


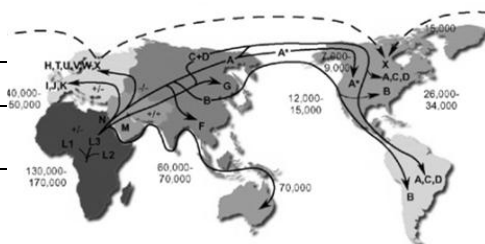
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|---------------------------------------|---|
| Pre-civilization (Pre-history) | Before written records, hunter-gatherer communities |
| Civilizations (History) | People could stay in one place, written records were kept |

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|---|---|---|
| Hunter-gatherer Communities  | Adapted to their environment | Used simple tools to construct shelter, hunt and make clothes |
| | Technology | Used stone tools and used art to express themselves Used discoveries from the Stone Age such as fire |
| | Cultural and Social Characteristics Geographical | Used language to communicate, men and women had certain roles |

Climate changes sometimes caused people to migrate. People moved between Asia and North America during the ice ages using land bridges.

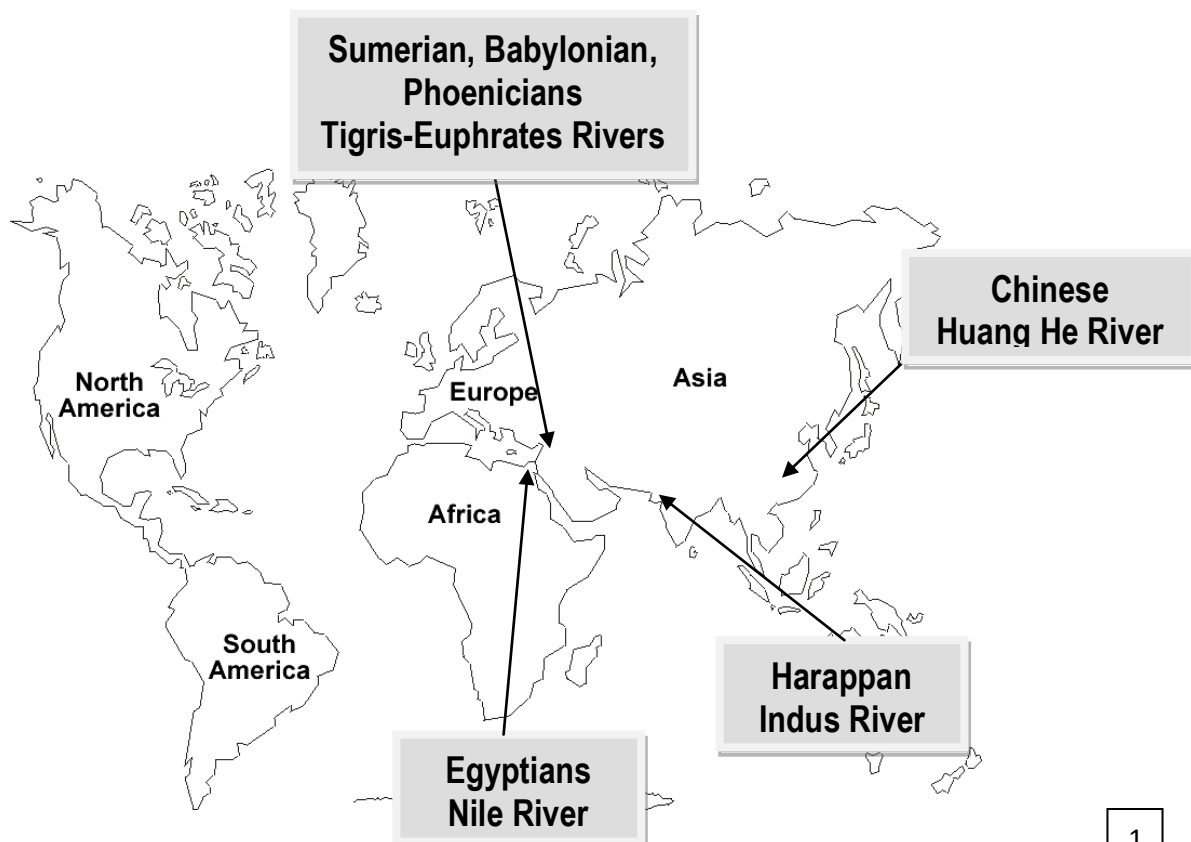
Connection to natural environment –people learned to adapt to new environments

Migratory patterns – moved from place to place to find food, water and shelter
People shared ideas with other people as they moved.



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|---|--|
| Humans had been nomads (moved from place to place) but settled into the cradles of civilization (lived in communities). | |
| People began living in villages instead of moving place to place. | |
| Agriculture | Allowed people to stay in one place and raise their food – They sometimes had a surplus of food which allowed for labor specialization (each worker specializes a certain job – farmers, traders, merchants, craftspeople). |
| Irrigation | Allowed people to water their crops and not depend on rain – They used dams and canals. |
| Domestication | Allowed people to raise animals and plants for food and other needs – They didn't have to hunt and gather. |

All early civilizations began along river systems because the rivers provided important natural resources such as water, food and fertile soil. The rivers also provided natural transportation/trade routes. Sometimes they provided defense against attacks.

