Linwood Thompson teaches history at Bellflower High School in suburban Los Angeles, where his program has attracted international attention for its creativity and innovation. Professor Thompson received his M.A. at Brigham Young University. The California State Senate honored him for Outstanding Achievement in Education. In 1997-1998, he received the California Teachers of the Year award issued by the California Department of Education.

Guidebook Contents

Part 1 of 2

Lesson 1: Civilizations of the Fertile Crescent
Lesson 2: Egypt—The Gift of the Nile
Lesson 3: Early India and China
Lesson 4: The Ancient Greeks
Lesson 5: Ancient Rome
Lesson 6: The Growth of Christianity
Lesson 7: The Fall of Rome
Lesson 8: The Byzantine Empire
Lesson 9: The Rise of Islam
Lesson 10: Early Russia and the Fall of Constantinople
Lesson 11: The Early Christian Church
Lesson 12: The Vikings
Lesson 13: Medieval Life
Lesson 14: The Crusades
Lesson 15: The 1300’s, The Age of Despair

World History:
The Fertile Crescent To
The American Revolution

Taught by: Professor Linwood Thompson,
Bellflower High School

Part 1

Course Guidebook
# Table of Contents

**World History:**  
The Fertile Crescent to The American Revolution  
Part I

Information about the Teacher  
Introduction

<table>
<thead>
<tr>
<th>Lesson One</th>
<th>Civilizations of the Fertile Crescent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Two</td>
<td>Egypt—The Gift of the Nile</td>
</tr>
<tr>
<td>Lesson Three</td>
<td>Early India and China</td>
</tr>
<tr>
<td>Lesson Four</td>
<td>The Ancient Greeks</td>
</tr>
<tr>
<td>Lesson Five</td>
<td>Ancient Rome</td>
</tr>
<tr>
<td>Lesson Six</td>
<td>The Growth of Christianity</td>
</tr>
<tr>
<td>Lesson Seven</td>
<td>The Fall of Rome</td>
</tr>
<tr>
<td>Lesson Eight</td>
<td>The Byzantine Empire</td>
</tr>
<tr>
<td>Lesson Nine</td>
<td>The Rise of Islam</td>
</tr>
<tr>
<td>Lesson Ten</td>
<td>Early Russia and the Fall of Constantinople</td>
</tr>
<tr>
<td>Lesson Eleven</td>
<td>The Early Christian Church</td>
</tr>
<tr>
<td>Lesson Twelve</td>
<td>The Vikings</td>
</tr>
<tr>
<td>Lesson Thirteen</td>
<td>Medieval Life</td>
</tr>
<tr>
<td>Lesson Fourteen</td>
<td>The Crusades</td>
</tr>
<tr>
<td>Lesson Fifteen</td>
<td>The 1300’s—The Age of Despair</td>
</tr>
</tbody>
</table>
Linwood C. Thompson

"History is a blast!" and "He makes history come alive!" are just some of the comments collected from his students. Linwood C. Thompson's history program at Bellflower High School in the suburbs of Los Angeles has attracted international attention for its creativity and innovation.

After receiving his MA at Brigham Young University, Linwood C. Thompson began a successful teaching career. Trained in classical theatre, he also pursues a career acting and directing for stage and screen, especially enjoying work with a Shakespearean festival and his own acting company. Combining Lin's two career choices has yielded and effective and unique teaching style. Linwood's use of costumes, props, and characterizations invites students to experience history rather than just retelling of it.

Mr. Thompson is listed in the "Who's Who Among America's Teachers". He has been recognized by the California State Senate for "Outstanding Achievement in Education". The City of Los Angeles has lauded his "extraordinary altruism, imagination and talent". Most recently the Los Angeles Times, the Los Angeles Dodgers, and the Sanyo Corporation honored him as one of LA's "Hometown Heroes" for his contributions to Los Angeles students.

If you thought history was just a boring study of dead people, step into the world of history with Linwood C. Thompson and watch it come alive. We hope you have a blast.

World History:
The Fertile Crescent to The American Revolution
Part 1
Introduction

We will start our exploration of world history with ancient river valley civilizations in what is now termed the Middle East. Our study explores these fascinating places and tries to discover the influences that they had on subsequent nations in such things as art, architecture, philosophy and religion, political and legal systems, and literature. We end with the transition from the "old world" of eighteenth-century Europe to the "new world" of the just-created United States.

Many of the characters I portray in these lectures are actual historical figures. Other composite characters can be distinguished by the use of my name within the character's name. Remember that the lecturers from each period will share certain attitudes and bias while sharing the story of their day and their world. It is important that you gain a truly historical perspective by reading and studying these same incidents as recorded and analyzed in various articles and books. Although there is no bibliography with this outline, you can readily find books on all these subjects by going to your school or public library, or using the Internet. This will be a good way to develop research and reading skills that will help you as you advance through your schooling toward college. What I have provided you with are questions—essay questions—at the end of each lesson. Use these questions to guide your investigation into the topics. To get the most out of this course, write out the answers after you have found a source. Show it to your teacher or someone who can evaluate it to be sure you have covered all the important facts.

World history is a vast and rich story of the events that have shaped the modern world, both East and West. We will touch on the civilizations of Africa and Asia, but the majority of the lectures deal with the shaping of Western civilization. Allow the stories to transport you back in time to marvelous places and people. I love world history! I hope you will love it too.
Lesson One
Civilizations of the Fertile Crescent

I. Why We Study History

II. The Dating Game

III. Civilizations: What Is It?
   A. From villages to cities
   B. Advanced technology
   C. Specialized workers
   D. Institutions
      1. Government
      2. Religion
   E. Writing

IV. The People of Sumer
   A. City States
   B. Advanced Technology
   C. Specialized Workers
   D. Institutions
      1. Government
      2. Religion - Polytheistic
   E. Writing - Cuneiform
   F. Warfare and Decline

V. Babylon
   A. Hammurabi
   B. Hammurabi’s Code

VI. Phoenicians
   A. Trading City
   B. Writing System - Alphabet with 22 symbols

VII. The Hebrews
    A. Abraham of Ur
    B. Religion - Monotheistic
    C. Moses - The Lawgiver

VIII. The Persian Empire
    A. Religion - Zoroasterism
    B. Empire Building

Essay Questions

1. Define the word civilization and give an example.

2. Explain how Darius successfully controlled his empire.
Lesson Two
Egypt—The Gift of the Nile

Special Note: In this video Lin Thompson is portraying C. W. Griggs, a world renown Egyptologist and one of his former professors. Dr. Griggs was instrumental in bringing the Tutankhamon exhibit to the United States. He also told great stories including that of the cats and the painted sarcophagi in class.

I. Geography of Egypt
   A. The Nile River
      1. The river supplied the fertile soil and reliable transportation for the growth and development of the Egyptian Civilization.
      2. The Egyptians worshipped the river as a god who sustained them and gave them life.
   B. Two deserts, the Libyan and the Arabian, provided a nearly impervious barrier to hostile invaders.

II. Two Kingdoms
   A. The greater Northern Kingdom and lesser Southern Kingdom
   B. Under the leadership of the king of Upper Egypt, named Menes, both kingdoms were brought together around 3100 BC
   C. Ancient capital of Memphis where the two kingdoms met.
   D. 31 separate dynasties over a period of 2800 years.

III. The Old Kingdom (2660-2180 BC)
   A. The Pharaohs
   B. Rulers of Egypt were worshipped as gods.
      1. Head of government, religion, and army.
      2. Source of all things good.
   C. Pharaohs were mummified to rule eternally.
   D. Pyramids
   E. The First Illness - A time of decline.

IV. Middle Kingdom (2080-1640 BC)
   A. Capital moved from Memphis to southern Thebes
   B. Pharaohs improved irrigation and canals.
   C. Religion changed giving common people hopes of an afterlife.
   D. 2nd Illness
      1. Hyksos nomads invade and rule 1640 to 1570 BC.
      2. A Bronze Age
         a. Chariots, horses, and bows.
         b. Spinning and weaving.

V. New Kingdom (1570-1075 BC)
   A. Powerful due to strong army.
   B. Two outstanding rulers.
      1. Hatshepsut
         a. First recorded female ruler in history.
         b. Ruled in her own name and sometimes wore beard.
         c. Develops trade and dies under mysterious circumstances.
      2. Thutmose III
         a. Succeeded his stepmother, Hatshepsut.
         b. Invaded Palestine and Syria
   C. Civil war and invasions led to a decline of ancient Egypt.

VI. Egyptian Society
   A. Theocracy with some upward mobility
      1. Slaves toiled in the construction of massive pyramids
      2. Peasants worked in their fields
      3. Middle class artisans, doctors, scribes, metal workers
      4. Nobles lived in luxury

VII. Egyptian Religion
   A. Egyptian religion polytheistic.
      1. Stressed justice
      2. Osiris judged the dead.
      3. Priests influenced gods for pay.
   B. Those whose lives conformed to its teachings could expect eternal life in the afterworld.

VIII. Egyptian Achievements
   A. Egyptian writing called hieroglyphics remained a mystery until the discovery of the Rosetta Stone.
   B. Their methods of surveying land, architecture, and engineering are marveled at to this day.

