

## Global Studies I Curriculum Map Overview Unit 4

Quarter 4	April- June	Approximont Number Classes 47	<b>Knowledge Base Connection</b> (Examples of Where and When From Content)	Unit 4- Absolutism and Re-established Centralized
<i>Prentice Hall Text</i>	<i>Unit 3 Ch Sect</i>	<i>Global 9 General Context</i>	<i>Guiding</i>	
<p><b>13. The Renaissance and Reformation.</b> (Connect to Unit 5)</p> <ol style="list-style-type: none"> <li>The Renaissance in Italy</li> <li>The Renaissance in the North</li> <li>The Protestant Reformation (Connect to Unit 5 GR 10)</li> <li>Reformation Ideas Spread (Connect to Unit 5 GR 10)</li> <li>The Scientific Revolution (Connect to Unit 5 GR 10)</li> </ol> <p><b>14. The Beginnings of Our Global Age: Europe, Africa and Asia</b></p> <ol style="list-style-type: none"> <li>The Search for Spices</li> <li>Turbulent Centuries in Africa</li> <li>European Footholds in South and Southeast Asia</li> <li>Encounters in East Asia</li> </ol> <p><b>15. The Beginnings of Our Global Age: Europe and the Americas</b></p> <ol style="list-style-type: none"> <li>Conquest in the Americas</li> <li>Spanish and Portuguese Colonies in America</li> <li>Struggle For North America</li> <li>The Atlantic Slave Trade</li> <li>Effects of Global Contact</li> </ol> <p><b>16. The Age of Absolutism</b></p> <ol style="list-style-type: none"> <li>Spanish Power Grows</li> <li>France Under Louis XIV</li> <li>Parliament Triumphs in England</li> <li>Rise of Austria and Prussia</li> <li>Absolute Monarchy in Russia</li> </ol>	<p><b>I. Governments Begin to Centralize Again</b> A.</p> <p><b>Strong monarchs win rivalries with other groups</b></p> <p><b>B. Smart monarchs compromise with groups they cannot beat to form new relationships</b></p> <p><b>C. Savvy monarchs understand the dynamics of these groups and use one against the other</b></p> <ol style="list-style-type: none"> <li>Monarchs v. Local Lords</li> <li>Local Lords v. Local Lords</li> <li>Monarchs v. the Church</li> <li>Local Lords v. Bourgeoisie</li> <li>Church v. Enlightened Philosophers (Scientific Method)</li> <li>Religious Groups v. Religious Groups</li> <li>Rich v. Poor</li> <li>Rulers v. Govern</li> </ol> <p><b>II. Increased Stability Leads to Rebirth of Golden Ages and Empire</b> A. Large Nation States Form</p> <ol style="list-style-type: none"> <li>Bureaucratic Systems Organized to Allow Monarchs to Govern Effectively</li> <li>Unified Legal Systems</li> <li>Economics, Coinage and Monetary Systems</li> <li>Trade spurs growth of cities</li> <li>Empires Form Based on Relationships Between Business and Monarchy</li> </ol> <p><b>B. Absolute Monarchs Seize Power From Church</b></p> <p><b>C. Uses Middle Class To Undermind the Lords</b></p> <p><b>III. Reformation and Revolution In Church</b> A.</p> <p><b>Church Attempts to Reform with Limited Success</b></p> <p><b>B. Has Profound Political Impact</b></p> <ol style="list-style-type: none"> <li>Bureaucratic Systems Organized to Allow Monarchs to Govern Effectively</li> <li>Unified Legal Systems</li> <li>Economics, Coinage and Monetary Systems                     <ol style="list-style-type: none"> <li>Gold Standard Learned from the Muslims/ Africans</li> <li>Trade spurs growth of cities</li> <li>Money Available For Larger Professional Armies</li> <li>Money For Exploration</li> </ol> </li> <li>Empires Form</li> <li>Relationships Between Business and Monarchy                     <ul style="list-style-type: none"> <li>Mercantilism</li> <li>Corporations</li> <li>Government Invest in Technology</li> </ul> </li> <li>Interaction/ Trade Patterns Form Between Different Cultures                     <ul style="list-style-type: none"> <li>Triangle Trade</li> <li>Columbian Exchange</li> </ul> </li> <li>Stability Causes Different Impacts</li> <li>Positives                     <ul style="list-style-type: none"> <li>Increased Knowledge</li> <li>Increased Trade</li> <li>Expansion of Empire</li> <li>Unified Culture</li> <li>Relative Peace and Prosperity</li> <li>Increased Diversity</li> <li>Improved Technology Allows Easier and Safer Interaction</li> <li>Improved methods of travel</li> <li>The Printing