

MASTERING GLOBAL HISTORY

Third Edition

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JARRETT PUBLISHING COMPANY

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Ronkonkoma, NY 11779
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www.jarrettpub.com

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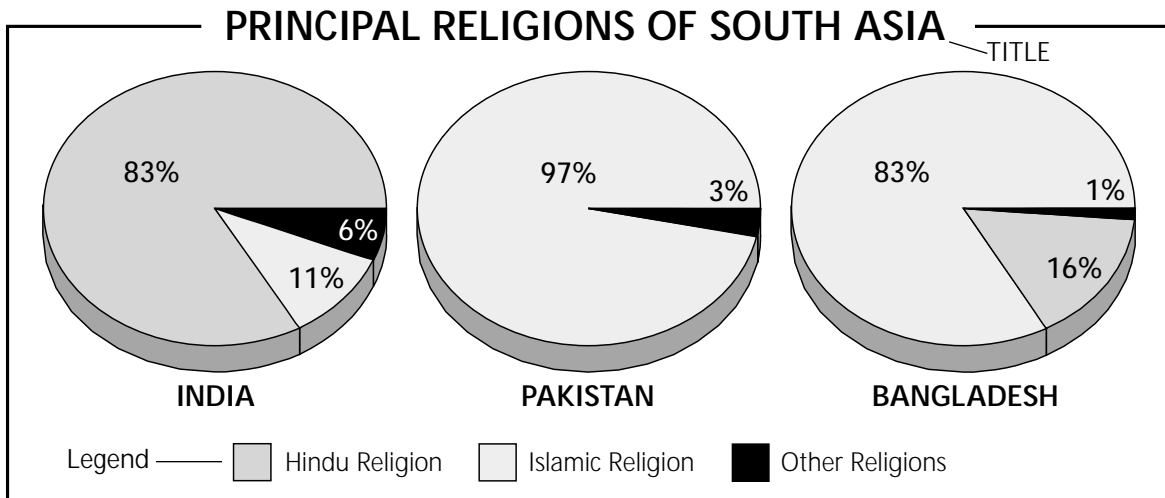
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PIE CHARTS

WHAT IS A PIE CHART?

A pie chart (or *circle graph*) consists of a circle divided into sections (*pieces*) of different sizes. A pie chart is often used to show the relationship between a whole and its parts. Sometimes several circles are used for comparisons.



KEYS TO UNDERSTANDING A PIE CHART

Title. The title identifies the overall topic of the chart. For example, the title of the chart above is *Principal Religions of South Asia*. The three “pies” show the major religious groups of the three main South Asian countries: India, Pakistan, and Bangladesh.

Slices of the Pie. Each of the pies in the chart above has three slices. The first two slices represent Hinduism and Islam. The third slice represents all other religions. Each slice of the pie shows us the size of one of the parts compared to the whole pie. Think of the pie as representing 100% of something. If you add all the slices together, they must total 100%.

Size of Each Slice. The size of each slice tells you the relative size of that religious group in one of the three countries. For example, the largest religious group in India is Hindu, while Pakistan and Bangladesh are predominantly Muslim (*followers of Islam*). But you cannot tell which group in South Asia is largest just from this chart. You would also need to know the total population in each country to see which is the largest religious group in the region.

Legend. A pie chart may include a legend, as this one does. In some pie charts a separate legend is unnecessary because the individual pie slices are labeled.




NEW CENTERS OF CULTURE IN AN AGE OF TURMOIL, 500 TO 1200 A.D.

*A feudal knight in full armor
— one of Islam's holiest sites.*

*Dome of the Rock in Jerusalem
— one of Islam's holiest sites.*

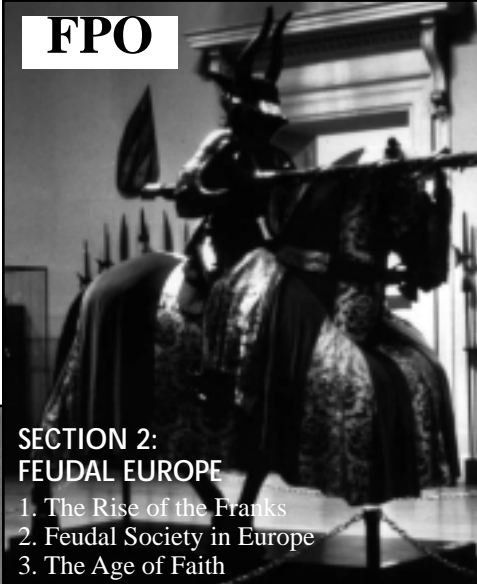
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**SECTION 1:
NEW CULTURES EMERGE**

