

# An Age of Exploration and Isolation, 1400–1800

## PREVIEWING THEMES

### Cultural Interaction

European exploration of Asia resulted in a meeting of different cultures. While this cultural interaction spurred the exchange of many goods and ideas, the people of Asia also resisted European influence.

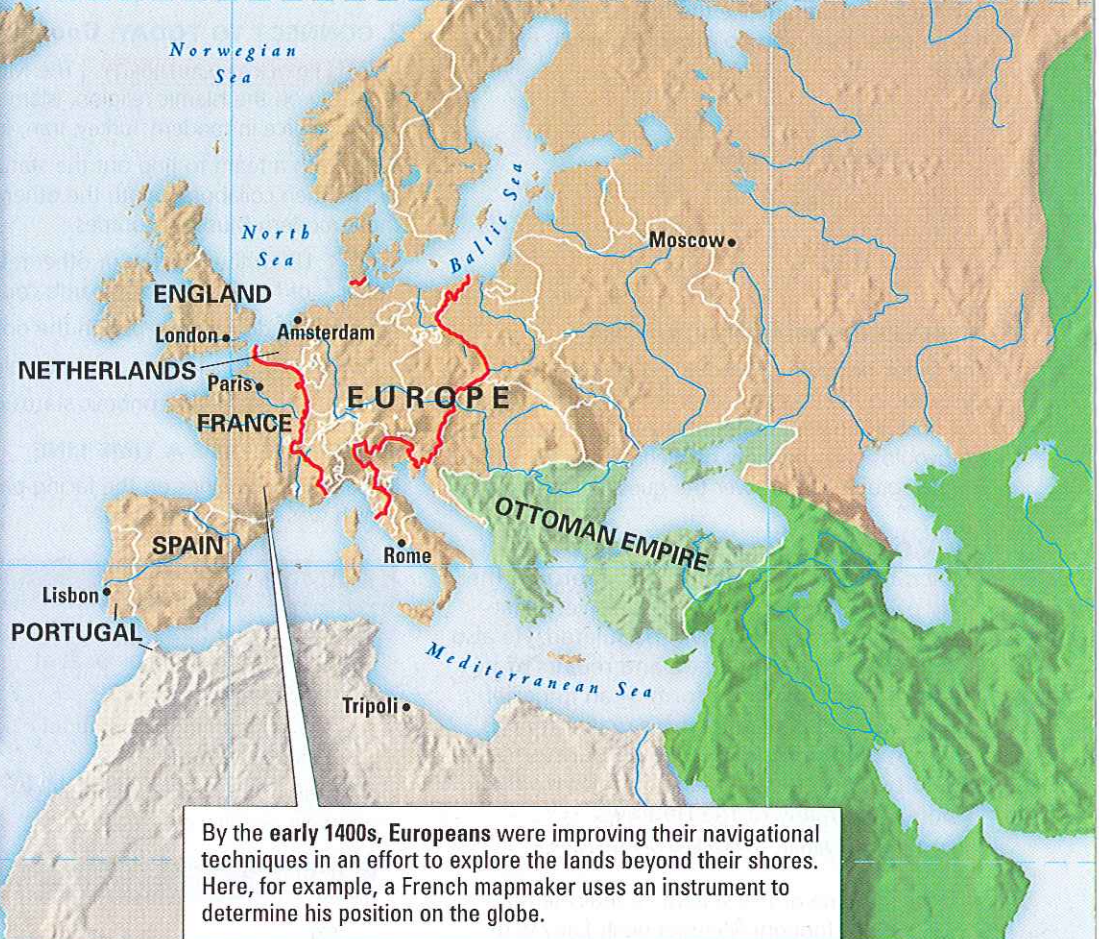
### Economics

The desire for wealth was a driving force behind European exploration of the East. Europeans sought control over the trade of popular goods from Asian countries; European merchants and sailors took to the seas in search of these lands.

### Science & Technology

Europeans were able to explore faraway lands only after they improved their sailing technology. Innovations in shipbuilding and navigational techniques allowed Europeans to expand far beyond their borders.

## EUROPE AND ASIA, AROUND 1500

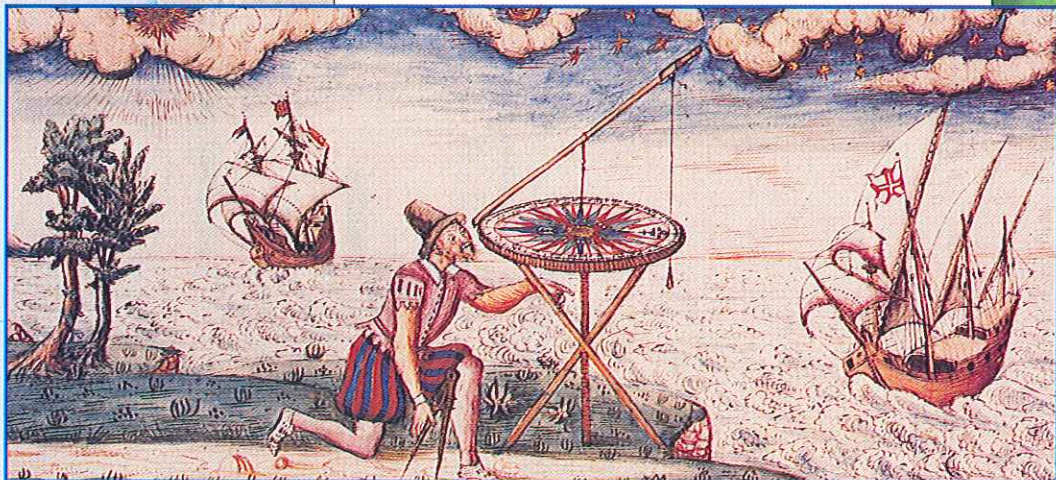


By the early 1400s, Europeans were improving their navigational techniques in an effort to explore the lands beyond their shores. Here, for example, a French mapmaker uses an instrument to determine his position on the globe.



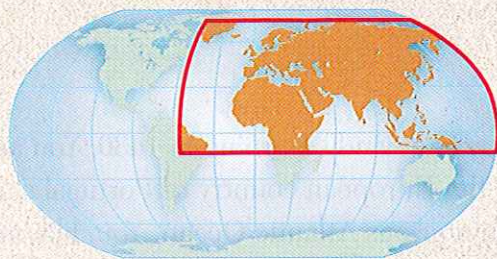
### INTERNET CONNECTION

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Arabian  
Sea

INDIAN  
OCEAN

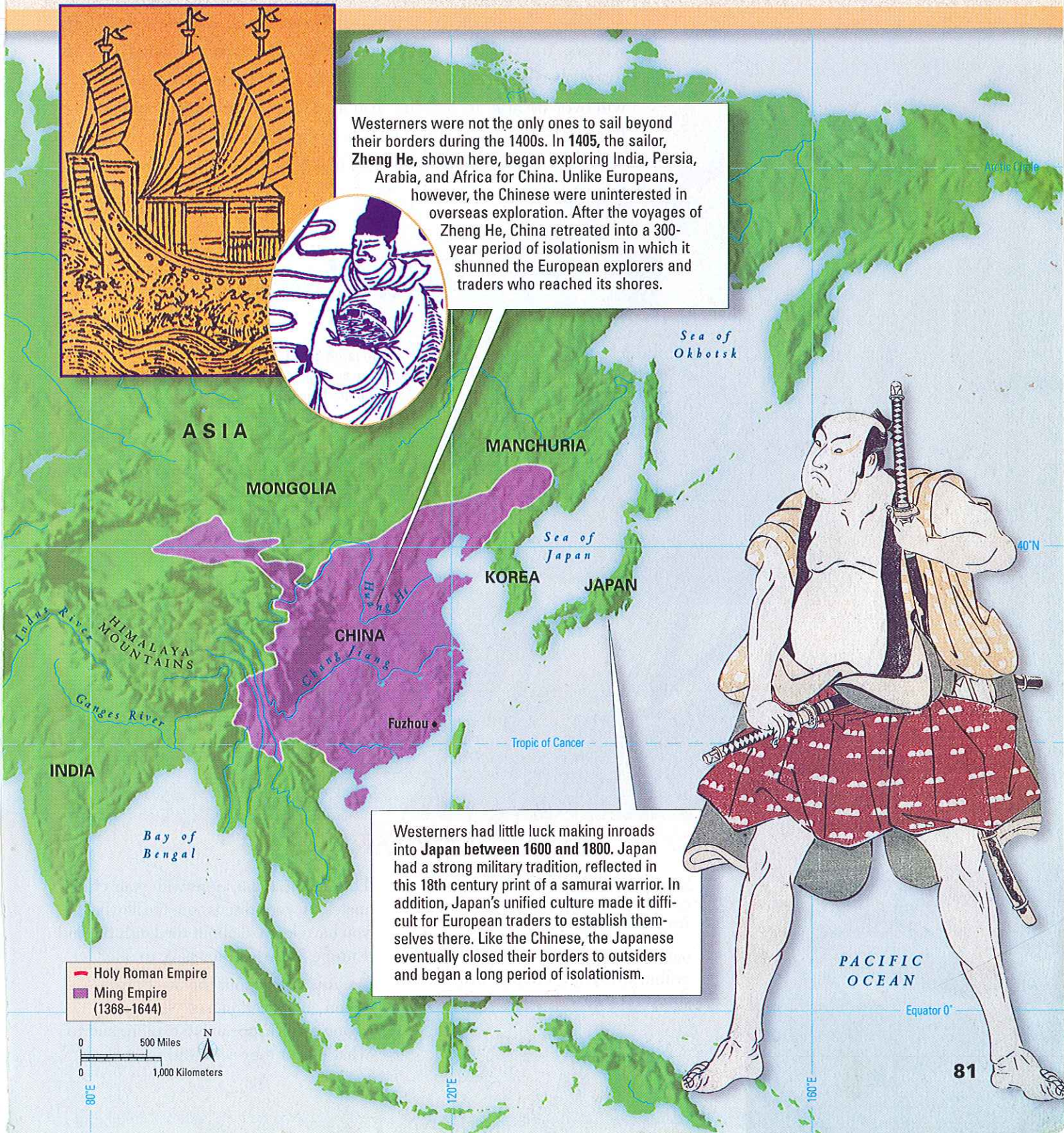


**PREVIEWING THE CHAPTER**

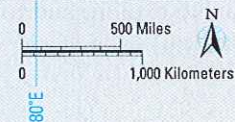
<b>Section 1</b>	<b>Europeans Explore the East</b>	<b>83</b>
<b>Section 2</b>	<b>China Rejects European Outreach</b>	<b>89</b>
<b>Section 3</b>	<b>Japan Limits Western Contacts</b>	<b>94</b>



