Global History and Geography

Course 1

Study guide
Unit 1

Introduction to our World

A. Physical Earth

B. Culture

C. Chronological Time
Section A - Physical Earth

Continents

Latitude and Longitude

Physical Earth

Physical Features

- Ice
- Mountains
- Rainforest
- Rivers
- Plains
- Islands
- Deserts
- River Valleys

Regions

- Japan
- China
- South Asia
- Southeast Asia
- Middle East
- Africa
- Latin America
- Europe
Location of the Continents
Major Physical Features of the Earth

- Arctic Ocean
- Pacific Ocean
- Atlantic Ocean
- Indian Ocean

- Mountains:
  - Andes Mountains
  - Himalaya Mountains
  - Rocky Mountains
  - Great Plains
  - Appalachian Mountains
  - The Pampas

- Deserts:
  - Sahara Desert
  - Atacama Desert
  - Gobi Desert
  - Kalahari Desert

- Plains:
  - Mississippi R
  - Great Plains
  - Rocky Mountains

- Rivers:
  - Amazon R
  - Nile R
  - Mississippi R
  - Ganges R
  - Indus R
  - Tigris R
  - Euphrates R

- Seas:
  - Arctic Ocean
  - Atlantic Ocean
  - Indian Ocean
  - Pacific Ocean
  - Mediterranean Sea
  - Black Sea
  - Red Sea
  - Indian Ocean
  - Mediterranean Sea
  - Black Sea
  - Red Sea
  - Indian Ocean
  - Mediterranean Sea
  - Black Sea
  - Red Sea
  - Indian Ocean
  - Mediterranean Sea
  - Black Sea
  - Red Sea
  - Indian Ocean
  - Mediterranean Sea
  - Black Sea
  - Red Sea
  - Indian Ocean
  - Mediterranean Sea
  - Black Sea
  - Red Sea
  - Indian Ocean
  - Mediterranean Sea
World Regions
Physical Earth: Terms

Continent: Seven (7) main land masses of the earth; North America, South America, Europe, Africa, Asia, Australia, Antarctica

Region: A “man-made” geographical classification that divides the earth into “parts; parts are similar in history, economy, religion, etc.

Latitude: Measures distances north or south of the equator

Longitude: Measures distances east or west of the Prime Meridian

Equator: 0° Latitude – divides the North and South

Prime Meridian: 0° Longitude – Divides the East and West

International Dateline: 180° Longitude – where one day changes to the next day

Hemispheres: Half of the Earth – Examples: North and South, East and West

Monsoons: Seasonal winds that often bring heavy rains for many weeks – or severe drought – depending on which way the winds are blowing for extended periods of time
## Physical Features

Understanding how different physical features affect different cultures.

<table>
<thead>
<tr>
<th>Feature</th>
<th>How it affects a culture</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Island</strong></td>
<td>• <em>Isolates one culture from another</em></td>
<td>Japan</td>
</tr>
<tr>
<td><strong>Mountains</strong></td>
<td>• <em>Separates cultures (barrier to travel)</em></td>
<td>Himalayan Mountains (India from China)</td>
</tr>
<tr>
<td><strong>Desert</strong></td>
<td>• <em>Separates cultures (barrier to travel)</em></td>
<td>Sahara - (Arab Africa from Tribal Africa)</td>
</tr>
<tr>
<td><strong>Rainforest</strong></td>
<td>• <em>Barrier to travel</em></td>
<td>Amazon (Brazil)</td>
</tr>
<tr>
<td><strong>River</strong></td>
<td>• <em>Good transportation route (often through barriers like rainforests, mts., deserts)</em></td>
<td>Nile (Egypt)</td>
</tr>
<tr>
<td><strong>River Valley</strong></td>
<td>• <em>Great location to begin a civilization</em></td>
<td>Tigris and Euphrates (Sumer)</td>
</tr>
<tr>
<td><strong>Plains</strong></td>
<td>• <em>Very good for farming</em> • <em>Often attract invading nations</em></td>
<td>Steppes (Russia)</td>
</tr>
<tr>
<td><strong>Ice</strong></td>
<td>• <em>Prevents trade during some months of the year</em> • <em>Difficult travel</em></td>
<td>Russia</td>
</tr>
</tbody>
</table>
Section B - Culture

Cultural Diffusion

Cultural Diversity

The 8 Elements of Culture

Art

Geography

Language

Economy

Society

Customs

Politics

Religion
Cultural Concepts

A. Cultural Diffusion:  
*The mixing together of different cultures (often creating a new culture)*

*Examples:*

- Southeast Asia is a mix of Indian and Chinese cultures
- Latin America is a mix of Native Americans, black Africans and Europeans

B. Cultural Diversity:  
*Different cultures living together but not mixed very well*

*Examples:*

- Israel – Jews and Muslims stay separated
- Balkans

C. Eight Elements of a Culture

**Society:**  
*Types of people in a culture (Race, religious identity, nationality)*

**Art:**  
*The way a culture expresses their ideas (dance, architecture, music)*

**Geography:**  
*The land, location and natural resources of a culture (physical features, climate, raw materials)*

**Language:**  
*Communication system of a culture (speech, writing, symbols)*

**Religion:**  
*Organized beliefs and rituals of a group (worship, ceremonies)*

**Economy:**  
*The way you get the things you need (trade, agriculture, industry, money, hunting)*

**Politics:**  
*Government and laws of a culture (leadership, services, rules)*

**Customs:**  
*Traditions of a culture (holidays, clothing, celebrations)*
Section C - Chronological Time

Chronological Time

- Historical Chronology
- Sequence of the Global History Course
- Time Management
- Centuries/Decades
- Timelines
- BC/AD(CE)
- Periods of History

A general overlook at the time frame of Earth’s history
# Time Management

## Terms

**Decade:** A period of ten (10) years

**Century:** A period of one hundred (100) years

**BC/AD:** A time system used to measure events from the birth of Christ

**BC:** *Before Christ* – (all of the years before Jesus was born)

**AD:** *Anos Domini* – “In the year of our Lord” – (all the years after Jesus was born)

**CE:** *Common Era* – the new term used to represent the “AD” time

“BCE” – represents “before common era”

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![Time Management Diagram](attachment:image.png)
Unit 2

Early Man

A. Neolithic Revolution

B. River Valley Civilizations
Section A - Neolithic Revolution

Pre-historic Man

Locations

Hunters/Gatherers

Migration

Neolithic Revolution

Define

Results

Permanent Homes

Extra Time

Organized Society
- government
- religion
- trade
- urban setting

Civilization

Specialized Jobs
Neolithic Revolution

Timeline

Hunters & Gathering

Herding & Farming

Neolithic Revolution

First Civilizations Began

5,000

10,000

Map

Migration to other places
Evidence of earliest humans
Earliest evidence of farming
Notes

Paleolithic Age: “Old” Stone Age; earliest period in human history – hunters and gathers

Africa: Where earliest humans are believed to have lived

Hunting and Gathering: The way that early man got his food (their economic system!)

Migration: moving from one place to another

Neolithic Revolution: The change from hunting and gathering to herding and farming

How the Neolithic Revolution worked:

- Man stopped hunting and gathering and began farming and herding

- Began to live in permanent homes

- Had extra time to think new ideas

- Began to specialize in jobs – do one thing really well, can teach others

- Communities began to grow and organize into civilizations

Things found in an organized society (a civilization!)
- Organized govt.
- Organized econ.
- Urban setting
- Writing systems
Essential Questions

1. What was the relationship between early people and the environment?

*People had to work hard all the time* - Early people are closely linked to and very dependent on the environment
- He looks to the environment for food and shelter
- Man learns how to master the environment to improve his life

2. Why did hunters and gatherers not have permanent homes?

*They had to follow the food supply* - “On the move” (migratory)
- Too busy following animals used for food (often moved)

3. What do you think were the factors that led to the Neolithic Revolution?

- Two main things happened: - The developed the ability to think about new ideas to help themselves
- They accidentally discovered new ways to improve their lives

4. What are the changes that took place as a result of the Neolithic Revolution?

*People began to specialize and organize into communities, cities and civilizations*
Section B - River Valley Civilizations

Elements of a Civilization

- Organized Government
- Writing Systems
- Organized Economy Based on Trade
- Urban Setting

Early Civilizations

Locations

- Nile
- Tigris-Euphrates
- Yellow/Huang He
- Indus

Contributions

- New Technologies
- Writing Systems
- Architecture
- Organized Religions
- Laws
Timeline

B.C.      A.D.