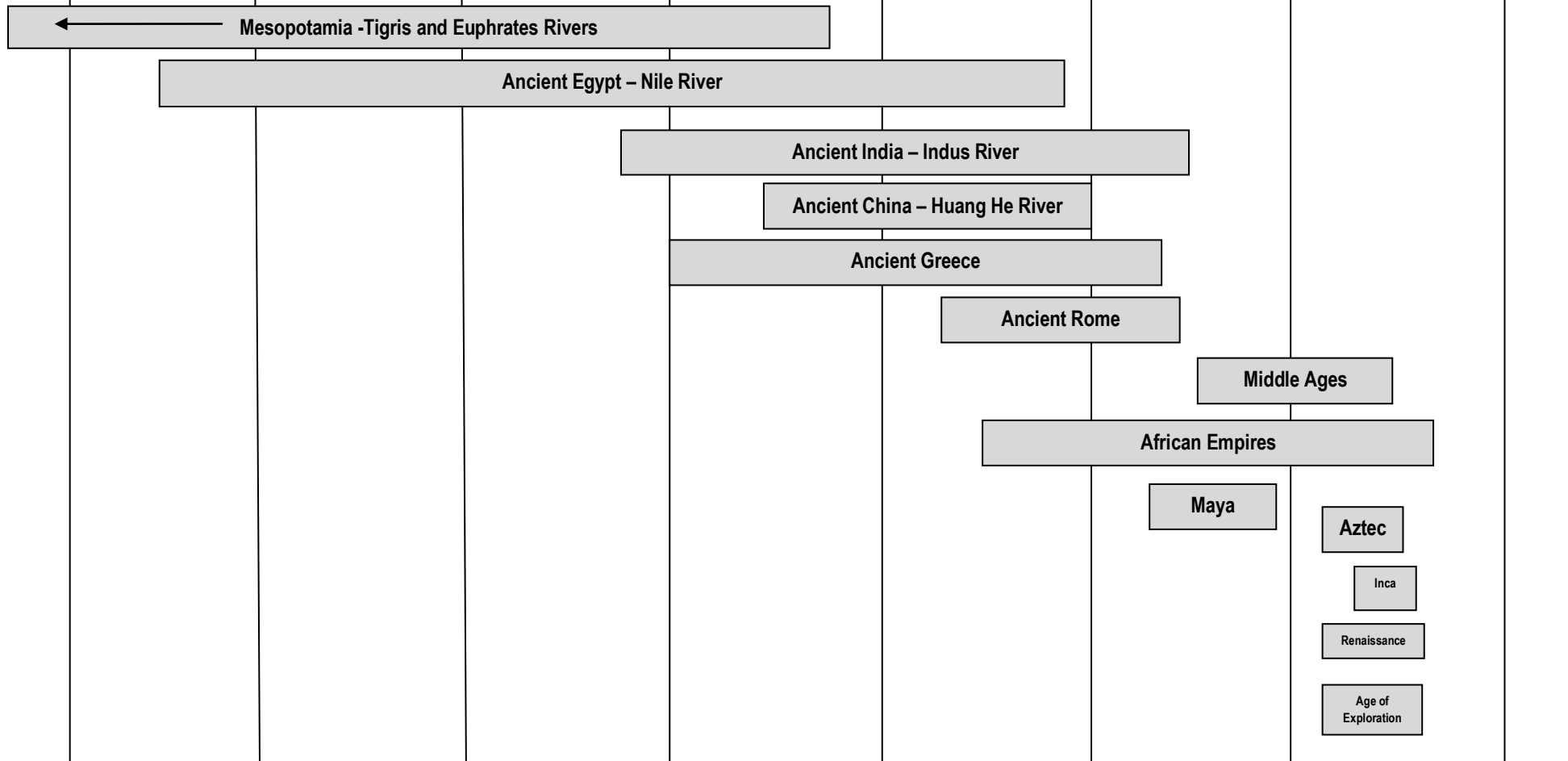


Timelines of Ancient History

10,000 BC 9000 BC 8000 BC 7000 BC 6000 BC 5000 BC 4000 BC 3000 BC 2000 BC 1000 BC 0 1000 AD 2000 AD

Hunter-Gatherers Mesopotamia - Tigris and Euphrates Rivers

5000 BC 4000 BC 3000 BC 2000 BC 1000 BC 0 1000 AD 2000 AD

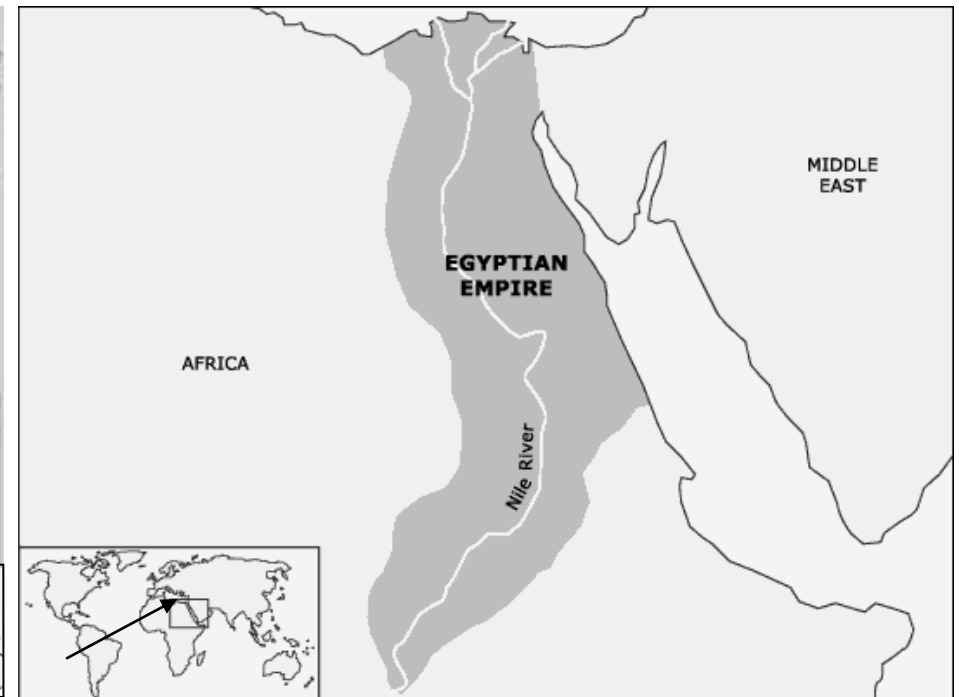
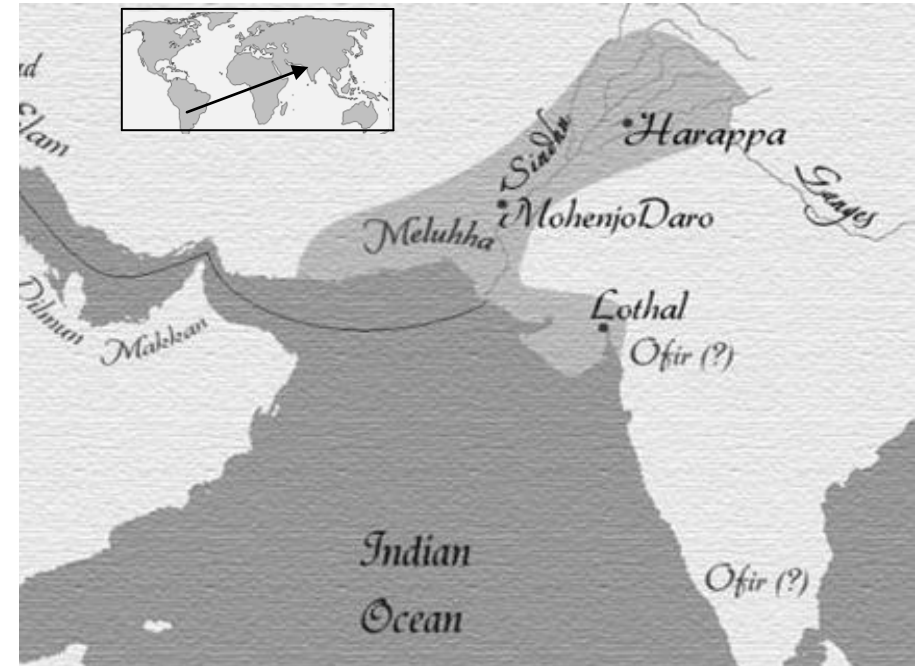
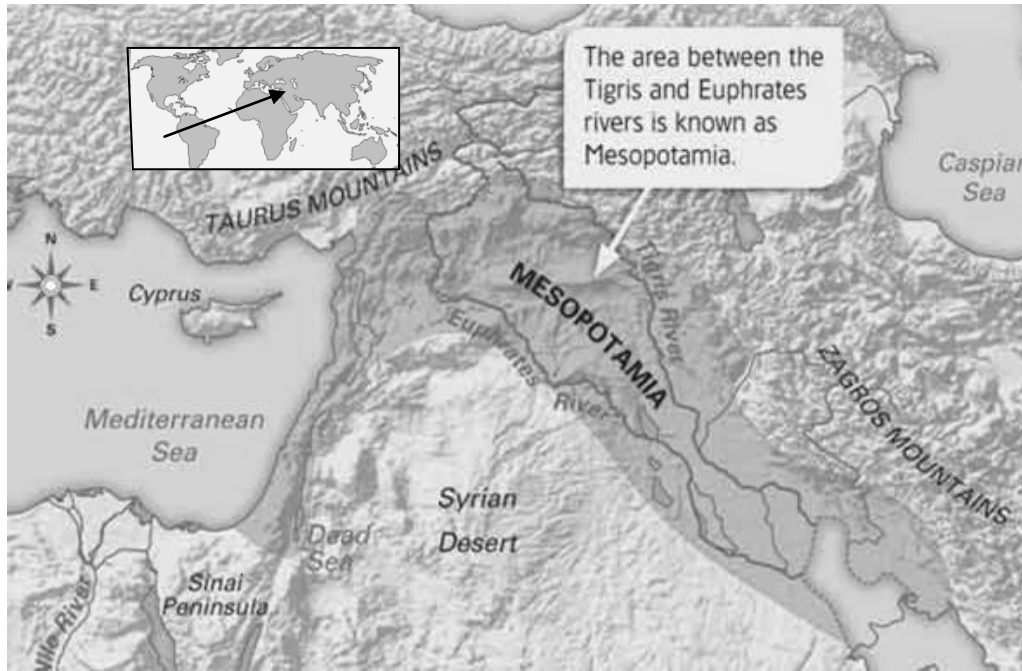


5000 BC 4000 BC 3000 BC 2000 BC 1000 BC 0 1000 AD 2000 AD

River Valley Civilizations

Name _____


| | Tigris & Euphrates Rivers Mesopotamia | Nile River Egypt | Indus River Harappan/India | Huang He River China |
|-------------------------------|--|--|--|--|
| Writing Systems | Cuneiform -wedge shaped symbols written on clay tablets, pictographs could represent objects or syllables | Hieroglyphics – used picture symbols to represent sounds, and learned to make papyrus (paper) | Sanskrit – most important language of ancient India | Pictographs on oracle bones |
| Religious Systems | Polytheistic – many gods, gods of nature, each city had a god for protection | Polytheistic – pharaoh was the living god, many gods, gods of nature – mummification and afterlife | Hinduism Buddhism – started here | Buddhism brought from India along Silk Road Taoism and Confucianism |
| Architecture | Ziggurats – pyramid shaped temples | Pyramids – burial places of pharaohs Temples | Temples | Clay Army Great Wall |
| Social Order | Hierarchy King Priests Craftsmen, Merchants, Traders Farmers/Laborers Slaves | Hierarchy Pharaoh Nobles Scribes/Craftspeople Farmers/Servants/Slaves | Caste System Brahmins -Priests at the Top (Class System based on birth, wealth or occupation) | Dynasties Ruling Families |
| Government | City States City and surrounding land Hammurabi's Code – unified code of law “an eye for an eye” | Dynasties – ruling families Pharaoh – came from the ruling dynasty, ruler of Egypt, living god | Harappans may have had kings and strong central governments, the king may have been worshipped as a god Aryan invasion brought rule by families –villages had Rajas | Dynasties – ruling families Confucius - brought ideas on government and social order |
| Economics, Agriculture | Wheel – improved transportation and pottery making Plow – increased efficiency and farm production Trade - increased because of transportation, irrigation, labor specialization and food surplus Used rivers to travel and trade | Wealth during New Kingdom due to goods taken as they conquered other lands, and trade Irrigation, plows, learned to control the flooding Used rivers to travel and trade | As agriculture and irrigation improved, and farmers produced a surplus of food , cities grew and trade increased. Used rivers to travel and trade | Silk Road – 4000 mile long network of trade routes from China to Mediterranean Sea Used rivers to travel and trade |
| Geography | Between Asia Minor and Persian Gulf in the Fertile Crescent – arc of rich farmland extending from Persian Gulf to Mediterranean Sea Tigris & Euphrates Rivers – Centers for civilization | Nile – longest river in the world Natural Barriers provided protection: deserts (Sahara) , cataracts along Nile, bodies of water | Sub-continent – large land mass, smaller than a continent Himalayas – highest mountains in the world Indus River – center for civilization | Mountains and deserts made trade and communication difficult, however civilizations grew along the Huang He River and Chang Jiang Rivers |




Major World Religions

Name _____ Block _____


Judaism

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| Origins | God created a covenant , with Abraham, in which Abraham and his descendants would receive the land of Canaan as a sign of the relationship between Yahweh and the Hebrew people. |
| Founders | Abraham is the "Father of the Hebrews." Moses was the law-giver and author of the first books of the Torah. |
| Principles  | Judaism is the first major monotheistic (one god) religion. It teaches there is only one God and he is all knowing, all powerful, merciful, and just. The Hebrews are a chosen people and possess a unique relationship with Yahweh (God) – that relationship is symbolized through the land of Israel. God's law was revealed through Moses. The most famous of God's laws are the Ten Commandments. The Torah contains the sacred writings of Judaism. It teaches that Yahweh rewards people according to their deeds. There will be a Messiah (savior) one day who will restore the nation of Israel. There is a belief in the afterlife but there is little emphasis on this. |
| Diffusion | Judaism mainly concentrated among the Hebrew people and their descendants. Because of the conquest of Jewish lands and the dispersal of the Jewish people by conquering empires there are adherents of Judaism throughout the world. It is not a religion that actively seeks to convert others. |

