

6th SS LEAP Practice Workbook
Week 4

1. Complete each day's work.

Week 4 Day 1

Monarchies in England and France

Despite the best efforts of monarchs, the governments of England and France remained fairly decentralized during the Middle Ages. In other words, nobles in those countries tended to retain a great deal of authority apart from the king or queen whom they supposedly served.

The Magna Carta

Perhaps the best example of how much authority the nobility retained comes in the form of the Magna Carta. The **Magna Carta** (Latin for “Great Charter”), which English nobles maneuvered King John into

separate Crusader armies in pitched battle. The remnants of the Crusader forces then laid siege to the city of Damascus in 1148, but they were forced to abandon their mission in a matter of days.

Also known as the King's Crusade because it was led by three Western European kings, the **Third Crusade** marked the culmination of the centuries-long struggle. Ultimately, the Third Crusade, like the Second, proved a failure. This was mostly due to squabbling between the Christian leaders and the resistance of the Muslims, led by **Saladin**, the Sultan of Egypt and Syria. In 1187, Saladin crushed Christian forces at the Battle of Hattin, enabling him to recapture Jerusalem. This prompted England's Richard I, also known as **Richard the Lionheart**, to try to take it back. Although Richard won the Battle of Jaffa and his army got within sight of Jerusalem, his army was too weak to seize the city by force. He had to settle for a negotiated peace with Saladin: while Christians could now freely visit Jerusalem, it would remain in Muslim hands.



Saladin

If the Third Crusade marked the culmination of the holy war between Christians and Muslims, the **Fourth Crusade** (1202-1204) marked its low point. That's because most of the Crusaders during the Fourth Crusade never made it to the Holy Land; instead, they settled for sacking Constantinople, the capital of the Byzantine Empire. Instead of fighting Muslims, they fought fellow Christians. Constantinople would be divided up, and the Byzantine Empire would never return to its former glory.

While other popes continued to call for Crusades, Christian warriors would never again capture the Holy Land. The Crusades had, ultimately, ended in failure.

Effects of the Crusades

Western European civilization evolved greatly during the time of the Crusades, although whether that was *because* of the Crusades is a matter debated by historians. As more and more nobles abandoned their fiefs to go crusading, monarchs worked on **centralizing their authority** at home. This included **raising taxes**. While these taxes were supposed to support the Crusades, they often served only to enrich the monarchs who imposed them. This helped undermine feudalism, which would eventually be replaced by **capitalism**.

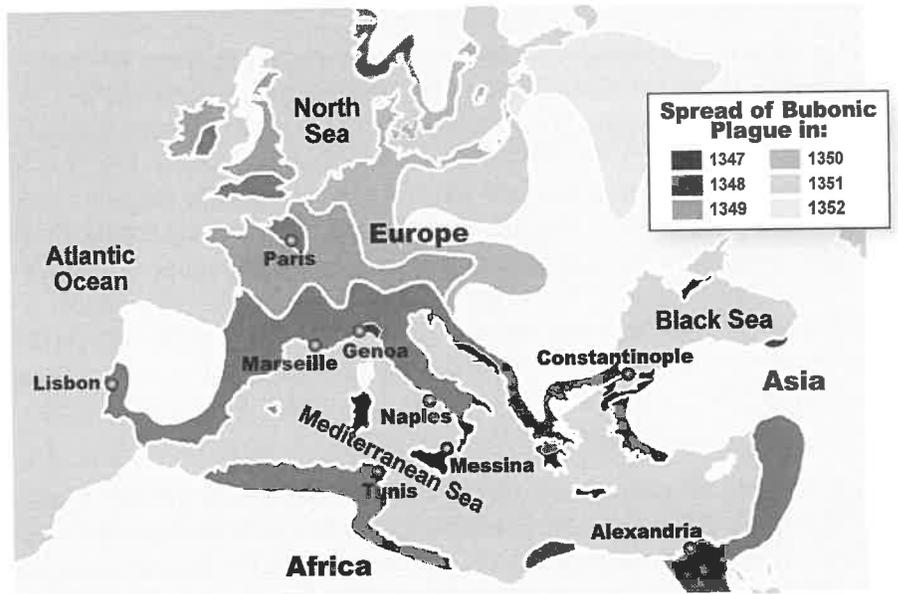
An **increase in trade** was another effect of the Crusades. The **spice trade** proved especially valuable. Once Europeans tasted spices from the East, they wanted more of them and brought them home. Eventually, the desire for access to more spices would motivate Europeans to launch the **Age of Exploration**, leading to the discovery of the New World.

The Crusades also led to a great deal of **cultural diffusion**. Medicine, philosophy, and inventions like the compass from Muslim civilizations spurred the development of Western European civilization. Much of this new, imported knowledge would play a large role in the development of the Renaissance.

The Muslim world, on the other hand, was not nearly as affected by the Crusades as Western Europe was. While Muslims certainly didn't welcome the Christians' unprovoked attack, most of them also did not see it as a threat to their civilization's existence. At that time, the Islamic civilization was simply too strong to be destroyed by the often highly-disorganized Crusaders.

The Black Death and the End of Feudalism

Unfortunately for Western Europeans, the Crusades were not alone in bringing about the end of feudalism. Much responsibility for its decline falls on the Black Death, as well. The **Black Death**, or **Bubonic Plague**, was a devastating epidemic that swept through Western Europe at different times, but most notably between 1347 and 1351. Most historians believe it began in Asia and was transported west, first via the Silk Road, and then via infected rats on merchant ships. People contracted the disease when they came into contact with infected rats or people. Incredibly, the Black Death killed up to *half* of Western Europe's population.



The Plague Stricken

Understandably, the Black Death incited panic among Western Europeans. Most thought it was evidence of God's wrath at human immorality. Some, though, blamed minority groups, like Jews. Eastern Europe became the site of many settlements founded by Jews seeking to escape persecution.

The Black Death crippled many European institutions, but especially feudalism. Chains of feudal authority were decimated as lords and serfs alike died from the pestilence. Great tracks of lands went unfarmed, and the manor system would never recover. Most importantly, perhaps, labor, which had been cheap, now became a prized commodity, and **wages** went up. Ironically, then, for those who managed to survive it, the Black Death did have a benefit: **social mobility**, or the ability to rise in society, which had been impossible for peasants under feudalism, now became an attainable goal.

Practice 3: The Magna Carta, the Crusades, and the Black Death

- Which of the following **best** describes the Magna Carta?
 - a democratic document ensuring liberty and justice for all in England
 - a royal proclamation ensuring the king kept all the power in England
 - a friendly compromise between the king and nobles in England
 - a document curbing the power of the king in favor of the nobles in England

2. For which of the following reasons is the Magna Carta considered to have set the precedent for American democracy?
 - A. It eliminated the position of king in England.
 - B. It led to America declaring its independence from England.
 - C. It established Parliament, on which the American Congress is modeled.
 - D. It made the king of England even more powerful.

