

## Period 4: Global Interactions, c. 1450 to c. 1750

### Key Concept 4.1. Globalizing Networks of Communication and Exchange

The interconnection of the Eastern and Western hemispheres made possible by transoceanic voyaging marked a key transformation of this period. Technological innovations helped to make transoceanic connections possible. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. Increased transregional and global trade networks facilitated the spread of religion and other elements of culture as well as the migration of large numbers of people. Germs carried to the Americas ravaged the indigenous peoples, while the global exchange of crops and animals altered agriculture, diets, and populations around the planet.

**I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.**

**II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of *new tools*, *innovations in ship designs*, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.**

### III. Remarkable new transoceanic maritime reconnaissance occurred in this period.

- A. Official Chinese maritime activity expanded into the Indian Ocean region with the naval voyages led by Ming Admiral Zheng He, which enhanced Chinese prestige.
- B. Portuguese development of a school for navigation led to increased travel to and trade with West Africa, and resulted in the construction of a global trading-post empire.
- C. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.
- D. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.  
Example of *new tools*: Astrolabe, Revised maps  
Example of *innovations in ship designs*: Caravels
- E. In Oceania and Polynesia, established exchange and communication networks were not dramatically affected because of infrequent European reconnaissance in the Pacific Ocean.

**IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.**

- A. European merchants' role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.
- B. Commercialization & the creation of a global economy were intimately connected to new global circulation of silver from the Americas.
- C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade.
- D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers, and the mixing of African, American, and European cultures and peoples.

### V. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.

- A. European colonization of the Americas led to the spread of diseases — including smallpox, measles, and influenza — that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of vermin, including mosquitoes and rats.
- B. *American foods* became staple crops in various parts of Europe, Asia, and Africa. *Cash crops* were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period.
- C. Afro-Eurasian fruit trees, grains, sugar, and *domesticated animals* were brought by Europeans to the Americas, while other *foods were brought by African slaves*.
- D. Populations in Afro-Eurasia benefited nutritionally from the increased diversity of American food crops.
- E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.  
Example of *American foods*: Potatoes, Maize, Manioc, *cash crops*: Sugar, Tobacco, *domesticated animals*: Horses, Pigs, Cattle  
Example of *foods brought by African slaves*: Okra, Rice

**VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.**

- A. As Islam spread to new settings in Afro-Eurasia, believers adapted it to local cultural practices. The split between the Sunni and Shi'a traditions of Islam intensified, and Sufi practices became more widespread.

B. The practice of Christianity continued to spread throughout the world and was increasingly diversified by the process of diffusion and the Reformation.

C. Buddhism spread within Asia.

D. *Syncretic and new forms of religion* developed.

Example of *syncretic and new forms of religion*: Vodun in the Caribbean, The cults of saints in Latin America, Sikhism in South Asia

## **VII. As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.**

A. *Innovations in visual and performing arts* were seen all over the world.

Example of *innovations in visual and performing arts*: Renaissance art in Europe Miniature paintings in the Middle East and South Asia, Wood-block prints in Japan, Post-conquest codices in Mesoamerica

B. Literacy expanded and was accompanied by *the proliferation of popular authors, literary forms, and works of literature in Afro-Eurasia*.

Example of *popular authors, literary forms and works of literature*: Shakespeare, Cervantes, Sundiata, Journey to the West, Kabuki

### **Key Concept 4.2. New Forms of Social Organization and Modes of Production**

Although the world's productive systems continued to be heavily centered on agricultural production throughout this period, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. A surge in agricultural productivity resulted from new methods in crop and field rotation and the introduction of new crops. Economic growth also depended on new forms of manufacturing and new commercial patterns, especially in long-distance trade. Political and economic centers within regions shifted, and merchants' social status tended to rise in various states. Demographic growth — even in areas such as the Americas, where disease had ravaged the population — was restored by the eighteenth century and surged in many regions, especially with the introduction of American food crops throughout the Eastern Hemisphere. The Columbian Exchange led to new ways of humans interacting with their environments. New forms of coerced and semi-coerced labor emerged in Europe, Africa, and the Americas, and affected ethnic and racial classifications and gender roles.

## **I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.**

A. *Peasant labor intensified* in many regions.

Example of the *intensification of peasant labor*: The development of frontier settlements in Russian Siberia, Cotton textile production in India, Silk textile production in China

B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.