Christianity


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| Origins | Grew from and is an extension of Judaism – with Jesus Christ as the Messiah. |
| Founder | Jesus Christ is the originator of Christianity. Early significant leaders were Paul, Peter, and John. |
| Principles  | Christianity teaches that Jesus is the incarnation of God (God in bodily form), that he died on the cross, and was resurrected that man could be forgiven of his sins. Men are separated from a relationship with God because of their sin. God, however, loves man and wants a relationship with him, so Jesus died on the cross to provide a way of forgiveness. He was resurrected to provide a way for man to enter a relationship with God. Salvation is a gift through grace and man can do nothing to earn it. A life of good works is a reflection of a relationship with God – it is not a way of earning merit. The Bible contains the sacred writings of Christianity. |
| Diffusion | First spread beyond Jerusalem as Christians were persecuted and moved to other areas. It spread through the preaching/teaching of the disciples and Paul throughout the Middle East and Mediterranean world. Eventually Christianity was adopted as the official religion of the Roman Empire and became entrenched in western civilization. |


Islam


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| Origins | Originated in the Arabian Peninsula in the city of Mecca . |
| Founder | Mohammed (Muhammad) |
| Principles  | Islam is the world's third great monotheistic religion and sees itself as fulfillment of God's (Allah) revelation to man. Allah speaks through prophets – Mohammed is the last and greatest of the prophets. (Consider Abraham, Moses, Jesus to be prophets.) Mohammed is NOT a god and is not worshipped. Islam teaches that Allah is just and rewards man according to his deeds. The Qur'an (Koran) contains the sacred writings of Islam. The most important beliefs/acts are known as the Five Pillars of Islam . <ol style="list-style-type: none"> 1. Faith - Recite the shahadah - There is no god but Allah and Mohammed is his prophet. 2. Prayer – Pray 5 times a day while facing Mecca. 3. Alms - Donate regularly to charity through the zakat, a 2.5% charity tax, and donations to the needy. 4. Fasting - Fast during the month of Ramadan, the month that Mohammed received the Qur'an (Koran) from Allah. 5. Pilgrimage - Make at least one pilgrimage (hajj) to Mecca if economically and physically possible. |
| Diffusion | Muslims (followers of Islam) conquered the Middle East, Persia, the Arabian Peninsula, and northern Africa within 100 years of Mohammed's death and installed Islam as the religion of the region. In later centuries Islam spread with trade, primarily across the Indian Ocean, Central Asia and West Africa. |


Buddhism

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|-------------------|---|
| Origins | Began in India and incorporated much of Hinduism in its practice. |
| Founder | Siddhartha Gautama was an Indian prince raised in a lifestyle of luxury and comfort who, upon encountering the misery and suffering of the poor in the streets, began to question the meaning of life. Gautama left his city and wandered through the land. He became known as Buddha , " Enlightened One " and concluded that the cause of suffering is desire. |
| Principles | Desire is the cause of suffering and the way to end suffering is to end desire. Buddhism does teach the concept of reincarnation, though this is not always seen as a "rebirth" and that nirvana can be reached. In its most basic form, Buddhism does not hold to a belief in a deity, therefore (along with other reasons) many hold that it's not a religion but is instead a philosophy that places great emphasis on man's actions, his ability to think properly, and his co-existence in harmony with the forces of the universe. The core of Buddhism is based on the Four Noble Truths and Eightfold Path though there are |

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|  | <p>tremendous variations and expansions of these in practice.</p> <p>Four Noble Truths 1. Life is full of pain and suffering. 2. Human desire causes this suffering. 3. By putting an end to desire, humans can end suffering. 4. Humans can end desire by following the Eightfold Path.</p> <p>The Eightfold Path consists of three parts – morality (Sila), control of one's mind (Samadhi), and wisdom (Panna). These three parts have multiple means of application. (Examples: Sila - proper speech, actions, etc.; Samadhi - meditation, good thoughts, mental development, etc.; Panna- proper path of life, wisdom and understanding.)</p> |
| <p>Diffusion</p> | <p>Spread to Southeast Asia and to East Asia, especially during the Maurya Empire, under Ashoka, and the Gupta Empire where it became very prominent. It is a religion that actively seeks to convert others. It was never widely accepted in India where much of Buddhist teaching was incorporated into Islam.</p> |



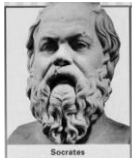

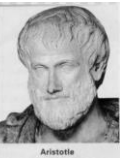

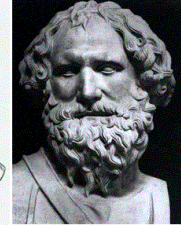
| Hinduism | |
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| <p>Origins</p> | <p>No definable point or person from which it can be traced. It developed in what is now India over the course of several centuries.</p> |
| <p>Founders</p> | <p>None</p> |
| <p>Principles</p>  | <p>Hinduism is the world's largest polytheistic religion with its pantheon of gods and goddesses seen as part of a universal soul/deity known as the Brahman. One major concept is reincarnation, a belief in a cycle of life, death, rebirth that is repeated by the soul many times until it (the soul) reaches the state of Nirvana and unites with the Brahman. Two other critical concepts are Karma, which relates to the cause/effect nature of what happens in life, and Dharma, the idea of a person's duty and the need to fulfill that duty. Along with other social reasons, these ideas combined to help create the Caste System, one of the most distinctive manifestations of Hinduism. There are several holy books in Hinduism with the most important being the Vedas, Upanishads, Puranas, and the Bhagavad-Gita. The goal is to eventually merge with the Brahmin after a series of reincarnations. This Moksha (salvation) can be obtained in one of three ways - works, knowledge, or devotion.</p> |
| <p>Diffusion</p> | <p>Spread throughout the Indian subcontinent and, eventually to SE Asia through trade, education, and the teaching of priests. In Southeast Asia it co-existed with Buddhism but ultimately lost its influence.</p> |

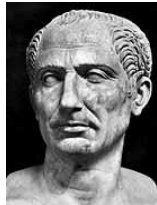



| Confucianism | |
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| <p>Origins</p> | <p>China during the Zhou (Chou) Dynasty. After the end of feudalism crime was rampant and Confucius spoke of returning to the moral standards of the ancients.</p> |
| <p>Founder</p> | <p>Kung Fu-Tzu (Confucius) 551-479 BC</p> |
| <p>Principles</p>  | <p>It is not a religion but rather is an ethical code dealing with the moral character of individuals, society, and government. The primary goals are order, harmony, peace and happiness on earth. Man is capable of achieving this through education, self effort, and self-reflection. The most important principles deal with Li, Jen, and Chun-Tzu.</p> <p>Li is the ideal standard of conduct that controls social conduct. This is seen in the Five Relationships:</p> <p>Parent-child: Kindness in the father and obedient devotion in the son Husband-wife: Righteous behavior in the husband and obedience in the wife Elder sibling-younger sibling: Gentility in the eldest brother and humility and respect in the younger Elder friend-younger friend: Humane consideration in elders and deference in juniors</p> <p>Ruler-subject: Benevolence in rulers and loyalty of ministers and subjects Jen: Applying virtue and goodness to the structure of Li. Chun-Tzu: The True Gentlemen who lives by the five virtues: self-respect, generosity, sincerity, persistence, and benevolence.</p> |
| <p>Diffusion</p> | <p>Spread by his followers after the death of Confucius as they obtained positions in government. These ideals eventually formed the basis for the civil service exam in China. Also the principles of Confucius became the foundation of Chinese education. These teachings spread to Korea and Japan</p> |

| Taoism | |
|--|---|
| <p>Origins</p> | <p>Grew from ancient Chinese philosophies that were merged into one basic teaching. In some ways it grew from a reaction to the spread of Confucianism and Buddhism.</p> |
| <p>Founder</p> | <p>Lao-Tse</p> |
| <p>Principles</p>  | <p>Tao (Dao) means "The Way" (or the Path) and it's a series of philosophical teachings that focuses on achieving balance and harmony in the universe, and in one's life. Taoism places a great emphasis on nature as an example of balance and demonstrates the way humans should live. A key concept related to this balance, as seen in nature, is wu wei, the idea of "effortless doing" that comes when the man's efforts and actions are in harmony with the universe and not in conflict with the natural order. The symbol most associated with Taoism the Yin/Yang reflects the ideals of harmony and balance. Taoism also emphasizes the Three Jewels, compassion, moderation, and humility. The Tao Te Ching is the most significant text.</p> |
| <p>Diffusion</p> | <p>Taoism spread primarily to the areas immediately surrounding China and has been incorporated into the teachings and beliefs of several philosophies and religions – most notably Buddhism and Shintoism.</p> |





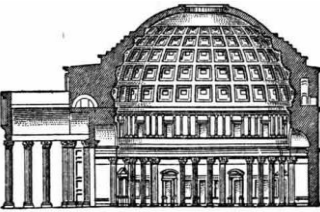

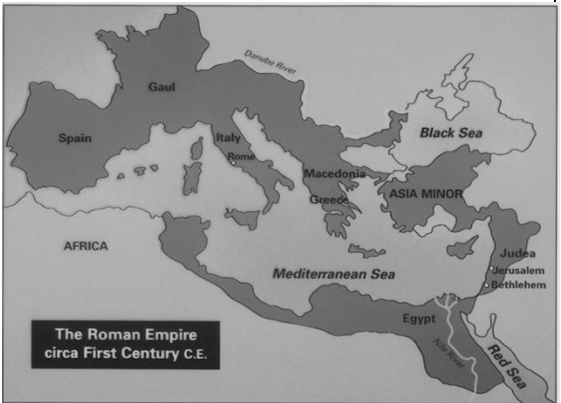


Ancient Classical Civilizations

Name _____

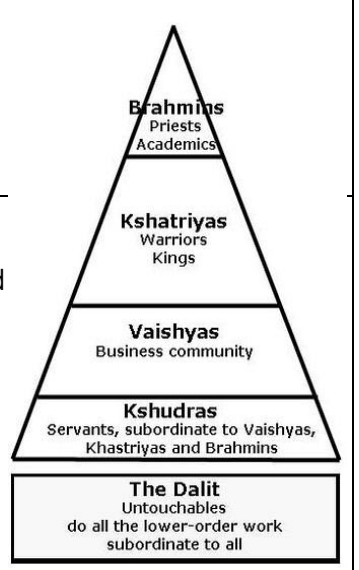

| Ancient Greek Civilization (Hellenistic Period) | |
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| Citizenship | Limited Citizenship - Citizens were only adult males who were not slaves or foreigners; these people were allowed to vote and make all the decisions affecting the people |
| Development of Democracy in Athens | Government changed over time, beginning with a monarchy (governed by kings), then an oligarchy (governed by a few), tyranny (governed by one leader through force), then democracy (the people ruled themselves). Direct democracy – All citizens participate directly in the government (the United States government borrowed ideas from direct democracy). Public Debate – Citizens are allowed to debate issues in public. Trial by Jury - The guilt or innocence of a person is decided by a group of citizens. |
| City-state | A city-state is the city and surrounding land. They were independently ruled. Sometimes city-states entered into alliances with other city-states for defense and to protect trade. One of these alliances was the Delian League. |
| Important People | Philip II of Macedonia conquered and united the Greek city-states, the father of Alexander Alexander the Great -, conquered large areas of Africa, Central and Southern Asia, and Europe Socrates, Aristotle and Plato – Greek philosophers, lovers of wisdom Archimedes and Pythagoras – made advances in math and science        |
| Expansion | Alexander's empire expanded into Africa, Central and Southern Asia, and Europe, through military conquests. Alexander's conquest spread Greek culture and ideas (known as Hellenistic) |
| Cultural Contributions | Contributions in the arts included sculpture, painting, architecture and writings. Major Greek writings often centered on history, philosophy, or mythology. Genres such as tragedy (serious) and comedy also found great expression in Greek writing and theatre. Additional contributions were in science, mathematics, medicine, and engineering. |
| Architecture | The development of columns |

