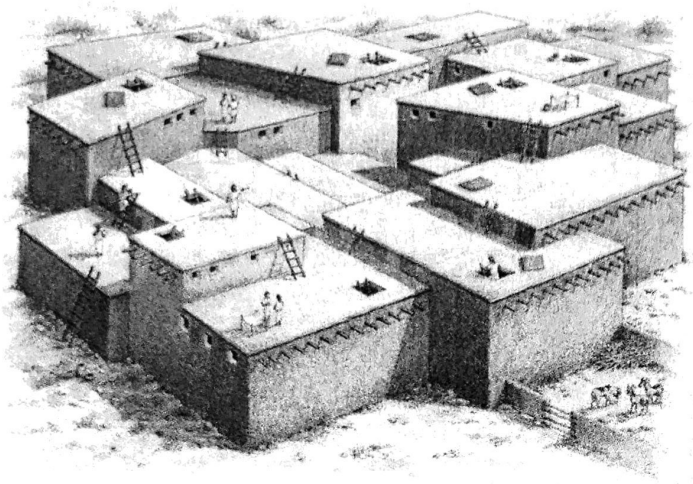
Name _____

Excavating Çatalhöyük



Çatalhöyük is an example of a Neolithic settlement currently under excavation in Turkey. Turkey is located in Southwest Asia. The Neolithic settlement existed from approximately 7500 B.C.E. to 5700 B.C.E. It is the largest and best-preserved Neolithic site found to date.

The site was first excavated by archaeologists in the 1960s. The site rapidly became famous internationally due to the large size and dense occupation of the settlement, as well as the spectacular wall paintings and other art that was uncovered inside the houses.

Çatalhöyük was composed entirely of domestic buildings, with no obvious public buildings. The inhabitants lived in mud-brick houses that were crammed together. No footpaths or streets were used between the dwellings, which were clustered in a honeycomb-like maze. Most were accessed by holes in the ceiling, with doors reached by ladders and stairs. The rooftops were effectively streets.

The people of Çatalhöyük buried their dead within the village. Human remains have been found in pits beneath the floors and, especially, beneath hearths, the platforms within the main rooms, and under beds. Archaeologists apply scientific tests, such as carbon dating, to analyze fossils and artifacts found at Çatalhöyük.

1. What makes Çatalhöyük an important site for historians?

2. What is unusual about Çatalhöyük?

3. How are archaeologists learning about Çatalhöyük?

4. What do the buildings and the way the village was constructed say about the civilization?

5. Why do you think the people of Çatalhöyük buried their dead within the village?

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Name _____

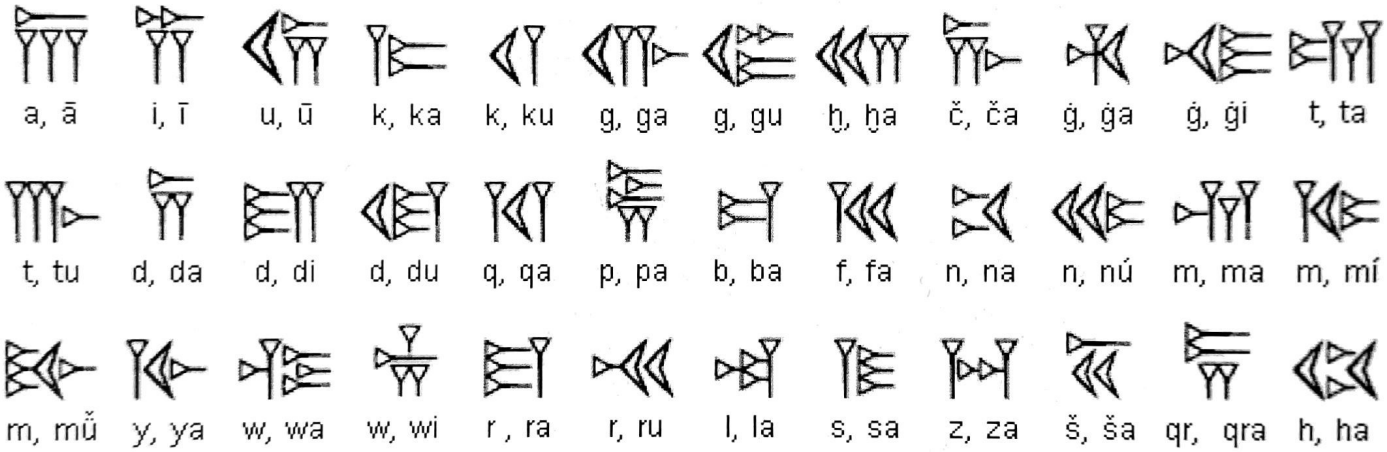
The Cuneiform Writing System

Cuneiform is one of the earliest known systems of writing. It developed in Sumer sometime around 4,000 BCE and is distinguished by its wedge-shaped marks on clay tablets, made by means of a blunt reed for a stylus.



1. Use the cuneiform alphabet below to write your full name:

_____

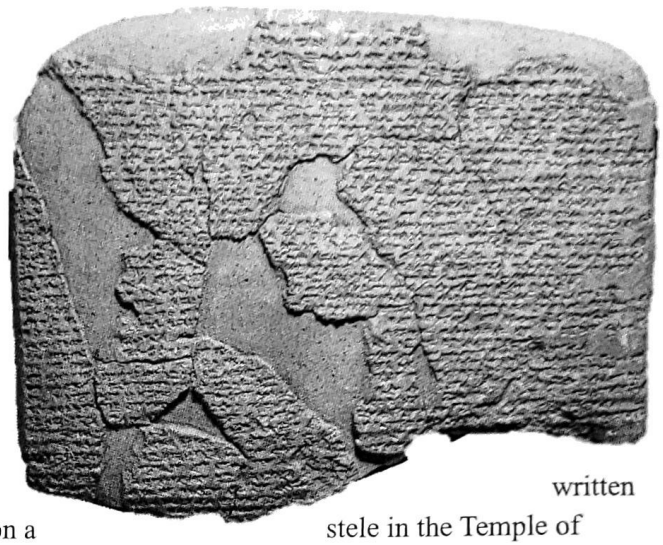


2. Next, use the alphabet to write a message in the space below about Mesopotamia. Then find 3 different people who can translate it. Your message must be a complete sentence and reference something we covered in class about Mesopotamia.

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THE TREATY OF KADESH

In 1274 BCE, Egyptian Pharaoh Ramses the Great marched an army of four divisions into Syria where he met the army of Hittite King Muwatalli II in battle at Kadesh. This decisive battle likely included 6,000 chariots, making this the largest chariot battle in history. After several attacks by both sides, it ended in a stalemate in which both sides sustained heavy losses.



