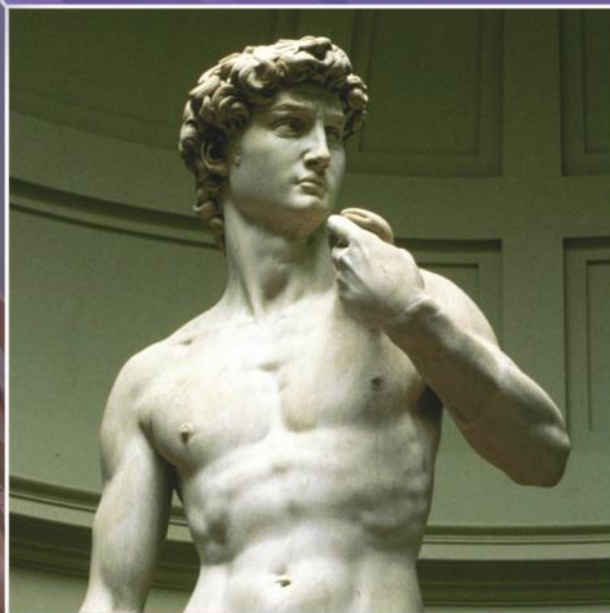


# World History II

Renaissance to the late 1800s

# Teacher's Guide



J. WESTON

**WALCH**  
PUBLISHER

**Social Studies**

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# To the Teacher

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## Overview

*Power Basics*® is a complete textbook program designed to meet the needs of students who are daunted by the length and complexity of traditional textbooks. The goal of all textbook programs is to provide students with important new information. However, in traditional textbook programs, this goal is often overshadowed by other considerations. Many textbooks are written for the above-average reader and cover a wide range of content. They are filled with photographs, illustrations, and other visual elements. For some students, the amount of material is overpowering, the visual elements are distracting, and the rapid pace is unnerving. In *Power Basics*®, we revisited the basic goal, developing a streamlined textbook program that presents the essential content students need to succeed.

## Program Components

As with traditional textbook programs, *Power Basics*® includes a core textbook and ancillary products designed to round out the program. The student text provides coverage of the essential content in each subject area. A consumable workbook provides a variety of activities for each lesson, including practice activities, extension activities, and activities designed for different learning styles.

Teacher support materials include a teacher's guide and test pack for each student text. The teacher's guide includes the following: an overview of each unit in the student text; suggestions for extension activities; the student text glossary and appendixes; a complete answer key to all practice activities and unit reviews in the student text; classroom record-keeping forms, and graphic organizers for student use.

For more detailed assessments, the test pack offers a pretest, unit tests for each unit in the student text, a posttest, and test-taking strategies for students.

## Student Text Organization

The student text is divided into units. Each unit contains a series of lessons on related topics, with

one lesson for each topic. Each lesson begins with a clear, student-centered goal and a list of key words that are introduced in the lesson. The definitions for these words are found in the glossary, located in both the student text and the teacher's guide.

Next comes a brief introduction to the topic of the lesson, followed by instructional text that presents essential information in short, easy-to-understand sections. Each section of instructional text is followed by a practice activity that lets students apply what they have just learned. A unit review is provided at the end of each unit to assess students' progress. The review is followed by an application activity that encourages students to extend and apply what they have learned.

The student text also includes several special features. "Think About It" sections ask students to use critical-thinking skills. "Tip" sections give students useful hints to help them remember specific pieces of information in the student text. "In Real Life" sections show students how the material they are learning connects to their own lives.

The reference section at the back of the student text includes appendixes, a glossary (with pronunciation guide) that includes all vocabulary in the Words to Know sections, and an index to help students locate information in the text.

## Record-Keeping Forms

To make record-keeping easier, we have provided a reproducible class chart that you can use to track students' progress. Fill in your students' names, and make copies of the chart for each unit in the student text. Add lesson numbers, lesson titles, and practice numbers as needed. We have also provided a generic grading rubric for the application activities in the student text so that these activities may be assigned for credit, if you wish. You may customize the rubric by adding more grading criteria or adapting the criteria on the sheet to fit your needs.

