World History
Journey Across Time
The Early Ages

Student Edition
Reading Essentials
and Study Guide

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TO THE STUDENT

This Reading Essentials and Study Guide student workbook is designed to help you use recognized reading strategies to improve your reading-for-information skills. For each section of the Student Edition, you are alerted to key terms, asked to draw from prior knowledge, organize your thoughts with a graphic organizer, and then follow a process to read and understand the text. This booklet was prepared to help you get more from your textbook by reading with purpose.
To the Student

Unit 1: Early Civilizations

Chapter 1: The First Civilizations

| Study Guide 1-1 | Early Humans | 1 |
| Study Guide 1-2 | Mesopotamian Civilization | 7 |
| Study Guide 1-3 | The First Empires | 13 |

Chapter 2: Ancient Egypt

| Study Guide 2-1 | The Nile Valley | 17 |
| Study Guide 2-2 | Egypt’s Old Kingdom | 24 |
| Study Guide 2-3 | The Egyptian Empire | 28 |
| Study Guide 2-4 | The Civilization of Kush | 33 |

Chapter 3: The Ancient Israelites

| Study Guide 3-1 | The First Israelites | 37 |
| Study Guide 3-2 | The Kingdom of Israel | 41 |
| Study Guide 3-3 | The Growth of Judaism | 45 |

Unit 2: The Ancient World

Chapter 4: The Ancient Greeks

| Study Guide 4-1 | The Early Greeks | 52 |
| Study Guide 4-2 | Sparta and Athens | 58 |
| Study Guide 4-3 | Persia Attacks the Greeks | 63 |
| Study Guide 4-4 | The Age of Pericles | 68 |

Chapter 5: Greek Civilization

| Study Guide 5-1 | The Culture of Ancient Greece | 74 |
| Study Guide 5-2 | Greek Philosophy and History | 80 |
| Study Guide 5-3 | Alexander the Great | 84 |
| Study Guide 5-4 | The Spread of Greek Culture | 88 |

Chapter 6: Early India

| Study Guide 6-1 | India’s Early Civilizations | 92 |
| Study Guide 6-2 | Hinduism and Buddhism | 98 |
| Study Guide 6-3 | India’s First Empires | 102 |
Table of Contents

Chapter 7: Early China
Study Guide 7-1  China’s First Civilizations  108
Study Guide 7-2  Life in Ancient China  114
Study Guide 7-3  The Qin and Han Dynasties  121

Unit 3: New Empires and New Faiths

Chapter 8: The Rise of Rome
Study Guide 8-1  Rome’s Beginnings  127
Study Guide 8-2  The Roman Republic  131
Study Guide 8-3  The Fall of the Republic  136
Study Guide 8-4  The Early Empire  141

Chapter 9: Roman Civilization
Study Guide 9-1  Life in Ancient Rome  146
Study Guide 9-2  The Fall of Rome  152
Study Guide 9-3  The Byzantine Empire  159

Chapter 10: The Rise of Christianity
Study Guide 10-1  The First Christians  165
Study Guide 10-2  The Christian Church  172
Study Guide 10-3  The Spread of Christian Ideas  178

Chapter 11: Islamic Civilization
Study Guide 11-1  The Rise of Islam  184
Study Guide 11-2  Islamic Empires  189
Study Guide 11-3  Muslim Ways of Life  196

Unit 4: The Middle Ages

Chapter 12: China in the Middle Ages
Study Guide 12-1  China Reunites  201
Study Guide 12-2  Chinese Society  208
Study Guide 12-3  The Mongols in China  214
Study Guide 12-4  The Ming Dynasty  219
### Chapter 13: Medieval Africa

- **Study Guide 13-1** The Rise of African Civilizations  
  Page 225
- **Study Guide 13-2** Africa’s Government and Religion  
  Page 232
- **Study Guide 13-3** African Society and Culture  
  Page 239

### Chapter 14: Medieval Japan

- **Study Guide 14-1** Early Japan  
  Page 246
- **Study Guide 14-2** Shoguns and Samurai  
  Page 252
- **Study Guide 14-3** Life in Medieval Japan  
  Page 259

### Chapter 15: Medieval Europe

- **Study Guide 15-1** The Early Middle Ages  
  Page 265
- **Study Guide 15-2** Feudalism  
  Page 273
- **Study Guide 15-3** Kingdoms and Crusades  
  Page 281
- **Study Guide 15-4** The Church and Society  
  Page 290
- **Study Guide 15-5** The Late Middle Ages  
  Page 297

### Unit 5: A Changing World

#### Chapter 16: The Americas

- **Study Guide 16-1** The First Americans  
  Page 302
- **Study Guide 16-2** Life in the Americas  
  Page 310
- **Study Guide 16-3** The Fall of the Aztec and Inca Empires  
  Page 320

#### Chapter 17: The Renaissance and Reformation

- **Study Guide 17-1** The Renaissance Begins  
  Page 327
- **Study Guide 17-2** New Ideas and Art  
  Page 334
- **Study Guide 17-3** The Reformation Begins  
  Page 341
- **Study Guide 17-4** Catholics and Protestants  
  Page 348

#### Chapter 18: Enlightenment and Revolution

- **Study Guide 18-1** The Age of Exploration  
  Page 356
- **Study Guide 18-2** The Scientific Revolution  
  Page 366
- **Study Guide 18-3** The Enlightenment  
  Page 373
- **Study Guide 18-4** The American Revolution  
  Page 381
Early Humans  For use with pages 8–15

**Key Terms**

- **historian:** a person who studies and writes about the human past (page 9)
- **archaeologist:** a scientist who digs up clues about the past (page 9)
- **artifact:** a weapon, tool, or other item made by humans (page 9)
- **fossil:** traces of plants or animals that have been preserved in rock (page 9)
- **anthropologist:** a scientist who studies how humans and their societies develop (page 9)
- **nomad:** a person who regularly moves from place to place (page 10)
- **technology:** tools and methods that help humans perform tasks (page 11)
- **domesticate:** to tame plants or animals for human use (page 13)
- **specialization:** a practice in which different people focus on different jobs (page 15)

**Drawing From Experience**

You know that certain jobs—computer technician, athlete, salesperson—often require traveling from place to place. But can you imagine an entire community that moved several times a year?

In this section, you will learn why bands of people once roamed the land—and what enabled them to finally settle down.

**Organizing Your Thoughts**

Use the following cause-and-effect chart to track how early humans adapted to their environment. Use details from the text to help you fill in each blank.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Because people hunted and gathered . . .</td>
<td>. . . Paleolithic</td>
</tr>
<tr>
<td>2. Fire was a life-changing development because . . .</td>
<td>. . . fire provided</td>
</tr>
<tr>
<td>3. After people learned how to grow food . . .</td>
<td>. . . they were able to</td>
</tr>
<tr>
<td>4. Because not everyone was needed for farming . . .</td>
<td>. . . some people specialized</td>
</tr>
</tbody>
</table>
Early Humans (page 9)

Main Idea: Paleolithic people adapted to their environment and invented many tools to help them survive.

History is the story of our human past. Historians study and write about what people did long ago. Historians tell us that history began when people first began to write—about 5,500 years ago. The time before this is called prehistory. This is when the human story really begins.

Tools of Discovery: We study the earliest people and the things they left behind. Scientists called archaeologists hunt for clues to the past by digging underground. They choose sites where humans might once have settled. Archaeologists discover artifacts, such as tools, weapons, bowls, and other things humans made. They also hunt for traces of plants or animals in rock called fossils.

Another type of historian is an anthropologist. These people study how different kinds of societies developed. They look for clues to how people related to one another.

Historians call the early period of human history the Stone Age. It is named for the fact that people during this time used stone to make tools and weapons. The earliest part of the Stone Age is the Paleolithic or Old Stone Age. This time began about 2.5 million years ago and lasted until around 8000 B.C.

Who Were the Hunter-Gatherers? We know that early humans spent most of their time searching for food. They hunted animals, caught fish, ate insects, and gathered nuts, berries, fruits, grains, and plants.

Because they lived off what the land provided, Paleolithic people were always on the move. They were nomads, or people who move regularly. They looked for good, rich land. They moved in bands of about 30. The group kept members safer.

At each new place, people camped near a stream or other water source. Women stayed close to the campsite.
They cared for the children and searched nearby woods for berries, nuts, and grains.

Men hunted animals. This sometimes took them far from camp. Men had to learn the habits of different animals. They also needed to make tools for the kill. The earliest tools, such as clubs, were used for such a purpose. Men also killed animals by driving them off cliffs. Later, people invented spears, traps, and bows and arrows.

**Adapting to the Environment**  
The way Paleolithic people lived depended on where they lived. Those in warm climates needed little clothing or shelter. People in cold climates needed more. Many lived in caves. Over time, people created new kinds of shelters, such as animal hides held up by wooden poles.

Paleolithic people also learned to tame fire. Fire was important for many reasons. It provided warmth and light. It scared away wild animals. Food cooked over a fire tasted better, was easier to digest, and would keep longer. People also could now save meat by having it smoked over fire.

Archaeologists believe that fires were first started by rubbing two pieces of wood together and later with drill-like tools.

**What Were the Ice Ages?**  
Fire helped people survive the Ice Ages. From 100,000 B.C. to about 8000 B.C., thick ice sheets covered parts of Europe, Asia, and North America.

During the Ice Ages, people were at constant risk from cold and hunger. To survive, early humans had to adapt. People had to build sturdier shelters, make warmer clothing, and change their diets. Fire helped them live in this harsh environment.

**Language, Art, and Religion**  
Paleolithic people developed language. This made it easier for people to work together and pass on knowledge. Early people used both words and art. They made paint from crushed rocks. They painted animals on cave walls.

Some historians believe the early art could have had religious meaning or was meant to bring hunters good luck.
The Invention of Tools  Paleolithic people were the first to use tools and methods to help them perform tasks. This is called technology. Tools were made of a hard stone called flint. Flint would flake into sharp pieces when hit with a rock. By tying wooden poles to different shapes of flint, people made axes and spears.

Over time, early people made smaller and sharper tools—like fishhooks and needles—from animal bones. People used needles to make nets and baskets and to sew hides together for clothing.

5. How did the development of spoken language help Paleolithic people?

Neolithic Times (page 13)

Main Idea In the Neolithic Age, people started farming, building communities, producing goods, and trading.

After the last Ice Age ended, people began to change the way they lived. They learned how to domesticate, or tame animals. More control over animals meant more meat, milk, and wool. People also learned how to grow plants. People no longer had to roam from place to place in search of food. They could grow crops themselves. Gradually, farming replaced hunting and gathering.

These changes marked the beginning of the Neolithic Age. Also called the New Stone Age, this period lasted from about 8000 B.C. to 4000 B.C.

Why Was Farming Important? Historians call the Neolithic Age the farming revolution. The word revolution describes changes that affect many areas of life.

Farming first developed everywhere. People scattered across the globe discovered how to grow crops at about the same time. What they grew depended on where they lived.
The Growth of Villages  
Farming allowed people to stay in one place. Herders still drove their flocks wherever they could find grazing land. Farmers, however, had to stay put. They needed to water their plants and protect them from hungry animals. They also had to wait to reap the harvest. So they built permanent homes and created villages.

During the Neolithic Age, villages grew in Europe, India, Egypt, China, and Mexico. The earliest known communities have been found in the Middle East. One of the oldest is Jericho, which dates back to about 8000 B.C.

Another well-known Neolithic community is Çatal Hüyük in present-day Turkey. This village was home to about 6,000 people between 6700 B.C. and 5700 B.C. Some of its ruins have left behind clues to how its residents lived. For example, mud-brick houses were packed tightly together. People made wall paintings. They farmed, hunted, raised sheep and goats, worshiped together, and ate fish and bird eggs.

The Benefits of a Settled Life  
Neolithic people had a more secure life. Steady food supplies meant healthy, growing populations. Larger populations meant more workers to produce a bigger crop. Now they had a surplus to use for trade both within and outside their communities.

People made another advance in how they produced things. They began to practice specialization, or the development of different kinds of jobs. Now, not everyone needed to farm. So some people had time to develop other types of skills. These craftspeople made clay pottery and wove cloth. These workers then traded what they made for goods they needed.
In late Neolithic times, toolmakers created better farming tools, such as the sickle, used for cutting grain. In some places, people worked with metal. At first, they melted copper to make tools and weapons.

After 4000 B.C., craftspeople in western Asia made a discovery. They mixed copper with tin to make a stronger, longer-lasting metal called bronze. It became widely used between 3000 B.C. and 1200 B.C. This period is known as the Bronze Age.

6. Name two differences between people during the Paleolithic and Neolithic Ages.

_________________________________________________________________

_________________________________________________________________
Mesopotamian Civilization  

For use with pages 16–23

Key Terms

civilization: complex societies (page 17)
irrigation: man-made way of watering crops (page 18)
city-state: city and its surrounding lands (page 19)
artisan: skilled worker (page 20)
cuneiform: ancient Sumerian form of writing (page 20)
scribe: record keeper (page 20)
empire: group of lands under one ruler (page 23)

Drawing From Experience

Doing a school project with a partner can be pretty simple. But what happens when you add a third, fourth—or tenth person to the group? Without structure and organization, things could get complicated.

In the last section, you learned why bands of people once roamed the land—and what enabled them to finally settle down. In this section, you will learn how early civilizations handled the need to organize their growing populations.

Organizing Your Thoughts

Use the following sequence chart to track the development of Mesopotamian civilization. Use details from the text to help you fill in the boxes.

Mesopotamia

where: 1. __________________________
climate: 2. __________________________
farmers: 3. __________________________

Sumer

government: 4. ______________________
gods: 5. ____________________________
rulers: 6. ___________________________
classes: 7. __________________________
Civilization in Mesopotamia began in the valleys of the Tigris and Euphrates Rivers.

Over thousands of years, some of the early farming villages developed into civilizations. **Civilizations** are complex societies. They have cities with different social groups and organized governments. Civilizations have art, religion, and a writing system.

**Why Were River Valleys Important?** The first civilizations arose in river valleys. Near rivers, farming conditions were good. Rivers helped people travel and made trade easier.

As cities grew, they needed organization. People formed governments. Leaders took charge of food supplies, planned building projects, made laws, and formed armies. People did not worry so much about meeting basic needs. They developed religion and the arts. They invented ways of writing and created calendars.

**The Rise of Sumer** The earliest-known civilization arose in the Middle East on a flat plain between the Tigris and Euphrates Rivers. It was called Mesopotamia, which is Greek for “the land between the rivers.”

Mesopotamia’s climate was hot and dry. The rivers often flooded and left behind rich soil. However, flooding was unpredictable. It might flood one year, but not the next. Over time, farmers built dams and channels to control floods. They also built walls, waterways, and ditches to bring water to their fields. This way of watering crops is called **irrigation**. By 3000 B.C., many cities had formed in southern Mesopotamia in a region called Sumer.
What Were City-States? Geographic features isolated Sumerian cities. Mudflats and desert made travel and communication difficult. Each Sumerian city—and the lands around it—became a separate city-state. Each city-state had its own government and did not belong to a larger unit.

Sumerian city-states often fought with each other. They went to war for glory and more territory. To ward off enemies, each city-state built a wall. First they mixed river mud with crushed reeds. Then they molded bricks and left them to dry in the sun. The hard, waterproof bricks were used for walls, homes, temples, and other buildings.

Gods and Rulers The Sumerians believed in many gods. Each god was thought to have power over a natural force or human activity, such as floods or basket weaving. The Sumerians built a grand temple called a ziggurat for their chief god. The word ziggurat means “mountain of god” or “hill of heaven.” The ziggurat stood out as the centerpiece of the city. At the top was a shrine, or special place of worship. Only priests and priestesses could enter.

Priests and priestesses controlled much of the land. Some even ruled. Later, the government was run by kings who led armies and organized building projects. Eventually, the position of king became hereditary. That is, after a king died, his son took over.

What Was Life Like in Sumer? Sumerian kings lived in palaces. Ordinary people lived in small mud-brick homes. Most people farmed. Others were artisans, or skilled workers, and made metal products, cloth, or pottery. Other Sumerians worked as mechanics or traders. Merchants traded tools, wheat, and barley for copper, tin, and timber.

People in Sumer were divided into classes. The upper class included kings, priests, and government officials. The middle class included artisans, merchants, farmers, and fishers. The lower class included enslaved people who worked on farms or in temples. Slaves were prisoners of war, criminals, or those paying off debts.

In Sumer, women and men had separate roles. Men headed the households. Only males could attend school.
Women, however, did have some rights. They could buy and sell property and run businesses.

12. What led to the isolation of each Sumerian city-state from others?

---

**A Skilled People (page 20)**

**Main Idea** Sumerians invented writing and made other important contributions to later peoples.

The Sumerians’ ideas and inventions were copied by other peoples. As a result, Mesopotamia has been called the “cradle of civilization.”

**Why Was Writing Important?** The Sumerians’ greatest invention was probably writing. Writing helps people keep records. Record keeping helps people pass their ideas on to others. Writing, called **cuneiform**, was developed to keep track of business deals. With a sharp reed, marks were cut into damp clay. Archaeologists have found thousands of cuneiform tablets. Mostly boys from wealthy families learned to write. After years of training, they became **scribes**, or record keepers. Scribes held honored positions in society. They often went on to become judges and political leaders.

**Sumerian Literature** The Sumerians also produced works of literature. The world’s oldest known story is called the *Epic of Gilgamesh*. An epic is a long poem that tells the story of a hero. Gilgamesh is a king who travels around the world with a friend, performing great deeds. When his friend dies, Gilgamesh searches for a way to live forever, or immortality. He learns that immortality is only for the gods.
Advances in Science and Math  The Mesopotamians’ creativity also affected technology, mathematics, and time calculation. (See chart below.)

<table>
<thead>
<tr>
<th>Mesopotamian Inventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>• irrigation system</td>
</tr>
<tr>
<td>• wagon wheel</td>
</tr>
<tr>
<td>• plow</td>
</tr>
<tr>
<td>• sailboat</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>• geometry (to measure fields, put up buildings)</td>
</tr>
<tr>
<td>• number system based on 60 (basis of today’s 60-minute hour, 360-degree circle)</td>
</tr>
<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>• watched skies (to time crop planting and religious festivals)</td>
</tr>
<tr>
<td>• recorded positions of stars and planets</td>
</tr>
<tr>
<td>• developed 12-month calendar based on moon cycles</td>
</tr>
</tbody>
</table>

13. Of all Sumerian inventions, why is writing probably the greatest?

Sargon and Hammurabi (page 23)

Main Idea  Sumerian city-states lost power when they were conquered by outsiders.

Over time, conflicts weakened Sumer’s city-states. Now they were vulnerable to attacks from outsiders. One such enemy was the Akkadians of northern Mesopotamia.

The king of the Akkadians was named Sargon. In about 2340 B.C., Sargon conquered all of Mesopotamia. He set up the world’s first empire. An empire is a group of many lands under one ruler. Sargon’s empire lasted for more than 200 years before falling to invaders.

In the 1800s B.C., a new group came to power in Mesopotamia. These people built the city of Babylon by
the Euphrates River. Babylon quickly became a center of trade. Beginning in 1792 B.C., King Hammurabi of Babylon began conquering cities to the north and south. He created the Babylonian Empire.

Hammurabi is best known for his code, or collection of laws. This code covered crimes, farming, business activities, marriage, and the family. In fact, the code applied to almost every area of life. It also influenced later law codes, such as those of Greece and Rome.

14. Why was the Code of Hammurabi an improvement over laws from individual city-states?
The First Empires  For use with pages 26–30

Key Terms

province: political district (page 28)
caravan: group of traveling merchants (page 30)
astronomer: person who studies heavenly bodies (page 30)

Drawing From Experience

Suppose you were elected class president. How would you use your power?

In the last section, you learned how early civilizations handled the need to organize their growing populations. In this section, you will learn how two empires—the Assyrians and the Chaldeans—used power to focus on different aspects of their rule.

Organizing Your Thoughts

Use the following chart to note characteristics of the Assyrian and Chaldean Empires. Use details from the text to help you.

<table>
<thead>
<tr>
<th></th>
<th>Assyrians</th>
<th>Chaldeans</th>
</tr>
</thead>
<tbody>
<tr>
<td>military</td>
<td>1.</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>government</td>
<td>2.</td>
<td>5.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other contributions</td>
<td>3.</td>
<td>6.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Assyrians (page 27)

Assyria's military power and well-organized government helped it build a vast empire in Mesopotamia by 650 B.C.

About 1,000 years after Hammurabi, a new empire arose—the Assyrians. They lived near the Tigris River in fertile valleys. Outsiders liked the area, so the Assyrians built an army to defend their land. Around 900 B.C., they began taking over the rest of Mesopotamia.

Why Were the Assyrians So Strong? The Assyrian army was well organized. Its core group was made up of foot soldiers armed with spears and daggers. Other soldiers used their bow-and-arrow skills. Chariot riders and horsemen completed the Assyrian army.

The army was the first to use iron weapons. Iron had been used for tools but was too soft for weapons. Then a people called the Hittites made iron stronger. They heated iron ore, hammered it, and then cooled it rapidly. The Assyrians learned this technique and made iron weapons.

The Assyrians were ferocious warriors. To attack cities, they tunneled under walls or climbed over them on ladders. They used tree trunks as battering rams to knock down city gates. Once they captured a city, the Assyrians carried away its people and goods and set the city afire.

The Assyrians punished anyone who resisted their rule. They drove people from their lands, brought in new settlers, and forced them to pay taxes.

A Well-Organized Government Assyrians needed strength to rule their large empire. By about 650 B.C., the Assyrian empire stretched east from the Persian Gulf to the Nile River in the west. Nineveh, on the Tigris River, was the capital.

Assyrian kings divided the empire into provinces, or political districts. They chose officials to govern each province. These officials collected taxes and enforced laws.
The kings built roads to link the parts of their empire. Along the roadways were stations posted with government soldiers. These soldiers protected traders from bandits. Messengers on government business also stopped at the stations to rest and change horses.

Life in Assyria  Assyrians were similar to other Mesopotamians. Their writing was based on Babylonian writing. They worshiped many of the same gods. Their laws were similar, but lawbreakers were more severely punished.

The Assyrians erected large temples and palaces filled with wall carvings. They wrote and collected literature. In fact, Nineveh had one of the world’s first libraries.

Assyria’s cruel treatment of people led to rebellions. Around 650 B.C., the Assyrians began fighting each other over who would be king. A group called the Chaldeans rebelled. In 612 B.C., they captured Nineveh. Soon after, the Assyrian Empire crumbled.

7. Why were the Assyrian army’s weapons so superior?

The Chaldeans (page 29)

Main Idea  The Chaldean Empire built important landmarks in Babylon and developed the first calendar with a seven-day week.

The Chaldeans wanted to build an empire. From 605 B.C. to 562 B.C., led by King Nebuchadnezzar, they controlled all of Mesopotamia.

The City of Babylon  About 1,200 years earlier, the Babylonian people had belonged to Hammurabi’s empire. Most of their descendants were known as Chaldeans. These people rebuilt Babylon.

Babylon quickly became the world’s largest and richest city. A wall surrounded the city. Soldiers kept watch from towers in the wall.

In the center of the city stood large palaces and temples, including a huge ziggurat and an immense staircase.
of greenery. Visible from any point in Babylon, it was the Hanging Gardens of King Nebuchadnezzar’s palace. The garden had large trees, flowering vines, and other plants. A pump brought water from a nearby river.

A Greek historian described Babylon: “In magnificence, there is no other city that approaches it.” Outside the city’s center stood houses and marketplaces. There, artisans made pottery, cloth, baskets, and jewelry. They sold these to passing caravans, or groups of traveling merchants. Babylon lay on the major trade route between the Persian Gulf and the Mediterranean Sea. This ideal position helped it become rich from trade.

Babylon was also a center of science. Like earlier Mesopotamians, the Chaldeans thought it was important to pay attention to the skies. Changes in the heavens, they believed, revealed plans the gods had in store. They had specialists called astronomers—people who study heavenly bodies. These people mapped the stars, the planets, and the phases of the moon. The Chaldeans made one of the first sundials. They were also first to have a seven-day week.

**Why Did the Empire Fall?** As time passed, the Chaldeans’s power began to slip away. They found it hard to control the peoples they had conquered. In 539 B.C. Persians from the mountains to the northeast captured Babylon. Mesopotamia became part of the new Persian Empire.

**8.** Name three contributions the Chaldeans made to society.
**Reading Essentials and Study Guide 2-1**

**The Nile Valley**  *For use with pages 38–46*

**Key Terms**

- **cataract**: spot of rapid waters in a river (page 39)
- **delta**: area of fertile soil at a river’s end (page 39)
- **papyrus**: a reed plant (page 42)
- **hieroglyphics**: ancient Egyptian writing system using picture symbols (page 42)
- **dynasty**: a line of rulers from one family (page 44)

**Drawing From Experience**

Suppose you and your family travel to a local state park for a weekend of camping. How would you decide where to pitch your tent?

In this section, you will learn why the earliest Egyptians settled along the banks of the Nile River.

**Organizing Your Thoughts**

Use the following organizer to note important facts about ancient Egypt. Use details from the text to help you fill in the table.

<table>
<thead>
<tr>
<th>1. The Nile River</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>2. Geographic Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Flooding</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Hieroglyphics</th>
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</thead>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>5. Early Rulers</th>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Social Classes</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Settling the Nile (page 39)

Main Idea: The Egyptian civilization began in the fertile Nile River valley, where natural barriers discouraged invasions.

Between 6000 B.C. and 5000 B.C., hunters and gatherers moved into the Nile River valley. They found the Nile green and fertile. They settled here, farmed the land, and built several villages. These people became the earliest Egyptians.

A Mighty River Since Egypt gets little rainfall, Egyptians had to rely on the Nile for water. They fished and bathed in the Nile. They used its water for farming, cooking, and cleaning.

The Nile flows north from the heart of Africa to the Mediterranean Sea, about 4,000 miles. This makes it the world’s longest river. Traveling the Nile would be like going from Georgia to California and back again.

Two rivers meet to form the Nile: the Blue Nile in eastern Africa and the White Nile in central Africa. There, the water forms rapids called cataracts. Large ships cannot sail through the cataracts. So they can travel the Nile only for its last 650 miles.

A Sheltered Land In Egypt, the Nile runs through a narrow valley. Just before it reaches the Mediterranean Sea, it divides into different branches. These branches fan out over an area of rich soil. This fan is called a delta.

Deserts lie on both sides of the Nile Valley. To the west is part of the Sahara. It is the largest desert in the world. To the east is the Eastern Desert. It stretches to the Red Sea.

Because the deserts were so hot, the ancient Egyptians called them “the Red Land.” These areas could not support human life. But they kept outside armies away from Egypt.

Geography helped protect Egypt in other ways. To the south, dangerous cataracts blocked enemy boats. In the north were the delta marshes. Unfortunately, the people
of Mesopotamia did not have geographic barriers. Mesopotamians constantly fought off attackers. Yet Egypt rarely faced these threats. As a result, Egyptian civilization grew and prospered.

Natural barriers did not completely close Egypt to the outside world. The Mediterranean Sea was to the north. Beyond the desert to the east was the Red Sea. These helped link Egyptians to trade outside its borders.

Within Egypt, people used the Nile for trade and transportation. Winds from the north pushed sailboats south. The flow of the Nile carried them north. This made Egypt different from Mesopotamia. There, city-states constantly fought each other. Egyptian villages, however, had friendly contact.

7. Name a weakness and a strength of Egypt’s desert lands.

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**The River People** *(page 41)*

*Main Idea* The Egyptians depended on the Nile’s floods to grow their crops.

When the Tigris and Euphrates Rivers flooded, farmers irrigated their fields. However, the flooding was unpredictable. This made irrigation difficult.

*Regular Flooding* The Nile also flooded. However, these floods were more regular. Farmers did not have to worry that sudden overflows would destroy crops. Also, they did not have to worry that too little flooding would dry their fields.

Water came to the Nile from rain and snow. Then from July to October, the Nile spilled over its banks. When the waters lowered, they left behind a layer of dark, rich mud.
How Did the Egyptians Use the Nile? The Egyptians became successful farmers. They planted wheat, barley, and flax seeds. Over time, they grew enough food to feed themselves and their animals.

They also used irrigation. To trap floodwaters, Egyptian farmers first dug basins, or bowl-shaped holes in the earth. Then they dug canals to carry water from the basins to the fields.

In time, Egyptian farmers built dikes, or earthen banks. These strengthened the basin walls. They used a shadoof, a bucket on a long pole. This would lift water from the river to the basins. They also developed geometry to survey, or measure, land.

Egyptians developed ways to use papyrus. This was a reed plant that grew along the shores of the Nile. They harvested papyrus to make baskets, sandals, river rafts, and later, paper.

What Were Hieroglyphics? The Egyptians used papyrus rolls as writing paper. Like the Mesopotamians, Egyptians developed their own system of writing. Called hieroglyphics, it was made up of thousands of picture symbols. Some symbols stood for objects and ideas. For example, to communicate the idea of a boat, a scribe would draw a tiny boat. Other symbols stood for sounds, like the letters of our own alphabet.

In ancient Egypt, few people could read and write. However, some Egyptian men went to special schools in temples. They studied reading and writing. They learned to become scribes, or record keepers. Eventually, they worked for the rulers, priests, and traders.

Some hieroglyphics conveyed public messages. Scribes carved these into stone walls and monuments. For everyday use, scribes invented a simpler script and wrote on papyrus.

8. Why was irrigating their fields easier for Egyptians than for Mesopotamians?
A United Egypt (page 43)

Main Idea: Around 3100 B.C., Egypt’s two major kingdoms, Upper Egypt and Lower Egypt, were combined into one.

Skillful farming led to more food than was needed, or a surplus. This freed some people to work as artisans instead of farmers. Artisans wove cloth, made pottery, carved statues, and shaped copper into weapons and tools.

Now Egyptians had goods to trade. First, they traded with each other. Then they traveled to Mesopotamia to trade. There, they may have picked up ideas about writing and government.

The Rise of Government: Irrigation systems needed to be built and maintained. Grain had to be stored. Disputes over land needed to be settled. Gradually, government emerged.

The earliest rulers were village chiefs. A few strong chiefs united villages into small kingdoms. By 4000 B.C., Egypt was made up of two large kingdoms. Lower Egypt sat in the Nile delta. Upper Egypt lay in the south.

Egypt’s Ruling Families: About 3100 B.C., Narmer was king of Upper Egypt. He led his armies north and took control of Lower Egypt. Narmer ruled from Memphis, on the border between the two kingdoms. To symbolize the kingdom’s unity, Narmer wore a double crown for both Upper and Lower Egypt.

Narmer’s kingdom held together long after his death. His family passed power from father to son to grandson. This is called a dynasty.

Over time, ancient Egypt would be ruled by 31 dynasties for about 2,800 years. Historians group Egypt’s dynasties into three main time periods—the Old Kingdom, the Middle Kingdom, and the New Kingdom. Each
kingdom had a long period of strong leadership and stability.

9. In a dynasty, how do people decide who will become the next ruler?

Early Egyptian Life (page 45)

Main Idea  Egyptian society was divided into social groups based on wealth and power.

Different social groups in ancient Egypt looked like a pyramid. At the top of the pyramid sat the king. In the middle were the priests, nobles, traders, and farmers. On the bottom were the unskilled workers.

Egypt’s Social Classes  Egypt’s upper class included nobles, army commanders, priests, and government officials. They lived in cities and on large estates along the Nile. Their homes were made of wood and mud bricks. Servants waited on them. They dressed in linen and wore makeup and jewelry.

Egypt’s middle class included traders, artisans, and shopkeepers. They ran businesses or produced goods. They lived in smaller homes and dressed more simply. Artisans produced linen cloth, jewelry, pottery, and metal goods.

Farmers made up the majority of Egypt’s population. Some farmers rented land and paid for their rent with crops. However, most farmers did not do this. They worked the land of wealthy nobles. Farmers lived in villages along the Nile. They had one-room huts and ate bread, beer, vegetables, and fruit.

City dwellers were unskilled workers who did physical labor. They unloaded cargo from boats, or made and stacked bricks. They lived in small mud-brick homes with dirt floors. Women dried fruit, made bread, and wove cloth on the flat rooftop of their homes.
Family Life  In ancient Egypt, the father headed the family. However, Egyptian women could own and pass on property, buy and sell goods, make wills, and get divorced. Upper-class women were in charge of temples and could perform religious ceremonies.

Few Egyptians sent their children to school. Mothers taught their daughters to sew, cook, and run a household. Boys learned farming or skilled trades from their fathers. Children played with board games, dolls, spinning tops, and leather balls.

10. Name the two types of farmers in Egypt’s lower class and describe how they differed.
Drawing From Experience
What if everyone dropped to one knee when your principal walked down the school hall? Or, what if the teachers obeyed his or her word without question?

In the last section, you learned why the earliest Egyptians settled along the banks of the Nile River. In this section, you will learn about the absolute power of the Egyptian pharaohs.

Organizing Your Thoughts
Use the following web to note Egyptian beliefs and the ways these beliefs affected their civilization.

Key Terms

- **pharaoh**: Egyptian king (page 48)
- **deity**: god or goddess (page 49)
- **embalming**: mummy-making process (page 49)
- **mummy**: body preserved by wrapping (page 50)
- **pyramid**: mountainlike stone structure (page 50)
Old Kingdom Rulers (page 48)

Main Idea: Egypt was ruled by all-powerful pharaohs.

The Old Kingdom began in Egypt around 2600 B.C. and lasted about 300 years. The Egyptians built cities and expanded trade. Their kings, or pharaohs, set up a government.

The pharaoh’s word had to be obeyed without question. Pharaohs appointed officials who oversaw irrigation canals, grain houses, and crop planting. They also controlled trade and collected tax payments from farmers.

Egyptians served the pharaoh because they believed the kingdom’s unity depended on a strong leader. They thought the pharaoh was the son of Re, the Egyptian sun god. Whenever the pharaoh appeared in public, people played music and bowed.

The pharaoh controlled Egypt’s welfare. The pharaoh also performed rituals to benefit the kingdom. For example, the pharaoh drove a sacred bull around Memphis. The Egyptians believed this would ensure good crops.

6. Name two reasons why pharaohs were so powerful.

Egypt's Religion (page 49)

Main Idea: The Egyptians believed in many gods and goddesses and in life after death for the pharaohs.

Egyptians worshiped many deities, or gods and goddesses. They believed that these deities controlled the forces of nature and human actions.

The sun god, Re was important because the sun was necessary for good harvests. Another god, Hapi, ruled the Nile River. Isis stood for loyal wives and mothers. She ruled over the dead with her husband, Osiris.
Life After Death  Egyptians thought the dead went on a long journey. At the end, they came to a place of peace and plenty.

The Book of the Dead was a collection of spells and prayers. Egyptians studied this writing to reach life after death. They learned the spells and led good lives. They believed that the god Osiris would then grant them life after death.

For centuries, Egyptians believed that only the pharaohs and a few others could enjoy the afterlife. But the pharaoh’s spirit needed a body. If his body decayed, his spirit would wander forever. If the pharaoh’s spirit reached the next world, he would continue to care for Egypt.

To protect the pharaoh’s body, the Egyptians developed a process called embalming. It included removing organs from the dead body, drying the body, filling it with spices and perfumes, sewing the body closed, cleaning it, and wrapping it in linen.

The wrapped body was known as a mummy. It was put in several wooden coffins. And the pharaoh was ready for burial.

Egyptian Medicine  By embalming the dead, the Egyptians learned about the human body. They used herbs and drugs to treat illnesses. They sewed up cuts and set broken bones.

Some doctors focused on treating specific parts of the body. These doctors were the first specialists in medicine. Egyptians also wrote the world’s first medical books on scrolls of papyrus.

7. Why was Re the most important of the Egyptian gods?
The Egyptians of the Old Kingdom built huge stone pyramids as tombs for their pharaohs.

For a pharaoh’s tomb, Egyptians built gigantic pyramids. These protected the bodies from floods, wild animals, and grave robbers. They also held supplies that the pharaoh might need in the spirit world: clothing, furniture, jewelry, and food.

How Was a Pyramid Built? It took thousands of people many years to build a pyramid. Farmers, surveyors, engineers, carpenters, and stonecutters all worked on pyramids.

Each pyramid sat on a square base with a north entrance. To find true north, the Egyptians developed principles of astronomy. They also invented a 365-day calendar.

Egyptians had to figure out the amount of stone and the angles for the walls. This advanced their mathematics. They invented a system of written numbers based on 10. They also created fractions.

Workers found the stone. Artisans cut the stone into blocks. Others tied the blocks to wooden sleds and pulled them to barges. The barges floated to the building site. There, workers unloaded the blocks, pushed them up ramps, and set them in place.

The Great Pyramid  About 2540 B.C., the Egyptians built the Great Pyramid, about 10 miles from the modern city of Cairo. Built for King Khufu, it is one of three pyramids still standing in Giza. The Great Pyramid is 500 feet tall and has more than 2 million stone blocks.

8. Why did Egyptians preserve the bodies of their pharaohs?
Drawing From Experience

Every leader has an individual style. For example, one baseball coach might focus on good pitching and fielding. Another coach might prefer a team of power hitters.

In this section, you will learn how each pharaoh ruled Egypt during the Middle and New Kingdoms.

Organizing Your Thoughts

Use the following category chart to note how different rulers contributed to Egypt’s New Kingdom.

<table>
<thead>
<tr>
<th>Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>tribute</strong>: forced payments (page 60)</td>
</tr>
<tr>
<td><strong>incense</strong>: a material burned for its pleasant smell (page 62)</td>
</tr>
</tbody>
</table>

### The Egyptian Empire

*For use with pages 59–67*

#### Key Terms

- **tribute**: forced payments (page 60)
- **incense**: a material burned for its pleasant smell (page 62)

#### Drawing From Experience

Every leader has an individual style. For example, one baseball coach might focus on good pitching and fielding. Another coach might prefer a team of power hitters.

In this section, you will learn how each pharaoh ruled Egypt during the Middle and New Kingdoms.

#### Organizing Your Thoughts

Use the following category chart to note how different rulers contributed to Egypt’s New Kingdom.

<table>
<thead>
<tr>
<th>Rulers</th>
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</thead>
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<tr>
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<tr>
<td>Hatshepsut</td>
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<td>Tutankhamen</td>
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<tr>
<td>Ramses II</td>
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</table>
The Middle Kingdom  

The Middle Kingdom was a golden age of peace, prosperity, and advances in the arts and architecture.

The Middle Kingdom lasted from about 2050 B.C. to 1670 B.C. It was a golden age of stability, prosperity, and achievement.

The Drive for More Land  During the Middle Kingdom, Egypt took control of new lands. Egyptian soldiers captured Nubia and attacked what is now Syria. The conquered peoples sent tribute, or forced payments, to the pharaoh. With the payment, pharaohs built dams, increased farmland, and built a canal between the Nile and the Red Sea.

The Arts Blossom  During the Middle Kingdom, arts, literature, and architecture flourished. Painters covered tombs and temples with colorful scenes. Sculptors created large carvings of the pharaohs. Poets wrote works that praised the pharaohs.

Instead of building pyramids, pharaohs had their tombs cut into cliffs. This area became known as the Valley of the Kings.

Who Were the Hyksos?  The Middle Kingdom ended as nobles plotted to seize power from the pharaohs. Egypt also faced invaders from western Asia—the Hyksos.

The Hyksos army was superior to the Egyptian army. The Hyksos rode horse-drawn chariots into battle. The Egyptians went on foot. Hyksos arms were made of bronze and iron. This made them stronger than the Egyptians’ copper and stone weapons.

The Hyksos ruled Egypt for about 120 years. Then, around 1550 B.C., an Egyptian prince named Ahmose drove them out of Egypt.

7. Why were the Hyksos able to defeat the Egyptians?
During the New Kingdom, Egypt acquired new territory and reached the height of its power.

Ahmose’s reign began a period known as the New Kingdom. From 1550 B.C. to 1080 B.C., Egypt grew richer and more powerful. Most pharaohs focused on bringing other lands under their control.

A Woman Ruler About 1480 B.C., a queen named Hatshepsut came to power. First, she ruled with her husband. After he died, she governed for her young nephew. Finally, she made herself pharaoh. Hatshepsut became the first woman to rule Egypt in her own right.

Hatshepsut was interested in trade. During her reign, Egyptian traders exchanged beads, metal tools, and weapons for ivory, wood, and leopard skins. They also brought home incense, a material burned for its pleasant smell.

Hatshepsut also built monuments, such as a great temple and tomb. It was in the limestone cliffs of the Valley of the Kings.

Expanding the Empire When Hatshepsut died, her nephew Thutmose III became pharaoh. Thutmose’s armies expanded Egypt’s borders north to the Euphrates River. His troops also regained control of Nubia, which had broken free from Egypt earlier.

Thutmose’s empire grew rich. It claimed gold, copper, ivory, and other valuable goods from conquered peoples. Egypt also enslaved prisoners of war. These slaves were put to work building palaces, temples, and monuments. However, slaves could also own land, marry, and eventually gain their freedom.

8. What made Hatshepsut’s rule different from that of her nephew Thutmose?
The Legacies of Two Pharaohs (page 64)

Main Idea Akhenaton tried to change Egypt’s religion, while Tutankhamen is famous for the treasures found in his tomb.

About 1370 B.C., Amenhotep came to the throne. He and his wife, Nefertiti, tried to lead Egypt in a new direction.

A Religious Reformer The pharaohs were losing power to the priests. So Amenhotep started a new religion. People could worship only one god, called Aton. When the priests protested, Amenhotep removed many from their positions. He seized their lands and closed their temples. He changed his name to Akhenaton, or “Spirit of Aton.” He began ruling Egypt from a new city.

Most Egyptians resisted Akhenaton’s changes. They refused to accept Aton as the only god. Meanwhile, Akhenaton neglected his duties. He took no action when enemies attacked Egypt from what is now Turkey. These people were called the Hittites. Their invasion cost Egypt most of its lands in western Asia.

The Boy King When Akhenaton died, his son-in-law inherited the throne. The new pharaoh, Tutankhamen, was only 10 years old. He relied on help from palace officials and priests. He restored the old religion. After nine years, Tutankhamen died.

In 1922, Howard Carter, a British archaeologist, unearthed Tutankhamen’s tomb. Besides the king’s mummy, he found a gold mask of the pharaoh’s face. Most royal tombs in Egypt had been looted by robbers. Carter’s find enabled the boy king to capture people’s imaginations. He became known as “King Tut.”

9. Why was Akhenaton’s new religion so unpopular?
Under Ramses II, Egypt regained territory and built great temples, but the empire fell by 1150 B.C.

Ramses II reigned for 66 years, from 1279 B.C. to 1213 B.C. During this time, Ramses regained lands in western Asia and constructed several new temples.

**Why Were Temples Built?** Under Ramses II and other New Kingdom leaders, many temples rose throughout Egypt. Many were built by slaves. The most magnificent temple was Karnak at Thebes. Karnak has a huge hall that impresses visitors today.

Egyptian temples were different from modern churches, temples, and mosques. They did not hold regular services. Temples were houses for the gods and goddesses. Priests and priestesses performed daily rituals there. They washed statues of the deities and brought them food.

The temples also served as banks. Inside, Egyptians stored valuables such as gold jewelry, sweet-smelling oils, and finely woven cloth.

**Egypt's Decline and Fall** After Ramses II, Egypt’s power faded. Using strong iron weapons, groups from the eastern Mediterranean attacked Egypt by sea.

By 1150 B.C., Egypt had lost its empire. Starting in 900 B.C., one outside group after another ruled Egypt. The first conquerors were Libyans, who came from the west. In 760 B.C., the people of Kush, a land to the south, seized power. The Kush ruled Egypt for the next 70 years. Finally, in 670 B.C., Egypt was taken over by the Assyrians.

10. Why did Egyptians not use their temples for regular prayer services?
The Civilization of Kush  For use with pages 68–72

Key Terms

cavanna: grassy plains in Africa (page 69)

Drawing From Experience

Think about your neighbors. Are some friendly and helpful? Are there other neighbors you wish would pack up and move away?

In this section, you will learn about how two of Egypt’s neighboring civilizations cooperated—and clashed.

Organizing Your Thoughts

Use the following chart to note similarities and differences between the Kushites’ capital cities of Napata and Meroë. Use details from the text to help you fill in each category.

<table>
<thead>
<tr>
<th></th>
<th>Napata</th>
<th>Meroë</th>
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<tbody>
<tr>
<td>location</td>
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<tr>
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<td>2.</td>
<td>6.</td>
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<tr>
<td>accomplishments</td>
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<td>7.</td>
</tr>
<tr>
<td>decline</td>
<td>4.</td>
<td>8.</td>
</tr>
</tbody>
</table>
Nubia (page 69)

Main Idea: To the south of Egypt, the Nubians settled in farming villages and became strong warriors.

When Egyptians settled along the Nile, a civilization called Nubia arose. It was later known as Kush.

Cattle herders arrived in Nubia about 2000 B.C. The cattle grazed on savannas, or grassy plains. Later, people settled in farming villages, grew crops, and hunted with a bow and arrow. Soon the Nubians formed armies.

The Kingdom of Kerma More powerful Nubian kingdoms took over weaker ones. This created the kingdom of Kerma. The Egyptians traded cattle, gold, ivory, and slaves with Kerma. Egyptians also hired Nubian warriors to fight in their armies.

Kerma became a wealthy kingdom. Its artisans made fine pottery, jewelry, and metal goods. Like in Egypt, Kerma kings were buried in tombs that held precious stones, gold, jewelry, and pottery.

Why Did Egypt Invade Nubia? The Egyptian pharaoh Thutmose III invaded Nubia in the 1400s B.C. After a 50-year war, Kerma collapsed. The Egyptians seized much of Nubia and ruled it for the next 700 years.

During this time, the people of Nubia adopted Egyptian ways. They worshiped Egyptian gods and goddesses, worked with copper and bronze, and adapted Egyptian hieroglyphics to their own language.

9. Why did the Egyptians like to trade with Kerma?
The Rise of Kush (page 70)

Main Idea: The people of Kush devoted themselves to ironworking and grew wealthy from trade.

By 850 B.C., a Nubian group had formed the independent kingdom of Kush. Powerful Kushite kings ruled for the next few centuries. Their capital was the city of Napata.

Napata sat along the upper Nile. There, trade caravans crossed the river. These caravans carried gold, ivory, valuable woods, and other goods from Kush to Egypt.

In time, Kush became strong enough to take control of Egypt. About 750 B.C., a Kushite king named Kashta headed north. He began the conquest of Egypt. His son Piye completed it in 728 B.C. He ruled both Egypt and Kush from Napata.

The kings of Kush built temples and monuments similar to those built by the Egyptians. The Kushites also built small pyramids in which to bury their kings.

The Importance of Iron: Kush’s rule over Egypt was short. During the 600s B.C., the Assyrians invaded Egypt. They drove the Kushites back to their homeland.

Kushites, however, gained something from the Assyrians—the secret to making iron. The Kushites became the first Africans to make iron. Soon, farmers in Kush could put iron in their plows instead of copper and stone. And they could grow more crops.

Kush’s warriors also began using iron spears and swords. Traders from Kush carried iron products and enslaved peoples to Arabia, India, and China. In return, they brought back cotton, textiles, and other goods.

A New Capital: In about 540 B.C., Kush’s rulers moved to Meroë. Like Napata, the new capital was near the Nile River. But the rocky desert east of Meroë had iron ore. As a result, Meroë became an iron-making center.
Kush’s kings rebuilt Meroë to look like an Egyptian city. This included small pyramids, a grand avenue, and a huge temple.

**Building a Profitable Trade** Meroë became the center of a huge trading network throughout the Mediterranean and Indian Oceans areas. Kush’s traders received leopard skins and valuable woods from the interior of Africa. They traded these, plus iron products and enslaved workers.

By the A.D. 200s, the kingdom began to weaken. As Kush declined, another kingdom called Axum took its place. Around A.D. 350, the armies of Axum burned Meroë to the ground.

10. Name two reasons why Kush became a wealthy kingdom.

__________________________________________________________

__________________________________________________________
The First Israelites  For use with pages 80–85

Key Terms

monotheism: belief in one god (page 81)
tribe: a separate family group (page 81)
Torah: a set of laws handed down from God to the Israelites (page 82)
covenant: agreement (page 82)
alphabet: a group of letters that stand for sounds (page 85)

Drawing From Experience

Kids probably face tough decisions every day, such as:
Should you reveal a secret to your best friend? Or, should
you tell your math teacher that a friend is cheating? How
do you decide what to do?

In this section, you will find out how the Israelites
developed their ideas about right and wrong.

Organizing Your Thoughts

Use the following sequence chart to track the move-
ment of the Israelites. Use details from the text to help
you fill in the boxes.

Canaan

1. Why Israelites settled here: ___________________________
2. Religious beliefs: ___________________________
3. Language: ___________________________

Egypt

4. Why Israelites came here: ___________________________
5. Life in Egypt: ___________________________
6. How they escaped: ___________________________

Back to Canaan

7. Where and from whom they got the Torah: ___________________________
8. The Battle of Jericho: ___________________________
The Early Israelites (page 81)

Main Idea: The Israelites believed in one God who set down moral laws for his people. They recorded their history in the Hebrew Bible.

Around 1000 B.C., a people in southwest Asia built a kingdom along the Mediterranean. They were the Israelites.

Who Were the Israelites? The Israelites worshiped only one God. This belief is called monotheism. Today, the Israelite faith is known as Judaism. The followers are known as Jews.

The Israelites spoke a language called Hebrew. They wrote down much of their history and religious beliefs. These records later became the Hebrew Bible.

The Israelites believed they were descended from a man named Abraham. The Hebrew Bible says that God told Abraham to lead his followers to Canaan. In return, God promised that Canaan would belong to Abraham and his descendants.

Abraham had a grandson named Jacob who was also called Israel. In Canaan, Jacob raised 12 sons. His family was divided into tribes, or separate family groups. Later, these groups became known as the 12 tribes of Israel. The Israelites lived in Canaan for about 100 years. When a drought came, some left for Egypt.

From Slavery to Freedom In Egypt, the Israelites were enslaved. The pharaoh put them to work building pyramids. He also ordered all Israelite baby boys to be thrown into the Nile River.

The Hebrew Bible says that one mother hid her baby. The pharaoh’s daughter found him and named him Moses. When Moses grew up, he saw a burning bush. Then he heard a voice. He believed God was telling him to lead the Israelites out of Egypt to freedom.

According to the Hebrew Bible, God sent 10 plagues to trouble Egypt. The last of God’s plagues killed all first-
born children. However, most Israelite children were spared. The pharaoh set the Israelites free.

As they headed east out of Egypt, the pharaoh changed his mind and sent his army after them. According to the Hebrew Bible, God parted the Red Sea to let his people through. The Egyptians, however, drowned. Today, Jews remember this time with a holy day called Passover.

**What Are the Ten Commandments?** On the way to Canaan, Moses climbed to the top of Mount Sinai. He received laws from God called the **Torah**. Later, they became the first part of the Hebrew Bible. The Torah described a **covenant**, or agreement, with God. God would return the Israelites to Canaan. In return, the Israelites would follow his laws. The Torah included the Ten Commandments.

The belief in only one God became the foundation for both Christianity and Islam. The Ten Commandments helped shape the laws of many nations.

**9.** What covenant was described in the Torah?

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**The Promised Land** *(page 84)*

**Main Idea** The Israelites had to fight the Canaanites to return to their promised land.

It took 40 years to reach Canaan. After Moses died, Joshua took over. When the Israelites got to Canaan, they found Canaanites living there.

According to the Hebrew Bible, Joshua led the Israelites to the city of Jericho. He ordered them to march around the city walls. For six days, they did so, blowing trumpets. On the seventh day, Joshua ordered his people to raise a great shout. Then, the walls of Jericho crumbled.

Joshua led the Israelites in three more wars. The land they seized was divided among the 12 tribes.
Who Were the Judges? After Joshua’s death, the Israelites looked to judges for leadership. A judge was usually a military leader who commanded one or two tribes. Two judges were Deborah and Barak.

Deborah told Barak to attack the army of King Jabin, a Canaanite. In 1125 B.C., with Deborah’s help, Barak and 10,000 Israelites destroyed King Jabin and his army.

The Israelites won control of central Canaan’s hilly region. The Canaanites kept the coastal areas. The Israelites built walled towns. However, they looked to Canaan to create their alphabet and calendar.

The Phoenician Alphabet One group of Canaanites, the Phoenicians, lived along the Mediterranean Sea. Through trade, the Phoenicians spread the idea of an alphabet, or a group of letters that stands for sounds. The alphabet made writing simpler and helped people keep records. The Phoenicians brought the alphabet to the Greeks. The Greeks passed it onto the Romans. Most Western alphabets are based on the Roman alphabet.

10. Where did the Israelites get their alphabet and calendar?
The Kingdom of Israel  For use with pages 86–92

Key Terms

**prophet:** one thought to be instructed by God (page 87)  
**empire:** a nation that rules several other nations (page 89)  
**tribute:** money or slaves given to a stronger ruler (page 89)  
**proverb:** wise saying (page 89)

Drawing From Experience  
What does the statement “united we stand, divided we fall” mean to you?  
In the last section, you learned how the Israelites developed their ideas about right and wrong. In this section, you will learn what it meant to the 12 tribes of Israel.

Organizing Your Thoughts  
Use the following chart to note events that occurred during the rule of the first Israelite kings. Use details from the text to help you.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Saul</td>
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<tr>
<td>2. David</td>
<td></td>
</tr>
<tr>
<td>3. Solomon</td>
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</tbody>
</table>

The Israelites Choose a King (page 87)

**Main Idea:** The Israelites chose a king to unite them against their enemies.  

Around 1000 B.C., the Israelites feared the Philistines’ power. They wanted a king to unite them against the Philistines.  

**The Rule of King Saul** In 1020 B.C., the Israelites asked a judge named Samuel to choose a king. Samuel was a **prophet**—someone thought to be instructed by God. Samuel
believed that a king would tax the Israelites and make them slaves. Still, the Israelites chose a king, a warrior-farmer named Saul.

In battle after battle, Saul defeated the Israelites’ enemies. However, the Bible states that Saul displeased God by disobeying some of his commands. So God chose another king. In secret, Samuel anointed a young shepherd named David.

4. Why did the Israelites want a king?

David and Solomon (page 89)

Main Idea: King David built an Israelite empire and made Jerusalem his capital city.

According to the Hebrew Bible, a giant Philistine named Goliath dared any Israelite to fight him one-on-one. David stepped forward. He held a shepherd’s staff, a slingshot, and five stones.

Goliath rushed David with a spear. But David hurled one stone at the giant’s forehead and killed him.

Saul put David in charge of the army. Israeli women sang praises of his victories. Saul plotted to kill David, so David hid until Saul and his three sons died in battle. He took the throne about 1000 B.C.

Once in power, David drove out the Philistines. He conquered other neighboring nations and created an empire. An empire is a nation that rules several other nations. Conquered peoples had to pay David and the Israelites tribute. Tribute is money or slaves given to a stronger ruler.

David made the Israelites pay taxes. He needed the money to expand Jerusalem and build a temple. David did not live to see the temple completed.

The Rule of King Solomon When David died, his son Solomon became king and built the temple. It became the symbol and center of the Jewish religion.
In the Hebrew Bible, Solomon was known for his wise sayings, or proverbs. However, many Israelites hated his rule because of his taxes. The northern Israelites were especially unhappy. To raise more money, Solomon forced many of them to work in the mines.

When Solomon died, the northerners rebelled. Fighting broke out. In the north, ten of the 12 tribes set up their own nation, the kingdom of Israel. In the south, the other two tribes founded the kingdom of Judah. Its capital was Jerusalem. Its people were called Jews.

5. Why did Solomon tax his people?

A Troubled Time (page 90)

Main Idea The Israelites were conquered and forced to leave Israel and Judah.

In southwest Asia, the Assyrians and Chaldeans were building empires. They wanted control of the trade routes that ran through Israel and Judah. Israel and Judah felt small and weak.

Who Were the Prophets? During this troubled time, prophets brought hope to Israel. They said that being faithful meant more than worshiping at a temple. It meant working for a just society. A just society also became an important goal of Christianity and Islam.

What Caused the Fall of Israel? Everyone feared the war-like Assyrians. When they conquered a nation, the Assyrians destroyed buildings, scattered the people, and moved into the area.

In 722 B.C., the Assyrians conquered Israel and scattered the 10 tribes. Over time, these Israelites lost contact with those who remained in Israel and Judah. They are often called the “lost tribes of Israel.”
The Assyrians settled the area around Samaria and became known as Samaritans. They also read the Torah and followed its laws. After many years, the Samaritans worshiped only the God of Israel.

**Why Did Judah Fall?** In about 620 B.C., Judah was conquered by the Egyptians. Though they were able to keep their king, the Jews had to pay tribute to Egypt. However, in 605 B.C., the Chaldeans conquered Egypt. At first, the Chaldeans allowed the Jews to keep their king—as long as they paid tribute.

Several years later, the Jews and Egyptians united to rebel against the Chaldeans. In 597 B.C., the Chaldean King Nebuchadnezzar captured Jerusalem. He made 10,000 Jews leave the city and live in Babylon, the Chaldean capital. Then he appointed a new Jewish king.

In 586 B.C., the new king led a revolt against the Chaldeans. This time, the Chaldean ruler crushed Jerusalem and destroyed the temple. He sent thousands of Jews to Babylon, and this time was known as the Babylonian Captivity.

6. Why did the Assyrians and Chaldeans want to control Israelite land?
The Growth of Judaism  For use with pages 93–102

Key Terms

exile: forced life in a foreign land (page 94)
Sabbath: weekly day of rest and worship (page 94)
synagogue: Jewish house of worship (page 94)
Diaspora: Jews who lived outside Judaea (page 96)
messiah: a deliverer sent by God (page 101)
rabbi: teacher of the Torah (page 101)

Drawing From Experience

What do you do when you are unhappy? Do you wait for someone else to make things better? Or do you struggle to change things yourself?

In the last section, you learned what ideas of right and wrong meant to the 12 tribes of Israel. In this section, you will learn how different groups of Jews and their leaders reacted to being conquered and displaced.

Organizing Your Thoughts

Use the chart below to track details about the following people and places in Jewish history.

<table>
<thead>
<tr>
<th>1. Babylon</th>
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<tbody>
<tr>
<td>2. Judah</td>
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<tr>
<td>3. The Diaspora</td>
</tr>
<tr>
<td>4. The Maccabees</td>
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<tr>
<td>5. King Herod</td>
</tr>
</tbody>
</table>
Exile and Return (page 94)

Main Idea: The Jews continued their religion during their exile in Babylon.

Jews called their years in Babylon an exile. This means they were forced to leave their homeland. During this time, the Israelite religion became Judaism.

Jews relied on their religion. They met on the Sabbath—their weekly day of rest and worship. These meetings took place at synagogues, or Jewish houses of worship. Meeting together gave people hope.