Ramses headed back south to Egypt and, after other failed campaigns into Syria over the next several years, realized that it might be impossible to fully conquer the Hittites.

The two sides eventually signed a peace treaty known as the Treaty of Kadesh, which is considered the oldest surviving written treaty. The Egyptian version of the peace treaty was preserved on a stele in the Temple of Amun at Karnak and discovered in 1828. German and Turkish archaeologists discovered the Hittite version while excavating the site of the Hittite capital, Hattusa (now Boğazkale in Turkey) in 1908.

Read the excerpt from the treaty below:

Behold, I, even the great chief of Kheta, am with Ramses-Meriamon, the great ruler of Egypt, in good peace and in good brotherhood.

The children of the children of the great chief of Kheta shall be in brotherhood and peace with the children of the children of Ramses-Meriamon, the great ruler of Egypt, being in our relations of brotherhood and our relations of peace, that the land of Egypt may be with the land of Kheta in peace and brotherhood like ourselves, forever.

There shall be no hostilities between them, forever. The great chief of Kheta shall not pass over into the land of Egypt, forever, to take anything therefrom. Ramses-Meriamon, the great ruler of Egypt, shall not pass over into the land of Kheta, to take anything therefrom, forever.

If another enemy come against the lands of the great ruler of Egypt, he shall send to the great chief of Kheta saying, "Come with me as reinforcement against him." The great chief of Kheta shall come, and the great chief of Kheta shall slay his enemy. But if it not be the desire of the great chief of Kheta to come, he shall send his infantry and his chariotry, and shall slay his enemy.

Name _____

THE TREATY OF KADESH

Directions: *After reading about the Treaty of Kadesh and the primary source selection, answer the following questions in complete sentences.*

1. Who is the author of the treaty presented? How can you infer that?

2. Why do you think Ramses signed this treaty?

3. You can infer that the likeliest date for this peace treaty being signed was:
   a. 1274 BCE
   b. 1259 BCE
   c. 1828 CE
   d. 1908 CE

4. What is the main idea of the 3rd paragraph of the treaty?

5. What is the best meaning of "hostilities" in the 3rd paragraph?
   a. Friendship
   b. War
   c. Treaties
   d. Trading

6. What type of agreement is made in the last paragraph pf the treaty

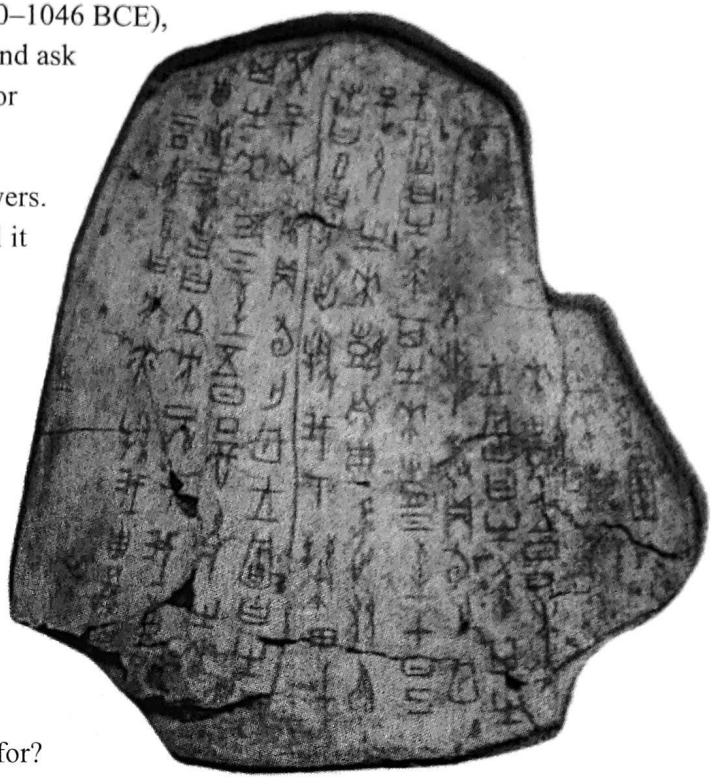
7. How do you think this treaty compares with modern peace treaties?

8. What do you feel is the most important aspect of the Treaty? Why?

Name _____

ORACLE BONES IN ANCIENT CHINA

In Ancient China, during the Shang Dynasty (around 1600–1046 BCE), people used oracle bones to communicate with the gods and ask questions about the future. These bones came from oxen or turtles and were heated until they cracked.



Priests or kings would then "read" the cracks to find answers. Questions carved into the bones included things like: Will it rain tomorrow? or Should we go to war?

Oracle bones are some of the oldest examples of Chinese writing, and they help historians understand the beliefs, government, and daily life of Ancient China's first civilization.

1. What were oracle bones made from?

2. Who used oracle bones, and what were they used for?

3. What kinds of questions were carved into oracle bones?

4. Why are oracle bones important to historians today?

5. What does the use of oracle bones tell us about religion and government in Ancient China?

Name _____

Timeline of Ancient Greece

Directions: Place the following events on the timeline and draw images or symbols for at least 4 of them.

Sparta is founded (900 BCE)
Battle of Salamis (480 BCE)
Darius I invades Greece (492 BCE)
Solon takes power in Athens (594 BCE)
Peloponnesian War ends (404 BCE)
First Olympic Games (776 BCE)
Homer writes the Iliad (762 BCE)
Plato founds his Academy (380 BCE)
End of Mycenaean Civilization (1,000 BCE)
Delian League is created (478 BCE)
Democracy begins in Athens (510 BCE)
Alexander the Great becomes ruler of Macedonia (336 BCE)



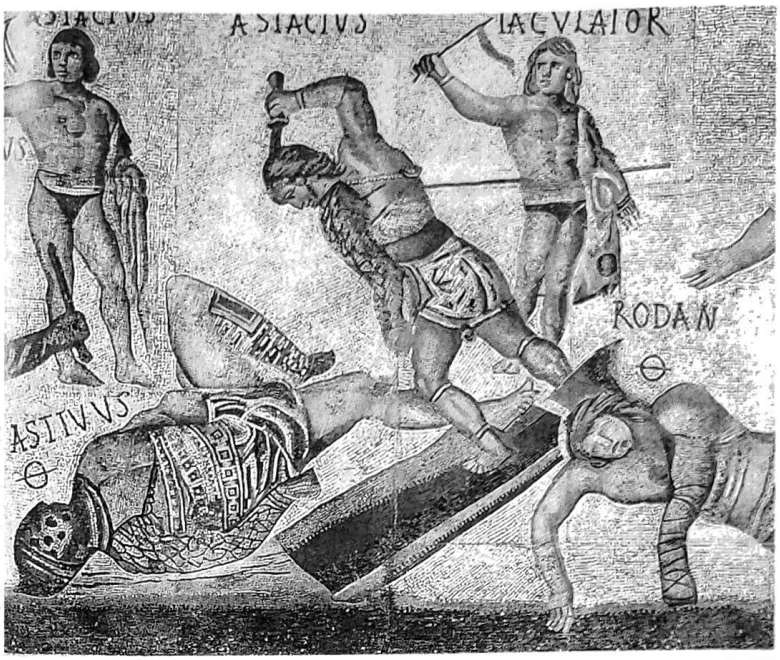
What time period marked the "Golden Age" of Greek culture? Why is it described that way?