We're pleased that you have chosen to Power Up your Basic Skills Curriculum with *Power Basics*®!

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# To the Teacher, *continued*

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## Guide to Icons

### Teacher's Guide



#### Teaching Tip

Practical suggestions help you to engage students in the learning process.



#### Differentiation

Different approaches to the content give all learners the opportunity to connect to the material.



#### Thinking Skills

Helpful suggestions increase students' ability to think critically.



#### Fascinating Facts

These tidbits of information are guaranteed to pique your students' interest.

### Student Text



#### Tip

Tips give helpful hints to boost understanding and retention.



#### Think About It

These sections develop critical-thinking.



#### In Real Life

These features connect learning concepts to students' lives.

### Workbook



#### Reinforcement

Reinforcement activities give students additional opportunities to practice what they have learned.



#### Multiple Intelligences

Different approaches capitalize on different learning styles and interests to help all students connect to the material.



#### Extension

Deepen and broaden learning with critical-thinking activities, real-life applications, and more.

# Classroom Management

		Lesson No.: _____		Title: _____						
Student Name		Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Practice # _____	Unit Review Score
		1.								
2.										
3.										
4.										
5.										
6.										
7.										
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28.										
29.										
30.										

# Application Activity Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

Unit \_\_\_\_\_ Activity \_\_\_\_\_

POINTS	4 all of the time	3 most of the time	2 some of the time	1 almost none of the time
followed directions				
organized material well				
used appropriate resources				
completed the entire activity				
showed an understanding of the content				
produced error-free materials				
drew logical conclusions				
where appropriate, listed sources used				

# Use Chart

## POWER BASICS WORKBOOK

### Unit 1: A Rebirth in Europe

Activity 1: The Manor System  
 Activity 2: Humanism  
 Activity 3: Artists of the Renaissance  
 Activity 4: The Sistine Chapel  
 Activity 5: Views of the Universe  
 Activity 6: The Scientific Method  
 Activity 7: The Trial of Galileo  
 Activity 8: Inventors and Ideas  
 Activity 9: Religious Differences  
 Activity 10: Reformation Geography  
 Activity 11: Ignatius of Loyola

### Unit 2: Asia's Empires

Activity 12: The Forbidden City  
 Activity 13: Foot Binding  
 Activity 14: The Art of the Ming Dynasty  
 Activity 15: Matteo Ricci  
 Activity 16: Hindu Beliefs  
 Activity 17: Geography of India  
 Activity 18: The Age of Invasions  
 Activity 19: Sikhism  
 Activity 20: Japanese Vocabulary  
 Activity 21: Japanese Shogunates  
 Activity 22: The Closing of Japan  
 Activity 23: Contact or No Contact?

### Unit 3: European Exploration and the New World

Activity 24: New Ship Designs  
 Activity 25: New Trade Routes  
 Activity 26: School for Navigators  
 Activity 27: Columbus's Four Voyages  
 Activity 28: The People of the West Indies  
 Activity 29: The Columbian Exchange  
 Activity 30: The Explorers  
 Activity 31: European Nations Explore the Americas  
 Activity 32: An Explorer's Biography  
 Activity 33: Cortés and the Aztec Empire  
 Activity 34: Pizarro and the Inca Empire  
 Activity 35: Conquistador Recruiting Poster

## STUDENT TEXT PRACTICE

Practice 1: The Middle Ages  
 Practice 11: Leonardo da Vinci  
 Practice 11: Leonardo da Vinci  
 Practice 10: Michelangelo  
 Practice 14: Nicolaus Copernicus  
 Practice 17: Andreas Vesalius  
 Practice 16: Galileo Galilei  
 Practice 18: Johannes Gutenberg  
 Practice 24: The Results of the Reformation  
 Practice 21: The Reformation  
 Practice 24: The Results of the Reformation  
 Practice 25: The Ming Dynasty  
 Practice 32: Women During the Qing Dynasty  
 Practice 25: The Ming Dynasty  
 Practice 33: The Decline of the Qing Dynasty  
 Practice 36: Hindus and Muslims in the Mogul Empire  
 Practice 34: The Age of Invasions  
 Practice 34: The Age of Invasions  
 Practice 38: Nanak and Sikhism  
 Practice 42: The Samurai  
 Practice 44: The Tokugawa Shogunate  
 Practice 46: Foreign Contacts and the Closing of Japan  
 Practice 46: Foreign Contacts and the Closing of Japan

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# Unit 2: Asia's Empires

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Unit 2 covers the empires that arose in China, India, and Japan. Lesson 4 explores the history and culture of China during the Ming and Qing dynasties. Lesson 5 explains the origins, development, and decline of the Mogul Empire in India. Lesson 6 addresses Japanese government and life under Japanese feudalism and the shogunates.

