

MING CHINA



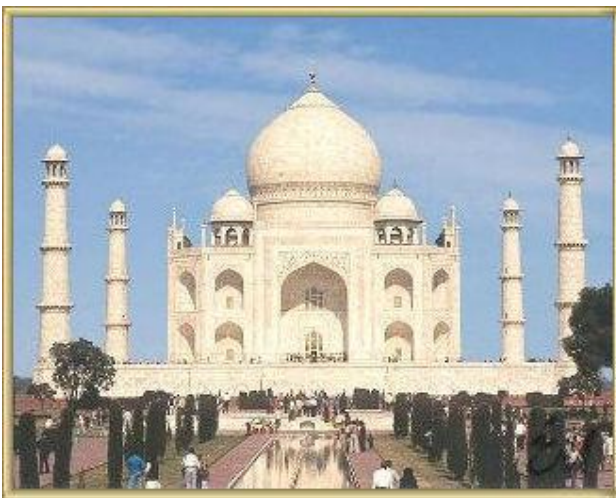
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The Songhai empire



THE WORLD AROUND 1600

Mughal india



European societies



INTRODUCTION

Historians study the changes that have occurred in the past. This year we are going to study how the world changed between the 15th and 19th centuries. Today we often think that the world is dominated by countries in the *northern hemisphere*, especially, Europe and the USA. This has however, not always been the case. In 1450 great empires flourished in both Asia and Africa. Ming China, Mughal India and the Songhai Empire were wealthy, powerful states that produced art, literature and made significant inventions. Many of the technological inventions that we take for granted today, in areas such as publishing and technology, originated here.

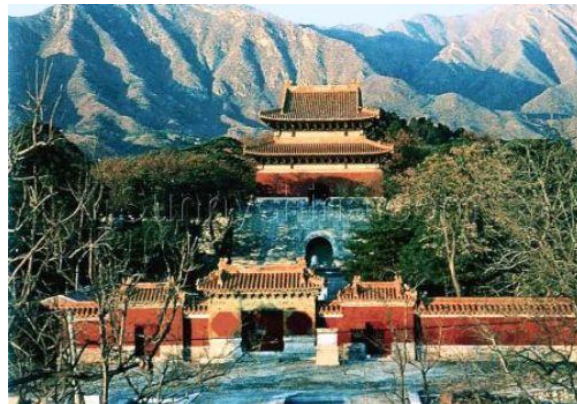
Europe at this stage was not a role player in world politics and was made up of small states that were often at war with each other. They were also technologically undeveloped and not very powerful. However, during the 15th and 16th centuries societies in Asia, Africa and Europe underwent significant changes that were later to shift the balance of world power in favour of Europe. Long-distance trade, intellectual and cultural developments, and technological innovations led to European exploration across the Atlantic Ocean and around the coast of Africa. These developments resulted in the emergence of Europe as the dominant force in the world.

We are going to try and answer the question: What was the world like around 1600? In order to do this we are going to study the Ming Empire in China, the Songhai Empire in West Africa, Mughal India and European societies around 1600 and compare their development. At the same time we are going to show you how to prepare writing grids/summaries on a section in order to make preparation for tests and exams easier!

Some things to remember when studying historical sources:

- Historical context – time and place e.g. 1521, Timbuktu
- Reliability – trustworthiness of source. Remember to take note of the following: origin, intention, limitations, bias
- Usefulness – does source provide information on the topic studied?
- Limitations – problems with the source e.g. bias, missing evidence
- Iconic – symbolic representing a theme
- Historiography – versions of/writing of history

MING CHINA 1368 – 1644



The Forbidden City

The Chinese have a civilization that is nearly 5 000 years old, with records of the first dynasty to rule China going back to 2000 BC. China became a single empire in 221 BC and the rulers of this empire built the Great Wall of China to protect the country from attack. By the time the Ming Dynasty came to power in 1368, the Chinese were already an advanced society who had invented printing, paper and gunpowder. They also had advanced navigation instruments. Under Ming rule, China became politically, economically and culturally strong and this period was one of the most prosperous times in Chinese history. The Ming dynasty ruled China for 300 years, from 1368 until 1644 and started when a peasant, Hongwu, led an uprising against an oppressive government which drove the Mongols out of China. Hongwu became emperor and named his dynasty Ming which means *enlightened* or *brilliant* in English.

The Ming dynasty ruled China for three centuries during which time there were many significant cultural and technological advances. The capital of the Ming Empire was Beijing which was actually three cities built in a series of rings. The inner city was the Forbidden City, which boasted magnificent palaces, gardens and temples. Outside this inner city was the walled Imperial City where the official and guards lived. Both of these were surrounded by the Commercial City where merchants, craftsmen and ordinary people lived.

