

WORLD HISTORY STUDY GUIDE

UNIT 3 : Global Interactions (1200-1650)

In the years from 1200 through 1650, groups from various parts of the world came into contact with one another. In East Asia, cultural exchange occurred among China, Korea, and Japan. The Mongols established a vast empire that stretched from China westward into Europe. Over time, overland and sea trade routes linked more and more of the world and encouraged diffusion between the East and the West. In Europe, global interactions led to a new type of economy, based on money, and a new middle class. New ways of thinking emerged, in which old authority was questioned. Nations began to take shape as individual rulers gained power. In Africa, commerce contributed to the rise of powerful trading empires and the spread of Islam.

STANDARDS

WH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking, Creation, Development

Human Legacy pages H6-H49

WH.H.2 Analyze ancient civilizations and empires in terms of their development, growth and lasting impact.

Concept(s): Civilizations, Achievement, Growth, Influence, Trade, Innovation, Class

Human Legacy Chapter 1, 2, 3, 4, 5, & 6

WH.H.3 Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations.

Concept(s): Power, Authority, Government, Innovation, Conflict

Human Legacy Chapters 12,13, 14

WH.H.4 Analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction.

Concept(s): Reform, Exploration, Improvement

Human Legacy Chapters 15,16,17,19

WH.H.5 Analyze exploration and expansion in terms of its motivations and impact.

Concept(s): Exploration, Expansion, Colonization

Human Legacy Chapters 16 and 18

CONSTRUCTIVE RESPONSE QUESTIONS

1. Was the influence of wealthy families or increased trade more responsible for the Renaissance?
2. How did greed and corruption impact the influence of the Catholic Church? How did mercantilism affect indigenous/non-European populations?
3. What forces contributed to the rise and fall of the kingdoms of Ghana, Mali, Songhai, and Axum.
4. How were Lutheranism and Calvinism different from Roman Catholicism?
5. Describe “3” ways in which the Bubonic Plague affected Europe, Asia, and North Africa during the 1300s.
6. List “2” causes of the decline of the Mongol empire.
7. Compare and Contrast Japanese and European Feudalism; List “3” similarities and differences.

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

UNIT 3 ASSIGNMENTS	DUE DATE
1. ***UNIT 3 TEST***	
2. Unit 3 Section 1 Close Read pg.117-123	
3. Unit 3 Section 1 Vocabulary pg.124	
4. Unit 3 Section 1 QUIZ pg.125	
5. Unit 3 Section 2 Close Read pg.126-129	
6. Unit 3 Section 2 Vocabulary pg.130	
7. Unit 3 Section 2 QUIZ pg.131	
8. Unit 3 Section 3 Close Read pg.132-136	
9. Unit 3 Section 3 Vocabulary pg.137	
10. Unit 3 Section 3 QUIZ pg.138	
11. Unit 3 Section 4 Close Read pg.139-147	
12. Unit 3 Section 4 Vocabulary pg.148-149	
13. Unit 3 Section 4 QUIZ pg.150-151	
14. Unit 3 Section 5 Close Read pg.152-159	
15. Unit 3 Section 5 Vocabulary pg.160	
16. Unit 3 Section 5 QUIZ pg.161	
17. Constructive Response Questions pg.113	
18.	
19.	
20.	
21.	
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HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Name _____ Per _____ Date _____

WORLD LOG: BY THE MINUTE

My goal for _____ (month) is _____ (number) minutes.

Sun	Mon	Tue	Wed	Thur	Fri	Sat

THE TOTAL TIME I COMMITTED TO UNIT () WAS _____

PROGRESS REPORTS ARE AVAILABLE TO PARENTS AT ALL TIMES via CMS.POWERSCHOOL.COM. I will send home at least 1 progress report per quarter for parents to sign and return.

It is your responsibility to work hard and strive for excellence in all that you do. You must understand that **you are responsible for all of your assignments**. You must be "present" to learn. You understand that it is important to discuss your academics with your parents in order to ensure your success.

Parents please discuss school (assignments, projects, etc...) with your child. **Checking** and discussing your child's "progress reports" and report cards is vital to your child's success. Contact me at derrick.moore@cms.k12.nc.us if there is a problem/concern with your child.





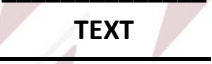



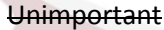


Student Signature: _____

Parent Signature: _____

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

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CLOSE READING / CORNELL NOTES

STEPS	SYMBOL	CHECK LIST
1st READING		Get the “ GIST ” of the reading <i>(What is it about)</i>
	1,2,3... A,B,C...	<input type="checkbox"/> Number your paragraphs / Organize the text
2nd READING		“ ANALYZE ” the reading <i>(Break it Down)</i>
		<input type="checkbox"/> Circle Vocabulary
		<input type="checkbox"/> Highlight with Multiple Colors and/or Underline Main Ideas
		<input type="checkbox"/> Chunk Text <i>(Divide Reading into Sections)</i>
3rd READING		“ EVALUATE ” and “ REFLECT ” <i>(Judge and Critique)</i>
		<input type="checkbox"/> Point of Confusion / Questions about Text
		<input type="checkbox"/> Identify Important Information / Possible Test Questions
		<input type="checkbox"/> Cross out unimportant info <i>(Red Pen)</i>
		<input type="checkbox"/> Fill in gaps of missing information and/or paraphrase
		<input type="checkbox"/> What was it about? <input type="checkbox"/> Insight and Opinions <input type="checkbox"/> Illustration / Symbol of learning

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

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UNIT 3: Global Interactions (1200-1650)

The BIG IDEA

SECTION1 U3: Early Japan and Feudalism

Section overview

Even though Japan was always an island nation, it was not completely isolated. It was influenced by Korea and China. Japan was ruled by an emperor since about A.D. 500, but fights between rival warlords led to the development of feudalism in the 1100s. For several hundred years, military rulers controlled Japan. The dynasty that took power in 1603 brought stability and prosperity to Japan but imposed a rigid political and social order.

1. Geographic Setting

Major Physical Features

Japan is made up of a chain of mountainous islands in the Pacific Ocean off the coast of mainland Asia. There are four main islands and more than 3,000 smaller islands. The Japanese islands are part of the Ring of Fire, a group of islands around the Pacific Ocean that are vulnerable to earthquakes and volcanoes. Underground earthquakes can cause deadly tidal waves to sweep over the islands, destroying everything in their path.



How did Japan's geographic setting contribute to its development?

Impact on Japanese Life

Because the islands of Japan are mountainous, the land is difficult to farm. Most of the population has always lived in narrow river valleys or along the coast. The rugged terrain has sometimes acted as a barrier to political unity.

The Japanese learned to use the sea both as a source of food and as a means of transportation from one island to another. The sea sometimes isolated Japan from other cultures, but it also acted as protection from invasion.

In addition, the experience of living in an unsettled natural environment that could bring volcanoes, earthquakes, and tidal waves taught the Japanese a deep respect for the forces of nature.

Movement of Goods and People

The Japanese borrowed ideas selectively from their mainland neighbors, Korea and China. Korea acted as a bridge between China and Japan.

What influence did China and Korea have on Japan?**2. SHINTOISM**

The traditional Japanese religion is called Shinto, meaning “the way of the gods.” Shinto is characterized by the worship of the kami, or divine spirits found in all living and nonliving things. Kami are thought to control the powerful forces of nature. Believers respect the kami and try to win their favor through prayer and offerings. The shared beliefs of the followers of Shinto eventually helped unite all of Japan. Shinto shrines still appear throughout Japan in places of unusual natural beauty or interest.

3. DIFFUSION FROM KOREA AND CHINA

Japanese culture features a unique blend of its own original traditions and ideas borrowed from the nearby civilization of Korea and China. Korea often acted as a bridge between China and Japan.

Contact between Korea and Japan occurred as a result of both warfare and trade. Koreans introduced the Japanese to various aspects of Chinese culture.

Great interest in Chinese civilization was spared among the Japanese. Around 600, a Japanese ruler sent nobles to study in China. For over a century, during the Tang dynasty, the Japanese upper classes imported cultural traditions and ideas directly from China. Between the 700s and the 1100s, the Japanese blended the best of China with their own traditions to produce a distinctly Japanese civilization.

Chinese Influence on Writing

Around 500, the Koreans brought the Chinese system of writing to the Japanese. By the 800s, however, when Tang China began to decline, the Japanese adapted the Chinese system of writing to suit their own language and ideas.

Buddhism

Koreans also brought Buddhism from China. The religion spread quickly, and it flourished alongside traditional Japanese religions. During feudal times, a Chinese sect called Zen Buddhism spread throughout Japan. Zen Buddhists value peace, simple living, and beauty.

Confucianism

The Japanese also were influenced by the Chinese philosophy of Confucianism, especially its ideas about proper behavior and social order. Although Buddhism took hold strongly in Japan, many Confucian ideas took root as well. These included ideas about family loyalty, honoring parents, and a respect for learning and the educated class.

Customs and the Arts

Japanese courts adopted such Chinese customs as tea drinking and the tea ceremony. Chinese music and dancing, as well as Chinese garden design, became popular. In addition, the Japanese built their Buddhist monasteries to resemble Chinese monasteries.

How was the structure of Japanese feudalism similar to or different from European feudalism?

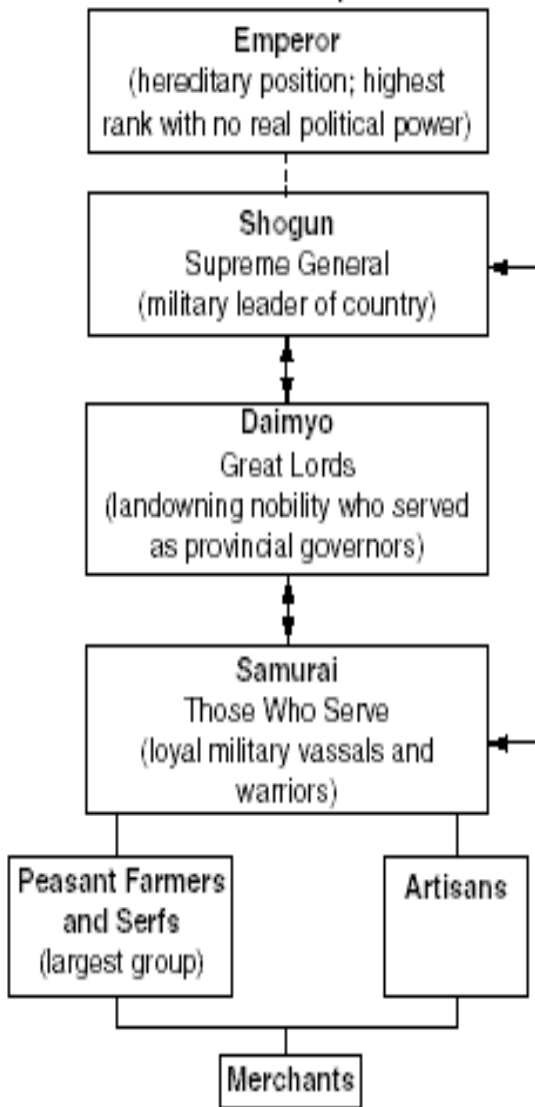
4. THE IMPERIAL TRADITION

Early Japanese society was organized into clans with separate rulers and religious customs. Around A.D. 500, one clan, the Yamato, gained control over the largest island of Japan. They extended their rule and established themselves as the royal family of Japan, claiming to be the direct descendants of the sun goddess. Between the 700s and 1100s, the emperor, who was revered as a god, presided over an elegant and sophisticated court. Although the Japanese emperor today no longer claims divinity, he still traces his roots to the Yamato clan.

5. FEUDAL JAPAN

In the 1100s, the central authority of the Japanese emperor declined. Local warlords fought one another. While armies battles for power, a feudal system developed. Feudal society had distinct levels. All members of society had a defined place.

Were the reasons for the development of feudalism in the two regions the same? EXPLAIN YOUR ANSWER.



Landowners and Warriors

Under the Japanese feudal system, the emperor still ruled in name, but powerful warrior nobles actually controlled the country. The Japanese warrior aristocracy consisted of the following groups

SHOGUNS: Under the feudal system, the real power lay in the hands of the shoguns, or top military commanders. Shoguns set up dynasties called shogunates.

DAIMYO: As in European feudalism, the shogun distributed land to vassal lords, called daimyo in Japan. The daimyo received land in exchange for a promise to support the shogun with their armies when needed.

SAMURAI: The daimyo, in turn, granted land to lesser warriors called samurai, whose name means "those who serve". The samurai promised loyalty to the daimyo and lived by a strict code of conduct known as bushido, or "the way of the warrior." The samurai promised to be loyal, brave, and honorable. Honor was supremely important. A samurai who betrayed the code of bushido was expected to commit ritual suicide, and act called seppuku.

In what ways did the economy and culture of Japan flourish during its later feudal age?

How was the position of women different in feudal Japan and medieval Europe?

Other Classes and Groups

Peasants and Artisans: Peasants farmed the land, and artisans made weapons for the samurai. For their services, peasants, and artisans were granted the protection of the samurai.

Merchants: Despite the fact that they might possess more wealth than members of the upper classes, merchants were the lowest social class in medieval Japan. Over time, however, merchants gained more influence.

Women: Early in the feudal period, women sometimes became warriors or ran estates. The status of women declined, however. Japanese feudal codes did not place women in high esteem. As time passed, inheritance was passed on to sons only.

6. THE TOKUGAWA SHOGUNATE

In 1603, the Tokugawa Shogunate came to power, bringing peace and stability to Japan for nearly 300 years.

Centralized Feudal Government: The Tokugawa halted fighting among the powerful daimyo by at times forcing them to live at the capital of Edo (now Tokyo) instead of their country estates.