## Lesson 4—China Enters the Modern Age

Goal: To describe and discuss major developments in the history and culture of China during the Ming and Qing dynasties

### WORDS TO KNOW

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dynasty	Manchus	queue
foot binding	Ming dynasty	
Great Wall of China	Qing dynasty	

### NAMES TO KNOW

---

Emperor Kangxi	Nurhachi
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### PLACES TO KNOW

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Beijing	Manchuria
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## Lesson 5—India Under Mogul Rule

Goal: To explain the origins, development, and decline of the Mogul Empire in India

### WORDS TO KNOW

---

Age of Invasions	Hindu	Mogul Empire
castes	Islam	Moguls
gurus	Marathas	Sikhism



## NAMES TO KNOW

---

Akbar	Babur the Tiger	Shah Jahan
Aurangzeb	Nanak	

## PLACES TO KNOW

---

Golden Temple	Taj Mahal	India
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## Lesson 6—The Feudal State of Japan

Goal: To describe Japanese government and life under Japanese feudalism and the shogunates

## WORDS TO KNOW

---

Ashikaga shogunate	firearms	samurai
Bushido	Great Peace of the Tokugawas	seppuku
Closing of Japan	hara-kiri	shogun
daimyo	Japanese feudalism	shogunate
domains	Minamoto shogunate	Tokugawa shogunate

## NAMES TO KNOW

---

Ashikaga Takauji	Minamoto Yoritomo
Minamoto	Tokugawa Ieyasu

## PLACES TO KNOW

---

Edo	Tokyo
-----	-------

## Notes on Application Activity in Student Text

Activity	Skills Applied	Product
Lessons From History	gathering information, critical thinking, making decisions	chart

## Additional Activity Suggestions

- Take the application activity one step further. Discuss what lessons may be learned from the events and developments of the Mogul Empire and how they can be used to help solve problems in the world today. Emphasize these sorts of connections as important reasons for studying history. Then repeat the activity with events from the other two lessons in Unit 2.
- Have teams of volunteers debate this resolution: “Resolved: The good works of Emperor Kangxi justify the Manchu takeover of China.”
- Invite students to find and visit web sites to further explore this period in history.
- To view Japanese artifacts from its period of isolation, have students visit the Tokugawa Art Museum website.



### Teaching Tip

- The historical developments discussed in Unit 2 occurred, of course, far away from students and long ago. The unfamiliar names of individuals, peoples, and places can be challenging. This may lead many students to gloss over Asian history. Give students time to adjust to the unfamiliar names and pronunciations. Slow them down and help them make connections between the names and the actual people and events. Above all, emphasize how what happened long ago and far away is not foreign to their experience. Use the application activity from this unit to drive this point home.

**POWER BASICS**

# World History II



J. WESTON  
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**Social Studies**

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## LESSON 4: China Enters the Modern Age



**GOAL:** To describe and discuss major developments in the history and culture of China during the Ming and Qing dynasties

### WORDS TO KNOW

**dynasty**

**Manchus**

**Qing dynasty**

**foot binding**

**Ming dynasty**

**queue**

**Great Wall of China**

### NAMES TO KNOW

**Emperor Kangxi**

**Nurhachi**

### PLACES TO KNOW

**Beijing**

**Manchuria**

### The Ming Dynasty

From 1368 to 1644, China was ruled by the **Ming dynasty**. (A **dynasty** is a series of rulers from the same family or group of people.) The Ming dynasty had replaced the Yuan dynasty. The Yuan dynasty was a foreign dynasty. It was created by the Mongols, who invaded and ruled China under Genghis Khan and Kublai Khan. China had been ruled harshly under the Yuan dynasty. By the mid-1300s, rebels throughout China fought to overthrow the Yuan dynasty. Eventually, they succeeded. With the Mongols gone, the Chinese again established a Chinese dynasty. This was the Ming dynasty.

