

Period 4: Global Interactions – c. 1450 CE to c.1750 CE

Period 4 Highlights

Renaissance	Global Trade of silver, fur, sugar, etc	Ottoman Empire
Exploration	Nature of Atlantic Slave system	Saffavid Empire
Spanish Conquest of Incas/Aztecs	slavery in Islamic world	Mughal Empire
Columbian Exchange	New World cash crops	Russian Empire
Syncretism in New World	Ming Dynasty and Zheng He	Russian Westernization
Development of Atlantic System	Qing Dynasty and global trade	

Key Concept Themes and Focus Questions

Key Concept 4.1: Globalizing Networks of Communication and Exchange

- What technical developments made transoceanic European travel & trade possible?

European technological developments in cartography and navigation built on previous knowledge included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns

- Where did those developments originate?

Developed in the classical, Islamic and Asian worlds

- What were the major notable transoceanic voyages between 1450-1750 CE?

Portuguese development of a school for navigation led to increased travel to and trade with West Africa and India and resulted in the construction of a global trading-post empire.

- What factors led the Portuguese explorers into the Indian Ocean in the 1400s? What factors prevented them from doing it earlier? How was their entrance and activity different from Ming explorers?

Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade. They could not do it earlier because of the wind problems with their ships. Ming explorers were much more advanced in sea travel, already had been in the Indian Ocean for a while

- Where did the New World crops of potatoes, maize, and manioc spread and how did they affect other regions?

They spread to Europe. Jumpstarted Europe's economy, ex sugar became a hot item in Europe, eventually allowing all social classes to obtain it

- What Eurasian animals were introduced into the New World?

Sheep, Cows, Horses, Cats, Dogs, Pigs

- What crops were brought to the New World by African slaves?

Rice, okra, Tania, black-eyed peas, kidney, and lima beans

•How did settlers' action affect the Americas environmentally?

Deforestation, invasive species increase, addition of new plants and animals

•How did the Columbian Exchange affect traditional religions and in what ways did it foster syncretism?

Brought new religions like African Voudoun and Islam mixed with Christian and other religions in America

•Identify the different characteristics and styles of the following art forms from this period:

-Renaissance Art in Europe

Realism and Expression, Perspective, Classicism, Emphasis on Individualism, Geometrical Arrangement of Figures, Light & Shadowing/Softening Edges, Artists as Personalities/Celebrities

-Middle East and South Asian miniature painting

Focused their attention on depicting beauty, miniature style had used upright formats for as their subject of depiction.

-Japanese woodblock prints

Simple, clarity of image, and color

-Post-Conquest codices in Mesoamerica

Pictures that have color, and reference towards a specific subject. Ex, calendar.

•What is significant about the following Afro-Eurasian literary forms during this period?

-Shakespearean theater

Promoted the economy, and demonstrated global connection

-Cervantes' *Don Quixote*

Tremendous influence on the development of prose fiction; it has been translated into all modern languages and has appeared in 700 editions.

-Sundiata, *Journey to the West*

It reflects the early stages in West African traditions when different cultural influences were still coming together

-kabuki theater

Known for the stylization of its drama and for the elaborate make-up worn by some of its performers

Key Concept 4.2: New Forms of Social Organization and Modes of Production

•How did labor systems develop between 1450-1750?

Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.

•How was peasant labor affected between 1450-1750?

Peasant labor intensified in many regions. (such as the development of frontier settlements in Russian Siberia, cotton textile production in India or silk textile production in China)

•How did slavery within Africa compare to the pre-1450 era?

Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and Indian Ocean.

•How did the Atlantic slave trade affect both African societies and the economy of the Americas?

Caused tribal wars in Africa, caused economic boom in the Americas due to free labor

•How did labor systems develop in the colonial Americas?

Colonial economies in the Americas depended on a range of coerced labor (such as chattel slavery, indentured servitude, encomienda and hacienda systems, or the Spanish adaptation of the Inca mit'

•How were gender and family structures affected to these changes?

Some notable gender and family restructuring occurred including the demographic changes in Africa that resulted from the slave trades. (as well as dependence of European men on Southeast Asian women for conducting trade in that region or the smaller size of European families)

•Where and how were the following systems managed?

