

Chapter Study Guides

This section contains reproducible study guides for each chapter of *History Alive! The Medieval World and Beyond*. A study guide lists the content standards covered by the chapter, key terms, essential questions, and a timeline exercise. Use these study guides to introduce the standards related to each chapter and to check that students have mastered those standards.

Using the Study Guides in Your Classroom

1. *Reproduce and distribute the study guide.* Give students the appropriate study guide at the beginning of a lesson. Ask them to keep the study guide in their Interactive Student Notebook for reference throughout the lesson. Encourage students to review their study guide frequently and to add notes as they learn new information.
2. *Preview the standards that will be covered.* Ask students to read the standards and find the corresponding topics on their Student Guide to the California Standards. Explain that in order to master the standards for this chapter, students will have to know the key terms listed and be prepared to answer the essential questions. They will also need to be able to place several key events on a timeline.
3. *Preview the key terms.* Before beginning a lesson, introduce new terms by having students find each one in their textbook. As students work through the lesson activity and the reading, awareness of these terms will help them focus on important content. At the end of a lesson, working with the terms as indicated on the study guide offers further review of that content.
4. *Introduce the essential questions.* Post the essential questions in your classroom for reference. At the end of class each day, ask students to reflect on what they have learned that will help them to answer the essential questions. Tell students to record notes that will prepare them to answer the questions. When an Online Resource is suggested for additional information, be sure that students have the opportunity to visit www.historyalive.com.
5. *Use the study guides to help students review for the chapter test.* Ask students to complete their notes for the essential questions and to create the timeline. For further review, students might play a quiz game using the key terms. Students might use their completed timelines to label a more extensive timeline on the classroom wall that includes events they have studied throughout the year.
6. *Use the study guides for midyear and year-end reviews.* When students keep their study guides for each chapter, the collected packet offers a useful summary and review of key terms and concepts before the benchmark exams.



The Legacy of the Roman Empire

Content Standards

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

7.1.1 Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.

7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Constantine (p. 9)

Constantinople (p. 9)

mural (p. 10)

mosaic (p. 10)

fresco (p. 10)

vault (p. 12)

dome (p. 12)

cathedral (p. 12)

aqueduct (p. 13)

scribe (p. 14)

proverb (p. 15)

philosophy (p. 16)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. At the height of the Roman Empire in 117 C.E., what areas were included within its borders? (7.1.2)
2. What problems contributed to the decline of the Roman Empire? (7.1.1, 7.1.2)
3. How and why did the Roman Empire ultimately fall? What happened to the eastern and western halves of the empire following the fall of Rome? (7.1.1, 7.1.2, 7.1.3)
4. What contributions did the Roman Empire make in the following areas: art, architecture and engineering, language and writing, philosophy, and law? (7.1.1)
5. How did Roman ideas about citizenship influence modern times? (7.1.1)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Height of Roman Empire

Move of Roman capital to Byzantium

Attack of Rome by Germanic tribe

Fall of last Roman emperor in the west

Study Guide for Chapter 2

The Development of Feudalism in Western Europe

Content Standards

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g. Charlemagne, Gregory VII, Emperor Henry IV).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

feudalism (p. 19)

lord (p. 19)

knight (p. 19)

peasant (p. 19)

serf (p. 19)

Clovis (p. 20)

Charlemagne (p. 20)

Roman Catholic Church (p. 20)

manor (p. 22)

divine right of kings (p. 23)

hierarchy (p. 24)

chivalry (p. 27)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Why and how did feudalism develop in western Europe? What two challenges did people face after the collapse of the Roman Empire? (7.6.3)
2. How did Clovis and Charlemagne help spread Christianity? (7.6.2, 7.6.4)
3. How did feudalism work? (7.6.3)
4. What social classes existed within the feudal system? What were the defining characteristics of each class? (7.6.3)
5. How did monarchs justify and maintain their power? (7.6.3)
6. Describe the differences in the daily lives and responsibilities of lords and ladies, knights, and peasants. (7.6.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Fall of the Roman Empire

Reign of Clovis as king of Franks

Reign of Charlemagne as king of Franks

Start of High Middle Ages

Study Guide for Chapter 3

The Role of the Church in Medieval Europe

Content Standards

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

7.1.1 Study the early strengths and lasting contributions of Rome and its ultimate internal weaknesses.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

7.6.2 Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g. Charlemagne, Gregory VII, Emperor Henry IV).

7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

7.6.8 Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

monastery (p. 32)

clergy (p. 32)

excommunicate (p. 33)

Pope Gregory VII (p. 33)

Henry IV (p. 33)

sacrament (p. 34)

pilgrimage (p. 35)

Crusades (p. 35)

theology (p. 38)

monasticism (p. 40)

mendicants (p. 41)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. How did Christianity begin? How did it develop and spread during the time of the Roman Empire? After the fall of the Roman Empire, how did monasteries help to continue the spread of Christianity? (7.1.1, 7.6.2)
2. Describe how the Roman Catholic Church was organized. What factors contributed to the increasing power of the Roman Catholic Church? How did the conflict between Pope Gregory VII and Emperor Henry IV reflect the church's increasing authority? (7.6.4)
3. How did religious beliefs such as salvation, sacraments, and pilgrimages affect daily life in medieval Europe? (7.6.8)
4. What were the Crusades? What led Christians to participate in the Crusades? (7.6.6)
5. Describe the ways in which the Roman Catholic Church influenced art and architecture, education, and philosophy. (7.6.8)
6. How did medieval Christians celebrate important holidays such as Christmas and Easter? (7.6.8)
7. Describe the daily lives and work of monks, nuns, and mendicants. (7.6.8)
8. Who was Thomas Aquinas? What did he believe about reason and faith? Describe his concept of natural law. (7.6.8)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Recognition of Christianity as religion of Roman Empire

Election of Gregory as Pope

Life of Geoffrey Chaucer

Study Guide for Chapter 4

Life in Medieval Towns

Content Standards

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

7.6.1 Study the geography of Europe and the Eurasian land mass, including their location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

