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

**Robert W. Strayer**

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

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

Chapter 13, **The Worlds of the Fifteenth Century** Study Guide, (Original: pp. 363-394; With Sources: pp. 569-599)

**The Shapes of Human Communities**

1. What distinguished the northwest coast peoples from those of Australia?

2. Between 1000 and 1500 C.E. three different patterns of **political** development emerged in West Africa. Compare the following:

|  |  |  |
| --- | --- | --- |
| YORUBA | BENIN | IGBO |
|  |  |  |
| TRADE ? | TRADE ? | TRADE ? |

3. What were the values of the Iroquois League?

4. Describe gender roles of the Iroquois peoples.

5. Who was Timur (Tamerlane) and what did he do?

**Civilizations of the Fifteenth Century: Comparing China and Europe**

5. After Mongol rule, how would you define the major achievements of the Ming Dynasty?

6. Why did Emperor Yongle send Zheng He on his voyages **and** why were the voyages stopped?

7. What was the reason for the Hundred Years’ War? Did the Ming Dynasty experience a comparable conflict?

8. What was the Renaissance?

9. What were the differences between the Chinese and European oceangoing ventures?

**Civilizations of the Fifteenth Century: The Islamic World**

10. Fill in the chart.

|  |  |  |
| --- | --- | --- |
|  | OTTOMAN EMPIRE | SAFAVID EMPIRE |
| POLITICAL |  |  |
| RELIGION |  |  |

11. Fill in the chart.

|  |  |  |
| --- | --- | --- |
|  | SONGHAY | MUGHAL |
| POLITICAL |  |  |
| RELIGION |  |  |

12. What was the importance of Malacca?

**Civilization of the Fifteenth Century: The Americas**

13. What distinguished the Aztec and Inca empires from each other?

14. Why did the Aztecs perform ritual human sacrifice?

15. Describe the roles of Aztec and Incan women.

**Webs of Connection**

16. How were Afro-Eurasian peoples linked to one another by the fifteenth century?

17. What kind of growth accompanied the industrial revolution?

**Explain the significance of each of the following:**

*Firestick farming—*

*Oba—*

*Great Law of Peace—*

*Fulbe—*

*Eunuchs—*

*Niccolo Machiavelli—*

*Vasco da Gama—*

*Seizure of Constantinople* (1453)—

*Janissaries—*

*Timbuktu—*

*Triple Alliance (1428—*

*Floating gardens—*

*Pochteca—*

*Quipus—*

*Mita—*

**Chapter 13 Study Guide Answer Key**

1. What distinguished the northwest coast peoples from those of Australia?

What distinguished the northwest coast peoples from those of Australia were permanent village settlements with large and sturdy houses, considerable economic specialization, ranked societies that sometime included slavery, chiefdoms dominated by powerful clan leaders, and an extensive storage of food. (Original: p. 366; With Sources: p. 572)

2. Between 1000 and 1500 C.E. three different patterns of **political** development emerged in West Africa. Compare the following: (Original: p. 367; With Sources: p. 573)

|  |  |  |
| --- | --- | --- |
| YORUBA | BENIN | IGBO |
| A series of city-states, each within a walled town, and ruled by an oba (king)—many of whom were women--who performed both religious and political functions | A centralized territorial state that was ruled by a warrior king name Euware. He was said to have conquered 201 towns and villages in the process of founding the new state.His administrative chiefs replaced the heads of kinship groups as major political authorities. | Rejected kings and state-building efforts of their neighbors. Instead they relied on other institutions--title societies in which wealthy men received a series of prestigious ranks, women’s associations, hereditary ritual experts serving as mediators, a balance of power among kinship groups—to maintain social cohesion beyond the level of the village. It was a “stateless” society.  |
| TRADE ?They traded with Benin and Igbo, and the more distant peoples of the Songhay Empire in the north. | TRADE ?The king sponsored extensive trading missions and patronized artists who created the remarkable brass sculptures for which Benin is so famous.Traded with Yoruba and Igbo, and the more distant peoples of the Songhay Empire in the north. | TRADE ?Trades with Yoruba and Benin, and the more distant people of the Songhay Empire in the north. |

3. What were the values of the Iroquois League?

They gave expression to values of limited government, social equality, and personal freedom, concepts that some European colonists found highly attractive. (Original: p. 368; With Sources: p. 574)

