

## Chapter 6. People Create Civilizations: The Urban Wave

### Chapter 6. I. World History Standards

Grades 5-12. This chapter complies with the following world history standards as found at the National Center for History in the Schools, at UCLA <http://nchs.ucla.edu/Standards/world-history-standards>

Grades 5-12

I have divided into five parts

- I. Introduction to and the Five Currents in the Urban Wave
- II. Pastoral Societies
- III. Ancient Civilizations 3500 BCE to 1000 BCE
- IV. Classical Civilizations 1000 BCE to 500 CE
- V. Post-Classical Civilizations 500 CE to 1500 CE

#### **I. Introduction to and the Five Currents in the Urban Wave**

##### **World History Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE**

**Standard 4:** Major trends in Eurasia and Africa from 4000 to 1000 BCE.

**Standard 4A:** The student understands major trends in Eurasia and Africa from 4000 to 1000 BCE.

Students are able to ...

Explain the various criteria that have been used to define “civilization” and the fundamental differences between civilizations and other forms of social organization, notably hunter-gatherer bands, Neolithic agricultural societies, and pastoral nomadic societies.

Identify areas of Eurasia and Africa where cities and dense farming populations appeared between 4000 and 1000 BCE and analyze connections between the spread of agriculture and the acceleration of world population growth.

Compare conditions under which civilizations developed in Southwest Asia, the Nile valley, India, China, and the Eastern Mediterranean and analyze ways in which the emergence of civilizations represented a decisive transformation in human history.

Explain why geographic, environmental and economic conditions favored hunter-gatherer, pastoral, and small-scale agricultural ways of life rather than urban civilization in many parts of the world.

Describe fundamental inventions, discoveries, techniques, and institutions that appeared during this period and assess the significance of bronze technology for economic, cultural, and political life.

Analyze connections between the cultural achievements of early civilizations and the development of state authority, aristocratic power, taxation systems, and institutions of coerced labor, including slavery.

Describe how new ideas, products, techniques, and institutions spread from one region to another and analyze conditions under which peoples assimilated or rejected new things or adapted them to prevailing cultural traditions.

Define “patriarchal society” and analyze ways in which the legal and customary position of aristocratic, urban, or peasant women may have changed in early civilizations.

### **World History Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE**

**Standard 5:** Major global trends from 1000 BCE-300 CE.

**Standard 5A:** The student understands major global trends from 1000 BCE to 300 CE.

The student is able to ...

Define the concept of “classical civilizations” and assess the enduring importance of ideas, institutions, and art forms that emerged in the classical periods.

Analyze the significance of military power, state bureaucracy, legal codes, belief systems, written languages, and communications and trade networks in the development of large regional empires.

Compare institutions of slavery or other forms of coerced labor in the Han empire, the Maurya empire, the Greek city-states, and the Roman empire.

Analyze how new religious or ethical systems contributed to cultural integration of large regions of Afro-Eurasia.

Analyze ways in which trade networks, merchant communities, state power, tributary systems of production, and other factors contributed to the economic integration of large regions of Afro-Eurasia.

Identify patterns of social and cultural continuity in various societies and analyze ways in which peoples maintained traditions and resisted external challenges in the context of increasing interregional contacts.

### **World History Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE**

**Standard 7:** Major global trends from 300-1000 CE.

**Standard 7A:** The student understands major global trends from 300 to 1000 CE.

The student is able to ...

Analyze factors contributing to the weakening of empires or civilized traditions in world history up to 1000 CE and compare causes of the decline or collapse of various empires.

Trace major changes in the religious map of Eurasia and Africa between 300 and 1000 and account for the success of Christianity, Buddhism, Hinduism, and Islam in making converts among peoples of differing ethnic and cultural traditions.

Explain the importance of Muslims and Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa.

Trace migrations of farming peoples to new regions of Europe, Sub-Saharan Africa, China, Oceania, and Mesoamerica and analyze connections between new settlement and the development of towns, trade, and greater cultural complexity in these regions.