Name _____

Gladiators in Ancient Rome

To distract and control the people of Rome, the government held games and gladiator contests at the Colosseum. This massive arena could hold 50,000 people. Seneca the Younger was a Stoic philosopher, who here describes how gladiators engaged in combat with each other and with exotic animals, all for the entertainment of the crowd.

Directions: After reading the primary source excerpt from Seneca the Younger, answer the questions in complete sentences.



1. How does Seneca characterize the gladiator combats?

2. How does it seem the audience justifies people being thrown to the animals?

3. What do you imagine the people were like in attendance?

4. Would you attend a gladiator event at the Colosseum if you lived in Ancient Rome? Explain why or why not.

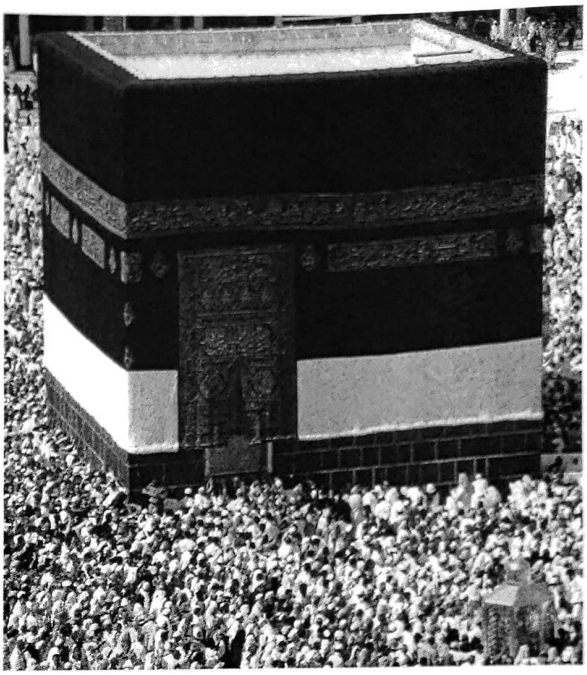
By chance I attended a mid day exhibition, expecting some fun, wit, and relaxation—an exhibition at which men"s eyes have respite from the slaughter of their fellow-men. But it was quite the reverse. The previous combats were the essence of compassion; but now all the trifling is put aside and it is pure murder. The men have no defensive armor. They are exposed to blows at all points, and no one ever strikes in vain…

In the morning, they throw men to the lions and the bears; at noon, they throw them to the spectators. The spectators demand that the slayer shall face the man who is to slay him in his turn; and they always reserve the latest conqueror for another butchering. The outcome of every fight is death, and the means are fire and sword. This sort of thing goes on while the arena is empty.

You may retort: "But he was a highway robber; he killed a man!" And what of it? Granted that, as a murderer, he deserved this punishment, what crime have you committed, poor fellow, that you should deserve to sit and see this show? In the morning, they cried "Kill him! Lash him! Burn him! Why does he meet the sword in so cowardly a way? Why does he strike so feebly? Why doesn"t he die game? Whip him to meet his wounds! Let them receive blow for blow, with chests bare and exposed to the stroke!" And when the games stop for the intermission, they announce: "A little throat-cutting in the meantime, so that there may still be something going on!"

From Seneca"s Moral Epistles VII

The Kaaba: Islam's Holiest Monument



In pre-Islamic times, the structure that is the Kaaba was a sanctuary. Muslims believe that Abraham—known as Ibrahim in the Islamic tradition—and his son, Ismail, built it. Tradition holds that it was originally a simple unroofed rectangular structure. The Quraysh tribe, who ruled Mecca, rebuilt the pre-Islamic Kaaba around the year 608 with wood and masonry. A door was raised above ground level to protect the shrine from intruders and flood waters.

Muhammad was driven out of Mecca in 620 to Yathrib, which is now known as Medina. Upon his return to Mecca in 629, the shrine became the focal point for Muslim worship and pilgrimage. The pre-Islamic Kaaba housed the Black Stone and statues of pagan gods. Muhammad reportedly cleansed the Kaaba of idols upon his victorious return to Mecca, returning the shrine to the monotheism of Ibrahim. The Black Stone is believed to have been given to Ibrahim by the angel Gabriel and is revered by Muslims. Muhammad made a final pilgrimage in 632, the year of his death, and thereby established the rites of pilgrimage.

Changes Over Time

The Kaaba has been modified extensively throughout its history. The area around the Kaaba was expanded to accommodate the growing number of pilgrims by the second caliph. The Caliph Uthman, who ruled 644-56, built the colonnades around the open plaza where the Kaaba stands and incorporated other important monuments into the sanctuary.

During the civil war between the caliph Abd al-Malik and Ibn Zubayr, who controlled Mecca, the Kaaba was set on fire in 683 CE. Reportedly, the Black Stone broke into three pieces and Ibn Zubayr reassembled it with silver. He rebuilt the Kaaba in wood and stone, following Ibrahim's original dimensions and paved the space around it. After regaining control of Mecca, Abd al-Malik restored the part that Muhammad is thought to have designed.

Under the Umayyad Dynasty, the mosque that encloses the Kaaba was decorated with mosaics like those of the Dome of the Rock and the Great Mosque of Damascus. By the seventh century, the Kaaba was covered with kiswa, a black cloth that is replaced annually during the hajj.

Under the early Abbasid Caliphs, the mosque around the Kaaba was expanded and modified several times and the Ottoman sultan, Süleyman I later renovated much of the complex. In 1631, the Kaaba and the surrounding mosque were entirely rebuilt after floods demolished them in the previous year. This mosque, which is what exists today, is composed of a large open space with colonnades on four sides and seven minarets, the most of any mosque in the world. At the center of this large plaza sits the Kaaba.

The Kaaba Today

Today the mosque covers almost 40 acres. The Kaaba is a cubical structure - almost 50 feet tall and meters tall and 35 feet on each side; its corners roughly align with the cardinal directions. The door of the Kaaba is made of solid gold. The kiswa—the large cloth that covers the Kaaba—used to be sent from Egypt with the hajj caravan but today is made in Saudi Arabia.

