# Chapter 1. Isolation, Regionalism, and Exploration: The World in 1400

## The Big Picture

1. Why does the periodization of start and end points in world history matter? Does a comparative approach and analysis of different regions and cultures impart judgment or negative bias in the evaluation of historical change and continuity?
2. The principal thematic throughline of Chapter 1 is the longevity of human interconnectedness, and the tensions of preserving distinct cultural identities in light of constant contact and exchange. Ask students to consider the ways in their everyday lives in which these tensions might play out: consider things like public transit, public spaces, or more private forms of human connection, like internet use, online gaming, or collective viewing on streaming platforms. How has human connectedness changed over time?

## In the Classroom

* Give a lecture on the significance of human migration, trade, and commerce c.1400. In your lecture, emphasize the common motivations for expansion, exploration, and navigation.
  + Begin your lecture with a survey of world regions in isolation—Afro-Eurasia, Oceania, the Americas, etc. How did they develop distinct cultures and identities until 1400?
  + Complicate the study of regions in isolation by introducing the themes of connection: navigation, overland commerce, conquest, pilgrimage, etc.
    - Refer to the Chapter Photos in the course of your discussion.
  + Discuss the *means* of exploration, migration, and trade. Emphasize the technological innovations unique to specific cultures and places.
    - Maps are a crucial aid to understanding the scope of this theme as covered in Chapter 1. Punctuate your lecture with an activity for the participatory visual analysis of Maps 1.2, 1.3, and 1.4, again referring to the technologies of maritime navigation.
  + Conclude your lecture by exploring the history of *A People’s History* and the methods of history from below.

## For Discussion

Incorporate the questions outlined at the beginning of the chapter, either into classroom discussion, a written prompt in class, or a formal written assignment. If using to frame discussion, allow students several moments to think about and formulate their answers.

1. What factors led to increased worldwide interest in maritime navigation circa 1400? What factors contributed to Ming China and Portugal becoming the dominant global seafaring powers at that time?
2. Which factor was most decisive in developing an interconnected world system in the Early Modern period: military conquest, trade, or religion? Why?
3. What environmental conditions prompted large-scale human migrations in the Western Hemisphere, sub-Saharan Africa, and Southeast Asia in the fourteenth and fifteenth centuries?
4. Why is it useful to study history from below? What makes a thematic approach to the study of the past different from other approaches?

# Chapter 2. Religious Practice in the Modern World

## The Big Picture

* What does a comparative approach to the history of religions elucidate that the study of individual faiths in isolation cannot?
* What is the nature of the relationship between religion and politics? Religion and society? Are these ideas coterminous?
* What factors contribute to the spread of religious faith over time? How does that process play out over time?

## In the Classroom

* Utilize the full comparative scope of this chapter’s approach to the history of religion by having students form focus groups for the reading of sources and analysis of the religious dimensions of each text.
* Have students prepare comparative reports on the religions covered in the chapter, according to chapter headings: orthodoxy and theology, ritual practices, etc.
* Form discussion groups based around the interpretation and analysis of a single primary source drawn from the sourcebook. Ask each discussion group to read and analyze the assigned text according to the reports they prepared, evaluating the ways religious belief and practice pervade the source.
* Frame an accompanying lecture around the chronology and spread of individual religious traditions, drawing on the maps provided in the textbook.

## For Discussion

Incorporate the questions outlined at the beginning of the chapter, either into classroom discussion, a written prompt in class, or a formal written assignment. If using to frame discussion, allow students several moments to think about and formulate their answers.

1. What are the constituent elements of religious belief and religious practice? Does every religious faith share every one of these elements?
2. What patterns, beliefs, and concepts differentiate monotheistic (especially Abrahamic) from polytheistic faiths?
3. What are some examples of common types of religious rituals? What functions do such rituals serve in their respective communities?
4. What non-religious functions can religious conversion serve? Which religions have grown most substantially from their belief in and reliance upon the practice of conversion?
5. How is the historical significance of religion changing in the present day?

# Chapter 3. Imperialism and the Evolution of Empire, 1500-1800

## The Big Picture

* Defining imperialism and colonialism as separate concepts, practices, and problems in history is crucial to understanding the novel aspects of European conquest, colonization, and empire-building in the Americas. Horn offers a succinct definition, but build on that in your classroom overview of early-modern empires and the Atlantic World.
* What factors led Spain and Portugal, states on the periphery of Western Europe, to develop new maritime modes of imperial expansion?
* What factors accelerated the European conquest of relatively stable, developed, and powerful imperial states in the Americas after 1500?
* To what extent was religion, especially among universalist faiths, tied to imperial conquest, whether by land or sea?
* How did subjugated and colonized peoples navigate the complexity of foreign occupation and empire? Did they stand to benefit at all? Why or why not?