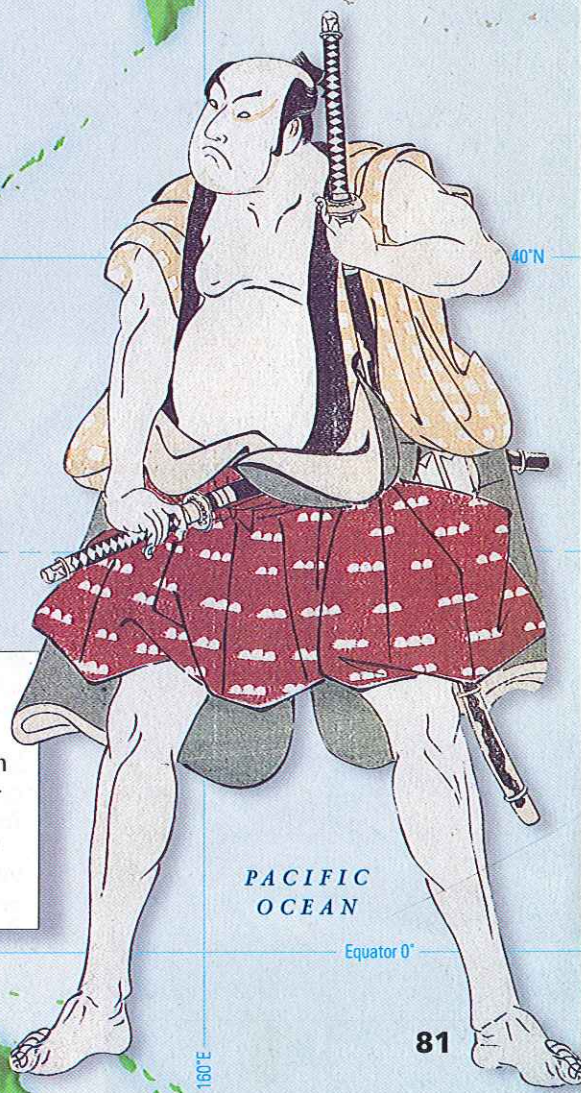
Westerners were not the only ones to sail beyond their borders during the 1400s. In 1405, the sailor, **Zheng He**, shown here, began exploring India, Persia, Arabia, and Africa for China. Unlike Europeans, however, the Chinese were uninterested in overseas exploration. After the voyages of Zheng He, China retreated into a 300-year period of isolationism in which it shunned the European explorers and traders who reached its shores.



— Holy Roman Empire  
 — Ming Empire (1368–1644)



Westerners had little luck making inroads into Japan between 1600 and 1800. Japan had a strong military tradition, reflected in this 18th century print of a samurai warrior. In addition, Japan's unified culture made it difficult for European traders to establish themselves there. Like the Chinese, the Japanese eventually closed their borders to outsiders and began a long period of isolationism.



# Interact *with* History

Claiming new lands could bring glory and prestige to your country.

**I**t is a gray and windy morning in 1430. You are standing on a dock in the European country of Portugal staring out at the dark and mysterious Atlantic Ocean. You, like most people at the time, have no idea what lies beyond the horizon. Now you may find out. You have been asked to go on a voyage of exploration.

You've heard all the terrifying stories of sea monsters and shipwrecks. You've heard the warnings that the currents along parts of western Africa are "so terrible that no ship having once passed . . . will ever be able to return." You also have heard that possible financial gain awaits those who help explore and claim new lands. Now, as the captain calls for you to come aboard, you must decide.

## Would you go?

The large hold of your ship could carry back gold, jewels, and other valuable items found in distant lands.

Raging waves could destroy your ship and leave you at the mercy of the sea.

### EXAMINING *the* ISSUES

- What possible rewards might come from exploring the seas for new lands?
- What are the risks involved in embarking on a voyage into the unknown?

Discuss these questions with your classmates. In your discussion, recall what you have learned about the lands beyond Europe and what they have to offer.

**As you read** about the age of exploration and isolation, see what goals prompted Europeans to explore and to what extent they achieved these goals.

1

# Europeans Explore the East

## TERMS & NAMES

- Bartolomeu Dias
- Prince Henry
- Vasco da Gama
- Treaty of Tordesillas
- Dutch East India Company

### MAIN IDEA

Driven by the desire for wealth and Christian converts, Europeans began an age of exploration.

### WHY IT MATTERS NOW

European exploration was an important step toward the global interaction that characterizes the world today.

**SETTING THE STAGE** By the early 1400s, Europeans were ready to venture beyond their borders. As Chapter 1 explained, the Renaissance encouraged, among other things, a new spirit of adventure and curiosity. This spirit of adventure—along with several other important factors—prompted Europeans to explore the world around them. This chapter and the next one describe how these explorations began a long process that would bring together the peoples of many different lands and permanently change the world.

## Many Factors Encourage Exploration

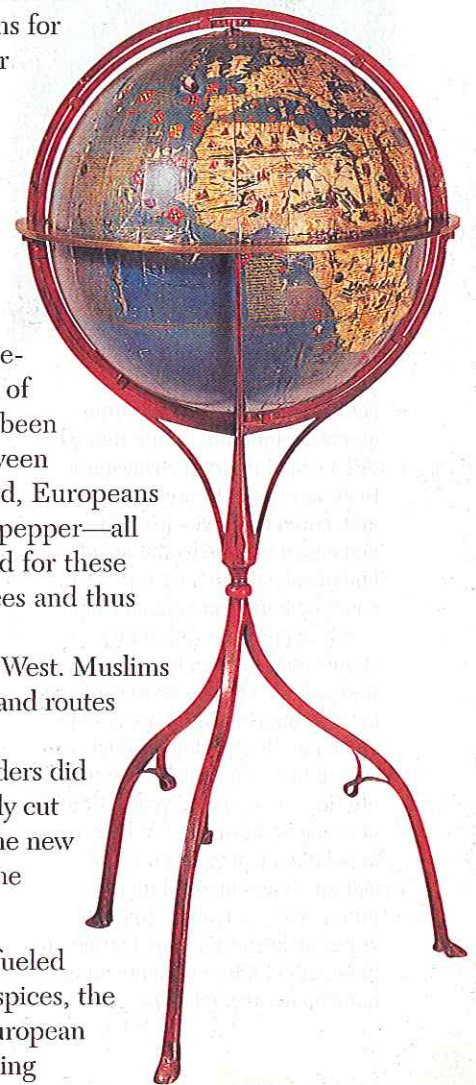
Europeans had not been completely isolated from the rest of the world before the 1400s. Beginning around 1100, European crusaders battled Muslims for control of the Holy Lands in Southwest Asia. In 1275, the Italian trader Marco Polo reached the court of Kublai Khan in China. For the most part, however, Europeans had neither the interest nor the ability to explore foreign lands. That changed by the early 1400s. The desire to grow rich and to spread Christianity, coupled with advances in sailing technology, spurred an age of European exploration.

**Europeans Seek Greater Wealth** The desire for new sources of wealth was the main reason for European exploration. Through overseas exploration, merchants and traders hoped ultimately to benefit from what had become a profitable business in Europe: the trade of spices and other luxury goods from Asia. The people of Europe had been introduced to these items during the Crusades, the wars fought between Christians and Muslims from 1096 to 1270. After the Crusades ended, Europeans continued to demand such spices as nutmeg, ginger, cinnamon, and pepper—all of which added flavor to the bland foods of Europe. Because demand for these goods was greater than the supply, merchants could charge high prices and thus make great profits.

The Muslims and Italians controlled the trade of goods from East to West. Muslims sold Asian goods to Italian merchants, who controlled trade across the land routes of the Mediterranean region. The Italian merchants resold the items at increased prices to merchants throughout Europe. Other European traders did not like this arrangement. Paying such high prices to the Italians severely cut into their own profits. By the 1400s, European merchants—as well as the new monarchs of England, Spain, Portugal, and France—sought to bypass the Italian merchants. This meant finding a sea route directly to Asia.

**The Spread of Christianity** The desire to spread Christianity also fueled European exploration. Aside from leaving Europeans with a taste for spices, the Crusades left feelings of hostility between Christians and Muslims. European nations believed that they had a sacred duty not only to continue fighting

This globe depicts the Europeans' view of the world around 1492. Europe and Africa, shown here, were the lands Europeans had explored most by that time.



### THINK THROUGH HISTORY

#### A. Analyzing Issues

Why did many European merchants dislike the way goods were traded from East to West?

Muslims, but also to convert non-Christians throughout the world.

Europeans hoped to obtain popular goods directly from the peoples of Asia. They also hoped to Christianize them. **Bartolomeu Dias**, an early Portuguese explorer, explained his motives: “to serve God and His Majesty, to give light to those who were in darkness and to grow rich as all men desire to do.”

**Technological Advances** While “God, glory, and gold” were the primary motives for exploration, advances in technology made the voyages of discovery possible. During the 1200s, it would have been nearly impossible for a European sea captain to cross 3,000 miles of ocean and return again. The main problem was that European ships could not sail against the wind. In the 1400s, shipbuilders designed a new vessel—the caravel. The caravel was sturdier than earlier vessels. In addition, its triangular sails allowed it to sail effectively against the wind.

Europeans also improved their navigational techniques. To better determine their location on the sea, sailors used the astrolabe, which the Muslims had perfected. The astrolabe was a brass circle with carefully adjusted rings marked off in degrees. Using the rings to sight the stars, a sea captain could tell how far north or south of the equator he was. Explorers were also able to more accurately track their direction by using a magnetic compass invented by the Chinese.