5500  5000  4500  4000  3500  3000  2500  2000  1500  1000  500  500

Egyptian
Sumerian
Indian
Chinese

Map

The 4 Major Early River Valley Civilizations

Egyptian Civilization
Sumerian Civilization
Tigris and Euphrates R.
Indian Civilization
Indus R.
Huang He R.
Nile R.

Where Civilization began
Notes

Civilization: Highly organized community with advanced elements of culture; politics, economy, art, etc.

Elements that define a civilization

- **Organized Government**
  - Written laws (rules)
  - Leaders
  - Protection (police, military)

- **Organized Economy:**
  - Trade within a culture and with other cultures
  - Tokens to represent value (money)
  - Reliable food supply

- **Writing System**
  - Helps in communication
  - Record keeping
  - Using symbols to represent ideas

- **Urban Setting (Cities):**
  - Many (unrelated) people living together in one large planned community

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### The 4 Major River Valley Civilizations

<table>
<thead>
<tr>
<th>River Valley</th>
<th>Civilization</th>
<th>Important things to know</th>
</tr>
</thead>
</table>
| Nile                  | Egyptian     | - Leader called **Pharaoh** (King/God)
|                       |              | - Built the Pyramids – tombs for the Pharaohs
|                       |              | - Developed Hieroglyphics – picture-based writing *(Rosetta Stone – written in Latin, Greek and Egyptian – helped to translate the Hieroglyphics)* |
| Tigris and Euphrates  | Sumerian     | - Also called **Mesopotamia** (Greek for “land between two rivers”)                                    |
|                       |              | - Located in the **Fertile Crescent**                                                                                                                     |
|                       |              | - Developed **Cuneiform** – wedge-shaped writing                                                                                                           |
|                       |              | - Invented the wheel                                                                                                                                       |
|                       |              | - First written laws: **Code of Hammurabi**                                                                                                                |
| Indus                 | Indian       | - Two main cities – **Harappa** and **Mohenjo-Daro** – very well organized                                                                                |
|                       |              | - Learned to weave cotton into cloth                                                                                                                     |
| Huang He              | Chinese      | - Writing symbols represented whole ideas                                                                                                               |
|                       |              | - Called themselves **The Middle Kingdom**, which is the belief that they were the center of the world *(most important, better than others)*        |
What these Civilizations contributed to our life:

- **New Technologies:**
  - Irrigation – getting water to crops
  - Use of money
  - Use of metal – tools and weapons

- **Architecture:**
  - Functional and beautiful
  - Used to praise gods and rulers

- **Organized Religions:**
  - Polytheism – belief in many gods
  - Belief in an afterlife
  - Developed rituals that we still use today

- **Laws (written)**
  - Hammurabi’s Code of Laws (1st written set of laws) came from the Babylonian’s – based upon an “eye for an eye”

- **Writing Systems:**
  - First writing developed to record trading – greatly increased human intelligence

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**Essential Questions**

1. **How is a civilization different from a community?**
   - More organized laws, economy, religions, etc.
   - Larger Population
   - Cities (made up of many communities of unrelated people)

2. **What is the reason that the greatest early civilizations all developed in river valleys?**
   - Transportation (especially for trade!)
   - Food Supply
   - Fertile soil (From annual flood!)
   - Water for irrigation

3. **Compare and contrast the Nile and Tigris-Euphrates civilizations:**
   - **Similarities**
     - Both have writing systems
     - Live in river valleys
     - Both were polytheistic
   - **Differences**
     - Architecture
       - (Egypt-Pyramids) vs Sumer-Ziggurats
     - Writing systems
       - (Egypt-Hieroglyphics) vs Sumer-Cuneiform

4. **Why was the development of writing systems so important to the development of civilizations?**
   - Record Keeping
   - Help organize (written laws)
   - Communication – spread ideas
   - Increases intelligence
Unit 3

Classical Civilizations
Unit 3 - Classical Civilizations

Classical Civilizations

Define

Map

Timeline

Maurya (India)

Han (China)

The Fall of Empires

Greece

Rome
I. **Location of Classical Civilizations**
II. Timeline - Classical Civilizations

“Classical” Civilization – Very highly organized civilization that contributed many things to our lives today.
III. **Maurya Civilization**

**Location:** Northern Indian – Indus River Valley

Why we study about the Mauryian Civilization:
- Created a bureaucracy (system that runs a government)
- Ran a centralized government – all cities report to one location, all laws come from one location

IV. **Han Dynasty**

**Location:** Eastern China

**Contributions to our society:** *(Han Dynasty)*
- Paper
- Wheelbarrow
- Rudder
- Acupuncture

**Great Wall of China:**
- Built to keep out invading armies from the north

**Silk:**
- Very popular trade product, soft natural fiber (Chinese law: no silk worms of mulberry bush could be exported from China)
- “Silk Road” was created; connected China with the Middle East

**Civil Service System:**
- Must pass a civil service test to get a government job
- Based upon the teachings of Confucius

**Dynasty System:** *(Seen in Europe as well)*
- A line of ruling families in China
- Each ruling family claimed the **Mandate of Heaven**

**Mandate of Heaven:**
- The belief that families are given the right to rule by the gods
V. Greece

City-States:
- Greece is made up of mountainous islands – because of difficulty traveling and communicating; no centralized government formed
- as a result city-states developed, which consisted of a city and the immediate surrounding land

Athens vs. Sparta: 2 main city-states, fought against each other in the Peloponnesian Wars

<table>
<thead>
<tr>
<th></th>
<th>Type of Government</th>
<th>Type of Society</th>
<th>Other Information</th>
</tr>
</thead>
</table>
| Athens         | direct Democracy-citizens (free men) directly vote on all issues | educated, intellectual, good relations with other city-states | - citizens are men
- cultural center |
| Sparta         | monarchy – 2 kings that make decisions together | War-like, community of warriors, poor relations with other city-states | - little travel or trade
- life is hard and cruel
- lack of change led to its downfall |

Alexander the Great: took over the “then known world” – Egypt, Persian and India

Hellenistic Culture:
- A blend of Greek, Egyptian, Persian and Indian culture (a great example of cultural diffusion)
- Created by Alexander the Great

Contributions to our Society:
- Created “classical” architecture
- Columns for support
  - Straight lines and basic shapes (triangles, squares and rectangles)

Philosophy: Science of thinking about difficult and important issues

Socrates – Plato – Aristotle: The greatest philosophers of Greece

Democracy:
- Type of government
- Citizens help decide important issues
- Created in Athens

Citizen:
- Only free males (no women, slaves or foreigners)
VI. **Rome**

The Roman “Empire”

*It’s development:* 1) started as a **monarchy** (king), 2) a **republic** was formed as more people were assimilated into the empire (vote for representatives to make decisions), 3) **Empire** (rulers called **Caesar**), Caesars make all the decisions for the people

*It’s location:* began in Italy (Rome) – the empire surrounds the Mediterranean Sea and was large enough to unite Europe with the Middle East (trade, common language [Latin], common government)

The “Republic”: Type of government where citizens elect **representatives** who decide on important issues (laws, taxes, etc.) – government in Rome before it became an empire

**Pax Romana:** “Roman Peace”
- Began with Augustus Caesar
- 200 years of peace and prosperity (the **Golden Age** of Rome)

**Contributions to our Society**

**Literature:** Continued the Greek tradition drama, poetry, novels

**Engineering:** the science of making things

**Architecture:** copied Greek “Classical” architecture, added round shapes (arch and dome)

**Roads:** built the first great roadways, ability to move army quickly and facilitate trade between cities and proveniences

**Arch:** Replaced columns for support – stronger than columns, could build larger structures with more open space

**Aqueducts:** Carry fresh water from the mountains to the cities

**Laws:**
- Applied to all people within the empire
- the basis for our legal system today
- the **Twelve Tables** were the written laws of Rome

**Latin language:**
- allowed everyone in the empire to communicate with each other
- common language of Europe for many centuries
VII. How Empires Fall Apart

The Han Dynasty

1. people become corrupt and lazy
2. empire becomes too big to manage
3. foreign invasions
4. taxes get too high

The Roman Empire

VIII. Essential Questions

1. What does it mean to call a civilization classical?
   - Each developed many things that our culture still uses; paper, gunpowder, arches, columns, laws, language, science, math, philosophy, etc.
   - They are the basis for our civilization today!

