

May 25

Copernicus's Theory Can Be Summarized Like This:

01 - The center of the Earth is not the center of the Universe, only of Earth's gravity and of the lunar sphere.

02 - The Sun is fixed and all other spheres revolve around the Sun. (Copernicus retained the idea of spheres and of perfectly circular orbits. In fact, the orbits are elliptical, which the German astronomer Johannes Kepler demonstrated in 1609.)

03 - Earth has more than one motion, turning on its axis and moving in a spherical orbit around the sun.

04 - The stars are fixed but appear to move because of the Earth's motion.

Death and Legacy

Legend has it that Copernicus, in a sickbed when his great work was published, awoke from a stroke-induced coma to look at the first copy of his book when it was brought to him. He was able to see and

appreciate his accomplishment, and then closed his eyes and died peacefully, on May 24, 1543. Thus he avoided both scorn and praise.

The Roman Catholic Church waited seven decades to take any action against *On the Revolutions of the Celestial Spheres*. Why it waited so long has been the subject of much debate. In 1616 the church issued a decree suspending *On the Revolutions of the Celestial Spheres* until it could be corrected and prohibiting any work that defended the movement of Earth. A correction appeared in 1620, and in 1633 Galileo Galilei was convicted of grave suspicion of heresy for following Copernicus's position.

How long did it take for Copernicus's ideas to reach the general public? Does anyone nowadays still believe the apparent evidence before their eyes that the Sun moves around the Earth to set and rise? Almost everyone learns in childhood that, despite appearances, the Earth moves around the Sun.

Copernicus's model asked people to give up thinking that they lived in the center of the Universe. For him the thought of the Sun illuminating all of the planets as they rotated around it had a sense of great beauty and simplicity.

1. Based on your scientific knowledge, was his theory correct?

2. Why do you think the Roman Catholic Church resisted the heliocentric theory at first?

3. Why would anyone criticize someone for a fact that can be proven?

May 26

Galileo

In 1597 a German visitor gave Galileo a book by German astronomer Johannes Kepler, who was enthusiastically pro-Copernicus. Galileo wrote a letter to Kepler stating that he had long agreed with Copernicus but that he had not dared to make his thoughts public because he was frightened that he would become, like Copernicus, “mocked and hooted by an infinite multitude.”

In July 1609 Galileo heard about a Dutch device for making distant objects look nearer. A friend who saw it described it to Galileo as having two lenses, one on each end of a four-foot tube. Within about a month Galileo had made an instrument three times as powerful as the Dutch device.

Galileo continued to work on his telescope, grinding his own lenses. By December 1609 he had seen for the first time the four largest moons orbiting around Jupiter, which contradicted Ptolemaic theory that Earth is the center of all orbiting bodies. Galileo published his findings in March 1610 as *The Starry Messenger*; the general public was excited, but most philosophers and astronomers declared it an optical illusion.

In 1613 Galileo published his *Letters on Sunspots*, based on his observations of the dark spots on the Sun that are caused by intense

magnetic activity. In an appendix he noted that he agreed with Copernicus, mentioning the fact that he had seen eclipses of the satellites of Jupiter, further evidence that they orbited the planet. This is the only time that Galileo expressed in print his support of the Copernican model. Galileo had no definitive evidence that Copernicus was right, and he didn't claim that he did. Galileo's main pieces of evidence were the phases of Venus, the eclipses of Jupiter's moons, the existence of tides (which Galileo believed could only occur if the Earth moved), observable planetary speeds, and the distances of

Galileo denied that he was defending heliocentrism, but he finally admitted that one could get that impression from the book. He was threatened with torture, forced to recant the heliocentric model, and, in June of that year, sentenced to indefinite imprisonment in Rome. His book was put on the *Index of Prohibited Books*. Three of the ten judges disagreed with the verdict. Legend has it that as Galileo left the courtroom he whispered, "*Eppur__si muove* [Still it (Earth) moves]," but this was most likely invented later. planets from the Sun.

1. Why do you think the telescope was so important?
2. What does this article tell us about the power of the Catholic Church?
3. Give an example of yourself standing up for something when you were clearly in the minority?

May 27

1. What might happen if 100 people live together with no rules and laws?

2. What might the stronger, more dominant people do?

3. What might the weaker people do?

4. Would there be criminals?

5. Whom or what would protect people?

6. List five basic rights that you think everyone should have.

John Locke

A number of times throughout history, tyranny has stimulated breakthrough thinking about **liberty**. This was certainly the case in England with the mid-17th-century era of repression, rebellion, and civil war. There was a tremendous outpouring of political pamphlets and tracts. By far the most influential writings emerged from the pen of scholar **John Locke**.

He expressed the radical view that government is morally obliged to serve people, namely by protecting life, liberty, and property. He explained the principle of checks and balances to limit government power. He favored representative government and a **rule of law**. He denounced **tyranny**. He insisted that when government violates individual rights, people may legitimately rebel.

1. Do you believe the last sentence...REBEL????

May 28

Montesquieu

Montesquieu was a French judge and philosopher. His claim to fame is his idea of making sure to separate and check the power of government.

Choose FOUR of his quotes and on the next page discuss what they mean to you.

1. It is necessary from the very nature of things that power should be a check to power.
2. To become truly great, one has to stand with people, not above them.
3. We receive three educations, one from our parents, one from our school-masters, and one from the world. The third contradicts all that the first two teach us.
4. Every man who has power is impelled to abuse it.
5. Law should be like death, which spares no one.
6. If we only wanted to be happy, it would be easy; but we want to be happier than other people, and that is almost always difficult, since we think them happier than they are.
7. Religious wars are not caused by the fact that there is more than one religion, but by the spirit of intolerance... the spread of which can only be regarded as the total eclipse of human reason.
8. There is no nation so powerful, as the one that obeys its laws not from principals of fear or reason, but from passion.