#### THINK THROUGH HISTORY

**B. Summarizing**  
How does the phrase, “God, glory, and gold” summarize the Europeans’ motives for exploration?

## HISTORYMAKERS



**Prince Henry**  
1394–1460

For his role in promoting Portuguese exploration, Prince Henry is often called Henry the Navigator. Historians paint Henry as a quiet and extremely driven man. So consumed was he by the quest to find new lands, that he reportedly shunned female companionship.

Throughout his life, Henry supposedly showed little emotion. It was said that no one ever saw him lose his temper. When angry with someone, Henry allegedly just waved them from his presence, uttering, “I commend you to God, may you be fortunate.” While some considered him to be cold and distant, others insisted that the prince had a sensitive side. One writer claimed that upon learning of the death of a friend, Henry wept nonstop for several days.

## Portugal Leads the Way

The leader in developing and applying these sailing innovations was Portugal. Located on the Atlantic Ocean at the southwest corner of Europe, Portugal first established trading outposts along the west coast of Africa. Eventually, Portuguese explorers pushed farther east into the Indian Ocean.

**The Portuguese Explore Africa** Portugal took the lead in overseas exploration in part due to strong government support. The nation’s most enthusiastic supporter of exploration was **Prince Henry**, the son of Portugal’s king. Henry’s dreams of overseas exploration began in 1415 when he helped conquer the Muslim city of Ceuta in North Africa. There, he had his first glimpse of the dazzling wealth that lay beyond Europe. Throughout Ceuta, the Portuguese invaders found exotic stores filled with pepper, cinnamon, cloves, and other spices. In addition, they encountered large supplies of gold, silver, and jewels.

Henry returned to Portugal determined to reach the source of these treasures in the East. The prince also wished to spread the Christian faith. In 1419, Henry founded a navigation school on the southwestern coast of Portugal. Mapmakers, instrument makers, shipbuilders, scientists, and sea captains gathered there to perfect their trade.

Within several years, Portuguese ships began creeping down the western coast of Africa. By the time Henry died in 1460, the Portuguese had established a series of trading posts along the shores of Africa. There, they traded with Africans for such profitable items as gold and ivory. Eventually, they traded for African captives to be used as slaves. Having established their presence along Africa’s western coast, Portuguese explorers plotted their next daring move. They would find a sea route to Asia.

**Portuguese Sailors Reach Asia** The Portuguese believed that to reach Asia by sea, they would have to sail around the southern tip of Africa. In 1487, Portuguese captain Bartolomeu Dias ventured

# The Tools of Exploration

Out on the open seas, winds easily blew ships off course. With only the sun, moon, and stars to guide them, few sailors willingly ventured beyond the sight of land. In order to travel to distant parts of the world, European inventors and sailors experimented with new tools for navigation and new designs for sailing ships.



Here, a naval officer uses a sextant, which replaced the astrolabe in measuring the height of the stars above the horizon.

The triangular sails allowed the caravel to sail effectively against the wind. With these sails the ship could tack (sail on a zigzag course) more directly into the wind than could a square-rigged ship.



The improved rudder allowed the caravel to turn more easily.

The large cargo area was capable of carrying the numerous supplies needed for long voyages.

This 16th century Italian compass (with its lid beside it) is typical of those taken by navigators on the great voyages of exploration. The compass was invented by the Chinese.



### Connect to History

**Analyzing Motives** Why did inventors and sailors develop better tools for navigation?

SEE SKILLBUILDER HANDBOOK, PAGE 652

### Connect to Today

**Modern Sailing** Investigate what types of navigational or other tools modern sailors use. Choose one tool and write a brief explanation of what it does. Be prepared to present your report to the class.



## Daily Life

### A Rough Trip

Life aboard a ship during the age of exploration was no pleasure cruise. With no refrigeration system, foods such as fruits, vegetables, and meats quickly rotted. For nourishment, sailors often had to rely on a rock-hard, bland-tasting biscuit, known as hardtack.

In addition, swift and brutal punishment often awaited those who broke the ship's rules. The most common punishment was with the "cat-o'-nine-tails," a whip made of nine knotted cords (shown here). The sailor was tied down and repeatedly struck on his bare back.

farther down the coast of Africa until he reached the tip. As he arrived, a huge storm rose and battered his fleet for days. When the storm ended, Dias realized his ships had been blown around the tip to the other side of the continent. Dias explored the southeast coast of Africa and then considered sailing to India. However, his crew was exhausted and food supplies were low. As a result, the captain returned home.

With the southern tip of Africa finally rounded, the Portuguese continued pushing east. In 1498, the Portuguese explorer **Vasco da Gama** reached the port of Calicut, on the southwestern coast of India. Da Gama and his crew were amazed by the spices, as well as the rare silks and precious gems, that filled Calicut's shops. The Portuguese sailors filled their ships with such spices as pepper and cinnamon and returned to Portugal in 1499. The Portuguese gave da Gama a hero's welcome. His remarkable voyage of 27,000 miles had given Portugal a direct sea route to India.

**Spanish Claims** Before da Gama's historic voyage, as the Portuguese established trading posts along the west coast of Africa, Spain watched with increasing envy. The Spanish monarchs also desired a direct sea route to the treasures of Asia.

In 1492, an Italian sea captain, Christopher Columbus, convinced Spain to finance what was at that time a bold plan: finding a route to Asia by sailing west across the Atlantic Ocean. In October of that year, Columbus reached the shores of an island in the Caribbean. Columbus's voyage would open the way for European colonization of the American continents—a process that would forever change the world. The immediate impact of Columbus's voyage, however, was to increase tensions between Spain and Portugal.

Columbus thought that he had indeed reached Asia. Believing him to be right, Portugal suspected that Columbus had claimed for Spain lands that Portuguese sailors might have reached first. The rivalry between Spain and Portugal grew more tense. In 1493, Pope Alexander VI stepped in to keep peace between the two nations. He suggested an imaginary dividing line, drawn north to south, through the Atlantic Ocean. All lands to the west of the line, known as the Line of Demarcation, would be Spain's. All lands to the east of the line would belong to Portugal.

Portugal complained that the line gave too much to Spain. So it was moved farther west to include parts of modern-day Brazil for the Portuguese. In 1494, Spain and Portugal signed the **Treaty of Tordesillas**, in which they agreed to honor the line. The era of exploration and colonization was about to begin in earnest.

## Trading Empires in the Indian Ocean

With da Gama's voyage, Europeans had finally opened direct sea trade with Asia. They also opened an era of violent conflict in the East. European nations scrambled to establish profitable trading outposts along the shores of South and Southeast Asia. And all the while they battled the region's inhabitants, as well as each other.

**Portugal's Trading Empire** In the years following da Gama's voyage, Portugal built a bustling trading empire throughout the Indian Ocean. As they moved into the region, they took control of the spice trade from Muslim merchants. In 1509, Portugal extended its control over the area when it defeated a Muslim fleet off the coast of India.

The following year, the Portuguese captured Goa, a port city on India's west coast. They made it the capital of their trading empire. They then sailed farther east to Indonesia, also known as the East Indies. In 1511, a Portuguese fleet attacked the city of Malacca on the west coast of the Malay peninsula. In capturing the town, the

### Background

Dias named Africa's southern tip the Cape of Storms. However, Portugal's ruler was so pleased with the explorer's journey, that he renamed it the Cape of Good Hope.

### THINK THROUGH HISTORY

**C. Analyzing Issues**  
How did the Treaty of Tordesillas ease tensions between Spain and Portugal?

### Background

Indonesia is the fourth most populous country in the world. It consists of some 13,670 islands, but only about 7,000 are inhabited.

Portuguese seized control of the Strait of Malacca. Seizing this waterway gave them control of the Moluccas. These were islands so rich in spices that they became known as the Spice Islands.

In convincing his crew to attack Malacca, Portuguese sea captain Afonso de Albuquerque stressed his country's intense desire to crush the Muslim-Italian domination over Asian trade:

**A VOICE FROM THE PAST**

... If we deprive them [Muslims] of this their ancient market there, there does not remain for them a single port in the whole of these parts, where they can carry on their trade in these things. ... I hold it as very certain that if we take this trade of Malacca away out of their hands, Cairo and Mecca are entirely ruined, and to Venice will no spiceries ... [be] ... conveyed except that which her merchants go and buy in Portugal.

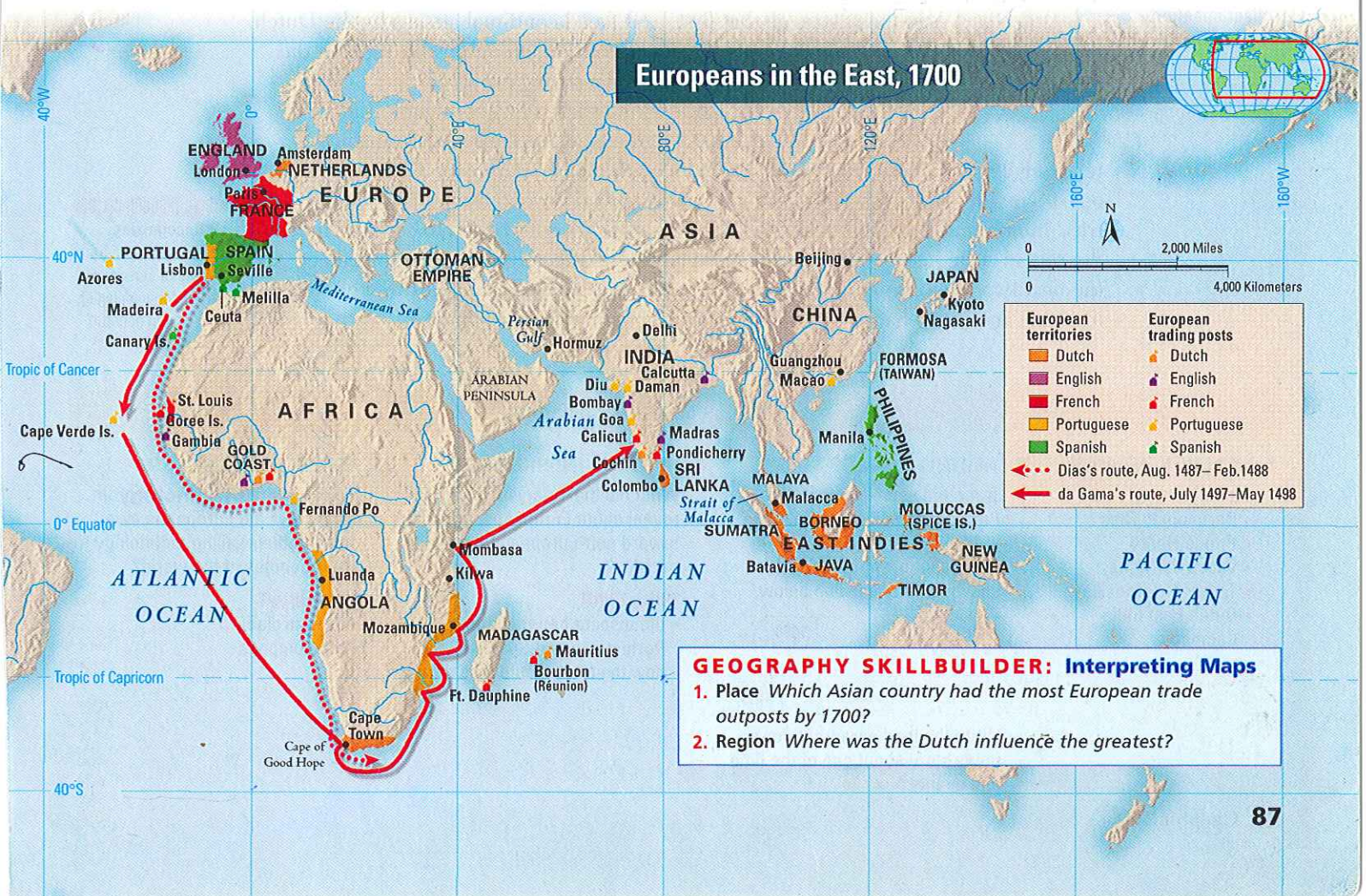
AFONSO DE ALBUQUERQUE, from *The Commentaries of the Great Afonso Dalboquerque*