POLITICAL STRUCTURE

The Ming government was well organized and very efficient.

- The Ming emperors were autocratic (absolute) rulers whose word was law. The emperor was called the “Son of Heaven” because he managed earthly affairs on behalf of the gods.
- He was never seen by ordinary people, but if anyone met the emperor they had to kowtow. They knelt before him and knocked their heads on the ground nine times.
- Emperors ruled with the help of a bureaucracy (civil service) made up of well-educated officials named mandarins.
- The Chinese government officials, the mandarins, had to pass difficult exams based on the teachings of Confucius. Confucius

Mandarins



was a philosopher whose ideas and teachings had a great influence on Chinese life and government.

- Because they had to write an examination, the mandarins were chosen on merit rather than social position. This meant that government was efficient.

Achievements of the Ming emperors

Government during the Ming Dynasty was stable and effective. This enabled the emperors to embark on a number of projects.

- The Great Wall was repaired and strengthened in order to defend China's northern borders.
- A 1 800 km canal was built linking north and south China.
- The capital was moved to Beijing where a huge imperial palace complex, the Forbidden City, was built as a residence for the emperor.
- An irrigation scheme was constructed in southern China to flood the paddy fields where rice was grown. Land taxes were kept low in order to encourage peasant farmers to produce more food.



The Great Wall of China

The Great Wall of China is a remarkable feat of engineering. It was built to keep the Mongols from invading China from the north. The wall stretches more than 8 000 km from east to west over deserts, mountains and grasslands. Construction of this wall began in 200 BC but the wall, which still exists today, was mostly built in the Ming Dynasty.

Chinese society under the Ming Dynasty was very sophisticated. Mathematics, medicine and other sciences were very advanced. Education was widespread among the elite classes and this included both men and women. China achieved a very high standard of art and literature. They produced a 11 000-volume encyclopedia, which showed the extent of their knowledge of the world, at that time. Under the Ming Dynasty:

- Books were printed and freely available.
- There was a revival in traditional Chinese art, beautiful blue and white porcelain was produced carved jade ornaments and landscape paintings
- Silk cloth was one of the most valuable trade items made in China. The secret of spinning thread from the cocoons of silkworms was a closely guarded secret.

SOCIAL ASPECTS OF MING CHINA

Most people in China were peasant farmers who worked on land belonging to rich landlords. Every member of the family had to work very hard as all farm jobs were carried out by hand.

The status of women varied according to their class. Women in Ming China were sometimes wealthy property owners, however, the vast majority, were expected to marry, have children and run the household. They were expected to follow the Three Obediences: as children, a girl had to obey her

father, then her husband, and, if the husband died, she had to obey her sons. Women from the upper and middle classes in Ming China received an education because it was believed that well-educated women made better wives and mothers. Most people wanted male children and female babies were sometimes killed at birth (although this practice was officially discouraged)

Tiny feet were considered a sign of beauty and status in Chinese society. Bandages were wrapped very tightly around a girl's feet when she was about 4 years old. The toes were forced under the soles of the feet and the bandages tightened every day. The whole process was extremely painful and often crippled women whose feet were about 8 to 10 cm in length after being bound. As a result, the women could only take tiny painful steps. Peasant women had to work in the fields so did not have their feet bound.



THE ECONOMY

China had very valuable commodities to trade such as silk, jade and porcelain. Chinese goods were taken to the rest of Asia and Europe along an extensive trade route called the Great Silk Road, a 6 400km overland journey to the Mediterranean Sea. Traders and their camel caravans made this dangerous journey across the mountains and vast deserts of central Asia to sell silk, jade, porcelain and tea to Europeans on the shores of the eastern Mediterranean Sea. Chinese inventions such as the compass, porcelain, gunpowder and paper made their way to Europe in this way.

CHINESE EXPLORATION

Chinese goods were also traded by sea to Japan and countries around the Indian Ocean. Between 1405 and 1423, Emperor Zhu Di sent his favourite servant, Admiral Zheng He, on a series of voyages, seven in total that took Chinese ships as far as the east coast of Africa. The Chinese fleet consisted of about 1 000 ships that were five times the size of the ships used by the Europeans. These ships were able to carry enough food and water to make lengthy voyages.

The purpose of Zheng He's voyages was to:

- expand trade contacts;
- establish relations with foreign powers;
- bring back precious goods for the emperor.