1. The Byzantine Empire, 330–1453
2. The Rise of Islam

FPO



**SECTION 2:
FEUDAL EUROPE**

1. The Rise of the Franks
2. Feudal Society in Europe
3. The Age of Faith

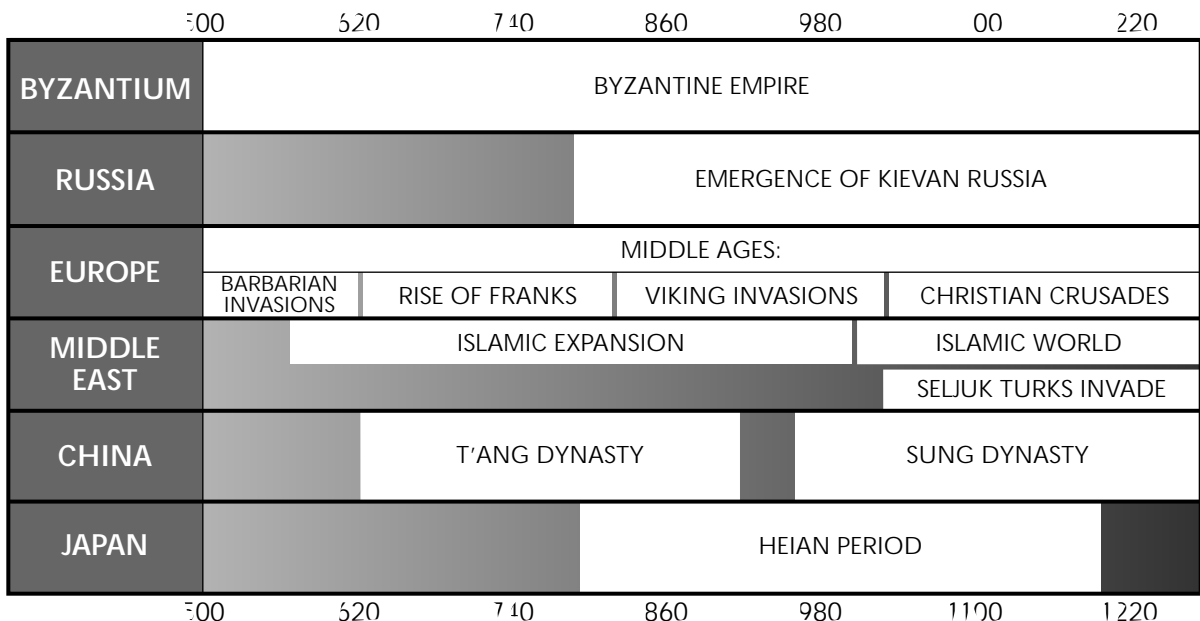
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**SECTION 3:
THE GOLDEN AGES
OF CHINA AND JAPAN**

1. China
2. Japan

*A silk scroll from the
Sung Dynasty's
Golden Age*



WHAT YOU SHOULD FOCUS ON

In the late 400s, much of the world entered a period of great turmoil. In the West, the Roman empire collapsed. In the East, civil war followed the fall of the Han Dynasty in China. The following centuries were spent re-establishing law and order and preserving the cultural heritage of the ancient world in the face of constant warfare and invasion. The following four regions of the world experienced great changes:

Byzantium. The eastern part of the Roman empire continued for another 1,000 years under the name of the Byzantine empire. It preserved much of Roman and Greek culture, while it developed its own form of Christianity.

Middle East. A new religion, Islam, appeared in the 7th century. Arab nomads swept across Southwest Asia and North Africa, establishing a new Islamic empire.

CHANGES AFTER THE FALL OF ROME AND THE COLLAPSE OF THE HAN DYNASTY

Western Europe. Much of the Greek and Roman heritage was lost. Christianity became the main binding force. A new method of social and political organization emerged, known as feudalism.

China. Basic patterns of Chinese culture re-emerged after a period of civil war. China was also affected by the introduction of Buddhism from India. Meanwhile, Chinese culture spread to Japan.

