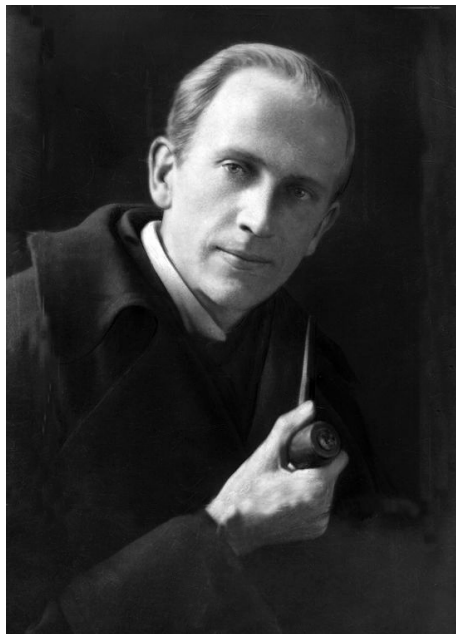


## A detailed, colorful illustration of a globe with the text "AP WORLD HISTORY: MODERN" overlaid. The globe is surrounded by various scenes of historical and modern life, including sailing ships, a city, a woman in a red dress, and a large building. The globe is the central focus, showing a map of the world with a grid of latitude and longitude lines. It is surrounded by various scenes of historical and modern life. In the foreground, there is a large, ornate building with a red roof and a woman in a red dress standing in the water. To the left, there are sailing ships and a large wave. To the right, there is a city with a large building and a woman in a red dress. The background shows a landscape with mountains and a large building. The overall style is a detailed, colorful illustration.



**"You are braver than you believe, stronger than you seem and smarter than you think."**

**~A.A. Milne**



Alan Alexander Milne (1882 – 1956) was an English writer best known for his books about the teddy bear Winnie-the-Pooh.



This belongs to:

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## Advanced Placement **World History: Modern**

  
Mr. David Jacobson (He/Him/His)

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**High School History Teacher**  
Shanghai American School PD Campus

david.jacobson@saschina.org



# AP<sup>®</sup> World History: Modern

## About the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>)

The Advanced Placement Program<sup>®</sup> has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

## AP History Program

The AP Program offers three history courses: AP European History, AP United States History, and AP World History: Modern. All three history courses focus on the development of historical thinking while learning required course content. Themes foster deep analysis by making connections and comparisons across different topics within the course. Each AP History course is designed to be the equivalent of a typical introductory college or university history course.

## AP World History: Modern Course Overview

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

### RECOMMENDED PREREQUISITES

There are no prerequisites for AP World History: Modern. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

## AP World History: Modern Course Content

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

## Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The list that follows presents these skills, which students should develop during the AP World History: Modern course.

- Developments and Processes
  - ◆ Identify and explain a historical concept, development, or process.
- Sourcing and Situation
  - ◆ Identify and explain a source's point of view, purpose, historical situation, and/or audience.
  - ◆ Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
- Claims and Evidence in Sources
  - ◆ Identify and describe a claim and/or argument in a source.
  - ◆ Identify the evidence used in a source to support an argument.
  - ◆ Compare the arguments or main ideas of two sources.
  - ◆ Explain how claims or evidence support, modify, or refute a source's argument.
- Contextualization
  - ◆ Identify and describe a historical context for a specific historical development or process.
  - ◆ Explain how a specific historical development or process is situated within a broader historical context.
- Making Connections
  - ◆ Identify patterns among or connections between historical developments and processes.
  - ◆ Explain how a historical development or process relates to another historical development or process.
- Argumentation
  - ◆ Make a historically defensible claim.
  - ◆ Support an argument using specific and relevant evidence.
  - ◆ Use historical reasoning to explain relationships among pieces of historical evidence.
  - ◆ Corroborate, qualify, or modify an argument using diverse and alternative evidence.



## AP World History: Modern Exam Structure

AP WORLD HISTORY: MODERN EXAM: 3 HOURS, 15 MINUTES

### Assessment Overview

The AP World History: Modern Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question.

### Format of Assessment

**Section I (Part A):** Multiple-Choice | 55 Questions | 55 Minutes | 40% of Exam Score

- Typically appear in sets of 3-4 questions, each with one or more stimuli, including primary and secondary texts, images, maps, and charts or other data.
- Require analysis of the stimulus sources and historical developments or processes described therein.

**Section I (Part B):** Short Answer | 3 Questions | 40 Minutes | 20% of Exam Score

- Question 1 is required and includes secondary source stimuli.
- Question 2 is required and includes primary source stimuli.
- Questions 3 and 4 do not include stimuli; students may complete either question.

**Section II:** Free-Response | 2 Questions | 1 Hour, 40 Minutes | 40% of Exam Score

- Question 1 is document-based, with seven documents offering varying perspectives (25% of Exam Score; 60 minutes).
- Question 2, 3, and 4 are long essays. Students select one question from the three options. (15% of Exam Score; 40 minutes).
- Essay responses require a complex understanding demonstrated by a historically defensible thesis, historical analysis, and supporting evidence.

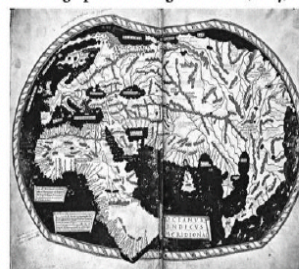
## Exam Components

### Sample Multiple-Choice Question

Which of the following historical developments most strongly contributed to the mapmaker's depiction of West Africa and the southern half of the world in the map?

- (A) Portugal's development of maritime technology and navigational skills
- (B) China's naval expeditions in the Indian Ocean basin
- (C) The limited geographical knowledge of western European mapmakers as a result of the region's commercial isolation
- (D) The decline of Mediterranean powers such as Genoa and Venice and the rise of Atlantic powers such as England, France, and the Netherlands

World Map, Produced By Henricus Martellus,  
A German Cartographer Working in Florence, Italy, Early 1490s



The Picture Art Collection/Alamy Stock Photo

### Sample Short-Answer Question

Use the passage below to answer parts A, B, and C.

"Having questioned Sidotti,\* I understand that Christians teach that their God produced heaven and earth and make him out to be the Great Lord and Father. This God of theirs, they say, cannot be served without giving him all of one's love and all of one's reverence. What these Christians are in effect saying is this: I have a [real] father, but I do not love him because I reserve all my love for God; I have a [real] lord, but I don't revere him because I reserve all my reverence for God. Now this is what we call being impious and disloyal! According to the Book of Rites, it is the emperor, the Son of Heaven, who should be worshipping God, the Lord of Heaven. It is not a duty that is given to ordinary people. And that is in order to prevent the blurring of the line between the exalted and the base. Thus, the sovereign is Heaven to the subjects just as the father is Heaven to the child."

\*Giovanni Battista Sidotti was an Italian priest who had entered Japan in 1708, in violation of the Japanese government's prohibition on Christian missionary activities.

Arai Hakuseki, Japanese scholar and adviser to the Tokugawa shogun, report, circa 1720

- (A) Describe ONE way in which Hakuseki's argument was influenced by long-standing Asian cultural traditions.
- (B) Explain ONE way in which the religious encounter referred to in the passage differed from most other religious encounters in the period circa 1450–1750.
- (C) Explain ONE historical situation in the period 1450–1750, other than the one illustrated in the passage, in which states in Asia or Africa adopted policies to limit European political power or cultural influence.

### Sample Document-Based Question

Evaluate the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.

Students examine seven primary source documents, including excerpts from writings by John Chilembwe, Kalyan Mukerji, Behari Lal, and Hubert Reid, an interview with Nar Diouf, an Egyptian protest song, and a French postcard.

### Sample Long Essay Question

In the nineteenth century, various political and social groups in industrial societies called for reforms. Develop an argument that evaluates the extent to which reform movements in the nineteenth century succeeded in bringing about political or social change in industrial society.





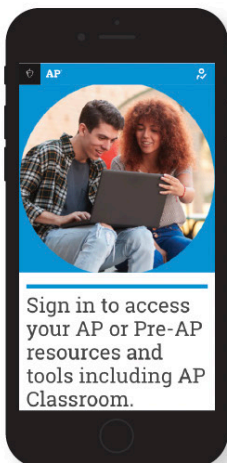
## AP STUDENTS

# Joining Your AP Class Section

Use a phone, tablet, or computer to join your AP® courses online, so you can get feedback on your progress and register for AP Exams.

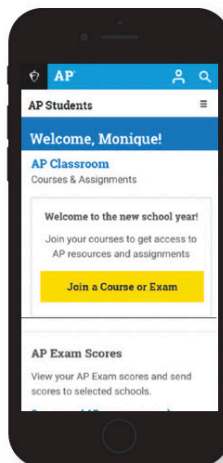
Write your join code(s) here:

Course \_\_\_\_\_ Course \_\_\_\_\_ Course \_\_\_\_\_ Course \_\_\_\_\_  
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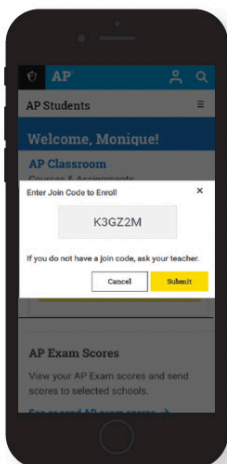
### 1 SIGN IN

Sign in to [myap.collegeboard.org](https://myap.collegeboard.org) with your College Board account. This is the same login you use to access your AP scores, PSAT/NMSQT® scores, or register for the SAT®. If you don't have a student account, click the **Create Account** link.



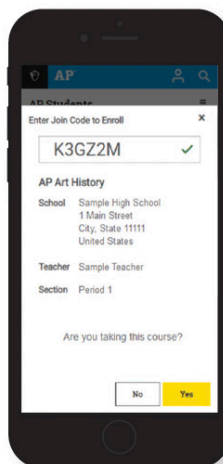
### 2 JOIN A COURSE

Click the **Join a Course or Exam** button. Before you do this, make sure you have the six-character join code from your teacher. You'll need it to join a class section.



### 3 SUBMIT YOUR JOIN CODE

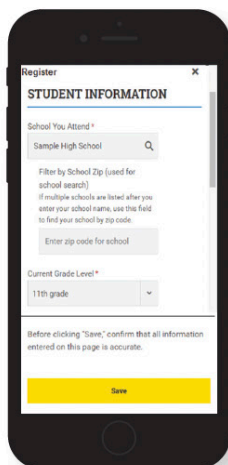
Enter the join code your teacher gave you. Click **Submit**.



### 4 VERIFY COURSE INFORMATION

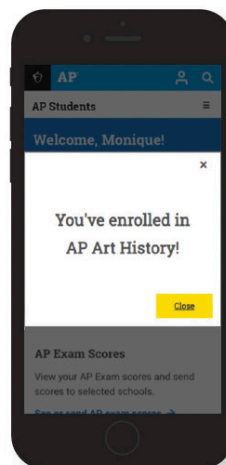
Make sure the information that comes up is for the course you're taking. If it is, click **Yes**.





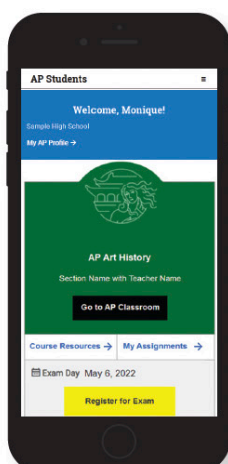
## 5 FILL OUT REGISTRATION INFORMATION

The first time you enroll in an AP course in My AP, you'll need to fill out some registration information. It's important to provide accurate information. You only have to do this once.



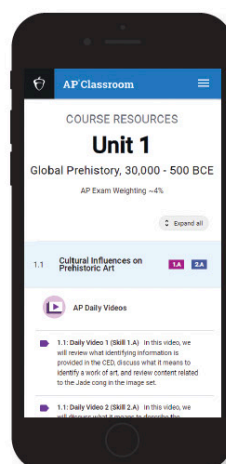
## 6 CONGRATULATIONS!

You're enrolled in your AP course. If you're taking multiple AP courses, repeat steps 2-4 for each course you're taking this year, using the unique join code for each course.



## 7 ACCESS AP CLASSROOM RESOURCES

Now that you're enrolled, click [Go to AP Classroom](#) to access resources for your course. Click [My Assignments](#) to see assignments from your teacher.



## 8 WATCH AP DAILY VIDEOS

In AP Classroom, you'll see AP Daily videos for your course topics and skills. Use them to preview, clarify, or review what you're studying in class. You can watch on your own or as assigned by your teacher.

## College Board Account Tips

You need a College Board account to join your AP class section, receive AP assignments from your teacher, and register for AP Exams. If you don't already have an account, please sign up at [collegeboard.org/register](https://collegeboard.org/register). A family member shouldn't create an account for you. Keep your account information in a safe place only you can access.

### DO YOU ALREADY HAVE AN ACCOUNT?

All College Board programs are connected through one account, so if you created one for AP, PSAT/NMSQT, SAT, or BigFuture Opportunity Scholarships, you're all set.

## IF YOU HAVE TROUBLE SIGNING IN TO YOUR ACCOUNT

- If you can't remember your login information, follow the "Need help signing in?" links at [myap.collegeboard.org](https://myap.collegeboard.org).
- If a family member set up your account, ask them for the login information. You may want them to sit with you while you sign in.
- If you can't remember the answers to your security questions, see if a family member has them.





# SPICE-T



## AP World History Themes

S

ocial Interactions and Organization (SIO)



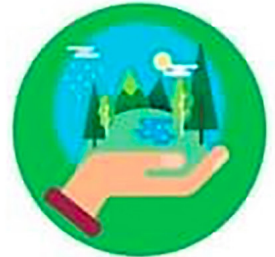
P

olitical Systems and Governments (GOV)



I

nteractions of Humans and the Environment (ENV)



C

ultural Developments and Interactions (CDI)



E

conomic Systems (ECN)



T

echnology and Innovation (TEC)





## **SOCIAL- Development & transformation of social structures**

- Family/Kinship
- Racial/Ethnic factors
- Lifestyles
- GenderRoles/Relationships
- Social & EconomicClasses
- Entertainment

## **POLITICAL - Statebuilding**

- Leaders/Groups
- Revolts/Revolutions
- Nationalism/Nations
- Political Structures
- Courts/Laws
- Empires
- State Building &Expansion

## **INTERACTIONS - Between humans & the environment**

- War & Conflict
- Diplomacy/Treaties
- Alliances
- Disease
- Major Cities
- Settlement Patterns
- Demography
- Urbanization
- Migrations/Movements
- Exchanges between individuals, groups, empires,and nations
- Humans/Environment
- Trade/Commerce

## **CULTURAL - Development & interaction of cultures**

- Religions, BeliefSystems, Teachings,Philosophy
- Holy Books
- Key figures & Deities
- Education
- Writing & Literature

## **ECONOMY - Creation, expansion and interaction of economic systems**

- Agricultural/PastoralSystems
- Economic Systems
- Labor & OrganizationSystems
- Industrialization
- Technology & Industry
- Capital & Money
- Business1

## **TECHNOLOGY - Adapting for efficiency, comfort, security, and technological advances**

- New Technology
- Transportation
- Weapons
- Communication



# Unit 0: Foundations

## 1. Themes in AP World History

Changes and continuities  
across time periods

Cultural and intellectual  
developments

Gender and social structures

Technological developments

Political organization

Population shifts

**Why you should know this:** Knowledge of these themes assists you especially when developing a thesis for an essay. You should always keep these themes in mind when analyzing civilizations and societies, both when you are comparing two different societies and when you are tracing change over time within a society or region. Note the interaction/relationship between many themes.

## 2. Regions of the World

To make comparisons and analysis of world events easier, the world is divided into geographical regions.

Region	Modern countries in the region	Historical examples of countries in the region
East Asia	China, Japan, North Korea, South Korea	Chinese dynasties, Japanese shogunates
Southeast Asia	Vietnam, Thailand, Laos, Cambodia, Indonesia, Malaysia, Singapore, Myanmar, Brunei	French Indochina, British colonies, Siam, Angkor Kingdom, Dutch East Indies
South Asia	India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka	British India
Southwest Asia and North Africa	Egypt, Saudi Arabia, Morocco, Israel, Turkey, Iran, Iraq, Afghanistan, Syria, Lebanon, Libya, Tunisia, Algeria, Jordan, Kuwait, Qatar, UAE, Yemen, Cyprus	Muslim caliphates, Ancient civilizations (Nile Valley, Mesopotamia, Sumer, Kush, etc.), Hebrew Kingdoms, Ottoman Empire, Persia
Central Asia	Russia, Mongolia, the "-stans", Georgia	Nomad territories, Duchies of Kiev, <u>Moscow</u> , <u>Mongol Khanates</u>
Sub-Saharan Africa	Countries below the Sahara: Nigeria, Somalia, Congo, Kenya, South Africa, Zimbabwe, etc.	Swahili city-states, European colonies, Axum, Transvaal
Eastern Europe	Poland, Slovakia, Czech Republic, Lithuania, Romania, Bulgaria, Greece, Serbia, Croatia, Kosovo, Hungary, Latvia, Estonia, etc.	Partitions of Poland, Austria-Hungary, Soviet satellite countries (Eastern Bloc), Czechoslovakia, Yugoslavia, Ottoman Empire, <u>Greek city-states</u>
Western Europe	United Kingdom, Ireland, France, Spain, Portugal, Italy, Germany, Austria, Switzerland, Sweden, Netherlands, Denmark, Belgium	Roman Empire, Holy Roman Empire, Gaul, Aragon, Castile, Papal States, Prussia, Anschluss, European Union
North America	Canada, United States, Mexico	European colonies
Latin America	Mexico, Panama, Cuba, Brazil, Argentina, Chile, Peru, Colombia, Guatemala, Costa Rica, Paraguay, Venezuela	Olmec, Maya, Aztec, Inca, Native tribal lands, European colonies
Oceania	Australia, New Zealand, Papua New Guinea	European colonies



**Why you should know this:** Often, essay and multiple-choice questions refer to regions of the world in the prompt. It is important to be familiar with where these regions are located, examples of countries located in the region (modern as well as historically), and to have knowledge of cultural, geographical (physical features), and political characteristics of these regions.

**Example:** Compare external migrations in TWO of the following world regions (North America, Southwest Asia, Western Europe) from 1914 to the present.

To answer these questions, you would need working knowledge not only of migration patterns in the 20<sup>th</sup>/21<sup>st</sup> centuries, but also of the world regions addressed in the question. Once you have identified what countries exist in that region in the time period requested by the question, you can begin to identify examples of migration patterns to use in this comparative essay.

### **3. Geography of the world**

You need a basic understanding of world geography to be successful in AP World History. Most importantly, you need knowledge of the historical significance of major physical features, especially the world's oceans.

The Arctic Ocean:

- where: extreme northern hemisphere
- significance: topped with ice for most of the year, location of mythic "Northwest Passage" (passage does exist, but covered by ice most of the year)

Indian Ocean:

- where: south of South Asia, east of Africa, west of Oceania
- significance: 3<sup>rd</sup> largest, extensive trade throughout history, earliest traders used monsoon winds to navigate, scene of intense rivalries (especially during European colonial times)

Atlantic Ocean:

- where: between North/South America and Europe/Africa
- significance: 2<sup>nd</sup> largest, center-stage of Columbian Exchange, traversed by billions of immigrants

Pacific Ocean:

- where: between North/South America and Asia/Oceania
- significance: largest, many islands, Bering Sea/Straight (land bridge bringing people into the Americas), scene of intense modern warfare

**Why you should know this:** Both multiple choice and essay questions may require you to have an understanding of the historical significance of the world's oceans.

### **Notes and Observations:**

#### **4. Definition of a civilization**

System of Writing    Complex Institutions    Advanced Cities    Advanced Technology

Skilled Workers

**Why you should know this:** You may encounter questions that ask you to classify a group of people as a civilization or a society based on characteristics. If you know the traditionally accepted definition of a civilization, then a question such as this would be easy question.

**Example:**

1. All of the following are common characteristics of a civilization EXCEPT:
  - a. an established, complex institution such as a government
  - b. elaborate irrigation techniques
  - c. multiple large cities
  - d. agricultural practices
  - e. specialized workers

The only characteristic listed above that is not included in the accepted definition of a civilization is (d) agricultural practices. Knowing the definition of a civilization helps you eliminate incorrect choices.

#### **5. Independent invention vs. diffusion**

A major debate in the study of world history is the significance of independent invention and diffusion of ideas. Specifically, a debate surrounds attaching importance to the opposing ideas: Which is more important? Which has led to more progress for any given civilization?

Independent invention: an idea or technology was invented/created independent of outside influence.

Diffusion: an idea or technology was introduced to a region/society/civilization by members of another civilization.

**Why you should know this:** You may be asked to identify the difference between these two ideas, or evaluate the significance in an essay. Always be aware that these ideas are associated with a great historical debate.

**Example:**

1. An example of diffusion rather than independent invention is
  - a. the Sumerian use of the wheel
  - b. the Mayan concept of zero as a place holder
  - c. the origin of the Greek alphabet
  - d. the cultivation of the banana in Southeast Asia
  - e. the origin of monotheism



## **6. The Agricultural Revolution**

The first major world event studied in AP World History is the Agricultural Revolution, lasting from about 8000 BCE to about 3000 BCE.

### **Agricultural Revolution**

- what: implementation of farming techniques, usually followed by the domestication of animals
- where: independent invention/development in this order: Mesopotamia, Egypt, Indus River Valley, Yangtze and Huang He River Valleys, Southeast Asia, Central America, South America (Andes)
- significance: humans transitioned from foragers to farmers; marked the beginning of the Neolithic Age, impact on gender roles; slash-and-burn techniques led to large migrations of farmers, which led to the spread of the use of agriculture; allowed civilizations to develop (permanent settlements, specialized workers, advanced technology, record keeping, government/institutions).

**Why you should know this:** The knowledge of the impact of the development and diffusion of agricultural practices is important for multiple choice questions because this theme dominates the beginnings of civilization (River Valley Civilizations)

### **Example:**

1. Early agriculture in the Americas
  - a. developed as a result of cultural diffusion from the Eastern Hemisphere
  - b. featured the domestication of larger animals than in the Eastern Hemisphere
  - c. did not produce the wide variety of crops that the Eastern Hemisphere did
  - d. saw the rise of the urbanization earlier than did the Eastern Hemisphere
  - e. saw the rise of urbanization earlier than did the Eastern Hemisphere

Knowledge of a general, relational time-line of the development of agriculture, as well as the specific characteristics of the development of agriculture would allow you to eliminate all but (d) which implies development in the Americas before the Eastern Hemisphere.

### **Notes and Observations:**

## 7. Characteristics of Early Agricultural Civilizations

It is imperative that you know and understand the common characteristics of early agricultural civilizations. Note that the characteristics mentioned below expand on the definition of a civilization.

Characteristic	Significance
Permanent settlements	As people began to farm, they began to settle in one place. Eventually, villages, towns, and cities developed. Important examples of early permanent settlements are Catal Huyuk and Jericho. Early cities became the focus of a civilization because of their political, cultural, and economic importance
Specialized workers	As farming produced food surpluses, many people did not have to farm and were able to specialize in other areas, such as ceramics and textile production. As civilizations advanced, people were able to specialize in other professions, such as commerce, civil engineers, religious leaders, and political leaders
Technological innovations	Early agricultural/Neolithic civilizations developed the use of various metals (copper, gold, and bronze in that order) for items such as weapons and other luxury goods; other examples of technological innovations, largely due to the specialization of workers, include advanced irrigation apparatus, the wheel, weapons, sundials, etc.
Governments	As cities developed in the early civilizations, the inhabitants required large public works projects beyond the scope of private citizens. As a result, governments formed to organize and oversee the fabrication of roads, irrigation projects, public buildings, etc. and to regulate commerce (through the establishment of laws, courts, and a system of punishment. Moreover, governments functioned to protect citizens from invasions and to organize attacks on rival civilizations. Governments also collected taxes from the city dwellers
Social Classes	As people settled on land to farm, there were those who laid claim to more land than others, thus forming the first elite social classes. Early civilizations had an elite social class comprised of large land-owners. Many civilizations, such as Sumer, had a slave class, although in most cases slaves could buy their freedom. Likewise, men could sell women and children into slavery to pay off debts.
Religion	As people began to observe more closely their environment in an effort to increase agricultural productivity, knowledge of seasons and nature increased. Attempting to explain natural processes and natural disasters, people developed elaborate stories about the origin of life and rituals to appease gods they perceived as controlling nature. Over time, a group of specialized workers emerged to lead these rituals and devote their lives to the worship of deities.

**Why you should know this:** You will be asked to identify and compare characteristics of early civilizations.

### **Example:**

1. Early urban dwellers
  - a. were dominated by peoples in agricultural settlements
  - b. left the pursuit of religious practices to agricultural peoples
  - c. saw the need for a government
  - d. were exempt from taxation
  - e. were offered few opportunities to carry out specialized tasks

Knowing the characteristics would help you eliminate all of the answers except for (c).



## **8. River Valley Civilizations**

You are required to know the characteristics of the River Valley Civilizations, which were the first major civilizations in world history.

**Why you should know this:** You are required to know general (shared) characteristics of all River Valley Civilizations as well as specific characteristics of two civilizations for both the AP test

**Example:** Compare and contrast the political and social structure of TWO of the following River Valley Civilizations: Mesopotamia, Indus Valley, Huang He Valley, Egypt, Mesoamerica, Andean civilization. To write this essay, specific knowledge of two river valley civilizations is required. You need to point out specific examples of similar characteristics to make the direct comparisons, as well as working knowledge of the general characteristics to fill in any gaps and give you more examples.

## **9. Classical Civilizations**

Classical civilizations are defined as those that had a large, enduring influence over a large number of people. Thus, classical civilizations are important topics in AP World History due to the impact of these civilizations. Classical civilizations include the Zhou, Qin, and Han dynasties of China, the Mauryan and Gupta dynasties of India, the Persian Empire, the Greek city-states, Alexander the Great's Empire, and the Roman Empire.

**Notes and Observations:**

## **Key Civilizations and Empires**

- Ancient Mesopotamia (Sumer, Akkad, Babylon, Assyria) developed complex city-states and empires in the Fertile Crescent
- Invented cuneiform script, one of the earliest writing systems
- Built ziggurats, massive step pyramids that served as religious temples
- Ancient Egypt unified under powerful pharaohs and built enduring monuments (Great Pyramids, Sphinx)
- Indus Valley Civilization (Harappa, Mohenjo-Daro) flourished in present-day Pakistan and India
- Developed advanced urban planning with grid-like streets and sophisticated drainage systems
- Ancient China saw the rise of dynasties (Shang, Zhou, Qin, Han) that centralized power and standardized systems
- Qin Shi Huang unified China and began construction of the Great Wall
- Classical Greece (Athens, Sparta) made significant contributions to philosophy, art, and governance
- Developed direct democracy in Athens and a militaristic society in Sparta
- Roman Empire expanded across the Mediterranean and left a lasting impact on law, architecture, and language
- Built an extensive network of roads and aqueducts to support their vast empire
- Gupta Empire in India patronized art, literature, and science during its Golden Age

## **Major Technological Advancements**

- Invention of the wheel revolutionized transportation and facilitated the development of trade networks
- Metallurgy advancements led to the production of bronze and iron tools and weapons
- Iron Age civilizations held a significant military advantage over Bronze Age counterparts
- Agricultural innovations (irrigation, plows, terracing) increased food production and supported population growth
- Development of writing systems (cuneiform, hieroglyphs, alphabets) enabled record-keeping and communication
- Rosetta Stone, discovered in 1799, was crucial in deciphering Egyptian hieroglyphs
- Advancements in astronomy and mathematics led to accurate calendars and navigation methods
- Invention of the compass and improvements in shipbuilding technology facilitated maritime exploration
- Architectural achievements (arches, domes, columns) enabled the construction of monumental structures
- Roman arch allowed for the construction of larger, more complex buildings and aqueducts

## **Trade Networks and Economic Systems**

- Silk Roads connected East Asia, Central Asia, and Europe, facilitating the exchange of goods, ideas, and cultures
- Traded commodities included silk, spices, precious stones, and horses
- Indian Ocean trade linked civilizations in East Africa, the Middle East, India, and Southeast Asia
- Monsoon winds facilitated seasonal maritime trade across the Indian Ocean
- Trans-Saharan trade routes connected West Africa with the Mediterranean world, exchanging salt, gold, and slaves
- Mesoamerican trade networks (Olmec, Maya, Aztec) exchanged obsidian, cacao, and precious feathers
- Development of coinage and standardized currencies facilitated long-distance trade and economic growth
- Tribute systems, in which subordinate states paid resources to dominant powers, were common in many empires



- Agricultural surplus and specialization led to the growth of urban centers and the rise of merchant classes

### **Religious and Philosophical Developments**

- Polytheistic religions (Mesopotamian, Egyptian, Greek, Roman) worshipped multiple gods and goddesses
- Ziggurats and pyramids served as places of worship and ritual in Mesopotamia and Egypt
- Monotheistic religions (Judaism, Christianity, Islam) believe in the existence of a single, all-powerful god
- Abrahamic religions trace their origins to the patriarch Abraham
- Hinduism developed in ancient India, characterized by a diverse range of beliefs and practices
- Vedas, ancient Sanskrit texts, form the basis of Hindu scripture
- Buddhism originated in India with the teachings of Siddhartha Gautama (the Buddha) and spread across Asia
- Four Noble Truths and the Eightfold Path form the core of Buddhist philosophy
- Confucianism and Daoism emerged in ancient China, emphasizing social harmony, filial piety, and balance with nature
- Greek philosophy (Socrates, Plato, Aristotle) explored questions of ethics, logic, and metaphysics
- Socratic method involves asking questions to stimulate critical thinking and draw out ideas
- Zoroastrianism, one of the world's oldest continuously practiced religions, originated in ancient Persia

### **Social Structures and Cultural Practices**

- Patriarchal societies, in which men held dominant roles, were prevalent in many ancient civilizations
- Women's roles were often limited to domestic spheres, although some notable exceptions existed (Cleopatra, Wu Zetian)
- Caste systems (India) and social hierarchies (Mesopotamia, Egypt) determined an individual's status and occupation
- Extended family structures and kinship networks formed the basis of many ancient societies
- Slavery was widespread in ancient civilizations, with slaves often acquired through warfare or debt
- Sparta's helot system and Rome's use of slave labor in agriculture and mining
- Art and architecture served religious, political, and aesthetic purposes (temples, palaces, sculptures)
- Egyptian pyramids and Greek temples (Parthenon) exemplify the grandeur of ancient architecture
- Writing and literature preserved cultural traditions, myths, and historical accounts
- Epic of Gilgamesh, one of the earliest known literary works, originated in ancient Mesopotamia
- Sports and entertainment (Olympic Games, gladiatorial contests) played significant roles in ancient societies
- Political Systems and Governance
- City-states (Mesopotamia, Greece) were independent political entities centered around a single city
- Athens and Sparta were prominent city-states with contrasting political systems (democracy vs. oligarchy)
- Centralized empires (Egypt, Persia, China, Rome) united vast territories under a single ruler or dynasty
- Persian Achaemenid Empire was known for its efficient administration and religious tolerance
- Monarchies, ruled by kings or queens, were common forms of government in ancient civilizations
- Egyptian pharaohs were considered divine rulers and wielded absolute power
- Aristocracies and oligarchies concentrated power in the hands of a wealthy or noble elite
- Roman Republic was governed by a Senate composed of aristocratic families
- Tribal and clan-based systems were prevalent in regions without centralized authority (Germanic tribes, Arabian Peninsula)

- Codified laws (Code of Hammurabi, Twelve Tables) established legal principles and punishments
- Hammurabi's Code, one of the earliest written legal codes, prescribed punishments based on social status

### **Significant Historical Events**

- Neolithic Revolution marked the transition from hunter-gatherer societies to settled agricultural communities
- Domestication of plants and animals led to the development of complex civilizations
- Bronze Age Collapse (c. 1200 BCE) saw the decline of major civilizations in the Eastern Mediterranean and Near East
- Possible causes include climate change, invasions, and disruption of trade networks
- Persian Wars (499-449 BCE) between Greek city-states and the Persian Empire
- Battles of Marathon, Thermopylae, and Salamis showcased Greek military prowess and unity
- Peloponnesian War (431-404 BCE) between Athens and Sparta, leading to the decline of Greek power
- Punic Wars (264-146 BCE) between Rome and Carthage, resulting in Roman dominance of the Mediterranean
- Hannibal's crossing of the Alps with war elephants is a famous episode from the Second Punic War
- Mauryan Empire (321-185 BCE) unified most of the Indian subcontinent under Ashoka the Great
- Ashoka embraced Buddhism and spread its teachings throughout his empire
- Qin unification of China (221 BCE) under Qin Shi Huang, who standardized weights, measures, and currency
- Legacy and Impact on Later Periods
- Development of writing systems facilitated the spread of knowledge and ideas across time and space
- Alphabetic scripts (Phoenician, Greek, Latin) formed the basis for many modern writing systems
- Philosophical and religious traditions (Greek philosophy, Abrahamic religions, Buddhism) continue to influence modern thought
- Aristotelian logic and Platonic idealism had a profound impact on Western philosophy
- Legal and political systems (Roman law, Athenian democracy) served as models for later governments
- Roman law influenced the development of civil law systems in Europe and beyond
- Architectural styles and engineering techniques (arches, domes, aqueducts) were adopted and adapted by later civilizations
- Byzantine and Islamic architecture drew inspiration from Roman and Persian styles
- Trade networks (Silk Roads, Indian Ocean trade) fostered cultural exchange and economic growth
- Spread of religions (Buddhism, Islam) and technologies (papermaking, gunpowder) along trade routes
- Scientific and mathematical knowledge (Euclidean geometry, Ptolemaic astronomy) laid the foundation for later discoveries
- Hippocratic Oath, which emphasizes the ethical obligations of physicians, remains relevant in modern medicine
- Artistic and literary traditions (epic poetry, Greek drama, Roman sculpture) influenced Renaissance and modern art
- Homer's Iliad and Odyssey are considered masterpieces of world literature and continue to be widely studied



**Notes and Observations:**

# Unit 0





## Themes Review

	Key Question
Social	<p>How do people interact with each other, as individuals or in groups?</p> <ul style="list-style-type: none"> <li>- Class</li> <li>- Race</li> <li>- Gender</li> <li>- Family</li> </ul>
Political	<p>How do people or states gain and exercise power? Who is in charge? How did they gain that power and how do they use it?</p> <ul style="list-style-type: none"> <li>- Power</li> <li>- Authority</li> </ul>
Interactions w/ Environment	<p>What are the consequences of humans acting in their environment? What effect does the environment have on the population? How does migration and movement of people affect the environment?</p> <ul style="list-style-type: none"> <li>- Demographics/population</li> <li>- Migration</li> <li>- Resources</li> </ul>
Cultural	<p>How do people develop and express beliefs, identities, and values?</p> <ul style="list-style-type: none"> <li>- Religion</li> <li>- Beliefs</li> <li>- Values</li> <li>- Art</li> <li>- Science</li> </ul>
Economic	<p>How do people produce, exchange, and consume goods and services?</p> <ul style="list-style-type: none"> <li>- Labor Systems (coerced or forced)</li> <li>- Production</li> <li>- Trade/Commerce</li> </ul>
Technology	<p>What do people create to increase their efficiency, comfort, or security?</p> <ul style="list-style-type: none"> <li>- Innovations</li> <li>- Developments</li> <li>- Ideas</li> </ul> <p>Increased security is used for political purposes. Increases comfort used in cultural and social purposes.</p>

You can review the different sections on pages 6 and 7. You should be engaging with, and using, this SPICE-T chart for the rest of the year. Most SPICE-T charts will have the different regions we are covering on the top row with columns to write in your observations. You can use this to compare and contrast different regions, to track Change and Continuity Over Time (CCoT), and track relevant developments in through each unit.

**Trust me when I say that it will help immensely when you're studying for your AP Exam.**

## Part One:

### The First Migrations

#### **Africa (200,000 years - 250,000 years ago)**

- Homo sapiens inhabited in grasslands of East and South Africa
  - First skeleton in gorge of Kenya
- Technological innovations
  - To help with hunting and gathering (stone blade, points)
  - Wandering to stay alive
- Exchange patterns → social and symbolic behavior
  - Different than animals w/ kinship groups (family)
    - Ex. blombos cave over cliff → Indian ocean + cliff = protection
    - Groups of people gathering

#### **Eurasia (45,000 to 20,000)**

- People fill African continent and move into Europe and Middle East
  - Move out into Eurasia
- Hunters used spears and bows to hunt (more technology)
  - Ex. Otzi the Iceman (lived 5,300 years ago) → Otztal Alps of Italy
  - Bone needles, weaving baskets pottery, cave paintings, permanent settlements, venus figurines (extra powers, exaggerated parts, fertility, new ideas) → idea of intellect
  - Found perfectly preserved

#### **Australia (60,000 years ago)**

- Using boats, small numbers of people move from SE Asia to Australia
- Dugout (log w/ dugout) → row w/ it and go across waters
  - unique : more complex understanding of the world; DREAMLIKE
    - Stories of where we came from and how we got here and greater capacity to imagine
  - Accounted for the origin of world and networks of migration
- Connected current people to their history

#### **American (30,000 years to 15,000 years ago)**

- Moving from NE Russia to Americas
  - Clovis point technology allows hunting of large animals threw for bigger game
  - Widely distributed (evidence) and then disappears hunted food source of extinction? Change in weather?

- Adaption → bosion hunters (greater plains) and desert loving in the South Western (built homes out of what as available)

### **Pacific (Last Phase) → (3,500 years ago)**

- Moved East from Asia into Pacific
  - Ocean Going canoes, open water navigation
    - Intention to colonize
- Micronesia, polynesia, and melanesia (sailing west of madagascar as well)
  - Atronesian language is the widest spread
  - Took plants and animals with them
  - Those societies were highly stratified and affected extinction of many native species on the island they inhabited

## **Part 2**

### **Settling Down: The Great Transition**

#### **Change**

- 2,500 (microblades introduced)
- 16,000 (collection of wild grains)
- 16,000 to 10,000 (end of the last ICE AGE)
- Global warming
- plants/animals flourish
- Human population grows and settles down
  - More food→ more people= dramatic growth

#### **Neolithic/ Agricultural Revolution**

- Changes in human life for farming
- Gathering→ making
- Causes
  - Rising temperature (longer growing season)
  - Population growth (the need for more food)

#### **Farming Techniques**

- Slash and burn
  - Cut and burn trees and grass to clear fields
  - Ashes→ fertile soil
  - After 2 years... moved
- Domestic



- Tamed horses, dogs, goats, pigs
- Farmers and pastoral nomads (herders)
  - Ex. Chicken- eggs and overtime can be used as meat

### **Villages that Developed**

- Africa- Nile River Valley→ wheat, barley, other crops
- China- Huang He River → millet, rice, soybeans, silkworms, pigs
- Mexico/CA→ corn, beans, squash, dog, turkey
- Peru→ tomatoes, sweet potatoes, white potatoes, llama, guinea pigs
  - Africa/ china= all rivers
  - Mexico/ca= tropical
  - Peru= mountains
  - Different sources of food because of where they live

### **Catal Huyuk- South Central Turkey**

- Farmers
  - Large crops of wheat, parsley, pea (raised cattle and sheep and crops/animals and gathered)
- Potters and weavers
- Obsidian
  - Jewelry, mirrors, knives
- First town (largest settlement during the Neolithic P.) → no roads
- 6000 people

### **Dangers of Settled Life**

- Flood
- Fire
- Drought
- Disease

### **First Civilizations (Rise of the States)**

- Led by kings (who figured out how to get to the top)
- Society with writing forms
- Held together large amounts of people
- Replaced kinship → basic organization powers

- Limited powers (ex. The temple and private economy checked the power of rulers)

### **State Power**

- To solve problems of urban living= living close together
  - Adjudicate conflicts
  - Organize irrigation
  - Defend city
- Only some produced food
  - Most service and goods
- Served upper class and people below with force (more useful for some than others)
- State power became normal and natural (endorsed by God)
- Religion used to enforce and RESTRAIN the state (god chosen leaders)
- Examples of Division ordained by god
  - Chinese Kings power from son of heaven; west Zhou Dynasty; Mandate of Heaven
  - Mesopotamia= King Symbols; crown, throne, scepter, mace of divine origin
  - Egypt- pharaohs; divine qualities- embodies all major gods= supernatural powers
- Examples of Restrain
  - Hammurabi- his godly code was inspired by Marduk= to bring about the rule of righteousness (destroying wicked and evil people)
  - Urugagina- Meso king claimed power from god to reform city
  - Chinese Emperors- Western Zhou Dynasty claimed to mandate from heaven but the actions can remove the mandate and affect overthrown government

### **State Authority Reinforced**

- The grandeur of kings

### **Living Lavish Style of Elites**

- Luxury palace, fine clothes, jewels, servants

### **Impressive Rituals**

- Ex. Death triggered elaborate burials, pyramids at Giza were elaborate tombs
- (keep people happy or “entertained”)--> romans with circus

### **Imposing Structures**

- Ex. Egyptian pyramids for burial
- Temples: maya temples of giant jaguar in Tikal
- Ziggurats: meso cultus with temples at top
  - Religious leaders at the top and poor on the bottom
- Statue: Olmec heads (of rulers)

## Classes

### Hierarchies of Class

- High levels of productivity→ inequalities in wealth, status, power
- Social divisions were normal

### Upper Class

- No physical labor (they show it off)
- Top position in society: Social political and religion
  - Ex. foot binding in China: women of high class couldn't physically work in fields

### Free Commoners

- Farmers but also artisans and soldiers (because of surplus of food)
- Surplus also cause upper class to be "more upper class"

### Slaves

- Common in all civilization (slave density differed)
- Concept of slavery different than our common concept
  - Some respected but others did not

### Hierarchies of Gender

- Sex vs. Gender with women subordinate to men
  - Women: home
  - Men: protection/control
- Gender roles more strict in upper class (working women to be involved)
  - Origin
    - Plow based (muscle agriculture coupled with increase birth rate)
      - Women= home/nature
      - Dominated nature
    - Military more important (not a place for women)

### Patriarchy in practice

- Def: social system in which men dominance in present and power and possession are passed on from father to son
- Men control of female's sexuality but not vice versa
- Women divided into 2 positions
  - Respectable: veil
  - Unrespectable: no veil
- Female goddesses were relegated to the home and hearth, replaced by men

### Realm of Spirit



- Rich “interior life”
  - Monotheism
  - Several levels of supernatural beings
  - Impersonal force accessed through shamans
- Venus Figures
  - Strong female features
  - Fertility and bringing life
- Religion more simplistic than now

### Early Trends/Traditions that last

- Polytheism
    - Belief system that follows multiple gods
      - **Hinduism**
        - *Dharma* (duty of your caste)
          - Key to living a proper life in society
          - Different castes have different duties
          - Relates to account of good
      - Karma is influenced by Dharma
        - *Moksha* is the goal of reincarnation, to go to heaven eternally
        - Political fragmentation leads to families and societies splitting up into heavy beliefs different gods and ideals
- **Animism**
  - Belief system that sees a spiritual aspect in natural objects or events
  - Less formalized than Polytheism
    - Spiritual aspects
  - Overlaps between Polytheism= many spirits
    - Older beliefs: American Indians, African
- **Ancestor Veneration**
  - Respect for the dead; belief that they can affect the living
    - Very common: Popular in China
- Monotheism
  - **Judaism**
    - One god
      - transcendent god, one who is above all others

- Ten Commandments
- Covenant
  - God made promises to the people, and that he will fulfill them
- Personal Morality- moral and upright behavior
  - People that need more help are treated with special care (widows, orphans, etc)
- Judaism spread as Jewish people traveled
  - Not an universalizing religion- did not want converts
- **Christianity**
  - Pathway to Heaven
    - Narrow, singular, exclusive, not everyone finds it
      - Two pathways, death and destruction and the path that leads to life
  - Jesus came down and a punishment because of the sins of the humans
  - Universalizing religion
    - Many marginalized groups converted
    - Originally seen as a threat in Roman Empire, but then becomes accepted
    - Sought converts through missionaries who spread the teachings of Jesus
- **Islam**
  - 5 pillars of Islam
    - Fasting, Charity, Devotion, etc.
  - Originates with the Prophet Muhammad on the Arabian Peninsula
  - Universalizing Religion
    - Spreads with missionaries, merchants, militaries (3 Ms)
  - Cultural link between societies
    - Societies who shared Islam also shared other ideas and practices
  - Tension between Muslims and Christians
  - Tension between Muslim and Jewish
  - Tensions between Hindus and Muslims in South Asia

## Part Three

### Spread of Islam

- Muhammad→ military, political, and spiritual leader
- Became extensive- Spain to India (Islamic)
  - The teachings of Islam
- 5 pillars of how to be Muslim
- Words of Muhammad→ involved in trade (pilgrimage to Mecca)
  - Mecca→ not right→ lead to revelation
- Words of Allah through Muhammad= Quran
  - Sunni and Shias (after Muhammad death)
- Sunnis- elect leaders
- Shi'as- descendant of Muhammad
- Similar to when Roman splits into Roman Catholic and Orthodox
  - Fast expansion after death of Muhammad (100 years)

### Dar al Islam

- Abbasid caliphate (empire/dynasty like)
- Baghdad and Jizya
  - Baghdad brought in scholars and translate greek word to Arabic
  - Jizya- tax on all non muslims (Islamic was somewhat accepting)

### China

- Disruption and Lack of Unity (alternated with peace and disruption)
- Sui Dynasty
  - Grand canal
- Tang
  - Expansion and growth of middle kingdom
- Song
  - Meritocracy and confucianism

### Japan

- Disunity followed by unity
- Emperor- leads parts of the country but loses control to feudal lords
  - Replaced by shoguns who control Daimyo and Shinto religion develops
- Daimyo (samurai)--> control
- Shoguns (get daimyo unified)--> military leaders



- SHINTO (kinda like Daosim)--> gate through solace (Japanland, seasons, relation with nature)

## **Africa**

- Bantu speakers
  - Iron workings
  - Periods of migration (multiple) forests → plains
  - Ghana (Trans Saharan Trails and Routes)
- Salt and Gold
  - Great Zimbabwe and Swahili City States

## **South and Southeast Asia**

- India (SA)- Hindu and Islam
- Monsoon winds (unified as they understood and got involved in trade)

## **Europe**

- 330 CE- Constantine move Roman Capital from Rome to Byzantine
- Near Balck Sea- easier trade
- Split Crush→ Orthodox and Roman Catholic Church
  - 476 CE- Fall of Rome
- Roman states devolved into duchies and fiefdoms
- Rise of Modern States
  - Charlemagne- emperor of Romans
  - Crusaders
    - Bring Jerusalem under Catholic Control
      - Hagia Sophia

## **Americas**

- Maya→ slipping away (golden age ends)
- Maya → aztecs (toltecs take their place setting the state for aztec)
  - Missisipes develop (beginning)
- 90% die of diseased
- 10% convert to Chrisitainty (left over)
  - Human sacrifice

## **Great Empires**

- Roman and Han empires (largest empires we've seen)
  - Laws to control

- Infrastructure to move back and forth
- Silk road connected them together
- Achaemenid and Gupta empires
  - Connected → silkroads, searoads, sand roads, etc.
  - Cause: I want what they have
  - Effect: I have what they have

### Connected

- Buddhism → supports bottom of caste (totally eliminates it)
  - Cause: Siddhartha Gautama → poverty and sadness got to him
    - Sat under bodhi tree
      - Enlightenment → anybody can achieve nirvana 4 noble truths = can achieve enlightenment in your own lifetime
  - Spreads all through Silk Roads
  - Merchants share their ideas → about Buddhism
    - It rejected caste system and was universalized religions
- To end suffering of human beings
  - The Eight-Fold path includes meditation
  - *Nirvana* is the end of the cycle to overcome suffering
- Religious Syncretism:
  - Buddhism spread widely and blends, leading to different forms of Buddhism
    - Universalizing religion- individualistic and easily able to be adapted
      - Offered individual improvement and escape from social structures (appealed to lower classes)
    - Forms Mahayana, and Theravada Buddhism
    - *Bodhisattvas*- paused on their journey to enlightenment to help others

### Mauryan Empire

- Ashoka and his pillars
  - Pillars: rules of the Ashoka
    - Written in/on the pillars
    - Understanding the rules and His rule

### Gupta Empire

- Golden age of India ... physicians and mathematics
- Patriarchy

### Confucianism and Developments in EA

- Confucianism

- Writes an analects
  - Relationship between people, family, and higher class
  - Filial piety = respecting elders and ancestors
  - How to be a good member of society
  - Treating people with respect
- Filial Piety (**Cultural** Value in **Social** Relationships)
  - Respect for Elders
  - Younger members show respect (Younger members deference, Older members reverence)
  - Ideal model of how all relationships should be in all aspects of life
- Spreads to Korea, Vietnam, Japan
- Meritocracy
  - Civil Service Exam

### Daoism

- Balance between nature and people
- Mandate of Heaven
  - Nature tells us if the leader is good or bad and if he is doing the correct thing
- Focus on the natural world
- Aligning with nature to create social harmony
- Dao gives people an invitation to give up these elements
- Yin-Yang (balance between opposites)
  - Balance and harmony between humans and nature
- Different experiences based on class
- Elites pursued life with Daoist ideals, in a heavily Confucian society
- Gave lower-class people power in magic and fortune-telling and spirits of nature
- Daoist thoughts and ideas blend into Neo-Confucian ideals

### Qin Shi Huang

- Ruled Qin Dynasty for short period of time
- Unified people (harshly) → legalism

### Han (golden age of Chinese history)

- Lasted a long time → BECAUSE OF THE QIN DYNASTY (effect)
- Tech/peace = Civil Service Exam
  - West Eurasia and Christianity



## Persia

- Cyrus the Great
  - Amazing palace to rule centralized gov
    - All about the show and fear

## Greece

- 1,000 city states (sparta → military, athens → democracy)
- Religious
- Alexander the Great
- Macedonia = took culture and sweep through Persia
  - Greek architecture all over

## Rome

- Government 12 tables
- Mare nostrum = in our sea
- Massive Empire
- Problem with size → now they expanded
  - Gave citizenship to all
- Christianity (empire's religion)
- Byzantine Empire = when Rome broke apart

## Early American Civilizations

- Teotihuacan
  - Large religious temples
  - sun/moon and rotation of seasons
  - Ability to build temples
    - Solidify power of priests and rules
  - Grid city of the gods
- Mayans
  - Calendar the concept of zero
  - Technologically advanced

## Comparison of the Classical Era

- Every single of the empires declined because of
  - Tax collection
  - Lack of support for leadership
  - Decline in trade
  - Spread of disease
  - Gap between rich and poor
  - Attacks by outside groups
- Religion holds the society together as the governments fall

**Notes and Observations:**



















Zhou	<ul style="list-style-type: none"> <li>- 1029 – 258 BCE</li> <li>- used mandate of heaven to claim authority</li> <li>- worked to centralize the government</li> <li>- expanded territory to the south (Yangtze River Valley)</li> <li>- rulers (emperors) referred to themselves as Sons of Heaven</li> <li>- standardized spoken language</li> </ul>	<ul style="list-style-type: none"> <li>- increasingly centralized government with growing bureaucracy</li> <li>- expanding influence to include most of east and southeast Asia</li> <li>- increase in production of luxury goods, such as silk</li> <li>- increase in trade along Silk Roads</li> <li>- most advanced classical civilization, especially in terms of technology</li> <li>- basis of tradition established: patriarchy and government rule based on Confucian values</li> </ul>
Qin	<ul style="list-style-type: none"> <li>- 221 – 202 BCE</li> <li>- dynasty name gave name to country</li> <li>- expanded territory to the south (northern Vietnam)</li> <li>- construction of the Great Wall</li> <li>- standardized: weights, measures, money, written language</li> <li>- silk production encouraged and increased</li> <li>- construction of new roads</li> </ul>	
Han	<ul style="list-style-type: none"> <li>- 200 BCE – 220 CE</li> <li>- bureaucracy strengthened</li> <li>- expanded territory south and west (central Asia, Korea, Indochina)</li> <li>- civil service exams based on Confucian values</li> <li>- trade increased (Silk Roads)</li> <li>- relative time of peace</li> <li>- patriarchy strengthened</li> <li>- technology: iron production, canals, irrigation systems, ox-drawn plows, collar for beasts of burden, paper manufacture, water-power mills</li> <li>- social structure: elites, peasants, artisans, unskilled laborers</li> </ul>	

## **The Sasanid Empire and the Rise of Islam 200-1200 CE** (The Sasanid Empire 224- 651 CE)

**Political/ State Structure** - Iranian hinterland ruled by autonomous local aristocracy (this did not pose a threat to the stability of the Sassanid Empire, though).