| Ancient Roman Civilization | |
|---|---|
| The 3R's - Rome – Republic - Representative | |
| Government | Representative Democracy – citizens elect officials to represent them (Example: United States government) Republic - a system where people elect leaders to govern them, giving them a voice in government. Classes: Patricians – a few wealthy, powerful citizens Plebeians – common people, majority of the population Consuls – two people at the head of Roman Republic, served one year term, as the civil and military authority Senate - council of wealthy, powerful Romans that advised the cities leaders Tribunes and Assemblies – people who represented the plebeians (common people) Checks and Balances – system that balances the distribution of power and government Dictator – a ruler with almost absolute power, chosen to act only during emergencies Twelve Tables – Rome's first written code of laws, produced on twelve bronze tablets (tables) displayed in the Forum (a Roman public meeting place that was the center of life) Late Republic – growth of territory and trade through conquering other lands and peoples Empire – lands with different territories with different peoples under a single rule Republic to Empire - Julius Caesar , Roman General, great military leader, named dictator for life, assassinated by senators who thought he was getting too powerful Caesar Augustus (Octavian) –first Roman emperor who gained control of Rome after defeating Marc Antony Pax Romana – a time of peace, prosperity, and expansion, began during the reign of Augustus     |
| | Julius Caesar Augustus Caesar Patricians Plebeians |

...Ancient Roman Civilization

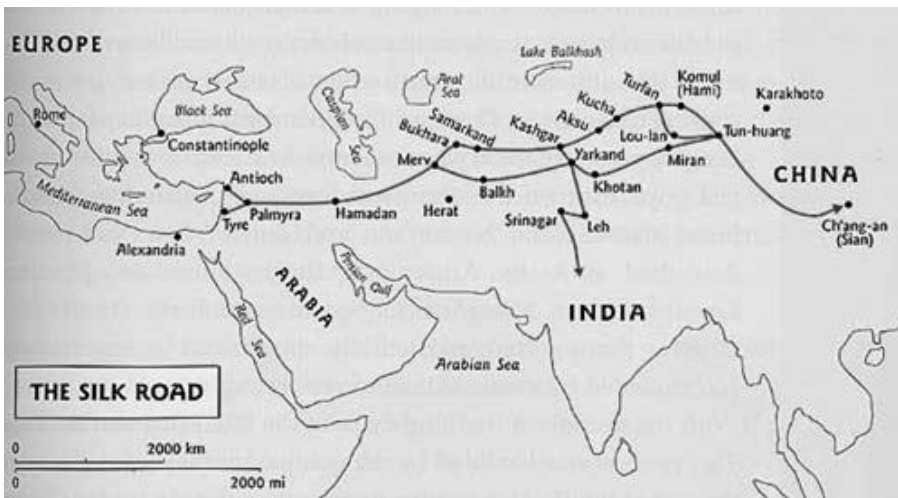
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| <p>Art and Literature</p> | <p>The Romans built upon the influences of Greek civilization. Roman sculpture was more lifelike than Greek forms. Roman mythology was very similar to the Greeks. They excelled in mosaics, paintings, frescoes, portraits, and sculpture. Mythological stories, along with other Roman works, are still read today.</p>   |
| <p>Architecture and Engineering</p> | <p>In architecture and engineering, the Romans made improvements that often helped solve problems in everyday life. They were able to build famous structures like the Colosseum because they were able to change post and lintel construction and develop the arch. Romans also learned to build domes. Roman roads were a significant achievement that allowed the empire to be unified, both for trade and protection. Aqueducts, designed to supply fresh water to cities, are another example of engineering marvels from the Romans. Many aqueducts and roads built by the Romans are still functional today.</p>     |
| <p>Rise and Expansion of the Roman Empire</p> | <p>1-Rome's geographic location in the Mediterranean helped trade and travel. 2-The Alps Mountains kept invaders out from the north 3-Rome is on a narrow peninsula which kept land forces out. 4- It was because of trade that Rome came into conflict with other powers, most notably Carthage, and through a series of wars began to expand its control throughout the Mediterranean. During the time of the emperors the empire continued to expand, especially deeper into the European continent (both northern and eastern) reaching its greatest extent under the Emperor Trajan during the Pax Romana. Julius Caesar was most responsible for initiating Rome's move toward a dictatorship and away from a republic. He created the First Triumvirate which moved to weaken the Senate and the patrician class. Although he was assassinated, the Second Triumvirate was created and after years of a power struggle Octavian emerged as the sole leader and was given the title "Caesar Augustus" – ending the Roman Republic.</p>  |
| <p>Fall of the Roman Empire</p> | <p>The decline of Rome was gradual and took place over centuries. There several factors which contributed to Rome's downfall over the centuries. One of these was the economic costs of sustaining an empire. Maintaining a military presence in distant lands and protecting the empire's trade was costly and resulted in continuously higher taxes and dissatisfied people. As people lost their lands and moved to cities they placed a greater economic burden on a government forced to care for them – resulting in a need to raise taxes even more. A second major factor for Rome's decline was its division into eastern and western empires and civil wars between competing factions. A third contribution was the decline of the traditional values on which Roman society had been built and prospered. As Rome grew richer and larger there was a moral decay and corruption among its citizens that weakened it from within. A final cause of the decline was the external threats (and expensive defense of these threats) from various groups. Over the years groups such as the Vandals, Angles, Saxons, Huns, and Visigoths weakened the empire as they continuously attacked and invaded portions of the empire.</p>   |

Ancient Indian Civilization

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| Caste System | Caste System - helped provide order and stability to society and reinforced basic Hindu beliefs such as reincarnation, karma, and dharma. It also helped provide social order. Four major castes developed – the Brahmin, Kshatriya, Vaisyas, and the Sudras. A fifth group, known as the Untouchables or Outcasts, was created. Each caste had certain roles in society and caste guided members in issues such as occupation, foods eaten, and marriage |  |
| Art, Architecture and Science | <p>Most of the art, literature, and architecture in classical India centered on religious themes and expression. The classical era emphasized building temples and producing art and sculptures that supported Hindu beliefs. Indian literature changed over time and largely focused on holy writings or the creation of stories supporting Hindu themes. The period is famous for its epics. Later classical writings in Sanskrit focused on drama, poetry, or scholarly articles. Dance became a popular and fervent expression that continues to today. Learning became more important during the classical era. Many discoveries were made in mathematics and astronomy. Hindu-Arabic numerals were developed, the concept of zero was created, and the field of algebra originated.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p style="text-align: center;">. १ २ ३ ४ ५ ६ ७ ८ ९</p> <p style="text-align: center;">0 1 2 3 4 5 6 7 8 9</p> </div> <div style="margin-left: 20px; border: 1px solid black; padding: 5px; text-align: center;"> <p>अबख दएनघ हइजख</p> </div> </div> | |

Ancient Chinese Civilization

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| Trade | The Silk Road connected the Mediterranean, Central Asia, and China. The 4000 mile long network of trade routes allowed the flow of goods and ideas from one region to the other for 1000 years. |
| Contributions | Gunpowder, paper, the compass, and printing are the “four great inventions of ancient China”. Used in clothing and art, silk became the most important item to trade with the east and, more than any other product, was a symbol of ancient China. China also developed the first seismograph. (measures the strength of an earthquake) |



Seismograph



Gunpowder



Paper



Compass



Printing

European Middle Ages and the Emergence of Nation-states

Middle Ages in Europe

Feudalism

Feudalism – the system of obligations that governed the relationships between lords and vassals, cornerstones of feudalism were land and military protection/loyalty - In exchange for land and/or protection people swore loyalty/service to those who granted this protection. The feudal system varied throughout Europe but its basic hierarchical structure had **Kings, Lords, Vassals, and Peasants** (also called serfs). What came to be known as the feudal system originally developed on a local level as people sought protection from the hazardous and barbaric times. It continued to develop, concentrically expanding, and was eventually utilized by powerful lords and kings to centralize military power and thus create nation-states.

Nation-states – self governing countries made up of people with a common cultural background

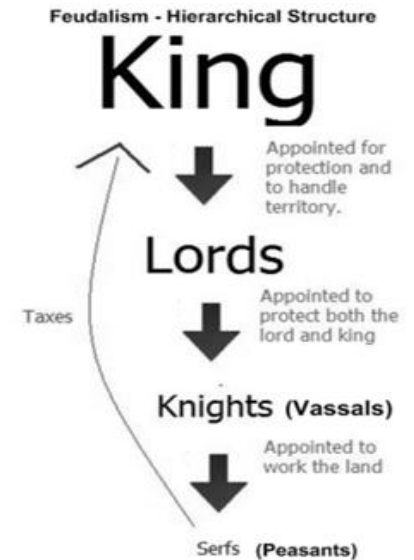
Function - Nobles needed to defend their land from invaders and other nobles.