Quote # _____

Meaning

Quote # _____

Meaning

Quote # _____

Meaning

Quote # _____

Meaning

May 29

Voltaire

Voltaire, was a French Enlightenment writer, historian, and philosopher famous for his wit, his criticism of Christianity, especially the Roman Catholic Church, as well as his advocacy of freedom of speech, freedom of religion, and separation of church and state

- 1. He was imprisoned in the Bastille (a French prison) for nearly a year. Voltaire's caustic wit first got him into trouble with the authorities in May 1716, when he was briefly exiled from Paris for composing poems mocking the French regent's family. The young writer was unable to bite his tongue, however, and only a year later he was arrested and confined to the **Bastille** for writing scandalous verse implying the regent had an incestuous relationship with his daughter.**

Would this get you in trouble in the US today?

Explain.

- 2. Many of his most famous works were banned. Since his writing denigrated everything from organized religion to the justice system, Voltaire ran up against frequent censorship from the French government. A good portion of his work was suppressed,**

and the authorities even ordered certain books to be burned by the state executioner.

Give an example of censorship in the US today.

3. He continued causing controversy even in death. Voltaire died in Paris in 1778, just a few months after returning to the city for the first time in 28 years to oversee the production of one of his plays. Over the last few days of his life, Catholic Church officials repeatedly visited Voltaire—a lifelong deist who was often critical of organized religion—in the hope of persuading him to retract his opinions and make a deathbed confession. The great writer was unmoved, and supposedly brushed off the priests by saying, “let me die in peace.”

Why would the Catholic Church care about Voltaire?

June 1

The Reign of Louis XIV

No French monarch more embodied Absolutism than did Louis XIV. By the end of his reign in the 18th century, Louis XIV had completely centralized his government, even lowering the nobility of power.

Louis was only four years old when he became France's king. Too young to rule directly, Louis' mother, Ann of Austria, served as his regent (representative). Anne often let Louis' chief minister, Cardinal Mazarin, to make the day-to-day decisions on the young king's behalf.

When Mazarin died in 1661, Louis was ready to rule. Intending to become a diligent and conscientious ruler, Louis created a reign which brought him great power. The French government centered around him. Louis XIV became known as the "Sun King", for he was the light which directed the state.

To solidify his power, Louis progressively weakened the French nobility. He had developed a fear of the aristocracy since childhood. The nobility supported a rebellion against the French government when Louis was a child. At one point, the royal family had to escape from the revolutionists. Prior to that, the royal family had been terrorized by mobs, with one breaking into the palace and frightening the young Louis. Although the threat had been suppressed by Cardinal Mazarin, it left Louis psychologically

scarred for
life.

Louis made several moves to limit the power of the nobility. He did not allow aristocrats to hold the highest state offices. He also sold aristocracy titles to those willing to pay, thus bringing non-aristocrats into the aristocracy. This irritated the nobility, but there was little they could do.

After eliminating the aristocrats from high public office, Louis began selecting

capable middle-class men as his advisors. One of his greatest ministers was Jean Baptiste Colbert. Chose as Louis' Finance Minister following Cardinal Mazarin's death, Colbert was able to double France's income within ten years. He did so by eliminating government waste and inefficiency, not by raising taxes. Colbert also developed a system called mercantilism, which allowed France to be less reliant on foreign imports and generated income by exporting French-made goods.

During the reign of Louis XIV, Frances population grew to 17 million people, by far the largest in Europe. No other nation could rival the power of the French state under Louis. With the help of efficient ministers such as Mazarin and Colbert, Louis continued to consolidate his power. Louis XIV is said to have described his singular importance to France with the phrase, "*I etat, c'est moi*" ("I am the state").

1. What happened to Louis when he was young that made him fearful of the power of the nobility?
2. Why was Louis known as the "Sun King"?
3. Why would increasing the size of the aristocracy lower their power?
4. What group of people did Louis draw from for his advisors?
5. What did Colbert do to gain money instead of raising taxes?

June 2

Peter the Great (1672–1725)

Peter the Great was a Russian czar in Russia Synopsis Born in Moscow, Russia on June 9, 1672, Peter the Great was a Russian czar in the late 17th century who is best known for his extensive reforms in an attempt to establish Russia as a great nation. He created a strong navy, reorganized his army according to Western standards, secularized schools, administered greater control over the reactionary Orthodox Church, and introduced new administrative and territorial divisions of the country.

1. Define secularized

2. Why would Peter the Great want to secularize schools?

Early Rule Peter the Great was born Pyotr Alekseyevich on June 9, 1672 in Moscow, Russia. Peter the Great was the 14th child of Czar Alexis by his second wife, Natalya Kirillovna Naryshkina. Having ruled jointly with his brother Ivan V from 1682, when Ivan died in 1696, Peter was officially declared Sovereign of all Russia. Peter inherited a nation that was severely underdeveloped compared to the culturally prosperous European countries. While the Renaissance and the Reformation swept through Europe, Russia

rejected westernization and remained isolated from modernization. During his reign, Peter undertook extensive reforms in an attempt to reestablish Russia as a great nation. Peter overcame opposition from the country's medieval aristocracy and initiated a series of changes that affected all areas of Russian life. He created a strong navy, reorganized his army according to Western standards, secularized schools, administered greater control over the reactionary Orthodox Church, and introduced new administrative and territorial divisions of the country.

3. Define sovereign

4. When Peter inherited Russia what kind of shape was it in compared to the European countries?

5. Why was Russia behind European countries?

6. List the 5 changes Peter initiated.

Sweeping Changes Peter focused on the development of science and recruited several experts to educate his people about technological advancements. He concentrated on developing commerce and industry and created a gentrified bourgeoisie population. Mirroring Western culture, he modernized the Russian alphabet, introduced the Julian calendar, and established the first Russian newspaper. Peter was a far-sighted and

skillful diplomat who abolished Russia's archaic form of government and appointed a viable Senate, which regulated all branches of administration, as well as making, groundbreaking accomplishments in Russia's foreign policy.

7. In great depth and detail explain what the author means when he or she writes, “He concentrated on developing commerce and industry and created a gentrified bourgeoisie population”?

