TO THE STUDENT

The California Reading Essentials and Study Guide accompanies the student textbook Discovering Our Past: Medieval and Early Modern Times. This booklet is designed to help you use recognized reading strategies to improve your reading-for-information skills. For each section of the student textbook, you are alerted to key content and academic terms. Then, you are asked to draw from prior knowledge, organize your thoughts with a graphic organizer, and follow a process to read and understand the text. The California Reading Essentials and Study Guide was prepared to help you get more from your textbook by reading with a purpose.

Using this study tool will also help you learn the California standards for World History and Geography: Medieval and Early Modern Times. The standards that apply to a given section are listed on the first page of that section.
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# World History and Geography: Medieval and Early Modern Times

## Grade 7 Standards

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<th>WH7.1</th>
<th>Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</th>
</tr>
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<td>WH7.1.1</td>
<td>Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).</td>
</tr>
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<td>WH7.1.2</td>
<td>Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</td>
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<td>WH7.1.3</td>
<td>Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</td>
</tr>
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<table>
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<th>WH7.2</th>
<th>Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WH7.2.1</td>
<td>Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</td>
</tr>
<tr>
<td>WH7.2.2</td>
<td>Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.</td>
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<tr>
<td>WH7.2.3</td>
<td>Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life.</td>
</tr>
<tr>
<td>WH7.2.4</td>
<td>Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.</td>
</tr>
</tbody>
</table>
WH7.2.5 Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

WH7.2.6 Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

WH7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

WH7.3.1 Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

WH7.3.2 Describe agricultural, technological, and commercial developments during the Tang and Song periods.

WH7.3.3 Analyze the influences of Confucianism and changes in Confucian thought during the Song and Mongol periods.

WH7.3.4 Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.

WH7.3.5 Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.

WH7.3.6 Describe the development of the imperial state and the scholar-official class.

WH7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

WH7.4.1 Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

WH7.4.2 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.

WH7.4.3 Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
### WH7.4
Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.

### WH7.5
Describe the importance of written and oral traditions in the transmission of African history and culture.

### WH7.5
**Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.**

**WH7.5.1**
Describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.

**WH7.5.2**
Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.

**WH7.5.3**
Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.

**WH7.5.4**
Trace the development of distinctive forms of Japanese Buddhism.

**WH7.5.5**
Study the ninth and tenth centuries’ golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu’s *Tale of Genji*.

**WH7.5.6**
Analyze the rise of a military society in the late twelfth century and the role of the *samurai* in that society.

### WH7.6
**Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.**

**WH7.6.1**
Study the geography of Europe and the Eurasian land mass, including their location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.

**WH7.6.2**
Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

**WH7.6.3**
Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
WH7.6.4 Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).

WH7.6.5 Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).

WH7.6.6 Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

WH7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

WH7.6.8 Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).

WH7.6.9 Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

WH7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

WH7.7.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

WH7.7.2 Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

WH7.7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

WH7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.

WH7.7.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations’ agricultural systems.
WH7.8  Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

WH7.8.1  Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

WH7.8.2  Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities’ importance in the spread of Renaissance ideas.

WH7.8.3  Understand the effects of the reopening of the ancient “Silk Road” between Europe and China, including Marco Polo’s travels and the location of his routes.

WH7.8.4  Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

WH7.8.5  Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

WH7.9  Students analyze the historical developments of the Reformation.

WH7.9.1  List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).

WH7.9.2  Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

WH7.9.3  Explain Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.

WH7.9.4  Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.

WH7.9.5  Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).

WH7.9.6  Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
WH7.9.7 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

WH7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

WH7.10.1 Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

WH7.10.2 Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).

WH7.10.3 Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

WH7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

WH7.11.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

WH7.11.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

WH7.11.3 Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

WH7.11.4 Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.
Drawing From Experience

Have you ever entered a science fair or had a piece of artwork displayed on a bulletin board?

In this section you will learn about life in Rome and how its people accomplished many things in art, science, and engineering.

Organizing Your Thoughts

The Romans copied the Greek ways of doing many things. But the Romans did not do them exactly as the Greeks did. Use the text to help you fill in what changes the Romans made.

<table>
<thead>
<tr>
<th>Greek Way</th>
<th>Roman Way</th>
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<tbody>
<tr>
<td>Ideas</td>
<td>1.</td>
</tr>
<tr>
<td>Sculpture</td>
<td>3.</td>
</tr>
<tr>
<td>Building</td>
<td>5.</td>
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</table>
A Prosperous Empire (pages 137–138)

Main Idea: By expanding the empire and reorganizing the military and government, Augustus created a new era of prosperity.

The first emperor of Rome was Augustus who ruled from 27 B.C. to A.D. 14. Following Augustus, there were 200 years of peace and prosperity in Rome. The long period of peace under Augustus was called the Pax Romana. This means “Roman Peace.”

What Did Augustus Achieve? Augustus’s goal was to make the empire safe and strong. To do this he built a permanent professional army of about 150,000 men. The military expanded, conquering Spain and Gaul (today’s France), as well as Austria, Hungary, Romania, and Bulgaria.

The arts flourished under Augustus, and he rebuilt Rome with palaces and grand public buildings. Augustus helped the poor too. He brought in grain from Africa to feed the poor. Augustus also had to rule the large population of 50 million people. He appointed a proconsul, or governor, for each Roman province. He then reformed the Roman tax and legal systems to make things fairer.

Who Came After Augustus? When Augustus died in A.D. 14, Rome had no process for choosing the next ruler. However, Augustus had trained his relative, Tiberius, to succeed him. The next three emperors were also from Augustus’s family. Their names were Caligula, Claudius, and Nero. They were called the Julio-Claudian emperors. Tiberius and Claudius were good rulers, but Caligula and Nero were cruel. After Nero, Rome went through a period of chaos until Vespasian took over and restored peace. Vespasian’s troops ended several rebellions, including a Jewish rebellion in Palestine. They defeated the Jews and destroyed the Jewish temple in Jerusalem in A.D. 70.
A Unified Empire  Five emperors who were not related to Augustus or Vespasian came to power in the early A.D. 100s. Their names were Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius. They are known as the “good emperors.” Under them, the empire did well. Agriculture prospered, trade increased, and the people’s standard of living went up.

The empire was its largest under Trajan. It reached beyond the Mediterranean to part of Mesopotamia. Trajan’s successors, like Hadrian, decided the empire was too large to rule. So Hadrian set the empire’s boundaries at the Rhine and Danube Rivers.

During the A.D. 100s, the Roman Empire was one of history’s greatest empires. It measured about 3.5 million square miles and had diverse languages and customs. The people were united by Roman law and by their pride in being Roman.

7. Why were the “good emperors” called that?

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Roman Culture (pages 139–143)

Main Idea  In addition to their own developments in science and engineering, Roman artists and writers borrowed many ideas from the Greeks.

The Romans copied the Greeks in many ways. They studied Greek statues, buildings, and ideas. But they changed what they copied. For example, the Greeks loved to talk about ideas. The Romans thought that ideas were only important if they could solve everyday problems.

What Was Roman Art Like?  The Romans put Greek-style statues in their homes and public buildings. Roman artists did not carve perfect people. That was distinctly different from the Greeks. They carved more realistic statues of people with wrinkles and warts.

Academic Vocabulary

distinct: to be very different from others (p. 139)
The Romans used Greek-style porches on buildings. They built rows of columns, or colonnades. They were the first to make full use of the arch. Arches supported bridges, aqueducts, and buildings. They also used rows of arches together to make a **vault**, or curved ceiling.

The Romans were the first people to use concrete. Concrete buildings are strong, so they can be built tall. One of the most famous Roman buildings is the Colosseum. The Colosseum was finished about A.D. 80. It was a huge arena that could seat about 60,000 people.

Another famous building is the Pantheon, a temple built for Rome’s gods. The Pantheon’s domed roof was the largest of its time.

**Roman Literature**  Roman authors based much of their writing on Greek works. For example, the Roman writer Virgil got some of his ideas from Homer’s *Odyssey*. Virgil wrote the epic poem called *Aeneid*. This tells the adventures of the Trojan prince Aeneas.

The poet Horace wrote **satires** and **odes**. Satires make fun of human weaknesses. Odes are poems that express strong emotions about life. Ovid wrote stories that were based on Greek myths. The poet Catullus wrote short poems about emotions like love, sadness, and envy.

A Roman historian named Livy wrote the *History of Rome* about 10 B.C. Livy admired the early Romans and thought that history could teach moral lessons. The Roman historian Tacitus was critical of Rome’s earlier emperors. He thought that Rome’s emperors had taken people’s freedoms.

The Romans liked plays, too. Many plays were based on Greek tragedies and comedies. Seneca wrote tragedies. Plautus and Terence wrote comedies.

Roman plays, histories, and stories were written in their language, Latin. This became the main language in all of Europe. People used it for government, trade, and learning until about A.D. 1500.
Roman Science and Engineering  The Romans also learned from Greek science. A Greek doctor named Galen brought many medical ideas to Rome. For example, he emphasized to them the need to learn about anatomy. Anatomy is the study of a human or animal body.

Galen used to cut open dead animals to study how their hearts and other organs worked. He wrote and drew pictures of what he saw. Doctors studied Galen’s books and drawings for more than 1,500 years.

Ptolemy lived in Alexandria, Egypt. He mapped over 1,000 different stars. He also studied the motion of planets and stars. Ptolemy thought that Earth was the center of the universe. He was wrong about that, but he was right about many other things. People in Europe used his ideas for hundreds of years.

Roman engineers built a huge system of roads to every part of the empire. The Romans also built aqueducts. Aqueducts are long troughs that carry water. The aqueducts carried fresh water from the hills into the cities. Roman cities also had sewers to remove waste.

Roman Religion and Philosophy  The ancient Romans worshiped many gods and goddesses. They believed that spirits lived in things like trees and rivers. Roman emperors called themselves gods, too.

The Romans also adopted Greek gods and goddesses. They gave them Roman names. For example, the Greek sky god Zeus became the Roman god Jupiter.

Romans offered food and prayer to their gods and goddesses. The important gods and goddesses of Rome were honored in the temples. In addition, every Roman home had an altar for household gods.

Some Roman priests looked for messages from the gods. They studied the insides of dead animals and watched the way that birds flew.
When the Romans conquered other people, they let them keep their religion, as long as the religion did not threaten the empire.

Some of the Romans’ religious ideas came from the Greeks. One example is the Greek philosophy, Stoicism. The Greeks believed that Stoicism was about finding happiness through reason. For Romans, Stoicism was different. It was about living in a practical way. Stoics encouraged people to deal with their problems and hold back their emotions.

One famous Stoic philosopher was Seneca. He was Emperor Nero’s tutor. Seneca wrote essays and plays. These were very influential.

8. Why was Roman literature written in Latin?
Think about why sports teams sometimes lose games. Someone might not be able to play. The other team might be better. People make silly mistakes. Most of the time there are a couple of reasons that a team loses.

In the previous section, you learned about the culture of Rome and how its people accomplished many things in art, science, and engineering. In this section, you will learn about the problems Rome experienced and why the Roman Empire fell.

Organizing Your Thoughts
Many things led to the fall of the Roman Empire. Use the reading to help you fill in the boxes with reasons that the empire fell.

1. + 2. + 3. +

4. + 5. +

Fall of the Roman Empire
The Decline of Rome (pages 145–148)

Main Idea Poor leadership, a declining economy, and attacks by Germanic tribes weakened the Roman Empire.

Marcus Aurelius died in A.D. 180. He was the last of the "good emperors." His son, Commodus, became emperor. Commodus was cruel and wasted money. In A.D. 192 the emperor's bodyguard killed him.

After Commodus, a new group of emperors ruled Rome. They were named the Severans. People rebelled many times while the Severans were rulers. The Severans paid the army well, so they stayed in power. But the Severans did not deal with the reasons why people were rebelling. They ignored the empire's growing crime and poverty.

Political and Social Problems When the last Severan ruler died in A.D. 235, the government was no longer stable. Then army leaders fought for the throne. In 50 years, Rome had 22 different emperors.

Rome had many other problems. Government officials took bribes. Many wealthy citizens stopped paying taxes. Fewer people went to school. Wealthy Romans supported slavery because it was a cheap way to get work done.

Economic and Military Problems Rome's economy began to fall apart. Law and order broke down. Roman soldiers and invaders seized crops. They destroyed fields. Farmers grew less food. People went hungry.

Because people could no longer purchase goods as they did in a strong economy, artisans made less. Shopkeepers lost money. People lost their jobs. Many workers had to leave jobs and serve in the army.

Rome also faced inflation. During inflation, prices go up very quickly. Money loses its value. How does money lose its value? As you just read, the rich were
not paying taxes. The bad economy meant that fewer people had money to pay taxes. So, the government had less tax money to spend. But the government still needed to pay for things. It needed to pay soldiers and the people who built things.

The government started making coins with less gold in them. But people soon learned that the coins did not have as much gold in them. The coins began losing value. Prices went up. Many people stopped using money. They bartered for things. To barter means to trade goods without using money.

Then Germanic tribes raided the western part of the empire. Persian armies attacked the eastern part of the empire. Soon the government did not have enough soldiers. The Roman government tried using Germanic warriors, but they were not loyal to Rome.

What Were Diocletian’s Reforms? In A.D. 284 General Diocletian became emperor. He made reforms to stop the empire’s decline, or fall. Reforms are political changes to make things better.

Diocletian divided the empire into four parts. He named officials to rule these areas, but he was still the head ruler. He also tried to fix the economy. He set the prices of goods. He set wages. He also told workers to keep the same jobs until they died.

Diocletian’s reforms failed. People ignored his rules, and he could not force people to obey them.

Who Was Constantine? Diocletian retired in A.D. 305. Seven years later, General Constantine became emperor. Constantine made some new rules to help the economy. He said that the sons of workers had to do what their fathers did. The sons of farmers had to farm the same land their fathers worked. The sons of soldiers had to serve in the army.
Constantine’s changes did not stop the empire’s decline in the west. So Constantine moved the capital away from Rome. He moved the capital east, to the old city of Byzantium. He rebuilt the city and called it Constantinople. Today, Constantinople is called Istanbul.

6. How did Diocletian try to reverse the decline of Rome?

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**Rome Falls (pages 149–151)**

**Main Idea** Rome finally fell when invaders swept through the empire during the A.D. 400s.

Constantine died in A.D. 337. Fighting broke out again. Theodosius finally gained control and ended the fighting. He decided that the empire should be split into two parts. When he died in A.D. 395, it was split into the Western Roman Empire with its capital at Rome and the Eastern Roman Empire with its capital at Constantinople.

**Rome Is Invaded** As Rome declined, it could not keep out the Germanic tribes. There were many Germanic groups—Ostrogoths, Visigoths, Franks, Vandals, Angles, and Saxons. They came from northern Europe.

These tribes wanted warmer climates and better land for their cattle. They also liked Rome’s wealth and culture. In addition, they were fleeing the Huns, warriors from Asia.

In the late A.D. 300s, the Huns entered Eastern Europe. They beat the Ostrogoths. The Visigoths asked the Eastern Roman emperor for protection. He let them settle just inside the empire’s border. In return they promised to be loyal to Rome.
The Visigoths and Romans soon started fighting. The empire made the Visigoths pay very high prices for food. The Romans also enslaved many Visigoths.

The Visigoths rebelled. In A.D. 378 they defeated Roman legions at the Battle of Adrianople. Rome had to give land to the Visigoths.

More and more Germanic warriors came into the Roman Empire for land. In the winter of A.D. 406, the Rhine River in Western Europe froze. Germanic groups crossed the frozen river into Gaul (France). The Romans were too weak to keep them out.

In A.D. 410, the Visigoths captured Rome. They were led by Alaric. It was the first time Rome had been conquered in 800 years.

The Vandals—another Germanic group—overran Spain and northern Africa. They enslaved some Roman landowners. They drove others away. Then the Vandals sailed to Italy. In A.D. 455 they entered Rome. They stole many things and then burned Rome. The English word vandalism comes from these attacks. Vandalism means “the willful destruction of property.”

Rome Falls By the mid-A.D. 400s, several Germanic leaders held high posts in Rome’s government and army. In A.D. 476 a Germanic general named Odoacer threw out the western emperor. The emperor was a 14-year-old boy named Romulus Augustulus. Romulus Augustulus was the last emperor to rule from Rome. Historians say that this event was the end of the Western Roman Empire.

Odoacer controlled Rome for almost 15 years. Then a group of Visigoths took over. They killed Odoacer. They set up a kingdom in Italy under their leader, Theodoric. Other Germanic tribes set up kingdoms in Europe, too.

By A.D. 550, the Western Roman Empire was gone. But people still did things in Roman ways. For example, Germanic rulers spoke and wrote in Latin. They used Roman laws. They were also Christians.
The Western Roman Empire had fallen. But the Eastern Roman Empire prospered. It became known as the Byzantine Empire and lasted nearly 1,000 more years.

7. Which event usually marks the fall of the Western Roman Empire?

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The Legacy of Rome (pages 152–153)

Main Idea Rome passed on many achievements in government, law, language, and the arts.

Our world would be very different if the Roman Empire had never existed. Many words in the English language come from the Romans. Many of our ideas about government, laws, and building come from the Romans, too. Roman rule led to peace and order. This helped the Christian religion spread.

Roman Ideas and Government Today As you read earlier, the Romans first wrote their laws on the Twelve Tables. We still use those ideas today. For example, we believe that all people are equal under the law. We expect our judges to be fair. We consider people innocent until they are proven guilty.

We use Roman ideas about government and citizenship, too. The U.S. is a republic made up of equal citizens. We think that that is the best form of government. We also think that people should vote and do their duty. We think that people should try to make society better.

Roman Influence on Culture Today, we use the Latin alphabet in most of the Western world. Many modern languages—Italian, Spanish, French—come from Latin. Many English
words come from Latin, too. Scientists, doctors, and lawyers still use Latin phrases. Plants and animals have Latin names.

We also use many Roman ideas about building. Many modern buildings use concrete. Roman architectural styles are still popular, too. Many buildings—especially churches and city and state buildings—have domes and arches. Those were copied from Roman buildings.

**Christianity** As you probably know, Christianity is a major religion today. Christianity began in the Roman Empire. Rome’s government adopted Christianity in the A.D. 300s. That helped the new religion to grow and spread.

**8.** Name some things from the Roman Empire that we still use today.
**The Byzantine Empire**  
*For use with pages 156–165*

### Content Vocabulary

- **mosaic:** picture made from bits of colored glass and stone (page 164)
- **saint:** Christian holy person (page 164)
- **regent:** a person who acts as a ruler when the real ruler is too young or sick (page 164)

### Drawing From Experience

Think about your school and town. Are there people from different cultures? Do these people share different types of food, stories, and holidays with your community?

Constantinople had people from many different cultures, too. In the previous section, you learned the reasons the Roman Empire fell. In this section you will learn about Constantinople and the Byzantine Empire. You will also learn about Emperor Justinian.

### Organizing Your Thoughts

Constantinople was one of the greatest cities in the world. Use the text to help you name three reasons that Constantinople grew rich and strong.

1. 
2. 
3. 

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**WH7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.**

Focuses on: **WH7.1.3**
The Eastern Roman Empire grew rich and powerful as the Western Roman Empire fell.

The Eastern Roman Empire was called the Byzantine Empire. In the A.D. 500s the empire stretched west to Italy, south to Egypt, and east to Arabia. Many of the people in the empire were Greeks. Egyptians, Syrians, Arabs, Armenians, Jews, Persians, Slavs, and Turks lived in the empire, too.

Why Is Constantinople Important? You already learned that Constantine moved the capital of the Roman Empire to Constantinople. After the western empire fell, Constantinople became the capital of the Byzantine Empire. By the A.D. 500s, Constantinople was one of the world’s great cities.

One reason for Constantinople’s success was its location. It had good harbors near the Black Sea and the Aegean Sea. Constantinople was also a major stop on the trade routes between Europe and Asia. The trade routes made the city rich.

Constantinople was also easy to protect. It was on a peninsula. Seas protected it on three sides. A huge wall guarded the city on the fourth side.

Influence of Greek Culture At first, some Byzantines kept Roman ways. Constantinople was known as the “New Rome.” Its public buildings and palaces were built in the Roman style. The city even had an oval arena called the Hippodrome. Chariot races and other events were held there.

Emperors spoke Latin and enforced Roman laws. The empire’s poor people received free bread and shows. Wealthy people lived in town or on large farming estates. Many of them had lived in Rome.

But many other people spoke Greek and had Greek habits. Soon Byzantine rulers began to speak Greek. The Byzantines also copied ideas from the Egyptians, the Slavs, and the Persians. All of these cultures blended
together. This led to new ideas in learning and the arts. Between A.D. 500 and A.D. 1200, the Byzantines had one of the world’s greatest empires.

4. What cultures blended together in the Byzantine Empire?

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**Emperor Justinian** *(pages 158–160)*

*Main Idea* The policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong.

Justinian became emperor of the Byzantine Empire in A.D. 527. He ruled until A.D. 565. Justinian was a strong leader. He controlled the military, made laws, and was supreme judge. His order could not be questioned.

Justinian’s wife was the Empress Theodora. She helped Justinian make decisions and choose government officials.

Theodora was a former actress. She was intelligent and strong willed. Theodora convinced Justinian that women should have some rights. For the first time, a Byzantine wife could own land. That way, if she became a widow she could still take care of her children with income from the land.

In A.D. 532 Theodora helped save Justinian’s throne. Angry taxpayers threatened to overthrow Justinian. They stormed the palace. Justinian’s advisors urged him to leave the city. Theodora told him to stay and fight. Justinian stayed and crushed the uprising.

Justinian’s Conquests  Justinian wanted to reunite the Roman Empire. To do this, he had to conquer Western Europe and northern Africa. He ordered General Belisarius to lead the Byzantine army.
Belisarius reorganized the Byzantine army. He utilized a cavalry. A cavalry is made up of soldiers on horses. Byzantine cavalry wore armor. They carried bows and lances, which were long spears.

Justinian’s army conquered most of Italy and northern Africa. It also beat the Persians in the east. However, when Justinian died, the empire could not keep all of the land in the west. Within a few years, invading Germans took over much of Northern Italy.

**Justinian’s Law Code** Justinian thought that the empire’s laws were too difficult to understand. He put together a group of legal scholars headed by Tribonian. He ordered the scholars to reform the law code.

The new code became known as the Justinian Code. Now common people could understand the empire’s new laws. The Justinian Code influenced the laws of almost every country in Europe.