Admiral Zheng He



Zheng He's treasure ships carried valuable gifts such as porcelain, gold and silverware which showed off the power and might of the Ming Dynasty. These gifts were given to foreign rulers and the ships brought back goods such as spices, ivory, exotic animals as well as, prisoners of war to China. The discovery of Ming pottery at Great Zimbabwe shows just how extensive Chinese trade was. These voyages helped extend Chinese influences to other countries in Asia.

FOREIGN AFFAIRS

The Chinese did not directly control any of the states they visited but used trade to make neighbouring states in South East Asia dependent on them. These are called vassal states.

- States like Vietnam and Java paid China tribute (money for protection) and received Chinese goods at discount prices. The Chinese sometimes sent these vassal states military protection if they were attacked.

- The Chinese believed that their country was the centre of the world and would only trade with other states if these states accepted the Chinese terms of trade. Chinese goods were highly valued in Europe and a few European traders managed to reach China in the 16th century. The Chinese thought that they were really ugly with big noses and ‘cat’s eyes.’

END OF THE MING ERA

In the middle of the 15th century, the Ming Empire became very inward-looking and distrustful of strangers. They stopped their trade voyages in 1423 as they did not think that they needed to make contact with the outside world. At the same time there were renewed attacks in the north from the Manchu and the Mongols. They also had to fight off a Japanese invasion in the east. It was further weakened by internal power struggles which caused economic problems. In the early 1600s a bad famine led to outbreaks of violence a peasant revolt. In 1644 invaders from the north, taking advantage of internal problems, toppled the Ming dynasty and set up a new government. The Manchu became the new rulers of China and ruled until 1911.

TASK 1:

Study the source on the next page and then answer the questions below:

- (a) Describe how has the artist painted Emperor Zhu Di.

- (b) What message do you think the artist wants to give us about the emperor?

- (c) If the artist lived at the same time as the emperor, explain whether or not a historian would consider this a reliable portrait of the emperor. Give a reason for your answer.

- (d) According to the Source A, what type of ruler was Zhu Di? Quote from the source to support your answer.

- (e) According to Source A, was Zhu Di a successful ruler? Quote from the source to substantiate your answer.

(f) Why do you think Zhu Di used so much violence during his reign? Support your answer by making reference to Source A.

Emperor Zhu Yuanzhang



Zhu Yuanzhang ruled from 1368 - 1398.

- ✓ Zhu Yuanzhang was the man who led the rebellion that toppled the Mongols and created the Ming Dynasty. He became its first emperor at the age of 40. He established the Chinese capital in the southern city of Nanking. During his 30-year rule China was reunified once again under a Chinese leader and traditional Chinese rites, music, costumes and ritual vessels were revived.
- ✓ He had a violent side. He was a bit insecure about his lowly origins and his upbringing with Buddhist monks. He once ordered the execution of two Buddhists after they sent him a congratulatory message that used the word "birth" (sheng) which the Emperor construed as a pun on "monk" (seng). On another occasion, he ordered the execution of 15000 people in Nanking when he suspected a rebellion was brewing.
- ✓ He was also not very fond of the scholar-bureaucrat class. On many occasions he ordered high officials to be stripped and beaten to death by court eunuchs while their colleagues, dressed in their full ceremonial robes, looked on in horror. Once Zhu had 10 000 scholars and their families put death during a purge of his administration.

Source: An extract from *China Facts and Details*, Jeffrey Hays, 2008.

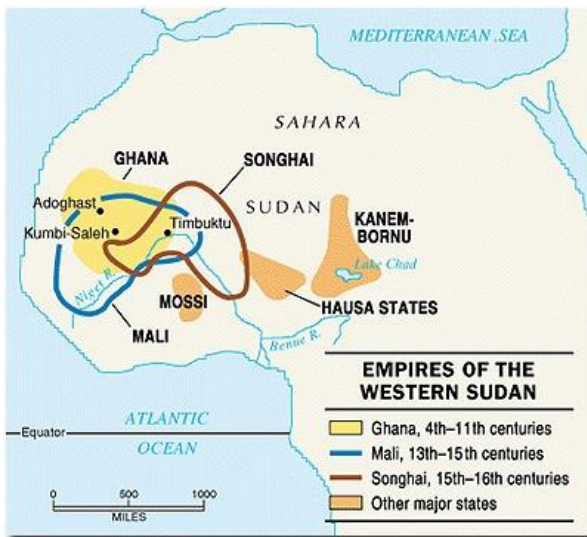
TASK 2:

Using your notes as well as your textbook, make a writing grid on Ming China using the following headings

- ❖ Government and society
- ❖ Role of Women
- ❖ Trade and Travel
- ❖ Links/contacts with other parts of the world
- ❖ Learning and culture
- ❖ Technology
- ❖ Changes/decline

