INSTRUCTIONS

Welcome to your Continental Academy course “Exploring World History”. It is made up of 9 individual lessons, as listed in the Table of Contents. Each lesson includes practice questions with answers. You will progress through this course one lesson at a time, at your own pace.

First, study the lesson thoroughly. Then, complete the lesson reviews at the end of the lesson and carefully check your answers. Sometimes, those answers will contain information that you will need on the graded lesson assignments. When you are ready, complete the 10-question, multiple choice lesson assignment. At the end of each lesson, you will find notes to help you prepare for the online assignments.

All lesson assignments are open-book. Continue working on the lessons at your own pace until you have finished all lesson assignments for this course.

When you have completed and passed all lesson assignments for this course, complete the End of Course Examination.

If you need help understanding any part of the lesson, practice questions, or this procedure:

- Click on the “Send a Message” link on the left side of the homepage
- Select “Academic Guidance” in the “To” field
- Type your question in the field provided
- Then, click on the “Send” button
- You will receive a response within ONE BUSINESS DAY
About the Author…

Caroline Grant earned her Bachelor of Arts [B.A.] degree in Psychology and her Master of Science [M.S.] Degree in Social Studies Education from Florida International University. She is also a certified therapist for dyslexic students. Miss Grant has considerable experience teaching in public and private high schools. She has taught students of varying abilities ranging from the gifted to the academically challenged. Since 2003, she has been working as an Instructor in English at Broward Community College and as a General Education Instructor in Social Sciences and Humanities at Coastal Educational Institute. Miss Grant resides in Plantation, Florida.
Political, social, economic, intellectual, military, and cultural developments from the pre-historic era to the present are analyzed. Ancient, Renaissance, Reformation, and Colonial Era achievements, along with revolutionary, nationalistic movements and ideologies, modern foreign policy and world wars, and international relations are all examined.

- Student will understand the beginnings of human society
- Student will understand early civilizations and the emergence of pastoral people
- Student will understand classical traditions, major religions, and giant empires
- Student will understand expanding zones of exchange and encounter
- Student will understand the intensified hemispheric interactions
- Student will understand the emergence of the first global age
- Student will understand the effects of revolutions
- Student will understand Earth's physical systems
- Students will understand the characterizations of human systems
- Student will understand the relationship humans have with their environment
- Student will understand the uses of geography
- Student will understand the world in spatial terms
- Student will understand specialization and trade
- Student will understand the characteristics of places and regions
- Student will understand how technology can help solve problems
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THE PREHISTORIC ERA (1,000,000 B.C. - 4000 B.C.)

THE FIRST PEOPLE

Earliest **hominids** were humanlike. They walked the Earth. Hominid bones remain in fossils. Ethiopia and Tanzania in East Africa reveal the earliest hominid bones. Scientific evidence indicates hominids that lived 3 million years ago had sizable brains and walked upright.

Five distinct periods mark human development. Humans developed from a primitive existence. Humans were forced to a changing environment over time. These periods were: the Old Stone Age, the Middle Stone Age, the New Stone Age, the Copper and Bronze Age, and the Iron Age. The **Stone Age** or **Prehistoric Era** covers the earliest periods of human existence before written records.

During the **Paleolithic Age** (1,000,000 – 8000 B.C.) many types of human-like beings existed in Europe, Africa and parts of Asia. Another name for the Paleolithic Age is the Old Stone Age.

**Neanderthals** were the earliest human form that resembled modern humans. Neanderthals had large brains. They were low browed, short, stocky and muscular. They lived in caves. Neanderthals made knives and spears by fastening wooden handles to chipped flint and stone.
Neanderthals were nomadic, meaning they did not have permanent communities. They moved from place to place. They gathered food and hunted large animals. When the Ice Age ended, the climate warmed. Many of the animals Neanderthals hunted died, so the Neanderthals disappeared.

*Cro-Magnons* were taller than *Neanderthals*. Cro-Magnons were closest in mental ability and physical appearance to modern man. They were nomadic and hunted animals. Cro-Magnons developed socially and culturally. They lived in small groups. They made artifacts and weapons from wood, bone and stone. They made fire and clothing. They used sharp bones as needles to sew animal skins together. Paleolithic *Cro-Magnons* created the earliest art on the walls of their caves, they painted images of animals they hunted like bison and deer. They also painted everyday activities.

Modern humans or *Homo sapiens* emerged between 200,000 and 100,000 years ago. Scientists believe they originated in Africa and migrated to the Americas, Australia, Europe, and Asia. The main reason for migration was a need to find new sources of food. They needed to adapt to different climates and environments as they moved.
THE EVOLUTION OF MAN

Neanderthal man    Cro-Magnon Man    Modern Man

Practice Exercises 1.1

Select the letter of the best answer.

1. _____________ were the first form of man to make cave paintings.
   [a] Neanderthals     [b] Cro-Magnons

2. Nomads lived in ___________ communities.

3. The earliest humans came from ___________.

4. The early ancestor closest to modern man in intellectual ability was the:

5. The earliest period humans began to express themselves in art was:
   [a] the Mesolithic Age       [b] the Bronze Age
   [c] the Neolithic Age        [d] the Paleolithic Age
THE NEOLITHIC REVOLUTION & AGES OF HUMANITY

The Mesolithic or Middle Stone Age lasted from 12,000 to 10,000 B.C. This period formed the transition between the Old Stone and New Stone Age. Mesolithic man made tools. He made the fish hooks, small boats, bows and arrows, sharp knives, spears and clay pottery. He adapted to his environment.

The Neolithic Revolution (10,000 to 4,000 B.C.) featured human social and cultural development. The Neolithic Revolution led to the emergence of civilization. This revolution began in the Near East. It spread to other parts of the world.

Neolithic humans developed more advanced technology. They invented the wheel, the plow, and metal tools. Neolithic people learned to sow seeds and plant crops. Farming changed their life patterns and led to domestication of animals. Dogs helped man herd pigs, sheep, cattle and other animals. Some of these animals increased the supply of food and clothing. People also built more sophisticated and durable buildings.

Farming and herding increased the Neolithic food supply. More available food increased the world’s population. The earliest crops were corn and rice. Planting crops led to farming villages and permanent settlements. Neolithic people learned to knit and weave plant fibers for clothing. They used fibers to make better clothing and blankets. They did
not have to rely just on animal skins for clothing. Neolithic humans improved pottery making, which helped with food storage.

Neolithic communities needed protection and cooperation. Permanent settlements encouraged traditions. They inspired lasting social institutions. Formal government with officials and laws marked the Neolithic Era. Permanent sites of ceremonial and ritual worship were established, including temples and shrines. The Neolithic agricultural revolution expanded trade. The first cities were established.

The **Copper and Bronze Age** lasted from 4000 to 1000 B.C. During these ages, the earliest civilizations built cities. They developed the art and science of metallurgy by extracting and refining metal from raw ore. Copper and bronze made strong tools and weapons.

The Copper and Bronze Ages mark the beginning of the **Historic Period. Writing** developed. Civilizations could now leave written records of their history and culture. The Historic Period marked the end of the Prehistoric Period when there were no written records of early cultures.

The **Iron Age** started in 1000 B.C. It continued technological advances in metallurgy. Societies moved away from making bronze items. Instead, they used iron, which provided greater strength for weapons, utensils, artwork and buildings.
Practice Exercises 1.2

Select the letter of the best answer.

1. _____________ refines raw metal ore.

2. Weaving plant fibers first made life easier for people during the ____________ Age.
   [a] Paleolithic   [b] Mesolithic   [c] Neolithic   [d] Copper and Bronze

3. Early forms of formal government first came into existence during the ___________ Age.
   [a] Paleolithic   [b] Neolithic   [c] Copper and Bronze   [d] Iron

4. Which era marks the highest level of cultural development of ancient people?
   [a] The Paleolithic Age   [b] The Iron Age
   [c] Bronze Age   [d] Mesolithic Age

5. What historical period led to the greatest changes in the social life of early man?
   [a] The Paleolithic Age   [b] The New Stone Age
   [c] Bronze Age   [d] Mesolithic Age
# LESSON 1

## PRACTICE EXERCISE ANSWERS

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LESSON 1 THINGS TO REMEMBER

- The earliest humans have been traced to Africa
- The early ancestor closest to modern man in intellectual ability was the Neanderthal
- The Bronze Age era marks the highest level of cultural development of ancient people
- The Bronze Age historical period led to the greatest changes in the social life of early man
- Neanderthals and modern man were similar in all of the following ways; they were both nomadic, they were similar in physical appearance, and they knew how to make weapons
- Hominid originated during the Paleolithic Age
- Early prehistoric people had the advantage over animals in that they had the ability to think and use their hands
- Early hunters migrated from one region or continent to another to find climates that they were able to adapt to, to find animals to hunt, and to find additional food sources
- The earliest period humans expressed themselves in art was the Paleolithic era
LESSON 2

EARLY AFRICAN AND ASIAN CIVILIZATIONS
(4000 B.C. - 500 A.D.)

THE FERTILE CRESCENT

The first people to develop complex societies and distinct cultures lived in the Fertile Crescent. This area of land in the Middle East is crescent-shaped. It begins at the eastern end of the Mediterranean Sea. The Crescent curves north and then south and ends at the Persian Gulf. The earliest civilizations began in Mesopotamia, the area of modern-day Iraq and Egypt. Climate, physical environment, availability of food, and contact with other societies made it a prominent region.

The first civilization to develop in Mesopotamia was Sumer. Sumer developed in fertile valleys of southern Mesopotamia. Sumer lay between the Tigris and Euphrates rivers.

There was little rainfall in Sumer. Rivers still flooded every year. When floodwaters receded, a thick bed of fertile soil remained. In the wet soil, Sumerians planted barley and wheat. They had to find ways to overcome floods in fertile regions of planted crops.
The need to adapt and change the environment led to the development of new technologies. Sumerians created irrigation canals to bring river water to crops during dry seasons. They built dams to regulate the flow of water.

The growth of agriculture stabilized Mesopotamian societies. People lived together in permanent village settlements. The Sumerians were the first civilization to use the wheel for transportation. Mesopotamians built *city-states*. Each city-state included the main city, while small villages and farms flanked the city. Many cities had roads and brick walls for protection. Within cities, extensive trading systems developed through barter, which is the exchange of one commodity for another. As the population increased, government and class systems developed.

Kings and priests ruled Sumer. They had the highest social positions. The Sumerians were *polytheistic*, and thus they believed in many gods. Religion played a very important role in their daily life. High priests controlled the government. They determined the farming cycle. Priests decided what areas to irrigate, when to plant crops, and when to harvest. Priests demanded portions of farmers’ crops as taxes. The desire to worship their gods led Sumerians to develop architectural skills. Sumerians built elaborate pyramid-shaped temples called *ziggurats*, which still exist today.
The Sumerians contributed to the development of civilization by developing one of the earliest forms of symbolic writing: *cuneiform*. Sumerian writing is as old as the writing of ancient Egyptians. Egyptians wrote *hieroglyphics*. Sumerians created a number system based on 60 still used to measure time today. Sumerian civilization eventually declined due to invasions from foreign armies and fighting between city-states.

Around 2300 B.C., another empire called **Babylonia** emerged in the city-states of lower Mesopotamia. The most important Babylonian ruler was Hammurabi, who ruled Babylon from 1792-1750 B.C. Babylon advanced further than Sumer. Babylon was the first society to produce a system of written codified laws called the *Hammurabi’s Code*. The Code consisted of nearly three hundred laws. Hammurabi’s Babylonian Code provided rules and punishments in all areas of life.

Babylonians developed a lunar calendar. They created a system of arithmetic based on the number sixty. Babylonians gave us the sixty-minute hour and the 360-degree circle. The Hittites eventually defeated the Babylonians. The **Hittites** were one of the first ancient civilizations to make weapons out of refined iron ore. Other civilizations made weapons and tools of less sturdy bronze.
The Hebrews lived in ancient Israel. They did not acquire a large empire. Hebrew religious ideas and beliefs changed the world. Hebrews were first to believe in **monotheism**, or one God.

This belief replaced **polytheism**, or the belief in many gods. Polytheism was prevalent in many parts of the ancient world.

From around 1200 to 600 B.C., Hebrews established an advanced civilization with magnificent buildings and temples. Hebrew teachings related to **monotheism**, established the ethical principles of right and wrong, and justice. These principles provided the foundation for their religion called **Judaism**.

The sacred scriptures of the Hebrews are contained in the *Torah*. One of the greatest kings of the Hebrews was King David. David built the great city of Jerusalem and made it the capital. Jerusalem continued to thrive until the Romans conquered the Jews and destroyed the city around 135 A.D.

The **Assyrians** conquered the people of the *Fertile Crescent* and Egypt around 800 B.C. They loved war. Assyrians outfitted their armies with iron weapons. The Assyrians divided their empire into provinces administered by governors. They built a great library at Nineveh. Clay tablets from this library provide accurate historical records of life in the ancient Middle East. Assyria lasted until 612 B.C. The Persians eventually destroyed Assyria.
Practice Exercises 2.1

Select the letter of the best answer.

1. The Hebrews were the first civilization to develop:
   [a] iron weapons   [b] polytheism
   [c] 60 second minute   [d] a monotheistic culture.

2. The Sumerians built elaborate temples called ___________ to worship their gods.

3. Which of the following is an important invention of the Babylonians?
   [a] Iron weapons and tools
   [b] A system of arithmetic based on the number 60
   [c] The wheel
   [d] Irrigation
ANCIENT EGYPT

Ancient Egypt developed around the same time as Sumer. Egypt is in northeast Africa. Climate and geographical factors led to the rise of ancient Egypt. The warm climate and water from the Nile River permitted agricultural development. Each year, the Nile overflowed and deposited rich soil in the surrounding lowland areas. This fertile soil encouraged nomadic settlers to establish settlements along the Nile.

Egypt developed into a great civilization. Nature protected the early inhabitants of Egypt from invasion. The Mediterranean and Red Seas, the vast deserts, and mountains surrounding the Nile protected Egypt.

Egypt was initially a collection of small independent agricultural villages along the banks of the Nile. A local government system of village leaders developed. The Egyptian people built canals. They irrigated dry farmlands. They constructed dikes to restrain the waters of the Nile when it flooded annually.

Egypt developed into two kingdoms: Upper and Lower Egypt. Around 3100 B.C., Menes united Upper and Lower Egypt and became the first king or pharaoh. Menes was the first king of Egypt’s first “dynasty”. A dynasty is a succession of rulers from the same family. For 3000 years, dynasties flourished as one pharaoh passed power to another in Egypt.
Like the Sumerians, the ancient Egyptians developed into a centralized society. The pharaoh had the highest social position. Nobles who advised the king were next. The priests who managed the temples and conducted religious affairs were paid tribute. Merchants, artisans, peasant farmers, and slaves made up the majority of the population. Each had a role.

Pharaohs were absolute rulers and treated as gods on Earth. Pharaohs made decisions on taxes, land ownership, and laws. They supervised construction of public buildings. They managed construction of irrigation canals. They directed the building of huge statues and temples. The pharaohs engaged in international trade with other countries. They maintained huge armies and conquered neighboring territories, extending Egyptian culture and influence.

From 1580-1150 B.C., Egypt exerted its military power. Egypt conquered Israel, Syria, and Phoenicia. Egypt forced conquered people to pay taxes in the form of jewels, gold and silver. Other defeated people became slaves.