5. What did Justinian accomplish during his reign?

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**The Byzantine Church** *(pages 161–162)*

**Main Idea** Church and government worked closely together in the Byzantine Empire.

The Church of Rome survived the fall of the Western Roman Empire. Its head is called the pope, and he became the strongest leader in Western Europe. Under him the Latin churches became known as the Roman Catholic Church. In the East, Byzantines developed the Eastern Orthodox Church.

**Church and State** Church and government worked closely in the Byzantine Empire, the emperor was crowned in a religious ceremony. The emperor controlled the church and the government. Byzantines believed God wanted them to spread Christianity. This common goal united them.
Religious Arguments  In the A.D. 700s, the Byzantines argued over the use of icons. Those were pictures or images of Jesus, Mary, or the saints or holy people. Some Byzantines thought icons led to icon worship that was forbidden by God. Emperor Leo III ordered all icons removed in A.D. 726. Officials who did this became known as iconoclasts, or image breakers.

Conflicts Between Churches  Icons were not the only dispute between Constantinople and Rome. They disagreed over how to run churches. The pope said he was the head of all Christian churches. The Byzantines did not agree. They said the patriarch of Constantinople and other bishops were as powerful as the pope.

Because of this conflict, the Byzantines didn’t help the pope when Italy was invaded in the late A.D. 700s. The Franks did help, though. The pope made the Frankish king, Charlemagne, emperor. This drove a bigger wedge between the Romans and the Byzantines.

After centuries of conflict, the pope and patriarch of Constantinople excommunicated each other. To excommunicate means to say that someone does not belong to the church. This began a schism, or separation, between the two most important branches of Christianity. This division between the Roman Catholic and Eastern Orthodox Churches survives today.

6. Why did Emperor Leo III order all icons be removed from churches?
The Byzantines developed a rich culture based on Roman, Greek, and Christian ideas. From the A.D. 500s to the A.D. 1100s, the Byzantine Empire was the center of trade between Europe and Asia. There were trade goods from present-day Russia, the Mediterranean, Europe in the west, and Persia and China in the east. People traded spices, gems, metals, cloth, farm goods, furs, honey, and enslaved people.

All this trade made the Byzantine Empire very rich. However, most Byzantines were not merchants. Most people were farmers, herders, laborers, or artisans. A major Byzantine industry was weaving silk. It developed around A.D. 550. It started when Byzantine travelers smuggled silkworm eggs out of China. They raised the silkworms. The silkworms made silk threads. Weavers used the threads to make silk cloth.

Byzantine Art and Architecture

The Byzantine Empire lasted about 1,000 years. Constantinople was the largest and richest city in Europe. The Byzantines were educated and creative. They shared Greek and Roman ideas with other cultures. They invented new types of art.

Justinian and other Byzantine emperors had many churches, forts, and public buildings built. Constantinople alone had hundreds of churches and palaces. One of Justinian’s greatest achievements was building the huge church called Hagia Sophia. *Hagia Sophia* means “Holy Wisdom.” It was completed in A.D. 537. Hagia Sophia was the religious center of the Byzantine Empire. Hagia Sophia still stands today in Istanbul.

The walls of Hagia Sophia are lined with beautiful marble and mosaics. **Mosaics** are pictures made from many bits of colored glass or stone. They were an important type of Byzantine art. Mosaics often showed **saints**, or Christian holy people.
Byzantine Women  The family was the center of social life. Religion and the government stressed that marriage and family life were important. It was hard to get a divorce.

Most Byzantine women did not lead independent lives. They had to stay home and take care of their families. However, women did gain some important rights, thanks to Empress Theodora. Some Byzantine women became well educated. They got involved in politics. Several royal women served as regents. A regent is a person who stands in for a ruler who is too young or too ill to govern. A few ruled the empire on their own.

Byzantine Education  Learning was highly respected. The government paid for the training of scholars and government workers. Boys studied religion, medicine, law, arithmetic, grammar, and other subjects. Wealthy Byzantines sometimes hired tutors to teach their children. Girls usually were taught at home.

Most Byzantine authors wrote about religion. They said that people needed to obey God. They wrote about the lives of saints. Byzantine writers also copied and shared ancient Greek and Roman writings. Without Byzantine copies, we would not have many important works from the ancient world.

7. Which church is one of Justinian’s greatest achievements?
The Rise of Islam  For use with pages 174–180

Drawing From Experience
When it is sunny outside, what are some activities you do? What about when it is raining? How does the weather affect your life?

In this section, you will learn how climate and geography affected early life in Arabia and how the religion of Islam began.

Organizing Your Thoughts
Use the diagram to help you take notes about the religious beliefs of Muslims, the followers of Islam.

Content Vocabulary

- **oasis**: a place in a desert that has water, plants, and trees fed by underground water (page 175)
- **sheikh**: the head of a tribe (page 175)
- **caravan**: a group of traveling merchants (page 175)
- **Quran**: the holy book of Islam (page 179)

**WH7.2** Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages. Focuses on:

- WH7.2.1, WH7.2.2, WH7.2.3, WH7.2.4, WH7.2.5
Daily Life in Early Arabia (pages 175–176)

Main Idea The deserts, coastline, and oases of Arabia helped shape the Arab way of life.

Arabia is mostly desert. The heat there is intense, and sandstorms make it hard to see. Water and plant life are found only at places called oases where there is underground water. It rains in the mountains of the southwest. Juniper and olive trees grow there.

Early Arabs lived in tribes. They were loyal to each other. The head of the tribe was called a sheikh.

Who Are the Bedouins? Some Arabs were desert herders. They would go from oasis to oasis so their camels, goats, and sheep could drink and eat. These people were called Bedouins.

Bedouins lived in tents and ate dried fruits and nuts. They drank milk from their animals. They did not eat meat very often. Their animals were worth too much to eat them.

Trade and Towns Many Arabs lived in villages where they had a farm or animals. They were close to oases or in the mountain valleys where there was rain.

Some of the people would transport goods across the desert to trade. Many traveled in a caravan, or group. This helped them fight off any Bedouins who might attack.

By about A.D. 500, Arab merchants traded mostly between India and the Mediterranean Sea. As their trade grew, they built towns along the routes where people traded. Makkah, also known as Mecca, became the largest and richest town. It was an important religious place.

In the middle of Makkah was the Kaaba. This was a low square building with statues of gods and goddesses all around it. The great stone inside the Kaaba was thought to be from heaven. Pilgrims, people who travel to a holy place, came to Makkah. Arabs worshiped many...
gods, but the most important was Allah. Allah was believed to have made everything.

5. How did life in the desert affect the Bedouins?

Muhammad: Islam’s Prophet (pages 176–178)

Main Idea The prophet Muhammad brought the message of Islam to the people of Arabia.

Muhammad’s Message In A.D. 570, a man named Muhammad was born in Makkah. As a teenager he led caravans and later had success as a merchant. He married and had children.

Muhammad was successful but not happy. He felt the rich town leaders should go back to the old ways. He thought they should honor their families, be fair in business, and help the poor.

Muhammad went to the hills to pray. In about A.D. 610, he said he was visited by an angel and told to preach Islam. Islam means, “surrendering to the will of Allah.” Allah is the Arabic word for “God.”

Muhammad went back to Makkah. He told everyone to break their statues of false gods. He told them to worship only Allah, the one true God.

Muhammad also taught that all people were equal. He said the rich should share their things. Being rich was not as important as leading a good life. When the Day of Judgment came, God would reward the good people and punish the evildoers.

Opposition to Islam Slowly, people began to believe Muhammad. At first, only his family became Muslims, or followers of Islam. Soon, many of the poor liked his idea that the wealthy should share their goods.
Religious leaders and the rich did not like Muhammad’s message. They thought he was trying to take away their power. They beat and tortured Muhammad’s followers.

In A.D. 622, Muhammad and his followers left Makkah. They moved north to a town called Yathrib. This journey became known as the Hijrah. In Arabic this means “breaking off relationships.” Later Muslims made A.D. 622 the first year of a new Muslim calendar. The city was renamed Madinah, which means “the city of the prophet.”

**Muhammad’s Government** The people of Madinah thought God spoke to Muhammad. They also wanted him as their ruler. Muhammad was a good leader. He used the laws he believed God had given him in all areas of life. These laws even settled arguments between people. Muhammad created a government that used its power in politics to support Islam. This is called an Islamic state. Muhammad required all Muslims to be loyal to the Islamic state. Loyalty to the state came before loyalty to a tribe.

Muhammad built an army. His soldiers took over Makkah in A.D. 630. Muhammad made it a holy city of Islam. Two years later, he died. By this time, Islam was spreading all over Arabia.

6. Name two things that Muhammad thought rich town leaders should do.

**Islam’s Teachings** *(pages 179–180)*

**Main Idea** The Quran provided guidelines for Muslims’ lives and the governments of Muslim states.

Islam, Judaism, and Christianity believe some of the same things. One idea they share is the belief in one God. Muslims believe this one God holds all power, created the
universe, and decides between right and wrong. If people obey God’s laws, they will be blessed in the next life.

Jews, Christians, and Muslims also believe that God spoke to people through prophets. For Muslims, early prophets were Abraham, Moses, Jesus, and Muhammad. For Christians, Jesus was more than a prophet. As the Son of God, he was divine. In Islam, Muhammad is seen as a prophet and a very good person. He is not seen as divine.

**What Is the Quran?** Muslims wrote down what Allah told Muhammad. These writings became the Quran. The Quran is the holy book of Islam. Muslims try to follow the Quran because they believe it is God’s written word.

The Quran teaches Muslims about how they should live. Many of its lessons are like those of the Bible. For example, Muslims are told to be honest and treat others fairly. They are to honor their parents, be kind to their neighbors, and give to the poor. They should not murder, lie, or steal.

Many rules in the Quran affect daily life. According to these rules, Muslims should not eat pork, drink alcohol, or gamble. The Quran also has rules about marriage, divorce, family life, property, and business.

Muslims are expected to take part in the Five Pillars of Islam. These acts of worship are Belief, Prayer, Charity, Fasting, and Pilgrimage.

Wise teachers of Islam wrote a set of laws. The laws were taken from the Quran and the Sunna. The Sunna is the name given to customs based on Muhammad’s words and deeds. Islam’s laws cover daily life and how society should be run. It applies the teachings of the Quran to family life, business, and government.

7. **What is the Quran?**
**Islamic Empires** For use with pages 181–189

**Content Vocabulary**

- **caliph**: a ruler after Muhammad died (page 182)
- **Shiite**: a group of people who believed all caliphs should be related to Muhammad (page 185)
- **Sunni**: a group of people who believed all caliphs should be from the Umayyad dynasty (page 185)
- **sultan**: the Seljuk ruler; “holder of power” (page 186)

**Drawing From Experience**

Have you ever been in a group in which you could not agree on something? What did you do?

In the last section, you learned about early life in Arabia and how the Islam religion began. In this section, you will learn how Islam spread and split into two groups and how Muslim empires were formed.

**Organizing Your Thoughts**

Use the diagram to help you take notes on who ruled from which major city.

<table>
<thead>
<tr>
<th>CALIPHS:</th>
<th>CAPITAL CITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rightly Guided</td>
<td>1.</td>
</tr>
<tr>
<td>Umayyad</td>
<td>2.</td>
</tr>
<tr>
<td>Abbasids</td>
<td>3.</td>
</tr>
<tr>
<td>Seljuk Turks</td>
<td>4.</td>
</tr>
<tr>
<td>Ottomans</td>
<td>5.</td>
</tr>
<tr>
<td>Moguls</td>
<td>6.</td>
</tr>
</tbody>
</table>

**WH7.2** Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.
Focuses on: **WH7.2.1, WH7.2.4, WH7.2.5**
The Spread of Islam (pages 182–184)

Main Idea Arabs spread Islam through teaching, conquest, and trade.

When Muhammad died, his followers chose the next ruler. He was called a caliph. This means successor to the Messenger of God.

The first caliph was Muhammad’s father-in-law, Abu Bakr. The first four caliphs ruled from Madinah. They were called the Rightly Guided Caliphs because they tried to follow Muhammad’s ways. They lived simply, treated others fairly, and fought hard for Islam. They wanted to spread Allah’s message to everyone. Under their rule, the empire grew to include all of southwest Asia.

Umayyad caliphs spread Islam to North Africa, Spain, and some of India. They ruled from A.D. 661 to A.D. 750. Their capital city was Damascus in Syria.

The Muslims Build an Empire One hundred years after Muhammad died, the Islamic state became a great empire. Arabs were good on horseback and with swords. They were motivated by their religion and fought to spread Islam. Muslims believed anyone who died fighting for Islam would go to paradise.

The Arabs also let others practice their own religion. They called Christians and Jews “People of the Book,” because these groups believed in one God and had holy writings. Muslims did not treat everyone the same. Non-Muslims had to pay a special tax.

When a group of people is taken over, they usually follow the same religion and customs as their new rulers. Many people became Muslims and learned the Arabic language. The customs of these countries also affected the Arabic rulers. Over time, the term Arab meant only that a person spoke Arabic. It did not mean that he or she was from Arabia.
Preaching and Trading  A group called Sufis spent their time praying and teaching Islam. They persuaded many people to follow Islam.

Arab merchants also helped to spread Islam. They set up trading posts throughout southeast Asia and taught Islam. Today, the country of Indonesia has more Muslims than any other country in the world.

Some Arab merchants went across the Sahara Desert to trade with kingdoms in West Africa. In the 1300s, the west African city of Timbuktu became a leading place for Muslim learning.

The Muslims in Spain  The Muslims expanded into Spain and made the city of Cordoba a political and cultural center in Spain. Many of Islam’s great philosophers came from Spain. Some of their works influenced Christian and Jewish thinkers. In Spain, the Muslims were tolerant and friendly to other cultures. In particular, the Jewish population thrived and had great influence. Jewish philosophers and poets wrote important works.

7. What were the first four caliphs called? Why were they called this?

Struggles Within Islam (pages 185–186)

Main Idea  While Muslims split into two groups, the Arab Empire reached new heights.

When Muhammad died, Muslims argued about who would be caliph. This split the Muslim world into two groups, the Sunnis and the Shiites. Today most Muslims are Sunnis. Iran and Iraq have the largest numbers of Shiites.
How Did Islam Split?  Shiites believed that Ali, Muhammad’s son-in-law, should rule after him. They felt that all future caliphs should be related to Ali. Shiites thought the Umayyad caliphs in Damascus had no right to rule.

There were more Sunnis than Shiites. Sunnis thought the Umayyad caliphs should rule. Sometimes they did not agree with Umayyad policies. The Shiites and Sunnis created their own separate religious practices and customs.

Who Were the Abbasids?  The Abbasids were the dynasty after the Umayyads. The Umayyads lost power in A.D. 750 because their rule angered many Muslims, especially in Persia. Persian Muslims felt that Arab Muslims got the best jobs and paid fewer taxes.

Persian Muslims fought back. People all over the empire joined them. They pushed out the Umayyads, and the Abbasid dynasty began. The new caliph was related to Muhammad’s uncle. His name was Abu al-Abbas. This dynasty lasted until 1258. The Abbasids felt it was important to devote their time to trade, education, and the arts. They also built a new capital, Baghdad.

Baghdad was next to the Tigris River and near the Euphrates River. It was a good place to trade since many people used the rivers to ship goods north and south. Because of this, the Arab Empire became even richer.

The Abbasid dynasty brought Persian ideas into the empire. Baghdad was close to Persia. The Abbasid rulers came to know and love the art and writings of Persia.

The Seljuk Turks  Many changes happened in the 500 years of Abbasid rule. In Egypt and Spain, the Muslims wanted their own caliphs. Also, a new people, the Seljuk Turks of central Asia, began moving south into the Arab Empire. The Abbasids were losing control.

The Seljuk Turks moved from place to place. They were great warriors. When they first moved into the empire, the Abbasids hired them as soldiers. The Seljuk Turks decided to take control.
First, the Seljuks took over a lot of what is now Iran and Turkey. Then, in 1055, they took Baghdad. The Seljuks ruled only the government and army. They let the Abbasid caliph rule religion. The Seljuk ruler called himself sultan, or “holder of power.”

For 200 more years, the empire continued like this. The Seljuks ruled, but it was still the Abbasid dynasty. Then, in the 1200s, another group came into the empire. These were the Mongols of central Asia. In 1258 they burned Baghdad to the ground. This ended the Arab Empire.

8. Why was Baghdad a good place to trade?

Later Muslim Empires (pages 187–189)

Main Idea Turks and Moguls built Muslim empires in Asia, Africa, and Europe.

The Arabs built—and lost—the first Muslim empire. Other Muslim groups built empires in Asia, Africa, and Europe. One was the Ottoman Empire that began in Turkey. The other was the Mogul empire in India.

Who Were the Ottomans? In the late 1200s, some Turks in Asia Minor began to build a new empire. The ruler of these Turks was named Osman. That is why Turks were known as the Ottoman Turks.

The Ottomans quickly conquered most of the land that today is the country of Turkey. They attacked the Byzantine Empire and went north into Europe. In 1453 they captured Constantinople, the Byzantine capital. They changed the city’s name to Istanbul and made it the center of their empire.

Ottoman armies also went south. They conquered Syria, Palestine, Egypt, Mesopotamia, and parts of Arabia and North Africa. They used guns and cannons to fight. To control the Mediterranean Sea they built a navy.
Like the Seljuks, the Ottomans called their leader a sultan. The most famous sultan was Suleiman I, who ruled in the 1500s. Suleiman loved the art of building. He built many schools and mosques (a Muslim house of worship).

Suleiman was a smart general in the army. He brought many Ottoman armies north into Europe. He even came close to the great European capital of Vienna. For all these reasons, Ottomans called him Suleiman the Magnificent.

After Suleiman died, the Ottoman Empire began to weaken. It lost land. The empire finally fell apart at the end of World War I.

The Ottoman Government The Ottoman Empire was made up of Turks, Arabs, Greeks, Albanians, Armenians, and Slavs. While many were Muslims, others were Christians or Jews.

The government had different laws for people who were not Muslims. They had to pay a special tax to practice their own religion. These groups chose leaders to present their views to the sultan.

The sultan forced non-Muslims to do things. For example, Christian families in Eastern Europe had to send their sons to Istanbul. The boys had to become Muslims and soldiers for the sultan.

Who Were the Moguls? During the 1500s, the Moguls from the mountains of north India built another Muslim empire. They used guns, cannons, elephants, and horses to win land. In 1526 they made the city of Delhi the center of their empire.

The greatest Mogul ruler was Akbar. He treated his people fairly. This brought peace and order. Most of India’s people were Hindu. He let them practice their religion. Both Hindus and Muslims worked in Akbar’s government.

Times were good in India under Akbar. Farmers and craftspeople made more food and goods than the Indians needed. They could trade more items and make money.
Muslim traders brought paper, gunpowder, and fine porcelain from China to India. Muslim architects showed India the arch and dome. Each was a new building style.

After Akbar, the Mogul empire began to lose its strength. Later rulers spent too much money trying to grow the empire. They had to impose large taxes on the people. Others tried to force Hindus to switch to Islam. They did not let them build Hindu temples. These changes led to many battles, and parts of the empire fell away.

Moguls also had to deal with European merchants. The merchants came to India to trade. They also used their army to take over Mogul land. Finally, the Mogul empire ended. Great Britain took control of most of India.

9. Give one reason why Suleiman was called Suleiman the Magnificent.
Muslim Ways of Life  For use with pages 190–197

Content Vocabulary

**mosque:** a Muslim house of worship (page 192)  
**bazaar:** a marketplace (page 192)  
**minaret:** tower on a mosque (page 197)  
**crier:** a person who calls believers to prayer five times a day (page 197)

Drawing From Experience

Have you ever wondered who came up with numbers, algebra, or chemistry? How does the study of math and science affect your life today?

In the last section, you learned how Islam spread and split into two groups and how Muslim empires were formed. In this section, you will learn about Muslim daily life and some of the many ideas Muslims gave to math, science, history, literature, and the arts.

Organizing Your Thoughts

Use the diagram below to help you take notes. Choose an area in which Muslims gave something important to society. For example, you might name math, science, or art. List the contribution. Then give an example of how you use that today.

1. Subject:  

2. Muslim Contribution:  

3. My Example:  

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Although Muslim traders enjoyed great success and cities grew, most Muslims lived in villages in the country.

Muslims were the major merchants in the Middle East and northern Africa until the late 1400s. Their caravans traveled from Baghdad to China. Their ships crossed the Indian Ocean to India and Southeast Asia. They carried spices, cloth, glass, and carpets. They bought rubies, silk, ivory, gold, and slaves on their return home.

The Success of Muslim Traders  Muslims were successful in trade for many reasons. When Muslim empires grew, so did the Arabic language. Arabic became the language everyone used for trade. Muslim rulers also made trade easier by giving merchants coins.

Muslim merchants kept records of their business deals and the money they made. This developed into a new business—banking. Muslims respected traders for their skills and the wealth they made.

What Were Muslim Cities Like?  Trade helped Muslim cities grow. Baghdad, Cairo, and Damascus were located on trade routes from the Mediterranean Sea to central Asia. Muslim cities were not only places of trade. They also became important places of government, learning, and the arts.

Muslim cities looked alike. The main buildings were palaces and mosques. Mosques are Muslim houses of worship. They are also used as schools and places of learning.

Another important part of every Muslim city was the bazaar, or marketplace. Sellers sold goods from Asia in stalls or shops. Buyers from all over bought goods to take home and sell.

Although cities were important, most Muslims lived in villages and farmed. Since there was not very much water, Muslim farmers had to bring water to their crops.
They grew wheat, rice, beans, and melons in the fields. They raised almonds, blackberries, apricots, figs, and olives in their orchards. Some farmers also grew flowers for perfume.

At first, Muslim villagers owned small farms. Then rich landowners took over some of these farms and formed large estates. Farmers and slaves worked for these landowners.

**Muslim Society** The Muslim people were divided into social groups based on how much power and wealth they had. At the top were government leaders, landowners, and traders. Below them were artisans, farmers, and workers. The lowest group was enslaved people.

Slavery was widespread. Because Muslims could not be enslaved, traders brought slaves from non-Muslim areas. Many of these people were captured in war. They were servants or soldiers and could buy back their freedom.

Men and women had different jobs. Men ran government, society, and business. Women helped run families. They also could inherit wealth and own property. Many places had laws for women to cover their faces and wear long robes in public.