## In the Classroom

* Give a lecture comparing models of maritime and land-based imperial conquests in the Americas and Eurasia. Draw attention to military factors, religious practices, and commercial interests.
  + Refer to Maps 3.1, 3.2, and 3.3 to illustrate the reach of imperial conquest.
* Explore questions of the experience of empire in class activities: agency, social hierarchy, and the emergence of distinct material and immaterial interests.
  + Compare sources 3.3-3.7 in class to understand the contours of the Spanish empire in the Americas and how different groups adapted to religious and civil regimes.
  + Examine Photos 3.2-3.4 to illustrate points of difference, agency, and the internalization of imperial conquest.

## For Discussion

Incorporate the questions outlined at the beginning of the chapter, either into classroom discussion, a written prompt in class, or a formal written assignment. If using to frame discussion, allow students several moments to think about and formulate their answers.

1. What tools, processes, and ideas enabled the Spanish conquest and colonization of the Americas? How did Spanish authorities ensure the stability of colonial rule?
2. In what ways did European states’ respective models of colonial rule in the Americas differ from each other, and in what ways were they alike?
3. What were the short- and long-term effects of the Columbian Exchange, on both sides of the Atlantic?
4. What was new about European imperialism in the Americas after 1500?

# Chapter 4. The Emergence and Spread of Gunpowder Empires: Political Change, 1500–1650

## The Big Picture

* How did changes in military technology affect political developments in the period between 1500 and 1650? What states most readily embraced and adopted new weapons of war, and why?
* Why did polities in Europe and Africa tend to fragment while Islamic societies consolidated into larger imperial states?
* What forces transformed politics from a local community-centered relationship into a larger, more abstract process within states? Who benefitted most from such changes?

## In the Classroom

* This chapter, relative to its predecessors, adopts a greater emphasis on comparative approach. In your classroom activities, whether in a lecture or discussion, emphasize the regional specificity of military and political developments discussed in the chapter, and focus on the emergence of distinct regional traditions. How did war affect each respective region?
  + Use excerpts from sources 4.3, 4.4, 4.6, and 4.7 as examples.
  + Compare the consolidation of the Ottoman and Mughal Empires using Maps 4.2 and 4.4, in contrast to African and European fragmentation as evidenced in Maps 4.3 and 4.5, respectively.
  + Note the unique political situation in the Americas—what nations benefited most from European arms and why?

## For Discussion

Incorporate the questions outlined at the beginning of the chapter, either into classroom discussion, a written prompt in class, or a formal written assignment. If using to frame discussion, allow students several moments to think about and formulate their answers.

1. What factors prompted China and Japan to retreat from expansionism and conquest in the period between 1500 and 1650? What sources of internal instability did each regime confront?
2. What effects did ethnic and religious pluralism have on the politics and culture of the Ottoman and Mughal empires?
3. What forces prevented the political consolidation and growth of African states between 1500 and 1650? Conversely, what states benefited from the political instability of that period?
4. What were the military and political outcomes of religious conflict in Europe, both between Christianity and Islam and in the wake of the Protestant Reformation?
5. What effects did firearms have in the European colonization of the Americas, as well as amongst Native American nations?
6. Did the advent of firearms and the Military Revolution have any unintended consequences, whether economic, political, social, or cultural? Why or why not? If so, what were they?

# Chapter 5. Life in Common: Community in the Modern World

## The Big Picture

* Perhaps more than any other chapter, Chapter 5 offers students a direct link between the study of the past and their own personal lived experiences. Plan all classroom activities and assignments to allow students to relate their own lives to historical patterns through personal reflection.
* What are the most important relationships in human societies? Are these relationships universal ways of being, or are they culturally and regionally specific? How do more prevalent forms of human relationships vary across space and time?
* How is gender conceived differently in different parts of the world? What institutions reinforce rigid beliefs in gender roles, norms, and behaviors?

## In the Classroom

* Rather than give a narrative lecture stressing progress, allow students to directly engage in the different relationships, categories, and institutions discussed in the chapter. Read excerpts of the chapter together to provide a survey of the key subjects, incorporating the Be an Historian and Debate features into classroom conversation.
  + Make the Double Standard your narrative throughline in any lecture you give, emphasizing the transformation of gender norms and notions of gendered or sexual separateness.
* Provide students a substantial time for personal reflection on all relationships and aspects of community discussed in the chapter, whether in written prompt or asking questions for discussion.
  + Be aware and cognizant of the highly personal and sensitive nature of student experiences in their private lives, and do not press students to share anything they do not explicitly feel comfortable sharing.