-chattel slavery

When one person has complete power over the life, fortune, and liberty of another

-indentured servitude

A person who came to America and was placed under contract to work for another over a period of time especially during the 17th to 19th centuries. Generally, indentured servants included redemptioners, victims of religious or political persecution, persons kidnapped for the purpose, convicts, and paupers.

-encomienda

The system, instituted in 1503, under which a Spanish soldier or colonist was granted a tract of land or a village together with its Indian inhabitants.

-mit'a

A mandatory public service in the society of the Inca Empire

Key Concept 4.3: State Consolidation and Imperial Expansion

- How did empires attempt to administer the new widespread nature of their territories?

Empires expanded and conquered new peoples around the world, but they often had difficulties incorporating culturally, ethnically and religiously diverse subjects and administering widely dispersed territories. Agents of European powers moved into existing trade networks around the world.

- How did the role of Africa, the Americas, Asia, and Europe develop in this new world-wide political order?

In Africa and the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts and enclaves. In the Americas, European empires moved more quickly to settlement and territorial control responding to local demographic and commercial conditions. Moreover, the creation of European empires in the Americas quickly fostered a new Atlantic trade system that included the trans-Atlantic slave trade

- How did the people of various empires react to their government's methods?

Around the world, empires and states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states—especially on the coast, led to the rise of new states and contributed to the decline of states on both the coast and in the interior.

- How did political rulers legitimize and consolidate their rule?

Visual displays of political power (such as monumental architecture, urban plans, courtly literature or visual arts) helped legitimize and support rulers.

- What role did religion play in legitimizing political rule?

Rulers continued to use religious ideas to legitimize their rule. (such as European notions of divine right, the Safavid use of Shiism, the Mexica or Aztec practice of human sacrifice, the Songhay promotion of Islam or the Chinese emperors' public performance of Confucian rituals)

- How were ethnic and religious minorities treated in various empires?

States treated different ethnic and religious groups in ways that both utilized their economic contributions while limiting their ability to challenge the authority of the state (such as the Ottoman treatment of non-Muslim subjects, Manchu policies toward Chinese or the Spanish creation of a separate "República de Indios")

- How did rulers make sure that their governmental were well run?

Recruitment and use of bureaucratic elites, as well as the development of military professionals (such as the Ottoman devshirme, Chinese examination system or salaried samurai), became more common among rulers who wanted to maintain centralized control over their populations and resources.

•How did rulers finance their territorial expansion?

Rulers used tribute collection and tax farming to generate revenue for territorial expansion

•What was the relationship between imperialism and military technology?

Imperial expansion relied on the increased use of gunpowder, cannons and armed trade to establish large empires in both hemispheres

•How did Europeans go about creating new global empires and trade networks?

Europeans established new trading post empires in Africa and Asia which proved profitable for the rulers and merchants involved in new global trade networks, but also affected the power of states in interior West and Central Africa.

•How did pre-existing land-based empires and new empires during this era compare to previous era's empires?

Land empires expanded dramatically in size, including the Manchus, Mughals, Ottomans and Russians. European states, including Portugal, Spain, the Netherlands, France and Britain, established new maritime empires in the Americas.

•What obstacles to empire-building did empires confront, and how did they respond to these challenges?

Competition over trade routes (such as Omani-European rivalry in the Indian Ocean and piracy in the Caribbean), state rivalries (such as the Thirty Years War or the Ottoman-Safavid conflict), and local resistance (such as bread riots) all provided significant challenges to state consolidation and expansion.

•How did the Manchus distinguish themselves from Chinese through their policies/culture?