4. Name four things Muslims sent to India and Southeast Asia on ships.

**Muslim Achievements** *(pages 193–197)*

**Main Idea** Muslims made valuable contributions in math, science, and the arts.

Most people spoke Arabic in Muslim empires. This made trade easier. It also helped different people in the empires share knowledge. For example, in A.D. 830 the
Abbasid caliph Mamun founded the House of Wisdom in Baghdad. Mamun had wise Christian, Jewish, and Muslim teachers working there. They shared ideas and rewrote Greek, Persian, and Indian writings in Arabic. These wise men saved much of what was learned in the ancient world. Europeans in the West had lost this knowledge after the Western Roman Empire fell. Through Muslim scholars, western Europeans found out about Aristotle and other ancient Greek thinkers.

**Mathematics and Science** Muslims innovated advances in mathematics. They taught these new ideas to Europeans. For example, Muslims invented algebra, a type of mathematics still taught in schools today. They borrowed the symbols 0 through 9 from Hindus in India. Europeans later used these numbers. Today, they are known as “Arabic numerals.”

Muslims also made progress in science. Muslim scientists who studied the heavens perfected the Greek astrolabe. Sailors used this tool to study the stars and then figure out their location at sea. Scientists used the astrolabe to measure the size and distance around the earth. This is how they discovered that the earth is round.

Other Muslim scientists invented chemistry. They did experiments with metals and kept records of their work. One of the best-known chemists was al-Razi, who lived from A.D. 865 to A.D. 925. Al-Razi categorized things as animal, mineral, or vegetable. He also wrote books for doctors that helped them identify diseases.

Arab doctors were the first to discover that blood moves to and from the heart. The Persian doctor Ibn Sina showed how diseases spread from person to person. As they worked, Muslim doctors published their discoveries.

**Muslim Writing** The Quran is the most famous book in the Muslim world. Muslims have other famous works, too. One of the most famous is *The Thousand and One Nights*, also called *The Arabian Nights*. It has stories from India, Persia, and Arabia. One of the stories tells about Aladdin and his magic lamp.
The Persian poet Omar Khayyam wrote the *Rubaiyat* around 1100. Many consider it one of the finest poems ever written.

Muslims also wrote history. In 1375, Ibn Khaldun wrote that all civilizations rise, grow, and then fall. He also studied the effect of geography and climate on people.

**Art and Buildings** Muslims developed their own type of art based on Islam. Muslims cannot show pictures of Muhammad in art. They believe people may worship Muhammad instead of Allah. Flowers, leaves, and stars make up most of their art. Muslims use these designs to decorate walls, books, rugs, and buildings.

Muslims made beautiful buildings. Mosques filled Muslim cities like Baghdad, Damascus, Cairo, and Istanbul.

At the top of many mosques are domes. A mosque’s most striking feature is its minarets or towers. From these towers, a crier calls believers to prayer five times a day.

Islamic rulers lived in large brick palaces. They often had courtyards at the center with porches, fountains, and pools. They surrounded the palaces with walls for safety. The most famous Muslim palace is the Alhambra in Granada, Spain. It was built in the 1300s.

Another famous building is the Taj Mahal in Agra, India. The Mogul ruler Shah Jahan built it as a tomb for his wife after she died in 1629. Made of marble and precious stones, the Taj Mahal is one of the world’s most beautiful buildings.

Today, the Muslim empires are gone. However, Islam is still a major world religion. About one out of every six persons in the world is a Muslim.

**5.** Describe a Muslim palace. List at least three things you would see there.
The Rise of African Civilizations  For use with pages 206–214

Content Vocabulary

plateau: an area of high flat land (page 208)
griot: a storyteller (page 211)
dhow: a sailboat (page 214)

Drawing From Experience

Have you ever traded anything? Was it a video game, a book, or clothes? What did you get in return?

In this section, you will learn about the physical landscapes of Africa and the importance of trade to African empires.

Organizing Your Thoughts

Use the diagram to help you take notes. Choose one of the African empires. List three facts about that empire.

African Empire

1. 

2. 

3. 

Africa’s Geography (pages 207–208)

Main Idea  Africa has a vast and varied landscape made up of shifting sand dunes, rain forests, sweeping savannas, large deserts, and coastal plains.

In 1906, Hans Vischer traveled the “death road.” This was a trade route that was longer than 1,500 miles (2,414 km). It ran across the world’s largest desert, the Sahara.
Only nomads knew the way. Vischer wanted to map the route. In order to survive, he found oases. He told amazing stories after he came back. He told about the winds and sand dunes.

**A Vast and Diverse Continent**  Africa is the second-largest continent. The United States fits into Africa three times. The Equator goes through the middle of Africa, which is covered by hot, wet rain forests. They cover only 10 percent of Africa’s land.

Africa also has thousands of miles of dry grasslands. These are called savannas. Most savannas have high temperatures and uneven rains. These wide-open grasslands are good for raising herds of animals. People of the savanna were hunters and herders.

The Sahara is north of the savannas. Another desert, the Kalahari, lies to the southwest. These deserts blocked travel for many years. People followed the coastline to get around them. In northern Africa, land along the Mediterranean Sea has a mild climate. This is a good area for growing crops.

**What Is the African Plateau?**  Plateaus are areas of high flat land. Most of Africa, except the coast, is made up of plateaus. Africa has many long rivers. The Niger River is in the west. Its soil is very rich. The Niger River has influenced several civilizations in West Africa. The Niger also united the region. Travelers and merchants spread ideas and goods up and down the river.

Some of the earliest human fossils have been found in East Africa’s Great Rift Valley. Millions of years ago movements of the earth cracked the continent. Then, parts of the plateau fell to form the Great Rift Valley.

**4.** Name two African deserts. Which one is larger?
African Trading Empires (pages 209–214)

Main Idea: African empires grew rich from trading gold and salt.

Many people in Africa have a common heritage. They come from the Bantu people who settled Africa thousands of years ago.

Who Were the Bantu? In approximately 3000 B.C., groups of fishermen from along the Benue River packed their canoes full of their belongings and traveled throughout Africa. These wanderers were called Bantu, which means “the people.” It is unclear why the Bantu left their homes. The land may have been too crowded or the soil no longer productive.

The Bantu traveled down the Congo River. This river twists 2,700 miles through the rain forests. Then they spread out over the land south of the Sahara Desert. By A.D. 400, the Bantu had settled most of Africa.

Along their travels, the Bantu spread their culture. They were talented craftsmen making pottery, doing mining and ironworking. The Bantu also spread their language. Now more than 120 million Africans speak different varieties of Bantu languages.

The migrations, or movements, of the Bantu people were responsible for the shared ideas and traditions of many Africans. For instance, the Bantu believed in one supreme creator and a spirit world. This belief remains common throughout Africa.

Trade Caravans Begin The large expanse of the Sahara prevented the Bantu from moving into North Africa. For thousands of years, the Sahara kept North Africa isolated from the rest of the continent. Then came the North African people called the Berbers. About 400 B.C., they crossed the Sahara and began trade with western Africa.
For hundreds of years, Berber traders carried goods on horses and donkeys. These animals often died in the hot desert. When the Romans conquered North Africa, they had camels from central Asia. Camels were better suited to the desert environment. They were called “ships of the desert.” Trade was much easier now. The wide feet of camels did not sink in the sand. Their humps stored fat for food. They could also travel many days without water.

**Rise of Ghana**  Hundreds of traders used camels to form caravans, or trading groups, that crossed the desert. They traded salt and cloth from North Africa and the Sahara. They got gold and ivory from western Africa. Cities began to form in western Africa due to trade. Rulers of these cities built empires. During the Middle Ages, these African empires were larger and wealthier than most European kingdoms. The first empire was Ghana.

Ghana became powerful in the A.D. 400s. Because trade routes came together there, Ghana was called a “crossroads of trade.” Trade routes went across the Sahara into North Africa. They then went down the Niger River to kingdoms in the rain forest. Some went to Africa’s eastern coast.

Traders had to travel through Ghana. They had to pay a tax. These taxes made Ghana rich. Why did traders pay the fees? First, Ghana knew how to make iron weapons. It used them to take over its neighbors. Ghana controlled people who had gold mines. Second, Ghana built a big army.

Third, salt and gold had extra value. West Africans needed salt to flavor and preserve food. They paid taxes for salt from Berber mines in the Sahara. The Berbers paid taxes to get gold. Then they would sell the gold in Europe. This brought them a lot of money.
How Did Mali Begin? Ghana eventually weakened. New gold mines were found outside of Ghana. Tax collections began to decrease. Also, too much farming ruined the soil. It became harder to grow crops. Constant fighting also hurt Ghana. Ghana’s rulers practiced Islam, but they fought with the North African Muslims who wanted to build separate empires.

The kingdom of Mali took over after Ghana diminished in the 1200s. West African griots, or storytellers, tell of Sundiata Keita, a great warrior-king. Sundiata ruled Mali from 1230 to 1255. He captured the capital of Ghana in 1240. He won control of lands from the Atlantic coast to Timbuktu. He controlled the gold-mining areas. This helped him rebuild the gold and salt trade.

Rise of Songhai Mali began to weaken after the death of its last strong king, Mansa Musa, in 1332. The kings who followed could not stop Berber warriors. Berbers even ruled Timbuktu for a while.

In 1468, Sunni Ali, the leader of Songhai, invaded Timbuktu and forced the Berbers out. The land of Songhai was located along the Niger River. Sunni Ali used force to control the river trade. His armies took over the Berber salt mines. By the time of his death in 1492, Sunni Ali had built the largest empire in West Africa.

The empire lasted almost 100 more years. In 1591 a small army from Morocco crossed the Sahara. These soldiers had cannons, guns, and gunpowder. They easily defeated the Songhai soldiers who had swords, spears, and bows. Within months, Songhai’s empire was over.

Kingdoms of the Rain Forest Ghana, Mali, and Songhai ruled the savannas. However, the rain forests stopped them from expanding to the southern coast. The rain forest people built their own kingdom empires. Benin was in the Niger delta. Kongo was in the Congo River basin.
Griots in the Niger delta tell stories about King Ewuare. He started the Benin empire around 1440. One story says King Ewuare captured 201 towns and villages.

Farmers in the rain forest kingdoms had good soil and a warm, wet climate. In open areas of the forest they often produced a surplus of foods such as bananas, yams, or rice.

Extra food helped rulers and craftspeople. Kongo weavers made fabrics from bark and plant fibers. They looked like velvet to Europeans. In Benin, artists sculpted and carved metal, wood, and ivory.

Rain forest kingdoms traded with nearby savannas. They traded extra food and crafts for copper, salt, and leather goods. When the Europeans came, Benin and Kongo traders met ships along the coast. They traded people captured in war.

**East Africa** In 1005 B.C., Queen Makeda ruled a great empire in East Africa called Saba or Sheba, later called Ethiopia. The *Glory of Kings* was Ethiopia’s oldest written history. It tells the story of Makeda’s meeting with King Solomon. He was the ruler of the Israelites. Makeda brought Israel’s religion back to her empire. Christianity and Islam later came to Eastern Africa as well.

**What Was Axum?** Like other empires, Saba weakened. However Ethiopia did not. Ethiopia’s power was based in the city-state called Axum. Axum was strong because it was located by the Red Sea. Goods from Africa flowed into Axum. It became a prime trading center for the ancient Mediterranean and East Asian worlds.

Axum fought its neighbor, Kush, over trade routes to inland Africa. Around A.D. 300, King Ezana of Axum defeated Kush. A few years later, Ezana brought Christianity to Africa. In A.D. 334, it became the official religion of Axum. Within a few hundred years, another religion came. Islam brought many changes to Axum and other trading states on the eastern coast.
Coastal City-States  Arab traders had been coming to East Africa long before Islam rose in the early A.D. 600s. They invented a dhow, or a sailboat. The triangular sail more easily caught the wind than earlier sails. This let Arab traders sail to Africa.

In the A.D. 700s, many Arab Muslim traders lived in East African city-states. Africans and Arab Muslims shared goods and ideas. By the 1300s, the East African coast had many trading ports. They included Mogadishu, Kilwa, Mombasa, and Zanzibar. These ports were important to trading in the Indian Ocean. They traded with places as far away as China.

Great Zimbabwe  In southeastern Africa, the Shona people started Zimbabwe around A.D. 700. It was a great trading center. It supplied gold, copper, and ivory to the East African coast. From there, African goods were shipped to Arabia, Persia, India, and China.

Zimbabwe became a large empire during the 1400s. Two kings—Mutota and his son Matope—made Zimbabwe great. It stretched south of the Zambezi River to the Indian Ocean. Great Zimbabwe was the capital. More than 300 big stone buildings still stand there. These remind people of Zimbabwe’s past greatness.

5. What goods did Zimbabwe supply to the East African coast?
Africa’s Religion and Government  For use with pages 222–229

Content Vocabulary

sultan: a leader (page 227)
Swahili: an African language and culture (page 227)
clan: a group of people from the same family (page 228)

Drawing From Experience

Does your school have a student government? Who is the main person or group of people in charge? Do you like the way they represent you and other students? How would you change it?

In the last section, you learned about the physical land of Africa and the importance of trade to African empires. In this section, you will learn how different African empires ruled and about the religions they supported.

Organizing Your Thoughts

Use the diagram to help you take notes. Compare and contrast two of Africa’s governments.

WH7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
Focuses on:
WH7.4.3, WH7.4.4
Traditional African Religions (page 223)

Main Idea: Traditional African religions shared certain beliefs and provided a guide for living together.

Many Europeans believed Africans did not have a religion. Olaudah Equiano did not agree. He was a member of the Igbo. He wrote, the Igbo "believe that there is one Creator of all things, and that he . . . governs events, especially our deaths and captivity."

Most African groups believed in one god, like Christians and Muslims do. Many wanted to go on with their own religious practices.

These practices varied from place to place. The Nanti in East Africa thought people could talk directly with their god. The Igbo thought people had to talk to their god through less powerful gods and goddesses.

Africans had different beliefs and practices. These practices were all done for the same reasons. They gave people rules for living. They also helped people stay in touch with their history.

When relatives died, Africans believed their spirits stayed with the community. These spirits could talk to the highest god or help with problems. Many Africans honored their dead family because of this.

7. What did the Nanti people believe about their god? What did the Igbo people believe?

Islam in Africa (pages 224–227)

Main Idea: Islam played an important role in medieval Africa, but long-held African beliefs and customs still remained strong.

Ibn Battuta was an Arab lawyer from Morocco. In 1325 he began to travel throughout the Muslim world. Since
the A.D. 600s, Islam had spread from the Arabian Peninsula to Africa and other places.

Ibn Battuta traveled for almost 30 years. His journeys covered more than 73,000 miles. When he arrived in West Africa in 1352, Islam had been there for hundreds of years. Not all people there had accepted Islam. Many people followed their African religions. Islam was popular in cities. It helped African city dwellers in their trade with Muslim Arabs.

Some Muslims were not happy with Sundiata Keita and Sunni Ali. They thought these leaders should do more to win people over to Islam. These leaders were more worried about stopping rebellions.

Ibn Battuta was surprised that women did not cover their faces with a veil. He believed that this was the Muslim way. West Africans did study the Quran, the Muslim holy book. “They zealously [eagerly] learn the Quran by heart,” Battuta wrote.

Mali and Mansa Musa  Ibn Battuta admired the work of Mansa Musa. Mansa Musa allowed people to practice different religions. But he also helped make Islam stronger. He built more mosques, or Muslim places of worship. He also built libraries and brought books from all over the Muslim world.

In 1324, Mansa Musa went on a long trip to the holy city of Makkah. He made sure that everyone knew that the leader of a great empire was taking this trip.

Mansa Musa’s caravan had thousands of people. He had enslaved servants and 100 pack camels. Each camel carried gold. While in Makkah, Mansa Musa convinced some of Islam’s finest builders, teachers, and writers to accompany him back to Mali. They helped teach Islam in West Africa.

Songhai and Askia Muhammad  Sunni Ali said he was a Muslim so people would support him. However he practiced the religion of the Songhai people. After he died, his son would not do what his father had done.
At this time, Muhammad Ture made himself king. He drove out Sunni Ali’s family from Songhai. He took the name Askia. This is a rank in the Songhai army. Askia Muhammad built the largest empire in medieval West Africa. He kept local courts but told them to obey Muslim laws. Askia made Timbuktu an important place of learning and culture. One hundred and fifty schools were set up to teach the Quran.

The empire survived family fights. But it did not survive the Moroccan invaders. They came in 1591 and ruined the empire.

Islam’s Impact on Africa Islam reached North and East Africa. Africans who accepted Islam followed Islamic laws and ideas about right and wrong. Sometimes people who liked traditional African ways opposed these changes.

In 1331, Ibn Battuta visited Mogadishu. This was a trading port on the East African coast. Its sultan, or leader, said in perfect Arabic, “You have honored our country by coming.” A moment later, he spoke in Swahili.

The word Swahili means “people of the coast.” By 1331, it meant both the culture of East Africa’s coast and the language spoken there.

Swahili is still a part of East Africa’s culture today. It blends elements of the cultures of people from inland Africa with those of Muslim settlers from Arab and Persian lands.

Islam also helped in learning. Muslim schools drew students from many parts of Africa. They taught the Arabic language. Islam also influenced African art and buildings. Muslims built mosques and palaces in Timbuktu and other cities.

8. Under Askia Muhammad, what African city became a cultural and educational center?
Government and Society (pages 227–229)

Main Idea The growth of West African empires led to the growth of centralized governments ruled by kings.

Loud drums called a meeting with the king. Anybody with a problem could speak. The king sat in an open silk tent in the royal courtyard. He wore a cap of gold and a jewel-covered robe. Royal officials surrounded him. Guard dogs with gold and silver collars stood watch. People poured dust over their heads or fell to the ground before talking to the king. They would bow, speak, and wait for the king’s answer.

Ruler and Subjects Africans developed new ways to govern themselves. Kings dealt with problems, managed trade, and protected the empire. Everyone had to obey the king.

Ghana had a king or queen who had all the power. This benefited both rulers and people. Merchants got favors from the kings. Kings got taxes from merchants. Local rulers kept some power and were loyal to the kings. Kingdoms grew richer and bigger.

Ghana’s Government A group of advisers helped the kings of Ghana make decisions. Lesser kings would rule small areas called provinces. District chiefs were in charge of smaller districts. Each district included a chief’s clan. A clan is a group of people from the same family.

Kings held their power tightly. They made local rulers send their sons to the royal court. They travelled around their lands to find out about problems. They also controlled trade.

The king said who could trade. Only the king could own gold nuggets. People could trade only in gold dust. “If kings did otherwise,” said one Arab traveler, “gold would become so abundant as practically to lose its value.”

Academic Vocabulary

benefit: to do good or help someone (p. 228)
“It is their custom,” wrote another Arab, “that the kingdom is inherited only by the son of the king’s sister.” This did not make sense to Arabs. In Arab states, things passed to a man’s sons. In Ghana, the throne went to the king’s nephew.

What Was Mali’s Government Like? Mali formed its government like Ghana. However Mali had more land, more people, and more trade. Its officials were in charge of more things. They had to watch over fishing on the Niger and the forests. They also had to watch over farming and take care of money.

The Mali Empire was divided into provinces, like Ghana. In Mali, King Sundiata put generals in charge of these areas. The generals protected the people. They often came from the provinces they ruled. The people accepted the generals.

Mali’s other great king was Mansa Musa. He gave the people gold, land, and horses to keep them loyal. He gave military heroes the “National Honor of the Trousers.” As one Arab said:

“Whenever a hero adds to the lists of his exploits, the king gives him a pair of wide trousers. . . . [T]he greater the number of the knight’s [soldier’s] exploits, the bigger the size of his trousers.”
—Al-Dukhari, as quoted in Topics in West African History

Only the king and royal family could wear sewn clothes. This was a big honor. Most people wore wrapped clothes.

Songhai’s Government Songhai used many ideas from Ghana and Mali. Sunni Ali divided the empire into provinces. However he never finished setting up his empire. He was always moving and fighting in battles.
No one knows how Sunni Ali died in 1492. Some say he drowned while crossing a stream. Others say enemies killed him. The next year, a Songhai general named Muhammad Ture took control. He was a loyal Muslim. His religious ideas affected Songhai.

9. What award did Mansa Musa give his military heroes? Why was this a big deal?
**African Society and Culture**  
*For use with pages 230–237*

### Content Vocabulary

- **extended family**: a family made up of many generations (page 231)
- **matrilineal**: tracing a family through the mother rather than the father (page 231)
- **oral history**: stories told verbally to pass on history from generation to generation (page 231)

**Drawing From Experience**

Is there a story in your family that your parents or grandparents like to tell? Do you think that you will tell it to your children someday?

In the last section, you learned how different African empires ruled and about their beliefs. In this section, you will learn about daily life and culture in medieval Africa. You will also learn how slavery changed their way of life.

**Organizing Your Thoughts**

Use the diagram to help you take notes on the music that came from Africa.
Life in Medieval Africa (pages 231–232)

Main Idea Despite Africa's great size, its societies shared many common traits.

African society was based on the family. People lived in extended families. These families are made up of many generations. They could have ten to hundreds of people.

Many villages were matrilineal. They traced their family through the mother instead of the father. A woman joined her husband's family when she got married. The husband’s family gave gifts to the wife’s family. Some of the gifts were cloth, metal tools, cattle, or goats.

Children were very important. They were a bond between the past and the future. Some people believed a dead family member might be reborn in a child. Having children guaranteed that the family would live on.

Education Family and other villagers taught the children. Children learned the history of their people. They also learned the skills they would need when they grew up.

In West Africa, griots (storytellers) helped teach. They told the oral history—stories told verbally to pass on history from generation to generation. Many stories told lessons about living. Lessons were also taught through short sayings, or proverbs. One Bantu proverb stated: “A good deed will make a good neighbor.”

What Was the Role of Women? Women were mostly wives and mothers. Men had more rights. They controlled much of what women did. There were some exceptions. Women were soldiers in some African kingdoms.

Women also were rulers. In the A.D. 600s, Queen Dahia al-Kahina led the fight against Muslim attackers. Queen Nzinga ruled what is now Angola and Congo. She spent almost 40 years fighting Portuguese slave traders.

7. Why were children so important in medieval Africa?
Slavery (pages 233–234)

Main Idea The African slave trade changed greatly when Muslims and Europeans began taking captives from the continent.

In 1441, a sea captain sailed down Africa’s western coast. His goal was to bring the first enslaved Africans back to Portugal. He took 12 African men, women, and boys. Millions more would follow.