Essay Questions

1. Explain how the Nile and its surrounding deserts shaped the Egyptian civilization.

2. Explain how Pharaoh's powers and position shape Egyptian society and religion.
Lesson Three
Early India and China

I. Ancient India
A. Geography
   1. Indus River Valley
      a. Civilization
      b. Mahenjo-Daro
         1. Complex city and structures.
         2. Evidences of early trade.
   2. Subcontinent of India
      a. Isolation
      b. Khyber Pass
B. Ancient Peoples
   1. Indigenous peoples
   2. Aryans
      a. Nomadic tribes
      b. Strong oral tradition
      c. Rigid caste
C. Hindu Religion
   1. Sacred Texts
      a. The Rig-Veda and the Upanishads
         1. Written in Sanskrit
         2. Recorded hundreds of years of oral history.
   2. Important Terms
      a. Brahman is one god with many names and forms.
      b. Karma - ethical laws of cause and effect.
      c. Reincarnation - a cycle of rebirth.
         1. Future incarnations are based on your behavior in this life.
         2. Reincarnation allows people many lifetimes to perfect themselves and ends when perfection is reached.
D. Buddhism "the Enlightened One"
   1. Prince Siddhartha Gautama
      a. Sought to end human suffering and pain.
      b. Achieved enlightenment and became the great teacher.
   2. The Middle Way as way to nirvana.
   3. 5 Precepts
      a. Harm no living thing.
      b. Take nothing that is not given.
      c. Speak no untruth.
      d. Live a chaste life.

II. Ancient China
A. Geography
   1. Ancient China developed its unique culture isolated from the rest of the world by vast deserts, high mountains, and deep oceans.
   2. China's first cities sprang up around the year 2000 BC along the banks of the fertile Huang He or Yellow River.
   3. China's physical isolation led the Chinese to view their culture as the "Middle Kingdom" or center of civilization.
B. Chinese Civilization
   1. The Mandate of Heaven
      a. A belief that the gods granted Chinese rulers the right to rule
      b. Cycles of rebellion, peace and prosperity, weakness, and disaster that affected the rise and fall of dynasties.
   2. Religion
      a. Polytheistic worship of nature and ancestors.
      b. Priest developed written language.
   3. Written Language
      a. Some 20,000 pictograms
      b. Characters or drawings symbolize single words.
      c. Characters changed over time as the language became more complex.
   4. Chinese Philosophy
      a. Confucianism
      b. Taoism

4. The Eightfold Path
   a. Right view
   b. Right aim
   c. Right speech
   d. Right action
   e. Right living
   f. Right effort
   g. Right mindfulness
   h. Right concentration
5. Buddhism embraces aspects of Hinduism but rejects others.
   a. Buddhists believe that all people can achieve nirvana in this lifetime regardless of caste
   b. Buddhism avoids extreme practices such as animal sacrifices and self-flagellation.
   c. Buddhism spread throughout India and Asia. Buddhism spread through China with the fall of the Han dynasty between 50 BC and 100 AD
Essay Questions

1. Compare and contrast the religions of Hinduism and Buddhism.
2. Explain the Mandate of Heaven and its effects on Chinese government.

Lesson Four
The Ancient Greeks

I. Troy and the *Iliad*
   A. Helen of Troy
   B. 1873 — Schliemann discovers ruins of Troy

II. Geography
   A. Rugged Greek terrain
   B. Hundreds of islands
   C. Mediterranean climate.
   D. Encouraged Sea Trade and Democratic Government

III. Greek Culture a Blend of Civilizations
   A. Minoans
      1. Sophisticated structures and cities.
      2. Established trade routes.
   B. Mycenaeans
      1. Warlike
      2. Pillaged neighbors using access to sea.
   C. Dorians
      1. Plunged Greece into Dark Ages.
      2. Homer

IV. Greek Culture
   A. Religion
         a. Zeus — King of the gods.
         b. Ares — God of war.
         c. Athena — Goddess of wisdom.
         d. Apollo — God of light, poetry, and music.
      2. Greek mythology.
      3. The Olympics
         a. Wars were postponed.
         b. Devotions were made to Zeus.
         c. Athletic events and award ceremonies.

V. Two Powerful City States
   A. Sparta
      1. Enslaved their neighbors - Helots
      2. Provided their economic base.
      3. Code of Lycurgus
      4. Ruled by Five elders.
Lesson Five
Ancient Rome

I. Founding of Rome
   A. Romulus and Remus
   B. Etruscans—1200 BC
   C. Greeks

II. Roman Religion
   A. Based on a Greek model
   B. Omens

III. Roman Republic—lasted 500 years
   A. The Rape of Lucretia
   B. Senate and Tyrant
   C. Roman Legion
   D. Assembly for Plebeians
   E. Twelve Tables

IV. Roman Rule
   A. Citizens could vote
   B. Part Citizens
   C. Defeated neighbors and allies allowed self-rule

V. Wars and Growth
   A. Punic Wars
      1. Hannibal
      2. Carthage
   B. Land and Slaves

VI. From Republic to Empire
   A. Spartacus and Slave Revolts
   B. Corruptions and Reformers
      1. Tiberius and Gaius Gracchus
      2. Marius and Sulla
   C. Julius Caesar
   D. Octavian

Essay Questions

1. Contrast and compare the governments of the Roman Republic and the United States.

2. Explain Rome's transition from republic to empire.
Lesson Six

The Growth of Christianity

I. Paul, the Apostle of Jesus Christ
   A. Prior to his conversion, Paul was known as Saul of Tarsus.
      1. Saul was born in the area now known as modern Turkey.
      2. Saul was an educated scholar, devout Jew, and a Roman citizen.
   B. Saul participated in the persecution of Christians.
      1. Saul traveled from city to city encouraging the purging of Christians.
      2. Saul participated in the stoning to death of Stephen.
   C. Saul of Tarsus is converted on the road to Damascus.
      1. Saul is halted by a bright light and hears the voice of the resurrected Jesus Christ.
      2. He is blinded, repents of his sins, and is healed.
      3. Saul became a disciple or follower of Christ. He changed his name to Paul and served as an Apostle or messenger of Christ.
   D. Paul is considered by historians to be the “Father of Christianity.”
      1. Paul’s Roman citizenship allowed him to greatly travel and spread the gospel or “good news”.
      2. Saul wrote epistles or letters to communities of Christians which are now books in the New Testament.

II. Christianity is based on the life and teachings of Jesus Christ.
   A. Historical reasons the Christian religion should have failed.
      1. The Christian faith was founded by a Jewish carpenter’s son and appealed to the powerless.
      2. Jesus Christ ministered for three short years in a small geographical area before being crucified.
   B. Jesus taught a message of love.
      1. Christianity is monotheistic. His teachings added to the writings of ancient Jewish prophets.
      2. Jesus taught two great commandments: Love God and love your neighbor.
      3. Christianity appealed to the common people and slaves because the Christian God judged people by their hearts and not their class.

III. The Roman Empire encompassed many lands with various beliefs. Volatile Jewish and Roman relations provided the backdrop for Christianity.
   A. Jewish puppet kings were allowed to rule in Rome’s name. Jews resented this foreign domination.
   B. Rome tolerated other religions but demanded that temples to their deity be built and the emperor worshipped as a god. This further angered monotheistic Jews.
   C. Jews are persecuted by the Roman Empire.
      1. By A.D. 66, a group of Jewish revolutionaries, called Zealots, led a rebellion that resulted in Rome besieging and capturing Jerusalem.
      2. Rome violently punished Jews after a second rebellion in A.D. 70.
         a. Half a million Jews were killed and thousands were crucified.
         b. Jews were enslaved and transported in chains to other areas of the Empire.
      3. Masada’s inhabitants committed mass suicide rather than be captured and enslaved by Rome.
   D. Christians are persecuted by Rome.
      1. The Christian faith continued to gain the majority of its converts among the slaves and the poor.
      2. Christians are perceived as a threat by Rome when they refuse to worship the emperor as God.
      3. Roman leaders declared Christians enemies of the state.
         a. Christians were made scapegoats and murdered for entertainment.
         b. Many Christians became martyrs, dying for their faith.
      4. Christians secretly met in catacombs, underground burial chambers and used the sign of the fish.

IV. Christianity Overcomes Its Opposition.
   A. Romans gradually convert to Christianity.
      1. Civil wars within the Empire led many Romans to new religions.
      2. By 200 A.D. over 10% of the Roman Empire was Christian.
      3. On his deathbed, Emperor Constantine converts to Christianity.
      4. His successor bans pagan worship.
   B. Rome becomes a center of Christian faith.
      1. Leadership of the Christian church had fallen by this time to the bishops of the church.
      2. The Bishop of Rome claimed that he outranked all other bishops based on the belief that Peter, the chief apostle was also the first Bishop of Rome. This doctrine is called the Petrine Doctrine and established the Pope as head of the Church in Rome.
Essay Questions

1. Why do some historians consider Saul of Tarsus the “father” of Christianity?

2. What position was Peter said to hold according to the Petrine Doctrine and how was he martyred?

Lesson Seven
The Fall of Rome

I. The Roman Empire experienced economic, military, and political decay over a period of many years.

A. Economics

1. The Roman Empire relied on trade that was disrupted by civil unrest and poor harvests.
2. The devaluation of Roman money and inflation caused great hardship and a loss of confidence in the government.
3. Rome no longer had the plunder of foreign wars and the labor of new slaves to boost its economy and struggled with heavy taxes.

