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**Robert W. Strayer**

***Ways of the World: A Brief Global History***

***Ways of the World: A Brief Global History with Sources***

Chapter 14, Study Guide, **Empires and Encounters,** **1450-1750** Study Guide (Original: pp. 397-430; With Sources: pp. 625-650)

**European Empires in the Americas**

1. What initiated early Western European Empires to expand? What role did geography play?

2. Why did the European merchant class seek direct access to Asian wealth?

3. As population sharply diminished in the Americas, what did the “great dying” create?

4. The silver mines in Mexico and Peru allowed the Spanish conquerors and other Europeans to buy massive amounts of what highly valuable commodities?

5. What was the Columbian Exchange?

**Comparing Colonial Societies in the Americas**

6. Explain the theory of mercantilism.

7. What three kinds of economy were established by the new colonial societies among Native American cultures?

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8. What was the economic foundation of colonial rule in Mexico and Peru? Who provided the labor?

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2.

9. How did this economic base shape the kinds of societies that arose there?

10. Draw a diagram of this social hierarchy and elaborate on the class structure.

11. What happened to Native Americans’ religious beliefs in Mesoamerica and Peru when confronted with Catholicism?

12. How did the plantation societies of Brazil and Caribbean differ from those of southern colonies in British North America? (Think economies, labor, and social standing.)

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| --- | --- |
| **Brazil/Caribbean** | **British North America** |
| Sugar Plantation Economy |  |
|  | Slave labor/less harsh |
|  |  |

13. As the third distinctive type of colonial society that emerged, what did the British colonists find in the Americas?

14. What is one major reason for the higher literacy rates in British colonies than in Spanish/Portuguese colonies?

**The Steppes and Siberia: The Making of a Russian Empire**

15. How did the Russian Empire transform the life of its conquered people?

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16. Who were the Cossacks?

17. Compared to the Western Europeans, explain how the Russians acquired their empire.

**Asian Empires**

18. What were the major features of Chinese empire building in the early modern era of the 17th and

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19. Chinese conquests, together with the expansion of the Russian Empire, transformed Central Asia. What was it like before and after?

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| **Eurasia Before** | **After under Russian or Chinese Rule** |
|  |  |

20. How did Mughal attitudes and policies toward Hindus change from the time of Akbar to that of Aurangzeb?

* Akbar—
* Aurangzeb—

21. What was the century-long conflict between the Ottomans and the Safavids?

22. Why was Byzantium no longer the “heir to the glory of Rome?”

23. What were some of the ways that Christians had welcomed Ottoman conquest?

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24. In what other ways did Turkish rule bare heavily on Christians?

25. What was the outcome of the Ottoman Siege of Vienna in 1683?

**Explain the significance of the following:**

*Sati*—

*Jizya—*

*Constantinople, 1453—*

**Chapter 14 Study Guide Key**

**European Empires in the Americas**

1. What initiated early Western European Empires to expand? What role did geography play?

▪maritime expansion, because the conquered territories lay an ocean away from the imperial heartland, rather than adjacent to it

* Countries on the Atlantic rim of Europe (Portugal, Spain, Britain, and France) were simply closer to the Americas than was any possible Asian competitor. They also understood winds and currents much different from monsoon winds in the Indian Ocean. (Original: p. 404; With Sources: pp. 626-628)

2. Why did the European merchant class seek direct access to Asian wealth?

* The merchant class wanted to avoid the reliance on Muslim middlemen that they found so distasteful. (Original: p. 406; With Sources: p. 628)

3. As population sharply diminished in the Americas, what did the “great dying” create?

* created an acute labor shortage and made room for immigrant newcomers—colonizers and enslaved Africans (Original: p. 407; With Sources: p. 629)

4. The silver mines in Mexico and Peru allowed the Spanish conquerors and other Europeans to buy massive amounts of what highly valuable commodities?

* Chinese tea, silk, and porcelain (Original: p. 408-9; With Sources: p. 631)

5. What was the Columbian Exchange?

* It was the enormous network of communication, migration, trade, the spread of disease, and the transfer of plants and animals between the Old and New Worlds. This was an interacting Atlantic world connecting four continents. (Original: p. 409; With Sources: p. 631)

6. Explain the theory of mercantilism.

* This view held that European countries’ economic interests were best served by encouraging exports and accumulating silver and gold which represented prosperity. Colonies provided their mother countries with great quantities of bullion. (Original: p. 409; With Sources: p. 632)

7. What three kinds of economy were established by the new colonial societies among Native American cultures?

* settler-dominated agriculture
* slave-based plantations
* ranching or mining (Original: p. 410; With Sources: p. 632)

