WORLD HISTORY BEFORE THE 15TH CENTURY: AN EXPLORATION OF ARTIFACTS AND IMAGES

COURSE: CHW3M – World History Before the 15th Century

SPECIFIC EXPECTATION EXPLORED:

E2. The Legacy of Interactions: analyze various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions

ABSTRACT:

Four lessons which incorporate a multitude of primary sources and images, often with an emphasis on experiential learning. These lessons aim to engage learners by involving them within a historic activity or event, as well as making relevant and modern connections in order to demonstrate concepts and ideas. The four lessons stand alone, covering a diverse set of topics. The first lesson is about the Silk Road Trade, the second about the Greek and Roman pantheons, the third is about the invention of the printing press and its effects on civilizations across the globe, and the final lesson is an exploration of Mayan artifacts.

KEYWORDS: Silk Road; Han Dynasty; Trading; Cultural Exchange; Roman Pantheon; Greek Pantheon; Polytheism; Monotheism; Zeus; Hades; Pluto; Neptune; Poseidon; Jupiter; Printing Press; Publication; Gutenberg; Mayan; Archeology; Primary Sources; Experiential Learning

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LESSON # 1

SPECIFIC EXPECTATION:
E2.3 compare approaches to foreign policy/international relations of different societies/civilizations

PRIMARY HISTORICAL THINKING CONCEPT/explored:
Historical Significance

TITLE OF STORY:
The Silk Road - The Legacy of the Han Dynasty

OVERVIEW:
In this lesson students will learn about the significance of the Han Dynasty of China and its influence on the development of the silk road. They will focus specifically on how the impact of the Silk Road influenced and guided the Han Dynasty into being one of the most well known Chinese Dynasties.

MATERIALS
● Trading Table Sheet
● Trading Cards (Silk, Gold, Glass, Ivory, Grain, Linen)
● Travel Cards (fast travel and jump card)
● 5 minute timer

PLAN OF INSTRUCTION
Step 1 – Warm Up
● Online shopping idea - Find an item. How fast can it get to your place? Where is it coming from? How much was it?
Step 2 – Discussion
● Have students pick out images that they feel relate to the Silk Road and Han Dynasty from a premade set of images
● Think, pair, share why the students feel that the images are related to the Silk Road and the Han Dynasty
Step 3– Independent (Group) Activity
● Silk Road Trading Activity *see steps for teacher on how to run it
Step 4 – Sharing/Discussing/Teaching
● Exit card on how the trading activity went
Step 5 - Hand In
● Students will hand in exit cards, stapled to the filled out trading sheets
APPENDICES:

**Primary Sources**

Images for the Warm Up Activity (ones with * next to them are the ones associated with the Silk Road and the Han Dynasty)

PSD 1.1 * Marco Polo’s Journey from Italy to China along the Silk Road
http://www.mitchellteachers.org/ChinaTour/SilkRoadProject/images/marpolocaravancatalanatlasofspain.jpg

PSD 1.2 * Artist depiction of a Silk Road Market in Han Dynasty China
https://ka-perseus-images.s3.amazonaws.com/4f133c5d2ece7e13f0498dc826e68e269ab263e.jpg

PSD 1.3 * Silk Road Phrasebook
https://earlytibet.files.wordpress.com/2014/05/olkhout_140.jpg
PSD 1.4 Greek Pantheon
http://www.hellenism.net/images/ancient-greece.jpg

PSD 1.5 Oil painting of the city of Athena
http://assets.atlasobscura.com/article_images/20410/image.jpg

PSD 1.6 Fresco depicting the gathering and trading of goods in Ancient Egypt
http://media.gettyimages.com/illustrations/ancient-egyptian-painting-by-nina-m-davies-1936-illustration-id98953610?k=6&m=98953610&s=170667a&w=0&h=bPdWLr8_SJcY0Fqclx7Sakd8yOuyHM_UW3s0KVenh5o=
Steps for Teachers