The Songhai empire 1340 - 1591

From about 700 AD, a series of great kingdoms developed in West Africa. There have been powerful states in this region, as this area is rich in resources such as gold, ivory and agricultural products. Each of the states that became powerful did so because they controlled the trade in salt and gold across the Sahara Desert. Salt, which is used to preserve meat, was hugely valued in Africa where the climate is hot. Gold, which was mined in West Africa, was sought after in both the Arab world and Europe. The trade routes which crossed the Sahara to the Mediterranean took the gold out of West Africa and brought the salt in. The Songhai Empire was one of these empires that flourished in the 15th and 16th centuries as a result of their control of the trade routes and is considered one of the greatest empires of western Africa.



A map showing the 3 West African empires that flourished as a result of their control of trade routes; Ghana, Mali & Songhai.



Sonni Ali The Great

AN OVERVIEW:

Time Period: The Empire of Songhai had its heyday from the 1400s through the late 1500s. At its height, the Empire of Songhai was 2 000 miles long!

Major Exports: Gold, Salt, Slaves

Most Sought After Import: Books

Natural resources: Fish, Niger River, Gold Mines, Salt Mines

Industries: Farming, mining, trading, defense (army)

Agricultural crops: Beans, rice, onions, sorghum, millet, papaya, gourds, cattle, sheep, goats, poultry, cotton, and peanuts.

Economic specialization: Fishermen, traders, miners, farmers, blacksmiths, soldiers, witchdoctors

Famous People: Sonni Ali the Great

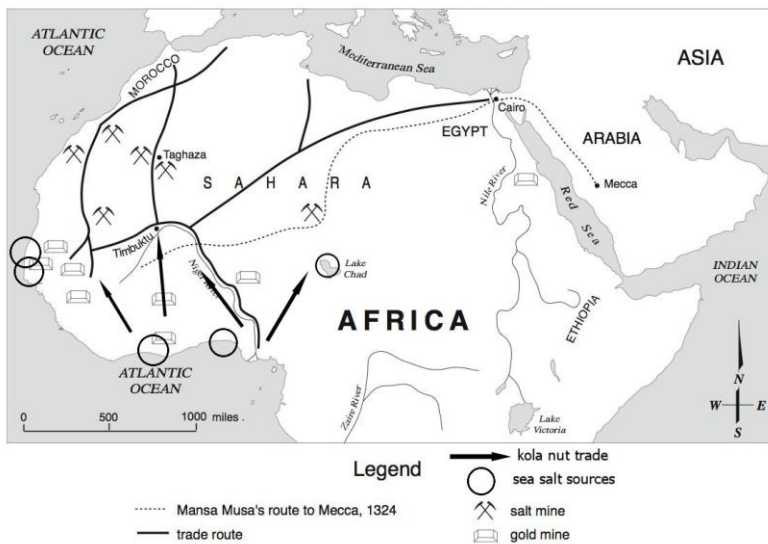
People: The common people worked all the time. Their life was very hard. Their homes were humble. Miners lived in near slavery. The nobles lived lives of luxury. Music, art, and the tales of the griots were still important, but the common people had little time for leisure.

Religions:

- Nobles - Muslims
- Common People - Many gods and goddesses

Clothing: Colorful, cotton

Timbuktu: A Center for Trade



Sankore Mosque in Timbuktu

TASK 3:

Use your textbook and do some research on the Songhai Empire and make a **writing grid** using the following headings:

- ❖ Government and society
- ❖ Role of Women
- ❖ Trade and Travel
- ❖ Links/contacts with other parts of the world
- ❖ Learning and culture
- ❖ Technology
- ❖ Changes/decline

TASK 4:

Read the following source and answer the questions that follow:

Source: An oral account adapted from an article published by the BBC.

"In the early days of the Songhai Empire there were no griots (praise singers). When the rulers returned from war, their own wives used to sing their praises. They used to massage the bodies of their husbands, saying 'My husband, you're really brave and tired. You must rest, I'm your wife....'