8. Who was Peter mimicking?

9. Define diplomat

10. List the 3 of the 4 major changes Peter made. 11. Why would Peter as an absolute monarch want more governmental input and more educated citizens?

June 3

Singapore Frees Flogged U.S. Teen-Ager : Asia:
Michael Fay is 'happy to be out' after early
release. He leaves the country, heads for
home.JUNE 22, 1994

Michael Fay served two months and 21 days of a four-month jail sentence handed down in March after entering a guilty plea to spray-painting cars and other acts of vandalism. He was released early for good behavior.

He was initially sentenced to receive six strokes of a rattan cane as part of his punishment, but the government reduced the penalty to four strokes as a gesture to President Clinton. The caning, carried out May 5, became the focus of a worldwide debate about crime and punishment.

His mother said Michael "hasn't been able to look at himself" since the caning, meaning he could not bring himself to look at wounds from the caning, which has left some prisoners with scars. Fay gave no indication Tuesday whether he had suffered permanent injury.

Fay was a senior at the Singapore American School, a \$10,000-a-year private school attended mainly by the children of Americans working here, when he was arrested in October. He was forced to drop out of school.

George Fay has been a vocal critic of the government's handling of his son's case, suggesting that the youth was coerced into confessing to a crime he did not commit and that he had been given hints that he would be let off without a flogging if he pleaded guilty. The Singapore government has vociferously denied the allegations--which resurfaced Tuesday, along with new discussions of Fay's Jewish heritage.

"I was smacked in the face," Fay said in the telephone interview. "My hair was pulled. I was actually pulled out of my chair by the hair. I was hit on the head with one of the officer's knuckles." Fay confirmed a government report that he shook the hand of the jailer who flogged him, saying the man was only doing his job. While caning is common here, the U.S. Embassy said Fay was the first person ever caned for vandalizing private property.

The U.S. government, including Clinton, has maintained that Fay was unfairly singled out. Fay's punishment was hotly debated in the United States, with many crime-weary Americans coming out in support of caning and others denouncing the punishment as a form of torture.

1. Did Singapore have the right to cane Fay? Explain.
2. Do you believe corporal (physical) punishment should be used in the US? Explain.
3. Do you believe capital (death penalty) should be used in the US? Explain.

June 4

Magna Carta: Cornerstone of the U.S. Constitution

"We will sell to no man, we will not deny or defer to any man either justice or right."—Magna Carta (1225)

The "Great Charter" drawn up on the field at Runnymede on June 15, 1215 between King John and his feudal barons failed to resolve the crisis that had been brewing in England ever since the death of John's brother King Richard I. Over the long term, however, [Magna Carta](#) served to lay the foundation for the evolution of parliamentary government and subsequent declarations of rights in Great Britain and the United States. In attempting to establish checks on the king's powers, this document asserted the right of "due process" of law. By the end of the 13th century, it provided the basis for the idea of a "higher law," one that could not be altered either by executive mandate (the king) or legislative acts (Parliament - their Congress). This concept, embraced by the leaders of the American Revolution, is embedded in the supremacy clause of the United States Constitution and enforced by the [Supreme Court](#).

Guiding Questions

In what respects did the Magna Carta provide justification for American independence from Great Britain?

To what extent were the principles and provisions of the Great Charter incorporated into the U.S. Constitution?

June 5

Legacy of the Glorious Revolution

Many historians believe the Glorious Revolution was one of the most important events leading to Britain's transformation from an absolute monarchy to a constitutional (limited) monarchy. After this event, the monarchy in England would never hold absolute power again.

With the Bill of Rights, the regent's power was defined, written down and limited for the first time. Parliament's function and influence changed dramatically in the years following the revolution.

The event also had an impact on the **13 colonies** in North America. The colonists were temporarily freed of strict laws after King James was overthrown.

When news of the revolution reached the Americans, several uprisings followed, including the Boston Revolt, Leisler's Rebellion in **New York** and the Protestant Revolution in **Maryland**.

Since the Glorious Revolution, Parliament's power in Britain has continued to increase, while the monarchy's influence has waned. There's no doubt this important event helped set the stage for the United Kingdom's present-day political system and government.

1. This is a great result of change (revolution) happening with very little bloodshed. List any example of a non-violent revolution in history.
2. How do you think this revolution inspired the American Revolution?
3. Why is it so important to have WRITTEN rules?
4. Is it a positive or a negative to have a strong Parliament (Congress)?
Explain.

June 8

The Mayan Civilization

Geography Mayan civilization rose in Central America as the Maya adapted to both highlands and lowlands. As the Olmecs declined, they influenced the Maya - a new civilization rose in southern Mexico, northern Central America - included northern lowlands, dry forests, dense jungles - also, range of mountains from southern Mexico to El Salvador

Early Settlements • By 1500 B.C., Maya people settled villages, farmed, traded - rich villages had religious centers by 500 B.C., became cities
Classic Period • Classic Period of civilization believed to have been A.D. 250–900 - Maya built city-states with temples, pyramids, plazas • Largest city-states included Tikal, Copán, Palenque - each was independent, ruled by king • Cities linked by trade of products such as salt, textiles, jade

REVIEW QUESTION How did the Maya develop into a great civilization?

Daily Life • Thousands lived in city-states, formed social structure over time - king at top, then noble class of priests, leading warriors - followed by merchants and artisans, then farmers - at bottom were slaves, mostly prisoners of war • Most Maya were farmers, growing beans, squash, maize—type of corn - maize was important—Mayan legends say people

were created from it • Farmers used irrigation—dug canals to carry water to dry fields - used rich soil from canal beds to raise up fields • Built houses on poles to keep dry when rivers flooded • Nobles lived in stone palaces, wore beautiful clothes, jade beads Religious Beliefs • Worshiped many gods—supreme god was lord of fire - others were goddess of moon, gods of sun, death, war, corn, rain • Sacrificed animals, plants, jade, and sometimes humans to gods • Ritual ball game, played on big court, was believed to bring rains

REVIEW QUESTION How was Mayan life shaped by religion?

