**ISLAM NOTES**

**What is Islam?**

* A religion
* 1.9 billion people practice Islam (total population is 7 billion people)
* People who practice Islam are called Muslims
* Islam means “peace through submission to god
* Islam began in the Arabian Peninsula, after the prophet Muhammad heard messages from god**.**

**What do Muslims believe?**

* Islam is a **monotheistic** religion. This means that Muslims believe in one god
* Muslims use the Arabic word for god, Allah.
* The holy book of Muslims is called the Koran (Qur’an). The Koran includes many stories from the Bible as well as messages delivered to the prophet Muhammad
* Muslims believe Jesus was a prophet, but was not divine, and did not die for their sins
* Muslims believe that Muhammad was the last prophet.

**What are Muslim practices?**

* Muslims pray in a mosque
* The most sacred mosque in Islam is called the Kaaba which is in Mecca
* The holy day of Islam is Friday
* The Koran forbids Muslims from eating pork and drinking alcohol
* Muslims must fulfill the five pillars of Islam.

1. **Shahaadah (Testimony of Faith)**

* Declaration of Faith; There is no god except Allah, Muhammad is the messenger of Allah

1. **Salat (Prayer)**

* Praying 5 times a day, facing the holy city of Mecca. Before praying, Muslims must wash their hands and feet.

1. **Zakat (Charity/almsgiving)**

* Giving charity (about 2.5% of savings) to charity, perhaps for the poor.

1. **Sawm (Fasting)**

* Muslims must not eat food or drink alcohol during the month of Ramadan during daylight

1. **Hajj (Pilgrimage)**

* Muslims must make the pilgrimage (journey) to Mecca at least once in their lifetime, if they can afford to

**How did Islam begin?**

*Introduction*

Islam began in **Mecca**, a city in the **Arabian Peninsula**, which is a part of Southwestern Asia. The city of Mecca was located in a dry, rocky valley in the west. Mecca did not have agriculture; there was very little farming possible. Instead, Mecca became wealthy because it was a center of **trade**. Merchants traveling along trade routes stopped at the city’s market and inns. They bought spices, sheepskins, meat, dates, and other products from townspeople. Merchant families grew wealthy through trade. Over time, a handful of families had come to rule the city. These families would not share their wealth with the weaker, poorer clans who lived there.

Mecca was also a religious center. According to the Koran, Abraham had built the cube-shaped shrine, the Kaaba, centuries before, to honor God. Most Arabs followed **polytheism**, and the Kaaba had hundreds of idols (statues of different gods). People from all over the Arabian Peninsula came to worship at Mecca.

*Birth of Muhammad*

Around 570 C.E., a boy named **Muhammad** was born in Mecca. After his mother died, Muhammad’s uncle, a merchant, took care of Muhammad. As a boy, Muhammad was a shepherd, and took care of his family’s flocks of sheep and goats. When he got older, he became a successful merchant, like his uncle. When Muhammad was 25, he married Khadija, a widow who owned a successful trade business.

For the next 15 years, Muhammad worked as a merchant. He also cared about spirituality. He often spent time praying and meditating in the mountains around Mecca. He was concerned about the effects of wealth and the worship of the idols on his city. He believed the wealthy were greedy should have been doing more to help the poor.

*Origins of Islam*

In about 610 C.E., when Muhammad was 40, he went to meditate in a cave in the mountains. There, according to Islamic teachings, the angel Gabriel visited Muhammad. Gabriel told Muhammad, “You are the messenger of God.” At first Muhammad feared that he might be going crazy. But Khadijah supported Muhammad and told him that she believed that Allah had chosen him as a **prophet** to spread Allah’s words to the people.

Gradually, a small group of followers of Islam (Muslims) developed at Mecca. For Muslims, Islam was a way of life and the basis for creating a fair society. For example, at the time women had few rights. Muslims granted more rights to women.

Around 613 C.E., Muhammad began to speak to other people in Mecca. He taught that people must worship one God, Allah, that all believers in God were equal, and that the rich should share their wealth. He urged people in Mecca to take care of the poor and to improve the rights of women. Some members of Muhammad’s family became Muslims. People from other families joined him also.

Most people of Mecca, however, rejected Muhammad’s teachings. Mecca’s leaders did not want to share their wealth. They also feared that if Muhammad grew stronger, he would take power away from them. Muhammad’s **monotheistic** teachings also angered people who did not want to stop believing in many gods.

To stop the spread of Muhammad’s teachings, some people called Muhammad a liar. Some people attacked his followers. Despite this treatment, the Muslims would not give up their faith. As Muslims came under more attacks, Muhammad looked for a new home. In 622, Muhammad and his followers left Mecca and traveled to the city of Medina on a journey known as the **hijrah** (HEEJ-rah). Medina was a city ready to accept Muhammad and Islam. In Medina, Muhammad created a new Muslim community as more people converted to Islam. Although they did not follow Islam, Muhammad asked Muslims to respect Christians and Jews. They, like the Muslims, believed in the one god.

By 630, Muhammad had gained many followers of Islam. He and his followers returned to Mecca and defeated those who opposed him. After this time, Islam continued to grow and spread across the Arabian Peninsula.

**What happened after Muhammad died?**

* After the death of Muhammad, Islam faced a crisis
* Muhammad had no sons to lead after him, and did not leave instructions on how to choose next caliph, or leader of Islam
* Muslims split into two sects, or groups because they disagreed on how to choose a leader.
  + Sunni
  + Shia

**What did Sunni Muslims want?**

* The Sunni believed that the next caliph of Islam should be chosen by the Muslims
* This person would be the person most qualified person for the job
* Sunni Muslims wanted Abu Bakr, one of Muhammad’s closest advisors to be the next caliph

**What did Shia Muslims want?**

* The Shia believed that the next caliph of Islam should be someone directly descended from Muhammad
* It was a normal custom at the time to pass down leadership through male family members
* They wanted Sonni Ali, Muhammad’s son-in-law to become the next caliph

**What happened between the Sunni and Shia?**

* Fighting continues between the Sunni and Shia even today.
* By the mid-600s, the Sunni, who were larger in number, had control
* Despite the violence between the two denominations, throughout this time, Islam began to spread quickly through Europe, Asia, and Africa

**Why did Islam spread so quickly?**

* Life in the desert was harsh.
* People lived nomadic lives, they moved from place to place in search of food and water.
* People stopped at towns to trade
* The caliphs wanted to spread their empire both politically and religiously
* They used military force and often faced weak empires
* To many Muslims, this signaled god’s support for Islam, and they were able to gain support of conquered people
* Islam also appealed to many people.
  + Basic Beliefs
  + Equal Rights
  + Rights for Women
  + Charity
* Some people were forced to convert to Islam
* Others were required to pay taxes if they did not convert
* Muslims had good relations with conquered “People of the Book”
  + Jews and Christians

**What was the Golden Age of Islam?**

* **During the Golden Age of Islam, Muslims made advances in economics, art, literature, and science**

**What achievements did Muslims have during the Golden Age?**

* Economics- Muslims built a vast trading network across the Muslim world and beyond.
* ART- Muslims artists perfected skills in calligraphy and arabesque
* In Jerusalem, Muslim architects built the Dome of the Rock, a great shrine capped in magnificent dome.
* Arab writes wrote fables and told tales
* Muslims made advances in Mathematics, Astronomy and Medicine
* The greatest Muslim mathematician is al- Khwarizmi, who pioneered the study of Algebra.
* Muhammad al-Razi was a famous physician, who wrote many medical books and studies small pox and measle

|  |  |  |  |
| --- | --- | --- | --- |
| Fill in the chart below with information from the readings and your notes. | | | |
|  | **Judaism** | **Christianity** | **Islam**  (Hint! Start with your notes to fill in this section) |
| Name for people who practice the religion | **Jews** | **Christians** | **Muslims** |
| Holy Book | **Torah** | **Bible** | **Koran** |
| Holy Day | **Saturday** | **Sunday** | **Friday** |
| Place of Worship | **Synagogue** | **Church** | **Mosque** |
| Key Beliefs | * **One God (Adonai)** * **Came from Abraham** * **Follow 10 commandments** | * **One God** * **Jesus died for their sins** * **Trinity (Father, son, and the holy ghost)** * **Follow 10 commandments, Bible** * **Came from Abraham** | * **One God (Allah)** * **Muhammad is the most important prophet of God** * **Jesus was a prophet** * **5 Pillars of Islam** |
| Sects (groups within the religion) | **Reform**  **Conservative**  **Orthodox** | **Methodist, Baptist, Catholic, and many more!** | **Sunni, Shia`** |
| Practices and Rituals | **Observe Shabbat (Sabbath)**  **Fasting on Yom Kippur**  **Rosh Hashanah**  **Bread and Wine**  **Dietary rules--No pork** | **Confession of sins**  **Go to church on Sunday**  **Baptism**  **Communion** | **Fasting**  **Praying**  **Giving to charity**  **Dietary Rules-- No pork or alcohol** |