8. What was the economic foundation of colonial rule in Mexico and Peru? Who provided the labor?

1. commercial agriculture; silver and gold mining
2. forced labor and wage labor by native peoples (indigenous populations) (Original: p. 410; With Sources: p. 632)

9. How did this economic base shape the kinds of societies that arose there?

* A distinctive social order grew up, replicating the Spanish hierarchy while accommodating the racially and culturally different Indians and Africans, as well as growing numbers of racially mixed people. The society was dominated by Europeans. (Original: p. 410; With Sources: p. 632)

10. Draw a diagram of this social hierarchy and elaborate on the class structure.

**Peninsulares—Spanish born peoples\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Creoles-Spainards born in the Americas\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mestizo—mixed race populations**

**(the product of unions between Spanish men and Indian women)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mulattoes—the product of Portuguese-African unions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Indians-indigenous peoples\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**( Original: p. 410-412; With Sources: pp. 632-634)

11. What happened to Native Americans’ religious beliefs in Mesoamerica and Peru when confronted with Catholicism?

Christian saints in many places blended easily with specialized indigenous gods, while belief in magic, folk medicine, and communion with the dead remained strong. Many gravitated toward the world of their conqueror, learned Spanish, and converted to Christianity. (Original: p. 412; With Sources: p. 634)

12. How did the plantation societies of Brazil and Caribbean differ from those of southern colonies in British North America? (Think economies, labor, and social standing.)

(Original: p. 412-415; With Sources: pp. 634-637)

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| **Brazil/Caribbean** | **British North America** |
| Sugar plantation economy | Plantation economy- tobacco, cotton, rice, indigo |
| Slave labor/harsh | Slave labor/less harsh |
| Racial mixing took place;In Brazil, a person of African or non-African ancestry was not considered “black,” but some other mixed-race category. The perception of *color* in Brazil changed with the educational or economic standing of individuals. | A sharply defined racial system (with Black Africans, red Native Americans, and white Europeans)In North America, any African ancestry, no matter how small or distant, made a person “black.” |

13. As the third distinctive type of colonial society that emerged, what did the British colonists find in the Americas?

Because the British were the last of the European powers to establish a colonial presence in the Americas, they found that “only the dregs were left.” Lands they acquired were regarded as the unpromising leftovers of the New World. (Original: p. 415; With Sources: p. 637)

14. What is one major reason for the higher literacy rates in British colonies than in Spanish/Portuguese colonies?

The Protestant emphasis on reading the Bible for oneself led to a much greater mass literacy than in Latin America whereas the Catholic Church was far more focused on converting the natives to Christianity. (Original: p. 416; With Sources: p. 638)

15. How did the Russian Empire transform the life of its conquered people?

* Conquered people had to take an oath of loyalty to the Russian ruler.
* payment of tribute
* intermittent pressure to convert to Christianity
* devastating epidemics killed large populations
* the influx of Russian settlers
* loss of hunting grounds and pasturelands (for the nomads) to Russian agricultural settlers, which disrupted the local economy and left local populations dependent on Russian markets (Original: p. 419-420; With Sources: p.641)

16. Who were the Cossacks?

Cossacks were bands of fiercely independent warriors consisting of peasants who had escaped serfdom as well as criminals and other adventurers. They helped to expand Russia into Siberia. (Original: p. 419; With Sources: p. 641)

17. Compared to the Western Europeans, explain how the Russians acquired their empire.

Through conquest, settlement, exploitation, religious conversion, and feelings of superiority, the Russians, like those of Western Europe, recognized and distinguished themselves among their conquered and incorporated peoples. (Original: p. 420; With Sources: p. 642)

18. What were the major features of Chinese empire building in the early modern era of the 17th and 18th centuries?

* The Chinese vastly enlarged the territorial size of the country and incorporated a number of non-Chinese people
* A great military effort was undertaken to provide security for the huge region.
* Conquered regions were ruled separately from the rest of China through a new office called the Court of Colonial Affairs
* Like other colonial powers, the Chinese made active use of local notables.
* Chinese or Qing officials didn’t seek to assimilate local people into Chinese culture and showed considerable respect for the Mongolian, Tibetan, and Muslim cultures of the region. (Original: p. 422-424; With Sources: pp. 643-645)

19. Chinese conquests, together with the expansion of the Russian Empire, transformed Central Asia. What was it like before and after?