The Egyptians worshipped many gods and their religion played a very important role in their lives. They believed each person’s soul lived on after death. Egyptians believed the individual became immortal if he or she led a good life on earth. Egyptians believed morality was essential. When the pharaohs died, their bodies were mummified.
Mummification preserved their bodies. They believed pharaohs traveled through the Underworld and up the Stairway to Heaven through ritual tombs known as pyramids. The rooms and chambers of the pyramids were filled with objects and treasures the pharaohs would need in life after death.

The Egyptians made many contributions to world civilization. They excelled in architecture and art. They built gigantic pyramids aligned with the stars. They built huge temples and statues to honor their gods, goddesses, kings and queens, and high officials.

One of Egypt’s greatest achievements was the invention of one of the earliest systems of writing known as hieroglyphics. Hieroglyphics are pictures and symbols expressing words, sounds, and ideas. Egyptians also invented the earliest form of paper made from papyrus reeds. They were highly skilled in astronomy, mathematics, science and spirituality. Egyptians invented one of the first calendars that divided the year into twelve months of 365 days.

Increased warfare in foreign lands and at home weakened Egypt’s control over her empire. Around 667 B.C., the Assyrians conquered Egypt and Israel. Other invaders from Persia, Greece and Rome later gained control of ancient Egypt.
REGIONS OF THE FERTILE CRESCENT AND ANCIENT EGYPT

Practice Exercises 2.2

Select the letter of the best answer.

1. Egyptian __________ were absolute rulers worshipped as goods.
   [a] viziers  [b] pharaohs  [c] priests  [d] nobles

2. Egyptian __________ were pictures and symbols expressing sounds, words, and ideas.
   [a] incantations  [b] mummification  [c] hieroglyphics  [d] sacrifices

3. Ancient Egyptian government was:
   [a] a theocratic dictatorship  [b] a democracy
   [c] a city-state  [d] a republic

4. From the map on the previous page, which of the following is true about the Fertile Crescent?
   [a] It was completely surrounded by mountain regions
   [b] It lies in the middle of the desert regions
   [c] Most of it was between the Tigris and Euphrates rivers
   [d] All of the above
EARLY CULTURES OF INDIA

The first Indian civilization appeared in the Indus River Valley about 2500 B.C. The Indus and Ganges rivers flooded every year and provided fertile soil. The people of the Indus valley began as a farming society and eventually developed a sophisticated culture.

Ancient India developed highly productive farms. They built extensive irrigation canals. The people of India domesticated animals. They were the first society to grow cotton and weave it into cloth. Trade created cities. The main cities of ancient Indian were Harappa and Mohenjo–Daro.

Ancient cities of India used modern grid patterns. They built homes and temples of brick. In the cities, skilled people made gold and silver jewelry and pottery. Other people worked as merchants and artisans. Ancient Indian traders traveled to other civilizations like Sumer. Traders exchanged cultural information. Ancient India used pictographic writing on clay seals. Around 1500 B.C., lighter skinned invaders destroyed the cities of Ancient India. The population declined from disease and war.

These light-skinned warriors and herdsmen from central Asia were called Aryans. The Aryans conquered northern India and the Indus valley. Aryans established farms and villages and built great cities. Aryans developed a caste system to prevent different social classes from mixing. Indian society divided into four main social castes. Each person born into a specific caste remained in that caste for life.
The Aryans influenced **Hinduism**, the most ancient religion of India. The ancient language of India’s Hindus is Sanskrit. The Vedas are ancient Hindu sacred texts. Hindus believe an individual can only be happy if his soul unites with *Brahma*, the most important of India’s gods.

Reincarnation or rebirth of the soul is the path to immortality. The deeds a person performs in his lifetime determine *karma*, which determines what caste or animal form a person will assume each time he reincarnates on Earth. Spiritual evolution is the basis of Hinduism.

The second great religion developed in India was **Buddhism**. Buddhism began with the teachings of Siddhartha Gautama. Siddhartha lived between 563 and 483 B.C. His purpose in life was to search for the reason for so much suffering in the world. After years of thinking and wandering, he found the answer to his question, which forms the philosophy of Buddhism.

His revelation earned Guatama the title “Buddha” or “Enlightened One.” He taught one must live a life based on good conduct in all areas. Buddha emphasized the practice of meditation and serious thinking. Buddha encouraged his followers to give up pleasures of the body.

The ultimate goal of Buddhism was to avoid reincarnation and the cycle of death and rebirth. One could enter *nirvana*, a state of total union with the universe and find perfect peace.
Much of ancient India’s colorful art and architectural forms revolve around Hinduism and Buddhism. India’s domes and cone shaped temples, animal and human statues, and cave temple paintings reflect India’s two major religions Hinduism and Buddhism.

**Practice Exercises 2.3**

**Select the letter of the best answer.**

1. The system of social segregation was introduced by the ____________.
   - [a] Buddhists
   - [b] Hindus
   - [c] Aryans
   - [d] Sanskrit

2. Hindus believe an individual can only be happy when his soul unites with ____________, the most important of their gods.
   - [a] Brahma
   - [b] Nirvana
   - [c] Jah
   - [d] Pariah

3. The principles of Hinduism were recorded in special books called ____________.
   - [a] Gita
   - [b] Sanskrit
   - [c] Koran
   - [d] Vedas

4. Hindu belief in reincarnation emphasizes each person:
   - [a] should give away all his worldly goods
   - [b] after death is at one with the universe
   - [c] has a soul that will experience many rebirths
   - [d] desire
EARLY CULTURES OF CHINA

Chinese civilization developed in the fertile valleys of the Hwang Ho, Yangtze and Hsi rivers. This civilization formed between 3000 and 2500 B.C. The main activity in ancient China was farming. Early Chinese farmers grew wheat and millet. They protected their fields from frequent river flooding and built dikes to keep the rivers in their banks. They dug irrigation canals to take water to fields during dry seasons.

About 1750 B.C. the first ruling family, the Shang dynasty, gained control of northern China. This Shang dynasty brought cultural change to China. The earliest form of Chinese writing comes from the Shang period and still survives in pictographs and oracle bones. Shang writers developed a language based on calligraphy. In calligraphy, characters and symbols express ideas and words.

Shang rulers built large city-states, huge palaces, religious shrines, tombs and government buildings. They excelled in making bronze vessels and weapons. Shang culture mastered the art of weaving thread into silk cloth. The Shang population consisted of noble warriors, merchants, craftspeople and farmers. Eventually, the Chou people conquered the Shang dynasty.

Chou rulers established the second major Chinese dynasty. The Chou dynasty lasted from 1028 to 256 B.C. Under the Chou, cities and towns developed. The Chou minted coins to pay for goods. Coins were
an alternative to barter or trade. The Chinese people viewed Chou rulers as gods on Earth. The king was the “Son of Heaven.” A just ruler who was fair and showed good judgment received divine approval known as the Mandate of Heaven. If he proved an unjust ruler, the Mandate required his people to overthrow him.

Art, philosophy and literature developed under the Chou dynasty. The greatest Chinese philosopher was Confucius, who lived between 551 and 479 B.C. Confucius became China’s most influential thinker. His beliefs are centered on a philosophical code of behavior. Some people think Confucianism is a religion. Confucius advised an individual could achieve the ideal way of life. Confucius believed all people are naturally good. Confucius emphasized proper conduct, self-control, dedication to education, and respect for ancestors. Confucius believed each individual should humbly accept his place in society.

Warlike rulers of the Ch’in family later destroyed the Chou dynasty and took control of China. They established the Ch’in dynasty. The most famous ruler of the Chi’in dynasty was Shih Huang Ti who became the “First Emperor.” He built a huge empire. He occupied all southern regions of China. He established a strong central government and standard currency. His most significant achievement was the Great Wall of China. It protected his people from wandering, warlike tribes living on the plains north of China.

After the death of Shih Huang Ti in 210 B.C., the Han Dynasty was established.
Practice Exercises 2.4

Select the letter of the best answer.

1. The Shang excelled in making weapons and vessels of ____________.

2. The Chou rulers built ____________ to keep people out of northern China.
   [a] pagoda  [b] stupas  [c] the Great Wall of China  [d] bridges

3. Confucianism encouraged Chinese people to:
   [a] Seek all knowledge from nature  
   [b] Use the principles of science to resolve problems  
   [c] learn from other civilizations  
   [d] respect the family and traditions
# DEVELOPMENT OF WRITING IN ANCIENT CIVILIZATIONS

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LESSON 2

PRACTICE EXERCISE ANSWERS

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Modern man is known as Homo sapiens

A system of arithmetic based on the number 60 was an important invention of the Babylonians

The type of government that existed in ancient Egypt was a theocratic dictatorship

The Hindus belief in reincarnation emphasizes that each person has a soul that will experience many rebirths

Chinese people were encouraged by Confucianism to respect the family and traditions

One method Sumerians used to survive and overcome the limitations of their geographical environment was to build dams to regulate the flow of the rivers to prevent flooding

The civilizations that emerged in Mesopotamia had a high level of cultural development because they had organized government systems, they lived in cities, and they all had effective writing systems

All of the following were associated with the Babylonian civilization: an economic system based on hunting and gathering, a written code of law, and knowledge of arithmetic

The religious beliefs of the ancient Hebrews were historically significant because they believed in one God, their religious principles became a major religion called Judaism, and they later replaced polytheism in many parts of the world

The ancient Egyptians were able to develop because they were not bothered by foreign invasions
Under the pharaohs, Egypt had large pyramids built as tombs for kings, there were large areas of conquered territory and subject people, and there was a tax system based primarily on wealth.
LESSON 3

EARLY EUROPEAN CIVILIZATIONS  (4000 B.C.-500 A.D.)

CLASSICAL GREECE

Greek culture began on the islands in the Aegean Sea south of the Greek mainland. The Minoans established Greek civilization. The Minoans lived on the island of Crete around 1750 B.C. The Minoans obtained ideas and technological skills from Egypt and Mesopotamia. Minoans became rich from trade with countries and islands in the Mediterranean and Aegean Seas.

Minoan products were in high demand. Minoans traded gold, silver, swords, and jewelry. The Minoan civilization was very advanced. The king lived in an elaborate palace in the capital city of Knossos. Minoans worshipped animals, especially the bull. Minoans had many gods and goddesses. The reason for the decline of Minoan civilization remains a mystery. Historical and scientific evidence indicates a volcano or large-scale invasion by Hellenes from the Greek mainland destroyed the cities of Minoan Crete.

The Hellenes lived on the Greek mainland for centuries. Around 2000 B.C., the Myceneans settled on the Greek mainland. Myceneans were skilled in metallurgy and created magnificent weapons, vessels and jewelry from gold. They also learned from the Minoans. The warlike Dorians invaded the Greek mainland and conquered the people they found
there. The Dorians laid the foundations for the beginning of the classical age of ancient Greece.

Greek civilization reached its highest point of cultural development during the Classical Age, which began in 500 B.C. Despite magnificent cultural achievements, the Greeks did not achieve political unity. The Greeks shared a common language and religion, but their city-states could not be unified. Kings ruled these ancient Greek city-states. Later, landowning aristocrats controlled ancient Greece. Each city-state or polis had homes, theaters, public areas and marketplaces. Each city-state engaged heavily in trade.

The two most powerful ancient Greek city-states were Athens and Sparta. Athens allowed all male citizens to participate in the organization of the government. Athens selected men from all classes to govern. It developed the system of government known as democracy. The only people who could not participate in the democratic process were women and slaves. Pericles ruled Athens with democratic vigor from 460 to 429 B.C. Athenians valued learning. Boys were educated in liberal arts and sciences. Athens became the cultural center for ancient artists, dramatists, scientists, philosophers and thinkers. Some of its greatest philosophers were Socrates, Plato and Aristotle.

In contrast, Sparta was a society of warriors. Sparta cared little about democracy or cultural education. The Spartans elected two kings every nine years. In Sparta, all citizens trained to serve the needs of the state. Spartan men trained as warriors from early childhood. The men lived in
army barracks apart from women. Spartan teachings valued patriotism and courage and outlawed reading foreign literature.

By 300 B.C., Macedonia conquered Greece. The Macedonians built a large empire under the rule of Alexander the Great. Macedonian expansion spread Greek culture to other parts of the world. The Macedonians blended Egyptian, Persian and Indian cultures to form a new Hellenistic culture.

Ancient Greece developed the concept of democracy, an influential political system still idealized in the modern world. Greek culture influenced modern civilization in the areas of drama, mathematics, art, architecture, astronomy, medicine, the Olympic games, philosophy and the development of historical literature.

Practice Exercises 3.1

Select the letter of the best answer.

1. Athens practiced _______________ under Pericles.
   [a] communism  [b] socialism  [c] democracy  [d] totalitarianism

2. The ancient Greek city-state of ____________ banned foreign literature.

3. The first advanced civilization in the Aegean was the ________________.
4. The *city-state* and cultural center of Greece around 450 B.C. was:
   

THE ROMAN REPUBLIC AND EMPIRE

While Greece experienced its *Classical Age*, civilization also was developing in Italy. A group of people called the *Latins*, settled in farming communities near the Tiber River in central Italy. By 500 B.C., these Latin villages united to become the first *city-state* of Rome.

Kings initially ruled the *city-state* of Rome, but Romans overthrew the king and established a republic. In the republic, there were no kings. Instead, elected officials held leadership positions.

The most powerful governing body in Rome was the Senate. The Senate proposed laws, controlled public finances, and handled foreign affairs. Other important Roman officials were administrators called consuls. Roman judges were magistrates. Ancient Rome was a country of laws. Romans created written legal codes, which were unified in the *Roman Law of the Twelve Tables*. The Twelve Tables stated that all citizens must receive fair treatment and that any accused person had the right to trial by jury.

The Roman social and political systems intersected. *Patricians* were the upper classes. Most senators were wealthy patricians who usually owned the best lands. The rest of the population made up the working class, or *plebeians*. Plebeians were farmers, merchants and men crafts.
The plebeians had some political power through representation in tribunes. However, the upper classes had more power and influence. Women and slaves had limited rights in Rome.

The Roman Republic expanded due to its military strategies and strong army. All adult male citizens were required to serve in the army or navy. The Roman army conquered most of Italy. Latin became the main language in the Italian peninsula. In a series of Punic Wars between 264 and 146 B.C., Rome defeated its rival Carthage, a city in North Africa. The results of this war gave Rome control of North Africa, Sicily, and Corsica. By 64 B.C., the Romans conquered the Macedonians. The Romans now controlled Greece, Syria, and Asia Minor. The wars for territory led to technological advancement. Roads connected new territories, while aqueducts provided valuable water throughout the empire.

Conquests destroyed the Roman Republic. Trade expanded throughout the empire. Slaves and riches came to Rome from conquered lands. The increase in trade led to the rise of a new middle class. Business people called equestrians made up the middle class. Conquest and wealth caused the patricians to become wealthier and more powerful. They preferred buying slaves rather than hiring free workers.

As patricians acquired more lands, they turned them into latifundia, which were large agricultural estates worked by slaves. Plebeians began losing their lands and farms and had to move to cities. Others could not find employment. This huge class division in Rome led to widespread riots and civil wars between patricians and plebeians.
During this period of civil and social disturbance, military leaders ruled Rome as powerful dictators. The dictator whose rise to power marked the end of the Roman Republic was Julius Caesar. Julius Caesar came to power because he was popular with plebeians by leading many Roman military conquests. Caesar conquered Gaul (modern France), Britain, Belgium and parts of Germany.