Impact – It was first created by the Franks and spread into other kingdoms.

In the 1000's, Frankish knights introduced feudalism into Italy, Spain, and Germany. Then it spread into eastern Europe and Britain. Feudalism developed in Western Europe; especially in France, England, and the Low Countries, though it did spread into Spain, Eastern Europe, and Russia.

Charlemagne – king of the Franks, a brilliant warrior and strong leader, crowned emperor of Romans in AD 800

Carolingian Empire – Charlemagne, his predecessors, and successors, and the empire they built After the death of Charlemagne and fall of the Carolingian Empire much of the European mainland was in constant tribal warfare and invasions occurred in much of Europe. There was little security and no real political organization. The feudal system developed and emerged as the political system that dominated Europe for several centuries



King Charlemagne



Knight

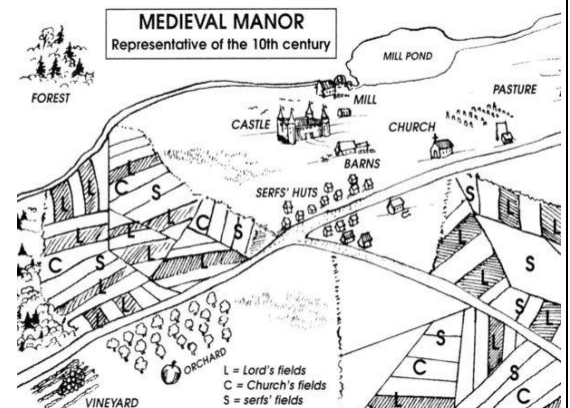


Peasant

Manors

Manorialism – system of social relations between lords and serfs in Middle Ages

Under **manorialism** it was the **peasants/serfs** who did most of the work on the land of the lords. The peasants were generally granted small parcels of land to grow crops for their family as well as to sell, but had to pay much of what they grew to the lords, either in taxes or as fees for using the lord's resources – such as the mill for grinding wheat. In addition to working his own land, the serf had to work the rest of the lord's land. The peasants could not sell the land granted to them, and while they were technically free, in reality, they were tied to the land on which they lived and could not leave without the lord's permission. Nearly everyone in Europe in the Middle Ages was Christian. In the Middle Ages **life revolved around the church**.

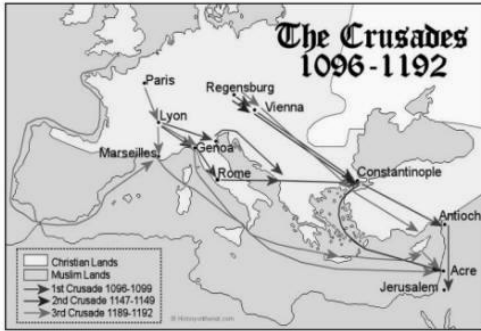


...European Middle Ages and the Emergence of Nation-states

English Government


| | |
|--------------------|--|
| Government | <p>William the Conqueror – powerful French noble who conquered England, he brought feudalism to Britain (England),</p> <p>Monarchy – a government headed by a king or a queen</p> <p>Feudalism in England (started by William the Conqueror) weakened the power of nobles and strengthened the power of the monarchy. Over time the nobles rejected this growing monarchical power (monarchy), eventually rebelling against the King [John] and forcing him to sign the Magna Carta.</p> |
| Magna Carta | <p>Magna Carta – This document was signed in AD 1215 by King John of England and required the king to honor basic rights of the English people. It limited the king's power. The Magna Carta was one of history's most important democratic documents and gave rights to the people. Originally these rights applied only to nobles and the Magna Carta was only intended to give power to the nobles while limiting King John's power. Eventually these rights and principles were applied to all English citizens. Among the rights and principles in the Magna Carta are the rule of law, the development of representative assemblies, and the right to approve taxes. Later such principles as due process and trial by jury were developed from the Magna Carta. By limiting the power of the king, it weakened feudalism.</p> <p>The Great Council advised the king and would eventually grow into the English Parliament and become the first democratic (the people ruled themselves), legislative body in modern Europe. The rebellious actions of the nobles that resulted in the Magna Carta set a precedent (an example) for limiting government. The continued legislative/executive conflict over the centuries expanded representative government and individual rights.</p> |

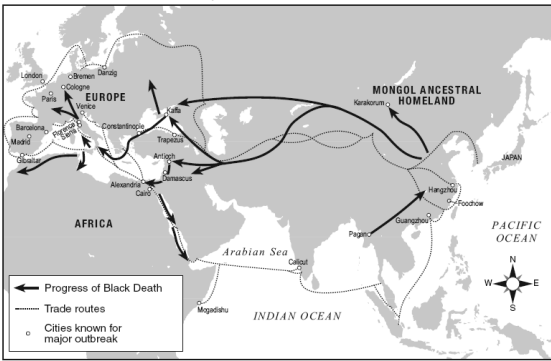

The Crusades


| | | |
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| Why the Crusades Occurred | <p>Crusades – a long series of wars between Christians and Muslims in southwest Asia fought for control of the Holy Land from AD 1096-1291</p> <ul style="list-style-type: none"> -the Crusades took place over several centuries - their purpose changed over time -the Crusades started as a way of recapturing the recently seized Holy Land (Palestine) by the Turks, and freeing the Holy Land from Muslim rule, and to prevent the Turks for taking over the Byzantine Empire. -the Crusades were a series of wars which lasted over several centuries and took place in several different regions |  <p>The map, titled 'The Crusades 1096-1192', shows the Mediterranean region. It marks Christian lands in white and Muslim lands in grey. Arrows indicate the routes of the First Crusade (1096-1099) from the Rhine region to Jerusalem, the Second Crusade (1147-1149) from France to the Holy Land, and the Third Crusade (1189-1192) from England to the Holy Land. Key locations labeled include Paris, Regensburg, Vienna, Lyon, Genoa, Rome, Constantinople, Antioch, Jerusalem, and Acre.</p> |
| The Effects of the Crusades | <ul style="list-style-type: none"> -From a political and military standpoint, the Crusades should be viewed as having mixed success. -The Crusaders did not permanently re-conquer the Holy Land; they did control it for a while. -Along with the Reconquista (retaining of Spain from the Muslims), the crusades helped neutralize Muslim advances in Europe. -The Crusades spread Christianity. -The new interactions between people and their different ideas and products during this time allowed parts of Europe (particularly the Italian peninsula) to develop cities of trade and commerce. This served as the basis of an expanding, trade-based European economy. -The Crusades also build an interest in overseas land and lead to exploration that brought Europeans to the Western Hemisphere (North and South America). | |

Roman Catholic Church in Europe in the Middle Ages

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| Role | With the fall of the Roman Empire, the Catholic Church became the center of life . It was the greatest source of stability and self-identification in Western Europe for over 1,000 years |
| Monasteries... | <p>Monastery – a community of monks (religious men who lived away from society in a monastery)</p> <ul style="list-style-type: none"> -During the early Middle Ages, monasteries began to develop as a place where people could live a life of isolation in their dedication to God. -Benedictine Model – a monk named Benedictine created rules monks had to follow - Following the Benedictine model, monasteries began to change in the 6th Century. -Monasteries were responsible for caring for and spreading the Christian message. -Monasteries became centers of learning and supporters of culture in two main ways. |

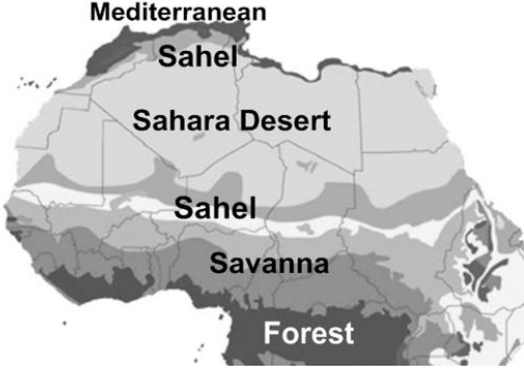




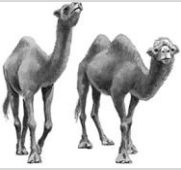

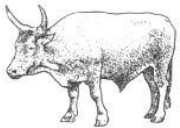
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| <p>...Monasteries</p>  | <ul style="list-style-type: none"> -First they preserved Christian writings, particularly the Bible, by producing hand-made copies that were kept and passed down through the ages. In this way, great works of early Christians were preserved for history. In the preserving of these works, much of the great art of medieval Europe was created. - Secondly, they became centers of learning. At first monasteries educated boys who were going to be priests. Charlemagne's had started to educate boys, mainly in training for the priesthood. By the 11th Century, monasteries taught many subjects and became universities. -The primary goal of the Roman Catholic Church and the main purpose of monasteries were to influence people to become Christians. -Monasteries originally tried to become ideal communities which would help people to live holier, more dedicated lives. Eventually monasteries created religious orders, some of which placed great emphasis on spreading Christianity and promoting the teachings of the Catholic Church. |
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| Bubonic Plague | |
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| <p>Origins and Spread</p> | <p>Bubonic Plague (Black Death) – a deadly disease that spread through Europe between AD 1347 and 1351</p> <p>The plague originally came from Asia. Traders did not know that the rats on their ships carried the disease. These traders brought their ships to Mediterranean ports in 1347. From there, Bubonic Plague spread through much of Europe. Fleas that feasted on the blood of infected rats passed the plague to the people. Due to the lack of scientific and medical knowledge, people did not understand how diseases were contagious and how they spread. The people lived very close together in the cities and did not understand the importance of cleanliness and proper disposal of waste.</p>  |
| <p>Impact</p> | <p>About 1/3 of the people in Europe died, approximately 25 million. This huge loss of people caused major changes in Europe.</p> <ul style="list-style-type: none"> -The manor system (feudalism) fell apart (didn't work anymore). -There were less people to work. -Those who survived were very important because of the skills they had and could get paid for their work. -Once the workers had money, they left the manors and went to the cities to work and be paid.  |