Art • Art, learning linked to religion—art created for ceremonies - beliefs led to development of calendar, mathematics, astronomy • Tropical climate caused wooden art to rot long ago - only pottery, sculpture, jade, steles survive today - steles—carved stone slabs marking religious dates, rulers' reigns Achievements in Math and Science • Like India, Maya developed zero, positions to show number place • Developed accurate 365-day calendar system - used to plan planting, attacks against enemies, religious

holidays Writing • Developed most advanced writing system in ancient Americas • Used glyphs—symbolic pictures standing for words, syllables, sounds - recorded events in codex—a bark-paper book—using glyphs
Abandoned Cities • Maya abandoned cities by 900 for unknown reasons - warfare in 700s may have caused decline - overcrowding, overfarming may have caused food shortages • Only small, weak city-states remained when Spanish arrived in 1500s • Mayan peoples still live in Meso-America, speak Mayan languages

REVIEW QUESTION How were art and learning linked to religion?

June 9

Who Were the Aztec People?

We look back in awe at the accomplishments of the ancient Egyptians, Greeks and Romans who all lived around the Mediterranean Sea. We also need to be amazed at what was happening on the North American continent, especially in Mexico, thousands of years ago with the advanced

civilization of the Aztec people. Historians know a great deal about the Aztecs because of their own writings plus the accounts of them written by the Spanish conquerors who destroyed their civilization around 1519 CE. Aztecs is the name for all the people who lived in the Aztec Empire created by the Mexica or Mexica people. Like other Native American groups in North America, the Mexica have a legend about where they came from. The story says that their god Huitzilopochtli instructed them to travel to a new place and the Mexica tribe wandered around the central portion of present-day Mexico in search of a new home for two hundred years. Finally, when they reached the Valley of Mexico, their god gave them a sign. This sign, an eagle devouring a snake while sitting on a cactus, is shown on the Mexican flag of today. Around 1325 CE the Mexica built their settlement on an island and called it Tenochtitlan. The Mexica converted the marshland of their island to fertile soil and also used reed mats to create floating gardens for growing crops. Tenochtitlan was divided into four sections; each section was occupied by families and craftsmen. In order to create political relationships with other cities in the valley, the sons of Mexica ruling families married princesses of other tribes. Through trade and political alliances, the Mexica grew in power and by 1500 CE they ruled the entire Valley of Mexico. This is called the Aztec Empire and the Mexica are usually called Aztecs along with all the tribes in the empire they created. The Aztec leader was called the Emperor who was aided by four generals who commanded four armies, one from each district of the city.

The next class was the great nobles, the wealthy who ruled Aztec provinces, followed by the lesser nobles who were city officials. Ordinary people were divided into clans, family groups who owned land. A clan's land was further divided among family members. The lowest group in Aztec society was the slaves; slaves were bought and sold as the property of their masters.

Who Were the Aztec People? Multiple Choice Questions

1. The Aztecs civilization was located in a. Egypt b. Greece c. Italy (Rome)
d. Mexico
2. Historians know a great deal about the Aztecs because of a. Aztec writings that were not destroyed b. Descriptions of Aztec life written by Spanish conquerors c. Both a. and b. above d. None of the above

3. The symbols on the Mexican flag come from an Aztec a. Legend b. God
c. Political alliance d. None of the above

4. Once the Aztec reached their height of power they ruled all of a. North
America b. Mexico c. The Valley of Mexico d. The island they lived on

5. In Aztec society ordinary people were divided into a. Classes b. Trade
guilds c. Family clans d. All of the above

6. The Aztec civilization was destroyed by a. Severe weather events b.
Spanish conquerors c. Wars with other Native Americans d. A major
earthquake

June 10

Document A: Secondary Source: “The Aztec Empire” in Ways of the World by Robert W. Strayer, 2008; p. 590 “With a core population recently estimated at 5 to 6 million people, the Aztec Empire was a loosely structured and unstable conquest state that witnessed frequent rebellions by its subject peoples. Conquered peoples and cities were required to regularly deliver to their Aztec rulers impressive quantities of textiles and clothing, military supplies, jewelry, and other luxuries, various foodstuffs,

animal products, building materials, rubber balls, paper, and more. The process was overseen by local imperial tribute collectors, who sent the required goods on to Tenochtitlan, a metropolis of 150,000 to 200,000 people, where they were meticulously recorded.” Document A: According to this source, what is life like for people in the Aztec Empire? What is required of conquered peoples?

How might this factor into a conflict between the Aztecs and the Spanish (or any other invading group?)

Document C: Primary Source, Excerpt from The Broken Spears, an Aztec account of the meeting of Cortes and Motecuhzoma, 1519. [Upon meeting Cortes, Motecuhzoma explained], "This was foretold by the kings who governed your city, and now it has taken place. You have come back to us; you have come down from the sky. Rest now, and take possession of your royal houses. Welcome to your land, my lords! " When Motecuhzoma had finished, La Malinche translated his address into Spanish so that the Captain could understand it. Cortés replied in his strange and savage tongue, speaking first to La Malinche: "Tell Motecuhzoma that we are his friends. There is nothing to fear. We have wanted to see him for a long

time, and now we have seen his face and heard his words. Tell him that we love him well and that our hearts are contented." Then he said to Motecuhzoma: "We have come to your house in Mexico as friends. There is nothing to fear." La Malinche translated this speech and the Spaniards grasped Motecuhzoma's hands and patted his back to show their affection for him.... Document C: Describe the meeting of Cortes and Motecuhzoma. Why does Motecuhzoma treat Cortes the way he does?