-Sassanids maintained strong central control of their state and managed the successful integration of frontier peoples into it.

**Geography** - controlled the areas of Iran and Mesopotamia; Arab pastoralists on the Euphrates border and the Byzantine Empire on the west border.

**Religion/ Beliefs** - Sasanid Empire made Zoroastrianism official religion; Byzantine Empire made Christianity its official religion.

- Both Zoroastrianism and Christianity were officially intolerant of other religions.
  - Sasanid Empire, however, did contain sizeable Jewish and Christian communities.
  - State sponsorship of Zoroastrianism and Christianity set a precedent for the link that developed between the Islamic religion and the Islamic state.
  - Both empires had state involvement in theological struggles.
  - Byzantine Empire went to war with the Sasanids over the latter's persecution of Christians.
  - Byzantine emperors and bishops removed Christian beliefs that they considered heretical, such as the Monophysite doctrine (one nature of Jesus) and Nestorianism (two natures of Christ; one human and one divine).
  - Mani of Mesopotamia founded a Manichaenism, centered around the struggle between good and evil; was killed by the Sassanid Shah, but religion spread widely in Central Asia.
  - religion replaced citizenship, language, and ethnicity as the paramount factor in people's identity; a preview of the way ideas about identity would move as Islam expanded
- Art/ literature/ materials.

**Technology** - invention of the camel saddle; Arabs benefited from it, helped grow the caravan trade.

**Economy/ Military/ Trade** - Silk Road brought products like crops from India and China to the Sassanid Empire.

### **Social Similarities Between Sassanid and Roman-Byzantium Empires**

- both were from the third to the seventh centuries.
- forged strong relations between the ruler and the dominant religion.
- as priestly hierarchies came to resemble governmental structures, citizens identified themselves more with religion than ruler.
- consequently, founders of new religions, such as Muhammad, began commanding both political and religious loyalty.

### **The Pre-Islamic Atmosphere of the Middle East**

- most Arabs were settled; nomad minority was important in caravan trade between Yemen, Mesopotamia, Syria (the trade brought Arabs into contact with Byzantine and Sasanid civilizations).
- nomads were polytheists, worshiped natural forces and celestial bodies, but also familiar with other religions like Christianity.
- Mecca was a caravan city between Yemen and Syria, also a cult center that attracted nomads to worship the idols enshrined in a small cubical shrine called the Ka'ba.

## **The Birth of Islam**

- Muhammad was born in Mecca, grew up an orphan, and got involved in the caravan trade.
- In 610, he began receiving revelations that he concluded were the words of Allah; people in his community thought he might be possessed by a spirit.
- the message of Muhammad's revelations was that all people ought to submit to the one god Allah; at the final judgment, those who had submitted to Allah would go to paradise; those who had not, to hell.
- Muhammad's revelations considered to be the final revelations, following earlier revelations of God to Noah, Moses, and Jesus.
- Muhammad's authority as the prophet of the one true God threatened the elites hold on Mecca's religious identity.
- Muhammad and his followers fled from Mecca to Medina in 622 in migration known as the "hijra".
- Muhammad's followers formed community of believers called the umma.
- The umma in Medina developed into a model for the sort of Islamic state that would later expand to include all of Arabia and lands beyond in Africa, Europe, the Middle East, and Central Asia.

## **Rise of an Islamic Empire: The Rashidun, Umayyad, and Abbasid Caliphates**

- Rashidun Caliphate (632 to 661 CE): the reign of the first four caliphs, or successors.
- caliphate had ability to maintain stability and unity among the Arab tribes.
- Muhammad's father-in-law Abu Bakr took over leadership of the umma as his successor (caliph).
- Abu Bakr faced two main tasks: standardization of the Islamic religion and consolidation of the Islamic state; successfully re-established Muslim authority over the Arabs and oversaw the compilation of the Quran into book form.
- After assassination of the third caliph, Uthman, disagreements over succession to the caliphate emerged; civil war was fought between those who supported keeping the caliphate in Uthman's clan (the Ummaya) and those who supported the claim of Muhammad's first cousin and son-in-law Ali;

The Umayyad won and established the...

## **Umayyad Caliphate (661-750 CE)**

- Umayyads created dynastic and centralized Islamic political state (Rashidun caliphate was non-centralized).
- also developed a stronger bureaucracy, in which governors named viziers oversaw smaller political units.
- did not actively encourage conversion, and most subjects remained non-Muslim.

**Islamic Political Division:** Disagreements led to the development of three rival sects in Muslim community:

- Shia supported Ali's (Muhammad's first cousin and son-in-law) claim to the caliphate and believed that the position of caliph rightly belonged to the descendants of Ali.
- Sunnis believed that the first three caliphs had been correctly chosen and supported the Umayyad Caliphate.
- most militant followers of Ali formed the Kharijite (rebel) sects.

## **Islamic Conquest**

- Islamic conquests of areas outside Arabia began; first Arabs took Syria, Egypt, and the Sassanid Empire; later, Islamic forces took Tunisia, Spain, Algeria, Morocco, and Sind.
- one explanation for the rapidity of the Muslim advance is the talent of the Muslim leaders and structure of Arab society.
- during the period of expansion, the Arab forces were organized into regular, paid armies and



- kept in military camps and garrison towns so that they did not overrun the countryside.
- Arab Muslims (they are the Umayyads) became minority rulers, thinly spread over non-Muslim societies that they dominated and taxed, but did not try to convert.
- Umayyads ruled an Arab empire, not a Muslim empire.; they administered their territory through the established Sasanid and Byzantine empires, gradually bringing in Muslim bureaucrats and the Arabic language.
- rebellions overthrew the Umayyads in 750; one branch of the family, however, remained in power in Spain.
- after the fall of the Umayyads, the family of Abbas (an uncle of Muhammad) took over and established the...

### **Abbasid Caliphate (750-1258 CE)**

- Abbasids provided renewed religious leadership as well as a style of rulership and royal ceremony that came from the Sasanids.
- had a greater influence of Persian culture.
- created Islamic Golden Age where art and culture flourished.
- literature, like the translation of Greek texts and secular Arab poetry, thrived under the Abbasids.
- Baghdad was a center of Abbasid culture; other areas shared in this culture to varying extents.
- Abbasid period also saw more conversion of non-Muslim subjects to Islam; the Islamic world saw the rise of a more diverse and cosmopolitan ruling elite.

### **Decline of the Abbasid Caliphate** - Power began to decline in 850-900:

- caliphs struggled to maintain control over vast territory.
- difficulty of transportation and communications.
- dissatisfaction of the provincial populations with a political and economic system that was centered on Baghdad.
- local revolts separated the Abbasid empire into smaller Muslim states that did not pay taxes or homage to the caliphs in Baghdad.
- In Baghdad, the caliphs had come to rely on Turkish slave troops known as Mamluks.
- when they were not paid properly, the mamluks took control of the caliphate, choosing whomever they wanted to be caliph and dominating the government.
- in 945, the caliphate fell under the control of the Iranian Shia Buyids.

### **Period of Fragmentation following Abbasid Empire**

- Samanids in Bukhara and the Fatimids in Egypt came to power.
- kingdom of Ghana was one of the early sub Saharan beneficiaries of the trans-Saharan trade; prospered until 1076 when invaded by desert nomads.
- In Spain, the Umayyads held power over a society in which Islamic, Roman, German, and Jewish cultures combined to form a unique Islamic civilization; this period brought substantial urbanization; the introduction of citrus crops; a diverse agricultural sector; and flourishing Muslim and Jewish intellectual activity.
- despite the political diversity of the fragmented Muslim world, there was a strong sense of religious identity preserved by the religious scholars known as the "ulama".
- another nomad group, the Seljuk Turks, established the Suljuk Sultanate; Seljuks ruled territory from Afghanistan to Baghdad and took Anatolia from the Byzantines.
- Turkish depredations, the deterioration of the Tigris-Euphrates irrigation system, insufficient revenue, and insufficient food resources led to the collapse of the city of Baghdad.
- Crusades put pressure on the Islamic lands, but the Muslims were able to unite under Saladin and his descendants to drive the Christians out.
- Islamic world hit by another Turkish invasion in 1250 and by the Mongol invasions of the 1200s

**Political/ State Structure** - Islamic law "Shari'a" evolved over centuries and became the legal system.

- most important source of law was the traditions of the Prophet (sunna) as revealed in reports (hadith) about his words or deeds.
- specialists on Islamic law collected and edited tens of thousands of hadith, choosing which to discard and publish.
- Shari'a held that all Muslims shared the same moral values

**Religion/ Beliefs** - decline of the caliphate and factionalism within the ulama deprived Islam of a religious center; two new sources of religious authority developed: the madrasas (religious colleges) and the Sufi brotherhoods.

- pilgrimage to Mecca also helped to forge bonds among Muslims from different regions.
- Sufi brotherhoods were fraternities who sought union with God through rituals and training; provided members with spiritual guidance and rules for everyday life.
- early Sufis were mystics who expressed their ideas in poetry, later developed into more prosaic organizations of Muslim men.
- the brotherhoods originated in the urban areas and spread to the countryside.

**Technology** - in medicine and astronomy, Muslim scholars built on and surpassed the work of the Greek and Hellenistic civilizations; developed skills and theories more sophisticated than those of Christian Europe.

**Economy/ Military/ Trade** - conversion and urbanization were related; converts to Islam who needed to learn about their new religion moved to the wealthy, expanding urban areas where the Muslim population was concentrated.

- discrimination in their native, rural, non-Muslim villages also spurred new converts to move to the cities.
- growing cities provided a market for agricultural and manufactured products and contributed to an increase in trade.

**Social/ Cultural** - Muslim women were secluded (as they had been in the Byzantine and Sasanid empires).

- could be influential in the family, but only slave women could appear in public before men.
- under Islamic law, Muslim women had the right to inherit and own property and to retain it in marriage, the right to divorce, to remarry, to testify in court (to a degree), and to go on pilgrimage.
- stories about Muhammad's young wife A'isha illustrate Muslim fear of sexual infidelity and meddling in politics of women. Muhammad's wife Khadija and his daughter Fatima were models of female propriety.
- Muslims were not permitted to enslave their fellow Muslims, Jews, Christians, or Zoroastrians except when taken as prisoners of war. Muslims held non-Muslim slaves, but the status of slave was not hereditary.

### **Discussion Questions:**

1. Before reading this chapter, what did you think were the fundamental characteristics of the Islamic religion and society? After reading this chapter, what appear to be the fundamental characteristics of Islamic society? To what extent are you able to identify the historical sources of those characteristics?
2. Why might Islam have appealed to many inside and outside the Arab regions?
3. What sort of relationship did the Islamic world have with the societies and civilizations which preceded it or with which it interacted?

4. Read the description of the developments in Zoroastrianism and in Christianity on pages 232–233 and then the descriptions of the development of Islam on pages 244–245 and 249–250. On the basis of this reading, what conclusions might you draw about the relations between religion and the state in the Islamic caliphate, the Byzantine Empire, and the Sasanid Empire?

5. What did it mean to be a member of the umma, and how did that sort of identity compare to that of being Roman, or Greek or Jewish, for example?

## **Islamic Empires: Inequality and Conflict (to help contextualize and synthesize the previous information)**

### **Introduction**

Within a century after Muhammad began spreading his message of submission to the will of Allah to the inhabitants of Mecca, Muslim armies had conquered lands from the Iberian Peninsula across North Africa and Persia into South Asia. It can be difficult to separate the diffusion of Islamic religion from the spread of Islamic empires, yet the rapid expansion of the early Arab dynasties was not motivated by a desire to advance their religion. Forced conversions were rare. It is probably more accurate to attribute the rapid expansion to a variety of factors, including skilled leadership, military strength, and local conditions in the territories conquered.

Muhammad was deeply troubled by the warlike, adversarial relationships between the peoples of the Arab peninsula. Some scholars believe that population stresses in the barren desert had caused Arabs to lose connection with the old nomadic traditions of looking after weaker members. Some clans existed solely through their raids on passing caravans or on the holdings of enemy clans. Despite opposition and persecution, Muhammad and his teachings transformed these nomadic warriors into a unified community and thereby unleashed enormous energy.

The years of unbridled expansion were relatively short-lived. After the rise and fall of the Umayyad caliphate at Damascus (661-750) and the Abbasid caliphate at Baghdad (750-1258), there was no unifying political center in the Islamic world, but Muslims still considered themselves a community of faith, the Dar al-Islam. Islamic beliefs traveled with ships and caravans. The acceleration of trading contacts between 1000 and 1350 benefited the spread of the religion, as did movements of dynamic Turkish converts. Ironically perhaps, Islam spread as much after the fall of the early empires as it did during their heyday. The Mongol invasions of the thirteenth century devastated many Muslim communities, and many beautiful Arab cities were destroyed, but after the Mongols faded back to the Asian steppe lands, three new Islamic empires appeared, stretching from eastern Europe, around the Mediterranean, and east across Persia to south Asia.

Islamic empires offer world historians opportunities for comparative study of empires. How were empires constructed and how were they maintained? What was the role of religion in providing ideological sanction for imperial rule? In particular, how did Islam serve as a unifying set of beliefs and practices that joined together peoples from very different cultures in Dar al-Islam?

World historians also study early Islamic empires as one important example of the dynamic relationship between religion and political forces. Although the creation and expansion of early Islamic empires was not motivated by the desire to convert as many people as possible to belief in Islam, there was a powerful synergy between Islam and expanding Arab empires.

## **Islamic Empires Viewed Through Inequality and Conflict**

India provides an excellent case study of the religious frictions that could grow between Muslims and their non-Islamic subjects.

Islamic influences first reached to India with the mid-seventh century pre-Umayyad expansion. By the mid-eighth century, much of the Sind was controlled by the Abbasid caliphs. Islam coexisted there with the Buddhist, Hindu and Parsee populations. The Sind remained on the periphery of the Islamic world until the Abbasid dynasty collapsed in the mid-thirteenth century.

Meanwhile, Islamic influences were also reaching India via the Muslim merchants who had formed communities in all the major cities of India, and with the movements of Muslim Turks. The Turkic peoples were not a single, homogeneous group, although they were all descended from nomads of the central Asian steppes. The Turks living near the Abbasid empire began converting to Islam in the tenth century, spreading the faith to new lands such as Anatolia, eastern Europe, and northern India. Empire-building is by nature an exercise in inequality and conflict. For the purposes of this study, we will concentrate on the confrontations in India, where Muslims interacted first with the original Buddhist and Hindu populations and later with new invaders from Christian Europe.

### **Muslims in Central and South Asia**

The Qu'ran promotes religious tolerance and specifically prohibits forced conversion, but the tensions between conqueror and conquered cause frictions even among people with the best intentions. The relationship between the Hindus and Muslims of India has been complex and often bloody.

Turkish Muslims who had settled in Afghanistan began raiding India at the beginning of the eleventh century, annexing territory in northwestern India and the Punjab. The raiders were primarily interested in plunder; they destroyed many sites associated with Hinduism and Buddhism. They gradually became more interested in territorial domination, and asserted rule over the Punjab, Gujarat, and Bengal. By the thirteenth century, the Turkish Sultanate of Delhi ruled all of northern India. The Sultanate fell to Timur in 1398, but some local rulers associated with them endured until the conquest of another Turkish group, the Chagatai Turks, who called themselves the Mughals. The founder of the Mughal dynasty, Babur, was more interested in building an Asian empire than in advancing the cause of Islam. Babur and many of his entourage disliked the heat and humidity of the South Asian sub-continent, however, when many of his followers wanted to leave, he dissuaded them.

The relationship between Hindus and Muslims varied over time. During most of their history, they worked together and often intermarried, but memories of past injustice lingered, such as the persecutions under Aurangzeb who gained the throne in 1659. The tensions of the period lasted through the Mughal dynasty and gathered momentum as the British left almost three centuries later.

### **Reading: Muslim – Hindu Relations**

India, in contrast, was far from the Islamic homelands. Muslim dominion in India was the result of repeated military campaigns from the early eleventh century onward, and the Mughals had to contend with the Hindus' long-standing resentment of the destruction of their culture by Muslims. The Balkan peoples had struggled to maintain their separate identities in relation to the Byzantines, the crusaders, and one another before arrival of the Turks. The peoples of the Indian subcontinent, in contrast, had used centuries of freedom from foreign intrusion to forge a distinctive Hindu civilization that could not easily accommodate the world-view of Islam. Thus the challenge facing the Mughals was not just conquering and organizing a large territorial state but also finding a formula for Hindu-Muslim coexistence.





Image (left): Akbar (c. 1556-1605)

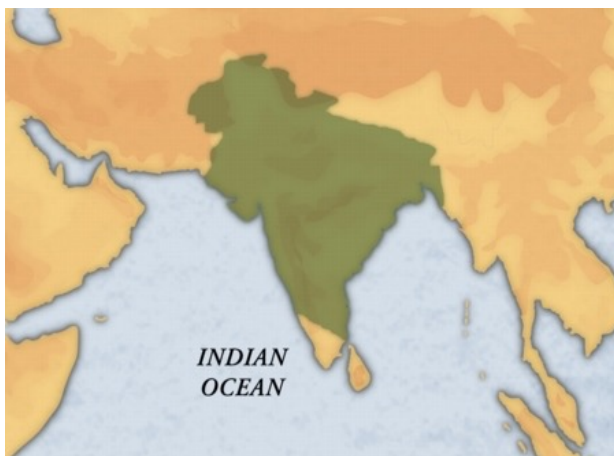


Image (Map): Location of Mughal Empire



## **Islamic Ideology Under the Abbasids**

The Abbasid empire reached across an immense landmass, incorporating societies from very different intellectual and cultural backgrounds. Theological creativity threatened to undermine the unifying aspects of Islam, so the Abbasids promoted the development of orthodoxy to assure some continuity of belief across the empire.

### **Reading 1: Abbasid Administration**

Instead of conquering new lands, the Abbasids largely contented themselves with administering the empire they inherited. Fashioning a government that could administer a sprawling realm with scores of linguistic, ethnic, and cultural groups was a considerable challenge. In designing their administration, the Abbasids relied heavily on Persian techniques of statecraft. Central authority came from the court at Baghdad (capital of modern Iraq), the magnificent new city that the early Abbasid caliphs built near the Sasanid capital of Ctesiphon. Baghdad was a round city protected by three round walls. At the heart of the city was a caliph's green-domed palace from which instructions flowed to the distant reaches of the Abbasid realm. In the provinces governors represented the caliph and implemented his political and financial policies.

Learned officials known as ulama ("people with religious knowledge") and qadis ("judges") set moral standards in local communities and resolved disputes. Ulama and qadis were not priests--Islam does not recognize priests as a distinct class of religious specialists--but they had a formal education that emphasized study of the Quran and sharia. Ulama were pious scholars who sought to develop public policy in accordance with the Quran and sharia. Qadis heard cases at law and rendered decisions based on the Quran and sharia. Because of their moral authority, ulama and qadis became extremely influential officials who helped to insure widespread observance of Islamic values. Apart from provincial governors, ulama, and qadis, the Abbasid caliphs kept a standing army, and they established bureaucratic ministries in charge of taxation, finance, coinage, and postal services. They also maintained the magnificent network of roads that the Islamic empire inherited from the Sasanids.

### **Reading 2: Abbasids, Arabic, and Islam**

Just as the bureaucracy and army were reshaped into larger, more complex structures to fit the varying circumstances of a multicultural imperial government, so also was the ideology of Islam. The purpose of reshaping Islamic ideology was to establish an official orthodox position on all important matters of faith. In order to reinforce their power, the Abbasids endowed their caliphs with a greater degree of religious authority than had previously been the case. Scholars were called upon to clarify and establish an orthodox credo and ritual, and the Abbasids enforced it with threats of imprisonment or worse. Heresy was a violation of state policy. The authority of the caliphate was further increased by additions to Islamic law. Scholars under Abbasid patronage developed a legal theory that the caliph held absolute power. Thanks to this and other standardizations of both content and procedure, the shari'a took its final orthodox form in the eighth and ninth centuries.

In all of these developments of the Abbasid imperial government, there is a pattern common to other early empires: a common language, common systems of belief, and an empirewide legal system and bureaucracy. Arabic was the language of administration across the Abbasid Empire and also the language of sacred knowledge, the Qur'an. As many Persians as Arabs were bureaucrats in the Abbasid government, but they all used Arabic. The law itself, fully developed to cover every possible source of litigation whether in India or North Africa, was also a critical factor in holding the empire together in the eighth and ninth centuries. The weak point of the imperial structure was the legitimacy of the Abbasid caliphate. Having displaced the Umayyads, the Abbasids themselves were liable to being overturned. Abbasid legitimacy, like that of any Islamic government, was measured by its ability to provide ethically correct Islamic governance and equitable policies for the distribution of wealth. With its vast accumulation of capital, the

Abbasid government was especially vulnerable on the charge of inequity of wealth. In 867, a slave revolt spread through southern Iraq, touching off a series of revolts throughout the empire from northeast Persia to Syria, Yemen, and North Africa. Within a hundred years, the Abbasid caliphate's power was confined to Iraq. Elsewhere, new governments had sprung up, Islamic to be sure but independent of the central imperial government.

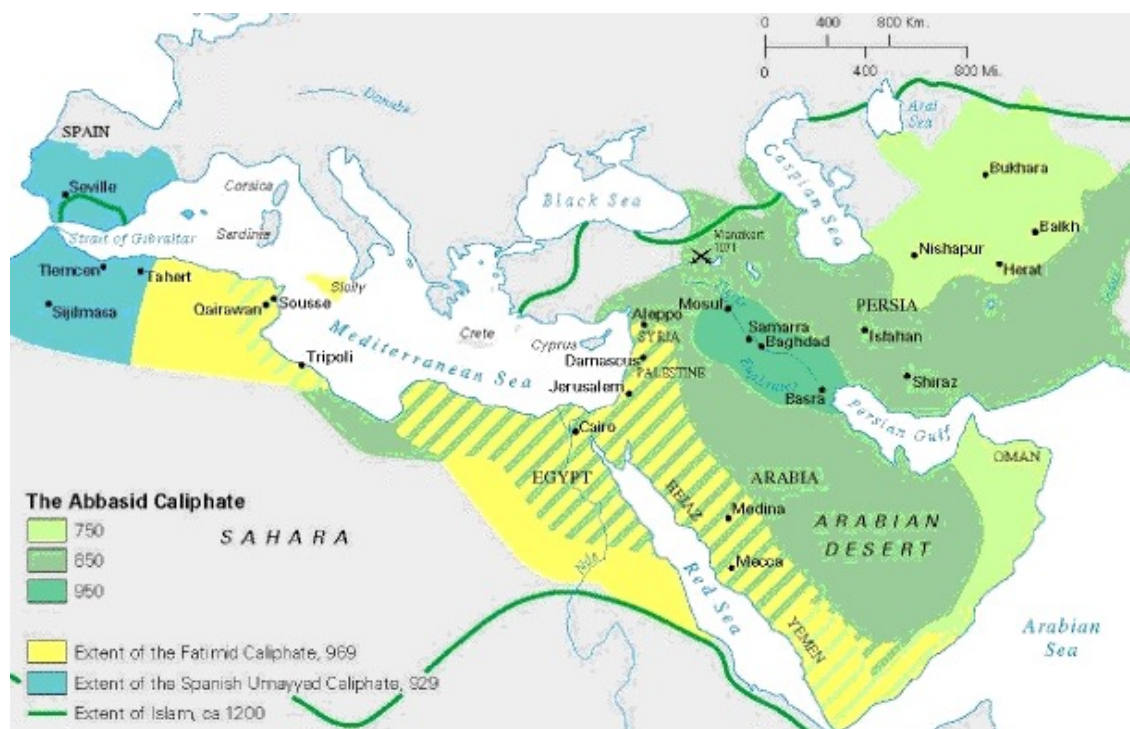


Image: Rise and Fall of the Abbasid Caliphate

### Hindus and Muslims in the Mughal Empire

In the beginning--and indeed, again at the end--the Mughals were no more popular with their Indian subjects than their Turkish predecessors were. The Mughals were able to extend their rule primarily because of the disunity of the Hindu princes. Babur did not live to realize his goal of creating an immense kingdom covering the entire region. Unification of India took several generations.

### Reading: Mughal Rule of India

India had not been dominated by a single ruler since the time of Harsha Vardhana (r. 606—647). Hindus were horrified by Muslim destruction of Hindu cultural monuments, the expansion of Muslim territory, and the practice, until Ak-bar's time, of enslaving prisoners of war and compelling them to convert to Islam. But Hindu efforts to oppose Muslim rule were piecemeal rather than concerted. The Mughal state, in contrast, inherited traditions of unified imperial rule both from the Islamic caliphate and from the more recent examples of Genghis Khan and Timur.

Those Mongol-based traditions did not necessarily mean religious intolerance. Seventy percent of the mansabdars (officials holding land revenues) appointed under Akbar were Muslim soldiers born outside India, but 15 percent were Hindus. Most of the Hindu appointees were warriors from the north called Rajputs, one of whom rose to be a powerful revenue minister. Their status as mansabdars was a manifestation of the policy of religious accommodation adopted by Akbar and his successors.

Source: Richard W. Bulliet, Pamela Kyle Crossley, Daniel R. Headrick, Steven W. Hirsch, Lyman L. Johnson, David Northrup, *The Earth and Its Peoples: A Global History*, 2nd Edition. (New York: Houghton Mifflin Company, 2001), 537.



Image: A RAJPUT KING, POSSIBLY JAGAT SINGH I OR MAHARANA JAI SINGH, IS SHOWN IN WORSHIP BEFORE KRISHNA. DEVOTION TO KRISHNA WAS A VERY IMPORTANT CULT IN HINDU NORTH INDIA FROM THE FIFTEENTH CENTURY. HINDU KINGS RECEIVED POLITICAL AUTHORITY THROUGH THEIR RELATIONSHIP WITH THE GODS OF THEIR KINGDOM, AND RAJPUT KINGS ARE OFTEN SHOWN AS FAITHFUL DEVOTEES (c. 1690-1700).

### **Theological and Political Divisions in Islam**

Islam has been subjected to far fewer doctrinal disputes than Christianity. The most serious division, between Sunni and Shi'ites, originated from practical, political considerations.

### **Reading 1: Origins of the Sunni-Shi'ite Division**

The story is told that in the early days of Islam, at the time of the Prophet Muhammad's last pilgrimage to Mecca in 630, a dispute over distribution of booty arose between his daughter's husband, Ali, who was also Muhammad's first cousin, and some troops Ali commanded. Muhammad quelled the grumbling and later on the same journey, at a place named Ghadir al-Khumm, drew his followers together, took Ali's hand, and declared: "Am I not nearer to the believers than their own selves? Whomever I am nearest to, so likewise is Ali. O God, be the friend of him who is his friend, and the foe of him who is his foe."

Written narrations of Muhammad's praise of Ali date to well over a century after the event. By that time, Ali had served as leader of Muhammad's community for a brief time and then been



defeated in a civil war and assassinated. Subsequently, his son Husain was killed with his family while trying to claim leadership as the Prophet's grandson.

Out of these events grew a severe division in the Islamic community: some believers thought that religious leadership rightfully belonged to Ali and his descendants; others felt that the community should choose its leaders more broadly. The members of the former group were called Shi'ites, from the Arabic term Shi'at Ali, meaning "Party of Ali." The members of the latter eventually were called Sunnis, followers of the sunna, or "tradition" of the community. Sunnis and Shi'ites agreed that Muhammad commended Ali at Ghadir al-Khumm. But the Sunnis thought that his remarks related only to the distribution of the booty, and the Shi'ites understood them to be Muhammad's formal and public declaration of Ali's special and elevated position and hence of his right to rule.

Shi'ite rulers rarely achieved power, but those who ruled from Cairo between 969 and 1171 made the commemoration of Ghadir al-Khumm a major festival. At the beginning of every year, Shi'ites also engaged in public mourning over the deaths of Husain and his family. Sunni rulers, in contrast, sometimes ordered that Ali be cursed in public prayers.

### **Reading 2: Sunni and Shi'i Islam**

The split between Sunni and Shi'i Islam originated as a political dispute over government succession following the death of Muhammad. Some felt that a member of his family should succeed him, while others thought it should be someone elected by and from the general council of community leaders. The latter was the sunni, or "traditional" way, and it won out. The other was the way of the shi'is, or "partisans" of the Prophet's family and their descendants. Initially, there was little theology involved in this. After 200 years of underground resistance, however, the majority shi'i position evolved into a messianic doctrine by the ninth century, a time of political turmoil in the Islamic Empire. According to this doctrine, the seventh (some say the twelfth) descendant of Muhammad through his son-in-law Ali did not die but rather was lifted up by God as the Mahdi, or Messiah, and waits in heaven for judgment day. While waiting, he guides the shi'i leaders on earth below, making those leaders in turn very powerful figures in the shi'i community. Other political disagreements produced theological differences, but only the sunni/shi'i split resulted in significant divisions.

### **Notes and Observations:**



Image: Muhammad with Followers

Source: Courtesy of the American Theological Library Assoc.

## Conclusion

Islam did not remain a unified faith for very long after Muhammad's death. A disagreement about the transition of power led to a fracture that remains unresolved today. Those who supported the appointment of Muhammad's cousin and son-in-law Ali as caliph are known as the Shi'i. After their break, the Shia provided support for opponents of the Umayyad and Abbasid Sunni majority who considered the early caliphs the legitimate successors to Muhammad. The Sunni remained firmly in control of the empire.

Classical Middle East	Specific Characteristics	Significance
<b>Persia</b>	<ul style="list-style-type: none"> <li>- 550 BCE</li> <li>- Cyrus the Great, first conqueror, expanded territory to include most of Southwest Asia</li> <li>- noted for tolerance of minorities</li> <li>- Religion: Zoroastrianism, emphasized rewards in the afterlife for living a good life, or punishment for leading a bad life</li> <li>- Technology: ironworking which spread throughout the empire</li> <li>- Public works: extensive road system (The Persian Royal Road) to link all parts of the empire</li> <li>- Trade: with West (Phoenicians, Greeks) and East (India, China, Southeast Asia)</li> </ul>	<ul style="list-style-type: none"> <li>- Large empire "at the center of the world"</li> <li>- coming together of many cultures</li> <li>- roads facilitated trade and communication between east and west</li> <li>- rivalries between Persians and Greeks led to wars</li> </ul>

Classical Mediterranean	Specific Characteristics	Significance
<p style="text-align: center;"><b>Greece</b></p>	<ul style="list-style-type: none"> <li>- 1700 BCE, Greek migrations into the peninsula</li> <li>- 800 BCE, Greeks adopt alphabet from Phoenician traders</li> <li>- Geography: mountains and islands prevent to complete unification of Greek peoples under one ruler (instead Greece was a collection of loosely allied city-states); coastline allowed for easy access to the sea for trade and food</li> <li>- City-states: polis in Greek, Athens and Sparta were two of the largest and were also rivals</li> <li>- Sparta: aristocratic government; focus on strong military; slave labor; emphasis on agriculture</li> <li>- Athens: development of democracy (Pericles); many achievements in math, science, the arts, and philosophy; emphasis on trade; slave labor</li> <li>- Persian Wars: alliance of Athens and Sparta to defeat invading Persians</li> <li>- After Greek victory, Athens dominates Greek city-states</li> <li>- distrust for Athenian rule led to Peloponnesian Wars in which the city-states of Greece allied with either Athens or Sparta; Spartan victory coupled with widespread plague led to a deterioration of the power of Greek city-states</li> <li>- Culture: Greek theatre (tragedy and comedy); Olympic games; polytheistic religion with gods and goddesses vying for power and displaying human characteristics; Aristotle and the foundation of Greek philosophy</li> <li>- Expansion: Greek settlements/colonies throughout the Mediterranean (Italy, Eastern Mediterranean, Black Sea)</li> </ul>	<ul style="list-style-type: none"> <li>- Political patterns established during the classical time continue to have an influence on the modern world</li> <li>- Cultural traditions and customs shaped the arts for centuries</li> <li>- development of major world religion: Christianity</li> <li>- extensive trade brought new ideas and products to the region</li> <li>- use of slave labor ultimately led to decline in economic expansion</li> </ul>



Alexander the Great	Significance	
<ul style="list-style-type: none"> <li>- 336 - 323 BCE</li> <li>- Conquered Greece, Persia, Egypt, Syria, Palestine, parts of India</li> <li>- Hellenistic culture: blending of Greek, Phoenician, Persian, Egyptian, and Indian cultures; later adopted by Romans</li> <li>- Trade: Alexander's empire solidified trade contacts between Asia and the Mediterranean world</li> <li>- Stoicism: use powers of reason to lead virtuous lives and assist others; popular philosophy during Hellenistic Age</li> <li>- Achievements: Euclidean geometry, Pythagorean Theorem, knowledge of anatomy, circumference of the world; geocentric theory (Ptolemy)</li> </ul>	<ul style="list-style-type: none"> <li>- Political patterns established during the classical time continue to have an influence on the modern world</li> <li>- Cultural traditions and customs shaped the arts for centuries</li> <li>- development of major world religion: Christianity</li> <li>- extensive trade brought new ideas and products to the region</li> <li>- use of slave labor ultimately led to decline in economic expansion</li> </ul>	

# WHERE IN THE WORLD?

**Directions:** Create an annotated map that includes all of the following information.

Region	East Asia	S and SE Asia	Dar al-Islam	Africa	Europe	Americas
<b>Post Classical Era Civilizations</b>	Song Dynasty  Korean Kingdoms  Japanese Shogunates	Delhi Sultanate  Vijayanagara  Chola Kingdom  Srivijaya  Majapahit  Khmer Empire  Champa Vietnam	Abbasid Caliphate  Seljuk Turks  Mamluk Sultanate  Ottoman Empire  Cordoba	Mali  Ethiopia  Songhai  Kingdom of Zimbabwe  Swahili Coast	England  France  Italian City-states  Spain	Mississippian  Mesa Verde  Aztec / mexica  Inca
<b>Bodies of Water</b>	Yangzi River  Huang He River  Yellow Sea	Indus River  Ganges River  Red River  Mekong River  Indian Ocean	Persian Gulf  Red Sea  Strait of Gibraltar	Niger River  Congo River	Caspian Sea  Black Sea  Mediterranean Sea	Mississippi River  Texcoco Lake
<b>Cities</b>	Kyoto  Hangzhou	Delhi  Angkor  Calicut	Cordoba  Baghdad  Medina  Mecca  Cairo	Timbuktu  Mogadishu	Constantinople  Venice  London  Paris	Tenochtitlan  Cusco  Machu Pichu
<b>Landmarks</b>	Grand Canal  Great Wall  Silk Road	Indian Ocean Trade Routes  Angkor Wat	House of Wisdom  Library of Cordoba	Sahara Desert  Great Zimbabwe	Notre Dame Cathedral	Andes Mountains  Chichen Itza  Cahokia

# AERO-EURASIA



East Asia

S/SE Asia

Dar al-Islam

Africa

Europe

# ***AMERICAS***



**Americas**

Unit 0: World History Before 1200 CE  
PART I: BEGINNINGS - 600 BCE

**KEY TERMS**

Neolithic Revolution, River Valley Societies, Civilization, Hierarchy, Code of Hammurabi, Cuneiform, Hieroglyphics, Epic of Gilgamesh, Hinduism, Judaism, Zoroastrianism, Pastoralists.

**NEOLITHIC REVOLUTION**

Mesopotamia & the Consequences of Farming

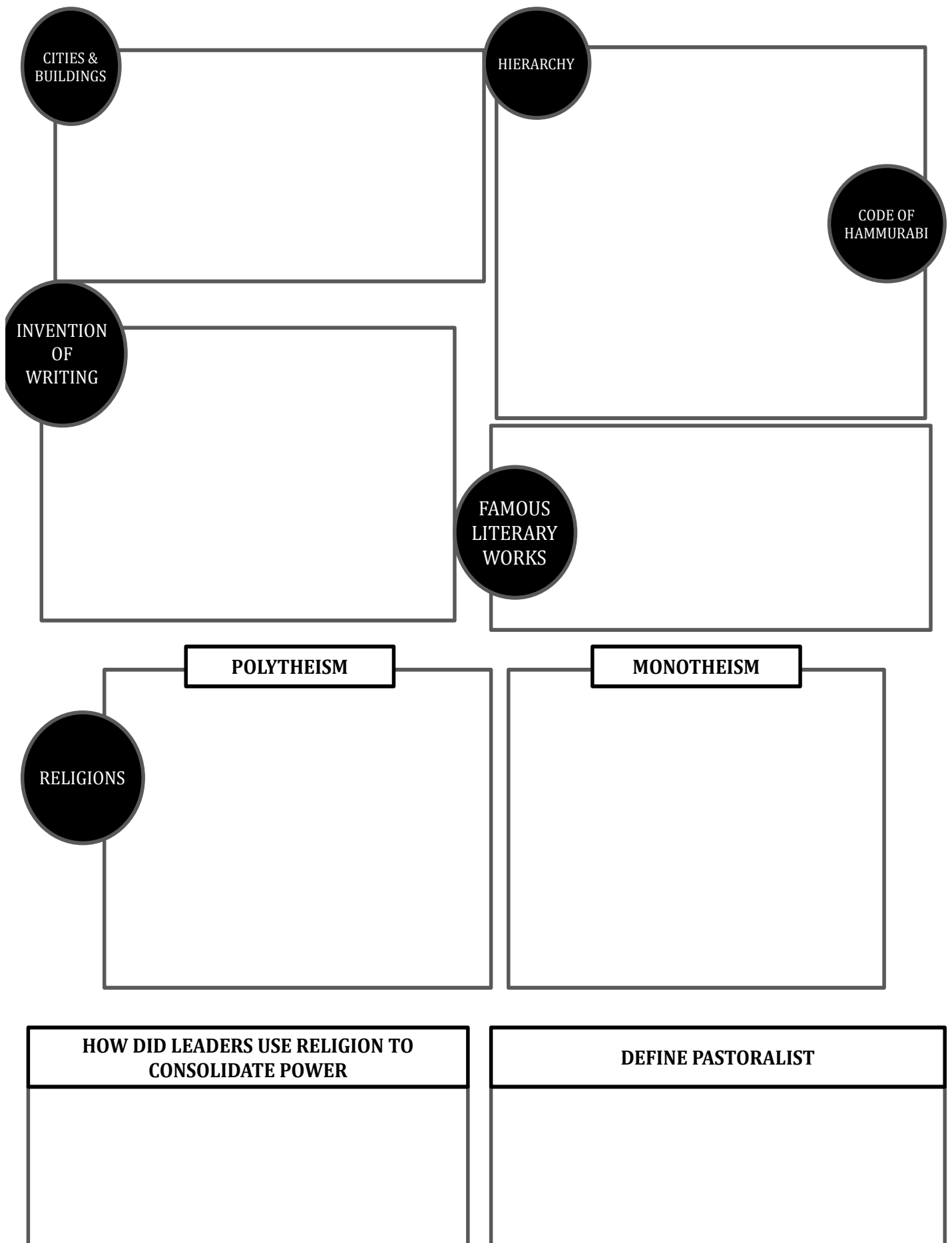
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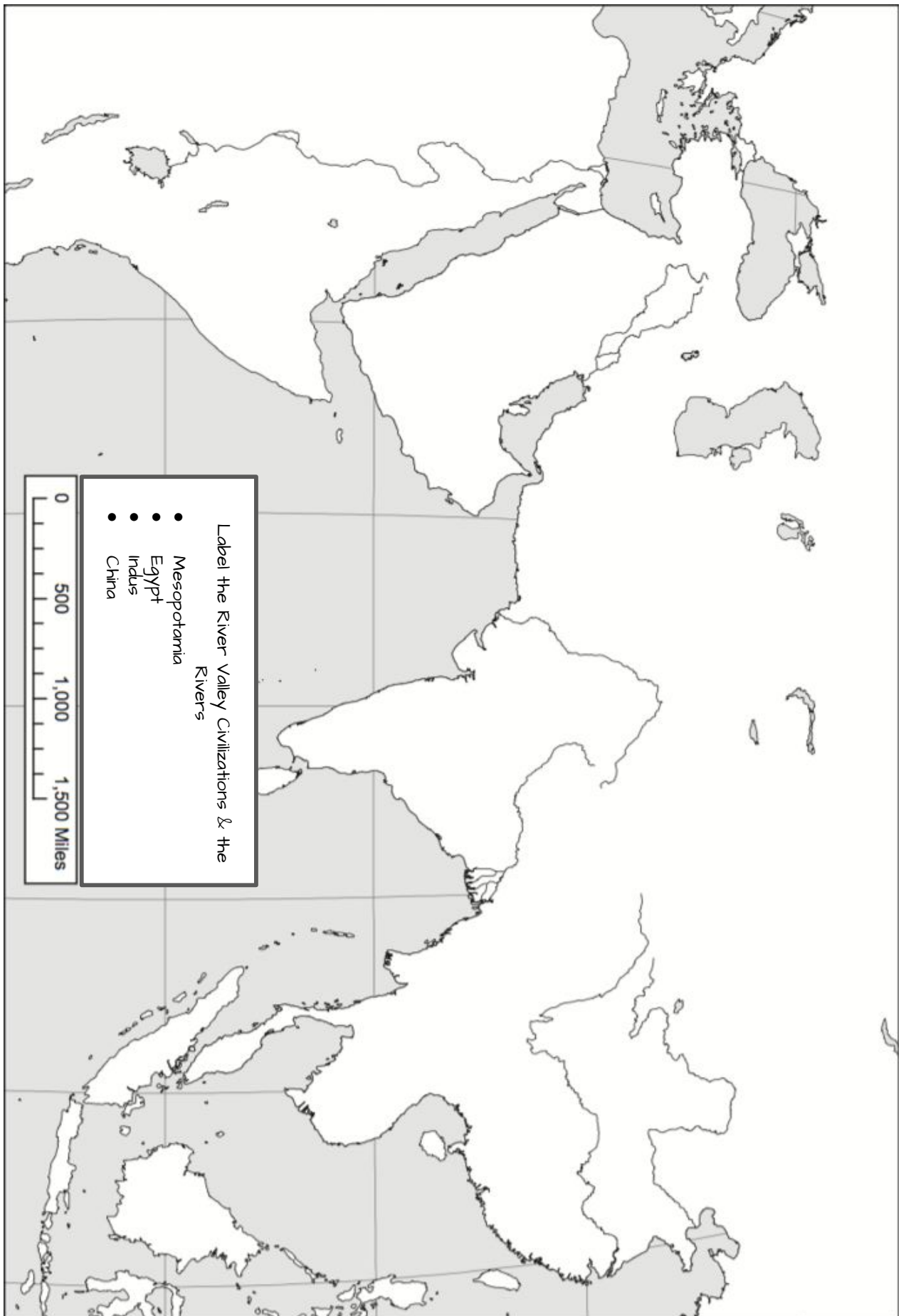
**DEFINE CIVILIZATION**

RIVER VALLEY SOCIETIES

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## PART 2: 600 BCE-1200 CE

### RELIGIONS, CULTURE, CITY STATES & EMPIRES

#### KEY TERMS

Caste, Reincarnation, Eightfold Path, Hinduism, Judaism, Buddhism, Christianity, Confucianism, Daoism, Animism.

