

Section 3

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The Roman Empire divided into eastern and western parts. The Western Roman Empire fell, but the Eastern Roman Empire, or Byzantine Empire, survived.

NOW YOU WILL LEARN

The Byzantine Empire preserved much Roman culture. However, another branch of Christianity developed in the Eastern Roman Empire.

▶ Vocabulary

TERMS & NAMES

Byzantine Empire eastern half of the Roman Empire that survived for a thousand years after the fall of Rome

absolute ruler leader who has total power

Justinian emperor who expanded the Byzantine Empire

Justinian Code uniform code of law based on Roman law

Eastern Orthodox Church branch of Christianity that developed in the Eastern Roman Empire

BACKGROUND VOCABULARY

delegates people chosen to speak and act for others

REVIEW

Roman Catholic Church Christian church based in Rome

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to summarize each of the topics listed. Remember that summarizing means restating the main idea and important details of a topic.



See Skillbuilder Handbook, page R4.

SUMMARIZE

Byzantine Empire	
Justinian	
Split in Christian Church	
Role of Church in Government	



GRAPHIC ORGANIZERS

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The Byzantine Empire

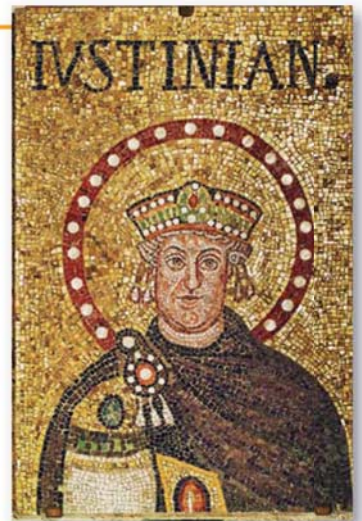
Connect to What You Know In Section 2, you learned that Constantine moved the capital of the empire to Byzantium and renamed the city Constantinople. It became the capital of the Eastern Roman Empire. Because of the city's original name, historians call the Eastern Roman Empire the **Byzantine Empire**.

A Continuing Empire

KEY QUESTION What were some of Justinian's main accomplishments?

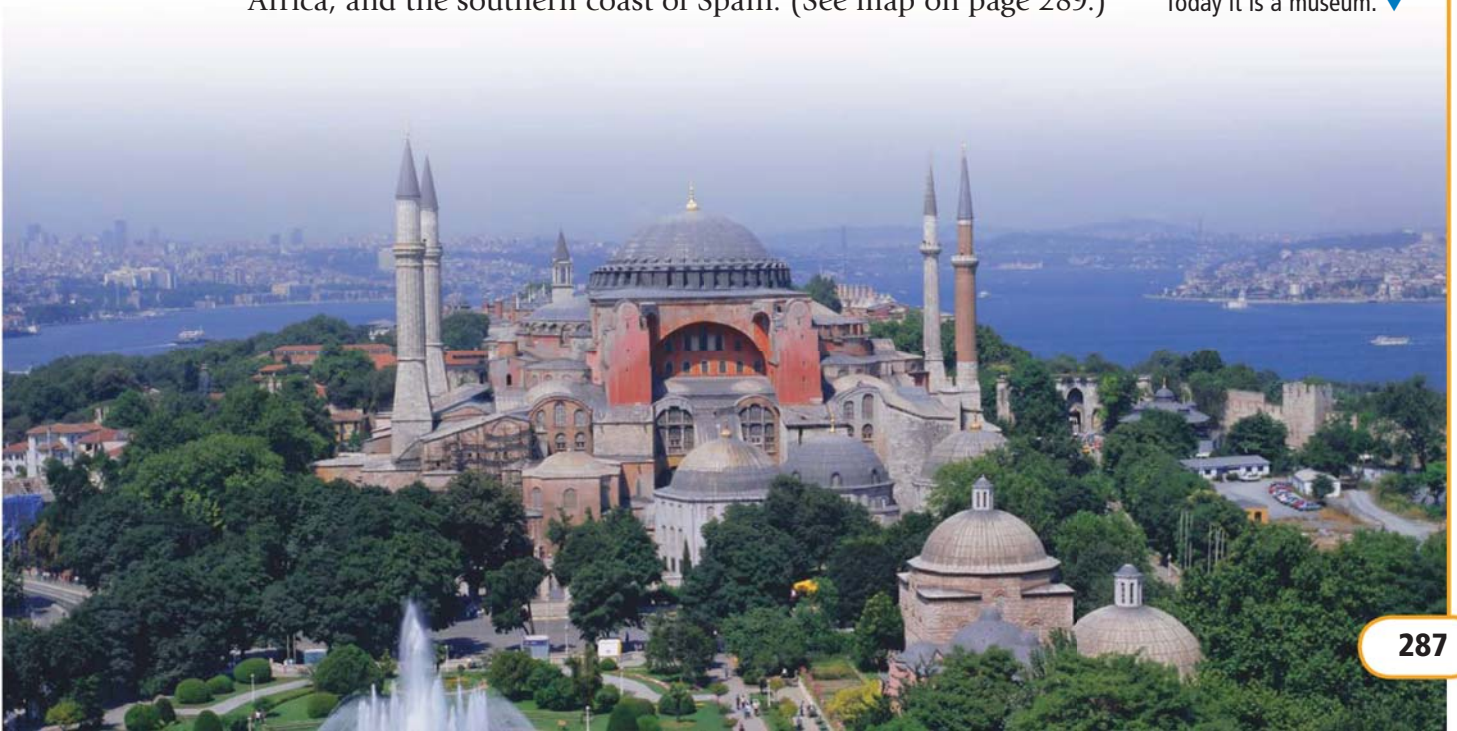
The Byzantine Empire continued for about 1,000 years after the Western Roman Empire fell. The emperor of the Byzantine Empire was an **absolute ruler**. That means he had total power. Like the emperors of the Western Empire, Byzantine emperors struggled to keep Germanic peoples and other invaders out of their lands. Despite their efforts, much Byzantine land was lost.

Justinian A powerful ruler named **Justinian** was able to regain control over some of the land Rome had lost and expand the Byzantine Empire. Justinian ruled from 527 to 565. His wife, the Empress Theodora, was a powerful ruler as well. Justinian's armies reconquered lost territories, including Italy, northern Africa, and the southern coast of Spain. (See map on page 289.)



▲ **Mosaic of Justinian** Justinian is considered one of the Byzantine Empire's most important emperors.

Hagia Sophia
Built by Justinian, Hagia Sophia was the greatest of all churches in Constantinople. Today it is a museum. ▼



Rebuilding Constantinople Justinian also began to rebuild Constantinople, which had been damaged during a revolt. He rebuilt the city walls and constructed schools, hospitals, law courts, and churches. The most famous church was Hagia Sophia (HAY•ee•uh soh•FEE•uh). Its name means “Holy Wisdom.” Constantinople once again became a glorious city.

Preserving Roman Culture Justinian is best remembered for the legal code developed during his rule. He appointed a committee to create a legal code based on Roman law. These experts dropped outdated laws and rewrote others to make them clearer. The new uniform code of law was called the **Justinian Code**. It included laws on marriage, slavery, property, women’s rights, and criminal justice.

Although they spoke Greek, Byzantines thought of themselves as part of the Roman cultural tradition. Byzantine students studied Latin, Greek, and Roman literature and history. In this way, the East preserved Greek and Roman cultures. In the former Western Empire, the Germanic peoples blended Roman culture with their own. However, they lost much of the scientific and philosophical knowledge of the Greeks and Romans.

 **SUMMARIZE** Detail some of Justinian’s main accomplishments.

History Makers

Empress Theodora (c. 500–548)

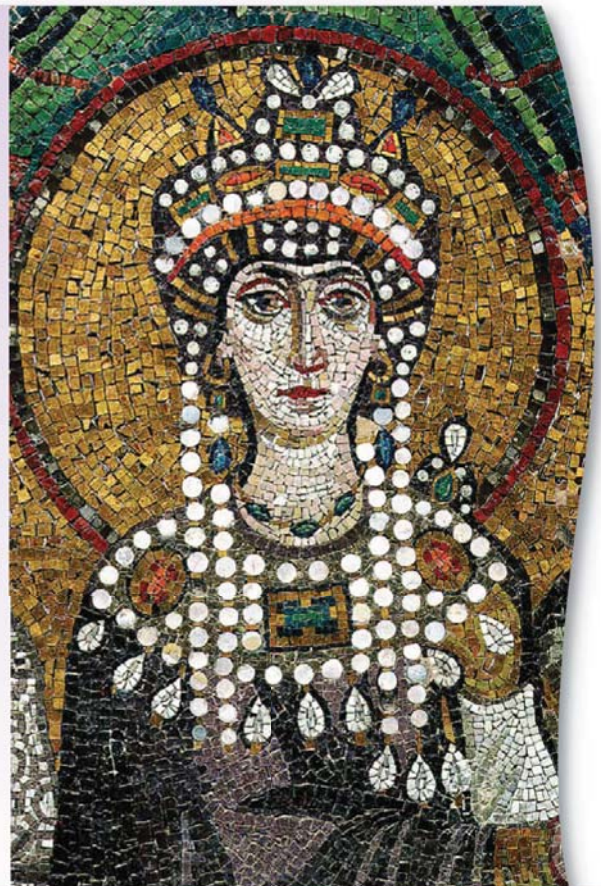
Theodora was an empress of Byzantium—which was unusual, considering her background. Theodora was an actress, and Byzantine society looked down on actresses. Yet Justinian, the heir to the throne, married Theodora in 525. His choice was a good one.

Justinian and Theodora became emperor and empress in 527. In 532, rioters threatened to overturn the government. Theodora urged Justinian not to flee. She herself refused to leave. Her courage inspired Justinian, and his generals put down the rebellion.

Later, Theodora passed laws that helped women. Divorced women gained more rights. She founded a home to care for poor girls. She also offered protection to religious minorities.

CRITICAL THINKING

Make Inferences What qualities made Theodora a good leader?





Differences Divide Christianity

KEY QUESTION Why did the Christian church divide?

The division of the empire also affected Christianity. Different religious practices developed in the Christian churches in the East and West. Cultural practices and limited contact between the two regions caused these differences.

The Church Splits One difference had to do with the authority of the emperor over church matters. In the East, the emperor had authority over the head of the church. In the West, there was no emperor. As a result, the pope began assuming more responsibilities as the leader of the former Western Empire.

Problems between the two churches began to grow. The pope claimed authority over the churches in both the East and the West. However, Byzantine emperors considered themselves the final authority on religious matters. **Delegates** of the pope attempted to remove the Eastern head of the church. The Eastern church responded by refusing to recognize the authority of the pope.

Finally, in 1054, the Christian church split in two. The church in the West is known as the **Roman Catholic Church**. The branch of Christianity that developed in the Eastern Roman Empire is known as the **Eastern Orthodox Church**. *Orthodox* means “holding established beliefs.” Over time, the split led to the development of two separate European civilizations, one based in the East and one in the West.

COMPARING Two Branches of Christianity



Roman Catholic

- The leader, called the pope, has authority over the bishops.
- Pope has authority over all kings and emperors.
- Priests may not be married.
- Latin is used in services.

Similarities

- Faith is based on Jesus and the Bible.
- Leaders are priests and bishops.
- Both churches want to convert people to Christianity.

Eastern Orthodox

- The leader, called the patriarch, and the bishops run the church as a group.
- Emperor has authority over officials of the church.
- Priests may be married.
- Local languages such as Greek and Russian are used in services.




CRITICAL THINKING


Compare and Contrast The Venn diagram lists attributes of the two branches in the A.D. 1000s. Who had more power at that time, the pope or the patriarch?

Religion and Government After the split, the pope claimed authority over Christian emperors and kings. This authority allowed the Roman Catholic Church to influence government in the lands that were once part of the Western Roman Empire. Disagreements between the church and some kings and emperors of Western Europe would later cause major conflicts.

As you have learned, the emperor of the Byzantine Empire was the absolute ruler. He had power over the church as well as the government. This meant that the emperor ruled over the patriarch, the leader of the Eastern Orthodox Church. Overall, Byzantine emperors had greater power than the emperors or kings in the West.

 **ANALYZE CAUSES** Explain what caused the Christian church to divide.

The Byzantine Empire Collapses

 **KEY QUESTION** What brought about the collapse of the Byzantine empire?

After Justinian's death in 565, the Byzantine Empire suffered many setbacks. There were street riots, religious quarrels, battles over the crown, and disease. In addition, the empire faced constant threats from foreign enemies.


Attacks came from all sides. Slavic peoples made frequent raids on the northern borders. The powerful Persians attacked in the east. In the 600s, a religion called Islam emerged in Arabia. Arab armies arose and attacked nearby territories and Constantinople. Later, civil wars, as well as attacks by Turks and Serbs, further weakened the empire.

Slowly, the Byzantine Empire shrank under the impact of these attacks. By 1350, all that remained was a tiny section of the Anatolian peninsula and a strip of land along the Black and Aegean seas. Yet, thanks to its walls, its fleet, and its strategic location, Constantinople held out for another 100 years. Finally, in 1453, an army of Turks captured the capital. The city's conquest marked the end of the Byzantine Empire—about a thousand years after the fall of the Western Roman Empire.



▲ Horses of St. Mark's Basilica

During an attack in the 1200s, the Venetians seized these bronze horses from Constantinople and brought them back to Venice.

 **FIND MAIN IDEAS** Discuss what brought about the collapse of the Byzantine Empire.

3

Section Assessment



ONLINE QUIZ

For test practice, go to
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Terms & Names

1. Explain the importance of

Byzantine Empire	Justinian Code
absolute ruler	Eastern Orthodox Church

Use Your Reading Notes

2. Summarize

Use your completed chart to answer the following question:

In what ways did Justinian restore the Eastern Roman Empire?

Byzantine Empire	
Justinian	
Split in Christian Church	
Role of Church in Government	

Key Ideas

- How did Justinian preserve Roman law?
- On what issue did the church in the East and in the West not agree?
- Why did the pope have a greater role in government in the West than did the head of the church in the East?

Critical Thinking

- Compare and Contrast** In what ways was the Eastern Roman Empire different from the Western Roman Empire?
- Make Inferences** Why did Christian practices develop differently in the Eastern and Western empires?

Activity

Internet Activity Use the Internet to research Hagia Sophia. Plan a virtual field trip of the structure. Include information on its location, construction, and items that are inside the building.
Internet Keyword: *Hagia Sophia*

Section 4

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

After the fall of the Western Roman Empire, the Byzantine Empire tried to preserve Roman culture.

NOW YOU WILL LEARN

Many societies have been influenced by Roman culture, technology, engineering, architecture, religion, and law.

▶ Vocabulary

TERMS & NAMES

mosaic picture made by placing small, colored pieces of stone, tile, or glass on a surface

bas-relief (BAH ri•LEEF) sculpture in which slightly raised figures stand out against a flat background

epic long poem about a hero's adventures

oratory art of public speaking

Stoicism (STOH•ih•SIHZ•uhm) originally, a Greek philosophy that stressed the importance of virtue, duty, and endurance in life

vaults arches that form a ceiling or a roof

REVIEW

aqueducts system of channels, pipes, and bridges that carried water into Roman towns



Visual Vocabulary bas-relief

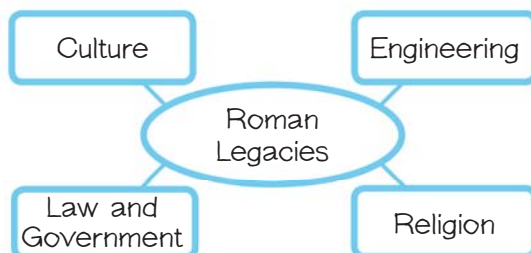
▶ Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to record main ideas and details about Roman legacies. Add more boxes as needed.



See Skillbuilder Handbook, page R3.

FIND MAIN IDEAS



GRAPHIC ORGANIZERS

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The Legacy of Rome

Connect to What You Know You have already learned that Greece was the dominant civilization in the Mediterranean before the Romans. The Romans conquered the Greeks but were deeply influenced by their culture.

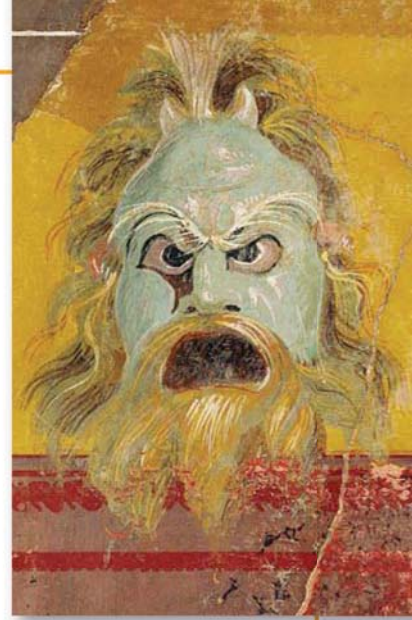
Roman Culture

▼ **KEY QUESTION** What aspects of Roman culture have influenced other societies?

Roman culture was based on values of strength, loyalty, and practicality. The Romans picked up Greek ideas about writing and the artistic ideal of perfect beauty. In addition, Roman artists and writers created their own styles. The result was a culture that blended Roman practicality with elements of Greek idealism.

Art The Romans popularized an earlier type of art called mosaic. A **mosaic** is a picture made by placing small, colored pieces of stone, tile, or glass on a surface. Examples of mosaics can be found in churches and other buildings around the world.

Romans learned about sculpture from the Greeks but did not follow the Greek tradition of showing only perfect human forms. Instead, the Romans created sculptures that were realistic portraits in **bas-relief** (BAH rih•LEEF). In a bas-relief, slightly raised figures stand out against a flat background.



▲ **Roman Mask** This Roman wall painting of a theatrical mask reflects masks used in ancient Greek theater.

Mosaic This Roman mosaic was discovered in Syria. ▼




Literature The Greeks also influenced Roman literature. Roman writers adopted the form of the **epic**, a long poem about a hero's adventures. The *Aeneid* by Virgil is a well-known Roman epic. Virgil modeled his poem on two Greek epics, the *Odyssey* and the *Iliad*. The *Aeneid* tells the adventures of the hero Aeneas, who survived the Trojan War and sailed to Italy.

As you learned, the written works and speeches of Cicero provide a picture of Roman life and add to our knowledge of Roman history. Cicero was a master of **oratory**, the art of public speaking. Oratory was an important means of persuasion for Roman politicians.

Romans also wrote about philosophy. Emperor Marcus Aurelius wrote the *Meditations*, a work expressing the ideas of Stoicism. Developed by Greek philosophers, **Stoicism** (STOH•ih•SIHZ•uhm) stressed the importance of virtue, duty, and endurance in life.

Language Latin, the language of Rome, is another lasting aspect of Roman culture. Over time, Latin evolved into a group of languages called the Romance languages. (The word *romance* comes from the word *Roman*.) Today, Romance languages are spoken in many countries whose lands were once ruled by Rome. (See map, page 301.)

 **DRAW CONCLUSIONS** Identify the aspects of Roman culture that have influenced other societies.

CONNECT to Art

Mosaics Mosaics decorated many luxurious villas, temples, and public buildings in ancient Rome. The mosaics reveal a great deal about everyday life in Rome, as well as about public and official ceremonies.

Materials

- colored paper and pencil
- posterboard
- scissors
- glue or paste

Activity **Make a Mosaic**

Study the mosaic on the preceding page and look at Roman mosaics in books on ancient Rome.

- 1 Draw a sketch of your design on a piece of paper. You might draw a simple geometric design, an animal, or a flower.
- 2 Copy the design onto a poster.
- 3 Glue your tiles onto the design on your poster. Use your pencil sketch as a guide. Let your mosaic dry.



COMPARING Latin Origins of Romance Words

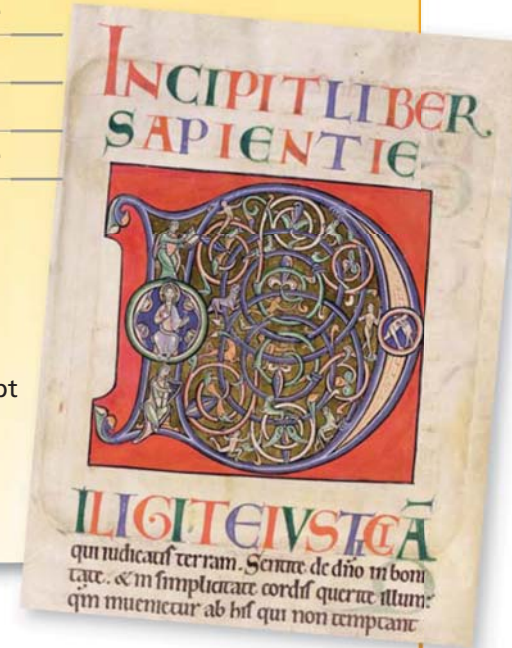
Language	<i>father</i>	<i>good</i>	<i>life</i>	<i>mother</i>
Latin	pater	bonus	vita	mater
Spanish	padre	bueno	vida	madre
French	père	bon	vie	mère
Portuguese	pai	bom	vida	mãe
Italian	padre	buono	vita	madre
Romanian	tată	bun	viață	mamă

CRITICAL THINKING

Make Generalizations What generalizations can you make about the beginnings of most of the words?

► Latin Manuscript

This illuminated manuscript was written in Latin in England in the 1100s.



Architecture and Engineering

KEY QUESTION What advancements did the Romans make in architecture and engineering?

Greek architecture influenced Roman builders. You've already learned about the Greek building style, with its use of columns, pediments, and graceful proportions. The Romans used these elements but added their own ideas too. Visitors from all over the empire marveled at the architecture of Rome. The arch, the dome, and concrete were combined to build spectacular structures, such as the Colosseum.

New Styles of Architecture Roman builders were excellent engineers. They found new ways to improve the structure of buildings. These ideas included arches, **vaults**, and domes. A vault is an arch that forms a ceiling or a roof.


Roman developments in building construction made it possible to build larger, taller buildings. Many modern buildings borrow Roman elements of design and structure. The dome of the U.S. Capitol building is a well-known example.

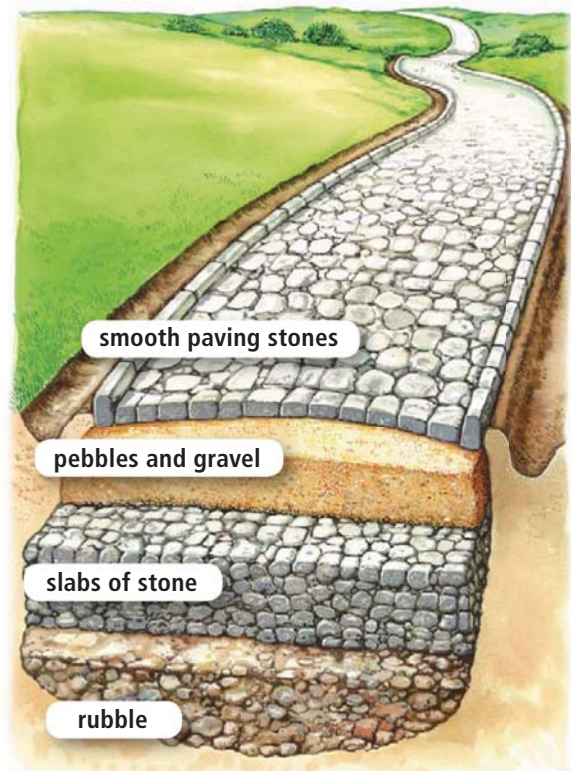
New Building Materials The Romans developed a form of concrete that was both light and strong. They poured the mixture into hollow walls or over curved forms to create strong vaults. Concrete is a common building material today.

Aqueducts You have already learned that the Romans built **aqueducts** to bring water to cities. Eleven major aqueducts brought water to the city of Rome. The longest stretched for 57 miles. Aqueducts can still be found in France and Spain, lands that were once part of the Roman Empire.

Roads The Romans are especially famous for the quality of their roads. In 312 B.C., Romans built the first of many roads. It was called the Appian Way, and it ran southeast from Rome. In time, a system of roads extended across much of the empire. Rome was the center of this network.

Many Roman roads were built so that soldiers could move quickly to places in the empire where they were needed. The road system also increased trade because merchants and traders could move their goods more easily. Although the road system helped hold the Roman Empire together, it also made it easier for the empire's enemies to invade.


 **CATEGORIZE** Describe the advancements the Romans made in architecture and engineering.



▲ Roman Road Construction

Roman roads were constructed in layers. The average width of a road was 15 to 18 feet.

Religion and Law

 **KEY QUESTION** What religious and legal legacies did Rome leave?

Great civilizations leave their mark through ideas as well as through things we can touch and see. The Roman Empire made lasting contributions in the areas of religion and law.

Spreading Christianity The Roman Empire played a major role in the spread of Christianity. Christian missionaries converted many people within the empire. And although Roman leaders resisted Christianity early on, they later embraced its teachings and made it an official religion. As the most powerful empire in the world at the time, Rome helped Christianity develop into a major religion.

When the Western Roman Empire fell, Christianity continued to prosper in the former lands of the empire. Germanic kings and queens became Christians. In addition, the Byzantine Empire promoted Christianity in the East. All of this enabled Christianity to become the force it is today. Currently, about one-third of the people in the world are Christians.

Roman Law and Government Perhaps Rome's most lasting and widespread legacy is its system of laws. Roman judges and political leaders established laws that reflected the Stoic ideals of duty and virtue. They stressed fairness and common sense.

Roman laws promoted such principles as equal treatment under the law and the presumption of innocence for those accused of crimes. The principles of Roman law endured to form the basis of legal systems in many European countries and in the United States.

Finally, Rome established aspects of a representative government that many nations use today. Rome began as a republic in which average citizens held great power. During this time, the Romans established various assemblies, including a senate, to make laws and represent the views of the people. Today, assemblies exist in countries around the globe. In the United States, for example, the House of Representatives and the Senate are the nation's two main representative bodies. The nation's citizens elect the members of the House and Senate. The members of each body work to create and pass laws that address the needs of the people they represent.



▲ Statue of Justice

In this sculpture of justice atop a U.S. court house, the scales weigh right and wrong. The sword punishes the guilty. The blindfold means that justice is impartial.

SUMMARIZE Discuss Rome's legacy in the areas of religion and law.

4

Section Assessment



ONLINE QUIZ

For test practice, go to
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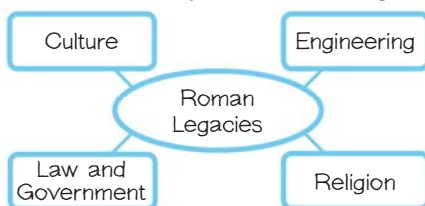
Terms & Names

1. Explain the importance of

mosaic	epic	Stoicism
bas-relief	oratory	vaults

Use Your Reading Notes

2. Find Main Ideas Use your completed web diagram to answer the following question:
What are some examples of Roman legacies?



Key Ideas

- How did the Romans influence language in modern-day Europe?
- In what ways is Roman architecture evident in the United States today?
- What role did the Byzantine Empire play in the spread of Christianity?

Critical Thinking

- Formulate Historical Questions** Create a set of three questions about the Roman Empire that could be answered by historical study and research.
- CONNECT to Today** Which of Rome's legacies has had the greatest influence on life in the United States? Explain.

Activity

Design a Bas-Relief Research examples of Roman bas-reliefs in books or on the Internet. Then create a sketch of your own bas-relief showing an aspect of life in ancient Rome.

Roman Influences Today

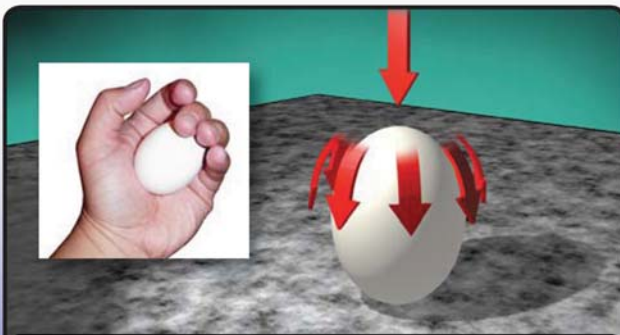
The United States borrowed some Roman ideas about the structure of government. But the Romans also influenced culture in the United States in other ways. Their ideas about architecture and road building can be seen in our buildings and our highway systems. Their ideas about government and citizenship also left an important legacy.



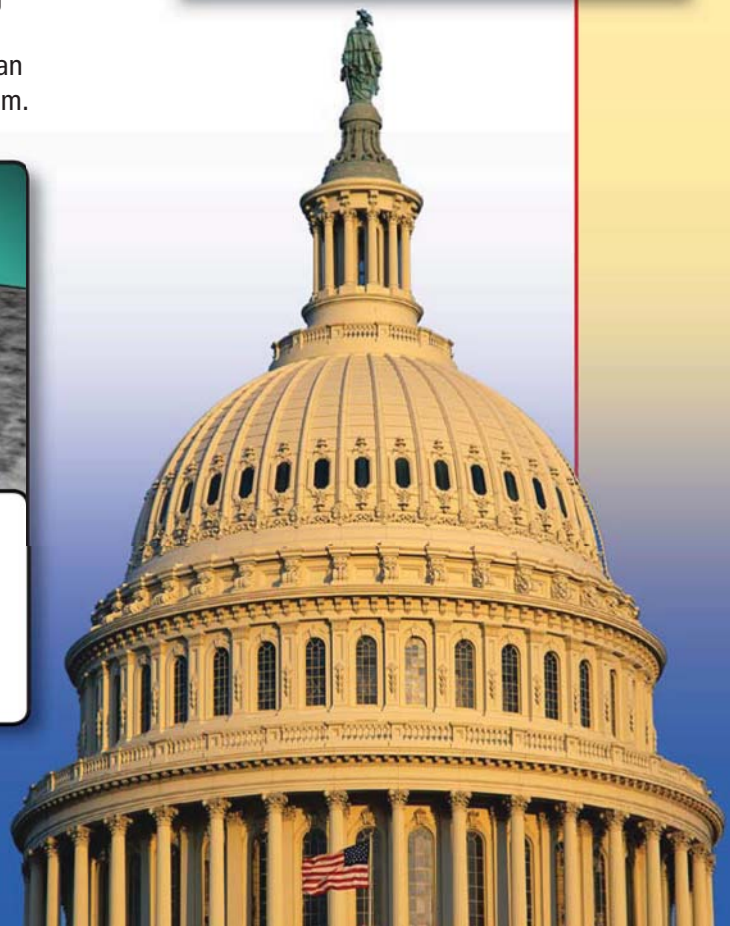
Domes

► **Past** Roman architects experimented with using a series of arches in a circle to create a dome. The dome of the Pantheon (*right*) is 142 feet high. The Pantheon was constructed to honor the gods. Later it became a Christian church and, finally, a national shrine in Italy.

▼ **Present** Architects for the U.S. Capitol building (*below right*) used the idea of the Roman dome. The dome of the Capitol is 287 feet high. It is topped by an almost 20-foot-tall statue called the Statue of Freedom.



Dome Strength A dome is strong because pressure at the top of the structure is distributed evenly and travels down the curved sides. This gives the structure strength. A dome and an egg are similar. Although we often think of an egg as fragile, an egg can be very strong because it is shaped like a dome. If you try to crush an egg by pressing down on the top, it will not break.



Roads

▼ **Past** Roman roads were constructed so that military forces could easily move throughout the empire. Under Diocletian, the Roman Empire had 372 main roads covering about 53,000 miles.



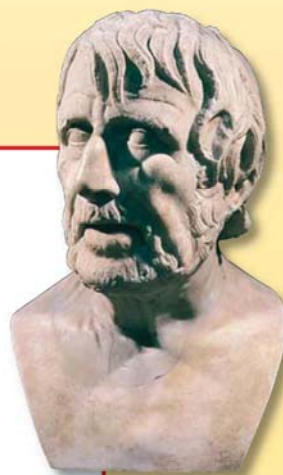
► **Present** The United States is a nation on the move. It has almost 4 million miles of roads. The interstate system covers 46,467 miles.



Citizenship

► **Past** Many Romans had a strong sense of citizenship, or a commitment to helping each other and society. This sense of duty was instilled by Roman Stoic philosophers such as Seneca (*right*). Seneca and other Stoics encouraged people to take an active role in public affairs.

▼ **Present** The Stoic ideal of public duty still helps to promote citizenship. Examples of good citizenship in the United States include voting and activities that benefit all of society, such as recycling.




Activities

1. **TALK ABOUT IT** Are there any domed buildings where you live? If so, what activities take place there?
2. **WRITE ABOUT IT** Research information about Roman roads, including how the roads were built and their locations in the empire. Write a research report on your findings.

Chapter 10 Assessment

Interactive Review

 **Click here** for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Later Roman Empire

Christianity

- Rome persecuted Christians.
- Emperor Constantine converted to Christianity.
- The Christian church developed into a complex institution.



Decline

- The empire split into a western and eastern part.
- The Christian church divided: Roman Catholic Church in the west, Eastern Orthodox Church in the east.
- Foreign invasions led to the downfall of the Western Roman Empire.
- The Eastern Roman Empire continued for 1,000 years.



Legacy

- Roman language, literature, and arts influenced European culture.
- Roman ideas about engineering and architecture influenced builders.
- The empire helped spread Christianity and democratic ideals.



VOCABULARY

Explain why the words in each set below are linked with each other.

1. **Justinian** and **absolute ruler**
2. **barbarian** and **nomadic**
3. **Eastern Orthodox Church** and **Roman Catholic Church**
4. **mosaic** and **bas-relief**

KEY IDEAS

Rome and Christianity (pages 274–279)

5. Why did the Romans persecute the Christians?
6. Why did Constantine convert to Christianity?

Decline and Fall of the Empire (pages 280–285)

7. What economic and political problems weakened the Roman Empire?
8. Why did Diocletian believe reorganizing the empire would strengthen Rome?

The Byzantine Empire (pages 286–291)

9. What was the Justinian Code?
10. What caused the Christian church to split in 1054?

The Legacy of Rome (pages 292–299)

11. What artistic styles did the Romans borrow from Greek culture?
12. How has Roman law shaped modern law?

CRITICAL THINKING

13. **Form and Support Opinions** Why do you think Christianity appealed to so many people in the Roman Empire?
14. **Draw Conclusions** Why did the Eastern Roman Empire last longer than the Western Roman Empire?
15. **Evaluate** To what extent do aspects of Roman law and government continue to guide nations today?

Activities

- 1. Writing Activity** Imagine you lived in Rome when a Germanic group called the Goths attacked the city in 410. Write a description of the attack.
- 2. Interdisciplinary Activity—Language Arts** Use books and the Internet to research Latin-based words in the English language. Make a list of five to ten terms used in everyday life. Create an illustrated chart listing each Latin word and an image of the concept the word represents.



ONLINE ACTIVITY

Click [here](#) to write a video script about modern-day Constantinople (Istanbul) @ [ClassZone.com](#)



Answer the ESSENTIAL QUESTION

Why did the Roman Empire fall, and what is its legacy?

Written Response Write a two- or three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about the empire's decline and impact on later societies. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss the economic and political factors that weakened the empire
- identify Rome's cultural and technological legacy



Test Practice

- Online Test Practice @ [ClassZone.com](#)
- Test-Taking Strategies and Practice at the front of this book

Read Maps Use the map below to answer the questions.



1. The Romance languages are concentrated in which part of Europe?

- north
- east
- southwest
- southeast

2. Which statement best describes the pattern of Romance languages?

- The pattern of languages is random.
- The Romance languages are found in the former Roman Empire.
- The Romance languages are dying out.
- The Romance languages spread throughout Europe.

UNIT 5

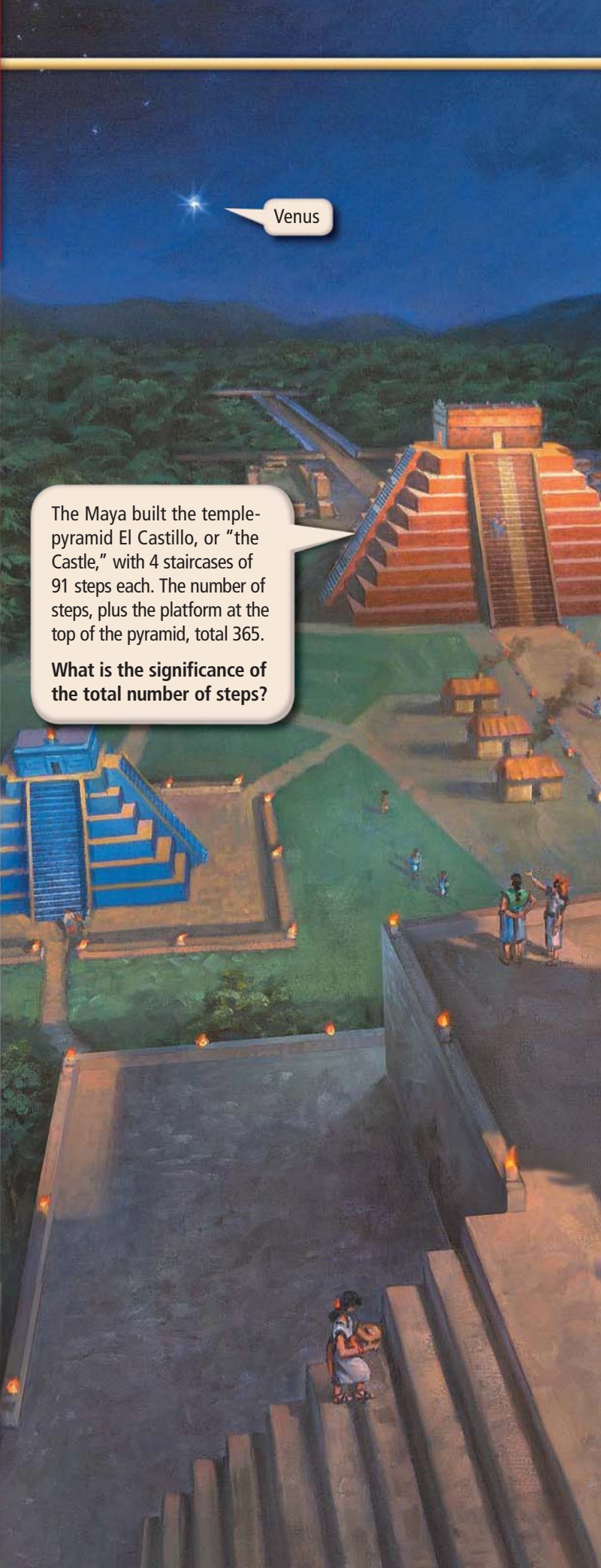
Regional Civilizations and Empires

Interact with History ►

The Caracol Observatory, Chichén Itzá, about A.D. 1000

You are a Mayan priest in the city of Chichén Itzá (chee•CHEHN eet•SAH) charged with recording the movement of the planets. This evening, you note that Venus rises in the eastern sky. You believe that this means trouble for your people.

Why might observing the planets be important to the Mayans?



The Maya built the temple-pyramid El Castillo, or "the Castle," with 4 staircases of 91 steps each. The number of steps, plus the platform at the top of the pyramid, total 365.

What is the significance of the total number of steps?



Chapter 11
The Rise of Islam



Chapter 12
African Civilizations



Chapter 13
American Civilizations



Chapter 14
Dynasties of China



Chapter 15
Civilizations of Asia

Tracking the location of Venus was important to the Maya. They thought that its appearance in certain places in the sky signaled the coming of disasters, like war.

What actions might the Maya take based on their observations of Venus?

Mayan priests observed the sun, the moon, Venus, and other planets from the Caracol Observatory. They used their observations to construct very accurate calendars.

Why might the Maya want an accurate calendar?

Chapter 11

The Rise of Islam



Essential Question




How were Muslim leaders able to spread Islam and create an empire?

CONNECT

Geography & History

Use the map and the time line to answer the following questions.

1. About how far did Muslim influence extend, from east to west, by 1200?
2. About how many years after Islam split into factions did the Abbasids overthrow the Umayyads?

 Lands conquered by 661
 Lands conquered by 750
 Extent of Muslim influence, 1200

0 500 1000 miles
 0 500 1000 kilometers

MUSLIM
WORLD

WORLD

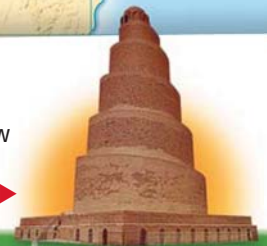
c. 570
Muhammad is born.

661
Islam splits into factions.

750
Abbasids overthrow the Umayyads.
(Abbasid mosque) ►

565
Byzantine Emperor Justinian dies.

800
◀ Pope crowns Charlemagne Holy Roman Emperor.



Muslim World A.D. 1200

[Click here](#) to see how Muslim leaders created an empire @ [ClassZone.com](#)



Mid-900s

Al-Andalus (Muslim Spain) prospers during the reign of Abd al-Rahman III.

1000s

Muslim learning in science and medicine flourishes.

1200s

Muslim literature flourishes. (Muslim scholars reading)

960

Song Dynasty is established in China. (Song vase) ▶



1095

Pope Urban II calls for a "crusade" to win back the Holy Land from the Muslims.

1206

Temujin unites the Mongols and takes the title Genghis Khan.

Section 1

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The Romans left a rich legacy in areas such as art, technology, and law.

NOW YOU WILL LEARN

Muhammad adopted the religion of Islam and helped spread its ideas throughout the Arabian Peninsula.

▶ Vocabulary

TERMS & NAMES

clans groups of people who share an ancestor
pilgrimage journey to a sacred place or shrine
Islam monotheistic religion based upon submission to God's will and the teachings of the Qur'an, the Muslim holy book
Muslims followers of Islam
Hijrah (HIHJ•ruh) move of Muhammad and his followers from Mecca to Yathrib in A.D. 622
Qur'an (kuh•RAN) Muslim holy book
Sunnah teachings and practices of Muhammad used as guides for living
mosque Muslim house of worship

BACKGROUND VOCABULARY

arid receiving little or no rainfall; dry
oasis fertile area in a desert
Allah Arabic word for God

REVIEW

nomads members of a group of people who have no set home but move from place to place
monotheism belief in one God
polytheism belief in many gods and goddesses

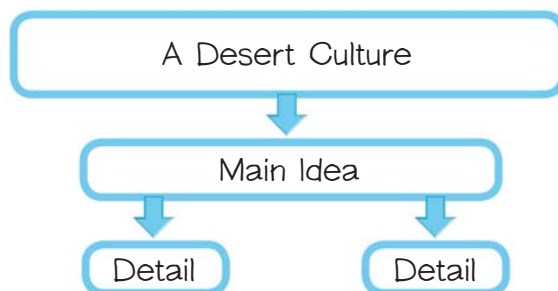
▶ Reading Strategy

Re-create the diagram shown at right. As you read and respond to the **KEY QUESTIONS**, summarize the main ideas and important details in each subsection of Section 1. Record them in your own words in the diagram.



See Skillbuilder Handbook, page R4.

SUMMARIZE




GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Islam and Muhammad

Connect to What You Know What movies have you watched that included a scene from a desert region? The scene probably showed a hot, sandy area with a limited supply of water. This is what the Arabian peninsula in Southwest Asia is like. It was there that the Muslim Empire began.

A Desert Culture

 **KEY QUESTION** How did the people of Arabia adapt to the landforms and climate there?

The deserts of the Arabian peninsula cover hundreds of thousands of square miles. One desert in the south covers nearly 250,000 square miles, about the size of the state of Texas. It is so enormous and so desolate that Arabs call it the Rub al-Khali, which means “the empty quarter.”

Physical Features and Climate The Arabian peninsula is a region of Southwest Asia, between the Red Sea and the Persian Gulf. It is about 1,200 miles at its longest point from north to south and 1,300 miles at its widest point from east to west. This **arid** region is about one-fourth the size of the United States. It receives little rain and is covered mainly by deserts. Because of its climate, only a small portion of the land is useful for agriculture. Farmland is found in the southern mountains and just north of the peninsula in present-day Syria and Iraq.

Starting with a Story

Imagine that you are living in Medina in 632. You are excited about making the pilgrimage to Mecca with your family.

 **Click here**
to listen to the story
@ ClassZone.com



Arabian Peninsula

This peninsula in Southwest Asia is a vast area that is mainly desert. ▼




Nomads Arab herders called Bedouins (BEHD•oo•ihnz) have adapted their lives to arid land for centuries. Because there is little farmland, Bedouins are **nomads** who move from place to place instead of settling permanently. Bedouins travel within a specific area as they seek water and grazing land for their herds. The path they follow is affected by such factors as the landscape they must cross, the amount of rainfall, and the availability of an oasis.

An **oasis** is a desert area that contains water. Bedouins interact with people who settle at oases and live a sedentary, or settled, lifestyle. In the past, this interaction often meant that the settled population traded food that it grew to the nomads in exchange for animals and animal products.

Family Life Bedouins live in groups called clans. **Clans** are groups of people who share a common ancestor. Each Bedouin clan is its own unit of government. Clans also provide security and support in the extreme conditions of the desert.

Bedouins take pride in their ability to adapt to life in the desert. They are also proud of their fighting skills. Clans once had to defend themselves against raids by other clans who wanted water, livestock, or food supplies. Because of their fighting ability, Bedouins became the core of armies that would help create the Muslim Empire.

 **FIND MAIN IDEAS** Explain how the people of Arabia adapted to its landforms and climate.

CONNECT Geography & History

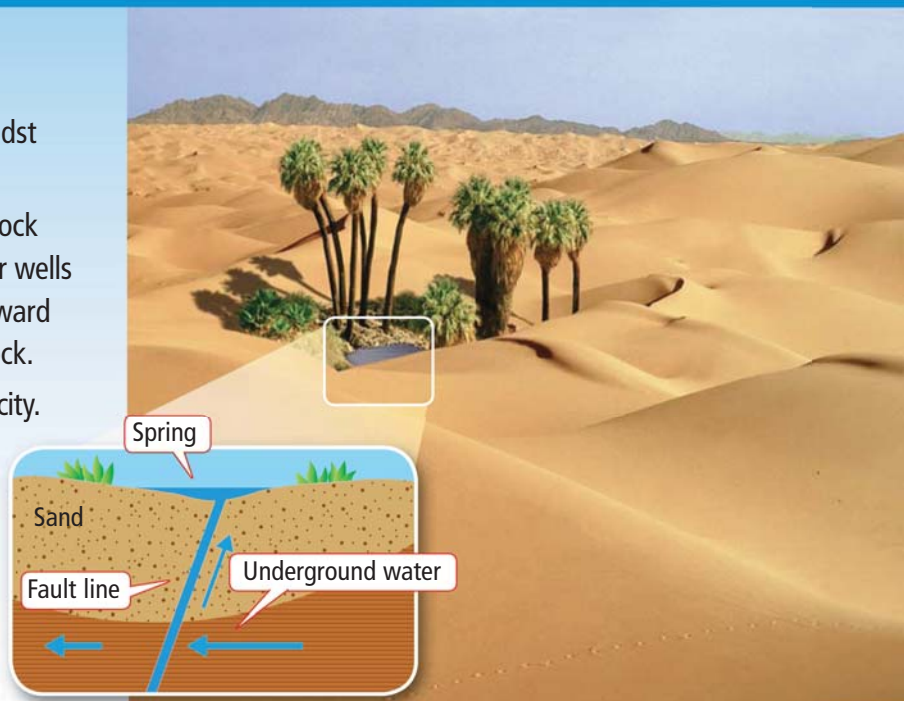
Oasis

An oasis is a fertile or green spot in the midst of a desert.

- Oases occur where water in underlying rock rises to the surface to provide a source for wells and springs. The water usually seeps upward when it hits a fault, or fracture, in the rock.
- Some large oases can support an entire city. Others might simply be a small spring.

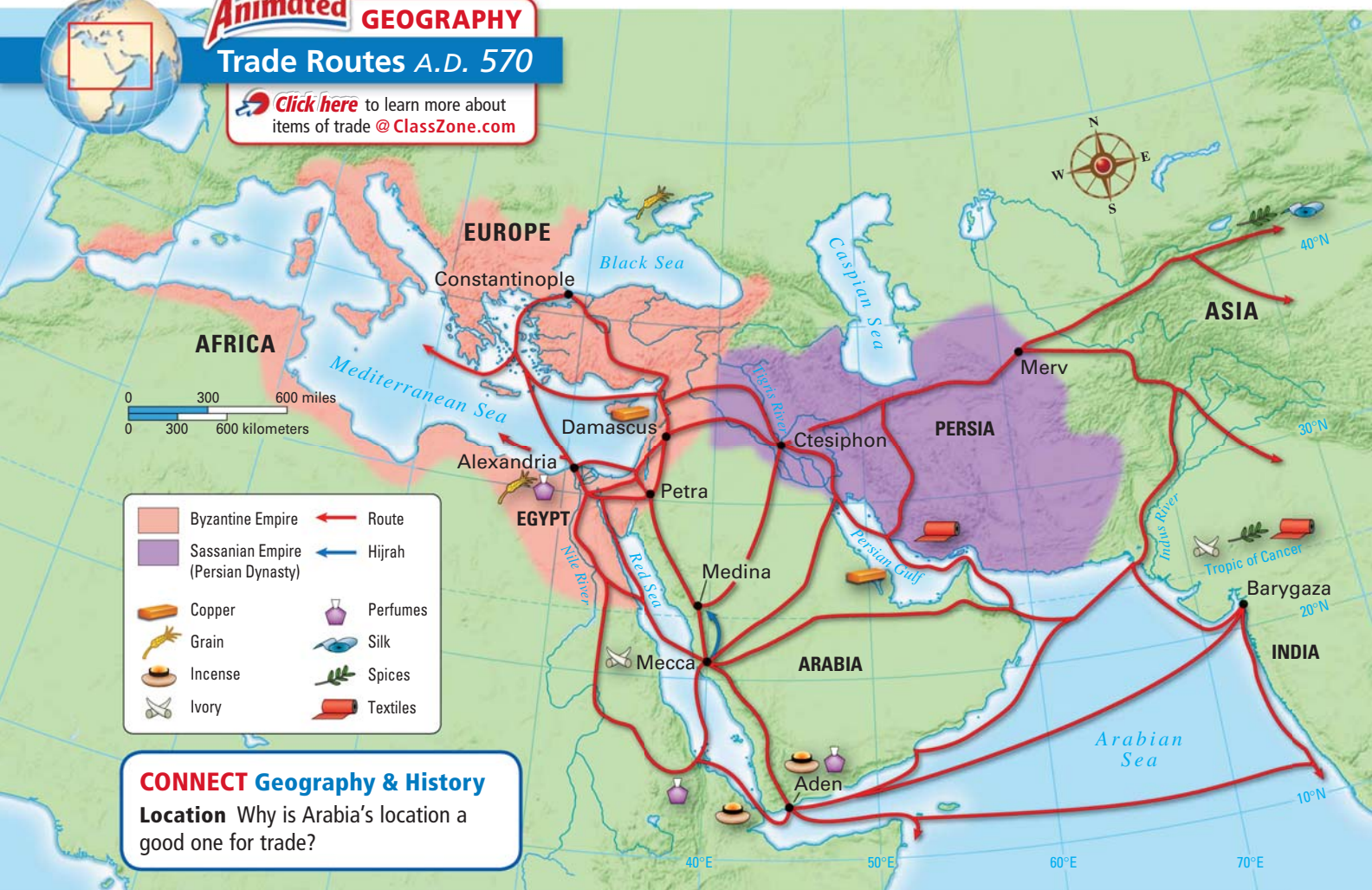
CRITICAL THINKING

Draw Conclusions How might oases have influenced Arab settlement?





[Click here](#) to learn more about items of trade @ [ClassZone.com](#)



CONNECT Geography & History

Location Why is Arabia's location a good one for trade?

Crossroads of Three Continents

KEY QUESTION Why did trade routes develop on the Arabian peninsula?

The Arabian peninsula is well situated for trade. It is a crossroads of three continents and is surrounded by several bodies of water.

Growth of Trade Cities By the early 600s, growing numbers of Arabs had moved to market towns or oases. Small market towns grew into cities. Larger settlements near the western coast of Arabia became centers for local, regional, and long-distance trade. Other areas, such as larger oases, became stops along the many trade routes that crossed the peninsula. Mecca and Medina were such oasis cities.

Sea and land routes connected Arabia to major trade centers. Products from three continents—Asia, Africa, and Europe—moved along these routes by camel caravans. Merchants traded animals, textiles, metals, and spices such as pepper and saffron.


Trade was also important in cultural exchange. Merchants carried information as well as products. For example, they would gain knowledge of different religions practiced in the cities they visited. Judaism and Christianity spread as merchants traveled.

The Holy City of Mecca Mecca was an important religious center as well as a trading center. It was located along the trade routes in western Arabia. Caravans stopped in Mecca during certain holy months. They brought people who came to worship at an ancient religious shrine called the Ka'aba, which was located in the middle of the city. The shrine was a cube-shaped stone building. Each year, people traveled from all parts of the Arabian peninsula to worship in Mecca. The journey to a sacred place is called a **pilgrimage**.

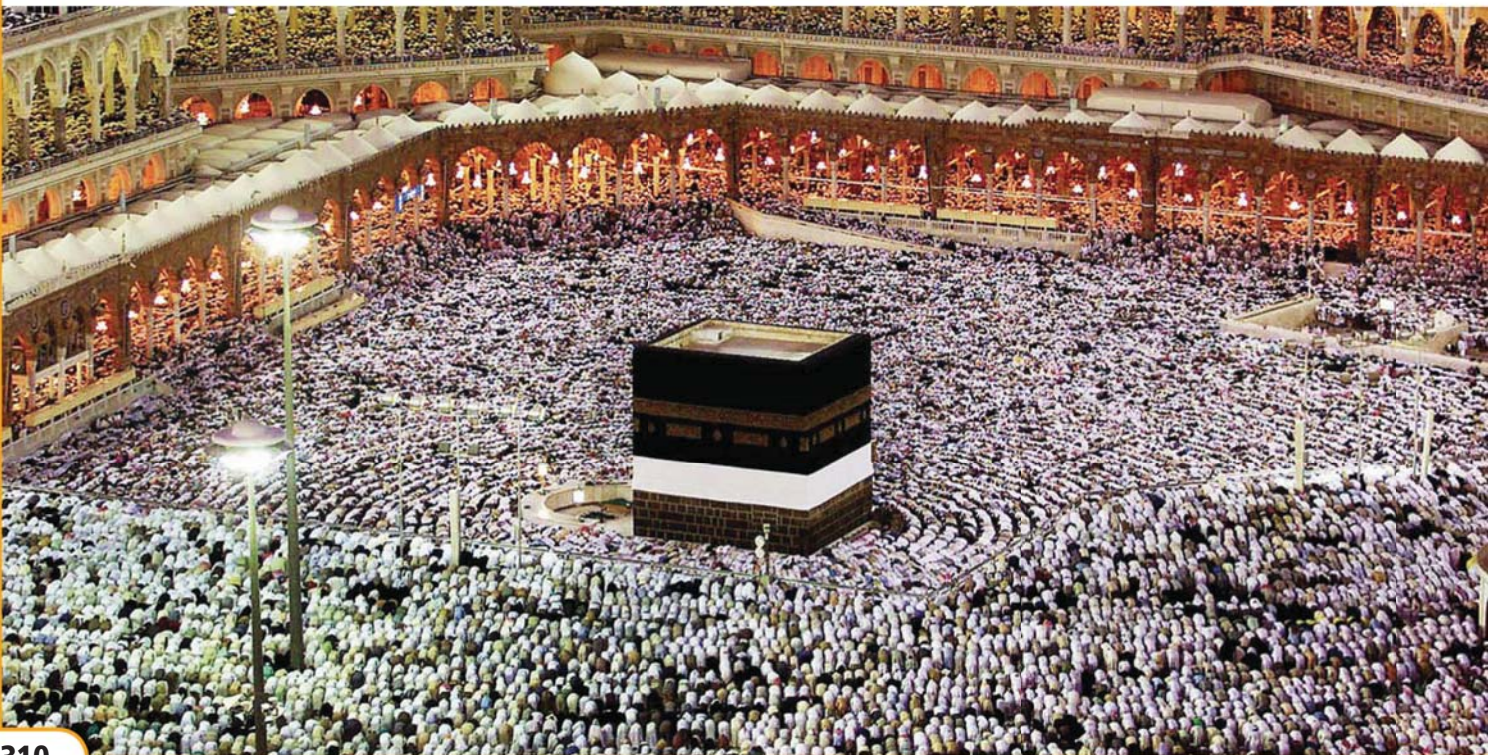
Many Religions Some Arabs associated the Ka'aba with the ancient religious leader Abraham. Many Arabs thought themselves to be descendants of Abraham. They believed that Abraham and his son Ishmael built the Ka'aba as a temple to God (called **Allah** in Arabic). The belief in one God is called **monotheism**.

Other Arabs, especially those who lived in the desert, believed in many gods. The belief in many gods is called **polytheism**. Over the years, these polytheistic Arabs also began to worship at the Ka'aba.

Many Jews and Christians lived in Arab lands. As a result, the belief in one God continued on the Arabian peninsula. Also, some Arabs blended Christian and Jewish beliefs and rituals with their own traditions. It was into this mixed religious environment that one of the world's most influential religious leaders—the Prophet Muhammad—was born around A.D. 570.

 **ANALYZE CAUSES** Explain why so many trade routes developed on the Arabian peninsula.

The Holy City of Mecca Each year, Muslim pilgrims from around the world come to Mecca to worship at the Ka'aba. ▼



The Life and Teachings of Muhammad

KEY QUESTION What was Muhammad's role in Islam's development?

Muhammad was born into a powerful Meccan family but was orphaned as a child. At age 25, he married a wealthy businesswoman. Eventually, Muhammad prospered as a merchant.

Muhammad the Prophet At about the age of 40, Muhammad's life abruptly changed. One day when praying, he later taught, a voice called out to him, "You are the Messenger of God." Muhammad believed that God spoke to him through the angel Gabriel. He then began preaching that there is only one God (Allah) and that all other gods must be rejected. This is one of the basic principles of **Islam**, a monotheistic religion based on submitting to God's will. In Arabic, *Islam* means "peace through submission to the will of God." Followers of Islam are called **Muslims**.

Muhammad had little success at first. In fact, Meccans persecuted the early Muslims. In 622, he fled with supporters to Yathrib, more than 200 miles to the north. This migration is called the **Hijrah** (HIHJ•ruh). Muhammad's followers renamed the town Medina, which means "city of the Prophet." In Medina, people found his simple message to obey the will of Allah appealing.

Muhammad's Leadership Meccans continued to fight against Muhammad and his followers. In 630, Muhammad and 10,000 Muslims returned to Mecca. They forced the city to surrender. Muhammad then forgave the Meccans and went to the Ka'aba. There, he dedicated the shrine to Allah.

Muhammad was a political and military leader as well as a religious leader. He ruled Medina, and many people respected him. He made treaties with nomadic tribes in the peninsula, which helped Islam to find acceptance and spread during his lifetime. He used his military skills to defend Medina against attacks. By the time of his death in 632, Muhammad had unified much of the Arabian peninsula under Islam.

SUMMARIZE Describe Muhammad's role in the development of Islam.



Islamic Tile This Turkish ceramic tile shows the Ka'aba at the center of Mecca.

Islamic Beliefs, Practices, and Law

KEY QUESTION What rules do Muslims follow for religious practice and everyday life?

Muslims find guidance on how to live their lives in two primary sources of authority. Both are connected to Muhammad.

The Qur'an and the Sunnah The main teaching of Islam is that there is only one God, Allah. Muslims believe God revealed his words through the angel Gabriel, who passed them on to Muhammad. While Muhammad lived, his followers listened to his teachings. They also memorized and recited the revelations, which formed the scripture called the **Qur'an** (kuh•RAN). After Muhammad's death, his followers collected the Qur'an into a book written in Arabic. It is the Muslim holy book.

Muslims believe that Muhammad's mission as a prophet was not only to receive the Qur'an but also to show how to apply its teachings to everyday life. To them, the **Sunnah**, or Muhammad's words and deeds, are guides for living.

Legal thinkers later organized the guidelines of the Qur'an and Sunnah into a system of law. This body of law is used by Muslim communities to decide legal matters, such as rules for inheritance and punishment for criminals.

Muslim Daily Life Muslims try to connect their personal and religious lives. They live their religion by following the Five Pillars of Islam, shown below. These are the five duties all Muslims must perform to demonstrate their submission to the will of God.

Other Islamic customs and laws also affect the daily lives of Muslims. Believers are forbidden to eat pork or to drink alcoholic beverages. Friday afternoons are set aside for community worship and prayer. Those who are able gather at a **mosque**, a building used for Muslim worship. All mosques face Mecca so that Muslims pray in that direction.

Five Pillars of Islam

The symbol of an open hand was often used to represent the Five Pillars. Which of the Five Pillars relate to Mecca? ▼

Five Pillars of Islam	
Faith	Believe and say, "There is no God but Allah, and Muhammad is his prophet."
Prayer	Pray in Arabic five times a day, at specific times, and facing Mecca.
Alms	Give to the poor and the needy.
Fasting	Fast during the month of Ramadan each year, avoiding all food and beverages between sunrise and sunset.
Pilgrimage	If possible, make a pilgrimage to the holy city of Mecca once during a lifetime.



Connections to Judaism and Christianity

Muslims trace the beginnings of their religion to Abraham. They believe he was a prophet of God, as do Jews and Christians. To Muslims, Allah is the same God who is worshiped by Christians and Jews. Muslims call both Christians and Jews “people of the book” because their religions have holy books with teachings similar to those of the Qur’an. Followers of all three religions believe in heaven, hell, and a final judgment day.

Unlike Christians, however, Muslims view Jesus as a prophet, not as the son of God. Muslims believe the Qur’an is the word of God as revealed to Muhammad. Jews and Christians also believe that God’s word is revealed in their holy books. But Muslims believe that the Qur’an is the final book of God’s word. They also think that Muhammad is the last in a series of prophets.


Muslim law requires that Muslim leaders offer religious toleration to non-Muslims, though non-Muslims have restricted rights and must pay extra taxes. This policy of toleration of non-Muslims would play an important role in the expansion of the Muslim Empire under Muhammad’s successors.



CONNECT to Today

▲ Muslims Praying

Following the Five Pillars of Islam, Muslims pray facing Mecca five times each day.

 **SUMMARIZE** Identify the rules Muslims follow in their lives and religion.

1

Section Assessment



ONLINE QUIZ

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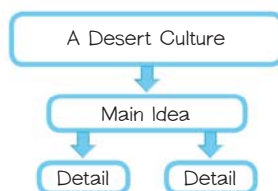
Terms & Names

1. Explain the importance of

clans	Islam	Hijrah	Sunnah
pilgrimage	Muslims	Qur’an	mosque

Use Your Reading Notes

2. **Summarize** Use your completed diagram to answer the following question:
How does living in clans affect Bedouin life?



Key Ideas

- Why did people live a nomadic life on the Arabian peninsula?
- Why did trade often lead to cultural exchange?
- Why are the Five Pillars important in the lives of Muslims?

Critical Thinking

- Compare and Contrast** How are the Qur’an and Sunnah similar? How are they different?
- CONNECT to Today** What are some of the ways that Muslims’ beliefs affect their daily lives?

Activity

Sketch a Web Page Use the information in Section 1 to sketch a Web page for Muhammad and early Islam. Show what categories of information should be included.

Section 2

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Muhammad spread the religion of Islam across the Arabian peninsula.

NOW YOU WILL LEARN

After the death of Muhammad, a crisis in Islam developed over who would succeed him.

▶ Vocabulary

TERMS & NAMES

caliph (KAY•lih) head of a Muslim community

Umayyads (oo•MY•adz) dynasty that ruled the Muslim empire from 661 to 750

Sunnis members of the branch of Islam that accepted the selected caliphs as successors of Muhammad and did not resist the Umayyads

Shi'a branch of Islam that resisted the rule of the Umayyads

Iberian Peninsula southwestern tip of Europe; present location of Spain and Portugal

Abd al-Malik (uhb•DUL•muh•LIHK) caliph in the 600s who imposed a common language in Muslim lands

Abbasids (uh•BAS•IHDZ) group that took control of the Muslim empire from the Umayyads in 750

BACKGROUND VOCABULARY

strongholds places that are heavily defended

REVIEW

bureaucracy system of departments and agencies that carry out the work of a government



Visual Vocabulary Iberian Peninsula

▶ Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to record the major events of the Muslim Empire under its early rulers.



See Skillbuilder Handbook, page R5.

SEQUENCE EVENTS



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

The Expansion of Muslim Rule

Connect to What You Know Muhammad's death in 632 brought a crisis. How would Islam survive without the leadership of the Prophet?

New Muslim Leaders Emerge

KEY QUESTION Why were the caliphs tolerant of the people they conquered?

For more than 20 years, Muhammad had spread the religion of Islam across the Arabian peninsula. He had begun to establish a Muslim Empire. In particular, Arab nomads had responded to his message. Islam brought order, justice, and hope of heaven into their lives. Then, in June 632, Muhammad died. Muslims were suddenly without a leader. They also lacked a clear way to choose a new one.

After Muhammad's Death

According to the traditions of the largest group of Muslims today, Muhammad had not named a successor or taught his followers how to choose one upon his death. Panic swept through the Muslim community. Muhammad's father-in-law and trusted friend, Abu Bakr (AH•boo BAH•kuhr), spoke to reassure Muslims. He said, "If there are any among you who worshiped Muhammad, he is dead. But if it is God you worship, he lives forever."

Abu Bakr was respected for his devotion to Muhammad as well as to Islam. As a result, in 632, the leaders of the dominant group within the Muslim community selected Abu Bakr as Muhammad's successor.

Muhammad's Successors Muslims declared their allegiance to one of Muhammad's successors. ►



▲ **Mosque Lamp** Glass oil lamps were used to light mosques. They hung from the ceiling and were elaborately decorated with enamel.



Abu Bakr (c. 573–634)

Abu Bakr was Muhammad's closest companion and adviser. Like Muhammad, Abu Bakr was from a Mecca clan that was important in the caravan trade. He was one of the first Meccans to convert to Islam. His daughter A'ishah became Muhammad's wife. Abu Bakr's loyalty to the Prophet was an important factor to the high-ranking Muslims who selected him as Muhammad's successor.



CRITICAL THINKING

Find Main Ideas How was Abu Bakr related to Muhammad?

Abu Bakr Succeeds Muhammad In 632, Abu Bakr became the first **caliph** (KAY•lih), a title that means “successor.” He promised Muslims that he would closely follow Muhammad’s example. Shortly after the Prophet’s death, some clans on the Arabian peninsula abandoned Islam. Others refused to pay taxes, and a few individuals even declared themselves prophets. During his two-year reign as leader, Abu Bakr used military force to reunite the Muslim community. After he brought central Arabia under Muslim control, he started the conquests of territories to the north that are now Iraq and Syria.

First Four Caliphs After Abu Bakr, the next three caliphs selected from and by the top ranks of Muslim believers were Umar, Uthman, (uth•MAHN) and Ali. All four had known Muhammad and supported his mission to spread Islam. Their rule was known as a caliphate. According to the traditions and beliefs of the largest group of Muslims in the world today, the first four caliphs used the Qur’an and Muhammad’s actions to guide them. As a result, this group of Muslims calls the first four caliphs the “rightly guided caliphs.”

Muslims controlled most of Arabia when Abu Bakr died in 634. The second selected caliph, Umar, ruled until 644. His swift and highly disciplined armies conquered Syria and Lower Egypt, which were part of the Byzantine Empire. Muslim armies also took territory from the Persian Empire.

The next two caliphs continued to expand Muslim territory and completed the conquest of Persia. By 661, Muhammad’s successors had increased the size of the Muslim Empire by nearly four times, both through conquest and treaty. By 750, the Muslim Empire stretched about 5,000 miles, from the Atlantic Ocean to the Indus River, almost twice the distance to drive from New York City to Los Angeles.


Muslims' Successful Rule The Muslims saw the military victories as signs of Allah's support. They were energized by their faith, and they were willing to fight to spread Islam. In addition to their faith, there were other reasons for the Muslims' military success. In battle, Muslim armies proved to be disciplined, and their leaders were highly skilled. Their tactics enabled them to defeat military forces that were not familiar with such discipline and skill.

Weaknesses in the two empires north of Arabia also helped the Muslims succeed. The Byzantine and Persian empires had been fighting each other for a long time. Their armies were exhausted.

The Byzantine and Persian empires persecuted those who did not support their conquerors' religions. These persecuted people often welcomed Muslim invaders as liberators. Because the Qur'an did not allow Muslims to force conversions, Muslims allowed conquered peoples to keep their own religions if they wished to do so.

There was much blending of cultures under Muslim rule. Over time, many peoples in Muslim-ruled territories converted to Islam. They were attracted by Islam's message of equality and hope for salvation. Converting to Islam also brought an economic benefit. Muslims did not have to pay certain taxes.

Jews and Christians, as "people of the book," received special treatment. They paid a poll tax each year in exchange for not having to perform military duties. Jews and Christians also held important roles in the Muslim state as officials and scholars. However, they were not allowed to convert others.

 **ANALYZE CAUSES** Explain why the caliphs were tolerant of the people they conquered.

Animated HISTORY

▼ **Muslim Army**

Highly skilled Muslim troops on camels conquered much territory in the name of Allah. **Why were Muslim armies successful?**

 **Click here** to see the spread of Islam @ClassZone.com

Image not available
for electronic use.
Please refer to the
image in the textbook.

A Split in Islam



KEY QUESTION How did the issue of choosing leaders divide the Muslim community?

Successes on the battlefield enabled Muslims to expand their empire. However, internal power struggles made it difficult for them to keep a unified rule.

Umayyads Seize Power In 656, a group of rebels opposed the leadership of Uthman and murdered him. His murder started a civil war. Various groups struggled for power. Muhammad's cousin and son-in-law, Ali, was a leading choice to be the next caliph. But his leadership, too, was challenged. In 661, Ali was assassinated. The system of selecting a caliph died with him.

A family known as the **Umayyads** (oo•MY•adz) took power and set up a hereditary dynasty. This meant that rulers would come from one family and inherit the right to rule. The Umayyads also moved the Muslim capital from Medina to Damascus, a newly conquered city that had been part of the Byzantine Empire. This location, about 600 miles north of Medina, made it easier for Muslim rulers to control conquered territories. However, Arab Muslims felt Damascus was too far away. These actions divided Muslims and raised questions about how to choose leaders.

Primary Source

Background The Qur'an (seventh century) is the holy book of Islam. Muslims believe that the Qur'an is the word of God as revealed to the Prophet Muhammad. The Qur'an is written in Arabic, as shown below.



from the Qur'an

Volume I, 2:62

Translated by A. J. Arberry

Surely they that believe, and those of Jewry, and the Christians, . . . whoso [whoever] believes in God and the Last Day, and works righteousness¹—their wage² awaits them with their Lord, and no fear shall be on them, neither shall they sorrow.

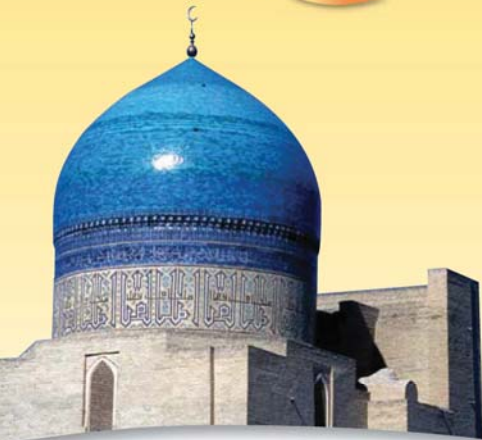
1. **works righteousness:** behaves according to divine law

2. **wage:** reward

DOCUMENT-BASED QUESTION

What does this verse from the Qur'an tell us about the beliefs Muslims had about Jews and Christians at this time?

COMPARING Muslim Beliefs



	Early Caliphs	Ruler	Core Teachings
Sunni Beliefs	The first four caliphs were rightful rulers.	Any Muslim who follows Muhammad's example may be a ruler.	Qur'an and Sunnah
Shi'a Beliefs	Ali, Muhammad's son-in-law, was the rightful ruler.	Only a descendant of Muhammad and Ali may be an imam, or ruler.	Qur'an, Sunnah, and teachings of imams

◀ **Mosque** Sunnis and Shiites both worship at mosques, such as this one in Uzbekistan.

CRITICAL THINKING

Compare and Contrast How does the selection of rulers for Shiites and Sunnis differ?

Muslim Community Splits Because they wanted peace, most Muslims accepted the Umayyads' rule. Those who did were called **Sunnis**. The word meant followers of the Sunnah, or followers of Muhammad's example.

However, a minority resisted the Umayyads and refused to accept the rule of the selected caliphs. They believed that the caliph should always be a relative of the Prophet. This group was called **Shi'a**, meaning the "party" of Ali. Its members were known as Shiites. This split in Islam would become permanent, and opposition to the Umayyads would eventually cause their caliphate to collapse.

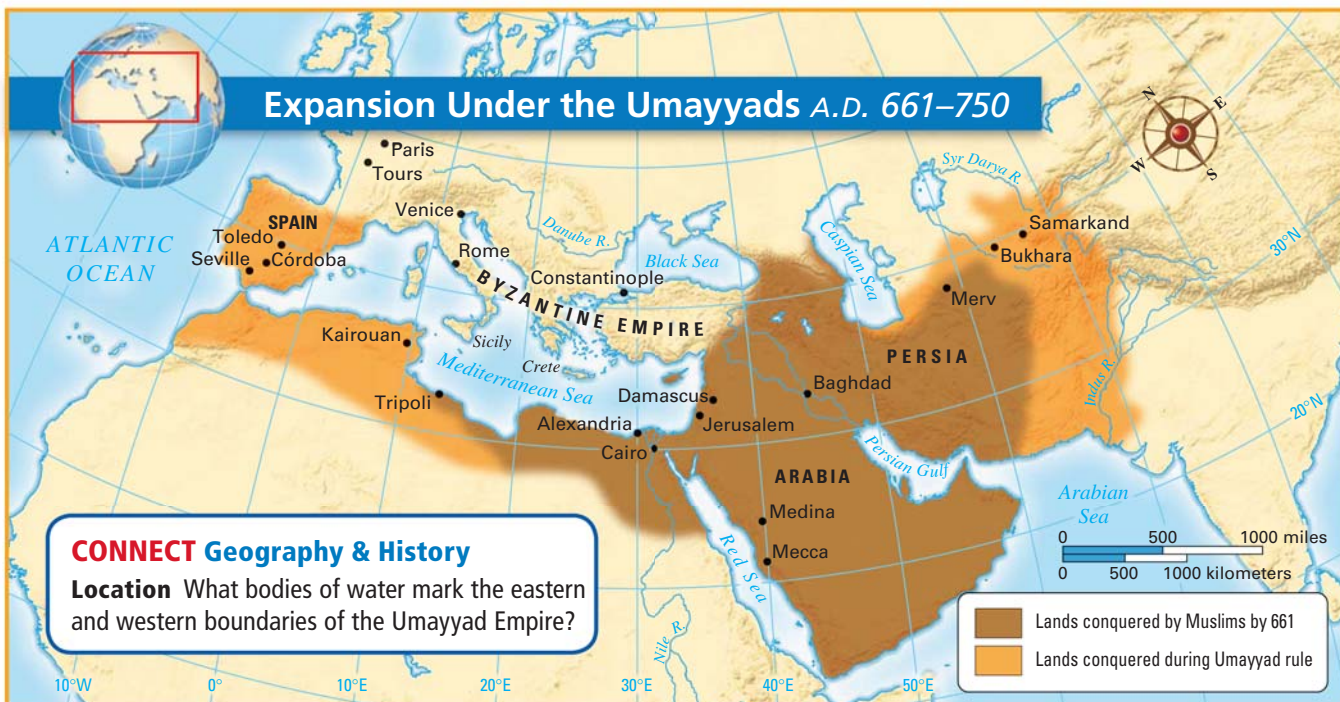
▲ **IDENTIFY PROBLEMS** Explain how issues over leadership divided the Muslim community.

The Umayyads

▼ **KEY QUESTION** What led to the decline of the Umayyads?

Once the Umayyads had taken control, they began to conquer new lands. In less than 100 years, their empire spanned parts of three continents—Asia, Africa, and Europe.

Expansion to the East Under the Umayyads, the Muslim Empire expanded. When they took power in 661, the empire's eastern boundary extended into Persia. (See the map on the next page.) They quickly pushed that border farther eastward into Central Asia. At first, Umayyad armies staged hit-and-run raids, attacking such cities as Bukhara (baw•KAH•rah) and Samarkand. These cities were the region's major trading centers. Soon, however, occasional raids turned into organized campaigns for conquest. By the early 700s, the Umayyads had taken control of much of Central Asia.



Westward Expansion The Umayyads also expanded the empire to the west. By 710, they controlled the whole of North Africa from the Nile River to the Atlantic Ocean. The following year, they moved northward across the Mediterranean Sea into the **Iberian Peninsula**. The Iberian Peninsula is the southwestern tip of Europe where the modern nations of Spain and Portugal are located. From **strongholds** in Spain, Muslim forces launched raids ever deeper into Europe. However, Christian forces stopped their advance in 732 at the Battle of Tours. Over the next few years, Muslim forces retreated back to Spain.

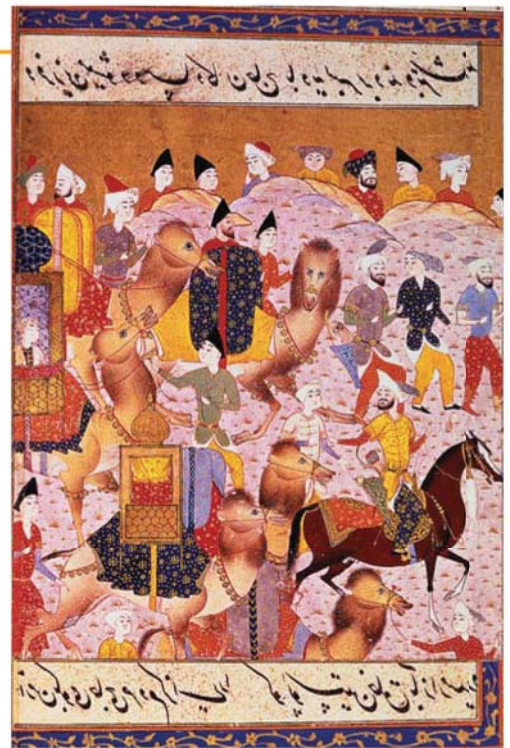
Uniting Many Peoples By the early 700s, the Umayyads controlled a huge empire that covered many lands. To govern this far-flung empire, the Umayyads patterned their government on the bureaucracy used in the lands they won from the Byzantine Empire. A **bureaucracy** is a system of departments and agencies that carry out the work of the government. Umayyad caliphs, through this bureaucracy, ruled the entire empire from their capital city of Damascus. To rule the different provinces of the empire, the caliphs appointed Muslim governors called emirs (ih•MEERZ). These emirs relied on local clan leaders to help them govern.

At first, language prevented unity in the empire. People in different parts of the empire spoke their own languages. **Abd al-Malik** (uhb•DUL•muh•LIHK), who became caliph in 685, solved this problem. He declared Arabic the language of government for all Muslim lands. Having a common government language helped people across the empire communicate more easily with other regions. Even so, most Muslims still spoke their own languages in everyday life.

Muslims from across the empire also shared the experience of making the pilgrimage, or hajj, to Mecca. There they shared their own cultures and brought knowledge of the Arabic culture and Umayyad rule back to their homelands. So the pilgrimage brought about the blending of many different cultures.

The Overthrow of the Umayyads The Umayyads conquered many new lands and brought Islam to large numbers of people. However, by the mid-700s, some Muslims accused the Umayyads of being too interested in living a life of luxury and holding on to power. Over time, different groups began to protest Umayyad rule.

One group, the **Abbasids** (uh•BAS•IHDZ), gained support from Muslims who opposed the Umayyads. By 750, the Abbasids and their supporters had taken power. One prominent Umayyad, Abd al-Rahman (uhb•DUL•rahk•MAHN), fled to Spain. There, he reestablished the Umayyad dynasty. The Muslim Empire was now permanently split into eastern and western sections. Despite the split, a Muslim golden age was about to begin.



▲ **The Hajj** This Persian painting shows a caravan of pilgrims on the road to Mecca.

▲ **ANALYZE CAUSES** Explain why the Umayyads lost power.

2

Section Assessment



ONLINE QUIZ

For test practice, go to
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Terms & Names

1. Explain the importance of

caliph	Sunnis	Abd al-Malik
Umayyads	Shi'a	Abbasids

Use Your Reading Notes

2. Sequence Events

Use your completed time line to answer the following question:

When did the Umayyad dynasty begin?



Key Ideas

- Why was Abu Bakr elected the first caliph?
- How did the Muslim Empire spread?
- How did the Umayyads unite the many lands and peoples of the Muslim Empire?

Critical Thinking

- Form and Support Opinions** What do you think was the most important factor in the spread of Islam? Why?
- Compare and Contrast** How did the Muslim policy of ruling conquered peoples compare with the policies of the Byzantines and the Persians?

Activity

Create a Brochure Choose one of the religious groups in Section 2. Create a short brochure that discusses the history and beliefs of that group.

Section 3

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The Umayyads expanded Muslim rule but were overthrown by the Abbasids.

NOW YOU WILL LEARN

Culture flourished under the Abbasids and under the Umayyads in al-Andalus.

▶ Vocabulary

TERMS & NAMES

standing army fighting force maintained even in times of peace

Baghdad capital of the Abbasid empire; capital of present-day Iraq

golden age period during which a society attains prosperity and cultural achievements

calligraphy art of fine handwriting

Omar Khayyam (OH•MAHR KY•YAHM) master of the poetic form called the quatrain, popular in Persia

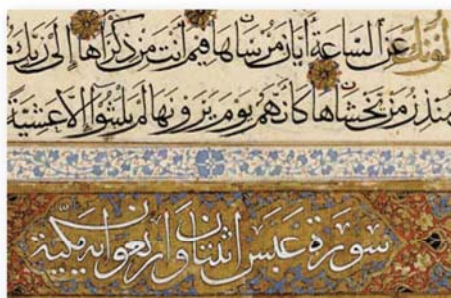
al-Andalus Muslim Spain

Córdoba capital of Muslim Spain

BACKGROUND VOCABULARY

quatrain four-line poem in which the first, second, and fourth lines rhyme

factions opposing groups



Visual Vocabulary calligraphy

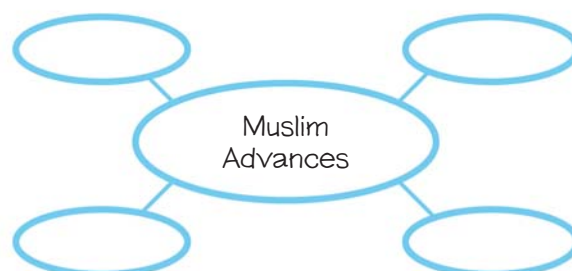
▶ Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to categorize information about the cultural advances made during Abbasid rule and under the Umayyads in al-Andalus.



See Skillbuilder Handbook, page R6.

CATEGORIZE



GRAPHIC ORGANIZERS

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A Muslim Golden Age

Connect to What You Know After the Umayyad collapse, the Muslim Empire split into eastern and western sections. In the east, Muslim culture flourished in a new Abbasid empire.

Image not available for electronic use. Please refer to the image in the textbook.

The Abbasids Come to Power

KEY QUESTION How were the Abbasids able to hold on to power?

Like the Umayyads, Abbasid rulers struggled to hold their empire together. They looked for ways to strengthen their control.

Abbasid Rule The Abbasids held on to power mainly through force. They built a huge **standing army**, a fighting force that is maintained in times of peace as well as war. The Abbasids stationed army units at military posts throughout the empire to quickly put down any trouble that broke out.

The Abbasids declared that all Muslims, whether Arab or non-Arab, were equal. This policy helped persuade people throughout the empire to accept their rule.

▲ Abbasid Plate This plate was made in the 800s in Samarra, a city in the Abbasid empire.




Animated GEOGRAPHY

The Abbasid Empire A.D. 763–1100


[Click here](#) to learn more about the Abbasid empire @ [ClassZone.com](#)



Baghdad The Abbasids also strengthened their power by moving their capital. Their most loyal supporters lived far to the east of the Umayyad capital of Damascus. To be closer to their power base, the Abbasids made **Baghdad** their new capital in 762. Located on the Tigris River, Baghdad lay on old east-west trade routes. It became a busy marketplace and one of the world's major trading centers.

 **FIND MAIN IDEAS** Explain how the Abbasids held onto power.

Abbasid Advances and Decline

 **KEY QUESTION** What cultural advances did the Abbasids make?

The healthy economy made the Abbasids very rich. To display their wealth, some began to support the arts and learning. As a result, in the years after 800, Muslim culture enjoyed a golden age. A **golden age** is a period in which a society attains prosperity and cultural achievements.

Art and Literature Some Muslims thought it was wrong to use the human form in art. Such images, they believed, might encourage people to worship these images rather than God. Instead, much Muslim art emphasized plants and geometric patterns. Muslim art also often used Arabic script. Many Muslim artists became very skilled at **calligraphy**, the art of fine handwriting. The Abbasids employed calligraphers to decorate everything from buildings to armor.

Muslims soon developed literature of their own. *The Thousand and One Nights* quickly became a favorite. Poetry also flourished during Abbasid rule. The **quatrain**, a four-line poem in which the first, second, and fourth lines rhyme, was quite popular. A Persian-born Muslim named **Omar Khayyam** (OH•MAHR KY•YAHM) was a master of the quatrain.

Early Baghdad This illustration shows what the Abbasid capital, Baghdad, and the Tigris River looked like in the late 700s. **How might Baghdad's location have helped it prosper?** ▼



COMPARING Muslim Art and Christian Art



▲ Decorated box with hunting scene

	Muslim Art	Christian Art
Philosophy	Art should praise Allah but not imitate his human creations.	Art should illustrate God's glory.
Subjects	Popular subjects included decorative patterns, plants, and flowers.	Art focused on biblical scenes and religious figures.
Restrictions	Some art avoided use of human forms; sometimes animals are shown.	Artists rarely depicted daily life or anything except religious subjects.
Display	Art decorated buildings, objects, and manuscripts.	Art took such forms as mosaic tiles or wood carvings.



▲ Portrait of Saint Nicholas

CRITICAL THINKING

Compare and Contrast How did the subjects in Muslim art differ from those in Christian art?

Mathematics and Astronomy Muslim scholars of the Abbasid period borrowed and built upon the ideas of ancient civilizations. For example, al-Khwarizmi (al•KWAHR•ihz•MEE) borrowed the numerical system and zero from Indian scholars. His work resulted in the Arabic numbering system that is still used in most of the world. Al-Khwarizmi also wrote the first book about algebra. In addition to being a poet, Omar Khayyam was a great mathematician. He wrote a study of Greek advances in geometry. He also used his knowledge of mathematics and astronomy to create a very accurate calendar.


Astronomers' work often had a practical use. For example, an astronomer named al-Biruni determined the direction of Mecca from any point on the earth. This enabled Muslims everywhere in the empire to fulfill the requirement to pray while facing Mecca.

Medicine Muslim doctors, like other Muslim scholars, improved upon the discoveries of earlier scientists. Al-Razi, a Persian-born doctor, used old studies to help him identify and describe diseases such as smallpox and measles. The Persian doctor Ibn Sina wrote the *Canon of Medicine* around 1000. This detailed work organized all known medical knowledge. It remained an important medical reference book for more than 600 years.


The Abbasids set up hospitals throughout their empire. Unlike hospitals in most other parts of the world, these medical centers treated poor people who couldn't pay.

The Decline of the Abbasids Some Abbasid caliphs ignored their government responsibilities. Also, they did little to protect merchants from bandit attacks, which badly hurt trade. Because of this, the Abbasid caliphs raised taxes. Tired of their selfish behavior, several groups challenged Abbasid rule. One group, the Fatimids, drove the Abbasids from much of North Africa. The more opposition the Abbasids faced from within their empire, the more open they were to outside attacks. In 1055, the Seljuk Turks from Central Asia captured Baghdad. The Seljuk leader took over the empire, but he allowed the Abbasid caliph to remain as a religious leader.

Over time, the Seljuks converted to Islam. They also began to expand the lands under their control. In 1071, they captured Jerusalem. By the late 1090s, they were threatening the Byzantine capital, Constantinople. In response, the Christian countries of Europe launched several wars, called the Crusades, to drive the Seljuks back. In 1258, a Central Asian tribe called the Mongols overran Baghdad. They destroyed the city and killed the Abbasid caliph. The Abbasid dynasty died with him.

 **CATEGORIZE** Identify the cultural advances of the Abbasids.

Muslim Rule in Spain

 **KEY QUESTION** How did the Umayyads unite the Iberian Peninsula under Muslim rule?

When Abd al-Rahman, an Umayyad leader, arrived in Spain, he found various Muslim **factions**, or opposing groups, fighting for control. He quickly took action to unite these groups.

People still loyal to the Umayyads already supported Abd al-Rahman. He made treaties with other Muslim groups. When he felt strong enough, he attacked and defeated the ruling factions. In 756, he declared himself emir of **al-Andalus**, or Muslim Spain, and made **Córdoba** the capital city.





▲ **The Great Mosque, Córdoba** The Great Mosque, one of the largest houses of worship in the world, could hold 52,000 people for services.

News of Abd al-Rahman's success quickly spread east to Abbasid lands. Many Umayyad loyalists headed to Spain. Their arrival greatly strengthened Abd al-Rahman's government and army. When he died in 788, al-Andalus was strong and united. During the 800s, the power of the Umayyads declined. In 912, Abd al-Rahman III created another strong rule. He declared himself first caliph of Córdoba in 929.

▲ **SUMMARIZE** Explain how the Umayyads united the Iberian Peninsula.

Advances in Muslim Spain

▼ **KEY QUESTION** What was the basis for Córdoba's greatness under the Umayyads?

Soon, people all over Europe and the Muslim world knew of Abd al-Rahman III. By 1000, Córdoba was the largest city in Western Europe.

Córdoba Córdoba's splendor was made possible by its prosperous economy. The city had hundreds of workshops that produced goods, such as silk, that were in great demand throughout Europe.

Córdoba also was a major center for culture and learning. The caliphs of Córdoba were anxious to outshine their Abbasid rivals. They actively encouraged scholars to leave Baghdad for al-Andalus. These new arrivals brought with them fresh ideas and different approaches to learning. They also added to Córdoba's reputation as one of the world's great cities.

The Muslim Empire The Umayyads and Abbasids each ruled a vast empire. At one time, the empire stretched from Europe in the west to India in the east, with splendid cities located throughout. Both the Umayyads and the Abbasids made many cultural contributions.

Activity **Make a Travel Brochure**

Research the growth of the Muslim Empire in this textbook and in books on Arab and Muslim history. Look at examples of travel brochures.

- 1 Decide what you want to include in your travel brochure—maps, time lines, pictures, and sketches. Select a title.
- 2 Create the various items you want to include in the brochure.
- 3 Assemble the items for your brochure on a piece of construction paper. Use a glue stick to attach all pieces securely.

Materials

- books on Arab and Muslim history
- examples of travel brochures
- old magazines ready for recycling
- scrap paper, construction paper
- pens
- scissors
- glue stick



Advances in Thought The scholars of al-Andalus built on or extended the work of earlier mathematicians. They employed mathematics to create accurate calendars. They built precision instruments for viewing the skies and constructed a planetarium with model planets that moved.


Some scholars were more interested in the earth than the skies. Al-Idrisi made perhaps the greatest contribution to the study of geography. In 1154, he completed an encyclopedia of geographic knowledge. It contained about 70 maps and descriptions of the geography of many world regions. He based his work mostly on the travels he had taken when he was a young man.

A Golden Age for Jews Jews had lived in Spain since Roman times. They often faced persecution. But under the Umayyads, they were welcomed, not rejected. Some Jews held high government offices.

In this welcoming atmosphere, Spanish Jews flourished, and a Spanish-Jewish culture developed. Jews who faced persecution in Christian lands flocked to al-Andalus to enjoy this freedom. They contributed greatly to the golden age of al-Andalus.

Among the many Jewish scholars of al-Andalus, Maimonides (my•MAHN•uh•DEEZ) stands above all others. Maimonides wrote about and taught many subjects, including religion, science, and medicine. His best-known work, *The Guide for the Perplexed*, was published in 1190. In it, he tried to show that philosophy could support religious faith. His writings influenced both Muslim and Christian thinkers.


The Decline of Al-Andalus By the time of Maimonides' death in 1204, al-Andalus had begun to fall apart. Some Muslim factions fought for control, while others broke away and formed their own smaller kingdoms. Christians in the north took advantage of this disarray and launched attacks. By the 1240s, they had pushed as far south as Córdoba and Seville. Over the next 250 years, Christian forces slowly regained control of the entire Iberian Peninsula.

 **EVALUATE** Explain why Córdoba was great under the Umayyads.



▲ Barcelona Haggadah This decorated passage is from a Haggadah—a book that tells the story of the Jewish Exodus from Egypt—made in Spain.

3 Section Assessment

 **ONLINE QUIZ**
For test practice, go to
Interactive Review
[@ClassZone.com](http://ClassZone.com)

Terms & Names

1. Explain the importance of

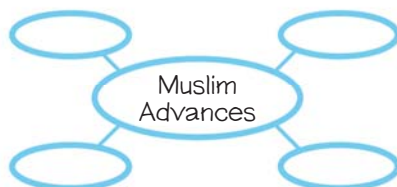
Baghdad calligraphy al-Andalus
golden age Omar Khayyam Córdoba

Use Your Reading Notes

2. Categorize

Use your completed web diagram to answer this question:

What practical advances came from astronomy?



Key Ideas

- How did Abbasid caliphs strengthen their control over the empire?
- What challenges did Abbasid caliphs face that made it difficult to hold their empire together?
- Why were the 1000s and 1100s a golden age for al-Andalus?

Critical Thinking

- Make Inferences** Why do you think Abd al-Rahman III declared himself caliph of Córdoba?
- CONNECT to Today** Which Abbasid cultural advance do you think was most important for life today? Why?

Activity

Internet Activity Use the Internet to research the Great Mosque (also known as the Mezquita) in Córdoba. Use your findings to create a visual essay on the mosque.

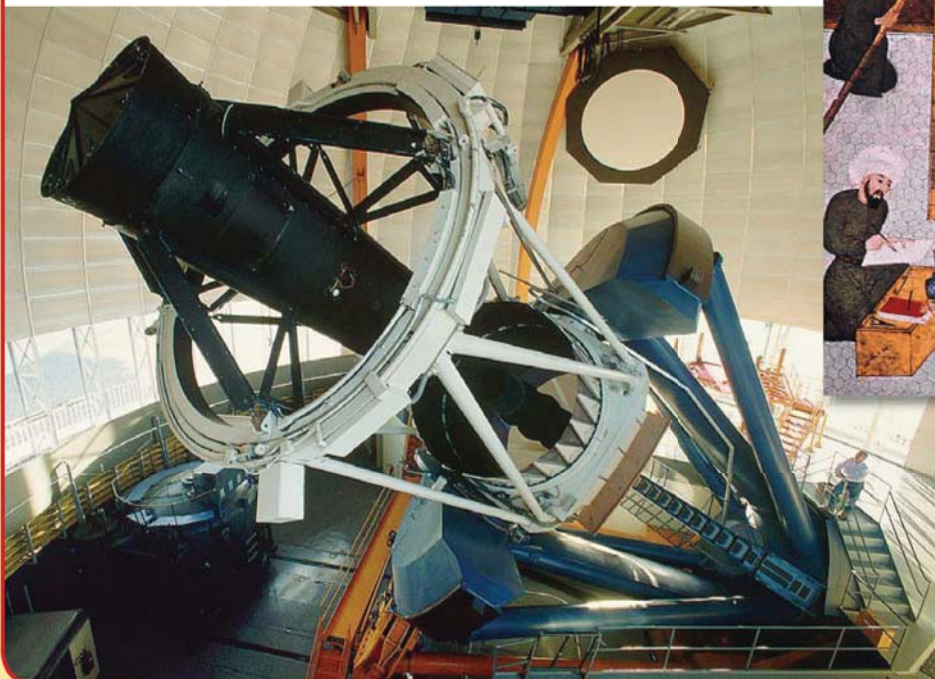
INTERNET KEYWORDS: Córdoba, Great Mosque, Mezquita

The Legacy of the Muslim Golden Age

During the Muslim golden age, scholars in Baghdad and Córdoba made important contributions to the development of astronomy, mathematics, and medicine. These developments had a huge impact on learning in Europe. In many ways, the achievements of the Muslim golden age laid the groundwork for advances in the European Renaissance and Scientific Revolution. Those advances greatly influence the way we live today.

Observatories

► **Past** Muslims were among the first to establish observatories. These are buildings designed and equipped for studying the stars and planets. Some of these observatories were quite advanced. They were filled with precision instruments invented or designed by Muslim scientists. Astronomers, like those shown at the right, used these instruments to plot the locations and movements of the planets.



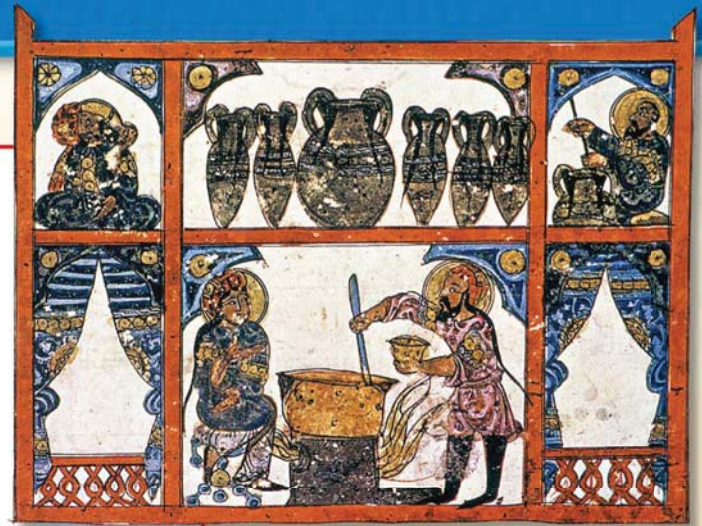
◀ **Present** Astronomers want to discover the nature of the outer limits of space. They work in observatories equipped with high-powered telescopes and advanced computers.

Medicine

► **Past** Muslim doctors established new methods of treating illness. First they tried to get patients to change their behavior. If this failed to solve the problem, doctors next tried drugs and other medicines, prepared as shown at right. They viewed drastic measures such as surgery as a last resort.



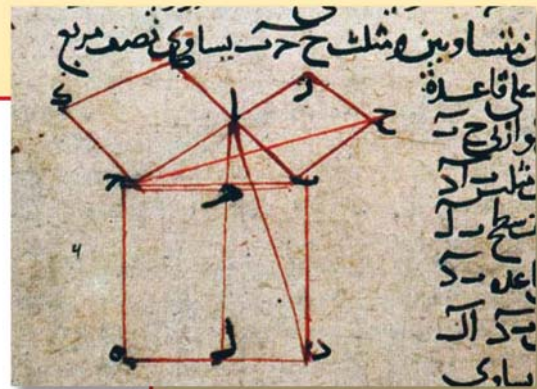
◀ **Present** Surgery is a far more common procedure. However, many doctors also advise patients to change their diet or exercise habits to treat and prevent illness.



Mathematics

► **Past** Muslim mathematicians borrowed the number zero and the decimal system from Indian scholars and introduced them to the West. They also developed Arabic numerals, which made all kinds of calculations simpler. The work of al-Khwarizmi led to the development of algebra as an area of study. Muslim interest in astronomy also led to the development of trigonometry.

▼ **Present** The Arabic number system and algebra are still very much part of the study of mathematics. Also, astronomers still use trigonometry to measure distances in space and on land.




Activities

- 1. TALK ABOUT IT** How did religion contribute to Muslim developments in astronomy? (Think about the Five Pillars of Islam as you discuss this question.)
- 2. WRITE ABOUT IT** What do you think is the most important contribution that Muslims made to science, medicine, or mathematics? Write a paragraph explaining your choice.



Chapter 11 Assessment

Interactive Review

 **Click here** for quizzes, flipcards, crosswords, and review notes online @ ClassZone.com

Great Muslim Empires

The Umayyad Empire 661–750

- Established new capital at Damascus
- Extended empire from the Indus Valley in the south to the Iberian Peninsula in the west
- Set up a central bureaucracy to govern their vast empire
- Attempted to unify the empire by establishing a common language for government
- Overthrown by the Abbasids in 750
- Reestablished dynasty in a western empire in Spain; ruled for another 300 years



The Abbasid Empire 750–1258

- Seized the eastern section of the Muslim Empire from the Umayyads
- Maintained control through force and declaring that all Muslims were equal
- Established new capital at Baghdad, which soon became one of the world's major cities
- Oversaw a golden age of Muslim culture
- Lost power because of internal revolts and poor government
- Collapsed after invasions by Seljuk Turks and Mongols



VOCABULARY

Explain why the words in each set below are linked with each other.

1. **Shi'a** and **Sunnis**
2. **Baghdad** and **golden age**
3. **al-Andalus** and **Córdoba**

KEY IDEAS

Islam and Muhammad (pages 306–313)

4. Why were the Bedouins nomads?
5. How was Muhammad's message received in Mecca and in Medina?
6. How did Muslims view the relationship between their lives and their religion?

The Expansion of Muslim Rule (pages 314–321)

7. Why did conquering Muslim armies give Jews and Christians special treatment?
8. What caused the split between Sunnis and Shiites?
9. How did a bureaucracy, common language, and religious practices help to unify the Umayyad Empire?

A Muslim Golden Age (pages 322–331)

10. What mathematical and medical developments did the Muslims make during the Abbasid period?
11. Why did the Abbasids eventually lose control of the Muslim Empire?
12. How did the Umayyads create a powerful kingdom in Spain?

CRITICAL THINKING

13. **Make Inferences** To what source might Muslim leaders turn for guidance to shape their society and their government? Why?
14. **Identify Problems** What challenges did the vast size and diversity of the Muslim Empire present Muslim rulers?
15. **Analyze Causes and Effects** How did the arrival of people from other lands affect al-Andalus?

Activities

- 1. Writing Activity** Imagine that you are a reporter following the Muslim army as it moves across the Arabian peninsula. Write a brief article explaining why the army was so successful in conquering lands and spreading Islam.
- 2. Interdisciplinary Activity—Language Arts** Use books or the Internet to research the Arabic language. Create a colorful poster that explains major features and key elements of the language.



ONLINE ACTIVITY

Click here to design a Web site about the Muslim legacy in Spanish cities @ ClassZone.com



Answer the ESSENTIAL QUESTION

How were Muslim leaders able to spread Islam and create an empire?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key questions in each section and specific details about the Muslim Empire. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss the role of Muhammad in establishing Islam
- identify the methods Muslim leaders used to rule the empire

Test Practice

- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Charts The chart below shows some similarities between the Arabic and Spanish languages. Use the chart and your knowledge of world history to answer the questions that follow.

Arabic and Spanish Words	
Arabic	Spanish
al-Andalus (Muslim Spain)	Andalusia (region in southern Spain)
al-ruzz (rice)	arroz (rice)
al-sukkar (sugar)	azúcar (sugar)
al-zayt (oil)	aceite (oil)
al-suffah (raised platform)	sofá (couch)

- 1. Based on information in the chart, what do you think the French word *sucre* means?**
 - A. rice
 - B. sugar
 - C. oil
 - D. couch
- 2. Which of the following is the best alternative title for the chart?**
 - A. A Cultural Connection
 - B. A Word Puzzle
 - C. The Arabs in Spain
 - D. The Spanish Influence

Chapter 12

African Civilizations



Essential Question

What factors shaped early African civilizations?

