

WORLD HISTORY STUDY GUIDE

UNIT 4 : THE FIRST GLOBAL AGE (1450-1770)

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. Which of the following was the greatest motivation for European exploration; God, Gold, or Glory?
4. Why was the Middle Passage widely considered the most difficult leg of the Triangular Trade?
5. How did economic systems such as mercantilism, capitalism, joint-stock companies, and corporations, etc. influence exploration?

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

STUDENT: _____ TEACHER: _____

ASSIGNMENT SHEET				
UNIT 4: The First Global Age	DATE ASSIGNED	GRADE	DATE COMPLETED	PARENT INITIALS
<i>Unit 4 Notes</i>				
CLASS ASSIGNMENT				
HOMEWORK ASSIGNMENT				
Section 1 H.O.				
Section 2 H.O.				
Section 3 H.O.				
Section 4 H.O.				
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TEST				
Section 1 Quiz				
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UNIT 4 TEST				
CONSTRUCTIVE RESPONSE QUESTIONS				
OTHER ASSIGNMENTS				

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

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UNIT 4: The First Global Age (1450-1770)

The BIG IDEA

SECTION 1 U4: MESOAMERICAN CIVILIZATIONS

Section overview

Tens of thousands of years ago, Paleolithic hunters migrated to North America from Asia. People learned to cultivate plants and domesticate animals. These changes led to an increase in population. In the Americas, complex societies developed. The Olmec's and, later, the Mayas and Aztecs ruled great empires in Mexico. In South America, the Incas conquered a vast area along the western coast. The people in these empires were skilled farmers, were devoted to their religions, and possessed advanced knowledge in many areas.

Geographic Setting

During the last ice age, large amounts of ocean water froze into thick ice sheets. A land bridge between Siberia and Alaska was created as the ocean levels dropped. Across this bridge, groups of Paleolithic hunters in Asia followed herds of bison and mammoths into North America. Over the following centuries, the nomadic hunter-gatherers in North Americans settled in many different regions and had to adapt to a variety of climates and landforms, including woodlands, fertile plains, mountain ranges, and thick rain forests.

Slowly, between 8500 B.C. and 2000 B.C., important changes occurred. Groups of Americans learned to cultivate crops. They began to domesticate animals, perhaps in response to the disappearance of large mammals. Neolithic farmers in Mexico raised a variety of crops, including corn, beans, sweet potatoes, peppers, tomatoes, and squash. Farmers in South America domesticated llamas and other animals that were valued for their wool.

In the Americas, as in Africa and Eurasia, this agricultural revolution had a major impact on population. Farmers settled into villages that sometimes developed into large religious centers, which could then grow into major cities. The first great American civilizations developed in Mesoamerica (also called Middle America), the region that includes Mexico and Central America.

1) What was the geography like in America?



2) What are three achievements of the Olmecs?

THE OLMECS

The Olmec empire, which lasted from around 1400 B.C. to 500 B.C. was the first major American civilization. It emerged in the tropical forests along the Gulf coast of Mexico. Instead of cities, the Olmecs built ceremonial centers comprising pyramid-shaped temples and other buildings. The Olmecs invented a calendar and developed a system of writing made up of carved inscriptions, through trade links, their influence extended over a large area. Olmec carvings appear in the artwork of later societies. Perhaps the most important legacy of the Olmecs was their devotion to religion and their especially honored class of priests. These characteristic were common in later Mesoamerican civilizations.

THE MAYAS

One major civilization influenced by the Olmecs was that of the Mayas, who flourished from about A.D. 300 to 900. During this period, the Mayas developed a complex agricultural society. They established large city-states in southern Mexico and throughout much of Central America.

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

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3) What was the role religion played in the Mayans civilization?

Farming and Trade

Farmers made up most of the Mayan population. Men usually cultivated the crops, which included maize (corn), beans, and squash. Women were in charge of turning these crops into food, Farmers paid taxes, in the form of food, to support the cities and their temples. The Mayas accumulated much wealth from profitable trade system. Traders carried valuable honey, cocoa, and feathers across Central America along hard-packed dirt roads.



4) What are 3 specific achievements of the Mayans?

Religion

Because of the significance of religion to the Mayas priests occupied an exalted place in the social hierarchy. These religious leaders held such importance because they alone could conduct the elaborate rituals that the Mayas believed would ensure bountiful harvests and victories in battle.

Social Structure

Mayan civilization featured a distinct social hierarchy. Each Mayan city-state had its own ruling chief. Immediately below this chief were the nobles, who served as city officials and military leaders. Although those in the ruling class were usually men, women could occasionally obtain some degree of power. Most Mayas, however, were farmers.

Contributions

ARCHITECTURE In their cities, the Mayas built giant pyramid temples and large palaces. Elaborate painting and carvings on the walls depicted events from Mayan history.

AGRICULTURE Despite the tropical environment, the Mayas grew enough food to support large city populations. Farmers made this possible by clearing out the dense rain forests and then building raised fields hat were capable of holding and draining rain water.

LEARNING AND SCIENCE Perhaps the most impressive achievement of the Mayas was their advanced learning. Mayas developed a hieroglyphic (picture) system of writing and recorded much of their knowledge in books made of bard. Mayan priests developed a very accurate 365-day calendar. They also used a numbering system and understood the concept of zero before Europeans did.

Decline

Around A.D 900, the Mayas abandoned their cities. Historians speculate that warfare or overpopulation may have caused agriculture to decline or that there were revolts by the lower classes. Remnants of this great culture remain, however. Today, millions of people in Guatemala and southern Mexico speak Mayan languages.

5) How did the Aztec expand their empire?

THE AZTECS

In the late 1200s, a nomadic group migrated from the north into the Valley of Mexico. They settled in the area, establishing their capital at Tenochtitlan. The Aztecs, who developed from this group, were fierce warriors. In the late 1400s, the Aztecs used conquests and alliances to build a he empire. Their capital grew to become a magnificent city with temples, palaces, gardens, and zoos.

Aztec Expansion

The Aztecs founded Tenochtitlan in 1315. In the early 1400s, Aztec leaders began forming alliances with neighboring states. The Aztecs soon became the dominant power in what is now central Mexico. Then, through a series of military conquest over hundreds of smaller states, the Aztecs steadily expanded their empire. Each conquered state was given an Aztec governor The Aztecs became wealthy from tribute, payment they took from conquered peoples. By the early 1500s, he Aztec empire covered most of Mexico and included about 30 million people.

6) How is the social structure of the Aztec different from Mayan's?

Social Structure

RULERS, NOBLES, AND PRIESTS Unlike the Mayas, the Aztecs were ruled by a single emperor, who was chosen by a council of nobles and priests. Below this ruler was the noble class, from which officials, judges, and provincial governors were drawn.

WARRIERS AND TRADERS The warriors came next in the Aztec class structure. A warrior might rise into the noble class through superior performance on the battlefield. Traders formed another group in Aztec society. They carried goods over long distances to exchange for exotic products from peoples who lived beyond the empire. Traders also scouted distant lands to help plan future conquests.

FARMERS AND SLAVES Most of the people in the empire were farmers. Slaves made up the lowest class in the social structure. Members of this group were mainly criminals or enemy soldiers who had been captured. Despite their lowly status, they still had certain rights guaranteed by Aztec law. Some slaves even owned land and eventually bought their freedom.

Religion

Religion was important to the Aztecs. As in Mayan society, priests gained significance because they led rituals that were believed to appease the gods, who would then prevent disasters. The Aztecs built a huge pyramid in the center of Tenochtitlan to honor their chief deity, the sun god.

To please their gods, Aztec priests offered many thousands of human sacrifice. Both the Olmecs and the Mayas had also practiced human sacrifice, but not on such a large scale. Aztec sacrificial victims were usually captured enemy soldiers.

Contributions

LEARNING AND SCIENCE Aztec priests devised an accurate calendar. They also established schools and recorded historical events. Aztec medical practices were advanced enough that practitioners could set broken bones and treat dental cavities.

ARCHITECTURE AND ENGINEERING The Aztec capital of Tenochtitlan was one of the great achievements of Mesoamerican civilizations. Built on the site of present-day Mexico City, Tenochtitlan began as two small islands in Lake Texcoco. Engineer's filled in parts of the lake and built wide stone causeways to connect Tenochtitlan to the mainland. Architects designed huge pyramid temples, and elaborate emperor's place, and busy outdoor markets. An estimated 200,000 people lived in Tenochtitlan in 1500, making it the largest and most densely populated settlement in Mesoamerica.

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

7) What is the effect of centralized government on the Incans lives?

AGRICULTURE As their population grew, the Aztecs found ingenious ways to create more farmland. They used a variety of fertilizers and converted swampy area into productive farmland. They also built chinampas, artificial islands made of earth piled on reed mats that were anchored to the shallow bed of Lake Texcoco. On these “floating gardens” Aztec farmers raised corn, quash, and beans. The Aztecs’ ability to produce and abundance of food was a major factor in the success of their empire

THE INCAS

In the 1400s, the Incas emerged from the Andes Mountains and conquered a large area that extended over 2,500 miles down the Pacific coast. The Incas ruled an empire made up of many separate conquered peoples.