Press</li> <li>Medicines to end "Black Plague"</li> </ul> </li> <li>Negatives                     <ol style="list-style-type: none"> <li>Exposure to Disease</li> <li>Exchange of Ideas Challenges Power Structure</li> <li>Church Becomes More Secular Causing Corruption</li> <li>Wealth Leads to Eventual Decline                             <ul style="list-style-type: none"> <li>Corruption</li> <li>Complacency</li> <li>Disconnect of Leadership</li> <li>Unequal Distribution of Wealth</li> </ul> </li> </ol> </li> </ol> <p><b>III. Monarchs Seize Power From the Church</b></p>	<p><b>I. Strong leaders use changing conditions to centralize their power and expand their authority</b></p> <p><b>A. Strong monarchs win rivalries with other groups</b></p> <ol style="list-style-type: none"> <li>Competing Lords</li> <li>Outside Invaders</li> <li>The Church</li> <li>Wealthy/ Skilled Middle Class (Bourgeoisie)</li> <li>Enlightened Philosophers</li> </ol> <p><b>B. Smart monarchs compromise with groups they cannot beat to form new relationships</b></p> <ol style="list-style-type: none"> <li>Limited Monarchies</li> <li>Political Deals With Church</li> <li>Alliances</li> </ol> <p><b>C. Savvy monarchs understand the dynamics of these groups and use one against the other</b></p> <ol style="list-style-type: none"> <li>Monarchs v. Local Lords</li> <li>Local Lords v. Local Lords</li> <li>Monarchs v. the Church</li> <li>Local Lords v. Bourgeoisie</li> <li>Church v. Enlightened Philosophers (Scientific Method)</li> <li>Religious Groups v. Religious Groups</li> <li>Rich v. Poor</li> <li>Rulers v. Govern</li> </ol> <p><b>II. Increased Stability Leads to Rebirth of Golden Ages and Eventual Decline</b></p> <p><b>A. Church and Monarchy Unite</b></p> <p><b>I. Positive Impact of the Crusades For Europe</b></p> <ol style="list-style-type: none"> <li>Europeans Leave Manors                     <ul style="list-style-type: none"> <li>Learn New Things from the East</li> </ul> </li> <li>Acquiring New Land in the Middle East                     <ul style="list-style-type: none"> <li>Local Lords Leave Manors to Greater Lords</li> </ul> </li> <li>Centralizes Power                     <ul style="list-style-type: none"> <li>Unify European Christians Against A Common Enemy</li> </ul> </li> </ol> <p><b>b. Rise of the Merchant Class (Soldiers Learn to Trade)</b></p> <ul style="list-style-type: none"> <li>Trading Eastern Goods</li> <li>Centralized Authority Protects Trade Routes</li> <li>Merchants and Monarchy Work Together</li> </ul> <p><b>2. Church and State Help Each Other</b></p> <ol style="list-style-type: none"> <li>Control Dissidence                     <ul style="list-style-type: none"> <li>Heresy</li> <li>Scapegoating</li> <li>Granting Moral Authority To Commit Sin Against Enemies</li> </ul> </li> <li>Affirm Mutual Authority                     <ul style="list-style-type: none"> <li>Monarch Agrees To Protect the Pope</li> <li>Pope Gives Titles</li> <li>Good Propaganda for Ruler</li> </ul> </li> <li>Motivates Subjects to Follow the Ruler                     <ul style="list-style-type: none"> <li>Missionary Motivation For Exploration and Empire</li> </ul> </li> </ol> <p><b>B. Large Nation States Form</b></p> <ol style="list-style-type: none"> <li>Bureaucratic Systems Organized to Allow Monarchs to Govern Effectively</li> <li>Unified Legal Systems</li> <li>Economics, Coinage and Monetary Systems</li> <li>Trade spurs growth of cities</li> <li>Money Available For Larger Professional Armies</li> <li>Money For Exploration</li> </ol> <p><b>e. Empires Form</b></p> <p><b>f. Relationships Between Business and Monarchy</b></p> <ul style="list-style-type: none"> <li>Mercantilism</li> <li>Corporations</li> <li>Government Invest in Technology</li> </ul> <p><b>g. Interaction/ Trade Patterns Form Between Different Cultures</b></p> <ul style="list-style-type: none"> <li>Triangle Trade</li> <li>Columbian Exchange</li> </ul> <p><b>C. Stability Causes Different Impacts</b></p> <ol style="list-style-type: none"> <li>Positives                     <ul style="list-style-type: none"> <li>Increased Knowledge</li> <li>Increased Trade</li> <li>Expansion