3. From Western Europeans' perspective, the _____ Crusade was the most successful one.
 - A. First
 - B. Second
 - C. Third
 - D. Fourth

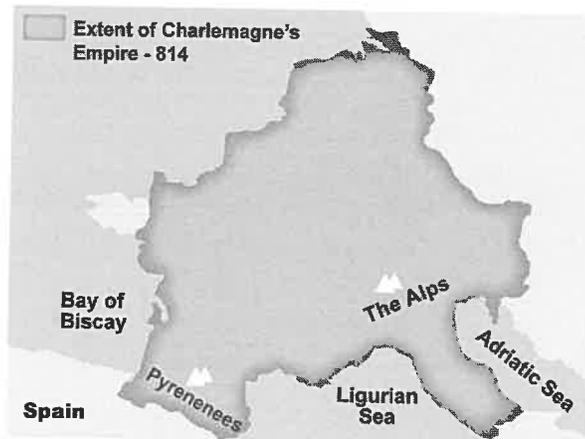
4. _____ was the Sultan of Egypt and Syria who led the Muslim defense during the Third Crusade.
 - A. Saladin
 - B. Richard the Lionheart
 - C. Frederick Barbarossa
 - D. Urban II

5. Why did the Black Death prove a death blow to feudalism?

Activity: How Geography Influences History

Use the maps and what you've learned in this chapter to answer the questions on your own paper.

1. As you can see, by the time of his death in 814, Charlemagne had conquered a great deal of territory in a relatively short period of time. Outside of the Atlantic Ocean and seas, name **one** natural geographic barrier that seems to have slowed Charlemagne's progress. Finally, in your opinion, what was the greatest natural geographic boundary Charlemagne overcame?





2. Research the major cities that were founded on the banks of these rivers before or during the Middle Ages. Then, choose the **three** cities you think were most important to the development of Western Europe during the Middle Ages and explain why you chose them.

3. In addition to conquering the Holy Land, one of the stated goals of the First Crusade was to protect Constantinople, which was founded as the capital of the Eastern Roman (Byzantine) Empire in 330 CE. Why do you think the Romans founded Constantinople where they did? What natural geographic barriers protected the city from Muslims to the east? Finally, what was **one** selfish reason the Crusaders might have had for ensuring Constantinople didn't fall into Muslim hands?



Activity: Understanding Economies

Use what you've learned in this chapter, your knowledge of economics, and your critical thinking skills to answer the questions on your own paper.

1. Between the fall of the Roman Empire and the reign of Charlemagne, Western Europe was extremely divided politically. Do you think this division encouraged or discouraged trade? Why or why not?
2. Feudalism dominated Western Europe for centuries, but, ultimately, it discouraged economic growth. Why do you suppose this was the case?
3. Name **one** reason guilds might help a city's economy and **one** reason they might hurt a city's economy. Then, determine whether guilds were, on the whole, beneficial or detrimental to urban economies in the Middle Ages. Explain your answer.

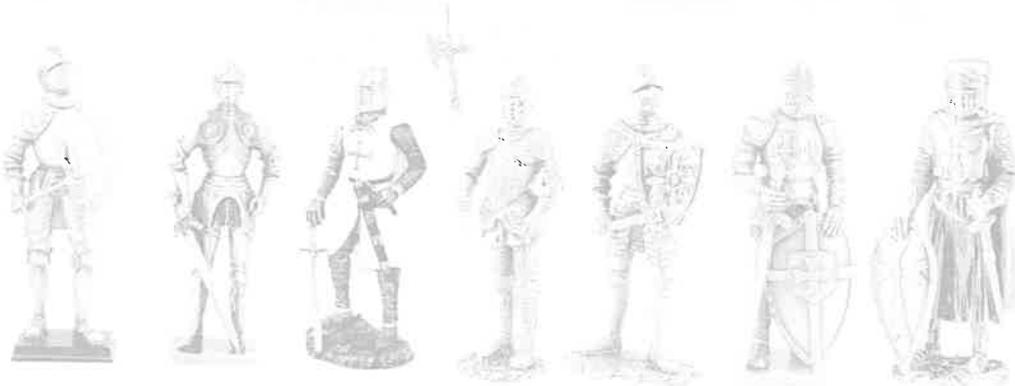
Chapter 9 Key Term Activity

Fill in the blank with the correct word.

Word Bank		
Middle Ages	Black Death	Charlemagne
lords	Crusades	feudalism

Sandra is learning all about the Medieval period, or 1. _____, in Europe. She knows one of the great rulers of this time was 2. _____. Crowned “emperor of the Romans” by the pope in 800, he ruled over much of what is now France, Germany, and Italy. Sandra knows that when this emperor died, it left Western Europeans craving political and social stability, so they turned to 3. _____, also known as the manor system. 4. _____, or nobles, had a big role in the functioning of this system, which lasted for several hundred years until the 5. _____, or a series of religious wars between Muslims and Christians, and the 6. _____, or Bubonic Plague, put an end to it.

Key terms are defined in the book’s glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher’s Guide.



Week 4 Day 2



Chapter 10

The Renaissance and Reformation

Unit 3: The Middle Ages and the Renaissance

Standard(s) Covered: 6.6.1, 6.2.10, 6.3.3, 6.3.4, 6.4.2, 6.4.3, 6.6.3

Key Term Activity at the end of the chapter

The Renaissance

French for “rebirth,” **the Renaissance** refers to the cultural revival in Europe from the fourteenth to seventeenth centuries. This revival saw Western European culture, which, during the Middle Ages, had made relatively little progress, make monumental gains as Renaissance pioneers rediscovered ancient Greek and Roman ideas on learning and art and communicated these ideas to a vast audience. Ultimately, the Renaissance turned Western Europe from something of a cultural backwoods to perhaps the most culturally progressive civilization in the world. At the same time, it had a profound transformative effect on the political and social institutions, like the Catholic Church, that had anchored European civilization for centuries.

Causes of the Renaissance

The **reemergence of ancient Greek and Roman values**, which had largely been ignored by Europeans for hundreds of years, helped define the Renaissance. But these values had never exactly disappeared; instead, many had been preserved in other cultures east of Europe. To launch the Renaissance, Europe needed to engage these cultures. **Increased trade** and **the Crusades** helped them do just that. As Europe engaged with civilizations to its east, whether via trade or warfare, ideas inevitably filtered back west. After a short time wrestling with these ideas, many European thinkers began to champion them as superior to the ideas which had dominated thinking in the Middle Ages.