All Muslims aspire to undertake the hajj, or the annual pilgrimage, to the Kaaba once in their lives if they are able. Praying five times a day and the hajj are two of the five pillars of Islam, the most fundamental principles of the faith Until the advent of modern transportation, all pilgrims undertook the often-dangerous hajj, or pilgrimage, to Mecca in a large caravan across the desert, leaving from Damascus, Cairo, and other major cities in Arabia, Yemen, or Iraq. Only Muslims may visit the holy cities of Mecca and Medina today.

Name _____

The Kaaba: Islam's Holiest Monument

Directions: *After reading about the Kaaba, answer the following questions by circling your answer or writing the answer in complete sentences.*

1. Based on the reading, what would someone most likely use the Kaaba for in pre-Islamic times?
   a. To worship pagan gods.
   b. As a place of refuge or safety.
   c. As a defensive fortress.
   d. As a market to buy goods.

2. How did the Kaaba come to be a holy site for Muslims?

3. Why did the 2nd caliph need to expand the area around the Kaaba?

4. What effect did the civil war between Abd al-Malik and Ibn Zubayr have on the Kaaba?

5. Which of the following damages has the Kaaba not endured?
   a. Set on fire.
   b. Flooded.
   c. Exploded.
   d. Broken into pieces.

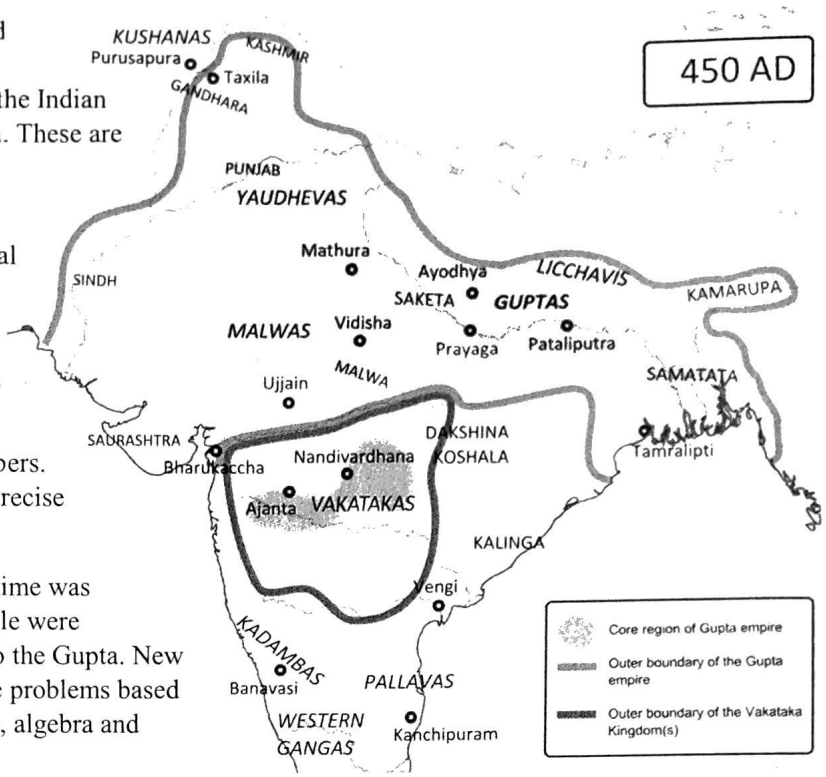
6. How would Muslims make the hajj in the 1700's?

7. Compare the Kaaba to a different religious site around the world. In what ways are they similar and in what ways are they different?

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Achievements of the Gupta Empire

The Gupta Empire existed from the mid-to-late 3rd century CE to 590 CE. At its zenith, from approximately 319 to 550 CE, it covered much of the Indian subcontinent and is called the Golden Age of India. These are some of the major achievements from this period.



Mathematics

One of the important developments was the decimal system notation. The place-value system achieved its final stage during this time. During the Gupta period, there was no symbol for denoting 'zero'. The mathematician Aryabhatta used the powers of ten with null co-efficients to indicate 'zero'. The Gupta's used alphabetical letters to represent numbers. Aryabhatta's technique was used to calculate the precise diameter of a surface.

Another important concept developed during this time was Trigonometry. Calculations for the area of a triangle were described. Concepts like 'sine' were also known to the Gupta. New techniques also evolved during this period to solve problems based on Diophantine equations or Aryabhatta algorithm, algebra and geometry.

Astronomy

One of the important developments was Aryabhatta's theory that the earth is round in shape and not flat. The theory of gravity was promulgated by the astronomers of the Gupta period. Aryabhatta also proved that the earth revolves around its own axis every day. He was of the opinion that the motion of stars was a result of the motion caused by the rotation of the earth.

This theory of Aryabhatta contradicts the previously believed notion that it is the sky that rotates and not the stars. He believed that the Earth's orbit is elliptical and not circular. He scientifically elucidated the reasons for the occurrence of the solar and lunar eclipse. Aryabhatta stated that the lunar eclipse occurs when the moon enters into the shadow of the Earth. He also calculated that it takes around 365 days for the earth to complete one revolution around the sun.

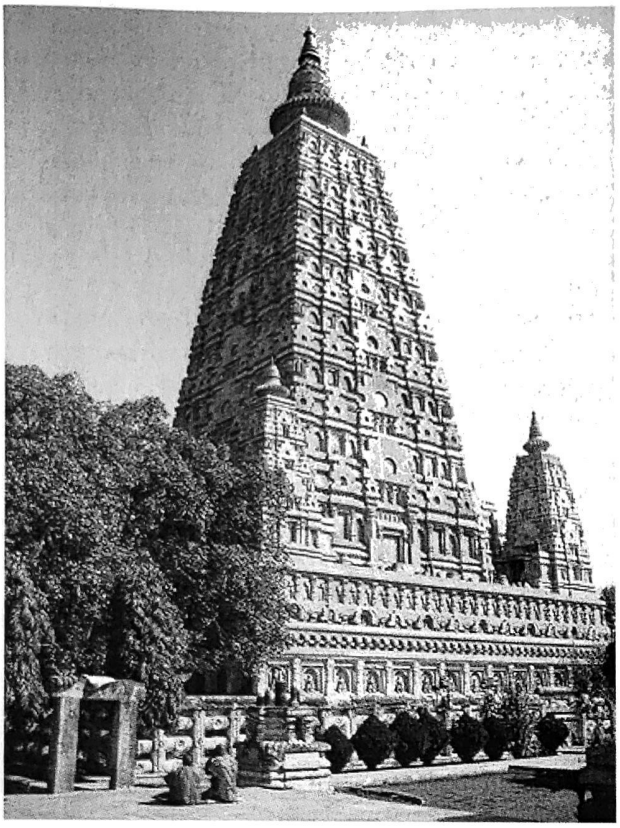
Medicine

During the Gupta period there was usage of mercury and iron in medicine. The use of these materials indicates the fact that the people belonging to the Gupta era had the knowledge of chemistry and they even practiced it. Doctors during that time were aware of operations and also knew how to conduct one when required.