In contrast to Western Europe, the civilizations of Byzantium, the Islamic world, and China each experienced a “Golden Age” in which arts and technology flourished. By the end of this era, the Crusades brought Europeans into greater contact with these other cultures. In studying this era, focus on the following questions:

- What were the main cultural achievements of this era?
- What role did the major religions — Christianity, Islam, Confucianism and Buddhism — play in the events of this period?
- What was feudalism, and how did it operate?



Crusaders pray in a cathedral before leaving to battle Muslims in the Holy land.

LOOKING AT GOVERNMENT

The Greek philosopher Aristotle once wrote that people are social beings who cannot live in isolation. People depend on one another and must live in groups or communities to survive, resulting in the need for government.

WHAT IS GOVERNMENT?

Our need to be with others has important consequences. All communities need to make rules to decide disputes among members and to protect themselves from others who may be hostile. The body given the authority to carry out these functions is known as the **government**. The word “govern” comes from the ancient Greek word for steering a ship. Just as a pilot guides a ship, a government guides the conduct and behavior of the members of a community in their dealings with themselves and outsiders.

WHAT FORMS DOES GOVERNMENT TAKE?

Throughout global history, governments have taken many forms. The following presents a chronological survey of some of the more important ones.

TRIBAL GOVERNMENTS

In primitive societies, people were often governed by a chief or tribal elders. Most often the chief or tribal elders were respected members of the tribe who had skills in warfare or were considered to have great wisdom. Because there were no written laws, people relied on oral traditions, customs, and the decisions of their leaders.

ANCIENT MONARCHIES

In the ancient civilizations of Mesopotamia, Egypt, India, China, and the Americas, one leader eventually emerged as an all-powerful king. Usually, the king claimed to act as a god, combining political and religious powers. The king extended his power over others when his armies conquered neighboring states.

DEMOCRACY

The ancient Athenians were the first to develop **democracy** — rule by the people. Citizens elected their leaders and made decisions directly by voting in a large assembly. For a democracy to work, citizens must have basic rights such as freedom of speech, freedom from unjustified imprisonment, and the right to a fair trial.



Egyptian Pharaoh and his queen (2520 B.C.)

MAJOR HISTORICAL DEVELOPMENTS

SECTION 1: NEW CULTURES EMERGE

In this section you will read about two new centers of culture that emerged during this period — the Byzantine and Arab empires.



THINK ABOUT IT

What were the achievements of the Byzantine and Islamic cultures?

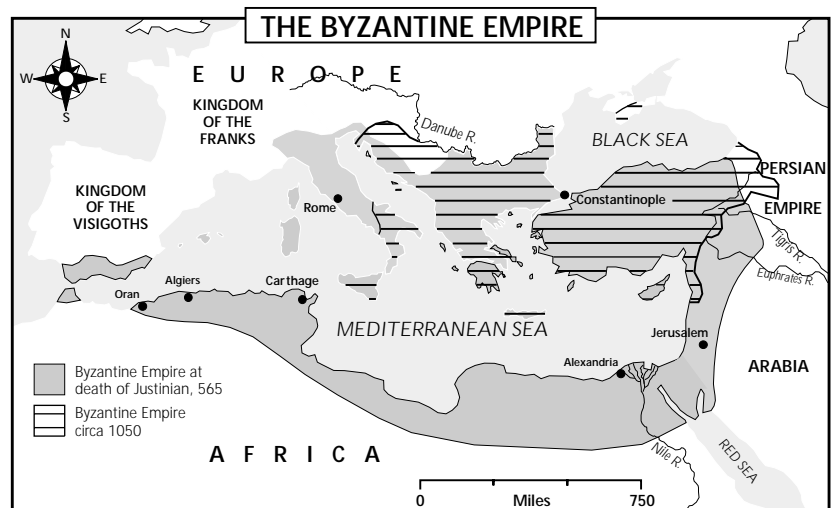
THE BYZANTINE EMPIRE, 330–1453

Because of the threats faced by Rome, in 330 A.D. Emperor Constantine moved the capital of the Roman empire from Rome to Byzantium — a Greek city in the eastern part of the empire. Constantine renamed the city **Constantinople** after himself.

THE EMERGENCE OF THE BYZANTINE EMPIRE

Although the western half of the Roman empire collapsed in the 5th century, the eastern half of the empire, which became known as the **Byzantine empire**, survived for a thousand years beyond the fall of Rome. At the crossroads of Europe and Asia, the empire was a natural center for trade. Silk and spices from the east, furs from Russia, and grains, olives, and wines from the empire itself brought great wealth. The emperor held absolute power.