A Centralized Government

An emperor ruled the Incas. The first emperor was a warrior who led his armies through many successful campaigns of conquest. The emperor held absolute power and owned all of the people, land, herds, and mines. The emperor was also the chief religious leader and claimed divine status as the son of the sun.

The emperor headed a strong central government from the mountain capital at Cuzco. Nobles ran the province along with local chief-taxes, enforced laws, and performed routine government business. The Incan government strictly controlled the lives of the millions of people within its empire. Everyone had to speak the same language, Quechua, and practice the Incan religion.

An Empire Linked by Roads

The emperor could not have imposed this centralized rule over such a large area without a remarkable system of roads. Runners used these roads to carry news swiftly from far-off provinces to the emperor in the capital. This arrangement allowed him to keep a close watch on his empire. If necessary, Incan armies could move quickly over the roads to crush any rebellions that formed in distant corners of the empire.

Religion

Incan religion affected all parts of daily life. The people worshipped many gods related to forces of nature as well as guardian spirits in the home. The chief Incan deity was the sun god. A powerful class of priests conducted rituals and led monthly religious festivals that featured sports and games.

Contributions

ENGINEERING AND ARCHITECTURE

The Incan system of roads stands out as a major accomplishment of their civilization. It extended more than 12,000 miles, included hundreds of bridges, and even used tunnels and steps to pass through mountainous terrain.

The capital city of Cuzco was home to other Incan engineering feats. In the city center stood the giant Temple of the Sun, built with huge stone blocks and featuring inner walls lined with gold. The engineering of this temple was so advanced that the building was strong enough to withstand major earthquakes.

AGRICULTURE

Like the Aztecs, the Incas frequently borrowed and built upon ideas from other societies. Incan farmers used stone walls to improve upon terraces built by earlier peoples. The improved terraces of the Aztecs helped strips of land in place on steep hillsides and prevented rain from washing away the soil. The terraces made it possible to farm effectively in places where flat land was scarce.

SCIENCE


The Incas had a calendar but were not as advanced in astronomy as the Mayas had been. One area in which the Incas excelled was medicine. They performed successful surgery to treat hear wounds, The Incas also had knowledge about diseases and medicines; they used herbs as antiseptics.

Major Civilizations of the Western Civilization
Characteristics of Mayan, Aztec, and Incan Civilizations

Characteristic	Mayans	Aztecs	Incas
Dates	250 B.C. – A.D. 900	A.D. 1200 – 1521	A.D. 1438 - 1535
Location	Central American rain forest – Yucatan Peninsula	Valley in Central Mexico – modern Mexico City	Andes Mountains – west coast of South America
Represented by	Chichen Itza	Tenochtitlan	Machu Picchu
Political Style/Rule	Independent city-states; ruled by god-kings	Emperor	Emperor
Economy (Based on?)	Agriculture & trade Mainly Maize!	Agriculture Mainly Maize! + Tribute from conquered peoples	High-altitude, terrace agriculture; Maize, potatoes & variety of other crops
Religion	Polytheistic/animistic – ancestor + sun worship pyramids/temples + human sacrifice	Polytheistic/animistic; pyramids/temples Ancestor + Sun God Extensive human sacrifice!!	Polytheistic/animistic ancestor + sun worship
Achievements/ Characteristics	Advances = math, calendars, astronomy Most advanced writing! No beast of burden! Mysterious decline	Society based on warfare, expansion and tribute! - Calendars - No beast of burden! Conquered by Spanish	Extensive road system Linked empire + helped rule Llama for trade/travel & labor Conquered by Spanish

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

CORNELL NOTES 	Topic/Objective: UNIT 4 Section 1 MESOAMERICAN CIVILIZATIONS	Name: <hr/>
		Class/Period: <hr/>
		Date: <hr/>

ESSENTIAL QUESTION:

Questions/Main Ideas/Annotations:	ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS
ECONOMIC SYSTEMS 1. Why was agriculture important to Latin American Civilization	
BELIEF SYSTEMS 2. What significance did religion have in the empires of the Americas?	
GOVERNMENT 3. What types of governments allowed Latin American societies to rule large areas?	
CULTURE AND INTELLECTUAL LIFE 4. What were the accomplishments and advances of the Latin American empires?	

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

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<p>UNIT 4 Section 1</p>	<p>DEFINE THE FOLLOWING VOCABULARY</p>
<p>5. Pre-Columbian</p>	
<p>6. Mayas</p>	
<p>7. Aztecs</p>	
<p>8. Incas</p>	
<p>9. terraces</p>	
<p>10. quipus</p>	
<p>Section Summary</p>	

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<p>Topic/Objective: Unit 4 Section 1</p> <p>MESOAMERICAN CIV. 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. **In Latin America, the Maya and the Aztec civilizations were similar in that they**
 - a. showed little evidence of urbanization
 - b. lacked a strong central government
 - c. developed complex mathematical and calendar systems
 - d. used military weapons superior to those of Europeans

2. **A study of Mayas, Aztecs, and Incas would show that these ancient American civilizations**
 1. produced few cultural achievements
 2. lived at peace with their neighbors
 3. welcomed the new technology brought by European explorers
 4. rivaled the accomplishments of early Middle Eastern cultures

3. **A study of the Maya, Aztec, and Inca civilizations of Latin America would show that these civilizations**
 - a. developed advanced and complex societies before the arrival of the Europeans
 - b. established extensive trade with Pacific Rim nations
 - c. were strongly influenced by their contact with Asian and African civilizations
 - d. were relatively large, but not well organized

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

Describe Latin America before Europeans came to the Americas?

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

SECTION2 U4: Ming Dynasty

1. What government changes did the Ming dynasty implement?

SECTION OVERVIEW

In the mid-1300s, the Chinese overthrew foreign conquerors, the Mongols, and restored self-rule under the Ming dynasty. Ming China experienced an economic and cultural revival. In the early 1400s, China began voyages of exploration and came into contact with Europe. Later the empire turned inward, seeking to protect itself from outside influences. China did, however, greatly affect nearby Asian lands that fell into its zone of influence. Over time, Chinese culture exerted religious and cultural influence in Korea, Japan, and Southeast Asia.

RESORATION OF CHINESE RULE

In 1368, about 90 years after Mongol leader Kublai Khan had established Mongol rule in China, Chinese rule was restored under the Ming dynasty. Although the Mongols had improved trade and transportation, many Chinese resented foreign rule. In 1368, a peasant leader, Zhu Yuanzhang, led a rebellion that successfully overthrew Mongol rule. Zhu then established the Ming Dynasty.

The Middle Kingdom

Under the Ming, China was once again ruled by the Chinese. Ming leaders sought to restore the country's greatness and its supremacy in the region. China traditionally thought of itself as the Middle Kingdom, the center of the earth and the source of civilization.

2. How did the Chinese view themselves?

Ming Government Reform

Ming rulers enacted reforms to improve the government. They brought back the civil service system. In this system, candidate had to pass a difficult exam. Confucian learning once again became important, because knowledge of Confucian classics was a key part of the exam. Ming leaders also established a board of censors to eliminate corruption in the bureaucracy.

Looking Outward and Turning Inward

During the first several decades of the 1400s, the Chinese admiral Zheng He established trade links with many distant commerce centers and brought exotic animals back to China for the imperial zoo. After Zheng He's death in 1422, the Ming emperor banned the building of large oceangoing ships, and China, as a result, suddenly halted its voyages of exploration. The reasons for this abrupt change in policy were both economic and cultural. Zheng's voyages had not brought profits to the empire, and his fleets were costly to maintain. Also, Confucian scholars taught that China had the most advanced civilization in the world. Limiting contact with foreign influences therefore seemed the best way to preserve ancient traditions.

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

3. What was the Mings policy on trade?

ECONOMIC AND CULTURAL CONTRIBUTIONS

Industry and Trade

The Chinese also made advances in industry during the Ming period. They utilized new technologies to increase manufacturing production. Industries such as the making of porcelain, tools, and paper thrived in Chinese cities. The Ming also repaired their neglected canal system to improve trade links across the country.

Arts and Literature

The arts flourished during the Ming dynasty. Artists developed new styles of landscape painting and created beautiful porcelain jars and vases. Chinese silks were much admired by Europeans.

Confucian scholars produced classical poetry; other writers wrote popular fiction. Dramatic artists developed new art forms that combined drama, music, and dance.

CHINA AND THE WEST

European Interest in China

When Portuguese and other European merchants reached East Asia in the 1500s, they were impressed by Chinese goods. European visitors to China wrote enthusiastically about the exquisite silks and porcelains they found there. Europeans were also fascinated with Chinese production of guns and gunpowder.

Chinese Indifference

Ming leaders severely restricted foreign trade, believing Europeans goods to be inferior. However, they allowed limited trade at the coastal outpost of Macao, near present-day Guangzhou. Imperial officials supervised this trade strictly.

Some European scholars, such as the Jesuit priest Matteo Ricci, did gain acceptance among the Ming. In the 1580s, the Chinese welcomed Ricci, who shared with them his knowledge of European arts and sciences. Although the Chinese were open to learning about European technology, they had little interest in the religious beliefs that Ricci and the Jesuits sought to promote.

