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

**Part I**

In the context of the new global circulation of goods, there was an intensification of all existing regional patterns of trade that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.
Learning objectives for 4.1.II

**ENV-3** Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

**ENV-6** Explain how people used technology to overcome geographic barriers to migration over time.

**CUL-6** Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

**ECON-10** Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

**ECON-12** Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

---

**PERIOD 4: GLOBAL INTERACTIONS**

**C. 1450 to C. 1750**

**4.1.II**

European technological developments in cartography and navigation built on previous knowledge developed in the Classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.

A. Portuguese development of maritime technology and navigational skills led to increased travel to and trade with West Africa and resulted in the construction of a global trading-post empire.

B. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.

C. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.

---

**ILLUSTRATIVE EXAMPLES, INNOVATIONS IN SHIP DESIGN:**

- Caravel
- Carrack
- Fluyt
Learning objectives for 4.1.III

ENV-3 Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

ECON-13 Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.

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

A. Portuguese development of maritime technology and navigational skills led to increased travel to and trade with West Africa and resulted in the construction of a global trading-post empire.

B. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.

C. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.

PERIOD 4: GLOBAL INTERACTIONS
C. 1450 TO C. 1750

4.1.III
**LEARNING OBJECTIVE FOR 4.1.IV**

**SB-3** Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

**SB-4** Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

**SB-9** Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

**SB-10** Analyze the political and economic interactions between states and non-state actors.

**ECON-3** Assess the economic strategies of different types of states and empires.

**ECON-5** Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

**ECON-6** Explain and compare the causes and effects of different forms of coerced labor systems.

**ECON-9** Explain and compare the ways in which economic philosophies influenced economic policies and behaviors.

**ECON-11** Explain how the development of financial instruments and techniques facilitated economic exchanges.

**ECON-12** Evaluate how and to what extent networks of exchange have expanded, contracted, or

---

**PERIOD 4: GLOBAL INTERACTIONS**

**C. 1450 TO C. 1750**

**4.1.IV**

IV. The new global circulation of goods was facilitated by royal-chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.

A. European merchants’ role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.

B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.

C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade.

D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers and the mixing of African, American, and European cultures and peoples.
LEARNING OBJECTIVE FOR 4.1.IV

**ECON-12** Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

**ECON-13** Analyze how international economic institutions, regional trade agreements, and corporations — both local and multinational — have interacted with state economic authority.

**SOC-2** Assess how the development of specialized labor systems interacted with the development of social hierarchies.

**SOC-7** Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

**SOC-8** Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

PERIOD 4: GLOBAL INTERACTIONS

C. 1450 TO C. 1750

4.1.IV

IV. The new global circulation of goods was facilitated by royal-chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.

A. European merchants’ role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.

B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.

C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade.

D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers and the mixing of African, American, and European cultures and peoples.
LEARNING OBJECTIVE FOR 4.1.V

ENV-5 Explain how human migrations affected the environment.

ENV-7 Assess the causes and effects of the spread of epidemic diseases over time.

ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.

SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-7 Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

SOC-8 Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

PERIOD 4: GLOBAL INTERACTIONS

C. 1450 TO C. 1750

4.1.V

V. The new connections between the Eastern and Western Hemispheres resulted in the Columbian Exchange.

A. European colonization of the Americas led to the spread of diseases — including smallpox, measles, and influenza — that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of vermin, including mosquitoes and rats.

B. American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period.

C. Afro–Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves.

D. Populations in Afro–Eurasia benefitted nutritionally from the increased diversity of American food crops.

E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.
**LEARNING OBJECTIVE FOR 4.1.VI**

**CUL-2** Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

**ENV-4** Explain how environmental factors influenced human migrations and settlements.

**ENV-5** Explain how human migrations affected the environment.

**ECON-8** Analyze the relationship between belief systems and economic systems.

---

**PERIOD 4: GLOBAL INTERACTIONS**

**C. 1450 TO C. 1750**

**4.1.VI**

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

---

**ILLUSTRATIVE EXAMPLES, REFORM OF EXISTING RELIGIONS AND CREATION OF SYNCRETIC BELIEF SYSTEMS AND PRACTICES:**

- The continuing importance of Su practices contributed to the further spread of Islam in Afro-Eurasia as believers adapted Islam to local cultural practices.