4. Describe gender roles of the Iroquois peoples.

Among the Iroquois, descent was matrilineal, married couples lived with the wife’s family, and women controlled agriculture. While men were hunters, warriors, and the primary political officeholders, women selected and could depose those leaders. (Original: p. 368; With Sources: p. 574)

5. Who was Timur (Tamerlane) and what did he do?

As the Mongol Empire disintegrated, a brief attempt to restore it occurred in the late fourteenth and early fifteenth centuries under the leadership of a Turkic warrior named Timur. Timur’s army of nomads brought immense devastation yet again to Russia, Persia, and India. He was as ferocious as his model, Chingiss Khan. (Original: p. 369; With Sources: p. 575)

5. After Mongol rule, how would you define the major achievements of the Ming Dynasty?

Under the Ming Dynasty, China recovered from the disruption caused by Mongol rule and the ravages of the plague to become perhaps the best governed and most prosperous of the world’s major civilizations. China also undertook the largest and most impressive maritime expeditions the world had ever seen. (Original: p. 370-371; With Sources: pp. 576-577)

6. Why did Emperor Yongle send Zheng He on his voyages **and** why were the voyages stopped ?

Zheng He’s mission was to enroll distant peoples and states in the Chinese tribute system. The expeditions served to establish Chinese power and prestige in the Indian Ocean and to exert Chinese control over foreign trade in the region. Emperor Yongle’s successors viewed expansion as a waste of time and resources. (Original: p. 371-372; With Sources: pp. 577-578)

7. What was the reason for the Hundred Years’ War? Did the Ming Dynasty experience a comparable conflict?

England and France fought intermittently for more that a century over rival claims to territory in France. Europe was a decidedly fragmented system of many separate, independent, and highly competitive states, which made for a sharply divided Christendom. Attempts at state building was driven by the needs of war—taxes to build and support armies. No. (Original: p. 372; With Sources: pp. 578-579)

8. What was the Renaissance?

This was a renewed cultural blossoming (or rebirth) that occurred in Europe (and in the Ming Dynasty with the revival of all things Confucian). In Europe, the cultural rebirth celebrated and reclaimed a classical Greek tradition that earlier had been obscured or viewed through the lens of Arabic or Latin translations. In the vibrant commercial cities of Italy, the Renaissance reflected the belief of the wealthy elite that they were living in a new era, far removed from the confined religious world of feudal Europe. Returning to their roots, educated citizens of these cities sought inspiration in the art and literature of ancient Greece and Rome. Although religious themes remained prominent, Renaissance artists now included portraits and busts of well-known contemporary figures and scenes from ancient mythology. Scholars and philosophers reflected on secular topics such as grammar, history, poetry and politics. In its focus on the affairs of this world, Renaissance culture reflected the urban bustle and commercial preoccupations of the Italian cities. Its secular elements challenged the otherworldliness of Christian culture, and its individualism signaled the dawning of a more capitalist economy of private entrepreneurs. (Original: p. 373; With Sources: pp. 579-580)

9. What were the differences between the Chinese and European oceangoing ventures?

In terms of size, European oceangoing vessels were miniscule compared to Zheng He’s hundreds of ships and crew in the many thousands. Columbus captained three ships and a crew of 90, while da Gama had four ships, manned by perhaps 170 sailors. Motivations were also different. Europeans were seeking the wealth of Africa and Asia. They were also in search of Christian converts and of possible allies with whom to continue their long crusading struggle against threatening Muslim powers. China faced no equivalent power, needed no military allies in the Indian Ocean basin, and required little that these regions produced. China did not want to convert foreigners to Chinese culture and religion as the Europeans did. China did not seek conquests or colonies as did the Europeans. China wanted to end its voyages—they led nowhere, really, whereas the initial European expeditions were the beginning of a journey to world power. (Original: p. 375; With Sources: pp. 581-582)