But for the Renaissance to really take hold, European civilization needed to reform itself political as well. Feudalism had never encouraged much cultural growth. As we have seen, though, the **Black Death** proved a death blow to feudalism. As feudal estates disintegrated with no one left to work them, more and more people moved to cities.

The Italian Renaissance

In Italy, city-states emerged. Unlike traditional kings or queens, who usually inherited their power, the rulers of these city-states came to power by crushing their political opponents. As such, the legitimacy of their governments often seemed suspect. To give their governments more credibility, they **patronized**, or sponsored, the arts. The **de Medici family**, which ruled Florence for much of the fifteenth century, was the most visible ruling family to patronize the arts. It was in these circumstances that the **Italian Renaissance** began.



Lorenzo de Medici

The Italian Renaissance set the tone for the rest of the Renaissance throughout Europe. It emphasized five key values: humanism, individualism, secularism, skepticism, and classicism.

Humanism is the belief that if people think for themselves, they are more likely to be good citizens. As such, humanism emphasized the study of what has become known as the humanities: philosophy, history, rhetoric (public speaking), and literature. Known as “the Father of Humanism,” the Italian **Petrarch** believed that through critical thinking, people could recapture the cultural glory of ancient Greece and Rome.



Francesco Petrarch

Closely related to humanism, **individualism** is the belief that every individual is unique and can make special contributions to society. As we have seen, whereas feudalism had locked people into the social class into which they were born, the Black Death allowed for social mobility. Proof positive of this were many rulers of Italian city-states who had come to power almost solely on the basis of their own merit and the artists who helped them seem to legitimize their authority. Now that they knew individuals could accomplish great things, philosophers and artists began to explore them more closely than ever before.

Secularism is the belief that focusing on worldly, as opposed to religious, things and ideas is not necessarily bad. For centuries, the Church had conditioned people to think about almost everything in the context of religion. Renaissance pioneers, however, thought that studying affairs of the world had its own value. This was especially true in the context of politics, where new types of rulers forced thinkers to reassess traditional ideas about the source and nature of authority. The most famous example of a secular political theorist is **Niccolò Machiavelli**, who you'll read more about later in this chapter.



Michel de Montaigne

Skepticism is the belief that the best knowledge is acquired through questioning accepted ideas. At the time of the Renaissance, most accepted ideas originated with the Church. Skeptics wanted people to challenge these ideas. The most famous skeptic, Michel de Montaigne, even questioned the idea of knowledge itself.

Classicism was a movement that contended the best way to improve society was to copy the ancient Greek and Roman traditions. For instance, classicists used the speeches of Cicero, an ancient Roman senator, to teach rhetoric. Ultimately, though, classicism would be reflected in nearly every facet of the Renaissance.



Cicero





Sir Thomas More

important examples of such people are the close friends Erasmus and Sir Thomas More. Known as the “Prince of Humanists,” Erasmus was a theologian (Christian scholar) who embraced the Renaissance. His masterpiece, *In Praise of Folly*, published in 1511, was a satire that showed the Church’s corruption and urged it to reform. In response, in 1516, Thomas More wrote *Utopia*, a satire whose point was similar to the point of *In Praise of Folly*. It is important to note, however, that men like Erasmus and More did *not* support the end of the Catholic Church’s domination over Europe. On the contrary, they viewed its domination as spiritually and socially necessary. In their minds, undermining it would be catastrophic for society. More would even go on to have heretics, or people who denied the Church’s spiritual authority, burned at the stake.

Martin Luther and the Beginning of the Reformation

Martin Luther, the pioneer of the Reformation, was a passionate German monk who became convinced that the Catholic Church was preventing average people from forming personal relationships with God. Chief among Luther’s complaints was the Church’s sale of indulgences. When Catholic priests sold indulgences to people, they promised that all of the buyer’s sins would be forgiven. In effect, then, the sale of indulgences was a giant scam. For the right price, the Catholic Church was willing to forgive quite a lot.



Martin Luther Posting his 95 Theses in 1517



Ninety-Five Theses

In 1517, Luther, moving boldly to strike against the Church’s authority, dramatically nailed his **Ninety-Five Theses** (“Theses” basically means “points.”) to the door of the church in Wittenberg, Germany. While these theses complained about indulgences, they also contained a revolutionary idea: salvation, according to Luther, was to be achieved solely through faith as opposed to good works. Furthermore, Luther contended that people should read the Bible on their own to form their own personal relationships with God instead of relying on priests to interpret the Bible for them.

Luther quickly realized that the printing press was his closest ally. While he had written his *Ninety-Five Theses* in Latin, his friends quickly had them translated into German. From there, they were translated into English, French, and Italian, and in just two months, thousands of copies had reached places hundreds of miles away from Wittenberg. In 1522, Luther published a translation of the Bible into German. Now average Germans could read the Bible and interpret it for themselves. Luther would go on to write many more pamphlets, and although the Catholic Church excommunicated him in 1520, it was too late. The invention of the printing press had ensured that Luther’s ideas could never be fully erased.

Protestantism—so-called because those who practiced it “protested” against Catholic abuses—had become a force to be reckoned with.

Martin Luther’s Signature

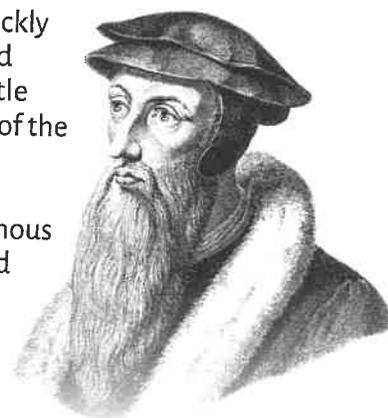


William Tyndale

The Reformation Spreads

Luther's work encouraged others to challenge Church authority and spread their own translations of the Bible. In 1526, Germans in the city of Worms printed thousands of copies of the New Testament as translated by **William Tyndale** from the original Greek and Hebrew into English. The copies had to be secretly transported into England, as Tyndale had been denounced as a heretic. Ultimately, all but three of Tyndale's Bibles would be destroyed, and Tyndale himself would be executed upon orders from King Henry VIII. Nevertheless, Tyndale's work set the precedent for the Bible to be translated into English.

Protestants in Switzerland also moved quickly to challenge the Church. **Ulrich Zwingli** led this movement until he was killed in a battle against Catholic forces in 1531. Leadership of the



John Calvin

Swiss Protestants then fell to Frenchman **John Calvin**. In *Institutes of the Christian Religion*, his theological masterpiece, Calvin put forth many arguments which came to define Protestant thought. One of his most famous and controversial doctrines was that of predestination, the belief that God has already decided who is saved and who is lost and people can do nothing to change it. Eventually, Calvin rose to political power in Geneva, Switzerland, and governed it according to Protestant theology.

Calvinism, the theology sponsored by Calvin, would go on to form the basis of the Presbyterian denomination.