How Did Slavery Develop? Europeans did not invent slavery. It occurred all over the world. In Africa, Bantu chiefs got enslaved people from nearby villages. They would use them as workers, or they would make them pay to be released.

Criminals and enemies of war were also taken as slaves. Then they were traded. Enslaved people could hope to escape and return to their homes because they were still in Africa. They also could become free through hard work or by marrying a free person.

Slavery grew as trade with Muslim merchants grew. The Quran did not allow Muslims to be made slaves, but Muslims could enslave non-Muslims. Muslims began to trade horses, cotton, and other goods for non-Muslim African slaves.

When Europeans came, they began buying enslaved people. Africans with European guns would raid villages to take people to sell.

The European Slave Trade In 1444 a Portuguese ship docked in Portugal. The ship held 235 African slaves. Some cried for help. A Portuguese official described the scene:

“But to increase their sufferings still more, . . . was it needful to part fathers from sons, husbands from wives, brothers from brothers.”

—Gomes Eannes de Zurara, as quoted in The Slave Trade
About three years later, merchants who had hoped to sell gold from Africa now sold humans. At first, most slaves stayed in Portugal. They did hard labor. This changed when the Portuguese settled the Atlantic islands of Madeira, the Azores, and Cape Verde. The climate was good for growing cotton, grapes, and sugarcane. They grew these on plantations, or huge farms.

Farming sugarcane was hard work. It cost a lot to pay workers, so enslaved people were used instead. Many Africans had farming skills and could make tools. They were not paid and could be fed for little money. By 1500, Portugal was the world’s top seller of sugar.

The rest of Europe copied Portugal. In the late 1400s, Europeans went to the Americas. They set up large sugar farms. They brought enslaved people to work them. They also grew tobacco, rice, and cotton.

8. Why were enslaved Africans used to harvest sugarcane? List two reasons.

African Culture (pages 235–237)

Main Idea Enslaved Africans developed rich cultures that influenced many other cultures, including our own.

To describe the Igbo people of West Africa, Olaudah Equiano said, “We are almost a nation of dancers, musicians, and poets.” He could have also said artists, weavers, woodcarvers, and metalworkers. African peoples were good at many types of art.

Enslaved Africans took their culture with them when they were taken to a new place. This is known as the African Diaspora—the spreading of African people and culture around the world.
Africans passed on their cultures through their children. These cultures can be seen and heard in the United States today.

**African Art** Cave paintings were the first type of African art. They show people hunting animals, dancing, and doing chores. This art usually had religious meaning or use. For example, woodcarvers made masks and statues to show religious beliefs. Each carving showed some part of the spirit world.

Artwork also told stories and had practical use. Faces of important leaders, everyday people, and European explorers and traders were shown in wood, ivory, or bronze. Weavers made brightly colored *kente* cloth. People wear it today.

**Music and Dance** Music was in almost all parts of African life. It was used to express religious feelings. It helped a person get through daily work, like planting a field.

In many African songs, a singer calls out a sentence. The other singers repeat it back. Drums, whistles, horns, flutes, or banjos were used to keep the beat.

Enslaved Africans believed dance let the spirits express themselves. They danced to celebrate events such as birth and death. Almost everybody danced. Lines of people would sway and clap their hands. Dancers leaped. Drummers played the beat.

African slaves used music to remember their homeland. Many types of music came out of their hard times and hopes for freedom. These types of music include blues, gospel, ragtime, jazz, rock and roll, and, more recently, rap.

**Why Was Storytelling Important?** Africans also told stories. Some enslaved people escaped and wrote their stories. Others told them out loud. Those who heard the stories told them to others. Stories from griots in Africa were also told. These stories often told how small animals outsmarted larger ones.
In more recent times, African Americans have made new ties with their past. They take African names or give them to their children. This also helps keep African history and culture alive.

9. List at least three instruments used in African music.
Drawing From Experience

When life is confusing or hard, where do you go to find comfort and peace? Do you turn toward a religion, a person, the government, or somewhere else? What does this source provide you?

In this section, you will learn how the Sui and Tang dynasties came together to rebuild China after years of war. You will also learn about the roles that Buddhism and Confucian ideas played in China.

Organizing Your Thoughts

Use the diagram to help you take notes on the Sui dynasty. What were the causes and effects of Yangdi’s decisions as leader?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects/Causes</th>
<th>Effects</th>
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<td>Yangdi wanted to make China bigger.</td>
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</table>
The Sui and Tang dynasties reunited and rebuilt China after years of war. You already read about the end of China’s Han empire in A.D. 220. China had no central government for the next 300 years. It broke into 17 kingdoms. People were very poor, and fighting never stopped. Chinese warlords—military leaders who ran these kingdoms—fought each other. At the same time, nomads—groups of people who wander from place to place—took over parts of northern China.

While China was divided and weak, it lost control of some of the groups it had conquered. A group of people who lived on the Korean Peninsula decided to break away from Chinese control. Korea is northeast of China. The people of Korea built their own society and culture.

The Sui Dynasty Reunites China China finally became one again in A.D. 581. Wendi, a general, made himself emperor. He won many battles and finally brought China back together. He founded a new line of rulers called the Sui.

After Wendi died, his son Yangdi took his place as emperor. Yangdi wanted to make China bigger. He sent an army to fight the Koreans. The Chinese were badly beaten. Yangdi also took on many large building projects. One project was rebuilding the Great Wall.

Yangdi’s biggest job was rebuilding the Grand Canal. These waterways connected the Chang Jiang (Yangtze River) and Huang He (Yellow River). The Grand Canal was a major shipping route. It was used to ship products between northern and southern China. It helped make China’s economy stronger. An economy is a system for producing, selling, and buying things.

Yangdi rebuilt China. But he also made life very hard for the Chinese people. He made farmers work on the

Academic Vocabulary
- *project:* a planned task that has many steps (p. 254)
Great Wall and the Grand Canal. The people also had to pay for these projects with high taxes. The farmers became so angry that they killed Yangdi and took control of the government. When Yangdi died, the Sui dynasty ended.

**The Tang Dynasty** In A.D. 618, one of Yangdi’s generals made himself emperor. He took over China and set up a new dynasty called the Tang. This dynasty lasted much longer than the Sui. It was in power for about 300 years. The Tang capital of Changan was a very big and beautiful city. About one million people lived there.

Tang rulers made a number of reforms, or changes, to make China’s government stronger. The most powerful Tang emperor was Taizong. He went back to using special tests for government officials. Government officials had to do well on these tests to get their jobs. Their family connections could not get them their jobs. Taizong also gave land to farmers and brought order to the countryside.

During the late A.D. 600s, a woman named Wu became the only woman in Chinese history to rule the country on her own. As a strong leader, Empress Wu made the government bigger. She also made the military stronger.

China grew strong again in Asia under the Tang. It also gained control of a larger area. Tang armies took control of the Silk Road in Tibet. They marched into Korea and forced the Korean kingdoms to pay tribute, or a tax, to China. The Tang also took control of northern Vietnam.

But in the mid-A.D. 700s, the Tang dynasty began to have problems. A new group of wandering people—the Turks you read about earlier—took control of central Asia and the Silk Road. China’s economy became weak. Chinese farmers and people in Tibet also revolted. All of these events weakened the Tang. The dynasty ended in A.D. 907.
The Song Dynasty  Military leaders ruled China for the next 50 years. Then a general named Song set himself up as emperor in A.D. 960.

The Song dynasty was in power from A.D. 960 to A.D. 1279. This was a time of great wealth and rich culture. However Song rulers did not have enough soldiers to control their large empire. Tibet broke away, and nomads took over land in northern China. The Song moved their capital south to the city of Hangzhou for safety.

7. What events led to the end of the Tang dynasty?

Buddhism Spreads to China  (pages 256–257)

Main Idea  Buddhism became popular in China and spread to Korea and Japan.

You already learned about how traders and missionaries from India brought Buddhism to China in about A.D. 150. At the same time, the Han dynasty was very weak. A short time later, China broke apart. A civil war started. Many people suffered greatly. People died from the war, and from a lack of food and housing. Buddhism taught that people could escape their suffering. To seek peace and comfort, many Chinese became Buddhists.

Chinese Buddhism  Early Tang rulers were not Buddhists. They did allow people to practice Buddhism in China. They also allowed people to build Buddhist temples. Many Chinese Buddhists became monks and nuns. They lived in places called monasteries. In these religious communities, they prayed and worshiped.

Buddhist temples and monasteries ran schools. They also provided rooms and food for travelers. Buddhist monks served as bankers and gave medical care.
Some Chinese did not like Buddhism. Many thought it was wrong for the temples and monasteries to accept money. Others thought that monks and nuns did not encourage respect for families because they did not marry.

In the early A.D. 800s, people in the Tang government feared that Buddhism was gaining too much power. They saw Buddhism as an enemy of Chinese traditions. In A.D. 845, the Tang destroyed many Buddhist monasteries and temples. Buddhism in China was never the same.

**Chinese Buddhism Spreads East** You already read that Korea broke free from China when the Han dynasty fell. For hundreds of years after A.D. 220, Korea was divided into three separate kingdoms.

In the A.D. 300s, Chinese Buddhists brought their religion to Korea. In about A.D. 660, the Koreans came together to form one country. The new government supported Buddhism.

Buddhism grew even stronger in Korea and spread to the islands of Japan. According to an old story, one of Korea’s kings wrote a letter to Japan’s emperor. The letter included a statue of Buddha and Buddhist writings. “This religion is the most excellent of all teachings,” the king wrote. Over time, Buddhism won many followers in Japan.

**8. What events in China attracted many people to Buddhism?**
New Confucian Ideas (pages 258–259)

Main Idea The Tang dynasty returned to the ideas of Confucius and created a new class of scholar-officials.

You have already read about Confucius and his teachings. Confucius and his followers believed that a good government depended on wise leaders. The tests given for government jobs came from Confucian ideas. The tests were supposed to bring in skilled people for these jobs.

What Is Neo-Confucianism? The Tang dynasty wanted a new kind of Confucianism. They hoped this neo-Confucianism would make Buddhism less popular. It taught that life in this world was just as important as life in the next world. People were expected to take part in this life and help others.

While it criticized some Buddhist ideas, neo-Confucianism did use some Buddhist and Daoist ideas. For many Chinese, Confucianism became more than a list of rules for being good. It became a religion. Confucian thinkers taught that people who followed the teachings would find peace of mind and live at peace with nature.

The Song dynasty, which followed the Tang, also followed neo-Confucianism. It was the main philosophy or belief system for the Song.

Scholar-Officials Neo-Confucianism also helped to make the government stronger. Tang and Song rulers used tests to hire government workers. In the past, jobs had been given to people because of their wealth, family, or friends. Now they based their government system on what people could do.

People taking the tests had to show how much they knew about Confucian writings. To pass, they had to write with style and understanding. The tests were supposed to be fair, but only men could take the tests. Only rich people had enough money to help their sons study for the tests.
It was very hard to pass the tests. Parents did all they could to help their sons get ready. Beginning at four years old, boys were taught the characters of the Chinese language. Later, they had to memorize all of Confucius’s writings. If a student did not do a good job saying the writings from memory, he might be hit by his teacher.

After many years of study, the boys took their tests. Even with all of their work, only one in five boys passed. Boys who failed got jobs helping officials or teaching. They could never get a government job. Through the years, this examination system helped create a new wealthy class in China.

9. Why were the tests such an important part of the government?

_____________________________________________________________________________________

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**Chinese Society**  For use with pages 260–266

**Content Vocabulary**

**porcelain:** material made from fine clay and baked at high temperatures  
(page 262)

**calligraphy:** the art of fine handwriting (page 265)

**Drawing From Experience**

What types of art and books do you like? How have artists and writers affected your life? Artists and writers tell you a lot about their society.

The last section described the Sui, Tang, and Song dynasties. This section discusses how China’s economy grew during the same time. Artists, writers, and inventors all added to Chinese society in this period.

**Organizing Your Thoughts**

Use the diagram to help you take notes. List facts from your reading that support this statement: Chinese society and culture grew strong during the Tang and Song dynasties.

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**Chinese society and culture grew strong during the Tang and Song dynasties.**

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**WH7.3** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.  
Focuses on:  
**WH7.3.2, WH7.3.5**
A Growing Economy (pages 261–262)

Main Idea: The Tang dynasty strengthened China’s economy by supporting farming and trade.

China’s economy suffered when the Han dynasty ended in the A.D. 200s. When the fighting started, cities were ruined and farms were burned. People made fewer goods, and farmers grew fewer crops. Business people had less to trade. Under the Tang dynasty, these problems were solved.

Why Did Farming Improve? The Tang rulers took power in A.D. 618. They brought peace to the countryside and gave more land to farmers. This allowed farmers to improve ways of watering and growing crops. They also grew new kinds of rice that could grow well in poor soil. Farmers could grow more per acre. This rice grew faster and was healthier.

These changes helped farmers grow more and more rice. They also began to grow tea. They made improvements in other crops as well. With more food available, the number of people in China grew. At the same time, more people moved to the south. Rice could grow well in the Chang Jiang valley.

China’s Trade Grows Tang rulers also built roads and waterways. Travel in and outside of China became easier. Merchants could increase trade with people in other parts of Asia. The Silk Road was under Tang control, and trade increased.

One of the things they traded was silk fabric. This popular product gave the road its name. China also traded tea, steel, paper, and porcelain. Porcelain is made of fine clay and baked at high temperatures. For these Chinese products, other countries traded gold, silver, precious stones, and fine woods.
Other trade routes connected China with central Asia, India, and southwest Asia. The Tang also opened new ports on China’s coast to help trade.

6. Why did the population in China grow during the Tang dynasty?

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**New Technology** *(pages 262–264)*

**Main Idea** The Chinese developed new technologies, such as steelmaking and printing.

During the Tang and Song dynasties, people made new things that changed life in China. These discoveries would soon spread to other parts of the world.

**China Discovers Coal and Steel** Up until the Tang dynasty, people burned wood to keep their homes warm and to cook food. When it became hard for people to find wood, the Chinese discovered that coal could be used to heat things. Soon a coal-mining industry was born.

When the Chinese heated coal to make iron, the iron mixed with carbon from the coal. This made a new, stronger metal known today as steel.

The Chinese made steel armor, swords, and helmets for their army. They also made stoves, farm tools, drills, steel chain, steel nails, and sewing needles.

**The Printing Process** The Chinese also found a new *method* of printing books. Before this, people had to copy books by hand. This made books cost a lot. Few books were made. The Chinese began printing in the A.D. 600s. They cut the characters of an entire page onto blocks of wood. Then they put ink on the wood block. Next they placed paper on top to make a print. Cutting the block took a long time. But the wood blocks could be used again and again to make copies.

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**Academic Vocabulary**

*method*: a procedure for doing something (p. 263)
Soon the Chinese began printing books. The first known printed book is from about A.D. 868. It is a Buddhist book called *Diamond Sutra*. The ability to print was very important because it helped spread ideas.

In the A.D. 1000s, a Chinese printer named Pi Sheng made a new way to print. He used moveable type. This meant that each character was a separate piece. These pieces could be moved around to make sentences. Pieces could be used again and again. Pi Sheng printed book pages with pieces made from clay. Because written Chinese has so many characters, woodblock printing was still easier and quicker.

**Other Chinese Inventions**  The Chinese made gunpowder for use with weapons and fireworks. One weapon was the fire lance, something like the gun. It helped make the Chinese army a strong force.

The Chinese also built large ships with rudders for steering and sails. About 1150, Chinese sailors also began using the compass to help them find their way. The compass let ships sail farther from land.

The Chinese inventions of compasses, woodblock printing, and gunpowder would continue to impact Europe for many years.

7. What contribution did Pi Sheng make to Chinese culture?
Art and Literature (pages 264–266)

Main Idea During the Tang and the Song dynasties, China enjoyed a golden age of art and literature.

The years of the Tang and Song dynasties were a golden age for Chinese culture. Printing helped spread Chinese ideas and art. Chinese rulers took an active part in supporting art and literature. They invited artists and poets to live and work in the capital city of Changan.

What Was Tang Poetry Like? The Tang dynasty was the great age of poetry in China. Tang poets wrote about the beauty of nature, the changing seasons, and the joy of a good friend. Other poems were sad. Poets wrote about the shortness of life and friends who have to part.

Li Bo was one of the most popular Tang poets. He often wrote about nature. This poem by Li Bo is probably the best-known poem in China. For hundreds of years, Chinese schoolchildren have had to learn it by memory.

“Moonlight in front of my bed—
I took it for frost on the ground!
I lift my eyes to watch the
mountain moon,
lower them and dream of home.”
—Li Bo
“Still Night Thoughts”

Another favorite Tang poet was Duo Fu. He lived a poor and hard life working for the government. Civil war in China made life hard and food hard to find. Duo Fu almost died of starvation. All this helped him to see the suffering of common people. Because of this, Duo Fu’s poems were serious. He often wrote about the lack of justice in society and the problems of the poor. Duo Fu wrote the following poem after a rebellion destroyed the capital city.
“Rivers and mountains survive broken countries. Spring returns. The city grows lush again. Blossoms scatter tears thinking of us, and this Separation in a bird’s cry startles the heart.

Beacon-fires have burned through three months. By now, letters are worth ten thousand in gold.

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—Duo Fu
“Spring Landscape”

Painting in Song China  Many Chinese painters painted large scenes from nature or landscapes during the Song dynasty. But these artists didn’t try to make their pictures look just like the scenes they were painting. Instead, they tried to paint the “idea” of the mountains, lakes, and other parts of their landscapes. They also used empty spaces in their paintings on purpose. They did this because Daoists believed that a person cannot know the whole truth about something.

Daoist beliefs can also be seen in the way people were painted. People were small, fishing in small boats or walking up a hillside trail. This showed the idea that people were living in, but not controlling, nature. They were a part of the harmony of nature.

Chinese painters often wrote poetry on their works. They used a brush and ink to write beautiful characters called calligraphy.
Chinese Porcelain  During the Tang period, Chinese craftsmen made very fine porcelain. Porcelain came to the West from China. For this reason, people today sometimes call porcelain by the name “china.”

Porcelain can be made into plates, cups, figurines, and vases. In A.D. 851, an Arab traveler wrote about the quality of Tang porcelain: “There is in China a very fine clay from which are made vases. . . . Water in these vases is visible through them, and yet they are made of clay.”

Knowledge of the process for making porcelain spread to other parts of the world. It reached Europe in the 1700s.

8. Why were the years of the Tang and Song dynasties a golden age for Chinese culture?
The Mongols in China  For use with pages 267–273

Content Vocabulary

- **tribe**: a loosely organized group of family members or people of the same culture (page 268)
- **steppe**: wide rolling grassy land that stretches from the Black Sea to northern China (page 268)
- **terror**: actions that cause fear or scare people into giving up (page 270)

**Drawing From Experience**

What people or groups do you know who use terror or fear to get what they want? How do their actions affect you? What can you do in response?

The last section described a golden age of culture during the Tang and Song dynasties. In this section, you will learn about how the Mongols took over China and built an empire that reached from the Pacific Ocean to Eastern Europe.

**Organizing Your Thoughts**

Use the diagram to help you take notes. List the empires and kingdoms conquered by the Mongols in order.

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The Mongols (pages 268–271)

Main Idea Genghis Khan and his sons built the Mongol Empire, which stretched from the Pacific Ocean to Eastern Europe.

The Mongols lived in an area north of China called Mongolia. They lived in tribes, or groups of loosely related families. The Mongols raised cattle, sheep, goats, and horses. They moved with the animals that fed on Mongolia’s great steppes. Steppes are wide rolling grassy lands that stretch from the Black Sea to northern China.

The Mongols were known for two things. One, they could ride horses very well. Most Mongols learned to ride at the age of four or five. Two, they could fight very well. They could shoot arrows at enemies from far away while riding toward them. They would then attack with spears and swords.

Who Was Genghis Khan? The man who brought the Mongols together was born in the 1160s. He was named Temujin, which means “blacksmith.” A blacksmith is someone who makes and fits horse shoes. Temujin was a leader from a very early age. As a young man, he began to bring the Mongol tribes together.

Mongol leaders met in 1206 at a place somewhere in the Gobi. The Gobi is a big desert that covers parts of Mongolia and China. At that meeting, they elected Temujin to be Genghis Khan or “strong ruler.” Genghis Khan collected the Mongol laws to make one set of rules. He also used a group of tribal chiefs to help him plan military actions. From this point until the end of his life, Genghis Khan fought to take over lands beyond Mongolia.

Genghis Khan brought together an army of more than 100,000 men. He put his soldiers into well-trained groups. Leaders for these groups were chosen for their skills, not for their family ties. With these changes, Mongols were the most skilled fighting force in the world.
Genghis Khan started to build his empire by taking over land on the steppes. Each time he won, he gained wealth and new soldiers to fill the army. Soon the Mongols were strong enough to attack larger groups of people. In 1211, Mongol attacked China. In three years, they took all of northern China. Then they moved west to attack cities and kingdoms that controlled parts of the Silk Road.

Genghis Khan and his Mongol fighters were very mean to the people they attacked. They used terror or fear to scare people into giving up. Mongol fighters attacked, robbed, and burned cities. As the Mongols became known for their terror, many people gave in to them without fighting.

**The Mongol Empire**  Genghis Khan died in 1227. His four sons split up the large empire. The sons continued to make the empire bigger. The Mongols moved into parts of eastern and central Europe. They also took over much of southwest Asia. In 1258, the Mongols took over the well-known city of Baghdad. Then their armies moved into Syria, Palestine, and Egypt. Finally, the Muslim leaders in Egypt stopped them in 1260.

The Mongols brought all of these lands together under their rule. Their empire reached from the Pacific Ocean in the east to Eastern Europe in the west. And it reached from Siberia in the north to the Himalaya in the south. It was the largest land empire the world had ever known.

While the Mongols did do a lot of damage, eventually peace came to their lands. Peace was good for trade, and this helped the Mongols. The Mongols now had control of many of Asia’s trade routes. They gained great wealth by taxing the products they traded.

The Mongols felt great respect for the cultures they now ruled. With each new culture they encountered, they took on some of the beliefs and customs of the people. For example, the Mongols in southwest Asia accepted Islam and took on Arab, Persian, and Turkish ways.
The Mongols also learned many things from the Chinese. They learned about gunpowder and the fire lance as they fought the Chinese. The Mongols began to use both of these weapons in their army. With these new weapons, their enemies were even more afraid of the Mongols.