#### NEW RELIGIONS

##### JUDAISM

##### HINDUISM

**SPREAD**

**CASTE**

#### BUDDHISM

**DEFINITION  
/  
TEACHINGS**

CHRISTIANITY

SPREAD & CHANGE  
BUDDHISM & CHRISTIANITY

CONFUCIANISM

DAOISM

ANIMISM & SHAMANISM

CITY STATES & EMPIRES

CONSEQUENCES OF WAR

THE REGIONS

PERSIAN EMPIRES

QIN DYNASTY

CHINA

HAN DYNASTY

THE MEDITERRANEAN

PHOENICIANS

GREECE

ROME

THE AMERICAS

THE MAYANS

TEOTIHUACAN

MOCHE

## SUMMARY & COMPARISON

Cities

Social

Fall

WHAT DID YOU LEARN?

Write a 6 sentence summary of Unit 0.

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- Label the Classical & Post Classical  
Civilizations and the Spread of Religion (  
Not all are listed in the video)
- Persian Empire
  - Qin & Han
  - Gupta & Mauryan
  - Greece & Rome
  - Byzantine Empire
  - The Mayans
  - Abbasid Dynasty
  - Great Zimbabwe

# HISTORICAL REASONING PRACTICE

## HOW TO APPROACH THE SHORT ANSWER QUESTION (SAQ): THE ACE METHOD

A

**Answer the Question** - directly answer the question & introduce the evidence you will use

C

**Cite** - describe your evidence, providing the most relevant detail to answer the question

E

**Explain** - tie back to the question and/or to larger themes



Answers should be no more than 3 - 4 sentences for each part.

1. **Comparison:** Describe the difference between centralized and decentralized civilizations and give an example.
2. **Change:** Identify one new historical development after 600 CE
3. **Causation:** Explain how trade networks caused Buddhism to spread.

**Notes and Observations:**















**"All men are brothers, like the seas throughout the world; So why do winds and waves clash so fiercely everywhere?"**

~Fujiwara no Teika (Japanese poet, 13th century)  
(Reflecting cultural and philosophical values of East Asia.)

	Civilization	Civilization	Civilization
<b>SOCIAL</b> Development & transformation of social structures			
<b>POLITICAL</b> Statebuilding			
<b>INTERACTIONS</b> Between humans & the environment			
<b>CULTURAL</b> Development & interaction of cultures			
<b>ECONOMY</b> Creation, expansion and interaction of economic systems			
<b>TECHNOLOGY</b> Adapting for efficiency, comfort, security, and technological advances			

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## UNIT 1

# Global Tapestry 1200-1450

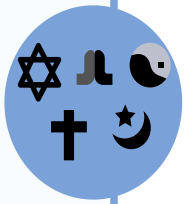


### STATEBUILDING

State building refers to how states and empires grew to power and ruled their areas. After classical empires fell, new empires rose in their places. Empires maintained rule through administrative, legal and bureaucratic institutions.

### INNOVATIONS & TECHNOLOGY

New technologies brought growth, advancement and commercialization to societies like Song China and within Dar al-Islam.



### EFFECTS OF RELIGION ON SOCIETY

All major world religions developed prior to 1200 and their effects continued to impact empires and societies globally.



0- Aztecs 1- Inca 2- Decentralized Europe 3- Ghana & Mali 4- Great Zimbabwe  
5- Fragmenting Abbasid Empire 6- Delhi Sultanate / Vijayanagar  
7- Srivijaya/ Majapahit 8- Song Dynasty 9- Feudal Japan

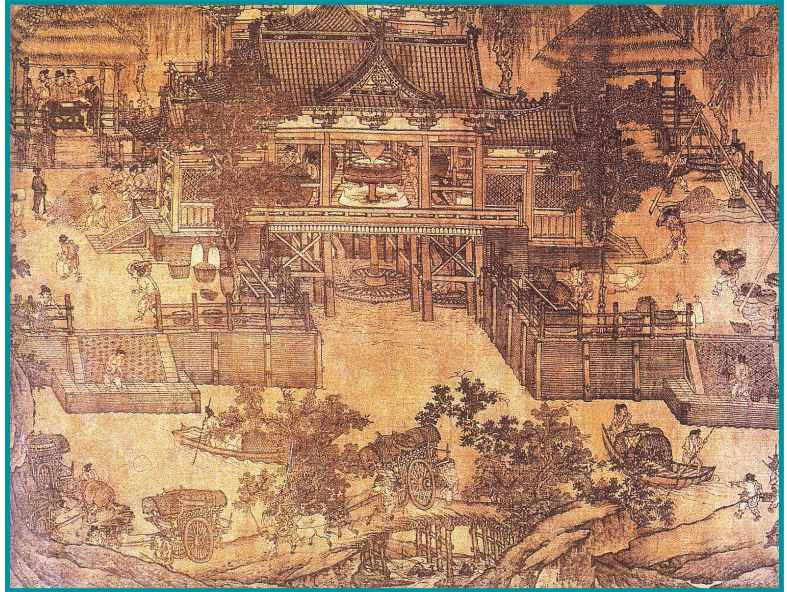
\*States listed in Unit 1 also overlap with Unit 2\*



## DEVELOPMENTS IN ASIA

The **Song Dynasty** in China maintained its rule through long-held cultural traditions based in **Neo-Confucian** principles, such as **filial piety**, **Buddhism**, and a system of **imperial bureaucracy**. Chinese belief systems influenced surrounding regions, and Chinese **innovations in agriculture and manufacturing** enabled China to flourish economically and to expand its regional trade networks. Although the Chinese economy grew more commercialized, it remained dependent on the labor of the peasant and artisan classes.

In South and Southeast Asia, societies continued to be strongly influenced by **Hinduism**, **Buddhism**, and **Islam**. In India, the Hindu **caste system** created and maintained a hierarchy of power, and various decentralized kingdoms competed with each other until the emergence of the **Muslim Delhi Sultanate**. Mainland Southeast Asia was dominated by the **Khmer Empire**, which had its capital at the Hindu-turned-Buddhist temple complex **Angkor Wat**. However, many small trading states arose on islands across Southeast Asia, like the Majapahit, a Hindu-Buddhist empire of 98 tributary cities centered on the island of Java.



*Song Dynasty Grain Mill*



*Suleiman the Magnificent*

## DEVELOPMENTS IN DAR AL-ISLAM

The three largest **Abrahamic religions** (**Judaism**, **Christianity**, and **Islam**) continued to have immense impact upon societies in Africa and Asia. As the **Abbasid Caliphate** began to decline, new Muslim powers emerged in the world of Dar al-Islam and expanded their territories and influence throughout Afro-Eurasia by means of military excursion, trade, and missionary work. The medieval Muslim world was dominated by the **Mamluk Sultanate** and the **Seljuk Turks** who ruled the declining **Abbasid Empire**. Empires and individual states within Dar al-Islam fostered intellectual activity such as **advances in mathematics and medicine** and the preservation of **Greek philosophy** from classical antiquity.



## DEVELOPMENTS IN EUROPE

Europe continued to be dominated by the same cultural forces that influenced it during the medieval period, notably Christianity. Politically, Europe was decentralized and fragmented into smaller kingdoms or regions; **feudalism** led to distinct social and economic hierarchies, with lords, vassals, knights, and serfs each having particular roles. **Manorialism** was the dominant system of organizing rural economies and often made use of the three-field system.

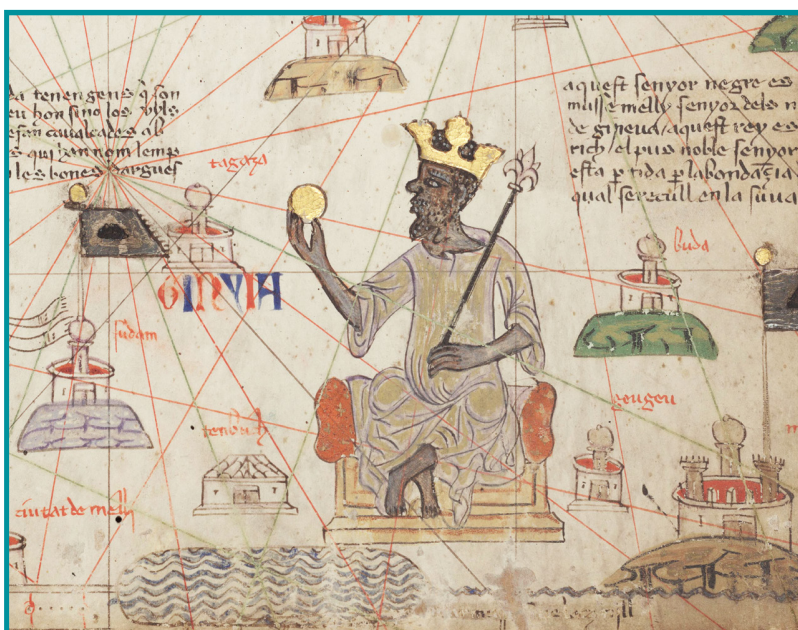
Absolute monarchs were developing more sophisticated forms of government, such as the British Parliament or the French Estates General, while still asserting their Divine Right to rule.



*Reeve and Serfs*

## STATE BUILDING IN THE AMERICAS AND AFRICA

The Americas largely showed continuity in the 13th–15th centuries. Much of North, Central, and South America was tribal and clan-based, but more well-organized political systems existed. In North America, the **Mississippian** cultures exhibited great regional variation; most tribes practiced maize-based agriculture and had defined social hierarchies. The **Aztec Empire** in Mexico thrived in large city-states such as its capital, **Tenochtitlan**, which had impressive architectural monuments and networks of trade. Although they had no written alphabet, the Aztec had a complex system of **ideographs** through which they recorded historical events. In the Andes mountains of South America, the **Inca Empire** developed a united monarchy and a powerful military, thriving during the century leading up to the **Spanish Conquest**.



*Manuscript Showing Mansa Musa on Throne*

Africa, like the Americas, was primarily tribal and clan-based. In the west, the wealthy **Mali Empire** produced leaders such as **Mansa Musa**, who built magnificent mosques and a library at **Timbuktu**. The regions along the east coast of the continent were united by the arrival of Arab traders, whose language mixed with the native Bantu to create **Swahili**, and merchants traveled throughout Africa and beyond using the trans-Saharan trade routes as well as Indian Ocean maritime routes.

# AP World History

## “Must Know” Vocabulary Terms by Period/ Era

### 600-1450 CE

Black Death	Khan/ Khanates
<i>Bushido</i>	<i>Kow tow</i>
Caliphate	Little Ice Age
<i>Chinampa</i>	Manorialism
Chivalry	<i>Mit’a</i>
Christendom	Neoconfucianism
Civil service exam system/examination system	Nobility/daimyo/zamindars
Crusades/ Crusading movement	Papacy
Dar al-Islam	<i>Quipu</i>
Diffusion of scientific and technological traditions (printing and gunpowder technologies, spread of cotton, sugar, and citrus, turn of Greek science and philosophy to Western Europe via Muslim al-Andalus in Iberia)	<i>Samurai</i> /Salaried samurai
Entrepôt	Serfs/Serfdom
Feudalism/ decentralized government	<i>Sharia</i>
Fiefs	<i>Shia/Shiism</i>
Gentry	Southernization
Grand Canal in China.	<i>Sufi</i>
Great Warming Period (800-1300)	Sultan
<i>Griots</i>	<i>Sunni</i>
Guilds	Swahili
<i>Hajj</i>	Tax farming
Hanseatic League	Terraces
	Synthesized
	Tribute collection/Tributary systems
	<i>Ulama</i>





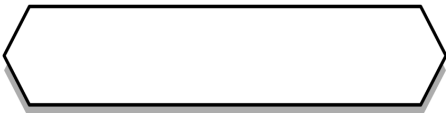

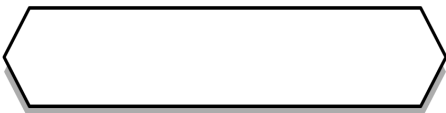

### Notes and Observations:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Developments in East Asia 1.1

## Song Dynasty Inventions

Part 1: Fill in the chart below with inventions from the Song Dynasty era. Explain the legacy, or lasting impact, of each invention.

Invention		Legacy/Impact
	➤➤➤	
	➤➤➤	
	➤➤➤	
	➤➤➤	

Part 2: Explain the ideas/qualities unique to each type of Buddhism that shaped Asia during this time period. In what areas did each type take hold?

Theravada Buddhism	Mahayana Buddhism	Tibetan Buddhism
<div>Unique Qualities:</div> <div>Area Practiced:</div>	<div>Unique Qualities:</div> <div>Area Practiced:</div>	<div>Unique Qualities:</div> <div>Area Practiced:</div>

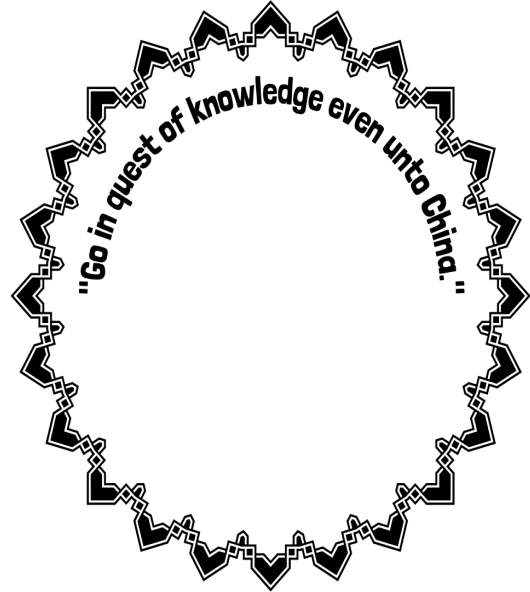
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Spread of Ideas Through Islam 1.2

### House of Wisdom

Give a detailed description of the House of Wisdom including its location, time period, purpose. Add information that was not presented in class or in the textbook.

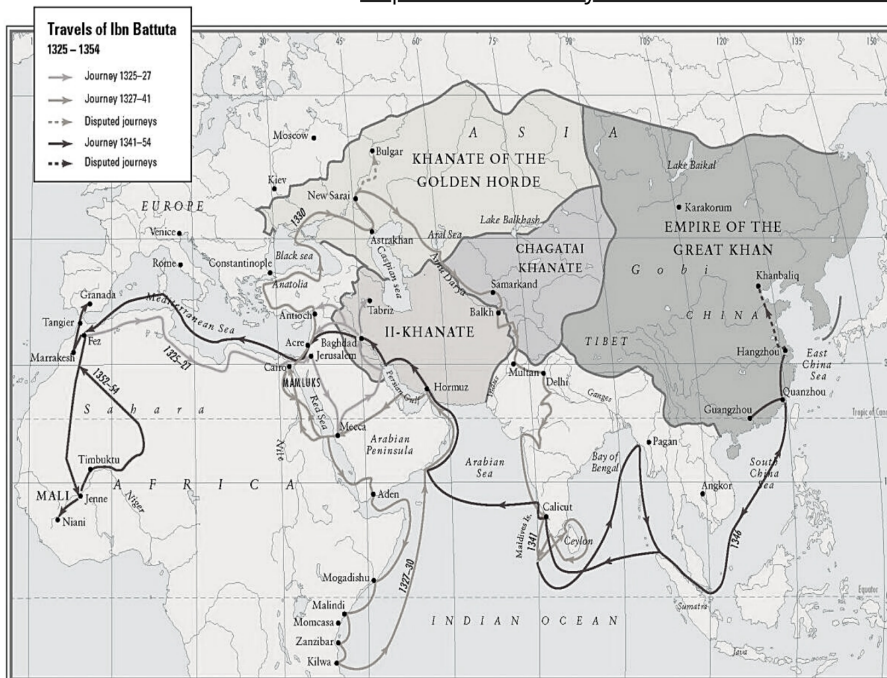


How did Muhammad's advice create a connectivity between cultures and time? Be specific.

### Ibn Battuta's Travels

Choose five cities on Ibn Battuta's route below then use the UC Berkeley website to pull meaningful quotes from Ibn Battuta about your selected cities.

<https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta>





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Governments in South and Southeast Asia 1.3

**Part 1:** Give the timeframe of existence for each South and Southeast Asian government below. Then, write down one notable achievement or event from that government.

**Vijayanagara Empire** 1336-1646 CE

*The empire acted as a barrier against Muslim states of the north which allowed a Hindu society to form.*

**Rajput Kingdoms**

**Delhi Sultanate**

**Srivijaya Empire**

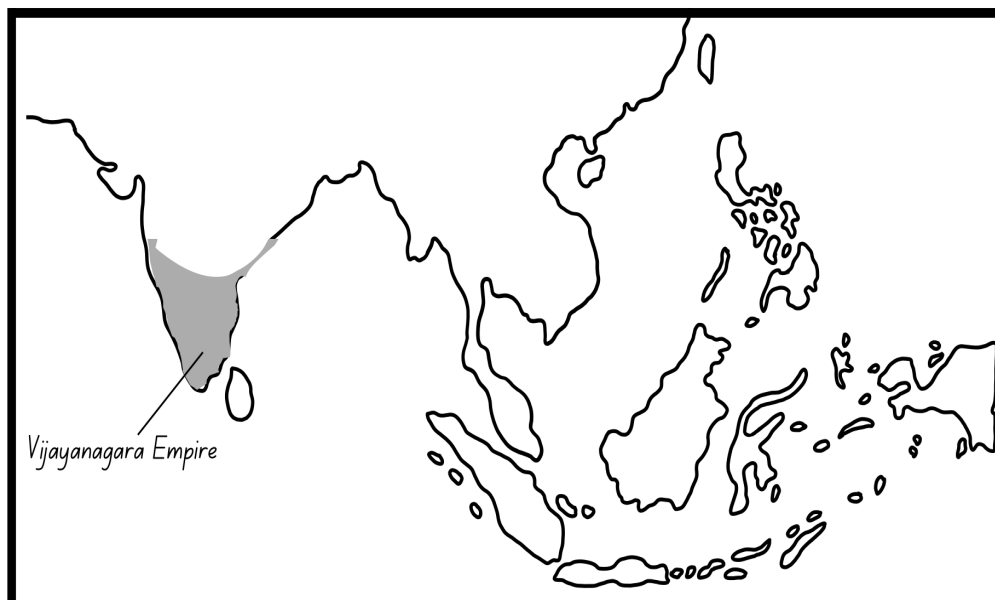
**Majapahit Kingdom**

**Sinhala Dynasties**

**Khmer Empire**

**Sukhothai Kingdom**

**Part 2:** Identify and shade in the geographic location of each empire or kingdom listed above. The first one is done for you.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## State Building in the Americas 1.4

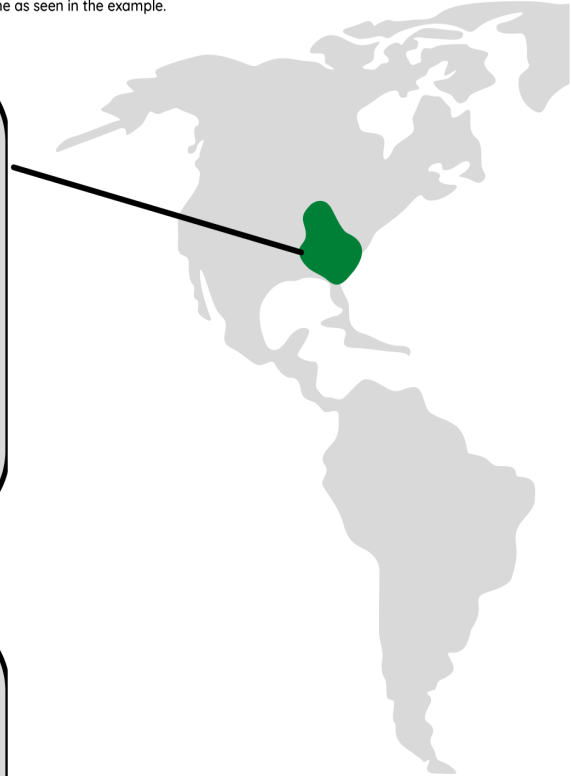
Complete the organizer below for each civilization. Identify the geographic location of the civilization on the map and connect it with a line as seen in the example.

**Mississippians**

Religion:

System of Government:

Cultural/ Architectural Achievements:



**Aztecs (Mexicas)**

Religion:

System of Government:

Cultural/ Architectural Achievements:

**Maya**

Religion:

System of Government:

Cultural/ Architectural Achievements:

**Inca**

Religion:

System of Government:

Cultural/ Architectural Achievements:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## State Building in Africa 1.5

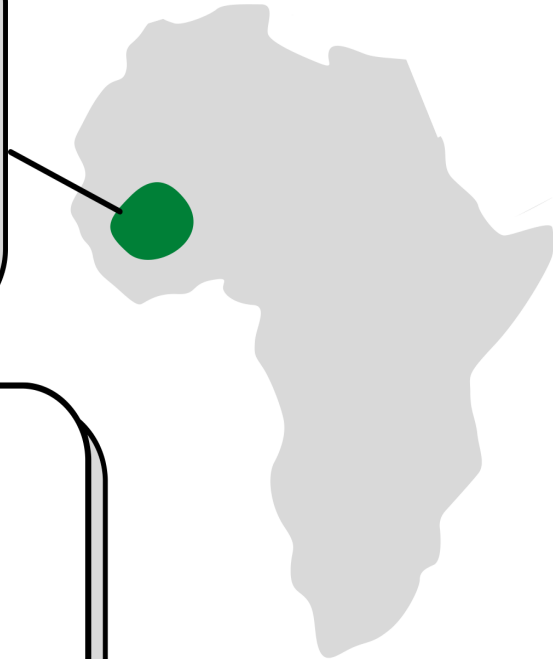
Complete the organizer below for each civilization. Identify the geographic location of the civilization on the map and connect it with a line as seen in the example.

**Ghana**

Religion:

System of Government:

Cultural/ Architectural Achievements:



**Mali**

Religion:

System of Government:

Cultural/ Architectural Achievements:

**Great Zimbabwe**

Religion:

System of Government:

Cultural/ Architectural Achievements:

**Ethiopia**

Religion:

System of Government:

Cultural/ Architectural Achievements:

**Hausa**

Religion:

System of Government:

Cultural/ Architectural Achievements:

Name: \_\_\_\_\_

Date: \_\_\_\_\_


## Developments in Europe 1.6

**Part 1:** Give a description of both the Southern and Northern Renaissance. Include the dates, the location, and describe some developments that resulted from this period in European history.

### Southern Renaissance

### Northern Renaissance

**Part 2:** Fill in the details about Marco Polo below.

	<p>Dates Lived:</p> <p>Where was he from?</p> <p>Where did he travel?</p> <p>Impact of his travels:</p>
--	---

**Part 3:** Give a brief summary of the contents of the Magna Carta.

### The Magna Carta

**Part 4:** Answer the questions about the Hundred Years' War below.

**When was the Hundred Years' War fought and who participated?**

**List three results of the Hundred Years' War.**

1

2

3

**Notes and Observations:**











**"The ink of the scholar is more sacred than the blood of the martyr."**

~Attributed to the Prophet Muhammad

(Emphasizing the Islamic Golden Age's emphasis on knowledge and scholarship.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Comparison in the Period 1200–1450 1.7**

Answer each question below with a paragraph that includes specific examples.

**Explain how trade influenced state-building in the 1200–1450 time period. Give specific examples how trade connected and helped to develop states.**

**Choose two states from this unit and explain the similarities and differences in how they formed and developed.**

## Unit 1 - The Global Tapestry

### Topic 1.3 - Developments in South and Southeast Asia from c. 1200 to c. 1450

#### Thematic Focus: Governance (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

**Essential Question:** *How and why did the emergence of Hindu and Buddhist states in South Asia and Southeast Asia demonstrate continuity, innovation, and reactions to the diversity of the societies they governed?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
Explain how and why various states of South and Southeast Asia developed and maintained power over time	<b>KC 3.1.III.D.iv</b> State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.	
Response to learning objective:		

**Thematic Focus: Cultural Developments and Interactions (CDI)**

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

**Essential Question:** *In what ways did Hinduism, Islam, and Buddhism continue to shape the societies of South Asia and Southeast Asia?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<b>Explain</b> how the various belief systems and practice of South and Southeast Asia affected society over time.	<b>KC 3.2.I.B.i</b> Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia.	

**Response to learning objective:**

<b>Illustrative Examples</b>	<b>Notes - Significance (how does each help answer the Essential Question) &amp; Theme</b>
Bhakti Movement	
Sufism	
Buddhist Monasticism	
Vijayanagara Empire	
Srivijaya Empire	
Rajput kingdoms	
Khmer Empire	
Majapahit	
Sukhothai Kingdom	
Sinhala Dynasties	

### Notes and Observations:

## China and the World

Questions:	Answers:	Page #:
What impact did the construction of the Grand Canal have on politics and trade?		
In what way did the Tang and Song dynasties establish an enduring state structure?		
What explains the rapid population growth in this era?		
Describe China's industrial output and technological innovations in this era.		
What was gunpowder originally used for in China? What was it later used for?		
What do the payment of taxes in cash and the development of paper money indicate about China's economy?		
What changes occurred in Chinese ideas about female beauty? How did these ideas affect women's role in society?		
What were some of the positive trends for Song women?		
Describe the interaction between China and the northern nomads.		
How did both China and the nomadic groups benefit from their relationship?		

<b>Questions:</b>	<b>Answers:</b>	<b>Page #:</b>
<b>What was tribute? How did it play a role in China's relations with outside powers?</b>		
<b>How were the Uighurs similar to/ different from the Xiongnu in relationship with China?</b>		
<b>What was the purpose of the Great Wall?</b>		
<b>How was China's relationship with Korea, Vietnam, and Japan similar?</b>		
<b>What was the nature of China's relationship with Korea?</b>		
<b>What cultural changes occurred in Korea in response to China's influence?</b>		
<b>In what ways did Vietnam assimilate into Chinese culture?</b>		
<b>What happened in Vietnam as the Tang in China began to weaken?</b>		
<b>How did geography play a factor in China's expansion into Japan?</b>		
<b>What specific aspects of Chinese culture did Japan choose to adopt?</b>		
<b>What was a samurai?</b>		
<b>List some of China's technological innovations of this era and their impact.</b>		
<b>What were some of the causes and effects of Buddhism's spread?</b>		
<b>What were some of the forms Buddhism took on as it spread?</b>		



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## The Worlds of Christendom

Questions:	Answers:	Page #:
Why was Christianity largely a European faith by 1500?		
What is syncretism?		
List changes and continuities that occurred in African Christianity.		
What were the political and social effects of Christianity in Ethiopia?		
What were the contributions of Justinian and Theodora to the Byzantine Empire?		
Why would the Byzantine Empire refer to Constantinople as the “New Rome”?		
Describe the relationship between the Byzantine emperor and the Eastern Christian Church.		
List reasons for the decline of the Byzantine Empire.		
What caused the Christian Church to split into the Roman Catholic Church and the Eastern Orthodox Church?		
What factors contributed to the rise of the Russian state?		
What cultural ideas and traditions did the Rus borrow from the Byzantines?		

<b>Questions:</b>	<b>Answers:</b>	<b>Page #:</b>
<b>Describe how feudalism functioned in Western Europe during the Middle Ages.</b>		
<b>How did the Church fill in as a unifying force in Western Europe after the fall of Rome?</b>		
<b>Explain the relationship between the Roman Catholic Church and Western European political leaders.</b>		
<b>Why might Europe have been invaded so frequently during the Middle Ages?</b>		
<b>How did urbanization cause changes in the role of women?</b>		
<b>Why were Christianity and Buddhism both attractive to women? What opportunities did they offer?</b>		
<b>Identify the causes of the Crusades.</b>		
<b>What effects did the Crusades have on the Islamic world? Western Europe?</b>		
<b>What agricultural breakthroughs did Europe experience in the Middle Ages?</b>		
<b>Name the differences between cities in Western Europe and in China.</b>		
<b>How did an interest in rational thought affect European intellectual life?</b>		





## Topic 1.1 - Developments in East Asia from c. 1200 to c. 1450



### Thematic Focus: Governance (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

**Essential Question:** *How and why did different systems of governance develop in various Chinese dynasties as a method of responding to the issues that faced the region at the time?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the systems of government employed by Chinese dynasties and how they developed over time.</p> <p>Sui, Tang, Song political development: Strayer p. 324-327</p> <p>Tribute System: Strayer p. 333-336</p>	<p><b>KC 3.2.1 A</b> - Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.</p>	
<p><b>Response to learning objective:</b></p>		

## Thematic Focus: Cultural Developments and Interactions (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

**Essential Question:** *In what ways did Chinese cultural traditions impact the region over time?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the effects of Chinese cultural traditions on East Asia over time.</p> <p>Women in Song Dynasty China: Strayer p. 337-345</p> <p>China's Cultural Influence: Strayer P. 331-332</p> <p>China &amp; Buddhism: Strayer p. 349-353</p>	<p><b>KC 3.1.III.D.i</b> - Chinese cultural traditions continued, and they influenced neighboring regions.</p> <p><b>KC 3.1.III.D.ii</b> - Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.</p>	

**Response to learning objective:**



### Thematic Focus: Economic Systems (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

**Essential Question:** *In what ways did Chinese innovations impact the Chinese economy over time?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the effects of innovation on the Chinese economy over time.</p> <p>Economic Revolution: Strayer P. 327-330</p>	<p><b>KC 3.3.III.A.i</b> - The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor.</p>	
<p>China's Impact on Eurasia: Strayer p. 346-348</p>	<p><b>KC 3.3.I.D</b> - The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.</p>	

**Response to learning objective:**

Filial piety in East Asia	
Influences of Neo-Confucianism	
Influences of Buddhism	
Basic Confucian Traditions towards women (respect for & deference from women)	
Chinese scholarship and literacy traditions spreading to Heian Japan and Korea	
Theravada Buddhism	
Mahayana Buddhism	
Tibetan Buddhism	
Champa Rice	
Transportation Innovation- The Grand Canal	
Steel & Iron Production	
Production of textiles & porcelain for export	

**Notes and Observations:**

## AP World History Unit 1 Review

### East Asia

East Asia during the GLOBAL TAPESTRY period of 1200-1450 is dominated by the Mongol Invasions. Depending on what you consider "CHINA", the Mongols arrive in 1205 (against the Western Xia). Normally, East Asia is the story of China and how much influence they exert in the region. However, for the GLOBAL TAPESTRY period, it's the story of the Fall and Rise of China along with how the other areas like Korea, Japan, and Vietnam handled these invasions.



### Expansion of Communication Networks

- Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads, Trans-Saharan trade network, and Indian Ocean—promoting the growth of powerful new trading cities
- The growth of inter-regional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the Caravanserais, forms of credit, and the development of money economies as well as the use of the compass, the astrolabe and larger ship designs.
- The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.
- The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.
- In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.
- As exchange networks intensified, an increasing number of travelers within Afro-Eurasia wrote about their travels.
- Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovation.
  - Chinese cultural traditions continued, and they influenced neighboring regions.
  - Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.
  - There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.

### Continuity and Innovation in State Forms/Interaction

## AP World History Unit 1 Review

- Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.
- Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.
- In the Americas and in Africa, as in Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.
- Inter-regional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.

### Increased Economic Productive Capacity and Consequences

- Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.
- The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization buoyed by rising productivity and expanding trade networks.
- The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor.

### People

- Minamoto Yoritomo
- Ghenghis Khan
- Kublai Khan
- Marco Polo
- Ibn Battuta
- Zhenghe

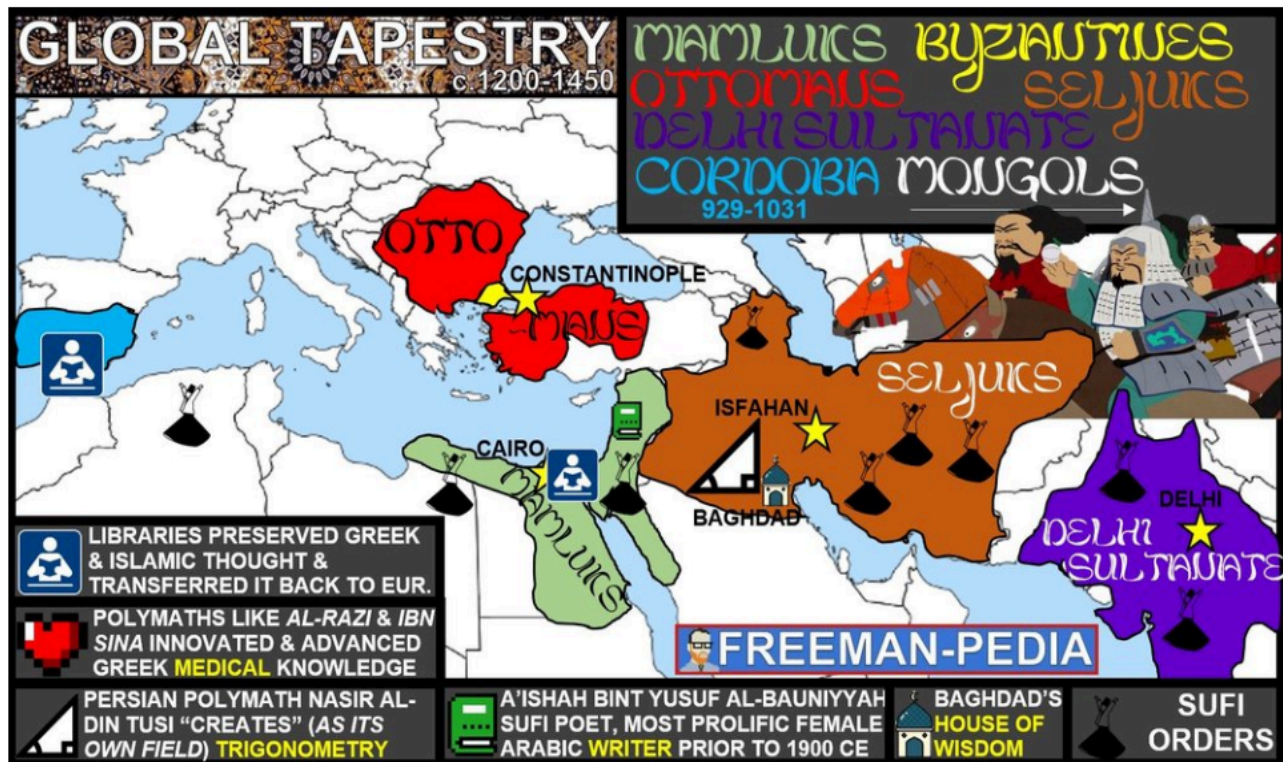
### Terms

- Neo-Confucianism
- Champa Rice
- Song Dynasty
- Pax Mongolica
- Sinification
- Shogunate
- Shinto
- Goryeo

### Dar al-Islam

The Global Tapestry (1200-1450) period also finds the Islamic world in the midst of a massive transition. The glory days of the Caliphates are behind us now and the once great Abbasids have fractured into many different groups (often dominated by the new, rising force in Islam: The Turks). Dar al-Islam literally means 'House of Islam', or basically the parts of the world where Islam is a dominant force. The New Kids on the Block are the Ottomans (who will dominate the next two periods in World History), the Seljuk Turks and the Mamluks. Like most of earth in this period, Dar al-Islam had to deal with the Mongols. The Mongols were seen, at the time, as the end of the Islamic World. This led to the Ilkhanate that only lasted for a century or so. In the next period, this area will be the realm of the Land Based Empires of the Ottomans, Safavids, and Mughals. With all of the political disarray, the Islamic World continued to be at the forefront of science, technology, and culture.

## AP World History Unit 1 Review



### Expansion of Communication/Exchange Networks

- Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads, Trans-Saharan trade network, and Indian Ocean—promoting the growth of powerful new trading cities
- The Indian Ocean trading network fostered the growth of states
- The growth of inter-regional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the Caravanserai, forms of credit, and the development of money economies as well as the use of the compass, the astrolabe and larger ship designs.
- The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.
- The expansion of empires—including Mali in West Africa—facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.
- The expansion and intensification of long distance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds. The growth of inter-regional trade was encouraged by innovations in existing transportation technologies.
- Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.
- In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.
- As exchange networks intensified, an increasing number of travelers within Afro-Eurasia wrote about their travels.
- Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovation.
  - Islam, Judaism, Christianity, and the core beliefs and practices of these religions continued to shape societies in Africa and Asia.
  - Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia.



## AP World History Unit 1 Review

- Christianity, Judaism, Islam and the core beliefs and practices of these religions continued to shape societies in Europe.
- There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.

### Continuity and Innovation in State Forms/Interactions

- As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.
- Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.
- In the Americas and in Africa, as in Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.
- Muslim states and empires encouraged significant intellectual innovations and transfers
- Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.

### Increased Economic Productive Capacity and Consequences

- Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export;
- The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization buoyed by rising productivity and expanding trade networks.

### People

- Al Razi
- Ibn Sina
- Narsir Al Din Tusi
- Rumi
- Ibn Battuta
- Ibn Khaldun
- A'ishah Bint Yusuf al-Bauniyyah

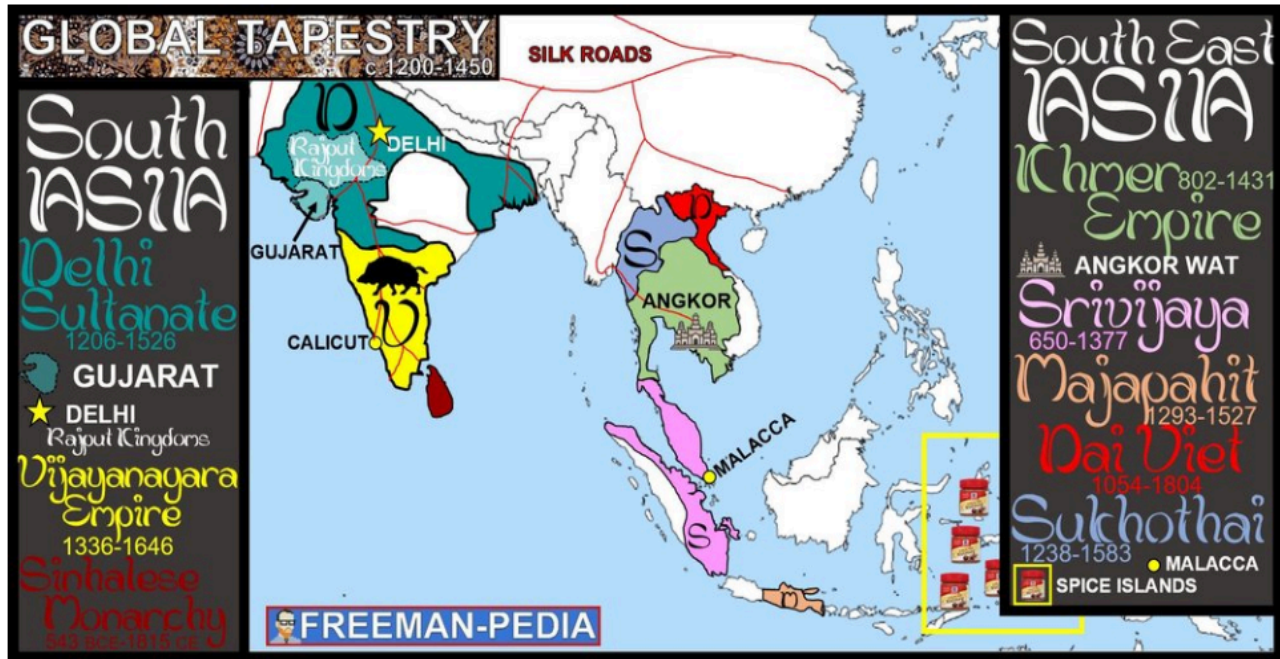
### Terms

- Trans-Saharan Trade
- Caravanserai
- Sufism
- Diaspora
- Qu'ran
- Sunni vs Shi'a Islam
- Caliphate
- Sultanate
- House of Wisdom
- Seljuk Turks

### **South and Southeast Asia**

It can be easy to overlook South and Southeast Asia in this period. They are at the crossroads of all of the major interactions of this period (Islam, Mongols, Trade), and are heavily influenced by their neighbors (Islam to the West and China to the Northeast). However, DO NOT SKIP THIS SECTION! There is such a rich history of Syncretism in this region, and with the addition of Islam; it creates some truly fascinating historical studies. Plus, this area will be of extreme focus next period as the Spanish, Portuguese, Dutch, French and British all move into the region.

## AP World History Unit 1 Review



### Expansion of Communication/Exchange Networks

A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.

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- In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.
- As exchange networks intensified, an increasing number of travelers within Afro-Eurasia wrote about their travels.
- Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovation.
  - Chinese cultural traditions continued, and they influenced neighboring regions.
  - Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.
  - Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia.

### Continuity and Innovation in State Forms/Interactions

State formation and development demonstrated continuity, innovation, and diversity in various regions.

## AP World History Unit 1 Review

- As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity
- State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.
- Muslim states and empires encouraged significant intellectual innovations and transfers.
- Inter-regional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.

### Increased Economic Productive Capacity and Consequences

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

- Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.
- The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization buoyed by rising productivity and expanding trade networks.

### People

- Marco Polo
- Ibn Battuta
- Tamerlane
- Zhenghe

### Terms

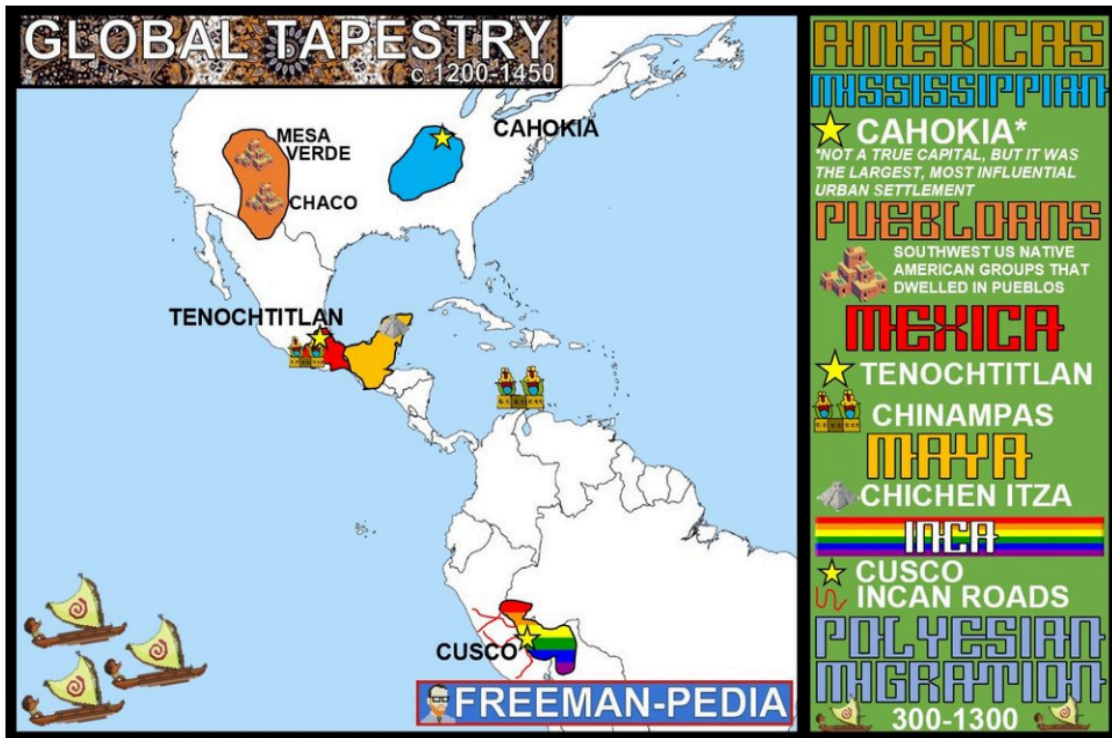
- Sultante
- Urdu
- Zhenghe
- Angkor Wat
- Tamerlane
- Mahajara
- Qilin
- Battle Bach Dang

### Americas

The Americas are out there on an island. The “Global Tapestry” has a gap in it that disconnects the Americas from all of the other places. By 1200, a big chunk of Afro-Eurasia is connected in some way. The Americas prior to 1492 (and before that some minor contact with the Polynesians) are on their own. The addition of the Americas to the Global Trade Network is arguably THE theme of the next period. For now, get to know the Americas before the Spanish arrive and along with them, Smallpox; destroying much of these civilizations.