By 46 B.C., Julius Caesar was the absolute ruler of the Roman Empire. He made the Roman army more efficient and powerful. He expanded the Senate to represent the people in new provinces. He created jobs and improved the tax system. However, Julius Caesar had enemies who were afraid he would become too powerful. They thought he would make himself king.

In 44 B.C., a group of his enemies led by Marcus Brutus assassinated Julius Caesar. The assassination of Julius Caesar led to another civil war. The Senate appointed Julius Caesar’s nephew, Octavian Augustus, the “exalted one.” The Roman Republic was dead.

Emperor Augustus ruled from 27 B.C. to 14 A.D. Octavian’s reign brought prosperity and peace for two hundred years, which became known as the Pax Romana. Under Augustus, Rome enjoyed its Golden Age. Romans conquered Greece and absorbed Greek culture. Roman and Greek art forms blended. Together they appeared in architecture, painting, sculpture, literature and drama. Many educated Romans also chose to speak Greek rather than Latin.
Ancient Rome made many contributions to modern civilization. In engineering, the Romans invented aqueducts to transport water from rural areas to cities. Romans invented cement and created a new way of building roads and bridges to move troops and goods.

One of Rome’s greatest achievements was its system of laws. These laws have provided the basis for many present day systems of domestic and international justice. The Romans also produced great works of art. The Romans produced many poetic, philosophical and historical works in Latin. They built extensive trading networks into China, Africa and India. Romans spent vast sums of gold to import Chinese silks and spices into their empire.

By around 400 A.D., the western half of the Roman Empire had declined because of slave uprisings. The empire was too large for its rulers and army to control. Higher taxes lowered the living standard of thousands of people throughout the empire. The Germanic people from northern Europe made frequent attacks on the empire. The western empire ended when Germanic tribes invaded Rome in 476 A.D. The eastern half of the Roman Empire continued on as the Byzantine Empire.
THE ROMAN EMPIRE

Practice Exercises 3.2

Select the letter of the best answer.

1. In the social structure of Rome, the ____________ were the lower classes.
   [a] patricians [b] plebeians [c] consuls [d] magistrate

2. Ancient Romans invented ______ to transport water from rural areas to cities.
   [a] catapults [b] canals [c] aqueducts [d] boats
3. Julius Caesar became absolute ruler of Roman Empire because:
   [a] he conquered many parts of Europe
   [b] he made the Roman army more efficient
   [c] he had the support of the majority of the Roman people
   [d] All of the above

THE RISE AND GROWTH OF CHRISTIANITY

Christianity began around 30 A.D. with the teachings of Jesus. He taught he was the Son of God, the messiah and savior of the Jews. Jesus said his coming was prophesized in the Old Testament. His mission on earth was to bring eternal life and salvation to anyone who believed in him and followed his teachings. He taught all people were equal in the eyes of God. Jesus said people should treat each other with mercy and compassion.

To spread his beliefs, Jesus chose twelve male disciples or “apostles”. The Romans considered Jesus a dangerous insurgent because they believed he would cause the Jewish people to revolt against Roman rule. The Romans executed Jesus by crucifixion in 33 A.D.

After his death, his disciples claimed he was resurrected and ascended to heaven, which proved he was the Son of God. This belief in resurrection fulfilled an important role in Christianity.
After Jesus’ death, the apostles continued to spread his teachings throughout the world. The apostles faced persecution wherever they went. Roman emperors regarded Christianity as threat because it emphasized the importance of one God. The Romans believed in many gods. Thousands of Christians faced persecution. Many Christians worshipped in catacombs or underground cemeteries.

In 313 A.D., the Roman Emperor Constantine I ended the persecution of Christians in the empire. Constantine issued the Edict of Milan, which made Christianity equal to all other religions in the Roman Empire. In 395 A.D., Emperor Theodosius made Christianity the popular religion of the Roman Empire.

Practice Exercises 3.3

Select the letter of the best answer.

1. ___________ is the founder of Christianity.

2. ___________ made Christianity the religion of the Roman Empire.
   [a] Constantine  [b] Octavian Augustus
   [c] Julius Caesar  [d] Theodosius

3. Jesus’ apostles were also known as:
   [a] disciples  [b] heretics  [c] bishops  [d] heathens
LESSON 3

PRACTICE EXERCISE ANSWERS

3.1 3.2 3.3
3. A 3. D 3. A
4. B
The city-state that became the cultural center of Greece around 450 BC was Athens.

Julius Caesar was made absolute ruler of the Roman Empire because he had the support of the majority of the Roman people.

The Roman Catholic Church initially helped to spread knowledge across Europe by disciples or Apostles.

The ancient Athenians contributed to modern civilization in the fields of literature and geometry.

In ancient Athens, all male citizens had the opportunity to participate in the development of the government process and the selection of their leaders. This is an example of direct democracy.

An important similarity between Athens and Sparta was that both were individual city-states.

Two outstanding contributions made by ancient Rome to Western civilization are engineering and law.

The correct chronological order of political leadership in ancient Rome was, rule by kings, the Roman Republic, and rule by emperors.

The high cultural development of the Golden Age was not a feature of ancient Roman civilization.

Christianity and Judaism share the essential belief in Monotheism and good conduct.
LESSON 4

THE MIDDLE AGES: EUROPE AND THE MIDDLE EAST (500 - 1450)

FEUDALISM AND THE MANORIAL SYSTEM IN EUROPE

After the collapse of the Western Roman Empire, the Middle Ages began. The Middle Ages began around 400 AD. It ended in the 1300’s. In medieval Europe, society was based on feudalism. Feudalism was a political system devised to protect the property of landowners. Feudalism was also a class system, which provided a continuous supply of laborers.

The feudal system placed all citizens into different classes for social and economic reasons. The nobility included kings and queens, nobles and knights. The peasants and townspeople worked on the land and served the nobles. They made up the lower classes. The nobles owned large portions of land and divided their lands into estates. Lesser lords and knights pledged military support and loyalty to landholding nobles. Peasants and townspeople could serve in the army of lords.

The manorial system developed for economic reasons. This system represented the relationship between the lords and the peasants or serfs who worked the estates. The serfs lived on the lord’s estates, worked in the fields, reared the animals, and produced all the food for the estate. In return for these services, the lord gave the serf protection during war. Peasants or serfs had small plots of land to farm for themselves.
Apart from this, peasants had no benefits. They had to have the permission of their lord if they wanted to marry or leave the estate.

**Practice Exercises 4.1**

**Select the letter of the best answer.**

1. ____________ was the medieval system connecting farmers to the estate of a landlord.

2. The medieval warrior class included __________.
   [a] serfs     [b] nobles     [c] knights     [d] kingdoms

**THE ROLE OF THE CHURCH**

During the Middle Ages, the Christian Church was divided into two branches. The **Roman Catholic Church** was strongest in the Western European countries. The Eastern **Orthodox Christian Church** was strongest in Eastern Europe. In 1054, the division between the two churches became officially permanent.

The Roman Catholic Church was the central stabilizing force in Western Europe. The head of the church was the Pope in Rome. Bishops and cardinals assisted the Pope and supervised priests. In the Middle Ages, just about every manor and town had a church. Church officials advised kings and lords. The Church provided leadership in religious, secular, political, judicial and educational matters.
The Church had great economic power. In many parts of Europe, it was the largest landowner. Church lands provided great wealth. The Church collected money from local citizens in the form of tithes or taxes. Church officials even took money to pardon people who repented their sins, a practice called “ indulgences”.

The Church had great political power. It had its own set of laws called canon law. It had its own courts of Church justice. Any person who disagreed with the teachings and rules of the Church was guilty of “heresy”, which was a crime against God. The most common punishment was excommunication. If you were ex-communicated, your soul supposedly could not go to heaven. Ex-communicated people could not attend Church services.

The Church spread Christian knowledge and established monasteries throughout Europe. During the Middle Ages, few people could read and write. However, Church officials were highly literate and they could often read many languages. Church officials wrote letters and legal documents for their members, educated children, copied ancient texts, and translated or wrote literary works. They took religious vows of chastity and poverty. They looked after the sick. Important missionaries spread the message of Christianity. St. Patrick established the Catholic Church in Ireland, while St. Augustine brought Christianity to the Anglo-Saxon tribes of England.
Practice Exercises 4.2

Select the letter of the best answer.

1. _________ law was the basic medieval Church law.

2. The most popular form of Christianity in Eastern Europe was:
   [a] Roman Catholicism   [b] Eastern Orthodox Christianity
   [c] Eastern Orthodox Christianity  [d] Judaism

BYZANTINE EMPIRE

In 325 A.D., Constantine the Great moved the capital of the Roman Empire from Rome to Constantinople, which is now known as modern Istanbul, Turkey. This split the Roman Empire into eastern and western regions. When the Western Roman Empire declined, the Eastern region continued as the Byzantine Empire. Differences in religious doctrines separated the Western Catholic Church and the Eastern Orthodox Church.

One great Byzantine emperor was Justinian (ruled 527-565). Justinian had absolute power over all affairs of the empire and established a large army and centralized government. Justinian codified a collection of Roman laws and writings named Justinian’s Code.

This code established basic law for medieval rulers and the Roman Catholic Church. It significantly influenced the modern legal systems of Western Europe and other parts of the world.
Justinian expanded the Byzantine Empire to include southern Spain, parts of Italy, and northern Africa. The Byzantine Empire became rich and culturally diverse. The Byzantines traded with other regions. Merchants brought luxurious products from the Far East like spices, raw silk and precious stones. Byzantine artisans made and exported silk cloth, gold and silver, jewelry, and other luxuries. The Byzantines traded with cities in Italy, Russia and Eastern Europe.

The Byzantine culture maintained characteristics of classical Greece. It celebrated Greek literature, language, music, architecture and art, which spread trade through other cultures outside the empire. Byzantine art and architecture were highly developed. Roman and Greek designs formed Byzantine churches. Eastern Orthodox Churches featured brilliant mosaics and paintings with international influences. In 1453, the Muslim Seljuk Turks captured Constantinople and put an end to the Byzantine Empire.

Practice Exercises 4.3

Select the letter of the best answer.

1. The Byzantine Empire included:
   [a] Spain and Italy  [b] Turkey  [c] North Africa  [d] All of the above

2. ____________ was the famous codifier of Roman law.
THE SPREAD OF ISLAM AND THE MUSLIM EMPIRE

The prophet Mohammed (570-632) founded Islam in Saudi Arabia. Mohammed said the angel Gabriel brought him a spiritual message that it was his duty to convince fighting Arabs to worship one God. Mohammed was a prophet and teacher who traveled throughout Arabia converting people. Mohammed’s followers are Muslims.

Mohammed developed the principles of Islam. They include there is only one God called Allah. A second principle is all individuals should follow strict codes of conduct. He set standards for religious practice, human equality, morality, family and business practices, and other aspects of life.

Islam teaches that those who die battling to defend Islam receive a special place in heaven. Believers must make a yearly pilgrimage to Mecca, the birthplace of Mohammed. Mohammed wrote the Koran, the sacred book of Scriptures, or the Muslim Bible. The Koran contains the fundamental principles of Islam. Its precepts of monotheism, a highly moral lifestyle, and life after death come from Judaism and Christianity. Since the death of Mohammed, many teachings from the Koran have improved or changed conditions in communities and countries.

The rapid spread of Islam was a threat to the Christian world. The promise of Paradise with virgins following death encouraged many Arabs to be great warriors. This emphasis on martyrdom provides a strong motive for them to wage religious war called “jihad” with other regions. Their jihad in defense of Islam ultimately led to their acquiring a great empire during
the seventh and eighth centuries. By 750, the Muslim Empire included all of the Middle East, Spain, northern Africa, India and Southeast Asia. In these territories, people of many diverse cultures lived under the rule of the Muslim caliphs. Caliphs were religious and political leaders who created strong governments. They encouraged learning and trade throughout the Muslim world.

Two outstanding Muslim dynasties developed during this Medieval period [500-1500 A.D.] The **Umayyad** dynasty lasted from 661 to 750. The Umayyad capital was Damascus in present day Syria. The **Abbassid** dynasty existed from 720 to 1250. The Abbassid capital was Baghdad in present-day Iraq.

Muslims used the Arabic language to unify different territories. Muslims made outstanding contributions to European culture including education, science, and art. In education, it made advances in madrasas, Muslims schools, and universities. Muslims translated ancient Greek texts. In mathematics, they furthered the study of algebra and geometry. In medicine, Muslim doctors developed anesthetics and performed complex surgeries. They developed calligraphy and produced great artwork.

In architecture, Muslims constructed magnificent mosques (temples with rounded domes) throughout the empire.
THE BYZANTINE AND MUSLIM EMPIRES

By the tenth century, the Muslim empire was divided into a number of smaller, independent kingdoms. The Turkish tribes of central Asia adopted Islam. In the following century, the Turks invaded the Middle East and captured Baghdad.

## EXPANSION OF ISLAM

### CAUSES

- The desire for new lands and wealth
- Religion and desire to spread the teachings of the Koran
- Weakness of the Byzantine and Persian Empires

### EFFECTS

- Spread of Islamic civilization
- Arabic becomes the main spoken language throughout the Empire
- Arabs control major trade routes
- Preservation of ancient Arab culture and knowledge by Islamic scholars

Practice Exercises 4.4

Select the letter of the best answer.

1. The main principle of Islam is that there is only one God called
   ____________.

2. Throughout the Muslim Empire, the primary language was
   ____________.

3. Islamic culture celebrated:
   [a] the importance of waging defensive war or jihad to achieve
       spiritual salvation
   [b] advancements in mathematics and literature
   [c] a and b
   [d] None of the above

THE CRUSADES

European Christians made trips to Jerusalem to visit ancient holy sites. Once the Turks invaded the Middle East, Muslims interfered with Christian visitors in the Holy Land. The Turks posed a threat to the Christian Church. Turks were Muslims, not Christian. The Turks considered Jesus a prophet. They believed he was not the Son of God.
The spread of the Muslim faith threatened the power of the Christian church. Muslims threatened Christian control of Jerusalem. Muslims also influenced the old Roman Empire in the East or the Byzantine world.

In 1095, the Byzantine Emperor asked Pope Urban II for help against invading Turks in Jerusalem. The Pope called for a crusade, or religious war, to recover the Holy Land from the Muslims. Many people from knights to peasants answered the Pope’s call. Pilgrims came from England, Germany and France. Between 1095 and 1291, there were seven crusades. After many battles, the Christians captured Jerusalem in 1099. Christians ruled the city for about fifty years. In 1187, Saladin and his Muslim army re-captured Jerusalem. At the end of the last crusade in 1291, the Muslim Turks controlled the Holy Land.

The Crusades changed European cultural, economic and social life. Europeans travelers to the Middle East made contact with the advanced cultures of the Byzantines, Arabs and Turks. From their exposure to these civilizations, Crusaders gained knowledge about building cities, trading, industry, arts, science, and geography. Muslim ideas went back to Europe. A new age of learning opened in Europe. New Arab products like silk, glassware, precious stones, sugar and spices appeared in Europe.

Trade developed between Europe and the Middle East. There was a growing demand for Eastern goods. The number of towns and cities increased as international trade grew.
Townspeople created commodities for trade with the East and business people and merchants were the new middle class of Europe.

The Crusades increased the powers of the kings of Europe, but decreased the powers of nobles and lords. The manorial system declined as serfs joined the Crusades to escape the manors. Some serfs left the estates to find work in the new growing towns along trade routes.