CONNECT Geography & History

Use the map and the time line to answer the following questions.

1. What type of vegetation covers most of the African continent?
2. What kind of animal was used in trade caravans crossing the Sahara?



1 Desert

AFRICA

WORLD

500s

Trans-Saharan trade is increasingly conducted by camel caravans. (camel with saddle) ►

600

618

◀ The Tang Dynasty is established in China. (water container in the form of a duck)

1000

c. 1000

The Inca civilization develops in South America.

1076

Muslim forces conquer Ghana.

Vegetation Regions of Africa

[Click here](#) to learn more about vegetation regions of Africa @ [ClassZone.com](#)



1235
Mali defeats Ghana in battle.

1312
Mansa Musa becomes ruler of Mali.

1591
Timbuktu falls to invading Moroccans armed with gunpowder weapons.

1270
England and France begin the last Crusade. (crusaders traveling to Palestine) ►



1566
Suleyman the Magnificent, sultan of the Ottoman Empire, dies.

Section 1

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Muslim leaders spread Islam throughout the Arabian peninsula and created an empire that reached into Europe.

NOW YOU WILL LEARN

The African continent has a wide variety of landforms. Its physical geography influenced how its early civilizations developed.

▶ Vocabulary

TERMS & NAMES

Sahara large desert in northern Africa

savannas (suh•VAN•uhz) flat grasslands in the tropics or subtropics with few, scattered trees

vegetation zone region that, because of its soil and climate, has distinctive types of plants

Bantu-speaking peoples West African peoples who shared a language family and gradually migrated eastward and southward

griots (gree•OHZ) storytellers in African civilizations

BACKGROUND VOCABULARY

kinship connection among people by blood, marriage, or adoption

animism belief that souls or spirits exist in natural objects

REVIEW

migrations processes of relocating to new regions

clans groups of people who share an ancestor

specialization skill in one type of work



Visual Vocabulary griot

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you summarize ideas about Africa's geography and people.



See Skillbuilder Handbook, page R4.

SUMMARIZE

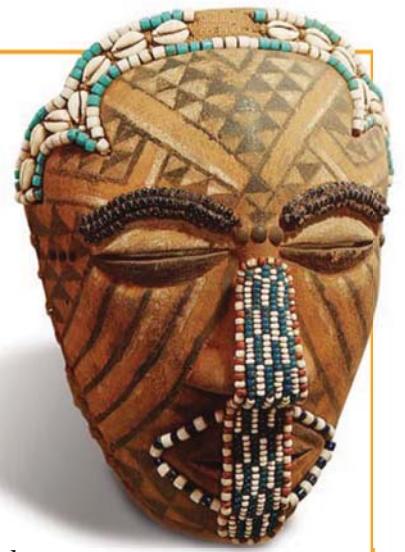
Topic	Summary
Africa's Diverse Geography	
The Bantu Migrations	
Life in Africa	



GRAPHIC ORGANIZERS

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Africa's Geography and People



Connect to What You Know Africa is the world's second largest continent. It is large enough to include almost every type of landform. These varied landforms have shaped its history.

▲ **Mask** This mask was created by a Kuba crafts-person. The Kuba were a Bantu-speaking people.

Africa's Diverse Geography

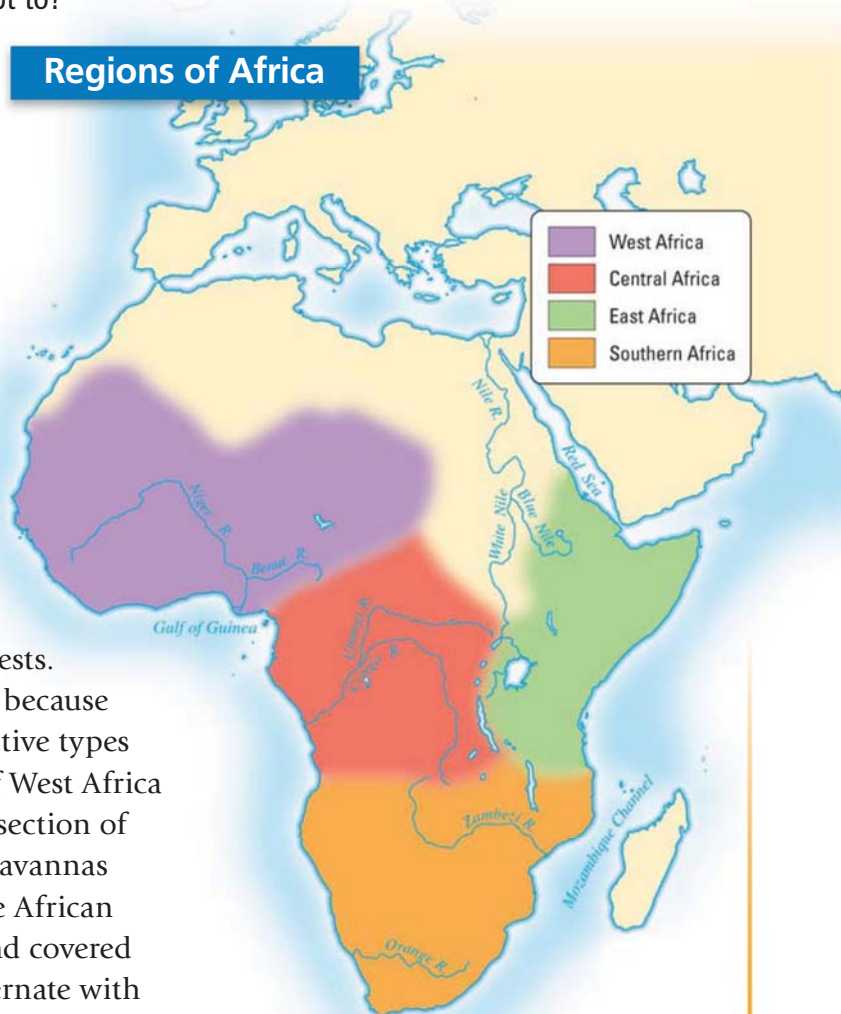
▼ **KEY QUESTION** What were some of the environments that the people of Africa had to adapt to?

As the **Sahara**—a large desert in northern Africa—experienced desertification and dried up around 4000 B.C., people moved south. **Savannas** (suh•VAN•uhz), or flat grasslands with few trees, and rain forests covered much of west, central, and southern Africa. East Africa contained the source of the Nile River in addition to high, mountainous areas.

Regions of Africa

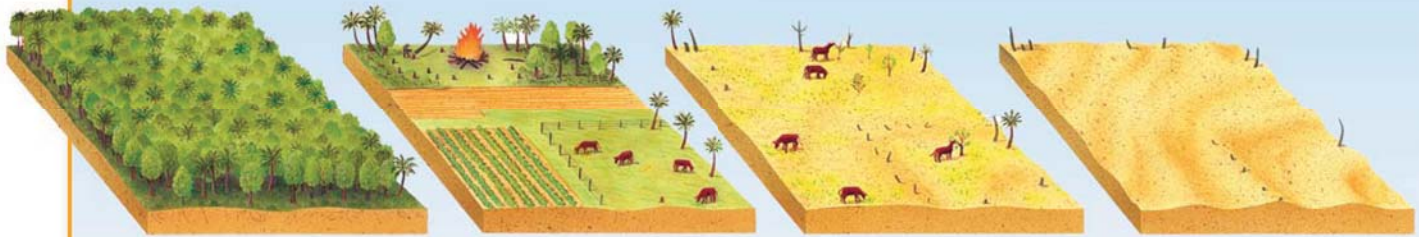
West Africa Three different vegetation zones make up West Africa: desert, grasslands, and forests.

A **vegetation zone** is a region that, because of its soil and climate, has distinctive types of plants. The northern section of West Africa is part of the Sahara. The central section of West Africa is a savanna region. Savannas cover more than 40 percent of the African continent. They are mostly flat and covered with grasses, and dry seasons alternate with rainy ones. Rain forests make up the southern section of West Africa.



Desertification

The expansion of dry, desertlike conditions into fertile areas is called desertification. Climate change expanded the Sahara in ancient times. Over time, human activity has contributed to the process.



- 1** Even areas lush with plant life are subject to desertification.
- 2** Farming, overgrazing, and burning wood for fuel kill dry grasses, leaving shrubs behind.
- 3** The remaining shrubs do not cover the soil as well as the grass did.
- 4** With less vegetation covering the fertile topsoil, the topsoil eventually dries up and blows away.

CRITICAL THINKING

Draw Conclusions What impact would desertification be likely to have on people in the areas affected?

East Africa Some of Africa's most extreme landforms are found in East Africa. The Nile River, the longest river in the world, starts there. The region is also made up of mountainous terrain, including Mount Kilimanjaro, the highest peak in Africa at 19,341 feet. As you can see on the map on page 335, the Horn of Africa juts into the Indian Ocean.

Central and Southern Africa Central and southern Africa are vast regions. Because they are so large, they have a great variety of geographic features. Huge tropical rain forests cover much of central Africa. Such forests are home to thousands of species of colorful birds. In southern Africa, immense grasslands are more common. Elephants, giraffes, lions, zebras, and many other animals live in the grasslands.

The human geography of the region is also diverse. The area is home to hundreds of ethnic groups. However, many of these different peoples come from one group known as the Bantu speakers.



CATEGORIZE Describe the environments that Africans had to adapt to.

The Bantu Migrations

KEY QUESTION What was the result of the Bantu migrations?

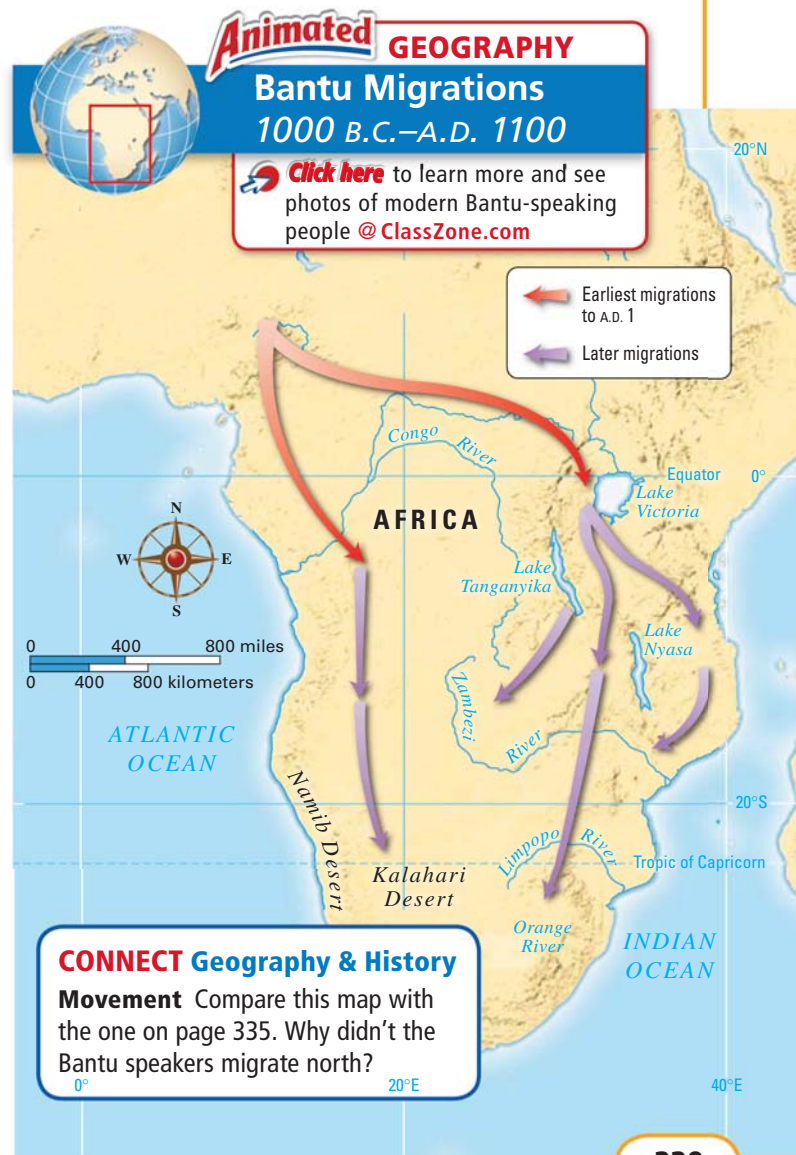
The **Bantu-speaking peoples** were West African peoples who spoke similar languages based on a parent language now called Bantu. There are more than 450 Bantu languages. The Bantu-speaking peoples were not one group, but many groups who had similar cultures. They were farmers, herders, and ironworkers. The spread of Bantu speakers across Africa is one of the greatest **migrations** in history.

Migration Begins Starting around 1000 B.C., the various Bantu tribes began moving out of their lands near the Benue and Niger rivers in West Africa. They migrated south and east. As they moved, the Bantu speakers opened up new lands to farming and herding. This movement, called the Bantu migrations, occurred gradually over thousands of years.


Some Bantu-speaking peoples eventually settled in the rain forest along the Congo River. Some lived in small villages and farmed along the riverbanks. Later, Bantu-speaking groups moved south beyond the forest to the grasslands of southern Africa. There, they began raising cattle and growing crops. They kept their ability to work with iron, which set them apart and helped them farm.

Effects of Migration Bantu speakers adapted to new habitats as they moved throughout the continent. They moved to areas where other people already lived. The Bantu-speaking peoples exchanged ideas and customs with people in the areas they entered and intermarried with them. They shared their knowledge of ironworking and agriculture. As the Bantu speakers migrated, their languages spread.

ANALYZE EFFECTS Explain the result of the Bantu migrations.



Life in Africa

 **KEY QUESTION** Why were oral traditions important in Africa?

Many different languages and customs are found in Africa. Still, many African cultures share certain traits. These cultures have their roots in the ancient civilizations that developed in Africa.

The Importance of Family Family relationships were important in Africa. A connection among people by blood, marriage, or adoption is called **kinship**. Kinship groups formed the government of many African societies. In these groups, decisions were often made by a council of the eldest members. Members of kinship groups felt loyalty to each other. Kinship groups with a common ancestor formed larger groups called **clans**. Clans often followed the same rules. For example, in some clans, members were not allowed to marry each other.

Work and Culture In many African villages, the way of life centered on farming. Women prepared food, cared for children, made pottery, worked in the fields, and carried water to the village. Men looked after large animals such as cattle or camels, cleared land for farming, and built houses and fences. Children often gathered firewood, helped their fathers tend the flocks, and helped their mothers clean their home.

COMPARING African Textiles

African Weaving Woven textiles play important roles in many African cultures. A design may symbolize a culture's myths or say something about the social status of the person wearing it.



Adinkra cloth originated in West Africa. Patterns and symbols are stamped onto the cloth using dyes.



Kuba cloth comes from East Africa. Weavers make the basic cloth from a palm fiber called raffia, then designs are sewn into it.



Kente cloth is a West African cloth that uses colored threads in the weaving process. Only royalty could wear certain kente patterns.

CRITICAL THINKING

Compare and Contrast What are some of the differences in the way these textiles are created?

Some people focused on specific types of work, a process known as **specialization**. For example, some craftspeople wove textiles. Others worked with metal. They created stronger agricultural tools, which helped the population grow and prosper. Finally, some people traded goods with other groups.

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for electronic use.
Please refer to the
image in the textbook.

An Oral Tradition Much of Africa had no written language for centuries. As a result, early Africans did not record a written history. Instead, they passed on their history and cultural values through a rich collection of stories. In West Africa, the storytellers were called **griots** (gree•OHZ). Griots performed for kings as well as for common villagers. Griots were important in the transmission of African history.

Griots were often part of religious rituals in which people appealed to ancestors for favor and protection. In traditional African religions, people believed their departed ancestors watched over them and could help them communicate with the universe's creator. They also believed in **animism**, the idea that souls existed in natural objects, such as animals, plants, or stones.


Animated HISTORY

▲ **Modern Griots**
This griot continues to preserve and share African history through storytelling.

 **Click here**
to see a video of griots today @ ClassZone.com

 **SUMMARIZE** Explain the importance of oral traditions in Africa.

1 Section Assessment

 **ONLINE QUIZ**
For test practice, go to
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Terms & Names

1. Explain the importance of

Sahara Bantu-speaking peoples
vegetation zone griots

Use Your Reading Notes

2. Summarize

Use your completed chart to answer the following question:

What were the Bantu migrations?

Topic	Summary
Africa's Diverse Geography	
The Bantu Migrations	
Life in Africa	

Key Ideas

- What three vegetation zones make up West Africa?
- Where did the Bantu speakers migrate?
- What role did kinship play in African societies?

Critical Thinking

- Compare and Contrast** How does the geography of central Africa differ from that of southern Africa?
- CONNECT to Today** Do you think griots are as important to African societies today as they once were? Explain.

Activity

Tell a Story Tell a story about your family, a friend, or the history of your society to your class. Try to find a song to help you get your audience involved.

Section 2

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

While Africa is geographically and ethnically diverse, many African cultures share certain traits.

NOW YOU WILL LEARN

The people of West Africa built empires using the wealth gained from trade in resources such as gold and salt.

▶ Vocabulary

TERMS & NAMES

Ghana (GAH•nuh) kingdom that existed from the 700s to the 1000s in the region between the Sahara and the forests of southern West Africa

Almoravids (AL•muh•RAHV•ihdz) North African Islamic dynasty in the 1000s and 1100s that tried to forcibly convert neighboring peoples

Mali West African empire established by the Malinke people between the 1200s and 1500s

Sundiata (sun•JAH•tah) ruler of the Malinke people in the 1200s who greatly expanded Mali's empire

Timbuktu city of Mali, developed by Sundiata in the 1200s as a center of trade and culture

Mansa Musa leader of the Mali empire from 1312 to about 1332

Songhai West African people whose leaders built a giant empire in the 1400s and 1500s

Askia Muhammad ruler of the Songhai empire from 1493 to 1528 who expanded the empire and organized its government

BACKGROUND VOCABULARY

trans-Saharan across the Sahara

seize to forcefully take possession of something

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you compare and contrast the empires of Ghana, Mali, and Songhai.



See Skillbuilder Handbook, page R8.

COMPARE AND CONTRAST

	Ghana	Mali	Songhai
Trade			
Religion			
Decline			



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

West African Empires

Connect to What You Know What made an empire strong? Rome had mighty armies, while the Byzantine Empire had wealth. In this section, you will learn how the West African empires of Ghana, Mali, and Songhai used trade to gain power.

The Growth of Ghana's Empire

 **KEY QUESTION** Besides goods, what did trade bring to Ghana?

Many people farmed the region between the Sahara and the forests of southern West Africa. These people called their king *Ghana*. Eventually, the kingdom came to be known as **Ghana** (GAH•nuh). It played a key role in the trade of gold and salt.

Trade Across the Sahara Each vegetation zone in West Africa has certain types of resources. The Sahara has rich deposits of salt. Crops, such as millet, grow well on the savanna, and the land is also good for raising cattle. The southern forests hold large amounts of gold.

People in the savanna and forests of West Africa had gold but very little salt. People in North Africa had salt, but they wanted gold. As a result, a trans-Saharan trade of gold and salt developed. **Trans-Saharan** means “across the Sahara.” People in the Sahara mined salt and traded it for the gold mined in West African forests. Food and enslaved persons were also traded.

To trade between the Sahara, the savanna, and the forest, people had to move goods across the desert. Trade became much easier once camels came into use, beginning around A.D. 300. Camels could cover great distances with little food or water.

Starting with a Story

Imagine that you're part of a West African camel caravan on your first trip to trade gold for salt.

 **Click here**
to listen to the story
@ClassZone.com



The Sahara The Sahara occupies about 3.5 million square miles of northern Africa. The vast desert made trade difficult for many years. ▼

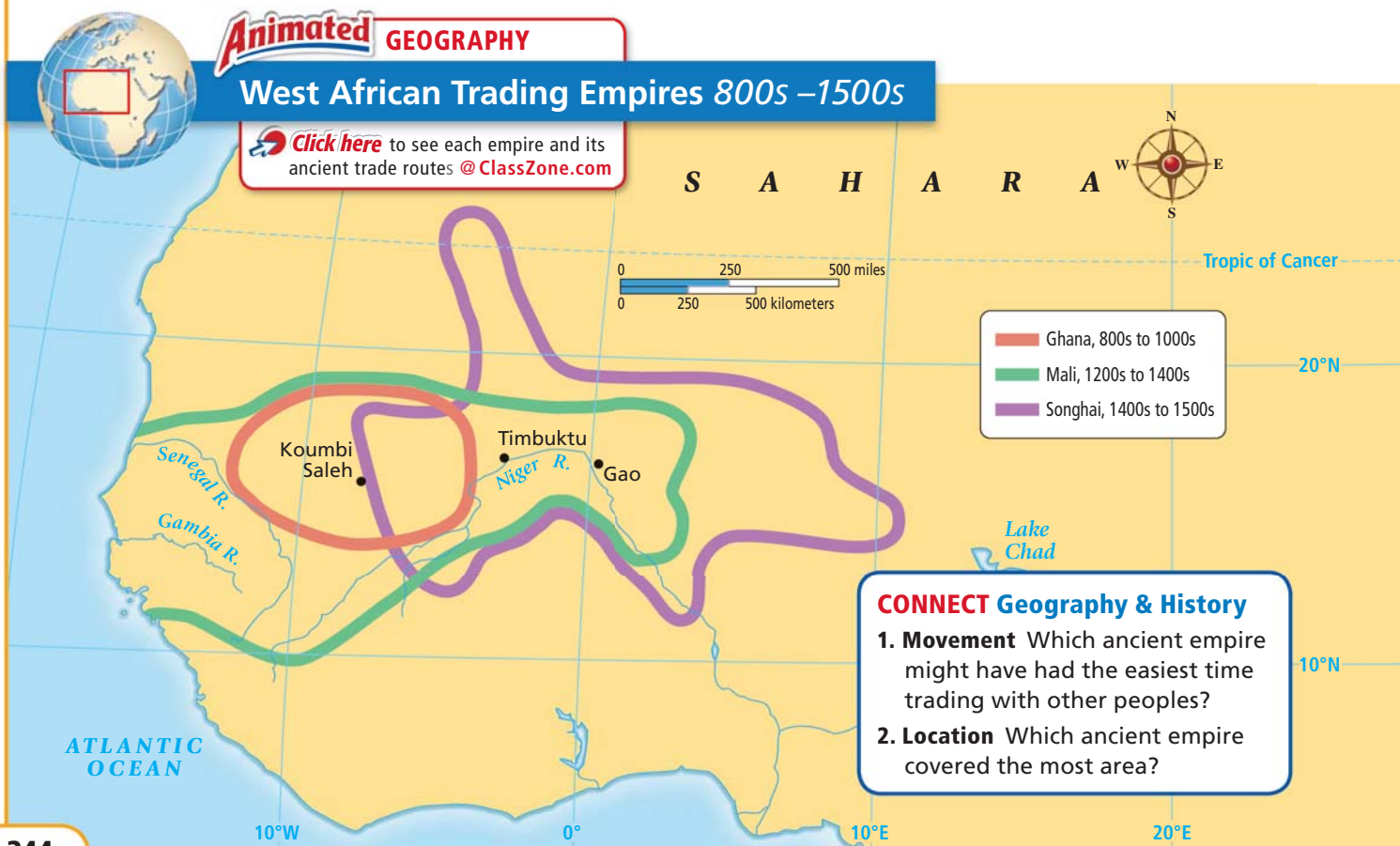
Foundation of the Empire Northern Ghana bordered the Sahara. Goods flowed through this area, and the people of Ghana supervised the trading. They kept the source of gold a secret, limiting the amount traded and increasing its value. Ghana's king gained wealth by taxing trade, which allowed Ghana to quickly expand into an empire. It conquered surrounding lands. Conquered peoples were forced to give a tribute, or payment, to Ghana's king.

Religious and Cultural Changes Most of the people who traded salt and other goods across the Sahara were from a group called the Berbers. They came from North Africa, practiced Islam, and often spoke Arabic. Berber traders introduced written language (Arabic) and Islam to West Africa, which influenced the empires there.


Some of Ghana's kings converted to Islam but still practiced aspects of their traditional religion. For example, in Ghana's traditional religion, a king's ancestry gave him the right to rule. If the king rejected the traditional religion, he would lose this right.

Islam's influence, however, could not stop Ghana's decline. A Muslim group called the **Almoravids** (AL•muh•RAHV•ihdz) came to power in North Africa during the 1000s. They declared war on Ghana. In 1076, the Almoravids captured Ghana's capital, Koumbi Saleh.

 **SUMMARIZE** Describe what trade brought to Ghana, besides goods.



Mali Builds on Ghana's Foundation

 **KEY QUESTION** What led to the decline of Mali's empire?

In about 1240, the empire of **Mali** formed in the southern area of what had been Ghana's empire. It was founded by the Malinke (muh•LIHNG•kee) people. The Malinke were led by a great chief named **Sundiata** (sun•JAH•tah).

Sundiata Comes to Power Sundiata organized a powerful army and captured the former capital of Ghana. He expanded his empire beyond Ghana's old borders, reestablished the gold-salt trade, and expanded trade routes. Sundiata developed the city of **Timbuktu** as a center of trade and culture. He also supported the development of food crops, cotton farming, and cotton weaving. He combined his Islamic beliefs with his traditional religious beliefs, much as the kings of Ghana had. Sundiata was a popular ruler.

Mansa Musa Expands the Empire After Sundiata's death, Mali's rulers continued to expand the empire. In 1312, Mali's most famous king, **Mansa Musa**, came to power. Mansa Musa was a devoted Muslim, but he allowed his subjects to practice other religions.

In 1324, Mansa Musa began a pilgrimage to Mecca. On his pilgrimage, Mansa Musa brought 12,000 slaves, 80 camels, and 300 pounds of gold. Mansa Musa rode on horseback, with 500 slaves dressed in silk in front of him.


Mansa Musa's pilgrimage greatly impressed those who saw the caravan. Merchants wanted to travel to the empire of Mali, and trade increased. Mansa Musa continued to expand the empire's borders until his death around 1332.

Decline of Mali After Mansa Musa's death, his descendants argued about who should rule Mali. Internal fighting weakened the empire. Newly conquered regions began to rebel. The **Songhai**, a West African people to the east of Mali, gradually gained strength. The main Songhai city in the region, Gao, was captured by Mali in 1325. About 40 years later, the Songhai led the city to independence.

In the north, Berber nomads seized much of Mali's territory and captured Timbuktu in 1433. In the south, bandits began to raid trading caravans and military outposts. By 1500, rebels and invaders had reduced Mali's territory to the original area occupied by the Malinke people. Mali was no longer a strong empire.



▲ Mansa Musa
Mansa Musa became emperor of Mali in 1312. He made a famous pilgrimage to Mecca.

 **ANALYZE CAUSES** Explain what led to the decline of Mali's empire.

The Empire of Songhai

 **KEY QUESTION** What benefits did a strong leader bring to Songhai?

As you just read, the Songhai city of Gao declared its independence from Mali around 1365. Over the next several decades, the Songhai tried unsuccessfully to form a kingdom.

Songhai Expands Since 1433, the Berbers had controlled Timbuktu. In 1468, Muslim leaders of the city asked the Songhai king, Sunni Ali, to help overthrow the Berbers. Sunni Ali captured Timbuktu, drove out the Berbers, and killed many people who lived in the city. Soon Sunni Ali established a reputation as a powerful, harsh leader. He built a professional army with a fleet of war canoes. He went on to conquer neighboring lands.

The Songhai empire expanded greatly under Sunni Ali's rule. When he died in 1492, his son was declared the ruler. However, a leader named **Askia Muhammad** wanted to **seize** the throne. He and his followers felt that Sunni Ali had not practiced Islam correctly. In 1493, Askia Muhammad defeated Sunni Ali's son and became the ruler of the Songhai empire. Askia Muhammad took control of the salt mines to the north and expanded the empire's other borders. Soon the Songhai empire covered an area larger than the empire of Mali had.

History Makers

Askia Muhammad (c. 1441–1538)

Under Askia Muhammad's leadership, Songhai became a well-run empire and a center of trade and learning. Unlike Sunni Ali, who was a warrior, Askia Muhammad was a statesman. He organized and added to the lands that Sunni Ali had conquered. But by 1519, Askia Muhammad was a half-blind old man.

In 1528, Askia Muhammad's son removed him from the throne, banished him to an island in the Niger River, and declared himself king. In 1537, one of his sons brought Askia Muhammad back to Gao, where he died the next year. His tomb remains one of the most respected shrines in West Africa. The image at right is an artist's portrayal of what Askia Muhammad might have looked like.




CRITICAL THINKING

Contrast How did Askia Muhammad differ from Sunni Ali?

Askia's Organization Askia Muhammad's greatest achievement was organizing the government of this vast empire. He began by dividing Songhai into provinces. He then put a governor in charge of each province. Askia Muhammad also appointed people as directors of finance, agriculture, army, and navy. In addition, he set up an organized tax system.

Under Askia Muhammad's rule, Islam spread throughout the empire. He sent Muslim scholars into areas that had little contact with the Islamic religion. These scholars converted many people in the cities to Islam. But in rural areas, Islamic beliefs continued to blend with traditional religious practices. For example, West Africans believed in mischievous spirits who played tricks on people. This was mixed with the Muslim belief in *djinn*, or "genies," such as the one who appeared in Aladdin's lamp in *The Thousand and One Nights*.

Songhai Falls Askia Muhammad's son removed his father from the throne. The rulers of Songhai after Askia were weak. During the 1580s, the army of Morocco raided the Songhai salt mines. Then, in 1591, Moroccan forces using firearms captured Timbuktu and Gao. Although the Songhai attempted to fight back, the empire collapsed soon after the cities were taken.

 **EVALUATE** Explain the benefits a strong leader brought to Songhai.

2

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
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Terms & Names

1. Explain the importance of

Ghana	Sundiata	Songhai
Mali	Mansa Musa	Askia Muhammad

Use Your Reading Notes

2. Compare and Contrast

Use your completed chart to answer the following question:

How were the declines of Ghana, Mali, and Songhai similar and different?

	Ghana	Mali	Songhai
Trade			
Religion			
Decline			

Key Ideas

- Who brought Islam and written language to West Africa?
- What external factors weakened the Mali empire?
- How did Askia Muhammad spread Islam?

Critical Thinking

- Analyze Causes** Why did some of Ghana's kings continue to practice aspects of their traditional religion after the arrival of Islam?
- Make Inferences** What might have been another reason for Mansa Musa's pilgrimage, other than religion?

Activity

Make a Time Line Make a time line that shows the main events of the Mali empire. List a date for each event. Draw a picture to illustrate each entry.



Producing Salt

Salt production in the coastal regions of West Africa might have looked much like the scene shown here. In fact, this method of salt production is still used in parts of Africa. It is hard and exhausting work.

Farther into the deserts of West Africa, salt deposits were mined directly out of the ground. In cities like Taghaza, where building materials were scarce, salt bricks were used to construct buildings.

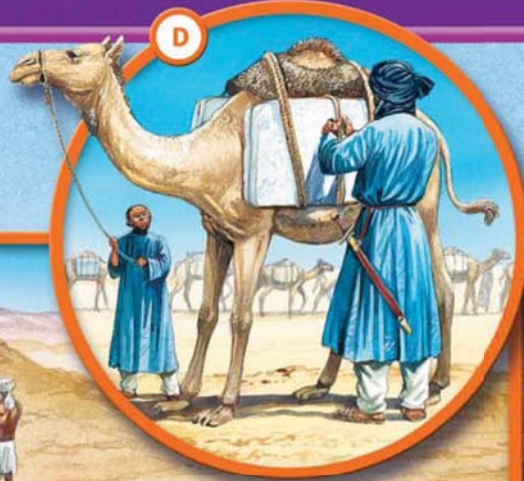
Evaporation Process

- A Pouring the Water** Pits were filled with salt water from the ocean. The water evaporated and left behind salt.
- B Harvesting the Salt** The salt, which was still damp, was removed from the pit. Then the salt was transported to a shaping and drying area. Once hardened, the salt was ready for transport.

Mining Process

- C Digging Up the Salt** Ancient seas once covered the Sahara. When they evaporated, they left behind salt. The salt hardened over time and could be mined as you see here. Great blocks were hauled out of the mines and then split into slabs.
- D The Trade Caravan** The salt slabs were loaded onto camels along with other provisions the caravan needed. If you look carefully, you can see that the men of the caravan were well armed in case they ran into bandits on the trade route. Muslim traders brought more than salt to West Africa. They also brought their religion and culture, which had a great influence on West African kingdoms.





Activities

- 1. TALK ABOUT IT** Why is a dry climate helpful for the evaporation process?
- 2. WRITE ABOUT IT** Pick one of the steps shown and write a paragraph about what might be needed to do that job.

Section 3

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The empires of Ghana, Mali, and Songhai used the gold and salt trade to gain wealth and power.

NOW YOU WILL LEARN

Aksum, an African kingdom and trading empire, developed south of Egypt. Bantu-speaking peoples spread across central and eastern Africa to create new kingdoms.

▶ Vocabulary

TERMS & NAMES

Aksum (AHK•SOOM) empire along the Red Sea that controlled much of northern Ethiopia from the first to the eighth century

Kilwa ancient city-state on the eastern coast of Africa, settled by people from Arabia and Persia

Swahili (swah•HEE•lee) African language that blends Bantu and Arabic elements

Shona Bantu-speaking culture that was thriving by 1000 in what is now Botswana, Mozambique, and Zimbabwe

Great Zimbabwe (zihm•BAH•bway) central settlement of the Shona empire

Kongo a Bantu-speaking kingdom that arose in the 1300s in the Congo River region along Africa's western coast

Afonso I king of Kongo whose rule began in 1506 and who was influenced by the Portuguese

BACKGROUND VOCABULARY

hub center

REVIEW

city-states political units made up of cities and their surrounding lands

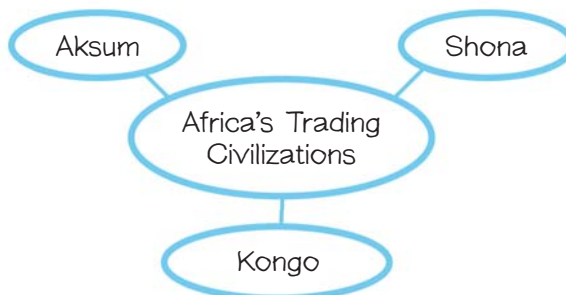
▶ Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to find main ideas about the trading civilizations of eastern, central, and southern Africa.



See Skillbuilder Handbook, page R3.

FIND MAIN IDEAS



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Africa's Trading Civilizations

Connect to What You Know In Section 1 you learned about the Bantu-speaking peoples who spread across Africa. The kingdom of Aksum developed in East Africa some time before A.D. 50, about 1,000 years after the Bantu migrations began.

The Rise of Aksum

KEY QUESTION Why did trade become important to Aksum?

The kingdom of **Aksum** (AHK•SOOM) arose in the Horn of Africa, an area shaped like a rhinoceros horn along the Red Sea. Aksum was located in modern-day Ethiopia and Eritrea.

Perfect Trade Location Aksum's location gave it access to trade on the Red Sea, Mediterranean Sea, Indian Ocean, and the Nile River valley. Arab traders built colonies and trading posts there. Aksum became a trading **hub**, or center, from which trade spread out in many directions. Traders came from Egypt, other parts of Africa, Arabia, the eastern Mediterranean, Persia, and India. They found the location ideal for exchanging goods. Adulis (ah•DOO•lihs), a city on the Red Sea, was the kingdom's main trading port. There, traders exchanged salt, ivory, cloth, brass, iron, gold, glass, olive oil, and wine. Animal traders purchased animals such as giraffes and elephants.



▲ Aksum Crown This is an early crown from the kingdom of Aksum.

Ethiopia This photograph shows present-day Ethiopia (highlighted on map), where the ancient kingdom of Aksum was located. **On what landform was Aksum located?** ▼



A Trading Nation At the beginning, Aksum was small. Then, in the A.D. 300s, a bold king added territory and built a powerful nation. Ezana (AY•zah•nah) was a strong king who rose to power in A.D. 325. First he took control of a trading colony on the coast of the Arabian peninsula. Around this time, the empire of Aksum expanded inland and along the coast of the Red Sea. As a result, the kingdom controlled a large trading network.

Aksum's Achievements

A unique culture rose in Aksum, blending influences from the Horn of Africa and southern Arabia. Among the most impressive of the kingdom's achievements were the pillars of Aksum, which builders placed around the country. They were carved from single stone slabs, some more than 100 feet tall, and celebrated great victories.

Aksum had a written language called Ge'ez (gee•EHZ). Arabian migrants brought the language to Aksum. Ge'ez became the basis for three languages used in Ethiopia and Eritrea today—Amharic, Tigrinya, and Tigre.

To adapt Aksum's rugged landscape for farming, farmers built terraces, or leveled-off areas of land. Terraces hold moisture better than hilly land. Terraced farming increased Aksum's farmable land.

DRAW CONCLUSIONS Explain why trade became important to Aksum.

East Africa and Islam

KEY QUESTION How did Muslims influence the development of East Africa?


By 1100, large numbers of Bantu-speaking peoples had migrated across central Africa toward the eastern coast. In East Africa, the Bantu speakers built thriving farming villages and trading outposts.

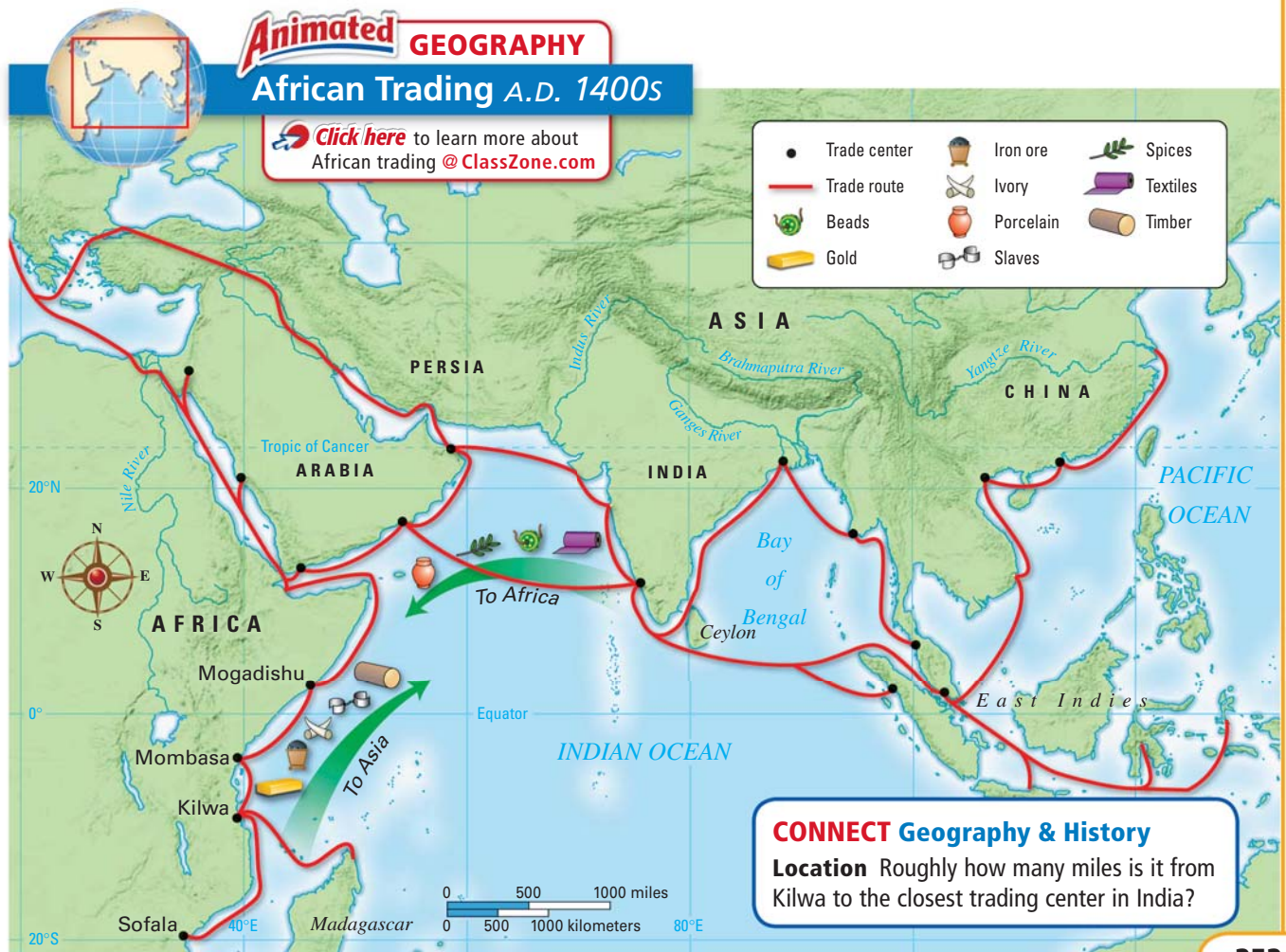


Coastal City-States Emerge East African merchants exchanged goods across the Indian Ocean with traders from Arabia, Persia, and India. By the 1200s, a network of trading towns and **city-states** dotted the coast. One of the most important was **Kilwa**, founded by settlers from Arabia and Persia in the late 900s. African merchants sent their goods to Kilwa, where Asian merchants bought them.

The Influence of Islam Kilwa was one of several African city-states with Arabic ties. As trade across the Indian Ocean increased, Arab traders settled in numerous East African port towns. As a result, coastal Africans borrowed some aspects of Arab culture.

One result of the cultural interaction between Arabs and Africans was the creation of a new language, known as **Swahili** (swah•HEE•lee). Swahili developed as a Bantu language that borrowed many words from Arabic. Arabs also introduced their religion, Islam, to East Africa. Africans who converted to Islam tended to be middle-class traders, wealthy merchants, and government officials. These leaders introduced Islamic ideas about government and law.

 **FIND MAIN IDEAS** Explain how Muslims influenced East Africa.



The Shona and Great Zimbabwe



KEY QUESTION How did Great Zimbabwe gain control of the gold trade?

Further inland from the coastal cities, other Bantu groups were establishing powerful empires based on one of the region's most precious and profitable resources: gold. During the 800s, a Bantu-speaking people called the **Shona** settled in the valley of the Limpopo River in southern Africa. By 1000, they had moved onto an area of rich farmland between the Zambezi and Limpopo rivers. There, the Shona established a thriving empire.

Shona Empire The empire that the Shona carved out of the grasslands of southern Africa consisted of numerous zimbabwes (zihm•BAH•bways), or settlements encircled by large stone walls. The term *zimbabwe* comes from a Shona phrase, *dzimba dza mabwe*, which means “houses of stone.” The ruins of about 150 such structures are scattered throughout the present-day southern African countries of Botswana, Mozambique, and Zimbabwe.

Great Zimbabwe The largest of the Shona settlements was known as **Great Zimbabwe**. It was the center of the Shona empire. The city and its surrounding area covered more than 100 acres and had a population of 10,000 to 20,000 people. Geography played an important role in Great Zimbabwe's rise. The region was surrounded by huge plains that the Shona used for farming and cattle raising. Great Zimbabwe was also located near key trade routes.

There are three main sections of Great Zimbabwe: the Valley Ruins, the Hill Complex, and the Great Enclosure. The Great Enclosure is the largest and most significant of these sections. Archaeologists think that the Great Enclosure was used as a home for kings and queens.

From the air, the Great Enclosure looks like a giant necklace. Its outer wall is about 820 feet around and rises as high as 36 feet. An inner wall runs along part of the outer wall. The two walls form a narrow passageway that leads to a 33-foot-high cone-shaped tower. The tower's purpose remains a mystery. At one time, the enclosure contained elaborate buildings constructed of *daga*—brick made from mud or clay.

Shona builders cut stone blocks for the Great Enclosure's walls from the granite hills around the city. They carved the blocks with such precision that nothing was needed to hold them in place. Many of the Great Enclosure's walls are as smooth as a modern brick wall. The most elaborate walls probably date from the 1300s and 1400s.

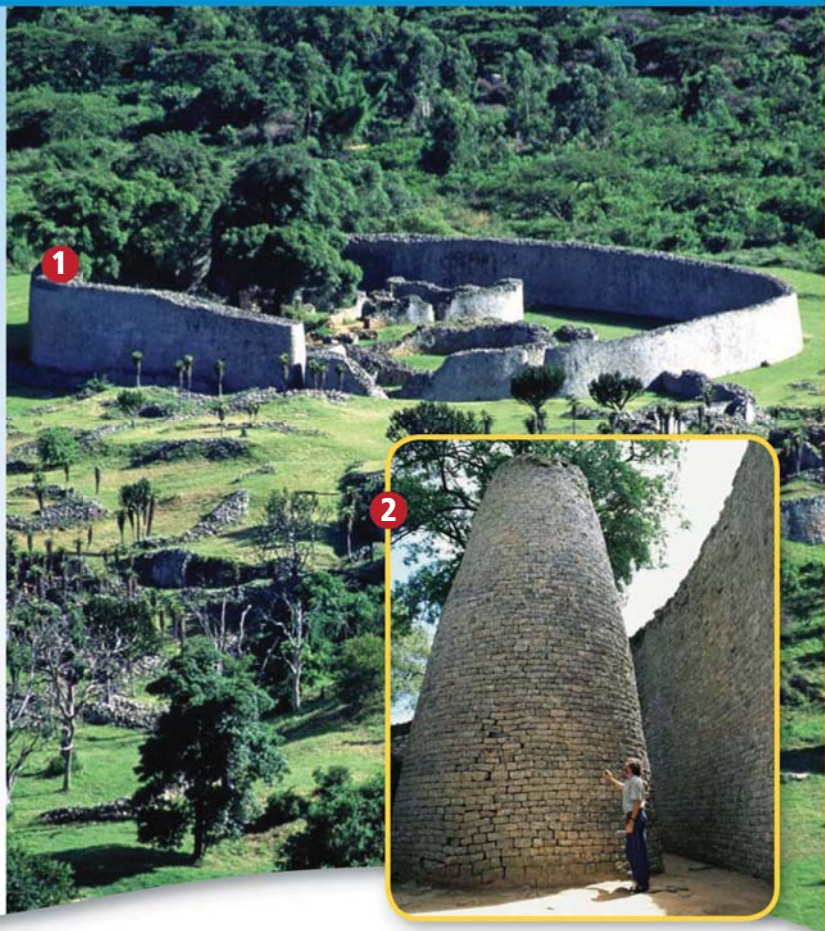
Great Zimbabwe

The largest remaining section of Great Zimbabwe is called the Great Enclosure. Its maximum diameter is about the length of a football field, and its walls are about 36 feet high.

- 1 Scholars believe kings and queens lived in the Great Enclosure, while farmers and workers lived outside.
- 2 A passage between the outer and inner walls leads to a 33-foot cone-shaped tower. Historians speculate that it may have had religious purposes.

CRITICAL THINKING

Draw Conclusions What conclusions can you draw about Great Zimbabwe society from the ruins of the Great Enclosure?



Gold, Trade, and Decline Great Zimbabwe became an influential center of wealth and power due to the trade routes that passed through the city. The key product that traveled along these routes was gold. Gold was one of the main goods traded between Africa and the lands of India and China. Great Zimbabwe did not produce gold. However, it stood between the gold-producing regions to the west and the trading cities along the eastern coast.

As a result, Great Zimbabwe's leaders could tax those traveling the routes. They could also demand gold from the region's less powerful leaders. The city became the center of the international gold trade. Scholars estimate that at its peak, travelers carried more than 2,000 pounds of gold through Great Zimbabwe every year.

During the 1400s, Great Zimbabwe began to decline. Some historians say that drought and the overuse of grazing land caused a resource shortage. Others argue that people left to take advantage of shifting trade networks. Whatever the reason, Great Zimbabwe was abandoned by 1500.



SUMMARIZE Explain how Great Zimbabwe gained control of the gold trade.



▲ Gold Specimen This piece of gold was taken from an old mine in southern Africa.

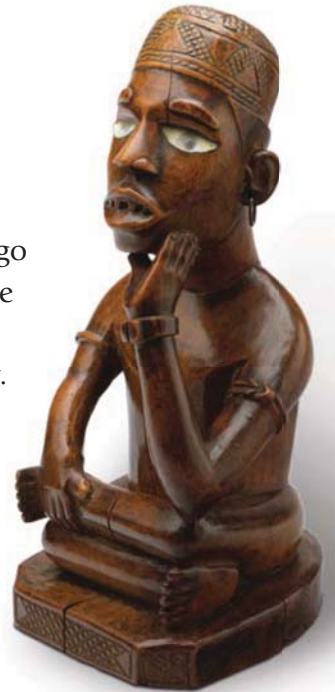
Kongo and Portugal

 **KEY QUESTION** How did interaction with Portugal affect Kongo?

Many Bantu-speaking groups migrated from west-central Africa throughout the southern part of the continent. In the 1300s, Bantu speakers known as the Kongo settled along the western coast.

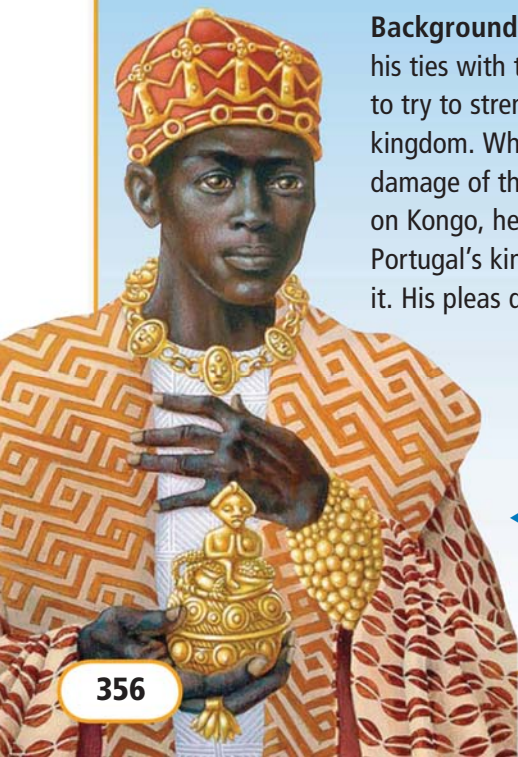
The Growth of Kongo The Kongo settled just north of the Congo River, which flowed for nearly 3,000 miles to the Atlantic Ocean. The Kongo took advantage of the area's fertile soil, iron and copper ore, good fishing, and the transportation possibilities of the Congo River. By the 1400s, the Kongo had moved south of the Congo River and imposed their rule over the region's inhabitants. The territory they now held became a mighty kingdom known as **Kongo**. The center of the Kongo kingdom was its capital city, Mbanza. From there, the Kongo rulers ran a highly organized and profitable kingdom.

Kongo and Portugal As the Kongo kingdom thrived, great changes were taking place throughout the world. In Europe, the 1400s marked the beginning of the Age of Exploration, a time when European expeditions sailed the oceans to explore new lands. Portugal, a small country west of Spain on the Atlantic Ocean, led the way. In the early 1480s, Portuguese explorers sailed down the western coast of Africa and encountered the Kongo kingdom. This interaction would bring many changes and eventually great difficulties for Kongo.



▲ **Kongo Figure**
This wooden sculpture portrays a leader of the Kongo kingdom.

Primary Source



Background Afonso I used his ties with the Portuguese to try to strengthen his kingdom. When he saw the damage of the slave trade on Kongo, he wrote to Portugal's king to try to stop it. His pleas did little good.

◀ An artist's interpretation of King Afonso

🔊 from *Letters to the King of Portugal*

By Afonso I

[M]erchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives, because the thieves and men of bad conscience grab them . . . and get them to be sold; and so great, Sir, is the corruption . . . that our country is being completely depopulated. . . . That is why we beg of Your Highness to help and assist us in this matter, . . . because it is *our will that in these Kingdoms there should not be any trade of slaves nor outlet for them.*

DOCUMENT-BASED QUESTION

Why does Afonso I want the slave trade with Portugal to stop?

Trade and Slavery Early relations between Portugal and Kongo were good. Kongo traded copper, iron, and ivory to Portugal. In return, Kongo received guns, horses, and manufactured goods.

Portuguese influence increased when Nzinga Mbemba became ruler of Kongo in 1506. The new king took the European name **Afonso I** and copied many Portuguese ways. He learned to read and write Portuguese. He made Roman Catholicism the official religion. He also altered Kongo's political system to reflect European traditions.

Early in their trade relationship, Kongo had begun supplying the Portuguese with enslaved Africans. The Portuguese wanted enslaved persons to work the lands they had conquered, such as Brazil and the island of São Tomé off the west coast of Africa. In exchange, Kongo rulers received European goods they desired. However, as Portugal's demand for slave labor grew, the slave trade began to drain West Africa's population. Afonso urged the Portuguese king to stop, but his pleas did little good. By the time Afonso died in 1543, the Portuguese were enslaving thousands of Africans each year. In 1561, the Kongo kingdom cut itself off from Portugal.

The Kongo kingdom experienced instability after Afonso's death. Unable to win a war with a neighboring kingdom, Kongo asked the Portuguese for help. The kingdom slowly stabilized in the early 1600s.

 **ANALYZE EFFECTS** Explain how interaction with Portugal affected Kongo.

3

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
@ ClassZone.com

Terms & Names

1. Explain the importance of

Aksum	Swahili	Great Zimbabwe
Kilwa	Shona	Afonso I

Use Your Reading Notes

- 2. Find Main Ideas** Use your completed web diagram to answer the following question:
What were some of Aksum's major achievements?



Key Ideas

- How did Ezana expand Aksum's power?
- What factors might have led to the decline of Great Zimbabwe?
- How did the early relations between Kongo and Portugal benefit both groups?

Critical Thinking

- 6. Make Inferences** What do the characteristics of the Great Enclosure say about how the people of Great Zimbabwe viewed their rulers?
- 7. Analyze Causes and Effects** How did Portuguese culture influence the Kongo kingdom?


Activity

Internet Activity Use the Internet to find statistics about trade in the Indian Ocean today. Then present your information in a chart, table, or other graphic.

INTERNET KEYWORD: *Indian Ocean trade*

Chapter 12 Assessment

Interactive Review

 **Click here** to access s, flipcards, crosswords, and review notes online @ ClassZone.com

African Civilizations

Geography

- Africa's diverse geography shaped the development of its many cultures.
- The Sahara was a challenge for traders.



Culture

- Oral tradition preserved history and culture.
- Family structures were very important.



Economics

- Trading empires arose all over the continent.
- Gold and salt made the empires wealthy.



Government

- Individual power came from strong kinship ties.
- Kingdoms faced Muslim and European influence.



Belief Systems

- Muslim traders brought Islam to Africa.
- Africa had a mix of native religions and Islam.



VOCABULARY

Explain why the words in each set below are linked with each other.

1. **griots** and **kinship**
2. **vegetation zone** and **saial**
3. **Kublai Khan** and **Marco Polo**
4. **maritime** and **Zheng He**

KEY IDEAS

Africa's Geography and People (pages 336–341)

5. How did desertification influence the movements of African peoples?
6. How long did the Bantu migrations last?
7. What do African oral traditions preserve?

West African Empires (pages 342–349)

8. How did trans-Saharan trade caravans influence Ghana's religion and culture?
9. How did Mali build on Ghana's empire?
10. How did Askia Muhammad organize the government of Songhai?

Africa's Trading Civilizations (pages 350–357)

11. Why was Kilwa an important city-state?
12. How was gold central to the growth of Great Zimbabwe?
13. What caused relations between Kongo and Portugal to become strained?

CRITICAL THINKING

14. **Analyze Effects** What effect did keeping the source of West African gold secret have on the price of gold?
15. **Evaluate** How did Great Zimbabwe use its influence over its neighbors to its benefit?
16. **Form and Support Opinions** Did European interaction benefit Kongo or not? Explain.

Activities

- 1. Writing Activity** Imagine you are a merchant in North Africa who sees Mansa Musa's pilgrimage to Mecca. Write a paragraph describing it. Use the Internet and your library to research your document.
- 2. Interdisciplinary Activity—Math** Find the price of an ounce of gold today. Choose five of your favorite things to buy and create a table showing how many of each you could buy with an ounce of gold.



ONLINE ACTIVITY

[Click here](#) to create a multimedia presentation comparing Africa's vegetation zones @ [ClassZone.com](#)



Answer the ESSENTIAL QUESTION

What factors shaped early African civilizations?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and details about specific African civilizations that you read about. Use the rubric to guide your thinking.

RESPONSE RUBRIC

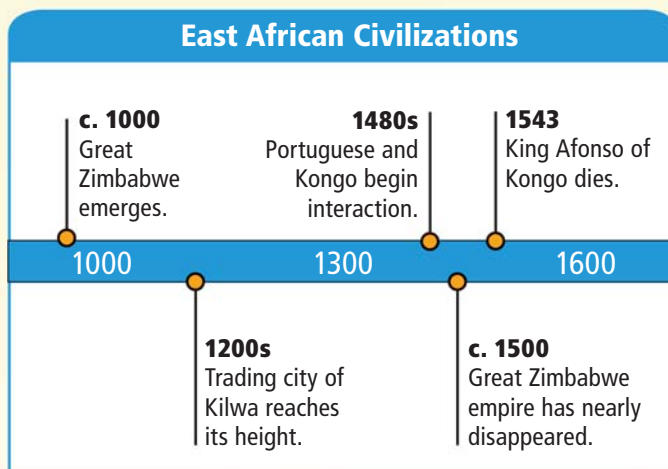
A strong response will

- discuss how Africa's civilizations interacted with the continent's diverse geography
- identify cultural and economic influences and consider their effects on African civilizations

Test Practice

- Online Test Practice @ [ClassZone.com](#)
- Test-Taking Strategies and Practice at the front of this book

Sequence Events Use the time line below to answer the questions.



- 1. About how long did the civilization of Great Zimbabwe last?**
 - A. 250 years
 - B. 500 years
 - C. 750 years
 - D. 1,000 years
- 2. Which of the following took place closest to the time that Portugal and Kongo began interacting?**
 - A. Great Zimbabwe arose.
 - B. Kilwa reached its height.
 - C. Great Zimbabwe disappeared.
- 2. Which rivers are connected by the Grand Canal?**
 - A. Huang He and Wei
 - B. Wei and Chang Jiang
 - C. Chang Jiang and Huang He
 - D. Wei, Chang Jiang, and Huang He

Chapter 13

American Civilizations



Essential Question

How did successful food production help the development of complex societies in the Americas?

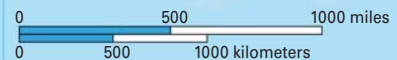


CONNECT Geography & History

Use the map and time line to answer the following questions.

1. A society in the Americas was emerging just as a society in Europe was collapsing. Name the two societies.
2. Did the Aztec empire still exist when the Ottomans captured Constantinople? Explain.

	Aztec, A.D. 1200–1520
	Inca, A.D. 1200–1533
	Maya, A.D. 250–800
	Olmec, 1200–400 B.C.



AMERICAS

WORLD

1200s B.C.
Olmec civilization emerges.
(Olmec jade figurine) ►



A.D. 250
Classical period
of Maya begins.

1200 B.C.

1200 B.C.
Mycenaean Greek
civilization collapses.

A.D. 100

A.D. 300
Kingdom of Aksum
emerges in East Africa.
(Aksumite stele) ►

A.D. 400



American Civilizations 1200 B.C.–A.D. 1500



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Tropic of Cancer

20°N



Caribbean Sea

ATLANTIC OCEAN

Equator

0°

20°S

Tropic of Capricorn

Amazon R.

Paraná R.

SOUTH AMERICA

Cuzco

INCA

ANDES

SAN JUAN MOUNTAINS

MESOAMERICA

Chichén
Iztá
Yucatán Peninsula

La Venta
Tikal
Palenque

Copán

Tenochtitlán

San Lorenzo

OLMEC

LAZARUS

LAZARUS

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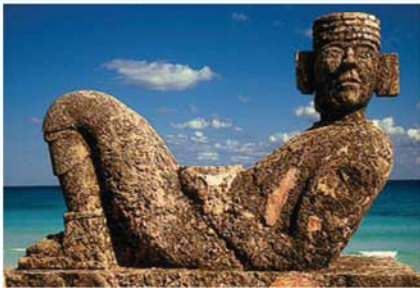
LAZARUS

LAZARUS

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LAZARUS

LAZARUS



Mayan rain god



Typical Incan stonework appears in these temple remains in Cuzco, Peru.

100°W

80°W



A.D. 700

A.D. 1000

A.D. 1300

A.D. 1600

A.D. 618

Tang Dynasty comes to power in China.



A.D. 1300s

Renaissance begins in Italy. (Leonardo da Vinci's *Mona Lisa*)

GeoNova

A.D. 1453

Ottomans capture Constantinople.



A.D. 1521

Spanish under Cortés defeat the Aztecs. (Emperor Montezuma II)

Section 1

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The geography of certain regions, such as Mesopotamia and Egypt, played an important role in the development of civilizations.

NOW YOU WILL LEARN

The unique geography of the Americas had a direct influence on where and how civilizations developed there.

▶ Vocabulary

TERMS & NAMES

tropical having a warm and rainy climate

Mesoamerica region that includes the central and southern parts of Mexico and much of Central America

Yucatán Peninsula (YOO•kuh•TAN) area of dense jungle in southeastern Mexico, extending into the Gulf of Mexico and the Caribbean Sea

slash-and-burn agriculture type of agriculture in which land is prepared for planting by cutting down and burning natural vegetation

REVIEW

isthmus a narrow strip of land that connects two larger landmasses



Visual Vocabulary isthmus

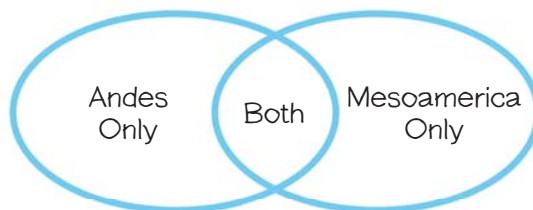
▶ Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you record the similarities and differences between the geographies of the Andes region and Mesoamerica.



See Skillbuilder Handbook, page R8.

COMPARE AND CONTRAST




GRAPHIC ORGANIZERS

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The Geography of the Americas

Connect to What You Know Which do you like best—the mountains, the shore, the desert, or the plains? You can find all of these regions in North America. In this section, you will compare the geography of North America with that of South America.

Physical Geography of the Americas

 **KEY QUESTION** What are the major river systems of North and South America?

Look at the map of North America and South America on page 364. Notice that the continents are connected. A narrow land bridge called an **isthmus** links them. But the geographies and climates of the two continents are very different.

Landforms and Rivers Mountains run along the western parts of both continents. North America has a north-south mountain range called the Rocky Mountains. It is part of a chain of mountains that stretches nearly unbroken from Alaska to the middle of Mexico. South America has a mountain range called the Andes. The Andes stretch for over 5,500 miles and have many high peaks.

Water flows down these ranges to the continents' great rivers. The major river system of North America is the Mississippi. The Amazon and Paraná (**PAR•uh•NAH**) rivers are the major systems of South America.



▲ Quetzal Bird

Mayans used the feathers of the quetzal (keht•SAHL) bird to decorate the ceremonial robes of kings and priests.

Amazon River

At about 4,000 miles long, the Amazon River is the second longest river in the world. It covers roughly the distance from New York City to Rome, Italy. ▼

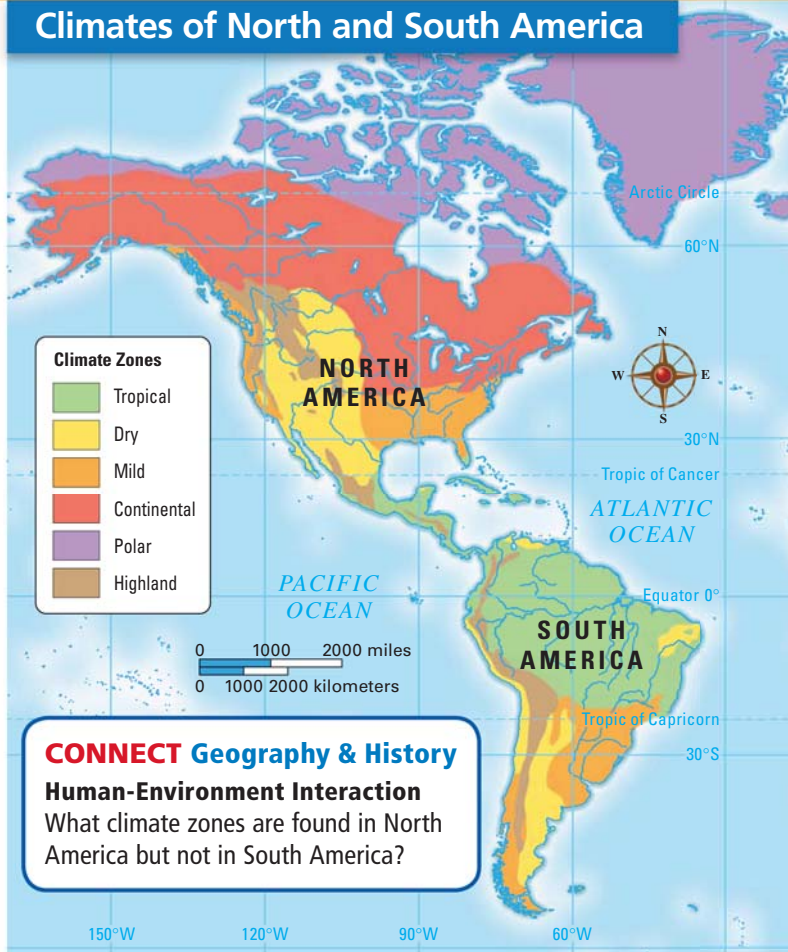


Climates of North and South America

A Variety of Climates The locations of the two continents have an impact on their seasons. North America lies north of the equator. Most of South America lies south of it. As a result, the seasons are reversed. When it is summer in North America, it is winter in South America—and vice versa.

The locations of the continents also affect their climates. Much of North America has a mild or dry climate, with four distinct seasons. Few people live in northern Canada, where the climate is very cold.

South America also has a wide range of climates. In addition, much of the continent receives a great deal of rainfall. In fact, about half of South America is warm and rainy. These warm, rainy areas are called **tropical** zones. Some areas of North America are also tropical. These areas lie mostly in Central America. The people who built ancient civilizations in this part of Central America learned to live and thrive in its tropical climate.



CATEGORIZE Name the major river systems of North and South America.

Geography of the Andes

KEY QUESTION Why is the Andes' environment thought to be harsh?

Ancient civilizations developed on both continents. Some arose high in South America's Andes Mountains. The Andes extend from Venezuela in the north to Chile at the southern tip of the continent. They consist of high plateaus and even higher peaks.

Tall Peaks The peaks of the Andes are the highest in the Americas. Many are over 20,000 feet, or almost four miles high. The highest elevations are covered only by a thin, stony soil.

The Andes are located along an area where there is violent movement deep within the earth. This movement causes earthquakes and can lead to volcanic activity. The climate is also severe. At high altitudes it freezes, and in many places rainfall is unpredictable.

High Plateaus Over a long stretch of the Andes, the mountains split into two ranges. A large group of high plateaus lies between them. This area is filled with hills, valleys, plains, and deserts. A few large rivers water the area. But in the high desert regions, rain almost never falls.

As you might imagine, farming presents a challenge in the Andes. To grow their food, farmers in ancient Andean civilizations developed irrigation canals. These canals carried water to the potatoes and other crops the farmers grew. Andean farmers also cut terraces into mountainsides to produce level land for planting. Terracing divides a mountainside into huge, flat steps. (You'll learn about terraced farming in China in Chapter 14.)

Today, herders use the natural pasture areas of the plateaus to raise cattle and sheep. They also raise llamas and alpacas, which are smaller relatives of the camel. These animals are native to South America. They're raised mostly for their wool and for use as pack animals—to carry heavy loads in the steep terrain.

 **EVALUATE** Explain why the Andes are considered to have a harsh environment.

Machu Picchu The Incan city of Machu Picchu sat nestled between two mountain peaks in the Andes, about 8,000 feet above sea level. ▼



COMPARING Geography

	Elevation	Natural Vegetation	Modern Land Use
1 Tierra Helada (Frozen Land)	above 10,000 feet	mountain grasses, mosses	animal grazing
2 Tierra Fria (Cold Land)	6,000–10,000 feet	cloud forest (forest near mountain peaks with almost constant cloud cover)	wheat, apples, potatoes, barley
3 Tierra Templada (Temperate Land)	3,000–6,000 feet	wet forest	corn, cotton, coffee, citrus fruits
4 Tierra Caliente (Hot Land)	sea level–3,000 feet	dry forest	cacao, bananas, sugar cane



CRITICAL THINKING

Draw Conclusions Which zones are the most productive for growing crops?



Geography of Mesoamerica

KEY QUESTION How do the geography and climate of Mesoamerica contrast with those of the Andes?

Ancient civilizations arose in North America in a region called **Mesoamerica**. Mesoamerica includes central and southern Mexico and the Central American countries of Guatemala, El Salvador, Belize, and parts of Honduras and Nicaragua. In contrast with the Andes Mountains, Mesoamerica has a much higher percentage of lowland territory, as well as a milder climate.

The Land of Mesoamerica Most of the land in the northern part of Mesoamerica is highland. Mountain ranges run near both the Pacific coast and the coast of the Gulf of Mexico. These ranges are no match for the Andes in height or steepness, however. A high plateau stretches between the two ranges. It is the largest geographical feature of this region. The central plateau, in the area of Mexico City, is mostly flat and has plenty of fertile soil. This area is home to the “breadbasket of Mexico,” where much of the country’s grain is grown.

Tropical lowlands hug the coast of the Gulf of Mexico. These are areas of dense, steamy jungle. Areas of dense jungle are also found on the **Yucatán Peninsula** (YOO•kuh•TAN), which lies between the Gulf of Mexico and the Caribbean Sea.

Climate Rainfall varies greatly throughout the region. It can rain more than 80 inches a year in the steamy lowlands, providing a good environment for palm, avocado, and cacao trees. Climbing toward the highlands, however, the air becomes cooler and drier. The central plateau region receives enough rainfall to support the growing of various grains. In the northern regions, there is much less rainfall.

Early Mesoamerican farmers had to develop advanced practices to deal with their local climates. In the dry highlands, farmers irrigated their fields, which produced corn, beans, and squash. They also terraced the land where there were no large, flat areas. In the lowlands, farmers practiced **slash-and-burn agriculture**. They cleared a patch of jungle by cutting back vegetation and burning it. When the field became less productive, farmers began again with a new piece of land.

 **COMPARE AND CONTRAST** Compare and contrast the geography and climate of Mesoamerica with those of the Andes.



CONNECT to Today

▲ Mayan Market

In this market in the highlands of present-day Guatemala, Mayan farmers sell many of the same products that their ancestors have grown for over 3,000 years.

1

Section Assessment



ONLINE QUIZ

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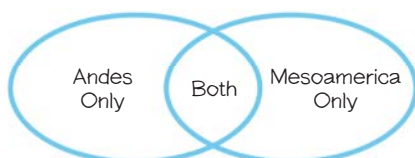
Terms & Names

1. Explain the importance of

tropical	Yucatán Peninsula
Mesoamerica	slash-and-burn agriculture

Use Your Reading Notes

2. Compare and Contrast Use your completed Venn diagram to answer the following question:
How is the geography of the Andes and Mesoamerica similar?



Key Ideas

- Why are the seasons reversed in North America and South America?
- Why is farming a challenge in the Andes?
- How did farmers grow crops in the rainy lowlands of Mesoamerica?

Critical Thinking

- Draw Conclusions** Why did farmers in the Andes and in Mesoamerica develop advanced agricultural techniques?
- CONNECT to Today** Give an example of how geography and environment shape life today. Explain.

Activity

Make a Physical Map Trace a map showing Mesoamerica and the western coast of South America. Label the major landforms, bodies of water, and regions in both places. Use a legend to identify any symbols or colors on the map.

Section 2

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The physical geography of the Andes region is rugged and often harsh. Mesoamerica's geography, on the other hand, is somewhat milder.

NOW YOU WILL LEARN

Great civilizations grew from the fertile lands of Mesoamerica. More surprisingly, a vast empire arose amid the steep slopes of the Andes.

▶ Vocabulary

TERMS & NAMES

Olmec earliest major Mesoamerican culture, which flourished from 1200 to 400 B.C.

mother culture a culture that shapes and influences the customs and ideas of later cultures

Maya Mesoamerican civilization that reached its height between A.D. 250 and 900

codex type of book used by early Mesoamerican civilizations to record important historical events

tribute payment made in return for protection

Montezuma II last Aztec emperor, who ruled from A.D. 1502 to 1520 and was overthrown by the Spanish

Pachacuti (PAH•chah•KOO•tee) ninth Inca ruler, who came to power in A.D. 1438 and expanded the Incan empire

chasquis (CHAH•s•kees) runners who carried messages up and down the length of the Incan empire

BACKGROUND VOCABULARY

steles (STEE•leez) ancient carved stone markers that call attention to important dates or events

REVIEW

civil war armed conflict between two groups in the same country

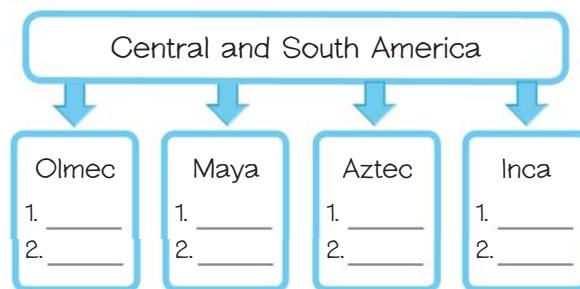
▶ Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you identify the most important facts about the Olmec, the Maya, the Aztec, and the Inca.



See Skillbuilder Handbook, page R3.

FIND MAIN IDEAS



GRAPHIC ORGANIZERS

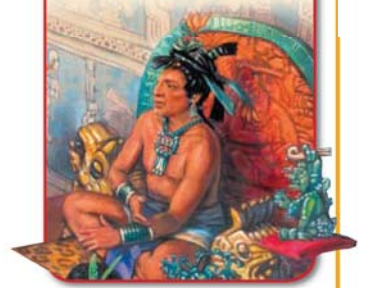
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Central and South Americans

Starting with a Story


As you watch the crowning of the new king of the Mayan city Palenque, all is well. But is the city's future as bright as it seems?

 [Click here](#)
to listen to the story
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Connect to What You Know The Americas have a varied natural environment. In this section, you will learn how four major civilizations grew in these fertile lands.

The Olmec

 **KEY QUESTION** Why are the Olmec thought to be a Mesoamerican mother culture?


About 3,200 years ago, a group of people called the **Olmec** lived along the Gulf Coast of what is now southern Mexico. Theirs was the first major culture to develop in Mesoamerica.

The Olmec were much like other early civilizations. They began by farming near rivers that often flooded and left rich, fertile soil. With a reliable supply of food, some Olmec were free to do other work. Some became potters or weavers, while others became priests or administrators.

By 900 B.C., the Olmec had built the great cities now called San Lorenzo and La Venta. These cities were centers of Olmec art and trade. The Olmec had raised mounds and huge stone monuments used for religious ceremonies.

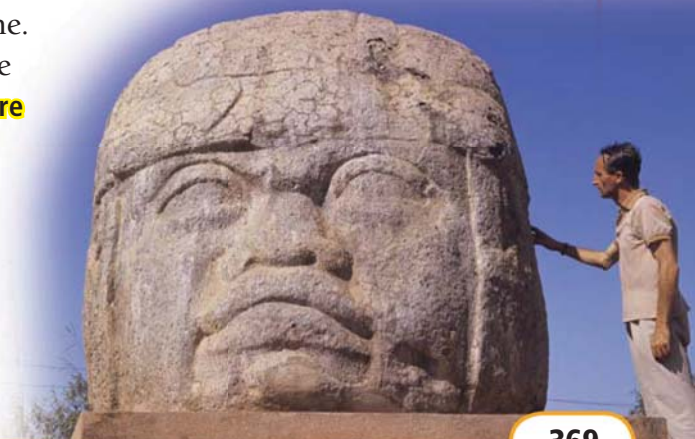
Around 500 B.C., the Olmec began to abandon their cities. The reasons for this remain unclear. By 400 B.C., the Olmec civilization had largely disappeared. But Olmec beliefs and ways continued to influence greater Mesoamerican culture for many years to come.

Many historians consider the Olmec to be Mesoamerica's mother culture. A **mother culture** is a way of life that strongly influences later cultures. Olmec art, architecture, religion, and trade helped shape later cultures such as the Aztec and especially the Maya.

 **EVALUATE** Explain why the Olmec are considered to be a mother culture.

Olmec Stone Head

This stone head, located at La Venta, weighs 20 tons. How the Olmec moved the stones from quarries over 50 miles away is a mystery. ▼



The Maya

 **KEY QUESTION** How was the Mayan class system structured?

The **Maya** consisted of groups of Mesoamerican peoples who spoke various forms of the Mayan language. Their culture shared many of the artistic and monumental forms of the Olmec.

Mayan Society Develops Around 1500 B.C., small Mayan agricultural villages began to appear. The Maya lived in highland and lowland areas of what are now Guatemala and Belize, and in the Yucatán Peninsula of Mexico. As with the Olmec, successful farming led to a larger population, the development of cities, and more specialized workers. This division of labor in Mayan society led to the development of a class system. There were four broad social classes in Mayan society: the ruling class, the nobility, peasants, and slaves.

The ruling class was made up of kings and their families. Kings governed each of the Mayan cities. (At the height of the Mayan civilization, more than 40 of these cities existed.) Kings also performed the religious duties of priests.

CONNECT to Math

Mayan Mathematics The Maya developed the most sophisticated number system ever conceived in the Americas. Do some research on the Mayan number system in books and on the Internet to help you with this activity.

Activity Count the Mayan Way

Use the Mayan number system to create and solve math problems.

- 1 Working in a group, create ten math problems using Mayan numbers. Include addition, subtraction, multiplication, and division problems. The answer to each problem should not exceed 20.
- 2 Write the problems on a piece of paper, leaving blank spaces for their solutions. For example:
$$\text{—} + \text{=̄} =$$
- 3 Trade your problems with another group, and try to solve their problems with your group members. Hand back your answers for checking.

Materials

- pen or pencil
- paper



Mayan nobles were educated and wealthy and likely worked as scholars, warriors, and merchants. They ate better than peasants. In fact, some foods, such as chocolate, were reserved for the nobility alone.

Peasants, who made up the vast majority of the population, lived very differently from the nobles. Most were farmers who lived in small villages near the cities. They grew crops such as corn, beans, squash, and chili peppers. Mayan farmers used a variety of techniques to grow their crops. For instance, in the highlands, they increased the land available for farming by building terraces. Slaves were mostly criminals, people captured in war, and orphans. Slaves were owned by all other classes in Mayan society.

Mayan Cities During the Classical period, between A.D. 250 and 900, Mayan civilization reached its peak. The numerous Mayan cities, such as Copán, Tikal (tee•KAHL), and Palenque (pah•LEHNG•keh), displayed magnificent architecture. Each contained plazas, palaces, and pyramids topped by temples. Many cities also had large stone monuments called **steles** (STEE•leez). On these steles, the Maya carved glyphs that represented important dates and great events.

Advances in Learning The Maya developed a complex writing system that used glyphs. They wrote glyphs on paper made from bark. This paper was screen-folded to form a book called a **codex**. Few of these books still exist. (See Primary Source: Aztec Codices, on p. 373.)

Mayan mathematics were based on the number 20. Our system, by contrast, is based on 10. The Maya were one of the first peoples to use the zero. By using their math system, the Maya made great advances in astronomy. For example, they accurately charted the orbit of the planet Venus. Their knowledge allowed them to produce an accurate calendar system. This system helped the Maya time their planting and harvesting and allowed them to keep precise records.

A Mysterious Downfall In the 800s, the Maya began to abandon their cities in the southern lowlands. At the same time, their population declined sharply. The reasons for this decline are a mystery. Possible causes include famine that resulted from decades of overfarming or warfare among cities. By the 1400s, the cities in the northern lowlands and the highlands had been abandoned too.



▲ **Mayan Burial Mask**

This mask, made of jade and seashells, covered the face of the dead King Pacal of Palenque.

▲ **FIND MAIN IDEAS** Name and describe the different parts of the Mayan class system.

The Aztecs



KEY QUESTION What brought about the fall of the Aztec empire?

The Aztecs were once nomadic hunters and gatherers. They lived in what is now the northwest desert of Mexico. In the late A.D. 1200s, they began to move south. Eventually, they came upon the Valley of Mexico.

Settling in the Valley of Mexico Aztec legend said that they would find their new home where they saw an eagle perched on a cactus. In 1325, they found such a place. It was an island in a large lake. There they built their capital, Tenochtitlán (teh•NOHCH•tee•TLAHN).

The lands around Tenochtitlán were swampy or mountainous—not ideal for farming. The Aztecs adapted by constructing *chinampas*, or raised garden beds, on the lake. (See Animated History on pages 376–377.) With a plentiful food supply, the population of Tenochtitlán grew. At its height, it reached about 250,000 people.

Aztec Religion and Culture Aztec life was dominated by religion. This religion was based on the worship of agricultural gods. The Aztecs believed in about 1,000 gods. The most important ceremonies were held to ask the gods for a good harvest.

The Aztecs produced two separate calendars by studying the sun, the stars, and the planets. One calendar was agricultural. It predicted planting and harvesting times. The other was a religious calendar that set the times for the many public ceremonies each year.

Tenochtitlán Markets

This mural shows goods of all kinds—including foods, textiles, and building materials. **How are some modern stores like the Tenochtitlán market?**



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image in the textbook.

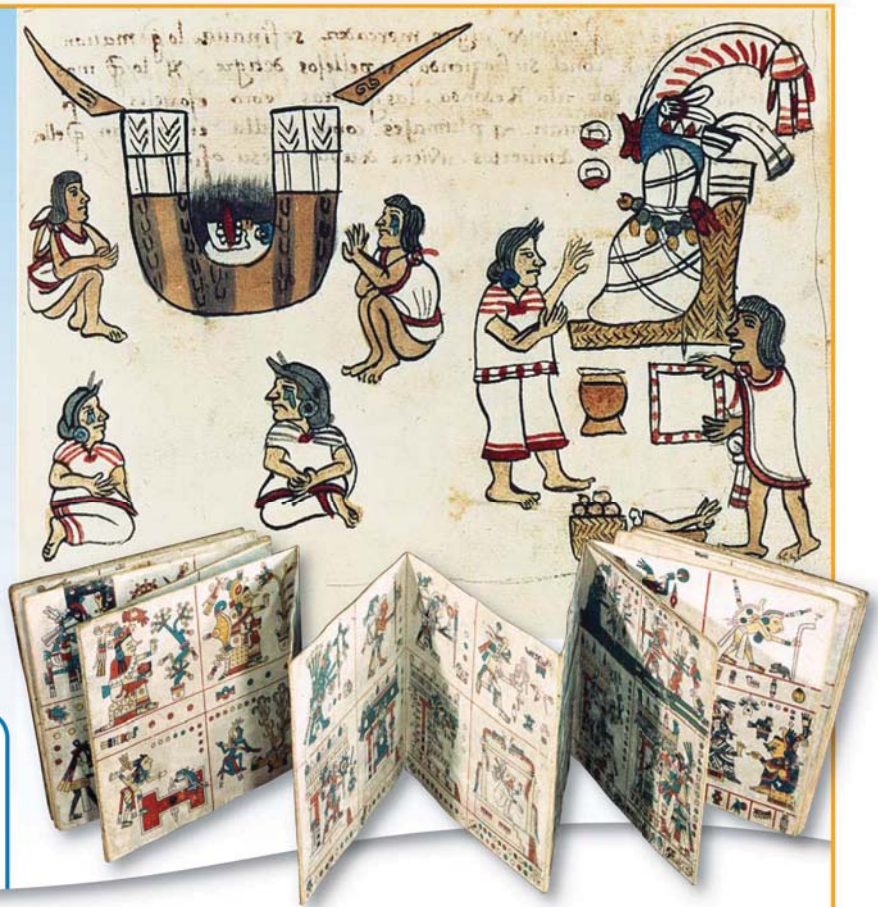
Primary Source

Aztec Codices

Background Aztec codices are illustrated books. Brightly painted pictures cover both sides of these long folded sheets of bark or deerskin. Each codex illustrates scenes from Aztec life or contains official government records. There were once hundreds of these codices, but many have been destroyed. The panel at right shows the funeral of a noble (wrapped in a cloth, top right). His family prepares him for the afterlife.

DOCUMENT-BASED QUESTION

How might you tell from the picture that the deceased was a noble?



For the most part, the Aztec writing system did not represent the sounds of the spoken language. Instead, it used pictures and symbols, called glyphs, to represent words and ideas. The Aztecs produced codices in a written language made up of glyphs. Each codex was filled with colorful pictures detailing everyday life in Aztec society. Historians have learned much about the Aztecs from these records.

The Empire's Rise and Fall By the early 1500s, the Aztec empire stretched from the Gulf of Mexico to the Pacific Ocean and from the Valley of Mexico to what is now Guatemala. Up to 12 million people lived under Aztec rule. From these people, the Aztecs demanded **tribute** in the form of goods, such as corn, gold, and jade.

The empire was at its height in 1502 when the emperor **Montezuma II** came to power. He angered his subjects by demanding more and more tribute and victims for human sacrifice to appease the Aztec gods. Some subjects began to rebel, weakening the empire's power.

In 1519, Spaniards led by Hernán Cortés arrived in the Aztec empire. Hoping to avoid war, Montezuma met with Cortés. But the Spaniards took him prisoner, and he was later killed in battle. Soon, diseases brought by the invaders weakened the Aztecs. Helped by thousands of rebels, the Spanish used their superior weapons to conquer Tenochtitlán in 1521 and put an end to the Aztec empire.



ANALYZE CAUSES Explain what led to the fall of the Aztec empire.

The Inca



KEY QUESTION How did the Inca build an empire in the Andes?

The Inca learned to live in the high and rugged terrain of the Andes Mountains of what is now Peru. Their capital city, Cuzco (KOOZ•koh), is in a valley in the Andes more than 11,000 feet above sea level. From Cuzco, the Inca eventually built up the largest empire in the Americas.

Pachacuti Finds an Empire By the early 1400s, the Inca had expanded their rule over nearby peoples. In 1438, the ninth Inca ruler, **Pachacuti** (PAH•chah•KOO•tee), came to power. Under his rule, the Inca conquered all of Peru and more. By 1500, the Incan empire had grown further, extending 2,500 miles along the west coast of South America. About 12 million people lived in the empire.

Daily Life in the Empire The geography of the Andes made life challenging for the peoples of the empire. The steep land made farming difficult. Farmers cut terraces into the sides of mountains to get the most out of their land. They grew crops such as potatoes and corn and raised animals such as alpacas and llamas. These animals provided wool and sometimes meat.

Communication, like farming, was difficult. The Inca kept up a system of roads by requiring a certain amount of labor per subject each year. At least 14,000 miles of roads crisscrossed the empire. On these roads, runners called **chasquis** (CHAH•skee) carried messages the length of the empire. Troops and trade also moved efficiently.

History Makers

Pachacuti (c. 1391–1473)

The Incan leader Pachacuti's name means "Earth Shaker." As the emperor's younger son, he was not in line to become ruler. But in 1438, during an attack on Cuzco, Pachacuti's father and older brother fled. Pachacuti, who was a gifted soldier, took control and saved the city. Then he made himself the new Incan ruler.

During his 33-year reign, Pachacuti began the expansion of Incan territory. He also reorganized the government and built a grand capital at Cuzco. He is considered the greatest Incan ruler.



CRITICAL THINKING

Analyze Causes and Effects What event allowed Pachacuti to take control of the Inca?

The Inca Fall to the Spanish Other Andean peoples could not defeat the Inca. Their army was 200,000 strong, well trained, and well equipped. However, the Incan empire was weakened by unrest. In a bitter **civil war** that began in 1527, a leader named Atahualpa (AH•tuh•WAHL•puh) defeated his brother. The war was just ending when Francisco Pizarro arrived on the South American coast in 1532.

Like the Aztecs, the Inca were no match for the Spanish, who rode horses, wore metal armor, and carried steel weapons. The Spanish also carried new diseases that were especially deadly to the Inca.

Pizarro met with Atahualpa, took him prisoner, and later had him executed. After Atahualpa's death, the Incan empire crumbled. The Spaniards moved on to Cuzco, while conquered peoples rose in rebellion against their Incan masters. By 1535, the Spanish controlled most of the Incan lands. Eventually, millions of Inca died of European diseases. The last Inca ruler was defeated in 1572, and the Incan empire ceased to exist.



▲ **Chasquis** This drawing of a *chasqui* dates to about 1615. *Chasquis* were like a relay team, with each runner passing the message along to the next runner.

▲ **DRAW CONCLUSIONS** Explain how the Inca built and maintained their empire.

2

Section Assessment



ONLINE QUIZ

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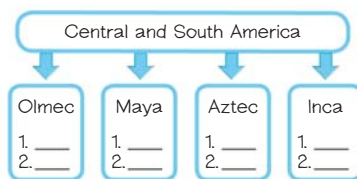
Terms & Names

1. Explain the importance of

Olmec	codex	Montezuma II
Maya	tribute	Pachacuti

Use Your Reading Notes

2. Find Main Ideas Use your completed web diagram to answer the following question:
How did the end of the Maya civilization differ from the ends of the Aztec and Incan empires?



Key Ideas

- In what ways did Mayan mathematics differ from math today?
- How did Montezuma II cause unrest among the peoples of the Aztec empire?
- Describe the geography of the Andes and how it affected agriculture.

Critical Thinking

- Analyze Causes and Effects** Why does a steady supply of food often lead to the eventual building of cities?
- Draw Conclusions** How were the Spanish conquests of the Aztec and Incan empires similar?

Activity

Write a Newspaper Article Imagine that you are a reporter visiting a Mayan city. Write an article that gives your opinion of the city itself and the society you observe. Include observations of the farming areas that surround the city.

Chinampas

[Click here](#) to enter the chinampas @ ClassZone.com

ISLAND GARDENS

Much of the land around Tenochtitlán, where the Aztec settled, was swampy, posing a challenge for farming. The Aztec were resourceful at adapting to their environment. They built *chinampas*, human-made islands created for planting. The rich soil allowed the Aztec to grow crops and flowers.



[Click here](#) to see how the Aztec built the *chinampas*. Learn how the Aztec used woven mats and mud from the lake to build the *chinampas*.



[Click here](#) to see how the Aztec lived on the *chinampas*. Learn where they lived, what they wore, and what they ate.



[Click here](#) to see how *chinampas* are used today and the problems they face.



Tenochtitlán



Valley
of
Mexico

Lake
Texcoco

Tenochtitlán

Causeways

Chinampas

Activity

Make a Model Work with a partner to create a small model of a *chinampa*. Apply what you have learned about how the Aztec built *chinampas* to make a model using materials similar to those the Aztec used.

Section 3

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Mesoamerica and South America were home to several sophisticated societies long before contact with Europeans.

NOW YOU WILL LEARN

The land that is now the United States and Canada was also home to a large number of unique societies before the arrival of Europeans.

▶ Vocabulary

TERMS & NAMES

Anasazi early culture of the Southwest who were the first pueblo dwellers

pueblos (PWEHB•lohs) villages made up of multistoried adobe or stone dwellings

potlatch ceremony where gifts and property are given away to show the host's wealth and status

Great Plains culture region located in the vast grassland in central North America extending from south-central Canada southward to Texas

Sun Dance sacred ceremony practiced by many Plains Indian cultures

Iroquois Confederacy Native American group formed about 1450 and made up of the Cayuga, Mohawk, Oneida, Onondaga, and Seneca tribes

matrilineal descent family identity that is based on the mother's family, rather than the father's

BACKGROUND VOCABULARY

adobe (uh•DOH•bee) brick made of mud and straw that is dried in the sun

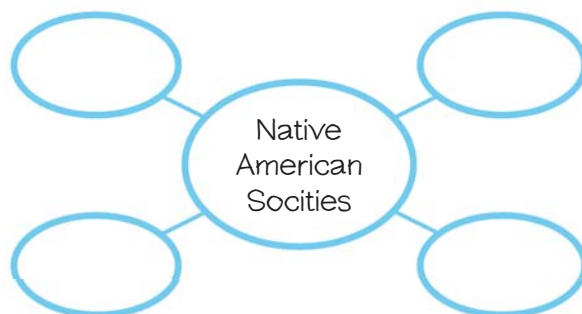
▶ Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to summarize ideas about Native American societies.



See Skillbuilder Handbook, page R4.

SUMMARIZE



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Peoples of North America



Connect to What You Know Before Europeans arrived in the Americas, sophisticated societies existed in Mexico and Central and South America. The same is true of North America, although these societies were relatively smaller and less urban.

Early Civilizations

▼ **KEY QUESTION** What technologies did Southwestern peoples develop?

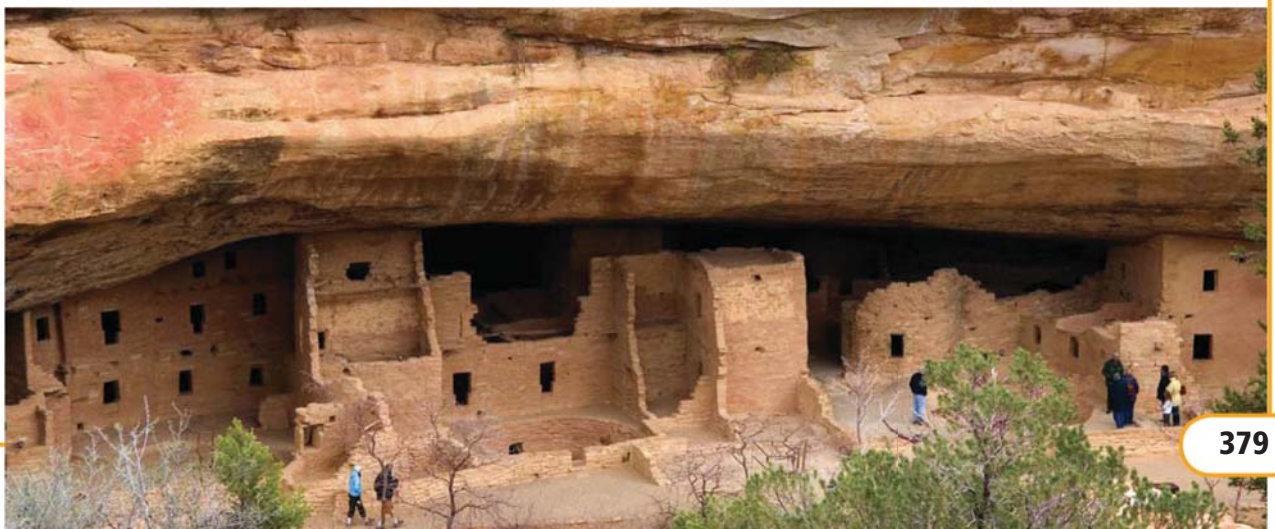
North America was home to two early, important centers of civilization. They both influenced later Native American societies.

The Southwest In about 300 B.C., the Hohokam culture arose along the Gila and Salt rivers in present-day Arizona. In this dry, barren environment, the Hohokam developed irrigation systems to feed their farm fields. They built dams to divert water into an extensive canal system. Some canals stretched over 15 miles to reach the Hohokams' fields. Between A.D. 1350 and 1450, the Hohokam abandoned their settlements, likely because of drought.

The **Anasazi** culture arose by A.D. 400 in the area where Utah, Colorado, New Mexico, and Arizona meet. The Anasazi were hunter-gatherers and farmers. They were also master weavers and pottery makers. In about A.D. 750, they began to build **pueblos** (PWEHB•lohs). These villages were collections of stone or **adobe** (uh•DOH•bee) structures that were like multistoried apartment buildings. Usually, each new story was set back a little from the one beneath it to create a small terrace, or porch.

▲ **Plains Indian Shield** This shield is covered in animal hide. It is painted with bear tracks and a bear emerging from a hole. These symbols granted the shield's owner protection.

Anasazi Pueblo This pueblo village, built under a cliff overhang, is at Mesa Verde in Colorado. ▼





◀ **Great Serpent Mound** Built by the Mississippian culture, Great Serpent Mound in southern Ohio is about a quarter of a mile long. Its exact purpose is unknown.

The Mound Builders The Mound Builders, mostly of the American Midwest and Southeast, built large earthen structures as burial mounds and temples. Mound Builder cultures included the Adena and the Mississippians. Adena culture began about 1000 B.C., and the Mississippians dispersed by A.D. 1550. The quality and size of the mounds shows that these were highly organized societies.

▲ **SUMMARIZE** Explain some important technologies of the Southwest.

Native American Societies Thrive

▼ **KEY QUESTION** How did food depend on geography in North America?

All Native American societies and religions were focused on nature. Each society adapted to its own surroundings—the local land, climate, and available resources—in order to survive. Peoples of different regions adapted in different ways.

The Northwest In the Pacific Northwest, Native American societies were mostly hunter-gatherers—especially on the coasts. Sources of food were abundant, so farming was unnecessary. The Haida lived on what Europeans called the Queen Charlotte Islands and Prince of Wales Island off the west coast of Canada. The Haida lived in this location for about 10,000 years. Plentiful fish, wild game, and edible plants fed an estimated 18,000 Haida before Europeans arrived.

With food easy to come by, the Haida could specialize in other areas. They became famous artists and craftspeople. For example, they constructed rugged, beautifully decorated canoes. Some were 70 feet long and held up to 30 paddlers or several tons of freight. Their canoes made large-scale trade with societies on the mainland possible. Haida canoes themselves were also highly prized and traded.

The Haida practiced a ceremony known as the **potlatch**. Potlatches were often given to mark occasions such as marriages or births. The hosts provided a great feast and gave away most of their possessions. Having a large potlatch showed that the hosts were very wealthy. It also increased their status by guaranteeing that many people witnessed their wealth and generosity.

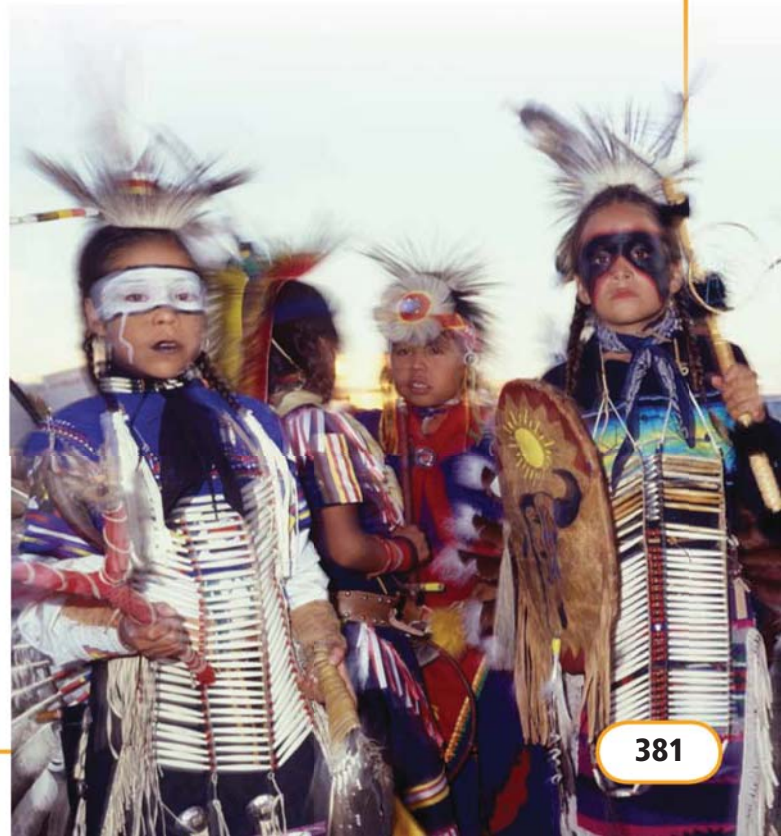
The Great Plains The **Great Plains** region extends north from the present-day Texas-Mexico border into southern Canada. From east to west, it stretches from the Mississippi River to the Rocky Mountains.

Native Americans lived in this region for thousands of years before contact with Europeans. Most were farmers with settled villages. Others followed and hunted bison, or buffalo, on foot. Horses, brought to the Americas by Europeans, became common on the Great Plains by 1750. The arrival of horses caused a permanent change in the Great Plains culture. With bison hunting much easier on horseback, many tribes adopted the nomadic hunting lifestyle. Groups that moved to the Great Plains to escape European expansion also took up this way of life.

With many tribes relying on the buffalo for food, interaction between the groups increased. Each summer, the buffalo gathered in huge herds, so many tribes would come together then too. This interaction caused a common Plains culture to take shape. Trade, especially in horses, grew. Over time, a Great Plains sign language developed to help trade and general communication.

There was not any single Plains religion, but certain religious practices were common. Most groups believed that all natural objects had spirits that helped or harmed people. The practice of the vision quest was widespread too. A vision quest generally involved days of solitude, fasting, and prayer. During this time the person undertaking the quest hoped to communicate with the spirit world in some meaningful way, possibly through a dream. Many Plains societies practiced the **Sun Dance**—a sacred ceremony that took place in early summer. Usually, the performers danced on and off for several days while others drummed, sang, and prayed. A successful dance brought harmony to the people and ensured another year of prosperity. The Sun Dance is still practiced by many Great Plains societies today.

Powwow Dancers
Members of the Sioux, a Great Plains group, wear traditional clothing to dance at a powwow, a celebration of Native American culture. ▼



The Northeast What are today the Canadian provinces of New Brunswick, Prince Edward Island, and Nova Scotia were home to the Micmac people. Like the Haida of the Northwest, the Micmacs were able to hunt and gather because of their surroundings. They took in what nature provided seasonally. In the spring and summer, they moved to the coast to trap and spear fish, collect shellfish, catch migratory birds, and hunt seals. In the fall, they moved inland to catch eel in the rivers and hunt moose, beaver, bear, and other game.

The **Iroquois Confederacy**, roughly in the area of present-day New York state, was made up of the Cayuga, the Mohawk, the Oneida, the Onondaga, and the Seneca. It was likely founded sometime in the 1400s. The confederacy's Grand Council was made up of delegates from the five tribes. The council settled disputes between the member groups and negotiated with outside groups. The council's members were all men. But these men were chosen by, and could be removed by, the elder women of each tribe.

The groups in the Iroquois Confederacy were mainly agricultural. The people called their three principal crops—corn, beans, and squash—the Three Sisters. In general, the women cared for the crops, while the men hunted and fished. About every 15 years, the game and firewood around an Iroquois settlement would be used up. Also, the minerals in the soil would wear out. So the men would set out in search of a new site. Once they found it, they cleared the forest or brush, and the people rebuilt the village on the new site.



CONNECT Geography & History

Location Which cultures lived along the West Coast?

The Southeast The inland region of the Southeast was home to a number of successful farming societies. They grew most of the food they needed, but they also hunted a wide variety of game, especially deer.

The territory of one of these groups, the Cherokee, covered parts of eight present-day U.S. states, stretching from Alabama to Virginia. The Cherokee were divided into seven clans. People had to marry outside of their own clan. After marriage, a man went to live with his wife's clan. The couple's children were considered to be part of the mother's clan. Family identity that is based on the mother's family, rather than the father's, is known as **matrilineal descent**.