Economic Prosperity: New seeds, tools, and techniques allowed farmers to grow more food. The population grew, and towns were linked by roads. Trade increased. In cities, a wealthy class of merchants emerged.

The Tokugawa shoguns became extremely hostile toward foreigners. By 1638, they had barred all western merchants and prohibited Japanese from traveling abroad. During Japan's strict isolation, internal trade boomed. The economy prospered.

Cultural Advances: many Japanese learned Zen Buddhist practices, such as the tea ceremony and landscape gardening. At the same time, the Japanese made advances in the arts and theater. In kabuki theater, actors wore colorful costumes and acted out stories about families or events in history.. In literature, Japanese poets created a Chinese-influenced form of poetry called haiku.

OVERALL: Japan was strongly influenced by geographic conditions. It borrowed cultural elements from China but adapted them to develop its own unique culture. A decline in the power of the emperor led to the development of feudalism in the 1100s. In the early 1600s, the Tokugawa shogunate emerged, bringing stability and a flowering of culture but also strict government and a social structure consisting of unequal classes. Landowners and warriors dominated Japanese society.

From Imperial to Feudal Japan

Unlike mainland Asian civilizations, Japan was rarely threatened by invaders. However, it was influenced by neighboring cultures.

- Japan's religion, written language, and government were based on ideas from China and Korea.
- Strong emperors ruled early Japan. Over time, civil wars divided Japan into tiny kingdoms with their own rulers.
- As internal conflict decreased, a more unified Japan increased trade with neighboring regions.



Japanese Feudal Structure, 1467–1867

B After years of civil war, a new social structure emerged in Japan. Local military leaders, called daimyo, challenged the power of the shoguns.

A Conflicts between land-owning families weakened the emperor's political power. By 1192 shoguns (military commanders) took over as the true rulers of Japan.

Ruling Families of Japan
552–1300

Main Land-owning Families, 1183

- Fujiwara
- Taira
- Minamoto
- Emperor's capital
- Shogun's capital

0 100 200 300 miles
0 100 200 300 kilometers



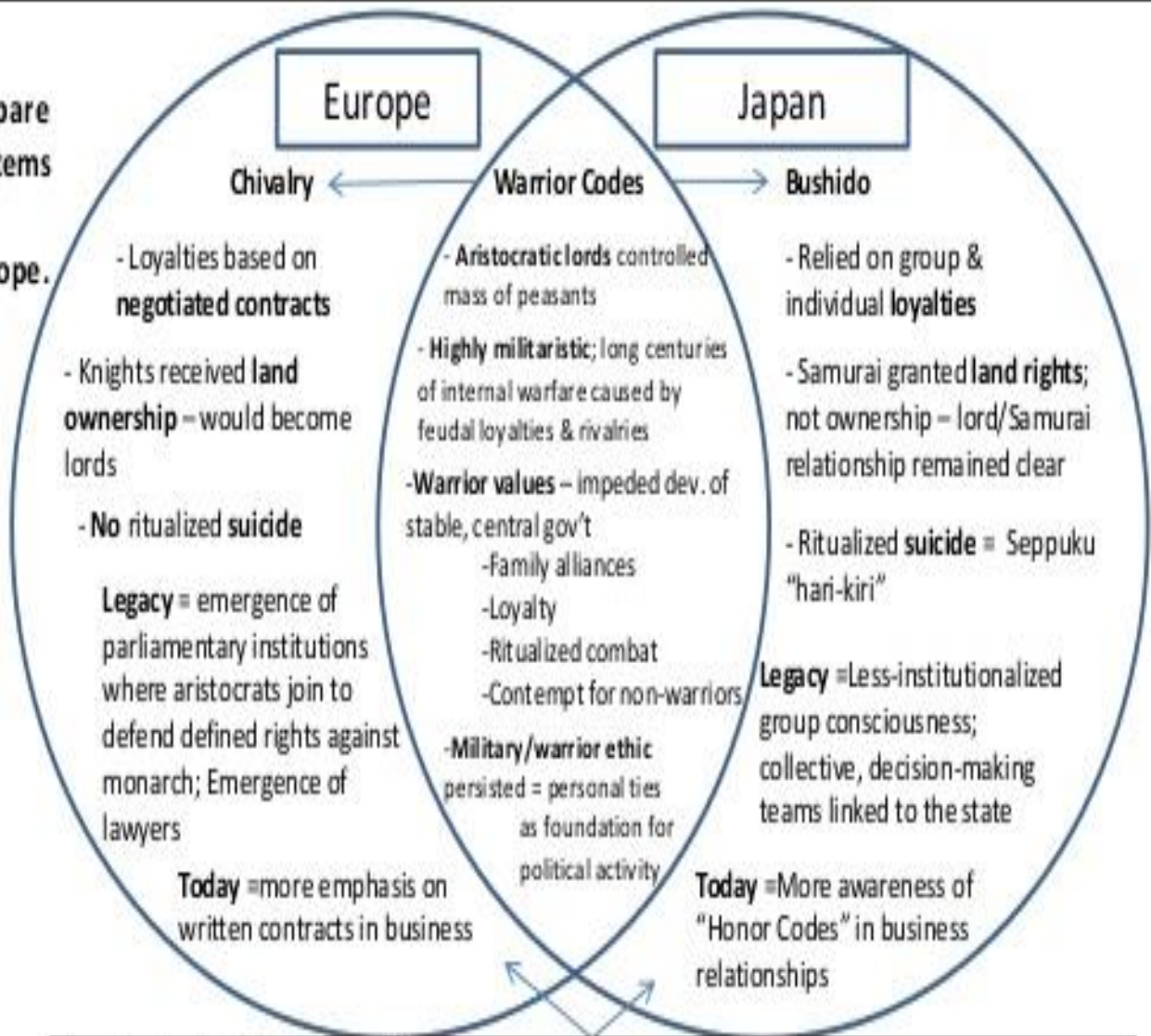
Area shown in map A



Comparison Essay Organizer – European & Japanese Feudal Systems

Analysis: Identify **CAUSES** for these similarities.

Prompt: Compare the feudal systems of Middle Age Japan and Europe.



Analysis: Identify **CAUSES** for these differences.

Thesis: Write an **analytical thesis** addressing the above prompt.

Feudal Europe

- Christianity
- Religious themes in art and literature

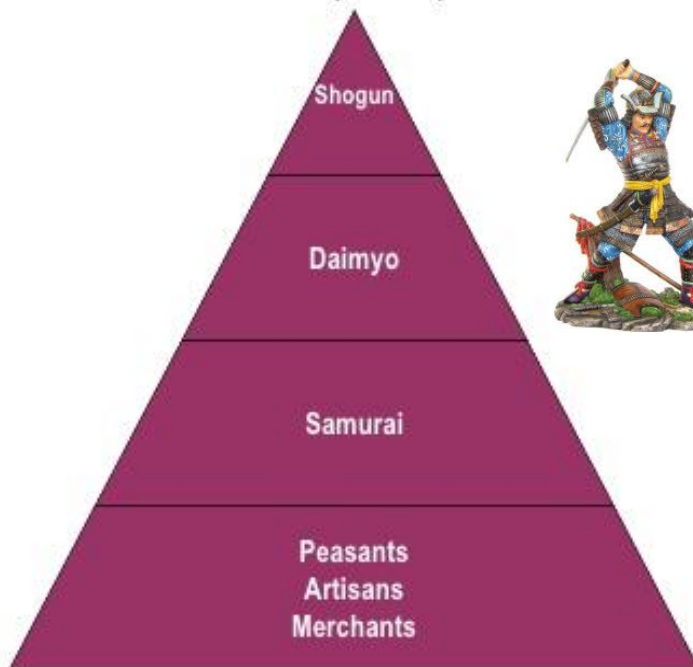
- Feudal government
- Royalty (kings and queens, emperor)
- Nobles (lords, daimyo)
- Warriors (knights, samurai)
- Warrior codes of honor (chivalry, Bushido)
- Peasants worked land

Feudal Japan

- Buddhism, Shinto, Confucianism
- Nature themes in art and literature

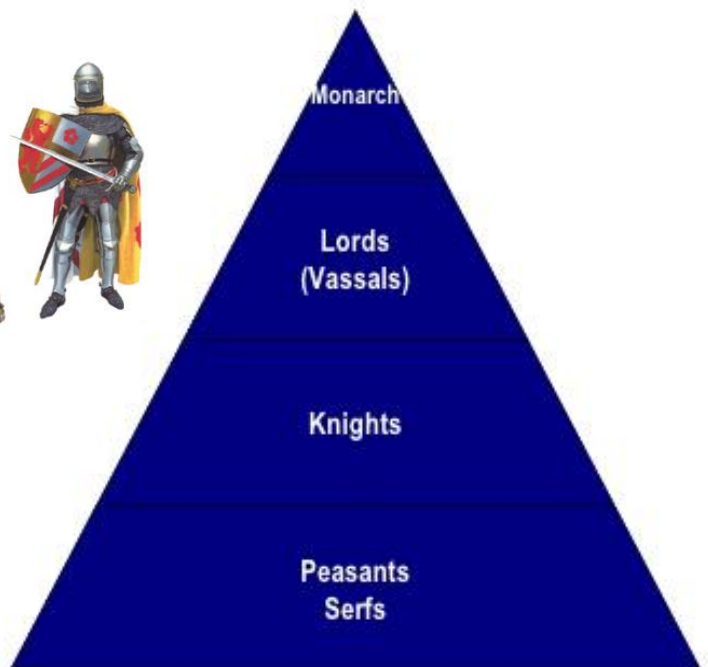
Japan's Feudal Society

Emperors served as a figurehead but held no political power



Japan's Feudal Pyramid

Popes and the Church held much political power

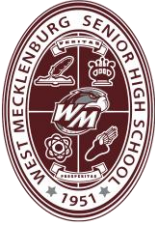


Europe's Feudal Pyramid



HIGHLIGHT - UNDERLINE - CIRCLE VOCABULARY - CHUNKING - *ASTERISKS / STARS* - QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

	Topic/Objective: UNIT 3 Section 1 Early Japan and Feudalism	Name: <hr/> Class/Period: <hr/> Date:
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WORD BANK	Daimyo / Zen Buddhism / Samurai / Kabuki / Bushido Shoguns / Shinto / Kami / Haiku
1.	Shinto, which means "Way of the Gods," is the traditional religion of Japan that focuses on nature. Many consider Shinto to be a form of Animism due to the many similarities found between them. Shinto teaches that there is a sacredness of the whole universe and that humans can be in tune with this sacredness. Every mountain, river, plant, animal, and all the diverse phenomena of heaven and earth have spirits, or kami, which inhabit them. Reverence is paid to the ancestors through the practice of ancestor worship.
2.	Sacred spirits that are worshipped in the Shinto religion of Japan.
3.	The belief that awakening can be achieved by anyone but requires instruction in the proper forms of spiritual cultivation by a master. In modern times, it has been identified especially with the secular arts of medieval Japan (such as the tea ceremony, ink painting, and gardening) and with any spontaneous expression of artistic or spiritual vitality regardless of context.
4.	A hereditary commander-in-chief in feudal Japan; because of the military power concentrated in his hands and the consequent weakness of the nominal head of state (the mikado or emperor), this commander was generally the real ruler of the country until feudalism was abolished.
5.	Land owning feudal lords in Japan.
6.	Warrior class during Japan's feudal age.
7.	Code of conduct for Samurai and nobles during Japanese feudalism.
8.	A form of traditional Japanese drama with highly stylized song, mime, and dance, now performed only by male actors, using exaggerated gestures and body movements to express emotions, and including historical plays, domestic dramas, and dance pieces.
9.	a form of traditional Japanese drama with highly stylized song, mime, and dance, now performed only by male actors, using exaggerated gestures and body movements to express emotions, and including historical plays, domestic dramas, and dance pieces.

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

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Topic/Objective: Unit 3 Section 1 Early Japan and Feudalism Quiz	Name:
	Class/Period:
	Date:

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (100 pts)

- The code of bushido of the Japanese samurai is most similar to the**
 - belief in reincarnation and karma of Hindus.
 - practice of chivalry by European knights.
 - teachings of Judaism.
 - theory of natural rights of the Enlightenment writers.
- Which was common to both European and Japanese feudalism?**

a. flourishing trade	c. development of industry
b. cultural diversity	d. decentralized government
- The Japanese feudal system and the Hindu caste system are similar in that both**
 - promoted social mobility
 - developed a rigid class structure
 - encouraged the people to take part in government
 - resulted in economic opportunities for the lower classes
- The Tokugawa Shogunate brought stability to Japan by bringing the warring _____ under central control.**

a. Avengers	c. Buddhists
b. Shoguns	d. Daimyo
- This traditional religion of Japan that focuses on nature. Many consider it to be a form of Animism due to the many similarities found between them. It teaches that there is a sacredness of the whole universe and that humans can be in tune with this sacredness**

a. Buddhism	c. Hinduism
b. Shintoism	d. Animism

CONSTRUCTIVE RESPONSE QUESTION: (100 pts) Complete on separate sheet of paper

Compare and Contrast Japanese and European Feudalism; List “3” similarities and differences.

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

How did diversity both provide benefits and create problems for Mongol rulers?

SECTION2 U3: The Mongols and Their Impact

Section overview

Around 1200, the Mongols swept out of the grasslands of central Asia to build the largest empire in the world. Under leaders such as Genghis Khan and Kublai Khan, fierce Mongol fighters conquered an area from China to Persia, entering even Europe. Often, Mongol rulers provided stability peace, and prosperity. This stability encouraged cultural exchange between the East and the West. Mongol power declined gradually because of the size and diversity of the area they ruled, poor administration, and internal revolt.