10. Fill in the chart. (Original: pp. 378-380; With Sources: pp. 584-586)

|  |  |  |
| --- | --- | --- |
|  | OTTOMAN EMPIRE | SAFAVID EMPIRE |
| POLITICAL | Turkic Ottomans claimed the legacy of the earlier Abbasid Empire and sought to bring a renewed unity to the Islamic world. They also saw themselves as successors to the Roman Empire. In 1529, they laid siege to Vienna in the heart of Central Europe to expand their empire and Islam.Politically cohesivePeriodic military conflict erupted between these 2 empires, reflecting both territorial rivalry and sharp religious differences. | East of the Ottoman Empire, this Islamic state was created by a Turkic leader who was from a Sufi religious order. By 1550, the Safavid Empire decided to forcibly impose a Shia version of Islam as the official religion of the state.Politically cohesiveMilitary power |
| RELIGION | Islam--SunniOther religions toleratedThe seizure of Constantinople in 1453 marked the end of Christian Byzantium. | Islam—ShiaBy 1500, the empire decided to forcibly impose a Shia version of Islam as the official religion of the state. |

11. Fill in the chart. (Original: pp. 380-382; With Sources: pp. 586-589)

|  |  |  |
| --- | --- | --- |
|  | SONGHAY | MUGHAL |
| POLITICAL |  A monarch—Sonni Ali--who gave alms and fasted during Ramadan in proper Islamic style. It was a substantial Islamic state on the African frontier of a still expanding Muslim worldMilitary power | Created by an Islamized Turkic group. Had inclusive policies to accommodate the Hindu subjectsMilitary power |
| RELIGION | Islam was a growing faith in Songhay but it was limited largely to urban cities. | Islam and HinduProvided religious autonomy for Christians |

12. What was the importance of Malacca?

Malacca was strategically located on the waterway between Sumatra and Malaya. During the 15th century, it was transformed from a small fishing village to a major Muslim port city and became a springboard for the spread of Islam throughout the region. The Islam of Malacca, however, demonstrated much blending with the local Hindu/Buddhist traditions. Malacca, like Timbuktu, became a center for Islamic learning. (Original: p. 382; With Sources: p. 588)

13. What distinguished the Aztec and Inca empires from each other?

The Inca Empire was larger than the Aztec. The Aztec Empire controlled only part of the Mesoamerican cultural regions, while at its height the Inca state encompassed practically the whole of the Andean civilization. In the Aztec realm, the Mexica rulers largely left their conquered people alone, and no elaborate administrative system arose to integrate their people to Aztec culture. On the other hand, the Incas erected a more bureaucratic empire. The Aztec extracted tribute in the forms of goods from its populations, while the Incas primarily extracted labor services form their subjects. The Aztecs had a system of commercial exchange that was based on merchants and free markets, whereas the Inca government played a major role in both the production and distribution of goods. The authority of the state penetrated and directed the Incas’ society and economy far more than did the Aztecs. (Original: pp. 382-388; With Sources: pp. 588-594)

14. Why did the Aztecs perform ritual human sacrifice?

The sun was central to all of Aztec life. To replenish the sun’s energy and to postpone the descent into endless darkness, the sun required the life-giving force found in human blood. The high calling of the Aztec state was to supply this blood, largely through its wars of expansion and from prisoners of war, who were destined for sacrifice. Sacrifice helped to avoid encroaching darkness and this ideology also shaped the techniques of Aztec warfare, which put a premium on capturing prisoners rather than killing the enemy. (Original: p. 385; With Sources: p. 591)

15. Describe the roles of Aztec and Incan women.

Within the home, Aztec women cooked, cleaned, spun and wove cloth, raised their children, and undertook ritual activities. Outside the home, they served as officials in palaces, priestesses in temples, traders in markets, teachers in schools, and members of craft workers’ organizations. In the Andes, women worshipped the moon with matching religious officials, and attended to the duties like Aztec women. Among the Incas, parallel hierarchies of male and female political officials governed the empire. In the Andes, men broke the ground, women sowed, and both took part in the harvest. Both societies practiced what scholars call “gender parallelism,” in which women and men operated in two separate but equal spheres, each gender enjoying autonomy in its own sphere. “Chosen women” were removed from their homes as young girls, trained in Inca ideology, and set to producing corn beer and cloth at state centers. Later they were given as wives or sent to serve as priestesses in various temples. (Original: pp. 385-387; With Sources: pp. 591-594)