The Byzantines developed their own form of Christianity. They were greatly influenced by Greek culture, and spoke mainly Greek. The Bishop of Constantinople, known as the **Patriarch**, did not accept the Pope in Rome as his superior. The break between the two churches, became official in 1054 when each leader excommunicated the other. The eastern branch of the Christian church became known as the **Eastern Orthodox Church**, while the western church continued to be known as the **Roman Catholic Church**.



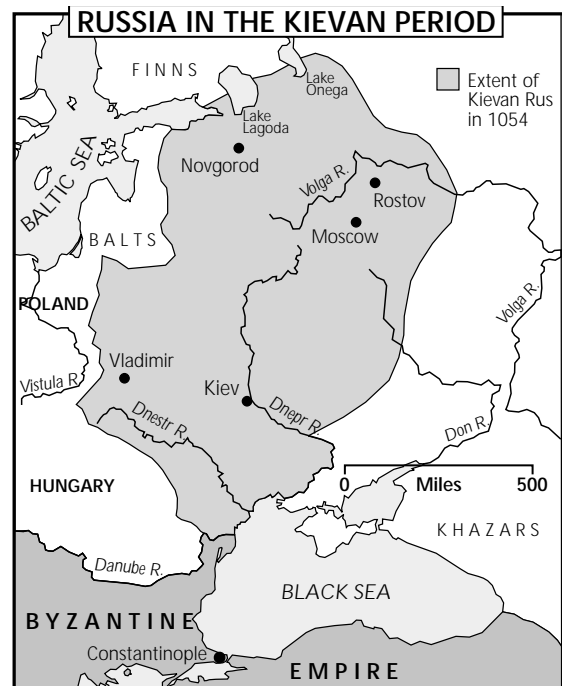
The eastern branch of the Christian church became known as the **Eastern Orthodox Church**, while the western church continued to be known as the **Roman Catholic Church**.

DECLINE OF THE BYZANTINE EMPIRE

In its early centuries, the Byzantine empire ruled over all of the Balkan Peninsula, the Middle East, and parts of Italy. The emperor ruled with a centralized army and bureaucracy (*government officials*). But the Byzantines were almost continuously at war with the Slavs, the Persians, and the Muslims. The empire eventually began to unravel from continuous attack. The final decline of the Byzantine empire began when city-states in northern Italy began to compete with Constantinople for Mediterranean trade. By the 1440s, the great Byzantine empire was reduced to a small area around the capital city itself. In 1453, the city of Constantinople was conquered by the Ottoman Turks.

THE BYZANTINE INFLUENCE ON RUSSIA

Russia began as an organized state in the 800s. A people known as the Slavs, from the forests north of the Black Sea, organized a kingdom centered in Kiev. Other Russian city-states, such as Moscow, developed to the north. Russian culture grew out of a blending of Slavic and Byzantine traditions. Byzantine trade with early Russian cities influenced Russia in significant ways. Byzantine culture, such as Orthodox Christianity and the Cyrillic alphabet, were introduced into Russia. In addition, the absolute power held by Byzantine emperors became a model for future Russian rulers. The roots of Eastern European culture can be traced to the contributions of the Byzantines.




Preserved Ancient Cultures. The Byzantines preserved the rich cultural heritage of classical civilization: copies of ancient Greek and Roman texts were saved despite destruction in the West.

Code of Justinian. Emperor Justinian consolidated Roman laws into a single legal code which served as a guide on most legal questions. It greatly influenced later Western legal systems.

THE BYZANTINE LEGACY

New Form of Christianity. Eastern Orthodox Christianity was led by the Patriarch and the emperor in Constantinople, rather than the Pope in Rome.

The Arts. The Byzantines were renowned for their mosaics, painted icons, gold jewelry, and silks. Constantinople's cathedral, **Hagia Sophia**, is considered one of the world's most beautiful buildings.

 Writing	<h3 style="text-align: center;">ANSWERING THE FOCUS QUESTION</h3> <p>Some achievements of the Byzantine and Islamic cultures were:</p> <p>_____ (Byzantines)</p> <p>_____ (Muslims)</p>
--	---

Directions: Complete each of the following vocabulary cards. Then answer the multiple-choice questions that follow.

CODE OF JUSTINIAN
What was it?
What other code in ancient times was similar to it?

ISLAM
Who was the founder of Islam?
List two beliefs or practices of the Islamic religion.