Practice Exercises 4.5

Select the letter of the best answer.

1. The Crusades began after the __________ began to interfere with the Christian visitors in the Holy Land.
   [a] Latins  [b] Eastern Orthodoxy  [c] Muslim Turks  [d] Roman Catholic Church

2. ____________ won the Crusades’ struggles for the Holy Land.

3. A result of the Crusades was:
   [a] the decline of the manorial system
   [b] the complete failure of Islam in Europe
   [c] Christian control of the Holy Land for five centuries
   [d] more religious wars in Asia
### LESSON 4

#### PRACTICE EXERCISE ANSWERS

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LESSON 4 THINGS TO REMEMBER

- The Byzantine Empire was made up of North Africa
- A significant contribution from Islamic culture to western European civilization was advancements in science and mathematics
- A significant result of the Crusades was the decline of the manorial system
- Social position and power during the feudal period were based on land ownership
- Power was not rested in the hands of a strong international government in the manorial system
- During the Middle Ages, the main roles of the Roman Catholic Church in Western Europe were to provide religious instruction and leadership in educational matters, to ensure that all citizens complied with the rules of the church, and to collect taxes and tithes from local citizens
- Reasons for the rise in power of the Catholic Church include that it had a strong influence during the Middle Ages in political, social and economic affairs; it gained more authority when it split from the Orthodox Christian Church, and it had the ability to excommunicate all people regardless of their social status
- Emperors during the Byzantine Empire did not rule by the democratic process
- The expansion of trade to include the Far East was a significant consequence of moving the capital of the Roman Empire to Constantinople
The Muslim Empire made the following contributions to European culture: developed calligraphy and produced great artwork, furthered the study of algebra and geometry, and developed anesthetics and performed complex surgery.
LESSON 5

THE MIDDLE AGES - ASIA, AFRICA AND MESOAMERICA
(1000 - 1450)

KINGDOMS OF AFRICA

For centuries, Africa remained a mystery to the world. Knowledge of early African culture came from European and Middle Eastern traders and travelers. Between 300 and 1500 A.D., three great empires rose in western Africa. They were: Ghana, Mali and Songhai.

The kingdom of Ghana was the first highly civilized western African empire. Ghana had a number of extended territories. Ghana was powerful around 800 A.D. It began with a number of small agricultural communities. Ghana united under one king who organized the central government. Ghana’s capital was Kumbi Saleh. The people of Ghana mastered ironworking. Iron made Ghana a powerful society. Ghana made sturdy iron weapons for their large armies.

Ghana became a wealthy kingdom that traded with Arabs in the north. The kings of Ghana had control over gold mines. The Ghanaian traders sold gold, ivory, jewelry and slaves. They received salt, cloth and copper from Muslim traders in North Africa. Muslims introduced Arab language, government, architecture, and culture to Ghana.
By the mid-eleventh century, Almoravids conquered most of western Africa. The Almoravids were North African Berber warriors. The Almoravids converted West Africans to Islam. In Ghana, the power of the kings weakened. In 1076, the Almoravids destroyed the capital city of Ghana, Kumbi Saleh. The kingdom of Ghana disintegrated. A rising kingdom called Mali absorbed Ghana.

A Mandingo warrior named Sundiata conquered the area that was Ghana. Sundiata incorporated Ghana into the kingdom of Mali, which sat on the left bank of the Niger River. By the thirteenth century, Muslim kings ruled Mali.

Islam influenced Mali’s educational, justice and administrative systems. This kingdom of Mali grew rich by controlling the gold mines of western Africa. Mali’s gold trade was enormous. Most of Europe’s gold came from Mali. Mali’s merchants traded in cattle, cotton and ivory.

The most powerful king of Mali was Mansa Musa. Mansa Musa spread Islam throughout Africa. He had a large army and expanded Mali’s empire. In 1324, he made a pilgrimage to the holy city of Mecca and brought back from Mecca to Mali intellectuals, architects and artists. Mansa Musa made the city of Timbuktu Mali’s capital. Timbuktu became a center of trade, Muslim learning, and arts. After the death of Mansa Musa, the empire of Mali declined. By 1450, another great empire, the Songhai, rose in western Africa and conquered Mali.
Songhai became the largest, most powerful empire of all three African kingdoms. Songhai reached its peak at the end of the fifteenth century. Songhai’s wealth came from the gold trade. The Moslem warrior king Sunni Ali captured Timbuktu. Sunni Ali added Timbuktu to the Songhai Empire. Askia Mohammed was the most powerful king of Songhai. Askia Mohammed established a system of taxation in Songhai. He built Muslim schools. Askia Mohammed made Timbuktu a world center of university learning where scholarly books were sold. The kings of the Songhai Empire were not powerful enough to fight the armies of the sultans of Morocco. The Songhai Empire fell to the sultans of Morocco in 1591.

**Practice Exercises 5.1**

**Select the letter of the best answer.**

1. The medieval people of Ghana made weapons from ____________.
   - [a] steel   - [b] iron   - [c] gold   - [d] wood

2. ____________ contributed to the spread of Islam in West Africa by bringing intellectuals from Mecca to Mali.
   - [a] Mansa Musa   - [b] Askia Mohammed

3. ____________ destroyed Ghana.
MESOAMERICAN CIVILIZATIONS

The first inhabitants of North America probably came from Asia during the Ice Age. The Northern Hemisphere had large sheets of ice covering it called glaciers. With so much water trapped in the form of ice, ocean levels dropped. The higher parts of the ocean floor appeared. A land bridge extended from Siberia in the northeastern part of Asia to North America.

Early inhabitants of America were nomadic. They moved from one place to another. They migrated from Asia across this land bridge for thousands of years. They were Paleo-Indian hunters. Their pattern of migration depended on the movements of animals they hunted. Paleo-Indians used stone tools and weapons. They spread out over North, Central and South America. Paleo-Indians were the first humans in America.

Indians who migrated to the Americas developed different ways of life. Geography and climate influenced their cultures. The most highly developed Indian cultures existed in Central and South America. Architectural evidence indicates one of the earliest advanced American Indian civilizations was the Maya.
The Maya established settlements in southern Mexico and in the hot rainforest regions of Guatemala. Their civilization flourished from 300 to 900 A.D. The Maya began as an agricultural farming society. The Mayan crops were maize, beans and squash.

Mayan settlements developed into city-states ruled by chiefs. As the social and economic systems became organized, ruling chiefs and nobles demanded taxes in the form of food raised by citizens. Taxes maintained central cities and temples. Mayan cities developed a wealthy economy based on trading. Mayan traders exchanged their agricultural products for other commodities from across Central America.

Mayans made significant contributions to world civilization. Their architectural and artistic skills were highly developed. Within city-states, Mayan kings built huge flat-topped, pyramid-shaped temples and observatories for religious rituals. Religion played an important role in Mayan civilization. Mayans believed in gods and priests that had great power and influence. Paintings and carvings of their history remain inside Mayan temples.

Mayans developed a system of writing using “ideographs” or symbols to represent ideas, dates, numbers and sounds. In mathematics, they were the first civilization to use the number zero. Mayans created a number system based on 20.
They developed an accurate calendar containing 365 days per year based on very distant astronomical observations. For unknown reasons, the Mayan civilization declined and the inhabitants abandoned their city-states.

In the 1200’s, a nomadic warlike group of people called the Aztecs migrated into central Mexico. They established a dominant culture in the Valley of Mexico. The Aztec capital, Tenochtitlan, lies below modern day Mexico City. Tenochtitlan was a man-made island, which was elevated in the middle of a lake.

Aztec nobles and priests chose the emperor. Warriors were made up of a class of their own. They waged frequent wars on their neighbors to expand their empire and acquire slaves. Aztec warriors collected gold and silver tribute from conquered people. By the 1500’s, the Aztec empire included about 30 million people. The Aztecs believed, like the Maya, in human sacrifice. Mayan and Aztec blood rituals tried to keep their societies from destruction by gods.

Aztecs contributed to history through their skills in architecture and engineering. Within the city of Tenochtitlan, they built wide causeways to link the city to surrounding land. They constructed aqueducts to bring fresh water into the city. Tenochtitlan had palaces, gardens, and markets. Tenochtitlan was the religious center of Aztec society. In huge pyramid-shaped temples, Aztecs worshipped gods and performed human sacrifices.
Aztecs contributed to the development of agricultural technology by building artificial islands. On these man made islands, Aztecs grew corn, squash and beans. The Aztecs eventually lost their empire when Spanish conquerors under Hernando Cortes arrived in the sixteenth century. The Spanish conquered the Aztec empire and destroyed Tenochtitlan.

In South America, the Inca rose in the Peruvian Andes mountains of the west coast. The harsh mountainous environment made it difficult to establish permanent settlements. The Inca were able to survive by developing irrigation systems and used an efficient method of farming known as terracing. Flat mountain surfaces became farming areas. The Inca planted corn, coca, and potatoes.

Inca emperors had absolute power over their lands and people. The Inca capital city was Cuzco. Inca emperors had large armies that conquered many territories in South America. The Inca were highly skilled. They built magnificent cities with elaborate pyramid temples. The Inca constructed 40,000 miles of highways that connected all regions of the empire. The Incas worshipped many gods. Inca contributed to the development of agricultural technology, art and crafts using gold and silver, road engineering, architecture and science. The Inca possessed knowledge of diseases. Like Egyptians, they performed surgeries and mummified their dead. By 1572, Spanish diseases devastated much of South America. The Inca lost their empire to Spain.
Practice Exercises 5.2

Select the letter of the best answer.

1. The first immigrants to America were ______________.
   [a] Neolithic Indians  [b] Paleolithic Indians  [c] Italian  [d] Vikings

2. _____________ was the capital city of the Aztec Empire.

3. The ___________ destroyed the Aztec and Inca Empires:

4. The Mayans had a ___________ day calendar.
   [a] 150  [b] 200  [c] 300  [d] 365

THE MONGOL EMPIRE

From the eighth to the eighteenth centuries, the Mongols dominated western Asia. The Manchus dominated northeast Asia. The Turks dominated the Middle East and India.

In the early eleventh century, a Turkish Muslim named Mahmud conquered the Indus River to the Ganges River in India. Mahmud destroyed Hindu temples, looted rich cities, and enslaved Hindu natives.
By 1200, Turkish Muslims destroyed Hindu armies. The Turks conquered large portions of northern India and made Delhi their capital. They wanted to convert Hindus to Islam and expand their territory in the region.

Turkish sultans converted Indian subjects to Islam. Converts to Islam received tax benefits. Hindus faced persecution. Islam gained new converts, especially among the lower castes. Hinduism survived as the main religion of the population of India. The Muslim Turks did not have enough troops to coerce all Hindus into becoming Muslims.

In 1398, the Mongols from central Asia invaded India. The Mongols also conquered Mesopotamia, Persia and Afghanistan. The Mongols eventually conquered Delhi and defeated the Turks.

Mongols were nomadic hunters and herders who lived on the grasslands of central Asia. They were fierce warriors skilled at riding horses. They were excellent hunters with bows and arrows. From 1200, the Mongol Empire grew to be the largest in the world under the leadership of Genghis and Kublai Khan. The Mongols influenced the culture and political lives of people they conquered. Genghis Khan established himself as supreme ruler or “khan.” Genghis Khan formed and commanded a well-organized and disciplined army. His Mongol armies captured land throughout most of Asia. Mongol areas extended from the Caspian Sea in the west to Korea in the east. The Mongols also conquered India, Persia and northern China.
Under Batu, the grandson of Genghis Khan, the Mongols invaded Russia, Hungary and Poland. In 1279, Kublai Khan, another grandson of Genghis Khan, conquered and ruled Tibet and China. In India, Akbar the Great established another Mongol empire.

Mongol rulers had absolute power within the empire. Mongol rulers were tolerant of their subjects. They encouraged cultural exchange of goods and ideas between the eastern and western regions of the empire. Exports from the east such as silk, gunpowder and paper went west. Genghis Khan respected scholars, priests, artisans and artists throughout his empire. Conquered people could practice their own traditions as long as they paid tribute to Mongol rulers.

In China, Kublai Khan built magnificent cities. He established a Mongol dynasty with a Chinese name, the **Yuan dynasty**. The Yuan dynasty established political stability and peace in China. However, the Yuan dynasty encouraged cultural alienation because only Mongols could hold high government positions in China. Eventually, the Chinese rebelled against the Mongol system of rule.

In India, Akbar the Great established a strong central government. Akbar treated Hindus and Moslems fairly. He encouraged cultural development in art, literature, and architecture. In Russia, Mongol rule had long-lasting effects. The Mongol system of absolute power in Eastern Europe served as a model for later Russian rulers. The Mongols deprived Russia of advances in Renaissance arts and science.
Mongol rule declined because the empire was too large for successful government. Corrupt officials held high government positions. Finally, resentment against Mongol rule led to rebellion by subjects in China and Russia.

Practice Exercises 5.3

Select the letter of the best answer.

1. __________ created the largest Mongol Empire.
   - [a] Genghis Khan
   - [b] Kublai Khan
   - [c] a and b
   - [d] Akbar the Great

2. The Mongol ____________ dynasty controlled China as only Mongols could hold high government positions.
   - [a] Yuan
   - [b] Batu
   - [c] Persia
   - [d] Zen

3. The Mongol empire included:
   - [a] India
   - [b] China
   - [c] Russia
   - [d] All of the above

LESSON 5

PRACTICE EXERCISE ANSWERS

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LESSON 5 THINGS TO REMEMBER

- The king that did the most to make Mali a great society was Mansa Musa
- The Mongol empire included India
- Mansa Musa’s journey to Mecca in the 1300’s showed that Islam had a major influence on the culture of the people of Mali
- One of the main reasons why the early African kingdoms became powerful military societies was that they had mastered the art of making weapons of iron
- The West African Kingdoms of Ghana, Mali, and Songhai experienced great political and economic prosperity because they controlled vast reserves of gold and important trade routes
- The spread of Islam into Ghana and Mali was a result of cultural diffusion
- Cold climates and glaciers in the north made migrations from Asia and settlement in the Americas most difficult for the Paleo-Indians
- The Incas were able to adapt to their physical environment by building irrigation systems and terracing the mountains
- The first settlers in the Americas migrated from Northeast Asia
- The Maya, the Aztec, and Inca civilizations were not monotheistic
LESSON 6

THE RENAISSANCE AND REFORMATION (1450 - 1750)

THE RENAISSANCE

The 1300s to 1500s marked the Renaissance or “rebirth of learning” in Europe. Europeans revived the cultures of the Hebrews, ancient Greece and Rome. In reviving these old cultures, new ideas transformed literature, art, architecture, and science. A literary movement called humanism fueled the Renaissance. Humanism called for attention to the needs of all people.

Humanism moved attention from the church to individual accomplishments of human nature. There was a rapid surge of learning in the Renaissance. Discoveries expanded the power and influence of European countries in the Western and non-Western world. The Renaissance marked the transition from the medieval to modern era.

The Renaissance began in Italy. In Florence, wealthy merchants and bankers in Italian city-states took pride in business success. Many of these wealthy families gave money to artists to create works of art. Merchants spent great sums of money promoting the arts and sciences.

By the fifteenth century, Renaissance ideas spread to northern Europe. Its influence was evident in places like Holland, France and
England. The Renaissance transformed the cultural, scientific, political and economic lives of Europeans. This period produced some of the greatest artists and works of art in the history of the world.