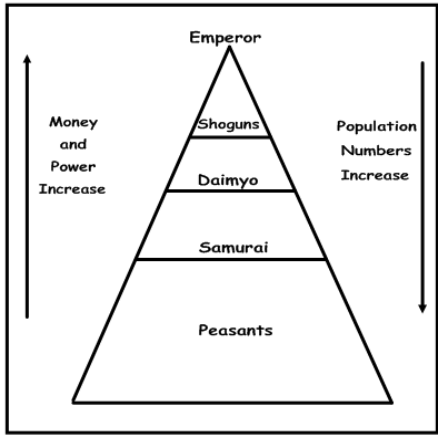
| Byzantine Empire | |
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| <p>Location</p> | <p>Only the western portion of the Roman Empire fell to the Germanic invaders. The eastern part continued for almost 1,000 years as the Byzantine Empire. The center of the Byzantine Empire was the city of Constantinople (originally called Byzantium), which became the greatest city in the western world after the fall of Rome. Constantinople, in modern Turkey, was near two continents – Europe and Asia. It was easily defended and served as a crossroads of international trade.</p>  |
| <p>Contributions</p> | <p>After the Western Roman Empire fell, Constantinople became the cultural center.</p> <ul style="list-style-type: none"> -The greatest accomplishments of ancient Greece and Rome were preserved and spread. -They improved the law and government -The Byzantine Emperor Justinian organized and simplified the Roman legal system to make it work for the average citizen. It became known as the Justinian Code. -The Byzantine Empire educated scholars and government officials to better serve the people. -Artists improved the Roman style of using natural marble for mosaics with brightly colored glass. -They decorated and built Christian churches throughout the Empire. |

The World of Changing Political, Social, and Economic Cultures

African Civilizations

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| <p>Geography</p> | <p>Major ecological and climate zones of North and West Africa. These zones, from north to south, are:</p> <ol style="list-style-type: none"> (1) Mediterranean (2) Sahel (which means “shore” in Arabic, in this case the “shore” of the great Saharan desert); (3) Desert (the Sahara); (4) Sahel (the southern “shore” of the desert); (5) Savanna or grasslands; (6) Forest (tropical rainforest). <p>There are no major mountain ranges or other geographical features that cut across except the Niger River, a major artery of trade that flows through forest, savanna, and Sahel, nearly reaching the Sahara.</p> <p>The three West African Kingdoms were Ghana, Mali, and Songhai.</p>      |
| <p>Trade</p>   | <p>Locations gave the kingdoms access to large supplies of important resources.</p> <p>Mediterranean - cloth, spices, and weapons</p> <p>Desert - highly valued rock salt, necessary for human health, salt was often traded for nearly an equal amount of gold, trade across the desert zone required the use of camels which can only be used in the desert</p> <p>Savannah – gold, grain (including rice), cattle (providing milk, meat, hides, and transport), donkeys (transport), and cotton</p> <p>Tropical Rainforest – gold, kola nuts which were important to Muslims</p> <p>-The tsetse fly was deadly to domestic animals such as camels, donkeys, or cattle, so trade had to be carried by river or by human porters.</p> <p>Trade was carried on between the different zones. This meant that people and ideas traveled with the goods. The method of transporting (camel, donkeys, rivers, human portage) goods often changed as you move from one zone to another. Some of the earliest markets, towns and cities, grew at the places where the zones changed. These market towns and cities became places where merchants from different cultures and environments met and exchanged not only goods but ideas, connecting early West Africa with the wider world in the process. Some of these towns and cities also became places where rulers set up their courts and governments. The early kingdoms taxed the trade in their region.</p>  |
| <p>Spread of culture and Religion</p> | <p>The wealth from agriculture and long-distance trade was enough for each dominant kingdom and allowed them to support their government, army and culture. The trade was always linked closely with Islam and this resulted in the spread of Islam (Muslim religion). Islam spread in West Africa and being Muslim could make trading easier. Many people became Muslims, and they were often wealthier people. Even though most of the rural farmers and herders of Ghana, Mali, and Songhai continued to follow local, African religions, the influence of Islam in trade, government, and in education and architecture in the major cities was great. The city of Timbuktu became a leading center of Islamic learning and education.</p> |
| <p>Invasion</p> | <p>Early in 1591, Morocco staged a surprise invasion of Songhai in an attempt to take over the southern end of the trans-Saharan gold trade. 4,000 Moroccan soldiers defeated the Songhai army. Morocco was not able to control Songhai from so far away. No one government was able to control the area so the gold trade and towns and cities began to decline.</p> |

| China – Features and Major Contributions | |
|--|--|
| Trade | The first dynasty for which we have clear evidence had started by the 1500s BC. China's accomplishments in trade and agriculture happened because of periods of political stability . The government support of trade resulted in the building of roads and waterways and stimulated trade outside of China especially along the Silk Road . |
| Inventions | China's desire to spread ideas within its own country and to remain strong and secure led to the invention of woodblock printing and gunpowder . |
| Art | Artistic expression was important to the Chinese especially in poetry, porcelain, painting, and calligraphy . |
| Tang and Song Dynasties | Tang Dynasty – The Golden Age (the most successful years) , new ways of farming, cities were huge trade centers, trade along the Grand Canal grew, writers and artists celebrated nature and Buddhism, invented wood-block printing, gunpowder and the compass Song Dynasty – farmed more land, many large cities, sea trade was important, invented movable type and paper money |

| Japan – Features and Major Contributions | | | | | | | | |
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| Geography and Culture | <p>Japan is a group of islands which has helped isolate them from other cultures. Japan developed their own unique culture but studied the Chinese culture. The Japanese and Chinese writing system and language are similar. Like the Chinese, the Japanese also had a choice between remaining isolated from the rest of the world or not. Early experiences with Europeans convinced the Japanese that isolationism was a wise policy. Because of its small size and limited amount of farm land, the Japanese relied on rice and the sea for their food. They have a high value of the land and resources, both physical and human. They have often fought for the control of the land.</p> |  | | | | | | |
| Japanese Feudalism | <table><tr><th>Feudal Europe</th><th>Both Cultures</th><th>Feudal Japan</th></tr><tr><td>-Christianity -Religious themes in art and literature</td><td>-Feudal government -Royalty (kings and queens, emperor) -Nobles (lords, daimyo) -Warriors (knights, samurai) Warrior Codes of Honor (chivalry, Bushido) Peasants worked the land</td><td>-Buddhism -Shinto -Confucianism -Nature themes in art and literature</td></tr></table> <p>As the power of the Japanese emperor decreased, Japan was divided into a number of smaller territories ruled by military lords known as daimyo. The daimyo were loyal to the emperor and the shogun, but they ruled their lands as independent kingdoms. This created a feudal system in which vassals (former samurai warriors) were hired to protect the lords' (daimyo's) kingdoms. In spite of the many wars and struggles for control of the land, Japan's economy continued to grow.</p> | Feudal Europe | Both Cultures | Feudal Japan | -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 the land | -Buddhism -Shinto -Confucianism -Nature themes in art and literature |  |
| Feudal Europe | Both Cultures | Feudal Japan | | | | | | |
| -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 the land | -Buddhism -Shinto -Confucianism -Nature themes in art and literature | | | | | | |
| Arts and Religion | <p>The Japanese people produced beautiful examples of art, architecture and literature. The arts were heavily influenced by Buddhism and Shinto. Many followed the teaching of both religions. Shinto shrines were built near natural places that were considered beautiful by the Japanese. Buddhist ideas inspired many Japanese temples, paintings, poems and plays. The martial arts are also a result of practicing Zen Buddhism and were frequently used as a training technique of the samurai warriors as they learned to control their bodies and movements. Other cultural features from Japan during the Medieval period included calligraphy, origami, tanka poetry, plays and novels that described warriors in battle, lacquered boxes and furniture, landscape paintings that used water colors or ink and tea-drinking ceremonies.</p> | | | | | | | |
| Trade | <p>Japan traded the items listed above as well as pottery, paper, textiles, swords, books and porcelain. Its trade throughout Asia spread Japanese influence throughout the world and also allowed many Japanese nobles, merchants and artisans to become very wealthy.</p> | | | | | | | |

14

Mayan, Aztec and Incan Civilizations








For more than 1100 years (circa 400-1550 AD), three separate, but similar, civilizations flourished in **Central and South America**.

These civilizations were the Mayans, Aztecs, and Incas. **Farming** led to the growth of each of these civilizations.



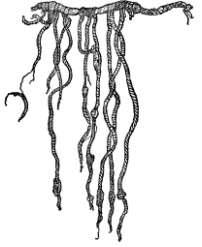


Growing corn and other crops created a change from hunter-gatherer societies to more complex societies that could live in one place.


Although the Mayans, Aztecs and Incas were isolated from other cultures, they were each advanced civilizations.

They left little of their culture behind.