2. How did geography cause the rise of city-states in Greece?
   - Mountains and islands were a barrier to travel and communication which restricted the Greek people from having a centralized government
   - People were isolated in small communities (cities and surrounding land)

3. Generally, what was the status of women and slaves in classical civilizations?
   - Not considered as citizens (no vote)
   - Inferior to free men
   - No education
   - Roles limited – home-centered life

4. How are contemporary (today’s) democratic governments rooted in classical civilizations?
   - Maurya – centralized government, bureaucracy
   - Han – civil service system
   - Greece – democracy
   - Rome – laws, republic
Unit 4

Belief Systems

[Icons representing various belief systems]
Unit 4 - Belief Systems

Definitions

Religion

Social Philosophy

Map

Timeline

Belief Systems

Beliefs of...

Hinduism

Animism

Shintoism

Judaism

Christianity

Chinese Philosophies
(Taoism – Confucianism)

Expansion of...

Judaism

Christianity

Buddhism

Islam
I. **Map of World Belief Systems**
II. Timeline of World Belief Systems

III. Important Terms

Religion:
- Organized beliefs and rituals of a culture
- Usually associated with a “god” (deity) or “spiritual force” (worship)

Social Philosophy:
- A set of guiding principles that a community follows
- They have a great influence on how the community behaves
### IV. Main Beliefs

<table>
<thead>
<tr>
<th>System</th>
<th>Place of Origin</th>
<th>Holy Text (book)</th>
<th>Main Belief(s)</th>
<th>How the belief affected the culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animism</td>
<td>Africa</td>
<td>------</td>
<td>- Worship spirits of nature (trees, animals, etc.)</td>
<td>- Great respect for nature</td>
</tr>
<tr>
<td>Shintoism</td>
<td>Japan</td>
<td>------</td>
<td>- the spirits of “Kami” exist in all things - including their Emperor (god like)</td>
<td>- they have a great respect for the natural world (especially their Emperor – in the past)</td>
</tr>
<tr>
<td>Hinduism</td>
<td>India (stayed in India)</td>
<td>Vedas</td>
<td>- Reincarnation – one’s soul is reborn into another form until perfection is reached</td>
<td>- Try to lead a good life (as in their thoughts and behavior) in order to keep moving towards perfection</td>
</tr>
<tr>
<td>Buddhism</td>
<td>India (moved out of India)</td>
<td>------</td>
<td>- End your suffering by ending your desires</td>
<td>- They learn to accept what life brings to them</td>
</tr>
<tr>
<td>Taoism</td>
<td>China</td>
<td>Tao Te Ching</td>
<td>- Follow the way of nature (accept the things you cannot change)</td>
<td>- They don’t challenge the natural process - The accept things as they come</td>
</tr>
<tr>
<td>Confucianism</td>
<td>China</td>
<td>Analects</td>
<td>- All people need to accept their role in society</td>
<td>- Great deal of respect for parents, elders and country</td>
</tr>
<tr>
<td>Judaism</td>
<td>Middle East</td>
<td>Torah (1st five books of the Old Testament)</td>
<td>- One God – Monotheism - God will send a Messiah (savior) to them someday</td>
<td>- Try to follow God’s laws (the 10 Commandments) so the Messiah will come</td>
</tr>
<tr>
<td>Christianity</td>
<td>Middle East</td>
<td>Bible (Old/New Testament)</td>
<td>- One God – Monotheism - That Jesus Christ is the son of God and that he is the messiah</td>
<td>- Simple rules won many converts to Christianity</td>
</tr>
<tr>
<td>Islam</td>
<td>Middle East</td>
<td>Qur'an (Koran)</td>
<td>- One God – Monotheism - Follow Allah in all things above everything else, Mohammed is the Messiah who spread the word of God</td>
<td>- the religious laws of Islam are so important that they often become the political laws of the nation</td>
</tr>
</tbody>
</table>
V. **Expansion of Religions**

1. Missionaries
2. Trade
3. Military conquest
4. Explorers

**Buddhism**
- Began in India but was not accepted there (the Hindu social order was too strong)
- Missionaries – people who spread religion by teaching others about the beliefs

**Judaism**
- Kicked out of “Palestine” by the Romans
- Removed from Palestine during the Diaspora – the scattering of the Jewish people during the 1st century A.D.
- Most Jews went to the cities of Europe where they lived in ghettos, there was much persecution and oppression

**Christianity**

*After the death of Jesus, missionaries (disciples) spread his word*

**Roman Empire:**
- Persecuted Christians
- Slowly accepted Christian ideas
- Eventually became the official religion
- Romans spread Christianity throughout the empire

**Islam**

*Out of Mecca, east to India, west across North Africa and on into Spain*

- Spread Islam by military conquest
- Arabs (Muslims – followers of Islam) were also great traders
VI. **Essential Elements of Selected Belief Systems**

### Hinduism – Important Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reincarnation</td>
<td>The belief that the soul comes back in another form after the body’s death</td>
</tr>
<tr>
<td>Karma</td>
<td>The behavior of a Hindu</td>
</tr>
<tr>
<td></td>
<td>- Thoughts</td>
</tr>
<tr>
<td></td>
<td>- Actions</td>
</tr>
<tr>
<td>Dharma</td>
<td>The overall values and rules of Hinduism</td>
</tr>
<tr>
<td>Caste System</td>
<td>The social order of separate castes (classes of people) through Karma – people move up or down the caste system which organized Indian society by the type of job a person held</td>
</tr>
</tbody>
</table>

### Buddhism – “Four Noble Truths”

- Everyone suffers
- Suffering is caused by having desires
- To end suffering – end your desires
- To end your desires – follow the Eight-Fold Path

### Confucianism – “5 Relationships”

- Father → son
- older brother → younger brother
- husband → wife
- ruler → subjects
- friends = friends

### Islam – “Five Pillars of Faith”

- **Recite**: say each day “there is no God but Allah and Mohammed is his prophet”
- **Pray**: Five times each day, facing Mecca
- **Charity**: give regularly to charity
- **Fast**: go without food or drink from sunrise to sunset during the holy month Ramadan
- **Pilgrimage**: try to make a journey to Mecca at least once in you life
VII. **Essential Questions**

1. What concept – important to Buddhism, Taoism, and Confucianism – has become an important element of Chinese culture?
   - They accept what life brings to them
   - They accept their role in society
   - They don’t look for change

2. What do the religions of Judaism, Christianity, and Islam all have in common?
   - They started in the Middle East
   - Jerusalem is a sacred city for all three
   - Monotheism (belief in one God – same God)
   - All follow ethical (morally good) sets of rules for behavior

3. What are the various methods that were used to spread religions to other lands?
   - Missionaries
   - Military conquest
   - Trade
   - Migration
     - Diaspora – forced, (ex. Jews by the Romans)
     - Willing – (ex. Buddhism, Pilgrims to America)
Unit 5

Important Empires I
Unit 5 - Important Empires I

Important Empires I

Map
Timeline

Tang Dynasty

Byzantine Empire

Gupta Empire

Muslim Empire
I. Map - Important Empires

- Tang Dynasty
- Gupta Empire
- Byzantine Empire
- Muslim Empire
- Silk Road
I. **Timeline of Important Empires**

**Empire:** A civilization that takes over other territories and unites them under one ruler
II. **Gupta Empire**

**India’s “Golden Age”:**

Came during the Gupta Empire  
Chandra Gupta started the empire  

**golden age:**  
A time in a culture’s history where there is peace and prosperity, there are many great cultural contributions

<table>
<thead>
<tr>
<th>Contributions to our Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Decimal System</td>
</tr>
<tr>
<td>• Arabic Numerals {1, 2, 3, ….}</td>
</tr>
<tr>
<td>• Concept of Zero - Ø</td>
</tr>
</tbody>
</table>

III. **Tang Dynasty**

**Influence on Japan and Korea:**

Much of Japanese and Korean culture was borrowed from the Chinese during the Tang Dynasty

- Buddhism  
- Confucianism - “5 Relationships”  
- Writing System  
- Respect for Nature

**Silk Road:**

- Helped the dynasty extend westward  
- Connected China with western cultures  
  (Muslim and Byzantine Empires)

<table>
<thead>
<tr>
<th>Contributions to our Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gunpowder</td>
</tr>
<tr>
<td>• Porcelain</td>
</tr>
<tr>
<td>• Compass</td>
</tr>
<tr>
<td>• Spinning Wheel</td>
</tr>
<tr>
<td>• Mechanical Clock</td>
</tr>
<tr>
<td>• Block Printing</td>
</tr>
</tbody>
</table>
IV. Byzantine Empire