Why Did Jews Return to Judah? During the 500s B.C., the Persians defeated the Chaldeans and took over Babylon. In 538 B.C., the Persian king Cyrus let the Jews return to Judah.

Though some Jews stayed in Babylon, many returned home. They rebuilt Jerusalem and the temple. Cyrus appointed officials to rule the country. He also collected taxes from the people.

Religious leaders began to run Jewish society. A scribe named Ezra was in charge of writing out the five books of the Torah. The books were written on parchment and sewn together.

What Is in the Hebrew Bible? The Hebrew Bible is a series of 34 books. Together, they describe Jewish history and also include poetry, literature, and proverbs.

Genesis is the first book of the Torah. It tells the story of Noah’s ark. God had Noah build a giant ark, or boat, to hold his family and two of every animal in the world. Then he flooded the land to punish those who did not obey him. Genesis also explains why the world has many languages. The people of Babel tried to build a tower to heaven. God did not approve, so he made the people speak in different languages.

The Jews Look to the Future Parts of the Hebrew Bible describe God’s plan for a peaceful future. In the book of Daniel, one story centers on Daniel, a king’s adviser. Daniel refused to worship Babylonian gods. The Chaldeans threw him into a lion’s den, but God protected him. This
story was meant to remind Jews that God would rescue them.

The Jews believed that goodness would replace suffering and evil. Christians and Muslims also share this idea.

6. What helped the Jews survive their exile in Babylon?

The Jews and the Greeks (page 95)

Main Idea Jews spread their beliefs to the Greek world and regained control of Judah.

In 334 B.C., Alexander the Great defeated the Persians. He had control of Judah, but he allowed the Jews to stay. Since Alexander loved all things Greek, he introduced the Greek language and ways to Judah.

What Was the Diaspora? At this time, Jews lived throughout Alexander’s empire. Many still lived in Babylon. Some lived in Egypt and in lands bordering the Mediterranean. The scattering of Jews outside Judah became known as the Diaspora. Diaspora means “scattered.”

Many Jews of the Diaspora learned the Greek language and ways. One group copied the Hebrew Bible into Greek. This helped spread Jewish ideas throughout the Mediterranean.

Who Were the Maccabees? In 168 B.C., a Greek ruler named Antiochus controlled Judah. He made the Jews of Judah worship Greek gods and goddesses. A priest named Judas Maccabeus and his followers rebelled. They fled to the hills and formed an army known as the Maccabees.

After many battles, the Maccabees drove the Greeks out of Judah. They destroyed all traces of Greek gods and goddesses in their temple. Now, only the God of Israel could be worshiped there. Today, Jews remember this at a celebration called Hanukkah.
Priests from Judas Maccabeus’s family became the new rulers of Judah. They led Judah to take back land that had been part of the kingdom of Israel.

7. How did Antiochus treat the Jews of Judah differently than Alexander treated them?

The Jewish Way of Life (page 97)

Main Idea Religion shaped the Jewish way of life.

Jewish laws affected daily life. They influenced education, food, and even their clothes. The laws reminded Jews of their religious responsibilities and focused on self-control.

Family Life Family was important to Jews and sons were especially valued. Sons carried on the family name, and after a father’s death, they became head of the family.

Education was also important. Mothers were the first teachers. Fathers taught older sons how to earn an income and worship God. Later, elders took over boys’ religious education and taught them the Torah. Religious teachers were community leaders.

Mothers taught their daughters at home. Here, girls learned to be wives, mothers, and housekeepers. They learned Jewish laws about food and clothing. They also learned about women of ancient Israel.

The Jewish Diet Under Jewish law, Jews could eat only certain animals like beef and lamb, but not pork. They could eat scaly fish, like salmon. But they could not eat shellfish or smooth-skinned fish, like eels. Laws about food were known as kashrut. This means “that which is proper.”

Today, food prepared according to Jewish dietary laws is called kosher. Animals used in kosher meat must be killed in a certain way, inspected, salted, and soaked. Kosher Jews must not cook or eat milk products with meat.
In ancient times, everyday meals included fish, fruit, vegetables, and barley bread. Beverages were milk, water, wine, and beer.

**Jewish Clothing** Jewish law forbade mixing certain fabrics. Women used flax or wool to make cloth, but they could not combine the two.

Jewish men wore linen tunics next to their skin. Some men layered another tunic on top of the first. In cold weather, they added wool or sheepskin cloaks. Other items included caps, turbans, and sandals.

Women wore long, simple dresses and shawls. Wealthy women could afford leather shoes. They also wore makeup and jewelry.

8. Why were sons especially valued in Jewish society?

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**The Jews and the Romans** *(page 100)*

**Main Idea** Under Roman rule, the Jews were divided and rebellious. In response, the Romans destroyed the temple and exiled the Jews.

In 63 B.C., a people known as the Romans conquered Judah—which they renamed Judaea. The Roman capital lay far to the west in what is now Italy. So at first, the Romans allowed Jewish rulers to run Judaea.

**The Rule of King Herod** During this time, Judaea’s most famous ruler was King Herod. He was famous for the additions he made to the Jewish temple.

Soon after Herod died, the Romans replaced the Jewish king with Roman officials. The Jews were divided over the best way to deal with the Romans.

One group of Jews was the Pharisees, who taught the Torah through oral traditions and how to apply its laws to daily life. This helped make Judaism a religion of the home and family. It also made the Pharisees popular among the common people.
Another group—the Sadducees—focused on how the Torah applied to priests. This is because many of the Sadducees were priests and scribes. This group did not agree with the Pharisees' oral teachings, focusing instead on the written law.

A third group—the Essenes—were priests who broke away from the Temple in Jerusalem. Many Essenes lived together in the desert. They spent their lives praying and waiting for God to rescue the Jews from the Romans.

In A.D. 1947, ancient scrolls were found in caves near the Red Sea. Called the Dead Sea Scrolls, they have helped historians understand Judaism.

Jewish Revolts  During the A.D. 60s, the Jews hated the Romans. They were waiting for a messiah. A messiah is a rescuer, sent by God. Other Jews known as Zealots did not want to wait for deliverance. They wanted to fight the Romans for their freedom.

In A.D. 66, the Zealots revolted against the Romans and drove them out of Jerusalem. Four years later, the Romans retook Jerusalem. They killed thousands of Jews. Others were forced to leave. The Romans also destroyed the temple in Jerusalem.

The Jews revolted again in A.D. 132. Three years later, the Romans crushed the rebellion. This time, the Romans forbade Jews to set foot in Jerusalem. They renamed Judah Palestine. This name refers to the Philistines whom the Israelites had conquered centuries before.

Jewish Teachers  The Jews no longer had priests. Instead, leaders called rabbis taught the Torah.

One of the most famous rabbis was Yohanan ben Zaccai. After the sacking of Jerusalem in A.D. 70, he founded a school in northern Palestine. For centuries, this was a center of Torah studies. Other rabbis also founded Torah schools. The rabbis wanted to save the Torah teachings and pass them on. They combined them into books called commentaries. The most important commentary is the Talmud. The Talmud remains an important record of Jewish law.
For 2,000 years, most Jews lived outside of Palestine. They often faced hatred and persecution. In A.D. 1947, Palestine was divided. The new Jewish nation of Israel was created in 1948.

9. Why were the teachings of the Pharisees popular among the common people?
The Early Greeks

For use with pages 116–123

Key Terms

- **peninsula**: a body of land with water on three sides (page 117)
- **colony**: a settlement in new territory with close ties to its homeland (page 121)
- **polis**: a Greek city-state (page 122)
- **agora**: an open area used for a market and meeting place (page 122)

Drawing From Experience

What if generations of your family lived along the coast? Chances are good that your father was a fisherman—or your grandfather fixed boats for a living.

Geography would influence their way of life.

In this section, you will learn how geography determined the rise and spread of the early Greek kingdoms.

Organizing Your Thoughts

Use the following 4 W’s and an H chart to track how geography influenced the early Greek kingdoms of Minoans and Mycenaeans. Use details from the text to help you fill in each blank.

<table>
<thead>
<tr>
<th>Early Greeks</th>
<th>Minoans</th>
<th>Mycenaeans</th>
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</thead>
<tbody>
<tr>
<td>WHO were they?</td>
<td>1.</td>
<td>6.</td>
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<tr>
<td>WHERE did they live?</td>
<td>2.</td>
<td>7.</td>
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<tr>
<td>WHAT geographical features shaped their land?</td>
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<td>8.</td>
</tr>
<tr>
<td>HOW did geography influence them?</td>
<td>4.</td>
<td>9.</td>
</tr>
<tr>
<td>WHY did their kingdom fall?</td>
<td>5.</td>
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</tr>
</tbody>
</table>
The Geography of Greece (page 117)

Main Idea: The geography of Greece influenced where people settled and what they did.

Greece is a peninsula—land with water on three sides. The Ionian Sea is in the west. The Aegean Sea is in the east. The Mediterranean Sea is in the south. In these waters are hundreds of islands. The islands are covered with mountain ridges, hills, and forests. This geography helped shape Greek history.

The nearby sea led many ancient Greeks to fish or build boats. Others sailed across the sea to trade goods with other lands. The nearby mountains and rocky soil made farming a challenge. However, warm, mild weather made it possible to grow wheat, barley, olives, and grapes.

Greece’s seas and mountains also shaped its society. They divided the land. Early Greek communities became isolated from each other. But this made them stronger. They became independent.

11. Name two ways that the sea influenced early Greeks and their societies.

The Minoans (page 118)

Main Idea: The Minoans earned their living by building ships and trading.

The island of Crete lies southeast of the Greek mainland. In 1900, a British archaeologist named Arthur Evans went there. In Knossos, he uncovered the ruins of a Minoan palace. The Minoans had developed the first civilization in the region. This palace had once been the center of Minoan life and dated back more than 5,000 years. Its ruins had private rooms for the royal family, bathrooms, storerooms, and workshops.
The Minoans used the oak and cedar trees from the forests of Crete. They built wooden ships that could sail as far as Egypt and Syria. Minoan traders left port with pottery and stone vases. They returned with ivory and metals. Their island location worked well. They could control trade on the Mediterranean Sea.

By 2000 B.C., Minoan society was thriving. But by 1450 B.C., it had collapsed. Historians disagree about what caused the downfall. Some think undersea earthquakes crushed Minoan cities under giant waves. Others believe invaders from the mainland caused the destruction.

12. What helped the Minoans become great traders?

The First Greek Kingdoms (page 119)

Main Idea: Mycenaean built the first Greek kingdoms and spread their power across the Mediterranean region.

The Mycenaeans first came from central Asia. In 1900 B.C., they invaded the Greek mainland and conquered its people.

What Were Mycenaean Kingdoms Like? In the late 1800s B.C., the ruins of a walled palace were discovered in Mycenae. Long ago, a palace stood at the center of each Mycenaean kingdom. Built on a hill, each palace lay near farms and estates. These lands belonged to the nobles. Slaves and farmers lived there. The palace was home to artisans, government officials, and civic life.

Power From Trade and War Minoan traders soon visited Mycenae from Crete. The Mycenaeans learned much from the Minoans. They learned bronze-working, shipbuilding, navigation, and religion. Around 1400 B.C., they replaced the Minoans as the major power on the Mediterranean. However, 300 years later, earthquakes and in-fighting destroyed their civilization.
What Was the Dark Age? Between 1100 B.C. and 750 B.C. was the Dark Age. Farmers grew only enough to feed their families, so there was no surplus food. Poverty set in. Overseas trade slowed down. Craft skills died out. Teachers stopped teaching. And Greeks forgot their written language.

During the Dark Age, thousands of Greeks moved to islands in the Aegean Sea. Still others moved to Asia Minor, to what is now Turkey. This expanded Greek culture.

Meanwhile, people known as Dorians invaded Greece. They settled on the Peloponnesus peninsula. The Dorians brought iron weapons. Greeks had used bronze, but iron was stronger and cheaper. The Dorians gave Greece more advanced technology.

Over time, Greek farmers grew more food. Traders came into contact with new ways of writing. The idea for a Greek alphabet came from the Phoenicians to the east. The new, simpler alphabet helped the Greeks revive reading, writing, and storytelling.

13. Name two positive changes that occurred during Greece’s Dark Age.

A Move to Colonize (page 121)

Main Idea Colonies and trade spread Greek culture and spurred industry.

Greece’s recovery from its Dark Age led to three important developments:

• Colonization The population quickly began to outgrow Greek cities. People started Greek colonies. A colony is a settlement in a new area. Between 750 B.C. and 550 B.C., Greek colonies spread to Italy, France, Spain, North Africa, and western Asia.
• Coins  As trade grew, the Greeks began to make, or “mint,” coins. Merchants had traded with goods. Now, they “traded” for money. This gave trade a strong boost.

• Specialization  As demand for goods quickly grew, people in different areas specialized in making certain products. For example, areas rich in clay specialized in making pottery.

14. How did minting coins help the growth of Greek civilization?

The Polis  (page 122)

Main Idea  The idea of citizenship developed in Greek city-states.

By the end of the Dark Age, Greek society had changed. Instead of kingdoms, there were city-states. Each city-state, or polis, was made up of a town and its nearby area. Each polis had an acropolis, or main gathering place. The fortified acropolis sat on a hill. It could also be a religious center. Each polis also had an agora. This open area below the acropolis was a market and a meeting place.

What Was Greek Citizenship?  The Greeks were the first to develop the idea of citizenship. Each Greek city-state was run by its citizens.

In ancient Greece, only free, native-born men who owned land could be citizens. Some city-states, such as Athens, dropped the land-owning requirement. Still, slaves and foreign-born residents were excluded. Women and children could qualify for citizenship. However, they had no citizens’ rights. Citizens could choose officials and pass laws, vote, hold office, own property, and defend themselves in court.

Citizens as Soldiers  Greek citizenship also included certain duties. Each citizen had to serve in government. They also had to fight for their polis as citizen-soldiers. Since the
rise of city-states, wars were no longer waged by nobles riding horses and chariots. By 700 B.C., each polis depended on an army of citizen-soldiers called hoplites.

Hoplites fought on foot. Each soldier had a shield, a short sword, and a spear. They went into battle in rows. They used their shields as one long protective wall.

Hoplites made good soldiers because they were citizens. They took pride in fighting for their own city-states. However, this “hometown” loyalty caused division and distrust among Greeks as a whole.

15. How was citizenship in ancient Greece different from citizenship as we know it today?

________________________________________

________________________________________
**Key Terms**

**tyrant:** someone who takes power by force and rules with authority (page 125)

**oligarchy:** rule by the few (page 126)

**democracy:** citizen-run government (page 126)

**helot:** workers captured and enslaved by the Spartans (page 126)

**Drawing From Experience**

Most people experience power struggles in their daily lives. Sometimes, a bully uses force to get his way. Or a group of popular friends can set trends by excluding others. Often, different kinds of people can band together when they become unhappy with a “leader.”

In the previous section, you learned about the geography of Greece. In this section, you will learn how two Greek city-states found different methods of running—and changing—their governments.

**Organizing Your Thoughts**

Use the following chart to note similarities and differences between Athens and Sparta. Use details from the text to help you fill in each category.

<table>
<thead>
<tr>
<th></th>
<th>Sparta</th>
<th>Athens</th>
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<tbody>
<tr>
<td>System of government</td>
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<tr>
<td>Government details</td>
<td>2.</td>
<td>7.</td>
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<tr>
<td>Expansion method</td>
<td>3.</td>
<td>8.</td>
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<tr>
<td>Boy’s life</td>
<td>4.</td>
<td>9.</td>
</tr>
<tr>
<td>Girl’s life</td>
<td>5.</td>
<td>10.</td>
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</tbody>
</table>
Tyrant in the City-States (page 125)

Main Idea Tyrants were able to seize power from the nobles with the support of Greek farmers, merchants, and artisans.

Small farmers often needed money to live on until they could harvest and sell their crops. They borrowed this money from the nobles. If the farmers could not pay their debts on time, the nobles took their land. Many farmers lost their land. They had to work directly for the nobles or become city laborers. Desperate farmers sometimes sold themselves into slavery.

By 650 B.C., small farmers joined merchants and artisans in demanding change. Merchants and artisans had become wealthy through trade. But they did not own land. Therefore, they could not become citizens. They had no voice in running the polis.

This unrest led to the rise of tyrants. A tyrant is someone who takes power by force and rules with total authority. Today we think of tyrants as being harsh. Early Greek tyrants were wise and fair. They built new marketplaces, temples, and walls. Still, most Greeks wanted to be citizens.

By 500 B.C., most city-states had replaced the tyrants. Two new types of government arose. The first was oligarchy, in which a few people hold power. The second was democracy, which is run by citizens. Sparta had an oligarchy. Athens had a democracy. They were both powerful Greek city-states.

11. Who joined with farmers in demanding change?
Sparta (page 126)

Main Idea: The Spartans focused on military skills to control the people they conquered.

Like other city-states, Sparta needed more land as it grew. Unlike other city-states, Sparta did not set up colonies. Instead, Spartans conquered and enslaved their neighbors. They called their slaves helots.

Why Was the Military So Important? Spartans worried that the helots might rebel. So the government set up strict military training.

At age seven, boys went to live in army barracks. They were toughened with harsh treatment. At age 20, Spartan men entered the army and stayed for ten years. Only then, could they return home. But they stayed in the army until age 60. All were expected to win or die on the battlefield.

Girls kept fit by running, wrestling, and throwing long, thin spears called javelins. Wives stayed home while their husbands lived in the barracks. As a result, Spartan women were freer than other Greek women. They could own property and go where they pleased.

What Was Sparta’s Government Like? Under the Spartan oligarchy, two kings headed a council of elders. The council’s function was to present laws to an assembly. It included 28 citizens over age 60. All Spartan men over age 30 belonged to an assembly. They voted on council law. They also chose five people to be ephors. An ephor enforced laws and managed tax collection.

The government adopted several policies to keep people from questioning their system, including:

- limiting foreign visitors
- banning travel abroad
- discouraging the study of literature and the arts

The Spartans successfully controlled the helots for almost 250 years. But their focus on the military came at a
price. They fell behind other Greeks in trade. Their knowledge of science and other subjects was poor. Still, their soldiers would play a key role in defending Greece.

12. How did ordinary citizens play a role in the Spartan oligarchy?

**Athens (page 128)**

**Main Idea** Unlike Spartans, Athenians were more interested in building a democracy than building a military force.

**What Was Life in Athens Like?** Athens was at least a two-day trip from Sparta. The governments of the two city-states were very different.

In Athens, citizens raised their children under a different set of values. In schools, one teacher taught reading, writing, and math. Another teacher led sports activities. A third focused on music. This included singing and playing a stringed instrument called a lyre. As you can tell, Athenians believed in creating well-rounded citizens—in both body and mind.

At age 18, boys finished school and became citizens. Girls stayed at home. There, mothers taught them household duties like spinning and weaving. Some wealthy families taught their daughters to read, write, and play the lyre.

**A Budding Democracy** During the 600s B.C., Athens was ruled by landowning nobles. Then, farmers began to rebel. They demanded an end to all debts, and land for the poor. The nobles knew they were in trouble. So in 594 B.C., they called upon a noble named Solon. This man was trusted by both sides.

Solon acted swiftly. First, he cancelled all debts. He also freed farmers who were forced to become slaves. Then he allowed all male citizens to participate in the assembly and law courts. Solon’s reforms were popular
among common people. But they did not address one key issue: Solon refused to give away wealthy nobles’ land.

After Solon, 30 years of turmoil gripped Athens. Finally, a tyrant named Peisistratus seized power in 560 B.C. He did several things to win support of the poor. He divided large estates among landless farmers. He also loaned money to the poor. And he gave them jobs building temples and other public works.

The next important leader was Cleisthenes. When he took power in 508 B.C., he reorganized the assembly to play a central role. Now, members had new powers. They could participate in open debate, hear court cases, and appoint army generals. Cleisthenes also created a new 500-citizen assembly to conduct daily business. This council proposed laws, dealt with foreign countries, and oversaw the treasury. The new council was an important development for democracy. Athenians chose its members by lottery each year. They believed this system was fairer because an election might favor the rich.

Cleisthenes’ reforms did not bring women, foreign-born men, and slaves into the political process. Still, he is credited with bringing democracy to Athens.

13. Name one way that Cleisthenes made the government of Athens more democratic.
Persia Attacks the Greeks  For use with pages 131–137

Key Terms

satrapies: the 20 states of the Persian Empire (page 133)
satrap: official ruler of a Persian state (page 133)
Zoroastrianism: Persian religion founded on principle of one god (page 133)

Drawing From Experience

Three of you are working on a class project. Two of you argue about what to do. The third student starts bullying you to do what he or she wants. Would you and your classmate band together to stop the bully?

In the previous section, you learned about government in Greece. In this section, you will learn how Greek city-states put aside their differences to resist the Persian Empire.

Organizing Your Thoughts

Use the following time line to track the major events that occurred between 539 B.C. and 334 B.C. Use details from the text to help you.

<table>
<thead>
<tr>
<th>Date</th>
<th>539 B.C.</th>
<th>521 B.C.</th>
<th>499 B.C.</th>
<th>490 B.C.</th>
<th>480 B.C.</th>
<th>479 B.C.</th>
<th>334 B.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
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<td>7.</td>
</tr>
</tbody>
</table>

The Persian Empire (page 132)

Main Idea: The Persian Empire united a wide area under a single government.

Long ago, the people of Persia lived in what is known today as southwestern Iran. For a time, Persians were warriors and nomads, or wanderers, who herded cattle. In 559 B.C., Cyrus the Great united Persians into a powerful
kingdom. Then he built his kingdom into the largest empire in the world.

**The Rise of the Persian Empire** Persia’s conquests began in 539 B.C. First, Cyrus’s armies captured Babylon. Then, they took over northern Mesopotamia. On and on the armies marched, sweeping into Asia Minor, Syria, Canaan, and the cities of Phoenicia. Cyrus treated his new subjects well. This helped hold his growing empire together.

The rule of Cyrus the Great ended in 530 B.C. The leaders who followed continued to add new territory—Egypt, western India, and Thrace. Now, the empire was about the size of the continental United States.

Such a large empire presented a problem: How could Persia connect all its holdings? Leaders conquered this challenge by building miles and miles of roads. The largest was the Royal Road, which stretched from Asia Minor to the Persian capital of Susa. Along the roadside were stations that supplied travelers with food, shelter, and fresh horses.

**What Was Persian Government Like?** The empire’s growth meant more difficulties. Leaders found government hard to manage. When Darius came to the throne in 521 B.C., he reorganized the government.

Darius thought that smaller units would be easier to rule. So he divided the empire into 20 separate states called **satrapies**. Each state was ruled by an official **satrap**, meaning “protector of the king.” A satrap was many officials rolled into one. He was tax collector, judge, chief of police, and army recruiter. Still, each satrap answered to the king.

How did the king maintain his power? He depended upon his troops. This army was unlike that of Greek city-states. In Athens, regular citizens defended their homeland. In contrast, Persia’s soldiers were full-time, paid, professionals. This large army included 10,000 soldiers who were specially trained to guard the king.

**The Persian Religion** The Persian religion was called **Zoroastrianism**. Its founder was Zoroaster, who believed in one
8. What prompted Persian rulers to build roads?

The Persian Wars (page 134)

Main Idea Both Sparta and Athens played roles in defeating the Persians.

Persians often battled Greeks who set up colonies near the Mediterranean. By the mid-500s B.C., Greek cities in Asia Minor had already fallen to Persia. In 499 B.C., the Athenian army helped these cities rebel against their Persian rulers. The rebellion failed. But it prompted King Darius to make a firm resolution: The Greeks must be stopped from challenging the Persian Empire.

The Battle of Marathon In 490 B.C., Persia prepared an attack near the city-state of Athens. This was the plan: 20,000 soldiers would board a fleet of Persian ships. Then they would sail across the Aegean Sea and land on the plain of Marathon. Athens was just a short distance away. They would wait for the Greeks to come and attack. Persia’s plan had one slight problem: The Athenians were too smart to be fooled. They had only half the number of soldiers as the Persians. Rather than risk certain defeat, they crept into the hills that overlooked the plain. There, they watched and waited.

Finally, the Persian commander grew impatient. What if the Greeks never came? He decided to sail south and launch a direct attack. So he ordered his troops back onto the ships. His plan might have worked, but he made a big mistake. He ordered the horsemen—the strongest part of the army—to board first. From the hilltops, the Greeks waited. When the cavalry was out of fighting range, they
charged down onto the plain. There, the Persian foot soldiers were waiting their turn to board. Knee-deep in the water—and surprised—they were easily defeated.

Does the word marathon sound familiar? According to legend, its origin grew out of this battle. The story explains that the Greeks sent a messenger home from Marathon to Athens—about 25 miles—with news of the fight. After collapsing from exhaustion, the messenger announced, “Victory.” Then he died. Modern marathon races, which are about 26 miles long, are named for this famous run.

Another Persian Strike When Darius’s son Xerxes became king of Persia in 486 B.C., he vowed revenge against the Greeks. In 480 B.C., he launched a new invasion. This time, the Persians sent 180,000 troops, with thousands of warships and supply boats. To defend themselves, the Greeks joined forces. Sparta sent the most soldiers, with King Leonidas as commander. Athens provided the navy. Themistocles, an Athenian general, came up with a battle plan.

The Greeks knew that the huge Persian army depended on supply boats for food. The Greeks’ best chance would be to attack Persian ships and cut off the army’s source of food. The Greeks needed time to ready their fleet for battle. So they stalled the Persian army, blocking it at the narrow mountain pass of Thermopylae. This place was easy to defend. So for two days, a mere 7,000 Greek soldiers held off the Persians.

But a traitor spoiled the plan for the Greeks. Directing the Persians to a mountain path, he led them around the Greeks. From there, the Persians mounted a rear attack. King Leonidas was able to send most of his troops to safety. But he and a few hundred others stayed behind and fought to the death. The Greeks lost the battle at Thermopylae. Still, they gave Athens enough time to ready 200 ships for the broader fight.

Now, the Greek fleet attacked the Persian fleet in the strait of Salamis, near Athens. A strait is a narrow strip of
water between two pieces of land. The Greeks knew they would have the upper hand in a naval battle. Their ships were smaller, faster, and easier to steer. So they were able to move in and around the big Persian ships. After a fierce battle, the Greeks destroyed almost the entire Persian fleet.

On land, Persian troops reached Athens. The Greeks had already fled. So the Persians burned the city. This act actually made the Greeks stronger. In 479 B.C., they united to form the largest Greek army ever. These soldiers had solid body armor, longer spears, and better training. At Plataea, northwest of Athens, they crushed the Persian army.

This battle was a turning point for the Greeks. It convinced the Persians to retreat to Asia Minor. By working together, the city-states had saved Greece from invasion.

**What Caused the Persian Empire to Fall?** The rulers who followed Darius and Xerxes raised taxes. Gold and silver flowed into the treasuries. The kings spent these riches on luxuries for the royal court. This caused anger and rebellion.

At the same time, the Persian royal family fought over who was to be king. Many of the later kings were killed by power-hungry family members. Persian kings had many wives and children. The sons had little power, and constantly plotted to take over the throne. Six of the nine rulers after Darius were murdered.

These problems left Persia open to attack. In 334 B.C., a young Greek conqueror named Alexander the Great invaded the empire. The Persians were no match for his troops. By 330 B.C., the last Persian king was dead and Alexander ruled over all his lands.

**9. What two factors weakened the Persian Empire?**
The Age of Pericles  

For use with pages 138–146

Key Terms

- **direct democracy**: citizens run government at mass meetings (page 139)
- **representative democracy**: citizens choose a smaller group to govern on their behalf (page 139)
- **philosopher**: thinkers who study questions about life (page 140)

Drawing From Experience

Suppose you are given a task—a school or community project, for example. What is the best way to get things done? Groups provide more workers and a variety of ideas. But when you do something yourself, you can skip meetings and work faster.

In this section, you will learn how Greek city-states confronted and resolved these kinds of questions.

Organizing Your Thoughts

Use the following chart to summarize what Athens was like during the Age of Pericles. Use details from the text to help you.

| Government | 1. |
| Economy | 2. |
| Culture | 3. |
| Wars | 4. |

The Athenian Empire  

(page 139)

**Main Idea** Under Pericles, Athens became very powerful and more democratic.

As you read in Section 3, in 479 B.C., Persia retreated from Greece at the Battle of Plataea. Still, the empire remained a threat. So one year later, Athens joined with other city-states—except Sparta—in the Delian League.

At first, the league was headquartered on the island of Delos. However, its chief officers and most of its troops
were from Athens. Soon, Athens gained further control. Before long, the purpose of the Delian League changed. No longer a partnership to fight Persia, it became an Athenian empire. Key offices moved from Delos to Athens. By 454 B.C., the Athenians began sending troops to other city-states to help common people rebel against the nobles.

**Democracy in Athens** Athenians believed strongly in their system of government, direct democracy. In a direct democracy, people decide laws and policies at mass meetings. Can you imagine this in the United States? How impossible would a mass meeting of 280 million citizens be! Our system is a representative democracy. Under this type of government, citizens choose a smaller group to make policies for them. With a large population, this system makes practical sense.

Direct democracy worked in Athens because of its small size. In the mid-400s B.C., about 43,000 male citizens over 18 years old made up the assembly. This body passed laws, elected officials, and made military decisions. Usually, fewer than 6,000 attended meetings, which took place every 10 days. Ten officials known as generals carried out the assembly’s policies.

**The Achievements of Pericles** After the Persian Wars, a general named Pericles became Athens’ greatest statesman. Pericles guided Athens for more than 30 years—from his election in 461 B.C. to just before his death in 429 B.C.

Pericles helped Athens control the Delian League. He treated the other city-states like subjects. He demanded strict loyalty and steady payments. He even insisted they use Athenian coins and units of measure.

Meanwhile, Pericles made Athens itself more democratic. He believed that people’s talents mattered more than social standing. So he allowed lower-class citizens to run for office. For the first time, poor citizens could become part of government’s inner circle.

Pericles began a major reconstruction program. New statues, temples, and other structures were built to
replace those destroyed by war. Culture also blossomed under the Age of Pericles. Creativity and learning flourished. Pericles supported artists, architects, and writers. He promoted philosophers—people who study questions about life. Pericles worked to make sure that Athens lived up to the name he gave it: “the school of Greece.”

5. Name at least three ways that Pericles improved life for the citizens of Athens.

Daily Life in Athens (page 142)

Main Idea: Athenian men and women had very different roles.

In the 400s B.C., more people lived in Athens than in any other Greek city-state. The following breakdown shows the different population segments of Athens:

- Citizens 150,000
- Foreigners 35,000
- Slaves 100,000

Total residents 285,000

Even in democracies, slavery was common in the ancient world. Most Athenian homes had at least one slave. Wealthy households had many—servants, cooks, maids, and tutors. Other slaves toiled in the fields, factories, and artisans’ shops. Without slave labor, the bustling Athenian economy would collapse.

What Drove the Athenian Economy? Many Athenians farmed for a living. Herders raised sheep and goats for wool, milk, and cheese. Some farmers grew grains, vegetables, and fruit for local use. Others grew grapes and olives to make wine and olive oil, two products sold abroad.

Athens did not have enough farmland to grow crops to support all its people. So the city had to import grain. During the 400s B.C., Athens became the trading center of
Greece. Merchants and artisans grew rich making and selling pottery, jewelry, and leather goods.

**Roles of Men and Women**  The lives of Athenian men and women were quite different. Men usually worked in the morning, then exercised or went to meetings. In the evenings, upper-class men enjoyed all-male gatherings where they drank, dined, and discussed politics or philosophy.

The life of Athenian women centered on the home. Girls married at age 14 or 15. They were expected to have children and take care of the household. Poor women might also work alongside their husbands in the fields. Some sold goods in the agora. Upper-class women stayed at home. There, they supervised servants and made cloth—spinning, dyeing, and weaving it. They rarely left the house. Even when they went to funerals or festivals, a male relative had to accompany them.

Even though Athenian women could not attend school, many learned to read and play music. Still, they could not own property or have political rights. Even educated women were not considered equal to men.

A few women moved more freely in public life. One famous example is Aspasia, a well-educated woman. The fact that she was not a native Athenian gave her special status. She could not vote or hold office. Still, she managed to influence politics indirectly. Aspasia taught public speaking to many Athenians. Leaders—including Pericles—often consulted with her. Her writings have not survived. Yet Plato, the famous Greek philosopher, claimed her work helped shape his ideas.

6. How were Athenian women unequal members of society?
The Peloponnesian War (page 144)

Main Idea Sparta and Athens went to war for control of Greece.

As the Athenian empire became rich, other city-states grew suspicious. Led by Sparta, they joined forces against Athens. Sparta and Athens had built different kinds of societies. Neither state understood or trusted the other. Sparta and its allies believed Athens was too hostile. This led to several clashes. Finally, war broke out in 431 B.C. It dragged on until 404 B.C. Now, any possibility for future cooperation was gone. Historians call this conflict the Peloponnesian War.

Pericles' Funeral Oration During the first winter of the war, Athenians held a public funeral to honor its war dead. Relatives wept for their loved ones. All the citizenry joined in a procession. Pericles addressed the crowd. He spoke about Athens’s greatness and reminded people it was citizens themselves who made their government strong. This famous speech was called the Funeral Oration.

On that day, Pericles reminded Athenians that they belonged to a community. They accepted certain duties, such as paying taxes and defending the city. They also enjoyed certain rights, such as the ability to vote and run for office.

Pericles’ speech reminded Athenians of the power of democracy. His words gave them the courage to keep fighting. His ideas still ring true for people in democratic nations today.

Why Was Athens Defeated? As the Peloponnesian War began, both Sparta and Athens thought they knew how to win. The strategy Sparta and its allies used was to surround Athens. They hoped Athens would send its army out to fight. However, Pericles knew that Athens did not fight best in open battles. So he urged farmers and others to move inside the safety of the city walls. While the Athenians stayed inside the walls, their navy delivered supplies
from its colonies and allies. Sparta did not have a navy, so it could not attack the Athenian ships.

This strategy worked for Athens—for a brief time. Then, in the second year of the war, disease spread through the overcrowded city. It killed more than a third of the people, including Pericles himself. Still, Athens fought on. The standoff continued for another 25 years.

It was Sparta that changed the standoff. Desperate to win, Spartans made a deal with the Persian Empire, their former enemy. In exchange for money, they gave Persia some Greek territory in Asia Minor. With the money, they built a navy.

In 404 B.C., Sparta’s new navy destroyed the Athenian fleet. The next year, Athens lost many land battles. So they surrendered. The Spartans and their allies tore down the city walls and broke up the Athenian empire. The long war was over.

The Peloponnesian War weakened all the Greek city-states—both winners and losers. Many people died fighting. Many farms were destroyed, and thousands lost their jobs. The war also made it impossible for the Greeks to work together again.

After defeating Athens, Sparta tried to rule all of Greece. Within 30 years, however, the city-states rebelled. A new war began. As they fought amongst themselves, the Greeks failed to look beyond their own borders. If they had, they might have noticed a greater threat. To their north, the kingdom of Macedonia was growing in power.

This mistake would cost Greece its freedom.

7. Why did Sparta seek support from the Persian Empire?
Drawing From Experience
Do you believe that a god throws the lightning bolts during a thunderstorm? Probably not—today, science explains many things about nature and life.

In this section you will learn how the ancient Greeks used stories about the gods to explain many things about nature and life.

Organizing Your Thoughts
Use the following table to see how the four types of Greek stories are the same and different. Use details from the text to help you fill in each blank. Use A for always, S for sometimes, and N for never.
Greek Mythology (page 155)

Main Idea: The Greeks believed that gods and goddesses controlled nature and shaped their lives.

The Greeks believed in many gods and goddesses. The Greeks told myths about their gods. Myths are traditional stories about gods and heroes. The Greeks believed the gods affected everyday life. That is why every city built beautiful temples to the gods. The Greeks hoped the temples would make the gods happy because happy gods would not hurt the city.

Greek Gods and Goddesses The Greeks believed that the gods controlled nature. The god Zeus ruled the sky and threw lightning bolts. The goddess Demeter made the crops grow. Poseidon—one of Zeus’s brothers—ruled the sea.

The most important gods lived on Mount Olympus, the highest mountain in Greece. They lived above the clouds, where no human could see them.

Greek gods were perfect. In many ways, gods were like humans with special powers. The gods got married, had children, made friends and enemies, fought with each other, and played tricks on one another.

To convince the gods to be kind, the Greeks had festivals of the gods and performed religious rituals, or ceremonies. This included special prayers and giving gifts to the gods.

The Greeks also believed in an afterlife. The spirits of the dead lived beneath the earth and were ruled by Hades.

What Was a Greek Oracle? The Greeks believed that everyone had a fate, or destiny. They also thought that the gods made prophecies, or predictions, to help people plan for the future. People who wanted to know the future, or listen to other advice, visited an oracle. An oracle is a holy shrine where a priest or priestess talks to one of the gods. People asked the priestess questions. She told her answers to the priests. Then the priests translated the answers.
Many answers were riddles. Once King Croesus asked if he should go to war against the Persians. The oracle said that if Croesus attacked the Persians, he would destroy a mighty empire. Croesus attacked, but the Persian army crushed his army. It turned out that Croesus’s own—“mighty empire”—was destroyed!

21. Why did the Greeks have festivals and rituals for their gods?

Greek Poetry and Fables (page 157)

Main Idea: Greek poetry and fables taught Greek values.

Greek poems and stories are the oldest in the Western world. Many writers have copied ideas from these old stories.

The earliest Greek stories were called epics. Epics are long poems about heroic deeds. Two great epics are the Iliad and the Odyssey. Homer wrote them both in the 700s B.C. They tell about a war between cities in Greece and the city of Troy.

In the Iliad, a prince of Troy kidnaps Helen, the wife of the king of Sparta. The result is a battle to capture Troy. The Greeks eventually capture the city and win the war.

The Odyssey tells the story of Odysseus, a Greek hero at Troy. On his trip home from the Trojan War, Odysseus faces storms, giants, and witches. It takes him 10 years to get home, which is why we call a long journey with adventures an odyssey.

The Greeks believed that the Iliad and Odyssey were not just stories. They thought the epics were real history. These poems gave the Greeks a history filled with heroes and brave deeds. Homer’s epic poems taught that friend-
ship and marriage should be valued. Homer’s heroes became role models for Greek boys.

Who Was Aesop? About 550 B.C., there was a Greek slave called Aesop. He made up fables, or short tales that teach a lesson. In most of Aesop’s fables, animals talk and act like people. Fables always have a point, or moral. Fables point out human flaws as well as strengths.

One of Aesop’s best-known fables is “The Tortoise and the Hare.” In it, a tortoise, or turtle, challenges a hare, or rabbit, to a race. As the hare oversleeps, the tortoise continues at a slow but steady pace and wins the race.

The moral of that fable is “slow and steady wins the race.” Today, we still use sayings from Aesop’s fables. Aesop’s fables were part of Greece’s oral tradition for about 200 years. That means that people told the stories out loud. Eventually, people started writing down the fables. Since then, fables have been retold in many languages.

22. What are the characteristics of a fable?

Greek Drama (page 160)

Main Idea Greek drama still shapes entertainment today.

A drama is a story told by actors who pretend to be characters in the story. They speak, show emotion, and imitate the actions of those characters. Movies, plays, and television shows are all drama. Greek dramas dealt with big questions, such as the nature of good and evil, the rights of people, and the role of gods in everyday life.

Tragedies and Comedies The Greeks put on plays during religious festivals in outdoor theaters. These outdoor theaters were called amphitheaters. We still use that word today.
The Greeks developed two types of drama—tragedy and comedy. A tragedy has an unhappy ending. People cannot solve their problems no matter how hard they try. Early Greek tragedies were about people who fought against fate. Later tragedies were about people who made bad personal choices.

A comedy ends happily. Today we use comedy to mean a funny story. But comedy actually means any story with a happy ending.

Aeschylus, Sophocles, and Euripides wrote tragedy. Aristophanes wrote comedy.

Early Greek plays had only one actor. The actor stood on a bare stage and gave speeches. A chorus stood behind the actor and sang songs to describe what was happening. Aeschylus added a second actor to his plays. This let him write a story about problems that can happen between two people. Aeschylus also added costumes, props, and stage decorations.

In 458 B.C., Aeschylus wrote a group of three plays called the Oresteia. They describe what happened after the Trojan War. They teach that evil acts can cause more evil acts. The moral of the plays is that people should not try to get revenge.

Euripides wrote after Aeschylus and Sophocles. Euripides wrote about everyday people. He challenged traditional thinking.

The comedies of Aristophanes poked fun at politicians and local scholars. Aristophanes’ plays included jokes, and they encouraged the audience to think while they laughed.

23. What two types of drama did the Greeks create?
Greek art and architecture expressed Greek ideas of beauty and harmony. Greek artists hoped that their art would help teach people about reason, moderation, balance, and harmony. Greek artists painted murals and made pottery. Large vases often have pictures from myths. Small pieces, like cups, have pictures from everyday life.

The Greeks were also skilled architects—people who design buildings. The most important buildings were the temples, like the Parthenon. Temples contained rooms that housed statues of the gods and the gifts that people offered to the gods.

Large columns supported the roofs of Greek buildings. At first, the columns were made of wood. Then, in 500 B.C., they were marble, or stone. We still use marble columns in churches and large buildings today. For example, the White House and the Capitol building both have columns.

Many Greek temples were decorated with sculpture. Sculpture, like all of Greek art, expressed ideas. Greek artists liked to copy the human body, but they did not copy it exactly. They did not include flaws. Instead, artists tried to show their ideas of perfection and beauty.

24. What was the most important type of building in ancient Greece?
Drawing From Experience

Most of us have done something, and then realized that we really had not thought about it first. Sometimes we get into trouble or hurt someone’s feelings.

In the last section you learned how the ancient Greeks used stories about the gods to explain many things about nature and life.

Organizing Your Thoughts

In this section you will read about Greek philosophers and historians. They are the Sophists, Socrates, Aristotle, Plato, Herodotus, and Thucydides.

In the box below each name, write an important fact about the person or group. Use details from the text to help you fill in each box.

<table>
<thead>
<tr>
<th>Name</th>
<th>Facts</th>
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<tbody>
<tr>
<td>1. Sophists</td>
<td></td>
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<tr>
<td>2. Socrates</td>
<td></td>
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<tr>
<td>3. Plato</td>
<td></td>
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<td>4. Aristotle</td>
<td></td>
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<td>5. Herodotus</td>
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<td>6. Thucydides</td>
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Greek Philosophers (page 169)

Main Idea  Greek philosophers developed ideas that are still used today.

The word philosophy means “love of wisdom.” The first philosophers were Greek thinkers. They thought that people could understand everything.

Many philosophers were teachers. Pythagoras was one of them. He taught that numbers could describe all the relationships in the world. He invented the Pythagorean theorem, which helps us figure out how long the sides of a triangle are.

Who Were the Sophists? The Sophists were teachers in ancient Greece. They thought that students should improve themselves by reading and thinking. Sophists taught how to make good arguments and political speeches.

Sophists did not believe that the gods influenced everyday life. They also did not believe in a definite, or “absolute,” right or wrong. They thought that a thing could be wrong for one person and right for another.

The Ideas of Socrates  Socrates was a sculptor in Athens. He loved philosophy but left no writings behind. We know about him from his students’ writings.

Socrates did not agree with the Sophists. He thought there was an absolute right and wrong. He thought that everybody already knows everything. The knowledge was buried deep inside each person.

Socrates believed that absolute truth existed. Socrates tried to help people find the knowledge inside themselves and through the Socratic method of teaching. In this method, he asked his pupils hard questions, forcing them to use their reason to answer these questions.

Some leaders in Athens thought Socrates was dangerous. He encouraged people to question their leaders’ decisions. In 399 B.C., Socrates was arrested and found guilty of teaching his students to rebel. He was sentenced to death.
Socrates could have left Athens, but he refused to do so. He said that he lived in Athens, so he had to obey the city’s laws. He drank poison to carry out his death sentence.

**The Ideas of Plato** Plato was one of Socrates’ students. He wrote a book called the *Republic*. Plato did not like democracy. His ideal government divided people into three groups.

The top group was philosopher-kings. Philosopher-kings ruled with wisdom and logic. The second group was warriors. They protected the kingdom with their courage. The third group was everyone else. Plato thought they were not wise or brave. So they did all of the other jobs in the kingdom.

Unlike most men at that time, Plato believed that women should also be educated and be allowed to do the same jobs as men.

**Who Was Aristotle?** Plato started a school in Athens. It was called the Academy. His best student was Aristotle. Aristotle wrote more than 200 books on government, science, health, and the planets.

In 355 B.C., Aristotle opened his own school called the Lyceum. Aristotle taught his students the “golden mean.” This idea says that people should not do too much of something.

Aristotle told his students to see, or observe, the world around them. He was the first person to separate his observations by similarities and differences. For example, some animals fly, and others do not. Then he made generalizations based on groups of facts.

Aristotle also wrote about government in *Politics*. He studied the governments of 158 different places and divided them into three types:

- **a.** Government by one person, such as a king or queen, or a tyrant
b. Government by a few people, such as an aristocracy or an oligarchy

c. Government by many people, such as a democracy

Aristotle thought that the best government was a combination of types b and c. The United States tries to combine these types of government.

7. How were Aristotle’s ideas on government different from Plato’s?

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**Greek Historians** *(page 173)*

**Main Idea** Greeks wrote the first real histories in Western civilization.

For thousands of years, people did not write history. They used legends and myths to explain their past. Some civilizations kept lists of rulers. But no one wrote down events.

Then, in 435 B.C., Herodotus wrote a history book about the Persian Wars. He tried to separate fact from legend and is the first person to record events as they happened. Today, he is called the “father of history.”

Thucydides is thought to be the greatest historian of the ancient world. Thucydides fought in the Peloponnesian War. After he was forced to leave Athens, he wrote *History of the Peloponnesian War*. Thucydides wrote only about what he saw or what eyewitnesses saw.

8. Who did Thucydides think was responsible for war and politics?
Drawing From Experience
Think about the last time you did a project with school, a club, or a religious group. Could everyone suggest ideas? Good leaders—of projects, groups, and nations—try to use good ideas, no matter where they come from.
In the last section you learned about Greek thinkers and historians. In this section, you will learn about how Alexander the Great spread Greek culture.

Organizing Your Thoughts
Philip II of Macedonia started building an empire. Alexander the Great finished it. In the time line below, write what they did. Use details from the text to help you.

6. In 323 B.C., Alexander ________________________

5. In 326 B.C., Alexander ________________________

4. In 332 B.C., Alexander ________________________

3. In 334 B.C., Alexander ________________________

2. In 338 B.C., Philip ____________________________

1. In 359 B.C., Philip ____________________________

Key Terms
legacy: what a person leaves behind when he or she dies (page 178)
Hellenistic Era: a time when Greek ideas and the Greek language spread to non-Greek people (page 178)
Macedonia Attacks Greece (page 175)

Main Idea  Philip II of Macedonia united the Greek states.

Macedonia lay north of Greece. The people were warriors. They raised sheep and horses, and farmed. By 400 B.C., Macedonia was almost as powerful as the Greek city-states.

A Plan to Win Greece  In 359 B.C., Philip II became king of Macedonia. He wanted to defeat the Persian Empire. But to do that, he needed to increase Macedonia’s strength. Philip trained his army to fight like the Greek hoplites. Then, one by one, he took over the Greek city-states.

Demosthenes was a lawyer and one of Athens’s great public speakers. He warned that Philip threatened their freedom. He urged Athens and other city-states to fight the Macedonians. But the Greeks were weak and divided from the Peloponnesian War. Thousands of Greek men joined the Persian army. The city-states were weak.

This was good news for Philip. The Athenians tried to fight Philip’s army, but they could not stop him. In 338 B.C., the Macedonians crushed the Greeks at the Battle of Chaeronea near Thebes. Philip now controlled all of Greece.

7. Why did Philip II invade Greece?

Alexander Builds an Empire (page 176)

Main Idea  Alexander the Great conquered the Persian Empire and spread Greek culture throughout southwest Asia.

Before Philip could conquer the Persian Empire, he was murdered. His son Alexander took over. Alexander was only 20, but he had already been in battle many times.
Alexander’s Conquests  Alexander invaded Asia Minor in 334 B.C. He had about 37,000 foot soldiers and 5,000 warriors on horseback. At the Battle of Granicus, he destroyed the local Persian army.

At that time, the Persians ruled many Greek cities in Asia Minor. During the next nine months, Alexander freed those city-states. He also defeated a large Persian army at Issus.

Then Alexander went south. By the winter of 332 B.C., he had captured Egypt and Syria. He built the city of Alexandria in Egypt. It became famous for trade, science, and education. In 331 B.C. Alexander went east. He defeated the Persians at Guagamela, near Babylon. Then his army took over the rest of the Persian Empire. His father’s dream was fulfilled.

But Alexander did not stop. He marched east for the next three years. His army got as far as modern Pakistan. In 326 B.C. Alexander and his army crossed the Indus River and fought many battles in India. His soldiers grew tired of war, so Alexander agreed to go home.

Going home, the army crossed a desert in what is modern Iran. There was very little water. Heat and thirst killed thousands of soldiers. When soldiers found some water, they gave it to Alexander in a helmet. Alexander poured the water on the ground. He showed his soldiers that he was willing to suffer the same thirst and pain that they did.

Alexander arrived back in Babylon in 323 B.C. He wanted to invade southern Arabia, but he died 10 days later. He was 32.

Alexander’s Legacy  Alexander was a great and brave military leader. Sometimes he rode into battle before his army. Some considered this foolish, but his bravery inspired his soldiers. Alexander always tried to copy his hero Achilles. Achilles was one of the warriors in the Iliad by Homer.

When he died, Alexander was the most powerful ruler in the ancient world. That is one reason we call him Alexander the Great.
A legacy is what a person leaves to other people when he or she dies. Alexander’s legacy was a world that knew about Greek culture. Wherever Alexander and his army went, they spread the Greek language, ideas, and art. This is another reason that Alexander is “the Great.” Alexander also learned things in Asia and Africa. He brought those ideas back to Greece.

Alexander began the **Hellenistic Era.** Hellenistic means “like the Greeks.” The Hellenistic Era is the time when Greek ideas spread to people who were not Greek.

**The Empire Breaks Apart**  Alexander wanted the Macedonians, the Greeks, and the Persians to become one people. He used Persians as local officials and encouraged his soldiers to marry Asian women.

After Alexander died, the empire fell apart. It became four Hellenistic kingdoms: Macedonia, Pergamum, Egypt, and the Seleucid empire. Greek was the official language of these kingdoms. And the kings often gave jobs to Greeks or Macedonians.

By 100 B.C., Alexandria was the largest city in the Mediterranean world. The Hellenistic kings built many other cities, too. These cities needed many workers. They needed architects and engineers. They also needed philosophers, artists, and artisans. The kings asked Greeks and Macedonians to move to these cities. These colonists helped spread the Greek culture as far east as modern Afghanistan and India.

8. What was Alexander’s legacy?
Drawing From Experience
Suppose you are given a task—a school or community project, for example. What is the best way to get things done? Groups provide more workers and a variety of ideas. But when you do something yourself, you can skip meetings and work faster.

The last section described how Alexander the Great spread Greek culture. In this section, you will learn how the kings after Alexander supported learning and new ideas in philosophy, science, math, and astronomy.

Organizing Your Thoughts
The Epicureans and the Stoics were philosophers. What were their beliefs? Use details from the text to help you fill in the table.

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**Key Terms**

- **Epicureanism**: a philosophy that teaches that people are happy if they spend time with friends and do not worry (page 184)
- **Stoicism**: a philosophy that teaches that people are happy if they do their duty and follow logic, not emotion (page 184)
- **astronomers**: people who study stars, planets, and other heavenly bodies (page 185)
- **plane geometry**: branch of mathematics that shows how points, lines, angles, and surfaces, or planes, relate to each other (pages 185–186)
- **solid geometry**: branch of mathematics that studies spheres, or balls, and cylinders, or tubes (page 186)

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**The Spread of Greek Culture** For use with pages 182–186

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Happiness Is Life’s Goal</th>
<th>People Should Ignore Emotions</th>
<th>People Should Be in Politics</th>
<th>People Should Not Be in Politics</th>
<th>Doing Your Duty Makes You Happy</th>
<th>Friends Make You Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epicurean</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
<td>6.</td>
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<tr>
<td>Stoic</td>
<td>7.</td>
<td>8.</td>
<td>9.</td>
<td>10.</td>
<td>11.</td>
<td>12.</td>
</tr>
</tbody>
</table>
Greek Culture Spreads (page 183)

Main Idea Hellenistic cities became centers of learning and culture.

Thousands of scientists, writers, philosophers, and others came to the Hellenistic cities. Many came to use Alexandria’s library or to study literature, languages, and science.

Architecture and Sculpture Greek architects helped design the new cities and rebuild the old ones. The kings wanted Greek baths, temples, and theaters. The kings and other rich citizens hired Greek sculptors to make statues as good as any Greek statues.

Literature and Theater Writers wrote drama, poetry, and histories at this time, but most of it has been lost or destroyed. Appolonius of Rhodes wrote an epic poem called *Argonautica*. It is about Jason and his crew and their adventures. Another poet, Theocritus, wrote short poems about nature and its beauty.

Athens was still the center of Greek drama. Playwrights in Athens invented a new kind of comedy that told about love and people. Menander was the best-known of these new playwrights. He lived from 343 B.C. to 291 B.C.

13. How did the Hellenistic kings spread Greek culture?

Philosophy (page 184)

Main Idea Epicurus and Zeno showed the world different ways to look at happiness.

During this time, the most famous philosophers still went to Athens. The two most important philosophers at this time were Epicurus and Zeno.
Epicureans  Epicurus developed Epicureanism. This philosophy taught people that happiness is the goal of life. Today, epicurean means a love of fine foods and fancy-but-comfortable things. To Epicurus, happiness meant spending time with friends and not worrying. He said that people should stay out of politics and public service.

Who Were the Stoics? Zeno developed Stoicism. He taught at a building called the “painted porch.” Since the Greek word for porch is stoa, his school was called the stoics.

Stoics thought that happiness came from following logic and reason. Emotions like anger or sadness caused problems. Today we call people stoics if they keep going even if they are hurt or sad. Stoics also thought that people were happy when they did their duty. They should be in politics and public service.

14. How was Stoicism different from Epicureanism?

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Greek Science and Math (page 185)

Main Idea  Hellenistic scientists made major discoveries in math and astronomy.

Aristarchus was an astronomer. Astronomers study stars, planets, and other heavenly bodies. Aristarchus said that the sun was at the center of the universe. He said that Earth went around the sun. No one believed him. They thought that the sun went around the earth.

Eratosthenes was an astronomer in charge of Alexandria’s library. He figured out that the earth was round and how big it was.

Here’s how he did it. Eratosthenes put two sticks in the ground far apart from each other. He waited until the sun was directly over one stick. It had a shorter shadow than the other stick. After measuring the shadows, Eratosthenes used math to figure out the curve of Earth’s surface.
Eratosthenes estimated that the distance around the earth was 24,675 miles. He was only 185 miles off! He also measured the distance to the sun and the moon. Both of these measurements are close.

Euclid was a mathematician who wrote *Elements*. The book teaches **plane geometry**—how points, lines, angles, and surfaces work together. Archimedes of Syracuse worked on **solid geometry**—the study of spheres, or balls, and cylinders, or tubes. He discovered **pi**, which is used to measure circles. Its symbol is \( \pi \).

Archimedes was also an inventor. He invented a type of lever called the catapult. Catapults are war machines that hurl rocks and arrows at the enemy.

The catapults worked well. In 212 B.C. the Romans attacked Syracuse. But they could not get past the catapults. It took the Romans three years to capture Syracuse. Finally the Romans got inside the city walls. They massacred everyone in the city, including Archimedes.

15. Who was the most famous scientist of the Hellenistic Era? What did he contribute?
**Key Terms**

- **subcontinent**: a large mass of land; part of a continent but separate because of physical features like high mountains (page 195)
- **monsoon**: strong winds that blow in one direction in the winter, and the opposite direction in the summer (page 195)
- **Sanskrit**: the ancient written language of India (page 199)
- **raja**: prince or tribal leader (page 199)
- **caste**: social group that people are born into and cannot change (page 199)
- **guru**: teacher (page 201)

**Drawing From Experience**

Where are the major cities in your state? Many large cities were built near rivers or other bodies of water that people could use for food and transportation.

In this section, you will learn how India’s first civilization developed along the Indus River.

**Organizing Your Thoughts**

When the Aryans invaded India, they changed it. Write some of the changes or inventions on the web below. Use details from the text to help you fill in each blank.

1. 
2. 
3. 
4. 

**Aryan changes or inventions**
The Land of India (page 195)

Main Idea  Climate and geography influenced the rise of India’s first civilization.

India extends south from the continent of Asia. The Himalaya separate India from the rest of Asia. This makes India a subcontinent. The Ganges and Indus Rivers are in India. The Ganges runs southeast into the Indian Ocean. The Indus flows southwest into the Arabian Sea. Their water comes from melting snow in the Himalayas. The Deccan Plateau is south of the Ganges and Indus River valleys. It is dry and hilly. The coastal regions have fertile plains.

India has monsoons, or strong winds. The winter monsoon blows in cold, dry air from the mountains. The summer monsoon brings warm, wet air from the Arabian Sea. Summer monsoons make the rainy season. If the rain comes in time, the crops will be good. If the rains are late, then there is a drought.

India’s Early Civilization  India’s first urban civilization began in the Indus River valley where the floods create rich soil. The Harappa or Indus civilization lasted from about 3000 B.C. until 1500 B.C. Over 1,000 towns and cities stretched from the Himalaya to the Arabian Sea.

Harappa and Mohenjo-Daro  Harappa and Mohenjo-Daro were large cities with about 35,000 people each. The cities had wide main streets and smaller side streets. Walls went around each neighborhood. And guards in fortresses protected the people.

Some houses were larger than others, but most were built with mud bricks. The houses had flat roofs, an open courtyard, wells, and indoor bathrooms. Pipes took wastewater to pits outside the city walls. Houses also had garbage chutes that led to bins in the streets.

Harappan Society  The Harappans left no written records. From the ruins, archaeologists learned that the royal palace and the temple may have been inside a fortress.
This might mean that politics and religion were connected.

Most Harappans were farmers. They grew rice, wheat, barley, peas, and cotton. City dwellers made toys; clay pots; cloth; tools out of copper or bronze; and jewelry from gold, shells, and ivory.

The Harappans and the Mesopotamians began trading with each other about 2300 B.C. Some Harappan traders sailed across the Arabian Sea. Other traders traveled by land.

5. How is India separated from the rest of Asia?

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**The Aryans** *(page 198)*

Main Idea: New ideas and technology influenced the development of India.

About 1500 B.C., earthquakes destroyed Harappan cities. Also, the Indus River changed its course, flooding cities and farms. In the years that followed, the Aryans began settling the river valley. Soon a new civilization emerged.