16. How were Afro-Eurasian peoples linked to one another by the fifteenth century and how was this changing?

Long established patterns of trade linked these people but by the 15th century the balance among them was changing. The Silk Roads overland trade network slowed down in the 15th century as the Mongol Empire broke up and the devastation of the plague reduced demand for its products. The rise of the Ottoman Empire also blocked direct commercial contact between Europe and China, but oceanic trade form Japan, Korea, and China through the islands of Southeast Asia and across the Indian Ocean picked up considerably. Larger ships made it possible to trade in bulk goods such as grain as well as luxury products. (Original: p. 389; With Sources: p. 595)

17. What kind of growth accompanied the economic or industrial revolution?

An unprecedented world population growth accompanied this revolution. (Original: p. 391; With Sources: p. 597)

**Explain the significance of each of the following:**

*Firestick farming*—Australia’s Paleolithic peoples had mastered and manipulated their environment in part through the practice of this. This was a pattern of deliberately set fires, which they described as cleaning up the country. These controlled burns served to clear the underbrush, thus making hunting easier and encouraging the growth of certain plant and animal species. (Original: p. 366; With Sources: p. 572)

*Oba*—a king in Yoruba (Original: p. 367; With Sources: p. 573)

*Great Law of Peace*—an agreement among five Iroquois tribes to settle their differences peacefully through a confederation council of clan leaders, some fifty of them altogether, who had the authority to adjudicate disputes and set reparation payments. This political innovation effectively suppressed the blood feuds and tribal conflicts that had been so widespread. (Original: p. 368; With Sources: p. 574)

*Fulbe*—West Africa’s largest pastoralist society, whose members gradually adopted Islam and took a religious leadership role that led to the creation of a number of new states (Original: p. 369; With Sources: p. 575)

*Eunuchs*—castrated men, in China, who were personally loyal to the emperor and exercised great authority, must to the dismay of the official bureaucrats (Original: p. 371; With Sources: p. 577)

*Niccolo Machiavelli*—an Italian Renaissance writer and politician (1469-1527) whose famous work *The Prince* was a prescription for political success based on the way politics actually operated on a highly competitive Italy of rival city-states rather than on idealistic and religiously-based principles (Original: p. 374; With Sources: p. 580)

*Vasco da Gama*—a Spanish explorer in 1497 who launched a voyage that took him around the tip of South Africa, along the East African coast, and, with the help of a Muslim pilot, across the Indian Ocean to Calicut in southern India (Original: p. 374; With Sources: pp. 580-581)

*Seizure of Constantinople (1453)* —Constantinople was the capital and almost the only outpost left of the Byzantine Empire. It fell to the army of the Ottoman sultan Mehmed II in 1453, an event that marked the end of Christian Byzantium. (Original: p.379; With Sources: p. 585)

*Janissaries*—the elite infantry force of the Ottoman Empire; Complete with uniforms, cash salaries, and marching music, they were the first standing army in the region since the days of the Roman Empire. (Original: p. 380; With Sources: p. 586)

*Timbuktu*—Great city of West Africa, noted in the 14th-16th  centuries as a center of Islamic scholarship (Original: p. 381; With Sources: p. 587)

*Triple Alliance (1428)* —In 1428, a Triple Alliance among the Mexica, ( who became the Aztecs), and two other nearby city-states launched a highly aggressive program of military conquest, which in less than 100 years brought more of Mesoamerica within a single political framework than ever before. (Original: p. 384; With Sources: p. 590)

*Floating gardens*—The Aztecs surrounded their city with “floating gardens,” artificial islands created from swamplands that supported a highly productive agriculture. (Original: p. 384; With Sources: p. 590)

*Pochteca*—professional merchants in the Aztec Empire whose wealth often elevated them to elite status (Original: p. 384; With Sources: p. 590)

*Quipus*—Quipus were colored knotted cords that served as an accounting device that recorded births, deaths, marriages, and other population data. (Original: p. 386; With Sources: p. 593)

*Mita*—Inca demands on their conquered people were expressed, not in terms of tribute, but as labor service known as mita, which was periodically required of every household. Almost everyone had to work for the state. Some worked on large farms which supported temples and religious institutions, others herded, mined, served in the military, or toiled on state-directed projects. What people produced at home, stayed at home. (Original: p. 387; With Sources: p. 593)

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

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

Chapter 13, **The Worlds of the Fifteenth Century, Reading Quiz**

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

\_\_\_\_\_\_\_\_1. The agricultural civilizations of West Africa were characterized by what kind(s) of

 government(s)?