7.6.3 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

charter (p. 44)

guild (p. 45)

apprentice (p. 45)

journeyman (p. 45)

commerce (p. 46)

leprosy (p. 48)

bubonic plague (p. 48)

common law (p. 49)

minstrel (p. 50)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Where did medieval towns develop? What did these towns look like? (7.6.1, 7.6.3)
2. What factors led to the growth of towns during the High Middle Ages? What role did the geography of Europe play in the development of and ways of life in these towns? (7.6.1, 7.6.3)
3. Describe the role of guilds in the trade and production of goods. How did trade and commerce grow during the Middle Ages? (7.6)
4. Did everyone prosper during the Middle Ages? Explain. (7.6)
5. Describe the daily lives of medieval Europeans, including their homes, occupations, education, and leisure activities. (7.6)
6. What problems did medieval towns face? How did medieval Europeans attempt to deal with those problems? How did an independent judiciary and common law in England help to protect individual rights? (7.6.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of Late Middle Ages

End of Late Middle Ages

Emergence of English court system

The Decline of Feudalism

Content Standard

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).

7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Magna Carta (p. 53)
bubonic plague (p. 53)
Hundred Years' War (p. 53)
King Henry II (p. 54)
King John (p. 54)
habeas corpus (p. 55)
King Edward I (p. 55)
Model Parliament (p. 55)
Black Death (p. 56)
Joan of Arc (p. 58)
heretic (p. 59)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What political developments during the 12th and 13th centuries helped to weaken feudalism? How did they weaken feudalism? (7.6.5)
2. In what ways did the Magna Carta, the legal reforms of Henry II, and the Model Parliament contribute to the rise of modern democratic institutions? (7.6.5)
3. How did the bubonic plague spread to Europe? Be able to use a map to support your answer. (7.6.7)
4. What symptoms were associated with the bubonic plague? How did this disease affect population, trade and commerce, and power? (7.6.7)
5. Why did France and England fight the Hundred Years' War? How did the outcome of this conflict help contribute to the decline of feudalism? (7.6)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Constitutions of Clarendon
Signing of Magna Carta
Setup of Model Parliament
Bubonic plague
Hundred Years' War

The Byzantine Empire

Content Standards

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Byzantine Empire (p. 61)

Constantinople (p. 61)

Eastern Orthodox Church (p. 61)

Justinian I (p. 63)

Theodora (p. 63)

public works (p. 63)

Justinian's Code (p. 63)

patriarch (p. 64)

liturgy (p. 65)

icon (p. 65)

schism (p. 67)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What made Constantinople an ideal location for a capital? How did the location of the capital help the Byzantine Empire prosper? (7.1.3)
2. Who was Justinian I? How did he contribute to the development of the Byzantine Empire? (7.1.3)
3. Who was Theodora? Why was she important to the history of the Byzantine Empire? (See also Online Resources, Biography 1.) (7.1.3)
4. What role did the Eastern Orthodox Church play in the Byzantine Empire? Consider the church's influence in government, architecture, and art. (7.1.3)
5. What disagreements led to conflict between medieval Europe and the Byzantine Empire? Describe each disagreement. (7.1.3)
6. What ultimately led to the permanent division between the Eastern Orthodox Church and the Roman Catholic Church? (7.1.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Reign of Justinian I

Byzantine ban on Christian religious images

Crowning of Charlemagne as Holy Roman emperor

Schism between Eastern Orthodox and Roman Catholic churches

Study Guide for Chapter 7

The Geography of the Arabian Peninsula

Content Standards

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

7.2.1 Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

7.2.5 Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Arabian Peninsula (p. 75)

caravan (p. 76)

plateau (p. 77)

nomad (p. 77)

Bedouins (p. 77)

oasis (p. 78)

sedentary (p. 78)

barter (p. 78)

irrigate (p. 79)

terrace (p. 80)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Describe the physical features and climate of the Arabian Peninsula. Be able to locate its main features on a map. (7.2.1)
2. Why was the location of the Arabian Peninsula ideal for the spread of goods and ideas? (7.2.5)
3. How did Arabs adapt to life in the desert, coastal plains, and mountains? Consider how these terms apply: *nomad*, *sedentary*, *oasis*, *irrigation*, and *terrace*. (7.2.1)
4. How did the environment influence the growth of cities and the development of trade routes? (7.2.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Participation of Arabs in Silk Road trade
Flooding from failure of Marib Dam

Study Guide for Chapter 8

The Prophet Muhammad

Content Standards

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

7.2.2 Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.

7.2.3 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

7.2.4 Describe the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Islam (p. 83)

prophet (p. 83)

Muslims (p. 83)

polytheist (p. 84)

monotheism (p. 86)

Madinah (p. 88)

caliph (p. 89)

Umayyad dynasty (p. 90)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Describe the town of Makkah into which Muhammad was born, including its economic, religious, social, and cultural characteristics. (7.2.2)
2. Who was Muhammad? Describe his early life. How did he become a prophet? (7.2.2)
3. What is the Qur'an? What are the origins of this book? (7.2.3)
4. What messages did Muhammad preach? How did most Arabs respond to Muhammad's teachings? (7.2.2)
5. How did the Muslim community grow in Madinah? What happened when Muhammad and his followers returned to Makkah? (7.2.4)
6. What happened to the Muslim community after Muhammad's death? Assess the accomplishments and shortcomings of the first four caliphs. (7.2.4)
7. Describe how the Muslim empire spread under the leadership of the Umayyad dynasty. (7.2.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Muhammad's call to be a prophet

Muhammad's first attempts at preaching

Death of Muhammad

Umayyad capital moved to Damascus

Muslim conquest of present-day Spain

The Teachings of Islam

Content Standards

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

7.2.2 Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.