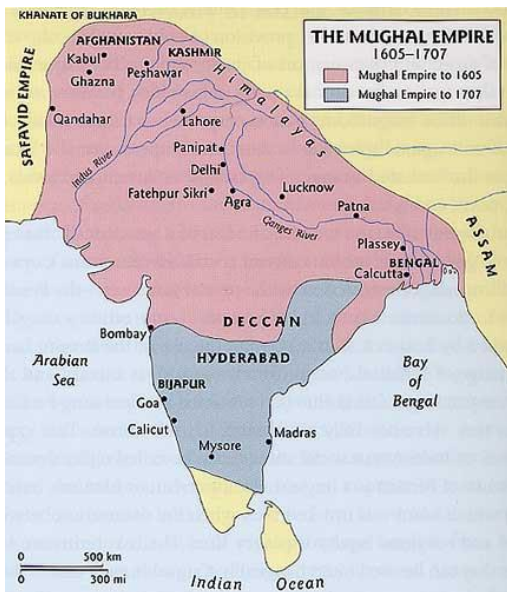
One day the wives had the idea of accompanying their praises with a music instrument. One wife had the idea of making a small instrument. So she went to get a calabash and a goat's skin. She covered the calabash with the skin and she started to play the instrument. Little by little she learned how to play. From then on she told her husband she would sing his praises with this instrument."

(a) Comment on the reliability of this source as a piece of historical evidence to an historian studying the Songhai Empire.

(b) What does this source reveal about life in Songhai regarding:

- (i) relationships between husbands and wives;
- (ii) music
- (iii) The political situation at the time;
- (iv) farming?

MUGHAL INDIA 1526 – 1858



History of the Taj Mahal

The construction of this marble masterpiece is credited to the Mughal emperor Shah Jahan who erected this mausoleum in the memory of his beloved wife, Arjumand Bano Begum, popularly known as Mumtaz Mahal, who died in AD 1630. Her last wish to her husband was *"to build a tomb in her memory such as the world had never seen before"*. Thus emperor Shah Jahan set about building this fairytale like marvel.

The construction of Taj Mahal was started in AD 1631 and completed at the end of 1648 AD. For seventeen years approximately twenty thousand workmen worked on it daily.

[<http://www.tajmahalindia.net/history-of-taj-mahal.html>]

The history of India goes back thousands of years, with evidence of civilization in the Indus Valley as far back as 3000 BC. During this long history, foreign powers such as the Greeks under Alexander the Great, the Mongols and the Arabs invaded India, because they were attracted by the fertile land and the opportunities for trade and wealth. Resources like spices, precious stones e.g. rubies and beautiful cloth were very attractive commodities. The result of all these invasions was a rich mix of people, languages, religions and cultures.

In 1526 the Mughal leader Babur invaded India and established an empire in India which lasted until 1858. The word Mongol changed to Mughal and the Mughal Empire in India became one of the most prosperous and powerful empires of its time. The Mughals were a Muslim dynasty who originally came from Persia (now Iran). They defeated the local sultan (a Muslim ruler) and established their capital city in Delhi. They extended their empire throughout most of India over the next 150 years. They did, however remain dependent on the support of local rulers who were usually Hindu. These local rulers were allowed to stay in power as long as they paid taxes to the Mughal emperor. Many landowners and merchants therefore managed to keep their power and wealth.

Between 1556 and 1605, India was ruled by Babur's grandson, Akbar. This time period was to become a golden age for Mughal India. Akbar's court amazed foreign travelers from Europe, who were impressed by its wealth and power.



Akbar the Great, ruler of the Mughal Empire during the late 16th and early 17th century, was a true pioneer of interfaith dialogue. Akbar's desire to build interfaith bridges is clear in a letter he wrote in 1582 to King Philip II of Spain”

“As most men are fettered by bonds of tradition, and by imitating ways followed by their fathers... everyone continues, without investigating their arguments and reasons, to follow the religion in which he was born and educated, thus excluding himself from the possibility of ascertaining the truth, which is the noblest aim of the human intellect. Therefore we associate at convenient seasons with learned men of all religions, thus deriving profit from their exquisite discourses and exalted aspirations.”

[<http://craigconsidinetcd.wordpress.com/>]

TASK 5:

Use your textbook and do some research on the Mughal India and make a **writing grid** using the following headings:

- ❖ Government and society
- ❖ Role of Women
- ❖ Trade and Travel
- ❖ Links/contacts with other parts of the world
- ❖ Learning and culture
- ❖ Technology
- ❖ Changes/decline