A. RISE OF THE MONGOLS

The Mongols of central Asia were nomadic herders who roamed the grasslands with their horses and sheep. The Mongols were skillful riders and fierce fighters and raiders. Under their leader Genghis Khan, the Mongols built the largest empire in the world.

Genghis Khan

Genghis Kham was born with the name Temujin in central Asia in the 1100s. After experiencing a difficult boyhood, Temujin became a courageous warrior and a skilled leader. As supreme ruler of the Mongol clans, he earned the title Genghis Khan, when meant “World Emperor”.

With his organized and disciplined armies, Genghis Khan took most of Asia from Korea in the east to the Caspian Sea in the west. His armies advanced into Persia, India, and even northern China.

The Mongols were skilled horsemen and bowmen. They also borrowed new military technology, such as cannons, from the Chinese and the Turks.



Expansion to the West

Eastern Europe: The Mongols invaded, even came within reach of the Byzantine city of Constantinople. After the time of Genghis Khan, the Mongols attacked Russia, Hungary, and Poland.

One grandson of Genghis Khan, called Batu, led Mongol armies into Russia and other lands of Eastern Europe between 1236 and 1241. Known as the Golden Horde because of the color of their tents, this group conquered many Russian cities. They ruled from a capital on the Volga River for 240 years. The Golden Horde were fierce warriors but relatively tolerant rulers.

How did Mongol rule affect cultural development in the lands under their control?

The Middle East: In the late 1300s, Timur, also called Tamerlane, gathered Mongol groups together and conquered areas of Persia, Mesopotamia, Russia, and India. Eventually a descendent of Tamerlane established the Mughal dynasty in India.

A Mongol Dynasty in China

In 1279, Kublai Khan, another grandson of Genghis Khan, completed the job of conquering China by dominating the south. He ruled not only China but also Korea, Tibet, and parts of Vietnam.

Kublai Khan adopted a Chinese name for his dynasty, the Yuan Dynasty. He did not want the Mongols to become absorbed into Chinese civilization, however; he gave the best government jobs to Mongol workers and allowed only Mongols to serve in the army, although Chinese officials still governed the provinces.

Mughal India: Babur, a descendent of Tamerlane, established India's Mughal Dynasty, which ruled from 1526-1857. Babur's grandson Akbar the Great was the greatest Mughal ruler. Although he was a Muslim, Akbar won support of Hindus because of tolerant policies.

B. The Mongol Impact

Mongol power reached its greatest extent by about 1300. Mongol rule stretched throughout central Asia and China, into Russia and Europe, and into Southwest Asia and India.

Destruction and Conquest

Fierce Mongol warriors spread terror and destruction throughout the regions they conquered. For example, Mongols devastated the thriving province of Sichuan in China. In Russia, the Golden Horde looted and burned Kiev and other Russian cities, killing countless inhabitants.

Despite brutality in war, most Mongol leaders ruled in tolerance. Genghis Khan respected academics, artists, and artisans. He listened to the ideas of scholars of many religions. His heirs continued both his conquests and his tolerant policies. Conquered peoples were often allowed to live as before, as long as they paid tribute to the Mongols.

Lasting Effects on Russia

The Mongols ruled Russia for about 250 years.

Absolutist Government: The absolute power of the Mongol rulers served as a model for later Russian rulers who expected to rule without interference from groups such as nobles or the Church.

Isolation: deprived Russia of many advances in the arts and sciences of the later Middle Ages and the Renaissance.

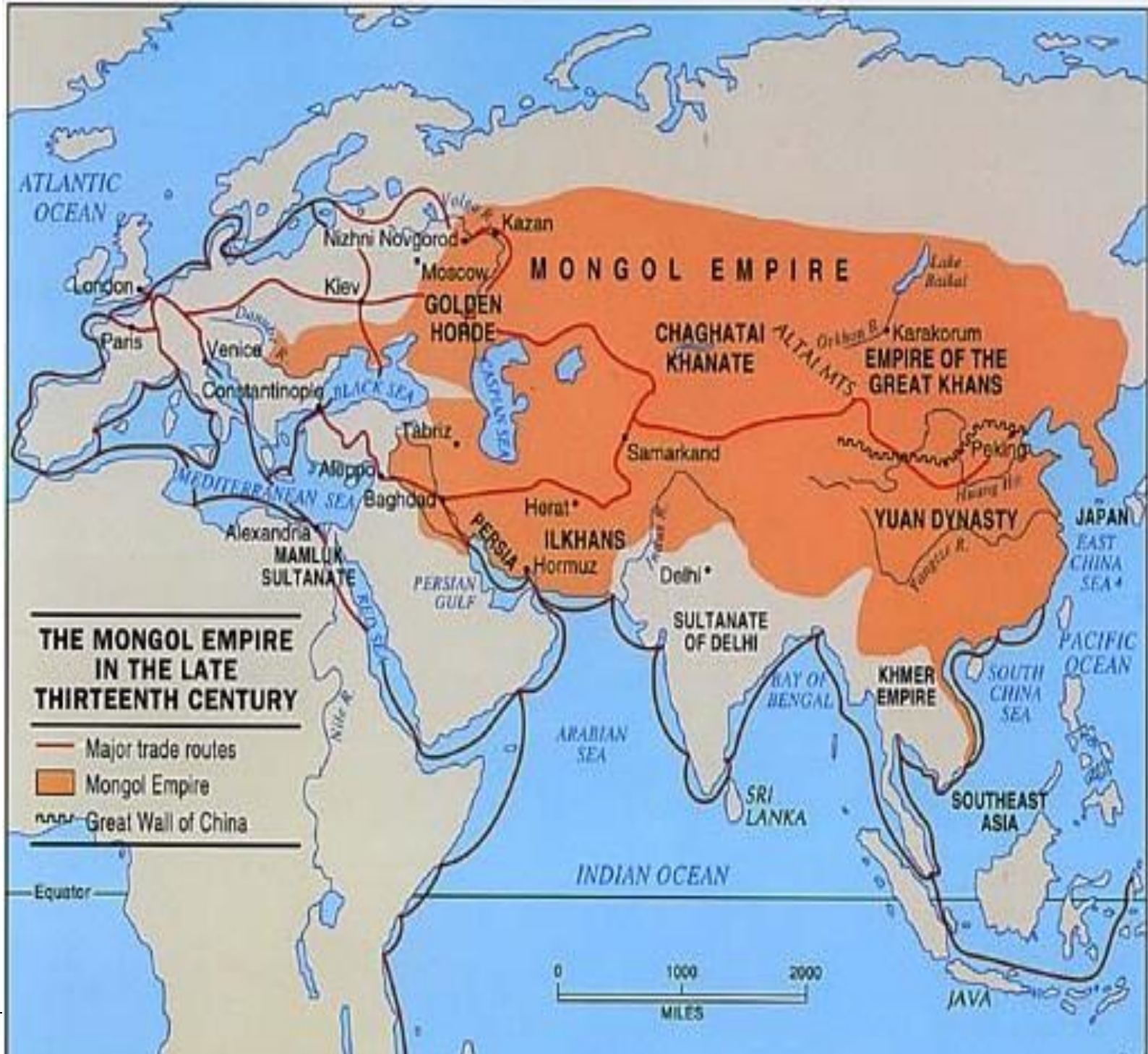
Although Mongol rule brought varied peoples into contact, it cut off Russia from contact with Western Europe.

Using the map, describe the extent of Mongol rule.

Prosperity and Discontent in China

The Yuan dynasty ruled China for 150 years. They established peace and order in their kingdom. Great cities flourished in China under Kublai Khan. His capital of Khanbalik (now Beijing) was a large, well-planned city into which riches flowed. The city of Hangzhou was described as ten times the size of Venice, one of Italy’s richest city-states.

However, only Mongols could serve in the military and hold the best government jobs. Chinese resentment resulted, and uprisings occurred.



How did the exchange of goods and ideas throughout Eurasia increase with Mongol rule?

Pax Mongolia and Global Trade

Political stability throughout much of Asia resulted from Mongol rule; it allowed for exchange of goods and ideas between the East and the West.

The Silk Road and Trade: In the centuries before the rise of the Mongols, the Silk Road, the trade route that linked China to the Middle East, had become dangerous. The Mongols provided safe passage; trade flourished. Products such as gunpowder and porcelain, as well as technology such as papermaking and the use of windmills, flowed west.

Marco Polo and Ibn Battuta: Marco Polo, an Italian merchant, traveled to the court of Kublai Khan in the late 1200s and remained for many years. His writings introduced Europeans to the beauty and riches of China.

Ibn Battuta, a scholar from Morocco, traveled at about the same time. He traveled first to Mecca and then through Asia Minor, Persia, India, Indonesia, and China. Later he traveled to Spain.

C. DECLINE of MONGOL POWER

- Mongol lands were too large and diverse for one power to govern effectively.
 - Were excellent fighters, but had little experience in government.
 - Depended on others to do the job; some of the people were incompetent or corrupt.
- The death of strong leaders also hurt Mongol power.
 - After the death of Kublai Khan, the Yuan dynasty broke apart.
 - In both China and Russia, there was a resentment of Mongol rule.
 - Both countries desired independence and provoked leaders to overthrow the Mongols and establish new dynasties.

OVERALL: The Mongols conquered lands in Asia and Europe. Areas of Mongol rule included people of varied religions and nationalities, most of whom were allowed to continue their own ways of life. Mongol rule provided a period of stability and economic growth. Increased trade encouraged the movement of goods, ideas, and technology between the East and the West. As the pressures of such a diverse power grew, the Mongols declined.

Note: In wake of Mongol decline Turkish power dominated the region.

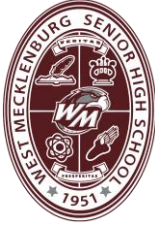
- Timur (Tamerlane)
- Turkish Muslim states rose to power following Timur



HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

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CORNELL NOTES



Topic/Objective:

UNIT 3 Section 2

The Mongols and Their Impact

Name: _____

Class/Period: _____

Date: _____

WORD BANK

**Mughal Dynasty / Kublai Khan / Pax Mongolia / Ibn Battuta
 Genghis Khan / Golden Horde / Yuan Dynasty / Akbar the Great
 Marco Polo**

- | | |
|-----------|--|
| 1) | (1162–1227), founder of the Mongol empire; born Temujin. He took the name (“ruler of all”) in 1206 after uniting the nomadic Mongol tribes. When he died, his empire extended from China to the Black Sea. His grandson Kublai Khan completed the conquest of China. |
| 2) | The Golden Horde was the group of settled Mongols who ruled over Russia (made a khanate), Ukraine, Kazakhstan, Moldova and the Caucasus from the 1240s until 1502. The Golden Horde was established by Batu Khan, a grandson of Genghis Khan. Alternate names for the Golden Horde include the Kipchak Khanate and the Ulus of Jochi; Jochi was the son of Genghis Khan and the father of Batu Khan. |
| 3) | Mongol emperor (1260–1294) and founder of the Mongol dynasty in China. A grandson of Genghis Khan, he conquered the Song dynasty (1279) and established the Yuan dynasty and built a great capital on the site of modern Beijing where he received Marco Polo (1216-1294) |
| 4) | The ethnic-Mongolian dynasty that ruled China from 1279 to 1368. It was founded in 1271 by Kublai Khan (the grandson of Genghis Khan). |
| 5) | also spelled Mogul, Arabic Mongol, Muslim dynasty of Turkic-Mongol origin that ruled most of northern India from the early 16th to the mid-18th century and at times extending into parts of what are now Pakistan, Afghanistan, and Bangladesh |
| 6) | (1542-1605) Emperor of the Mughal Empire in India. He is considered to be their greatest ruler. He is responsible for the expansion of his empire, the stability his administration gave to it, and the increasing of trade and cultural diffusion. |
| 7) | Also known as the Mongol Peace. A time when global trade expanded due to the political stability provided by Mongol rulers. |
| 8) | (1254-1324) Italian explorer and author. He made numerous trips to China and returned to Europe to write of his journeys. He is responsible for much of the knowledge exchanged between Europe and China during this time period. |
| 9) | A Moroccan Muslim scholar and traveler. He is known for his traveling and going on excursions called the <i>Rihla</i> . His journeys lasted for a period of almost thirty years. |

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 3 Section 2 The Mongols and Their Impact Quiz	Name:
	Class/Period:
	Date:

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (100 pts)

- The Mongols played a significant role in Russian history by**
 - supporting Czar Nicholas II during the Russian Revolution
 - supporting the rule of Ivan the Terrible
 - ending the reign of Catherine the Great
 - isolating Russia from Western Europe during the early Renaissance

- “I leave you the greatest empire in the world, but your preserving it depends upon your remaining always united. If discord steals in among you all will most assuredly be lost.” —Genghis Khan**

Which factor was most important in enabling Genghis Khan to create the largest empire in the world?
 - He was able to use the vast wealth of the Mongol Empire to control his people.
 - He was able to unite the conquered tribes under one empire.
 - He used the Mongolian dominance of the trade routes to control the flow of goods.
 - He used advanced Mongolian technology to suppress any opposition.

- With his organized and disciplined armies, _____ took most of Asia from Korea in the east to the Caspian Sea in the west.**
 - Kublai Khan
 - Genghis Khan
 - Chaka Khan
 - Buta Khan

- The Yuan dynasty ruled China for 150 years. They established peace and order in their kingdom. Great cities flourished in China under this Mongolian leader.**
 - Kublai Khan
 - Genghis Khan
 - Chaka Khan
 - Buta Khan

- Babur’s grandson _____ the Great was the greatest Mughal ruler. Although he was a Muslim, he won support of Hindus because of tolerant policies.**
 - Akbar
 - Tamerlane
 - Tamerlane
 - Battuta

CONSTRUCTIVE RESPONSE QUESTION: (100 pts) Complete on separate sheet of paper

List “2” causes of the decline of the Mongol empire.