## For Discussion

Incorporate the Chapter Review questions, either into classroom discussion, a written prompt in class, or a formal written assignment. If using to frame discussion, allow students several moments to think about and formulate their answers.

1. In what ways are patterns of village life around the world similar to each other, and in what ways do they differ? What types of roles and relationships have humans formed to foster and grow communities?
2. What roles have marriage and family played in world history? How have those roles changed over time and in different parts of the world?
3. How have attitudes towards children, childrearing, and the concept of childhood, shifted over time? Why do you think that is?
4. In what ways have the conditions of family life and bonds of kinship improved over time in world history, and what are the downsides of those changes?

# Chapter 6. The Exchange of Goods and Services: Trade

## The Big Picture

* What goods, ideas, and tools facilitated the making of a global commercial and mercantile system?
* Conversely, what were the principal obstacles to stable and peaceful trade in the Early Modern world?
* What is the nature of the relationship between politics and commerce, and how has it changed since 1500? Why did states play an increasingly active role in the management of trade?
* What factors have shaped economic and commercial policy in the course of world history?

## In the Classroom

* Give a lecture charting the development of a global commercial system, emphasizing the integration of world trade over time, from the Spanish Empire to multilateral trade agreements in the twenty-first century.
  + Use growth and equity as your principal themes for understanding support of and opposition to economic integration.
  + Heavily incorporate the visual aid of Maps 6.1-6.4 to illustrate the overall historical process of integration.
  + Incorporate the problems of colonialism and imperialism progressively to understand the manifold forces of global integration.
* Have students try to situate the Chapter’s primary sources according to their respective positions on the net benefit or detriment of foreign trade.
  + Who benefited most from global trade?
  + Who was excluded or marginalized in the process of economic integration?
  + What is the relationship between regional trade associations and the ongoing process of global economic integration?

## For Discussion

Incorporate the Chapter Review questions, either into classroom discussion, a written prompt in class, or a formal written assignment. If using to frame discussion, allow students several moments to think about and formulate their answers.

1. What effect did the growth of the silver supply, mined from Spanish colonies in the Americas, have on world trade after 1500?
2. What developments made transport by land more economically viable in the eighteenth and nine­teenth centuries?
3. How and why did states begin to play more active roles in economic development and trade in the period between 1500 and 1800? What forms did state innovation in economic policy take?
4. What prompted Europe to increasingly turn to “free trade” after 1830?
5. What factors account for explosive trade growth in the twentieth century? Who benefited most from that growth?
6. Why has opposition to globalization, economic integration, and world trade grown since the turn of the twenty-first century?

# Chapter 7. Humans as Property: Slavery

## The Big Picture

* How is slavery different from other forms of human bondage, captivity, and unfreedom?
* What was novel about the practices and institutions of slavery after 1400?
* When and why was slavery abolished? How did similar practices persist beyond the abolition of slavery?

## In the Classroom

* Give a lecture examining the rise of the Atlantic slave trade and the rise of slavery as an essential socioeconomic institution in the Americas. Stress, on one hand, how the Atlantic slave trade emerged from longstanding practices and preexisting trade routes in Afro-Eurasia, while emphasizing the acceleration of enslavement tied to the commercial demands of world trade. Refer extensively to Maps 7.1-7.3, as well as Table 7.1 and Photo 7.5.
  + Draw on references to primary sources 7.1, 7.3, and 7.8.
* Next, focus on the institution of slavery and conditions of enslaved life and labor in the Americas.
  + Refer to sources 7.3, 7.4, 7.6.
* Conclude your lecture with the reasons for shifts in European attitudes towards abolition and the long-term effects on the African continent.
  + Incorporate references to Map 7.4, Source 7.7, and the Debate feature.
  + Use the Debate feature on Underdevelopment in Africa to structure a classroom conversation on the short- and long-term effects of the slave trade.

## For Discussion

Incorporate the Chapter Review questions, either into classroom discussion, a written prompt in class, or a formal written assignment. If using to frame discussion, allow students several moments to think about and formulate their answers.