B. Military

1. Numbers declined due to little faith in an already losing army.
2. Cuts in funding prohibited proper training and equipment.
3. The government hired mercenaries with little vested interest to protect its borders. Soldiers deserted their post as Rome was attacked.
4. Civil wars erupted as military leaders fought for power.

C. Political

1. Rome's government was weakened by corruption as politicians fought among themselves for power.
2. Rome's governmental system was strained by the Empire's immense size.
   a. Emperor Diocletian tried to solve this problem. He reorganized the Empire into two parts: The Western Roman Empire with its capital of Rome and the Eastern Roman Empire with its capital of Constantinople.
   b. Poor successors were often unable to govern both halves of the kingdom which led to civil unrest. The Western Roman Empire, at its worst, experienced 50 emperors in 50 years.

II. Two strong emperors briefly stemmed Rome's fall.

A. The emperor Diocletian was born the son of a slave. His rise to power gave him the vision and experience needed to make sweeping reforms.
1. Diocletian doubled the size of the army and secured borders.
2. He fixed wages and prices forcing an end to inflation.
3. Diocletian renovated temples and gave new prestige to the priests of Rome's polytheistic religion restoring faith in their gods.
4. He also made laws that increased the prestige and charisma of his office. Some 50 generals were proclaimed emperor in a 50-year period starting in A.D. 200.
B. Constantine was a very wise ruler.
   1. Constantine claimed to have a vision of a cross in the sky and used
      this symbol to lead his army into victory against his rivals.
   2. He issues the Edict of Milan legalizing Christianity and aiding its
      growth.
   3. Constantine moves his capital to the Eastern Roman capital of
      Byzantium which he renames "Constantinople".

III. Invasions hastened the fall of Rome.
   A. The Empire is invaded by several tribes from the north and east. These
      Germanic armies included the Franks, Burundians, Angles, Saxons,
      Lombards, and Vandals.
      1. These names are somewhat familiar given the modern names of the
         lands they settled.
         a. The Angles settled in England. With the Saxons, they gave us
            the Anglo-Saxon culture.
         b. The Franks settled in France.
         c. The Lombards settled northern Italy.
      2. The Vandal's reputation for rape and pillaging gave meaning to the
         word "vandalism".

IV. Two great battles with the Germanic tribes influence Western culture.
   A. The Battle of Adrianople
      1. This battle stripped Roman borders allowing the Germanic tribes
         access to the Empire.
      2. Germanic barbarians were pressured into Roman lands due to the
         constant threat of the Huns.
         a. The Huns, a fierce, Asiatic tribe noted for their horse archers.
         b. The Huns experienced their greatest success under the
            leadership of Attila.
      3. Germanic cultural influences are evident in our calendar system.
         Several of the days are named for Germanic gods.
         a. Tu—The god of war.
         b. Woten—The chief of the gods.
         c. Thor—The god of thunder.
         d. Fria—The goddess of sex and fertility.
   B. The Battle of Chalons
      1. Rome and its Germanic allies defeated the Huns and their
         Germanic allies on what is now modern France.
      2. This was the last great Hun battle. Their dominance ends with the
         death of Attila who dies drunk and choking on blood from his
         broken nose.

V. Historians refer to 476 A.D. as the year the Roman Empire fell even though
   the Eastern Roman Empire continued.
   A. By A.D. 476, the last Roman Emperor lost his throne to a Germanic
      successor named Odoacer. With this the Western Roman Empire
      ceased to be Roman and became Germanic.
   B. The Eastern Roman Empire withstood the barbarian invaders and
      renamed itself the Byzantine Empire. The Byzantine Empire lasted
      more than 1,000 years after its formal split from the Roman Empire.

Essay Questions

1. Reflect on how your daily life would be different had the Huns won the
   battle of Chalons and their society dominated Europe instead of the
   Germans?

2. Some scholars argue that the Roman Empire never fell but rather assimilated
   into various western cultures. What traits of Roman culture present in
   western society would support this viewpoint?
Lesson Eight
The Byzantine Empire

I. The Eastern capital of Constantinople was so beautiful and majestic that it was known simply as "The City" throughout the Eurasian world.

II. Reviewing the Founding of the Byzantine Empire.
A. The Roman Empire was formally split into two smaller empires, the West Roman and the East Roman in A.D. 395.
B. With the fall of The Western Roman Empire, The Eastern Roman Empire was renamed the Byzantine Empire and continued from 324 AD to 1453 AD.

III. The Eastern and Western Empires had clashed in the practice of Christianity.
A. The Christian Church split into two major branches, the Roman Catholic Church and the Eastern Orthodox Church, after conflicting over several issues.
   1. The leadership of the Church.
   2. The use of icons (objects of religious art).

IV. Byzantine Politics
A. "Byzantine politics" is a term still used to define sneaky, cruel, mean, and nasty politics.
B. Byzantium had 88 Emperors. The Emperor led both the church and state.
   1. Twenty-nine emperors met violent ends by the hands of their successors.
      a. Emperors were disposed of through starvation, decapitation, dismemberment, bludgeoning, poison, and being blinded.
      b. The worst case recorded happened in 1185. The fallen emperor was beaten, had his teeth pulled, was tied to the rear of a camel with diarrhea, rinsed with boiling water, blinded, and finally stabbed in the guts and left to die.
   2. Thirteen fled and claimed refuge within the church. To claim refuge an emperor renounced his claim to the throne and devoted his life to the Eastern Orthodox Church.
   3. The "Tale of the Two Basils" illustrates Byzantine politics in which anything was done to get to the top.

V. The city of Constantinople developed over time into the greatest trading city in the world.
A. Its geographic location situated it on the major trade routes between Europe and Asia.
B. Five physical factors protected Constantinople from invasion.
   1. First, Constantinople was built on a peninsula and was protected on two sides by water.
   2. Second, Constantinople had a set of three walls which ringed around the city with archers to protect them.
   3. Third, Constantinople had a powerful navy and a great harbor chain which restricted travel through the straits of Bosporus.
   4. Fourth, Constantinople had a small but flexible professional army.
   5. Fifth, Constantinople had a secret weapon: Greek fire!

VI. Justinian I
A. Justinian I was the Byzantine's Greatest Emperor.
   1. Justinian is known for several great accomplishments.
      a. He re-conquered much of the old Roman Empire.
      b. He had scholars codify all Roman law.
      c. He encouraged the preservation of classical learning from the Romans, Greeks, and Asians.
   2. After his death the empire faced almost half a century of civil war and invasions from the East.

Essay Questions


2. How is the Byzantine Empire related to the Roman Empire? What allowed it to survive another 1000 years after Rome fell?
Lesson Nine
The Rise of Islam

I. Background—The Arabian Nights

II. Islam

A. Muhammad is called a prophet.
   1. Muhammad was born in Mecca 570 AD.
   3. A merchant by trade and his travels introduced him to Judaism, Christianity, and Zoroasterism.
   4. Marries rich widow, Khadiya at age 25. She dies 619 AD.
   5. Arabs worshipped many gods. Meditation and prayer convinced Muhammad that there was only one Allah or God.
   6. When he was about 40 years old, the angel Gabriel appeared to Muhammad in a vision and told him, "O Muhammad! Thou art the messenger of God."
   7. In Arabic, islam means "to surrender to the will of God."

B. The hegira or flight from Mecca.
   1. Mecca is the home of holy shrine, the Kaaba.
   2. Merchants feared the loss of trade and income from pilgrims.
   3. Muhammad fled to the city of Medina because of the opposition to his faith. There he won many new converts.

C. Islam was spread throughout the Middle East.
   1. Muhammad returned from Medina several years later with a powerful army and captured Mecca.
   2. The fall of Mecca convinced many Arabs that Muhammad was a prophet.

III. Islamic Teachings

A. The holy book of Islam, the Koran, was compiled in 650 A.D.
   1. The Koran contains the prayers of Muhammad and instructions from Allah (Arabic for God).
   2. The Koran also contains the teaching of major Hebrew prophets and Jesus. Allah is the same God worshipped by Jews and Christians.

B. The teachings of Muhammad are best summarized in the Five Pillars of Islam. The Five Pillars of Islam are the most important obligations a Muslim must meet. They are listed as follows:
   1. Reciting the words of testimony, "There is no God but Allah and Muhammad is his prophet."
   2. Pray five times a day towards Mecca.
   3. Give to the poor.
   4. Fast from sunrise to sunset during the holy month (Ramadan).
   5. Make a pilgrimage (haj) to Mecca.

IV. The Jihad - "Holy War"

A. Islamic conversions resulted from the Jihad.
B. During these holy wars of conquest, non-Muslim people were given a series of options.
   1. Non-Muslims could convert to Islam.
   2. Non-Muslims could retain their religion but pay an annual tribute.
   3. Non-Muslims could be put to death.
C. In this way the Islamic empire was able to spread in a relatively short time from India to Spain.