7. What did the Mongols learn from the Chinese?

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**Mongol Rule in China (pages 272–273)**

**Main Idea** The Mongols conquered China and created a new dynasty that tried to conquer Japan and began trading with the rest of Asia.

In 1260, the Mongols named Genghis Khan’s grandson, Kublai, as the new khan or ruler. Kublai Khan took over more and more of China. In 1264 Kublai moved his capital from Karakorum in Mongolia to Khanbaliq in northern China. Today the city of Beijing stands in the same place.

**What Did the Mongols Do in China?** In 1271 Kublai Khan made himself China’s new emperor. The Mongols had taken over southern China and ended the Song dynasty in less than 10 years. Kublai Khan started the Yuan dynasty. Yuan means “beginning.” This name showed that the Mongols wanted to rule China for a long time. The Yuan dynasty lasted for only about 100 years. Kublai was the leader for 30 of those years.

Kublai Khan gave Mongol leaders the top jobs in China’s government. He knew he needed Chinese officials to run the government. He let many of the Chinese keep their government jobs.

The Mongols and Chinese were different in many ways. The Mongols had their own language, laws, and customs. The Mongols were rulers over Chinese society. However their different ways kept them separate. They did not mix with the Chinese people.
Like many Chinese, the Mongols were Buddhists. They did accept other religions though. For example, Kublai Khan invited Christians, Muslims, and Hindus from outside China to practice their faiths and share them with others.

China reached its greatest wealth and power under Mongol rule. Its beauty drew people from other countries to China. They came on the Silk Road. Khanbaliq, the capital, was known for its wide streets, beautiful palaces, and nice homes.

One of the most famous people from Europe to come to China was Marco Polo. He came from the city of Venice in Italy. Kublai Khan liked Marco Polo’s stories about his travels. For about 16 years, Kublai sent Polo on many trips to learn things. When Polo finally went back to Europe, he wrote a book about his travels. His stories of China filled Europeans with wonder.

**Trade and Conquest** The Mongols ruled a large empire, covering land between China and eastern Europe. Because of this, China grew wealthy from trade. It traded tea, silk, and porcelain for silver, spices, carpets, and cotton from Europe and Asia. Europeans and Muslims brought Chinese steel, gunpowder, and the compass back to their homes.

The Mongols made China’s empire larger. They took over Vietnam and northern Korea. The rulers of Korea were called the Koryo. They stayed in power because they accepted Mongol control. The Mongols made thousands of Koreans build warships. The Mongols used these ships to try to take over Japan. You will read about this in a later chapter.

8. Who was Marco Polo?
The Ming Dynasty  For use with pages 281–287

Drawing From Experience
Think about all the different things the government does for you. How would your life be different if the government didn’t do these things? What changes or reforms would you make in the government if you could?

The last section described the affects of the Mongols on China. In this section, you will learn about the rise of the Ming dynasty. Ming rulers brought peace and wealth back to China.

Organizing Your Thoughts
Use the diagram to help you take notes. List the changes and reforms made during the Ming dynasty.

Content Vocabulary

treason: an act against the government; a disloyal act (page 282)
census: a count of the number of people (page 283)
novel: books with long, made up stories (page 283)
barbarian: a person who is not civilized (page 286)
The Rise of the Ming (pages 282–283)

Ming rulers strengthened China’s government and brought back peace and prosperity.

Kublai Khan died in 1294. Weak rulers followed him. The Mongol empire power began to **erode**. During the 1300s, the Yuan dynasty had many problems. Groups in north Mongolia broke away. Many Chinese wanted to have their own dynasty free of Mongol control.

**How Did the Ming Dynasty Begin?** The Chinese fought against Mongol control and won. In 1368, a leader named Zhu Yuanzhang became emperor. Zhu reunited the country and set up his capital at Nanjing in southern China. He started the Ming, or “Brilliant,” dynasty.

As emperor, Zhu took the name Hong Wu. **Hong Wu** means “Military Emperor.” He brought back order. He was also a cruel, or mean, leader. Hong Wu did not trust anyone. He killed people he suspected of **treason**, or people he thought were not loyal to him. Hong Wu ruled China for 30 years. His son became emperor when he died in 1398, and took the name Yong Le.

Yong Le worked hard to show his power as emperor. In 1421 he moved the capital north to Beijing. In Beijing, he built a large area of palaces and government buildings. This area was called the Imperial City. The middle of the Imperial City was known as the Forbidden City. This is where China’s emperors lived.

The Forbidden City had beautiful gardens and many palaces with thousands of rooms. The emperor and his court lived there for more than 500 years. You can visit the Forbidden City today if you go to China.
How Did the Ming Reform China? Ming emperors made all the decisions. They needed government workers to carry out their orders. They brought back the tests for government jobs. They made the tests even harder. From time to time, Ming leaders would compile a census, or a count of the number of people. This helped them to collect the right amount of taxes.

China’s economy began to grow under the strong Ming government. The early Ming emperors provided peace and safety. Many canals and farms had been destroyed by the Mongols. Hong Wu had these rebuilt and made people move to the new farms. He also had new forests planted and built new roads.

Farming grew. Farmers worked on the new farms and grew more crops. Ming rulers fixed the Grand Canal and made it bigger. Rice and other goods could again be shipped from southern to northern China. They brought in new types of rice from southeast Asia. This new rice grew faster. This helped feed the growing number of people living in cities. The Ming also helped the silk industry. They asked farmers to grow cotton and make cloth. For the first time, most Chinese wore clothes made of cotton.

Chinese Culture Chinese culture also advanced under the Ming. Business and crafts people became more wealthy. They wanted to learn more and to be entertained. During the Ming period, Chinese writers wrote many novels, or long, made-up stories. The Chinese also liked drama. Dramas used words with songs, dances, and costumes.

6. What is the Forbidden City?
China Explores the World (pages 284–287)

Main Idea During the Ming dynasty, China sent a fleet to explore Asia and East Africa.

Early Ming emperors had questions about the world outside of China. They also wanted to increase China’s power in other places. Ming emperors built a large group of ships. The new ships sailed along China’s coast. They also could sail in the open sea.

Who Was Zheng He? From 1405 to 1431, Emperor Yong Le sent the ships on seven trips. He wanted to trade with other kingdoms. He also wanted them to see China’s power and to pay tribute or money to China.

Zheng He led these trips. He was a Chinese Muslim who was part of the emperor’s court. His trips had a big effect. His first group had 62 large ships, 250 smaller ships, and almost 28,000 men. The largest ship was over 440 feet long. It was more than five times as long as the Santa Maria that Christopher Columbus sailed in almost 90 years later!

Where Did Zheng He Travel? Zheng He took his first ships to southeast Asia. On later trips, he went as far as India. He sailed up the Persian Gulf to Arabia, and even landed in East Africa. In these areas, Zheng He traded Chinese silk, paper, and porcelain. He brought back silver, spices, wood, and other goods. Zheng He brought giraffes and other animals for the emperor’s zoo from Africa.

After Zheng He’s trips, Chinese merchants settled in southeast Asia and India. They traded goods there and spread Chinese culture. China and Chinese merchants grew rich from the trade.

Many good things came from these trips. However people in the Chinese government thought the trips cost too much. They also said that trips were bad for China’s way of life. The trips brought in new ideas from the outside world and helped merchants become rich.
Confucius had taught that people should be loyal to their society. This loyalty was more important than people’s own desires. The officials thought that China’s merchants were not obeying this teaching. They were working to gain money for themselves.

After Zheng He’s death, the Confucian officials got the emperor to stop the trips. The boats were taken apart. No more ships were built. As a result, China’s trade with other countries decreased. Within 50 years, the knowledge for building the ships was lost.

The Europeans Arrive in China  Chinese officials were not able to cut China off from the outside world. In 1514, ships from the European country of Portugal came to China. It was the first time that Europeans had ever sailed to China. It was also the first direct contact between China and Europe since the travels of Marco Polo.

The Portuguese wanted China to trade with them. They also wanted the Chinese to become Christians. The Ming government did not think much of the Portuguese. China had great power at this time. It didn’t feel that outsiders were a threat. The Chinese thought the Europeans were barbarians, or uncivilized people.

At first, the Chinese said they would not trade with the Portuguese. But by 1600, they had let Portugal set up a trading post at the port of Macao. European ships carried goods between Macao in south China and Japan. Still, trade between China and Europe was limited.

Even with little contact, ideas from Europe came to China. Christian missionaries came to China on European ships. Many of these missionaries were Jesuits, a special group of Roman Catholic priests. They knew a lot, and their knowledge of science impressed the Chinese. To get the Chinese to accept European ideas, Jesuits gave them clocks, eyeglasses, and tools for science. They tried, but the Jesuits did not get many Chinese to become Christians.
Why Did the Ming Dynasty Fall? After many years of wealth and growth, the Ming dynasty became weak. Ming emperors kept too much power in their own hands. With the emperor in control, officials did not work to make things better. As time passed, the Ming rulers became weak. Officials who wanted money and easy living took over the country. They made the poor people pay high taxes. These people revolted.

Without law and order, China was open to attack. The Manchus attacked China’s northern border. They lived to the northeast of the Great Wall in an area known today as Manchuria. The Manchus beat the Chinese armies and took Beijing. In 1644 they set up a new dynasty.

7. Why did the government stop Zheng He’s trips?
**Early Japan**  For use with pages 296–301

**Content Vocabulary**

- **clan**: a group of families related by blood or marriage (page 298)
- **constitution**: a written plan for government (page 299)
- **animism**: belief that all natural things are alive and have their own spirits (page 301)
- **shrine**: a holy place where people worship (page 301)

**Drawing From Experience**

Do you like to experiment with new things? Or would you rather rely on someone else’s ideas that you know will work?

In this section, you will learn how Japan was settled and organized into clans. You will also learn how Japan used China as a model and about the Japanese religion called Shinto.

**Organizing Your Thoughts**

Use the diagram to help you take notes on the first people in Japan. List at least three important things about each group.

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Japan’s Geography (page 297)

Main Idea: Japan’s mountains and islands isolated Japan and shaped its society.

Japan is made up of a chain of islands. These islands reach north to south in the northern Pacific Ocean. Japan has more than 3,000 islands. Many of these islands are very small. For hundreds of years, most Japanese have lived on the four biggest islands: Hokkaido, Honshu, Shikoku, and Kyushu.

Like China, Japan has a lot of mountains. In fact, the islands of Japan are really the tops of mountains that begin on the ocean floor. About 188 of Japan’s mountains are volcanoes. Many earthquakes occur in Japan because the islands are in an area where the earth’s surface often moves.

Because of the mountains, only about 20 percent of the land in Japan can be farmed. Local armies often fought over the little bit of good farmland. Like in Greece, the rugged land made many Japanese turn to the sea for a living. From very early on, they lived in villages along the coast and fished for food. Fish and seafood are still important in the Japanese diet.

The sea made it easy for people in ships to travel along the coast and from island to island. It helped people to become merchants because they could travel with goods to trade. The seas kept the Japanese people separate from the rest of Asia. Because of this, Japan became very independent. It has its own religion, art, literature, and government.

7. What effect did the mountains have on life in Japan?
The First Settlers (page 298)

Main Idea Japan was settled by people who came from northeast Asia. They were organized into clans and ruled by warriors.

Japan’s first people probably came from northeast Asia between 30,000 and 10,000 B.C. At that time, dry land joined Japan to Asia. These early people hunted animals and gathered wild plants. They used fire and stone tools. They also lived in pits in the ground.

Who Were the Yayoi? About 300 B.C., a new group of people called Yayoi appeared in Japan. The name Yayoi comes from the place where scientists first dug up things made by the Yayoi people.

The Japanese people came from the Yayoi, who brought farming to Japan. The Yayoi also used many skills that they may have learned from the Chinese and Koreans. They made pottery on a potter’s wheel and grew rice in paddies. A paddy is a rice field that farmers flood for planting and drain for the harvest.

The Yayoi were skilled in making things with metal. They made axes, knives, and hoes from iron. They also made swords, spears, and bells from bronze. Bells were used in religious acts. This is still common in Japan today.

By A.D. 300, the Yayoi had formed clans. A clan is a group of families related by blood or marriage. Yayoi clans were led by a small group of warriors. The rest of the people were under the warriors—farmers, artisans, and servants. The warrior chiefs kept the people safe. In return, the people gave the chiefs a portion of the rice they grew each year.

The Yayoi buried their chiefs in large mounds known as kofun. These dirt graves were carefully made. A ditch circled each one. The graves were filled with personal things, such as pottery, tools, weapons, and armor. Many of the graves were as big as Egypt’s pyramids. The biggest grave still stands today. It is longer than five football fields and at least eight stories high.
Who Are the Yamato? During the A.D. 500s, a clan called the Yamato ruled most of Japan. The other clans still held their lands, but had to be loyal to the Yamato chief.

Yamato chiefs said that they were from the sun goddess. Because of this, they had a right to rule Japan. Stories from Japan say that a Yamato leader named Jimmu took the title “emperor of heaven.” He began a line of rulers in Japan that has not been broken. Akihito, Japan’s emperor today, is from Jimmu’s family.

8. Why are the Yayoi important?

Prince Shotoku’s Reforms (pages 299–300)

Main Idea: Prince Shotoku created Japan’s first constitution and borrowed many ideas from China.

About A.D. 600, a Yamato prince named Shotoku took charge of Japan. His aunt Suiko had been empress. He wanted to make a strong government. He used China as a model. In China, a powerful emperor ruled with the help of trained officials chosen for their skill.

To reach his goal, Shotoku wrote a constitution. A constitution is a plan of government. This plan gave all power to the emperor. The Japanese people had to obey him. He also made a system of government with groups of officials at different levels. The emperor had the power to choose all the officials. The constitution listed rules for working in the government. The rules came from the ideas of Confucius.

Shotoku also wanted Japan to learn from China’s great society and culture. He sent officials and students to China to study. The Japanese learned about Buddhism and about Chinese art, medicine, and beliefs.

Shotoku built Buddhist temples and monasteries in Japan. You can still see one of them, called Horyuji, today.
It is Japan’s oldest temple and the oldest wooden building in the world.

Many officials after Shotoku made Japan’s government look like China’s. In A.D. 646, the Yamato began the Taika, or Great Change. They divided Japan into smaller areas or provinces. The officials who ran these areas reported to the emperor. All land in Japan was in the emperor’s control.

Clan leaders could direct farmers, but they could not tax them anymore. Government officials took part of the farmers’ crops as taxes for the emperor. This plan plus Shotoku’s reforms made Japan’s first strong government.

9. In what ways did Shotoku use China as a model for Japan?

What Is Shinto? (page 301)

Main Idea  The Japanese religion called Shinto was based on nature spirits.

The early Japanese believed that all things in nature are alive and have their own spirits. This idea is called animism. When people needed help, they asked the nature spirits, called kami, to help them.

To honor the kami, the Japanese worshiped at shrines, or holy places. Priests, musicians, and dancers were part of the worship. The people asked the gods for help.

These early Japanese beliefs became the religion of Shinto. The word Shinto means “way of the spirits.” Many Japanese still follow Shinto today. They believe the kami will help them only if people are pure. Many things, such as sickness, cause spiritual stains. These stains must be cleaned by bathing and other acts before praying.

10. What are kami?
**Shoguns and Samurai**  
*For use with pages 302–308*

**Content Vocabulary**

- **samurai:** warriors who fought in private armies led by rich landowners (page 305)
- **shogun:** leader of all of the emperor’s fighting forces (page 306)
- **daimyo:** military leaders or lords who ruled their own lands (page 307)
- **vassal:** samurai who got land from a daimyo and promised to serve him in return (page 308)
- **feudalism:** bond of loyalty between a lord and a vassal (page 308)

**Drawing From Experience**

Have you ever made a promise or made a deal to get something you wanted? What promise did you make? Did you get what you wanted in return?

The last section described how the Japanese looked to China as a model for their government and society. This section discusses how Japan’s government became ruled by leaders called shoguns. Shoguns gained power by giving land in return for people’s support.

**Organizing Your Thoughts**

Use the diagram to help you take notes. What do you already know about Japanese shoguns and samurai? What do you want to learn? Fill in the chart with your questions. Then, as you read, fill in what you learn and how you can learn more.

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<th>What I Learned</th>
<th>How I Can Learn More</th>
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Nara Japan (pages 303–304)

Main Idea During the A.D. 700s, Japan built a strong national government at Nara, and Buddhism became a popular religion.

Japan’s emperors built the new capital city of Nara in the early A.D. 700s. For the next 100 years, Nara was the center of government and religion in Japan. This period of history in Japan is called the Nara Period.

Nara looked a lot like the Chinese capital of Changan, but it was smaller. It had wide streets, large public squares, government offices, Buddhist temples, and Shinto shrines. Nobles, or the highest members of society, lived in large homes with their families. These homes looked a lot like Chinese homes. A noble’s home usually had wooden walls, a heavy tile roof, and shiny wooden floors. It also had an inner garden.

The Emperor's Government At Nara, Japanese emperors made more changes to the government. They placed government officials into ranks, or levels of importance from top to bottom. Japan did not use tests like the Chinese to hire officials. The emperor gave the jobs to nobles from families with power. Once a man got a job, he could give it to his son or other family members. For their work, top officials got estates, or large farms. They also got farmers to work their land.

The emperor had great power because he controlled the land and crops. The government used a census to measure Japan’s wealth. The census counted all the people in the country. It also listed the lands where people lived and worked. The census was used to tax all people who had land from the emperor. Taxes were paid in rice or silk cloth. Men who were counted in the census had to serve in the army.

Buddhism Spreads in Japan As the emperor’s government was growing stronger, Buddhism became popular in Japan.
Buddhism came to Japan from Korea in the A.D. 500s. Japanese government officials and nobles accepted the new religion first. During the A.D. 600s and A.D. 700s, Buddhism spread quickly among the common people. It had an important role in government and society.

As Buddhism gained power, nobles who were not Buddhists began to fight against it. People who were for Buddhism fought people who were against it to control the government. In A.D. 770, a Buddhist monk in the government tried to become emperor. The emperor’s family and nobles stopped him.

This scared the emperor and his family. They turned away from Buddhism for a short time. The government in China attacked Buddhist monasteries when they became strong. In Japan, something different happened. The emperor left Nara and its many Buddhist monks.

11. How was the Japanese government at Nara different from the Chinese government?

The Rise of the Shogun (pages 304–306)

Main Idea Japan’s civilian government and the emperor came to be dominated by military rulers known as shoguns.

In A.D. 794, Emperor Kammu of Japan started building a new capital city. This city was called Heian. Later, the name was changed to Kyoto. Heian was built to look like the Chinese city of Changan. It was the capital of Japan for more than 1,000 years.

The Government Weakens Emperors began to have less power in the A.D. 800s. After many strong emperors, some weak emperors led the country. Many of these emperors were
children. Court officials had to govern for them. These officials were called regents. They ruled for an emperor who was too young or too sick to rule. When the emperors grew up, the regents did not want to give up their power.

Most regents came from a clan called the Fujiwara. The Fujiwara honored the emperors. However, the emperors did not rule. They studied Buddhism or wrote poetry in their palace at Heian.

The Fujiwara grew rich and powerful in Heian. At the same time, other nobles with power took control of a lot of the land in Japan. This happened because the government paid the nobles for their work with land. The Japanese empire also grew. The nobles who put farmers on these new lands were allowed to keep the lands.

To keep the nobles happy, the government let them stop paying taxes. It gave them the power to govern the lands in their control. To govern their lands, the nobles taxed the people working the land.

Who Were the Samurai? The nobles set up their own armies to protect their lands and keep the law. To form their armies, they gave land to warriors or fighters who agreed to fight for them. These warriors were called samurai.

The samurai fought on horses with swords, knives, and bows and arrows. They wore armor made of leather or steel. Their helmets had horns or crests, and they wore scary masks.

The word samurai means “one who serves.” The samurai lived by a system of rules, or code of conduct. It was called Bushido, or “the way of the warrior.” The rules said that a samurai had to be loyal and brave. He also had to have courage and honor. Samurai were not supposed to care about money. They thought that merchants did not have honor.

A samurai would rather die in battle than fail his lord. He also did not want to lose his honor by being captured in battle. This idea of loyalty continued into modern
times. In World War II, many Japanese soldiers fought to the death. They would not accept loss or capture. Since that time, the Japanese have turned away from the military beliefs of the samurai.

**What Is a Shogun?** By the early 1100s, the most powerful Japanese families were fighting each other. Their samurai armies were fighting over land. They wanted to control the emperor and his government. In 1180, the Gempei War began. This was a civil war between the two most powerful clans: the Taira family and the Minamoto family. In 1185, the Minamoto beat the Taira. They won a sea battle near the island of Shikoku.

The leader of the Minamoto was a man named Minamoto Yorimoto. (In Japanese, a person’s family name comes before the personal name.) Yorimoto led the Minamoto armies. After he won the Gempei War, the emperor worried that the Minamoto family would try to rule Japan. The emperor gave Yorimoto a reward to keep him loyal.

In 1192, the emperor gave Yorimoto the title of **shogun.** As shogun he was commander of all of the emperor’s military forces. Now Japan had two governments. The emperor stayed in his palace at Heian with his government. He was still the head of the country, but he had no power. The shogun set up his own government at Kamakura, a small seaside town. This military government was called a shogunate. Shoguns ran Japan’s government for the next 700 years.

Yorimoto was a cruel ruler. He killed most of his family because he was afraid they would try to take his power. Yorimoto and the shoguns after him used samurai as advisers. These samurai lords swore to be loyal. They ruled Japan’s villages, kept the peace, and gathered taxes. They became the leading group in Japanese society.

**The Mongols Attack** In 1274 and in 1281, China’s Mongol emperor Kublai Khan sent ships and warriors to attack
Japan. Both times, the Mongols lost because bad Pacific storms smashed many of their ships. The Mongol troops who made it to land were defeated by the Japanese.

The Japanese named the bad storms *kamikaze*, or “divine wind.” They believed the spirits in the wind had saved their lives. In World War II, Japanese pilots crashed their planes into enemy ships on purpose. They were named kamikaze pilots after the storms of the 1200s.

12. Who were the samurai?

The Daimyo Divide Japan (pages 307–308)

**Main Idea** As the shogun’s power weakened, Japan broke into warring kingdoms run by rulers known as daimyo.

The Kamakura shogunate ruled Japan until 1333. By that time, many samurai were angry. Over years, land had been divided by the samurai among their sons. Now, the pieces of land owned by the samurai were smaller and smaller. By the 1300s, many samurai felt they did not have to be loyal to the shogun. He had not given them enough land.