of Empire</li> <li>Unified Culture</li> <li>Relative Peace and Prosperity</li> <li>Increased Diversity</li> <li>Improved Technology Allows Easier and Safer Interaction</li> <li>Improved methods of travel</li> <li>The Printing Press</li> <li>Medicines to end "Black Plague"</li> </ul> </li> <li>Negatives                     <ol style="list-style-type: none"> <li>Exposure to Disease</li> <li>Exchange of Ideas Challenges Power Structure</li> <li>Church Becomes More Secular Causing Corruption</li> <li>Wealth Leads to Eventual Decline                             <ul style="list-style-type: none"> <li>Corruption</li> <li>Complacency</li> <li>Disconnect of Leadership</li> <li>Unequal Distribution of Wealth</li> </ul> </li> </ol> </li> </ol> <p><b>III. Monarchs Seize Power From the Church</b></p>	<p><b>Rebirth, Reform and Cultural Advancements</b></p> <p><b>The Renaissance in Italy</b></p> <ul style="list-style-type: none"> <li>Can the students describe the characteristics of the Renaissance and understand why it began?</li> <li>Can the students identify Renaissance artists and explain how new ideas affected the arts?</li> <li>Do the students understand how writers of the time addressed Renaissance themes?</li> </ul> <p><b>2. The Renaissance in the North</b></p> <ul style="list-style-type: none"> <li>Can the students explain how the printing revolution shaped European society?</li> <li>Can the students describe the themes that northern European artists, humanists, and wrote?</li> </ul> <p><b>3. The Protestant Reformation (Connect to Unit 3 and 5 GR 10)</b></p> <ul style="list-style-type: none"> <li>Can the students summarize the factors that encouraged the Protestant Reformation?</li> <li>Have the students analyzed Martin Luther's role in shaping the Protestant Reformation?</li> <li>Can the students explain the teachings and impact of John Calvin?</li> </ul> <p><b>4. Reformation Ideas Spread (Connect to Unit 3 and 5 GR 10)</b></p> <ul style="list-style-type: none"> <li>Can the students describe the new ideas that Protestant sects embraced?</li> <li>Do the students understand why England formed a new church?</li> <li>Have the students analyzed how the Catholic Church reformed itself?</li> <li>Can the students explain why many groups faced persecution during the Reformation?</li> </ul> <p><b>5. The Scientific Revolution (Connect to Unit 3 and Unit 5 GR 10)</b></p> <ul style="list-style-type: none"> <li>Can the students explain how new discoveries in astronomy changed the way people viewed the world?</li> <li>Do the students understand the new scientific method and how it developed?</li> <li>Have the students analyzed the contributions that Newton and other scientists made to the scientific revolution?</li> </ul> <p><b>The Beginnings of Our Global Age: Europe, Africa and Asia</b></p> <p><b>1. The Search for Spices</b></p> <ul style="list-style-type: none"> <li>Do the students understand Europeans' motivations for exploring the sea?</li> <li>Have the students analyzed early Portuguese and Spanish explorations?</li> <li>Can the students describe European searches for a direct route to Asia?</li> </ul> <p><b>2. Turbulent Centuries in Africa</b></p> <ul style="list-style-type: none"> <li>Can the students describe how the Portuguese established footholds on Africa's coasts?</li> <li>Have the students analyzed how European actions affected the slave trade and the rise of the transatlantic slave trade?</li> <li>Do the students understand how the European presence in Africa expanded?</li> </ul> <p><b>3. European Footholds in South and Southeast Asia</b></p> <ul style="list-style-type: none"> <li>Can the students summarize how Portugal built a trading empire in South and Southeast Asia?</li> <li>Have the students analyzed the rise of Dutch and Spanish dominance in the region?</li> <li>Do the students understand how the decline of Mughal India affected European traders in India?</li> </ul> <p><b>4. Encounters in East Asia</b></p> <ul style="list-style-type: none"> <li>Can the students describe European contacts with Ming China?</li> <li>Do the students understand the Manchu conquest and its impact on European trade?