Renaissance sculptures, paintings and architecture were classic. In architecture, spectacular buildings, palaces and churches were constructed. Renaissance architects revived the classical building styles of ancient Greece and Rome. St. Peter’s Cathedral in Rome is a product of the Renaissance. Leonardo Da Vinci achieved fame for his paintings *The Last Supper* and the *Mona Lisa*. Da Vinci also designed great futuristic inventions for flying and war. Michelangelo sculpted *David* and painted biblical murals in the Sistine Chapel.

At the same time, the printing press helped change the world. Printing reached a high level of development around 1450. Johann Gutenberg invented a printing machine with movable type. This quicker method of printing made it possible for information to spread throughout Europe. The movable type printing press allowed more people to become literate. More books became available to the public. William Shakespeare wrote English dramatic plays. Moliere wrote French plays and comic drama. Machiavelli wrote about ethics and how rulers gain and maintain power in government.
Practice Exercises 6.1

Select the letter of the best answer.

1. Renaissance means ________________.
   [a] all new learning       [b] only secular knowledge
   [c] rebirth of learning    [d] revival of only Hebrew ideas

2. All of the following contributed to the spread of the Renaissance in Europe except for:

AGE OF DISCOVERY AND EXPLORATION

Trade with the East inspired voyages of exploration. The Italians had a monopoly on the Asian spice trade. They controlled the major trading routes between Italy, the Middle East, and Asia. The Italians controlled the price of imports throughout Europe. Portugal and Spain were anxious to find new routes to Asia in order to break the Italian trade monopoly. European rulers were hoping to find new territories to supply themselves with land, gold, and silver. European rulers felt it a duty to convert people to Christianity.

The science and technology of navigation improved. Improvements in mapmaking and inventions like the magnetic compass made it easier for ships to navigate in the right direction. The astrolabe determined location
north or south of the equator. Better shipbuilding improved the quality of oceangoing vessels. The larger sizes of the sailing ships or *caravels* made it easier for them to weather storms. Caravels were easier to navigate.

European voyages of exploration began with Prince Henry the Navigator, who set up a school of navigation in Portugal. He used his wealth to finance expeditions to the west coast of Africa. The Portuguese profited trading for gold and slaves from West Africa and Arabs.

In 1488, Bartolomew Dias sailed around the Cape of Good Hope at the southern tip of Africa. Dias proved a sea route to the Indian Ocean existed. Dias established a new trade route to Asia. By the 1500’s, the Portuguese captured the port of Malaca on the Malay Peninsula in the Indian Ocean. This was the most important Arab trading city on the East African coast. The Portuguese now controlled the Arab spice and slave trade between Asia and Europe.

Portuguese success in exploration and trade encouraged other European countries that wanted a portion of the profitable Asian spice trade. They also wanted new territories. Christopher Columbus, an Italian navigator, believed the world was round. Columbus believed that by sailing west, he would reach Asia in the east. In 1492, he made his first voyage west with support of the Spanish monarchy.
Columbus discovered the Caribbean Islands. He discovered South and Central America for Spain. This was the “New World.” Columbus made three more voyages between 1493 and 1504. Columbus brought Spanish settlers to the Americas who settled in Cuba, Jamaica, Puerto Rico, and Hispaniola in the Caribbean. The Spanish also settled in Central and South America. Europeans diseases and guns killed the native Indians.

In North America, the Spanish settled in Florida in 1565. The Spanish also settled New Mexico, Arizona, Texas, and California. The Spanish were interested in finding gold and converting native Indians to Christianity. The Spanish established large farms called plantations. The Spanish used Native Indians, and later, Africans as slaves to work these plantations.

Ferdinand Magellan also sailed for Spain and was the first explorer to travel completely around the world. Magellan’s voyage lasted from 1519 to 1521.

Vikings, English, French and Dutch explored North America. The first successful permanent British colony in America was Jamestown, Virginia. The London Company and Captain John Smith founded Jamestown.

The English eventually settled in thirteen colonies along the North Atlantic seacoast. They settled in America for religious, political and economic reasons. In mid-sixteenth century England, the Church of England persecuted non-conformist religious groups. Groups like the Puritans and Quakers migrated to America for religious freedom.
Puritans founded the Massachusetts Bay Colony in 1630. Separatists left the Church of England. They did not agree with policies of this Anglican Church of England. By 1682, there were seven British colonies in America.

Other settlers in America escaped political unrest of the English Civil War [1642-49]. Economic factors also played a role in the flow of migration; unemployed, landless farmers left England to work as laborers in America. Criminals and debtors chose migration to the New World rather than imprisonment.

Jacques Cartier, a French explorer, explored the St. Lawrence River and eastern Canada between 1534 and 1541. The first permanent French settlement was Quebec in 1608. The French settled the St. Lawrence Seaway, the Great Lakes, and down the Mississippi River to New Orleans, Louisiana. French Jesuits were interested in converting Indians to Christianity. French settlers came to the region to engage in the fur trade.

The Dutch were the first Europeans to challenge Portugal’s domination of the Asian spice trade. By the late 1500’s, Dutch traders established trade links with Asia through the Dutch East India Company. The Dutch built powerful ships that surpassed Portuguese vessels. In 1641, the Dutch seized Malaca from Portugal. The Dutch began trading with China and soon dominated the market for Asian goods. The Dutch established a stock market on Wall Street. The French and English would struggle for world supremacy.
Practice Exercises 6.2

Select the letter of the best answer.

1. French explorers and settlers were mainly interested in:
   [a] finding gold     [b] religious freedom
   [c] fur trade       [d] setting up a stock market

2. The ____________ controlled South and Central America.

3. According to the map on the following page, the earliest voyage undertaken was by:
   [a] Christopher Columbus  [b] Ferdinand Magullan
   [c] Vasco Da Gama         [d] Francisco Balboa
VOYAGES DURING THE AGE OF EXPLORATION

The Italian Renaissance encouraged Christians in northern and central Europe to protest the Roman Catholic Church. In Western Europe, the religious revolt split the Church. The Reformation made Christianity more diverse.

The Reformation questioned the power of Catholic Church officials. Reformed Christians believed the leaders of the church acted more like kings than representatives of God. Reformers saw the Church as corrupt.
and complained the Church demanded fees to perform marriages and baptisms. The Church sold “indulgences” or pardons for sins.

The religious **Reformation** began in the 1500’s. Christians were tired of the excessive power and greed of the Church. Prominent among them was a German monk named Martin Luther. In 1517, he posted on the door of the church in Wittenburg, Germany 95 arguments or *theses*. They were ninety-five reasons against selling indulgences. This event marked the beginning of the **Protestant Reformation**.

Europeans broke away from the Catholic Church in Rome and the Eastern Orthodox Church in Constantinople. They formed new Christian churches. Luther believed Christians could reach heaven only through faith in God. Luther wrote the Bible was the only source of religious truth. He stated the Pope did not have the power to grant pardon for sins.

Another significant religious reformer was John Calvin, who established his Protestant church in Switzerland. Its members lived disciplined, frugal and strict lives. Calvin believed in “predestination”, which states God determines a person’s fate at birth. Predestination meant it was not possible for a human being to gain admittance to heaven unless he is one of the Select. Morality, Calvin taught, indicated God’s favor. Calvin’s teachings spread throughout Europe. Other religious reformers were Zwingli in Switzerland and John Knox in Scotland.
The Reformation divided Western Europe. Some countries and territories remained Catholic. Other Europeans countries became Protestant. The Reformation increased religious conflict between and within nations. In the 1500’s, Spanish Catholics were continuously at war with British Protestants. There were religious civil wars in France and Germany. It was a time of religious change.

Practice Exercises 6.3

Select the letter of the best answer.

1. ________________ led the Protestant Reformation against the Catholic Church.
   

2. Luther believed the way to Heaven was:

   [a] faith in the Bible  [b] Indulgences  [c] Bishops  [d] the Pope

THE SCIENTIFIC REVOLUTION AND ENLIGHTENMENT

Renaissance scientists questioned religious leaders and scholars during their Scientific Revolution. Scientists developed the scientific method, which maintains that observation and experiments provide proof. The scientific method uncovers knowledge about the physical world and gives people an opportunity to control their environment.
The Scientific Revolution brought advances in physics, chemistry, medicine and astronomy. In Italy, Galileo presented scientific information about the solar system that challenged the Church’s theories. He built an improved telescope to study the stars. Galileo proved Earth was one of the many planets revolving around the sun. In England, Isaac Newton developed calculus and the theory of universal gravitation. Newton explained that gravity kept the planets orbiting around the sun. Other significant scientific achievements of the period included Vesalius’ founding of the science of anatomy. William Harvey improved medicine by demonstrating how blood circulates in the human body.

Scientists explain why things happen in the physical world. Their scientific successes inspired writers and scholars to develop confidence in man’s power to reason. This new way of thinking led to the Enlightenment or Age of Reason. This Enlightenment lasted from the late 1600’s to the end of the 1700’s. People rejected traditional beliefs. They embraced the power of human reason and questioned theories on politics, government, economics and history.

New political science philosophies questioned existing social structures. One influential French Enlightenment philosopher was Voltaire. Voltaire advocated free speech and religious toleration for the people of France. Englishman John Locke and French intellectual Jean-Jacques Rousseau believed in a social contract between government and the people. Locke and Rousseau questioned the medieval idea of kings
possessing “divine rights.” Enlightenment philosophers wrote that individual rights took precedence over the state. People retained “natural rights.” Governments should function to meet the social and economic needs of the governed or be dissolved.

**Practice Exercises 6.4**

**Select the letter of the best answer.**

1. John Locke and Rousseau established the ___________ theory.
   - [a] capitalism     
   - [b] divine right
   - [c] social contract
   - [d] Scientific Revolution

2. Consequence(s) of the Scientific Revolution was/were:
   - [a] the study of astronomy
   - [b] the Enlightenment
   - [c] Humanism
   - [d] All of the above

**ABSOLUTISM AND ENLIGHTENED MONARCHIES**

Feudal nobles and lords had great power during the Middle Ages. The kings of Europe had little control over them. Nobles and lords died in the Crusades and other wars. The “divine right of kings” theory stipulates that a king ruled by authority of God. The kings of England, Spain, France, Russia, Prussia and Austria assumed more royal power. The emerging middle class supported the monarchs.
Monarchs protected the property and trade of their nobles. The Reformation transferred some of the powers of the Catholic Church to monarchs and free men.

In England, the most successful absolute monarchs were the Tudors, who ruled England from 1485 to 1603. The Tudors were very popular. They transformed England into a leading world power. They encouraged nationalism. The Tudors contributed to the expansion of overseas settlement. Economic prosperity followed. The first Tudor monarch was King Henry VII and the last was Queen Elizabeth.

In France, Louis XIV ruled from 1643 to 1715. Louis XIV was the most outstanding absolute monarch. He considered himself the “Sun King” and claimed to rule by divine right. Louis XIV developed art and architecture in France. Across Europe, people admired French culture. His economic policy brought prosperity to France. It included improved methods of farming. Louis XIV increased production. He introduced tariffs to protect French business interests. In foreign policy, Louis XIV expanded the country’s economic resources and political influence in Europe. Louis XIV acquired new territories and established trading posts in North America.

In 1469, when King Ferdinand of Aragon and Queen Isabella of Castille married, Spain became a united Christian kingdom. They ruled as absolute monarchs. They had control over church officials and nobles. Their financing of Columbus’ four voyages led to the discovery and
settlement of the New World. The acquisition of a large colonial empire in the New World made Spain a powerful country. Spain encouraged other European countries to acquire territories around the world. Spain became wealthy from the gold and silver gained from lands in the Americas.

Renaissance and Enlightenment ideas questioned and challenged the divine rights and absolute power of kings. These new ideas had a significant impact on a number of European countries during the seventeenth and eighteenth centuries.

In Russia, Renaissance and Enlightenment ideas influenced Peter the Great. Peter ruled from 1689 to 1725 and wanted Russia to be like other countries in Western Europe. Peter the Great advanced technology, arts and science in Russia. He increased trade with European countries. Peter brought intellectuals, artists, engineers and architects from other parts of Europe. They taught Russians new ways to conduct scientific research in university centers.

Catherine the Great ruled Russia from 1762 to 1796. She continued bringing European culture to her country. She encouraged art, literature and science. She instituted social, governmental, and legal reforms for her people.

Frederick the Great became King of Prussia in 1740. Prussia included parts of Germany and Poland. Frederick was one of the most enlightened rulers of Europe. He opened new avenues for trade with other
European countries. He gave equal status to Protestants, Jews, and Catholics in Prussia. He made dramatic improvements in agricultural technology. More effective farm technology in the 1700s improved the lives of serfs and peasants.

Practice Exercises 6.5

Select the letter of the best answer.

1. Peter the Great was an enlightened ruler of:

2. The “divine right of kings” meant:
   [a] the king was given authority by God
   [b] the king had unlimited authority
   [c] the king was supreme ruler
   [d] All of the above

SLAVE TRADE

Before European colonization, African slaves were sold to Arab traders in North and East Africa. Africans even traded slaves among themselves. Slaves were often re-sold to Europeans. Some African slaves ended up working in Spain, Portugal and other Mediterranean countries.
European settlement in the New World expanded. Europeans wanted the wealth and natural resources of the region. They wanted workers for their plantations and mines of the Americas and the Caribbean. In the Caribbean, the most profitable crop was sugar cane. Sugar produced molasses and rum. In North America, the most profitable crops were tobacco and later cotton.

The first laborer Europeans used were native Indians, who had to endure mistreatment and abuse. Indians died in astonishing numbers from European diseases to which they had no immunity. Because of this decimation of the native American population, the Portuguese, Spanish and French searched for new sources of labor.

As a result, Europeans enslaved West Africans. The Portuguese were first to buy slaves in large numbers and ship them to their plantations in Brazil. The Spanish, French and Dutch followed the Portuguese into the slave trade. The British also participated as their sugar, tobacco, rice and indigo plantations grew. By the early 1700’s, the British dominated the transatlantic slave trade.

The slave trade was called the triangular trade. It involved three separate voyages to three different geographic regions of the world. During the colonial period, there were different triangular routes connecting America, Europe and Africa. In the first part of the journey, New England slave traders or merchants traveled to the West African coast, where they traded rum, cloth and iron goods for slaves.
The voyages carrying slaves across the Atlantic were called the Middle Passage. Thousands of slaves came to America in the cargo holds of ships. They endured unsanitary conditions. Thousands died from disease and hunger before reaching America. Saves were sold for sugar and molasses in the West Indies. Ships brought slaves and sugar to the British American colonies.

By 1700, slavery established itself in the Southern colonies of the United States, Eastern South America, and the Caribbean. As the number of slaves increased, laws restricted their behavior. Owners could torture their slaves and slave families were broken up. Slaves could not legally learn to read and write, gather in groups, testify in court, or strike their owners.

Practice Exercises 6.6

Select the letter of the best answer.

1. In the West Indies, slaves sold for:
   [a] cotton
   [b] tobacco
   [c] sugar and molasses
   [d] None of the above
2. According to the map on the following page of slave trade, which region imported the most African slaves?