## AP World History Unit 1 Review



Expansion of Communication/Exchange Networks

N/A

Continuity and Innovation in State Forms/Interactions

State formation and development demonstrated continuity, innovation, and diversity in various regions.

- Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century.
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People

- Urcachillay
- Pachacuti
- Montezuma II

Terms

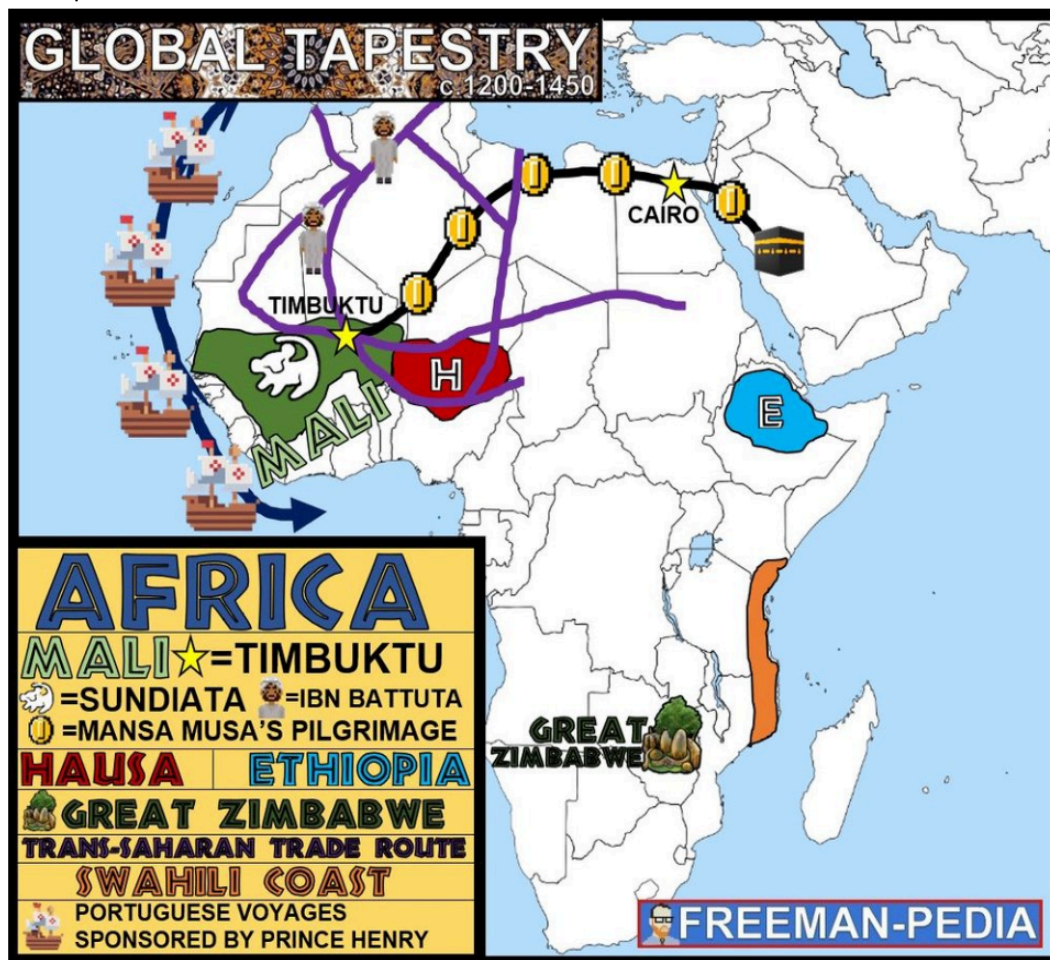
- Aztlan
- Mexica
- Tenochtitlan
- Chinapas
- Cahokia
- Tawantinsuyu
- Chasquis
- Quipu

## AP World History Unit 1 Review

- Mit'a
- Pueblos

### Africa

The Global Tapestry (1200-1450) finds Africa as the New Kid on the Block in terms of the Afro-Eurasian “Global” world. Africa is at the end of the pre-Columbian trade routes. Sub-Saharan Africa (Ghana, Mali, Hausa) are linked to the rest of the world via the Trans-Saharan Trade routes. Southern Africa is at the tail end of the Indian Ocean trade (focused in and around the Swahili Coast). Sub-Saharan Africa becomes the southwest quadrant of Dar al-Islam. You can tell from the map below that the Europeans have already begun exploring around the Western Coast with the Portuguese Voyages of Prince Henry (1415-1460). Africa was emerging as a major Global force in this period; but, as you can see from Prince Henry, they will come to be dominated by the Europeans in the next three periods.



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## AP World History Unit 1 Review

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### People

- Sundiata
- Mansa Musa
- Ibn Battuta
- Ibn Khaldun
- Zhenghe

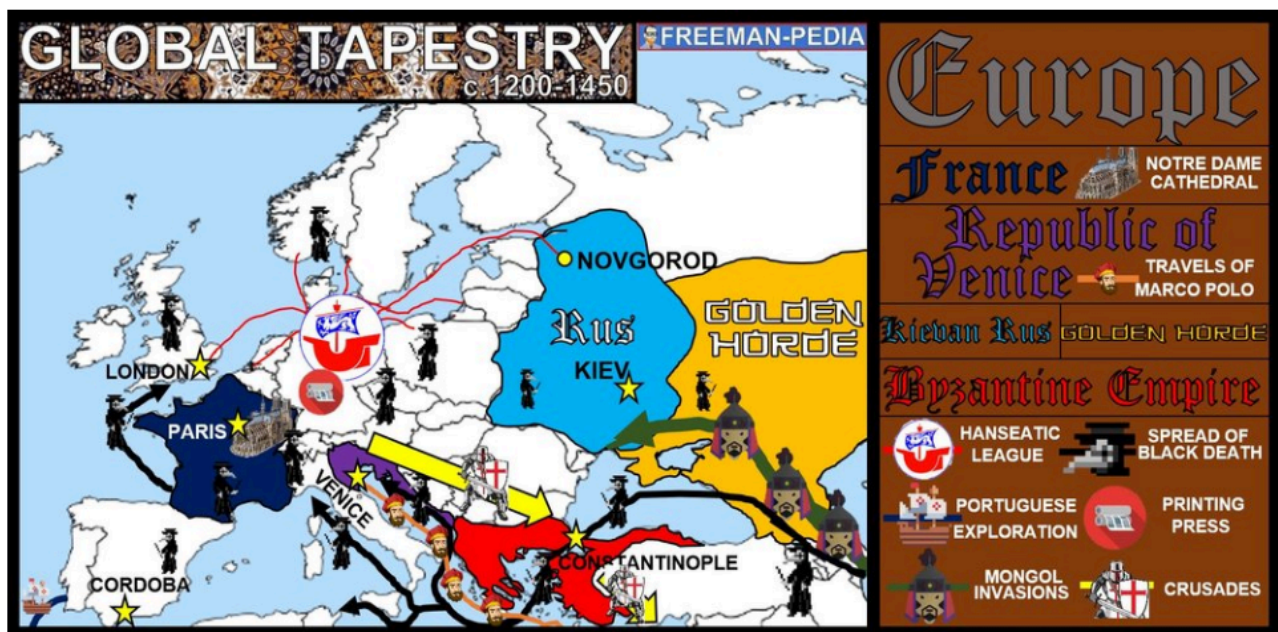
# AP World History Unit 1 Review

## Terms

- Trans-Saharan Trade
- Caravanserais
- Great Zimbabwe
- Sundiata
- Timbuktu
- Ethiopia
- Swahili
- Berbers
- Bantu Migrations
- Hausa

## Europe

Due to the nature of this being a World History course that BEGINS in 1200, this is the one era that will not heavily feature the Europeans. You can tell from the map that the Europeans are already making their way down to Africa and are 42 years away from the Americas and 48 years from India by 1450. We are smack-dab in the middle of the Post Classical or Medieval period or Dark Ages. That means knights, ladies, castles, etc. The Social/Political order is crucial in Europe during this period, with Feudalism dominating most of the Continent. There's a trade union in the North you should know: Hanseatic League. The Mongols arrive to the East and bring destruction (by cavalry or by Bubonic Plague). The educational center is not Paris or London; it's Cordoba. The biggest interaction the Europeans have outside of Europe in this period are the Crusades that last for a little over a century. Otherwise, that's really it. This will be the last time we see the Europeans in the confines of Europe. Most of what you need to know about Europe going forward deals a great deal with their interactions OUTSIDE of Europe. Let's get medieval.



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## AP World History Unit 1 Review

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### Continuity and Innovation in State Forms/Interactions

State formation and development demonstrated continuity, innovation, and diversity in various regions.

- Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century
- Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.
- Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.
- Muslim states and empires encouraged significant intellectual innovations and transfers.
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- The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization buoyed by rising productivity and expanding trade networks.
- Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.

### People

- Marco Polo
- Margery Kempe
- Prince Henry
- Gutenberg

### Terms

- |                    |                    |
|--------------------|--------------------|
| • Feudalism        | • Black Death      |
| • Serfdom          | • Little Ice Age   |
| • Hanseatic League | • Byzantine Empire |
| • Magna Carta      | • Kievan Rus       |
| • Crusades         | • 100 Years War    |

## STATE BUILDING IN AFRICA FROM c. 1200 - c. 1450

Use the four passages below, the map, and your knowledge of world history to complete questions 1-7.

**Document 1:** “The city of Ghana consists of two towns situated on a plain. One of these towns, which is inhabited by Muslims, is large and possesses twelve mosques...In the environs are wells with sweet water, from which they drink and with which they grow vegetables. The king’s town is six miles distant from this one and bears the name of Al-Ghaba. Between these two towns there are continuous habitations. The houses of the inhabitants are of stone and acacia wood.”

Source: Ubaydallah al-Bakri, resident of al-Andalus (Cordoba, Spain), 1068

**Document 2:** “Among their [Mali’s] good qualities is the small amount of injustice amongst them, for all people they are the furthest from it. Their sultan does not forgive anyone in any matter to do with justice. Among these qualities, there is also the prevalence of peace in their country, the traveler is not afraid in it nor is he who lives there in fear of the thief or of the robber by violence.”

Source: Ibn Battuta, born in Tangiers, Morocco, mid-14th century

**Document 3:** “Here [Timbuktu] are many doctors, judges, priests, and other learned men that are well maintained at the king’s costs. Various manuscripts and written books are brought here...and sold for more money than other merchandise.”

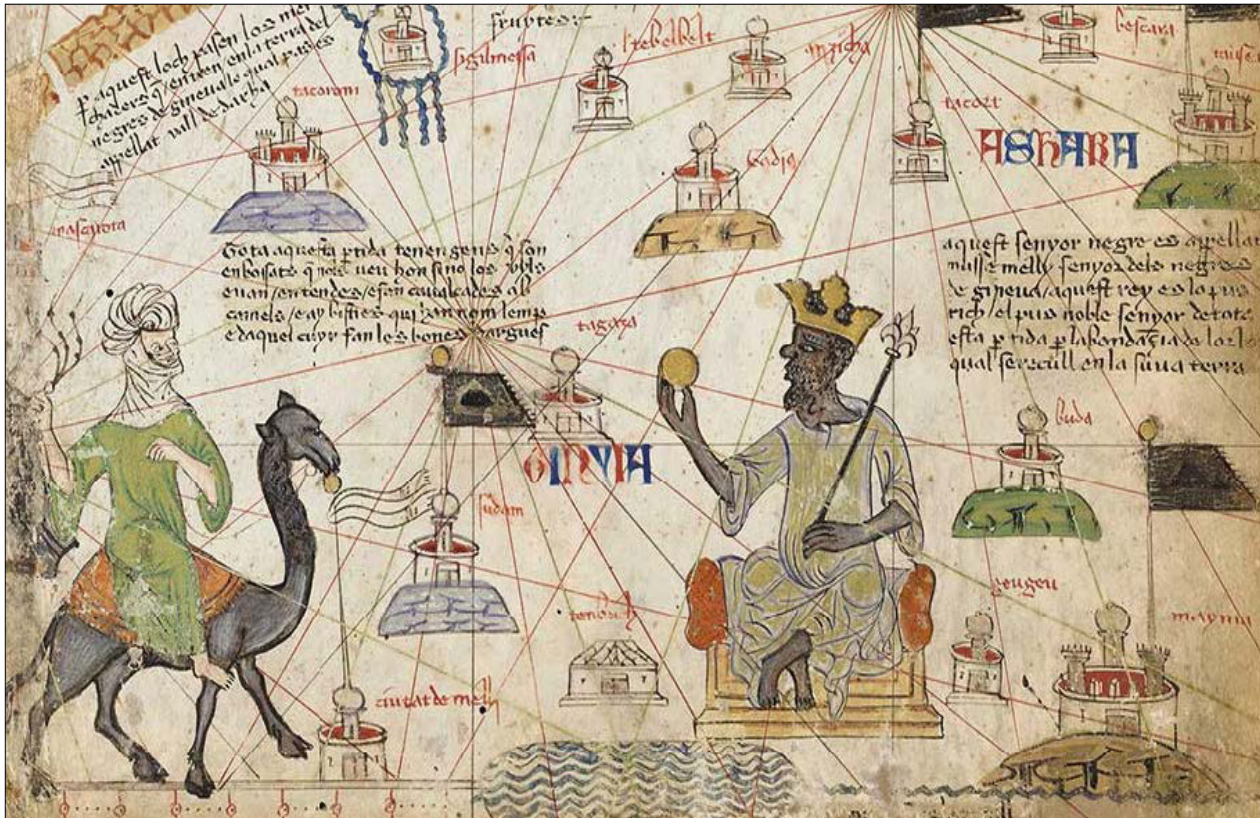
Source: Leo Africanus, born in al-Andalus (Granada, Spain), 16th century

**Document 4:** “The king of this realm [Mali] sits in his palace on a big dais..., on a big seat...made of ebony like a throne...over the dais, on all sides, are elephant tusks one beside the other. He has with him his arms, which are all of gold - sword, javelin...quiver, bow, and arrows...About 30 slaves,...stand behind him, Turks and others who are bought for him in Egypt. One of them carries in his hand a parasol...of silk surmounted by a dome and a bird of gold in the shape of a falcon. This is borne on the king’s left. His emirs sit around and below him in two ranks to right and left....Around all these are people with drums in their hands, which they beat. Before the king are people dancing and he is pleased with them and laughs at them. Behind him, two flags are unfurled, and before him two [Arab] horses are tied ready for him to ride whenever he wishes...”

Source: al-Umari’s (born in Damascus, Syria, 14th century) account of Mansa Musa, from *Corpus of Early African Sources for West African History*, Cambridge University Press, 1981.

## STATE BUILDING IN AFRICA FROM c. 1200 - c. 1450

## Document 5



Source: *Map and painting of Mansa Musa attributed to Abraham Cresques*  
(resident of Palma, Majorca), 1375

1. Identify the geographic region (AP Region) being described in the five documents.

**STATE BUILDING IN AFRICA FROM c. 1200 - c. 1450**

2. Identify one AP Theme being discussed in the five documents and use the passages to explain your answer.

	AP Theme	Evidence
Document 1		
Document 2		
Document 3		
Document 4		
Document 5		

3. Identify at least two ways that the artist of Document 5 demonstrates Mansa Musa's power and status.



**STATE BUILDING IN AFRICA FROM c. 1200 - c. 1450**

4. Explain the overarching impression of West Africa given by the five documents as a collection and use the passages to explain your answer.

5. What is one similarity between the creators of all five documents?

6. What is one similarity in the purposes of all five documents?

7. The passages all identify cultural and political advancements of African kingdoms from 1200-1450 CE. Compare these kingdoms to American or Asian civilizations from this same period. What do they have in common and what differences stand out to you?

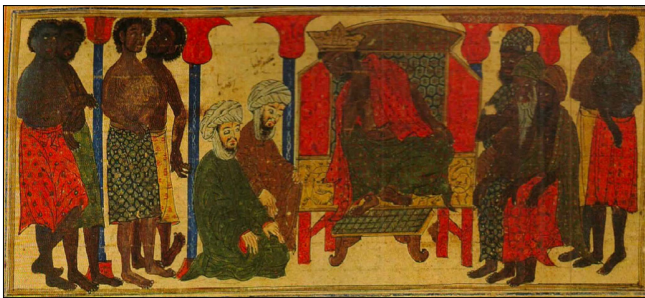
## STATE BUILDING IN AFRICA FROM c. 1200 - c. 1450

Use the two pictures below and your knowledge of world history to respond to the prompts below.



Great Zimbabwe, built between the 9th-15th century by the Shona. The wall is 5.5 meters (18 ft.) thick in places and 9.7 meters (32 ft.) high.

**Prompt:** What does this example of African architecture reveal about the role that African capital cities or seats of power might have served between 1200-1450 CE?



14th-century illustration depicting the Christian king of Aksum (Ethiopia) refusing to turn over Muslims, who had fled persecution for their faith, to non-Muslim authorities from Mecca.

**Prompt:** What does this example of African art reveal about the role of political leaders in African countries in religious matters?

**Notes and Observations:**



	Civilization	Civilization	Civilization
<b>SOCIAL</b> Development & transformation of social structures			
<b>POLITICAL</b> Statebuilding			
<b>INTERACTIONS</b> Between humans & the environment			
<b>CULTURAL</b> Development & interaction of cultures			
<b>ECONOMY</b> Creation, expansion and interaction of economic systems			
<b>TECHNOLOGY</b> Adapting for efficiency, comfort, security, and technological advances			

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## UNIT 2

# Networks of Exchange 1200-1450



### TRADE ROUTES

The Silk Road, Indian Ocean & Trans-Saharan trade routes grew significantly during this time period ushering in new trading cities, exchange of goods along with religious ideas, and the birth of new technologies.

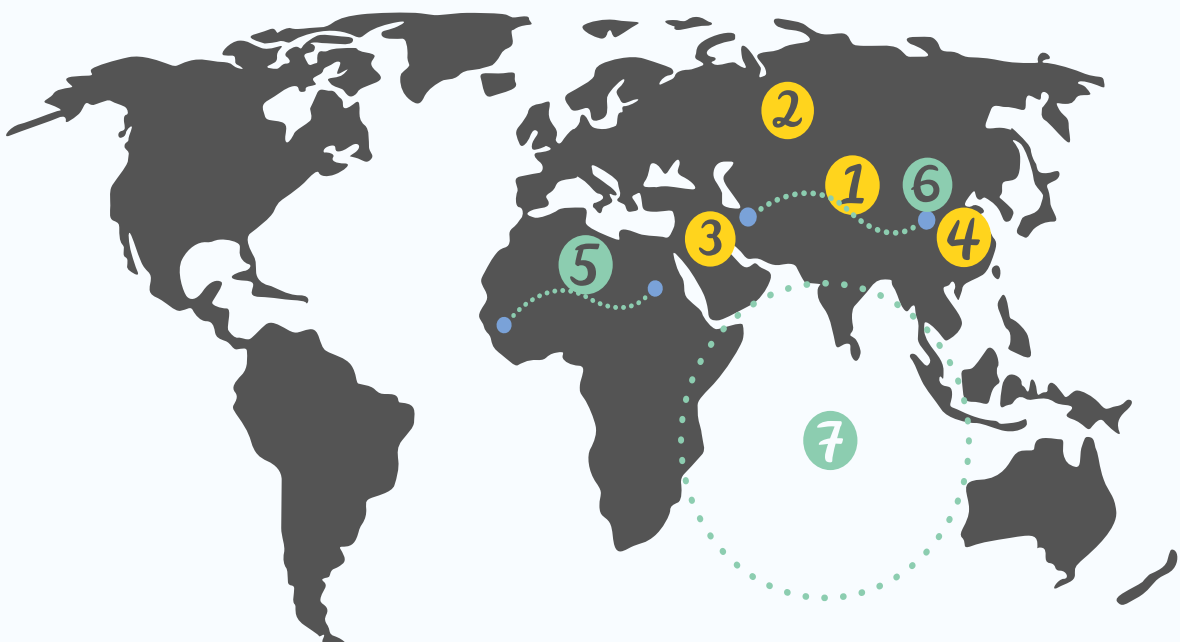
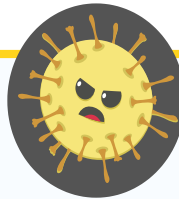
### CONSEQUENCES OF CONNECTION

Travelers spread religion and ideas in this age of exchange. Technologies, crops, and disease all impacted societies in both positive and negative ways.



### RISE OF THE MONGOLS

The largest land based empire within history emerged in the early 1200s and extended across Asia. Former empires collapsed and trade increased during the Pax Mongolica.



- 1 - Chagatai Khanate (Mongol Homeland) 2- Khanate of the Golden Horde (Russia)  
3- Il-Khanate (Middle East) 4- Yuan Dynasty  
5 - Trans-Saharan Route 6- Silk Roads 7-Indian Ocean

*\*States listed in Unit 1 also overlap with Unit 2\**



**UNIT TWO: NETWORKS OF EXCHANGE,  
c. 1200 to c. 1450****THE SILK ROADS**

Existing trade routes between east and west along the **Silk Roads** experienced an increased volume of trade after the year 1200. Improvements in business practices that benefited traveling merchants, such as the use of **credit** and **caravanserai**, facilitated new markets for luxury goods that crossed regional boundaries. Major trading cities sprung up across Afro-Eurasia, including **Samarkand** and **Kashgar** in Central Asia. In China, there was an increase in **steel manufacturing**, while across the region, artisans expanded their trade in **porcelain** and **textiles**.

*Samarkand***THE MONGOL EMPIRE AND THE MAKING OF THE MODERN WORLD**

The **Mongols**, a nomadic people group from Central Asia, originally consisted of scattered clans. Under the leadership first of **Genghis Khan** in the early 13th century and then others over the ensuing decades, the Mongols developed through conquest an enormous land-based empire that spread from East Asia to Eastern Europe. Because of its vast size, the empire was split into administrative regions called **khanates** that were each ruled by a **khan**, or leader. The expansive Mongol empire incorporated many different people groups across regions, making trade relatively easy and safe during the **Pax Mongolica**. Commerce was further facilitated by the implementation of **standardized weights and measures**. In addition to trade, the period of Mongol rule experienced cultural exchange such as the transfer of **Greco-Roman** and **Islamic scholarship** to Europe and intellectual innovations such as the development of the **Uyghur script**.

*Battle Between Mongols and Chinese***EXCHANGE IN THE INDIAN OCEAN**

After 1200, existing trade routes through the Indian Ocean expanded and new trading cities such as **Gujarat** and the **Sultanate of Malacca**, became powerful centers of commerce. The economic benefits of expanded trade facilitated the rise of powerful new states, including **Mombasa** and **Zanzibar** along the **Swahili Coast** of East Africa. Furthermore, large diaspora communities emerged, especially Arabs and Persians in East Africa and Chinese in Southeast Asia, leading to an increased intermingling of cultural traditions and

## NETWORKS OF EXCHANGE, c. 1200 to c. 1450

*Islamic astrolabe*

mutual exchange of ideas. Innovations in technology, for example, the **astrolabe** and **lateen sails**, enabled travelers to more easily navigate maritime routes. A more robust understanding of environmental factors, such as **monsoon winds** allowed navigators to travel more safely and confidently as they built up their networks of exchange.

**TRANS-SAHARAN TRADE ROUTES**

The growth in interregional African trade between 1200 and 1450 was spurred by improved technology that facilitated transportation, especially along **trans-Saharan** trade routes that connected

sub-Saharan West Africa with North Africa, Europe, and the Middle East. Innovations in **camel saddle** technology, which made long-distance journeys much easier, and the ability of travelers to join groups of **caravans** encouraged interregional trade of **gold**, **salt**, and **slaves**. In addition to goods, trans-Saharan trade routes enabled the **spread of Islam** in Africa and generated wealth for the **Mali**, **Ghana**, and **Songhai Empires**.

**CULTURAL AND ENVIRONMENTAL CONSEQUENCES OF CONNECTIVITY**

In addition to shared knowledge of science and technology, the increased connectivity in Afro-Eurasia between 1200 and 1450 led to a spread of literary, artistic, and intellectual traditions. **Buddhism** and **Hinduism** expanded in Asia, and **Islam** expanded in both Asia and sub-Saharan Africa. **Gunpowder** and **paper** technology spread from China to other parts of the world, and an increasing number of travelers such as **Ibn Battuta**, **Marco Polo**, and **Margery Kempe** wrote about their journeys, informing readers far and wide about the cultures they encountered. Connectivity led to diffusion of crops such as **bananas** and **rice** to new regions, but disease pathogens also spread; the **bubonic plague**, which originated in China, spread to Europe through trade routes and killed almost half of Europe's population in the 14th century.

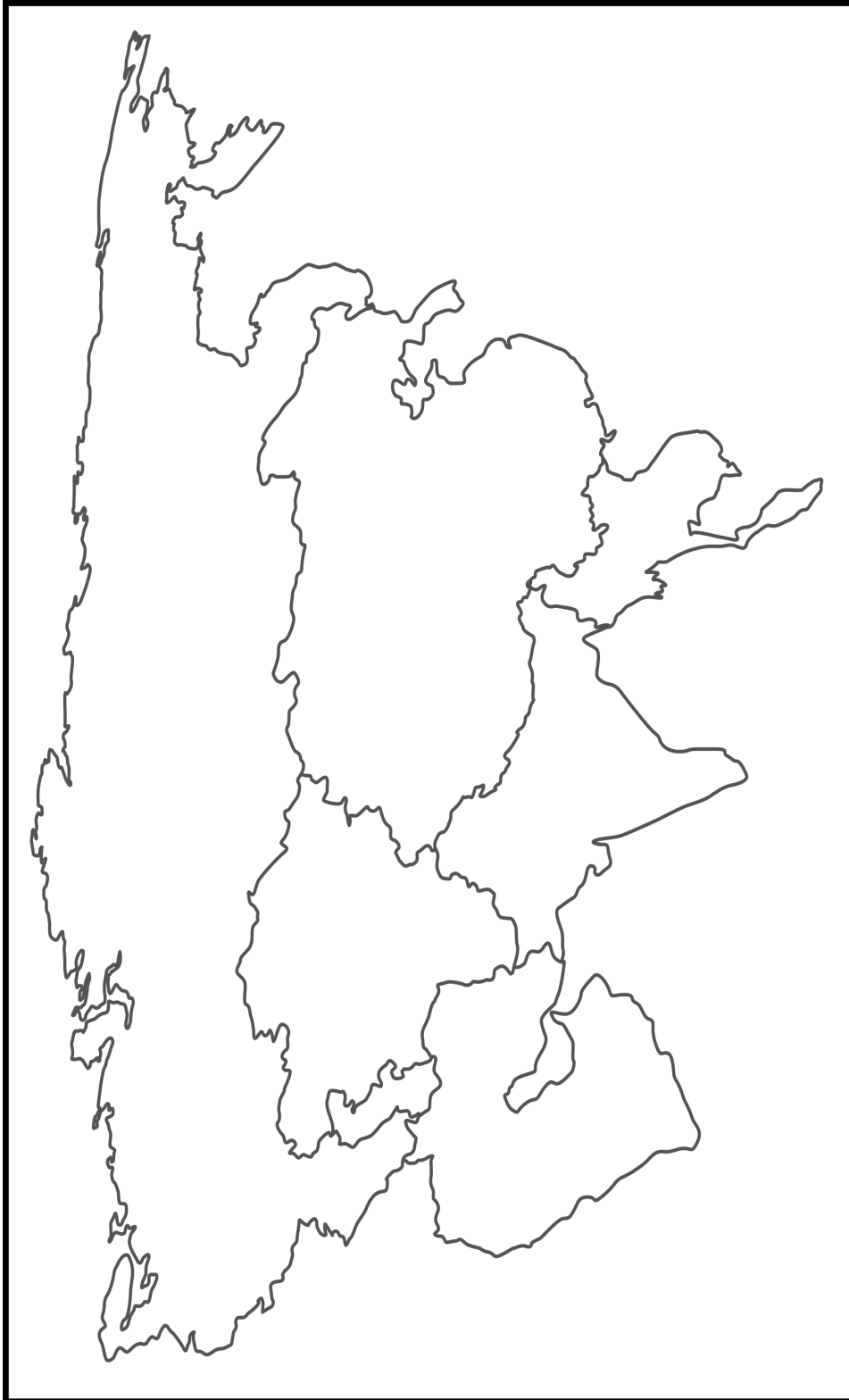
*Sahara desert*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Silk Roads 2.1

**Directions:** Draw both land and sea routes for the Silk Road. Label at least FIVE major centers of trade along these routes.



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1. What kinds of things besides goods were exchanged along the Silk Roads?

2. What allowed for the expansion of trade along the Silk Roads? Why wasn't this possible before?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## The Mongol Empire 2.2

**Part 1 Directions:** For each key Mongol figure below, explain who he was and what his impacts were in the context of Mongol expansion. Provide locations and dates for expansion efforts for each person.

**Genghis Khan**

**Batu**

**Hulegu**

**Kublai Khan**

**Part 2 Directions:** Describe the political and economic effects of Mongol rule in each of the areas below.

	Batu's Golden Horde in Russia	Hulegu and the Islamic Heartlands	Kublai Khan and the Yuan Dynasty in China
Political Changes			
Economic Changes			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Exchange in the Indian Ocean: Zheng He 2.3

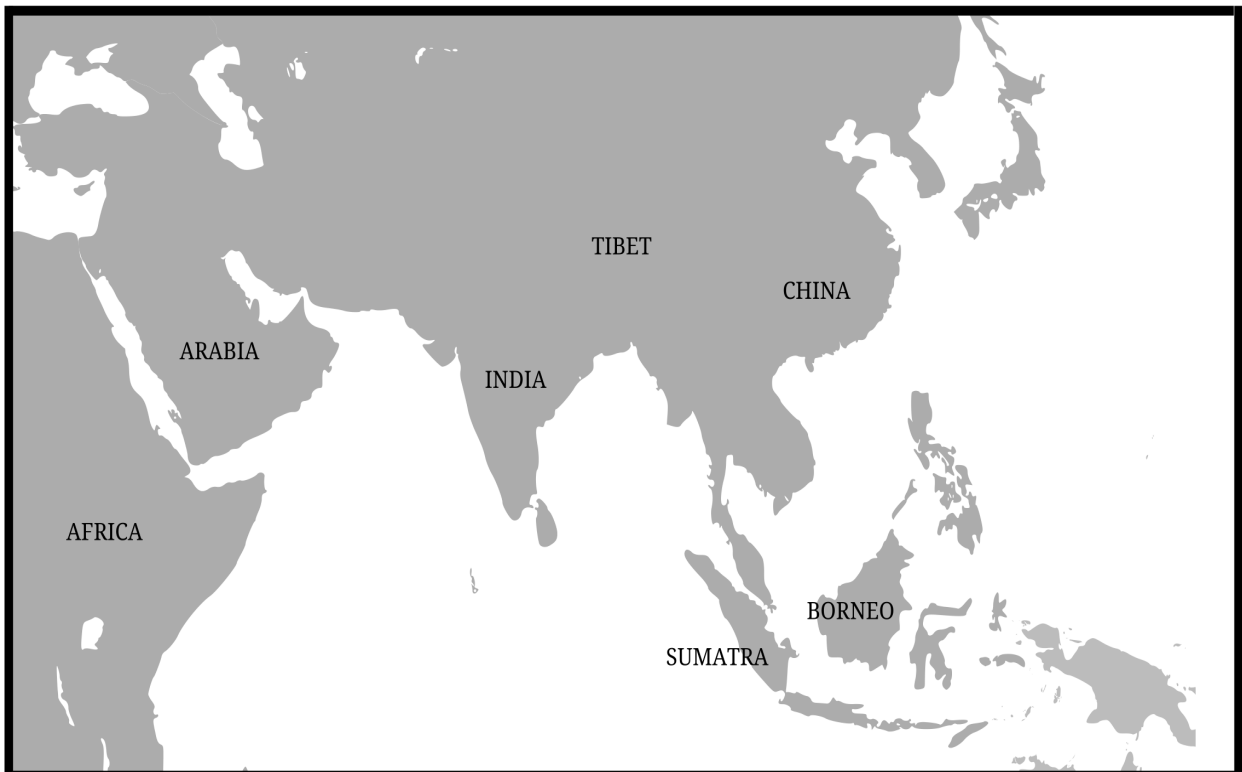
Describe Zheng He's Fleet:

List the goods that were exchanged between He's fleet and the places they visited.

What was the goal of Zheng He's voyages?

What were some of the criticisms of He's voyages that came from within China?

**On the map below, draw the routes of Zheng He's voyages and label the significant cities where his fleet stopped.**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Trans-Saharan Trade Routes 2.4



1. Identify and shade in the location of the Mali Empire on the map.

2. Locate and label the cities of Timbuktu and Gao on the map.

3. How did Mali come to be an extremely prosperous empire?

4. What new technology or innovations helped facilitate trade along the Trans-Saharan trade routes?

5. What cultural practices or traditions spread as a result of the Trans-Saharan trade routes?

6. Describe Mansa Musa's pilgrimage (hajj) to Mecca. When did it occur? How large was it? What were some stopping points?

7. What were the economic effects of Mansa Musa's stopover in Cairo on his way to Mecca?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Cultural Consequences of Connectivity 2.5

**Where did Buddhism originate?**

**Where did Buddhism spread?**

**Who spread Buddhism?**

**How did Buddhism spread? Through which routes?**

**How did Buddhism change as it spread?**

**Where did Hinduism originate?**

**Where did Hinduism spread?**

**Who spread Hinduism?**

**How did Hinduism spread? Through which routes?**

**How did Hinduism change as it spread?**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Environmental Consequences of Connectivity 2.6

Crop or Disease	Place of Origin	Places it Spread	Describe the Effects of the Spread of the Item
Champa Rice			
Bananas			
Sugar			
Citrus			
Bubonic Plague			

What are some negative environmental effects of the spread of agricultural items in the 1200 to 1450 CE time period?

Are any of these negative effects still a factor today? Which ones?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Comparison of Economic Exchange 2.7

	Empires or States Involved	Technologies and Innovations that Facilitated Trade	Religions or Beliefs Exchanged
Silk Roads			
Indian Ocean			
Trans-Saharan			

## Unit 2 - Networks of Exchange

### Topic 2.1 - The Silk Roads

#### Thematic Focus: Economic Systems (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

**Essential Question:** *In what ways did societies develop and innovate within their economic systems to respond to the growth of networks of exchange across Afro-Eurasia?*

Learning Objective	Historical Developments (KC's)	Key Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the causes and effects of growth of networks of exchange after 1200.</p> <p>Silk Roads: Strayer p. 284-291</p>	<p><b>KC 3.1.I.A.i</b> Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes— including the Silk Roads—promoting the growth of powerful new trading cities.</p> <p><b>KC 3.1.I.C.i</b> The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.</p> <p><b>KC 3.3.I.B</b> Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China</p>	
<p><b>Response to learning objective:</b></p>		

**Illustrative**

**Notes - Significance** (how does each help answer the Essential Question) & Theme

## Unit 2 - Networks of Exchange

### Topic 2.1 - The Silk Roads

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<p><b>Response to learning objective:</b></p>		

**Illustrative**

**Notes - Significance** (how does each help answer the Essential Question) & Theme

Examples	
Trading City- Kashgar	
Trading City- Samarkand	
Emergence of credit & money economies- Bills of exchange	
Emergence of credit & money economies- Banking houses	
Emergence of credit & money economies- Use of paper money	

**Notes and Observations:**

## Unit 2 - Networks of Exchange

### Topic 2.2 - The Mongol Empire and the Making of the Modern World

#### Thematic Focus: Governance (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

**Essential Questions:** *In what ways did the expansion of the Mongol khanates impact the political governance from East & Central Asia to the Middle East?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the process of state building and decline in Eurasia over time.</p> <p>Before the Mongols: Strayer p. 463-465</p> <p>The Mongol Empire: Strayer p. 466-480</p>	<p><b>KC 3.2.I.B.iii</b> Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates</p>	
<p><b>Response to learning objective:</b></p>		

**Thematic Focus: Cultural Developments and Interactions (CDI)**

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

**Essential Question:** *In what ways did the expansion of the Mongols across Asia influence the transfer of both technology and cultures?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the significance of the Mongol Empire in larger patterns of continuity and change.</p> <p>Mongol Empire as Eurasian Network: Strayer p. 480-483</p> <p>Changing Images of Pastoral Peoples: Strayer p. 486-487</p>	<p><b>KC 3.2.II.A.ii</b> Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.</p>	

**Response to learning objective:**



**Thematic Focus: Economic Systems (ECN)**

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

**Essential Question:** *In what ways did the expansion of empires, including the Mongols, influence trade as both existing and new groups of people became part of wider trade networks?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> how the expansion of empires influenced trade and communication over time.</p> <p>Mongol Empire as Eurasian Network: Strayer p. 480-483</p>	<p><b>KC 3.1.I.E.i</b> The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.</p>	

**Response to learning objective:**

**Illustrative**

**Notes - Significance** (how does each help answer the Essential Question) & Theme

Examples	
Transfers of Greco-Islamic medical knowledge to western Europe	
Transfer of numbering systems to Europe	
Adoption of Uygher script	

**Notes and Observations:**

**"I am the punishment of God. If you had not committed great sins, God would not have sent a punishment like me upon you."**

~Genghis Khan  
(Emphasizing the Mongol Empire's domination and its impact on the Eurasian world.)

## Unit 2 - Networks of Exchange

### Topic 2.3 - Exchange in the Indian Ocean

#### Thematic Focus: Economic Systems (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

**Essential Questions:** *In what ways did the wants and needs of the societies across the trade region have an effect of the growth of Indian Ocean network of exchange?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the causes of the growth of networks of exchange after 1200.</p> <p>Sea Roads: Strayer p. 291-295</p>	<p><b>KC 3.1.I.A.ii</b> Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean, promoting the growth of powerful new trading cities.</p> <p><b>KC 3.1.I.C.ii</b> The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the use of the compass, the astrolabe, and larger ship designs.</p> <p><b>KC 3.1.I.A.iii</b> The Indian Ocean trading network fostered the growth of states.</p>	
<p><b>Response to learning objective:</b></p>		
<p><b>Thematic Focus: Cultural Developments and Interactions (CDI)</b></p>		

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

**Essential Question:** *In what ways did interregional contacts between the various states in the wider Indian Ocean trade network have on the various cultures across the region?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the effects of the growth of networks of exchange after 1200.</p> <p>Sea Roads : Southeast Asia: Strayer p. 295-300</p>	<p><b>KC 3.1.III.B</b> In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.</p> <p><b>KC 3.2.II.A.iii</b> Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.</p>	

**Response to learning objective:**

**Thematic Focus: Interactions between Humans and the Environment (ENV)**

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

**Essential Question:** *In what ways did knowledge of the environment aid in the expansion and intensification of the networks of exchange between 1200 - 1450 CE?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.</p> <p>Sea Roads: Exchange (environmental issues): Strayer p. 292-293</p>	<p><b>KC 3.1.II.A.i</b></p> <p>The expansion and intensification of long distance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.</p>	
<p><b>Response to learning objective:</b></p>		

**Illustrative Examples**

**Notes - Significance** (how does each help answer the Essential Question) & Theme

Growth of the city-states of the Swahili Coast	
Growth of Gujarat	
Growth of the Sultanate of Malacca	
Diaspora of Arab & Persian communities in East Africa	
Diaspora of Chinese merchant communities in Southeast Asia	
Diaspora of Malay communities in the Indian Ocean basin	

**Notes and Observations:**

## EXCHANGE IN THE INDIAN OCEAN

Use the passages below and your knowledge of world history to complete the chart that follows.

*The following sources address descriptions of important trade cities. Keep the following question in mind as you read: What role did trade cities play in the growth and facilitation of trade in the Indian Ocean?*

Calicut\* is a perfectly secure harbor, which, like that of Ormuz, brings together merchants from every city and from every country; in it are to be found abundance of precious articles brought thither from maritime countries ... the town is inhabited by Infidels, and situated on a hostile shore. It contains a considerable number of Mussulmauns [Muslims], who are constant residents, and have built two mosques, in which they meet every Friday to offer up prayer ... Security and justice are so firmly established in the city, that the most wealthy merchants bring thither from maritime countries considerable cargoes, which they unload, and unhesitatingly send into the markets and the bazaars, without thinking in the meantime of any necessity of checking the account or of keeping watch over the goods.

*\*Calicut, the "City of Spices" is on the West Coast of India*

Source: Abd-Er-Razzák, an Islamic scholar writing about the shipping trade in the Indian Ocean, c.1442-1444

The people of Dhofar\* are traders and have no other means of livelihood. When a ship arrives from India, the sultan's slaves go out to meet it in little boats, taking a full set of robes for the owner and captain, as well as for the kirani, the ship's accountant.... Everyone on board is granted hospitality for three days; when the three days are up, they are fed in the sultan's residence. The people do this in order to win the friendship of the ship-owners. They wear cotton clothes imported from India, fastening a length of cloth around their waist in place of trousers....They manufacture silk, cotton and linen cloth of excellent quality.

*\*Dhofar is on the Arabian Peninsula, and was a thoroughfare for traders and travelers between North Africa, the Middle East, and the Indian Ocean trade routes.*

Source: Ibn Battuta, Islamic scholar and explorer writing about his visit to the Arabian Peninsula (Oman), c.1333



## EXCHANGE IN THE INDIAN OCEAN

	Calicut	Dhofar
Political		
Interaction with the Environment		
Cultural		
Economic		
Historical Context		

## EXCHANGE IN THE INDIAN OCEAN

	Calicut	Dhofar
Author's POV		
Document's Purpose		

Using the documents and completed chart, and your knowledge of history, craft a thesis statement in response to the following prompt. Be sure you include a line of reasoning, and attempt to provide contextualization for the historical situation. The best responses will establish how similar or different Indian Ocean trade cities were, and provide at least two areas for comparison or contrast.

Evaluate the extent to which trade cities in the Indian Ocean were similar.

## Unit 2 - Networks of Exchange

### Topic 2.4 - Trans-Saharan Trade Routes

#### Thematic Focus: Governance (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

**Essential Questions:** *In what ways did the growth of the Mali empire in West Africa impact Afro-Eurasia trade and communication as the expansion of the Trans-Saharan trade route connected more societies?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> how the expansion of empires influenced trade and communication over time.</p> <p>Gold, Salt, &amp; Slaves: Strayer p. 303-305</p>	<p><b>KC 3.1.I.E.ii</b> The expansion of empires—including Mali in West Africa—facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.</p>	
<p><b>Response to learning objective:</b></p>		
<b>Thematic Focus: Technology and Innovation (TEC)</b>		

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

**Essential Question:** *What technological factors led to the growth of the Trans-Saharan trade routes and in what ways did those technologies encourage the expansion both the volume and geographic reach of trade?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the causes and effects of the growth of trans-Saharan trade.</p> <p>Sand Roads: Strayer p. 301-305</p>	<p><b>KC 3.1.II.A.ii</b> The growth of interregional trade was encouraged by innovations in existing transportation technologies.</p> <p><b>KC 3.1.I.A.iv</b> Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.</p>	

**Response to learning objective:**

**Illustrative**

**Notes - Significance** (how does each help answer the Essential Question) & Theme

Examples	
Camel Saddle & its effect on trade networks	
Impact of caravans on the growth of trans-Saharan trade	

**Notes and Observations:**

## Unit 2 - Networks of Exchange

### Topic 2.5 - Cultural Consequences of Connectivity

#### Thematic Focus: Cultural Developments and Interactions (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

**Essential Question:** *In what ways did interactions between societies result in the spread of knowledge and cultures across Afro-Eurasia between 1200 & 1450?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.</p> <p>Gunpowder: Strayer p. 328-329</p> <p>Making Buddhism Chinese: Strayer p. 349-352</p> <p>Weaving the Web: Strayer (SE Asia) p. 294-299</p> <p>Islam- East Africa: Strayer p. 299-300</p> <p>Islam- West Africa: Strayer p. 386-388</p> <p>Cultural Exchange of the Mongols: Strayer p. 482-483</p>	<p><b>KC 3.1.III.D</b> Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations.</p> <p><b>KC 3.3.II</b> The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization, buoyed by rising productivity and expanding trade networks.</p> <p><b>KC 3.1.III.C</b> As exchange networks intensified, an increasing number of travelers within Afro-Eurasia wrote about their travels.</p>	

**Response to learning objective:**

<b>Illustrative Examples</b>	<b>Notes - Significance</b> (how does each help answer the Essential Question) <b>&amp; Theme</b>
Cultural influence of Buddhism in East Asia	
The spread of Hinduism and Buddhism into Southeast Asia	
The spread of Islam into sub-Saharan Africa and Asia	
Diffusion of gunpowder from China	
Diffusion of paper from China	
Ibn Battuta	
Margery Kempe	
Marco Polo	

### Notes and Observations:



## Unit 2 - Networks of Exchange

### Topic 2.6 - Environmental Consequences of Connectivity

#### Thematic Focus: Interactions between Humans and the Environment (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

**Essential Questions:** *In what ways did the diffusion of agriculture and biological pathogens impact the societies that interacted along the Afro-Eurasian trade routes?*

Learning Objective	Historical Developments (KC's)	Study Guide Notes on Historical Developments (KC)
<p><b>Explain</b> the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.</p> <p>Disease in Transit: Strayer p. 290-291</p> <p>China as Economic Beneficiary: Strayer (rice) p. 348</p> <p>The Plague: Strayer p. 483-485</p>	<p><b>KC 3.1.IV</b> There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.</p>	
<p><b>Response to learning objective:</b></p>		

**Illustrative**

**Notes - Significance** (how does each help answer the Essential Question) & Theme

Examples	
Diffusion of bananas in Africa	
The diffusion of new rice varieties in East Asia	
The spread of citrus in the Mediterranean region	

**Notes and Observations:**

**"He who has gold makes and accomplishes whatever he wishes in the world and finally uses it to send souls to paradise."**

~Christopher Columbus (on gold, 15th century)  
(Foreshadowing European economic motivations for exploration.)