_____ Do you think Cortes is being truthful about what he says to Motecuhzoma? Why or why not? _____

June 11

Origins of the Inca Civilization The Incas are an ancient people who lived in South America. The Incas and their ancestors occupied the land where the modern countries of Ecuador, Peru, Bolivia, Chile and Argentina are today. Historians believe that the first humans in North America came from Asia about 30,000 years ago. At that time, Alaska and Russia were connected by a land bridge. With changes in the earth's environment, the land bridge is now under water. Over the centuries humans moved further and further south into Central America and then South America. Historians estimate that groups of humans settled in South America along the west coast

between 13,000 and 10,000 BCE. In fact, archaeologists found evidence of human settlement in Chile that occurred around that time and included mastodon bones in a fire pit. As civilization progressed, people learned to cultivate squash, corn, potatoes, and cotton as well as herd llamas and alpacas. The farmers and herders formed a culture called the Chavin that lasted from 1000 BCE until 500 BCE. Another culture called Paracas began around 700- 600 BCE and their clothing used some of the same designs as the Chavin. We know about this culture because of burial sites where mummies were found. The Paracas culture lasted until 200 CE. Next came the Nazca and Moche civilizations. These people were skilled craftsmen, especially at weaving designs from llama and alpaca wool. Archaeologists discovered original pottery jars inside earthen burial mounds that contained preserved Nazca textiles. The people of the Moche civilization were able to craft gold and silver. They also built stone pyramids with steps, including a Pyramid of the Sun and a Pyramid of the Moon. The Moche civilization lasted in the area of present-day Peru until about 900 CE. Two other cultures thrived in Peru. The Huari culture arose around 600 CE. Their main city contained 700 buildings, some of them three stories high, and they had terraced fields for crops. The Huari people abandoned their city in 900 CE. The Chimu civilization lasted from 900 to 1400 CE. These people built irrigation canals for farming. The Incas first came to Peru between

1150 to 1250 CE. The Incas believed they were Children of the Sun and began conquering their neighbors around 1300 CE.

Origins of the Inca Civilization Multiple Choice Questions

1. The earliest civilizations on the Pacific Coast of South America occupied lands that include which of the following present-day countries? a. Brazil b. Venezuela c. Peru d. Paraguay

2. The earliest people before the Incas that were farmers and herders were the a. Chavin b. Chileans c. Both a. and b. above d. None of the above

3. Artifacts from ancient South American cultures include a. Pyramids b. Mummies c. Textiles d. All of the above
4. What did early South American civilizations do to promote farming? a. They used fertilizers b. They used pesticides c. They made terraces d. All of the above
5. Which of the following crops were important to ancient South American civilizations? a. Oats b. Corn c. Wheat d. All of the above
6. The Incas believed they were special because they were a. Children of the Underworld b. Children of the Mountains c. Children of the Moon d. Children of the Sun

June 12

It is 1493, and you struggle to breathe the thin mountain air of the Andes Mountains more than 10,000 feet above sea level. From afar, you witness a grand spectacle: the arrival of Huayna Capac, the ruler of the Four Regions. Huayna Capac is carried in a great chair because he never walks in public. The ground is too dirty to accept his saliva, so the ruler spits into the hand of an attendant. The attendant then wipes his hand with a special cloth. The cloth and anything Huayna Capac has touched was sacred. It would eventually be burned in a great ceremony so that it did not fall into the hands of common people. Huayna Capac was the Sapa Inca, or “sole ruler” of Tawantinsuyu, a local word that means “four regions.” We know Tawantinsuyu by the title of their powerful rulers: the Incas. The Incas formed one of the world’s greatest empires in the forbidding climate of the Andes, the tallest mountains of the Western Hemisphere. The people

believed the Sapa Inca was a living god, whose ancestor was Inti, the sun god. The Incas believed Inti was their protector because his light provided life for the crops and the people. Even the Sapa Inca was careful to respect the sun god. Quilla was the moon and Inti's wife. The Incas would watch throughout the month as Quilla would grow from a small sliver in the sky to a beautiful sphere that lit the night, only to recede and return the next month. The children of Inti and Quilla were the stars. Despite the severity of the high altitude climate, the Incas were at least the third empire to develop in the Andes. The Chavín controlled the coastal regions of what is now Ecuador, Peru, and Bolivia as early as 900BCE. They were followed by the Wari (500 – 1100) and the Tiwanaku (tee-wan-AH-ku) (300 – 1000CE) in the south. The Inca did not gain prominence until after the fall of the Wari and the Tiwanaku. Pachacuti (pah-chah-COO-tee)—Huayna Capac's grandfather—ruled from 1438 to 1471. Pachacuti transformed the kingdom of Cusco in modern Peru to a mighty empire through negotiation and warfare. He sent representatives to local rulers inviting them to join his empire. If the local ruler refused, Pachacuti sent his brutal army to force them to give up. Pachacuti was probably the emperor who ordered the construction of the mysterious Machu Picchu. Located 7000 feet above sea level near Cusco, Machu Picchu probably served as a country estate for Pachacuti. The site includes more than 200 buildings and three large temples. Because the city was inaccessible for hundreds of years to outsiders, it is the best remaining example of an Inca city. For hundreds of years, explorers had heard tales of a city so high it was always hidden by clouds. In 1911, Yale professor Hiram Bingham found Machu Picchu and later wrote about it in National Geographic. Bingham has often been compared with Indiana Jones in "Raiders of the Lost Ark." The "Lost City of the Incas" is now easily reached by railroad. Every year, thousands of tourists flock to what has become the most familiar icon of Inca civilization. In 1532, Francisco Pizarro conquered the Incas and claimed their land for Spain. By that time, the glory of the Inca empire had faded. Huayna Capac and his eldest son died only a few days apart in 1527, possibly from smallpox. The European disease seems to have reached the Andes even before the arrival of the first Spanish conquistadors. The Inca Empire fell into the hands of Huayna Capac's younger sons, who fought a civil war that weakened the empire. Wracked by disease and divided leadership, the Incas were no match for the guns and cannons of their invaders.