The Ming dynasty was a period of wealth and stability in China. The porcelain produced during this time is recognized among the great artworks in the history of the world.

During the Ming dynasty, the Chinese tried to return things to the way they had been before the Mongols came. For example, the Mongols had done away with the Chinese civil-service examinations. Under the



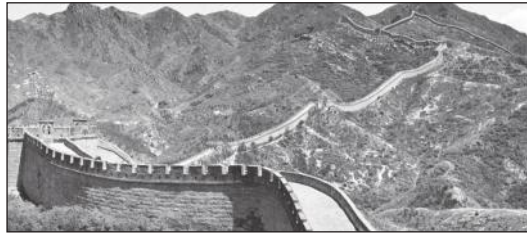
**Ming Vase**

Ming dynasty, these exams were put back in place. The Ming dynasty ruled China in a way consistent with the teachings of Confucius, a Chinese philosopher.

Remembering the rule of the Mongols, the Chinese began to hate foreigners. They considered foreign peoples and ideas inferior to Chinese people and ideas. Instead of concentrating on overseas trade, they focused on keeping the Chinese heartland safe from invaders.

The Mongols had come from the north. Throughout the Ming dynasty, the Chinese were concerned about another possible invasion. They took several steps to prevent it, including improvements to the **Great Wall of China**. This wall had been built centuries earlier to keep invaders from the north out of China. Under the Ming dynasty, the Great Wall was strengthened with more watchtowers. (Interestingly, the Great Wall was not built to keep people out of China—soldiers could easily climb it with ladders. But the wall kept soldiers from bringing their horses with them. Without their horses, armies were much less effective.)

In addition, the Chinese moved their capital city. They didn't move it farther away to protect it. Instead, they moved it north, to **Beijing**. This way, Chinese rulers could keep a closer watch on the northern frontier.



**The Great Wall of China**

All along the northern frontier, Chinese armies stood at the ready. Occasionally, small bands of nomads from the north would raid China. Mostly, though, there was peace. This is because the Mings worked out an arrangement with the nomads of the north. The Ming goal was to keep the many tribes separated, so they would not gather too much strength. The Chinese gave gifts of money and honor to nomad chiefs. In exchange, these tribes promised not to invade China and to pay China a yearly tribute.

All of these steps kept China safe for nearly 300 years. But soon, another threat arose north of the Great Wall, as you will see.

## ■ PRACTICE 25: The Ming Dynasty

Circle the letter of the correct answer to each of the following questions.

1. What steps did the Ming dynasty take to protect China from northern invaders?
  - a. They strengthened the Great Wall.
  - b. They stationed armies in the north.
  - c. They made arrangements with nomads of the north.
  - d. all of the above
  
2. Where did the Ming dynasty move their capital city?
  - a. north
  - b. south
  - c. east
  - d. west

### The Manchus

The region to the northeast of China is called **Manchuria**. Like the rest of the area north of China, Manchuria was home to many different tribes of nomads. Individually, they were no real threat to China and the Ming dynasty. But united, they could become a powerful force.

In the early 1600s, a chief named **Nurhachi** (1559–1626) united the many tribes of Manchuria under his rule. Where there had been many peoples, there was now a single people. They were called the **Manchus**, after Manchuria. Like the Mongols under Genghis Khan, the Manchus under Nurhachi were fierce, excellent horse soldiers. They were also committed to getting the wealth of China for themselves.



Manchu Empire



First, the Manchus conquered the Korean Peninsula to the southeast and areas to the west. They then struck south, into China. Within just a few years, by 1644, they conquered the Chinese capital of Beijing.

Once, before the Ming dynasty, China had been ruled by foreigners—the Mongols of the Yuan dynasty. Now, the Chinese had been conquered by foreigners again. The Manchus, like the Mongol conquerors before them, set up a new dynasty in China. This was the **Qing dynasty**. It lasted for almost 300 years, until 1911.