 (A) Highly centralized kingdoms only

 (B) Stateless societies only

 (C) A mixture of stateless societies, city states, and centralized kingdoms

 (D) City states only

\_\_\_\_\_\_\_\_2. Which of the following was a West African pastoral society?

 (A) Benin

 (B) The Fulbe

 (C) The Yoruba

 (D) The Igbo

\_\_\_\_\_\_\_\_3. Why did the Ming government suddenly stop the exploration of the Indian Ocean basin?

(A) The Emperor cancelled the exploration because not enough riches and resources were found.

 (B) Most of the cultures they encountered were hostile and violent.

 (C) Emperor Yongle’s successors viewed expansion as a waste of time and resources.

 (D) Frequent stormy weather destroyed much of the Ming fleet.

\_\_\_\_\_\_\_\_4. In its effort to recover from the disruption of Mongol rule, the Ming dynasty took which

 of the following steps?

 (A) Ming rulers sought to recover the Chinese cultural past.

 (B) Ming rulers intensified the logging of its forests.

 (C) The Ming dynasty eliminated the civil service examination system.

 (D) The Ming dynasty suppressed Confucian learning.

\_\_\_\_\_\_\_\_5. This Muslim empire forcibly imposed a Shia version of Islam as the official religion of

 the state.

 (A) The Ottoman Empire

 (B) The Safavid Empire

 (C) The Mughal Empire

 (D) The Songhay Empire

\_\_\_\_\_\_\_\_6. Which of the following is a reason why Europeans put so much effort into expanding

 their power, while Chinese withdrew into their borders during the fifteenth century?

 (A) Europe had an abundance of land to grow into, whereas China was facing a shortage of land.

 (B) European Christianity was locked in a struggle with Muslims who threatened Europe and blocked easy access to the wealth of Asia, whereas China already had access to the wealth of Asia.

 (C) Expansion into the Indian Ocean brought formerly rival European states together, largely bringing an end to wars between them, whereas expansion into the Indian Ocean was divisive in the Ming China where it spawned several civil wars.

 (D) The Europeans had far greater wealth with which to fund the expansion, whereas the Ming state was relatively poor.

\_\_\_\_\_\_\_\_7. How did the Songhay Empire fit into the Islamic world of the fifteenth century?

(A) It was a large Islamic state on the African frontier of the Islamic world.

 (B) It was located in the heart of the Islamic world.

 (C) It was an outpost of Islam in Christian Europe.

 (D) It was the successor to the Mughal Empire in India.

\_\_\_\_\_\_\_\_8. Why did the Aztecs perform ritual human sacrifice?

 (A) They used victims’ intestines to tell the future.

 (B) They believed the victims’ blood replenished the energy of the sun.

 (C) They did not have enough resources to feed prisoners, so they had to kill them anyway.

 (D) As an island, Tenochtitlán could not support its population and had to kill some people.

\_\_\_\_\_\_\_\_9. In what ways did the Incan and Aztec Empires differ substantially from each other?

 (A) The Incan Empire promoted women’s equality more than the Aztec.

 (B) The Incan Empire was much smaller than the Aztec Empire.

 (C) The Incan Empire built an elaborate bureaucracy to integrate its subjects..

 (D) The Incan Empire did not draw upon earlier Andean cultures; the Aztecs did.

\_\_\_\_\_\_\_\_10. In both the Aztec and Incan Empires women

 (A) participated prominently in the militaries.

 (B) and men operated in two separate and autonomous but equivalent spheres.

 (C) had the right to do whatever men could do.

 (D) were treated as slaves and concubines.

**Chapter 13 Reading Quiz Answer Key**

1. C (Original: p. 366-367; With Sources: pp. 572-573)

2. B (Original: p. 369; With Sources: p. 575)

3. C (Original: p. 370-372; With Sources: pp. 576-578)

4. A (Original: p. 370-371; With Sources: pp. 576-577)

5. B (Original: p. 380; With Sources: p. 586)

6. B (Original: p. 374-377; With Sources: pp. 580-583)

7. A (Original: p. 380-382; With Sources: pp. 586-588)

8. B (Original: p. 384-385; With Sources: p. 591)

9. C (Original: p. 386-387; With Sources: pp. 592-593)

10. B (Original: p. 387-388; With Sources: pp. 393-394)