Each Cherokee year was marked by a series of festivals. The most important was the Green Corn Festival, which marked the beginning of the corn harvest. The festival was also a time to ask and receive forgiveness for wrongs one might have committed during the past year. Festivals were often accompanied by games of what we call lacrosse. The Cherokee called it "little brother of war," which hints at the game's often violent nature. Lacrosse was also played among members of the Iroquois Confederacy.



CONNECT to Today

▲ **Lacrosse** The sport of lacrosse is still popular today, especially in the Northeastern United States.

▲ **EVALUATE** Explain how food and geography were connected in North America.

3

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
@ ClassZone.com

Terms & Names

1. Explain the importance of

Anasazi	Great Plains
pueblos	Sun Dance
potlatch	Iroquois Confederacy

Use Your Reading Notes

2. Summarize

Use your completed web diagram to answer the following question:

How were coastal and inland Native American groups different?



Key Ideas

- How were the Hohokam able to grow crops in the dry Southwest?
- How did the Iroquois Confederacy and the Micmac differ in their approach to gathering food?
- How was family identity different among the Cherokee than it is in the modern United States?

Critical Thinking


- Make Inferences** Why do you think the Haida and Micmac stayed in one place, while the tribes of the Great Plains were nomads?
- CONNECT to Today** What technology changed modern society as much as the horse changed the societies of the Great Plains? Explain your choice.

Activity

Internet Activity Use the Internet to research the art and craftwork of the Haida. Create a poster where you reproduce a favorite item (a totem pole or a canoe, perhaps). Write a paragraph describing the item's history and significance to the Haida.

Chapter 13 Assessment

Interactive Review

 **Click here** for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

American Civilizations

Geography

- The Andes region is a difficult place to build and run a society.
- The climate and land of Mesoamerica are much milder than those of the Andes.



Culture

- The Olmec were the mother culture of Mesoamerica.
- The Maya built pyramids and temples in their great city-states.
- The Aztec religion had about 1,000 gods and was focused on ensuring a good harvest.
- A common culture developed on the North American Great Plains after contact with Europeans.



Science & Technology

- The Maya developed the concept of zero and made advances in astronomy.
- The Aztecs constructed *chinampas* to grow crops.
- The Inca constructed 14,000 miles of roads across their mountainous empire.
- The Spanish used steel weapons and armor to overthrow the Aztecs and the Inca.



VOCABULARY

Explain why the words in each set below are linked with each other.

1. **tropical** and **slash-and-burn agriculture**
2. **Olmec** and **mother culture**
3. **Maya** and **codex**
4. **Great Plains** and **Sun Dance**

KEY IDEAS

The Geography of the Americas (pages 362–367)

5. How did civilizations in the Americas arise in difficult environments?
6. Name some geographical differences between the Andes and Mesoamerica.

Central and South Americans (pages 368–377)

7. How were the Olmec influential to later Mesoamerican civilizations?
8. What internal struggle weakened the Inca just before the Spaniards arrived in South America?

Peoples of North America (pages 378–383)

9. How were the ways the Haida and the Cherokee gathered food different and similar?
10. What roles were performed by men and women in the Iroquois Confederacy?

CRITICAL THINKING

11. **Make Inferences** In what ways might having a harsh environment actually help in cultural development?
12. **Analyze Causes and Effects** How did religious practices in ancient America lead to developments in science?
13. **Draw Conclusions** How did the development of the concept of zero help the Maya calculate numbers?

Activities

- 1. Writing Activity** Imagine that you are an Aztec, living and working on the *chinampas*. Write about what a typical day might be like.
- 2. Interdisciplinary Activity—Math** Use the Internet and library resources to research the Mayan calendar system. Write a report about the Mayan calendar, including illustrations. Note the role that Mayan mathematics played in its development.



ONLINE ACTIVITY

Click [here](#) to write a video script about an archaeologist's Mayan expedition @ [ClassZone.com](#)



Answer the ESSENTIAL QUESTION

How did successful food production help the development of complex societies in the Americas?

Written Response Write a two- or three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about the beginnings of societies in the Americas. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss the relationship between successful food production and gathering and specialization of labor
- connect cultural and technological advances to food production and gathering



Test Practice

- Online Test Practice @ [ClassZone.com](#)
- Test-Taking Strategies and Practice at the front of this book

Interpret Visuals Use this Mayan clay figure of a warrior to answer these questions.



- 1. What class in Mayan society did warriors belong to?**
 - A. nobles
 - B. merchants
 - C. farmers
 - D. slaves
- 2. Which of the following indicates this warrior's class?**
 - A. his modest appearance
 - B. his frightened expression
 - C. his humble pose
 - D. his clothing and jewelry

Dynasties of China



Essential Question

How did China change after the fall of the Han Dynasty?

CONNECT

Geography & History

Use the map and the time line to answer the following questions.

1. Buddhism spread from India to China. Over which mountains did the Buddhist missionaries travel?
2. Zheng He made voyages along the coast of China and westward to India and Africa. On which bodies of water near the Chinese coast did he travel?

CHINA

WORLD

200

400

600

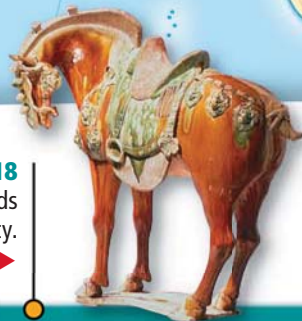
300s

Buddhism flourishes in China and spreads to Korea. (sculpture of Buddha) ▶



618

Li Yuan founds Tang Dynasty. (Tang horse sculpture) ▶



610

Muhammad begins preaching Islam. ◀ (Qur'an)



Physical Geography of Present-Day China

[Click here](#) to see how geographic features affected China's history @ [ClassZone.com](#)



960

Song Dynasty is established. (Song vase) ▶

1405–1433

Zheng He sails to India and Africa.

800

1000

1200

1400

1096

European Christians begin First Crusade to capture the Holy Land.

1325

The Aztecs build Tenochtitlán. (Aztec ornament) ▶



Section 1

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The Chinese built an empire that stretched from the East China and South China seas westward to the Plateau of Tibet. Under the Han Dynasty, China experienced a golden age.

NOW YOU WILL LEARN

After the Han Dynasty fell, China suffered great disorder, but it eventually reunified.

▶ Vocabulary

TERMS & NAMES

Confucianism belief system based on the teachings of Confucius, a scholar who taught moral virtues and ethics

Buddhism belief system based on the teachings of Siddhartha Gautama, the Buddha, who believed that people could escape suffering by reducing their attachment to material possessions

Daoism belief system that originated in China in the 500s B.C. and emphasizes harmony with nature and with inner feelings

reunify to bring together again

BACKGROUND VOCABULARY

plagued afflicted, troubled, or annoyed

ethics ideas of right and wrong

harmony agreement in feeling

REVIEW

Han Dynasty Chinese dynasty begun in 202 B.C. by Liu Bang, who reunified China

nomad member of a group of people who have no set home but move from place to place

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you list the effects of the events in Chinese history shown.



See Skillbuilder Handbook, page R7.

ANALYZE CAUSES AND EFFECTS

Causes	Effects
The Han Dynasty falls.	
Buddhism becomes widely practiced.	
The Sui and Tang dynasties reunify China.	




GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Reunifying China

Connect to What You Know What words would you use to describe the country of China? Does your list include the words *huge* and *powerful*? In this chapter, you will learn that China was a huge and powerful country 1,500 years ago.


Fall of the Han Dynasty

 **KEY QUESTION** What happened after the Han Dynasty fell in A.D. 220?

In Chapter 6, you learned that during the **Han Dynasty**, founded in 202 B.C., China experienced a period of progress and prosperity. In time, however, political struggles, social problems, and a widening gap between rich and poor weakened the Han Dynasty. It fell in A.D. 220.

Conflict and Chaos A time of great disorder followed. Various kingdoms fought among themselves. Invading nomads from the north crossed the Mongolian Plateau into northern China. (A **nomad** is a person who moves from place to place.) Floods, droughts, and food shortages also **plagued** the land.

Despite these troubles, Chinese culture survived. In the north, the invading nomads eventually settled down and adopted Chinese customs. In the south, good harvests and growing trade helped people to prosper. Even so, most Chinese people led difficult lives.

 **ANALYZE EFFECTS** Identify the effects of the fall of the Han Dynasty on China.

Starting with a Story

Imagine you are a merchant in the ancient city of Luoyang, China. Suddenly, invading nomads attack!


 **Click here**
to listen to the story
@ClassZone.com



The Himalayas This great mountain range provided a barrier to protect China from invasion from the southwest. **What makes these mountains look difficult to cross?** ▼



Changes in Belief Systems

 **KEY QUESTION** What changes took place in China's belief systems?

The turmoil after the fall of the Han Dynasty led to major changes in China's belief systems. These changes influenced how people lived.

Confucianism For centuries, the Chinese had looked to Confucianism for comfort and guidance. **Confucianism** is a belief system based on the ideas of Confucius (551–479 B.C.). He was a scholar who taught moral virtues and **ethics**—ideas of right and wrong. In his teachings, Confucius emphasized these principles:

- Use right relationships to produce social order.
- Respect family and older generations.
- Educate individuals and society.
- Act in morally correct ways.

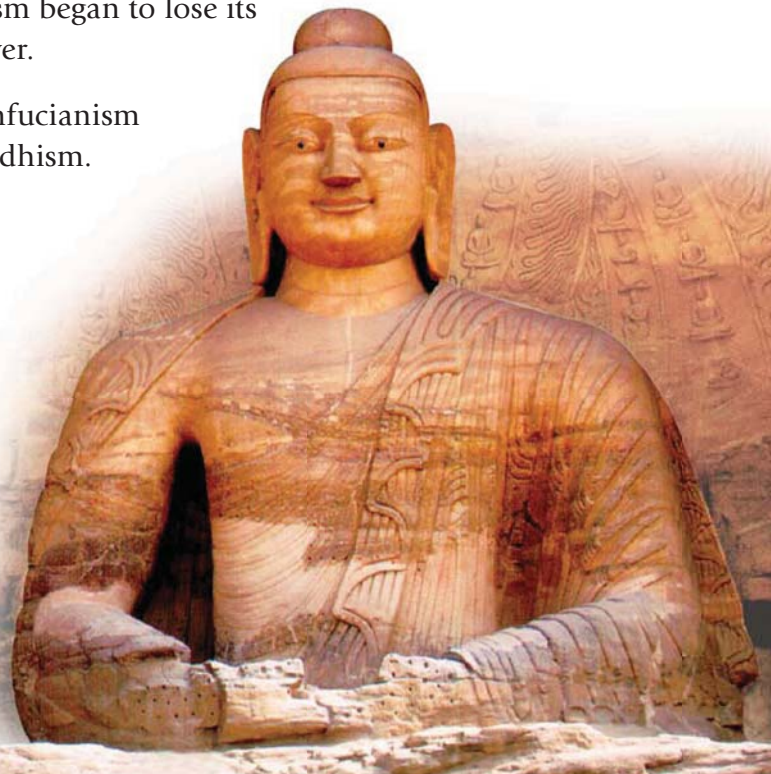
Confucianism Influences Chinese Life Confucianism affected many aspects of Chinese government and society. For example, Confucius taught that people could advance in life through education. An emphasis on education helped to produce an efficient, well-trained set of government officials.

Confucius's ideas also influenced society. He thought society should be organized around five basic relationships. A code of conduct governed these relationships. For example, one relationship was between ruler and subject. Confucius taught that the ruler should be virtuous and kind. The subject should be loyal and obey the law. Other relationships were based on the family. Confucius believed children must have respect for their parents and older generations. Around A.D. 200, however, Confucianism began to lose its influence as the Han Dynasty lost power.

The Spread of Buddhism As Confucianism declined, many Chinese turned to Buddhism.

Buddhism is a religion that started in India and is based on the teachings of Siddhartha Gautama (sihd•DAHR•tuh GOW•tuh•muh). He lived from around 566 to 486 B.C., and is known as the Buddha, or “Enlightened One.”

Buddha This huge seated Buddha, located in caves about 150 miles west of Beijing, was carved sometime in the 500s A.D. ►

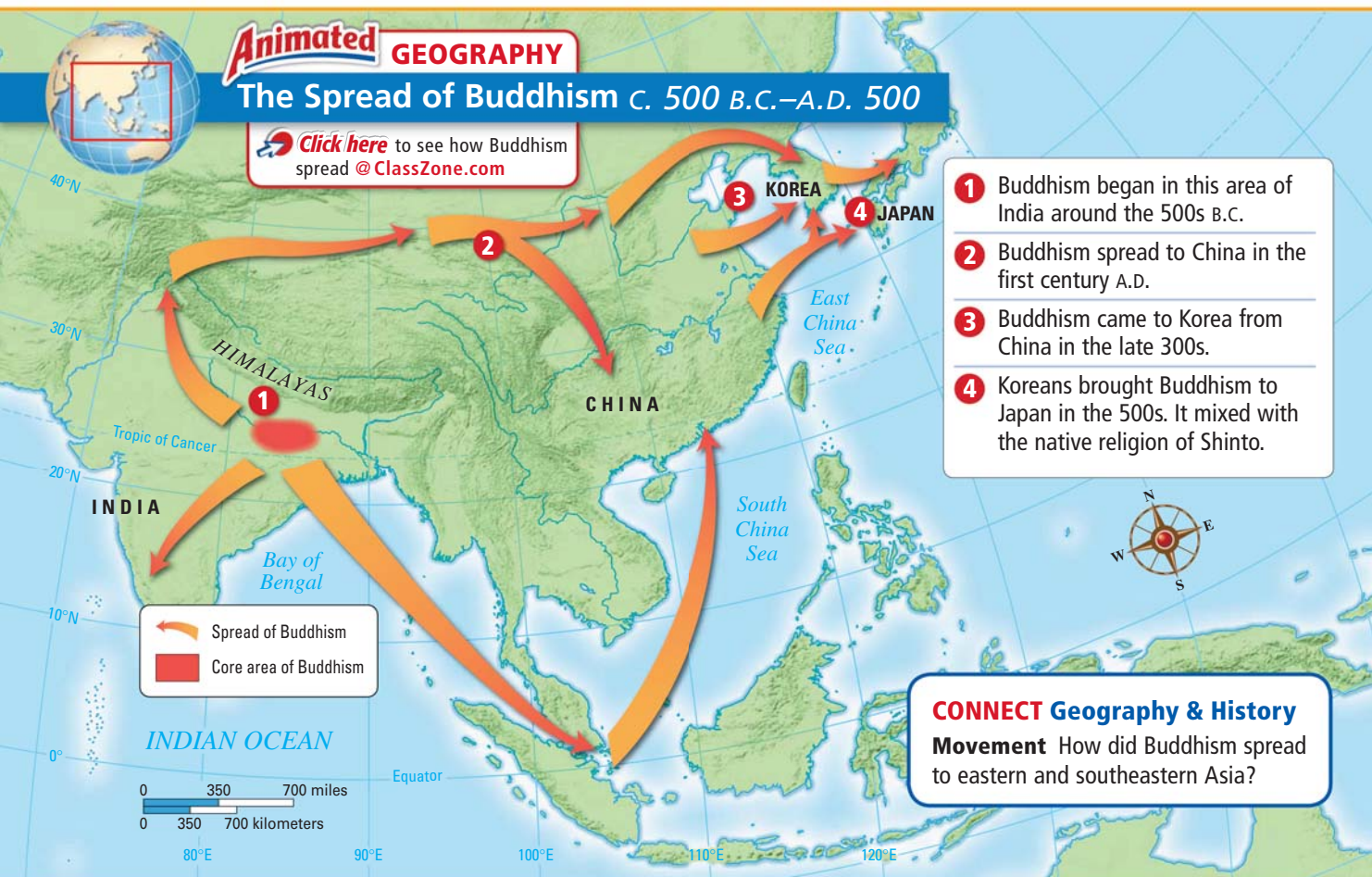




Animated GEOGRAPHY

The Spread of Buddhism c. 500 B.C.–A.D. 500

Click [here](#) to see how Buddhism spread @ClassZone.com



Buddhism teaches the following principles:

- Suffering is a part of life.
- The reason people suffer is that they are too attached to material possessions and selfish ideas.
- By living in a wise, moral, and thoughtful way, people can eventually learn to escape suffering.

During the first century A.D., missionaries and traders carried Buddhist teachings to China, as the above map shows. Over time, the religion spread into Korea and Japan, too. Buddhism became widely practiced after the Han Dynasty fell. Buddhist teachings helped people endure the suffering that followed the dynasty's collapse.


Influences on Confucianism Confucianism began to enjoy a rebirth in the 600s. However, gradual changes began to take place in Confucian thought. Buddhism and Daoism caused some of these changes. **Daoism** is a belief system that seeks **harmony** with nature and with inner feelings. Daoism began in China in the 500s B.C.

Since the Han Dynasty, Confucianism had mostly been a set of social ethics and political principles. Later, during the Song Dynasty, Confucian thinkers blended Buddhism and Daoism into Confucianism. As a result, Confucianism broadened its outlook.




A Change in Confucian Thought This new Confucianism was greatly concerned with human behavior and a person's relationship with the universe. It emphasized the following principles:

- Morality is the highest goal a person can reach.
- This morality can be achieved through education.
- Education can occur through books, observation, or interaction with other wise people.

 **FIND MAIN IDEAS** Explain how China's belief systems changed.

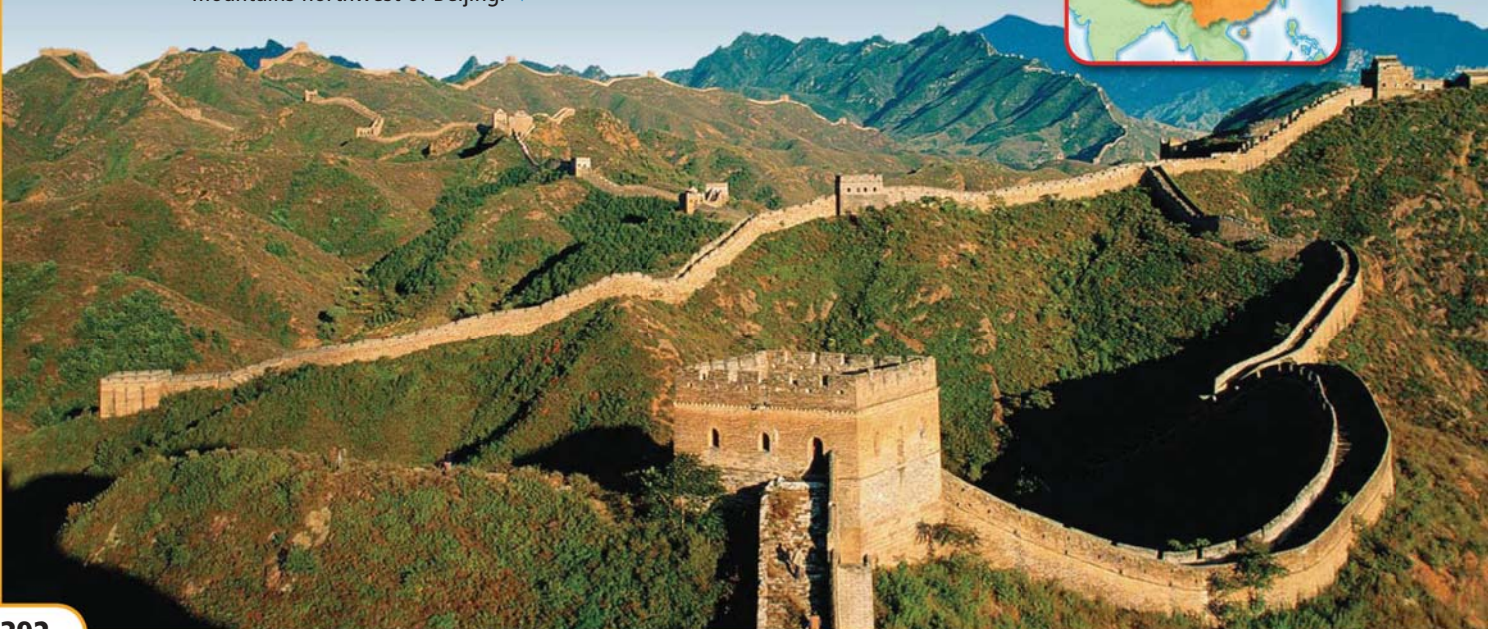
The Sui and Tang Dynasties Reunify China

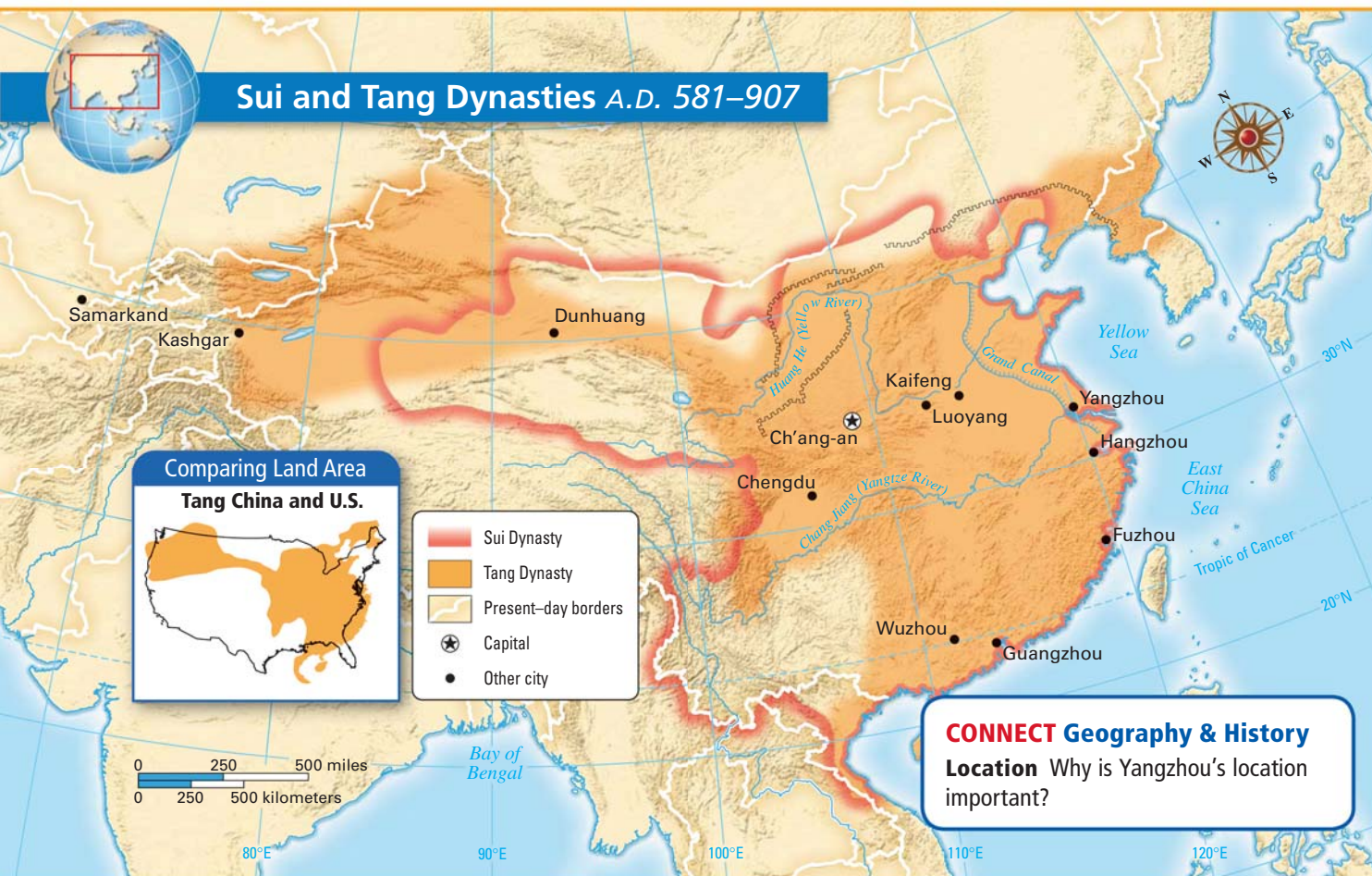
 **KEY QUESTION** How did the Sui and Tang dynasties reunify and strengthen China?

After the fall of the Han, the Chinese people endured more than 350 years of chaos and conflict. Finally, the Sui (sway) Dynasty reunified China in 589 and brought order. **Reunify** means to bring a group together after it has been divided. The Sui ruled until 618.

The Sui Dynasty Yang Jian founded the Sui Dynasty. He was a general in the army of the Zhou (joh), the rulers of northern China. In 581, he took power by killing the heir to the Zhou throne—his grandson. He then massacred 59 royal princes. By 589, he had conquered the south and reunified China. He declared himself first emperor of the Sui Dynasty. Later he became known as Wendi.

The Great Wall Wendi rebuilt parts of the Great Wall to keep out invaders. This section of the wall winds through the mountains northwest of Beijing. ▼





Wendi Reunifies China During his rule, Wendi made the Chinese feel more unified. He restored old political traditions that reminded the Chinese of their glorious past. For example, on taking the throne he accepted the traditional Chinese imperial gifts of red doors for his house and a robe with a red sash.

Wendi also reduced conflict by allowing people to follow their own belief systems. Although he was a Buddhist, he encouraged Daoist beliefs and practices. As you read earlier, Confucianism also enjoyed a rebirth during this time. For example, candidates for government jobs once again had to take an examination. The examination carried out Confucius's belief that a government had to be built on the skill of its people.

Wendi also began public works projects. He rebuilt portions of the Great Wall, which you will learn more about on pages 396–397. He also started the building of the Grand Canal. It connected the Huang He (Yellow River) and Chang Jiang (Yangtze River), linking northern and southern China. Thousands of peasants labored five years to dig the Grand Canal. Nearly half of them died during the project.

Wendi and his successor, Yangdi, raised taxes to pay for all these projects. In time, the Chinese people grew tired of high taxes, and they revolted. As a result, the dynasty fell after only 37 years.

The Tang Dynasty Although the Sui Dynasty lasted only a short time, it set the foundation for the Tang Dynasty. The Tang Dynasty started in 618 and ruled for nearly 300 years. During this period, China expanded its borders on all sides. In addition, Tang emperors expanded the network of roads and canals to bring the country together. Trade flourished on the Silk Roads, and China built strong links to the west. Such a large empire needed many officials to manage it. So the Tang emperors fully adopted the Confucian ideas of how government should be run. Like the Sui, they used a state examination to find qualified individuals to run the government. The Tang government system was one of the most advanced and complex in the world at the time.

Tang Emperors Taizong (ty•johng) helped his father, Gaozu (gow•joo), to found the Tang Dynasty. Taizong seized the throne in 626 after killing his two brothers and all ten of his brothers' sons. Even though Taizong used violence to rise to power, many Chinese considered him a fair and just leader. For example, he did not overburden peasants with high taxes. He also took some lands from the rich to give to peasants.

In 690 Wu Zhao (woo jow) declared herself emperor. She was the only woman with that title to occupy the throne of China. Wu Zhao proved to be a capable leader. She reduced taxes, cut government corruption, and strongly supported Buddhism in China. She did not leave power until 705, when she was more than 80 years old.

History Makers

Wu Zhao (c. 627–705)

Wu Zhao, also known as Wu Zetian, was sent to the imperial Chinese court at the age of 14. She was assigned to work in the imperial study, where she learned about foreign affairs, politics, and the creation of public policies. This knowledge helped her when she became emperor.

Under Wu Zhao's leadership, China's agriculture improved. She urged farmers to cultivate more land, to use irrigation, and to try new techniques. She also fought to bring more equality to women and had scholars write biographies of famous women in Chinese history.

CRITICAL THINKING

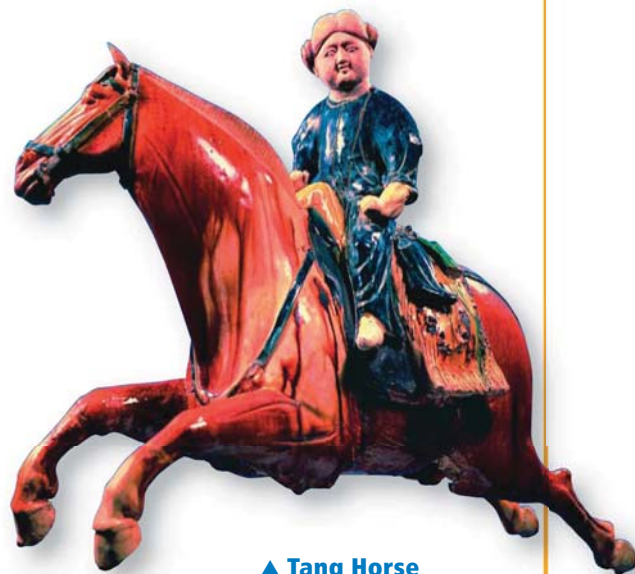
Make Inferences Why do you think Wu Zhao was so interested in agriculture?



Tang Culture During the Tang Dynasty, Chinese literature and art reached great heights. The Tang period is best known for its masterful and lively poetry. (See the Primary Source on page 404.) Every man who considered himself a gentleman was proud of his ability to write poems. Historians estimate that more than 2,200 poets lived during the Tang Dynasty. Almost 50,000 of their poems still exist.

Tang sculpture was elegant. Artists covered clay figures with brilliant red, green, white, and orange glazes. Animal faces were so well crafted that each one looked distinctive. Most common were sculptures of camels and horses. Because of their beauty, these works were valuable trade items. In addition, people often placed sculptures in the tombs of respected relatives.

In the next section, you will learn more about the development of the Chinese empire. In addition, you will learn about agricultural, technological, and commercial developments in China.



▲ **Tang Horse Sculpture** This Tang horse in action shows the multicolored glazes.

▲ **IDENTIFY PROBLEMS AND SOLUTIONS** List methods the Sui and Tang dynasties used to reunify and strengthen China

1 Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
[@ClassZone.com](http://ClassZone.com)

Terms & Names

1. Explain the importance of

Confucianism Daoism
Buddhism reunify

Use Your Reading Notes

2. Analyze Causes and Effects

Use your completed chart to answer the following question:

How did the fall of the Han Dynasty affect the spread of Buddhism?

Causes	Effects
The Han Dynasty falls.	
Buddhism becomes widely practiced.	
The Sui and Tang dynasties reunify China.	

Key Ideas

- Why did Buddhism spread throughout China and other Asian countries?
- How did Confucianism influence Chinese society and government?
- What actions by Sui and Tang emperors helped unify China?

Critical Thinking

- Compare and Contrast** Compare the role of families and older generations in Confucianism and in West African culture.
- Make Generalizations** How did Wendi view peasants? Provide examples to support your generalizations.

Activity

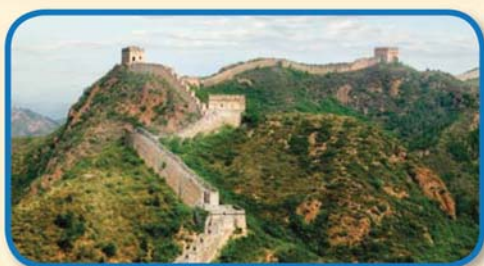
Create an Illustrated Chart Review the information about the teachings of Confucius in this section. Create a chart that shows the basic ideas of what Confucius taught. Use drawings to illustrate the teachings.

The Great Wall of China

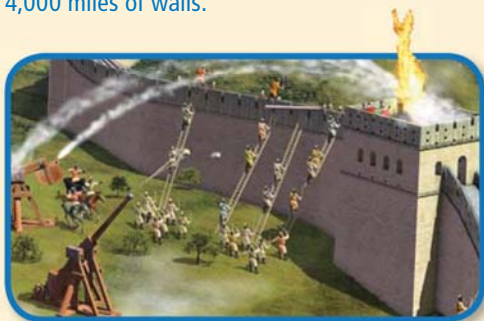
[Click here](#) to enter the Great Wall of China @ClassZone.com

DEFENDING CHINA

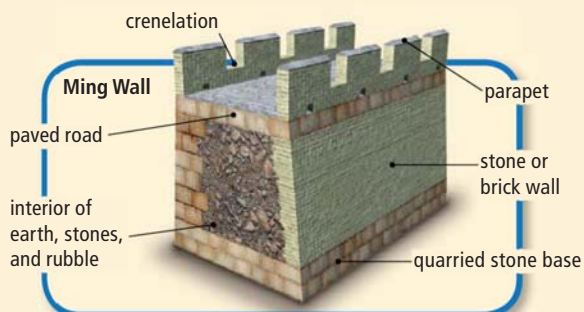
Many barriers protect China: mountains to the west and south, an ocean to the east. But in the north, nomads were able to invade China, so the Chinese built a barrier—the Great Wall—to try to stop them.



[Click here](#) to see the Great Wall as it snakes across mountains, plains, and deserts. Learn about the challenges of building and maintaining about 4,000 miles of walls.



[Click here](#) to see the weapons used in a Great Wall battle. Learn about watchtowers, lookout soldiers, and the signals used to warn of an attack.



[Click here](#) to see inside the Great Wall. The construction methods were so sound that the Wall has lasted for centuries.



The Great Wall of China Over Time



The Great Wall of China was built over many years.

- During the Time of the Warring States (403 to 221 B.C.), rival kingdoms built separate walls.
- When Shi Huangdi first united China (221 B.C.), a more connected wall was built.
- Ming Dynasty (A.D. 1368 to 1644) rulers repaired and added to the wall.

Activity

Sketch a Battle Plan You have received word that a group of invading nomads is bearing down on the part of the Great Wall that you defend. Sketch a battle plan to defeat the nomads, and use the surrounding terrain in your strategy.

Section 2

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The Tang Dynasty helped reunify China and built a powerful empire.

NOW YOU WILL LEARN

China prospered under the rule of the Tang and the Song. During this time the Chinese developed technologies that influenced the rest of the world.

▶ Vocabulary

TERMS & NAMES

imperial relating to an empire or emperor

bureaucracy system of departments and agencies that carry out the work of a government

scholar-official educated official with a government position

wood-block printing printing system developed by the ancient Chinese, in which wood blocks were carved with enough characters to print entire pages

movable type small block of metal or wood with a single raised character, used for printing texts

porcelain hard white ceramic material, often called china

BACKGROUND VOCABULARY

terraces raised banks of earth having vertical or sloping sides and a flat top



Visual Vocabulary terraces

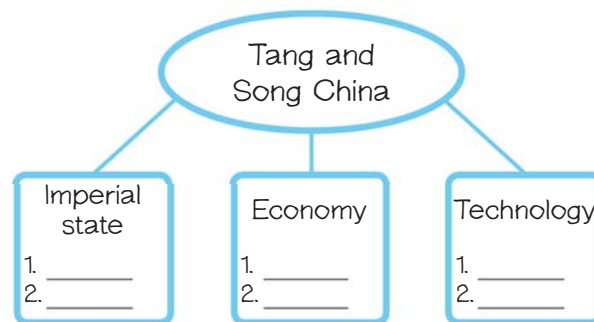
▶ Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the web diagram to help you find main ideas about the economy, technology, and governments of Tang and Song China.



See Skillbuilder Handbook, page R3.

FIND MAIN IDEAS



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Advances Under the Tang and Song

Image not available for electronic use. Please refer to the image in the textbook.

Connect to What You Know As Section 1 explained, the Sui Dynasty reunited China. In 618, the Tang Dynasty succeeded the Sui. The Tang rulers faced the task of keeping the recently reunified China together. They also wanted to hold onto their newly gained power.

Building the Imperial State

KEY QUESTION How was the Chinese government organized under the Tang and Song dynasties?

Ruling a vast country like China was a difficult task. To rule more efficiently, the Tang rulers developed an imperial state.

Imperial means relating to an empire.

The Tang used several ideas they had learned from the Sui Dynasty to set up this organized, well-run government. For the most part, Tang government and military organization followed Sui models. In addition, the Tang used the Sui tax system. They even made the Sui capital—the city of Ch'ang-an—their capital. (See the map on page 393.) Ch'ang-an was important because it was located on major trade routes.

▲ Court Dress This pottery figurine shows how women at the Tang court dressed.

Wang Wei's Estate This painting was done to imitate the style of the Tang Dynasty's most famous poet and artist—Wang Wei. ▼



Chinese Government The Tang government was like a pyramid. An emperor ruled at the top, and many people served in various levels below him. The emperor's chief advisers served him directly. They were the second-highest level of the pyramid.

Below those advisers was the bureaucracy. A **bureaucracy** is a government that is divided into departments. Each department in China was in charge of a certain area, such as taxes, agriculture, or the army. This political system ruled all of China. Local governments throughout China had to report to the central bureaucracy.

A Law Code Tang rulers created a new code of law. It listed all of the laws of China so that the same laws would be used everywhere. This new code proved highly effective. China used it from about 624 until the late 1200s.

Scholar-Officials The Tang needed to educate people to work in the bureaucracy. For many jobs in the bureaucracy, people had to take an exam given by the government. The Han and Sui dynasties had also given exams to job seekers, but the Tang rulers greatly expanded the system. The state exam tested knowledge of Confucian ideas, poetry, and other subjects. The test was long and difficult. Most people who took it failed.

A person who passed the state exam could become a **scholar-official**, an educated person with a government position. Almost all scholar-officials came from the upper class. Most wealthy people had relatives who worked in government, and relatives often helped each other get jobs. In general, only rich people could afford the education needed to pass the test.

The Song Dynasty After the Tang, the Song Dynasty ruled from 960 to 1279. The Song Dynasty expanded and improved the exam system. It set up more schools and changed the exam to cover more practical subjects. More people took the exams, passed them, and got government jobs. Even so, most government officials continued to come from rich families with political influence.

 **FIND MAIN IDEAS** Describe how the Chinese government was organized during the Tang and Song dynasties.

Confucius Confucius taught a system of ethics and morals. Chinese rulers thought that people who studied these ideas made good government officials. ►





▲ **State Exams** This illustration from a history of China written in the 1600s shows scholars taking the state exam in front of a Song emperor, who is dressed in yellow.

Prosperity from Trade and Farming

▼ **KEY QUESTION** How did China's economy change during the Tang and Song periods?

Under Tang and Song rule, China's economy grew. In fact, China became the wealthiest and most developed nation in the world. One factor in this growth was an improved transport system.

Changes in Travel and Trade The Tang and Song governments built many roads and waterways. This transportation system helped tie the Chinese empire together.

Better transportation improved trade. Traders used the new roads to move grain, tea, and other goods. Along the roads were inns in which travelers could stay. Mounted messengers and runners carried government mail on the roads, which greatly improved communication.

Waterways were just as important. The government repaired old canals and built new ones to link major rivers. The resulting network of waterways provided an efficient way to move goods and people.

Trade improved because of several technological developments, including gigantic ships powered by both oars and sails. Such ships made sea voyages faster and safer. The development of the magnetic compass, too, improved travel on the open seas.

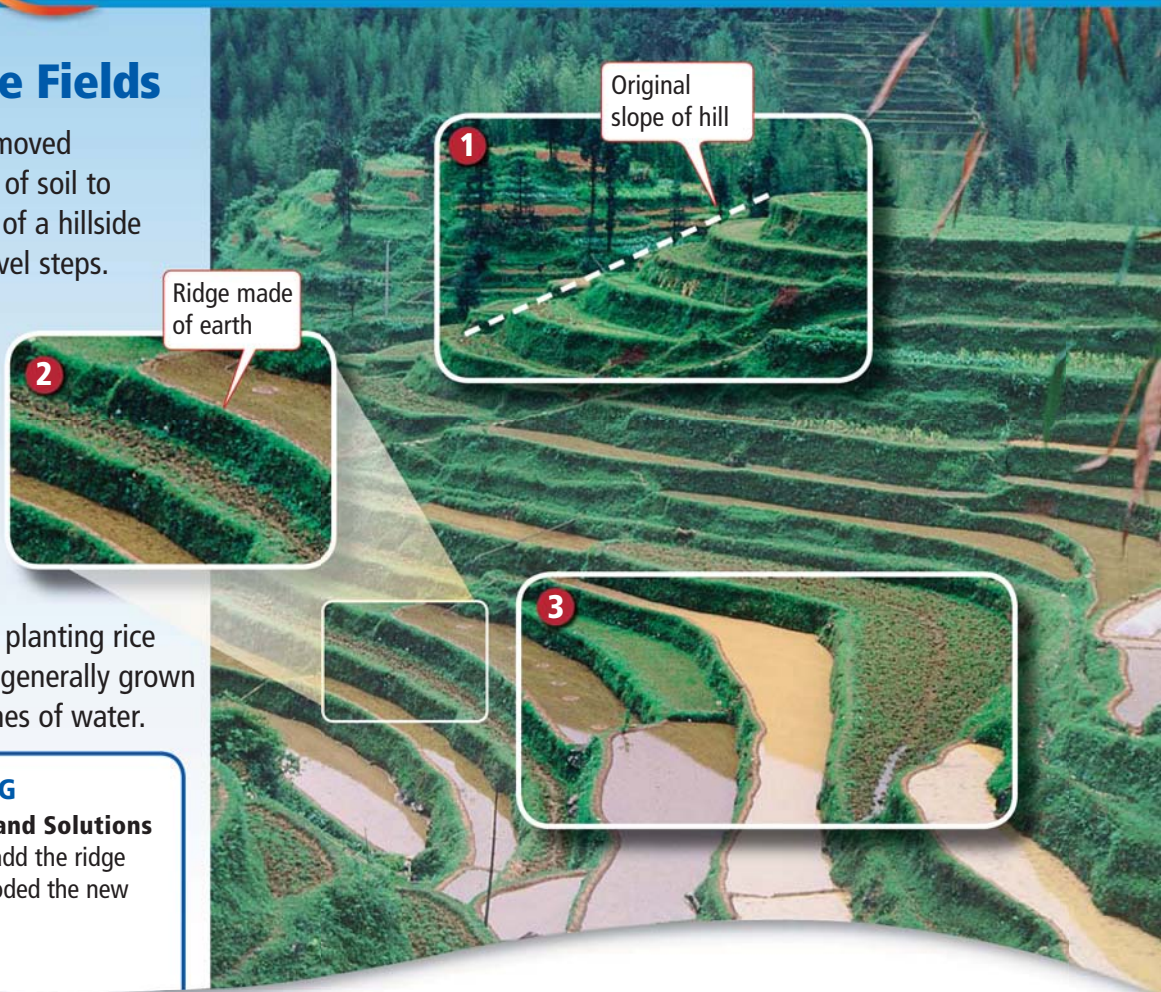
Terraced Rice Fields

- 1 Chinese farmers moved massive amounts of soil to change the slope of a hillside into a series of level steps.
- 2 Then the farmers constructed a ridge of earth along the rim of each terrace.
- 3 Finally, they flooded the new fields before planting rice seedlings. Rice is generally grown in about four inches of water.

CRITICAL THINKING

Identify Problems and Solutions

Why did the farmers add the ridge of soil before they flooded the new fields?



Changes in Agriculture Around 1000, Chinese farmers began planting a new type of rice from Southeast Asia. This rice ripened faster than the type they had used before. With the new rice, farmers could raise two, or even three, crops a year instead of one. The food supply expanded rapidly, allowing the population to grow to about 100 million.

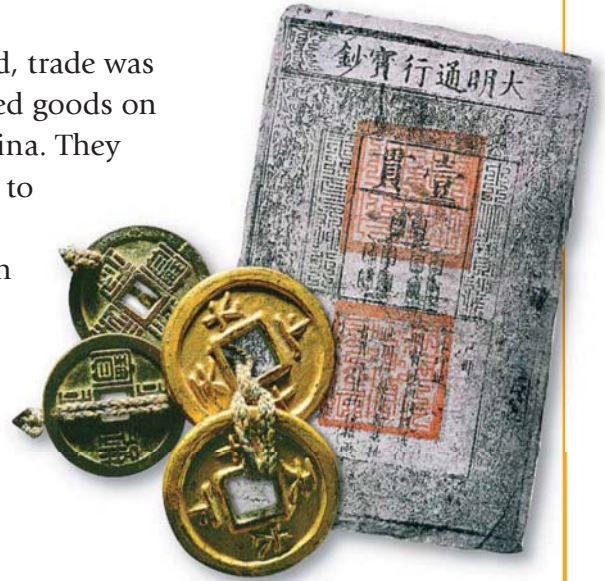
During Tang and Song times, the Chinese turned areas of the Chang Jiang valley into productive rice paddies, or fields. Farmers used pumps and canals to drain water from marshes. They built **terraces** on hillsides and used elaborate irrigation systems to water them. By changing their environment, the Chinese farmers gained cropland. Additional land enabled them to grow more rice.

These changes and a mild climate allowed southern China to grow more rice than the people in that region needed. Farmers sold the extra rice to merchants, who shipped it by canal to imperial centers in northern China. Having extra food meant that fewer people needed to work as farmers. As a result, more people could work in trade.

Changes in Commerce By the Song period, trade was thriving in China. Barges and cargo ships carried goods on canals and rivers and along the coastline of China. They also brought Chinese foods and other products to foreign lands, such as Korea and Japan.

The growth of trade led to a rapid expansion in the use of money, in the form of coins, to pay for goods. However, large numbers of coins were heavy and difficult to carry. To solve this problem, Tang and Song governments began to print paper money. They were the first governments in history to do so.

As trade increased, more people became merchants. China's merchant class lived mainly in cities and towns, where most private trade took place. The cities grew and prospered. By the Song period, China had a few cities with populations of about 1,000,000 people. In contrast, Paris, one of Europe's largest cities, had only 150,000 people at the time.



▲ **Chinese Money**

The Chinese developed the first paper money in the world. **Why was paper money developed?**

▲ **ANALYZE CAUSES** Explain how China's economy changed during the Tang and Song periods.

A Time of Brilliant Achievements

▼ **KEY QUESTION** What technological advances were made under the Tang and Song dynasties?

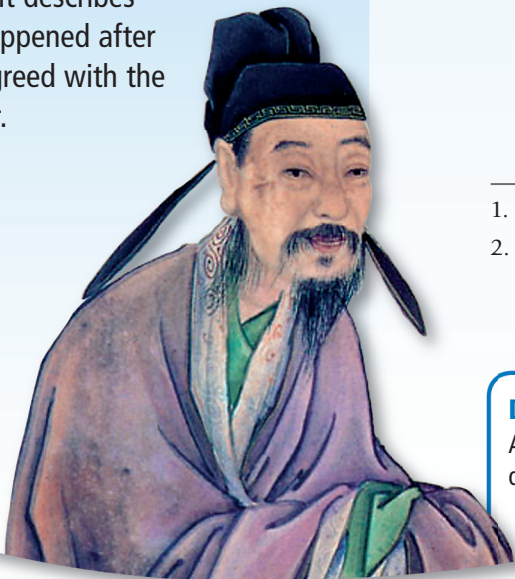
The Tang and Song dynasties were among the most creative periods in China's long history. Poetry and art, in particular, flourished during this time.

A Golden Age for Poetry and Art Three Tang writers—Li Bai, Du Fu, and Wang Wei—are considered among the greatest Chinese poets of all time. Li Bai wrote about life's pleasures. Du Fu praised orderliness and Confucian values. And Wang Wei wrote of the beauty of nature and the briefness of life. You can read one of Wang Wei's poems in the Primary Source on the next page.

Tang artists were also known for producing beautiful pottery figurines (see page 395). During Song times, landscape painting became an important art form. Song painters used only black ink—in every shade from pale grey to the darkest black. As one Song artist noted, "Black is ten colors." Today, Tang pottery figurines and Song landscape paintings can be found in museums around the world.

Primary Source

Background Wang Wei (shown below), who lived from 699 to 759, was one of the great poets of the Tang Dynasty. This poem is about his experiences as a scholar-official. It describes what happened after he disagreed with the emperor.



On Being Demoted and Sent Away to Qizhou

By Wang Wei

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Please refer to the
text in the textbook.

1. **demoted**: forced to take a lower-ranking job
2. **justice**: moral rightness, fairness

DOCUMENT-BASED QUESTION

According to this poem, what problems did scholar-officials sometimes face?

Paper and Printing During the Han period, the Chinese began making paper out of wood pulp fibers. Paper was better for writing on than bulky bamboo or expensive silk. As the Tang and Song empires grew and trade expanded, the government had more records to keep. So, the Chinese began to make and use paper in larger quantities.

The Chinese used **wood-block printing**. Printers carved wooden blocks with enough characters to print entire pages. Later, printers in East Asia created **movable type**. By using paper and printing, the Chinese could print books more easily. The oldest complete book printed in China was made in 868. It is a collection of Buddhist teachings called the *Diamond Sutra*.

Guns and Compasses Chinese technology had worldwide impact. One of China's most significant inventions was gunpowder. The Chinese first used it for fireworks and signal flares, and later they used it for weapons. For example, they tied gunpowder packets to arrows. They then bundled the arrows together and fired them at the enemy.

The use of gunpowder spread through Asia and Europe. As it did, people used it to develop new weapons such as cannons and firearms. Cannon balls could knock down castle walls and gunshots could go right through armor. These weapons made war more deadly.

The magnetic compass made ocean travel safer than ever before. The Chinese discovered that a magnetized needle floating in a bowl of water would always point north and south. This became the first magnetic compass used on ships. Using it, Chinese fleets sailed throughout Asia. In the 1300s, they traveled as far as Africa. Knowledge of the magnetic compass helped make the European Age of Exploration possible. You will learn more about this in Chapter 18.

Porcelain and Tea The Chinese influenced daily life by exporting porcelain and tea to the world. **Porcelain** is a hard white ceramic often called china. People desired porcelain for its beauty. It became one of China's most valuable exports.

For centuries, the Chinese used tea as a medicine. During the Tang Dynasty, it became a popular drink. Later, traders brought tea from East Asia to Europe. Tea became a major item of trade in the international market.

Despite China's great advances, it still faced dangers from nomads. In the 1200s, the leader of these nomads would be one of the most successful conquerors of all time, Genghis Khan.



▲ Tang Tea Cup

The Chinese made porcelain items such as this cup and sold them in markets as far away as Europe and Southwest Asia.

SUMMARIZE Identify technological advances made under the Tang and Song dynasties.

2 Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
[@ClassZone.com](http://ClassZone.com)

Terms & Names

1. Explain the importance of

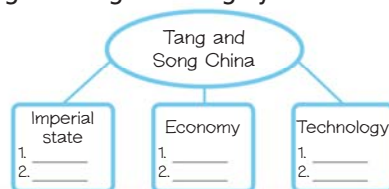
imperial scholar-official movable type
bureaucracy wood-block printing porcelain

Use Your Reading Notes

2. Find Main Ideas

Use your completed web diagram to answer the following question:

What are two examples of technology developed during the Tang and Song dynasties?



Key Ideas

- Who served as China's scholar-officials?
- How did farming change in Tang and Song China?
- What was the worldwide impact of gunpowder? of the compass?

Critical Thinking

- Make Inferences** Why do you think the Song Dynasty tried to make the government exams cover more practical subjects?
- Analyze Causes and Effects** How did the use of a new type of rice in China affect China's relationship with foreign lands?

Activity

Make a Map Using the map on page 387 as a model, make an outline map of China. Then reread the section, "Changes in Agriculture" on page 402. In what river valley did the Chinese create new rice fields? Put that river on your map.

Section 3

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

During the Tang and Song dynasties, China experienced a period of great achievements.

NOW YOU WILL LEARN

Mongol invaders took over China and built a vast empire stretching from China to Europe. The Mongols increased trade and foreign contacts during their rule.

▶ Vocabulary

TERMS & NAMES

Mongols fierce nomadic warriors who lived in the plains northwest of China

Genghis Khan (JEHNG•gihs KAHN) Mongol leader who united the Mongol tribes and began a campaign of conquest

khanate one of the parts of the Mongol Empire

Kublai Khan (KOO•bly KAHN) grandson of Genghis Kahn who took power and gained control over all of China

Marco Polo Italian traveler in China

BACKGROUND VOCABULARY

passports official documents that identify a person as a citizen of a country and permit that person to travel outside the country

diplomats persons who represent a government in dealings with other countries

REVIEW

Silk Roads ancient trade routes that connected Europe with China

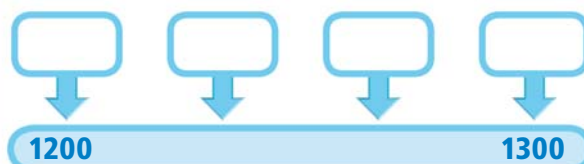
▶ Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to put events about the Mongol Empire in the correct chronological order so you see how they are related.



See Skillbuilder Handbook, page R5.

SEQUENCE EVENTS



GRAPHIC ORGANIZERS


Go to Interactive Review @ ClassZone.com

The Mongol Empire

Connect to What You Know As you read in Section 1, nomads from the north invaded China when the Han Dynasty fell. In the 1200s, outsiders once again invaded China. This time, the invaders were the Mongols.

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The Mongol Invasion

 **KEY QUESTION** Where was the Mongol Empire located?

The **Mongols** were fierce nomadic warriors who lived in the vast plains to the northwest of China. In the 1200s, they invaded China and conquered it.

▲ Mongol Passport
The Mongols issued **passports** for officials on government business in other countries and for important foreign visitors.

A Great Leader The Mongols lived in independent family groups called clans. These clans were joined together into several tribes, which were independent of each other. But around 1206, a strong leader named Temujin (TEHM•yuh•juhn) united the Mongol tribes. One by one, he fought and defeated all his rivals for leadership. By doing so he became the khan, or ruler, of all the Mongols. He took the name **Genghis Khan** (JEHNG•gihs KAHN), which means “universal ruler.” Genghis organized the Mongol warriors into a mighty fighting force and began a campaign of conquest. Genghis Khan was a brilliant strategist who used tricks and brutal terror tactics to confuse the enemy. He invaded northern China, then moved west across central Asia.


Throughout history, nomadic people often had a military advantage against settled people. Settled people tried to defend their cities and towns. Nomads, however, moved quickly, looked for weak spots, attacked, and moved on. This helped them succeed at war. By 1227, the Mongols had conquered all of central Asia.

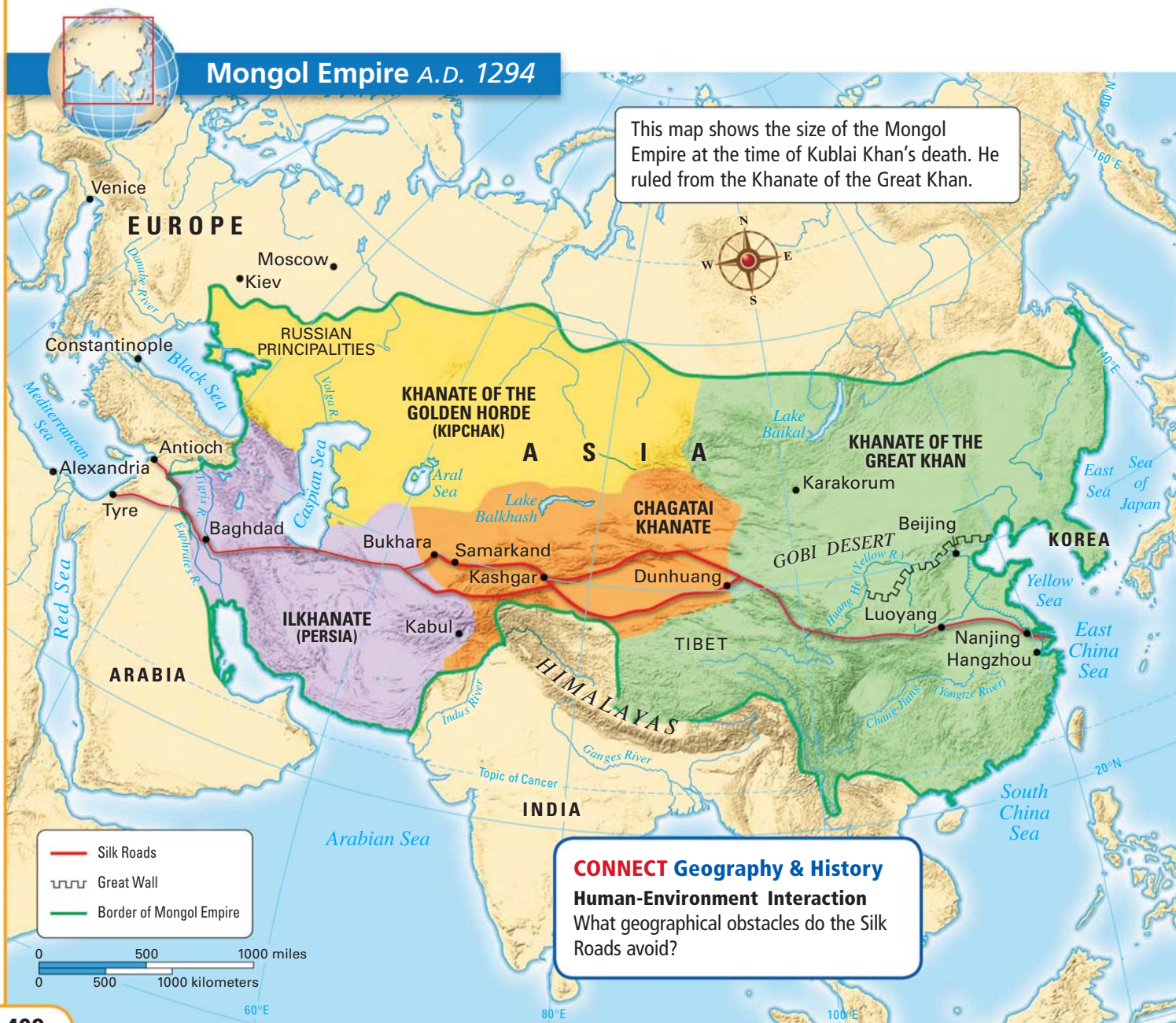
Mongol Warrior In this Persian painting from the 1400s, a Mongol warrior prepares to do battle. Stirrups allowed the warrior to stand and use both hands to fight. ▶



The Mongol Empire When Genghis died in 1227, his sons and grandsons continued his conquests. To the north and east, they conquered the rest of northern China and entered Korea. Next, they drove west across Asia into Russia and eastern Europe. Finally, they moved south and took control of Persia. Only attacks on Japan and parts of Southeast Asia were unsuccessful.

By 1279 the Mongols ruled the largest unified land empire in history. To govern this immense area, the Mongols divided it into four regions. Each region, called a **khanate**, was controlled by a descendent of Genghis Khan. The map below shows the territory of each of the four khanates.

 **SUMMARIZE** Identify the areas where the Mongol Empire was located.



Mongol Government



KEY QUESTION How did the Mongols keep control of China?

Genghis' grandson **Kublai Khan** (koo•bly KAHN) took control of the Khanate of the Great Khan. This khanate was the most valuable of the four because it included the Chinese lands. Kublai Khan was the first ruler in 300 years to control all of China. Furthermore, there had never been a foreign power that controlled China until the Mongols took over. Kublai ruled for 15 years before he died in 1294.

Learning to Rule The Mongols did not have much experience with a formally organized government. The Chinese, on the other hand, had a long history of organized government. So Kublai kept many aspects of Chinese rule. Using familiar styles of government made controlling China easier for the Mongols. Kublai moved the capital to Beijing and had it built in traditional Chinese style. He declared himself emperor and in 1279 founded a new dynasty—the Yuan (YOO•AHN) Dynasty.

Maintaining Control Kublai kept features of the Chinese form of government. However, he made sure that the Chinese politicians didn't gain too much power. He kept control of China in Mongol hands. He ended the state examination system for choosing officials. Instead, he gave the important government jobs to Mongols or to trusted foreigners. The Mongols believed that foreigners were more trustworthy than the Chinese because the foreigners had no local loyalties. Chinese officials were given only minor positions. Most of these jobs were at the local level and had little power.

Even so, the influence of Confucian thought remained strong during Mongol rule. Mongol officials adopted Confucian approaches to government. In addition, Kublai appointed Confucian scholars to educate the sons of the Mongol nobility.

Mongol Trade Despite differences with the Chinese, Kublai Khan was a capable leader. He worked to rebuild China after years of warfare. He restored the Grand Canal and extended it 135 miles north to Beijing. And he built a paved highway that ran over 1,100 miles and connected Beijing and Hangzhou. These land and water routes made travel between north and south easier. Trade between the two regions increased. In particular, farmers in the fertile south sold more grain to the people in the drier north. Kublai also made changes that helped promote trade and contacts with other parts of the world.



FIND MAIN IDEAS Explain how the Mongols kept control of China.

Kublai Khan (1215–1294)

Kublai Khan was the Great Khan, the leader of all Mongol people. He gained this title in 1260 and named himself emperor of China around 1279.

Unlike most Mongols, Kublai was interested in Chinese culture. At the same time, Kublai remained loyal to his Mongol roots. To remind him of home, he planted grass from the northern plains in his palace garden at Beijing. He also honored his ancestors in Mongolian style. Every August he performed a special ritual, scattering horse milk on the ground and calling out the name of his grandfather, Genghis Khan.

CRITICAL THINKING

Draw Conclusions How important was being a Mongol to Kublai Khan?



Opening China to the World



KEY QUESTION How did the Mongols encourage trade?

During Kublai Khan's rule, China opened up to the outside world. The Mongols developed a thriving sea trade and welcomed foreign visitors.

Trade Routes The Mongols encouraged trade by protecting travelers. In the past, China sometimes closed overland trade routes because of warfare and banditry. Now, the Mongols controlled all of central Asia. Mongol control made overland travel safe. This period from the mid-1200s to the mid-1300s is sometimes called the *Pax Mongolica*, or Mongol Peace.


Caravans moved along the **Silk Roads**, ancient trade routes stretching from China to the Black Sea. (See the map on page 408.) Merchants took silks, porcelain, tea, and other goods to western Asia and Europe. The merchants brought back new foods, plants, and minerals. The Mongols also encouraged sea trade with countries located on the Indian Ocean and South China Sea. Merchants in Chinese ports did a lively trade in goods from both East and West. Ideas and inventions, such as gunpowder, traveled along with the trade goods. Chinese inventions reached Europe, parts of Asia, and Africa during this period.

Foreign Contacts Trade brought increased contact with foreign peoples and cultures. People from Arabia, Persia, and India frequently visited Mongol China. **Diplomats** from as far away as Europe made the long trip. These visitors helped spread news about the achievements of the Chinese civilization.

Representatives of various religious faiths also visited China. Kublai Khan favored Buddhism, but he welcomed people of all beliefs. He invited Christians, Muslims, and Buddhists to his capital. He wanted them to explain their ideas.

The most famous European visitor during this period was **Marco Polo**. Polo, a young trader from Venice, Italy, traveled the Silk Roads with his father and uncle. He arrived in China around 1275 and stayed for 17 years. Polo became an assistant to Kublai Khan and traveled throughout China on government missions. He later published a book about his adventures. Polo's book was a great success. However, many Europeans found his stories about China hard to believe.

Despite the strength of Kublai Khan's empire, it did not last long after his death. In less than a century, the Chinese overthrew the Mongols and rebuilt a Chinese empire.

 **SUMMARIZE** Describe ways the Mongols encouraged trade.

3

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
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Terms & Names

1. Explain the importance of

Mongols	Kublai Khan
Genghis Khan	Marco Polo
khanate	

Use Your Reading Notes

2. Sequence Events

Use your completed time line to answer the following question:

What were the main events of the Mongol conquest of China?



Key Ideas

3. How did the Mongols gain power?
4. How did the Mongols control China's government?
5. What was the Mongol policy toward trade and foreign contacts?

Critical Thinking

6. **Make Inferences** Why do you think Kublai Khan did not want Chinese officials to fill important government jobs?
7. **Form and Support Opinions** Was Mongol rule good or bad for China? Explain your opinion.

Activity

Internet Activity Use the Internet to research the inventions that Marco Polo brought back from China. Create a poster showing these inventions. Write captions for the inventions pictured.

INTERNET KEYWORDS: *Marco Polo, inventions*

Section 4

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The Mongols built an enormous empire that controlled much of Asia. They expanded trade and contact with other areas of the world.

NOW YOU WILL LEARN

The Mongol Empire fell apart and was replaced by the Ming Dynasty. The Ming Dynasty expanded both land and sea trade.

▶ Vocabulary

TERMS & NAMES

Forbidden City group of walled palaces built for the Chinese emperor in the capital city of Beijing

maritime relating to the sea

tribute payment of money or goods by one ruler or government to another in order to ensure protection

Zheng He (juhng huh) Chinese admiral whose voyages greatly expanded China's foreign trade and reputation

Manchus people from northeast of China who conquered the Ming and began the last dynasty (the Qing) in Chinese history

BACKGROUND VOCABULARY

treason helping an enemy of one's own country

compass device used to determine geographic direction

isolated separated from others



Visual Vocabulary compass

▶ Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to summarize ideas about the Ming Dynasty.



See Skillbuilder Handbook, page R4.

SUMMARIZE




GRAPHIC ORGANIZERS

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A Return to Chinese Rule

Connect to What You Know The Chinese were proud of their long history of great achievements. Many did not like being ruled by the Mongols.

Overthrowing the Mongols

 **KEY QUESTION** How did the Ming Dynasty change China?

After Kublai Khan's death in 1294, Mongol rule slowly weakened. In 1368, a rebel army overthrew the Mongol emperor. They were led by Zhu Yuanzhang (joo yoo•ahn•jahng).

The First Ming Emperor Zhu Yuanzhang established the Ming Dynasty in 1368 and became its first emperor under the name Hongwu (hung•woo). He encouraged Confucianism and brought back the state exams. To help trade, he rebuilt roads and canals. In addition, he rebuilt and extended the Great Wall to improve China's defenses. Hongwu also helped farmers by lowering taxes and providing them with land.

However, Hongwu began to increase his personal power. He did away with the position of prime minister and took control of all government offices. He made all decisions himself without consulting his advisers. He set up a secret service to spy on people. Furthermore, he had tens of thousands of people arrested for **treason** and killed.



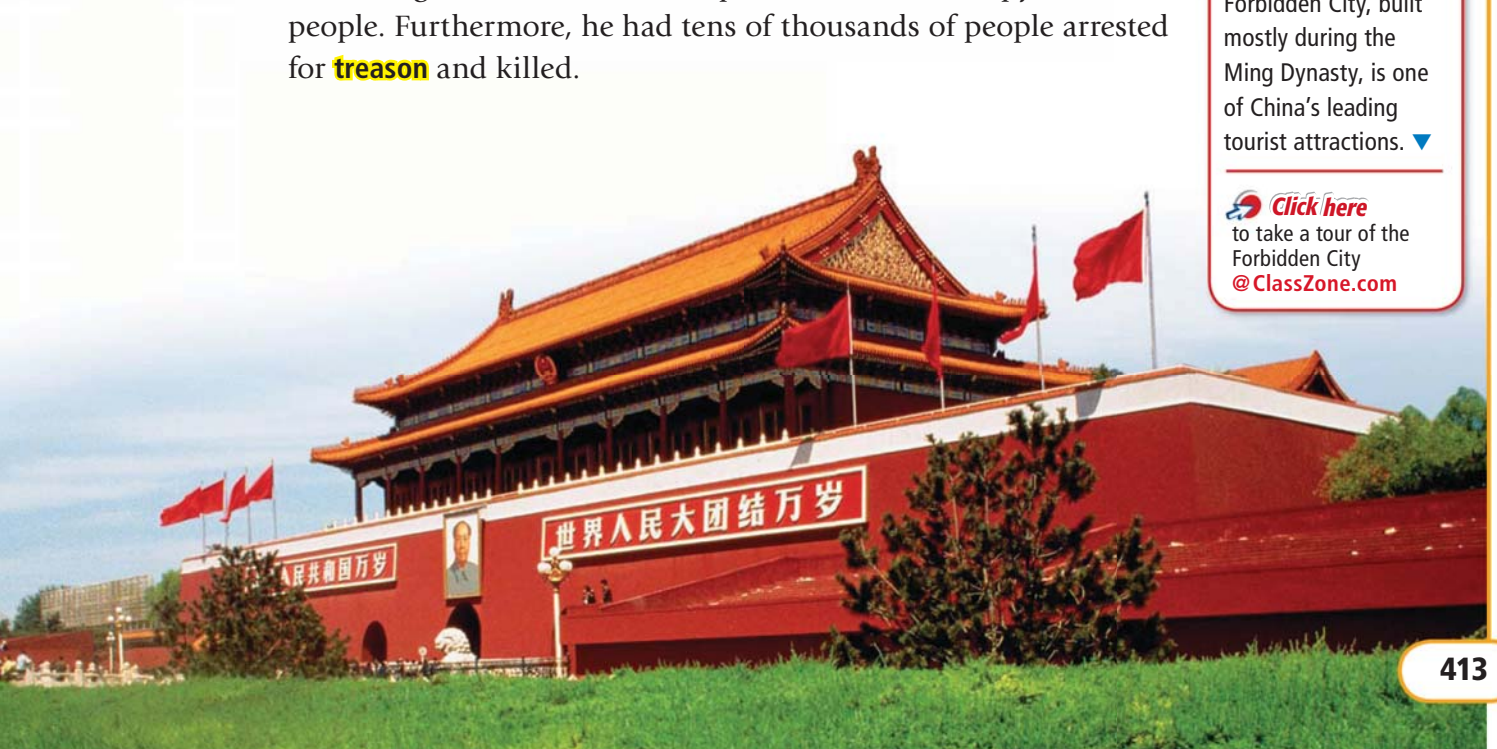
▲ Ming Vase

This porcelain vase from the Ming Dynasty features a lotus flower, a common element in Chinese art.

Animated HISTORY

Forbidden City The Forbidden City, built mostly during the Ming Dynasty, is one of China's leading tourist attractions. ▼

 **Click here** to take a tour of the Forbidden City @ClassZone.com

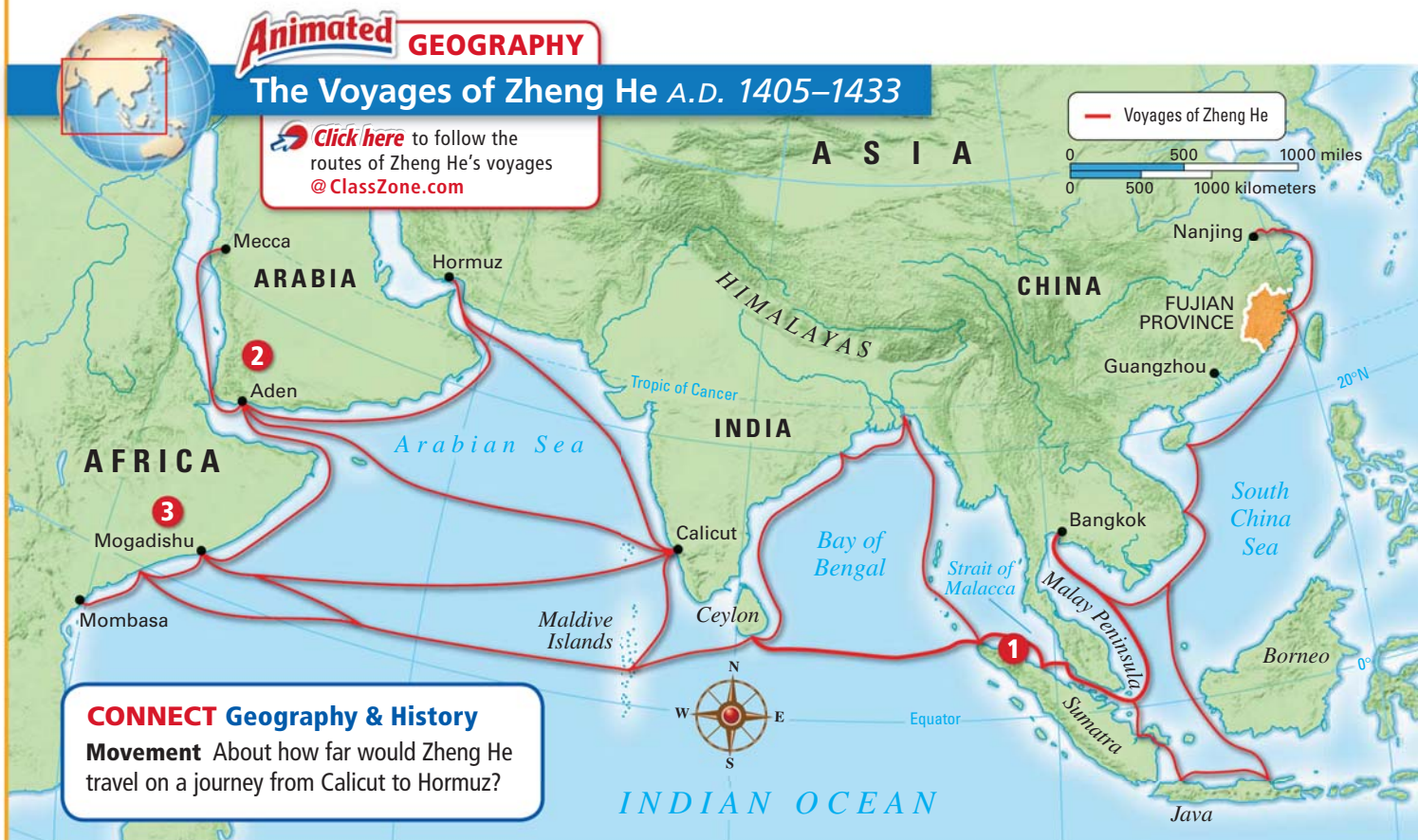


Yongle's Rule Hongwu died in 1398. He had chosen his grandson to succeed him, but not everyone accepted that choice. A struggle for power began. After nearly five years of fighting, Yongle (yung•law)—one of Hongwu's sons—declared himself emperor.

Yongle, like his father, was a strong, capable leader. Under him, the Ming Dynasty reached its height of power. One of his greatest achievements was enlarging the capital city, Beijing. In one section of the city, 30-foot-high walls surrounded a complex of more than 800 buildings and temples. This complex became known as the **Forbidden City** because commoners and foreigners were not allowed to enter it. The Forbidden City symbolized China's power and might.

Yongle wanted the rest of the world to know of his greatness. That desire led to another great achievement. In the early 1400s, Yongle sent a series of maritime expeditions to other civilizations. **Maritime** means "related to the sea."

 **SUMMARIZE** Describe changes Ming emperors made in China.



1 In the Strait of Malacca, Zheng He fought a deadly battle with pirates. The Chinese won, burning ten pirate ships and capturing seven others.

2 The sultan of Aden gave the Chinese lions, zebras, ostriches, and a giraffe. He also gave them gold belts and a gold hat covered with jewels.

3 Near Mogadishu, the Chinese used gunpowder explosives to conquer a town. Local rulers feared they could not defeat the Chinese.

COMPARING Explorers



	Zheng He	Christopher Columbus
Date	Zheng He began his voyages in 1405.	Columbus began his voyages in 1492.
Ship	Zheng He's largest ships were more than 400 feet long.	Columbus' largest ship was about 100 feet long.
Crew	One of Zheng He's ships could carry up to 1,000 people.	Columbus' first voyage had 90 people on three ships.
Results	China ended maritime voyages in the 1430s and focused on its northern borders.	The Europeans continued their voyages and established colonies.

CRITICAL THINKING

Make Inferences How do the voyages of Zheng He illustrate the power of the Ming Empire?

Trade and Overseas Voyages

KEY QUESTION How did the Ming change China's foreign relations?

Yongle wanted to win tribute from other countries. **Tribute** is a payment made by one ruler or government to another in order to ensure protection. To achieve this goal, Yongle built a great fleet of ships.

The Voyages of Zheng He Yongle selected **Zheng He** (juhng huh) to be the admiral of the fleet. Zheng He was a Muslim who had grown up in southwestern China. Under Yongle's direction, he led seven voyages. These expeditions were completed between 1405 and 1433. Scholars estimate the voyages covered 100,000 miles and visited about 30 countries in Southeast Asia, India, Arabia, and Africa. (See the map on page 414.)

Zheng He's foreign fleets were impressive, often made up of as many as 300 ships and 28,000 men. In addition to sailors and navigators, there were also soldiers, doctors, cooks, scribes, and carpenters on board. The ships carried enough food for the entire voyage. Water was replenished every ten days. The ships were packed with gold and silver objects, silks, porcelain dishes, and perfumes.

As he traveled, Zheng He gave out these items in exchange for goods from the countries he visited. He brought back spices, gems, medicinal herbs, and exotic animals such as zebras, ostriches, and a giraffe. On one voyage, he returned with government representatives from 30 different countries. China's foreign trade and reputation grew because of his voyages. The voyages also provided information to the imperial court about foreign countries.

Magnetic Compass The Chinese learned that stroking a needle with a magnetic lodestone would make the needle point north-south when floated in a bowl of water. They devised a container to include the water and the needle so that it could be placed on a ship for navigation.

Activity

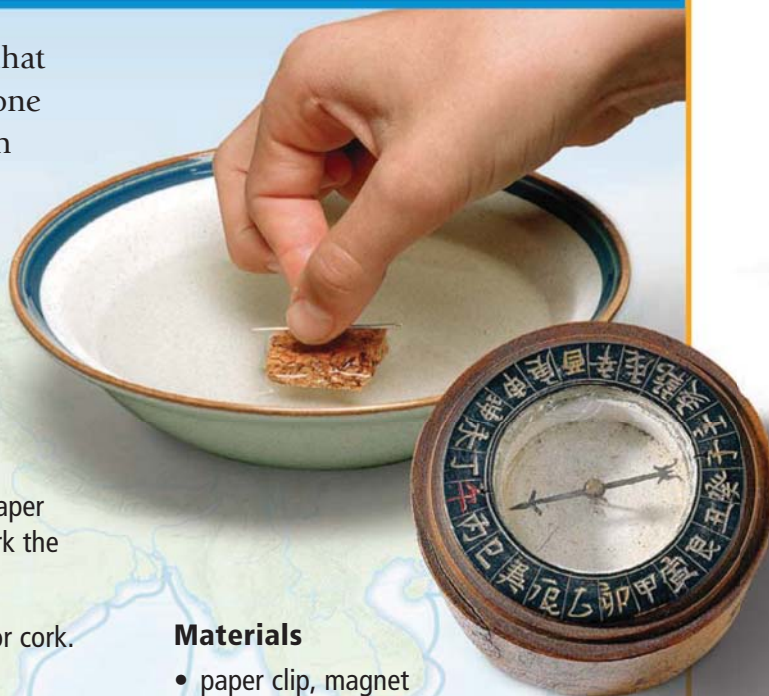
Make a Compass

Research the development of the **compass**.

- 1 Straighten the paper clip. Rub one end of the paper clip with the magnet until it is magnetized. Mark the magnetized end.
- 2 Stick the paper clip through the piece of foam or cork. Turn the ends slightly upward.
- 3 Float the paper clip on the water in the bowl. Place the bowl on the map near China. Slowly slide the bowl south and then east toward the Indian Ocean. Watch the action of the needle.

Materials

- paper clip, magnet
- piece of foam or cork
- bowl filled with water
- desktop world map



A Change of Policy By the 1430s, Yongle and Zheng He had died. China's leaders debated whether to continue sending out large fleets on long voyages. Some Confucians opposed the voyages because they feared that more trade would make China too commercial. They wanted China to remain agricultural. Other leaders wanted the money used for defense rather than exploration. They thought China needed better protection against attacks by nomads from central Asia.


Many Chinese leaders argued that China was already the most wealthy and advanced society in the world. They believed that China did not need tribute from foreign lands. In addition, they believed that people in other places had nothing to teach China. By the mid-1400s, the Ming government ended maritime explorations.

Although the explorations stopped, China was not **isolated** from other parts of the world. Chinese merchants expanded trade with Southeast Asia. In addition, English, Portuguese, and Dutch ships traveled to China by the early 1600s. The Chinese traded silk, tea, and porcelain for a variety of Western goods, including silver.



FIND MAIN IDEAS Identify changes the Ming Dynasty made in China's foreign relations.

The Last Dynasty

 **KEY QUESTION** What problems did the Qing Dynasty face?

The Ming Dynasty declined after almost 300 years in power. Weak rulers, high taxes, and poor harvests led to rebellion. To the northeast of China was a region called Manchuria. The people were known as the **Manchus**. In 1644, the Manchus took advantage of Ming weaknesses and conquered China. They started the Qing (chihng) Dynasty.

Like the Ming rulers, the Manchus allowed some trade. In general, though, they limited foreign contacts. However, their effort to restrict foreign influence in China failed. Foreigners, mostly from Europe, were eager to trade with China. Backed by the threat of military power, these foreigners forced China to trade with them. During the 1800s, Britain, France, Germany, Russia, and Japan each established special areas of influence in China. In these areas, they controlled China's economy.

The growth of foreign influence in China weakened the power of the Qing rulers. It also angered many Chinese. In 1911, a revolution began that soon overthrew the Qing emperor. The new government was a republic, with leaders chosen by election. Since that revolution, China has never returned to rule by a dynasty.

 **SUMMARIZE** Describe the challenges the Qing Dynasty faced.

4

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
@ ClassZone.com

Terms & Names

1. Explain the importance of

Forbidden City	tribute	Manchus
maritime	Zheng He	

Use Your Reading Notes

2. Summarize

 Use your completed web diagram to answer the following question:

What was the purpose of Zheng He's voyages?



Key Ideas

3. What changes did the Ming rulers bring to China?
4. Why did Yongle support ocean voyages?
5. How did trade change under Manchu rule?

Critical Thinking

6. **Compare and Contrast** How did Mongol and Ming trade policies after the death of Yongle compare?
7. **CONNECT to Today** How are the reasons countries trade today unlike those of China in the 1400s?

Activity

Write Interview Questions Review the information about the voyages of Zheng He. Create a series of questions you would ask him about his travels for either a newspaper or television interview.

The Chinese Legacy

Many Chinese inventions are still a part of our lives today. The compass, the wheelbarrow, and the umbrella are only a few of the many Chinese inventions that people still use. Some of these inventions were the result of solving a problem. Others may simply have been an accident.



Seismoscope

► **Past** A Chinese scientist invented an accurate seismoscope (a machine to record the occurrence of earthquakes) in 132. It was a bronze vase with eight dragons around the outside.

▼ **Present** We use seismographs that are capable of not only recording earthquakes but also measuring their magnitude.



Each dragon held a ball in its mouth. When the ground shook, one ball would fall into the mouth of a frog.



Seeing which frog held the ball made it possible to tell the direction of the earthquake.

Paper Currency

Past Paper money came into use in China in the 800s. It was called "flying cash." It was used for goods bought in distant regions.

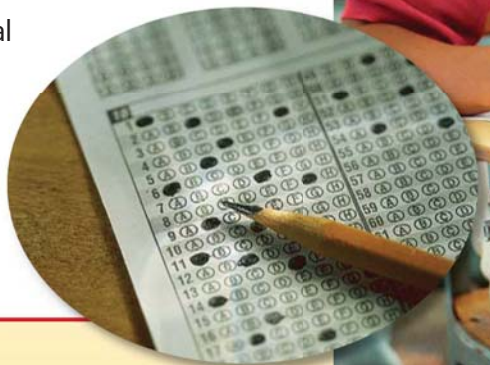
► **Present** Businesses accept paper money in payment for goods all over the world.



Testing

Past The Chinese used testing to fill positions in the government. To prevent cheating, candidates were searched when they entered the testing room. The candidates' names did not appear on their tests; they were each identified by a number.

► **Present** The federal government uses civil service exams to fill government positions. Schools use tests to show that their students have learned required material.



Fireworks

Past Over 1,000 years ago, a Chinese cook created a black powder that exploded when it was lit by fire. The powder was placed inside bamboo tubes. When the tubes were lit, they made a loud noise. The result was firecrackers!

▼ **Present** This technology is now used for gunpowder and weapons—as well as for fireworks used in celebrations like this one.




Activities

1. **TALK ABOUT IT** Why do you think paper money became popular?
2. **WRITE ABOUT IT** Which of the inventions shown on these two pages are solutions to a problem? Choose an invention and write a paragraph identifying the invention and telling how it solved a problem.

Chapter 14 Assessment

Interactive Review

 **Click here** for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Early Dynasties

Tang Dynasty (618–907)

- Expanded Chinese territory
- Used scholar-officials
- Created a law code



Song Dynasty (960–1279)

- Built a network of roads and canals
- Expanded trade
- Oversaw advances in technology



Yuan Dynasty (1279–1368)

- Kept Chinese out of power
- Ended state exams
- Encouraged foreign trade



Ming Dynasty (1368–1644)

- Sponsored Zheng He's voyages; then limited foreign trade
- Restored state exam system
- Rebuilt the Great Wall



Qing Dynasty (1644–1911)

- Tried to restrict foreign influence
- Ruled as China's last dynasty



VOCABULARY

Explain why the words in each set below are linked with each other.

1. **Confucianism** and **Buddhism**
2. **bureaucracy** and **imperial**
3. **Kublai Khan** and **Marco Polo**
4. **maritime** and **Zheng He**

KEY IDEAS

Reunifying China (pages 388–397)

5. What are the basic principles of Confucianism?
6. What did the Sui and Tang dynasties accomplish?

Advances Under the Tang and Song (pages 398–405)

7. How did the imperial state and the scholar-official class develop?
8. What technological developments came about during the Tang and Song dynasties?

The Mongol Empire (pages 406–411)

9. How did Kublai Khan change China?
10. What kind of government did the Mongols establish in China?

A Return to Chinese Rule (pages 412–419)


11. How did Yongle try to extend Chinese influence in the world?
12. How did the Ming rulers after Yongle relate to the world outside China?

CRITICAL THINKING

13. **Make Inferences** After the collapse of the Han Dynasty, why did many Chinese turn from Confucianism to Buddhism?
14. **Evaluate** How did Confucianism change during Song and Mongol times?
15. **Analyze Causes and Effects** Explain how Chinese inventions changed life in other parts of the world.

Activities

- 1. Writing Activity** Imagine that you are an adviser to the emperor of China in 1000. The emperor has asked you to write a paragraph summarizing reasons the network of roads and canals should be expanded. Write your paragraph using information from the chapter.
- 2. Interdisciplinary Activity—Math** Use books or the Internet to research the abacus. The abacus is a computing machine that has been used in China since Tang and Song times. Create a display showing what an abacus looks like and explaining how it is used to do calculations.

 **ONLINE ACTIVITY** Answer the **Click here** to plan a virtual field trip to the Forbidden City @ClassZone.com



Answer the ESSENTIAL QUESTION

How did China change after the fall of the Han Dynasty?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific details about changes in China after the Han Dynasty. Use the rubric to guide your thinking.

• RESPONSE RUBRIC

A strong response will

- discuss the changes in China's political and social life
- identify the influences of non-Chinese on China's government

Test Practice

- Online Test Practice @ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Maps The 1,000-mile long Grand Canal is the longest artificial waterway in the world. Use the map and your knowledge of world history to answer the questions.



- 1. What is the southernmost port on the Grand Canal?**
 - A. Beijing
 - B. Luoyang
 - C. Nanjing
 - D. Hangzhou
- 2. Which rivers are connected by the Grand Canal?**
 - A. Huang He and Wei
 - B. Wei and Chang Jiang
 - C. Chang Jiang and Huang He
 - D. Wei, Chang Jiang, and Huang He

Chapter 15

Civilizations of Asia



Essential Question

How did cultural borrowing influence civilization in East Asia and Southeast Asia?

CONNECT

Geography & History

Use the map and the time line to answer the following questions.

1. Which countries do you think had the greatest influence on Japan?
2. Why do you think that Khmer shows greater evidence of Indian influence than do other civilizations?



EAST AND SOUTHEAST ASIA

WORLD

500s
Khmer establish kingdom in Southeast Asia.

593
Prince Shotoku begins his rule in Japan. (Prince Shotoku) ▶

935
Koryo Dynasty controls Korea.

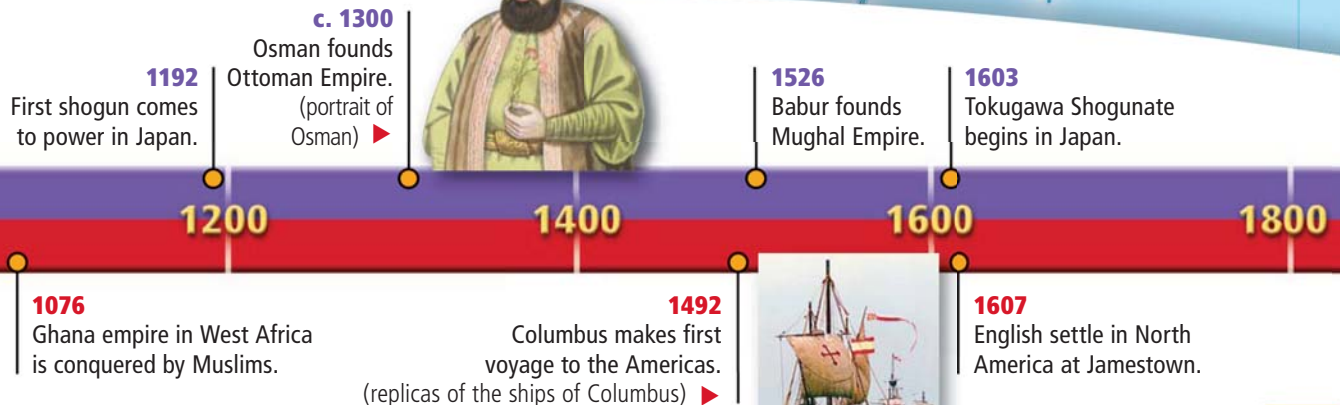
570
Muhammad is born in Mecca.

800
Frankish king Charlemagne rules much of western Europe. (Charlemagne's crown) ▶



East Asia and Southeast Asia A.D. 1100

 **Click here** to see how cultural borrowing influenced Asian civilizations @ ClassZone.com



Section 1

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Successive rulers built China into the most powerful and advanced empire in the world.

NOW YOU WILL LEARN

Japanese civilization was greatly shaped by Chinese influences and the rise of feudalism and military rulers.

▶ Vocabulary

TERMS & NAMES

Shinto Japan's original religion; involves worshiping gods believed to be found in nature

Zen form of Buddhism that focuses on self-discipline, simplicity, and meditation

haiku Japanese form of poetry that has 17 syllables arranged in lines of 5, 7, and 5 syllables

daimyo (DY•mee•OH) noble who had large landholdings and a private army

samurai (SAM•uh•RY) professional soldiers of Japan

vassal person in feudal society who got land and protection from a lord in return for services

shoguns Japanese military leaders who ruled on the emperor's behalf

BACKGROUND VOCABULARY

regent person who rules for a monarch who is absent, ill, or too young to govern

embassy office of one country's government in another country

figurehead someone who appears to have power but does not

REVIEW

clans groups of families who share an ancestor

Buddhism religion that began in India and is based on the teachings of Siddhartha Gautama

calligraphy art of fine handwriting

▶ Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to record major events in Japanese history.



See Skillbuilder Handbook, page R5.

SEQUENCE EVENTS




GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Japanese Civilizations

Connect to What You Know How do you think you would you be affected by a bigger and stronger neighbor? Japan, the much smaller island neighbor of China, would feel Chinese influence for centuries.

Land of the Rising Sun

 **KEY QUESTION** How was Japan's development influenced by its closeness to China and Korea?

Japan is located 120 miles off the coast of Asia. In some ways, it is a difficult place to live. Only 15 percent of the land is flat enough for farming. The islands have few natural fuels such as coal and oil. But Japan has advantages too. It has a mild climate with plenty of rain, so rice grows well there. Because Japan is an island, the ocean provides abundant fish for food. It also provides protection from invasion.

Nature Inspires Japanese Culture Japan's many mountains and frequent rainfall have resulted in lush green lands. Japanese culture often expresses a love of this natural beauty. One form of expression is the traditional religion known as **Shinto**. *Shinto* means "way of the gods." It is based on respect for nature and ancestors. According to Shinto, rocks, trees, rivers, and other natural objects are often home to divine spirits.

Japan's Neighbors Japan's closest neighbors are China and Korea. Both countries influenced Japan, but the powerful Chinese civilization had the strongest impact. China, in fact, gave Japan its name. The Chinese referred to the islands to the east as "the land of the rising sun," which is *Nippon* in Japanese. *Nippon* is what the Japanese call their country.

Starting with a Story

This is Japan in the 1300s. You are watching a 15-year-old boy complete his training to become a warrior!

 **Click here**
to listen to the story
@ ClassZone.com



Floating Shinto Gate

Shrines where Shinto believers worship are marked by a gate, or *torii*. Shinto is the traditional religion of Japan. ▼




Japan's Emperors For centuries, Japanese society was organized around large and powerful clans. **Clans** are groups of families related through a common ancestor. In the A.D. 400s, the Yamato clan of central Japan established itself as the most powerful. Japan's first emperors came from this clan. Tradition held that members of the Yamato clan were descendants of the sun goddess. Emperors are human, but because of this tradition the Japanese also treat them as divine, or godlike.

The emperor claimed to rule. However, wealthy noble families usually held the real power. One ruler who did wield power, Prince Shotoku (SHOH•toh•KOU), was not an emperor but a regent. A **regent** is a person who rules if the ruler is absent, ill, or too young to govern.

Prince Shotoku's Reign Prince Shotoku, who ruled from 593 to 622, was impressed by Chinese culture. He sent Japanese scholars to study in China. He also welcomed skilled workers from China to Japan. Shotoku opened an embassy in China. An **embassy** is an office of one country's government in another country. In addition, he drew up guidelines for Japanese leaders that were based on Confucian principles, such as loyalty and respect. These guidelines became known as the Seventeen-Article Constitution.


One aspect of Chinese culture that impressed Shotoku was Buddhism. With Shotoku's encouragement, it spread quickly in Japan. As you recall, **Buddhism** was based on the teachings of Siddhartha Gautama, who was born in India, not Japan. Therefore, many Japanese felt that Buddhism challenged Shinto, the traditional belief system of Japan. They strongly opposed Shotoku's support for Buddhism. Eventually, however, most Japanese blended the two religions. They accepted Buddhism, but shaped it according to traditional Japanese customs. At the same time, they continued to practice Shinto.

 **SUMMARIZE** Explain why Japan's development was influenced by its closeness to China and Korea.



▲ **Prince Shotoku** The seventh-century Japanese regent is shown with his two sons.

Japanese Culture

 **KEY QUESTION** What was unique about Japanese culture?

Japan was heavily influenced by Chinese culture. But the Japanese took these foreign ideas and adapted them to meet their own needs. Buddhism is a particularly good illustration of this practice.

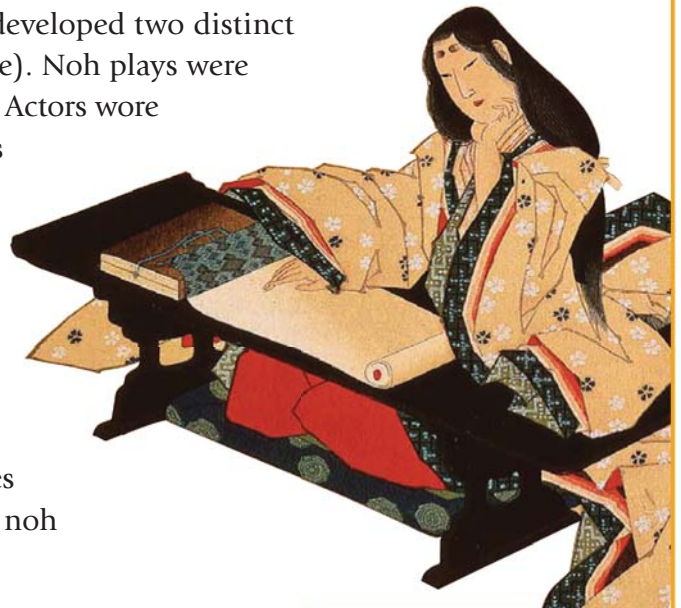
Buddhism in Japan Buddhism began in India in the 500s B.C. It then spread to China and Korea and arrived in Japan some time during the A.D. 500s. Buddhism had a powerful influence on Japanese culture. It was popular first with the nobility and later with the common people. The Buddhist belief that peace and happiness could be gained by leading a life of virtue and wisdom appealed to many.

Different forms, or sects, of Buddhism developed in Japan over the centuries. **Zen**, which held that something precious and divine exists in each person, became very popular. It put emphasis on self-discipline, simplicity, and meditation. Followers of Zen focused on achieving inner peace. They believed that quiet reflection was more useful than performing rituals or studying religious books. At the same time, Zen encouraged people to act boldly. This mix of simplicity and boldness made Zen popular with the military.

Japanese Literature In literature, too, China's influence remained, but Japan developed its own cultural traditions. One of Japan's finest writers was Lady Murasaki Shikibu (MOO•rah•SAH•kee SHEE•kee•BOO). She lived at the emperor's court in the early 1000s. Murasaki wrote *The Tale of Genji*, a book about the life of a prince in the imperial court. It is a long, realistic story focused on a single character. These features make it the world's first important novel.

In the area of drama, the Japanese developed two distinct forms—noh and kabuki (kuh•BOO•kee). Noh plays were often retellings of legends and folktales. Actors wore painted wooden masks to show various emotions and used gestures, costumes, and music to tell the story. These plays were performed for both upper classes and common people. Kabuki combined melodramatic singing and dancing with elaborate costumes and heavy makeup. This type of drama was more informal than noh. Its themes often dealt with common people. Both noh and kabuki remain popular today.

Lady Murasaki Lady Murasaki's *The Tale of Genji* provides detailed descriptions of life at the Japanese imperial court. **How might novels be of use to historians?** ▼





◀ **Calligraphy and Painting** This fan-shaped illustration shows servants performing daily chores in a noble's household in the 1100s.

A Special Form of Poetry Some of the most popular Japanese poems are very short compared with the poetry of other countries. One short form of poetry is called **haiku**. It has just 17 syllables—three lines of 5, 7, and 5 syllables. Matsuo Basho, who lived in the 1600s, was a great haiku poet. He wrote poems that had the quiet, reflective spirit of Zen, such as this one about a pond.

*An old silent pond . . .
Into the pond a frog jumps,
splash! Silence again.*

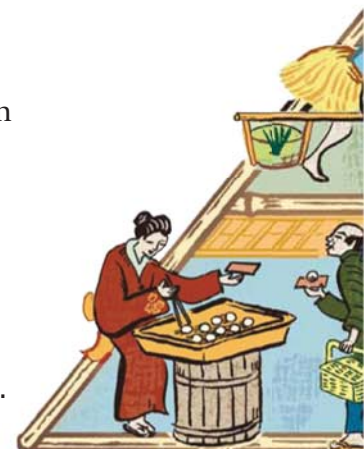
Distinctive Japanese Arts Two themes often expressed in Japanese literature and drama are simplicity and a love of natural beauty. These themes also appear in other Japanese art forms.

Like the Chinese, the Japanese wrote with brushes and ink on paper. They considered writing a way to express beauty. **Calligraphy** is the art of beautiful writing. Each character is painted in a set order of brush strokes. Calligraphers vary the shapes and sizes of characters to suggest different meanings.

Brush painting with ink on paper scrolls and silk began in the 600s. Typical Japanese designs are very detailed. They depict landscapes, historical events, and daily life. Sometimes a short description is written on the art itself.

The art of flower arranging was another tradition brought to Japan by Buddhists. People used simple arrangements that highlighted the beauty of flowers. Landscape gardeners also tried to create gardens that would show the beauty of nature. Such gardens were arranged with rocks and pathways and few flowers or trees. Gardening and flower arranging remain important art forms in Japan today.

▲ **DRAW CONCLUSIONS** Identify what was unique about Japanese culture.



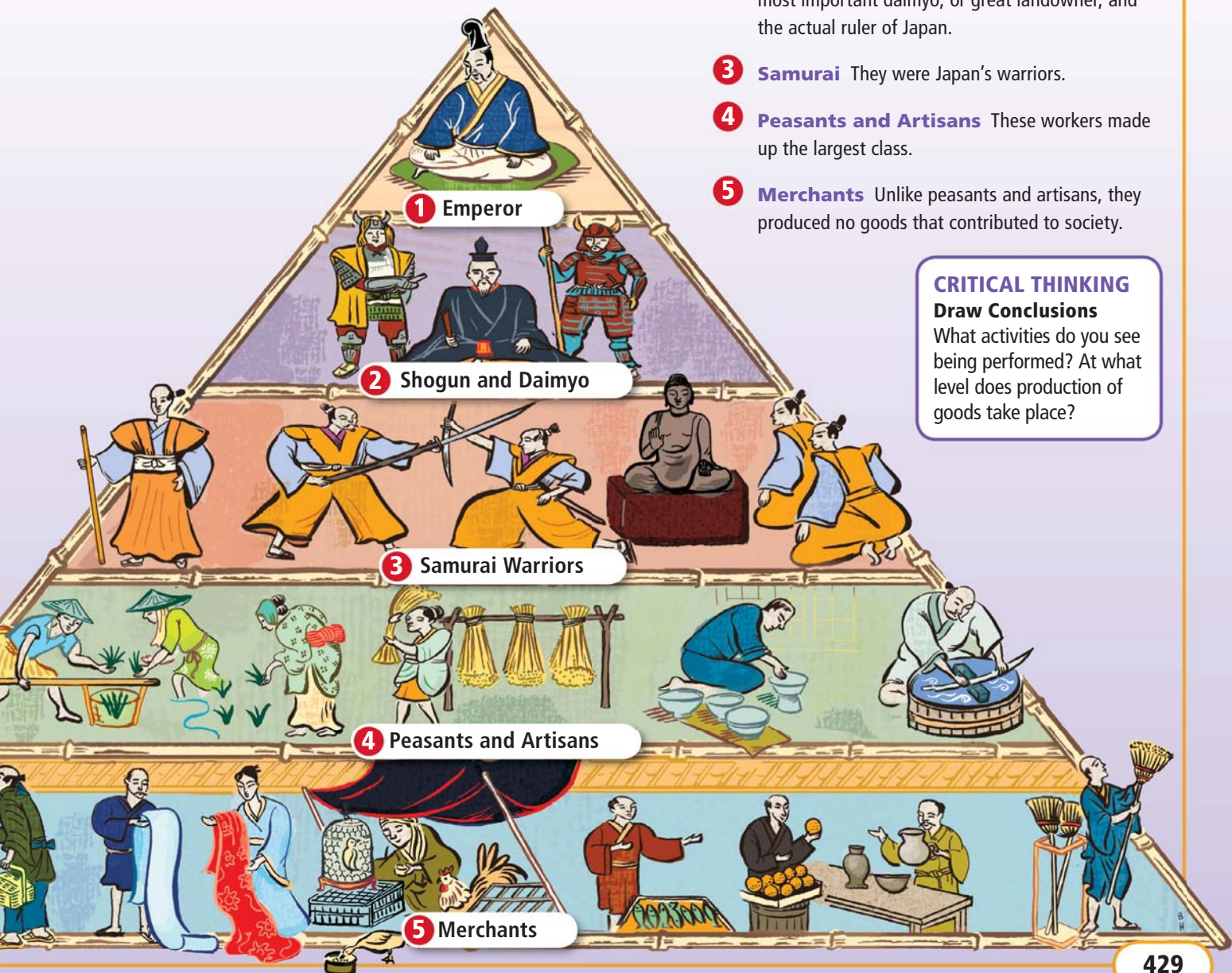
The Rise of a Military Society

KEY QUESTION How did Japan become a military society?

Japan remained strong and united after Prince Shotoku's death in 622. The emperor still headed the central government, but he was only a **figurehead**—someone who appears to have power but does not. Wealthy nobles were the real rulers of Japan. During the 1100s, however, their power began to decline.

Animated HISTORY Japanese Society

[Click here](#) to meet a variety of people in Japanese society @ [ClassZone.com](#)



- 1 Emperor** This ruler was at the top of Japanese society but had little real power.
- 2 Shogun and Daimyo** The shogun was the most important daimyo, or great landowner, and the actual ruler of Japan.
- 3 Samurai** They were Japan's warriors.
- 4 Peasants and Artisans** These workers made up the largest class.
- 5 Merchants** Unlike peasants and artisans, they produced no goods that contributed to society.