**TIP**



When you read, it may be tempting to pass over any maps. But spending a few minutes studying a map will actually make it easier for you to read quickly. Why? Because maps give you a mental picture, a setting, in which you can imagine the events you read about. For example, by looking at the map on page 51, you can imagine Manchu horsemen riding from Manchuria into China and capturing Beijing.

## **PRACTICE 26: The Manchus**

Circle the letter of the correct answer to each of the following questions.

1. Where is Manchuria located?
  - a. southeast of China
  - b. northeast of China
  - c. west of China
  - d. in what is now Tibet
  
2. Who united the tribes of Manchuria?
  - a. Beijing
  - b. the Ming dynasty
  - c. Nurhachi
  - d. Genghis Khan

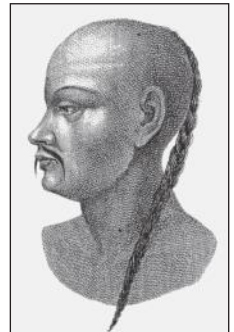
3. When did the Manchus conquer Beijing?
- a. 1600
  - b. 1644
  - c. 1911
  - d. 1500

## The Qing Dynasty

With the founding of the Qing dynasty, China again came under foreign rule. The Manchus, after all, were not Chinese. To reinforce the differences between themselves and the Chinese they ruled, the Manchus introduced several rules.

During the Qing dynasty, the Manchus required all Chinese men to wear their hair in a single braid of hair, called a **queue**. It made the differences between Chinese and Manchurian men more distinct. And it served as a symbol of submission to the power of the Manchus.

But the queue was only the most obvious difference. The Manchus worked hard to maintain the differences between themselves and their Chinese subjects. All Manchu men were required to speak the Manchu language. They also had to maintain Manchu cultural traditions. Moreover, Manchus and Chinese were forbidden to marry each other. Chinese people were not allowed to travel to and settle in Manchuria. It was reserved for Manchus only.



**Man Wearing a Queue**

### ■ PRACTICE 27: The Qing Dynasty

Circle the letter of the correct answer to each of the following questions.

1. Which statement about the Qing dynasty is FALSE?
- a. Manchus had to speak Chinese.
  - b. Manchus and Chinese could not marry.
  - c. Manchuria was reserved for Manchus.
  - d. Manchus were the ruling class.

NAME: \_\_\_\_\_

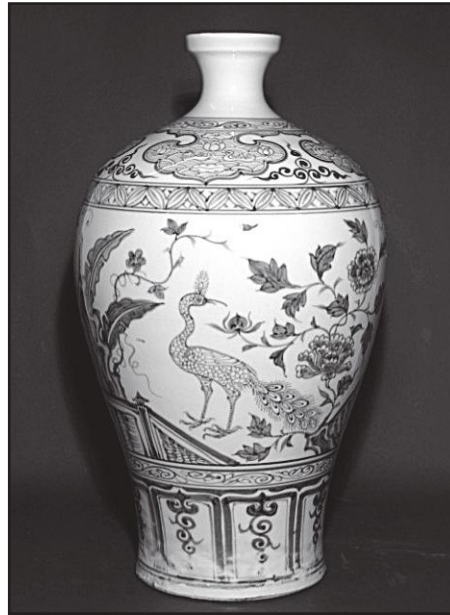


## UNIT 2 • ACTIVITY 14

### The Art of the Ming Dynasty

Under the Ming dynasty there was increased urbanization. This means that more people moved from the countryside to the city. In the city there was more opportunity to make money in the growing economy of Ming China. One result of the increasing wealth was the demand for luxury items such as silk and porcelain. The Chinese became famous during this time for the production of porcelain. Today, Ming vases and other porcelain objects are prized as priceless works of art.

Look at the photograph of the Ming vase shown below. It reveals some features of the culture of China. Explain those features by writing your answer to the question below the photograph.



Many of the bowls and vases produced during this time had striking patterns. These included stylized plants and animals. Examine the Ming vase closely. What does the pattern show? What values do you think the pattern represents?

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