7.2.3 Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

7.2.4 Describe the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Qur'an (p. 93)

Sunnah (p. 93)

jihad (p. 93)

shari'ah (p. 93)

hadith (p. 95)

imam (p. 97)

almsgiving (p. 98)

Ramadan (p. 99)

hajj (p. 100)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What beliefs and religious texts are common to Judaism, Christianity, and Islam? In what ways is Islam different from these religions? (7.2.2)
2. What is the Qur'an? What is the Sunnah? Why are they important to Muslims? (7.2.2, 7.2.3)
3. Describe each of the Five Pillars of Faith. How do they influence the daily lives of Muslims? (7.2.2, 7.2.3)
4. What does the term *jihad* mean? What does the Qur'an teach about this term? (7.2.2, 7.2.3, 7.2.4)
5. Explain the ways in which Islamic law guides Muslim life. (7.2.2, 7.2.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Official version of Qur'an established

Two million pilgrims make the hajj (2004 C.E.)

Study Guide for Chapter 10

Contributions of Muslims to World Civilizations

Content Standards

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

7.2.4 Describe the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

7.2.5 Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops) and the role of merchants in Arab society.

7.2.6 Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.9 Students analyze the historical developments of the Reformation.

7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Abbasids (p. 106)

Fatimid dynasty (p. 106)

mosque (p. 107)

Ibn Sina (p. 108)

astrolabe (p. 109)

algebra (p. 111)

Al-Khwarizmi (p. 111)

A Thousand and One Nights (p. 113)

mysticism (p. 113)

calligraphy (p. 114)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What areas did the Muslim empire control by 750 C.E.? What cultures blended to build Islamic civilization? (7.2.4)
2. How did Islamic civilization continue to flourish even though the Muslim empire did not remain as one political unit? Why was the acceptance of Islam and of Arabic language important? (7.2.4)
3. What were the three major cities in the Islamic world? How did each develop and grow to become important? (7.2.5)
4. People of three religions worked and studied together in Cordoba, Spain. What were those three religions? What achievements came from this region of the Muslim world? Why might this time period be termed a “golden age of cooperation”? (7.9.7)
5. Where were Muslim trade routes established? What products and inventions traveled along these routes? How did Muslim scholars preserve and pass on knowledge to medieval Europe? (7.2.5, 7.2.6)
6. Name the contributions that Islamic civilization made in the following areas: architecture, philosophy, science and technology, geography and navigation, medicine, bookmaking and literature, art and music, and recreation. (7.2.6, 7.10.1)

(See next page for timeline activity.)

Study Guide for Chapter 10 (continued)

Contributions of Muslims to World Civilizations

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

7.10.1 Discuss the roots of the Scientific Revolution (e.g., Greek rationalism, Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

End of Umayyad dynasty
Baghdad named Abbasid capital
House of Wisdom founded in Baghdad

Study Guide for Chapter 11

From the Crusades to New Muslim Empires

Content Standards

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

7.6.9 Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.9 Students analyze the historical developments of the Reformation.

7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Crusades (p. 119)

Seljuks (p. 119)

Pope Urban II (p. 121)

King Richard I (p. 122)

Salah al-Din (p. 122)

Reconquista (p. 123)

Inquisition (p. 123)

anti-Semitism (p. 126)

Mongols (p. 127)

Genghis Khan (p. 127)

Mamluks (p. 127)

Ottomans (p. 128)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Why do Jews, Christians, and Muslims consider Jerusalem a Holy Land? (7.6.6)
2. What was happening in Muslim lands that led European Christians to begin going on crusades at the end of the 11th century? For what reasons did Europeans join the Crusades? (7.6.6)
3. Describe what happened during the First, Second, and Third Crusades, as well as the Reconquista. Who were the key individuals involved in these religious wars? (7.6.6, 7.6.9)
4. How was the Inquisition used to expel Jews and Muslims from Christian Spain? (7.6.9, 7.9.7)
5. How did the Crusades affect the lives of those who fought in the wars? How did the Crusades affect Christians, Muslims, and Jews? Consider economic, social, and cultural changes. (7.6.6)
6. Explain how each of these empires came to control Muslim lands, and describe each empire's influence in the area: Mongols, Ottomans, Safavids, and Mughals.

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Call for crusades by Pope Urban II

Capture of Jerusalem in First Crusade

End of Second Crusade in defeat

Signing of peace treaty to end Third Crusade

Independence of Portugal as Christian kingdom

Destruction of Baghdad and end of Abbasid dynasty

Capture of Constantinople by Ottomans

Early Society in West Africa

Content Standards

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

7.4.2 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Sahara Desert (p. 138)

Sahel (p. 138)

savanna (p. 138)

Niger River (p. 138)

extended families (p. 139)

Nok (p. 140)

Jenne-jeno (p. 141)

tribute (p. 142)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Describe the physical features, vegetation and climate of West Africa. How did the geography of West Africa influence settlement and trade? (7.4.1)
2. Why did extended families eventually join together to form villages? (7.4.2)
3. Explain the role of ironworking and trade in the development of villages into towns and cities. (7.4.2)
4. What did archeologists' excavations of Jenne-jeno reveal about ancient West Africa? (7.4.2)
5. How did the first kingdoms in West Africa develop? How did trade affect the development of these kingdoms? (7.4.1, 7.4.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

First farming settlements south of Sahara

Hittite mastery of ironworking

Nok crafting of iron tools

Ghana: A West African Trading Empire

Content Standards

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

7.4.3 Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

middlemen (p. 145)
matrilineal (p. 147)
Ibn Battuta (p. 149)
porters (p. 149)
Wangara (p. 150)
Taghaza (p. 150)
Kumbi (p. 152)
Mali (p. 153)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Why was Ghana's king so powerful? How was power passed down when the king died? (See also Online Resources, Primary Source 3.) (7.4.1)
2. Describe Ghana's military forces. How did these forces contribute to the king's power? (7.4.1)
3. Recount the history of trans-Saharan trade. Why was Ghana's location ideal for controlling trans-Saharan trade? (7.4.1, 7.4.3)
4. Explain the importance of gold and salt in trans-Saharan trade. How did taxes collected on these goods make Ghana wealthy and powerful? (7.4.1)
5. What goods were exchanged in Kumbi? Why did the traders use a silent barter system? (7.4.1)
6. What factors contributed to the decline of Ghana?