Ties to the Roman Empire

How it was created: It was the eastern half of the old Roman Empire

<table>
<thead>
<tr>
<th>How the Byzantine Empire Compared with the Roman Empire</th>
</tr>
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<tbody>
<tr>
<td><strong>Capital</strong></td>
</tr>
<tr>
<td>Roman</td>
</tr>
<tr>
<td>Byzantine</td>
</tr>
</tbody>
</table>

Impact on Russia:

Religion: Eastern Orthodox spread to Russia (known as Russian Orthodox)

Trade: Many Byzantine ideas were introduced into Russia through trade

- Cyrillic alphabet
- Art work (mosaics)
- Religion
- Architecture

Contributions to our society

Justinian’s Code:

The laws of the Byzantine Empire based on the “Twelve Tables” of Roman law, became a basis for laws in many European nations

Art and Architecture:

Usually supported the Christian Church

Preservers of Greek and Roman culture:

The Byzantine Empire saved the knowledge, art, and ideas of the old Roman and Greek cultures

Reasons why the Empire lasted so long

- Organized Government
- Did not get to be too big
- Minded their own business
V. **Muslim Empire**

**How it Spread**

**Origins:** Out of Mecca, east to India, west across North Africa and on into Spain

**Growth:** to spread Islam to other people
- **Military conquest** – took about 100 years to expand most of their empire
  - They were great fighters, if they died in battle, they believed they would go directly to heaven (Jihad)
  - They treated conquered people fairly – better than previous rulers
- **Trade**

**Battle of Tours:** (732 A.D.)
- In Southern France
- The French Christians, under Charles Martel, defeated the Muslims and stopped their advance into Europe

**Golden Age:** (700-900 A.D.) – A time of great learning and cultural diffusion

**Contributions to our Society**

**Mathematics:**
- Spread Gupta math ideas
- Created Algebra and Trigonometry

**Astronomy:**
- Learned from Greek ideas
- Study of the stars; created astronomical tables

**Medicine:**
- Created hospitals
- Wrote medical textbooks
- Doctors required to pass exams to practice medicine

**Islamic Law:**
- Based on Islamic religious laws in the Qur’an
- Became the basis for political laws in the empire

**Architecture:**
- Influenced by Byzantine and Indian styles

**Banking:**
- Used money
- Allowed credit (money borrowing) to be used

**Preservers of Greek and Roman culture:**
- Preserved Roman and Greek ideas that they got from their contacts with the Byzantine Empire
- Preserved them
- They improved upon them (i.e. translated Roman writings, etc.)
VI. Essential Questions

1. What would be the most influential contributions from these Empires?

<table>
<thead>
<tr>
<th>Technology</th>
<th>Learning</th>
<th>Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical clock</td>
<td>Mathematics</td>
<td>Justinian Code</td>
</tr>
<tr>
<td>Gunpowder</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Block printing</td>
<td>Medicine</td>
<td></td>
</tr>
<tr>
<td>Compass</td>
<td>Preservation of Greek and Roman culture by the Muslim and Byzantine Empires</td>
<td></td>
</tr>
</tbody>
</table>

2. Why did the Muslim Empire become the most influential on European culture?

- Their geographic nearness to Europe (they were centrally located among these empires and the Muslims shared the ideas they obtained from other cultures with Europeans)
- Great traders with Europe
- The Crusades
Unit 6

The Middle Ages
I. Europe during the Middle Ages
II. Timeline of the Middle Ages

- **476 A.D.** Fall of the Roman Empire
- **732 A.D.** Battle of Tours
- **800 A.D.** Charlemagne crowned the 1st ‘“Holy Roman Emperor
- **800 A.D.** Dark Ages
- **1066 A.D.** Battle of Hastings
- **1215 A.D.** Magna Carta
- **1340’s A.D.** Black Death
- **1000**
- **1100**
- **1200**
- **1300**
- **1400**
- **Renaissance**
- **Crusades**
- **Feudalism**
- **Hundred Years War**
III. The Dark Ages

Dark Ages: Medieval:

- Began with the fall of the Roman Empire in 476 A.D. until about 800 A.D.
- Western Europe

Another name for the Middle Ages

Barbarian Tribes:

- Considered to be uncivilized and uneducated (barbarian – Roman term for those that didn’t speak Latin)
- Germanic people from northern and eastern Europe
- Pushed westward by the Huns (fierce, savage fighters) coming from Asia, poured into the Roman Empire
- Vikings from the far north
- Ruined most of what the Roman Empire had created

Effects of the “Fall of Rome” on Western Europe

- No more centralized government to provide protection
  - Roads crumbled
  - Trade declined – communities could no longer communicate with one another
    (New languages developed, i.e. French, Spanish, Italian, etc.)
- Only common organization throughout Europe → Roman Catholic Church

Conditions in Europe during the Dark Ages period:

- Unorganized (no centralized government)
- Uneducated (no formal schooling)
- Poor (no organized trade)

CHAOS

The Exception: The Frankish Kingdom under Charlemagne

A Germanic tribe in France; under the leadership of Charlemagne (Charles the Great), Charles Martel’s Grandson, was successful for the following three reasons:

1. Ties to the Roman Catholic Church
2. Supported education
3. Began feudalism in France
IV. Feudalism

Feudalism:

A “type of government” of the Middle Ages – organized but not centralized – locally run system that is based on land ownership, the manor

How it worked:

Everyone belonged to a social class, everyone got what they needed

Based on allegiance (loyalty) to your lord manor:

(Self-sufficient) The land owned by the lord, includes the lord’s house, farms, fields, forest, village, church and peasant’s homes

Lord:

Anyone above you in the feudal system
– Made rules

Vassal:

Anyone below you in a feudal system
– Followed the Lord’s rules

Serf:

Someone who belonged to the manor (workers) not allowed to depart the manor - “bound to the land”

Knights:

Noble Warriors – protectors of the kingdom, they were nobles, called “Sir”, position of respect – highly trained

Chivalry:

Moral Code of Conduct that required knights to possess certain qualities: bravery, loyalty, courtesy, generosity and charity

Why Feudalism is considered to be…..

• A political system: Lords were the leaders, lawmakers and judges, any complaints or disputes were resolved (judged) by the Lord

• A social system: Everyone was ranked according to their social class (see pyramid at top of the page)

• An economic system: The system ensured that everyone got what they needed (ensured everyone’s survival)
V. **The Role of the Roman Catholic Church**

**As an organizing force**

*Only organized institution in Europe*
- Main tool for communication in Europe (spread news and ideas)
- This gave the church **GREAT** power!

**Education (Monastic System)**
- Monks lived in Monasteries
- Read/wrote fluently (often monks were the only ones that could read and write with the larger community)
- Monks copied books (by hand, word for word) and kept knowledge preserved

**Influence on the people**
1. Spiritually taught people how to get to heaven
2. Politically had great influence and even some powers over Kings
3. Economically people had to pay a tithe (tax) of 10% of their income/crops to the church

**The Structure of the Church**

**Hierarchy:**
Instructions come from God, through the Pope, down to the people through the clergy

- Pope (Rome)
- Archbishops (Cardinals)
- Bishops
- Priests
- People

**Influence on Art and Architecture**

*Gothic Architecture: “Gothic” style develops, it is very detailed and beautiful*

**Cathedrals**
- Huge churches
- Dedicated to the glory of God
- Used as a visual tool to understand Christianity

**The use of art in the church:**
- Used to help teach people, who are mostly illiterate, about Christianity
- Art during this time was usually based on religious themes (persons or stories from the Bible)

**Important Church Terms**

**Heresy:**
- Crime during those days
- Speaking out against the church; disagreeing with the church’s teachings (doctrine)

**Excommunication:**
- (No longer in communion) People were forced to leave the church
VI. **The Crusades**

The Crusades:
- A series of “Holy Wars” (1100’s – 1200’s)
- European Christians vs. Muslims (Seljuk Turks mostly)

Causes:
1. Christians desired to take back the Holy Land
2. More power for Christianity
3. Believed that their sins would be forgiven and that they could go to heaven
4. To gain wealth and land
5. Serfs hoped to escape feudalism

Impact of the Crusades:
- Christians were mostly unsuccessful in permanently retaking the Holy Land
- They were successful in getting things that changed their culture

- **On learning:**
  They learned many ideas from the Muslims: math, science, literature, art and medicine (some came from China)
  They were reintroduced to Greek and Roman ideas: art, philosophy and literature, that were preserved by the Muslims and Byzantine Empire

- **On Trade:**
  - **HUGE** impact on trade – crusaders brought back many new products: spices, silk, cotton, fruits, dyes, medicines
  - The demand for these products in Europe → started new markets → beginning the growth of towns again