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

SECTION3 U3: Global Trade and Interactions

The BIG Idea

Section overview

The Roman empire had been divided since the 200s. As the western half declined the eastern half rose in importance. The emperor Constantine founded a capital on the site of Byzantium . Justinian, the greatest of the Byzantine emperors, ruled a vast empire with a centralized government and a codified set of laws. The Orthodox Christian Church became powerful as the official church of the Byzantine empire. The Byzantine empire blended Greek, Roman, and Christian influences and produced art and architecture that have lived on through the centuries. The empire also left a legacy in Russia. The Byzantines gave Russia a written language, and influenced Russian religions, government, art, and architecture.

1. EXPANSION of CHINESE TRADE

Trade thrived in China under the Yuan dynasty (Mongols). The Ming dynasty took control of China in 1368, driving the Mongols behind the Great Wall. A time of economic prosperity and industrial growth followed. Population growth and expanded trade led to the growth of cities.

Ming rulers began a period of overseas expansion. In 1405, Zheng He, a Chinese admiral, set out with a fleet of ships. His goals were to promote Chinese trade and to collect tribute from less powerful lands.

The Chinese city of Canton, known today as Guangzhou, became an important center for global trade.

2. MAJOR TRADE ROUTES

Important trade routes enabled people and goods to move across Asia, Africa, and Europe.

ACROSS THE INDIAN OCEAN

Sea routes crossing the Indian Ocean and the Arabian Sea allowed east trade between Asian and East Africa. Trading centers developed in eastern Africa, For example, Mogadishu and Great Zimbabwe thrived on trade across the Indian Ocean. European ships on their way to Asia often stopped at East African coastal cities.

OVERLAND BETWEEN THE EAST AND THE WEST

A variety of overland trade routes linked Asia with the Middle East, North Africa, and Europe. Trade from China followed the Silk Road and entered Europe through Russia or Constantinople. Goods also traveled between Constantinople and India.

ACROSS THE MEDITERRANEAN SEA

In the Middles East, Muslim traders brought goods to ports in Egypt, Syria, and Turkey. Major Egyptian ports included Cairo and Alexandria. In Egypt, goods could be transferred to Italian ships. Italian merchants carried the goods across the Mediterranean Sea to Europe.

1.

2.

3.

What factors led to increased global trade from the 1200s to the 1500s?

Why did cities grow in importance?

3. RESURGENCE OF EUROPEAN TRADE

Europeans were more and more interested in trade with the East. Improved methods of agriculture during the later Middle Ages allowed the European population to grow, leading to an increase in trade. The Crusade had also had an impact.

IMPACT OF THE CRUSADES

As you have learned, one of the effects of the Crusades was increased European interest in the East. Returning crusaders brought back goods, Ships that had been used to carry crusaders back and forth to the Holy Land could not be used for trade. Even though the Muslims had captured the crusader states, trade continues between the Middle East and Europe through Italy.

ITALIAN CITY-STATES

By the late 1300s, northern Italian cities had become flourishing centers on industry and trade. Venice, Genoa, and Florence had grown rich and powerful. Venice in particular took advantage of its location to control the valuable spice trade with Asia. Eventually Venice, in partnership with Egypt, came to dominate trade with the East. The Venetians and the Muslim counterparts prospered.

After goods arrive in Venice, traders took them over the Alps and up to the Rhine River to Flanders. From there, other traders took the goods throughout Europe, as far as England and to area along the Baltic Sea.

TRADE FAIRS AND THE GROWTH OF CITIES

Much trade within Europe went on at trade fairs. Trade fairs took place in towns where trade routes met, often on navigable rivers, These fairs contributed to the growth of European cities. Many traders came to settle in these areas, as did craft workers and merchants. The population of town increased. In time, some towns developed into large cities populated by thousands of people. The wealthiest cities were at either end of the trade routes, in Flanders in the north and in Italy in the south.

THE HANSEATIC LEAGUE

In northern Germany, groups of traders and merchants began to join together in the 1100s. Central gov'ts were still weak in Europe so merchants sometimes banded together to protect their interests. By the mid-1300s, Lubeck, Hamburg, and many other northern German towns were members of the league. Eventually the league monopolized trade in the Baltic and North Seas. The league worked to make navigation safer by controlling piracy, building lighthouses, and training sailors.

PORTUGAL and the SPICE TRADE

Spices, such as pepper and cinnamon, were extremely valuable during the Middle Ages. Spices were used to preserve and flavor meats; they were also used in perfumes and medicine.

Ottoman Empire expansion disrupted trade routes; Portugal looked for new routes. Found a route around the tip of Africa to the Indian Ocean.

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Trade Routes: Africa, Asia, Europe 1500



HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

How did the plague affect the world socially, economically, and politically?

4. THE PLAGUE AND ITS IMPACT

The Bubonic plague, also called the Black Death, was a highly contagious disease spread by the fleas that lived on rats. Shortly after being bitten by a flea, people developed swellings and black bruises on their skin. Within a few days, victims often died in agony. At the time, there was no cure for the plague, so many of those who became inflected dies.

OUTBREAK in CHINA

Although it had died out on its own in parts of Europe, Asia, and North Africa; in the early 1300s the plague appeared in Chinese cities

A GLOBAL EPIDEMIC

The bubonic plague was a devastating epidemic, or outbreak that spreads quickly and affects a large number of people. The resurgence of trade that had been occurring since the 1100s had helped the plague to spread. Fleas from rats infested traders in the East, who then carried the plague to the Middle East. North Africa and Italy were hit next. By the mid-1300s, the plague had reached Spain and France. From there it swept across the rest of Europe.

EFFECTS OF THE PLAGUE

The plague brought terror and devastation to all the regions it struck. Because of the number of deaths, the plague devastated economies around the world.

- **POPULATION LOSSES** In the early 1300s, when the plague first began to spread in China, about 35 million Chinese dies. At its peak, the plague killed about 7,000 people a day in Cairo. Other regions of Africa and the Middle East suffered similar fates. By the time the worst of the plague was over, about one-third of the European population had died.
- **ECONOMIC DECLINE** In killing so many people, the plague devastated economies around the world. In Europe, farm and industrial production declined. The people who were left were in a position to demand higher wages, and prices rose. When landowners and merchants took action to stop this wage increase, peasant revolts occurred. Because it devastated the economies of Eurasia and North Africa, the plague also disrupted trade. Some cities and provinces that had grown rich through trade struggled to survive.
- **SOCIAL AND POLITICAL CHANGE** Economic changes had social results, as the strictly defined levels of society that had been in place before began to break down. Feudalism declined as peasant revolts weakened the power of landowners over peasants. The decline of feudalism led to the growth of new political systems. In England and France especially, monarchs gained power and began to build more powerful nations.

What were some of the major trade centers and trade routes from the 1200s to the 1500s?

- **CONFUSION AND DISORDER** The plague threw society into disorder. Some people questioned their faith and the Church, turning to magic and witchcraft to try to save themselves. Others blamed local Jews, whom they said had poisoned the wells. As a result, thousands of Jews were murdered.

OVERALL: Beginning the 1200s, global trade and other interactions increased. China underwent a period of expanding overseas and overland trade. Trade between Asia, Africa, and Europe increased. The Crusades and a growing population helped European trade. Italian city-states transported goods across the Mediterranean Sea, becoming rich and powerful. Portugal found a direct sea route to the East. In the 1300s, however, the bubonic plague disrupted trade as well as social and political life in Europe, Asia, and parts of Africa.



HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

CORNELL NOTES



Topic/Objective:

UNIT 3 Section 3
Global Trade and Interactions

Name:

Class/Period:

Date:

WORD BANK	Hanseatic League / Mogadishu / Trade Fairs / Canton / Zheng He Epidemic / Venice / Cairo / Bubonic Plague
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1.	(1371-1433?) Chinese naval explorer who sailed along most of the coast of Asia, Japan, and half way down the east coast of Africa before his death.
2.	A subdivision of a country established for political or administrative purposes.
3.	The capital and chief port of Somalia, on the Indian Ocean: founded by Arabs around the 10th century; taken by the Sultan of Zanzibar in 1871 and sold to Italy in 1905.
4.	The capital of Egypt and the largest city in Africa; a major port just to the south of the Nile delta; formerly the home of the Pharaohs
5.	A city in northeastern Italy, on a lagoon of the Adriatic Sea, capital of Venetia region; population 270,098 (2008). It is built on numerous islands that are separated by canals and linked by bridges. Italian name Venezia.
6.	An exhibition organized so that companies in a specific industry can showcase and demonstrate their latest products and services, meet with industry partners and customers, study activities of rivals, and examine recent market trends and opportunities.
7.	A medieval league of towns of northern Germany and adjacent countries for the promotion and protection of commerce.
8.	An infectious disease transmitted by fleas. It is characterized by fever, chills, and the formation of swellings. Also known as the Black Plague or Black Death.
9.	A widespread occurrence of an infectious disease in a community at a particular time.

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 3 Section 3
Global Trade and Interactions Quiz

Name:
Class/Period:
Date:

DIRECTIONS: Read the question carefully before you respond. Double check test when complete.

CONSTRUCTIVE RESPONSE QUESTION: (100 pts) Complete on lines below.

Describe “3” ways in which the Bubonic Plague affected Europe, Asia, and North Africa during the 1300s.

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

How does capitalism determine what goods and services are to be produced and in what quantities?

What factors led to the commercial revolution?

Why were bankers important to the commercial revolution and the development of capitalism?

SECTION 4 U3: The Resurgence of Europe

SECTION OVERVIEW: From the 1300s through the 1700s, Europe underwent many changes. An increase in the importance of trade brought Europe not only an economy based on money but also a new middle class. The Renaissance brought new philosophies that emphasized the world and the individual. In art and literature, new styles and ideas emerged. Reformers challenged the power and authority of the Roman Catholic Church in a movement that divided the Church. Throughout the period, feudalism weakened. In England and France, nation-states were forming. In France, the monarchy gained power; in England, the monarch shared power with a representative body.

A. THE COMMERCIAL REVOLUTION

With the expansion of trade and the growth of cities between about 100 and 1300, new ways of doing business arose in Europe. Money grew in importance, and a new social class emerged.

TOWNS AND THE MIDDLE CLASS

A growing population and an increase in trade led to the growth of towns and cities. Urban centers based on trade gave new power to a rising new class- a middle class of merchants, traders, and artisans; They were called the “middle” class because they ranked between the older feudal classes of nobles and peasants.

IMPORTANCE OF GUILDS

Merchants and the craftspeople formed guilds. A guild was a type of trade association. All of the people who worked in one craft, such as baking or weaving, would join together. Merchant guilds had great power. Typically, guilds did the following to protect the interests of their members:

- made sure the quality of goods stayed high
- provided social service for members, such as hospitals and aid to widows and children of members
- regulated hours of work and prices of goods
- Ensured a supply of new artisans by training young people, called apprentices, in their crafts.

RISE OF CAPITALISM

As feudalism was declining all over Europe, a new system called capitalism was emerging. Capitalism is based on trade and capital, the name of money used for investment. When the demand for a product is great, prices rise, and traders therefore profit. However, traders can lose everything when the demand falls. Early capitalists devised new business methods to create wealth. This and other changes are known as the commercial revolution, or business revolution.

What new business practices developed during the commercial revolution?

CHANGE

The Renaissance represented a widespread change in worldview. Instead of concentrating on spiritual things, people began to focus more on the world in which they lived.

Humanist thinkers used the Greeks and Romans as models. They also focused on individual achievements

NEW BUSINESS PRACTICES

The new middle class gathered together in various types of organizations. Business people were aided by banking and insurance services.

- **PARTNERSHIPS AND JOINT STOCK COMPANIES** Merchants sometimes joined together in partnerships. By pooling their capital, they could finance ventures that no single merchant could have afforded. In a partnership, a small group of merchants pooled their funds to finance a large-scale trading venture. A joint stock company allowed many merchants to pool their funds for business ventures. Joint stock companies invested in trading ventures around the world.
- **BANKING** grew during this period. Individual merchants often did not have the capital they needed for an overseas trading venture. They borrow from moneylenders, who developed systems of banking. Bankers also provided bills of exchange. These were needed because it was dangerous to travel over long distances with gold coins. Instead, a merchant deposited money with a banker in his hometown. The banker gave him a bill of exchange. The merchant could exchange this bill for cash in the city where he would be engaging in trade.
- **INSURANCE** helped reduce business risks. For a small fee, a merchant’s shipment was insured. If the merchant’s goods were damaged or lost, the insurer paid the merchant most of the value of the shipment.

SOCIAL CHANGES

The Commercial revolution reshaped medieval society. For example, the use of money undermined serfdom and led to the decline of feudalism. Because feudal lords needed money to buy goods, peasants sold their farm products and began paying their lords with money rather than labor.

B. THE RENAISSANCE AND HUMANISM

The period from the 1300s to the 1500s was a time of great creativity and change in Europe. This period is called the Renaissance, which means “rebirth”. It was a golden age in the arts, literature, and sciences.

The Renaissance began in Italy in the mid-1300s and then spread northward. The cities of Italy were thriving centers of trade and manufacturing. Merchants in these cities had great wealth and were willing to use it to promote art and education.

NEW WAYS OF THINKING

During the Renaissance, Europeans developed a new way of thinking called humanism. During the Middle Ages, philosophers and writers had wondered about life after death. Renaissance humanists, on the other hand, were more curious about life in the present. Another feature of this new way of thinking was an emphasis on the achievements of the individual. Instead of religious issues, humanists examined worldly subjects that the ancient Greeks and Romans had studied. They hoped to use ancient learning to increase knowledge about their own times.

Describe some achievements of Renaissance artists.