The English Reformation



King Henry VIII of England

Perhaps predictably, some leaders began to take advantage of the chaos the Reformation had brought about in Europe to increase their own political power. The best example of a leader like this is **Henry VIII of England**. While Henry wholeheartedly agreed with Catholic theology, he desperately wanted to divorce his wife, Catherine of Aragon, with whom he had no male children. Unfortunately for Henry, the Catholic Church, under pressure from Catherine's nephew, the Holy Roman Emperor Charles V, would not grant him a divorce. In 1534, an enraged Henry broke with the Catholic Church and established the **Church of England**, of which he made himself the head. It was a bold move, but Henry had made up his mind and would tolerate no opposition. He even went so far as to execute Sir Thomas More for publicly questioning his decision. Aside from granting Henry his divorce, though, the Church of

England promoted theology remarkably similar to the theology promoted by the Catholic Church. Its formation was simply a convenient excuse for Henry to get the divorce he wanted and centralize his authority at home.

The German Reformation and the Peace of Augsburg

While Martin Luther's work was undoubtedly inspirational to many people, that alone does not explain why Protestantism gained such momentum in Germany. Nor, really, does the printing press. Like Henry VIII in England, many powerful rulers, or princes, in Germany used the Reformation as an excuse to increase their own authority. If Germany was divided on the basis of religion, they reasoned, it would be practically impossible for the Holy Roman Emperor Charles V to consolidate his power over the region.

Events proved they were right. In 1555, after decades of bloody fighting, German leaders signed the **Peace of Augsburg**, a treaty which granted each prince the right to determine whether Catholicism or Protestantism would be practiced in his territory. Protestantism had come to Europe to stay.

Practice 4: The Reformation

1. Which of the following theologians wrote before the invention of the printing press and had their ideas stamped out by the Catholic Church? Select **two** correct answers.
 - A. Erasmus
 - B. Jan Huss
 - C. John Wycliffe
 - D. Sir Thomas More

2. Martin Luther's *Ninety-Five Theses*—(Select **three** correct answers.)
 - A. complained about indulgences.
 - B. were translated into many languages.
 - C. were never printed.
 - D. argued that faith, as opposed to good works, was the way to achieve salvation.

3. _____ translated much of the Bible into English and was executed for heresy.
 - A. John Wycliffe
 - B. John Calvin
 - C. William Tyndale
 - D. Ulrich Zwingli

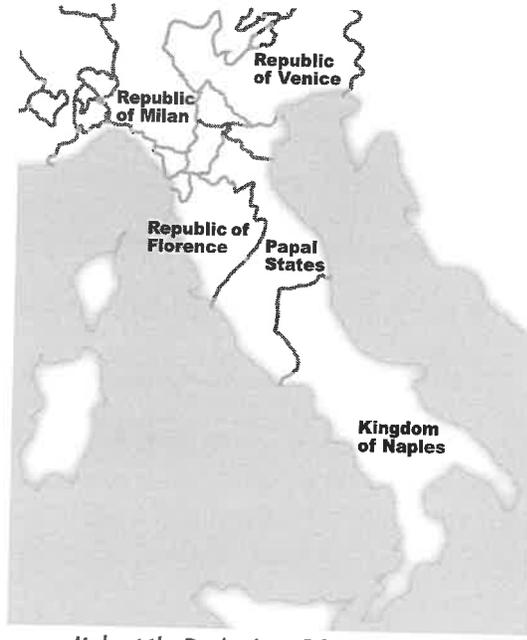
4. Why did Henry VIII of England break with the Catholic Church?
 - A. He disagreed with the Church's theology.
 - B. He wanted a divorce which the Church would not grant him.
 - C. Sir Thomas More advised him to do so.
 - D. He wanted the Bible printed in English immediately.

5. Why was the invention of the printing press a disaster for the Catholic Church?

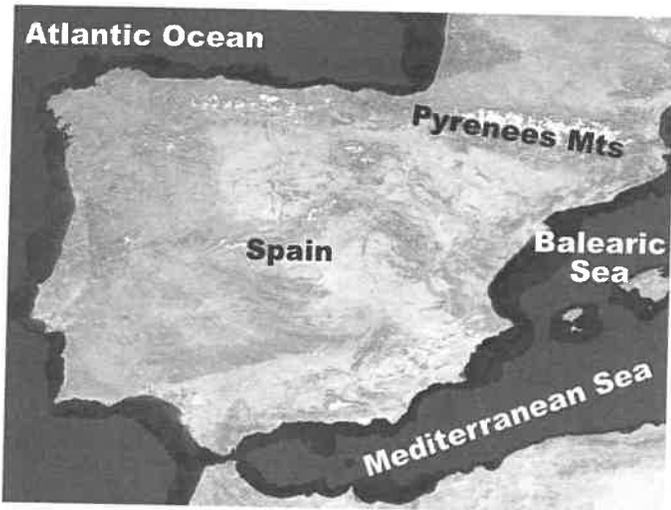
Activity: How Geography Influences History

Use the maps and what you've learned in this chapter to answer the questions on your own paper.

1. As you can see in the map to your right, Italy was politically divided as the Renaissance began. Still, the Renaissance spread throughout the Italian peninsula. Why do you suppose Italy's political division encouraged, as opposed to discouraged, Renaissance ideals to take hold?



Italy at the Beginning of the Renaissance



2. Miguel de Cervantes, the author of *Don Quixote*, largely invented both the novel and Spanish vernacular literature on his own because Spain was geographically isolated from the rest of Western Europe. Name the natural geographic feature you feel **most** encouraged this isolation. Explain your answer.

3. As you can see, at its peak, the Protestant Reformation spread over a great deal of territory. Name **two** natural geographic barriers it overcame once it spread from Germany. Then, name **two** natural geographic barriers that seem to have stemmed its expansion. Finally, decide whether you think politics or geography had a greater role in dictating the spread of Protestantism and explain the reasoning behind your choice.



Extent of the Reformation at its Peak

Activity: Understanding Economies

Use what you've learned in this chapter, your knowledge of economics, and your critical thinking skills to answer the questions on your own paper.

1. Italian "Renaissance Men" like Leonardo da Vinci, Michelangelo, and Raphael specialized in many different fields. What does this and the fact that rulers patronized their art suggest about the state of the economy and civilization in the city-states in which they lived and worked?
2. At the time of the English Reformation, the Catholic Church owned a great deal of property in England. In this light, what was **most likely** Henry VII's main economic motivation for breaking with Rome, establishing the Church of England, and naming himself the Church's head?
3. Do you suppose the invention of the printing press encouraged or discouraged trade? Explain your answer.

Chapter 10 Key Term Activity

Fill in the blank with the correct word.