Rules
1. Goal: Each group must try to get as many of each resource card as possible.
2. There are three rounds that go as follows (additional ones can be added based on time)
   a. Trading Round 1 (5 min)
   b. Purchase Round 1 (1 min)
   c. Trading Round 2 (5 min)
   d. Purchase Round 2 (1 min)
   e. Trading Round 3 (5 min)
   f. Purchase Round 3 (1 min)
3. Two round types:
   a. Trading Rounds – students will trade their goods
   b. Purchase/tallying rounds – student will tally up their trades from the trading round and purchase any travel cards that they want
      i. Tallying involves writing down on the trading sheet how much they traded and what they received in return
4. Groups can only trade to the group that is one higher or one lower than them (ex. group 2 can only trade with groups 1 and 3)
5. Travel Cards – purchased using resources earned during the trading
   a. Fast travel cards allow a group to trade ONCE with any other group
   b. Jump cards allow a group to trade ONCE with any group two above or below them (ex. Group 4 can trade with group 6 or 2)
   c. To purchase a travel card the group must put up their hands and say “I want to purchase a travel card” during the purchase period
   d. To use a travel card the group must put up their hands and say “I want to use a travel card” during the trading period
   e. Groups can trade travel cards amongst each other
6. Any cards that fall on the floor during trading are ‘ruined’ and cannot be used
   a. To make the game more interesting you can add in ‘events’ that ‘ruin’ a certain number of resources

Purchase Rounds Costs
1. (After Trading Round 1) jump cards = 1 resource, fast-travel cards = 2 resources
2. (After Trading Round 2) jump cards = 2 resources, fast-travel cards = 3 resources
3. Rounds can be added afterwards, just increase the costs by 1 each time

After Trading is complete
- Have students tally up their final amounts of resources and convert them into points
- There are two ways you could have the points
  o 1 point for every initial resource, 2 points for every traded resource
  o Certain amounts of points for each resources
     § Ex. 2 points for Silk, 1 point for Glass, 3 points for Ivory etc.
- Any group who does not have at least one of every resource automatically gets 0 points
- The group with the most points is the winner
## BLM 1.1 Trading Along the Silk Road

### Trade

<table>
<thead>
<tr>
<th>Round</th>
<th>Gave</th>
<th>Received</th>
<th>Purchase Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td>Gave</td>
<td>Received</td>
<td>(ex. 1 gold for 1 jump card)</td>
</tr>
<tr>
<td></td>
<td>(ex. x1 silk)</td>
<td>(ex. x2 gold)</td>
<td></td>
</tr>
<tr>
<td>Round 2</td>
<td>Gave</td>
<td>Received</td>
<td></td>
</tr>
<tr>
<td>Round 3</td>
<td>Gave</td>
<td>Received</td>
<td></td>
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</tbody>
</table>

### Final Count

<table>
<thead>
<tr>
<th></th>
<th>Silk:</th>
<th>Linen:</th>
</tr>
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<tbody>
<tr>
<td>Gold:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glass:</td>
<td></td>
<td></td>
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<tr>
<td>Ivory:</td>
<td></td>
<td></td>
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</tbody>
</table>
### BLM 1.2 Trading Resource Cards

<table>
<thead>
<tr>
<th>Grain</th>
<th>Silk</th>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Gold</th>
<th>Glass</th>
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<table>
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<tr>
<th>Linen</th>
<th>Ivory</th>
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</tbody>
</table>

### BLM 1.3 Travel Cards

<table>
<thead>
<tr>
<th>Jump Card</th>
<th>Fast-Travel Card</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Jump Card</th>
<th>Fast-Travel Card</th>
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### BLM 1.4 Exit Card

How did the trading from the silk road compare/contrast to the online purchasing done at the start of the lesson? (2-3 sentences)

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__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
LESSON # 2

SPECIFIC EXPECTATION:
E2.1: describe the ways in which practices or innovations in one society/civilization were borrowed by other societies/civilizations, and analyse the significance of this influence.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Continuity and Change

TITLE OF STORY: The Evolution of the Pantheon

OVERVIEW:
- The lesson begins with a modern, relevant example of 2 separate organizations imitating each other’s ideas. The DC and Marvel comparison between the pantheons of the Greeks and Romans sparks interest in the students by easily demonstrating the relationship between 2 different companies/civilizations and how they can influence each other and why. The lesson moves on to focus on the similarities and differences between the Greek and Roman Gods. Discussion revolves around how the Romans continued the traditions of the Greek gods, but also how they may have changed. Discussion can evolve into how religion itself has evolved over time, and morphed from predominantly polytheistic religions towards mainly monotheistic religions.