V. Islamic Culture

A. Geography, medicine, and algebra.
B. Arab scholars preserved the best ideas of cultures such as the Romans, the Greeks, the Chinese, and Hindu.

Essay Questions

1. Define Allah and explain how he relates to the God of Judaism and Christianity.
2. Compare and contrast the religions of Islam and Christianity.
Lesson Ten

Early Russia and the Fall of Constantinople

I. Russia
A. Geography
1. Russia's geography has contributed to a cultural xenophobia or fear and mistrust of foreigners.
2. Russia has no vast seas, impassable mountain ranges or deserts to isolate it from the rest of the world.
3. This lack of geographic protection brought many diverse invaders to Russia such as the Huns, Scythians, Goths, Bulgars, and Mongols.
   a. Scythian tribes terrorized southern Russia.
   b. Scythian soldiers were paid by the heads of their victims and collected scalps and hands.
B. The Russia People
1. The ancient peoples of geographic Russia were Slavic people who migrated into eastern Europe from the plains of Asia and Vikings from Sweden settled along the rivers in Russia. They were called Varangians.
2. Constant civil wars led the Slavs to invite the Viking leader, Rurik, and his successors to be their rulers. The people of Rurik and the Slavs eventually merged to form the Russian culture.
3. Rurik's successor, Oleg, captured Kiev in 882 and renamed it Kiev Rus. His son, Prince Igor, marries Princess Olga.
   a. Prince Igor triples his vassal's tax burden and they revolt. He is killed during a battle with the Slavic Drevljanians.
   b. Princess Olga revenges her husband's death with a series of skillful deceptions as recorded in the Primary Chronical.
C. Religion and Ties to Constantinople
1. Early Christian missionaries from the Greek Orthodox Church were often persecuted. The Russian Cyrillic alphabet was invented by the Byzantine monk, Cyril.
2. Princess Olga is among the few early Christians. The Russian people later convert to Christianity when her grandson, Prince Vladimir, is converted.
3. Christianity tied Russia to the Byzantine city of Constantinople, center of the Church in the East. Russia later provided bodyguards for the Byzantine Emperors called the Varangian Guard.

II. The Fall of Constantinople
A. The Byzantine empire grew weaker and weaker after centuries of warfare.
   1. The Byzantine population is heavily depleted after years of war.
      a. Slavs attacked from the north.
      b. Muslims attacked from the east.
      c. Crusaders attacked from the west.
      d. Seljuk Turks destroy access to the food supplies of Asia Minor.
   2. By the fifteenth century, all that remained of the Byzantine Empire were a few isolated pockets of power on the Greek coast and the lands immediately around Constantinople.
B. The 1000-year old Byzantine Empire would be conquered by the Islamic Empire of the Ottoman Turks.
   1. The Ottoman Turks take over Asia Minor and form the Ottoman Empire during the 1300 and 1400's.
   2. In 1453, Ottoman Turks, under the leadership of Sultan Muhammad II, captured, Constantinople.
      a. Muhammad II ordered his navy over land to avoid the Byzantine navy and great chain.
      b. Muhammad II brought cannons to destroy the three city walls.
      c. History records that one of Constantinople's city gates was left unlocked allowing Muhammad II troops to attack.
   3. Constantinople was renamed Istanbul. The Ottoman Empire continued to exist until the 20th century and World War I.

Essay Questions

1. Explain how geographic factors influenced the people of Russia.

2. How long did the Byzantine Empire last and give three reasons for its success.
Lesson Eleven
The Early Christian Church

I. Background - The Light of Learning Extinguished
   A. Fall of the Western Roman Empire to Barbarians
   B. Superstition Rules—God will protect the right.
   C. Birth of Romance Languages.
   D. Cities Fall

II. The Feudal System
   A. An economic, political, and military system based on the holding of land.
   B. Feudal Classes
      1. Lord makes investitures of lands to vassals and protects peasants.
      2. Knights or vassals swear allegiance to the Lords and fight for him.
      3. Free peasants and serfs work the lands.

III. The Roman Catholic Church
   A. The Church assumed many governmental duties.
      1. The Church controlled parts of the justice system.
      2. The Church assumed the collection of taxes.
      3. The Church managed road and aqueduct repairs.
      4. The Church supervised hospitals and care of the poor.
   B. The Church grew incredibly rich, powerful, and corrupt.
   C. Monasteries
      1. Holy hermits.
      2. Education.
   D. The Pope
      1. Pope Gregory
      2. Christendom

Essay Questions

1. Define the term "Dark Ages" and explain the changes that took place in society at this time.
2. How did the idea of Holy Hermits evolve into the monasteries and nunneries that are now a permanent part of the Roman Catholic Church?

Lesson Twelve
The Vikings

I. Introduction
   A. The Vikings were Scandinavian raiders who raided, plundered, and established settlements across Europe.
      1. Viking raids took place from A.D. 787 to 1066.
      2. Vikings or the Northmen came from the areas now referred to as Sweden, Norway, and Denmark.
      3. On the European continent, Vikings raided from Ireland to Russia and as far south as the Mediterranean coast.
   B. The Vikings were arguably the most powerful and ferocious warriors of the their era.
      1. Documented prayers were offered up from European villages and monasteries that implored God to "Deliver us from the fury of the Northmen!"
      2. Viking warriors combined tremendous combat skills with the physical strength built by rowing their boats across hundreds of miles of sea.
      3. Vikings traveled in "blackships" which were long, shallow boats with oars and a sail.
         a. Blackships were ocean-worthy but shallow enough to land on beaches and travel up rivers.
         b. The typical Viking blackship could carry 30 to 50 warriors.

II. Viking Strategies and Tactics
   A. Viking strategy was threefold.
      1. Vikings avoided pitched battles.
      2. They would attack weak spots.
      3. They would seize an island base if possible.
   B. Viking Armor, Weapons and Training
      1. Vikings used a wide variety of weapons which included the axe, spear, sword and bow.
      2. They made use of round wooden shields and chain mail armor.
      3. Young Viking boys were trained to fight using dangerous games of combat to sharpen their skills.
      4. Viking warriors were taught to move into a wedge formation with champions at the point to break enemy lines.
      5. Warriors would often attack the legs, switch hands while fighting, and fight back to back when surrounded.
Lesson Thirteen

Medieval Life

I. Medieval Life Was Governed by a Feudal System.
   A. A feudal system is an economic, political and military system.
   B. Under the feudal system there evolved three distinct classes of people: the nobles, the clergy, and the peasants.
      1. Nobles were wealthy and landed.
      2. Clergy were men and women who pledged themselves to the Roman Catholic Church.
      3. Peasants represented 95% of the population and supplied the manual farm labor needed to feed and clothe the other classes.

II. The Peasant Class
   A. Taxes to the state and church meant that peasants were barely able to provide for themselves and their families.
   B. Serfs, a special class of peasant, were bound to the land. If the land was given away or sold, the serfs would belong to the new owner.
   C. Most peasants did not live past the age of 36.
      1. Peasants suffered from vitamin deficiency and starvation.
         a. Peasants ate what they could grow and had little left to trade.
         b. They dried or salted food for the winter and starved during famine years.
      2. Accidents and infections were also common.
         a. Injuries from accidents led to infections and deformities.
         b. Diseases such as mumps, chicken pox, etc. were often deadly.
         c. Poor sanitation polluted water supplies.
         d. Lice, fleas, pinworms, and other parasites were common.
   D. Peasants lived in wattle and daub huts.
      1. Wattle and daub huts were made of woven sticks, mud, and manure. The dirt floors were shared by a family and their animals.
      2. Peasant homes had no chimney or glass windows. A fire pit was used for heat and cooking. A hole in the roof released smoke.

III. The End of the Feudal System
   A. New farming technology improves peasant life.
      1. The wheel plow would be bought and shared by a community. It was pulled by a team of horses.
      2. The horse collars and shoes were invented and protected the animals allowing them to work harder.
      3. Fallow fields and crop rotation produced better crops. As peasants were able to produce more food the population grew, allowing some peasants to specialize in crafting needed goods.
   B. Skilled workers formed towns and a rising middle class.

Essay Questions

1. Explain why the Vikings were so successful in their raids.
2. Explain why the Viking raids came to an end during the 11th century.

C. Viking Berserkers
   1. Vikings had unique fighters called, Berserkers, who were trained to go crazy in combat.
      a. The berserkers would first strip off their armor.
      b. They would begin to howl like a wild animal.
      c. Berserkers would bite the iron rims of their shields.
      d. They would begin to dance about whipping themselves into a frenzy.
      e. Then they would charge wildly into the enemy lines by themselves.
   2. Viking Berserkers frightened the enemy and gave the Vikings such a psychological advantage that their fame continues to this day.

III. The End of Viking Raids
   A. By the year 1000 A.D. Viking raids were beginning to come to an end for three major reasons.
      1. The mini-ice age had ended.
      2. Their enemies had developed better-trained armies to defend themselves.
      3. The Vikings had become Christians.
Lesson Fourteen
The Crusades

I. Background to the Crusades
A. In 1089, the Muslim Seljuk Turks smash the Byzantine Empire, attack European pilgrims, and seize the Christian Holy Lands.
B. Emperor Commeneus appealed for help to retake Jerusalem from the Muslims and Pope Urban II declares a crusade to free the Holy Land in God's name.

