

## Period 3 Regional and Transregional Interactions, c. 600 C.E. to c. 1450

### Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of old and new networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural, technological, and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater interregional borrowing, while at the same time sustaining regional diversity. The prophet Muhammad promoted Islam, a new major monotheistic religion at the start of this period. It spread quickly through practices of trade, warfare, and diffusion characteristic of this period.

#### I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.

A. *Existing trade* routes flourished and promoted the growth of powerful *new trading cities*. Required examples of *existing trade routes*: The Silk Road, The Mediterranean Sea, The Trans-Saharan, The Indian Ocean basins. Example of *new trading Cities*:

Novgorod, Timbuktu, The Swahili city-states, Hangzhou, Calicut, Baghdad, Melaka, Venice, Tenochtitlan, Cahokia

B. New trade routes centering on Mesoamerica and the Andes developed. Example of *caravan organization*: Caravanserai, Camel saddles

C. The growth of interregional trade in *luxury goods* was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated *caravan organization*; use of the compass, astrolabe, and larger ship designs in sea travel; and *new forms of credit and monetization*. Example of *luxury goods*: Silk and cotton textiles, Porcelain, Spices, Precious metals and gems, Slaves, Exotic animals. Example of *new forms of credit and monetization*: Bills of exchange, Credit, Checks, Banking houses

D. Commercial growth was also facilitated by *state practices, trading organizations*, and state-sponsored commercial infrastructures like the Grand Canal in China.

E. The expansion of *empires* facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors' economies and trade networks. Required examples of *empires*: China, The Byzantine Empire, The Caliphates, The Mongols

Example of *state practices*: Minting of coins, Use of paper money. Example of *trading organizations*: Hanseatic League

#### II. The movement of peoples caused environmental and linguistic effects.

A. The expansion and intensification of long-distance trade routes often depended on *environmental knowledge and technological adaptations to it*.

B. Some *migrations* had a *significant environmental impact*. Required examples of *migration and their environmental impact*: The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa, The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands

C. Some migrations and commercial contacts led to the *diffusion of languages* throughout a new region or the emergence of new languages. Example of *environmental knowledge and technological adaptations*: The way Scandinavian Vikings used their longships to travel in coastal and open waters as well as in rivers and estuaries, The way the Arabs and Berbers adapted camels to travel across and around the Sahara, The way Central Asian pastoral groups used horses to travel in the steppes. Example of the *diffusion of languages*: The spread of Bantu languages including Swahili, The spread of Turkic and Arabic languages

#### III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.

A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.

B. In key places along important trade routes, merchants set up *diasporic communities* where they introduced their own cultural traditions into the indigenous culture.

C. The writings of certain *interregional travelers* illustrate both the extent and the limitations of intercultural knowledge and understanding.

Example of *diasporic communities*: Muslim merchant communities in the Indian Ocean region, Chinese merchant communities in Southeast Asia, Sogdian merchant communities throughout Central Asia, Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads

Example of *interregional travelers*: Ibn Battuta, Marco Polo, Xuanzang

D. Increased cross-cultural interactions resulted in the *diffusion of literary, artistic, and cultural traditions*.

E. Increased cross-cultural interactions also resulted in the diffusion of *scientific and technological traditions*.

Example of the *diffusion of literary, artistic and cultural traditions*: The influence of Neoconfucianism and Buddhism in East Asia, Hinduism and Buddhism in Southeast Asia, Islam in Sub-Saharan Africa and Southeast Asia, Toltec/Mexico and Inca traditions in Mesoamerica and Andean America: Example of the diffusion of scientific and technological traditions: The influence of Greek and Indian mathematics on Muslim scholars, The return of Greek science and philosophy to Western Europe via Muslim al-Andalus in Iberia, The spread of printing and gunpowder technologies from East Asia into the Islamic empires and Western Europe

#### **IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.**

A. *New foods and agricultural techniques* were adopted in populated areas.

B. The spread of epidemic diseases, including the Black Death, followed the well established paths of trade and military conquest.

#### **Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions**

State formation in this era demonstrated remarkable continuity, innovation and diversity in various regions. In Afro-Eurasia, some states attempted, with differing degrees of success, to preserve or revive imperial structures, while smaller, less centralized states continued to develop. The expansion of Islam introduced a new concept — the Caliphate — to Afro-Eurasian statecraft. Pastoral peoples in Eurasia built powerful and distinctive empires that integrated people and institutions from both the pastoral and agrarian worlds. In the Americas, powerful states developed in both Mesoamerica and the Andean region.

#### **I. Empires collapsed and were reconstituted; in some regions new state forms emerged.**

A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang, and Song — combined *traditional sources of power and legitimacy with innovations* better suited to the current circumstances.

Example of *new foods and agricultural techniques*: Bananas in Africa, New rice varieties in East Asia, The spread of cotton, sugar, and citrus throughout Dar al-Islam and the Mediterranean basin

Example of *traditional sources of power and legitimacy*: Patriarchy, Religion, Land-owning elites

Example of *innovations*: New methods of taxation, Tributary systems, Adaptation of religious institutions.

B. In some places, new forms of governance emerged, including those developed in various *Islamic states*, the Mongol Khanates, *city-states*, and decentralized government (feudalism) in Europe and Japan.

C. Some states *synthesized local and borrowed traditions*.

D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach: Networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexican (“Aztecs”) and Inca.