MATERIALS:
Images of Superheroes (Appendices 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)
Sticky Notes
10 sets of main 3 gods in Greek and Roman pantheons (Appendices 2.7, 2.8, 2.9, 2.10, 2.11, 2.12)
BLM 2.13 (Venn Diagram)
Tech - Ipad/chromebooks/laptops, or personal tech.

PLAN OF INSTRUCTION
Step 1 – Warm Up
- 6 images are around the room, 3 are from the DC comics superhero pantheon (Superman, Batman, the Flash), 3 are from the Marvel comics superhero pantheon (Captain America, Iron Man, Quicksilver) See Appendix 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
- Students must use sticky notes and write characteristics of each superhero and stick it beside them.

Step 2 – Discussion (& Modeling)
- How is the relationship between the DC and Marvel universes similar to the relationship between the Greek and Roman pantheons?
- Why would the Romans adapt the Greek religion instead of develop their own? Why did they continue these traditions with little to no change? Why bother with the minimal changes? Is this continuity progressive? Was it used progressively?

Step 3 – Group (Pairs) Activity
- Matching Game
- Match the Greek God or Goddess to their Roman counterpart via primary source images (see Appendix 2.7, 2.8, 2.9, 2.10, 2.11, 2.12)
- Go around to students and ask why they made the matches they did - what about the images were similar? What related to two for the students?
- With their devices, have students research each god of their 3 gods, and fill in a venn diagram with the similarities with the corresponding Greek and Roman God or Goddess (Appendix 2.13)

Step 4 – Sharing/Discussing/Teaching
- Go over primary source images of each God/Goddess, based on how the Gods and Goddesses are depicted, what could they each represent?

APPENDICES:
Appendix 2.1
This is a reconstruction from the Hermitage Museum in St. Petersburg, Russia of a statue of Zeus found inside a temple at Olympia. The original was created by sculptor, Pheidias, in 432 BC.

[Source:https://archaeologynewsnetwork.blogspot.ca/2015/04/marble-naturally-illuminated-statue-of.html#70xh1d0t7LGVSv86.97]
Appendix 2.8

Roman statue of Jupiter from the Roman Imperial period. It is a copy of a Greek statue of Zeus. It is now held in the Capitoline Museum in Rome. [Source:http://www.theoi.com/Gallery/S1.2.html]
Statue of Hades and Cerberus from the Heraklion Archeological Museum in Crete, Greece.
Appendix 2.10

Sculpture by Gian Lorenzo Bernini completed in 1622 of Pluto’s rape of Proserpina. It is now located in the Galleria Borghese in Rome. [Source: http://www.wga.hu/frames-e.html/?/html/b/bernni/gianlore/sculptur/1620/proserp.html]
Statue of Poseidon from 125 BC, now located in the National Archeological Museum in Athens.
Appendix 2.12

The Fountain of Neptune in Piazza Navona, in Rome.
Comparing the Greek and Roman Pantheons

Greek

Roman
LESSON # 3

SPECIFIC EXPECTATION:
E2.3 The Legacy of Interactions: analyze various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Historical Perspective

TITLE OF STORY:
Mayan Artifact Hunt

OVERVIEW:
Students will build their primary and secondary source analysis skills, by investigating objects from the Mayan Civilization and comparing/contrasting their uses in Mayan Civilization to Today’s.