II. Three Major European Groups Hoped to Benefit from the Crusades — The Church, The Knights, and the Merchants.
A. The Church
1. The Pope hopes to unite Christianity by bringing together the Roman Catholic Church and the Greek Orthodox Church.
2. The word "crusade" is taken from the Latin word "cruciaota" which literally means "marked with a cross".
B. The Knights
1. Knights were an order of religious zealots. Pope Urban II promised that their sins would be forgiven if they took up the cross and fought to regain the Holy Land.
2. Knights could also be forgiven of their debt and gain riches by fighting in the crusades.
C. The Merchants
1. Merchants made business deals with the nobles and the armies which needed supplies.
2. Merchants hoped that the crusaders would seize ports, increase their trade, and cripple their rivals.

III. The First Four Crusades Were the Most Significant.
A. The first crusade reached Jerusalem in 1099.
1. One fourth of the Christian forces made it to Jerusalem. They captured the city but slaughtered many of its Arabic-speaking Christians and Jews.
2. Christian forces were able to hold Jerusalem for 88 years.
B. The armies of the Second Crusade were defeated in Asia Minor.
1. These Christian forces never reached the Holy Land.
2. Muslim armies, under the leadership of Saladin, captured Jerusalem in 1187.
C. The Third Crusade took place in 1189.
1. The Kings of England, France, and Germany joined forces.
2. They hoped to retake the Holy Land from Saladin and his forces.
3. Over 300,000 Christian and Muslim lives were lost but the Holy Lands remained under Muslim control.

Essay Questions
1. Explain the differences between the terms peasant, serf, and slave.
2. What contributions did the noble class make to a feudal society?
Lesson Fifteen
The 1300's—The Age of Despair

I. Physical factors first contributed to this era of despair.
   A. A global mini-ice age began. The earth's climate became considerably cooler in the 1300's.
   B. Unpredictable weather changes caused famine every ten years or so throughout Europe.

II. The Great Schism disrupted social order and damaged the Roman Catholic Church's control over medieval society.
   A. The Great Schism describes a serious clash over the power of church and state that led to divisions within the Church hierarchy.
   B. King Philip IV of France and Pope Boniface VIII fought over whether the clergy should pay taxes to the national treasury.
      1. King Philip's plot to kidnap Pope Boniface VIII failed and the Pope died soon after.
      2. King Philip manipulated papal elections and had one of his advisors elected Pope.
      3. Philip moved the papacy from Rome to Avignon, France in what is referred to as the "Babylonian Captivity" a period that ends with the death of the French pope while he was visiting Rome.
      4. Roman mobs forced the election of a Roman pope.
      5. The Roman pope moved the papacy back to Rome.
   C. The French cardinals elect their own pope and create a great division (the Great Schism) from 1378 to 1417.
   D. Finally, both popes are replaced with a newly elected pope but the prestige of the Church suffers in the century to follow.

III. The Black Plague spreads throughout Europe.
   A. The Black Plague (Black Death or Bubonic Plague) arrived in Europe via the trade routes with Asia.
      1. The plague was of two varieties
         a. One was spread by infected fleas that attacked the lymph glands and caused dark bruising.
         b. The other was a pneumonic plague, which infected the lungs and was spread by one infected person to another by direct contact.
   B. The plague ran unchecked throughout the whole continent of Europe killing 1/4 to 1/3 of the entire population.
      1. Clergy ran hospitals and gave last rites. Eight out of every ten members of the clergy died.
      2. Societies tried to purify the air with huge bonfires.
         a. People danced and sang in hopes of avoiding the plague.

IV. Medieval Warfare
   A. Armies were generally divided into infantry (foot soldiers) and cavalry (mounted troops).
   B. European cavalry, with their heavily armored knights, were the shock troops of their day. No army could withstand their charge.

V. The Crusades had a lasting effect on European life.
   A. The Roman Catholic Church lost both power and prestige.
      1. The Pope loses face having been unable to win God's war.
      2. Religious intolerance increased.
   B. The merchants and women gain power.
      1. Kings increased in power but nobles who had sold liberties to townspeople in order to raise funds lost their tax base.
      2. The status of women changed as they acquired greater responsibility. Wives had managed feudal estates while the men were at war.
   C. There was a marked increase in trade and technology.
      1. Merchants and soldiers introduced Europe to rice, sugar, apricots, lemons, melons, and cotton muslin.
      2. Improved weapons were developed including the crossbow, short and long bows, and pikes. Armor improved from chain to plate mail.
      3. A wide variety of siege devices were developed such as the catapults and trebuchets.

VI. The End of the Crusades
   A. In 1291, Muslim armies took control of the last major crusader stronghold in the Middle East.
   B. With the capture of Acre, Muslim armies were able to retain complete control of the Holy Land into the twentieth century.

Essay Questions

1. What caused the armies of European Christendom to attack Byzantine Christian cities, including Constantinople?

2. What lasting effects did the Crusades have on Western Europe?
b. The children's rhyme, "Ring Around the Rosies," comments on this time—"Ashes, ashes, all fall down!"

IV. The peasant class revolted against the feudal system upsetting social order.
   A. 80% of the clergy died in the plague. The loss of educated scholars and teachers resulted in a loss of prestige for the Church.
   B. The peasant revolts were put down by armies of nobility and increased tension between the classes.
   C. The Black Plague had eased the burden of the serfs.
      1. The few workers that remained became more valuable.
      2. Peasants were given more privileges after the Plague years.

V. The Hundred Years War (1337-1453)
   A. A period of 116 years in which on-and-off warfare caused much destruction and despair.
   C. The English military dominated the first part of the war.
      1. They used the English long bow.
      2. The cannon was first used in European battle.
   D. France reconquered the lands that Edward III seized.
   E. Henry V of England re-conquered Northern France and held French prisoners for ransom.
   F. Under the leadership of Joan of Arc, a new spirit of French nationalism spread. She is captured by the French Burgundians, who are loyal to England. The English burn her at the stake.
   G. The English were driven off the European continent by 1453. The French win the Hundred Year's War.

Essay Questions

1. Explain the experiences a child of this century might experience and give a possible explanation for the nursery rhyme, "Ring Around the Rosies."

2. Describe the impact that Black Death or plague had on European feudalism and the Catholic Church.
Linwood Thompson teaches history at Bellflower High School in suburban Los Angeles, where his program has attracted international attention for its creativity and innovation. Professor Thompson received his M.A. at Brigham Young University. The California State Senate honored him for Outstanding Achievement in Education. In 1997-1998, he received the California Teachers of the Year award issued by the California Department of Education.

Guidebook Contents

Part 2 of 2

Lesson 16: The Renaissance
Lesson 17: Africa—The Civilizations of the Sub-Sahara
Lesson 18: China
Lesson 19: The Mongols and Marco Polo
Lesson 20: Early Japan through the Tokugawa Period
Lesson 21: Discoverers and Conquistadors
Lesson 22: North American Explorers
Lesson 23: The Old World vs. The New World—Hazards and Benefits
Lesson 24: Civilizations of the Americas
Lesson 25: The Protestant Reformation
Lesson 26: Tudor England
Lesson 27: The English Civil War and Parliament
Lesson 28: The Monarchs of Europe
Lesson 29: The Growth of Democracy
Lesson 30: The American Revolution

World History: The Fertile Crescent To The American Revolution

Taught by: Professor Linwood Thompson, Bellflower High School

Part 2

Course Guidebook

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<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixteen</td>
<td>The Renaissance</td>
</tr>
<tr>
<td>Seventeen</td>
<td>Africa—The Civilizations of the Sub-Sahara</td>
</tr>
<tr>
<td>Eighteen</td>
<td>China</td>
</tr>
<tr>
<td>Nineteen</td>
<td>The Mongols and Marco Polo</td>
</tr>
<tr>
<td>Twenty</td>
<td>Early Japan through the Tokugawa Period</td>
</tr>
<tr>
<td>Twenty-One</td>
<td>Discoverers and Conquistadors</td>
</tr>
<tr>
<td>Twenty-Two</td>
<td>North American Explorers</td>
</tr>
<tr>
<td>Twenty-Three</td>
<td>The Old World vs. The New World—Hazards and Benefits</td>
</tr>
<tr>
<td>Twenty-Four</td>
<td>Civilizations of The Americas</td>
</tr>
<tr>
<td>Twenty-Five</td>
<td>The Protestant Reformation</td>
</tr>
<tr>
<td>Twenty-Six</td>
<td>Tudor England</td>
</tr>
<tr>
<td>Twenty-Seven</td>
<td>The English Civil War and Parliament</td>
</tr>
<tr>
<td>Twenty-Eight</td>
<td>The Monarchs of Europe</td>
</tr>
<tr>
<td>Twenty-Nine</td>
<td>The Growth of Democracy</td>
</tr>
<tr>
<td>Thirty</td>
<td>The American Revolution</td>
</tr>
</tbody>
</table>
Linwood C. Thompson

"History is a blast!" and "He makes history come alive!" are just some of the comments collected from his students. Linwood C. Thompson's history program at Bellflower High School in the suburbs of Los Angeles has attracted international attention for its creativity and innovation.