**Africa Notes**

**Geography of Africa**

* Africa is a land of many landscapes, from lush rainforests , to tropical savannas, to deserts that stretch for hundreds of miles
* There is more to the land of Africa than you think!
* Africa is the second largest continent
* Africa covers 1/3 of all the worlds surface

**Climate Zones of Africa**

* The geography of Africa is diverse and has many different types of climates
* Major Climates of Africa
  + Rainforest
  + Desert
  + Savanna

**Climate Zones of Africa- Savanna**

* Africa’s largest climate zone is the Savanna
* The Savanna is a large grassland that has good soil which allows people and animals to survive off the land

**Climate Zones of Africa- Desert**

* The Sahara desert is the largest desert in the world.
* It covers most of North Africa
* The desert made travel difficult for many years for the people in North Africa

**Natural Resources of Africa**

* Africa is a land full of natural resources
* Gold, copper , Iron and salt were all valuable to people
* Later on in Africa’s history, ivory and diamonds will become important resources as well

**Spread of Islam**

* During the Middle Ages, Muslim traders spread Islam into North Africa
* Islam replaced Christianity as the dominate religion of North Africa
* North Africa benefited from the Muslim civilization and culture
  + Mosques
  + Libraries
  + Trade Network
* Muslim traders from North Africa spread Islam into West Africa

**Gold and Salt Trade**

* There were two main products that dominated Saharan Trade- Gold and Salt
* Salt was needed to prevent dehydration . Some areas had a lot of salt. Many people even built their homes with salt
* Yet, in other areas, there was not enough salt- which made it a valuable item for trade
* Gold was another important commodity, or item, which was abundant in West Africa
* Men dug up the soil, while women washed the soil to extract the gold. The gold dust was then stuffed into feather quills to safely transport it

**Kingdoms of West Africa**

* 3 kingdoms dominated the Salt and Gold trade during the Middle Ages
* These kingdoms were:
  + Ghana
  + Mali
  + Songhai

**The Gold Wealth of Ghana**

* This kingdom is locate in what is Southern Mauritania and Western Mali today
* Ghana is first mentioned in texts in 830 CE but is believed to have begun much earlier
* The rulers of the Soninke village united many farming villages to create the kingdom of Ghana
* Around the 800s, the introduction of the camel as a form of transport changed the kingdom
* Now goods could be traded
* The extensive gold, salt, and ivory of West Africa was sent North to be traded for manufactured goods
* Ghana grew extremely wealthy because of its trade
* Its economy was based mostly on merchants
* Ghana developed a system to tax the goods that came through the kingdom
* Ghana was known as “the land of gold”
* It is said that though the king was a just ruler, he hoarded a lot of his wealth
* It is said that he kept all the gold nuggets and allowed his people only to have gold dust

**Decline of Ghana**

* Due to a lack of sources it’s difficult to know exactly how Ghana began to decline
* Probably occurred around 1076 when they were attacked by another empire
* The remains of Ghana became a part of the next major trading kingdom- Mali

**The Kingdom of Mali**

* After the fall of Ghana, the Mandinka trive on the upper Niger suffered a bitter defeat by a rival leader. Their king and all but one of his sons were executed.
* The only survivor was Sundiata, who by 1235 had crushed his enemies and founded the Kingdom of Mali.
* Mali was an important kingdom from the 1200s-1600s
* Mali is an Arab word that means “where the king dwells.”
* Mali began to control the Gold and Salt Trade
* They had three large gold mines within their territory
* It became the world’s leading source of gold

**Mali Under Mansa Musa**

* The greatest emperor of Mali was Mansa Musa who took the throne in 1312
* Mansa-Musa reigned for25 years. He worked to ensure peace and order, he expanded Mali’s borders
* He converted to Islam and based his system of justice on the Quran.
* In 1324, Mansa Musa fulfilled one of the five pillars of Islam by making the hajj, or pilgrimage to Mecca.
* Through his pilgrimage, he showed his devotion to Islam and developed strong economic and political relations with other Muslim states
* The Hajj made Mali well known and increased its wealth
* Timbuktu became a leading center of learning

**Decline of Mali**

* Around 1610, an important ruler of Mali died
* It is said that his three sons fought over control of the kingdom
* This broke the kingdom apart

**Songhai- A New Empire**

* In 14th century Songhai became the new trading empire in West Africa.
* The soldier king Sonni Ali used his army to build a largest state that has ever existed in West Africa.
* He did not adopt the religion of Islam, he followed traditional African beliefs.

**Songhai Grows**

* Songhai became the largest trading kingdom
* Songhai was able to maintain its power over trade because of a strong military
* They established a clan system
* The clan you belonged to determined your job
* Soon after his death, the emperor Askia Muhamad set up a Muslim dynasty.
* Askia Muhammad also made a pilgrimage to Mecca.
* He encouraged the development of Timbuktu as an important center of learning
* He was known for giving to the poor

**Songhai Falls**

* Songhai prospered until the mid 1600s
* Civil War began to tear Songhai apart
* Morocco invaded upon a weakened Songhai

**MESOAMERICA NOTES**

**What does Mesoamerica mean?**

* Meso= Middle
* America= North and South America

**Where is Mesoamerica located?**

* Mesoamerica is located in the region that is now Mexico and Central America

**Who were the Maya?**

* The Maya were a people that lived in present day Mexico
* They flourished from 300 AD- 900 AD
* The Maya did not have an empire, they lived in a series of city-states

**How did they farm?**

* Mayan farming methods were very advanced.
* Slash and Burn Farming — Maya cut down the plants in the rainforest, burned them and used the resulting field to plant in. They used the ashes as soil nutrition.
* The Mayan’s complex farming system produced enough corn or maize and other crops to support the growing city.
* Mayan crops included: corn, squash, and beans

**What were Mayan achievements?**

* The Maya made many advances
* Math— Developed the concept of zero
* Architecture- Built great pyramids topped with temples to the gods in the capital city of Tikal
* Astronomy- Charted the movement of the sun, moon, planets, and stars, and used what they learned to create an accurate 365-day calendar
* Writing- Developed a hieroglyphic writing system and kept records

**Why did the Maya decline?**

* The cause of Maya decline is unknown but scholars have theories
* Environmental damage due to overuse of natural resources
* Warfare over competition for land that destroyed crops
* Abuse of power by kings causing rebellions

**The Inca**

The Incan Empire began around 1400 AD high in the Andes Mountains of South America. They were not a mesoamerican civilization, but shared similar characterisitics.The empire declined in the mid 1500s. Much like the Mayans, the Incas had a very complex society. The social structure of the Incas was very inflexible. The leader of the empire was a man called the ‘Inca’. The Inca was thought to be a direct descendant of god and had absolute power in society. **Pachacuti**, a skilled warrior and leader, was the founder of the Incan empire. He declared himself both emperor, and a god. At the very bottom of the social ladder were the common people. These common people were forced to build an extensive system of roads and farmlands throughout the Andes.

Agriculture was tough business in the Andes Mountains. Flatlands were rare. So, they simply created flat land by building steps of land for agriculture down the mountainside. This system of carving up the mountains was called **terraced farming**. This was great for irrigation, or the watering of soil. Instead of rainwater running down the mountainside, the Inca channeled it through each step. They also built aqueducts to carry water where it was needed. The Incas grew corn and potatoes, and raised llama and alpaca for food and for labor.

The Inca also created one of the greatest road systems in history. Their paved roads allowed armies and news to move quickly throughout the long empire. At regular stations, runners waited to carry messages throughout the empire. While they didn’t have a written language, the Inca developed an advanced system of recording information. To carry messages along their great road system, the Incas developed a system of writing using a series of knots on string. This system was called **Quipu** (Kwee-Pu). The type of knot, color of string, and number of knots all symbolized different information for travelers.