Word Bank		
Petrarch	printing press	secularism
Niccolo Machiavelli	William Shakespeare	humanism

Kendra is writing an essay about the Renaissance. She knows that one of the values Renaissance thinkers emphasized was 1. _____, which contended that people make better citizens when they think for themselves. The Italian 2. _____ was known as the "father" of this way of thinking. Another value was 3. _____, or the belief that worldly subjects, like politics, are worthy of studying apart from religion. 4. _____, who wrote *The Prince*, and 5. _____, who wrote *Julius Caesar* and *Macbeth*, each shared this value. Their works might have been popular anyway, but Kendra knows Johannes Gutenberg's invention of the 6. _____ allowed these authors to broadcast their messages to a wide audience.

Key terms are defined in the book's glossary.

Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide.



Week 4 Day 3



Chapter 2

Geography Skills

Unit 1: Learning to Think Like a Historian
Standard(s) Covered: 6.3.1, 6.3.2, 6.3.3, 6.3.4
Key Term Activity at the end of the chapter

Geography

Geography is the study of Earth's physical features and human activity in different **regions**, or areas, of the world. Historians study geography because geography often determines the course history takes. Rome, for instance, was likely founded where it was because it lay on the banks of the Tiber River and near the Mediterranean Sea. The Tiber River was a great source of water, both for watering crops and transporting goods. The Mediterranean Sea was an even better body of water on which to transport goods to faraway places. Finally, the **climate**, or long-term weather patterns, of the Mediterranean region meant that the temperature in Rome would be relatively mild all year round. We'll talk more about how geography has influenced history, but let's first turn our attention to understanding maps and globes.



Understanding Maps and Globes

Maps and globes help us study geography. **Maps** are flat representations of the entire Earth or some part of it. They show us where different geological features, like rivers, oceans, or deserts, are located. To be able to read a map, you need to be able to read a map key. Usually located right below the map and sometimes called a *legend*, the **map key** tells you what images and symbols on the map mean. When you study maps, always keep in mind that because the Earth is round and maps are flat, maps always distort the relative size of landmarks in certain regions, especially ones near the poles. Greenland or the Southern Ocean, for instance, look larger in comparison to places in the rest of the world than they are in real life.

If you want to see how large one region is relative to another, it would be better to reference a globe than a map. **Globes** are three-dimensional models of the Earth. Because they're round, they put the relative size of various landmarks into proper perspective. Think, for instance, of Greenland in comparison to Africa. On a map, they look to be approximately the same size. On a globe, however, you can see for yourself that Africa is actually fourteen times bigger! That example alone should convince you that globes do a better job than maps of conveying the relative size of landmarks.

To fully understand both maps and globes, you also need to understand both directions and the way in which geographers pinpoint locations.

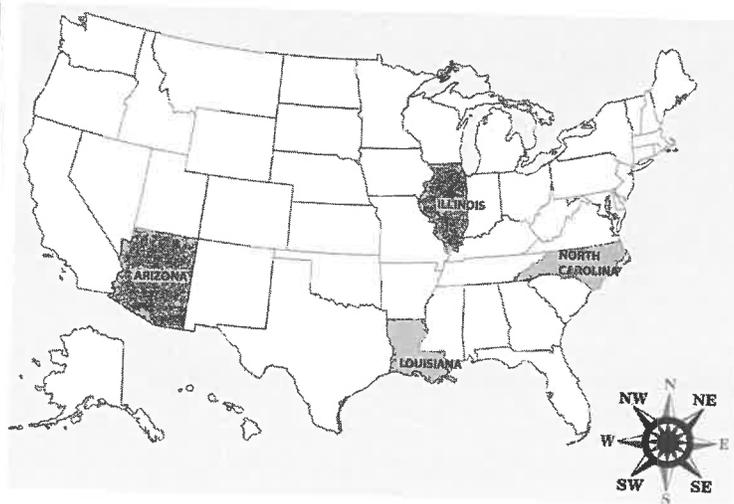
Cardinal and Intermediate Directions

There are four **cardinal directions**: north, south, east, and west. When you look at a map or globe, north is up, south is down, west is left, and east is right. Louisiana, for example, is below Arkansas on a map because it is south of it.

Intermediate directions are directions that fall between two cardinal ones. They include northwest, northeast, southwest, and southeast. Louisiana, for example, is to below and to the left of North Carolina on a globe because it is southwest of North Carolina. But Louisiana is below and to the right of Arizona on a map because it is southeast of Arizona.



Louisiana and Cardinal directions



Intermediate Directions

Practice 1: Cardinal and Intermediate Directions

Use the maps above to answer the following questions.

1. Which state is west of Louisiana?

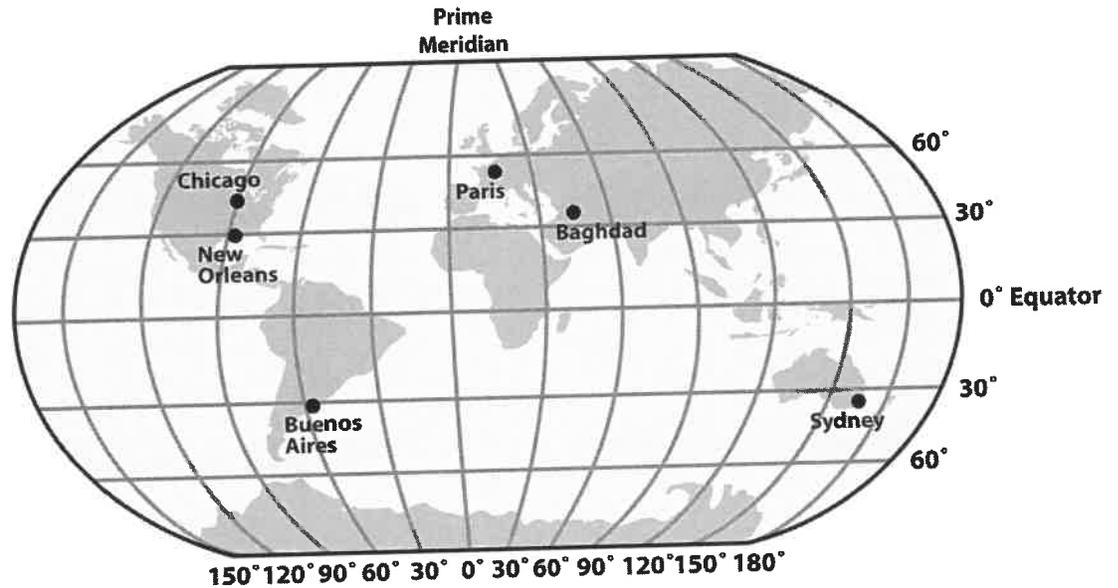
2. Which state is north of Louisiana?