**Who Were the Aryans?** The Aryans were from central Asia. They had herds of cattle, sheep, and goats. Cattle were important for their meat, milk, and butter. The Aryans even used cattle as money. The Aryans were not a race or ethnic group. They were part of a larger group who spoke similar languages. This group is called Indo-Europeans.

The Aryans were good warriors and expert horse riders and hunters. They had metal-tipped spears and wooden chariots. Sometimes they invaded nearby villages for food.

The Aryans left Asia about 2000 B.C. and crossed the Himalaya into India. They got to the Indus River valley around 1500 B.C. By 1000 B.C., the Aryans controlled northern India.
The Aryans Bring Change  In India, the Aryans stopped living as nomads and became farmers. Over time, they said that cattle were sacred. People in India stopped eating cattle, or beef.

The Aryans’ technology improved farming. They invented an iron plow and made iron tools. With these, they cleared India’s rain forests, dug canals, and made the Ganges River valley good for farming. Farmers in north India grew wheat, barley, and a grain called millet. In the river valleys, farmers grew rice. In the south, they grew a mix of crops, including spices like pepper, ginger, and cinnamon.

The Aryans had not written things down when they were nomads. But when they became farmers, they invented a written language later called Sanskrit. Using Sanskrit, they wrote down their sacred songs, stories, poems, and prayers.

The Aryans lived in tribes ruled by a raja, or prince. Rajas often fought with each other over treasure, cattle, or women. These small kingdoms ruled from about 1500 B.C. to 400 B.C.

6. Why were the Aryans great warriors?

Society in Ancient India  (page 199)

The Aryans created a caste system that separated Indians into groups.

A caste is a social group. In India, a person was born into one social group, and could never change. The caste system had rules for almost everything a person did. Your caste dictated whom you married, your job, and your friends. India’s society had thousands of castes, all tied to religion and tradition.
No one knows for certain why the Aryans invented the caste system. One reason could be that the Aryans had lighter skin than the people they encountered in India. Another could be because it helped the Aryans keep control of the region. The Aryans needed a way to keep people from revolting. They also needed to make people live by their rules.

**Social Levels of the Caste System** The thousands of different castes in Indian society were grouped into four classes called *varnas*. The top varna was the Brahmin. Brahmins were priests and could perform religious ceremonies.

The next varna was the Kshatriyas. These were warriors. They ran the government and the army. After the Kshatriyas came the Vaisyas, or “commoners.” They were usually farmers and merchants. Then came the Sudras. They were manual laborers and servants with few rights. Most Indians were Sudras.

One group was too low to be part of the caste system— the Untouchables. Untouchables did the dirty work considered polluting. They collected trash, skinned animals, and buried bodies. Most Indians believed that being near an Untouchable was bad. So, Untouchables had to live apart from everyone else. When they traveled, they had to tap two sticks together. That way people would hear them coming and move away.

**The Role of Men and Women** Grandparents, parents, and children all lived together with the oldest man in charge. This is called an extended family.

Men had many more rights than women. Only sons could inherit property. Only men went to school or became priests. Men had to have 12 years of schooling before they could marry. When they were young, boys studied with a *guru*, or teacher. When they were older, they went to schools in the cities.

Parents arranged marriages for their children. Divorce was not allowed. But if a couple could not have children, the husband could marry a second wife.
When a prominent man died, his body was burned. Then his wife was supposed to throw herself into the flames. This is called *suttee*. If a widow did not kill herself, it was a great shame.

7. What were the five major groups in Indian society? (Hint: four were castes, and one was below caste.)
Drawing From Experience

Does your family practice a religion? Many people follow their religion by going to a church, temple, or mosque.

In the last section, you learned how India’s early civilization developed along the Indus River. In this section, you will learn about India’s two main religions, Hinduism and Buddhism.

Organizing Your Thoughts

The Buddha said that people should follow the steps of the Eightfold Path. What are the steps of the path? Use details from the text to help you fill in the blanks.

| 1. |
| 2. |
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| 8. |
Hinduism grew out of the ancient beliefs of the Aryans.

**Hinduism** is one of the oldest religions in the world. The Aryan religion had many deities who ruled nature. Over time, the Aryan religion added ideas from the Indian people to create Hinduism.

**Early Hinduism**  Hindus believe in one universal spirit called **Brahman**. They also believe in thousands of deities that are a different part of Brahman.

The Upanishads are very old sacred texts. These writings talk about how each person looks for the universal spirit. They say our souls are like lumps of salt, and Brahman is a glass of water. When salt is put into water, it disappears. But the water is salty. Like salt, our souls disappear and become part of the universal spirit.

**What Is Karma?**  Hindus believe that a soul joins Brahman when a person dies. However, a soul must live many lives—even as an animal—before it joins Brahman. The idea of living many lives, one after another, is called **reincarnation**.

If people do the duties of their caste, they will get a better next life. So they must follow **dharma**, or the divine law. If you follow dharma, then you have good **karma**. Karma is the result of how a person lives. For example, if you live a good life and do your duty, you have good karma.

This belief in dharma and karma made people accept the caste system. A dedicated Hindu thinks that higher caste people really are better than lower caste people. This belief meant that servants would not rebel. The idea of reincarnation gave hope to everyone.

9. How is karma related to reincarnation?
Buddhism (page 205)

Main Idea: A new religion, Buddhism, appealed to many people in India and other parts of Asia.

By 600 B.C., many Indians began to question Hindu ideas. They wanted a simpler, more spiritual religion for common people.

Who Is the Buddha? Prince Siddhartha Gautama was born about 563 B.C. He ruled a kingdom near the Himalaya. He was wealthy, married, and had a son. One day he left the palace and saw beggars and people suffering. He asked himself why people suffered.

To search for answers, he left his family, lived alone, fasted, and meditated, or emptied his mind of thought. Legend says that Siddhartha meditated for 49 days. Then, he came to an understanding about life.

Siddhartha spent the rest of his life teaching people about his discovery. People called him the Buddha, which means “Enlightened One.” His lessons about life and suffering are called Buddhism.

What Is Buddhism? The Buddha taught that there was one way to see truth in the world. Everyone should stop wanting fame, money, and worldly things. Then they would reach nirvana, or a state of wisdom.

The Buddha said that the only way to stop desiring things is to follow the Eightfold Path, which gives rules for living a good life. The Buddha believed in reincarnation—with a difference. He thought that people could stop being reborn if they followed the Eightfold Path.

The Buddha did not defend the caste system. He thought that all people—even the lower castes—could reach nirvana. This made Buddhism very popular among the lower castes and the Untouchables. They, too, could escape suffering and find peace.

Buddhism in Southeast Asia The Buddha preached his ideas for more than 40 years. When he died, his disciples spread his message all over Asia.
Over time, the Buddhists split into two groups. The first was Theraveda Buddhism. *Theravada* means “teachings of the elders.” It says that the Buddha was a great teacher, but not a god. Theraveda Buddhism spread south and east. It was adopted in Ceylon in the 200s B.C. It also became popular in Indochina.

**Mahayana Buddhism**  The second kind of Buddhism is *Mahayana* Buddhism. It says that Buddha is a god who came to save people. Mahayanas think people can go to heaven if they worship the Buddha. In heaven, they can follow the Eightfold Path to reach nirvana.

Mahayana Buddhists also honor the *bodhisattvas*. Bodhisattvas are enlightened people who do not go to heaven right away. They stay on earth to help others.

Mahayana Buddhism spread north into China, Korea, and Japan. In Tibet (in central Asia) it mixed with Hinduism and Tibet’s own religions. This mix made a special kind of Mahayana Buddhism.

At that time, Tibet’s Buddhist and government leaders were called *lamos*. When religious leaders also head the government, it is called a *theocracy*. The Dalai Lama led the government. The Panchen Lama led the religion. Both lamas were considered reincarnations of the Buddha.

Today, many Buddhists live in Thailand, Cambodia, and Sri Lanka. But very few live in India, where the Buddha first taught.

10. **How could a Buddhist reach nirvana?**
Drawing From Experience

Think about cities where a lot of people visit—New York City; Orlando, where Disney World is; and San Francisco. Visitors, or tourists, spend a lot of money in those cities. This helps make those cities wealthy and gives people jobs.

In the last section, you learned about India’s two main religions, Hinduism and Buddhism. In this section you will learn about the Maurya and Gupta empires. Their cities grew wealthy from trade and visitors.

Organizing Your Thoughts

The Maurya and Gupta empires made many contributions to India and the world. Fill in the chart below. Use details from the text to help you fill in each blank.

<table>
<thead>
<tr>
<th>Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>dynasty: a series of rulers from the same family (page 210)</td>
</tr>
<tr>
<td>stupa: a Buddhist shrine shaped like a dome or mound (page 211)</td>
</tr>
<tr>
<td>pilgrim: a person traveling to a religious shrine or place (page 213)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
<th>Maurya Empire</th>
<th>Gupta Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates the empire was in existence</td>
<td>1.</td>
<td>5.</td>
</tr>
<tr>
<td>Capital city</td>
<td>2.</td>
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<tr>
<td>Contributions</td>
<td>3.</td>
<td>7.</td>
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<tr>
<td>Religion</td>
<td>4.</td>
<td>8.</td>
</tr>
</tbody>
</table>
The Mauryan Dynasty (page 210)

Main Idea: The Mauryan dynasty built India’s first great empire.

India began as many small kingdoms. India’s princes fought over these small kingdoms for years. Then India became part of the Persian Empire and was invaded by Alexander the Great.

Who Built India’s First Empire? While Alexander kept one part of India busy, Prince Chandragupta Maurya took over part of the Ganges River valley. When Alexander left, Chandragupta took over almost all of northern India.

In 321 B.C., Chandragupta founded the Mauryan dynasty—a series of rulers from the same family. He set up a well-organized government in the capital city of Pataliputra. To keep control, Chandragupta also set up a strong army and a good spy system. He made a postal system for fast communication.

Emperor Asoka’s Reign Many historians think that the Mauryan empire’s greatest king was Asoka. Asoka ruled from about 273 B.C. to 232 B.C.

Asoka was a strong military leader who grew to hate war. After one bloody fight, he promised to dedicate his life to peace. He promised to follow the Buddha’s teachings.

Asoka was the first great Buddhist king. He built hospitals for people and animals. He also built new roads with shelters and shade trees so travelers could rest.

Asoka sent many Buddhists out to teach Buddhism in India and Asia. In India, he had workers carve the Buddha’s teaching on stones. He also had workers build thousands of stupas, or Buddhist shrines. Unlike most rulers of the time, Asoka allowed Hindus to remain Hindus.

When there is a good road system and a strong ruler, trade is good. Trade was very good under Asoka. India became the center of a trade network that stretched all the way to the Mediterranean Sea.
The Fall of the Mauryan Empire  Asoka died in 232 B.C. Unfortunately, the kings who followed him were not good leaders. The empire grew weak.

These kings made many bad decisions. They forced merchants to pay heavy taxes, but gave no services—like fixing the roads—in return. They took the peasants’ crops, leaving people to starve. The people turned against the rulers. In 183 B.C., the last Mauryan king was killed by one of his own generals.

9. Why was Asoka an important ruler?

The Gupta Empire  (page 213)

Main Idea  The Gupta empire reunited much of northern India and became wealthy through trade.

For the next 500 years, India was not united. Then a prince in the Ganges River valley rose to power. His name was Chandragupta, just like the founder of the earlier empire.

Chandragupta founded the Gupta dynasty in A.D. 320. He ruled from the old capital city, Pataliputra. When he died, his son Samudragupta took over. Samudragupta gained new lands for the empire until it covered almost all of northern India. The Guptas ruled for almost 200 years.

Trade made the Gupta empire rich. People traded salt, cloth, and iron. The Gupta rulers controlled much of the trade. They also owned silver and gold mines, and large estates, or farms.

Trade created jobs. Cities grew along trade routes and were filled with inns and other places for travelers.

Merchants were not the only ones traveling. Pilgrims—people who travel to religious shrines or other holy places—used the trade routes. Cities with famous temples became rich because of pilgrims.
The Guptas gave their full support to Hinduism. They gave money to support Hindu scholars and shrines. The shrines often had sculptures inside them of deities.

Art and science developed during the Gupta empire. It was India’s golden age.

10. How did the Gupta empire become wealthy?

Indian Literature and Science (page 214)

Main Idea: The Mauryan and Gupta empires made important contributions in literature, mathematics, and science.

Artists, builders, scientists, and writers were busy under the Mauryan and Gupta empires.

India’s Most Famous Poems: The Vedas of India are an ancient collection of sacred verses, songs, and prayers. For a long time, they were part of India’s oral tradition. An oral tradition is a group of stories and songs that are told aloud, but not written. After the Aryans invented Sanskrit, the Vedas were written down.

Other kinds of literature were written down, too. India has two very famous sacred texts: the Mahabharata and the Ramayana. Both sacred texts tell about heroes and their deeds.

Written about 100 B.C., the Mahabharata is a long sacred text. It is about a war to control an Indian kingdom. The best-known section is the Bhagavad Gita. That means “Song of the Lord.” In it, the deity Krishna tells people that they should do their duty in battle, even when it is hard.
One of India’s best-known authors was Kalidasa from the Gupta dynasty. He wrote plays, poems, love stories, and comedies. His poem *The Cloud Messenger* describes northern India’s beautiful mountains and forest.

The *Panchatantra* is a set of stories in which talking animals give lessons about life.

**Music, Art, and Architecture**  Music was important in the Indians’ religious and social lives. Many sacred texts were probably sung in group settings. Musical instruments included tambourines, flutes, drums, and lutes.

Early Indian art that survived is mostly religious art made in stone. There are many sculptures of the Buddha. These statues teach different Buddhist messages based on the figure’s pose. Hindu deities were often carved with many hands. This was done to show that deities had many abilities.

**Indian Math and Science**  Aryabhata was the leading mathematician of the Gupta empire. He was one of the first to use algebra. Indian mathematicians invented the idea of infinity. Infinity is something that goes on without ending. They also invented the idea of zero, or nothingness, and the number symbols for 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

At that time, people in Europe and the Middle East were using Roman numerals. Arab traders started using Indian numbers in the A.D. 700s. By the A.D. 1200s, people in Europe used these symbols.

Early Indians also invented algorithms. An algorithm is a series of steps that you follow to solve a problem. Today, computer programmers use algorithms.

Indian astronomers mapped the movements of the planets and stars. They knew that the Earth was round and that it went around the sun. Indians also understood gravity.

Gupta doctors set broken bones, performed operations, invented medical tools, and used herbs in treating illness. A doctor named Shushruta even did plastic surgery.
Indian doctors thought that it was important to find the cause of a disease.

11. In what branches of science did ancient Indians make advances?
Key Terms

dynasty: a series of rulers from the same family (page 226)
aristocrat: nobles, or upper class people, whose wealth comes from their land (page 227)
pictograph: written characters that stand for objects (page 228)
ideograph: two or more pictographs that are joined together to represent an idea (page 228)
bureaucracy: appointed officials who take care of different parts of the government (page 229)
mandate: a formal command to rule or do something important (page 230)
Dao: the “Way,” or a king’s actions to keep the gods happy (page 230)

Drawing From Experience
How do we get the people who head our government? Our political leaders are elected. Then they appoint—or choose—people to help them. The appointed people are called bureaucrats. Bureaucrats help elected leaders run the government.

In this section, you will learn how geography helped shape China’s civilization. You will also learn about the Shang dynasty that ruled China. You will learn that they had bureaucrats, too!

Organizing Your Thoughts
Many things were discovered during the Zhou dynasty. Use details from the text to help you name four of them.

1.
2.
3.
4.
China’s Geography (page 225)

Main Idea: Rivers, mountains, and deserts helped shape China’s civilization.

The Huang He, or Yellow River, flows 2,900 miles across China. As it crosses the land, it picks up yellow dirt that turns the water yellow. Like the Nile, the Huang He flooded the land. This deposited rich soil in the river valley.

When the Huang He flooded, many people drowned. Farms were destroyed and millions of people starved. That is why the Chinese call the Huang He “China’s Sorrow.”

The Chang Jiang, or Yangtze River, is longer than the Huang He. It flows east across China to the Yellow Sea. The Chang Jiang valley also has good farmland.

Only about one-tenth of China can be farmed. The rest of the land includes mountains like the Himalaya, Kunlun Shan, or Tian Shun, or desert like the Gobi. For a long time, mountains and desert separated China from the rest of the world.

Over time, people in Chinese towns and cities united into one kingdom. They called it “the Middle Kingdom.” The Chinese thought that it was the most important kingdom in the world and that they had the most knowledge.

5. Name two rivers that were important to early Chinese civilization.

The Shang Dynasty (page 226)

Main Idea: Rulers known as the Shang became powerful because they controlled land and had strong armies.

Chinese civilization started near the Huang He. It had rich farmland, so there was plenty of food. People began building towns and cities there. China’s first rulers were
probably part of the Xia dynasty, a line of rulers who belong to the same family. Little is known about the Xia.

**Who Were the Shang?** The Shang kings ruled from about 1750 B.C. to 1122 B.C. The Shang built the first big cities. One of these was Anyang in northern China. It was China’s first capital. The Shang kings ruled from there.

People in early China were divided into three major groups: the Shang kings and their families; the aristocrats, or warlords, and government officials; and the farmers. In addition, there were craftspeople and some enslaved people.

The first Shang king ruled over a small area in northern China. His armies used chariots and bronze weapons. In time, the Shang kings took over most of the Huang He valley. Later, warlords ruled portions of the area and had their own armies.

The warlords were aristocrats. Many aristocrats were government officials but most got their money from their land. Aristocrats passed their land—and their power—to their sons.

Most of the early Chinese were farmers. They worked on the aristocrats’ farms and grew grains like millet, wheat, and rice. They also raised cattle, sheep, chickens, and pigs.

**Spirits and Ancestors** People in Shang China worshiped many gods and goddesses. They believed that angry spirits might ruin the crops or make the army lose a battle.

They also honored their ancestors. Many believed their ancestors could bring good luck. Today, many Chinese go to temples and burn paper copies of food and clothing. These are things that their ancestors will need in the afterlife.

**Telling the Future** The Shang kings sought advice from gods, spirits, and ancestors. To do this, priests scratched questions on oracle bones. Then, the bones were heated until
Chinese writing began as pictures. These pictures—or pictographs—are characters that stand for objects. Then people started using two or more pictographs together. This is an ideograph. Ideographs represent ideas.

Most written languages use alphabets. An alphabet is a set of symbols that stands for sounds. Some Chinese characters stand for sounds, but most are whole words.

Weavers spun silk into cloth. Artisans made vases and dishes from clay. They also made statues from ivory and jade, a rare green stone.

The Shang are best-known for their works in bronze. Bronze objects are made when molten bronze is poured into clay molds. Artisans made sculptures, vases, drinking cups, and urns.

6. What was the role of Shang warlords?

The Zhou Dynasty (page 229)

Main Idea Chinese rulers claimed that the Mandate of Heaven gave them the right to rule.

Shang kings treated people cruelly. There was a gap between the rich and the poor. In 1045 B.C., an aristocrat named Wu Wang rebelled. He began a new dynasty, or ruling family. It was called the Zhou.

The Zhou Government The Zhou dynasty ruled for more than 800 years. The Zhou king was in charge. He had to defend the kingdom against invaders. He also had to keep the gods and spirits happy.
The Zhou kings used many officials to help them run the government. These officials made up the bureaucracy. Like the Shang, the Zhou divided their empire into territories. Aristocrats were in charge of each territory. When an aristocrat died, his son or a relative took over.

The king’s main job was to carry out religious rituals. The Chinese believed these rituals made strong ties between people and the gods. The Zhou kings claimed that the Zhou ruled China because they had the Mandate of Heaven.

What Was the Mandate of Heaven? A mandate is a formal order or law. The Mandate of Heaven was a heavenly law. The Zhou said that the gods chose the king because of his talent and virtue.

The Mandate of Heaven worked in two ways. First, the people expected the king to rule by the Dao. The Dao means “the Way,” which included keeping the gods happy. Second, it gave the people, as well as the king, important rights. For example, people could get rid of an evil ruler. Each new dynasty claimed it had the Mandate of Heaven.

New Tools and Trade During the Zhou dynasty, the Chinese improved farm tools and developed irrigation and flood-control systems. As a result, more crops could grow.

By 550 B.C., the Chinese were using iron plows. These broke up land that wooden plows could not. The Chinese could farm more land. Even more crops could grow. With more food the population grew. In the late Zhou dynasty, China had a population of about 50 million people!

Trade and manufacturing also grew. Silk was traded throughout central Asia and as far away as Greece.

The Zhou Empire Falls Over time, the local rulers of the Zhou territories set up their own states. In 403 B.C. fighting broke out and lasted almost 200 years. This is called the “Period of the Warring States.”

Aristocrats forced peasants to serve in the army. The armies fought with swords, spears, and crossbows. A
crossbow uses a crank to pull a string back and shoot an arrow.

After the Chinese invented the saddle and stirrup, the cavalry was born. In 221 B.C. the ruler of Qin used his cavalry to defeat the other states. The he set up a new dynasty.

7. What was the chief duty of Chinese kings?
Drawing From Experience
What do you do when your friends are fighting with each other? If you are playing a game, you can refer to the rules. If something else is causing a problem between your friends, you try another idea to solve it. Philosophers, or thinkers, have come up with many ideas for solving problems between people.

In the previous section, you learned about the Shang and Zhou dynasties. In this section, you will learn what everyday life was like during the Zhou dynasty. You will also learn about three Chinese philosophies for solving problems between people. These philosophies are Confucianism, Daoism, and Legalism.

Organizing Your Thoughts
The early Chinese thought of three ways to build peace and a good way of living. They were Confucianism, Daoism, and Legalism.

To answer the questions below, mark C for Confucianism, D for Daoism, and L for Legalism. Use details from the text to help you fill in the blanks.

1. Which one said that anyone could be in government if they could do the work? ________

2. Which one thought that duty was important? ________

Key Terms

social class: includes people who share a similar position in society (page 233)
filial piety: children must respect their parents and older relatives (page 234)
Confucianism: philosophy that taught that all men, regardless of their social class, should be allowed to join the government if they can do the work (page 236)
Daoism: philosophy that promotes a peaceful society and giving up worldly desires (page 238)
Legalism: philosophy that taught that people need a “School of Law” and harsh punishments to make them do their duty (page 239)
3. Which one thought that laws were important? _______
4. Which one began in the 500s B.C.? _______
5. Which one began in 200 B.C.? _______
6. Which one thought that nature was important? _______
7. Which one did the aristocrats like? _______
8. Which two said that you must treat other people well? _______

Life in Ancient China (page 233)

Main Idea  Chinese society had three main social classes: landowning aristocrats, farmers, and merchants.

A social class includes people who have a similar position in society. Early China had three main social classes:

- Landowning aristocrats
- Peasant farmers
- Merchants

Classes in Chinese Society  China’s aristocratic families owned estates. They lived in large houses. The houses had tile roofs, courtyards, and gardens. Fine furniture and silk hangings filled their rooms. Walls went around their houses to keep out bandits.

In the beginning, the estates were large. But they did not stay large. That is because each aristocrat divided his land among his sons. For example, if a man had four sons, each of them would get one-fourth of the land. As time went on, each estate got smaller and smaller.

Aristocrats did not farm their own land. Instead, farmers share-cropped it. This means that the farmers planted all of the crop but did not keep it all. In the north, the crop was a grain like wheat or millet. In the south, farmers grew rice.
The farmers harvested all of the crop, too. But the farmers did not keep all of the crop. They gave most of it to the aristocrats as rent for the land. The aristocrats became very rich.

Nine out of ten Chinese were farmers. They lived in simple houses inside village walls. Most farmers owned a small piece of land where they grew food for their family. The farmers paid taxes. They also had to work one month of each year on government projects like building roads. Farmers also served as soldiers.

In Chinese society, farmers ranked above merchants. The merchant social class included shopkeepers, traders, and bankers. Merchants lived in towns. They provided goods and services to the landowners.

Many merchants were very rich, but landowners and farmers still looked down on them. Chinese leaders thought that government officials should not think about money. So merchants were not allowed to have government jobs.

**What Was Life Like in a Chinese Family?** The family was the basic building block of Chinese society. Farming in ancient China required many workers. So people had big families. Everyone in the family—even the young children—worked in the fields. Older sons raised their own crops. They shared them with their parents. A typical family ate fish, turnips, beans, wheat and rice, and millet.

Chinese families also took care of people in need—the aged, the young, and the sick.

Chinese families practiced **filial piety.** This means that children had to respect their parents and older relatives. If the head of the family said “Do this,” then everyone had to do it. The head of the family was the oldest male, usually the father. However, a son could take on this role. Then even his mother had to obey him!

Men and women had very different roles in early China. Men were respected because they grew the crops. They went to school. They ran the government. They
fought wars. The Chinese considered these jobs more important than the work that women did. Most women raised children and ran the house. 

Chinese women could not hold government posts. However, royal women did affect government decisions. Women in the royal family often talked the men into doing things the way that the women wanted.

9. Why did the amount of land owned by each aristocrat decrease over time?

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**Chinese Thinkers** (page 235)

**Main Idea**
Three Chinese philosophies, Confucianism, Daoism, and Legalism, grew out of a need for order.

The Zhou kingdom grew weak in the 500s B.C. Violence became common. During the Period of the Warring States, whole villages of men, women, and children were beheaded. Many Chinese looked for a way to restore peace and order.

Chinese thinkers developed three major ideas about making a peaceful society. These theories are Confucianism, Daoism, and Legalism.

**Who Was Confucius?** Confucius was born in 551 B.C. He was ancient China’s first great thinker and teacher. Confucius wanted to end the problems in China. He tried to bring peace to society.

Confucius believed that people needed a sense of duty. Duty meant that people should not think of themselves first. He said that people must put the needs of family and community first.

Confucius said that each person owed a duty to another person. Parents owed their children love. Children owed their parents honor. Husbands owed their wives
support. Wives owed their husbands obedience. People also had a duty to try to improve their community.

Most of all, the rulers had to set good examples. If a king ruled well, his subjects would respect him. Society would be strong and good.

Confucius believed that society would be fine if each person did his or her duty.

He also urged people to be good and to seek knowledge. He said:

“There are those who act without knowing; I will have none of this. To hear a lot, choose the good, and follow it, to see a lot and learn to recognize it: this is next to knowledge.”

—Confucius, *Analects*

Confucius asked people to treat each other well. He told people to “measure the feelings of others by one’s own,” for “within the four seas all men are brothers.” This means that everyone has the same basic feelings and needs. We should think about what we do to others. If we would not like it being done to us, then we should not do it to anyone else. Confucius thought that there would be peace if people treated each other this way.

Confucius traveled through China teaching his ideas. These ideas became Confucianism. Confucius said that all men—not just aristocrats—should be part of the government. At that time, the government officials were all aristocrats. They did not like his ideas!

Other people liked his ideas, though. Over time, Confucius won many followers. They honored him as a great teacher. They wrote down his sayings and carried his message. Confucius died in 479 B.C., but his sayings are still taught today.

**What Is Daoism?** Daoism is another Chinese philosophy that promotes a peaceful society. Daoism is also called Taoism. It is based on the Dao, or the “force that guides all
things.” Tradition says that Laozi, or the Old Master, first taught Daoism. No one knows if Laozi was a real person, but tradition says that he lived around the same time as Confucius. Daoism became popular between 500 B.C. and 300 B.C.

The ideas of Daoism are written in *Dao De Jing*. Daoists believed that people should stop wanting worldly things like money or fame. Instead, people should follow nature and the Dao.

To show how to follow the Dao, Daoists used examples from nature:

“Higher good is like water: the good in water benefits all, and does so without contention. It rests where people dislike to be, so it is close to the Way. Where it dwells becomes good ground, profound is the good in its heart, Benevolent the good it bestows.”

—Laozi, *Dao De Jing*

In some ways, Daoism is the opposite of Confucianism. Confucius taught that people should try to improve the world. Daoism tells people to give up their concerns about the world. It said they should seek inner peace. They should live in harmony with nature. Many Chinese followed both Confucianism and Daoism.

**What Is Legalism?** A third group of thinkers thought that strong laws were the only thing that would bring peace. People called their thinking Legalism. This means the “School of Law.”

A scholar named Hanfeizi developed legalism during the 200s B.C. Confucius and Laozi thought that people were basically good. Hanfeizi did not. Hanfeizi taught that humans were naturally evil. He thought that they needed laws and punishments to make them do their duty. His followers believed that only a strong ruler could keep peace.
Many aristocrats liked Legalism. One reason was that Legalism said that rulers did not have to be good to the lower classes. Legalism let the aristocrats pass laws to control the farmers.

10. Why did Hanfeizi believe that people needed laws and punishments?
The Qin and Han Dynasties  For use with pages 240–248

**Key Terms**

**acupuncture:** sticking thin needles into specific points on a patient’s body to relieve pain (page 246)

**Drawing From Experience**

Have you ever eaten a peanut butter sandwich? How about an orange from Florida or an apple from Washington? We get our food, clothes, and other things from all around the United States and the world. As we get goods from other places, we also learn about different ideas. People have always shared ideas as they traded goods.

In the previous section, you learned about China’s early dynasties. In this section, you will learn about the Qin and Han dynasties. You will also learn about trade on the “Silk Road,” and about how Buddhism spread into China.

**Organizing Your Thoughts**

Many things were invented during the Han dynasty. Use details from the text to help you fill in the blanks.

<table>
<thead>
<tr>
<th>Medicine</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mining and ironwork</td>
<td>2.</td>
</tr>
<tr>
<td>Government</td>
<td>3.</td>
</tr>
<tr>
<td>Ships</td>
<td>4.</td>
</tr>
<tr>
<td>Mills</td>
<td>5.</td>
</tr>
</tbody>
</table>
Emperor Qin Shihuangdi (page 241)

Main Idea  Qin Shihuangdi used harsh methods to unify and defend China.

From about 400 B.C. to 200 B.C., the rulers of local states fought one another. Eventually, Qin took over its neighboring states. In 221 B.C., the ruler declared himself Qin Shihuangdi. That means “the First Qin Emperor.” The Qin ruler made changes in China’s government that would last 2,000 years.

A Powerful Ruler  Qin used the ideas of Legalism. Anyone who did not agree with him was punished. Many people were killed. Books that did not agree with him were publicly burned.

Qin made the central government stronger. He appointed government officials called censors. Censors made sure that other government officials did their jobs.

In the provinces, the officials used to pass their posts on to sons or relatives. Qin changed that. He now filled those jobs with his friends and other people loyal to him.

Qin created one currency, or type of money. Everyone in the empire used that money. He also built roads and a huge canal. The canal connected the Chang Jiang in central China to the city of Guangzhou in southern China. He used the canal to ship supplies to his armies all over China.

The Great Wall  The Gobi is located at China’s northern border. Nomads lived in the Gobi. Nomads are people who move from place to place with herds of animals. The Chinese called the nomads the Xiongnu. The Xiongnu were masters at fighting on horseback. They often attacked Chinese farms and villages. Several Chinese rulers in the north built walls to keep out the Xiongnu.

Qin thought that walls were a good idea. He forced farmers to connect and strengthen the walls with stone, sand, and trash. The result: The Great Wall of China! However, Qin did not build the wall that we know today. That was built 1,500 years later.
Why did People Rebel? Many Chinese thought Qin was a cruel leader. Aristocrats were angry because he reduced their power. Scholars hated him for burning their writings. Farmers hated him for making them build roads and the Great Wall. Qin died in 210 B.C. Four years later, the people overthrew his dynasty. Civil war followed. Soon there was a new dynasty.

6. Why did no one rebel against Qin?

The Han Dynasty (page 244)

Main Idea Developments during the Han dynasty improved life for all Chinese.

In 202 B.C. Liu Bang founded the Han dynasty. Born a peasant, he became a military leader.

Liu Bang called himself Han Gaozu. That means “Exalted Emperor of Han.” Han Gaozu threw out the harsh policies of the Qin dynasty. But he still used censors to watch the other officials. He also kept the empire divided into provinces and counties.

What Was the Civil Service? Han Wudi was one of the greatest Han leaders. Han Wudi means “Martial Emperor of Han.” He ruled from 141 B.C. to 87 B.C.

Wudi gave tests to the people looking for jobs. The people with the highest scores got the jobs. In time, Wudi’s tests became the civil service examinations. The Chinese chose their government officials this way for two thousand years. The system favored the rich. Only they could educate their sons for the exams.

Students prepared for these tests for years. They studied law, history, and the teachings of Confucius. After many years of schooling, the students took the exams. Only one in five passed. People who failed the exams taught or worked for government officials.
The Chinese Empire Grows  The rulers needed a large bureaucracy to help them keep order. That was hard because the empire grew from 20 million people to more than 60 million people!

Some changes occurred in how land was divided. Farmers used to divide their land among their sons. After many years, the average farm was too small to grow crops. So many farmers sold their land to an aristocrat. The farmers became tenant farmers, or people who work on land owned by someone else. They paid rent for the land in crops. Soon the aristocrats owned thousands of acres.

China kept growing. Han armies added lands to the south and west. They also drove back the Xiongnu, or the nomads to the north. The Chinese lived in peace for almost 150 years.

An Era of Inventions  New inventions during the Han dynasty helped Chinese workers produce more. Waterwheels, iron drill bits, steel, and paper were all invented.

Chinese medicine improved, too. Doctors discovered that certain foods prevented disease. They used herbs to cure illnesses. They also stuck thin needles into people to get rid of pain. This treatment is known as acupuncture.

The Chinese invented the rudder to steer ships and a new way to move the sails of ships. These changes allowed ships to sail into the wind for the first time. Now Chinese merchant ships could travel to the islands of Southeast Asia and into the Indian Ocean. As a result, China established trade in India and the Mediterranean Sea.

7. How did China’s empire increase in size during the Han dynasty?
The Silk Road \((\text{page 246})\)

**Main Idea**  The Silk Road carried Chinese goods as far as Greece and Rome.

Han Wudi sent out a general named Zhang Qian to explore areas west of China. Thirteen years later, Zhang returned to China and told everyone about the Roman Empire and another kingdom—perhaps Kazakhstan—that had large horses. This sparked Wudi’s interest in the West. He encouraged trade to get these horses, and the result was the Silk Road. The Silk Road was a large network of trade routes. It stretched 4,000 miles from western China to southwest Asia. Merchants used camels to carry their goods to central Asia. From there, Arabs carried them to the Mediterranean Sea.

The trip over the Silk Road was difficult, dangerous, and expensive. Merchants carried only silk, spices, tea, and porcelain. People paid a lot for these things, so the merchants made big profits. This helped pay the taxes along the Silk Road.

8. Why were only expensive goods carried on the Silk Road?

Major Changes in China \((\text{page 248})\)

**Main Idea**  Unrest in China helped Buddhism to spread.

Merchants and teachers brought Buddhism to China during the A.D. 100s. Many Chinese began to believe in Buddhism because of the fall of the Han dynasty.

The Han emperors after Wudi were weak and foolish. People did not respect the rulers. The central government lost power because its rulers could not keep control. The
aristocrats began stealing land from farmers. And the farmers got upset because the central government was not protecting them. They rebelled.

There were wars and plots against the emperor, too. This ended the Han dynasty. A rebel army attacked the capital of Luoyang in A.D. 190. By A.D. 220, China was in a civil war. To make things worse, the nomads invaded the country.

Many Chinese felt unsafe. Buddhist ideas helped people cope with their stress and fear. Followers of Confucius became Buddhists, too. So did many Daoists. By the A.D. 400s, Buddhism was popular in China.

**9. What groups in China were the first to adopt Buddhism?**
Rome’s Beginnings  For use with pages 262–267

**Key Terms**

*republic*: a form of government in which rulers are elected by citizens (page 265)

*legion*: Roman army units of 6,000 men each (page 266)

**Drawing From Experience**

Every day we use things and eat foods from other parts of the world. We write on paper, which the Chinese invented. We eat tacos and pizza. We play soccer and other games that came from other countries.

In this section, you will learn how Rome grew from a small city to an economic and military power.

**Organizing Your Thoughts**

There is a very famous saying, “Rome was not built in a day.” Many different groups of people contributed to Rome. Use details from the text to help you fill in what each group contributed.

<table>
<thead>
<tr>
<th>Latins (Romans)</th>
<th>Greeks</th>
<th>Etruscans</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did they contribute to Rome?</td>
<td>1.</td>
<td>2.</td>
</tr>
</tbody>
</table>
The Origins of Rome (pages 263–265)

Main Idea Geography played an important role in the rise of Roman Civilization.

Italy is a peninsula in the Mediterranean Sea. It is shaped like a boot. The heel points toward Greece, the toe points toward the island of Sicily.

The Alps cross the top of Italy and separate it from the rest of Europe. The Apennines Mountains run from north to south. These mountains could be crossed easily. This helped people in early Italy trade ideas and goods with each other. Italy has a mild climate and rich soil. Many of its lower mountains have flat tops that make good farms.

Historians do not know much about the first people in Italy. People in Europe crossed the Alps between 1500 B.C. and 1000 B.C. These people included the Latins, or the Romans. The Romans built the city of Rome.

Where Was Rome Located? Rome was built on the Tiber River. The river could be used for fresh water and transportation. And because it was built on a spot that could be crossed easily, Rome became a trading stop.

In addition, Rome was built 15 miles up the river from the Mediterranean Sea. That way, pirates could not attack the city. To protect it further, the Romans built Rome on seven hills.

How Did Rome Begin? Historians think that the Romans tended herds and grew crops on Rome’s hills. Then around 800 B.C. to 700 B.C., they realized that they would be safer if they lived together. Their community grew into Rome.

Early Influences After 800 B.C., the Greeks and the Etruscans came to Italy. The Greeks built many colonies in Italy between 750 B.C. and 550 B.C. They taught the Romans to grow olives and grapes, and to use the Greek alphabet. Romans also copied Greek sculpture and other art forms.

The Etruscans were from Etruria, which was north of Rome. At that time, Rome was a village with straw huts. But that changed after 650 B.C. when the Etruscans conquered Rome and enslaved its people. They had the
enslaved people build buildings, temples, streets, and public squares.

The Etruscans introduced togas and short cloaks. A toga is like a sheet wrapped around your body, with one end thrown over your shoulder.

Most important, the Etruscans showed the Romans how an army could work. Later the Romans copied the Etruscan army and conquered an empire.

4. How did geography help the Romans prosper?

The Birth of a Republic (pages 265–267)

Main Idea The Romans created a republic and conquered Italy. By treating people fairly, they built Rome from a small city into a great power.

The Etruscans ruled Rome for more than 100 years. The ruling family was named the Tarquins. Under them, Rome grew very rich and strong. But they were very cruel. So in 509 B.C., the Romans rebelled and set up a republic. A republic is a form of government in which leaders are elected.

Rome was still a small city when it became a republic. It had enemies all around it. Over the next 200 years, Rome fought war after war. In 338 B.C., the Romans beat nearby Latin cities. In 284 B.C., the Romans beat the Etruscan cities. By 267 B.C., the Romans had taken over the Greek colonies in Italy. By 267 B.C., the Romans ruled almost all of Italy.

Why Was Rome So Strong? The Romans were great soldiers. At the beginning of the republic, every male citizen who owned land had to join the army. Men who ran away, or deserted, were killed. This turned Romans into fighters who did not give up easily.
Roman soldiers did not just fight. They thought of better ways to organize their army. For example, at first the Romans marched next to each other with shields together to block enemy arrows and spears. But this way of fighting was slow.

Then the generals divided their armies into smaller groups, called legions. Each legion had about 6,000 men broken into groups of 60 or 120 men. These small groups could move quickly.

Roman soldiers were called legionaries. They had a short sword called a gladius and a spear called a pilum. Each group also had a standard. A standard was a tall pole with a symbol on top—sometimes an eagle or other animal. The person who carried the standard was called the standard bearer. The standard bearer would hold up the standard so the group stayed together during battle.

**Shrewd Rulers** The Romans were also smart planners. They built military towns everywhere they conquered. Then they built roads to these towns. Soon their armies traveled quickly across Italy.

The Romans started the Roman Confederation. This meant that some of the people Rome conquered could become full citizens. They could vote and be in the government. They were also treated the same as other citizens by the law.

The Romans made other people allies. Allies could run their own towns, but they had to pay taxes to Rome. Allies also had to fight in Rome’s armies. The Romans let the allies know that if the allies were loyal, they might become citizens.

The Romans treated the people they conquered well. They did that because people who are treated well do not rebel. If an area did rebel, Rome squashed it. As a result, the Roman republic grew stronger.

5. How did Rome rule its new conquests?
The Roman Republic

For use with pages 268–276

Key Terms

**patrician**: wealthy landowner and member of the ruling class in ancient Rome (page 269)
**plebeian**: member of the common people in ancient Rome (page 269)
**consul**: top government official (page 270)
**veto**: to reject another’s decision (page 270)
**praetor**: type of judge who interpreted the law (page 270)
**dictator**: someone who has complete control of the government (page 271)

Drawing From Experience

Our government is divided into three different parts: Congress, the Supreme Court, and the president.

In the previous section, you learned how Rome grew from a small city to an economic and military power. In this section, you will learn how Rome became more democratic and how it took over the Mediterranean Sea region.

Organizing Your Thoughts

Rome’s republic grew more democratic over time. Use the reading to help you complete the chart showing when each group got certain rights. Put in the year, or use **A** for always and **N** for never.

<table>
<thead>
<tr>
<th>Right to . . .</th>
<th>Plebeian Men</th>
<th>Patrician Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>marry outside of their class</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>become consuls</td>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>be in a lawmaking body</td>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
<tr>
<td>make laws for all Romans</td>
<td>10.</td>
<td>11.</td>
<td>12.</td>
</tr>
</tbody>
</table>
Rome's Government (pages 269–273)

Main Idea: Rome's republic was shaped by a struggle between wealthy landowners and regular citizens as it gradually expanded the right to vote.

There were two main social classes in early Rome: patrician and plebeian. Patricians were wealthy landowners. They were nobles who held government offices. However, most people were plebeians—shopkeepers, artisans, and small farmers. Patricians and plebeians could not marry each other.

All patrician and plebeian men were citizens and had the right to vote. They had to pay taxes and join the army. But only patricians could be in the government.

How Did Rome's Government Work? The top government posts were the consuls, who served for one year. Two consuls were chosen every year. One consul headed the army. The other headed the rest of the government. If one consul made a bad decision, the other could veto it. This means they could reject the other’s decision.

The government of the Roman Republic also included praetors, or judges, tax collectors, and builders.

Rome had two major lawmaking groups. They were the Senate and the Assembly of Centuries. The 200 Senators served for life. At first, they only advised the consuls. By the 200s B.C., they passed laws and set building programs. The Assembly of Centuries elected the consuls and praetors.

Plebeians Against Patricians At first, only patrician men could be Senators, Assembly members, or consuls. But the plebeians fought in the army and paid taxes, just like the patricians. They wanted equal rights.

So, in 494 B.C., the plebeians went on strike. They would not join the army. Many left Rome, and set up their own republic.

This scared the patricians. In 474 B.C., the plebeians set up the Council of Plebs and elected tribunes. The tribunes told the government what the plebeians thought
about issues. Later, the tribunes could veto government decisions.

By 455 B.C. patricians and plebeians could marry each other, and in the 300s B.C., plebeian men could become consuls. In 287 B.C., the Council of Plebs could pass laws for all Romans. However, a few wealthy families still held most of the power.

**Who Was Cincinnatus?** The Roman Republic included dictators. Today, a **dictator** is a cruel ruler who controls everything. In early Rome, the dictators were elected by the Senate when there was an emergency. As soon as the emergency ended, the dictator quit.

About 460 B.C., the Roman army was attacked. The Senators elected a farmer named Cincinnatus to be dictator. Cincinnatus gathered an army to help Rome. He and his army defeated the enemy quickly. Afterward, he went home to his farm.

**Roman Law** The U.S. legal system copied a lot of Rome’s system of law.

At first, Rome’s laws were not written down. Plebeians thought that the judges agreed with the rich people too often. The plebeians demanded that the laws be written down. That way everyone could know them and make sure the judges followed the laws.

In 451 B.C., the first code of laws was written down. It was carved on bronze tablets. The bronze tablets were put in the Forum. The Forum was Rome’s big marketplace.

The laws were called the Twelve Tables. They set up the idea that all citizens should be treated equally by the law. All future Roman laws were based on the Twelve Tables.

The Twelve Tables were only for Roman citizens. That made problems when Rome began taking over other nations. The Romans saw that they also needed laws to protect people who were not citizens.

They made a new set of laws called the Law of Nations. It listed ideas of justice. These ideas of justice
were for everyone. We still use some of these ideas today. For example, the Law of Nations said that people are seen as innocent until they are proven guilty. The Law of Nations said that judges had to study evidence before making decisions.

The Romans’ main idea was that the law should treat everyone equally. This is called “the rule of law.” In early Rome, this was a very new idea. Many rich people did not like it. They were used to having special privileges. In fact, many rich people were not used to obeying the law at all. The rule of law made the rich respect the rights of the poor.

The rule of law is the basis for our legal system today.

13. Before 471 B.C., what rights did patricians have that plebeians did not?

Rome Expands (pages 274–276)

Main Idea Rome slowly destroyed the Carthaginian Empire and took control of the entire Mediterranean region.

The Romans ruled most of Italy by 267 B.C. Now, Rome wanted to control the trade routes, but so did Carthage.

Carthage was on the coast of North Africa. It was built around 800 B.C. by the Phoenicians who were sailors and traders. Carthage had a great trading empire. It was the largest and richest city in the western Mediterranean.

The First Punic War Punicus is the Latin word for Phoenician. That is why the wars between Rome and Carthage are called the Punic Wars.

The First Punic War started in 264 B.C. because Rome and Carthage both wanted the island of Sicily. The Romans sent an army to Sicily. Carthage already had colonies on Sicily. The colonies fought the Roman army. The Romans
did not win at first. They were used to fighting on land. But Carthage was a sea power. So Rome built a navy.

The First Punic War lasted 20 years. Finally, in 241 B.C., Rome won. Carthage had to leave Sicily and pay a huge fine to the Romans.

The Second Punic War Carthage then conquered southern Spain. The Romans helped the Spanish people rebel. So in 218 B.C., Carthage sent the great general Hannibal to attack Rome. This began the Second Punic War.

Hannibal’s army landed in Spain. He had about 46,000 men, horses, and 37 elephants. He marched them across the Alps and into Italy. Cold weather and the attacks killed almost half of his men. Most of the elephants were killed, too.

Hannibal’s army reached Italy in 216 B.C. They beat the Romans at Cannae and began raiding Italy. In 202 B.C., the Roman general Scipio attacked Carthage. Hannibal left to protect his own people. Finally, Scipio’s army beat Hannibal’s. Carthage gave Spain to Rome. Carthage also had to give up its navy and pay another huge fine.

Rome now ruled the western Mediterranean.

More Conquests Carthage was no longer a military power. But it was still a rich trading center. So, in 146 B.C., Roman soldiers burned the city. More than 50,000 men, women, and children were enslaved. Legend says that the Romans spread salt on the ground. Crops cannot grow in salty earth. This was the Third Punic War. After that, Carthage was a Roman province, or district.

Rome was fighting other battles, too. From 148 B.C. to 129 B.C., Rome was at war with Macedonia and won its first province in Asia. The Romans called the Mediterranean Sea *mare nostrum*. That means “our sea.”

14. How did Rome punish Carthage at the end of the Third Punic War?
The Fall of the Republic  For use with pages 277–283

Key Terms

- **latifundia**: large farming estates (page 278)
- **triumvirate**: a political alliance of three people (three people ruling as a team) (page 280)

**Drawing From Experience**

Have you ever worked on a group project that no one really wanted to do? It is hard to keep everyone working. It helps if there is a reward for hard work, such as a good grade.

In the previous section, you learned how Rome became more democratic and how it took over the Mediterranean Sea region. In this section, you will learn about Julius Caesar and Augustus and why the Roman Republic ended.

**Organizing Your Thoughts**

Below are some people who lived when the Roman Republic was ending. List one accomplishment for each of them.

1. Tiberius and Gaius Gracchus
2. Marius
3. Sulla
4. Julius Caesar

**Trouble in the Republic** (pages 278–279)

- **Main Idea**: The use of enslaved labor hurt farmers, increased poverty and corruption, and brought the army into politics.

Even though Rome’s armies were doing well, Rome had problems at home.

- **Rich Versus Poor**: By 100 B.C., the plebeian farmers were in trouble. Many could not work on their farms because...
they were in the army. Others had watched Hannibal ruin their small farms.

At the same time, rich Romans were buying land. They formed large farming estates called *latifundia*. Enslaved people from Carthage worked the land. Since there were no wages, the rich could charge less for their crops than the plebeian farmers. This ran the plebeian farmers out of business.

Many farmers sold their farms and went to the cities for work. But enslaved people did most of the work. Jobs were hard to find and did not pay much. The plebeians became very angry.

Roman politicians thought that the plebeians might riot. They started giving the poor “bread and circuses.” This meant free food and shows. The “bread and circuses” won the votes of the poor.

**Why Did Reform Fail?** Two brothers—Tiberius and Gaius Gracchus—thought the poor should get their farms back. They asked the Senate to take public land from the rich and give it to the poor.

Many Senators did not want to give up any of their land. In 133 B.C., they killed Tiberius. Twelve years later, they killed Gaius.

**The Army Enters Politics** Most soldiers had joined the army because it was their duty as citizens. However, they were not paid, and they were losing their farms. In 107 B.C. a military leader named Marius became consul. He paid farmers to be soldiers and promised them land.

By paying the soldiers, they became professionals. But they no longer felt loyalty to Rome. They felt loyalty to the general who paid them.

Having a loyal army gave a general a lot of power. Generals became politicians. To keep their men’s loyalty, the generals worked to pass laws that gave the soldiers land. In 82 B.C., General Sulla forced Marius and other generals out of Rome. He made himself dictator.
Over the next three years, Sulla made the Council of Plebs weaker and the Senate stronger. Then he retired. Sulla had shown other generals how to use their armies to grab power. For the next 50 years, civil war tore Rome apart.

5. What change did Marius make to the army?

Julius Caesar (pages 280–281)

Main Idea: Military hero Julius Caesar seized power and made reforms.

By 60 B.C., three men held the most power in Rome. They were three generals: Crassus, Pompey, and Julius Caesar. The three joined together in the First Triumvirate. A triumvirate is a political partnership of three people.

Caesar’s Military Campaigns Each member of the Triumvirate had a military command. Pompey was in Spain. Crassus was in Syria. Caesar was in Gaul.

Caesar became a hero to Rome’s lower classes. But the Senators thought that he was too popular. When Crassus was killed in 53 B.C., they gave Pompey complete control of Rome. Four years later, they ordered Caesar to give up his army. Caesar knew that if he obeyed the Senate, his rivals might kill him. But if he did not obey, then he was starting a civil war against Rome.

Caesar kept his army and marched 5,000 men into Italy. Pompey tried to stop Caesar, but Caesar drove Pompey out of Italy and into Greece. Then, in 48 B.C., he destroyed Pompey’s army completely. After that, the Senate named Caesar dictator of Rome for one year.

Caesar’s Rise to Power In 44 B.C., Caesar made himself dictator for life. He also filled the Senate with people who supported him. Caesar knew many reforms were needed. So he freed men in Rome’s territories, started new colonies so that farmers and soldiers would have land, and forced patricians to hire free workers.
Caesar also created the Julian calendar. It had 12 months, 365 days, and a leap year. It was used in Europe until A.D. 1582. This is very close to our calendar today.

Caesar’s supporters thought he was a strong leader who brought peace to Rome. His enemies thought that he wanted to be king. Caesar was told to “beware the Ides of March” (March 15), but he did not. On March 15, 44 B.C., his enemies stabbed him to death. They were led by Senator Cassius and Caesar’s good friend, Senator Brutus.

6. Why did Brutus, Cassius, and others kill Caesar?

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**Rome Becomes an Empire (pages 282–283)**

**Main Idea** The Roman Republic, weakened by civil wars, became an empire under Augustus.

After Caesar was killed, another civil war broke out. Octavian, Antony, and Lepidus won the civil war. Octavian was Caesar’s grandnephew. Antony and Lepidus were Caesar’s best generals. In 43 B.C., they formed the Second Triumvirate.

**The Second Triumvirate** Soon Octavian, Antony, and Lepidus were fighting with each other. Octavian forced Lepidus to retire. Then Octavian and Antony divided the Roman world. Octavian took the west. Antony took the east.

While he was in the east, Antony fell in love with Cleopatra VII, an Egyptian queen. They made an alliance. Octavian thought they wanted to take over Rome, so he declared war against them.

In 31 B.C. they fought the Battle of Actium. Actium is off the west coast of Greece. Octavian crushed Antony and Cleopatra’s army and navy. Antony and Cleopatra ran back to Egypt and later killed themselves.
Their deaths ended Rome’s civil war. The Roman Republic died with them. Octavian was 32 years old when he became the ruler of the Roman world. He decided to build a different kind of government—the Roman Empire.

Who Was Augustus? Octavian knew that many people wanted to be able to vote for their leaders. Cicero agreed. He was a writer, political leader, and great speaker. Many people read Cicero’s books and heard him speak. They agreed with his ideas.

Cicero supported Octavian. He thought that Octavian would rebuild the republic. In 27 B.C., Octavian said he would, but he did not. Octavian knew that the republic was too weak to solve Rome’s problems. So he gave some power to the Senate, but he kept most of the power himself.

Octavian’s title was imperator, which means “commander in chief.” Soon, though, it meant “emperor.” Octavian also took the title of Augustus. Augustus means “the revered” or “the majestic one.” After that, everyone called him Augustus.

7. How did Octavian’s government reflect Cicero’s ideas?
The Early Empire  For use with pages 286–294

Key Terms
Pax Romana: “Roman Peace” (page 287)
aqueduct: a human-made channel that carries water long distances (page 291)
currency: money system (page 294)

Drawing From Experience
Have you ever tried to ride your bike on a dirt road or on the grass? It’s a lot easier to ride on a sidewalk or a paved road.

In the previous section, you learned about Julius Caesar and Augustus and why the Roman Republic ended. In this section you will learn how Rome’s good roads, its water systems, and its common money made the empire rich.

Organizing Your Thoughts
Augustus and other Roman emperors made many changes. Use the reading to help you list four changes and their effects.

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The Emperor Augustus (pages 287–288)

Main Idea: By expanding the empire and reorganizing the military and government, Augustus created a new era of prosperity.

There had been fighting in the Mediterranean Sea area for hundreds of years. Augustus (formerly called Octavian) ended the fighting. He took control of the whole area. That brought Pax Romana, or “Roman Peace.” This peace lasted 200 years.

What Did Augustus Achieve?

Augustus became emperor in 27 B.C. He decided to make the empire strong and safe. He made a professional army of about 150,000 men. All of them were Roman citizens. Augustus also made the Praetorian Guard, which had about 9,000 men. These men were specially picked to guard the emperor. Later the Praetorian Guard had a lot of political power.

Augustus’s armies took Spain and Gaul (France). They also took land where Austria, Hungary, Romania, and Bulgaria are today. At the same time, Augustus built beautiful buildings and supported the arts like music, sculpture, and writing.

Augustus also bought grain from Africa for the poor. He knew that well-fed people do not rebel as much as hungry people.

At that time, more than 50 million people lived in the Roman Empire. The Empire was divided into provinces. Augustus appointed a proconsul, or governor, for each province.

He changed the tax laws. By making tax collectors government workers, he stopped them from taking some of the taxes for themselves. He also made a set of laws for free men who were not citizens. This meant that Roman laws protected everyone. Many of these free men later became citizens.
Who Came After Augustus?  Augustus ruled for almost 40 years. He died in A.D. 14. A relative named Tiberius had been trained to follow him. The next three emperors—Caligula, Claudius, and Nero—were also relatives. They are called the Julio-Claudian emperors.

Not all of them were good rulers. Tiberius and Claudius ruled well, but Caligula and Nero were very cruel. Caligula was also mentally ill. He had people killed, wasted a lot of money, and even made his horse a consul! Finally the Praetorian Guard killed him, and made Claudius emperor.

Nero was also cruel. He killed many people, including his mother and two wives. He finally killed himself. Legend says that Nero played his violin when the city of Rome burned in A.D. 64.

5. What did Augustus do to make the empire safer and stronger?

Unity and Prosperity  (pages 290–294)

Main Idea  Rome’s system of roads, aqueducts, ports, and common currency made the empire rich and prosperous.

A general named Vespasian restored peace. He also began building the Colosseum, a huge amphitheatre in the middle of Rome. Vespasian also stopped several rebellions. In addition, in A.D. 70, his son Titus’s army defeated the Jews. The Romans destroyed the Jewish temple in Jerusalem.

After Vespasian died, his son, Titus, ruled. Two disasters struck when Titus ruled. First, the volcano Mount Vesuvius erupted and buried the city of Pompeii. Second, a large fire burned Rome.

After Titus, Vespasian’s other son, Domitian, ruled. Both of Vespasian’s sons helped Rome to grow.
The Good Emperors  From A.D. 96 to A.D. 180, a series of “good emperors” came to power. They were Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius. During their rule, trade grew, and people had a better life than before.

The five “good emperors” ruled wisely. Trajan gave money to the poor. Hadrian made the laws easier to understand. Antoninus Pius passed laws to help orphans. All five hired thousands of people to build roads, bridges, monuments, harbors and aqueducts. An aqueduct is a human-made channel that carries water for long distances.

A Unified Empire  The good emperors conquered new territory for Rome. The empire was biggest when Trajan ruled. It spread from the Mediterranean to Britain and Mesopotamia.

But the empire was too big to rule well. Hadrian pulled troops out of Mesopotamia. In Europe, Hadrian pulled back, too. He set the empire’s boundaries at the Rhine and the Danube Rivers. Hadrian also built Hadrian’s Wall in northern Britain to stop the Picts and Scots from attacking. The Picts and Scots were warrior tribes in Britain.

In the A.D. 100s, the Roman Empire was one of the greatest empires in history. It had 3.5 million square miles of land. Most people spoke Latin or Greek.

The empire held together because people thought of themselves as Romans. Even if they spoke different languages, they had the same laws and rulers. They had many of the same customs, too. Soldiers and government workers carried Roman culture with them, and people learned it. In addition, the Romans gave many people the rights of being a citizen. In A.D. 212, every free man was made a Roman citizen.

A Booming Economy  Agriculture was the most important part of the empire’s economy. Farmers in Italy, Gaul (France), and Spain grew grapes and olives. Making wine and olive oil became big business. Farmers in Britain and Egypt grew grains.
There was industry with potters, weavers, and jewelers. Some cities became centers for making glass, bronze, and brass.

Traders came from all over the world to ports in Italy. They brought silk from China, spices from India, tin from Britain, lead from Spain, and iron from Gaul.

**Roads and Money**  The Roman Empire had a good transportation system. This helped grow trade. During the *Pax Romana*, the empire had 50,000 miles of roads. The Roman navy kept pirates off the Mediterranean Sea. This meant that merchant ships were safer.

