT 8: 20TH CENTURY GLOBAL CONFLICTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
8.6	Fascism and Totalitarianism	Unit 8: Learning Objective H Explain the factors that led to the development of fascist and totalitarian regimes in the aftermath of World War I.	KC-4.2.II: The ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.	Chapter 19, p. 535–551
			KC-4.2.II.A: Fascist dictatorships used modern technology and propaganda that rejected democratic institutions, promoted charismatic leaders, and glorified war and nationalism to attract the disillusioned.	Chapter 19, p. 540–542, 546–549, 553–556
			KC-4.2.II.B: Mussolini and Hitler rose to power by exploiting postwar bitterness and economic instability, using terror, and manipulating the fledgling and unpopular democracies in their countries.	Chapter 19, p. 540–542, 542–553
			KC-4.2.II.C: Franco’s alliance with Italian and German fascists in the Spanish Civil War—in which the Western democracies did not intervene—represented a testing ground for World War II and resulted in authoritarian rule in Spain from 1936 to the mid-1970s.	Chapter 20, p. 572–573
			KC-4.2.II.D: After failures to establish functioning democracies, authoritarian dictatorships took power in central and eastern Europe during the interwar period.	Chapter 19, p. 553–557
		Unit 8: Learning Objective I Explain the consequences of Stalin’s economic policies and totalitarian rule in the Soviet Union.	KC-4.2.I.D.ii: After Lenin’s death, Stalin undertook a centralized program of rapid economic modernization, often with severe repercussions for the population.	Chapter 19, p. 536–540
			KC-4.2.I.E: Stalin’s economic modernization of the Soviet Union came at a high price, including the liquidation of the kulaks (the land-owning peasantry) and other perceived enemies of the state, devastating famine in the Ukraine, purges of political rivals, and, ultimately, the creation of an oppressive political system.	Chapter 19, p. 538–540
		8.7	Europe During the Interwar Period	Unit 8: Learning Objective J Explain how and why various political and ideological factors resulted in the catastrophe of World War II.
KC-4.1.III: In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.	Chapter 19, p. 540–551 Chapter 20, p. 571–578			
8.8	World War II	Unit 8: Learning Objective K Explain how technology and innovation affected the course of World War II and the 20th century.	KC-4.1.III.B: Germany’s Blitzkrieg warfare in Europe, combined with Japan’s attacks in Asia and the Pacific, brought the Axis powers early victories.	Chapter 20, p. 578–583
			KC-4.1.III.C: American and British industrial, scientific, and technological power, cooperative military efforts under the strong leadership of individuals such as Winston Churchill, the resistance of civilians, and the all-out military commitment of the USSR contributed critically to the Allied victories.	Chapter 20, p. 583–588
			KC-4.3.II.C: Military technologies made possible industrialized warfare, genocide, nuclear proliferation, and the risk of global nuclear war.	Chapter 20, p. 578–588

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UNIT 8: 20TH CENTURY GLOBAL CONFLICTS (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
8.9	Holocaust	Unit 8: Learning Objective L Explain how and why cultural and national identities were affected by war and the rise of fascist/totalitarian powers in the period from 1914 to the present.	KC-4.1.III.D: Fueled by racism and anti-Semitism, Nazi Germany—with the cooperation of some of the other Axis powers and collaborationist governments—sought to establish a “new racial order” in Europe, which culminated with the Holocaust.	Chapter 19, p. 549-550 Chapter 20, p. 588–591
			KC-4.4.I.B: World War II decimated a generation of Russian and German men; virtually destroyed European Jewry; resulted in the murder of millions in other groups targeted by the Nazis including Roma, homosexuals, people with disabilities, and others; forced large-scale migrations; and undermined prewar class hierarchies.	Chapter 20, p. 578–597
8.10	20th-Century Cultural, Intellectual, and Artistic Developments	Unit 8: Learning Objective M Explain how the events of the first half of the 20th century challenged existing social, cultural, and intellectual understandings.	KC-4.3.I.i: The widely held belief in progress, characteristic of much of 19th-century thought, began to break down before World War I.	Chapter 16, p. 459–462
			KC-4.3.I.A: When World War I began, Europeans were generally confident in the ability of science and technology to address human needs and problems despite the uncertainty created by the new scientific theories and psychology.	Chapter 16, p. 452–454, 457-460
			KC-4.3.II.A: The challenge to the certainties of the Newtonian universe in physics opened the door to uncertainty in other fields by undermining faith in objective knowledge while also providing the knowledge necessary for the development of nuclear weapons and power.	Chapter 16, p. 452–453 Chapter 22, p. 662-664, 666-669
			KC-4.4.I.A: World War I created a “lost generation” and fostered disillusionment and cynicism, while it transformed the lives of women, and democratized societies.	Chapter 18, p. 519-520, 525-527 Chapter 22, p. 651-655
			KC-4.4.II.A: During the world wars, women became increasingly involved in military and political mobilization, as well as in economic production.	Chapter 20, 591–593, 596-597