3. Where does the Gulf of Mexico lie in relation to Louisiana?

4. In which direction would someone living in Mississippi travel to reach Texas?

Practice 2: Geography Skills

Use the map below to answer questions 1-5.



1. How would you record the location for New Orleans, Louisiana, using latitude and longitude?

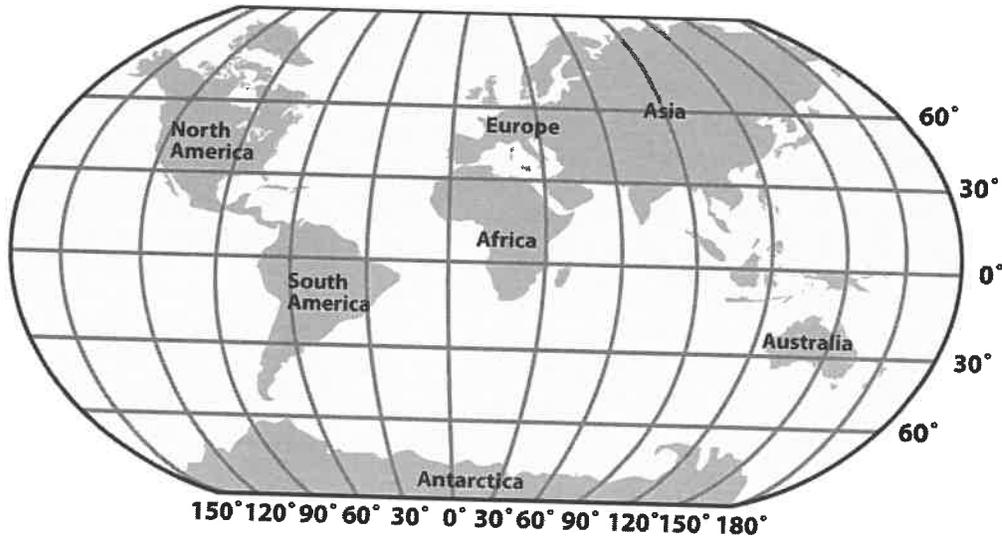
2. How many cities labeled on the map are north of 30° N latitude?

3. Which of the cities labeled on the map is closest to the equator?

4. Which city is located at roughly 35° N, 44° E?

5. Which city is located between the prime meridian and 20° E longitude?

Use the map below to answer questions 6-9.



6. 10° N, 35° S, and 60° N are all locations—
 - A. based on longitude.
 - B. based on latitude.
 - C. based on longitude and latitude.
 - D. west of the prime meridian.

7. Which of the following locations is in Asia?

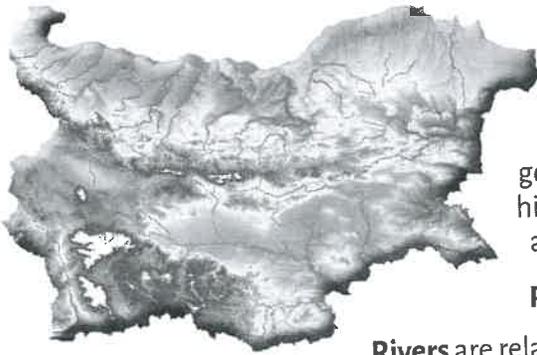
A. 45° N, 37° W	C. 50° S, 25° W
B. 60° N, 15° E	D. 48° N, 100° E

8. Which of the following locations is in North America?

A. 45° N, 37° W	C. 50° N, 95° E
B. 60° N, 95° W	D. 8° N, 110° W

9. What is the purpose of both the equator and the prime meridian?

Week 4 Day 4



How Geography Influences History

Physical geographic features are the features that define the surface of the Earth in a given region. The four physical geographic features that have had the greatest impact on history are rivers, oceans, mountains, and deserts. Let's take a look at each one of these features in some detail.

Rivers

Rivers are relatively large, naturally flowing streams of water moving in a fixed course. The rivers most crucial to history can extend thousands of miles. Because they contain massive amounts of water which can be channeled to irrigate fields, rivers were essential for the beginning of large-scale agriculture.

Rivers were also essential for trade. From ancient until relatively recent times, it was much easier and cheaper to move goods by boat on rivers than it was to transport goods by pack animals over land. More than any other physical geographic feature, rivers determined where people would settle. In fact, most of the cities you'll encounter in this book were founded where they were mostly because major rivers were close by. Sparta, Greece, for example, was founded on the Eurotas River, and London, England, was founded on the Thames River.



Seine River in Paris, France

Oceans

Oceans are vast bodies of salt water that cumulatively cover three-fourths of the Earth's surface. There are five oceans on Earth: the Atlantic, the Pacific, the Indian, the Arctic, and the Southern. Because they are so vast and people can't safely drink their water, oceans serve as **natural geographic barriers**, or landforms that tend to isolate civilizations from one another. The Atlantic Ocean, for instance, served as a natural geographic barrier between Europe and the Americas until Europeans managed to cross it during the Age of Exploration.

Because oceans—and other large bodies of water, like seas and channels—are natural geographic barriers, they often protect regions—and especially large islands—from invasion. Mainland Britain, for example, which is surrounded by the Atlantic Ocean, the Irish Sea, the North Sea, and the English Channel, hasn't been overrun by outside invaders since William of Normandy, or William the Conqueror, subdued it in 1066. This isn't because the British are more gifted politically or militarily than anyone else or because no one since William of Normandy has thought Britain worth conquering; it's simply because mainland Britain is protected on all sides by large bodies of water.



The Atlantic Ocean, one of five oceans on Earth

Mountains

Mountains are naturally elevated portions of the Earth's surface which rise toward a summit of at least 2000 feet. Many mountains are found in **mountain ranges**, or long chains of mountains. For instance, the Alps, which are mostly found in northern Italy, form a mountain



The Alps

range. Like oceans, mountains serve as natural geographic barriers. You might be familiar with the Appalachian Mountain Range in the United States. Well, while mountain roads allow people to cross it with ease now, for a long time, it was a natural geographic barrier which discouraged settlers from **migrating**, or moving, west. Mountains and mountain ranges in a specific region were not guarantees against foreign invasion, but they did make foreign invasion much more difficult than it would have been otherwise. Hannibal Barca, for example, crossed the Alps in 220 BCE to invade Italy, but, according to many historians, he lost up to half of his army and most of his elephants in the process.



The Sahara Desert

Deserts

Deserts are regions so dry that they can only support a little bit of plant life or no plant life at all. Most deserts, like the Sahara in Africa, are covered in sand, but some, like the Gobi in China, are covered in rocks.

Because they contain very little water for people and animals to drink as they cross them, deserts, like oceans and mountains, serve as natural geographic barriers. Europeans, for example, showed little interest in colonizing Africa until the nineteenth century because until that time they viewed it too much trouble to penetrate south through the Sahara Desert.