1. How have the conditions and experiences of slavery changed for different groups of people since 1400? Why are differences in the experience of slavery significant?
2. What did colonial slavery in the Americas look like, and how did it evolve over time?
3. What was fundamentally different and new about the Atlantic slave trade in comparison to older slave-trading routes in Africa and around the world?
4. How was the abolition of slavery achieved on a global scale?
5. What is different about “modern slavery”? How has slavery transformed since it was universally prohibited by law?

# Chapter 8. Jockeying for Position: Political Change, 1650-1775

## The Big Picture

* What factors led to the territorial and military decline of Islamic empires between 1650 and 1775?
* What lasting effects did contact with Europe bring to states in Africa, Asia, and the Americas?

## In the Classroom

* This chapter offers a unique view to emphasize the people’s history method from below, paradoxically, through the unequal power dynamics of diplomatic history. Make treaties the focus of your classroom activities and conversation, using the problematic framework of such sources to help students understand how power pervades historical decision-making and events.
  + Give a short lecture surveying the events discussed in the textbook, 15-20 minutes in length, emphasizing the chapter Maps (above all Maps 8.2-8.6).
  + Divide students into small groups to debate and discuss the Be an Historian and Debate features, with each group drawing up a presentation detailing an answer to the debate question.
* Following group presentations, conclude with remarks on the new ideas generated amidst the political events of the period, emphasizing intellectual continuity with the chapters to follow.

## For Discussion

Incorporate the Chapter Review questions, either into classroom discussion, a written prompt in class, or a formal written assignment. If using to frame discussion, allow students several moments to think about and formulate their answers.

1. What factors led to the decline of the major Islamic empires of Asia and North Africa?
2. How did European colonialism destabilize political conditions in sub-Sa­haran Africa and in the Americas?
3. How did Asians respond to European colonialism between 1600 and 1775?
4. What were the global consequences of mounting dynastic rivalries be­tween European monarchies in the aftermath of religious wars?
5. How did states in Asia, Africa, and the Americas adapt to European encroachments?

# Chapter 9. Manufacturing a New World Economy, 1750-1914

## The Big Picture

* How was the industrialization of European economies fundamentally a global process in origin?
* What is the Great Divergence? How does it explain Europe’s rise to global domination after 1800?
* What effect did industrialization have on colonies of European states?

## In the Classroom

* Lecture on the development and spread of industrial technologies and mechanization of industrial manufacture.
  + Draw attention to causal explanations, including enslaved labor and colonial empires in Asia, Africa, and the Americas, material factors of natural deposits, human demography, and environmental specificities.
  + Do not teach a great-man survey of technological and industrial innovations; instead, emphasize the socioeconomic changes of human migrations, labor, and state intervention.
    - In this section of your lecture, incorporate the Debate feature on whether labor exploitation was necessary to the process of industrialization.
  + Conclude your lecture with remarks on the resulting power differentials in world affairs, including imperialism and the exploitation of colonial labor.
  + Have students explore, whether in groups or individually, the shape of resistance to industrial labor regimes: beginning with combinations, industrial sabotage, political movements, and eventually labor unions.
    - How did industrialization reshape people’s relationship to work? What changed, and how?

## For Discussion

Punctuate your lecture with the Chapter Review questions, allowing students adequate time to reflect on answers, and allowing their commentary to steer classroom conversation and supersede lecture points. Incorporate the Chapter Review questions as necessary, or assign one or several as written essay assignments. If giving a class exam, make industrialization a focal point of an essay response.

1. What is capital? What kinds of capital resources fueled European industrialization?
2. What technologies most significantly impacted industrial development in Europe after 1750? Where did these innovations have the greatest impact?
3. What factors led Britain to industrialize quicker than other regions of Europe?
4. How did European states protect domestic economic development against foreign competition? Who benefited from state protectionism, and who did not?
5. What effect did industrialization have on Europe’s colonies and the states that resisted European colonialism? How did industrialization change the colonial relationship?
6. How did industrialization fundamentally transform the relationship between laborers and their labor? When, if ever, was that transformation completed?

# Chapter 10. From Scarcity to Surplus: Modern Agriculture

## The Big Picture

* What distinct regional traditions in agricultural practices developed in world history? What staple crops became most important to sustained population growth worldwide?
* What practices and technologies drove the Agricultural Revolution in Europe between 1500 and 1800?
* What have been the benefits and drawbacks of the industrialization and mechanization of agriculture?
* What is the Green Revolution and what has been its net effect on human life?