In 1331, the emperor rebelled against the shogun. Many samurai helped him. The emperor won. He would not give more land to the samurai, so he was not able to gain control of Japan. A general named Ashikaga Takauji turned against the emperor. He made himself shogun in 1333. This was the start of the Ashikaga shogunate.

The Ashikaga shoguns were weak rulers. People across the country turned against them. The country soon divided into many small areas. Military lords known as daimyo led these areas.
The daimyo swore to be loyal to the emperor and the shogun. However, they ruled their lands as separate kingdoms. They made their own armies of samurai warriors to protect their lands.

Many samurai became vassals of a daimyo. This means the samurai promised to serve the daimyo in times of war. In return, each daimyo gave land to his samurai warriors. The samurai received more land than they had been given by the shogun. This bond of loyalty between a lord and a vassal is called feudalism. In the next chapter, you will learn about feudalism in Europe during the Middle Ages.

With no central government, Japan’s warriors fought each other. The Onin War lasted from 1467 to 1477. During this war, the city of Kyoto (Heian) was almost completely destroyed. Armies passed through the city, burning temples and palaces. Times were very hard.

For almost 100 years after the Onin War, weak shoguns tried to bring Japan back together. Powerful daimyo fought against their control. Fighting spread through the country. Finally, the Ashikaga shogunate ended in 1567. By that time, there were only a few powerful daimyo. Each of the daimyo wanted to beat the others and rule all of Japan.

13. What caused the Onin War?
Drawing From Experience

Have you ever thought about what makes some people rich and some people poor? Why are some countries richer than others?

The last section described the rise of the samurai and shoguns who ruled Japan. In this section, you will learn about the growth of Japan’s economy and its beautiful art, buildings, and literature.

Organizing Your Thoughts

Use the diagram to help you take notes. Compare and contrast Pure Land Buddhism and Zen Buddhism. How are they the same? How are they different?

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Content Vocabulary

sect: small religious group (page 310)
martial arts: sports that involve fighting and self-defense (page 310)
meditation: the practice of calming the mind to find inner peace (page 310)
calligraphy: the art of fine handwriting (page 312)
tanka: Japan’s oldest form of poetry (page 312)
guild: a group of people from the same trade formed for protection (page 314)

WH7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. Focuses on: WH7.5.1, WH7.5.2, WH7.5.4, WH7.5.5
Japanese Religion and Culture (pages 310–313)

Main Idea Buddhism and Shinto shaped much of Japan’s culture. These religions affected Japanese art, architecture, novels, and plays.

During the Middle Ages, religion was an important part of life for the Japanese. Most Japanese people believed in both Buddhism and Shinto. They worshiped at Shinto shrines and Buddhist temples. Each religion met different needs for them. Shinto helped people with daily life. Buddhism helped people prepare for the life to come. During the Middle Ages, Buddhist ideas led many Japanese to build temples, make paintings, and write poems and plays.

Pure Land Buddhism Mahayana Buddhism began in India and spread to China and Korea. When Buddhism came to Japan, it had grown into many different sects, or smaller religious groups.

One of the most important sects in Japan was Pure Land Buddhism. This is a type of Mahayana Buddhism. Many followed Pure Land Buddhism because of its belief in a happy life after death. Pure Land Buddhists looked to Lord Amida, a Buddha of love and mercy. They believed Amida had founded a paradise in the clouds. To get there, people just had to have faith in Amida and chant his name.

What Is Zen Buddhism? Zen was another important Buddhist sect in Japan. Monks brought Zen to Japan from China during the 1100s. Zen taught that people could find inner peace through self-control and a simple way of life.

Zen Buddhists control their bodies through martial arts. These sports involve fighting and self-defense. The samurai liked this because they trained to fight.

Followers of Zen also practiced meditation. In meditation, a person crosses his or her legs and sits without moving for hours, with the mind cleared of all thoughts and desires. The practice helps people relax and find inner peace.

Academic Vocabulary

| involve: to have something included or to be a part of something (p. 310) |

96
Art and Architecture  Japanese art during the Middle Ages borrowed ideas from China and Korea. Then, they went on to create their own styles. The arts of Japan revealed their love of beauty and simple things.

Artisans made wooden statues, furniture, and items for the home. They often used a shiny black and red coating called lacquer. Japanese artists learned to do landscape paintings from the Chinese. They painted scenes with ink or watercolors on paper or on silk. Japanese nobles at the emperor’s court learned to fold paper to make objects. This art of folding paper is called origami. They also arranged flowers. Buddhist monks and the samurai turned tea drinking into a beautiful act.

Builders in Japan used styles from China and Japan. Shinto shrines were built in the Japanese style. They were built near something beautiful in nature, like a holy rock or tree. Most shrines were wooden buildings. They had one room and a roof made of rice straw. People came in the shrine through a holy gate called a torii.

Buddhist temples were built in the Chinese style. They had very big tile roofs held up by big wooden pillars. The temples were very fancy. They had many statues, paintings, and altars.

The Japanese put gardens around their buildings. These gardens were designed to look like nature in a smaller form. Some gardens were designed with rocks, raked sand, and a few plants. They were made this way to bring a feeling of peace.

Poems and Plays  The Japanese began using China’s writing system in the A.D. 500s. They used Chinese characters that stood for whole words. Still, the Japanese and Chinese languages were very different. Using Chinese characters did not work very well in Japanese. In the A.D. 800s, the Japanese added symbols that stood for sounds, like the letters of an alphabet. This made it much easier to read and write.
The Japanese liked calligraphy, the art of writing beautifully. Every person with a good education did calligraphy. The Japanese thought that a person’s writing showed a lot about his or her education, social level, and morals.

During the Middle Ages, the Japanese wrote poems, stories, and plays. Their oldest form of poetry is tanka. Tanka poems were five lines that did not rhyme. They were about beauty in nature and the joy and sadness in life.

In the 1600s, a new type of poem grew from the tanka tradition. This poetry was called haiku and consisted of only three lines and 17 total syllables. This colorful poetry became very popular in Japan.

Women living in Heian wrote Japan’s first great stories around A.D. 1000. Lady Murasaki Shikibu wrote The Tale of Genji. This story tells about the adventures of a Japanese prince. Some people think this is the world’s first novel, or long made-up story.

About 200 years later, writers wrote exciting stories about warriors in battle. The greatest set of stories was The Tale of Heike. It tells about the war between the Taira and the Minamoto clans.

The Japanese also wrote plays. The oldest kind of play is called Noh. Noh plays were used during the 1300s to teach Buddhist ideas. Noh plays took place on a simple, bare stage. The actors wore masks and fancy robes. They danced and chanted poetry to the music of drums and flutes.

8. How were Shinto temples different from Buddhist temples?
Economy and Society (pages 314–315)

Main Idea Some Japanese nobles, merchants, and artisans grew wealthy during the shogun period, but the lives of women remained restricted in many areas of life.

Under the shoguns, Japan developed its arts and produced more goods. The country grew richer. Still, only a small number of Japanese enjoyed this wealth. The emperor, the nobles, and the head military officials had most of the money. A small but growing group of merchants and traders also began to make money. Most Japanese were poor farmers.

Farmers and Artisans A lot of Japan’s wealth came from the hard work of farmers. Japanese farmers grew rice, wheat, millet, and barley. Some had their own land. Most lived and worked on the daimyo lands. Life was hard, but it did get better for the farmers during the 1100s. They had better ways to get water to crops. They also could plant more. This meant they could send more food to the markets that were growing in the towns.

At the same time, the Japanese were making more goods. Artisans on the daimyo land started to make weapons, armor, and tools. Merchants sold these in town markets. New roads made travel and trade much easier. As trade grew, each area made more of the goods it could produce well. These goods included pottery, paper, fabrics, and lacquered ware. All of these new products helped Japan’s economy grow.

The capital of Kyoto was the center for making and trading products. Many artisans and merchants lived there. They formed groups called guilds (or za in Japanese). These groups helped to protect their trade and make more money. The guilds sold goods to the daimyo that he could not get from his own lands. In return, the daimyo protected them from competing artisans.
Japan’s wealth also grew as they traded more with Korea, China, and Southeast Asia. Japanese merchants traded lacquered goods, sword blades, and copper for silk, dyes, pepper, books, and porcelain.

The Role of Women In Japan, grandparents, parents, and children lived in the same house. A man headed the family. He had total control over all the family. A woman was to obey her father, husband, and son. In rich families, parents set up the marriages of their children to add to the family’s wealth.

In the time of Prince Shotoku, wealthy women had a high position in society. There were several women rulers, and women could own their own property. When Japan became a warrior society with samurai and daimyo, women lost these rights.

Women in farming families had a greater say about their marriage. However, they worked long hours in the rice fields. They also cooked, made cloth, and cared for the children. In the towns, wives of artisans and merchants helped with the business and ran the home. The wives of merchants probably had the best lives.

Even without freedom, some women managed to contribute by becoming important artists, writers, and warriors. The Tale of the Heike tells the story of one female samurai:

“Tomoe was indescribably beautiful; the fairness of her face and the richness of her hair were startling to behold. Even so, she was a fearless rider and a woman skilled with the bow. Once her sword was drawn, even the gods . . . feared to fight against her. Indeed, she was a match for a thousand.”

—Heike Monogatori, The Tale of the Heike

9. Why did Japan’s wealth grow in this period?
The Early Middle Ages  For use with pages 324–333

Drawing From Experience

Think about something you believe in strongly. Do you share your belief with others? How do they react to you?

In this section, you will learn how geography and religion shaped lives in Europe. You will also learn how new kingdoms and the Catholic Church grew.

Organizing Your Thoughts

Use the diagram to help you take notes to learn about how monks spent their time.

**Content Vocabulary**

- **fjord**: a body of water between steep slopes where the sea cuts into the land (page 330)
- **missionary**: a person who teaches his or her religion to those who do not believe (page 332)
- **excommunicate**: to exclude a person from church membership (page 333)
- **concordat**: an agreement between a pope and the ruler of a country (page 333)

**WH7.6** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
Focuses on:
WH7.6.1, WH7.6.2, WH7.6.4, WH7.6.8
Main Idea: Geography influenced where medieval Europeans settled and what they did.

The Roman Empire had united all the land around the Mediterranean Sea. When the last Roman emperor in the West fell in A.D. 476, this unity ended. Western Europe was divided into many kingdoms. German invaders conquered large areas of Europe.

Europe’s geography now played a significant role in shaping events. Europe is a continent. It is also a very large peninsula made up of many smaller peninsulas. Most of Europe is within 300 miles (483 km) of an ocean or sea. This made trade and fishing easy. This helped Europe’s economy grow.

Rivers were also important. The Rhine, Danube, Vistula, Volga, Seine, and Po Rivers made it easy to travel into Europe. This made it easier to trade.

The seas and rivers gave safety. The English Channel, for instance, kept Britain and Ireland apart from the rest of Europe. This protected people from the many wars fought in Europe. Wide rivers, such as the Rhine River, enabled people to stay apart, too. As a result, different cultures and ways of life developed in these different areas.

Europe has many mountains. The Carpathians are in the east. They cut off what is now Ukraine and Russia from southeast Europe. The Alps are in the middle. They separate Italy from central Europe. The Pyrenees are in the southwest. They kept Spain and Portugal apart from other countries. The mountains, like the rivers, made it hard for one group to rule all of Europe. Independent kingdoms formed.

5. How were mountains important in the growth of kingdoms in Europe? Give one example.
The Germanic Kingdoms (pages 326–331)

Main Idea The Franks, Angles, and Saxons of Western Europe built new societies and defended them against Muslims, Magyars, and Vikings.

After Rome fell, Western Europe was divided into many kingdoms. These kingdoms were very different from each other. The Visigoths in Spain and the Ostrogoths in Italy were close to the center of the old Roman Empire. They lived much like the Romans. People farther from Rome followed their Germanic traditions.

As the empire in Britain grew weak, Roman culture was lost. In the early A.D. 400s, the Romans pulled out of England. Roman soldiers headed home to fight Germanic invaders. Soon the Angles and Saxons invaded Britain from Denmark and Germany. These people became the Anglo-Saxons.

The Angles and Saxons pushed out the people living in southeastern Britain. These people were called the Celts. Some went north and west to the mountains. Others went to Ireland. Scottish, Welsh, and Irish people today are related to the Celts.

Who Were the Franks? During the A.D. 400s, a Germanic people called the Franks settled in France. In A.D. 496, King Clovis of the Franks became Catholic. The Romans liked this. Nearly all of the Franks became Catholic.

After Clovis died, each of his sons took part of the kingdom. Then, their sons each took a part. They often fought over land. While they fought, the nobles under them took over many royal jobs. The “mayor of the palace” was the most important noble. By A.D. 700, the mayors were giving out land, settling arguments, and fighting their own wars.

The most powerful mayor was Charles Martel. He wanted to rule all the Frankish nobles. The Catholic Church wanted the Western Roman Empire back. It
supported rulers who had a chance to unite Europe. The head of the Catholic Church is the pope. He offered his support to Charles Martel.

Christianity in Europe was threatened by Islam. In A.D. 711, Muslims from North Africa conquered Spain. They wanted to spread Islam across Europe. In A.D. 732, Charles Martel fought the Muslims. He won at the Battle of Tours. This stopped Muslims from advancing farther into Europe. Christianity was still Europe’s major religion.

When Charles Martel died, his son Pepin became mayor of the palace. He also became the new king of the Franks. The Lombards, a Germanic group, tried to harm the pope. So, Pepin fought them and won. He gave the land he had won to the pope. The land became known as the Papal States. The pope ruled these lands as if he were a king.

Who Was Charlemagne? After Pepin died, his son Charles became king. When the Lombards tried to get their land back, Charles fought them. He also invaded Germany. He defeated the Saxons living there. Charles said they must believe in Christianity. He then invaded Spain. He took control of the northeastern corner from the Muslims.

By A.D. 800, Charles’s kingdom was an empire. It covered much of western and central Europe. He was called Charlemagne. This means Charles the Great.

The pope liked Charlemagne. On Christmas Day in A.D. 800, Charlemagne was at the church of St. Peter in Rome. The pope gave Charlemagne a crown. He was now the new Roman emperor. Charlemagne was happy, but he was also worried. He did not want people to think the pope had the power to choose who was emperor.

Aachen was the capital of Charlemagne’s empire. The emperor set up courts to be sure people obeyed his laws. Nobles called counts ran the courts. Charlemagne sent people to make sure the counts were obeying orders. These people were called “the lord’s messengers.”
Charlemagne believed in education. When he was older, he tried to learn to write. He wanted his people to learn. A school was started in a royal palace by a teacher named Alcuin. He trained the children of government officials. They studied religion, Latin, music, literature, and math.

**Europe Is Invaded**  Charlemagne died in A.D. 814. His empire did not last long after that. His son Louis was not a strong leader. When Louis died, his sons split the empire into three kingdoms.

Raiders attacked these three kingdoms in the A.D. 800s and A.D. 900s. Muslims invaded France and Italy from Spain and North Africa. The Magyars came from the east. They were nomads who had settled in Hungary. The Vikings came from Scandinavia. They frightened all of Europe.

Scandinavia is in northern Europe. It is made up of Norway, Sweden, and Denmark. It has a long, jagged coastline. There are many fjords. Fjords are deep places where the water cuts into the land. The Viking people lived in villages in the fjords. They were known as the Norsemen, or “north men.”

Scandinavia has little farmland. Vikings had to use the sea for food and trade. They were good sailors. They built strong boats called longboats. These boats could sail the rough Atlantic Ocean. They could also be used in shallow rivers.

In the A.D. 700s and A.D. 800s, the Vikings began raiding Europe. They probably needed more land to support all the people at home. The word Viking comes from their word for raiding. They robbed villages and churches. They would take grain, animals, and anything else of value. They took over part of western France. This area was named Normandy, after the Norsemen who ruled it.

**The Holy Roman Empire**  Muslim, Magyar, and Viking raids ended the Frankish kingdoms. In the A.D. 900s, the eastern Frankish kingdom split into many tiny states. Counts,
dukes, and other nobles ruled these. This is known as Germany today. In A.D. 911, a group of nobles tried to unite Germany by electing a king. But the king did not have much power. The nobles wanted to have their own power. Otto I was one of the strongest kings of Germany. He fought the Magyars. He sent troops into Italy to protect the pope. To reward Otto for this, the pope named him emperor of the Romans in A.D. 962. The Holy Roman Empire was Otto’s land. This included most of Germany and northern Italy.

Most of the emperors of the Holy Roman Empire were not very powerful. Two of the strongest were Frederick I and Frederick II. They tried to bring northern Italy and Germany under one ruler in the 1100s and 1200s. The popes fought this. They did not want the emperor to control them. Both Germany and Italy were made up of small kingdoms until the 1800s.

6. What were the boats called that the Vikings built? Why were those boats so unique?

The Rise of the Catholic Church (pages 331–333)

Main Idea: The Catholic Church spread Christianity through Western Europe.

Life in Europe was shaped by religion and geography. Christianity was the official religion of Rome. After the Roman government fell apart, the Roman Catholic Church had a big part in the growth of a new civilization.

Why Were Monks Important? When Rome fell, much of northwest Europe was not Christian. In the A.D. 400s, a priest named Patrick went to Ireland. He taught the Christian message. He set up churches and monasteries. For hundreds of years, Irish monks passed along Roman learning to the people of Europe.
Pope Gregory I was pope from A.D. 590 to A.D. 604. He was known as Gregory the Great. He saw Patrick’s success and wanted all of Europe to become Christian. He asked monks to become missionaries. These are people who are sent out to teach their religion.

In A.D. 597, Gregory sent 40 monks to southern Britain. The ruler of the kingdom of Kent, Ethelbert, became a Christian. He let missionaries build a church in his capital city of Canterbury. Meanwhile, Irish monks brought Christianity to northern Britain. By A.D. 800, monks throughout Europe spread Christianity. Most people in Western Europe became Catholics by 1050.

Monasteries were important. Monks taught, gave food and rest to travelers, and gave care for the sick. They taught carpentry and weaving. They invented better ways to farm. They also helped to save knowledge.

Many monasteries had writing rooms. These were called scriptoria. Monks made copies of important works there. They copied many Christian writings like the Bible. They also copied works by Roman and Greek writers.

Monks made a promise to be poor, wore simple clothes, and ate simple food. But their monasteries could make money. Each monastery made goods and owned land. Over time many became wealthy. The leader of a monastery is called an abbot. Many abbots became involved in politics. They were advisers to kings. They acted as rulers of the lands near their monasteries.

Why Is Gregory VII Important? Because abbots and other Church leaders had roles in politics, many people did not agree about who was in charge. Kings wanted Church leaders to obey them. And the pope claimed he could crown kings.

In 1073, Gregory VII was named pope. He wanted to stop nobles and kings from meddling in Church business. He gave an order, or a decree. Kings could not name high-ranking Church officials.
The pope’s decree made Henry IV angry. He was the Holy Roman emperor. For many years, the Holy Roman emperor had named bishops in Germany. Without the bishops, Henry IV might lose power to the nobles.

Henry would not obey Gregory. He said that Gregory was no longer pope. Gregory then said that Henry was no longer emperor. He **excommunicated** Henry. This means to **exclude** from the church. Henry could not be a member of the Church. Catholics believed that people who were excommunicated could not go to heaven.

When German nobles fought for the pope, Henry backed down. He went to Italy and stood barefoot in the snow outside the pope’s castle. He asked to be forgiven. The pope forgave Henry, but the German nobles still chose a new king. When the pope accepted the new king as emperor, Henry went to war. He captured Rome and named a new pope. Later, Henry was driven out, but the argument was still not solved.

In 1122, a new pope and the German king finally agreed that only the pope could choose bishops. The emperor could give them jobs in the government. This deal was called the Concordat of Worms. It was signed in the city of Worms. A **concordat** is an agreement between the pope and the ruler of a country.

By the time Innocent III became pope in 1198, the Catholic Church was very powerful. Innocent was able to control kings. If a ruler did not obey, he would be excommunicated. Or he would be given an interdict. These interdict did not allow priests to perform Christian acts for the ruler’s people. The pope hoped that the people would pressure rulers to obey.

7. What did the decree say that Gregory VII ordered?
Feudalism

For use with pages 334–345

Content Vocabulary

feudalism: a social system in which landowning nobles governed and protected people in return for their labor (page 335)
vassal: a noble who obeyed a lord of higher rank (page 335)
feud: the land granted to a vassal (page 336)
knight: a warrior in armor who fought on horseback (page 336)
serf: a peasant who could not leave, own land, or marry without the lord’s approval (page 336)
guild: a group of craftspeople who joined together to protect their businesses (page 342)

Drawing From Experience

Think back on fairy tales or stories you have read about kings, castles, knights, and maidens. What do you think it was really like to live in those times?

In this section, you will learn what life was like for knights and poor people. You will also learn how trade helped towns and cities grow.

Organizing Your Thoughts

Use the diagram to help you take notes on the work peasants did during each time of year.

Peasants’ Year-Round Work Schedule

<table>
<thead>
<tr>
<th>August/Sept.</th>
<th>October</th>
<th>November</th>
<th>Feb./March</th>
<th>Early Summer</th>
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<tr>
<td>1.</td>
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</table>
What Is Feudalism? (pages 335–338)

Main Idea Feudalism developed in Europe in the Middle Ages. It was based on landowning, loyalty, and the power of armored knights on horseback.

Charlemagne’s grandfather, Charles Martel, needed an army to fight when the Muslims attacked France. So he gave large farms, or estates, to nobles willing to fight for him. The nobles used money from the farms to pay for their horses and weapons. This new way of organizing society spread across most of Europe.

When Charlemagne’s empire fell, the main government was gone. Nobles who owned land became more powerful. They collected taxes and made laws on their estates. When invaders came, the people could not rely on the king for help. The peasants, or farmers, looked to nobles for protection.

During the A.D. 800s, power moved from kings to nobles. This shift in power led to a new system called feudalism. Nobles ruled and protected the people. In return, the people worked for the nobles. They would either fight in an army or farm a noble’s land. By A.D. 1000, the kingdoms of Europe were divided into thousands of areas ruled by nobles. Some of these feudal territories were large, but most were very small. A noble’s castle, or fortress, stood at the center of each.