UNIT 8: 20TH CENTURY GLOBAL CONFLICTS				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
8.11	Continuity and Changes in an Age of Global Conflict	Unit 8: Learning Objective N Explain how economic challenges and ideological beliefs influenced prior conceptions about the relationship between the individual and the state.	KC-4.1: Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union. KC-4.1.I: World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished. KC-4.1.II: The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few. KC-4.1.III: In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.	Chapter 18, p. 500–527 Chapter 19, p. 540–556 Chapter 20, p. 571–578
			KC-4.2: The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism.	Chapter 18, p. 500–527 Chapter 19, p. 532–556
			KC-4.3: During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. KC-4.3.II: Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.	Chapter 18, p. 510–511, 516–517 Chapter 20, p. 578–588
			KC-4.4: Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life. KC-4.4.I: The 20th century was characterized by large-scale suffering brought on by warfare and genocide, but also by tremendous improvements in the standard of living.	Chapter 20, p. 578–597 Chapter 20, p. 578–597 Chapter 21, p. 606

UNIT 9: COLD WAR AND CONTEMPORARY EUROPE				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
9.1	Contextualizing Cold War and Contemporary Europe	Unit 9: Learning Objective A Explain the context in which the Cold War developed, spread, and ended in Europe.	KC-4.1: Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union. KC-4.1.IV: As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.	Chapter 20, p. 597–601 Chapter 21, p. 604–607, 619–623, 626–633
			KC-4.2: The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism	Chapter 19, p. 534–553 Chapter 20, p. 578–601
			KC-4.3: During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. KC-4.3.I.ii: The experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.	Chapter 22, p. 652–657
			KC-4.4: Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life. KC-4.4.III: New voices gained prominence in political, intellectual, and social discourse.	Chapter 21, p. 626–641 Chapter 22, p. 644–657
9.2	Rebuilding Europe	Unit 9: Learning Objective B Explain how economic developments resulted in economic, political, and cultural change in the period after World War II.	KC-4.2.IV.A: Marshall Plan funds from the United States financed an extensive reconstruction of industry and infrastructure and stimulated an extended period of growth in Western and Central Europe, often referred to as an “economic miracle,” which increased the economic and cultural importance of consumerism.	Chapter 21, p. 606–607, 617–618
9.3	Cold War	Unit 9: Learning Objective C Explain the causes, events, and effects of the Cold War in the period following World War II.	KC-4.1.IV.A: Despite efforts to maintain international cooperation through the newly created United Nations, deep-seated tensions between the USSR and the West led to the division of Europe, which was referred to in the West as the Iron Curtain.	Chapter 21, p. 604–611
			KC-4.1.IV.B: The Cold War played out on a global stage and involved propaganda campaigns; covert actions; limited “hot wars” in Asia, Africa, Latin America, and the Caribbean; and an arms race, with the threat of a nuclear war.	Chapter 21, p. 604–613, 616–617, 619–626, 636–638