Fill in the Blanks The Incas lived high in the A__d__s Mountains of South America during the *f__f__e__n__h century. They called themselves Tawantinsuyu, the land of the f____ r__g__o__s, but we know the Incas by the title of their r__l__rs. Sapa Inca, or “s____ ruler,” was believed to be the descendant of I____, the sun god who ruled with his wife, Q__il__a, the goddess of the m____n. The Incas were the last and most powerful of several pre-*C__l__m__i__n empires in the Andes. A warrior named P__c__a__u__i transformed the kingdom of C__s__o into a powerful empire through *w____ and diplomacy. Pachacuti likely to have ordered the construction of M__c__u P__cc__u as a country estate. The “I____ city of the Incas” was unknown to outsiders until its discovery by Yale professor Hiram B__n__h__m in 1911. The empire of the Incas began to crumble shortly after the death of H__ay__a C__p__c in 1527. Huayna Cupac may have died of s__a__lp__x, a E__r__p__an disease that appears to have reached the Andes years before the *c__n__u__s__a__o__s. Within five years of Huayna Cupac’s death, the Incas fell to a small band of warriors led by Francisco P__z__r__o.

June 15/16

Christopher Columbus: Hero or Villain?

Since his death in 1506, Columbus' life story has undergone many revisions. He is vilified by indigenous rights groups, yet was once seriously considered for sainthood. What's the real scoop?

Columbus was neither a monster nor a saint. He had some admirable qualities and some very negative ones.

On the positive side, Columbus was a very talented sailor, navigator, and ship captain. He bravely went west without a map, trusting his instincts and calculations. He was very loyal to his patrons, the king and queen of Spain, and they rewarded him by sending him to the New World a total of four times. While he took slaves from those tribes that fought him and his men, he seems to have dealt relatively fairly with those tribes that he befriended, such as that of Chief Guacanagari.

But there are many stains on his legacy as well. Ironically, the Columbus-bashers blame him for some things that were not under his control and ignore some of his most glaring actual defects. He and his crew brought awful diseases, such as smallpox, to which the men and women of the New World had no defenses, and their population is estimated to have declined by as much as 90%.² This is undeniable, but it was also unintentional and would have happened eventually anyway. His discovery opened the doors to the conquistadors who looted the mighty Aztec and Inca Empires and slaughtered natives in large numbers, but this, too, would likely have happened when someone else inevitably discovered the New World.

If one must hate Columbus, it is far more reasonable to do so for other reasons. He was a slave trader who heartlessly took men and women away from their families in order to lessen his failure to find a new trade route. His contemporaries despised him. As governor of Santo Domingo on Hispaniola, he was a despot who kept all profits for himself and his brothers and was loathed by the colonists whose lives he controlled. Attempts were made on his life and he was actually sent back to Spain in chains at one point after his third voyage.

During his fourth voyage, he and his men were stranded on Jamaica for a year when his ships rotted. No one wanted to travel there from Hispaniola to save him. He was also a cheapskate. After promising a reward to whoever spotted land first on his 1492 voyage, he refused to pay up when sailor Rodrigo de Triana did so, giving the reward to himself instead because he had seen a “glow” the night before.

Previously, the elevation of Columbus to a hero caused people to name cities (and a country, Colombia) after him and many places still celebrate Columbus Day. But nowadays, people tend to see Columbus for what he really was: an influential man with a mixed legacy.

Questions

Characteristics of a hero

Characteristics of a villain

Examples of heroes

Examples of villains

Construct a paragraph and choose a side - hero or villain? In 8-12 sentences prove Columbus was one or the other.

June 17

What is mercantilism? Mercantilism, an economic system that stresses the goals of the national government rather than the individual [...]
Mercantilism was the main economic system in Europe during the sixteenth, seventeenth, and eighteenth centuries. This system required the national government to strictly control businesses to meet certain objectives, such as exporting (selling) more goods to other countries than importing (buying) goods from other countries. Within a country, trade barriers (such as taxes) were dropped. According to mercantilist philosophy, [using] the natural resources of a nation's colonies was a worthwhile effort.

1. What are two ways mercantilism was supposed to make a country powerful?

“[...] from thence forward, no goods or commodities whatsoever shall be imported into or exported out of any lands [...] in any other [...] ships or [...] vessels whatsoever, but in such ships or vessels as do truly and without fraud belong only to the people of England [...] or are built of and belonging to any the lands [of English people] and whereof the master and three fourths of the mariners at least are English.”

2. If you were a merchant in the colonies in the 1660s, what is the only legal way to ship your goods by sea?

“[...] That from and after [25 December 1733] there shall be [...] paid unto and for the use of His Majesty ... upon all rum or spirits [...] the sum of nine pence, money of Great Britain [...] for every gallon thereof. [...] and upon all molasses or syrups of such foreign produce or manufacture [...] which shall be brought into said colonies [...] the sum of sixpence of like money for every gallon thereof.”

3. What are TWO items being taxed by the Molasses Act?

4. Why would New Englanders hate this law?

5. What would a British sugar plantation owner think of this law?

“But in spite of all efforts the Navigation Acts could scarcely be enforced at all. It may be said that the whole people became lawbreakers, and often the customs officials and even the governors connived at their practice. Smuggling was universal. It went on regardless of the admiralty courts established in most of the colonies. "Juries found their verdicts against the most undoubted facts." The Molasses Act was certainly an economic and a

political [mistake]; it not only made the people lawbreakers, it led them to hold Parliament in contempt, as not able to enforce its own laws.”