**Who were the Aztecs?**

* The Aztec were a people that lived in present-day Mexico from 1350-1519 about 300 years after the Maya.

**What was the capital of the Aztecs?**

* The capital city of the Aztecs was Tenochtitlan
* Tenochtitlan was located on an island in Lake Texcoco
* At the height of the empire, Tenochtitlan held 30,000 people, and the empire held 30 million!
* According to Aztec legend, the gods had told them to search for an eagle perched atop a cactus holding a snake in its beak.
* They finally saw the sign on a swampy land island in Lake Texcoco.

**How did the Aztecs farm?**

* The Aztecs built chinampas, artificial islands made of earth piled on reed mats that were anchored to the shallow lake beds. On these floating gardens, they raised corn, squash and beans.

**What was the Aztec religion?**

* The Aztecs were polytheistic and believed that their gods controlled things such as drought, darkness, rain, and happiness.
* Their most important god was Huitzilopochtli, the sun god.
* The Aztecs believed that in order to give the sun the power to rise each day, they had to offer the hearts of tens of thousands of victims to the sun god. Most of the victims were prisoners of war
* The Aztecs went to war regularly in order to use the captured soldiers as a source of sacrifice victims

**What were Aztec achievements?**

* In addition to the construction of the great city of Tenochtitlan and chinampa farming, the Aztecs had many achievements.
* Doctors learned to set bones and dentists learned to treat cavities
* Engineers created bridges to connect the island capital together.
* They developed an accurate calendar
* Their army expanded the Aztec empire.

**The Age of Exploration**

* As methods of transportation increased, people started to wonder what existed outside their countries
* In 1492 Columbus was the first explorer to set out in hopes of reaching the “New World”
* He sparked a series of explorers who wanted to make a name for themselves as he had
* These new travelers became known as Conquistadors

**God, Glory, Gold**

* There were 3 main draws for explorers:
* God- Explorers hoped to gain fame and make a name for themselves and their countries
* Glory- Explorers wanted to spread the religion of Christianity
* Gold- Explorers wanted to grow wealthy from their travels and find new sources of income in the new lands

**Cortes and the Aztecs**

* Cortes was one of the first Spanish conquistadors
* In 1519 he arrived in Mexico with 600 men, 16 horses , and a few cannons
* He headed for Tenochtitlan- the famous city of the Aztecs
* Along his way Cortes met Malinche, she was a young Indian woman who became his translator and helped him gain allies with other Indian groups
* Moctezuma was the leader of the Aztecs and thought that Cortes may be a god because of old prophecies
* Moctezuma welcomed Cortes into the city but fighting still broke out due to Cortes’s greed and desire for the wealth of Tenochitilan
* The Aztec city was destroyed and soon after most of the Aztecs were killed

**Pizarro and the Incas**

* Inspired by Cortes’s success, Francisco Pizarro arrived in Peru in 1532
* By gaining Indian allies, Pizarro captured the leader of the Incas, Atahualpa
* Even after the Incas paid the ransom Pizarro had requested to set Atahualpa free, Pizarro slaughtered him
* Pizarro quickly defeated the Incas

**Reasons for Conquistador Success**

* + **Disease**- Europeans introduced many new diseases to the Americas that killed thousands of Indians
  + **Weapons**- Europeans had horses that frightened the Indians they also had guns and more advanced armor such as metal which protected the Europeans
  + **Internal fighting between Indian groups**- The Europeans played upon the conflicts between and turned them against one another
  + **Religious beliefs of Indians**- Some Indian prophecies foretold the “End of Times” and many Indians believed that is what the Europeans signified



**CHINA AND JAPAN NOTES**

**Emperor Qin**

* China had a long history of conflict over land
* There were many groups that wanted to control China
* In 221 BC a new leader united all of China
* His name was Qin (pronounced Chin)
* Qin came to power and took the throne at the age of 13

**Qin and the Great Wall**

* China shared a border with the neighboring country of Mongolia
* The Mongolians were fierce fighters and a threat to China’s safety
* Qin built the Great Wall of China to protect China from invaders to the North
* The wall took 100s of years to complete
* It is said that thousands of people worked on the wall
* Thousands of these people also died while working on the wall and are now buried in it
* Many other Chinese dynasties (family of powerful leaders) added to the Great Wall of China, expanding its length beyond what Emperor Qin had built
* The wall was meant to keep out invaders, as well as small groups of nomads from the North who wished to steal from small villages.
* It was successful at scaring the small groups and protected many of China’s small villages.

**Mongol Invasion**

**1 Genghis Khan**

**Many people think of Genghis Khan as a tyrant and bloodthirsty villain**. During his lifetime he killed around 40 million people. However, his accomplishments were nothing short of extraordinary. During his lifetime he conquered more territory than any other leader in history. His successors went on to establish the **largest empire** that the world had ever seen. No matter how he is viewed, Genghis Khan was a charismatic and dynamic leader whose influence can be felt today throughout Asia and even in parts of Europe.

**2 Early Life**

That Genghis Khan could have earned such prominent place in history is remarkable given that the first three decades of his life were fraught with hardship. Genghis Khan was the son of a Mongol chief. He was born in 1167 and was given the name Temujin which means “iron.” Legend says that when Temujin was born he was clenching a blood clot in his fist. The Mongols believed that symbol meant he was destined to be a great warrior.

**3 Unity among the Mongols**

By 1206, Temüjin had managed to unite or subdue several big nomadic tribes and small countries. He united the different Mongol tribes and became known **“Genghis Khan,” or the “Universal Leader.”** In order to create unity among the Mongols, **Ghengis Khan created an official writing script for his empire. He also allowed people in his empire to have some freedom of religion. This encouraged people of various religions, including Muslims, to participate in the rule and benefit of the empire**. He relied heavily on intelligence gathering, rapid communication through a system of horse riding messengers, and educated and wise advisers. In order to understand rival empires and to understand how to rule his own empire, he listened to teachers and advisers including religious teachers. He also encouraged the use of technology and weapons of the enemies he encountered, and he integrated foreign technicians into his army. In this way, he was able to conquer large cities. His realized that his army was now big and strong enough to attack the large more civilized empires to the west, south and east.

**4 Genghis conquers the Chinese**

Genghis Khan was a ruthless warrior. “Life's greatest joy,” Genghis Khan remarked, “is in victory: to conquer one's enemies, to pursue them, to deprive them of their possessions, to make their beloved weep, to ride on their horses and embrace their wives and daughters.” Genghis Khan was a very strong leader, which helped his army take over much of China. Genghis Khan's horsemen were feared throughout China. His army could travel up to **100 miles a day on horseback**, while the Chinese traveled by walking. The Mongolian army also used **bows and arrows to fight**, and were extremely skilled at shooting them on horseback. Genghis Khan also had brilliant military tactics. One tactic was a **fake retreat**. Genghis Khan and his army would pretend to turn away from the oncoming Chinese army. When the Chinese believed the Mongols were retreating, Genghis would order his army to turn back and fight when his enemies were most weak. When Genghis Khan defeated a group, he murdered the leaders, but **invited the warriors of his enemies to join his own army**, thus expanding his territory and the size and skill of his army.

After Genghis Khan died, his **grandson Kublai Khan** continued to take over much of China. Kublai Khan began his own dynasty in China, the Yuan Dynasty and was the leader of much of China for many years.

**The Tang and Song Dynasty**

* The Tang and Song Dynasties restored culture and prosperity in China
* The Tang dynasty lasted for nearly 300 years between 618 A.D. and 907 A.D.
* Tang rulers created a more stable economy by giving land to the peasants and breaking up large pieces of land to reduce the power of their owners.
* The Tang had a highly organized government and employment system called the Civil Service System
* In this system, the government allowed anyone, even commoners, to take an exam. A high enough score on the exam meant a government job.
* Because of this system, the government became filled with highly qualified and intelligent people.

