**U4: Global Interactions, 1450-1750 CE NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_HR:\_\_\_**

Study Guide Questions

1. Brainstorm 10 large-scale transformations (effects) generated by the Europeans establishing empires in the Americas. Identify and explain, in complete sentences, at least 5 of those transformations (effects).
2. Define the following terms using complete sentences:
   1. Columbian Exchange
   2. ‘great dying’
   3. Mercantilism
   4. Creoles
   5. Mestizo
   6. Mulattoes
   7. Settler colonies
3. Please complete the SPICE chart

|  |  |  |  |
| --- | --- | --- | --- |
| **Theme** | **Inca & Aztecs** | **Brazil/Caribbean** | **North America** |
| **European Country (ies) Colonizing the region** |  |  |  |
| **Social:**  socioeconomic groups; class/caste; racial & ethnic constructions; family & gender roles & relations; systems of unfree labor; religious groups. |  |  |  |
| **Political:**  Political structures and forms of governance; legal system; political interest groups/factions; power bases; changes and functions of states; relationship between individuals and states |  |  |  |
| **Interaction between people & environment:** Impact on the environment; environment impact on culture, natural, human, technological resources; demography; patters of movement and settlement; disease; population growth/decline; rise of agriculture |  |  |  |
| **Cultural & Intellectual:**  Art; literature; philosophy; architecture; mathematics & science; belief systems; religions; ethical and moral values; ideologies |  |  |  |
| **Economic:** Creation, expansion & interaction of economic systems; natural, human, technological & capital resources; agricultural & pastoral production; trade & commerce; labor systems |  |  |  |

1. What motivated Russian empire building?
2. Define the following terms using complete sentences:
3. Siberia
4. Yasak
5. Please complete the SPICE chart.

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| **Theme** | **Russia** |
| **Regions conquered by Russia** |  |
| **Social:**  socioeconomic groups; class/caste; racial & ethnic constructions; family & gender roles & relations; systems of unfree labor; religious groups. |  |
| **Political:**  Political structures and forms of governance; legal system; political interest groups/factions; power bases; changes and functions of states; relationship between individuals and states |  |
| **Interaction between people & environment:** Impact on the environment; environment impact on culture, natural, human, technological resources; demography; patters of movement and settlement; disease; population growth/decline; rise of agriculture |  |
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| **Economic:** Creation, expansion & interaction of economic systems; natural, human, technological & capital resources; agricultural & pastoral production; trade & commerce; labor systems |  |

1. Using the chart, and the section of Strayer you just read, please analyze how the Russian Empire was able to transform the life of its conquered people and of the Russian homeland itself?
2. Define the following terms using complete sentences:
3. Qing Dynasty
4. Zunghars
5. What were the major features of Chinese empire building in the early modern era?
6. Please complete the SPICE chart using pages 643-645.

|  |  |
| --- | --- |
| **Theme** | **China** |
| **Regions conquered by China** |  |
| **Social:**  socioeconomic groups; class/caste; racial & ethnic constructions; family & gender roles & relations; systems of unfree labor; religious groups. |  |
| **Political:**  Political structures and forms of governance; legal system; political interest groups/factions; power bases; changes and functions of states; relationship between individuals and states |  |
| **Interaction between people & environment:** Impact on the environment; environment impact on culture, natural, human, technological resources; demography; patters of movement and settlement; disease; population growth/decline; rise of agriculture |  |
| **Cultural & Intellectual:**  Art; literature; philosophy; architecture; mathematics & science; belief systems; religions; ethical and moral values; ideologies |  |
| **Economic:** Creation, expansion & interaction of economic systems; natural, human, technological & capital resources; agricultural & pastoral production; trade & commerce; labor systems |  |

1. Define the following terms using complete sentences:
2. Akbar
3. Aurangzeb
4. Jizya
5. Mughal Empire
6. Please complete the SPICE chart.