CRITICAL THINKING Draw Conclusions

What activities do you see being performed? At what level does production of goods take place?

Feudalism in Japan Great landowners, known as **daimyo** (DY•mee•OH), ignored the central government. Rather, they acted more and more as independent local rulers. They hired trained warriors called **samurai** (SAM•uh•RY) for protection and to attack other daimyo.

As the power of the daimyo increased, so, too, did lawlessness. Small landowners wanted protection. To win the aid of a more powerful lord, they pledged to serve that lord. A person who received land and protection from a lord in return for service was called a **vassal**. This lord-vassal system increased the power of the daimyo. It also marked the start of feudalism in Japan. (You will read more about feudalism in Chapter 16.)

Shoguns and Samurai During the late 1100s, military leaders called **shoguns** took control in Japan. *Shogun* means “supreme commander of the army.” Shoguns led more than just the army; they also ruled the country. They ruled on the emperor’s behalf, but usually their own interests came first. One important shogun was Tokugawa Ieyasu (TOH•koo•gah•WAH EE•yeh•YAH•soo). Japan was under a shogunate, or military rule, for nearly 700 years.

Shoguns led great armies of samurai. Fearsome warriors, samurai vowed to serve their lord to the death. Dying honorably was more important to them than a long life. Samurai lived by an unwritten code called *bushido*, which called for honor, loyalty, and bravery. Samurai also pledged to show respect for the gods and generosity toward the poor. Zen Buddhism was an important aspect of their lives. Samurai values and traditions continue to appeal to many Japanese even today.

History Makers

Tokugawa Ieyasu (1543–1616)

Conflict dogged Tokugawa Ieyasu, one of Japan’s most powerful shoguns. When he was two, he was separated from his mother by a family feud. When he was six, his father was murdered. As an adult, Ieyasu was often in battles.

When he became ruler, Ieyasu wanted to make the country peaceful and stable. He had studied history and concluded that only a strong, united government could bring peace and stability.

CRITICAL THINKING

Make Inferences What impact do you think Ieyasu’s early life had on his actions as a ruler?



Three Powerful Shoguns A succession of three strong military leaders ended the fighting among the daimyo. In doing so, they helped to unify the country.

In the mid-1500s, Oda Nobunaga (OH•dah NOH•boo•NAH•gah), a powerful daimyo, came to power. His soldiers were the first Japanese to use guns in battle. Though often outnumbered, they usually were victorious. Through wars and negotiations, Nobunaga won control of nearly half of Japan.


Shortly after Nobunaga died in 1582, his best general, Toyotomi Hideyoshi (TOH•yoo•TOH•mee HEE•deh•YOH•shee), took his place. Through force and political alliances, Hideyoshi controlled all of Japan when he died in 1598. Then his generals fought wars among themselves to rule Japan. The winner, Tokugawa Ieyasu, was named shogun in 1603. He founded a dynasty, the Tokugawa Shogunate, that held power in Japan until 1867.

When Ieyasu became shogun, Japan had growing ties with Europe. But Ieyasu and his successors worried about changes foreign influence would bring to Japan. So they drove out foreign merchants and missionaries. They banned Christianity and executed Japanese Christians. They also forbade the Japanese to leave Japan and ended nearly all foreign trade. In time, Japan went into a period of isolation, or separation from the world, that would last until the 1850s.

Image not available for electronic use. Please refer to the image in the textbook.

▲ Samurai Sword

A samurai sword was not only a weapon but was often the work of a swordsmith's artistry.

 **ANALYZE EFFECTS** Describe how Japan became a military society.

1

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
@ClassZone.com

Terms & Names

1. Explain the importance of

Shinto daimyo vassal
haiku samurai shogun

Use Your Reading Notes

2. Sequence Events

Use your completed time line to answer the following question:

What event would you consider the most important in Japan's history during this period? Explain your choice.



Key Ideas

3. Why was Japan influenced by its closeness to China?
4. How does Japanese art and poetry reflect a love of natural beauty?
5. What caused the rise of military government in Japan?

Critical Thinking

6. **Make Inferences** How might Japan's culture have developed differently without Chinese influence?
7. **CONNECT to Today** Why do you think the values of the samurai code continue to appeal to many Japanese today?

Activity

Internet Activity Use the Internet to research the code of the samurai. Create a poster using simple images with labels to show the main principles.

INTERNET KEYWORD: samurai code

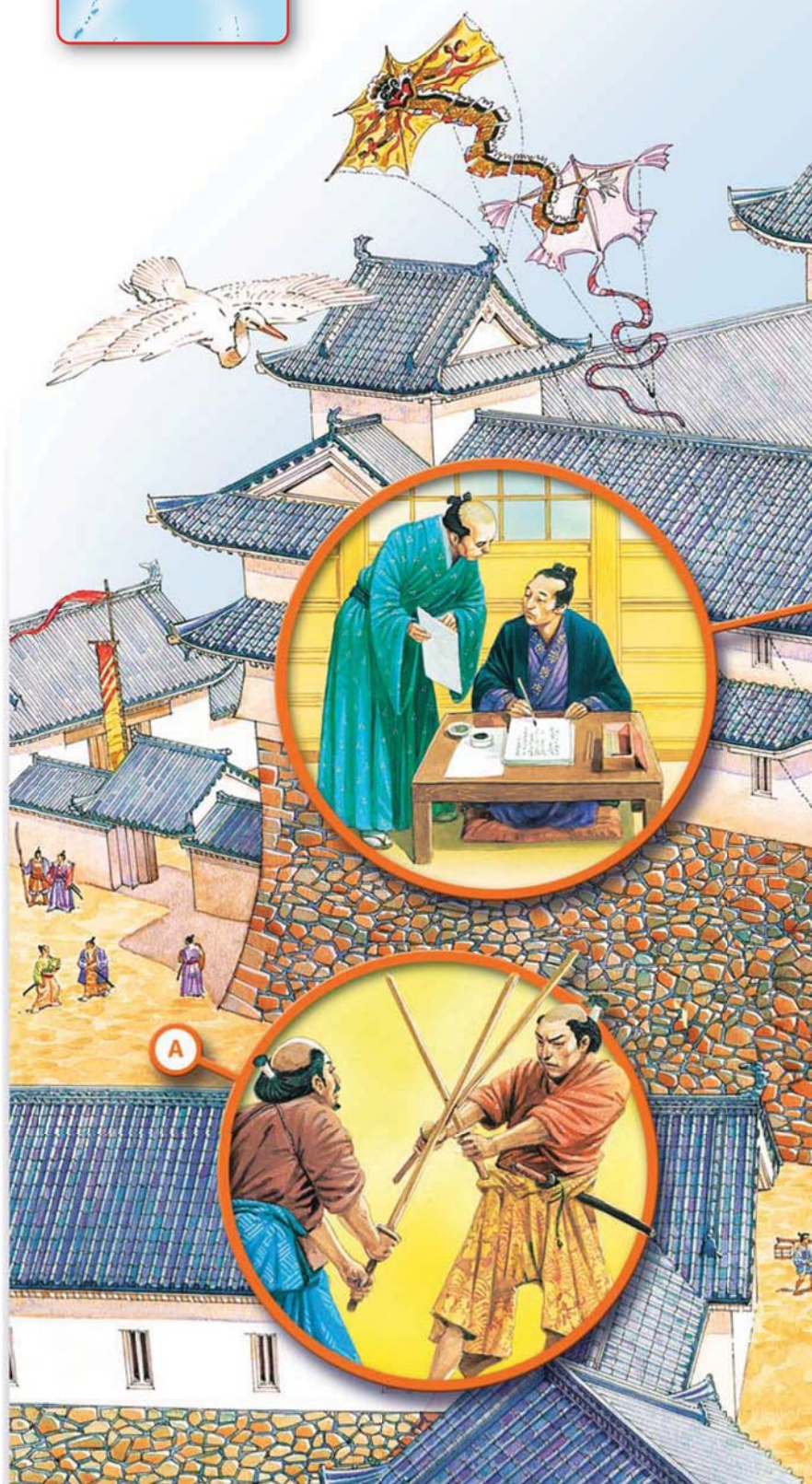


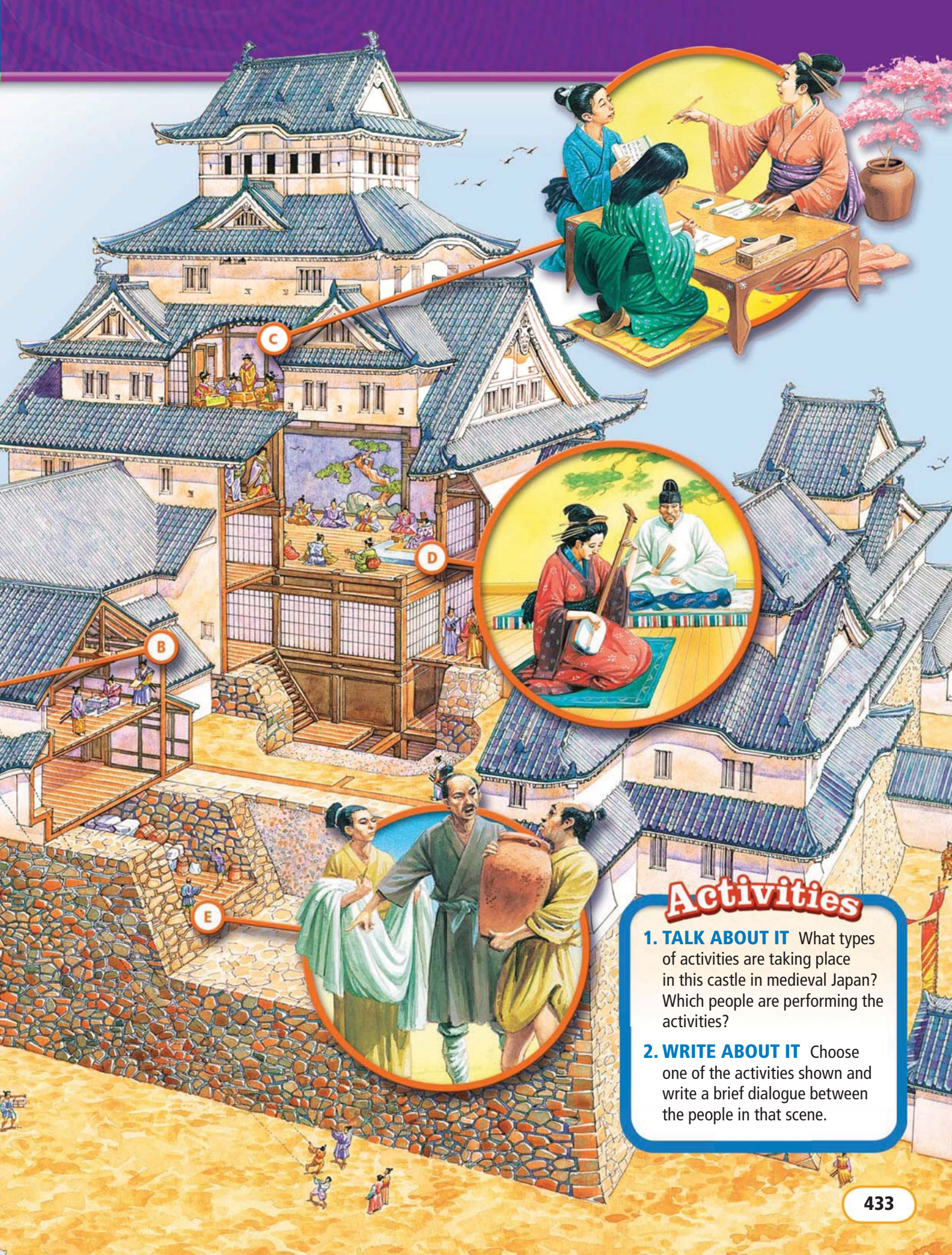
An Inside Look at Himeji Castle

A samurai warrior in 1500s and 1600s Japan probably lived in the large castle of the lord, or daimyo, he served. It might have looked like Himeji Castle, shown here. Daimyo built the castle primarily for defense, but it also served as a center to administer the lord's estate.

These castles, and the towns that were built around them, housed servants, soldiers, officials, and the samurai's families. As shown here, many different activities dominated castle life at this time.

- A Soldiers** As a soldier living in the castle, you were always ready to protect it. During periods of peace, you spent much of your time training on the castle grounds.
- B Scribes** As a scribe, you wrote letters and made sure that a messenger delivered them to other samurai and to the emperor.
- C Samurai Wives** As the wife of a samurai, you educated your daughters and taught them manners. However, you might also have commanded the castle's soldiers while your husband was away.
- D Entertainment** You and your family might have enjoyed the talents of musicians.
- E Servants** If you were a servant, you spent your days preparing food, cleaning rooms, washing clothes, and keeping the castle in good order.





Activities

- 1. TALK ABOUT IT** What types of activities are taking place in this castle in medieval Japan? Which people are performing the activities?
- 2. WRITE ABOUT IT** Choose one of the activities shown and write a brief dialogue between the people in that scene.

Section 2

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Japanese civilization, for the most part, was shaped by Chinese influences and the rise of feudalism and military rulers.

NOW YOU WILL LEARN

Several small kingdoms, greatly influenced by Chinese and Indian culture, developed in East and Southeast Asia.

▶ Vocabulary

TERMS & NAMES

Koryo kingdom on Korean Peninsula, established in the 900s, from which present-day Korea takes its name

celadon (SEHL•uh•DAHN) ceramic pottery with a thin blue or green glaze perfected in Korea

Khmer Empire empire that began in the 500s and had gained control of much of mainland Southeast Asia by the 800s

Angkor Wat temple complex built on the Indochinese Peninsula in the 1100s, the world's largest religious structure

Dai Viet independent kingdom established by the Vietnamese after they drove the Chinese from the Indochinese Peninsula in the 900s

BACKGROUND VOCABULARY

supremacy condition or quality of being the highest in excellence or achievement

Indochinese Peninsula one of two peninsulas on which mainland Southeast Asia lies; located south of China

REVIEW

Hinduism modern name of the major religion of India, which developed from Brahmanism

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to compare and contrast the accomplishments of the various kingdoms discussed in the section.



See Skillbuilder Handbook, page R8.

COMPARE AND CONTRAST

Korea	Khmer Empire	Vietnamese Kingdoms
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.



GRAPHIC ORGANIZERS

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Korea and Southeast Asia

Connect to What You Know As you read earlier in this chapter, Japan's development was significantly influenced by China. Japan was not alone, though, in feeling the influence of more powerful neighbors. Smaller kingdoms in Korea and Southeast Asia rose in the shadow of China to the north and India to the west.

An Independent Korea

▼ **KEY QUESTION** Why did Korea adopt many elements of the culture of China?

Korea is one of the world's oldest nations. According to legend, it was founded in the 2300s B.C. Korea developed independently of China but was influenced by Chinese culture. Throughout their history, Koreans borrowed Chinese practices and ideas. However, as the Japanese did, they adapted much of what they borrowed to meet their own needs.

Geography of Korea Korea is a peninsula. It extends south from northern China, on the Asian mainland. (See the map on page 437.) Only the Yalu and Tumen rivers separate Korea from its much larger neighbor to the north. So movement between the two countries has been relatively easy throughout history. Korea is also close to the islands of Japan. Chinese culture sometimes spread to Japan by way of Korea.



▲ **Korean Celadon Vase** Highly prized celadon pottery was developed during the Koryo dynasty.

Mount Daedunsan This mountain and its surrounding area vividly show the rocky landscape of the Korean Peninsula. ▼



Founding Korean Kingdoms Korea's first inhabitants were probably nomads from the north. They lived in clans. In 108 B.C., Han Chinese invaded northern Korea. The Koreans resisted and won back most of the lost territory by 75 B.C. Over the next 700 years, three main kingdoms formed in Korea. These kingdoms fought for **supremacy**, or dominance, of the Korean Peninsula.

The Silla kingdom in the southeast conquered the other two kingdoms during the 600s. As it did, it also drove out the remaining Chinese. Silla united Korea for the first time. But soon Silla nobles were fighting among themselves for power. Peasants, too, rebelled. These conflicts caused Silla to collapse in 935. A kingdom called **Koryo** replaced it. The name Korea evolved from this kingdom's name.

China Influences Korea The Koryo rulers modeled their government after China's. Koreans also learned rice cultivation and possibly papermaking from the Chinese. In addition, they adapted Chinese artistic styles, including a method for making pottery. In fact, Korea was famous for its **celadon** (SEHL•uh•DAHN), pottery that has a bluish-green glaze. Koreans also learned about two belief systems from China: Buddhism and Confucianism. Buddhism was adopted first by the nobles and later by the common people. It then spread from Korea to Japan.

CONNECT to Today

Haein-sa Temple

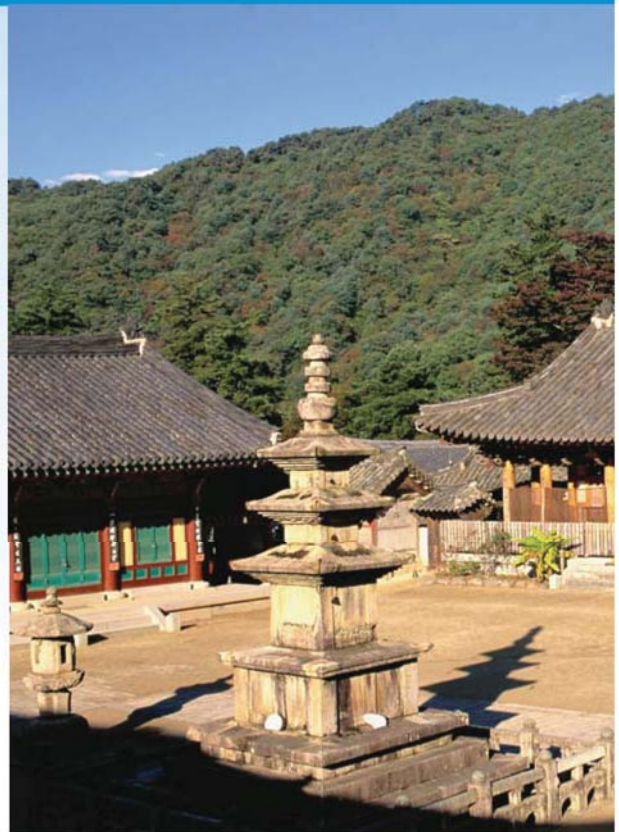
Haein-sa Temple, or the Temple of Reflection on a Calm Sea, is one of the most important Buddhist centers in South Korea. According to legend, the temple was built in the early 800s by a king of Silla. He wanted to honor the Buddha because two Buddhist monks had cured his wife of a deadly disease.

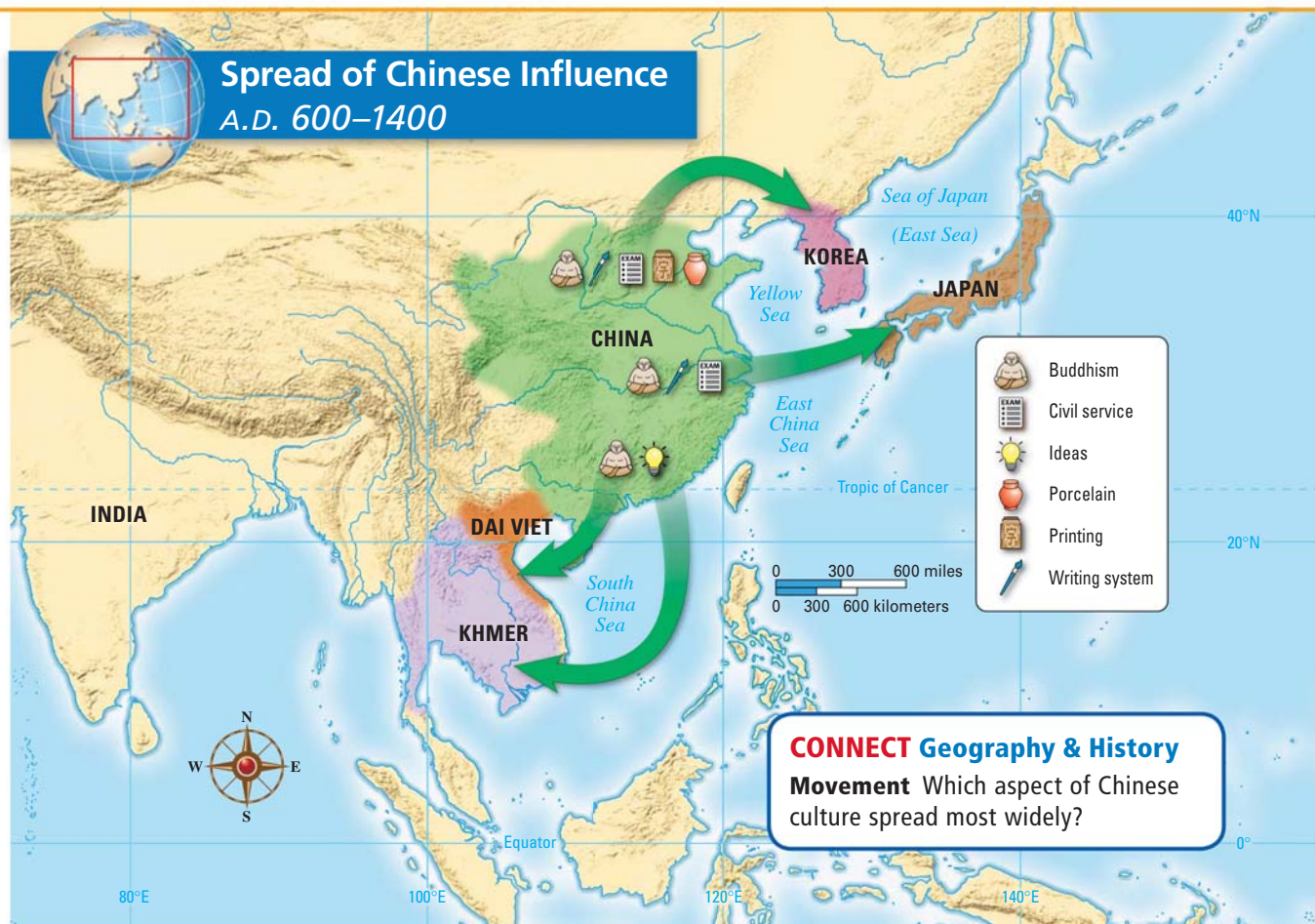
Haein-sa Temple is best known as the home of the Tripitaka Koreana, a collection of more than 81,000 wooden printing blocks dating from the mid-1200s. They provide the world's most complete collection of Buddhist texts.

In recognition of the Tripitaka's historical and religious importance, the United Nations Educational, Scientific and Cultural Organization (UNESCO) named Haein-sa Temple a world cultural heritage site in 1995.

CRITICAL THINKING

Make Inferences What do you think the woodblocks suggest about Buddhism in Korean culture?





Resisting Foreign Invaders Korea remained united and independent for centuries. But it had to struggle to be free of foreign control. In 1231, the Mongol conquerors of China invaded the kingdom. They demanded a heavy tribute, including supplies and soldiers. They also carried off thousands of children and skilled workers as slaves. Mongol influence over Korea lasted until the 1360s, when the Mongol Empire collapsed.

In 1392, the powerful Yi family took control. They established a new dynasty, the Choson Dynasty, which ruled Korea for more than 500 years. Choson rulers chose a new capital city, called Seoul, on the Han River in the center of the country. They also took steps to strengthen their defenses. They built forts along the northern border with China, and they drove Japanese pirates from island bases off the coast. These actions brought a long period of peace for Korea. In 1592, however, Japanese forces invaded Korea. The Koreans, with help from their Chinese allies, stopped the Japanese advance at the Yalu River. But it took them another six years to drive the invaders from the Korean Peninsula.

ANALYZE CAUSES Explain why Korea adopted many elements of the culture of China.

COMPARING Writing Systems

Initially, both the Koreans and the Vietnamese adopted the Chinese writing system. Over time, however, they abandoned it for completely different writing systems.

In the 1400s, the Koreans invented a system called hangul (HAHN•gool). It consists of 24 letters that are combined in syllable blocks to form words. Even though these syllable blocks look like pictographs, they are very different from Chinese characters.

Quoc-ngu (kwahk•noo), a system based on the Western alphabet, was introduced to the Vietnamese in the 1600s. Diacritic marks, or accents, are added to indicate tone. Changing the tone in which a word is said changes its meaning.

	character	meaning
Korean	안녕 (ahn-nyohng)	hello (informal—used for younger people and very close friends)
Chinese	你好 (nee how mah)	hello, how are you
Vietnamese	xin chào (sihn chow)	hello, how are you

CRITICAL THINKING

Make Inferences Why do you think the Koreans and Vietnamese might have abandoned the Chinese writing system?



The Khmer Empire

KEY QUESTION How did the Khmer Empire adapt to outside influences?


Another peninsula—the **Indochinese Peninsula**—extends to the south of China. It is the location of the **Khmer Empire**, the most powerful and longest-lasting kingdom on the mainland of Southeast Asia. It was centered in what is today Cambodia. (See the map on page 437.) The culture of Khmer was influenced by its northern neighbor, China. But its western neighbor, India, had a much stronger impact. From India, the Khmers took ideas about rule by a god-king, a writing system, and forms of religion—Buddhism and **Hinduism**. Indeed, according to legend the Khmer rulers were descended from a marriage arranged by the Hindu deity Shiva.

Early History Around A.D. 100, people in what is now the southern part of Cambodia set up the kingdom of Funan. The Funanese were a seafaring people who had trade relations with China and other lands. However, they were influenced by many Indian customs, including the Hindu religion. By the 500s, Funan had gone into decline. People from the north, known as Khmers, moved into the area and set up several small kingdoms.

The economies of these kingdoms were based on trade and farming. However, they prospered mainly because of their successful cultivation of rice, which they learned from the Chinese. Peasant farmers built excellent irrigation systems to help them grow the crop. They also developed better seeds that may have allowed them to grow as many as three crops a year.

Angkor Era By the 800s, the Khmer kingdoms had combined into a great empire. At that time, the Khmer ruler began to build a new capital at Angkor. Several temples were constructed there. The most famous formed a complex known as **Angkor Wat**, built in the 1100s. As you read in Chapter 5, the complex was built as a symbolic mountain dedicated to the Hindu deity Vishnu. The builders of the temple covered the walls with carvings of the highest quality. Some illustrate the deeds of Vishnu. Others show scenes from Khmer history.

The Khmer Empire reached its peak in the 1200s, when it controlled much of the Indochinese Peninsula. However, it started to decline in the 1300s. The huge building programs undertaken by Khmer rulers drained resources. Also, the empire came under attack from nearby kingdoms. In 1431, Angkor fell to the Thais (tyz), a people from what is now Thailand.

 **SUMMARIZE** Outline how the Khmer Empire adapted to outside influences.

Angkor Wat The temple at Angkor Wat is a masterpiece of Khmer architecture. **What does the magnificence of Angkor Wat suggest about the empire that built it?** ▼

The towers of Angkor Wat are believed to represent the five peaks of Mount Meru, the home of the Hindu deities.

The temple complex is surrounded by a moat about 200 yards wide.

This earth bank is one of only two places where the moat can be crossed.

Vietnamese Kingdoms



KEY QUESTION What role did China play in the development of Vietnamese kingdoms?

Mountains separate the mainland peninsula of Southeast Asia from China to the north. (See the map on pages 422–423.) So people moved between the two regions mostly by sea or along coastal plains. Chinese soldiers, merchants, and missionaries followed these routes as they brought China's culture to Vietnam and other regions.

The Kingdom of the Viets The Viets were a people who lived just south of China in what is now Vietnam. In 111 B.C., the Chinese conquered their kingdom, called Nam Viet. At first, China's rule was not harsh. Mostly, Chinese rulers wanted to use the region's ports on the South China Sea. Chinese trading ships needed places to stop on the way to and from India and the islands of Southeast Asia.

Soon, though, China's rulers began to force the Vietnamese to adopt their culture. For example, they required them to speak Chinese and to wear Chinese clothes. They also forced them to follow the principles of Confucianism and Daoism. But many Vietnamese resisted these efforts.

Driving Out the Chinese In A.D. 40, Trung Trac, a noblewoman whose husband had been killed by the Chinese, led a rebellion against China's rule. She was joined by her sister, Trung Nhi. Their forces were successful at first but were later overpowered. The Vietnamese rebelled several times during the next few centuries. But at the same time, they continued to adopt elements of Chinese culture, including Buddhism. In the 900s, China's Tang Dynasty weakened, and the Vietnamese broke free.

◀ The Trung Sisters

The Trung sisters ruled briefly together after they drove out the Chinese.

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image in the textbook.

Dai Viet In 939, the Vietnamese established an independent kingdom called **Dai Viet**. Its rulers set up a strong central government and encouraged farming and trade. Over the years, the kingdom prospered. However, China continued to pose a threat. In the 1200s, Mongols who had conquered China attacked Dai Viet. Under the brilliant leadership of General Tran Hung Dao, the Vietnamese turned back the invaders three times. However, the fighting left the kingdom considerably weakened.

In 1407, Chinese soldiers of the Ming Dynasty invaded the kingdom. They defeated the Vietnamese but could not hold on to power. The Vietnamese eventually drove them out in 1428 and returned to ruling themselves. Dai Viet then strengthened its position by seizing Champa, a rival kingdom to the south.

 **ANALYZE CAUSES** Explain the role that China played in the development of Vietnamese kingdoms.



▲ **A Vietnamese Hero** Tran Hung Dao was one of Vietnam's greatest military leaders. However, he preferred to write poetry.

2

Section Assessment



ONLINE QUIZ

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Terms & Names

1. Explain the importance of

Koryo Khmer Empire Dai Viet
celadon Angkor Wat

Use Your Reading Notes

2. Compare and Contrast

 Use your completed chart to answer the following question:

What common themes do you notice about Korea, Khmer, and Vietnam?

Korea	Khmer Empire	Vietnamese Kingdoms
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

Key Ideas

- Where did Buddhism spread from China?
- Which country had the greatest impact on the culture of the Khmer Empire?
- What was a recurring theme in the history of the Vietnamese people?

Critical Thinking

- Make Inferences** What role did geography play in the early development of mainland Southeast Asia?
- Compare and Contrast** How are the histories of Korea and the kingdoms of Southeast Asia similar? How are they different?

Activity

Make a Map Make an outline map of Asia. Then use the map on page 437 to draw the boundaries of China, India, Korea, Dai Viet, and Khmer. Also add the physical features mentioned in this section.

Section 3

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Smaller kingdoms in Korea and Southeast Asia arose in the shadow of China to the north and India to the west.

NOW YOU WILL LEARN

The Mughals brought together Turks, Persians, and Indians in a vast empire.

▶ Vocabulary

TERMS & NAMES

Mughals (MOO•guhls) Muslims from central Asia who conquered northern India in the 1500s

Babur general who led the Mughal conquest of northern India

Akbar Mughal emperor who showed wisdom in governing his empire

Jahangir (juh•hahn•GEER) weak Mughal emperor; the son of Akbar

Nur Jahan wife of Mughal emperor Jahangir; held the true power during her husband's reign

Shah Jahan Jahangir's son, who became the emperor of the Mughal Empire in 1628

Taj Mahal beautiful tomb built by Shah Jahan to honor his wife, Mumtaz Mahal

Aurangzeb (AWR•uhng•zehb) Shah Jahan's son, who became the emperor in 1658

BACKGROUND VOCABULARY

Deccan Plateau high area of land at the center of the Indian subcontinent

REVIEW

empire group of territories and peoples brought together under one supreme ruler

pilgrimages journeys to a sacred place or shrine



Visual Vocabulary Shah Jahan

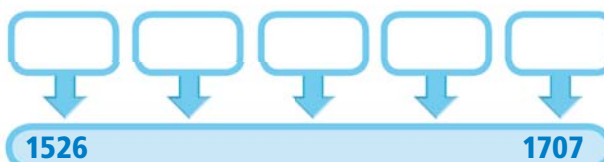
▶ Reading Strategy

Re-create the time line shown at right. As you read and respond to the **KEY QUESTIONS**, use the time line to record the successes and failures of each Mughal emperor.



See Skillbuilder Handbook, page R5.

SEQUENCE EVENTS



GRAPHIC ORGANIZERS

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The Mughal Empire of India



Connect to What You Know As you learned in Chapter 5, India experienced a golden age under the Gupta Empire. During this period, Hinduism reemerged as India's dominant religion. However, the golden age was short-lived. In the middle A.D. 400s, nomads from central Asia thundered across the plains and overran northern India. They brought the Gupta Empire to an end around 540.

▲ **Mughal Elephant**
The Mughals used elephants as a means of transport, for hunting, in battle, and for religious ceremonies.

Early History of the Mughals

▼ **KEY QUESTION** How was the Mughal Empire built?

After the fall of the Gupta Empire, India broke into many small kingdoms. These kingdoms often fought one another. They also faced challenges from outside. First, Muslim Arabs invaded. Then, Muslim Turks arrived and took control of lands west of the Indus River valley. Around the year 1000, well-trained armies of Turks swept across the Indus. In a series of brutal campaigns, they conquered northern India. The Turks established a kingdom based in the city of Delhi called the Delhi Sultanate. The Muslim rulers saw their Hindu subjects as conquered people and treated them badly.

The sultanate lasted for about 300 years until yet another invasion occurred. In 1398, Mongols from central Asia stormed into India. Led by the fierce conqueror Timur the Lame, they burned Delhi and destroyed the sultanate. Once again, northern India splintered into a collection of small kingdoms.


Early Mughal History
This painting from the 1700s shows Timur the Lame (left), Babur (center), and Babur's son, Humayun. ▼

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image in the textbook.


Babur For a century, these small kingdoms warred with one another. Then a powerful new group of invaders swept into India and took control.

These people were the **Mughals** (MOO•guhls), Muslim invaders from central Asia. Their leader was **Babur**, a brilliant general who was descended from both Timur the Lame and Genghis Khan. (You read about Genghis Khan in Chapter 14.) Starting in 1526, Babur defeated the armies of several local sultans in a series of battles. According to many sources, he fought one battle against the sultan of Delhi's 100,000 soldiers and hundreds of elephants with an army of only 12,000 men. However, Babur's army was more disciplined and had better weapons and armor. With those advantages, Babur led his army to a great victory.

By 1529, Babur had conquered all of northern India and had begun to unify the small kingdoms. This became the foundation of a vast **empire**. However, he died only a year later. His son, Humayun, an educated man who supported the arts and learning, took the throne. But he proved to be a weak leader. He almost lost control of the empire that his father had built. In 1556, Humayan died unexpectedly after a fall. Babur's grandson, who was just 13, took the throne.

 **SUMMARIZE** Describe how the Mughal Empire was built.

The Golden Age of Akbar

 **KEY QUESTION** How did Akbar show tolerance and understanding in ruling the Mughal Empire?

Babur's grandson was named **Akbar**, which means "Great One." During his reign, he showed that he fully deserved that name. At only 19, Akbar had full control of the empire. He displayed military genius in building his empire and wisdom in governing it.



A Great Leader As a general, Akbar had no match. He equipped his armies with cannons. With these weapons, his armies destroyed walls surrounding cities. This strategy made capturing the cities easier.

Akbar also appointed local military leaders as officers in his army. As a result, he turned enemies into allies. Gradually he extended the Mughal Empire into the **Deccan Plateau**, a high area of land at the center of the Indian subcontinent. Under Akbar's rule, the population of the empire grew to about 100 million people—more than the number of people living in Europe at the time.

A Wise Ruler Akbar showed great wisdom and tolerance as emperor. He was a Muslim, but most of his subjects were not. He knew he needed their cooperation to rule, so he did not impose his beliefs on them. Rather, he allowed non-Muslims to practice their own religions. He also married two Hindus, a Christian, and a Muslim. (It was the custom for Muslim men to have more than one wife.) In addition, he stopped making Hindus pay a tax when they made **pilgrimages** to sacred places in India.

Akbar created an effective government organization. All people, Hindu or Muslim, native-born or foreign, could hold important offices in the government. This practice made sure that talented people rose to the top. Akbar also set up a new tax system. Under it, people paid taxes based on the value of their lands. As a result, wealthy landowners paid more taxes than did poor peasants.

History Makers

Akbar (1542–1605)

Akbar was very curious, especially about religion. He set up a center to study Islam. He respected all faiths and later invited members of many religions to discuss their beliefs. Akbar saw truth in all religions. He even took up some practices from other faiths.

Akbar remained a Muslim, but no one religion seemed to make him happy. In 1582, he started his own system, the "Divine Faith," which drew from many religions, especially Islam and Hinduism. Akbar did not try to replace India's other religions with the Divine Faith. Even so, his support for it angered many religious leaders. Only a few people close to Akbar joined his new religion. When he died, so did the Divine Faith.

CRITICAL THINKING

Compare How did Akbar's approach to religion compare to his style of ruling?





Land Reform Akbar also tried to distribute land widely. He gave government officials generous grants of land. When an official died, the land returned to Akbar's control. This system prevented government officials from building huge estates. However, it also gave landowners little reason to improve their property. Instead, the officials spent their money on luxuries such as jewels, fine clothes, and Arabian horses.

▲ **Akbar's Capital**
Fatehpur Sikri, or the City of Victory, was the capital of the Mughal Empire for only 15 years. Akbar abandoned the city around 1585, probably because of a lack of water.

A Flowering of Culture As Akbar expanded his empire, he welcomed cultural influences from many different lands. People at the royal palace spoke Persian. The common people, however, spoke Hindi, a combination of Persian and a local language.

The Mughal Empire boasted great accomplishments in literature, art, architecture, and education. In literature, poetry thrived. One poem, *The Holy Lake of the Acts of Rama*, was a retelling of the Indian epic the *Ramayana*. Its main theme was the love story of the legendary king and queen, Rama and Sita.

The visual arts also blossomed. Artists illustrated books with small, colorful paintings called miniatures. Some of the most famous Mughal miniatures decorated the *Book of Akbar*. This book tells the thrilling story of Akbar's deeds as he built the Mughal Empire.

Akbar had a deep interest in architecture. During his reign, he oversaw the construction of huge but graceful buildings that featured highly detailed stonework. In fact, his love of architecture led him to build a new capital city, Fatehpur Sikri (FAH•tuh•PUHR SEE•kree). The city, built of red sandstone, had splendid examples of this style of architecture. Akbar had the city built to thank a holy man who had predicted the birth of his first son.

▲ **FIND MAIN IDEAS** Explain how Akbar showed tolerance and understanding in ruling the Mughal Empire.

Akbar's Successors

KEY QUESTION How did the governing style of Akbar's successors compare to Akbar's approach?

Akbar died in 1605. The three emperors who followed showed more interest in gaining power than in governing. As a result, they were less effective than Akbar.

Jahangir and Nur Jahan Akbar's son was named **Jahangir** (juh•hahn•GEER), which means "Grasper of the World." At one point, he rebelled against his father and may even have plotted to kill him. Even so, Akbar chose him as his successor. Yet Jahangir turned out to be a weak ruler. His wife, a Persian princess named **Nur Jahan**, held the real power. She placed members of her family in key government positions. And, as Jahangir grew older, she began to plot who would succeed him. At first, she favored his son, Khusrau (KUHZ•row). However, Khusrau rebelled against Jahangir. As a result, Nur Jahan turned against him and shifted her favor to another son.

Khusrau's rebellion marked the beginning of a bitter religious conflict. On the run, Khusrau turned to the Sikhs (SEEKS) for help. They were a religious group that blended traditions from Buddhism, Hinduism, and Sufism (a form of Islam). Their leader, Guru Arjun, protected Khusrau. But Mughal rulers arrested and killed Guru Arjun. After that, the Mughals targeted the Sikhs for persecution.

Primary Source

Mughal Miniatures

Background During the Mughal Empire, Muslim and Hindu artists created beautiful miniature paintings to illustrate books. The artists often painted historical events, scenes of everyday life, and studies of plants and animals. This painting shows a feast at the royal palace. Notice that the men and the women sit in separate areas.

CRITICAL THINKING

Make Inferences What does this painting tell you about the style of life led at the Mughal royal palace?





Shah Jahan Jahangir's son, **Shah Jahan**, took power in 1628. He was highly educated and loved beautiful things. But he gained the throne by killing all of his rivals.

Above all else, Shah Jahan loved his wife, Mumtaz Mahal (moom•TAHZ mah•HAHL). Tragically, she died at the age of 39. Torn by grief, Shah Jahan vowed to build a tomb in her memory that was "as beautiful as she was beautiful." The memorial, the **Taj Mahal**, is considered one of the world's most magnificent and recognizable buildings. It shone with white marble and semiprecious stones.

Shah Jahan built many other fabulous buildings. But to raise the money for construction, he placed high taxes on his subjects. People could not afford to build roads, buy farming tools, or irrigate their land. The result was a devastating famine—and widespread anger against Shah Jahan.

Aurangzeb Shah Jahan fell ill in 1657, and his four sons started fighting one another for the Mughal throne. The third son, **Aurangzeb** (AWR•uhng•zehb), gained the upper hand. He executed two of his brothers to remove them as rivals. Then he put his father in prison. Shah Jahan died there eight years later.

During his reign, from 1658 to 1707, Aurangzeb expanded the Mughal Empire. He forced the subjects of his empire to follow Islamic law. He banned drinking, gambling, and other vices. He also removed Hindus from high offices and made them pay new taxes. This angered them greatly. The empire entered a long period of decline.

▲ **Taj Mahal** The glowing white marble of the Taj Mahal is mirrored in a reflecting pool. **Why might the Taj Mahal be considered a monument to the Mughal Empire?**

▲ **COMPARE AND CONTRAST** Compare and contrast the governing style of Akbar's successors with Akbar's approach.

Decline of the Mughal Empire

KEY QUESTION Why did the Mughal Empire go into decline?

Hindu leaders rebelled. Aurangzeb had to fight a series of wars to control them. To pay his armies, he raised taxes even higher. The higher taxes led to more unrest and a dramatically lower standard of living. Some 2 million people starved to death. Most of Aurangzeb's subjects felt no loyalty to him. On his deathbed in 1707, he said, "I have sinned terribly, and I do not know what punishment awaits me."

As a result of poor leadership after Akbar, the Mughal government lost influence over the people. At the same time, local lords gained power. After Aurangzeb died, his sons fought for the throne. Over the next 12 years, three emperors ruled. The Mughals would never again regain the glory of their golden age. Once again, India broke into many small states.

During the Mughal Empire's decline, Western traders began to set up trading posts in India. The Portuguese came first, then the Dutch, the French, and the British. The Mughals even helped them. For example, Shah Jahan let the British build a trading post in the city of Madras. During Aurangzeb's reign, the British gained control over the port at Bombay. As you'll read in Chapter 20, in time, the British came to rule all of India.

British East India Company Flag The British East India Company established a British foothold in India with trading posts at Madras and Bombay. ▼



ANALYZE CAUSES Explain why the Mughal Empire went into decline.

3

Section Assessment



ONLINE QUIZ

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Terms and Names

1. Explain the importance of

Mughals	Jahangir	Taj Mahal
Babur	Nur Jahan	Aurangzeb
Akbar	Shah Jahan	

Use Your Reading Notes

2. Sequence Events

Use your completed time line to answer the following questions:

Which emperor had a positive effect on the empire? Which had a negative effect?



Key Ideas

3. What was Akbar's policy toward people of other religions in his empire?
4. How did Shah Jahan's building projects affect the Indian people?
5. Why did Aurangzeb lose the support of the people of the Mughal Empire?

Critical Thinking

6. **Draw Conclusions** Why do you think Akbar allowed talented people of all faiths and backgrounds to rise in government service?
7. **Compare and Contrast** How did Aurangzeb's leadership style make him a less effective ruler than Akbar?

Activity

Create a Poster Work with a partner to create and illustrate a poster titled "10 Rules for Effective Leaders." In creating your poster, think about the Mughal leaders, as well other leaders you have learned about. Be prepared to present your poster to the class.

Section 4

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The Mughals brought together Turks, Persians, and Indians in a vast empire.

NOW YOU WILL LEARN

In the 1300s, a Turkish group, the Ottomans, rose to become a great imperial power.

▶ Vocabulary

TERMS & NAMES

Osman founder of the Ottoman Empire in Asia Minor in the early 1300s

divan imperial council that advised the sultan of the Ottoman Empire

Suleyman I (SOO•lay•MAHN) sultan of the Ottoman Empire in the 1500s who organized an effective legal code

janissaries members of an elite fighting force in the Ottoman Empire made up mainly of slaves

BACKGROUND VOCABULARY

outskirts areas remote from a central district, such as a city or a town

elite best or most skilled members of a particular group

REVIEW

Byzantine Empire eastern half of the Roman Empire that survived for a thousand years after the fall of Rome

mosque building for Muslim worship

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to record the main ideas for each of the three main headings. Then find at least one sentence that supports each main idea.



See Skillbuilder Handbook, page R3.

FIND MAIN IDEAS

Heading	Main Idea	Supporting Sentence
An Emerging Power		
The Empire Expands		
Life in the Ottoman Empire		



GRAPHIC ORGANIZERS

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The Ottoman Empire

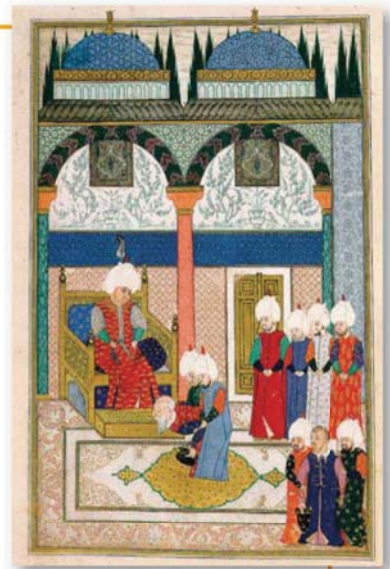
Connect to What You Know In Chapter 10, you read about the capture of Constantinople by the Ottoman Turks. In this section, you will learn how the Ottomans rose to power.

An Emerging Power

 **KEY QUESTION** How did the Ottomans structure their empire?

Anatolia, the area between the Mediterranean and Black seas, was inhabited mostly by the descendants of nomadic Turks. They were loyal to their own local groups and were not controlled by any central power. From one of these groups, a ruler named **Osman** emerged to unite the Turks and build a new empire.

Osman Finds an Empire Osman founded the Ottoman Empire in the early 1300s. The name of the empire comes from the Arabic form of Osman: Uthman (uth•MAHN). Osman's successors expanded the empire by buying land and by forming alliances with neighbors. Most of their new lands, however, were gained through conquest. Ottoman military might was based on gunpowder. Instead of archers, the Ottomans used soldiers armed with muskets. They were among the first to use cannons as offensive weapons.



▲ Suleyman's Court

This Ottoman painting shows Suleyman in his court. Two European prisoners are being brought before him. Suleyman ruled the Ottoman Empire at the height of its power.

The Blue Mosque

in Istanbul Muslim architects built elaborate mosques in Istanbul (formerly Constantinople), the capital of the Ottoman Empire. ▼




Governing the Empire The Ottomans quickly established systems to govern the empire. The sultan was the head of the Ottoman imperial government. Beneath the sultan was an imperial council called the **divan**. The divan advised the sultan. A grand vizier headed the divan and was the sultan's main adviser. Across the empire, military leaders, religious authorities, and large estate owners helped run local affairs. These layers of government allowed the Ottomans to manage and govern their lands effectively.

The Ottomans' attitude toward conquered peoples helped to make their government more effective. By and large, they acted with considerable tolerance toward those they conquered. For example, non-Muslims could practice their own religions if they paid a tax to the government. Non-Muslims could also avoid service in the Ottoman armies by paying a tax.

Suleyman the Lawgiver In 1520, a new sultan, **Suleyman I** (SOO•lay•MAHN), took control of the empire. During Suleyman's 46-year reign, the Ottomans produced great art, architecture, and literature. Because of these cultural achievements, people often referred to him as "Suleyman the Magnificent." However, people who lived under his rule called him "Suleyman the Lawgiver" because he organized a legal code that would become famous.

As Muslims, the Ottomans were required to follow Islamic law. However, there were certain topics that were not fully covered by Islamic law. Criminal law and taxation were two such areas. So the sultans passed laws to address such situations. Suleyman organized these laws into a legal code that could effectively govern the vast and expanding empire.

 **FIND MAIN IDEAS** Explain how the Ottomans structured their empire.

Expansion Through

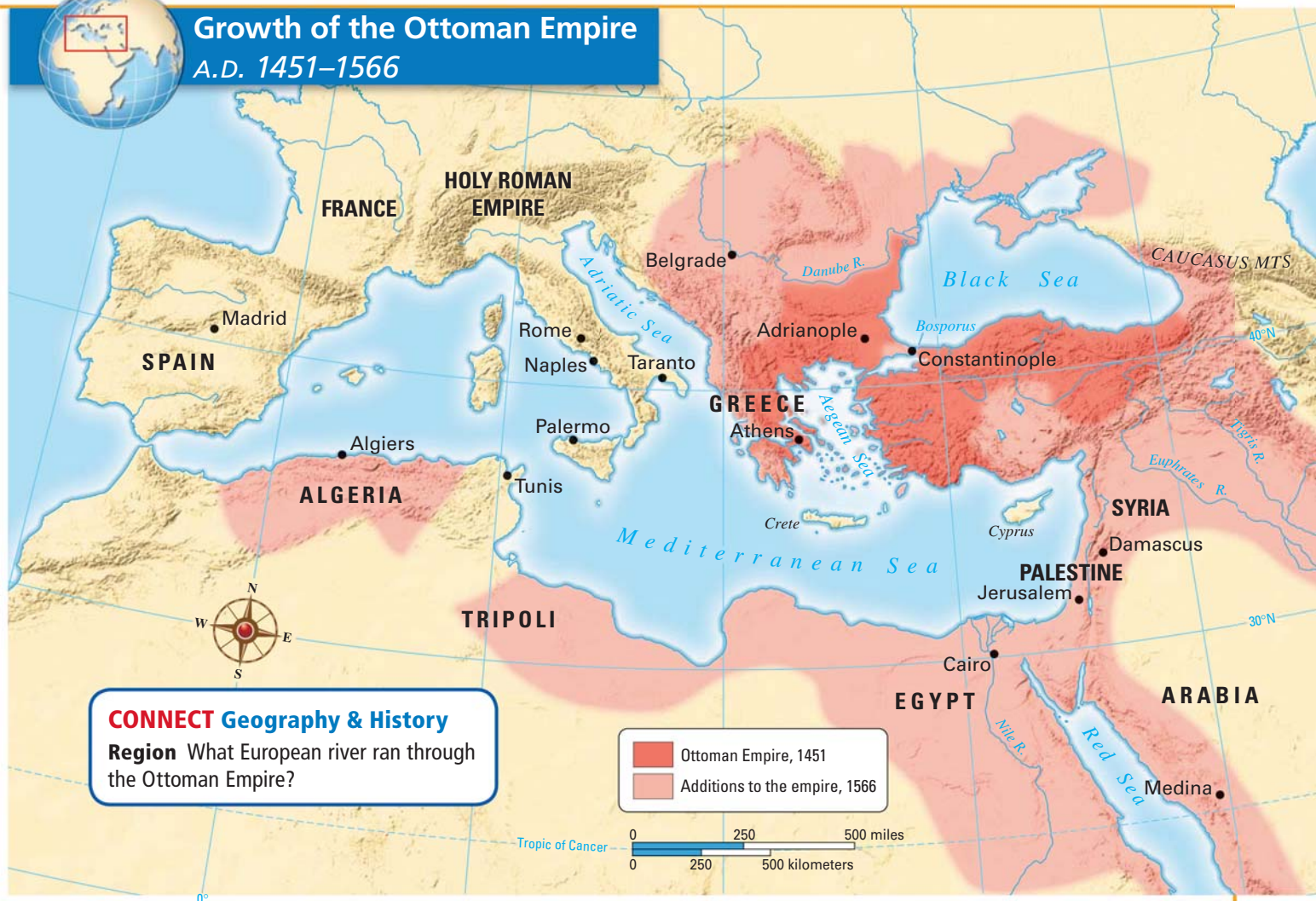
Force An Ottoman army attacks a city with rifles and artillery in this painting from the 1300s. ▼





Growth of the Ottoman Empire

A.D. 1451–1566



The Empire Expands

KEY QUESTION What regions did the Ottomans expand into?

The Ottomans captured much of Southwest Asia and northern Africa—territories including Syria, Arabia, Persia, Palestine, and Egypt. With these conquests the Ottomans controlled one of the largest and most powerful empires in the world. It included Mecca and Medina—considered the holiest cities of Islam.

In 1453, the Ottomans conquered the Byzantine capital of Constantinople. They changed the city's name to Istanbul and made it their own capital. This conquest marked the end of the **Byzantine Empire**. In 1525, Suleyman attacked the Holy Roman Empire, which the powerful Hapsburg Dynasty controlled. The Hapsburgs were Germans and bitter enemies of France. As a result, when Suleyman attacked Hapsburg territory, France allied with him. In 1529, Suleyman reached the **outskirts**, or outer areas, of Vienna, Austria. But Suleyman could not supply his armies, and so he had to withdraw.

SUMMARIZE List the regions that the Ottomans expanded into.

Hagia Sophia

Hagia Sophia, or the Church of Holy Wisdom, was built by the Byzantine emperor Justinian in the A.D. 500s. When the Ottomans captured the Byzantine capital in 1453, they transformed Hagia Sofia into a **mosque**—a building for Muslim worship. Since the 1930s, the building has served as a museum.

Perhaps Hagia Sophia's most remarkable feature is its dome. It measures about 100 feet across and 180 feet high. A ring of windows around the base of the dome makes it appear to float above the rest of the building. The interior of the dome is covered with Muslim calligraphy. Mosaics with Christian themes have also been found under a layer of plaster.

CRITICAL THINKING

Draw Conclusions Why do you think mosaics in the dome might have been covered?



Life in the Ottoman Empire



KEY QUESTION What was the Ottoman policy toward conquered peoples?

Many different peoples were able to live in peace under the policies of the Ottoman Empire. These policies helped the empire to prosper.

Privileges of Conquered Peoples As you read earlier, the Ottomans granted freedom of worship to Christians and Jews living within their empire. This practice was in accordance with Islamic law. Christians and Jews were allowed to establish their own communities, called *millets*. Residents of the *millets* were required to demonstrate their loyalty to the Ottomans and to pay their taxes. In return, the sultan allowed them to follow their own religions, speak their own languages, and govern themselves.

Slaves The sultan's 20,000 personal slaves ran the Ottoman government. These slaves were enlisted from the peoples that the Ottomans conquered. Some of them filled important positions in the Ottoman Empire. In fact, some people bribed Ottoman officials to take their children as slaves. Serving the sultan was the only way for a non-Muslim to rise in Ottoman society.

Slaves also made up a section of the Ottoman army known as the **janissaries**. These **elite**, or best, troops were forcibly drafted as youths, mainly from Christian families. The Ottomans educated them, converted them to Islam, and trained them to be loyal to the sultan alone. The janissaries and the rest of the Ottoman army were disciplined, highly organized, and armed with the latest weapons. As you recall, this combination of discipline and technology helped the Ottomans expand their empire.

Women in the Empire The situation of women under Ottoman rule depended on their social class and where they lived. Islamic law gave women the right to own and inherit property and to file for divorce. In the country, women worked with men farming and herding. In the cities, women often worked in markets as merchants and in workshops, mainly as spinners and weavers. Women of the sultan's court received an education, but their lives were limited to the palaces. Some court women were very powerful, especially the mothers of the sultans.

Over the next 300 years, the Ottoman sultans' fortunes slowly declined. At the same time, as you will read in Chapter 16, powerful European monarchies were on the rise.



▲ **Ottoman Royal Dress** This fur-lined silk robe belonged to Sultan Bayezid II, who ruled the Ottoman Empire from 1481 to 1512.

▲ **FIND MAIN IDEAS** Describe the Ottoman policy toward conquered peoples.

4 Section Assessment

ONLINE QUIZ
For test practice, go to
Interactive Review
@ClassZone.com

Terms & Names

1. Explain the importance of

Osman Suleyman I
divan janissary

Use Your Reading Notes

2. Find Main Ideas

Use your completed chart to answer the following question:

What was life like in the Ottoman Empire?

Heading	Main Idea	Supporting Sentence
An Emerging Power		
The Empire Expands		
Life in the Ottoman Empire		

Key Ideas

- How did Suleyman's legal code help sultans run the Ottoman Empire?
- On which three continents did the Ottoman Empire claim territory?
- Why did the Ottomans allow Christians and Jews to organize into *millet*s?

Critical Thinking

- Form and Support Opinions** Why was the Ottoman Empire so powerful?
- Make Inferences** Why might Christian France have helped the Muslim Ottoman Empire in its fight against the Christian Hapsburgs?


Activity

Internet Activity Use the Internet to research Suleyman the Magnificent. Write a brief biography that explains why he deserved his title.

Internet Keyword: *Suleyman the Magnificent*

Chapter 15 Assessment

Interactive Review

 **Click here** for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Civilizations of Asia

Japanese Civilizations

- Japan's distinctive way of life was strongly influenced by China.
- Unique forms of religion, literature, and drama developed.
- Military society developed with the shogun as real ruler.



Korea and Southeast Asia

- Korea was founded in the 2300s B.C.
- Khmer Empire was established in what today is Cambodia.
- Vietnamese drove out Chinese invaders several times.



The Mughal Empire of India

- Babur founded the Mughal Empire in the early 1500s.
- Empire experienced a golden age under Akbar's rule.
- Weak leaders brought about the collapse of the empire.



The Ottoman Empire

- Osman founded the Ottoman Empire in early 1300s.
- Under Suleyman, the empire spanned three continents.
- Many different peoples lived in peace under Ottoman rule.



VOCABULARY

Explain why the words in each set below are linked with each other.

1. **daimyo** and **shogun**
2. **Khmer Empire** and **Angkor Wat**
3. **Shah Jahan** and **Taj Mahal**
4. **Osman** and **Suleyman I**

KEY IDEAS

Japanese Civilizations (pages 424–433)

5. Why was Prince Shotoku's support for Buddhism important?
6. What powers did the emperor and the shogun each have during the period of military government?

Korea and Southeast Asia (pages 434–441)

7. What was the relationship between China and Korea before the rise of the Koryo kingdom?
8. What cultures influenced the Khmer kingdom?

The Mughal Empire of India (pages 442–449)

9. Why was Akbar's reign referred to as a golden age?
10. How did the actions of Akbar's successors lead to the decline of the Mughal Empire?

The Ottoman Empire (pages 450–455)

11. What was the extent of the Ottoman Empire?
12. How did the Ottomans manage their empire?

CRITICAL THINKING

13. **Make Inferences** How do you think Japan's history would be different if it were part of the Asian mainland?
14. **Draw Conclusions** What was the value of treating conquered peoples in a way that did not oppress them?
15. **Analyze Effects** What impact did Islamic law have on Ottoman society?

Activities

- Writing Activity** Select an individual mentioned in this chapter whom you would like to meet. You might select a person named in this chapter or a person from a group described in this chapter. Write one paragraph explaining your selection.
- Interdisciplinary Activity—Art** Use books or the Internet to research Japanese calligraphy. Find an example to share with the class. Describe what the calligrapher was writing about. Explain how the calligrapher tried to make the writing beautiful.



ONLINE ACTIVITY

Click [here](#) to establish e-mail correspondence with students in East Asia and Southeast Asia @ [ClassZone.com](#)



Answer the ESSENTIAL QUESTION

How did cultural borrowing influence civilization in East Asia and Southeast Asia?

Written Response Write a two- or three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about the cultures that influenced East and Southeast Asia. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

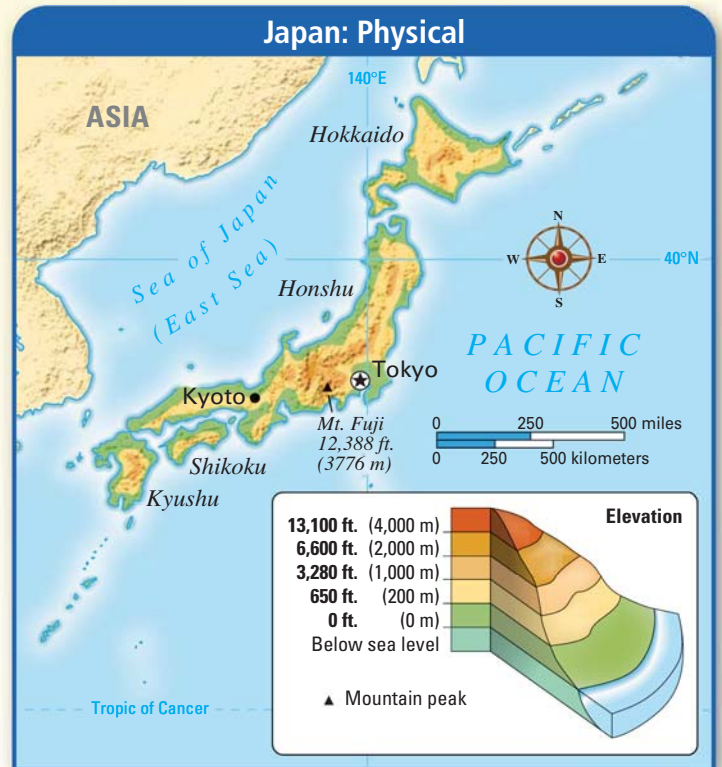
- identify the cultural influences on East and Southeast Asia
- provide specific examples of cultural borrowing by the civilizations of East and Southeast Asia



Test Practice

- Online Test Practice @ [ClassZone.com](#)
- Test-Taking Strategies and Practice at the front of this book

Read Maps Japan is composed of four large and more than 4,000 small mountainous islands. Use the map below and your knowledge of world history to answer the questions.



1. What is the largest of the Japanese islands?

- | | |
|-------------|------------|
| A. Hokkaido | C. Honshu |
| B. Kyushu | D. Shikoku |

2. Which physical factor was most responsible for Japan's isolation?

- It was composed of nearly 4,000 islands.
- The islands were mountainous.
- Only one of the four major islands was large.
- It was separated from the Asian mainland by a large body of water.

UNIT 6

Medieval and Renaissance Europe

Interact with History ▶

Siege of a Castle, A.D. 1000

Your mission is to conquer an enemy castle. It won't be easy. The castle defenders are waiting along the castle walls, ready to strike back. You march up with all of the soldiers and equipment you think you need. You then finalize the invasion plans with your men and begin your attack.

How will you take over the castle?

Large, mobile wooden towers gave attacking forces a closer shot at the enemy and enabled troops to jump over the castle wall.

What might be a way for castle defenders to combat this weapon?

Attackers used such weapons as a trebuchet, which slung heavy rocks at the enemy.

What might be the advantages and disadvantages of using long-range weapons?



Chapter 16
**Feudal and Late
Medieval Europe**



Chapter 17
**The Renaissance
and Reformation**



Chapter 18
**Scientific Revolution and
the Age of Exploration**



Castle defenders repelled attackers by shooting arrows and dumping boiling water and oil on those who got too close.

What made trying to capture a castle so difficult?

Chapter 16

Feudal and Late Medieval Europe



Essential Question

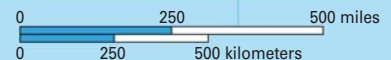
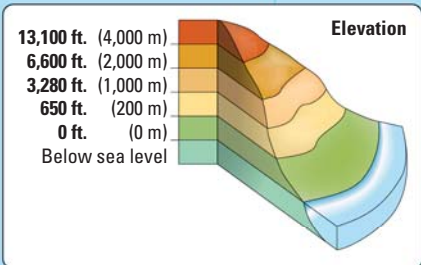
How did Europe change during the Middle Ages?



CONNECT Geography & History

Use the map and the time line to answer the following questions.

1. What came first: the First Crusade or a Muslim state on mainland Europe?
2. What African culture was producing advanced art at the time that this map shows?



EUROPE

WORLD

511

Frankish ruler
Clovis dies. (portrait
of Clovis) ▶

500



768

Charlemagne
becomes king of
the Franks.

750

600

Mayan civilization is at the
midpoint of its Classical period.



960

Song Dynasty begins in China.
◀ (Song sculpture of a child)

Europe A.D. 1000

[Click here](#) to trace the spread of feudalism throughout Europe @ClassZone.com



1095

First Crusade pitting Christians against Muslims begins.

1347

A devastating plague reaches Europe.

1453

The Hundred Years' War ends.
◀ (French archer)



1000s

The Yoruba people of Ife in Africa produce detailed sculptures. (Yoruba zinc and brass sculpture) ▶



1464

Songhai Empire begins in West Africa.

1500

1250

Section 1

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

A social and political system known as feudalism, where lords gave land to vassals in exchange for loyalty and service, existed in Japan.

NOW YOU WILL LEARN

Feudalism took root in Europe during the violent and unstable period that followed the fall of the Roman Empire in the west.

▶ Vocabulary

TERMS & NAMES

Middle Ages period between the fall of the Roman Empire and the Renaissance, lasting from about A.D. 500 to 1450

Charlemagne king of the Franks who conquered much of Europe and spread Christianity

feudalism political and social system of the Middle Ages in Europe, in which lords gave land to vassals in exchange for service and loyalty

lord powerful landowner

serfs people who lived and worked on the manor of a lord or vassal

manor noble's house and the villages on his land where the peasants lived

chivalry code of conduct of knights, focusing on bravery, honor, and respect toward women and the weak

guilds associations of people sharing a trade or craft, intended to control the quality and quantity of their production and to protect their interests

REVIEW

vassals people in feudal society who received land and protection from lords in return for loyalty

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you list facts about feudalism in Europe under each of the given categories.



See Skillbuilder Handbook, page R6.

CATEGORIZE

Lords	Vassals	Serfs




GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Feudalism in Medieval Europe

Connect to What You Know What comes to mind when you think of the Middle Ages? Knights in armor? Castles? In this chapter, you will learn about these aspects of the Middle Ages. You will also learn about a new political, economic, and social system known as feudalism that developed during this period.

Setting of Medieval Europe

 **KEY QUESTION** What changes occurred in Europe after the fall of Rome?

The collapse of Rome in 476 ushered in a roughly 1,000-year period known as the **Middle Ages**. This time is also known as the medieval period. The political and cultural landscape of Europe changed greatly after the fall of Rome.

The Romans no longer ruled the region by unifying its many different groups under one government. Instead, numerous Germanic kingdoms dominated the lands that had once been ruled by a mighty empire.

The Romans had a highly developed government. They also emphasized learning. The Germanic peoples, on the other hand, lived in small communities. They maintained order through unwritten rules and traditions. As a result, they did not develop large governments or produce scholarly works.

The educated middle class all but disappeared during the Middle Ages. Most schools ceased to exist, and few people could read or write Latin. Most Europeans forgot about the achievements of the Greeks and Romans in the arts and learning.

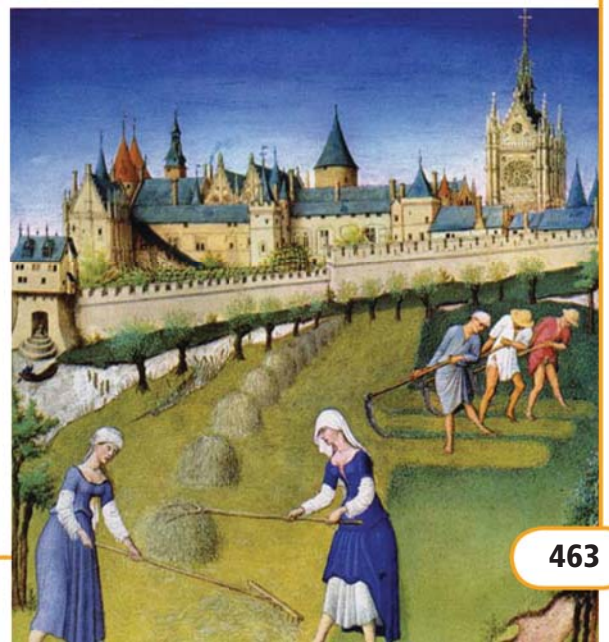
As trade throughout Europe shrank, so did many cities. Most city dwellers made their living by trading goods. The lack of trade caused many of them to move to the country and make their living by farming.

 **SUMMARIZE** Summarize the major changes to Europe after the fall of Rome.



▲ Germanic Cup This cup lined with gemstones belonged to the Franks, a Germanic group.

Paris in the 1400s This illumination from a book of hours, a medieval prayer book, shows peasants mowing and stacking hay outside of Paris. ▼



Christianity Grows and Spreads

KEY QUESTION How did Frankish kings help to spread Christianity throughout Europe?

One institution that survived the fall of Rome was the Christian church. Many German rulers and their subjects converted to Christianity. North of the Alps, a group of Germanic people, the Franks, established a powerful kingdom. They greatly strengthened Christianity in Europe.

Clovis and the Franks In 486, a Frankish leader named Clovis invaded Roman Gaul (now France). He defeated the last great Roman army in Gaul. Clovis then went on to defeat other Germanic groups. By 507, his kingdom stretched west from the Rhine River to the Pyrenees Mountains. In time, Clovis converted to Christianity. Later, most of his subjects became Christians as well.

The Rule of Charlemagne In 768, an ambitious new ruler took over the Frankish kingdom. Charles, also known as **Charlemagne** (SHAHR•luh•MAYN), built a European empire greater than any known since ancient Rome. He did this mostly through a long series of military victories over many years. By 800, much of Western Europe had become part of his well-run empire.

Charlemagne established new laws to help keep order. He also allowed some conquered peoples to keep their traditional laws, as long as they were codified—organized and written down. Charlemagne also reformed and strengthened the Church. He promoted the education of priests, organized Church authority, and made alliances with popes.

DRAW CONCLUSIONS Explain how Frankish kings helped to spread Christianity throughout Europe.

Feudalism: A New Social Order

KEY QUESTION What role did serfs play in feudalism?

After Charlemagne's death in 814, his son Louis became emperor. When Louis died, his three sons fought each other for control of the kingdom. They all signed a treaty in 843 that divided the empire into three parts. This split weakened the Frankish kingdom. The decline of Frankish rule led to disorder across Europe.

Changes to Europe After the Fall of Rome

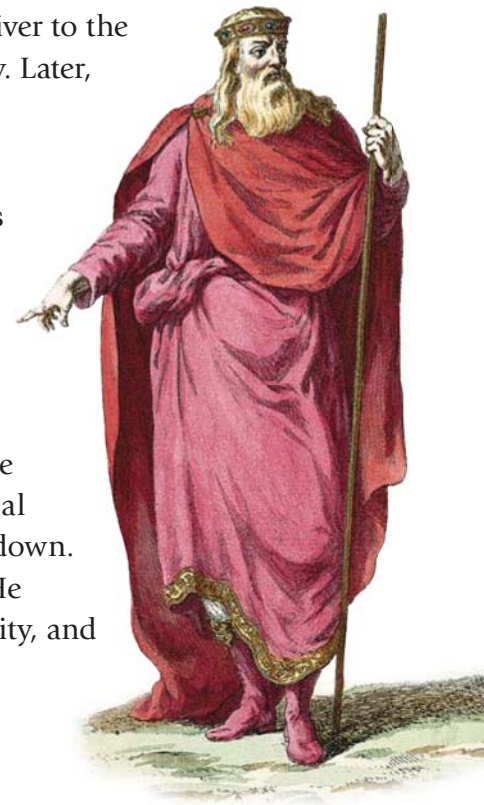
Decline in the size and power of governments

Reduction in long-distance trade

Decline in learning and devotion to Greek and Roman culture

Disappearance of cities and rise of rural villages and farms

Growth of numerous Germanic kingdoms



▲ Clovis I One of the more powerful kingdoms in Europe was built by the Franks. Their early leader was Clovis I.

Charlemagne (c. 742–814)

Charlemagne certainly looked and acted like the powerful ruler of a large kingdom. He was tall and strong and enjoyed physical activities, especially swimming. In addition, he thrived on little sleep. He was said to wake up four or five times a night—often waking those around him to finish a task or give him reports.

Charlemagne also showed an interest in scholarly matters, including astronomy. However, one thing may have kept him from learning more. Historians speculate that, like many others during the Middle Ages, the mighty Frankish king may have been unable to read.

CRITICAL THINKING

Summarize What things about Charlemagne helped and hurt him as a leader?



Invaders took advantage of this disorder. Scandinavian pirates, called Vikings, terrorized coastal villages. A group known as the Magyars attacked towns throughout central Europe. Beginning in the mid-800s, Europe became a place of constant conflict and warfare.

The Emergence of Feudalism During this violent period, people looked for protection. This led to the creation of a political and social system known as **feudalism**. Feudalism was based on an agreement between two groups of nobles—lords and vassals. A **lord** was a powerful noble who owned land. Lords allowed lesser nobles called **vassals** to use pieces of land. These plots of land were called fiefs. In return for the fief, the vassal served in the lord's court and army. With an army of vassals, the lord could protect his lands from attack. Some vassals were warriors known as knights.

The Feudal Structure Feudal society was highly structured. The king ruled at the top of society. Next came wealthy landowners and high-ranking church members. Serving below them were the knights. At the bottom of society were the peasants. Most peasants were **serfs**. Serfs lived and worked on the land belonging to a lord or a vassal. Like vassals, serfs looked to their lords for protection.

Feudalism created a new political structure in Europe. Manors, estates ruled by powerful nobles, were an important part of this new political landscape.




SUMMARIZE Explain the role that serfs played in feudalism.

The Manor System

KEY QUESTION What role did the manor system play in the economic structure of Europe during the Middle Ages?

Lacking strong central governments, Europe became little more than a collection of kingdoms and lands held by high-ranking nobles. In such a setting, there was little trade or commercial interaction. Instead, the lands held by the nobles became the center of most economic activity.

Animated HISTORY European Feudalism

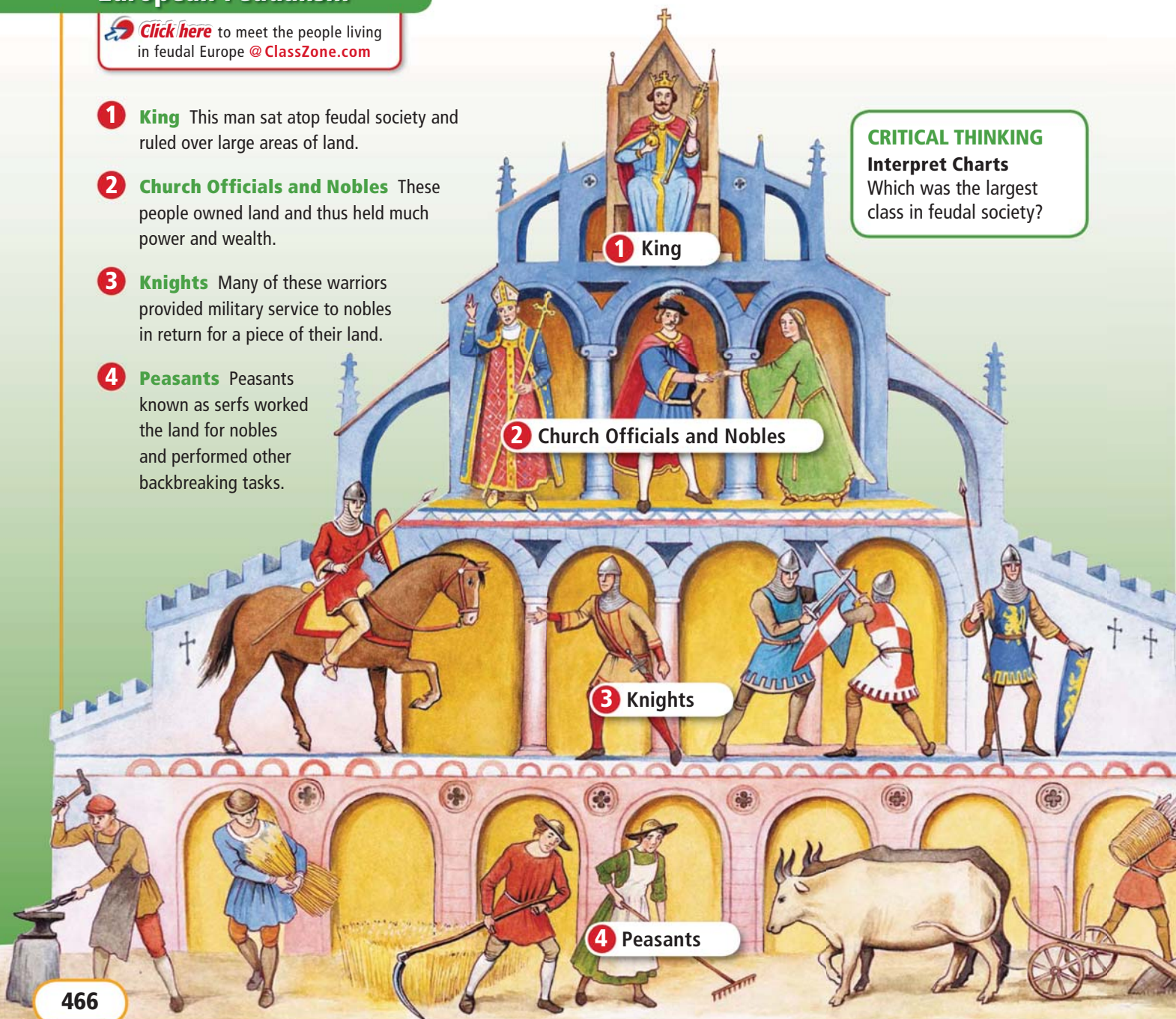
 [Click here](#) to meet the people living in feudal Europe @ [ClassZone.com](#)

- 1 King** This man sat atop feudal society and ruled over large areas of land.
- 2 Church Officials and Nobles** These people owned land and thus held much power and wealth.
- 3 Knights** Many of these warriors provided military service to nobles in return for a piece of their land.
- 4 Peasants** Peasants known as serfs worked the land for nobles and performed other backbreaking tasks.

CRITICAL THINKING

Interpret Charts


Which was the largest class in feudal society?



The Role of the Manor The main part of a noble's land was called a **manor**. The center of a manor was the house where the lord and his family lived. Often the manor house was a fortified building or castle. Surrounding the manor house was the lord's estate. Much of the estate consisted of farmland and the villages where the peasants lived.

Manor Life and the Economy As you have read, peasants (most of whom were serfs) lived and worked on the manor. They farmed the land, which formed the economic basis of the manor system. Serfs were said to be "bound to the soil," which meant that they were considered part of the property. They remained on the land if a new lord acquired it.

Feudalism and manor life had a powerful effect on the medieval European economy. The land on a manor supplied residents with most of the things they needed. As a result, most activity—from farming to woodworking to wine making—took place on the manor. Manors became worlds unto themselves, and few people ever left the property.

 **SUMMARIZE** Explain the role of the manor system in the economic structure of the Middle Ages.

The Age of Chivalry

 **KEY QUESTION** What was chivalry?

As you learned earlier, knights were often vassals, or lesser nobles, who fought on behalf of lords in return for land. During the Middle Ages, conflict often broke out between various lords. Many times, they settled conflicting claims over land ownership by attacking each other. To do their fighting, lords relied on knights, who were skilled horse riders and fighters.

Knighthood and Chivalry Knights were not merely professional fighters. They were expected to live by a code of honor known as **chivalry**. They had to demonstrate a strong religious faith and a willingness to defend the Catholic Church. They were also expected to protect women and the weak. In addition, knights were supposed to fight against injustice and show courage in every battle they fought. The battles that knights and other warriors fought ranged from bloody open-field skirmishes to grueling attacks on castles.

To capture a castle, lords and knights used weapons such as battering rams and catapults. Often an attacking force put a castle under siege. During a siege, an army tried to prevent food or supplies from entering a castle. Its goal was to slowly starve the people inside and force them to surrender.



COMPARING Warriors



European Knight and Japanese Samurai

Knights often wore a suit of armor to protect themselves in battle. An average suit weighed around 65 pounds! Samurai also dressed for protection during battle, but in lighter-weight armor. This lighter armor suggests that the samurai who used this suit of armor favored ease of movement over heavy protection.

- 1 Each warrior's armor protects the head and neck. The knight's helmet protects his face, but limits his vision. The samurai's face is uncovered, but an iron plate protects his neck.
- 2 The knight and the samurai both have a chest plate to protect the vital organs from arrows, swords, and spears.
- 3 While each warrior has leg armor, the European knight's is much heavier and covers more of the leg. The samurai's covers only his lower legs.

CRITICAL THINKING

Make Inferences Why might a samurai warrior need to have more mobility than a knight?



Orders of Chivalry Some knights took their devotion to the Church to a higher level. They became vassals to the pope and formed military religious organizations, known as orders of chivalry. The best-known order was formed in 1119. It was called the Poor Knights of Christ and the Temple of Solomon, or the Knights Templar.

The Templars swore oaths of poverty and of obedience to the Church. They lived together, sleeping in common rooms and eating meals together. However, their main duty was to fight the enemies of the Church. The Templars and the other orders of chivalry were formed to fight Muslim armies in and around Jerusalem, an area known as the Holy Land. This series of battles was called the Crusades. (You'll learn about the Crusades in Section 2.)

 **FIND MAIN IDEAS** List and describe the main ideas of chivalry.

The Growth of Towns



KEY QUESTION What was town life like during the Middle Ages?

Around A.D. 1000, town life began to return to Europe. Powerful lords brought safety and security to numerous regions. Merchants began to travel more freely and trade their goods. Wherever merchants settled, builders and other tradespeople gathered around them.

Most towns in the Middle Ages were dirty, cramped, and busy places. In the center of town were the market square and a cathedral. The streets were narrow, filthy, and usually not paved. After a rain, streets turned to mud that was often knee-deep. Most of the houses were made out of wood and easily caught fire. As a result, entire towns often burned down. Between 1200 and 1225, the French city of Rouen burned down six times!

In towns, people with the same occupation formed groups called **guilds**. Many guilds were formed by tradespeople, such as goldsmiths, bakers, weavers, and dyers. Guilds made rules that controlled the quantity and quality of production. The guilds watched out for their members and worked to make sure everyone found employment. As important as the guilds were, their influence was tiny next to that of the Catholic Church, as you'll learn in Section 2.



EVALUATE Describe what a typical town was like in the Middle Ages.

1

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
[@ClassZone.com](http://ClassZone.com)

Terms & Names

1. Explain the importance of

Middle Ages	lord	chivalry
Charlemagne	serfs	guilds
feudalism	manor	

Use Your Reading Notes

2. Categorize

Use your completed chart to answer the following question:

Which group held the least amount of power?

Lords	Vassals	Serfs

Key Ideas

- How did Clovis help Christianity spread in the early Middle Ages?
- What role did vassals play in the structure of feudalism?
- What role did the guilds play during the Middle Ages?

Critical Thinking

- Analyze Causes and Effects** How did warfare and the constant threat of invasion in Europe help lead to the creation of feudalism?
- Make Inferences** The Middle Ages is sometimes called the "Dark Ages." Why do you think this is so?

Activity

Create a Diary Entry Use library resources to explore the life led by monastery monks. Use the information to create a diary entry for a day in the life of a monk.

Life on a Medieval Manor

During much of the Middle Ages, the manor served as the center of life for many people in Europe. Two well-defined classes lived alongside each other on the manor—the wealthy lord or vassal and his family and the poor peasants, or serfs.

- A Hard Labor** The main job of the serfs was to farm the land. Rain or shine, they worked in the fields every day except Sundays and holy days. Serfs had to give most of what they farmed to their lord.
- B The Manor House** The lord of the manor lived with his family in a large house that was often built of stone. Their lives were comfortable and leisurely compared to the serfs'. Among other things, they hosted large dinners consisting of many meats.
- C The Serf Home** Most serfs lived in small, damp huts made of wood and mud. The ground often served as the floor. Each hut usually had only one bed, which was made out of piles of leaves or straw. Families did their cooking in the hut over a fire on the floor. Most peasants survived on a simple diet of vegetable stew and bread.
- D Recreation** Lords and their families liked to spend much of their leisure time hunting in the woods on their property. Serfs, meanwhile, engaged in more simple forms of recreation. A popular game among younger serfs was knucklebones. It was played much like marbles—except the pieces were the various tiny, round bones of farm animals.





Activities

- 1. TALK ABOUT IT** How did home life differ for the serfs and their lord?
- 2. WRITE ABOUT IT** Imagine you are leading a group of fellow serfs to ask your lord to consider improving your conditions. Write several paragraphs describing your life and steps the lord might take to improve it.

Section 2

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

As the Roman Empire broke down, Europe fell into disorder. During the Middle Ages, a new political and social system, called feudalism, arose.

NOW YOU WILL LEARN

The Roman Catholic Church was one of the most powerful organizations to emerge from the Middle Ages.

▶ Vocabulary

TERMS & NAMES

clergy people with priestly authority in a religion

Thomas Aquinas (uh•KWY•nuhs) Italian philosopher who said classical philosophy and Christian theology could exist in harmony

religious order group of people who live according to a set of religious rules

Crusades series of military expeditions from Christian Europe to Palestine between the 1000s and 1200s

Saladin (SAL•uh•dihn) military leader who united Muslims to fight the Christians in Palestine in the 1100s

Reconquista (reh•kawn•KEES•tah) series of campaigns, ending in 1492, by which Christian armies drove Muslim rulers out of Spain

Inquisition Roman Catholic court established to find and punish those who had strayed from the Roman Catholic faith



Visual Vocabulary religious order

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you summarize the main ideas about the Roman Catholic Church and the Crusades in this section.



See Skillbuilder Handbook, page R26.

SUMMARIZE

Section	Summary
Power of the Roman Catholic Church	



GRAPHIC ORGANIZERS

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The Church and the Crusades

Connect to What You Know In the Middle Ages, almost all Europeans were Christians and members of the Roman Catholic Church. In Southwest Asia, most people were Muslims. In this section, you will learn how Christians and Muslims came into conflict.

Power of the Roman Catholic Church

KEY QUESTION Why was the Catholic Church so powerful?

From the 1000s through 1400s, some aspects of feudalism could still be found in Europe. For example, nobles still ruled much of the countryside. However, both the Roman Catholic Church and Europe's monarchies were increasing their power. The Church and the monarchies were also trying to centralize political and religious authority.

Church Organization The Roman Catholic Church needed strong organization to efficiently serve laypeople. Laypeople are those who belong to a church, but are not members of the clergy. The Church had many different levels of leadership among the **clergy**, or people given priestly authority by the Church. The pope was the Church's spiritual and political leader. His office was called the Papacy. Below him were the various ranks of the clergy, shown in the illustration on the following page.



▲ Pope Urban II

In this page from an illuminated manuscript, Pope Urban II orders the conquest of the Holy Land in 1095.

Notre Dame Cathedral, Paris, France

Notre Dame was built in the Middle Ages and is an outstanding example of Gothic architecture. The exterior supporting structures are called flying buttresses. ▼




Political Role of the Clergy The men who filled important positions in the Church had strong social and political ties to Europe's nobility. As a result, nobles and Church leaders had much in common and often supported one another.

The Church also had great wealth, which made it an even more powerful institution. The Papacy's wealth was greater than that of any individual European monarch. Also, the pope's authority was often greater than that of kings and emperors. The pope's power caused many monarchs to cooperate with the Church, but it also caused conflict.

 **EVALUATE** Give reasons for the Catholic Church's strength.

Animated HISTORY

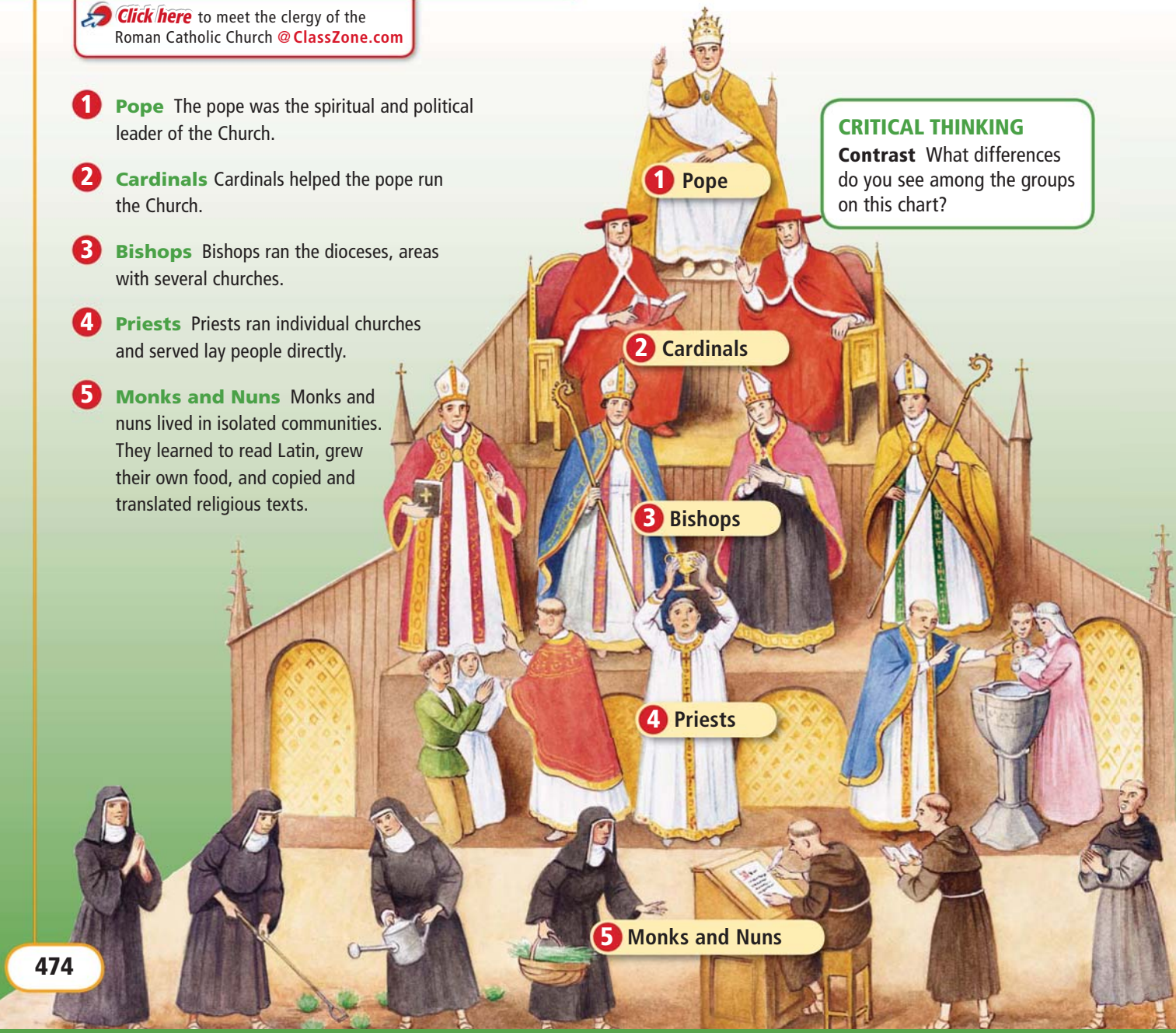
Clergy in the Roman Catholic Church

 **Click here** to meet the clergy of the Roman Catholic Church @ ClassZone.com

- 1 Pope** The pope was the spiritual and political leader of the Church.
- 2 Cardinals** Cardinals helped the pope run the Church.
- 3 Bishops** Bishops ran the dioceses, areas with several churches.
- 4 Priests** Priests ran individual churches and served lay people directly.
- 5 Monks and Nuns** Monks and nuns lived in isolated communities. They learned to read Latin, grew their own food, and copied and translated religious texts.

CRITICAL THINKING

Contrast What differences do you see among the groups on this chart?



The Church, Politics, and Society



KEY QUESTION What was the Church's relationship with medieval society?

Church leaders and European monarchs eventually came into conflict. In 1075, a dispute between Pope Gregory VII and the Holy Roman Emperor Henry IV reached a crisis point.

Two Powers Collide The Holy Roman Empire covered most of central Europe and northern Italy. The empire came into being in 962, when the German king Otto I was crowned as emperor by the pope. The Holy Roman Empire lasted, in different forms, until 1806.

A later emperor, Henry IV, had built up political power by appointing Church officials. However, in 1075, Pope Gregory challenged Henry's power. He declared that only clergy could appoint people to Church offices.

Henry and the bishops who supported him declared the pope's election invalid. Pope Gregory responded to Henry's defiance by excommunicating, or banishing, Henry from the Church. He told Henry's subjects they no longer had to obey their emperor.

Many nobles and Church officials then turned against Henry. Henry cleverly chose to ask the pope to forgive him. As a priest, Gregory had to forgive Henry. Henry regained his title and control over his subjects, but conflict between European monarchs and the Papacy would continue.

The Church Leads Education The Church played a dominant role in education. Schools were established at cathedrals. Students of these schools were usually nobles who often became religious or political leaders. These cathedral schools later grew, becoming early universities.

Scholars studied classical philosophers, but some Church officials worried that many classical ideas went against Church teachings about faith. In the mid-1200s, an Italian scholar named **Thomas Aquinas** (uh•KWY•nuhs) argued that classical philosophy could exist in harmony with Christian faith. He said that both faith and reason came from God. Aquinas is remembered as a great religious scholar.

Religious orders were the Church's most important educational institutions. A **religious order** is a group of people who live by rules specific to their order. Monastic orders are religious orders that largely separate themselves from the rest of society to focus on prayer and service to God. Men who joined monastic orders were called monks. They lived in monasteries. Women who joined monastic orders were called nuns, and they lived in convents.



EVALUATE Describe how the Church was involved with medieval society.



The Crusades Begin

▼ **KEY QUESTION** Why did the Christians begin a series of wars to conquer Palestine?

The **Crusades** were military expeditions from Europe to Palestine, which is also known as the Holy Land. Jerusalem is located in Palestine. This area was sacred to Christians, Muslims, and Jews alike. The Crusades had a lasting impact on European politics and society.

Causes of the Crusades European Christians began the Crusades for several reasons. The Seljuk Turks took control of Palestine in 1071. Unlike Jerusalem's previous rulers, the Seljuks made Christian pilgrimages to the Holy Land nearly impossible.

Also, European princes and merchants each saw benefits to these wars. The princes used success in warfare as a way to gain power. Merchants were willing to finance the Crusades because they might gain access to rich trade routes that connected with Asia to the east.

Finally, Seljuk forces attacked the Byzantine Empire, causing the Byzantine emperor to ask the pope for help. By 1095, Pope Urban II responded, and by 1096, the First Crusade began.

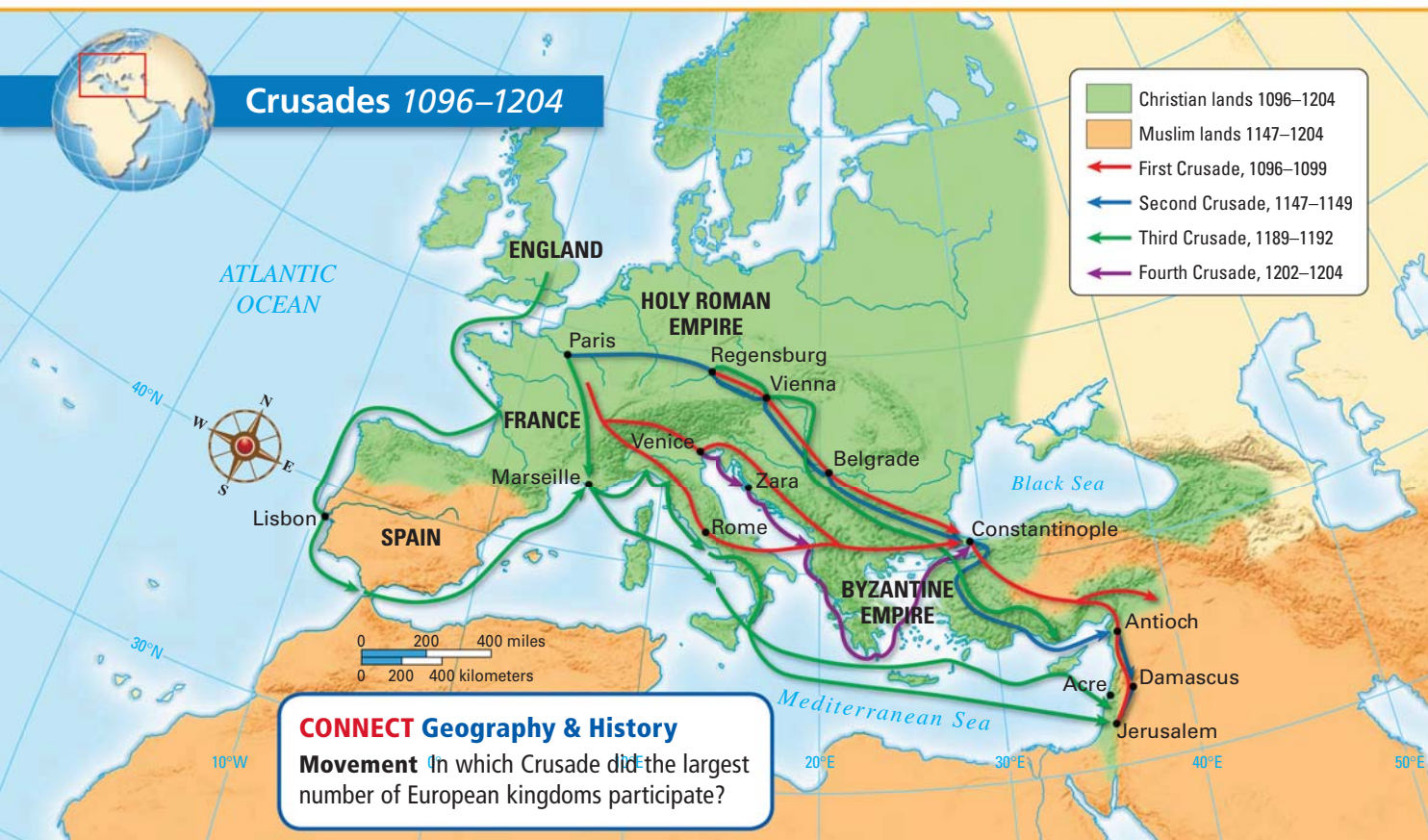
The First and Second Crusades In 1096, several European armies started out for the Byzantine capital of Constantinople. From there they planned to attack Palestine. Tens of thousands died on the way. Still, a large Crusader force was prepared to attack Palestine. Christian forces captured the cities of Nicaea and Antioch, and in 1099, they captured Jerusalem. They divided the conquered land into four Crusader states: Edessa, Antioch, Tripoli, and Jerusalem.

The Second Crusade (1147–1149) began after Muslim Turks recaptured the Crusader state of Edessa in 1144. The European armies were weakened by a tough journey to the Holy Land. As a result, Muslim forces defeated the Crusaders at Damascus. Christians kept control of the other Crusader states. They survived in part because of continued disagreements among the Muslim leadership.

▲ **FIND MAIN IDEAS** List and describe the reasons why the Crusades began.

Crusaders In this miniature painting from the 1200s, Crusaders sail across the Bosphorus, a strait that ran through Constantinople (modern Istanbul, Turkey). ▼





Muslim Gains and Losses

KEY QUESTION How successful were Muslim armies after the First Crusade?

Muslim disagreements ended in the late 1100s. This unity came about with the rise of Salah-al-Din, a Muslim political and military leader.

Saladin and the Third Crusade Salah-al-Din was known to Europeans as **Saladin** (SAL•uh•dihn). Over the years, Saladin rose rapidly as a Muslim leader, first in Egypt and later in Syria. He became well-known as an intelligent, no-nonsense leader who was firm and aggressive but generous and thoughtful too.

In 1187, Saladin gathered a large force to attack the Crusader states. Saladin's forces won many victories and recaptured Jerusalem. It did not take long for news of Saladin's victories to reach Europe.

After the fall of Jerusalem, the pope called for another Crusade. Some of Europe's most powerful leaders went on the Third Crusade (1189–1192). Among them was the English king Richard the Lion-Hearted. Richard became the Crusaders' leader because of his courage and skill in battle. The Crusaders were successful at first, but they did not achieve their main goal of retaking Jerusalem. In 1192, Saladin and Richard agreed to a truce. Jerusalem would remain under Muslim control. However, in return, Saladin agreed to allow Christian pilgrims to visit the city's holy places.

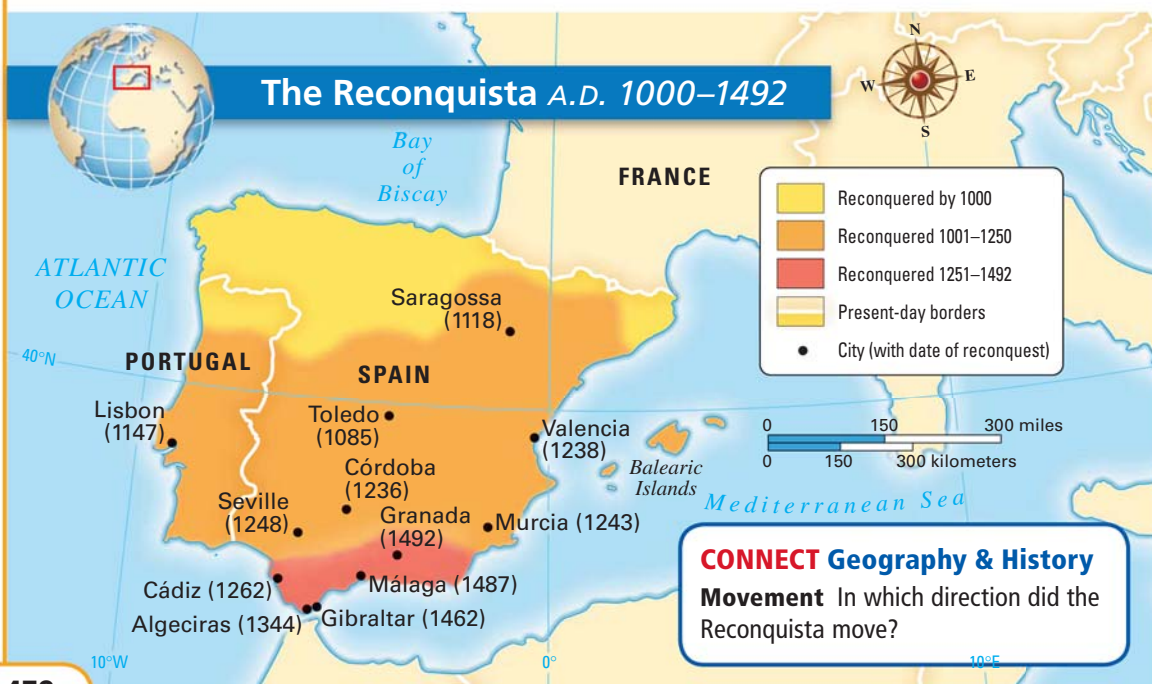
The Fourth Crusade The truce did not last, and Europeans launched the Fourth Crusade (1202–1204). To pay the Italian traders who were transporting them, the Crusaders agreed to attack the Byzantine city of Zara. The Crusaders then sacked Constantinople to put a political ally in charge of the Byzantine Empire. The pope was furious with the Crusaders for attacking Christian cities, but he could not stop them. The attacks greatly weakened the Byzantine Empire.

Effects of the Crusades European contact with the cultures of the eastern Mediterranean grew during the Crusades. Crusaders brought back Asian goods, resulting in increased trade. These goods included spices, furs, cloth, cane sugar, rice, and different fruits. Increased trade across the Mediterranean helped European towns to grow and made the role of urban merchants more important.