By 100 A.D., everyone in the empire used a common *currency*, or money. This made it easy to trade. It meant that a merchant in Greece could sell to a person in Italy or Egypt.

The Romans also made a system of weights and measures. People knew how much they were selling and buying. This made trade easier, too.

**Ongoing Inequality**  Shopkeepers and merchants lived well during this time. So did skilled workers who made things. Rich Romans made their fortunes bigger. They lived in luxury.

However, most people in the cities and on the farms were still poor. And many other people were still enslaved.

6. Who were the “good emperors”? What did they accomplish?

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Drawing From Experience

Have you ever entered a science fair or had a piece of artwork displayed on a bulletin board?

In this section you will learn about life in Rome and how its people accomplished many things in art, science, and engineering.

Organizing Your Thoughts

The Romans copied the Greek ways of doing many things. But the Romans did not do them exactly as the Greeks did. Use the text to help you fill in what changes the Romans made.

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<th>Greek Way</th>
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<tr>
<td>Ideas</td>
<td>1.</td>
<td>2.</td>
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<td>Building</td>
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Key Terms

- **vault**: a curved ceiling (page 303)
- **satire**: a writing that teaches by making readers laugh at the silly things humans do (page 304)
- **ode**: an emotional poem about life (page 304)
- **anatomy**: the study of body structure (page 305)
- **Forum**: an open space that served as a marketplace and town square (page 306)
- **gladiator**: a man who fought animals and other men in public arenas (page 306–307)
- **paterfamilias**: “father of the family” (page 307)
- **rhetoric**: public speaking (page 307)
Roman Culture (pages 303–305)

Main Idea In addition to their own developments in science and engineering, Roman artists and writers borrowed from the Greeks.

The Romans copied the Greeks in many ways. They studied Greek statues, buildings, and ideas. But they changed what they copied. For example, the Greeks loved to talk about ideas. The Romans thought that ideas were only important if they could solve everyday problems.

What Was Roman Art Like? The Romans put Greek-style statues in their homes and public buildings. Roman artists did not carve perfect people as the Greeks had. They carved more realistic statues of people with wrinkles and warts.

The Romans used Greek-style porches on buildings. They built rows of columns, or colonnades. They were the first to make full use of the arch. Arches supported bridges, aqueducts, and buildings. They also used rows of arches together to make a vault, or curved ceiling.

The Romans were the first people to use concrete. Concrete buildings are stronger, so they can be built taller. One of the most famous is the Colosseum. The Colosseum was finished about A.D. 80. It was a huge arena that could seat about 60,000 people.

Another famous building is the Pantheon, a temple built for Rome’s gods. The Pantheon’s domed roof was the largest of its time.

Roman Literature Roman authors based much of their writing on Greek works. For example, the Roman writer Virgil got some of his ideas from Homer’s Odyssey. Virgil wrote the epic poem called the Aeneid. This tells the adventures of the Trojan prince Aeneas.

The poet Horace wrote satires and odes. Satires make fun of human weaknesses. Odes are poems that express strong emotions about life. Ovid wrote stories that were based on Greek myths. The poet Catullus wrote short poems about emotions like love, sadness, and envy.
A Roman historian named Livy wrote the *History of Rome* about 10 B.C. Livy thought that history could teach us moral lessons. The Roman historian Tacitus thought that Rome’s emperors had taken people’s freedoms.

The Romans liked plays, too. Many plays were based on Greek tragedies and comedies. Seneca wrote tragedies. Plautus and Terence wrote comedies.

Roman plays, histories, and stories were written in Latin, the main language in all of Europe. People used it for government, trade, and learning until about A.D. 1500.

**Roman Science and Engineering** The Romans also learned from Greek science. A Greek doctor named Galen brought many medical ideas to Rome. For example, he taught them about **anatomy**. Anatomy is the study of a human or animal body.

Galen used to cut open dead animals to study how their hearts and other organs worked. He wrote and drew pictures of what he saw. Doctors studied Galen’s books and drawings for more than 1,500 years.

Ptolemy lived in Alexandria, Egypt. He mapped over 1,000 different stars. He also studied the motion of planets and stars. Ptolemy thought that Earth was the center of the universe. He was wrong about that, but he was right about many other things. People in Europe used his ideas for hundreds of years.

Roman engineers built a huge system of roads to every part of the empire. That is what people mean when they say, “All roads lead to Rome.”

The Romans also built aqueducts. Aqueducts are long stone troughs that carry water. The aqueducts carried fresh water from the hills into the cities. Roman cities also had sewers to remove waste.

**7.** Why was Roman literature written in Latin?
The rich and poor had very different lives in the Roman Empire, as did men and women.

The city of Rome was laid out in a square with the Forum in the middle. The Forum was an open space that served as a marketplace and public square. Temples and public buildings sat around it.

Rich Romans lived in large houses. Each home had big rooms, fine furniture, and gardens. In the center of each house was an inner court called an atrium. Rich Romans also had homes called villas on their country estates.

Most people in Rome were poor. They lived in apartment buildings made of stone and wood. Rents were high. Whole families lived in one room.

Roman apartment buildings could be six stories high. They were not well built. The people who lived in them used torches and lamps so there were a lot of fires.

This part of Rome was crowded and dirty. People threw trash into the streets. There were many thieves. The Roman government did some things to keep people from rioting. The government gave the poor “bread and circuses.” This means that the poor got some free food and shows.

Some of the shows were chariot races and gladiator contests. Gladiators fought animals and each other. Most gladiators were enslaved people, criminals, or poor people.

What Was Family Life Like? Roman families included parents, young children, married children, their families, other relatives, and enslaved servants. The father was called the paterfamilias. That means “father of the family.” He controlled the other family members.

Rich Romans hired tutors to teach their children. Some older boys from rich families went away to learn reading, writing, and rhetoric. Rhetoric means “public speaking.”
Girls studied reading and writing at home. They also learned household duties. Poor people did not go to school.

Roman boys “came of age” when they were between 14 and 16. To celebrate, they burned their toys. This showed that they were no longer boys. They could become soldiers or join the government. Many became partners in family businesses. Men wore togas, which are loose robes.

Roman women did not become adults until they married. Women wore long flowing robes with cloaks. The cloaks were called *palla*.

**Women in Rome**  Women in early Rome had some rights but were not full citizens. They could not vote.

Rich women had a lot of freedom. They could own land, run businesses, and sell property. They could go to the theater or Colosseum. Enslaved people did the housework. This gave rich women time to study literature, art, and fashion.

Women with less money worked in their homes or in family businesses. They were allowed to leave home to shop, visit friends, worship at temples, or go to the baths. Some women did work independently outside the home. Some were priestesses. Others were hairdressers or doctors.

**How Did Romans Treat Enslaved People?**  Slavery was always a part of the Roman Empire. But as the empire grew, more and more people were enslaved. By 100 B.C., about 40 percent of the people in Italy were enslaved.

Enslaved people worked in homes, fields, mines, and workshops. They helped build roads, bridges, and aqueducts. Many enslaved Greeks were well educated. They were teachers, doctors, and artisans.

For most enslaved people, life was hard. They often rebelled. In 73 B.C. a gladiator named Spartacus led 70,000 enslaved people against Rome. They beat several Roman armies. Rome finally conquered them two years later. Spartacus and 6,000 others were killed.
Roman Religion  The ancient Romans worshiped many gods and goddesses. They believed that spirits lived in things like trees and rivers. Roman emperors called themselves gods, too.

The Romans adopted Greek gods and goddesses. They gave them Roman names. For example, the Greek sky god Zeus became the Roman god Jupiter.

Romans offered food and prayer to their gods and goddesses. The important gods and goddesses of Rome were honored in the temples. In addition, every Roman home had an altar for household gods.

Some Roman priests looked for messages from the gods. They studied the insides of dead animals and watched the way that birds flew.

The Romans also borrowed the Greek philosophy of Stoicism. For Greeks, Stoicism was about finding happiness through reason. For Romans, however, Stoicism meant living in a practical way. Stoic philosophers urged people to do their civic duty and to treat conquered peoples well.

When the Romans conquered other people, they let them keep their religion, as long as the religion did not threaten the empire.

8. Describe the freedoms of upper-class women that were not available to women of other classes.

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Drawing From Experience

Think about why sports teams sometimes lose games. Someone might not be able to play. The other team might be better. People make silly mistakes. Most of the time there are a couple of reasons that a team loses.

In the previous section, you learned about life in Rome and how its people accomplished many things in art, science, and engineering. In this section, you will learn about the problems Rome experienced and why the Roman Empire fell.

Organizing Your Thoughts

Many things led to the fall of the Roman Empire. Use the reading to help you fill in the boxes with reasons that the empire fell.

1. + 2. + 3. + 4. + 5. = Fall of the Roman Empire

Key Terms

plague: a deadly disease that spreads fast and kills many people (page 319)
inflation: prices that rise quickly (page 319)
barter: to exchange goods and services without using money (page 319)
reform: political change to make things better (page 320)
The Decline of Rome *(pages 318–320)*

**Main Idea.** Poor leadership, a declining economy, and attacks by Germanic tribes weakened the Roman Empire.

Marcus Aurelius died in A.D. 180. He was the last of the “good emperors.” His son, Commodus, became emperor. Commodus was cruel and wasted money. In A.D. 192 the emperor’s bodyguard killed him.

After Commodus, a new group of emperors ruled Rome. They were named the Severans. People rebelled many times while the Severans were rulers. The Severans paid the army well, so they stayed in power. But the Severans did not deal with the reasons why people were rebelling. They ignored the empire’s growing crime and poverty.

**Political and Social Problems** The last Severan ruler died in A.D. 235. Then army leaders fought for the throne. In 50 years, Rome had 22 different emperors.

Rome had many other problems. Government officials took bribes. Many wealthy citizens stopped paying taxes. Fewer people went to school. Wealthy Romans supported slavery because it was a cheap way to get work done.

**Economic and Military Problems** Rome’s economy began to fall apart. Law and order broke down. Roman soldiers and invaders seized crops. They destroyed fields. Farmers grew less food. People went hungry.

People bought fewer things. Artisans made less. Shopkeepers lost money. People lost their jobs. Many workers had to leave jobs and serve in the army.

Then came the **plague.** A plague is a disease that spreads quickly. The plague killed one out of every ten people in the empire.

Rome also faced **inflation.** During inflation, prices go up very quickly. Money loses its value. How does money lose its value? As you just read, the rich were not paying...
taxes. The bad economy meant that other people had no money to pay taxes. So, the government had less tax money to spend. But the government still needed to pay for things. It needed to pay soldiers and the people who built things.

The government started making coins with less gold in them. But people soon learned that the coins did not have as much gold in them. The coins began losing value. Prices went up. Many people stopped using money. They bartered for things. Barter means to trade goods without using money.

Then Germanic tribes raided the western empire. Persian armies attacked the eastern empire. Soon the government did not have enough soldiers. The Roman government tried using Germanic warriors, but they were not loyal to Rome.

What Were Diocletian’s Reforms? In A.D. 284 General Diocletian became emperor. He made reforms to stop the empire’s decline, or fall. Reforms are political changes to make things better.

Diocletian divided the empire into four parts. He named officials to rule these areas, but he ruled all four sections. He also tried to fix the economy. He set the prices of goods. He set wages. He also told workers to keep the same jobs until they died.

Diocletian’s reforms failed. People ignored his rules, and he could not make them obey.

Who Was Constantine? Diocletian retired in A.D. 305. Seven years later, General Constantine became emperor. Constantine made some new rules to help the economy. He said that the sons of workers had to do what their fathers did. The sons of farmers had to farm the same land their fathers worked. The sons of soldiers had to serve in the army.
Constantine’s changes did not stop the empire’s decline in the west. So Constantine moved the capital away from Rome. He moved the capital east, to the old city of Byzantium. He rebuilt the city and called it Constantinople. Today, Constantinople is called Istanbul.

6. How did Diocletian try to reverse the decline of Rome?

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Rome Falls (pages 322–324)

Main Idea Rome finally fell when invaders swept through the empire during the A.D. 400s.

Constantine died in A.D. 337. Fighting broke out again. Theodosius finally gained control and ended the fighting. He decided that the empire should be split into two. When he died in A.D. 395, it was split into the Western Roman Empire with its capital at Rome and the Eastern Roman Empire with its capital at Constantinople.

Rome Is Invaded As Rome declined, it could not keep out the Germanic tribes. There were many Germanic groups—Ostrogoths, Visigoths, Franks, Vandals, Angles, and Saxons. They came from northern Europe.

These tribes wanted warmer climates and better land for their cattle. They also liked Rome’s wealth and culture. In addition, they were fleeing the Huns, warriors from Asia.

In the late A.D. 300s, the Huns entered Eastern Europe. They beat the Ostrogoths. The Visigoths asked the Eastern Roman emperor for protection. He let them settle just inside the empire’s border. In return they promised to be loyal to Rome.
The Visigoths and Romans soon started fighting. The empire made the Visigoths pay very high prices for food. The Romans also enslaved many Visigoths.

The Visigoths rebelled. In A.D. 378 they defeated Roman legions at the Battle of Adrianople. Rome had to give land to the Visigoths.

More and more Germanic warriors came into the Roman Empire for land. In the winter of A.D. 406, the Rhine River in Western Europe froze. Germanic groups crossed the frozen river into Gaul (France). The Romans were too weak to keep them out.

In A.D. 410, the Visigoths captured Rome. They were led by Alaric. It was the first time Rome had been conquered in 800 years.

The Vandals—another Germanic group—overran Spain and northern Africa. They enslaved some Roman landowners. They drove others away. Then the Vandals sailed to Italy. In A.D. 455 they entered Rome. They stole and burned Rome for 12 days. The English word vandalism comes from these attacks. Vandalism means “the willful destruction of property.”

Rome Falls  By the mid-A.D. 400s, several Germanic leaders held high posts in Rome’s government and army. In A.D. 476 a Germanic general named Odoacer threw out the western emperor. The emperor was a 14-year-old boy named Romulus Augustulus. Romulus Augustulus was the last emperor to rule from Rome. Historians say that this event was the end of the Western Roman Empire.

Odoacer controlled Rome for almost 15 years. Then a group of Visigoths took over. They killed Odoacer. They set up a kingdom in Italy under their leader, Theodoric. Other Germanic tribes set up kingdoms in Europe, too.

By A.D. 550, the Western Roman Empire was gone. But people still did things in Roman ways. For example, Germanic rulers spoke and wrote in Latin. They used Roman laws. They were also Christians.
The Western Roman Empire had fallen. But the Eastern Roman Empire prospered. It became known as the Byzantine Empire and lasted nearly 1,000 more years.

7. Which event usually marks the fall of the Western Roman Empire?

The Legacy of Rome (pages 325–326)

Main Idea Rome passed on many achievements in government, law, language, and the arts.

Our world would be very different if the Roman Empire had never existed. Many words in the English language come from the Romans. Many of our ideas about government, laws, and building come from the Romans, too. As you will read in the next chapter, Roman rule led to peace and order. This let the Christian religion spread.

Roman Ideas and Government Today As you read earlier, the Romans first wrote their laws on the Twelve Tables. We still use those ideas today. For example, we believe that all people are equal under the law. We expect our judges to be fair. We think that people are innocent until they are proven guilty.

We use Roman ideas about government and citizenship, too. The U.S. is a republic made up of equal citizens. We think that that is the best form of government. We also think that people should vote and do their duty. We think that people should try to make society better.

Roman Influence on Culture Today, we use the Latin alphabet in most of the Western world. Many modern languages—Italian, Spanish, French—come from Latin. Many English words come from Latin, too. Scientists, doctors, and lawyers still use Latin phrases. Plants and animals have Latin names.
We also use many Roman ideas about building. Many modern buildings use concrete. Roman architectural styles are still popular, too. Many buildings—especially churches and city and state buildings—have domes and arches. Those were copied from Roman buildings.

**Christianity**  As you probably know, Christianity is a major religion today. Christianity began in the Roman Empire. Rome’s government adopted Christianity in the A.D. 300s. That helped the new religion to grow and spread.

**8.** Name some things from the Roman Empire that we still use today.

________________________________________________________________________

________________________________________________________________________
The Byzantine Empire  For use with pages 327–334

Key Terms

mosaic: picture made from bits of colored glass and stone (page 333)
saint: Christian holy person (page 333)
regent: a person who acts as a ruler when the real ruler is too young or sick (page 334)

Drawing From Experience

Think about your school and town. Are there people from different cultures? Do these people share different types of food, stories, and holidays with your community?

Constantinople had people from many different cultures, too. In the previous section, you learned the reasons the Roman Empire fell. In this section you will learn about Constantinople and the Byzantine Empire. You will also learn about Emperor Justinian.

Organizing Your Thoughts

Constantinople was one of the greatest cities in the world. Use the text to help you name three reasons that Constantinople grew rich and strong.

1. 
2. 
3. 
The Rise of the Byzantines (pages 328–329)

Main Idea: The Eastern Roman Empire grew rich and powerful as the Western Roman Empire fell.

The Eastern Roman Empire was called the Byzantine Empire. In the A.D. 500s the empire stretched west to Italy, south to Egypt, and east to Arabia. Many of the people in the empire were Greeks, but Egyptians, Syrians, Arabs, Armenians, Jews, Persians, Slavs, and Turks lived in the empire, too.

Why Is Constantinople Important? You already learned that Constantine moved the capital of the Roman Empire to Constantinople. After the western empire fell, Constantinople became the capital of the Byzantine Empire. By the A.D. 500s, Constantinople was one of the world’s great cities.

One reason for Constantinople’s success was its location. It had good harbors near the Black Sea and the Aegean Sea. Constantinople was also a major stop on the trade routes between Europe and Asia. The trade routes made the city rich.

Constantinople was also easy to protect. It was on a peninsula. Seas protected it on three sides. A huge wall guarded the city on the fourth side.

Influence of Greek Culture At first, some Byzantines kept Roman ways. Constantinople was known as the “New Rome.” Its public buildings and palaces were built in the Roman style. The city even had an oval arena called the Hippodrome. Chariot races and other events were held there.

Emperors spoke Latin and enforced Roman laws. The empire’s poor people received free bread and shows. Wealthy people lived in town or on large farming estates. Many of them had lived in Rome.

But many other people spoke Greek and had Greek habits. Soon Byzantine rulers began to speak Greek. The Byzantines also copied ideas from the Egyptians, the Slavs, and the Persians. All of these cultures blended
together. This led to new ideas in learning and the arts. Between A.D. 500 and A.D. 1200, the Byzantines had one of the world’s greatest empires.

4. What cultures blended together in the Byzantine Empire?

**Emperor Justinian** *(pages 329–330)*

*Main Idea* The policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong.

Justinian became emperor of the Byzantine Empire in A.D. 527. He ruled until A.D. 565. Justinian was a strong leader. He controlled the military, made laws, and was supreme judge. His order could not be questioned.

Justinian’s wife was the empress Theodora. She helped Justinian make decisions and choose government officials.

Theodora was a former actress. She was intelligent and strong-willed. Theodora convinced Justinian that women should have some rights. For the first time, a Byzantine wife could own land. That way, if she became a widow she could still take care of her children.

In A.D. 532 Theodora helped save Justinian’s throne. Angry taxpayers threatened to overthrow Justinian. They stormed the palace. Justinian’s advisors urged him to leave the city. Theodora told him to stay and fight. Justinian stayed and crushed the uprising.

**Justinian’s Conquests** Justinian wanted to reunite the Roman Empire. To do this, he had to conquer Western Europe and northern Africa. He ordered General Belisarius to lead the Byzantine army.

Belisarius added a lot of cavalry to the army. Cavalry are soldiers on horses. Byzantine cavalry wore armor. They carried bows and lances, which were long spears.
Justinian’s army conquered most of Italy and northern Africa. It also beat the Persians in the east. But it was too much too quickly. When Justinian died, the empire could not keep all of the land in the west.

**Justinian’s Law Code** Justinian thought that the empire’s laws were too difficult to understand. He put together a group of legal scholars headed by Tribonian. He ordered the scholars to reform the law code.

The new code became known as the Justinian Code. Common people could understand the empire’s new laws. The Justinian Code influenced the laws of almost every country in Europe.

5. What did Justinian accomplish during his reign?

**Byzantine Civilization** *(pages 332–334)*

**Main Idea** The Byzantines developed a rich culture based on Roman, Greek, and Christian ideas.

The Byzantine Empire lasted about 1,000 years. Constantinople was the largest and richest city in Europe. The Byzantines were educated and creative. They shared Greek and Roman ideas with other cultures. They invented new types of art. They spread Christianity to Eastern Europe.

**The Importance of Trade** From the A.D. 500s to the A.D. 1100s, the Byzantine Empire was the center of trade between Europe and Asia. There were trade goods from present-day Russia, the Mediterranean, Europe in the west, and Persia and China in the east. People traded spices, gems, metals, cloth, farm goods, furs, honey, and enslaved people.
All this trade made the Byzantine Empire very rich. However, most Byzantines were not merchants. Most people were farmers, herders, laborers, or artisans. A major Byzantine industry was weaving silk. It developed around A.D. 550. It started when Byzantine travelers smuggled silkworm eggs out of China. They raised the silkworms. The silkworms made silk threads. Weavers used the threads to make silk cloth.

**Byzantine Art and Architecture** Justinian and other Byzantine emperors had many churches, forts, and public buildings built. Constantinople alone had hundreds of churches and palaces. One of Justinian’s greatest achievements was building the huge church called Hagia Sophia. *Hagia Sophia* means “Holy Wisdom.” It was completed in A.D. 537. It was the religious center of the Byzantine Empire. It still stands today in Istanbul.

The walls of the Hagia Sophia are lined with beautiful marble and mosaics. **Mosaics** are pictures made from many bits of colored glass or stone. They were an important type of Byzantine art. Mosaics often showed saints, or Christian holy people.

**Byzantine Women** The family was the center of social life. Religion and the government said that marriage and family life were important. It was hard to get a divorce.

Most Byzantine women did not lead independent lives. They had to stay home and take care of their families. However, women did gain some important rights, thanks to Empress Theodora. Some Byzantine women became well educated. They got involved in politics. Several royal women served as regents. A **regent** is a person who stands in for a ruler who is too young or too ill to govern. A few ruled the empire on their own.

**Byzantine Education** Learning was highly respected. The government paid for the training of scholars and government workers. Boys studied religion, medicine, law, arithmetic, grammar, and other subjects. Wealthy Byzantines sometimes hired tutors to teach their children. Girls usually were taught at home.
Most Byzantine authors wrote about religion. They said that people needed to obey God. They wrote about the lives of saints. Byzantine writers also copied and shared ancient Greek and Roman writings. Without Byzantine copies, we would not have many important works from the ancient world.

6. Which church is one of Justinian’s greatest achievements?
**The First Christians**  
For use with pages 342–350

**Key Terms**
- **messiah**: a savior or someone who rescues another from harm (page 344)
- **disciple**: a person who follows the teachings of another (page 344)
- **parable**: a story that teaches a lesson using everyday events (page 345)
- **resurrection**: act of rising from the dead or coming back to life (page 347)
- **apostle**: one of the early Christian leaders who started new churches and taught Jesus’ message (page 348)
- **salvation**: being delivered or saved from sin, destruction, or evil (page 350)

**Drawing from Experience**
Have you ever been forced to do something that you did not want to do? Did you fight back, or did you go along with the rules?

In this section, you will learn how some Jews opposed the Roman rule of Judaea peacefully, while others fought back. You’ll also learn how Jesus’ teachings brought about a new religion called Christianity.

**Organizing Your Thoughts**
Use the diagram to help you take notes on some of the first Christians.

<table>
<thead>
<tr>
<th>People</th>
<th>What did they do? (cause)</th>
<th>What happened? (effect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>King David &amp; King Solomon</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>Zealots</td>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>Jesus</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>Peter</td>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>Paul</td>
<td>9.</td>
<td>10.</td>
</tr>
</tbody>
</table>
The Jews and the Romans  (page 343)

Main Idea: Roman rule of Judaea led some Jews to oppose Rome peacefully, while others rebelled.

During the 900s B.C., King David and King Solomon brought the Israelites together to create the kingdom of Israel. Jerusalem became the capital. This kingdom did not last long and was split into two smaller kingdoms: Israel and Judah. These did not last long either and were taken over by more powerful neighbors. Israel was ruined, and its people went in different directions. The people of Judah, called the Jews, survived.

Roman Rule  The Romans took over Judah in 63 B.C. For a time, Judah was ruled by Jewish kings. Then, in A.D. 6, Emperor Augustus changed the country’s name to Judaea. He made Judaea a Roman province or territory. It was ruled by a Roman governor called a procurator instead of a king.

The Jews were divided over what to do about the Romans. Some wanted to work with the Romans, but others did not. Some rebelled by closely following their Jewish traditions. Others rejected the Romans and moved away to places where they could live by themselves and share their belongings.

The Jews Rebel  Some Jews, called Zealots, wanted to fight the Romans and get their kingdom back. In A.D. 66, the Zealots fought with many Jews against the Romans, but they lost. The Romans destroyed the temple and killed thousands of Jews. Jewish general Josephus wrote about how horrible the war was. He had fought in the war, but changed to the Roman side.

In A.D. 132, the Jews fought against the Romans again and lost again. This time the Romans forced all Jews to leave Jerusalem and would not let them return to the city. Many Jews were very sad they lost Jerusalem. They found homes in other places.
By A.D. 700, Jewish communities were set up as far west as Spain and as far east as central Asia. In later centuries, they formed communities throughout Europe and the Americas. Even though they were not all living in one location, they kept their faith alive by studying and following their religious laws.

11. How many wars did the Jews fight against the Romans? Did they win any of them?

The Life of Jesus (pages 344–347)

Main Idea: Jesus of Nazareth preached of God’s love and forgiveness. According to Christian scriptures, Jesus was crucified and rose from the dead.

During Roman times, many Jews hoped that God would send them a messiah, or a leader who would rescue them from the Romans and help them win back their freedom. Long ago, Israelites who heard from God predicted that a messiah would come. Many Jews thought this messiah would be a great king and would give them back their kingdom.

A few decades before the first Jewish fight against the Romans, a Jew named Jesus left his home in Nazareth and began preaching. From about A.D. 30 to A.D. 33, Jesus went throughout Judaea and Galilee to the north and taught his ideas. Crowds would come to hear him teach and soon he had 12 close followers called disciples.

What Did Jesus Teach? According to the Christian Bible, Jesus taught people that it was important to love God and to love their neighbors. Jesus said that God was his Father. He preached that God was coming soon to rule the world. He asked people to turn from their sins.
Jesus’ Sermon on the Mount gives the main points of his teachings. He taught God wanted more than people who just followed religious laws. He wanted people to love and forgive from the heart. “Blessed are the merciful, for they will obtain mercy” and “Blessed are the peacemakers, for they will be called children of God” are two of Jesus’ sayings.

Jesus taught about love and forgiveness because God loves and forgives people. He said that God’s command is simple. He repeated the age-old Jewish teaching: “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.” Jesus also stressed another teaching: “Love your neighbor as yourself.” Jesus’ message of love and forgiveness helped shape the values many people in Europe and America hold today.

Jesus used stories to teach a lesson. These are called parables. He used everyday events to teach spiritual ideas. In the story of the prodigal (wasteful) son, Jesus told how a father welcomed back his son with open arms. He forgave his son’s mistakes. In another story, he told how a shepherd left his entire flock of sheep to go find one lost sheep. Both stories taught that God forgives mistakes and wants all people to turn away from bad deeds to be saved.

The best known parable is about the Good Samaritan. This story is about a man who is beaten by robbers. A priest and another religious leader pass by the injured man, but a Samaritan stops to help the man. He cleans his cuts and pays for his stay at an inn (hotel). Jesus asked his followers, “Which man do you think truly showed love to his neighbor?”

What Is the Crucifixion? People had strong responses to Jesus and his message. Many said he healed the sick and did other miracles. They said he was the messiah. Other Jews rejected him and said he was tricking them. The Roman
rulers were scared of what might happen because of Jesus’ teachings. They thought a person who could get such strong reactions might threaten law and order.

To celebrate an important Jewish holy day, Passover, Jesus went to Jerusalem in about A.D. 33. Large, cheering crowds met him. In an event known as the Last Supper, Jesus celebrated the holy day with his 12 disciples. The leaders in Jerusalem feared trouble, so they arrested Jesus. He was charged with not being loyal to the government. He was punished by being crucified, or hung from a cross until dead. This was Rome’s way of punishing lower-class criminals and people who spoke up against the government.

After Jesus’ death, his followers made a surprising claim. They said that Jesus had been resurrected, or raised from the dead. Christian tradition states that Mary Magdalene, one of Jesus’ followers, was the first to see Jesus alive again. Others, including Jesus’ disciples, reported seeing him as well. The disciples said that Jesus’ empty tomb was proof that he was the messiah. All of this led to a new religion called Christianity.

12. What is a parable? Give one example that Jesus used.

The First Christians (pages 348–350)

Main Idea Jesus’ life and a belief in his resurrection led to a new religion called Christianity.

Jesus’ disciples spread the news about his teachings and resurrection. Small groups in the Greek-speaking cities of the eastern Mediterranean agreed with this message. Some were Jews, but others were not. People who believed Jesus and his teachings became known as Christians and referred to him as Jesus Christ. The word Christ comes from Christos, the Greek word for “messiah.”
The early Christians made churches for worship and teaching. They met in people’s houses. Many of these homes were owned by women. In these meetings, Christians prayed and studied the Hebrew Bible. They also shared in a meal like the Last Supper to remember Jesus’ death and resurrection.

**Who Were Peter and Paul?** Christian leaders who had been chosen by Jesus to spread his message were called **apostles**. They helped to spread Christianity. One of the most important apostles was Peter.

Simon Peter was a Jewish fisherman. When Jesus was alive, Peter knew him and was one of the original 12 people Jesus chose to preach his message. Christian tradition says that after Jesus died, Peter went to Rome and helped set up a church there. Today, the leader of Catholic Christians lives in Rome.

Paul of Tarsus was another important Christian leader. He was a well-educated Jew and a Roman citizen. At first, Paul worked to stop Christian ideas from spreading. The head Jewish priest in Jerusalem sent him to a city in Syria called Damascus. The priest wanted Paul to stop Christians in Damascus from spreading their ideas.

On his way to Damascus, something strange happened to Paul. According to Christian belief, he saw a great light and heard Jesus’ voice. Paul became a Christian on the spot. He spent the rest of his life spreading Jesus’ message. He traveled a lot and started many churches throughout the eastern Mediterranean.

**What Do Christians Believe?** Christians taught that Jesus was the Son of God and had come to save people. By accepting Jesus and his teachings, people could gain **salvation**. This means they could be saved from sin and allowed to enter heaven. Like Jesus, after death they would be raised to live with God forever.

Because of their faith in Jesus, Christians began to understand God in a new way. Like the Jews, Christians
believed in the God of Israel. They studied the Hebrew Bible. But most Christians believed that the one God was three persons: Father, Son, and Holy Spirit. This idea became known as the Trinity, which means “three.”

13. If someone was known as a Christian, what did that person believe in?
Key Terms

**persecute:** to treat someone badly (page 353)
**martyr:** someone who is willing to die instead of giving up their beliefs (page 353)
**hierarchy:** a group of people with different levels of power or authority (page 355)
**clergy:** leaders of the church (page 355)
**laity:** regular church members (page 355)
**doctrine:** official church teaching (page 355)
**gospel:** one of the first four books of the New Testament: Matthew, Mark, Luke, and John (355)
**pope:** head of the Catholic church and bishop of Rome (356)

Drawing From Experience

Have you ever joined a group or a club? What did you like and dislike about it?

The last section described how Jesus’ teachings led to a new religion called Christianity. This section discusses how the Roman Empire made Christianity its official religion and how early churches developed.

Organizing Your Thoughts

Use the diagram to help you take notes. List the reasons why Christianity attracted so many people.

Why did Christianity attract so many people?

1. 
2. 
3.
A Growing Faith (pages 352–354)

Main Idea Christianity won many followers and eventually became the official religion of the Roman Empire.

During the 100 years after Jesus’ death, many people throughout the Roman world began to follow Christianity. The Roman Empire helped spread Christian ideas. The peace and order of the empire made it safe to travel. Christians used Roman roads to carry their message from place to place. Since most of the empire’s people spoke either Latin or Greek, Christians could talk with them directly.

Why did so many people follow Christianity? First, the Christian teachings gave meaning to people’s lives. Rome’s religion told people to honor the government. Christianity gave hope and comfort to the poor and powerless.

Second, the ideas of Christianity were like ideas from other religions already known by the Romans. These religions also appealed to people’s emotions and promised happiness after death.

Finally, Christianity gave people the chance to be part of a caring group. Within their churches, Christians worshiped together and helped each other. They took care of the sick, older people, wives who had lost their husbands, and children without parents. Many women could take on new jobs in Christianity. They ran churches from their homes, spread Jesus’ message, and helped care for people in need.

How Did the Romans Treat Christians? Over time, the Roman government began to see Christians as a threat. Romans believed everyone should honor the emperor as a god. Christians, like the Jews, would not do this. They believed that only God could be worshiped. They also would not serve in the army or hold public positions. They talked
badly about Roman festivals and games. Because of this, the Romans felt that Christians were not loyal. The government began to punish them.

In A.D. 64, the Roman government began to badly treat or **persecute** Christians. The emperor Nero falsely blamed Christians for starting a fire that burned much of Rome. Christianity was made illegal, and many Christians were killed.

During these hard times, many Christians became **martyrs**. This means they chose to die instead of give up their beliefs. In Rome, Christians were forced to bury their dead in underground burial places, or catacombs.

Even with all the bad things that were happening, Christianity still spread. After a while, it attracted people from the lower class to the upper class. After A.D. 250, many Romans grew tired of war and were scared the empire would fall apart. They began to admire the faith of the Christians.

**Rome Adopts Christianity**  In the early A.D. 300s, the emperor Diocletian persecuted many Christians. But he could not stop Christianity. The Roman government realized that Christianity was too strong to be ended by force.

Then, in A.D. 312, the Roman emperor Constantine accepted Christianity. According to tradition, Constantine saw a flaming cross in the sky as he was about to go into battle. Written beneath the cross were the Latin words that mean “In this sign you will conquer.” Constantine won the battle and believed that the Christian God had helped him.

In A.D. 313, Constantine ordered the Edict of Milan. This meant that people could practice whatever religion they wanted. This made Christianity legal. Constantine’s government supported Christianity. With the help of his mother, Helena, he built churches in Rome and Jerusalem. He also let church leaders have government jobs and did not make them pay taxes.
The emperor after Constantine, Theodosius, made Christianity Rome’s official religion in A.D. 392. At the same time, he made all other religions illegal.

4. Why did the Romans feel that Christians should be punished?

**The Early Church** *(pages 355–356)*

**Main Idea** Early Christians set up a church organization and explained their beliefs.

In its early years, Christianity was not well organized. Leaders like Paul traveled from one Christian community to another. They tried to bring these different groups together. They taught that all the separate groups of Christians were part of one body called the church. But they had a problem. How could they join together as one?

**Organizing the Church** The early Christians organized the church in a surprising way. They copied the Roman Empire structure that was a **hierarchy**. This is a group with different levels of power or authority.

The leaders of the church were the **clergy**. They had special jobs. The regular church members were called the **laity**. As the church grew, women were not allowed to be leaders of the church. However, as regular church members, they took care of the sick and needy.

By around A.D. 300, priests led local churches. Many churches formed a diocese or a district, led by a bishop. Sometimes a bishop in charge of a city diocese was also put in charge of an entire region. This made him an archbishop. The five top archbishops became known as patriarchs. They led churches in large cities and were in charge of large areas of land.
The bishops explained Christian beliefs. They also were in charge of church business. Every now and then, they met to discuss questions about Christian belief. Decisions they made at these meetings became doctrine, or official church teaching.

**What Is the New Testament?** Church leaders explained Christian ideas and took special care of the writings about the life of Jesus. These writings helped guide Christians. Jesus himself did not leave any writings. Instead, his followers retold what they knew about him. By A.D. 300, four records of Jesus’ life, teachings, and resurrection were well known. Christians believed these were written by early followers of Jesus named Matthew, Mark, Luke, and John.

Each of these records was called a **gospel**. *Gospel* means “good news.” Christians put these four gospels together with the writings of Paul and other early Christian leaders. All of these writings form the New Testament of the Bible.

Early Christians were also affected by other important writings. Church Fathers wrote books to explain church teachings. One leading Church Father was a bishop in North Africa named Augustine. In his writings, Augustine explained Christianity to people who did not believe in it. He wrote *The City of God*—one of the first history books written from a Christian viewpoint. He also wrote a book called *Confessions*. It was a story of his personal journey to Christian faith.

**Who Is the Pope?** As the church grew, the bishop of Rome started to claim power over the other bishops. He believed that he had the power of Peter, Jesus’ leading disciple, or follower. Also, Rome was the district over which he ruled. Rome was the capital of the empire.

By A.D. 600, the bishop of Rome had gained a special name—**pope**. This name comes from a Latin word mean-
ing “father.” Latin-speaking Christians accepted the pope as head of the church. Their churches became known as the Roman Catholic Church. Greek-speaking Christians would not welcome the pope’s authority or power over them. You will read in the next section about Christians in the Eastern Roman Empire. They had a different form of Christianity.

5. What are the four gospels that form the New Testament of the Bible?
Drawing From Experience

Have you ever lost a friend because each of you believed in two different things? How did that make you feel?

The last section described how Christianity became the official religion of the Roman Empire and how early churches developed. In this section, you will learn how the church was divided and how Christian ideas spread.

Organizing Your Thoughts

Use the diagram to help you take notes. List the religious conflicts that led to the split between the Roman Catholic Church and the Eastern Orthodox Church.
The Byzantine Church  (pages 359–361)

**Main Idea** Church and government worked closely together in the Byzantine Empire.

As you know, the fall of the Western Roman Empire did not stop the church of Rome. The pope became the strongest leader in Western Europe. Latin churches of the area became known as the Roman Catholic Church. In the East, however, the Roman Empire continued. It became the Byzantine Empire. Like Roman Catholics in the West, the Byzantines created their own form of Christianity. It was based on their Greek heritage and was known as the Eastern Orthodox Church.

**Church and State** Church and government worked closely together in the Byzantine Empire. The Byzantines believed their emperor symbolized Jesus Christ on Earth. The emperor was given a crown in a religious ceremony.

The emperor controlled the Church and the government. He chose the patriarch, or person who would rule Constantinople and lead the Church in the Byzantine Empire. Byzantines believed that God wanted them to protect and spread Christianity. All Church and government officials agreed with this goal.

**Religious Arguments** Many Byzantines were interested in religious matters. In homes and shops, they argued about religious questions. For example, Byzantines loved to discuss the exact relationship between Jesus and God.

In the A.D. 700s, a major argument separated the Church in the Byzantine Empire. The argument was over the use of icons. Icons are pictures or images of Jesus, Mary (the mother of Jesus), and the saints, or Christian holy people. Many people put them all over the walls of their churches. A few important icons were even believed to work miracles.
Some Byzantines wanted to end the use of icons. They believed that people were worshipping the icons as idols or false gods. People who supported icons believed that they were symbols of God in daily life. They also felt that icons helped explain Christianity to people.

Emperor Leo III did not agree with icons. In A.D. 726, he ordered all icons to be taken out of the churches. Government officials who took the icons were known as **iconoclasts** or image breakers. We use this word today to mean someone who attacks traditional beliefs or institutions.

Most Byzantines, many church leaders, and even the pope in Rome disagreed with the emperor’s order. In fact, the argument over icons ruined the relationship between the churches of Rome and Constantinople. Over the next 100 years, the argument died down, and the use of icons returned. They are still an important part of Eastern Orthodox religious practice.

**Conflicts Between Churches** Icons were not the only reason for arguments between the churches of Constantinople and Rome. The most serious argument was about how churches should be organized. The pope said that he was the head of all the Christian churches. The Byzantines did not agree with this. They believed the patriarch of Constantinople and other bishops were equal to the pope.

Also, sometimes one church would not help the other when they were attacked from outside. This only made problems worse. In the late A.D. 700s when Italy was invaded, the Byzantine emperor refused to help the pope. So, the pope asked a Germanic group called the Franks to help. The Franks were Roman Catholics and loyal to the pope.

The pope was thankful to the Franks for stopping the invasion. In A.D. 800, he gave the Frankish king, Charlemagne, the title of emperor. This made the Byzantines angry. They felt the leader of the Byzantines was the only true Roman emperor.
This conflict showed the different ways that the churches dealt with the government. In the Byzantine Empire, the emperor was in control, and church leaders respected his ideas. In Rome, however, the pope claimed both spiritual and political power. He often argued with kings over church and government matters.

Finally, after hundreds of years of strain, the pope and the leader of Constantinople made a huge decision. In A.D. 1054, they **excommunicated** each other. This means they stated that the other group did not belong to the church anymore. This began a **schism**, or separation, of the two most important branches of Christianity. The split between the Roman Catholic and Eastern Orthodox Churches has lasted to this day.

4. Why did Byzantines place the authority for the government and for the church in one person?

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**Christian Ideas Spread** *(pages 361–364)*

Main Idea: Christians found new communities and spread their faith to various parts of Europe.

After the fall of Rome, the people of Western Europe were confused. Christianity helped them find the order and unity they wanted. It spread quickly into what used to be parts of the Roman Empire. It also brought new ways of thinking and living to these areas.

What Are Monasteries? During the A.D. 300s, a new kind of religious group formed in the Eastern Roman Empire. Men called monks lived together in religious communities called **monasteries**. Monasteries were built near cities and in far away areas.

Anthony was one of the earliest monks. He organized a monastery in the deserts of Egypt. Monks tried to live a
spiritual life away from the temptations of the world. Many also tried to do good deeds and be examples of how Christians should live. Women soon followed the monks’ example and created groups of their own. These women were called nuns, and they lived in convents.

In the early A.D. 400s, a Roman woman named Paula built churches, a hospital, and a convent. When her husband died, she gave up her money and went to Palestine. She also helped a scholar named Jerome rewrite the Hebrew and Greek Bible in Latin.

A bishop called Basil wrote a list of rules for monks and nuns to follow. This list, called the Basilian Rule, became the guide for Eastern Orthodox religious life.

In the West, an Italian monk named Benedict wrote another set of rules for monks. Monks who followed the Benedictine Rule gave up their belongings, lived simply, and spent their time in work and prayer. Like Basil’s rule in the East, Benedict’s rule became the standard for monks and nuns in the West. Basilian and Benedictine communities are still around today.

Monks and nuns began to play important roles in Roman Catholic and Eastern Orthodox life. They ran hospitals and schools, and helped the poor. They also helped protect Greek and Roman writings. One important job was to be missionaries. Missionaries teach their religion to those who are not followers.

Christianity Spreads North Two brothers, Cyril and Methodius, were very successful Byzantine missionaries. They brought Christian teachings to people in Eastern Europe called the Slavs.

About A.D. 863, Cyril invented a new alphabet. He wanted the Christian message to be in the Slavic languages. He believed that people would be more interested in Christianity if they could worship and read the Bible in their own languages. He based the Cyrillic alphabet on Greek letters. It is still used today by Russians, Ukrainians, Serbs, and Bulgarians.
Eastern Orthodox missionaries traveled in northern lands that bordered the Byzantine Empire. At the same time, other missionaries from Rome were also busy.

**Christianity Spreads West**  In the West, Christian missionaries looked to the islands of Britain and Ireland. In the A.D. 300s, Roman soldiers that were in Britain were called back to Rome to fight against Germanic invaders. When they left, Britain was opened to attack by others.

Starting in the A.D. 400s, Britain was invaded by tribes from what are today known as Germany and Denmark. These people were the Angles and the Saxons. They came together as the Anglo-Saxons. They built communities and set up several small kingdoms. The southern part of Britain soon became known as Angleland, or England.

While invading Britain, the Angles and Saxons pushed out the people already living there. These people were called the Celts. Some Celts fled to the mountains of Britain. Others went to Ireland.

A priest named Patrick brought Christianity to Ireland. He set up a lot of monasteries and churches. Over the next centuries, Irish monks played an important role in protecting Christian and Roman learning.

The Anglo-Saxon kingdoms of Britain were slower than Ireland to accept Christianity. In A.D. 567, Pope Gregory I sent about 40 monks from Rome to take Christianity to England.

The missionaries persuaded Ethelbert, the ruler of the English kingdom of Kent, to believe in Christianity. Ethelbert allowed the missionaries to build a church in his capital city of Canterbury. In about 100 years, most of England was Christian. Today, Canterbury is still an important center of Christianity in England.

5. Why were people open to Christianity after the fall of Rome?
Drawing From Experience
When it is sunny outside, what are some activities you do? What about when it is raining? How does the weather affect your life?
In this section, you will learn how climate and geography affected early life in Arabia and how the religion of Islam began.

Organizing Your Thoughts
Use the diagram to help you take notes about the religious beliefs of Muslims, the followers of Islam.

Key Terms
- **oasis**: a place in a desert that has water, plants, and trees (page 373)
- **sheikh**: the head of a tribe (page 373)
- **caravan**: a group of traveling merchants (page 373)
- **Quran**: the holy book of Islam (page 377)
Daily Life in Early Arabia (page 373–374)

Main Idea: The deserts, coastline, and oases of Arabia helped shape the Arab way of life.

Arabia is mostly desert. It is very hot, and sandstorms make it hard to see. Water and plant life are found at places called oases. It rains in the mountains of the southwest. Juniper and olive trees grow there.

Early Arabs lived in clans and tribes. They were loyal to each other. The head of the tribe was called a sheikh.

Who Are the Bedouins? Some Arabs were desert herders. They would go from oasis to oasis so their camels, goats, and sheep could drink and eat. These people were called Bedouins.

Bedouins lived in tents and ate dried fruits and nuts. They drank milk from their animals. They did not eat meat very often. Their animals were worth too much to eat.

Trade and Towns Many Arabs lived in villages where they had a farm or animals. They were close to oases or in the mountain valleys where there was rain.

Some of the people traded goods across the desert. Many traveled in a caravan, or group. In this way, they could fight off any Bedouins who might attack them.

By about A.D. 500, Arabian merchants traded mostly between India and the Mediterranean Sea. As their business grew, they built towns along the routes where people traded. Makkah, also known as Mecca, became the largest and richest town. It was an important religious place. The most holy place in Arabia was in this city.

In the middle of Makkah was the Kaaba. This was a low square building with statues of gods and goddesses all around it. The great stone inside the Kaaba was thought to be from heaven. Pilgrims, people who travel to a holy place, came to Makkah. Arabians worshiped many
gods, but the most important was Allah. Allah was believed to be the one who made everything.

5. How did life in the desert affect the Bedouins?

Muhammad: Islam’s Prophet (pages 374–375)

The prophet Muhammad brought the message of Islam to the people of Arabia.

Muhammad’s Message

In A.D. 570, a man named Muhammad was born in Makkah. As a teenager he led caravans and later had success as a merchant. He married and had children.

Even though he was successful, Muhammad was not happy. He felt the rich town leaders should go back to the old ways. He thought they should honor their families, be fair in business, and help the poor.

Muhammad went to the hills to meditate. In about A.D. 610, he said he was visited by an angel and told to preach Islam. Islam means, “surrendering to the will of Allah.” Allah is the Arabic word for “God.”

Muhammad went back to Makkah. He told everyone to break their statues of false gods. He told them to worship only Allah, the one true God.

Muhammad also taught that all people were equal. He said the rich should share their things. Being rich was not as important as leading a good life. When the Day of Judgment came, God would reward the good people and punish the bad people.

Opposition to Islam Slowly, people began to believe Muhammad. At first, only his family became Muslims, or followers of Islam. Soon, many of the poor liked his idea that the wealthy should share their goods.
Religious leaders and the rich did not like Muhammad’s message. They thought he was trying to take away their power. They beat and tortured Muhammad’s followers.

In A.D. 622, Muhammad and his followers left Makkah. They moved north to a town called Yathrib that welcomed them. This journey became known as the Hijrah. In Arabic that means “breaking off relationships.” Later Muslims made A.D. 622 the first year of a new Muslim calendar. The city was renamed Madinah, which means “the city of the prophet.”

**Muhammad’s Government** The people of Madinah thought God spoke to Muhammad. They also wanted him as their ruler. Muhammad was a good leader. He used the laws he believed God had given him in all areas of life. These laws even settled arguments between people. Muhammad created a government that used its power in politics to support Islam. This is called an Islamic state. Muhammad required all Muslims to be loyal to the Islamic state. Loyalty to the state came before loyalty to a tribe.

Muhammad built an army. His soldiers took over Makkah in A.D. 630. Muhammad made it a holy city of Islam. Two years later, he died. By this time, Islam was spreading all over Arabia.

6. Name two things that Muhammad thought rich town leaders should do.

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**Islam’s Teachings** *(pages 377–378)*

**Main Idea:** The Quran provided guidelines for Muslims’ lives and the governments of Muslim states.

Islam, Judaism, and Christianity believe some of the same things. One idea they share is the belief in one God. Muslims believe this one God holds all power, created the
universe, and decides between right and wrong. If people obey God’s laws, they will be blessed in the next life.

Jews, Christians, and Muslims also believe that God spoke to people through prophets. For Muslims, early prophets were Abraham, Moses, Jesus, and Muhammad. For Christians, Jesus was more than a prophet. As the Son of God, he was divine or god-like. In Islam, Muhammad is seen as a prophet and a very good person. But he is not seen as divine.

What Is the Quran? Muslims wrote down what Allah told Muhammad. These writings make up the Quran. The Quran is the holy book of Islam. Muslims try to follow the Quran because they believe it is God’s written word.

The Quran teaches Muslims about how they should live. Many of its lessons are like those of the Bible. For example, Muslims are told to be honest and treat others fairly. They are to honor their parents, be kind to their neighbors, and give to the poor. They should not murder, lie, or steal.

Many rules in the Quran affect daily life. According to these rules, Muslims should not eat pork, drink alcohol, or gamble. The Quran also has rules about marriage, divorce, family life, property, and business.

Muslims are expected to take part in the Five Pillars of Islam. These acts of worship are Belief, Prayer, Charity, Fasting, and Pilgrimage.

Wise teachers of Islam wrote a set of laws. The laws were taken from the Quran and the Sunna. The Sunna is the name given to customs based on Muhammad’s words and deeds. Islam’s laws cover daily life and how society should be run. It applies the teachings of the Quran to family life, business, and government.

7. What is the Quran?
Islamic Empires  For use with pages 379–386

**Key Terms**

- **caliph**: the ruler(s) after Muhammad died (page 380)
- **Shiite**: a group of people who believed all caliphs should be related to Muhammad (page 382)
- **Sunni**: a group of people who believed all caliphs should be from the Umayyad dynasty (page 382)
- **sultan**: the Seljuk ruler; “holder of power” (page 383)

**Drawing From Experience**

Have you ever been in a group in which you could not agree on something? What did you do?

In the last section, you learned about early life in Arabia and how the Islam religion began. In this section, you will learn how Islam spread and split into two groups and how Muslim empires were formed.

**Organizing Your Thoughts**

Use the diagram to help you take notes on who ruled from which major city.

<table>
<thead>
<tr>
<th>CALIPHS:</th>
<th>CAPITAL CITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Four</td>
<td>1.</td>
</tr>
<tr>
<td>Umayyad</td>
<td>2.</td>
</tr>
<tr>
<td>Abbasids</td>
<td>3.</td>
</tr>
<tr>
<td>Seljuk Turks</td>
<td>4.</td>
</tr>
<tr>
<td>Ottomans</td>
<td>5.</td>
</tr>
<tr>
<td>Moguls</td>
<td>6.</td>
</tr>
</tbody>
</table>
The Spread of Islam (pages 380–381)

Main Idea: Arabs spread Islam through teaching, conquest, and trade.

When Muhammad died, his followers disagreed over who should be the caliph, or successor to the Messenger of God.

The first caliph was Muhammad’s father-in-law, Abu Bakr. The first four caliphs ruled from Madinah. Each had a personal connection to Muhammad. They wanted to spread Allah’s message to everyone.

Building a Muslim Empire Under the first four caliphs’ rule, the empire grew to include all of southwest Asia and Egypt.

Umayyad caliphs spread Islam to North Africa, Spain, and some of India. They ruled from A.D. 661 to A.D. 750. Their capital city was Damascus in Syria.

One hundred years after Muhammad died, the Islamic state became a great empire. Why were the Arabs so successful?

Arabs were good on horseback and with swords. They were motivated by their religion and fought to spread Islam. Muslims believed anyone who died fighting for Islam would go to paradise.

The Arabs were also successful because they usually let others practice their own religion. They called Christians, Jews, and Zoroastrians “People of the Book,” because these groups believed in one God and had holy writings. But, Muslims did not treat everyone the same. If you were not a Muslim, you had to pay a special tax.

In the Arab Empire, many people became Muslims and learned the Arabic language. Over time, the term Arab meant only that a person spoke Arabic. It did not mean that he or she was from Arabia.
Preaching and Trading  A group called Sufis spent their time praying and teaching Islam. They persuaded many people to follow Islam.

Muslim merchants also helped to spread Islam. They set up trading posts or stores throughout southeast Asia and taught Islam. Today, the country of Indonesia has more Muslims than any other country in the world.

Some Muslim merchants went across the Sahara to trade with kingdoms in West Africa. In the 1300s, the west African city of Timbuktu became a leading place for Muslim learning.

7. What did the first four caliphs have in common?

Struggles Within Islam (pages 382–383)

Main Idea  While Muslims split into two groups, the Arab Empire reached new heights.

When Muhammad died, Muslims argued about who would be caliph. This split the Muslim world into two groups, the Sunnis and the Shiites. Today most Muslims are Sunnis. Iran and Iraq have the largest numbers of Shiites.

How Did Islam Split?  Shiites believed that Ali, Muhammad’s son-in-law, should rule after him. They felt that all future caliphs should be related to Ali. Shiites thought the Umayyad caliphs in Damascus had no right to rule.

There were more Sunnis than Shiites. Sunnis thought the Umayyad caliphs should rule. But sometimes they did not agree with Umayyad policies. Although one in their basic beliefs, the Shiites and Sunnis created their own separate religious practices and customs.
Who Were the Abbasids? The Abbasids were the dynasty, or ruling family, after the Umayyads. The Umayyads lost power in A.D. 750 because their rule angered many Muslims, especially in Persia. Persian Muslims felt that Arab Muslims got the best jobs and paid fewer taxes.

When Persian Muslims fought back, people all over the empire joined them. They pushed out the Umayyads, and the Abbasid dynasty began. The new caliph was related to Muhammad’s uncle. His name was Abu al-Abbas. This dynasty lasted until 1258. The Abbasids focused their time on trade, education, and the arts. They also built a new capital, Baghdad.

Baghdad was next to the Tigris River and near the Euphrates River. It was a good place to trade since many people used the rivers to ship goods north and south. Because of this, the Arab Empire became even richer.

The Abbasid dynasty brought Persian ideas into the empire. Baghdad was close to Persia. The Abbasid rulers came to know and love the art and writings of Persia.

The Seljuk Turks Many changes happened in the 500 years of Abbasid rule. In Egypt and Spain, the Muslims wanted their own caliphs. Also, a new people, the Seljuk Turks of central Asia, began moving south into the Arab Empire. The Abbasids were losing control.

The Seljuk Turks moved from place to place. They were great warriors. When they first moved into the empire, the Abbasids hired them as soldiers. The Seljuk Turks saw how weak the Abbasids were and decided to take control.

First, the Seljuks took over a lot of what is now Iran and Turkey. Then, in 1055, they took Baghdad. The Seljuks ruled only the government and army. They let the Abbasid caliph rule religion. The Seljuk ruler called himself sultan, or “holder of power.”

For 200 more years, the empire continued like this. The Seljuks ruled, but it was still the Abbasid dynasty. Then,
in the 1200s, another group came into the empire. These were the Mongols of central Asia. The Mongols were building their own empire and destroying many civilizations. In 1258 they burned Baghdad to the ground. This ended the Arab Empire.

8. Why was Baghdad a good place to trade?

Later Muslim Empires (pages 384–386)

Main Idea 

Turks and Moguls build Muslim empires in Asia, Africa, and Europe.

The Arabs built—and lost—the first Muslim empire. Other Muslim groups built empires in Asia, Africa, and Europe. Two of the largest and most powerful empires were the Ottoman Empire that began in Turkey and the Mogul empire in India.

Who Were the Ottomans? In the late 1200s, some Turks in the northwest corner of Asia Minor began to build a new empire. The ruler of these Turks was named Osman. That is why Turks were known as the Ottoman Turks.

The Ottomans quickly conquered most of the land that today is the country of Turkey. They attacked the Byzantine Empire and went north into Europe. In 1453 they captured Constantinople, the Byzantine capital. They changed the city’s name to Istanbul and made it the center of their empire.

Ottoman armies also went south. They conquered Syria, Palestine, Egypt, Mesopotamia, and parts of Arabia and North Africa. They used guns and cannons to fight. To control the Mediterranean Sea they built a navy.

Like the Seljuks, the Ottomans called their leader a sultan. The most famous sultan was Suleiman I, who ruled in the 1500s. Suleiman loved the art of building. He built many schools and mosques (a Muslim house of worship).
Suleiman was a smart general in the army. He brought many Ottoman armies north into Europe. He even came close to the great European capital of Vienna. For all these reasons, Ottomans called him Suleiman the Magnificent.

After Suleiman died, the Ottoman Empire began to weaken. It lost land. The empire finally fell apart at the end of World War I.

The Ottoman Government

The Ottoman Empire was made up of Turks, Arabs, Greeks, Albanians, Armenians, and Slavs. While many were Muslims, others were Christians or Jews.

The government had different laws for people who were not Muslims. They had to pay a special tax to practice their own religion. These groups chose leaders to present their views to the sultan.

The sultans created a new army of soldiers called janissaries. Christian families in Eastern Europe had to send their sons to Istanbul. The boys had to become Muslims and soldiers loyal only to the sultan.

Who Were the Moguls?

During the 1500s, the Moguls from the mountains of north India built another Muslim empire. They used guns, cannons, elephants, and horses to win land. In 1526 they made the city of Delhi the center of their empire.

The greatest Mogul ruler was Akbar. He treated his people fairly. This brought peace and order. Most of India’s people were Hindu. He let them practice their religion. Both Hindus and Muslims worked in Akbar’s government.

Times were good in India under Akbar. Farmers and craftspeople made more food and goods than the Indians needed. They could trade more items and make money. Muslim traders brought paper, gunpowder, and fine porcelain from China to India. Muslim architects used building styles like the arch and dome.
After Akbar, the Mogul empire began to lose its strength. Later rulers spent too much money trying to grow the empire. They made people pay large taxes. Others tried to force Hindus to switch to Islam. They did not let them build Hindu temples. These changes led to many battles, and parts of the empire fell away.

Moguls also had to deal with European merchants. The merchants came to India to trade. But they used their army to take over Mogul land. Finally, the Mogul empire ended. Great Britain took control of most of India.