#### **II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.**

Required examples of *technological and cultural transfers*: Between Tang China and the Abbasids, Across the Mongol empires, During the Crusades

Example of *Islamic states*: Abbasids, Muslim Iberia, Delhi Sultanates

Example of *city-states*: In the Italian peninsula, In East Africa, In Southeast Asia, In the Americas

Example of such *synthesis by states*: Persian traditions that influenced Islamic states, Chinese traditions that influenced states in Japan

#### **Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences**

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes. Productivity rose in both agriculture and industry. Rising productivity supported population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings. Shifts in production and the increased volume of trade also stimulated new labor practices, including adaptation of existing patterns of free and coerced labor. Social and gender structures evolved in response to these changes.

#### **I. Innovations stimulated agricultural and industrial production in many regions.**

A. Agricultural production increased significantly due to *technological innovations*.

B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops were transported from their indigenous homelands to equivalent climates in other regions.

C. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.

Example of *technological innovations*: Champa rice varieties, The chinampa field systems, *Waru waru* agricultural techniques in the Andean areas, Improved terracing techniques, The horse collar

#### **II. The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.**

A. *Multiple factors* contributed to the declines of urban areas in this period.

Required examples of *these factors*: Invasions, Disease, The decline of agricultural productivity, The Little Ice Age

B. *Multiple factors* contributed to urban revival.

Required examples of *these factors*: The end of invasions, The availability of safe and reliable transport, The rise of commerce and the warmer temperatures between 800 and 1300, Increased agricultural productivity and subsequent rising population Greater availability of labor also contributed to urban growth

C. While cities in general continued to play the roles they had played in the past as governmental, religious, and commercial centers, many older cities declined at the same time that numerous new cities emerged to take on these established roles.

#### **III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.**

A. As in the previous period, there were many *forms of labor organization*.

Required examples of *forms of labor organization*: Free peasant agriculture, Nomadic pastoralism, Craft production and guild organization, Various forms of coerced and unfree labor, Government-imposed labor taxes, Military obligations

B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia.

C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the *mit'a* in the Inca Empire. *Free peasants resisted attempts to raise dues and taxes by staging revolts*. The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean.

Example of *regions where free peasants revolted*: China, The Byzantine Empire

D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism often led to significant changes in gender relations and family structure.

## TEKS:

### 113.42 Social Studies, World History

#### (c) Knowledge and skills.

(1) **History.** The student understands traditional historical points of reference in world history. The student is expected to:

(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;

(4) **History.** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:

(A) explain the development of Christianity as a unifying social & political factor in medieval Europe & the Byzantine Empire;

(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;

(C) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;

(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;

(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;

(F) describe the interactions between Muslim and Hindu societies in South Asia;

(G) explain how the Crusades, Black Death, Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;

(H) summarize the major political, economic, and cultural developments in Tang and Song China & their impact on E. Asia;

(I) explain the development of the slave trade;

(J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and

(K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.

(6) **History.** The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected

(A) to compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and

(B) to explain how the Inca and Aztec empires were impacted by European exploration/colonization.

(15) **Geography.** The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and

(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

(16) **Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

(A) locate places and regions of historical significance directly related to major eras and turning points in world history;

(B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and

(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

(18) **Economics.** The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:

(A) identify the historical origins and characteristics of the free enterprise system

(19) **Government.** The student understands the characteristics of major political systems throughout history. The student is expected:

(A) to identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and

(B) to identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.

(20) **Government.** The student understands how contemporary political systems have developed from earlier systems of government.

The student is expected to:

(A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment;

(B) identify the impact of political and legal ideas contained in the following documents: Justinian's Code of Laws, Magna Carta, the English Bill of Rights

- (21) Citizenship.** The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
- (A) describe how people have participated in supporting or changing their governments;
  - (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
  - (C) identify examples of key persons who were successful in shifting political thought
- (22) Citizenship.** The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:
- (A) summarize the development of the rule of law from ancient to modern times;
  - (B) identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome;
- (23) Culture.** The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:
- (A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and
  - (B) identify examples of religious influence on various events referenced in the major eras of world history.
- (24) Culture.** The student understands the roles of women, children, and families in different historical cultures. The student is
- (A) to describe the changing roles of women, children, and families during major eras of world history; and
  - (B) to describe the major influences of women such as Elizabeth I, Queen Victoria of world history.
- (25) Culture.** The student understands how the development of ideas has influenced institutions and societies. The student is expected
- (A) to summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;
  - (B) to summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;
  - (C) to explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and
  - (D) to explain how Islam influences law and government in the Muslim world.
- (26) Culture.** The student understands the relationship between the arts and the times during which they were created. The student is
- (A) to identify significant examples of art/architecture that demonstrate an artistic ideal or visual principle from selected cultures;
  - (B) to analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and
  - (C) to identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.
- (27) Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:
- (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties;
  - (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;
- (29) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
  - (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;
  - (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;
  - (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
  - (E) identify bias in written, oral, and visual material;
  - (F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;
  - (G) construct a thesis on a social studies issue or event supported by evidence; and
  - (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.
- (30) Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) use standard grammar, spelling, sentence structure, and punctuation;
  - (C) interpret and create written, oral, and visual presentations of social studies information; and
  - (D) transfer information from one medium to another.
- (31) Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
  - (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.