Another legacy of the Crusades was rising Christian hostility toward Jews. More and more Christians saw all non-Christians as their enemies. On their way to Palestine, some Crusaders massacred European Jews. The killing continued in Palestine. After the Crusades, Jews were expelled from England in 1290 and from France in 1306 and again in 1394. Many of these Jews moved to eastern Europe.

Muslims, however, allowed Jews and Christians to live in peace in most cases. Many Crusaders who stayed in Palestine came to respect Muslims, but Christian intolerance toward Jews continued.

The Reconquista Muslim leaders drove the Crusaders out of Palestine. But in Spain, just the opposite occurred. Here, it was Christian armies that drove out the Muslim rulers. In the Spanish language, this event is known as the **Reconquista** (reh•kawn•KEES•tah).



As you learned in Chapter 11, Muslims had conquered the Iberian Peninsula, which includes present-day Spain and Portugal, in the early 700s. By the 1000s, however, Muslim unity on the peninsula broke down. Spanish and Portuguese kingdoms rose to defeat Muslim forces. In the 1400s, King Ferdinand and Queen Isabella unified Spain through military and religious authority. Their armies captured cities, and their church officials used a court to punish people opposed to church teachings. This court, which was used throughout Europe, was called the **Inquisition**. The Inquisition tortured and executed many Jews and Muslims in Spain and Portugal. In 1492, Ferdinand and Isabella completed the Reconquista by forcing out the last Muslim rulers and their followers. Many Jews were forced to leave as well.



▲ The Alhambra

A fortified palace that overlooks Granada in southern Spain, the Alhambra was home to the last Muslim rulers in Spain.

SUMMARIZE Summarize the successes of Muslim armies after the First Crusade.

2

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
@ ClassZone.com

Terms & Names

1. Explain the importance of

clergy	Crusades	Reconquista
religious order	Saladin	Inquisition

Use Your Reading Notes

2. Summarize

Use your completed chart to answer the following question:

What was the Church's role in education in the Middle Ages?

Section	Summary
Power of the Roman Catholic Church	

Key Ideas

- Why did Pope Gregory VII excommunicate Emperor Henry IV?
- What motivated the Crusaders to attack Palestine?
- Why were the Spanish and Portuguese kingdoms able to start taking back territory?

Critical Thinking

- Draw Conclusions** Why might Church leaders and the European nobility have cooperated for so long?
- Analyze Effects** How did the Crusades impact the Christian, Muslim, and Jewish populations in Europe?

Activity

Make a Poster Research to learn more about the Crusades. Make a poster that shows how the Crusades changed life in Europe.

Section 3

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

A social and political system known as feudalism brought some order to medieval Europe, even while the Crusades raged in Palestine.

NOW YOU WILL LEARN

Disease and warfare brought sorrow and chaos to much of Europe after 1300.

▶ Vocabulary

TERMS & NAMES

bubonic plague disease that struck western Eurasia in the mid-1300s, in an outbreak known as the Black Death

Hundred Years' War series of wars between England and France that took place between 1337 and 1453

Joan of Arc French peasant girl who led the French to victory over the English at Orléans in 1429

longbow weapon that could shoot arrows with enough power to penetrate a knight's armor

absolute monarchs kings or queens who had unlimited power and controlled all aspects of society

BACKGROUND VOCABULARY

migrate to relocate to a new region

English Channel arm of the Atlantic Ocean that runs between England and France and connects the Atlantic Ocean with the North Sea



Visual Vocabulary longbow

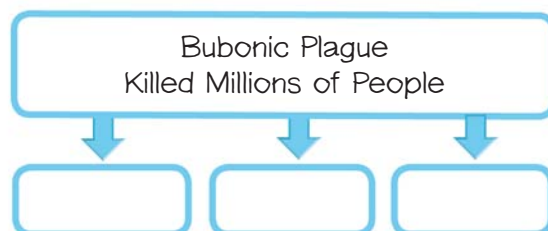
▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you list the main ideas and supporting details that relate to the Plague and the Hundred Years' War. Create a new chart for each main idea.



See Skillbuilder Handbook, page R3.

FIND MAIN IDEAS



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Plague and the Hundred Years' War

Starting with a Story

The year is 1348. Imagine you live in Siena, Italy and the plague is wiping out your town!

 [Click here](#)
to listen to the story
@ClassZone.com



Connect to What You Know So far in this chapter, you have read about the beginnings and workings of feudalism in Europe. In Section 3, you will learn about a series of crises that weakened feudalism.

The Plague

 **KEY QUESTION** What widespread effects did the bubonic plague have?

Before the end of the century, the plague had killed tens of millions of people in Europe, North Africa, and western Asia. In Europe, about one-third of the total population died.

Spread of the Disease The plague that struck western Eurasia in the mid-1300s is called **bubonic plague**. Its victims experienced severe chills, fever, convulsions, and vomiting. Victims also developed dark spots on their skin and swollen glands. A person infected with the bubonic plague was usually dead within a few days. The plague of the 1300s is also known as the Black Death.

The Plague One of the symptoms of the plague was dark spots on the skin, evident in this painting from the period. ▼



The Spread of the Plague

Scholars believe the plague spread from Central Asia. It moved by land along trade routes from Asia to Europe. It also moved along sea routes. In October 1347, a trading ship brought the disease to Italy. The disease then traveled rapidly north. By the following spring, the plague had spread to France and Germany, and as far north as England.



- 1 The plague probably spread from Central Asia, but it is impossible to know for certain.
- 2 Rats carrying infected fleas traveled with merchants along trade routes.
- 3 Italian merchants unknowingly brought the plague to Europe.

CRITICAL THINKING

Draw Conclusions How did the plague travel from Asia to Europe?



Impact of the Plague The massive loss of life caused by the plague had a major impact on Asia, North Africa, and Europe. Christians and Muslims reacted differently to the plague. Christians often saw the plague as a punishment for sin. By comparison, Muslims saw the plague as testing their faith in God. Regardless of their faith, the plague had killed 20 to 30 million people by 1400.


For a short time, wars stopped and trade declined. Some landowners were ruined by a shortage of labor. However, this was followed by economic recovery for some people. For example, European workers were so scarce that those able to work could demand higher pay for their labor. The shortage of labor and higher wages weakened feudalism because workers began to **migrate** in search of higher wages.

In Europe, the hostility toward Jews that developed during the Crusades continued during the bubonic plague. Jews were often accused of causing the plague by poisoning water wells. They were driven out of many German towns during the plague.



SUMMARIZE Describe the widespread effects of the bubonic plague.

The Hundred Years' War

 **KEY QUESTION** Why was the Hundred Years' War fought?

In the 1300s, England and France faced not only the plague but frequent warfare as well. Between 1337 and 1453, England and France fought each other in the **Hundred Years' War**. It was actually a series of wars—not one continuous battle.

Background for the War William, Duke of Normandy, was from the Norman region of France. He claimed to be the rightful king of England. In 1066, William captured England in what is called the Norman invasion. He became known as William the Conqueror and tied the nobility of France with the nobility of England. Over the years, tensions grew over who had the right to rule either region.

Years of Battle Those tensions boiled over in the early 1300s. England claimed territory in the southwest of France. France was supporting Scotland's fight against England. There was also debate about rights to sea travel in the **English Channel**. Fighting began when the king of France tried to take the territory claimed by England in southern France. The English king responded by claiming that he was the rightful king of France. In 1337, England attacked France.

The English had several early victories. In 1428, the English attacked Orléans, one of France's last major strongholds. A French peasant girl known as **Joan of Arc** led the French to victory. By 1453, the French had driven the English from France and ended the war.

History Makers

Joan of Arc (c. 1412–1431)

Joan of Arc was born a peasant in Domrémy, France, around 1412. She was a devoted Catholic. At 13, she believed that religious visions were urging her to fight the English during the Hundred Years' War. In 1429, she convinced Charles, the French heir to the throne, that her visions were divine. Charles made her a knight. In May 1429, Joan led the French to victory in the battle against the English at Orléans.


A year later, Joan was captured by allies of England. She was eventually executed in 1431. She became a national heroine in France and was declared a saint by the Catholic Church in 1920.

CRITICAL THINKING

Summarize Why was Joan a national heroine to the French people?



New Weapons New weapons changed warfare in Europe and around the world. A **longbow** shot arrows with enough force to pierce a knight's armor. Europeans also took advantage of new gunpowder weapons. Gunpowder technology came from China, but Europeans developed the technology into a major instrument of war. For instance, cannon fire could break down castle walls and rip through knights' armor. These new weapons could easily defeat knights. Over the next 300 years, the nature of warfare would change dramatically.

 **SUMMARIZE** Give reasons why the Hundred Years' War was fought.

Early Modern Europe Emerges

 **KEY QUESTION** How did life change by the end of the Middle Ages?

For centuries, many European societies followed the feudal structure you learned about in Section 1. Over time, however, European feudalism broke down and signaled the end of the Middle Ages.

Social and Political Structures European trade grew throughout the Middle Ages. The number and size of towns grew too, as people moved from the countryside to seek their fortune. This was true even though the overall European population took years to recover from the plague, the Hundred Years' War, and other wars.

Towns required stability to make business and trade more reliable. The wealthy merchants steadily increased their power in local politics. Europe's monarchs also looked to rich traders, bankers, and merchants as their most solid sources of cash—through taxes and loans. Well-funded monarchs enforced law and order, providing stability to the towns. As a result, towns became centers of support for monarchies, and monarchies in turn expanded their power.



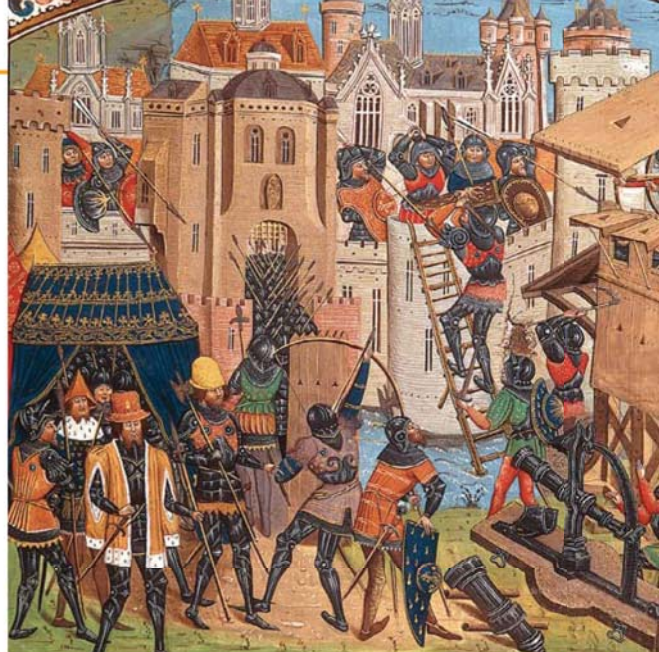
Medieval Marketplace

Shops in a French village are shown conducting daily business in this illustration from the 1400s.

Europe in Transition	
Medieval Europe	Early Modern Europe
Weaker monarchies	Stronger monarchies
Powerful nobility	Weaker nobility
Mostly agricultural	Rising importance of trade
Common people loyal to local rulers	Common people loyal to the king
Knights are a fearsome weapon	Gunpowder weapons make knights obsolete

Monarchies gained even more strength after the Hundred Years' War. For example, the French monarchy no longer had to worry about an English claim to their throne. King Louis XIV (1643–1715) of France became the symbol of the power of **absolute monarchs**—kings or queens who had unlimited power and controlled all aspects of society. With help from skilled advisors, Louis would make France the most powerful nation in Europe.

New Ideas For many historians, the end of the Middle Ages began with the development of large nations that had powerful central governments run by kings. As the Middle Ages came to an end, scholars continued the study of classical texts that began with men such as Thomas Aquinas, whom you read about in Section 2. New ideas about learning, science, and art developed in Italian cities. The new ideas spread along European trade routes. This new era is called the Renaissance, and you will read more about it in Chapter 17.



▲ Hundred Years' War This detail from a painting made in the 1400s shows cannons (lower right) and a longbow in a battle setting. **How do you think the cannon affected how castles were built?**

▲ SUMMARIZE List ways that life changed by the end of the Middle Ages.

3 Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
[@ClassZone.com](http://ClassZone.com)

Terms & Names

1. Explain the importance of

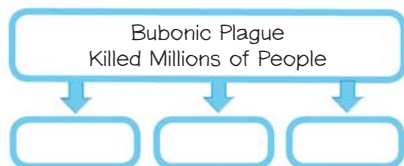
bubonic plague	longbow
Hundred Years' War	absolute monarchs
Joan of Arc	

Use Your Reading Notes

2. Find Main Ideas

Use your completed chart to answer the following question:

What were the effects of the plague on European society?



Key Ideas

- How were European Jews treated during the plague?
- What were two causes of the Hundred Years' War?
- How did political structures change during the Middle Ages?

Critical Thinking

- Make Inferences** How might gunpowder have changed which weapons were used on medieval battlefields?
- CONNECT to Today** Name and describe a modern military technology (from the last 100 years) that changed how battles are fought.

Activity

Internet Activity Use the Internet to research Joan of Arc. Write a two-page biography that explains the central issues and problems she faced.

INTERNET KEYWORD: *Joan of Arc*

Epidemics

An epidemic is an outbreak of a disease that infects a large number of people. An epidemic covering a large land area is called a pandemic. The bubonic plague was a pandemic because it spread through the territory from eastern Asia to western Europe. Epidemic diseases have been, and continue to be, a powerful force in human history.

On these pages you will read about past and present ideas about infection, prevention, and treatment. Remember that doctors from past historical periods could only apply the knowledge available to them. Their medical practices may seem strange to us today, but our medical practices may seem strange to people 1,000 years from now.

Method of Infection

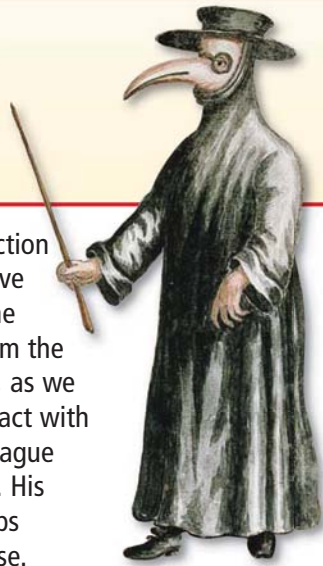
► **Past** Over the centuries, people have had different ideas about how humans are infected by disease. Often, a disease was thought to be the result of a demon or evil spirits—a belief still held by many people around the world. The men in the engraving at right are beating themselves as a punishment for sin. Sins were thought to be the cause of some illnesses.

▼ **Present** Modern scientists discovered that microscopic germs and viruses cause diseases. Even before these germs and viruses were identified, however, many scientists had predicted their existence.



Prevention

► **Past** To prevent infection from diseases, people have tried many things over the centuries. This doctor from the Middle Ages understood, as we do today, that close contact with people infected by the plague could spread the disease. His mask was filled with herbs thought to prevent disease.

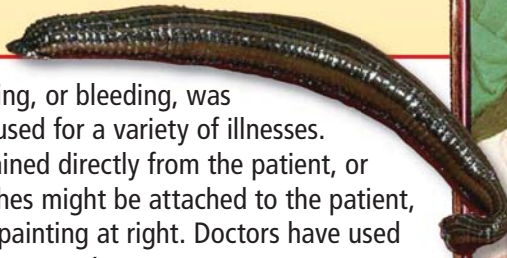


▲ **Present** Inoculations (ih•NOHK•yuh•LAY•shuhnz) can prevent people from getting specific types of diseases. They are an important part of modern medicine that medieval doctors did not have. Today, children usually get regular inoculations to prevent diseases.

Treatment

► **Past** Bloodletting, or bleeding, was a treatment often used for a variety of illnesses. Blood might be drained directly from the patient, or blood-sucking leeches might be attached to the patient, as is shown in the painting at right. Doctors have used natural remedies for centuries.

▼ **Present** Modern doctors use medicines developed from natural and chemical sources that are targeted to attack a specific disease or to treat specific symptoms.



Activities

1. **TALK ABOUT IT** What are some epidemics you have heard about?
2. **WRITE ABOUT IT** Write a paragraph predicting how our knowledge of infections and treatment of diseases will be different in 500 years.

Section 4

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Out of the death and destruction of the bubonic plague and the Hundred Years' War came the new structures and ideas of early modern Europe.

NOW YOU WILL LEARN

In the 1100s and 1200s, changes in the law and government took place in England. The effects of those changes are still strongly felt today.

▶ Vocabulary

TERMS & NAMES

common law system of law based on court decisions and local customs

King John king of England who signed the Magna Carta in 1215

Magna Carta list of rights written by England's nobility and signed by King John in 1215

parliament group of representatives with some powers of government

habeas corpus right of people not to be imprisoned unlawfully

BACKGROUND VOCABULARY

judiciary system of judges and courts of law

suffrage the right to vote



Visual Vocabulary England's House of Parliament

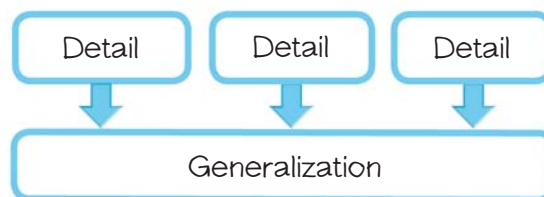
▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you list the details about developments in government for each part of the section. Use these details to come up with a generalization.



See Skillbuilder Handbook, page R12.

MAKE GENERALIZATIONS



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Beginnings of Modern Government



Connect to What You Know In Section 3, you read about events that weakened European feudalism. In this section, you will study legal and constitutional practices of England from the 1100s and 1200s that are still important today.

▲ King John's Coat of Arms This is King John's coat of arms before he took the throne. A coat of arms is a set of symbols used to identify a family or individual.

The English Government

▼ KEY QUESTION How did English government change during this period?

In the Middle Ages, legal power in England began to slowly shift away from the monarch. The ideas that brought about this shift are the foundation of many modern legal practices.

Common Law King Henry II (1154–1189) brought consistency to England's legal system by sending royal judges to every part of the country. Before this, the law was based on local customs and previous court rulings. This was called **common law**. It meant the decisions in one part of England could be different from those in another. The decisions of the new royal judges, however, were intended to apply to all of England. The royal laws made it more likely that people all over England would receive equal treatment.

King John King John is shown here signing the Magna Carta about 800 years ago. This document still influences governments today. ▼



Independent Courts The royal judges were meant to be independent from local politics. However, they were not independent from the royal government. English medieval courts were very different from courts today. For example, U.S. courts are independent from all other parts of the government. This is called an independent **judiciary**, which you will read more about later in this chapter.

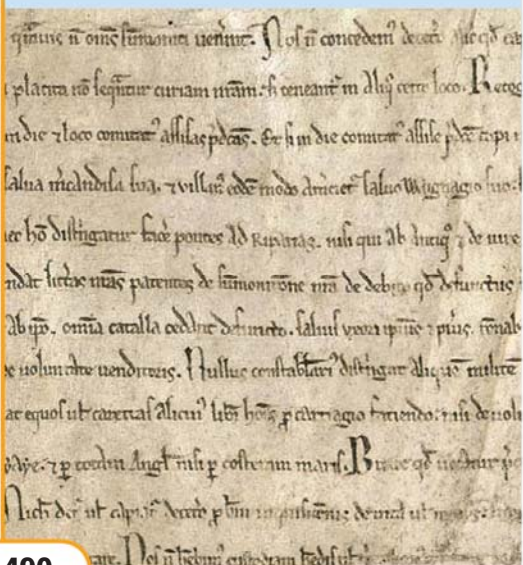
Magna Carta In 1199, the youngest of Henry II's sons, John, came to power. **King John** fought, and lost, many wars. The wars weakened England financially. Many barons, members of England's nobility, opposed John's policies. They told John that he must recognize their rights. They listed these rights in a document called the **Magna Carta** and forced John to sign it in 1215.

The Magna Carta guaranteed the protection of the law and trial by jury. It also guaranteed that the king could not collect money from the nobles without their approval. Ordinary English people did not immediately benefit from the Magna Carta. The Magna Carta did, however, set an example for later democratic developments in England and around the world. In Chapter 19, you will read more about how the Magna Carta influenced later democratic thought.

 **FIND MAIN IDEAS** List the main ways that English government changed.

Primary Source

Background The Magna Carta (detail shown below) was first drafted in 1215. Some of the ideas it contains can be found in the U.S. Constitution—written nearly 575 years later.



from the Magna Carta (1215)

Translated by Claire Breay

For a trivial offence, a free man shall be fined only in proportion to the degree of his offence, and for a serious offence correspondingly, but not so heavily as to deprive him of his livelihood.

No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled . . . in any other way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.

To no one will we sell, to no one deny or delay right or justice.

DOCUMENT-BASED QUESTION

The U.S. Constitution states that "No person shall . . . be deprived of life, liberty, or property, without due process of law." How is this similar to the Magna Carta quotation above?

Representative Institutions

KEY QUESTION In what ways was Parliament able to limit the power of the king?

Some historians see the political practices of medieval England as the foundation of modern representative governments. But the emergence of Parliament's power was slow and gains were hard-won.

A New Governing Body An important step toward representative government came in 1264. English nobles removed King Henry III from the throne after he broke an agreement with them. They replaced him with a group of representatives, which would later be called a **parliament**. The Parliament included nobility, high-ranking church officials, and representatives from cities and towns.

Henry's son Edward I took back the throne in 1265, but he did not get rid of Parliament because he needed its political support. In 1295, a parliament was assembled that is widely considered the first truly representative parliament. It is known as the Model Parliament. Representatives from every county, district, and city were assembled. Edward called for parliaments throughout his reign. However, even by the end of Edward's reign in 1307, Parliament's powers were still not totally clear.

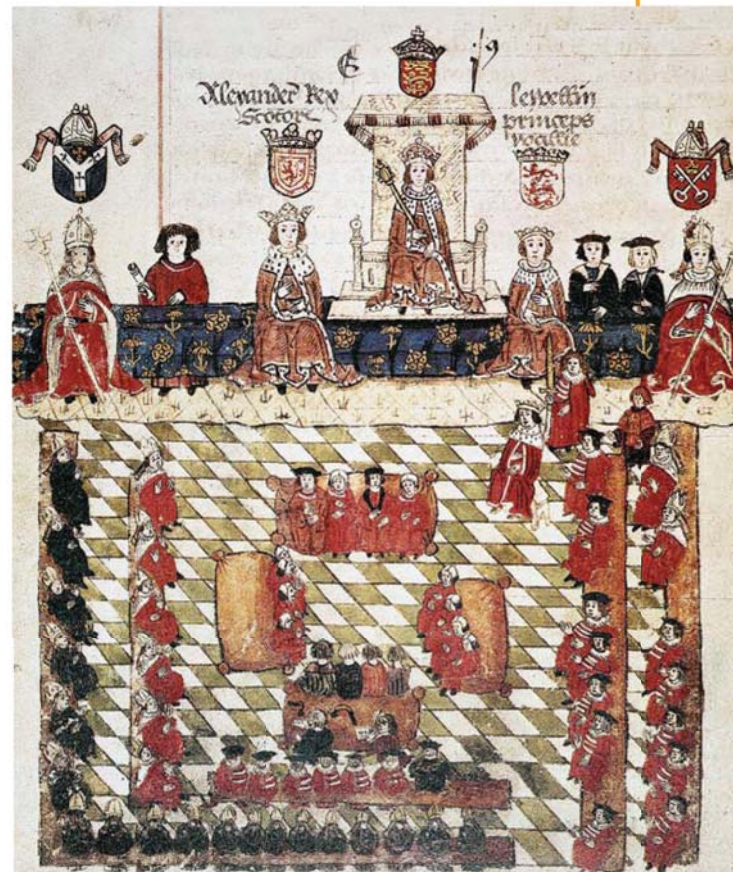
Edward I's Parliament

This page from a 14th-century manuscript shows England's King Edward I supervising his newly formed parliament. **Why was the parliament of 1295 known as the Model Parliament?** ▼

Parliament's Powers Parliament formed two houses, or groups, to govern the country: the House of Commons and the House of Lords. Parliament would eventually control the collection of taxes. As a result, it could limit the power of the English monarchy. Parliament was also eventually able to introduce and pass laws. The king could not declare new laws without Parliament's approval.

Parliament's power grew slowly. The changes mentioned above took centuries to develop. Wars were even fought over the question of Parliament's authority. But the legal and constitutional practices of medieval England would be a guide to later political thinkers.

SUMMARIZE Summarize the ways that Parliament limited the power of the king.



Rise of Modern Democratic Thought

KEY QUESTION What are some modern legal or political ideas that have their roots in medieval England?

Independent judiciaries, citizens' rights, and democratic forms of government did not exist in medieval England as we know them today. Like the development of Parliament, the growth of these ideas and institutions would take centuries. During their development, however, the legal and constitutional practices of medieval England often became a guide.

Independent Judiciaries Independent judiciaries have developed around the world. In many countries, the courts are independent from other branches of government and can make sure there is a balance of power. For example, the courts can prevent government from passing laws that violate the rights of citizens.

One legal right that probably started in medieval England is **habeas corpus**. This right keeps the government from jailing people without cause. Today, habeas corpus requires authorities to provide legal proof for why a person is being imprisoned.

Rights listed in the Magna Carta mainly affected English nobles. Later politicians expanded its use. For example, the barons said that King John must consult them when he needed money. Centuries later, English parliaments argued that this meant the king could not ask for taxes without Parliament's agreement.

CONNECT to Today


England's Parliament

The English parliament is still officially led by a monarch, Queen Elizabeth II (shown seated at the left side of this photograph). ▼



Representative Government A government elected by the people to represent their interests is a representative government. Representative governments that try to include all members of society are a relatively recent development. But they are a logical extension of the parliamentary system. Parliament came into being because some members of society demanded a say in how government was run. In modern representative governments, the same is true. Only now, all citizens, not just the rich and powerful, demand a voice.

The main way that citizens express their views to their governments is through the vote. The struggle for universal **suffrage**, or access to the vote, took many years. A majority of English men could not vote for members of Parliament until the 1800s. For women, access to the vote was even harder to come by. In the United States, women could not vote until 1920, and many African Americans were effectively prevented from voting until the 1960s.

 **FIND MAIN IDEAS** List and explain medieval English legal and political ideas that have lasted into modern times.



▲ Women Vote

An American woman casts her first vote in 1920. Women in the United States won this right with the adoption of the 19th Amendment to the U.S. Constitution that same year.

4

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
[@ClassZone.com](http://ClassZone.com)

Terms & Names

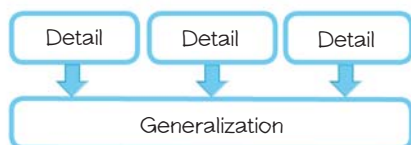
1. Explain the importance of

King John	parliament
Magna Carta	habeas corpus

Use Your Reading Notes

2. Make Generalizations Use your completed chart to answer the following question:

What is one general statement you can make about government in medieval England?



Key Ideas

- How did the decisions of England's royal judges help bring equality to English law?
- How did the English Parliament become the model for future representative institutions?
- Explain the importance of habeas corpus.

Critical Thinking


- Draw Conclusions** How did the changes in medieval England's government affect ordinary people?
- CONNECT to Today** Give an example of a modern legal or political idea that can be traced back to medieval England.



Give an Oral Report Research to learn more about common law in the United States. Then write a short description of its main features and read the description aloud to the class.

Chapter 16 Assessment

Interactive Review

 **Click here** for quizzes, flipcards, crosswords, and review notes online @ ClassZone.com

Feudal and Late Medieval Europe

Belief Systems

- The Catholic Church was a political, educational, and religious institution.
- Islamic forces conquered the Holy Land and Spain.



Science & Technology

- Military technology advanced during the Hundred Years' War.



Culture

- Feudalism changed the cultural landscape of Europe.
- The Crusades increased cultural interaction.



Government

- Europe divided into many small kingdoms.
- The Crusades and the Hundred Years' War weakened feudalism.
- Origins of representative government developed in England.



VOCABULARY

Explain why the words in each set below are linked with each other.

1. **lord** and **serf**
2. **Hundred Years' War** and **Joan of Arc**
3. **Reconquista** and **Inquisition**
4. **King John** and **Magna Carta**

KEY IDEAS

Feudalism in Medieval Europe (pages 462–471)

5. What helped Christianity to continue spreading after the fall of the Roman Empire?
6. What made the manor the center of the European economy during the Middle Ages?

The Church and the Crusades (pages 472–479)

7. Why did Church officials often have great political power?
8. How did the Crusades begin?

Plague and the Hundred Years' War (pages 480–487)

9. What effect did the plague have on Europe?
10. Explain the importance of the longbow.

Beginnings of Modern Government (pages 488–493)

11. How did the Magna Carta contribute to the growth of democracy?
12. How did the English Parliament lay the foundation for future representative institutions?

CRITICAL THINKING

13. **Compare and Contrast** How did culture during the Middle Ages and in the Roman Empire differ?
14. **Analyze Point of View** How might a serf's view of feudal society differ from a noble's?
15. **Analyze Effects** In the Middle Ages, how did changes in England's political practices lay the foundation of modern representative government?

Activities

- 1. Writing Activity** Imagine you live in a European town in the Middle Ages. Describe what happens when the plague comes to a nearby town.
- 2. Interdisciplinary Activity—Art** Research weapons used during the Hundred Years' War. Create a series of trading cards detailing those weapons and their impacts.



ONLINE ACTIVITY

Click here to create a multimedia presentation on the Spanish Inquisition @ ClassZone.com



Answer the ESSENTIAL QUESTION

How did Europe change during the Middle Ages?

Written Response Write a two- or three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about European government and society. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

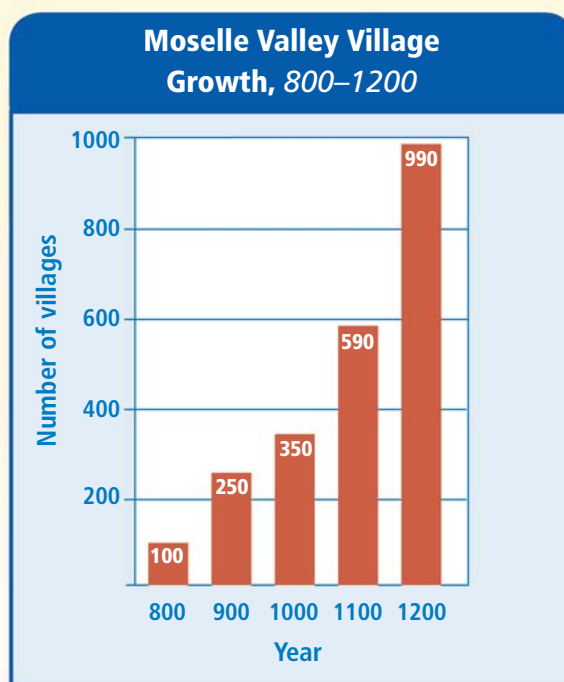
- discuss how European society changed after the fall of Rome
- consider the importance of the plague, the Crusades, and the Hundred Years' War
- take into account the changes that occurred within the English government



Test Practice

- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Graphs The Moselle River Valley lies in what is today Germany. The following graph shows the change in the number of villages in the region during the Middle Ages.



Source: *Economic and Social History of the Middle Ages Vol. 2*

- 1. Between which years did the number of villages grow the most?**
 - A. 800 and 900
 - B. 900 and 1000
 - C. 1000 and 1100
 - D. 1100 and 1200
- 2. How many new villages emerged between 800 and 1200?**
 - A. 350
 - B. 590
 - C. 890
 - D. 990

Chapter 17

The Renaissance and Reformation



Essential Question

What political and economic changes led to the Renaissance?



CONNECT Geography & History

Use the map and the time line to answer the following questions.

1. The Renaissance began in what is now Italy. What political units made up the area at that time? (If you're not sure where Italy is, check the map on page A28.)
2. England's King Henry VIII rejected the Roman Catholic Church and founded the Anglican Church. About how far apart are London and Rome?

- ★ Renaissance centers
- Political border in 1500

0 125 250 miles
0 125 250 kilometers

EUROPE

WORLD

1300s

Renaissance begins in Italian cities.



mid-1400s

Johann Gutenberg invents the printing press.
◀ (page from Gutenberg Bible)

1300

1400

1325

Aztecs build city of Tenochtitlán in Central Mexico.
◀ (mask of Aztec rain god)

1453

Ottoman Turks capture Constantinople.



Animated GEOGRAPHY & HISTORY

Renaissance Europe c. 1500

[Click here](#) to see how Renaissance ideas spread through Europe @ [ClassZone.com](#)



This painting is part of a larger work called *The Ghent Altarpiece* by artist Jan Van Eyck.



The *Pieta* is one of the many masterpieces by painter and sculptor Michelangelo.



1504

Michelangelo unveils his sculpture *David*.
◀ (upper half of *David*)



1564

English writer William Shakespeare is born.
◀ (portrait of Shakespeare)

1467

"Warring States" period begins in Japan. (samurai on horseback) ▶

1500



1600

1587

Shah Abbas I begins rule of Safavid Empire.

Section 1

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The Crusades helped to expand trade between Europe and Asia. New political ideas developed in medieval England.

NOW YOU WILL LEARN

A movement known as humanism stressed the importance of individuals. During the Italian Renaissance, artists, writers, and scientists made many advances.

▶ Vocabulary

TERMS & NAMES

humanism way of thought that focuses on human beings and their potential for achievement

Renaissance rebirth of creativity, literature, and learning in Europe from about 1300 to 1600

patrons wealthy or powerful people who provide money, support, and encouragement to an artist or a cause

perspective technique used by artists to give the appearance of depth and distance

Leonardo da Vinci Italian Renaissance painter and scientist

Michelangelo Italian Renaissance sculptor, painter, and architect

Duomo domed cathedral in Florence

BACKGROUND VOCABULARY

setbacks changes from better to worse

instability not constant or dependable

masterpieces outstanding works of art, especially an artist's greatest works



Visual Vocabulary Duomo

▶ Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to help you list Renaissance achievements in various artistic fields.



See Skillbuilder Handbook, page R3.

FIND MAIN IDEAS



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

The Italian Renaissance

Connect to What You Know Your favorite movies or music are part of the arts. So too are painting, sculpture, literature, and architecture. In this chapter, you will learn about one of the most significant eras of artistic advancement in European history.

European Society Changes

KEY QUESTION What events helped bring an end to feudalism?

Under feudalism, hundreds of small kingdoms existed in Europe. This began to change with the development of England and France as nations during the 1100s and 1200s. As a result, individual lords and landowners lost much of their power.

The feudal way of life also suffered **setbacks** during the 1300s. The deadly plague reduced the number of serfs. With fewer serfs to work the land, the feudal system weakened. The Hundred Years' War marked the end of the age of chivalry. The development of weapons that could pierce armor made knights ineffective.

As the feudal system faded, European cities continued to grow. This growth resulted from the expansion of trade and the development of a strong merchant class. The rise of the Mongol Empire made trade routes between Europe and China safer. This led to an increase in trade along the routes in the 1200s.

Around 1300, the Italian trader Marco Polo published the story of his long journey through Asia. His tales of great riches encouraged European merchants to increase their trade with Asia. The growth of trade with Asia opened Europeans up to a host of new goods and ideas.

SUMMARIZE Describe the events that brought an end to feudalism.

Starting with a Story

Imagine you are a Renaissance painter trying to please a wealthy patron.

[Click here](#) to listen to the story @ [ClassZone.com](#)



Trade with Asia This ceramic bowl came from the Mongol Empire that Marco Polo visited. ▼



New Ways of Thinking

KEY QUESTION How did humanism differ from the beliefs of the Middle Ages?

The events of the late Middle Ages had a great effect on many Europeans. Those who survived the years of plague and war wanted to celebrate and enjoy life. Meanwhile, the growth of trade introduced more people to new goods and ideas. As a result, new attitudes spread across Europe and helped to create new ways of thinking.

Revival of Classical Learning The end of the Middle Ages brought new energy to learning in Europe. As you recall, education had declined during the Middle Ages. This decline was due largely to the war and political **instability** that had disrupted society. By the 1200s, however, people had grown eager once again to gain knowledge and understanding.

To achieve greater knowledge, many people turned to the past. They revived the classical ideas of Greece and Rome. They studied a variety of texts from these earlier civilizations in the hope of learning from the great thinkers of the past.

The Growth of Humanism The study of classical texts and ideas led to a movement known as humanism. **Humanism** was a way of thought that focused on human beings and their potential for achievement. It stressed the study of such classical subjects as history, grammar, literature, and philosophy. The goals of humanism was to create well-rounded individuals and to encourage people to achieve all they could in life.

The early leader of the humanist movement was an Italian poet and scholar named Petrarch. He was one of the first thinkers to stress the value of classical learning, or the teachings of Greece and Rome. He worked to find and restore the works of many important Greek and Roman writers. In fact, scholars believe that such significant Latin writers as Cicero and Livy might be unknown today if Petrarch had not dug up their lost works buried in monastery libraries.

Classical Writers


In the late Middle Ages, scholars studied the works of Greek and Roman authors. This illustrated manuscript contains the text of a work by Livy, an important Roman historian. ▼



Humanist Thought Humanism stressed the importance of the individual. This way of thinking differed greatly from that of the Middle Ages—which placed kings and institutions such as the Church above everything else.

Humanism also promoted a balance between intellect and religious faith. Humanist thinkers continued to stress the importance of leading a Christian life. However, they challenged people to think for themselves rather than look to the Church for every answer. They also taught that people could enjoy life and still be good Christians. This teaching differed from earlier beliefs that one had to avoid life's pleasures in order to please God.


A New Age of Creativity Humanism helped to strengthen a growing desire among people to experiment, explore, and create. An explosion of creativity, learning, and discovery began on the Italian peninsula and gradually spread throughout Europe. This movement signaled the end of the Middle Ages and the beginning of a new era.

 **COMPARE** Explain how humanism differed from the beliefs of the Middle Ages.



▲ Humanist Leader
The early humanist leader Petrarch helped to preserve the work of classical writers.

The Renaissance Begins in Italy

 **KEY QUESTION** What factors helped make Italy the birthplace of the Renaissance?

As you just read, Europe experienced a growth of cities and trade along with an increased focus on learning and human achievement. All of these changes led to a movement known as the **Renaissance**.

The term *Renaissance* means “rebirth.” It refers to the rebirth of classical art and learning that took place during this time. However, Renaissance writers and artists also created new styles and ways of thinking. The Renaissance began around 1300 in Italy. By 1600, it had spread to all of Europe.

Growth of Independent Trading Cities The Renaissance began in Italy for several reasons. For one thing, Italy had been the center of the Roman Empire. As a result, artists and writers in Italy did not have to go far to revive the styles from this classical period.



Another advantage for Italy was its cities. Many of the trade routes that developed between Europe and Asia during this period went through northern Italy. As a result, several large urban centers developed in the region. They included Florence, Venice, and Milan. Cities became the main places for exchanging different goods and ideas. Thus, they were ideal locations for creating new styles and for spreading Renaissance ideas.

A wealthy merchant class developed in many Italian cities. Many of its members became influential leaders who actively supported the arts. This support is one reason that Italian cities produced so many artists and writers.

Florence Shines One of the most important and influential cities of the early Renaissance was Florence. Florence is located in northern Italy along the Arno River. It gained importance as a center of banking and clothing production. The growth of banking brought Florence great wealth.

By the early 1300s, Florence had a population of around 120,000—making it one of the largest cities in Europe. Many artists and writers who made notable contributions to the Renaissance lived and worked in Florence.

A powerful banking family, the Medici (MEHD•uh•CHEE), ruled Florence during the Renaissance. The Medici and other wealthy families became **patrons** of the arts. As patrons, they encouraged artists to create and supported them financially. Such support enabled artists to devote their time to creating their works.

▲ **Classical Era Reborn** *School of Athens*, a painting by Renaissance artist Raphael, portrays many famous Greek thinkers. In the center of the painting, Plato wears a red robe and Aristotle wears a blue robe.

▲ **FIND MAIN IDEAS** Describe what made Italy the birthplace of the Renaissance.

Advances in the Arts

KEY QUESTION How did Renaissance art differ from earlier art?

Renaissance artists broke from the past in several key ways. During the Middle Ages, art and literature often dealt with religious matters. Renaissance artists focused on portraying humans in realistic ways. In addition, Renaissance writers and painters experimented with new styles and techniques that resulted in unique works. Many of these works are still celebrated today for their beauty and realism.

New Techniques Renaissance artists continued to portray many religious subjects. But these subjects were shown in a more realistic manner. In most medieval art, paintings looked flat and without depth. To create a sense of realism, Renaissance artists used a technique known as **perspective**. This technique produced the appearance of depth and distance in works of art on flat surfaces.

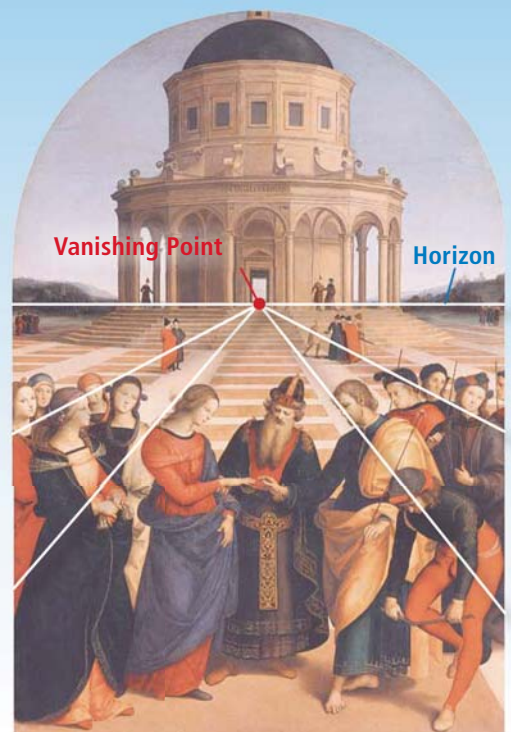
Leading Figures Three artists dominated the Italian Renaissance. They were **Leonardo da Vinci**, **Michelangelo**, and Raphael. Leonardo da Vinci was born outside the village of Vinci, near Florence, in 1452. He was trained as a painter. However, he excelled in several subjects, including astronomy, geometry, and anatomy. As a painter, he created many **masterpieces**, including *The Last Supper* and the *Mona Lisa*.

CONNECT to Art

Perspective in Art To create perspective, artists paint on a grid that appears to run away from the viewer. Drawing people and objects in the foreground larger than those in the background gives the appearance of depth.

Activity Draw Using Perspective

- 1 On a blank piece of paper, use a ruler and a pencil to draw a horizon line. Place the line about one-third of the way down the paper.
- 2 Pick a vanishing point near the middle of the horizon line. Using the ruler and pencil, draw lines that connect the point with the bottom corners and sides of the paper.
- 3 Draw an object in the foreground and the same object in the background. Use the grid to determine how much smaller to make the object in the background.



Leonardo da Vinci (1452–1519)

Aspects of Leonardo's most famous painting, *Mona Lisa*, remain a mystery. Critics continue to wonder what the woman with the slight smile is thinking. Even more mysterious is that Leonardo painted the work for a wealthy merchant but kept it by his side until his death.



◀ *Mona Lisa* is thought to be a portrait of 24-year-old Lisa Gherardini. She was married to a wealthy Florentine merchant, who paid da Vinci to paint her picture.

Michelangelo (1475–1564)

While working, Michelangelo ate little and slept on a cot near his painting or sculpture. His famous painting on the ceiling of the Sistine Chapel in Rome consists of a series of scenes from the Bible. It took him from 1508 to 1512 to complete the work.



▲ Part of the Sistine Chapel ceiling, including detail from *The Creation of Adam*

Michelangelo di Buonarroti Simoni was born in the Italian village of Caprese in 1475. He was trained mainly as a sculptor. Michelangelo completed many great works, including the sculpture *Moses*. One of his greatest masterpieces was not a sculpture but a huge painting. It was painted on the ceiling of the Sistine Chapel in Rome.

Raphael was born in Urbino, Italy, in 1483. As a young man, he moved to Florence and studied the works of artists including da Vinci. One of Raphael's most famous works is the *School of Athens* (see page 502).

Other Influential Artists Other Renaissance painters made their mark on the movement. A painter from Venice named Titian used bright colors and broad strokes to set his work apart from other artists'. He produced several masterpieces, including *Crowning with Thorns*.

Sandro Botticelli was a painter from Florence. His works are known for their delicate colors, flowing lines, and overall poetic feeling. His paintings were generally not as realistic as those of other Renaissance artists. *The Birth of Venus* and *La Primavera* are among his best-known works.

Architecture and Engineering The Renaissance also witnessed breakthroughs in building techniques. One of the most influential architects of this period was Filippo Brunelleschi. He is perhaps best known for designing and building large domes for churches. One of his most famous domed cathedrals is the **Duomo** in Florence. He also developed techniques for raising construction materials onto various structures and buildings.

Renaissance Writers Like painters and sculptors of the time, writers began to focus on portraying the real life of individuals. An Italian author named Dante Alighieri wrote many poems and nonfiction works. His greatest masterpiece was the long poem *The Divine Comedy*. It tells the story of an imaginary journey through hell, a middle place called purgatory, and heaven.

Before the 1300s, most European scholars wrote in Latin. However, Dante often wrote in Italian. Influenced by Dante, other Renaissance writers also began to write in their native languages.

Another influential writer was Niccolò Machiavelli. In 1513, he published his most famous work, *The Prince*. In it, Machiavelli advises a prince on how to gain and hold political power. He suggests that lying and violence may be needed to achieve stability in government.



▲ **Machiavelli** Niccolò Machiavelli wrote about how to achieve political power.

▲ **ANALYZE** Explain how Renaissance art differed from earlier art.

1 Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
@ ClassZone.com

Terms & Names

1. Explain the importance of

humanism	patrons	Leonardo da Vinci
Renaissance	perspective	Michelangelo

Use Your Reading Notes

2. Find Main Ideas

Use your web diagram to answer the following question:

Which achievement do you consider to be the most significant? Why?



Key Ideas

- What was the main goal of humanism?
- How did Italy's cities help to make it the birthplace of the Renaissance?
- What three artists dominated the Italian Renaissance?

Critical Thinking

- Make Inferences** Would the Renaissance have started if trade routes between Europe and Asia had remained closed? Explain.
- Compare and Contrast** How did the focus and style of Renaissance art differ from that of the Middle Ages?

Activity

Internet Activity Use the Internet to locate works by one of the artists mentioned in this section. Choose a work you like, then write a paragraph describing what you like about it.

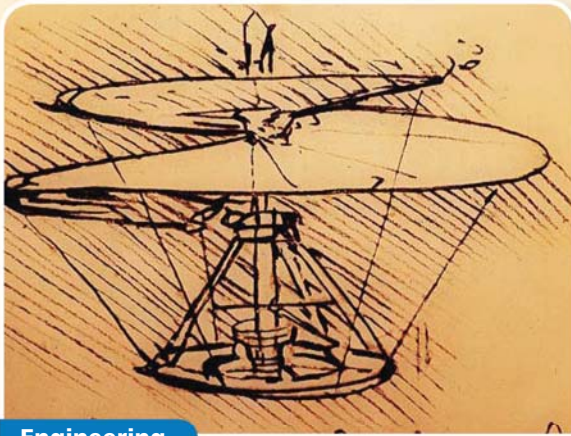
INTERNET KEYWORDS: *artist's name, painting, sculpture*

COMPARING Scientific Images

People have used drawings and diagrams longer than they have used written language. Illustrations communicate important information about the world. In many cases, it is easier to show than to tell.

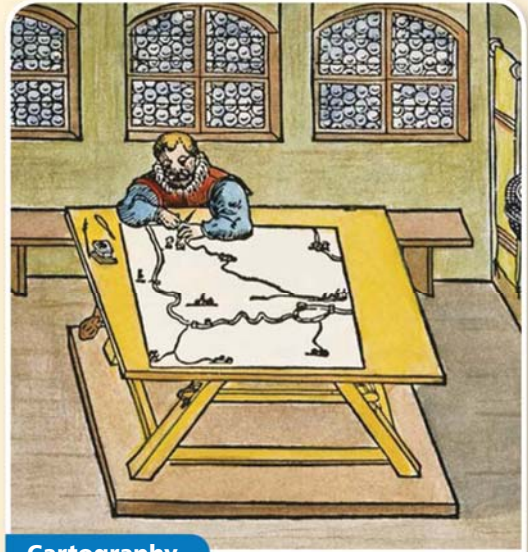
Renaissance Methods

Leonardo da Vinci and other Renaissance thinkers made advances in a number of scientific and technological areas. They captured many of their achievements in illustrations.



Engineering

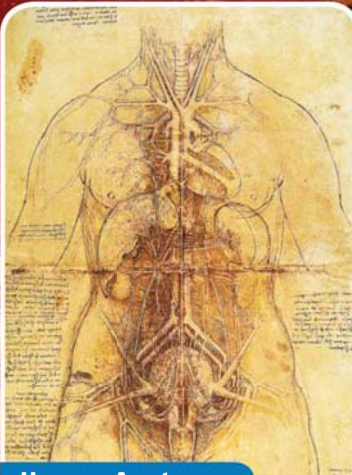
This sketch by Leonardo da Vinci shows his plan for a flying machine.



Cartography

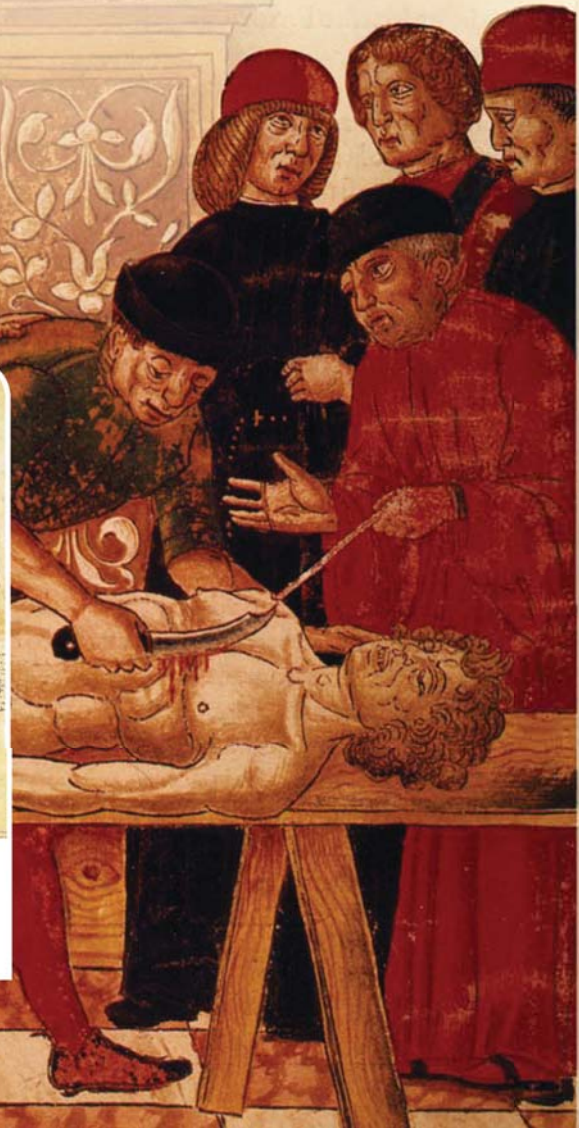
Cartography, or mapmaking, became more scientific during the Renaissance.

Human Anatomy Renaissance scientists carefully dissected human bodies. ▶



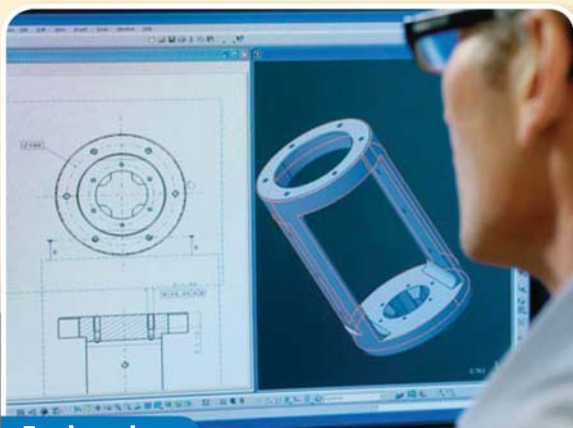
Human Anatomy

Leonardo da Vinci drew this detailed diagram of the body's internal organs.



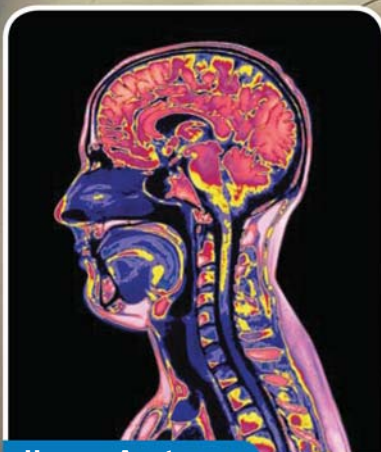
Modern Methods

Today, we still need to see how things work. Advanced technologies create computer images that can be stored and manipulated.



Engineering

Engineers use computers to create three-dimensional models of their designs.



Human Anatomy

This MRI image shows a cutaway view of a head, neck, and upper chest.



Cartography

Global Positioning Systems (GPS) create customized maps.

Human Anatomy Doctors use magnetic resonance imaging (MRI) to look inside the body without having to cut it open. ▼

Activities

- 1. TALK ABOUT IT** Which type of Renaissance illustration had the greatest impact on the world? Why?
- 2. WRITE ABOUT IT** Write a paragraph explaining which of the modern tools described above you consider most important and why.

Section 2

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

At the end of the Middle Ages, trade with Asia brought new goods and ideas to Europe. During the Italian Renaissance, artists and writers made many advances.

NOW YOU WILL LEARN

The Renaissance expanded to northern Europe. The invention of the printing press helped to spread new ideas.

▶ Vocabulary

TERMS & NAMES

woodcut image produced from a wood carving

William Shakespeare English playwright and poet of the late 1500s and early 1600s

Elizabethan Age period of English history named after Queen Elizabeth I, who ruled from 1558 to 1603

Johann Gutenberg German inventor of the printing press

printing press device that mechanically printed pages by pressing inked forms onto paper; invented about 1455

vernacular a person's native language

BACKGROUND VOCABULARY

minute extremely small; tiny

dissect to open and expose parts of an animal or human being for scientific examination



Visual Vocabulary woodcut

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to highlight the achievements of each individual.



See Skillbuilder Handbook, page R3.

FIND MAIN IDEAS

Albrecht Dürer	William Shakespeare	Johann Gutenberg



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

The Renaissance Spreads

Connect to What You Know What do you know about William Shakespeare? Although he lived 400 years ago, theaters still stage his plays regularly. Plays such as *Romeo and Juliet* have been transformed into popular movies that you may have seen. In this section, you will learn more about William Shakespeare and other notable artists from the Northern Renaissance.



The Renaissance Moves North

KEY QUESTION What factors helped the Renaissance spread to northern Europe?

During the late 1400s, Renaissance ideas began to spread north from Italy to France, England, and other parts of Europe. Ideas spread through cultural interaction, the growth of towns, and support from powerful rulers.

Growth of Cities When the destructive Hundred Years' War between England and France ended in 1453, life changed for many people. Trade expanded and cities grew rapidly. Renaissance ideas made their way to these cities and influenced large numbers of people. The growth of cities also helped to create a wealthy merchant class. Like the merchants in Italy, these wealthy businesspeople were eager to sponsor artists and writers.

▲ Theater Costumes

These outfits resemble those worn by actors during the Northern Renaissance in England, where plays were a popular form of entertainment.

Town Life The growth of Ghent (in what is today Belgium) and other cities across northern Europe helped spread the Renaissance throughout the region. ▼





▲ **Patron Monarch** An example of a monarch who supported the arts was Francis I of France. He had Italian artists and architects rebuild and decorate his castle at Fontainebleau.

Role of Monarchs The governments of northern Europe also stepped forward to support the arts. Italy was not a unified country but a collection of powerful and independent cities. However, England and France were unified countries ruled by powerful monarchs. Many of these rulers viewed artistic achievement as a source of pride for their country. As a result, they provided financial support to many artists and writers.

Cultural Interaction The Italian artists who led the Renaissance eventually interacted with painters and writers throughout the rest of Europe. In the late 1400s, a war broke out between kingdoms in Italy. As the fighting dragged on, many Italian artists fled to the safety of northern Europe. There, they shared their new styles and techniques with local artists. In addition, artists from northern Europe traveled to Italy and learned all they could about the new methods. They then brought Renaissance ideas back to their homelands.

▲ **FIND MAIN IDEAS** Explain the factors that helped the Renaissance spread to northern Europe.

Artists and Writers

▼ **KEY QUESTION** How did the Northern and Italian Renaissances differ?

The Northern Renaissance produced a second wave of talented painters, writers, and scholars. They made significant advances in the arts and learning. The Northern Renaissance and the Italian Renaissance differed in several ways. For one thing, northern European scholars did not study the classics as much as Italian scholars did. In addition, northern artists created works that were much more detailed in their presentation of everyday life.

German and Flemish Painters One figure who stood out for his realistic and detailed works was the German artist Albrecht Dürer. He is considered by many to be the greatest German Renaissance artist. One of his best paintings is *The Four Holy Men*, which portrays four Biblical figures. Besides paintings, Dürer also created many woodcuts. A **woodcut** is an image produced from a wood carving.

Jan Van Eyck and Pieter Bruegel (BROY•guh) the Elder were two great Flemish painters. The term *Flemish* describes the people from a region of northwest Europe called Flanders (now in Belgium). Van Eyck

often worked for wealthy patrons. His paintings contain **minute** details and bright colors. Some of his more famous paintings are *Annunciation* and *Giovanni Arnolfini and his Bride*.

The paintings of Pieter Bruegel the Elder often show everyday scenes such as peasants dancing or children playing. Like other artists during the Northern Renaissance, Bruegel painted detailed works.



Shakespeare Talented writers also helped to shape the Northern Renaissance. The most famous of these writers is **William Shakespeare**. He was born in 1564 in Stratford, England. During the late 1580s, he moved to London, where he pursued a career in theater. Shakespeare soon became one of the more popular playwrights in England. Other notable playwrights of the time included Christopher Marlowe and Ben Jonson.

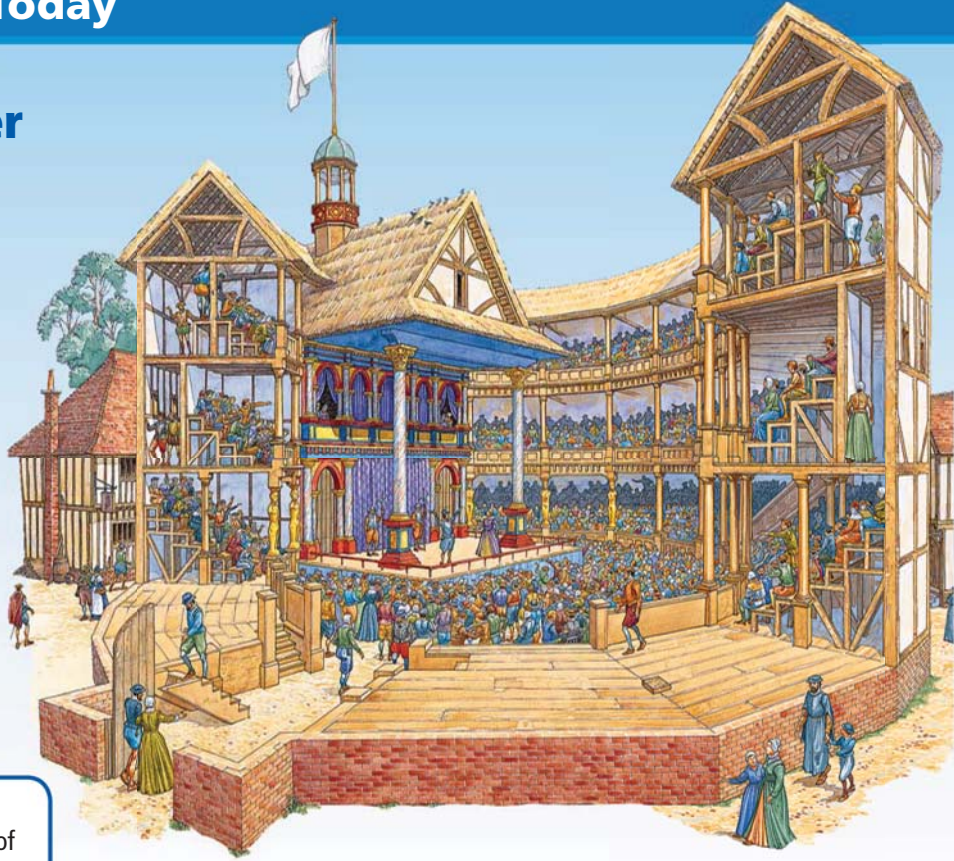
Shakespeare wrote comedies, tragedies, and historical plays. His best-known works include *A Midsummer Night's Dream*, *Romeo and Juliet*, and *Hamlet*. The works of Shakespeare show a strong understanding of human nature. Because of this, his plays still speak to people today and continue to be performed throughout the world.

Shakespeare wrote during a time in England known as the **Elizabethan Age**. The period was named after Queen Elizabeth I, who ruled from 1558 to 1603. Elizabeth promoted the Renaissance spirit in England. She was well educated and spoke several languages. She also wrote poetry and music. As queen, she did much to support British artists and writers.

▲ **Peasant Life** This detail of *Peasant Dance* by Renaissance artist Pieter Bruegel the Elder shows peasants celebrating. **How can you tell this is a Renaissance painting?**

The Globe Theater


A large part of cultural life in Renaissance London revolved around an open-air playhouse known as the Globe Theater. The theater was built in 1599 and took its name from its circular design. Members from every class of society filled the theater to socialize and to watch the latest plays. The Globe presented most of the plays of William Shakespeare.



CRITICAL THINKING

Compare Choose a modern form of entertainment. How might it compare to attending a play at the Globe?

Cervantes The Spanish writer Miguel de Cervantes is best known for his novel *Don Quixote*. It tells the story of a landowner who imagines he is a knight and calls himself Don Quixote (kee•HOH•tee). He and his helper Sancho Panza travel across Spain and have many humorous adventures.

 **COMPARE AND CONTRAST** Describe some of the differences between the Northern Renaissance and the Italian Renaissance.

Advances in Science and Technology

 **KEY QUESTION** What Renaissance advances occurred outside the arts?

Both the Italian and Northern Renaissances produced advances beyond just the arts. Scholars and thinkers of this age made breakthroughs in a variety of fields, including mathematics, science, and technology.

Math and Science Renaissance scholars left their mark on a number of academic fields. Mathematicians, for example, advanced the study of algebra by introducing the use of letters in equations.

Meanwhile, Renaissance scientists developed new theories about the universe. You will read more about advances in astronomy in Chapter 18.

Scholars also made advances in cartography, or mapmaking. (See Comparing Scientific Images on pages 506–507.) As they learned more about the world around them, Europeans created more accurate maps. Scientists also developed a greater understanding of the minerals and metals that make up the earth’s surface.

Renaissance scientists applied themselves to anatomy—the study of the human body. During the Middle Ages, the Roman Catholic Church had made it illegal to **dissect** human bodies. But the rise of humanism led scientists to study the internal workings of the body again.

The Printing Press The most significant technological advancement of the Renaissance was the invention of the printing press. This invention built on several earlier technologies, including Chinese wood-block printing. In wood-block printing, a printer carved a word or a letter on a wooden block. The printer then rolled ink onto the block and used it to print on paper.


During the mid-1400s, a German named **Johann Gutenberg** combined the idea behind wood-block printing with other techniques to create the printing press. The **printing press** was a machine that pressed paper against a full tray of inked movable type. Gutenberg made his letters out of metal, which lasted longer than wooden blocks.

Gutenberg used his machine to print a complete version of the Bible in 1455. He probably produced about 180 copies. The book became known as the Gutenberg Bible.


The printing press had a huge impact on European society. Books became less expensive, so more people could afford to own them. More people learned how to read, and ideas spread more quickly.

The Printing Press


A person could copy a single book in about five months.




5 months



A printing press could produce 500 books in the same amount of time.



5 months




In addition, the printing press encouraged more authors to write in the **vernacular**, or their native language. Before this, most authors wrote in Latin, the language of the well educated. Now, authors began writing for readers in their everyday language.

Other Technologies During the Renaissance, scholars began to investigate the world directly. The emphasis on observation and original thought brought about many technological advances.

Experiments with lenses led to the development of the microscope and the telescope around 1600. The microscope allowed scientists to see smaller things than they had ever seen before. The telescope showed the true nature of the planets for the first time. It also aided navigation and warfare.

Advances in clock making included two new methods of powering clocks: springs and pendulums. Clock makers used springs to create the first portable clocks. Other clocks that were driven by pendulums kept time more accurately than ever before.


Gunpowder and the compass first came into widespread use in Europe during the Renaissance. As with the printing press, China had first developed these technologies.

 **SUMMARIZE** Describe some of the advances outside of the arts made during the Renaissance.



▲ Spring-Driven Clock During the Renaissance, clock makers began using springs to power clocks. This picture shows the inner workings of a spring-driven clock from the 1500s.

Life During the Renaissance

 **KEY QUESTION** Why did the Renaissance influence mainly the upper class?

The Renaissance benefited mainly the upper class. In general, only wealthy people had time to study classical texts and to examine humanist ideas. Most members of the middle and lower classes were not well educated. As a result, most of them did not take part in Renaissance activities. Over time, however, Renaissance ideas gradually spread to more of the population as more people became educated.

The Upper Class The upper classes of the Renaissance consisted of nobles and wealthy merchants. The men of this class worked to become sophisticated and well-rounded. They learned to appreciate Renaissance art and literature. They also investigated various fields of classical study. Their goal was to achieve greatness in many areas.

Today, we refer to a person who excels in many aspects of life as a “Renaissance man.”

Upper-class women also sought to become well-rounded. Many of them received an education and developed an appreciation for the arts. Some became accomplished artists and writers themselves. The Italian poet Vittoria Colonna, for example, emerged as a notable and respected Renaissance writer. She exchanged many letters and sonnets with Michelangelo.

However, women gained few social or political rights during the Renaissance. Wealthy women usually stayed at home. They went out only to the market or to church. Their main duties in life remained overseeing the education of their children and supervising servants.



Other Classes During the Renaissance, the majority of people in Europe were not wealthy. Many were middle-class citizens who made a modest living as tradespeople or as merchants.

An even larger number of people lived in poverty. Members of the lower class often worked as laborers. The ideas and breakthroughs of the Renaissance did not reach most of the poor.

▲ **Renaissance Women** As this painting from the 1500s shows, upper-class women in the Renaissance engaged in artistic activities.

▲ **ANALYZE** Explain why the Renaissance influenced mainly the upper class.

2 Section Assessment

🔗 **ONLINE QUIZ**
For test practice, go to
Interactive Review
[@ClassZone.com](http://ClassZone.com)

Terms & Names

1. Explain the importance of

woodcut	Johann Gutenberg
William Shakespeare	printing press
Elizabethan Age	vernacular

Use Your Reading Notes

2. Find Main Ideas

Use your completed chart to answer the following question:

Which of these people from the Renaissance made the most lasting contribution? Explain.

Albrecht Dürer	William Shakespeare	Johann Gutenberg

Key Ideas

- Why does Shakespeare’s work remain popular today?
- What advances were made in technology during the Renaissance?
- What effect did the printing press have on European society?

Critical Thinking

- Analyze Causes** Could the Renaissance have occurred without large cities? Explain.
- CONNECT to Today** The Renaissance took place about 500 years ago. Will any artist or writer alive today be remembered 500 years from now? Why or why not?

Activity

Write Interview Questions Review the information in this section about Johann Gutenberg. Then create a series of questions you would ask him about his life and the printing press. Structure your questions as though they would be used for a radio or television interview.

Section 3

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The Renaissance began in Italy and spread to northern Europe. A key technological advance of the Renaissance was the printing press.

NOW YOU WILL LEARN

Martin Luther challenged the Catholic Church and started a period called the Reformation.

▶ Vocabulary

TERMS & NAMES

Great Schism (SKIHZ•uhm) division in the Roman Catholic Church from 1378 to 1417, which occurred when the Church's two centers of power elected different popes

indulgence relaxation of earthly penalty for sin
Martin Luther German theologian, born in 1483, who was a leader of the Reformation

Reformation movement in the 1500s to change practices in the Catholic Church

Protestant member of a Christian group that broke away from the Catholic Church

BACKGROUND VOCABULARY

enormous very large

emphasize to give importance to

mercy kindness or compassion

REVIEW

Roman Catholic Church Christian church based in Rome

pope bishop of Rome and the most important bishop in the Catholic Church

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to help you summarize each of the main sections.



See Skillbuilder Handbook, page R4.

SUMMARIZE

Section	Summary
The Great Schism	
Criticism of the Church	
Martin Luther confronts the Church	



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

The Reformation Begins



Connect to What You Know Have you ever disagreed with a friend's behavior and decided to spend less time with that person? In the 1300s and 1400s, many followers disagreed with the actions of the **Roman Catholic Church**. In the 1500s, some left the Church.

▲ **Pope Clement V and King Philip IV of France** Pope Clement (in the green robe) moved the center of the Church from Italy to France, which was ruled by King Philip (in the red robe).

The Great Schism

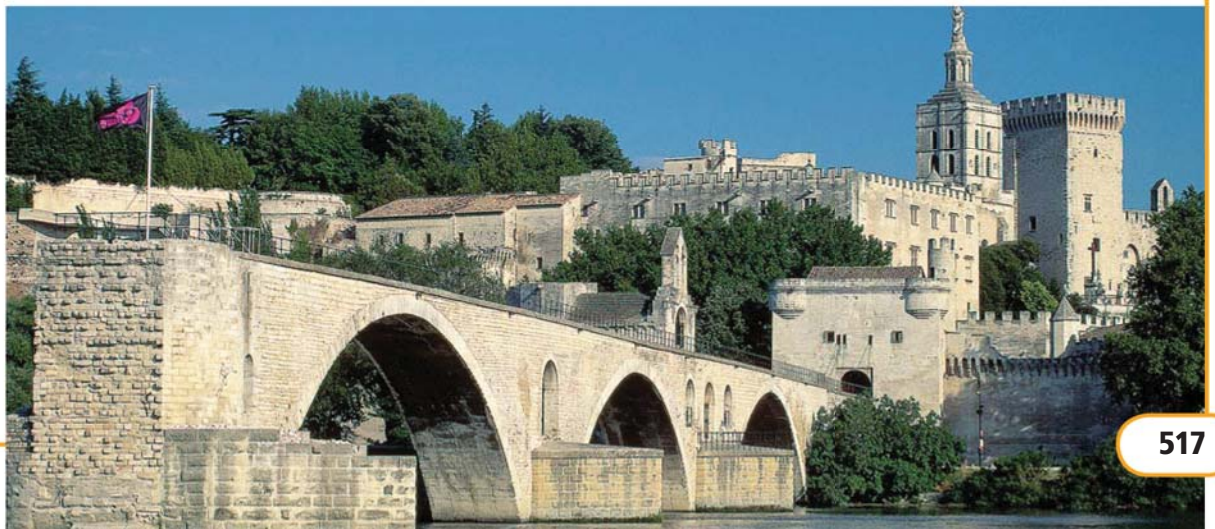
▼ **KEY QUESTION** How did the Great Schism weaken the Roman Catholic Church?

The Roman Catholic Church had competing centers of authority from 1378 to 1417. A major cause of the split was the decision of Pope Clement V to move the Catholic government from Rome, Italy, to Avignon (AH•vee•NYAWN), France.

French Popes In the 1300s, the growth of national states weakened the power of the Church. Some monarchs grew powerful enough to force the Church to support their policies.

In 1305, the French king used his political power to have Clement V elected **pope**. Two years later, the pope moved the center of the Church to Avignon. After the move to Avignon, most of the popes were French. Other Europeans, and many Church officials, felt that the French king was controlling the pope. This concern resulted in a struggle for control of the Church.


▲ **The Papal Palace at Avignon, France** This palace was used by one of the popes during the Great Schism. ▼




The Church developed two centers of power—Avignon and Rome. In 1378, the two sides split and elected different popes. The split is known as the **Great Schism** (SKIHZ•uhm). Each pope demanded obedience from the faithful, and excommunicated, or excluded from the Church, the rival pope's followers. These actions caused confusion and doubt among Christians and weakened the Church.

Healing the Church In 1414, the Holy Roman Emperor summoned a conference to end the schism and reform the Church. Remember that the Holy Roman Empire ruled much of central Europe and was closely associated with the Roman Catholic Church. As a result, the Holy Roman Emperor was very influential.

The conference took place in Germany and met from 1414 to 1418. Church officials removed the French pope and persuaded the Roman pope to resign. In 1417, they elected Pope Martin V. Based in Rome, he began to reunify the Church.

 **EVALUATE** Explain how the Great Schism weakened the Roman Catholic Church.

Criticism of the Church

 **KEY QUESTION** What sort of reforms did critics of the Church demand from the 1300s through the 1500s?

The efforts of the Church to heal itself strengthened the pope's authority. Even so, the Church fell short in its efforts to reform. There was distrust between Church officials and the pope, and believers were uncertain of the Church's authority. Throughout the 1300s and 1400s, demands for reform grew more intense.

A Corrupt Church During the Middle Ages, the Church had become an **enormous** institution. By some estimates, the Church owned from one-fifth to one-third of all of the lands of Europe. Church leaders needed huge sums of money to maintain such an institution. Critics and reformers were angered by some of the ways in which the Church earned and spent its money.

Many Europeans, especially those who lived outside Italy, disliked paying taxes to the Church in Rome. They were also upset that the Church paid no taxes on its vast landholdings.



▲ The Great Schism

In 1378, Church officials who did not like the Roman pope elected an alternative pope. This painting shows those officials crowning Robert of Geneva, who took the name Pope Clement VII.

Reformers also objected to the sale of indulgences. An **indulgence** is a relaxation of earthly penalty for sin. However, sometimes indulgences were sold as if they were a pardon for sin, and people bought them thinking they could avoid punishment in the afterlife. Reformers were enraged that the hierarchy of the Church appeared to allow people to believe they could buy their way into heaven.

Critics also did not like the way the Church spent money. During the Renaissance, many popes spent large sums supporting the arts and their own personal pleasure. Other Church officials followed their example. People from all levels of society, including nobles, townspeople, and peasants, called on the Church to **emphasize** spiritual over material values.

Reformers Take a Stand During the 1300s and 1400s, a number of important reformers spoke out against Church practices. In England, a philosopher and priest named John Wycliffe called for Church reform. He questioned the pope's right to levy taxes and to appoint Church officials without the king's approval.

In the early 1500s, Dutch priest and scholar Desiderius Erasmus (DEHZ•ih•DEER•ee•uhs ih•RAZ•muhs) criticized Church officials for neglecting Christian values. But Erasmus also criticized reformers for trying to divide the Church. As a result, he was not wholly trusted by either side. The work of Erasmus and other Renaissance humanists strongly influenced Martin Luther. Luther started the movement of the 1500s known as the Reformation.

SUMMARIZE Describe the reforms demanded by critics of the Church from the 1300s through the 1500s.

Luther Confronts the Church

KEY QUESTION What were important ideas from the Reformation?

Early reformers thought the Church was basically a good institution that just needed some improvements. But later reformers saw the Church as a corruption of the original Christian faith. The ideas of one man came to represent this new reform movement. His name was **Martin Luther**.



▲ **Indulgence** The Catholic Church sold indulgences to believers as a way to offset their sins. This letter of indulgence was issued in 1484. Wax seals from Church officials hang off the letter.

Primary Source

Background On October 31, 1517, it is said that Martin Luther posted his theses on the church door of the Castle Church in Wittenberg, an event considered to be the start of the Reformation. Today, this document is known as the Ninety-Five Theses. At right are three of the theses posted by Luther.



» from *Disputation of Doctor Martin Luther on . . . Indulgences*

By Martin Luther

*Translated by Adolph Spaeth, L.D. Reed,
Henry Eyster Jacobs, et al.*

21. Therefore those preachers . . . are in error, who say that by the pope's indulgences a man is freed from every penalty, and saved.
52. The assurance of salvation by letters of pardon is vain,¹ even though . . . the pope himself, were to stake his soul upon it.
68. Yet [indulgences] are in truth the very smallest graces compared with the grace of God and the piety² of the Cross.

1. vain: foolish.

2. piety: holiness

DOCUMENT-BASED QUESTION

What groups of people might Luther have angered by posting his theses?

Martin Luther Martin Luther was born in Germany in 1483. He had a good education, and his father wanted him to study law. But in 1505, Luther was caught in a thunderstorm and nearly struck by lightning. Fearing for his life, he vowed to become a monk.

Luther tried to live as the Church instructed. But he still felt that he was a sinner and that an angry God would punish him. Luther's fears led him to think about God as a God of **mercy**. He came to believe that people could be saved only if they had faith in Christ. As a result, he questioned the idea that salvation could be won through good works.

Luther's Ninety-Five Theses Luther's ideas led to conflict with the Catholic Church. The conflict began in 1517 in Wittenberg (WIHT•uhn•BURG), Germany. Luther learned of a Church official who was selling indulgences to finance St. Peter's Cathedral in Rome. Luther disapproved and wrote out all his disputes with the Church in his Ninety-Five Theses.

The theses were ideas that Luther wanted to debate in public, such as the selling of indulgences. Luther's ideas included the following:

- The Bible is the only source of religious truth.
- People do not need the clergy to interpret the Bible.
- Salvation can be gained only through faith in Jesus.

Luther's Ninety-Five Theses directly challenged the Church's authority. According to legend, Luther nailed his theses to the door of Castle Church, which was used as the town bulletin board. However, scholars believe Luther simply sent the theses to a high-ranking Church official with a letter complaining about the practice of selling indulgences.

Luther also shared his theses with friends, and soon copies of his theses and other works were widely read and discussed. As Luther's ideas became more popular, Pope Leo X, Holy Roman Emperor Charles V, and other high officials threatened to punish Luther unless he took back his statements. He did not. Instead of continuing to try to reform the Catholic Church, Luther and his followers formed their own religious group. The movement of opposition to the Catholic Church came to be known as the **Reformation**.

In 1529, German princes who remained loyal to the Church agreed to unite against Luther's ideas. Other princes signed a protest against the agreement. The protest earned them the name *Protestants*. Eventually, **Protestant** became the name for Christians who broke with the Catholic Church during and after the 1500s.



▲ **Reformation Princes** German Protestant princes kneel before Holy Roman Emperor Charles V. Charles struggled to resolve the conflict between Catholicism and Protestantism.

▲ **ANALYZE** Describe some important ideas from the Reformation.

3

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
[@ClassZone.com](http://ClassZone.com)

Terms & Names

1. Explain the importance of

Great Schism Martin Luther Protestant
indulgence Reformation

Use Your Reading Notes

2. Summarize

Use your completed chart to answer the following question:

What was the Great Schism?

Section	Summary
The Great Schism	
Criticism of the Church	
Martin Luther confronts the Church	

Key Ideas

- How did the Great Schism weaken the Church?
- What were some of the Church practices that reformers spoke out against from the 1300s through the 1500s?
- What were some of the ideas Luther wanted to debate?

Critical Thinking

- Analyze Causes** How did the growing strength of national states affect the papacy?
- Draw Conclusions** How did Luther's ideas about religious truth threaten the Church?

Activity

Write a Newspaper Article The reformer Desiderius Erasmus was influential not only in religious reform but also in educational reform. Research to learn more about Erasmus, then write a brief article about his reform work.

Section 4

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

Internal conflict weakened the Roman Catholic Church. The Reformation began as a result of Martin Luther's Ninety-Five Theses.

NOW YOU WILL LEARN

Christianity split into several branches. Protestant churches that practiced self-government set a pattern for democracy and federalism.

▶ Vocabulary

TERMS & NAMES

John Calvin French leader of the Protestant Reformation

Jesuits (JEHZH•oo•ihts) religious order also called the Society of Jesus, founded by Ignatius of Loyola

Ignatius of Loyola Spaniard who founded the religious order of Jesuits

Inquisition Roman Catholic court that punished those who had strayed from the Catholic faith

Peace of Westphalia (wehst•FAYL•yuh) treaty that recognized the religious division of western Europe

federalism sharing of power between an organization and its members

BACKGROUND VOCABULARY

predestination Christian idea that God chooses people to be saved or condemned before birth

counter to act against; to oppose

missionary person who goes to foreign lands to do religious work

convert to change religions

mendicant religious order whose members own nothing and live by begging

covenant agreement between God and people

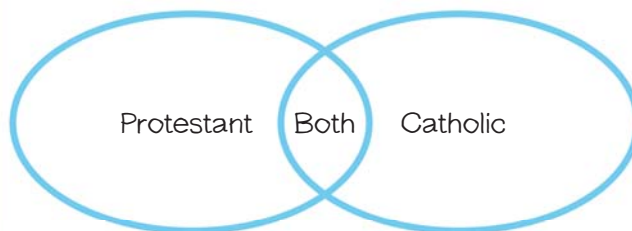
▶ Reading Strategy

Re-create the Venn diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to track the differences and similarities between Protestants and Catholics.



See Skillbuilder Handbook, page R8.

COMPARE AND CONTRAST



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Reform and Reaction

Connect to What You Know Your community probably has several types of Christian churches. They might include Baptist, Catholic, or Methodist churches. Before Martin Luther, most Christian churches were Roman Catholic or Eastern Orthodox. The Reformation led to a wider variety of Christian groups.



▲ **King Henry VIII**
As king of England, Henry broke with the Catholic Church when the pope refused to grant him a divorce.

The Reformation Grows

▼ **KEY QUESTION** What were the leading Protestant movements that developed throughout Europe?

Luther's ideas spread quickly. Priests who approved of Luther's ideas preached his message. Churchgoers, in turn, talked about the new ideas at home, in the streets, and in the universities.

Printing also helped to spread Luther's ideas. The printing process was becoming cheaper and printing shops more common. Also, more Europeans could read, and printers produced an increasing variety of works.

For centuries, Bibles were only printed in Latin. Now, printers began producing Bibles in local languages. As a result, people could read and interpret the Bible for themselves. This change threatened the Catholic Church's authority.

Revolts and Wars Peasants across Europe sought more rights during the 1500s. Their complaints for better wages and living conditions were not religious. But many believed that Luther's ideas of individual freedom justified their revolts. Luther condemned both the peasants for their violent revolts and the nobility for their disregard for the plight of the peasants.



In the mid-1500s, battles over religion were fought across Europe. Charles V was Holy Roman Emperor and king of Austria, Spain, and the Spanish Americas. In Germany, many Lutheran princes went to war against Charles. Germany's Lutheran and Catholic princes eventually met in 1555 and agreed to a peace treaty known as the Peace of Augsburg.

In the late 1500s in France, Protestants and Catholics fought eight religious wars. Through much of this period, Catherine de Médicis worked to resolve the conflict. Catherine came from the Medici family of Italy, but she became queen of France in 1547 as the wife of Henry II. After Henry died in 1559, three of their sons ruled France, one after the other. But Catherine acted as the real power behind each of them.

Calvinism Luther believed that the Bible was the only source of religious truth. However, people read the Bible in different ways, which led to many different interpretations of Christianity. As Luther's ideas spread, different varieties of Protestantism arose.

John Calvin was a French reformer. His interpretation of the Bible resulted in a type of Protestantism called Calvinism. Calvin argued that Christians could do nothing to earn salvation—God had chosen people for salvation even before they were born. This idea is called **predestination**. According to predestination, if individuals were condemned there was nothing they could do about it. Calvin himself admitted that such a belief was awful to think about. Even so, he attracted many followers and his ideas spread throughout Europe. The map on page 523 shows how Calvinism spread.



The Church of England The Reformation in England started when King Henry VIII wanted a divorce from Catherine of Aragon, but the pope would not permit it. As a result, Henry refused to recognize the Catholic Church. Henry founded the Church of England, or Anglican Church. This church kept most Catholic beliefs but rejected the power of the pope. England's monarch served as head of the Anglican Church.

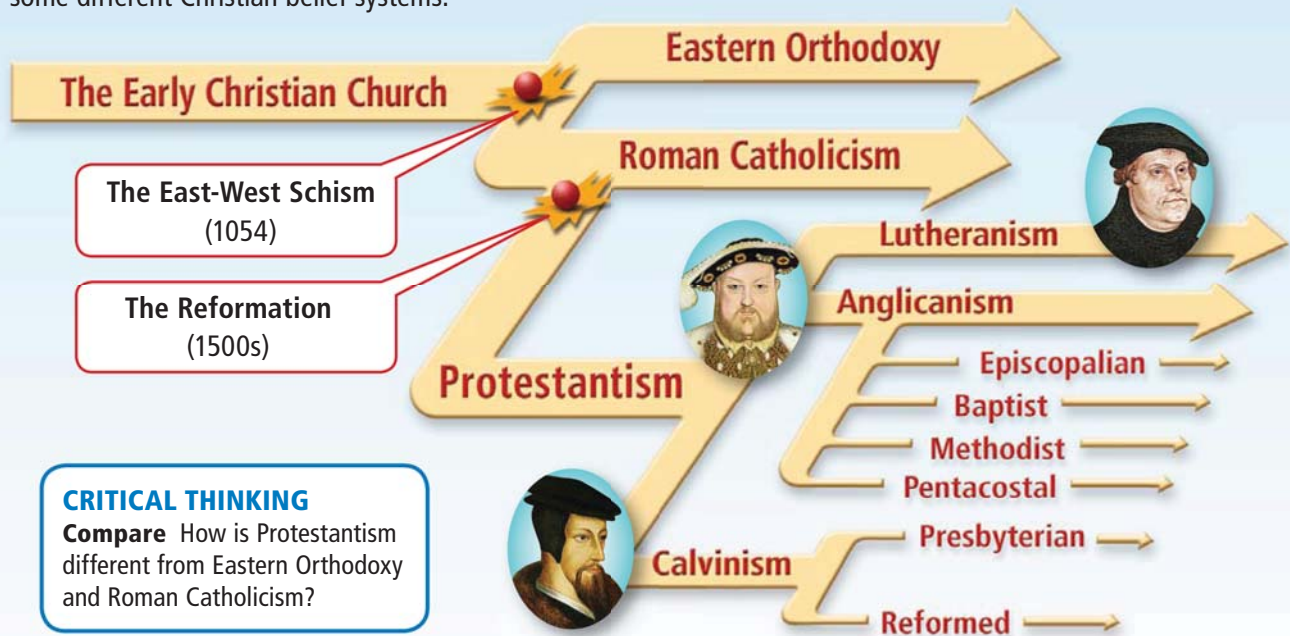
Some reformers believed the Anglican Church should reject Catholicism completely. One such reformer was William Tyndale. Anglican officials stopped Tyndale from working in England, so he went to Germany. Catholic officials eventually captured and executed him for opposing the Catholic Church. The battle in England to keep Catholic beliefs or to seek more Protestant reforms lasted many years.

▲ **John Calvin** French reformer John Calvin created another type of Protestantism called Calvinism.

▲ **FIND MAIN IDEAS** Describe the leading Protestant movements that developed throughout Europe.

The Branches of Christianity

This chart shows the evolution and division of some different Christian belief systems.



The Counter Reformation

KEY QUESTION How did the Catholic Church work to stop the spread of Protestantism?

The Roman Catholic Church began reforms to address some of the problems Luther and others had brought to light. The Church also took steps to stop the spread of Protestantism. These efforts became known as the **Counter** Reformation or the Catholic Reformation.

The Council of Trent The Roman Catholic Church sought to reform and define the Catholic belief system. The Council of Trent was a gathering of high-level Church officials. They met many times between 1545 and 1563 to clarify how Catholic faith differed from Protestantism. For example, Protestants found religious truth in the Bible alone. However, the Council said that truth also came from Church tradition.


The Jesuits The Council of Trent was just one force that fostered the Counter Reformation. The Church also recognized and supported new religious orders. One of the most important new religious orders was the Society of Jesus, or the **Jesuits** (JEHZH•oo•ihts). The Spaniard **Ignatius of Loyola** formed the Jesuits in the early 1530s.





Ignatius was born into a noble family and became a soldier. He was hit by a cannonball, which broke one leg and wounded the other. As he recovered, he read about Jesus and other Christian figures and decided he should dedicate his life to God. He later founded the Jesuits.

In some ways, the Jesuits were more like a military unit than a religious order. A strong central authority commanded the order. Jesuits learned obedience and discipline. They studied the teachings of Thomas Aquinas, whom you read about in Chapter 16. They also studied languages so they would have the tools to spread Catholicism across Africa, Asia, and the Americas. Such training allowed the Jesuits to become leaders in supporting the Counter Reformation.

The Inquisition In addition to calling the Council of Trent and supporting new religious orders, the Church also created the Inquisition. The **Inquisition** was a court established to find and punish people who strayed from the Catholic faith. Church officials used intimidation and sometimes torture to get people to confess their sins—including that of being Protestant. The Inquisition was used throughout Europe, but the most famous was the Spanish Inquisition.

The papacy also had Church officials create a list of books considered a threat to the Catholic faith. The pope told bishops throughout Europe to collect the forbidden books and burn them. The list included Bibles translated into German, English, or other local languages. The Catholic Church only authorized its Latin translation of the Bible, which only clergy were allowed to read. By the end of the 1500s, the Counter Reformation had revived the power of the Roman Catholic Church.

 **SUMMARIZE** Explain how the Catholic Church worked to stop the spread of Protestantism.

Causes and Effects of the Reformation				
	Religious 	Technological 	Economic 	Political 
Cause	Only clergy were allowed to interpret the Bible.	The printing press helped to spread ideas critical of the Catholic Church.	People disliked having to pay taxes to the Church in Rome.	Some European leaders saw the pope as interfering in their political affairs through local churches.
Effect	Reformers translated the Bible so that people could interpret it for themselves.	More people became aware of Protestant belief systems.	People were more willing to support Reformation ideas that ended these taxes.	By becoming Protestant, European leaders limited the pope's local political influence.

Missionaries Spread Christianity

▼ **KEY QUESTION** Why were there more Catholic missionaries than Protestant missionaries?

Many Christian groups send members to foreign countries to do religious work. Such efforts are called missions. A person who goes on missions is called a **missionary**. Sometimes religious groups organize missions to persuade people who do not share their faith to **convert**, or to adopt their religion.

Catholic Missionaries In the 1500s, the Roman Catholic Church put particular emphasis on using missionaries to spread its faith around the world. These missions would have great success in the Americas. But Catholic missions would not do as well in Asia. Franciscans, Dominicans, and Jesuits were among the Catholic orders that performed missionary work.

Francis of Assisi, an Italian, founded the Franciscan religious order in the early 1200s. The Franciscans began as a **mendicant** order. That is, they owned nothing and lived by begging. As time went on and the order grew, Franciscans became less strict about owning nothing. The relaxed rules allowed them to begin to organize missions.

The Dominicans were also mendicants. A Spanish priest, Dominic of Osma, founded the order in the 1200s. His original focus was education. But like the Franciscans, the order also performed missionary work. Dominicans were among the first to join the Spanish and Portuguese voyages to the Americas.

The Jesuit order began sending missionaries around the world shortly after its founding. By 1556, about 1,000 Jesuits were working in Europe, Asia, Africa, and the Americas. By 1626, their number had climbed to more than 15,000.

Protestant Missionaries Until the 1800s, Protestantism spread only by European Protestants settling outside of Europe. Once there, they did little to convert local people. But there were exceptions. For example, early in the 1600s, the Dutch East India Company sent missionaries into Southeast Asia. In North America, Puritans John Eliot and Roger Williams worked to convert Native Americans to Christianity. England's Society of Friends, or Quakers, also sought converts overseas, primarily in North America.

▲ **DRAW CONCLUSIONS** Explain why there were more Catholic missionaries than Protestant missionaries.



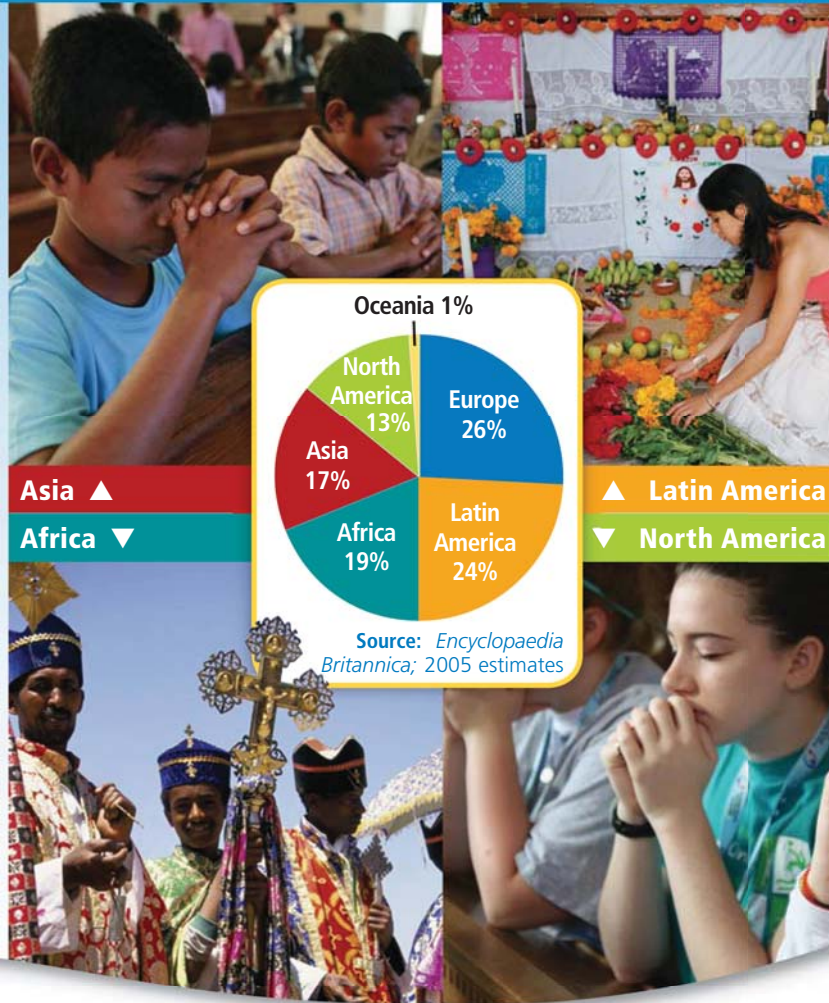
▲ **Dominic of Osma** This painting shows Dominic of Osma as a saint. He is holding a tall cross, a symbol that became associated with him.

Christianity Around the World

Missionaries from Europe spread Christianity around the world. Today, Christianity has more members than any other religion.

This pie graph shows how Christians are distributed to every continent. It shows what percentage of all Christians live in each region. Europe still has the largest number of world's Christians.

Note that the graph does not show what percentage of people on each continent are Christians. For example, Latin America has 24 percent of the world's Christians. But 93 percent of the people in Latin America are Christian.



CRITICAL THINKING

Evaluate Does distance from Europe seem to be related to how many Christians live in a region? Why or why not?

Legacy of the Reformation

KEY QUESTION How did Protestantism influence democratic practices?

The main legacy of the Reformation is the division of western Christianity into Catholicism and Protestantism. For hundreds of years, all Christians in western Europe had belonged to the Catholic Church. By 1700, that was no longer true. (See the chart on page 525.) Europe was divided along religious lines and would never be under one church again.


More Religious Wars Religious wars continued between Catholics and Protestants after the Peace of Augsburg. In 1648, the **Peace of Westphalia** (wehst•FAYL•yuh) helped to end the wars. It acknowledged the division of western Europe into Catholic and Protestant nations.

The skill of France's kings and government officials helped France to replace Spain as the leading Catholic power in Europe. Protestant countries such as England, Holland, and, later, Prussia were gaining power. They would again come into conflict with Catholic Spain and France. Europe's religious changes would eventually lead to political changes in the Americas.

Protestantism and Democracy Some historians believe that the Protestant practice of church self-government helped to develop democratic governments. For example, John Calvin allowed his followers to share in the governing of the church. They participated through a body of leaders and ministers called a presbytery (PREZ•bih•TEHR•ee).

This practice had a strong influence on Puritans and Presbyterians, both of whom settled in English colonies. Puritans believed that God had entered into a **covenant**, or agreement, with people, through which they could be saved. This belief led to the idea that Christians could agree to join together and voluntarily form a church. This democratic view of church membership had political results. These same people realized they could join together and voluntarily form a government.

Scholars have also argued that the covenant influenced the development of federalism. **Federalism** is the sharing of power between an organization and its component parts. In the United States, for example, the national government shares power with the states. The covenants of Calvinist churches allowed the members of a church to share power with the clergy. The practice of sharing power may have influenced plans for organizing governments, such as that of the United States.

 **ANALYZE CAUSES** Explain how Protestantism influenced democratic practices.

4

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
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Terms & Names

1. Explain the importance of

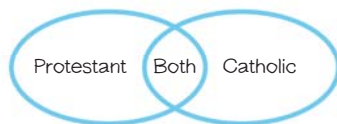
John Calvin	Ignatius of Loyola	Inquisition
Jesuits	Peace of Westphalia	federalism

Use Your Reading Notes

2. Compare and Contrast

 Use your completed Venn diagram to answer the following question:

What are two things Catholic and Protestant missionary efforts had in common?



Key Ideas

3. What role did religious missionaries play in the Reformation?
4. What impact did the Reformation have on religion in the Americas?
5. How did the Protestants influence the development of democratic practices?

Critical Thinking


6. **Make Inferences** Why might Catholic missionaries have had more success finding converts than Protestant missionaries did?
7. **CONNECT to Today** Consider the pie graph on page 528. How might the graph look if there had been no Christian missionaries? Explain.

Activity

Write a Research Paper Research European missionary activity in the Americas. Use your research to write a two-page essay about interaction between European missionaries and Native Americans.

Chapter 17 Assessment

Interactive Review

 [Click here](#) for quizzes, flipcards, crosswords, review notes, and activities @ [ClassZone.com](#)

Renaissance and Reformation

Economics & Government

- The growth of cities helped the Renaissance to spread.
- The Reformation changed the balance of power in Europe.



Culture

- Many advances in the arts took place during the Renaissance.
- Protestantism gave common people more control over religion in their daily lives.



Belief Systems

- Humanism stressed the importance and power of individuals.
- Martin Luther began the Reformation.



Science & Technology

- Renaissance scholars made advances in math and science.
- A key technological advancement was the invention of the printing press.



VOCABULARY

Explain why the words or names in each set below are linked with each other.

1. **Leonardo da Vinci** and *Mona Lisa*
2. **William Shakespeare** and **Globe Theater**
3. **indulgence** and **Martin Luther**
4. **Protestant** and **Reformation**

KEY IDEAS

The Italian Renaissance (pages 498–507)

5. How was humanism a change from medieval times?
6. Why did the Renaissance begin in Italy?

The Renaissance Spreads (pages 508–515)

7. What did northern European monarchs have to do with the arts?
8. How did the printing press contribute to the Renaissance?

The Reformation Begins (pages 516–521)

9. What problems did the Roman Catholic Church face in the 1300s and 1400s?
10. How did Martin Luther's Ninety-Five Theses lead to the Reformation?

Reform and Reaction (pages 522–529)

11. Name and describe the three main branches of Christianity.
12. How did missionaries shape the colonization of the Americas?

CRITICAL THINKING

13. **Evaluate** How might the ideas of humanism have helped lead to advances in the study of human anatomy?
14. **Support Opinions** Why would calling Leonardo da Vinci an artist be an incomplete description? Give examples.
15. **Make Inferences** How did having Bibles printed in local languages contribute to the Reformation?

Activities

- 1. Writing Activity** Write a paragraph explaining any similarities and differences you see between the invention of the printing press and the Internet.
- 2. Interdisciplinary Activity—Architecture** Research the type of architecture churches use today and compare that to architectural styles of the past. Write a page about what you discover.



ONLINE ACTIVITY

Click here to compare the Reformation and Counter Reformation @ ClassZone.com



Answer the ESSENTIAL QUESTION

What political and economic changes led to the Renaissance?

Written Response Write a two- or three-paragraph response to the Essential Question. Consider the key ideas of each section and specific political and economic changes during the Renaissance. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

- discuss the changes in Europe's political structures
- identify how trade influenced cultural advances

Test Practice

- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Read Primary Sources The primary source below is part of a letter from Martin Luther to Pope Leo X written after Luther's Ninety-Five Theses had spread. Use the primary source to answer the questions.

Primary Source

It is a miracle to me by what fate it has come about that this single Disputation [the Ninety-Five Theses] of mine should . . . have gone out into very nearly the whole land. It was made public at our University and for our University only, and . . . I cannot believe it has become known to all men. For it is a set of theses, not doctrines or dogmas [religious laws], and they are put, according to custom, in an obscure and enigmatic [confusing] way. . . . If I had been able to foresee what was coming, I should have taken care . . . that they would be easier to understand.

From Works of Martin Luther.

Edited and translated by Adolph Spaeth, L.D. Reed, Henry Eyster Jacobs, et al., pages 44–48.

- 1. What word best describes Luther's reaction to the spread of his ideas?**
 - A. satisfaction
 - B. fear
 - C. surprise
 - D. disappointment
- 2. What was Luther trying to explain to the pope in this passage?**
 - A. that he wanted to challenge the pope's authority
 - B. that he did not write his theses for the general public
 - C. that the doctrines of the Catholic Church were wrong
 - D. that he was not responsible for the Ninety-Five Theses

Chapter 18

Scientific Revolution and the Age of Exploration



Essential Question

How did new ideas lead to exploration and cultural and economic changes?

CONNECT

Geography & History

Use the map and the time line to answer the following questions.

1. Which countries sent explorations to North America between 1497 and 1611?
2. What African empire began shortly before the first voyage of Columbus?



0 500 1000 miles
0 500 1000 kilometers



EUROPE

WORLD

1460s

Portuguese gain control of trade along West African coast.

1492

Columbus makes his first voyage to the Americas.

1543

Copernicus publishes heliocentric theory. (Polish astronomer Nicolaus Copernicus) ▶



1500

1550

1464

Sunni Ali begins Songhai empire in West Africa.