Literature

Literature reached its pinnacle during the Gupta Dynasty. The primary themes of literature were poetry and romantic comedies. The literature work of the Gupta period related to human behavior more than the religious ideas. Sanskrit literature was very popular and was sponsored by many Gupta empire rulers. Chandragupta II had nine poets in his court. The supreme poet among these nine was Kalidasa.

The Prakrit literature was also very popular during the Gupta rule. One of the best illustrations of Prakrit literature was the Paumacariyam. It was in the Gupta period that the Vedic Puranas achieved their final form. The Markandeya purana was popular during the Gupta era as it was believed that goddess Durga was worshiped during this period.



Mahabodhi Temple dates to the Gupta era, 5th century and marks the location where the Buddha is said to have attained enlightenment.

Education

Education played an important role in the Gupta period. Primary education could be procured by the people. Formal and higher education was procured by staying in agraharas or monasteries. Women could obtain education, unlike in other parts of the world. There were many educational institutions and universities set up in major cities.

Nalanda University was established by Kumaragupta I in the 5th century. The university was an important learning center and was one of the first universities which provided hostels for the students. The Takshila University was one of the first centers in the world which offered higher education. The university was established before the Gupta Empire came into existence, somewhere around 700 BC. The standard of education of both the universities was so high that it attracted students from as far as China and Persia.

Administrative System

The Empire was classified into separate administrative divisions like Rajya, Rashtra, Desha, Mandala, etc. Thus, importance was given to decentralization of power. The administrative division helped the rulers to systematically control their territories. The provinces were divided into numerous districts or Vishayas and a Vishayapati was appointed to control it. They were assisted in this work by his council of representatives.

During the Gupta dynasty period, the charge of managing the welfare of the villages was upon the rural bodies which comprised of the headman of the village and the elders. The trading cities were organized by the guild merchants. The Empire carried out trade activities with countries like China, Ceylon, several European countries and the East Indian islands.

Judicial System

The Gupta Empire had a separate judicial system. At the lowest level of the judicial system was the village assembly or trade guild. These were the councils appointed to settle the disputes between the parties that appear before them.

The King presided over the highest court of appeal. In discharging his duty, the King was assisted by judges, ministers, priests, etc. The decision or the judgement of the court was based on the legal texts, the social customs prevailing during those times, or upon the decision of the King. It is believed that the punishments awarded to the guilty persons were mild.

Art & Architecture

The Gupta period is generally regarded as a classic peak of North Indian art for all the major religious groups. Although painting was evidently widespread, the surviving works are almost all religious sculpture. The period saw the emergence of the iconic carved stone deity in Hindu art, as well as the Buddha figure and Jain tirthankara figures, the latter often on a very large scale.

Name _____

The Gupta Empire

Directions: *Answer the questions below in complete sentences after you have completed the reading.*

1. Why is the Gupta Empire often called the "Golden Age of India"?

2. What major achievements in mathematics and astronomy happened during the Gupta period?

3. Who was Aryabhatta, and why was he important?

4. What was the Gupta Empire's contribution to education, and what made their universities special?

5. What kinds of literature were popular during the Gupta Empire, and who was one famous writer?

6. How was the Gupta government organized to manage such a large empire?

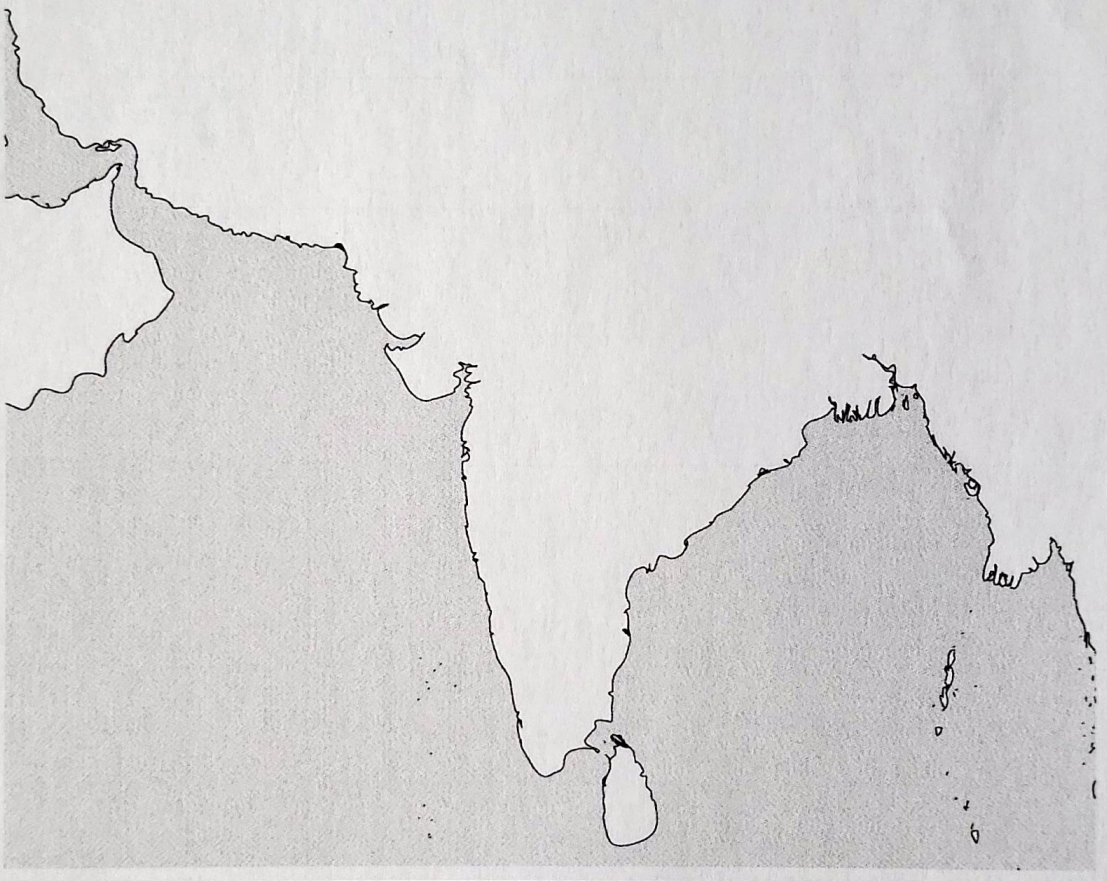
7. What types of religious art and architecture were created during the Gupta period?