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Gold first brought from southern African forests
Camels first brought to the Sahara
Ibn Battuta's first trade caravan across Sahara
End of Ghana's empire
Mande conquest of Kumbi (formerly capital of Ghana)

The Influence of Islam on West Africa

Content Standards

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

7.4.3 Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

7.4.4 Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Almoravids (p. 156)
Mansa Musa (p. 156)
Songhai (p. 157)
amulet (p. 158)
succession (p. 159)
patrilineal (p. 159)
Timbuktu (p. 160)
Arabic (p. 161)
al-Saheli (p. 162)
textiles (p. 163)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. How did Islam first reach Ghana? (7.4.3)
2. How did Mansa Musa's hajj help Mali gain acceptance as an important empire? What evidence is there to prove this acceptance? (7.4.1)
3. As Islam spread in West Africa, what new religious practices and values were adopted? (7.4.3)
4. What three major changes occurred in West African government and law as a result of Islamic influence? (7.4.3)
5. Explain the Muslim influence on each of these areas of culture in West Africa: education, architecture, and art. (7.4.3)
6. Why did more and more West Africans learn Arabic? In what ways did the Arabic language influence learning and scholarship? What was the influence of Arabic on trade and government? (7.4.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Arab Muslim conquest of North Africa
Almoravid capture of Kumbi
Mande conquest of Kumbi
Mansa Musa takeover of Mali
Muslim rebellion in Songhai

Study Guide for Chapter 15

The Cultural Legacy of West Africa

Content Standards

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

7.4.5 Describe the importance of written and oral traditions in the transmission of African history and culture.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

oral tradition (p. 165)
griot (p. 165)
written tradition (p. 165)
genealogy (p. 166)
folktale (p. 167)
proverb (p. 167)
call and response (p. 168)
balafon (p. 168)
ngoni (p. 168)
kora (p. 168)
terra-cotta (p. 170)
appliqué (p. 171)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Describe how West African history, beliefs, and values were passed down through oral and written traditions. (7.4.5)
2. What functions does music serve in West African society? What styles of singing, instruments, drumming, and dance are characteristic of West African music? (7.4)
3. What functions does art serve in West African society? What styles of sculpture, masks, and textiles are characteristic of West African art? (7.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Appearance of traditional West African folktales in the Americas
Earliest West African sculptures in terra-cotta
Yoruba brass sculptures

The Political Development of Imperial China

Content Standards

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

7.3.3 Analyze the influences of Confucianism and changes in Confucian thought during the Song and Mongol periods.

7.3.6 Describe the development of the imperial state and the scholar-official class.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

aristocracy (p. 179)	civil service examinations (p. 182)
meritocracy (p. 179)	Song dynasty (p. 183)
Mandate of Heaven (p. 180)	Mongols (p. 184)
bureaucracy (p. 181)	Kublai Khan (p. 184)
warlord (p. 181)	Ming dynasty (p. 184)
Tang dynasty (p. 182)	

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What is an imperial government? How did imperial dynasties justify their power? (7.3.6)
2. Which dynasties reunited China after the disunity that followed the Han dynasty? How did these dynasties reunite China? (7.3.1)
3. How did the Tang dynasty use civil service examinations to improve the bureaucracy? (7.3.6)
4. What changes did the Song dynasty implement to create a meritocracy? (7.3.6)
5. During the Song dynasty, what changes happened in Confucian thought? How did Confucianism influence the Song emperors? (7.3.3)
6. What did the Mongols believe about Confucianism? What influence did Confucianism have on the Mongol rulers? (7.3.3)
7. What changes in government did the Mongols make? How did these changes contribute to the collapse of the Mongol dynasty? (7.3.6)
8. Was the civil service system that was revived by the Ming dynasty beneficial or harmful to China? Justify your response. (7.3.6)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Unification of China under the Emperor of Qin
Fall of Han dynasty and breakup of China
Rise of Tang dynasty
Rise of Song dynasty
Mongol capture of China's capital
Restoration of Chinese rule under Ming dynasty

China Develops a New Economy

Content Standards

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

7.3.2 Describe agricultural, technological, and commercial developments during the Tang and Song periods.

7.3.3 Analyze the influences of Confucianism and changes in Confucian thought during the Song and Mongol periods.

7.3.5 Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

urbanization (p. 187)

typhoons (p. 188)

harrow (p. 188)

chain pump (p. 189)

paddies (p. 189)

barge (p. 190)

currency (p. 190)

junk (p. 191)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Why did agricultural changes occur during the Song dynasty? What were the main agricultural changes? What impact did those changes have? (7.3.2)
2. Where was tea grown? What was its original use? In what ways did tea become important in China? (7.3.5)
3. Why did economic changes occur during the Song dynasty? What were the main economic changes? What impact did those changes have? (7.3.2)
4. Who invented the magnetic compass? Why was this discovery important? (7.3.5)
5. Why did urbanization occur during the Song dynasty? What were the main changes that resulted from urbanization? What impact did those changes have? (7.3)
6. What influence did Confucianism have on the lives of women during the Song dynasty? What practice became common during that period? (7.3.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of Song dynasty