Note: As you read the rest of this book, be on the lookout for how natural geographic features have shaped history by paying special attention to maps. At the end of chapters 4-10, you'll have the opportunity in activities to show your understanding of how geography affects the course of human affairs.

Practice 3: How Geography Affects History

- Why did people first settle near rivers? Select the **two best** answers.
 - They needed water for mass agriculture.
 - They wanted large natural geographic barriers.
 - They enjoyed water sports like skiing.
 - It was easier to trade on rivers than over land.
- Why has mainland Britain **most likely** not been conquered by outside invaders since 1066?
 - British people are cleverer politically than people in the rest of the world.
 - It is surrounded on all sides by large bodies of water.
 - It is protected by the Alps.
 - British people are better warriors than people in the rest of the world.

3. Why did Hannibal **most likely** lose half his soldiers and most of his elephants when he crossed the Alps in 220 BCE?
- A. His soldiers and elephants were worse at skiing than the soldiers and elephants used by the Romans.
 - B. There wasn't enough water for his soldiers and elephants to drink in the Alps.
 - C. The Alps are an extremely dangerous mountain range for people and elephants to cross on foot.
 - D. Warriors in the mountain tribes which Hannibal had to fight in the Alps were fiercer than the warriors in the rest of Italy.
4. Which of the following are **least** significant as natural geographic barriers?
- A. rivers
 - B. oceans
 - C. mountains
 - D. deserts
5. Out of rivers, oceans, mountains, and deserts, which do you think is the **most** significant natural geographic barrier? Explain your answer using evidence from the text.

Chapter 2 Key Term Activity

Fill in the blank with the correct word.

Word Bank		
latitude	desert	ocean
natural geographic barriers	globe	longitude

Jamel is learning all about geography so he can be a better historian. One of the best ways to learn about geography, he knows, is to look at a three-dimensional model of the Earth known as a(n) 1. _____ . These models are marked with lines of 2. _____ , also known as parallels, and lines of 3. _____ , also known as meridians. Jamel also knows that 4 _____ have played a large role in shaping history. One example of such a physical feature is a large body of salt water called a(n) 5. _____ , and another example is a large, dry region with little or no plant life called a(n) 6. _____ .

Key terms are defined in the book's glossary.
Answers to Key Term Activities and chapter reviews are found in the Teacher's Guide.

Week 4 Day 5



Chapter 3

The Basics of Economics

Unit 1: Learning to Think Like a Historian
Standard(s) Covered: 6.6.1, 6.6.2, 6.6.3, 6.6.4
Key Term Activity at the end of the chapter

Resources

A **resource** is something that people use to help them survive or improve the quality of their lives. Most resources, like fresh water for drinking or natural gas for fueling cars and heating homes, are limited. On its most basic level, **economics** is the study of how people choose to use the limited resources available to them.

Why Historians Study Economics

For historians, understanding economics is crucial for several reasons. For one thing, the state of a civilization's economy is probably the most important factor in determining the quality of life for people living in that civilization. When the economy is good—that is, when resources are plentiful and most people can access the ones they need—people's quality of life tends to be higher. When the economy is bad—that is, when resources are difficult to find and most people can't access the ones they need—people's quality of life tends to suffer.



Understanding economics is also crucial for historians because a civilization's economic decisions tend to reflect that civilization's values. For instance, if a civilization devoted a great deal of its resources to building a temple, you can bet people in that civilization valued the god or goddess to whom that temple was dedicated. If, on the other hand, a civilization devoted a great deal of its resources to building a sewage system, you can bet people in that civilization valued clean water and public health.

Finally, understanding economics is crucial for historians because the state of a civilization's economy often determines that civilization's future path (and, sometimes, the future paths of other civilizations). For example, a country lacking essential resources might see its governments continuously dissolve or be overthrown. Or, that country might invade a neighboring country so it can gain access to the resources it needs. In both instances, the state of the country's economy is largely dictating how the history of that country will appear to future generations.



Producers and Consumers

While in any given economy most people play both roles at various times and in various interactions, there are two basic types of economic participants: producers and consumers.

Producers use resources to create goods and render services. A **good** is anything of value, like a cotton T-shirt. When a T-shirt company manufactures a cotton T-shirt, it is producing a good. A **service**, alternatively, is a helpful activity that requires time and energy, like mowing your neighbor's lawn. When a landscaping company mows your neighbor's lawn, it is performing a service.

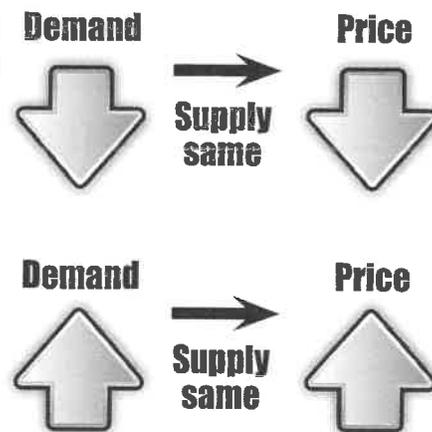
Both producing goods and performing services, it is essential to realize, require the use of resources. In the case of making the T-shirt, one resource used is the cotton. In the case of mowing your neighbor's lawn, the resources used are the time and energy of the employees of the landscaping company, as well as the gas it takes to run the lawnmower.

Consumers, in turn, use the goods that producers create and the services producers render. For instance, when Brantly buys a cotton T-shirt, he is, at least in economic terms, consuming it. In the same way, when your neighbor gets her grass cut, she is consuming—again, at least in economic terms—the landscaping company's service.

The Law of Supply and Demand

But, generally, consumers don't get to consume for free. Instead, they pay a *price* for what they consume. While today we think of price in terms of how much money something costs, **price** is really just a debt that you have to pay back. Price is determined according to supply and demand. **Supply** refers to the amount of a certain good or service that is readily available to consumers in a given community. **Demand**, on the other hand, refers to the amount of a certain good or service that is sought after by consumers in a given community.

The **Law of Supply and Demand** clarifies the relationship between the effects of supply and demand on price. The following rules are *always* true in a free economy.



Note: For the examples that follow each rule, imagine the following:

- You sell strawberries (it's the state fruit, after all).
- This summer on July 4, you plan to sell 100 cups of strawberries to 100 different people.
- You know you can charge up to \$2.00 per cup of strawberries and still sell all 100 cups.

Rules of the Law of Supply and Demand



If supply goes up and demand stays the same, price goes down.

Example: If you find you actually have 120 cups of strawberries to sell to the same 100 people, you will have to decrease the price of each cup of strawberries in order to sell them all. Instead of being able to charge \$2.00 for each cup of strawberries, for instance, you might only be able to charge \$1.90.