UNIT 9: COLD WAR AND CONTEMPORARY EUROPE				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
9.4	Two Super Powers Emerge	Unit 9: Learning Objective D Explain the economic and political consequences of the Cold War for Europe.	KC-4.1.IV.C: The United States exerted a strong military, political, and economic influence in Western Europe, leading to the creation of world monetary and trade systems and geopolitical alliances, including NATO.	Chapter 21, p. 606–613
			KC-4.1.IV.D: Countries east of the Iron Curtain came under the military, political, and economic domination of the Soviet Union within the Council for Mutual Economic Assistance (COMECON) and the Warsaw Pact.	Chapter 21, p. 607–619
			KC-4.2.V.A: Central and Eastern European nations within the Soviet bloc followed an economic model based on central planning, extensive social welfare, and specialized production among bloc members. This brought with it the restriction of individual rights and freedoms, suppression of dissent, and constraint of emigration for the various populations within the Soviet bloc.	Chapter 21, p. 614–617
			KC-4.2.V: Eastern European nations were bound by their relationships with the Soviet Union, which oscillated between repression and limited reform, until the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.	Chapter 21, p. 614–617, 619, 627–629
			KC-4.2.V.B: After 1956, Soviet leader Nikita Khrushchev's de-Stalinization policies failed to meet their economic goals within the Soviet Union; combined with reactions to existing limitations on individual rights, this prompted revolts in Eastern Europe, which ended with a reimposition of Soviet rule and repressive totalitarian regimes.	Chapter 21, p. 613–619
			KC-4.2.V.D.i: The rise of new nationalisms in Central and Eastern Europe brought peaceful revolution in most countries but resulted in instability in some former Soviet republics.	Chapter 21, p. 626–635
9.5	Postwar Nationalism, Ethnic Conflict, and Atrocities	Unit 9: Learning Objective E Explain the causes and effects of mass atrocities in the period following World War II to the present.	KC-4.1.V: Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.	Chapter 19, p. 534 Chapter 21, p. 632–636
			KC-4.2.V.D.ii: New nationalisms in central and eastern Europe resulted in war and genocide in the Balkans.	Chapter 21, p. 634–635
9.6	Contemporary Western Democracies	Unit 9: Learning Objective F Explain state-based economic developments following World War II and the responses to these developments.	KC-4.2.IV: Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.	Chapter 22, p. 649–650
			KC-4.2.IV.B: The expansion of cradle-to-grave social welfare programs in the aftermath of World War II, accompanied by high taxes, became a contentious domestic political issue as the budgets of European nations came under pressure in the late 20th century.	Chapter 22, p. 649–650
9.7	Fall of Communism	Unit 9: Learning Objective G Explain the causes and effects of the end of the Cold War.	KC-4.2.V.C: Following a long period of economic stagnation, Mikhail Gorbachev's internal reforms of <i>perestroika</i> and <i>glasnost</i> , designed to make the Soviet system more flexible, failed to stave off the collapse of the Soviet Union and the end of its hegemonic control over Eastern and Central European satellites.	Chapter 26, p. 626–632
			KC-4.1.IV.E: The collapse of the USSR in 1991 ended the Cold War and led to the establishment of capitalist economies throughout Eastern Europe. Germany was reunited, the Czechs and the Slovaks parted, Yugoslavia dissolved, and the European Union was enlarged through the admission of former Eastern bloc countries.	Chapter 21, p. 627–632, 634–636 Chapter 22, p. 664–666

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UNIT 9: COLD WAR AND CONTEMPORARY EUROPE (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
9.8	20th-Century Feminism	Unit 9: Learning Objective H Explain how women's roles and status developed and changed throughout the 20th and 21st centuries.	KC-4.4.II: The lives of women were defined by family and work responsibilities, economic changes, and feminism.	Chapter 19, p. 552 Chapter 22, p. 651–652
			KC-4.4.II.B: In Western Europe through the efforts of feminists, and in Eastern Europe and the Soviet Union through government policy, women finally gained the vote, greater educational opportunities, and access to professional careers, even while continuing to face social inequalities.	Chapter 19, p. 552 Chapter 22, p. 651–652
			KC-4.4.II.D: New modes of marriage, partnership, motherhood, divorce, and reproduction gave women more options in their personal lives.	Chapter 22, p. 645, 648, 651–652, 655–657
			KC-4.4.II.E: Women attained high political office and increased their representation in legislative bodies in many nations.	Chapter 22, p. 651–652
9.9	Decolonization	Unit 9: Learning Objective I Explain the various ways in which colonial groups around the world sought independence from colonizers in the 20th and 21st centuries.	KC-4.1.VI: The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.	Chapter 18, p. 525–526 Chapter 21, p. 619–624
			KC-4.1.VI.A: At the end of World War I, U.S. President Woodrow Wilson's principle of national self-determination raised expectations in the non-European world for new policies and freedoms.	Chapter 18, p. 521–527
			KC-4.1.VI.C: Despite indigenous nationalist movements, independence for many African and Asian territories was delayed until the mid- and even late 20th century by the imperial powers' reluctance to relinquish control, threats of interference from other nations, unstable economic and political systems, and Cold War strategic alignments.	Chapter 18, p. 525–526 Chapter 21, p. 619–624
9.10	European Union	Unit 9: Learning Objective J Explain how the formation and existence of the European Union influenced economic developments throughout the period following World War II to the present.	KC-4.4.IV: European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.	Chapter 22, p. 664–666
			Unit 9: Learning Objective K Explain how the European Union affected national and European identity throughout the period following World War II to the present.	KC-4.4.IV.A: As the economic alliance known as the European Coal and Steel Community, envisioned as a means to spur postwar economic recovery, developed into the European Economic Community (EEC or Common Market) and the European Union (EU), Europe experienced increasing economic and political integration and efforts to establish a shared European identity.
			KC-4.4.IV.B: EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union.	Chapter 22, p. 665–666