**CORNELL
NOTES**



Topic/Objective:

UNIT 4 Section 2

Ming Dynasty

Name:

Class/Period:

Date:

ESSENTIAL QUESTION:

**Questions/Main
Ideas/Annotations:**

**ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR
MATERIALS FROM CLASS**

Change

- 1) How did Chinese government, industry, and trade after China overthrew its Mongol rulers and established a restored Chinese empire?

Choice

- 2) Why did China choose to isolate itself from foreign trade after 1433?

CULTURE

- 3) What impact did China have on other societies in Asia?

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

UNIT 4 Section 2

DEFINE THE FOLLOWING VOCABULARY

1. Ming Dynasty

2. Zheng He

3. Middle Kingdom

4. Matteo Ricci

Summary:

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 4 Section 2

MING DYNASTY Quiz

Name:

Class/Period:

Date:

DIRECTIONS: Create a Quiz from the section. "5" multiple choice Q&A and "1" CRQ

MULTIPLE CHOICE: (80 pts)

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

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

SECTION 3 U4:Ottoman Empire

1) What empire occupied the Asian Minor before the Ottomans?

Section Overview

In 1453, the Ottomans captured Constantinople and overthrew the Byzantine Empire. Over the next 200 years, backed by military advances, the Ottomans built a large and powerful empire in Europe and the Middle East. During the reign of Suleiman, The Ottomans strengthens their government and military will spreading Islam and culture over a large area. Various religious believes, however, we're tolerated with in the empire. The Ottoman Empire created impressive works of architecture, art, and a literature. Ottoman expansion into Eastern Europe and the eastern Mediterranean disrupted European trade. As Europeans began to search for new trade routes in the 1400s, Ottoman dominations was gradually weekend. This weakening, along with other factors, led to the decline of the empire.

The Rise of the Ottoman Empire

By the 1400s, the once mighty Byzantine Empire had been in decline for nearly two centuries. In the 1400s, if faced a growing threat from Ottomans, a nomadic Turkish speaking group that had migrated from central Asia into Asia minor. In the previous century, the Ottomans had moved through Asia minor and into the Balkans.

In 1453, Ottoman armies surrounded the byzantine capital of Constantinople. During the two month siege, Ottoman cannons pounded Constantinople's defensive walls, eventually allowing the attackers to break through and capture the city. The Ottoman change the city's name to Istanbul and made this ancient Christian city the capital of their Muslim empire.

Geographic Expansion

The Ottoman empire greatly expanded its territory in the century that followed the fall of Constantinople. With its well armed forces and effective military strategies, the Ottoman Empire grew quickly. After 1453, the empire made spectacular games, conquering land south to Mecca as well as along the Nile River in Egypt. The Ottomans also expanded further north into the Balkans and into Russia, capturing the Crimean peninsula. The Ottomans even latest siege to Vienna in 1529, causing great fear among Europeans. Ottoman forces failed to capture Vienna, however. Even so, by the 1500s, the Ottomans had built the largest, most powerful empire in the Middle East and Europe. At its peak, the Ottoman Empire reached across three continents from south eastern Europe through the middle east and north Africa.

2)Why were the Ottomans so successful in military?

3) What role did cultural diffusion play in the development of Ottoman culture.

Reasons for Ottoman Success

The success of the Ottomans was due in large part to the new military technology. In addition to the cannons that smash Constantinople's defenses, the Ottoman Empire equipped its foot soldiers with muskets. The strategy increased the soldier's battlefield effectiveness and reduced the importance of mounted soldiers. The new military technology allowed ottoman leaders to consolidate their rule within the Empire as well as to conquer new lands.

European search for new trade routes

As the ottoman empire expanded into Eastern Europe in the eastern Mediterranean, European trade routes were disrupted. For example, ottoman control of the eastern Mediterranean interfered with Western Europe's trade with East Asia. No longer able to depend on the old trade routes to Asia, Portuguese sailors sent explores out over the ocean in search of new trade routes. They were followed by other Europeans.

Ottoman achievements and lasting impact

The Ottoman Empire absorbed many influences from the concord Byzantine Empire. As you know, the byzantine heritage was itself a mingling of Greco- Roman and middle eastern influences. The Ottomans blended byzantine culture with Muslim culture. Byzantine influences could be found in Ottoman government, social life, and architecture.

Suleiman's Golden Age

Suleiman, called Suleiman the magnificent by Western, ruled the Ottoman Empire from 1522 1566. He was a Sultan, the name Turks gave to the rulers. And affected military leader who further modernized the army. Suleiman continue to add new territory to the Empire.

The years of his rule are considered the Golden age of Ottoman history. A wise leader, he strengthens the government and improved the system of justice in his empire. As a Muslim, he based his law on the Sharia, the Islamic system of law. In fact, he was known to his subjects as Suleiman the lawgiver. Although he held absolute power, he did consult with an advisor and a counsel and governing the empire.

A diverse society

The Ottomans ruled a vast area that included many diverse peoples with many religions. Nevertheless, the Ottomans held their empire together successfully for hundreds of years. Thus, making Islam the dominant cultural forces throughout the region.

4) What are some examples of the Ottoman's social classes in our society.

SOCIAL CLASSES: Ottoman society has four classes:

Men of the Pen	Men of the Sword
At the top of the social structure were highly educated people, such as scientists, lawyers, judges, and poets	Also ranked high were members of the military

Men of Negotiation	Men of Husbandry
Below the elite classes were businesspeople, such as moneychangers, tax collectors, and artisans.	A fourth class included farmers and herders

The top two classes were made up almost entirely of Muslims; the two lower classes included people from all backgrounds. This class structure helped make Islam the dominant cultural force in the empire.

5) What caused the decline of the Ottoman Empire?

THE DECLINE OF THE OTTOMAN EMPIRE

Although the Ottoman Empire survived into the twentieth century, it began to decline much earlier than that. The reasons for this decline came from both within and outside the empire.

Internal Disorder

Problems developed within the Ottoman empire. Slowly, over time, nations were able to break free from foreign Ottoman rule. The empire also experienced government corruption and poor leadership in its later years.

European Advances

The rising power of European nations was the major external reason for the Ottoman decline. In 1571, Spain and its Italian allies defeated an Ottoman fleet at Lepanto. Even while the Ottomans were adding to their empire in the 1400s and 1500s, they were increasingly being cut out of global trade.

By the 1700s, European commercial and military technology has surpassed that of the Ottomans. Also, industrially based European economies became stronger than the Ottoman economy, which was still based on agriculture. The commercial revolution in Europe, therefore, was a strong factor in Ottoman decline.


Summary

During the 1400s and 1500s, the powerful Ottoman empire arose in Asia Minor. The empire expanded over time to cover a vast area, extending the influence of Islam. Ottoman architecture, literature, and other art forms flourished. The Ottoman empire dominated trade for many years, forcing European countries to begin seeking new routes to Asia. However, European advances in technology and internal disorder all contributed to the fall of the empire.



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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

<p>CORNELL NOTES</p> 	<p>Topic/Objective:</p> <p>UNIT 4 Section 3</p> <p>Ottoman Empire</p>	<p>Name:</p> <hr/> <p>Class/Period:</p> <hr/> <p>Date:</p> <hr/>
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ESSENTIAL QUESTION:

<p>Questions/Main Ideas/Annotations:</p>	<p>ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR MATERIALS FROM CLASS</p>
<p>Places and Regions</p> <p>1) What lands came under control of the Ottoman Empire?</p>	
<p>BELIEF SYSTEMS</p> <p>2) How did the Ottoman Empire extend Muslim influence and permit freedom of worship for people of other religions?</p>	
<p>CHANGE</p> <p>3) Why did Europeans seek new trade routes to East Asia?</p>	

HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???
 NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

UNIT 4 Section 3

DEFINE THE FOLLOWING VOCABULARY

4) Suleiman

5) Sultan

6) Millets

7) Mosque

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 4 Section 3

Ottoman Empire Quiz

Name:

Class/Period:

Date:

DIRECTIONS: Create a Quiz from the section. "5" multiple choice Q&A and "1" CRQ

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

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

SECTION 4 U4: Explorations, Encounters, and Imperialism

1) What were Europeans trying to find that brought about the Age of Exploration?

In the 1400s, seeking a greater share of the rich Asian spice trade, Europeans began to make oceanic voyages of exploration. Benefiting from new technology, the Portuguese and the Spanish were the first to establish global trade empire in the 1500s. The Dutch, English, and French soon joined them, competing for colonies in Asia, the Americas, and Africa during the 1600s and 1700s. These interactions had a great global impact as food, people, plants, animals, technology, and diseases passed from continent to continent.

THE EVE OF EXPLORATION

As Europeans were looking for new routes to the riches of Asia, two nations in West Europe, Portugal and Spain, took the lead. Both of these nations had the technology, resources, and political unity to support sea travel. Both of these nations had also struggled with Muslim rule in their countries and had created Christian kingdoms.

Reconquista and Expulsions

The marriage of Ferdinand of Aragon to Isabella of Castile in 1469 brought together two powerful Spanish kingdoms. In 1492, Ferdinand and Isabella forced the Muslims from Granada, their last stronghold in Spain. This victory completed the Reconquista, a campaign begun by Christians in the 700s to recapture Spain from the Muslims. After achieving political unity in Spain, Isabella sought to establish religious unity. She launched a brutal crusade against Muslims and Jews who refused to convert to Christianity. Many people were killed, and about 150,000 were forced into exile.