MATERIALS
● Mayan Artifact Hunt Sheet (Both Blank and Filled Out Example)
● Laptops/Chromebooks
● 6 Images of Primary Sources from the Mayan Civilization

PLAN OF INSTRUCTION
1. Warm Up
   ○ Show a 6 different of Primary Sources from the Mayan Civilization
2. Discussion
   ○ Think Pair Share: What sorts of things do civilizations leave behind for archaeologists to discover in present day?
3. Modelling
   ○ Show and talk through a completed Mayan Artifact Activity Sheet
4. Independent/Group Activity
   ○ Hand out blank Mayan Artifact Sheets and have students fill them out based on artifacts they chose.
   ○ Artifacts will be chosen from the British Museum Online Collection Website https://www.britishmuseum.org/research/collection_online/search.aspx
   ○ Choice will be narrowed down in the advanced options with
     i. Images only
     ii. Production Date: 0 AD to 1500 AD
     iii. Civilization: Mayan
5. Sharing/Discussing/Teaching
   ○ Students will share their artifacts with the class and some of the key points of information in a larger context that they put on it.
APPENDICES:

Primary Source Documents

PSD 3.1: Photo of the city of Tikal
http://public.media.smithsonianmag.com/legacy_blog/Tikal.jpeg

PSD 3.2: Ruins of a Mayan City
http://i302.photobucket.com/albums/nn93/lsvioleta/mayan-1.jpg
PSD 3.3: Mayan Solar Calendar

PSD 3.4: Mayan Government Officials
http://www.historyonthenet.com/sites/default/files/styles/adaptive/public(field/image/800px-Bonampak_Painting.jpg?itok=ejVq1pmp
BLM 3.1: Museum Artifact Hunt – BLANK SHEET

Name of Artifact and Date:

Museum ID#:

What is it made of? Dimensions? Are there any inscriptions on it?

Did it have a purpose? (Look at ‘Curator’s Comments’ or research online briefly)

How is that different from the role it has today in our society? (if it doesn’t have an obvious one, think of similar objects)

What is an interesting fact about your artifact that you want to share?
Name of Artifact and Date:
Ear Ornament (250-900 C.E.)

Museum ID#:
Am1928,Q.14

What is it made of? Dimensions? Are there any inscriptions on it?
Smooth round ring of Jadeite
6.5x2.3 cm and 46 grams

Did it have a purpose? (Look at ‘Curator’s Comments’ or research online briefly)
Ear-spacer for stretching the earlobe used for both beauty and religious purposes. Used as a way to distinguish class (jade was typically worn by upper class)

How is that different from the role it has today in our society?
Ear-spacers are still used today by some to create large holes in their ears, but there is little to no religious significance to them. Mostly they are used now as a fashion statement today.

What is an interesting fact about your artifact that you want to share?
Mayan culture believed that Ear Ornaments were a way to extend the human ear to better understand speech, song, and diplomacy.
LESSON # 4

SPECIFIC EXPECTATION:
E2.1 describe ways in which practices or innovations in one society/civilization were borrowed by other societies/civilizations
E2.3 compare approaches to foreign policy/ international relations of different societies/ civilizations

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:
Cause and Consequence

TITLE OF STORY:
The Impact of the Introduction of the Printing Press

OVERVIEW:
In this lesson, students will be introduced to the process of printing in the 1400s. They will be asked to think critically on the historical significance and impact on society of the invention and spread of the printing press.

MATERIALS:
Appendices below would be presented on a smartboard through a presentation. Black Line Masters listed below would be photocopied and distributed to students.

PLAN OF INSTRUCTION

Step 1 – Warm Up
- At the beginning of class, ask students for a show of hands on who uses twitter, blogs, uses other media platforms, etcetera. Introduce students to an image of a 1400s printing press (4.1) and an accompanying blurb on the state of print press spread and development at the end of the 1400’s. (4.2) Cover the story of the spread of the printing press technology, the rise in number of prints being put out, the frequency of publications and how widespread these became. Relate this growth in communication to the explosion of Facebook as a media source, comparing Johannes Gutenberg’s invention of the moveable printing press (4.3) with the role that Mark Zuckerberg (4.4) had on communication by creating Facebook.