EUROPEAN SOCIETIES

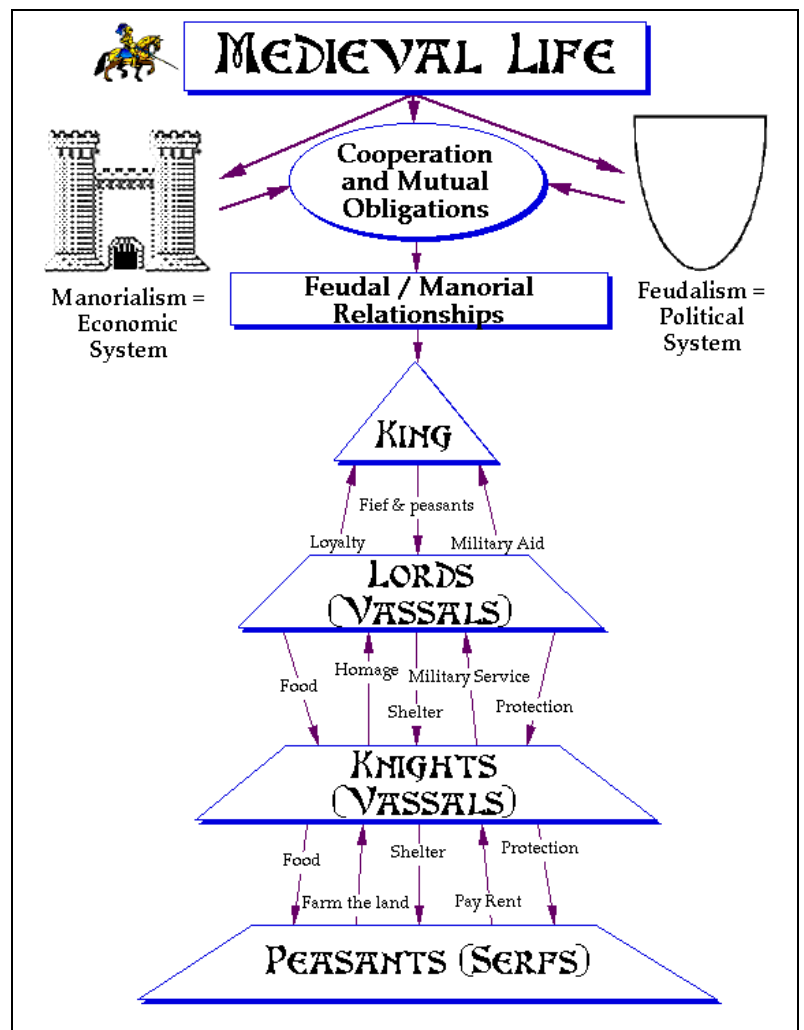
While advanced empires in Asia and Africa flourished, European society lived in a time period which has become known as the Middle Ages (the period in European history between the 5th and 15th centuries). This was time of technological stagnation and ignorance. During this time period the system of feudalism was the most common political and social system. Europe was made up of many small states which were often at war with one another. Most Europeans were Christian and the Roman Catholic Church was very dominant in western Europe. Changes between 1400 and 1600 enabled the states in Europe to become powerful and eventually to dominate the world.

Initially there was little trade, but towards the end of the Middle Ages important trade routes developed. This increased trade brought new ideas and knowledge and helped to develop a new spirit of enquiry. This prompted what became known as the Renaissance, a period in which there was a rebirth in interest in art and learning.

Map showing European states in 1600



Source: uncp.edu



POLITICAL AND SOCIAL STRUCTURE

The government was based on the feudal system. Feudal society was divided into classes or orders and each order owed services to the king and higher orders.

Kings were autocratic rulers who owned all the land. They were thought to have received their right to rule from God (the divine right of kings).

Nobles were friends and relatives of the king who had been given land by him. In return, nobles had to swear an oath of loyalty to the king and do whatever he asked of them. The nobles lived in great manor houses or castles that were built for protection rather than comfort.

Knights were given land to live on by the nobles. In return, the knights did military service for the nobles. All knights had to follow a strict code of conduct. When a young man was knighted, he promised to be brave in battle, keep his word, defend the church and be courteous to ladies.

Peasants farmed the land and provided services for nobles:

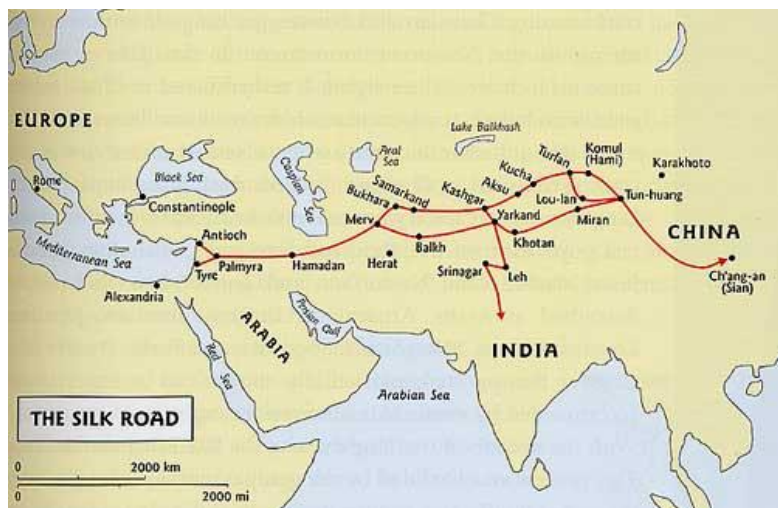
- Peasants worked for the nobles and knights, doing jobs such as working in the fields, cutting wood, repairing buildings and hauling water.
- Peasant men were expected to fight in times of war.
- Peasants paid taxes to the noble on whose land they lived. These were called feudal dues and involved working for the noble without pay and giving him part of their harvest. In addition to feudal dues, peasants also paid taxes to the king.