**Accomplishments of the Tang and Song Dynasty**

* During the Tang and Song Dynasties, the Chinese invented new technoloy and other items that improved the way they lived and our lives today
  + **Compass**
  + **Gunpowder**
  + **Block Printing/ Moveable Type**
* They traded with the West along the Silk Road, a trade Network that connected the East (China) with the West (Europe)
* Many goods and ideas were traded across the Silk Road

|  |  |
| --- | --- |
| From the West (Europe) to the East (China) | From the East (China) to the West (Europe) |
| * Furs * Perfumes * Glass * Bronze Weapons * Horses * Ceramics * Christianity and Islam | * Tea * Compass * Block Printing * Silk * Gun Powder * Paper * Buddhism |

**Silk Road**

THE MECHANT’S TALE

I am Nanivandak, a merchant from Samarkand, and a city under the rule of the Bagdad Caliphate (modern day Iraq).  I travel for many months from my hometown to Chang'an (in China) to buy and sell goods.  Along the route I meet many different people from all over Eurasia.  Yet, although we all come from various places, we all speak the language of the Silk Road - Arabic.  Ever since I was a young man, I have traveled to Chang'an.  I can even remember my first trip with my uncle.  We had to take the Northern Silk Road, rather than the Southern.  Other merchants and travelers warned us about the Tibetan troops near Kashgar.

The journey itself is dangerous.  The mountains though beautiful are full of pit falls and freezing temperatures.  As we move closer to the Tarim Basin in China the terrain and climate once again changes.  This spring the melting snows caused avalanches and icefalls.  The journey is not only hard on us, but also our animals.  We need to collect fresh horses and yaks every so often.  At times you have to deal with crooked horse traders, and pay more than you need.  Soon we will be exchanging our horses for camels.  Camels are the only animals that can carry the goods and us across the desert.  Yet, they are expensive, and we need to provide for their care on top of paying 14 bolts of silk for each animal.  We are held responsible for any injury or death that occurs to our camels.  I have seen my uncle willing to sacrifice a man or woman if it meant saving a camel.

My uncle and I whenever possible, travel with other merchants.  Safety in numbers is my uncle's motto.  When you hear enough horror stories about the lack of water, sudden windstorms and even sandstorms, you really believe in his motto.  Occasionally we come across the bones of small groups who broke away or decided to take a less traveled road.  The greatest threat is the bandits.

Once a small group of merchants left the caravan early to try to get a head start on business in the town.  They never made it.  They were ambushed, killed and the goods stolen by bandits.  At other times we can see how difficult it is to live along the route with abandoned towns, decaying bodies, human and animal bones.  It teaches you to listen and learn survival tactics.  We just came across a water well that contained salty water.  You couldn't drink it without boiling it.  My uncle boiled dough strings in the water that absorbed most of the salt, and made it drinkable.

Yet, the trip is worthwhile if we survive.  We take home the profits and more goods to be sold back to our homeland.  We brought with us brass, amber and coral to sell in Chang'an.  The Chinese officials used the brass for ornaments for the girdles on their official robes, while the Buddhist monks need the brass for their statues.  The Persian golden ornaments created by our native Samankands are all the rage in Chang'an.  Chang'an is a merchant's paradise.  The market place has 3000 stalls representing the 200 merchant guilds in the city.  The city is beautiful as will and fruit trees, as well as a beautiful lake surrounding it.  Soon with the help of the magnificent one, I will be there in the comfort and beauty of the city.

**Confucius the Wise**

* During the Tang and Song dynasties, much of government policy was based on a Chinese philosopher named Confucius
* Confucius was born during a time when China was being torn apart.
* He believed that if society is orderly and has good leaders things could improve.
* His teachings focused on respect for relationships and education
* Confucius believed that society functioned best if everyone respected laws and behaved according to their place in society
* Confucius taught that harmony resulted when people accepted their in society.

**Five Relationships**

* Confucius stressed 5 relationships

1. Ruler and Subject

2. Parent and Child

3. Husband and Wife

4. Older brother and younger brother

5. Friend and Friend

* The only equal relationship was friend to friend

**Government Role**

* Confucius also taught that it was a ruler’s responsibility to provide good government
* In return, the people would be respectful and loyal subjects.
* Confucius said that the best ruler was a virtuous one and that rulers should be well educated

**The history of foot binding**

Many people have looked at beautifully decorated silk shoes from [China](http://en.wikipedia.org/wiki/China) and wondered if they were for a child or a doll. They are surprised to find that these pairs of shoes, some of which are only a little over three inches in length were actually meant to be worn by grown women. But how could a woman get her feet that small? Extremely small feet were achieved through a process known as foot binding.

Foot binding was first practiced in about the 10th century. The process was a lengthy and dangerous one and many girls actually died from having their feet bound. The arch was often broken and the toes folded underneath and bound into place. This was started before a girl’s feet had time to fully form. The average age that girls began the process was anywhere from four to seven years of age. If a girl was lucky, the process would be performed during the winter. Cold weather could numb the feet and help to ease some of the pain.

The process of binding the feet to make them as small as possible would take years to complete. They were unwrapped often and cared for. It was not uncommon for gangrene to set in and for the flesh to rot in some areas. Foot care took place daily in rich families but may have only taken place once or twice a week in families that were less financially well off.

The ideal length for a woman’s foot was three inches long. Women who had longer feet were often considered less desirable and may not have been able to marry as well as women with perfectly bound feet. A woman who had her feet bound could walk on them although it was difficult. In fact, women who were from a higher social class were often more likely to have their feet bound since it showed that the family was affluent enough to afford servants to help the woman and they would not need to walk.

There have been many stories that explained the origin of foot binding. One legend states that Yao-niang, a **consort** of the ruler Li Yu had performed a dance on feet that had been wrapped in silk cloth. This type of foot wrapping was very similar to the toe shoes that ballet dancers wear today. It became desirable to have feet shaped like a crescent moon.

Foot binding in some form was practiced for approximately 1000 years. Women who were born as late as the 21st century had their feet bound although the practice was outlawed in 1949. Some women who had bound feet did remove their wrappings but this also caused great pain and left the women disabled. There are still women who are living in China today who have the distinctive small feet that were once so prized for a thousand years.

**Geography of Japan**

* Japan is located on an archipelago or chain of Islands about 100 miles off the Asian mainland and east of the Korean Peninsula.
* The surrounding seas have both **protected and isolated** Japan

**Religions of Japan**

**Shinto**

* This is the worship of the forces of nature spirits known as “kami”
* Shinto means “way of the gods”

**Buddhism**

* Began in India by a man named Siddhartha
* It was brought to Japan from China
* Buddhism is a religion that believes that life is full of suffering
* You should follow the eightfold path to reach Nirvana or happiness

**Cultural Borrowing**

* The Japanese borrowed many cultural traits from China
  + Rich Japanese spoke Chinese and dressed in Chinese clothing
  + Their cooks also served Chinese food on Chinese style dishes
  + Tea drinking and tea ceremonies were borrowed from China.
  + Japanese official and scholars wrote history with Chinese characters.

**Heian Period**

* This was the time period from 794-1185
* It was a time when Japan created its own culture
* Rich men and women lived in pavilions or garden court
* Rules of etiquette and manners were stressed.
* Beauty and elegance were very important.

**Feudalism in Japan**

* Feudalism is a political and military system in which you exchange land for loyalty and protection.
* In the 1100s, a feudal system developed in Japan

1. Emperor
2. Shogun and Daimyo
3. Samurai
4. Peasants
5. Merchants

Feudalism

1.1) The emperor was an important political and religious figure in Japan. However, by the 1100s, the emperor’s power was so weakened that Japan collapsed into civil war. Unable to control the lords (landowners) of Japan, the emperor lost his political power. A system of feudalism arose in Japan and lords and their private armies became very powerful.

1.2) By 1192, Japan’s most powerful lord or noble had the emperor appoint him as Japan’s “Supreme Military Governor” or Shogun. For the next 600 years, the Shoguns were the real rulers of Japan, while the emperors acted as mere figureheads. The emperor had high status, but had little political power. The Shogun stood at the top of the Japanese feudal system. He was the most powerful lord in Japan and a military dictator. 1.3) The highest nobles next to the shogun were the daimyos. A daimyo was a noble landowner or a lord. Daimyo controlled larges estates, or pieces of land. Daimyo also had private armies or armies of warriors fought for the daimyo. The daimyo gave land to warriors or samurai, which means “one who serves” in exchange for loyalty and protection. Samurai were warriors on horseback and fearless soldiers who carried swords. They believed that to die in battle was an honor. Samurai practiced the Code of Bushido.