Introduction of new kind of rice to China

Minting of copper coins by Song government

Chinese Discoveries and Inventions

Content Standards

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

7.3.2 Describe agricultural, technological, and commercial developments during the Tang and Song periods.

7.3.5 Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

lodestone (p. 196)
paddlewheel boat (p. 196)
canal lock (p. 197)
segmental arch bridge (p. 197)
woodblock printing (p. 198)
movable type (p. 198)
porcelain (p. 199)
alchemy (p. 200)
inoculate (p. 202)
vaccine (p. 203)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What inventions made exploration and travel safer and faster? Consider inventions that affected overseas travel as well as travel on rivers, lakes, canals, and bridges within China. (7.3.2, 7.3.5)
2. Explain how each of these industries developed within China: paper, printing, porcelain, and steel. (7.3.2, 7.3.5)
3. Why was gunpowder such an important invention? (7.3.2, 7.3.5)
4. Explain how woodblock printing made possible the invention of everyday objects such as playing cards and paper money. (7.3.2, 7.3.5)
5. How did the Chinese discoveries of inoculation and vaccines help prevent diseases? (7.3.2, 7.3.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Recording of formula for gunpowder
Invention of segmental arch bridge
Wood-block printing of multi-colored paper money by Song printers

Study Guide for Chapter 19

China's Contacts with the Outside World

Content Standards

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

7.3.2 Describe agricultural, technological, and commercial developments during the Tang and Song periods.

7.3.4 Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

7.8.3 Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Xuan Zang (p. 205)	tributaries (p. 210)
Buddhism (p. 205)	kowtow (p. 210)
Silk Road (p. 206)	Zheng He (p. 210)
Kublai Khan (p. 208)	Ming dynasty (p. 211)
Marco Polo (p. 209)	

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What did the Tang do to make travel along the Silk Road safe? What type of cultural exchanges resulted from the Silk Road during the Tang dynasty? (7.3.2)
2. How did Buddhism come into China? How did it continue to spread during the Tang dynasty? (7.3.1)
3. Why did foreigners and their beliefs become less welcome in China toward the end of the Tang dynasty? (7.3)
4. How did the Mongols help to encourage overland trade along the Silk Road? What cultural exchanges happened between Europe and China as a result? (7.3.4, 7.8.3)
5. How did maritime trade flourish under the Mongols? (7.3.4)
6. Who was Marco Polo? Why were his travels important? Be able to trace his travels on a map. (See also Online Resources, Primary Source 4.) (7.8.3)
7. What did tributaries have to do? How did Zheng He's maritime expeditions help expand China's foreign contacts under the Ming dynasty? (7.3.4)
8. Why did Ming rulers eventually turn inward? What ultimately happened to the Ming dynasty? (7.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Seizure of Buddhist property by Tang government
Flourishing sea trade during Song dynasty
Kublai Khan becomes emperor of China
Maritime expeditions of Zheng He

The Influence of Neighboring Cultures on Japan

Content Standards

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

7.5.1 Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.

7.5.2 Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.

7.5.4 Trace the development of distinctive forms of Japanese Buddhism.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

cultural diffusion (p. 219)

Prince Shotoku (p. 220)

Seventeen Article Constitution (p. 221)

Taika Reforms (p. 221)

Shinto (p. 222)

kanji (p. 224)

kana (p. 224)

tanka (p. 224)

pagoda (p. 226)

gagaku (p. 226)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Where are China and Korea located in relationship to Japan? Why did this location allow for Japan to be influenced by many cultures at once? (7.5.1)
2. When did Prince Shotoku come to power? Which cultures did he admire? How did he rule Japan? What was life like for people during his reign? (See also Online Resources, Primary Source 5.) (7.5.2)
3. Which Chinese ideas about government did Japanese rulers adopt? During the ninth century, what happened in Japan that made their government different from China's? (7.5.1)
4. In what ways was Nara similar to the Chinese capital city? In what way was it different? (7.5.1)
5. How did Buddhism spread through Korea into Japan? Explain how Buddhism and Shinto blended together. (7.3.1, 7.5.4)
6. Describe how the Japanese adopted aspects of Chinese language, poetry, and sculpture. (7.5.1)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Rise of Prince Shotoku to power

Seventeen Article Constitution

Invention of *kana* for written Japanese

Study Guide for Chapter 21

Heian-Kyo: The Heart of Japan's Golden Age

Content Standards

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

7.5.5 Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Heian period (p. 229)

corruption (p. 230)

Heian-kyo (p. 230)

Fujiwara family (p. 231)

courtier (p. 233)

yamato-e (p. 235)

Noh theater (p. 239)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Why is the Heian period called Japan's Golden Age? (7.5.5)
2. Describe life within Heian-kyo. How was the city designed? How did people live? (7.5)
3. How did the Fujiwara family exercise their power? (7.5)
4. What determined social rank during the Heian period? What was affected by a person's social rank? (7.5)
5. What value did Heian society place on beauty and fashion? How did men and women groom themselves? (7.5)
6. What forms of entertainment, sculpture, painting, writing, and literature were prevalent during the Heian period? (7.5.5)
7. Who was Murasaki Shikibu? Why is significant about her novel, *The Tale of Genji*? (See also Online Resources, Biography 5.) (7.5.5)
8. What factors contributed to the end of the Heian period? In what ways can Heian influences be seen in modern Japan? (7.5.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Heian-kyo becomes Japanese capital

Leadership of Fujiwara Michinaga

Civil war in Japan

Takeover of Japan by military family

The Rise of the Warrior Class in Japan

Content Standards

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

7.5.3 Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code throughout the twentieth century.