- 1 One reason the Byzantine empire survived a thousand years beyond the fall of Rome was that it
 - 1 was the center of the Islamic world
 - 2 had a democratic form of government
 - 3 was a natural center for trade
 - 4 had the military protection of Russia
- 2 In the Byzantine and Roman empires, a key feature of life was
 - 1 a set of codified laws
 - 2 the Islamic religion
 - 3 social and political equality
 - 4 a civil service examination

Base your answers to questions 3 and 4 on the passage below and your knowledge of global history.

IN THE NAME OF ALLAH
THE COMPASSIONATE, THE MERCIFUL
 Praise be to Allah, Lord of the Creation,
 The Compassionate, the Merciful,
 King of the last Judgment!
 You alone we worship,
 and to You we pray for help

- 3 People who accept the beliefs stated in this passage practice
 - 1 polytheism
 - 2 monotheism
 - 3 ancestor worship
 - 4 animism
- 4 In which book can this passage be found?
 - 1 New Testament
 - 2 Bhagavad-Gita
 - 3 Talmud
 - 4 Qu'ran

CHARLEMAGNE AND THE FRANKS

The Franks established the largest of the new Germanic kingdoms. **Charlemagne** became king of the Franks in 768. He expanded the Frankish practice of giving land to his nobles in exchange for their promises of loyalty and service. At the same time, the nobles gave land to those below them in exchange for similar promises. Peasants put themselves in service to their local lords for security. Charlemagne expanded the Frankish kingdom to include present-day France, Germany, Holland, Belgium, and northern Italy. He resisted the further expansion of the Muslims who had conquered Spain. In 800, he was crowned Holy Roman Emperor by the Pope. Although his empire did not last, Charlemagne established the social, cultural, and political foundations for much of Western Europe for the next several centuries.



Charlemagne

FEUDAL SOCIETY IN EUROPE

To protect themselves from violence and provide for basic economic needs, people throughout Western Europe adopted the system used by the Franks. This new arrangement became known as **feudalism**. Feudalism in Europe was characterized by a number of key social, economic, and political relationships.

A SOCIAL SYSTEM

A major characteristic of feudal society was the development of a strict class structure based on the control of land and military power. Local nobles (*lords*) were given land by their rulers in exchange for military service. The lords had small armies of their own made up of **knights** (*armed warriors on horseback*). People were born as serfs or lords and could not change their social position.