Artists of the Italian Renaissance

The Renaissance began in Italy in the mid-1300s. Over the next hundred years it spread to the rest of Europe. Rich merchants, princes, and popes took a great interest in the arts and gave financial support to artists.

How did writing in the languages of the ordinary people rather than Latin or Greek help Renaissance ideas to spread?

ARTISTIC ACHIEVEMENTS

The Renaissance produced some of the greatest painting, sculptures, and architecture in the history of the world. Renaissance architects rejected medieval forms of architecture. They returned to Greek and Roman styles for columns, arches, and domes. Artists were supported by merchants, popes, and princes.

The art of the time reflected humanist concerns. Many paintings still had religious subject, but others portrayed important contemporary figures. Renaissance art was very realistic. Renaissance artist learned the rules of perspective- the technique used to give art a three-dimensional effect. These artists also studied human anatomy and often worked from live models, so they could portray the body in amazingly accurate detail. Two of the most famous artist of the Renaissance were Michelangelo and Leonardo da Vinci.

ARTISTS OF THE ITALIAN RENAISSANCE

Leonardo da Vinci	Michelangelo
<ul style="list-style-type: none"> • Painter, sculptor, inventor, architect, musician, engineer • <i>Mona Lisa</i> (painting) • Sketches and plans for flying machines and submarines 	<ul style="list-style-type: none"> • Sculptor, engineer, poet, painter, architect • <i>David</i> (statue) • Dome of St. Peter’s Church in Rome
Raphael	Sofonisba Anguissola
<ul style="list-style-type: none"> • Painter • Student of Michelangelo and Leonardo da Vinci • Painting of the Madonna, mother of Jesus 	<ul style="list-style-type: none"> • Female artist • <i>The Artist’s Sisters Playing Cards</i> (painting) • Painter for King Philip II of Spain

- **MICHELANGELO** was a sculptor, engineer, poet, painter, and architect. He is best known for his enormous mural on the ceiling of the Sistine Chapel in the Vatican. Michelangelo is also well known for his statue of the biblical character David.
- **LEONARDO DA VINCI** The *Mona Lisa* is Leonardo da Vinci's most famous painting. Leonardo da Vinci was very much interested in human anatomy, and he dissected human corpses to see how muscles and bones worked. His sketches for flying machines and underwater boats were made centuries before the first airplane or submarine was actually built.

LITERARY ACHIEVEMENTS

The humanist interest in this world was also expressed in the literature of the day. In the late Middle Ages, people had begun to write in the everyday language of ordinary people. Instead of scholarly Greek and Latin, they used vernacular languages such as Italian, French, English, and other languages.

What impact did the printing press have on European culture?

- **DANTE** Dante Alighieri was an Italian writer who wrote in the years before the Renaissance took hold. Dante wrote about a journey through hell and heaven in his masterpiece *The Divine Comedy*. Because he wrote in the language of the Italian people, not in Latin, he is seen as a forerunner of the Renaissance.
- **SHAKESPEARE** William Shakespeare, writing in England around 1600, is another figure of the Renaissance. Shakespeare wrote extensively about human beings and the joys and sorrows of human life.
- **MACHIAVELLI** Niccolo Machiavelli wrote *The Prince* in the early 1500s. In this book he advises rulers on how to gain and maintain power. He tells rulers that they should use whatever methods are necessary to ensure their success. His work is seen today as a realistic picture of the politics of his time.

IMPACT OF THE PRINTING PRESS

By 1300, papermaking and printing technology had reached Europe from China. The invention of movable type in the 1400s led to Johann Gutenberg’s printing of the Bible on his press in Germany in 1456.

The printing press was important for the Renaissance and later intellectual development for the following reasons:

- **Books became more available.** Books became cheaper and easier to make
- **Literacy increased.** Because books were more readily available, more people learned to read and write.
- **Ideas spread rapidly.** People also had access to new knowledge about such subjects as medicine and geography. Printed bibles increased the spread of religious ideas.

What were the causes and impacts of the Reformation and Counter-Reformation?

C. REFORMATION AND COUNTER-REFORMATION

In the 1500s, great changes occurred in European religious life: the Protestant Reformation and the Counter-Reformation.

CAUSES OF THE REFORMATION

The movement that resulted in the Reformation did not have a simple cause. A number of factors led to its emergence.

- **The Renaissance** Humanism led people to question Church authority. They placed increasing faith in human reason.
- **Strong Monarch** Strong national monarchs were emerging. Sometimes they increased their own power by supporting reformers against the Church.
- **Problems in the Church** As ordinary people examined the Church, some felt that its leaders were acting more like kings, fighting for power and wealth, than like representatives of God. Others objected to the Church charging increased fees for marriages and baptisms and selling indulgence, or pardons for sins.

How were Lutheranism and Calvinism different from Roman Catholicism?

BELIEF SYSTEMS

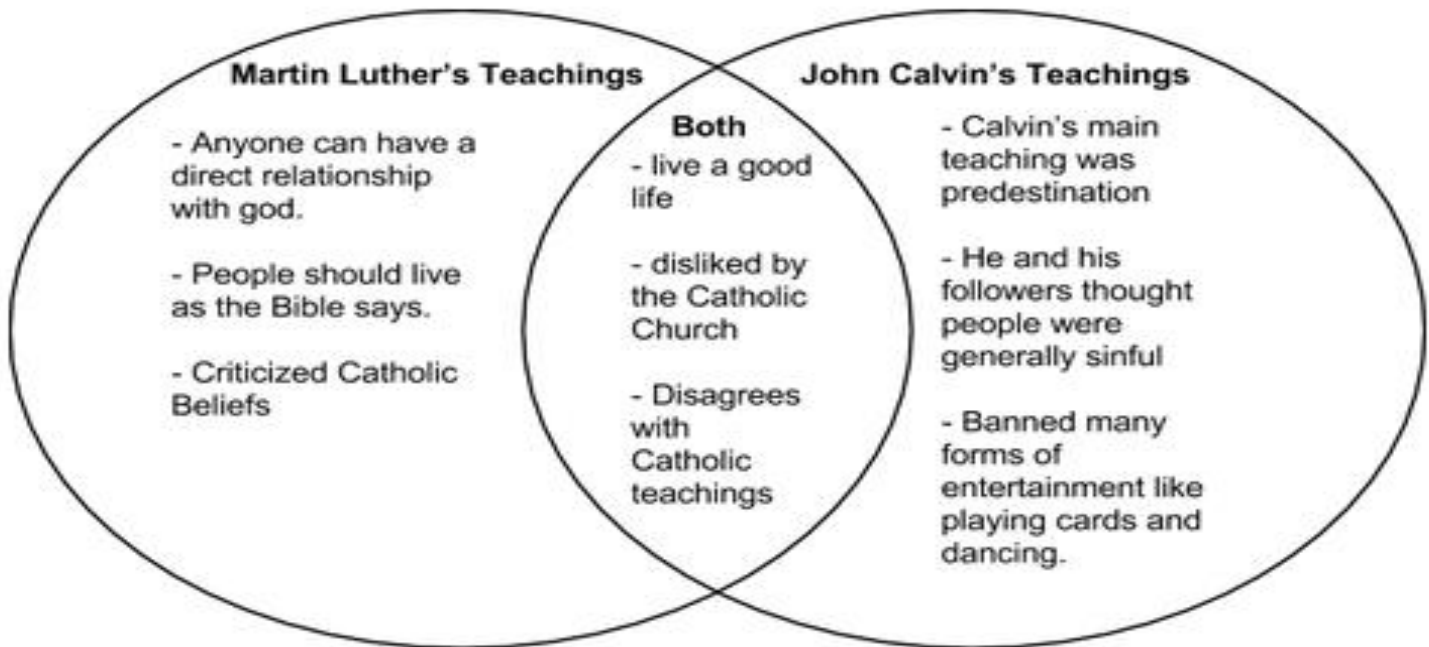
The Counter-Reformation was both an attempt to keep to keep Catholics from leaving the Church and an effort to reform some aspects of the Church.

PROTESTANT REFORMERS

MARTIN LUTHER By the 1500s, many Christians wanted to reform the Church. One such person was the German monk Martin Luther. Disgusted over the sale of indulgences, Martin Luther took actions in 1517. He posted his famous 95 Theses, which were 95 arguments against indulgences, on the door of a church in Wittenberg. This event sparked the Protestant Reformation, the period when Europeans broke away from the Catholic Church and formed new Christian churches.

Luther believed that people could reach heaven only through faith in God and that the pope could not grant a pardon for sins, He thought that the Bible was the only source of religious truth. Luther was excommunicated, or excluded, from the Roman Catholic Church, for his radical views. The ideas of Luther, however, spread throughout northern Europe and Scandinavia, thanks in part to the printing press. Followers of Luther’s beliefs were called Lutherans and- eventually- Protestants because they protested papal authority.

JOHN CALVIN John Calvin was another influential reformer. Born in France, Calvin was trained as a lawyer. Like Luther, Calvin believed that Christians could reach heaven only through faith in God. Calvin, however, had his own views on the power of God and the nature of human beings. He promoted the idea of predestination, the belief that God had determined before the beginning of time who would gain salvation. Calvin’s followers lived strict, disciplined, and frugal lives. Calvinism spread to Germany, France, Scotland, and England.



List and explain two causes and two impacts of the Reformation.

1.

2.

Impacts:

1.

2.

THE COUNTER-REFORMATION

As the Protestant Reformation continued to spread, a reform movement was also taking place within the Roman Catholic Church. That movement is called the Counter-Reformation, or the Catholic Reformation. The purpose of the Counter-Reformation was to strengthen the Catholic Church as well as to keep Catholics from converting to Protestantism.

- **THE COUNCIL OF TRENT:** Pope Paul III called the Council of Trent in 1545 to guide the reform movement. The council, which met on and off for 20 years, reaffirmed traditional Catholic beliefs and worked to end abuses in the Church. It also ended the sale of indulgences and created the Index- a list of banned books.
- **IGNATIUS LOYOLA and the JESUITS:** founder of religious order that emphasized spiritual and moral discipline as well as strict obedience to Catholic authority.
- **THE INQUISITION:** The Church used a court made up of Church officials to root out heresy by force. Trials were held, often using torture, to find people suspected of having beliefs that differed from official Church teachings.

Causes of the Reformation			
Social	Political	Economic	Religious
<ul style="list-style-type: none"> • The Renaissance values of humanism and secularism led people to question the Church. • The printing press helped to spread ideas critical of the Church. 	<ul style="list-style-type: none"> • Powerful monarchs challenged the Church as the supreme power in Europe. • Many leaders viewed the pope as a foreign ruler and challenged his authority. 	<ul style="list-style-type: none"> • European princes and kings were jealous of the Church's wealth. • Merchants and others resented having to pay taxes to the Church. 	<ul style="list-style-type: none"> • Some Church leaders had become worldly and corrupt. • Many people found Church practices such as the sale of indulgences unacceptable.

EFFECTS OF THE REFORMATION

The Reformation had complex effects. Most obviously, it led to the formation of the Protestant churches. Other effects also occurred over time.

- **RELIGIOUS AND POLITICAL DIVISIONS** The Reformation created a loss of religious unity in Western Europe. Political divisions resulted as well. Rulers often chose a religion for their nations. While some states remained Catholic, others became Protestant.

What actions were taken by kings to increase royal power?

- **RELIGIOUS CONFLICTS** For more than 100 years after the Reformation, wars sparked in part by religion raged in Europe. In the 1500s, religious civil wars occurred in Germany and France, and Spanish Catholics battled English Protestants. The Thirty Years' War, involving many European states, occurred in the 1600s.
- **ANTI-SEMITISM** The Reformation brought persecution to several groups, especially the Jews. Over time, restrictions placed on Jews by both Protestants and Catholics increased. For example, in some cities, Jews were forced to live in a separate neighborhood. Some Jews were expelled from their homes; others were murdered.
- **WITCH HUNTS** Religious fervor sometimes led people to accuse others of being witches, agents of the devil. Thousands of people, especially women, were put to death for this reason.

D. RISE OF NATION-STATES

During the late Middle Ages, kings, nobles, and the Church struggled for power. Feudalism was on the decline. Kings slowly began to increase their power. This shift occurred first in England and France, taking a somewhat different path in each country. These changes marked the beginning of feelings of nationalism- pride and devotion to one's country.

Kings Increased Their Power

King in England

- Decided who could build castles and where
- Forced vassals to obey them
- Established common law so that all people were treated the same
- collected records of who owned land

Both

- **Added to their lands**
- **set up organized government**
- **collected taxes**
- **created a royal treasury**
- **set up royal courts and royal law**

Kings in France

- Made throne hereditary
- Became allies with the Church
- Organized army
- Took French lands from English king

ECONOMICS

What factors led to the commercial revolution?

CHANGE What were the causes and impacts of the Reformation and Counter-Reformation?

NATIONALISM

How did the government for France and England differ as they moved toward a stronger sense of nationhood?

GROWTH OF ROYAL POWER IN FRANCE

When Hugh Capet became monarch in 987, feudal nobles did not perceive him as a threat to their power. However, Hugh and his heirs, known as the Capetians, slowly increased royal power. The Capetians made the throne hereditary. They also gained vast amounts of land by playing rival nobles against one another. They developed a system of tax collection as well.

The growth of royal power led in part to the Hundred Years' War, a conflict that occurred between England and France from the middle of the 1300s to the mid-1400s. When it looked as if the French would lose the war, a peasant woman named Joan of Arc managed to rally the French to victory. Killed by the English, she became an important focus of French national feeling.

Joan's efforts built up the power of the French monarchs. French kings developed policies that weakened the power of the nobles and strengthened the power of the crown. The French representative body, the Estates General, did not limit the monarch's power during this period.