</li> <li>Have the students analyzed the factors that led Korea to isolate itself from other nations?</li> <li>Can the students summarize Japan's attitudes toward foreign trade and how they changed?</li> </ul> <p><b>15. The Beginnings of Our Global Age: Europe and the Americas</b></p> <p><b>1. Conquest in the Americas</b></p> <ul style="list-style-type: none"> <li>Have the students analyzed the results of the first encounters between the Spanish and Native Americans?</li> <li>Can the students explain how Cortés and Pizarro gained control of the Aztec and Incan empires?</li> <li>Can the students understand the short-term and long-term effects of the Spanish on the Americas?</li> </ul> <p><b>2. Spanish and Portuguese Colonies in America</b></p> <ul style="list-style-type: none"> <li>Can the students explain how Spain ruled its empire in the Americas?</li> <li>Have the students analyzed the major features of Spanish colonial society and culture?</li> <li>Can the students describe how Portugal and other European nations challenged Spanish power in the Americas?</li> </ul> <p><b>3. Struggle For North America</b></p> <ul style="list-style-type: none"> <li>Can the students explain why the colony of New France grew slowly?</li> <li>Have the students analyzed the establishment and growth of the 13 English colonies?</li> <li>Do the students understand why Europeans competed for power in North America and how that competition shaped the continent?</li> </ul> <p><b>4. The Atlantic Slave Trade</b></p> <ul style="list-style-type: none"> <li>Can the students explain how triangular trade worked?</li> <li>Do the students understand the nature of the Middle Passage and describe its effects?</li> <li>Have the students analyzed the impact of the Atlantic slave trade?</li> </ul> <p><b>5. Effects of Global Contact</b></p> <ul style="list-style-type: none"> <li>Can the students explain how European exploration led to the Columbian Exchange?</li> <li>Have the students analyzed the commercial revolution?</li> <li>Do the students understand the impact that mercantilism had on European and colonial economies?</li> </ul> <p><b>16. The Age of Absolutism</b></p> <p><b>1. Spanish Power Grows</b></p> <ul style="list-style-type: none"> <li>Can the students describe the empire that Charles V inherited?</li> <li>Have the students analyzed how Spanish power increased under Philip II?</li> <li>Can the students explain how the arts flourished during Spain's golden age?</li> </ul> <p><b>2. France Under Louis XIV</b></p> <ul style="list-style-type: none"> <li>Do the students understand how Henry IV rebuilt France after the wars of religion?</li> <li>Can the students explain how Louis XIV became an absolute monarch?</li> <li>Can the students describe how Versailles was a symbol of royal power?</li> <li>Can the students identify Louis XIV's successes and failures?</li> </ul> <p><b>3. Parliament Triumphs in England</b></p> <ul style="list-style-type: none"> <li>Can the students describe the Tudor monarchs' relations with Parliament?</li> <li>Have the students analyzed how clashes between the Stuarts and Parliament ushered in a new era of political thought?</li> <li>Do the students understand how the English Civil War and the development of the Commonwealth shaped the future of England?</li> <li>Can the students explain the development of English constitutional government?</li> </ul> <p><b>4. Rise of Austria and Prussia</b></p> <ul style="list-style-type: none"> <li>Can the students outline causes and results of the Thirty Years' War?</li> <li>Do the students understand how Austria and Prussia emerged as great powers?</li> <li>Can the students describe how European diplomats tried to maintain a balance of power?</li> </ul> <p><b>5. Absolute Monarchy in Russia</b></p> <ul style="list-style-type: none"> <li>Can the students explain how Peter the Great tried to make Russia into a modern state?</li> <li>Can the students identify the steps Peter took to expand Russia's borders?</li> <li>Can the students describe how Catherine the Great strengthened Russia?</li> </ul>	