Reasons for European Exploration

Although Europeans had long traded in Asian countries, travel to the east had been disrupted by Ottoman control of the eastern Mediterranean, a situation that interfered with Western Europe's trade with Asia. By the 1400s, seeking to gain access to the Asian spices so highly valued on their continent, Europeans looked to reopen global trade links. Italian and Muslim merchants, however, controlled the routes between Asia and Europe. Muslim traders brought goods to the Mediterranean, and Italian traders carried the goods to the rest of Europe. Each time the goods changed hands, they became more expensive. To gain direct access to Asian trade, Portugal and Spain looked for new oceanic routes.

2) What was Spain and Portugal's reason for exploration?

3)What were three technologies that helped make exploration possible and what effect did they have on the movement?

Impact of Technology

Advances in technology greatly aided Europeans in the quest to explore the oceans.

THE PRINTING PRESS In the mid-1400s, German printer Johann Gutenberg became the first person to use a printing press to print a book. Through the use of movable metal type, the printing press enabled people to make books quickly and cheaply. As a result, books became more readily available. Europeans were able to gain access to new ideas and information on a broad range of topics. Including geography.

GUNPOWDER European explorers also benefited from advance in military technology. Since Arab traders had brought gunpowder to Europe in the 1200s, Europeans had been making advances in weaponry. By the late 1400s, the Portuguese were equipping their ships with sturdy cannons. Eventually, the use of cannons helped the Portuguese win control of the Indian Ocean trade network.

NAVAL TECHNOLOGY Mapmakers, or cartographers, created better maps and charts of the sea. Moreover, European sailors learned to use the magnetic compass to determine direction and the astrolabe, an instrument perfected by the Arabs, to figure out their latitude at sea. Europeans also built bigger and better ships. The Portuguese used caravels, ships whose sails, masts, and rudders allowed explorers to sail across or against the wind.

EARLY EXPLORATIONS AND ENCOUNTERS

4)What was the significance on Prince Henry the Navigator?

Around Africa to Asia

In 1415, Prince Henry, the son of the Portuguese king, carried out a plan to improve his country’s navy. Known to later generations as Henry the Navigator, this prince gathered experts in science, mapmaking, and shipbuilding. Their work led to a fleet of ships that explored the coast of West Africa. In 1488, Bartholomeu Dias rounded the Cape of Good Hope at the southern tip of Africa.

About a decade later, Vasco de Gama followed Dias’s route around Africa and traveled across the Indian Ocean to an Indian port. Although he lost half his ships, Da Gama returned home with Asian spices that he sold at a high profit. The Portuguese had established a successful all-water trade route to Asia and would soon expand their empire.

5) What actions were taken by the Portuguese in Africa?

Columbus Reaches the Americas

The success of the Portuguese inspired Ferdinand and Isabella of Spain to try to gain a share of the rich spice trade in the East. Furthermore, Isabella sought to spread Christianity.

In 1492, an ambitious Italian sailor from Genoa convinced the Spanish monarch to finance his plan to reach Asia by sailing across the Atlantic Ocean, Christopher Columbus and his crew thus sailed west for India in three small ships, striking land after two months. Although he landed at an island in the Caribbean Sea, Columbus thought that he had reached islands off the coast of Asia. Later explorers realized that they had reached the Americas, a continent they had not known existed. Spain and Portugal soon both claimed the islands that Columbus had explored in his voyages. Pope Alexander VI established the Line of Demarcation, which divided the non-European world into two zones.

EUROPEANS COMPETE FOR COLONIES

The domination by one country of the political and/or economic life of another country is called imperialism. Europe's activities in Asia, Africa, and the Americas from the 1500s through the 1700s foreshadowed the major era of European imperialism in the 1800s.

Imperialism in Africa

In the 1400s, the Portuguese explored the coasts of Africa, establishing a string of forts in the west and capturing several port cities in the east. The Portuguese, however, were unsuccessful in their attempts to push into the African interior. As a result, the Portuguese gained little profit from their victories.

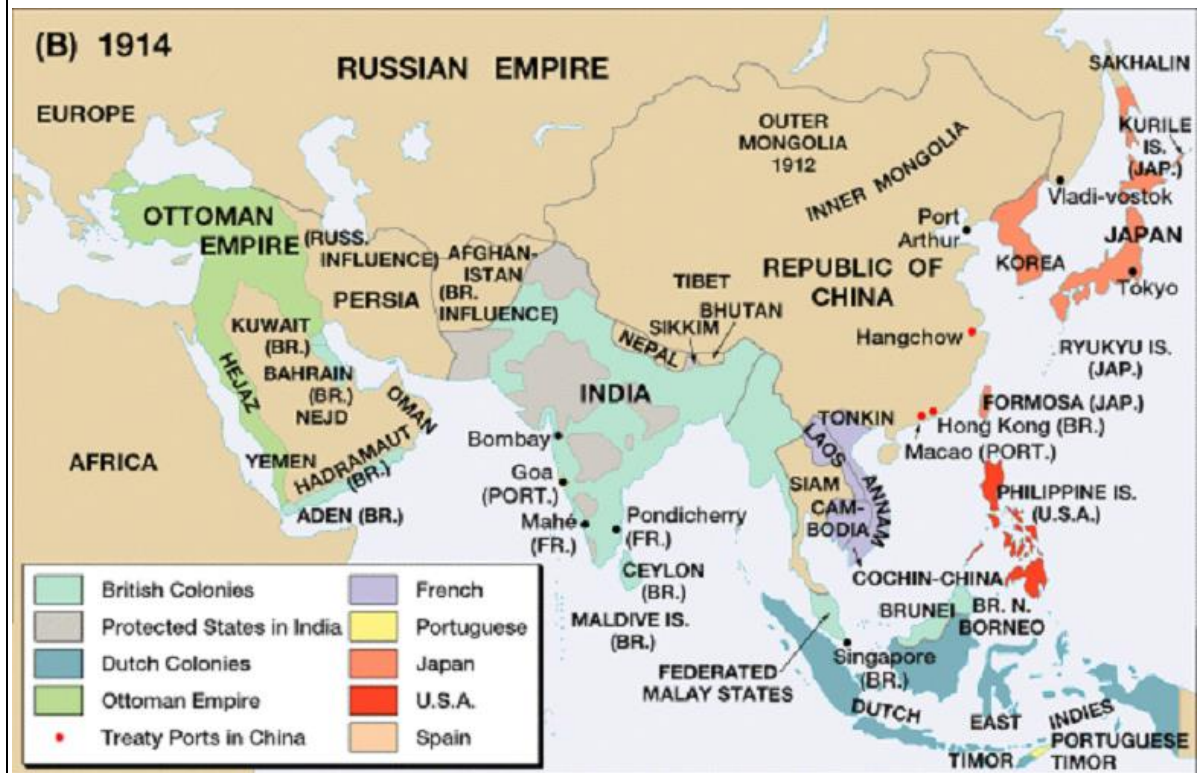
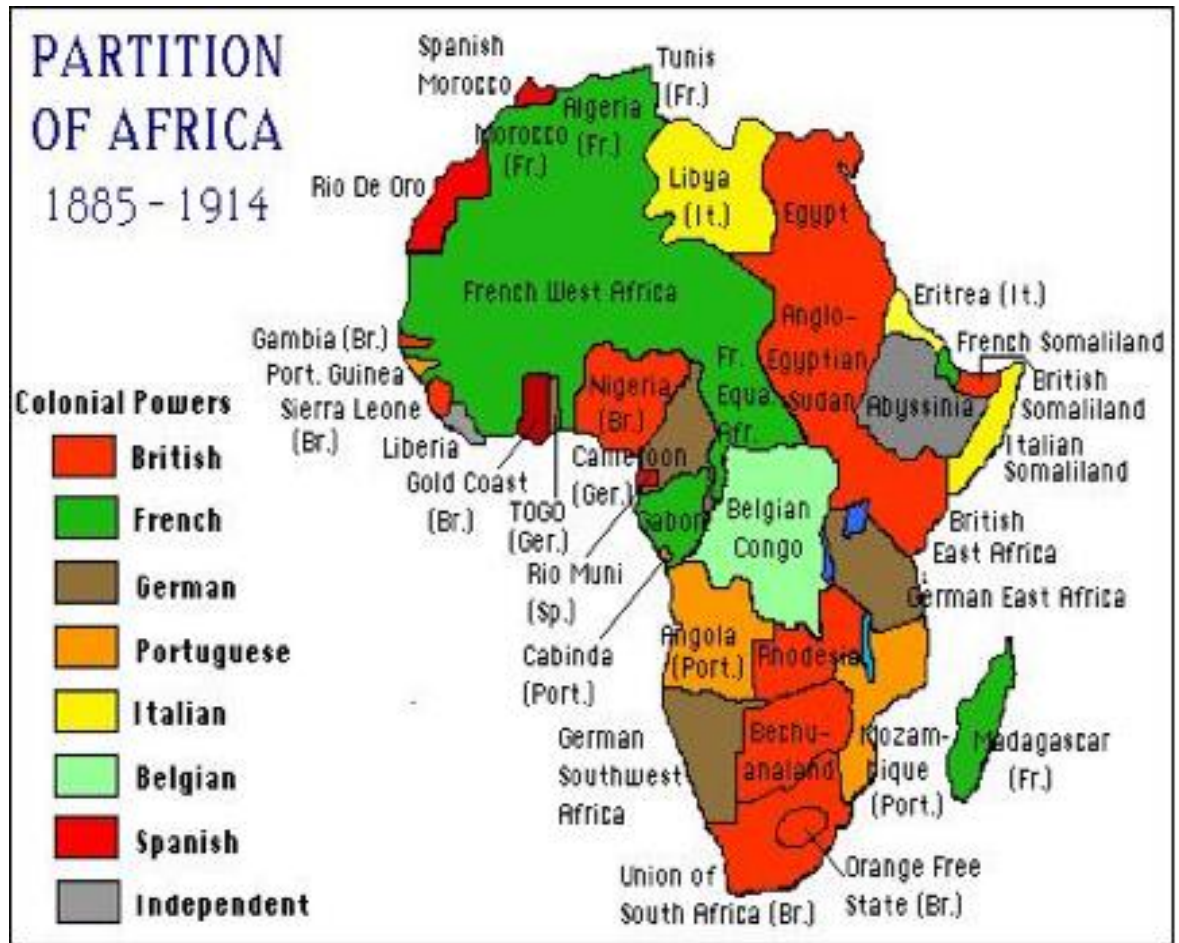
In the mid-1600s, the Dutch arrived at the southwestern tip of Africa and established the Cape Town settlement. At Cape Town, Dutch sailors could repair their ships as they traveled to or from the East Indies. The Dutch farmers who settled in and around Cape Town were called Boers. The Boers ousted or enslaved many Africans, whom they considered their inferiors.