The Role of Vassals and Knights Feudalism was about loyalty and duty. Nobles were both lords and vassals. A vassal was a noble who obeyed a lord of a higher rank. In return, the lord protected the vassal.

The tie between a lord and his vassal was made in a public ceremony. The vassal put his hands together and placed them between the hands of his lord. Then the vassal swore “to keep faith and loyalty to you against all others.”

A vassal was in his lord’s army. The lord paid him back with land. The land given to a vassal was called a fief. Vassals had power over the people who lived on their fiefs.
The vassals were **knights**, or warriors in armor who fought on horseback. Up until the A.D. 700s, nobles in Western Europe fought on foot. They wore armor made from metal links. They carried swords and shields. In the A.D. 700s, the stirrup was invented. An armored man could sit on a horse and charge while holding a lance, a long heavy spear. From the A.D. 700s to the 1200s, these knights were the most powerful soldiers in Europe.

Japan also had a feudal society between A.D. 800 and 1500. Powerful nobles were loyal to the Japanese emperor. The nobles counted on samurai. Like knights, the samurai were loyal to their lords. They gave them military service. They also wore armor and fought on horseback.

**What Was the Manorial System?** The fiefs of the Middle Ages were called manors. The lords ruled the manor. Peasants worked the land. Some peasants were free. They paid the nobles for the right to farm the land. They had rights under the law. They could move when and where they wished.

Most peasants were **serfs**. Serfs could not leave the manor, own property, or marry without the lord’s permission. Serfs could not even go to court. They were not slaves though. Lords could not sell the serfs or take away the land given to serfs. Lords protected their serfs.

Serfs worked long hours. They spent three days working for the lord on his land and in his manor. The rest of the week they grew food for themselves. They had to give the lord a part of their own crops. They also had to pay him for the use of the village’s mill, bread oven, and winepress.

It was not easy for serfs to gain freedom. They could run away to the towns. If a serf stayed in a town for more than a year, he or she was considered free. By the end of the Middle Ages, many serfs could buy their freedom.

**How Did Farming Improve?** New inventions made farming better. Perhaps the most important was a heavy wheeled plow with an iron blade. It moved the thick clay soil easily.
Another important invention was the horse collar. A horse could pull a plow. Horses pulled plows much faster than oxen. Peasants could plant more crops and grow more food.

There were new ways to use water and wind power. Water mills used power from rivers to grind grain into flour. Windmills were used when there was no river. Wind power was used to grind grains, pump water, and cut wood.

Peasants learned another way to grow more food. They would plant only two of three fields at a time. This kept the soil fertile, or able to produce crops. One field was planted in fall and another in the spring. The third field was left unplanted. Only one-third, instead of one-half, of the land was unused at any time. This helped to grow more crops.

6. How could a serf become free?

Life in Feudal Europe (pages 338–340)

Knights followed a code of chivalry and lived in castles, while peasants lived in simple houses and worked hard all year long.

During the Middle Ages, nobles were the most powerful people in Europe. Great lords had more wealth and land than knights. The feudal system brought lords and knights together. They wanted to defend their society.

How Did Nobles Live? Knights followed certain rules called the code of chivalry. A knight was to obey his lord, be brave, show respect to women of noble birth, honor the church, and help people. He was also to be honest and to fight fairly against enemies. The code of chivalry became the guide to good behavior. Many of today’s ideas about manners come from this.
When noblemen went to war, their wives or daughters ran the manors. This was a big job. There were many officials and servants. Keeping track of everything took great skill. The lady of the manor was also in charge of storing food and other supplies.

The center of the manor was a castle. They were first built of wood. Later they were built of stone. A castle had two basic parts. One was a steep-sided hill called a motte. The bailey was the open space next to the motte. High stones surrounded both parts. The central building of the castle, or the keep, was built on the motte.

The keep had a number of stories. The basement had rooms to store tools and food. Kitchens and stables were on the ground floor. Above the ground floor was a great hall. This is where people of the household ate and sometimes slept. The lord held his court here and also met his guests. Smaller rooms opened off the great hall. They were chapels, toilets, and bedrooms with huge beds.

In the later Middle Ages, nobles owned more jewelry, better clothes, and exotic spices. They also built fancier castles. These castles had thicker walls, more towers, better furniture, and richer decoration.

**What Was Peasant Life Like?** Peasant homes were simple. They were wood-frame cottages with clay walls. The roofs were made of straw. The houses of poorer peasants had one room. Better cottages had two rooms. They had a main room for cooking and eating and another room for sleeping.

Peasants worked all year. They picked grain in August and September. In October they got the ground ready for winter crops. In November they salted meat for the winter. In February and March, they plowed the land. They got it ready to plant oats, barley, peas, and beans. In early summer they weeded the fields, sheared the sheep, and took care of small vegetable gardens.
On Catholic feast days, peasants took a break from work. They went to church and celebrated. There were more than 50 feast days each year. The most important were Christmas and Easter. On feast days and on Sundays, the village priest taught them the basic beliefs of Christianity.

Peasant women worked in the fields and raised children. They gathered and made their food. They mixed bread dough and baked it in community ovens. Bread was a basic food in their diet. It was dark and heavy. Peasants ate it with vegetables, milk, nuts, and fruits. Sometimes they added eggs or meat. They often had ale to drink.

7. Name at least three foods peasants ate.

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**Trade and Cities** *(pages 340–343)*

*Main Idea* Increased trade led to the growth of towns and cities and the rise of guilds and city governments.

When the Roman Empire fell, almost all trade in Western Europe stopped. Bridges and roads were not taken care of. There was no law and order. Money was no longer used. Most people stayed in the tiny villages where they were born. They knew almost nothing about the rest of the world.

By 1100, feudalism had made Europe safer. New technology helped produce more food and goods. Nobles fixed bridges and roads. They enforced the law and arrested robbers. Trade began again.

As trade increased, towns grew. Many cities became wealthy. For example, the city of Venice in Italy and other Italian cities began trading with the Byzantine Empire. Soon they became the center of trade in the Mediterranean.
Towns in Flanders were the centers of trade for northern Europe. This is part of Belgium today. It was known for its wool cloth. Merchants from England, Scandinavia, France, and the Holy Roman Empire met there to trade their goods for wool.

By 1100, Flanders and Italy were trading on a regular basis. The counts of Champagne in northern France held trade fairs. They traded furs, tin, honey, and wool for cloth. In return, they got swords from northern Italy and silks, sugar, and spices from Asia.

During the early Middle Ages, people traded goods for other goods. This is called bartering. As trade grew, more people wanted gold and silver coins. Slowly, people began using money to pay for things. Merchants set up banks to manage the use of money.

**How Were Cities Governed?** Towns were usually built on land owned by lords. The lords controlled this land, but people needed freedom to trade. They wanted to make their own laws. They were willing to pay for the right to make them. So they paid taxes to the lords. These taxes gave them certain basic rights. They got to buy and sell property. They also did not have to serve in the army if they did not want to.

Over time, medieval towns set up their own governments. Only males who had been born in the city or who had lived there for a certain number of years were citizens. These citizens chose the members of a city council. The council served as judges, city officials, and lawmakers. People from the most wealthy and powerful families were usually able to control the elections so they would be elected.

**Crafts and Guilds** Trade encouraged people to make things. They made cloth, metal goods, shoes, and other goods in their houses. These craftspeople organized **guilds**. These were business groups. By 1200, tanners, carpenters, bakers, and almost every other type of craftspeople had guilds.
Craft guilds set standards for quality in products. They decided how goods were to be made. They set prices. They also decided who could join a trade and the process they had to follow.

A person could become an apprentice around the age of 10. Apprentices learned a trade from a master crafts-person. This craftsperson gave them a place to sleep and food but did not pay them. After five to seven years, the apprentice became a journeyman. Then they were paid. To become a master, a journeyman had to make a masterpiece. This was an outstanding example of the craft.

**What Was City Life Like?** Medieval cities had narrow, winding streets. Houses were right next to each other. The second and third stories were built out over the streets. Candles and fireplaces were used for light and heat. The houses were built mostly of wood. If a fire started, a medieval city could be destroyed.

The cities were often dirty and smelly. Wood fires filled the air with ashes and smoke. Brewers, dyers, and poor people could not afford wood. They burned cheap coal instead. This polluted the air even more. Butchers and tanners dumped blood and other animal wastes into the rivers.

City women did many things. They ran their household, made meals, raised children, and kept track of the family’s money. Often they helped their husbands in their trades. Some women had their own trades to earn extra money. Sometimes when a master craftsperson died, his wife continued his trade. Women could be independent. Many women became brewers, weavers, and hatmakers.

8. What decisions were made by craft guilds?
Kingdoms and Crusades  For use with pages 346–354

**Content Vocabulary**

- **grand jury**: a group that decides if a person should be accused of a crime (page 349)
- **trial jury**: a group that decides if a person is innocent or guilty of a crime (page 349)
- **clergy**: religious officials, such as priests (page 350)

**Drawing From Experience**

Think of a television show or movie you have seen that had a court scene. Was there a jury? Was there a judge? Was the person set free?

In the last section you learned about life for knights and peasants. You also learned how trade helped towns and cities grow. In this section, you will learn about many powerful kings and how they fought for their kingdoms. You will also learn about how English law and the court system developed.

**Organizing Your Thoughts**

Use the diagram to help you take notes on the names of the three major Slav groups.

**Major Groups of Slavs**

<table>
<thead>
<tr>
<th>Southern</th>
<th>Western</th>
<th>Eastern</th>
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England in the Middle Ages (pages 347–349)

Main Idea: England developed a system in which the king’s power was limited by Parliament.

You have learned about the Germanic peoples called the Angles and Saxons. They invaded Britain in the early A.D. 400s. They took over much of the country from the Celts. Then they set up many small kingdoms. In the later A.D. 800s, Vikings attacked Britain. King Alfred of Wessex was called Alfred the Great. He united the Anglo-Saxon kingdoms. He also drove away the Vikings. Alfred’s united kingdom became known as “Angleland,” or England.

Alfred ruled England from A.D. 871 to A.D. 899. He set up schools. He hired people to rewrite Latin books into the Anglo-Saxon language. But the Anglo-Saxon kings who ruled after him were weak.

Who Was William the Conqueror? In the A.D. 900s, the Vikings took over part of western France. This land was across the English Channel from England. It was called Normandy after the Vikings who ruled it. Vikings were known as Norsemen. By the middle of the A.D. 1000s, William ruled Normandy. He was from the family of the Viking ruler who had conquered Normandy. He was also a cousin of King Edward of England.

When Edward died, a noble named Harold Godwinson claimed England’s throne. But William thought he should be king, not Harold. In 1066, William and his army went to England. They won the Battle of Hastings. William was then crowned king of England. He became known as William the Conqueror.

The Anglo-Saxons fought against William’s rule. To keep control, William gave land to his Norman knights. He made them swear loyalty to him as ruler of England.
William wanted to know all about his new kingdom. He counted people, manors, and farm animals. This was the first census in Europe since Roman times. It was known as the Domesday Book.

The Normans brought Europe’s customs to England. Officials and nobles spoke French. Ordinary Anglo-Saxons spoke their own language. It became English. They learned new skills from Norman weavers and other craftspeople. The Normans kept many of the Anglo-Saxons’ ways of running the government. For example, local officials called sheriffs kept order. A new English culture was formed as many Normans and Anglo-Saxons married.

**Henry II and the Common Law** Henry II ruled England from 1154 to 1189. He had more power than earlier kings. He got this power by setting up a court system. He had lawyers and judges. He also had circuit judges who traveled across the country hearing cases. Henry formed a body of common law. This means law that was the same throughout the whole kingdom.

Henry set up juries to settle arguments about land. There were two kinds of juries. The **grand jury** decided whether people should be accused of a crime. The **trial jury** decided whether an accused person was innocent or guilty.

**What Was the Magna Carta?** Henry’s son John became king of England in 1199. King John raised taxes. He also punished enemies without trials. Many English nobles refused to obey him unless he agreed to guarantee certain rights.

The nobles met with King John at a meadow called Runnymede in 1215. They forced him to sign a **document** of rights called the Magna Carta. This means the Great Charter. It took away some of the king’s powers. Taxes could not be collected unless a group called the Great Council agreed. Freemen accused of crimes would have

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**Academic Vocabulary**

**guarantee:** a promise that some condition will be fulfilled (p. 349)

**document:** a written or printed paper giving proof of something or information about something (p. 349)
fair trials decided by their peers, or equals. The king and vassals both had certain rights and duties. The Magna Carta was important because it said that people have rights. It also said that government should not have all the power.

In the 1200s, Edward I, another English king, called a meeting of people from different parts of England. Their job was to help him make laws. This meeting was called Parliament. It was a big step toward giving people a voice in government. At first, Parliament was made up of two knights from every county, two people from every town, and all high-ranking nobles and church officials. Later, it was divided into two houses. The House of Lords was made up of high-ranking nobles and church officials. The House of Commons was made up of townspeople.

10. How did William the Conqueror get to know his new kingdom?
Philip IV was called Philip the Fair. He ruled from 1285 to 1314. In 1302, he met with people from three classes, or estates, of French society. The first class was the clergy. These were priests. The second class was made up of nobles. The third class included townspeople and peasants. This was France’s first parliament. It was called the Estates-General. It was the first step toward representative government in France.

11. What were the three groups of people who made up the Estates-General, or France’s first parliament?

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**Eastern Europe and Russia** *(page 351)*

**Main Idea** After the Mongols destroyed the Kievan state, the rulers of Moscow built a new Russian state headed by a czar.

About A.D. 500, Slavs organized villages in Eastern Europe. Slavs divided into three major groups: the southern, western, and eastern Slavs. The southern Slavs were the Croats, Serbs, and Bulgarians. The western Slavs were the Poles, Czechs, and Slovaks. The eastern Slavs became the Ukrainians, Belorussians, and Russians.

**What Was the Kievan Rus?** In the late A.D. 700s, Vikings moved into the Slavs’ land. They ruled the Slavs. The Slavs called their Viking rulers the Rus. They became one group as the Vikings and Slavs began to marry.

Around A.D. 900, a Viking leader named Oleg made a Rus state around the city of Kiev. This was called the Kievan Rus. It was a group of small territories.
Many missionaries from the Byzantine Empire went to the Kieven Rus. One Rus ruler, Vladimir, married the Byzantine emperor’s sister. He became an Eastern Orthodox Christian. He made his people Eastern Orthodox too.

Kiev Falls to the Mongols  About 1240, the Mongols invaded the Kievan Rus. They were called “Tatars” because one of the Mongol tribes was of the Tata people. The Mongols destroyed nearly all the major cities. They also killed many people.

The northern city of Novgorod survived. The Mongols controlled this land. Novgorod’s rulers had to obey the Mongol leader. He was called the khan.

Germans and Swedes attacked Novgorod. But Alexander Nevsky led them to victory. He was named grand duke by the Mongol khan.

The Rise of Moscow  Although Mongols caused destruction, the Slavs nonetheless rebuilt their land, and the city of Moscow began to grow. Many important trade routes met in Moscow. Alexander Nevsky’s son Daniel and his descendants became grand dukes of Moscow.

The dukes of Moscow married women from the ruling families in other Slavic towns. They fought to get more land. Moscow became the headquarters of the Russian branch of the Eastern Orthodox Church. This made it even more important.

In 1462, Ivan III became the ruler of Moscow. He married Sophia, the niece of the last Byzantine emperor. He then began living like an emperor. He built fine palaces and large churches in the Kremlin at the center of Moscow. He called himself czar. In Russian, czar means “emperor.” Czar was a shortened version of Caesar.

Ivan IV was a great ruler. In 1480, he finally ended Mongol rule over Moscow’s territory. He grew his territory to the north and west. When Ivan IV died in 1505, the Russians were building a great empire.
12. Why were the Mongols who invaded Kievan Rus called the “Tatars”?

The Crusades (pages 352–354)

Main Idea Crusaders from Europe captured Jerusalem but were later driven out by the Muslims.

During the Middle Ages, the Byzantine Empire in the East was attacked. In 1071, Muslim Turks defeated the Byzantines. They also took control of most of the Byzantine lands in Asia Minor.

The Byzantine emperor did not have enough money to drive out the Turks. He asked the pope for help. He needed to defend his Christian empire against the Muslims.

In 1095, Pope Urban II spoke to a large crowd in eastern France. He asked Europe’s lords to launch a crusade, or holy war, against the Muslim Turks. He wanted them to capture Jerusalem. He wanted them to free the Holy Land where Jesus had lived. The pope explained why the crusade was needed:

“Jerusalem is the navel [center] of the world. . . . This is the land which the Redeemer [Jesus] of mankind illuminated by his coming. . . . This royal city, situated in the middle of the world, is now held captive by his enemies. . . . It looks and hopes for freedom; it begs unceasingly that you will come to its aid.”

—Pope Urban II,
as quoted in The Discoverers
The excited crowd cried out, “It is the will of God, it is the will of God.” The Crusades had begun.

**Early Victories** Several thousand soldiers on horses headed east. At least 10,000 soldiers on foot also went. Many of them wore a red cross on their clothes. This was a sign that they were obeying the pope.

In 1098, the First Crusade took Antioch in Syria. The crusaders entered Palestine. They reached Jerusalem in 1099. They killed Muslims, Jews, and Christians.

The Crusaders forced the Muslims out and created four states. These were the Kingdom of Jerusalem in Palestine, the country of Edessa and the principality of Antioch in Asia Minor, and the country of Tripoli where Lebanon is located today. Muslims surrounded these four states. They depended on the Italian cities of Genoa, Pisa, and Venice for supplies.

The Muslims fought back. They captured Edessa in 1144. Crusaders were sent to get it back. This Second Crusade failed.

In 1174, a Muslim named Saladin became ruler of Egypt. He united the Muslims. He declared war against the Christian states and won. He captured Jerusalem in 1187. Saladin was a great leader.

The fall of Jerusalem led to the Third Crusade. Emperor Frederick of the Holy Roman Empire, King Richard I of England (known as Richard the Lion-Hearted), and King Philip II of France united armies. They headed east to fight Saladin.

The Third Crusade had many problems. Frederick drowned crossing a river. The English and French came by sea and captured a coastal city, but they were not able to go inland. After Philip went home, Richard took a small territory along the coast. He agreed to a truce after Saladin promised that Christians could safely travel to Jerusalem.
Around 1200, Pope Innocent III called for a Fourth Crusade. Merchants from Venice tried to weaken the Byzantine Empire. They got the crusaders to attack Constantinople, the Byzantine capital. For three days the city was burned and robbed. This shocked Western Europeans. It also weakened the Byzantine people.

Six more crusades were launched over the next sixty years, but they did very little. Muslims won back all of the territory they had lost to the First Crusade. In 1291, the Muslims won the last Christian city.

The Crusades changed Europe. Trade grew between Europe and the Middle East. Feudalism broke down. Nobles who joined the Crusades sold their lands and freed their serfs. They had less power. Kings built stronger governments. Kings also taxed the new trade with the Middle East. These taxes helped them build stronger kingdoms in Western Europe.

13. How did the Crusades change Europe?
**Drawing From Experience**

Have you ever visited a university? Would you like to go to college someday? What part do learning and study play in your life?

In the last section, you learned about many powerful kings and how they fought for their kingdoms. In this section, you will learn how the Catholic Church shaped Medieval Europe’s culture. You will also learn what universities were like then.

**Organizing Your Thoughts**

Use the diagram to help you take notes on what medieval churches looked like. In the center circle, write either Romanesque Style or Gothic Style. In the smaller circles, describe what that style of church looked like.

![Diagram of church styles]

**Content Vocabulary**

- **mass**: the Catholic worship service (page 357)
- **heresy**: religious beliefs that go against Church teachings (page 358)
- **anti-Semitism**: hatred of Jews (page 359)
- **theology**: the study of religion and God (page 361)
- **scholasticism**: the use of reason to explore questions of faith (page 361)
- **vernacular**: everyday language used in a specific region (page 363)

**WH7.6 Students**

analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. Focuses on:

**WH7.6.6, WH7.6.8**
The Church and Society (pages 356–359)

Main Idea The Catholic Church played an important role in medieval Europe and used its power to uphold its teachings.

Between 1050 and 1150, religion was very important in Western Europe. More monasteries were built. New groups of priests, monks, and nuns were started. These were called religious orders.

New Religious Orders The Cistercian order began in 1098. Cistercian monks farmed land, worshiped, and prayed. They invented many new ways of farming that helped grow more crops.

The most famous Cistercian monk was Bernard of Clairvaux. He supported the Second Crusade. He advised the pope. He also defended the poor against the rich.

Many women entered convents between A.D. 1000 and 1200. Most of them were from noble families. They were women whose husbands had died or women who were unable or unwilling to marry. Convents were good places to study and write.

Most educated women were nuns. One famous nun, Hildegard of Bingen, was in charge of a convent in Germany. She wrote music for the Church. Usually only men wrote church music.

Until the 1200s, people of religious orders stayed in their monasteries separate from the world. They lived a simple life. They prayed and worked hard. In the 1200s, many new religious orders were created. The men in these groups were called friars. Friar is Latin for “brother.”

Friars were different from monks. They did not stay in their monasteries. They went out into the world to preach. Friars lived by begging. They could not own property. They could not keep any personal wealth.

Francis of Assisi started the first order of friars in 1209. They were called Franciscans. They lived in towns and taught Christianity. They also helped the poor and were missionaries.
The Dominicans were another group of friars. A Spanish priest named Dominic de Guzman started them. They defended the Church’s teachings. Dominican friars spent years in study so they could preach to well-educated people.

The Role of Religion Daily life centered around the Catholic Church. Priests ran schools and hospitals. They recorded births, performed weddings, and funerals. On Sundays and holy days, people went to **mass**. This is the Catholic worship service.

During mass, Christians took part in Church acts or rituals. These were called sacraments. The most important sacrament was communion. This is when people take bread and wine to remind them of Jesus’ death on the cross for their sins. Only clergy could perform the sacraments.

Many Christians prayed to saints. Saints are holy men and women who have died. They are believed to be in heaven. These saints could ask God for favors for the people who prayed to them.

Mary, the mother of Jesus, is the most honored saint. Many churches are named for her. Several French churches carry the name *Notre Dame*, or “Our Lady,” in honor of Mary.

Medieval Christians believed that God blessed pilgrims. These were religious travelers who went to holy places. The holiest place was Jerusalem.

What Was the Inquisition? The Catholic Church was very powerful. Its leaders wanted everyone to accept the Church’s teachings. If not, people would not get into heaven. Non-believers could make the Church weak.