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1.4) The Code of Bushido was the samurai’s code of honor. The Code of Bushido demanded that a samurai be loyal to his lord and brave. A samurai had to obey orders and practice self-discipline, or control over one’s feelings and actions. Many samurai practiced Buddhism because of its stress on meditation and devotion to duty. Honor was the most important thing in a samurai’s life. If a samurai lost his honor, he had to commit seppuku. He had to kill himself with his own sword. The Japanese believed that seppuku restored or brought back honor.

1.5) After the samurai, the next position on the hierarchy of feudalism were the peasants. The peasants were mostly farmers or fishermen, and they made up about 90% of the population. Since the peasants were the producers of food on which the whole population and all the feudal classes depended, they were considered an honorable class. The peasants were placed higher in the hierarchy and enjoyed more privileges than the merchants who sold goods in the market. The merchants made up the lowest class. They were not considered honorable as they did not produce anything themselves.

**Medieval Scavenger Hunt**

* Someone who works all day as a farmer to serve his lord: **Peasant/Serf**.
* The head of the Roman Catholic Church: **Pope**
* The lowest ranked of the lords: **Knight**
* A woman who has taken a vow of chastity and loyalty to the Church: **Nun**
* A man who is responsible for preserving ancient texts by recopying them carefully by hand: **Monk**
* A man trained in the art of battle to defend his lords and king: **Knight**
* A monk or nun who travels to convert others to Christianity: **Missionary**
* Someone who, by law, may not leave their land: **Serf**
* Someone who is often persecuted by Christians: **Jewish** **Person**
* The person directly under the pope in the Church: **Archbishop**
* A person who must divide his land (estate) into fiefs (smaller pieces of land) to give to the lesser lords: **Nobleman**
* Someone who often fights with the pope over who has the most power: **King**
* Someone who leads the local Church in prayer, guides the people in their spiritual lives, and helps them in troubled times: **Priest**
* A man of the Church who is below the archbishop but above the priest: **Bishop**
* A woman, also known as “lady” of the house, who must manage the estate when her husband is away serving his lord in battle: **Noblewoman**

**Europe in Medieval Times Notes 1**

**Medieval Times**

* As Roman Civilization declined, Europe became an isolated land of disunity, conflict and poverty.
* People no longer had the Roman Empire to unite and protect them
* Between 400 and 700, Germanic tribes carved Western Europe into small kingdoms.
* This signaled the beginning of the Medieval Period

**Feudalism**

* In Medieval Times, people lived difficult lives
* It took a lot of work to simply survive
* A political system called Feudalism was created to solve these issues
* Feudalism is:
  + A system where people pledge loyalty to a lord or powerful land holder and in return receive land and protection
* In Feudal society, people had distinct roles that they played
* At the top was the King
* Underneath the King were his nobles who he gave land to
* Nobles allowed knights, peasants , and serfs to live on their land in exchange for their loyalty to the Noble
* During the Middle Ages, people were born into a social class.
* They had the same social position, and often the same job, as their parents.

**Roles in Medieval Society**

* The feudal system made sure each person played a distinct role for society to function.
* Without any one person in the system, the society would fail
  + King: The ruler of the land and the one who was in charge of making decisions
  + Lords and ladies - The noble men, or wealthy land owners who were given manors from the King. The Ladies were their wives and daughters
  + Knights- the sworn protectors of the King and Lords
  + Peasants- worked the land
  + Serfs- Peasants who were not free to leave the land

**Life in Medieval Europe**

At the start of the Middle Ages, most people lived in the countryside, either on feudal manors or in religious communities. But by the 12th century, towns were growing up around castles and monasteries (buildings where monks live) and along trade routes. These bustling towns became centers of trade and industry.

Almost all medieval towns were protected by thick stone walls. Visitors entered through gates. Inside, homes and businesses lined unpaved streets. Since few people could read, signs with colorful pictures hung over the doorways of shops and businesses. Open squares in front of public buildings, such as churches, served as gathering places.

Most streets were very narrow. The second stories of houses jutted out, blocking the sunlight from reaching the street. Squares and streets were crowded with people, horses, and carts—as well as cats, dogs, geese, and chickens. There was no garbage collection, so residents threw their garbage into nearby canals and ditches or simply out the window. In the houses, there was no in-door plumbing or hot water, so people rarely bathed. Trash was thrown onto the floor before tossed, which led to insects, rats, and odor. All these issues led to frequent disease.

**Homes and Households**

Medieval towns were typically small and crowded. Most of the houses were built of wood. They were narrow and could be up to four stories high. As wooden houses aged, they tended to lean. Sometimes two facing houses would lean so much they touched across the street!

Rich and poor lived in quite different households. In poorer neighborhoods, several families might share a single house. A family might have only one room where they cooked, ate, and slept. In general, people worked where they lived. Wealthy merchants often had splendid homes. The first level might be given over to a business, including offices and storerooms. The family’s living quarters might be on the second level. An upper level might house servants and apprentices.

Even for wealthy families, life in a castle was not always comfortable compared to life today. Rooms were cold, smoky, and dim. Fireplaces were the only source of heat, as well as the main source of light. Most windows were small and covered with oiled parchment instead of glass, so little sunlight came through.

Growing up in a medieval town wasn’t easy, either. About half of all children died before they became adults. Those who survived began preparing for their adult roles around the age of seven. Some boys and a few girls attended school, where they learned to read and write. Children from wealthier families might learn to paint and to play music on a lute (a stringed instrument). Other children soon began work as apprentices.

In general, people of the Middle Ages believed in an orderly society in which everyone knew their place. Most boys grew up to do the same work as their fathers. Some girls trained for a craft. But most girls married young, usually around the age of 15, and were soon raising children of their own. For many girls, their education was at home, where they learned cooking, cloth making, and other skills necessary to care for a home and family.

**Charlemagne\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Around 800, Western Europe was united when an emperor built a vast empire
* The Emperor is known in history as Charlemagne or Charles the Great.
* He loved battle and conquered a lot of land, which reunited much of the old Roman Empire
* Charlemagne did many things to exercise control over his many lands and create a United Christian Europe.
* He worked very closely with the church; he helped spread Christianity to conquered peoples.
* He appointed powerful nobles to rule local regions.
* Education had declined so much that even the clergy (members of the Church) were sadly ignorant and uneducated.
* Charlemagne himself could read, but not write
* He felt nobles and clergy needed to keep accurate records and write clear reports.
* He founded a curriculum or formal course of study.
* Charlemagne’s legacy is that he spread Christianity to various parts of Europe

**The Church in the Middle Ages\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* The church was the center of Medieval llife
* Every town and manor had a church or cathedral
* The church was a daily presence in people’s lives
* People even measured how long to cook an egg based on how many prayers they said
* Just like feudal society, the church had a very strict structure

Pope

Archbishop

Bishop

Priests

Monks/Nuns

* The church had incredible power
* The only common language in Europe was Latin- The language of the church
* Only Church officials could read and write
* The church could excommunicate people which meant throwing them out of the church
* The church taught that the only way to salvation was through the sacraments

The Power of the Medieval Church

The Medieval Church played a far greater role in Medieval England than the Church does today. The only Church in Medieval Europe was the Roman Catholic Church. In Medieval Europe, the Church dominated everybody's life. All Medieval people - be they village peasants or towns people - believed that God, Heaven and Hell all existed. From the very earliest of ages, the people were taught that the only way they could get to Heaven was if the Roman Catholic Church let them. Everybody was terrified of Hell and the people were told of the sheer horrors awaiting for them in Hell in the weekly services they attended.

The control the Church had over the people was total. Peasants worked for free on Church land. This proved difficult for peasants as the time they spent working on Church land could have been better spent working on their own plots of land producing food for their families.

People paid 10% of what they earned in a year to the Church (this tax was called tithes). Tithes could be paid in either money or in goods produced by the peasant farmers. As peasants had little money, they almost always had to pay in seeds, harvested grain, animals etc. This usually caused a peasant a lot of hardship as seeds, for example, were needed to feed a family the following year. What the Church got in tithes was kept in huge tithe barns; a lot of the stored grain would have been eaten by rats or poisoned by their urine. So much of what the peasants paid in tithes went unused. A failure to pay tithes, the peasants were told by the Church, would lead to their souls going to Hell after they had died. People were too scared not to pay tithes despite the difficulties it meant for them.