If supply goes down and demand stays the same, price goes up.

Example: If you find you only actually have 80 strawberries to sell to the same 100 people, you can

increase the price of each cup of strawberries and still sell them all. Instead of charging \$2.00 for each cup of strawberries, for instance, you might be able to charge \$2.20.



If demand increases and supply stays the same, price goes up.

Example: If you find that 120 people actually want a cup of strawberries but you still only have 100 cups to sell, you can increase the price of each cup of strawberries and still sell them all. Instead of charging \$2.00 for each cup of strawberries, for instance, you might be able to charge \$2.20.



If demand decreases and supply stays the same, price goes down.

Example: If you find that only 80 people actually want a cup of strawberries but you still need to sell 100 cups, you will have to decrease the price of each cup of strawberries in order to sell them all. Instead of being able to charge \$2.00 for each cup of strawberries, for instance, you might only be able to charge \$1.80.

Practice 1: Resources, Producers and Consumers, and Supply and Demand

- Which of the following is **not** a reason historians study economics?
 - A civilization's economic choices reflect that civilization's values.
 - The state of a civilization's economy largely determines the quality of life for the members of that civilization.
 - The state of a civilization's economy often determines that civilization's future path.
 - Studying economics guarantees that historians will become rich.
- Imagine there is a country called Dryland. Dryland lacks access to an adequate amount of fresh water. Of the following things, which **two** are **most likely** to happen in Dryland as a result of this fresh water shortage?
 - Dryland's citizens will invent a way to produce fresh water on their own.
 - Dryland's government will become unstable and collapse or be overthrown.
 - Dryland will invade the neighboring country, Wetland, which is full of fresh water.
 - Dryland's citizens will learn to survive by drinking milk and coffee instead of water.
- Joseph uses leather to make shoe. In economic terms, when he uses the leather, he is a _____, and when he makes the shoe, he is a—.
 - consumer; producer.
 - consumer; consumer.
 - producer; consumer.
 - producer; producer.

4. Imagine you're looking to buy a new cell phone called Call-A-Ton. It costs \$50.00. At first, everyone you know wants to buy a Call-A-Ton, too. Then, a new cell phone called Text-A-Ton comes out, and everyone you know buys that instead. According to the Law of Supply and Demand, you can expect the price of Call-A-Ton to _____ because—
- A. go up; supply has increased and demand has stayed the same.
 - B. go down; demand has decreased and supply has stayed the same.
 - C. stay the same; demand has increased and supply has stayed the same.
 - D. go up; demand has decreased and supply has increased.

Money and Barter

Nowadays, consumers almost exclusively use money to pay producers the prices they owe for goods and services. We think of **money** as green notes and coins, but in reality, money can be anything used as a widely-agreed upon medium of exchange. Because it is rare, pure, beautiful, and durable, **gold** is probably the oldest, most universally-valued form of money, but past civilizations have even used **salt, shells**, and various other objects as money.

Money is valuable when it is supported by a large number of people and a stable government or many stable governments. At certain times and places in the world, however, when stable governments and reliable forms of money haven't existed, individuals, businesses, and even entire nations have relied on bartering. To **barter** simply means to trade. Instead of buying goods and services, people traded something for something else. For instance, a fur trader might have traded an animal hide for a bushel of wheat. In general, though, a system of exchange based on money is much more efficient than a system based on bartering. That's because most people value money, while it's often difficult for people who wish to trade goods or services to find others who have exactly what they need or want.



MONEY

Example of Why Exchanging Money is Better than Bartering

Suppose Nathaniel lives in a country whose government doesn't print any money. Now suppose Nathaniel wants a new pair of shoes. His most valuable possession is a rare video game. Only a few people play it, but those who do really like it. Unfortunately, when Nathaniel decides to trade the video game for a pair of shoes, he discovers no one nearby who both wants the video game and has a new pair of shoes in his size. Because of this, Nathaniel can't get the new pair of shoes he wants. This is an example of why a civilization's economy that relies exclusively on the barter system is inefficient and often stagnant (slow to grow).



Imagine, however, that the government in Nathaniel's country begins producing a reliable form of money. Suddenly, Nathaniel has a much better opportunity to turn his rare video game into a new

pair of shoes. Instead of having to find someone who both wants the video game and has a new pair of shoes in his size to trade, he simply has to find someone who wants the video game and has money. Once he exchanges the video game for money, he can exchange the money for a new pair of shoes. The person who sells him the new pair of shoes is much more likely to value money (which she can use to buy virtually anything) than she is to value Nathaniel's rare video game. From this example, we can see why an economy based on money is much more efficient and likely to thrive than one based on bartering.

The Impact of Money on the Development of Civilizations

All of the civilizations in the world didn't turn from bartering to exchanging money for resources, goods, and services all at once; instead, transitions happened at different times in different civilizations. Some civilizations, especially in underdeveloped regions of the world, even still primarily use the barter system today. In general, though, as you've read, when the government of a region is stable and people have faith in the currency being exchanged, money's reputation for efficiency ensures that it replaces the barter system. Indeed, history is full of examples of civilizations whose economies have been jumpstarted by making the transition from a barter to a money society. Ancient Rome's economy, for instance, especially flourished once Roman coins came into widespread use throughout the Roman Empire.



As you read the chapters 4-10, be on the lookout for ways to answer the following questions about each individual civilization you're studying:

- Can I determine when the civilization transitioned from a barter system to the use of money?
- Why did the civilization most likely transition from the barter system to the use of money when it did?
- How did the civilization's economy perform during the time it relied on the use of money in comparison to how the civilization's economy performed during the time it relied on the barter system?

Practice 2: Money and Barter

1. _____ probably the oldest, most universally-valued form of money.
 - A. Gold is
 - B. Silver is
 - C. Coins are
 - D. Shells are

2. Mary Rebecca was an English merchant in the Middle Ages. In 1218, she gave an Italian merchant 200 pounds of coal in exchange for 40 barrels of wine. Mary Rebecca was— (Select **two** correct answers.)
 - A. using money.
 - B. stealing.
 - C. bartering.
 - D. engaging in trade.

3. Which of the following statements **best** summarizes why using money is more efficient than bartering?
- A. Money is widely valued, but it is also easy for people who wish to trade goods or services to find others who have exactly what they need or want.
 - B. Money is not widely valued, but it is easy for people who wish to trade goods or services to find others who have exactly what they need or want.
 - C. Money is widely valued, but it is often hard for people who wish to trade goods or services to find others who have exactly what they need or want.
 - D. Money is not widely valued, but it is easier for governments to print money than for people who wish to trade goods or services to find others who have exactly what they need or want.
4. Civilizations _____ turned from bartering to exchanging money.
- A. simultaneously
 - B. gradually
 - C. instantly
 - D. never