Portugal did indeed break the old trade network from the East—much to the delight of European consumers. Portuguese merchants brought back goods from Asia at about a fifth of what they cost when purchased through the Arabs and Italians. As a result, more Europeans could afford these items.

In time, Portugal's success in Asia attracted the attention of other European nations. As early as 1521, a Spanish expedition led by Ferdinand Magellan arrived in the Philippines. Spain claimed the islands and began settling them in 1565. By the early 1600s, the rest of Europe had begun descending upon Asia. They were looking to establish their own trade empires in the East.

**Other Nations Drive Out the Portuguese** Beginning around 1600, the English and Dutch began to challenge Portugal's dominance over the Indian Ocean trade. The Dutch Republic is also known as the Netherlands. It is a small country situated along

**THINK THROUGH HISTORY**  
**D. Recognizing Effects** How did the European domination of the Indian Ocean trade eventually impact Europeans back home?





the North Sea in northwestern Europe. Since the early 1500s, Spain had ruled this area. In 1581, the people of the region declared their independence from Spain and established the Dutch Republic.

In a short time, the Netherlands became a leading sea power. By 1600, the Dutch owned the largest fleet of ships in the world—20,000 vessels. Together, the English and Dutch broke Portuguese control of the Asian region. The two nations then battled one another for dominance of the area. Each nation had formed an East India Company to establish and direct trade throughout Asia. These companies had the power to mint money, make treaties, and even raise their own armies. The **Dutch East India Company** was richer and more powerful than England's company. As a result, the Dutch eventually drove out the English and established their dominance over the region.

**THINK THROUGH HISTORY**

**E. Analyzing Issues**

How were the Dutch able to dominate the Indian Ocean trade?

**CONNECT to TODAY**

**The Dutch in South Africa**

Since colonizing the Cape of Good Hope, the Dutch have retained a powerful and controversial presence in South Africa. Dutch settlers, known as Boers, continually battled the British after Great Britain seized the region in 1806.

The Boers, who now call themselves Afrikaners, gained some control in 1924. They began restricting the rights of the nation's mostly nonwhite population. In 1948, the Afrikaners took control of the government. They established apartheid, a legal system of severe discrimination.

During the 1990s, the government began repealing its apartheid laws, as it finally agreed to share power with the Africans.

**European Trade Outposts** In 1619, the Dutch established their trading headquarters at Batavia on the island of Java. From there they expanded west to conquer several nearby islands. In addition, the Dutch seized both the port of Malacca and the valuable Spice Islands from Portugal. Throughout the 1600s, the Netherlands increased its control over the Indian Ocean trade. With so many goods from the East traveling to the Netherlands, the nation's capital, Amsterdam, became a leading commercial center. By 1700, the Dutch ruled much of Indonesia and had trading posts in numerous Asian countries. They also controlled the Cape of Good Hope on the southern tip of Africa.

By this time, however, Britain and France had gained a foothold in the region. Having failed to gain control of the larger area, the English East India Company focused much of its energy on establishing outposts in India. There, the English built up a successful business trading fine cloth on the European market. In 1664, France also entered the Asia trade with its own East India Company. The company struggled at first, as it faced continual attacks by the Dutch. The French company finally established an outpost in India in the 1720s. However, it never showed a strong profit.

As the Europeans battled for a share of the profitable Indian Ocean trade, their influence in inland Southeast Asia remained

relatively limited. European traders did gain control of numerous port cities throughout the region. However, their influence rarely spread beyond the ports into the countries' interiors. From 1500 to about 1800—when Europeans began to conquer much of the region—the peoples of Asia remained largely unaffected by European contact. As the next two sections explain, European traders who sailed farther east to seek riches in China and Japan had even less success in spreading Western culture.

**THINK THROUGH HISTORY**

**F. Recognizing Effects**

How did the arrival of Europeans affect the peoples of the East in general?

**Section 1 Assessment**

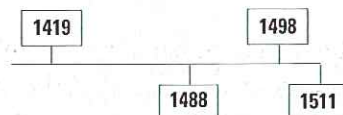
**1. TERMS & NAMES**

Identify

- Bartolomeu Dias
- Prince Henry
- Vasco da Gama
- Treaty of Tordesillas
- Dutch East India Company

**2. TAKING NOTES**

Trace the establishment of Portugal's trading empire in the Indian Ocean by supplying the significant event for each date shown on the time line below.



Write the lead paragraph for a news story about one of the time line events.

**3. MAKING INFERENCES**

What did the Treaty of Tordesillas reveal about Europeans' attitudes toward non-European lands and peoples?

**THINK ABOUT**

- the dispute between the Portuguese and Spanish
- how the treaty settled the dispute

**4. ANALYZING THEMES**

**Science and Technology** In what ways did Europeans owe some of their sailing technology to other peoples of the world?

**THINK ABOUT**

- the astrolabe
- the compass

# China Rejects European Outreach

## TERMS & NAMES

- Ming Dynasty
- Hongwu
- Yonglo
- Zheng He
- Manchus
- Qing Dynasty
- Kangxi

### MAIN IDEA

Advances under the Ming and Qing dynasties left China self-contained and uninterested in European contact.

### WHY IT MATTERS NOW

China's independence from the West continues today, even as it forges new economic ties with the outside world.

**SETTING THE STAGE** Europeans made healthy profits in the Indian Ocean trade. Looking for additional sources of wealth, they sought a trading relationship with China. By the time westerners arrived in the 1500s, China had driven out its Mongol rulers and had united under the Ming Dynasty.

## The Ming Dynasty

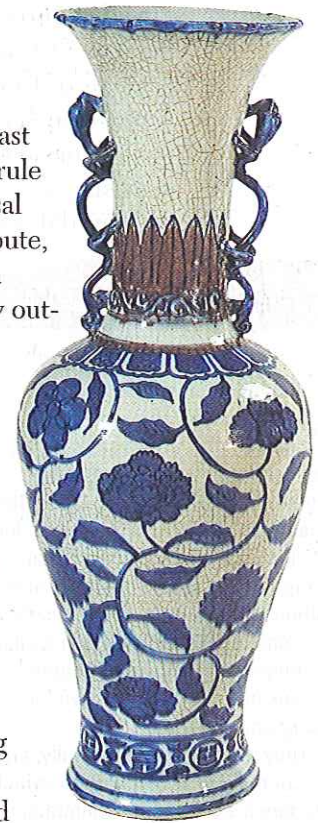
By the time the first Portuguese ships dropped anchor off the Chinese coast in 1514, China had become the dominant power in the region under the rule of the **Ming Dynasty** (1368–1644). In recognition of China's power, vassal states from Korea to Southeast Asia paid their Ming overlords regular tribute, a payment by one nation to another to acknowledge its submission. China expected the Europeans to do the same. The Ming rulers would not allow outsiders from distant lands to threaten the peace and prosperity they had brought to China following the end of Mongol rule.

**The Rise of the Ming** **Hongwu**, the son of a peasant, commanded the rebel army that drove the Mongols out of China in 1368. That same year he became the first emperor of the Ming Dynasty. Hongwu continued to rule from the former Yuan capital of Nanjing in the south. He began reforms designed to restore agricultural lands devastated by war, erase all traces of the Mongol past, and promote China's power and prosperity. Hongwu's agricultural reforms increased rice production and improved irrigation. He also encouraged the introduction of fish farming and the growing of commercial crops, such as cotton and sugar cane.

The first Ming emperor used respected traditions and institutions to bring stability to China. For example, he encouraged a return to Confucian moral standards. He improved imperial administration by restoring the merit-based civil service examination system. Later in his rule, however, when problems began to develop, Hongwu became a ruthless tyrant. Suspecting plots against his rule everywhere, he conducted purges in which many thousands of government officials were killed.

Hongwu's death in 1398 led to a power struggle. His son **Yonglo** (yung-lu) emerged victorious from this struggle. Yonglo continued many of his father's policies, although he moved the royal court to Beijing. In addition, Yonglo had a far-ranging curiosity about the outside world. In 1405—before Europeans began to sail beyond their borders—he launched the first of seven voyages of exploration. All were led by a Chinese Muslim admiral named **Zheng He** (jung huh).

**The Voyages of Zheng He** Zheng He's expeditions were remarkable for their magnitude. Everything about them was large—distances traveled, size of the fleet, and measurements of the ships themselves. The earliest voyages were to Southeast Asia and India. Later expeditions roamed as far as Arabia and eastern Africa.