Closed to Western ideas, lead to their downfall

•Label on map: New Spain, British America, French America, Ottoman, Safavid, Mughal Empire, Ming China, Russia including Siberia

Period 3 – 1450 – 1750 – Exploration and Empire – Review Quiz

1. Which of the following provides the most accurate description of the Columbian Exchange?

- a) European food to the Western Hemisphere; Western Hemisphere diseases to Europe; African population to Europe
- b) African livestock to the Western Hemisphere; European technology to Africa; Western Hemisphere food to Europe
- c) Western Hemisphere technology to Africa; African food to Europe; European population to the New World
- d) European technology to Africa; Western Hemisphere population to Africa; African food to the Western Hemisphere
- e) **African population to the Western Hemisphere; Western Hemisphere food to Europe and Africa; African and European diseases to the Western Hemisphere**

2. Most agricultural laborers in the Ottoman Empire were

- a) slaves
- b) **free peasants**
- c) serfs
- d) sharecroppers
- e) indentured servants

3. Which of the following countries or regions led the world in the production of cotton cloth in 1700?

- a) **India**
- b) Egypt
- c) West Africa
- d) England
- e) China

4. In the three centuries after Columbus' voyages, most of the people who came to the Western Hemisphere originated in which of the following regions?
- Southern Europe
 - Northern Europe
 - Western Africa**
 - Eastern Africa
 - East Asia
5. Which of the following most clearly differentiates the sixteenth century from the previous period in world history?
- Establishment of nation-states in the Americas
 - Extension of sugar production to the Americas**
 - Use of steamships
 - Interest in Asian spice trade
 - Existence of slave trade
6. Which of the following statements is true about both the Mughal and Ottoman empires in the sixteenth century?
- In each, the majority of the people were Muslims.
 - Each had a powerful navy that engaged European navies.
 - Each had developed an efficient administrative structure.**
 - Each enjoyed peaceful relations with its neighboring states.
 - Each gave little monetary support to artistic and cultural endeavors.
7. Which of the following contributed most to the initial formation of political states by the Muscovite Russians and the Ottoman Turks?
- schisms in Christianity and Islam
 - advances in naval technology
 - the rise and fall of the Mongol khanates**
 - the military conquests of Timur
 - the growth of Afro-Eurasian trade
8. The Mughal Empire and the Ottoman Empire shared which of the following characteristics?
- both empires were able to expand without meeting strong resistance
 - both empires restricted foreign trade
 - both empires were ruled by a single religious official**
 - both empires were religiously and culturally diverse
 - neither empire supported public works
9. As global trade expanded in the sixteenth and seventeenth centuries, which of the following economies exported more than it imported, thus absorbing a large amount of the world's silver?
- China**
 - Japan
 - Ethiopia
 - Spain
 - Portugal
10. From 1500 to 1750, the Americas had sustained economic interactions with which of the following?
- Europe only
 - Africa only
 - Europe and East Asia only
 - Europe, Africa, and the Middle East
 - Europe, Africa, and East Asia**
11. Which of the following was a characteristic of absolute monarchies in Europe during the seventeenth and eighteenth centuries?
- The hereditary aristocracy used its traditional powers and privileges to control politics and the monarch.
 - Legislative, judicial, and executive power was substantially under the control of the monarch.**
 - Mercantilist control over the economy was eliminated and replaced by free trade.
 - Colonial empires declined, and wars of independence increased.
 - Constitutional law emerged, placing strict limits on central authority.
12. Renaissance Italy and the Islamic Middle East after the decline of the Abbasid Empire in the mid-tenth century are important examples of which of the following?
- political unity and cultural creativity.
 - political fragmentation and cultural creativity.**
 - political unity and the decline of religion.
 - political fragmentation and the decline of religion.
 - political unity and the rise of secularism.
13. The term "samurai" describes men in feudal Japan who were most like the men in feudal Europe known as
- manor lords.
 - Catholic bishops.
 - serfs.
 - knights.**
 - merchants.
14. Between 1500 and 1800, Europeans were primarily interested in tropical colonies in the Atlantic and Indian Oceans and in the Caribbean because
- large profits could be made from products like sugar, coffee, and pepper.**
 - the major European states were competing against each other for imperial hegemony.
 - these colonies had strategic military importance.
 - these areas had small populations and were thus easy to control.
 - many Europeans were interested in getting away from Europe's wintry climate.

15. Peter the Great transformed Russia by
- a) abolishing all social class distinctions.
 - b) creating a constitutional monarchy.
 - c) establishing long-lasting peaceful relations with neighboring states.
 - d) emancipating the serfs.
 - e) **forcing Russia to adopt western ideas and customs.**

Outline Map for Review/Labeling