## In the Classroom

* This chapter presents a unique opportunity for understanding history in relation to the present. Emphasize the effect of the Green Revolution on recent human history, and allow students to consider and debate its effects in class.
* Give a brief lecture on the history and development of unique agricultural practices worldwide, emphasizing productivity and population growth (Figure 10.1).
  + Make the Debate feature central to classroom activities, broadening its scope to embrace the longer-term history of agricultural development (Map 10.2).
  + Discuss various methods of state intervention in agriculture, from land use reform legislation, entrepreneurship, to socialist collectivization.
* Conclude classroom activity with an extended reflection on present-day challenges, drawing students’ attention to Map 10.4 to emphasize contemporary inequalities in food distribution despite agricultural surpluses worldwide.

## For Discussion

Punctuate your classroom lecture with one or several of the Chapter Review questions, allowing students space and time to reflect upon their answers. Consider assigning questions 1, 4, or 5 as a written assignment.

1. What innovative agricultural techniques emerged as a result of globaliza­tion after 1400?
2. What effects did industrialization have on world agriculture? How did agricultural production change as a result of industrialization after 1750?
3. How did the rising productivity of agriculture impact land use and agricul­tural labor after 1750?
4. How did state intervention influence agricultural development and innovation? How did various states benefit from such changes?
5. What present-day conditions are the most significant and pressing factors influencing further agricultural development and productivity? Why?

# Chapter 11. Creation and Collapse: Revolutions and Political Change, 1775-1860

## The Big Picture

* Emphasize the continuity, as reflected in the chapter, between the intellectual changes of the Enlightenment and the violent political unrest of the late-eighteenth century. What influence did Enlightenment ideas have on the Age of Revolutions?
* What was the economic dimension of the Age of Revolutions?
* What was the nature of the relationship between the revolutions in Europe and the Americas and events in Africa and Asia? Did political upheaval elsewhere help integrate African and Asian states more closely into a Europe-dominated global system?

## In the Classroom

* Give an extensive lecture based on primary sources to illustrate distinct regional developments between 1775 and 1860.
  + Incorporate brief excerpts from all Chapter 11 sources to show the multifaceted nature of political change worldwide.
  + Present Maps 11.1-11.6 in tandem with your survey.
  + Given the breadth of information and detail presented in this chapter, do not shy away from the efficacy of lecture as a method of presentation: impart a tight narrative and analytical structure to any lecture to help students grasp the breadth and depth of political change in this period.
* Explicitly question the role of growing European influence in world affairs in this period, culminating with the central question of the Debate feature: did the Enlightenment cause the Age of Revolutions on a worldwide scale?

## For Discussion

Assign one or all of the Chapter Review questions as homework, whether as an extended response essay, or as short-response answers to guide classroom conversation. If planning to give exams, make Chapter 11 a focal point of a possible essay question.

1. What changes did the French Revolution effect in European politics and life after 1789? Was it a net positive or negative? Why?
2. What were the political and social consequences of the revolutions in the Americas after 1775? What did independence change in the Americas? What stayed the same?
3. What African states grew in power and influence despite, or in tandem with, European imperial expansion? How did they benefit from European imperialism, even when they opposed it?
4. Did the Tay Son Rebellion and political unification of Vietnam under Nguyen Anh isolate Vietnam or facilitate its integration into the growing world system between 1778 and 1802? Why?
5. Was the global Age of Revolutions fundamentally democratic in character? Why or why not?

# Chapter 12. Haves and Have Nots: Power Relations and Imperialism, 1800-Present

## The Big Picture

* How did imperialism transform over the course of the nineteenth century?
* What were the principal motives for European imperialism in Africa and Asia?
* What was distinct about Japanese and American imperialism?

## In the Classroom

* Give a brief lecture connecting the Industrial Revolution in Europe to nineteenth-century imperialism.
  + Refer especially to Photos 12.1, 12.3, and 12.5 to illustrate how tools of economic development also became tools of conquest.
    - Incorporate excerpts from sources 12.1 and 12.2 to emphasize the role of technology in the exploration, conquest, and economic exploitation of the African interior.
  + Demonstrate the extent of European imperialism and territorial conquest through Maps 12.2-12.4. Ask students to identify regional spheres of influence and areas of resistance.
* Underscore threads of European collaboration, vis à vis the Berlin Protocol, in comparison to indigenous resistance to European domination.

## For Discussion

Make the Chapter 12 review questions a focal point for classroom conversation. Have students read the text and relevant sources in class to the end of answering one of the questions below.