[a] North America  
[b] Central America  
[c] The Caribbean  
[d] South America

THE TRANSATLANTIC SLAVE TRADE AND

ESTIMATED SLAVE IMPORTS: 1500-1800

## LESSON 6

### PRACTICE EXERCISE ANSWERS

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3. A
LESSON 6 THINGS TO REMEMBER

- Cortez had no contribution to the spread of the Renaissance in Europe
- The Portuguese had not established settlements in North America
- Jacques Cartier had no role in the development of the religious Reformation
- Enlightenment was a direct consequence of the Scientific Revolution
- The “divine right of kings” meant that the king had unlimited authority
- The works of William Shakespeare, Johann Gutenberg and Leonardo Da Vinci best support the conclusion that the Renaissance occurred in several European countries in different fields of achievement
- Humanism, the support of wealthy investors, and the revival of ancient Greek and Roman culture all contributed significantly to the development and spread of art during the Renaissance
- Individualism was a social condition valued during the Renaissance
- Proving that it was possible to sail around the world was not a reason why the first European explorers came to the New World
- The desire to find a new water route to Asia was an economic reason for the discovery and exploration of America
The increase of global colonies and trade led to a new economic theory, which changed policies toward the New World. This theory was *mercantilism*. Under mercantilism, the colonies sent raw materials for industry and precious metals like gold and silver to the home country in Europe. Manufactured products from raw materials went back to the colonies. Profits returned to the home country. British American colonists paid higher taxes on any goods not made in the home country. The *Navigation Acts* restricted the rights of British American colonists to trade with other nations. As a result, the royal governments in Europe became wealthy because they had control over the colonies.

Between 1754 and 1763, England and France engaged in the *French and Indian War*. They fought for control of what is now Ohio and western Pennsylvania. After the war, Britain gained vast territories. It was, however, severely in debt and needed to find a way to finance the huge war debt.

The British government imposed heavy taxes on the colonists in North America. Passed in 1765, the *Stamp Act* mandated all official documents in the colonies bear British stamps.
In 1767, the Townshend Acts stipulated colonists must pay duties on tea, lead and glass. These taxes outraged the colonists in America.

Colonists decided to stop buying British products. They chose to rebel against British rule. On the night of December 16, 1773, Sam Adams’ Sons of Liberty dressed as Indians and boarded British ships in Boston Harbor and threw 342 cases of untaxed British tea from India into the harbor. Known as the Boston Tea Party, their actions inspired more revolts.

The British government stationed more troops in the Boston area. Parliament passed new laws in 1774 to make the colonies respect its authority. The people of Massachusetts could not freely trade and conduct business through the port of Boston. Bostonians could not appoint their own local government representatives. The colonists regarded these laws as “Intolerable Acts.” The Intolerable Acts strengthened colonial resistance. The British thought the acts would stop the rebels, but Virginia and the other colonies decided to support Massachusetts by sending food and supplies.

In September 1774, at the First Continental Congress, delegates demanded the repeal of the Intolerable Acts. Colonists demanded the same rights as British citizens. However, the British Parliament and King refused to change the laws.
In 1775, battles between British soldiers and colonists occurred in Lexington, Concord, and Boston, Massachusetts. That year, a Second Continental Congress assembled to find a solution to the conflict with Great Britain.

The British American colonies were inspired in 1776 by Thomas Paine’s pamphlet “Common Sense”, which claimed that separation from England was necessary. America was now a separate geographic region because the rights of Englishmen in America went unobserved by the British. The delegates formulated a Declaration of Independence written by Thomas Jefferson. The Declaration stated, “all men are created equal.” It also stated all Americans were entitled to “life, liberty and the pursuit of happiness.” Jefferson argued the King denied them these rights. It was therefore their prerogative to institute a new government. The Second Continental Congress adopted the Declaration of Independence on July 4, 1776.

The Second Continental Congress issued a nationwide boycott and refused to buy British products. However, the new United States, as an independent country, wanted to maintain peaceful relations with England. The King and Parliament refused to negotiate. The new country cut off all ties with England and formed its own navy to attack British ships at sea. A Continental Army was formed to protect the colonies on land. George Washington became its commander-in-chief. Each colony would raise its own troops and money for the war.
The British made a strong attempt to regain control over the radical town of Boston. The Continental Army challenged the British soldiers or “Redcoats” and they left Boston in 1776. In the Middle Colonies, British forces captured New York and Philadelphia. In this region, the American army retreated. A major turning point in the war came in 1777, when Americans defeated the British at Saratoga, New York.

The final phase of the war took place in the South, where the British controlled the Carolinas and Georgia. After forming an alliance or union with the French in 1777, the American army defeated the British. The final American-French victory came on October 19, 1781 at Yorktown, Virginia. The war was officially over in September of 1783 when all countries involved signed the Treaty of Paris, and the British finally acknowledged the independence of the colonies.

Practice Exercises 7.1

Select the letter of the best answer.

1. The ___________ Acts closed the port of Boston in 1774.
   [a] Stamp  [b] Townshend  [c] Quartering  [d] Intolerable

2. The ___________ War was the indirect cause of the Stamp Act.
   [a] Revolutionary  [b] French and Indian
3. The final battle of the Revolutionary war occurred at ___________.

THE FRENCH REVOLUTION

Social, political and economic factors led to the French Revolution, which began in 1789. Louis XIV, an absolute monarch, ruled France. The Estates General represented the interests of different classes of people in France. This representative body had three “estates” or classes. The First Estate was the clergy, the Second Estate was the titled nobility, and the Third Estate was the middle class and peasantry.

However, this political system did not equally represent the majority of the population in the Third Estate. In voting, the First and Second Estates would usually vote together and overrule any opposition from the Third Estate. The first two classes had special privileges, owned great wealth, and paid no taxes. The burden of taxes fell entirely upon the poorer citizens in the Third Estate.

The economic situation in the country deteriorated in the late 1780’s. The government was in a state of severe debt. It increased the tax burden on the Third Estate. Bad harvests led to widespread food shortages, especially among the peasant class. Food prices were high. Peasants rioted for assistance. The Third Estate refused to pay additional taxes. This Estate formed the National Assembly.
The National Assembly equally represented all classes of people in France. On July 14, 1789, the middle class and peasants removed the privileged classes from power. In Paris, they stormed a prison, the Bastille, and freed political prisoners. The storming of the Bastille marked the beginning of the French revolution against the monarchy and upper classes.

The Enlightenment and the American Revolution inspired the French Revolution. The National Assembly abolished the privileges of the First and Second Estates. The Assembly adopted and passed the Declaration of the Rights of Man, which was very similar to the American Bill of Rights. In 1791, the Assembly wrote a constitution, which stated the government should protect the rights of citizens. It also said the Church should be under the control of the state. The state confiscated church land and wealth. The following year, the National Assembly ended the reign of the monarchy and the national slogan became “liberty, equality, and fraternity.”

However, the revolution soon led to bloodshed and terror. Extremist leaders of the Revolution, the Jacobins, guillotined anyone who did not agree with their political philosophy. In 1793, the king, Louis XVI and his queen, Marie Antoinette were executed. After a period of instability, Napoleon Bonaparte proclaimed himself emperor of France in 1802. He increased the power and influence of France. He conquered many regions of Europe and built a large French Empire.
The **French Revolution** spread the ideals of democracy, equality and fraternity throughout Europe, Latin America and the Caribbean. In France, it gave the people an identity and national pride. It shifted political power from the nobles to the *bourgeoisie* or middle class. In Latin America, Simon Bolivar organized a rebellion. He freed Venezuela from Spanish rule in 1821. On the island of Hispaniola, an ex-slave, Toussaint L’Ouverture, organized a successful slave revolt. He drove French forces from the island. The island became the independent country of Haiti in 1804.

**Practice Exercises 7.2**

**Select the letter of the best answer.**

1. The __________ was a representative body equally representing the interests of all people in France.
   - [a] Estates General
   - [b] Jacobins
   - [c] National Assembly
   - [d] Babeufists

2. The __________ were French revolutionaries who guillotined supporters of the Crown, Church, and aristocracy.
   - [a] Estates General
   - [b] Royalists
   - [c] Absolutists
   - [d] Jacobins

3. The storming of the __________ began the French Revolution.
   - [a] Louvre
   - [b] Versailles
   - [c] Bastille
   - [d] Parliament
THE INDUSTRIAL REVOLUTION AND ITS EFFECTS

The **Industrial Revolution** began in England around 1750. The **Scientific Revolution** influenced its development. The Industrial Revolution moved production from manual labor to machinery. Manufacturing moved from small-scale operations in homes. During the Industrial Revolution, manufacturing began on a large scale in factories. These changes caused great social transformation in England and the rest of the world. Factories produced larger quantities of goods that sold for lower prices. This made more goods available to more people across the world.

The vast supply of natural resources like coal and iron contributed to the growth of industrialization. England’s navigable canals and rivers provided waterpower for factories. Waterways provided transportation for raw materials and finished goods. England’s natural harbors facilitated domestic and foreign trade.

The steam engine facilitated the growth of factory machines. James Watt invented the steam engine in the 1760’s. Previously, factories could only be located along the banks of rivers or streams to harness waterpower. Coal burning produces steam power. Since England had large reserves of coal, factories could be located far from rivers and streams.
Steam powered industry and transportation. It powered locomotives. It helped the growth of railways. In America, Robert Fulton developed the steamboat in 1807. The steamboat increased the speed of transport across water. Steam power inspired the construction of more canals and waterways in England and America. Steam power made it possible to travel, settle, farm, explore, and sell farm and industrial goods across new territories.

England’s economy was strong in the 1800s due to the wealth coming in from its overseas empire. Wealthy people and large businesses invested capital in technology, factory, mining, roads, and railroad infrastructure development.

The growth of the factory system transformed British society. The textile industry in England was the first to use the inventions of the Industrial Revolution on a large scale. The invention of the spinning jenny increased the output of cotton fabrics. The spinning jenny spun cotton fibers at a faster pace. The power loom gave workers the ability to weave cloth more quickly using waterpower. These advances in the factory system required a large labor force to mass-produce huge quantities of textiles for the British public and overseas markets.

The factory system compelled people to migrate from rural villages and towns to cities where there were more work opportunities. Rapid urbanization occurred. An industrial class system evolved. A new middle class grew. Thanks to industrialization, everyone’s standard of living rose.
The growth of the middle class led to changes in the British political system. In 1832, the Reform Bill gave more males the right to vote without having large amounts of property and wealth as a qualification.

The working class consisted mostly of people who left farms to work in the cities. These people faced hardships as they usually lived in overcrowded disease-ridden tenements. The immigrants worked 18-hour shifts, handled dangerous machinery, and received low wages. The increase in urban crowding and poverty encouraged the British parliament to pass laws to reform society. The Factory Act of 1833 limited children to only eight hours of work per day. Other laws prohibited women and children from working in mines and set safety standards for factories.

The Industrial Revolution spread to France, Belgium, northern Germany, and other regions. It caused the countries of the world to become more inter-dependent. More goods fed international trade. By 1900, the United States replaced England as the world’s leading industrial nation. The Industrial Revolution was spreading across the world.
MAJOR INVENTIONS DURING THE INDUSTRIAL REVOLUTION

<table>
<thead>
<tr>
<th>Inventor</th>
<th>Year</th>
<th>Invention</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Hargreaves</td>
<td>1764</td>
<td>Spinning Jenny</td>
<td>Spins many threads at the same time.</td>
</tr>
<tr>
<td>James Watt</td>
<td>1769</td>
<td>Steam Engine</td>
<td>Main power source to run machines.</td>
</tr>
<tr>
<td>Eli Whitney</td>
<td>1793</td>
<td>Cotton Gin</td>
<td>Separates seeds from cotton fibers.</td>
</tr>
<tr>
<td>Edward Jenner</td>
<td>1796</td>
<td>Smallpox Vaccine</td>
<td>Prevents death from smallpox disease.</td>
</tr>
<tr>
<td>Richard Trevithick</td>
<td>1804</td>
<td>Steam locomotive</td>
<td>Moves goods and people across land.</td>
</tr>
<tr>
<td>Robert Fulton</td>
<td>1807</td>
<td>Steamboat</td>
<td>Moves goods and people across water.</td>
</tr>
<tr>
<td>Alexander Graham Bell</td>
<td>1876</td>
<td>Telephone Instant communication between two parties.</td>
<td></td>
</tr>
<tr>
<td>Thomas Edison</td>
<td>1879</td>
<td>Electric light bulb</td>
<td>Provides light for factories, homes and businesses.</td>
</tr>
</tbody>
</table>


Practice Exercises 7.3

Select the letter of the best answer.

1. The Industrial Revolution began in:

2. The *spinning jenny* revolutionized the ___________ business.

3. The Industrial Revolution featured:
   [a] the factory system  [b] a class system  
   [c] growth of cities  [d] All of the above
AGE OF IMPERIALISM AND NATIONALISM

During the nineteenth century, the United States and industrial countries of Europe acquired new territories mostly in Asia, Africa and Latin America.

The Industrial Revolution contributed to the growth of imperialism. Strong countries in Europe gained political, social and economic control of weaker countries. With abundant manufactured goods, industrial nations like England needed markets and trading locations to sell their commodities. The rulers and industrialists wanted to find new sources of cheap raw materials to increase their profits and power.

Many of these resources were available in Asia and Africa. European countries used their economic motive to occupy territories and govern people.

In North America and Europe, nationalism was strong. Nationalism inspires loyalty to one’s own country. Nationalism inspired rulers to colonize other countries to make their empires appear strong and powerful. They believed that their civilizations were intellectually and culturally superior to the people in colonized countries. Imperialists wanted to bring their knowledge and Christian beliefs to these territories.

The British owned the largest number of colonies. They had land in Canada, India, New Zealand, Australia, Africa, the Caribbean, Southeast
Asia, Central America, and in the Pacific and Mediterranean islands. France had a large empire in northern and western Africa, the Caribbean, Indochina and French Guiana in South America. Germany claimed territories in East and South West Africa. Italy had territories in north and eastern Africa.

After the American Revolutionary War, the new government wanted the country to include territories in the west. The third president, Thomas Jefferson, removed all obstacles to expansion. In 1802, Jefferson admitted the state of Ohio to the Union. In 1803, he doubled the size of the country when he purchased the Louisiana Territory, a large area of land from the Mississippi River to the Rocky Mountains. America purchased the Louisiana Territory from France. From 1804 to 1806, Jefferson commissioned Meriwether Lewis and William Clark to explore the northwestern regions of the country and provide information for future settlement. America kept moving west in the 1800s.

In the 1840’s, Americans were encouraged to move further west by “Manifest Destiny.” This meant the United States had a divine mission to expand its territory to spread democracy and freedom for all. England and Spain sold or lost land to America. After the war with Mexico, America paid its neighbor $15 million dollars for New Mexico and California, which became states in 1848. The British sold Oregon. It became a state in 1859.

In 1867, the United States purchased Alaska from Russia. America bought the islands of Hawaii in 1898. In 1903, President Roosevelt
encouraged the people of Panama to rebel against the Colombian government. In return, the Americans gained control of the Panama Canal Zone. The United States soon dominated the governments of other Latin American countries through *Dollar Diplomacy*. American companies invested in the development of countries. If outside influences or other nations threatened the safety of American property and people, American troops responded.

Nationalism eventually outraged people who had been dominated by it. They rebelled against the European powers. In India, the Hindus formed the Indian National Congress in 1885. The Muslims formed the Muslim League in India 1906. Both groups searched for ways India could achieve independence. In China, around 1900, there were rebellions against European and American foreigners. The most notable revolt against imperialism was the “Boxer Rebellion.” The Chinese government soon crushed the rebellion, and foreign countries received financial compensation for their losses.