7.5.4 Trace the development of distinctive forms of Japanese Buddhism.

7.5.6 Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

samurai (p. 241)

code of conduct (p. 241)

shogun (p. 242)

daimyo (p. 242)

martial arts (p. 244)

haiku (p. 246)

Amida Buddhism (p. 247)

Zen Buddhism (p. 247)

code of Bushido (p. 248)

seppuku (p. 248)

kamikazes (p. 250)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. How was military rule established in Japan during the 12th century? (7.5.6)
2. Explain the role of shoguns, daimyos, and samurai in the military government of Japan. (7.5.3, 7.5.6)
3. What did the samurai warriors wear in battle, and what weapons did they use? How were samurai warriors physically and mentally prepared for battle? (7.5.3, 7.5.6)
4. What aspects of Japanese culture were evident in samurai training? Explain. (7.5.3, 7.5.6)
5. How did Amida Buddhism and Zen Buddhism develop? What influence did Buddhism have on the samurai warriors? (7.5.4)
6. How was the code of conduct related to samurai values and traditions? How do these samurai values and traditions influence modern Japanese society? (7.5.3, 7.5.6)
7. In what ways did the position of samurai women decline over time? (7.5.3, 7.5.6)
8. In what ways was medieval Japan similar to medieval Europe? In what ways was it different? Compare, for example, Japanese haiku poetry with medieval English epic poetry. (See Online Resources, Literature 6.) (7.5.3, 7.5.6)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Rise of Yoritomo to power as first shogun

New capital established in Edo (present-day Tokyo)

Final form of samurai code, Bushido

Study Guide for Chapter 23

The Maya

Content Standards

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.

7.7.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Tikal (p. 259)

Mesoamerica (p. 260)

Olmec (p. 260)

hieroglyphic (p. 261)

observatory (p. 261)

slash-and-burn agriculture (p. 268)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Name the present-day countries in the area where the Mayan culture flourished. Describe the landscape of this region. (7.7.1)
2. Who were the Olmec? What were their accomplishments? (7.7)
3. What were the three periods of Mayan civilization? What were the main characteristics of each period? (7.7.3, 7.7.4, 7.7.5)
4. Explain the five levels of the Mayan social pyramid. What was daily life like for most Maya? (7.7.2)
5. How have historians learned about the Mayan religion? What have they learned? (7.7.2)
6. What two main calendars were developed and used by the Maya? Why are these calendars important achievements in mathematics and astronomy? (7.7.5)
7. What agricultural techniques did the Maya use to overcome farming challenges? (7.7.1, 7.7.5)
8. What happened to the Mayan civilization? (7.7)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Rise of Mayan civilization

Development of Mayan system of hieroglyphic writing

Collapse of Classic Mayan civilization

The Aztecs

Content Standards

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Tenochtitlan (p. 271)

mercenary (p. 272)

alliance (p. 273)

plaza (p. 274)

aviary (p. 275)

causeway (p. 275)

dike (p. 275)

Moctezuma I (p. 276)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Where was the Aztec Empire located? Describe the landscape of this region. (7.7.1)
2. What were the major accomplishments of the Teotihuacan and Toltec civilizations? (7.7)
3. How did the Aztecs arrive in the Valley of Mexico? Describe the Aztecs' transition from mercenaries to empire builders. (7.7.3)
4. What were some of the features that made the city of Tenochtitlan so amazing to those who visited it? How did geography influence the development of this city? (7.7.1, 7.7.4)
5. Explain how collecting tributes and training warriors enabled the Aztecs to build a powerful empire. (7.7.2)
6. Why did most of the people conquered by the Aztecs never consider themselves part of the Aztec empire? How did this contribute to the ultimate demise of the empire? (7.7.2, 7.7.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Arrival of Aztecs in Valley of Mexico

Building of Tenochtitlan

Defeat of Tepanecs by Triple Alliance

Spanish invasion of Mexico

Daily Life in Tenochtitlan

Content Standards

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

semidivine (p. 280)

hereditary (p. 280)

ward (p. 281)

dowry (p. 282)

polygamy (p. 282)

Huitzilopochtli (p. 286)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Describe the five social classes of Aztec society. (7.7.2)
2. In what ways were Aztec marriage and family customs similar to our modern practices? In what ways were they different? (7.7.2)
3. Explain the importance of maize and markets in Aztec society. (7.7.2)
4. How did the Aztecs' religious beliefs affect their daily life? (7.7.2)
5. Describe traditional Aztec games. How was entertainment connected to religion? (7.7.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Aztecs start building Tenochtitlan (1325 C.E.)

Spanish explorers find Tenochtitlan (1519 C.E.)

The Incas

Content Standards

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies

7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Cuzco (p. 290)

quipu (p. 291)

Sapa Inca (p. 292)

ayllu (p. 294)

huacas (p. 296)

divination (p. 297)

oracle (p. 297)

Chosen Women (p. 297)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. The Inca Empire spread over which present-day countries? Describe the landscape of this region. (7.7.1)
2. How did the Incas build and manage their empire? (7.7.3)
3. What were the roles and responsibilities of each social class in the Incan Empire? (7.7.2)
4. In what ways was the ayllu the basis for Inca society? (7.7.2)
5. Describe these aspects of daily life for the Incas: education, marriage, and religion. (7.7.2)
6. What strategies did the Incas use to expand their empire? What might have motivated them to expand their empire? (7.7.2, 7.7.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Spanish conquest of Inca Empire

Height of Inca Empire

First Inca settlement in Cuzco

Study Guide for Chapter 27

Achievements of the Maya, Aztecs, and Incas

Content Standards

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.

7.7.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

solar year (p. 302)

steles (p. 302)

huipiles (p. 303)

corbel vault (p. 303)

glyph (p. 303)

dialect (p. 303)

pictograph (p. 305)

suspension bridge (p. 306)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What important breakthroughs did the Maya make in the fields of mathematics and astronomy? (7.7.5)
2. Describe these aspects of Mayan culture: art, weaving, architecture, writing, and language. (7.7.4)
3. In what ways was Tenochtitlan proof of the Aztecs' achievements in technology and architecture? (7.7.3, 7.7.4)
4. Did the Aztec calendar have a practical or religious purpose? Explain. (7.7.5)
5. How did the Aztecs express themselves through poetry, music, dance, art, and language? (7.7.4)
6. Describe Incan achievements in engineering, medicine, and art. (7.7.4)
7. How did the Incas compensate for their lack of a written language? (7.7.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of Mayan civilization

Height of Mayan civilization

Arrival of Spanish in the Americas

The Renaissance Begins

Content Standards

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

7.8.1 Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independence trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