NATIONHOOD & LIMITED MONARCHY IN ENGLAND

When the Anglo-Saxon King Edward died in 1066, his brother-in-law was chosen to rule. However, Duke William of Normandy claimed the English throne as well. A battle for the throne began. William invaded England and won the throne. As king, William the Conqueror exerted control.

- **AN ENGLISH LEGAL SYSTEM** William's successors strengthened English finance and law. Under Henry II, common law, or law that was the same for all people, was established. Henry broadened the system of royal justice by sending out traveling justices to enforce laws. Henry also developed an early jury system. When justices visited an area, a jury, or group of men sworn to speak the truth, was gathered by local officials. The jury determined which cases should be brought to trial.
- **MAGNA CARTA** English rulers clashed with nobles and the Church over efforts to extend royal power. In 1215, the nobility rebelled against King John and forced him to sign the Magna Carta, a charter that placed limits on the king's power. The Magna Carta stated, for example, that the monarch must obey the law and that the monarch could not raise taxes without first consulting his Great Council of lords and clergy.
- **PARLIAMENT** During the 1200s, this council evolved into the representative assembly known as Parliament. In order to finance their wars, English monarchs repeatedly had to ask Parliament for funds, thus strengthening the power of Parliament.

How did the government for France and England differ as they moved toward a stronger sense of nationhood?

- **AN ENGLISH CHURCH** The final break between the English monarchy and the Catholic Church occurred under Henry VIII in the 1500s. Angered that the pope refused to grant him an annulment of his marriage, Henry consulted Parliament and had a series of laws passed. Under these laws, Henry gained control of the English church. He created the Anglican Church, or Church of England. In 1558, Henry's daughter, Elizabeth I, became queen and firmly established England as a Protestant nation.

OVERVIEW: A growing population and an increase in trade led to a commercial revolution in Europe and a rising middle class. At the same time, the Renaissance brought new ideas about the world and the place of people within it. Great works of art and literature emerged from this period. Inventions such as the printing press helped learning and new ideas to spread throughout Europe. There were also religious changes, as Protestant reformers challenged the authority of the Roman Catholic Church and founded new Christian churches. Throughout this period, Feudalism weakened, while nations united under strong monarchs. In 1215, England instituted the Magna Carta, which placed limits on royal power. Under the Magna Carta, the English monarch shared power with Parliament, a representative body.

Based on what you learned in this section, who do you think is represented in this picture?



CORNELL NOTES



Topic/Objective:
UNIT 3 Section 4
The Resurgence of Europe

Name: _____
Class/Period: _____
Date: _____

WORD BANK

**Capitalism / Renaissance / Magna Carta / Humanism / John Calvin
Apprentices / Common Law / Protestant Reformation / Commercial Revolution
Guild / Michaelangelo / 95 Theses /Parliament / Ignatius Loyola
Leonardo da Vinci / Martin Luther**

1.	Any of various medieval associations, as of merchants or artisans,organized to maintain standards and to protect the interests of its members, and that sometimes constituted a local governing body.
2.	One bound by indenture to serve another for a prescribed period with a view to learning an art or trade
3.	An economic system based on the private ownership of the means of production and distribution of goods. Also promotes a free market regulated by supply and demand.
4.	A dramatic change in the economy of Europe at the end of the Middle Ages. It is characterized by an increase in towns and trade, the use of banks and credit, and the establishment of guilds to regulate quality and price.
5.	A rebirth of cultural and intellectual pursuits after the stagnation of the Middle Ages. This period in European history, from about the 14th through 16th centuries, features major cultural and artistic change.
6.	A Renaissance cultural movement that turned away from medieval scholasticism and revived interest in ancient Greek and Roman thought.
7.	(1475–1564), Italian sculptor, painter, architect, and poet; A leading figure of the High Renaissance, established his reputation with sculptures such as the <i>Pietà</i> (circa 1497–1500) and <i>David</i> (1501–04). Under papal patronage he decorated the ceiling of the Sistine Chapel in Rome (1508–12) and painted the fresco <i>The Last Judgment</i> (1536–41), both important mannerist works. His architectural achievements include the completion of St. Peter’s cathedral in Rome (1546–64).

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

10-24-7 METHOD: HOW DO I KNOW YOU ARE STUDYING THESE NOTES? (EVIDENCE)

8.	1452–1519), Italian painter, scientist, and engineer. His paintings are notable for their use of the technique of <i>sfumato</i> and include , <i>The Last Supper</i> (1498), and the <i>Mona Lisa</i> (1504–05). He devoted himself to a wide range of other subjects, from anatomy and biology to mechanics and hydraulics: his 19 notebooks include studies of the human circulatory system and plans for a type of aircraft and a submarine.
9.	A sixteenth-century German religious leader; the founder of Protestantism; a priest of the Roman Catholic Church, began the Reformation by posting his Ninety-five Theses, which attacked the church for allowing the sale of indulgences.
10.	Propositions for debate concerned with the question of indulgences, written (in Latin) and possibly posted by Martin Luther on the door of the Schlosskirche (Castle Church), Wittenberg, on October 31, 1517. This event came to be considered the beginning of the Protestant Reformation.
11.	The protest against perceived wrong doings by the Catholic Church during the early 16th century. Main leaders were Martin Luther and John Calvin.
12.	A sixteenth-century French Protestant theologian and religious reformer; the founder of Calvinism. He directed the formation of a religiously based government in Geneva, Switzerland; believed in Predestination.
13.	1491–1556, Spanish soldier and ecclesiastic: founder of the Society of Jesus (Jesuits)
14.	The body of law developed in England primarily from judicial decisions based on custom and precedent, unwritten in statute or code, and constituting the basis of the English legal system
15.	A document granting rights to both the Church in England and the Nobility signed by King John in 1215. This is considered to be the beginnings of British democracy.
16.	The highest legislature, consisting of the sovereign, the House of Lords, and the House of Commons

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 3 Section 4 The Resurgence of Europe Quiz	Name:
	Class/Period:
	Date:

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (80 pts)

- As the Middle Ages ended, the rise of a middle class in Western Europe can be attributed partly to the**
 - economic policies of the Roman empire.
 - strength of Christianity in medieval Europe.
 - increase in trade that resulted from the Crusades.
 - self-sufficiency of the manor system.
- The Renaissance began in Italy. One reason Italian city-states were able to dominate trade routes from Asia and Africa to other parts of Europe was that they were**
 - centrally located on the Mediterranean Sea.
 - unified by the Hanseatic League.
 - situated north of the Alps.
 - located on the trade routes of the North Sea
- In the Renaissance period, which factor was emphasized by the philosophy of humanism?**
 - superiority of Medieval thought
 - value of the individual
 - devotion of religion
 - obedience to government officials
- Which is a valid conclusion based on a study of European art during the Renaissance?**
 - Emphasis on artistic creativity can discourage a society from pursuing reforms.
 - The development of guilds prevented artistic creativity.
 - The presence of a wealthy leisure class contributes to artistic development.
 - An economy based on subsistence agriculture encourages artistic development.
- Which Renaissance figure is known for his invention of the printing press?**
 - Leonardo da Vinci
 - Michelangelo
 - Albrecht Durer
 - Johannes Gutenberg
- Which was a major characteristic of the Renaissance?**
 - Conformity
 - Humanism
 - Mysticism
 - Obedience
- Which Renaissance figure is known for the famous works of the *Sistine Chapel* and the statue of *David*?**
 - Leonardo da Vinci
 - Michelangelo
 - Albrecht Durer
 - Niccolo Machiavelli
- “It is better to be feared than loved, if you cannot be both.”
“He who wishes to be obeyed must know how to command.”
“I’m not interested in preserving the status quo; I want to overthrow it.”**

Which Renaissance figure is known for the ideas expressed in these quotes?

- Leonardo da Vinci
- Niccolo Machiavelli
- Johannes Gutenberg
- Albrecht Durer

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

9. **An immediate result of the Protestant Reformation in Western Europe was the**
- end of religious unity in Europe and decline in the power of the church.
 - translation of the Quran.
 - increase in power of the Roman Catholic Church.
 - destruction of the increasing power of monarchs.
10. **Which factor helped most to bring about the Protestant Reformation?**
- The Catholic clergy had lost faith in their religion.
 - Islam had attracted many converts in Western Europe.
 - Kings and princes in northern Europe resented the power of the Roman Catholic Church.
 - The exploration of the Americas led to the introduction of new religious ideas.
11. **Martin Luther's Ninety-Five Theses were a call for**
- religious revolt against the German princes
 - greater papal authority
 - reforms within the Roman Catholic Church
 - crusades to spread Christianity
12. "Won't you part with even a farthing to buy this letter? It won't bring you money but rather a divine and immortal soul, whole and secure in the kingdom of heaven." – Johann Tetzel
- Which Roman Catholic Church practice is described in this excerpt?**
- confession of sins (penance)
 - the taking of communion (Eucharist)
 - the selling of indulgences
 - pledging allegiance to the Pope
13. **How did the invention of the printing press affect the advancement of the Protestant Reformation?**
- it allowed the ideas of the Reformation to spread and increased literacy
 - it allowed the ideas of the Reformation to be suppressed and decreased literacy
 - it allowed the ideas of the Reformation to spread and decreased literacy
 - it allowed the ideas of the Reformation to be suppressed and increased literacy
14. **Which was a major result of the Reformation?**
- many new Christian denominations emerged
 - religious teachings were no longer allowed in the universities
 - the Crusades were organized
 - the power of the Pope was strengthened
15. "Christians should be taught that he who gives to a poor man or lends to a needy man does better than if he used the money to buy an indulgence."
- Which major movement in European history started with the idea expressed in this statement?**
- Commercial Revolution
 - Industrial Revolution
 - Renaissance
 - Protestant Reformation

CONSTRUCTIVE RESPONSE QUESTION: (20 pts) Complete on separate sheet of paper

How were Lutheranism and Calvinism different from Roman Catholicism?

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

The BIG Idea

SECTION5 U3: African Civilizations

Section overview: Africa’s varied climates and terrains contributed to the development of diverse societies on that continent. From about A.D. 800 to 1600, several civilizations rose and fell in Africa/ West Africans built the powerful kingdoms of Mali and Songhai as they gained control over internal trade routes. In East Africa, the kingdom of Axum became a center of international trade. Africa played an important role in the global trading network. Trade with the people of Europe, the Middle East, and India encouraged an exchange of ideas between Africa and other lands. During this time, Islam became established in various parts of Africa. Still, traditional patterns of village, family, and religious life remained important through most of Africa.

A. AFRICA’S VARIED GEOGRAPHY

As the second largest continent in the world, Africa accounts for one fifth of the land surface on the Earth. Africa included varied climates and terrains. Much of Africa is made up of savanna, or grassy plains. Despite hot weather and occasional droughts, this area generally has good soil and enough rain to support farming. It is therefore the most densely populated climate region. A large part of Africa, however, is made up of desert, or dry, barren land. The Sahara in North Africa is the world’s largest desert, with extremely hot temperatures during the day and little vegetation. Africa also has a small belt of rain forests along the Equator and small areas of Mediterranean climate along the coast of North Africa and at the southern top of the continent. In these areas, there is fertile farmland.

Africa has few good natural harbors. Because much of the interior is a high plateau, the rivers that flow down to the coast cascade through a series of rapids. Barriers such as these sometimes made travel difficult for Africans.

Despite geographic barriers, early Africans traveled within and beyond their continent. Much of this movement was linked to trade. Africa’s gold, salt, iron, copper, and other minerals were important goods in early trade networks.

B. TRADITIONAL SOCIETY AND CULTURE

- **VILLAGE GOVERNMENT:** In most traditional African communities, power was shared among members of the community rather than exercised by a single leader. Within a village, decisions were often made by a process known as consensus. Village members gathered together for open discussions. Elders and other respected people presented their arguments before a general agreement was reached.

- 1.
- 2.
- 3.
- 4.

How did the geography of Africa encourage the development of diverse civilizations?

GEOGRAPHY

The geographic diversity and geographic barriers of Africa led to the development of many different cultures on the continent.

MOVEMENT OF PEOPLE & GOODS

Throughout history, trade had a major impact on the societies of Africa. Trade brought new cultural influences to Africa, adding to its diversity.

- **FAMILY PATTERNS:** While the family was the basic unit of society in traditional African, patterns of family life varied in several ways. For example, the nuclear family, parent and children worked and lived together as a unit. In other communities and more commonly, several generations lived in one household or near each other as an extended family.

Because traditional African social studies emphasized the group over the individual, extended families who descended from a common ancestor formed clans. Community values were greatly enhanced through identification with a particular clan.

- **RELIGIOUS BELIEFS:** Across Africa, religious beliefs were varied. Like many other ancient peoples, early African identified the forces of nature with divine spirits and worshiped many gods and goddesses. Many Africans believed that the spirits of their departed ancestors were present on Earth. They would call on these spirits for help in times of trouble. Some people in these long-ago African societies believed in one supreme being who was the creator and ruler of the universe.

BELIEF SYSTEMS

After Mansa Musa converted to Islam, he traveled to Mecca. In making this trip, he fulfilled one of the Five Pillars of Islam. His pilgrimage had a cultural impact on Mali, since Mansa Musa brought home Muslim scholars and artists and forged new trading ties.

C. RISE AND FALL OF AFRICAN KINGDOMS

In Africa, towns soon became part of an important trade network. Gold and salt were the most important products that were traded. People needed salt in their diets to prevent dehydration, the dangerous loss of water from the body. There was plenty of salt in the Sahara, but there was little in the savanna. The people of the savanna traded the plentiful gold of their region to obtain salt from the Sahara.

Strong African rulers created powerful kingdoms by gaining control over the most profitable trade routes. Three trading kingdoms of West Africa were Ghana, Mali, and Songhai. The trading kingdom of Axum thrived in East Africa. Over time, Islam became an important social and religious force, particularly in North and West Africa.