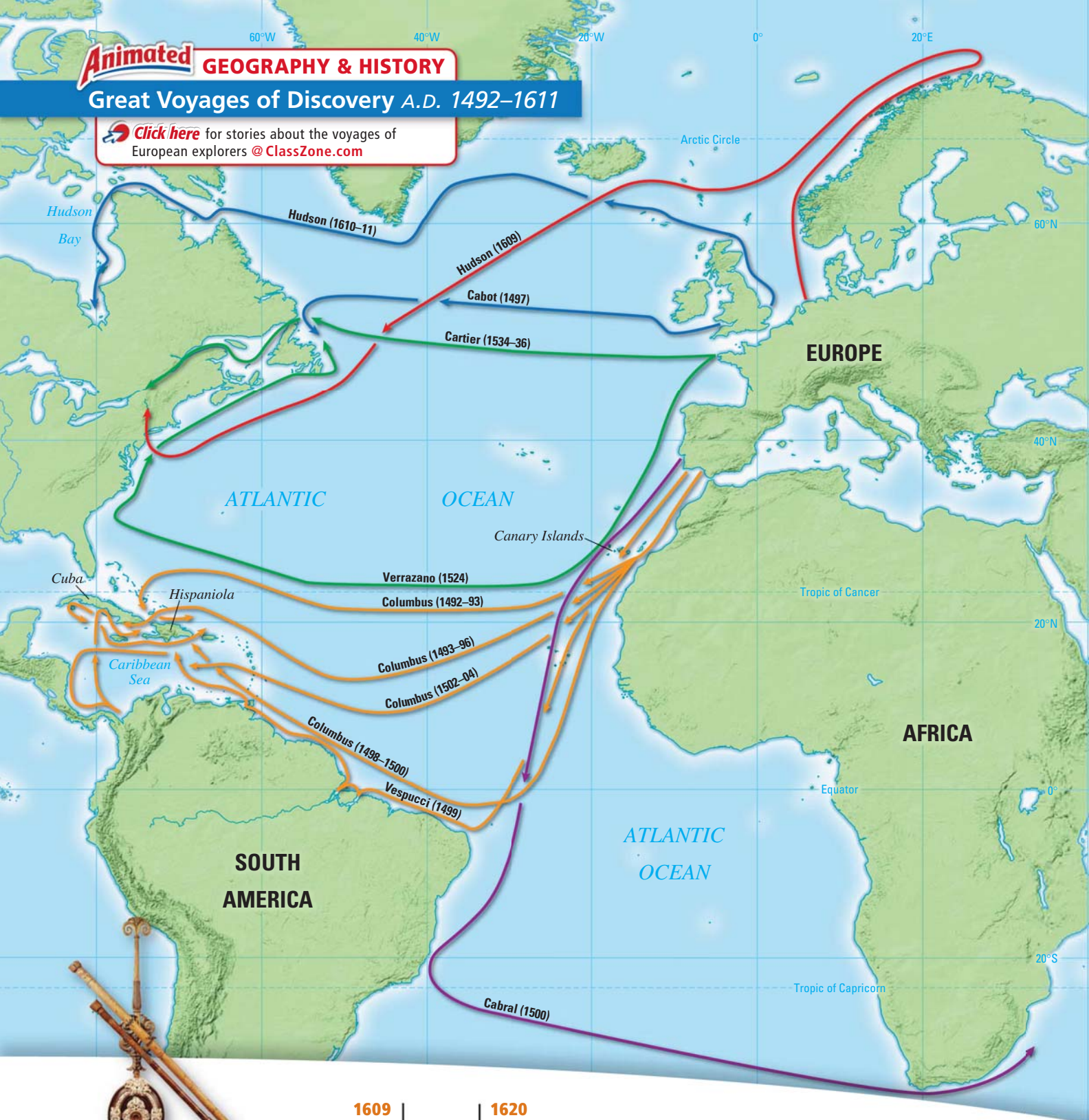
1520

Suleyman the Magnificent becomes sultan of the Ottoman Empire. (portrait of Suleyman) ◀



Great Voyages of Discovery A.D. 1492–1611

[Click here](#) for stories about the voyages of European explorers @ [ClassZone.com](#)



1609

Galileo observes the heavens through a telescope. (Galileo's telescope) ◀

1620

Francis Bacon's book *Novum Organum* encourages scientific method.

1687

Newton publishes his conclusions on law of gravity.

1600

1650

1700

1572

Túpac Amaru, the last Incan ruler, is overthrown.

1644

Manchus establish the Qing Dynasty in China. (Qing Dynasty print) ▶



1689

Peter the Great comes to power in Russia.

Section 1

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

The Reformation influenced the balance of power in Europe.

NOW YOU WILL LEARN

New ideas and discoveries led to advances in science in the 1600s and 1700s.

▶ Vocabulary

TERMS & NAMES

rationalism use of reason to understand the world

geocentric theory belief that the earth is the center of the universe

anatomy structure of living things

Scientific Revolution major change in European thinking in the mid-1500s that led to the questioning of old theories

heliocentric theory belief that the sun is the center of the universe

universal gravitation force of attraction that acts on all objects in the universe

scientific method way to understand the world that involves observation and experimentation

BACKGROUND VOCABULARY

orbits paths of heavenly bodies as they circle around other bodies

harmony idea of things combining well with each other to form the universe or a whole

dissection cutting open of plants and animals to examine their parts

corpses dead human bodies

denounced accused formally; condemned

REVIEW

al-Andalus Muslim Spain

humanism way of thought that focuses on human beings and their potential for achievement

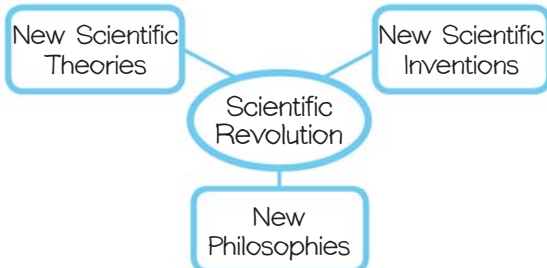
▶ Reading Strategy

Re-create the web diagram shown at right. As you read and respond to the **KEY QUESTIONS**, use the diagram to categorize information about the Scientific Revolution.



See Skillbuilder Handbook, page R6.

CATEGORIZE



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

The Scientific Revolution

Connect to What You Know Have you ever read a book or seen a movie that changed the way you look at things? In this chapter, you will learn how new ideas and discoveries helped to change the way people in Europe viewed the world.

The History of Scientific Thought

KEY QUESTION How did the Renaissance affect science?

Between 600 B.C. and A.D. 200, Greek scientists developed many ideas on how the world worked. They believed in a theory called **rationalism**, in which people use reason, or logical thought, to understand the world.

A Geocentric Universe The Greek philosopher Aristotle, who lived from 384 to 322 B.C., is considered one of the greatest thinkers of all time. He studied the stars and planets in a rational way. His studies led him to adapt and extend the **geocentric theory**. This theory, which was common in the ancient world, placed the earth at the center of the universe. In Aristotle's theory, the moon, the sun, and the planets all moved in perfectly circular **orbits** around the earth.

Some 500 years later, the work of an astronomer named Ptolemy (TAHL•uh•mee) agreed with and expanded on Aristotle's view. Ptolemy claimed that the moon and the planets moved in small orbits of their own. While moving in their own orbits, they also revolved in a bigger orbit around the earth. Aristotle's and Ptolemy's views of the universe proved to be wrong. Even so, scientists accepted them for the next 1,400 years. Before 1500, few European scholars challenged the scientific ideas and views of ancient thinkers by carefully observing nature for themselves.

Starting with a Story

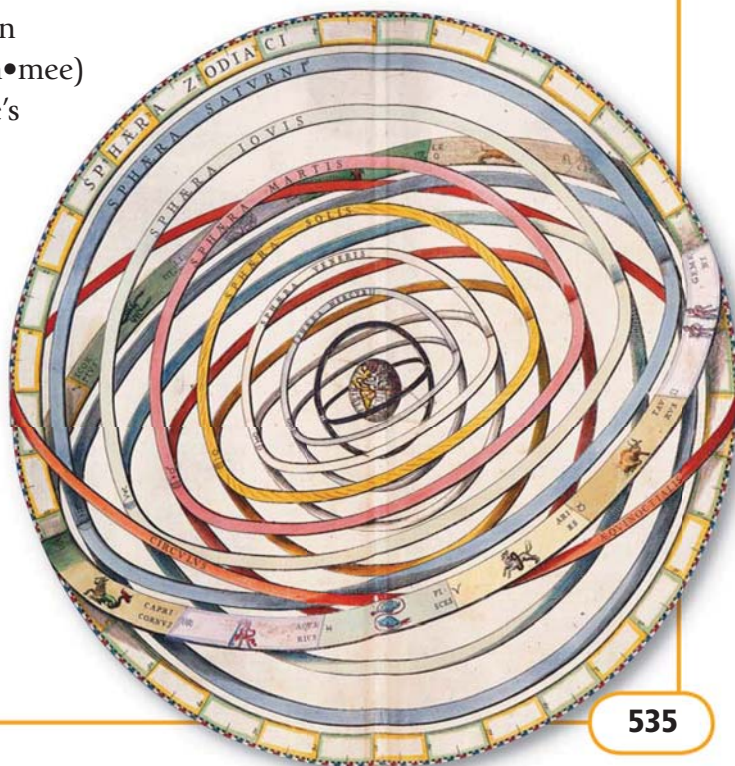
Imagine that you are assisting Galileo in an experiment. A curious crowd looks on. The result shocks them!

 **Click here**
to listen to the story
@ClassZone.com



Geocentric Theory

This engraving from the 1600s illustrates geocentric theory. ▼



Greek Mathematics and Medicine In the 500s B.C., a Greek scholar named Pythagoras (pih•THAG•uhr•uhs) tried to explain the universe in mathematical terms. In his view, all things combine in an agreeable way to form the universe. This idea of things combining well with each other to form a whole is known as **harmony**. Pythagoras' work greatly influenced classical Greek and European philosophy.

About 200 years later, Euclid (YOO•klihd) built on Pythagoras' theories. He studied shapes such as circles and triangles. His work formed the basis of the area of study known as geometry. Today's geometry courses are still based on Euclid's studies.

The Greeks also laid the foundations of modern medicine. Hippocrates, who lived in the 400s B.C., believed that doctors would be able to diagnose diseases by observing many cases. This practice strongly influenced later medical practices. Galen, who lived in the A.D. 100s, focused on **anatomy**, the structure of living things. He gained much of his knowledge through **dissection**, cutting open plants and animals to look at their parts.

Science in the Middle Ages For centuries after Galen's death, little scientific study took place in Europe. As you learned in Chapter 11, however, Muslim scholars became interested in classical scientific knowledge. Between the mid-700s and mid-1200s, Muslim scholars borrowed and advanced the learning of classical Greece and other ancient societies. Over time, their studies and knowledge spread to western Europe.

Muslim, Jewish, and Christian scholars in **al-Andalus** helped this movement of information. Many of them translated Greek and Arabic scientific works into Latin. Christian scholars flocked to Spain to study these works and carried them back to Europe.

During this period, Jewish scholars played a key role. One of these was the scholar Gersonides (guhr•SAHN•uh•DEEZ), who lived in the 1300s. He made an instrument to measure the distances between objects in the sky. Using it, he accurately estimated that the stars were a huge distance from the earth. Before this, most scholars agreed with Ptolemy that the stars were relatively nearby—just beyond the moon.

As scientific knowledge spread through Europe, conflict soon arose between Christianity and science. Christianity stressed viewing the world through faith, while scientists emphasized reason. As you learned in Chapter 16, the Christian scholar Thomas Aquinas tried to show that the two views could exist in harmony. In time, new scientific discoveries would threaten this harmony between religion and science.



▲ **The Elements**
Euclid's *Elements* is considered to be the second-most translated and published book in Western thought. The Bible is the first.

The Renaissance Leads to New Ideas After the Byzantine Empire collapsed in the mid-1400s, many Byzantine scholars fled to Italy. They brought with them knowledge of classical Greek and Roman literature. This literature formed the basis of **humanism**, which is a way of thought that focuses on human beings and their potential for achievement. At about the same time, the invention of the printing press helped to spread humanist ideas across Europe. European scholars also began to question classical learning. Before long, a new spirit of investigation emerged in Europe.

The revolution in art during the Renaissance also affected scientists. Artists wanted to show their subjects in a realistic way. To do this, they closely observed humans and animals. Some even dissected human **corpses**. This careful study led to a more accurate scientific knowledge of human anatomy.

During the Renaissance, Europeans looked for new routes to Asia. (You'll learn about these voyages of exploration in Section 2.) These voyages increased knowledge of the earth's shape, size, and weather. Some of this new knowledge challenged classical ideas.

 **ANALYZE EFFECTS** Explain the effects of the Renaissance on science.

CONNECT to Art

Roots of Realism

The move toward realism in art that advanced scientific knowledge also was evident on a broader scale. These two paintings reveal the difference between medieval and Renaissance art. The medieval painting, *Madonna Enthroned* by Duccio di Buoninsegna, shows the Madonna and Christ child. It is formal, solemn, religious, and portrays idealized figures. The Renaissance painting, *Fishwife* by Gabriel Metsu, shows a woman preparing fish for sale. It is realistic and focused on ordinary people.

This change in artistic styles reflects the transition from a medieval focus on religion to a renewed focus in the Renaissance on human beings and the things of this world.



▲ *Fishwife* by Gabriel Metsu

◀ *Madonna Enthroned* by Duccio di Buoninsegna



CRITICAL THINKING

Make Inferences How do these two paintings reflect a changed view of humanity?

Advances in Science

KEY QUESTION What new ideas and inventions did scientists develop between the 1500s and 1700s?

Influenced by humanism, scholars in the 1500s began to question classical scientific ideas and Christian beliefs. The questioning of old theories became known as the **Scientific Revolution**. This change in thinking led to an explosion of new ideas.

New Scientific Inventions In the 1600s and 1700s, scientific investigation was made easier by the invention of new instruments. Among these were the microscope, thermometer, and barometer.

In the 1670s, a Dutch amateur scientist named Anton van Leeuwenhoek (LAY•vuhn•HUK) built a microscope. This brass tube contained curved glass lenses that magnified objects between 50 and 300 times. Using the microscope, van Leeuwenhoek observed bacteria, or tiny moving matter, in fluids. He also observed the flow of blood through tiny blood vessels called capillaries.

In the early 1600s, the Italian scientist Galileo Galilei (1564–1642) invented the thermometer, an instrument that measures temperature. Galileo's thermometer was an open glass tube with a bulb containing water at the bottom. The water rose in the tube as it warmed and sank as it cooled. Some 100 years later, in 1714, German scientist Gabriel Daniel Fahrenheit (FAR•uhn•HYT) made the first mercury thermometer. He also proposed the first formal temperature measurement system. Fahrenheit's measurement scale showed water freezing at a temperature of 32° and boiling at 212°.

Galileo's Telescope

In this painting, Galileo shows the ruler of Venice how to use a telescope. ▼



In 1643, a friend and supporter of Galileo, Evangelista Torricelli (TAWR•uh•CHEHL•ee), invented the barometer. This instrument measures the pressure of the earth's atmosphere. Later, scientists used the barometer to predict the weather.

A Heliocentric Universe In the early 1500s, the Polish astronomer Nicolaus Copernicus (koh•PUR•nuh•kuhs) challenged Ptolemy's geocentric theory of the universe. Copernicus reasoned that the stars, the earth, and other planets revolved, or moved, around the sun, which did not move. Copernicus' view of the universe is known as the **heliocentric theory**. It is the belief that the sun is the center of the universe.

Almost 100 years later, German astronomer Johannes Kepler built on Copernicus' theories and made them more accurate. Kepler used mathematical laws to prove that the planets did indeed move around the sun. One law showed that the planets revolved in elliptical orbits, and not circular orbits as Copernicus believed. Elliptical orbits are oval in shape.

Galileo Challenges Accepted Beliefs Galileo made many scientific advances that challenged classical ideas. After learning that a Dutch lens maker had built an instrument that could enlarge far-off objects, Galileo built his own telescope. The observations he made with the telescope clearly supported Copernicus' ideas. His conclusions, however, brought him into conflict with the Church. Copernicus' view contradicted official Church beliefs that said the universe was geocentric, not heliocentric. As a result, Church leaders **denounced** Galileo. They forced him to publicly deny his findings. But Galileo knew he was right, and so did other scientists.


Sir Isaac Newton

Newton was also interested in optics, the branch of science that deals with light and vision. He was the first to discover that white light is made up of the colors of the rainbow. ▼


Newton's Universal Law In the late 1600s, the English scientist Sir Isaac Newton combined the ideas of Copernicus, Kepler, and Galileo into one single theory. It stated that all physical objects were affected by the same force—gravity. This natural force tends to draw objects toward each other. Gravity is the force that keeps planets revolving around the sun. It also keeps people from flying off Earth's surface and into space. Since gravity acts on all objects throughout the universe, Newton called his theory the law of **universal gravitation**.



Discoveries in Medicine Some scientists sought to understand the universe. Others wanted to know how the human body worked. In 1628, English physician William Harvey published an accurate description of how blood circulates through the body. He based his findings on human dissections he had performed. His observations showed that the heart, not the liver as Galen had believed, pumped blood through living creatures.

 **SUMMARIZE** Identify the new inventions and ideas that scientists developed between the 1500s and 1700s.

The Scientific Method

 **KEY QUESTION** How did scientific rationalism influence politics?

In the 1600s, two philosophers, René Descartes (day•KAHRT) and Francis Bacon, had a huge impact on how scientists studied the world.

Descartes and Bacon Frenchman René Descartes believed that every idea should be doubted until it had been proved through reason. Descartes based his approach on a simple statement: “I think, therefore I am.” He argued that God created two realities. The first was physical reality. The other was the human mind. Descartes claimed people could use their minds to understand the physical world.

Englishman Sir Francis Bacon also believed in using rational thought. However, Bacon felt that scientists should use experiments and observation rather than pure reasoning to understand the world.

History Makers

Sir Francis Bacon (1561–1626)

For Francis Bacon, science was a hobby. He was a politician. Bacon wanted to incorporate rational thinking into politics and science. His writings helped the English legal system set a world standard for fairness. Bacon was among the first to show that rationalism worked in government as well as in science.

Bacon was determined to pursue his passion for scientific experiments even if it killed him. In the end, it did. Bacon became sick and died after testing a theory that snow can be used to stop flesh from decaying. He stuffed a chicken with snow but caught a cold in the process. The cold became bronchitis, and he died weeks later.

CRITICAL THINKING

Draw Conclusions How did Bacon’s belief in rationalism benefit the people of England?

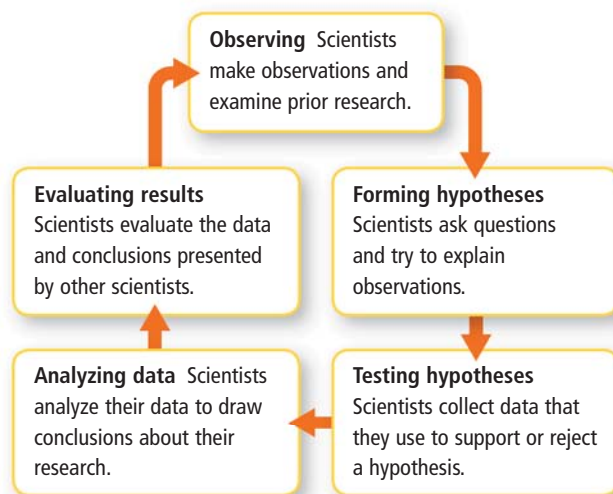


Bacon's rational approach laid the foundation for what is today known as the **scientific method**. The scientific method has specific steps—including observing, testing, analyzing, and evaluating—which are shown in the chart at right.

Scientific Rationalism The ideas of Descartes and Bacon became known as scientific rationalism. By the 1700s, the influence of scientific rationalism had begun to reduce the power of the Church. Why did this happen? Scientific rationalism encouraged people to think for themselves instead of relying on Church authority.

Some political thinkers applied scientific rationalism to government. For example, political thinker John Locke believed people have the natural ability to be in charge of their own affairs. He viewed this ability as a natural law or right. Such beliefs planted seeds of democracy that soon grew in nations such as the United States.

The Scientific Method



DRAW CONCLUSIONS Explain how scientific rationalism influenced politics.

1

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
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Terms & Names

1. Explain the importance of

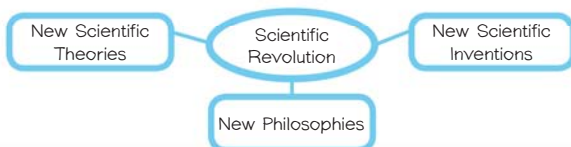
rationalism	heliocentric theory
geocentric theory	universal gravitation
anatomy	scientific method

Use Your Reading Notes

2. Categorize

Use your completed diagram to answer the following question:

What idea or event do you think had the strongest impact on the Scientific Revolution? Explain.



Key Ideas

- How did Aristotle and Ptolemy influence modern scientific thought?
- What was the importance of the new scientific instruments discussed in this section?
- How do the geocentric and heliocentric theories of the universe differ?

Critical Thinking

- Analyze Causes and Effects** Why do you think humanistic ideals encouraged European scholars to question classical learning?
- Make Inferences** Why do you think Church authorities forced Galileo to deny his ideas about the universe?

Activity

Draw a Diagram Draw a diagram that depicts Ptolemy's view of the universe and another diagram that shows today's view of our solar system. Then write captions that describe how the diagrams are similar and different.

Section 2

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

New discoveries and ideas revolutionized Europeans' approach to science.

NOW YOU WILL LEARN

Voyages of exploration affected Europeans' view of the world.

▶ Vocabulary

TERMS & NAMES

sponsor someone who gives money for an undertaking, such as a voyage

caravel (KAR•uh•VEHL) ship designed for long voyages

astrolabe instrument used to measure the angle of a star above the horizon

Christopher Columbus Italian explorer sailing for Spain who reached America in 1492

Treaty of Tordesillas (TAWR•day•SEEL•yahs) 1494 treaty between Spain and Portugal that gave Portugal control over land that is now Brazil

circumnavigate (SUR•kuhm•NAV•ih•GAYT) to sail completely around

BACKGROUND VOCABULARY

skeptical doubtful; questioning

feat accomplishment that shows skill, strength, or bravery



Visual Vocabulary Christopher Columbus

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, write a sentence or two that summarize the information in each subsection. Each summary statement is started for you.



See Skillbuilder Handbook, page R4.

SUMMARIZE

The Age of Exploration

The Portuguese used advances in technology to help . . .

By sailing west across the Atlantic, Columbus . . .

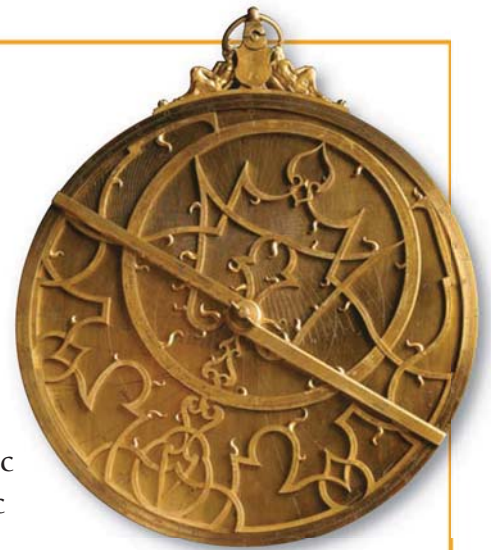
After Columbus' first voyage, several European nations . . .



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

The Age of Exploration



Connect to What You Know Inventions and a spirit of investigation helped bring about many scientific discoveries. In this section, you will learn how scientific developments and the desire for wealth led to an age of exploration.

Portugal Leads the Way

KEY QUESTION What technology aided Portuguese exploration?

Since the Middle Ages, Europeans had craved luxury goods, such as silks and spices, from Asia. During this time, Italian and Muslim merchants controlled overland trade between Europe and Asia. Merchants from such countries as Portugal, Spain, England, and France wanted a share of this trade. To get this, these merchants needed to find a sea route to Asia.

Henry the Navigator Portuguese merchants were the first Europeans to establish sea trade with Asia. They were able to do this, in part, because they had government backing. Prince Henry, the son of Portugal's king, was a strong supporter of exploration. He set up a school on Portugal's southwest coast for mapmakers, navigators, and shipbuilders. He also sponsored voyages of exploration. A **sponsor** is a person who gives money for an undertaking, such as a voyage. Even though he rarely boarded a ship, Henry became known as "the Navigator."

▲ **Astrolabe** By using an astrolabe to measure the height of the North Star in the sky, medieval navigators could figure out their latitude while at sea.

Prince Henry's School The fortress at Sagres (SAH•greesh), at the southwestern tip of Portugal, probably was the location of Prince Henry's navigation school. ▼



Technology and Exploration

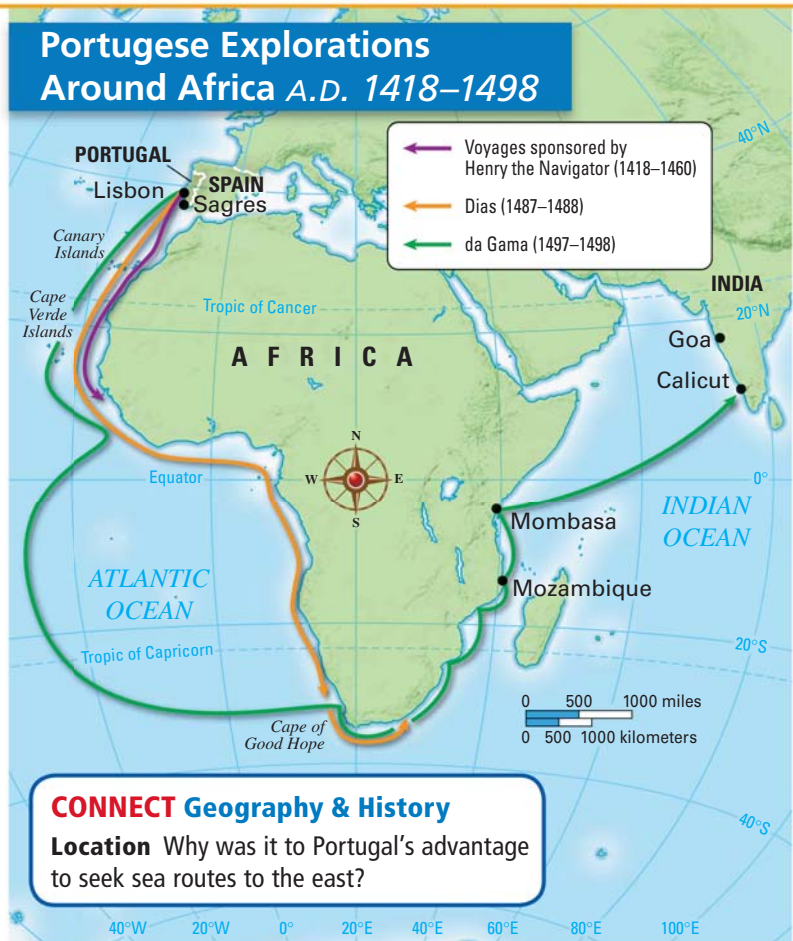
Technological advances made at Henry's school aided Portuguese exploration. Shipbuilders there perfected the **caravel** (KAR•uh•VEHL), a ship designed for long voyages. Caravels had the square sails used on European ships and the triangular lateen sails used on Arabian ships. Square sails provided caravels with power, and lateen sails permitted quick turns.

Portuguese sailors also borrowed instruments from other cultures. They tracked their direction with a compass, a Chinese invention. The Portuguese also used the astrolabe, which was invented by the ancient Greeks and improved by the Arabs. An **astrolabe** measures the angle of the stars above the horizon. This information helped sailors find their ship's latitude, or the distance north or south of the equator.

Reaching India By the time that Henry the Navigator died in 1460, the Portuguese had set up trading posts along Africa's west coast. There they developed a profitable trade for gold, ivory, and slaves. Soon, however, they set their sights beyond Africa.

In 1488, the Portuguese explorer Bartolomeu Dias rounded Africa's southern tip. He then sailed up part of Africa's east coast before returning home. Vasco da Gama extended Dias's route, sailing east all the way to India in 1498. A few years later, the Portuguese set up a trading post in India. Then they continued moving eastward. In time, they set up several trade centers in the Spice Islands—present-day Indonesia.

Overland trade from Asia to Europe tended to be expensive, because cargo had to be loaded and unloaded many times. Sea trade, however, was much cheaper. The cargo did not have to be handled so frequently. As a result, the Portuguese could charge less for spices. For a time, Portugal dominated European trade with Asia.



SUMMARIZE Identify the technology that aided Portuguese exploration.

Columbus Reaches America

KEY QUESTION What mistakes did Columbus make in his voyages?

While the Portuguese headed east to secure trade routes, an Italian navigator named **Christopher Columbus** looked west. He hoped to find a westward route to the riches of Asia.

Columbus' First Voyage By studying existing maps and reports, Columbus knew that the earth was round. Based on this knowledge, Columbus thought that he could reach Asia sooner if he sailed west instead of east around Africa. However, Columbus miscalculated the distance around Earth. He estimated this distance at only three-quarters as far as it actually was.

To many people, Columbus' idea of sailing west to get to the east seemed a little strange. The Portuguese rejected it, preferring to continue their search for an eastern route to Asia. Even Spain, which was eager to compete for trade, was **skeptical**. After six years, however, Columbus convinced the Spanish monarchs Ferdinand and Isabella to sponsor his plan.

In early August 1492, Columbus left Spain with three caravels and about 90 men. After almost ten weeks at sea, Columbus' crew grew restless. They had not seen land for over a month and wanted to return home. Columbus persuaded them to continue. Then, on October 12, a sailor called out "*Tierra, tierra*" (Land, land).

Columbus' Mistake Columbus thought this land was India. He even called the people who greeted him and his men *Indios* (Indians). Once again, he was mistaken. He actually had landed on an island in the Caribbean Sea. Columbus explored other islands but did not come across any trade goods. Even so, he was excited at finding what he thought was a route to Asia. He set up a settlement on the island of Hispaniola and then sailed back to Spain. In 1504, the Italian explorer Amerigo Vespucci was the first to prove that this new land was not Asia, but a new continent.

Columbus Lands at Hispaniola This engraving from the 1500s shows Columbus landing on the island of Hispaniola during his first voyage. ▼



Primary Source

Background Diego Alvarez Chanca, from Seville in Spain, served as surgeon on Columbus' second voyage to the West Indies. He wrote of his experiences in a letter to the town council of Seville. In this excerpt, he describes the animals he saw on the island of Hispaniola.

▼ The site of Isabella, Columbus' first settlement on Hispaniola



» from *Letter of Dr. Chanca on the Second Voyage of Columbus*

By Diego Alvarez Chanca

No four-footed animal has ever been seen in this or any of the other islands, except some dogs of various colors, as in our own country, . . . and also some little animals, in color and fur like a rabbit, . . . with long tails, and feet like those of a rat; these animals climb up the trees. . . .

There are great numbers of small snakes, and some lizards, but not many . . . [O]ur men saw an enormous kind of lizard, which they said was as large round as a calf, with a tail as long as a lance, which [islanders] often went out to kill: but bulky as it was, it got into the sea, so that they could not catch it.

DOCUMENT-BASED QUESTION

Why do you think Dr. Chanca wanted to describe the wildlife of the West Indies to people back in Spain?

The Treaty of Tordesillas Ferdinand and Isabella wanted to make sure that Portugal, their trading rivals, did not benefit from Columbus' expedition. The Portuguese feared that if Columbus had found a route to Asia, Spain might claim lands that Portugal had already claimed. In 1494, Spain and Portugal signed the **Treaty of Tordesillas** (TAWR•day•SEEL•yahs). This drew an imaginary line from north to south around the world. Spain could claim all lands west of the line. Portugal could claim all lands to the east. This gave Portugal control of one area in the Americas—present-day Brazil.

Additional Voyages Ferdinand and Isabella were pleased with the results of Columbus' first voyage. They sent him on three more journeys west to find mainland India. Although Columbus landed on many islands, he found no proof that he was in Asia. Eventually, Ferdinand and Isabella lost patience with him. Columbus died in 1506, a bitter and lonely man. Right up to his death, he continued to insist that he had reached India. However, people soon realized that Columbus had found a vast land previously unknown to them.



FIND MAIN IDEAS Explain the mistakes Columbus made in his voyages.

Exploration After Columbus

KEY QUESTION How did exploration in the Americas change the European worldview?

After Columbus' journeys, several countries sponsored voyages of exploration to the Americas. Many explorers were, like Columbus, searching for a fast route to Asia. Others simply sought wealth.


Circling the Globe In 1519, the Spanish sponsored a voyage captained by a Portuguese sailor named Ferdinand Magellan. He set out from Spain with five ships and about 240 men. His goal was to **circumnavigate** (SUR•kuhm•NAV•ih•GAYT), or go around, the world. Up to this time, no one had accomplished this **feat**.

Magellan sailed around the southern tip of South America and into the vast waters of the Pacific Ocean. The ships sailed on for several months without sighting land, eventually arriving in the Philippine Islands. There, Magellan was killed in a local war. His crew, under the leadership of Juan Sebastián del Cano, continued on to the Spice Islands and then home. After a nearly three-year voyage, only one ship and 18 of the original crew members made it back to Spain. Still, the expedition had successfully traveled around the world. In addition, it was an economic success—the ship's hold was full of Asian spices.

Animated

GEOGRAPHY

Magellan's Circumnavigation

 **Click here** to travel with Magellan's crew on a worldwide expedition @ ClassZone.com



COMPARING Mapmaking Methods

Mapmaking in the Middle Ages reflected ancient knowledge and beliefs. The map at left, made in A.D. 1452, has Jerusalem at its center. It shows only three continents (not one is recognizable), and east is at the top of the map. The map of Africa, at right, is from 1595. It is a fairly accurate representation of that continent.



▲ *Mappa Mundi*, 1452

Mapmaking

Middle Ages	Age of Exploration
Informed by classical sources	Informed by exploration
Reflects values of Church	Reflects advancements in cartography
Shows east at top of map	Shows north at top of map
Useless for navigation	Drawn with navigation in mind



▲ *Africa*, 1595

CRITICAL THINKING

Find Main Ideas What are the most important ways that the two maps differ?

Spanish Conquerors In the early 1500s, many Spanish explorers came to the Americas in search of gold. As you have learned, Hernán Cortés conquered the rich Aztec empire. Within 20 years, Spain had gained control of all of present-day Mexico and Central America. The Spanish enslaved most of the people who lived in these regions.

Soon after, another Spaniard, Francisco Pizarro, led an attack on the Inca in South America. The Spanish killed the emperor; soon, the Incan empire collapsed. By 1535, the Spanish controlled most Incan lands. Many Inca became slave laborers in Spanish mines and on farms.


Further Explorations The desire for gold also drew Spanish explorers north. In 1513, Juan Ponce de León landed on the coast of present-day Florida and claimed it for Spain. From 1539 to 1542, Hernando de Soto explored territory in the present-day southern United States. In 1540, Francisco Coronado began to search what is now the western United States. None found gold.

The English and French made several attempts to find a shortcut to Asia. They sponsored expeditions to find the Northwest Passage, a legendary water route through northern North America to Asia. In the late 1490s, Italian sailor John Cabot headed two voyages for the English. He claimed coastal lands in present-day eastern Canada and the United States for England. However, he did not find the passage.

In 1524, Giovanni da Verrazano (VEHR•uh•ZAH•noh), another Italian sailor, searched for the Northwest Passage on behalf of France. Although he failed to discover a route to Asia, he did explore what today is New York harbor.

Mapmaking and a New Worldview Each discovery made by explorers helped to change the way Europeans looked at the world. Before Columbus' voyages, the European view of the world focused on the Mediterranean Sea and the lands that surrounded it. After Columbus' explorations, the European worldview stretched from the Americas in the west to the Spice Islands in the east.

Cartographers, or mapmakers, played a leading role in changing this worldview. Maps of the early 1500s began to show two new continents in the west. One mapmaker named these continents "the Americas" after Amerigo Vespucci (vehs•POO•chee). Vespucci was one of the first to explore and map the coasts of this region. An account of his explorations was published under the title *New World*.

 **DRAW CONCLUSIONS** Explain how exploration in the Americas changed the European worldview.



CONNECT to Today

▲ Verrazano-Narrows Bridge The Verrazano-Narrows Bridge in New York City was completed in 1964 and named in honor of the Italian explorer.

2

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
@ ClassZone.com

Terms & Names

1. Explain the importance of

sponsor astrolabe circumnavigate
caravel Treaty of Tordesillas

Use Your Reading Notes

2. Summarize

Use your completed chart to answer the following question:

How did Columbus' voyages to the Americas affect European exploration?

The Age of Exploration
The Portuguese used advances in technology to help . . .
By sailing west across the Atlantic, Columbus . . .
After Columbus' first voyage, several European nations . . .

Key Ideas

- What impact did the work of Henry the Navigator have on Portuguese explorations?
- Why do you think many people considered Columbus' plan controversial?
- What was the importance of Ferdinand Magellan's circumnavigation of the earth?

Critical Thinking

- Draw Conclusions** How do you think European exploration and colonization in the Americas affected trade?
- CONNECT to Today** Is exploration still going on today? Cite and explain one modern example of exploration.

Activity

Internet Activity Use the Internet to find information to make a time line titled "The Age of European Exploration."

INTERNET KEYWORD: *exploration*

Life on a Ship

If you were a European sailor in the 1500s, you probably worked on a ship like the one shown here. Life at sea during this time was not easy. Voyages often took months and sometimes stretched into years. Living quarters were cramped. Food was of poor quality and often in short supply. And violent storms and shipwrecks were a constant threat.

- A The Ship** By the late 1500s, most European ships sailing the oceans were galleons. The typical galleon was between 70 and 100 feet long and about 20 feet wide. It was easy to handle and, when under full sail, very fast.
- B The Captain** The captain usually had a tiny cabin in the stern of the ship. It served as an office as well as living quarters. He kept his maps, charts, and log books there. The charts and logs he kept on the voyage often helped mapmakers draw more accurate maps.
- C Navigation** Sailors used a compass to figure out direction. Plotting the position of the stars and planets with an astrolabe allowed them to determine their latitude. Maps and charts provided them with further information.
- D Food** Some ships carried live pigs and hens on deck to provide fresh eggs and meat. However, the day-to-day diet aboard ship consisted of hard biscuits, salted meat, and low-quality wine or beer. Frequently, the meat was rotten, and the biscuits were full of worms.
- E Living Conditions** Aboard ship, ordinary sailors lived in very cramped conditions. They slept wherever they could find space to sling a hammock. Officers' quarters were only slightly better than those of the sailors.





Activities

- 1. TALK ABOUT IT** Why do you think sailors in the 1500s were willing to undergo such hardships?
- 2. WRITE ABOUT IT** Imagine you are a sailor aboard a ship like this one. Using information in this feature, write a letter to friends describing daily life on the ship.

Section 3

Reading for Understanding

▶ Key Ideas

BEFORE, YOU LEARNED

European interest shifted from exploration of Asia to the Americas.

NOW YOU WILL LEARN

European exploration resulted in competition for colonies and economic changes.

▶ Vocabulary

TERMS & NAMES

Columbian Exchange movement of plants and animals between the Eastern and Western hemispheres after Columbus' voyages to the Americas

triangular trade exchange of goods and slaves across the Atlantic Ocean between Africa, the Americas, and Europe

mercantilism economic policy based on the idea that a nation's power depends on its wealth

capitalism economic system based on private ownership of resources and the use of those resources to make a profit

Adam Smith economist who wrote that economic freedom would lead to economic success in his most important work, *The Wealth of Nations*

BACKGROUND VOCABULARY

domestic living in the care of human beings



Visual Vocabulary domestic animals

▶ Reading Strategy

Re-create the chart shown at right. As you read and respond to the **KEY QUESTIONS**, use the chart to list the effects that occurred because of the causes listed.



See Skillbuilder Handbook, page R7.

ANALYZE CAUSES AND EFFECTS

Results of Exploration	
Causes	Effects
The spread of disease between hemispheres	
The defeat of the Spanish Armada	
The establishment of mercantilism	



GRAPHIC ORGANIZERS

Go to Interactive Review @ ClassZone.com

Colonialism and Change

Connect to What You Know Seeking wealth and land, European nations began to explore the Americas in the 1500s. In this section, you will learn about the effects of this exploration.

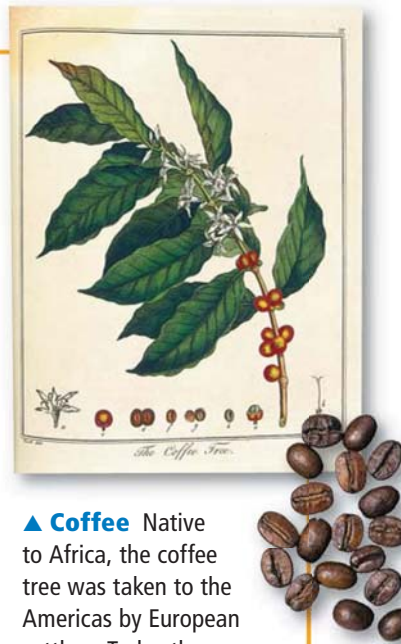
The Exchange of Goods and Ideas

KEY QUESTION What did exploration help to spread?

European exploration resulted in the establishment of new trade links between the world's continents. These trade links increased the exchange of ideas and goods throughout the world.

The Columbian Exchange The **Columbian Exchange** was the movement of plants and animals between the Eastern and Western hemispheres by European traders. The exchange began after Columbus' voyages to the Americas.

Europeans brought wheat, onions, grapes, sugar cane, and oranges to the Americas. From the Americas, they shipped corn, potatoes, pumpkins, and pineapples. Europeans also brought **domestic** animals, such as horses, and diseases, such as smallpox and measles, to the Americas. Native Americans had no resistance to these diseases. As a result, the diseases killed about 20 million Native Americans.



▲ **Coffee** Native to Africa, the coffee tree was taken to the Americas by European settlers. Today the South American countries of Brazil and Colombia lead the world in coffee production.

Columbian Exchange




Changing Trade Patterns The Columbian Exchange resulted in new international trade patterns. These patterns were based on ocean trade routes that were controlled, for the most part, by Europeans.

Much of the world's trade was fueled by silver mined in the Spanish colonies in Mexico and South America. Silver flowed from the Americas to Europe and then on to China. In return, Chinese goods such as silks and porcelain went back to Europe. European merchants also used silver to purchase spices from the East Indies and India.

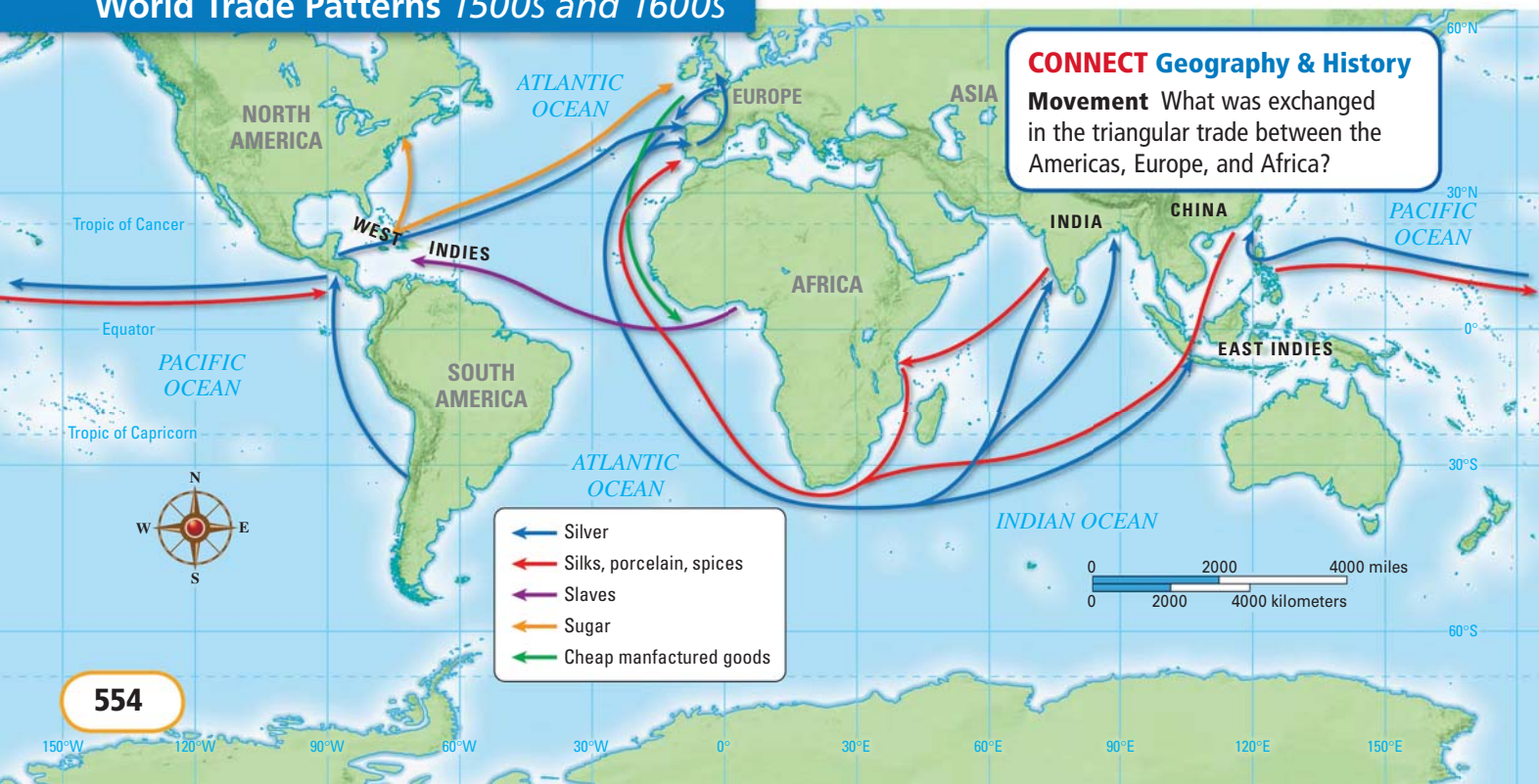
A different kind of trade developed between the Americas, Europe, and Africa. Sugar cane, which grew in the West Indies, was shipped to Europe. The back-breaking labor needed to produce sugar cane was provided by enslaved people from Africa. Cheap manufactured goods flowed from Europe to pay for enslaved Africans. This **triangular trade** across the Atlantic went on for more than 300 years. In that time, about 10 million enslaved Africans were shipped to the Americas.

Cultural Movement Like trade goods, ideas were exchanged between continents. For example, one of the first actions of explorers from Spain and Portugal concerned religions. They tried to convert the native populations of the lands they claimed to the Roman Catholic faith. These new Christians stamped their own identity on their faith. They did this by combining traditional beliefs with Christian beliefs.

In addition, Europeans often imported cultural practices from other lands. For example, many enjoyed drinking coffee from Arabia, mixed with sugar produced by African slave labor in the Americas.

 **SUMMARIZE** Explain what exploration helped to spread.

World Trade Patterns 1500s and 1600s



Rivalry for Colonies

KEY QUESTION What European countries competed for colonies?

As world trade increased, European nations competed for colonies overseas. Colonies provided raw materials and ready markets.

Portugal and Spain Portugal's eastward voyages resulted in trading posts in Africa, India, and East Asia. In South America, the Treaty of Tordesillas gave Portugal control of Brazil. Spain claimed lands in the Pacific, such as the present-day Philippines. However, Spain focused on its colonies in the Americas. Silver and gold mining was especially profitable in Peru and Mexico.

The Netherlands, France, and England The Dutch had only one small colony in the Americas—New Netherland. However, they colonized much of the East Indies. Eventually, the Dutch won control of the trade between the East Indies and Europe.

The French, too, hoped to trade in the East Indies. To this end, they established an outpost in India. Even so, their colonial efforts were more successful in North America. In the early 1600s, they established Quebec in Canada. Quebec became the base of a huge empire. It stretched from Canada down the Mississippi River to the Caribbean.

Inspired by other European countries, England set up colonies in North America. In 1587, the English established a colony on Roanoke Island, in what is today North Carolina. That same year, a boat left Roanoke to get supplies for the colony. When the supply ship finally returned in 1590, the sailors found Roanoke abandoned. No trace of the colonists was ever found.

In 1607, the English started their first successful American colony. It was called Jamestown, in Virginia. Other early English colonists included the Pilgrims. They settled in Massachusetts in 1620 to escape religious persecution in England. The English also set up outposts in the Caribbean and India.

The Fur Trade This engraving made in the 1600s shows Dutch traders buying furs from Native Americans. ▼



The Spanish Armada England's presence in the Americas brought it into conflict with Spain. Attacks by English sailors on Spanish ships had angered King Philip II of Spain. So, in 1588, he sent a force of 130 ships against England. The English navy, which was bigger and better-armed, attacked and defeated the Spanish Armada. The defeat weakened Spain. However, it continued to be a leading European power because of its gold and silver mines in the Americas.

 **CATEGORIZE** Identify the European countries that competed for colonies during this era.

Europe's Economy Changes

 **KEY QUESTION** What economic developments took place in Europe after the Age of Exploration?

The growth of overseas trade and new wealth from the colonies had a major economic impact on Europe. These factors led to the introduction of new business and trade practices.

CONNECT to History

The Spanish Armada The Spanish Armada was part of a force put together to conquer England. Was its failure an important event? Would later events have been different if it had succeeded?

Materials

- note cards
- pens or pencils
- sources on the Spanish Armada

Activity **Hold a Debate**

Debate the following issue: "Did the defeat of the Spanish Armada have a significant impact on world history?"


- 1 Reread "The Spanish Armada" above. Use books and the Internet to find more information about the Spanish Armada's defeat. Investigate the reasons for the defeat of the Spanish Armada and the results of that defeat. Take notes as you read.
- 2 Review your research and decide whether you think the defeat of the Spanish Armada had a significant impact on world history. List the arguments that support your opinion. Make a note card for each argument.
- 3 Organize your note cards so the arguments are in a logical order. Then write an outline of a speech stating your position and supporting arguments.



Mercantilism During this time, a new economic policy called **mercantilism** developed in Europe. Mercantilism held that a nation's power depended on its wealth. The policy called for the government to regulate a nation's economy. Colonies played an important role in mercantilism. In some cases, they provided the home country with a source of gold and silver. In addition, colonies provided the raw materials that the home country used in its industries. Colonies also served as a ready market for manufactured goods.

Capitalism and a Market Economy One result of colonization and trade was the growth of capitalism. **Capitalism** is an economic system based on private ownership of economic resources and the use of those resources to make a profit. The merchants who invested in successful colonization and trade made enormous profits. Often, they invested this newly gained wealth in business ventures both overseas and at home.

By the late 1700s, some people felt that governments played too great a role in the economy. Economists such as **Adam Smith** argued for the idea of a free market economy. In his influential work, *The Wealth of Nations*, Smith argued that without government interference, the market would ensure that the economy prospered. Smith's ideas provided the model for the modern U.S. economic system.

 **DRAW CONCLUSIONS** Describe the economic developments that took place in Europe after the Age of Exploration.

3

Section Assessment



ONLINE QUIZ

For test practice, go to
Interactive Review
@ ClassZone.com

Terms & Names

1. Explain the importance of

Columbian Exchange	mercantilism
triangular trade	capitalism

Use Your Reading Notes

2. Analyze Causes and Effects

 Use your completed chart to answer the following question:

What effect did the spread of diseases have on Native Americans?

Results of Exploration	
Causes	Effects
The spread of disease between hemispheres	
The defeat of the Spanish Armada	
The establishment of mercantilism	

Key Ideas

- How did colonization of the Americas contribute to the development of the slave trade?
- Why did Spain send an armada to invade England?
- What is the relationship between colonization and mercantilism?

Critical Thinking


- Compare and Contrast** How did Dutch colonization differ from French colonization?
- Make Inferences** Some economists consider the private funding of colonial ventures the beginnings of the capitalist system. Why do you think they hold this view?

Activity

Make a Poster Research one of the products from the Columbian Exchange (such as corn or sugar cane). Find out about its importance in the world today. Show your findings in a poster.

Chapter 18 Assessment

Interactive Review

 **Click here** for quizzes, flipcards, crosswords, review notes, and activities @ ClassZone.com

Scientific Revolution and the Age of Exploration

History of Scientific Thought

- Greek science and math shaped European thought.
- Muslims preserved Greek knowledge.
- Renaissance thinkers developed new ideas.



The Scientific Revolution

- Scientists discovered that the earth is not the center of the universe.
- New ideas must be tested through experiments.
- New inventions led to advances in science and exploration.



The Age of Exploration

- People wanted silks and spices from Asia.
- The Portuguese sailed around Africa to reach Asia.
- Columbus sailed west and located the Americas.



Results of Exploration

- Goods and ideas were exchanged across the Atlantic Ocean.
- European countries competed for colonies.
- Colonization brought changes to the European economy.



VOCABULARY

Explain why the words in each set below are linked with each other.

1. **rationalism** and **harmony**
2. **Scientific Revolution** and **scientific method**
3. **caravel** and **astrolabe**
4. **capitalism** and **mercantilism**

KEY IDEAS

The Scientific Revolution (pages 534–541)

5. How did new scientific instruments improve the accuracy of observations?
6. What effect did rationalism have on European knowledge and culture?

The Age of Exploration (pages 542–551)

7. How did Columbus' voyages affect Europeans and Native Americans?
8. How did voyages of discovery affect European nations' relations with each other?

Colonialism and Change (pages 552–557)

9. How did the defeat of the Spanish Armada shift the balance of power in Europe?
10. What impact did colonization have on the European economy?

CRITICAL THINKING

11. **Draw Conclusions** How do discoveries from the era of the Scientific Revolution influence scientists today?
12. **Make Generalizations** How did scientific and technological developments help to change the European worldview?
13. **Make Inferences** What impact do you think early capitalism had on exploration and scientific learning?

Activities

- 1. Writing Activity** Choose a voyage described in Section 2. Create an advertisement that encourages sailors to join the crew for that voyage. Include information on who is leading the voyage, where the ship is going, and what the voyagers hope to find.
- 2. Interdisciplinary Activity—Science** Use books or the Internet to find out how an invention described in Section 1 has been improved since the Scientific Revolution. Write a paragraph that explains your findings.



ONLINE ACTIVITY

Click [here](#) to create a virtual museum exhibit about the Scientific Revolution @ [ClassZone.com](#)



Answer the ESSENTIAL QUESTION

How did new ideas lead to exploration and cultural and economic changes?

Written Response Write a two- or three-paragraph response to the Essential Question. Be sure to consider the key ideas of each section as well as specific details about how new ideas led to cultural and economic changes. Use the rubric to guide your thinking.

RESPONSE RUBRIC

A strong response will

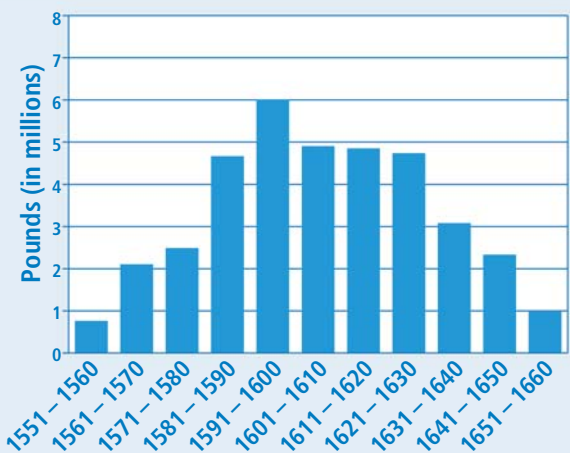
- discuss the impact of new ideas and inventions on Europeans
- explain how exploration and establishing colonies led to economic changes in Europe

Test Practice

- Online Test Practice @ [ClassZone.com](#)
- Test-Taking Strategies and Practice at the front of this book

Read Graphs The bar graph below shows the gold and silver shipped to Spain in the 1500s and 1600s. Use the graph and your knowledge of world history to answer the questions that follow.

Spain's Gold and Silver Imports 1551–1660



Source: Earl J. Hamilton, *American Treasure and the Price Revolution in Spain, 1501–1650*

- 1. During which decade was the most gold and silver shipped to Spain?**
 - A. 1581–1590
 - B. 1591–1600
 - C. 1601–1610
 - D. 1611–1620
- 2. Which statement best describes Spain's gold and silver imports after 1630?**
 - A. They rose rapidly.
 - B. They increased slightly.
 - C. They decreased slightly.
 - D. They fell rapidly.

Reference Section

Skillbuilder Handbook

R1

Skills for reading, thinking, and researching

Primary Source Handbook

R30

Historical documents from world history

World Religions Handbook

R50

Major religions and ethical systems of the world

Glossary

R68

Important terms and definitions

Spanish Glossary

R78

Important terms and definitions translated into Spanish

Index

R88

Index of all content and skills

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4.1	Using a Search Engine	R28
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1.1 Taking Notes with Graphic Organizers

Defining the Skill

When you **take notes**, you write down the important ideas and details of a passage. A chart or an outline can help you organize your notes to use in the future.

Applying the Skill

The following passage describes the development of the Olympic Games. Use the strategies listed below to help you take notes on the passage.

How to Take and Organize Notes

Strategy 1 Look at the title to find the main topic of the passage.

Strategy 2 Identify the main ideas and details of the passage. Then summarize the main ideas and details in your notes.

Strategy 3 Identify key terms and define them. The term *Olympics* is shown in boldface type. This technique signals that it is a key term.

Strategy 4 Whenever possible, use abbreviations in your notes. For instance, from this passage, you could abbreviate the word *first* as *1st*. Abbreviations will help you save time and space.

1 THE OLYMPIC GAMES

In Greece, games were often part of religious festivals. **2** The largest and most elaborate of these were the Olympics. **3** The **Olympics** were games held every four years as part of a major festival that honored Zeus. **2** They took place in a stadium built in the city of Olympia. **2** Only men competed in these contests.

The oldest records of Olympic winners date to 776 B.C., but the games might have been going on for centuries before that. **2** The first Olympics included only a foot race. **2** Over time, longer races and other events were added. **2** Events included wrestling, the long jump, the javelin throw, and the discus throw.

Make a Chart

Making a chart can help you take notes on a passage. The chart below contains notes from the passage you just read.

ITEM 2	NOTES
1. Olympics 3	games held every four years to honor Zeus
a. location	stadium in city of Olympia
b. participants	only men competed
c. events	4 1st foot race; added wrestling, long jump, javelin, and discus

Practicing the Skill

Turn to Chapter 7, Section 3, "The City-State and Democracy." Read "Direct Democracy" on page 194, and use a chart to take notes on the passage.

1.2 Finding Main Ideas

Defining the Skill

The **main idea** is a statement that summarizes the subject of a speech, an article, a section of a book, or a paragraph. Main ideas can be stated or unstated. The main idea of a paragraph is often stated in the first or last sentence. If it is in the first sentence, it is followed by sentences that support that main idea. If it is in the last sentence, the details build up to the main idea. To find an unstated idea, use the details of the paragraph as clues.

Applying the Skill

The following paragraph examines the bubonic plague that struck parts of Asia, North Africa, and Europe during the 1300s. Use the strategies listed below to help you identify the main idea.

How to Find the Main Idea

Strategy 1 Identify what you think may be the stated main idea. Check the first and last sentences of the paragraph to see if either could be the stated main idea.

Strategy 2 Identify details that support the main idea. Some details explain that idea. Others give examples of what is stated in the main idea.

EFFECT OF THE PLAGUE IN EUROPE

- 1** The bubonic plague had a significant social and economic effect on Europe. **2** Throughout Europe, the plague created doubts and fears that led to a breakdown in ordinary routines and a loss of order. **2** In addition, the plague caused a sharp decrease in population. This led to a shortage of labor. As a result, workers could demand higher pay for their labor. Some workers earned as much as five times what they had earned before the plague. **2** The plague also helped to weaken the power of the Church. Prayers failed to stop the disease, and many priests abandoned their duties.

Make a Chart

Making a chart can help you identify the main idea and details in a passage or paragraph. The chart below identifies the main idea and details in the paragraph you just read.

MAIN IDEA: The plague had a significant social and economic impact on Europe.

DETAIL: Throughout Europe, the plague created doubts and fears that led to a breakdown in ordinary routines and a loss of order.

DETAIL: The plague caused a sharp decrease in population that resulted in a labor shortage and better wages for workers.

DETAIL: The plague weakened the power of the Church, which could do little to stop the spread of the disease.

Practicing the Skill

Turn to Chapter 10, Section 2, "Decline and Fall of the Empire." Read "Weakness in the Empire" on pages 281–282, and create a chart that identifies the main idea and the supporting details.

1.3 Summarizing

Defining the Skill

When you **summarize**, you restate a paragraph, a passage, or a chapter in fewer words. You include only the main ideas and most important details. It is important to use your own words when summarizing.

Applying the Skill

The passage below describes early inventions that aided a group in ancient Mesopotamia known as the Sumerians. Use the strategies listed below to help you summarize the passage.

How to Summarize

Strategy 1 Look for topic sentences that state the main idea or ideas. These are often at the beginning of a section or paragraph. Briefly restate each main idea in your own words.

Strategy 2 Include key facts and any names, dates, numbers, amounts, or percentages from the text.

Strategy 3 Write your summary and review it to see that you have included only the most important details.

EARLY INVENTIONS

1 The plow and the wheel helped the Sumerians a great deal in their daily life. **2** Plows helped to improve agriculture. They broke up hard soil, which made planting easier. In addition, rainfall often flowed deeper into plowed soil. As a result, the roots of plants received more water.

Meanwhile, Sumerians used the wheel in many ways.

2 They built wheeled wagons, which helped farmers take their crops to market more easily and quickly.

2 They also built potter's wheels, which enabled them to make pottery more quickly and efficiently.

Write a Summary

You should be able to write your summary in a short paragraph. The paragraph below summarizes the passage you just read.

3 The plow and the wheel helped Sumerians in their daily life. Sumerians used plows to improve farming. They used wheels to construct wagons for transporting crops and to build potter's wheels, which helped them make pottery more quickly.

Practicing the Skill

Turn to Chapter 1, Section 1, "Studying History and Early Humans." Read "Primary and Secondary Sources" on page 8, and write a paragraph summarizing the passage.

1.4 Sequencing Events

Defining the Skill

Sequence is the order in which historical events follow one another. By being able to follow the sequence of events through history, you can get an accurate sense of the relationships among events.

Applying the Skill

The following passage deals with the Babylonian Captivity. Use the strategies listed below to help you identify the major events and the series of occurrences that connect them.

How to Explain Chronological Order and Sequence

Strategy 1 Look for specific dates provided in the text. The dates may not always read from earliest to latest, so be sure to match an event with the date.

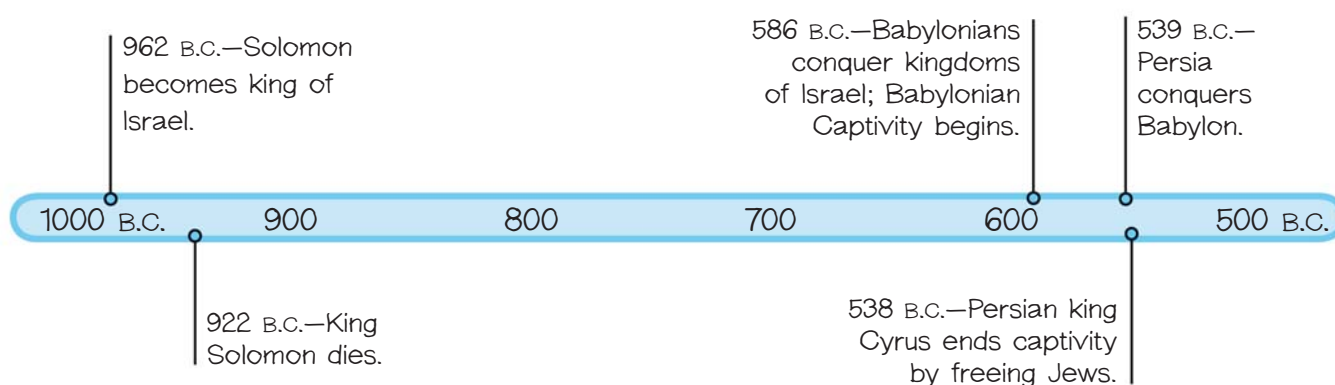
Strategy 2 Look for clues about time that allow you to order events according to sequence. Words and phrases such as *day*, *week*, *year*, or *century* may help to sequence the events.

THE BABYLONIAN CAPTIVITY

Solomon became the third king of Israel **1** in 962 B.C. Soon after Solomon's death **1** in 922 B.C., Israel split into two separate kingdoms—Israel and Judah. **1** Around 586 B.C., the Babylonians conquered both Israel and Judah. They took thousands of Jews to Babylon as slaves. These Jews spent roughly the **2** next 50 years in Babylon. This time is known as the Babylonian Captivity. **1** In 539 B.C., Persia conquered Babylonia. **2** The next year, the Persian king Cyrus freed the Jewish slaves and allowed them to return to their homeland.

Make a Time Line

Making a time line can help you visualize chronological order. The time line below shows the order of events in the passage you just read.



Practicing the Skill

Turn to Chapter 6, Section 3, "The Qin and the Han." Read "The Han Dynasty" on pages 161–162, and make a time line showing the sequence of events in the passage.

1.5 Categorizing

Defining the Skill

To **categorize** is to sort people, objects, ideas, or other information into groups, called categories. Historians categorize information to help them identify and understand patterns in historical events.

Applying the Skill

The following passage discusses the lasting contribution of Roman civilization. Use the strategies listed below to help you categorize information in the passage.

How to Categorize

Strategy 1 First, decide what the passage is about and how that information can be sorted into categories. For example, look at the different areas of Roman contributions.

Strategy 2 Then figure out what the categories will be. To determine those areas in which Romans made lasting contributions, look for clue words such as *art*, *engineering*, and *laws*.

Strategy 3 Once you have chosen the categories, sort information into them. For example, what aspects of Roman engineering remain influential? How did Roman law influence later societies?

ROME'S LEGACY

1 The Romans made lasting contributions to many areas of society. **2** In the area of *art*, the Romans popularized an earlier type of floor art called *mosaic*. A mosaic is a picture made out of many small, colored tiles or pieces of glass. Examples can still be found in churches and government buildings around the world. **2** Roman *engineering* styles are also evident today. Countless modern structures make use of styles the Romans pioneered, with arches, domes, and vaults. Highway bridges are often built on arches, while the U.S. Capitol consists of a large dome and numerous vault structures. **2** One of Rome's most lasting contributions was its system of *laws*. These laws promoted such modern-day principles as equal treatment under the law and the presumption of innocence for those accused of crimes.

Make a Chart

Making a chart can help you categorize information. Each category should have a column. The chart below shows how the information from the passage you just read can be categorized.

1 LASTING CONTRIBUTIONS OF ROMAN CIVILIZATION			
2	Art	Engineering	Law
3	<ul style="list-style-type: none">• popularizing of mosaic style	<ul style="list-style-type: none">• use of domes, arches, vaults	<ul style="list-style-type: none">• principles of equal treatment under the law• innocent until proven guilty

Practicing the Skill

Turn to Chapter 18, Section 1, "The Scientific Revolution." Read "Advances in Science" on pages 538–540. Make a chart like the one above to categorize information about the scientific theories.

1.6 Analyzing Causes and Effects

Defining the Skill

A **cause** is an action in history that makes something happen. An **effect** is the historical event that is the result of a cause. A single event may have several causes. It is also possible for one cause to result in several effects. Historians identify cause-and-effect relationships to help them understand why historical events took place.

Applying the Skill

The following paragraph describes events that led to the fall of the Aztec empire in what is now central Mexico. Use the strategies below to help you identify the cause-and-effect relationships.

How to Analyze Causes and Effects

Strategy 1 Ask why an action took place. Ask yourself a question about the title and topic sentence, such as, "How did the Aztecs fall to the Spanish?"

Strategy 2 Look for clue words that signal causes, such as *cause*, *because*, *contributed*, and *led to*.

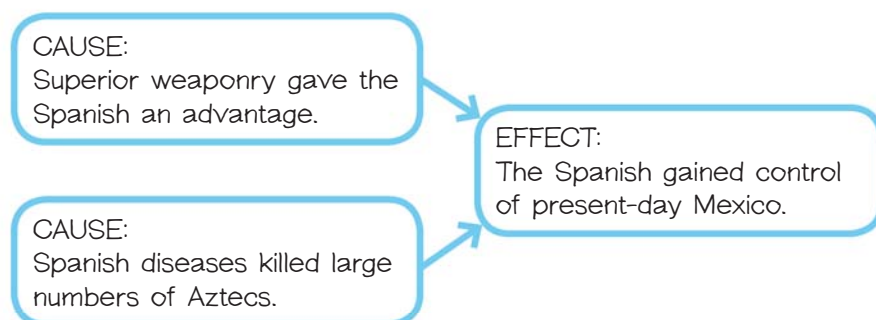
Strategy 3 Look for effects. Ask yourself, "What happened as a result of the fall of the Aztecs?"

FALL OF THE AZTEC EMPIRE

1 In 1521, Spanish invaders conquered the Aztec empire. A number of factors contributed to the Aztecs' defeat. **2** A major *cause* of the Aztecs' defeat was their inferior weaponry. Aztec arrows were no match for the Spaniards' guns. In addition to their guns, the Spaniards brought with them foreign diseases. The Aztecs had no resistance to these unfamiliar diseases. As a result, many Aztecs died. **2** This *led to* a weakening of the Aztec empire and its army. **3** By conquering the Aztecs, the Spanish gained control of modern Mexico and established the first European foothold in the Americas.

Make a Diagram

Using a diagram can help you understand causes and effects. The diagram below shows two causes and an effect for the passage you just read.



Practicing the Skill

Turn to Chapter 16, Section 3, "Plague and the Hundred Years' War." Read "The Hundred Years' War" and "Early Modern Europe Emerges" on pages 483–485. Then make a diagram about the causes and effects of this war.

1.7 Comparing and Contrasting

Defining the Skill

Comparing means looking at the similarities and differences among two or more things.

Contrasting means examining only the differences among them. Historians compare and contrast events, personalities, behaviors, beliefs, and situations in order to understand them.

Applying the Skill

The following passage describes Roman Catholicism and Eastern Orthodoxy. Use the strategies below to help you compare and contrast these two churches.

How to Compare and Contrast

Strategy 1 Look for two subjects that can be compared and contrasted. This passage compares Roman Catholicism and Eastern Orthodoxy, two Christian churches.

Strategy 2 To find similarities, look for clue words indicating that two things are alike. Clue words include *both*, *together*, and *similarly*.

Strategy 3 To contrast, look for clue words that show how two things differ. Clue words include *however*, *but*, and *on the other hand*.

CATHOLICISM AND ORTHODOXY

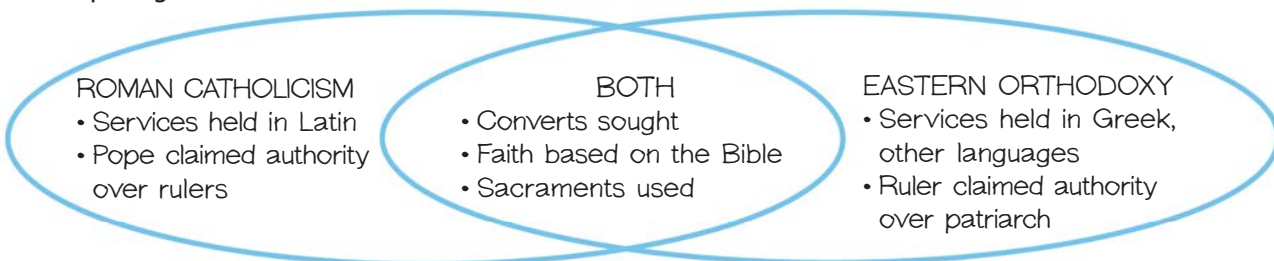
1 In 1054, Christianity split into two branches—the Roman Catholic Church and the Orthodox Church. **2** *Both* churches embraced many of the same principles of Christianity. They based their faiths on the Bible. The Catholic Church used sacraments such as baptism. **2** *Similarly*, the Orthodox Church also used sacraments. In addition, **2** *both* churches sought to convert people.

However, each church established its own set of structures and beliefs that set it apart. Catholic services were held in Latin.

3 *On the other hand*, Orthodox services were held in Greek or local languages. In the Catholic Church, the pope claimed authority over all kings and emperors. **3** *Under Eastern Orthodoxy, however*, the emperor ruled over the patriarch, the leader of the Orthodox Church.

Make a Venn Diagram

Making a Venn diagram will help you compare and contrast. In the overlapping area, list shared characteristics. In the separate ovals, list characteristics that are not shared. This Venn diagram is for the passage above.



Practicing the Skill

Turn to Chapter 11, Section 1, "Islam and Muhammad." Read "Connections to Judaism and Christianity" on page 313. Make a Venn diagram comparing and contrasting Islam and Christianity.

1.8 Identifying Problems and Solutions

Defining the Skill

Identifying problems means finding and understanding the difficulties faced by a particular group of people during a certain time. **Solutions** are the actions people took to remedy those problems. By studying the solutions to problems in the past, you can learn ways to solve problems in today's world.

Applying the Skill

The following paragraph describes the problems of uniting the huge Muslim Empire in the early 700s. Use the strategies listed below to find and understand these problems and their solutions.

How to Identify Problems and Solutions

Strategy 1 Look for the difficulties or problems that people faced.

Strategy 2 Consider how situations that existed at that time and place contributed to these problems.

Strategy 3 Look for the solutions that people developed to deal with the problems. Think about whether the solutions were good ones.

UNITING MANY PEOPLES

By the early 700s, the Umayyads controlled the huge Muslim Empire.

1 Umayyad leaders quickly realized that governing the empire would be difficult. **2** People in different parts of the empire spoke their own language. As a result, government officials from different regions found it difficult to communicate with each other. **2** In addition, a common coinage was not used within the empire, which made conducting trade and business difficult.

Umayyad officials soon took steps to remedy these problems.

3 They declared Arabic the official language of government of all Muslim lands. Having one official language improved communications throughout the empire. **3** Officials also introduced a common coinage, which made commerce easier.

Make a Chart

Making a chart will help you identify and organize information about problems. The chart below shows the problem, the historical factors that contributed to the problem, and solutions to the problem in the passage you just read.

1 PROBLEM	2 CONTRIBUTING FACTORS	3 SOLUTIONS
The Umayyads wanted to unite the large and diverse Muslim Empire.	People spoke different languages throughout the empire.	Leaders declared Arabic as the official language.
	Common coinage was not used within the empire.	Officials introduced a common coinage.

Practicing the Skill

Turn to Chapter 13, Section 2, "Central and South Americans." Read "Daily Life in the Empire" on page 374. Make a chart that identifies problems of daily life in the Incan empire and their solutions.

1.9 Making Inferences

Defining the Skill

Inferences are ideas that the author has not directly stated. **Making inferences** involves reading between the lines to interpret the information you read. You can make inferences by studying what is stated and using your common sense and previous knowledge.

Applying the Skill

This passage examines the cities of the Maya. Use the strategies below to help you make inferences from the passage.

How to Make Inferences

Strategy 1 Read to find statements of fact. Knowing the facts will help you make inferences.

Strategy 2 Use your knowledge, logic, and common sense to make inferences that are based on facts. Ask yourself, “What does the author want me to understand?” For example, from the presence of temples in Mayan cities, you can make the inference that religion was important to the Maya.

MAYAN CITIES

The Maya built more than 40 cities. **1** Each Mayan city contained pyramids with temples on top of them. Many of the cities also had steles. Steles were large stone monuments. **1** On these monuments, the Maya carved glyphs that represented important dates and great events. **1** Mayan cities also contained palaces, plazas, and ball courts. Some larger Mayan cities were Copán, Tikal, Palenque, Bonampak, and Chichén Itzá. **1** A different king governed each Mayan city and the surrounding areas. Sometimes cities fought each other.

Make a Chart

Making a chart will help you organize information and make logical inferences. The chart below organizes information from the passage you just read.

1 STATED FACTS	2 INFERENCES
Each Mayan city contained pyramids with temples on top of them.	Religion was important to the Maya.
On these monuments, the Maya carved glyphs that represented important dates and great events.	The Maya believed that history was important.
Mayan cities also contained palaces, plazas, and ball courts.	The Maya were skilled engineers and architects.

Practicing the Skill

Turn to Chapter 12, Section 3, “Africa’s Trading Civilizations.” Read “The Shona and Great Zimbabwe” on pages 354–355, and use a chart to make inferences about the Shona.

1.10 Making Decisions

Defining the Skill

Making decisions involves choosing between two or more options, or courses of action. In most cases, decisions have consequences, or results. By understanding how historical figures made decisions, you can learn how to improve your own decision-making skills.

Applying the Skill

The passage below explains a decision Emperor Shi Huangdi faced about governing China. Use the strategies below to analyze his decision.

How to Make Decisions

Strategy 1 Identify a decision that needs to be made. Think about what factors make the decision difficult.

Strategy 2 Identify possible consequences of the decision. Remember that there can be more than one consequence to a decision.

Strategy 3 Identify the decision.

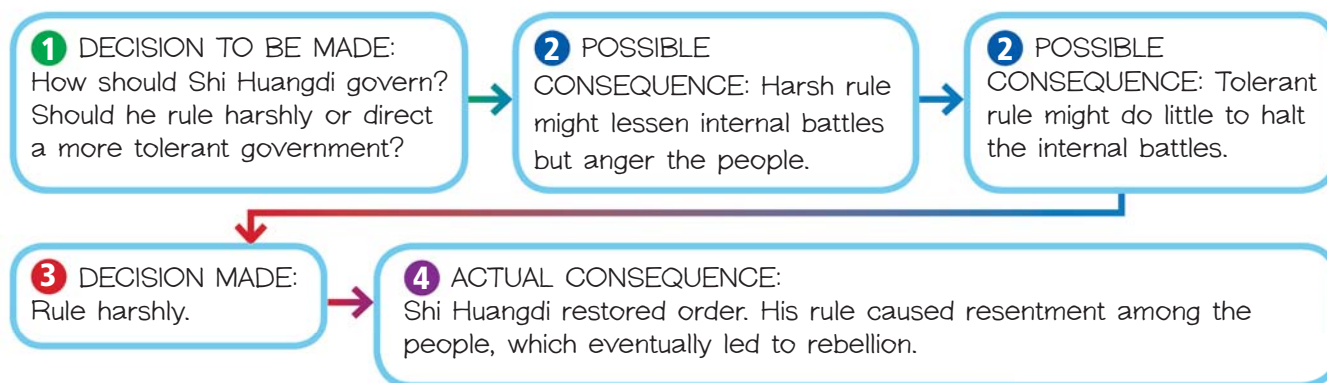
Strategy 4 Identify actual consequences that resulted from the decision.

HOW TO GOVERN

When Shi Huangdi became emperor in 221 B.C., China suffered from many internal battles between warring states. **1** Shi Huangdi had to decide how to govern. **2** If he imposed a strong and harsh rule, he could end the internal battles and restore order. However, the Chinese people might react angrily to such a strong government. **2** If Shi Huangdi ruled with tolerance, the internal battles might continue. **3** Shi Huangdi decided to rule harshly. **4** Shi Huangdi's strong rule did bring order. **4** However, his harsh rule caused great resentment among the people. After Shi Huangdi's death, the Chinese people rebelled.

Make a Flow Chart

A flow chart can help you identify the steps involved in making a decision. The flow chart below shows the decision-making process in the passage you just read.



Practicing the Skill

Turn to Chapter 2, Section 3, "Empires of the Fertile Crescent." Read "Cyrus Found the Persian Empire" on page 47. Make a flow chart to identify Cyrus' decision about how to rule his empire.

1.11 Making Generalizations

Defining the Skill

To **make generalizations** means to make broad judgments based on information. When you make generalizations, you should gather information from several sources.

Applying the Skill

The following three passages contain descriptions of how knights lived during the Middle Ages. Use the strategies listed below to make a generalization about these descriptions.

How to Make Generalizations

Strategy 1 Look for information that the sources have in common. These three sources describe the way of life of knights during the Middle Ages.

Strategy 2 Form a generalization that describes this way of life in a way that would agree with all three sources. State your generalization in a sentence.

THE LIFE OF KNIGHTS

1 As the lord's vassal, a knight's main obligation was to serve in battle. A lord demanded about 40 days of combat a year.

—*World History: Patterns of Interaction*

Knights were not merely professional fighters. **1** They were expected to live by a code of honor known as chivalry. They had to demonstrate a strong religious faith . . . [and] protect women and the weak.

—*The Medieval World*

In real life, a knight did not always resemble the ideal knight of the minstrels. **1** His code of honor and loyalty was sometimes applied only to members of his own class.

—*World Book Encyclopedia*

Make a Chart

Using a chart can help you make generalizations. The chart below shows how the information you just read can be used to generalize about knights.

1 A knight's main obligation was to serve in battle.

1 Knights were to follow a code of honor called chivalry.

1 Knights often applied their code of chivalry only to members of their own class.

2 GENERALIZATION:
Knights were experienced fighters who were chivalrous in their actions, but not always to everyone.

Practicing the Skill

Turn to Chapter 14, Section 3, "The Mongol Empire." Read "Mongol Government" on page 409 and study the map on page 408. Also read the History Maker "Kublai Khan" on page 410. Then use a chart like the one above to make a generalization about Kublai Khan.

1.12 Drawing Conclusions

Defining the Skill

Drawing conclusions means analyzing what you have read and forming an opinion about its meaning. To draw conclusions, look at the facts and then use your own common sense and experience to decide what the facts mean.

Applying the Skill

The following passage presents information about the Persian Empire. Use the strategies listed below to help you draw conclusions about the Persians.

How to Draw Conclusions

Strategy 1 Read carefully to understand all the facts or statements.

Strategy 2 List the facts and review them. Use your own experiences and common sense to understand how the facts relate to each other.

Strategy 3 After reviewing the facts, write down the conclusions you have drawn about them.

THE PERSIAN EMPIRE

The Persian Empire stretched some 2,800 miles from east to west.

1 The Persian king Darius divided the empire into 20 provinces. Each province had a local government. Darius set up governors to rule the provinces. **1** Darius also built the Royal Road for government purposes. The road was 1,775 miles long. It greatly improved travel and communication across the empire. In addition, **1** Darius created standard coins throughout the empire. This made it easier for residents of the far-flung and diverse kingdom to conduct trade and other commercial activities.

Make a Diagram

Making a diagram can help you draw conclusions from sources. The diagram below shows how to organize facts to draw a conclusion about the passage you just read.

2 FACTS

Darius divided the empire into 20 provinces and installed governors to rule over each province.

Darius created the Royal Road, which stretched for 1,775 miles and improved travel and communication throughout the empire.

Darius created standard coins for use throughout the empire, which helped people conduct trade and commerce more easily.

3 CONCLUSION

The Persians were a highly organized people who succeeded in bringing order and stability to their far-reaching empire.

Practicing the Skill

Turn to Chapter 17, Section 1, "The Italian Renaissance." Read "European Society Changes" on page 499. Make a diagram like the one above to draw conclusions about the end of feudalism.

1.13 Evaluating

Defining the Skill

To **evaluate** is to make a judgment about something. Historians evaluate the actions of people in history. One way to do this is to examine both the positives and the negatives of an action, and then decide which is stronger—the positive or the negative.

Applying the Skill

The following passage examines Wendi's attempts to reunify China. Use the strategies listed below to evaluate the success of his reforms.

How to Evaluate

Strategy 1 Before you evaluate a person's actions, first determine what that person was trying to do. In this case, think about what Wendi wanted to accomplish.

Strategy 2 Look for statements that show the positive, or successful, results of the actions. Did Wendi achieve his goals?

Strategy 3 Also look for statements that show the negative, or unsuccessful, results of the actions. Did Wendi fail to achieve something he tried to do?

Strategy 4 Write an overall evaluation of the person's actions.

WENDI REUNIFIES CHINA

1 During his rule, Wendi did many things to reunify China. **2** He reminded the Chinese of their glorious past by restoring old political traditions. **2** Wendi also reduced conflict by allowing people to follow their own belief systems. As a result, Confucianism enjoyed a rebirth during this time. **2** In addition, Wendi started the building of the Grand Canal that eventually linked northern and southern China. **3** Thousands of peasants labored five years to dig this canal. Nearly half of them died during the project. **3** Wendi raised taxes to fund the project, which made many people unhappy and, in time, caused a revolt.

Make a Diagram

Making a diagram can help you evaluate. The diagram below shows how the information from the passage you just read can be evaluated.

POSITIVE RESULTS:

- Reminded Chinese of glorious past
- Allowed people to follow own belief systems
- Grand Canal linked northern and southern China

NEGATIVE RESULTS:

- Thousands of peasants died
- Increased taxes led to a revolt

4 EVALUATION:

Although Wendi successfully reunified China, his actions had several negative results and eventually caused the people to revolt.

Practicing the Skill

Turn to Chapter 16, Section 2, "The Church and the Crusades." Read "The Crusades Begin" and "Muslim Gains and Losses" on pages 476–479. Make a diagram to evaluate the decision to take part in the Crusades.

1.14 Analyzing Point of View

Defining the Skill

Analyzing point of view means looking closely at a person's arguments to understand the reasons behind that person's beliefs. The goal of analyzing a point of view is to understand different thoughts, opinions, and beliefs about a topic.

Applying the Skill

The following passage describes relations between the Kongo and the Portuguese. Use the strategies below to help you analyze their points of view.

How to Analyze Point of View

Strategy 1 Look for statements that show you a particular point of view on an issue. For example, the Portuguese wanted to trade goods for enslaved persons. The Kongo no longer wanted to do so when they saw the effects on their population.

Strategy 2 Think about why different people or groups held a particular point of view. Ask yourself what they valued. What were they trying to gain or to protect? What were they willing to sacrifice?

Strategy 3 Write a summary that explains why different groups of people might have taken different positions on this issue.

TRADE AND SLAVERY

Early in their trade relationship, the Kongo had begun supplying the Portuguese with enslaved Africans.

1 The Portuguese wanted enslaved persons to work the overseas lands they had conquered. 1 In exchange, Kongo rulers received European goods they desired. However, as Portugal's demand for slave labor grew, the slave trade began to drain West Africa's population.

1 Afonso urged the Portuguese king to stop, but his pleas did little good. 1 By the time Afonso died in 1543, the Portuguese were enslaving thousands of Africans each year. In 1561, the Kongo kingdom cut itself off from Portugal.

Make a Diagram

Making a diagram can help you analyze point of view. The diagram below analyzes the different points of view of the Portuguese and the Kongo in the passage you just read.

2 PORTUGUESE:

- Wanted enslaved persons to work overseas lands
- Believed European goods could be traded for slave labor

2 KONGO:

- Wanted slave trade to end because it drained the population
- Cut itself off from Portuguese when they kept enslaving Africans

3 At first, the Kongo kingdom was willing to trade enslaved Africans for European goods. However, once the Kongo saw the effects on the population, they wanted the trade to stop. Portugal wanted it to continue.

Practicing the Skill

Turn to Chapter 17, Section 3, "The Reformation Begins." Read "Criticism of the Church" on pages 518–519. Make a diagram to analyze the different points of view of the reformers and the Catholic Church.

1.15 Distinguishing Fact from Opinion

Defining the Skill

Facts are events, dates, statistics, or statements that can be proved to be true. **Opinions** are the judgments, beliefs, and feelings of a writer or speaker. By distinguishing fact from opinion, you will be able to think critically when a person is trying to influence your own opinion.

Applying the Skill

The following passage describes the Greek philosopher Aristotle and some of his views on government. Use the strategies listed below to distinguish fact from opinion.

How to Distinguish Fact from Opinion

Strategy 1 Look for specific information that can be proved or checked for accuracy.

Strategy 2 Look for assertions, claims, and judgments that express opinions. In this case, one speaker's opinion is addressed in quotation marks.

Strategy 3 Think about whether statements can be checked for accuracy. Then, identify the facts and opinions in a chart.

ARISTOTLE'S VIEWS

1 Aristotle was born in 384 B.C. in Stagira, a small town in northern Greece. At the age of 17, Aristotle entered a school directed by the noted philosopher Plato. **1** Aristotle quickly became a standout student. Plato referred to him as the "intelligence of the school." Aristotle is considered one of the greatest thinkers in Western culture. He expressed views on a number of significant subjects, including politics and government. **2** Aristotle believed the middle class was the most suited to rule, calling this group "the steadiest element" of society.

Make a Chart

Making a chart can help you distinguish fact from opinion. The chart below analyzes the facts and opinions in the passage above.

3 STATEMENT	CAN IT BE PROVED?	FACT OR OPINION
Aristotle was born in 384 B.C. in the town of Stagira.	Yes, check historical documents.	Fact
Aristotle became a standout philosophy student.	Yes, check Plato's comments; other historical records.	Fact
The middle class is the group most suited to rule.	No, this cannot be proved. It is what one speaker believes.	Opinion

Practicing the Skill

Turn to Chapter 12, Section 3, "Africa's Trading Civilizations." Read "Gold, Trade, and Decline" on page 355. Make a chart in which you analyze key statements about the decline of Great Zimbabwe to determine whether they are facts or opinions.

1.16 Recognizing Bias and Propaganda

Defining the Skill

Bias is a one-sided presentation of an issue. **Propaganda** is communication that aims to influence people's opinions, emotions, or actions. Propaganda is not always factual. Rather, it uses prejudicial language or striking symbols to sway people's emotions. Modern advertising often uses propaganda. By thinking critically, you can avoid being swayed by bias and propaganda.

Applying the Skill

The following passage is from explorer Amerigo Vespucci's observations of the Brazilian people. Use the strategies below to help you recognize bias in the passage.

How to Recognize Bias

Strategy 1 Identify the author and examine any information about him or her. Does the author belong to a group, social class, or political party that might lead to a one-sided view of the subject?

Strategy 2 Think about the opinions the author is presenting. Look for words, phrases, statements, or images that might convey a positive or negative slant.

Strategy 3 Examine the evidence provided to support the author's opinions. Is the opinion correct? Would the same information appear in another account of the same event?

1 VESPUCCI ENCOUNTERS THE PEOPLE OF BRAZIL

2 Having no laws and no religious faith, they live according to nature. 2 They understand nothing of the immortality of the soul. . . .

They are also 2 a warlike people and very cruel to their own kind. . . . That which made me . . . astonished at their wars and cruelty was that I could not understand why they made war upon each other, considering that they held no private property or sovereignty of empire and kingdoms and 3 did not know any such thing as a lust for possession . . . or a desire to rule.

1 —Amerigo Vespucci, 1502

Make a Chart

Making a chart will help you think critically about a piece of propaganda or biased writing. The chart below analyzes bias in the passage you just read.

AUTHOR	Amerigo Vespucci
OCCASION AND PURPOSE	exploration of Brazil, describing the native peoples
TONE	judging, negative, superior
SLANTED LANGUAGE	"Having no laws and no religious faith;" "understand nothing of the immortality of the soul;" "a warlike people and very cruel to their own kind"
DESCRIPTION OF BIAS	Vespucci's comments about religion show a bias toward his own religious beliefs. He also reveals a prejudice that European customs are superior to all others.

Practicing the Skill

Look through newspapers and news magazines to find an article or political cartoon. Then use a chart like the one above to analyze the article or cartoon for bias.

1.17 Synthesizing

Defining the Skill

Synthesizing involves putting together clues, information, and ideas to form an overall picture. Historians synthesize information in order to develop interpretations of important facts.

Applying the Skill

The following passage describes the agricultural revolution. The highlighting indicates the different kinds of information that will help you synthesize.

How to Synthesize

Strategy 1 Look carefully for facts that will help you base your interpretations on evidence.

Strategy 2 Look for explanations that link the facts together. In this passage, the statement about shifting to hunting smaller game is based on evidence mentioned in the next sentence.

Strategy 3 Consider what you already know that could apply. Your knowledge will probably lead you to accept this statement.

Strategy 4 Bring together the information you have about the subject. This interpretation brings together different kinds of information to arrive at a new understanding.

THE AGRICULTURAL REVOLUTION

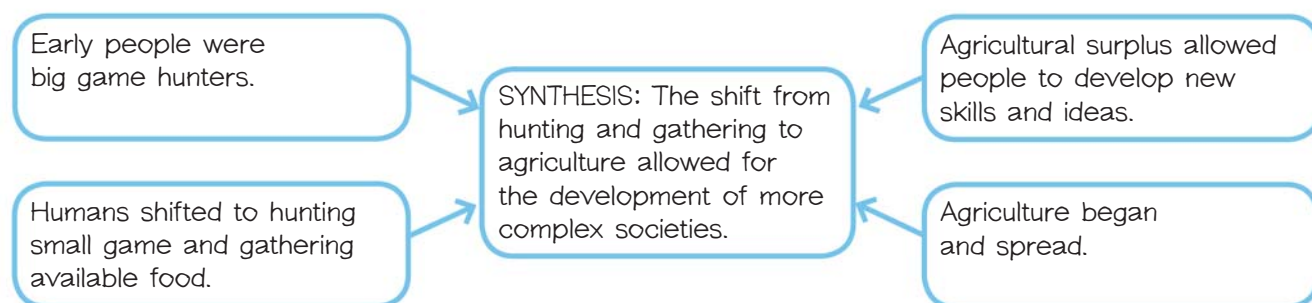
1 Flaked arrowheads found with mammoth bones at ancient sites suggest that some early people were big game hunters. **2** After the big game became extinct, people shifted to hunting smaller game and gathering available food. They made tools, such as bows and arrows to hunt small game and baskets to collect nuts.

About 10,000 years ago, people began to farm.

3 The rise of agriculture brought tremendous change. More people lived in settled villages, and the storage of surplus food became more important. As their surplus increased, people had time to develop specialized skills and think about the world. **4** From this agricultural base rose larger, more stable, and more complex societies.

Make a Diagram

Making a diagram can help you organize the facts, examples, and interpretations that you need to synthesize. The diagram below synthesizes the passage you just read.



Practicing the Skill

Turn to Chapter 17, Section 1, "The Italian Renaissance." Read "Growth of Independent Trading Cities" on pages 501–502, and use a diagram to synthesize why the Renaissance began in Italy.

2.1 Reading Maps

Defining the Skill

Maps are representations of features on the earth's surface. Historical maps often show political features, such as national borders, and physical features, such as mountains and bodies of water. Reading maps requires identifying map elements and using math skills.

Applying the Skill

The following physical map shows the Sumerian city-states. Use the strategies listed below to help you identify the elements common to most maps.

How to Read a Map

Strategy 1 Read the title. This identifies the main idea of the map.

Strategy 2 Look for the grid of lines on the map. These numbered lines are the lines of latitude (horizontal) and longitude (vertical). They indicate the location of the area on the Earth.

Strategy 3 Read the legend. It is usually in a box. The legend will help you interpret the symbols or colors on the map.

Strategy 4 Use the scale and the pointer, or compass rose, to determine distance and direction.



Make a Chart

A chart can help you organize information given on maps. The chart below summarizes information about the map you just studied.

TITLE	Sumerian City-States, 2300 B.C.
LOCATION	between longitudes 50° E and 40° E and latitudes 30° N and 35° N, except for Ebla, which is located between longitude 35° E and 40° E, just north of 35° N
KEY INFORMATION	square = Sumerian city-state
SUMMARY	Sumerian city-states developed mostly along the southern regions of the Tigris and Euphrates rivers.

2.1 Reading Maps *(continued)*

Applying the Skill

The following thematic map shows the Aryan migrations into India. Use the strategies listed below to help you identify the elements common to most maps.

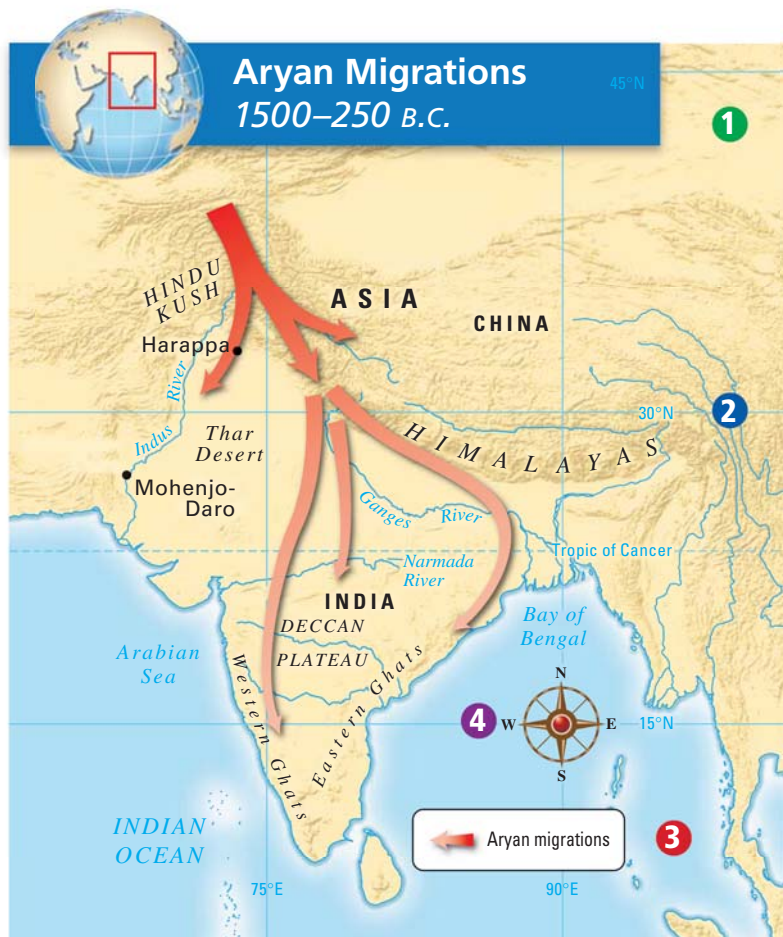
How to Read a Map

Strategy 1 Read the title. It tells you what the map is intended to show.

Strategy 2 Look for the grid of lines on the map. These numbered lines are the lines of latitude (horizontal) and longitude (vertical). They indicate the location of the area on the earth.

Strategy 3 Read the legend. It tells you what each color or symbol stands for. On this map, the arrows indicate Aryan migration routes.

Strategy 4 Use the pointer, or compass rose, to determine direction.



Make a Chart

A chart can help you organize information given on maps. The chart below summarizes information about the map you just studied.

TITLE	Aryan Migrations, 1500–250 B.C.
LOCATION	around longitudes 75° E and 90° E and latitudes 30° N and 15° N
KEY INFORMATION	arrows = paths of Aryan migrations
SUMMARY	Over a roughly 1,200-year period, the Aryans migrated south and settled throughout much of India.

Practicing the Skill

Turn to Chapter 2, Section 3, "Empires of the Fertile Crescent." Read the map entitled "Assyrian Empire, 650 B.C." on page 45, and make a chart to identify information on the map.

2.2 Creating a Map

Defining the Skill

When you **create a map**, you can choose what geographical information to include. You can show physical or political information, such as landforms or national borders. Your map can also be a thematic map, showing data on climates, population, resources, and routes.

Applying the Skill

Below is a physical map that a student created that shows the vegetation zones of Africa. Read the strategies listed below to see how the map was created.

How to Create a Map

Strategy 1 Select a title that identifies the geographical area and the map's purpose.

Strategy 2 Draw lines of latitude and longitude using short dashes. Using these as a guide, draw the area you are representing.

Strategy 3 Create a key that shows the colors.

Strategy 4 Draw the colors on the map to show information.

Strategy 5 Draw a compass rose and scale.



Practicing the Skill

Turn to Chapter 6, Section 1, "Geography Shapes Ancient China." Read "Geographic Features of China" on pages 147–148. Use the information to sketch a map of China showing the physical features that isolated the area. Use the map on pages A24–A25 as a model.

2.3 Interpreting Charts

Defining the Skill

Charts present information in a visual form. Charts are created by organizing, summarizing, and simplifying information. This information is then presented in a format that makes it easy to understand. Tables and diagrams are examples of commonly used charts.

Applying the Skill

The chart below shows how the Roman Empire compares in size to other civilizations. Use the strategies listed below to help interpret the information in the chart.

How to Interpret a Chart

Strategy 1 Read the title. It will tell you what the chart is about. Ask yourself what kinds of information the chart shows. For example, does it show chronological information, geographic patterns and distributions, or something else?

Strategy 2 Read the headings to see how the chart is organized. In this chart, information is organized by dates and size of each civilization.

Strategy 3 Study the data in the chart to understand the facts that the chart was designed to show.

Strategy 4 Summarize the information shown in each part of the chart. Use the title to help you focus on what information the chart is presenting.

Size of Selected Civilizations		
Civilization	Dates	Size (est.) millions of square miles
Persia	612–338 B.C.	2.0
Rome	27 B.C.–A.D. 476	3.4
Mongol	1206–1380	11.7
Aztec	1325–1520	0.2
United States	1776–	3.7

Source: *Encyclopaedia Britannica*

Write a Summary

Writing a summary can help you understand the information given in a chart. The paragraph below summarizes the information in the chart “Size of Selected Civilizations.”

4 The chart compares the size of five civilizations, including the Roman Empire. The Roman Empire is the third largest civilization of those listed on the chart. It ranks just behind the United States and far behind the Mongol Empire. The empire created by the Mongols was more than three times the size of both Rome and the United States.

Practicing the Skill

Turn to Chapter 16, Section 3, “Plague and the Hundred Years’ War.” Study the information presented in the chart entitled “Europe in Transition” on page 484. Then write a paragraph in which you summarize what you learned from the chart.

2.4 Interpreting Graphs

Defining the Skill

Graphs use pictures and symbols, instead of words, to show information. Graphs are created by taking information and presenting it visually. There are many different kinds of graphs. Bar graphs, line graphs, and pie graphs are the most common. Line graphs show trends or changes over time.

Applying the Skill

The line graph below shows the relationship between the agricultural revolution and the increase in world population. Use the strategies listed below to help you interpret the graph.

How to Interpret a Graph

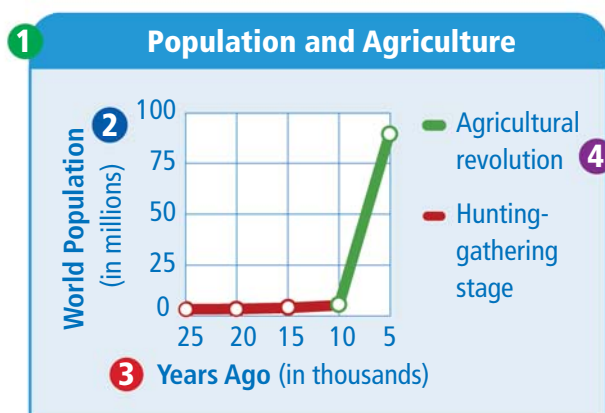
Strategy 1 Read the title to identify the main idea of the graph.

Strategy 2 Read the vertical axis (the one that goes up and down) on the left side of the graph. In this graph, the vertical axis indicates the world population.

Strategy 3 Read the horizontal axis (the one that runs across the bottom of the graph). In this graph, the horizontal axis shows the progression of time.

Strategy 4 Look at any legends that accompany the graph in order to understand what colors and certain marks stand for.

Strategy 5 Summarize the information shown in each part of the graph.



Source: *A Geography of Population: World Patterns*

Write a Summary

Writing a summary will help you understand the information in the graph. The statement below summarizes the information from the line graph.

5 As a result of the agricultural revolution, world population grew steadily over a period of 5,000 years.

Practicing the Skill

Turn to Chapter 17, Section 4, "Reform and Reaction." Study the pie graph entitled "Christianity Around the World" on page 528. Then write a paragraph summarizing what you learned from the pie graph.

2.5 Creating a Model

Defining the Skill

When you **create a model**, you use information and ideas to show an event or a situation in a visual way. A model might be a poster or a diagram that explains how something happened. Or, it might be a three-dimensional model, such as a diorama, that depicts an important scene or situation.

Applying the Skill

The following sketch shows the early stages of a model of a feudal manor in Europe. Use the strategies listed below to help you create your own model.

How to Create a Model

Strategy 1 Gather the information you need to understand the situation or event. In this case, you need to be able to show the parts of a manor and their uses.

Strategy 2 Visualize and sketch an idea for your model. Once you have created a picture in your mind, make an actual sketch to plan how it might look.

Strategy 3 Think of symbols you may want to use. Since the model should give information in a visual way, think about ways you can use color, pictures, or other visuals to tell the story.

Strategy 4 Gather the supplies you will need. Then create the model. For example, you will need pictures of manors and art supplies for this model.



Practicing the Skill

Turn to Chapter 12, Section 3, "Africa's Trading Civilizations." Read the information about the Great Enclosure on page 354. Also examine the images of the Great Enclosure on page 355. Then draw a diagram of the Great Enclosure and use labels to identify some of its main features.

3.1 Formulating Historical Questions

Defining the Skill

Formulating historical questions means asking questions about events and trends in history. These questions might ask how or why something happened, why someone acted a certain way, or how different conditions might have changed an event. To decide if a historical question is reasonable, ask yourself whether the answer is important and if enough information exists to answer it.