- **Overall impact on Europe:**
  1. Learning suddenly increased
  2. “Beginning of the end” for feudalism
  3. The economy got better
  4. Setting up a base for the Renaissance
  5. Created legacy of religious tensions between Christians and Muslims

**Important persons during the Crusades**

**Pope Urban II:** 1095 A.D. – Called people to fight in the First Crusade

**Richard the Lion-Hearted:** 1189 A.D. – King of England, led the Third Crusade

**Saladin:** 1100’s – Great warrior/leader of the Turkish Muslims, reunited the Muslim world against the Christian advances
VII. Important Events

Battle of Hastings

- **When:** 1066 A.D.
- **What is was:** Normans from Normandy, in present day France, under “William the Conqueror” attacked the Anglo-Saxons and won control of southern Britain
- **Why it is important:** Norman culture mixed with Anglo-Saxon culture and the two created the culture of England and the **ENGLISH** language

The Hundred Years War

- **What it was:** England against France
- **When:** 1300 – 1400’s
- **Why:** England claimed the throne of France – [Joan of Arc was a French heroine]
- **Effects on European culture:**
  - New weapons invented:
    - longbow – ended knights fighting in armor
    - cannon(gunpowder) – ended castles as a defense

The Plague

- **What it was:** disease with no cure (Bubonic Plague – the Black Death)
- **When:** began in the 1340’s
- **How it spread:** spread to Europe, by fleas on rats, from Asia by traders; worst effect in the newly crowded cities
- **Impact on Europe:**
  - **Socially:** killed ⅓ of all Europeans – people began to question the power of the Church
  - **Economically:** survivors gained wealth
    - They received what the dead left behind
    - People could demand to be paid in wages (money) because workers were in high demand
  - **Politically:** End of feudalism
    - Peasants revolted
    - Led to the growth of new political systems (monarchs [kings] had more “national” power)
VIII. Essential Questions

1. What was the effect of the Fall of the Roman Empire on Western Europe?

<table>
<thead>
<tr>
<th>Fall of Rome</th>
<th>Leads to…</th>
<th>The Dark Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leads to…</td>
<td>No centralized government (local tribes took over)</td>
</tr>
<tr>
<td></td>
<td>Leads to…</td>
<td>Feudalism</td>
</tr>
<tr>
<td></td>
<td>Leads to…</td>
<td>The rise and growth of the Roman Catholic Church</td>
</tr>
</tbody>
</table>

2. What was the role of Feudalism in ending the conditions in Europe that existed during the Dark Ages?

<table>
<thead>
<tr>
<th>Need Solved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>It organized society:</strong></td>
</tr>
<tr>
<td>Polically – The Lord is the lawmaker, leader and judge</td>
</tr>
<tr>
<td>Economically – The system ensured that everyone had what they needed</td>
</tr>
<tr>
<td>Socially – Everyone belonged to a class</td>
</tr>
</tbody>
</table>

3. What was the importance of the Church on the daily life in Medieval Europe?

- The Roman Catholic Church was the only organized institution in Western Europe (provided organization)
- Controlled access to heaven, gave people hope, something to look forward to
- Church rules guided everyday society, i.e. heresy
- Provided education
- Main source of art
- Main source of communication

4. How did the Crusades help bring about the end of Feudalism and the beginning of the Renaissance?

- New trade products improved the economy
- New learning came to Europe
  - New ideas from the Muslims
  - Old Greek and Roman ideas were reintroduced
Unit 7

The Renaissance
Unit 7 - The Renaissance

Humanism
And a
Rebirth in Learning

Old Greek and Roman Learning
New Asian Ideas
(Muslims, Chinese, Indians)

Why Italy?

The Renaissance

Rise of Capitalism

Effects of the Crusades
Commerce
End of Feudalism
Middle Class

Rise of Markets
Rise of New Towns
I. Map of Renaissance Europe

The spread of trade products and wealth and new ideas
1. Middle East
2. Italy
3. Northern Europe
II. Timeline of the Renaissance

Renaissance:

“Rebirth” - a “rebirth” of the Greek and Roman culture
– a new perspective in learning and ideas, in education, technology, trade/economics and politics
III. **The Rise of Capitalism**

**Effects of The Crusades on the Economy:**

- **New Markets and Towns:**
  - *Were created because of the revival of trade after the crusades*
- **End of Feudalism:**
  - *Freed serfs left the manors and moved to the new cities and towns*
  - *A money economy replaced land ownership as the means of wealth*

**The Commercial Revolution**

- **Commercial Revolution:**
  - *A “change” from a feudal economy to money (market) economy*
- **Market Economy:**
  - *The demand for a product and the supply available → determines the price of a product (market system)*
- **Capitalism:**
  - *An economic system*
  - *Based on using capital → “investment money”*
  - *Prices are determined by the market*
- **Rise of the Middle Class:**
  - *Created in the new towns*
  - *they were business people; merchants, bankers and craftsmen*
- **Guilds:** *business organizations created to promote and protect a certain trade (craft) in a community or region*

**“International” Trade**

- **Hanseatic League:** *(Northern Europe – Baltic Sea)*
  - *An organization of trading merchants from large cities located in northern Europe*
  - *It was a reaction to the success and domination of the Italians in the south*
- **Italian City-States:** *(Southern Europe – Mediterranean Sea)*
  - *They dominated trade between Asia and the Europe*
  - *Venice, Genoa and Naples*
  - *Very independent*
IV. Humanism and a Rebirth of Learning in Europe

Renewed Interest in Learning (People became more creative and began to look at things from a different perspective)

- **Greek and Roman Learning:** was “reborn” in Europe
  - Art – Philosophy – Literature - Science

- **Asian Learning:** (Asian ideas spread to Europe through trade with the Muslims)
  - Navigation (sailing)
  - Science
  - Medicine

- **Monastic System:** (Monks in monasteries)
  - Preserved and spread old and new learning
  - Began new universities

Why the Renaissance Began in Italy

- Italy’s great *location* → Led them to become great *traders*
- *trade* → Led to great *wealth*
- *wealth* → Led to many *patrons*
- *patrons* → Led to great *universities*
  - *works of art*

Florence, Italy:

- Center of the Renaissance artistic world
- Grew from the support of the Medici family

Patrons:

- Wealthy people who sponsored artists and thinkers to do great work

Medici Family:

- Bankers from Florence
- Used their wealth to control politics
- Sponsored great artists in Italy
Humanism

- **humanism**: The intellectual and artistic movement that took place during the Renaissance
  - Focused more on everyday life (secular)
- **secular**:
  - Not church related
  - Part of the everyday world

Humanism in Art

*How Art became humanistic:*
- Themes: everyday man
- Technique: used “perspective”

**perspective**: technique used to make images look more realistic (3 dimensional)

- **Leonardo da Vinci**: (1452-1519)
  - “Renaissance Man” – could do many things → really well
  - Paintings: (Mona Lisa) and the “Last Supper”

- **Michelangelo Buonarroti**: (1475-1564)
  - Great sculptor and painter
  - Statue of “David”
  - Painted ceiling of the Sistine Chapel

Humanism in Literature

*How literature became humanistic:* wrote less about religion and more about everyday life
- Wrote to “entertain “ people
- Wrote in the vernacular

**Vernacular**: the local everyday language of the people (Italian, French, Spanish, etc.)

- **Dante Alighieri**: Italian writer
  - Wrote in the vernacular (Italian – not Latin)
  - *Divine Comedy* – put a human touch on heaven and hell

- **Cervantes**: Spanish writer
  - *Don Quixote* - poked fun at traditions such as knighthood, chivalry and nobles

- **Shakespeare**: English writer
  - Everyday emotions, situations, and life

Renaissance Technology

The Printing Press:
- invented by Johann Gutenberg
  - made books available to the masses (enough of them – affordable)
  - dramatically increased the collective knowledge of Europe
  - considered by many to be the most important innovation in history
V. Essential Questions

1. What was the relationship between the rise of capitalism and the decline of Feudalism?
   - *Capitalism decreased the need for Feudalism* (money replaced land as a source of wealth)
   - *Under capitalism, there is increased trade*
   - *Capitalism gives more power to the monarchs (Kings/Queens)*
   - *Middle Class gained power at expense of landowners*

2. What impact did capitalism have on the Renaissance?

   *Capitalism ➔ Trade (cultural diffusion) ➔ Money (patrons) ➔ Helped pay for the arts* (capitalism helped to fund the activities of the Renaissance)