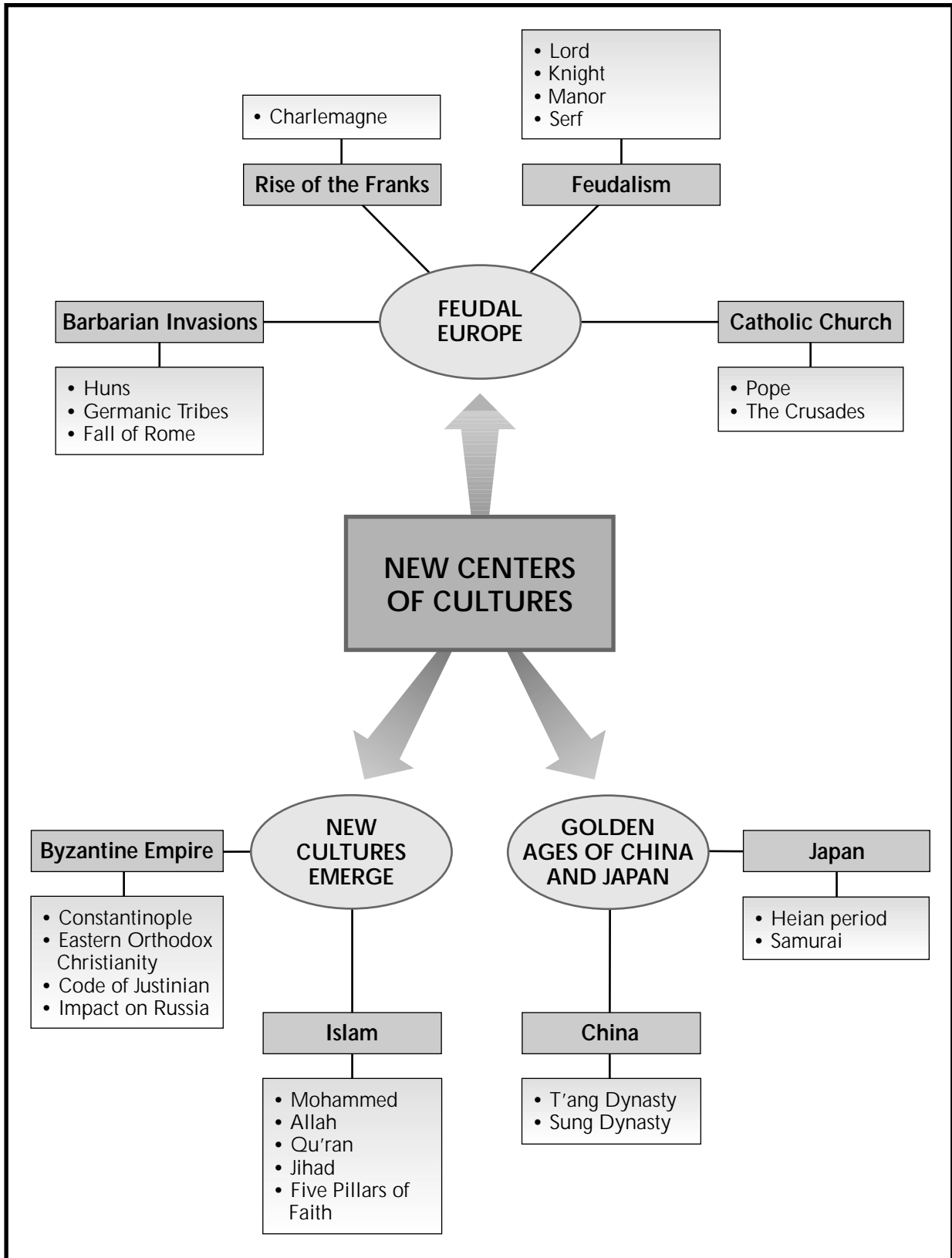


Each feudal knight was a skilled warrior.

AN ECONOMIC SYSTEM

During the Middle Ages, most people lived on manors. A **manor** consisted of the lord's house and the peasants living around it. Each manor produced its own food, clothing, and shelter. **Serfs** (*peasants*) gave their lord part of their harvest in return for the use of land and other services they needed. In exchange, the lord protected the serfs from attacks by outsiders. Each lord had almost complete power over the serfs who lived on his manor. Serfs were bound to the land and had no voice in most matters.

KEY TERMS, CONCEPTS, AND PEOPLE



COMPLETING A GRAPHIC ORGANIZER

The collapse of the Roman empire was followed by a period of chaos and disorder. Complete the following graphic organizer describing the new social system that arose in Western Europe as a result of the fall of the Roman empire.

CHARACTERISTICS OF EUROPEAN FEUDALISM

Political: _____

Economic:

Social:

COMPLETING A PARAGRAPH FRAME

The T'ang and Sung Dynasties of China, the Byzantine empire, and the Arab Islamic empire made many important contributions. Select **one** of these cultures and **show how** it made a lasting contribution.