## Unit 2- Networks of Exchange

### Topic 2.7 - Comparison of Economic Exchange

#### Focus of Unit

From your studies in this unit, students should be able to develop an argument that compares the similarities and differences in networks of exchange between c. 1200 to c. 1450

**Essential Question:** *Develop an argument that compares the similarities and differences between at least two of the trade networks of exchange between c. 1200 and c. 1450.*

Learning Objective(s)	Historical Developments (KC's) Notes on Historical Developments (KC)
<p><b>Explain</b> the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.</p> <p><i>Review topics 2.1 thru 2.6 for evidence to answer the essential questions</i></p>	<p><b>KC 3.1</b> - A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.</p> <p><b>KC 3.1.I.A.i</b> - Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.</p> <p><b>KC 3.1.I.C.i</b> - The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.</p> <p><b>KC 3.3</b> - Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.</p> <p><b>KC 3.3.I.B</b> - Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.</p>

**Create a graphic organizer to respond to the writing prompt:**

## Unit 2: Networks of Exchange (1200-1450) Context Practice

Created by E. Adamson find more at  
[www.theadamsonadventure.net](http://www.theadamsonadventure.net)

**Instructions:** Write a contextual statement for each of the prompts below. This will not only help you review content from Unit 2 (1200-1450), but also help you practice writing context statements which, if done successfully, can earn you one point on both the DBQ and LEQ essays.

*To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.*

The final sentence of your context should narrow down to the topic of the prompt, tying your contextual statement to your thesis statement.

**Prompt 1:** Evaluate the extent to which new transportation technologies changed economic activity in the period circa 1200 to 1450.

**Prompt 2:** Evaluate the extent to which networks of exchange impacted religious activities in the period 1200 to 1450 CE.

**Prompt 3:** Evaluate the extent to which Buddhism and Christianity had similar social impacts on societies as they spread during the 1200 to 1450 time period.

**Notes and Observations:**



**"Thus it is clear that wisdom and learning are not the monopoly of any one place."**

~Ibn Khaldun (1332–1406)

(A reflection of ideas on education and intellectual exchange in the Islamic world.)



	Civilization	Civilization	Civilization
<b>SOCIAL</b> Development & transformation of social structures			
<b>POLITICAL</b> Statebuilding			
<b>INTERACTIONS</b> Between humans & the environment			
<b>CULTURAL</b> Development & interaction of cultures			
<b>ECONOMY</b> Creation, expansion and interaction of economic systems			
<b>TECHNOLOGY</b> Adapting for efficiency, comfort, security, and technological advances			

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<b>TECHNOLOGY</b> Adapting for efficiency, comfort, security, and technological advances			

## UNIT 3

# Land Based Empires 1450-1750



### EXPANSION OF EMPIRES

Land based empires developed and expanded especially with the use of gunpowder and new technologies.

New rivalries emerged between these land based empires.

### ADMINISTRATION

Governments legitimized their rule through bureaucratic systems, religious ideals, art, monumental architecture and new tax collection systems.



### BELIEF SYSTEMS

While existing religions like Islam and Christianity continued to influence states, new sects also emerged.

Protestantism challenged Catholicism along with the Sunni & Shia rivalries intensifying.



0-Songhai 1- Ottoman Empire 2 - Safavid Empire 3- Mughal Empire  
4- Ming & Qing Dynasty 5- Tokugawa Shogunate 6-Russia

\*States listed in Unit 3 also overlap with Unit 4\*

## UNIT THREE: LAND-BASED EMPIRES c. 1450 to c. 1750

### EMPIRES EXPAND

The period from 1450 to 1750 witnessed the expansion of land-based empires across the globe. These empires, often referred to as the **Gunpowder Empires**, conducted their expansion in large part through widespread use of gunpowder, cannons, and other technologically sophisticated weaponry. In East Asia, the **Manchu** ethnic group invaded Beijing, removing the ruling **Ming Dynasty** and establishing the **Qing Dynasty** in its place. Three of the dominant empires from this period were Islamic: the **Mughal Empire**, which controlled most of South Asia; the neighboring **Safavid Empire**, which dominated great stretches of land in the Middle East; and further to the west, the **Ottoman Empire**, which controlled territory spanning from Southern Europe to the Middle East and North Africa. Throughout this period, various religious and political conflicts arose, such as the rivalry between the Safavid and Mughal Empires and, in Africa, the **Songhai Empire's** conflict with Morocco.



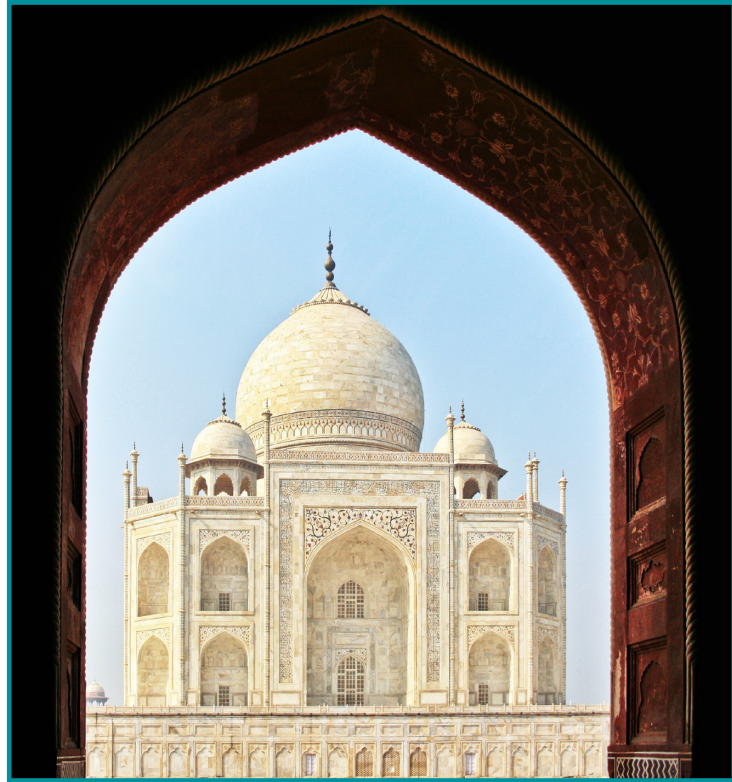
*Islamic Gunpowder Empires*

### EMPIRES: ADMINISTRATION

Rulers of land-based empires used a variety of methods to legitimize their power, maintain order, and exercise control over vast populations and resources. The Ottomans recruited soldiers and bureaucrats through the practice of **devshirme**, while the Japanese professionalized their military forces by creating a network of **salaried samurai**. Rulers around the world continued long-standing religious practices such as **human sacrifice** in Meso-America and built monumental structures such as the Incan **Temple of the Sun** in **Cuzco**, Peru.

**LAND-BASED EMPIRES, c. 1450 to c. 1750**

In Europe, rulers promoted a philosophy of the **divine right of kings** and built lavish palaces such as **Versailles** as symbols of their wealth and power. In the Islamic world, leaders of the Mughal Empire built **mausoleums** and **mosques** such as the **Taj Mahal** to remind the citizenry of the religious faithfulness of its leadership. As a way of generating revenue, many empires established new systems of collecting taxes or other revenue. The **zamindars** in South Asia were military leaders whose duties included collecting taxes on behalf of the Mughal Empire, and Ming rulers collected **hard currency** in addition to a percentage of farmers' agricultural product.

*Taj Mahal***EMPIRES: BELIEF SYSTEMS**

The predominant religions of earlier periods—Christianity, Islam, Hinduism, Buddhism, and others—continued to dominate the large land-based empires between 1450 and 1750. During this time period, however, there were dramatic new changes that shaped subsequent belief systems and impacted both political and cultural aspects of global societies. In Europe,

*Martin Luther*

the **Protestant Reformation**—initiated in part through the actions of German monk **Martin Luther**—and subsequent **Catholic Counter-Reformation** reshaped Christianity and highlighted differences in worship practices and theological identities. In the Ottoman and Safavid empires, political and theological differences led to a further divide between **Sunni** and **Shi'a** Muslims. In South Asia, the intermingling of Hindu and Muslim cultures led to the emergence of a new syncretic religion, **Sikhism**.



<p style="text-align: center;"><b>AP World History</b></p> <p style="text-align: center;"><b>“Must Know” Vocabulary Terms by Period/ Era</b></p>
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**1450-1750 CE**

Absolutism	Literacy
Astrolabe	Local resistance (e.g. Food riots/Samurai revolts/Peasant uprisings)
Atlantic slave trade	Manila galleons
Balance of power	Maroon
Biological diffusion	Mercantile practices/Mercantilism
<i>Boyars</i>	<i>Mestizo</i>
codices	<i>Mulattoes</i>
colonies/colonization/colonial administrations	Middle passage
Columbian Exchange	<i>Peninsulares</i>
Conduits	Plantations/plantation systems
<i>Conquistadores</i>	Predominance
<i>Creoles/Criollos</i>	Reformation/Protestantism
Debt Peonage	<i>Repartimiento</i>
<i>Devshirme</i>	Royal chartered monopoly companies
Dhimmi	Scientific Revolution
Divine right	Sikhism
<i>Encomienda</i>	Social contract
Enlightenment	Triangular trade
<i>Hacienda</i>	Viceroy
<i>harem</i>	Vodun
Indentured servitude	Westernization/modernization
Janissaries	Zen
Joint-stock companies	

**"I die the king's faithful servant, but God's first."**

~Thomas More, 1535

(Reflecting conflicts over religion and governance during the Reformation.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Empires Expand 3.1

Leader/ Ruler	Empire	Dates of Reign	Areas Conquered/ Expanded To	Other Notable Achievements
<b>Ivan IV</b>				
<b>Emperor Kangxi</b>				
<b>Tamerlane</b>				
<b>Mehmed II</b>				
<b>Suleiman I</b>				
<b>Ismail</b>				
<b>Shah Abbas I</b>				
<b>Akbar</b>				



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Empires: Administration 3.2

**Part 1:** Explain how each ruler below used religion, art, or architecture to legitimize their rule.

<p style="text-align: center;"><b>Peter the Great</b></p>	<p style="text-align: center;"><b>Askia the Great</b></p>	<p style="text-align: center;"><b>Shah Jahan</b></p>
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**Part 2:** Fill in chart below.

Empire	Describe each empire's tax or tribute system and explain how it worked to help finance the empire's growth and expansion.
Ottoman Empire	
Ming Dynasty	
Mughal Empire	
Russian Empire	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Empires: Belief Systems 3.3

**Part 1:** Fill in the details about each split with the Roman Catholic Church during this time period.

### Reformation: The Roman Catholic Church Splinters

#### Lutheranism

Who:

Where:

Differing ideas/practices from the Catholic Church:

#### Calvinism

Who:

Where:

Differing ideas/practices from the Catholic Church:

#### Anglicanism

Who:

Where:

Differing ideas/practices from the Catholic Church:

### Counter Reformation

**Part 2:** Explain how each item below contributed to the Counter Reformation, then answer the question that follows.

#### Inquisition

#### Jesuits

#### Council of Trent

**To what degree was the Counter-Reformation successful? What lasting impact would the Catholic Church have on the world after the Counter-Reformation?**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Comparison in Land-Based Empires 3.4

**Directions:** List differences and similarities in the empires below. Consider military, expansion, religion, culture, economics, and decline in each chart. Put the differences under the empire's name.

Ottoman Empire	Similarities	Mughal Empire

Qing Dyansty	Similarities	Tokugawa Japan

### Unit 3: Land-Based Empires (1450-1750) Context Practice

Created by E. Adamson find more at  
[www.theadamsonadventure.net](http://www.theadamsonadventure.net)

**Instructions:** Write a contextual statement for each of the prompts below. This will not only help you review content from Unit 3 (1450-1750), but also help you practice writing context statements which, if done successfully, can earn you one point on both the DBQ and LEQ essays.

*To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.*

The final sentence of your context should narrow down to the topic of the prompt, tying your contextual statement to your thesis statement.

**Prompt 1:** Evaluate the extent to which religious ideals were utilized to legitimize political authority in land-based empires during the 1450-1750 time period.

**Prompt 2:** Evaluate the extent to which monumental art and architecture were utilized to legitimize political authority in land-based empires during the 1450 to 1750 time period.

**Prompt 4:** Evaluate the extent to which the rulers of land-based empires in the 1450-1750 time period managed diverse populations.

**Prompt 5:** Evaluate the extent to which states in the Middle East and East Asia utilized similar methods to

develop and expand from 1450 to 1750.

**Notes and Observations:**

## EMPIRES: COMPARISON

Use the two passages to complete questions 1-3.

### Passage 1

The state of monarchy is the supremest thing upon earth. For kings are not only God's lieutenants upon earth, and sit upon God's throne, but even by God himself they are called gods. There be three principal similitudes that illustrate the state of monarchy. One taken out of the word of God, and the two other out of the grounds of policy and philosophy. In the Scriptures kings are called gods, and so their power after a certain relation compared to the divine power. Kings are also compared to fathers of families, for a king is truly *parens patriae*, the politic father of his people. And lastly, kings are compared to the head of this microcosm of the body of man.

Source: Speech by King James I, given in front of Parliament (1610)

### Passage 2

Early in January, 1368, Zhu Yuanzhang, the future founding emperor of the Ming Dynasty (1368-1644) had already eliminated most of his rival warlords... When his followers vigorously exhorted him to take the throne... but [he] would have to invoke Heaven for a judgment. He set up an altar to worship... and prayed that if the Lord on High approved the new ruling house... the day of enthronement would be a bright day. When the scheduled day arrived, the sky did clear up after several consecutive days of snow. Upon receiving this... sign... Zhu happily claimed to have obtained the Mandate of Heaven...

Source: "Religion and Chinese Legal Cosmology" in *The Mandate of Heaven and the Great Ming Code* by Jiang Yonglin (2011). Published by the University of Washington Press

## EMPIRES: COMPARISON

1. Identify the geographic region (AP Region) being described in each passage.

2. Identify a similarity in the way both of these leaders legitimized their political authority.

3. Identify a difference in these two leaders' beliefs about the role of the divine or supernatural in government. Explain, using examples from the passages.

## EMPIRES: COMPARISON

Study the two images and complete the questions:



**Photograph 1:** Taj Mahal, completed in India in 1648 under the direction of Mughal Emperor Shah Jahan.



**Photograph 2:** Peterhof Palace, located outside St. Petersburg, Russia. Built between 1714-1723 under the direction of the Russian Tzar Peter the Great.

4. Identify the geographic region (AP Region) being described in each passage.

5. Identify the purpose of these structures.

6. Explain details from the structures that help them fulfill the purposes identified in question 5.



## EMPIRES: COMPARISON

Use the two passages to complete questions 7-10.

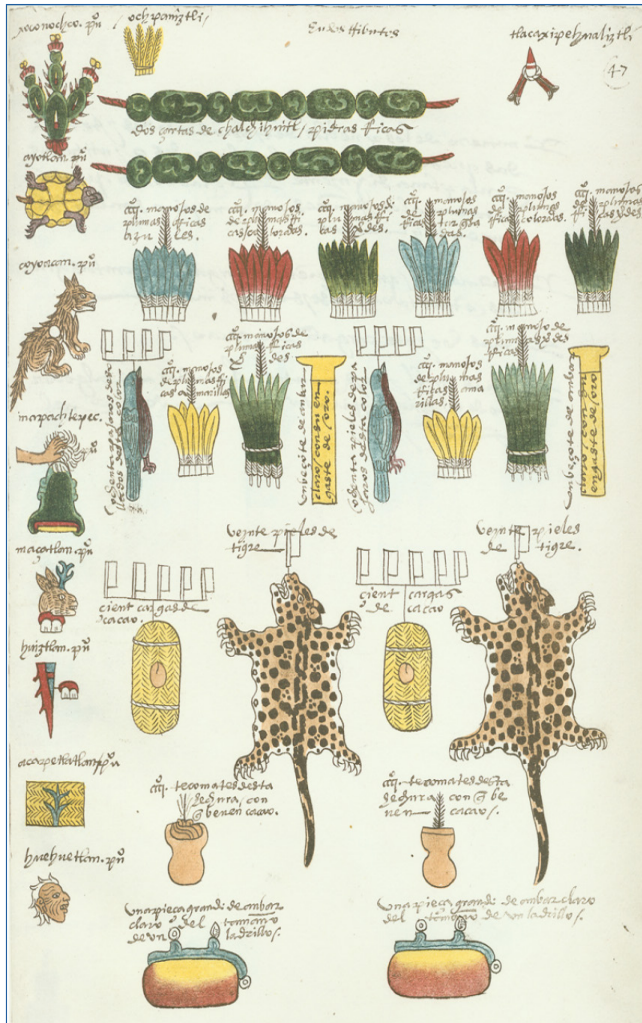
### Passage 1

It is told for a fact of the rulers of [The Incan] kingdom that in the days of their rule they had their representatives in the capitals of all the provinces...They served as the head of the provinces or regions, and from every so many leagues around the tributes were brought to one of these capitals, and from so many others, to another. This was so well-organized that there was not a village that did not know where it was to send its tribute. In all these capitals the Incas had temples of the Sun, mints, and many silversmiths who did nothing but work rich pieces of gold or fair vessels of silver; large garrisons were stationed there, and a steward who was in command of them all, to whom an accounting of everything that was brought in was made, and who, in turn, had to give one of all that was issued. ...The tribute paid by each of these provinces, whether gold, silver, clothing, arms and all else they gave, was entered in the accounts of those who kept the quipus\* and did everything ordered by the governor in the matter of finding the soldiers or supplying whomever the Inca ordered, or making delivery to Cuzco; but when they came from the city of Cuzco to go over the accounts, or they were ordered to go to Cuzco to give an accounting, the accountants themselves gave it by the quipus, or went to give it where there could be no fraud, but everything had to come out right. Few years went by in which an accounting was not made....

\*quipus were a handheld system of knotted ropes that the Inca used for accounting and recordkeeping.

Source: Pedro Cieza de León, *The Second Part of the Chronicle of Peru*,  
Clements R. Markham, trans. & ed., (London: Hakluyt Society, 1883), pp. 36-50, *passim*. [LINK](#)

EMPIRES: COMPARISON



Passage 2

Tribute was collected as a collaborative effort by the members of the Triple Alliance every 80 days, 6 months, or 12 months, depending on the goods being collected and the distance that they had to travel. Tribute items typically included warrior costumes and shields, tropical feathers, copal incense, paper, foodstuffs, and animal products. Official tribute collectors, known as calpixque, were located in each of the conquered provinces and ensured that payments were made as required. Researchers have observed that tribute payments were generally reasonable, and were only increased if a region reneged on its tribute obligations. Regions that failed to pay tribute were severely punished.

Source: "Aztec Commercial and Tax Law" (2018).

Tarleton Law Library, University of Texas. [LINK](#)

**EMPIRES: COMPARISON**

7. Using Passage 1, give TWO examples that demonstrate that the Incan tribute system was well organized and explain how they support this claim.

8. Using Passage 2, explain one way that the tribute system allowed the Aztecs to expand their power.

9. Explain one way in which both the Inca and Aztec used a tribute system to maintain political control.

10. Explain one way that the Quipu and the Tribute List seen in source 2 served similar purposes.

**QUESTIONS OF PERIODIZATION**

This era includes only 300 years, but some profound and long-lasting changes occurred. Characteristics of the time between 1450 and 1750 include:

- 1) **The globe was encompassed** - For the first time, the western hemisphere came into continued contact with the eastern hemisphere. Technological innovations, strengthened political organization, and economic prosperity all contributed to this change that completely altered world trade patterns.
- 2) **Sea-based trade rose in proportion to land-based trade** - Technological advancements and willingness of political leaders to invest in it meant that sea-based trade became much more important. As a result, old land-based empires lost relative power to the new sea-based powers.
- 3) **European kingdoms emerged that gained world power** - The relative power and prosperity of Europe increased dramatically during this time in comparison to empires in the longer-established civilization areas. However, Europe did not entirely eclipse powerful empires in Southwest Asia, Africa, and East Asia.
- 4) **The relative power of nomadic groups declined** - Nomads continued to play an important role in trade and cultural diffusion, and they continued to threaten the borders of the large land-based empires. However, their power dwindled as travel and trade by water became more important.
- 5) **Labor systems were transformed** - The acquisition of colonies in North and South America led to major changes in labor systems. After many Amerindians died from disease transmitted by contact with Europeans, a vigorous slave trade from Africa began and continued throughout most of the era. Slave labor became very important all over the Americas. Other labor systems, such as the mita and encomienda in South America, were adapted from previous native traditions by the Spanish and Portuguese.
- 6) **"Gunpowder Empires" emerged in the Middle East and Asia** - Empires in older civilization areas gained new strength from new technologies in weaponry. Basing their new power on "gunpowder," they still suffered from the old issues that had plagued land-based empires for centuries: defense of borders, communication within the empire, and maintenance of an army adequate to defend the large territory. By the end of the era, many were less powerful than the new sea-based kingdoms of Europe.

**MAJOR DEVELOPMENTS - 1450-1750 C.E.**

- **Changes in Trade, Technology, and Global Interactions** - The Atlantic Ocean trade eventually led to the crossing of the Pacific Ocean. New maritime technologies made these interactions possible, and global trade patterns changed dramatically.
- **Major Maritime and Gunpowder Empires** - Major maritime powers include Portugal, Spain, France, and England, and major Gunpowder Empires were the Ottoman, Ming and Qing China, the Mughal, Russia, Tokugawa, Songhai (Songhai), and Benin.
- **Slave systems and slave trade** - This was the big era for slave systems and slave trade, with the new European colonies in the Americas relying on slavery very heavily. The slave trade was an important link in the Atlantic Ocean trade.
- **Demographic and environmental changes** - The new trade patterns greatly altered habitats for plants and animals and resulted in changes in human diet and activities as well. Major migrations across the Atlantic Ocean also altered demographic patterns profoundly.
- **Cultural and intellectual development** - This era also was shaped by the European Renaissance, Protestant Reformation, and Enlightenment. Neo-Confucianism grew in influence in China, and new art forms developed in the Mughal Empire in India.

**CHANGES IN TRADE, TECHNOLOGY, AND GLOBAL INTERACTIONS**

The two areas that worked most actively to rebuild trade were China and Europe.

**MING CHINA AND THE OUTSIDE WORLD**

When the Ming drove the Mongols out, they were intent on restoring the glory of Han China, and they turned first to restoring China's internal trade and political administration. Even though the Ming emperors were wary of foreigners, China had too long prospered from trade to give it up completely, and foreigners eagerly sought silk, porcelain and manufactured goods, in exchange for spices, cotton fabrics, gems, and pearls.

In order to restore Chinese hegemony in Asia, Emperor Yongle sponsored seven naval expeditions commanded by Admiral Zheng He, whose voyages took place between 1405 and 1433. For each journey he launched a fleet of vessels like the world had never seen before. The Chinese junks were huge with nine masts, by far the largest ships ever launched up until that point in history. The main purposes of the voyage were twofold: to convince other civilizations that China had indeed regained their power and to reinstitute tribute from people that no longer gave it. The latter did not bring any income to China, mainly because the cost of the voyages and gifts was more than any revenue they stimulated.

Zheng He's voyages were halted in the 1430s when Emperor Yongle died. Confucian bureaucrats, who had little desire to increase China's interactions with other civilizations, gained control of the court and the new emperor, and refused to continue to finance the voyages. According to the new court, the money was needed to better protect the empire from its age-old problem: nomadic invasions from the west. The voyages and the Ming reaction to them provide good evidence for the pattern that was setting in: the impulse to trade and contact others v. the tendency to turn inward for fear of the negative effects on the Han Chinese.

### **EUROPEAN EXPLORATIONS**

Across the globe, as the mid-15th century approached, kingdoms in another area were ready to venture to the open seas with motivations very different from those of the Chinese:

- Profit from commercial operations - Geographically, Europe was on the outskirts of the established trade routes. The impractical nature of overland travel for Europeans was confirmed by the fact that the first European trade cities - Venice and Genoa - made their fortunes by sea travel. And so the Europeans set out to make their fortunes via water transportation.
- Spread of Christianity - True to its roots, Christianity had remained over the centuries a missionary religion. The Catholic Church took this responsibility seriously, and as a result, Europe was overwhelmingly Catholic by 1450. Once they began traveling to other lands, they aggressively promoted the spread of the Christian faith, so that their missionary motives were often as strong as their desire for profits.

### **PORTUGUESE EXPLORATION**

Portugal was the first European kingdom to explore other lands seriously. For most of the 16th century, the Portuguese dominated the Indian Ocean trade. How did they capture this old sea route that had been shared by Arabs, Persians, Indians, and Southeast Asians? The most important single answer is technological: they had superior weapons. Their ships were armed with cannons that they used so skillfully that their relatively small ships could overpower almost any other type of vessel. The Portuguese were intent on converting all that they met to Christianity, although they often did more harm than good, infuriating the natives by burning down mosques and/or forcing conversions.

### **EARLY SPANISH EXPEDITIONS - THE CONQUEST OF THE AMERICAS**

What Diaz, da Gama, Columbus, and other early European explorers did do was unwittingly start an entirely new era of world trade and cross-cultural exchange. Europeans conquered and claimed the territories and greatly increased their prosperity and power, and Christianity spread to a whole new hemisphere. Portugal and Spain even presumed to divide the world in two by seeking the Pope's blessing on the Treaty of Tordesillas, which drew a line through north and south through the Atlantic, giving Portugal the lands east and Spain the lands west. Portugal actually lost in the long run because the lands that they "received" were already claimed by empires that did not recognize the Portuguese claims.

During the 16th century the Portuguese slowly faded as a power while Spain claimed and kept more and more land in the western hemisphere. In 1519 a Spanish expedition led by Hernan Cortes marched to the Aztec capital of Tenochtitlan and defeated the great empire with only a few hundred soldiers. How? Two weapons helped a great deal - guns and disease. Gunpowder technology revolutionized the world during the 1450-1750 era, and the Amerindian Empires were among its first victims. Disease also made a big difference. Shortly after the Spanish arrived in Tenochtitlan, a smallpox epidemic broke out in the city that killed or incapacitated the Aztec army. A few years later Francisco Pizarro attacked and defeated the Inca. With the fall of those two empires the Spanish gained virtual control of Mesoamerica and South America, with the exception of Brazil, which fell on the Portuguese side of the line set by the Treaty of Tordesillas.

### **THE FRENCH AND ENGLISH IN NORTH AMERICA**

The French and English did not arrive in the Americas until the 17th century, but when they did, they claimed much of North America in areas that the Spanish did not go. The French explored and settled the St. Lawrence River area through Canada, as well as the Mississippi River valley south all the way to its mouth in the Gulf of Mexico. The English settled along the eastern seacoast in North America. Although the three great powers were destined to eventually clash over land claims, most conflicts did not occur until the 18th century. Virtually all explorers sought sea routes to Asia that they hoped would be shorter than the circuit that Magellan took. The English differed from most others in that they allowed great trading companies to control their colonization. These companies encouraged people to settle in the New World, so that the English colonies became quite heavily populated by the end of the 17th century.

### **THE GREAT CIRCUIT AND THE COLUMBIAN EXCHANGE**

The trade routes that appeared during this era in the Atlantic Ocean were collectively known as the Great Circuit. The routes connected four continents: North America, South America, Europe, and Africa, and they linked directly to the old water trade routes established in previous eras. The Atlantic routes were generally circular and complex, with most ships making several stops along the way on at least two of the continents, but sometimes more. These huge circuits represent the most significant change in long-distance trade since its earliest days. The cross-cultural exchange that developed along the Great Circuit is known as the Columbian Exchange, giving credit to the man that unwittingly started the whole

thing. The Columbian Exchange included a huge number of products that changed diets and work habits around the world. Generally, the goods traded according to this pattern:

- Europe to the Americas - horses, cows, pigs, wheat, barley, sugar cane, melons, grapes
- Africa (includes Asian products) to the Americas - bananas, coconut palms, coffee, sugar cane, goats, chickens
- The Americas to Europe and Africa - corn, potatoes, tomatoes, sweet potatoes, pumpkins, squash, beans, pineapples, peppers, tobacco, chocolate

As a result of the new trade routes, the variety in many people's diet increased and resulted in better nutrition and health. Disease also was transferred with the most devastating effects on the Amerindian populations. They had no immunities to diseases that people of the eastern hemisphere had built up resistance to, such as measles, diphtheria, typhus, influenza, malaria, and yellow fever. Estimates vary, but all historians agree that the devastation cannot be overstated. Generally only one major disease that originated in the Americas traveled the other direction - syphilis.

## **MAJOR EMPIRES: 1450-1750**

### **CENTRALIZATION OF GOVERNMENT**

During this era between 1450 and 1750 some of the old feudal kings amassed enough power to allow their kingdoms to sponsor the expensive sea voyages necessary for colonization in the New World. Three powerful countries that emerged were Spain, England, and France. In all three cases these monarchs curbed the power of the nobility and built strong centralized regimes. The new monarchs came up with new means of financing their ambitions, such as imposing new taxes, fines, and fees, and amassing large armies too powerful for individual nobles to match.

#### **Spanish Imperial Attempts**

Spain's newfound wealth in the 16th and 17th century was based largely on trade, and the vital link that their American colonies played in world circuits. A good example is provided by the famous Manila Galleons that for 250 years traveled back and forth across the Pacific Ocean between Manila in the Philippines and Acapulco on the west coast of Mexico. The galleons were vast and well armed, and they took Asian Luxury goods to Mexico, and returned with their hulls full of gold and silver. Most of the precious metals made their way into China, an inducement that convinced the Ming emperors to keep trade with outsiders alive. Meanwhile, some of the Asian silks and porcelain stayed in Mexico for use by the Spanish viceroys and other elites, but most of the goods went overland by Mexico to ships that carried them to Spain and other European markets. The Spanish rulers almost turned this wealth into domination of Europe, but not quite.

#### **Absolutism v. Constitutionalism**

Most of the newly powerful European states, including Spain and France, developed into absolute monarchies, or governments in which the king held all power. Absolutism was reinforced by the belief in divine right, or the god-given authority to rule. According to divine right theory, kings were not gods but served as "God's lieutenants upon earth." In these countries, no one else had the right to share policymaking powers with the king, not even the nobility. Other countries followed the French model, although generally less successfully. Rulers in Austria, Prussia, and Russia built huge palaces and sought to increase central control. Both Prussia and Russia had developed into formidable powers by 1750.

Elsewhere, in England and the Netherlands, a different government model was developing. Neither had a written constitution, but they both allowed limitations to be placed on the ruler's power. In England the nobility demanded and received the right to counsel with the king before he imposed new taxes, starting with William the Conqueror in the 11th century. The limitations were famously encapsulated in the Magna Carta of 1215, a document that listed the rights of nobility. From this right to counsel developed a "parliament" (literally a place to talk things over) that came to blows with King Charles I in the 1640s in the English Civil War. Parliament won this war, and even though the institution of the monarchy was eventually retained, it marks the turning point of power toward a limited or "constitutional" government. In both England and the Netherlands, wealthy merchants were allowed to participate in government, partly because their continuing prosperity was vital to the states.

Whether they developed into absolute or constitutional monarchies, centralization of government in Europe was a vital step in building state power from the medieval feudalism. Without it, colonization, and eventually the building of vast, worldwide empires, would have been impossible.

### **CHANGES IN SOCIAL AND GENDER STRUCTURES**

With the growth of trade, European towns grew, and by 1700 Europe had large cities. Paris and London both had over 500,000 people, Amsterdam had about 200,000, and twenty other cities had populations over 60,000. Life in these cities was vastly different than before, and their existence affected people who lived elsewhere, in villages and towns. Some of the changes are:

- The rise of the bourgeoisie - Whereas the social structure in medieval Europe was split into two classes (nobility and serfs), increasing trade and business created a new class that the French called the bourgeoisie, meaning



"town dwellers." Over time the bourgeoisie came to have more wealth than the nobles, since they often formed mutually beneficial alliances with monarchs anxious to increase state revenues.

- Growth in the gap between the rich and the poor - By the late 16th century, the rising wealth of the bourgeoisie created a growing gap between the rich and the poor. The poor were not only the rural peasants, but they also lived in cities as craftsmen, peddlers, and beggars.
- Changes in marriage arrangements - Most marriages in the rest of the world were still arranged by families, but the custom of young men and women choosing their own spouses started in early modern Europe. This change was partly due to separations between generations that occurred when younger people moved to towns, but also to the growing trend toward later marriages. Craftworkers and the poor had to delay marriages while they served as apprentices or built their dowries, and bourgeois men delayed marriage in order to finish their educations. The need for education was growing because of the demands for business success. For example, participation in long-distance trade often meant learning new languages and/or acquiring legal expertise. Since people were older when they married, they tended to be more independent from their parents.

### COLONIAL MODELS

The governments that European nations set up in their colonies in the New World reflected their own governments back home. Both Spain and Portugal, who followed the absolutist model, set up expensive, controlling bureaucracies that they tried to rule directly. In contrast, the English principle of the limited monarchy allowed some independence for colonial governments. The English also had less interest in converting natives to Christianity than they did in building prosperous, money-generating colonies. The French were unable to establish few colonial governments with wide controls.

### COLONIAL POLITICAL AND SOCIAL STRUCTURES

	Political Structures	Social Structures
<b>Spain</b>	<p>Both the Spanish and the Portuguese kings appointed viceroys, or personal representatives, to rule in the king's name. Spain set up a Council of the Indies, whose members remained in Spain, as a supervisory office to pass laws. Advisory councils were then set up within each viceroyalty, which divided according to region. Difficulty in communication caused viceroys and councils to have a great deal of independence</p> <p>Large bureaucracies developed in urban areas, such as Mexico City</p>	<p>Almost complete subjugation of Amerindians, placed at bottom of social structure.</p> <p>A hierarchical class system emerged. Peninsulares (Europeans born in Spain) had the highest status, and creoles (Europeans born in the Americas) were second. In the middle were mestizos (blend of European and Amerindian) and mulattoes (blend of European and African), and at the bottom were full blood natives and Africans.</p> <p>Slavery common, also used encomienda and mita labor systems.</p>
<b>England</b>	<p>No elaborate bureaucracy like Spanish/Portuguese. Individual colonies allowed to set up their own structures, with most of them setting up representative bodies like the British Parliament</p> <p>British government formed partnerships with trading companies, and was most interested in profits. Practice of "salutary neglect" until mid-18th century allowed colonies to run many of their own affairs.</p>	<p>Less successful at subjugating Amerindians, who were generally more friendly to the French</p> <p>Colonies were more diverse than the Spanish, with South Carolina's social structure the most hierarchical and Massachusetts the least</p> <p>Mixing of races (European, Amerindian, African) blurred social distinctions, but still had divisions.</p> <p>Slavery common, especially in the agricultural southern colonies</p>

**"The New World is like a child that sees everything for the first time."**

~Francisco de Vitoria (16th century)

(Highlighting European perspectives on exploration and colonization.)

## THE GUNPOWDER EMPIRES

The era between 1450 and 1750 saw the appearance of several land-based empires who built their power on the use of gunpowder: the Ottomans and the Safavids in Southwest Asia, the Mughals in India, the Ming and Qing in China, and the new Russian Empire. All had huge land armies armed with guns. These empires developed relatively independently from western influence, and to some extent they counterbalanced the growth of European power and colonization.

An important consequence of the appearance of the Gunpowder Empires was their conquest of most nomadic groups. Since the nomads had less access to guns, the empires were finally able to conquer and subjugate them.

## THE MUSLIM EMPIRES

In the previous era, the political power of Muslim lands had been crushed by Mongol invasions in the 13th century and those of Timur, a central Asian of Mongol descent, in the 14th century. Three new empires; the Ottoman, the Safavid, and the Mughal - rose between 1450 and 1750, and collectively they supported a new flowering of Islamic civilization. However, competition between them also led to important political divisions and military clashes. All three originated in the Turkic nomadic cultures of the central Asian steppe, and they all had absolute monarchs who modeled their courts on those of earlier Islamic dynasties.

Although each of the Muslim Empires had their own special problems, they faced some similar ones that eventually led to their decline.

- **Inadequate transportation and communication systems** - Although they had the necessary military technology to control their empires, transporting it to where it was needed was another issue. The larger they grew, the more difficult it was for the infrastructure to be adequate for the task.
- **Unruly warrior elites and inadequate bureaucracies** - The military leaders knew their importance to the state, and they often operated quite independently of the government. Even in the Ottoman Empire, where the bureaucracy was the strongest, the sultan eventually lost control of the Janissaries, who rebelled against him when their constant demands went unfulfilled.
- **The rise of European rivals** - Ultimately, the Europeans benefited more from the gunpowder revolution than the Muslim Empires. European countries were smaller, both in population and land space, and so mobilization of their human and natural resources was easier. They were also in such strong competition with one another that the Europeans were spurred on to try new technologies and reforms.

## THE MING AND EARLY QING DYNASTIES IN CHINA

The Ming Emperors continued to rule China until the mid-1600s, but the dynasty was in decline for many years before that. Although its cultural brilliance and economic achievements continued until about 1600, China had some of the same problems that the Muslim empires had: borders difficult to guard, armies expensive to maintain, and transportation and communication issues. Some particular factors that weakened Ming China included:

- **Climatic change** - A broad change of climate swept from Europe to China during the 1600s, with the weather turning much colder. This change seriously affected agriculture and health, and also contributed to serious famine across China. These conditions led frustrated peasants to frequent rebellion.
- **Nomadic invasions** - The 1500s saw the reemergence of the Mongols as a regional power, this time with the help and support of Tibet. In gratitude, the Mongols bestowed the Tibetan leader with the title of dalai lama, or "universal teacher" of Tibetan Buddhism. The Japanese also attacked Korea, a Chinese tributary state, requiring Ming armies to defend the area.
- **Pirates** - As sea-based trade became more and more important, the number of pirates also increased in the Chinese seas, just as they did in the Americas. Pirates were both Chinese and Japanese, and they lay in wait for ships going in and out of Chinese ports.
- **Decline of the Silk Road** - After so many centuries, the famed Silk Road trade finally fell into decline during this era. New technologies and European control meant that more and more trade was conducted by water, and land-based trade decreased.
- **Inept rulers** - The last emperors lived in luxury in the Forbidden City, and had little to do with governing the empire. For example, the last emperor was so disengaged that he did not know that he was under attack until the enemy literally was climbing over the palace walls.

### The Early Qing Dynasty

The Ming Dynasty was finally overthrown in 1644 by the Manchus, a northern power that had previously helped Ming emperors fight the Mongols and Japanese. The Manchus turned on the Ming once they discovered how weak the empire was, and they called themselves the Qing ("pure") Empire because they saw themselves as restoring China to glory. However, the Manchu were seen by some as not being truly "Chinese" because they were northern people from the outside, just as the Mongols had been almost four centuries before.

The Qing Dynasty was to rule China until 1911, and in the years before 1750, the empire was very strong. The emperors ruled under many of the same precepts that China had always had, such as the mandate of heaven, which they saw as justification for their takeover. The Manchu did keep their ethnic identity, forbidding intermarriage between Manchus and Chinese. They also outlawed the Chinese from learning the Manchurian language, and they required Chinese men to shave their heads and grow long queues at the back of their heads as a sign of submission.



Despite the problems that China faced as a land-based Gunpowder Empire, the early Qing Dynasty - until the late 18th century - ruled over a "golden age" of Chinese civilization.

### **Chinese Contact with Europeans**

East-west contacts between China and Europe intensified during the early Qing Dynasty. One type of contact - Christian missionaries from the west - revived during the 16th century when the Jesuits first began arriving in China. The Jesuits dazzled their hosts with European science and technology. For example, they were able to use their math skills to correct Chinese calendars that up until then had miscalculated solar eclipses. The Jesuits did inspire trade demands as word about the riches and sophistication of Qing China got back to Europe. Chinese products - tea, porcelain, silk, wallpaper, and decorative items - became quite fashionable among the European elite. The Chinese reacted by opening the southern port of Canton to Europeans, but again, the Middle Kingdom was very wary of foreign contact, and so they closely supervised the trade.

### **TOKUGAWA JAPAN**

A "gunpowder empire" emerged in Japan, unusual in the sense that Japan was not land-based. The Japanese daimyos, or regional lords, had operated fairly independently from the shoguns before the early 17th century, when these military, feudalistic leaders were unified under one powerful family, the Tokugawa. The Tokugawa shoguns had less patience with Christian missionaries from the west than the Chinese did. Their aversion to Europeans was based partly on their observation of the Spanish conquest of the Philippines, a fate that they did not want to share. They also worried that Europeans might conspire with the daimyos to destroy Tokugawa control. In the 1630s the shogunate literally "closed Japan," by forbidding all Japanese from going abroad and expelling all Europeans from Japan. They carefully controlled trade with other Asians, and European traders could come no closer than nearby islands. These policies were strictly enforced as far as the shoguns were able to, although daimyos on far islands were difficult to control.

### **THE RUSSIAN EMPIRE**

Russian tsar Peter the Great, who ruled Russia during the late 17th and early 18th centuries, cast his eyes in the other direction, toward Europe, for guidance in strengthening his growing empire. Russia's early days had been shaped by the Byzantine Empire, and when the Byzantine's power faded, so did that of the early Russian tsars. Before Peter's rule, Russians had had almost no contact with Europe, and their lack of access to warm water ports crippled their ability to participate in the Maritime Revolution. Peter's Russia was a vast, cold empire with almost no infrastructure: no navy, a limited army, very few decent roads, and few warm water ports.

Peter hoped to strengthen his country by westernizing it – he was convinced that the empire could only become powerful by imitating western successes, and he instituted a number of reforms that revolutionized it:

- **Military reform** - He built the army by offering better pay and also drafted peasants for service as professional soldiers. He also created a navy by importing western engineers and craftsmen to build ships and shipyards, and other experts to teach naval tactics to recruits. Of course, his Gunpowder Empire developed better weapons and military skills.
- **Building the infrastructure** - The army was useless without roads and communications, so Peter organized peasants to work on roads and do other service for the government.
- **Expansion of territory** - The navy was useless without warm water ports, and Peter gained Russian territory along the Baltic Sea by defeating the powerful Swedish military. He tried to capture access to the Black Sea, but he was soundly defeated by the Ottomans who controlled the area.
- **Reorganization of the bureaucracy** - In order to pay for his improvements, the government had to have the ability to effectively tax its citizens. The bureaucracy had been controlled by the boyars, but Peter replaced them with merit based employees by creating the Table of Ranks, eventually doing away with titles of nobility.
- **Relocation of the capital** - Peter moved his court from Moscow to a new location on the Baltic Sea, his "Window on the West" that he called St. Petersburg. The city was built from scratch out of a swampy area, where it had a great harbor for the navy. Its architecture was European, of course.

When Peter died, he left a transformed Russia, an empire that a later ruler, Catherine the Great, would further strengthen. But he also left behind a new dynamic in Russian society: the conflicting tendencies toward westernization mixed with the traditions of the Slavs to turn inward and preserve their own traditions.

### **AFRICAN KINGDOMS**

In 1450 Africa was a diverse continent with a blend of large civilizations, city-states, rural villages, and hunter and gatherer societies. Many people in the north, Sub-Saharan and eastern coastline areas were Muslim, but many native religions remained quite strong. The largest and most organized empire of Africa from the middle of the 15<sup>th</sup> century until the late 16th century was Songhay (Songhai) in northwest Africa in areas that had been controlled by the earlier Kingdom of Mali. Songhay was prosperous, its cities boasted beautiful public buildings, and Islam was strongly supported by the elite. But the Songhay did not have guns, and that was their downfall. In 1591 a Moroccan army opened their muskets on the Songhay forces, and they were defeated.

The 16th century also saw the destruction of most of the Swahili city-states. Vasco da Gama had noticed them when he passed through on his way to India, and within a few years the Portuguese had aimed their cannons at all the cities, and either captured them or burned them to the ground.

### **THE SLAVE TRADE AND SLAVE SYSTEMS**

It soon was clear how slavery could be readily adopted in the Americas. Like the overwhelming majority of preindustrial societies, African kingdoms practiced slavery, and when Europeans offered to trade their goods for slaves, African traders accommodated them. As a general rule, African slave hunters would capture Africans, generally from other groups than their own, and transport them to trading posts along the coast for European ships to carry to the New World. However, despite the fact that slavery already existed in Africa, the Atlantic trade interacted with and transformed these earlier aspects of slavery.

### **THE AFRICAN SLAVE TRADE**

Before the Atlantic slave trade began, slavery took many forms in Africa, ranging from peasants trying to work off debts to those that were treated as "chattel," or property. The Atlantic trade emphasized the latter, and profits from the trade allowed slaveholders both in Africa and the Americas to intensify the level of exploitation of labor. African slaves were traded to two areas of the world: the Western Hemisphere and Islamic lands in the Middle East and India.

### **TRADE TO MUSLIM LANDS**

Fewer slaves crossed the Sahara than crossed the Atlantic, but the numbers were substantial. Whereas most slaves that went to the Americas were male, most of those destined for the Middle East and India were female. These women either became a part of a wealthy individual's harem, or collection of wives and concubines that filled his household. The wives were not slaves, and their children had higher status than those of the concubines. The African women were almost always granted the lower status as concubines. Other slaves in the Islamic lands were males who were often bought to fight in the large Gunpowder Empire armies.

### **TRADE TO THE AMERICAS**

The major reason that slave labor was practical in the Americas was that so many of the Amerindians who probably would have done the work had died. The economic challenge was to get workers to the New World in as cost effective way as possible. The Spanish and Portuguese expeditions were government ventures, but the success of the Atlantic economy during the 17th and 18th centuries was based on private enterprise. The economic system of mercantilism was developed most effectively by the British and the Dutch, with private companies under charter from the governments carrying out the trade. Mercantilism's main goal was to benefit the mother country by trading goods to accumulate precious metals, and thus enriching the country. The African slave trade was an important piece of mercantile trade. The Great Circuit trade went something like this:

- 1) The first leg from Europe carried hardware, guns, and Indian cotton to Africa
- 2) The second leg was the notorious Middle Passage that carried African slaves to the New World. Slaves were packed as tightly as possible in the ships, often under very inhumane conditions.
- 3) The last leg carried plantation goods from the colonies back to Europe

The theory was that on every leg the ships carried goods from a place where they were abundant to a place where they were scarce. The profits could be enormous, but shipwrecks, slave deaths, and piracy could turn profit into loss. A subset of the Great Circuit trade was the Triangular Trade that carried rum from New England to West Africa, slaves to the West Indies, and molasses and rum back to New England.