3. How did Renaissance thinking differ from the Medieval thinking?
   - *Medieval thinking was concerned with the Church - God - Heaven*
   - *Renaissance thinking was concerned with Society – Man - Earth*
Unit 8 - Important Empires II

Important Empires II

Timeline

Map

Japan
- Tokugawa

China
- Mongol
- Ming

Africa
- Ghana
- Mali
- Songhai

Middle East
- Ottoman Empire

Latin America
- Maya
- Aztec
- Inca
I. Map

*World Empires of the Middle Ages*

- Aztec
- Maya
- Inca
- Mali
- Ghana
- Songhai
- Ottoman
- Mongol
- Tokugawa Shogunate
- Meso-America
I. Timeline

- **Inca**
- **Aztec**
- **Ottoman**
- **Tokugawa**
- **Mayan**
- **Ghana**
- **Mali**
- **Mongol**
- **Ming**
II. Tokugawa Shogunate (Empire)

Effects of Geography

Island location:
- Japan – 4 main islands and thousands of smaller islands
- Difficult to unite
- Isolated from other cultures

Homogeneous: everyone in the culture is similar to one another
- The culture of Japan developed separately and independently from other cultures

Mountains:
- Little good land available for farming
- Very dependent on the sea for transportation and food

Earthquakes and Volcanoes:
- Could easily destroy the islands
- Unstable environment taught the people a high respect for nature (often used in their art)

Feudalism

- Feudal Society: very similar to European Feudalism

Shogun: Military commander with the real power
- (Emperor was symbolic leader)
- Gave land to others (i.e. samurai)

Samurai: “Those who serve”; warriors
- Given land to protect others

bushido: “Way of the Warrior” – code of conduct for samurai (European – Chivalry)
- Loyal
- Brave
- Honorable

Tokugawa Shogunate:
- Strong family that ruled for almost 300 years
- Brought stability and unity to Japan under the Tokugawa family of Shoguns
- Cultured bloomed during their reign

Policy of Isolationism:
- The Tokugawa isolated Japan from the rest of the world by CHOICE!
- Separated themselves from other cultures (No foreigners in; no Japanese out)
III. Mongol Empire

Origins: Nomadic people from the grasslands of Central Asia
- built the largest unified empire
- took China 1st then moved westward

Genghis Khan:
- Khan = “World Emperor”
- 1200 A.D. – unified all Mongols under his rule
- Known for spreading terror and destruction

Kublai Khan:
- Grandson of Genghis Khan
- Centered in China but spread the empire to the Middle East – stable and peaceful
- When he died the empire fell apart

Russia:
- The Mongols ruled Russia for 250 years
  Long Term Impact:
  - The Mongols showed Russians how to have an absolute government
  - Isolated Russia from Western Europe (no Renaissance ideas)

Marco Polo and Ibn Battuta:
Marco Polo - European traveler to China
- His writings sparked interest back in Europe for Chinese things

- Ibn Battuta - an African Muslim, traveled extensively throughout the Middle East and China
- His writings are useful today as an historical resource

IV. MING DYNASTY

Origins:
- Took over China after Mongols – re-established Chinese Dynasty system
- Brought back the belief that China was the “Middle Kingdom”, the center of the earth

Ethnocentrism:
- Belief that your culture is better than other cultures
- The Chinese believed that they, their culture and their products were superior to everyone and everything else
V. West African Empires

Sahara Trade Routes:
Beginning between 800 – 1000 A.D., Muslim traders in caravans created trade routes across the Sahara Desert

Arab Traders: Arabia was a great location for trade
- Silk road to China
- Sea route to India and the Spice Islands
- Mediterranean Sea to Europe
- Caravan routes across the Sahara Desert

Products Traded: (In Africa)
- Muslims brought salt to Africans in exchange for gold
Also:
- Ivory, lumber, tin and other resources
- Slaves

Arab Cultural Contributions: Arabs introduced other cultural things:
- Islam
- Technology (math, science, medicine)

Mansa Musa:
- Powerful King of the Empire of Mali
- Converted to Islam, which facilitated cultural diffusion

Oral Tradition:
- Passing down customs, traditions and culture through story telling for education and entertainment
- How the history of African cultures is passed to future generations

Traditional African Social Identities

Extended Family:
- More than the nuclear family (mom, dad, kids)
- Grandparents or other relatives living in the home

Clan:
A group of related extended families who descended from a common ancestor

Tribe:
A group of related clans
VI. **Empires of Meso-America**

**Meso-America:** “Middle America”

**Maya:**
- Yucatan Peninsula of Mexico
- Peaceful farmers

**Aztec:**
- Central Mexico
- Fierce warriors

**Inca:**
- Mountains of Peru
- Highly organized government

**Their Significance:** More advanced than other “American” cultures of their time

**Advanced developments:**
- Architecture – great temples and cities
- Agriculture – able to support large city populations
- Science
  - Math – used zero
  - Medicine – performed surgery
  - Astronomy – 365¼ day calendar
  - Engineering – over 12,000 miles of roads

VII. **Ottoman Empire**

**Origin:**
- Out of central Turkey
- Turkish Muslims (not Arab Muslims)

**Fall of Constantinople:**
- Changed the name to Istanbul
- Became a “Muslim” capital of the Ottoman Empire

**Suleiman I:** “Suleiman the Magnificent” rules during the golden age of the empire (1520-1566)
- Added much territory to the empire

**Impact on European trade:** The Ottomans dominated trade around the Mediterranean Sea forcing Europeans to find others routes to Asia.
VIII. Essential Questions

1. How did Japan’s geographic location relate to its policy of isolationism?
   - Japan’s island location led to natural isolation from other cultures
   - Isolationism – later they chose to remain isolated

2. What are the similarities and differences between Japanese and European Feudalism?

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owe allegiance to one above you</td>
<td>Status of women</td>
</tr>
<tr>
<td>Warriors (chivalry, bushido – code of honor)</td>
<td>Where the real power was (king, shogun-emperor had no power)</td>
</tr>
<tr>
<td>Strict social classes</td>
<td>Position of merchants</td>
</tr>
<tr>
<td>Land based system</td>
<td></td>
</tr>
</tbody>
</table>

3. How did the Ottoman Empire’s geographical location interfere with European trade with the Eastern cultures?
   - Ottoman empire blocked trade with Asia
   - Europeans were forced to find their own new all-water routes to get to Asia

4. Why were the Maya, Aztec and Inca considered to be advanced civilizations?
   - Medicine
   - Astronomy
   - Architecture
   - Engineering
   
   Intellectual developments were far more advanced than other Native American cultures
Unit 9

Global Exploration
Unit 9 - Global Exploration

GLOBAL EXPLORATION

Map

Timeline

Chinese Exploration

European Exploration
I. Map

World Exploration

Map of World Exploration showing "New World", "West Indies", Portugal, Spain, Ottoman Empire, "East Indies", China, Magellan, and "East Indies". Key figures include Columbus, Diaz, De Gama, Zheng He, and Magellan.
II. Timeline of Global Exploration

- **1453** – The Ottoman Empire took over the Byzantine Empire
- **1492** – Christopher Columbus accidentally found the “New World” for Spain
- **1498** – De Gama reaches India from Portugal
- **1488** – Dias sailed around the southern tip of Africa
- **1521** – Magellan’s crew sails around the world
- **1521** – Cortez defeats the Aztecs
- **1532** – Pizarro defeats the Inca
- **1415** – Prince Henry “The Navigator” began a school for ocean exploration in Portugal
- **1420** – Zheng He’s voyages

Timeline of Global Exploration

1420 1430 1440 1450 1460 1470 1480 1490 1500 1510 1520
III.  Chinese Exploration

Zheng He:
- The great Chinese explorer in the early 1400’s
- Sailed ships to Southeast Asia→India→Arabia→Africa

Results:
- Chinese abandoned further world exploration
- Burned his ships and destroyed all records of his travels
- There was nothing that the Chinese were interested in outside China

IV.  European Exploration

Reasons why they began exploration: The 3 G’s:
- **Gold:** Find new wealth (trade, resources, land)
- **God:** Spread Christianity (missionaries)
- **Glory:** Fame for the explorer and power for his nation

New Technologies: allowed Europeans to sail into the open oceans

- **Chinese Origin:**
  - Compass – used to determine directions
  - Rudder – used to steer a ship
  - Gunpowder – used to defeat native peoples

- **Muslim Origin:**
  - Astrolabe
  - Astronomical tables
  - *Lanteen sail* – improved steering and to catch the wind better