GHANA: had a powerful king who ruled over a splendid court in his capital of Kumbi Saleh. Income from the gold trade allowed him to maintain a large army of foot soldiers and cavalry; which he used to help control and expand his kingdom.

Muslim merchants brought their religion and ideas when they settled in Ghana. The king had Muslim officials and thus was influenced by Muslim military technology and ideas about gov't. Ghana also absorbed Muslim cultural influences, such as Arabic writing and Muslim styles of architecture. Most of the people kept their traditional religious beliefs. Women in Ghana had a high status and played an active role in the economic life of the empire.

GOVERNMENT

The West African kingdoms were ruled by powerful emperors. They had strong armies to maintain order and protect the kingdoms from attack.

What factors contributed to the rise and fall of powerful kingdoms in Africa?

MALI: was ruled by powerful kings, called mansas. Under Mansa Musa, the most powerful ruler, Mali extended its borders and dominated West Africa. Mansa Musa's large army kept order in the empire and protected it from attack. Although warriors were an elite class in Mali, most of its people were farmers and herders.

Mansa Musa ran an efficient government, appointing governors to rule particular areas. Mansa Musa converted to Islam, basing his system of justice on the Qur'an. He also made the city of Timbuktu a center of Muslim learning. The empire, however, declined in the 1400s, when the people could not agree on who should rule the kingdom.



TRADING EMPIRES OF WEST AFRICA	
EMPIRE	KEY FACTS
GHANA (800s–1070s)	<ul style="list-style-type: none"> • Location: Near Niger and Senegal rivers • Key cities: Koumbi Saleh (capital) • Trade: Controlled gold-salt trade routes • Beliefs: Local beliefs; some Muslim influences
MALI (1230s–1430s)	<ul style="list-style-type: none"> • Location: Along upper Niger River • Key Cities: Niani (capital), Timbuktu • Key Rulers: Sundiata; Mansa Musa • Trade: Controlled gold-salt trade routes • Beliefs: Islam; local beliefs
SONGHAI (1460s–1591)	<ul style="list-style-type: none"> • Location: Near Niger River • Key Cities: Gao (capital), Timbuktu • Key Rulers: Sunni Ali; Askia Muhammad • Trade: Trans-Saharan trade • Beliefs: Islam; local beliefs

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

AFRICAN KINGDOMS

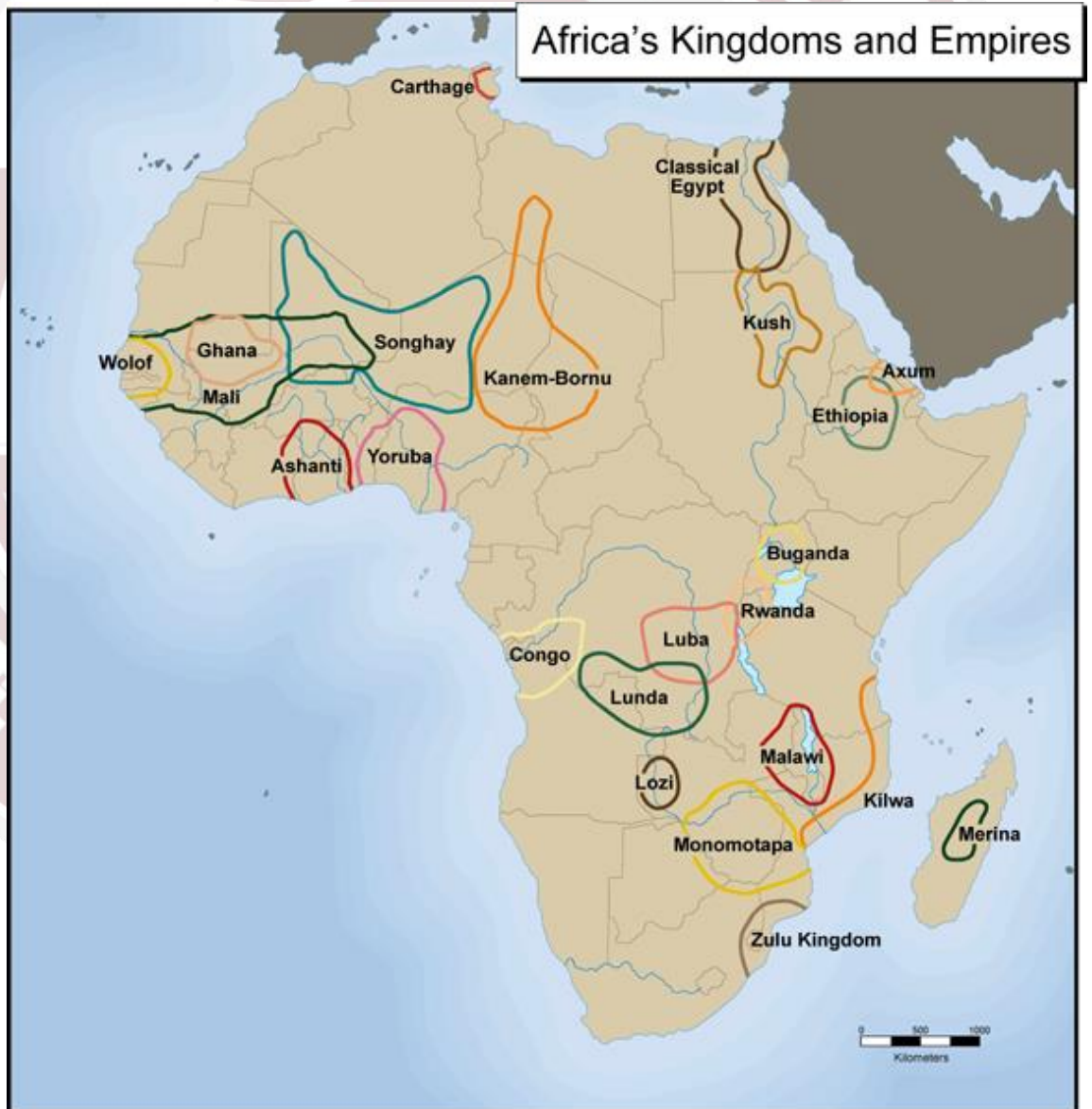
People of West Africa traded among themselves for many centuries. By about the 400s, this regional trade system had grown into an extensive trans-Saharan trade system connecting much of Africa. Over the centuries, different kingdoms controlled the routes.

SONGHAI: Like Ghana and Mali, the Songhai empire depended on a strong army to control trade routes. The emperor Sonni Ali built Songhai in to the largest state that had ever existed in West Africa, bringing the wealthy city of Timbuktu under his control. Songhai established an efficient bureaucracy to govern the kingdom. Its people also expanded trade to Europe and Asia. Songhai prospered until the late 1500s, when civil war broke out. At that time, invaders from the north defeated the disunited forces of Songhai and caused the downfall of the kingdom.

AXUM: It's location on the Red Sea helped Axumites command a thriving trade network linking Africa, India, and the Mediterranean world. Axum's population was descended from African farmers and from traders who had immigrated from Arabia. The merging of cultures introduced Jewish and Christian religious traditions to Axum. After being weakened by civil war and cut off from harbors, Axum declined.

GEOGRAPHY

The bodies of water on Africa's east and west coasts were busy highways for trade with Europe and Asia. These contacts had an effect on Africa's history and culture.



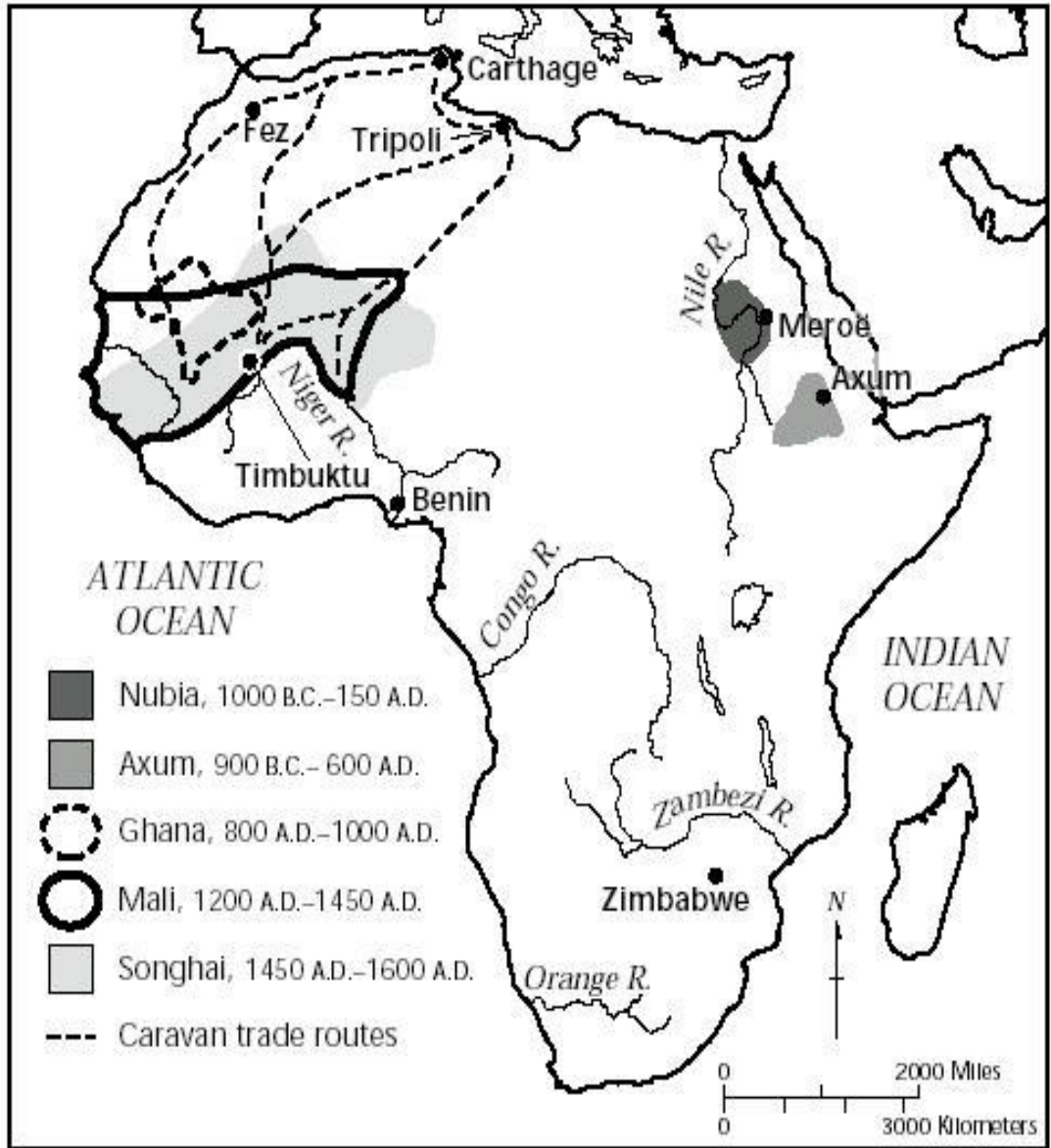
HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

What links did Africa have with global trade routes?

D. AFRICANS ROLE IN GLOBAL TRADE

African states in both the eastern and western parts of the continent played a significant role in global trade. The Mediterranean and Red Seas linked Africa to the Middle East and Europe. In addition, the Indian Ocean linked East Africa to India and other Asian lands. Products from the African interior were transported overland to the coast and then out of Africa.



Hausa: In the 1300s, the Hausa people built city-states in what became present-day Nigeria. The products of the Hausa cotton weavers and leatherworkers from the city-states traveled on caravans across the Sahara and sometimes were transported as far as Europe. By 1500s, the Hausa dominated Saharan trade routes.

HIGHLIGHT - UNDERLINE - CIRCLE VOCABULARY - CHUNKING - *ASTERISKS / STARS* - QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

How did traditional art and literary forms reflect the beliefs of African peoples?

Benin: In the rain forests on the Guinea coast, the Benin people traded ivory, pepper, and eventually enslaved people with their northern neighbors in the savanna. Benin traders also dealt with the Portuguese, who began arriving in growing numbers in the 1500s. The people of Benin learned how to cast bronze and brass. Benin bronze sculpture often portrays warriors and Benin rulers.



East African City-States: Around 600, trading cities rose along the coast of East Africa as Arab and Persian merchants established trading communities. By 1000, East African port cities such as Mogadishu, Kilwa, and Sofala conducted a booming trade with India. Part of this commerce system included enslaved people, who were seized inland and then sold to Persian traders.

Trade led to a mixing of cultures in the city-states of East Africa. Over time, this blending of cultures resulted in the rise of a new language, Swahili, in which Arabic words were mixed with Bantu, an African language.

E. CONTRIBUTIONS

THE ARTS

African art, most often created in ivory, wood, and bronze, was sometimes used for decorative purposes, such as jewelry. Most often, however, art was closely tied to religion. Statues and masks, for example, were used in religious ceremonies and rituals. African art also strengthened bonds within the community. Art linked people who created it with those who used it. Moreover, decorative patterns on an object often identified it as the work of a particular clan or as a possession of royalty.

LITERARY TRADITIONS

Africans used both oral and written literature to preserve their culture. Arabic was a common written language used by people in parts of Africa that were influenced by Islam. Today, Arabic documents offer insight into the laws, religions, and history of African societies.

Most often, histories and folk tales were passed down in oral form from generation to generation. Histories praised the heroism of famous ancestors or kings. Folk tales, on the other hand, blended fantasy and humor to teach important moral lessons.

EDUCATION

In most African societies, it was the duty of the elders to teach boys and girls what their special roles would be in the community. The elders also passed down information about their clan's history and religious beliefs.