## II. Pastoral Societies

### **World History Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE**

**Standard 3:** The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE.

**Standard 3A:** The student understands how population movements from western and Central Asia affected peoples of India, Southwest Asia, and the Mediterranean region.

The student will be able to ...

Define pastoralism as a specialized way of life and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

Identify the probable geographic homeland of speakers of early Indo-European languages and trace the spread of Indo-European languages from north of the Black and Caspian seas to other parts of Eurasia.

Explain the concept of kinship as the basis of social organization among pastoral peoples and compare the structure of kinship-based societies with that of agrarian states.

Describe major characteristics of economy, social relations, and political authority among pastoral peoples and analyze why women tended to experience greater social equality with men in pastoral communities than in agrarian societies of Eurasia.

**Standard 3D:** The student understands the development of new cultural patterns in northern India in the second millennium BCE.

The student will be able to ...

Analyze possible causes of the decline and collapse of Indus valley civilization.

Assess the early political, social, and cultural impact of Indo-Aryan movements on peoples of North India.

**Standard 4:** Major trends in Eurasia and Africa from 4000 to 1000 BCE.

**Standard 4A:** The student understands major trends in Eurasia and Africa from 4000 to 1000 BCE.

Students are able to ...

Analyze the role of pastoral peoples in the history of Eurasia and Africa up to 1000 BCE and explain why relations between herding and agrarian societies tended to involve both conflict and mutual dependence.

### **World History Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE**

**Standard 1D:** The student understands how pastoral nomadic peoples of Central Asia began to play an important role in world history.

Students will be able to ...

Explain the relationship between the mastery of horse riding on the steppes and the development of pastoral nomadism and cavalry warfare.

Analyze why relations between pastoral nomadic peoples of Central Asia and major agrarian states of Eurasia involved both conflict and economic interdependence.

### III. Ancient Civilizations 3500 BCE to 1000 BCE

#### **World History Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE**

**Standard 1:** The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt and the Indus valley.

##### **Standard 1A**

The student understands how Mesopotamia, Egypt, and the Indus valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE.

The student is able to ...

Analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization

Compare the character of urban development in Mesopotamia, Egypt, and the Indus valley, including the emergence of social hierarchies and occupational specializations, as well as differences in the tasks that urban women and men performed.

Compare the forms of writing that developed in the three civilizations and how written records shaped political, legal, religious, and cultural life.

Compare the development of religious and ethical belief systems in the three civilizations and how they legitimized the political and social order.

Analyze the character of government and military institutions in Egypt and Mesopotamia and ways in which central authorities commanded the labor services and tax payments of peasant farmers.

Describe architectural, artistic, literary, technological, and scientific achievements of these civilizations and relate these achievements to economic and social life.

**Standard 1B:** The student understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus, and Nile regions.

The student is able to ...

Analyze the importance of trade in Mesopotamian civilization of the fourth and third millennia and describe the networks of commercial exchange that connected various regions of Southwest Asia.

**Standard 2:** How agrarian societies spread and new states emerged in the third and second millennia BCE.

**Standard 2A:** The student understands how civilization emerged in northern China in the second millennium BCE.

The student is able to ...

Explain the fundamentals of bronze-making technology and assess the uses and significance of bronze tools, weapons, and luxury goods in the third and second millennia BCE.

Compare the climate and geography of the Huang He (Yellow River) valley with the natural environments of Mesopotamia, Egypt, and the Indus valley.

Describe royal government under the Shang Dynasty and the development of social hierarchy, religious institutions, and writing.

Assess the part that Chinese peasants played in sustaining the wealth and power of the Shang political centers.

**Standard 2B:** The student understands how new centers of agrarian society arose in the third and second millennia BCE.

The student is able to ...

Describe the relationship between the development of plow technology and the emergence of new agrarian societies in Southwest Asia, the Mediterranean basin, and temperate Europe.