UNIT 9: COLD WAR AND CONTEMPORARY EUROPE				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
9.11	Migration and Immigration	Unit 9: Learning Objective L Explain the causes and effects of changes to migration within and immigration to Europe throughout the period following World War II to the present.	KC-4.3.III.C: Increased immigration into Europe altered Europe's religious makeup, causing debate and conflict over the role of religion in social and political life.	Chapter 22, p. 645–649
			KC-4.4.III.D: Because of the economic growth of the 1950s and 1960s, migrant workers from southern Europe, Asia, and Africa immigrated to western and central Europe; however, after the economic downturn of the 1970s, these workers and their families often became targets of anti-immigrant agitation and extreme nationalist political parties.	Chapter 22, p. 645–649
9.12	Technology	Unit 9: Learning Objective M Explain how innovation and advances in technology influenced cultural and intellectual developments in the period 1914 to the present.	KC-4.3.II.B: Medical theories and technologies extended life but posed social and moral questions that eluded consensus and crossed religious, political, and philosophical perspectives.	Chapter 22, p. 659–664
9.13	Globalization	Unit 9: Learning Objective N Explain the technological and cultural causes and consequences of increasing European globalization in the period from 1914 to the present.	KC-4.3.IV.C: Increased imports of U.S. technology and popular culture after World War II generated both enthusiasm and criticism.	Chapter 22, p. 654–657
			KC-4.4.I.D: New communication and transportation technologies multiplied the connections across space and time, transforming daily life and contributing to the proliferation of ideas and to globalization.	Chapter 22, p. 662–664
			KC-4.4.III.A: Green parties in Western and Central Europe challenged consumerism, urged sustainable development, and, by the late 20th century, cautioned against globalization.	Chapter 22, p. 657
9.14	20th- and 21st-Century Culture, Arts, and Demographic Trends	Unit 9: Learning Objective O Explain how and why European culture changed from the period following World War II to the present.	KC-4.3.I.B: The effects of world war and economic depression undermined this confidence in science and human reason, giving impetus to existentialism and producing post-modernism in the post-1945 period.	Chapter 22, p. 652–654

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UNIT 9: COLD WAR AND CONTEMPORARY EUROPE (Continued)				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
			KC-4.3.III: Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.	Chapter 22, p. 659–662
			KC-4.3.III.A: The challenges of totalitarianism and communism in central and eastern Europe brought mixed responses from the Christian churches.	Chapter 22, p. 659–662
			KC-4.3.III.B: Reform in the Catholic Church found expression in the Second Vatican Council, which redefined the church's doctrine and practices and started to redefine its relations with other religious communities.	Chapter 22, p. 659–662
			KC-4.3.IV: During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.	Chapter 22, p. 652–659
			KC-4.3.IV.A: New movements in the visual arts, architecture, and music radically shifted existing aesthetic standards, explored subconscious and subjective states, and satirized Western society and its values.	Chapter 22, p. 456–457 Chapter 22, p. 657–659
			KC-4.3.IV.B: Throughout the century, a number of writers challenged traditional literary conventions, questioned Western values, and addressed controversial social and political issues.	Chapter 22, p. 652–655
			KC-4.4.I.C: Mass production, new food technologies, and industrial efficiency increased disposable income and created a consumer culture in which greater domestic comforts such as electricity, indoor plumbing, plastics, and synthetic fibers became available.	Chapter 22, p. 655–657
			KC-4.4.II.C: With economic recovery after World War II, the birth rate increased dramatically (the baby boom), often promoted by government policies.	Chapter 22, p. 649–650
			KC-4.4.III.B: Various movements, including women's movements, political and social movements, gay and lesbian movements, and others, worked for expanded civil rights, in some cases obtaining the goals they sought, and in others facing strong opposition.	Chapter 22, p. 650–652, 654
			KC-4.4.III.C: Intellectuals and youth reacted against perceived bourgeois materialism and decadence, most significantly with the revolts of 1968.	Chapter 22, p. 652–656

UNIT 9: COLD WAR AND CONTEMPORARY EUROPE				
Topic	Topic	Learning Objective	Key Concepts and Historical Developments	Chapter and Page References
9.15	Continuity and Change in the 20th and 21st Centuries	Unit 9: Learning Objective P Explain how the challenges of the 20th century influenced what it means to be European.	KC-4.1: Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union. KC-4.1.IV: As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century. KC-4.1.V: Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.	Chapter 20, p. 597–601 Chapter 21, p. 604–606
			KC-4.2: The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism.	Chapter 19, p. 534–553 Chapter 20, p. 578–601
			KC-4.3: During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. KC-4.3.I.ii: The experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks. KC-4.3.III: Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.	Chapter 22, p. 652–654
			KC-4.4: Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life. KC-4.4.III: New voices gained prominence in political, intellectual, and social discourse.	Chapter 22, p. 644–657

