

3.1: Empires Expand

- Gunpowder Empires - Powerful states in Southwest, Central, and South Asia that used firearms to conquer territories
 - Russia, the Ottoman, the Safavid, and the Mughal Empires

Europe

- 1450 - End of the medieval period, beginning of the early modern period
- End of plagues, the Hundred Years' War between France and England, and the invention of the Gutenberg Printing Press → increase in literacy
- New monarchies with leaders that wanted to centralize power by controlling taxation, military forces, and religion
 - The Tudors in England
 - The Valois in France
 - Queen Isabella and King Ferdinand in Spain
 - Bureaucracies and the middle class grew, while lords and the churches lost power

Russia

- Ivan IV, Crowned tsar in 1547, expanded Russia by conquering the Kazan, Astrakhan, and Siberia khanates using gunpowder
- Ivan IV let the Stroganovs, Russian landowners, recruit Cossacks to fight the Siberian Khan. The Russian forces gained control of the Volga River, which allowed them to trade directly with Persia and the Ottoman Empire.
- Ivan IV's forces kept expanding eastward to the Pacific Ocean. Trade continued in the Americas. Many conquered people converted to Eastern Orthodox Christianity.

East Asia

- The Mongol Yuan Dynasty was overthrown by the Ming Dynasty in 1368
- In 1644, the Manchu from Manchuria took control and established the Qing Dynasty
- The Ming Dynasty restored the Great Wall of China for protection while fighting the Mongols
- Emperor Kangxi: Qing China ruler, conquered Taiwan, Mongolia, and Central Asia, and issued a protectorate on Tibet.
- Emperor Qianlong: Qing ruler, poet, and artist, military campaigns led to the annexation of the Xinjiang province, established the Dalai Lama in Tibet, successful campaign against the Nepalese, but failed against Burma and Vietnam.
- The Qing Dynasty confined Britain to limited trading abilities under Guangzhou. In response to Britain's request for more trading rights, Emperor Qianlong wrote a letter to King George III stating that the Chinese did not need British goods.
- The Qing imposed high taxes on its people. As a result, peasants organized the White Lotus Rebellion, which was violently suppressed by the Qing government.

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Sasha Hu



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Department of the Army Pamphlet, 1951 ... Select Notes on the International Sunday School Lessons ... Wilbur Moorehead Smith, 1918 The Publishers Weekly, 1905 **Peloubet's Select Notes on the International Bible Lessons for Christian Living**, 1910 The Virginia School Journal, 1892 Includes Official department conducted by Superintendent of Public Instruction Select Notes Mary Abby Thaxter Peloubet, 1902 **Publishers' Weekly**, 1905 *Select Notes on the International Lessons* Mary Abby Thaxter Peloubet, 1880 Includes Practical hints to teachers by Rev A F Schaffler Select Notes Francis Nathan Peloubet, 1891 Notes for one year's Sunday school lessons James Maurice Wilson, 1902 **The Illustrative Lesson Notes** John Heyl Vincent, Jesse Lyman Hurlbut, John Thomas McFarland, 1893 *Notes and recollections of a Professional life; edited by J. Fergusson* William FERGUSSON (M.D.), 1846 How to Meet Standards, Motivate Students, and Still Enjoy Teaching! Barbara P. Benson, 2003 How to Meet Standards Motivate Students and Still Enjoy Teaching is a truly outstanding practical resource that should be in every educator's professional library. It succeeds beautifully with the complex challenge of defining a classroom in which standards come alive for teachers and students in a doable manner. From the Foreword by Spence Rogers Founder and Director Peak Learning Systems. Most states in the USA have adopted some form of standards and accountability into their systems but few teachers understand how to model their classrooms to prepare their students to thrive in this new educational environment. In this book the author offers teachers the tools they need to build the standards based classroom. Rather than throwing away all their valuable techniques and experience teachers learn to synthesize the best of what they already know and do with current and emerging research on learning and learners. The four components of the standards based classroom will help teachers plan lessons, assess student work and create a community of learning that meets the standards that have been set for their students. *The Illustrative Lesson Notes for 1907* Ismar John Peritz, Frank Milton Bristol, Robert Remington Doherty, 1906 *Teach Like a Champion Field Guide 2.0* Doug Lemov, Joaquin Hernandez, Jennifer Kim, 2016-09-13 The must have companion workbook to the bestselling *Teach Like a Champion 2.0*. *Teach Like a Champion Field Guide 2.0* is the teacher's hands-on guide to improving their craft. In *Teach Like a Champion 2.0* veteran teaching coach Doug Lemov updated, improved upon and replaced the original edition of this global bestseller setting forth 62 of the most rigorously vetted and critically observed teaching techniques. *Field Guide 2.0* is a practical workbook for these 62 techniques, outlining all the tools a teacher needs to make champion teaching a reality in their classroom starting now. Coauthored by fellow educators Joaquin Hernandez and Jennifer Kim, the book is a practical guide for adapting the techniques to fit classrooms and teachers everywhere. With over 75 video clips of the techniques in play and 100 field-tested activities to boot, *Field Guide 2.0* is the professional development tool every school leader dreams of. It's the teaching playbook that every teacher, principal and coach should have in their library, chock-full of actionable tools that unlock a teacher's potential so they can push their

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The School World ,1901 Select Notes on the International Sabbath School Lessons Francis Nathan Peloubet,1877 **The Our Race News-leaflet** ,1905 **Tea and the Japanese Tradition of Chanoyu** Selena Lai,2005

Pamphlet - Dept. of the Army United States Department of the Army,194?

World History 3 Lesson 30 Handout Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**World History 3 Lesson 30 Handout**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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