Applying the Skill

The following passage discusses the roots of the Enlightenment. Use the strategies listed below to help you formulate questions about this historical event.

How to Formulate Historical Questions

Strategy 1 Ask about the basic facts of the event using Who, What, When, Where, Why, and How questions.

Strategy 2 Think about where the event fits into the sequence of history. What led up to it? What were its results?

Strategy 3 Formulate a central question about the event. Make sure that it is neither too narrow nor too broad and can be answered from available sources.

ROOTS OF THE ENLIGHTENMENT

The Enlightenment, which reached its height during the mid-1700s, stressed reason and thought in trying to solve problems and improve society. This time period was also known as the Age of Reason. The respect for reason can be traced back to ancient Greeks and Romans. Scholars in these classical cultures gained knowledge through observation and reasoning. During the Middle Ages, religion and faith became more important than reason. However, scholars rediscovered the writings of Greece and Rome during the Renaissance in the 1400s. As a result, a person's ability to reason and seek truth was once again valued.

Make a Diagram

Making a web diagram can help you formulate historical questions. In this diagram, the center box asks a central question about the event. More narrow questions are noted in the outer boxes.



Practicing the Skill

Turn to Chapter 18, Section 3, "Colonialism and Change." Read "The Exchange of Goods and Ideas" on pages 553–554, and make a diagram of narrow and broad historical questions about the Columbian Exchange.

3.2 Forming and Supporting Opinions

Defining the Skill

When you **form opinions**, you interpret and judge the importance of events and people in history. You should always **support your opinions** with facts, examples, and quotations.

Applying the Skill

The following passage describes characteristics of the Egyptian kings, known as pharaohs. Use the strategies listed below to form and support an opinion about these rulers.

How to Form and Support Opinions

Strategy 1 Look for important information about the subject. Information can include facts, quotations, and examples.

Strategy 2 Form an opinion about the subject by asking yourself questions about the information. For example, How important was the subject? How does it relate to similar subjects in your own experience?

Strategy 3 Support your opinions with facts, quotations, and examples.

EGYPTIAN PHARAOHS

1 The pharaoh stood at the center of Egypt's religion as well as its government and army. Egyptians believed that the pharaoh bore full responsibility for the kingdom's well being. **1** Many Egyptians believed it was the pharaoh who caused the sun to rise, the Nile to flood, and the crops to grow. It was the pharaoh's duty to promote truth and justice. Egyptians believed that the pharaoh ruled even in death. **1** As a result, they built giant pyramids to serve as elaborate resting places for pharaohs who passed away. These pyramids were remarkable engineering achievements that took the work of thousands of people.

Make a Chart

Making a chart can help you organize your opinions and supporting facts. The following chart summarizes one possible opinion about Egyptian pharaohs.

2 OPINION	Egyptians viewed pharaohs as god-like and worshiped these rulers intensely.
3 FACTS	Pharaohs served as the center of political and cultural life in Egypt. Many Egyptians looked to pharaohs to control nature. Thousands of Egyptian citizens worked to build elaborate pyramids to serve as tombs for deceased pharaohs.

Practicing the Skill

Turn to Chapter 15, Section 2, "Korea and Southeast Asia." Read "Vietnamese Kingdoms" on pages 440–441, and form your own opinion about the relationship between Vietnam and China. Make a chart to summarize your opinion and the supporting facts and examples.

3.3 Using Primary and Secondary Sources

Defining the Skill

Primary sources are materials written or made by people who lived during historical events and witnessed them. Primary sources include letters, journals, articles, and artwork. **Secondary sources** are materials, such as textbooks, written by people who did not participate in an event.

Applying the Skill

The following passage uses primary and secondary sources to describe Kublai Khan's lifestyle. Use the strategies listed below to help you learn how to use these sources.

How to Use Primary and Secondary Sources

Strategy 1 Distinguish secondary sources from primary sources. Most of this paragraph is a secondary source. The observation by Marco Polo is a primary source, which supports the point of the secondary source.

Strategy 2 Determine the main idea of the secondary source. Look for supporting details.

Strategy 3 Identify the author of the primary source and consider why the author produced it. Consider what the document was supposed to achieve. Is it credible? Does it promote a particular viewpoint?

LIFESTYLE OF KUBLAI KHAN

1 Unlike his Mongol ancestors, Kublai Khan spent almost his entire life in China. **2** He enjoyed living in the luxurious manner of a Chinese emperor. He maintained a beautiful summer palace at Shangdu, on the border between Mongolia and China. He also built a new square-walled capital at the site of modern Beijing. The size of Kublai's palace in Beijing greatly impressed the European traveler **3** Marco Polo. "The whole building is at once so immense and so well constructed that no man in the world . . . could imagine any improvement in design or execution," Polo observed.

Make a Chart

Making a chart can help you assess information from primary and secondary sources. The chart below summarizes information from the passage above.

QUESTIONS	ANSWERS
What is the main idea?	Kublai Khan enjoyed a life of luxury.
What are the supporting details?	He had a beautiful summer palace. He built a new capital in Beijing.
Who wrote the primary source?	Marco Polo
What can you tell about the primary source?	Polo appears to be an objective observer. The source seems credible.

Practicing the Skill

Turn to Chapter 9, Section 2, "Rome Becomes an Empire." Read "Julius Caesar" and the primary source on page 249. Make a chart to summarize the information in the sources and to help you read them.

4.1 Using a Search Engine

Defining the Skill

A **search engine** is a computer program that looks for, gathers, and reports information available on the Internet. Using a search engine helps you find such information quickly and easily. By entering key words into a search engine, you will generate a list of Web pages and sites that contain those words.

Applying the Skill

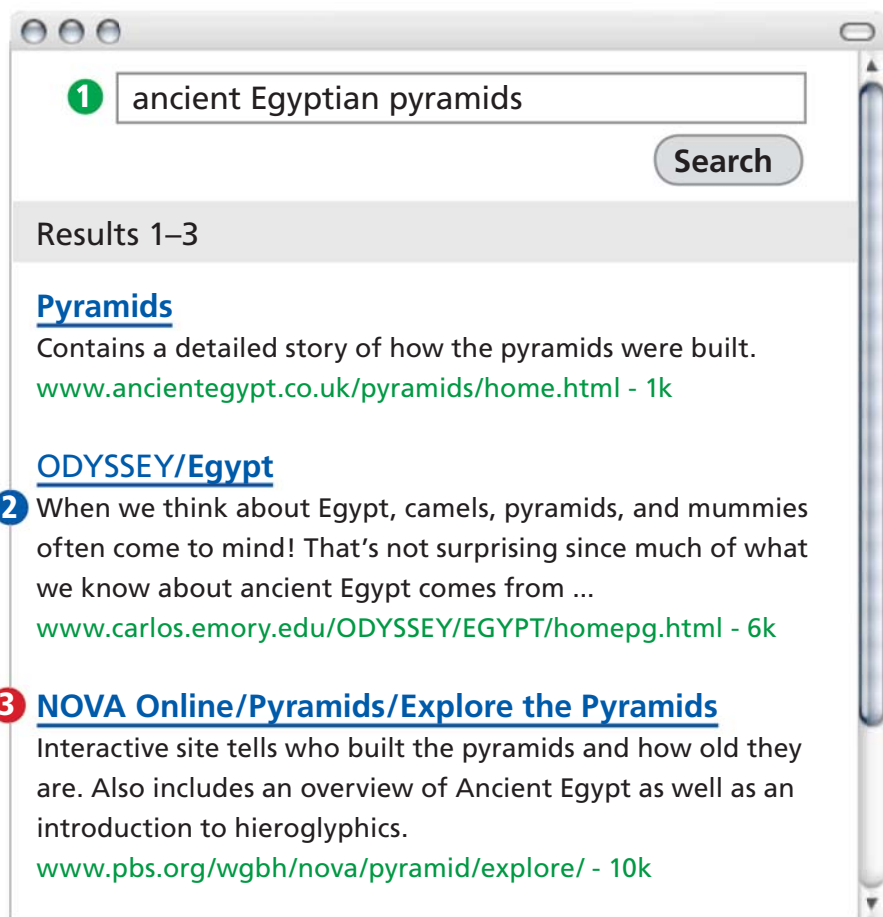
Shown here is a list of results from a search for information on ancient Egyptian pyramids. Use the strategies listed below to get better results when you search the Internet.

How to Use a Search Engine

Strategy 1 Brainstorm keywords to enter into the search engine. Make a list of possible search terms. It often helps to try to be specific. For example, just entering “pyramids” will bring up Web sites with information about geometry and pyramids in Mexico as well as pyramids in Egypt. Instead, try entering “ancient Egyptian pyramids.” This will narrow the results to relevant information.

Strategy 2 Many search engines will provide an excerpt of a Web site below the link to the site. Read these to help you determine if the Web site is relevant to your topic and worth visiting.

Strategy 3 Click on the link to go to the Web site you are interested in exploring in depth. If you can, open the new Web site in a separate window, so that it is easier to come back to your original search.



Practicing the Skill

Choose a topic from the textbook that you want to learn more about. Develop a list of keywords to help you search for information on that topic. Visit a search engine and enter your keywords. Look at your search results. Consider which keywords were the most useful and why.

4.2 Evaluating Internet Sources

Defining the Skill

Evaluating Internet sources will help you decide if the information you find online is trustworthy. Reliable Internet sources generally are created by a credible author, with the backing of an educational institution or government agency. They also have content that is well researched and free from bias, with sources cited.

Applying the Skill

This screen shows a Web site about ancient Egypt. Use the strategies listed below to help you evaluate the Internet sources.

How to Evaluate Internet Sources

Strategy 1 Look at the Web site's Internet address. The three-letter code in it will help you determine who created the site. Almost anyone can set up a Web site with a ".com," or commercial, address. School Web sites use ".edu," or education, addresses. Addresses that end with ".org" are used by nonprofit organizations. Official government Web sites end in ".gov." These last three will often be more reliable than commercial Web sites.

Strategy 2 Try to identify the author of the Web site and when it was last updated. This information does not always appear. Some sites are anonymous, or created by an unidentified author. You should not use these as sources because the information could be outdated, or the author might not know much about the Web site's topic.

Strategy 3 Use another source to verify the information you find on the Internet. Online encyclopedias contain accurate information. Sources with .gov and .edu addresses are often reliable. So are newspaper, magazine, and television news channel Web sites. Search several sites, and try to find two or three sources with the same information.

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for electronic use.
Please refer to the
image in the textbook.

2

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Practicing the Skill

Choose one of the Web sites that you found in your search from "Practicing the Skill" for "Using a Search Engine" on page R28 of this handbook. Evaluate the Web site to assess its credibility and its usefulness as a resource. Use the strategies listed above to help you.

Primary Source Handbook

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from *The Man in the Ice*

By Dr. Konrad Spindler

Background: Konrad Spindler led an international team of scientists who investigated the 5,300-year-old body of a man discovered in a glacier in the Alps. *The Man in the Ice* tells a fascinating story of how they came to understand the figure they called the Iceman—who he was and where he came from. This excerpt describes the Iceman’s final hours.

Primary Source

Evidently overtaken by a blizzard or sudden fog, or both, the Iceman was in a state of total exhaustion. In a gully in the rock, perhaps familiar to him from previous crossings of the pass, he sought what shelter he could from the bad weather. With his failing strength he settled down for the night. He deposited his axe, bow and backpack on the ledge of the rock. It is possible that he consumed here the last of his food store: a piece of tough dried ibex¹ meat. Two bone splinters had inadvertently been left in the strip of meat as he cut it off: these he chewed off and spat out. Meanwhile it had grown dark. To press on might prove fatal. It was snowing ceaselessly, and in the gale the icy cold penetrated his clothes. A terrible fatigue engulfed his limbs. Between his will to survive and increasing indifference towards his physical danger he once more pulled himself together. He knew that to fall asleep meant death. He reeled forward a few more steps. He dropped his quiver. Below him there was only loose scree.² He tripped and fell heavily against a boulder. The container with the hot embers slipped from his hand; his cap fell off. Again pain pierced the right side of his chest.



▲ **The Iceman** The frozen mummy of a 5,300-year-old hunter called the Iceman is moved by scientists from its resting place in the Alps.

He only wanted a short rest, but his need for sleep was stronger than his willpower. . . . He turned on to his left side to dull the pain. He laid his head on the rock. His senses numbed, he no longer noticed the awkward position of his folded ear. His left arm, its muscles relaxed and probably slightly bent at the elbow, lay in front of him. His right arm was almost extended and was hanging down forward. His feet rested one on the other; the left shoe under the right. Soon his clothes froze to the rough ground. He was no longer aware that he was freezing to death. Overnight the body froze stiff.

1. **ibex:** wild goat 2. **scree:** loose rock

DOCUMENT-BASED QUESTIONS

1. Why might falling asleep have been dangerous for the Iceman?
2. What happened that helped preserve the body of the Iceman?

Chapter Connection For more about the Iceman, see Chapter 1, Section 1.

from *The Epic of Gilgamesh*

Translated by N. K. Sandars

Background: *The Epic of Gilgamesh* is one of the oldest surviving works of literature. Like most epics, it is based to some degree on fact. Most scholars think that Gilgamesh was a Sumerian king who ruled over the city of Uruk around 2700 B.C. In the centuries following his death, stories about him grew. Through the oral tradition of storytelling, Gilgamesh developed over time into a legendary figure. In the following excerpt, Enkidu (Gilgamesh's friend) has died, and Gilgamesh experiences for the first time the human emotions of grief and fear.

Primary Source

Bitterly Gilgamesh wept for his friend Enkidu; he wandered over the wilderness as a hunter, he roamed over the plains; in his bitterness he cried, "How can I rest, how can I be at peace? Despair is in my heart. What my brother is now, that shall I be when I am dead. Because I am afraid of death I will go as best I can to find Utnapishtim¹ whom they call the Faraway, for he has entered the assembly of the gods." So Gilgamesh traveled over the wilderness, he wandered over the grasslands, a long journey, in search of Utnapishtim, whom the gods took after the deluge;² and they set him to live in the land of Dilmun,³ in the garden of the sun; and to him alone of men they gave everlasting life.

At night when he came to the mountain passes Gilgamesh prayed: "In these mountain passes long ago I saw lions, I was afraid and I lifted my eyes to the moon; I prayed and my prayers went up to the gods, so now, O moon god Sin, protect me." When he had prayed he lay down to sleep, until he was woken from out of a dream. He saw the lions round him glorying in life; then he took his axe in his hand, he drew his sword from his belt, and he fell upon them like an arrow from the string, and struck and destroyed and scattered them.



▲ **Gilgamesh**
Assyrian stone
relief of Gilgamesh

1. **Utnapishtim** (OOT•nuh•PEESH•tuhm): Friend of the Sumerian god Ea, he and his wife survive a flood and are the only mortals to be granted the gift of eternal life.
2. **deluge**: unusually heavy flood
3. **Dilmun**: paradise in the world of the gods

DOCUMENT-BASED QUESTIONS

1. Why is Gilgamesh grieving at the beginning of this excerpt?
2. What danger does Gilgamesh encounter as he begins his journey to find Utnapishtim, and how does he deal with the danger?

Chapter Connection For more about Sumerian civilization, see Chapter 2, Section 2.

from the **Hebrew Bible: The Creation**

Background: The Book of Genesis is the first book in the Torah, or Hebrew Bible. It tells the history of the Hebrew people. According to Genesis, God created the world in six days. The excerpts below tell what God created on the first and sixth days of creation.

Primary Source

THE FIRST DAY

When God began to create heaven and earth—the earth being unformed and void,¹ with darkness over the surface of the deep and a wind from God sweeping over the water—God said, “Let there be light”; and there was light. God saw that the light was good, and God separated the light from the darkness. God called the light Day, and the darkness He called Night. And there was evening and there was morning, a first day.

THE SIXTH DAY

God said, “Let the earth bring forth every kind of living creature: cattle, creeping things, and wild beasts of every kind.” And it was so. God made wild beasts of every kind, and cattle of every kind, and all kinds of creeping things of the earth. And God saw that this was good. And God said, “Let us make man in our image, after our likeness. They shall rule the fish of the sea, the birds of the sky, the cattle, the whole earth, and all the creeping things that creep on earth.” And God created man in His image, in the image of God He created him; male and female He created them. God blessed them and God said to them, “Be fertile and increase, fill the earth and master it; and rule the fish of the sea, and the birds of the sky, and all living things that creep on earth.”

1. void: empty



▲ **Sistine Chapel** Detail of Michelangelo's Sistine Chapel ceiling, showing the creation of the stars and planets

God said, “See, I give you every seed-bearing plant that is upon all the earth, and every tree that has seed-bearing fruit; they shall be yours for food. And to all the animals on the land, to all the birds of the sky, and to everything that creeps on earth, in which there is the breath of life, [I give] all the green plants for food.” And it was so. And God saw all that He had made, and found it very good. And there was evening and there was morning, the sixth day.

DOCUMENT-BASED QUESTIONS

1. What does God create on the first day?
2. To whom does God give control over the world's living creatures?

Chapter Connection For more about the ancient Hebrews, see Chapter 3, Section 1.

from the **Book of the Dead**

Translated by E. A. Wallis Budge

Background: The Egyptian *Book of the Dead* is a series of texts intended to assist the soul in the search for happiness in the afterlife. Egyptians believed that after death an individual faced 42 gods and testified about his or her behavior on the earth. That testimony was called the negative confession. The excerpt below contains some of that confession.

Primary Source

Hail, Hept-khet, who comest forth from Kher-aha,
I have not committed robbery with violence.

Hail, Fenti, who comest forth from Khemenu,
I have not stolen.

Hail, Am-khaibit, who comest forth from Qernet,
I have not slain men and women.

Hail, Neha-her, who comest forth from Rasta,
I have not stolen grain.

Hail, Unem-besek, who comest forth from Mabit,
I have not stolen cultivated land.

Hail, Ari-em-ab-f, who comest forth from Tebu,
I have never stopped [the flow of] water.

Book of the Dead This illustration comes from the *Book of the Dead*. ▼



DOCUMENT-BASED QUESTIONS

1. Why might stopping the flow of water have been a serious offense or crime in ancient Egypt?
2. What did Egyptians hope to do by making this confession?

Chapter Connection For more on beliefs about the afterlife in ancient Egypt, see Chapter 4, Section 2.

from the *Bhagavad-Gita*

Translated by Barbara Stoler Miller

Background: The *Bhagavad-Gita* is a beloved and widely translated religious work of India. It begins on the eve of battle, as the warrior-prince Arjuna sees his uncles, cousins, friends, and teachers lined up on the field against him. Overcome with grief at the thought of fighting against, and possibly killing, his relatives, Arjuna refuses to fight. The deity Krishna explains to Arjuna that as a warrior he has a sacred duty to fight.

Primary Source

Our bodies are known to end,
but the embodied self¹ is enduring,
indestructible, and immeasurable;
therefore, Arjuna, fight the battle!

He who thinks this self a killer
and he who thinks it killed,
both fail to understand;
it does not kill, nor is it killed.

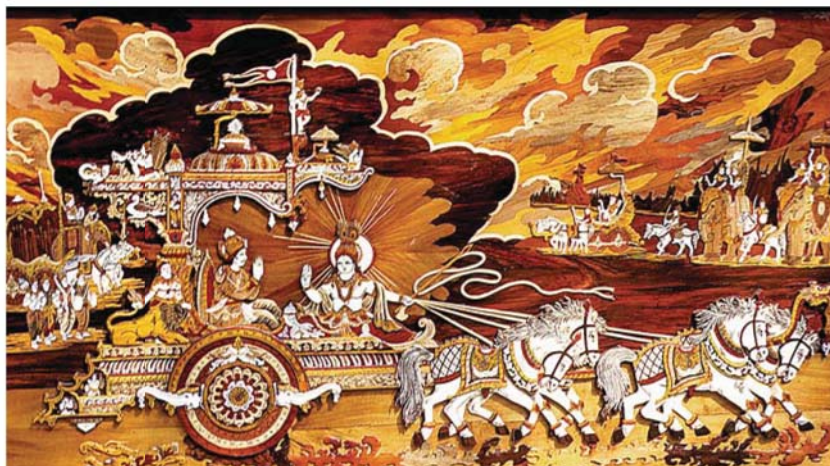
It is not born,
it does not die;
having been,
it will never not be;
unborn, enduring,
constant, and primordial,²
it is not killed
when the body is killed.

Arjuna, when a man knows the self
to be indestructible, enduring, unborn,
unchanging, how does he kill
or cause anyone to kill?

1. embodied self: soul or spirit

2. primordial: first; original

War Chariot Arjuna is led
into battle by his chariot
driver, Krishna. ►



DOCUMENT-BASED QUESTIONS

1. Why does Arjuna not want to fight?
2. What argument does Krishna use to urge Arjuna to fight?

Chapter Connection For more about the *Bhagavad-Gita*, see Chapter 5, Section 2.

from the **Analects of Confucius**

Translated by Simon Lees

Background: Confucius was a great Chinese teacher who lived from 551 to 479 B.C. The *Analects* presents the teachings of Confucius on how people should live to create an orderly and just society. The *Analects* is a collection of about 500 sayings, dialogues, and brief stories. It was put together over many years following the death of Confucius.

Primary Source

The Master¹ said: "He who rules by virtue is like the polestar,² which remains unmoving in its mansion while all the other stars revolve respectfully around it." (2.1)

The Master said: "To study without thinking is futile.³ To think without studying is dangerous." (2.15)

Lord Ji Kang asked: "What should I do in order to make the people respectful, loyal, and zealous?"⁴ The Master said: "Approach them with dignity and they will be respectful. Be yourself a good son and a kind father, and they will be loyal. Raise the good and train the incompetent, and they will be zealous." (2.20)

The Master said: "Set your heart upon the Way;⁵ rely upon moral power; follow goodness; enjoy the arts." (7.6)

The Master said: "A gentleman abides by three principles which I am unable to follow: his humanity knows no anxiety; his wisdom knows no hesitation; his courage knows no fear." Zigong⁶ said: "Master, you have just drawn your own portrait." (14.28)



◀ **Confucius** Portrait of the Chinese philosopher Confucius

1. **the Master:** Confucius
2. **polestar:** the North Star, which appears to remain in the same place in the sky as the earth rotates
3. **futile:** useless
4. **zealous:** enthusiastic
5. **Way:** ideal pattern of behavior
6. **Zigong:** a student

DOCUMENT-BASED QUESTIONS

1. What kinds of behavior does Confucius talk about in the *Analects*?
2. What kind of person does Confucius seem to have been?

Chapter Connection For more about Confucius, see Chapter 6, Section 2.

from the *Iliad*

By Homer

Translated by Robert Fagles

Background: Homer has long been recognized as one of the world's greatest poets. It is likely that Homer was a singer-poet. He told about the Trojan War, a ten-year war waged by Greeks against the wealthy city of Troy, or Ilium, in Asia Minor. In the late 1800s, archaeologists discovered the ruins of ancient Troy. Most scholars now believe that Greek armies probably did attack Troy sometime in the 1200s B.C. Many scholars think that the *Iliad* was created in the 700s B.C. The Greek warrior Achilles enters the battle after his best friend, Patroclus, has been killed by the Trojan hero Hector. Achilles kills every Trojan in his path until he finally meets Hector in single combat outside the city walls.

Primary Source

Athena¹ luring him [Hector] on with all her immortal cunning—
and now, at last, as the two came closing for the kill
it was tall Hector, helmet flashing, who led off:
“No more running from you in fear, Achilles!
Not as before. Three times I fled around
the great city of Priam—I lacked courage then
to stand your onslaught. Now my spirit stirs me
to meet you face-to-face. Now kill or be killed!
Come, we’ll swear to the gods, the highest witnesses—
the gods will oversee our binding pacts. I swear
I will never mutilate you—merciless as you are—
if Zeus² allows me to last it out and tear your life away.
But once I’ve stripped your glorious armor, Achilles,
I will give your body back to your loyal comrades.
Swear you’ll do the same.”

(continued)

1. **Athena (uh•THEE•nuh):** goddess of wisdom and warfare; protects the Greeks
2. **Zeus (zoos):** king of the gods, father of Athena

Greek Vase Achilles and Hector duel on this Greek vase, c. 490 B.C. ►



from the *Iliad* (continued)



(continued)

A swift dark glance
and the headstrong runner³ answered, “Hector, stop!
You unforgivable, you . . . don’t talk to me of pacts.
There are no binding oaths between men and lions—
wolves and lambs can enjoy no meeting of the minds—
they are all bent on hating each other to the death.
So with you and me. No love between us. No truce
till one or the other falls and gluts with blood
Ares⁴ who hacks at men behind his rawhide shield.
Come, call up whatever courage you can muster.
Life or death—now prove yourself a spearman,
a daring man of war! No more escape for you—
Athena will kill you with my spear in just a moment.
Now you’ll pay at a stroke for all my comrades’ grief,
all you killed in the fury of your spear!”

▲ **Painting** Achilles
in his chariot

3. headstrong runner: Achilles

4. Ares (AIR•eez): the god of war

DOCUMENT-BASED QUESTIONS

1. What pact does Hector wish to make with Achilles before they fight?
2. Why does Achilles reject the pact?

Chapter Connection For more about Homer and the *Iliad*, see Chapter 7, Section 2.

from *History of the Peloponnesian War*

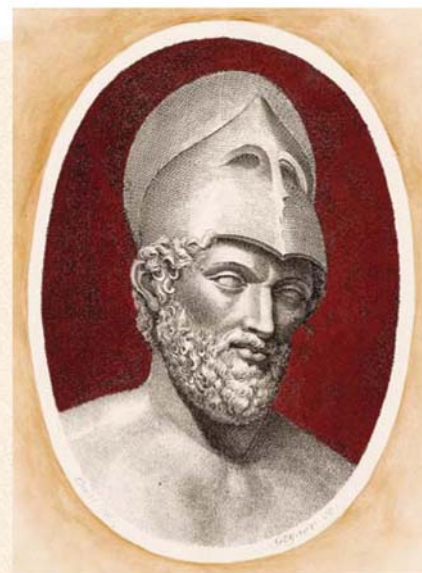
By Thucydides

Translated by Rex Warner

Background: Thucydides (thoo•SIHD•ih•DEEZ) was a Greek historian who wrote about the bitter 27-year-long war between Athens and Sparta. He may have been in attendance when Pericles, the greatest Athenian statesman of his time, gave a funeral oration for soldiers killed in the first year of the war. In the following excerpt, Pericles speaks of the special qualities of Athenians.

Primary Source

Our love of what is beautiful does not lead to extravagance; our love of the things of the mind does not make us soft. We regard wealth as something to be properly used, rather than as something to boast about. As for poverty, no one need be ashamed to admit it: the real shame is in not taking practical measures to escape from it. Here each individual is interested not only in his own affairs but in the affairs of the state as well: even those who are mostly occupied with their own business are extremely well-informed on general politics—this is a peculiarity of ours: we do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all. We Athenians, in our own persons, take our decisions on policy or submit them to proper discussions: for we do not think that there is an incompatibility¹ between words and deeds; the worst thing is to rush into action before the consequences have been properly debated. And this is another point where we differ from other people. We are capable at the same time of taking risks and of estimating them beforehand. Others are brave out of ignorance; and, when they stop to think, they begin to fear. But the man who can most truly be accounted brave is he who best knows the meaning of what is sweet in life and of what is terrible, and then goes out undeterred² to meet what is to come.



▲ **Pericles** Portrait of Pericles, the Athenian statesman

1. **incompatibility:** lack of harmony; conflict

2. **undeterred:** not discouraged

DOCUMENT-BASED QUESTIONS

1. Why did the Athenians view public discussion as useful before taking action?
2. What was Pericles' definition of courage?

Chapter Connection For more about Pericles' funeral oration, see Chapter 8, Section 3.

from *The Life of Caesar*

By Suetonius

Translated by Robert Graves

Background: Julius Caesar was a member of a noble Roman family. He became a great general and sole ruler of Rome. He was assassinated in 44 B.C. More than a century after his death, a Roman historian named Suetonius wrote a biography of this powerful leader.

Primary Source

Caesar was a most skillful swordsman and horseman, and showed surprising powers of endurance. He always led his army, more often on foot than in the saddle, went bareheaded in sun and rain alike, and could travel for long distances at incredible speed in a gig,¹ taking very little luggage. If he reached an unfordable² river he would either swim or propel himself across it on an inflated skin; and often arrived at his destination before the messengers whom he had sent ahead to announce his approach. . . .

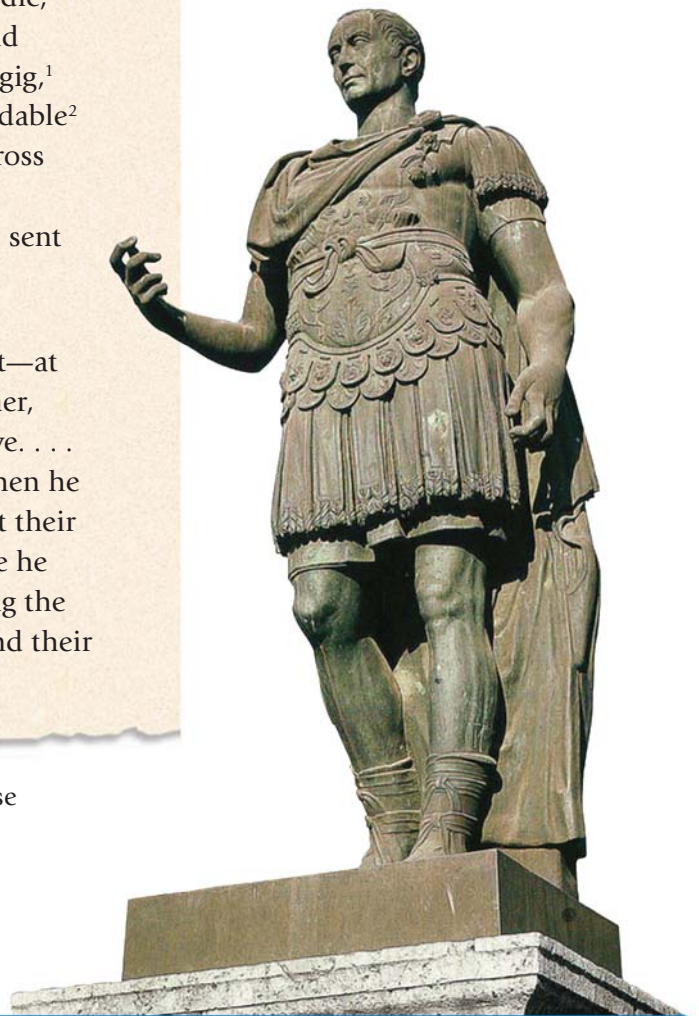
Sometimes he fought after careful tactical planning, sometimes on the spur of the moment—at the end of a march, often; or in miserable weather, when he would be least expected to make a move. . . . It was his rule never to let enemy troops rally when he had routed them, and always therefore to assault their camp at once. If the fight were a hard-fought one he used to send the chargers³ away—his own among the first—as a warning that those who feared to stand their ground need not hope to escape on horseback.

1. **gig:** light two-wheeled carriage drawn by one horse

2. **unfordable:** uncrossable

3. **chargers:** horses trained for battle

Julius Caesar Bronze statue of Julius Caesar ▼



DOCUMENT-BASED QUESTIONS

1. What were some of the personal qualities of Julius Caesar?

2. How did Caesar employ the element of surprise?

Chapter Connection For more about Julius Caesar, see Chapter 9, Section 2.

from **Letter 123**

By Jerome

Translated by W.H. Freemantle

Background: Jerome, who lived from about A.D. 340 to 420, was one of the leading Christian scholars of the late Roman Empire. In the following excerpts from a letter written in 409, Jerome discusses the fall of the Roman Empire.

Primary Source

I shall now say a few words of our present miseries. A few of us have hitherto survived them, but this is due not to anything we have done ourselves but to the mercy of the Lord. Savage tribes in countless numbers have overrun all parts of Gaul. The whole country between the Alps and the Pyrenees, between the Rhine and the Ocean, has been laid waste by hordes of Quadi, Vandals, Sarmatians, Alans, Gepids, Herules, Saxons, Burgundians, Allemanni and—alas! . . .—even Pannonians.¹ . . .

I say nothing of other places that I may not seem to despair of God's mercy. All that is ours now from the Pontic Sea to the Julian Alps² in days gone by once ceased to be ours. For thirty years the barbarians burst the barrier of the Danube and fought in the heart of the Roman Empire. Long use dried our tears. For all but a few old people had been born either in captivity or during a blockade, and consequently they did not miss a liberty which they had never known. Yet who will hereafter credit the fact or what histories will seriously discuss it, that Rome has to fight within her own borders not for glory but for bare life; and that she does not even fight but buys the right to exist by giving gold and sacrificing all her substance?



▲ **Jerome**
This painting of Jerome shows him holding a Bible.

1. Quadi, Vandals, Sarmatians, Alans, Gepids, Herules, Saxons, Burgundians, Alemanni . . . Pannonians: barbarian tribes from northern and central Europe
2. from the Pontic Sea to the Julian Alps: from the Black Sea to northeastern Italy

DOCUMENT-BASED QUESTIONS

1. What event allowed war to be waged in the middle of the Roman Empire?
2. What do you think Jerome means by the statement "all that is ours now . . . once ceased to be ours"?

Chapter Connection For more about the fall of the Roman Empire, see Chapter 10, Section 2.

from the **Qur'an**

Translated by N. J. Dawood

Background: Muslims believe that the archangel Gabriel revealed the word of God to the prophet Muhammad. Gabriel's revelations were collected in a book known as the Qur'an. The teachings in the Qur'an form the basis of Islam. The following excerpt deals with God's relationship with the faithful.

Primary Source

By the light of day, and by the dark of night, your Lord has not forsaken you,¹ nor does He abhor² you.

The life to come holds a richer prize for you than this present life. You shall be gratified with what your Lord will give you.

Did He not find you an orphan and give you shelter?

Did He not find you in error and guide you?

Did He not find you poor and enrich you?

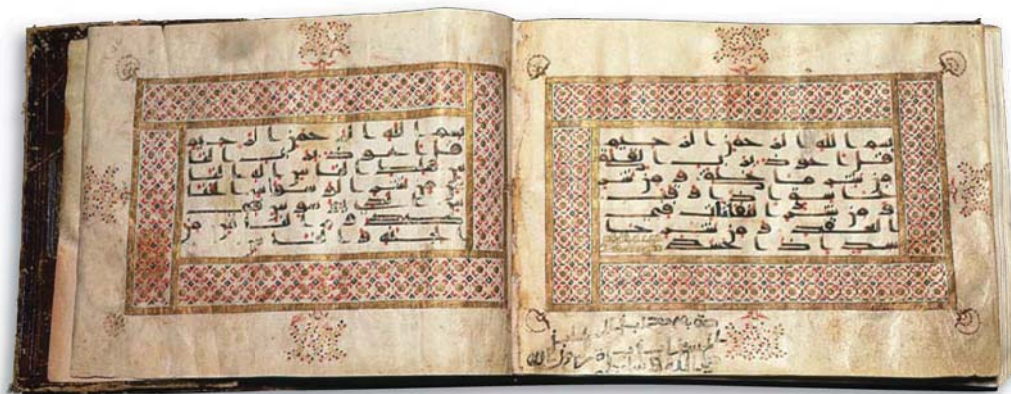
Therefore do not wrong the orphan, nor chide³ away the beggar. But proclaim the goodness of your Lord.

1. **you:** Muhammad

2. **abhor:** hate

3. **chide:** scold

Qur'an Two pages of the Qur'an written in Kufic script, an early form of Arabic writing ►



DOCUMENT-BASED QUESTIONS

1. How does this excerpt describe the afterlife?
2. According to this excerpt, how should a person deal with orphans and beggars? Why?

Chapter Connection For more about the Qur'an, see Chapter 11, Section 1.

from a **Description of Great Zimbabwe**

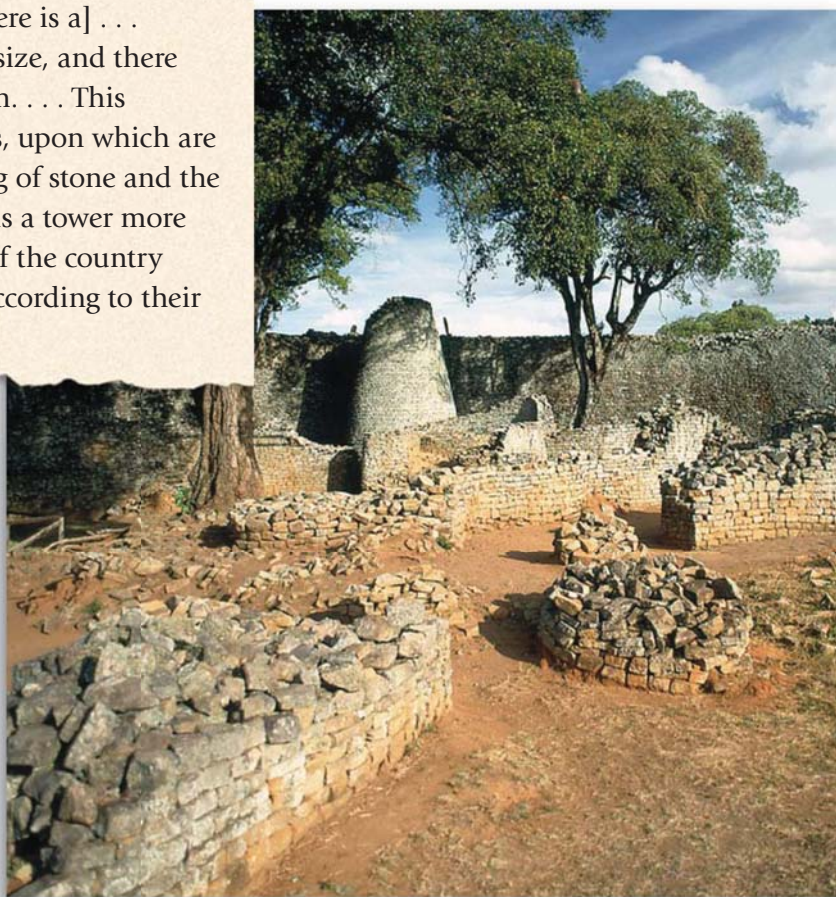
By Vicente Pegado

Background: Vicente Pegado was a Portuguese captain stationed in southern Africa during the 1530s. He encountered Great Zimbabwe, the former center of the Shona empire. In the following excerpt, Pegado describes the Great Enclosure of Great Zimbabwe. The Shona people built this structure during the 1300s and 1400s.

Primary Source

Among the gold mines of the inland plains between the Limpopo and Zambezi rivers [there is a] . . . fortress built of stones of marvelous size, and there appears to be no mortar joining them. . . . This edifice¹ is almost surrounded by hills, upon which are others resembling it in the fashioning of stone and the absence of mortar, and one of them is a tower more than 12 fathoms² high. The natives of the country call these edifices Symbaoe, which according to their language signifies court.

1. **edifice:** building
2. **12 fathoms:** 72 feet



Great Zimbabwe A view of the Great Enclosure at Great Zimbabwe ►

DOCUMENT-BASED QUESTIONS

1. Of what was the Great Enclosure made?
2. Do you think that Pegado was impressed by the Great Enclosure? Explain your answer.

Chapter Connection For more about Great Zimbabwe, see Chapter 12, Section 3.

from an **Aztec Account of the Conquest of Mexico**

Translated by Lysander Kemp

Background: In 1519, Hernán Cortés landed in what is now Mexico. After several months of hard marching, he reached the Aztec capital, Tenochtitlán. Some Aztecs wrote accounts that described the impact of Cortés' arrival. The following excerpt discusses the first meeting between Cortés and the Aztec ruler, Montezuma II.

Primary Source

Cortés asked him: "Are you Motecuhzoma¹? Are you the king? Is it true that you are the king Motecuhzoma?"

And the king said: "Yes, I am Motecuhzoma." Then he stood up to welcome Cortés; he came forward, bowed his head low and addressed him in these words: "Our lord, you are weary. The journey has tired you, but now you have arrived on the earth. You have come to your city, Mexico. You have come here to sit on your throne. . . .

"No, it is not a dream. I am not walking in my sleep. I am not seeing you in my dreams. . . . And now you have come out of the clouds and mists to sit on your throne again.

"This was foretold by the kings who governed your city, and now it has taken place. You have come back to us; you have come down from the sky. Rest now, and take possession of your royal houses. Welcome to your land, my lords!"

When Motecuhzoma had finished, La Malinche² translated his address into Spanish so that the Captain³ could understand it. Cortés replied in his strange and savage tongue, speaking first to La Malinche: "Tell Motecuhzoma that we are his friends. There is nothing to fear. We have wanted to see him for a long time, and now we have seen his face and heard his words. Tell him that we love him well and that our hearts are contented."



▲ **Cortés** An engraving of Hernán Cortés

1. **Motecuhzoma:** Montezuma

2. **La Malinche:** young Aztec woman who acted as a translator for Cortés

3. **the Captain:** Cortés

DOCUMENT-BASED QUESTIONS

1. How would you describe Montezuma's speech to Cortés?
2. Many Aztecs believed that Cortés was the god Quetzalcoatl. What in Montezuma's speech suggests that he also believed this?

Chapter Connection For more about Cortés and Montezuma, see Chapter 13, Section 2.

from *The Travels of Marco Polo*

By Marco Polo

Translated by William Marsden

Background: During the late 1200s, the Italian merchant Marco Polo traveled to China. The journey, and his stay in China, lasted 24 years. After he returned to Italy, Polo published *The Travels of Marco Polo*, an account of his trip. The work increased European interest in Asia. In the following excerpt, Polo describes the nomadic life of the Mongols, whom he calls the Tartars.

Primary Source

Now that I have begun speaking of the Tartars, I will tell you more about them. The Tartars never remain fixed, but as the winter approaches remove to the plains of a warmer region, to find sufficient pasture for their cattle; and in summer they frequent¹ cold areas in the mountains, where there is water and verdure², and their cattle are free from the annoyance of horseflies and other biting insects. During two or three months they go progressively higher and seek fresh pasture, the grass not being adequate in any one place to feed . . . their [large] herds and flocks. . . . Their huts or tents are formed of rods covered with felt, exactly round, and nicely put together, so they can gather them into one bundle, and make them up as packages, which they carry along with them in their migrations upon a sort of car with four wheels. When they have occasion to set them up again, they always make the entrance front to the south.



▲ **Marco Polo** An engraving of Marco Polo from the early 1800s

1. **frequent:** visit

2. **verdure:** green vegetation

DOCUMENT-BASED QUESTIONS

1. Why did the Mongols move to warmer regions as winter approached?
2. How did the Mongols transport their tents?

Chapter Connection For more about the Mongols, see Chapter 14, Section 3.

from *The Tale of Genji*

By Murasaki Shikibu

Translated by Royall Tyler

Background: Murasaki Shikibu wrote *The Tale of Genji* during the 1000s. This work is considered the world's first important novel. It tells the story of Prince Genji and his life at the imperial court. In the following excerpt, Genji performs a dance for the emperor, whom the author refers to as His Majesty.

Primary Source

Captain Genji danced "Blue Sea Waves." His partner the Secretary Captain, His Excellency of the Left's son, certainly stood out in looks and skill, but beside Genji he was only a common mountain tree next to a blossoming cherry. As the music swelled and the piece reached its climax in the clear light of the late-afternoon sun, the cast of Genji's features and his dancing gave the familiar steps an unearthly quality. His singing of the verse could have been the Lord Buddha's *kalavinka* voice in paradise.¹ His Majesty was sufficiently transported² with delight to wipe his eyes, and all the senior nobles and Princes wept. When the verse was over, when Genji tossed his sleeves again to straighten them and the music rose once more in response, his face glowed with a still-greater beauty.

1. **kalavinka voice in paradise:** The Buddha's voice was often compared to that of the *kalavinka*, a bird that sings in paradise.
2. **transported:** overcome



▲ **Murasaki Shikibu** The author of *The Tale of Genji*, Murasaki Shikibu, based the story on her experiences at the Japanese court.

DOCUMENT-BASED QUESTIONS

1. How did Genji compare to his dance partner?
2. How did the emperor respond to the dance?

Chapter Connection For more about Murasaki Shikibu and *The Tale of Genji*, see Chapter 15, Section 1.

from *Beowulf*

Translated by Burton Raffel

Background: *Beowulf* is an epic poem that was probably written during the 700s. It is considered the first great work of English literature. The poem tells about the adventures of Beowulf, a great warrior and king of the Geats. In this excerpt, Beowulf and a fellow warrior, Wiglaf, battle a fire-breathing dragon.

Primary Source

Waves of fire swept at his shield
And the edge began to burn. His mail¹ shirt
Could not help him, but before his hands dropped
The blazing wood Wiglaf jumped
Behind Beowulf's shield; his own was burned
To ashes. Then the famous old hero, remembering
Days of glory, lifted what was left
Of Nagling, his ancient sword, and swung it
With all his strength, smashed the gray
Blade into the beast's head. But then Nagling
Broke to pieces, as iron always
Had in Beowulf's hands. His arms
Were too strong, the hardest blade could not help him,
The most wonderfully worked. He carried them to war
But fate had decreed that the Geats' great king
Would be no better for any weapon.

Then the monster charged again, vomiting
Fire, wild with pain, rushed out
Fierce and dreadful, its fear forgotten.
Watching for its chance it drove its tusks
Into Beowulf's neck; he staggered, the blood
Came flooding forth, fell like rain.



▲ **Beowulf** This painting shows Beowulf raising his broken sword against the dragon.

1. **mail:** armor made of linked chains

DOCUMENT-BASED QUESTIONS

1. In the first six lines, what happens to Wiglaf's shield?
2. Who seems to be winning the battle? Why?

Chapter Connection For more on medieval Europe, see Chapter 16, Section 1.

from the **Ninety-Five Theses**

By Martin Luther

Translated by Adolph Spaeth

Background: Born in Germany in 1483, Martin Luther decided to become a monk in his early 20s. However, he became disillusioned with the Catholic Church. Among other things, Luther disagreed with the Church's practice of selling letters of pardon, also known as indulgences. People thought that these letters might reduce their punishments for earthly sins. In 1517, Luther listed all of the disputes that he had with the Church in his Ninety-Five Theses. The following excerpt includes six of the theses.

Primary Source

32. They will be condemned eternally, together with their teachers, who believe themselves sure of their salvation because they have letters of pardon. . . .
36. Every truly repentant Christian has a right to full remission of¹ penalty and guilt, even without letters of pardon.
37. Every true Christian, whether living or dead, has part in all the blessings of Christ and the Church; and this is granted him by God, even without letters of pardon. . . .
44. Love grows by works of love, and man becomes better; but by pardons man does not grow better, only more free from penalty. . . .
94. Christians are to be exhorted² that they be diligent in following Christ, their Head, through penalties, deaths, and hell;
95. And thus be confident of entering into heaven rather through many tribulations,³ than through the assurance⁴ of peace.



▲ **Martin Luther** This portrait, painted by Lucas Cranach the Elder, shows Luther in 1529.

1. **remission of:** forgiveness for
2. **exhorted:** urged
3. **tribulations:** troubles
4. **assurance:** promise

DOCUMENT-BASED QUESTIONS

1. According to Luther, what will happen to people who believe they are saved because they have letters of pardon?
2. According to Luther, how does love grow, and what is the impact of the growth of love on people?

Chapter Connection For more about Luther's Ninety-Five Theses, see Chapter 17, Section 3.

from the **Journal of Christopher Columbus**

Background: Italian explorer Christopher Columbus hoped to find a shorter trade route to Asia. He convinced the Spanish monarchs Ferdinand and Isabella that a ship sailing westward would reach Asia more quickly than a ship sailing eastward. Ferdinand and Isabella financed a westward voyage led by Columbus in 1492. During the voyage, Columbus kept a journal. In the following excerpts, Columbus describes the last few days before reaching land. Note that Columbus refers to himself as “the Admiral” and “he.”

Primary Source

Sunday, 7 October. Continued their course west and sailed twelve miles an hour, for two hours, then eight miles an hour. . . . Observing large flocks of birds coming from the North and making for the southwest, whereby it was rendered¹ probable that they were either going to land to pass the night, or abandoning the countries of the north, on account of the approaching winter, he determined to alter his course, knowing also that the Portuguese had discovered most of the islands they possessed by attending to² the flight of birds. . . .

Wednesday, 10 October. Steered west-southwest and sailed at times ten miles an hour, at others twelve, and at others, seven. . . . Here the men lost all patience, and complained of the length of the voyage, but the Admiral encouraged them in the best manner he could, representing the profits they were about to acquire, and adding that it was to no purpose to complain, having come so far, they had nothing to do but continue on to the

Indies, till with the help of our Lord, they should arrive there.

Thursday, 11 October. Steered west-southwest; and encountered a heavier sea than they had met with before in the whole voyage. Saw . . . a green rush³ near the vessel. The crew of the *Pinta*⁴ saw a cane and a log; they also picked up a stick which appeared to have been carved with an iron tool, a piece of cane, a plant which grows on land, and a board. The crew of the *Niña*⁵ saw other signs of land, and a stalk loaded with rose berries. These signs encouraged them, and they all grew cheerful. Sailed this day till sunset, twenty-seven leagues. . . .

As the *Pinta* was the swiftest sailer, and kept ahead of the Admiral, she discovered land and made the signals which had been ordered. The land was first seen by a sailor called Rodrigo de Triana.

1. **rendered:** shown to be

2. **attending to:** watching

3. **green rush:** plant that grows in marshes

4. *Pinta:* one of Columbus' ships

5. *Niña:* another of Columbus' ships

DOCUMENT-BASED QUESTIONS

1. How did Columbus encourage the crew when they began to complain about the length of the voyage?
2. What signs indicated to Columbus and his crew that they were nearing land?

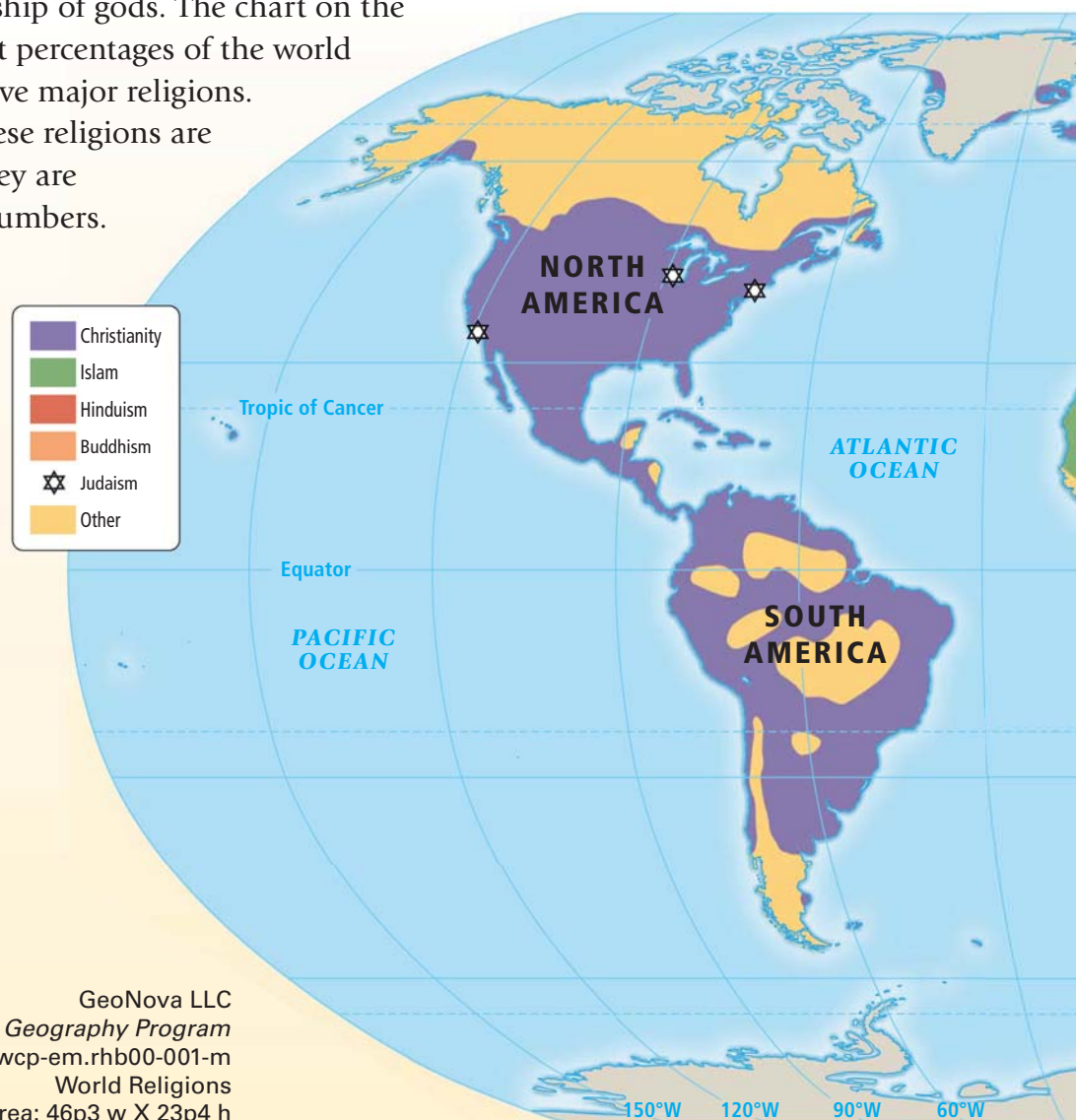
Chapter Connection For more about Christopher Columbus' voyages to the Americas, see Chapter 18, Section 2.

World Religions and Ethical Systems

A Global View

A religion is an organized system of beliefs and practices, often centered on one or more gods. In this book, you have learned about many different religions and their impact on the world. Religions have guided people's beliefs and actions for thousands of years. They have brought people together. But they have also torn them apart.

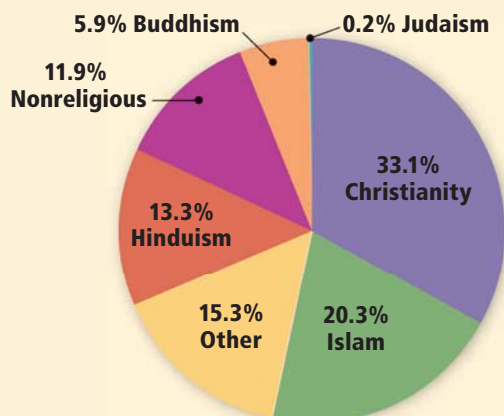
Religions are powerful forces today as well. They affect everything from what people wear to how they behave. There are thousands of religions in the world. In the following pages, you will learn about five major religions: Buddhism, Christianity, Hinduism, Islam, and Judaism. You will also learn about Confucianism, an ethical system. Like a religion, an ethical system provides guidance on how to live your life. However, unlike religions, ethical systems do not center on the worship of gods. The chart on the opposite page shows what percentages of the world population practice the five major religions. The map shows where these religions are predominant or where they are practiced by significant numbers.



GeoNova LLC
& Geography Program
wcp-em.rhb00-001-m
World Religions
area: 46p3 w X 23p4 h

World Population's Religious Affiliations

World population: 6.45 billion (2005 est.)



Source: Encyclopaedia Britannica Almanac, 2006



Buddhism

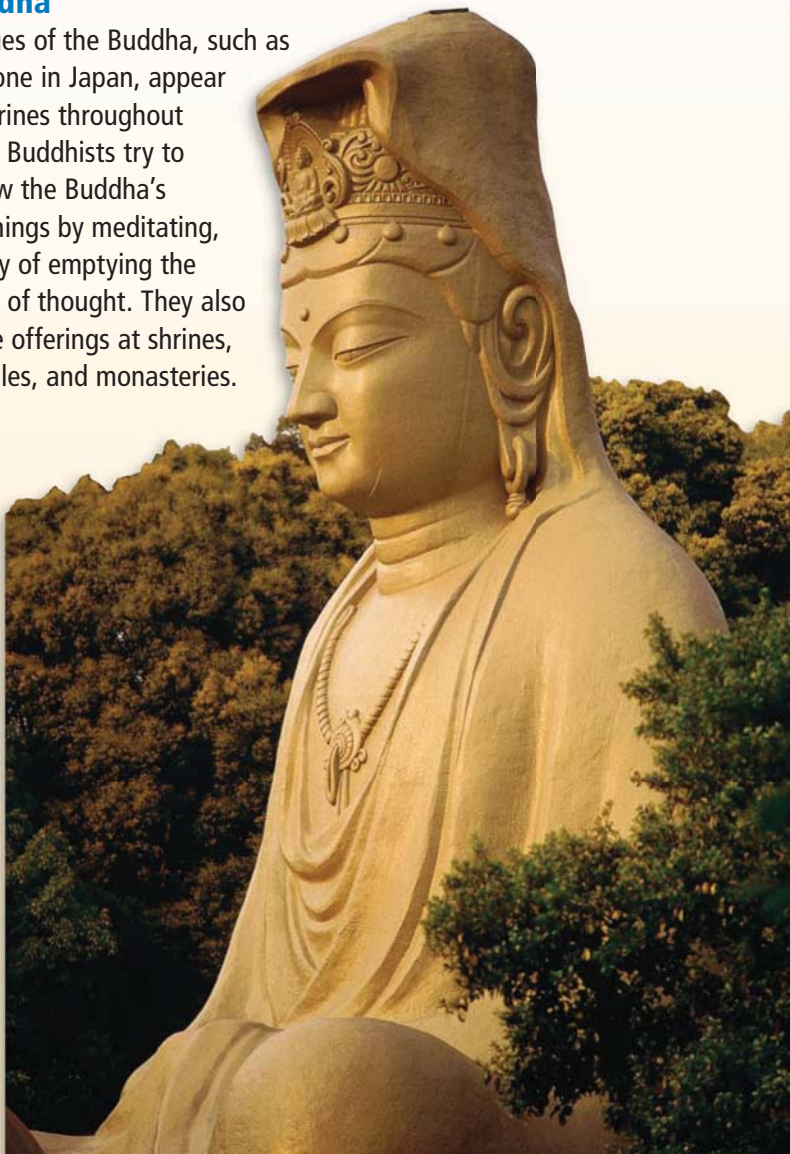
Buddhism began in India in the 500s B.C. The religion was founded by Siddhartha Gautama (sihd•DAHR•tuh GAW•tuh•muh), who came to be known as the Buddha. *Buddha* means “enlightened one.” He was born into a noble family but left home to search for enlightenment, or wisdom. The Buddha is said to have achieved enlightenment after long study. According to Buddhist tradition, he taught his followers that the way to end suffering was by practicing the Noble Eightfold Path. This path involved observing the following: right opinions, right desires, right speech, right action, right job, right effort, right concentration, and right meditation.

After the Buddha’s death, Buddhism spread in India, Ceylon, and central Asia. Missionaries spread the faith. Buddhist ideas also traveled along trade routes. The religion, however, did not survive on Indian soil. Today, most Buddhists live in Sri Lanka (formerly Ceylon), East Asia, Southeast Asia, and Japan.



▼ Buddha

Statues of the Buddha, such as this one in Japan, appear in shrines throughout Asia. Buddhists try to follow the Buddha’s teachings by meditating, a way of emptying the mind of thought. They also make offerings at shrines, temples, and monasteries.



▼ Monks

Buddhist monks dedicate their entire lives to the teachings of the Buddha. They live together in religious communities called monasteries. There, the monks lead lives of poverty, meditation, and study. In this photograph, young Buddhist monks in Myanmar hold their begging bowls.



Learn More About Buddhism

Symbol The Buddha's teaching, known as the dharma, is often symbolized by a wheel because his teaching was intended to end the cycle of births and deaths. The Buddha is said to have "set in motion the wheel of the dharma" during his first sermon.



Primary Source

The Buddha called his insight into the nature of suffering the Four Noble Truths. In the following selection, the Buddha tells his followers how they can end suffering and find enlightenment. The path involves understanding that life on Earth is brief and full of sadness. It also involves giving up selfish desire.

All created things are transitory [short-lived]; those who realize this are freed from suffering. This is the path that leads to pure wisdom.

All created beings are involved in sorrow; those who realize this are freed from suffering. This is the path that leads to pure wisdom.

All states are without self; those who realize this are freed from suffering. This is the path that leads to pure wisdom.

from the Dhammapada
Translated by Eknath Easwaran



▲ Pilgrimage

For centuries, Buddhists have come to visit places in India and Nepal associated with the Buddha's life. These sites include the Buddha's birthplace and the fig tree where he achieved his enlightenment. Worshipers also visit the Dhamekha Stupa (above) in Sarnath, India, the site of the Buddha's first sermon.



Christianity

Christianity is the largest religion in the world, with about 2 billion followers. It is based on the life and teachings of Jesus, as described in the Bible's New Testament. Jesus, a Jew, taught many ideas from the Jewish tradition. Some biblical prophets had spoken of a day when a promised figure would come to save all of humankind. By the end of the first century A.D., many Jews and non-Jews had come to believe that Jesus was the one who would make this happen. Now called "Christians," they spread their faith throughout the Roman Empire.

Christians regard Jesus as the Son of God. They believe that Jesus entered the world and died to save humanity.



▼ Easter and Palm Sunday

On Easter, Christians celebrate their belief in Jesus' resurrection, or his being raised to heavenly life after he was put to death. The Sunday before Easter, Christians observe Palm Sunday. This day celebrates Jesus' triumphal entry into Jerusalem. Palm branches, like those carried in this procession in El Salvador, were spread before him.





▲ Jesus and the Disciples

Jesus' followers included 12 disciples, or pupils. Jesus passed on his teachings to his disciples. This painting from the 1400s shows Jesus with his disciples.

▼ St. Paul's Cathedral

Paul was a missionary who spread Christian beliefs throughout the Roman Empire. He started churches almost everywhere he went. Many churches today, such as this great cathedral in London, are named for Paul.



Learn More About Christianity

Symbol According to the New Testament, Jesus was crucified, or put to death on a cross. As a result, the cross became an important symbol of Christianity. It represents the belief that Jesus died to save humanity.



Primary Source

One of Jesus' most famous sermons is the Sermon on the Mount. In this talk, Jesus provided guidance to his followers. His words were written down in the New Testament, the part of the Bible that describes the teachings of Jesus. In the following verses, Jesus explains that people can be saved by opening their hearts to God and by treating others as they would like to be treated.

Ask, and it will be given you; seek, and you will find; knock, and it will be opened to you. For every one who asks receives, and he who seeks finds, and to him who knocks it will be opened. Or what man of you, if his son asks him for a loaf, will give him a stone? Or if he asks for a fish, will give him a serpent? If you then, who are evil, know how to give good gifts to your children, how much more will your Father who is in heaven give good things to those who ask him? So whatever you wish that men would do to you, do so to them; for this is the law and the prophets.

Matthew 7:7–12

Hinduism

Hinduism is a way of life guided by religious beliefs and practices that developed over thousands of years. Hindus believe that a supreme being called Brahman is the soul of the universe. The same presence, they believe, can also be found within each person. People can be freed from suffering and desires once they understand the nature of Brahman. The religious practices of Hindus include prayer, meditation, selfless acts, and worship of the various Hindu deities.

Today, Hinduism is the major religion of India and Nepal. It also has followers in Indonesia, Africa, Europe, and the Western Hemisphere.

▼ Festival of Diwali

Diwali, the Festival of Lights, is the most important festival in India. Diwali may have begun as a harvest festival in ancient India. Today, it marks the beginning of the year for many Hindus. They celebrate the festival by lighting candles and lamps, as shown in this photograph.



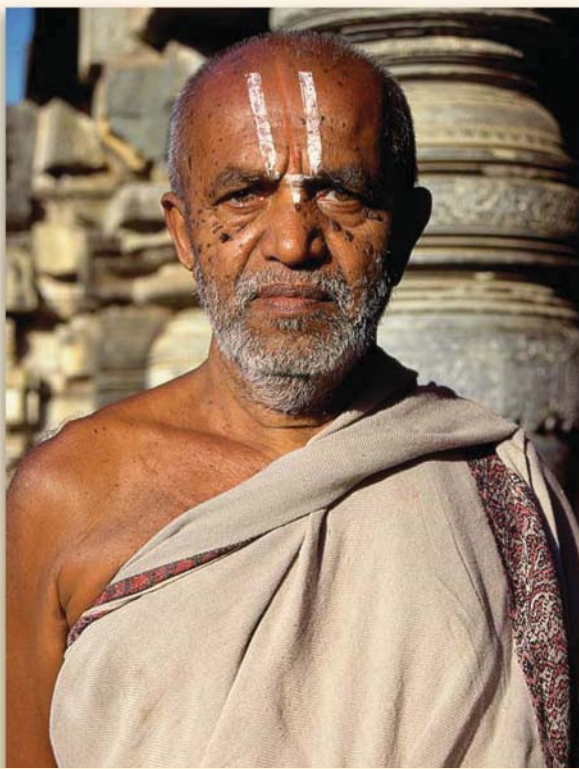


▲ Deities

Brahman often takes the form of three deities in Hinduism. Brahma is the creator of the universe. Vishnu is its protector. Shiva is its destroyer. All three deities are represented in this sculpture.

▼ Brahmin Priest

Brahmin priests, like the one shown here, are among Hinduism's religious leaders. These priests take care of the holy images in temples and read from the religion's sacred books.



Learn More About Hinduism

Symbol The syllable *Om* (or *Aum*) is often recited at the beginning of Hindu prayers. *Om* is the most sacred sound in Hinduism because it is believed to contain all other sounds. The syllable is represented by the symbol shown below.



Primary Source

Hinduism has many sacred texts. The Vedas, four collections of prayers, rituals, and other sacred texts, are the oldest Hindu scriptures. They are believed to contain all knowledge, past and future.

The *Bhagavad-Gita* is another sacred Hindu text. In this work, Vishnu takes on the personality of a chariot driver named Krishna. Krishna and the warrior Arjuna discuss the meaning of life and religious faith. In this selection, Krishna explains that Brahman cannot be destroyed.

Weapons do not cut it,
fire does not burn it,
waters do not wet it,
wind does not wither it.

It cannot be cut or burned;
it cannot be wet or withered;
it is enduring, all-pervasive,
fixed, immovable, and timeless.

Bhagavad-Gita 2:23–24

Islam

Islam is a religion based on the teachings of the Qur'an, the religion's holy book. Followers of Islam, known as Muslims, believe that God revealed these teachings to the prophet Muhammad through the angel Gabriel around A.D. 610. Islam teaches that there is only one God—the same God that is worshiped in Christianity and Judaism. In Arabic, God is called Allah. Muslims also believe in the prophets of Judaism and Christianity. In fact, Muslims traditionally refer to Christians and Jews as “people of the book.” That is because Christians and Jews have received divine revelations from scriptures in the Bible.

Today, most Muslims live in southwestern and central Asia and parts of Africa. Islam also has many followers in Southeast Asia. Muslims show their devotion by performing acts of worship known as the Five Pillars of Islam. These include faith, prayer, charity, fasting, and a pilgrimage to Mecca.



▲ Muslim Prayer

Five times a day—dawn, noon, mid-afternoon, sunset, and evening—Muslims face toward Mecca to pray. Like the people in this photograph, Muslims stop what they are doing when they hear the call to prayer. Everything comes to a halt—even traffic.

▼ The Dome of the Rock

The Dome of the Rock in Jerusalem is one of Islam's holiest sites. The rock on the site is the spot from which Muslims say Muhammad rose to heaven to learn Allah's will. With Allah's blessing, Muhammad returned to Earth to bring God's message to all people.



▼ Ramadan

During the holy month of Ramadan, Muslims fast, or do not eat or drink, from dawn to sunset. The family shown here is ending their fast. The most important night of Ramadan is called the Night of Power. This is believed to be the night the angel Gabriel first spoke to Muhammad.



Learn More About Islam

Symbol The crescent moon has become a symbol of Islam. The symbol may be related to the new moon that begins each month in the Islamic lunar calendar.



Primary Source

The Qur'an is the spiritual guide for Muslims. It also contains teachings for Muslim daily life. The following chapter is called the Exordium (introduction). It is also called Al-Fatihah. Muslims recite this short chapter, as well as other passages from the Qur'an, when they pray.

*In the Name of God, the Compassionate,
the Merciful*

Praise be to God, Lord of the Universe,
The Compassionate, the Merciful,
Sovereign of the Day of Judgment!
You alone we worship, and to You alone
we turn for help.

Guide us to the straight path,
The path of those whom You have favored,
Not of those who have incurred Your wrath,
Nor of those who have gone astray.

Qur'an 1:1–6

Judaism

Judaism was the first major monotheistic religion—that is, based on the concept of one God. The basic teachings of Judaism come from the Torah, the first five books of the Hebrew Bible. Judaism teaches that a person serves God by studying the Torah and living by its teachings. The Torah became the basis for the civil and religious laws of Judaism. The followers of Judaism, or Jews, also believe that God set down many moral laws for all of humanity with the Ten Commandments.

Today, there are more than 15 million Jews throughout the world. Many live in Israel, where a Jewish state was created in 1948.

▼ Abraham

According to the Torah, God chose a Hebrew shepherd named Abraham to be the “father” of the Hebrew people. In the 1800s B.C., Abraham led his family to a land that he believed God had promised them. This painting illustrates their journey.



Learn More About Judaism

Symbol The Star of David, also called the Shield of David, is a very important symbol of Judaism. The symbol honors King David, who ruled the kingdom of Israel about 1000–962 B.C.

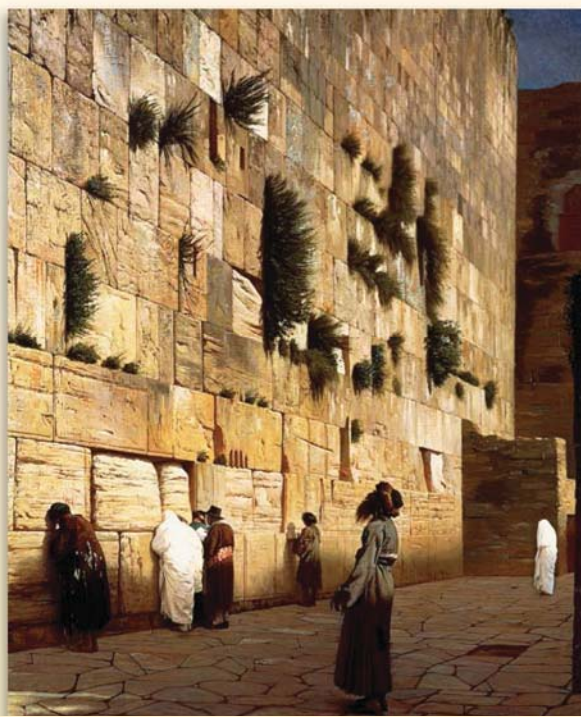


▲ Rabbi

Rabbis are the Jewish people's spiritual leaders and teachers. A rabbi often conducts the services in a synagogue, or Jewish house of worship. Like the rabbi shown here, he or she may also conduct the ceremony that marks Jewish children's entrance into the religious community.

▼ Western Wall

Many Jews make the pilgrimage to the Western Wall, shown here. The sacred wall formed the western wall of the courtyard of the Second Temple of Jerusalem. The temple was built in the 100s B.C. The Romans destroyed it in A.D. 70.



Primary Source

The Book of Genesis is the first book of the Hebrew Bible and of the Torah. Genesis tells the history of the Hebrew people. It focuses on the individuals with whom God had a special relationship. In the following verses, God speaks to Abraham. His words express a promise of land and a special pledge to the Hebrew people.

Now the Lord said to Abram [Abraham], "Go from your country and your kindred and your father's house to the land that I will show you. And I will make of you a great nation, and I will bless you, and make your name great, so that you will be a blessing. I will bless those who bless you, and him who curses you I will curse; and by you all the families of the earth will bless themselves."

Genesis 12:1–3

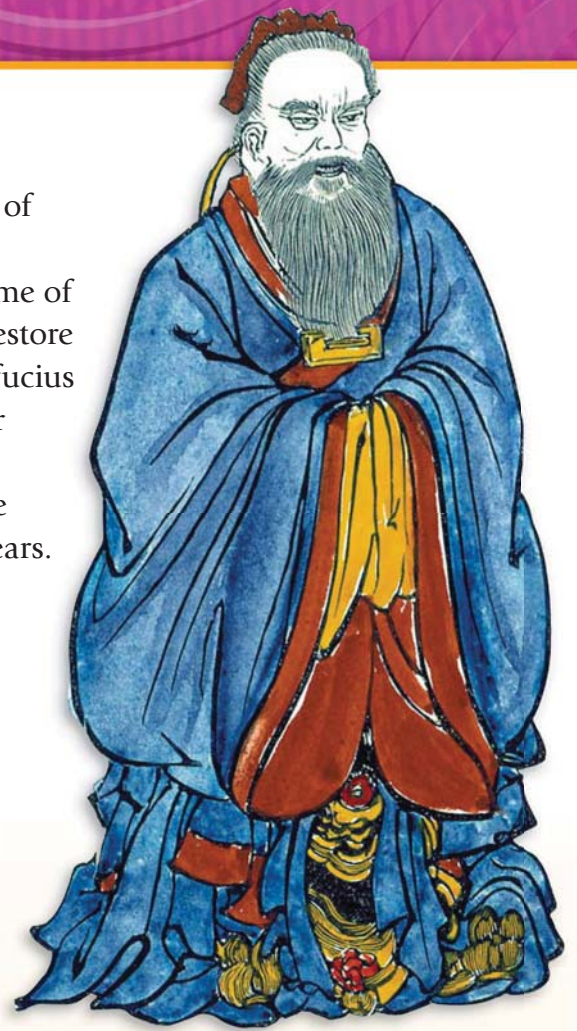
Confucianism

Confucianism is an ethical system based on the teachings of the Chinese scholar Confucius. It stresses social and civic responsibility. Confucius was born in 551 B.C., during a time of crisis in China. He hoped his ideas and teachings would restore the order of earlier times to his society. But although Confucius was active in politics, he never had enough political power to put his ideas into practice. After his death, Confucius's students spread his teachings. As a result, his ideas became the foundation of Chinese thought for more than 2,000 years.

Today, Confucianism guides the actions of millions of Chinese people and other peoples of the East. It has also greatly influenced people's spiritual beliefs. While East Asians declare themselves to follow a number of religions, many also claim to be Confucians.

▼ Temple

Although Confucianism has no clergy or gods to worship, temples, like this one in Taiwan, have been built to honor Confucius. In ancient times, the temples provided schools of higher education. Today, many have been turned into museums.



◀ Confucius

Confucius believed that society should be organized around five basic relationships. These are the relationships between (1) ruler and subject, (2) father and son, (3) husband and wife, (4) elder brother and junior brother, and (5) friend and friend.



▲ Confucius's Birthday

Historians do not know for certain the day when Confucius was born, but people in East Asia celebrate his birthday on September 28. Here, a man plays a traditional instrument during a ceremony in China.

Learn More About Confucianism

Symbol The yin-and-yang symbol represents opposite forces in the world working together. Yin represents all that is cold, dark, soft, and mysterious. Yang represents everything that is warm, bright, hard, and clear. The yin-and-yang symbol represents the harmony that Confucius hoped to restore to society.



Primary Source

Confucius's teachings were collected by his students in a book called the *Analects*. In the following selections from the *Analects*, Confucius (called the Master) instructs his students about living a moral and thoughtful life.

The Master said: "Even in the midst of eating coarse rice and drinking water and using a bent arm for a pillow happiness is surely to be found; riches and honors acquired by unrighteous means are to me like the floating clouds." (7.16)

The Master said: "When I walk with two others, I always receive instruction from them. I select their good qualities and copy them, and improve on their bad qualities." (7.22)

The Master said: "The people may be made to follow something, but may not be made to understand it." (8.9)

from the *Analects*
Translated by Raymond Dawson

Other Important Religions

You have learned about the five major world religions. Now find out about some other important religions: Bahaism, Shinto, Sikhism, and Zoroastrianism. These religions are important both historically and because they have many followers today.



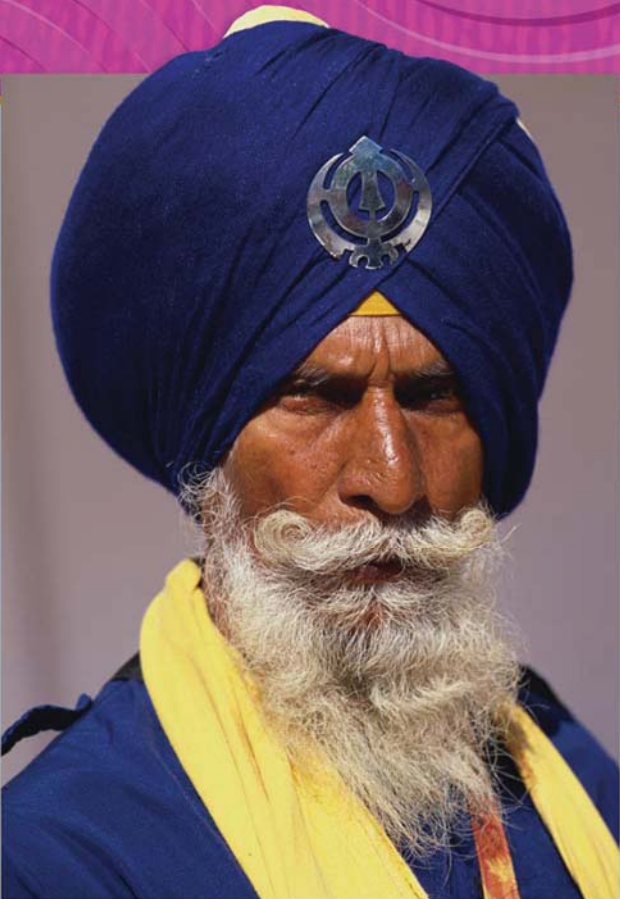
▲ Bahaism

Bahaism (buh•HAH•IHZ•uhm) is a young religion, with more than 7 million followers throughout the world. It was founded in 1863 in Persia (modern-day Iran) by a man known as Bahaullah, which means “splendor of God” in Arabic. Followers believe that, in time, God will break down barriers of race, class, and nation. When this happens, people will form a single, united society. All of the Baha’i houses of worship have nine sides and a central dome, symbolizing this unity. The Baha’i house of worship shown here is located in Illinois.

▼ Shinto

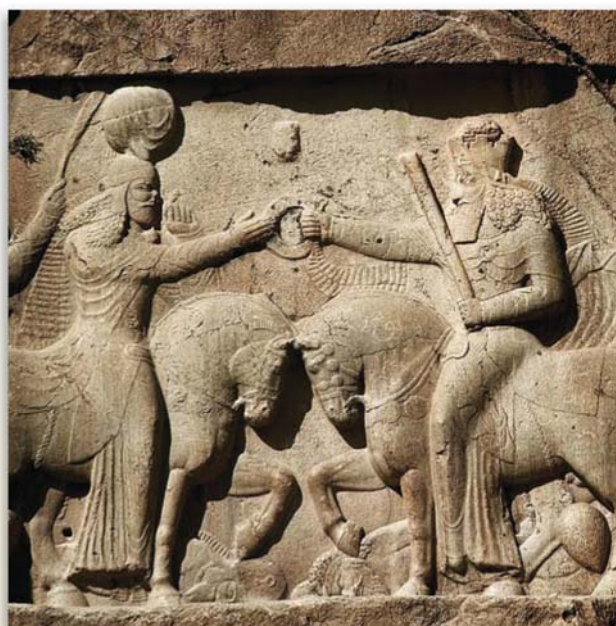
Shinto, meaning “way of the gods,” is Japan’s oldest and only native religion. Shintoists worship many gods, called *kami*. They believe that *kami* are spirits found in mountains, rivers, rocks, trees, and other parts of nature. Shintoists often worship the *kami* at shrines in their homes. They also celebrate the gods during special festivals, such as the one shown here. Today, there are about 3 million Shintoists, mostly in Japan.





◀ Sikhism

Sikhism was founded in India over 500 years ago by Guru Nanak. The religion's 24 million followers, called Sikhs, believe in one God. Like Buddhists and Hindus, Sikhs believe that the soul goes through repeated cycles of life and death. However, Sikhs do not believe that they have to live outside the world to end the cycle. Rather, they can achieve salvation by living a good and simple life. Uncut hair symbolizes this simple life. Many Sikh men cover their long hair with a turban, like the one worn by this man.









▲ Zoroastrianism

Zoroastrianism (ZAWR•oh•AS•tree•uh•NIHZ•uhm) was founded in ancient Persia around 600 B.C. by a prophet named Zoroaster. This prophet taught that Earth is a battleground where a great struggle is fought between the forces of good and the forces of evil. Each person is expected to take part in this struggle. At death, the Zoroastrian god, called Ahura Mazda (ah•HUR•uh MAZ•duh), will judge the person on how well he or she fought. This stone relief shows Ahura Mazda (*right*) giving the crown to a Persian king. Today, there are about 2.5 million Zoroastrians throughout the world.



Comparing World Religions and Ethical Systems

	Buddhism	Christianity	Hinduism	Islam	Judaism	Confucianism
						
Followers worldwide (estimated 2005 figures)	379 million	2.1 billion	860 million	1.3 billion	15.1 million	6.5 million
Name of god	no god	God	Brahman	Allah	God	no god
Founder	the Buddha	Jesus	no founder	no founder but spread by Muhammad	Abraham	Confucius
Holy book	many sacred books, including the Dhammapada	Bible, including Old Testament and New Testament	many sacred texts, including the Upanishads	Qur'an	Hebrew Bible, including the Torah	<i>Analects</i>
Clergy	Buddhist monks	priests, ministers, monks, and nuns	Brahmin priests, monks, and gurus	no clergy but a scholar class, called the ulama, and imams, who may lead prayers	rabbis	no clergy
Basic beliefs	<ul style="list-style-type: none"> Followers can achieve enlightenment by understanding the Four Noble Truths and by following the Noble Eightfold Path of right opinions, right desires, right action, right speech, right jobs, right effort, right concentration, and right meditation. 	<ul style="list-style-type: none"> There is only one God, who watches over and cares for his people. Jesus is the Son of God. He died to save humanity. His death and resurrection made eternal life possible for others. 	<ul style="list-style-type: none"> The soul never dies but is continually reborn until it becomes divinely enlightened. Persons achieve happiness and divine enlightenment after they free themselves from their earthly desires. Freedom from earthly desires comes from many lifetimes of worship, knowledge, and virtuous acts. 	<ul style="list-style-type: none"> There is only one God, who watches over and cares for his people. Persons achieve salvation by following the Five Pillars of Islam and living a just life. The pillars are faith, prayer, charity, fasting, and pilgrimage to Mecca. 	<ul style="list-style-type: none"> There is only one God, who watches over and cares for his people. God loves and protects his people but also holds people accountable for their sins and shortcomings. Persons serve God by studying the Torah and living by its teachings. 	<ul style="list-style-type: none"> Social order, harmony, and good government should be based on strong family relationships. Respect for parents and elders is important to a well-ordered society. Education is important for the welfare of both the individual and society.

Source: *Encyclopedia Britannica Almanac*, 2006

Review

KEY IDEAS

Buddhism (pages R56–R57)

1. How did the Buddha believe that his followers could end their suffering?
2. How did Buddhism spread?

Christianity (pages R58–R59)

3. Why is Jesus important to the Christian religion?
4. What are some Christian beliefs?

Hinduism (pages R60–R61)

5. What is the importance of Brahman in Hinduism?
6. What three deities does Brahman often take the form of?

Islam (pages R62–R63)

7. How do Muslims believe the teachings of the Qur'an were revealed?
8. Why do Muslims traditionally refer to Christians and Jews as "people of the book"?

Judaism (pages R64–R65)

9. What does it mean to say that Judaism is a monotheistic religion?
10. What are the Ten Commandments?

Confucianism (pages R66–R67)

11. What did Confucius hope to restore?
12. What five relationships are important in Confucianism?

Other Important Religions (pages R68–R69)

13. How does Shinto differ from Bahaism, Sikhism, and Zoroastrianism?
14. How is Sikhism similar to Buddhism and Hinduism?

CRITICAL THINKING

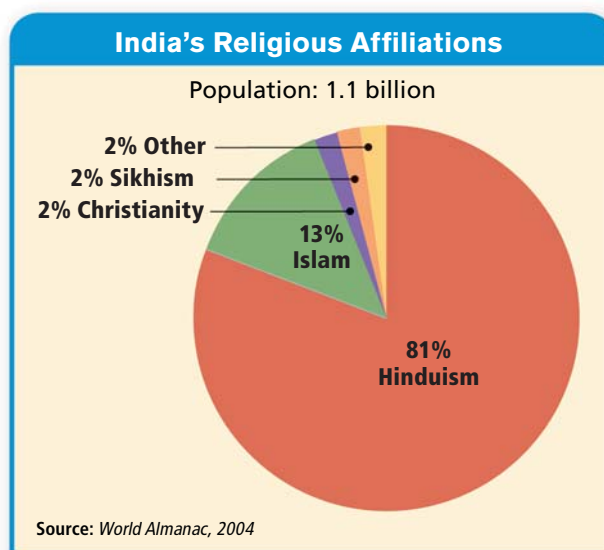
15. **Compare and Contrast** What goal do Buddhists and Hindus share?
16. **Draw Conclusions** How does Islam affect the everyday lives of its followers?

STANDARDS-BASED ASSESSMENT



- Online Test Practice @ ClassZone.com
- Test-Taking Strategies and Practice at the front of this book

Interpret Graphs The pie graph below shows what percentages of the population of India practice the major religions. Use the pie graph to answer the following questions.



Source: World Almanac, 2007

1. **What percentage of the people in India practice Hinduism?**
 - A. 2 percent
 - B. 13 percent
 - C. 18 percent
 - D. 81 percent
2. **Which religion is practiced by 13 percent of the population?**
 - A. Buddhism
 - B. Christianity
 - C. Hinduism
 - D. Islam

Glossary

A

- Abbasids** (uh•BAS•IHdz) *n.* group that took control of the Muslim empire from the Umayyads in 750 (p. 314)
- Abd al-Malik** (uhb•DUL•muh•LIHK) *n.* caliph in the 600s who imposed a common language in Muslim lands (p. 314)
- Abraham** *n.* shepherd who became the father of the Hebrew people (p. 54)
- absolute monarchs** *n.* kings or queens who had unlimited power and controlled all aspects of society (p. 480)
- absolute ruler** *n.* leader who has total power (p. 286)
- Acropolis** (uh•KRAHP•uh•lihs) *n.* highest part of Athens, location of important buildings (p. 208)
- Aeneas** (ih•NEE•uhs) *n.* hero of the Trojan War who settled in Italy after Troy was destroyed (p. 238)
- Afonso I** *n.* king of Kongo whose rule began in 1506 and who was influenced by the Portuguese (p. 350)
- afterlife** *n.* a life believed to follow death (p. 86)
- agriculture** *n.* cultivation of soil to produce crops (pp. 6, 14)
- ahimsa** (uh•HIHM•SAH) *n.* nonviolence (p. 126)
- Akbar** *n.* Mughal emperor who showed wisdom in governing his empire (p. 442)
- Aksum** (AHK•SOOM) *n.* empire along the Red Sea that controlled much of northern Ethiopia from the first to the eighth century (p. 350)
- al-Andalus** *n.* Arabic name for Spain while under Muslim control (pp. 322, 534)
- Alexander the Great** *n.* King of Macedonia who conquered parts of Europe, Africa, and Asia (p. 216)
- Alexandria** *n.* city in Egypt founded by Alexander in 332 B.C. (p. 216)
- Allah** *n.* Arabic word for God (p. 306)
- Almoravids** (AL•muh•RAHV•ihdz) *n.* North African Islamic dynasty in the 1000s and 1100s that tried to forcibly convert neighboring peoples (p. 342)
- alphabet** *n.* system of symbols representing sounds (p. 176)
- Anasazi** *n.* early culture of the Southwest who were the first pueblo dwellers (p. 378)
- anatomy** *n.* structure of living things (p. 534)
- Angkor Wat** *n.* temple complex built on the Indochinese Peninsula in the 1100s, the world's largest religious structure (p. 434)

- aqueducts** (AK•wih•DUHKTS) *n.* system of channels, pipes, and bridges that carried water into Roman towns (pp. 256, 292)
- Aquinas, Thomas** (uh•KWY•nuhs) *n.* Italian philosopher who said classical philosophy and Christian theology could exist in harmony (p. 472)
- arid** *adj.* climate type marked by hot summers and limited rainfall (p. 26)
- aristocracy** (AR•ih•STAHK•ruh•see) *n.* a government ruled by the upper classes (p. 188)
- artisans** *n.* people trained in a particular skill or craft (p. 14)
- Aryans** *n.* group of Indo-Europeans who are believed to have migrated to the Indian subcontinent (p. 120)
- Askia Muhammad** *n.* ruler of the Songhai empire from 1493 to 1528 who expanded the empire and organized its government (p. 342)
- Asoka** (uh•SOH•kuh) *n.* greatest Maurya king who began to rule in 272 B.C. (p. 126)
- astrolabe** *n.* instrument used to measure the angle of a star above the horizon (p. 542)
- Athens** *n.* city-state of ancient Greece, noted for its democratic form of government (p. 196)
- Augustus** (aw•GUHS•tuhs) *n.* Julius Caesar's great-nephew and adopted son who became the first Roman emperor (p. 246)
- Aurangzeb** (AWR•uhng•zehb) *n.* Shah Jahan's son, who became the emperor of the Mughal Empire in 1658 (p. 442)

B

- Babur** *n.* general who led the Mughal conquest of northern India (p. 442)
- Babylonian Captivity** *n.* 50-year period in which the Israelites were exiled from Judah and held in Babylon (p. 60)
- Baghdad** *n.* capital of the Abbasid Empire; capital of present-day Iraq (p. 322)
- Bantu-speaking peoples** *n.* West African peoples who shared a language family and gradually migrated eastward and southward (p. 336)
- barbarian** *n.* according to the ancient Romans, someone who was primitive and uncivilized (p. 280)
- barracks** *n.* military houses (p. 196)
- bas-relief** (BAH rih•LEEF) *n.* sculpture in which slightly raised figures stand out against a flat background (p. 292)
- bishops** *n.* local church leaders within the Roman Catholic Church (p. 274)
- Brahmanism** *n.* early religion of the Aryans, who migrated to India (p. 120)

bubonic plague *n.* disease that struck western Eurasia in the mid-1300s, in an outbreak known as the Black Death (p. 480)

Buddhism *n.* religion that began in India and is based on the teachings of Siddhartha Gautama (pp. 126, 164, 388, 424)

bureaucracy (byu•RAHK•ruh•see) *n.* system of departments and agencies that carry out the work of a government (pp. 158, 314, 398)

Byzantine Empire *n.* eastern half of the Roman Empire that survived for a thousand years after the fall of Rome (pp. 286, 450)

C

Caesar, Julius *n.* Roman general, politician, and dictator (p. 246)

caliph (KAY•lih) *n.* head of a Muslim community (p. 314)

calligraphy *n.* art of fine handwriting (p. 322)

Calvin, John *n.* French leader of the Protestant Reformation (p. 522)

capitalism *n.* economic system based on private ownership of resources and the use of those resources to make a profit (p. 552)

caravel (KAR•uh•VEHL) *n.* ship designed for long voyages (p. 542)

caste *n.* social class that a person belongs to by birth (p. 120)

catapult *n.* military machine used to hurl stones or spears at enemy forces and city walls (p. 216)

cataract (KAT•uh•RAKT) *n.* high waterfall or rapids (p. 78)

celadon (SEHL•uh•DAH) *n.* Korean ceramic pottery with a thin blue or green glaze (p. 434)

Charlemagne *n.* king of the Franks who conquered much of Europe and spread Christianity (p. 462)

chasquis (CHAH•s•kees) *n.* runners who carried messages up and down the length of the Incan Empire (p. 368)

chivalry *n.* code of conduct of knights, focusing on bravery, honor, and respect toward women and the weak (p. 462)

Cicero (SIHS•uh•ROH) *n.* Roman consul, speaker, and opponent of Caesar (p. 246)

circumnavigate (SUR•kuhm•NAV•ih•GAYT) *v.* to sail completely around (p. 542)

citizen *n.* person who owes loyalty to a country and receives its protection (p. 188)

city-state *n.* political unit made up of a city and its surrounding lands (pp. 32, 188, 350)

civilization *n.* advanced form of culture that developed in cities (p. 32)

civil war *n.* armed conflict between groups in the same country (pp. 246, 368)

clans *n.* groups of people who share an ancestor (pp. 306, 336, 424)

clergy *n.* people with priestly authority in a religion (p. 472)

Clovis (KLOH•vihs) *n.* founder of a Frankish kingdom in the former Roman province of Gaul (p. 280)

code of law *n.* written rules for people to obey (p. 42)

codex *n.* type of book used by early Mesoamerican civilizations to record important historical events (p. 368)

Colosseum *n.* Roman stadium where Romans watched gladiator fights (p. 256)

Columbian Exchange *n.* movement of plants and animals between the Eastern and Western hemispheres after Columbus' voyages to the Americas (p. 552)

Columbus, Christopher *n.* Italian explorer in the service of Spain who reached America in 1492 (p. 542)

comedy *n.* humorous dramatic work that makes fun of politics, important people, or ideas (p. 222)

common law *n.* system of law based on court decisions and local customs (p. 488)

Confucianism (kuhn•FYOO•shuh•nihz•uhm) *n.* belief system based on the teachings of Confucius, a Chinese scholar (pp. 152, 388)

Constantine (KAHN•stuhn•TEEN) *n.* Roman emperor who made Christianity one of the empire's legal religions (p. 274)

consuls *n.* people who led the executive branch in ancient Rome (p. 238)

Córdoba *n.* capital of Muslim Spain (p. 322)

creed *n.* statement of beliefs (p. 274)

Crusades *n.* series of military expeditions from Christian Europe to Palestine between the 1000s and 1200s (p. 472)

cultural diffusion *n.* spread of cultural practices and customs to other areas of the world (p. 164)

cuneiform (KYOO•nee•uh•FAWRM) *n.* first known writing system, which used wedge-shaped symbols (p. 32)

D

daimyo (DY•mee•OH) *n.* Japanese noble who had large landholdings and a private army (p. 424)

Dai Viet *n.* independent kingdom established by the Vietnamese after they drove the Chinese from the Indochinese Peninsula in the 900s (p. 434)

Daoism (DOW•IHZ•uhm) *n.* Chinese belief system said to have begun with Laozi, a philosopher in the 500s B.C., based on the idea of natural order in the world (pp. 152, 388)

David *n.* king of the Israelites who won control of Jerusalem around 1000 B.C. (p. 60)

Delian League *n.* league of Greek city-states formed for mutual protection (p. 208)

delta *n.* triangle-shaped deposit of rich soil at a river's mouth (p. 78)

democracy *n.* government in which citizens make political decisions, either directly or through elected representatives (p. 188)

dharma (DAHR•muh) *n.* collective teachings of the Buddha, often represented by a wheel (p. 126)

Diaspora (dy•AS•puhr•uh) *n.* movement of the Jews to other parts of the world (p. 66)

Diocletian (DY•uh•KLEE•shuhn) *n.* Roman emperor who restored order to the empire and divided it into eastern and western parts (p. 280)

direct democracy *n.* form of government in which all citizens participate (p. 208)

disciples (dih•SY•puhlz) *n.* closest followers of Jesus (p. 262)

divan *n.* imperial council that advised the sultan of the Ottoman Empire (p. 450)

domesticate *v.* to adapt or breed plants or animals for human use (p. 6)

drama *n.* written work performed by actors (p. 222)

drought (drowt) *n.* long period of little or no rainfall when it is difficult to grow crops (p. 26)

Duomo *n.* domed cathedral in Florence (p. 498)

dynastic cycle *n.* pattern of the rise and fall of dynasties in China (p. 146)

dynasty (DY•nuh•stee) *n.* family or group that rules for several generations (pp. 94, 146)

E

Eastern Orthodox Church *n.* branch of Christianity that developed in the Eastern Roman Empire (p. 286)

Elizabethan Age *n.* period of English history named after Queen Elizabeth I, who ruled from 1558 to 1603 (p. 508)

embalm *v.* to preserve a body after death (p. 86)

embassy *n.* office of one country's government in another country (p. 424)

emperor *n.* person who rules an empire (pp. 42, 256)

empire *n.* group of territories and peoples brought together under one supreme ruler (pp. 42, 102, 126, 256, 442)

epic *n.* long poem about a hero's adventures (pp. 182, 292)

Epistles *n.* letters that became part of the New Testament (p. 262)

exile *n.* forced removal from one's homeland, often to lands far away (p. 42)

Exodus *n.* migration of the Israelites from Egypt (p. 54)

F

fable *n.* short story that usually involves animals and teaches a moral (p. 182)

federalism *n.* sharing of power between an organization and its members (p. 522)

fertile *adj.* favorable for the growth of crops and other plants (p. 78)

Fertile Crescent *n.* region stretching from the Persian Gulf northwest up the Tigris and Euphrates rivers and west over to the Mediterranean Sea (p. 42)

feudalism *n.* political and social system of the Middle Ages in Europe, in which lords gave land to vassals in exchange for service and loyalty (p. 462)

filial piety *n.* respect for one's parents and ancestors, an important teaching of Confucianism (p. 152)

floodplain *n.* flat land bordering the banks of a river (p. 26)

Forbidden City *n.* group of walled palaces built for the Chinese emperor in the capital city of Beijing (p. 412)

G

Gandhi, Mohandas (GAHN•dee, MOH•huhn•DAHs) *n.* 20th-century Indian who helped lead his country to independence by using nonviolent resistance to colonial rule (p. 134)

Gautama, Siddhartha (GAW•tuh•muh, sihd•DAHR•tuh) *n.* founder of Buddhism also known as the Buddha, or "enlightened one" (p. 126)

Genghis Khan (JEHNG•gihs KAHN) *n.* Mongol leader who united the Mongol tribes and began a campaign of conquest (p. 406)

Gentiles (JEHN•TYLZ) *n.* non-Jewish people (pp. 262, 274)

geocentric theory *n.* belief that the earth is the center of the universe (p. 534)

Ghana (GAH•nuh) *n.* kingdom that existed from the 700s to the 1000s in the region between the Sahara and the forests of southern West Africa (p. 342)

gladiators *n.* trained Roman warriors (p. 256)

golden age *n.* period during which a society attains prosperity and cultural achievements (p. 322)

Gospels *n.* four written accounts of the life of Jesus (p. 262)

government *n.* organization set up to make and enforce rules for a society (p. 14)

Great Plains *n.* cultural region located in the vast grassland in central North America extending from south-central Canada southward to Texas (p. 378)

Great Schism (SKIHZ•uhm) *n.* division in the Roman Catholic Church from 1378 to 1417, which occurred when the Church's two centers of power elected different popes (p. 516)

Great Wall *n.* wall built by Shi Huangdi to link smaller walls and keep invaders out of China (p. 158)

Great Zimbabwe (zihm•BAH•bway) *n.* central settlement of the Shona empire in Africa (p. 350)

griots (gree•OHZ) *n.* storytellers in African civilizations (p. 336)

guilds *n.* associations of people sharing a trade or craft, intended to control the quality and quantity of their production and to protect their interests (p. 462)

Gutenberg, Johann *n.* German inventor of the printing press (p. 508)

H

habeas corpus (HAY•bee•uhs KAWR•puhs) *n.* right of people not to be imprisoned unlawfully (p. 488)

haiku (HY•koo) *n.* Japanese form of poetry that has 17 syllables arranged in lines of 5, 7, and 5 syllables (p. 424)

Han Dynasty *n.* Chinese dynasty begun in 202 B.C. by Liu Bang, who reunified China (pp. 158, 388)

Harappan civilization *n.* ancient civilization that developed along the Indus River (p. 112)

harmony *n.* agreement in feeling (p. 152)

Hatshepsut (hat•SHEHP•soot) *n.* woman pharaoh who strengthened Egypt through trade (p. 102)

heliocentric theory *n.* belief that the sun is the center of the universe (p. 534)

Hellenistic *adj.* culture made up of parts of Greek, Persian, Egyptian, and Indian styles and customs (p. 216)

helots (HEHL•uhtz) *n.* enslaved people of Sparta (p. 196)

hieroglyphs (HY•uhr•uh•GLIHFS) *n.* pictures that stand for words or sounds (p. 86)

Hijrah (HIHJ•ruh) *n.* move of Muhammad and his followers from Mecca to Yathrib in A.D. 622 (p. 306)

Himalayas (hihm•uh•LAY•uhz) *n.* the highest mountains in the world, which stretch along northern India, separating India from China and the rest of Asia (p. 112)

Hindu-Arabic numerals *n.* numerals we use today that originated in India and were brought to the West by Arab trade (p. 134)

Hinduism *n.* modern name for the major religion of India, which developed from Brahmanism (pp. 120, 434)

Hindu Kush (HIHN•doo kush) *n.* mountain range to the northwest of India (p. 112)

humanism *n.* way of thought that focuses on human beings and their potential for achievement (pp. 498, 534)

Hundred Years' War *n.* series of wars between England and France that took place between 1337 and 1453 (p. 480)

hunter-gatherers *n.* people who hunt animals and gather plants for food (p. 6)

Iberian Peninsula *n.* southwestern tip of Europe; present location of Spain and Portugal (p. 314)

ideal *n.* perfected form (p. 222)

Ignatius of Loyola *n.* Spaniard who founded the religious order of Jesuits (p. 522)

imperial *adj.* relating to an empire or emperor (p. 398)

Indochinese Peninsula *n.* large area of land located to the south of China (p. 434)

indulgence *n.* relaxation of earthly penalty for sin (p. 516)

Inquisition *n.* Roman Catholic court established to find and punish those who had strayed from the Roman Catholic faith (pp. 472, 522)

Iroquois Confederacy *n.* Native American group formed about 1450 and made up of the Cayuga, Mohawk, Oneida, Onondaga, and Seneca tribes (p. 378)

irrigation *n.* watering dry land by using ditches, pipes, or streams (pp. 14, 26, 78)

Islam *n.* monotheistic religion based upon submission to God's will and the teachings of the Qur'an, the Muslim holy book (p. 306)

isthmus (IHS•muhs) *n.* strip of land that connects two landmasses (pp. 176, 362)

J

Jahangir (juh•hahn•GEER) *n.* Akbar's son, who allowed his wife to control the Mughal Empire after he took the throne (p. 442)

janissaries (JAN•ih•SEHR•eez) *n.* members of an elite fighting force in the Ottoman Empire made up mainly of slaves (p. 450)

Jesuits (JEHZ•oo•ihts) *n.* religious order also called the Society of Jesus, founded by Ignatius of Loyola (p. 522)

Jesus *n.* Jewish teacher whose life and teaching became the basis of Christianity (p. 262)

Joan of Arc *n.* French peasant girl who led the French to victory over the English at Orléans in 1429 (p. 480)

Judaism *n.* monotheistic religion of the Jews, based on the writings of the Hebrew Bible (p. 54)

justice *n.* fair treatment of all the people, based on the law (p. 42)

Justinian *n.* emperor who expanded the Byzantine Empire (p. 286)

Justinian Code *n.* uniform code of law based on Roman law (p. 286)

K

Kalidasa (KAH•lee•DAH•suh) *n.* one of India's greatest writers (p. 134)

karma *n.* in Hinduism, the consequences of a person's actions in this life, which determine his or her fate in the next life (p. 120)

khanate *n.* one of the parts of the Mongol Empire (p. 406)

Khayyam, Omar (KY•YAHM, OH•MAHR) *n.* master of the poetic form called the quatrain, popular in Persia (p. 322)