6. According to the document , what was the main problem with the Navigation Acts?

June 18/19

2 When Europeans first touched the shores of the Americas, Old World crops such as wheat, barley, rice, and turnips had not traveled west across the Atlantic, and New World crops such as maize, white potatoes, and sweet potatoes had not traveled east to Europe. In the Americas, there were no horses, cattle, sheep, or goats, all animals of Old World origin. Except for the llama, alpaca, dog, a few fowl, and guinea pig, the New World had no equivalents to the domesticated animals associated with the Old World, nor did it have the pathogens associated with the Old World's dense populations of humans and such associated creatures as chickens, cattle, black rats, and *Aedes aegypti* mosquitoes. Among these germs were those that carried smallpox, measles, chickenpox, influenza, malaria, and yellow fever. 3 The Columbian exchange of crops affected both the Old World and the New. Amerindian crops that have crossed oceans—for example, maize to China and the white potato to Ireland—have been stimulants to population growth in the Old World. The latter's crops and livestock have had much the same effect in the Americas—for example, wheat in Kansas and the Pampa, and beef cattle in Texas and Brazil. The

full story of the exchange is many volumes long, so for the sake of brevity and clarity let us focus on a specific region, the eastern third of the United States of America. 4 As might be expected, the Europeans who settled on the east coast of the United States cultivated crops like wheat and apples, which they had brought with them. European weeds, which the colonists did not cultivate and, in fact, preferred to uproot, also fared well in the New World. John Josselyn, an Englishman and amateur naturalist who visited New England twice in the seventeenth century, left us a list, “Of Such Plants as Have Sprung Up since the English Planted and Kept Cattle in New England,” which included couch grass, dandelion, shepherd’s purse, groundsel, sow thistle, and chickweeds. One of these, a plantain, was named “Englishman’s Foot” by the Amerindians of New England and Virginia who believed that it would grow only where the English “have trodden, and was never known before the English came into this country.” Thus, as they intentionally sowed Old World crop seeds, the European settlers were unintentionally contaminating American fields with weed seed. More importantly, they were stripping and burning forests, exposing the native plants to direct sunlight and to the hooves and teeth of Old World livestock. The native plants could not tolerate the stress. The imported weeds could, because they had lived with large numbers of grazing animals for thousands of years. 5 Cattle and horses were brought ashore in the early 1600s and found hospitable climate and terrain in North America. Horses arrived in Virginia as early as 1620 and in Massachusetts in 1629. Many wandered free with little more evidence of their connection to humanity than collars with a hook at the bottom to catch on fences as they tried to leap over them to get at crops. Fences were not for keeping livestock in, but for keeping livestock out.

2. Using paragraphs 2-5, and the map, summarize the Columbian exchange of goods into a single paragraph.

June 22/23

The Causes of African Slavery Beginning around 1500, European colonists in the Americas who needed cheap labor began using enslaved Africans on plantations and farms. Slavery in Africa Slavery had existed in Africa for centuries. In most regions, it was a relatively minor institution. The spread of Islam into Africa during the seventh century, however, ushered in an increase in slavery and the slave trade. Muslim rulers in Africa justified enslavement with the Muslim belief that non-Muslim prisoners of war could be bought and sold as slaves. As a result, between 650 and 1600, Muslims transported about 17 million Africans to the Muslim lands of North Africa and Southwest Asia. In most African and Muslim societies, slaves had some legal rights and an opportunity for social mobility. In the Muslim world, a few slaves even occupied positions of influence and power. Some served as generals in the army. In African societies, slaves could escape their bondage in numerous ways, including marrying into the family they served. The Demand for Africans The first Europeans to explore Africa were the Portuguese during the 1400s. Initially, Portuguese traders were more interested in trading for gold than for captured Africans. That changed

with the colonization of the Americas, as natives began dying by the millions. Europeans saw advantages in using Africans in the Americas. First, many Africans had been exposed to European diseases and had built up some immunity. Second, many Africans had experience in farming and could be taught plantation work. Third, Africans were less likely to escape because they did not know their way around the new land. Fourth, their skin color made it easier to catch them if they escaped and tried to live among others.

1. List and describe several causes of the Atlantic Slave Trade.

The Horrors of the Middle Passage One African, Olaudah Equiano, recalled the inhumane conditions on his trip from West Africa to the West Indies at age 12 in 1762.

I was soon put down under the decks, and there I received such a salutation [greeting] in my nostrils as I never experienced in my life; so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat . . . but soon, to my grief, two of the white men offered me eatables; and on my refusing to eat, one of them held me fast by the hands, and laid me across . . . the windlass, while the other flogged me severely.

OLAUDAH EQUIANO, quoted in Eyewitness: The Negro in American History

2. What do you think would be the worst part of the voyage?

3. Do we have any examples today of the horrible treatment of a certain group of people? Explain.

4. Do we have any groups in society who think that they are superior to another group? Explain.

June 24

Slavery in the Americas Africans who survived their ocean voyage faced a difficult life in the Americas. Forced to work in a strange land, enslaved Africans coped in a variety of ways. Upon arriving in the Americas, captured Africans usually were auctioned off to the highest bidder. After being sold, slaves worked in mines or fields or as domestic servants. Slaves lived a grueling existence. Many lived on little food in small, dreary huts. They worked long days and suffered beatings. In much of the Americas, slavery was a lifelong condition, as well as a hereditary one. To cope with the horrors of slavery, Africans developed a way of life based on their cultural heritage. They kept alive such things as their musical traditions as well as the stories of their ancestors, Slaves also found ways to resist. They made themselves less productive by breaking tools, uprooting plants, and working slowly. Thousands also ran away. Some slaves pushed their resistance to open revolt. As early as 1522, about 20 slaves on Hispaniola attacked and killed several Spanish colonists. Larger revolts occurred throughout Spanish settlements during the 16th century. Occasional uprisings also occurred in Brazil, the West Indies, and North America. In 1739, a group of slaves in South Carolina led an uprising known as the Stono Rebellion. Uprisings continued into the 1800s.

1. Describe the daily life of a slave.

2. Why do you think it was important for slaves to keep their culture alive?

June 25/26

The Impact of the Atlantic Slave Trade on Africa

Perhaps the hardest of these areas to address is the impact on Africa, because of the lack of reliable statistical information. Historians' estimates of the effects of the slave trade range widely, from those who see the trade as fundamental to the problems that blighted Africa both then and later, to those who see it as only a marginal factor in Africa's historical development.