In Africa, the richest British colony was South Africa, which had vast gold and diamond resources. The Boers resented Britain’s domination of resources and its expansion into other parts of southern Africa. Boers were Dutch farmers who moved to South Africa in the early 1800’s. In 1899, they revolted against British rule. They demanded political power. By 1910, the Boers combined their areas and formed the Union of South Africa.
By the second half of the twentieth century, the effects of war and the rise of nationalism throughout the world led to a decline in imperialism. Countries in Africa, Asia, Latin America and the Caribbean gained freedom from European and American domination and became independent nation states.

Practice Exercises 7.4

Select the letter of the best answer.

1. ____________ embraced imperialism in the late 1800s.
   [a] Weak European rural countries
   [b] Strong European industrial countries
   [c] Weak African tribal areas
   [d] None of the above

2. The ___________ Rebellion was a nationalistic protest against foreign influences in China.

3. By 1900, ____________had the largest overseas empire.
## LESSON 7

### PRACTICE EXERCISE ANSWER KEY

<table>
<thead>
<tr>
<th>7.1</th>
<th>7.2</th>
<th>7.3</th>
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</table>
LESSON 7 THINGS TO REMEMBER

- The most important decision made by the Second Continental Congress was to sign the Declaration of Independence.
- The people who gained the most from the French Revolution were the peasantry.
- By the nineteenth century the nation that had the largest overseas empire was England.
- The significance of the American Declaration of Independence in 1776 was it stated governments should be chosen by the people and it stated all men are created equal.
- An economic transformation that began during the Age of Exploration and had a negative effect on the early American colonies was mercantilism, which as a policy regulated all colonial trade among international merchants.
- The colonists resisted British taxation policies by using economic boycotts, petitions, and violence and destruction of British property.
- The fundamental cause of the French Revolution was the failure of the Old Regime’s Estate System.
- As a result of the French Revolution the following main socio-political transformations took place: the French people developed a stronger sense of national pride and identity, the political influence for the nobility was removed and replaced by the bourgeoisie, and the National Assembly wrote a constitution that supported the democratic rights of French citizens.
The introduction of the factory system was the development during the Industrial Revolution that led to increased production of goods by the industrial workers, increased urbanization, and unsafe working conditions in factories.

A major overall phenomenon of the Industrial Revolution was the transformation of scientific technology from England to other nations.
LESSON 8

WORLD WARS AND DICTATORSHIPS (1900 - 1945)

WORLD WAR I

World War I took place in Europe from 1914 to 1918. By the end of the 1800’s, many European countries were in competition with one another for colonies, trade, and the natural resources of Africa, Asia and South America. This was evident in Africa between 1870 and 1914. A number of imperialist European nations almost went to war over ownership of the “Dark Continent.”

Another source of tension in Europe was the growth of nationalism. This is a strong feeling of loyalty to one’s own nation. It includes the desire to have an independent state. In France, nationalists wanted to regain two territories, Alsace and Lorraine that Germany had won in 1870. The situation was the same in the Austrian-Hungarian Empire. The empire contained small states with minorities from Serbia, Poland, Croatia and Czechoslovakia. These states wanted to be independent.

The growth of imperialism and the threat of nationalism led to the buildup of larger armies with superior weapons. Germany, Russia, and Austria-Hungary militarized. A system of opposing military alliances developed. These alliances indicated Europe was in a state of unrest.
One alliance was the *Triple Entente* consisting of Britain, France and Russia. The other was the *Triple Alliance*, consisting of Germany, Italy and Austria-Hungary.

The immediate cause of the World War I was the assassination of heir to the Austrian-Hungarian throne, Archduke Franz Ferdinand. A Serbian nationalist murdered the Archduke in 1914. In response, Austria declared war on Serbia. Russia came to the defense of Serbia by sending military aid. This led to other members in the *Triple Entente* joining the war. By 1914, all of the countries in both alliances were involved. The *Central Powers* consisted of Germany, Austria-Hungary and Turkey and the opposing *Allied Powers* were Russia, France and Britain. The sides were drawn.

After initially remaining neutral, the United States eventually entered the war. A majority of Americans sympathized with the *Triple Entente* countries, Britain, France and Russia because Americans had cultural and family ties with these countries. There were also economic reasons. Trade with the Allied countries had increased significantly since the beginning of the war. American industry, agriculture and businesses exported goods to Europe. The government had also lent over $2 billion to the Allies by 1917.

The Allies used effective propaganda to highlight the virtues of democracy and magnify the evils of the German monarchy. Germany’s use of submarine warfare was the main reason the United States entered the war. In 1915, the Germans sank the British passenger ship, the *Lusitania*. 
The destruction of this passenger ship caused the death of 1,200 people including 128 Americans. Germany destroyed many American merchant ships. Germany even tried to form an alliance with Mexico to attack the U. S.

On April 6, 1917, President Woodrow Wilson declared war. America entered the war on the side of the Allies. The Central Powers were undermined. Russia joined the Allies. The Russian Revolution of 1917 made the new communist government an ally of democratic countries. The war ended on November 11, 1918 when Germany signed an “armistice”, an agreement to stop fighting. The war took an enormous toll. Ten million people died and many more had been wounded.

After the war, the leaders of the major Allied countries wanted to restore social, economic and political life in Europe. In 1918, the “Big Four:” President Woodrow Wilson of the United States, Prime Minister David Lloyd George of England, Premier Vittorio Orlando of Italy, and Premier Georges Clemenceau of France attended the Paris Peace Conference. President Woodrow Wilson wanted a peace settlement that would be fair to all nations. Wilson proposed his “Fourteen Points.” It was a plan to reduce weapons, provide freedom of the seas for all nations, self-determination, and independence for the nation-states of Europe. Wilson also proposed a joint council of nations called the League of Nations. The League would prevent future wars by finding peaceful solutions to international conflicts.
Other European leaders wanted Germany treated harshly. They wanted Germany punished for causing the war. Their views superseded Wilson’s proposals. They wanted Germany to relinquish as much land and territory as possible to the Allies. In 1919, Allied representatives went to France to impose terms. The Treaty of Versailles included a “war guilt clause,” which stated Germany was responsible for starting World War I. Germany had to pay reparations, or pay for war damages. Germany had to disband its armed forces and military vessels.

The Allied countries divided Germany’s overseas colonies and European territories amongst themselves. Allied forces annexed or occupied portions of Germany’s industrial areas. The Treaty of Versailles ruined Germany’s economy. It increased political tensions in Germany. The treaty did little to solve the other major problems caused by the war. Thus, the seeds of the Second World War were already sewn.
Practice Exercises 8.1

Select the letter of the best answer.

1. America entered the war on the side of the __________.
   [a] Germans     [b] Austro-Hungarian Empire

2. __________ was the only country that had to pay reparations and disarm after the war.

3. Which of the following was not a cause of World War 1?
EUROPE BEFORE WORLD WAR I

At the beginning of the twentieth century, the king of Russia was Czar Nicholas II. He ruled as an autocratic or absolute ruler. He was not inclined to include democratic ideas or law-making bodies in his policies. Nicholas II attempted to industrialize and modernize Russia. He built the Trans-Siberian Railway in 1904. The railway connected the European regions of Russia to the Russian ports on the Pacific. The government had little interest in the welfare of the majority of the people.


RUSSIAN REVOLUTION
Most Russians still lived in conditions similar to 
serfdom. Peasants experienced great poverty. Peasants survived by sustaining themselves on small plots of land. For the upper classes, the effects of the Industrial Revolution led to the growth of industry. Working conditions for laborers were very poor, and wages were low. Trade unions were illegal. There was little social and industrial reform. On January 22, 1905, reformers marched to the czar’s palace to protest and present their demands for food and better living conditions for the masses. Soldiers fired on and killed the protestors in an event known as “Bloody Sunday.”

The events of 1905 were further aggravated when Russia entered World War I on the side of the Allies. Russian soldiers suffered many defeats and thousands died at the war front. Food shortages became worse. The number of people starving and living in poverty increased because of the war. In March 1917, the Russian Revolution began when rioters protested in the streets of St. Petersburg demanding bread. However, this time the royal soldiers of the czar refused to take action against the protesters. This marked the end of the reign of the Russian monarchy. Nicholas II abdicated. He lost control of his army and the support of his people.

A provisional government was established, but it was unable to resolve social and economic problems. The government did not take Russia out of the war. In November 1917, a second revolution organized
by Leon Trotsky, took place. **Bolsheviks**, under the leadership of Vladimir Lenin, overthrew the government.

The Bolsheviks were **Communists** who believed in a classless society. Marx and Engels’ *Communist Manifesto* influenced Lenin. In practice, the state controlled all means of production and all aspects of societal operations. One of their first acts was to take Russia out of the war in 1918 by signing the **Treaty of Brest-Litovsk** with Germany. This removed Germany as a threat to Russia. However, in exchange, the Russians had to give the Germans a large portion of Russian territory. The Bolsheviks also executed the czar and his family.

From 1918 to 1921, the Bolsheviks seized control of all lands and redistributed them to the peasants. The Bolsheviks engaged in a civil war with anti-communist groups. By 1922, the communist government gained complete control. They created the Union of Soviet Socialist Republics. The union consisted of diverse subjugated European and Asian states under communist domination. In 1924, Joseph Stalin took absolute control of the Soviet Union and established a **totalitarian** state.

**Practice Exercises 8.2**

**Select the letter of the best answer.**

1. ___________ abdicated after he lost the support of his army and people.
   
   [a] Rasputin  
   [b] Lenin  
   [c] Marx  
   [d] Nicholas II
2. After the Revolution in 1917, the first Communist leader was:

3. Russia left World War I by:
   [a] making peace with the United States
   [b] making peace with Germany
   [c] defeating Germany
   [d] accepting democracy and rejecting communism

RISE OF TOTALITARIAN GOVERNMENTS

After World War I, Italians and Germans were angry about the terms of peace. Italians believed they should have received more territory as compensation for the large number of Italian soldiers killed in the war. The Italians assisted the Allies. In Germany, the population blamed the democratic Weimar government for agreeing to degrading terms.

In both countries, postwar problems were similar. In Italy, there were severe economic problems, including widespread unemployment, land shortages, high taxes, and slow trade. In Germany, the Weimer Republic was politically weak. There was widespread unemployment. The burden of the huge war debt caused resentment. The debt led to inflation. Social and political unrest led to the rise of totalitarian governments in both countries. This type of rule featured complete government control of all aspects of life by an autocratic leadership.
In the 1920’s, the Italian democratic government failed to resolve economic and social problems. Italians lost faith in their traditional government. They decided to support the Fascist party. Benito Mussolini led the Italian fascists. The Fascists were nationalistic and believed in using military action to maintain power. In October 1922, Mussolini and his army of soldiers gained control of Rome. The king appointed Mussolini premier, and he became head of the Italian government.

Mussolini established a fascist dictatorship. He ended free elections, freedom of speech and free press. Mussolini killed or imprisoned his opponents. Mussolini wanted land for Italy. He wanted to end unemployment. He destroyed communism in his country.

In Germany, extremists wanted a stronger government to improve conditions. The Nazi party led by Adolph Hitler interested them. Hitler was an accomplished public speaker and an extreme nationalist. Hitler believed the Allied peace treaty had humiliated the German people that ended World War I. Hitler stated the German people were a superior race who were destined to rule the world. In his speeches, he claimed communists, democrats, socialists and especially the Jews were responsible for Germany’s problems.

Nazis became popular in the 1930’s. They seemed to have solutions for problems the country was facing. In 1933, Hitler became chancellor of Germany. Nazis gained a large number of seats in the legislature. Hitler used this opportunity to end democratic government.
He established a dictatorship known as the Third Reich. As dictator, he established a totalitarian one-party state. All businesses fell under government control. The Nazi government controlled education and media. Unemployment declined. The standard of living rose. The military expanded on a large scale. German militarization violated the terms of the Treaty of Versailles.

The Third Reich enforced brutal measures against opposition. Any person or group believed to be against the progress of the German people faced prison and death. There were no individual freedoms. Everything was for glory of the Nazi party and state. Nazis persecuted Jews, homosexuals, communists, and gypsies. Ten million people were eventually murdered in Nazi concentration camps.

Practice Exercises 8.3

Select the letter of the best answer.

1. Mussolini of Italy was a ____________.

2. The National Socialist or ___________ Party controlled German government in the Thirties.
3. Which of the following is not a system of totalitarianism?

WORLD WAR II

A number of international events led to World War II. During the 1930’s, Italy, Germany and Japan formed an alliance to expand their spheres of influence. These fascist powers gained territory to build empires. This alliance violated the Treaty of Versailles, but the League of Nations did not take action. The United States and Western European nations could do nothing. They were recovering from the effects of the Great Depression. The American stock market crash started the Depression 1929. Unemployment was widespread. Banks, businesses, and industries shut down. The American Depression reached Europe, and international trade plummeted.

Japan seized Manchuria in 1931 and invaded China in 1937. The Japanese set up a puppet government in China. The Italian army invaded Ethiopia in northeastern Africa in 1935. Fascism was on the move.

In 1938, Hitler rebuilt the German army. He made Austria part of the German empire. The rebuilding of the German army and Germany’s invasion of Poland in 1939 caused Britain and France to declare war on Germany. This marked the beginning of World War II. Hitler sent German troops into France. By 1941, the Germans occupied Norway, Belgium, the Netherlands and France. Germany was bombing England during air raids.
In the United States, President Roosevelt passed the Neutrality Acts of 1939, which kept America out of the war. The country was in economic and social recovery from the Depression. The American government engaged in the profitable business of selling war supplies to Britain and Allies. The 1940 German attack on Britain alerted the American government to the threat in the Atlantic.

America directly entered World War II when Japan bombed the naval base at Pearl Harbor, Hawaii on December 7, 1941. The attack killed more than 2,400 people and destroyed American planes and ships. The day after the attack on Pearl Harbor, the United States declared war on Japan. A few days later, Italy and Germany declared war on the United States. America entered the war on the side of the Allies. The Allies included England, France, and Russia. In late 1941, Germany invaded the Soviet Union.

In 1942, the Allies defeated the Germans in North Africa. In 1943, the Allied forces invaded Italy. German forces were defeated in the Soviet Union. In 1944, Allied troops freed France from German control. The Allies moved into Germany. The Allies declared victory over the Germans in Berlin on May 8, 1945. The Allies won the war in Europe. In August 1945, the American military bombed the cities of Hiroshima and Nagasaki in Japan with atomic bombs. Japan surrendered, and World War II was over.
The war had a powerful impact on the world and international relations. Seventy-five million people died. Thirty-eight million people died in Europe. Ten million people died in concentration camps in Germany and Poland. By the end of the war, these camps killed over six million Jews in the Holocaust.

There were devastating economic losses in Asia and Europe from bombings. To prevent another war, Germany was divided into two zones. The Allied nations occupied West Germany. Berlin divided into a communist east and democratic west. American occupation introduced democracy in Japan. The Soviet Union established communist governments in Eastern Europe and East Germany. After the war, the United Nations became the international peace-keeping organization. Its purpose is to give member states the opportunity to discuss the world’s problems and develop solutions.

Practice Exercises 8.4

Select the letter of the best answer.