- **European Origin:**
  - Better maps
  - Caravel (ship)
**Significant European Explorers**

- **Vasco de Gama:** 1st to sail around Africa to the Indies
- **Ferdinand Magellan:** His crew were the first to sail around the world
- **Christopher Columbus:** Tried to get to the Indies by sailing west
  - Accidentally “discovered” a New World for the Europeans

**Imperialism**

**Imperialism:** Powerful nations taking over weaker cultures and totally dominating their way of life

**Colonialism:** Political relationship between a powerful “Mother Country” and a weaker “colony”
  (the colony follows the Mother Country’s rules)

**Treaty of Tordesillas**  An agreement between Spain and Portugal on how to divide control of lands in the new world. Spain got all of the lands West of the line – Portugal all of the lands East of the line

**Triangle Trade**

Trading system that used the colonies to generate the money for European traders

**Slave Trade:**

- Using humans as a trade product
- Africans taken to the New World to work on plantations

**Middle Passage:**

- The part of the trip that slaves took from Africa to the New World
- Many died under terrible conditions
**Case Study: Spanish Imperialism**

**Where:** “New World” – Central and South America (Latin America)

**Conquistadors:** “Conquerors” Spanish military leaders
- Hernan Cortes: Defeated the Aztecs
- Francisco Pizzaro: Defeated the Incas

**Reasons for Spanish Success:**
- More advanced weapons: gunpowder, horses, armor
- Aztec and Inca enemies often joined the Spanish as allies
- European diseases wiped out many natives

**Ecomienda System:**
Spanish government → gave Spanish colonists land and the right to use natives as workers (slaves)

**Roman Catholic Church:**
Became an important link between the Spanish government and the natives

**Mixed Culture:**
Natives – Europeans – Africans mixed their cultures to develop a new “Latin American” culture

**Social Classes:**
- Based on race – not on wealth
- The more European (white) the more power

- **Peninsulares:** People born in Europe (on the Iberian Peninsula [Spain and Portugal])
- **Creoles:** European parents, born in the New World
- **Mestizos:** One European parent and one native American parent
- **Mulattoes:** One European parent and one African parent

Native Americans
Black Americans
Zambo: Native Americans/Africans

Powerful
Weak
Columbian Exchange: Named after Columbus (he started it all)
- A global exchange of natural and cultural products
  Foods – Animals – Languages – Technology – Ideas

Mercantilism:
- The economic relationship between a “Mother Country” and its” colony”
- Designed to make money for the Mother Country

V. Essential Questions

1. How were the goals and accomplishments of the Chinese and European explorers different?

   Chinese: Their journeys supported their ethnocentric beliefs
   - Chose to stay isolated
   Europeans: They tried to improve their situation (lifestyle)
   - Europe became the most powerful region in the world

2. What were the negative results of European conquest of Latin America and Africa?
   - Natives died
   - Their land was taken
   - Forced to learn European culture

3. What were the positive aspects of European conquest?
   - European technologies were introduced
   - European economy got better
   - Better understanding of the world
Unit 10

The Reformation
Unit 10 - The Reformation

- Timeline
- Church Problems
- Map
- Martin Luther and the Protestants
- Other Reform Leaders
- Results
I. **Map of the Reformation (1500’s)**
II. **Timeline of the Reformation**

- **Renaissance Ideas**
- **1517 – Martin Luther posted his thesis**
- **1456 – Gutenberg printed the bible**
- **1545 – Council of Trent**
- **1579 – Thirty Years War**

### Key Events:
- **1440**
- **1460**
- **1480**
- **1500**
- **1520**
- **1540**
- **1560**
- **1600**
- **1620**
- **1640**

---

**Counter Reformation**

**Reformation**
III. The Reformation

Reformation: The attempt by some Europeans to reform (change) the Roman Catholic Church

Martin Luther:

- German Monk
- Began the Reformation

<table>
<thead>
<tr>
<th>Church Problems</th>
<th>Luther’s Proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too involved with secular (non-religious) issues – especially politics</td>
<td>Church Officials should concentrate on the needs of its members</td>
</tr>
<tr>
<td>Church leaders claim to be the only source of religious faith</td>
<td>The Bible was the only truth; people could read it for themselves</td>
</tr>
<tr>
<td>Church was more interested in making money than in saving souls</td>
<td>Stop selling salvation (with indulgences)</td>
</tr>
</tbody>
</table>

How the Reformation began:

- Luther posted his 95 thesis (arguments) against the Roman Catholic Church
- Printing press help spread his ideas quickly

Protestant:

- People that joined Luther’s reform movement
- They “protested” against many acts of the Roman Catholic Church

John Calvin:

- Another reform leader
- Introduced the idea of predestination
IV. **Counter-Reformation**

**Counter-Reformation:**
*An attempt by the Roman Catholic Church to regain its members (money and power)*

**Council of Trent:**
- *Meeting of Roman Catholic Church officials*
- *Planned how to get the church back in order*

**St. Ignatius Loyola:**
- *Founded the Jesuits (an order of monks)*
- *They spread discipline and learning to Catholics in Europe*

V. **Effects of the Reformation**

- *New Churches began in Europe*
- *Increased warfare: Thirty Years War (Protestant North vs. Catholic South)*
- *Power of the Catholic Church declined; less members = less money and power*
- *Kings became more powerful (absolute power)*

VI. **Essential Questions**

1. **How did the Reformation change the Roman Catholic Church’s leadership role in Europe?**
   - *Fewer kings listened to the Pope*
   - *Fewer Europeans listened to the Church’s teachings*
   - *People began to question church thinking about secular issues (politics/science)*
Unit 11

Absolutism
Unit 11 - Absolutism

Absolutism

Timeline

Important Concepts

Absolute Rulers

The Reaction Against Absolutism

Case Study: England
I. Timeline of Absolutism

- **Ferdinand and Isabella of Spain**
- **Charles (Spain) and (Holy Roman Empire)**
- **Philip II (Spain)**
- **Akbar the Great (India)**
- **Louis XIV (France)**
- **Peter the Great (Russia)**

1588 – Defeat of the Spanish Armada
II. Important Concepts of Absolutism

Monarchy: a type of government \(\rightarrow\) ruler inherits power

Divine Right:

Belief that kings were allowed to rule by God (divine)

*similar to the Chinese “Mandate of Heaven”

Absolutism:

– When kings ruled with total power
– Supported by Divine Right

Machiavelli: Wrote a book called The Prince

– Described how rulers should rule
– Have your subjects fear you; not love you

Thomas Hobbes: Wrote a book called The Leviathan

– People were generally unorganized and simple
– People need a strong ruler to control society

III. Famous Absolute Rulers

<table>
<thead>
<tr>
<th>Absolute Ruler</th>
<th>Where</th>
<th>Major Contribution</th>
<th>Results of Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ferdinand and Isabella</td>
<td>Spain</td>
<td>Sponsored voyages of Columbus</td>
<td>Brought land and wealth to Spain (\rightarrow) made them powerful</td>
</tr>
<tr>
<td>Charles V</td>
<td>Spain</td>
<td>Fought off the Ottoman Empire</td>
<td>Kept Europe safe from the Ottomans (Muslims)</td>
</tr>
<tr>
<td>Philip II</td>
<td>Spain</td>
<td>Spent Spain’s wealth defending the Roman Catholic Church</td>
<td>Spain lost its power and became a weaker nation</td>
</tr>
<tr>
<td>Akbar the Great</td>
<td>India</td>
<td>Organized the Empire of India</td>
<td>Made India a power in Southern Asia</td>
</tr>
<tr>
<td>Louis XIV</td>
<td>France</td>
<td>Built the Palace of Versailles and fought many wars</td>
<td>High taxes made poor people even poorer and angry</td>
</tr>
<tr>
<td>Peter the Great</td>
<td>Russia</td>
<td>Introduced Western culture to Russia</td>
<td>He modernized the culture of Russia (westernization)</td>
</tr>
</tbody>
</table>
IV. England: A Case Study

Step 1: Magna Carta:
- **What happened:**
  
  (1215) Magna Carta written – this document signed by John I limited the power of the English kings by protecting certain basic rights

- **Result:** “Parliament” was created
  
  o At first → a committee to watch the king
  o Later → source of real political authority in England (made the laws)

Step 2: The English Civil War (1600’s)

- **What happened:**
  
  o King Charles I, claimed divine right and abolished Parliament
  o King Charles I (Cavaliers – Catholics) vs. Parliament (Roundheads – Protestants)