Imperialism in Asia

Soon after European powers had established direct trading links with Asia, they sought to gain more permanent control there. First Portugal and then other nations set up colonies in Asia, creating competition in the region.

6) What actions were taken by the Dutch in Africa?

7) What was the difference between Portuguese relationships with native people in Asia and Dutch relations with the native people in Asia?



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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

7)What were reasons for Spanish success in Europe?

PORTUGAL In the early 1500s, the Portuguese took control of the Indian trade network from the Muslims. The Portuguese seized the port of Malacca on the Malay Peninsula in the Indian Ocean, the most important Arab trading city. They also conquered cities on the east coast of Africa and destroyed Arab ships at sea. For most of the 1500s, Portugal controlled the spice trade between Europe and Asia.

Although the Portuguese were powerful at sea, they were not able to conquer much territory on land. They caused much resentment with their intolerant policies.

Portuguese missionaries and traders destroyed Hindu temples, massacred Muslims, and sank pilgrim ships. By the late 1500s, Portuguese power in the Indian Ocean was declining.

THE DUTCH The first Europeans to challenge Portuguese domination of the Asian spice trade were the Dutch. In the late 1500s, Dutch fleets had established their own trade links with Asia. Soon their sea power surpassed that of the Portuguese. A group of wealthy Dutch merchants formed the Dutch East India Company in the early 1600s. In 1641, the Dutch seized Malacca from Portugal and began trading with China. The Dutch established closer ties with local leaders and stirred less resentment among Asians than had the Portuguese. Soon they dominated the Asian spice trade. Their trading empire did not begin to decline until the 1700s.

SPAIN also founded colonies in Southeast Asia in the 1500s. Spain financed the voyage of Portuguese noble Ferdinand Magellan that completed the first circumnavigation of the world. To circumnavigate something is to go completely around it. During this voyage Magellan claimed the island chain that today is called the Philippines for Spain in 1521. This island group gave Spain a base from which to trade with China and spread Catholic teachings to East Asia.

ENGLAND AND FRANCE In the 1700s, England and France became competing forces in the Asian trade network, concentrating on India. The Mughal dynasty in India had been rich and powerful in the 1600s, but weak rulers and civil wars early in the next century weakened the kingdom. The British and French East India Companies made alliances with local rulers, and each company organized its own army. In the 1750s, the British East India Company and its troops pushed the French out of their trading posts. The British East India Company forced the Mughal emperor to allow to collect taxes in northwest India. Before long, the company was the real power in the region.

Imperialism in the Americas

After Christopher Columbus landed in the West Indies, friendly relations existed between the Spanish and the Native Americans for a while. However, those friendly feelings did not last.

SPANISH CONQUISTADORS Many Spanish conquistadors, or conquerors, traveled to the Americas in the years following Columbus's voyages. Some of these adventurers came in search of gold; others wanted to convert the inhabitants of the land to Christianity.

One of the earliest conquistadors, Hernan Cortes, landed in Mexico in 1519. Two years later, having formed alliances with discontented peoples within the Aztec empire, Cortes had conquered the empire. In 1532, another conquistador, Francisco Pizarro, destroyed the Incan empire in Peru.

REASONS FOR SPANISH SUCCESS The Spanish were able to conquer these empires so quickly for several reasons.

- The Spanish used armor, horses, and powerful weapons that the Indians had never seen before.
- The Spanish found allies among Native American groups who hated being ruled by the Aztecs or Incas.
- Diseases brought by Europeans killed millions of native people, causing them to believe that their own gods had deserted them.

BATTLE FOR NORTH AMERICA Spain's profitable American empire attracted the attention of other European powers. Dutch, English, and French explorers had long searched North America for a Northwest Passage to Asia. By the 1600s, these nations had planted permanent colonies on the continent.

In the 1600s, the French settled Canada. Naming their colony New France, the French sent over fur trappers and missionaries and established forts and trading posts from Quebec to Louisiana.

In 1607, the English established their first permanent colony in North America at Jamestown. Throughout the 1600s, large numbers of English settlers followed. Some came for profit, others hoped to own land, and still others, such as the Puritans, came seeking religious freedom. The English monarch asserted control over his 13 American colonies, but they still had more self-government than the French or Spanish in North America.

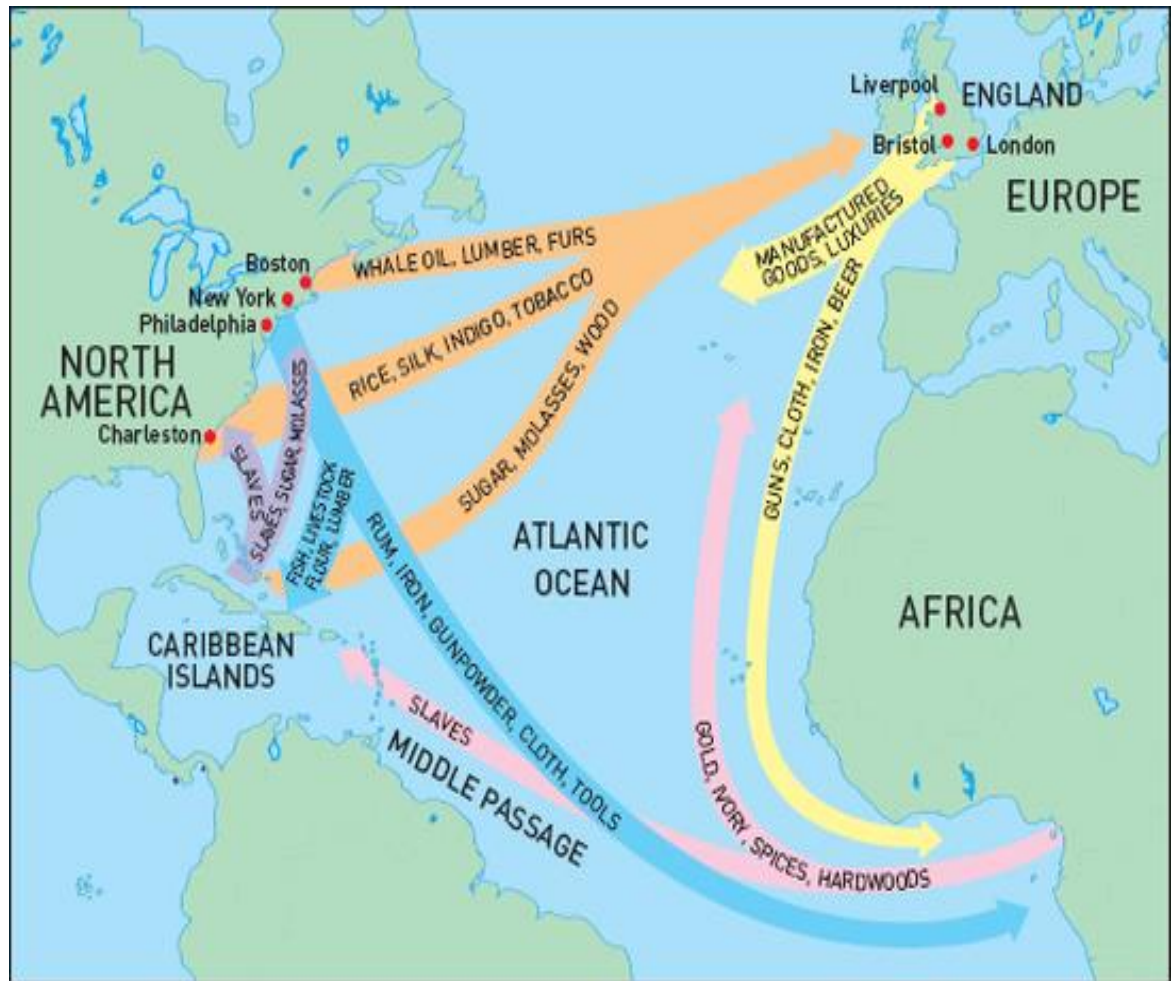
8)What caused the Atlantic Slave trade to start?