C. The growth of the plantation economy increased the demand for slaves in the Americas.

D. Colonial economies in the Americas depended on a range of *coerced labor*.

Example of *coerced labor*: Chattel slavery, Indentured servitude, *Encomienda* and *hacienda* systems, The Spanish adaptation of the Inca *mit'a*

## **II. As new social and political elites changed, they also restructured new ethnic, racial, and gender hierarchies.**

A. Both imperial conquests and widening global economic opportunities contributed to the formation of *new political and economic elites*. Example of *new elites*: The Manchus in China, Creole elites in Spanish America, European gentry, Urban commercial entrepreneurs in all major port cities in the world

B. The power of *existing political and economic elites* fluctuated as they confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

C. Some notable *gender and family restructuring* occurred, including demographic changes in Africa resulted from the slave trades.

D. The massive demographic changes in the Americas resulted in *new ethnic and racial classifications*.

Example of *existing elites*: The zamindars in the Mughal Empire, The nobility in Europe, The daimyo in Japan

Example of *gender and family restructuring*: The dependence of European men on Southeast Asian women for conducting trade in that region, The smaller size of European families

Example of *new ethnic and racial classifications*: Mestizo, Mulatto, Creole

### **Key Concept 4.3. State Consolidation and Imperial Expansion**

Empires expanded & conquered new peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects, & administrating widely dispersed territories. Agents of the European powers moved into existing trade networks around the world. In Africa & the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts & enclaves. In the Americas, European empires moved more quickly to settlement and territorial control, responding to local demographic and commercial conditions. Moreover, the creation of European empires in the Americas quickly fostered a new Atlantic trade system that included the trans-Atlantic slave trade. Around the world, empires & states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states — especially on the coast; this led to the rise of new states & contributed to the decline of states on both the coast & in the interior.

### **I. Rulers used a variety of methods to legitimize and consolidate their power.**

A. Rulers used *the arts to display political power* and to legitimize their rule.

B. Rulers continued to use *religious ideas to legitimize their rule*.

Example of *the arts as displays of political power*: Monumental architecture, Urban design, Courtly literature, The visual arts

Example of these *religious ideas*: European notions of divine right Safavid use of Shiism Mexican or Aztec practice of human sacrifice, Songhay promotion of Islam, Chinese emperors' public performance of Confucian rituals

C. States *treated different ethnic and religious groups* in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state.

D. Recruitment and use of *bureaucratic elites, as well as the development of military professionals*, became more common among rulers who wanted to maintain centralized control over their populations and resources.

E. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.

### **II. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.**

A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in interior West and Central Africa.

B. *Land empires* expanded dramatically in size.

Required examples of *land empires*: Manchus, Mughals

Example of the *differential treatment of ethnic and religious groups*: Ottoman treatment of non-Muslim subjects, Manchu policies toward Chinese, Spanish creation of a separate "República de Indios"

Example of *bureaucratic elites* or *military professionals*: Ottoman devshirme, Chinese examination system, Salaried samurai, Ottomans, Russians

C. European states established new *maritime empires* in the Americas.

Required examples of *maritime empires*: Portuguese, Spanish, Dutch, French, British

### **III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.**

Example of *competition over trade routes*: Omani-European rivalry in the Indian Ocean, Piracy in the Caribbean and *state rivalries*:

Thirty Years War, Ottoman-Safavid conflict and *local resistance*: Food riots, Samurai revolts, Peasant uprisings

#### **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:

(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;

**(5) History.** The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750.

The student is expected to:

(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and

(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.

**(7) History.** The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:

(A) analyze the causes of European expansion from 1450 to 1750;

(B) explain the impact of the Columbian Exchange on the Americas and Europe;

(C) explain the impact of the Atlantic slave trade on West Africa and the Americas;

(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;

(E) explain Ming China's impact on global trade; and

(F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution.

**(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

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

(B) to 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,

(C) to 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, including the contributions of Adam Smith, especially the influence of his ideas found in *The Wealth of Nations*;

**(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: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
- (C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone

(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, including William Wilberforce.

(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

- (A) to 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) to 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,

(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 and 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:

- (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;
- (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and
- (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.

(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.