Selection: An important contribution of the _____ was

_____.

Fact(s)/Example(s): _____

_____.

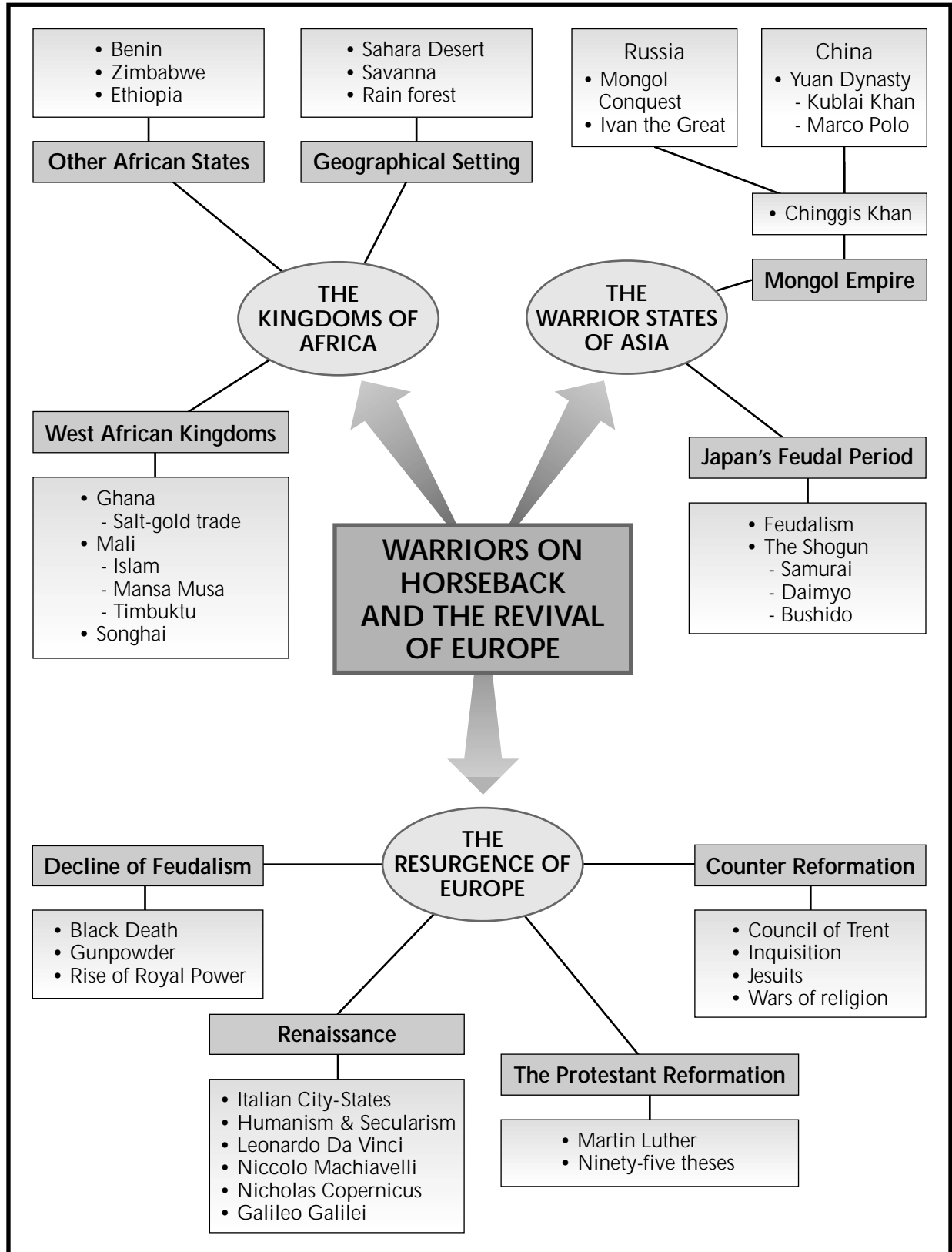
Link: _____

_____.

Closing: _____

_____.

KEY TERMS, CONCEPTS, AND PEOPLE



SHARPENING YOUR TEST-TAKING SKILLS

ANSWERING DOCUMENT-BASED ESSAY QUESTIONS

Some global history examinations require you to answer a **document-based essay question**, sometimes referred to as a “D.B.Q.” This type of question tests your ability to interpret historical documents and to write an essay based on the information they contain. It may focus on one historical era or ask you to draw comparisons between eras. Let’s look at a sample document-based essay question:

This task is based on the accompanying documents (1–3). Some of these documents have been edited for the purposes of this task. This task is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of the each document and the author’s point of view.

Directions: Read the documents in Part A and answer the questions after each document. Then read the directions for Part B and write your essay.

Historical Context:

During the late 1700s, a revolution occurred in France which greatly affected not only France but the rest of the world.

Task:

Discuss the political and social changes brought about by the French Revolution.

NOTE: On most document-based questions there are up to 8 pieces of data. At least two of them will be documents other than reading passages, such as a cartoon or picture. To simplify our explanation, this sample question contains only three documents.

Part A Short Answer

Directions: Analyze the documents and answer the questions that follow each document in the space provided.

DOCUMENT 1:

- “1. Men are born and remain free and equal in rights; social distinctions can be established only for the common benefit.
- 2. The aim of every political association is the conservation of the natural rights of man; these rights are liberty, property, security, and resistance to oppression.
- 3. The source of all political power is found in the nation; no body, no individual can exercise authority which does not come from it expressly.”