### **World History Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE**

**Standard 4:** The development of early agrarian civilizations in Mesoamerica.

**Standard 4A:** The student understands the achievements of Olmec civilization.

The student is able to ...

Analyze the relationship between maize cultivation and the development of complex societies in Mesoamerica.

Interpret archaeological evidence for the development of Olmec civilization in the second and first millennia BCE.

Evaluate major Olmec contributions to Mesoamerican civilization, including the calendar, glyphic writing, sculpture, and monumental building.

## IV. Classical Civilizations 1000 BCE to 500 CE

### **World History Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE**

**Standard 1:** Innovation and change from 1000-600 BCD: horses, ships, iron, and monotheistic faith.

**Standard 1B:** The student understands the emergence of Judaism and the historical significance of the Hebrew kingdoms.

The student is able to ...

Explain the fundamental teachings and practices of Judaism and compare Jewish monotheism with polytheistic religions of Southwest Asia.

Assess the significance of the Babylonian captivity for the survival of Judaism.

**Standard 2:** The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600-200 BCE.

**Standard 2A:** The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.

The students is able to ...

Explain hierarchical relationships within Greek society and analyze the civic, economic, and social tasks that men and women of different classes performed.

Assess the importance of Greek ideas about democracy and citizenship for the development of Western political thought and institutions.

**Standard 2B:** The student understands the major cultural achievements of Greek civilization.

The student is able to ...

Explain the leading ideas of Socrates, Plato, Aristotle, Herodotus, and other philosophers and historians.

**Standard 2C:** The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks.

The student is able to ...

Explain the founding, expansion, and political organization of the Persian empire.

Describe the basic teachings of Zoroastrianism.

**Standard 2D:** The student understands Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture.

The student is able to ...

Analyze the rise of Macedonia under Philip II and explain the campaigns and scope and success of Alexander's imperial conquests.

**Standard 3:** How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE.

**Standard 3A:** The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule.

The student is able to ...

Describe the political and social institutions of the Roman Republic and analyze why Rome was transformed from republic to empire.

Describe the major phases in the expansion of the empire through the 1st century CE.

Evaluate the major legal, artistic, architectural, technological, and literary achievements of the Romans and the influence of Hellenistic cultural traditions on Roman Europe.

**Standard 3B:** The student understands the emergence of Christianity in the context of the Roman Empire.

The student is able to ...

Describe the lives of Jesus and Paul and explain the fundamental teachings of Christianity.

Analyze how Christianity spread widely in the Roman Empire.

**Standard 3C:** The student understands how China became unified under the early imperial dynasties.

The student is able to ...

Assess the significance of the Zhou dynasty for the development of imperial rule and the concept of the Mandate of Heaven.

Assess the policies and achievements of the Qin emperor Shi Huangdi in establishing a unified imperial realm.

Analyze the political and ideological contributions of the Han to the development of the imperial bureaucratic state and the expansion of the empire.

Evaluate the literary, artistic, and technological achievements of the Han dynasty.

Analyze the importance of iron technology and family division of labor on the expansion of agriculture and the southeastward migration of Chinese farmers.

Analyze the commercial and cultural significance of the trans-Eurasian "silk roads" in the period of the Han and Roman empires.

Describe the life of Confucius and explain comparatively the fundamental teachings of Confucianism and Daoism.

**Standard 3D:** The student understands religious and cultural developments in India in the era of the Gangetic states and the Mauryan Empire.

The student is able to ...

Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

Describe the life and teachings of the Buddha and explain ways in which those teachings were a response to the Brahmanic system.

Explain the growth of the Mauryan Empire in the context of rivalries among Indian states.

Evaluate the achievements of the emperor Ashoka and assess his contribution to the expansion of Buddhism in India.

Analyze how Buddhism spread in India, Ceylon, and Central Asia.