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| **Theme** | **Mughal Empire** |
| **Regions conquered by Mughal Empire** |  |
| **Social:**  socioeconomic groups; class/caste; racial & ethnic constructions; family & gender roles & relations; systems of unfree labor; religious groups. |  |
| **Political:**  Political structures and forms of governance; legal system; political interest groups/factions; power bases; changes and functions of states; relationship between individuals and states |  |
| **Interaction between people & environment:** Impact on the environment; environment impact on culture, natural, human, technological resources; demography; patters of movement and settlement; disease; population growth/decline; rise of agriculture |  |
| **Cultural & Intellectual:**  Art; literature; philosophy; architecture; mathematics & science; belief systems; religions; ethical and moral values; ideologies |  |
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1. How did Mughal attitudes and policies toward Hindus change from the time of Akbar to that of Aurangzeb?
2. Define the following terms using complete sentences:
3. Ottoman Empire
4. Deshirme
5. Constantinople, 1453
6. Please complete the SPICE chart.

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| --- | --- |
| **Theme** | **Ottoman Empire** |
| **Regions conquered by Ottoman Empire** |  |
| **Social:**  socioeconomic groups; class/caste; racial & ethnic constructions; family & gender roles & relations; systems of unfree labor; religious groups. |  |
| **Political:**  Political structures and forms of governance; legal system; political interest groups/factions; power bases; changes and functions of states; relationship between individuals and states |  |
| **Interaction between people & environment:** Impact on the environment; environment impact on culture, natural, human, technological resources; demography; patters of movement and settlement; disease; population growth/decline; rise of agriculture |  |
| **Cultural & Intellectual:**  Art; literature; philosophy; architecture; mathematics & science; belief systems; religions; ethical and moral values; ideologies |  |
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1. In what ways was the Ottoman Empire important for Europe in the early modern era?
2. Discuss how new trade and commerce relationships from 1450 - 1750 disrupted old patterns by:

Enriching:

Impoverishing:

Enslaving:

1. Discuss varying methods and practices used by each of the following European countries to break into Asian Commerce.

|  |  |  |
| --- | --- | --- |
| **Portugal** | **Spain** | **Dutch and British** |
|  |  | Dutch -  British - |

1. Silver
2. Why/How did silver play a major role in global commerce?
3. What impact did silver have on Japan politically, economically, environmentally, socially?
4. What economic and social effects did Silver have on China?
5. How did fur impact global commerce during this time period?
6. Fill out the chart below that outlines and compares the impact of the fur trade.

|  |  |  |
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|  | **Native North Americans** | **Native Siberians** |
| **Social Impact** |  |  |
| **Environmental Impact** |  |  |
| **Economic Impact** |  |  |

1. Why did Europeans choose Africans? (Discuss at least 5 reasons)
2. How was Slavery in the New World distinctive from other patterns of slavery that had existed before? (Discuss at least 5 differences)
3. From 1450 – 1650 discuss how globalization dramatically increased due to trade and commerce of Spices, Slaves, Fur, and the growing importance of Silver.
4. Let’s set up Europe’s religious past….
   1. Most of Western and Central Europe were members of what religion?
   2. Meanwhile much of Eastern Europe was using?
   3. The Middle East however was typically using?
   4. Letters “A” and “C” even met during the Crusades. What was the result of their meeting? (2-3 sentences)
5. Who was Martin Luther and what did he do in October of 1517?
   1. Also, what does the quote *“God has appointed the Press to preach…”* illustrate about the importance of literacy and the Bible during the Protestant Reformation?
6. Please fill out the chart below with facts, details, and examples of how the supporting details feed the main idea…
7. Please list and explain three reasons you have found that explain why Christianity and Christian missionaries had such little success in converting the people of China?
8. Muhammad ibn Abd al-Wahhab:
   1. What was his main idea/main message?
   2. Please give at least two examples that support your main idea.
9. What Hindu traditions/divergences appear in this chapter, which illustrate the syncretic nature of religions from 1450-1750? Please attempt to name and explain one.
10. Define the Scientific Revolution and explain it’s significance.
11. Famously the universe and all inside of it was likened to a clock by Johannes Kepler. What did he mean by that and how does this “clock” tie to the ideas of scientists like Sir Isaac Newton?
12. Along with nature and reason, progress was a major focus of the Enlightenment. Please explain what each of these people attempted to push forward or improve upon and how?
    1. Adam Smith
    2. John Locke
    3. Voltaire
    4. Deists