Declaration of the Rights of Man and of the Citizen, August 20–26, 1789

1. According to the document, what is the purpose of every government? _____
- _____

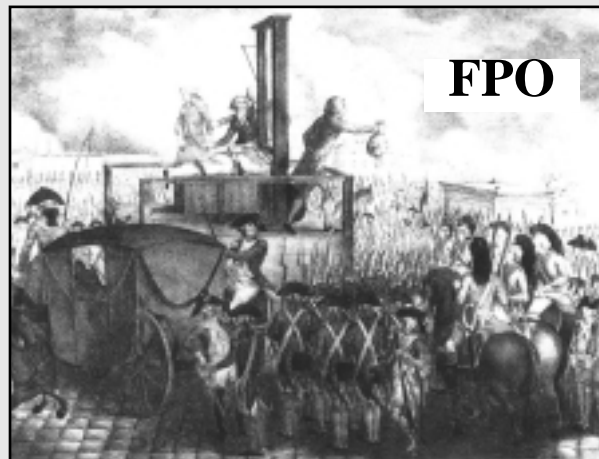
DOCUMENT 2:

“The National Assembly decrees that hereditary nobility is forever abolished; ... the titles of prince, duke, count, marquis, viscount, vidame, baron, knight, and all other similar titles, shall neither be taken by anyone nor given to anyone.”

Decree of the National Assembly, June 19, 1790

2. What was the effect of this decree on the nobility of France? _____
- _____

DOCUMENT 3:



The beheading of Louis XVI, January 21, 1793

3. What was the significance of the king’s execution? _____
- _____

SECTION 3: STUDY ORGANIZERS

IMPORTANT CIVILIZATIONS

The rise and fall of different civilizations is a major theme in global history. Summarize your knowledge of what you have read by completing the following study organizer. The first item has been done for you as a model.

Civilization	Location	Major Characteristic	Reasons for its Rise or Fall
River Valley Civilizations	<i>Egypt, Mesopotamia, Indus River Valley, Huang He</i>	<i>They were the first civilizations in which people lived in cities and developed systems of writing.</i>	<i>The rivers deposited rich soils in annual floods, allowing farmers to grow surplus crops—making possible the rise of civilizations.</i>
Roman Empire			
Dynastic China			
Byzantine Empire			
Arab Islamic Empire			
Mesoamerican Civilizations			
West African Kingdoms			

PART I:

- 1 Which geographic feature had the greatest influence on the development of ancient civilizations?
 - (1) dense forests
 - (2) mountain passes
 - (3) smooth coastlines
 - (4) river valleys
- 2 What is one characteristic of a society that practices subsistence agriculture?
 - (1) growth of surplus crops for export
 - (2) production of crops mainly for its own use
 - (3) establishment of large state-owned farms
 - (4) dependence on the use of slave labor for the production of crops
- 3 What was one cause of the development of many small independent city-states in ancient Greece?
 - (1) Greece and Rome were often at war.
 - (2) The mountainous terrain of Greece resulted in widely scattered settlements.
 - (3) Military leaders found small Greek settlements easy to control.
 - (4) The Greek people had many different languages and religions.
- 4 In India, Bangladesh, and much of Southeast Asia, agricultural productivity is most affected by the
 - (1) seasonal monsoons
 - (2) unnavigable rivers
 - (3) numerous deserts
 - (4) cold climate
- 5 Which belief is shared by Hindus and Buddhists?
 - (1) Everyone should have the same social status.
 - (2) People should pray five times a day.
 - (3) The soul can be reincarnated.
 - (4) Material wealth is a sign of the blessing of the gods.

Base your answer to question 6 on the passage below and on your knowledge of social studies.

... Muslims, Christians, and Jews lived together in peace. Because several Christian and Jewish prophets, including Adam, Abraham, and Moses, are named in the Qur'an and because the Jewish Torah and Christian gospels are recognized as revelations from Allah, the Muslim rulers called Christians and Jews "people of the Book" and permitted them much religious and personal freedom. Jews, especially, enjoyed many liberties, and many Jews distinguished themselves in science, the arts, and government. Convivencia, a Spanish word meaning "living together," helped make tenth-century al-Andalus the most civilized country in Europe. . . .

—Lawrence Houghteling, "Al-Andalus: Islamic Spain," Calliope, Nov.–Dec. 1995

- 6 What is the main idea of this passage?
 - (1) The Torah and the Bible were rejected in Muslim Spain.
 - (2) Arabs, Jews, and Christians shared places of worship in Muslim Spain.
 - (3) Religious tolerance in Muslim Spain encouraged the growth of a diverse culture.
 - (4) Spain was troubled by deep-rooted religious conflicts.
-
- 7 Some historians suggest that as a result of the Mongol invasions of Russia, the Russian people were
 - (1) united with the Ottomans
 - (2) converted to Christianity
 - (3) freed from serfdom
 - (4) cut off from most of western Europe