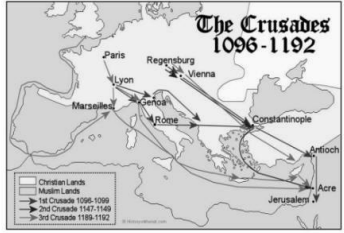



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|  Maya | Geography | They are located on the Yucatan Peninsula rainforest with many swamps and sinkholes. Swamps provided fresh water. |  |  |
| | Contributions | Engineering produced large cities that included pyramids to honor the gods. The step pyramid remains at [<i>Chichen Itza</i> and <i>Tikal</i>], with its temples and ball courts. The priests studied the heavens closely to determine the plans of the gods and to know when to plant crops. They applied their study of astronomy to create a 365-day calendar and a base-20 numbering system. The Mayans developed a system of hieroglyphics to record numbers and dates of important religious festivals, plantings and harvests. | | |
| | Government | City-states had a king and military forces. | | |
| | Religion | Kings were worshipped as god-kings who descended from the sun. | | |
| | Economy | Economy was based on agriculture and trade . | | |
| | Agriculture | They farmed with slash and burn methods. | | |
| | Rise and Demise | By the year AD 500, Mayan cities had been in existence for more than 300 years and the Maya had reached their peak in economic prosperity. It is estimated that two hundred years later, the Mayan population reached its peak. Between the years 750 and 900 AD, one Mayan city after another was abandoned and much of the Mayan population disappeared. The cause of the end of the Mayan civilization is uncertain . There are numerous theories and they suggest a decline in food production and decrease in the water supply as well as invasion from outside groups | | |
|  Aztec | Geography | The Aztecs settled in an area that is the central valley of modern-day Mexico where Mexico City is located. It was an area high in elevation, surrounded by mountains, with a lake and swampland - an area that was to become known as the Valley of Mexico. The geography of this region played a major role in the success of the Aztec society. This central valley region was swampy and the resourceful Aztecs built terraces on hills that were previously not farmable. The swamps provided them with wild plants and fish, frogs and ducks to eat. They built a capital city [<i>Tenochtitlan</i>] in the middle of a giant lake connected to the mainland by causeways and floating gardens. |  | |
| | Contributions | They developed a sacred calendar for worship and a solar calendar for agricultural purposes. | | |
| | Government | They had a multi-tiered social hierarchy. The Aztecs were led by strong emperors who also claimed to be descendants of the gods . Aztec society was made up of four classes: nobles, commoners, unskilled laborers, and enslaved people. |  | |
| | Religion | They paid tributes to the gods and practiced a polytheistic religion that prescribed human sacrifice . A huge pyramid, the Great Temple in Tenochtitlan, was built to honor the Aztec gods. Thousands of people were sacrificed at the top of this temple. | | |
| | Economy | They sustained themselves with agriculture and trade . |  | |
| | Agriculture | Agriculture became the basis for the success of the Aztec civilization but war, tribute, and trade made them strong and rich. They built chinampas, floating gardens in the swamps. On the chinampas the Aztecs grew corn, avocados, beans, chili peppers, squash, and tomatoes. Aztec food production allowed for an expansion in population and wealth that permitted them to expand their empire. | | |
| | Rise and Demise | The final demise of the Aztec civilization came when Montezuma , the Aztec emperor, was defeated by the Spanish captain, Cortes in June, 1521 AD. | | |

15

| Mayan, Aztec and Incan Civilizations | | |
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|  Incas  | Geography | The Incas were located high in the Andes Mountains of modern-day Peru. |
| | Contributions | <p>The Inca were skilled engineers and built massive forts with stone slabs so perfectly cut that they didn't require mortar. An example of this is [Machu Picchu], a retreat built for Incan kings. They also built roads through the mountains from Ecuador to Chile with tunnels and bridges and they built aqueducts to their cities as the Romans had. They were also advanced in medicine and surgery. The Incas spoke Quechua, which they imposed on all the peoples they conquered. Because of this, Quechua is still spoken among large numbers of Native Americans throughout the Andes. They had no writing system at all, but they kept records on various colored knotted cords, or quipu.</p>  |
| | Government | <p>The Incas began to expand their influence in the twelfth century and in the early sixteenth century and they had more territory than any other group of people in South American history. The empire consisted of over one million people, stretching from Ecuador to northern Chile. Unlike the military empires in Central America, the Incas ruled by proxy. The Incas had a very strong emperor (the Inca) who allowed local leaders to remain in power. This monarch ruled over a highly-structured society. The social structure of the Incas was inflexible. At the top was the emperor who exercised absolute power. Below the emperor was the royal family, a ruling aristocracy. Each tribe had tribal heads; each clan in each tribe had clan heads. At the very bottom were the common people. The social unit, then, was primarily based on cooperation and communality. This guaranteed that there would always be enough for everyone but it meant that there was no chance of individual advancement.</p>  |
| | Religion | The central god of the Incan religion was the sun-god , the only god that had temples built for him. The sun-god was the father of the royal family. The Incas were polytheistic (many gods), but the sun-god was worshiped above the other gods. Unlike the Maya and Aztecs, the Incas did not make as many human sacrifices, but instead sacrificed llamas, cloth, or food. |
| | Economy | The government controlled the economy and told each person their job they would do . Most Incas had to spend time working for the government instead of paying taxes. There were no merchants or markets because the government would distribute goods they had collected. |
| | Agriculture | Farming was difficult in the Andes. The Andes Mountains were terraced to create farmland. The Incas cultivated corn and potatoes, and raised llama and alpaca for food and for labor. |
| | Demise | <p>The demise of the Incan civilization came in the 1530s at the hands of Pizarro and the Spanish Conquistadores after years of fighting. Francisco Pizarro convinced the ruler of the Incas, Atahualpa, to come to a conference at the city of Cajamarca. When Atahualpa arrived, Pizarro kidnapped him and killed several hundred of his family and followers. Atahualpa tried to buy his freedom, but Pizarro eventually executed him in 1533. Over the next thirty years the Spanish struggled against various Incan uprisings, but finally gained control of the Inca Empire in the 1560s.</p>  |


| Islamic Civilization and Expansion through Trade | |
|--|--|
| Start of Islam | The Islamic civilization started among the nomadic traders who lived and traveled in the deserts of the Arabian Peninsula of Africa in the early 7th century A.D. |
| Beliefs | <p>It is based upon the five pillars of the religion of Islam, as revealed to the prophet Muhammad and set down in Islam's holy book, the Quran (Koran). Believers in Islam, known as Muslims, accept the teachings of the Quran in every aspect of their lives; there is no separation of church and state. The two major denominations of Islam, Shiites and Sunnis, are based on what a Muslim believes is the legitimate line of succession to authority over the Muslim empire after the death of Muhammad.</p>  |
| Spread of Islam | After Islam gained popularity around the Arabian Peninsula, its followers created an Islamic government whose control quickly spread to all of Southwest Asia. Within 100 years of Muhammad's death, through normal trade activities and armed conquest encouraged by the Quran, the Islamic empire expanded to include North Africa, Spain, and parts of India. |

The Renaissance

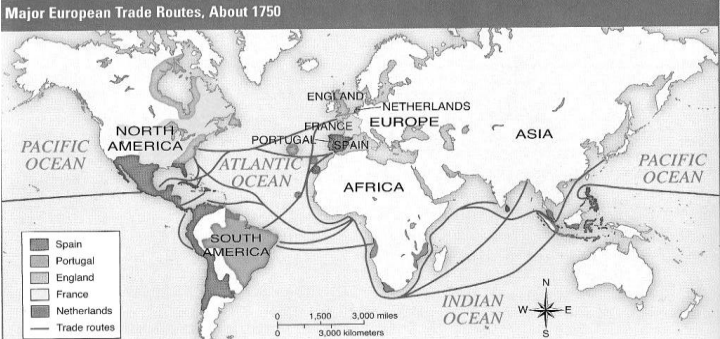
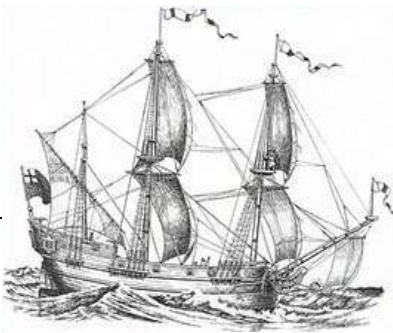
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| Beginning | <p>The Crusades moved people and ideas through much of Europe and into Asia. They spread ideas between Christians and Muslims. After the Crusades, Europe changed from the feudal system to a more trade-based economy. The movement of men, goods, and ideas to and from the Crusades helped provide a stimulus to produce and sell trade goods by the Europeans. As a result of the Crusades, kings gained power, while the power of popes decreased. These political, social, and economic changes combined to create an environment that started the artistic and intellectual expression that became the Renaissance. For example – wealth from trade and commerce allowed rulers to underwrite artistic development. Italy was where the Renaissance began, then it spread to other parts of Europe.</p> |  <p>The Crusades 1096-1192</p> |
| Why in Italy? | <p>Because of the location of the Italian peninsula (in relation to Western Europe, the Byzantine Empire, the Mediterranean Sea, and the Muslim world) many Italian city-states became centers of trade and banking during this time. This economic growth allowed city-states such as Florence, Milan, and Venice to acquire great wealth and develop independence in governing themselves. This helped promote the arts and ideas that characterized the Renaissance and were key reasons as to why the Renaissance began in Italy.</p> | |
| Two Significant Features | <p>Two significant features of the Renaissance were the renewed interest in ancient Greece/Rome and the development of humanist ideas. Many of the artists, writers, and thinkers built upon the ideas or principles of the classical world and tried to improve or expand them. The classical influence combined with the humanist emphasis on individual potential and achievement, gave rise to the unique styles and expression of the Renaissance seen in its art, architecture, science, religion, and philosophy.</p> | |
| The Birth of the Renaissance | <p>The city-state of Florence is often considered the birthplace of the Renaissance. The wealth and patronage of the Medici family supported great works of art produced in Florence during this time and many of the greatest figures of the Renaissance, including Michelangelo, Botticelli, and Machiavelli, were associated with the city-state.</p> | |
| Realism | <p>Because humanism emphasized the individual and daily life, paintings, sculptures, and other works of art showed realism to a greater degree than the idealist works of the medieval period. Art became more life-like. There were major changes in art forms. The desire to make painting more realistic and lifelike led to the development of new techniques such as chiaroscuro (using light and shading) and perspective (showing depth through three-dimensionality). Sculpting placed an emphasis on anatomical realism and saw the use of contrapposto (having the body twisted as the head and/or shoulders face a different direction than the hips or legs).</p> |  <p>The Pieta</p> |
| Literature Music Architecture | <p>The same drive for realism was seen in the rise of literature that could be read by the regular people, and in the political realism of Niccolo Machiavelli's The Prince and Dante's Divine Comedy. Music during the Renaissance saw a greater emphasis on singing and a wider support among the people after the development of the printing press. Like art and philosophy, music became more secular (more about everyday life and less religious). In architecture, the arch and dome were used in the Duomo in Florence and St. Peter's Basilica in Rome.</p> | |
| Humanism | <p>The concept of humanism provided the reason and the inspiration for much of what was created during the Renaissance. The strict religious beliefs of the Middle Ages combined with a renewed appreciation for the classical ideals of the Greeks and the Romans (that the individual has importance and beauty) help explain the artistic ideas of the Renaissance. Renaissance painting, for example, glorified religious themes using realistically drawn human forms and the new techniques of chiaroscuro and perspective. Education was influenced by humanism and its belief that people should learn all they can through the study of history, philosophy, and literature. The theory of political realism, exemplified in Machiavelli's <i>The Prince</i>, gave people the idea to look at the relationship between the ruler(s) and ruled, an examination that continues to affect how government leaders perceive their responsibilities to the people they govern.</p> |  |
| Important People | Leonardo da Vinci | <p>Leonardo da Vinci (painter of "The Mona Lisa," sculptor, architect, inventor and mathematician) is considered the classic example of a "Renaissance man."</p> |
| | Michelangelo | <p>He painted the Sistine Chapel in St. Peter's Cathedral and sculpted David and The Pieta.</p> |
| | Johannes Gutenberg  | <p>The ideas of the Renaissance and the Reformation spread as quickly and as completely as they did because of the invention of a movable type printing press by the German inventor Gutenberg. Because of this literacy, intellectual debate became more commonplace among the masses. Most of the first books printed were copies of the Bible and other religious writings, an indication of the importance of Christianity during this era. There were several factors which led to Reformation, including abuses in the Catholic Church, the ability of the common man to read the Bible for himself (or hear it in his native language), and the introduction of humanist thought.</p> |