Spain, France, England, and the Netherlands frequently clashed over territory and trade in North America. In the mid-1700s, the British defeated the French in the French and Indian War. The French then had to give up Canada, leaving much of North America to England.

TRIANGULAR TRADE AND SLAVERY

Causes of the Slave Trade

In the 1500s, Europeans came to view African slaves as the most valuable African trade goods. At that time, Europeans began buying large numbers of Africans to satisfy the labor shortage on American plantations, or large estates. The slave trade eventually grew into a huge and profitable business. The trade that involved Europe, Africa, and the Americans was sometimes referred to as “triangular trade” because the sea routes among these three continents formed vast triangles.



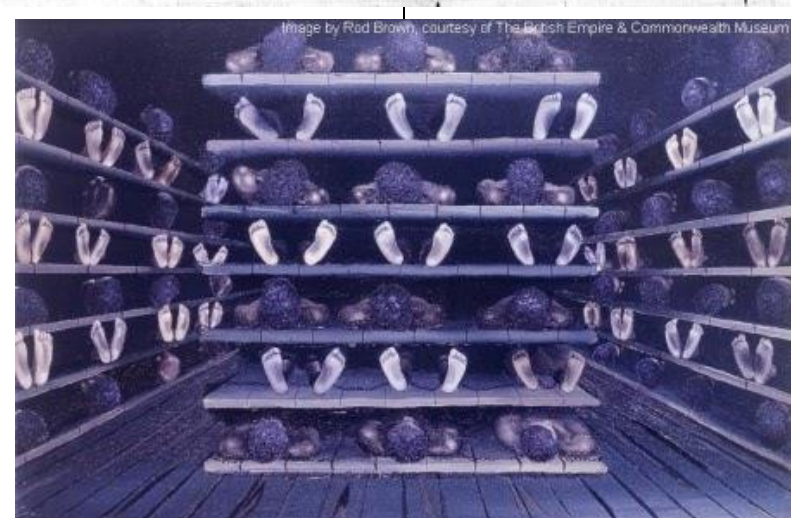
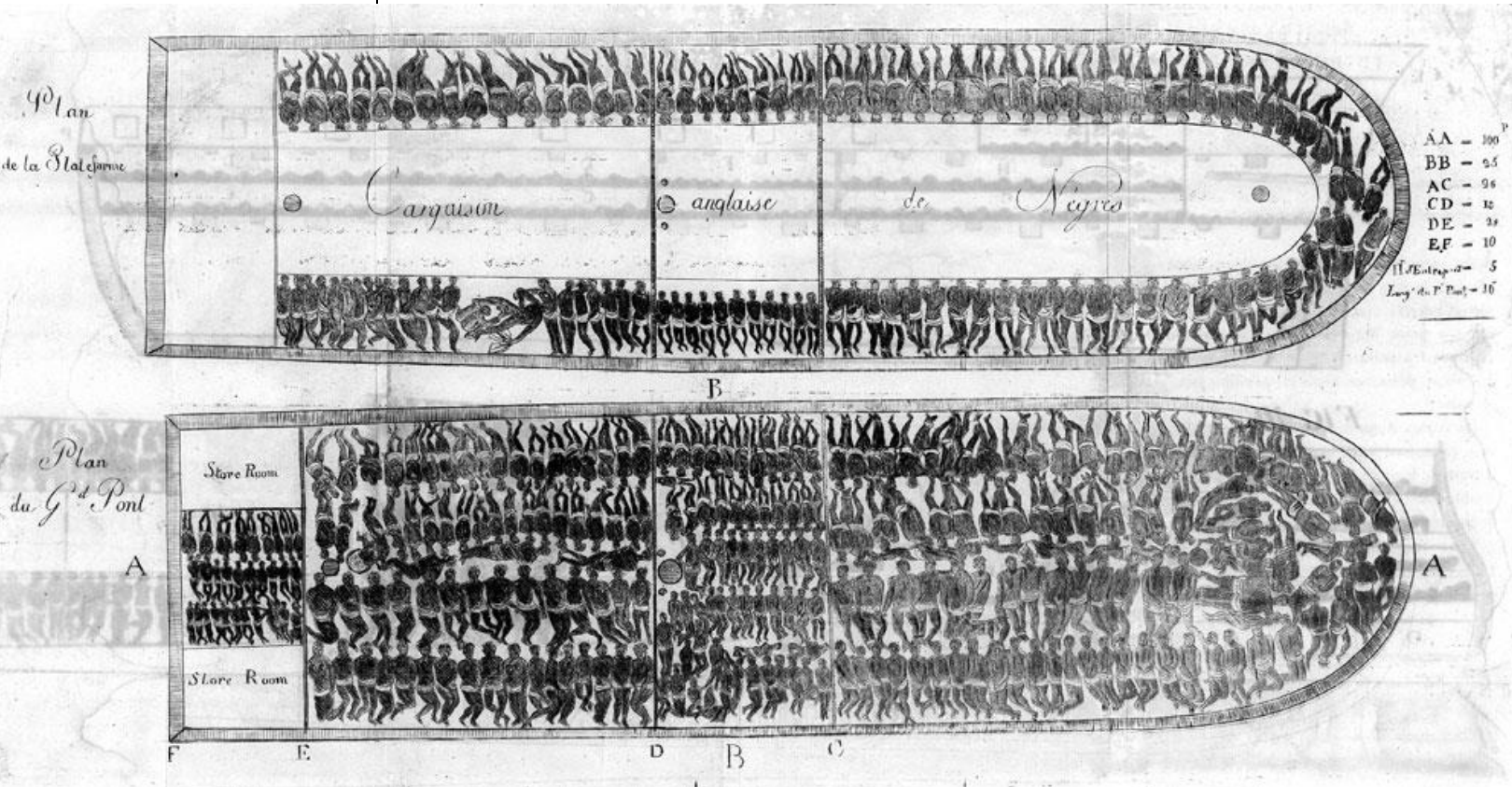
HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

9) Describe life on the middle passage?

The Middle Passage

The voyage from Africa to the Americas on the slave ships was called the Middle Passage. Conditions were terrible on these ships. Hundreds of people were crammed onto a single ship. In fact, millions of Africans died on the way from disease, brutal mistreatment, or suicide. Those who survived were forced to work on plantations in the American colonies.



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

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10)What were the effects of the Atlantic slave trade?

Effects of the Slave Trade

By the 1800s, when the slave trade ended, an estimated 11 million Africans had been sent to the Americas. The Slave trade caused local wars to develop in Africa. As a result, traditional African political structures were undermined. Through slavery, many African societies were deprived of the talents of strong, intelligent people. West Africa especially lost many young men and women. Some societies and small states disappeared forever. Other state formed, some of the dependent on the slave trade.

THE SPANISH EMPIRE

During the 1500s, the Spanish empire in the American stretched from California to South America and brought great wealth to the nation. In return, the Spanish brought their government, religion, economy, and culture to the Americas.

-Government: Spain maintained a strict control over its distant empire. The king ran the colonial government through his representatives who ruled the provinces.

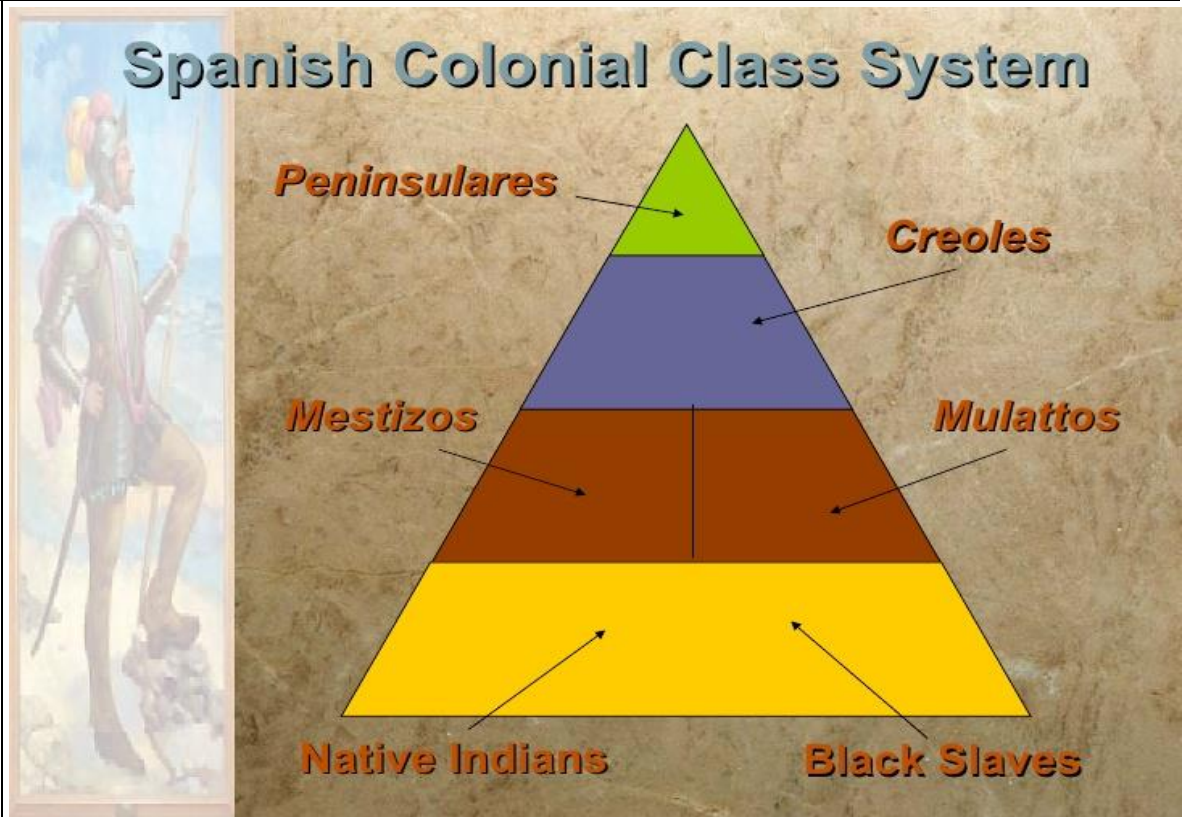
-Religion: The Catholic Church was very important in the colonies, Church leaders helped run the government and worked to convert thousands of Native Americans to Christianity.