Peasants also had to pay for baptisms (if you were not baptized you could not go to Heaven when you died), marriages (there were no couples living together in Medieval times as the Church taught that this equaled sin) and burials - you had to be buried on holy land if your soul was to get to heaven. Whichever way you looked, the Church received money.

The Church also did not have to pay taxes. This saved them a vast sum of money and made the Church far wealthier than any king at this time. Altogether, these made the Church very wealthy. It is best shown in its huge and elaborate buildings: cathedrals, churches and monasteries.

The Church believed that it had authority over the rulers. Kings and queens however, did not always recognize this authority. As a result, there were frequent power struggles between the pope and various kings. Popes believed that they had the authority over kings. Sometimes, the Pope excommunicated, or kicked out of the Church, rulers who challenged or threatened the Church’s power. For example, Pope Innocent III excommunicated King John of England in the 1200s during a dispute about appointing an archbishop.

**The Crusades: Guided Notes**

**The Holy Land**

* During the Middle Ages, Christians called Palestine/Israel the “Holy Land” because Jesus had lived there
* Many Christians wanted to see the places that Jesus had visited
* The Holy Land had been under Christian control, but was retaken by Muslims who were living there
* They soon began preventing Christians from visiting
* Rumors spread around Europe that Muslims were killing Christians and destroying Churches

**Pope Urban’s call**

* In 1095, Pope Urban II called on all European Christians to join together to unite together and fight the holy Crusades or wars against the Muslims
* The Pope wanted to take the Holy Land back from the Muslims

**The Crusades**

* Many European Christians made the long journey from Europe to the holy land to defeat the Muslims
* There were 7 crusades in total

**The Crusades**

* Reasons people went on Crusades
  + To seek wealth
  + To guarantee their salvation
  + Deep religious beliefs

**Impact of the Crusades**

* It is estimated that almost 1.7 million people died on the crusades
  + This includes Christian crusaders and Muslims, as well as Jews who were massacred during the holy wars

**Impact of the Crusades on Europe**

* **Ended Feudalism**: Kings grew more powerful as knights, nobles, and serfs left to fight which helped to eventually end feudalism
* **Advanced civilization**: Europeans brought back new inventions and ideas such as algebra, the compass, and medicine
* **Increase in trade**: Merchants became wealthy from trade with Muslims and new economic systems like banks and taxes developed

**Impact of the Crusades on Muslims**

* Since most of Crusades were fought on Muslim land, they faced mass destruction and large death-tolls
* There was a smaller long-term impact on the Muslims because Muslim society was much more advanced at the time
  + Learned about new weapons and military ideas
  + Merchants became wealthy through trade with Europeans
  + Muslims became united against a common enemy

**Black Plague**

|  |  |
| --- | --- |
| **Causes** | **Effects** |
| **Trade between towns in Europe** | **Mass deaths** |
| **Lack of sanitation—trash thrown in street, people don’t bathe** | **Fewer workers result in workers demanding higher pay** |
| **Lack of medical knowledge** | **Higher standard of living for all—more resources and less people** |

**The Renaissance- Introductory Notes**

**A Quick Review of Medieval Times**

* Medieval Times were often referred to as the Dark Ages
* Life was difficult
* Only church officials could read and write
* There was little importance placed on the Arts and Literature- people focused on survival

**Renaissance- A Definition**

* The word Renaissance means “rebirth”
* The Renaissance was a time period from 1400-1600
* The textbook definition of Renaissance is:
  + The rebirth of classical art, architecture, literature, and learning that originated in Italy in the 14th century and later spread throughout Europe.

**A Rebirth**

* Before Medieval Times, learning and the arts had been highly valued during Classical Times (the height of the Greek and Roman empire)
* During the Renaissance people started to look back to the Classical Times and rediscover them and also breath new life into these ideas

**Father of the Renaissance**

* Many people trace the Renaissance back to a man named Petrarch
* Petrarch was a poet but had a great love of writing and learning
* He wanted people to leave behind the Dark Ages and move forward
* Petrarch lived through the Black Plague and experienced much death. He wanted to overcome the present times he lived in
* He saw education and learning as a bridge to the future and challenged the ideas of the church
* Petrarch developed the idea of Humanism which means:
  + A belief system that focuses on the importance of humans and their ideas
  + A system that rejects religious beliefs and focuses on the ideas and importance of individuals

**Areas that flourished**

* During the Renaissance many areas flourished:
* Art
  + Painting
  + Sculpture
* Literature
* Science
* Architecture
* Mathematics
* Education

**A Renaissance Man**

* Have you ever heard the phrase “He is a Renaissance Man” ?
* While Petrarch is known as the father of the Renaissance, he was not your ideal Renaissance man.
* This phrase refers to a man who is talented in many fields just like the Renaissance was a rebirth of many different fields, a Renaissance man is a man who is talented and accomplished in more than one field
* We might call them today a “Jack of All Trades”

**The Ideal Renaissance Man**

* The very first Renaissance Man was Leonardo Da Vinci
* You may know him from some of his famous works:

**Leonardo Da Vinci- THE Renaissance Man**

The illegitimate son of a 25-year-old attorney, Ser Piero, and a peasant girl, Leonardo was born on April 15, 1452, in Vinci, Italy, just outside Florence.

Growing up in his father's Vinci home, Leonardo had access to scholarly texts owned by family and friends. He was also exposed to Vinci's longstanding painting tradition, and when he was about 15 his father apprenticed him to the renowned workshop of Andrea del Verrochio in Florence. Even as an apprentice, Leonardo demonstrated his immense talent.

In search of new challenges and the big bucks, he entered the service of the Duke of Milan in 1482. It was during these years that Leonardo hit his stride, reaching new heights of scientific and artistic achievement.

The Duke kept Leonardo busy painting and sculpting and designing elaborate court festivals, but he also put Leonardo to work designing weapons, buildings and machinery. From 1485 to 1490, Leonardo produced studies and reports on loads of subjects, including nature, flying machines, geometry, mechanics, municipal construction, canals and architecture (designing everything from churches to fortresses). His studies from this period contain designs for advanced weapons, including a tank and other war vehicles, various combat devices, and submarines. Also during this period, Leonardo produced his first anatomical studies of the human body. His Milan workshop was a bee hive of activity, buzzing with apprentices and students.

Alas, Leonardo's interests were so broad, and he was so often compelled by new subjects, that he usually failed to finish what he started. This lack of "stick-to-it-ness" resulted in his completing only about six works in these 17 years, including "The Last Supper" and "The Virgin on the Rocks," and he left dozens of paintings and projects unfinished or unrealized. He spent most of his time studying science, either by going out into nature and observing things or by locking himself away in his workshop cutting up bodies or pondering universal truths.

Between 1490 and 1495 he developed his habit of recording his studies in meticulously illustrated notebooks. His work covered four main themes: painting, architecture, the elements of mechanics, and human anatomy. These studies and sketches were collected into various collections and manuscripts, which are now hungrily collected by museums and individuals (Bill Gates recently plunked down $30 million for the Codex Leicester!).

About 1503, Leonardo reportedly began work on the "Mona Lisa." On July 9, 1504, he received notice of the death of his father, Ser Piero. From 1513 to 1516, he worked in Rome, maintaining a workshop and undertaking a variety of projects for the Pope. He continued his studies of human anatomy and physiology, but the Pope forbade him from dissecting cadavers, which truly cramped his style.

Following the death of his patron Giuliano de' Medici in March of 1516, he was offered the title of Premier Painter and Engineer and Architect of the King by Francis I in France. His last and perhaps most generous patron, Francis I provided Leonardo with a cushy job, including a stipend and manor house near the royal chateau at Amboise.

Leonardo died on May 2, 1519 in Cloux, France. Legend has it that King Francis was at his side when he died, cradling Leonardo's head in his arms.