(Original: p. 423-424; With Sources: p. 645)

|  |  |
| --- | --- |
| **Eurasia Before** | **After under Russian or Chinese Rule** |
| * The region had been the cosmopolitan crossroads, hosting the Silk Road trade network.
* Welcomed all of the major world religions.
* Generated an enduring encounter between the nomads of the steppes and farmers of settled agricultural regions.
 | * Became the backward and impoverished region known to 19th and 20th century observers.
* Land-based commerce took a backseat to oceanic trade.
* Indebted Mongolian nobles lost their land to Chinese merchants.
* Nomads no longer were able to herd their animals freely and fled to urban areas where many were reduced to begging.
* The incorporation of the heartland of Eurasian nomads into the Russian and Chinese empires eliminated the nomadic pastoralists who had been the strongest alternative to settled agricultural society since 200 B.C.E.
 |

20. How did Mughal attitudes and policies toward Hindus change from the time of Akbar to that of Aurangzeb?

* Akbar—realized that Hindus made up the majority of the population of the Mughal Empire and let them keep their faith; incorporated many Hindus into the political-military elite of the empire; supported building of Hindu temples; imposed a policy of toleration retraining the more militantly Islamic ulama; removed the special tax on non-Muslims; and promoted a state religious cult that drew on Islam, Hindus, and Zoroastrianism.
* Aurangzeb—reversed Akbar’s policy of accommodation. He forbade the Hindu practice of sati, banned music and dance at the court, as well as banning gambling, drinking, prostitution, and narcotics. He destroyed some Hindu temples; reinstated the special tax on non-Muslims; and posted “censors of public morals” to large cities to enforce Islamic law. (Original: p. 424-425; With Sources: pp. 645-646)

21. What was the century-long conflict between the Ottomans and the Safavids?

The conflict expressed a deep and enduring division within the Islamic world, espousing the Sunni version of Islam by the Ottomans and the Persian Safavid Empire holding fast to the Shia form of Islam. (Sunnis vs. Shiites) (Original: p. 426; With Sources: p. 648)

22. Why was Byzantium no longer the “heir to the glory of Rome?”

In 1453, Constantinople fell to the Muslim Turks and renamed the city Istanbul. The Christian city became the capital of the Ottoman Empire. (Original: p. 427; With Sources: p. 648)

23. What were some of the ways that Christians had welcomed Ottoman conquest?

* Taxes were lighter and oppression was less pronounced under Ottoman rule.
* Christian communities were granted considerable autonomy in regulating their internal social, religious, educational, and charitable affairs.
* A large number of these Christians—Balkan landlords, Greek merchants, government officials, and high-ranking clergy—became part of the Ottoman elite without converting to Islam.
* Jewish refugees fleeing Christian persecution in a Spain recently “liberated” from Islamic rule, found greater opportunity in the Ottoman Empire, where they became prominent in trade and banking circles. (Original: p. 427; With Sources: p. 648)

24. In what other ways did Turkish rule bare heavily on Christians, including devshirme?

* Balkan Christian communities were required to hand over a quota of young boys, who were then removed from their families, required to learn Turkish, usually converted to Islam, and trained for either civil administration or military service in elite Janissary units. The empire itself represented an enormous threat to Christendom in general. The seizure of Constantinople, the conquest of the Balkans, Ottoman naval power in the Mediterranean, and the siege of Vienna in 1529 and 1683 raised anew “the specter of a Muslim takeover of all of Europe.” (Original: p. 427; With Sources: pp. 648-649)

25. What was the outcome of the Ottoman Siege of Vienna in 1683?

The last Ottoman incursion into the Austrian Empire was pushed back with French and Polish help, marking the end of a serious Muslim threat to Christian Europe. (Original: p. 428; With Sources: p. 649)

**Explain the significance of the following:**

Jizya—special tax levied on non-Muslims in Islamic states; the Mughal Empire was notable for abolishing the jizya for a time. (Original: p. 424; With Sources: p. 646)

*Sati*—the act of an Indian widow following her husband to death by throwing herself on his funeral pyre. (Original: p. 425; With Sources: p. 646)

Constantinople, 1453—Constantinople, the capital and almost the only outpost left of the Byzantine Empire, fell in 1453 to the army of the Ottoman sultan Mehmed II “the Conqueror;” an event that marked the end of Christian Byzantium. (Original: p. 427; With Sources: 648)

Devshirme—the tribute of boy children that the Ottoman Turks levied from their Christian subjects in the Balkans; The Ottomans raised the boys for service in the civil administration or in the elite Janissary infantry corps. (Original: p. 427; With Sources: p. 648)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Per.\_\_\_\_\_\_

**Strayer, *Ways of the World and Ways of the World: A Brief Global History with Sources***

Chapter 14, Study Guide, **Empires and Encounters,** **1450-1750, Reading Quiz**

*Choose the letter of the best answer. Each answer is worth 10 points.*

 \_\_\_\_\_\_\_\_1. The racial system of which of the following regions was characterized by less racial mixing and

 less willingness to recognize the offspring of interracial unions than the other regions?