Step 2 – Discussion
- Open the floor for a discussion on how the rise of print media could affect people as individuals, how print media could affect macro level things such as politics, religion, economics, etcetera. (Use guiding questions to get to the core points for the discussion)

Step 3 – Activity:
- Students will read through the provided article on the invention of the moveable type press and will then proceed to a variety of tasks tied to the information found within. (BLM 4.1)
- Students will be assigned fake scenarios or profiles in small groups and will be asked to hold discussions on the role that the rise of print could have on the scenario or person. (BLM 4.2)

Step 4 – Sharing/Discussing/Teaching: Students will be pulled back into one large discussion group. Each of the smaller groups will be asked to briefly share their scenario, and a synopsis of what they discussed about the role of print in relation to their scenario. Students from other groups will be encouraged to contribute any additions they can think of to the role of print in the situation. Students will finish the period by filling out an exit card on the implications that the evolution of print and media has had on society since the introduction of the printing press. (BLM 4.3)
APPENDICES:
Appendix 4.1

Gutenberg’s printing press, circa 1440's. This invention led to the rise of print media, heavily impacting many micro and macro aspects of society in ways that echo forward even to this day.
https://s-media-cache-ak0.pinimg.com/originals/83/c7/79/83c779dd6e4e1d9a90b17e290c079572.jpg

Appendix 4.2
1499

“Printing has become established in more than 250 cities around Europe. Renaissance printing presses can produce 3,600 pages per workday, compared to forty by typographic hand-printing and just a few pages by hand-copying. One of the main challenges of the
industry is distributing all these works. This leads to the establishment of numerous book fairs. The most important one is the **Frankfurt Book Fair** which is first held by local booksellers soon after Gutenberg's invention of the printing press. Frankfurt remains the book capital of the world until the end of the 17th century when the Leipzig Book Fair takes over. After World War II the Frankfurt Book Fair is reestablished and regains its position as the world's largest trade show for books."

https://www.prepressure.com/printing/history/1400-1499

**Appendix 4.3**

![Johannes Gutenberg](http://a2.files.biography.com/image/upload/c_fit,cs_srgb,dpr_1.0,h_1200,q_80,w_1200/MTEN5NTU2MzE2MjM4MDg3Njxx.jpg)

Johannes Gutenberg invented the moveable printing press around 1440. 
http://a2.files.biography.com/image/upload/c_fit,cs_srgb,dpr_1.0,h_1200,q_80,w_1200/MTE5NTU2MzE2MjM4MDg3Njxx.jpg
Mark Zuckerberg is the creator of Facebook. Starting in 2004, this new media platform serves as a new means for mass communication expansion via internet media.

http://www.taxjusticeblog.org/images/zuckerberg.jpg

Blackline Masters
BLM 4.1

The Impact of the Printing Press

In order to better understand how technology today impacts society we may look at how printing press technology impacted literacy and society five hundred years ago. Just as today another technology, the Internet, is democratizing knowledge and empowering the public by providing greater access to information. Five hundred years ago when the printing press was invented there was a shift from laborious manuscript making to a print technology allowing large numbers of copies of written work to be created quickly, giving greater access to information and setting the stage for a slow but important transformation of societal literacy.

The creation of the printing press is a remediation of numerous previous print technology shifts. Pertaining to writing technology, Bolter defines remediation when a, newer medium takes place of an older one, borrowing and reorganizing the characteristics of writing in the older medium and reforming its cultural space. (Bolter, 2001, p.23) Prior to 1450, before Guttenberg created his version of a moveable type printing press, there were many examples of writing remediation where technology shifts were improving on and often eventually replacing the previous technology. Clay tablets in Mesopotamia gave way to papyrus scrolls and then to the manuscript codex on parchment or paper. All of these print technology developments kept improving print, often resulting in the obsolescence of the prior technology. Guttenberg combined the technologies of paper, oil based ink and the wine press to create a hybridized technology: the printing press, allowing mass production of printed books. (Jones, 2000) This then eventually replaced the need for the hand-scribed manuscript codex. The printing press gave writing a consistent look and feel. Prior to the invention of the printing press individual scribes would hand write the text leading to inconsistent writing
and grammar. However, the mechanization of the printing press achieved more regular spacing and hyphenation of the print. (Bolter, 2001) Also the printing press led to consistent spelling, grammar and punctuation. (McLuhan, 1962) This consistency of language rules enabled readers to more easily interpret the author’s writing and intentions. Moreover, this consistency enhanced the overall reading experience. As Rosenblatt writes, “The reader reacts to the words on the page one way rather than another because he operates according to the same set of rules that the author used to generate them.” (Rosenblatt, 1964, p.17)