Achievements of the Gupta Empire

Directions: The Gupta Empire stretched across northern, central and parts of southern India between c. 320 and 550 CE. First, color and label the map of the Gupta Empire. Then, draw pictures to represent each achievement on the top of the flaps and list these achievements on our notebook page underneath.

MATH & SCIENCE

LITERATURE & EDUCATION



GOVERNMENT & JUSTICE

ART & ARCHITECTURE

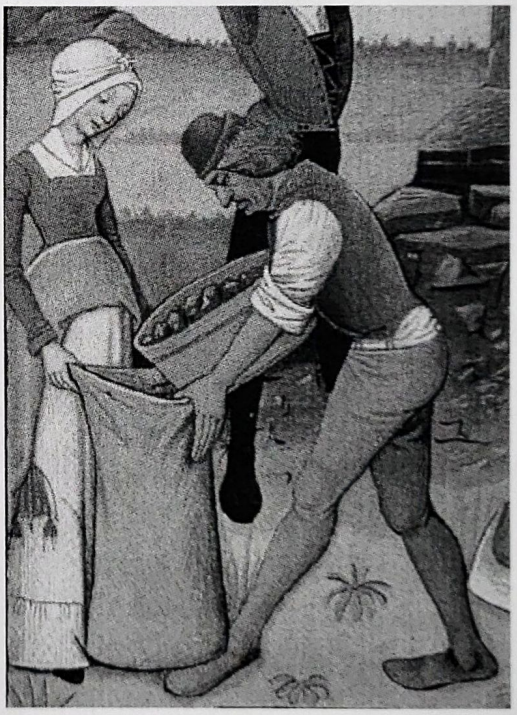
Name _____

Life for Serfs in the Feudal System

Life for serfs in medieval Europe was hard. This poem entitled "Pierce the Ploughman's Crede" was likely written by an English poet named William Langland around 600 years ago. It describes a family of serfs as they work in the field. As you read, try to picture the family and imagine what their life might be like.

As I went on my way, I saw a poor man over the plough bending.
His hood was full of holes, and his hair was sticking out.
His shoes were patched. His toes peeped out as he the ground trod.
His wife walked by him. In a skirt cut full and high.
Wrapped in a sheet to keep her from the weather.
Bare foot on the bare ice, so that the blood flowed.
At the field's end lay a little bowl,
And in there lay a little child wrapped in rags.
And two more of two years old upon another side.
And all of them sang a song that was sorrowful to hear.
They all cried a cry, a sorrowful note.
And the poor man sighed sore and said, "Children be still."

Analysis Questions



1. Based on the poem, what was life like for serfs who worked on medieval manors?

2. What is the tone of the poem? What words and phrases make you think this?

3. The 5th & 6th lines of the poem tell you it is likely which season?
   a. Spring
   b. Summer
   c. Fall
   d. Winter

4. What do you think the father meant when he said, "Children be still"?

Extension: Write your own poem about serf life. Your poem should be between 8-12 lines and describe an aspect of their life on a manor during the Middle Ages.

Name _____

Ibn Battuta in the Mali Empire

Ibn Battuta was a Muslim traveler and scholar from Morocco who journeyed across Africa, the Middle East, and Asia in the 1300s. Around 1352, he visited the Kingdom of Mali in West Africa—one of the wealthiest and most powerful empires of the time. He recorded his observations about the culture, religion, and everyday life of the people he met. This primary source comes from his travel writings and gives us a glimpse into life in Mali during the 14th century.



Primary Source Excerpt: "Qualities of the People of Mali"

Among their good qualities, we can cite the following:

There is a small amount of crime, for these people obey the law. Their sultan does not pardon criminals.

Travelers and natives alike are safe from brigands, robbers, and thieves.

The prayers are offered punctually and with fervor. Children who neglect their prayers are beaten. If you do not come to the mosque early on a Friday, you cannot find a place to pray because the crowds are so large. Quite often they send their slaves to the mosque with a prayer rug to find and hold a place for their masters. These prayer rugs are made from the leaves of trees similar to palm trees, but one that bears no fruit.

White garments are worn on Fridays. If by chance one does not have a proper white garment, regular clothing is washed and cleaned to wear for public prayer.

They are committed to learn by heart the sublime Koran. Children who fail to learn the Koran by heart have their feet shackled and these shackles are not removed until they memorize the Koran. On a feast day, I visited a judge who had his children in chains. I said to him, "Why don't you release them?" He said, "I will not do so until they know the Koran by heart."

Another day I passed a handsome young black man dressed superbly, but shackled by a heavy chain on his feet. I asked my companion, "What has this young man done? Is he a murderer?" The handsome young black man laughed and my companion told me, "He has been chained so that he will learn the Koran by heart."

1. What does Ibn Battuta say about crime and safety in the Kingdom of Mali?

2. What does this excerpt tell us about the role of religion in Malian society?

3. How are people expected to dress and behave on Fridays in Mali? Why do you think this is important?

4. How were children and students treated if they did not memorize the Quran? What does this say about the value of religious education?

5. What is surprising or interesting to you about Ibn Battuta's observations? Explain.

Name _____

The Spanish Arrive in Tenochtitlán

When Spanish conquistadors arrived in the Aztec capital of Tenochtitlán in 1519, they were welcomed by the emperor Moteuczoma (Montezuma). The Spanish were led by Hernán Cortés and were assisted by an indigenous Nahua woman from the Mexican Gulf Coast named Malinche (or Marina), who translated for them. The excerpt below comes from the *Florentine Codex*, written by Indigenous people in their own language, Nahuatl, and recorded by the Spanish friar Bernardino de Sahagún. It tells what happened when the Spanish entered Moteuczoma's home and saw the great treasures inside.



The Spaniards went into Moteuccoma's personal home where all his special property was kept, called Totocalco. And when they got there and went into the storage place, they seemed to disperse in all directions, quickly going in everywhere, as though covetous and greedy. Thereupon his own personal property was brought out, belonging to him alone, all precious things: necklaces with pendants, arm bands with quetzal leathers, golden arm bands, bracelets, golden bands with shells for the ankles, and the turquoise diadem, insignia of the ruler, and the turquoise nose rods, and other things belonging to him.
And when the collection of all the gold was completed, Marina had summoned all the noblemen. She stood on a flat roof and said, "Mexica, come here, for the Spaniards are suffering greatly. Bring food, fresh water, and all that is needed, for they are suffering, are tired, fatigued, weary, and exhausted. Why is it you do not want to come? It is a sign that you are angry." But the Mexica no longer at all dared to go there. They were greatly afraid; they were limp with fear; they were taken aback. No one dared come out. It was as though a wild beast were loose, as though it were the deep of night. Yet there was not for that reason a hesitation in delivering everything [the Spaniards] needed, but they delivered it fearfully, they went in fear, they ran in fear as they went to deliver it. And when they had spilled it on the ground, everyone came running back in a flash, panting and trembling.