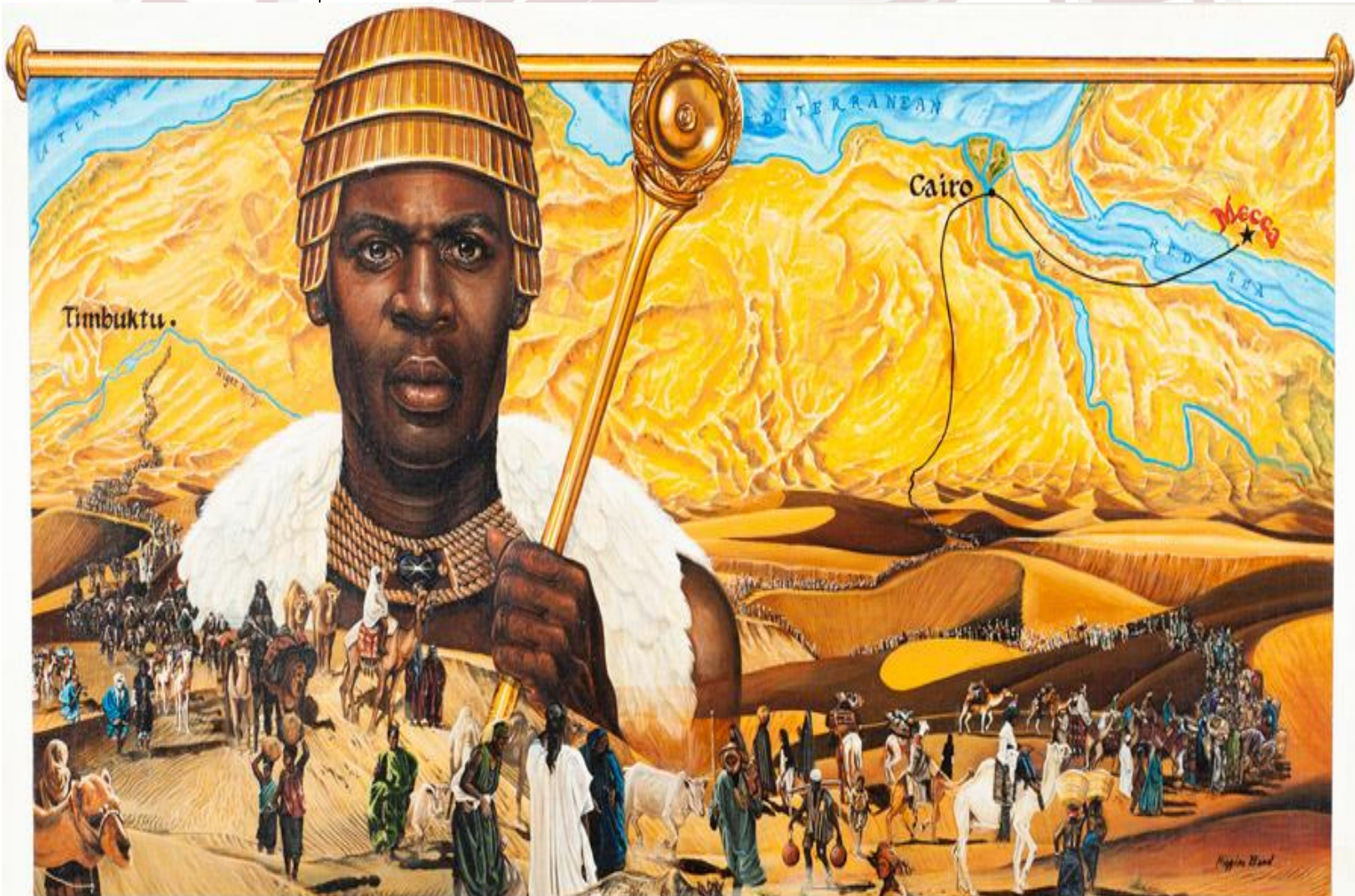
In the 1400s, Timbuktu in Mali had become a leading center of learning. Manuscripts were brought to Timbuktu to be sold at high prices. The university at Timbuktu, built by Mansa Musa, attracted students from all over the Muslim world.

Manuscript: a book or document written by hand

COMMERCE

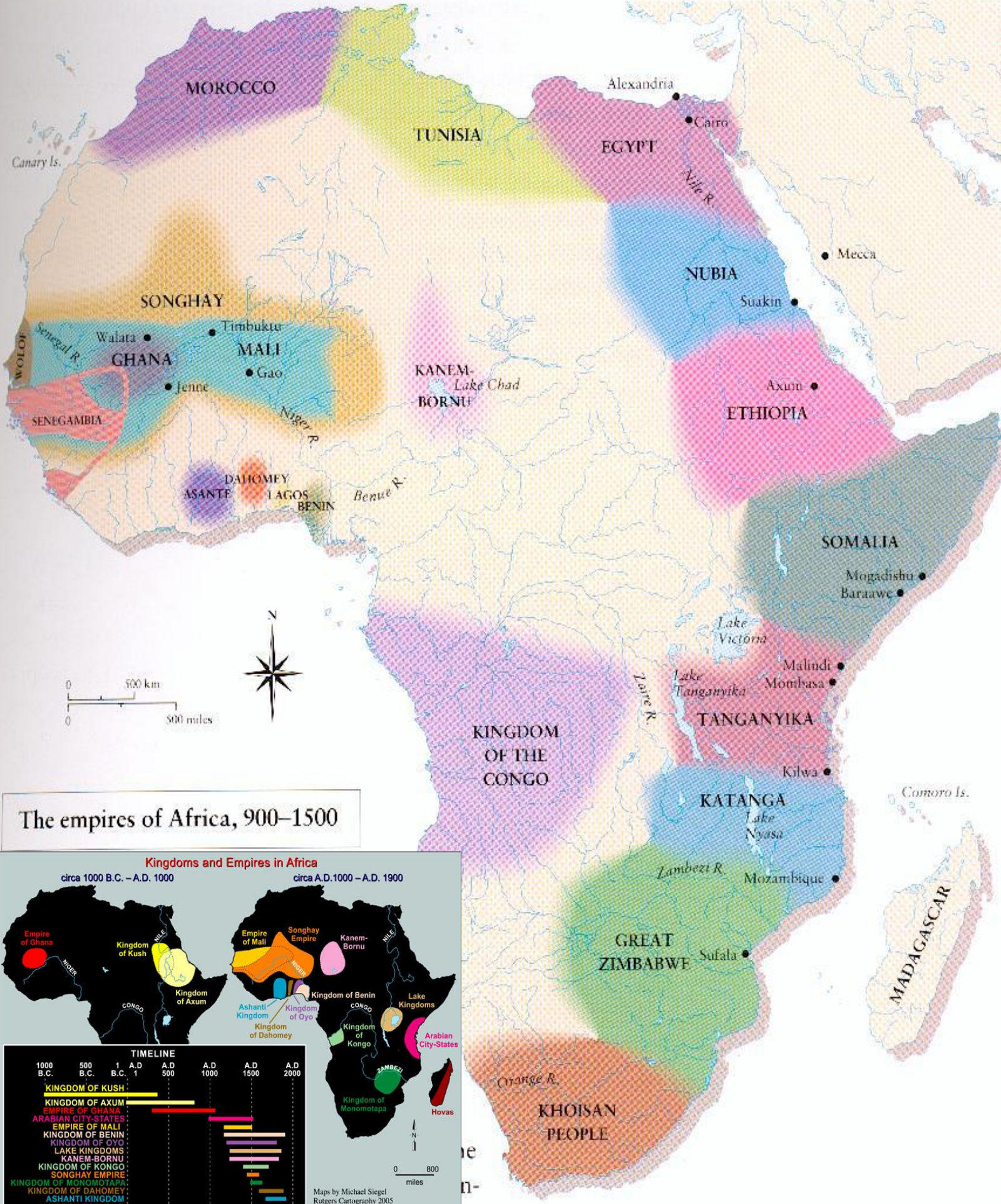
The development of commerce by African kingdoms did much to establish trade routes that would endure for centuries. Commerce also introduced Africa to crops and animals from other lands. In addition, a rich mix of cultures developed. An unfortunate result of commerce, however, was the rise of trading enslaved people.

OVERALL: Africa's geography encouraged the formation of separate kingdoms. After A.D 800, powerful trading empire formed in western Africa. Through trade, Africans were introduced to Islam. During the same period trading kingdoms on Africa's eastern coast were forming ties with India, the Middle East, and the Mediterranean. African societies were exposed to many new influences but retained the traditional importance of village, family, and religion.

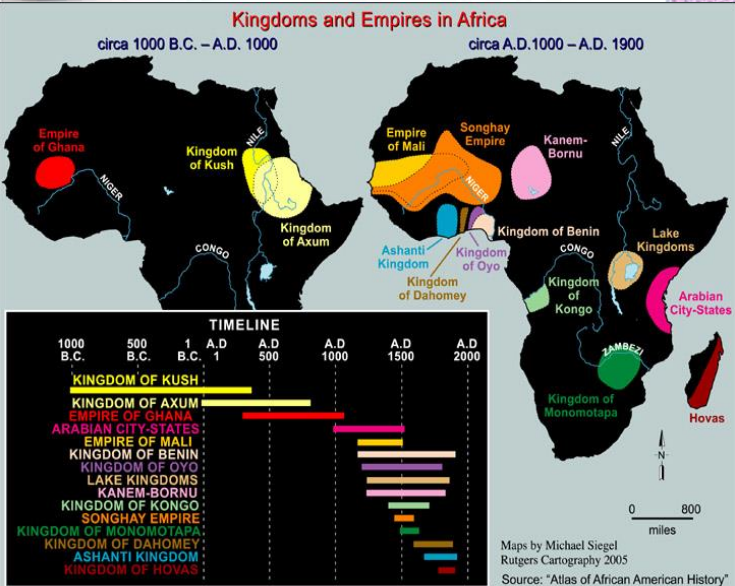


HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

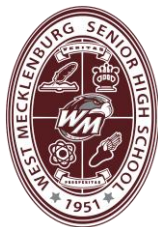
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The empires of Africa, 900–1500



CORNELL NOTES



Topic/Objective:

UNIT 3 Section 5**African Civilizations**

Name:

Class/Period:

Date:

WORD BANK

**Songhai / Mali / Savanna / Ghana / Mansa Musa / Axum
Rain Forests / Desert / Swahili**

- | | |
|----|---|
| 1. | A tropical or subtropical grassland (as of eastern Africa or northern South America) containing scattered trees and drought-resistant undergrowth. |
| 2. | A region so arid because of little rainfall that it supports only sparse and widely spaced vegetation or no vegetation at all. |
| 3. | A tropical woodland with an annual rainfall of at least 100 inches (254 centimeters) and marked by lofty broad-leaved evergreen trees forming a continuous canopy. |
| 4. | Had a powerful king who ruled over a splendid court in his capital of Kumbi Saleh. Income from the gold trade allowed him to maintain a large army of foot soldiers and cavalry; which he used to help control and expand his kingdom. Women had a high status and played an active role in the economic life of the empire. |
| 5. | was ruled by powerful kings, called mansas. Under Mansa Musa, the most powerful ruler, extended its borders and dominated West Africa. Although warriors were an elite class, most of its people were farmers and herders. |
| 6. | Ran an efficient government, appointing governors to rule particular areas. He converted to Islam, basing his system of justice on the Qur'an. He also made the city of Timbuktu a center of Muslim learning. |
| 7. | This empire depended on a strong army to control trade routes. The emperor Sonni Ali built it into the largest state that had ever existed in West Africa, bringing the wealthy city of Timbuktu under his control. This empire established an efficient bureaucracy to govern the kingdom. Its people also expanded trade to Europe and Asia. |
| 8. | Its location on the Red Sea helped this empire command a thriving trade network linking Africa, India, and the Mediterranean world. Its population was descended from African farmers and from traders who had immigrated from Arabia. |
| 9. | Also called kiSwahili , or Kiswahili , Bantu language spoken either as a mother tongue or as a fluent second language on the east coast of Africa in an area extending from Lamu Island, Kenya, in the north to the southern border of Tanzania in the south. (The Bantu languages form a subgroup of the Benue-Congo branch of the Niger-Congo language family.) |

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<p>Topic/Objective: Unit 3 Section 5</p> <p>African Civilizations Quiz</p>	Name:
	Class/Period:
	Date:

DIRECTIONS: Read each question carefully before you select your final response. Double check test when complete.

MULTIPLE CHOICE: (80 pts)

- 1. The West African kingdoms of Ghana, Mali, and Songhai flourished between A.D. 700 and A.D. 1600 mainly because they**

 - controlled the trade routes across the Sahara.
 - developed self-sufficient economies.
 - became religious centers considered sacred by Africans.
 - received support from European colonial governments.
- 2. Mansa Musa's journey to Mecca in the 1300s is evidence that**

 - the Crusades had a great influence on western Africa.
 - most African leaders were educated in the Middle East.
 - European culture was superior to the cultures of western Africa.
 - Islam had a major influence on the Mali empire.
- 3. This African King converted to Islam, basing his system of justice on the Qur'an. He also made the city of Timbuktu a center of Muslim learning.**

a. Mansa Musa b. Shaka Zulu c. Genghis Kan d. Nelson Mandela
- 4. African states in both the eastern and western parts of the continent played a significant role in global trade. The Mediterranean and Red Seas linked Africa to the Middle East and _____.**

a. Africa b. Asia c. Europe d. Russia

CONSTRUCTIVE RESPONSE QUESTION: (20 pts) Complete on separate sheet of paper

What forces contributed to the rise and fall of the kingdoms of Ghana, Mali, Songhai, and Axum.