EUROPEAN ECONOMY

The economies of European states were based on agriculture. Craftsmen made items for sale by hand.

Trade links with Asia were important as this was the only way for Europe to obtain spices, silk and other luxury goods.

- Goods from China travelled overland along the Great Silk Road to ports in Asia Minor (what is Turkey today).
- Arabs brought goods from India up the Red Sea to ports in North Africa.
- Italian merchants from Venice and Genoa were able to establish control of these trade routes with Asia because they were closest to the ports in Asia Minor and North Africa. The Italian states grew very rich from this trade system as they sold the goods from Asia to the rest of Europe at inflated prices.
- Europe produced valuable commodities for trade such as furs from Russia, glass from Italy and horses from Spain which were bought by Arab traders.



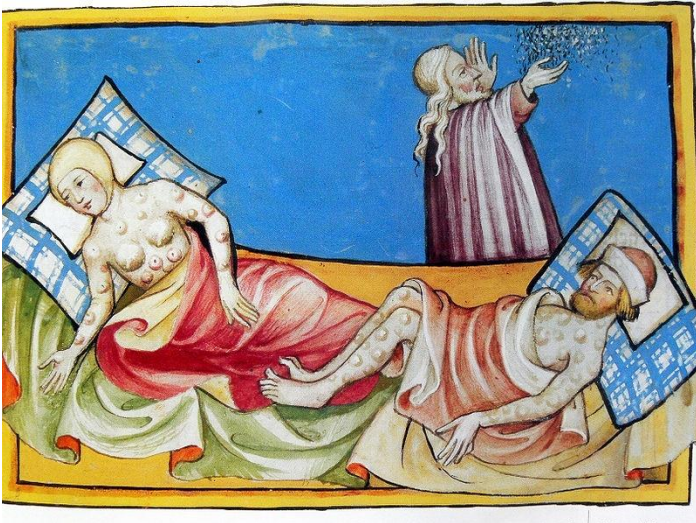
A map showing the Great Silk Road trade route between China and the West.
[<http://www.google.co.za/imgres>]

The Hanseatic League was an association of Baltic states in Northern Europe that traded with each other and the rest of Europe. The cities that belonged to this league had their own legal system and armed forces to protect traders. This trade led to modern commerce because:

- Traders formed companies to buy ships.
- Money was in circulation and banks were established to keep this money.

THE BLACK DEATH

A picture of plague victims with buboes.



- **Bubonic plague**, known as the **Black Death**, swept across Europe in the 14th century killing 30 to 60% of the population. Doctors did not know what caused this plague and had no way to treat the sick people.
- Bubonic plague is a deadly disease carried by fleas that live on black rats. The plague first broke out in China and other parts of Asia in the early 14th century. It spread to Europe by merchant ships infested with rats.
- The first outbreak in Europe occurred in the Italian port of Genoa in 1348. Merchants from Genoa travelled to ports on the eastern Mediterranean Sea to buy goods that had arrived from Asia along the Great Silk Road. Rats jumped onto the ships and were brought to Europe. The fleas on these rats then spread bubonic plague.
- Once bitten by a flea carrying the bacteria that cause bubonic plague, the victim became very ill, with a high fever and vomiting. After three to seven days, swellings appeared under the armpits and in the groin area.
- These swellings or buboes grew to the size of an egg and then turned purple or black. This is what gave bubonic plague the nickname, Black Death. The person died soon after the swellings appeared.
- An outbreak of bubonic plague spread across Europe between 1348 and 1349, killing millions of people, both rich and poor.

The feudal system was weakened by the Black Death. Population levels fell, towns and churches were left empty and government officials died.

- Those trapped in the feudal system had an opportunity to rise in society because:
 - Land was left vacant and rents fell. Peasants had more land for farming and even landless labourers could afford to hire land.
 - Workers were scarce and could demand higher wages.
- Women were given duties beyond their household responsibilities as there were just too few people to do everything.