### **LABOR SYSTEMS IN THE AMERICAS**

The Spanish were most interested in finding gold and silver in the Americas, and so early on they began mining for it. In areas where no precious metals existed, they set up plantations to raise crops from bananas to sugar cane.

They first tried these labor systems:

- Mita - The Inca had made extensive use of the mita system, a sort of labor tax to support elites and the elderly. Generally, an adult male had to spend 1/7 of his time working for the Inca, a few months at a time. When his obligation to the state was complete, he would return home until his service time came up again. The Spanish adopted this system, particularly for their silver mines in Bolivia and surrounding areas. The problem was that so many natives died, that the Spanish kept having to increase the time spent in the mines that it became impractical. Finally, the work in the mines was so grueling that no Indians were left to do the work.
- Encomienda - This system was used primarily for agricultural work. Natives in an area were placed under the authority of encomenderos, or Spanish bosses, who could extract labor and tribute according to the needs of the area. Again, this system only lasted during the 16th century because so many natives died.

In North America the English colonies had varying bases for their economies. In the north, farms were small and family run, and city-based trade was important. In the south the soil and climate were better suited for large farms, and so a plantation system developed. A labor system used both in North America and the Caribbean was indentured servitude, in which an employer would pay the passage of a person to the New World in return for several years of labor. After the debt

was paid in years worked, the servant would be free. This system was limited in its usefulness, especially in the Caribbean where indentured servant eventually refused to go because of the harsh working conditions on the sugar plantations.

### **EARLY SLAVE SYSTEMS IN SOUTH AMERICA AND THE CARIBBEAN**

Before 1650 most slaves were destined either for the sugar plantations in Brazil and mainland Spanish colonies, but during the second half of the 17th century, more and more went to the Caribbean. Sugar cane was not native to the areas, but once imported, it grew well and resulted in great profit. The strong demand for sugar in Europe was complemented by the trade with China for tea. Perhaps most stereotypically, the English teatime depended on a regular supply of these products. Sugar plantations required large investments of capital because the cane had to be processed within a few hours of when it was cut in order to extract the sugary syrup. So each plantation not only had vast fields of sugar cane, but also had a mill and processing plant. Many slaves were needed for the work, which was hot and grueling. The demand was greater for male slaves than for females because of the nature of the work, so the sex ratio was such that family life was impossible for most. Disease among slaves was particularly problematic in the Caribbean and Brazil, with many dying from dysentery caused by contaminated water and malaria. As a result, slave populations in these areas did not experience a natural growth, and so had to be replaced by more through the slave trade.

### **EARLY SLAVE SYSTEMS IN NORTH AMERICA**

Sugar plantations were among the first to appear in North America as well, mainly in the warm, humid lowlands of present-day Louisiana. However, in the mid-1600s tobacco smoking became fashionable in England, and so tobacco plantations rose in the tidelands of Virginia. North American climates were generally healthier than those in the Caribbean, so slaves in North America did experience a natural increase, requiring fewer new slaves for trade. However, as plantations spread across the South, and eventually began raising other crops, such as cotton, the slave trade remained vigorous.

### **DEMOGRAPHIC AND ENVIRONMENTAL CHANGES**

Demographic changes between 1450 and 1750 were significant. Some major population shifts included:

- A rise in the population of Europe - Europe's population had been decimated by the 14th century plague epidemic, so during the 15th and 16th centuries population levels were growing to match previous levels.
- A decrease in the population of the Americas - This trend may run counter to common knowledge, but it does reflect the decimation of Amerindian populations by their encounters with Europeans. For example, in the late 15th century North America had almost 4 million people, Mexico had more than 21 million, the Caribbean and Central America each had almost 6 million, and South America (Andes and Lowlands) had almost 30 million. By 1700 the entire western hemisphere had only 13 million, a decrease from 67 million or so in 1500.
- No overall population decrease occurred in Africa - Again, counter to common belief, the slave trade did not decimate the populations of Africa. By 1700 Africa had more than 60 million people, almost doubling their population in 1000. To be sure, some areas of Africa did reflect huge population losses, and logically those were places where the slave trade was most vigorous.
- Between 1000 and 1700 C.E., the populations of Asia - including the Middle East, Indian, and East Asia - more than doubled to a total of about 415 million. Clearly, overall world population grew, and the majority of people by the end of the time period still lived in the Middle East and Asia.

The **Columbian Exchange** almost certainly caused some environmental changes that help to explain the population trends listed above. For example, maize and cassava (a nutritious plant used in modern day in tapioca) were transported by Portuguese ships from Brazil to Angola in southwest Africa. Angolans cultivated the crops, which adapted very well to their land. Some historians believe that this exchange provided the base for the population increase that followed, despite the fact that many Angolans were captured and deported to the New World as slaves. Likewise, the Andean potato eventually became the staple for poor people in Europe, sustaining population growth despite the number of people that began to migrate to the New World.

Major environmental changes occurred in the New World in two major ways:

- Soil exhaustion - Plantations in the Americas tended to rely on single crops, a process that depletes the soil of nutrients, and since land was plentiful, often the planters just moved on to clear more land. For example, in the Caribbean, instead of rotating sugar with other crops, planters found it more profitable to clear new lands when yields began to decline. Eventually, they moved on to other islands.
- Deforestation - The Spanish first cut down forests in the Caribbean to make pastures for the cattle they brought, and deforestation accelerated when more areas were cleared for plantations. In North America, shipbuilding in the northern English colonies took its toll of forests. Deforestation was also taking place in Europe during this period. Timber was needed for ships, buildings, wagons, barrels, and many other items. Wood shortages were made worse by the Little Ice Age that began in Europe during the 1590s. People burned wood to keep warm, and by the mid-17th century, forests were growing scarce and wood prices skyrocketed. This wood shortage encouraged the

use of coal for fuel, and since England had coal in great supply, deforestation almost certainly helped their economy grow.

### **CULTURAL AND INTELLECTUAL DEVELOPMENTS**

Trade stimulated by the Crusades had made several of the city-states wealthy, such as Venice, Genoa, and Florence. Wealthy families, such as the Medici in Florence, became patrons of the arts, encouraging and supporting such geniuses as Leonardo da Vinci and Michelangelo. Some of the biggest supporters of Renaissance art and sculpture were the Catholic Popes, who commissioned work for the Vatican and St. Peter's cathedral in Rome. The era also saw a revival of interest in reading, writing, architecture, and philosophy. Without the patrons' wealth, the Italian Renaissance would have been impossible, but it almost certainly was stimulated by contact with the more sophisticated civilizations of the Middle East and south and east Asia.

The **Renaissance**, or "rebirth" was characterized by an attempt to revive the values of the classical civilizations of the Mediterranean, Greece and Rome. Although most of the major Renaissance figures did not actively defy the church, they put emphasis on other aspects of life than the religious. An important philosophical influence restored from ancient civilizations was humanism, which focused on the accomplishments, characteristics, and capabilities of humans, not of God. Humanism is reflected in Renaissance art, with newly skilled artists showing individual differences in faces and beautiful examples of human physiques. The Renaissance spread from Italy north, and by the 16th century had inspired new art styles in the Netherlands and Germany, as well as such literary geniuses as William Shakespeare in England. The importance of the European Renaissance goes far beyond art and literature because it encouraged people to think in different ways than they had before, a quality that Europeans would need as they ventured in science, technology, and eventually across the Atlantic to the Americas.

### **THE SCIENTIFIC REVOLUTION**

The revival of interest in Greek and Roman influences also stimulated developments in math and science. The mathematical traditions that governed the conception of the universe were based in Greek mathematics that had been preserved and built upon by scientists in Muslim lands. Perhaps the greatest scientist of the era was Isaac Newton (1642-1727), an English mathematician whose genius shaped many modern fields of science. He formulated the set of mathematical laws for the force of gravity, made discoveries regarding the nature of light, and built on earlier Indian and Arab ideas for algebra. Newton did not challenge the authority of the Catholic Church, but he did prove that the Greeks and Romans were mistaken in some of their theories, and that fact encouraged others to question traditions that had not been challenged before.

### **THE PROTESTANT REFORMATION**

The Catholic Church had been a very important societal force in medieval Europe. Not only had people's lives revolved around religion, but the church had actively defined many other aspects of society, including politics, art, and science. During the era from 1450 to 1750 the church lost significant power in almost every way. Not only were scientists and literary writers beginning to challenge the church, but the Pope's political power was compromised as centralization of government gave more authority to kings. Starting in the early 16th century, the church's religious authority was seriously weakened by the Protestant Reformation, a movement led by Martin Luther, a German priest who believed that the church was seriously flawed. Luther did what no priest had dared to do before: openly defy the authority of the church.

By the end of the 16th century, large parts of Europe, particularly in Germany and Britain, were no longer under the authority of the Catholic Church. The church responded with its own internal reformation, but the result was a Europe deeply divided between Protestants and Catholics, a dynamic that fed the already intense competition among European nations.

### **THE IMPORTANCE OF THE PRINTING PRESS**

Johannes Gutenberg, a printer from Mainz Germany, contributed greatly to the rapid spread of Protestantism. Guttenberg did not invent moveable type or the printing press. Both the Chinese and Koreans had used them in earlier years, and they too had spread literacy in Asia by printing books and making them accessible to more people. In Europe the device appeared as a critical invention at a critical time in European history. Without it the Renaissance, the Scientific Revolution, the Protestant Reformation, and ultimately the Maritime Revolution would not have been possible.

### **THE EARLY EUROPEAN ENLIGHTENMENT**

During the 17th century, the Scientific Revolution began to be applied to social and political areas of life, a movement known as the Enlightenment. Enlightenment philosophers believed that human reason that discovered laws of science could also discover the laws that governed social and political behavior. The movement was also inspired by the Reformation, which had challenged and revised accepted religious thought, and by contact with political and social philosophies from other parts of the world.

### **CULTURAL AND INTELLECTUAL LIFE IN CHINA**

The Ming and early Qing emperors of this era continued to look to Chinese traditions to strengthen cultural and intellectual life. Neo-Confucianism, which had first emerged as a powerful philosophy during the Song era, was very strong, and numerous Confucian schools were founded by the emperors to reinforce its beliefs. The civil service exams were maintained, and other Chinese philosophy, literature and history were compiled during this time.

### **PATRONAGE IN THE ISLAMIC EMPIRES**

Just wealth in the Italian city-states prompted patronage of the arts, so it did in the Islamic Empires as well. The emperors competed to attract the best scholars, literary writers, artists, and architects to their courts. The Ottoman sultans built beautiful palaces and mosques, with the most famous religious complex built by Suleyman the Magnificent called Suleymaniye, a blend of Islamic and Byzantine architectural features. Perhaps the most famous monument in Islamic lands was the Taj Mahal, built by Mughal Emperor Shah Jahan, who dedicated the white marble mosque and tomb to the memory of his wife. He planned to build a similar mausoleum out of black marble for himself, but he was deposed by his son and spent the rest of his life in prison, where he supposedly could see his wife's tomb through a small window with the help of a mirror.

By 1750 the world was a much different one than had existed in 1450. This era saw the rise of Europe, though scholars debate just how much power Europeans actually had in the world economy. They dominated the New World, which was connected by regular, sustained contact to the eastern hemisphere during this time. They also controlled much of the African slave trade, but it is important to note that no European had ventured far into the interior of the continent by 1750. Europeans had not set up significant colonies in Africa, except at the very southern tip, Capetown near the Cape of Good Hope. This situation would change dramatically during the following era.

Great empires continued to form in East Asia, the Middle East, and India, as the technological invention of gunpowder allowed them to conquer the nomadic groups that had challenged their authority for centuries. However, land-based empires clearly lost power in proportion to sea-faring powers, as world trade routes connected the western hemisphere to the east. These increased contacts were to have important consequences for people all over the world in the period from 1750-1900.

### **Notes and Observations:**

**"A wise ruler ought never to keep faith when by doing so it would be against his interests."**

~Niccolò Machiavelli, *The Prince* (1532)  
(A reflection on political power and statecraft in the Renaissance.)

**Notes and Observations:**

	Civilization	Civilization	Civilization
<b>SOCIAL</b> Development & transformation of social structures			
<b>POLITICAL</b> Statebuilding			
<b>INTERACTIONS</b> Between humans & the environment			
<b>CULTURAL</b> Development & interaction of cultures			
<b>ECONOMY</b> Creation, expansion and interaction of economic systems			
<b>TECHNOLOGY</b> Adapting for efficiency, comfort, security, and technological advances			

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**Notes and Observations:**

**"All mankind... being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions."**

~John Locke, 1690

(Influencing Enlightenment thought and ideas of governance.)

## UNIT 4

# Transoceanic Interconnections 1450-1750

### EXPLORATION

New technologies along with a desire to find lucrative trading goods like spices led states to support transoceanic explorers.

This led to the Columbian Exchange which resulted in the transfer of crops, animals, and diseases.



### NEW MARITIME EMPIRES

New maritime empires were established by the Portuguese, Spanish, Dutch, British and French in the Americas and in the Indian Ocean. They often utilized slavery and mercantile systems to benefit the mother country.

### RESISTANCE

State expansion led to resistance from an array of groups including native and enslaved people.

States also experience increased resistance to elites and nobility while women and lower class people pushed for more rights.



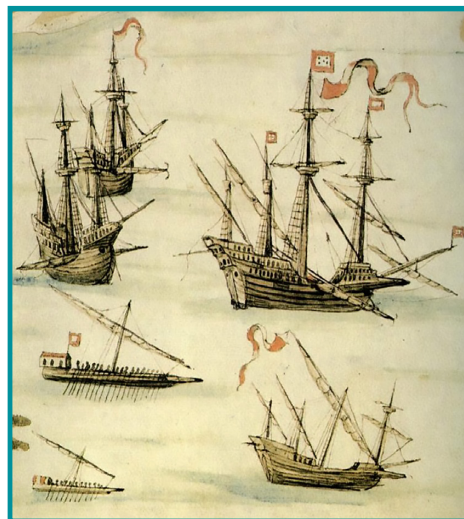
- 1- Portuguese Empire & Trading Posts 2- Spanish Empire 3- Dutch Empire  
4- British Empire 5- French Empire

\*States listed in Unit 3 also overlap with Unit 4\*

**UNIT FOUR: TRANSOCEANIC  
INTERCONNECTIONS, c. 1450 to c. 1750****TECHNOLOGICAL INNOVATIONS AND EXPLORATION FROM 1450 TO 1750**

Numerous technological advances and developments in scientific learning from the Islamic and Asian worlds spread to Europe, facilitating the ease with which explorers were able to navigate the oceans and participate in transregional trade. Using the new ship type **caravel**, the Portuguese were able to explore the West African coast as well as the Atlantic Ocean; similarly, the **carrack** was first used in Mediterranean trade and later in European exploration of Asia before being largely replaced by the **galleon**. Through cross-cultural interactions, navigators in various regions benefitted from more advanced understandings of the **compass** and **astronomical charts**.

European nations were motivated to compete in international exploration in order to gain wealth, promote Christianity, and dominate their political rivals. Spurred in part by **mercantilist ideology**, Portuguese, Spanish, English, French, and Dutch states began to sponsor transoceanic exploration and invest enormous sums of money into the trade race. The Portuguese explorer **Vasco da Gama** was the first European to reach India by sea, and Italian explorer **Christopher Columbus**, sponsored by the Spanish monarchy, was the first European to reach the Caribbean, Central America, and South America. The English, French, and Dutch governments frequently supported trans-Atlantic exploration with the hopes of finding quicker trading routes to Asia.

*16th Century Portuguese Ships***COLUMBIAN EXCHANGE**

European exploration and subsequent colonization of the Americas led to new connections between the Eastern and Western Hemispheres. The transfer of crops, animals, and diseases became known as the **Columbian Exchange**. Fruits such as **citrus** were brought to the Americas from the Mediterranean, and staples from the Americas such as **maize**, **tomatoes**, and **potatoes** were brought back to Europe. Many cash crops, such as **tobacco**, were grown in the Americas with widespread coerced labor such as **indentured servitude** and **slavery**. In addition to slaves, Europeans brought African crops such as **rice** and **okra** to the Americas. The new increase in travel and interaction had devastating effects on the native populations of the Americas, as ships from the Eastern hemisphere carried disease vectors such as **rats** and **mosquitoes**, which led to the spread of **smallpox**, **measles**, **malaria**, and other deadly diseases for which those in the Americas had no immunity.

*Maize*

## TRANSOCEANIC INTERCONNECTIONS, c. 1450 to c. 1750

## MARITIME EMPIRES ESTABLISHED, MAINTAINED, AND DEVELOPED

Between 1450 and 1750, European states established profitable maritime trading empires. The Portuguese, Spanish, Dutch, French, and British set up outposts and colonies in Asia, Africa, and the Americas. **Ming China** and **Tokugawa Japan** set up restricted isolationist policies in an attempt to hinder western cultural influence and limit the disruptive effect of European economic activities in Asia. The **Asante Empire** in West Africa, which previously had trade dealings with other African regions, began to trade with Europeans in the 15th century. In Central Africa, the **Kingdom of Kongo** similarly had economic relationships with both other African states and with Europeans. Within Africa, **slavery** continued in its traditional forms but now included the exportation of African slaves to the Western Hemisphere, where the growth of **plantation agriculture** led to an ever-increasing demand for labor. In the Americas, European colonial economies were built by incorporating not only slavery and indentured servitude but also the **encomienda** and **hacienda** systems into pre-existing labor practices.



South American encomienda

Economically, European rulers were able to control and finance their vast overseas territories by practicing **mercantilism** and establishing **joint-stock companies** that could serve as a resource for explorers sponsored by patrons or investors back home. In large part due to mineral resources from the Americas, Europeans had control over the global flow of **silver**; the Spanish, in particular, had enormous wealth generated from their South American colonies.

## CHALLENGES TO STATE POWER FROM 1450 TO 1750

Across the globe, state expansion and power engendered resistance. In the Americas, the **Pueblo Revolts** and **King Philip's War** were emblematic of indigenous resistance to European occupation and exploitation. Fugitive slaves established **Maroon societies** in the Caribbean and Brazil, succeeding in many cases in building remote settlements where they could live independently from Europeans. In Africa, **Queen Nzinga of Ndongo** made an alliance with the Dutch to fight off the Portuguese. The Russians faced internal challenges in this period when the **Cossacks** rose up against the government on behalf of free peasants experiencing economic hardship.



Queen Nzinga

## CHANGING SOCIAL HIERARCHIES FROM 1450 TO 1750

As populations from different regions became more intermingled, many regions experienced cultural synthesis, and states had to figure out how to deal with increasing diversity of religions and ethnicities. New elites, such as the rulers of **Qing China**, enforced restrictive policies against ethnically **Han** Chinese. In the Iberian Peninsula, **Jews** were expelled by Spanish and Portuguese authorities, while in the **Ottoman Empire**, there existed policies designed to accept, with some restrictions, those of non-Muslim faith.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Technological Innovations 4.1

**Directions:** Fill in the chart comparing the types of ships below.

	Caravel	Carrack	Fluyt
Empire(s)			
Time Period			
Purpose			
Physical Description (sail types, ship length)			

**Directions:** Explain the purpose and result of each innovation listed below.

Innovation	Where was it invented?	Where did it spread?	Use/Purpose
Lateen Sail			
Compass			
Astrolabe			
Astronomical Charts			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Exploration: Causes and Events 4.2

**Directions:** For each explorer below, fill in where he was from, the dates he sailed, where he explored, and give a notable accomplishment.

**Henry the Navigator**

**Jacques Cartier**

**Vasco Da Gama**

**Henry Hudson**

**Ferdinand Magellan**

**John Cabot**

**What is a trading post empire, and who established a trading post empire during the 1450–1750 time period?**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Columbian Exchange 4.3

**Directions:** Explain the effect the listed items had on the area it was introduced to during the Columbian Exchange.

	Came From	Introduced To	Effect
Smallpox			
Horses			
Potatoes			
Okra			
Alpacas			
Firearms			
Sugar			
Rubber			

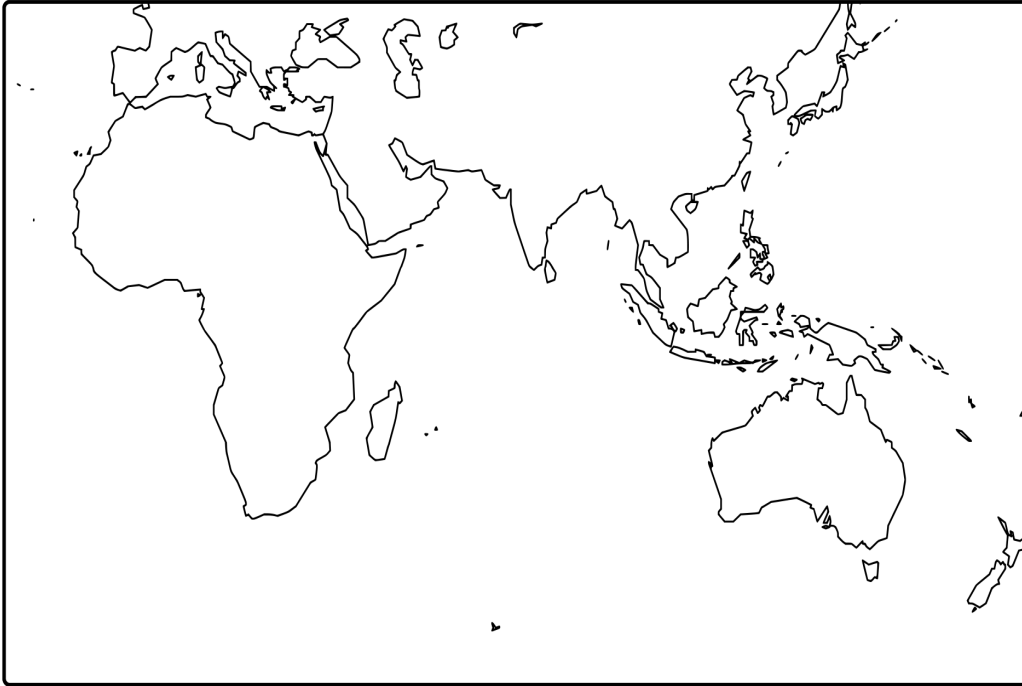


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Maritime Empires Established 4.4

**Directions:** Locate and label the Portuguese trading posts listed to the right of this map. You can simply write the number on the location of the trading post.



1. Goa
2. Ormuz
3. Malacca
4. Mombasa
5. Maluku Islands
6. Macau
7. Nagasaki
8. Diu
9. Cochin
10. Colombo

Explain why Japan was restricting its trade networks as other parts of the world were expanding theirs. What events prompted this response from Japan?

**Directions:** Explain the differences in the types of labor systems below.

**Chattel Slavery**

**M'ita System**

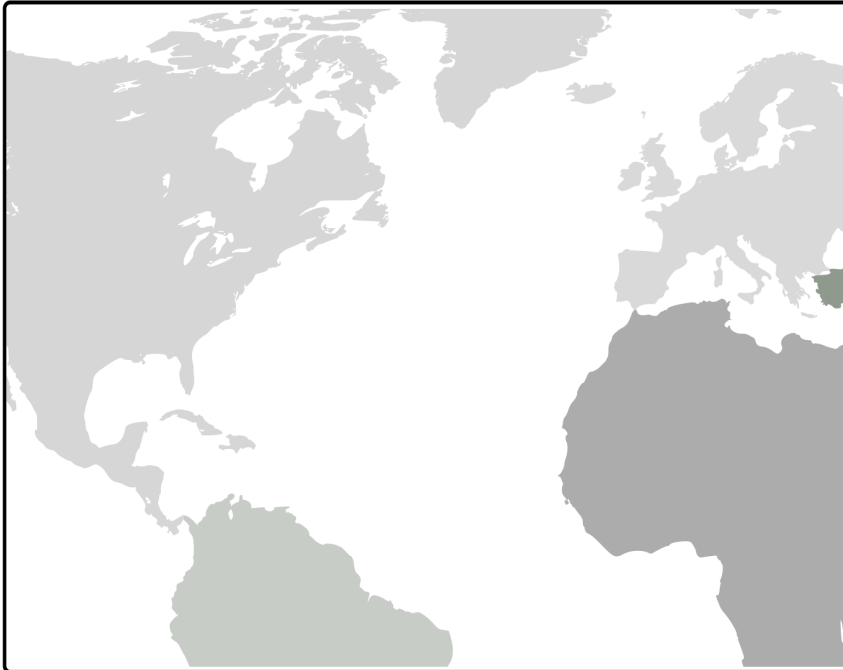
**Indentured Servitude**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Maritime Empires Maintained and Developed 4.5

**Directions:** Draw arrows that show the directions of goods in the triangular trade on the map below.

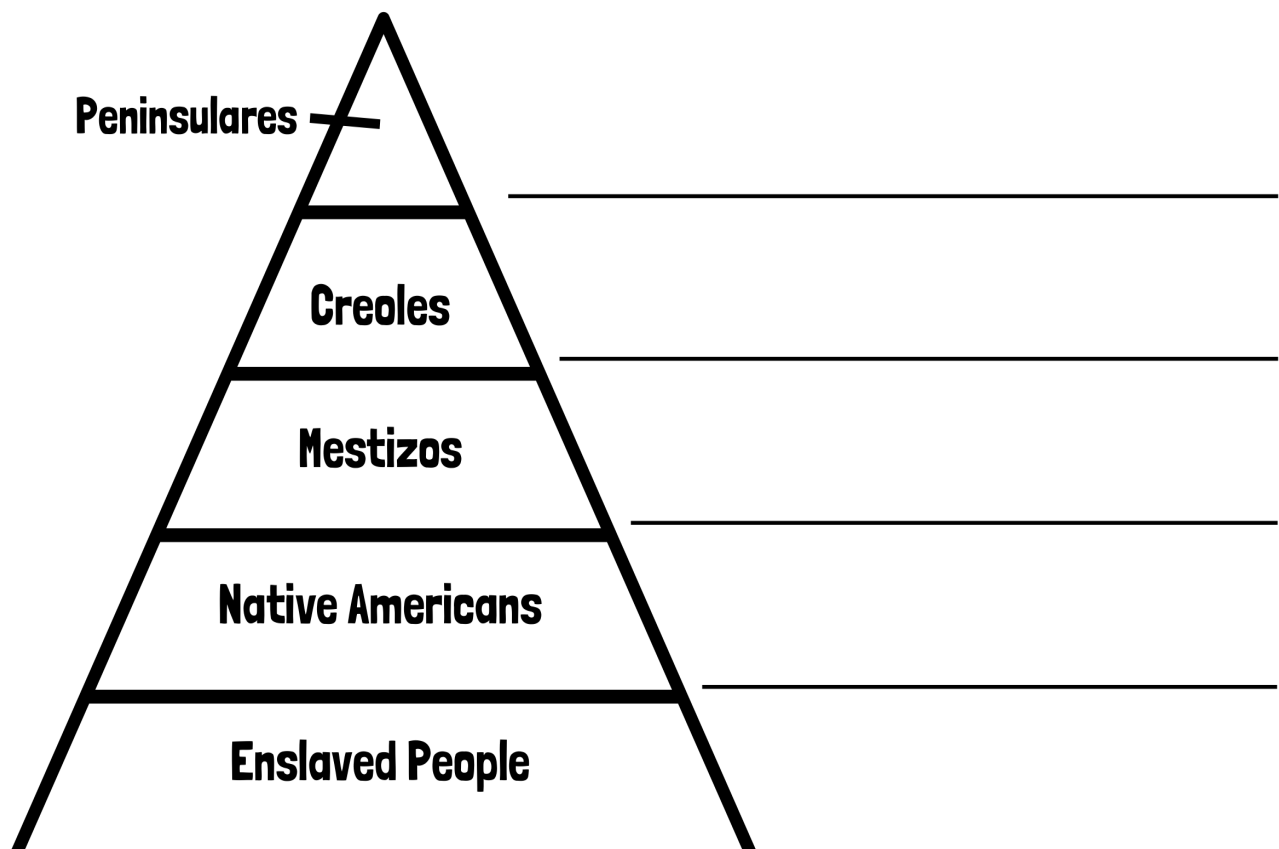


**1. What goods moved from Europe to North America?**

**2. What goods moved from North America to Africa?**

**3. What moved from the West Indies to North America?**

**Directions:** Explain each level of the social hierarchy in New Spain. Where were these people from?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Internal and External Challenges to State Power 4.6

**Directions:** For each rebellion/resistance movement below, give the dates, location, and cause of the rebellion or resistance.

### **Pugachev Rebellion**

Location:

Dates:

Cause:

### **Pueblo Revolt**

Location:

Dates:

Cause:

### **Gloucester County Rebellion**

Location:

Dates:

Cause:

### **Glorious Revolution**

Location:

Dates:

Cause:

### **Metacom's War**

Location:

Dates:

Cause:

### **Maroon Wars**

Location:

Dates:

Cause:

### **Fronde**

Location:

Dates:

Cause:

### **Queen Nzinga's Resistance**

Location:

Dates:

Cause:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

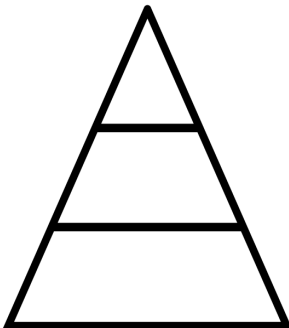
## Changing Social Hierarchies 4.7

**Directions:** Describe similarities and differences of the treatment of religious minorities under the two rulers below.

Mehmed II	Akbar the Great

**Directions:** Label the three major social classes during the reign of Ivan IV.

**Russian Social Classes**



**Describe the relationship between Ivan IV and the Boyars of Novgorod.**

### Qing Dynasty Intolerance

What were three events that were direct results of Qing intolerance of Han Chinese?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Continuity and Change from 1450 to 1750 4.8

**Directions:** Answer the questions below with a paragraph each. Use relevant details from Unit 4 to support your answers.

**Using specific examples, explain how labor systems changed during the 1450 to 1750 time period.**

**How did state expansion facilitate exploration in 1450-1750?**

## Unit 4: Transoceanic Interconnections (1450-1750) Context Practice

Created by E. Adamson find more at  
[www.theadamsonadventure.net](http://www.theadamsonadventure.net)

**Instructions:** Write a contextual statement for each of the prompts below. This will not only help you review content from Unit 4 (1450-1750), but also help you practice writing context statements which, if done successfully, can earn you one point on both the DBQ and LEQ essays.

*To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.*

The final sentence of your context should narrow down to the topic of the prompt, tying your contextual statement to your thesis statement.

**Prompt 1:** Evaluate the extent to which technology facilitated changes in patterns of trade and travel in the 1450 to 1750 time period.

**Prompt 2:** Evaluate the extent to which state expansion supported maritime exploration in the 1450 to 1750 time period.

**Prompt 3:** Evaluate the extent to which the Columbian Exchange impacted societies of the Western Hemisphere during the 1450 to 1750 time period.

**Prompt 4:** Evaluate the extent to which labor systems changed in the 1450 to 1750 time period.

**Prompt 5:** Evaluate the extent to which economic developments from 1450 to 1750 affected social structures over time.

**Notes and Observations:**



## The one thing you need to know about this unit:

**Global trade changed everything.** Better transportation = Global trade = More food = more people = political, economic, and cultural conflict.

### Contextualizing the Unit

Before 1450, regional trade was all the rage as the Silk Roads, Indian Ocean network, and Trans-Saharan routes exploded with more merchants and goods flowing. By 1450, Europeans were set on finding a faster route to Asia. Relying on overland trade was too slow, and they were not able to bring all their many goods on a camel's back. Maritime trade would prove to be far more economically efficient, and the fastest way to Asia, to their knowledge at the time, was through the Mediterranean Sea. However, the Byzantines occupied and monopolized the area, and the Ottomans would soon follow. Therefore, Europeans traveled across the Atlantic Ocean to the Americas in hopes of finding a faster route.

However, looking back to units 1 and 2, remember that there WERE societies in North and South America by 1450. In fact, not only were these societies organized, but they were flourishing. The Aztecs and Incas had fully grown empires with social structures, economies, and infrastructure. However, when Europeans arrived, they began to **colonize**, which is arguably the most considerable impact of globalization. The growth of maritime empires marks a distinct shift in political growth compared to the post-classical era. Think back to 1200-1450; all of the empires we studied were based on land even though trade was becoming more oceanic. In this period, we'll see the growth of empires (mostly European colonial empires) and economic systems explicitly based around maritime trade. It all begins with the growth of globalized trade in the late 15th century following the **Columbian Exchange**. Unit 4 will focus on the impacts of globalized trade on Afro-Eurasia and the Americas positively and negatively.

## 1450-1750

The period from 1450 to 1750 saw unprecedented global connections and interactions. Empires expanded, trade networks grew, and European exploration of the Americas began. These changes led to increased cultural exchange, conflict, and the emergence of new economic systems like the transatlantic slave trade. This era also witnessed significant intellectual and religious developments. The Scientific Revolution and Enlightenment challenged traditional beliefs, while the

Protestant Reformation split Western Christianity. These changes, along with technological innovations and the globalization of trade, laid the foundations for the modern world.

## **Study Guides for Unit 4 – Global Connections: 1450-1750**

### **4.0**

#### **Unit 4 Overview: Transoceanic Interconnections**

### **4.1**

#### **Technological Innovations from 1450 to 1750**

### **4.2**

#### **Exploration: Causes and Events from 1450 to 1750**

### **4.3**

#### **Columbian Exchange**

### **4.4**

#### **Maritime Empires Established**

### **4.5**

#### **Maritime Empires Maintained and Developed**

### **4.6**

#### **Internal and External Challenges to State Power from 1450 to 1750**

### **4.7**

#### **Changing Social Hierarchies: Class and Race from 1450-1750**

### **4.8**

#### **Continuity and Change from 1450 to 1750**

## Key Concepts and Time Period Overview

- Period from 1450 to 1750 marked by significant global connections and interactions
- Expansion of empires (Ottoman, Mughal, Qing) led to increased trade, cultural exchange, and conflict
- European exploration and colonization of the Americas began during this period (Christopher Columbus)
- Transatlantic slave trade emerged as a major economic system connecting Africa, Europe, and the Americas
- Gunpowder empires rose to power in Eurasia (Safavid, Mughal, Ottoman)
- Scientific Revolution and Enlightenment challenged traditional beliefs and sparked new ideas
- Protestant Reformation split Western Christianity and led to religious conflicts (Thirty Years' War)
- Globalization of trade networks connected distant regions and facilitated exchange of goods, ideas, and diseases (Columbian Exchange)

## Major Empires and Their Expansion

- Ottoman Empire expanded into Eastern Europe, North Africa, and the Middle East
  - Conquered Constantinople in 1453, marking the end of the Byzantine Empire
  - Suleiman the Magnificent's reign (1520-1566) saw the empire reach its peak
- Mughal Empire established in India by Babur in 1526
  - Akbar the Great (r. 1556-1605) expanded the empire and promoted religious tolerance
  - Aurangzeb (r. 1658-1707) expanded the empire to its greatest extent but faced challenges
- Qing Dynasty replaced the Ming Dynasty in China in 1644
  - Kangxi Emperor (r. 1661-1722) consolidated Qing control over China
  - Qianlong Emperor (r. 1735-1796) expanded the empire to its greatest extent
- Russian Empire emerged as a major power under Peter the Great (r. 1682-1725)
  - Expanded Russian territory and influence westward

- Modernized Russian society and government based on Western European models
- Spanish and Portuguese empires established colonies in the Americas
  - Spain conquered the Aztec and Inca empires (Hernán Cortés, Francisco Pizarro)
  - Portugal established a trading empire in Brazil and along the African coast

## **Global Trade Networks and Economic Systems**

- Silk Roads continued to connect Europe, the Middle East, and Asia
- Indian Ocean trade network expanded, connecting East Africa, the Middle East, India, and Southeast Asia
  - Swahili city-states emerged as important trading centers along the East African coast
  - Malacca became a major entrepôt in Southeast Asia
- Transatlantic trade connected Europe, Africa, and the Americas
  - Triangular trade emerged, exchanging European manufactured goods, African slaves, and American raw materials
  - Slave trade became a significant component of the global economy
- Columbian Exchange introduced new crops, animals, and diseases between the Old and New Worlds
  - New crops (maize, potatoes, tomatoes) transformed agriculture and diets worldwide
  - Diseases (smallpox, measles) devastated native populations in the Americas
- European joint-stock companies (Dutch East India Company, British East India Company) established global trading networks
- Mercantilism emerged as a dominant economic policy in Europe
  - Emphasized accumulation of wealth through favorable trade balances and colonies

## **Technological and Maritime Innovations**

- Gunpowder technology spread from China to Europe and the Islamic world
  - Cannons and firearms revolutionized warfare and contributed to the rise of gunpowder empires
  - Improved fortifications (star forts) developed in response to gunpowder weapons

- Printing press invented by Johannes Gutenberg around 1450
  - Facilitated the spread of knowledge, ideas, and religious beliefs (Protestant Reformation)
  - Contributed to the Scientific Revolution and Enlightenment
- Magnetic compass and astrolabe improved maritime navigation
  - Enabled longer voyages and exploration of new trade routes
  - Contributed to European exploration and colonization of the Americas
- Caravel and galleon ships designed for long-distance ocean voyages
  - Caravels were small, maneuverable ships used for exploration (Christopher Columbus)
  - Galleons were larger, armed ships used for trade and warfare
- Lateen sails and sternpost rudders improved ship maneuverability and control

## Cultural Exchanges and Religious Developments

- Islamic empires (Ottoman, Safavid, Mughal) fostered cultural and intellectual exchanges
  - Ottoman Empire's millet system allowed for religious diversity and cultural autonomy
  - Mughal Empire's Akbar promoted religious tolerance and cultural synthesis (Din-i Ilahi)
- Protestant Reformation challenged the authority of the Catholic Church
  - Martin Luther's 95 Theses criticized Church practices and doctrines
  - John Calvin's teachings emphasized predestination and the sovereignty of God
- Catholic Counter-Reformation sought to reform the Church and combat Protestantism
  - Council of Trent clarified Church doctrines and practices
  - Jesuits established missions and schools to spread Catholicism worldwide
- Syncretism blended indigenous and foreign religious beliefs and practices
  - Vodun in West Africa combined African traditional religions with Christianity
  - Sikhism in India blended elements of Hinduism and Islam
- Scientific Revolution challenged traditional beliefs and promoted empirical observation and experimentation

- Copernican heliocentric model challenged Ptolemaic geocentric view of the universe
  - Isaac Newton's laws of motion and universal gravitation provided a mathematical framework for understanding the natural world
- Enlightenment promoted reason, individualism, and skepticism of traditional authority
  - John Locke's ideas on natural rights and government by consent influenced political revolutions
  - Montesquieu's separation of powers and checks and balances influenced the U.S. Constitution

## **Social and Political Transformations**

- Absolute monarchies emerged in Europe (Louis XIV of France, Peter the Great of Russia)
  - Centralized power and authority in the hands of the monarch
  - Developed bureaucracies and standing armies to maintain control
- European society divided into distinct social classes (nobility, clergy, commoners)
  - Nobility held political power and social privileges
  - Commoners bore the burden of taxes and labor
- Atlantic slave trade transformed societies in Africa and the Americas
  - African kingdoms (Kongo, Oyo) participated in and were disrupted by the slave trade
  - Plantation system in the Americas relied on enslaved African labor
- Hacienda system in Spanish America utilized indigenous and mestizo labor
- Putting-out system in Europe involved the production of goods by rural households for urban merchants
- Qing Dynasty in China implemented the queue hairstyle and Manchu dress codes to assert authority
- Tokugawa shogunate in Japan imposed strict social hierarchy and isolation from foreign influence

## **Conflicts and Warfare**

- Thirty Years' War (1618-1648) was a religious and political conflict in Europe
  - Peace of Westphalia (1648) ended the war and established the principle of state sovereignty

- Decline of the Holy Roman Empire and rise of France as a dominant power
- Ottoman-Habsburg wars (Battle of Vienna, 1683) marked the limit of Ottoman expansion in Europe
- Mughal-Maratha wars in India challenged Mughal authority and contributed to the empire's decline
- Seven Years' War (1756-1763) was a global conflict involving European powers and their colonies
  - British victory over France established British dominance in North America and India
- Slave revolts and resistance challenged the institution of slavery in the Americas
  - Stono Rebellion (1739) in South Carolina was the largest slave revolt in British North America
  - Haitian Revolution (1791-1804) led to the establishment of the first independent black republic

## **Legacy and Impact on Modern World**

- European colonization of the Americas had lasting impacts on indigenous populations and global power dynamics
  - Decimation of native populations due to disease, warfare, and exploitation
  - Establishment of European settler colonies and displacement of indigenous peoples
- Atlantic slave trade had long-term consequences for Africa and the African diaspora
  - Depopulation and political instability in West and Central Africa
  - Formation of African diaspora communities in the Americas
  - Racism and racial hierarchies that persist to the present day
- Columbian Exchange transformed global ecosystems, agriculture, and diets
  - Introduction of New World crops (maize, potatoes) to Europe, Africa, and Asia
  - Spread of Old World livestock (horses, cattle) to the Americas
- Globalization of trade and economic systems laid the foundations for modern capitalism
  - Joint-stock companies and banking systems facilitated global commerce and investment

- Mercantilism and colonial exploitation contributed to unequal economic development
- Scientific Revolution and Enlightenment laid the intellectual foundations for modern science and political thought
  - Emphasis on empirical observation, experimentation, and rational inquiry
  - Ideas of natural rights, consent of the governed, and separation of powers
- Religious transformations (Protestant Reformation, spread of Islam) continue to shape global religious landscapes
  - Division of Western Christianity into Protestant and Catholic branches
  - Expansion of Islam in Africa, Asia, and the Middle East
- European languages (English, French, Spanish) became global languages due to colonization and trade
- Modern borders and nation-states in Africa, Asia, and the Americas shaped by colonial legacies

## Summary of Unit 4

Unit 4 can be summed up in one sentence: "Global connections changed everything." Everything is a broad term, but generally, no aspect of human life remained the same after the beginning of global connections. While existing trade routes like the Silk Roads continued, the focus primarily turned to routes around and through the Americas and towards Southeast Asia and India. This unit focuses on the impacts of this change along economic, social, political, environmental, and cultural lines. As the economy globalized, maritime empires turned to **mercantilism**, a protectionist trade ideology that encouraged colonization. This led to empires such as the Spanish, Dutch, Portuguese, French, and British Empires establishing colonies in the former Aztec and Incan empires.

The first interaction between Western Europeans and Native Americans is known as the **Columbian Exchange**. The Columbian Exchange was a transfer of goods, disease, and food from the Americas to Europe and from Europe to the Americas. The most significant impact of the Columbian Exchange on the Americas was the spread of disease. Because of the isolation of the Americas from Europe, disease, specifically smallpox, was rampant and killed upwards of 90% of the Native



population. In Europe and Asia, foods such as the potato became revolutionary in fueling population growth.

Globalization also led to new social classes via the creation of new labor systems and race-based class systems. Labor systems such as **chattel slavery** and **indentured servitude** became commonplace as cheap labor was needed to build the colonies. These were coerced labor systems that abused humans through forced work. As people of different races came into contact, caste systems were created specifically around race, like the Sociedad de Castas. The new classes of peninsulares, creoles, mestizos, and mulattoes formed a system in which any racial "purity" to Spain gave power. At the top were Spaniards born in Spain (hence peninsulares, or "people of the [Iberian] peninsula"), and at the bottom were indigenous peoples and Africans. Europeans used these new racial systems (that they created) to justify their racist policies and violent takeovers of native lands.

There was, of course, resistance to European takeover. In this unit, you'll learn about various rebellions and resistances to European influence, especially those led by Native Americans and African slaves. Resistances like the Pueblo Revolt, Stono Rebellion, and Metacom's War (AKA King Philip's War) displayed the tensions between European colonizers and Native populations in the West and the East. Understanding the relationship between Europeans and Natives is crucial to this unit.

## **Main Events**

1492: Columbus sailed the ocean blue... and then committed genocide

1521: Cortes topples the Aztecs using smallpox

1526: Mughal empire begins

1600: Tokugawa empire begins

1602: Dutch East India Company established, the world's first joint-stock company

1624: Queen Nzinga becomes ruler of Ndongo in south-central Africa

1697: Peter the Great travels to Europe to study technology

## **Main Vocabulary**

### **Colonize**

To colonize means to establish or develop a colony, typically a settlement or group of settlements, in a new territory. Colonization is the process of establishing and developing a colony, and it can involve the settlement of people, the exploitation of resources, and the exertion of control over the territory. Colonization has often been associated with the expansion and expansion of empires, and it has also been a controversial topic due to the often-violent histories of colonization and the effects it has had on indigenous populations.

### **Columbian Exchange**

The Columbian Exchange was a period of exchange of plants, animals, technology, and culture between the Eastern and Western hemispheres following the voyages of Christopher Columbus in the late 15th century. The exchange had a significant impact on the development of the modern world, as it facilitated the spread of plants, animals, and diseases between the Old World and the New World. Some of the plants and animals that were introduced to the New World as a result of the Columbian Exchange include wheat, rice, horses, cows, pigs, and chickens, as well as diseases such as smallpox and influenza. The exchange also led to the establishment of trade routes between the Old World and the New World and helped to spur economic development and global integration.

### **Mercantilism**

Mercantilism was an economic theory and practice that was dominant in Europe from the 16th to the 18th centuries. It was based on the idea that a country's wealth and power were determined by its supply of gold and silver, and that a country should therefore focus on increasing its exports and decreasing its imports in order to build up its reserves of precious metals. To achieve this, mercantilist governments imposed tariffs on imports and provided subsidies to domestic industries. Mercantilism also involved the use of colonies as sources of raw materials and markets for finished goods. The theory of mercantilism has been largely abandoned in modern times, but some of its ideas, such as the importance of a favorable balance of trade, continue to influence economic policy.

## **Capitalism**

Capitalism is an economic system in which private individuals and businesses, rather than the government, own and control the means of production and distribution of goods and services. In capitalism, the production and distribution of goods and services are guided by the profit motive, and prices are determined by supply and demand in a competitive market. Under capitalism, the government plays a limited role, typically confining itself to protecting property rights and enforcing contracts. The theory of capitalism was developed by Adam Smith and other classical economists, and it has been the dominant economic system in the world for the past several centuries.