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| Impact of the Renaissance | The Renaissance brought dramatic changes in almost all areas of artistic and intellectual expression . The Renaissance was a period of many achievements and that some of these achievements have had an important long-term impact. |
| | The printing press and the printing of the Bible and other works that allowed people to participate in the Reformation, a movement that changed European society and culture. Having printed books allowed people to learn and created the need for educational institutions . |
| | Exploration and trade were expanded as the ability to print maps and navigational books was enhanced, leading to the Age of Discovery . As learning increased people were exposed to new and broader ideas that would change the way people related to one another and to the government. |
| | A renewed interest in human anatomy for artistic purposes during the Renaissance extended into the field of medicine , leading to significant improvements in health and the treatment of diseases . |
| | The Renaissance philosophy of rethinking old beliefs even contributed to entirely new ideas of the structure of the universe, astronomy . In the same way that this philosophy changed the artistic world, the physical world was reexamined by scientists such as Copernicus, Kepler, Galileo, and Newton . From this reexamination, new scientific principles and fields developed, challenging old beliefs and providing the basis for modern science . |



| The Reformation | | |
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| Reasons for the Reformation | The Crusades changed social and economic conditions. The feudal system changed to a trade-based economy . Now people were paid for doing work. People and ideas moved during the Crusades. | |
| | The critical factor was theological . The “flashpoint” that started the Reformation was when Luther posted his 95 Thesis opposing practices undertaken by the Catholic Church at that time. | |
| | Theologically, Luther challenged the basis principle of obtaining salvation (Examples: faith alone vs. faith & “works”; excommunication), the role of the individual in living out his faith (Example: direct access of the believer to God vs. needing an intermediary), and the corruption shown by many in the Catholic hierarchy (Examples: the selling of indulgences; excommunication), including the Pope. | |
| Catholic Or Protestant | Central Europe (especially the German states) was divided between whether to remain Catholic or become Protestant. This is the area where the Reformation began and was the home of early leaders such as Luther, Calvin, and Knox . The northern half of Europe tended to be Protestant, while the southern or Mediterranean half tended to support Catholicism . Often the choice to be Protestant or Catholic was made for political reasons to help leaders keep their power. | |
| Important People | Martin Luther  | Martin Luther was the first person to successfully challenge the Church and its practices , thereby starting the Protestant Reformation . The monk, Luther, intended to reform what he saw as corrupt practices within the Roman Catholic Church (hence his posting of the 95 Theses), not to abolish or dismantle the church. Among Luther’s most important ideas was the belief that salvation could not be earned by a person’s doing of good deeds, but instead was given by God, a concept called grace . Luther also felt that believers could communicate directly with God through prayer and reading the Bible which could now be printed for the masses. |
| | John Calvin | It was John Calvin who expanded Luther’s initial idea of bringing reforms to the Church, working instead to encourage believers to reject Catholicism altogether in favor of a new branch of Protestantism which came to be known as Calvinism . The early American Protestants, such as the Puritans, Huguenots and Presbyterians, promoted the rejection of the Catholic Church and its teachings. |
| Attempt to Squelch the Reformation | The reaction of the Catholic Church was to try to stop the Reformation through religious pressure and then political pressure . The political pressure led Charles V (the Effective Holy Roman Emperor) to declare war on those Germanic kingdoms that had converted to Protestant beliefs . He was unsuccessful in his efforts and the Peace of Augsburg allowed the individual Germanic kingdoms to determine religious affiliations. | |
| Counter-Reformation | After this initial response, the Catholic Church also undertook an effort to reform itself – an effort known as the Counter-Reformation . This effort was spear-headed by Pope Paul III’s Council of Trent (a group that met over a 20-year period to discuss and enact reforms). Among the most significant reforms from the Council were the establishment of seminaries to train priests and the establishment of new orders such as the Jesuits, who would later lead missionary efforts overseas . Individual nation-states and kingdoms continued to fight over the Catholic/Protestant issue for decades. Often these nations would engage in international wars (example: Thirty Years’ War), or in a massive retaliation or persecution of its own citizens (examples: “ Bloody Mary ” in England; the Spanish Inquisition) as it sought to establish the religious identity of its people. | |

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| The Age of European Exploration and Settlement in the New World | | |
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| Age of Discovery | The European nations produced this Age of Discovery led by Portugal, Spain, France, England, and the Netherlands. Trade routes encouraged the European nations to develop technology and provide resources for exploring new all-water trade routes – routes mainly developed to increase trade with Asia , but which led to the European “discovery” of the New World. | |
| Portugal | Portugal led the development of trade routes traveling the west coast of Africa, around its southern tip and across the Indian Ocean. Portugal dominated the southern water route. | |
| Other Nations | The other nations of Europe began to focus on developing a water route sailing westward from Europe and arriving in the Orient from the east. It was this effort which led to the “discovery” of the New World and then the development of trade with this region. The routes were developed by these leading European nations as they tried to develop trade routes to Asia that would benefit their nation. |  |
| Reason for Exploration | The most basic reason for European exploration was the desire to build wealth through increased trade . The rapidly changing political, cultural, and economic structure taking place in Europe at this time contributed to the European Age of Exploration. The stimulus was to find water routes to India, China, and other mysterious lands of the East which would result in enormous trade profits in silks and spices for whichever nation could reach them quickly and efficiently . |  |
| Technology | Powerful European nations, ruled by strong monarchs, pursued expanding trade routes in the interests of wealth while advances in technology, such as improved ship design and more sophisticated navigational instruments aided in the race for riches. | |
| Discoveries | Why Explore? | As new lands were “discovered” the motivation and nature of interaction among the cultures began to change – especially as applied to specific European nations. A second motivator for exploration and settlement, especially among the Spanish, Portuguese, and French, was the opportunity to spread Christianity among non-Europeans peoples. Especially after the Reformation and Counter-Reformation these Catholic nations saw it as an important part of their duty to spread their beliefs. Finally, the sense of loyalty to one’s nation and a sense of adventure prompted many Europeans to participate in these explorations. The slogan, “God, gory, and gold” can serve as a useful reminder of European motivations. |
| | Portuguese | For the Portuguese trade continued to dominate their endeavors, though they did build some settlements along the coast of Africa. The Portuguese were the first to develop and exploit the African slave trade . |
| | Spanish | Spanish exploration centered on finding a western route to the Orient and ultimately centered on the exploration and conquest of South America and southern North America . Though the Spanish never developed lucrative trade with the New World, they were able to seize great wealth from the region – especially in the form of gold . |
| | French and English | The French and English focused on attempting to find all-water routes across northern North America and this is the region in which they ultimately focused and settled. The French developed a successful fur trade centered in the Great Lakes and Mississippi River Valley . The English more than any other European nation, created permanent settlements (along the Atlantic coast) that developed into a stable, long-term trade relationship. England was less interested in spreading Christianity but had a tendency to focus on developing colonies that were committed to specific Christian (Protestant) practices. |

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| The Columbian Exchange | Positive Effects | The so-called “ Columbian Exchange ” was a mixed blessing. For the most part, the grains, tropical fruits, and coffee that came to the Western Hemisphere from Europe and Asia enriched diets and provided extensive employment . The livestock (pigs, sheep, cattle, and chickens) likewise were a benefit to this continent, and horses brought about a radical improvement in the lifestyle of Great Plains Native Americans. Items from one culture were introduced and adopted for use by another culture. |
| | Slavery | As Europeans began to farm in the New World they developed and became dependent upon large-scale slavery. Initially, Europeans attempted to enslave Native Americans , but when that system failed, they began to import African slaves to meet the labor needs. The movement of Africans to the New World as slaves became the largest forced migration in history . Slavery was not a voluntary exchange.  |
| | Diet and Disease | Large groups of many indigenous (native) peoples were wiped out by European diseases (smallpox and measles) to which they had no resistance. Likewise, diseases of the west were brought back to Europe but none of these had the impact that smallpox and measles had on Native Americans.  |
| | Gunpowder and Firearms | Like many other products, European firearms and gunpowder provided a mixed blessing. The superior European technology allowed them to conquer much of the land in the Western Hemisphere despite inferior numbers. The introduction of these weapons into New World culture did allow for improved hunting . This was an exchange of technology.  |
| | Foods and Crops | A broader, more stable diet helped many Native Americans. Many foods from the Western Hemisphere benefited Europe and Asia. Potatoes and corn became especially beneficial contributions to improved nutrition and health and increased population. Tomatoes and chocolate became wildly popular to trade in other parts of the world. On the negative side of the exchange, potatoes came to be relied on so heavily in Ireland that a potato blight started a famine that led to a massive emigration to the United States in the 19th century. While tobacco became a great source of wealth for early colonies, most today would consider the introduction and development of this resource with its related health problems to represent a negative impact. |