9. Give one reason why Suleiman was called Suleiman the Magnificent.
Drawing From Experience

Have you ever wondered who came up with numbers, algebra, or chemistry? How does the study of math and science affect your life today?

In the last section, you learned how Islam spread and split into two groups and how Muslim empires were formed. In this section, you will learn about Muslim daily life and some of the many ideas Muslims gave to math, science, history, literature, and the arts.

Organizing Your Thoughts

Use the diagram below to help you take notes.

Choose an area in which Muslims gave something important to society. For example, you might name math, science, or art. List the contribution. Then give an example of how you use that today.

1. Subject:

2. Muslim Contribution:

3. My Example:
Trade and Everyday Life (pages 388–390)

Main Idea While Muslim traders enjoyed great success and cities grew, most Muslims lived in villages in the country.

Muslims were the best merchants in the Middle East and northern Africa until the late 1400s. Their caravans traveled from Baghdad to China. Their ships crossed the Indian Ocean to India and Southeast Asia. They carried spices, cloth, glass, and carpets. They brought rubies, silk, ivory, gold, and slaves on their return home.

The Success of Muslim Traders Muslims were successful in trade for many reasons. When Muslim empires grew, so did the Arabic language. Arabic became the language everyone used to trade. Muslim rulers also made trade easier by giving merchants coins.

Muslim merchants kept records of their business deals and the money they made. This developed into a new business—banking. Muslims respected traders for their skills and the wealth they made.

What Were Muslim Cities Like? Trade helped Muslim cities grow. Baghdad, Cairo, and Damascus were located on trade routes from the Mediterranean Sea to central Asia. Muslim cities were not only places of trade. They also became important places of government, learning, and the arts.

Muslim cities looked alike. The main buildings were palaces and mosques. Mosques are Muslim houses of worship. They are also used as schools and places for learning.

Another important part of every Muslim city was the bazaar, or marketplace. Sellers sold goods from Asia in stalls or shops. Buyers from all over bought goods to take home and sell.

Although cities were important, most Muslims lived in villages and farmed. Since there was not very much water, Muslim farmers had to bring water to their crops.
They grew wheat, rice, beans, and melons in the fields. They raised almonds, blackberries, apricots, figs, and olives in their orchards. Some farmers also grew flowers for perfume.

At first, Muslim villagers owned small farms. Then rich landowners took over some of these farms and formed large estates. Farmers and slaves worked for these landowners.

**Muslim Society**  The Muslim people were in social groups based on how much power and wealth they had. At the top were government leaders, landowners, and traders. Below them were artisans, farmers, and workers. The lowest group was enslaved people.

Many people owned slaves. Because Muslims could not be enslaved, traders brought slaves from non-Muslim areas. Many of these people were captured in war. They were servants or soldiers and could buy back their freedom.

Men and women had different jobs. Men ran government, society, and business. Women helped run families. They also could inherit wealth and own property. Many places had laws for women to cover their faces and wear long robes in public.

4. Name four things Muslims sent to India and Southeast Asia on ships.

**Muslim Achievements** *(pages 390–394)*

**Main Idea**  Muslims made valuable contributions in math, science, and the arts.

Most people spoke Arabic. This made trade easier. It also helped different people in the empires share knowledge. For example, in A.D. 830 the Abbasid caliph Mamun founded the House of Wisdom in Baghdad. Mamun had wise Christian, Jewish, and Muslim teachers working
there. They shared ideas and rewrote Greek, Persian, and Indian writings in Arabic.

These wise men saved much of what was learned in the ancient world. Europeans in the West had lost this knowledge after the Western Roman Empire fell. Through Muslim scholars, western Europeans found out about Aristotle and other ancient Greek thinkers.

**Mathematics and Science** Muslims made important advances in mathematics. They taught these new ideas to Europeans. For example, Muslims invented algebra, a type of mathematics still taught in schools today. They borrowed the symbols 0 through 9 from Hindus in India. Europeans later used these numbers. Today, they are known as “Arabic numerals.”

Muslims also made progress in science. Muslim scientists who studied the heavens perfected the Greek astrolabe. Sailors used this tool to study the stars and then figure out their location at sea. Scientists used the astrolabe to measure the size and distance around the earth. This is how they discovered that the earth is round.

Other Muslim scientists invented chemistry. They did experiments with metals and kept records of their work. One of the best-known chemists was al-Razi, who lived from A.D. 865 to A.D. 925. Al-Razi made a new system for putting animals, minerals, and vegetables in groups. He also wrote books for doctors that helped them identify diseases.

Muslim doctors were the first to discover that blood moves to and from the heart. The Persian doctor Ibn Sina showed how diseases spread from person to person. As they worked, Muslim doctors published their discoveries.

**Muslim Writing** The Quran is the most famous book in the Muslim world, but Muslims have other famous works, too. One of the most well known is *The Thousand and One Nights*, also called *The Arabian Nights*. It has stories from India, Persia, and Arabia. One of the stories tells about Aladdin and his magic lamp.
The Persian poet Omar Khayyam wrote parts of the 
*Rubaiyat* around 1100. Many consider it one of the finest 
poems ever written.

Muslims also wrote history. In 1375, Ibn Khaldun 
wrote that all civilizations rise, grow, and then fall. He 
also was one of the first to study the effect of the earth’s 
surface and climate on people.

**Art and Buildings** Muslims developed a form of art based on 
Islam. Muslims cannot show pictures of Muhammad in 
art. They believe people may worship Muhammad 
instead of Allah. So, flowers, leaves, stars, and beautiful 
writing make up most of their art. Muslims use these 
designs to decorate walls, books, rugs, and buildings.

Muslims had beautiful buildings. Mosques filled Mus-
lim cities like Baghdad, Damascus, Cairo, and Istanbul.

At the top of many mosques are domes. A mosque’s 
most striking feature is its **minarets** or towers. From these 
towers, a **crier** calls believers to prayer five times a day.

Islamic rulers lived in large brick palaces. They often 
had courtyards at the center with porches, fountains, and 
pools. They surrounded the palaces with walls for safety. 
The most famous Muslim palace is the Alhambra in 
Granada, Spain. It was built in the 1300s.

Another famous building is the Taj Mahal in Agra, 
India. The Mogul ruler Shah Jahan built it as a tomb for 
his wife after she died in 1629. Made of marble and pre-
cious stones, the Taj Mahal is one of the world’s most 
beautiful buildings.

Today, the Muslim empires are gone. However, Islam 
is still a major world religion. About one out of every six 
persons in the world is a Muslim.

5. Describe a palace. List at least three things you would 
see there.
Key Terms

- **warlord**: military leader who runs a government (page 409)
- **economy**: system that includes the ways people produce, sell, and buy things (page 410)
- **reform**: a change that make things better, an improvement (page 411)
- **monastery**: a place where men called monks live together in a religious community (page 413)

Drawing from Experience

When life is confusing or hard, where do you go to find comfort and peace? Do you turn toward a religion, a person, the government, or somewhere else? What does this source provide you?

In this section, you will learn how the Sui and Tang dynasties came together to rebuild China after years of war. You will also learn about the roles that Buddhism and Confucian ideas played in China.

Organizing Your Thoughts

Use the diagram to help you take notes on the Sui dynasty. What were the causes and effects of Yangdi’s decisions as leader?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects/Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
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<td>Yangdi wanted to make China bigger.</td>
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The Sui and Tang dynasties reunited and rebuilt China after years of war.

You already read about the end of China’s Han empire in A.D. 220. China had no government for the next 300 years. It broke into 17 kingdoms. People were very poor, and fighting never stopped. Chinese warlords—military leaders who ran these kingdoms—fought with each other. At the same time, nomads—groups of people who wandered from place to place—took over parts of northern China.

While China was divided and weak, it lost control of some of the groups it had conquered. A group of people who lived on the Korean Peninsula to the northeast of China decided to break away from Chinese control. The people of Korea built their own society and culture.

The Sui Dynasty Reunites China China finally became one again in A.D. 581. Wendi, a general, made himself emperor. He won many battles and finally brought China back together. He founded a new line of rulers called the Sui.

After Wendi died, his son Yangdi took his place as emperor. Yangdi wanted to make China bigger. So he sent an army to fight the Koreans. The Chinese were badly beaten. Yangdi also took on many large building projects. For example, he rebuilt the Great Wall.

Yangdi’s biggest job was rebuilding the Grand Canal. These waterways connected the Chang Jiang (Yangtze River) and Huang He (Yellow River). The Grand Canal was a major shipping route. It was used to ship products between northern and southern China. It helped make China’s economy stronger. An economy is a system for producing, selling, and buying things.

Yangdi rebuilt China. But he also made life very hard for the Chinese people. He made farmers work on the
Great Wall and the Grand Canal. The people also had to pay for these projects with high taxes. The farmers became so angry that they killed Yangdi and took control of the government. When Yangdi died, the Sui dynasty ended.

The Tang Dynasty In A.D. 618, one of Yangdi’s generals made himself emperor. He took over China and set up a new dynasty called the Tang. This dynasty lasted much longer than the Sui. It was in power for about 300 years. The Tang capital of Changan was a very big and beautiful city. About one million people lived there.

Tang rulers made a number of reforms, or changes, to make China’s government stronger. The most powerful Tang emperor was Taizong. He went back to using special tests for government officials. Government officials had to do well on these tests to get their jobs. Their family connections could not get them their jobs. Taizong also gave land to farmers and brought order to the countryside.

During the late A.D. 600s, a woman named Wu became the only woman in Chinese history to rule the country on her own. As a strong leader, Empress Wu made the government bigger. She also made the military stronger.

China grew strong again in Asia under the Tang. It also gained control of a larger area. Tang armies took control of the Silk Road in Tibet. They marched into Korea and forced the Korean kingdoms to pay tribute, or a tax, to China. And the Tang also took control of northern Vietnam.

But in the mid-A.D. 700s, the Tang dynasty began to have problems. A new group of wandering people—the Turks you read about earlier—took control of central Asia and the Silk Road. China’s economy became weak. Chinese farmers and people in Tibet also revolted. All of these events weakened the Tang. The dynasty ended in A.D. 907.
The Song Dynasty  Military leaders ruled China for the next 50 years. Then a general named Song set himself up as emperor in A.D. 960.

The Song dynasty was in power from A.D. 960 to A.D. 1279. This was a time of great wealth and rich culture. But Song rulers did not have enough soldiers to control their large empire. Tibet broke away, and nomads took over land in northern China. The Song moved their capital south to the city of Hangzhou for safety.

7. What events led to the end of the Tang dynasty?

Buddhism Spreads to China  (pages 412–413)

Main Idea  Buddhism became popular in China and spread to Korea and Japan.

You already learned about how traders and missionaries from India brought Buddhism to China in about A.D. 150. At the same time, the Han dynasty was very weak. A short time later, China broke apart. A civil war started. Many people suffered greatly. People died from the war, and from a lack of food and housing. Buddhism taught that people could escape their suffering. This teaching attracted many Chinese who were looking for peace and comfort.

Chinese Buddhism  Early Tang rulers were not Buddhists. But they allowed people to practice Buddhism in China. They also allowed people to build Buddhist temples. Many Chinese Buddhists became monks and nuns. They lived in places called monasteries. In these religious communities, they prayed and worshiped.

Buddhist temples and monasteries ran schools. They also provided rooms and food for travelers. Buddhist monks served as bankers and gave medical care.

Some Chinese did not like Buddhism. Many thought it was wrong for the temples and monasteries to accept
money. Others thought that monks and nuns did not encourage respect for families because they did not marry.

In the early A.D. 800s, people in the Tang government feared that Buddhism was gaining too much power. They saw Buddhism as an enemy of Chinese traditions. In A.D. 845, the Tang destroyed many Buddhist monasteries and temples. Buddhism in China was never the same.

**Buddhism Spreads East** You already read that Korea broke free from China when the Han dynasty fell. For hundreds of years after A.D. 220, Korea was divided into three separate kingdoms.

In the A.D. 300s, Chinese Buddhists brought their religion to Korea. In about A.D. 660, the Koreans came together to form one country. The new government supported Buddhism.

Buddhism grew even stronger in Korea and spread to the islands of Japan. According to an old story, one of Korea’s kings wrote a letter to Japan’s emperor. The letter included a statue of Buddha and Buddhist writings. “This religion is the most excellent of all teachings,” the king wrote. Over time, Buddhism won many followers in Japan.

**8.** What events in China attracted many people to Buddhism?
New Confucian Ideas  

**Main Idea:** The Tang dynasty returned to the ideas of Confucius and created a new class of scholar-officials.

You have already read about Confucius and his teachings. Confucius and his followers believed that a good government depended on wise leaders. The tests given for government jobs came from Confucian ideas. The tests were supposed to bring in skilled people for these jobs.

**What Is Neo-Confucianism?** The Tang dynasty wanted a new kind of Confucianism. They hoped this new neo-Confucianism would make Buddhism less popular. It taught that life in this world was just as important as life in the next world. People were expected to take part in this life and help others.

While it was negative about some Buddhist ideas, neo-Confucianism did use some Buddhist and Daoist ideas. For many Chinese, Confucianism became more than a list of rules for being good. It became a religion. Confucian thinkers taught that people who followed the teachings would find peace of mind and live at peace with nature.

The Song dynasty, which followed the Tang, also followed new-Confucianism. It was the main philosophy or belief system for the Song.

**Scholar-Officials** Neo-Confucianism also helped to make the government stronger. Tang and Song rulers used tests to hire government workers. In the past, jobs had been given to people because of their wealth, family, or friends. Now they based their government system on what people could do.

People taking the tests had to show how much they knew about Confucian writings. To pass, they had to write with style and understanding. The tests were supposed to be fair. But only men could take the tests. And
only rich people had enough money to help their sons study for the tests.

It was very hard to pass the tests. But parents did all they could to help their sons get ready. Beginning at four years old, boys were taught the characters of the Chinese language. Later, they had to memorize all of Confucius’s writings. If a student did not do a good job saying the writings from memory, he might be hit by his teacher.

After many years of study, the boys took their tests. Even with all of their work, only one in five boys passed. Boys who failed got jobs helping officials or teaching. But they could never get a government job.

9. Why were the tests such an important part of the government?
Chinese Society

Key Terms

porcelain: material made from fine clay and baked at high temperatures (page 418)
calligraphy: the art of fine handwriting (page 421)

Drawing From Experience

What types of art and books do you like? How have artists and writers affected your life? Artists and writers tell you a lot about their society.

The last section described the Sui, Tang, and Song dynasties. This section discusses how China’s economy grew during the same time. Artists, writers, and inventors all added to Chinese society in this period.

Organizing Your Thoughts

Use the diagram to help you take notes. List facts from your reading that support this statement: Chinese society and culture grew strong during the Tang and Song dynasties.

Chinese society and culture grew strong during the Tang and Song dynasties.

1. 
2. 
3. 
4. 
5.
A Growing Economy *(pages 417–418)*

**Main Idea** The Tang dynasty strengthened China’s economy by supporting farming and trade.

China’s economy suffered when the Han dynasty ended in the A.D. 200s. When the fighting started, cities were ruined and farms were burned. People made fewer goods, and farmers grew fewer crops. Business people had less to trade. Under the Tang dynasty, these problems were solved.

**Why Did Farming Improve?** The Tang rulers took power in A.D. 618. They brought peace to the countryside and gave more land to farmers. This allowed farmers to improve ways of watering and growing crops. They also grew new kinds of rice that could grow well in poor soil. Farmers could grow more per acre. This rice grew faster and was healthier.

These changes helped farmers grow more and more rice. They also began to grow tea. And they made improvements in other crops as well. As farmers produced more food, the number of people in China grew. At the same time, more people moved to the south. Rice could grow well in the Chang Jiang valley.

**China’s Trade Grows** Tang rulers also built roads and waterways. Travel in and outside of China became easier. And merchants could increase trade with people in other parts of Asia. The Silk Road was under Tang control, and trade increased.

One of the things they traded was silk fabric. This popular product gave the road its name. China also traded tea, steel, paper, and porcelain. **Porcelain** is made of fine clay and baked at high temperatures. For these Chinese products, other countries traded gold, silver, precious stones, and fine woods.
Other trade routes connected China with central Asia, India, and southwest Asia. The Tang also opened new ports on China’s coast to help trade.

6. Why did the population in China grow during the Tang dynasty?

**New Technology** *(pages 418–420)*

*Main Idea* The Chinese developed new technologies, such as steelmaking and printing.

During the Tang and Song dynasties, people made new things that changed life in China. These discoveries would soon spread to other parts of the world.

**China Discovers Coal and Steel** Up until the Tang dynasty, people burned wood to keep their homes warm and to cook food. But when it became hard for people to find wood, the Chinese found out that coal could be used to heat things. Soon a coal-mining industry was born.

When the Chinese heated coal to make iron, the iron mixed with carbon from the coal. This made a new, stronger metal known today as steel.

The Chinese made armor, swords, and helmets for their army with steel. They also made stoves, farm tools, drills, steel chain, steel nails, and sewing needles.

**The Printing Process** The Chinese also found a new way to print books. Before this, people had to copy books by hand. This made books cost a lot. Few books were made. The Chinese began printing in the A.D. 600s. They cut the characters of an entire page onto blocks of wood. Then they put ink on the wood block and placed paper on top to make a print. Cutting the block took a long time. But the wood blocks could be used again and again to make copies.
Soon the Chinese began printing books. The first known printed book is from about A.D. 868. It is a Buddhist book called the *Diamond Sutra*. The ability to print was very important because it helped spread ideas.

In the A.D. 1000s, a Chinese printer named Pi Sheng made a new way to print. He used moveable type. This meant that each character was a separate piece. These pieces could be moved around to make sentences. Pieces could be used again and again.

Printing also led to another Chinese invention—paper money. With paper money, merchants helped the economy to grow.

**Other Chinese Inventions** The Chinese made gunpowder for use with weapons and fireworks. One weapon was the fire lance, something like the gun. It helped make the Chinese army a strong force.

The Chinese also built large ships with rudders for steering and sails. About 1150, Chinese sailors also began using the compass to help them find their way. The compass let ships sail farther from land.

7. What contribution did Pi Sheng make to Chinese culture?

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**Art and Literature** *(pages 420–422)*

**Main Idea** During the Tang and the Song dynasties, China enjoyed a golden age of art and literature.

The years of the Tang and Song dynasties were rich years—a golden age—for Chinese culture. Printing helped spread Chinese ideas and art. Chinese rulers took an active part in supporting art and literature. They invited artists and poets to live and work in the capital city of Changan.
What Was Tang Poetry Like? The Tang dynasty was the great age of poetry in China. Tang poets wrote about the beauty of nature, the changing seasons, and the joy of a good friend. Other poems were sad. Poets wrote about the shortness of life and friends who have to part.

Li Bo was one of the most popular Tang poets. He often wrote about nature. This poem by Li Bo is probably the best-known poem in China. For hundreds of years, Chinese schoolchildren have had to learn it by memory.

“Moonlight in front of my bed—
I took it for frost on the ground!
I lift my eyes to watch the
mountain moon,
lower them and dream of home.”
—Li Bo
“Still Night Thoughts”

Another favorite Tang poet was Du Fu. He lived a poor and hard life working for the government. Civil war in China made life hard and food hard to find. Du Fu almost died of starvation. All this helped him to see the suffering of common people. Because of this, Du Fu’s poems were serious. He often wrote about the lack of justice in society and the problems of the poor. Du Fu wrote this poem after a rebellion destroyed the capital city.

“Rivers and mountains survive broken countries.
Spring returns. The city grows lush again.
Blossoms scatter tears thinking of us, and this
Separation in a bird’s cry startles the heart.

Beacon-fires have burned through three months.
By now, letters are worth ten thousand in gold.

—Du Fu
“Spring Landscape”

Painting in Song China  Many Chinese painters painted large scenes from nature or landscapes during the Song dynasty. But these artists didn’t try to make their pictures look just like the scenes they were painting. Instead, they tried to paint the “idea” of the mountains, lakes, and other parts of their landscapes. They also used empty spaces in their paintings on purpose. They did this because Daoists believed that a person cannot know the whole truth about something.

Daoist beliefs can also be seen in the way people were painted. People were small, fishing in small boats or walking up a hillside trail. These people were living in, but not controlling, nature. They were a part of the harmony of nature.

Chinese painters often wrote poetry on their works. They used a brush and ink to write beautiful characters called calligraphy.

Chinese Porcelain  During the Tang period, Chinese craftsmen made very fine porcelain. Porcelain came to the West from China. For this reason, people today sometimes call porcelain by the name “china.”

Porcelain can be made into plates, cups, figurines, and vases. In A.D. 851, an Arab traveler wrote about the quality of Tang porcelain: “There is in China a very fine clay from which are made vases... Water in these vases is visible through them, and yet they are made of clay.”

Knowledge of the process for making porcelain spread to other parts of the world. It reached Europe in the 1700s.

8. Why were the years of the Tang and Song dynasties a golden age for Chinese culture?
The Mongols in China

Key Terms

tribe: a loosely organized group of family members or people of the same culture (page 424)
steppe: wide rolling grassy land that stretches from the Black Sea to northern China (page 424)
terror: actions that cause fear or scare people into giving up (page 426)

Drawing From Experience

What people or groups do you know who use terror or fear to get what they want? How do their actions affect you? What can you do in response?

The last section described a golden age of culture during the Tang and Song dynasties. In this section, you will learn about how the Mongols took over China and built an empire that reached from the Pacific Ocean to Eastern Europe.

Organizing Your Thoughts

Use the diagram to help you take notes. List the empires and kingdoms conquered by the Mongols in order.
The Mongols (pages 424–426)

Main Idea

Genghis Khan and his sons built the Mongol Empire, which stretched from the Pacific Ocean to Eastern Europe.

The Mongols lived in an area north of China called Mongolia. They lived in tribes, or groups of loosely related families. The Mongols raised cattle, sheep, goats, and horses. They moved with the animals as they fed on Mongolia’s great steppes. Steppes are wide rolling grassy lands that stretch from the Black Sea to northern China.

The Mongols were known for two things. One, they could ride horses very well. Most Mongols learned to ride at the age of four or five. And, two, they could fight very well. They could shoot arrows at enemies from far away while riding toward them. Then they attacked with spears and swords.

Who Was Genghis Khan? The man who brought the Mongols together was born in the 1160s. He was named Temujin, which means “blacksmith.” A blacksmith is someone who makes and fits horse shoes. Temujin was a leader from a very early age. As a young man, he began to bring the Mongol tribes together.

Mongol leaders met in 1206 in a place somewhere in the Gobi. The Gobi is a big desert that covers parts of Mongolia and China. At that meeting, they elected Temujin to be Genghis Khan or “strong ruler.” Genghis Khan collected the Mongol laws to make one set of rules. He also used a group of tribal chiefs to help him plan military actions. From this point until the end of his life, Genghis Khan fought to take over lands beyond Mongolia.

Genghis Khan brought together an army of more than 100,000 men. He put his soldiers into well-trained groups. Leaders for these groups were chosen for their skills, not for their family ties. With these changes, Mongols were the most skilled fighting force in the world.
Genghis Khan started to build his empire by taking over land on the steppes. Each time he won, he gained wealth and new soldiers to fill the army. Soon the Mongols were strong enough to attack larger groups of people. In 1211, Mongol attacked China. In three years, they took all of northern China. Then they moved west to attack cities and kingdoms that controlled parts of the Silk Road.

Genghis Khan and his Mongol fighters were very mean to the people they attacked. They used terror or fear to scare people into giving up. Mongol fighters attacked, robbed, and burned cities. As the Mongols became known for their terror, many people gave in to them without fighting.

**The Mongol Empire**  Genghis Khan died in 1227. His four sons split up the large empire. The sons continued to make the empire bigger. The Mongols moved into parts of eastern and central Europe. They also took over much of southwest Asia. In 1258, the Mongols took over the well-known city of Baghdad. Then their armies moved into Syria, Palestine, and Egypt. Finally, the Muslim leaders in Egypt stopped them in 1260.

The Mongols brought all of these lands together under their rule. Their empire reached from the Pacific Ocean in the east to Eastern Europe in the west. And it reached from Siberia in the north to the Himalaya in the south. It was the largest land empire ever.

While the Mongols did do a lot of damage, they also brought peace to their lands. Peace was good for trade, and this helped the Mongols. The Mongols now had control of many of Asia’s trade routes. They gained great wealth by taxing the products they traded.

The Mongols felt great respect for the cultures they now ruled. Sometimes they took on some of the beliefs and customs of the people. For example, the Mongols in southwest Asia accepted Islam and took on Arab, Persian, and Turkish ways.
The Mongols also learned many things from the Chinese. They learned about gunpowder and the fire lance as they fought the Chinese. The Mongols began to use both of these weapons in their army. With these new weapons, their enemies were even more afraid of the Mongols.

7. What did the Mongols learn from the Chinese?

**Mongol Rule in China** *(pages 428–429)*

**Main Idea** The Mongols conquered China and created a new dynasty that tried to conquer Japan and began trading with the rest of Asia.

In 1260, the Mongols named Genghis Khan’s grandson, Kublai, as the new khan or ruler. Kublai Khan took over more and more of China. In 1264 Kublai moved his capital from Karakorum in Mongolia to Khanbaliq in northern China. Today the city of Beijing stands in the same place.

**What Did the Mongols Do in China?** In 1271 Kublai Khan made himself China’s new emperor. The Mongols had taken over southern China and ended the Song dynasty in less than 10 years. Kublai Khan started the Yuan dynasty. **Yuan** means “beginning.” This name showed that the Mongols wanted to rule China for a long time. But the Yuan dynasty lasted for only about 100 years. Kublai was the leader for 30 of those years.

Kublai Khan gave Mongol leaders the top jobs in China’s government. But he knew he needed Chinese officials to run the government. So he let many of the Chinese keep their government jobs.

The Mongols and Chinese were different in many ways. The Mongols had their own language, laws, and customs. The Mongols were rulers over Chinese society. But their different ways kept them separate. They did not mix with the Chinese people.
Like many Chinese, the Mongols were Buddhists. They did accept other religions though. For example, Kublai Khan invited Christians, Muslims, and Hindus from outside China to practice their faiths and share them with others.

China reached its greatest wealth and power under Mongol rule. Its beauty drew people from other countries to China. They came on the Silk Road. Khanbaliq, the capital, was known for its wide streets, beautiful palaces, and nice homes.

One of the most famous people from Europe to come to China was Marco Polo. He came from the city of Venice in Italy. Kublai Khan liked Marco Polo’s stories about his travels. For about 16 years, Kublai sent Polo on many trips to learn things. When Polo finally went back to Europe, he wrote a book about his travels. His stories of China filled Europeans with wonder.

**Trade and Conquest** The Mongols ruled a large empire, covering land between China and eastern Europe. Because of this, China grew wealthy from trade. They traded tea, silk, and porcelain for silver, spices, carpets, and cotton from Europe and Asia. Europeans and Muslims brought Chinese steel, gunpowder, and the compass back to their homes.

The Mongols made China’s empire larger. They took over Vietnam and northern Korea. The rulers of Korea were called the Koryo. They stayed in power because they accepted Mongol control. The Mongols made thousands of Koreans build warships. The Mongols used these ships to take over Japan. You will read about this in a later chapter.

8. Who was Marco Polo?
The Ming Dynasty  For use with pages 430–436

Key Terms

- **treason**: an act against the government; a disloyal act (page 431)
- **census**: a count of the number of people (page 432)
- **novel**: books with long, made up stories (page 432)
- **barbarian**: a person who is not civilized (page 435)

Drawing From Experience

Think about all the different things the government does for you. How would your life be different if the government didn’t do these things? What changes or reforms would you make in the government if you could?

The last section described the affects of the Mongols on China. In this section, you will learn about the rise of the Ming dynasty. Ming rulers brought peace and wealth back to China.

Organizing Your Thoughts

Use the diagram to help you take notes. List the changes and reforms made during the Ming dynasty.
Ming rulers strengthened China's government and brought back peace and prosperity.

Kublai Khan died in 1294. Weak rulers followed him, and the Mongol empire lost power. During the 1300s, the Yuan dynasty had many problems. Groups in north Mongolia broke away. And many Chinese wanted to have their own dynasty free of Mongol control.

How Did the Ming Dynasty Begin? The Chinese fought against Mongol control and won. In 1368, a leader named Zhu Yuanzhang became emperor. Zhu brought the country back together again and set up his capital at Nanjing in southern China. He started the Ming, or "Brilliant," dynasty.

As emperor, Zhu took the name Hong Wu. Hong Wu means "Military Emperor." He brought back order. But he was also a cruel, or mean, leader. Hong Wu did not trust anyone. He killed people he suspected of treason, or people he thought were not loyal to him. Hong Wu ruled China for 30 years. His son became emperor when he died in 1398. He took the name Yong Le.

Yong Le worked hard to show his power as emperor. In 1421 he moved the capital north to Beijing. In Beijing, he built a large area of palaces and government buildings. This area was called the Imperial City. The middle of the Imperial City was known as the Forbidden City. This is where China's emperors lived.

The Forbidden City had beautiful gardens and many palaces with thousands of rooms. The emperor and his court lived there for more than 500 years. You can visit the Forbidden City today if you go to China.

How Did the Ming Reform China? Ming emperors made all the decisions. But they needed government workers to carry out their orders. So they brought back the tests for gov-
government jobs. And they made the tests even harder. From time to time, Ming leaders took a **census**, or counted the number of people. This helped them to collect the right amount of taxes.

China’s economy began to grow under the strong Ming government. The early Ming emperors provided peace and safety. Many canals and farms had been destroyed by the Mongols. Hong Wu had these rebuilt and made people move to the new farms. He also had new forests planted and built new roads.

Farming grew. Farmers worked on the new farms and grew more crops. Ming rulers fixed the Grand Canal and made it bigger. Rice and other goods could again be shipped from southern to northern China. They brought in new types of rice from southeast Asia. This new rice grew faster. And this helped feed the growing number of people living in cities. The Ming also helped the silk industry. They asked farmers to grow cotton and make cloth. For the first time, most Chinese wore clothes made of cotton.

**Chinese Culture** Chinese culture also went further under the Ming. Business and crafts people became more wealthy. They wanted to learn more and to be entertained. During the Ming period, Chinese writers wrote many novels, or long, made-up stories. The Chinese also liked seeing dramas on stage. Dramas used words with songs, dances, and costumes.

6. What is the Forbidden City?
During the Ming dynasty, China sent a fleet to explore Asia and East Africa.

Early Ming emperors had questions about the world outside of China. They also wanted to increase China’s power in other places. So Ming emperors built a large group of ships. The new ships sailed along China’s coast. They could also sail in the open sea.

From 1405 to 1431, Emperor Yong Le sent the ships on seven trips. He wanted to trade with other kingdoms. He also wanted them to see China’s power and make weaker kingdoms pay tribute or money to China.

Zheng He led these trips. He was a Chinese Muslim who was part of the emperor’s court. His trips had a big effect. His first group of ships had 62 large ships, 250 smaller ships, and almost 28,000 men. The largest ship was over 440 feet long. It was more than five times as long as the Santa Maria that Christopher Columbus sailed almost 90 years later!

Zheng He took his first ships to southeast Asia. On later trips, he went as far as India. He sailed up the Persian Gulf to Arabia, and even landed in East Africa. In these areas, Zheng He traded Chinese silk, paper, and porcelain. He brought back silver, spices, wood, and other goods. Zheng He brought giraffes and other animals for the emperor’s zoo from Africa.

After Zheng He’s trips, Chinese merchants settled in southeast Asia and India. They traded goods there and spread Chinese culture. China and Chinese merchants grew rich from the trade.

Many good things came from these trips. But people in the Chinese government thought the trips cost too much. They also said that trips were bad for China’s way of life. The trips brought in new ideas from the outside world and helped merchants become rich.
Confucius had taught that people should be loyal to their society. This loyalty was more important than people’s own desires. The officials thought that China’s merchants were not obeying this teaching. They were working to gain money for themselves.

After Zheng He’s death, the Confucian officials got the emperor to stop the trips. The boats were taken apart. No more ships were built. As a result, China’s trade with other countries went down. Within 50 years, the knowledge for building the ships was lost.

The Europeans Arrive in China

Chinese officials were not able to cut China off from the outside world. In 1514, ships from the European country of Portugal came to China. It was the first time that Europeans had ever sailed to China. It was also the first direct contact between China and Europe since the travels of Marco Polo.

The Portuguese wanted China to trade with them. They also wanted the Chinese to become Christians. The Ming government did not think much of the Portuguese. China had great power at this time. They didn’t feel that outsiders were a threat. The Chinese thought the Europeans were barbarians, or uncivilized people.

At first, the Chinese said they would not trade with the Portuguese. But by 1600, they had let Portugal set up a trading post at the port of Macao. European ships carried goods between Macao in south China and Japan. Still, trade between China and Europe was limited.

Even with little contact, ideas from Europe came to China. Christian missionaries came to China on European ships. Many of these missionaries were Jesuits, a special group of Roman Catholic priests. They knew a lot, and their knowledge of science impressed the Chinese. To get the Chinese to accept European ideas, Jesuits gave them clocks, eyeglasses, and tools for science. They tried, but the Jesuits did not get many Chinese to become Christians.
Why Did the Ming Dynasty Fall? After many years of wealth and growth, the Ming dynasty became weak. Ming emperors kept too much power in their own hands. With the emperor in control, officials did not work to make things better. As time passed, the Ming rulers became weak. Officials who wanted money and easy living took over the country. They made the poor people pay high taxes. These people revolted.

Without law and order, China was open to attack. The Manchus attacked China’s northern border. They lived to the northeast of the Great Wall in an area known today as Manchuria. The Manchus beat the Chinese armies and took Beijing. In 1644 they set up a new dynasty.

7. Why did the government stop Zheng He’s trips?
The Rise of African Civilizations  
For use with pages 444–453

Key Terms
- **plateau**: an area of high flat land (page 446)
- **griot**: a storyteller (page 449)
- **dhow**: a sailboat (page 452)

Drawing From Experience
Have you ever traded anything? Was it a video game, a book, or clothes? What did you get in return? In this section, you will learn about the physical landscapes of Africa and the importance of trade to African empires.

Organizing Your Thoughts
Use the diagram to help you take notes. Choose one of the African empires. List three facts about that empire.

Africa’s Geography (pages 445–446)

**Main Idea**: Africa has a vast and varied landscape.

In 1906, Hans Vischer traveled the “death road.” This was a trade route that was longer than 1,500 miles (2,414 km). It ran across the world’s largest desert, the Sahara. The route ran from western Africa to the...
Mediterranean Sea. No one from Europe or America had ever traveled it before.

Only nomads knew the way. Vischer wanted to map the route. In order to survive, he found oases. He told amazing stories after he came back. He told about the winds and sand dunes.

A Vast and Diverse Continent Africa is one of the world’s biggest continents. Only Asia is larger. The United States fits into Africa three times. Most of Africa is in the tropics. The Equator goes through the middle of Africa, which is covered by hot, wet rain forests. They cover only 10 percent of Africa’s land.

Africa also has thousands of miles of dry grasslands. These are called savannas. Most savannas have high temperatures and uneven rains. These wide-open grasslands are good for raising herds of animals. People of the savannas were hunters and herders.

The Sahara is north of the savannas. Another desert, the Kalahari, is southwest. These deserts blocked travel for many years. People followed the coastline to get past them. In northern Africa, land along the Mediterranean Sea has a mild climate. This is a good area for growing crops.

The African Plateau Plateaus are areas of high flat land. Most of Africa, except the coast, is made up of plateaus. Millions of years ago movements of the earth cracked the continent. Then, parts of the plateau fell to form the Great Rift Valley. Some of the earliest human fossils have been found in East Africa’s Great Rift Valley.

Africa has many long rivers. The Nile River in East Africa helped the civilizations of Egypt and Kush to grow. In West Africa, the Niger River united the region and led to several civilizations.

4. Name two African deserts. Which one is larger?
West African Empires (pages 447–449)

Main Idea West African empires grew rich from trading salt and gold.

To outsiders, stories of golden lands south of the Sahara seemed hard to believe. One story claimed that there was a country “where gold grows like plants in the same way as carrots do, and is plucked at sunset.”

The Berbers of North Africa told these tales. They said they had seen the gold with their own eyes. Berbers were the first known people to settle in North Africa. About 400 B.C., they crossed the Sahara to trade with people in western Africa.

For hundreds of years, Berber traders carried goods on horses and donkeys. These animals often died in the hot desert. When the Romans conquered North Africa, they had camels from central Asia. Camels were suited to the desert environment. They were called “ships of the desert.” Trade was much easier now. The wide feet of camels did not sink in the sand. Their humps stored fat for food. They could also travel many days without water.

Hundreds to thousands of traders used camels to form caravans or trading groups that crossed the desert. They traded salt and cloth from North Africa and the Sahara. They got gold and ivory from western Africa. Cities began to form in western Africa due to trade. Rulers of these cities built empires. During the Middle Ages, these African empires were larger and wealthier than most European kingdoms. The first empire was Ghana.

Rise of Ghana Ghana became powerful in the A.D. 400s. Because trade routes came together there, Ghana was called a “crossroads of trade.” Trade routes went across the Sahara into North Africa. They then went down the Niger River to kingdoms in the rain forest. Some went to Africa’s eastern coast.
Traders had to travel through Ghana. And to pass through, they had to pay a tax. These taxes made Ghana rich. Why did traders pay the taxes? First, Ghana knew how to make iron weapons. It used them to take over its neighbors. That gave Ghana control over gold mines. Second, Ghana built a big army. “When the king of Ghana calls up his army,” one trader said, “he can put 200,000 men in the field.”

Third, people traded items at almost any price. Salt and gold had extra value. West Africans needed salt to flavor and preserve food. And their bodies needed salt to stay healthy. They paid taxes for salt from Berber mines in the Sahara. The Berbers paid taxes to get gold. Then they would buy goods from Europe and the Arabs.

**Rise of Mali** Ghana eventually weakened. New gold mines were found outside of Ghana. Tax collections began to decrease. Also, too much farming ruined the soil. It became harder to grow crops. Constant fighting also hurt Ghana. Ghana’s rulers practiced Islam, but they fought with the North African Muslims who wanted to build separate empires.

The kingdom of Mali took over after Ghana fell in the 1200s. West African *griots*, or storytellers tell of Sundiata Keita, a great warrior-king or the “Lion Prince.” Sundiata ruled Mali from 1230 to 1255. He captured the capital of Ghana in 1240. He won control of lands from the Atlantic coast to Timbuktu, a city located far inland in West Africa. He controlled the gold-mining areas. This helped him rebuild the gold and salt trade.

**Rise of Songhai** Mali began to weaken after the death of its last strong king, Mansa Musa, in 1332. The kings who followed could not stop Berber warriors. Berbers even ruled Timbuktu for a while.
In 1468, Sunni Ali, the leader of Songhai, invaded Timbuktu and forced the Berbers out. The land of Songhai was next to the Niger River. Sunni Ali used force to control the river trade. His armies took over the Berber salt mines. By the time of his death in 1492, Sunni Ali had built the largest empire in West Africa.

The empire lasted almost 100 more years. But in 1591, a small army from Morocco crossed the Sahara. These soldiers had cannons, guns, and gunpowder. They easily fought the Songhai soldiers who had swords, spears, and bows and arrows. Within months, Songhai’s empire was over.

5. What were camels nicknamed? Name at least two features that made them good desert travelers.

Kingdoms of the Rain Forest (pages 450–451)

Main Idea Africa’s rain forests blocked invaders and provided resources.

Ghana, Mali, and Songhai ruled the savannas. However, the rain forests stopped them from expanding to the southern coast. The rain forest people built their own kingdom empires. Benin was in the Niger delta. Kongo was in the Congo River basin.

Griots in the Niger delta tell stories about King Ewuare. He started the Benin empire around 1440. One story says,

“He fought against and captured 201 towns and villages. . . . He took their . . . rulers captive and caused the people to pay tribute to him.”

—J.V. Egharevba, A Short History of Benin
Farmers in the rain forest kingdoms had good soil and a warm, wet climate. In open areas of the forest they often produced a surplus of foods such as bananas, yams, or rice.

Extra food helped rulers and craftspeople. Kongo weavers made fabrics from bark and plant fibers. It looked like velvet to Europeans. In Benin, artists sculpted and carved metal, wood, and ivory.

Rain forest kingdoms traded with nearby savannas. They traded extra food and crafts for copper, salt, and leather goods. When the Europeans came, Benin and Kongo traders met ships along the coast. They traded people captured in war.

6. Why was farming so good in rain forest kingdoms?

East Africa (pages 451–453)

Main Idea East African kingdoms and states became centers for trade and new ideas.

In 1005 B.C., Queen Makeda ruled a great empire in East Africa called Saba or Sheba. The heart of her territory later became known as Ethiopia. The *Glory of Kings* was Ethiopia’s oldest written history. It tells the story of Makeda’s meeting with King Solomon. He was the ruler of the Israelites. Makeda brought Israel’s religion back to her empire. Christianity and Islam later came to Eastern Africa as well.

The Rise of Axum Like other empires, Saba weakened. But its core territory—Ethiopia—did not. Ethiopia’s power was based in the city state called Axum. Axum was strong because it was on the Red Sea. Goods from Africa flowed into Axum. It became a trading center for the ancient Mediterranean and East Asian worlds.
Axum fought its neighbor, Kush. They both wanted control of trade routes to inland Africa. Around A.D. 300, King Ezana of Axum fought Kush and won. A few years later, Ezana brought Christianity to Africa. In A.D. 334, it became the official religion of Axum. Within a few hundred years, Islam brought many changes to Axum and other trading states on the eastern coast.

**Coastal City-States** Arab traders had been coming to East Africa long before Islam rose in the early A.D. 600s. They invented a dhow, or a sailboat. The triangular sail more easily caught the wind than earlier sails. This let Arab traders sail to Africa.

In the A.D. 700s, many Arab Muslim traders lived in East African city-states. Africans and Arab Muslims shared goods and ideas. By the 1300s, the East African coast had many trading ports. They included Mogadishu, Kilwa, Mombasa, and Zanzibar. These ports were important to trading in the Indian Ocean. They traded with places as far away as China.

**Great Zimbabwe** In southeastern Africa, the Shona people started Zimbabwe around A.D. 700. It was a great trading center. It supplied gold, copper, and ivory to the East African coast. From there, African goods were shipped to Arabia, Persia, India, and China.

Zimbabwe became a large empire during the 1400s. Two kings—Mutota and his son Matope—made Zimbabwe great. It stretched south of the Zambezi River to the Indian Ocean. Great Zimbabwe was the capital. More than 300 big stone buildings still stand there. These remind people of Zimbabwe’s past greatness.

7. What goods did Zimbabwe supply to the East African coast?
Does your school have a student government? Who is the main person or group of people in charge? Do you like the way they represent you and other students? How would you change it?

In the last section, you learned about the physical land of Africa and the importance of trade to African empires. In this section, you will learn how different African empires ruled and about the religions they supported.

Organizing Your Thoughts
Use the diagram to help you take notes. Compare and contrast two of Africa’s governments.

Key Terms
- **clan**: a group of people from the same family (page 461)
- **sultan**: a leader (page 467)
- **Swahili**: an African language and culture (page 467)
The growth of West African empires led to the growth of centralized
governments ruled by kings.

Loud drums called a meeting with the king. Anybody
with a problem could speak. The king sat in an open silk
tent in the royal courtyard. He wore a cap of gold and a
jewel-covered robe. Royal officials surrounded him.
Guard dogs with gold and silver collars stood watch. People
poured dust over their heads or fell to the ground
before talking to the king. They would bow, speak, and
wait for the king’s answer.

This is how government worked in West
Africa centuries ago. Kings dealt with problems, managed
trade, and protected the empire. Everyone had to obey
them.

Africans developed new ways to govern themselves.
Ghana had a king or queen who had all the power. This
was good for both rulers and people. Merchants got
favors from the kings. Kings got taxes from merchants.
Local rulers kept some power and were loyal to the kings.
Kingdoms grew richer and bigger. This helped keep the
peace.

A group of advisers helped Ghana kings
make decisions. Lesser kings would rule small areas
called provinces. District chiefs were in charge of smaller
districts. Each district included a chief’s clan. A clan is a
group of people from the same family.

Kings held their power tightly. They made local rulers
send their sons to the royal court. They travelled around
their lands to find out about problems. They also con-
trolled trade.

The king said who could trade. And only the king
could own gold nuggets. People could trade only in gold
dust. “If kings did otherwise,” said one Arab traveler,
“gold would become so abundant as practically to lose to its value.”

“It is their custom,” wrote one Arab, “that the kingdom is inherited only by the son of the king’s sister.” This did not make sense to Arabs. In Arab states, things passed to a man’s sons. In Ghana, the throne went to the king’s sister’s son (or nephew).

**Mali’s Government** Mali formed their government like Ghana. But Mali had more land, more people, and more trade. So officials were in charge of more things. They had to watch over fishing on the Niger and the forests. They also had to watch over farming and take care of money.

The Mali Empire was divided into provinces, like Ghana. But in Mali, King Sundiata put generals in charge of these areas. The generals protected the people. And they often had grown up in the provinces they ruled. So the people accepted the generals.

Mali’s other great king was Mansa Musa. He gave the people gold, land, and horses to keep them loyal. He gave military heroes the “National Honor of the Trousers (pants).” As one Arab said:

> “Whenever a hero adds to the lists of his exploits, the king gives him a pair of wide trousers. . . . [T]he greater the number of the knight’s [soldier’s] exploits, the bigger the size of his trousers.”
> —al-Dukhari, as quoted in *Tropics in West African History*

Only the king and royal family could wear sewn clothes. So this was a big honor. Most people wore wrapped clothes.
Songhai’s Government  Songhai used many of Ghana and Mali’s ideas. Sunni Ali divided the empire into provinces. But he never finished setting up his empire. He was always moving and fighting in battles.

No one knows how Sunni Ali died in 1402. Some say he drowned while crossing a stream. Others say enemies killed him. The next year, a Songhai general named Muhammad Ture took control. He was a loyal Muslim. Sunni Ali was not. Muhammad’s religious ideas affected Songhai.

7. What award did Mansa Musa give his military heroes? Why was this a big deal?

Traditional African Religions (page 463)

Main Idea  Traditional African religions shared certain beliefs and provided a guide for living together.

Many Europeans believed Africans did not have a religion. Olaudah Equiano was a member of the Igbo. He did not agree. He wrote, the Igbo “believe that there is one Creator of all things, and that he . . . governs events, especially our deaths and captivity.”

Most African groups believed in one god like Christians and Muslims. But, many wanted to go on with their own religious practices.

These practices were different from place to place. The Nanti in East Africa thought people could talk directly with their god. The Igbo thought people had to talk to their god through less powerful gods and goddesses.

Africans had different practices. But these practices were all done for the same reasons. They gave people rules for living. And they helped people stay in touch with their history.
When relatives died, Africans believed their spirits stayed with the community. These spirits could talk to the highest god or help with problems. Many Africans honored their dead family because of this.

8. What did the Nanti people believe about their god? What did the Igbo people believe?

Islam in Africa (pages 464–467)

Main Idea: Islam played an important role in medieval Africa, but long-held African beliefs and customs still remained strong.

Ibn Battuta was an Arab lawyer from Morocco. In 1325 he began to travel throughout the Muslim world. Since the A.D. 600s, Islam had spread from the Arabian Peninsula to Africa and other places.

Ibn Battuta traveled for almost 30 years. His journeys covered more than 73,000 miles. When he arrived in West Africa in 1352, Islam had been there for hundreds of years. But not all people there had accepted Islam. Many people followed their African religions. Islam was popular in cities. It helped African city dwellers in their trade with Muslim Arabs.

Some Muslims were not happy with Sundiata Keita and Sunni Ali. They thought these great leaders should do more to win people over to Islam. But these leaders were more worried about stopping rebellions.

Ibn Battuta was surprised that women did not cover their faces with a veil. He believed that this was the Muslim way. West Africans did study the Quran, the Muslim holy book. “They zealously [eagerly] learn the Quran by heart,” Battuta wrote.
Mali and Mansa Musa  Ibn Battuta admired the work of Mansa Musa. He allowed people to practice different religions. But he also helped make Islam stronger. He built more mosques, or Muslim places of worship. He also built libraries and brought books from all over the Muslim world.

In 1324, Mansa Musa went on a long trip to the holy city of Makkah, or Mecca. You read earlier about this trip that Muslims are supposed to take to their holy city at least once in every person’s life. He made sure that everyone knew that the leader of a great empire was taking this trip.

Mansa Musa’s caravan had thousands of people. He had enslaved servants and 100 pack camels. Each camel carried gold. While in Makkah, Mansa Musa convinced some of Islam’s finest builders, teachers, and writers to go home with him to Mali. They helped teach Islam in West Africa.

Songhai and Askia Muhammad  Sunni Ali said he was a Muslim so people would support him, but he practiced the religion of the Songhai people. After he died, his son would not do what his father had done.

At this time, Muhammad Ture made himself king. He drove out Sunni Ali’s family from Songhai. He took the name Askia. This is a rank in the Songhai army.

Askia Muhammad built the largest empire in medieval West Africa. He organized the provinces into five smaller kingdoms. A member of his own family was in charge of each one. He kept local courts but told them to obey Muslim laws.

Askia made Timbuktu an important place of learning and culture. One hundred and fifty schools were set up to teach the Quran. One Muslim scholar called him “a brilliant light shining after a long darkness.” In 1528, Askia’s own sons fought against him.
The empire survived the family fights. But it did not survive the Moroccans. They invaded in 1591 and ruined the empire.

**Islam in East Africa** In 1331, Ibn Battuta visited Mogadishu. This was a trading port on the East African coast. Its sultan, or leader, said in perfect Arabic, “You have honored our country by coming.” A moment later, he spoke in **Swahili**.

The word **Swahili** means “people of the coast.” By 1331, it meant both the culture of East Africa’s coast and the language spoken there.

Swahili is still a part of East Africa’s culture today. It blends the cultures of people from inland Africa with those of Muslim settlers from Arab and Persian lands.

In the early 1500s, Europeans came from Portugal. They tried to end the Swahili culture. The Swahili people stopped inland trade. In the end, the Swahili culture lasted longer than European rule.

**Islam’s Impact on Africa** Islam reached North and East Africa. Africans who accepted Islam followed Islamic laws and ideas about right and wrong. Sometimes people who liked traditional African ways opposed these changes.

Islam also helped learning. Muslim schools drew students from many parts of Africa. They taught the Arabic language. Islam also influenced African art and buildings. Muslims built mosques and palaces in Timbuktu and other cities.

9. In what empire did the king’s own sons fight against him? What was the king’s name?
**African Society and Culture**  
For use with pages 468–476

**Key Terms**
- **extended family**: a family made up of many generations (page 469)
- **matrilineal**: tracing a family through the mother rather than the father (page 469)
- **oral history**: stories told to pass on history from generation to generation (page 470)

**Drawing From Experience**
Is there a story in your family that your parents or grandparents like to tell? Do you think that you will tell it to your children someday?

In the last section, you learned how different African empires ruled and about their beliefs. In this section, you will learn about daily life and culture in medieval Africa. You will also learn how slavery changed their way of life.

**Organizing Your Thoughts**
Use the diagram to help you take notes on the music that came from Africa.
**Life in Medieval Africa** *(pages 469–470)*

**Main Idea** The Bantu migrations helped shape many cultures in Africa south of the Sahara.

Around 3000 B.C., fishing groups along the Benue River moved south. They called themselves *Bantu*, meaning “the people.”

The Bantu traveled slowly. Some went down the Congo River through the rain forests. This river twists for 2,700 miles. Some lived in the grasslands of central Africa. Then, they moved to south of the Sahara. By A.D. 400, Bantu peoples lived in most of Africa.

People do not know why the Bantu left their homeland. Maybe the land was too crowded. Maybe the soil was not good for farming. Or maybe they just picked up and moved.

The Bantu people took their culture with them. They introduced skills such as pottery making, mining, and iron working. They also spread their language. Today, more than 120 million Africans speak hundreds of Bantu languages, including Swahili.

Today, people all over Africa share common ideas and traditions. This is because the Bantu people moved all over Africa. One common idea is that most people believe in one great creator and a spirit world where the dead live.

**Importance of Family** African society was based on the family. People lived in *extended families*. These families are made up of many generations. They could have ten to hundreds of people.

Many villages were *matrilineal*. They traced their family through the mother instead of the father. But a woman joined her husband’s family when she got married. The husband’s family gave gifts to her family. Some of the gifts were cloth, metal tools, cattle, or goats.
Children were very important. They connected the past and the future. Some people believed a dead family member might be reborn in a child. A child made sure that the family would live on. In praising the family, one Yoruba poet wrote:

“When a group of boys, girls, men, or wives,
Go together in a happy company,
Dignity attends them in every step.”

—Yoruba, “Dignity”

**Education and Community** Family and other villagers taught the children. Children learned the history of their people. They also learned the skills they would need when they grew up.

In West Africa, griots (storytellers) helped teach. They told the **oral history**—stories told to pass on history from generation to generation. Many stories had lessons about living. Lessons were also taught through short sayings, or proverbs. One Bantu proverb stated: “A good deed will make a good neighbor.” Older people also kept oral histories alive.

**Role of Women** Women were mostly wives and mothers. Men had more rights. They controlled much of what women did. But, there were some exceptions. Women were soldiers in some African kingdoms.

Women also were rulers. In the A.D. 600s, Queen Dahia al-Kahina led the fight against Muslim attackers. This happened where Mauritania is today. Queen Nzinga ruled what is now Angola and Congo. She spent almost 40 years fighting Portuguese slave traders.

7. Why were children so important?
Slavery (pages 472–473)

**Main Idea:** The African slave trade changed greatly when Muslims and Europeans began taking captives from the continent.

In 1441, a sea captain sailed down Africa’s western coast. His goal was to bring the first enslaved Africans back to Portugal. He took 12 African men, women, and boys. Millions more would follow.

**Slavery Within Africa** Europeans did not invent slavery. It occurred all over the world. In Africa, Bantu chiefs got enslaved people from nearby villages. They would use them as workers, or they would make them pay to be free.

Criminals and enemies of war were also taken as slaves. Then they were traded. Enslaved people had hope they could escape and return to their homes because they were still in Africa. They could also become free through hard work or by marrying a free person.

Slavery grew as the trade with Muslim merchants grew. The Quran did not allow Muslims to be made slaves, but Muslims could enslave non-Muslims. They began to trade horses, cotton, and other goods for non-Muslim African slaves.

When Europeans came, they began buying enslaved people. Africans with European guns would raid villages to take people to sell.

**The European Slave Trade** In 1444, a Portuguese ship docked in Portugal. The ship held 235 African slaves. Some cried for help. A Portuguese official described the scene:

“But to increase their sufferings still more, . . . was it needful to part fathers from sons, husbands from wives, brothers from brothers.”

—Gomes Eannes de Zurara, as quoted in The Slave Trade
About three years later, merchants who had hoped to sell gold from Africa now sold humans. At first, most slaves stayed in Portugal. They did hard labor. This changed when the Portuguese went to the Atlantic islands of Madeira, the Azores, and Cape Verde. The climate was good for growing cotton, grapes, and sugarcane. They grew these on plantations, or huge farms.

Farming sugarcane was hard work. It cost a lot to pay workers, so enslaved people were used instead. Many Africans had farming skills and could make tools. They were not paid and could be fed for little money. By 1500, Portugal was the world’s top seller of sugar.

The rest of Europe copied Portugal. In the late 1400s, Europeans went to the Americas. They set up large sugar farms. They brought enslaved people to work them. They also grew tobacco, rice, and cotton.

8. Why were enslaved Africans used to harvest sugarcane? List two reasons.

African Culture  *(pages 474–476)*

**Main Idea** Enslaved Africans developed rich cultures that influenced many other cultures, including our own.

To describe the Igbo people of West Africa, Olaudah Equiano said, “We are almost a nation of dancers, musicians, and poets.” He could have also said artists, weavers, woodcarvers, and metalworkers. African peoples were good at many types of art.

Enslaved Africans took their culture with them when they were taken to a new place. This is known as the African Diaspora—the spreading of African people and culture around the world.
Africans passed on their cultures through their children. These cultures can be seen and heard in the United States today.

**African Art** Cave paintings were the first type of African art. They show people hunting animals, dancing, and doing chores. They usually had religious meaning or use. For example, woodcarvers made masks and statues to show religious beliefs. Each carving showed some part of the spirit world.

Artwork also told stories and had practical use. Faces of important leaders, everyday people, and European explorers and traders were shown in wood, ivory, or bronze. Weavers made brightly colored *kente* cloth. The making of *kente* cloth still goes on today.

**Music and Dance** Music was in almost all parts of African life. It was used to express religious feelings. It helped a person get through daily work, like planting a field.

In many African songs, a singer calls out a sentence. The other singers repeat it back. Drums, whistles, horns, flutes, or banjos were used to keep the beat.

Enslaved Africans believed dance let the spirits express themselves. They danced to celebrate events such as birth and death. Almost everybody danced. Lines of people would sway and clap their hands. Dancers leaped. Drummers played the beat.

African slaves used music to remember their homeland. Many types of music came out of their hard times and hopes for freedom. These types of music include blues, gospel, ragtime, jazz, rock and roll, and, more recently, rap.

**Storytelling** Africans also told stories. Some enslaved people escaped and wrote their stories. Others told them out loud. Those who heard the stories told them to others. Stories from griots in Africa were also told. These stories often told how small animals outsmarted larger ones.
In more recent times, African Americans have made new ties with their past. They take African names or give them to their children. This also helps keep African history and culture alive.

9. List at least three instruments used in African music.
**Reading Essentials and Study Guide 14-1**

**Early Japan**  For use with pages 484–490

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**Key Terms**
- **clan**: a group of families related by blood or marriage (page 487)
- **constitution**: a written plan for government (page 488)
- **animism**: belief that all natural things are alive and have their own spirits (page 490)
- **shrine**: a holy place where people worship (page 490)

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**Drawing from Experience**
Do you like to experiment with new things? Or would you rather rely on someone else’s ideas that you know will work?

In this section, you will learn how Japan was settled and organized into clans. You will also learn how Japan used China as a model and about the Japanese religion called Shinto.

**Organizing Your Thoughts**
Use the diagram to help you take notes on the first people in Japan. List at least three important things about each group.

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Japan’s Geography (page 485)

Main Idea: Japan’s mountains and islands isolated Japan and shaped its society.

Japan is made up of a chain of islands. These islands reach north to south in the northern Pacific Ocean. Japan has more than 3,000 islands. Many of these islands are very small. For hundreds of years, most Japanese have lived on the four biggest islands: Hokkaido, Honshu, Shikoku, and Kyushu.

Like China, Japan has a lot of mountains. In fact, the islands of Japan are really the tops of mountains that begin on the ocean floor. About 188 of Japan’s mountains are volcanoes. Japan has many earthquakes because the islands are in an area where the earth’s surface often moves.