## Global Studies I Curriculum Map Overview Unit 4

### Government

Questions (Based on Prentice Hall Objectives)	Essential Questions	Key Vocabulary	New York State Learning Standards for Social Studies	K-12 Unifying Themes (subheading specific)
<p>n in Italy? if the period?</p> <p>ts explored?</p> <p>ld the universe?</p> <p>Scientific Revolution?</p> <p>African states?</p> <p>Asia?</p> <p>the region?</p> <p>over time?</p> <p>Native Americans? Ages? people of the Americas?</p> <p>power?</p> <p>How their struggle affected Native Americans?</p> <p>economies?</p> <p>17th century of revolution? How wealth led to the Glorious Revolution?</p>	<p>1. • What makes a person a good leader? • What are the positive consequences of colonization for the "Mother Country" and the colonies? • What are the negative consequences of colonization for the "Mother Country" and the colonies? • Why is the issue of session and continuity of strong leadership so important to absolute monarch government? • In what ways have the strong leaders we studied used their knowledge of political, social, economic and geographical change to help them solidify their power and effectively rule? • In what ways have lack of foresight and understanding of the consequences of relationships with competing interests on the part of some of the leaders we have studied had negative impacts on the dynasties of those leaders? • What are the strengths of an absolute ruler system? • What are the potential problems with an absolute ruler system?</p>	<p><b>Humanities</b> Social Darwinism, Evolution, "White Man's Burden", Victorianism, Autonomy, Motherland, Missionary Work, Push and Pull Factors, Encomienda System, Conquistadors, "City of Gold", Fountain of Youth, Holy Grail, 100 Years War, Spanish Armada, Middle Passage, Diversity, Taj Mahal, Creole, Mestizo, Peninsulares, Stratification, Vicinity, Hierarchies, Hybrid, Assimilate, Autonomy, Mutiny</p> <p><b>Economics</b> Mercantilism, Innovation Protection, Industrial Revolution, Slave Labor, Inflation, Distribution of Wealth, Corporations, Markets, Manufactured Goods, Triangle Trade, Columbian Exchange, Enclosure Acts, Corn Acts, Putting Out System, Natural Resources, Adam Smith- Laissez Faire, Commodities, Currency, Privateers, Entrepreneurs</p> <p><b>Geography</b> Great Migration, Sea Trade Routes, Northwest Passage, Cape Horn, Cape of Good Hope, New World, Resources, Urbanization, Triangular Trade, Cape Town, West Indies, Yucatan Peninsula, Iberian Peninsula</p> <p><b>Technology</b> Cotton Gin, Factories, Textile- Spinning, Steam, Steam engine, Jethro Tull- Seed Drill, Mining, Iron Plow, Oxen</p>	<p>• <b>2. World History</b> Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>• <b>3. Geography</b> Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth's surface.</p> <p>• <b>4. Economics</b> Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>	<p><b>1. Individual Development and Cultural Identity</b> 1a) Role of social, political, and cultural interactions in the development of identity 1b) Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences <b>2. Development, Movement, and Interaction of Cultures</b> 2a) Role of diversity within and among cultures 2b) Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art 2c) Cultural diffusion and change over time as facilitating different ideas and beliefs <b>3. Time, Continuity, and Change</b> 3a) History as a formal study that applies research methods 3b) Reading, reconstructing, and interpreting events 3c) Analyzing causes and consequences of events and developments 3d) Considering competing interpretations of events <b>4. Geography, Humans, and the Environment</b> 4a) Relationship between human populations and the physical world (people, places, and environments) 4b) Impact of human activities on the environment 4c) Interactions between regions, locations, places, people, and environments <b>5. Development and Transformation of Social Structures</b> 5a) Role of social class, systems of stratification, social groups, and institutions 5b) Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture 5c) Social and political inequalities 5d) Expansion and