**Renaissance Art Notes**

* The word Renaissance means rebirth.
* To truly understand how the Renaissance it is important to understand the important role art played during this time period.
* Art during the Renaissance was very unique and used many new methods but to understand it, you must understand the art that came before it

|  |  |  |  |
| --- | --- | --- | --- |
| **Raphael** | **Michelangelo** | **Da Vinci** | **Rembrant** |
| * He combined religious art with Renaissance spirit. * He became famous for his Madonnas (Madonnas are images of the Virgina Mary) | * He was a painter, poet, architect, and a highly skilled sculptor. * He painted the Sistine Chapel | * Known as the “Renaissance Man”, he was a highly skilled painter, engineer, architect, mathematician, scientist, and philosopher. | * Northern Renaissance Man * He painted realistic scenes with the use of light and shade |

|  |  |  |
| --- | --- | --- |
| **Classical Art** | **Medieval Art** | **Renaissance Art** |
| * The Classical Period lasted from 500 BC to 500 CE * Classical art was characterized by:   + Figures were lifelike, but sometimes idealized   + Figures were nude or draped in togas   + Bodies looked like they were in action   + Faces were calm and had little emotion   + Scenes showed either heroic figures or people doing everyday tasks | * The Medieval Period lasted from 500 to 1300 * Medieval Art was characterized by:   + Most art was religious   + Important figures in paintings were larger than other parts of the painting   + Figures were often stiff and lacked movement   + Faces were serious and lacked emotion   + Paintings were flat and lacked depth   + Paint colors were bright   + Backgrounds were mostly one color- often gold | * The Renaissance period lasted from 1300-1600 * Renaissance art was characterized by:   + Art showed religious AND non-religious scenes   + Art reflected an interest in nature   + Figures were lifelike   + Bodies were active   + Faces expressed what people were thinking   + Colors were shown to represent light and shading   + Paintings were often symmetrical or balanced   + Backgrounds showed perspective and depth |

**Before the Reformation**

* The Catholic Church held extreme power
* The church had extreme wealth and lots of expensive art
* Priests and church officials wore elaborate and expensive clothing
* The church had developed some interesting practices during this time
* Many felt the church had become corrupt
* Indulgences- the church allowed people to buy their forgiveness of sins
* The church sold leadership positions
* The church would charge money to see holy objects

**Martin Luther**

* Martin Luther was a German Monk
* Luther began to doubt the church after visiting Rome and seeing corruption in the church
* He turned to the Bible to see what it had to say about salvation and the problems of the church

**Luther’s 95 Theses**

* On October 31, 1517 Luther wrote down 95 problems he had with the church
* He called them his 95 Theses
* He nailed them to the front door of a church in Germany

**Luther’s Ideas**

* Some of Martin Luther's beliefs about the Catholic Church:

•That people could not 'buy off' their sins by paying money to the Church, only god could pardon sins, not the Church.

•That priests should be subject to the law of the land in the same way as ordinary men and women.

•That priests were not divine

* That all people should be allowed to read the Bible, not just priests.
* The Bible should be written not only in Latin, but in languages that everyone could read
* That the Church should not display rich images of Saints and crucifixes and that priests should not wear elaborate clothing

**The Impact of the Reformation**

* The Pope was furious at Luther and had him excommunicated from the church
* But some people agreed with Luther’s ideas and they began to be taught
* With the help of the newly invented printing press- people were able to have access to Luther’s ideas
* People who believed Luther’s ideas became known as Protestants
* They started their own church- The Protestant Church
* The Catholic Church was no longer the only church

**Before the Scientific Revolution**

* People did not have the answers to these questions before the Scientific Revolution- they had theories, but no true answers
* Most people still found their “Truth” from the church and whatever it taught to be true was excepted

**Background Information**

* The scientific revolution began at the end of the Renaissance
* It started in 16th century and lasted through the 1800s
* A textbook definition is: A rapid development of science and thought based on the trust in fact and progress
* The scientific revolution was sparked by two writings:
  + Copernicus’s “On Revolutions of Heavenly Spheres”
  + Andreas Vesalius “On the Fabric of the Human Body

**Consequences of New Thoughts**

* Many scientists faced persecution for their ideas
* Some were labeled as heretics (someone who goes against the teachings of the church)
* Others were simply labeled insane

**New Ideas**

* Those the theories presented on the next few slides may not seem that impressive to us, the ideas were brand new during the Scientific Revolution and were life changing for most!

|  |  |
| --- | --- |
| **Before** | **After** |
| Old Idea 1- The earth is the center of the universe and everything revolves around it | New Idea 1- The sun is the center of the universe and the earth and planets revolve around the sun |
| Old Idea 2- Everything is made up of one of the 4 “elements”- Earth, wind, fire, water | New Idea 2- Everything is made up of atoms |
| Old Idea 3- The body had many systems that each have their own supply of blood | New Idea 3- Blood is transported throughout the entire body through the veins |

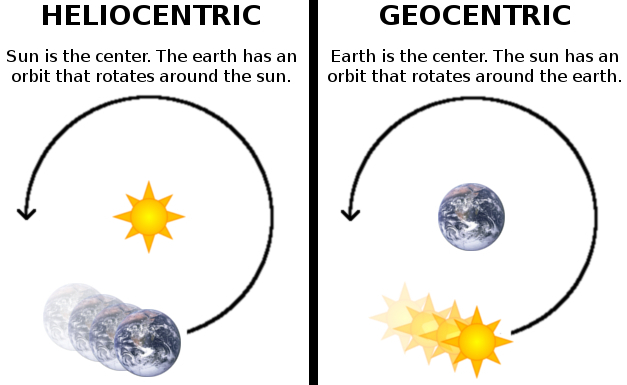
**Accomplishments**

* Despite the fact that many people may not have bought into these new scientific discoveries back then- they paced the way for our world today!
* Without the Scientific Revolution we wouldn’t have modern science like we do today!
* One of the most important contributions was the Scientific Method
* The Scientific Method was created by Galileo as a way to study

A BRIEF Biography of Galileo and his “Dangerous” Idea

Galileo was born in Pisa, [Italy](http://galileo.rice.edu/gal/italy.html) on February 15, 1564. He was an inventor and philosopher. Like many men during the Scientific Revolution he questioned the world around him and wanted to uncover the truth. Galileo is most famous for his views on the universe. It was these views that got him into trouble with the church. His discoveries were revolutionary and earned him the title “Father of Modern Science.”

Galileo invented many mechanical devices. He invented a thermometer, compass, telescope, and pendulum clock. Each of these discoveries he made to help him study the world around him. Perhaps his most famous invention was the [telescope](http://galileo.rice.edu/sci/instruments/balance.html). Galileo made his first telescope in 1609, modeled after telescopes produced in other parts of Europe that could magnify objects three times. He created a telescope later that same year that could magnify objects twenty times. With this telescope, he was able to see details in the universe that no one had seen before. He was able to look at the [moon](http://galileo.rice.edu/sci/observations/moon.html), discover the four [satellites of Jupiter](http://galileo.rice.edu/sci/observations/jupiter_satellites.html), observe a supernova, prove the phases of Venus, and discover [sunspots](http://galileo.rice.edu/sci/observations/sunspots.html).



His discoveries proved the [Copernican system](http://galileo.rice.edu/sci/theories/copernican_system.html), or heliocentric theory of the Universe. This system states that the earth and other planets revolve around the sun. Prior to the Copernican system, there was a different view of the universe. This view had been held for hundreds of years. The old theory was known as the geocentric theory. In the geocentric theory, it was believed that the earth was at the center of the universe and everything revolved around it. This would mean that the sun revolved around the earth.

Galileo's belief in the [Copernican System](http://galileo.rice.edu/sci/theories/copernican_system.html) (the model of the universe where the sun is the center) eventually got him into trouble with the Catholic Church. The Catholic Church had long upheld the belief that the universe was geocentric. The church leaders feared Galileo’s ideas and found them dangerous. The Church believed that the Bible proved that the earth was the center of the universe and the sun travelled around it.

But what evidence did the church have that Galileo was wrong? Below are several of the quotes from the Bible that the church used to uphold their belief that the universe was geocentric:

“Tremble before him, all the earth!  
    The world is firmly established; it cannot be moved.”

-1 Chronicles 16:30-

He set the earth on its foundations;  
    it can never be moved.

-Psalm 104:5-

The sun rises and the sun sets, then hurries around to rise again

-Ecclesiastes 1:5-

The Pope worried that if Galileo’s ideas were proven correct- it would prove the church was wrong. If the Church was wrong about the universe, what if they were wrong about other things as well? The Catholic Church had just been through the Reformation and was still dealing with people becoming Protestants- they wanted to hold onto their control.