This blue and white porcelain vase, with its finely detailed pattern, is from the Ming Dynasty. Ming porcelain is considered to be one of the culture's most famous achievements.

### Vocabulary

**vassal states:** countries that recognize the overlordship, or domination, of another country.

### Background

Confucianism stressed social order, harmony, and good government through education, strong family relationships, and respect for elders.

### Vocabulary

**purges:** ways of ridding a nation, or political party, of people considered undesirable.

Yonglo hoped to impress the world with the power and splendor of Ming China and also hoped to expand China's tribute system. Zheng He's voyages accomplished these goals. From about 40 to 300 ships sailed in each expedition. Among them were fighting ships, storage vessels, and huge "treasure" ships up to 440 feet long. The fleet's crews numbered over 27,000 on some voyages. They included sailors, soldiers, carpenters, interpreters, accountants, doctors, and religious leaders. Like some huge floating city, the fleet sailed from port to port along the Indian Ocean.

Everywhere Zheng He went, he distributed gifts, such as gold, silver, silk, and scented oils, to show Chinese superiority. As a result, more than 16 countries sent tribute to the Ming court. Many envoys traveled to China. Still, Chinese scholar-officials complained that these voyages wasted valuable resources. After the seventh voyage ended in 1433, there were no more. China withdrew into its self-sufficient isolation.

**Ming Relations with Foreign Countries** China's official trade policies in the 1500s reflected its isolation. To keep the influence of outsiders to a minimum, only the government was to conduct foreign trade, through three coastal ports. In reality, trade flourished up and down the coast. Profit-minded Chinese merchants smuggled cargoes of silk, porcelain, and other valuable goods out of the country into the eager hands of European merchants. Usually, Europeans paid for their purchases with silver—much of it from mines in the Americas.

Demand for Chinese goods had a ripple effect on the economy. Industries such as silk making and ceramics grew rapidly. Manufacturing and commerce increased. However, China did not become highly industrialized for two main reasons. First, the whole idea of commerce offended China's Confucian beliefs. Merchants, it was said, made their money "supporting foreigners and robbery." Second, Chinese economic policies traditionally favored agriculture. Taxes on agriculture stayed low. Taxes on manufacturing and trade skyrocketed.

Accompanying European traders into China were Christian missionaries. The missionaries brought Christianity as well as a variety of European inventions, including the clock and the prism. The first missionary to have an impact was an Italian Jesuit, Matteo Ricci. He gained special favor at the Ming court through his intelligence and his ability to speak and write Chinese. However, many educated Chinese opposed Christianity.

#### Vocabulary

envoys: government representatives sent to a foreign country.

#### THINK THROUGH HISTORY

##### A. Making

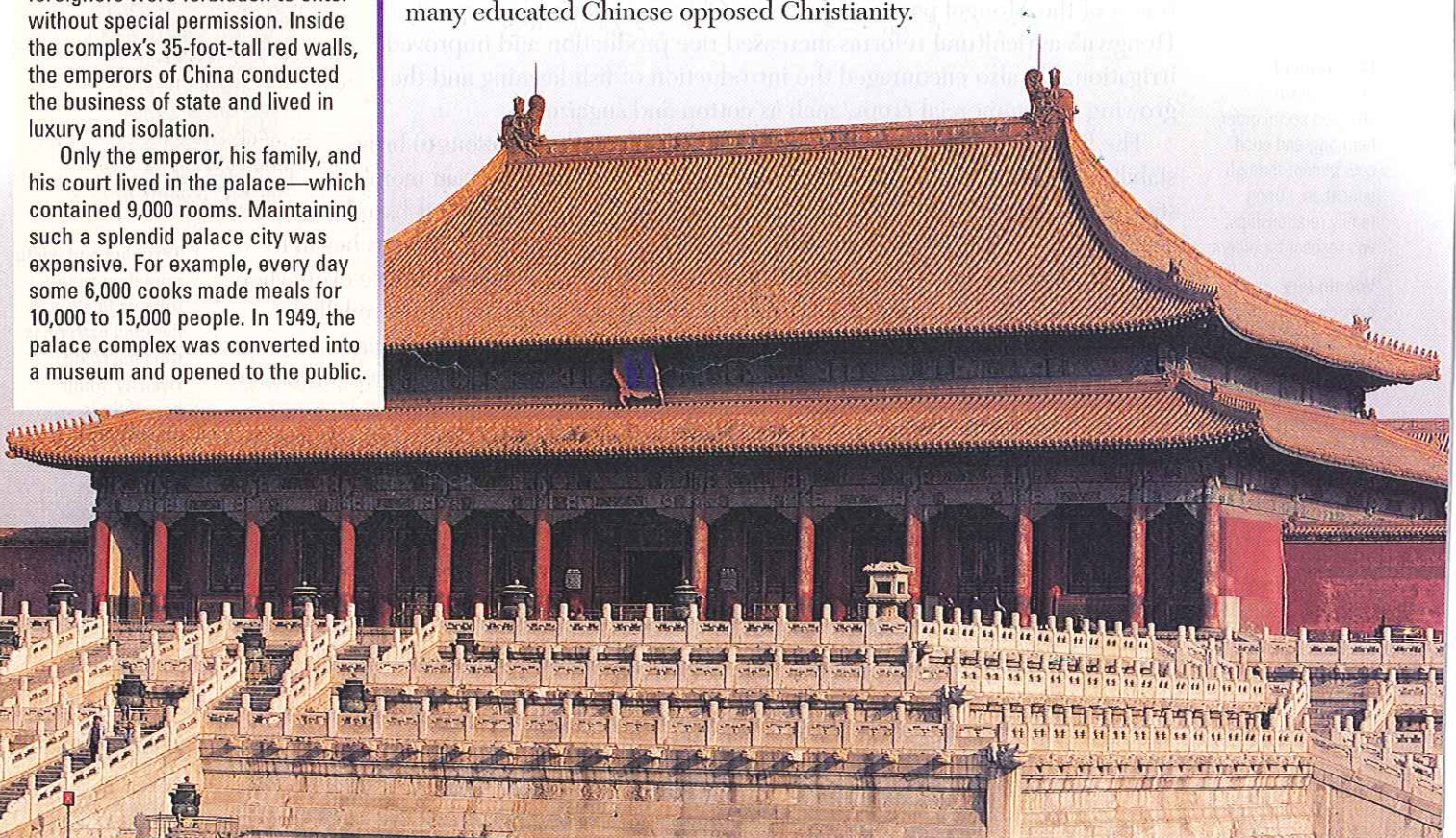
**Inferences** What do you think the people of other countries thought about China when they were visited on one of Zheng He's voyages?

## SPOTLIGHT ON

### The Forbidden City

A stunning monument to China's isolationism was an extravagant palace complex at the capital city, Beijing. It was built by emperor Yonglo between 1404 and 1420. The palace was known as the Forbidden City because all commoners and foreigners were forbidden to enter without special permission. Inside the complex's 35-foot-tall red walls, the emperors of China conducted the business of state and lived in luxury and isolation.

Only the emperor, his family, and his court lived in the palace—which contained 9,000 rooms. Maintaining such a splendid palace city was expensive. For example, every day some 6,000 cooks made meals for 10,000 to 15,000 people. In 1949, the palace complex was converted into a museum and opened to the public.



## The Qing Dynasty

By 1600, the Ming had ruled for more than 200 years, and the dynasty was weakening. Its problems grew—ineffective rulers, corrupt officials, and a government out of money. Higher taxes and bad harvests pushed millions of peasants toward starvation. Civil strife and rebellion followed.

Beyond the northeast end of the Great Wall lay Manchuria. In 1644, the **Manchus** (MAN-chooz), the people of that region, invaded China. The Ming could not repel the invasion, and the dynasty collapsed. The Manchus took over Beijing, and the Manchu leader became China's new emperor. As the Mongols had done, the Manchus took a Chinese name for their dynasty, the **Qing** (chihng) **Dynasty**. They would rule China for more than 260 years and bring Taiwan, Chinese Central Asia, Mongolia, and Tibet into China.

**China Under the Qing Dynasty** Many Chinese resisted rule by the non-Chinese Manchus. Rebellions flared up periodically for decades. The Manchus forced Chinese men to wear their hair in a pigtail as a sign of submission to their rule. The Manchus, however, slowly earned the people's respect. They upheld China's traditional Confucian beliefs and social structures. They made the country's frontiers safe and restored China's prosperity. Two powerful Manchu rulers contributed greatly to the acceptance of the new dynasty.

The first, **Kangxi** (kahng-shee), became emperor in 1661 and ruled for some 60 years. Kangxi reduced government expenses and lowered taxes. A scholar and patron of the arts, Kangxi gained the support of Chinese intellectuals by offering them government positions. He also enjoyed the company of the Jesuits at court. They informed him of the latest developments in science, medicine, and mathematics in Europe.

Under Kangxi's grandson Qian-long (chyahn-lung), who ruled from 1736 to 1795, China reached its greatest size and prosperity. An industrious emperor like his grandfather, Qian-long often rose at dawn to work on the problems of the empire. Those problems included armed nomads on its borders, Christian missionaries, and European merchants.

**Manchus Continue a Policy of Isolation** To the Chinese, their country—the Middle Kingdom—had been the cultural center of the universe for two thousand years. If foreign states wished to trade with China, they would have to follow Chinese rules. These included trading only at special ports and paying tribute.

The Dutch, masters of the Indian Ocean trade by the time of Qian-long, accepted these restrictions. Their diplomats paid tribute to China's emperor through gifts and by performing the required "kowtow" ritual. This ritual involved their kneeling in front of the emperor and touching their heads to the ground nine times. As a result, the Chinese accepted the Dutch as trading partners. The Dutch returned home with traditional porcelains and silk, as well as China's highly prized new trade item—tea. By 1800, tea would make up 80 percent of shipments to Europe.

Great Britain also wanted to increase trade with China. However, the British did not like China's trade restrictions. In 1793, a British mission led by Lord George Macartney delivered a letter from King George III to Qian-long. The letter asked for a better trade arrangement, including Chinese acceptance of British manufactured goods. Macartney refused to kowtow to the emperor, although he reportedly bowed

### HISTORYMAKERS



**Kangxi**  
1654–1722

The emperor Kangxi had too much curiosity to remain isolated in the Forbidden City. To calm the Chinese in areas devastated by the Manchu conquest, Kangxi set out on a series of "tours."