7.8.3 Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Renaissance (p. 315)
humanism (p. 315)
Silk Road (p. 318)
Marco Polo (p. 318)
patron (p. 318)
city-state (p. 319)
republic (p. 319)
Venice (p. 319)
Petrarch (p. 320)
humanities (p. 320)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. In what ways was Renaissance art similar to classical art? (7.8.1)
2. How did the growth of trade, commerce, and city-states create a boom in art and learning during the Renaissance? (7.8.2, 7.8.3)
3. How did humanism develop? In what ways did humanists revive classical Greek and Roman ideas as well as improve them? (7.8.1)
4. Why did conflict arise between humanists and the Catholic Church? (7.8.1)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Beginning of Renaissance in Italy
Spread of Renaissance to other parts of Europe
Petrarch as Rome's poet laureate

Study Guide for Chapter 29

Florence: The Cradle of the Renaissance

Content Standards

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

7.8.1 Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Florence (p. 323)

Dante Alighieri (p. 324)

Michelangelo (p. 324)

Leonardo da Vinci (p. 324)

Donatello (p. 324)

Medicis (p. 324)

Brunelleschi (p. 325)

Botticelli (p. 326)

secular (p. 328)

The Divine Comedy (p. 328)

Galileo Galilei (p. 329)

Machiavelli (p. 330)

The Prince (p. 330)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What factors made Florence Italy's leading cultural center during the Renaissance? (7.8.2)
2. Describe the significant achievements that were made during the Renaissance in architecture and engineering, painting, and sculpture. In what ways did architects, builders, and artists draw from the ancient Greeks and the Romans? (7.8.1, 7.8.5)
3. How did Renaissance literature differ from medieval literature? How does *The Divine Comedy* reflect humanist thinking? (7.8.1, 7.8.5)
4. How did the study of science and mathematics change during the Renaissance? What scientific and mathematical achievements were made during the Renaissance? (7.8.1, 7.8.5)
5. In what ways was *The Prince* characteristic of humanist thinking, and in what ways was it different? (7.8.1, 7.8.5)
6. How did commerce and trade promote the growth of the Renaissance in Florence? (7.8.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Building started on Duomo di Santa Maria del Fiore

Completion of dome of the Duomo di Santa Maria del Fiore

Dante's *The Divine Comedy* written

Florence ruled by Lorenzo of the Medici family

New Market built as banking center

Leading Figures of the Renaissance

Content Standards

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

7.8.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

printing press (p. 334)	Isabella I (p. 340)
Johannes Gutenberg (p. 334)	Elizabeth I (p. 341)
Michelangelo (p. 335)	William Shakespeare (p. 342)
Titian (p. 336)	Miguel Cervantes (p. 343)
Albrecht Dürer (p. 337)	<i>Don Quixote</i> (p. 343)
Nicolaus Copernicus (p. 338)	Leonardo da Vinci (p. 344)
Andreas Vesalius (p. 339)	

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. How did Renaissance ideas spread throughout the world? Why was Gutenberg's invention so important? (7.8.4)
2. In what ways did Michelangelo, Titian, and Dürer contribute to Renaissance art? (7.8.5)
3. What was significant about the scientific discoveries of Copernicus and Vesalius? (7.8.5)
4. Why are Isabella I and Elizabeth I considered Renaissance queens? What aspects of their rule embodied the spirit of the Renaissance period? (7.8)
5. What famous works of literature were written during the Renaissance? Why were these works so influential? How do they reflect the ideals of the Renaissance? (See also Online Resources, Literature 8.) (7.8.5)
6. In what ways did Leonardo da Vinci exemplify the Renaissance ideal? (7.8.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Invention of movable-type printing press

Life of Michelangelo

Titian named official painter of Venice

Publication of *On the Revolutions of the Celestial Spheres* (Copernicus)

First Atlantic voyage of Columbus

The Reformation Begins

Content Standards

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

7.8.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

7.9 Students analyze the historical developments of the Reformation.

7.9.1 List the causes for the internal turmoil in and weakening of the Catholic Church (e.g., tax policies, selling of indulgences).

7.9.2 Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Reformation (p. 347)
Protestant (p. 347)
indulgences (p. 348)
Great Schism (p. 349)
John Wycliffe (p. 350)
heresy (p. 350)
doctrine (p. 350)
Desiderius Erasmus (p. 351)
Martin Luther (p. 352)
Ninety-Five Theses (p. 352)
Diet of Worms (p. 353)
John Calvin (p. 354)
William Tyndale (p. 355)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What problems contributed to the weakening of the Catholic Church by the Late Middle Ages? Consider problems resulting from corruption as well as those relating to political conflict. (7.9.1)
2. Which early reformers tried to purify the church? How did these reformers differ from those who followed them? (7.9.2)
3. Why is Martin Luther credited with starting the Reformation? (7.9.2)
4. Which reformers contributed to the spread of Protestantism? What other factors contributed to the growth of Protestantism? (7.9.2)
5. Before the Protestant Reformation, in what language was the Bible commonly written? How did reformers like Wycliffe, Luther, and Tyndale change that? How did these changes allow information to be spread more easily? (7.8.4)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Papacy moved to France by Pope Clement V
Papacy moved back to Rome by Pope Gregory XI
Publication of *The Praise of Folly* (Erasmus)
Excommunication of Martin Luther
Formation of Church of England

The Spread and Impact of the Reformation

Content Standards

7.9 Students analyze the historical developments of the Reformation.

7.9.2 Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

7.9.3 Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.

7.9.4 Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.

7.9.5 Analyze how the Counter Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).

7.9.6 Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.