- The political rivalry between the Ottomans and Safavids intensified the split between Sunni and Shi’a.

- The practice of Christianity continued to spread throughout the world and was increasingly diversified by the process of diffusion and the Reformation.

- Vodun developed in Caribbean in the context of interactions between Christianity and African religions.

- Sikhism developed in South Asia in the context of interactions between Hinduism and Islam.

- While the practice of Buddhism declined in South Asia and island Southeast Asia, different sects of
LEARNING OBJECTIVE FOR 4.1.VII

**CUL-8** Explain how economic, religious, and political elites defined and sponsored art and architecture.

**CUL-9** Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

**SB-1** Explain and compare how rulers constructed and maintained different forms of governance.

**SB-9** Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

**PERIOD 4: GLOBAL INTERACTIONS**

**C. 1450 TO C. 1750**

**4.1.VII**

VII. As merchants’ profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased along with an expansion of literacy.
PERIOD 4: GLOBAL INTERACTIONS
C. 1450 TO C. 1750

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

4.2.I

Although the world’s productive systems continued to be heavily centered on agricultural production throughout this period, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. Adapting to the Little Ice Age, farmers increased agricultural productivity by introducing new crops and using new methods in crop- and field rotation. Economic growth also depended on new forms of manufacturing and new commercial patterns, especially in long-distance trade. Political and economic centers within regions shifted, and merchants’ social status tended to rise in various states. Demographic growth — even in areas such as the Americas, where disease had ravaged the population — was restored by the 18th century and surged in many regions, especially with the introduction of American food crops throughout the Eastern Hemisphere. The Columbian Exchange led to new ways of humans interacting with their environments. New forms of coerced and semi-coerced labor emerged in Europe, Africa, and the Americas, and affected ethnic and racial classifications and gender roles.

I. Beginning in the 14th century, there was a decrease in mean temperatures, often referred to as the Little Ice Age, around the world that lasted until the 19th century, contributing to changes in agricultural practices and the contraction of settlement in parts of the Northern Hemisphere.
LEARNING OBJECTIVE FOR 4.2.II

**SB-9** Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

**ECON-1** Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

**ECON-3** Assess the economic strategies of different types of states and empires.

**ECON-5** Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

**ECON-6** Explain and compare the causes and effects of different forms of coerced labor systems.

**ECON-10** Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

**SOC-2** Assess how the development of specialized labor systems interacted with the development of social hierarchies.

**SOC-7** Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

**SOC-8** Analyze the extent to which migrations changed social structures in both the sending and receiving societies.

**PERIOD 4: GLOBAL INTERACTIONS**

C. 1450 TO C. 1750

**CONCEPT 4.2.II**

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

A. Peasant labor intensified in many regions.

B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.

C. The growth of the plantation economy increased the demand for slaves in the Americas.

D. Colonial economies in the Americas depended on a range of coerced labor.

**ILLUSTRATIVE EXAMPLES, INTENSIFICATION OF PEASANT LABOR:**

- The development of frontier settlements in Russian Siberia
- Cotton textile production in India
- Silk textile production in China

**ILLUSTRATIVE EXAMPLES, COERCED LABOR:**

- Chattel slavery
- Indentured servitude
- *Encomienda* and *hacienda* systems
- The Spanish adaptation of the Inca *mit’a*
LEARNING OBJECTIVE FOR 4.2.III

**SB-4** Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

**ECON-3** Assess the economic strategies of different types of states and empires.

**ECON-6** Explain and compare the causes and effects of different forms of coerced labor systems.

**SOC-1** Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

**SOC-2** Assess how the development of specialized labor systems interacted with the development of social hierarchies.

**SOC-4** Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

**SOC-7** Analyze the ways in which colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial ideologies.

---

**PERIOD 4: GLOBAL INTERACTIONS**

**C. 1450 TO C. 1750**

**CONCEPT 4.2.III**

III. As social and political elites changed, they also restructured ethnic, racial, and gender hierarchies.

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

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

C. Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.