The [Inquisition](http://galileo.rice.edu/chr/inquisition.html) was a permanent institution in the Catholic Church charged with getting rid of people who spoke against the beliefs of the church. A committee of people declared to the Inquisition that the Copernican proposition that the Sun is the center of the universe was unbiblical and wrong. Around 1630, Galileo published a book, *Dialogue Concerning the Two Chief World Systems*, in which he supported the Copernican theory of the universe. Galileo was called to Rome in 1633 to face the Inquisition. Galileo was charged with heresy (speaking out against the church) for his book.

**The Transatlantic Slave Trade**

**What was the transatlantic slave trade?**

* The transatlantic slave trade, was the forced enslavement, and transportation of millions of Africans across the Atlantic ocean to North and South America from 1400-1900 A.D.
* How many Africans were enslaved?
  + Between 9 – 12 million Africans arrived to North and South America as slaves between 1400-1900 A.D.
  + **Millions** ( between 16 – 20 million) died in Africa and when crossing the Atlantic ocean. This trip is called the “Middle Passage.”
  + **Total number of Africans killed or enslaved between 1400-1900 A.D. 24 – 32 million**

**Who, Why, and How?**

* European nations were responsible for the murder, enslavement, and transportation of Africans from 1400-1900 A.D.
  + Portugal and Britain transported the majority of African slaves to the “new world” (North + South America)
* European’s enslaved Africans because they needed free labor to produce agricultural products (Sugar Cain, Tobacco, Cotton) in their North and South American colonies.

**Who?**

* Portugal accounted for 55% of African slave trade from 1519 – 1700 A.D.
* British ships carried 40% of all slaves from 1700-1800 A.D.

**How?**

* Africans enslaved members of opposing tribes\empires and marched their captives from the interior of Africa to the coast. Thousands died in these forced marches.
* African empires competed for power, engaged in warfare and making slaves out of their defeated foes.
* Slaves were sold to Europeans for guns, which resulted in more war and more slaves.
* Captives were taken to slave forts on Africa’s western coast and sold to Europeans for guns, and goods (textiles, alcohol, horses etc.)
* Europeans built huge complex forts on the coast to process and hold thousands of slaves until ships could come to take them across the Atlantic
* Forts were built like prisons, designed to intimidate and confuse their chained inhabitants

**Triangular Trade**

* The transatlantic slave trade became huge business and a triangular trade developed.
* Triangular Trade happens when a region had an export commodity that is not required in the region from which its major imports came
* There was more than one Triangular Trade route. Both Europe and North America produced manufactured goods
* Slaves were shipped to the Caribbean to create raw goods (Sugar, Tobacco, and Cotton), these raw goods were shipped back to Europe to be manufactured. Manufactured products such as guns, and textiles were shipped to Africa to buy slaves.
* The majority of Africans were taken to the Caribbean and South America (9.2 million) The Crossing of the Atlantic was called the “Middle Passage”

**The Middle Passage**

* The Middle Passage was the name for the deadly journey slaves were taken from Africa to the Caribbean
* Africans were chained together and packed into crowded ships, many died of starvation and disease
* Slave ships were so interested in making money the crews would pack their cargo holes beyond capacity, sacrificing lives for dollars
* Insurance policies were taken out against human “cargo.” These policies only could be collected if slaves drowned at sea. The sick and old who were sometimes thrown overboard so that the owners could collect.

**Chattel Slavery**

* Slavery has existed for thousands of years.
* But the type of slavery as seen in the transatlantic slave trade, Chattel Slavery (the complete ownership of an individual as if they were not human but only property) was new and the combination of racism and greed.
* From Equiano’s Narrative:
  + “ After fighting for a considerable time with great fury…our people obtained victory…those prisoners which were not sold or redeemed we kept as slaves: but how different was their condition from that of the slaves of the West Indies! With us they do no more work than other members of the community”

**Triangular Trade Classwork Reading**

**The Causes of African Slavery**

Beginning around 1400, European colonists saw the possibility of large-scale plantation farming in the Americas. The products of these plantations, which included sugar, tobacco, rice, and cotton, could be sold for a great profit in Europe. To grow the products, the colonists needed cheap labor. They began using enslaved Africans on plantations and farms.

**Slavery in Africa**

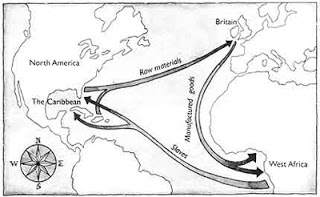
Slavery had existed in Africa for centuries. In most regions, it was a relatively minor institution. Often during war, African societies made slaves out of their defeated enemies. In most African societies however, slaves had some legal rights and had opportunity for social mobility (moving up in society). They did no more work than other members of society. Slaves could also escape their bondage in numerous ways, including marrying into the family they served. When Europeans began enslaving Africans, they did so in a new way. This form of slavery became known as **chattel slavery**. In chattel slavery, slaves were not treated as humans, but as a form of property. Chattel slavery played upon European greed and racism, and was vastly different from the slavery practiced in Africa.

**The Demand for Africans**

Colonists saw advantages in using Africans in the Americas. First, many Africans had been exposed to European diseases and had built up some immunity. Second, many Africans had experience in farming and could be taught plantation work. Third, Africans were less likely to escape because they did not know their way around the new land. Fourth, their skin color made it easier to catch them if they escaped and tried to live among others.

**African Cooperation and Resistance**

Many African rulers and merchants played a willing role in the Atlantic slave trade. Most European traders, rather than travel inland, waited in ports along the coasts of Africa. African merchants, with the help of local rulers, captured Africans to be enslaved. They then delivered them to the Europeans in exchange for gold, guns, and other goods. As the slave trade grew, some African rulers voiced their opposition to the practice. Nonetheless, the slave trade steadily grew. Lured by its profits, many African rulers continued to participate. African merchants developed new trade routes to avoid rulers who refused to cooperate.



**The Triangular Trade**

In time, the buying and selling of Africans for work in the Americas—known as the Atlantic slave trade—became a massive enterprise. Between 1500 and 1600, nearly 300,000 Africans were transported to the Americas. During the next century, that number climbed to almost 1.3 million. By the time the Atlantic slave trade ended around 1870, Europeans had imported about 9.5 million Africans to the Americas.

Africans transported to the Americas were part of a transatlantic trading network known as the **triangular trade**. Over one trade route, Europeans transported manufactured goods like guns, cigars, and textiles to the west coast of Africa. There, traders exchanged these goods for captured Africans. The Africans were then transported across the Atlantic and sold in the Americas. Merchants took raw goods like sugar, coffee, and tobacco in the Americas and sailed to Europe with these products.

**Consequences of the Slave Trade**

The Atlantic slave trade had a profound impact on Africa, the Americas, and Europe. In Africa, enslaved Africans were traded as property or goods, just like the guns, sugar, tobacco, and other products that were traded. While Triangular Trade was beneficial to those doing the trade, it was not at all beneficial to the Africans who were enslaved and who had unwillingly become a part of the trade. Due to the enslavement of so many Africans, numerous cultures lost generations of their fittest members—their young and able—to European traders and plantation owners. In addition, countless African families were torn apart. Most of them were never reunited. The slave trade devastated African societies in another way: by introducing guns into the continent, this heightened the effects wars and conflict.

While they were unwilling participants in the growth of the colonies, African slaves contributed greatly to the economic and cultural development of the Americas. Their greatest contribution was their labor. Without their back-breaking work, colonies in the Americas may not have survived. In addition to their muscle, enslaved Africans brought their expertise, especially in agriculture. They also brought their culture. Their art, music, religion, and food continue to influence American societies. The influx of so many Africans to the Americas also has left its mark on the very population itself. The substantial African-American populations in the Americas trace back to the horrific slave trade.

Europe also saw many beneficial consequences of the triangular trade. Before the triangular trade, products like tobacco, sugar, cotton for cloth, rice, lumber for furniture and ships were far more expensive. The colonies and the system of slavery made products that were once only available to the richest in England, possible for middle and lower classes to afford. The geography and natural resources of the colonies in the Americas along with the inexpensive workforce of enslaved Africans significantly lowered costs of food and manufactured items in Europe.