#### **World History Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE**

**Standard 1:** Imperial crises and their aftermath, 300-700 CE.

**Standard 1A:** The student understands the decline of the Roman and Han empires.

The student is able to ...

Analyze various causes that historians have proposed to account for the decline of the Han and Roman empires.

Analyze comparatively the collapse of the western part of the classical Roman Empire and the survival of the eastern part.

**Standard 1C:** The student understands the synthesis of Hindu civilization in India in the era of the Gupta Empire.

Describe fundamental features of the Hindu belief system as they emerged in the early first millennium CE.

Explain the rise of the Gupta Empire and analyze factors that contributed to the empire's stability and economic prosperity.

Evaluate Gupta achievements in art, literature, and mathematics.

Analyze the Gupta decline and the importance of Hun invasions in the empire's disintegration.

**Standard 6:** The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE.

**Standard 6A:** The student understands the origins, expansion, and achievements of Maya civilization.

The student is able to ...

Describe the natural environment of southern Mesoamerica and its relationship to the development of Maya urban society.

Analyze the Maya system of agricultural production and trade and its relationship to the rise of city-states.

Interpret the Maya cosmic world view as evidenced in art and architecture and evaluate Maya achievements in astronomy, mathematics, and the development of a calendar.

Analyze how monumental architecture and other evidence portrays the lives of elite men and women.

Assess interpretations of how and why Maya civilization declined.

## V. Post-Classical Civilizations 500 to 1500



## **World History Era 4: Expanding Zones of Exchange and Encounter, 300-1000 CE**

**Standard 1:** Imperial crises and their aftermath, 300-700 CE.

**Standard 1A:** The student understands the decline of the Roman and Han empires.

The student is able to ...

Describe the consolidation of the Byzantine state after the breakup of the Roman Empire and assess how Byzantium transmitted ancient traditions and created a new Christian civilization.

**Standard 1B:** The student understands the expansion of Christianity and Buddhism beyond the lands of their origin.

The student is able to ...

Analyze the spread of Christianity and Buddhism in the context of change and crisis in the Roman and Han empires.

Analyze the importance of monasticism in the growth of Christianity and Buddhism and the participation of both men and women in monastic life and missionary activity.

**Standard 1D:** The student understands the expansion of Hindu and Buddhist traditions in Southeast Asia in the first millennium CE.

The student is able to ...

Explain the impact of Indian civilization on state-building in mainland Southeast Asia and the Indonesian archipelago.

Evaluate monumental religious architecture exemplifying the spread of Buddhist and Hindu belief and practice in Southeast Asia.

**Standard 2:** Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries.

**Standard 2A:** The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.

The student is able to ...

Describe the life of Muhammad, the development of the early Muslim community, and the basic teachings and practices of Islam.

Analyze how Islam spread in Southwest Asia and the Mediterranean region.

Analyze how the Arab Caliphate became transformed into a Southwest Asian and Mediterranean empire under the Umayyad dynasty and explain how the Muslim community became divided into Sunnis and Shi'ites.

**Standard 2B:** The student understands the significance of the Abbasid Caliphate as a center of cultural innovation and hub of interregional trade in the 8th-10th centuries.

The student is able to ...

Describe sources of Abbasid wealth, including taxation, and analyze the economic and political importance of domestic, military, and gang slavery.

Analyze the sources and development of Islamic law and the influence of law and religious practice on such areas as family life, moral behavior, marriage, inheritance, and slavery.

Evaluate Abbasid contributions to mathematics, science, medicine, literature, and the preservation of Greek learning.

**Standard 2C:** The student understands the consolidation of the Byzantine state in the context of expanding Islamic civilization.

The student is able to ...

Evaluate the Byzantine role in preserving and transmitting ancient Greek learning.

Analyze the expansion of Greek Orthodox Christianity into the Balkans and Kievan Russia between the 9th and 11th centuries.

**Standard 3:** Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE.

**Standard 3A:** The student understands China's sustained political and cultural expansion in the Tang period.

The student is able to ...