After receiving his MA at Brigham Young University, Linwood C. Thompson began a successful teaching career. Trained in classical theatre, he also pursues a career acting and directing for stage and screen, especially enjoying work with a Shakespearean festival and his own acting company. Combining Lin's two career choices has yielded and effective and unique teaching style. Linwood's use of costumes, props, and characterizations invites students to experience history rather than just a retelling of it.

Mr. Thompson is listed in the "Who's Who Among America's Teachers". He has been recognized by the California State Senate for "Outstanding Achievement in Education". The County of Los Angeles has lauded his "extraordinary altruism, imagination and talent". Most recently the Los Angeles Times, the Los Angeles Dodgers, and the Sanyo Corporation honored him as one of LA's "Hometown Heroes" for his contributions to Los Angeles students.

If you thought history was just a boring study of dead people, step into the world of history with Linwood C. Thompson and watch it come alive. We hope you have a blast.

World History:
The Fertile Crescent to The American Revolution
Part II
Introduction

We will start our exploration of world history with ancient river valley civilizations in what is now termed the Middle East. Our study explores these fascinating places and tries to discover the influences that they had on subsequent nations in such things as art, architecture, philosophy and religion, political and legal systems, and literature. We end with the transition from the "old world" of eighteenth-century Europe to the "new world" of the just-created United States.

Many of the characters I portray in these lectures are actual historical figures. Other composite characters can be distinguished by the use of my name within the character's name. Remember that the lecturers from each period will share certain attitudes and bias while sharing the story of their day and their world. It is important that you gain a truly historical perspective by reading and studying these same incidents as recorded and analyzed in various articles and books. Although there is no bibliography with this outline, you can readily find books on all these subjects by going to your school or public library, or using the Internet. This will be a good way to develop research and reading skills that will help you as you advance through your schooling toward college. What I have provided you with are questions—essay questions—at the end of each lesson. Use these questions to guide your investigation into the topics. To get the most out of this course, write out the answers after you have found a source. Show it to your teacher or someone who can evaluate it to be sure you have covered all the important facts.

World history is a vast and rich story of the events that have shaped the modern world, both East and West. We will touch on the civilizations of Africa and Asia, but the majority of the lectures deal with the shaping of Western civilization. Allow the stories to transport you back in time to marvelous places and people. I love world history! I hope you will love it too.
Lecture Sixteen
The Renaissance

I. Introduction - the Doge of Venice

II. Geography
   A. Italian peninsula
   B. Trade

III. Growth of the Italian city-state
   A. Venice
      1. Trading empire
      2. Government
   B. Florence
      1. Medici family
      2. Niccolo Machiavelli
   C. Genoa
   D. Milan
   E. Capitalism
      1. Trade
      2. Banking

IV. Rebirth (Renaissance) of Classical Greek and Roman culture
   A. Humanism
      1. Petrarch
      2. Boccaccio
   B. Art
      1. Donatello (1386-1466)
      2. Raphael (1483-1520)
      3. Leonardo da Vinci (1452-1519)
      4. Michelangelo (1475-1564)
   C. Renaissance Man
      1. Men
      2. Woman

V. Age of Exploration
   A. Spice and profit
   B. Spread of Christianity
   C. New technology
      1. Caravel
      2. Compass
      3. Astrolabe

Essay Questions

1. Describe the attributes of a perfect Machiavellian ruler. Why would such a leader have to be that way?

2. Explain why the Italian city-states developed the capitalist and humanistic values that led Europe into the Renaissance Age?
Lecture Seventeen
Africa—The Civilizations of the Sub-Saharan

I. Introduction
   A. Legends of Africa
      1. Africa was considered the "dark continent"
      2. Europeans created strange stories about its unknown regions
         a. Stories of Africa featured giants, dwarves, and unicorns
         b. Other tales included men with heads where their stomachs
             should be and creatures with tails on either end

II. Africa is divided into five geographic regions
    A. Coastal
       1. Moderate temperatures
       2. Dense population
    B. Desert
       1. Sahara
       2. Nubian
       3. Kalahari
    C. Dry grasslands receive less than 20 inches of rain per year
    D. Savannah covers two-fifths of the continent
    E. Rain forests cover one-fifth of the continent

III. Early trade and production
     A. Trade was carried on between groups that did not speak the same
        language
     B. Items were bartered between these groups in a process called the "silent
        trade"
     C. Salt and gold production increased trade

IV. Northeast African kingdoms
    A. Kush was a kingdom that shared much of Egypt’s culture
    B. Axum was a Christian kingdom

V. African sub-Saharan empires
    A. Ghana (400-1235)
    B. Mali (1235-1468)
    C. Songhai (1468-1591)

VI. African city-states - Swahili
    A. Bantu tribes
    B. Arab connections

Essay Questions

1. What effect did the most dangerous animal in Africa have on the
development of trade in the rain forest? Why did it have this effect?

2. Explain the “silent trade.” How and why did it operate?
Lecture Eighteen  
China

I. Introduction—Ancient Legend

II. Shang Dynasty (c. 1500 BC-1027 BC)  
A. Writing system  
B. Bronze culture  
C. Wheeled chariots

II. Chou Dynasty (1027 BC-256 BC)—the Classic period  
A. Lao Tzu (604-529 BC)  
B. Confucius (551-479 BC)  
C. Legalists

III. Chi’in Dynasty (221 BC-206 BC)—the most hated  
A. Chi’in Shih Huang-ti—“The Emperor”  
B. Emperor’s armies subdued enemies  
C. The books of Confucius are burned and Legalism dominates  
D. The Great Wall is built

IV. Han Dynasty (202 BC-AD 220)—a time of peace, unity, and glory  
A. Emperor Wu-ti (140-87 BC)  
1. Armies protected borders  
2. Wu-ti renewed the study of Confucius and ancient works  
3. Established Confucianism as the official set of beliefs for his government  
4. Government appointments were based on an examination of knowledge of Confucianism  
5. The Great Silk Road was opened to Persia  
B. Buddhism spread  
C. Paper and the yoke were invented

VI. The Six Dynasties and Three Kingdoms  
A. Widespread civil unrest  
B. Aristocracy replaces the scholar/officials  
C. Invasion of non-Chinese barbarians  
D. Barbarians absorbed into China  
E. Confucianism declines and Buddhism becomes an economic power

VII. Sui Dynasty (581-618)  
A. Emperor Wen-ti  
1. Takes power in northern China  
2. Conquers southern China  
3. Reforms the legal code—K’ai-huerg Code (the most influential body of law in Far Eastern history)  
B. Yang-ti, son of Wen-ti  
1. Unites China by building the Grand Canal  
2. Rebuilds the Great Wall

VIII. T’ang Dynasty (618-907)—China’s Golden Age  
A. Rebel General Li Yuan becomes emperor  
B. T’ai Tsung—“Grand Ancestor” (627-649)  
1. Civil service exam becomes universal  
2. Taxes are lowered and land is redistributed to peasants  
3. Northern and western lands are reconquered  
C. Empress Wu Chao (690-705)—only female ruler of China  
1. Armies won victories in Korea  
2. Encouraged the spread of Buddhism  
D. Social changes  
1. Aristocracy loses power to civil servants  
2. Semi-feudalism returns  
3. Merchants flourish  
4. Credit and banking emerge

IX. Five Dynasties and Ten Kingdoms, warlords and unstable kingdoms

X. Sung Dynasty (960-1279)  
A. Military declines, Sungs move south  
B. Paper money is introduced  
C. Trade in silk and porcelain  
D. Inventions: compass, printing, gunpowder

XI. Yuan Dynasty, the Mongols (1279-1368)

XII. Ming Dynasty (1368-1644)  
A. Ming T’ai tsu (1368-1398)  
1. The “Grand Progenitor”  
2. Builds southern capital of Nanking
B. Yang-lo (1403-1424)
   1. Ruled from northern capital of Peking
   2. Education improves
      a. Amount of printed materials increases
      b. An encyclopedia of 11,095 hand-written volumes is produced
   3. The Grand Fleet expands trade
D. Admiral Cheng Ho (1500)—a turning point in Chinese history
   1. Isolation
   2. Foreigners are banned
D. Manchu invasion (1644)
   1. Last Ming emperor hangs himself

**Essay Questions**

1. How and why did the Chinese Imperial government use Confucian philosophy to run its vast empire?

2. Why did China's isolation and ban of foreigners provide a turning point in its history?

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**Lecture Nineteen**

**The Mongols and Marco Polo**

I. Introduction—the story of Marco Polo

II. The beginning of the Mongols
   A. Horse tribes of the Asian steppe
   B. Temujin becomes Genghis Khan (Universal Monarch)

III. The Mongol conquests
   A. The army
   B. Conquest of the steppe tribes
   C. Conquest of China
   D. Campaign in the west with General Subatai