access of rights through concepts of justice and human rights <b>6. Power, Authority, and Governance</b> 6a) Purposes, characteristics, and functions of various governance systems as they are practiced 6b) Individual rights and responsibilities as protected and challenged within the context of majority rule 6c) Fundamental principles and values of constitutional democracy 6d) Origins, uses, and abuses of power 6e) Conflict, diplomacy, and war <b>7. Civic Ideals and Practices</b> 7a) Basic freedoms and rights and responsibilities of citizens in a democratic republic 7b) Role of the citizen in the community and nation and as a member of the global community 7c) Civic participation and engagement 7d) Respect for diversity 7e) Civic ideals and practices in countries other than our democratic republic 7f) Struggle for rights, access to citizenship rights, and universal human rights <b>8. Creation, Expansion, and Interaction of Economic Systems</b> 8a) Production, distribution, and consumption 8b) Scarcity of resources and the challenges of meeting wants and needs 8c) Supply/demand and the coordination of individual choices 8d) Economic systems 8e) Trade, interdependence, and globalization 8f) Role of government in the economy 8g) Personal finance <b>9. Science, Technology, and Innovation</b> 9a) Scientific and intellectual theories, findings, discoveries, and philosophies 9b) Applications of science and innovations in transportation, communication, military technology, navigation, agriculture and industrialization 9c) Relationship between science, technology, and innovation and social, cultural, and economic change <b>10. Global Connections and Exchange</b> 10a) Past, current, and likely future global connections and interactions 10b) Cultural diffusion; the spread of ideas, beliefs, technology, and goods 10c) Role of technology 10d) Benefits/consequences of global interdependence (social, political, economic) 10e) Causes of and patterns of migration 10f) Tension between national interests and global priorities</p>

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Grade level Conceptual Understandings (Subheading 9.1- 9.10)	9-12 Social Studies Practices	Assessment Methods (Format and Name)	Notes and Rational
<p><b>9.6 Spurred by long distance trade and shifting power dynamics, cross-cultural interactions increased in the postclassical era, leading to the diffusion of artistic, cultural, scientific, and technological practices. These exchanges also led to conflicts and the spread of disease.</b></p> <p>9.6a Expanding empires spread their cultures, population, religions, and languages while uniting, assimilating, and reshaping the lives of peoples in conquered lands.</p> <p>9.6b The social and economic exchange of ideas, beliefs, language, customs, and products led to the development of blended and new cultures.</p> <p>9.6c As states and empires changed over time, important educational ideas and achievements were shared, preserved, and enhanced among and across different cultures and regions.</p> <p>9.6d The interconnected relationships between and among religious and political authorities often led to tensions and challenges to each other's authority and power. Sometimes conflict ensued, weakening some groups and leaders while posing opportunities for others.</p> <p><b>9.7 Important political, technological, and cultural developments in Western Europe and Southwest Asia led to European efforts to find new trade routes to Asia in the 15th century. Eventually the three diverse societies of Western Europe, Africa, and the Americas encountered one another, resulting in new long distance exchanges of goods, people, ideas, and disease.</b></p> <p>9.7a Geographic factors such as access to water routes as well as access to technological innovations influenced the approaches used to increase and consolidate power.</p> <p>9.7b Technological innovations increased opportunities to establish new trade routes beyond the regional water and land routes, resulting in transatlantic and global exploration.</p> <p>9.7c States and empires that sought to centralize and expand power were energized by different motivations and used different means to achieve their goals.