Explain how relations between China and pastoral peoples of Inner Asia in the Tang period reflect long-term patterns of interaction along China's grassland frontier.

Describe political centralization and economic reforms that marked China's reunification under the Sui and Tang dynasties.

Describe Tang imperial conquests in Southeast and Central Asia.

Assess explanations for the spread and power of Buddhism in Tang China, Korea, and Japan.

Evaluate creative achievements in painting and poetry in relation to the values of Tang society.

**Standard 3B:** The student understands developments in Japan, Korea, and Southeast Asia in an era of Chinese ascendancy.

The student is able to ...

Explain how Korea assimilated Chinese ideas and institutions yet preserved its political independence.

Assess the patterns of borrowing and adaptation of Chinese culture in Japanese society from the 7th to the 11th century.

Describe the establishment of the imperial state in Japan and assess the role of the emperor in government.

Explain China's colonization of Vietnam and analyze the effects of Chinese rule on Vietnamese society, including resistance to Chinese domination.

**Standard 4:** The search for political, social, and cultural redefinition in Europe, 500-1000 CE.

**Standard 4A:** The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire.

The student is able to ...

Assess the importance of monasteries, convents, the Latin Church, and missionaries from Britain and Ireland in the Christianizing of western and central Europe.

**Standard 4B:** The student understands the coalescence of political and social order in Europe.

The student is able to ...

Assess changes in the legal, social, and economic status of peasants in the 9th and 10th centuries.

Analyze the importance of monasteries and convents as centers of political power, economic productivity, and communal life.

**Standard 5:** The development of agricultural societies and new states in tropical Africa and Oceania.

**Standard 5A:** The student understands state-building in Northeast and West Africa and the southward migrations of Bantu-speaking peoples.

The student is able to ...

Explain how Ghana became West Africa's first large-scale empire.

Assess the importance of labor specialization, regional commerce, trans-Saharan camel trade, and Islam in the development of states and cities in West Africa.

Infer from archaeological evidence the importance of Jenné-jeno or Kumbi-Saleh as early West African commercial cities.

Analyze causes and consequences of the settling of East, Central, and Southern Africa by Bantu-speaking farmers and cattle herders up to 1000 CE.

**Standard 5B:** The student understands the peopling of Oceania and the establishment of agricultural societies and states.

The student is able to ...

Analyze how complex social structures, religions, and states developed in Oceania.

### **World History Era 5: Intensified Hemispheric Interactions, 1000-1500 CE**

**Standard 1:** The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion.

**Standard 1A:** The student understands China's extensive urbanization and commercial expansion between the 10th and 13th centuries.

The student is able to ...

Explain the major dynastic transitions in China and how Confucianism changed.

Identify major technological and scientific innovations and analyze their effects on Chinese life.

**Standard 1B:** The student understands developments in Japanese and Southeast Asian civilization.

The student is able to ...

Describe Japanese government in the Kamakura and early Ashikaga periods and assess the applicability of the concept of feudalism to Japan.

Analyze the rise of the warrior class and how changes in inheritance laws and patterns of land ownership affected peasants and both upper-class and commoner women in the context of feudal society.

Evaluate the arts and aesthetic values in warrior culture.

Explain the struggle for Vietnamese independence from China and the subsequent reconstruction of Vietnamese society and government.

**Standard 1C:** The student understands how pastoral migrations and religious reform movements between the 11th and 13th centuries contributed to the rise of new states and the expansion of Islam.

The student is able to ...

Assess the growth of North African Islamic reform movements and the success of the Almoravids and Almohads in creating empires spanning Iberia and North Africa.

Evaluate scientific, artistic, and literary achievements of Islamic civilization.

**Standard 2:** The redefining of European society and culture, 1000-1300 CE.

**Standard 2A:** The student understands feudalism and the growth of centralized monarchies and city-states in Europe.

The student is able to ...