-Encomienda System: Spanish law allowed its colonies to trade only with Spain. Growing sugar cane on large plantations became an important business activity in the colonial empire. Because plantations needed so many workers, the Spanish created the encomienda system. A conquistador, under this system, was granted land along with permission to demand labor or tribute from Native Americans in the area. After many of the overworked Indians died, the Spanish brought slaved from Africa.

-Culture: Over time, the people in the colonies developed a new culture that combined European, Native American, and African traditions. These people spoke Spanish but also used Native American and African words. The art, architecture, and daily life in the empire were influenced by all three cultures.

-Social classes: a social structure developed that placed people in a hierarchy. The Spanish-born people at the top of the class structure were known as peninsulares. Creoles was the name given to those of European descent who were born in the colonies. Mestizos were people of mixed Native American and European descent, and mulattoes was the term for those of mixed African and European descent.

11)What were the effects of the Encomienda System?



12)What was the impact of the Columbian Exchange on life in the America’s and Europe

THE COLUMBIAN EXCHANGE: PLANTS, ANIMALS, PEOPLE, AND DISEASES

A global exchange of people, plants, animals, ideas, and technology began during this time, leading to profound change for people in Asia, the Americas, Africa, and Europe. Because it started with Columbus, it is called the Columbian Exchange.

Plants, including maize (corn) and potatoes, traveled to Europe, Africa, and Asia. Other plants, such as bananas and rice, traveled back to the Americas. From Africa and Asia, goats and chickens came to the Americas. Unfortunately, other exchanges occurred: diseases such as measles and typhus devastated populations in the Americas.

EUROPEAN CAPITALISM AND MERCANTILISM

Increased trade with the colonies encouraged European capitalism, the investment of money to make a profit. Joint stock companies grew in significance, since they allowed Europeans to gather the capital necessary to finance overseas voyages. Moreover, European nations adopted a new policy of mercantilism. This policy involved building up national wealth by exporting more goods than the nation imported. Colonies supplied the parent nation with raw materials and served as a market for its exports.

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

The expansion of capitalism and mercantilism affected the lives of many Europeans. Nobles became less powerful because their wealth was based on the land they owned. On the other hand, many merchants, whose wealth was based in trade, grew richer. A middle class developed on the continent during this period. The lives of peasants did not change significantly in the 1500s and 1600s.



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SUMMARY

From 1500 to 1700, European nations set off on voyages of exploration, establishing empire and trade links around the world. Western European countries competed for colonies and trade in Asia, Africa, and the Americas. Slave trade between Africa and the Americas developed into a huge and profitable business. This European expansion had an enormous impact, resulting in many exchanges that altered the lives of people around the world.

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

**CORNELL
NOTES**



Topic/Objective:
UNIT 4 Section 4
**Explorations, Encounters, and
Imperialism**

Name: _____
Class/Period: _____
Date: _____

ESSENTIAL QUESTION:

**Questions/Main
Ideas/Annotations:**

**ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR
MATERIALS FROM CLASS**

**Movement of People and
Goods**

1. How did global trade patterns change between the late 1400s and 1700s

Interdependence

2. What type of technology allowed Western Europeans to explore the oceans?

Change

3. What major changes did the European Expansion bring to the people around the world?

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

UNIT 4 Section 4	DEFINE THE FOLLOWING VOCABULARY
4. <i>Reconquista</i>	
5. astrolabe	
6. Vasco de Gama	
7. Christopher Columbus	
8. Ferdinand Magellan	
9. Conquistadors	
10. Prince Henry	
11. Triangular Trade	
12. Columbian Exchange	
13. Middle Passage	
14. Encomienda	
15. mercantilism	

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 4 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)

1. **One reason the Spanish conquistadors were able to conquer the Aztec and Inca empires rapidly is that**
 - a. these empires had no standing armies.
 - b. the Spanish had better weapons than the Aztecs and Incas did.
 - c. the Spanish greatly outnumbered the Aztecs and Incas.
 - d. the Aztecs and Incas joined together to fight the Spanish.

2. **One major effect of the European slave trade on Africa was that the slave trade**
 - a. strengthened the traditional African economic systems.
 - b. led to rapid decrease in tribal warfare.
 - c. hastened the decline of African societies.
 - d. increased the number of trade routes across the Sahara.

3. **The astrolabe and improvements in cartography helped Europeans to**
 - a. launch the Crusades
 - b. defeat the Mongols
 - c. expel the Moors
 - d. explore the Western Hemisphere

4. **Which of these events during the Age of Exploration was a cause of the other three?**
 - a. Europeans brought food, animals, and ideas from one continent to another
 - b. European diseases had an adverse effect on the native populations of new territories
 - c. warfare increased as European nations competed for land and power
 - d. advances in learning and technology made long ocean voyages possible

5. **According to the theory of mercantilism, colonies should be**
 - a. acquired as markets and sources of raw materials
 - b. considered an economic burden for the colonial power
 - c. granted independence as soon as possible
 - d. encouraged to develop their own industries

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

What were the causes and effects of the Age of Exploration? Cite 3 pieces of historical evidence

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

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SECTION 5 Unit 4 Absolutism

Section Overview

In the 1500s and 1600s, several rulers in Asia and Europe sought to centralize their political power. Claiming divine right, or authority from God, leaders such as Philip II in Spain and Louis XIV in France gained complete authority over their governments and their subjects. England resisted the establishment of absolutism. After a civil war, England's Parliament enacted a Bill of Rights that limited the English monarch's powers.

GLOBAL ABSOLUTISM

In the 1500s and 1600s, monarchs in Europe and Asia sought to centralize their power. This trend led to absolutism, in which autocratic rulers had complete authority over the government and the love of the people in their nation.

Absolutism in Spain

In the 1500s, Spain became the most powerful nation in Europe. Wealth from its empire in the Americas helped Spain's power to grow.

CHARLES V From 1519 to 1556, Charles V, the grandson of Ferdinand and Isabella, was king of Spain as well as Holy Roman Emperor. Ruling such a large and diverse area in Europe took its toll on Charles. He faced military threats from the French, from German Protestant princes, and from the Ottoman empire under Suleiman. In 1556, an exhausted Charles gave up his titles and divided his empire. His brother Ferdinand became Holy Roman Emperor, and his son Philip ruled Spain, the Netherlands, and the vast Spanish overseas empire.

PHILIP II Ruling from 1556 to 1598, Philip II expanded his own power as well as the influence of the Catholic Church and the Spanish empire. Philip wanted to control all aspects of government, believing that he ruled by divine right. According to this way of thinking, the king is an agent of God, and his authority to rule comes directly from God. Philip was a hard-working ruler, and he did much to promote a golden age in Spain. In the 1600s however, Spanish power slowly declined as rulers spent too much money on war overseas. The Spanish relied on gold and silver from their colonies and as a result neglected business at home. The middle class felt that they were being taxed too heavily and stopped supporting the government.

Absolutism in France

By the late 1600s, France had replaced Spain as the most powerful European nation. It, too, was ruled by absolute monarchs.

THE INCREASE OF ROYAL POWER In 1589, Henry IV inherited the throne. Henry IV laid the foundations of absolutism by increasing the influence of the government and reducing the power of the nobles. The appointment of Cardinal Armand Richelieu as chief minister by Henry's young son, Louis XIII, continued the trend of increasing royal power. Richelieu subdued or defeated the two groups that did not bow to royal authority: the nobles and the Protestant Huguenots. Meanwhile, Louis XIII strengthened the government and made his army the strongest in Europe.