THE RENAISSANCE



Do you recognize the above painting? _____

The greatest changes in Europe came about during a period known as the Renaissance.

Renaissance is a French word meaning rebirth. It describes the reawakening of interest in ancient Greek and Roman learning and culture that took place roughly between the 14th and 16th centuries.

A revival of interest in ancient Roman culture and art began in Italy in the 14th century. When the city of Constantinople was invaded by the Ottoman Turks in 1453, Greek scholars fled to Europe bringing with them many ancient manuscripts.

- These manuscripts contained knowledge which awakened an interest in literature and learning. This revival, the Renaissance, spread from Italy to the rest of Western Europe.
- During the Renaissance, people began to question medieval ideas and gave more attention to human concerns such as the arts and sciences. This weakened the domination of the Church over society.

TASK 6: Renaissance art

Using your textbook and any other resources available, make your own notes on the following aspects of Renaissance art.

Changes in art

	MEDIEVAL ART	RENAISSANCE ART
1. Subject Matter		
2. Dimensions		
3. Depth & distance		
4.		
5.		

Great Renaissance artists

- Leonardo Da Vinci
- Michelangelo

For each of the artists, identify **two** of their works and explain how these men embodied *the spirit of the Renaissance* in their lives and work.

Leonardo Da Vinci

Michelangelo

Renaissance Literature

Some of the world's greatest literature was produced during the Renaissance. Literature changed from dull religious works in Latin to topics about life that were written in languages spoken by the people. The most famous English writer from this period is William Shakespeare.

Science and technology during the Renaissance

During the Middle Ages, the Church taught that all knowledge was to be found in the Bible and opposed any scientific experiments. The Renaissance brought about a new spirit of inquiry and people were curious about the world around them. Renaissance scientists were not prepared to believe things without proof.

The following scientific inventions and discoveries gave Europe a technological advantage over other less developed empires:

- The astrolabe and magnetic compass allowed ships to sail further from land.
- The use of gunpowder (from China) and cannons gave European states a military advantage.
- The invention of the printing press meant that knowledge could be spread quickly and easily.

The invention of the printing press

All books had been hand copied by monks during the Middle Ages which meant that books were very expensive and very few people could read or write. In 1440, Johan Gutenberg developed a printing press. Books could be produced easily and became much less expensive. More people learnt to read and ideas and knowledge spread across Europe.

CHANGES IN EUROPE IN THE 16TH CENTURY

The Black Death and the Renaissance brought about great changes in Europe.

Changes in the structure of society

The feudal system was weakened by the emergence of a middle class. The middle class was made up of merchants, bankers and businessmen who invested their money in trade. Because the middle class was wealthy, they gained influence and status in society. The power of the nobles and the Church was weakened.

Changes in political systems

Castles were the main form of defence in Europe.

- Castles were a form of protection when an enemy attacked. The thick stone walls and moat surrounding a castle made it strong.
- Castles were owned by the nobles and the king depended on his nobles to provide knights to defend his country.



When gunpowder from China arrived in Europe, methods of warfare had to change because:

- Cannon balls could break down the castle walls.
- Bullets pierced the armour worn by knights.

Weapons using gunpowder were very expensive and only kings could afford to buy cannons and muskets (old-fashioned guns). The kings began to employ men to be soldiers in a standing (permanent) army. The power of the nobles decreased as the king no longer needed knights as soldiers.

Advanced military technology made some European states very powerful and enabled them to conquer less developed nations in America and Africa.

Economic change

In 1453 the Ottoman Turks conquered Constantinople and established an empire that stretched across Asia Minor and into North Africa. The Ottoman Empire took control of the trade coming from Asia and Europeans no longer had easy access to spices and other luxury goods. They had to find a new route to the East.

CONCLUSION

As a result of Renaissance discoveries, European adventurers began to travel great distances on 'voyages of discovery.' European states were able to conquer and colonize (control) societies in less developed parts of the world. This conquest and colonization led to the spread of European languages, ideas and the Christian religion, which eventually led to a shift in the balance of world power in favour of Europe.

	Ming China
Government & society	
Role of women	
Travel & trade	
Links/contacts with other parts of the world	
Learning & culture	
Technology	
Changes/decline	

	Songhai Empire
Government & society	
Role of women	
Travel & trade	
Links/contacts with other parts of the world	
Learning & culture	
Technology	
Changes/decline	

	Mughal India
Government & society	
Role of women	
Travel & trade	
Links/contacts with other parts of the world	
Learning & culture	
Technology	
Changes/decline	

	European Societies
Government & society	
Role of women	
Travel & trade	
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Learning & culture	
Technology	
Changes/decline	