Over the long term the printing press increased literacy by making print available to the general public. Prior to the printing press books were very expensive because it was such a laborious task to hand-scribe a book. This created a situation where only the elite were able to afford books and thus only a small percentage of the population knew how to read and write. With the invention of the printing press, better quality of books were published and since they were able to be mass produced, the expense was reduced, making books more affordable to the general public. It is estimated that by 1500 there were fifteen to twenty million copies of 30,000 to 35,000 separate publications. (McLuhan, 1962, p.207)

The printing press had a positive impact on educational practices. McLuhan stated that the printed book was a new visual aid available to all students and it rendered the older education obsolete. The book was literally a teaching machine where the manuscript was a crude teaching tool only. (McLuhan, 1962, p.145) Referring to what a 16th century skeptical school administrator would have said regarding the transformation of education to the printed book McLuhan states, “Could a portable, private instrument like the new book take the place of the book one made by hand and memorized as one made it? Could a book which could be read quickly and even silently take the place of a book read slowly? Could students trained by such printed books measure up to the skilled orators and disputants produced by manuscript means?” (McLuhan, 1962, p.145)

The printing press transformed learning. It transformed the relationship between teacher and student and the way research was undertaken. Previous relations between masters and disciples were altered. Students who took full advantage of technical texts which served as silent instructors. Young minds provided with updated editions, especially of mathematical texts began to surpass not only their own elders but the wisdom of ancients as well.” (Eisenstein, 1979, p. 689). There was also a change in the way students researched and wrote. In the new print era, scholarly writing came to be viewed as authorship of original material, and scholarly reading came to mean the gathering, comprehending, and making use of information from a variety of sources, thus laying the basis for modern scholarship. (Eisenstein, 1979)

Many writers credit the printing press as a catalyst for the profound societal and cultural transformations that began to occur in the 16th century. The printing press provided people with a new communication medium thus allowing political and religious views to be disseminated widely. According to McLuhan the printing press was responsible for the Industrial revolution, the rise of nationalism in Europe, and the use of perspectivity in art. (McLuhan, 1962) Eisenstein regards the printing press as an agent for the development of the Renaissance, the Protestant Reformation, and the rise of modern scientific thought. (Jensen, 2001)

The technology shift from the manuscript to the printing press increased literacy by reducing the expense of publishing books and making the process less time and labour intensive. Printing press technology altered education by making available books that provide a new visual aid to learning. Additionally the printing press served as a catalyst for many world movements and events by providing an effective way to disseminate political and religious views. Today our society is in the midst of another technology
shift that is transforming education. Five hundred years after its invention, the printing press can help us understand the growth and impact the Internet on literacy, knowledge and democracy.

**References**


This article will be distributed to students to read as a starting point for student inquiry and discussion on the impact that the introduction of the printing press and the rise of print media had on micro and macro aspects of society.


**BLM 4.2**

**Group 1**: You are a young man with some/ limited background in how to read. How might the rise and spread of moveable printing press technology impact you?

**Group 2**: You are the head of a religious institution in Europe during the rise and spread of the moveable printing press. What role would this new technology play in your work and your attempts to spread your ideas?
**Group 3:** How do you think the rise of the moveable printing press would impact the development and spread of new concepts and intellectual ideas during this period? (philosophical, political, scientific and etcetera)

**Group 4:** You are a sovereign leader during the rise of the moveable printing press. What impact could the new technology and its spread have for me, both positive and negative?

**BLM 4.3**
Today in class we went over the story of Johannes Gutenberg and his invention, the moveable printing press. Pulling on the discussions and scenario answers we came up with in class, briefly describe some of the long term effects and implications Gutenberg’s invention has had, and how they can be seen to this day. What outcomes from Gutenberg’s invention still are impacting us to this day?