1. What technological innovations enabled European imperialism? How were they used to facilitate territorial conquest and expansionism?
2. What effect did improvements in firearms manufacture have on global imperialism?
3. What did African resistance to European imperial control look like? What forms did it take? Were Africans successful or not?
4. How did the Berlin Conference and its resulting protocol change the European Scramble for Africa?
5. What ideas were central to the justification of European imperialism and colonial control?
6. When was imperialism discredited as an ideology and model of economic expansion and development? Why?

# Chapter 13. New Forms of Control: Decolonization and Economic Dominance, 1775-1860

## The Big Picture

* This chapter underscores the ironies of post-revolutionary decolonization in the Americas in terms of continuities: how did the framework of European empire continue in postcolonial American nations? What changed and what didn’t for colonized peoples in the Americas? What role did the United States play as an imperial power in the Western Hemisphere?
* How did political independence effect the economic development of post-colonial nations in the Americas? What role did slavery have in determining the future of independent countries?
  + To this end, underscore the Debate feature for this chapter: what precisely was and was not revolutionary about independence in the Americas?
* Conversely, what forces led to the retreat and decline of the Ottoman Empire? What problems arise in considering Ottoman decline as a form of decolonization?

## In the Classroom

* Let the Debate feature on Decolonization and Revolution be the throughline for classroom activities on this chapter: in the Americas, as well as Ottoman-controlled territory in Europe and Africa, was decolonization a revolutionary, transformative process? Allow students space and time to intervene in any lecture to make connections between text content in the service of answering this question.
  + Assign the question as a written homework assignment, whether as a short response or long-form essay question.
* Emphasize the continuities in power structures and the economic demands of independence in the Americas by incorporating excerpts from Sources 13.1 and 13.2, while referring to Map 13.2 to underscore the forces that led to new kinds of economic exploitation and dependence on foreign trade.
  + Have students examine and analyze Table 13.1 to demonstrate the declining significance of the Atlantic slave trade and rise of wage labor’s profitability.
* Structure discussion of Ottoman decline around Map 13.3, having students identify dates of independence in the Balkans as well as European imperial annexation or cessions in Africa.

## For Discussion

Incorporate the Chapter Review questions into classroom activities within lecture, or as homework assignments, allowing students ample time to explore the text to answer any, several, or all of the questions.

1. What sorts of problems, internal and external, did newly sovereign nations in the Americas confront in the early nineteenth century after independence?
2. What led to the declining importance of slavery in the global economic system in the wake of the Age of Revolutions?
3. How did independence in the Americas alter the course and nature of imperialism in the western hemisphere?
4. What factors, internal and external, destabilized Ottoman rule in Europe and North Africa in the nineteenth and early twentieth centuries?
5. What factors led to decolonization and independence in the Americas after 1775?

# Chapter 14. Privation and Powerlessness in an Age of Plenty: Political Change, 1860-1945

## The Big Picture

* This chapter, relative to others, poses a monumental task for instructors and students alike due to its chronological, geographic, and thematic breadth. The breakdown of learning activities into distinct sections is paramount for a manageable workload and to maintain student focus and attention.
  + Group students into focus groups, assigning them randomly and equally to three regional specializations according to the chapter headings:
    - Africa and Asia under European Domination
    - Economic Integration and Political Isolation in the Americas
    - Europe: From the Heights to the Depths

## In the Classroom

* Organize students into three focus groups, arranged according to regional specializations in each chapter heading:
  + Africa and Asia under European Domination
  + Economic Integration and Political Isolation in the Americas
  + Europe: From the Heights to the Depths
* Have each focus group review the text together, giving them each a Chapter Review question to answer, drawing from the text and relevant sources.
  + Africa and Asia – Question 1
  + Americas – Question 2
  + Europe – Question 3 or 4
* Have students present their work to the class.
* Assign the Be an Historian feature as homework, asking students to select one photograph from the chapter to analyze as propaganda, and answer the questions enumerated in the final paragraph:
  + As an exercise: evaluate the photos in this chapter as propaganda. What message were they trying to convey? Were they effective? What might have been left out? Could the message have been expressed differently or using a different medium? If “a picture is worth a thousand words” what do these images communicate that the words do not? After taking a critical approach, is seeing still believing?

## For Discussion

Use the Chapter Review questions below to structure student presentations for the content in Chapter 14.

1. What new, destructive tools and tactics of war did imperial powers employ in colonial wars in Africa and Asia, respectively, at the turn of the twentieth century?
2. What did US hegemony entail in the western hemisphere? How did US imperialism in Latin America look different than previous European interventionism?
3. Why did European states wage genocidal wars in the first half of the twentieth century? What factors led Europe to ideological extremism?
4. Were the genocides of the World Wars the culmination of European imperialism? Why or why not?
5. Why did European-led international organizations seek to limit the destructive effects of war? Were these measures ultimately successful?