 (A) Brazil

 (B) British North America

 (C) The Caribbean

 (D) Mexico

\_\_\_\_\_\_\_\_2. Which of the following is a reason why Portugal, Spain, France, and Britain were the first to

 expand into the New World?

 (A) These lands had a long tradition of distant exploration.

 (B) These lands were Muslim.

 (C) These lands were on the Atlantic coast.

 (D) These lands believed in ancient legends of a lost world across the ocean.

\_\_\_\_\_\_\_\_3. The Spanish Empire in former Aztec and Inca lands

 (A) relied primarily on the import of African slaves for labor.

 (B) failed to set up an elaborate administrative bureaucracy.

 (C) possessed an economy based on commercial agriculture and mining.

 (D) possessed strict social boundaries between races which made mixed race people rare.

\_\_\_\_\_\_\_\_4. What happened to Native Americans’ religious beliefs in Mesoamerica and Peru when confronted

 with Catholicism?

 (A) They rejected Catholicism completely.

 (B) They blended their old customs easily into Catholic practices.

 (C) They only pretended to be Catholic when Europeans were around.

 (D) They completely abandoned their old religions, and embraced Catholicism entirely.

\_\_\_\_\_\_\_\_5. Which of the following statements about the systems of slavery in Brazil and British North

 America is true?

 (A) The importation of slaves ended earlier in Brazil than in North America.

 (B) More slaves were voluntarily set free by their owners in Brazil than in North America.

 (C) Slaves in Brazil had longer working lives on average and became self-reproducing after 1750.

 (D) Only slaves in North America worked on plantations.

\_\_\_\_\_\_\_\_6. The British colonies and the Portuguese/Spanish colonies in the Americas differed in that

 (A) more mixed-race families emerged in the British colonies.

 (B) Spanish colonists were far more numerous than British colonists.

 (C) the British colonists sought to escape European traditions, while Spanish/Portuguese colonists sought to recreate them.

 (D) the British colonization began a full 100 years before the Spanish/Portuguese colonization.

\_\_\_\_\_\_\_\_7. What is one major reason for the higher literacy rates in British colonies than in

 Spanish/Portuguese colonies?

 (A) Protestantism, which encouraged reading the Bible, was the dominant form of Christianity in the British colonies.

 (B) Paper was harder to maintain in the warm, humid Spanish/Portuguese colonies.

 (C) The British government invested massive funds into building libraries throughout North America.

 (D) Spanish/Portuguese colonizers did not attempt to teach Native Americans to speak or read Spanish/Portuguese.

\_\_\_\_\_\_\_\_8. Which of the following was a feature of China’s rule over its newly acquired Central Asian

 territories that made the region more a separate part of its empire rather unified with the core of China?

 (A) A massive inflow of Chinese settlers

 (B) A concerted effort to assimilate the local populations into Chinese society

 (C) Genocide

 (D) The creation of a new office called the Court of Colonial Affairs

\_\_\_\_\_\_\_\_9. What was the consequence of the expansion of the Chinese and Russian Empires on the nomadic peoples of Central Asia?

 (A) The political independence and economic prosperity of nomadic peoples came to an end.

 (B) The local religious customs and languages were completely erased, replaced entirely by the customs of the conquerers.

 (C) A brief economic boom ensued, which encouraged many nomads to move to cities and buy houses.

 (D) They felt little impact; as long as they paid tribute, the nomadic peoples were mostly

 left alone.

\_\_\_\_\_\_\_\_10. Akbar’s policy toward the Hindus of India is best described as

 (A) extermination.

 (B) religious tolerance and incorporation of Hindu elites.

 (C) massive efforts to convert Hindus to Islam.

 (D) holy war against Hindus.

**Chapter 14 Reading Quiz Answer Key**

1. B (Original: p. 414; With Sources: p. 637)

2. C (Original: p. 404; With Sources: p. 626)

3. C (Original: p. 410; With Sources: p. 632)

4. B (Original: p. 412; With Sources: p. 634)

5. B (Original: p. 415; With Sources: p. 637)

6. C (Original: p. 416; With Sources: p. 638)

7. A (Original: p. 416; With Sources: p. 638)

8. D (Original: p. 423; With Sources: p. 644)

9. A (Original: p. 424; With Sources: p. 645)

10. B (Original: pp. 424-425; With Sources: pp. 645-646)