Because of the mountains, only about 20 percent of the land in Japan can be farmed. Local armies often fought over the little bit of good farmland. The rugged land made many Japanese, like the Greeks, turn to the sea for a living. From very early on, they lived in villages along the coast and fished for food. Fish and seafood are still important in the Japanese diet.

The sea made it easy for people in ships to travel along the coast and from island to island. It helped people to become merchants because they could travel with goods to trade. But the seas around Japan’s islands kept the Japanese people separate from the rest of Asia. Because of this, Japan became very independent. It has its own religion, art, literature, and government.

10. What effect did the mountains have on life in Japan?
The First Settlers (pages 486–487)

Main Idea: Japan was settled by people who came from northeast Asia. They were organized into clans and ruled by warriors.

Japan’s first people probably came from northeast Asia between 30,000 and 10,000 B.C. At that time, dry land joined Japan to Asia. These early people hunted animals and gathered wild plants. They used fire and stone tools. And they lived in pits in the ground.

Who Were the Jomon? In about 5000 B.C., these groups of people began to develop a culture. They made clay pottery. And they used cords with knots to make designs on the clay. Today, this culture is called Jomon, which means “cord marks” in Japanese. Many pieces of Jomon pottery have been found in Japan. Over time, the Jomon people came to live in fishing villages on the coast. Fishing became their way of life.

Why Are the Yayoi Important? The Jomon culture lasted until about 300 B.C. Then a new group of people called Yayoi appeared in Japan. The name Yayoi comes from the place where scientists first dug up things made by the Yayoi people.

The Japanese people came from the Yayoi, who brought farming to Japan. The Yayoi also used many skills that they may have learned from the Chinese and Koreans. They made pottery on a potter’s wheel. And they grew rice in paddies. A paddy is a rice field that is flooded when rice is planted and drained for the harvest.

The Yayoi were skilled in making things with metal. They made axes, knives, and hoes from iron. They also made swords, spears, and bells from bronze. Bells were used in religious acts. This is still common in Japan today.

By A.D. 300, the Yayoi had formed clans. A clan is a group of families related by blood or marriage. Yayoi clans were led by a small group of warriors. The rest of
the people were under the warriors—farmers, artisans, and servants. The warrior chiefs kept the people safe. In return, the people gave the chiefs part of the rice they grew each year.

The Yayoi buried their chiefs in large mounds known as *kofun*. These dirt graves were carefully made. A ditch circled each one. The graves were filled with personal things, such as pottery, tools, weapons, and armor. Many of the graves were as big as Egypt’s pyramids. The biggest grave still stands today. It is longer than five football fields and at least eight stories high.

**Who Are the Yamato?** Like many people from long ago, the Japanese have myths or stories that tell how things began. The most important myth told about the making of Japan. It says that hundreds of years ago, two gods dipped a spear into the sea. When they pulled it out, drops of salty water fell on the water and made the islands. The two gods then made the sun goddess, Amaterasu, to rule over Earth. They also made the storm god, Susanowō, as her friend.

Susanowō was sent to Earth. His children were the first people of Japan. But Amaterasu sent her grandson Ninigi to rule over them. To make sure that all people would accept his power, she gave Ninigi her mirror, her jewel, and a great sword. These things became the holy symbols of leaders in early Japan.

People who study history do not know if this myth comes from real events. But they do know that during the A.D. 500s, a clan called the Yamato ruled most of Japan. The other clans still held their lands. But they had to be loyal to the Yamato chief.

Yamato chiefs said that they were from the sun goddess. Because of this, they had a right to rule Japan. Stories from Japan say that a Yamato leader named Jimmu took the title “emperor of heaven.” He began a line of
rulers in Japan that has not been broken. Akihito, Japan’s emperor today, is from Jimmu’s family.

11. Why are the Yayoi important?

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**Prince Shotoku’s Reforms (page 488)**

**Main Idea** Prince Shotoku created Japan’s first constitution and borrowed many ideas from China.

About A.D. 600, a Yamato prince named Shotoku took charge of Japan. His aunt Suiko had been empress. He wanted to make a strong government. He used China as a model. In China, a powerful emperor ruled with the help of trained officials chosen for their skill.

To reach his goal, Shotoku wrote a *constitution*. A constitution is a plan of government. This plan gave all power to the emperor. The Japanese people had to obey him. He also made a system of government with groups of officials at different levels. The emperor had the power to choose all the officials. The constitution listed rules for working in the government. The rules came from the ideas of Confucius.

Shotoku also wanted Japan to learn from China’s great society and culture. He sent officials and students to China to study. The Japanese learned about Buddhism and about Chinese art, medicine, and beliefs.

Shotoku built Buddhist temples and monasteries in Japan. You can still see one of them, called Horyuji, today. It is Japan’s oldest temple and the oldest wooden building in the world.

Many officials after Shotoku made Japan’s government look like China’s. In A.D. 646, the Yamato began the Taika, or Great Change. They divided Japan into smaller areas or provinces. The officials who ran these areas reported
to the emperor. All land in Japan was in the emperor’s control.

Clan leaders could direct farmers, but they could not tax them anymore. Government officials took part of the farmers’ crops as taxes for the emperor. This plan plus Shotoku’s reforms made Japan’s first strong government.

12. In what ways did Shotoku use China as a model for Japan?

What Is Shinto? (page 490)

Main Idea  The Japanese religion, called Shinto, was based on nature spirits.

The early Japanese believed that all things in nature are alive and have their own spirits. This idea is called animism. When people needed help, they asked the nature spirits, called kami, to help them.

To honor the kami, the Japanese worshiped at shrines, or holy places. Priests, musicians, and dancers were part of the worship. The people asked the gods for help.

These early Japanese beliefs became the religion of Shinto. The word Shinto means “way of the spirits.” Many Japanese still follow Shinto today. They believe the kami will only help them if they are pure. Many things, such as sickness, cause spiritual stains. These stains must be cleaned by bathing and other acts before praying.

13. What are kami?
Drawing From Experience

Have you ever made a promise or made a deal to get something you wanted? What promise did you make? Did you get what you wanted in return?

The last section described how the Japanese looked to China as a model for their government and society. This section discusses how Japan’s government became ruled by leaders called shoguns. Shoguns gained power by giving land in return for people’s support.

Organizing Your Thoughts

Use the diagram to help you take notes. What do you already know about Japanese shoguns and samurai? What do you want to learn? Fill in the chart with your questions. Then, as you read, fill in what you learn and how you can learn more.

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<tr>
<th>What I Know</th>
<th>What I Want to Find Out</th>
<th>What I Learned</th>
<th>How I Can Learn More</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>3.</td>
<td>5.</td>
<td>9.</td>
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<td>4.</td>
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**Nara Japan** *(pages 492–493)*

**Main Idea** During the A.D. 700s, Japan built a strong national government at Nara, and Buddhism became a popular religion.

Japan’s emperors built the new capital city of Nara in the early A.D. 700s. For that 100 years, Nara was the center of government and religion in Japan. This period of history in Japan is called the Nara Period.

Nara looked a lot like the Chinese capital of Changan, but it was smaller. It had wide streets, large public squares, government offices, Buddhist temples, and Shinto shrines. Nobles, or the highest members of society, and their families lived in large homes. These homes looked a lot like Chinese homes. A noble’s home usually had wooden walls, a heavy tile roof, and shiny wooden floors. It also had an inner garden.

**The Emperor’s Government** At Nara, Japanese emperors made more changes to the government. They placed government officials into ranks, or levels of importance from top to bottom. But Japan did not use tests like the Chinese to hire officials. The emperor gave the jobs to nobles from families with power. Once a man got a job, he could give it to his son or other family members. For their work, top officials got estates, or large farms. They also got farmers to work their land.

The emperor had so much power because he controlled the land and crops. The government used a census to measure Japan’s wealth. The census counted all the people in the country. It also listed the lands where people lived and worked. The census was used to tax all people who had land from the emperor. Taxes were paid in rice or silk cloth. Men counted in the census had to serve in the army.

**Buddhism Spreads in Japan** As the emperor’s government was growing stronger, Buddhism became popular in Japan.
Buddhism came to Japan from Korea in the A.D. 500s. Japanese government officials and nobles accepted the new religion first. During the A.D. 600s and A.D. 700s, Buddhism spread quickly among the common people. It had a big part in government and society.

As Buddhism gained power, nobles who were not Buddhists began to fight against it. People who were for Buddhism fought people who were against it to control the government. In A.D. 770, a Buddhist monk in the government tried to become emperor. The emperor’s family and nobles stopped him.

This scared the emperor and his family. And they turned away from Buddhism for a short time. Remember how the government in China attacked Buddhist monasteries when they became strong? In Japan, something different happened. The emperor left Nara and its many Buddhist monks.

11. How was the Japanese government at Nara different from the Chinese government?

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**The Rise of the Shogun (pages 493–495)**

**Main Idea.** Japan’s civilian government and the emperor came to be dominated by military rulers known as shoguns.

In A.D. 794, Emperor Kammu of Japan started building a new capital city. This city was called Heian. Later, the name was changed to Kyoto. Heian was built to look like the Chinese city of Changan. It was the capital of Japan for more than 1,000 years.

**The Government Weakens** Emperors began to have less power in the A.D. 800s. After many strong emperors, some weak emperors led the country. Many of these emperors were children. Court officials had to govern for them. These
officials were called regents. They ruled for an emperor who was too young or too sick to rule. But when the emperors grew up, the regents did not want to give up their power.

Most regents came from a clan called the Fujiwara. The Fujiwara honored the emperors. But the emperors did not rule. They studied Buddhism or wrote poetry in their palace at Heian.

The Fujiwara grew rich and powerful in Heian. At the same time, other nobles with power took control of a lot of the land in Japan. This happened because the government paid the nobles for their work with lands. The Japanese empire also grew. The nobles who put farmers on these new lands were allowed to keep the lands.

To keep the nobles happy, the government let them stop paying taxes. It gave them the power to govern the lands in their control. To govern their lands, the nobles taxed the people working the land.

Who Were the Samurai? The nobles set up their own armies to protect their lands and keep the law. To form their armies, they gave land to warriors or fighters who agreed to fight for them. These warriors were called samurai.

The samurai fought on horses with swords, knives, and bows and arrows. They wore armor made of leather or steel. Their helmets had horns or crests. And they wore scary masks.

The word samurai means “one who serves.” The samurai lived by a system or code of rules. It was called Bushido, or “the way of the warrior.” The rules said that a samurai had to be loyal and brave. He also had to have courage and honor. Samurai were not supposed to care about money. They thought that merchants did not have honor.

A samurai would rather die in battle than fail his lord. He also did not want to lose his honor by being captured in battle. This idea of loyalty continued into modern
times. In World War II, many Japanese soldiers fought to the death. They would not accept loss or capture. Since that time, the Japanese have turned away from the military beliefs of the samurai.

**What Is a Shogun?** By the early 1100s, the most powerful Japanese families were fighting each other. Their samurai armies were fighting over land. They wanted to control the emperor and his government. In 1180, the Gempei War began. This was a civil war between the two most powerful clans: the Taira family and the Minamoto family. In 1185, the Minamoto beat the Taira. They won a sea battle near the island of Shikoku.

The leader of the Minamoto was a man named Minamoto Yorimoto. (In Japanese, a person’s family name comes before the personal name.) Yorimoto led the Minamoto armies. After he won the Gempei War, the emperor worried that the Minamoto family would try to rule Japan. The emperor gave Yorimoto a reward to keep him loyal.

In 1192, the emperor gave Yorimoto the title of **shogun**. As shogun he was commander of all of the emperor’s military forces. Now Japan had two governments. The emperor stayed in his palace at Heian with his government. He was still the head of the country. But he had no power. The shogun set up his own government at Kamakura, a small seaside town. This military government was called a shogunate. Shoguns ran Japan’s government for the next 700 years.

Yorimoto was a cruel ruler. He killed most of his family because he was afraid they would try to take his power. Yorimoto and the shoguns after him used samurai as advisers. These samurai lords swore to be loyal. They ruled Japan’s villages, kept the peace, and took up the taxes. They became the leading group in Japanese society.

**The Mongols Attack** In 1274 and in 1281, China’s Mongol emperor Kublai Khan sent ships and warriors to attack
Japan. Both times, the Mongols were defeated by the Kamakura shogunate. The Mongols lost because bad Pacific storms smashed many of their ships. The Mongol troops who made it to land were defeated by the Japanese.

The Japanese named the bad storms *kamikaze*, or “divine wind.” They believed the spirits in the wind had saved their lives. In World War II, Japanese pilots crashed their planes into enemy ships on purpose. They were named kamikaze pilots after the storms of the 1200s.

12. Who were the samurai?

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**The Daimyo Divide Japan** *(pages 496–497)*

*Main Idea* As the shogun’s power weakened, Japan broke into warring kingdoms run by rulers known as daimyo.

The Kamakura shogunate ruled Japan until 1333. By that time, many samurai were angry. Over years, land had been divided by the samurai among their sons. Now, the pieces of land owned by the samurai were smaller and smaller. By the 1300s, many samurai felt they did not have to be loyal to the shogun. He had not given them enough land.

In 1331, the emperor rebelled against the shogun. Many samurai helped him. The emperor won. But he would not give more land to the samurai, so he was not able to gain control of Japan. A general named Ashikaga Takauji turned against the emperor. He made himself shogun in 1333. This was the start of the Ashikaga shogunate.

The Ashikaga shoguns were weak. People across the country turned against them. The country soon divided into many small areas. Military lords known as *daimyo* led these areas.
The daimyo swore to be loyal to the emperor and the shogun. But they ruled their lands as separate kingdoms. They made their own armies of samurai warriors to protect their lands.

Many samurai became vassals of a daimyo. This means the samurai promised to serve the daimyo in times of war. In return, each daimyo gave land to his samurai warriors. The samurai received more land than they had been given by the shogun. This bond of loyalty between a lord and a vassal is called feudalism. In the next chapter, you will learn about feudalism in Europe during the Middle Ages.

With no central government, Japan’s warriors fought each other. The Onin War lasted from 1467 to 1477. During this war, the city of Kyoto (Heian) was almost destroyed. Armies passed through the city, burning temples and palaces. Times were very hard.

For almost 100 years after the Onin War, weak shoguns tried to bring Japan back together. Powerful daimyo fought against their control. Fighting spread through the country. Finally, the Ashikaga shogunate ended in 1567. By that time, there were only a few powerful daimyo. Each of the daimyo wanted to beat the others and rule all of Japan.

13. What caused the Onin War?
Life in Medieval Japan

Drawing From Experience
Have you ever thought about what makes some people rich and some people poor? Why are some countries richer than others?

The last section described the rise of the samurai and shoguns who ruled Japan. In this section, you will learn about the growth of Japan’s economy and its beautiful art, buildings, and literature.

Organizing Your Thoughts
Use the diagram to help you take notes. Compare and contrast Pure Land Buddhism and Zen Buddhism. How are they the same? How are they different?

Key Terms
sect: small religious group (page 499)
martial arts: sports that involve fighting or self-defense (page 499)
meditation: the practice of calming the mind to find inner peace (page 499)
calligraphy: the art of fine handwriting (page 501)
tanka: Japan’s oldest form of poetry (page 501)
guild: a group of people from the same trade formed for protection (page 503)
Buddhism and Shinto shaped much of Japan's culture. These religions affected Japanese art, architecture, novels and plays.

During the Middle Ages, religion was an important part of life for the Japanese. Most Japanese people believed in both Buddhism and Shinto. They worshiped at Shinto shrines and Buddhist temples. Each religion met different needs for them. Shinto helped people with daily life. Buddhism helped people prepare for the life to come. During the Middle Ages, Buddhist ideas led many Japanese to build temples, make paintings, and write poems and plays.

Pure Land Buddhism  You already know that Mahayana Buddhism began in India and spread to China and Korea. When Buddhism came to Japan, it had many different sects, or smaller religious groups.

One of the most important sects in Japan was Pure Land Buddhism. This is a type of Mahayana Buddhism. Many followed Pure Land Buddhism because of its belief in a happy life after death. Pure Land Buddhists looked to Lord Amida, a Buddha of love and mercy. They believed Amida had founded a paradise in the clouds. To get there, people just had to have faith in Amida and chant his name.

What Is Zen Buddhism?  Zen was another important Buddhist sect in Japan. Monks brought Zen to Japan from China during the 1100s. Zen taught that people could find inner peace through self-control and a simple way of life.

Zen Buddhists control their bodies through martial arts. These sports involve fighting and self-defense. The samurai liked this because they trained to fight.

Followers of Zen also practiced meditation. In meditation, a person crosses their legs and sits without moving for hours. They clear their mind of all thoughts and desires. The practice helps people to relax and find inner peace.
Art and Architecture  During the Middle Ages, the Japanese used ideas about art from China and Korea. Then, they went on to create their own styles. The arts of Japan show their love of beauty and simple things.

Artisans made wooden statues, furniture, and items for the home. They often used a shiny black and red coating called lacquer. Japanese artists learned to do landscape paintings from the Chinese. They painted scenes with ink or watercolors on paper or on silk. Japanese nobles at the emperor’s court learned to fold paper to make objects. This art of folding paper is called origami. They also arranged flowers. Buddhist monks and the samurai turned tea drinking into a beautiful act.

Builders in Japan used styles from China and Japan. Shinto shrines were built in the Japanese style. They were built near something beautiful in nature, like a holy rock or tree. Most shrines were wooden buildings. They had one room and a room made of rice straw. People came in the shrine through a holy gate called a torii.

Buddhist temples were built in the Chinese style. They had very big tile roofs held up by big wooden pillars. The temples were very fancy. They had many statues, paintings, and altars.

The Japanese put gardens around their buildings. These gardens were designed to look like nature in a smaller form. Some gardens were designed with rocks, raked sand, and a few plants. They were made this way to bring a feeling of peace.

Poems and Plays  The Japanese began using China’s writing system in the A.D. 500s. They used Chinese characters that stood for whole words. But the Japanese and Chinese languages were very different. So using Chinese characters did not work very well. In the A.D. 800s, the Japanese added symbols that stood for sounds, like the letters of an alphabet. This made it much easier to read and write.
The Japanese liked calligraphy, the art of writing beautifully. Every person with a good education did calligraphy. The Japanese thought that a person’s writing showed a lot about his or her education, social level, and morals.

During the Middle Ages, the Japanese wrote poems, stories and plays. Their oldest form of poetry is tanka. Tanka poems were five lines that did not rhyme. They were about beauty in nature and the joy and sadness in life. This tanka was written by an unknown poet:

“On autumn nights
the dew is
colder than ever—
in every clump of grasses
the insects weep.”
—author unknown,
tanka from the Kokinshū

Women living in Heian wrote Japan’s first great stories around A.D. 1000. Lady Murasaki Shikibu wrote The Tale of Genji. This story tells about the adventures of a Japanese prince. Some people think this is the world’s first novel, or long made-up story.

About 200 years later, writers wrote exciting stories about warriors in battle. The greatest set of stories was The Tale of Heike. It tells about the war between the Taira and the Minamoto clans.

The Japanese also wrote plays. The oldest kind of play is called Noh. Noh plays were used during the 1300s to teach Buddhist ideas. Noh plays took place on a simple, bare stage. The actors wore masks and fancy robes. They danced and chanted poetry to the music of drums and flutes.

8. How were Shinto temples different from Buddhist temples?
Economy and Society (pages 503–504)

Main Idea Some Japanese nobles, merchants, and artisans grew wealthy during the shogun period, but the lives of women remained restricted in many areas of life.

Under the shoguns, Japan developed its arts and produced more goods. The country grew richer. But only a small number of Japanese enjoyed this wealth. The emperor, the nobles, and the head military officials had most of the money. A small but growing group of merchants and traders also began to make money. But most Japanese were poor farmers.

Farmers and Artisans A lot of Japan’s wealth came from the hard work of farmers. Japanese farmers grew rice, wheat, millet, and barley. Some had their own land. Most lived and worked on the daimyo lands. Life was hard, but it did get better for the farmers during the 1100s. They had better ways to get water to crops. And they could plant more. This meant they could send more food to the markets that were growing in the towns.

At the same time, the Japanese were making more goods. Artisans on the daimyo land started to make weapons, armor, and tools. Merchants sold these in town markets. New roads made travel and trade much easier. As trade grew, each area made more of the goods it could produce well. These goods included pottery, paper, fabrics, and lacquered ware. All of these new products helped Japan’s economy grow.

The capital of Kyoto was the center for making and trading products. Many artisans and merchants lived there. They formed groups called guilds (or za in Japanese). These groups helped to protect their trade and make more money. The guilds sold goods to the daimyo that he could not get from his own lands. In return, the daimyo protected them from other artisans.
Japan’s wealth also grew as they traded more with Korea, China, and Southeast Asia. Japanese merchants traded lacquered goods, sword blades, and copper for silk, dyes, pepper, books, and porcelain.

The Role of Women  In Japan, grandparents, parents, and children lived in the same house. A man headed the family. He had total control over all the family. A woman was to obey her father, husband, and son. In rich families, parents set up the marriages of their children to add to the family’s wealth.

In the time of Prince Shotoku, wealthy women had a high position in society. Several women ruled, and women could own their own property. When Japan became a warrior society with samurai and daimyo, women lost these rights.

Women in farming families had a greater say about their marriage. But they worked long hours in the rice fields. They also cooked, made cloth, and cared for the children. In the towns, wives of artisans and merchants helped with the business and ran the home. The wives of merchants probably had the best lives.

Even without freedom, some women became important artists, writers, and warriors. The Tale of the Heike, tells the story of one female samurai:

“Tomoe was indescribably beautiful; the fairness of her face and the richness of her hair were startling to behold. Even so, she was a fearless rider and a woman skilled with the bow. Once her sword was drawn, even the gods . . . feared to fight against her. Indeed, she was a match for a thousand.”

—Heike Monogatori,

The Tale of the Heike

9. Why did Japan’s wealth grow in this period?
The Early Middle Ages

For use with pages 512–521

Key Terms

- **fjord**: a body of water between steep slopes where the sea cuts into the land (page 518)
- **missionary**: a person who teaches his or her religion to those who do not believe (page 520)
- **excommunicate**: to exclude a person from church membership (page 521)
- **concordat**: an agreement between the pope and the ruler of a country (page 521)

Drawing From Experience

Think about something you believe in strongly. Do you share your belief with others? How do they react to you?

In this section, you will learn how geography and religion shaped lives in Europe. You will also learn how new kingdoms and the Catholic Church grew.

Organizing Your Thoughts

Use the diagram to help you take notes to learn about how monks spent their time.

A Monk’s Life

1. 
2. 
3. 
4. 
The Geography of Europe (pages 513–514)

Main Idea: Geography influenced where medieval Europeans settled and what they did.

The Roman Empire had united all the land around the Mediterranean Sea. When the last Roman emperor in the West fell in A.D. 476, this unity ended. Western Europe divided into many kingdoms. German invaders conquered large areas of Europe.

Europe’s geography now played an important role in shaping events. Europe is a continent. It is also a very large peninsula made up of many smaller peninsulas. So, most of Europe is within 300 miles (483 km) of an ocean or sea. This made trade and fishing easy. This helped Europe’s economy grow.

Rivers were also important. The Rhine, Danube, Vistula, Volga, Seine, and Po Rivers made it easy to travel into Europe. This made it easier to trade.

The seas and rivers gave safety. For example, the English Channel kept Britain and Ireland apart from the rest of Europe. This protected people from the many wars fought in Europe. The Rhine River kept people apart, too. It was very wide. Different cultures developed in these different areas.

Europe has many mountains. The Carpathians are in the east. They cut off what is now Ukraine and Russia from southeast Europe. The Alps are in the middle. They separate Italy from central Europe. The Pyrenees are in the southwest. They kept Spain and Portugal apart from other countries. The mountains, like the rivers, made it hard for one group to rule all of Europe. Independent kingdoms formed.

5. How were mountains important in the growth of kingdoms in Europe? Give one example.
The Germanic Kingdoms (pages 514–519)

**Main Idea**: The Franks, Angles, and Saxons of Western Europe built new societies and defended them against Muslims, Magyars, and Vikings.

After Rome fell, Western Europe was divided into many kingdoms. These kingdoms were very different from each other. The Visigoths in Spain and the Ostrogoths in Italy were close to the center of the old Roman Empire. They lived much like the Romans. People farther from Rome held to their Germanic traditions.

As the empire in Britain grew weak, Roman culture was lost. In the A.D. 300s, Roman soldiers in Britain headed home to fight Germanic invaders. In the early A.D. 400s, the Romans pulled out of England. Soon the Angles and Saxons invaded Britain from Denmark and Germany. These people became the Anglo-Saxons.

The Angles and Saxons pushed out the people living in southeastern Britain. These people were called the Celts. Some went north and west to the mountains. Others went to Ireland. Scottish, Welsh, and Irish people today are related to the Celts.

**Who Were the Franks?** During the A.D. 400s, a Germanic people called the Franks settled in France. In A.D. 496, King Clovis of the Franks became Catholic. The Romans liked this. Nearly all of the Franks became Catholic.

After Clovis died, each of his sons took part of the kingdom. Then, their sons each took a part. They often fought over land. While they fought, the nobles under them took over many royal jobs. The “mayor of the palace” was the most important noble. By A.D. 700, the mayors were giving out land, settling arguments, and fighting their own wars.

The most powerful mayor was Charles Martel. He wanted to rule all the Frankish nobles. The Catholic Church wanted the Western Roman Empire back. They
supported German rulers who were Catholic and had a chance to unite Europe. The head of the Catholic Church is the pope. He offered his support to Charles Martel.

Christianity in Europe was threatened by Islam. In A.D. 711, Muslims from North Africa conquered Spain. They wanted to spread Islam across Europe. In A.D. 732, Charles Martel fought the Muslims. He won at the Battle of Tours. This stopped Muslims from advancing farther into Europe. Christianity was still Western Europe’s major religion.

When Charles Martel died, his son Pepin became mayor of the palace. He also became the new king of the Franks. The Lombards, a Germanic group, said they would harm the pope. So, Pepin fought them and won. He gave the land he had won to the pope. It was called the Papal States. The pope ruled these lands as if he were a king.

Who Was Charlemagne? After Pepin died, his son Charles became king. When the Lombards tried to get their land back, Charles fought them. He also invaded Germany. He defeated the Saxons living there. Charles said they must believe in Christianity. He then invaded Spain. He took control of the northeastern corner from the Muslims.

By A.D. 800, Charles’s kingdom was an empire. It covered much of western and central Europe. He was called Charlemagne. This means Charles the Great.

The pope liked Charlemagne. On Christmas Day in A.D. 800, Charlemagne was at the church of St. Peter in Rome. The pope gave Charlemagne a crown. He was now the new Roman emperor. Charlemagne was happy, but he was also worried. He did not want people to think the pope had the power to choose who was emperor.

Aachen was the capital of Charlemagne’s empire. The emperor set up courts to be sure people obeyed his laws. Nobles called counts ran the courts. Charlemagne sent people to make sure the counts were doing their duties properly. These people were called “the lord’s messengers.”
Charlemagne believed in education. When he was older, he tried to learn to write. He wanted his people to learn. A school was started in a royal palace by a teacher named Alcuin. He trained the children of government officials. They studied religion, Latin, music, literature, and math.

Europe Is Invaded  
Charlemagne died in A.D. 814. His empire did not last long after that. His son Louis was not a strong leader. When Louis died, his sons split the empire into three kingdoms.

Muslims attacked these three kingdoms in the A.D. 800s and A.D. 900s. They invaded France and Italy from Spain and North Africa. The Magyars came from the east. They were nomads who had settled in Hungary. The Vikings came from Scandinavia. They frightened all of Europe.

Scandinavia is in northern Europe. It is made up of Norway, Sweden, and Denmark. It has a long, jagged coastline. There are many fjords. Fjords are deep places where the water cuts into the land. The Viking people lived in villages in the fjords. They were known as the Norsemen, or “north men.”

Scandinavia has little farmland. Vikings had to use the sea for food and trade. They were good sailors. They built strong boats called longboats. These boats could sail the rough Atlantic Ocean. They could also be used in shallow rivers.

In the A.D. 700s and A.D. 800s, the Vikings began raiding Europe. They probably needed more land to support all the people at home. The word Viking comes from their word for raiding. They robbed villages and churches. They would take grain, animals, and anything else of value. They took over part of western France. This area was named Normandy, after the Norsemen who ruled it.

The Holy Roman Empire  
Muslim, Magyar, and Viking raids ended the Frankish kingdoms. In the A.D. 900s, the eastern Frankish kingdom split into many tiny states. Counts,
dukes, and other nobles ruled these. This is known as Germany today. In A.D. 911, a group of nobles tried to unite Germany by electing a king. But the king did not have much power. The nobles wanted to have their own power.

Otto I was one of the strongest kings of Germany. He fought the Magyars. He sent troops into Italy to protect the pope. To reward Otto for this, the pope named him emperor of the Romans in A.D. 962. The Holy Roman Empire was Otto’s land. This included most of Germany and northern Italy.

Most of the emperors of the Holy Roman Empire were not very powerful. Two of the strongest were Frederick I and Frederick II. They tried to bring northern Italy and Germany under one ruler in the 1100s and 1200s. The popes fought this. They did not want the emperor to control them. Both Germany and Italy were made up of small kingdoms until the 1800s.

6. What were the boats called that the Vikings built? Why were those boats so unique?

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**The Rise of the Catholic Church (pages 519–521)**

**Main Idea:** The Catholic Church spread Christianity through Western Europe.

Life in Europe was shaped by religion and geography. Christianity was the official religion of Rome. After the Roman government fell apart, the Roman Catholic Church had a big part in the growth of a new civilization.

**Why Were Monks Important?** When Rome fell, much of northwest Europe was not Christian. In the A.D. 400s, a priest named Patrick went to Ireland. He taught the Christian message. He set up churches and monasteries. For hundreds of years, Irish monks passed on Roman learning to the people of Europe.
Pope Gregory I was pope from A.D. 590 to A.D. 604. He was known as Gregory the Great. He saw Patrick’s success and wanted all of Europe to become Christian. He asked monks to become missionaries. These are people who are sent out to teach their religion.

In A.D. 597, Gregory sent 40 monks to southern Britain. The ruler of the kingdom of Kent, Ethelbert, became a Christian. He let missionaries build a church in his capital city of Canterbury. Meanwhile, Irish monks brought Christianity to northern Britain. By A.D. 800s, monks throughout Europe spread Christianity. Most people in Western Europe became Catholics by 1050.

Monasteries were important. Monks taught, gave food and rest to travelers, and gave care for the sick. They taught carpentry and weaving. They invented better ways to farm. They also helped save knowledge.

Many monasteries had writing rooms. These were called scriptoria. Monks made copies of important works there. They copied many Christian writings like the Bible. They also copied works by Roman and Greek writers.

Monks made a promise to be poor, wore simple clothes, and ate simple food. But, their monasteries could make money. Each monastery made goods and owned land. Over time many became wealthy. The leader of a monastery is called an abbot. Many abbots became involved in politics. They were advisers to kings. They acted as rulers of the lands near their monasteries.

Why Is Gregory VII Important? Because abbots and other Church leaders had roles in politics, many people did not agree about who was in charge. Kings wanted Church leaders to obey them. And the pope claimed he could crown kings.

In 1073, Gregory VII was named pope. He wanted to stop nobles and kings from meddling in Church business. He gave an order, or a decree. Kings could not name high-ranking Church officials.
The pope’s decree made Henry IV angry. He was the Holy Roman emperor. For many years, the Holy Roman emperor had named bishops in Germany. Without the bishops, Henry IV might lose power to the nobles.

Henry would not obey Gregory. He said that Gregory was no longer pope. Gregory then said that Henry was no longer emperor. He excommunicated Henry. This means he said Henry could not be a member of the Church. Catholics believed that people who were excommunicated could not go to heaven.

When German nobles fought for the pope, Henry backed down. He went to Italy and stood barefoot in the snow outside the pope’s castle. He asked to be forgiven. The pope forgave Henry, but the German nobles still chose a new king. When the pope accepted the new king as emperor, Henry went to war. He captured Rome and named a new pope. Henry was driven out, but the argument was still not solved.

In 1122, a new pope and the German king finally agreed that only the pope could choose bishops. The emperor could give them jobs in the government. This deal was called the Concordat of Worms. It was signed in the city of Worms. A concordat is an agreement between the pope and the ruler of a country.

By the time Innocent III became pope in 1198, the Catholic Church was very powerful. Innocent was able to control kings. If a ruler did not obey, he would be excommunicated. Or he would be given an interdict. An interdict does not allow priests to perform Christian acts for a group of people. The pope hoped that the interdict would pressure rulers to obey.

7. What did the decree say that Gregory VII ordered?
Feudalism  For use with pages 522–531

Key Terms

vassal: a noble who obeyed a lord of higher rank (page 523)
fief: the land granted to a vassal (page 524)
knight: a warrior in armor who fought on horseback (page 524)
serf: someone who could not leave, own land, or marry without the lord’s approval (page 524)
guild: a group of craftspeople who join together to protect their businesses (page 530)

Drawing From Experience

Think back on fairy tales or stories you have read about kings, castles, knights, and maidens. What do you think it was really like to live in those times?

In the last section, you learned how geography and religion shaped lives in Western Europe. In this section, you will learn what life was like for knights and poor people. You will also learn how trade helped towns and cities grow.

Organizing Your Thoughts

Use the diagram to help you take notes on the work peasants did during each time of the year.

Peasants’ Year-Round Work Schedule

<table>
<thead>
<tr>
<th>August/Sept.</th>
<th>October</th>
<th>November</th>
<th>Feb./March</th>
<th>Early Summer</th>
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<td>1.</td>
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</table>
What Is Feudalism? (pages 523–526)

Main Idea: Feudalism developed in Europe in the Middle Ages. It was based on landowning, loyalty, and the power of armored knights on horseback.

Charlemagne’s grandfather, Charles Martel, needed an army to fight when the Muslims attacked France. So he gave large farms, or estates, to nobles willing to fight for him. The nobles used money from the farms to pay for their horses and weapons. This new way of organizing society spread across most of Europe.

When Charlemagne’s empire fell, the main government was gone. Nobles who owned land became more powerful. They collected taxes and made laws on their estates. When invaders came, the people could not rely on the king for help. The peasants, or farmers, looked to nobles for protection.

During the A.D. 800s, power moved from kings to nobles. This led to a new system called feudalism. Nobles ruled and protected the people. In return, the people worked for the nobles. They would fight in an army or farm. By A.D. 1000, the kingdoms of Europe were divided into thousands of areas ruled by nobles. Some of these feudal territories were large, but most were very small. A noble’s castle, or fortress, stood at the center of each.

The Role of Vassals and Knights Feudalism was about loyalty and duty. Nobles were both lords and vassals. A vassal was a noble who obeyed a lord of a higher rank. In return, the lord protected the vassal.

The tie between a lord and his vassal was made in a public ceremony. The vassal put his hands together and placed them between the hands of his lord. Then the vassal swore “to keep faith and loyalty to you against all others.”

A vassal was in his lord’s army. The lord paid him back with land. The land given to a vassal was called a fief. Vassals had power over the people who lived on their fiefs.
The vassals were **knights**, or warriors in armor who fought on horseback. Up until the A.D. 700s, nobles in Western Europe fought on foot. They wore armor made from metal links. They carried swords and shields. In the A.D. 700s, the stirrup was invented. An armored man could sit on a horse and charge while holding a lance, a long heavy spear. From the A.D. 700s to the 1200s, these knights were the most powerful soldiers in Europe.

Japan also had a feudal society between A.D. 800 and 1500. Powerful nobles were loyal to the Japanese emperor. The nobles counted on samurai. Like knights, the samurai were loyal to their lords. They gave them military service. They also wore armor and fought on horseback.

**What Was the Manorial System?** The fiefs of the Middle Ages were called manors. The lords ruled the manor. Peasants worked the land. Some peasants were free. They paid the nobles for the right to farm the land. They had rights under the law. They could move when and where they wished.

Most peasants were **serfs**. Serfs could not leave the manor, own property, or marry without the lord’s permission. Serfs could not even go to court. They were not slaves though. Lords could not sell the serfs or take away the land given to serfs. Lords protected their serfs.

Serfs worked long hours. They spent three days working for the lord on his land and in his manor. The rest of the week they grew food for themselves. They had to give the lord a part of their own crops. They also had to pay him for the use of the village’s mill, bread oven, and winepress.

It was not easy for serfs to gain freedom. They could run away to the towns. If a serf stayed in a town for more than a year, he or she was considered free. By the end of the Middle Ages, many serfs could buy their freedom.

**How Did Farming Improve?** New inventions made farming better. Perhaps the most important was a heavy wheeled plow with an iron blade. It moved the thick clay soil easily.
Another important invention was the horse collar. A horse could pull a plow. Horses pulled plows much faster than oxen. Peasants could plant more crops and grow more food.

There were new ways to use water and wind power. Water mills used power from rivers to grind grain into flour. Windmills were used when there was no river. Wind power was used to grind grains, pump water, and cut wood.

Peasants learned another way to grow more food. They would plant only two of three fields at a time. This kept the soil fertile, or healthy. One field was planted in fall and another in the spring. The third field was left unplanted. Only one-third, instead of one-half, of the land was unused at any time. This helped to grow more crops.

6. How could a serf become free?
When noblemen went to war, their wives or daughters ran the manors. This was a big job. There were many officials and servants. Keeping track of everything took great skill. The lady of the manor was also in charge of storing food and other supplies.

The center of the manor was a castle. They were first built of wood. Later, they were built of stone. A castle has two basic parts. One was a steep-sided hill called a motte. The bailey was the open space next to the motte. High stones surrounded both parts. The central building of the castle, or the keep, was built on the motte.

The keep had a number of stories. The basement had rooms to store tools and food. Kitchens and stables were on the ground floor. Above the ground floor was a great hall. This is where people of the household ate and sometimes slept. The lord held his court here and also met his guests. Smaller rooms opened off the great hall. They were chapels, toilets, and bedrooms with huge beds.

In the later Middle Ages, nobles owned more jewelry, better clothes, and exotic spices. They also built fancier castles. These castles had thicker walls, more towers, better furniture, and richer decoration.

What Was Peasant Life Like? Peasant homes were simple. They were wood-frame cottages with clay walls. The roofs were made of straw. The houses of poorer peasants had one room. Better cottages had two rooms. They had a main room for cooking and eating, and another room for sleeping.

Peasants worked all year. They picked grain in August and September. In October they got the ground ready for winter crops. In November they salted meat for the winter. In February and March, they plowed the land. They got it ready to plant oats, barley, peas, and beans. In early summer they weeded the fields, sheared the sheep, and took care of small vegetable gardens.
On Catholic feast days, peasants took a break from work. They went to church and celebrated. There were more than 50 feast days each year. The most important were Christmas and Easter. On feast days and on Sundays, the village priest taught them the basic beliefs of Christianity.

Peasant women worked in the fields and raised children. They gathered and made their food. They mixed bread dough and baked it in community ovens. Bread was a basic food in their diet. It was dark and heavy. Peasants ate it with vegetables, milk, nuts, and fruits. Sometimes they added eggs or meat. They often had ale to drink.

7. Name at least three foods peasants ate.

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**Trade and Cities (pages 528–531)**

*Main Idea* Increased trade led to the growth of towns and cities and the rise of guilds and city governments.

When the Roman Empire fell, almost all trade in Western Europe stopped. Bridges and roads fell because they were not taken care of. There was no law and order. Money was no longer used. Most people stayed in the tiny villages where they were born. They knew almost nothing about the rest of the world.

By 1100, feudalism had made Europe safer. New technology helped produce more food and goods. Nobles fixed bridges and roads. They enforced the law and arrested robbers. Trade began again.

As trade increased, towns grew. Many cities became wealthy. For example, the city of Venice in Italy built many trading ships. Venice became a major trading power by A.D. 1000. Venice and other Italian cities began trading with the Byzantine Empire. Soon they became the center of trade in the Mediterranean.
Towns in Flanders were the centers of trade for northern Europe. This is part of Belgium today. It was known for its wool cloth. Merchants from England, Scandinavia, France, and the Holy Roman Empire met there to trade their goods for wool. Flemish towns such as Bruges and Ghent became centers for making and trading cloth.

By 1100, Flanders and Italy were trading on a regular basis. The counts of Champagne in northern France held trade fairs. They traded furs, tin, honey, and wool for cloth. In return, they got swords from northern Italy and silks, sugar, and spices from Asia.

During the early Middle Ages, people traded goods for other goods. This is called bartering. As trade grew, more people wanted gold and silver coins. Slowly, people began using money to pay for things. Merchants set up trading companies. Banks managed the sale of goods and the use of money.

**How Were Cities Governed?** Towns were usually built on land owned by lords. The lords controlled this land, but, people needed freedom to trade. They wanted to make their own laws. They were willing to pay for the right to make them. So, they paid taxes. These taxes gave them certain basic rights. They got to buy and sell property. They also did not have to serve in the army if they did not want to.

Over time, medieval towns set up their own governments. Only males who had been born in the city or who had lived there for a certain number of years were citizens. These citizens chose the members of a city council. The council served as judges, city officials, and lawmakers. People from the most wealthy and powerful families were usually able to control the elections so they would be elected.

**Crafts and Guilds** Trade encouraged people to make things. They made cloth, metal goods, shoes, and other goods in their houses. These craftspeople organized *guilds*. These were business groups. By 1200, tanners, carpenters, bakers, and almost every other type of craftspeople had guilds.
Craft guilds set standards for quality in products. They decided how goods were to be made. They set prices. They also decided who could join a trade and the steps they had to follow.

A person could become an apprentice around the age of 10. Apprentices learned a trade from a master craftsperson. This craftsperson gave them a place to sleep and food, but did not pay them. After five to seven years, the apprentice became a journeyman. Then they were paid. To become a master, a journeyman had to make a masterpiece. This was an outstanding example of the craft. The guild’s master craftspeople decided if the journeyman was good enough to become a master based on his work. They also decided if he could join the guild.

**What Was City Life Like?** Medieval cities had narrow, winding streets. Houses were right next to each other. The second and third stories were built out over the streets. Candles and fireplaces were used for light and heat. The houses were built mostly of wood. If a fire started, a medieval city could be destroyed.

The cities were often dirty and smelly. Wood fires filled the air with ashes and smoke. Brewers, dyers, and poor people could not afford wood. So, they burned cheap coal. This polluted the air even more. Butchers and tanners dumped blood and other animal wastes into the rivers. Cities did not use rivers for drinking. Instead, they used wells.

City women did many things. They ran their household, made meals, raised children, and kept track of the family’s money. Often they helped their husbands in their trades. Some women had their own trades to earn extra money. Sometimes when a master craftsperson died, his wife continued his trade. Women could be independent. Many women became brewers, weavers, and hat makers.

8. What decisions were made by craft guilds?
Kingdoms and Crusades  For use with pages 534–543

Key Terms

- **grand jury**: a group that decides if a person should be accused of a crime (page 537)
- **trial jury**: a group that decides if a person is innocent or guilty of a crime (page 537)
- **clergy**: priests (page 538)

**Drawing From Experience**

Think of a television show or movie you have seen that had a court scene. Was there a jury? Was there a judge? Was the person set free?

In the last section you learned about life for knights and peasants. You also learned how trade helped towns and cities grow. In this section, you will learn about many powerful kings and how they fought for their kingdoms. You will also learn about how English law and the court system developed.

**Organizing Your Thoughts**

Use the diagram to help you take notes on the names of the three major Slav groups.

**Major Groups of Slavs**

<table>
<thead>
<tr>
<th>Southern</th>
<th>Western</th>
<th>Eastern</th>
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England in the Middle Ages (pages 535–537)

Main Idea: England developed a system in which the king’s power was limited by Parliament.

You have learned about the Germanic peoples called the Angles and Saxons. They invaded Britain in the early A.D. 400s. They took over much of the country from the Celts. Then they set up many small kingdoms. In the later A.D. 800s, Vikings attacked Britain. King Alfred of Wessex was called Alfred the Great. He united the Anglo-Saxon kingdoms. He also drove away the Vikings. Alfred’s united kingdom became known as "Angleland," or England.

Alfred ruled England from A.D. 871 to A.D. 899. He set up schools. He hired people to rewrite Latin books into the Anglo-Saxon language. But, the Anglo-Saxon kings who ruled after him were weak.

Who Was William the Conqueror? In the A.D. 900s, the Vikings took over part of western France. This land was across the English Channel from England. It was called Normandy after the Vikings who ruled it. Vikings were known as Norsemen. By the middle of the A.D. 1000s, William ruled Normandy. He was from the family of the Viking ruler who had conquered Normandy. He was also a cousin of King Edward of England.

When Edward died, a noble named Harold Godwinson claimed England’s throne. But, William thought he should be king, not Harold. In 1066, William and his army went to England. They won the Battle of Hastings. William was then crowned king of England. He became known as William the Conqueror.

The Anglo-Saxons fought against William’s rule. William gave land to his Norman knights. He made them swear loyalty to him as ruler of England.
William wanted to know all about his new kingdom. He counted people, manors, and farm animals. This was the first census in Europe since Roman times. It was known as the Domesday Book.

The Normans brought Europe’s customs to England. Officials and nobles spoke French. Ordinary Anglo-Saxons spoke their own language. This is known now as English. They learned new skills from Norman weavers and other craftspeople. The Normans kept many of the Anglo-Saxons’ ways of running the government. For example, local officials called sheriffs kept order. A new English culture was formed as many Normans and Anglo-Saxons married.

**Henry II and the Common Law**  Henry II ruled England from 1154 to 1189. He had more power than earlier kings. He got this power by setting up a court system. He had lawyers and judges. He also had circuit judges who traveled across the country hearing cases. Henry formed a body of common law. This is law that was the same throughout the whole kingdom.

Henry set up juries to settle arguments about land. There were two kinds of juries. The **grand jury** decided whether people should be accused of a crime. The **trial jury** decided whether an accused person was innocent or guilty.

**What Was the Magna Carta?**  Henry’s son John became king of England in 1199. King John raised taxes. He also punished enemies without trials. Many English nobles refused to obey him unless he gave them certain rights.

The nobles met with King John at a meadow called Runnymede in 1215. They forced him to sign a document of rights called the Magna Carta. This means the Great Charter. It took away some of the king’s powers. Taxes could not be collected unless a group called the Great Council agreed. Freemen accused of crimes would have
fair trials decided by their peers, or equals. The king and vassals both had certain rights and duties. The Magna Carta was important because it said that people have rights. It also said that government should not have all the power.

In the 1200s, Edward I, another English king, called a meeting of people from different parts of England. Their job was to help him make laws. This meeting was called Parliament. It was a big step toward giving people a voice in government. At first, Parliaments were made up of two knights from every county, two people from every town, and all high-ranking nobles and church officials. Later, it was divided into two houses. The House of Lords was made up of high-ranking nobles and church officials. The House of Commons was made up of townspeople.

10. How did William the Conqueror get to know his new kingdom?

The Kingdom of France (page 538)

Main Idea French kings called the Capetians conquered lands held by the English in western France and set up France's first parliament.

In A.D. 843, Charlemagne's empire was divided into three parts. The western part became the kingdom of France. In A.D. 987, Hugh Capet was king. He was the first of the Capetian kings of France. The Capetians controlled the area around Paris, the capital. Many French nobles had more power than kings. This changed when Philip II was king of France.

Philip ruled from 1180 to 1223. When he took the throne, England's king ruled part of western France. Philip went to war and won the land. Since French kings had more land, they had more power.
Philip IV was called Philip the Fair. He ruled from 1285 to 1314. In 1302, he met with people from three classes, or estates, of French society. The first class was the clergy. These were priests. The second class was nobles. The third class was townspeople and peasants. This was France’s first parliament. It was called the Estates-General. It was the first step toward representative government in France.

11. What were the three groups of people who made up the Estates-General, or France’s first parliament?

Eastern Europe and Russia (pages 539–540)

Main Idea: After the Mongols destroyed the Kievan state, the rulers of Moscow built a new Russian state headed by a czar.

About A.D. 500, Slavs organized villages in Eastern Europe. These were made up of families related to each other. They shared their land, animals, tools, and seeds. Each family built part of its house underground. This kept them warm in the winters.

Slavs divided into three major groups: the southern, western, and eastern Slavs. The southern Slavs were the Croats, Serbs, and Bulgarians. The western Slavs were the Poles, Czechs, and Slovaks. The eastern Slavs became the Ukrainians, Belorussians, and Russians.

By A.D. 600, the eastern Slavs controlled the land between the Carpathian Mountains and the Volga River. They opened farmland by cutting down forests. They burned the trees to fertilize the soil. They planted barley, rye, and flax.

What Was the Kievan Rus? In the late A.D. 700s, Vikings moved into the Slavs’ land. They ruled the Slavs. The Slavs called their Viking rulers the Rus. They became one group as the Vikings and Slavs began to marry.
Around A.D. 900, a Viking leader named Oleg made a Rus state around the city of Kiev. This was called the Kievan Rus. It was a group of small territories. The main ruler was the Grand Duke of Kiev. Local princes, rich merchants, and landowning nobles called boyars helped him run the government.

The rulers after Oleg made the Kieven Rus bigger. It reached the Baltic Sea in the north to the Black Sea in the south. It went from the Danube River in the west to the Volga River in the east.

Many missionaries from the Byzantine Empire went to the Kieven Rus. One Rus ruler, Vladimir, married the Byzantine emperor’s sister. He became an Eastern Orthodox Christian. He made his people Eastern Orthodox too.

**Kiev Falls to the Mongols** About 1240, the Mongols invaded the Kievan Rus. They were called “Tatars” because one of the Mongol tribes was the Tata people. The Mongols destroyed nearly all the major cities. They also killed many people.

The northern city of Novgorod survived. The Mongols controlled this land. Novgorod’s rulers had to obey the Mongol leader. He was called the khan.

Germans and Swedes attacked Novgorod. But, Alexander Nevsky led them to victory. He was named grand duke by the Mongol khan.

**The Rise of Moscow** As the Slavs rebuilt their land, the city of Moscow began to grow. Many important trade routes met in Moscow. Alexander Nevsky’s son Daniel and his descendants became grand dukes of Moscow.

The dukes of Moscow married women from the ruling families in other Slavic towns. They fought to get more land. Moscow became the headquarters of the Russian branch of the Eastern Orthodox Church. This made it even more important. Ivan I, the Grand Duke of Moscow, ruled from 1328 to 1341. He collected taxes for the Mongols. Moscow grew even greater.
In 1462, Ivan III was known as Ivan the Great. He became the grand duke. He married Sophia, the niece of the last Byzantine emperor. He then began living like an emperor. He built fine palaces and large churches in the Kremlin at the center of Moscow. He called himself czar. Czar was a shortened version of Caesar. In Russian, czar means “emperor.”

Ivan IV was a great ruler. In 1480, he finally ended Mongol rule over Moscow’s territory. He grew his territory to the north and west. When Ivan IV died in 1505, the Russians were building a great empire.

12. Why were the Mongols who invaded Kievan Rus called the “Tatars”?

**The Crusades** *(pages 541–543)*

Main Idea European crusaders captured Jerusalem but were later driven out by the Muslims.

During the Middle Ages, the Byzantine Empire in the east was attacked. In 1071, Muslim Turks defeated the Byzantines. They also took control of most of the Byzantine lands in Asia Minor.

The Byzantine emperor did not have enough money to drive out the Turks. He asked the pope for help. He needed to defend his Christian empire against the Muslims.

In 1905, Pope Urban II spoke to a large crowd in eastern France. He asked Europe’s lords to launch a crusade, or holy war, against the Muslim Turks. He wanted them to capture Jerusalem. He wanted them to free the Holy Land where Jesus had lived. The pope explained why the crusade was needed:

“Jerusalem is the navel [center] of the world. . . . This is the land which the Redeemer [Jesus] of
mankind illuminated by his
coming. . . . This royal city,
situated in the middle of the
world, is now held captive by his
enemies. . . . It looks and hopes
for freedom; it begs unceasingly
that you will come to its aid.”
—Pope Urban II,
as quoted in *The Discoverers*

The excited crowd cried out, “It is the will of God, it is
the will of God.” The Crusades had begun.

**Early Victories** Several thousand soldiers on horses headed
east. At least 10,000 soldiers on foot went also. Many of
them wore a red cross on their clothes. This was a sign
that they were obeying the pope.

In 1098, the First Crusade took Antioch in Syria. The
crusaders entered Palestine. They reached Jerusalem in
1099. They killed Muslims, Jews, and Christians.

The Crusaders forced the Muslims out and created
four states. These were the Kingdom of Jerusalem in
Palestine, the country of Edessa and the principality of
Antioch in Asia Minor, and the country of Tripoli where
Lebanon is located today. Muslims surrounded these four
states. They depended on the Italian cities of Genoa, Pisa,
and Venice for supplies.

The Muslims fought back. They captured Edessa in
1144. Crusaders were sent to get it back. This Second
Crusade failed.

In 1174, a Muslim named Saladin became ruler of
Egypt. He united the Muslims. He declared war against
the Christian states and won. He captured Jerusalem in
1187. Saladin was a great leader.

The fall of Jerusalem led to the Third Crusade.
Emperor Frederick of the Holy Roman Empire,
King Richard I of England (known as Richard the
Lion-Hearted), and King Philip II of France united armies. They headed east to fight Saladin.

The Third Crusade had many problems. Frederick drowned crossing a river. The English and French came by sea and captured the coastal city, but they were not able to go inland. After Philip went home, Richard got a small territory along the coast. He agreed to a truce after Saladin promised that Christians could travel to Jerusalem safely.

Around 1200, Pope Innocent III called for a Fourth Crusade. Merchants from Venice tried to weaken the Byzantine Empire. They got the crusaders to attack Constantinople, the Byzantine capital. For three days, the city was burned and robbed. This shocked Western Europeans. It also weakened the Byzantine people.

Six more crusades were launched over the next sixty years. But they did very little. Muslims won back all of the territory they had lost to the First Crusade. In 1291, the Muslims won the last Christian city.

The Crusades changed Europe. Trade grew between Europe and the Middle East. Feudalism broke down. Nobles who joined the Crusades sold their lands and freed their serfs. They had less power. Kings built stronger governments. Kings also taxed the new trade with the Middle East. These taxes helped them build stronger kingdoms in Western Europe.

13. How did the Crusades change Europe?
The Church and Society

Key Terms

mass: the Catholic worship service (page 546)
heresy: religious beliefs that go against Church teachings (page 547)
anti-Semitism: hatred of Jews (page 548)
theology: the study of religion and God (page 550)
scholasticism: the use of reason to explore questions of faith (page 550)
vernacular: everyday language used in a specific region (page 552)

Drawing From Experience

Have you ever visited a university? Would you like to go to college someday? What part do learning and study play in your life?

In the last section, you learned about many powerful kings and how they fought for their kingdoms. In this section, you will learn how the Catholic Church shaped Medieval Europe’s culture. You will also learn what universities were like then.

Organizing Your Thoughts

Use the diagram to help you take notes on what medieval churches looked like. In the center circle, write either Romanesque Style or Gothic Style. In the smaller circles, describe what that style of church looked like.
Religion and Society (pages 545–548)

Main Idea The Catholic Church played an important role in medieval Europe and used its power to uphold its teachings.

Between 1050 and 1150, religion was very important in Western Europe. More monasteries were built. New groups of priests, monks, and nuns were started. These were called religious orders.

New Religious Orders The Cistercian order began in 1098. Cistercian monks farmed land, worshiped, and prayed. They invented many new ways of farming that helped grow more crops.

The most famous Cistercian monk was Bernard of Clairvaux. He supported the Second Crusade. He advised the pope. He also defended the poor against the rich.

Many women entered convents between A.D. 1000 and 1200. Most of them were from noble families. They were women whose husbands had died or women who were unable or unwilling to marry. Convents were good places to study and write.

Most educated women were nuns. Hildegard of Bingen was in charge of a convent in Germany. She wrote music for the Church. Usually only men wrote church music.

Until the 1200s, most people stayed in their monasteries separate from the world. They lived a simple life. They prayed and worked hard. In the 1200s, many new religious orders were created. The men in these groups were called friars. Friar is Latin for “brother.”

Friars were different from monks. They did not stay in their monasteries. They went out into the world to preach. Friars lived by begging. They could not own property. They could not keep any personal wealth.

Francis of Assisi started the first order of friars in 1209. They were called Franciscans. They lived in towns and
taught Christianity. They also helped the poor and were missionaries.

The Dominicans were another group of friars. A Spanish priest named Dominic de Guzman started them. They defended the Church teachings. Dominican friars spent years in study so they could preach to well-educated people.

The Role of Religion Daily life centered around the Catholic Church. Priests ran schools and hospitals. They recorded births, performed weddings, and funerals. On Sundays and holy days, people went to mass. This is the Catholic worship service.

During mass, Christians took part in Church acts or rituals. These were called sacraments. The most important sacrament was communion. This is where people took bread and wine. This reminded them of Jesus’ death on the cross for their sins. Only clergy could perform the sacraments.

Many Christians prayed to saints. Saints were holy men and women who had died. They were believed to be in heaven. These saints could ask God for favors for the people who prayed to them.

Mary, the mother of Jesus, was the most honored saint. Many churches were named for her. Several French churches carried the name Notre Dame, or “Our Lady,” in honor of Mary.

Some people tried to get close to the saints by touching relics. Relics were usually bones or personal belongings of saints. They were thought to have special powers. For example, they could heal the sick.

Medieval Christians also believed that God blessed pilgrims. These were religious travelers who went to holy places. The holiest place was Jerusalem.

What Was the Inquisition? The Catholic Church was very powerful. Its leaders wanted everyone to accept the Church’s teachings. If not, people would not get into heaven. Non-believers could make the Church weak.
The Church tried to stop heresy. This was religious beliefs that did not agree with the Church teachings. Friars were sent out to preach. Then in 1233, the pope created a Church court. This was called the Inquisition. Heresy was a crime against God. The Inquisition's job was to put people on trial. These people were called heretics.

People brought before the Inquisition were told to confess their heresy and to ask forgiveness. If they did, they were punished. Then, they were allowed to return to the Church. People who would not confess could be tortured until they did. Those who did not confess were thought to be guilty. The Inquisition turned them over to political leaders. They could be killed.

How Were the Jews Treated? Church leaders mistreated Jews, too. Many Europeans resented Jews because they would not become Christians. They also resented them because they lent money and charged interest. Christians believed charging interest was a sin.

People blamed the Jews for problems in society. Jews became scapegoats—people who are blamed for other people’s troubles. Hatred of Jews is anti-Semitism.

Thousands of Jews were killed. Jews had to wear special badges or clothing. In some places, Jews had to live in separate places known as ghettos. Jews also could not own land. They could not practice certain trades. This is why many of them became peddlers and moneylenders. These were jobs that Christians did not want.

In the 1100s, Jews were forced out of many places. England forced Jews out in 1290. France and some German cities did as well. Many of these Jews went to Poland. Others went to Eastern European countries. They had growing communities that were based on their religious traditions.