On tours I learned about the common people's grievances by talking with them. . . . I asked peasants about their officials, looked at their houses, and discussed their crops.

In 1696, with Mongols threatening the northern border, Kangxi exhibited the kind of leadership unheard of in later Ming times. Instead of waiting in the palace for news from the front, he personally led 80,000 troops to victory over the Mongols.

#### THINK THROUGH HISTORY

**B. Summarizing**  
How did the Manchus earn the respect of the Chinese?

#### Background

Tea was first known in China around 2700 B.C. as a medicine. It did not become a daily drink until the third century A.D.

on one knee. Qian-long denied Britain's request. As Qian-long made clear in a letter to the British king, China was self-sufficient:

#### A VOICE FROM THE PAST

... There is nothing we lack, as your principal envoy and others have themselves observed. We have never set much store on strange or ingenious objects, nor do we need any more of your country's manufactures.

QIAN-LONG, from a letter to King George III of Great Britain

**THINK THROUGH HISTORY**  
**C. Making Inferences** Why do you think the kowtow ritual was so important to the Chinese emperor?

In the 1800s, the British, Dutch, and others would attempt to chip away at China's trade restrictions until the empire itself began to crack, as Chapter 12 will describe.

### CONNECT to TODAY

#### North Korea: The Hermit Kingdom

In the 17th and 18th centuries, Korea's strict isolation from the outside world caused it to be described as "the hermit kingdom." In the 1990s, this description can still be applied to communist North Korea. Closed to outsiders, North Korea has very little contact with other nations, even South Korea. China is still its only real ally.

**Korea Under the Manchus** In 1636, even before they came to power in China, the Manchus conquered nearby Korea and made it a vassal state. As a member of the Chinese tribute system, Korea had long existed in China's shadow. Koreans organized their government according to Confucian principles. They adopted China's technology, its culture, and especially its policy of isolation.

When the Manchus established the Qing Dynasty, Korea's political relationship with China did not change. If anything, it grew stronger. Under the Manchus, Korea was China's "little brother." Below the surface, however, Korea did change. The Manchu invasion, combined with a Japanese attack in the 1590s, provoked strong feelings of nationalism in the Korean people. This sentiment was most evident in their art. Instead of traditional Chinese subjects, many artists chose to explore popular Korean themes. Painters, for

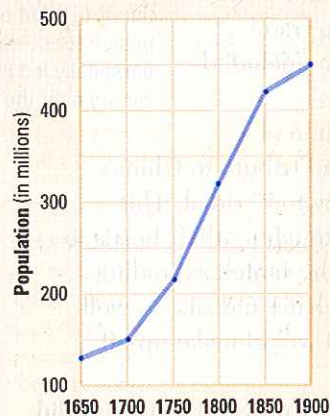
example, depicted Korean wrestling matches. They painted Korean peasants tending their fields and landscapes of the Korean countryside.

## Daily Life in Ming and Qing China

The Chinese devotion to agriculture began to pay off during the late Ming and early Qing dynasties. Greater rice production, along with the general peace and prosperity of the 1600s and 1700s, ushered in a better life for most Chinese. During this period, the population also doubled. It reached more than 300 million in 1800.

### The Growth of Early Modern China

#### A Population Boom



This detail from Zhang Zeduan's painting, *Going Up-River at the Qing Ming Festival*, reflects the growth of urban life under the Ming and Qing.

#### SKILLBUILDER: Interpreting Graphs

1. By roughly what percentage did China's population increase between 1650 and 1900?
2. How might the growth of population, towns, and culture be related?

**Family and the Role of Women** Most Chinese families farmed the land. They farmed in much the same way as their ancestors had for thousands of years. During the Qing Dynasty, irrigation and the use of fertilizer increased. Farmers began to grow new crops. These crops, such as corn and sweet potatoes, had been brought by the Europeans from the Americas. With increased food production, nutrition and diet improved. Such changes encouraged families to expand, and a population explosion followed.

These expanded Chinese families favored sons over daughters. Only a son was allowed to carry on vital religious rituals. A son would raise his own family under his parents' roof, assuring aging parents of help with the farming. Because of this, females were not valued, and many female infants were killed as a result. Men dominated the household and their wives, but women did have some significant responsibilities. Besides working in the fields, they supervised the children's education and managed the family's finances. Although most women were forced to remain secluded in their homes, some found outside jobs as midwives or textile workers, for example.

Still, women generally suffered as a result of their inferior status in Chinese society. One glaring example was the continuation of the traditional practice of foot-binding. One-half to two-thirds of all Chinese women in this period may have undergone this painful procedure, which left them barely able to walk. The practice continued into the 20th century.

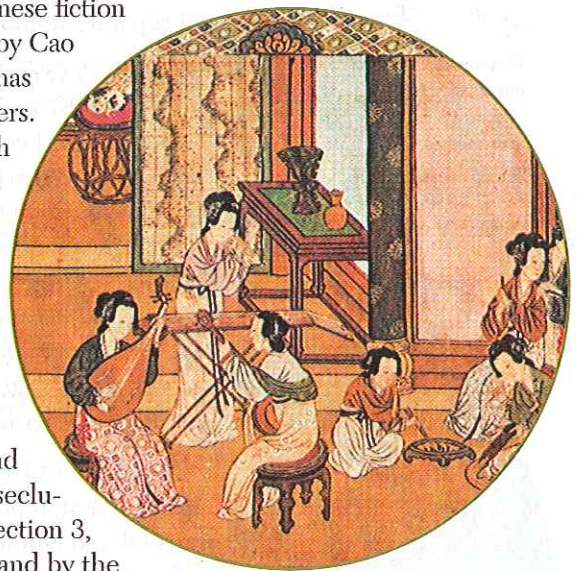
**Cultural Developments** The culture of early modern China was based mainly on traditional forms. It was a conservative reaction to changes in Chinese life. These changes included the Manchu conquest, the coming of the Europeans, and the population growth. The great masterpiece of traditional Chinese fiction was written during this period. *Dream of the Red Chamber* by Cao Zhan examines upper-class Manchu society in the 1700s. It has been praised for the sensitive portrayal of its female characters.

Most artists of the time painted in traditional styles, which valued technique over creativity. In pottery, technical skill as well as experimentation led to the production of high-quality ceramics, including porcelain.

Drama was a popular entertainment, especially in rural China, where literacy rates were low. Plays that presented Chinese history and portrayed cultural heroes served two purposes. They entertained people, and they also helped unify Chinese society by creating a kind of national culture.

While China was attempting to preserve its traditions and its isolation, another civilization that developed in relative seclusion—the Japanese—was in conflict. As you will learn in Section 3, it faced problems caused both by internal power struggles and by the arrival of foreigners.

Under the Ming and Qing, the arts, including painting, flourished. This detail, from one of two paintings entitled *Occupations of the Court Ladies*, shows society's privileged women relaxing.



**Vocabulary**  
midwives: women who are trained to assist expectant mothers in childbirth.

**THINK THROUGH HISTORY**  
**D. Recognizing Effects** What were the consequences of the emphasis on tradition in the culture of early modern China?

## Section 2 Assessment

### 1. TERMS & NAMES

Identify

- Ming Dynasty
- Hongwu
- Yonglo
- Zheng He
- Manchus
- Qing Dynasty
- Kangxi

### 2. TAKING NOTES

Complete a chart like the one below, listing five relevant facts about each emperor.

Emperor	Relevant Facts
Hongwu	
Yonglo	
Kangxi	
Qian-long	

Choose one emperor and write a one-paragraph biography using the information listed in the chart and text.

### 3. MAKING DECISIONS

When Qian-long expected Lord George Macartney to kowtow, what do you think Macartney should have done? Why?

**THINK ABOUT**

- cultural differences
- effect on trading
- the kowtow ritual
- political correctness

### 4. THEME ACTIVITY

**Cultural Interaction** Work in small groups to draw, paint, or sketch a mural of a Zheng He expedition. Include the figures, objects, maps, and symbols necessary to convey relevant information from the text. Use the pictures and maps in this chapter for additional ideas. Present the mural to your class.

# Japan Limits Western Contacts

## TERMS & NAMES

- daimyo
- Oda Nobunaga
- Toyotomi Hideyoshi
- Tokugawa Shogunate
- kabuki
- haiku

### MAIN IDEA

The Tokugawa regime unified Japan and began a 200-year period of isolation, autocracy, and economic growth.

### WHY IT MATTERS NOW

Even now, Japan continues to limit and control dealings with foreigners, especially in the area of trade.

**SETTING THE STAGE** In the 1300s, the unity that had been achieved in Japan in the previous century broke down. Shoguns, or military leaders, in the north and south fought for power. Although these two rival courts came back together at the end of the century, a series of politically weak shoguns let control of the country slip from their grasp.

## Strong Leaders Take Control

In 1467, civil war shattered Japan's feudal system. The country collapsed into chaos. Centralized rule ended. Power drained away from the shogun to territorial lords in hundreds of separate domains.

**Local Lords Rule** A violent era of disorder followed. This time in Japanese history, which lasted from 1467 to 1568, is known as the *Sengoku*, or "Warring States," period. Powerful samurai seized control of old feudal estates. They offered peasants and others protection in return for their loyalty. These warrior-chieftains, called **daimyo** (DYE-mee-oh), became lords in a new kind of Japanese feudalism. Under this system, security came from this group of powerful warlords. The emperor at Kyoto became a figurehead.

The new Japanese feudalism resembled European feudalism in many ways. The daimyo built fortified castles and created small armies of samurai on horses. Later they added foot soldiers with muskets (guns) to their ranks. Rival daimyo often fought each other for territory. This led to endless disorder throughout the land.

**New Leaders Restore Order** A number of ambitious daimyo hoped to gather enough power to take control of the entire country. One of them, the brutal and ambitious **Oda Nobunaga** (oh-dah noh-boo-nah-gah), defeated his rivals and seized the imperial capital Kyoto in 1568.