Khmer Empire *n.* empire that began in the 500s and had gained control of much of mainland Southeast Asia by the 800s (p. 434)

Khufu (KOO•foo) *n.* pharaoh who ordered the construction of the largest pyramid ever built (p. 94)

Kilwa *n.* ancient city-state on the eastern coast of Africa, settled by people from Arabia and Persia (p. 350)

king *n.* highest-ranking leader of a group of people (p. 32)

King John *n.* king of England who signed the Magna Carta in 1215 (p. 488)

Kongo *n.* a Bantu-speaking kingdom that arose in the 1300s in the Congo River region along Africa's western coast (p. 350)

Koryo *n.* kingdom on the Korean Peninsula, established in the 900s, from which present-day Korea takes its name (p. 434)

Kublai Khan (KOO•bly KAHN) *n.* grandson of Genghis Kahn who took power and gained control over all of China (p. 406)

Kush *n.* Nubian kingdom that conquered all of upper and lower Egypt in the 700s B.C. (p. 102)

L

Legalism *n.* belief that a powerful, efficient government and a strict legal system are the keys to social order (p. 152)

legend *n.* popular story from earlier times that cannot be proved (p. 238)

Leonardo da Vinci *n.* Italian Renaissance painter and scientist (p. 498)

linen *n.* fabric woven from fibers of the flax plant (p. 78)

longbow *n.* weapon that could shoot arrows with enough power to penetrate a knight's armor (p. 480)

lord *n.* powerful landowner in medieval Europe (p. 462)

Luther, Martin *n.* German theologian, born in 1483, who was a leader of the Reformation (p. 516)

M

Magna Carta *n.* list of rights written by England's nobility and signed by King John in 1215 (p. 488)

Mali *n.* West African empire of the Malinke people between the 1200s and 1500s (p. 342)

Manchus *n.* people from northeast of China who conquered the Ming and began the last dynasty (the Qing) in Chinese history (p. 412)

Mandate of Heaven *n.* ancient Chinese belief that a good ruler had the gods' approval (p. 146)

manor *n.* noble's house and the villages on his land where the peasants lived (p. 462)

Marathon *n.* plain near Athens (p. 196)

maritime *adj.* relating to the sea (p. 412)

Masada *n.* Jewish fortress overlooking the Dead Sea in Israel (p. 66)

matrilineal descent *n.* family identity that is based on the mother's family, rather than the father's (p. 378)

Maya *n.* Mesoamerican civilization that reached its height between A.D. 250 and 900 (p. 368)

mercantilism *n.* economic policy based on the idea that a nation's power depends on its wealth (p. 552)

mercenary (MUR•suh•NEHR•ee) *n.* soldier for hire (p. 280)

Mesoamerica *n.* region that includes the central and southern part of Mexico and much of Central America (p. 362)

Mesopotamia (MEHS•uh•puh•TAY•mee•uh) *n.* land between the Tigris and Euphrates rivers (p. 26)

Messiah (mih•SY•uh) *n.* Hebrew word that means an "anointed one" charged with some task or leadership (p. 60)

Michelangelo *n.* Italian Renaissance sculptor, painter, and architect (p. 498)

Middle Ages *n.* period between the fall of the Roman Empire and the Renaissance, lasting from about A.D. 500 to 1450 (p. 462)

migration *n.* process of relocating to a new region (pp. 6, 120, 336)

missionary *n.* person sent to do religious work in another place (p. 262)

Mongols *n.* fierce nomadic warriors who lived in the plains northwest of China (p. 406)

monotheism *n.* belief in one God (pp. 54, 306)

monsoons *n.* seasonal wind system that produces a wet or dry season in a region, sometimes with heavy rainfall (p. 112)

Montezuma II *n.* last Aztec emperor, who ruled from A.D. 1502 to 1520 and was overthrown by the Spanish (p. 368)

mosaic *n.* picture made by placing small, colored pieces of stone, tile, or glass on a surface (p. 292)

Moses *n.* according to the Bible, the prophet who led the Israelites from Egypt (p. 54)

mosque *n.* Muslim house of worship (pp. 306, 450)

mother culture *n.* culture that shapes and influences the customs and ideas of later cultures (p. 368)

Mount Olympus *n.* highest mountain in Greece; home of the Greek gods, according to myth (p. 182)

movable type *n.* small block of metal or wood with a single raised character, used for printing texts (p. 398)

Mughals (MOO•guhls) *n.* Muslims from central Asia who conquered northern India in the 1500s (p. 442)

mummy *n.* body prepared for burial according to ancient Egyptian practice (p. 86)

Musa, Mansa *n.* leader of the Mali empire from 1312 to about 1337 (p. 342)

Muslims *n.* followers of Islam (p. 306)

myth *n.* story that people tell to explain beliefs about their world (p. 182)

N

nirvana (neer•VAH•nuh) *n.* in Buddhism, a state of wisdom that ends reincarnation (p. 126)

nomads *n.* members of a group of people who have no set home but move from place to place (pp. 6, 146, 306, 388)

Nur Jahan *n.* Jahangir's wife, who held the true power in Mughal India while her husband was the emperor (p. 442)

O

obelisk (AHB•uh•lihsk) *n.* pillar-shaped stone monument (p. 102)

oligarchy (AHL•ih•GAHR•kee) *n.* a government ruled by a few powerful individuals (p. 188)

Olmec *n.* earliest major Mesoamerican civilization, which flourished from 1200 to 400 B.C. (p. 368)

Olympics *n.* games held in ancient Greece every four years (p. 182)

oracle bones *n.* animal bones or shells used by the Shang kings to communicate with the gods (p. 146)

oratory *n.* art of public speaking (p. 292)

Osman *n.* founder of the Ottoman Empire in Asia Minor in the early 1300s (p. 450)

ostracize (AHS•truh•syz) *v.* in ancient Greece, to send someone away from the city-state for ten years (p. 188)

P

Pachacuti (PAH•chah•KOO•tee) *n.* ninth Inca ruler, who came to power in A.D. 1438 and expanded the Incan Empire (p. 368)

papyrus (puh•PY•ruhs) *n.* paperlike material made from the stems of the papyrus reed (p. 86)

parables *n.* stories with morals, often told by Jesus (p. 262)

parliament *n.* group of representatives with some powers of government (p. 488)

Parthenon (PAHR•thuh•NAHN) *n.* temple for Athena on the Acropolis (p. 208)

patricians (puh•TRIHS•uhnz) *n.* wealthy landowners who held high government positions in ancient Rome (p. 238)

patrons *n.* wealthy or powerful people who provide money, support, and encouragement to an artist or a cause (p. 498)

Paul *n.* apostle and early leader of the Christian church (p. 262)

Pax Romana *n.* Latin phrase meaning “Roman Peace,” referring to the peace and stability of the Roman Empire (p. 246)

Peace of Westphalia (wehst•FAYL•yuh) *n.* treaty that recognized the religious division of western Europe (p. 522)

pediment *n.* triangular space between the top of a colonnade and the roof (p. 222)

Peloponnesian War *n.* conflict between Athens and Sparta from 431 to 404 B.C. (p. 208)

Peloponnesus (PEHL•uh•puh•NEE•suhs) *n.* peninsula that forms the southern part of Greece (p. 176)

peninsula *n.* body of land nearly surrounded by water (pp. 176, 238)

Pericles *n.* leader of Athens from 460 to 429 B.C. (p. 208)

perspective *n.* technique used by artists to give the appearance of depth and distance (p. 498)

pharaoh (FAIR•oh) *n.* ruler of ancient Egypt (p. 94)

philosophy *n.* logical study of basic truths about knowledge, values, and the world (pp. 152, 222)

Phoenicians (fi•NIHS•uhnz) *n.* people of Southwest Asia who began to trade around 1100 B.C. (p. 176)

pictographs *n.* pictures or drawings that represent a word or an idea (pp. 32, 146)

pilgrimage *n.* journey to a sacred place or shrine (pp. 306, 442)

Piye (py) *n.* king of Kush around 750 B.C., who gained control of Egypt, becoming pharaoh and uniting Egypt and Kush (p. 102)

plague *n.* disease that spreads easily and usually causes death (p. 208)

planned cities *n.* cities built according to a design (p. 112)

plebeians (plih•BEE•uhnz) *n.* commoners who were allowed to vote but not to hold government office in ancient Rome (p. 238)

plunder *v.* to loot, or to take things by force (p. 280)

polis *n.* Greek word for city-state (p. 188)

Polo, Marco *n.* Italian traveler in China (p. 406)

polytheism *n.* belief in many gods and goddesses (pp. 32, 86, 182, 306)

pope *n.* bishop of Rome and the most important bishop in the Catholic Church (pp. 274, 516)

porcelain *n.* hard white ceramic material, often called china (p. 398)

potlatch *n.* ceremony where gifts and property are given away to show the giver’s wealth and status (p. 378)

primary source *n.* document or artifact created by a person who witnessed a historical event (p. 6)

printing press *n.* device that mechanically printed pages by pressing inked forms onto paper; invented in about 1455 (p. 508)

prophets *n.* spiritual leaders who were thought to have a special ability to interpret God’s word (p. 60)

Protestant *n.* member of a Christian group that broke away from the Catholic Church (p. 516)

provinces *n.* governmental divisions like states (p. 42)

pueblos (PWEHB•lohs) *n.* villages made up of multistoried adobe or stone dwellings (p. 378)

pyramid *n.* ancient Egyptian structure, built over or around a tomb (p. 94)

Q

Qin (chi•hn) *n.* state of ancient China (p. 158)

Qur’an (kuh•RAN) *n.* Muslim holy book (p. 306)

R

rabbis *n.* Jewish leaders and teachers (p. 66)

Ramses II (RAM•SEEZ) *n.* pharaoh who ruled Egypt for 66 years and greatly expanded the Egyptian empire by conquering surrounding territories (p. 102)

rationalism *n.* use of reason to understand the world (p. 534)

Reconquista (reh•kawn•KEES•tah) *n.* series of campaigns, ending in 1492, by which Christian armies drove Muslim rulers out of Spain (p. 472)

Reformation *n.* movement in the 1500s to change practices in the Catholic Church (p. 516)

reincarnation *n.* the rebirth of a soul in another body (p. 120)

religion *n.* worship of God, gods, or spirits (pp. 6, 134)

religious order *n.* group of people who live according to a set of religious rules (p. 472)

Remus (REE•muhs) *n.* twin of Romulus, the legendary hero who founded Rome (p. 238)

Renaissance *n.* rebirth of creativity, literature, and learning in Europe from about 1300 to 1600 (p. 498)

republic *n.* government in which citizens elect representatives to rule in their name (p. 238)

reunify *v.* to bring something that has been separated back together (p. 388)

Roman Catholic Church *n.* Christian church based in Rome (pp. 274, 286, 516)

Romulus (RAHM•yuh•luhs) *n.* legendary hero who founded Rome (p. 238)

Royal Road *n.* road used for government purposes in ancient times (p. 42)

S

Sahara *n.* large desert in Northern Africa (p. 336)

Saladin (SAL•uh•dihn) *n.* military leader who united Muslims to fight the Christians in Palestine in the 1100s (p. 472)

samurai (SAM•uh•RY) *n.* professional soldiers of Japan (p. 424)

satraps (SAY•TRAPS) *n.* governors of provinces in the Persian Empire (p. 42)

savannas (suh•VAN•uhz) *n.* flat grasslands in the tropics or subtropics with few, scattered trees (p. 336)

scholar-official *n.* educated person who worked in China's government (p. 398)

scientific method *n.* way to understand the world that involves observation and experimentation (p. 534)

Scientific Revolution *n.* major change in European thinking in the mid-1500s that led to the questioning of old theories (p. 534)

scribes *n.* people who specialized in writing and record keeping (pp. 32, 86)

secondary source *n.* work produced about a historical event by someone who was not actually there (p. 6)

Senate *n.* powerful body of 300 members that advised Roman leaders (p. 238)

serfs *n.* people who lived and worked on the manor of a lord or vassal (p. 462)

Shah Jahan *n.* Jahangir's son, who became the emperor of the Mughal Empire in 1628 (p. 442)

Shakespeare, William *n.* English playwright and poet of the late 1500s and early 1600s (p. 508)

Shi'a *n.* branch of Islam that resisted the rule of the Umayyads (p. 314)

Shi Huangdi (shee hwahng•dee) *n.* Chinese ruler who came to power in 221 B.C. and unified and expanded China by ending internal battles and conquering rival states (p. 158)

Shinto *n.* Japan's original religion; involves worshiping gods believed to be found in nature (p. 424)

shogun *n.* leader of a military government of Japan beginning in 1192 (p. 424)

Shona *n.* Bantu-speaking culture that was thriving by 1000 in what is now Botswana, Mozambique, and Zimbabwe (p. 350)

Silk Roads *n.* overland trade routes along which silk and other Chinese goods passed to Mesopotamia and Europe (pp. 164, 406)

silt *n.* fine, fertile soil carried by rivers and deposited on nearby lands (pp. 26, 78)

slash-and-burn agriculture *n.* type of agriculture in which land is prepared for planting by cutting down and burning natural vegetation (p. 362)

Smith, Adam *n.* economist who wrote that economic freedom would lead to economic success in his most important work, *The Wealth of Nations* (p. 552)

social class *n.* group of people with similar customs, backgrounds, training, and income (p. 14)

Solomon *n.* David's son, who became the third king of Israel about 962 B.C. (p. 60)

Songhai (SAWNG•HY) *n.* West African people whose leaders built a giant empire in the 1400s and 1500s (p. 342)

Sparta *n.* city-state of ancient Greece, noted for its militarism (p. 196)

specialization *n.* skill in one type of work (pp. 14, 86, 336)

sponsor *n.* someone who gives money for an undertaking, such as a voyage (p. 542)

standing army *n.* fighting force maintained even in times of peace (p. 322)

step pyramid *n.* type of pyramid with sides that rise in giant steps (p. 94)

Stoicism (STOH•ih•SIHZ•uhm) *n.* originally, a Greek philosophy that stressed the importance of virtue, duty, and endurance in life (p. 292)

subcontinent *n.* large landmass that is part of a continent but is considered a separate region (p. 112)

succession *n.* order in which members of a royal family inherit a throne (p. 94)

Suleyman I (SOO•lay•MAHN) *n.* sultan of the Ottoman Empire in the 1500s who organized an effective legal code (p. 450)

Sundiata (sun•JAH•tah) *n.* ruler of the Malinke people in the 1200s who greatly expanded Mali's empire (p. 342)

Sunnah *n.* teachings and practices of Muhammad used as guides for living (p. 306)

Sunnis *n.* members of the branch of Islam that accepted the selected caliphs as successors of Muhammad and did not resist the Umayyads (p. 314)

surplus *n.* amount produced in excess of what is needed (pp. 14, 26)

Swahili (swah•HEE•lee) *n.* African language that blends Bantu and Arabic elements (p. 350)

synagogues (SIHN•uh•GAHGZ) *n.* places for Jewish prayer and worship (p. 66)

T

Taj Mahal *n.* beautiful tomb in India built by Shah Jahan to honor his wife, Mumtaz Mahal (p. 442)

technology *n.* people's application of knowledge, tools, and inventions to meet their needs (p. 6)

Ten Commandments *n.* basis of the law of the Israelites; according to the Torah, given by God to Moses (p. 54)

Timbuktu *n.* city of Mali, developed by Sundiata in the 1200s as a center of trade and culture (p. 342)

toleration *n.* practice of allowing people to keep their traditions and beliefs (p. 42)

tragedy *n.* serious drama that presents the downfall of an important character (p. 222)

trans-Eurasian *adj.* involving the continents of Europe and Asia (p. 164)

Treaty of Tordesillas (TAWR•day•SEEL•yahs) *n.* 1494 treaty between Spain and Portugal that gave Portugal control over land that is now Brazil (p. 542)

triangular trade *n.* exchange of goods and slaves across the Atlantic Ocean between Africa, the Americas, and Europe (p. 552)

tribute *n.* payment made in return for protection (pp. 42, 368)

Trinity *n.* Christian belief in the union of three divine persons—Father, Son (Jesus), and Holy Spirit—in one God (p. 274)

tropical *adj.* having a warm and rainy climate (p. 362)

truce *n.* agreement to stop fighting (p. 208)

tyrant *n.* in ancient Greece, a ruler who took power illegally (p. 188)

U

Umayyads (oo•MY•adz) *n.* dynasty that ruled the Muslim empire from 661 to 750 (p. 314)

universal gravitation *n.* force of attraction that acts on all objects throughout the universe (p. 534)

V

vassal *n.* person in feudal society who received land and protection from lords in return for loyalty (pp. 424, 462)

vaults *n.* arches that form a ceiling or a roof (p. 292)

vegetation zone *n.* region that, because of its soil and climate, has distinctive types of plants (p. 336)

vernacular *n.* a person's native language (p. 508)

W

wood-block printing *n.* printing system developed by the ancient Chinese, in which wood blocks were carved with enough characters to print entire pages (p. 398)

woodcut *n.* image produced from a wood carving (p. 508)

Y

Yucatán Peninsula (YOO•kuh•TAN) *n.* area of dense jungle in southeastern Mexico, extending into the Gulf of Mexico and the Caribbean Sea (p. 362)

Z

Zealots *n.* group of Jews who led a rebellion against Roman authority (p. 66)

Zen *n.* form of Buddhism that focuses on self-discipline, simplicity, and meditation (p. 424)

Zeus *n.* ruler of the Greek gods (p. 182)

Zheng He (juhng huh) *n.* Chinese admiral whose voyages greatly expanded China's foreign trade and reputation (p. 412)

ziggurat (ZIHG•ur•RAT) *n.* temple built atop a series of increasingly smaller platforms (p. 32)

Spanish Glossary

A

- Abbasids** [abasi] s. grupo que destronó a los califas omeyas y tomó el control del imperio musulmán en el año 750 (pág. 314)
- Abd al-Malik** s. califa del siglo VII que impuso una lengua común en las tierras musulmanas (pág. 314)
- Abraham** s. pastor que se convirtió en el patriarca del pueblo hebreo (pág. 54)
- absolute monarchs** [monarcas absolutos] s. reyes o reinas que tenían poder ilimitado y controlaban todos los aspectos de la sociedad (pág. 480)
- absolute ruler** [gobernante absoluto] s. líder que tiene poder total (pág. 286)
- Acropolis** [acrópolis] s. la parte más alta de Atenas, donde se hallan los edificios importantes (pág. 208)
- Aeneas** [Eneas] s. héroe de la Guerra de Troya que se estableció en Italia después de la destrucción de Troya (pág. 238)
- Afonso I** s. rey del Congo cuyo reinado comenzó en 1506 y que fue influenciado por los portugueses (pág. 350)
- afterlife** [más allá] s. vida después de la muerte (pág. 86)
- agriculture** [agricultura] s. cultivo del suelo para producir cosechas (págs. 6, 14)
- ahimsa** s. no violencia (pág. 126)
- Akbar** s. emperador mogol que demostró sabiduría en el gobierno de su imperio (pág. 442)
- Aksum** s. imperio ubicado a las orillas del mar Rojo que controló gran parte del norte de Etiopía desde el siglo I al siglo VIII (pág. 350)
- al-Andalus** [Al-Andalus] s. nombre árabe de España bajo el poder musulmán (págs. 322, 534)
- Alexander the Great** [Alejandro Magno] s. rey de Macedonia que conquistó partes de Europa, África y Asia (pág. 216)
- Alexandria** [Alejandría] s. ciudad de Egipto fundada por Alejandro en el año 332 a. C. (pág. 216)
- Allah** [Alá] s. palabra árabe para designar a Dios (pág. 306)
- Almoravids** [Almorávides] s. dinastía islámica del norte de África que reinó durante los siglos XI y XII y procuró convertir por la fuerza a los pueblos vecinos (pág. 342)
- alphabet** [alfabeto] s. sistema de símbolos que representan sonidos (pág. 176)
- Anasazi** [anasazi] s. antigua cultura del suroeste cuyos integrantes fueron los primeros habitantes de las aldeas formadas por viviendas de varios pisos construidas con adobe o piedra (pág. 378)

anatomy [anatomía] s. estructura de los seres vivos (pág. 534)

Angkor Wat s. complejo de templos construidos en la península de Indochina en el siglo XII, la estructura religiosa más grande del mundo (pág. 434)

aqueducts [acueductos] s. sistema de canales, tuberías y puentes que transportaba agua a las ciudades romanas (págs. 256, 292)

Aquinas, Thomas [Aquino, Tomás de] s. filósofo italiano que afirmó que la filosofía clásica y la teología cristiana podían coexistir en armonía (pág. 472)

arid [árido] *adj.* tipo de clima que se caracteriza por veranos calurosos y escasa lluvia (pág. 26)

aristocracy [aristocracia] s. un gobierno ejercido por las clases altas (pág. 188)

artisans [artesanos] s. trabajadores especializados en cierto arte u oficio (pág. 14)

Aryans [arios] s. grupo de indoeuropeos que se cree migraron al subcontinente de la India (pág. 120)

Askia Muhammad [Askia Mohammed] s. soberano del Imperio Songay entre 1493 y 1528 que expandió el imperio y organizó su gobierno (pág. 342)

Asoka s. el rey más importante de la Dinastía Maurya, cuyo gobierno comenzó en el año 272 a. C. (pág. 126)

astrolabe [astrolabio] s. instrumento usado para medir el ángulo de una estrella en el horizonte (pág. 542)

Athens [Atenas] s. ciudad estado de la antigua Grecia, famosa por su forma democrática de gobierno (pág. 196)

Augustus [Augusto] s. sobrino nieto e hijo adoptivo de Julio César que se convirtió en el primer emperador romano (pág. 246)

Aurangzeb s. hijo del Sah Jahan, que se convirtió en emperador del Imperio Mogol en 1658 (pág. 442)

B

Babur s. general que lideró la conquista mongola del norte de la India (pág. 442)

Babylonian Captivity [cautividad babilónica] s. período de 50 años durante el cual los israelitas fueron expatriados de Judea y retenidos en Babilonia (pág. 60)

Baghdad s. capital del Imperio Abasí, capital de Irak actual (pág. 322)

Bantu-speaking peoples [pueblos de habla bantú] s. pueblos de África Occidental que compartían una familia de lenguas y emigraron gradualmente hacia el este y hacia el sur (pág. 336)

- barbarian** [bárbaro] s. según los antiguos romanos, alguien que era primitivo e incivilizado (pág. 280)
- barracks** [barracas] s. viviendas militares (pág. 196)
- bas-relief** [bajorrelieve] s. tipo de escultura en la que las figuras resaltan un poco del plano (pág. 292)
- bishops** [obispos] s. autoridades eclesiásticas locales pertenecientes a la Iglesia Católica Romana (pág. 274)
- Bolívar, Simón** s. líder de la independencia en el norte de Suramérica (pág. 82)
- Brahmanism** [brahmanismo] s. antigua religión de los arios, quienes migraron a la India (pág. 120)
- bubonic plague** [Peste bubónica] s. enfermedad que se extendió por el oeste de Eurasia a mediados del siglo XIV, en un brote conocido como la Muerte Negra (pág. 480)
- Buddhism** [budismo] s. religión que comenzó en la India y se basa en las enseñanzas de Siddhartha Gautama (págs. 126, 164, 388, 424)
- bureaucracy** [burocracia] s. sistema de departamentos y agencias que realizan el trabajo de un gobierno (págs. 158, 314, 398)
- Byzantine Empire** [Imperio Bizantino] s. mitad oriental del Imperio Romano que perduró durante unos mil años después de la caída de Roma (págs. 286, 450)

C

- Caesar, Julius** [César, Julio] s. general, político y dictador romano (pág. 246)
- caliph** [califa] s. soberano de una comunidad musulmana (pág. 314)
- calligraphy** [caligrafía] s. arte de escribir con letra bella (pág. 322)
- Calvin, John** [Calvino, Juan] s. líder francés de la Reforma Protestante (pág. 522)
- capitalism** [capitalismo] s. sistema económico basado en la propiedad privada de los recursos económicos y el uso de esos recursos para obtener ganancias (pág. 552)
- caravel** [carabela] s. embarcación diseñada para viajes largos (pág. 542)
- caste** [casta] s. clase social a la cual una persona pertenece por nacimiento (pág. 120)
- catapult** [catapulta] s. máquina militar empleada para arrojar piedras o saetas a las tropas enemigas y contra los muros de las ciudades (pág. 216)
- cataract** [catarata] s. cascada alta o rápidos (pág. 78)
- celadon** [celadón] s. objetos de cerámica coreana que tienen un barniz azul o verde (pág. 434)
- Charlemagne** [Carlomagno] s. rey de los francos que conquistó gran parte de Europa y difundió el cristianismo (pág. 462)
- chasquis** s. corredores que transportaban mensajes por todo el Imperio Inca (pág. 368)
- chivalry** [caballería] s. código de conducta de los caballeros que se centraba en la valentía, el honor y el respeto hacia las mujeres y los débiles (pág. 462)
- Cicero** [Cicerón] s. cónsul y orador romano que se opuso a Julio César (pág. 246)
- circumnavigate** [circunnavegar] v. navegar alrededor de algún lugar (pág. 542)
- citizen** [ciudadano] s. persona que debe lealtad a un país y recibe su protección (pág. 188)
- city-state** [ciudad estado] s. unidad política que comprende una ciudad y sus territorios aledaños (págs. 32, 188, 350)
- civilization** [civilización] s. forma avanzada de cultura que se desarrolló en las ciudades (pág. 32)
- civil war** [guerra civil] s. conflicto armado entre grupos dentro de un mismo país (págs. 246, 368)
- clans** [clanes] s. grupos de personas que tienen un ancestro en común (págs. 306, 336, 424)
- clergy** [clero] s. personas con autoridad sacerdotal en una religión (pág. 472)
- Clovis** s. fundador de un reino franco en la antigua provincia romana de Galia (pág. 280)
- code of law** [código de leyes] s. reglas escritas que las personas deben obedecer (pág. 42)
- codex** [códice] s. tipo de libro utilizado por las civilizaciones mesoamericanas para registrar acontecimientos históricos importantes (pág. 368)
- Colosseum** [Coliseo] s. arena romana donde los romanos presenciaban las batallas de gladiadores (pág. 256)
- Columbian Exchange** [Intercambio colombino] s. intercambio de plantas y animales entre los hemisferios oriental y occidental después de los viajes de Colón al continente americano (pág. 552)
- Columbus, Christopher** [Colón, Cristóbal] s. explorador italiano al servicio de España que llegó a América en 1492 (pág. 542)
- comedy** [comedia] s. obra de teatro humorística que se burla de la política, las personas importantes o las ideas (pág. 222)
- common law** [derecho consuetudinario] s. sistema legal basado en las decisiones judiciales y en las costumbres locales (pág. 488)
- Confucianism** [confucionismo] s. sistema de creencias basado en las enseñanzas de Confucio, un erudito chino (págs. 152, 388)

Constantine [Constantino] s. emperador romano que hizo del cristianismo una de las religiones oficiales del imperio (pág. 274)

consuls [cónsules] s. funcionarios a cargo del poder ejecutivo de la antigua Roma (pág. 238)

Córdoba s. capital de la España musulmana (pág. 322)

creed [credo] s. declaración de creencias (pág. 274)

Crusades [Cruzadas] s. serie de expediciones militares desde la Europa cristiana hacia Palestina entre los siglos XI y XIII (pág. 472)

cultural diffusion [difusión cultural] s. propagación de prácticas culturales y de costumbres hacia otras áreas del mundo (pág. 164)

cuneiform [escritura cuneiforme] s. primer sistema de escritura del que se tenga noticia, que consiste en símbolos con forma de cuña (pág. 32)

D

daimyo s. noble japonés que poseía grandes territorios y un ejército privado (pág. 424)

Dai Viet s. reino independiente establecido por los vietnamitas después de expulsar a los chinos de la península de Indochina en el siglo X (pág. 434)

Daoism [taoísmo] s. sistema de creencias chinas supuestamente iniciado por Lao Tse, un filósofo del siglo VI a. C., basado en la idea del orden natural del mundo (págs. 152, 388)

David s. rey de los israelitas que ganó el control de Jerusalén alrededor del año 1000 a. C. (pág. 60)

Delian League [Liga de Delos] s. liga de ciudades estado griegas formada para protegerse mutuamente (pág. 208)

delta s. zona con forma de triángulo donde se deposita suelo fértil cerca de la boca de un río (pág. 78)

democracy [democracia] s. gobierno en el cual los ciudadanos toman las decisiones políticas, ya sea en forma directa o mediante representantes elegidos por el pueblo (pág. 188)

dharma s. colección de enseñanzas de Buda, con frecuencia representadas por una rueda (pág. 126)

Diaspora [Diáspora] s. desplazamiento de los judíos hacia otras partes del mundo (pág. 66)

Diocletian [Diocleciano] s. emperador romano que restauró el orden en el imperio y lo dividió en las secciones oriental y occidental (pág. 280)

direct democracy [democracia directa] s. forma de gobierno en la cual participan todos los ciudadanos (pág. 208)

disciples [discipulos] s. los seguidores más cercanos a Jesús (pág. 262)

divan [diván] s. consejo imperial que asesoraba al sultán del Imperio Otomano (pág. 450)

domesticate [domesticar] v. adaptar, cultivar o criar plantas o animales para que sirvan al hombre (pág. 6)

drama s. relato escrito para ser representado por actores (pág. 222)

drought [sequía] s. largo período con poca lluvia, en el que se hace difícil el cultivo (pág. 26)

Duomo s. catedral con cúpula ubicada en Florencia (pág. 498)

dynastic cycle [ciclo dinástico] s. patrón del surgimiento y la caída de las dinastías en China (pág. 146)

dynasty [dinastía] s. familia o grupo que gobierna por varias generaciones (págs. 94, 146)

E

Eastern Orthodox Church [Iglesia Ortodoxa Oriental] s. rama del cristianismo que se desarrolló en el Imperio Romano Oriental (pág. 286)

Elizabethan Age [Era Isabelina] s. período de la historia inglesa llamado así en honor de la reina Isabel I, quien gobernó desde 1558 hasta 1603 (pág. 508)

embalm [embalsamar] v. conservar un cuerpo después de la muerte (pág. 86)

embassy [embajada] s. oficina del gobierno de un país ubicada en otro país (pág. 424)

emperor [emperador] s. persona que gobierna un imperio (págs. 42, 256)

empire [imperio] s. grupo de distintas culturas y territorios gobernados por un soberano supremo (págs. 42, 102, 126, 256, 442)

epic [épica] s. poema extenso acerca de las aventuras de un héroe (págs. 182, 292)

Epistles [Epístolas] s. cartas que se incluyeron en el Nuevo Testamento (pág. 262)

exile [exilio] s. expulsión forzada de la propia patria, a menudo hacia tierras lejanas (pág. 42)

Exodus [Éxodo] s. emigración de los israelitas desde Egipto (pág. 54)

F

fable [fábula] s. narración corta que usualmente incluye personajes animales y transmite una enseñanza moral (pág. 182)

federalism [federalismo] s. sistema donde el poder se comparte entre una organización y sus miembros (pág. 522)

fertile [fértil] *adj.* favorable para plantar cultivos y otras plantas (pág. 78)

Fertile Crescent [Creciente Fértil] s. región que se extiende desde el golfo Pérsico hacia el noroeste, hasta los ríos Tigris y Éufrates, y hacia el oeste hasta el mar Mediterráneo (pág. 42)

feudalism [feudalismo] s. sistema político y social de la Edad Media en Europa, en el cual los señores feudales otorgaban tierras a sus vasallos a cambio de servicios y lealtad (pág. 462)

filial piety [amor filial] s. respeto de los hijos hacia sus padres y ancestros, una enseñanza importante del confucionismo (pág. 152)

floodplain [llanura de inundación] s. tierra baja adyacente a las riberas de un río (pág. 26)

Forbidden City [Ciudad Prohibida] s. grupo de palacios amurallados construidos para el emperador chino en la ciudad capital de Beijing (pág. 412)

G

Gandhi, Mohandas s. líder indio del siglo XX que contribuyó a independizar a su país mediante la resistencia pacífica al gobierno colonial (pág. 134)

Gautama, Siddhartha s. fundador del budismo, también conocido como Buda, o “el iluminado” (pág. 126)

Genghis Khan s. líder Mongol que unificó las tribus de Mongolia y comenzó una campaña de conquista (pág. 406)

gentiles s. pueblos no judíos (págs. 262, 274)

geocentric theory [teoría geocéntrica] s. creencia de que la Tierra es el centro del universo (pág. 534)

Ghana s. reino que existió desde el siglo VIII hasta el siglo XI en la región ubicada entre el Sahara y las selvas del sur de África occidental (pág. 342)

gladiators [gladiadores] s. guerreros romanos entrenados (pág. 256)

golden age [edad de oro] s. período en el cual una sociedad consigue prosperidad y logros culturales (pág. 322)

Gospels [Evangelijs] s. cuatro relatos escritos sobre la vida de Jesús (pág. 262)

government [gobierno] s. organización establecida para crear y hacer cumplir las reglas de una sociedad (pág. 14)

Great Plains [Grandes Llanuras] s. región cultural ubicada en la vasta planicie del centro de Norteamérica, que se extiende desde la zona central de Canadá hacia el sur, hasta Texas (pág. 378)

Great Schism [Gran Cisma] s. división en la Iglesia Católica Romana desde 1378 hasta 1417, que ocurrió cuando las dos centros de poder de la Iglesia eligieron papas distintos (pág. 516)

Great Wall [Gran Muralla] s. muralla construida por Shi Huangdi para unir murallas más pequeñas y mantener a los invasores fuera de China (pág. 158)

Great Zimbabwe [Gran Zimbabwe] s. asentamiento central del Imperio Shona en África (pág. 350)

griots s. narradores de las civilizaciones africanas (pág. 336)

guilds [gremios] s. asociaciones de personas que comparten una profesión u oficio, creadas con la intención de controlar la calidad y cantidad de su producción y para proteger sus intereses (pág. 462)

Gutenberg, Johann s. inventor alemán de la imprenta (pág. 508)

H

habeas corpus [hábeas corpus] s. derecho de las personas a no ser encarceladas en forma ilegítima (pág. 488)

haiku s. forma japonesa de poesía que tiene 17 sílabas organizadas en versos de 5, 7 y 5 sílabas (pág. 424)

Han Dynasty [Dinastía Han] s. dinastía china comenzada en el año 202 a. C. por Liu Bang, que reunificó China (págs. 158, 388)

Harappan civilization [civilización harappa] s. antigua civilización que se desarrolló a orillas del río Indo (pág. 112)

harmony [armonía] s. correspondencia de sentimientos (pág. 152)

Hatshepsut s. mujer faraón que fortaleció a Egipto mediante el comercio (pág. 102)

heliocentric theory [teoría heliocéntrica] s. creencia de que el Sol es el centro del universo (pág. 534)

Hellenistic [helenístico] *adj.* cultura constituida por elementos de los estilos y costumbres de Grecia, Persia, Egipto e India (pág. 216)

helots [ilotas] s. habitantes esclavizados de Esparta (pág. 196)

hieroglyphs [jeroglíficos] s. dibujos que representan palabras o sonidos (pág. 86)

Hijrah s. desplazamiento de Mahoma y sus seguidores desde La Meca a Yathrib en el año 622 d. C. (pág. 306)

Himalayas s. las montañas más altas del mundo, que se extienden a través del norte de la India y separan a la India de China y del resto de Asia (pág. 112)

Hindu-Arabic numerals [números indoarábicos] s. números utilizados actualmente que tuvieron origen en la India y llegaron al Occidente a través del comercio con los árabes (pág. 134)

Hinduism [hinduismo] s. nombre actual de la religión más importante de la India, que se desarrolló a partir del brahmanismo (págs. 120, 434)

Hindu Kush s. cadena de montañas que se extiende hasta el noroeste de la India (pág. 112)

humanism [humanismo] s. corriente de pensamiento que se centra en los seres humanos y en su potencial para lograr sus objetivos (págs. 498, 534)

Hundred Years' War [Guerra de los Cien Años] s. serie de guerras entre Inglaterra y Francia que tuvieron lugar entre 1337 y 1453 (pág. 480)

hunter-gatherers [cazadores y recolectores] s. personas que cazan animales y recolectan plantas para obtener alimento (pág. 6)

Iberian Peninsula [Península Ibérica] s. extremo suroeste de Europa; ubicación actual de España y Portugal (pág. 314)

ideal s. forma perfecta (pág. 222)

Ignatius of Loyola [Ignacio de Loyola] s. español que fundó la orden religiosa de los jesuitas (pág. 522)

imperial *adj.* relativo a un imperio o emperador (pág. 398)

Indochinese Peninsula [Península de Indochina] s. extensa área de tierra ubicada al sur de China (pág. 434)

indulgence [indulgencia] s. reducción de la pena en la Tierra por un pecado (pág. 516)

Inquisition [Inquisición] s. tribunal establecido por la Iglesia Católica Romana para hallar y castigar a aquéllos que se habían desviado de la fe de la Iglesia Católica Romana (págs. 472, 522)

Iroquois Confederacy [Confederación Iroquesa] s. grupo de indígenas norteamericanos formado alrededor del año 1450 y constituido por las tribus cayuga, mohawk, oneida, onondaga y seneca (pág. 378)

irrigation [irrigación] s. riego de la tierra árida mediante acequias, tuberías o arroyos (págs. 14, 26, 78)

Islam [islamismo] s. religión monoteísta basada en el sometimiento a la voluntad de Dios y en las enseñanzas del Corán, el libro sagrado de los musulmanes (pág. 306)

isthmus [istmo] s. angosta lengua de tierra que conecta dos extensiones más grandes de tierra (págs. 176, 362)

J

Jahangir s. hijo de Akbar, que permitió que su esposa controlara el Imperio Mongol después de llegar al trono (pág. 442)

janissaries [jenízaros] s. miembros de una fuerza élite de soldados del Imperio Otomano, constituida principalmente por esclavos (pág. 450)

Jesuits [jesuitas] s. orden religiosa también llamada la Sociedad de Jesús, fundada por Ignacio de Loyola (pág. 522)

Jesus [Jesús] s. maestro judío cuya vida y enseñanzas se convirtieron en la base del cristianismo (pág. 262)

Joan of Arc [Juana de Arco] s. joven campesina francesa que llevó a los franceses a la victoria contra los ingleses en Orléans, en 1429 (pág. 480)

Judaism [judaísmo] s. religión monoteísta de los judíos, basada en las escrituras de la Biblia hebrea (pág. 54)

justice [justicia] s. tratamiento equitativo de todas las personas, basado en la ley (pág. 42)

Justinian [Justiniano] s. emperador que expandió el Imperio Bizantino (pág. 286)

Justinian Code [Código Justiniano] s. código unificado de leyes basadas en el derecho romano (pág. 286)

K

Kalidasa s. uno de los escritores más importantes de la India (pág. 134)

karma s. en el hinduismo, las consecuencias de las acciones de una persona, que determina su destino en su próxima vida (pág. 120)

khanate [kanato] s. una de las secciones del Imperio Mongol (pág. 406)

Khayyam, Omar s. maestro de la forma poética denominada cuarteta, popular en Persia (pág. 322)

Khmer Empire [Imperio Khmer] s. imperio que comenzó en el siglo VI y había ganado el control de gran parte del sudeste continental asiático hacia el siglo IX (pág. 434)

Khufu s. faraón que ordenó la construcción de la pirámide más grande que se haya construido jamás (pág. 94)

Kilwa s. antigua ciudad estado ubicada en la costa oriental de África, establecida por personas provenientes de Arabia y Persia (pág. 350)

king [rey] s. líder de mayor rango de un grupo de personas (pág. 32)

King John [rey John] s. rey de Inglaterra que firmó la Carta Magna en 1215 (pág. 488)

Kongo [Congo] s. un reino de habla bantú que surgió en el siglo XIV en la región del río Congo, a lo largo de la costa occidental de África (pág. 350)

Koryo s. reino de la península coreana, establecido en el siglo X, del cual toma su nombre Corea actual (pág. 434)

Kublai Khan s. nieto de Genghis Kahn que asumió el poder y obtuvo el control de toda China (pág. 406)

Kush s. reino nubio que conquistó la totalidad del Alto y el Bajo Egipto en el siglo VIII a. C. (pág. 102)

L

Legalism [legalismo] s. creencia de que un gobierno poderoso y eficiente y un sistema legal estricto son las claves para obtener el orden social (pág. 152)

legend [leyenda] s. narración popular que no puede probarse, transmitida desde épocas remotas (pág. 238)

Leonardo da Vinci s. pintor y científico del Renacimiento italiano (pág. 498)

linen [lino] s. tela tejida con fibras de la planta de lino (pág. 78)

longbow [arco inglés] s. arma que podía lanzar flechas con suficiente fuerza como para penetrar la armadura de un caballero (pág. 480)

lord [señor] s. terrateniente poderoso en la Europa medieval (pág. 462)

Luther, Martin [Luther, Martín] s. teólogo alemán, nacido en 1483, que fue un líder de la Reforma (pág. 516)

M

Magna Carta [Carta Magna] s. lista de derechos redactada por la nobleza inglesa y firmada por el rey John en 1215 (pág. 488)

Mali [Malí] s. imperio de África Occidental del pueblo malinké entre los siglos XIII y XVI (pág. 342)

Manchus [manchú] s. pueblo del noreste de China que conquistó a los Ming y comenzó la última dinastía (los Qing) de la historia china (pág. 412)

Mandate of Heaven [Mandato del Cielo] s. antigua creencia china que postulaba que un buen gobernante tenía la aprobación de los dioses (pág. 146)

manor [señorío] s. vivienda de un noble feudal y las aldeas que se hallaban en sus tierras, donde vivían los campesinos (pág. 462)

Marathon [Maratón] s. llanura cercana a Atenas (pág. 196)

maritime [marítimo] *adj.* relativo al mar (pág. 412)

Masada s. fortaleza judía con vista al mar Negro en Israel (pág. 66)

matrilineal descent [descendencia matrilineal] s. identidad familiar que se basa en la familia de la madre, no en la del padre (pág. 378)

Maya [maya] s. civilización mesoamericana que alcanzó su máximo esplendor entre el año 250 y el año 900 d. C. (pág. 368)

mercantilism [mercantilismo] s. política económica basada en la idea de que el poder de una nación depende de su riqueza (pág. 552)

mercenary [mercenario] s. soldado contratado (pág. 280)

Mesoamerica [Mesoamérica] s. región que comprende el centro y el sur de México y gran parte de América Central (pág. 362)

Mesopotamia s. territorio entre los ríos Tigris y Éufrates (pág. 26)

Messiah [Mesías] s. palabra hebrea que significa "el ungido", a quien se le asigna alguna misión o liderazgo (pág. 60)

Michelangelo [Miguel Ángel] s. escultor, pintor y arquitecto del Renacimiento italiano (pág. 498)

Middle Ages [Edad Media] s. período entre la caída del Imperio Romano y el Renacimiento, desde aproximadamente el año 500 al año 1450 (pág. 462)

migration [migración] s. proceso de mudarse de una región a otra (págs. 6, 120, 336)

missionary [misionero] s. persona enviada a otros países a realizar trabajos religiosos (pág. 262)

Mongols [mongoles] s. feroces guerreros nómadas que vivían en las planicies al noroeste de China (pág. 406)

monotheism [monoteísmo] s. creencia en un solo Dios (págs. 54, 306)

monsoons [monzones] s. sistema de vientos estacionales que producen una estación húmeda o seca en una región, a veces acompañados de abundantes lluvias (pág. 112)

Montezuma II [Moctezuma II] s. último emperador azteca, que gobernó desde 1502 al año 1520 d. C. y fue derrocado por los españoles (pág. 368)

mosaic [mosaico] s. imagen que se forma colocando sobre una superficie trocitos de piedra, azulejo o vidrio de varios colores (pág. 292)

Moses [Moisés] s. según la Biblia, el profeta que condujo a los israelitas fuera de Egipto (pág. 54)

mosque [mezquita] s. edificio donde los musulmanes practican sus ceremonias religiosas (págs. 306, 450)

mother culture [cultura madre] s. cultura que modela e influye las costumbres e ideas de culturas posteriores (pág. 368)

Mount Olympus [Monte Olimpo] s. la montaña más alta de Grecia; según la mitología, hogar de los dioses griegos (pág. 182)

movable type [tipo móvil] s. pequeño bloque de metal o de madera que tiene un solo signo en relieve, utilizado para imprimir textos (pág. 398)

Mughals [mogoles] s. musulmanes provenientes del centro de Asia que conquistaron el norte de la India en el siglo XVI (pág. 442)

mummy [momia] s. cuerpo preparado para su entierro según una antigua práctica egipcia (pág. 86)

Musa, Mansa s. líder del Imperio Malí desde el año 1312 hasta aproximadamente el año 1337 (pág. 342)

Muslims [musulmanes] s. seguidores del islamismo (pág. 306)

myth [mito] s. relato con el cual las personas explican creencias acerca de su mundo (pág. 182)

N

nirvana s. en el budismo, un estado de sabiduría que pone fin a la reencarnación (pág. 126)

nomads [nómadas] s. miembros de un grupo de personas que no tienen un hogar fijo, sino que se mudan de un lugar a otro (págs. 6, 146, 306, 388)

Nur Jahan s. esposa de Jahangir, quien ejercía el verdadero poder en la India de los mogoles mientras su marido fue emperador (pág. 442)

O

obelisk [obelisco] s. monumento de piedra en forma de pilar (pág. 102)

oligarchy [oligarquía] s. un gobierno ejercido por unos pocos individuos poderosos (pág. 188)

Olmec [olmeca] s. la principal civilización mesoamericana más antigua, que floreció desde el año 1200 hasta el año 400 a. C. (pág. 368)

Olympics [Olimpiada] s. juegos llevados a cabo en la antigua Grecia cada cuatro años (pág. 182)

oracle bones [huesos de oráculo] s. huesos de animales o caparazones utilizados por los reyes Shang para comunicarse con los dioses (pág. 146)

oratory [oratoria] s. arte de hablar en público (pág. 292)

Osman s. fundador del Imperio Otomano en Asia Menor a inicios del siglo XIV (pág. 450)

ostracize [desterrar] v. en la antigua Grecia, expulsar a una persona de la ciudad estado durante diez años (pág. 188)

P

Pachacuti s. noveno soberano de los incas, quien asumió el poder en el año 1438 d. C. y expandió el Imperio Inca (pág. 368)

papyrus [papiro] s. material parecido al papel realizado con tallos de la planta de papiro (pág. 86)

parables [parábolas] s. narraciones que transmiten moralejas, relatadas a menudo por Jesús (pág. 262)

parliament [parlamento] s. grupo de representantes con ciertos poderes del gobierno (pág. 488)

Parthenon [Partenón] s. templo en honor a Atenea ubicado en la Acrópolis (pág. 208)

patricians [patricios] s. hacendados adinerados que ocupaban los puestos más importantes del gobierno en la antigua Roma (pág. 238)

patrons [patrocinador] s. personas adineradas o poderosas que dan dinero, apoyo y estímulo a un artista o a una causa (pág. 498)

Paul [Pablo] s. apóstol y uno de los primeros líderes de la iglesia cristiana (pág. 262)

Pax Romana s. frase latina que significa "Paz Romana" y se refiere a la paz y estabilidad del Imperio Romano (pág. 246)

Peace of Westphalia [Paz de Westfalia] s. tratado que reconoció la división religiosa de Europa occidental (pág. 522)

pediment [frontón] s. espacio triangular entre la parte superior de una columnata y el techo (pág. 222)

Peloponnesian War [Guerra del Peloponeso] s. conflicto bélico entre Atenas y Esparta desde el año 431 hasta el año 404 a. C. (pág. 208)

Peloponnesus [Peloponeso] s. península que forma la parte sur de Grecia (pág. 176)

peninsula [península] s. masa de tierra rodeada casi completamente por agua (págs. 176, 238)

Pericles s. líder de Atenas desde el año 460 hasta el año 429 a. C. (pág. 208)

perspective [perspectiva] s. técnica empleada por los artistas para dar la apariencia de profundidad y distancia (pág. 498)

pharaoh [faraón] s. gobernante del antiguo Egipto (pág. 94)

philosophy [filosofía] s. estudio lógico de las verdades básicas acerca del conocimiento, los valores y el universo (págs. 152, 222)

Phoenicians [fenicios] s. pueblo del suroeste de Asia que comenzó a comerciar alrededor del año 1100 a. C. (pág. 176)

pictographs [pictogramas] s. fotografías o dibujos que representan una palabra o una idea (págs. 32, 146)

pilgrimage [peregrinaje] s. viaje a un lugar sagrado o santuario (págs. 306, 442)

Piye s. rey de Kush alrededor del año 750 a. C., que ganó el control de Egipto, se convirtió en faraón y unificó Egipto y Kush (pág. 102)

plague [peste] s. enfermedad que se propaga fácilmente y generalmente causa la muerte (pág. 208)

planned cities [ciudades planificadas] s. ciudades construidas según un diseño (pág. 112)

plebeians [plebeyos] s. ciudadanos corrientes que tenían derecho al voto pero no a ocupar puestos de gobierno en la antigua Roma (pág. 238)

plunder [saquear] v. tomar posesión de algo por la fuerza (pág. 280)

polis s. palabra griega para designar a la ciudad-estado (pág. 188)

Polo, Marco s. viajero italiano que fue a China (pág. 406)

polytheism [politeísmo] s. creencia en muchos dioses y diosas (págs. 32, 86, 182, 306)

pope [Papa] s. obispo de Roma y el obispo más importante de la Iglesia Católica (págs. 274, 516)

porcelain [porcelana] s. material de cerámica dura y blanca, a menudo denominada loza fina o "china" (pág. 398)

potlatch s. ceremonia donde se entregan regalos y otros objetos para mostrar la riqueza y la posición social del donante (pág. 378)

primary source [fuente primaria] s. documento o artefacto creado por una persona que presencié un acontecimiento histórico (pág. 6)

printing press [imprenta] s. máquina que imprimía páginas de forma mecánica prensando moldes entintados sobre papel; inventada aproximadamente en el año 1455 (pág. 508)

prophets [profetas] s. líderes espirituales que se creía tenían una habilidad especial para interpretar la palabra de Dios (pág. 60)

Protestant [protestante] s. miembro de un grupo cristiano que se separó de la Iglesia Católica (pág. 516)

provinces [provincias] s. divisiones gubernamentales similares a estados (pág. 42)

pueblos s. en el Suroeste de los Estados Unidos, se refiere a aldeas formadas por viviendas de varios pisos construidas con adobe o piedra (pág. 378)

pyramid [pirámide] s. estructura del antiguo Egipto, construida sobre o alrededor de una tumba (pág. 94)

Q

Qin [Quing] s. estado de la antigua China (pág. 158)

Qur'an [Corán] s. libro sagrado de los musulmanes (pág. 306)

R

rabbis [rabinos] s. líderes y maestros judíos (pág. 66)

Ramses II [Ramsés II] s. faraón que gobernó Egipto durante 66 años y que expandió enormemente el Imperio Egipcio al conquistar los territorios vecinos (pág. 102)

rationalism [racionalismo] s. uso del pensamiento lógico para comprender el mundo (pág. 534)

Reconquista s. serie de campañas finalizadas en 1492, por las cuales los ejércitos cristianos expulsaron a los gobernantes musulmanes de España (pág. 472)

Reformation [Reforma] s. movimiento de oposición a la Iglesia Católica que comenzó en el siglo XVI (pág. 516)

reincarnation [reencarnación] s. el renacimiento de un alma en otro cuerpo (pág. 120)

religion [religión] s. veneración de un Dios, dioses o espíritus (págs. 6, 134)

religious order [orden religiosa] s. grupo de personas que viven según una norma religiosa (pág. 472)

Remus [Remo] s. hermano gemelo de Rómulo, el héroe legendario que fundó Roma (pág. 238)

Renaissance [Renacimiento] s. resurgimiento de la creatividad, la literatura y la enseñanza en Europa desde aproximadamente el año 1300 hasta el año 1600 (pág. 498)

republic [república] s. forma de gobierno en la cual los ciudadanos eligen a sus representantes para que gobiernen en su nombre (pág. 238)

reunify [reunificar] v. volver a unir algo que había sido separado (pág. 388)

Roman Catholic Church [Iglesia Católica Romana] s. iglesia cristiana con sede en Roma (págs. 274, 286, 516)

Romulus [Rómulo] s. héroe legendario que fundó Roma (pág. 238)

Royal Road [Camino Real] s. camino usado con fines gubernamentales en la antigüedad (pág. 42)

S

Sahara s. gran desierto en el norte de África (pág. 336)

Saladin s. líder militar que unió a los musulmanes para combatir a los cristianos en Palestina durante el siglo XII (pág. 472)

samurai [samurais] s. soldados profesionales de Japón (pág. 424)

satraps [sátrapas] s. gobernadores de provincias en el Imperio Persa (pág. 42)

savannas [sabanas] s. llanuras de pastizales con muy pocos árboles ubicadas en las regiones tropicales o subtropicales (pág. 336)

scholar-official [erudito funcionario] s. persona instruida que trabajaba en el gobierno chino (pág. 398)

scientific method [método científico] s. manera de comprender el mundo a partir de la observación y los experimentos (pág. 534)

Scientific Revolution [Revolución Científica] s. cambio importante en el pensamiento europeo, ocurrido a mediados del siglo XVI, que llevó al cuestionamiento de las viejas teorías (pág. 534)

scribes [escribas] s. personas especializadas en escribir y llevar registros (págs. 32, 86)

secondary source [fuente secundaria] s. obra sobre un acontecimiento histórico por una persona que no lo presenció (pág. 6)

Senate [senado] s. poderoso cuerpo gubernamental de 300 miembros que asesoraban a los líderes romanos (pág. 238)

serfs [siervos] s. personas que vivían y trabajaban en el señorío de un noble feudal o un vasallo (pág. 462)

Shah Jahan s. hijo de Jahangir, que se convirtió en el emperador del Imperio Mogol en 1628 (pág. 442)

Shakespeare, William s. dramaturgo y poeta inglés quien vivió a finales del siglo XVI y comienzos del siglo XVII (pág. 508)

Shi'a [chia] s. rama del islamismo que se opuso al gobierno de la familia Omeya (pág. 314)

Shi Huangdi s. soberano chino que asumió el poder en el año 221 a. C. y unificó y expandió China al acabar con las batallas internas y conquistar estados rivales (pág. 158)

Shinto [sintoísmo] s. religión tradicional japonesa basada en el culto a dioses que se hallan en la naturaleza (pág. 424)

shogun [shogún] s. líder de un gobierno militar de Japón que comenzó en 1192 (pág. 424)

Shona [shona] s. cultura de habla bantú que prosperó hacia el año 1000 en lo que hoy es Botswana, Mozambique y Zimbabwe (pág. 350)

Silk Roads [Rutas de la Seda] s. rutas comerciales terrestres por las cuales la seda y otras mercancías chinas pasaban hacia Mesopotamia y Europa (págs. 164, 406)

silt [limo] s. tierra fina y fértil transportada por los ríos y depositada en las tierras circundantes (págs. 26, 78)

slash-and-burn agriculture [agricultura de tala y quema] s. tipo de agricultura que consiste en talar y quemar la vegetación natural para preparar terrenos para el cultivo (pág. 362)

Smith, Adam s. economista que en su obra más importante, "La riqueza de las naciones" (*The Wealth of Nations*), escribió que la libertad económica conduciría al éxito económico (pág. 552)

social class [clase social] s. grupo de personas que comparten costumbres, orígenes, formación e ingresos similares (pág. 14)

Solomon [Salomón] s. hijo de David, que se convirtió en el tercer rey de Israel alrededor del año 962 a. C. (pág. 60)

Songhai [Songay] s. pueblo de África Occidental cuyos líderes crearon un gran imperio en los siglos XV y XVI (pág. 342)

Sparta [Esparta] s. ciudad estado de la antigua Grecia, caracterizada por su militarismo (pág. 196)

specialization [especialización] s. habilidad para un tipo de trabajo (págs. 14, 86, 336)

sponsor [patrocinador] s. persona que da dinero para apoyar un proyecto, como un viaje (pág. 542)

standing army [ejército permanente] s. fuerza militar que se conserva tanto en épocas de guerra como en épocas de paz (pág. 322)

step pyramid [pirámide escalonada] s. tipo de pirámide cuyos lados se elevan en escalones gigantes (pág. 94)

Stoicism [estoicismo] s. originalmente, una filosofía griega que enfatizaba la importancia de la virtud, el deber y la entereza (pág. 292)

subcontinent [subcontinente] s. gran extensión de tierra que forma parte de un continente pero que se considera como una región distinta (pág. 112)

succession [sucesión] s. orden en el cual los miembros de una familia real heredan un trono (pág. 94)

Suleyman I [Solimán I] s. sultán del Imperio Otomano en el siglo XVI que organizó un código legal efectivo (pág. 450)

Sundiata s. soberano del pueblo malinké en el siglo XIII que expandió enormemente el imperio Malí (pág. 342)

Sunnah [Sunna] s. enseñanzas y prácticas de Mahoma usadas como guía para vivir (pág. 306)

Sunnis [sunies] s. miembros de la rama del islamismo que aceptó a los califas escogidos como sucesores de Mahoma y no se opuso a los omeyas (pág. 314)

surplus [excedente] s. cantidad producida en exceso de lo que se necesita (págs. 14, 26)

Swahili [swahili] s. lengua africana que combina elementos del bantú y del árabe (pág. 350)

synagogues [sinagogas] s. edificios de culto y oración de los judíos (pág. 66)

T

Taj Mahal s. hermosa tumba ubicada en la India, construida por el sah Jahan en honor a su esposa, Mumtaz Mahal (pág. 442)

technology [tecnología] s. aplicación del conocimiento, herramientas e invenciones del ser humano para satisfacer sus necesidades (pág. 6)

Ten Commandments [Diez Mandamientos] s. base de la ley de los israelitas; según la Torá, entregados por Dios a Moisés (pág. 54)

Timbuktu [Tombuctú] s. ciudad de Malí, desarrollada por Sundiata en el siglo XIII como un centro de comercio y cultura (pág. 342)

toleration [tolerancia] s. práctica de permitir que las personas conserven sus tradiciones y creencias (pág. 42)

tragedy [tragedia] s. obra de teatro seria que representa la caída de un personaje principal (pág. 222)

trans-Eurasian [trans-euroasiático] *adj.* relativo a los continentes de Europa y Asia (pág. 164)

Treaty of Tordesillas [Tratado de Tordesillas] s. acuerdo entre España y Portugal de 1494 que le dio a Portugal el control sobre el territorio del actual Brasil (pág. 542)

triangular trade [triángulo comercial] s. intercambio de mercancías y esclavos a través del océano Atlántico, entre África, el continente americano y Europa (pág. 552)

tribute [tributo] s. pago realizado a cambio de protección (págs. 42, 368)

Trinity [Trinidad] s. creencia cristiana en la unión de tres personas divinas (el Padre, el Hijo — Jesús — y el Espíritu Santo) en un solo Dios (pág. 274)

tropical *adj.* con clima cálido y lluvioso (pág. 362)

truce [tregua] s. acuerdo para detener una pelea (pág. 208)

tyrant [tirano] s. en la antigua Grecia, un gobernante que ha tomado el poder en forma ilegal (pág. 188)

U

Umayyads [Omeya] s. dinastía que gobernó al Imperio Musulmán desde el año 661 al año 750 (pág. 314)

universal gravitation [gravitación universal] s. fuerza de atracción que actúa sobre todos los objetos del universo (pág. 534)

V

vassal [vasallo] s. persona de la sociedad feudal que recibía tierras y protección de los señores a cambio de su lealtad (págs. 424, 462)

vaults [bóvedas] s. arcos que forman un cielorraso o techo (pág. 292)

vegetation zone [zona de vegetación] s. región que, debido a su suelo y su clima, tiene ciertos tipos de plantas (pág. 336)

vernacular [vernáculo] s. la lengua nativa de una persona (pág. 508)

W

wood-block printing [impresión con bloques de madera] s. sistema de impresión desarrollado por los antiguos chinos, que utilizaba bloques de madera tallados en relieve con los caracteres suficientes para imprimir páginas enteras (pág. 398)

woodcut [xilografía] s. imagen producida a partir de un grabado en madera (pág. 508)

Y

Yucatán Peninsula [península de Yucatán] s. zona de selva densa en el sureste de México, que se extiende hacia el golfo de México y el mar Caribe (pág. 362)

Z

Zealots [zelotes] s. grupo de judíos que lideraron una rebelión contra la autoridad romana (pág. 66)

zen s. forma de budismo que se basa en la autodisciplina, la simplicidad y la meditación (pág. 424)

Zeus s. dios supremo de los griegos (pág. 182)

Zheng He s. almirante chino cuyos viajes expandieron enormemente el comercio exterior y la reputación de China (pág. 412)

ziggurat [zigurat] s. templo construido sobre una serie de plataformas cada vez más pequeñas (pág. 32)

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Page references in *italics* indicate illustrations, charts, and maps.

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- Abd al-Rahman, 321, 326–327
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Chapter 1

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24 *bottom left* Urn decorated in red (Proto-literate period). Terracotta. From Tell Agrab, Iraq. Iraq Museum, Baghdad, Iraq. Photo © Scala/Art Resource, New York; *bottom right* © Photowood Inc./Corbis; 25 *bottom left* Royal head, perhaps depicting Hammurabi (1792–1740 B.C.), from Susa. Diorite, 15 cm high. Louvre, Paris, France. Photo © Erich Lessing/Art Resource, New York; *bottom right* Jaguar from Monte Alban. Zapotec. Museo Nacional de Antropología e Historia, Mexico City, D.F., Mexico. Photo © Scala/Art Resource, New York; 27 *top* Illustration by Gino D'Achille/Artist Partners; *bottom* © Expuesto/Nicholas Randall/Alamy; 28–29 Illustration by Peter Bull; 29 *top* The Granger Collection, New York; 30 *bottom* © Jane Sweeney/Lonely Planet Images/Getty Images; *bottom inset* © Robyn Mackenzie/Shutterstock; 31 *Goat in a thicket* (around 2500 B.C.), Sumerian Ur, southern Iraq. Statuette of gold, copper, lapis lazuli, red limestone and shell. Photo © The Art Archive/British Museum; 32 List of proper names (end of fourth millennium), from Mesopotamia. Limestone tablet with Sumerian pictographic script, 5 x 4.2 cm. AO 19936. Louvre, Paris, France. Photo © Erich Lessing/Art Resource, New York; 33 *top* Two gypsum statuettes with folded hands, Sumerian. Male figure, height: 72 cm, Nr. 19752. Female figure, height: 59 cm, Nr. 19751. From the temple *carre* of the God Abu, Eshnunna (Tel Asmar). Iraq Museum, Baghdad, Iraq. Photo © Erich Lessing/Art Resource, New York; *bottom* © David Lees/Corbis; 34 *top* The Standard of Ur (2600 B.C.), Early dynastic (Sumerian). Enamelled panel. British Museum, London, Great Britain. Photo © Erich Lessing/Art Resource, New York; *first from top* Gudea, King of Lagash (2120 B.C.), Sumerian. Dolerite sculpture. Louvre, Paris, France. Photo © Scala/Art Resource, New York; *second from top* © Nico Tondini/Robert Harding World Imagery/Getty Images; *third from top* © Araldo de Luca/Corbis; *bottom* Golden helmet

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Strouhal/Werner Forman/Art Resource, New York; **77 top** © Guy Midkiff/Alamy; **second from top** The deceased seated at a table packed with offerings of food (late fifth dynasty). Painted relief. Tomb of Nefer and Kahay, Saqqara, Egypt. Photo © Giraudon/Art Resource, New York; **third from top** © Aubrey W. Cronin/Eye Ubiquitous/Alamy; **fourth from top** © Vova Pomortzeff/Alamy; **bottom** Olmec Colossal Head (12th–10th century B.C.). Photo © Gianni Dagli Orti/Corbis; **78** © NASA-GSFC-MODIS/digital version by Science Faction/Science Faction/Getty Images; **79 top** A small painted core-glass vase in the form of a fish (18th dynasty), from Tell el-Amarna. British Museum, London, Great Britain. Photo © Werner Forman/Art Resource, New York; **bottom** © Bob Turner/Alamy; **80** Wallpainting depicting the harvesting of wheat with two surveyors measuring the crop before it is cut (18th dynasty), Pharaonic. Reign of Tutmosis IV (about 1400–1390 B.C.). Tomb of Mennah, Sheikh Abd el-Qurna, Tombs of the Nobles, Thebes, Egypt. Photo © Werner Forman/Art Resource, New York; **81** © Tor Eigeland/Alamy; **82–83** *Nebamun Hunting Fowl* (1400–1425 B.C.). Photo © Archivo Iconografico, S.A./Corbis; **83** Hippopotamus, decorated with bird, reeds and lotus flower, from a tomb in Thebes, Egypt (20th–18th century B.C.), Egypt, Middle Kingdom, 12th Dynasty. Turquoise-glazed ceramics with brown linear ornaments. Inv. 4211. Kunsthistorisches Museum, Vienna, Austria. Photo © Erich Lessing/Art Resource, New York; **84–85** Illustration by Inklink Firenze; **87 top** Egyptian Mummified Cat (664–332 B.C.), Late period, Egypt. Stuccoed and painted. Louvre, Paris, France. Photo © Art Resource, New York; **bottom** © Tibor Bognár/Corbis; **88–89** Illustration by Michael Jaroszkó; **90** Seated scribe, $\frac{3}{4}$ view (Fifth Dynasty), Egypt. E3023. Louvre, Paris, France. Photo © Réunion des Musées Nationaux/Art Resource, New York; **91** © Roger Wood/Corbis; **92** Papyrus from the Book of the Dead of Any (1275 B.C.), 12th Dynasty, Thebes, Egypt. British Museum, London, Great Britain. Photo © HIP/Art Resource, New York; **93** Mask of a dog, representing Anubis or Douamoutef, with a moveable jaw (21st dynasty). Stuccoed wood decorated with painted motifs. N 4096. Louvre, Paris, France. Photo © H. Lewandowski/Réunion des Musées Nationaux/Art Resource, New York; **94** © Carl & Ann Purcell/Corbis; **95 top** Pectoral of Tutankhamun (1332–1322 B.C.), 18th Dynasty, Thebes, Egypt. Gold, carnelian, lapis-lazuli and turquoise with central lapis scarab. Photo © Dagli Orti (A)/Egyptian Museum Cairo/The Art Archive; **bottom** © Kenneth Garrett/National Geographic/Getty Images; **96** © Wildlife Art Ltd.; **97** Khufu (2575–2450 B.C.), 4th Dynasty, Old Kingdom Egyptian. Ivory statuette. Photo © Dagli Orti/Egyptian Museum Cairo/The Art Archive; **98** Semitic Tribe in traditional costume and Egyptians (19th century), Egyptian painting. Mural from the tomb of Beni-Hassan. Kunsthistorisches Museum, Vienna, Austria. Photo © Erich Lessing/Art Resource, New York; **100–101** Illustration by Peter Bull; **100 top** © Jean-Pierre Lescouret/Corbis; **103 top**, Illustration by Bill Cigliano; **bottom**, © Art Kowalsky/Alamy; **104** *Bust of Nefertiti*, profile view. Museo Archeologico, Florence, Italy. Photo © Scala/Art Resource, New York; **105** © John Lamb/Stone/Getty Images.

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cm high. National Museum of India, New Delhi, India. Photo © Bridgeman Art Library; **118** Bust of Priest-King (2500–2000 B.C.). White steatite. National Museum, Karachi. Photo © Dagli Orti (A)/National Museum Karachi/The Art Archive; **119** Indus Copper Implements. National Museum of New Delhi, New Delhi, India. Photo © Angelo Hornak/Corbis; **121 top** Shiva Nataraja (15th century). Bronze sculpture. Photo © Burstein Collection/Corbis; **bottom** © Grant Dixon/Lonely Planet Images/Getty Images; **123** © The British Library/HIP/The Image Works, Inc.; **124** *Shri Krishna*, Indian school. Gouache and watercolor on paper. Private collection, Dinodia. Photo © Bridgeman Art Library; **125** © Steve Allen/The Image Bank/Getty Images; **127 top**, *Pillar of Asoka* (273–236 B.C.). Maurya Dynasty. Museum, Sarnath, Uttar Pradesh, India. Photo © Borromeo/Art Resource, New York; **bottom**, *Mahaparinirvana* Sculpture at Ajanta (sixth century). Photo © Lindsay Hebbel/Corbis; **128** Lord Buddha painting. Bodhgaya, Bihar, India. Photo © DPA/SOA/The Image Works; **129 bottom inset**, *Brahma and Indra inviting the Buddha to preach* (first-second century B.C.), Gandhara style. Relief from Gunbat. Museo Nazionale d'Arte Orientale, Rome, Italy. Photo © Scala/Art Resource, New York; **bottom** Buddha at the Likri Monastery (2006). Photo © Arlene Collins/The Image Works, Inc.; **130** © Jean-Louis Nou/akg-images; **132** © Robert Harding Picture Library Ltd/Alamy; **134** Figurine depicting Sakuntala Kalidasa (1914), Pawel Wafolomejewitsch Kusnezow. Watercolor on paper, 48.2 × 22 cm. A. A. Bakhrushin Museum. Moscow. Photo © akg-images, London; **135 top** Mohandas "Mahatma" Gandhi (March 25, 1940). India. Photo © Hulton-Deutsch Collection/Corbis; **bottom** © Deshakalyan Chowdhury/Stringer/AFP/Getty Images; **136** Dance of the Ramayana during a festival in Bangkok. Photo © Charles Walker/Topham/The Image Works; **137 top**, *Ganesh, the Elephant God (miniature)*, Indian School. Bombay, India, Dinodia. Photo © Bridgeman Art Library International; **138–139** © Gavin Hellier/Robert Harding World Imagery/Getty Images; **140 background** Landscape in the region of Darjeeling (1960), India. Photo © Roger-Viollet/The Image Works, Inc.; **top** © Christine Osborne/Corbis; **center** © David Samuel Robbins/Corbis; **bottom** © Christophe Boisvieux/Corbis; **141 background** © Dinodia Images/Alamy; **top left** © Kapoor Baldev/Sygma/Corbis; **top right** © Robert Wallis/Corbis; **bottom** © Brian Lee/Corbis.

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172–173 *The Acropolis of Athens* (1846), Leo von Klenze. Oil on canvas, 102.8 × 147.7 cm. Munich. Neue Pinakothek. Photo © akg-images, London; **173** top Demeter (first century), Roman. Marble, 105 cm high. Carthage, Tunisia. Musée National de Carthage. Photo © Jean-Louis Nou/akg-images; *bottom* © Dagli Orti/The Art Archive.

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174 *bottom* left Tiara from Grave III (about 16th century B.C.), Grave Circle A, Mycenae. Gold. National Archaeological Museum, Athens, Greece. Photo © The Bridgeman Art Library; *bottom* right Sitting man, holding a jaguar cub in his arms, Olmec, El Señor de las Limas (Veracruz), Monument 1. Jalapa. Museo de Antropología. Photo © Veintimilla/akg-images, London; **175** *bottom* left Gold ring with ornaments (late fifth century B.C.), from Ezerovo near Parvomai. 2.7 cm diameter. Archaeological Museum, Sofia, Bulgaria. Photo © Erich Lessing/Art Resource, New York; *bottom* right Head of a Buddha (12th century), from Angkor (Siemreap). Khmer. Musée des Arts Asiatiques-Guimet, Paris, France. Photo © Erich Lessing/Art Resource, New York; **176** © David Greys/Alamy; **177** *bottom* Fish plate (second half of the fourth century B.C.). Red figure vase painting. Louvre, Paris, France. Photo © Réunion des Musées Nationaux/Art Resource, New York; *bottom* © Gian Berto Vanni/Corbis; **178** map inset © foodfolio/Alamy; **179** The Granger Collection; **180** AP/Wide World Photos; **181** The Granger Collection, New York; **182** © CS Productions/Brand X Pictures/Alamy; **183** top Heracles leading Alcestris out of the Underworld (about 525–520 B.C.). Black figure amphora, 42.4 cm high. From Vulci. Inv. F 60. Louvre, Paris, France. Photo © Hervé Lewandowski/ Réunion des Musées Nationaux/Art Resource, New York; *bottom* © Robert Gill/Papilio/Corbis; **184** left Statue of Zeus (about 500 B.C.), Greek. Bronze, mounted, 74 cm high. Ugentum (Lecce), Lower Italy. Inv.Nr. 121327. Museo Archeologico Nazionale. Photo © Andrea Baguzzi/akg-images, London; *right* Athena with her owl in flight (about 360 B.C.), Etruscan vase. To the right, Poseidon with the trident. Detail of a red figure crater. Inv.: CA 7426. Louvre, Paris, France. Photo © Hervé Lewandowski/ Réunion des Musées Nationaux/Art Resource, New York; **185** top AP/Wide World Photos; *bottom* Demeter (first century), Roman. Marble, 105 cm high. Carthage, Tunisia. Musée National de Carthage. Photo © Jean-Louis Nou/akg-images; **186** *Head of Polyphemus* (about 150 B.C.), Greek (second century B.C.). Made in Italy. Dolomitic marble from Thasos. Museum of Fine Arts, Boston, Massachusetts, USA. Gift in honour of Edward W. Forbes from his friends. Photo © Bridgeman Art Library; **187** © Elmer Parolini/www.CartoonStock.com; **189** top Ostrakon. Greek potsherd. Agora Museum, Athens, Greece. Photo © Scala/Art Resource, New York; *bottom* The Agora and Acropolis of Athens (159–138 B.C.), Phidias. Photo © Wolfgang Kaehler/Corbis; **190** *Aerial View of Athens (midfourth century B.C.)* (1998), Peter Connolly. Watercolor. Photo © Peter Connolly/akg Images. Copyright Connolly through akg-images; **193** Bust of Solon (630–560 B.C.), Greek. Uffizi, Florence, Italy. Photo © Scala/Art Resource, New York; **194** *The Agora and the Hephaisteion (Theseion) in Athens* (seventh century B.C.), Phidias. Photo © Wolfgang Kaehler/Corbis; **197** top Illustration by Frank Ordaz Studio; *bottom* Attacking warrior, formerly part of a vessel (510–500 B.C.), Greek. Bronze from Dodona, 12.8 cm high. Inv.: Misc 7470. Antikensammlung, Staatliche Museen zu Berlin, Berlin, Germany. Photo © Johannes Laurentius/Bildarchiv Preussischer Kulturbesitz/Art Resource, New York; **198** *Lycurgus demonstrates the meaning of education* (about 1660–1661), Caesar Beotius van Everdingen. Oil on canvas, 167 × 218.5 cm. Inv.Nr. 20933. Alkmaar. Stedelijk Museum. Photo © akg-images, London; **199** The Granger Collection, New York; **201** *The Last Spartan Contingent at Thermopylae* (1977), Peter Connolly. Watercolor from the book, *The Greek Armies*. Photo © Peter Connolly/akg-images, London. Copyright Connolly through akg-images; **202–203** Illustration by Roger Stewart.

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206 map inset © M. Crame/Worldwide Picture Library/Alamy; *bottom* left Ancient Greek Hydria with Osco Warrior on Horseback (fourth century B.C.). Photo © Archivo Iconografico, SA/Corbis; *bottom* right The Granger Collection, New York; **207** map inset © Hideo Kurihara/Alamy Images; *bottom* left © POPPERFOTO/Alamy; *bottom* right Bull, Warring States period (1027–220 B.C.), Chinese School. Chinese/out of copyright. Photo © Private Collection/Paul Freeman/Bridgeman Art Library; **208** © Goodshoot/Corbis; **209** top Illustration by Ezra Tucker; *bottom* Bust of Pericles (about 495–429 B.C.). Museo Pio Clementino, Vatican Museums, Vatican State. Photo © Scala/Art Resource, New York; **211** Trier, Rafael Monleon y Torres. Watercolor. Photo © Dagli Orti/Museo Naval Madrid/The Art Archive; **212** © Dagli Orti/The Art Archive; **213** *The Age of Pericles* (1852), Philipp von Foltz. Print, later coloring, after the painting (1853) by Philipp von Foltz. Photo © akg-images, London; **216** The city of Alexandria in Egypt (sixth century). Detail from the floor mosaic in Saint John's Church, Gerasa, Jordan. Archaeological Museum, Gerasa (Jerash), Jordan, Kingdom. Photo © Erich Lessing/Art Resource, New York; **217** top Philip II of Macedon (copy of Greek original, fourth century B.C.). Photo © Dagli Orti (A)/Chiaramonti Museum Vatican/The Art Archive; *bottom* inset Detail showing Alexander, from Battle of Issus between Alexander the Great and Darius III (second-first century B.C.). Roman mosaic. House of the Faun, Pompeii. Photo © Dagli Orti (A)/Archaeological Museum Naples/The Art Archive; *bottom* Battle of Issus between Alexander the Great and Darius III (second-first century B.C.). Roman mosaic. House of the Faun, Pompeii. Photo © Dagli Orti (A)/Archaeological Museum Naples/The Art Archive; **218–219** Equestrian portrait of Alexander the Great in combat. Museo Archeologico Nazionale, Naples, Italy. Photo © Alinari/Art Resource, New York; **220** Photo by Sharon Hoogstraten; **221** Aristotle teaching astronomers (early 13th century). Al-Mubashshir, Mukhtar al-Hikan (The better sentences and most precise dictions). Ms. Ahmet III, 3206. Saljuq dynasty. Topkapi Palace Museum, Istanbul, Turkey. Photo © Bridgeman-Giraudon/Art Resource, New York; **222** © Ric Ergenbright/Corbis; **223** top *The Victory of Samothrace* (second century B.C.), Greek. Parian marble. Louvre, Paris, France. © Lauros/Giraudon/Bridgeman Art Library; *bottom* © Arco Images/Alamy; **224** top Comic mask (about 250 B.C.), Greek. Terracotta sculpture. Museo Eoliano, Lipari. Photo © Alfio Garozzo/akg-images, London; *bottom* Tragic theatre mask from Boeotia (about fourth-fifth century B.C.). Pergamon-Museum, Berlin. Photo © akg-images, London; **225** top left Ionic capital from the grave of Archilochus (late sixth century B.C., inscription fourth century B.C.). Marble. Found in Elyto. Archaeological Museum, Paros. Photo © John Hios/akg-images; *bottom* left © Gary Leighty/Stock Connection Blue/Alamy; *right* © Image Source/Corbis; **226** *Thucydides* (about 1800), Georg Mansfeld. Copper engraving. Photo © akg-images, London; **227** Portrait statuette of Socrates (about 200 B.C.–A.D. 100), Greek. Athenian statesman. British Museum, London, Great Britain. Photo © HIP/Art Resource, New York; **230** top Athlete arriving at Olympic Games (about 480 B.C.), Classical Greek. Red-figure cup. Photo © Dagli Orti/ Goulandris Foundation, Athens/The Art Archive; *bottom* © Le Segretain Pascal/Corbis Sygma; **231** top left View of the Temple seen from the East (completed 550–525 B.C.), Greek. Temple of Hephaestus, Athens, Greece, Index. 200–0436068. Photo © Bridgeman Art Library; *top* right Lincoln Memorial (1912–1922), Henry Bacon. Photo © Angelo Hornak/Corbis; *bottom* © Bob Daemmrich/The Image Works, Inc.; *bottom* inset Kleroterion, Classical Greek. Photo © Dagli Orti/Agora Museum, Athens/The Art Archive.

Unit 4 Opener

234–235 Illustration by Frank Ordaz; *top* © ML Sinibaldi/Corbis; **235** *bottom* Justinian I with crown and sceptre. Mosaic. S. Apollinare in Classe, Ravenna, Italy. Photo © Erich Lessing/Art Resource, New York.

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236 *bottom* left © Araldo de Luca/Corbis; *bottom* right © O Louis Mazzatenta/National Geographic/Getty Images; **237** *bottom* left War elephant, Roman. Terracotta vase. From the period of the Punic wars. Museo Archeologico Nazionale, Naples, Italy. Photo © Scala/Art Resource, New York; *bottom* right Horse (Han dynasty). Funerary terracotta figurine. Museo d'Arte Orientale, Rome, Italy. Photo © Scala/Art Resource, New York; **239** top Detail of *Rome with the Tiber and the Anio*, Giovanni Ceccarini. Rome, Italy. Photo © John Heseltine/Corbis; *bottom* Palatine Hill. View from the Forum Romanum. Palatine Hill, Rome, Italy. Photo © Scala/Art Resource, New York; **241** © Gary Braasch/Corbis; **242** © Dave Bartruff/Corbis; **245** © Andy Crawford/Dorling Kindersley; **246**

Bust of Julius Caesar (100–44 B.C.), Roman. Museo Pio Clementino, Vatican Museums, Vatican State. Photo © Scala/Art Resource, New York; **247** top Illustration by Eric Robson; **bottom** © ML Sinibaldi/Corbis; **248** *The Emperor Julius Caesar*, Sir Peter Paul Rubens. On panel, oval. Photo © Christie's Images Ltd.; **249** Portrait bust of Cicero. Uffizi, Florence, Italy. Photo © Alinari/Art Resource, New York; **250** top and **bottom** The Granger Collection, New York; **251** Augustus in a toga. Roman sculpture. Uffizi, Florence, Italy. Photo © Alinari/Art Resource, New York; **253** Sewer grate. Rome, Italy. Photo © Timothy McCarthy/Art Resource, New York; **254–255** Illustration by Roger Stewart; **256** © The Print Collector/Alamy; **257** top Cave canem. Pompeian mosaic. House of the Tragic Poet, Pompeii, Italy. Photo © Scala/Art Resource, New York; **bottom** View of Hadrian's Villa. Hadrian's Villa, Tivoli, Italy. Photo © Werner Forman/Art Resource, New York; **258** *Portrait of a young girl* (first century A.D.), Roman. Fresco. Museo e Gallerie Nazionali di Capodimonte, Naples, Italy. Photo © Lauros/Giraudon/Bridgeman Art Library; **259** *Fall of the Giants*, Filippo Tagliolini. Detail of Jupiter hurling a thunderbolt. Photo © Araldo de Luca/Corbis; **260** Illustration by John James; **261** Pont du Gard (19th century B.C.), Roman aqueduct. Pont du Gard, Nîmes, France. Photo © Vanni/Art Resource, New York; **262** *Risen Christ appearing to the Disciples from the Predis Codex* (1476), Cristoforo de Predis. Photo © Archivio Iconografico, S.A./Corbis; **263** top Reliquary cross of Justinian (6th century). Byzantine. Museum of the Treasury, St. Peter's Basilica, Vatican State. Photo © Scala/Art Resource, New York; **bottom** © Mickael David Authors Image/Alamy; **265** Ms 870 *The Sermon on the Mount* from the manuscript (1295), Frere Laurent. French School. Vellum. Bibliothèque Mazarine, Paris, France, Archives Charmet. Photo © Bridgeman Art Library; **266** © Dynamic Graphics Group/Creatas/Alamy; **267** Cures Street and Temple of Hadrian (first-second century A.D.). Ephesus, Turkey. Photo © Michael Nicholson/Corbis; **268** *Portrait of St. Paul*, Pompeo Batoni. Basildon Park, Berkshire, Great Britain. Photo © National Trust/Art Resource, New York; **271** Relief from Trajan's Column. Column of Trajan, Rome, Italy. Photo © Alinari/Art Resource, New York.

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272 **bottom left** Marcus Aurelius (1429–1484), Mino da Fiesole. Relief profile in marble. Bargello, Florence, Italy. Photo © Bridgeman Art Library; **bottom right** The tallest of the still erect stelae at Axum (fourth-fifth century), Axumite. Axum, Ethiopia. Photo © Werner Forman/Art Resource, New York; **273** **bottom left** Emperor Justinian I with crown and sceptre. Mosaic. S. Apollinare in Classe, Ravenna, Italy. Photo © Erich Lessing/Art Resource, New York; **bottom center** The Granger Collection, New York; **bottom right** The Granger Collection, New York; **274** Emperor Constantine I the Great (13th century), Byzantine. Mosaic. San Marco, Venice, Italy. Photo © Lauros/Giraudon/The Bridgeman Art Library; **275** top Illustration by Melvyn Grant; **bottom** © Dennis Degnan/Corbis; **276** Burial niches with fresco *Christ, ruler of the World (Pantocrator)*, Byzantine pattern (seventh-eighth century B.C.), Early Christian. Catacomb of S. Callisto, Rome, Italy. Photo © Erich Lessing/Art Resource, New York; **278** Emperor Constantine I the Great (13th century), Byzantine. Mosaic. San Marco, Venice, Italy. Photo © Lauros/Giraudon/The Bridgeman Art Library; **279** © Visual Arts Library (London)/Alamy; **280** Statue of Diocletian. Marble. Rome, Italy. Photo © Bettmann/Corbis; **281** top Engraved bronze plaque of horseman from Lombardy (seventh century A.D.). Stabio, Switzerland. Bargello Museum, Florence. Photo © Dagli Orti (A)/Bargello Museum Florence/The Art Archive; **bottom** © Sandro Vannini/Corbis; **282** left Bronze figurine of Roman legionnaire © The British Museum; **right**, *Striding Infantryman*. Qin dynasty (221–206 B.C.), Courtesy of the Cultural Relics Bureau, Beijing and The Metropolitan Museum of Art, New York; **283** © Harvey Lloyd/Taxi/Getty Images; **285** © Archaeologisches Landesmuseum der Christian-Albrechts-Universität, Schloss Gottorf, Schleswig, Germany; **287** top Justinian I with crown and sceptre. Mosaic. S. Apollinare in Classe, Ravenna, Italy. Photo © Erich Lessing/Art Resource, New York; **bottom** © David Lomax/Robert Harding World Imagery/Getty Images; **288** Empress Theodora (sixth century A.D.). Mosaic. Detail from Basilica San Vitale, Ravenna, Italy. Photo © Dagli Orti (A)/The Art Archive; **290** left The Granger Collection, New York; **right** Byzantine cross (A.D. 900–1000). Reliquary of the True Cross. Cathedral, Limburg an der Lahn, Germany. Photo © Werner Forman/Art Resource, New York; **291** Bronze Horses of San Marco (fourth century B.C.), Lysippos. Venice, Italy. Photo © Mimmo Jodice/Corbis; **292** *Soldiers of the Praetorian Guard* (second century), Roman. Marble relief. Louvre, Paris, France. Photo © Bridgeman Art Library; **293** top Theatrical mask, elderly character. Wallpainting from Pompeii, Italy. Museo Archeologico Nazionale, Naples, Italy. Photo © Erich Lessing/Art Resource, New

York; **bottom** © Soltan Frederic/Corbis Sygma; **294** Photo by Sharon Hoogstraten; **295** MS.4 f.40v Illuminated initial 'D' (12th century), English School. © Lambeth Palace Library, London, UK. Photo © Bridgeman Art Library; **296** Illustration by Peter Bull; **297** © Lynn Radeka/SuperStock; **298** top © Philip de Bay/Historical Picture Archive/Corbis; **bottom right** © Joseph Sohm/Visions of America, LLC/Alamy; **299** top left © Lucidio Studio Inc./Corbis; top right © Kevin Fleming/Corbis; **bottom left** © David Butow/Corbis SABA; **bottom right** Lucius Annaeus Seneca, marble bust. Archaeological Museum, Naples, Italy. Photo © Dagli Orti/The Art Archive.

Unit 5 Opener

302–303 Illustration by Philip Howe; **303** top left Dome of south Iwan (1611–1638). Safavid dynasty. Masjid-i Shah, Isfahan, Iran. Photo © SEF/Art Resource, New York; **bottom left** Kuba mask (19th century), African. Painted wood and straw. Private Collection. Photo © Alfredo Dagli Orti/The Art Archive; top right The Granger Collection, New York; center right © Jim Zuckerman/Corbis; bottom right Noh theatre mask of a young woman (19th century), Japanese School. Photo © Leeds Museums and Art Galleries (City Museum), United Kingdom/The Bridgeman Art Library.

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304 **bottom left** Reliquary of Charlemagne from the Treasury of Aachen Cathedral (1350). Gold inlaid with gems. Aachen Cathedral Treasury, Aachen, Germany, Bildarchiv Steffens. Photo © Bridgeman Art Library; **bottom right** Minaret of the mosque at Samarra (A.D. 848–852), Abbasid dynasty. Great Mosque (Mosque of al-Mutawakkil), Samarra, Iraq. Photo © SEF/Art Resource, New York; **305** **bottom left** Meiping Vase (Song dynasty 906–1279), China. Ceramic. Height: 26.2 cm. Inv.: MA 4113. Photo © Richard Lambert/ Réunion des Musées Nationaux/Art Resource, New York; **bottom right** Four Muslim Holy Men Seated in Meditation (about 1750). Miniature painting. Photo © Philip Spruyt Stapleton Collection/Corbis; **307** top Illustration by Christian Hook; **bottom** © David Short/Alamy; **308** © Phil Banko/Corbis; **310** © Reuters/Corbis; **311** Plaque from the Tomb of the Prophet at Mecca (16th century), Turk. Ceramic. Photo © Dagli Orti/Museum of Islamic Art Cairo/The Art Archive; **313** © Steve Raymer/Corbis; **315** top Lamp from Hasan Mosque (16th century). Enamelled glass. Cairo, Egypt. Photo © Dagli Orti/Museum of Islamic Art Cairo/The Art Archive; **bottom** Islamic miniature painting of Arabs swearing allegiance to Imam 'Ali' at Kufa after the murder of Caliph Othman. British Museum. Photo © Michael Holford; **317** Battle of the tribes. Illumination from Add. Or 25900, f. 121v. By permission of the British Library; **318** Page from the Koran (15th century), Maghreb, Merinde period. Black, blue, and red ink with gold on paper, 19 x 21 cm. Inv.: MNAM 1982.5.1. Musée du Quai Branly, Paris, France. Photo © J.G. Berizzi/ Réunion des Musées Nationaux/Art Resource, New York; **319** left © Paul Doyle/Alamy; right Partial view with cupola of the Sayyida Zainab Mosque (20th century), Damascus. Photo © Hedda Eid/akg-images, London; **321** Caravan of pilgrims on the road to Mecca (16th century), Safavid miniature. Watercolor. British Library, London, Great Britain. Photo © Art Resource, New York; **322** Folio from a Koran (Mid-14th century), Mamluk dynasty. Photo © Smithsonian Institution/Corbis; **323** top Abbasid period Islamic plate (ninth century), Samarra. Iraq. Photo © Prisma/Ancient Art and Architecture Collection Ltd; **324** Baghdad in the 1800's. © Stock Montage, Inc.; **325** left Pyx with a relief depicting the pleasures of courtly life (A.D. 968), Islamic School. Inscribed with the name of Al-Mughira, son of the Caliph Abd-al-Rahman III, Umayyad Period. Cordoba, Spain. Louvre, Paris, France. Photo © Lauros/Giraudon/Bridgeman Art Library; **326** Nicholas (about tenth century), Byzantine. Enamel. Museo Lazaro Galdiano, Madrid, Spain. Photo © Bridgeman Art Library; **327** © Eddie Gerald/age Fotostock; **328** Photo by Sharon Hoogstraten; **329** The Hebrews building cities for Pharaoh from the *Barcelona Haggadah*, a Hebrew service book read on Passover Eve (about 1350). Northern Spain. Shelfmark ID: Add 14761 Folio No: 43 r. British Library, London, Great Britain. Photo © HIP/Art Resource, New York; **330** left © Roger Ressmeyer/Corbis; right The Granger Collection, New York; **331** top left © Pete Saloutos/Corbis; top right The Granger Collection, New York; **bottom left** © Ariel Skelley/Corbis; **bottom right** The Granger Collection, New York.

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334 **bottom right** © Eddie Gerald/Alamy; **bottom left** Water dropper in the form of a mandarin duck. China. Tang dynasty 618–906 A.D. Glazed pottery. Private collection. New York. Photo © Werner Forman/Art Resource, New York; **335** top © Photowood Inc./Corbis; second from top © Gallo Images/Corbis; third from top © Corbis/Jupiterimages Corporation; **bottom** Saint Louis IX embarking in boat for last crusade to Tunis, from History of Saint

Louis (about 1280). Bibliothèque Nationale Paris. Photo © JFB/ Bibliothèque Nationale Paris/The Art Archive; **336** © Jean Pierre Kepsu/Contributor/PANAPRESS/Getty Images; **337** top Ngady Amwaash, representing Mweel, sister of the founding ancestor Woot. Kuba culture of Central Zaire. National Museum, Ghana. Photo © Werner Forman/Art Resource, New York; **338** Illustration by Stephen R. Wagner; **340** left Textile (kente). Asante peoples, Ghana. Silk, 235 × 332.1 cm. Gift of Franklin H. Williams, 70–6–42. National Museum of African Art, Smithsonian Institution, Washington, DC, U.S.A. Photo © Aldo Tutino/Art Resource, New York; **center** © J Marshall/Tribaleye Images/Alamy; **right** © Robert Estall photo agency/Alamy; **341** © Ferdinando Scianna/Magnum Photos; **343** top Illustration by Bill Cigliano; **bottom** © Kazuyoshi Nomachi/Corbis; **345** *King of Mali* (about 1375), Abraham Cresques. The king seated on his throne, wearing a crown and holding an orb and sceptre, is portrayed at the center of a map of his realm. British Library, London, Great Britain. Photo © HIP/Art Resource, New York; **346** Askia Muhammed. © Leo and Diane Dillon; **348–349** Illustration by Terence Gabbey; **351** top © Andrew Holt/Alamy; **bottom** © Robert Preston/Alamy; **355** *bottom* © Arne Hodalic/Corbis; **top** © Robert Preston/Alamy; **top inset** © Robert Harding Picture Library Ltd/Alamy; **356** Alfonso I. © Leo and Diane Dillon; **357** Commemorative Figure: Seated Male (19th–20th century), Yombe people of Central Africa. Wood, glass, metal, kaolin, 11½" high. Purchase, Louis V. Bell Fund, Mildred Vander Poel Becker Bequest, Amalia Lacroze de Fortabat Gift, and Harris Brisbane Dick Fund, 1996 (1996.281). The Metropolitan Museum of Art, New York, NY. Photo © The Metropolitan Museum of Art/Art Resource, New York.

Chapter 13

360 *bottom left* Jade figurine of a jaguar spirit, Olmec. Dallas Museum of Art, Dallas, Texas. Photo © Werner Forman/Art Resource, New York; *bottom right* The tallest of the still erect stelae at Axum (4th–5th century). Aksum, Ethiopia. Photo © Werner Forman/Art Resource, New York; **361** top © Robert Harding Picture Library Ltd/Alamy; **center** © Inger Hogstrom/Age Fotostock; *bottom left* © Francesco Venturi/Corbis; *bottom center* *The Mona Lisa*, called La Gioconda (about 1503–1506), Leonardo da Vinci. Photo © Dagli Orti (A)/Musée du Louvre Paris/The Art Archive; *bottom right* Detail of *Montezuma*, (16th century), Artist unknown. Last king of the Aztecs. Photo © Dagli Orti (A)/Palazzo Pitti Florence/The Art Archive; **362** © Tom Van Sant/Corbis; **363** top © Michael Maslan Historic Photographs/Corbis; *bottom* © Pep Roig/Alamy; **365** © Ed Simpson/Stone/Getty Images; **367** © Jean du Boisberranger/Riser/Getty Images; **369** top Illustration by Philip Howe; *bottom* Monolithic Olmec head found near La Venta. La Venta, Tabasco, Mexico. Photo © SEF/Art Resource, New York; **370** Photo by Sharon Hoogstraten; **371** Jade mosaic mask of Lord Pacal. National Anthropological Museum, Mexico. Photo © Dagli Orti/National Anthropological Museum, Mexico/The Art Archive; **372** *bottom* Detail from *The Great City of Tenochtitlan* (1945), Diego Rivera. 4.92 × 9.71 m. Patio corridor. National Palace, Mexico City, D.F., Mexico. © Banco de Mexico Trust. Photo © Schalkwijk/Art Resource, New York; **373** top Aztec funeral rites. From Codex BR 232. Aztec manuscript. Biblioteca Nazionale, Florence, Italy. Photo © Scala/Art Resource, New York; *inset* Aztec codex Fejervary-Mayer shown partially unfolded (A.D. 1350–1521), Aztec. Paintings cover both sides of the codex and may relate to the beliefs and lore of the Pochteca, the merchants of the Aztec world who traded long distances. Mixtec style, Mexico. Liverpool Museum, Liverpool, Great Britain. Photo © Werner Forman/Art Resource, New York; **374** *Pachacuti*, 10th Inca King (mid-18th century), Peruvian School. Oil on canvas. © Collection of the New York Historical Society, U.S.A. Photo © Bridgeman Art Library; **375** Chasquis or Inca messenger, from *History of the Inca Kingdom*, Nueva Coronica y buen Gobierno (about 1587), Guaman Poma de Ayala. Manuscript with illustrations. Peru. Photo © Dagli Orti/Archaeological Museum Lima/The Art Archive; **376–377** Illustration by Peter Bull; **376** *bottom left* © Danny Lehman/Corbis; **379** top Hide shield cover painted with symbols which gave its owner spiritual protection. Plains Indians, U.S.A. Field Museum of Natural History, Chicago, U.S.A. Photo © Werner Forman/Art Resource, New York; *bottom* © David R. Frazier Photolibrary, Inc./Alamy; **380** © Richard A. Cooke/Corbis; **381** © Robert van der Hilst/Corbis; **383** © John Fryer/Alamy; **385** Statuette of a warrior (650–1000), Mayan classical epoch (out of copyright). Terracotta. Photo © Museo Nacional de Antropología, Mexico City, Mexico/Bildarchiv Steffens/Henri Stierlin/Bridgeman Art Library.

Chapter 14

386 top left Head of Buddha. Schist. North West India. Gandhara period (third-fifth century). Victoria and Albert Museum, London, Great Britain. Photo © Victoria and Albert Museum, London/

Art Resource, New York; *bottom* © Bojan Brecelj/Corbis; *top right* Tomb figure of a horse (618–906) Tang dynasty. Pottery. Idemitsu Museum of Art, Tokyo, Japan. Photo © Werner Forman/Art Resource, New York; **387** top Meiping Vase (Song dynasty 906–1279), China. Ceramic. Height: 26.2 cm. Inv.: MA 4113. Photo © Richard Lambert/ Réunion des Musées Nationaux/Art Resource, New York; *bottom* Pectoral ornament in the form of a double-headed serpent. Aztec. Turquoise. Full view. Approximately 17". British Museum, London, Great Britain. Photo © Werner Forman/Art Resource, New York; **389** top Illustration by Bill Cigliano; *bottom* © Galen Rowell/Corbis; **390–391** Colossal seated Buddha and Bodhisattva. The oldest known example of Buddhist art rock carving. Cave 20, Yungang Caves, Datong, China. Photo © Werner Forman/Art Resource, New York; **392** © D.E. Cox/Stone/Getty Images; **394** © British Library/The Art Archive; **395** © Ru Suichu/Panorama/The Image Works, Inc.; **396–397** Illustration by Sebastian Quigley; **396** © joSon/Digital Vision/Getty Images/PunchStock; *bottom* Illustration by Sebastian Quigley; **398** © David Lawrence/Corbis; **399** top *Standing Court Lady* (mid 600's) Tang Dynasty, China. Pottery with painted decoration. Height 15½ inches. Anonymous gift in memory of Louise G. Dillingham, 1978. Metropolitan Museum of Art, New York/Art Resource, New York; *bottom* *Wang Chuan's Residence, after the Painting Style and Poetry of Wang Wei* (about 1495–1552), Qiu Ying. Ink and color on silk. Private Collection. Photo © Christie's Images/Bridgeman Art Library; **400** © Archivo Iconografico, S.A./Corbis; **401** Civil Service Exam under Emperor Jen-Tsung (Song Dynasty). From *The Lives of the Emperors of China* (17th–18th century) Qing Dynasty. Watercolor on silk. Bibliothèque Nationale, Paris, France. Photo © Bridgeman-Giraudon/Art Resource, New York; **402** © David Lawrence/Corbis; **403** left © Dagli Orti/The Art Archive; *right* Bank-note from Kublai Khan's first issue of bank-notes (1260–1287) from *The Book of Ser Marco Polo* (ed. Yule, pub. 1903). Private Collection. Photo © Bridgeman Art Library; **404** © ChinaStock; **405** © Genius of China Exhibition/The Art Archive; **407** top *Mongol passport* (13th century). Yuan dynasty, China. Purchase, Bequest of Dorothy Graham Bennett, 1993. Metropolitan Museum of Art, New York. Photo © Metropolitan Museum of Art, New York/Art Resource, New York; *bottom* © Burstein Collection/Corbis; **410** © The Art Archive; **412** © Science Museum/Science and Society Picture Library; **413** top Ming Vase with three color decoration, Chinese School. Porcelain. © Musée Guimet, Paris, France/The Bridgeman Art Library International; *bottom* © Kevin Morris/Stone/Getty Images; **416** top Photo by Sharon Hoogstraten; *bottom* © Science Museum/Science and Society Picture Library; **418** top Science Museum/Science and Society Picture Library; *center left* © David Butow/Corbis SABA; *bottom front* © Joseph Sohm/Visions of America/Corbis; *bottom middle* © Dieter Melhorn/Alamy; *bottom back* © Dieter Melhorn/Alamy; **419** top left © Michelle Joyce/Index Stock Imagery, Inc.; *top right* © Rob Gage/Taxi/Getty Images; *bottom* © Jeff Hunter/The Image Bank/Getty Images.

Chapter 15

422 *bottom left* Shotoku Taishi. Private Collection, Paris. Photo © Dagli Orti/Private Collection, Paris/The Art Archive; *bottom right* © Austrian Archives/Corbis; **423** *bottom left* Osman I, founder of the Ottoman empire, Sultan 1299–1326, from *A Series of the Emperors of Turkey* (1808), John Young. Watercolor. Stapleton Collection, United Kingdom. Photo © Bridgeman Art Library; *bottom right* © Reuters/Corbis; **425** top Illustration by Bill Cigliano; *bottom* © Jon Hicks/Corbis; **426** Shotoku Taishi. Private Collection, Paris. Photo © Dagli Orti/Private Collection, Paris/The Art Archive; **427** Lady Murasaki Shikibu. Japanese court lady and author of *Tale of the Genji*. Private Collection, Paris. Photo © Dagli Orti/Private Collection, Paris/The Art Archive; **428–429** Illustration by Becky Heavner; **428** Servants at Work from *Hoke-kyo Sutra* (about 1150–1185). Photo © Barney Burstein/Burstein Collection/Corbis; **430** © Sakamoto Photo Research Laboratory/Corbis; **431** © Philip Gatward/Dorling Kindersley; **432–433** Illustration by John James; **435** top Korean Celadon (12th century). Koyo period. 34.1 cm high. Inv.: C.70–1935. Victoria and Albert Museum, London. Photo © Victoria and Albert Museum, London/Art Resource, New York; *bottom* © Trip/Alamy; **436** © Christophe Boisivieux/Corbis; **438** © Colin Young-Wolff/PhotoEdit; **439** © Stockfolio/Alamy; **440** *bottom* From *The Warrior Queens* by Antonia Fraser. Vintage Books, a division of Random House, Inc., New York. © 1988 Antonia Fraser; **441** © Laurie Strachan/Alamy; **442** Shah Jahan, who built the Taj Mahal for his wife (17th century), India. Moghul miniature painting. Photo © Dagli Orti/Collection Antonovich/The Art Archive; **443** top Maharata Jagat Singh II of Mewar riding on an elephant in procession with members of his family and leading sirdars. Odaipur 1745. Mughal. India. Photo © Ancient Art and