5. What is a heretic?
Medieval Culture (pages 549–552)

**Main Idea** Church and government leaders supported learning and the arts in medieval Europe.

People in medieval Europe felt safer because of strong governments. Trade, banking, and business grew. More money could be used for education and the arts. New churches and other buildings could be built.

**Medieval Art and Architecture** Many buildings were built in the A.D. 1000s and 1100s. Religion was an important part of life, so Church leaders, wealthy merchants, and nobles had cathedrals built. These are large churches. They were either the Romanesque style or the Gothic style.

Romanesque churches were rectangular. They had long, rounded roofs called barrel vaults. These roofs needed huge pillars and thick walls to hold them up. Windows were small and set back in the thick walls. They let in little light.

Gothic cathedrals had ribbed vaults and pointed arches instead of rounded barrel vaults. They were taller than Romanesque churches. Gothic churches also used flying buttresses. These were built onto the outside walls. They made it possible to build thinner walls and large glass windows.

Stained glass windows were picture Bibles for Christians who could not read. They often were scenes of Jesus’ life and teachings. They let in sunlight. This was a symbol of the divine light of God.

**The First Universities** Two of the first European universities were in Bologna, Italy, and Paris, France. Masters, or teachers, were also teaching at Oxford, England, by 1096. Oxford University was started in 1231.

Universities educated and trained scholars. They were like the guilds that trained craftspeople. *University* is Latin for “guild.” Students studied grammar, logic, math, music, and the stars and planets. They did not have books. Books were rare before the European printing press was created in the 1400s.
University students studied for four to six years. A committee then gave them a verbal exam. If the student passed, they were given a degree.

After getting a basic degree, a student could earn a doctor’s degree. This degree could be in law, medicine, or theology—the study of religion and God. It could take 10 years or more to get.

**Who Was Thomas Aquinas?** A new way of thinking changed the study of theology. Scholasticism used reason to explore questions about faith. A Dominican friar and priest named Thomas Aquinas was scholasticism’s best champion. He combined Church teachings with the ideas of Aristotle, a Greek philosopher.

Europeans had forgotten about Aristotle after Rome fell and his works had been lost. In the 1100s, Muslim and Jewish scholars used copies of his books to teach his ideas to Europe. Aristotle’s ideas upset many Christian thinkers. He used reason, not faith, to find the meaning of life.

In the 1200s, Thomas Aquinas wrote several works. They explained that Aristotle would have agreed with many Christian teachings. About 1267, Aquinas wrote *Summa Theologica*. This was about the knowledge on theology. Aquinas asked hard questions such as “Does God exist?”

Aquinas wrote about government and natural law. Natural law is the belief that some laws are part of human nature. These laws do not have to be made by governments.

Aquinas claimed that natural law gave people certain rights that the government should not take away. These were the right to live, to learn, to worship, and to have children. These writings have influenced governments to this day. Our belief that people have rights can partly be traced to the ideas of Thomas Aquinas.

**Medieval Literature** Educated people throughout Europe generally spoke or wrote in Latin. The Church used Latin in its worship and daily affairs. University teachers taught Latin. Serious authors wrote in Latin.
Each region also had its own language. This everyday language is called **vernacular**. It was early versions of Spanish, French, English, Italian, and German.

During the 1100s, new literature was written in vernacular. Educated people enjoyed vernacular writings, especially troubadour poetry. These were poems about love. They were usually about the love of a knight for a lady.

Another type of vernacular writings was the heroic epic. In these, brave knights fight for kings and lords. Women are not usually in these stories. The *Song of Roland* is an example of a heroic epic. It was written in French in about 1100.

In the *Song of Roland*, a knight named Roland fights for Charlemagne against the Muslims. Roland blows his horn for Charlemagne to help, but it is too late:

“The Count Rollanz [Roland],
with sorrow and with pangs,
And with great pain sounded his olifant [horn]:
Out of his mouth the clear blood
leaped and ran,
About his brain the very temples
cracked.
Loud is its voice, that horn he holds in hand;
Charlès [Charlemagne] hath heard,
where in the pass he stands,
And Neimès [a commander] hears,
and listen all the Franks.”

—*Song of Roland*,
Charles Scott Moncrief, trans.

6. How long would it take to earn a degree at a university? How long for a doctor’s degree?
Key Terms

**plague**: a disease that spreads quickly and kills many people (page 554)

**Reconquista**: the Christian fight to get the Iberian Peninsula back from the Muslims (page 558)

Drawing From Experience

When you get a cold or the flu, what do you do? How would your life be different without doctors or medicine to help you?

In the last section, you learned how the Catholic Church shaped Medieval Europe’s culture. In this section, you will learn about how and where the disease called the Black Death spread. You will also learn about how Spain and Portugal fought the Muslims.

Organizing Your Thoughts

Use the diagram to help you take notes on the spread of the Black Death.

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A terrible plague, known as the Black Death, swept through Europe in the 1300s, killing millions.

The Middle Ages in Europe reached a high point during the 1200s. In the 1300s, disaster struck. A terrible plague swept across Europe and Asia. A plague is a disease that spreads quickly and kills many people. This was called the Black Death. Most scientists think it was the bubonic plague—a disease carried by fleas. These fleas were on black rats that were everywhere.

The Black Death probably began somewhere in the Gobi desert in central Asia. This plague had been around for hundreds of years. But for some reason it spread farther and more quickly in the 1300s.

Historians think the Mongol Empire may have helped to spread the plague. The empire had all the land from Eastern Europe through central Asia to China. The Mongols traded between China, India, the Middle East, and Europe. They used the Silk Road and other trade routes.

By the early 1300s, more goods were shipped across central Asia than ever before. This made it possible for the Black Death to spread quickly. Caravans traveled from city to city. They had a lot of rats.

The first outbreak was in China in 1331. It happened there again in 1353. The disease killed between 40 and 60 million people. It cut China’s population almost in half. The disease was in India in the 1340s. It reached Makkah in 1349. It also spread to Europe.

In 1346, the Black Death reached Europe. It appeared in the city of Caffa on the Black Sea. The Mongols were attacking the city when it hit. Troops were dying, so the Mongols stopped the battle. In anger, they threw bodies of sick soldiers into the city.
Italian merchants from the city of Genoa controlled Caffa. It was a trade colony. Their ships carried the plague to Sicily in October 1347. By the end of 1349, it had spread through France, Germany, and England. By 1351, it had reached Scandinavia, Eastern Europe, and Russia. As many as 19–38 million Europeans died between 1347 and 1351. That is nearly one out of every two people in four years.

The death of so many people hurt Europe’s economy. Trade slowed. Workers wanted to be paid more. Fewer people meant less need for food. So, food prices fell.

Landlords had to pay workers more and charge less rent. Some peasants were able to pay rent in place of services. This meant they were no longer serfs. In this way, the plague, like the Crusades, helped weaken the feudal system and change European society.

13. How many Europeans died of the Black Death?

**A Troubled Continent** *(pages 557–558)*

*Main Idea* Western Europe was devastated by war in the 1300s and 1400s as England and France fought each other, and Spain and Portugal fought against the Muslims.

The plague was not Europe’s only problem. The English and French were at war. The Spanish and Portuguese fought to drive out Muslims who had conquered them centuries before.

*The Hundred Years’ War* In Section 3, you learned that William of Normandy became king of England in 1066. He also ruled Normandy.

French kings did not want the English in Normandy. English kings said they owned the land. In 1337, Edward III named himself king of France. He was already an
English king. This made the French mad. War began. It lasted over 100 years.

The first major battle of the Hundred Years’ War was at Crecy. English archers beat the French army. They forced the French king to give up some of his kingdom.


Who Was Joan of Arc? Charles, the prince who ruled southern France, wanted the north back. In 1429, a French peasant girl named Joan was brought to him. She told him that her favorite saints told her to free France. Charles let her go with a French army to Orleans. Joan’s faith excited the soldiers. They captured the city.

Shortly after, Charles was named king. A few months later, the English captured Joan. They handed her over to the Inquisition. She was burned at the stake. She later became known as Joan of Arc.

The French finally defeated the English in 1453. The king had spent almost all his money. But, the war strengthened French feelings for their country. French kings developed a strong government.

The Hundred Years’ War was also hard on the English and their economy. They also had a civil war to deal with. The War of the Roses involved English nobles fighting over who should be king. The winner, Henry Tudor, become King Henry VII.

Spain and Portugal Fight the Muslims During the Middle Ages, Muslims ruled most of Spain and Portugal. These two lands are the Iberian Peninsula. Most of the peninsula’s people were Christians. Some were also Jews.

The Muslims had a rich culture here. They built mosques and palaces. One example was the Alhambra in the southern kingdom of Granada. They also started
schools. Muslims, Jews, and Christians studied together. Most Christians disagreed with Muslim rule. Their fight to take back the Iberian Peninsula was called the Reconquista, or “reconquest.”

By the 1200s, the Christians had set up three kingdoms: Portugal in the west, Castile in the center, and Aragon on the Mediterranean coast. Muslims slowly lost land until all that was left was Granada in the south.

In 1469, Princess Isabella of Castile married Prince Ferdinand of Aragon. Within 10 years, they became king and queen. They joined their lands into one country called Spain. Ferdinand and Isabella wanted all of Spain to be Catholic. They first concentrated on the Jews. Some Jews became Christians to escape bad treatment. The king and queen thought many were still Jews in secret. So they established the Spanish Inquisition.

The Spanish Inquisition tortured thousands of people charged with heresy. In 1492, Ferdinand and Isabella gave Jews the choice to switch to Christianity or leave Spain. Most Jews decided to leave Spain.

The king and queen then turned to the Muslims. In 1492, Spain’s army conquered Granada. Ten years later, Muslims had to become Christians or leave. Most left for North Africa.

14. When Princess Isabella and Prince Ferdinand joined their land into one country, what was it called?
Drawing from Experience

Have you ever planted a garden or tried to grow something? What happened to your plants? What would your life be like if people had never learned to farm?

In this section, you will learn about the first people to come to the Americas. You’ll also learn about how farming began.

Organizing Your Thoughts

Use the time line to help you take notes on the first people in the Americas. List dates for the events listed below.

1. Teotihuacán reaches its height
2. Mayan civilization ends
3. Moche rule begins
4. The Hohokam begin to plant lands near rivers
5. The Anasazi move into canyons and cliffs
6. End of Adenas and Hopewells
7. End of Mississippians

Key Terms

**glacier**: huge sheet of ice (page 573)

**monopoly**: control by one group of the sale of a product (page 576)
Pathway to the Americas (page 573)

Main Idea. It is believed that the first people in the Americas came from Asia during the Ice Age.

How did people first come to America? A long time ago, America was connected by land to the rest of the world. During the Ice Age, the earth became very cold. Scientists have studied the earth’s surface during the Ice Age. They think that much of the earth’s water froze into huge sheets of ice, or glaciers.

As the ice froze, the seas fell. Dry land appeared between Asia and Alaska. Scientists call this land bridge Beringia. It is named after Vitus Bering, a European explorer. They think that people in Asia followed animals across the land bridge into the Americas. Scientists tested the age of bones and tools in very old campsites. Based on these tests, they think that the first people came between 15,000 and 40,000 years ago.

The Ice Age ended about 10,000 years ago. The glaciers melted and the water went back into the seas. The land bridge to America was covered by water.

Hunting and Gathering. Hunters in the Americas were always moving and looking for food. They fished and gathered nuts, fruits, or roots. They also hunted huge animals such as the woolly mammoth, antelope, caribou, and bison.

A woolly mammoth could weigh as much as 9 tons. It took several hunters to kill it. They got meat, hides for clothing, and bones for tools from these big animals.

With the end of the Ice Age, some animals disappeared from the earth. But the warm weather was good for early Americans.

8. When did the first people come to the Americas?
First American Civilizations

The invention of farming led to the rise of civilizations in the Americas.

The first Americans were hunter-gatherers. But the end of the Ice Age brought warmer weather, and people learned something new. They learned that they could plant seeds that would grow into crops for food.

Farming began 9,000 to 10,000 years ago in Mesoamerica. *Meso* comes from the Greek word for “middle.” This area includes lands from the Valley of Mexico to Costa Rica in Central America.

The land in this area was good for farming. A lot of the area had rich soil from volcanoes. It also had a warm climate. Rain in the spring helped seeds grow. Dryer weather in the summer helped the crops get ripe. More rain in the fall made the soil wet for next year’s crops.

The first American crops included pumpkins, peppers, squash, gourds, and beans. Corn grew as a wild grass with only one, one-inch cob. After hundreds of years, the early Americans learned how to cross corn with other grasses to get bigger cobs. They also learned how to grow more cobs on each plant. This made corn, also called maize, the most important food in the Americas.

Mesoamerican Civilizations

When Mesoamericans started growing crops, they could stop moving around looking for food. Their societies changed. The first civilization appeared around 1500 B.C.

Around 1200 B.C., people called the Olmec built a trading empire. It lasted about 800 years. They lived near today’s city of Vera Cruz, Mexico.

The Olmec had good land for farming. But they did not have other things they needed. They traded salt and beans to get jade for jewelry. They traded for obsidian, or volcanic glass, to make sharp knives. They used a shiny volcanic stone to make polished mirrors. And they used basalt for carving big stone heads.
The Olmec used the area’s many rivers for trade, but in time the inland peoples took control of the trade. One of these groups built the first planned city in the Americas. It was known as Teotihuacán, or “Place of the Gods.” The city was at its most powerful around A.D. 400. Between 120,000 and 200,000 people lived there.

As Teotihuacán became more powerful, a people called the Maya built another civilization. They lived in the wet rain forests of the Yucatan Peninsula. They also traded. Their location made it easy for them to reach as far as southern Mexico and Central America. Mayan traders in canoes paddled along the coast. They may have gone as far north as the present-day United States.

What Happened to the Maya? Teotihuacán and Mayan cities were at their best in the A.D. 400s and 500s. Around A.D. 600, Teotihuacán started to weaken. No one knows why. Some believe that the city did not have enough food for so many people. Others believe they had a long period without rain. Still others say that the poor people turned against their rich rulers. Whatever the reason, the city was gone by A.D. 750.

The Mayan civilization lasted about 200 years longer. No one knows why this civilization ended either. The Maya left their cities. By the A.D. 900s, the cities were empty and covered in vines.

The Rise of the Aztec At the same time, a people called the Toltec took control of what is now northern Mexico. These warriors built the city of Tula. It was northwest of present-day Mexico City. From Tula, they took over lands all the way to the Yucatán Peninsula.

Toltec rulers controlled trade. They held a monopoly. They were the only ones who could trade in obsidian. This meant other people could not make weapons as strong as Toltec weapons.

Around A.D. 1200, people from the north took over Tula. One group called the Aztec copied the ways of the
Toltec. Aztec warriors then took control of trade. They built a large empire. When Europeans arrived in the A.D. 1500s, the Aztec ruled about five million people.

The Moche and Inca Other civilizations grew south of Mesoamerica. The Moche people lived in the dry desert along the coast of South America. Today, this is called Peru.

The Moche ruled from about A.D. 100 to A.D. 700. They dug canals to bring water from the Andes Mountains. Because of this water, they could grow crops in the desert.

The Moche grew lots of food. They ate corn, squash, beans, and peanuts. They also hunted llamas and guinea pigs. They fished in the Pacific Ocean.

Because they did not have to worry about food, the Moche could do other things. They built big pyramids, like the Pyramid of the Sun. And they traded with people as far away as the Amazon rain forests. Their goods included pottery, cloth, and jewelry.

The Moche did not have a written language. Their story is told through art. Pottery showed important animals, like the llama. The llama carried goods for long distances. It also provided meat and wool.

The Moche did many things. But they never grew far beyond their homeland. A people called the Inca built the empire.

The Inca’s home was in the Andes mountain ranges of present-day Peru. They lived in high river valleys. Over time, the Inca built the biggest empire in the ancient Americas. It was built around the capital of Cuzco. Cuzco was founded in A.D. 1100.

9. How did the ability to farm change life in these ancient civilizations?
Civilizations in North America (page 578–581)

Main Idea Early people in the northern part of the Americas built complex cultures based on farming and trade.

Native Americans who lived north of Mesoamerica had their own ways of living. But they learned the skill of farming from the Mesoamerican people.

In the present-day United States, farming began in the American Southwest. It moved along the coast and up the Mississippi, Missouri, and Ohio Rivers. As farming grew, civilizations grew as well.

The Hohokam and Anasazi Mesoamerican traders told people about farming as they traveled. But it took a long time for the people in the Southwest deserts to try farming.

Around A.D. 300, a people called the Hohokam planted gardens on lands between the Salt and Gila Rivers. They dug over 500 miles of canals to carry water to their fields. They grew corn, cotton, beans, and squash. They made pottery and turquoise jewelry. And they made the world’s first etchings, or pictures made with acid. They used cactus juice to eat through the top of shells.

The Hohokam lived well for about 1,000 years. In the mid-A.D. 1300s, they moved away. The reason for this is not known. A long period without rain or floods may have made them leave. No one is sure.

Around A.D. 600, the Anasazi moved into the area’s canyons and cliffs. They also farmed. But they did not use rivers to get their water for farming. They used the water that ran off the cliffs during heavy rains.

Anasazi culture was at its highest point at Chaco Canyon. This is in present-day New Mexico. The people there controlled the trade in turquoise. They used it like money to buy goods from many areas, including Mesoamerica.

The Anasazi lived in big houses dug into the cliffs. The cliff houses had hundreds of rooms and held thousands
of people. Spanish explorers later called these houses *pueblos*. This is the Spanish word for “village.” The Anasazi lived well until the early A.D. 1000s. Then there was a period of 50 years without rain. Like the Hohokam, the Anasazi also moved away.

**Who Were the Mound Builders?** Across the Mississippi River, another civilization was growing. It started around 1000 B.C. and lasted until about A.D. 400. Its people built large mounds made of earth. Some mounds were in the shape of animals. These gave the people their name—“Mound Builders.”

Two groups formed from the mound-builders—the Adena and the Hopewell. They settled the lands from the Great Lakes to the Gulf of Mexico.

The Mound Builders lived mostly as hunters and gatherers. But they did try farming. Scientists think they tamed many wild plants, like sunflowers, gourds, and barley. Women probably planted the first seeds. Women probably also knew the most about plants. They found wild foods while the men hunted.

Traders probably brought corn to this area around A.D. 100. These traders were looking for materials to make weapons, jewelry, and carvings. Many of these objects were placed with the dead in the mounds.

**The Mississippians** The mound-building culture changed when the Hopewell culture ended. A new people known as the Mississippians appeared. Their name came from their home in the Mississippi River valley. Their lands reached from present-day Ohio, Indiana, and Illinois, south to the Gulf of Mexico.

The Mississippians found that plants grew well along the river. They could grow enough crops to become full-time farmers. The crops grown most were corn, squash, and beans.
This farming led to the growth of cities. As many as 10,000 people or more lived in the cities. The largest city, Cahokia, may have had 30,000 people. You can still see what is left of the city in southwest Illinois.

Mississippian mounds were different. They built pyramid shaped mounds with flat tops. The base of the biggest one covered 16 acres. This is more than the base of the Great Pyramid in Egypt.

This mound, known as Monks Mound, was more than 100 feet high. From the top of the mound, rulers could look down at many smaller mounds. The flat tops of the mounds held temples, homes for the rich, and graves.

In the early A.D. 1300s, the Mississippian civilization ended. The cities were left empty. Maybe other Native Americans attacked them. Or they may have run out of food.

10. Which civilization was able to farm full-time? What effect did this have?
**Drawing From Experience**

Have you ever lived in or visited a different part of your country? Was it warmer? Colder? How did these differences affect the lives of people living there?

The last section described the first civilizations in the Americas. This section discusses Mayan, Aztec, Incan, and North American cultures. The places where each group lived shaped their lives and culture.

**Organizing Your Thoughts**

Use the diagram to help you take notes. Fill in the table to help you learn about the lives of the groups in North America.

**Life in North America**

<table>
<thead>
<tr>
<th>Group</th>
<th>Climate</th>
<th>Food Sources</th>
<th>Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far North</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>West Coast</td>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>Southwest</td>
<td>7.</td>
<td>8.</td>
<td>9.</td>
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</tbody>
</table>
The Mayan People (pages 583–585)

Main Idea: The Maya adjusted to life in the tropical rain forest and built a culture based on their religious beliefs.

In A.D. 1839, John Lloyd Stevens and Frederick Catherwood found the ruins of an ancient city. Stevens was an American lawyer. Catherwood was an English artist. As they cut their way through the Yucatán rain forest, they made a great discovery.

Stevens and Catherwood learned that the people who built the city were called the Maya. These people were related to the millions of Maya who still live today in Mexico, Guatemala, Honduras, El Salvador, and Belize.

Mayan City-States: It looked at first like the Maya lived in one of the worst spots on Earth. They picked the Petén in present-day Guatemala. Petén is the Mayan word for “flat region.” The forests there nearly blocked out the sun. Stinging bugs filled the air. Deadly snakes were on the ground. Monkeys and parrots screeched in the trees. Even with all of this, the Maya grew rich.

The Maya saw the good things about their land. Swamps and sinkholes gave them a steady source of water. Sinkholes are areas where the earth has fallen. These holes gave the Maya a system of underground rivers and streams. They served as Mayan wells.

The Maya had water. But without an organized culture, they could not have built cities and fields in this land. Many people had to work together. This meant they needed an organized government.

The Maya set up city-states. Rulers in each city-state gave the leadership and military force needed for building projects. Leadership was passed from one king to the next. The city-states often fought with each other.

Life in the Mayan Cities: Mayan rulers said they came from the sun. They said they had the right to rule as god-kings.
They expected every person to serve them. They also expected people to put up big buildings or statues to honor them.

Mayan rulers told the people how to make the gods happy. One way was by killing people. The Maya believed that the gods gave them their life in rain. So humans should give the gods their life in blood.

In battle, the Maya wanted to take people more than they wanted to take land. During times when they had no rain, Mayan priests killed the captives. The deaths were an offering to Chac, the god of rain and sunlight.

The Maya believed that the gods controlled all of life on Earth. For this reason, religion was at the center of Mayan life. Every city had a huge pyramid with a temple at the top. Priests set up a class system. In this system, everyone had a place.

Royal Mayan women often married into royal families in far away city-states. This helped with trade. It also helped form alliances. Alliances are agreements to work together.

Women played a big role in the city-states. In one Mayan carving, a woman wears a war headdress and is carried on a table by soldiers. At least two women were queens in the city-state of Calakmul. One of them may have helped start the city.

**Mayan Science and Writing** Both queens and kings asked Mayan priests for help. The priests thought that the gods showed their plans through the sun, moon, and stars. They studied the sky closely.

The sky also showed the Maya when to plant their crops. By watching the sky, the priests made a 365-day calendar to track the stars and planets. They used it to predict eclipses and to plan religious festivals, plantings,
and harvests. To track time, the Maya developed a system of math. They created a way to count based on 20.

The Maya also invented a written language. They used it to write numbers and dates. Like the Egyptians, the Maya used a system of symbols. Symbols stood for words, sounds, or ideas. But only nobles could read them. After the end of the Mayan civilizations, no one could read them at all. But today people have started to understand the stories told by the symbols.

10. Who was Chac?

The Aztec (pages 585–587)

Main Idea The Aztec moved into the Valley of Mexico, where they created an empire based on conquest and war.

The Aztec, who moved from place to place, arrived in the Valley of Mexico about A.D. 1250. They were not welcome there. One king thought he had a way to get rid of them. He gave the Aztec land filled with snakes. He thought the deadly snakes would kill them. But the Aztec cooked and ate the snakes. Then they built their own kingdom.

The Aztec Government The Aztec knew how to stay alive. They had moved about for hundreds of years looking for a home. They believed that their sun god—a serpent with feathers named Quetzalcoatl—had promised them a place. An old story said that the Aztec would know they had found their home when an eagle “screams and spreads its wings, and eats . . . the serpent.”
In A.D. 1325, the Aztec went to a wet, swampy island in Lake Texcoco. An eagle sitting on a prickly pear cactus greeted them. It tore apart a snake hanging from its beak. When they saw this, the Aztec believed they had come to the end of their search.

Priests who were speaking for the gods told the Aztec what to do next. They were to build a great city. People worked day and night. They dug dirt from the lake bottom to build bridges to the land. They piled dirt on rafts to build floating gardens.

The Aztec called the new city Tenochtitlán. This means “place of the prickly pear cactus.” As the city grew, the Aztec dreamed of taking new lands and wealth. They wanted to get tribute, or payment for protection, from the people they controlled.

To do this, the Aztec turned to strong kings. These kings said they came from the gods. A group of warriors, priests, and nobles picked each king from the royal family. They usually chose the last king’s son, but not always. A king had to prove himself by leading the people into battle.

Life in the Aztec Empire  The king was at the top of Aztec society. The rest of the people fell into four classes. They were nobles, commoners, unskilled laborers, or enslaved people. The largest group was commoners. They worked as farmers, artisans, or traders. They could join the noble class by doing one brave deed in war. They received land and the rank of noble. The land went to their children if the soldier died.

Like the Maya, the Aztec also developed a calendar. In fact, the Aztec had two different calendars. One was a religious calendar with 260 days. It kept track of religious rituals and festivals. The other was a 365-day calendar for daily use and to keep track of when to plant and harvest crops.

The Aztec saw honor in death for their gods. Soldiers who died in battle, captives who were sacrificed, and
women who died in childbirth were all worthy of life after death. Children learned about the glory of war and their duties as an Aztec. Boys were taught to be warriors. Women and girls stayed at home. But women who gave birth were heroes in Aztec society.

The Aztec built a huge pyramid to honor their gods. Built in the center of Tenochtitlán, it was 135 feet high. Known as the Great Temple, it had more than 100 steps. Thousands of people were taken to the top. There they were killed for the gods.

Tenochtitlán became the largest city in Mesoamerica. It may have held about 400,000 people at one time. Feeding so many people was a challenge because much of the region was unsuitable for agriculture. The Aztec, however, improved the land to help them grow more crops. They irrigated and fertilized their fields, and even drained lakes to turn water-filled areas into farmland.

11. Why did the Aztec name their city Tenochtitlán?

Life in the Inca Empire (page 588)

Main Idea: To unite their huge empire, Incan rulers set up a highly organized government and society.

The Inca said that the god Pachacamac caused earthquakes. Pachacamac means “Lord of the earth.” Pachacamac was the highest god. So the greatest Incan leader took the name Pachacuti. This means “Earthshaker.” Pachacuti lived up to his name. Around A.D. 1438, Pachacuti and his son built the largest ancient empire in the Americas. It was about 2,500 miles north to south.

Pachacuti made a plan to keep his empire together. He set up a strong government. But he let local rulers stay in power. To make sure they stayed loyal, he took their sons to Cuzco for training.
Pachacuti brought the empire together in other ways, too. He made people learn the Inca language of Quechua. And he designed 25,000 miles of roads.

To improve farmland, the Inca irrigated and fertilized their fields. To make more farmland, the Inca cut out terraces, or level stair steps, into mountainsides. They also herded llamas like cattle.

**An Organized Society** The Inca believed the sun god Inti protected the Incan capital. The rulers who lived there were called “sons of the sun.” These rulers and their wives, known as Coyas, were at the top of society.

The head priest and the leader of the armies were just below the royal couple. Then came army leaders who commanded different regions. Below them were temple priests, army commanders, and skilled workers. At the bottom level were farmers, herders, and soldiers.

The Inca also split society into 12 types of jobs. Everyone over age five had work to do. Young girls were babysitters. Young boys chased birds from gardens.

**What Was Incan Culture Like?** The Inca did not kill many people for their gods. They made sacrifices only in hard times, such as earthquakes, or at special times.

To make their gods happy, the Inca built big works of stone. They had no way of writing, no wheels, and no iron tools. But they built places like Machu Picchu. It was a place for kings to get away and rest.

To build these large works, the Inca needed to use math. They used a **quipu**, a rope tied with cords of different lengths and colors. Each knot stood for a number or item. This also helped the Inca keep records.

The Inca were good builders. Workers fit stones so tightly that a knife could not slip between them. The Inca did not use mortar to hold the stones together. The stone blocks could slide up and down without falling during earthquakes.

**12. How did Pachacuti unite his empire?**
Life in North America (pages 590–592)

**Main Idea** The geography in lands north of present-day Mexico shaped the development of many different Native American cultures.

By A.D. 1500, about two million people lived north of Mesoamerica. They spoke about 300 languages. They called themselves thousands of names.

These Native Americans lived by the cultures of the people who had come before them. As these peoples spread out across North America, they made changes to adjust to their new homes. They lived well.

**The People of the Far North** Scientists think the people who settled to the north around 3000 B.C. came by boat. They lived in the Arctic (present-day Canada) and Alaska. This was long after the Ice Age. These people called themselves the Inuit, which means “the people.”

The Inuit found ways to live in the cold and snow. They built **igloos**. Igloos are round homes made from blocks of ice and snow. They used sleds pulled by dogs to travel on land. And they used small boats made of seal skin to travel by sea.

Most peoples of the Far North hunted. They ate seals, walruses, and land animals like caribou and polar bears. Blubber, or fat, from seals and whales had extra value. The fat gave them oil for lamps. It also provided needed calories.

**Life on the West Coast** The groups that lived along the Pacific coast had a warmer climate. Peoples like the Tlingit, Haida, and Chinook lived in the Pacific Northwest. They built wooden houses and huge canoes from big cedar trees. They fished the seas for otters, seals, and whales. Each spring, salmon filled the rivers.

The Pacific Northwest had many rich food sources. For this reason, more people lived in this area than in any
other part of Mesoamerica. Only the area that is today California had more people.

Scientists think California was home to about 500 early American cultures. Each learned to use the many natural resources found in California. People like the Chumash fished along the northern coast. The Cahuilla picked dates, seeds, roots and pods in the southern desert. The Pomo picked acorns and made flour in the central valley.

**Life in the Southwest** The dry deserts of the Southwest did not have the rich resources of California. But the people who lived in this area learned a lot from the Hohokam, Anasazi, and other early Americans. The Hopi, Acoma, Pueblo, and Zuni knew how to farm dry land. Like the people before them, they dug canals for water. And they built homes like apartments using *adobe* or bricks dried in the sun.

Two groups of hunters—the Apache and the Navajo—moved into this area in the A.D. 1500s. The Apache were hunters. But, over time, the Navajo began to farm.

**Life on the Great Plains** People on the Great Plains farmed. But it was not easy. Grass covered the land between the Rocky Mountains and the Mississippi River. The thick grass roots made it hard to farm. And the people did not have iron tools. The Mandan, Hidatsa, Pawnee, and others grew gardens in the good land along the Missouri, Arkansas, and Red Rivers.

The women worked in the gardens. The men hunted buffalo on the grasslands. There were no horses in America, so they hunted on foot. The buffalo provided meat, bones for tools, and skins for clothes and homes.

**Life in the Eastern Woodlands** Thick forests covered lands east of the Mississippi River. Here people farmed, hunted, and fished. More people farmed in the Southeast Woodlands. It was warmer, so they had a longer growing season.
More people were hunters in the cooler Northeast Woodlands.

Groups formed governments all over the Woodlands. Peoples like the Natchez (in present-day Mississippi) set up social groups. Others, like the Cherokee in Georgia and North Carolina, had sets of laws.

Some Native Americans in the Woodlands set up confederations. These were governments that linked several groups. The best known one was formed by the Iroquois. The Iroquois League included the Onondaga, Seneca, Mohawk, Oneida, and Cayuga.

The Iroquois came together to end fighting among their peoples. A set of laws, known as the Great Peace, set the rules for the group. Women controlled the Iroquois land. They chose men to sit on a Grand Council. Council members worked out problems together. Everyone had to agree on a decision. The Council helped members unite against other Woodland peoples, like the powerful Algonquian.

13. How did people in the Far North live in the cold?
Drawing From Experience
Have you ever really wanted something that was not easy for you to get? What was it? What were you willing to do to get it?
The last section described the rise of the Aztec and Inca empires. In this section, you will learn about how Spanish explorers came to the Americas. And you will learn how two men seeking riches caused the end of these great empires.

Organizing Your Thoughts
Use the diagram to help you take notes. What is the main idea of this section? What details support the main idea?

Key Terms
conquistador: Spanish soldier-explorer sent to America (page 595)
treason: disloyalty to a government (page 599)
Christopher Columbus found the Americas while trying to find a sea route to Asia.

In 1492, the Aztec were very strong. About 250,000 people lived in Tenochtitlán. It was the biggest city in the Americas. It may have been the biggest city in the world. But in just a few years, people from Europe would end this empire.

Columbus Arrives in America

By the 1400s, several strong kingdoms had grown in Western Europe. Leaders there knew that they could make a lot of money from trade with East Asia. But they needed to find a way to get around the Muslim lands in the middle.

The people of Western Europe started looking for a way to get to Asia by sea. The Portuguese were first. They began to map Africa’s east coast. They were looking for a way around Africa.

The Spaniards were next. They paid for a trip by an Italian sea captain named Christopher Columbus. He told Spain’s rulers that he could get to Asia by sailing west across the Atlantic Ocean. He did not know that two continents stood in his way.

Columbus set out with three ships in August 1492. In October, he landed on an island in the Caribbean Sea. Columbus thought he was in Asia. He went farther into the Caribbean and landed on the island of Hispaniola. Today, this is Haiti and the Dominican Republic. He returned to Spain with bright parrots, gold and spices, and several Native Americans. Spain’s rulers were surprised and happy. They paid to send Columbus on another trip.

Columbus Returns

Columbus set out again in 1493. This time, he came to gain land. He brought soldiers to help him. In the spring of 1494, they landed on Hispaniola.

The Taino who lived there were scared of the conquistadors. These soldier-explorers wore armor and covered
their horses with armor. Growling dogs ran by their sides. To show their power, the soldiers fired guns.

The soldiers took the island for Spain. Then they made the Taino slaves. They made them work for the Spanish. Spain now had land in the Americas.

8. Was Columbus’s first voyage successful?

Spain Conquers Mexico (pages 595–597)

Main Idea: Spanish conquerors defeated the Aztec with the help of horses, guns, and European disease.

Columbus sailed to America four times. Many poor nobles came after him, looking for riches. Many came from the part of Spain known as the Extremadura. Bad soil, very hot summers and cold winters made life hard there. One of these nobles was 19-year-old Hernán Cortés.

As a teenager, Cortés had to choose from three jobs. He could be a priest, lawyer, or soldier. His parents wanted him to be a lawyer. But Cortés chose to become a soldier. In 1504, he left for Hispaniola. In 1511, he was part of the Spanish attack on Cuba. His commander saw that Cortés was very brave. He gave Cortés control over several Native American villages and the goods they made.

Six years later, thousands in Cuba were killed by smallpox. The commander asked Cortés to find new people to work for the Spanish. Cortés knew just where to look.

That same year, a ship came back to Cuba from the Yucatán. In the past, soldiers who went to the Yucatán had fought with the Maya. This time, the Maya were friendly. As one soldier recalled:

“They brought gold cast in bars . . . a beautiful gold mask, a figurine [statue] of a man with a half mask of gold, and a crown of gold beads.”

—Juan Diaz, as quoted in “Conquest and Aftermath”
That was all Cortés needed to hear. He made plans to sail. On February 18, 1519, Cortés left for Mexico.

**Cortés Invades Mexico** The Aztec emperor Montezuma II knew the Spanish were coming. In a dream, he looked in a mirror and saw a huge army coming over the mountains. “What shall I do?” he cried. “Where shall I hide?”

Cortés arrived and began his attack in April 1519. He came to the beach near present-day Veracruz with 550 soldiers, 16 horses, 14 cannons, and a few dogs. How could such a small number conquer a huge empire?

Cortés knew how to use his horses and guns to scare Native Americans. He showed his power by making thousands of Tabascans surrender. Then the Tabascans gave Cortés another weapon. This weapon was a Mayan woman named Malintzin. She spoke both Mayan and Nahuatl, the language of the Aztec.

Malintzin spoke to Cortés through a Spaniard who knew Mayan. She told him about the Aztec empire. She also told him that the Aztec were angry with their rulers. She said they would fight with Cortés against Montezuma. Cortés spoke through her to the people and made agreements.

Cortés also had help from germs and sicknesses. The measles, smallpox, and other diseases killed more Aztec than the Spanish swords.

**Cortés Defeats the Aztec** The Spaniards marched 400 miles to the Aztec capital. Messengers told Montezuma about their every move. The Aztec believed in a light-skinned god named Quetzalcoatl. This god had sailed away long ago. He promised to come back someday to take back his land. Montezuma was afraid that Cortés was this god. So he did not want to attack the Spanish right away.

As Cortés marched closer, Montezuma decided to attack the troops. Cortés heard about the plan and attacked first. He killed 6,000 people. In November 1519, the soldiers marched into the capital and took control of the city. Cortés held Montezuma as a prisoner. Then he told the Aztec to stop sacrificing people.
Cortés made the Aztec people angry. They fought back. The Spanish killed thousands of Aztec. Montezuma tried to stop the fighting. But he was also killed. The Spanish fought their way out of the city. They moved into the hills with their allies.

While Cortés got ready for a second attack, smallpox broke out in the city. The Aztec were weak and no match for Cortés. In June 1521, the Spanish destroyed the Aztec capital.

9. What weapons did Cortés have in his fight against the Aztec?

Pizarro Conquers the Inca (pages 599–600)

Main Idea The riches of the Aztec Empire led other Spanish conquerors to seek their fortunes in South America.

In 1513, Vasco Núñez de Balboa led his soldiers through the jungle and mountains of present-day Panama. Native Americans told him that he would find a great empire filled with gold as he went south along a western sea.

Balboa found the sea, known today as the Pacific Ocean. But he never found the golden empire. A Spanish official lied and charged Balboa with treason. He said Balboa was not loyal to the government. The official had him beheaded.

Francisco Pizarro marched with Balboa. He took up the search for the empire. Pizarro could not write his name. But he knew how to fight. Like Balboa and Cortés, Pizarro came from the Extremadura. But he was not of noble birth.

At age 16, Pizarro left a job herding pigs to fight in Italy. In 1502 he came to the Americas. He helped explore Panama and became a rich landowner. But he wanted to find the golden empire.
Pizarro and the Inca  By the 1530s, the Inca thought they ruled most of the world. But smallpox and Pizarro proved they did not. The Inca could not stop the spread of smallpox. And they could not scare away Pizarro. He led 160 men up the mountains to the Incan land.

The Inca tried to ignore Pizarro. But Pizarro, in his 50s, would not leave. He stole from the Inca and fired guns at them. The emperor Atahualpa thought Pizarro was crazy or a fool. How would this man stand up to 80,000 fighting Inca?

Atahualpa was wrong about Pizarro. The Inca did not know much about Europeans. But Pizarro knew a lot about the Inca. He had spent more than 30 years fighting Native Americans. And his good friend Cortés gave him an inside look at the conquest of the Aztec. In late 1532, Pizarro made a bold plan.

Pizarro Defeats the Inca  The Spanish invited Atahualpa to a meeting. He agreed to come. But he made the mistake of not bringing his army. He thought his 5,000 guards would keep him safe. He also thought they would not need any weapons.

When they met, Pizarro asked the emperor to give up his gods. When Atahualpa laughed at this, Pizarro ordered an attack. Cannons went off. Trumpets sounded. Soldiers yelled. Pizarro had pulled Atahualpa off the field of battle.

Atahualpa tried to buy his freedom. He said he would fill his jail cell with gold and another room with silver. Pizarro took the deal. Atahualpa kept his word. Pizarro did not. He charged the emperor with many crimes. These crimes included planning a rebellion, worshiping false gods, and having too many wives. In 1533 an army court found the emperor guilty. He was put to death.

As a reward, the Spanish king made Pizarro governor of Peru. Pizarro chose a new emperor of the Inca. But the emperor had to obey Pizarro. Pizarro’s conquest opened
more of South America to Spanish rule. Spain controlled a huge land covering 375,000 square miles. The land held almost 7 million people. Spain was building the first global empire.

10. How did Pizarro defeat the Inca?
The Renaissance Begins  For use with pages 608–615

Key Terms

**Renaissance**: “rebirth”; period in European history from 1350 to 1550 when people became interested again in art and learning (page 609)

**secular**: more interested in the world than in religion (page 609)

**diplomacy**: the practice of making deals with other countries (page 615)

Drawing From Experience

Have you ever played the game Marco Polo in a swimming pool? Did you ever wonder who Marco Polo was?

In this section, you will learn how the rich Italian city-states became interested in art and learning again. You will also learn how Italy became rich.

Organizing Your Thoughts

Use the diagram to help you take notes on how trade made Italian city-states rich.

The Italian Renaissance  (pages 609–610)

Main Idea  The wealthy urban society of the Italian city-states brought a rebirth of learning and art to Europe.

**Renaissance** means “rebirth.” In European history, the years from about 1350 to 1550 were called the Renaissance. This is because people became interested again in art and learning. People were also interested in things that the Greeks and Romans studied.
After the hard years of the Black Death, Europeans looked to the past. Life seemed to be better then. They wanted to learn how to make their own lives better.

During the Renaissance, people focused on the individual. Many people thought that a person could help make the world better.

Religion was still very important. But human success was also important. People became more secular. They were more interested in the world than in religion and getting into heaven.

Why did the Renaissance begin in Italy? First of all, Italy had been the center of the Roman Empire. Ruins and art were all around. This reminded the Italians of their past. They became interested in Greek and Roman art. They tried to make their own art as good.

A second reason was because Italy’s cities were very rich. People had money to pay painters, sculptors, architects, and other artists to make new works.

A third reason was because there were many small city-states. Florence, Venice, Genoa, Milan, and Rome were some of the most important cities of the Renaissance.

The city-states competed with each other. This helped the Renaissance. Wealthy nobles and merchants wanted artists to make works that would make their cities more famous.

In most of Europe, most people lived in the country. This included knights and nobles who owned estates. In Italy’s city-states, most of the people were living in the city. This meant more people were there to buy art and spend money.

It also led to more sharing of ideas about art. Italy’s cities produced many great works of art and literature.

7. Name one reason why the Renaissance began in Italy.
The Rise of Italy’s City-States (pages 611–613)

Main Idea Italy’s location helped its city-states grow wealthy from trade and banking, but many of the cities fell under the control of strong rulers.

During the Middle Ages, no one was able to unite Italy into one kingdom. There were many reasons for this. First, leaders in the Roman Catholic Church tried to prevent it because they were afraid a strong ruler would try to control the pope and the Church.

Secondly, the city-states were about equal in strength. They fought many wars. They often took land from each other. But no state was able to beat all the others.

Probably the most important reason was because all the city-states were very rich. They could build many ships and hire people to fight in their armies. A person who fights in an army for money is called a mercenary. The city-states also loaned money to the kings of Europe. The kings left the city-states alone so they could borrow more money in the future.

Italy’s City-States Grow Wealthy The Italian city-states became rich through trade. Most of the city-states were on the coast. They had ports where merchant ships could dock. They were also in a great spot on the Mediterranean Sea. Spain and France were to the west. The Byzantine and Ottoman Empires were to the east. North Africa was to the south.

The Italians bought Chinese silk and Indian spices from the Byzantines, Turks, and Arabs. They would then sell these goods to Western Europe at very high prices. They also bought wool, wine, and glass from the Spanish, French, Dutch, and English. They sold these in the Middle East. The Italian cities also had many skilled craftspeople. They could take raw materials and make goods that could be sold for high prices.
Geography was not the only reason for the success of Italians. Trade became important. The Crusades brought Italian and Arab merchants together to trade. Also, the Mongol Empire united almost all of Asia into one huge trade network.

The Mongols helped trade. They protected the Silk Road from China to the Middle East. This made it cheaper and easier for caravans to carry goods from China and India to Muslim and Byzantine cities. As more silk and spices came from Asia, prices became lower. More people could buy nice things. Business grew because people wanted to buy.

**Who Was Marco Polo?** Marco Polo was a merchant from Venice. In the 1270s, he went on a journey to China with his father and uncle. They wanted to meet Kublai Khan. He was the ruler of the Mongol Empire.

When they made it to the khan’s court, the great emperor liked Marco Polo. He sent Marco Polo on business all over China. Marco Polo learned more about Asia than any other European. He wrote a book about his travels. His stories got many people interested in China. They wanted to buy China’s goods.

**The Wealth of Florence** Florence was the most famous city of the Renaissance. It was the first to grow rich. It had many famous artists. It sat on the Arno River. Beautiful hills and walls were all around it. Tall towers helped people watch for invaders. The people loved fancy clothing.

Florence became rich from trading cloth, mainly wool. The wool came from England. It was woven into fine fabrics. Banking was another way the Italians made money.

Goods were coming into Italy from all over the world. Merchants needed to know how much coins from different countries were worth. Florentine bankers became the experts. The florin was the gold coin of Florence. They used this to measure the value of other money. Bankers
also loaned money and charged interest. Florence’s richest family was the Medici. They were bankers. They owned banks as far away as London.

**The Rise of Venice**  The wealthiest city of all was Venice. It is located at the northern end of the Adriatic Sea. The Venetians were great sailors and shipbuilders. They built their city on many small, swampy islands. They put long wooden poles into mud to support their buildings.

Instead of making roads, Venetians made canals through their swampy islands. They used boats to move about. Even today, many of the streets in the older parts of Venice are canals and waterways. Gondolas are long narrow boats. They are still used to take people up and down the canals.

Some of Venice’s wealth came from building ships. They were built at a shipyard called the Arsenal. Sometimes they needed ships quickly. When the Turks tried to take a Venetian colony in the Mediterranean, 100 ships were built in only two months.

8. How did people travel in Venice?

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**The Urban Noble** *(pages 614–615)*

**Main Idea**  Unlike medieval nobles, the nobles of the Italian city-states lived in cities and were active in trade, banking, and public life.

The urban noble was a new type of leader. These were rich men from Italian city-states. Before this time, nobles got their wealth from land, not trade. They actually thought they were above people who traded.

In the city-states, old noble families moved to the cities. They decided that money from trade was just as good as money from land.
Rich merchants tried to live like the noble families. The sons and daughters of nobles and rich merchants married each other. The old noble and rich merchant families blended together. They became the upper class.

**How Were Italian City-States Run?** Many of the city-states were republics at first. A republic is a government controlled by its citizens. Only guild members could be citizens. These were artists and merchants.

When the cities faced war or rebellion, they gave power to a dictator. This is one powerful man or woman who runs the government.

In Venice, the ruler was the duke, or doge. At first, the doge had power over his council of nobles. Later, he lost power to a small group of nobles.

The Medici family took control of Florence in 1434. They ruled there for many decades. Lorenzo de’ Medici ruled the city from 1469 to 1492. He was known as “the Magnificent.” He gave money to artists, architects, and writers. He helped many of Italy’s Renaissance artists.

Politics in Italy was tricky. The rulers of each city had to keep the poor from fighting against them. They also had to stop other rich people from getting power. They made deals with merchants, bankers, landlords, church leaders, and mercenaries. They also had to work with leaders from other city-states.

To work with the other states, the Italians created diplomacy. This is making deals with other countries. Each city-state sent an ambassador to live in the other city-states. Ambassadors were representatives of their city. Many of the ideas of diplomacy we use today first began in Italy.

Niccolò Machiavelli was a diplomat in Florence. He wrote a book called *The Prince* in 1513. In his book, Machiavelli wrote that people were greedy and self-centered. Rulers should not try to be good. They should do anything they could to keep power and protect their
city. This included killing and lying. Today when we say someone is being Machiavellian, we mean they are being tricky and not thinking about being good.

9. What was Venice’s ruler called?
Key Terms

humanism: a belief that humans are important (page 619)
vernacular: everyday language people speak in a region (page 620)

Drawing From Experience

Have you read or seen any plays written by William Shakespeare? Romeo and Juliet? Hamlet? MacBeth? Why do you think his plays are still so popular today?

In the last section, you learned how the rich Italian city-states became interested in art and learning again. You also learned how Italy became rich. In this section, you will learn about humanism, how it spread, and about many famous artists.

Organizing Your Thoughts

Use the diagram to help you take notes on famous Renaissance works of art.

Famous Renaissance Works of Art

<table>
<thead>
<tr>
<th>Leonardo da Vinci</th>
<th>Raphael Sanzio</th>
<th>Michelangelo Buonarroti</th>
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Renaissance Humanism (pages 619–621)

Main Idea Humanists studied the Greeks and Romans, and the development of the printing press helped spread their ideas.

In the 1300s, a new way of understanding the world started. It was based on ancient Greek and Roman values. It was called humanism. Humanists believed that humans were important. They wanted a balance of religion and reason. Their new ideas said that men could be active in their cities and do great things.

Ancient Works Become Popular Italians began to study early Roman and Greek works. The Crusades opened trade with the Middle East. Italians learned about the Greek and Roman works from the Arabs. When the Turks conquered Constantinople in 1453, many Byzantine scholars moved to Venice or Florence. They also knew a lot about these works.

One famous scholar and poet was Francesco Petrarch. He lived in the 1300s. He studied Roman writers like Cicero. He also wrote about the lives of famous Romans.

Petrarch told Europeans to look for Latin writings in monasteries. New libraries were built to hold these writings. The Vatican Library in Rome was the largest.

Italians also studied old buildings and statues. Workers cleaned up broken columns and statues. Artists studied parts of these statues to understand what made them beautiful.

Changes in Literature Educated people wrote in “pure” Latin. This was the Latin used in ancient Rome. Petrarch thought classical Latin was the best way to write. But, when he wanted to write poems to the woman he loved, he wrote in the vernacular. This is the everyday language people speak. When authors wrote in the vernacular, many more people could read their work.
Dante Alighieri was a poet of Florence in the early 1300s. He wrote one of the world’s greatest poems in the vernacular. It is called *The Divine Comedy*. As a young man, Dante was active in politics. But when noble families began fighting over power, he had to leave Florence. That is when he wrote his long poem. It is more than 14,000 lines. *The Divine Comedy* tells the story of a journey from hell to heaven. He describes how people suffered for different sins.

Another important writer who used the vernacular was Chaucer. He wrote in English. *The Canterbury Tales* is his famous book. He describes the journey of 29 pilgrims to the city of Canterbury. He talks about the nobles at the top of society as well as the poor at the bottom.

**The Printing Press Spreads Ideas** The printing press was the key to spreading humanist ideas. In the early 1450s, Johannes Gutenberg invented a printing press. It used movable metal type. Many books could be printed quickly. More people learned to read. Scholars read one another’s works. They wrote letters to discuss their thoughts. Ideas grew and spread more quickly than ever before.

The Chinese had already invented movable type. Because of their large alphabet of characters, it did not work well. For Europeans, the printing press was a big improvement. It was easy to use with linen paper, another Chinese invention.

Gutenberg’s Bible was printed in the 1450s. It was the first European book made on the new press. About 40,000 books were made by 1500. Half of these were religious works like the Bible or prayer books.

**How Did Humanism Affect Society?** Humanists studied the Greeks and Romans to learn about many subjects. They studied plants, animals, the human body, medicine, stars, and planets. Their study of math helped them in many subjects.
Leonardo da Vinci was one of the best Renaissance scientists and artists. He studied dead bodies to learn about the human body. He studied fossils to understand history. He was also an inventor and engineer.

Most of what we know about Leonardo comes from his notebooks. He had many sketches of scientific and artistic ideas. Hundreds of years before they were invented, Leonardo drew inventions such as a glider, a helicopter, and a parachute. He also drew a type of military tank and a scuba diving suit.

7. What book was printed on the printing press first?

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Artists in Renaissance Italy (pages 623–624)

Main Idea Renaissance artists used new techniques to produce paintings that showed people in an emotional and realistic way.

Rich Italian families and church leaders paid artists to make paintings, sculptures, and buildings. They put them out in their cities for people to see. The pope paid for many works of art for the Vatican. Renaissance artists followed examples of the ancient Romans and Greeks. But these new works expressed humanist ideas.

What Was New About Renaissance Art? Medieval and Renaissance paintings were very different. Renaissance art tries to show people as they would look in real life. It also tries to show how people feel.

Renaissance painters also painted in new ways. They learned to make a drawing or painting look three-dimensional. This technique is called perspective. Artists had used perspective before, but Renaissance artists perfected it. Objects in the paintings seemed to be at different distances. This made them look more real.
Painters also used a technique called chiaroscuro. They used light and shadows instead of stiff outlines to separate objects and soften edges. *Chiaro* means “clear or light” in Italian. Chiaroscuro created more drama and feeling.

**The Peak of the Renaissance**  The artistic Renaissance lasted from about 1350 to 1550. The years between 1490 and 1520 were its greatest. Three famous artists were Leonardo da Vinci, Raphael Sanzio, and Michelangelo Buonarroti.

Leonardo was trained as an artist. But he also became a great scientist and inventor. Born in 1452, he studied in Florence as a young man. Training in workshops was an old tradition. But, during the Renaissance, artists began to do something new. They signed their own work.

One of Leonardo’s most famous works is *The Last Supper*. He began painting it in 1494 on a wall behind a church altar. He painted on wet plaster with watercolor paint. This is called fresco. In Italian, it means “fresh.” Frescoes were painted in churches all over Italy.

One of Leonardo’s greatest skills is seen in *The Last Supper*. This painting shows Jesus and his disciples. Leonardo made each disciple look different to help show his feelings. He showed this skill again in the *Mona Lisa*.

Raphael worked at the same time as Leonardo. He was much younger. He became known as one of Italy’s best painters. He painted gentle Madonnas and many frescoes in the Vatican palace. The *School of Athens* is perhaps one of his best-known paintings. It shows many Greek philosophers.

Michelangelo painted, sculpted, and designed buildings. He painted one of the best-known Renaissance works. He painted the ceiling of the Sistine Chapel in Rome.

Michelangelo was a sculptor at heart. He felt God gave him his talents. He made his statues to show perfect human beings. These were symbols of God’s beauty and
perfection. His best-known sculpture is the 13-foot-tall statue *David*. David seemed calm, yet ready for action. Michelangelo also made a statue of Moses from the Bible. This huge figure seems both wise and powerful.

8. Name the three best-known artists of the Renaissance period.

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**The Renaissance Spreads** *(pages 625–626)*

*Main Idea* Renaissance ideas and art spread from Italy to northern Europe.

In the late 1400s, the Renaissance spread to northern Europe and later to England. The printing press and travelers helped spread humanist ideas.

*What Is the Northern Renaissance?* The Northern Renaissance took place in present-day Belgium, Luxembourg, Germany, and the Netherlands. These artists used different methods than the Italians to make their art seem real. They invented oil painting. Oils let artists paint with more detail. They could paint textures like the gold braid on a dress. Jan van Eyck was a master of oil painting. In one of his best-known paintings, two people just married stand side by side in a fancy bedroom. Every fold in their rich clothes and every detail in the room are clear.

Albrecht Dürer is one of the greatest artists of the Northern Renaissance. Dürer could paint in both perspective and in fine detail. He is best known for his engravings. An engraving is made from an image carved on metal, wood, or stone. Ink is put on the surface. Then, the image is printed on paper.

Dürer’s *Four Horsemen of the Apocalypse* is an example of a woodcut. This is a print made from carved wood. In it, four men on horses ride to announce the end of the world.
Who Was William Shakespeare? In England, the Renaissance took place more in writing and theater. It began in the late 1500s. Elizabeth I was ruler.

Theater was popular during this time. It cost only one or two cents for a ticket. Even poor people could go. Playwrights were writers of plays. They wrote about people’s strengths, weaknesses, and feelings.

The greatest English writer of that time was William Shakespeare. He wrote tragedies, comedies, and historical plays. Some of the great tragedies include Hamlet, Macbeth, and Romeo and Juliet. In each story, the characters’ flaws bring them down. Some of his most famous comedies include A Midsummer Night’s Dream, Twelfth Night, and Much Ado About Nothing. His best-known historical plays include Henry V and Richard III. Shakespeare’s plays are still very popular.

9. What three types of plays did William Shakespeare write?
The Reformation Begins

For use with pages 633–641

Key Terms

Reformation: a time when people tried to change the Catholic Church and many new Christian churches started (page 634)

indulgence: a reduction in punishment from the Church for a person’s sins (page 634)

denomination: an organized branch of Christianity (page 636)

theology: the study of questions about God (page 640)

predestination: a belief that no matter what you do, the outcome of your life is already planned (page 640)

Drawing From Experience

Have you ever disagreed with a friend, a club, or some other group that you belonged to? What did you do?

In the last section, you learned about humanism, how it spread, and about many famous artists. In this section, you will learn how new Christian churches started and grew.

Organizing Your Thoughts

Use the diagram to help you take notes on John Calvin’s main ideas.

Calvin’s Main Idea

1. 
2. 
3.
Calls for Church Reform (pages 634–637)

Main Idea The reforms of Martin Luther led to the creation of new Christian churches.

In 1517, a monk named Martin Luther challenged the Catholic Church. He said that the pope could not decide what a person had to do to get into heaven. Eventually, his ideas led to new churches in Western Europe.

At first, Martin Luther only wanted to reform (change) the Catholic Church. This is why we call these events the Reformation. This was the beginning of a movement in Christianity known as Protestantism. By the end of the Reformation, Europe had many new Christian churches. People were no longer joined together as part of the one Catholic Church.

What Ideas Led to the Reformation? In the last section, you read about humanism. Humanism in northern Europe led to Christian humanism. Its first leader was a scholar and clergyman. His name was Desiderius Erasmus.

Erasmus wrote that humans could use their reason to become better Christians. This could make the Church better. He studied ancient Christian works for ideas.

He wanted to write the Bible in the vernacular. He wanted a farmer to be able to read the Bible. He believed that people should be good in their everyday lives. It was not enough just to go to church on Sunday.

The Church Upsets Reformers By the 1300s, the Church had some problems. It charged high taxes on peasants. Bishops acted like they were kings. They spent money on palaces and fine art and gave good jobs to their family members. In many villages, priests could barely read.

Many Catholics became angry at the Church for focusing on money. They were angry that the Church was selling indulgences. An indulgence was a reduced punishment from the Church for a person’s sins. The
Church had given indulgences before, but did not charge money for them. In the 1500s, the pope needed money to repair the church of St. Peter’s in Rome. He sold indulgences in northern Germany to collect money.

The sale of indulgences made Martin Luther very angry. The idea of selling God’s forgiveness seemed wrong to him.

Martin Luther was not the first person to question the pope’s power. In the 1370s, an English priest named John Wycliffe preached that Jesus was the only power above Christians, not the pope.

Wycliffe and Luther both challenged the pope’s power. They also respected the Bible. Wycliffe wanted everyone to read the Bible. He translated many Latin passages into English. After he died, his followers finished writing the Bible in English for the first time.

**Who Was Martin Luther?**  
Martin Luther is one of the most famous men in history. His disagreement with the Catholic Church led to a big change in Christianity. Why would a religious man disagree with his faith? Luther was angry about how Church leaders acted. He also worried about his own soul.

When Luther went to Rome he was shocked at how the Roman clergy acted. Back in Germany, he taught at a university in the town of Wittenberg. He worried about the Church’s problems. And with so many people dying from the plague, he worried about whether he would go to heaven when he died.