1. What did the Spanish do when they entered Moteuczoma's home?

2. Who was Marina (Malinche), and what role did she play in this moment?

3. How did the Aztec people respond to the Spanish after the treasures were taken?

4. What does this excerpt tell us about how the Aztecs felt during the Spanish conquest?

Students of History

Name _____

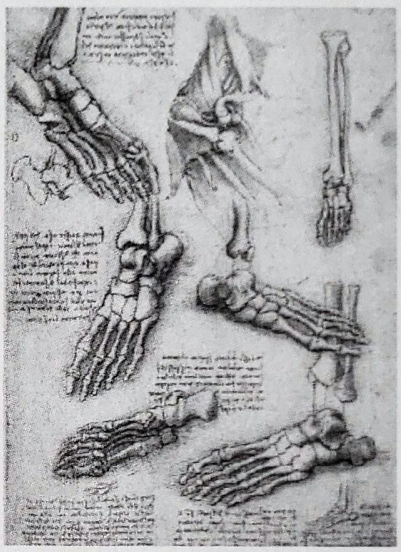
Leonardo da Vinci: Renaissance Man

Leonardo da Vinci (1452–1519) was one of the most famous people of the Renaissance and is often called a "Renaissance Man" because he had talents in many fields. He was a painter, inventor, scientist, engineer, and thinker. He kept notebooks filled with drawings and observations of the natural world, especially the human body. He believed that art and science worked together and that nature was the greatest teacher.



Included here are some of his famous anatomy sketches, which he made by studying the human body carefully along with an excerpt from his notebooks:

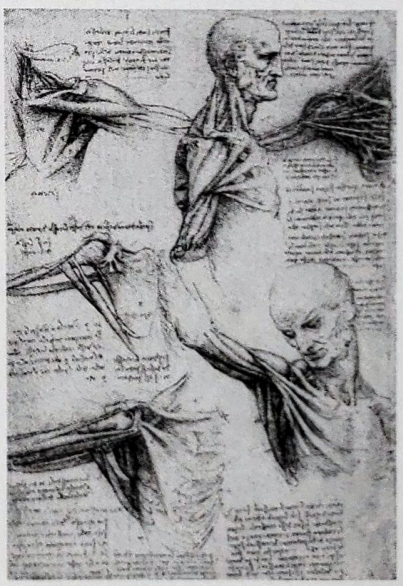
> "Though human ingenuity may make various inventions…it will never devise anything more beautiful, nor more simple, nor more to the purpose than Nature does; because in her inventions nothing is lacking, and nothing is superfluous."



Directions: Answer the following questions in complete sentences.

1. Why do you think Leonardo da Vinci is called a "Renaissance Man"?

2. What is Leonardo saying in the quote about nature and inventions? Do you agree? Why or why not?



3. Look closely at one of the drawings. What details do you notice that show careful observation of the human body?

4. How do Leonardo's studies of anatomy show the connection between art and science during the Renaissance?

Students of History

Name _____

Martin Luther's 95 Theses

In 1517, a German monk named Martin Luther challenged the teachings and practices of the Catholic Church. At the time, the Church was selling indulgences—certificates that claimed to forgive people's sins in exchange for money. Luther believed this was wrong. He wrote a list of 95 Theses, or arguments, and posted them on the door of a church in Wittenberg. This event started the Protestant Reformation, a movement that led to major changes in Christianity across Europe.



Below is an excerpt from Luther's 95 Theses, written to protest the selling of indulgences and encourage people to return to true faith and forgiveness.

> 27) They preach human ideas who say that as soon as the money clinks into the chest, the soul flies out of purgatory.
>
> 28) It is certain that when money clinks in the money chest, greed and avarice can be increased.
>
> 35) They who teach that contrition is not necessary on the part of those who intend to buy souls out of purgatory or to buy confessional privileges preach unchristian doctrine.
>
> 36) Any Christian who is truly sorry for their sins has a right to full forgiveness, even without indulgence letters.

Directions: Answer the following questions in complete sentences.

1. What practice is Martin Luther criticizing in Thesis #27?

2. In Thesis #36, what does Luther say about forgiveness and indulgences?

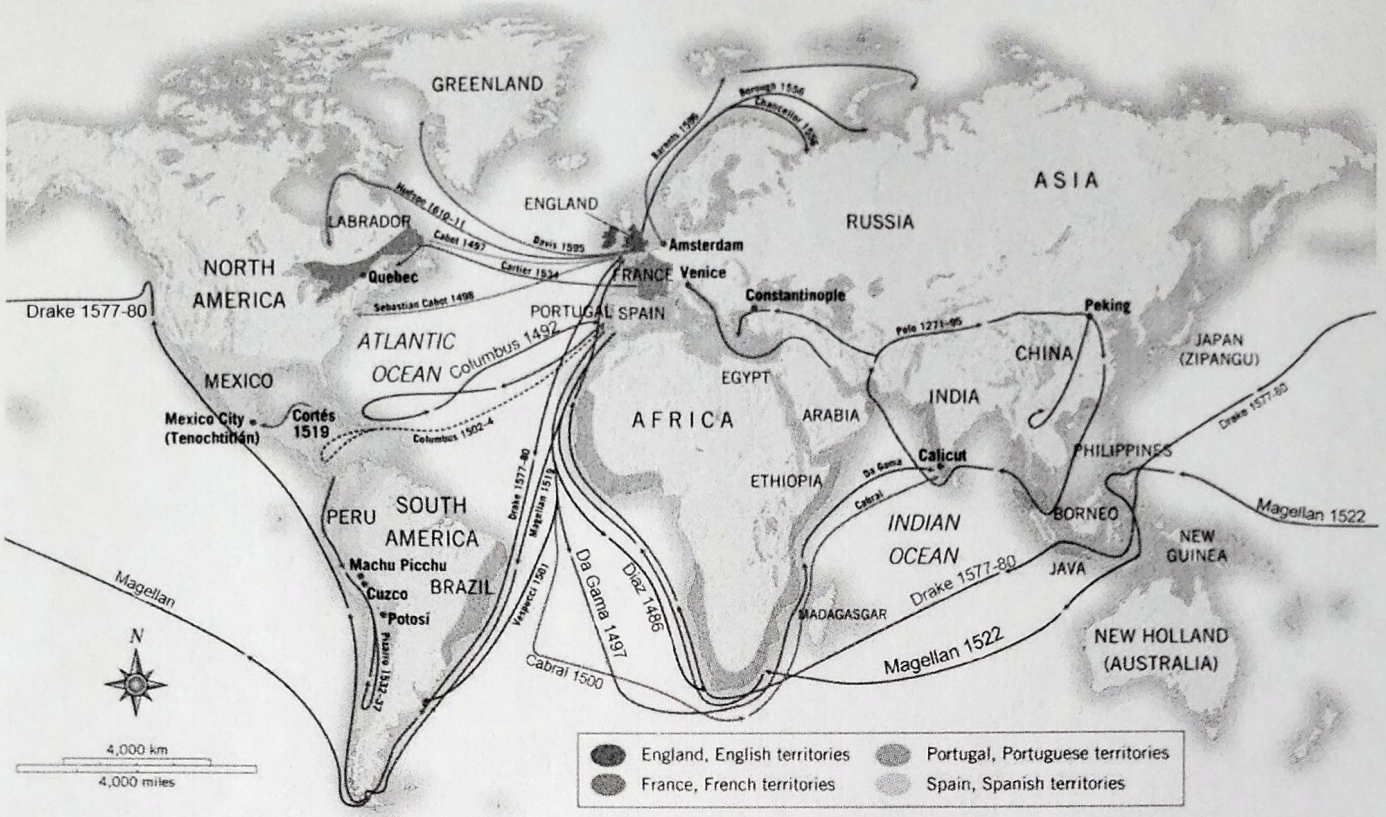
3. Why would people in the 1500s be interested in buying indulgences?