# Chapter 15. Machines as the Measure of Men? The Changing Basis of Industrial Power, 1914-Present

## The Big Picture

* How did governments respond to the growing capabilities of industrial technologies? How did the relationship between politics and economics change as a result of the World Wars?
  + What was the relationship between wartime and peacetime economic growth?
* How was the process of Soviet industrialization distinct from other regions in the global economy?
* What kinds of shifts occurred in the world economy of industrial manufacture?

## In the Classroom

* Due to the density of economic data and sweeping chronology and scope of this chapter’s emphasis on postwar economic development, more direct instructor intervention is likely to be required. Make lecture the emphasis of this chapter’s activities, providing clear and concise explanations of patterns of development, growth, and global shifts in world economic activity in the twentieth century.
* Structure your lecture according to the Chapter Review questions listed below.
  + Emphasize government interventionism using Figure 15.1.
  + Underscore the crooked line of Soviet industrialization by contrasting Leninist and Stalinist policies, culminating with an excerpt from Source 15.2.
  + Use Tables 15.1 and 15.2 to illustrate the immensity of postwar economic growth in emerging industrial states.
  + Following Horn’s example in the text, use Nike as the primary case study for understanding postwar globalization in industrial manufacture of consumer goods, drawing on examples from Sources 15.5 and 15.6 in your lecture.
  + Conclude your lecture with Galeano’s critique of economic imperialism and the exploitation of natural, environmental, and human resources in the “developing world” and “Global South.”

## For Discussion

Use the Chapter Review questions below to structure your class lecture. End class by asking students to make historically informed prognostications about the nature of Industry 4.0, and what effect digital networking and automation will have not just on industrial manufacture, but political economy and states’ relationship to economic production. If opting to assign a written response, use Question 5 as homework.

1. How did international politics shift alongside the technological advances of the Second Industrial Revolution?
2. How did the Soviet Union industrialize?
3. What changes did the global economic system undergo after 1945? Why?
4. How have personal computers impacted global industry?
5. What is Industrie 4.0, and what impact will it have on the global economy?

# Chapter 16. Paying for It All: Taxation and the Making of the Modern World

## The Big Picture

* What is the purpose of taxation and revenue collection? What do taxes empower states to do besides collect money from their subjects?
  + What role did tax collection play in the formation of modern states and bureaucracies?
* What regional patterns and variations emerge in the history of taxation, according to Horn?
* How has the history of taxation and revenue collection, especially since the nineteenth century, contributed to global inequality, even as policies have sought to make tax burdens more equitable?

## In the Classroom

* Taxation is frequently cast as a complicated, byzantine, or boring subject, but that is ultimately untrue, and it doesn’t have to be. However, its history is complex and multifaceted and its significance is far-reaching in all times. As in Chapter 14, make students’ workload and learning focus more manageable by planning activities and assignments around specialized focus groups according to chapter headings, with each group responsible for answering one of the Chapter Review questions listed below.
  + Growing Power of the State to Collect Revenue – Question 1.
  + Beyond the Central State – Question 2.
  + Political Economy of the Evolution of the Tax Burden – Question 3.
* For each group question activity, require student groups to incorporate references to at least one source and one photo, table, or figure from their chapter heading in support of their answers.
* Assign Question 4 below as a written homework assignment, drawing on the evidence studied in class to draw together in the conclusion, or assign the Debate feature in lieu.

## For Discussion

Use the Chapter Review questions below to structure classroom group activities.

1. How has the process of taxation changed alongside the political and eco­nomic development of states?
2. What other institutions and organizations are supported through tax revenues worldwide? How do these taxes differ from those paid directly to the state?
3. In what ways has tax policy worldwide grown more equitable, and in what ways has it grown less?
4. How have developed states contributed to global inequality through taxa­tion and fiscal policy changes?

# Chapter 17. The Age of the Superpowers: Political Change, 1945-2001

## The Big Picture

* What kind of new political system was created in the aftermath of World War II to maintain peace worldwide? Did that system fulfill its goals?
  + What new institutions were created in pursuit of this mission?
* How did Cold-War bipolarity reshape politics worldwide? How did different regions of the globe experience the Cold War differently?
* What factors led to the conclusion of bipolar conflict during the Cold War?