1. World War II began when:
   [a] Japan invaded Manchuria in 1931
   [b] Japan invaded China in 1937
   [c] Germany invaded Poland in 1939
   [d] America bombed Japan in 1945
2. The United States directly entered World War II when:
   [a] Germany invaded Africa
   [b] Japan bombed the American naval base at Pearl Harbor in Hawaii.
   [c] Germany bombed England
   [d] Italy invaded Ethiopia

3. American atom bombing of ____________ ended World War II.
   [a] Berlin  [b] Japan  [c] Russia  [d] China

LESSON 8

PRACTICE EXERCISE ANSWERS

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<td>3.</td>
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</table>
LESSON 8  THINGS TO REMEMBER

- Communism was not a cause of WWI
- The first Communist leader after WWI was Joseph Stalin
- Democracy is not a system of totalitarianism
- The atom bomb was dropped on Japan
- The revolution in Russia was not a factor that contributed to the outbreak of WWI
- The Treaty of Versailles contributed to the economic collapse of Germany by requiring that Germany pay damages for WWI
- A major result of WWI was that the US became a world power
- Bolsheviks were able to achieve a peaceful foreign policy by giving the Germans a portion of Russian territory in exchange for their removal from the war front
- The Russian army's refusal to stop rioters was not a factor leading to the Russian Revolution
- The political ideologies developed by the Communists in relation to their authority and the Russian people stated that all land belonged to the people, all means for production are owned by the state, and all class stratification is abolished
LESSON 9

CONTEMPORARY GLOBAL RELATIONS (SINCE 1945)

EUROPE AFTER 1945

COLD WAR POLITICS

President Roosevelt, Prime Minister Churchill of England, and Stalin, dictator of the Soviet Union, met at Yalta to decide the future of Europe. The Soviet Union occupied Poland, Rumania, and Hungary in Eastern Europe. They became communist states of the Soviet Union. The citizens of these countries had no individual rights. They could not select their own governments. The Western allies wanted more freedom for these countries, but Stalin refused to change his policies.

The Allies decided to divide Berlin into four zones of occupation. The Soviet Union, Britain, France, and the United States would each control a zone. There was disagreement about the long-term future of Germany. The Soviet Union wanted Germany to remain weak. The other Allies wanted a strong, unified Germany.

When the United States, France and England tried to reunify Germany after the war, the Soviet Union shut down important services. Russia stopped railway and water routes to the western zone of Germany. The United Nations decided Germany should remain divided into two separate zones.

In 1949, the Federal Republic of Germany or West Germany was established. West Germany would be controlled by democratic Western powers. The German Democratic Republic or East Germany went to the communist Soviet Union.
The city of Berlin remained inside communist East Germany. Berlin itself was divided into a communist East and democratic West.

The division of Germany marked the beginning of the **Cold War** between the United States and Soviet Union. The expansion of communism into Europe alarmed the democratic nations of Western Europe and America. The Cold War marked hostility and tension without armed conflict. The Cold War gripped the United States and Soviet Union from the end of World War II to 1990.

To discourage communism in developing nations, the United States developed the *Point Four Program*. This program provided $400 million in aid for development programs in Latin America, Asia and Africa.

The United States and eleven other Western European democratic nations formed a collective security defense organization: the **North Atlantic Treaty Organization (NATO)**. The Soviet Union formed an opposing alliance called the **Warsaw Pact**. The pact was between seven Eastern European countries.

The spread of communism affected international relations. In 1949, China became a communist country under Mao Zedong. After his revolution, Mao renamed the country the Peoples Republic of China. This development alarmed the government of the United States because America wanted to contain communism within Europe.
America did not want communism spreading thru Asia. America feared communism would spread to Japan. The United States provided Japan with assistance to rebuild its economy. The United States helped Japan create a new democratic government.

After World War II, the Russians controlled North Korea. America controlled South Korea. In 1950, communist North Korea invaded democratic South Korea. North Korea intended to unify the whole country under communism. The American public was outraged by the invasion of South Korea.

President Harry S. Truman went to the United Nations. Truman called for international “police action.” The United Nations granted his request on June 27, 1950 (http://history.acusd.edu/gen/20th/korea.html, 01/09/2006). It was more like a war. The conflict lasted three years and ended with an armistice, a temporary suspension of hostilities. The war cost over $15 billion. More than 54,000 Americans and nearly two million Chinese and Koreans lost their lives.

The United States believed the best way to resist communism was alliances. To prevent the spread of communism to Southeast Asia, the United States organized the Southeast Asia Treaty Organization (SEATO) in 1954. Its members included Britain, Australia, New Zealand, Pakistan, Thailand and the Philippines.
In 1959, Fidel Castro’s revolution made him president of Cuba. Castro instituted a communist regime, which angered the United States. It brought communism and the Cold War ninety miles from the United States. The situation worsened. In 1961, the CIA and Cuban exiles from Miami organized an invasion of Cuba. Cuban troops were defeated in the *Bay of Pigs* invasion.

The failure of the Bay of Pigs invasion affected America’s relations with the Soviet Union. The Soviet Union increased military and economic aid to Cuba. Castro feared another military invasion. Nuclear missiles were set up at strategic points on the island. The missiles were aimed towards the United States. President John F. Kennedy threatened to surround the island with a naval blockade if the missiles remained.

The Cuban Missile Crisis brought the United States and Soviet Union to the brink of war. The Soviets withdrew the missiles. Kennedy secretly removed American missiles from Turkey. Cold War tensions increased in Europe. The Soviet government under Premier Khrushchev built the Berlin Wall in 1962 to prevent East Germans from crossing over to free West Germany.

In the 1970’s American and Soviet leaders tried to lessen the political tensions. They instituted a policy called *détente*. *Détente* is the relaxation of tense relations. In 1972, President Richard Nixon visited Moscow and signed agreements with Soviet leader Brezhnev. Brezhnev and Nixon agreed to improve trade relations, cooperate in technology and science, and reduce nuclear weapons.
In 1987, Michael Gorbachev and President Ronald agreed to limit production of nuclear missiles. This meant less military spending for both countries. By 1989, a bankrupt Soviet Union relaxed its control over countries in Eastern Europe. East Europe began liberating itself from communist rule. The Berlin Wall fell in 1989. Germany re-unified in 1990. The Cold War was over.

**Practice Exercises 9.1**

**Select the letter of the best answer.**

1. The__________ was a trade alliance made after World War II between seven Eastern European countries.

2. The Korean War began:
   [a] When North Korea invaded South Korea
   [b] When Japan invaded South Korea
   [c] When China invaded North Korea
   [d] When South Korea invaded North Korea

3. ____________ established a communist government in China in 1949.
EXPLORING WORLD HISTORY

4. The 1989 fall of the _______________ marked the end to the Cold War.
   [a] German nation    [b] NATO
   [c] Cuban Missile Crisis    [d] Berlin Wall

5. __________ brought communism ninety miles from the United States.

CHANGING MODERN WORLD

The growth of technology in the latter half of the twentieth century made communication easier. People can learn more about other nations now than ever before. The difference between highly developed industrial nations and underdeveloped nations is more visible. The computer changed the nature of both work and business. Many people now work via telecommunications. This kind of distance communications is carried out by cable, television, telephone, or fax machine.

Most of the world’s manufactured goods and services come from industrial nations, which include the United States, Europe, China and Japan. Much of the raw materials come from underdeveloped countries. For example, trees from the rainforest regions in South America make paper products for North America. This cycle made many countries in South America, Africa and Asia even poorer. It also made them dependent on developed countries for manufactured products.
Natural resources like coal, copper and oil are non-renewable. Some
day these resources will no longer exist. In the 1970’s, because of an oil
 crisis, automobile companies had to make cars that use less gasoline. The
United States suffered through this an oil crisis. A number of Middle
Eastern countries stopped selling oil to America. They protested America’s
support of Israel. Now we seek new, safe energy alternatives like wind
power and solar energy.

Non-nuclear pollution is a global threat. Pollution is the product of
industrialization. The earth’s temperatures are gradually rising and will
have a devastating effect on the Earth. Such “global warming” is the result
of the increasing amounts of methane gases and carbon dioxide. These
gases are industrial wastes. They form a barrier that traps the heat from
the sun’s rays on Earth. These gas barriers produce a “greenhouse
effect.”

The ozone layer is the layer of gas above the earth’s surface. The
ozone layer protects living organisms from harmful rays of the sun. This
protective layer is disappearing due to the use of pesticides and aerosol
sprays. These products contain harmful chemicals called
chlorofluorocarbons. The United States, Canada, and Western European
nations ban use of these chemicals.

Another serious environmental threat is deforestation. Deforestation is cutting down forests for industrial or farming purposes. In
the United States, only 5% of the country’s original forests remain. In Brazil,
the destruction of the rainforest has caused huge gaps in forest areas. Hundreds of plant and animal species are lost thru deforestation.

Continued deforestation will have a grave effect on humanity. Trees produce oxygen. Oxygen is essential for life. Burning trees produces harmful gas, carbon dioxide. This gas destroys our environment on Earth. Protecting our environment thus has moved to the forefront as a global issue, which all nations must help resolve.

**Practice Exercises 9.2**

**Select the letter of the best answer.**

1. Many natural resources are non-___________.
   - [a] degradable  
   - [b] renewable
   - [c] digestible
   - [d] usable

2. Deforestation results in decrease of ____________ in the atmosphere.
   - [a] oxygen
   - [b] carbon dioxide
   - [c] urban expansion
   - [d] carbon

3. The ____________ layer is the layer of gas above the earth’s surface protecting living organisms from the harmful rays of the sun.
   - [a] methane
   - [b] greenhouse
   - [c] ozone
   - [d] stratosphere

4. The ____________ crisis increased efforts to find new energy alternatives like solar energy.
   - [a] wind
   - [b] oil
   - [c] hate
   - [d] water
5. Which of the following telecommunication system(s) has had the greatest effect on international communications?
   [a] Telephones   [b] Fax machines   [c] Internet   [d] All of the above

LESSON 9

PRACTICE EXERCISE ANSWERS

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LESSON 9 THINGS TO REMEMBER

- The Korean War began when North Korea invaded South Korea
- The installation of a communist government in East Germany was the beginning of the Cold War after WWII
- The attack by Japan on Pearl Harbor led the US into WWII
- The US and the Soviet Union became world powers after WWII
- The Point Four Program was an economic agreement to contain the spread of communism
- The Cold War was centered on the political and military tensions between the Soviet Union and the US
- The Korean War was an example of America’s effort to contain communism
- International communications were greatly affected by the invention of the telephones, satellites, and the Internet
- The main reason why industrialized countries are economically prosperous and underdeveloped countries remain so poor is underdeveloped countries have established a dependency on manufactured products from industrialized countries, the continued loss of valuable natural resources makes the underdeveloped countries economically weaker, and industrialized countries have the technology to produce most of the world’s manufactured goods
- Industrialization and deforestation will continue to result in the increased production of carbon dioxide in the atmosphere
The Neolithic Revolution resulted in the establishment of permanent settlements.

Ancient Egypt did not give the twelve month calendar to modern civilization.

River valleys had the greatest agriculture influence on Ancient Indian civilizations.

The development of early Indian civilizations was influenced by the caste system, the principles of Hinduism and Buddhism, and the growing of cotton and the trade in cloth.

Hinduism and Buddhism share a significant belief that each person should demonstrate good conduct and perform good deeds.

Early civilization developed in ancient China because the fertile river valleys favored agriculture.

Ancient China did not have as a cultural characteristic a law prohibiting people from overthrowing their rulers.

Christianity spread throughout the world by persecuted Christians, Emperor Theodosius, and Jesus’ apostles.

Islam differed from Christianity and Judaism in that it encouraged the warrior class to wage war in order to achieve paradise in the afterlife.

The major conflicts the Christian world had with the Muslims during the Middle Ages were; the desire to spread the principles of Koran, the desire to form government, economic, and social systems; and, religious inspiration to wage war and acquire new territories.

The main purpose of the Crusades was to liberate Jerusalem from the Moslem Turks.
A consequence of the Crusades was the decline of the isolated manorial economic system.

During the period of Mongol domination, the civilization of China was forced to adopt Mongol traditions.

One impact of Mongol control on the people of Russia was that Russians were deprived of experiencing the cultural advances of the Renaissance.

Genghis Khan encouraged cultural development in his vast empire by encouraging trade and intellectual development.

The influence of the Turkish Muslims in India in the eleventh century was weakened by the inability of the Muslims Turks to convert Hindus.

Major consequences of European settlement and interaction with the native inhabitants of the New World included the spread of Christianity throughout the Native Indian population, the development of large agricultural plantations with Native Indians as the main labor source, and the establishment of the fur trade with the Indians in the Southern colonies.

Early exploration and trade routes can be described as follows: the Spanish had more worldwide routes, Portugal and Spain were the main countries that fostered exploration and had trade routes, and the routes extended over all the world’s major oceans.

The Protestant Reformation put an end to the age of absolute monarchs.

Martin Luther’s 95 theses protesting the sale of indulgences (exemption for penalty for forgiven sin) marked the beginning of the Protestant Reformation.
The Scientific Revolution and Enlightenment were similar in that both emphasized the importance and value of human reason.

The germ theory about disease was unknown or not influenced by the scientific method of the Renaissance.

The Scientific Revolution led to the Age of Reason, led to new philosophies relating to the need for free speech and the greater importance of the individual over government systems and kings, and inspired scientists and intellectuals to question the teachings, philosophies and writings of the past.

The “divine right of kings” was the central political characteristic of the Age of Absolutism.

In the Age of Absolutism, rulers dominated all high officials and nobles, who in turn dominated the lower classes.

The enlightened monarchs of the eighteenth century used their absolute power to make economic and social reforms.

The incorporation of slavery into the social system was not an effect of African migration and settlement in the New World.

The correct geographical sequence of the slave trade was West Africa, West Indies, and then US.

The following conclusions can be made about the Trans-Atlantic slave trade: West Africa was the area where most slaves originate, West African slaves did not go to Europe, and the smallest number of slaves imported went to Central America.

A negative effect of the Industrial Revolution in England was that many people lived in poverty in the cities.

The general belief of Americans that the US had the right to control all territories of North America was called Manifest Destiny.
European imperialist nations looked for natural resources before anything else in a colony.

Industrialization, nationalism, and imperialism show the historical development of nineteenth century European colonial power.

During the era of the 19th century, British and French imperialism had political and economic control of regions in the Pacific islands and South America, the Caribbean, Africa, and Asia, and Central America and New Zealand.

The following situations contributed to the rise of Adolf Hitler in Germany after WWI: the government’s inability to deal with the public humiliation felt by the nation as well as the economic crisis, the threat of attack from neighboring countries, and the destruction of German factories and farms.

Mussolini’s fascist government in Italy and Hitler’s Third Reich government in Germany were similar in that all opposition was brutally suppressed, they were strongly nationalistic, and they were dictatorships.

The government control of the media is an example of totalitarianism in 1930’s Germany.

WWI happened first, and then followed by the Bolshevik Revolution, the Treaty of Versailles, and Fascism in Italy.

The global problems of pollution and the breakdown of the ozone layer indicate that there is a need for pollution reforms.

The prophet of Islam is Mohammed.

Neanderthals were nomadic.

Cro-Magnons were nomadic and painted on cave walls.
East Germany was communist after WWII
Eastern Europe was communist after WWII
Hinduism was the first religion in India
The Cold War ended in 1990
Most ancient civilizations developed in river valleys
Communism took root by 1949 in Asia
The Inca use terraced agriculture
The Nazi’s systematic murder of the Jews was the Holocaust