The Church said that Luther would go to heaven if he had faith in God, did good works, and received sacraments. Still Luther worried that this was not true. He prayed and looked for answers.
Luther found answers in the Bible. He found that faith, not good works, brought salvation. He believed salvation was a gift from God, not something to be earned by doing good works.

In 1517, when the Church started selling indulgences, Luther was shocked. How could the Church tell peasants that buying an indulgence would save them? He listed 95 reasons why indulgences were wrong. He sent the list to his bishop. Some believe he also nailed them to the door of Wittenberg Cathedral for everyone to read. The list was called the Ninety-Five Theses. Thousands of copies were made. People across the German kingdoms read them.

**Revolt Leads to New Churches** The Church did not take Luther seriously at first. But, they soon saw him as dangerous. If people believed Luther, they would rely on the Bible. Who would need priests if the sacraments were not needed to get to heaven?

The pope and Luther argued for many years. Luther would not change his views. This meant he was not a member of the Church anymore. He could not receive the sacraments. He also was not a monk.

Luther’s ideas led to a new denomination. This is an organized branch of Christianity. It was known at Lutheranism. It was the first Protestant denomination.

Lutheranism has three main ideas. The first is that faith in Jesus Christ, not good works, brings salvation. The second is that the Bible is the final truth about God, not church and ministers. Finally, Lutheranism says that the Church is made up of all its believers, not just the clergy.

**Peasant Revolts** Luther’s debate with the pope was so famous that even peasants in the country had heard about it. They liked what they heard about Luther.

Life for a peasant in the 1520s was hard. The crops had been bad for many years. Also, landowners made the peasants pay even higher taxes.
Luther’s ideas led the peasants to rebel. If Luther could rebel against the pope, then peasants could stand up to greedy nobles.

The peasants listed their demands. They based their ideas on the Bible. One leader said the peasants would no longer work for the nobles, “unless it should be shown us from the Gospel that we are serfs.”

The nobles did not give in. Major fights broke out. The peasants lost. The nobles had better weapons and horses. They won easily. At least 70,000 peasants were killed.

Luther felt bad for the peasants, but he hated the violence. He was afraid of what might happen without a strong government. Luther told peasants that God had put the government above them and they must obey it.

4. Why did the pope in the 1500s start selling indulgences?

Politics and Lutheranism (page 639)

Main Idea Political leaders often supported Protestantism because they wanted more power.

In the past, some people had disagreed with the Catholic Church. But the Church always kept its power. But in the 1500s, some of Europe’s kings saw that they could become more powerful if they supported Lutheranism.

You read earlier about the Holy Roman Empire. It was made up of about 300 German kingdoms. In 1519, Charles V became emperor. His empire included the lands of the Holy Roman Empire, plus Spain, the Netherlands, parts of Italy, and land in the Americas.
The local kings and nobles of the Holy Roman Empire worried about Charles V’s power. They did not want one strong leader. They wanted to keep ruling their own little kingdoms.

Many German rulers became Lutherans. They did this for religious and political reasons. This made their kingdoms Lutheran. After breaking with the Catholic Church, they took lands owned by Catholic monasteries in their kingdoms. They would earn money from those lands, not the Church.

Rulers could now set their own church taxes. They kept the money for themselves. Protestant rulers became stronger. Catholic Church rulers became weaker.

Charles V went to war with the Lutheran German rulers. He could not beat them. In 1555 the fighting ended with the Peace of Augsburg. Each German ruler could now decide if his kingdom would be Lutheran or Catholic. Most of northern Germany became Protestant. The south stayed Catholic.

5. Why did local kings and nobles of the Holy Roman Empire worry about Charles V’s power?

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**Calvin and Calvinism** *(pages 640–641)*

*Main Idea* John Calvin’s Protestant teachings spread across Europe and into North America.

**Who Was John Calvin?** John Calvin was born in France in the early 1500s. He went to Paris to study theology. This is the study of questions about God.

Calvin wanted to learn about religion. He studied very hard. Calvin heard about Martin Luther’s ideas. Secretly, he read about Luther. He whispered with his friends when talking about Luther’s ideas. The more Calvin read, the more he believed.
Calvin had to leave Paris because it was too dangerous to talk about Lutheranism. Sometimes he hid at his friends’ houses. He tried to return home but was arrested and spent months in jail. Calvin went to Geneva, Switzerland. This was a Protestant city. His powerful preaching persuaded many people to follow him.

**What Is Calvinism?** Calvin agreed with Martin Luther that faith was more important than good works. He added other ideas too. Calvinism became the basis of many Protestant churches.

Calvin’s main idea was that God’s will is final. God decides everything in the world ahead of time. He has decided who will go to heaven and who will not. This belief is called **predestination**. This means that no matter what people do, the outcome of their life is already planned.

Some people argued. If their life’s outcome were already set, why would it matter if they were good and bad? But most people decided that they were probably saved. To prove it, they worked hard, were good, and obeyed the laws. Calvinism became powerful. It said people should work hard and follow the rules.

Another important idea of Calvinism is that kings and bishops should not control the Church. The people of the church should choose their own elders and ministers to run the church.

This idea had a strong effect on England and on many English settlers in America. It supported the idea that the people should also be allowed to choose their own political leaders.

6. What was Calvin’s main idea?
Drawing From Experience

Have you heard the phrase “Off with your head”? Did you know that Henry VIII was the one who said it?

In the last section, you learned how new Christian churches started and grew. In this section, you will learn about how the Catholic Church tried to change, many religious wars, and how Calvinism affected England.

Organizing Your Thoughts

Use the diagram to help you take notes on the Counter-Reformation. List ways that the Catholic Church tried to change.

Key Terms

- **seminary**: a special school for training and educating priests (page 643)
- **heresy**: a religious belief that is different from Church teachings (page 643)
- **annul**: to cancel a marriage (page 648)
Counter-Reformation (pages 643–646)

Main Idea Catholics and Protestants fought religious wars across Europe.

In the 1500s and 1600s, the Catholic Church tried to stop Protestantism. They wanted people to return to the Church. This was called the Counter-Reformation. As you learned earlier, the Reformation started many wars between Catholic and Protestant rulers. Europe was divided into Catholic and Protestant areas when the wars ended in 1648.

The Church Tries to Reform Itself The Catholic Church knew it needed to change. Pope Paul III called a church meeting at Trent near Rome. The meetings lasted for 20 years, from the 1540s to the 1560s.

The Council of Trent made Catholic beliefs clear. It set up rules for how bishops and priests should act. The clergy had to work even harder at teaching the faith. Seminaries were set up to train new priests. A seminary is a special school for training and educating priests.

In 1540, Pope Paul III took another important step. He started a new order of priests. They were called the Society of Jesus, or the Jesuits. They taught, preached, and fought heresy. A heresy is a religious belief that is different from what the Church says is true.

Ignatius of Loyola, a Spaniard, started the Jesuits. He was a brave soldier, but his life changed when he was hurt in battle. He read about Christian saints who did brave things to defend their faith. Ignatius decided he would be a soldier for Jesus Christ.

The Religious Wars in France John Calvin was from France. Many French people became interested in his ideas. French Protestants became known as Huguenots.

Only about seven percent of the French people became Protestants. Almost half of France’s nobles did. This included the Bourbon family. They were the second most powerful family in France. They ruled a kingdom in
southern France called Navarre. They were also in line for the throne of France.

Many French nobles wanted a weaker king. The Huguenot nobles wanted this so they could practice their religion freely. Henry II was France’s king. He wanted to build a strong government.

Henry II died in 1559. His son Francis II died the next year. This meant that Francis’s brother Charles, a 10-year-old boy, was now king. Since Charles was too young to rule, his mother ruled for him. She was Catherine de’ Medici. Her father was Lorenzo de’ Medici. He was the most powerful Italian leader in Florence.

Catherine wanted to keep the French kingdom strong for her son. She thought the Huguenots were a threat. She would not work with them. In 1562, Protestant and Catholics in France started fighting a war. It lasted more than 30 years.

In 1589, Henry of Navarre led the Huguenot armies. He was also the head of the Bourbon family. He became King Henry IV of France. The war kept going because Catholic nobles would not accept a Protestant king. Henry won most of his battles. But, he was not able to take Paris.

Henry IV made a famous deal. He knew most French people were Catholic and they wanted a Catholic king. He agreed to become Catholic so the French people would accept him.

In 1593, Henry went to Paris. He put on white satin for the Catholic ceremony. As he walked through the church doors, he smiled. He said that Paris was “worth a mass.” He meant it was worth becoming a Catholic to rule all of France.

Henry IV did not forget his Huguenot followers. He issued an order, or edict, in 1598. It was called the Edict of Nantes. Nantes was the city he was visiting at the time. It said that Catholicism was France’s official religion. It also gave the Huguenots the right to worship as they wanted.
What Was the Thirty Years’ War? The worst religious war of the Reformation was fought in the Holy Roman Empire in the 1600s. It began in Bohemia—today known as the Czech Republic. Protestant nobles in Bohemia turned against their Catholic king. Other Protestant kings in Germany decided to help the rebels. They fought throughout the empire.

The war lasted for 30 years, from 1618 to 1648. It was a war of kingdoms. France, Sweden, Denmark, England, and the Netherlands sent troops to help the Protestants. Spain and the Holy Roman Empire supported the Catholics.

Town fought against town. Peasants were killed on the roads. When it was over, only wolves were found wandering where some towns used to be. The war weakened Spain. It helped make France one of Europe’s most powerful countries.

The Reformation in Spain The ideas of Luther and Calvin were never popular in Spain. When Protestants fought in Europe, it affected Spain. Spanish rulers did not trust Protestant countries or anyone in Spain who was not Catholic.

The country of Spain began in 1469 when King Ferdinand and Queen Isabella married and joined their two kingdoms. They wanted a strong nation. They felt if everyone in Spain were Catholic, Spain would be united and loyal.

Muslims had ruled Spain from about A.D. 700 to 1200. When Ferdinand and Isabella began to rule, many Muslims still lived there. Catholics and Muslims lived together well at that time.

The Muslims made non-Muslims pay special taxes. Non-Muslims also did not have as many rights. But Muslims did not try to drive out or kill non-Muslims. For example, Jews had a better life in Spain than in other places in Europe. Muslim Spain was a great place for Jewish thinkers and poets. The most famous Jewish scholar
was Maimonides. Born in Spain, he wrote books on religion and medicine. He was a much-respected man.

This golden age ended when Catholics took over Spain. Jews and Muslims were not welcome. In 1492, Ferdinand and Isabella ordered all Jews and Muslims to become Catholic or leave the country. They set up the Spanish Inquisition to find out people’s beliefs.

The Spanish Inquisition was a Catholic court. It was much crueler than the Inquisition in Europe. People were found guilty just to get rid of enemies. Horrible tortures were used to make people confess. Tomás de Torquemada led the Spanish Inquisition. He killed about 2,000 Spaniards. Even the pope in Rome could not stop him.

5. Why did King Ferdinand and Queen Isabella start the Spanish Inquisition?

The English Reformation

Main Idea Henry VIII created the Anglican Church in England.

Because England is an island, ideas from Europe sometimes took longer to get there. However, England broke away from the Catholic Church earlier than the rest of Europe. That was because of a decision made by the English king. Later, the English people argued about Reformation ideas.

Henry VIII Starts His Own Church In England’s history, no king is more famous than Henry VIII. He ruled from 1509 to 1547. He was stubborn, impatient, and mean. Henry married six queens. He divorced two and ordered two to have their heads cut off. He put bishops and nobles in prison in the Tower of London for disagreeing with him. He also had their heads cut off.

Henry and his father were from the Tudor family. In the 1400s, England’s nobles were at war with each other.
Henry wanted to keep the peace. He also wanted to keep the Tudor family as rulers of England.

Henry needed a son to rule after him. But, he only had daughters with his wife Catherine. Henry asked Pope Leo to **annul**, or cancel, his marriage to Catherine.

An annulment is not the same as a divorce. It says that the marriage never happened. It would mean that Henry could find a new wife who would give him sons. Those sons would rule after Henry, not the daughters he had with Catherine.

The pope would not annul the marriage. Catherine was the daughter of Ferdinand and Isabella of Spain. Her nephew was the Holy Roman Emperor. Spain was the strongest Catholic kingdom at that time. The pope did not want to make Catherine’s family angry.

Henry asked the archbishop of Canterbury to annul the marriage. He was the highest bishop in England. The pope excommunicated Henry for doing this. Henry then had Parliament pass the Act of Supremacy. This declared that the king, not the pope, was the head of the Church of England.

Henry ordered all priests and bishops to accept him as the new head of their church. Some would not and were killed. The most famous was Sir Thomas More. He was killed in 1535. Henry took the Catholic Church’s land in England. He gave some of it to his nobles. This kept the nobles loyal to him. If they let the Catholic Church have power again, they would have to give up their land.

**Who Was Bloody Mary?** The Church of England was called the Anglican Church. It kept most of the rituals and sacraments of the Catholic Church. But many English Catholics were not happy. They wanted to stay Catholic. They agreed with Henry’s oldest daughter when she became Queen Mary I in 1553. She had been raised Catholic. She wanted to make England a Catholic country again.

Mary arrested Protestants who were against her. She burned 300 people at the stake in order to make England
Catholic again. The English were horrified. She was called “Bloody Mary.”

Mary ruled for about five years. When she died her half-sister became Queen Elizabeth I. She was Protestant, so she brought back the Anglican Church. She became one of the greatest rulers in English history.

**How Did Calvinism Affect England?** Religious battles were not over. A new fight began. The Anglican Church wanted to be more Protestant in its beliefs and rituals.

By the late 1500s, the ideas of John Calvin had reached England. Many educated people read his works. They felt he was right. They demanded that the Anglican Church give up its Catholic ways. They were known as Puritans because they wanted to purify the Anglican Church of Catholic ideas.

Puritans started their own congregations. These were independent. They made their own decisions about what people should and should not do. They did not report to a bishop of the Anglican Church. They chose their own ministers.

Queen Elizabeth I put up with the Puritans. However, when James I became king in 1603, he did not. He did not allow anyone to disagree with the Anglican Church. He was the head of the church. He named the leaders. The leaders chose the priests. James believed that when the Puritans chose their own ministers they were challenging the king’s power.

James I and the king who came after him, Charles I, mistreated the Puritans. They shut down Puritan churches. They put Puritan leaders in jail. Many Puritans moved to America to practice their religion freely. There they started the colonies. These became the states of Massachusetts, Connecticut, New Hampshire, and Rhode Island.

6. Who were the Puritans?
Missionaries Go Overseas (page 650)

Main Idea: As part of the Counter-Reformation, Catholic kingdoms began sending missionaries overseas to convert people to Christianity.

When the Counter-Reformation began, many Catholics wanted to spread their faith. Catholic kingdoms sent missionaries overseas to America and Asia.

The Jesuits were missionaries in the 1500s and 1600s. French and Spanish Jesuits went to America and Asia. In America, the Native Americans called them the “Black Robes.”

The first Jesuit missionary to go to Japan was Francis Xavier. He arrived in 1549. The Japanese welcomed the Jesuits. By 1600, thousands of Japanese believed in Christianity.

The Jesuits disagreed with people who believed in Buddhism and Shintoism. The Japanese Shogun was a military ruler. He did not allow Christianity in Japan. He forced all missionaries out.

Spanish missionaries were successful in the Philippine Islands. Most of the people there became Catholic. Today the Philippines are the only Asian country with mainly Catholics. French missionaries tried to get the people in Vietnam to change their religion. Instead, Vietnam’s emperor forced the missionaries out.

7. Which Asian country is made up of mainly Catholics?
The Age of Exploration  For use with pages 658–669

Key Terms

- **mercantilism**: the idea that a country gets more power by building up its supply of gold and silver (page 666)
- **export**: to sell goods to other countries (page 666)
- **import**: to buy goods from other countries (page 666)
- **colony**: a group of people living in a new area controlled by their home country (page 666)
- **commerce**: the buying and selling of goods in large amounts over long distances (page 666)
- **invest**: to put money into a project (page 667)

Drawing From Experience

What is your favorite food? Do you know what country that food is from? Have you ever thought about the role that exploration played in the food you eat today?

In this section, you will learn how trade and technology helped people explore the world. You will also learn where they explored and how this increased trade.

Organizing Your Thoughts

Use the diagram to help you take notes on the American foods they sent to other countries.
Europe Gets Ready to Explore (pages 659–660)

Main Idea: In the 1400s, trade, technology, and the rise of strong kingdoms in Western Europe led to a new era of exploration.

In the 1400s and 1500s, countries in Western Europe began exploring the world. They controlled the Americas and parts of India and Southeast Asia. Why did they begin exploring? Many events led to this.

Trade With Asia Europeans wanted spices, silk, and other goods from Asia. In the 1400s, these goods were hard to obtain.

First of all, the Mongols had kept the Silk Road running well. When their empire fell, local rulers along the Silk Road charged new taxes. This made goods from Asia cost more.

Next, the Ottoman Turks took over the Byzantine Empire. They would not let Italian merchants go into the Black Sea. The Italians had trading posts on the coast of the Black Sea where they bought from Asia. Now, they could not reach them. They had to trade with the Turks instead. This made prices even higher.

Europeans still wanted the spices and silk of East Asia. Merchants looked for a way to get to East Asia that did not go through the Middle East. If they could not get there by land, maybe they could get there by sea.

New Technology Europeans needed the right tools for exploration. Ships could not travel the dangerous Atlantic Ocean.

By the 1400s, they had the technology they needed. From the Arabs, Europeans learned about the astrolabe and the compass. The astrolabe was an ancient Greek tool used to find latitude. The compass was a Chinese tool that helped find the magnetic north.
They also needed better ships. They used sails shaped like triangles invented by the Arabs. These sails let a ship zigzag into the wind.

They also built ships with many masts and smaller sails. This made the ships faster. A new type of rudder made steering easier. A Portuguese ship called the caravel had all of these new things. With ships like the caravel, Europeans could begin exploring the world.

The Rise of Strong Nations

Even with new technology, exploration still cost a lot and was dangerous. For most of the Middle Ages, Europe’s kingdoms were weak. They could not afford to explore. This changed in the 1400s.

The growth of towns and trade helped make governments stronger. Kings and queens taxed the trade in their kingdom. They used the money to build armies and navies. They used their new power to build strong governments.

By the end of the 1400s, Europe had four strong kingdoms: Portugal, Spain, France, and England. They had harbors on the Atlantic Ocean. They wanted to find a sea route to Asia. The question was where to go.

Did Maps Encourage Exploration? By the 1400s, most educated people in Europe knew the world was round. But, they only had maps of Europe and the Mediterranean. When the Renaissance began, people began to study old maps. They also studied books written by Arab scholars.

Twelve hundred years earlier, Claudius Ptolemy had drawn maps of the world. He was a Greek-educated Egyptian geographer. Europeans found his book Geography in 1406, although it was printed in 1475. Ptolemy had many ideas about cartography, the science of mapmaking. His basic system of latitude and longitude is still used today.

Cartographers also read a book by al-Idrisi. He was an Arab geographer. In 1154, al-Idrisi published a book that showed parts of the world known by Muslims. Europeans
learned the geography of East Africa and the Indian Ocean by studying Ptolemy and al-Idrisi. If they could find a way around Africa, they could get to Asia.

5. What four strong kingdoms existed at the end of the 1400s?

Exploring the World (pages 661–664)

Main Idea: While the Portuguese explored Africa, the Spanish, English, and French explored America.

By the early 1400s, Europeans were ready to explore. England and France were still fighting each other. Spain was still fighting the Muslims. This gave Portugal the chance to explore first.

Who Was Henry the Navigator? In 1419, Prince Henry of Portugal set up a research center in southern Portugal. He was known as “Henry the Navigator.” He asked sailors, cartographers, and shipbuilders to help him explore the world.

In 1420, Portugal began mapping Africa’s coast. They traded with Africa’s kingdoms. They took over the Azores, Madeira, and Cape Verde islands. They soon learned that sugarcane would grow on the islands.

Sugar was very valuable in Europe. The Portuguese brought African slaves to work in their sugarcane fields. This was the beginning of the slave trade. Millions of slaves would be brought to the Americas.

In 1488, the Portuguese explorer Bartolomeu Dias reached the southern tip of Africa. Nine years later, Vasco da Gama rounded the tip of Africa. He raced across the Indian Ocean. He had found a water route to East Asia.

Christopher Columbus While the Portuguese explored Africa, an Italian navigator had a brave plan to get to Asia. His
name was Christopher Columbus. He would sail across the Atlantic Ocean.

Columbus needed money to make the trip. The rulers of Portugal, England, and France said no. Finally, in 1492 Ferdinand and Isabella of Spain said yes. Earlier that year, they had finally driven the Muslims out of Spain. They could now afford to pay for exploration.

Columbus had three ships: the *Santa Maria*, the *Niña*, and the *Pinta*. They left Spain in 1492 and headed west. After many weeks, they finally saw land. It was probably the island of San Salvador. Columbus claimed the land for Spain. They then explored the nearby islands of Cuba and Hispaniola.

Columbus thought he was in Asia. He did not realize he was in the Americas. He made three more trips. Europeans finally realized they had found two huge continents.

**Who Was Magellan?** Many Spaniards explored the Americas in the 1500s. Only Ferdinand Magellan tried to finish what Columbus had tried to do. He left Spain in 1520. He headed west to sail around the Americas to Asia.

Magellan sailed south along South America. He found a way around the continent. This is called the Strait of Magellan. He passed through stormy waters into a huge sea. It was peaceful, so he named the body of water the Pacific Ocean. *Pacific* means “peaceful.”

Magellan then went west. His sailors almost starved. They had to eat leather, sawdust, and rats. After four months at sea, they reached the Philippines. The people there killed Magellan. His crew then went west across the Indian Ocean. They went to Africa and back to Spain. They were the first known people to circumnavigate, or sail around, the world.

**The First English and French Explorers** The English heard about Columbus’s trip. They also wanted to find a route to Asia. In 1497, John Cabot headed across the Atlantic.
Cabot came to a large island. He named it Newfoundland. He then went south along the coast of Canada. He did not find a path to Asia. Cabot was lost on his second trip. He was never heard from again.

In 1524, France sent Giovanni da Verrazano to map America’s coast and find a route through to Asia. Verrazano mapped from North Carolina up to Newfoundland. He did not find a path to Asia.

Ten years later, the French tried again. They sent Jacques Cartier. Cartier sailed past Newfoundland. He entered the St. Lawrence River. He made two more trips to map the river. He thought he had found a passage to Asia. After these trips, France stopped exploring. By the mid-1500s, French Protestants and Catholics were at war. No one explored until the war was over.

**Spain Fights England** After Columbus, the Spanish built a huge empire in America. They forced Native Americans to grow sugarcane and mine gold and silver. They brought Africans by force to work on their farms.

Spanish nobles were called conquistadors. They went to America to get rich. Hernán Cortés was a conquistador. He conquered the Aztecs. Francisco Pizarro was another. He conquered the Incas. Soon after their victories, Spain’s empire in America sent gold and silver to Europe.

During this time, England was Spain’s enemy. In 1527, King Henry VIII of England left the Catholic Church. He made his kingdom Protestant. The Dutch were part of Spain’s Catholic empire. But by the 1560s, the Dutch had also become Protestant. Spain tried to stop Protestantism in the Netherlands. England helped the Dutch fight against Spain.

Queen Elizabeth I of England let English privateers attack Spanish ships. Privateers are men who command privately owned ships. They were allowed to attack ships of other countries. People nicknamed them “sea dogs.” They raided Spanish treasure ships that were bringing gold back from America.
England’s raids upset the king of Spain, Philip II. In 1588, he sent a huge navy of ships, called the Spanish Armada, to invade England. In July 1588, the Armada went to the English Channel. This is the narrow body of water between England and Europe. The Spanish ships were large and had many guns. But, they were hard to steer. The smaller English ships moved faster. They forced the Armada to go back north. There was a great storm and the Armada fell apart.

The loss of the Spanish Armada was a big event. The Spanish were still strong, but England now had the power to stand up to them. This gave the English and Dutch courage to explore North America and Asia.

6. What country helped the Dutch fight Spain?

The Commercial Revolution (pages 666–667)

Main Idea To increase trade, Europeans set up colonies and created joint-stock companies.

While Spain built its empire in America, Portugal built a trading empire in Asia. In 1500, the Portuguese sent 13 ships back to India. They fought the Muslim merchants in the Indian Ocean. Pedro Alvares Cabral led this war.

After winning, the Portuguese built trading posts in India, China, Japan, the Persian Gulf, and in the Moluccas, or Spice Islands of Southeast Asia. They controlled most of southern Asia’s sea trade.

What Is Mercantilism? Europeans watched Spain and Portugal make money. They wanted to become rich, too. They came up with the idea of mercantilism. This is the idea that a country gains power by getting more gold and silver. The best way to do this is to export (or sell to other countries) more goods than you import (or buy from them). This means that more gold and silver comes in from other countries than goes out.
Mercantilists also thought countries should set up colonies. A colony is a group of people living in a new area that their home country controls. Colonists had goods that their home country did not have. That way, the home country did not have to buy those goods from other countries.

**Trade Empires in Asia** Europeans set up trading posts and colonies in Asia and North America. By the end of the 1500s, Spain had set up a colony in the Philippines. The Spanish shipped silver to the Philippines from America. Then they used it to buy Asian spices and silk in Europe.

In the 1600s, English and French merchants landed in India. They traded there. In 1619, the Dutch built a fort on the island of Java, in what is today Indonesia. They slowly pushed the Portuguese out of the spice trade.

**What Are Joint-Stock Companies?** Trading overseas cost a lot. In the 1600s, Europeans started doing business a new way. It was called the “commercial revolution.” Commerce is the buying and selling of goods in large amounts over long distances.

Merchants needed a lot of money to trade goods far away. They had to buy a large amount of goods, store them in warehouses, and ship them over land and sea. They had to know what people far away wanted. They needed to know what their prices were like.

This new business created entrepreneurs. Entrepreneurs invest, or put money into a project. Their goal is to make even more money when the project is done.

Many projects were so large that a group of entrepreneurs had to work together. They would form a joint-stock company. This is a business that people can invest in by buying a share of the company. These shares are called stocks.

**What Is the Cottage Industry?** To trade over a long distance, merchants needed a large amount of goods. They had to buy at low prices. Then they could make money by selling at higher prices somewhere else.
By the 1600s, merchants were upset with artisans and guilds. They charged too much. They could not make goods fast enough. Merchants began asking peasants to make goods for them, like wool cloth. The peasants were happy to make extra money. They were glad to have work they could do in their homes.

This was called the “putting out” system. Merchants would buy wool and put it out to the peasants. This system is also called “cottage industry.” The small houses where peasants lived were called cottages.

7. Where did the Portuguese build trading posts?

A Global Exchange (pages 668–669)

**Main Idea** Exploration and trade led to a worldwide exchange of products, people, and ideas.

After the Age of Exploration, the economies of Europe, Africa, Asia, and America changed. Europe traded people, goods, technology, ideas, and even diseases with the world. This is called the Columbian Exchange after Christopher Columbus.

Corn and potatoes were taken from Europe to North America. Corn was fed to animals. Larger animals produced more meat, leather, and wool. If one planted potatoes instead of grain, about four times as many people could live off the same amount of land.

Other foods went from America to Europe. These were squash, beans, and tomatoes. Tomatoes changed cooking in Italy. This is where tomato sauces became popular. Chocolate was from Central America. Europeans would mix it with milk and sugar. This sweet is still popular today.
Chili peppers, peanuts, and other American foods were taken to Europe. They also made their way to Asia and Africa. Both Europeans and Asians smoked tobacco. Tobacco was an American plant.

Many European and Asian grains were planted in the Americas. These included wheat, oats, barley, rye, and rice. Coffee and tropical fruits were brought to America. Thousands of people worked on Central and South American coffee and banana farms.

Animals such as pigs, sheep, cattle, chickens, and horses were brought to America. Chickens changed the diet of people in Central and South America. Horses changed the lives of Native Americans on the Great Plains. Horses moved people faster from place to place. This allowed Native Americans to hunt buffalo. This became their main food source.

Millions of people were also moved to America. These were enslaved Africans. They were brought to work on sugarcane farms.

Asian society also changed. European guns and ships easily crushed Arab fleets and Indian princes. Europeans forced Asian rulers to let them set up trading posts. The East India Company of England had built an empire in India. The Dutch East India Company had an empire in Indonesia.

Europeans in Japan also changed things. Japan used guns and cannons from Europe. They finally defeated the feudal lords and the daimyo. This reunited Japan.

Not everything exchanged between Europe and America was good. Europeans gave germs to the Native Americans in America. Many diseases killed millions of people in America. Some of these were smallpox, measles, and malaria.

8. What food changed the diet of people in Central and South America?
The Scientific Revolution  For use with pages 670–679

Key Terms

theory: an idea about how or why something happens (page 671)
rationalism: the belief that reason is the main source of knowledge (page 678)
scientific method: an orderly way of collecting and analyzing facts (page 679)
hypothesis: a way of explaining facts (page 679)

Drawing From Experience

Do you like to test new ideas? How does science change the way you look at the world around you? Science may play a bigger part in how you view the world than you think.

In the last section, you learned how trade and technology helped people explore the world. You also learned where they explored and how this increased trade. In this section, you will learn about the many new discoveries that were made in mathematics, medicine, chemistry, physics, and astronomy.

Organizing Your Thoughts

Use the diagram to help you take notes on some of Galileo’s important discoveries and inventions.

1.

Galileo’s Discoveries and Inventions

2.

3.
The Scientific Revolution (pages 671–673)

Main Idea: The thinkers of the ancient world developed early forms of science and passed this knowledge to later civilizations.

Thousands of years ago, people began to use numbers, study the stars and planets, and watch the growth of plants and animals. This was the beginning of science. Science is any organized study of the natural world and how it works.

Early Scientists Different kinds of science were invented to solve everyday problems. The first were math, astronomy, and medicine. Math was used for record keeping and building projects. Astronomy helped tell time and figure out when to plant and pick crops. Early medical inventions included surgery, acupuncture, and the use of herbs for treating sickness.

The ancient Greeks had a lot of scientific knowledge. They thought that reason was the only way to understand nature. As they studied the world, they created theories. A theory is a way to explain how or why something happens. A theory is based on what you can see about something. It may not be correct, but it seems to fit the facts.

The Greek philosopher Aristotle watched nature. He collected large amounts of facts about plants and animals. He divided these facts into groups. He grouped them based on how they were alike and different.

The Greek way of science did have some problems. For example, they did not experiment, or test, new ideas to see if they were true. Many of their ideas were false because they were based on “common sense,” not on experiments.

For example, in the A.D. 100s, Ptolemy said that the sun and the planets moved around the earth in paths like circles. It seemed like the earth was the center of the universe. People believed his earth-centered theory for more than 1,400 years.
Science During the Middle Ages  Under Roman rule, Western thinkers agreed with Greek science. After the fall of Rome, most Europeans wanted to study God more than nature. They relied on Greek and Roman writings for their ideas about science. They felt they did not need to check facts or study on their own. Many of the ancient works were either lost or in bad shape. In the writings that did survive, errors were added as copies were made.

During this time, Arabs and Jews in the Islamic Empire saved a lot of Greek and Roman science. They carefully copied many works into the Arabic language. They studied the science of the Persians and the Indian system of math.

Arabic and Jewish scientists also had new ideas in math, astronomy, and medicine. But they did not experiment or invent the tools needed to increase their knowledge.

During the 1100s, European came in contact with the Islamic world again. And they became interested in science again. Major Islamic scientific works were brought to Europe and written in Latin. The Hindu-Arabic system of numbers spread to Europe. It took the place of Roman numerals. Thomas Aquinas was a Christian thinker. He tried to show that Christianity and reason could go together. During the 1100s, Europeans built universities. They played an important part in the growth of science.

Beginning in the 1400s, trips to explore the world added to scientific knowledge. Better charts, maps, and navigational tools helped explorers reach different parts of the world. The size of oceans and continents was better known. Scientists wrote down new information about plants, animals, and diseases in different parts of the world.

Scientific knowledge grew. And this new way of looking at the world led to a major change in Europe.

4. What did the Greek philosopher Aristotle observe?
A Revolution in Astronomy (pages 673–675)

Main Idea European interest in astronomy led to new discoveries and ideas about the universe and Earth’s place in it.

During the 1500s, mathematics and experiments were the only way to learn more about science. This new way of thinking led to a revolution, or a very big change.

Astronomy was the first science affected by the Scientific Revolution. New discoveries brought changes in the way people saw the universe. People questioned the old way of thinking. Did God really make the earth as the center of the universe?

Who Was Copernicus? Nicolaus Copernicus was from Poland. He studied math, and he led the Scientific Revolution. In 1543, he wrote a book called On the Revolutions of the Heavenly Spheres. He did not agree with Ptolemy’s idea that the earth was the center of the universe. He had a simpler theory. He believed that the Sun, not Earth, was the center of the universe. The planets moved in circles around the Sun.

Kepler’s Revolution Johannes Kepler was a German astronomer. He agreed with Copernicus’s theory. But he made changes to it. He thought the planets moved in ellipses, or oval paths, not circles. This theory made it easier to explain the movements of the planets. It also was the beginning of modern astronomy.

Who Was Galileo? Galileo Galilei was an Italian scientist. He had the third great new idea in the Scientific Revolution. He thought that new knowledge could come through experiments. For example, Aristotle thought heavier objects would fall to the ground faster than lighter ones. Galileo questioned this. And his experiments proved Aristotle was wrong. Objects fall at the same speed no matter how heavy they are.
Galileo found that scientific tools could help people explore the natural world. He made tools like the clock and telescope even better. He used the telescope to find facts to support the idea that the Earth moves around the sun.

Galileo also made new instruments. In 1593, he made a water thermometer. For the first time, temperature changes could be measured. His assistant, Evangelista Torricelli, used mercury to make the first barometer. This is an object that measures air pressure.

When Galileo published his ideas in 1632, the Catholic Church did not like them. The Church believed the earth-centered theory. They thought it was what the Bible taught. The pope ordered Galileo to come to Rome and go on trial for heresy. Threats from the Church made Galileo take back many things he had said. Even so, Galileo’s ideas spread through Europe. They changed people’s views about the universe.

5. Why did the Catholic Church put Galileo on trial for heresy?

New Scientific Discoveries (pages 675–676)

The Scientific Revolution led to new discoveries in physics, medicine and chemistry.

Who Is Isaac Newton? The ideas of Copernicus, Kepler, and Galileo needed to be put together in one system. Isaac Newton from England did this. He studied math.

According to an old story, Newton was sitting in his garden one day. He saw an apple fall to the ground. The apple’s fall led him to the idea of gravity. Gravity is the pull of the earth and other bodies on objects at or near their surfaces.
His book called *Principia* was published in 1687. He stated his laws, or well-tested ideas, about the motion of objects in space and on Earth. The most important was the law of gravity. It explains that the force of gravity holds the entire solar system together by keeping the sun and the planets in their orbits. Newton’s ideas led to modern physics. This is the study of matter and energy.

**Medicine and Chemistry** Many changes happened in medicine in the 1500s and 1600s. Since Roman times, European doctors used the ideas of the Greek doctor Galen. Galen wanted to study the human body. But he was only allowed to dissect, or cut open, animals.

In the 1500s, a Flemish doctor began cutting open dead human bodies for research. His name was Andreas Vesalius. He published his book, *On the Structure of the Human Body*, in 1543. He wrote details about the human body. These facts replaced many of Galen’s ideas.

Other breakthroughs in medicine occurred. In the early 1600s, William Harvey proved that blood flowed through the human body. In the mid-1600s, an English scientist named Robert Hooke used a microscope. He found the smallest parts of living material—cells.

New ideas in chemistry were found in the early 1600s. Chemistry is the study of natural substances and how they change. Robert Boyle was an Irish scientist. In the mid-1600s, he proved that all things are made up of basic elements. These elements cannot be broken down.

New ways to study gases were found in the 1700s. Hydrogen, carbon dioxide, and oxygen were discovered. By 1777, Antoine Lavoisier of France had shown that objects need oxygen to burn. Marie Lavoisier was also a scientist. She added to her husband’s work.

6. What scientist used a microscope? What did he find?
The Triumph of Reason (pages 678–679)

Main Idea: Using the scientific method, Europeans of the 1600s and 1700s developed new ideas about society based on reason.

As scientists discovered new things, European thinkers began to connect science to life. Science had shown that the universe followed natural laws. People could learn how the universe worked. They could solve human problems and make life better.

Descartes and Reason One of the most important scientific thinkers was the French philosopher René Descartes. In 1637, he wrote a book called Discourse on Method. He began with the problem of knowing what is true. To find truth, he started from scratch. He knew one thing for sure. He knew that he was alive. He said, “I think, therefore I am.”

Descartes stated that math was the source of all scientific truth. In math, the answers were always true. This was because it began with simple truths. It then used reason to move to other truths. Today, Descartes is viewed as the founder of modern rationalism. This is the belief that reason is the main source of knowledge.

What Is the Scientific Method? English thinker Francis Bacon also had an effect on scientific thought. He lived from 1561 to 1626. He believed that ideas based on tradition should be put aside. He developed the scientific method. This is an orderly way of collecting and analyzing facts. It is still the process used in scientific research today.

The scientific method has many steps. A scientist starts by carefully looking at the facts. He then tries to find a hypothesis, or a way to explain the facts. He tests the hypothesis through experiments to see if it is true. Finally, if experiments show that the hypothesis is true, then it is considered a scientific law.

7. What phrase did René Descartes say about himself?
The Enlightenment  For use with pages 680–689

Drawing From Experience

Think about your national and state government. Now think about other governments around the world. Do you think a country should be ruled by a king or a queen or by the people? Why?

In the last section, you learned about the many new discoveries made in mathematics, medicine, chemistry, physics, and astronomy. In this section, you will learn about a new way of thinking called Enlightenment and how many tried to follow these ideas.

Organizing Your Thoughts

Use the diagram to help you take notes on some of the most important philosophers of this time.

<table>
<thead>
<tr>
<th>Philosopher</th>
<th>Their Ideas/Contributions</th>
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<tr>
<td>Voltaire</td>
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<td>Diderot</td>
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<td>Wollstonecraft</td>
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<td>Rousseau</td>
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New Ideas About Politics (pages 681–682)

Main Idea: During the 1700s, many Europeans believed that reason could be used to make government and society better.

Many thought that reason was a much better guide than faith or tradition. To them, reason was a “light” that showed mistakes and the way to truth. The 1700s became known as the Age of Enlightenment.

During this time, people applied reason and scientific ideas to government. They said there was a natural law. This was a law based on reason that is true for all people. This law was the key to government. As early as the 1600s, Thomas Hobbes and John Locke used natural law to develop very different ideas about how government should work.

Who Was Thomas Hobbes? Thomas Hobbes wrote about English government and society. During his life, England was torn apart by the civil war. King Charles I fought against those who supported Parliament. Charles I wanted to have total power as king. Parliament said it represented the people and wanted more power. Charles was killed. This shocked Thomas Hobbes. He supported the king.

In 1651, Hobbes wrote a book called *Leviathan*. He said that natural law made a king with total power the best form of government.

Hobbes felt that humans were selfish and violent. They could not be trusted to make decisions on their own. People would make life “nasty, brutish, and short.” So, they needed to obey a government that had the power of a leviathan, or sea monster. This meant the rule of a king. He felt only a strong ruler could give people direction.

Why Is John Locke Important? English thinker John Locke did not agree. He used natural law to support people’s rights. He wanted to make government answer to the people.
During Locke’s life, another English king wanted total power. This was King James II. In 1688, there was threat of a war. James left the country. Parliament then asked Mary, James’s daughter, and her husband, William, to become king and queen. This event was called the “Glorious Revolution.”

William and Mary agreed to a Bill of Rights. They agreed to obey Parliament’s laws. The Bill of Rights also guaranteed all English people basic rights. For example, people had the right to a fair trial by jury. They also could not be punished cruelly for a crime.

John Locke wrote a book called *Two Treatises of Government* in 1690. Many ideas of the Glorious Revolution were in the book. For example, he wrote that government should be based on natural law. This law gave all people certain rights from when they were born. These rights included life, liberty, and the right to own property.

Locke thought it was the government’s job to protect these rights. All governments, he said, were based on a social contract. This is an agreement between rulers and the people. If a ruler took away people’s rights, the people had a right to fight and set up a new government.

**Who Was Montesquieu?** France liked England’s government after the Glorious Revolution. They liked it better than their own absolute monarchy. In 1748, Baron Montesquieu published a book called *The Spirit of Laws*.

In this book, Montesquieu said that England’s government was the best because it had a separation of powers. Separation of powers means that power should be equally divided among the branches of government: executive, legislative, and judicial. The legislative branch would make the laws. The executive branch would enforce laws. The judicial branch would interpret laws and decide when they were broken. By separating these
powers, government could not become too powerful and threaten people’s rights.

5. Who was asked to rule England when King James III left the country?

The French Philosophes (pages 684–686)

Main Idea The Enlightenment was centered in France, where thinkers wrote about changing their society and met to discuss their ideas.

During the 1700s, France was the center of the Enlightenment. Thinkers were called by the French name philosophe. This means “philosopher.” Most philosophes were writers, teachers, journalists, and watchers of society.

The philosophes wanted to use reason to change society. They attacked false beliefs. They disagreed with Church leaders who were against new scientific discoveries. The philosophes believed in freedom of speech and the right to liberty. They used their skills as writers to spread their ideas across Europe.

Who Was Voltaire? The greatest thinker of the Enlightenment was François-Marie Arouet. He was known as Voltaire. He wrote many novels, plays, letters, and essays. These brought him fame and wealth.

Voltaire did not like the Roman Catholic Church. He said Church leaders kept knowledge from people in order to keep their power. He did not think the government should support one religion. He thought people should be free to choose their own beliefs.

Voltaire supported deism. This is a religious belief based on reason. Deism says that God created the world and put it in motion. God let the world run itself by natural law.
Who Was Diderot? Denis Diderot was the French philosophe who did the most to spread Enlightenment ideas. He published a large, 28-volume encyclopedia with the help of friends. It took 20 years to complete.

The Encyclopedia included many topics, such as science, religion, government, and the arts. It was important in the philosophe’s fight against traditional ways. Many articles attacked false beliefs. They supported freedom of religion. Others called for changes that would make society more just and caring.

The Enlightenment and Women The Enlightenment raised questions about women. Before, many male thinkers felt that women were less important than men. They thought women had to be controlled and protected. By the 1700s, women thinkers wanted women’s rights. The most powerful supporter was the English writer Mary Wollstonecraft. Many people today see her as the founder of women’s rights.

In 1792, Mary Wollstonecraft wrote a book called A Vindication of the Rights of Woman. She stated that all humans have reason. Because women have reason, they should have the same rights as men. They should have equal rights in education, work, and politics.

Rousseau’s Social Contract By the late 1700s, some European thinkers were speaking against Enlightenment ideas. Jean-Jacques Rousseau was one of them.

Rousseau felt that supporters of Enlightenment relied too much on reason. Instead, people should pay more attention to their feelings. Human beings were naturally good. But life in society made them bad. To improve themselves, people should live simple lives closer to nature.

Rousseau published a book in 1762 called The Social Contract that expressed his political ideas. He said that a
The Age of Absolutism (pages 686–689)

**Main Idea** Many of Europe’s monarchs, who claimed to rule by the will of God, tried to model their countries on Enlightenment ideas.

During the 1600s and 1700s, many European thinkers agreed government power should be limited. However, powerful kings and queens ruled most of Europe. This system was known as absolutism. Kings and queens (monarchs) held absolute power. They claimed they ruled by divine right, or by the will of God, so they did not answer to their people. They answered only to God.

As the Enlightenment spread, many of Europe’s absolute rulers asked philosophes for help. They wanted their governments to work better. At the same time, they did not want to lose any of their power. These rulers were known as enlightened despots. Despots are rulers who hold total power.

**Louis XIV: France’s Sun King** During the 1600s, France was one of Europe’s strongest countries. Louis XIV became king in 1643. He was the most famous absolute monarch. He ruled for 72 years. This was the longest reign in European history. He set the style for Europe’s kings and queens. He was known as the Sun King because Europe’s rulers and nobles all “revolved” around him.

Louis relied on bureaucracy, but he was the main political authority in France. He bragged, “I am the State.” Louis’s army fought and won wars to expand France’s...
land. But these wars were costly in money and men. The many wars and large amounts of money spent weakened France and the monarchy.

**Frederick the Great** During the 1600s and 1700s, Germany had over 300 separate states. Prussia and Austria became great powers.

The most famous Prussian ruler was Frederick II. He was also called Frederick the Great. He ruled from 1740 to 1786. He strengthened the army and fought wars. He got new land for Prussia. He tried to be an “enlightened despot.” He supported the arts and learning. He tried to carry out enlightened changes. He let his people speak and publish more freely. He also allowed other religions to be practiced.

**Austria’s Hapsburg Rulers** By the 1700s, Austria ruled a large empire. It had many different peoples, languages, and cultures. It covered much of central and southeastern Europe. The Hapsburgs family ruled it.

In 1740, a Hapsburg princess named Maria Theresa became Austria’s ruler. She was clever and talented. She worked to improve the serfs’ lives. She also tried to make government work better.

After Maria Theresa died in 1780, her son, Joseph II, became ruler. He liked Enlightenment ideas. He freed the serfs. Nobles and farmers paid the same land tax. He let books be published freely. Most of Joseph’s changes did not work. The nobles did not like them. Joseph was forced to back down. However, the people who were once serfs kept their freedom.

**Russia’s Peter I and Catherine II** To the east of Austria was a great empire of Russia. It was ruled by all-powerful rulers known as czars. Peter I, or Peter the Great, was one of the most powerful rulers. He ruled from 1689 to 1725. Peter tried to make Russia into a strong and up-to-date power. He made changes to make the government work better.
Peter also improved Russia’s military. He expanded Russia’s land west to the Baltic Sea. He founded the city of St. Petersburg in 1703. A few years later, Russia’s capital moved there from Moscow.

After Peter died, Russia’s nobles began to fight. Then, in 1762 a German princess named Catherine came to power in Russia. She was loyal to Enlightenment ideas. She studied and wrote letters to the philosophes. She thought about freeing the serfs, but a serf revolt changed her mind. In the end, she let the nobles treat the serfs however they wanted to.

Under Catherine, Russia acquired even more land. Its power grew. Catherine became known as “the Great.” Catherine died in 1796. By that time, ideas of liberty and equality had spread across Europe. These ideas threatened the rule of powerful kings and queens.

7. What family ruled in Austria in the 1700s?
The American Revolution  For use with pages 690–700

Key Terms

representative government: a government in which people elect members to make laws and run the government (page 694)

constitution: a written plan of government (page 694)

popular sovereignty: the idea that government gets its powers from the people (page 700)

limited government: the idea that a government may use only those powers given to it by the people (page 700)

Drawing From Experience

Think about movies you have seen or books you have read about American’s fight for freedom. What caused them to fight? What moves you to fight for something you believe in?

In the last section, you learned about the Enlightenment and how many tried to follow this new way of thinking. In this section, you will learn how the American colonists broke away from Britain and started their own country—the United States of America.

Organizing Your Thoughts

Use the table to help you take notes on the colonies owned by Spain and France.

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<th>Spain</th>
<th>France</th>
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European colonies in North America developed differently from each other and from Europe.

Spain and Portugal had colonies in the Americas in the 1500s. In the early 1600s, the French, English, and other Europeans began setting up colonies in the Americas. Most of Spain’s colonies were in the Caribbean, Mexico, and South America. Most of France and England’s were in North America.

**The Spanish in North America** In the 1500s, the Spanish explored the southeastern corner of North America. They also explored lands north of Mexico. They had hoped to find rich empires like the Aztec and Inca. Instead, they found only small villages of Native Americans. Spain was more interested in its colonies in Mexico, Peru, and the Caribbean. Those colonies had a lot of silver and gold.

The Spanish did not ignore the rest of North America. They built settlements and forts along the northern edge of their territory. These helped to keep other Europeans out of their territory. St. Augustine in Florida and Santa Fe in New Mexico are two examples.

Spanish priests also went north. They set up missions, or religious communities. They taught Christianity and European ways to the Native Americans. Missions were established in California, New Mexico, Florida, and other areas in North America.

**France Settles North America** The French came to North America to make money from trading fur. By the 1600s, many people in Europe wanted beaver fur. French merchants hired explorer Samuel de Champlain in 1608 to help them. He set up a trading post named Quebec in what is now Canada. Quebec was the capital of the colony of New France.
From Quebec, French fur trappers, explorers, and missionaries moved into other parts of North America.

In 1673, Louis Joliet and Jacques Marquette found the Mississippi River. Then in 1682 a French explorer named La Salle followed the Mississippi all the way to the Gulf of Mexico. He named the region Louisiana in honor of King Louis XIV. The French in southern Louisiana brought enslaved Africans to grow sugarcane, rice, and tobacco.

**The English Settle in America**  English settlers came to North America for many reasons. Some people wanted to make money. Others wanted religious freedom. England’s colonies grew quickly because of problems in England that made many people want to leave. They had been forced off their farms. In America, they had a chance to own land. Others came because they did not have a job and needed work.

By 1600, England’s rulers agreed with mercantilism. Colonies and trading posts in Asia and America were making Europe’s kingdoms rich. They thought they needed colonies to keep England strong.

The Virginia Company was an English joint-stock company. It had the first permanent English settlement in North America in 1607. It was called Jamestown after King James I. Jamestown was the first town of a new colony called Virginia.

Life in Virginia was very hard. There was not enough to eat. Many people died from lack of food. Some died in the cold winters. Others were killed in fights with the Native Americans.

During those first years, the colony made no money. But John Rolfe held the colony together. He discovered that tobacco would grow in Virginia’s soil.

People in Europe wanted tobacco. Colonists in Virginia grew a lot of it. They could sell it for a lot of money. Tobacco was the first cash crop of the English colonies. A cash crop is grown in large amounts to sell and make money.
Tobacco was grown on large farms called plantations. Africans were brought by force and made to work on these farms. The English government set up more colonies in America because Virginia was so successful. They wanted to grow more cash crops. The colony of South Carolina grew rice and indigo. There were also English colonies in the Caribbean. They grew sugarcane there.

Not all English settlers came to North America to become rich. Some wanted religious freedom. As you read in the last chapter, many Protestants in England were Puritans. Puritans did not want the Anglican Church to use Catholic forms of worship. They wanted each church to choose its own leaders. King James I and his son King Charles I both thought Puritans were a threat. They treated them badly.

In 1620, a group of Puritans went to America so they could worship freely. They were called the Pilgrims. They sailed on a ship called the Mayflower to North America. They landed north of Cape Cod, in what is now Massachusetts. They named their new home Plymouth.

Many other Puritans left England for America when they saw the Pilgrims were successful. John Winthrop led a group of Puritans to America. They started the colony of Massachusetts. By 1643, more than 20,000 Puritans had moved to America. They started Rhode Island, Connecticut, and New Hampshire.

Other people who wanted religious freedom started colonies, too. English Catholics started Maryland in 1634. The Quakers were another religious group. They were mistreated in England. They started Pennsylvania in 1680.

By the early 1700s, the English had created 13 colonies along the coast of North America. These colonies had different economies and societies. They did have one thing in common: they wanted to rule themselves.
Self-Government in America  Self-government began early in the colonies. The Virginia Company let Virginia colonists choose burgesses, or representatives. They needed to choose among the men who owned land. The first House of Burgesses met in 1619. It was like the English Parliament. They voted on laws for the Virginia colony.

The House of Burgesses set an example for representative government. This is government where people choose others to make laws and run the government. They also had their own legislatures.

A year after the Virginia House of Burgesses met, the Pilgrims came to North America. They had their own ideas about government. Before leaving the boat, the Pilgrims signed an agreement called the Mayflower Compact. They agreed to rule by choosing their own leaders and making their own laws.

Over the years, most of the colonies wrote constitutions. These are written plans of government. These constitutions let colonists choose assemblies and protected their rights.

7. What colony was settled by English Catholics?

Trouble in the Colonies (pages 695–698)

Main Idea  Great Britain faced problems in North America, because the American colonists objected to new British laws.

During the early 1700s, there were many changes in England and its colonies. In 1707, England joined with Scotland to become the United Kingdom of Great Britain. The term British came to mean the English and the Scots.

By 1750, Great Britain was the world’s strongest trading empire. It had 13 wealthy colonies in America, India, and the Caribbean. For years, Britain and its American colonies got along. This changed when the British tried to
control trade. They also tried to tax the colonies. These two things made the colonists angry.

**Colonial Government and Trade**  For many years, Great Britain let the American colonies run their own government. In each colony, men who owned land chose representatives to a legislature. The legislatures passed laws and taxed people, but the governor of a colony could stop laws that the legislature had already passed. The king chose the governor in most colonies.

Great Britain controlled the colonies’ trade. The colonies made many raw materials, such as tobacco, rice, indigo, wheat, lumber, fur, deerskin leather, fish, and whale products. These were sent to Great Britain. Then they were traded for goods such as clothing, furniture, teas, and spices.

To control trade, Britain passed many laws in the 1600s. These were called the Navigation Acts. Colonists had to sell their raw materials to Britain even if they could get a better price somewhere else. Any goods bought by the colonies from other countries in Europe had to go to England first. The goods would be taxed before they could be sent to the Americas. The trade laws also said that all the goods had to be carried on ships built in Britain or the colonies. The crews had to be British too.

The colonists first agreed to trade laws. They were excited because they could sell their raw materials no matter what. Later, they did not like the laws. They wanted to make their own goods. They wanted to sell their products at higher prices to other places. Many colonists began smuggling. They shipped goods without letting the government know or paying taxes.

**Why Did the British Tax the Colonies?**  Between 1756 and 1763, the French and British fought for control of North America. The British won. They got almost all of France’s North American empire. Britain owed a lot of money because the war cost so much. They made plans to tax the colonists and make more money from trade.
In 1765, Parliament passed the Stamp Act. This taxed newspapers and other printed materials. All of these items had to have a stamp on them. The stamp showed that the tax was paid. The colonists were very mad. They said they would not buy British goods.

Finally, representatives from nine colonies met in New York. They talked about the Stamp Act. They sent a letter to the British government stating that the colonies could not be taxed by Britain. They could only be taxed by their own assemblies. The British backed down for a while, but they still needed money. In 1767, they taxed glass, paper, paint, and tea.

**Tax Protests Lead to Revolt** The American colonists did not like the new taxes. They bullied the tax collectors. They drew ugly cartoons of King George III. The British sent more troops to Boston, Massachusetts. This is where the largest protests had taken place.

In March 1770, a crowd of colonists threw snowballs at British soldiers. The soldiers fired into the crowd. Five people were killed. This was called the Boston Massacre. Shortly after, most taxes were ended. But, there was still a tax on tea.

In 1773, the Tea Act was passed. This let a British trading company send tea to the colonies without paying the taxes that the colonists had to pay. The company could sell tea at a very low price. The colonial tea merchants were afraid they would go out of business.

In Massachusetts colonists were mad. A group of men dressed up as Native Americans. They got onto many British ships in Boston Harbor. They threw the tea into the water. This was known as the Boston Tea Party.

To punish them, Parliament passed new laws. These laws closed Boston Harbor in 1774, and put the army in charge of Massachusetts. Also, British troops were to be housed in colonists’ homes. These laws were called the Intolerable Acts, or laws the colonists could not bear.
The Intolerable Acts made the colonists want to fight for their freedom. In September 1774, delegates from 12 colonies met in Philadelphia. They called themselves the First Continental Congress. The Congress spoke out against the Intolerable Acts. They wanted them stopped.

Colonial leaders did not agree on what to do. Some, like George Washington from Virginia, wanted to settle the problems with Great Britain. Others, like Samuel Adams of Massachusetts and Patrick Henry of Virginia, wanted the colonies to be free.

8. What was the Stamp Act?

The War of Independence (pages 698–700)

Main Idea The American colonies formed a new nation, the United States of America.

Before the colonists could decide what to do, fighting broke out in Massachusetts. The British wanted to destroy weapons stored at Concord. On the way there, they ran into colonial troops at Lexington. They fought the first battle of the American Revolution there.

In May 1775, the Second Continental Congress met in Philadelphia. George Washington was named head of a new army. The Congress tried to settle the problems with Great Britain. King George III would not listen to them.

More Americans began to think that independence was the only answer. In January 1776, a writer named Tom Paine wrote a short work called Common Sense. He used strong words to attack the king. He told colonists they needed to break with Great Britain.

The Declaration of Independence On July 4, 1776, the Congress issued the Declaration of Independence. Thomas Jefferson of Virginia wrote it. It stated that the colonies were breaking from Great Britain. They were forming their own country, the United States of America.
In the Declaration, Jefferson gave the reason for starting a new country. To do this, Jefferson used ideas from John Locke. In Section 3, you learned that Locke said people have the right to end governments that go against their rights. The Declaration stated that “all men are created equal” and have certain rights given to them by God. It said that King George III had gone against colonists’ rights, so they had the right to rebel.

The Declaration also took ideas from earlier English writings. Both the Magna Carta and English Bill of Rights said that governments are not all-powerful and that rulers had to obey the laws and treat citizens fairly.

**How Did the Americans Win the War?** After the Declaration was made, the war between the British and Americans dragged on. The first important American win came in 1777. This was at the Battle of Saratoga in New York. Great Britain’s old enemy, France, saw that the United States might win the war. In 1778, France agreed to help the Americans.

The French were very important to winning the war. The last battle took place in 1781 on the coast of Virginia. This was the Battle of Yorktown. The French navy blocked the British from escaping by sea. The American and French armies trapped the British inside Yorktown. The British laid down their weapons. Peace talks began. Two years later, the Treaty of Paris ended the war.

**The United States Constitution** Great Britain recognized American independence in 1783. At first the United States was a confederation. States were joined loosely, but kept their own power. This plan of government was called the Articles of Confederation. It gave the country a weak national government. The Articles were not strong enough to deal with the new country’s problems.

In 1787, 55 delegates met in Philadelphia. They wanted to change the Articles. They wrote a constitution for a brand new government. The new U.S. Constitution set up
a federal system. Powers were divided between the national government and the states. They followed the ideas of Montesquieu. He thought power should be divided between executive, legislative, and judicial branches. A system called checks and balances made sure each branch did not have more power than any of the other branches.

Under the Constitution, the United States was a republic. They chose a president, not a king. Elections in 1789 made George Washington the first president of the United States. The same year, a Bill of Rights was added to the U.S. Constitution. The Bill of Rights listed certain rights the government could not take away. These rights included freedom of religion, speech, and press. Also, people had the right to trial by jury.

The U.S. Constitution was also shaped by Enlightenment ideas. One of these is popular sovereignty. This is the idea that government gets its powers from the people. Another is limited government. This is the idea that a government may use only those powers given to it by the people.

9. What ideas did the Constitution take from the Magna Carta and English Bill of Rights?