- **Who won:**
  
  o Parliamentary forces led by Oliver Cromwell captured the king
  o Charles was tried and executed

- **Result:**
  
  o Monarchy was abolished → Replaced by a Republic → “The Commonwealth”
  o Cromwell is named “Lord Protector” and ruled with excessive authority

Step 3: The “Restoration”

- **What happened:**
  
  o Cromwell and Parliament did not work out so well
  o (1660) Parliament invited Charles II to come back as king

- **Result:**
  
  o After Charles died, his brother James II (Catholic) became king
  o James’ strict (Catholic) actions led to the “Glorious Revolution” against him and he abdicated

Step 4: The Glorious Revolution

- **What happened:**
  
  o Parliament feared the return of Catholic dominance
  o Protestants William and Mary were asked by Parliament to take the throne

- **Result:**
  
  o For William and Mary to take the throne, Parliament required them to sign the English Bill of Rights
  o Kings/Queens required to be Protestant → Parliament now had the power of kings

**Today:**

- England has a “Limited Constitutional Monarchy”
- (Constitutional limits on the king’s power)
- Legislative body (Parliament) has the real power
V. **Essential Questions**

1. How did the rule of absolute monarchs in the 16th and 17th centuries reflect the ideas expressed in Machiavelli’s book *The Prince* and in the writings of Thomas Hobbes?

   - *They did whatever they had to do → in order to stay in power (Machiavelli)*
   
   - *They believed it was their duty to provide strong leadership in order to control and organize society (Hobbes)*
Unit 12

The Age of Revolution
The Age of Revolution

Age of Reason

Scientific Revolution

The Enlightenment

Enlightened Writers

Enlightened Despots

Political Revolutions

American

French

Latin American
I. Map of Political Revolutions
I. **Timeline for the Age of Reason**

### Science

- 1550: Copernicus “develops” the Heliocentric Theory
- 1575: Galileo proves the Heliocentric Theory
- 1600: Descartes uses “reason” to guide thinking not faith
- 1625: Isaac Newton develops natural laws

### Politics

- 1550: Reformation
- 1600: John Locke Challenges the Government
- 1625: Montesquieu Government power should be separated by checks/balances
- 1675: Voltaire poked “fun” at the Government
- 1700: Rousseau says that rule should be by the general will (majority)
- 1725: Political Revolution
- 1750
- 1775
- 1800
II. **The Scientific Revolution**

**Scientific Revolution:** A change in the way people looked for answers to life’s questions

**Age of Reason:** a time when math and science were used to make decisions (not faith)

- **Scientific Method:** a process of experimentation and observation
- **Geocentric Theory:**
  - “Earth” centered universe
  - Supported by the Church
- **Heliocentric Theory:**
  - “Sun” centered universe
  - Proven with a telescope to be true
  - Went against the Church’s teachings

<table>
<thead>
<tr>
<th>Great Scientists of the Scientific Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Copernicus</td>
</tr>
<tr>
<td>Galileo</td>
</tr>
<tr>
<td>Newton</td>
</tr>
<tr>
<td>Descartes</td>
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</tbody>
</table>
III. The Enlightenment

The Enlightenment: when society became “enlightened” to the way the world really works (natural laws of science and not divine belief) Especially as applied to “political” ideas

Enlightenment Writers and Thinkers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Locke</td>
<td>● All people have certain rights</td>
</tr>
<tr>
<td></td>
<td>● The government is supposed to protect everyone’s rights</td>
</tr>
<tr>
<td></td>
<td>● If the government fails to protect people’s rights → people can</td>
</tr>
<tr>
<td></td>
<td>☐ overthrow the government</td>
</tr>
<tr>
<td>Baron de Montesquieu</td>
<td>● Separate the powers of government:</td>
</tr>
<tr>
<td>Jean Jacques Rousseau</td>
<td>● Social Contract” People should create their own government and</td>
</tr>
<tr>
<td></td>
<td>laws – but agree to follow them too!</td>
</tr>
<tr>
<td></td>
<td>● Majority rule</td>
</tr>
<tr>
<td>Voltaire</td>
<td>● Wrote plays, essays, poems → criticized the monarchies, Church,</td>
</tr>
<tr>
<td></td>
<td>and nobility</td>
</tr>
<tr>
<td></td>
<td>● Wrote <em>Candide</em></td>
</tr>
<tr>
<td></td>
<td>● Inspired people to accept new enlightenment ideas</td>
</tr>
</tbody>
</table>

Enlightened Despots

Enlightened Despot: an absolute monarch that used their power for the good of the people

- Maria Theresa: (Austria) - Everyone should pay taxes → Nobles and Clergy too!
  - Education for all children

- Joseph II: (Austria – Maria’s son) Choose govt. officials on their talent – not who they were or who they knew

- Catherine the Great: (Russia) expanded Russia’s borders → got a warm water port
IV. Impact of the Enlightenment

- Common people became aware of new rights they had
- People began to consider revolution as an option to change their government

Political Revolutions:

The 3 Political Revolutions we will study about here:

- American
- French
- Latin American

V. American Revolution

When: Late 1770’s  Where: British colonies in America  Goal: to break away from British control

How the Enlightenment influenced the American Patriots:

Americans were VERY influenced by the European Enlightenment writers

- The Declaration of Independence:
  
  LOCKE: - all humans have political rights
  - the people have the right to overthrow a bad government

- The U.S. Constitution:
  
  MONTESQUIEU: separation of powers

  ROUSSEAU: - “Social contract” between people and government
  - “majority rule”

Impact the American Revolution had on other cultures:

- It inspired other people to have their own revolutions
- The U.S. Constitution became a model for other nations to follow and use
VI. French Revolution

When: 1780’s and ‘90’s  Where: France  Goal: Wanted a new government to protect them

Causes

- **Unfair Social Class System**
  - poorest people paid all the taxes
  - wealthiest people enjoyed all the privileges

- **Economic Problems** – poor govt. decisions and bad harvests caused starvation for the poor

- **Enlightenment Ideas** – they let common people realize that they had choices about their govt.

- **American Revolution** – showed that it was possible to win a revolution and change govt.

Important concepts of the French Revolution

- Bastille: - French prison – stormed by French citizens
  - this event began the French Revolution (July, 14th, 1789 – Bastille Day!)

- Estates-General: legislative body of France (like Parliament or Congress)
  (they make the laws)

- Declaration of the Rights of Man:
  - similar to the American Declaration of Independence
  - stopped the privileges of the 1st and 2nd Estates

- Radicals: - wanted great amounts of change – often used violence (Jacobins) - led by Robespierre

- Reign of Terror: - began with the execution of Louis XVI
  - tens of thousands of nobles killed

- The Directory:
  - 5 man committee of “moderates” (not “radicals”)
  - ran France after the Reign of Terror
  - was weak and inefficient
VII. Revolutions in Latin America

When: Early 1800’s  Where: Spanish colonies in America  Goal: to break away from Spanish control

Causes

- Spanish control – Spanish govt. controlled too much Latin American life

- American and French Revolutions – showed that it was possible to defeat a European monarchy

Simone Bolivar: great revolutionary leader against the Spanish in Latin America

Results of the Revolutions in Latin America

- Spain gave up its colonies in Latin America

- New nations were created
VIII. **Essential Questions**

1. How did the Scientific Revolution help prepare the way for the Enlightenment?
   - It proved that the R.C.Church could be wrong – what about divine right?
   - it set up the Age of Reason
   - it established the existence of “natural laws”

2. How did Europeans try to apply the ideas of the Scientific Revolution and the Enlightenment to society?
   - that natural laws applied to political rights as well

3. Why was the American Revolution an important turning point in global history?
   - it applied Enlightenment ideas to a real event
   - it was the first time a culture created a successful Republic in place of a Monarchy
   - it inspired other people to have their own revolution

4. What changes in political thinking were brought about by the French Revolution?
   - Old Ideas: Monarchies – absolutism – divine right
   - New Ideas: Republics – democracy – people’s rights

5. Compare and contrast the short term and long term results of these political revolutions:

<table>
<thead>
<tr>
<th></th>
<th>Short Term</th>
<th>Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American:</strong></td>
<td>broke away - got independence</td>
<td>Successful – still used today</td>
</tr>
<tr>
<td><strong>French:</strong></td>
<td>overthrew King - got independence</td>
<td>not successful – monarchy came back</td>
</tr>
<tr>
<td><strong>Latin American:</strong></td>
<td>broke away - got independence</td>
<td>not successful – wealthy benefited but poor people still suffered</td>
</tr>
</tbody>
</table>