THE SUN KING Inheriting the throne in 1643 as a five-year-old child, Louis XIV ruled France for 72 years. He continued to strengthen the monarch, taking the sun as the symbol of his power and commanding complete loyalty from his subjects. During his reign, Louis:

- expanded the bureaucracy, appointing officials to collect taxes, recruit soldiers, and carry out his rule in the provinces
- built the lavish, immense Palace of Versailles outside of Paris
- organized a highly disciplined army, the strongest in Europe
- persecuted the Protestant Huguenots, depriving the nation of many of its most hard-working and prosperous citizens

LOUIS'S LEGACY Under Louis XIV, France was a wealthy, powerful state with great cultural influence. However, Louis's extravagant parties at Versailles and his costly wars left France in debt, and there was social unrest among the starving peasants. The French monarchy would not survive even a century after Louis XIV's death in 1715.

Absolutism in Russia

During the 1400s, the city of Moscow became the center of power in Russia. The driving force behind Mosco's rising power was Ivan II, known as Ivan the Great. Ruling from 1462 to 1505, Incan the Great build the framework for absolute rule in Russia. Following Ivan the Great, a long series of absolute rules dominated Russia.

Ivan the Terrible

Czar Ivan IV centralized royal power and introduced Russia to extreme absolute power. His harsh ruling style and fits of violence earned him the title "Ivan the Terrible" to enforce his will, Ivan organized a personal police force. Dressed in black robes, these agents of terror slaughtered rebellion nobles and destroyed towns suspected of disloyalty

Peter the Great

Peter the Great ruled Russia as czar from 1682 to 1725. Peter worked to centralize royal power and bring all Russians under his authority. He reduced the power of the nobility and gained control of the Russian Orthodox Church

Westernization Under Peter

Peter wanted to modernize Russia. He traveled to Western European cities to study western technology and brought back ideas on how westernized Russia. For example he copied European customs and dress, sent nobles to Europe to be educated and developed mining and textiles. His capital at St. Petersburg served as his "Window on the West" to trade with Western Europe. However, Peter sometimes restored to force and terror to achieve his goals.

Peter's Strong Foreign Policy

Peter created the largest army in Europe in the late 1600s and used it to expand Russian territory and gain ports on the Baltic Sea. Russia also extended eastward, sending explorers across the Bering Strait into North America.

Peter failed at one of his goals, however: to gain a port that would not be closed due to freezing in winter. He fought the Ottoman Turks to gain a warm-water port on the black Sea but did not succeed. However, Catherine the Great, another absolute ruler of Russia, would successfully acquire Black Seas ports in 1795.

REACTION TO ABSOLUTISM IN ENGLAND

While other nations turned to absolutism in the 1500s and 1600s, England moved in a different direction. England's Parliament managed to resist successfully the consolidation of royal power.

The royal Tudor family ruled England from 1485 to 1603. These monarchs, who included Henry VIII and Elisabeth I, generally worked well with Parliament. Even though the Tudors believed in divine right, they saw great value in maintaining good relations with Parliament.

In 1603, the English throne passed to the Stuarts. Lacking the diplomatic skills of the Tudors, the Stuarts with the absolutist tendencies came into conflict with Parliament.

The Stuart Monarchs

The first Stuart king, James I, sought to increase his power, using divine right as his justifications. Needing money for his wars and extravagant court life, he frequently clashed with Parliament over financial issues and foreign policy. Angering leaders in the House of Commons, James eventually dissolved Parliament and imposed his own taxes. The king also conflicts with Puritans, who were seeking to "purify" the church of England by eliminating Catholic practices.

The Stuart monarchs received support in their struggles with Parliament from the English thinking Thomas Hobbes. In **The Leviathan**, Hobbes wrote that people were by nature selfish and greedy and would fall into chaos unless ruled by a strong government that could suppress rebellion. Hobbes believed that in absolute monarchy- one that could command obedience- was needed to maintain order.

James's son Charles I inherited the throne in 1625. He continued his father's absolutist policies. Charles created problems during his reign by:

- putting his enemies in prison without trials
- imposing very high taxes
- angering the Puritans
- dissolving Parliament

Charles, however, had to summon Parliament back in 1640 to obtain funds to put down a Scottish rebellion. As a result, civil war broke out between Charles I and Parliament.

The English Civil War

The English Civil War, sometimes called the Puritan Revolution, pitted Charles's supporters, the Cavaliers, against Parliament's forces, the Roundheads. The Roundheads, a group consisting of Puritans, country landowners, and town-based manufacturers, were led by the skilled military commander Oliver Cromwell. Cromwell's disciplined army won several battles against the Cavaliers and captured the king in 1647. Parliament put Charles I on trial and beheaded him in 1649.

Charles I was the first king ever to be tried and executed by his own subjects. This event shocked other European monarchies and signified that absolutism would not prevail in England.

Cromwell and Commonwealth

After Charles's execution, Parliament's House of Commons abolished the monarchy, the House of Lords, and the official Church of England. England became a republic, called the Commonwealth, with Oliver Cromwell as its leader. England's years as a republic were troubled. Supporters of Charles II, the uncrowned heir to the throne, attacked England from Ireland and Scotland. Cromwell led forces into Ireland to crush the uprising. In 1653, Cromwell took the title of Lord Protector and ruled through the army. By the time of his death in 1658, many people had become tired of Puritan rule.

The Restoration

In 1660, Parliament invited Charles II, son of Charles I, to become king of England. This marked the restoration of the Stuart monarchy. In 1685, his brother, James II, inherited the throne. James quickly became unpopular because of his Catholicism and his absolutist policies.

The Glorious Revolution

PARLIAMENT OVERTHROWS JAMES II Parliament, in 1688, fearing the return of Catholic dominance, took strong measures. Parliament asked James's daughter, Mary, and her Dutch husband, William, to take the English throne. William and Mary, both Protestants, arrived in England as James II fled to France, completing a bloodless transfer of power. This non-violent overthrow is known as the Glorious Revolution.

ENGLISH BILL OF RIGHTS Before they could take power, William and Mary were forced to accept the English Bill of Rights, a set of acts passed by Parliament to ensure its superiority over the monarchy. This Bill of Rights:

- stated that the king must work regularly with Parliament
- stated that the king must give the House of Commons financial control
- abolished excessive fines and cruel or unusual punishment
- affirmed habeas corpus, meaning that no person could be held in jail without first being charged with a crime

With this Bill of Rights, England became a limited monarchy, a government in which a legislative body limits the monarch's powers.

TOLERATION ACT The Toleration Act of 1689 granted Protestant dissenters, such as Puritan and Quakers, limited toleration. Catholics, however, were denied toleration.

SUMMARY

Through the 1500s and 1600s, absolutism became dominant through much of Europe and parts of Asia. In Spain, France, and Russia, absolutist monarchs claimed that they ruled by divine right and sought to extend their political power. While other nations accepted absolutism, England stood as a contrast to this trend. After the Puritan Revolution and the Glorious Revolution of the mid-1600s, the English Bill of Rights was passed, establishing England as a limited monarchy.

European Absolutism Summary Chart

Directions: Complete the information asked for in each box.

	SPAIN	FRANCE	ENGLAND	AUSTRIA	PRUSSIA	RUSSIA
Government	monarchy	monarchy	monarchy	Monarchy	Monarchy	Anarchy
Leaders (Dates)	Phillip II absolute monarch (1554-1598)	Louis XIV 1661-1715	Charles I(1625-1628) Cromwell (1649-1658) Charles II (1658-1688)	Leopold (1582-1632)	Frederick william (1619-1640)	Ivan(1533-1554) Phillip II
Religion	Catholic	Catholic	Catholic	Catholic	Catholic	orthodox
Economy	Richest in world, based on New World trade – gold, sugar	Palace of Versailles	Parliament was fierce economically was at its rough times	The economy had a lot of trade	Main producers of cheese	A big military power it was rich and powerful country

**CORNELL
NOTES**



Topic/Objective:

UNIT 4 Section 5

**Absolutism and the Puritan
 Revolution**

Name: _____

Class/Period: _____

Date: _____

ESSENTIAL QUESTION:

**Questions/Main
 Ideas/Annotations:**

**ANSWER THE FOLLOWING QUESTIONS USING YOUR STUDY GUIDE AND/OR
 MATERIALS FROM CLASS**

GOVERNMENT

1. How did monarchs in India, Spain, France, and Russia work to increase their political power in the 1500's and 1600s?

POWER

2. What ideas did absolute monarchs use to justify their power?

POLITICAL SYSTEM

3. In what ways was England's experience of absolutism different from that of other European countries?

CHOICE

4. What choice did Parliament make in England to assure a check on absolutism?

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

UNIT 4 Section 5

DEFINE THE FOLLOWING VOCABULARY

1. Absolutism

2. Akbar the Great

3. Philip II

4. Divine Right

5. Louis XIV

6. Lacques Bossuet

7. Ivan the Terrible

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. Peter the Great	
9. Puritans	
10. Thomas Hobbes	
11. The Leviathan	
12. Puritan Revolution	
13. Oliver Cromwell	
14. Glorious Revolution	
15. English Bill of Rights	
16. Limited Monarchy	

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

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective: Unit 4
Section 5
Absolutism and the
Puritan Revolution Quiz

Name:

Class/Period:

Date:

DIRECTIONS: Create a Quiz from the section. "10" multiple choice Q&A and "1" CRQ

MULTIPLE CHOICE: (80 pts)

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

HIGHLIGHT – UNDERLINE - CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???
NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES