Trade Patterns of the Eastern Hemisphere (continued)

The Silk Road

- The Silk Road was made up of 4,000 miles of land and sea routes that connected Asia to the Mediterranean Basin. One of the best-known trade routes, it carried goods such as foods, cloth, and furs to different lands.

- Seasonal winds determined trading patterns in the southern seas of Asia. Ships traveled northeast in the summer and southwest in the winter. The trade network that formed from the South China Sea and the Indian Ocean linked India, Southeast Asia, and China to East Africa and the Middle East.

- In 1497, Vasco da Gama sailed across the Indian Ocean to travel from East Africa to Calicut, India—a spice port.

Check for Understanding On a separate sheet of paper, explain the relationship between trade routes and cities.
Interactions of the Eastern Hemisphere

Standard WHI.10b

How did trade facilitate the diffusion of goods and ideas among different cultures?

Vocabulary Builder: contact (kon tact) n. connection or interaction; primary (praeh mer ee) adj. main or chief

Trade routes encouraged the exchange of goods, technology, and culture between the continents in the Eastern Hemisphere. Foods, merchandise, tools, inventions, and ideas traveled along protected routes. Through trade, people came into contact with many new items and ideas.

<table>
<thead>
<tr>
<th>GOODS</th>
<th>ORIGIN</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>West Africa</td>
<td>Gold nuggets and dust were found in soil along rivers and were traded by Africans for salt from Sahara. Salt was important for food preservation and in people's diets.</td>
</tr>
<tr>
<td>Spices</td>
<td>Indian Ocean</td>
<td>Trade routes were specifically designed so that merchants could obtain spices, which were very valuable due to their high demand. Spices were used to flavor and preserve food, and to make perfumes and medicines. The Moluccas, or Spice Islands, were a primary source of spices.</td>
</tr>
<tr>
<td>Textiles</td>
<td>India, China, Middle East, and Europe</td>
<td>China was known for silk, a luxurious fabric that was expensive and highly profitable. The manufacturing process was kept a secret for years. The processing of cotton occurred in India. These fabrics were highly desired by Western Europeans.</td>
</tr>
<tr>
<td>Porcelain</td>
<td>China and Persia</td>
<td>China was known for the finest porcelain in the world. Chinese porcelain was a hard, permanent pottery that was stronger than European porcelain. Therefore, it was highly prized in Europe.</td>
</tr>
<tr>
<td>Amber</td>
<td>Baltic region</td>
<td>Amber, a fossilized tree product, was used for decorative purposes, including the creation of beads and charms. Baltic amber contained an acid used in perfumes and medicines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TECHNOLOGY</th>
<th>ORIGIN</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>China</td>
<td>Muslims used technology learned by the Chinese to make paper. They passed the process on to Byzantium and Western Europe.</td>
</tr>
<tr>
<td>New crops, such as sugarcane</td>
<td>India</td>
<td>Sugarcane was introduced to the Middle East and Europe. It was used to make sugar, which was sold as an expensive luxury or as a medical ingredient.</td>
</tr>
</tbody>
</table>
Interactions of the Eastern Hemisphere (continued)

<table>
<thead>
<tr>
<th>TRADE</th>
<th>TECHNOLOGY</th>
<th>ORIGIN</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Waterwheels and windmills</td>
<td>Egypt and Persia</td>
<td>Waterwheels became widespread in Europe, where they were used for grinding corn and grains. Windmills became familiar landmarks in England, France, Germany, and Holland. They converted wind into useful energy for such activities as pumping water.</td>
</tr>
<tr>
<td></td>
<td>Navigation tools: compass and lateen sail</td>
<td>China and Indian Ocean</td>
<td>The Chinese had used the compass for many years. By the 1400s, the magnetic compass became a standard navigational tool in Europe. It allowed sailors to find their bearings and chart courses. Unlike square sails, triangular lateen sails allowed ships to sail almost directly into the wind.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IDEAS</th>
<th>ORIGIN</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddhism</td>
<td>India</td>
<td>Spread to China and Southeast Asia first and then to Korea and Japan</td>
</tr>
<tr>
<td>Hinduism</td>
<td>India</td>
<td>Spread to Southeast Asia; locals often blended their Indian beliefs with Hinduism and Buddhism</td>
</tr>
<tr>
<td>Islam</td>
<td>Arabian Peninsula</td>
<td>Spread to West Africa and Central and Southeast Asia; Muslim merchants brought their written language, coinage, and business methods with them</td>
</tr>
<tr>
<td>Printing processes and paper money</td>
<td>China, Korea</td>
<td>The Chinese used wooden blocks for printing, while the Koreans developed movable type made from metal molds. The Chinese government issued paper money in order to make trade easier. This resulted in Chinese cities becoming trade centers.</td>
</tr>
</tbody>
</table>

Check for Understanding  On a separate sheet of paper, explain how trade resulted in the spread of products and ideas in the Eastern Hemisphere.
Japan

Standard WHI.10c

How has Japan's geography influenced its development? How did Chinese culture affect Japan? Why were Shinto and Buddhism important to the development of Japanese culture?

Vocabulary Builder: **distinct** (di STINGkt) adj. separate or individual; **modify** (MOD uh fahy) v. to change or to adapt; **exclusive** (ik SK100 siv) adj. restricted or limited

Geography of Japan

Japan is located on a mountainous archipelago (a chain of islands), off the coast of Asia and east of the Korean peninsula. There are four main islands. The Sea of Japan (also known as the East Sea) separates Japan from the Asian mainland. The seas surrounding Japan have both protected Japan from invasion and isolated it from other regions. However, the seas have also provided trade routes.

Influence of Chinese Culture

While Japan has kept its own distinct culture, it has been influenced by Chinese and Korean cultures. In the 500s, Buddhist missionaries from Korea introduced Chinese writing and culture to Japan. Later, Japanese scholars modified the Chinese writing system.

Starting in the 600s, Japan began to learn directly from China. Young Japanese nobles were sent to China to study Chinese thought, technology, and arts. Chinese architecture and religious thought became popular in Japan. As Buddhism spread, the Japanese adopted pagoda architecture.

Shinto and Buddhism

The Shinto religion is unique to Japan. It honors natural or divine powers, forces of nature, and one's ancestors. Shinto shrines were dedicated to mountains, waterfalls, and other natural features. In the eighteenth and nineteenth centuries, Shinto became an important state religion. It glorified the emperor, who was thought to rule by divine right. Because Shinto is not an exclusive belief system, it has been able to coexist with Buddhism in Japan.

Check for Understanding On a separate piece of paper, explain how the geography of Japan affected its development.
African Kingdoms

Standard WHI.10d

What were the characteristics of civilizations in sub-Saharan Africa during the medieval period?

Vocabulary Builder: eventually (i ven choo uh lee) adv. after some time; introduce (in truh doos) v. to bring in or establish

The value of Africa’s minerals—especially gold and salt—increased trade on the continent. Trade brought religious, cultural, and economic influences to many civilizations in sub-Saharan Africa.

Eastern Africa

Axum, an African kingdom extending from the Ethiopian Highlands and the Nile River to the Red Sea, had great trade success due to its location. Its capital city was also called Axum. A triangular trade network connected Axum with India and the Mediterranean world. Traders from these areas brought Christianity to Axum. It eventually became the official religion of the kingdom.

Southern Africa

Zimbabwe lies between the Limpopo and Zambezi Rivers, west of the Indian Ocean. During the Middle Ages in Europe, the capital of Zimbabwe was Great Zimbabwe. Great Zimbabwe was a wealthy and powerful city. It used nearby resources of gold to participate in a trade network that reached across the Indian Ocean.

Western Africa

Along the Niger River, three powerful African kingdoms developed—Ghana, Mali, and Songhai. Ghana was known for the gold found in its riverbanks. Rulers of Mali and Songhai extended their influence to Taghaza, where salt was in great supply. Salt, abundant in the desert, became a valuable trade item since this mineral was so scarce in other regions. It was needed in people's

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African Kingdoms (continued)

diets in order to replace the salt lost through perspiration. Also, salt was used to preserve foods. The use of camels, which could survive the dangers of the desert, encouraged trade across the Sahara. Salt and gold brought great wealth and power to these trading cities and linked them to other continents. Cities where trade caravans crossed, such as Timbuktu, often grew into centers of learning.

Religious Beliefs

Many African peoples were polytheistic and worshipped gods and goddesses identified with forces of nature. The belief that natural objects possess a spirit is called animism. (Anima is the Latin word for soul or spirit.) Other Africans called on the spirits of their ancestors for help.

As trade spread, some areas remained true to their traditional religions. However, as traders introduced Islam, it spread into many parts of Africa. As Muslim Arabs conquered parts of North Africa in the 690s, Islam replaced Christianity in the area. Islam also spread to much of Western Africa, including Mali and Songhai, where some rulers converted to the faith.

Check for Understanding On a separate piece of paper, explain the role of trade in the development of African civilizations.
**SOL Quiz 11: Standard WHI.10**

**Directions**
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. **The Silk Road connected—**
   - A Southeast Asia to Japan
   - B Western Europe to Africa
   - C Scandinavia to Russia
   - D Asia to the Mediterranean basin

2. Goods and Ideas from China
   - Porcelain
   - Paper
   - Textiles
   - ?

Which answer best replaces the question mark?
   - A Hinduism
   - B Navigation tools
   - C Amber
   - D Spices

3. **Which of the following religions is unique to Japan?**
   - A Christianity
   - B Shinto
   - C Hindu
   - D Buddhism

4. **Which of the following was an important trading item in West Africa?**
   - A Furs
   - B Wool
   - C Salt
   - D Amber
Mayan, Aztec, and Incan Civilizations

Standard WHI.11a
What were the characteristics of Mayan, Aztec, and Incan civilizations?

Vocabulary Builder: ordered (ərˈ dər əd) adj. organized or structured; motivation (məˈtəvə ləˈshən) n. encouragement or a reason to do something

The cultural region made up of modern Mexico and Central America is called Mesoamerica. Some of the earliest civilizations in the Americas, including the Mayan and Aztec civilizations, developed here. Toward the south, in the Andean mountains, the Incan civilization developed.

<table>
<thead>
<tr>
<th>Mesoamerican Civilizations</th>
<th>Mayan Civilization</th>
<th>Aztec Civilization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location</strong></td>
<td>Mexican and Central American rainforest.</td>
<td>Central Mexico, in an arid (dry) valley.</td>
</tr>
<tr>
<td><strong>Important Areas</strong></td>
<td>Chichén Itzá was the center of Maya culture, chosen by ruler Kulkulcán as his capital.</td>
<td>The capital city was Tenochtitlán, the center of a complex, well-ordered empire. Aztecs believed that a god led early people to the capital.</td>
</tr>
<tr>
<td><strong>Structure and Rulers</strong></td>
<td>Individual and powerful city-states evolved but never became an empire. City-states were ruled by kings.</td>
<td>An empire was formed with a single ruler—an elected emperor.</td>
</tr>
<tr>
<td><strong>Economy</strong></td>
<td>It was based on agriculture and trade. Most Mayans were farmers who grew maize (corn), beans, squash, fruit trees, cotton, and tropical flowers. They burned and cleared lands for crops and also built raised fields. Farmers paid taxes to city-states in food. Other Mayans were traders by land and sea. Traded goods included honey, salt, cotton, feathers, jade, and jaguar pelts.</td>
<td>It was based on agriculture, tributes (payments) from conquered peoples, and some trade. Most Aztecs were farmers. They created artificial islands to grow maize, squash, and beans. Aztecs conquered many lands and charged tributes from conquered people. Some Aztecs were traders, trading weapons, tools, and rope for cocoa beans and jaguar skins.</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>It was polytheistic, believing in many gods. Each person's spirit was represented by an animal. The Mayans worshipped agricultural gods, such as the rain god and corn god. They built pyramids and temples in which priests performed rituals and sacrifices.</td>
<td>It was polytheistic, believing in many gods, including their patron god, the earth and water god, and gods of other natural forces. Religion touched every aspect of their lives. They built huge stone pyramids and temples, where they performed rituals and human sacrifices to the gods.</td>
</tr>
</tbody>
</table>
Incan Civilization

Location: The Andes Mountains in South America

Important Area: Machu Picchu was located about 50 miles northwest of the capital, Cuzco. Built on a steep terrain, it was an area with many different levels linked by steps. It displayed advanced architectural design and may have served as a religious setting.

Structure and Rulers: In 1438, Pachacuti Inca Yupanqui proclaimed himself emperor with complete power. Through conquests, he and his son expanded their territory, which eventually stretched more than 2,500 miles.

Economy: It was based on agriculture at high altitudes. The Inca farmed on strips of land that were carved out of steep hillsides and built stone walls to support them. Since the emperor claimed all land, herds, mines, people, and personal property of the empire, there was little motivation for trade. The emperor imposed a labor tax where men had to serve as laborers for the community and emperor.

Religion: It was polytheistic, believing in many gods. Religion was imposed on all people by the emperor, who was also the empire’s religious leader. The Inca worshiped gods that were linked to the forces of nature. The gods were offered food, clothing, and drink in tribute.

Road System: An advanced road system with bridges and tunnels was created. About 14,000 miles of roads ran through mountains and deserts, allowing armies and news to travel quickly. Ordinary people, however, were not allowed to use the roads.

Mayan, Aztec, and Incan Civilizations (continued)

Check for Understanding  On a separate sheet of paper, describe how the Incan civilization was similar to and different from the Mayan and Aztec civilizations.
Mayan, Aztec, and Incan Achievements

Standard WHI.11b

What were the characteristics of Mayan, Aztec, and Incan civilizations?

Vocabulary Builder: concept (kon sept) n. an idea or belief; accurate (ak yer it) adj. precise, true, or correct

The achievements of the Mayan, Aztec, and Incan civilizations were used later by other peoples.

Calendars

- **Mayan:** Priests created a 365-day calendar based on the sun, as well as a 260-day calendar to track rituals. The calendars interlocked (linked) to work together.

- **Aztec:** The Aztecs also created a 365-day solar calendar and a 260-day ritual calendar. As with the Maya, Aztec priests used the calendars together to determine which days would be lucky for activities such as war.

- **Incan:** Scholars believe that the Incas used a lunar calendar, based on phases of the moon.

Mathematics

- **Mayan:** In order to hold ceremonies at the right times, priests had to use mathematics to measure time. They also created a number system that used the concept of zero as well as place values.

- **Aztec:** Priests tried to forecast the future using mathematical and astronomical knowledge.

- **Incan:** A quipu was used by specially-trained officials to keep records. The quipu was a collection of colored strings that could be knotted in different ways to represent different numbers. The Inca also had an accurate standard to measure length or distance.

Writing and Other Recordkeeping Systems

- **Mayan:** The Maya developed a complicated hieroglyphic (pictorial symbols) writing system that was one of the most advanced systems of the time. Scribes carved into stone the names of rulers, information about nearby cities, and dates and descriptions of events. They also used their writing system to record astronomical and religious information in books made of bark paper.

- **Aztec:** Priests recorded laws and historical events using the Aztec writing system. As with the Maya, this system used hieroglyphics.

- **Incan:** The Inca did not invent a writing system, but some scholars believe that they recorded economic, bureaucratic, religious, and other information using a quipu.

Check for Understanding  On a separate piece of paper, explain which of the civilizations were most alike and which were most different.
SOL Quiz 12: Standard WHI.11

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. The Aztec civilization was located—
   A. in an arid valley
   B. in a rainforest
   C. directly on the equator
   D. within a mountain range

2. Which answer best describes the land that the Inca people used to farm?
   A. Fertile land on gently sloping hills
   B. Fertile land close to the Amazon River
   C. Strips of flat land carved from steep hillsides
   D. Flat plains that required irrigation

3. • Created two interlocking calendars
   • Created a number system that used the concept of zero and place values
   • Developed an advanced hieroglyphic writing system

The civilization best described by the characteristics above is the—
   A. Aztec
   B. Mayan
   C. Mesoamerican
   D. Incan

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England in the Late Medieval Period

Standard WHI.12a

How did European nation-states expand their territories and consolidate their power?

Vocabulary Builder: enforce (en FAWIrS) v. to ensure the following of rules; procedure (pruh SEE jer)
n. a method for doing something; evolve (i VOLv) v. to develop, grow, or progress

During the medieval period, the balance of power began to shift from the Church to the monarchs. These rulers were able to set up their own systems of justice, taxation, and military protection, which allowed them to strengthen their power and expand their territories. The nation of England experienced such developments.

William the Conqueror was the Duke of Normandy in France. In 1066 he crossed the English Channel, invaded England, and defeated the Anglo-Saxon population in what was called the Norman Conquest. William claimed the English throne, and his Norman nobles dominated England. Over the years of his rule, he united most of England, gradually blending the customs, languages, and traditions of the Norman French and the Anglo-Saxons.

In 1154, Henry II became the English king. He expanded accepted customs into laws and sent judges around England to make sure these royal laws were being enforced. The decisions made by the royal courts became the basis for the English common law system, which applied to all of England.

King John, a son of Henry II, was a dishonest ruler who abused his power. His own nobles tired of his cruelty, including the harsh taxes he set, and forced him to sign the Magna Carta in 1215. This document limited the power of the monarch, declaring that nobles had certain rights and forcing the monarch to obey the law. Its articles gave detailed limits on taxes and on procedures of the legal system. One of its articles read: “No freeman shall be seized, or imprisoned...nor will we condemn him, nor will we commit him to prison, excepting by the legal judgment of his peers, or by the laws of the land.”

The principles of the Magna Carta led to the creation of a Great Council. The rulers of England often turned to this council for advice. The Great Council evolved into Parliament. Over time, the Parliament became a two-house legislature consisting of the House of Lords and the House of Commons. Parliament’s role in government was a factor in helping to unify England.

During the Hundred Years’ War (1337–1453), the English and the French fought over the control of French lands and the English Channel. The French successfully defended their territory by using a powerful new weapon, the cannon. Although England lost the war, it helped the country define itself as a nation. It also encouraged the country to look to overseas markets for trade.

Check for Understanding On a separate sheet of paper, explain the people and events that influenced the legal system of England in the Middle Ages.
France in the Late Medieval Period

Standard WHI.12a
How did European nation-states expand their territories and consolidate their power?

Vocabulary Builder: descendant (di SÉN duhnt) n. successor or heir; capable (KAY puh buhl) adj. able or skilled

Like England, France was influenced by monarchs who were able to enlarge their holdings and strengthen their power in the Middle Ages.

Nobles elected Hugh Capet to the throne of France in 987. He was able to add lands to France, win the support of the Church, and increase royal power. His descendants eventually controlled most of France and secured the kingdom by bringing order.

During the Hundred Years’ War (1337–1453), the French had to defend their territory from England, which wanted to control the land and its trade. After early English victories, French king Charles VII was worried about his future. In 1429, a 17-year-old peasant girl told Charles that God had sent her to save France. Charles allowed the woman, Joan of Arc, to lead the army. She proved herself capable. Her soldiers won several victories before she was captured and killed by the English. Even so, Joan inspired the French to win more battles. With the help of a new weapon, the cannon, France successfully defended its lands. The war helped define France as a nation by encouraging the French people’s pride in their country and allowing the monarchs to expand their power.

The Hundred Years’ War, 1337–1453

Check for Understanding On a separate sheet of paper, explain how the Hundred Years’ War helped France as a nation.
Spain in the Late Medieval Period

Standard WHI.12a

How did European nation-states expand their territories and consolidate their power?

Vocabulary Builder: challenge (chal inj) n. difficulty in a job or undertaking

Spain was another European nation-state in which the monarchs were able to extend their territories, unify the country, and expand their power.

The Iberian Peninsula is located in southwestern Europe, separated from the rest of Europe by the Pyrenees Mountains and from Africa by the Strait of Gibraltar. Today, the peninsula is made up of present-day Spain and Portugal. However, prior to the 1500s, the Moors (North African Muslims) controlled large sections of the peninsula.

Although the Moors had conquered most of Spain in the 700s, small Christian kingdoms still existed in the northern part of the country. These kingdoms grew over time, taking over Muslim territories. The Christians’ goal to remove Muslims from the area became known as the Reconquista (“reconquest”). Christian warriors captured Toledo, Portugal, and most of the Iberian Peninsula. With the help of Christian King Ferdinand and Queen Isabella, the last of the Iberian Peninsula was conquered in 1492. The Reconquista was complete, and Spain became a unified state.

Once Spain was politically unified, Ferdinand and Isabella wanted it to be religiously unified as well. They drove out all non-Christians from Spain, including Moors and Jewish people. While the Moors had tolerated different religious groups, Isabella did not and punished those who tried to practice non-Christian religions.

Ferdinand and Isabella’s grandson, Charles I (who later took the name Charles V), became king of Spain in 1516. He inherited a unified Spain, as well as the Spanish Empire in the Western Hemisphere. When his other grandfather died in 1519, Charles also inherited the Hapsburg Empire, a kingdom that included the Netherlands and the Holy Roman Empire. Leading this enormous area of land was a challenge for Charles. He eventually gave up his titles and divided his empire between his brother, Ferdinand, and his son, Phillip II. Through four marriages, war, and wealth from the silver of the overseas empire, Phillip II built and extended Spanish control, making Spain the foremost power in Europe.

Check for Understanding On a separate sheet of paper, describe the role of King Ferdinand and Queen Isabella in the development of Spain.
Russia in the Late Medieval Period

Standard WHI.12a

How did European nation-states expand their territories and consolidate their power?

Vocabulary Builder: recover (ree KUHV er) v. to reclaim or to get back

Since the 1200s, Russia had been under the rule of the Mongols. The group of Mongols who dominated Russia was known as the Golden Horde. During this time, however, the city of Moscow grew in power as an important trade site.

Although the power of the Mongols declined in the late Middle Ages, it was not until the rule of Ivan the Great that Moscow became politically independent. Between 1462 and 1505, Ivan the Great recovered previously lost Russian territories and centralized power in Moscow. He also stopped paying tribute to the Mongols. In order to establish absolute rule over his land, he tried to limit the power of the boyars (the landowning nobles). Ivan the Great considered Russia to be the successor to Byzantine power, so he supported Byzantine culture, including Orthodox Christianity.

The Orthodox Church had been an important influence in Russian society even before Ivan the Great ruled. In the 800s, Christian missionaries from the Byzantine Empire came to Russia to convert the Slavs. Princess Olga of Kiev converted to Christianity, as did her grandson, Vladimir. Vladimir made Orthodox Christianity the religion of his kingdom in order to make Russia more similar to the Byzantine Empire. When the Mongols took over Russia, they tolerated the Russian Orthodox Church. Later, the head of the Church made Moscow his capital. Moscow became both Russia’s leading religious center and its leading political center. Since Russian rulers created close ties between church and state, Orthodox Christianity helped unify the country.

As Ivan the Great centralized power in the Russian state and established an absolute government, he sometimes called himself tsar (“Caesar”). However, it was his grandson, Ivan IV, who was officially crowned the first tsar in 1547.

Check for Understanding On a separate sheet of paper, explain how Ivan the Great influenced the development of Russia as a nation in the late medieval period.
The Crusades and Constantinople

Standard WHI.12b

What were key events and effects of the Crusades? What were the effects of the Ottoman invasions in Europe?

Vocabulary Builder: series (say as) n. a group of related things

Around the year 1000, Europeans fought a series of wars against Muslims for control of the Holy Land, the area including Jerusalem and other places in Palestine that Christians considered sacred. These wars were called the Crusades.

Key Events of the Crusades

- During the Middle Ages, the Byzantine Empire had struggled with the Muslims for control of the Holy Land. Christians who wanted to make pilgrimages (visits to sacred places) to the Holy Land were usually able to go there. However, in the 1050s the Seljuk Turks, a nomadic people of Central Asia, swept across Asia Minor, took over the Holy Land, and blocked pilgrimage routes.
- In the 1090s, the Byzantine emperor asked the pope for help fighting the Seljuks. Pope Urban II begged nobles to join the Crusade.
- During the First Crusade, Jerusalem was captured by Christians. Muslim and Jewish people in the city were killed. The land the Christians captured was divided into four areas, called the Crusader states. Fighting continued for 200 years as the Muslims constantly attacked the states and the Christians launched Crusades in return.
- Under the leadership of Saladin, Jerusalem fell to the Muslims in 1187. Christians could not regain the city, but Saladin did reopen routes for Christian travelers.
- During the Fourth Crusade, the Crusaders were sidetracked from fighting the Muslims because Venetian merchants convinced the Crusaders to attack their Byzantine trade rivals. As a result, the Crusaders sacked the city of Constantinople, the Byzantine capital. By 1291, the last Christian city in the Crusader states had fallen to the Muslims.

Effects of the Crusades

- As leaders of the Crusades, monarchs gained power and fame, while the power of popes and nobles was weakened.
- Traveling Crusaders discovered goods they had never seen. These new luxury items stimulated trade throughout the Mediterranean area and the Middle East.
- The religious hatred of the Crusades caused resentment to grow among Christians, Jews, and Muslims.
- The Byzantine Empire was greatly weakened by the Crusaders' destruction of Constantinople in 1204. During the 1300s, the Ottoman Turks of Asia Minor grew in power, threatening Byzantium and Constantinople. The city fell to the Ottomans in 1453, ending the Byzantine Empire. Constantinople was renamed Istanbul and became the capital of the Ottoman Empire.

Check for Understanding On a separate sheet of paper, explain how the Crusades led to increased trade between Europe and the Middle East.
Mongol and Ottoman Conquests

Standard WHL.12b

What were the effects of the Mongol invasions?

Vocabulary Builder: originally (uh ruh nuh ee) adv. at first; interfere (in ter feer) v. to bother or to meddle

In the early 1200s, the Mongols began their quest to build an empire. Originally led by Genghis Khan, who united the Mongol roaming clans, they left Central Asia and spread across lands from China and Southwest Asia to Eastern Europe.

Mongol Conquests

The Mongols invaded China with furious attacks. They destroyed the prosperous province of Sichuan as well as the capital, Chengdu. Likewise, Mongols under the command of Khan’s grandson looted and burned Baghdad and other Muslim lands. The Mongol armies then moved to attack Russian towns, including Kiev. Many Russians were killed and towns were destroyed.

Mongol Rule

The Mongols had created an empire that stretched from the Pacific Ocean to Eastern Europe—the largest empire in the world up to that time. Although their invasions were fierce, once their conquests were complete the Mongols did not greatly interfere with their subjects. Although they required the conquered lands to pay tributes, they usually allowed citizens to live much as they previously had. They tolerated religions of the conquered lands, and the Mongols achieved political stability throughout their empire. They controlled and protected the great trade routes of the Silk Road, and this protection led to increased trade.

Check for Understanding  On a separate sheet of paper, explain the effects of the Mongol invasions.
The Bubonic Plague

Standard WHI.12c

How did the Black Death (Bubonic plague) alter economic and social institutions in much of Asia and then in Europe?

Vocabulary Builder: survive (SUR VAY YAY) v. to stay alive; demand (DAM MAND) v. to insist upon

The Bubonic plague of the fourteenth century, known as the Black Death, was spread along trading routes from Asia to the Middle East and then to Europe. The disease, spread by fleas carried by rats, traveled quickly and killed one in three people. Its enormous effects included:

- **Population decline:** Since there was no cure, the population declined sharply. About one third of the people in the affected areas died.

- **Scarcity of labor:** As both workers and employers died, laborers grew scarce. Those who did survive demanded higher pay, which caused a rise in prices. Some landowners had to stop growing crops on their land and start raising sheep because it required fewer laborers. In some cases, so few farm workers survived that crops rotted in the fields.

- **Freedom from feudal obligations:** Since no class was protected from the disease, lords and nobles also died. Survivors of the plague, including vassals, demanded more land and better conditions. In some areas, lords were forced to give in to demands or free workers from their obligations.

- **Decline in Church influence:** Many priests and monks died from the plague. People turned to the surviving clergy for help, but the Church could not provide the guidance needed by the desperate population. In 1309, the papal court moved to southern France. Later, religious reformers attacked Church corruption and elected their own pope to rule from Rome. Conflict between these several popes caused a schism (split) in the Church.

- **Disruption of trade:** Rats that carried the infested fleas were usually found on trading ships. For this reason, the traders on the ships were easily infected with the plague. The lack of traders deterred the amount of trade. Also, due to the shrinking labor force, fewer goods were produced that could be traded.

**Check for Understanding** On a separate sheet of paper, describe the economic effects of the Black Death.
Church Scholars in the Middle Ages

Standard WHI.12d

How did European scholars begin to interpret and value ancient learning?

Vocabulary Builder: initiate (i nish ee eyt) v. to start or to set going by taking the first step; foundation (foun dey shuhn) n. basis; discover (di skuhr er) v. to learn or to determine; harmony (nuhr muh nee) n. agreement

Church scholars were among the few people who could read and write during the Middle Ages. Many Church scholars worked in monasteries, translating ancient Greek and Arabic works into Latin, the language of the Christian European thinkers. These writings included the works of Aristotle and other Greeks. The newly acquired knowledge reached Western Europe in the 1100s, initiating a period of learning.

At this time, Church leaders wanted better-educated clergy. Also, monarchs needed educated men to work in royal governments. Schools were created in cathedrals to meet these needs. Programs of study were developed with requirements for degrees to be awarded. Some of these schools laid the foundation for the first universities in Europe.

The scholars struggled with some of the newfound information. Greeks, including Aristotle, taught that people should use reason to discover basic truths. However, the philosophy of the Christians was to accept truths on faith. Many people feared that this conflict between reason and faith would weaken their faith. To resolve the conflict, several scholars determined that faith and reason both led to the same truths. Among the most well known of these philosophers was Thomas Aquinas. He concluded that faith and reason could exist in harmony.

Scientific knowledge, translated from Greek and Arabic, also became available in the Middle Ages. Scholars studied medical information written by Hippocrates, a famous doctor who lived in ancient Greece. Hospitals were established to care for victims of epidemics such as the bubonic plague. Physicians were required to pass medical examinations in order to practice their trade. Roger Bacon, a philosopher and scientist who was strongly influenced by Greek and Arabic medicine, studied optics and refraction, which led to the invention of eyeglasses. Bacon also suggested using chemistry to create medicines. Other scientists translated and studied the use of reasoning by Aristotle. Technological advances led to the creation of a clock that measured equal intervals of time and to improvements in agricultural equipment.

Check for Understanding On a separate sheet of paper, describe how Greek and Arabic writings influenced Europe in the late medieval period.
SOL Quiz 13: Standard WHI.12

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1 The Hundred Years' War —
   A ended slavery in Europe
   B led to limitations on taxes
   C helped define the nations of England and France
   D resulted in the signing of the Magna Carta

2 Which city greatly expanded its power under Ivan the Great?
   A Kiev
   B Rus
   C Novgorod
   D Moscow

3 After the First Crusade, the captured lands were divided into four areas called —
   A Crusader cities
   B Crusader states
   C Crusader provinces
   D Crusader kingdoms

4 Conquests by Mongols
   • China
   • Southwest Asia
   • ?

Which answer best replaces the question mark to show another area that the Mongols conquered?
   A Russia
   B England
   C France
   D India

5 The Bubonic plague of the Middle Ages led to —
   A increased trade
   B an expanded labor force
   C a decline in Church influence
   D population growth

6 During the Middle Ages, which of the following groups was most likely to know how to read and write?
   A Traders
   B Church scholars
   C Wives of nobles
   D Knights
Economic Effects of the Crusades

Standard WHL.13a

How did the Crusades stimulate trade between Europe and the Muslim Empire? What were the economic foundations of the Italian Renaissance?

Vocabulary Builder: **form** (fawrm) v. to develop or to take shape; **method** (meth uhd) n. a system or process

Increased Trade

Contact with peoples in the Middle East during and after the Crusades had introduced Europeans to Middle Eastern products such as fabrics, spices, and perfumes. Many of these products were attractive and desirable to Europeans. Since they could not be produced on local manors, Europeans had to trade for them. As a result, Europeans stepped up the production of their own goods in order to have supplies to trade for the new items they wanted.

Changing Economic Systems

As trade increased, so did the use of money. The Church had ruled that lending money and charging interest (called “usury”) went against the Bible. As a result, banking houses formed. They allowed wealthy merchants to loan money to others and to be paid back with interest (a sum charged for borrowing money). A system of credit was also developed. Bankers provided letters of credit or bills of exchange that traders could carry with them and use as payment in cities away from home. The system of credit allowed merchants to travel without coins, which could be easily stolen. Letters of credit expanded the supply of money and advanced trade. The fact that merchants went to institutions outside the Church’s influence helped secularize (to draw away from religion) northern Italy.

New accounting and bookkeeping methods were set up in Europe during this time. The systems used Arabic numerals, which had been introduced along trade routes with the Middle East. Arabic numerals allowed for easier calculations. The new bookkeeping methods let merchants work out profits and losses from their journeys.

These changes in trade and economic systems were among the first steps leading to the Renaissance (“rebirth”), which marked Europe’s shift from an agricultural society to an urban society.

Check for Understanding On a separate sheet of paper, explain how increased trade after the Crusades led to new economic systems in Europe.
Florence, Venice, and Genoa

Standard WHI.13b

How did northern Italian cities benefit from their geographic location? How did Italian city-states achieve importance and develop politically?

Vocabulary Builder: accumulate (uh kyoo myuh leyt) v. to build up; consist (kuhn sist) v. to be made up of

During the European Renaissance, Italy was not a unified country. Instead, it consisted of many small city-states. The geographic location of the northern Italian city-states played a large role in their political development and importance. Florence, Venice, and Genoa were among the city-states that were on trade routes connecting markets in Europe with those in the Middle East and northern Africa. Their ports were used by ships that carried valuable trading goods, and they acted as distribution centers that sent goods to northern Europe. These city-states accumulated great wealth because of their large trading and banking networks.

Trading Routes During the European Renaissance

The small city-states of Italy were independent of each other and were governed as republics. Each was ruled by a merchant class consisting of wealthy and powerful families. The Medici family of Florence was one of those families. They controlled the government of Florence for many years. Their wealth and influence in politics and the arts helped make Florence one of the greatest cities of the Italian Renaissance.

Check for Understanding  On a separate sheet of paper, explain why Genoa, Venice, and Florence became leading centers of trade during the Renaissance.
The Prince

Standard WHL.13b

What were Machiavelli’s ideas about power?

Vocabulary Builder: involve (in vold) v. to include; accommodate (uh kom uh deyt) v. to provide or to supply

After serving as an Italian government diplomat (a person appointed to keep good relations with another country), Niccolò Machiavelli used his personal experience and his knowledge of Roman history to write The Prince. The Prince was an essay that gave government officials advice on how best to rule. Machiavelli thought rulers should have absolute (unlimited) power, so the advice he gave told people how to keep their power.

Machiavelli advised leaders to do good if possible because it was easier to keep power that way. But when it was necessary, he thought rulers should do anything they could to maintain control—even if it involved evil actions. Machiavelli thought that “the end justifies the means.” In other words, he felt that it was fair to take any actions needed in order to reach one’s final goal.

The following excerpt comes from The Prince.

Here the question arises: is it better to be loved than feared, or vice versa? I don’t doubt that every prince would like to be both; but since it is hard to accommodate these qualities, if you have to make a choice, to be feared is much safer than to be loved. For it is a good general rule about men, that they are ungrateful, fickle [changeable], liars, and deceivers, fearful of danger and greedy for gain. While you serve their welfare, they are all yours, offering their blood, their belongings, their lives, and their children’s lives... so long as the danger is remote. But when the danger is close at hand, they turn against you. Then, any prince who has relied on their words and has made no other preparations, will come to grief... People are less concerned with offending a man who makes himself loved than one who makes himself feared: the reason is that love is a link of obligation which men, because they are rotten, will break any time they think doing so serves their advantage; but fear involves dread of punishment, from which they can never escape.

Machiavelli believed that it was the nature of men to be “liars and deceivers,” who would turn against a leader when danger was “close at hand.” Therefore, a prince had to make his men fear him, in order to make them obey.

Check for Understanding  On a separate sheet of paper, explain Machiavelli’s opinion of the nature of man and how that should influence a prince’s leadership style.
Artistic and Literary Creativity

**Standard WHI.13c**

How did the arts and literature of the Renaissance differ from those of the Middle Ages? Who were prominent Italian Renaissance artists and writers? How did classical knowledge of the ancient Greeks and Romans foster humanism in the Italian Renaissance?

**Vocabulary Builder:** **theme** (thēm) *n.* a topic; **perspective** (per-spek-tiv) *n.* a technique showing distant objects on flat surfaces the way the eye actually sees them; **portray** (pawr trey) *v.* to represent or to show

The arts of the Middle Ages were based on the Church and spiritual topics such as salvation. However, during the Renaissance, the arts expanded beyond Christian themes to focus on individuals and worldly subjects as well. The artists of the Renaissance saw their time as a new beginning, after the disunity of the medieval world. They celebrated individual achievement and explored the many parts of human experience, rather than concentrating only on religious issues.

Renaissance thinkers were curious, exploring new worlds and re-examining the classical learning of Greece and Rome. Many were humanists—people who studied ancient literature and cultures and used that information to understand present times.

During the Renaissance, wealthy families of the merchant class were often interested in the arts. Many of these families were patrons (financial backers) who supported poets, philosophers, and other artists who produced works that glorified their patrons or their cities.

Some of the best-known artists and writers of the time included the following:

- **Leonardo da Vinci:** His paintings were known for their realism. His most famous works included *Mona Lisa*, known for her mysterious smile, and *The Last Supper*, where he perfected the use of perspective in art.

- **Michelangelo Buonarroti:** A sculptor and artist, he was best known for his marble statue of *David*—which used the grace and harmony of Greek artists—and for his murals on the ceiling of the Sistine Chapel. The murals portrayed biblical history from the Creation to the Flood.

- **Francesco Petrarch:** This humanist, poet, and scholar assembled a library of Greek and Roman manuscripts in churches and monasteries. He helped to spread the works of Cicero, Homer, and Virgil to Western Europe. He was particularly known for his sonnets and lyrics.

**Check for Understanding** On a separate sheet of paper, explain why Renaissance art and literature were different from that of the Middle Ages.
The Northern Renaissance

Standard WHL.13d
How did ideas of the Italian Renaissance change as they became adopted in northern Europe?
Who were important artists and writers of the Northern Renaissance?

Vocabulary Builder: complete (kuhm pleet) adj. entire or whole

The Renaissance began in Italy but soon spread to the rest of Europe. As northern Europe recovered from disasters such as the bubonic plague, wealth began to grow again. This economic growth supported the development of northern Europe’s own Renaissance.

The spread of the Renaissance was greatly affected by the invention of the movable type printing press. Around 1455, Johann Gutenberg of Germany printed the first complete edition of the Bible. In the past, books had been copied by hand, so few were available. With the new availability of books, as well as their lower cost, more people learned to read and many gained knowledge of new ideas and places. The printing revolution allowed information to be disseminated (spread) among educated Europeans.

Humanism influenced the Italian Renaissance and the Northern Renaissance, too. Northern Renaissance thinkers combined humanistic ideas with Christianity. Humanistic scholars of this time stressed classical learning and hoped to bring about religious and moral reforms, or change for the better. Northern Renaissance artists, like the Italian artists, portrayed both religious and secular, or non-religious, subjects in their works. For example, Flemish painter Jan van Eyck sometimes portrayed religious figures with a background of common people.

<table>
<thead>
<tr>
<th>NORTHERN RENAISSANCE WRITERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITER</td>
</tr>
<tr>
<td>Desiderius Erasmus</td>
</tr>
<tr>
<td>Sir Thomas More</td>
</tr>
</tbody>
</table>

Check for Understanding  On a separate sheet of paper, describe ways in which the Renaissance in northern Europe was similar to, and different from, the Italian Renaissance.
SOL Quiz 14: Standard WHI.13

Directions

Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. The Church's rule against lending money and charging interest—
   A. led to a decrease in trade
   B. bankrupted merchants
   C. did away with the use of coins
   D. led to the rise of banking houses

2. The Italian city-states—
   A. were controlled by families of the merchant class
   B. were governed by a single absolute ruler
   C. traded only among themselves
   D. struggled economically during the Renaissance

3. The Prince was—
   A. a painting that used realism
   B. a book that told rulers how to gain and keep control
   C. a manuscript copied from Greek and Roman times
   D. a painting that blended religious figures with worldly themes

4. People who studied Greek and Roman culture and used it to understand their own times were known as—
   A. patrons
   B. scholars
   C. humanists
   D. culturalists

5. Wrote The Praise of Folly to express concerns about the decline of ethics
   - Wanted a translation of the Bible in the vernacular

   The description above best fits which Renaissance thinker?
   A. Sir Thomas More
   B. Desiderius Erasmus
   C. Leonardo da Vinci
   D. Francesco Petrarch
SOL Final Outcome Test

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. Created cave drawings to record events
   Hunter-Gatherer Societies of the Old Stone Age
   Used fire to warm themselves and to cook
   Developed spoken language

   Which characteristic best replaces the question mark?
   A. Lived in villages of hundreds of people
   B. Lived in clans of 20–30 people
   C. Made houses of mud bricks
   D. Wove cloth from animal hair

2. During the Neolithic Era, people—
   A. made the first tools from stone and wood
   B. made tools from bronze and iron
   C. settled in the first permanent communities
   D. discovered the land bridge that connected Asia and North America

3. The study of past people and cultures through their material remains is called—
   A. ecology
   B. archaeology
   C. anatomy
   D. astronomy
4

- Written law code in Babylon
- Nearly 300 laws
- Carved on a stone pillar

Which of the following best replaces the question mark?
A Ten Commandments
B Napoleonic Code
C Code of Justinian
D Code of Hammurabi

5

- Religion based on the powers of nature
- Worshipped Astarte, the goddess of fertility and love, and El, father of the gods
- Sacrificed first-born humans and animals

These characteristics best describe the religion of which civilization?
A Phoenician
B Chinese
C Indus
D Egyptians

6 Which city did the Hebrews make their capital?
A Babylon
B Thebes
C Jerusalem
D Byblos

7 Which empire conquered Babylon and then became the largest in the world?
A Akkadian
B Gupta
C Mauryan
D Persian
8  • Created cities with wide streets and rectangular city blocks
• Built mud brick buildings with plumbing and sewer systems
• Himalayas and Hindu Kush mountains discouraged contact with other people

These characteristics best describe which civilization?
A  Egyptian
B  Indus
C  Sumerian
D  Phoenician

9  Which religion began in India but eventually declined in importance there?
A  Buddhism
B  Confucianism
C  Hinduism
D  Taoism

10  The Silk Road was opened during the—
A  Shang dynasty
B  Han dynasty
C  Zhou dynasty
D  Qin dynasty

11  What were the Greek and Roman names for the leader of the gods?
A  Apollo/Apollo
B  Ares/Juno
C  Zeus/Jupiter
D  Artemis/Zeus
12 The Peloponnesian War was a war between—
   A Athens and Persia
   B Persia and Sparta
   C Athens and Sparta
   D Greece and Troy

13 Homer's *Iliad* and *Odyssey* are epic poems about the—
   A Trojan War
   B Persian War
   C Peloponnesian War
   D battle of Chaeronea

14 Which leader conquered Persia?
   A Alexander the Great
   B Pericles
   C Draco
   D Phillip II

15

This timeline shows some of the major events of the—
   A Trojan Wars
   B Punic Wars
   C conquests of Alexander the Great
   D conquests of Julius Caesar
16. • Migration of farmers to the cities
• Gaps between classes
• Political discord
• Inflation

The items in this chart best describe the reasons for the—
A. Punic Wars
B. end of the Pax Romana
C. fall of the Western Roman Empire
D. decline of the Roman Republic

17. _____ laid the foundation for a strong, stable Roman government. His reforms included creating jobs for the unemployed and issuing new coins to encourage trade. His reign was the _____.

Which of the following best replaces the question marks in the above passage?
A. Augustus Caesar, beginning of the Pax Romana
B. Julius Caesar, peak of the Roman Empire
C. Pompey, peak of the Roman Empire
D. Marcus Aurelius, beginning of the Pax Romana

18. Which religion has its roots in Judaism?
A. Buddhism
B. Christianity
C. Hinduism
D. Roman mythology
19 Ptolemy influenced Western civilization because of his—
   A concepts of basic algebra
   B theory that the earth was the center of the universe
   C contributions to Roman engineering
   D theory that the stars can be used for navigation

20 Who decided to split the Roman Empire into two parts?
   A Marcus Aurelius
   B Diocletian
   C Constantine
   D Maximilian

21 Which city was the capital of the Eastern Roman Empire after 330 C.E.?
   A Rome
   B Athens
   C Alexandria
   D Constantinople

22 The Byzantine Empire regained parts of Spain, North Africa, and Italy under
   the rule of—
   A Constantine
   B Justinian
   C Diocletian
   D Vladimir
What architectural landmark best replaces the question mark?

A. Hagia Sophia  
B. Pantheon  
C. Dome of the Rock  
D. St. Basil’s Cathedral

24 The Great Schism refers to the—

A. division of the Roman Empire into two parts  
B. earthquake that destroyed Constantinople  
C. split between eastern and western Christianity  
D. split between Sunni and Shiite Muslims

25 Vladimir of Kiev influenced the history of Russia by—

A. learning how to speak Latin  
B. joining the Russian military  
C. converting to Orthodox Christianity  
D. translating the Bible into Slavic languages
26 In order to read the Qur'an, Muslims must learn—
   A Arabic
   B Greek
   C Hebrew
   D Latin

27
   • Converted to Islam
   • Great Mosque built here
   • Capital under the Umayyad caliphs

Which city is best described by the characteristics listed above?
   A Jerusalem
   B Baghdad
   C Medina
   D Damascus

28 The numerals we use today are called Arabic numerals because—
   A Arab mathematicians developed this system of writing numbers
   B Arab merchants introduced this system of writing numbers to Europe
   C Arabs were the first people to create a number system
   D Arabic numerals are based on letters in the Arabic alphabet
29 The period from 500 A.D. to 1500 A.D. is called the—
   A Pax Romana
   B Renaissance
   C Middle Ages
   D Early Modern Age

30 During the Middle Ages, the Roman Catholic Church—
   A declined in importance and authority
   B controlled religious life, but had no political authority
   C became the unifying force in Western Europe
   D converted few people to Christianity

31 In feudal society, the people who worked the land were called—
   A lords
   B vassals
   C fiefs
   D serfs

32 Which group reunited Western Europe after it had been broken into small kingdoms by the Germanic tribes?
   A Franks
   B Slavs
   C Saxons
   D Vandals
33 Which Germanic king did Pope Leo III crown emperor of the Romans?
   A Clovis
   B Charlemagne
   C Charles Martel
   D Carloman

34 Which of the following best replaces the question mark as the title of this chart?
   Trade was disrupted
   Feudal system was strengthened
   Castle fortresses were created

   A Effects of the Spread of Christianity
   B Effects of Invasions by Germanic Tribes
   C Effects of the Rule of Charlemagne
   D Effects of Monastic Life in the Middle Ages

35 What was the main reason that castles were built during the Middle Ages?
   A To provide enough room to house royal families and their servants
   B As a sign of social status
   C To provide protection from invaders
   D To house universities

36 Japan was protected from invasions by—
   A great mountain ranges
   B seas
   C deserts
   D thick rainforests
37 As Buddhism was introduced to Japan—
A it replaced the traditional religion of Shinto
B it was rejected by most Japanese people
C it had little effect on Japanese culture
D it coexisted with the traditional religion of Shinto

38 Which of the African kingdoms shown lasted the longest?
A Songhai
B Axum
C Ghana
D Mali
39 Which religion replaced Christianity in North Africa in the late 600s?
   A  Buddhism
   B  Hinduism
   C  Islam
   D  Shinto

40 Which civilization in the Americas used a quipu to keep records?
   A  Aztec
   B  Mayan
   C  Inca
   D  Olmec

41 Which of the following developed a hieroglyphic writing system?
   A  The Maya only
   B  The Maya and the Aztec
   C  The Maya and the Inca
   D  The Aztec and the Inca

42 Which of the following civilizations used both a solar calendar and a ritual calendar?
   A  The Maya only
   B  The Aztec only
   C  The Inca only
   D  Both the Maya and the Aztec
43 The Crusades started because—
   A Venetian merchants wanted help in fighting their trade rivals
   B Vikings were invading lands of the Byzantine Empire
   C Muslim missionaries were trying to spread their faith to Europe
   D Seljuk Turks were blocking pilgrimage routes to Jerusalem

44 One effect of the Crusades was—
   A an increase in religious tolerance
   B the spread of Islam in Europe
   C an end to the schism in Christianity
   D an increase in trade throughout the Mediterranean and Middle East

45 Which of the following statements about Mongol rule is true?
   A The Mongols did not require conquered lands to pay tributes.
   B The Mongols tolerated the religions of the lands they conquered.
   C The Mongols were unable to achieve political stability in their empire.
   D Mongol rule led to a decrease in trade.

46 The bubonic plague of the fourteenth century was known as—
   A Rat Fever
   B Flea Fever
   C the Black Death
   D the Bloody Death
47. What answer best describes another effect of the bubonic plague during the Middle Ages?
A. Increase in production of goods
B. Increase in Church influence
C. Freedom from feudal obligations
D. Decrease in prices

48. Who translated ancient Greek and Arabic works into Latin during the Middle Ages?
A. Aristotle and other great philosophers
B. Students at universities
C. Church scholars
D. Members of the nobility

49. Which work of art best replaces the question mark?
A. The Last Supper
B. The Praise of Folly
C. The Prince
D. Pietà
50  Northern Renaissance

Desiderius Erasmus  Sir Thomas More  ?

Which of the following best replaces the question mark?
A  Michelangelo Buonarroti
B  Niccolò Machiavelli
C  Francesco Petrarch
D  Jan van Eyck

51  Which invention was most important in spreading the Renaissance to northern Europe?
A  Compass
B  Steam engine
C  Printing press
D  Astrolabe

52  During the Ice Age, a land bridge may have allowed early humans to cross from—
A  Africa to South America
B  Asia to Australia
C  Europe to North America
D  Asia to North America

53  An early civilization called Nubia formed along the—
A  Euphrates River
B  Nile River
C  Mediterranean Sea
D  Tigris River
54. The geography of Greece led the Greeks to become skilled—
   A. sailors
   B. farmers
   C. artisans
   D. hunters

55. Rome’s geographic location—
   A. isolated it from other areas
   B. made unification difficult
   C. made farming difficult
   D. was ideal for trading

56. Islam began in—
   A. North Africa
   B. Arabia
   C. Persia
   D. Spain

57. During the Middle Ages, North African trade routes expanded after—
   A. traders found ways around the Sahara Desert
   B. traders began to sail around Africa
   C. horses were used for transportation
   D. camels were used for transportation
Which early civilization was located south of the equator?
A Olmec  
B Maya  
C Inca  
D Aztec

What did the religions of the Mayan, Aztec, and Inca civilizations have in common?
A They were polytheistic.  
B They played a small role in the lives of the people.  
C They believed in performing rituals but did not build temples to their gods.  
D They believed in one, all-powerful god.

In Athenian democracy, who had citizenship?
A Landowning men only  
B Landowning men and women  
C All men except slaves  
D All native-born men over the age of 30
61. In the Roman Republic, full citizenship was given to—
   A landowning men and women
   B patrician and plebeian men and some conquered people
   C only patrician men
   D all men over the age of 18

62. | Goods    | Traded From   |
    |----------|--------------|
    | Gold     | West Africa  |
    | ?        | Indian Ocean |
    | Porcelain| China and Persia |
    | Amber    | Baltic region |

Which item best replaces the question mark?
   A Salt
   B Silver
   C Paper
   D Spices

63. Which country developed the process for manufacturing silk?
   A China
   B Egypt
   C India
   D Persia
64 The Magna Carta in England—
A increased the power of the monarch
B limited the power of the monarch
C increased the power of the Church
D limited the power of the Church

65 Which two countries fought each other in the Hundred Years' War?
A Spain and Portugal
B France and England
C France and Spain
D Portugal and France

66 After the Reconquista, Spain—
A became a unified state
B was split into many small Christian kingdoms
C was divided between Christians and Moors
D became a largely Muslim state

67 What happened to trade after the Crusades?
A It decreased because traders feared for their safety.
B It decreased due to economic problems caused by the Crusades.
C It increased because people wanted the products they had seen during the Crusades.
D It decreased because people increased production of their own goods and had less reason to trade.
68 Which of the following economic practices was condemned by the Church in the Middle Ages?
A Charging interest  
B Lending money  
C Bartering  
D Printing money

69
- The end justifies the means.
- Rulers should do good if possible, but must be evil when necessary.
- Rulers should do anything necessary to achieve and maintain absolute power.

These statements best reflect the ideas of—
A Francesco Petrarch  
B Desiderius Erasmus  
C Sir Thomas More  
D Niccolò Machiavelli

70
- Were sea ports in northern Italy
- Located on trade routes connecting markets in Europe with the Middle East and North Africa
- Acted as distribution centers to northern Europe
- Developed banking networks

These characteristics best describe—
A Naples and Rome  
B Venice and Sicily  
C Flanders and Milan  
D Genoa, Florence, and Venice