</p> <p>9.7d As a result of the Columbian exchange, a variety of new agricultural resources, practices, crops, and domesticated animals were introduced to different regions around the world.</p> <p>9.7e The exchange of pathogens, plants, animals, and ideas resulted in far-reaching demographic, political, social, and economic effects in the Americas, Europe, Africa, and Asia. Millions of Native Americans died from new diseases and forced labor following the Encounter.</p> <p>9.7f The global exchange of commodities included the enslavement, displacement, and relocation of people.</p> <p><b>9.8 The Columbian exchange resulted in the reorientation of political and social structures in Latin American and African societies. Patterns of global exchange were restructured, as the Atlantic Ocean became a primary zone of exchange; western European countries that dominated this exchange emerged as new global powers.</b></p> <p>9.8a Various forms of political control affected each colonized region differently while consistently leading to foreign domination and decline of local autonomy.</p> <p>9.8b The exchange of raw materials, goods, and enslaved people between Europe, Africa, and the Americas created a vast slave trade and fueled a new global economy.</p> <p>9.8c Different levels of social, ethnic, and racial integration and assimilation occurred under colonizing powers, laying the foundations for complex and varying social hierarchies and affecting conquered populations differently.</p> <p>9.8d African, European, and Native American peoples came together to create a hybrid of cultures that are shared and visible in the world today.</p> <p>9.8e Kingdoms and states that benefited from these trade networks often experienced an increase in the standard of living.</p> <p><b>9.9 As western Europeans were building colonies and establishing ports in the Americas, Asia, and Africa, new imperial powers emerged in the eastern hemisphere, including the Russian, Qing, and Mughal empires. These empires employed various strategies to gain and maintain control over territories and resources; their approaches involved both continuations and innovations of past patterns.</b></p> <p>9.9a Large empires attempted to take advantage of physical geography for economic reasons, for protection, and to expand.</p> <p>9.9b The use of forced labor and the control of particular natural resources enabled empires to gain wealth and economic power.</p> <p>9.9c The methods and process of empire expansion were characterized by different stages, actions, and patterns.</p> <p>9.9d As empires expanded, the culture, beliefs, and political and economic structures of empires influenced how they interacted with other societies.</p> <p><b>9.10 Imperial expansion and economic and technological innovations in the early modern era fueled productivity and commerce at a new global scale; the benefits of this global commerce were unequally distributed, resulting in reshaped environments, social inequities, and a rise in human trafficking.</b></p> <p>9.10a The implementation of the European system of mercantilism created economic disparity between regions involved in the trading system as some powers took control of how and what goods were produced and their value/cost.</p> <p>9.10b The exchange of commodities between Africa, Asia, Europe, and America significantly affected trade and the social and economic development of colonized regions.</p> <p>9.10c The increased wealth generated by Atlantic trade networks enabled European monarchs to consolidate power leading to the rise of absolutist governments.</p>			<p>* Attributes of a Strong Leader</p> <p>* Rivary and Strategies - How Did He Become the Absolute Monarch? What were his lasting Impacts? * Causes and Effects</p>
			<p>* Alliances and Promises - Who did he form helpful relationships with? * Cause and Effect</p>
			<p>* Abuses and Unforeseen Consequences- How did the impact of His Decisions Eventual Cause His or His Dynasty to Decline? * Causes and Effects</p> <p>Revolutionary Cycle</p> <p>Decline Line</p>