Nevertheless, it is possible to make a number of observations. Whatever the African impact of the Atlantic trade, it was at its greatest in West Africa, which supplied the largest number of captives, although at the height of the trade many other parts of Africa were also used as a source for slaves. In addition, the trade had a disproportionate impact on the male population, because male slaves were the most sought after in the Americas; it is thought that roughly two-thirds of the slaves taken to the New World were male, only one-third female.

Powerful Africans who engaged in slave dealing could make a sizeable profit from the trade, especially in view of the relatively high prices that European merchants were prepared to pay for African slaves. By the eighteenth century, slaves had become Africa's main export.

But whether African economies felt a significant benefit is far more doubtful. It seems that the period between the sixteenth and nineteenth centuries was a time of economic stagnation for Africa, which fell further and further behind the economic progress of

Europe as the years passed by. Little wonder, then, that some historians interpret this as a sign that the Atlantic trade was seriously retarding Africa's economic development.

The possible negative consequences of the trade were not only economic. Politically, as African rulers organised the capture of slaves, traditions were created of brutal and arbitrary intervention by the powerful in people's lives. Meanwhile, as rival African rulers competed over the control of slave-capture and trading, wars could result. On both counts, the Atlantic trade badly affected the political landscape of Africa, and set disturbing precedents for the future.

Admittedly, not all the consequences of slavery for Africa can be attributed specifically to the Atlantic slave trade. Before, during, and after the era of the Atlantic trade, African rulers were capturing slaves for their own use, and for sale to the Middle East. According to Manning, between 1500 and 1900, while twelve million captives were sent on the Atlantic slave ships, eight million were kept as slaves within Africa, and six million were sent as slaves to the Middle East and other "Oriental" markets. But the Atlantic trade marked a substantial expansion of the African slave system, and should still be seen as responsible for many of its evils.

1. List five consequences the slave trade had on Africa.

The Impact of the Atlantic Slave Trade on the New World

Whatever the effect of slavery on Africa, there can be no doubt that black slaves played a crucial part in the economic development of the New World, above all by making up for shortages of labour.

The arrival of Europeans in the Americas had brought diseases that devastated local populations, which reduced the potential for securing labour from that source; and often too few Europeans came to the Americas to meet the demand for labour. This was particularly true in Brazil and the Caribbean, where people of African origin became by far the largest section of the population; it was also the case in parts of North America, although here whites outnumbered blacks.

Black slaves were especially important as a labour supply for the "plantation" agriculture that developed in the New World, first in Brazil, and later in the Caribbean and the southern parts of North America. The plantation system had begun in medieval times on Mediterranean islands such as Crete and Cyprus - it was an unusually sophisticated form of agricultural operation for its day, producing sugar for the international market at a time when most Europeans of local subsistence. But from its inception, it used slaves; and when plantations were set up in the Americas, black slaves became the backbone of the workforce.

The long-term economic exploitation of millions of black slaves was to have a profound effect on the New World's history. Most fundamentally, it produced deep social divides between the rich white and poor black communities, the consequences of which still haunt American societies now, many years after emancipation.

The divide was re-enforced by the determination to segregate black and white communities and discourage inter-marriage, and by the reluctance to liberate black people from slavery from one generation to the next. This contrasted with the experiences of African slaves who were sent to the Middle East, where both inter-marriage and slave liberation were more common.

And yet, one very positive factor could also be witnessed in these dire circumstances: the creativity with which, gradually, the black communities of the Americas developed new identities, drawing on a combination of African tradition, encounters with European culture, and experiences in the New World. For all the miseries of the slave years, this would prove to be a great enrichment of cultural life, and would contribute to the global culture of modern times.

2. List five consequences the slave trade had on the New World.

The Impact of the Atlantic Slave Trade on Europe

The impact of the slave trade on Europe is another area of historical controversy. Some historians of the slave trade are keen to stress the ways in which the trade had significant economic effects in the home countries. However, historians of European industrialisation have often given little attention to the contribution of the slave trade, although there are exceptions. Readers are left asking themselves: is there any way of reconciling such approaches?

At the centre of the debate is the economic transformation of Britain. During the eighteenth century, Britain became the first country in the world to "industrialise", in terms of an unprecedented economic shift towards manufactures and commerce, and the progress of technology. These were also years of large British involvement in the slave trade. So were these two trends related?

Undoubtedly the slave trade affected the British economy in a number of ways. The British cotton mills, which became the emblem of the "Industrial Revolution", depended on cheap slaved-produced cotton from the New World; cotton would have been more costly to obtain elsewhere. British consumers also benefited from other cheap and plentiful slaved-produced goods such as sugar. The profits gained from the slave trade gave the British economy an extra source of capital. Both the Americas and Africa, whose economies depended on slavery, became useful additional export markets for British manufactures. Certain British individuals, businesses, and ports prospered on the basis of the slave trade.

However, this is a long way from saying that the slave trade was the main cause of Britain's "industrialisation". British economic advance was made possible by many other factors, including the progress of agriculture, the advance of technology, the stability of political institutions, the local availability of materials such as coal, and a culture that was conducive to innovation and enterprise. It is tempting to conclude that, had the slave trade not existed, Britain and the rest of Europe would still have "industrialised" during the eighteenth and nineteenth centuries, although the exact trajectory would have been altered.

Two further points are worth considering. First, had the slave trade been the "magic bullet" that led to industrialisation, Portugal should have been a leading industrial power, in view of its long engagement in the trade. In practice, the reverse was true: Portugal was one of the most backward industrial economies in Europe.

Second, even if the slave trade was important to Europe's economic development at a certain stage (the eighteenth century?), this importance must have been on the wane by the time that the trade was abolished in the mid-nineteenth century, because abolition seemed to have little negative impact on Europe's economic advance. Instead, in the decades that followed, industrialisation marched on, spreading to new parts of Europe, and experiencing new waves of technological progress.

On this basis, might one conclude that the most significant and grave consequences of the Europeans' involvement in the slave trade lay in Africa and the Americas, rather than in Europe itself?

3. List the consequences the slave trade had on Europe.