Describe feudal lordship and explain how feudal relationships provided a foundation of political order in parts of Europe.

Describe manorialism and serfdom as institutions of medieval Europe and analyze how population growth and agricultural expansion affected the legal position and working lives of peasant men and women.

Explain the changing political relationship between the Catholic Church and secular states.

Explain the importance of inheritance laws, arranged marriages, dowries, and family alliances for dynastic and aristocratic politics.

Analyze how prosperous city-states arose in Italy and northern Europe and compare the political institutions of city-states with those of centralizing monarchies.

**Standard 2B:** The student understands the expansion of Christian Europe after 1000.

The student is able to ...

Analyze connections between population growth and increased agricultural production and technological innovation.

Explain urban growth in the Mediterranean region and northern Europe and analyze causes for the expansion of manufacturing, interregional trade, and a money economy in Europe.

**Standard 2C:** The student understands the patterns of social change and cultural achievement in Europe's emerging civilizations.

The student is able to ...

Analyze ways in which ideals of chivalry and courtly love affected feudal society.

Analyze how the rise of schools and universities in Italy, France, and England contributed to literacy, learning, and scientific advancement.

Evaluate major works of art, architecture, and literature and analyze how they shed light on values and attitudes in Christian society.

Assess the importance of Orthodox and Latin Christianity in the cultural and social life of Eastern Europe and Russia.

**Standard 3:** The rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350.

**Standard 3A:** The student understands the world-historical significance of the Mongol empire.

The student is able to ...

Assess the career of Chinggis Khan as a conqueror and military innovator in the context of Mongol society.

Describe the Mongol conquests of 1206-1279 and assess their effects on peoples of China, Southeast Asia, Russia, and Southwest Asia.

Describe the founding and political character of Mongol rule in China, Central Asia, Southwest Asia, and Russia and explain why the unified empire divided into four major successor kingdoms.

Assess the usefulness and limitations of the concept of the “Pax Mongolica” and analyze how long-distance communication and trade led to cultural and technological diffusion across Eurasia.

**Standard 3B:** The student understands the significance of Mongol rule in China, Korea, Russia, and Southwest Asia.

The student is able to ...

Analyze how Mongol rule affected economy, society, and culture in China and Korea.

Explain how Southeast Asia and Japanese successfully resisted incorporation into the Mongol empire.

**Standard 4:** The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries.

**Standard 4A:** The student understands the growth of imperial states in West Africa and Ethiopia.

The student is able to ...

Analyze the importance of agriculture, gold production, and the trans-Saharan caravan trade in the growth of the Mali and Songhay empires.

Explain how Islam expanded in West Africa and assess its importance in the political and cultural life of Mali and Songhay.

**Standard 4B:** The student understands the development of towns and maritime trade in East and Southern Africa.

The student is able to...

Explain the rise of commercial towns on the East African coast and the significance of Swahili as a language of trade.

Assess the importance of Islam, Arab settlement, and maritime trade in the economic and cultural life of Kilwa and other East African coastal cities.

Analyze the importance of Great Zimbabwe as a state and commercial center with links to the Indian Ocean trade.

**Standard 6:** The expansion of states and civilizations in the Americas, 1000-1500.

**Standard 6A:** The student understands the development of complex societies and states in North America and Mesoamerica.

The student is able to ...

Explain major characteristics of Toltecs, Anasazi, Pueblo, and North American mound-building peoples.

Analyze how the Aztec empire arose in the 14th and 15th centuries and explain major aspects of Aztec government, society, religion, and culture.

Analyze patterns of long-distance trade centered in Mesoamerica.

**Standard 6B:** The student understands the development of the Inca empire in Andean South America.

The student is able to ...

Analyze Inca expansion and methods of imperial unification.

Explain Inca social, political, religious, and economic institutions.

Compare the government, economy, religion, and social organization of the Aztec and Inca empires.