---

ILLUSTRATIVE EXAMPLES, NEW ELITES:
- The Manchus in China
- Creole elites in Spanish America
- European gentry
- Urban commercial entrepreneurs in all major ports

ILLUSTRATIVE EXAMPLES, EXISTING ELITES:
- The zamindars in the Mughal Empire
- The nobility in Europe
- The daimyo in Japan

---

ILLUSTRATIVE EXAMPLES, GENDER AND FAMILY RESTRUCTURING:
- The dependence of European men on Southeast Asian women for conducting trade in that region
- The smaller size of European families
LEARNING OBJECTIVES FOR 4.3.I

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the processes of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-3 Assess the economic strategies of different types of states and empires.

PERIOD 4: GLOBAL INTERACTIONS

C. 1450 TO C. 1750

Key Concept 4.3. State Consolidation and Imperial Expansion: 4.3 Intro

Empires expanded and conquered peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects and administering widely dispersed territories. Agents of the European powers moved into existing trade networks around the world. In Africa and the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts and enclaves. In the Americas, European empires moved more quickly to settlement and territorial control, responding to local demographic and commercial conditions.

Moreover, the creation of European empires in the Americas quickly fostered a new Atlantic exchange network that included the transatlantic slave trade and transpacific exchange network. Around the world, empires and states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states, especially on the coast; this led to the rise of new states and contributed to the decline of states on both the coast and in the interior.
LEARNING OBJECTIVES FOR 4.3.I

ECON-8 Analyze the relationship between belief systems and economic systems.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

ILLUSTRATIVE EXAMPLES, RELIGIOUS IDEAS:
- European notions of divine right
- Safavid use of Shiism Mexica or Aztec practice of human sacrifice
- Songhay promotion of Islam
- Chinese emperors’ public performance of Confucian rituals

ILLUSTRATIVE EXAMPLES, ART AND MONUMENTAL ARCHITECTURE:
- Ottoman miniature painting
- Qing imperial portraits
- Mughal mausoleums and mosques, such as the Taj Mahal
- European palaces, such as Versailles

ILLUSTRATIVE EXAMPLES, DIFFERENTIAL TREATMENT OF ETHNIC AND RELIGIOUS GROUPS:
- Ottoman treatment of non-Muslim subjects.
- Manchu policies toward Chinese
- Spanish creation of a separate República de Indios
- Spanish and Portuguese creation of new racial classifications in the Americas including mestizo, mulatto, creole.

ILLUSTRATIVE EXAMPLES, BUREAUCRATIC ELITES OR MILITARY PROFESSIONALS:
- Ottoman devshirme
- Chinese examination system
- Salaried samurai

PERIOD 4: GLOBAL INTERACTIONS

C. 1450 TO C. 1750

4.3.I

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

A. Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.

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

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

D. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.
LEARNING OBJECTIVES FOR 4.3.II

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

PERIOD 4: GLOBAL INTERACTIONS
C. 1450 TO C. 1750

4.3.II

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

A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in interior West and Central Africa.

B. Land empires — including the Manchu, Mughal, Ottoman, and Russian — expanded dramatically in size.

C. European states established new maritime empires in the Americas, including the Portuguese, Spanish, Dutch, French, and British.
LEARNING OBJECTIVES FOR 4.3.III

**SB-2** Analyze how the functions and institutions of governments have changed over time.

**SB-3** Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

**SB-4** Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

**SB-7** Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.

**SB-8** Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

**SB-9** Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

**SB-10** Analyze the political and economic interactions between states and non-state actors.

**ECON-3** Assess the economic strategies of different types of states and empires.

---

PERIOD 4: GLOBAL INTERACTIONS

C. 1450 TO C. 1750

4.3.III

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

ILLUSTRATIVE EXAMPLES, COMPETITION OVER TRADE ROUTES:
- Omani–European rivalry in the Indian Ocean
- Piracy in the Caribbean

ILLUSTRATIVE EXAMPLES, STATE RIVALRIES:
- Thirty Years War
- Ottoman–Safavid conflict

ILLUSTRATIVE EXAMPLES, LOCAL RESISTANCE:
- Food riots
- Samurai revolts
- Peasant uprisings