7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

sect (p. 357)	theocracy (p. 361)
Counter-Reformation (p. 357)	missionaries (p. 365)
Lutheranism (p. 357)	Inquisition (p. 365)
Calvinism (p. 357)	nationalism (p. 366)
Anglicanism (p. 357)	absolute monarchy (p. 367)
original sin (p. 358)	Puritans (p. 367)
predestination (p. 360)	

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. Describe the main beliefs and practices associated with each of these sects of Protestantism: Lutheranism, Calvinism, and Anglicanism. (7.9.2)
2. Why was the Council of Trent called? What were the results of this meeting? (7.9.5)
3. How did St. Ignacius of Loyala and the Jesuits help to revitalize and spread Catholicism? (7.9.5, 7.9.6)
4. How did Queen Isabella and King Ferdinand use the Inquisition against the Jews and Muslims? What eventually happened in 1492? (7.9.7)
5. What changes did the Reformation bring to Europe? What regions became Protestant and which remained Catholic? (7.9.3, 7.9.4)
6. In what ways did Protestantism contribute to democratic practices and the ideas of federalism? (See Online Resources, Essay 4, *The Reformation Plants Seeds of Modern Democracy and Federalism*.) (7.9.3)
7. How did Christianity spread from Europe to other parts of the world? How did the division of Europe between Catholicism and Protestantism affect the distribution of religions in the New World? (See Online Resources, Essay 5, *European Missionaries and the Spread of Christianity, 1500–1750*.) (7.9.4, 7.9.6)

Terms Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Calvin becomes leader of church reform movement
Founding of Anglicanism by King Henry VIII
Counter-Reformation started by Council of Trent
Signing of Peace of Westphalia
Spread of religion around world by missionaries

The Age of Exploration

Content Standards

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

7.11.3 Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

New World (p. 375)	northwest passage (p. 384)
cartography (p. 377)	capitalism (p. 386)
longitude and latitude (p. 377)	market economy (p. 386)
colony (p. 379)	cottage industry (p. 387)
conquistadors (p. 382)	mercantilism (p. 387)
epidemic (p. 383)	

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What were the Europeans' motives for exploring the world? What advances in knowledge and technology helped make voyages of discovery possible? (7.8.5, 7.11.1)
2. Locate the voyages of Vasco de Gama and Pedro Cabral on a map. How did the Portuguese explorers change Europeans' understanding of the world? (7.11.1)
3. Locate the voyages of Columbus and Magellan on a map. How did the Spanish explorers change Europeans' view of the world? (7.11.1)
4. Locate the voyages of Hernan Cortes and Francisco Pizarro on a map. What happened as a result of later Spanish exploration and conquest? (7.11.1, 7.11.2)
5. Locate the voyages of John Cabot, Giovanni de Verrazano, and Henry Hudson on a map. How were their voyages different from Portuguese and Spanish exploration? (7.11.1, 7.11.2)
6. During the Age of Exploration, what exchanges were made among Europe, Africa, Asia, and the Americas? Give examples of plants, animals, technology, and culture. What was the impact on the people of these continents? (7.11.2)
7. Explain how exploration led to the growth and development of capitalism, a market economy, cottage industry, and mercantilism. (7.11.3)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

First map showing the Americas separate from Asia
Portuguese sail around southern tip of Africa
Circumnavigation of world by Magellan's crew
Exploration of Mexico by Cortes and conquistadors
Exploration of North America by Henry Hudson

The Scientific Revolution

Content Standards

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

7.10.1 Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

7.10.2 Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).

7.10.3 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Scientific Revolution (p. 389)

scientific method (p. 389)

rationalism (p. 390)

geocentric (p. 391)

heliocentric (p. 391)

Copernicus (p. 391)

Kepler (p. 391)

Galileo (p. 392)

Newton (p. 394)

Bacon (p. 395)

Descartes (p. 395)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What factors helped bring about the Scientific Revolution? (7.10.1)
2. How did the work of Copernicus lead to a new view of the universe? How did Kepler and Galileo improve upon Copernicus's theory? (7.10.2)
3. What were Newton's contributions to the Scientific Revolution? (7.10.2)
4. Outline the steps of the scientific method. How did it develop? Why do modern scientists still use this method today? (7.10.3)
5. How did scientists like Descartes and Newton explain that science could coexist with traditional religious beliefs? (7.10.3)
6. What key inventions were made during the Scientific Revolution? How did these inventions increase scientists' understanding of nature? (7.10.2)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Publication of heliocentric theory (Copernicus)

Galileo, teacher of Copernican theory, faces the Inquisition

Publication of the *Principia* (Newton)

The Enlightenment

Content Standards

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

7.11.4 Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.

7.11.5 Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

7.11.6 Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

Terms Locate as many of the following terms as you can in your Reading or Activity Notes and highlight them. For each term not already in your notes, define and explain its significance on a separate sheet of paper.

Enlightenment (p. 399)
age of reason (p. 399)
Hobbes (p. 402)
Locke (p. 403)
constitutional monarchy (p. 403)
social contract (p. 403)
natural rights (p. 403)
Montesquieu (p. 404)
separation of powers (p. 404)
despotism (p. 404)
Voltaire (p. 405)
Beccaria (p. 406)
enlightened monarchs (p. 407)
American Revolution (p. 407)
French Revolution (p. 407)

Essential Questions Consult your Reading Notes and, when necessary, *History Alive! The Medieval World and Beyond*. For each question below, record notes that prepare you to answer it.

1. What were the scientific, religious, and philosophical roots of the Enlightenment? (7.11.4)
2. During the Enlightenment, what ideas about government did Hobbes, Locke, and Montesquieu develop? (7.11.5)
3. What did the English Bill of Rights do? Which ideas from the Magna Carta did this document include? (7.11.6)
4. What ideas about justice did Voltaire and Beccaria develop? (7.11.5)
5. In what ways did the Enlightenment influence the American and French Revolutions? (7.11.5, 7.11.6)
6. Did women have a significant impact during the Enlightenment? Explain. (7.11.5)

Timeline Label and illustrate a timeline with the events listed below. For each event, draw a creative and appropriate symbol near its proper place on the timeline. Write the date the event occurred and an appropriate headline for each event.

Publication of *Leviathan* (Hobbes)
Publication of *Two Treatises of Government* (Locke)
Rebellion of American colonists against English king