## In the Classroom

* Give a basic lecture on the Cold War’s global impact, making the international focus of postwar politics your thematic throughline for surveying regional trends and developments, and drawing extensively on Chapter 17 maps in the course of your lecture.
* Plan a class activity around the revolutionary conflicts of 1968, incorporating the chronology from pages 636-637, Source 17.1, and the Be an Historian and Debate features. Be sure to incorporate music and motion picture samples from the Digital Tools.
* Conclude class activities by talking about violent Cold-War conflicts in postcolonial nations, calling into question both Big Picture and Chapter Review discussion questions regarding the success of postwar political institutions.

## For Discussion

Incorporate the Chapter Review questions, whether as guides for the organization of your lecture, or as written assignments, allowing students ample time to develop their thoughts to answer.

1. How did Europe experience the Cold War? Why did it happen that way?
2. What were the aftermaths of the Cold War’s end?
3. What were the effects of Cold War hostilities in Asia after 1945?
4. What were the effects of American interventionism in South America and Africa? How was US interventionism experienced?
5. Were postwar international institutions successful in effecting their respective missions to promote international cooperation? Why or why not?
6. What were the greatest barriers to peace for postcolonial nations after 1945?

# Chapter 18. Left in the Lurch: Decolonization, 1914-Present

## The Big Picture

* This chapter emphasizes the transformation of colonial hegemony into new forms of domination. What institutions emerged as vehicles for the preservation of colonial control? Conversely, how did European influence and ideas assimilate into anticolonial movements and ideology?
* What patterns or models, if any, emerge from the analysis of decolonization?
* What was, and still is, the political economy of postcolonial states in relation to their former colonizers?
* How have the politics of decolonization shifted since the end of the Cold War?

## In the Classroom

* Center classroom activities on the reading and analysis of primary sources. Provide a short, basic lecture surveying the chronology and chapter maps, before directing students through the primary sources.
* Use the Chapter Review questions below to structure student readings and discussion of the sources, particularly questions 3-5.
* Draw direct connections between the history of twentieth-century decolonization and the present, incorporating discussion of current events in global geopolitics and conflicts.
* Consider assigning question 5 as a long-form essay response or examination question.

## For Discussion

Incorporate the Chapter Review questions below into classroom discussion of primary sources 18.1-18.7.

1. How did European imperialism create the modern Middle East?
2. What role or roles, if any, did socialism play in the process of global decolonization?
3. How did France maintain a colonial presence in its former empire, even after wars of decolonization and the formal independence of its colonies?
4. How was the British model of decolonization in Africa and Asia different from the French approach? Was it any more or any less successful?
5. What, ultimately, were the long-term effects of European decolonization?

# Chapter 19. Anxieties and Opportunities in the Twenty-First Century

## The Big Picture

* The history of the present allows students a unique opportunity to engage with the past on wholly unique terms meaningful to their direct experiences. Allow ample space for informal conversation, allowing students to formulate their own informed understanding of the recent past while using the chapter headings to structure discussion. Consider selecting one theme to make the focus of conversation, rather than attempting to address all such subjects. However, emphasize the global integration of such phenomena and experiences, whether inequality, climate change, epidemics, protest and economic instability, war and terrorism, or the re-emergence of populist mass political movements.
* What are the connections to draw between these problems, and how can we effectively root them in a historical context?

## In the Classroom

* Make visual learning and conversation the focal points of classroom activities. Instead of giving a lecture on the recent past and present, draw students’ attention to Chapter 19 Maps and Figures to inform their understanding of global integration in the twenty-first century.
* Choose one or several of the chapter headings as themes for classroom conversation, incorporating any of the relevant primary sources to substantiate discussion; use the Chapter Review questions to structure student discourse.
* Emphasize the personal dimension of historical experience, asking students to relate their own lives directly to the broader narrative of twenty-first century history and current events.
* Assign the Debate feature as your final class writing assignment, asking students to evaluate the notion of progress in history.
* Conclude your final class with a comment on the utility of *A* *People’s History* as a method for thinking about the past, present, and future.

## For Discussion

Use the Chapter Review questions below to structure conversation in the classroom. Assign the Debate feature as this week’s long-form writing assignment.

1. What forces have contributed to growing inequality and alienation in the twenty-first century?
2. What recourse does humanity have to limit the environmental impact of climate change? What paths forward have international accords proposed to meet these goals?
3. How has global integration worsened the spread of disease and the impact of pandemics?
4. What have been the primary goals of twenty-first-century protest movements in the Arab world?
5. Why has the world experienced a resurgence of nationalist populism in the twenty-first century? What explains the broad appeal of such movements?
6. How has inequality worsened in the twenty-first century?