4. How do these two theses show Luther's belief that faith is more important than money or Church rules?

5. Why do you think this document caused such a strong reaction across Europe?

Name _____

Exploration Routes of the Age of Encounter



Beginning in the late 1400s, European countries like Portugal, Spain, England, and France began sending explorers across the oceans to find new trade routes, wealth, and land. As they did, they encountered civilizations in the Americas and elsewhere. Explorers such as Christopher Columbus, Vasco da Gama, Ferdinand Magellan, John Cabot, and Francis Drake sailed across the Atlantic and around the world. Their journeys led to the exchange of goods and ideas, and major changes for the people living in the Americas, Africa, and Asia.

1. Which explorers routes show voyages around the world?

2. Which explorer sailed west in 1492 and landed in the Caribbean, thinking he had reached Asia?

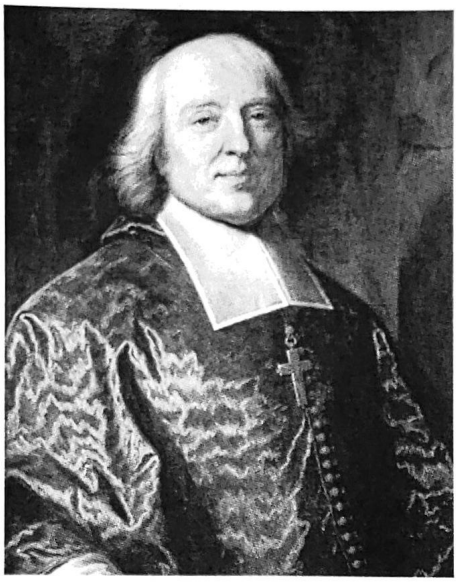
3. Which explorers routes shows the journey across the Atlantic to what is now Canada?

4. What ocean did European explorers have to cross to reach the Americas?

5. How did these explorations change the world? Name one positive and one negative effect.

Name _____

Absolutism & Divine Right



During the 1600s, many European monarchs ruled with absolute power. This period is known as the Age of Absolutism. Kings like Louis XIV of France believed their power came directly from God, not from the people. This belief was called the "divine right of kings."

One of the most famous supporters of this idea was Jacques-Bénigne Bossuet, a French bishop and tutor to Louis XIV's son. He believed that kings were God's chosen rulers on Earth and that disobeying the king was like disobeying God. Below is an excerpt from his work *The Nature and Properties of Royal Authority*.

> God establishes kings as his ministers and rules through them over the people. As Saint Paul adds, "The King is God's minister to do good. If you do evil, be afraid, for he does not wield the sword in vain. He is God's minister, the avenger of evil deeds." (Romans 13:4) . . . Princes therefore serve as God's ministers and as His lieutenants on earth. It is through them that He exercises His rule.
>
> It is clear that kings are sacred, and that any attack upon them is sacrilege.
>
> The title of "Christ" is given to kings and everywhere we see them called 'Christ,' or 'the Lord's anointed.' With this venerable title even the Prophets revere them and regard them as included in God's sovereign realm, and whose authority they wield over the People.
>
> Kings must be guarded as one would sacred things, and he who neglects to guard them as such deserves death.

Directions: *Use the excerpt to answer the questions below in complete sentences.*

1. According to Bossuet, where does a king's power come from?

2. Why does it mean when Bossuet says that a king's person is "sacred"?

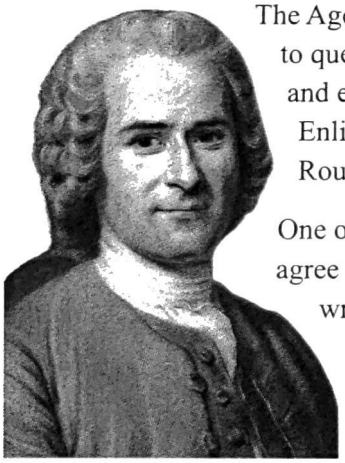
3. What does this excerpt say about how people should treat or obey their king?

4. How might this idea of divine right support the idea of absolute monarchy?

5. Do you agree with Bossuet's argument that disobeying a king is like disobeying God? Why or why not?

Name _____

The Age of Enlightenment



The Age of Enlightenment was a time in the 1600s and 1700s when European thinkers began to question old ideas about government, power, and rights. They believed in reason, liberty, and equality and wanted to improve society by using logic and new ways of thinking. Enlightenment philosophers like John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau helped lay the foundations for modern democracy and human rights.

One of the most famous Enlightenment ideas was the social contract—the idea that people agree to follow rules and laws in exchange for protection and order in society. This idea was written about by Jean-Jacques Rousseau, a French philosopher, in his famous book *The Social Contract* (1762).

In the excerpt below, Rousseau explains why people form governments and how they can still be free while living together in society.

> **Man was born free, but everywhere he is in chains. People believe they are the masters of others, but they are more like slaves.**
>
> **How did people lose their freedom? I don't know exactly. But I believe I know how they can make those limits fair.**
>
> **When the world became too hard for people to survive on their own, they had to join together. Still, every person's power and freedom are important. So how can a person give up some freedom to join a group without losing all of it?**
>
> **That is the main problem. The social contract is the answer.**

1. What does Rousseau mean when he says, "Man was born free, but everywhere he is in chains"?

2. Why do people agree to form a group or society, according to Rousseau?

3. What is the main problem Rousseau is trying to solve in this excerpt?

4. What is the "social contract," and how does Rousseau think it helps people stay free?

5. How have Rousseau's ideas inspired later revolutions or new governments?