## **Chattel Slavery**

Chattel slavery is a form of slavery in which people are treated as the personal property of their owners and are bought and sold as such. Under chattel slavery, slaves are not considered to be legal persons, but rather are considered to be the property of their owners, who have complete control over their lives. Chattel slavery has been practiced in various forms throughout history, and it has been especially prevalent in the Americas, where it played a significant role in the economies of many countries. The transatlantic slave trade, which brought millions of Africans to the Americas as slaves, is one of the most well-known examples of chattel slavery.

## **Indentured Servitude**

Indentured servitude is a form of labor in which a person works for a period of time, typically several years, in exchange for something of value, such as passage to a new country or the payment of a debt. Indentured servitude has often been used as a means for people to pay for their own passage or to work off a debt, and it has been especially common in situations where people have few other options for earning a living. Indentured servitude has a long history, and it has been used in various parts of the world. In the United States, for example, it was a common practice in the colonial period, and it was also used as a means of providing cheap labor for the growing tobacco and sugar industries in the South.

## **Genocide**

Genocide is the deliberate and systematic destruction of a racial, ethnic, religious, or national group. It is a crime under international law and is considered to be one of the worst atrocities that can be committed. Genocide can take many forms,

including killing members of a group, causing serious bodily or mental harm to members of a group, deliberately imposing living conditions on a group that are intended to bring about its physical destruction, and preventing births within a group.

### **Smallpox**

Smallpox was a highly contagious and deadly disease caused by the variola virus. It is believed to have originated in Africa and was spread to other parts of the world by human trade and travel. Smallpox is characterized by the development of a rash on the skin that eventually forms pustules, which eventually burst and leave scars. Smallpox was responsible for countless deaths throughout history and was one of the most feared diseases of the pre-modern world.

### **Dutch East India Company**

The Dutch East India Company, also known as the Vereenigde Oostindische Compagnie (VOC) in Dutch, was a chartered company that was established in the Dutch Republic in 1602. It was the first multinational corporation in the world and one of the most powerful companies in history. The Dutch East India Company was granted a monopoly on the Dutch spice trade and was also involved in trade in other goods, such as textiles, ceramics, and precious metals. The company had trading posts, warehouses, and forts around the world, and it played a major role in the early modern global economy. The Dutch East India Company was dissolved in 1799, but it had a lasting impact on global trade and commerce.

### **Queen Nzinga**

Queen Nzinga, also known as Nzinga Mbande or Ana de Sousa Nzinga Mbande, was a queen of the Ndongo and Matamba Kingdoms in what is now Angola. She ruled in the 17th century and is remembered for her resistance to the Portuguese colonial powers that were seeking to control the region. Queen Nzinga was a skilled diplomat and military strategist, and she formed alliances with other African kingdoms and with the Dutch in order to resist Portuguese expansion. She is known for her bravery and determination in the face of great odds, and she is celebrated as a symbol of resistance and independence in Angola.

### **Peter the Great**

Peter the Great was the Tsar of Russia from 1682 to 1725, and he is known for his numerous reforms that modernized Russia and made it into a major European

power. Peter the Great was a strong and ambitious leader who sought to westernize Russia and to bring it up to par with the other major European powers. He implemented numerous military, economic, and cultural reforms, such as the establishment of a standing army, the construction of a modern navy, and the creation of a new capital city, St. Petersburg. Peter the Great also supported education and science, and he is credited with bringing the enlightenment to Russia. Despite the many changes he brought about, Peter the Great's rule was also marked by authoritarianism, repression, and violence.

## **Major Trends Between 1450-1750**

- New tech → More exploration → Columbian Exchange
- Effects of the Columbian Exchange
  - New foodstuffs 🌽 → 🧑 increased the population everywhere
    - Except the Americas where disease decimated everyone 🤒
  - Migration of people → Spread of religion, new syncretic cultures
- Integration of the west → trade was actually global → new Maritime powers
  - New trading posts → New powerful cities
  - Colonies established in the Americas
  - Mercantilism & capitalism became predominant economic policies
- New global economy had long lasting effects
  - European middle class gained wealth → Industrialization possible
  - More money in circulation → inflation
  - Prosperity → funding for arts and architecture
  - Slave trade intensified as demand for labor increased
    - Other coerced systems created (encomienda, mit'a)
  - Social class based on race & ethnicity, first time ever

### **TOPIC 4.1**

Between 1450 and 1750, technological innovations transformed how people navigated, traveled, and connected across the globe. While these changes were largely driven by European exploration and empire-building, they were made possible by centuries of cross-cultural knowledge exchange. Technologies from the Islamic world, China, and Classical civilizations provided the foundation for breakthroughs in maritime navigation, shipbuilding, and global exploration.

## If You Know Nothing Else...

1. Cross-cultural exchange—especially with Islamic and Asian worlds—fueled European innovation.
2. Europeans adopted and improved tools for transoceanic exploration.
3. Maritime technology allowed for vast increases in trade, conquest, and global interactions.
4. Technological innovations created both opportunity (commerce, exploration) and devastation (colonization, forced migration).

## Why Did Innovation Happen?

### 1. Competition and Wealth

European states competed for trade routes and resources. Sea-based empires wanted faster, safer voyages to tap into Asia's wealth and expand their power abroad.

### 2. Cross-Cultural Exchange

Europeans benefited from the diffusion of technologies developed in China, the Islamic world, and Classical civilizations. This knowledge filtered through the Silk Roads, Crusades, and Mongol Empire.

### 3. Renaissance Curiosity and Science

The Renaissance revived interest in science, mathematics, and observation. Intellectual movements like Humanism promoted empirical thinking and curiosity about the natural world.

★ **Technological innovation was not created in a vacuum—Europe's age of exploration was built on a global foundation of centuries-old knowledge.**

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## New Maritime Technologies and Knowledge

Innovation	Origin/Influence	Function & Significance
Astrolabe	Islamic World (from Greeks)	Used celestial bodies to determine latitude, improving navigation.
Magnetic Compass	China (Han Dynasty)	Provided consistent directional guidance at sea, crucial for long voyages.
Lateen Sail	Arab & Indian influence	Triangular sail that allowed ships to tack against the wind, increasing maneuverability.
Caravel	Portuguese innovation	Small, fast, highly maneuverable ships ideal for exploration of African and American coasts.
Carrack	Iberian Peninsula	Larger, ocean-going ship used by empires like Portugal and Spain for transoceanic travel.
Fluyt	Dutch	Cost-efficient cargo ships that boosted Dutch commercial dominance.
Astronomical Charts	Global—Classical to Islamic	Charts of stars and planets used by navigators to plot courses over long distances.

## Improved Knowledge of Wind and Ocean Currents

Navigators began to systematically study wind patterns, such as:

- **Trade Winds** (blow westward near the equator)

- **Westerlies** (blow eastward in mid-latitudes)
- **Volta do Mar** ("turn of the sea")—Portuguese technique of using prevailing winds to return to Europe via circular Atlantic routes.

Understanding these patterns allowed sailors to plan round-trip voyages more efficiently, reducing shipwrecks and wasted resources.

★ **Navigators no longer sailed blindly—knowledge of monsoon winds in the Indian Ocean and Atlantic currents made transoceanic travel predictable and profitable.**

## Scientific Innovation and Its Applications

### Advancements in Observation and Mathematics

- **Newton's Laws of Motion and Gravitation:** Though published in 1687, Newton's work formalized understandings of motion and gravity that would shape navigation and astronomy.
- **Advances in Cartography:** Better maps, often made from firsthand observations during voyages, improved accuracy in distance and direction.

### Printing Press (from Unit 3, continued)

- While not new to this era, the printing press allowed for rapid dissemination of maps, sailing instructions, and scientific knowledge.

## Effects of Technological Innovation

### 1. Expanded Trade Networks



- Enabled the creation of transoceanic trading-post empires (Portuguese, Spanish, Dutch, British, French).
- Facilitated **Columbian Exchange**: the global diffusion of crops, animals, people, and diseases.
- Increased the volume and diversity of goods exchanged, including spices, silver, sugar, and enslaved people.

## 2. Rise of Maritime Empires

Empire	Region of Focus	Notable Impacts
Portuguese	West Africa, Indian Ocean, Brazil	Trading posts, sugar plantations, start of trans-Atlantic slave trade
Spanish	Caribbean, Americas, Philippines	Encomienda system, conquest of Aztecs/Incas, silver mines
Dutch	Indian Ocean, Indonesia, South Africa	Commercial dominance, joint-stock companies like VOC
British	North America, Caribbean, India	Colonial settlements, naval strength
French	North America, West Africa	Fur trade, Caribbean plantations, missionary presence

## 3. State Power and Global Dominance

- New technologies allowed states to **project military and economic power** globally.
- Enabled the **subjugation and colonization** of Indigenous populations.
- Facilitated the creation of **bureaucratic systems** to manage distant colonies.

## 4. Global Migrations—Voluntary and Forced

- **Enslaved Africans** were forcibly transported via the Middle Passage to plantations in the Americas.
- **Explorers and missionaries** traveled globally in search of wealth, souls, and glory.

- Some migrations were **voluntary**, as persecuted groups or impoverished individuals sought new opportunities.

★ **Technology helped create a truly global economy—one that enriched European empires at the expense of colonized and enslaved peoples.**

## Explorers to Know

Explorer	Sponsor	Achievements	Consequences
Christopher Columbus	Spain	1492 voyage opened the Americas to Europe	Initiated genocide, enslavement, and forced conversions of Indigenous peoples
Vasco da Gama	Portugal	First to reach India by sea around Africa (1498)	Linked Europe to Asian spice trade; established Portuguese colonies
Hernán Cortés	Spain	Conquered the Aztec Empire (1519–1521)	Collapse of Aztec society; began Spanish colonization of Mesoamerica
Henry Hudson	Netherlands/England	Explored parts of Arctic, Canada, and present-day New York	Sparked Dutch and British colonial claims in North America
James Cook	Britain	Mapped Australia, New Zealand, and Pacific Islands	Opened these regions to British colonization; Indigenous displacement

## Conclusion

Technological innovations from 1450 to 1750 reshaped the world. Built on centuries of knowledge exchange across cultures, these developments allowed

Europeans to dominate trade, exploration, and colonization. While they expanded commerce and knowledge, they also unleashed systems of exploitation, violence, and forced migration that continue to shape the modern world.

## Key Terms to Review (50)

**Acquisition of Wealth and Resources:** The acquisition of wealth and resources refers to the process through which individuals, nations, or empires gather and control material goods, wealth, and natural resources to enhance their economic power and influence. This period saw significant advancements in technology that facilitated exploration, trade, and exploitation of resources, leading to new economic patterns and global interactions.

**Arab Empires:** Arab Empires refer to a series of powerful Islamic states that emerged following the rise of Islam in the 7th century, which expanded rapidly across the Middle East, North Africa, and into parts of Europe and Asia. These empires, particularly the Umayyad and Abbasid dynasties, played a crucial role in fostering trade and cultural exchanges, significantly influencing the development of regions connected by trans-Saharan trade routes and technological innovations during the early modern period.

**Astronomical Charts:** Astronomical charts are graphical representations of the positions and movements of celestial bodies, used for navigation and understanding the cosmos. During the period from 1450 to 1750, these charts became increasingly important due to advancements in navigation technology and the Age of Exploration, helping sailors determine their position at sea and facilitating long-distance travel.

**Astrolabe:** An astrolabe is an ancient astronomical instrument used to measure the altitude of celestial bodies and determine latitude. This tool played a crucial role in navigation and astronomy, allowing sailors and explorers to calculate their position at sea, especially during the era of maritime exploration and trade across vast oceans.

**Caravel:** A caravel is a small, highly maneuverable sailing ship developed in the 15th century, primarily used by European explorers for long-distance voyages. Characterized by its lateen sails and shallow draft, the caravel allowed for faster travel and better navigation along coastlines and into shallow waters. This innovation played a crucial role in the age of exploration, enabling explorers to embark on transoceanic journeys and contributing to the expansion of trade routes and maritime empires.

**Carrack:** A carrack is a large sailing ship developed in the 15th century, primarily used by European powers for exploration, trade, and military purposes. This vessel played a crucial role in maritime advancements during the Age of Exploration, enabling long-distance travel across oceans and significantly impacting global trade routes.

**Chinese Empires:** The Chinese Empires refer to the various dynastic states that ruled over China throughout its long history, most notably the Ming and Qing dynasties during the period from 1450 to 1750. These empires were characterized by strong centralized governance, significant technological advancements, and rich cultural developments, which had profound impacts on trade, society, and international relations.

**Christopher Columbus:** Christopher Columbus was an Italian explorer and navigator, best known for his 1492 voyage that led to the European awareness of the American continents. His expeditions were pivotal in initiating widespread contact between Europe and the Americas, marking the beginning of an era defined by exploration, conquest, and exchange.

**Colonial Empires:** Colonial empires are nations or states that establish control over foreign territories, often exploiting resources and populations for economic gain. This control can take various forms, such as direct governance, economic dominance, or cultural influence, and has been a key driver of global interactions throughout history.

**Compass:** A compass is an essential navigational tool that uses a magnetic needle to indicate the direction of magnetic north. This innovation greatly enhanced maritime exploration and trade by allowing sailors to navigate more accurately, especially over long distances, and was crucial for establishing trade routes across oceans and deserts.

**Copernicus Works:** Copernicus Works refers to the groundbreaking astronomical theories and writings of Nicolaus Copernicus, particularly his seminal book 'De revolutionibus orbium coelestium' (On the Revolutions of the Celestial Spheres) published in 1543. This work proposed the heliocentric model of the universe, which positioned the Sun at the center rather than the Earth, fundamentally changing the understanding of the cosmos and laying the groundwork for modern astronomy.

**Cross-cultural Interactions:** Cross-cultural interactions refer to the exchanges, influences, and relationships between different cultures, often resulting in the sharing of ideas, technologies, and practices. During the period from 1450 to

1750, these interactions became increasingly significant due to exploration and trade, which facilitated a greater exchange of knowledge, goods, and cultural practices across regions. This era saw various cultures impacting each other through migration, conquest, and commerce, leading to transformations in societies worldwide.

**Diffusion of Technology:** Diffusion of technology refers to the process by which innovations, tools, and techniques are spread and adopted across different cultures and societies. During the period from 1450 to 1750, this diffusion played a crucial role in transforming economies, enhancing military capabilities, and facilitating global trade. The exchange of ideas and technologies often occurred through exploration, colonization, and trade routes, significantly impacting societal structures and cultural practices worldwide.

**Economic Inequality:** Economic inequality refers to the unequal distribution of wealth, income, and resources among individuals and groups within a society. During the period from 1450 to 1750, technological innovations contributed to economic changes that often exacerbated existing disparities, influencing social structures, class dynamics, and access to opportunities across different regions.

**Enslavement:** Enslavement is the process of forcibly subjugating individuals, stripping them of their freedom and rights, and compelling them to work without compensation. This practice has historically been driven by economic interests, particularly in the context of agricultural production and resource extraction, where enslaved people were used to maximize profits. Technological innovations during the period from 1450 to 1750 facilitated the expansion of slavery, as new methods of transportation and farming increased the demand for labor in colonies and plantations across the globe.

**Explorers:** Explorers were individuals who traveled to unknown regions, often driven by a desire for discovery, trade, and the expansion of empires. During the period from 1450 to 1750, explorers played a crucial role in connecting different parts of the world, facilitating the exchange of goods, ideas, and cultures through their voyages. Their journeys contributed to the development of new trade routes and ultimately shaped the course of global history.

**External Expansion:** External expansion refers to the process through which a state or empire extends its influence, territory, and resources beyond its original borders. This expansion was greatly facilitated by technological innovations during the period from 1450 to 1750, as new advancements in navigation, shipbuilding, and military technology allowed for increased exploration, conquest, and trade on a global scale.

**Firearms:** Firearms are weapons that use gunpowder or other explosive materials to launch projectiles at high speeds. During the period from 1450 to 1750, firearms underwent significant technological advancements that transformed warfare and influenced military strategies, leading to shifts in power dynamics among states and empires.

**Fluyt:** The fluyt is a type of Dutch sailing vessel developed in the 16th century, characterized by its slender hull and efficient design that allowed for greater cargo capacity while requiring a smaller crew. This ship played a crucial role in maritime trade, particularly during the age of exploration, as it became a preferred vessel for transporting goods across the seas, especially along trade routes connecting Europe to Asia and the Americas.

**Forced Migration:** Forced migration refers to the involuntary movement of people from their homes or communities due to factors such as conflict, persecution, natural disasters, or economic hardship. This phenomenon has significant implications for the societies involved, as it often leads to demographic changes, cultural disruption, and economic challenges.

**Galileo Works:** Galileo Works refers to the various scientific contributions and inventions made by Galileo Galilei, an Italian astronomer and physicist, during the late Renaissance period. His works significantly advanced the scientific method and revolutionized our understanding of astronomy and motion, marking a pivotal shift in European thought that laid the groundwork for modern science.

**Global Competition:** Global Competition refers to the rivalry among nations and empires to gain economic, political, and cultural dominance on a worldwide scale. From 1450 to 1750, this competition intensified due to advancements in technology, exploration, and trade, leading to significant global interactions and conflicts as different powers sought to expand their influence and control over resources and trade routes.

**Gutenberg Bible:** The Gutenberg Bible, printed in the 1450s by Johannes Gutenberg, is one of the first major books produced using movable type printing technology in Europe. This innovation allowed for the mass production of texts, significantly lowering costs and increasing accessibility to written works, which played a crucial role in the spread of knowledge during the Renaissance and Reformation periods.

**Henry Hudson:** Henry Hudson was an English explorer and navigator in the early 17th century, known for his attempts to find a northwest passage to Asia. His explorations contributed significantly to the age of exploration and the

subsequent European interest in North America, leading to the establishment of trade routes and colonies.

**Hernán Cortés:** Hernán Cortés was a Spanish conquistador known for leading the expedition that resulted in the fall of the Aztec Empire in the early 16th century. His conquests marked a significant moment in the era of exploration and colonial expansion, showcasing the impact of technological innovations in navigation and warfare while establishing Spanish maritime dominance in the Americas.

**Impoverished Masses:** The impoverished masses refer to the large groups of people living in poverty, often lacking basic necessities such as food, shelter, and access to education. During the period from 1450 to 1750, technological innovations had a significant impact on societal structures and economies, frequently exacerbating inequalities that left these masses struggling to improve their conditions while benefiting a select few.

**Indian Empires:** Indian Empires refer to the powerful and expansive states that existed in the Indian subcontinent, particularly during the period from the 16th to the 19th centuries. These empires, including the Mughal Empire, were characterized by their centralized governance, rich cultural developments, and significant contributions to technological innovations, trade, and architecture during the early modern period.

**James Cook:** James Cook was a British explorer and navigator who made significant contributions to the mapping and exploration of the Pacific Ocean during the 18th century. He is best known for his three voyages that expanded European knowledge of the region, particularly through his detailed charts and interactions with indigenous peoples, highlighting the advancements in maritime technology and exploration techniques of his time.

**Lateen Sail:** The lateen sail is a triangular sail that is mounted at an angle on a mast, allowing ships to sail efficiently against the wind. This innovative design played a crucial role in maritime navigation and trade, particularly in the Indian Ocean trade routes, enabling vessels to traverse long distances and access various ports with greater ease and speed.

**Mapmaking:** Mapmaking is the process of creating visual representations of geographical areas, crucial for navigation and exploration. During the period from 1450 to 1750, advancements in mapmaking significantly influenced global exploration, trade, and colonization, enabling countries to better understand and navigate the world around them.

**Merchants:** Merchants are individuals or entities engaged in the trade of goods and services, playing a critical role in economic systems throughout history. They serve as vital links between producers and consumers, facilitating the exchange of commodities across regions and cultures. Their activities not only drive local economies but also foster global trade networks that contribute to cultural exchange and technological advancements.

**Missionaries:** Missionaries are individuals who are sent to promote their religious beliefs and convert others to their faith, often through teaching and community outreach. During the period from 1450 to 1750, missionaries played a crucial role in spreading Christianity, particularly in newly encountered regions like the Americas and parts of Asia and Africa, often accompanying explorers and colonizers.

**Newton's Laws of Gravitation:** Newton's Laws of Gravitation refer to the fundamental principles established by Sir Isaac Newton that describe the gravitational force acting between two masses. These laws provided a framework for understanding how objects interact with one another through gravity, laying the groundwork for advancements in mathematics, physics, and engineering during the period of technological innovations from 1450 to 1750.

**Port of Lisbon:** The Port of Lisbon is a significant maritime hub located on the western coast of Portugal, known for its strategic position as a gateway for trade and exploration during the Age of Discovery. It played a vital role in connecting Europe to Africa, Asia, and the Americas, facilitating the exchange of goods, ideas, and cultures from 1450 to 1750.

**Printing Press:** The printing press is a mechanical device invented in the mid-15th century that allowed for the mass production of printed materials, significantly transforming the distribution of information and knowledge. It played a crucial role in the spread of ideas during the Renaissance, Reformation, and beyond, enabling a wider audience to access literature, scientific works, and political texts.

**Protestant Reformation:** The Protestant Reformation was a religious movement that began in the 16th century, aiming to reform the practices and beliefs of the Roman Catholic Church. It led to the establishment of various Protestant denominations and significantly altered the landscape of Christianity, influencing political, social, and cultural aspects across Europe.

**Renaissance:** The Renaissance was a cultural, artistic, and intellectual revival that began in Italy in the 14th century and spread throughout Europe, marking the transition from the medieval period to the modern age. This era emphasized the



rediscovery of classical philosophy, literature, and art, leading to significant developments in various fields and influencing societal changes.

**Sea Voyages:** Sea voyages refer to the long-distance journeys undertaken by ships across oceans and seas, which became increasingly significant from 1450 to 1750. These voyages were driven by advancements in navigation technology, exploration, and trade, leading to the establishment of new maritime routes and the exchange of goods, cultures, and ideas between different parts of the world.

**Scientific Learning:** Scientific Learning refers to the systematic and empirical approach to knowledge acquisition and understanding that emerged during the Scientific Revolution from the late 16th to the 18th century. This method emphasized observation, experimentation, and the use of reason as opposed to traditional beliefs or religious doctrine. The advancements in scientific learning paved the way for transformative technological innovations that shaped various fields, including astronomy, physics, and biology.

**Scientific Movements:** Scientific Movements refer to the series of transformative intellectual changes and advancements in scientific thought and methodology that emerged in Europe from the 15th to the 18th centuries. These movements significantly altered how people understood the natural world, laying the groundwork for modern science through a focus on observation, experimentation, and the application of reason, which contrasted sharply with traditional beliefs and practices.

**Sextant:** A sextant is a navigational instrument used to measure the angle between an astronomical object and the horizon, allowing sailors to determine their latitude and longitude at sea. This invention was crucial for improving maritime navigation during the age of exploration, connecting it with the rapid technological innovations occurring between 1450 and 1750.

**Social Unrest:** Social unrest refers to a situation where groups of people express dissatisfaction with social, political, or economic conditions, often leading to protests, riots, or other forms of civil disobedience. This phenomenon is particularly significant in the context of technological innovations from 1450 to 1750, as the rapid changes in society, economy, and governance fueled tensions between different social classes and groups.

**Spice Trade:** The Spice Trade refers to the historical global trade network that focused on the exchange of spices, particularly from Asia to Europe and beyond, from the late medieval period through the early modern era. Spices like pepper, cinnamon, nutmeg, and cloves were highly sought after for their culinary,

medicinal, and preservative properties, driving exploration and expansion during the age of discovery.

**Technological Innovation:** Technological innovation refers to the development and application of new tools, machines, and methods that enhance productivity and efficiency across various sectors. This concept has been pivotal in transforming societies by improving trade, agriculture, communication, and warfare throughout history.

**Territory Competition:** Territory competition refers to the struggle between states, empires, and nations to acquire and control land and resources, often leading to conflict and warfare. This concept is closely linked to the expansionist policies of various powers during a time marked by significant technological advancements that enhanced exploration and military capabilities, ultimately reshaping global power dynamics and trade networks.

**Trade and Travel Patterns:** Trade and travel patterns refer to the established routes and methods of exchange and movement of people, goods, and ideas across regions. Between 1450 and 1750, these patterns were significantly influenced by technological innovations that enhanced navigation, shipping, and communication, reshaping global interactions and economies.

**Trans-Atlantic Trade:** Trans-Atlantic Trade refers to the complex system of commerce that developed between Europe, Africa, and the Americas from the 16th to the 19th centuries, characterized by the exchange of goods, people, and ideas. This trade network facilitated not only economic prosperity for European powers but also the forced migration of millions of Africans through the slave trade, significantly impacting societies across three continents.

**Transoceanic Travel:** Transoceanic travel refers to the movement of people, goods, and ideas across the oceans, particularly during the Age of Exploration from the 15th to the 18th centuries. This type of travel was made possible by significant advancements in maritime technology and navigation techniques, which facilitated longer sea voyages and established new trade routes connecting Europe, Africa, Asia, and the Americas. The emergence of transoceanic travel transformed global interactions, including trade, cultural exchanges, and the spread of ideas.

**Vasco da Gama:** Vasco da Gama was a Portuguese explorer who is best known for being the first European to reach India by sea, linking Europe and Asia via the ocean. His voyages in the late 15th century marked a significant turning point in

global trade and exploration, as he opened up new maritime routes that transformed economic relationships between continents.

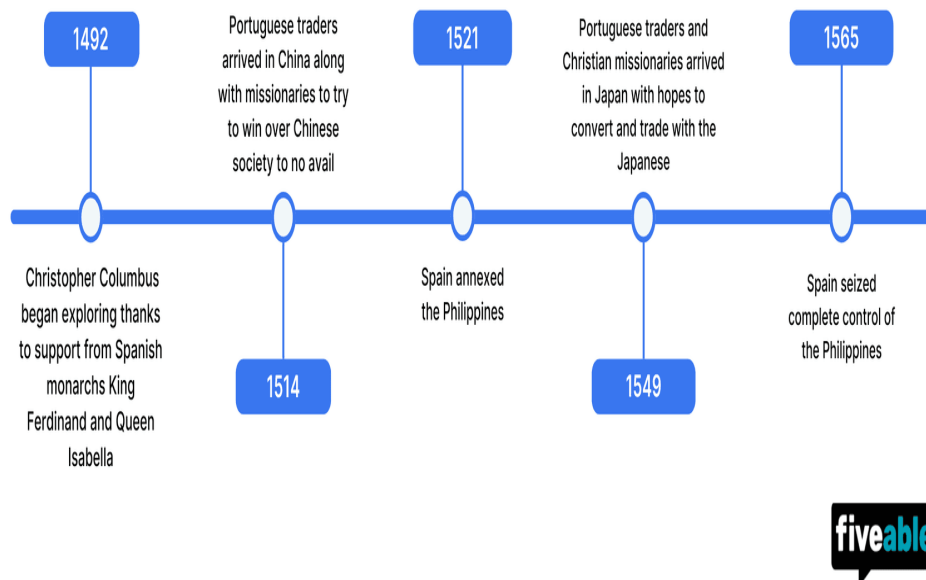
**Wealthy Elite:** The Wealthy Elite refers to a small group of individuals or families who possess significant economic power and influence, often through ownership of large businesses, land, or capital. This group plays a crucial role in shaping society and the economy, especially during periods of industrialization and technological advancement, where their resources enable them to drive innovation and maintain control over economic systems.

## **Topic 4.2 Exploration: Causes and Events**

### **Main Idea**

★ Many countries were looking for ways to expand their wealth, beliefs (both religious and political), routes for new land, and trading posts. **Christopher Columbus**, an Italian explorer and navigator, voyaged across the Atlantic Ocean and discovered “the New World” as it was called at the time. His voyages helped increase the interest of exploration in the Dutch, French, and English.

## Timeline



## Things to Know:

### The Roles of States in Maritime Exploration

- European states wanted to expand their influence and resources
- Conquests were a way for states to expand their wealth
- Eventually rivalries formed because of the want for more land
- Many European states wanted to expand their religious beliefs and claiming it was their Christian duty “to seek them out and convert them”
- Voyages were expensive, so without government support they would not happen
- Countries set out to maximize their wealth in the form of finding riches overseas

## Expansion of European Maritime Exploration

- Portugal's interest in both state and the explorers were tied together
- Portugal expanded over overseas to Africa and India
- **Prince Henry the Navigator** was the first European Monarch to sponsor overseas expeditions
- **Bartholomew Diaz**, a Portuguese explorer, who sailed the to the southern tip of Africa
- **Vasco Da Gama**, another Portuguese explorer, established India as part of Portugal's empire
- Portuguese admiral Alfonso de Albuquerque won a battle that led to him setting up a factory in Malacca (modern day Indonesia)
- Portugal failed to win over Chinese society because they considered them to be barbaric
- Portugal established trading forts from Goa (western India) to Malacca
- These forts helped make Portugal a global trading empire
- Portugal being a small nation lacked the resources to maintain a large trading empire which led to many merchants to trade independently
- Corruption entered the trade market and led to rivalries
- The English pushed the Portuguese out of South Asia
- **Ferdinand Magellan**, a Portuguese explorer, who's ship proved that it was possible to sail around the world
- Spain took control of the Philippines and its people, Filipinos, put up a fight
- Many Filipinos became Christians because of occupations

## The Lure of Riches

- Columbus and other explorers from Europe hoped to increase their wealth and resources, so they decided to carve new routes to Asia
- The Spanish did not find much in their first twenty years of exploration which caused them to want to stop searching
- The English did not explore for almost a hundred years
- Europeans became interested in the Americas again when the Spanish came into contact with the Incas and Aztecs
- These empires had what Columbus and other Europeans were looking for
- Europeans enslaved Native Americans and Africans to increase profit
- China was a huge consumer of silver
- Traveling silver was a huge process that required a long journey
- Europeans traded silver for luxury goods
- Silver was a major commodity in the economy by the early 17th century

## Terms to Remember

Term	Definition + Significance
Christopher Columbus	Italian explorer who sailed for Spain and reached the Americas in 1492. His voyages initiated sustained European contact with the Americas, leading to the Columbian Exchange and dramatic global changes
Mercantilism	Economic theory and practice dominant in Europe from 16th to 18th centuries. Believed wealth was finite and that nations should maximize exports while limiting imports to accumulate precious metals. Led to colonial expansion and trade restrictions
Prince Henry the Navigator	15th century Portuguese prince who promoted maritime exploration and established a naval school. His patronage helped develop better ships and navigation techniques, enabling Portuguese exploration of Africa's coast
Bartholomew Diaz	Portuguese explorer who became the first European to round the southern tip of Africa in 1488. His voyage to the Cape of Good Hope opened the possibility of a sea route to India
Vasco Da Gama	Portuguese explorer who completed the first direct sea voyage from Europe to India in 1498. This established the first ocean trade route between Europe and Asia, revolutionizing global commerce
Trading Post Empire	System of commercial outposts established by European powers to facilitate trade in foreign territories. Unlike territorial empires, focused on controlling trade rather than land
Ferdinand Magellan	Portuguese explorer who led the first successful circumnavigation expedition (1519-1522), though he died in the Philippines. His voyage proved the world was round and vastly larger than previously thought
Manila	Capital of the Philippines that became a crucial Spanish trading hub from 1571. Connected Spanish America's silver trade with Chinese goods, becoming a major nexus of global commerce
Galleons	Large, multi-decked sailing ships developed in the 15th-16th centuries. Used by Europeans (especially Spain) for both warfare and trade, they were crucial for trans-oceanic commerce

## 4.3 Columbian Exchange

The **Columbian Exchange** refers to the widespread transfer of plants, animals, people, diseases, and technologies between the Eastern and Western Hemispheres following European contact with the Americas in 1492. These biological and cultural exchanges had transformative effects on global populations, economies, environments, and societies. While Afro-Eurasia gained new staple crops and resources, Indigenous populations in the Americas suffered catastrophic population losses due to the spread of Old World diseases.

### What Caused the Columbian Exchange?

- The voyages of exploration by Spain and Portugal—particularly the 1492 journey of **Christopher Columbus**—connected the previously isolated Americas with Afro-Eurasia.
- European colonization and the creation of maritime empires facilitated sustained contact and the movement of people and goods across the Atlantic and Pacific Ocean.

★ The Columbian Exchange was not just a trade network, it was an ecological revolution that permanently altered environments and societies on both sides of the Atlantic.

## Major Exchanges Between Hemispheres

From Afro-Eurasia to the Americas	From the Americas to Afro-Eurasia
Horses, pigs, cattle, sheep	Maize (corn), potatoes, tomatoes
Sugarcane, wheat, rice, barley	Cacao (chocolate), tobacco, chili peppers
Grapes, citrus fruits, bananas	Vanilla, avocados, peanuts
Smallpox, measles, malaria	Syphilis (disputed), rubber
Enslaved Africans (via Atlantic Slave Trade)	Some Indigenous knowledge and agricultural practices

- These exchanges drastically changed diets, economies, labor systems, and environments worldwide.
- The Americas gained powerful draft animals and new crops, but suffered immense depopulation.
- Europe and Asia saw population growth due to improved nutrition from New World crops.

## Effects of the Columbian Exchange

### 1. Population Decline in the Americas

- The unintentional transfer of disease vectors (e.g., mosquitoes, rats) introduced smallpox, measles, influenza, and malaria to Indigenous populations.



- **Lacking immunity, native communities experienced death rates of up to 90% in some areas.**
- These demographic collapses made conquest easier for Europeans and weakened resistance to colonization.

★ The Columbian Exchange led to one of the greatest demographic catastrophes in human history—millions of Indigenous people died within a century of first contact.

## 2. Environmental Changes

- Deforestation increased as European colonists cleared land for plantations.
- Soil depletion became common due to monoculture cash crop farming (especially sugar and tobacco).
- Invasive species and livestock altered ecosystems and indigenous food webs.

## The Atlantic Slave Trade and Labor Systems

As Indigenous labor forces declined, European colonists turned to **Africa** to meet their demand for coerced labor.

- **The Atlantic Slave Trade forcibly transported 12–15 million Africans across the Atlantic to work on plantations.**
- The system grew alongside the cultivation of cash crops like sugar, cotton, and tobacco.
- Many African captives were obtained through trade with African elites and then endured brutal conditions during the Middle Passage.

## Slave Destinations in the Americas

Region	Estimated % of Total Enslaved Africans
Portuguese America (Brazil)	39%
British West Indies	18%
Spanish America	18%
French Caribbean	14%
British North America (U.S.)	6%
Dutch Caribbean	2%
Other	3%

- **Brazil** received the largest share, largely for **sugar cultivation**.
- Enslaved people faced high mortality rates, especially on sugar plantations, requiring constant resupply through the slave trade.

## The African Diaspora

The **African Diaspora** refers to the dispersion of African peoples across the Americas due to slavery, and the cultural legacies they carried with them.

### Cultural Impacts of the Diaspora

- New **languages** emerged (e.g., **Creole**, a blend of African languages with European tongues).
- African **music, rhythms**, and **spiritual traditions** influenced global musical genres like **gospel, jazz, reggae, samba, and blues**.

- **Cuisine** in places like the American South and the Caribbean reflects African roots (e.g., okra, black-eyed peas, rice dishes).

★ Despite the horrors of enslavement, African cultural resilience transformed the Americas and remains visible in language, music, food, and faith today.

## Nutritional Revolution in Afro-Eurasia

New World crops became dietary staples that fueled population growth in Europe, Asia, and Africa.

### Key Examples:

- **Potatoes:** High-yield, calorie-rich root crop adopted widely in Ireland, Russia, and China.
- **Maize:** Became a staple in Africa and Eastern Europe, contributing to food security.
- **Cassava:** Introduced to West Africa, became a major food source due to its drought resistance.

These foods increased agricultural productivity and helped stabilize food supplies across the Eastern Hemisphere.

## Conclusion

The Columbian Exchange was a turning point in world history. It launched a new era of global interaction and biological exchange, blending—and often colliding—peoples, ecosystems, and economies across continents. While it enriched diets and fueled demographic growth in Afro-Eurasia, it devastated Indigenous populations and laid the foundation for centuries of coerced labor and environmental exploitation.

## Key Terms to Review (44)

**AfroEurasia:** AfroEurasia refers to the combined landmass of Africa, Europe, and Asia, forming one of the largest contiguous land areas on Earth. This term highlights the interconnectedness of these regions, especially in terms of trade, cultural exchange, and migration, which were significantly influenced by historical events such as the Columbian Exchange.

**Afro-Eurasian Fruit Trees:** Afro-Eurasian Fruit Trees refer to a variety of fruit-bearing plants that originated in Africa, Europe, and Asia and were exchanged during the Columbian Exchange. These trees, including species like citrus fruits, apples, and pears, significantly impacted agricultural practices and diets in the Americas after being introduced. Their introduction not only diversified crops but also transformed culinary practices and contributed to population growth due to increased food availability.

**African Diaspora:** The African Diaspora refers to the dispersion of people of African descent across the world, particularly as a result of the transatlantic slave trade and other forms of migration. This widespread movement has led to the establishment of communities and cultural influences in various regions, especially in the Americas, Europe, and the Caribbean. The African Diaspora encompasses not only the historical aspects of migration but also the ongoing cultural exchange and resilience of African heritage.

**American Foods:** American Foods refer to the diverse culinary items and agricultural products that originated in the Americas and were introduced to the rest of the world during the Columbian Exchange. This exchange significantly altered global diets, as ingredients like maize, potatoes, tomatoes, and chocolate spread across continents, impacting cuisines and agricultural practices worldwide.

**Americas:** The Americas refer to the landmass that includes North America, Central America, and South America, characterized by diverse cultures,

ecosystems, and societies. This region was home to numerous indigenous civilizations before European contact and underwent significant transformations due to exploration, colonization, and global exchange in the early modern period.

**Atlantic Slave Trade:** The Atlantic Slave Trade was a brutal system of forced labor that involved the transportation of millions of enslaved Africans to the Americas from the 16th to the 19th centuries. This trade significantly impacted economic structures, social dynamics, and cultural exchanges between continents, shaping the modern world.

**Brazil:** Brazil is the largest country in South America, known for its diverse ecosystems, rich cultural heritage, and significant historical developments. Its history is marked by the impacts of the Columbian Exchange, the struggle for independence and the rise of nationalism, as well as its role in the globalized world today.

**Caribbean:** The Caribbean is a region consisting of numerous islands and coastal areas located in the Caribbean Sea, characterized by its diverse cultures, languages, and histories shaped by indigenous peoples, European colonization, and the transatlantic slave trade. This area played a significant role in the Columbian Exchange and has been profoundly influenced by migration patterns, both voluntary and forced, over the centuries.

**Cattle:** Cattle refers to domesticated bovines that are primarily raised for their meat, milk, and hides. Within the context of the Columbian Exchange, cattle played a significant role in transforming agricultural practices and diets across the Americas as they were introduced from Europe and contributed to changes in land use and economic systems.

**Cash Crops:** Cash crops are agricultural products grown primarily for sale and profit rather than for personal consumption. These crops have played a crucial role in shaping global trade patterns and economies, influencing social structures and labor systems across continents. Their significance expanded notably during periods of exploration and colonization, as they were often cultivated in colonies to meet the demands of European markets.

**Christopher Columbus:** Christopher Columbus was an Italian explorer and navigator, best known for his 1492 voyage that led to the European awareness of the American continents. His expeditions were pivotal in initiating widespread contact between Europe and the Americas, marking the beginning of an era defined by exploration, conquest, and exchange.

**Coerced Labor:** Coerced labor refers to work that individuals are forced to perform against their will, often under threat of punishment or violence. This practice has been prevalent throughout history and is closely tied to the economic demands of societies, particularly during periods of colonial expansion and industrialization, where the need for labor exceeded voluntary participation. The use of coerced labor has profoundly influenced economic systems and migration patterns, shaping social structures and human experiences across different regions.

**Columbian Exchange:** The Columbian Exchange refers to the widespread transfer of plants, animals, cultures, human populations, diseases, technology, and ideas between the Americas and the Old World following Christopher Columbus's voyages in the late 15th century. This exchange dramatically altered economies, societies, and environments on both sides of the Atlantic, leading to profound changes in global history.

**Creole:** Creole refers to individuals of mixed European and indigenous or African ancestry, particularly in the context of Latin America and the Caribbean. Creoles emerged as a distinct social class during the colonial period, often holding significant economic and political power, while also being culturally influenced by both their European heritage and local traditions.

**Cultural Exchange:** Cultural exchange refers to the process through which different cultures share ideas, beliefs, practices, and goods, leading to mutual influence and enrichment. This phenomenon plays a vital role in shaping societies and facilitating understanding among diverse groups throughout history.

**Disease vectors:** Disease vectors are organisms, often insects or other arthropods, that carry and transmit pathogens, such as bacteria and viruses, from one host to another. In the context of the Columbian Exchange, these vectors played a significant role in the spread of diseases that dramatically affected populations in both the Old World and the New World.

**Domesticated Animals:** Domesticated animals are species that have been selectively bred and adapted over generations to live in close association with humans, often serving various roles in agriculture, transportation, and companionship. The process of domestication has led to significant changes in the behavior, morphology, and genetics of these animals, making them more suitable for human use and enhancing agricultural productivity.

**Dogs:** Dogs are domesticated mammals that belong to the Canidae family and have been bred by humans for thousands of years. In the context of the

Columbian Exchange, dogs were one of the animals transferred between the Old World and the New World, impacting both indigenous cultures and European settlers in various ways, including companionship, labor, and hunting assistance.

**Eastern Hemisphere:** The Eastern Hemisphere refers to the half of the Earth that lies east of the Prime Meridian and west of the International Date Line. It includes parts of Europe, Asia, Africa, Australia, and the islands of the Pacific Ocean. This region plays a significant role in understanding the dynamics of global trade, cultural exchanges, and historical developments, especially during the period of exploration and exchange between continents.

**Flow of Trade:** Flow of trade refers to the movement of goods, services, and commodities between different regions or countries, significantly influencing economic interactions and cultural exchanges. This concept is critical to understanding the Columbian Exchange, as it highlights how the introduction of new products and resources between the Old and New Worlds reshaped economies and societies. The flow of trade during this period established new trade routes and networks that facilitated not just economic growth but also the spread of ideas, technologies, and even diseases across continents.

**Grains:** Grains are the seeds of cultivated plants, primarily cereals, that serve as staple food sources for many cultures around the world. They played a vital role in the Columbian Exchange, significantly impacting diets, agriculture, and economies across continents. The introduction of new grain varieties to different regions transformed agricultural practices and contributed to population growth and food security.

**Horses:** Horses are domesticated animals that were integral to transportation, agriculture, and warfare. In the context of the Columbian Exchange, they symbolize the profound changes in the Americas following European contact, influencing societies economically, socially, and militarily.

**Influenza:** Influenza, commonly known as the flu, is a contagious viral infection that primarily affects the respiratory system. The introduction of this disease to the Americas during the Columbian Exchange significantly impacted indigenous populations, who had no immunity to such pathogens, leading to high mortality rates and social disruption.

**KC-4.1.V:** KC-4.1.V refers to the significant developments in the interconnectedness of societies and cultures that resulted from the Columbian Exchange. This exchange, which began after Columbus's voyages in 1492, led to

the transfer of plants, animals, diseases, and technologies between the Americas and the Old World, drastically altering global demographics and economies.

**Llamas:** Llamas are domesticated South American camelids that are primarily used as pack animals, known for their strength, endurance, and ability to navigate mountainous terrains. In the context of the Columbian Exchange, llamas represent an important aspect of the transference of animals between the Old and New Worlds, facilitating trade, agriculture, and transportation in Andean societies.

**Maize:** Maize, also known as corn, is a cereal grain first domesticated by indigenous peoples in southern Mexico about 10,000 years ago. It became a staple crop in the Americas and was a crucial component of the Columbian Exchange, facilitating the transfer of agricultural practices and food sources between the New World and the Old World.

**Malaria:** Malaria is a life-threatening disease caused by parasites transmitted to humans through the bites of infected female Anopheles mosquitoes. This disease played a significant role in shaping global health patterns, particularly during the Columbian Exchange, as it was transferred between continents, impacting populations and economies.

**Measles:** Measles is a highly contagious viral infection that primarily affects children, characterized by symptoms such as fever, cough, and a distinctive rash. The spread of measles had significant implications during the era of exploration and trade, as the disease was one of many pathogens transferred from Europe to the Americas and other regions, leading to devastating impacts on indigenous populations.

**New World:** The New World refers to the lands discovered by Europeans in the Americas during the Age of Exploration, which began in the late 15th century. This term encompasses a vast array of territories, cultures, and ecosystems that were previously unknown to Europeans, and its discovery had profound implications for global trade, colonization, and cultural exchange, especially through events like the Columbian Exchange.

**Old World:** The Old World refers to the regions of Europe, Asia, and Africa that were known to civilizations prior to the Age of Exploration. This term is significant in understanding the historical context of the Columbian Exchange, as it contrasts with the New World, which encompasses the Americas. The interactions between these two worlds during this period had profound effects on global trade, agriculture, and cultural exchange.



**Pigs:** Pigs are domesticated animals that were one of the many species transported across the Atlantic during the Columbian Exchange, a widespread transfer of plants, animals, culture, and ideas between the Americas and the Old World. Their introduction to the Americas had significant impacts on indigenous diets, agricultural practices, and ecosystems, leading to increased food production and changes in local economies.

**Plantations:** Plantations are large-scale agricultural estates that primarily focus on the cultivation of cash crops, such as sugar, tobacco, coffee, and cotton, often using enslaved or indentured labor. These agricultural setups became a crucial aspect of the economic landscape during the Columbian Exchange, influencing trade patterns and the demographics of the Americas, Europe, and Africa.

**Portuguese:** The Portuguese were a prominent maritime nation during the Age of Exploration, known for their pioneering voyages and the establishment of overseas colonies in Africa, Asia, and the Americas. Their expeditions significantly influenced global trade patterns, cultural exchanges, and the spread of ideas, ultimately shaping the world in the era of exploration and colonialism.

**Potatoes:** Potatoes are tuberous crops that originated in the Andean region of South America, known for their nutritional value and adaptability to various climates. They played a crucial role in the Columbian Exchange by being introduced to Europe and other parts of the world, significantly impacting agricultural practices, food security, and population growth.