IV. China's Yuan Dynasty
   A. Kublai Khan
   B. Mongols administer China

V. Marco Polo returns to the West

**Essay Questions**

1. Why were the Mongols and their armies such successful conquerors?

2. What impact did Marco Polo's adventures have on Europe?
Lecture Twenty

Early Japan through the Tokugawa Period

I. Introduction
A. Will Adams, an Englishman and ship's pilot for the Dutch, traveled to Japan in 1598
B. Will became a trusted advisor to Tokugawa Ieyasu
C. He died in Japan in 1620

II. Japan’s geography
A. “Jih pen”—Chinese for “Origin of the Son”
B. 3,000 volcanic islands, four major islands
   1. Islands collectively are the size of California
   2. Only 20% of land is suitable for farming

III. Early Period (30,000 BC to AD 600)
A. Japanese people are descended from ancient Korean and Chinese migrants; aboriginal Ainu people are Caucasian
B. Chief emperor of the Yamamoto clan

IV. Religion
A. Shintoism—the Way of the Gods
   1. Emperors claimed to be descended from the Sun Goddess
   2. Polytheistic nature gods
B. Buddhism
   1. Introduced by Korean missionaries
   2. Prince Shotoku and the royal court convert to Buddhism

V. Nara Period (600-784)
A. Prince Shotoku sends scholars to visit China
B. Japanese borrow from China’s culture and Tang Dynasty
   1. China’s model of centralized government is adopted with changes
      a. Japanese emperor is considered divine and cannot be
         overthrown, unlike the Chinese emperor who rules by the
         Mandate of Heaven
      b. Nobles are appointed to chief government posts, unlike the
         Chinese system, which used scholars who had proven
         themselves through rigorous civil service exams
   2. The Japanese adopt the Chinese calendar, writing, architecture,
      various foods and beverages

VI. Heian Period (794-1192)—Japan’s Golden Age
A. In 794, the emperor moves capital to Heian (modern Kyoto)
B. Kana letters develop to simplify Chinese characters
C. Great Age of prose and poetry
   1. “The Tales of Genji”—adventures of a handsome prince, written
      by a lady of the court
D. Strong central government until 1000-1200, when a feudal system
   emerges
   1. Daimyo—“Great Name”; lords of Japan
   2. Samurai—“One Who Serves”
      a. Warrior class bound to lord
      b. Followed the code of bushido, “The Way of the Warrior”
   3. Artisans and merchants, farmers and serfs

VII. Kamakura Period (1192-1335)
A. Feudalistic period in which the daimyo tried to take ultimate power as
shogun, “Supreme General of the Emperor’s Army”
B. Shogun Minamoto Yoritomo ruled from his military headquarters in
Kamakura while the powerless emperor lived in Kyoto (Heian).
C. Mongols under Kublai Khan invade Japan twice
   1. Mongols are finally defeated in 1281
   3. The Kamikaze—“Divine Wind” or typhoon—helps to defeat the
      Mongols
D. The Kamakura Shogunate was weakened by warfare and lost power to a
new group

VIII. Ashikaga Period (1335-1573)
A. Power shifted from central government to regions as the shogun lost
power to the daimyo
B. Cultural golden age recognized for its architecture, literature, and
   drama
C. Gaijin or “foreigners” arrive from Europe in 1543
   1. Portuguese arrive in 1543 and begin trade with Japan
   2. Francis Xavier, a Catholic Jesuit priest, spread Christianity in
      Japan from 1549 to 1551
   3. Christians grew in power and influence
D. Three strong rulers emerge: they unify the daimyo
   1. Oda Nobunaga used firearms to control parts of Japan and was
      later assassinated
   2. Toyotomi Hideyoshi, one of Nobunaga’s generals, unified Japan
      and invaded Korea
   3. Tokugawa Ieyasu was the last of the three great unifiers
IX. Tokugawa period (1603-1868)
A. Tokugawa Ieyasu defeated his enemies at the battle of Dekigahara and established a strong central government
B. Christianity is outlawed in 1614
C. Foreign contact is banned except for the Dutch in Nagasaki
D. Japan remains isolated until 1868

Essay Questions

1. How did the government of Japan, with its emperor, shoguns, and daimyo, differ from the Chinese Tang Dynasty model introduced by the scholars of Prince Shotoku?

2. Why did the Tokugawa Shogun close off trade with the West? How did this period of isolation affect Japan?

Lecture Twenty-One
Discoverers and Conquistadors

Pick five explorers you think will be successful!

1. Bartholomeu Diaz
2. Vasco da Gama
3. Afonso de Albuquerque
4. Cristoforo Columbo
5. Martin Alonso Pinzon
6. Vasco Nunez de Balboa
7. Pedro Alvares Cabral
8. Ferdinand Magellan
9. Juan Ponce de Leon
10. Juan Rodriquez Cabrillo
11. Juan Diaz de Solis
12. Francisco Vasquez de Coronado
13. Panfilo de Narvaez
14. Alvar Nunez Cabeza de Vaca
15. Hernando de Soto
16. Pedro de Teixeira
17. Antonio Raposo de Tavares
18. Hernan Cortez
19. Francisco Pizarro
20. Amerigo Vespucci
Essay Questions

1. What were the goals of Exploration and how were these goals met?

2. Why was the "New World" named "America"? Who should it have been named after? Explain and support your answer.

Lecture Twenty-Two
North American Explorers Handout

Pick the five explorers you think will be successful!

1. Giovanni Cabato
2. Giovanni da Verrazano
3. Jacques Cartier
4. Willem Barents
5. Stephan Burrough
6. Martin Frobisher
7. Samuel de Champlain
8. Robert La Salle
9. Sebastian Cabot
10. John White
11. Sir Walter Raleigh
12. Charles Jackman
13. Arther Pet
14. John Davis
15. Henry Hudson
16. Sir Francis Drake
17. Luke Foxe
18. Thomas James
19. Vitus Johassen Bering
Lecture Twenty-Two
North American Explorers

I. The Northwest and Northeast Passages

II. The Explorers
   A. Giovanni Cabato
   B. Giovanni da Verrazano
   C. Jacques Cartier
   D. Willem Barents
   E. Stephan Burrough
   F. Martin Frobisher
   G. Samuel de Champlain
   H. Robert La Salle
   I. Sebastian Cabot
   J. John White
   K. Sir Walter Raleigh
   L. Charles Jackman
   M. Arthur Pet
   N. John Davis
   O. Henry Hudson
   P. Sir Francis Drake
   Q. Luke Foxe
   R. Thomas James
   S. Vitus Johassen Bering

III. Colonies
    A. Spanish/Portuguese
    B. English/French

Lecture Twenty-Three
The Old World vs. The New World—Hazards and Benefits

Handout

Handout - Identify the following foods as having originated in the Old World (Eurasia/Africa) or the New World (North/South America). Mark "O" for Old World or "N" for New World.

2. Tomato 12. Corn
3. Rye 13. Pear
5. Olive 15. Tapioca
6. Peanut 16. Banana
7. Potato 17. Kidney Bean
8. Tobacco 18. Peach
9. Sugar Cane 19. Apricot

Essay Questions

1. Explain the typical problems encountered by explorers who attempted the Northwest and Northeast Passages. How were these problems finally overcome?

2. Contrast and compare the growth and development of the Spanish colonial system with that of France and England.
Lecture Twenty-Three
The Old World vs. The New World
Hazards and Benefits

I. Old and New World foods were shared

II. Diseases were shared
   A. Small pox, measles, influenza
   B. Results of disease

III. Slavery
   A. Historical perspective of slavery
      1. Ancient world
      2. Europe
      3. Asia
      4. Africa
      5. North and South America
   B. Slave trade
      1. Spanish and Portuguese colonial system
      2. English colonies
   C. Triangle trade

IV. The "new" Americans
   A. The Spanish colonies
      1. Peninsulars
      2. Creoles
      3. Mestizos
      4. Mulattos
      5. Blacks
      6. Indians
   B. The English colonies
      1. Northern
      2. Southern

Essay Questions

1. How did diseases affect the slave trade in America?
2. What was the “triangle trade”?

Lecture Twenty-Four
Civilizations of The Americas

I. Introduction

II. Ancient Indians
   A. Land bridge migration
      1. Ice Age (16,000 BC)
      2. Indians reached tip of South America (7,000 BC)
   B. Sea travel

III. Indians of Mexico
   A. Olmec (1200 BC - 400 BC)
   B. Maya (300 AD - 900 AD)—Classic Period
      1. Geography: Yucatan peninsula
         a. Coastal lowlands
         b. Highlands
         c. Interior plains
      2. Religion
         a. Mayans were polytheistic
            1. Believed they were descended from the sun
            2. Deified nature: Father Sun, Mother Moon
         b. Mayans built temples and offered human sacrifices
      3. Society: eighty city-states
         a. Ruling class composed of priests and chiefs
         b. Working class of farmers, artisans, merchants, and slaves
      4. Science and learning
         a. Astronomy, mathematics, and complex calendar
         b. Writing called "glyphs"
      5. Reason for decline of Mayan empire is still a mystery
      6. Post-Classic period (900-1200 AD)—Mayans conquered by Toltecs
   C. Teotihuacan City
      1. "The Abode of the Gods"
      2. Thirty miles northeast of present-day Mexico City