Following his own motto, "Rule the empire by force," Nobunaga sought to eliminate his remaining enemies. These included rival daimyo as well as wealthy Buddhist monasteries aligned with them. In 1575, Nobunaga's 3,000 musketeers crushed an enemy force of samurai cavalry. This was the first time firearms had been used effectively in battle in Japan. However, Nobunaga was not able to unify Japan. He committed seppuku, the ritual suicide of a samurai, in 1582, when one of his own generals turned on him.

Nobunaga's best general, **Toyotomi Hideyoshi** (toh-you-toh-mee hee-deh-yoh-shee), continued his fallen leader's mission. Hideyoshi set out to destroy the daimyos that remained hostile. By 1590, by combining brute force with shrewd political alliances, he controlled most of the country. Hideyoshi did not stop with Japan. With the idea of eventually conquering China, he invaded Korea in 1592 and began a long campaign against the Koreans and their Ming Chinese allies. When Hideyoshi died in 1598, his troops withdrew from Korea.

This samurai armor consists of leather and iron plates. It was made in 1714 for the Lord of Akita, a region in northwest Japan.



### Vocabulary

domains: the lands belonging to a single lord.

### Vocabulary

figurehead: a person holding a position of seeming leadership but having no real power.

### Vocabulary

musketeers: soldiers armed with muskets.

## Tokugawa Shogunate Unites Japan

One of Hideyoshi's strongest daimyo allies, Tokugawa Ieyasu (toh-koo-gah-wah ee-yeh-yah-soo), completed the unification of Japan. In 1600, Ieyasu defeated his rivals at the Battle of Sekigahara. His victory earned him the loyalty of daimyo throughout Japan. Three years later, Ieyasu became the sole ruler, or shogun. He then moved Japan's capital to his power base at Edo, a small fishing village that would later become the city of Tokyo.

Japan was unified, but the daimyo still governed at the local level. To keep them from rebelling, Ieyasu required that they spend every other year in the capital. Even when they returned to their lands, they had to leave their families behind as hostages in Edo. Through this "alternate attendance policy" and other restrictions, Ieyasu tamed the daimyo. This was a major step toward restoring centralized government to Japan. As a result, the rule of law overcame the rule of the sword.

Ieyasu founded the **Tokugawa Shogunate**, which would continue until 1867. On his deathbed in 1616, Ieyasu advised his son and successor, Hidetada, "Take care of the people. Strive to be virtuous. Never neglect to protect the country." Most of the Tokugawa shoguns followed that advice, and their rule brought a welcome stability to Japan.

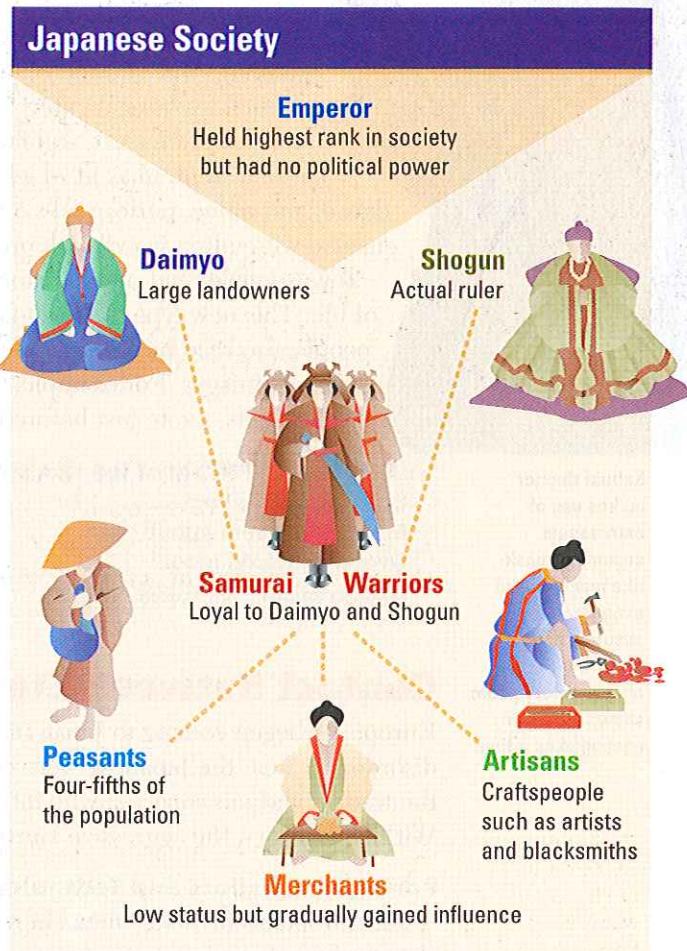
### THINK THROUGH HISTORY

#### A. Drawing

**Conclusions** How would the "alternate attendance policy" restrict the daimyo?

#### Vocabulary

**shogunate:** the administration or rule of a shogun.



## Tokugawa Society and Culture

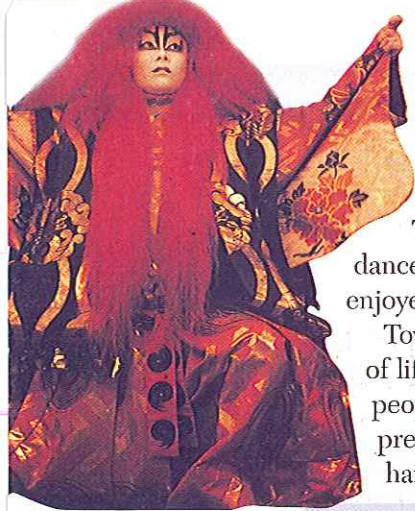
Japan enjoyed more than two centuries of stability, prosperity, and isolation under the Tokugawa shoguns. The farming community produced more food, and the population rose. Still, the vast majority of peasants, weighed down by heavy taxes, led lives filled with misery. The people who prospered in Tokugawa society were the merchant class and the rich. However, everyone, rich and poor alike, benefited from a flowering of Japanese culture during this era.

**Social History** In Japan, as in China, Confucian values influenced ideas about society. According to Confucius, the ideal society depended on agriculture, not urban commerce. Farmers, not merchants, made ideal citizens. In the real world of Tokugawa Japan, however, peasant farmers bore the main tax burden and faced more difficulties than any other class. Many of them abandoned farm life and headed for the expanding towns and cities. There they mixed with samurai, artisans, and merchants—the other main classes of Tokugawa society.

By the mid-1700s, Japan began to shift from a rural to an urban society. Edo had grown by that time from a small town in 1600 to perhaps the largest city in the world. Its population was more than one million. The rise of large commercial centers increased employment opportunities for women. Women found jobs in entertainment, textile manufacturing, and publishing. Still, the typical Japanese woman led a sheltered and restricted life as a peasant wife. She worked in the fields, managed the household, cared for the children, and obeyed her husband without question.

**Culture Under the Tokugawa Shogunate** Traditional culture continued to thrive. Samurai attended ceremonial noh dramas based on tragic themes. They read tales of





Kabuki theater makes use of extravagant costumes, mask-like makeup, and exaggerated postures and gestures. This contemporary photo shows a dancer costumed as a lion.

ancient warriors and their courage in battle. In their homes, they hung paintings that showed scenes from classical literature.

Such traditional entertainment faced competition in the cities from new styles of drama, art, and literature. Townspeople attended **kabuki** theater.

These were dramas in which actors in elaborate costumes, using music, dance, and mime, performed skits about modern urban life. The paintings they enjoyed were often woodblock prints showing sophisticated city life.

Townspeople read popular stories about self-made merchants or the hardships of life. This new type of urban fiction was created by the novelist Saikaku. The people also read **haiku** (HI-koo), poetry which does not express ideas, but presents images. For example, Matsuo Basho, the greatest of all the Japanese haiku poets, wrote just before his death in 1694:

#### A VOICE FROM THE PAST

On a journey, ailing—  
My dreams roam about  
Over a withered moor.

MATSUO BASHO, from *Matsuo Basho*

*Tabi ni yande  
Yume wa Karen o  
Kakemeguru*

MATSUO BASHO, in Japanese

#### Background

Men play all roles in noh and kabuki dramas.

#### Background

Haiku is a 5-7-5-syllable, 3-line verse.

## Contact Between Europe and Japan

Europeans began coming to Japan in the 16th century, during a time of severe disorder. At first, the Japanese were curious about these newcomers. They welcomed the traders and missionaries, who introduced fascinating new technologies and ideas. Within a century, the aggressive Europeans had worn out their welcome.

**Portuguese Sailors and Technology Reach Japan** The Japanese first encountered Europeans in 1543, when shipwrecked Portuguese sailors washed up on the shores of southern Japan. Portuguese merchants soon followed. They hoped to involve themselves in Japan's trade with China and Southeast Asia. The Portuguese brought clocks, eyeglasses, tobacco, firearms, and other unfamiliar items from Europe. Japanese merchants, eager to expand their markets, were happy to receive the newcomers and their goods.

The daimyo, too, welcomed the strangers. They were particularly interested in the Portuguese muskets and cannons. One warlord listened intently to a Japanese observer's description of a musket:

#### A VOICE FROM THE PAST

In their hands they carried something two or three feet long, straight on the outside with a passage inside, and made of a heavy substance. . . . This thing with one blow can smash a mountain of silver and a wall of iron. If one sought to do mischief in another man's domain and he was touched by it, he would lose his life instantly.

ANONYMOUS JAPANESE WRITER, quoted in *Sources of Japanese Tradition* (1958)

Firearms forever changed the time-honored tradition of the Japanese warrior, whose principal weapon had been the sword. Many samurai, who retained the sword as their principal weapon, would lose their lives to musket fire in future combat. The cannon also had a huge impact on Japan. Daimyo had to build fortified castles to withstand the destructive force of cannonballs. The castles attracted merchants, artisans, and others to surrounding lands. Many of these lands grew into the towns and cities of modern Japan.

**Christian Missionaries in Japan** In 1549, Christian missionaries began arriving in Japan. The Japanese accepted the missionaries in part because they associated them with the muskets and other

#### THINK THROUGH HISTORY

**B. Analyzing Motives** Why did Europeans want to open trade with Japan?

## SPOTLIGHT ON

### Introduction of Firearms

Europeans introduced firearms to Japan in the mid-1500s, when every daimyo sought an advantage over his rivals. Imagine the warlords' surprise when they first saw a lead pellet explode from a musket! Then imagine their eagerness to own firearms when they realized the musket's killing power.