**Rice:** Rice is a staple food grain that has been cultivated for thousands of years, primarily in Asia, and is crucial to the diets of billions of people worldwide. In the context of the Columbian Exchange, rice played a significant role in transforming agricultural practices and food consumption patterns across continents, particularly between the Old World and the New World.

**Smallpox:** Smallpox is a highly contagious viral disease characterized by fever and a distinctive skin rash that results in pus-filled blisters. The introduction of smallpox to the Americas through European contact had devastating effects on Indigenous populations, significantly altering demographic and social structures. This disease exemplifies the impact of the Columbian Exchange, as well as the continuity and change in disease dynamics from 1450 to 1750.

**Southern United States:** The Southern United States, often referred to as the South, is a cultural and geographic region known for its distinct historical, social, and economic characteristics. This region played a significant role in the Columbian Exchange, influencing the movement of crops, livestock, and cultural

practices between the New World and Europe after contact in the late 15th century.

**Staple Crops:** Staple crops are the primary agricultural products that are grown and consumed in a particular region, providing a significant portion of the diet and often serving as a key economic resource. These crops play an essential role in sustaining populations and driving trade, especially during periods of exchange such as the Columbian Exchange, where the movement of staple crops transformed diets, economies, and agricultural practices across continents.

**Sugar:** Sugar is a sweet, soluble carbohydrate that became a highly sought-after commodity from the 15th century onwards, primarily derived from sugarcane and later from sugar beets. Its production and trade significantly influenced global economies, social structures, and agricultural practices during this period, leading to the establishment of plantation systems and driving the transatlantic slave trade.

**Tomatoes:** Tomatoes are a fruit that originated in western South America and were introduced to Europe and other parts of the world through the Columbian Exchange. This vibrant food has become a staple in many cuisines globally, symbolizing the profound cultural and agricultural shifts that occurred following the exchange of goods, ideas, and people between the Old World and the New World.

**Turkeys:** Turkeys are large domesticated birds that were originally native to North America. They played a significant role in the Columbian Exchange, which involved the transfer of various plants, animals, and ideas between the Americas and the Old World after Christopher Columbus's voyages. Turkeys were one of the many foods that crossed oceans and became integrated into different cultures, influencing diets and agricultural practices worldwide.

**Wheat:** Wheat is a cereal grain that is one of the most important staple crops worldwide, known for its role in human diets and agriculture. It was a key crop in the Columbian Exchange, significantly influencing food production and culinary practices across continents after its introduction to the Americas from Europe. The cultivation and consumption of wheat transformed agricultural economies and diets globally.

**West and Central Africa:** West and Central Africa is a region located in the western part of the African continent, characterized by diverse cultures, languages, and ethnic groups. This area played a crucial role in the Columbian

Exchange, where the movement of people, goods, and ideas drastically impacted its societies, economies, and environments.

**Western Hemisphere:** The Western Hemisphere refers to the half of the Earth that lies west of the Prime Meridian and east of the antimeridian, primarily encompassing North America, South America, and parts of the Arctic and Pacific Oceans. This region played a crucial role in global history during the Columbian Exchange, significantly impacting both the Old and New Worlds through cultural, agricultural, and biological exchanges.

## 4.4 Maritime Empires Established

Between 1450 and 1750, European powers expanded beyond their borders to build maritime empires that transformed global politics, labor systems, and economies. Fueled by trade, colonization, and competition, empires such as the Portuguese, Spanish, Dutch, British, and French carved out territories across the Americas, Africa, and Asia—often reshaping the lives of Indigenous populations and enslaved peoples. These global connections also influenced emerging powers within Africa and Asia and led to profound demographic, social, and economic changes.

### European Expansion and Trading Post Empires

European states expanded their reach primarily through maritime trade and established strategic **trading-post empires** in coastal regions rather than deep territorial conquest—at least initially. These outposts facilitated long-distance commerce and imperial control, often backed by military power.

#### Africa and the Slave Trade

- European powers like **Portugal, Britain, and the Netherlands** established ports along the West African coast, where they traded firearms, textiles, and goods for **enslaved Africans**.
- West African kingdoms such as the Asante and Kingdom of the Kongo grew in power by integrating into these trade networks, but they also became complicit in the human cost of the **Atlantic Slave Trade**.
- Millions of Africans were forcibly exported, destabilizing societies and creating long-lasting demographic shifts.



Map of the Middle Passage. Image Courtesy of crispusattucksmuseum

## Asia: Varying Responses to European Presence

Region	European Presence	Local Response
Japan	Initially welcomed Portuguese and Dutch traders	Adopted isolationist policies after 1639 to preserve culture and political control
China	Limited European access after Zheng He's voyages	Ming & Qing dynasties restricted foreign trade
India	British East India Company gained influence	Took advantage of religious tensions to expand

★ Not all societies were passive in the face of European expansion—Japan and China implemented restrictive trade policies to preserve autonomy.

**Notes and Observations:**









# Empires in the Americas: Conquest and Colonization

European powers transformed the Americas into **colonial outposts** of empire, driven by access to land, labor, and silver.

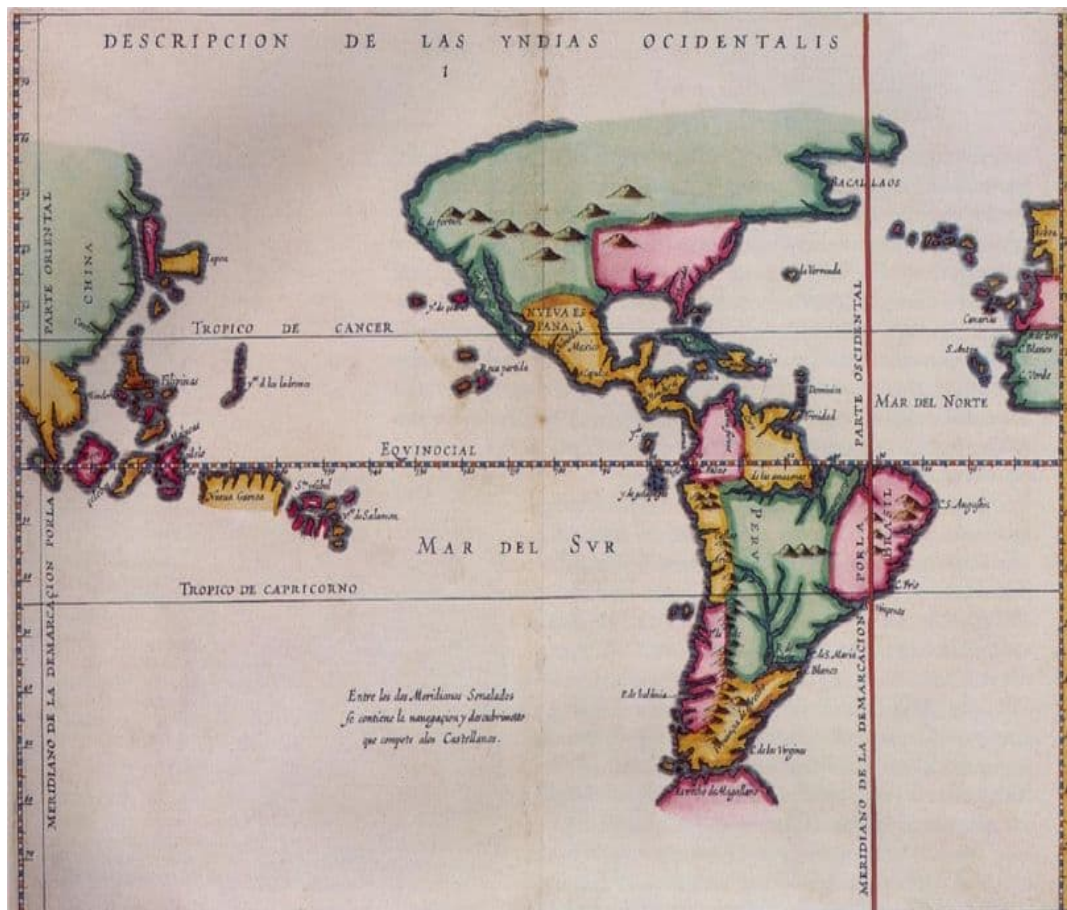


Image Courtesy of the National Geographic Society

## Spanish and Portuguese Colonization

- The **Treaty of Tordesillas** (1494) divided the New World between **Spain** and **Portugal**. Portugal received Brazil; Spain controlled the rest of Latin America.
- **Spanish conquistadors** conquered the **Aztec Empire** (Cortés) and the **Inca Empire** (Pizarro), aided by disease, superior weapons, and alliances with Indigenous enemies.

- Spain established **Mexico City** and **Lima** as colonial capitals, enforcing rule through a rigid administrative hierarchy.

### British and French Rivalry in North America

- The **British** established colonies along the eastern seaboard of North America and in parts of the Caribbean.
- The **French** focused on the **St. Lawrence River** and **Great Lakes**, forging trade relationships with Indigenous groups.
- Competition culminated in the **Seven Years' War**, after which Britain expelled France from Canada and India.

## Changing Economic and Labor Systems

### The Spanish Americas: Encomienda, Hacienda, and Mit'a

- **Encomienda System:** Indigenous peoples were forced to work in exchange for “protection” and Christian teaching—functionally similar to serfdom.
- **Hacienda System:** Large estates (haciendas) relied on coerced labor to produce cash crops like sugar and tobacco.
- **Mit'a System:** A preexisting Incan labor tax adapted by the Spanish to compel Indigenous people to work in silver mines like Potosí.

### Indian Ocean Networks: Continuity Amid Change

Despite European disruption, **intra-Asian trade** flourished:

- **Muslim, Chinese, and Indian merchants** continued to dominate trade in textiles, spices, and porcelain.
- The Portuguese and Dutch attempted to control choke points and impose duties, but many traditional routes persisted.

★ European empires introduced new labor systems but often adapted preexisting structures to meet their goals.

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## Comparing Global Labor Systems (1450–1750)

Type	Place	Work Performed	Key Characteristics
Slave	Africa, Americas	Plantation agriculture, mining, domestic	Chattel slavery; treated as property
Serf	Europe, Asia	Agricultural labor	Tied to land; no legal mobility
Indentured Servant	Global	Plantation work, domestic, agriculture	Contracted labor for 5–7 years in exchange for passage
Free Peasant	Afro-Eurasia	Small farming, skilled trades	Independent or tenant farmers; paid taxes
Guild Member	Europe	Artisanship, specialized trades	Apprenticed and regulated by craft guilds
Nomad	Central Asia, Africa	Herding, trading, animal husbandry	Mobile societies with seasonal movement

## The Atlantic Slave Trade and Demographic Effects

The rise of plantation economies led to a massive demand for coerced labor, especially for sugar, tobacco, and cotton production.

- **African leaders** often participated in the slave trade by selling captives to European traders in exchange for guns and goods.
- Slaves were confined in coastal forts known as **Points of No Return** before being forced onto ships during the **Middle Passage**.
- Mortality rates were extremely high due to brutal conditions.

## Impact on Africa and the Americas

- Some African regions experienced **population decline** and **gender imbalances**.
- The Americas saw the creation of new **Afro-descendant communities** and the rise of **plantation economies**.
- African cultural practices, religions, music, and languages deeply influenced American societies, especially in the Caribbean and Brazil.

★ While Africa's overall population grew due to new crops like cassava, many communities suffered from depopulation and long-term instability.

## Conclusion

Between 1450 and 1750, maritime empires reshaped the world. European states asserted dominance through conquest, trade, and colonization, while Indigenous and African societies were drawn into violent systems of exploitation. At the same time, global trade networks grew more interconnected than ever, with Asian, African, and American states responding in diverse ways. Labor systems were both transformed and adapted, laying the foundations for the modern global economy.

## Key Terms to Review (31)

**Asante Empire:** The Asante Empire was a powerful West African state that emerged in the late 17th century, known for its wealth, military strength, and complex political organization. It played a significant role in the Atlantic trade networks, particularly in the trade of gold and enslaved people, making it a key player among maritime empires established during this period.

**Atlantic Slave Trade:** The Atlantic Slave Trade was a brutal system of forced labor that involved the transportation of millions of enslaved Africans to the Americas from the 16th to the 19th centuries. This trade significantly impacted economic structures, social dynamics, and cultural exchanges between continents, shaping the modern world.

**Aztec Empire:** The Aztec Empire was a powerful Mesoamerican civilization that flourished in central Mexico from the 14th to the 16th centuries, known for its rich culture, complex social structure, and impressive architectural achievements. It

was characterized by a tribute system, a polytheistic religion, and an expansive trade network, playing a crucial role in the development of pre-Columbian America.

**British East India Company (EIC):** The British East India Company was a trading company established in 1600 that played a significant role in the establishment and expansion of British maritime empires in Asia. It was initially formed to capitalize on trade opportunities in the East Indies but eventually shifted its focus to India, where it became a powerful political and military force, influencing the region's governance and economy.

**Chattel Slavery:** Chattel slavery is a form of slavery where individuals are treated as personal property that can be bought, sold, and owned. This brutal system became widespread during the establishment of maritime empires, where enslaved people were forcibly transported across the Atlantic to work on plantations, significantly shaping economic systems and social hierarchies in the Americas and Europe.

**Economic Systems:** Economic systems refer to the structured ways in which societies organize and distribute resources, goods, and services to meet the needs of their populations. These systems can be shaped by various factors, including politics, culture, and geography, influencing trade, labor, and wealth distribution. Understanding economic systems helps explain how different regions developed during times of expansion and colonialism, especially as empires established maritime trade routes and engaged in resource extraction.

**Edo Period:** The Edo Period was a time in Japanese history from 1603 to 1868 characterized by peace, stability, and isolation under the Tokugawa shogunate. This era saw the consolidation of power by the shoguns, leading to significant socio-economic changes, cultural flourishing, and the establishment of a unique Japanese identity while also impacting Japan's response to external influences.

**Encomienda System:** The Encomienda System was a labor system instituted by the Spanish crown during the colonization of the Americas, where Spanish settlers were granted the right to extract labor and tribute from Indigenous peoples in exchange for protection and religious instruction. This system was significant in shaping colonial society and economy in Spanish America, as it laid the groundwork for a class-based society heavily reliant on Indigenous labor.

**Francisco Pizarro:** Francisco Pizarro was a Spanish conquistador known for his role in the conquest of the Inca Empire in the early 16th century. His actions led to the establishment of Spanish colonial rule in present-day Peru, significantly

impacting maritime empires and their expansion in the Americas. Pizarro's expeditions exemplified the themes of exploration, conquest, and the establishment of European dominance in the New World.

**Governance:** Governance refers to the systems, processes, and practices through which authority and control are exercised within a society or organization. It encompasses the rules, policies, and institutions that shape decision-making and the management of resources, including both formal structures and informal norms. The effectiveness of governance can impact stability, development, and the overall relationship between the state and its citizens.

**Hacienda System:** The Hacienda System was a large estate or plantation system established during colonial times in Latin America, primarily characterized by its reliance on forced labor, especially of Indigenous people and enslaved Africans. This system was significant in the development of social and economic structures within maritime empires, as it facilitated the production of cash crops and resources that were crucial for trade and wealth generation in European markets.

**Hernán Cortés:** Hernán Cortés was a Spanish conquistador known for leading the expedition that resulted in the fall of the Aztec Empire in the early 16th century. His conquests marked a significant moment in the era of exploration and colonial expansion, showcasing the impact of technological innovations in navigation and warfare while establishing Spanish maritime dominance in the Americas.

**Imperial Administrations:** Imperial administrations refer to the systems and structures through which empires govern their vast territories, manage resources, and enforce their policies. These administrations are crucial for maintaining control over diverse populations, often involving a hierarchy of officials and bureaucrats who implement the will of the central authority. In the context of maritime empires, effective imperial administrations were essential for managing trade routes, overseeing colonies, and integrating newly acquired lands into the empire's economic and political framework.

**Inca Empire:** The Inca Empire was a powerful pre-Columbian civilization that thrived in the Andean region of South America from the early 15th century until the Spanish conquest in the 16th century. Known for its advanced agricultural practices, architectural achievements, and sophisticated political system, the Inca Empire played a crucial role in shaping the cultural and historical landscape of the Americas.

**Indian Ocean Network:** The Indian Ocean Network refers to the vast system of maritime trade routes and interactions among the coastal regions surrounding

the Indian Ocean, which facilitated the exchange of goods, ideas, and cultures from ancient times through the early modern period. This network was instrumental in the establishment of maritime empires, connecting various regions such as East Africa, the Middle East, South Asia, and Southeast Asia, making it a central hub for commerce and cultural exchange.

**Incan Mit'a System:** The Incan Mit'a System was a labor system used by the Inca Empire where citizens were required to work for the state on various projects, such as agriculture, mining, and construction, for a specific period each year. This system allowed the Inca government to mobilize large groups of people for public works, creating infrastructure and supporting the economy while also reinforcing the authority of the state over its citizens.

**Indentured Servitude:** Indentured servitude was a labor system where individuals signed a contract to work for a specific number of years in exchange for passage to a new land, typically the Americas, along with food, shelter, and eventual freedom. This practice emerged as a solution to labor shortages in the colonies during the establishment of maritime empires and was essential in shaping colonial economies and societies.

**Iroquois Confederacy:** The Iroquois Confederacy, also known as the Haudenosaunee or the Six Nations, was a powerful alliance of six Native American tribes in the Northeastern United States, formed in the late 16th century. This confederation played a significant role in shaping regional dynamics and interactions with European maritime empires, serving as a political and military force that influenced trade, diplomacy, and territorial control in North America.

**Kingdom of Kongo:** The Kingdom of Kongo was a powerful African kingdom located in Central Africa, thriving from the 14th to the 19th centuries. It played a significant role in trade and cultural exchange, particularly in relation to European maritime empires, showcasing the complex interactions between indigenous African societies and European powers during the age of exploration and colonization.

**Labor Systems:** Labor systems refer to the organized methods of labor and workforce management used by societies, particularly in the context of agriculture, mining, and industrial production. These systems were vital in shaping the economic and social structures of maritime empires, affecting class hierarchies and racial dynamics as different groups were utilized for various forms of labor. The implementation of these systems was often influenced by colonial expansion and the need for resources to sustain growing economies.



**Middle Passage:** The Middle Passage refers to the brutal and inhumane sea voyage that transported enslaved Africans to the Americas between the 16th and 19th centuries. This journey was a central part of the transatlantic slave trade, where millions of Africans were forcibly taken from their homes and subjected to horrific conditions aboard slave ships. The Middle Passage highlights the harsh realities of maritime empires as they established and expanded their colonies, relying heavily on enslaved labor for economic prosperity.

**Ming Dynasty:** The Ming Dynasty was a Chinese imperial dynasty that ruled from 1368 to 1644, known for its cultural, political, and economic achievements as well as for its significant maritime exploration. The dynasty restored Han Chinese rule after the Mongol-led Yuan Dynasty and established a period of stability and prosperity in East Asia.

**Potosi Mines:** The Potosi Mines, located in modern-day Bolivia, were one of the richest sources of silver during the colonial period, significantly contributing to the wealth of Spain and the global economy. These mines became a crucial part of the mining industry that fueled the Spanish Empire's maritime expansion and were integral to the exchange of goods, people, and ideas that characterized this era.

**Qing Dynasty:** The Qing Dynasty was the last imperial dynasty of China, ruling from 1644 to 1912, and was established by the Manchu people after they overthrew the Ming Dynasty. This period is marked by significant territorial expansion, cultural exchanges, and conflicts with Western powers, influencing China's response to modernization and industrialization.

**Seven Years' War:** The Seven Years' War was a global conflict that lasted from 1756 to 1763, involving major world powers like Britain, France, Spain, and Portugal. Often referred to as the first 'world war,' it was marked by battles in Europe, North America, the Caribbean, West Africa, and India. The outcomes of the war had significant implications for colonial empires and fueled nationalist sentiments in various regions.

**Social Interactions and Organization:** Social Interactions and Organization refer to the ways individuals and groups connect, communicate, and establish hierarchies within societies. In the context of maritime empires, these interactions shaped economic practices, cultural exchanges, and political structures, influencing how societies developed along trade routes and maritime networks. The organization of social systems often determined power dynamics, class structures, and the integration of diverse populations across vast oceanic expanses.



**St. Augustine, Florida:** St. Augustine, Florida, is a city founded in 1565 by Spanish explorer Pedro Menéndez de Avilés, making it the oldest continuously inhabited European-established settlement in the continental United States. Its establishment was part of Spain's broader efforts to expand its maritime empire and secure territorial claims in North America during the Age of Exploration.

**State Building:** State building refers to the process of establishing and developing a political entity that is recognized as a sovereign state. This involves creating institutions, governance structures, and social systems that enable a state to function effectively and maintain authority over its territory and population. In the context of maritime empires, state building often includes expanding territories, establishing trade networks, and integrating diverse populations under centralized control.

**Trading Posts:** Trading posts were established sites where merchants and traders exchanged goods and services, often located at key geographical points such as ports or riverbanks. These posts were crucial for facilitating trade, spreading culture, and establishing colonial presence during the age of maritime empires, contributing to the global economy and interactions between different societies.

**Treaty of Tordesillas:** The Treaty of Tordesillas was an agreement made in 1494 between Spain and Portugal, dividing newly discovered lands outside Europe along a meridian 370 leagues west of the Cape Verde islands. This treaty aimed to resolve conflicts over newly explored territories and laid the groundwork for the establishment of maritime empires, directly influencing cultural exchanges and trade routes.

**Zacatecas Mines:** The Zacatecas Mines are a historical series of silver mines located in the Zacatecas region of Mexico, which became one of the most significant sources of silver during the Spanish colonial period. The wealth generated from these mines played a crucial role in establishing and sustaining maritime empires, particularly the Spanish Empire, as it fueled economic expansion and facilitated trade across the Atlantic and Pacific Oceans.

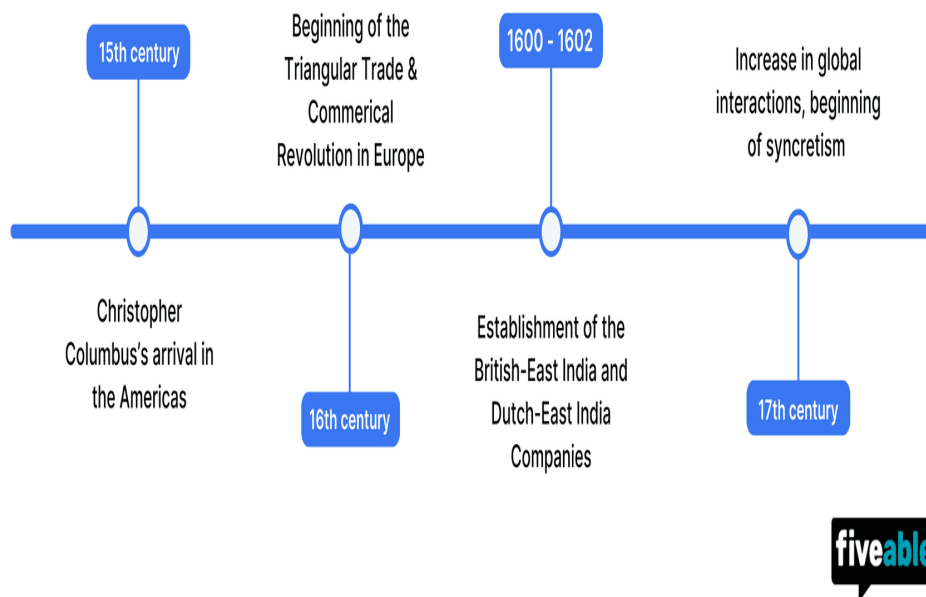
## **Topic 4.5 Maritime Empires Develop**

### **Main Idea**

★ As trade increased, there was a rise in powerful empires that expanded their influence through maritime exploration, trade, and conquest. Using various

strategies, these empires reshaped global trade networks, facilitated cultural exchanges, and left lasting impacts on the interconnection between nations.

## Timeline



## Things to Know

### Economic Strategies

- Europeans in the 17th century measured the wealth of a country by how much gold and silver it had. This wealth was gained through their strategy of selling as many goods as possible to gain the most gold and silver.
- The accumulation of **capital** grew as more and more Western European entrepreneurs entered into long-distance markets and eventually led to the **Commercial Revolution**
- Adding to this rising economy was the creation of **joint-stock** companies, such as the **British-East India Company** in 1600 and the **Dutch-East India Company** in 1602

- Both companies helped the development of maritime empires by allowing exploration and providing resources to colonize and conquer resources.
- The desire of Europeans for enslaved workers combined with Portugal's discovery of West Africa led to the creation of the **Triangular Trade**, which eventually led to competition over the Atlantic Ocean.

### Changes and Continuities

- The new naval trade networks led to goods being circulated worldwide.
  - Silver from Spanish colonies found its way to Asia, where they were exchanged for porcelain, silk, and steel.
- **Monopolies**, led by the European nations, supported these trade networks.
  - For example, Spain had a monopoly over tobacco that was grown domestically and in their colonies.
  - The monopoly increased Spain's profits and allowed them to improve their government.
- Simultaneously Afro-Eurasian markets continued growing, and naval trade provided more opportunities for an increase in artisan labor, leading to global connections via trading ports.

### Effects of the Atlantic Slave Trade

- The slave trade led to a decrease in the population of many West African states. As a result of that, they became economically dependent on European goods and lacked resources to help them develop into complex nations.
- However, it eventually led to population growth due to an enriched diet from the Columbian Exchange, introducing crops like maize, peanuts, and manioc, which became dietary staples in Africa.
- There were political changes taking place within the indigenous societies.
  - Indigenous political structures were replaced by Spanish and Portuguese colonial administrations, which were known as **viceroy**s and **audiencias**.
  - The heavy influence of colonizers in indigenous lands led to an erasure of their history and culture. For example, Mexican conquistadors ordered the burning of Aztec texts, due to which there are little accounts of their culture in their language, Nahuatl.
- The slave trade also led to religious **syncretism**.
  - **Santería**, an African religion, became popular in Cuba and crossed to North America.

- Similarly, Islam was commonly practiced amongst the enslaved Africans and eventually led to the religion becoming popular in the Americas.
- Religious syncretism in Spanish colonies involved integrating Catholicism with indigenous beliefs. An example is the cult of the **Virgin of Guadalupe** in Mexico, which revolves around a woman known for performing miracles.
- Syncretic religions also developed in Afro-Eurasia due to trade interactions.
  - **Sufism**, a religion that focuses on personal redemption, helped spread Islam in Afro-Eurasia and led to **Sikhism**, which was influenced by Hindu and Islamic beliefs.
- However, religion became a cause for conflicts as global interactions increased.
  - The strain between Sunni and Shi'a Muslims worsened the relationship between the Ottoman and Safavid Empires.
  - The split between Catholicism, Protestantism, and other official religions, allowed the migration of Europeans into North America as they wished to pursue religious freedom.

## Terms to Remember

Term	Definition + Significance
Capital	Financial resources that were crucial for funding and supporting the maritime ventures and trade expeditions of European powers during the Age of Exploration.
Commercial Revolution	A period of economic transformation in Europe during the late Middle Ages and early modern period, characterized by increased trade, exploration, and the emergence of a market-oriented economy.
British-East India Company	A British trading company established for conducting trade in the Indian Ocean and later played a significant role in British imperial expansion in India.
Dutch-East India Company	A Dutch trading company established to conduct trade in Asia and played a major role in Dutch imperialism in the East Indies (present-day Indonesia).

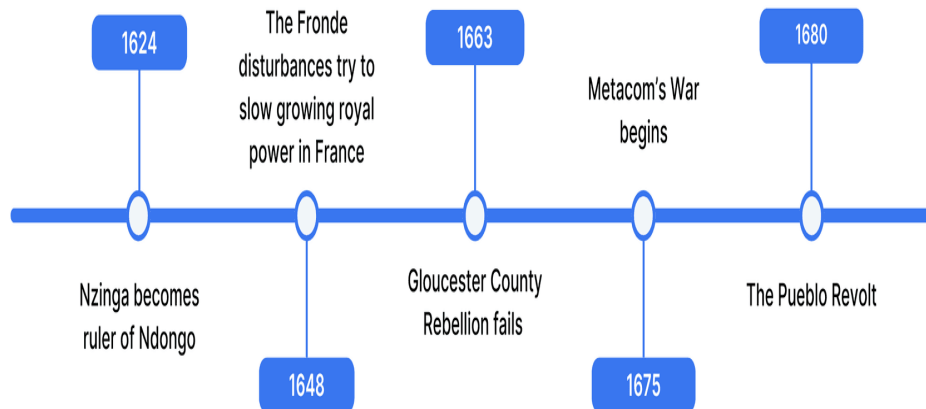
Term	Definition + Significance
Triangular Trade	A trade pattern involving Europe, Africa, the Americas and the exchange of goods, slaves, and resources between them.
Monopoly	Exclusive control or ownership of a commodity or service which gives the controlling power significant control.
Viceroy	Appointed representatives of the Spanish crown in the Americas. They were tasked with overseeing and governing the territories on behalf of the Spanish monarchy.
Audiencias	Royal courts or judicial councils established in Spanish colonies to oversee and regulate colonial administration and legal matters.
Syncretism	Blending or fusion of different cultural elements, often resulting in the emergence of new cultural practices, beliefs, or traditions.
Sufism	mystical Islamic belief system in which Muslims seek God through a personal connection, through practices such as prayers and mediation.
Sikhism	monotheistic religion in Punjab, India, influenced by Hindu and Islamic ideals.

## **Topic 4.6 Internal and External Challenges to State Power**

### **Main Idea**

★ There were many internal and external conflicts that challenged the pre-existing government rule of countries. From slave revolts to clashes between indigenous people and colonists, the period between 1450-1750 was ripe with conflict. Out of the conflict came many successes and protection of human life and territory, like Nzinga's protection of Ndongo from the Portuguese.

## Timeline



## Things to Know

### Fronde civil disturbances

- In response to heavy taxation, the nobility and commoners attempted to curb the power of the monarchy, King Louis XIV.

### Metacom's War

- Indigenous people (the Wampanoag people) attempted to drive the British away from the land in the New England colonies
- The English managed to defeat the Wampanoag people and are declared the winners over the indigenous tribes

## **Nzinga's Rule**

- Nzinga was an African queen who ruled Ndongo (present-day Angola) from 1624-1663.
- The Portuguese wanted to come to Africa in search of gold, copper, and ivory
- Nzinga allies Ndongo with Portugal, thereby stopping Portugal's raids and gaining Portugal's protection
- The Portuguese ended up supporting Nzinga's brother, Ngola, which led to a power struggle between Nzinga and her brother.
- To avoid this, Nzinga takes her people and flees west and takes over the state of Matamba
- Nzinga makes Matamba allies with the Dutch and frees the enslaved people

## **Local Resistance in Russia**

- Serfdom in Russia
  - Serfs were essentially enslaved as their labor was bought and sold. They were angered by the nobles' harsh treatment
  - Peasants became angered by becoming assimilated into serfdom because of their massive debt
- Cossacks and Pugachev's Rebellion
  - The Cossacks were skilled fighters who were hired as mercenaries for Russia and sometimes clashed with the Tsars
  - Pugachev's Rebellion
    - Yemelyan Pugachev started the Pugachev Rebellion against Catherine the Great, who made conversion to Christianity mandatory
    - Pugachev promised religious freedom and gathered peasants and the Cossacks to form a rebel army to oppose Catherine the Great's rule.
    - Pugachev was captured eventually by the Russian army
    - The rebellion caused Catherine the Great to have even stricter rule over the serfs

## **The Maratha Warriors**

- The Maratha Warriors were Hindu warriors who fought the Mughal Empire (an empire in present-day India and Pakistan) for control of India
- The Maratha Warriors eventually overpowered the Mughals and ended up taking over most of India in the early 1700s
- Eventually, these warriors formed the Hindu Maratha Empire

### **The Pueblo Revolt**

- The Pueblo Revolt took place in 1680 in present-day New Mexico
- The Revolt consisted of a clash between indigenous groups and the Spanish colonizers
- The colonizers were trying to force religious conversions.
- 400 colonizers were killed and the other colonizers were driven out of the area

### **Maroon Wars**

- The Maroon Wars occurred in the Caribbean and the Americas
- Enslaved people fought for their freedom against colonizers.
- The First Maroon War ended in freedom for the Jamaican Maroons against the British colonizers.
- The Second Maroon War ended in a bloody draw, although the British heavily outnumbered the Jamaicans.
- Queen Nanny, a Jamaican leader, escaped slavery and united all escaped slaves on Jamaica

### **Gloucester County Rebellion**

- Enslaved Africans and White indentured servants conspired to demand freedom from the governor of Virginia
- They were arrested after the plot to rebel was discovered and reported.

### **The Glorious Revolution**

- James II enraged many English people with his Anti-Protestant actions
- After being prompted by nobles, William of Orange leads an army to invade England
- William defeats James II and takes the position of King of England (1689)
- Parliament passes a law that bans Catholics from ruling England; the throne remains in Protestant hands



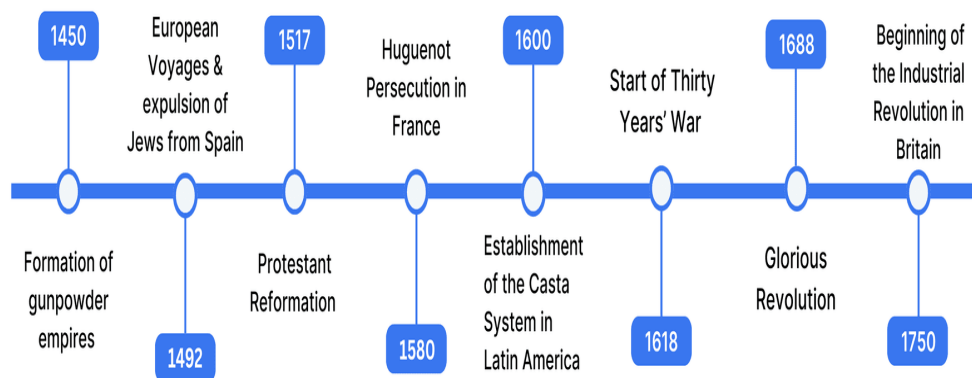
## Terms to Remember

Term	Definition + Significance
Cossacks	Russian warriors who often completed mercenary tasks for the Russian government; took influence from the Mongols due to their similar nomadic lifestyle
Tribute	Money collected from peasants to support the Russian nobles
Indigenous People	People who are native to the land, those who did not migrate to the land. Many clashes occurred between the indigenous people and colonists due to land possession.
Serfdom	Essentially the Russian version of indentured servitude, serfs provided free labor for landowners and were forced to pay heavy tribute and taxes
Maroons	African descendants who managed to escape slavery and form independent settlements
Ndongo	A former country in south-central Africa that sits in modern-day Angola, ruled by Ana Nzinga in the 17th century
Matamba	The African state that Nzinga and her people fled to from Ndongo after the alliance with Portugal broke down

## Topic 4.7 Changing Social Hierarchies

### Main Idea

! During this time period, societies grappled with internal rebellions and external conflicts, leading to the emergence and transformation of social hierarchies. The Ottoman Empire exhibited relative tolerance, while discriminatory policies affected groups like Huguenots in Europe. Gunpowder empires faced internal tensions, while the Qing Dynasty in China displayed intolerance toward the Han ethnicity. Evolving social structures in Europe saw nobility facing challenges, and the Americas witnessed a new racial hierarchy through the Casta system.



## Things to Know

### Global Societal Transformations:

Internal and External Conflicts:

- Shaped social hierarchies globally.
- Varied treatment of minorities.

### Europe

Treatment of Jews:

- Expulsions from England (1290), France (1394), Spain (1492).
- Ottoman Empire demonstrated relative tolerance.

Social Hierarchies:

- Evolving structures included royalty, nobility, merchants, artisans, and struggling lower classes.
- Discriminatory policies based on religion, ethnicity, and social class.

## **Worldwide Social Hierarchies**

Distinctive Structures:

- Royalty, nobility, merchants, artisans, and lower classes.
- Discriminatory policies based on religion, ethnicity, and social class.

## **Gunpowder Empires**

Ottoman Empire:

- Internal tensions, especially within the military elite.
- Janissaries gained power and prestige.
- The sultan's powers included the timar system.
- Relative tolerance toward religious minorities.

Qing Dynasty in China:

- Displayed intolerance toward the Han ethnicity.
- Required men to wear queues as a test of loyalty.

## **European States**

Evolution of Social Structures:

- Challenges to the nobility from royalty, the middle class, and common people.
- Acceptance of Jews increased in the 17th century influenced by the scientific revolution and Enlightenment.

## **Russian Social Classes**

Hierarchy Similarities:

- Mirrored historical tensions between rulers and nobility.

## Americas

### Social Changes:

- Drastic shifts due to European arrival, African slavery, and disease outbreaks.
- Establishment of a racial hierarchy through the Casta system in Latin America.
- Social status determined by factors like skin color.
- Casta system tiers included peninsulares, criollos, mestizos, mulattoes, and zambos.
- Assignment to levels at baptism with limited mobility.
- Higher taxes and tributes for those at the bottom of the hierarchy.

## Terms to Remember

Term	Definition + Significance
Gunpowder Empires	States (Ottoman, Safavids, Mughals) that succeeded militarily by utilizing gunpowder and cannons when these technologies became widespread. These empires transformed military strategies and had a significant impact on the geopolitical landscape during the specified empires' reigns.
Casta System	A hierarchical social classification system in Latin America, determining an individual's status based on racial and ethnic background, such as peninsulares, criollos, mestizos, mulattoes, and zambos. The system shaped social structures, power dynamics, and the treatment of diverse racial and ethnic groups in the Spanish and Portuguese colonies, influencing Latin American societies for centuries.
Janissaries	Elite infantry units in the Ottoman Empire, initially comprised of Christian boys who were converted to Islam and trained for military service. Played a crucial role in Ottoman military power, gaining prestige and influence; their attempts to mount coups against the sultans demonstrated internal tensions within the empire.
Queues (Hairstyle)	Braided pigtail hairstyle required by the Qing Dynasty in China as a symbol of loyalty; refusal to wear it could result in execution. Signified cultural and political control, as well as a means to test loyalty, showcasing the Qing Dynasty's influence and methods of enforcing their authority.

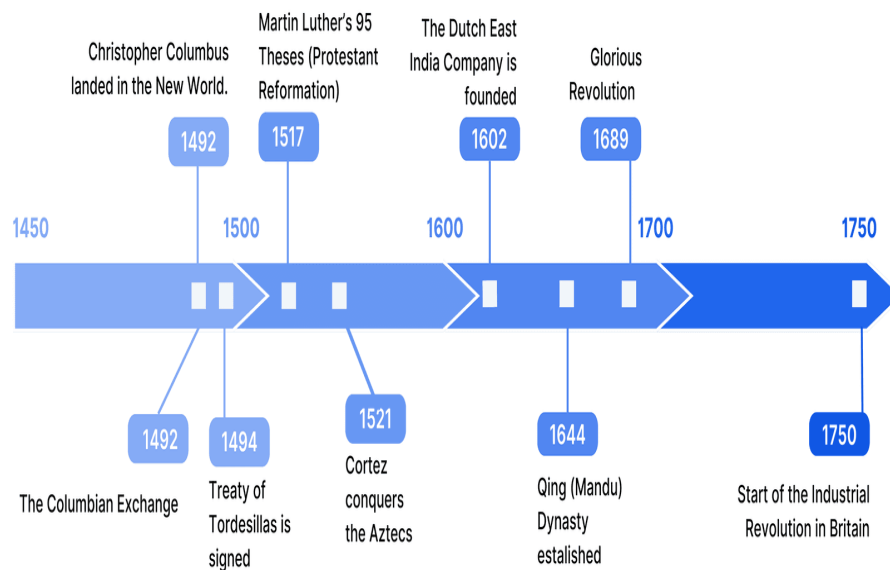
Term	Definition + Significance
Harem Politics	Political maneuvering and influence exerted by wives and concubines of powerful men, particularly notable in the Ottoman Empire. Demonstrated the significant role women played in the political sphere, with instances like Roxelana's rise challenging traditional gender roles and expectations.
Scientific Revolution	A period of intellectual and cultural transformation in Europe from the late 16th to the early 18th century, marked by advancements in science, mathematics, and philosophy. Contributed to increased acceptance of Jews in the 17th century, as scientific and Enlightenment ideals led to a decline in prejudices and a more open society.
Enlightenment	An intellectual movement during the 17th and 18th centuries that emphasized reason, individualism, and skepticism of traditional authority. Contributed to a shift in attitudes towards minorities, fostering greater religious toleration and social openness during this period of intellectual and cultural change.

**"You are not only responsible for what you say, but also for what you do not say."**

~Martin Luther, a German theologian and religious reformer who was the catalyst behind the Protestant Reformation. Luther lived from 1483 to 1546.

## 4.8 Continuity and Change from c.1450 to c.1750 Notes

### Timeline



### Practice Essay Questions

1. "Identify historical developments in the period from c. 1450-c. 1750. Rank them according to how significant they were in either 1) maintaining continuity or 2) bringing about change. Explain your rankings." (AMSCO *World History: Modern 1200-Present*. Perfection Learning, 2020)
2. "Explain how economic developments from c. 1450 to c. 1750 affected social structures over time." (AMSCO *World History: Modern 1200-Present*. Perfection Learning, 2020)

3. "Describe and explain a significant continuity and a significant change in labor migration in the period 1450–1750 C.E." (From College Board, 2017 AP World Exam—LEQ #2)

4. "In the period circa 1450–1750, European expansion affected the development of numerous East Asian and South Asian states. Develop an argument that evaluates the extent to which the economies of East and/or South Asian states in this time period changed in response to European expansion." (From College Board, 2021 AP World Exam—LEQ #3)

## Unit 4 Essay Questions

Historical Developments in the period from c. 1450 to c. 1750

Development	Explanation
Transoceanic Travel and Trade	Brought significant change by integrating the Western Hemisphere into the global trading network, leading to the Columbian Exchange and the Atlantic System. It resulted in the exchange of crops, animals, people, and diseases between hemispheres and had wide-ranging effects.
The Atlantic System	The Atlantic System, an outcome of the Columbian Exchange, caused significant change in terms of global trade patterns, unleashing diseases, mass migrations, and new social structures in the Americas, and fostering cultural changes.
Economic Changes	European maritime trading empires emerging and dominating global trade transformed the global economy by shifting the balance of power from existing merchant networks to European states, affecting the distribution of wealth and resources.
Colonial Development	The establishment of European colonies in the Americas, particularly with the discovery of silver, significantly changed the global economy by creating a regular flow of silver to Asia, further integrating Europe into global trade.

Development	Explanation
Mercantilism and Capitalism	The transition from mercantilism to capitalism marked a significant change as economic policies evolved to facilitate the expansion of trade, leading to the rise of joint-stock companies, which allowed investors to share risks and rewards in global trading.
Effects of the New Global Economy	The new global flow of wealth had both positive and negative economic effects, contributing to the expansion of the middle class, the capital for the Industrial Revolution, and the rise of inflation. It also led to increased funding for the arts and the legitimacy of rule through art and architecture.
Demand for Labor Intensifies	The Columbian Exchange and the Atlantic System caused a significant demographic shift, especially in Africa, as the Atlantic slave trade intensified, resulting in coerced labor systems and a gender imbalance. New coerced labor systems, such as indentured servitude, encomienda, and hacienda, developed in the Americas.
New Social Structures	The coexistence of Europeans, Africans, and Native Americans in the Americas brought about significant changes in social structures, leading to the emergence of hierarchies based on racial or ethnic identity and eventually societal conflicts and revolutions.

### Economic Change in East and/or South Asian States in Response to European Expansion

Aspect of Economic Change	Impact on East and/or South Asian States
Trade and Commerce	European expansion disrupted East and South Asian trade, introducing goods and technology through trading posts, impacting traditional industries in South Asia and transforming Chinese and Southeast Asian trade in East Asia.
Economic Policies and Adaptations	In response to European expansion, East and South Asian states adjusted economic policies, creating special zones for European trade, altering taxation, tariffs, and trade regulations. Some also implemented protectionist measures to safeguard industries, reflecting the influence of European expansion on their economies.



Aspect of Economic Change	Impact on East and/or South Asian States
Impact on Local Industries and Agriculture	European expansion significantly impacted South Asian textile sectors, prompting changes in production techniques, while in East Asia, increased demand for goods like tea and porcelain through European trade shaped production and export patterns.
Changes in Wealth Distribution and Taxation	European trade influx and the establishment of European-controlled territories reshaped wealth distribution and taxation in East and South Asian states, concentrating wealth among elites and foreign merchants. Adaptations in taxation systems for revenue from European trade had notable impacts on local economies.
Cultural Exchange and Technological Transfer	European expansion led to substantial cultural and technological exchange in East and South Asia, influencing art, science, and technology. This included the exchange of scientific knowledge, contributing to a blend of cultural elements and the adoption of new technologies in the region.

## Continuity and Change in Labor Migration

Significant Continuity	Significant Change
The Continuity of Forced Labor: In Europe, Asia, Africa, and the Americas, systems like serfdom and indentured servitude persisted, reflecting a continued reliance on unfree labor for agricultural and industrial production.	Transformation in the Scale and Nature of Forced Labor: European expansion and colonialism led to mass enslavement of Africans in the transatlantic slave trade. The establishment of plantation economies in the Americas marked a shift to large-scale, transcontinental forced migration and exploitation, involving millions of Africans.
Migration Patterns: Continuity in labor migration persisted through internal and regional movements. In East Asia, Chinese laborers migrated for work in Southeast Asia, and in Africa, laborers moved within the continent for economic opportunities or to escape conflict.	Transoceanic Migration: A significant change was the emergence of massive transoceanic labor migration during European expansion and colonization of the Americas. The forced migration of millions of Africans across the Atlantic for plantation and industrial work marked a departure from previous patterns, reshaping global labor mobility and causing a permanent demographic shift in the Americas.

**Notes and Observations:**







**"You cannot teach a man anything, you can only help him to find it for himself."**

~Galileo Galilei, Italian astronomer, physicist, engineer, philosopher and mathematician, who lived 1564 to 1642, is known as the father of modern astronomy and physics.

	Civilization	Civilization	Civilization
<b>SOCIAL</b> Development & transformation of social structures			
<b>POLITICAL</b> Statebuilding			
<b>INTERACTIONS</b> Between humans & the environment			
<b>CULTURAL</b> Development & interaction of cultures			
<b>ECONOMY</b> Creation, expansion and interaction of economic systems			
<b>TECHNOLOGY</b> Adapting for efficiency, comfort, security, and technological advances			

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