D. Aztec (1325-1520 AD)
   1. Geography
      a. Valley of Mexico
      b. Tenochtitlan (modern Mexico City)
   2. Aztecs were warriors who conquered their neighbors.
   3. Religion
      a. Polytheistic
      b. Gods of War, Sun, etc.
      c. Gentle god Quetzalcoatl
Lesson Twenty-Five
The Protestant Reformation

I. Historical perspective
   A. Plague, war, and fear
   B. The Renaissance and the Holy Roman Empire
   C. Problems in the Church

II. Martin Luther (1483-1546)
   A. Early life and education
   B. Became a friar and later a priest
   C. Visited Rome
   D. Became a professor of theology.
   E. Romans 1:17—"The just man shall live by faith"
   F. Luther's Ninety-five Theses and the printing press
   G. Diet of Worms: Luther is declared an outlaw
   H. Protestant Reformation of the Church
      I. Peasant War of 1524-25
      J. Luther's marriage (1525)

III. The Counter-Reformation
   A. Ignatius Loyola and the Society of Jesus ("Jesuits")
      1. Loyola's early life
      2. Jesuits as missionaries and champions of the Catholic Church
      3. The Inquisitions

IV. Ulrich Zwingli (1484 - 1531)

V. John Calvin (1509-1564) of Geneva, Switzerland

VI. John Knox (1505?-1572) of Scotland

Essay Questions

1. Why was the small army of Cortez able to defeat such a large empire?

2. Why was Pizarro able to conquer the Inca Empire?

Essay Questions

1. What was the new teaching of Luther, and how did it differ from that of the Catholic Church?

2. Explain the word "Protestant." Give its original meaning and explain what it means today.
Lecture Twenty-Six
Tudor England

I. Historical perspective—the death of Richard III

II. Henry VII (ruled 1485-1509)
   A. Life
   B. Kingdom

III. Henry VIII (ruled 1509-1547)
   A. Early years
   B. Wives
      1. Catherine of Aragon
      2. Anne Boleyn
      3. Jane Seymour
      4. Anne of Cleves
      5. Catherine Howard and Catherine Parr
   C. The Church of England

IV. Edward VI (ruled 1547-1553)—"the Boy King"

V. Mary I (ruled 1553-1558)—"Bloody Mary"

VI. Elizabeth I (ruled 1558-1603)—"the Virgin Queen"
   A. Four major problems
      1. Rival queen
      2. Spanish ambitions
      3. Religious conflicts
      4. Financial difficulties
   B. War with Spain
      1. English "Sea Dogs"
      2. Spanish Armada
   C. Elizabethan England
      1. Life in "Merry Olde England"
      2. William Shakespeare

Lesson Twenty-Seven
The English Civil War and Parliament

I. Historical perspective
   A. James I (ruled 1603-1625)
      1. Quarreled with Parliament
      2. Sponsored translation and publication of King James Bible
      3. Encouraged colonization of America
   B. Charles Stuart, Prince of Wales

II. Charles I (ruled 1625-1649)
   A. Charles I clashed with parliament over money and war (1626)
   C. "Petition of Right"—protected subjects from royal abuses
      1. Subjects could no longer be imprisoned without due process of law
      2. King could no longer levy taxes with parliamentary consent
      3. King could no longer quarter soldiers in private homes without
         owner's consent
      4. Martial law could no longer be imposed in time of peace
   C. Religious policies
      1. Puritans were persecuted
      2. William Laud was appointed archbishop
         a. Laud oppresses those who are not of the Church of England
         b. Calvinist Scots rebel against religious oppression
   D. Parliament was at odds with Charles
      1. Parliament passed laws limiting the King's power
      2. Charles disbanded Parliament and ordered its leaders arrested
   E. English Civil War
      1. Cavaliers supported the King
      2. Roundheads supported the Parliament
   F. Charles I is tried and executed (1649)

III. Oliver Cromwell emerged as Lord Protector
   A. Reforms and changes
   B. Dictatorship and the conquest of Ireland

IV. Monarchy was restored under Charles II (ruled 1660-1685)
   A. Charles was a moderate ruler
   B. Political parties form—Whigs and Tories
   C. Problems with taxes and religion

Essay Questions

1. Explain Henry VIII's motivation and the changes he made when he broke away from the Catholic Church. Why were these moves politically smart?

2. How did Queen Elizabeth overcome her four major problems?
V. James II (ruled 1685-1688) and the Glorious Revolution
A. James alienated the Parliament and people by asserting the divine rights of kings and granting religious freedom to Catholics
C. The Glorious Revolution—Whigs and Tories in parliament united to depose James II and offer the throne to his Protestant daughter, Mary, and her husband, William III of the Netherlands
C. Parliament drafted a Bill of Rights; accepted by William and Mary

VI. Political theory—Thomas Hobbes vs. John Locke

Essay Questions

1. What actions moved Parliament to ask William and Mary to rule England, and what did Parliament gain for the people of England?

2. What issues brought about the English Civil War and what were the final results?

Lecture Twenty-Eight
The Monarchs of Europe

1. Charles V, Holy Roman Emperor and King of Spain (as Charles I)
A. The Hapsburgs of Netherlands
B. Crowned Spanish king, known as Charles I (ruled 1516-1558)
C. Crowned Holy Roman Emperor, known as Charles V (ruled 1518-1558)
D. War between France and the Hapsburgs
E. Charles and Martin Luther
F. Charles and Henry VIII
G. Coalitions form against him

I. Louis XIV (1638-1715)—the “Sun King” of France
A. Becomes king at age four
B. Dominated in his youth by Cardinal Mazarin
C. His character
D. Wars
1. France
2. Dutch
3. War of the League of Augsburg
4. War of the Spanish Succession
5. Austria
6. Holland
7. England
E. Louis’s rule
1. Culture
2. Art and Versailles

III. Peter I (“the Great”), Czar of Russia (1672-1725)
A. Early life
B. Traveled to Western Europe to gain knowledge
C. Early reforms
D. The Great Northern War
E. Greatest achievements

IV. Frederick II (“the Great”), King of Prussia (1712-1786)
A. Early life
B. Relationship with his father, King Frederick William I of Prussia
C. War of the Austrian Succession
D. Seven Years’ War
D. Domestic policies—enlightened despotism
Essay Questions

1. Why was Peter I of Russia given the title "the Great"?

2. Explain the pivotal role that Charles V played as Europe pulled away from Catholic domination.

Lecture Twenty-Nine
The Growth of Democracy

I. Hebrews
   A. Moses
   B. Governments organized with judges over families of tens, fifties, thousands, etc.

II. Greeks
   A. Assembly
   B. Council of Five Hundred

III. Romans
   A. Consuls
   B. Senate
   C. Assembly
   D. Dictator

IV. England
   A. Anglo-Saxons
   B. John I and Magna Carta
   C. Henry II
      1. Common law
      2. Trial by jury
      3. Circuit court
   D. Edward I and parliament
   E. Charles I
      1. Cromwell
      2. John Lilburne, a.k.a. "Freeborn John"
   F. Hanoverian kings and the prime minister
      1. George I
      2. George II
      3. Robert Walpole

V. The English system of government
   A. House of Commons
   B. House of Lords
   C. Advantages and shortcomings
Essay Questions

1. How did "Freeborn John" contribute to the American Bill of Rights?

2. How did George I and George II allow a prime minister to emerge from the House of Commons as de facto leader of the country?

Lecture Thirty
The American Revolution

I. Introduction
A. The Boston Massacre of March 5, 1770 preceded the Revolution
B. American colonists reacted against Great Britain's colonialism

II. Colonization of America
A. Roanoke and the Spanish Armada.
B. Jamestown and tobacco
C. Pilgrims and puritans

III. The thirteen colonies:
A. Colonization of Virginia (1607)—trade and agriculture
B. Massachussets (1620)—religious freedom
C. New Hampshire (1622)—trade, fishing, and religious freedom
D. New York (Dutch New Netherlands-1624)—trade
E. Maryland (1632)—religious and political freedom, investments by its founders.
F. Connecticut (1636)—religious and political freedom, trade
G. Rhode Island (1636)—religious freedom
H. Delaware (New Sweden-1638)—trade
I. North Carolina (1663)—trade, agriculture, religious freedom
J. South Carolina (1663)—trade, agriculture, religious freedom
K. New Jersey (1664)—Investment by founder, religious and political freedom
L. Pennsylvania (1682)—investment by founder, religious and political freedom
M. Georgin (1732)—investment, debtors settlement, buffer from Spanish Florida

IV. Colonial governments

V. Taxes:
A. Navigation Acts
B. Sugar Act
C. Stamp Act
D. Declaratory Act
E. Townshend Act (Boston Massacre)
F. Tea Act (Boston Tea Party)
G. Coercive Acts (called "Intolerable Acts" by Americans)
VI. Leaders of the Revolution
A. Samuel Adams
B. Benjamin Franklin
C. Patrick Henry
D. Thomas Jefferson
E. George Washington

Essay Questions

1. What events surrounded the Boston Massacre? Why did this massacre focus the colonists' attention on the question of revolution?

2. Explain the reasoning behind Patrick Henry's speech. Why was it such an effective rallying cry?