Japanese gunsmiths set to work copying the European musket. Some 30 years later, they had mastered the technology. However, soldiers still had trouble firing the gun, and daimyos didn't know how to use their musketeers effectively. Nobunaga's victory in 1575 proved that those problems could be solved and led to daimyos arming their troops with muskets.

European goods that they wanted. The religious orders of Jesuits, Franciscans, and Dominicans came to convert the Japanese. Francis Xavier, a Jesuit, led the first mission to Japan and baptized about a hundred converts. Missionaries converted about 300,000 Japanese to Christianity by the year 1600.

The success of the missionaries upset Tokugawa Ieyasu. He found aspects of the Christian invasion troublesome. Missionaries, actively seeking converts, scorned traditional Japanese beliefs and sometimes involved themselves in local politics. At first, Ieyasu did not take any action. He feared driving off the Portuguese, English, Spanish, and Dutch traders who spurred Japan's economy. By 1612, however, the shogun had come to fear religious uprisings more. He banned Christianity and focused on ridding his country of all Christians.

Repression of Christianity continued off and on for the next two decades. In 1637, the issue came to a head. An uprising in southern Japan of some 30,000 peasants, led by dissatisfied samurai, shook the Tokugawa regime. Because so many of the rebels were Christian, the shogun decided that Christianity was at the root of the rebellion. After that, the shoguns ruthlessly persecuted Christians. All Japanese were forced to demonstrate faithfulness to some branch of Buddhism. These policies eventually eliminated Christianity in Japan.

**The Closed Country Policy** The persecution of Christians was part of an attempt to control foreign ideas. When Europeans first arrived, no central authority existed to contain them. The strong leaders who later took power did not like the introduction of European ideas and ways, but they valued European trade. As time passed, the Tokugawa shoguns realized that they could safely exclude both the missionaries and the merchants. By 1639, they had sealed Japan's borders and instituted a "closed country policy."

One port, Nagasaki, remained open to foreign traders. However, only Dutch and Chinese merchants were allowed into the port. Since the Tokugawa shoguns controlled Nagasaki, they now had a monopoly on foreign trade, which continued to be profitable.

For more than 200 years, Japan remained basically closed to Europeans. Japan would continue to develop as a self-sufficient country, free from European attempts to colonize or to establish their presence.

The Europeans had met with much resistance in their efforts to open the East to trade. Expansion to the West in the Americas, as you will learn in Chapter 4, would prove much more successful.

## SPOTLIGHT ON

### Zen Buddhism

The form of Buddhism that had the greatest impact on Japanese culture was Zen Buddhism. It especially influenced the samurai.

Zen Buddhists sought spiritual enlightenment through meditation. Strict discipline of mind and body was the Zen path to wisdom. Zen monks would sit rigidly for hours. If they showed signs of losing concentration, a Zen master might shout at them or hit them with a stick.

Some masters helped disciples free themselves from ordinary ways of thinking by asking them riddles, such as "When both hands are clapped, they make a sound. What is the sound of one hand clapping?"

### THINK THROUGH HISTORY

**C. Comparing** How was the treatment of Europeans different in Japan and China? How was it similar?

## Section 3 Assessment

### 1. TERMS & NAMES

Identify

- daimyo
- Oda Nobunaga
- Toyotomi Hideyoshi
- Tokugawa Shogunate
- kabuki
- haiku

### 2. TAKING NOTES

Japan was unified by a succession of daimyos.

Using a chart like the one below, show the accomplishments of each.

Daimyo	Accomplishments
Nobunaga	
Hideyoshi	
Ieyasu	

### 3. FORMING AN OPINION

Do you think Japan's closed country policy effectively kept Western ideas and customs out of Japan?

#### THINK ABOUT

- the attitude toward European presence
- reaction to past restrictions on Christianity and trade
- the role of Nagasaki

### 4. THEME ACTIVITY

**Cultural Interaction** Reread about the role of women in China on page 93 and about the role of women in Japan on page 95. What are the similarities and the differences between the two? Create a Venn diagram to compare and contrast them.

# Chapter 3 Assessment

## TERMS & NAMES

Briefly explain the importance of the following to European exploration and the growth of China and Japan.

1. Bartolomeu Dias
2. Vasco da Gama
3. Treaty of Tordesillas
4. Dutch East India Company
5. Ming Dynasty
6. Manchus
7. Qing Dynasty
8. Oda Nobunaga
9. Toyotomi Hideyoshi
10. Tokugawa Shogunate

## Interact *with* History

On page 82, you decided whether or not to go on a voyage of exploration. Now that you have read the chapter, reevaluate your decision. If you decided to go, did what you read reaffirm your decision? Why or why not? If you chose not to go, explain what your feelings are now. Discuss your answers within a small group.

## REVIEW QUESTIONS

SECTION 1, (pages 83–88)

### Europeans Explore the East

11. What factors helped spur European exploration?
12. What role did Portugal's Prince Henry play in overseas exploration?
13. What was the significance of Bartolomeu Dias's voyage? Vasco da Gama's?
14. Why were the Dutch so successful in establishing a trading empire in the Indian Ocean?

SECTION 2, (pages 89–93)

### China Rejects European Outreach

15. Why didn't China undergo widespread industrialization?
16. Name two technological advancements the missionaries brought to China.
17. List five reasons why the Ming Dynasty fell to civil disorder.

SECTION 3, (pages 94–97)

### Japan Limits Western Contacts

18. Why was the period between 1467 and 1568 called the Age of the Warring States?
19. What was the difference between the Confucian ideal of society and the real society of Japan?
20. Briefly describe the new drama, literature, and art found in Japanese cities.

## Visual Summary

### An Age of Exploration and Isolation

#### EXPLORATION

- In 1405, Zheng He of China launches voyages of exploration to Southeast Asia, India, Arabia, and eastern Africa.
- Beginning in the early 1500s, the Portuguese establish trading outposts throughout Asia and gain control of the spice trade.
- The Dutch drive out the Portuguese by the early 1600s and establish their own trading empire in the East.
- Europeans sail farther east to China and Japan in search of more trade; both nations ultimately reject European advances.



#### ISOLATION

- China abandons its voyages of exploration in 1433.
- Beginning in the 1500s, the Chinese severely restrict trade with foreigners.
- Japan outlaws Christianity in 1612 and drives out Christian missionaries.
- Beginning in the mid-1600s, the Japanese institute a "closed country policy" and remain isolated from Europe for 200 years.

## CRITICAL THINKING

### 1. SAILING INNOVATIONS

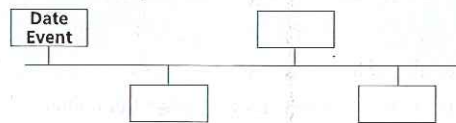
**THEME SCIENCE AND TECHNOLOGY** Of all the technological advances that helped prompt European exploration, which do you think was the most important? Why?

### 2. EMPERORS OF THE FORBIDDEN CITY

How might an emperor's attitude toward living in the Forbidden City affect his leadership? Consider how he might view his country, its people, and the outside world. Also think about the role of leaders and the values you think they should hold.

### 3. MISSIONARIES IN JAPAN

In a time line like the one below, trace the developments which led to Japan's expulsion of Christianity.



### 4. ANALYZING PRIMARY SOURCES

Emperor Kangxi invited Christian missionaries to his court, where they shared ideas about science, religion, government, and trade. In the following personal account, Kangxi reflects on what he has learned from the Europeans.

#### A VOICE FROM THE PAST

But I was careful not to refer to these Westerners as "Great Officials," and corrected Governor Liu Yin-shu when he referred to the Jesuits Regis and Fridelli . . . as if they were honored imperial commissioners. For even though some of the Western methods are different from our own, and may even be an improvement, there is little about them that is new. The principles of mathematics all derive from the Book of Changes, and the Western methods are Chinese in origin: this algebra—"A-erh-chu-pa-erh"—springs from an Eastern word. And though it was indeed the Westerners who showed us something our ancient calendar experts did not know—namely how to calculate the angles of the northern pole—this but shows the truth of what Chu Hsi arrived at through his investigation of things: the earth is like the yolk within an egg.

KANGXI, quoted in *Emperor of China: Self-portrait of K'ang-hsi*

- What do you think is Kangxi's attitude toward Westerners?
- Do you think Kangxi is a true scholar?

## CHAPTER ACTIVITIES

### 1. LIVING HISTORY: Unit Portfolio Project

**THEME CULTURAL INTERACTION** Your Unit Portfolio project focuses on the ways in which different cultures interact (see page 33). For Chapter 3, you might use one of the following ideas to add to your portfolio.

- Imagine you are the Jesuit missionary, Matteo Ricci. Write a letter home describing your impressions of Chinese rule and culture.
- Draft a reply for King George III to the letter written by China's emperor, Qian-long, on page 92. Convince the emperor to open China by explaining the benefits of economic and cultural interaction.
- Imagine you are a Malaccan newspaper editor. Write an editorial about the arrival of Europeans, as well as their motives for being there.

### 2. CONNECT TO TODAY: Cooperative Learning

**THEME ECONOMICS** The primary force behind overseas exploration was economic, as Europeans sailed beyond their borders in search of new sources of wealth. Today the West retains strong economic ties with Asia. In recent years, maintaining those ties with China has been a hotly debated topic in the United States.

Work with a small team and prepare to debate another team over the issue of U.S. trade with China.



Using the Internet, magazines, and other library sources, research the issues involved in the debate over U.S. trade with China.

- After being assigned one or the other position on the issue, work together to gather information that supports your side's position.
- In front of the class, debate a group that has taken the opposite position.

### 3. INTERPRETING A TIME LINE

Reexamine the unit time line on pages 32–33. Convert the Chapter 3 time line into a cartoon strip that conveys the same information.

## FOCUS ON GEOGRAPHY

This map, produced by the German cartographer Henricus Martellus in about 1490, is believed to be the first world map to incorporate the discoveries made by Bartolomeu Dias.

- Where is Europe on the map?
- What is the continent in the lower left corner of the map?

**Connect to History** Obtain a modern-day world map and compare it with this one. How do you rate Martellus's assumptions of how the world to the east of Africa looked?

