

**UNIT
3**

**The Global Fur Trade
and the Decline of China**

Global Interconnections 9

Note: all of the following information in addition to your reading is important.

Chapter 6: Furs and Global Commerce

• Describe TWO causes for the rapid rise of the fur trade (“soft gold”) after 1450 – _____

• Describe TWO effects of the expansion of the fur trade in North America – _____

• Describe the negative effects of the introduction of European goods into Native American culture (especially alcohol) – _____

• Compare and contrast the fur trade in Siberia with the fur trade in North America – _____

Chapter 6: China

• Describe the challenges the Ming experienced between the Europeans, the Japanese, and the Mongols – _____

• Briefly discuss how the Qing came into power, and describe who they were – _____

• Describe the Qing expansion (mostly between 1680 and 1760) northward and eastward, and explain how it was a conquest – _____

• Briefly discuss the long-term significance of Qing expansion into Central Asia – _____

Chapter 6: China (continued)

- Define: *kaozheng*, and briefly discuss how this approach challenged traditional Confucian values in China – _____

Chapter 6: The Dire Decline of the Islamic Empires

- Describe THREE reasons why the Islamic Empires declined in land and power as compared to the Europeans – _____

- Briefly explain how the Dutch East India Company gained control of Indonesia and the Spice Island trade – _____

- Briefly explain how the British East India Company gained influence in India – _____

- Contrast the leadership philosophies of Akbar (1556-1605) and Aurangzeb (1658-1707) in regard to their dealings with the largely Hindu population of India - _____

- Briefly discuss the fragmenting of the Mughal's centralized control to the nawabs, and – to a greater extent – the British Empire - _____

- Define: zamindar, and how they were utilized by the British to increase indirect control over India – _____

- Briefly discuss the origins and essential tenets of Sikhism – _____