The Church tried to stop heresy. This was a religious belief that did not agree with Church teachings. Heresy was a crime against God. Friars were sent out to preach. Then in 1233, the pope created a Church court. This was called the Inquisition. The Inquisition’s job was to put people on trial for heresy. These people were called heretics.
People brought before the Inquisition were told to confess their heresy and to ask forgiveness. If they did, they were punished. Then they were allowed to return to the Church. People who would not confess could be tortured until they did. Those who did not confess were thought to be guilty. The Inquisition turned them over to political leaders. They could be killed.

**How Were the Jews Treated?** Church leaders mistreated Jews, as well as heretics. Many Europeans resented Jews because they would not become Christians. They also resented them because they lent money and charged interest. At that time, Christians believed charging interest was a sin.

People blamed the Jews for problems in society. Jews became scapegoats—people who are blamed for other people’s troubles. Hatred of Jews is anti-Semitism.

Thousands of Jews were killed. Jews had to wear special badges or clothing. In some places, Jews had to live in separate places known as ghettos. Jews also could not own land. They could not practice certain trades. This is why many of them became peddlers and moneylenders. If Christians did not want a particular type of job, a Jewish person could do it.

In the 1100s, Jews were forced out of many places. England forced Jews out in 1290. France and some German cities did as well. Many of these Jews went to Eastern European countries. They had growing communities that were based on their religious traditions.

5. What is a heretic?
People in medieval Europe felt safer because of strong governments. Trade, banking, and business grew. More money could be used for education and the arts. New churches and other buildings could be built.

**Medieval Art and Architecture** Many buildings were built in the A.D. 1000s and 1100s. Architecture was used to demonstrate that religion was an important part of life. So Church leaders, wealthy merchants, and nobles had cathedrals built. These were large churches. They were either the Romanesque style or the Gothic style.

Romanesque churches were rectangular. They had long, rounded roofs called barrel vaults. These roofs needed huge pillars and thick walls to hold them up. Windows were small and set back in the thick walls. They let in little light.

Gothic cathedrals had ribbed vaults and pointed arches instead of rounded barrel vaults. They were taller than Romanesque churches. Gothic churches also used flying buttresses on the outside walls to help support the building. They made it possible to build churches with thinner walls and large glass windows.

Stained glass windows were picture Bibles for Christians who could not read. They often showed scenes of Jesus’ life and teachings. They let in sunlight. This was a symbol of the divine light of God.

**The First Universities** Two of the first European universities were in Bologna, Italy, and Paris, France. Masters, or teachers, were also teaching at Oxford, England, by 1096. Oxford University was started in 1231.

Universities educated and trained scholars. They were like the guilds that trained craftspeople. *University* comes from the Latin word for “guild.” Students studied grammar, logic, math, music, and the stars and planets. They did not have books. Books were rare before the European printing press was created in the 1400s.
University students studied for four to six years. A committee then gave them a verbal exam. If the students passed, they were given a degree.

If a student was able to obtain a basic degree, that student could then earn a doctor’s degree. This degree could be in law, medicine, or theology—the study of religion and God. It could take 10 years or more to get.

**Who Was Thomas Aquinas?** A new way of thinking changed the study of theology. Scholasticism used reason to explore questions about faith. A Dominican friar and priest named Thomas Aquinas was scholasticism’s best champion. He combined Church teachings with the ideas of Aristotle, a Greek philosopher.

Europeans had forgotten about Aristotle after Rome fell and his works had been lost. In the 1100s, Muslim and Jewish scholars used copies of his books to teach his ideas to Europe. Aristotle’s ideas upset many Christian thinkers. He used reason, not faith, to find the meaning of life.

In the 1200s, Thomas Aquinas wrote several works. They explained that Aristotle would have agreed with many Christian teachings. About 1267, Aquinas wrote *Summa Theologica*. This was a summary of knowledge on theology. Aquinas asked hard questions such as “Does God exist?”

Aquinas wrote about government and natural law. Natural law is the belief that some laws are part of human nature. These laws do not have to be made by governments.

Aquinas claimed that natural law gave people certain rights that the government should not take away. These were the right to live, to learn, to worship, and to have children. These writings have influenced governments to this day. Our belief that people have rights can partly be traced to the ideas of Thomas Aquinas.

**Medieval Literature** Educated people throughout Europe generally spoke or wrote in Latin. The Church used Latin in its worship and daily affairs. University teachers taught Latin. Serious authors wrote in Latin.
In addition, each region had its own language. This everyday language is called the vernacular. It included early versions of Spanish, French, English, Italian, and German.

During the 1100s, new literature was written in the vernacular. Educated people enjoyed vernacular writings, especially troubadour poetry. These were poems about love.

Another type of writing in the vernacular was the heroic epic. In this, brave knights fight for kings and lords. The Song of Roland is an example of a heroic epic. It was written in French in about 1100.

In the Song of Roland, a knight named Roland fights for Charlemagne against the Muslims. Roland blows his horn for Charlemagne to help, but it is too late:

“The Count Rollanz [Roland],
with sorrow and with pangs,
And with great pain sounded his olifant [horn]:
Out of his mouth the clear blood leaped and ran,
About his brain the very temples cracked.
Loud is its voice, that horn he holds in hand;
Charlès [Charlemagne] hath heard,
where in the pass he stands,
And Neimès [a commander] hears,
and listen all the Franks.”
—Song of Roland,
Charles Scott Moncrief, trans.

6. How long would it take to earn a degree at a medieval university? How long for a doctor’s degree?
**DRAWING FROM EXPERIENCE**

When you get a cold or the flu, what do you do? How would your life be different without doctors or medicine to help you?

In the last section, you learned how the Catholic Church shaped Medieval Europe’s culture. In this section, you will learn how and where the disease called the Black Death spread. You will also learn how Spain and Portugal fought the Muslims.

**ORGANIZING YOUR THOUGHTS**

Use the diagram to help you take notes on the spread of the Black Death.

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**CONTENT VOCABULARY**

- **plague**: a disease that spreads quickly and kills many people (page 365)
- **Reconquista**: the Christian fight to get the Iberian Peninsula back from the Muslims; means “reconquest” (page 369)

**WH7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.**

Focuses on: **WH7.6.7, WH7.6.9**
The Black Death \((pages \, 365-366)\)

A terrible plague, known as the Black Death, swept through Europe in the 1300s, killing millions.

The Middle Ages in Europe reached a high point during the 1200s. In the 1300s, however, disaster struck. A terrible plague swept across Europe and Asia. A plague is a disease that spreads quickly and kills many people. This plague was called the Black Death. Most scientists think it was the bubonic plague—a disease carried by fleas. These fleas were on black rats that were everywhere.

The Black Death probably began somewhere in the Gobi Desert in central Asia. This plague had been around for hundreds of years. But for some reason it spread farther and more quickly in the 1300s.

Historians think the Mongol Empire may have helped to spread the plague. The empire had all the land from Eastern Europe through central Asia to China. The Mongols traded between China, India, the Middle East, and Europe. They used the Silk Road and other trade routes.

By the early 1300s, more goods were shipped across central Asia than ever before. This made it possible for the Black Death to spread quickly. Caravans traveled from city to city. They had a lot of rats.

The first outbreak was in China in 1331. It happened there again in 1353. The disease killed between 40 and 60 million people. It cut China’s population almost in half. The disease was in India in the 1340s. It reached Makkah in 1349. It also reached Europe in 1346. It appeared in the city of Caffa on the Black Sea.

Italian merchants from the city of Genoa controlled Caffa. It was a trade colony. The Genoan merchant ships carried the plague to Sicily in October 1347. By the end of 1349, it had spread through France, Germany, and reached England. By 1351, it had reached Scandinavia,
Eastern Europe, and Russia. As many as 38 million Europeans died between 1347 and 1351. One out of every two people was the approximate amount.

The death of so many people hurt Europe’s economy. Trade slowed. Workers wanted to be paid more. Fewer people meant less need for food. So food prices fell.

Landlords had to pay workers more and charge less rent. Some peasants were able to pay rent in place of services. This meant they were no longer serfs. In this way, the plague, like the Crusades, helped weaken the feudal system and change European society.

13. How many Europeans died of the Black Death?

A Troubled Continent (pages 367–369)

Main Idea Western Europe was devastated by war in the 1300s and 1400s, as England and France fought each other and Spain and Portugal fought against the Muslims.

The plague was not Europe’s only problem at the end of the Middle Ages. The English and French were at war. The Spanish and Portuguese fought to drive out Muslims who had conquered them centuries before.

The Hundred Years’ War In Section 3, you learned that William of Normandy became king of England in 1066. He also ruled Normandy.

French kings did not want the English in Normandy. English kings said they owned the land. In 1337, Edward III named himself king of France. He was already an English king. This made the French mad. War began. It lasted over 100 years.

The first major battle of the Hundred Years’ War was at Crécy. English archers beat the French army. They forced the French king to give up some of his kingdom.

Who Was Joan of Arc? Charles, the prince who ruled southern France, wanted the north back. In 1429, a French peasant girl named Joan was brought to him. She told him that her favorite saints told her to free France. Charles let her go with a French army to Orléans. Joan’s faith excited the soldiers. They captured the city.

Shortly after, Charles was named king. A few months later, the English captured Joan. They handed her over to the Inquisition. She was burned at the stake. She later became known as Joan of Arc.

The French finally defeated the English in 1453. The king had spent almost all his money. But the war strengthened French feelings for their country. French kings developed a strong government.

The Hundred Years’ War was also hard on the English and their economy. In addition, they had a civil war to deal with. The Wars of the Roses involved English nobles fighting over who should be king. The winner, Henry Tudor, became King Henry VII.

Spain and Portugal Fight the Muslims During the Middle Ages, Muslims ruled most of Spain and Portugal. These two lands are the Iberian Peninsula. Most of the peninsula’s people were Christians. Some were Jews.

The Muslims had a rich culture here. They built mosques and palaces. One example was the Alhambra in the southern kingdom of Granada. They also started schools. Muslims, Jews, and Christians studied together. Most Christians disagreed with Muslim rule. Their fight to take back the Iberian Peninsula was called the Reconquista, or “reconquest.”
By the 1200s, the Christians had set up three kingdoms: Portugal in the west, Castile in the center, and Aragon on the Mediterranean coast. Muslims slowly lost land until all that was left was Granada in the south.

In 1469, Princess Isabella of Castile married Prince Ferdinand of Aragon. Within 10 years, they became king and queen. They joined their lands into one country called Spain. Ferdinand and Isabella wanted all of Spain to be Catholic. They first concentrated on the Jews. Some Jews became Christians to escape bad treatment. The king and queen thought many were still Jews in secret. So they established the Spanish Inquisition.

The Spanish Inquisition tortured thousands of people charged with heresy. In 1492, Ferdinand and Isabella gave Jews the choice to switch to Christianity or leave Spain. Many Jews decided to leave Spain.

The king and queen then turned to the Muslims. In 1492, Spain’s army conquered Granada. Ten years later, Muslims had to become Christians or leave. Most decided to abandon Spain for North Africa.

14. When Princess Isabella and Prince Ferdinand joined their land into one country, what was it called?
The Renaissance Begins  

For use with pages 384–391

Content Vocabulary

**Renaissance**: "rebirth"; period in European history from 1350 to 1550 when people became interested again in art and learning (page 385)

**secular**: more interested in the world than in religion (page 385)

**doge**: the head of state in Venice, another name for duke (page 390)

**diplomacy**: the practice of making deals with other countries (page 391)

**Drawing From Experience**

Have you ever played the game Marco Polo in a swimming pool? Did you ever wonder who Marco Polo was?

In this section, you will learn how the rich Italian city-states became interested in art and learning again. You will also learn how Italy became rich.

**Organizing Your Thoughts**

Use the diagram to help you take notes on how trade made Italian city-states rich.

The Italian Renaissance  

*(pages 385–386)*

**Main Idea**  
The wealthy urban society of the Italian city-states brought a rebirth of learning and art to Europe.

Renaissance means "rebirth." In European history, the years from about 1350 to 1550 are called the Renaissance. This is because people became interested again in art and learning. People were also interested in things that the Greeks and Romans had studied.
After the hard years of the Black Death, Europeans looked to the past. Life seemed to be better then. They wanted to learn how to make their own lives better.

During the Renaissance, people focused on the individual. Many people thought that a person could help make the world better.

Religion was still very important. But human success was also important. People became more secular. They were more interested in the world than in religion or getting into heaven.

Why did the Renaissance begin in Italy? First of all, Italy had been the center of the Roman Empire. Ruins and art were all around. This reminded the Italians of their past. They became interested in Greek and Roman art. They tried to make their own art as good.

A second reason was because Italy’s cities were very rich. People had money to pay painters, sculptors, architects, and other artists to make new works.

A third reason was because there were many small city-states. Florence, Venice, Genoa, Milan, and Rome were some of the most important cities of the Renaissance.

The city-states competed with each other. This helped the Renaissance. Wealthy nobles and merchants wanted artists to make works that would make their cities more famous.

In most of Europe, most people lived in the country. This included knights and nobles who owned estates. In Italy’s city-states, most of the people were living in the city. This meant more people were there to buy art and spend money.

It also led to more sharing of ideas about art. Italy’s cities produced many great works of art and literature.

7. Name one reason why the Renaissance began in Italy.
The Rise of Italy’s City-States (pages 387–389)

Main Idea: Italy’s location helped its city-states grow wealthy from trade and banking, but many of the cities fell under the control of strong rulers.

During the Middle Ages, no one was able to unite Italy into one kingdom. There were many reasons for this. First, leaders in the Roman Catholic Church tried to prevent it. They were afraid a strong ruler would try to control the pope and the Church.

Second, the city-states were about equal in strength. They fought many wars. They often took land from each other. But no state was able to beat all the others.

Probably the most important reason was because all the city-states were very rich. They could build many ships and hire people to fight in their armies. A person who fights in an army for money is called a mercenary. The city-states also loaned money to the kings of Europe. The kings left the city-states alone so they could borrow more money in the future.

Italy’s City-States Grow Wealthy The Italian city-states became rich through trade. Most of the city-states were on the coast. They had ports where merchant ships could dock. They were also in a great spot on the Mediterranean Sea. Spain and France were to the west. The Byzantine and Ottoman Empires were to the east. North Africa was to the south.

The Italians bought Chinese silk and Indian spices from the Byzantines, Turks, and Arabs. They would then sell these goods to Western Europeans at very high prices. They also bought wool, wine, and glass from the Spanish, French, Dutch, and English. They sold these in the Middle East. The Italian cities also had many skilled craftspeople. They could take raw materials and make goods that could be sold for high prices.
Geography was not the only reason for the success of Italians. Trade became important. The Crusades brought Italian and Arab merchants together to trade. Also, the Mongol Empire united almost all of Asia into one huge trade network.

The Mongols helped trade. They protected the Silk Road from China to the Middle East. This made it cheaper and easier for caravans to carry goods from China and India to Muslim and Byzantine cities. As more silk and spices came from Asia, prices became lower. More people could buy nice things. Business grew because people wanted to buy.

**Who Was Marco Polo?** Marco Polo was a merchant from Venice. In the 1270s, he went on a journey to China with his father and uncle. They wanted to meet Kublai Khan. He was the ruler of the Mongol Empire.

When they made it to the khan’s court, the great emperor liked Marco Polo. He sent Marco Polo on business all over China. Marco Polo learned more about Asia than any other European. When he returned to Europe, he was able to publish a book about his travels. His stories got many people interested in China. They wanted to buy China’s goods.

**The Wealth of Florence** Florence was the most famous city of the Renaissance. It was the first to grow rich. It had many famous artists. It sat on the Arno River. Beautiful hills and walls were all around it. Tall towers helped people watch for invaders.

Florence became rich from trading cloth, mainly wool. The wool came from England. It was woven into fine fabrics. The people loved fancy clothing. Banking was another way they made money.

Goods were coming into Italy from all over the world. Merchants needed to know how much coins from different countries were worth. Florentine bankers became the experts. The florin was the gold coin of Florence. Bankers used this to measure the value of other money. Bankers
also loaned money and charged interest. Florence’s richest family was the Medici. They were bankers. They owned banks as far away as London.

The Rise of Venice  The wealthiest city of all was Venice. It is located at the northern end of the Adriatic Sea. The Venetians were great sailors and shipbuilders. They built their city on many small, swampy islands. They put long wooden poles into mud to support their buildings.

Instead of making roads, Venetians made canals through their swampy islands. They used boats to move about. Even today, many of the streets in the older parts of Venice are canals and waterways. Gondolas are long narrow boats. They are still used to take people up and down the canals.

Some of Venice’s wealth came from building ships. They were built at a shipyard called the Arsenal. Sometimes they needed ships quickly. When the Turks tried to take a Venetian colony in the Mediterranean, 100 ships were built in only two months.

8. How did people travel in Venice?

The Urban Noble (pages 390–393)

Main Idea  Unlike medieval nobles, the nobles of the Italian city-states lived in cities and were active in trade, banking, and public life.

The urban noble was a new type of leader. These were rich men from Italian city-states. Before this time, nobles got their wealth from land, not trade. They actually thought they were better than people who traded.

In the city-states, old noble families moved to the cities. They decided that money from trade was just as good as money from land.
Rich merchants tried to live like the noble families. The sons and daughters of nobles and rich merchants married each other. The old noble and rich merchant families blended together. They became the upper class.

**How Were Italian City-States Run?** Many of the city-states were republics at first. A republic is a government controlled by its citizens. Only guild members could be citizens. These were artists and merchants.

When the cities faced war or rebellion, they gave power to a dictator. This is one powerful man or woman who runs the government.

In Venice, the ruler was the duke, or *doge*. At first, the doge had power over his council of nobles. Later, he lost power to a small group of nobles.

The Medici family took control of Florence in 1434. They ruled there for many decades. Lorenzo de’ Medici ruled the city from 1469 to 1492. He was known as “the Magnificent.” He gave money to artists, architects, and writers. He helped many of Italy’s Renaissance artists.

Politics in Italy were tricky. The rulers of each city had to keep the poor from fighting against them. They also had to stop other rich people from getting power. They made deals with merchants, bankers, landlords, church leaders, and mercenaries. They also had to work with leaders from other city-states.

To work with the other states, the Italians created *diplomacy*. This is the art of making deals with other countries. Each city-state sent an ambassador to live in the other city-states. Ambassadors were representatives of their city. Many of the ideas of diplomacy we use today first began in Italy.

Nicolò Machiavelli was a diplomat in Florence. He wrote a book called *The Prince* in 1513. In his book, Machiavelli wrote that people were greedy and self-centered. Rulers should not try to be good. They should do anything they could to keep power and protect their
city. This included killing and lying. Today when we say someone is being Machiavellian, we mean they are being tricky and not thinking about being good.

9. What was Venice’s ruler called?
**New Ideas and Literature**  For use with pages 394–400

**Content Vocabulary**

- **humanism**: a belief that humans are important (page 395)
- **vernacular**: everyday language people speak in a region (page 398)

**Drawing From Experience**

Have you read or seen any plays written by William Shakespeare? *Romeo and Juliet*? *Hamlet*? *MacBeth*? Why do you think his plays are still so popular today?

In the last section, you learned how the rich Italian city-states became interested in art and learning again. You also learned how Italy became rich. In this section, you will learn about humanism, how it spread, and about many famous artists.

**Organizing Your Thoughts**

Use the diagram to help you take notes on famous accomplishments and people of the Renaissance.

### Famous Renaissance Works and People

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Renaissance Humanism (pages 395–397)

Main Idea: Humanists studied the Greeks and Romans, which greatly affected how they thought.

In the 1300s, a new way of understanding the world started. It was based on ancient Greek and Roman values. It was called humanism. Humanists believed that humans were important. They wanted a balance of religion and reason. Their new ideas encouraged men to be active in their cities and do great things.

Ancient Works Become Popular: Italians began to study early Roman and Greek works in the 1300s. Then the Crusades opened trade with the Middle East. Italians began to learn about the Greek and Roman works from the Arabs. When the Turks conquered Constantinople in 1453, many Byzantine scholars moved to Venice or Florence. They also knew a lot about these works.

One famous scholar and poet was Francesco Petrarch. He lived in the 1300s. He studied Roman writers like Cicero. He also wrote about the lives of famous Romans.

Petrarch told Europeans to look for Latin writings in monasteries. New libraries were built to hold these writings. The Vatican Library in Rome was the largest.

Italians also studied old buildings and statues. Workers cleaned up broken columns and statues. Artists studied parts of these statues to understand what made them beautiful.

How Did Humanism Affect Society? Humanists studied the Greeks and Romans to learn about many subjects. They studied plants, animals, the human body, medicine, stars, and planets. Their study of math helped them in many subjects.

Leonardo da Vinci was one of the best Renaissance scientists. He was also an artist. He studied dead bodies to learn about the human body. He studied fossils to understand history. He was also an inventor and engineer.
Most of what we know about Leonardo comes from his notebooks. He had many sketches of scientific and artistic ideas. Hundreds of years before they were invented, Leonardo drew inventions such as a glider, a helicopter, and a parachute. He also drew a type of military tank and a scuba diving suit.

7. What was Francesco Petrarch famous for?
The Printing Press Spreads Ideas  The printing press was the key to spreading humanist ideas. In the early 1450s, Johannes Gutenberg invented a printing press. It used movable metal type. Many books could be printed quickly. More people learned to read. Scholars could read one another’s works and debate their thoughts in letters. Ideas grew and spread more quickly than ever before.

The Chinese had already invented movable type. Because of their large alphabet of characters, it did not work well. For Europeans, the printing press was a big improvement. It was easy to use with linen paper, another Chinese invention.

Gutenberg’s Bible was printed in the 1450s. It was the first European book made on the new press. About 40,000 books were made by 1500. Half of these were religious works like the Bible or prayer books.

Who Was William Shakespeare?  In England, the Renaissance took place mostly in writing and theater. It began in the late 1500s. Elizabeth I was ruler.

The greatest English writer of that time was William Shakespeare. He wrote tragedies, comedies, and historical plays. Some of his great tragedies include Hamlet, Macbeth, and Romeo and Juliet. In each story, the characters’ flaws bring them down. Some of his most famous comedies include A Midsummer Night’s Dream, Twelfth Night, and Much Ado About Nothing. His best-known historical plays include Henry V and Richard III. It was not until 1594 that Shakespeare’s first play was published. Finally in 1598 he was given credit for his early works. Shakespeare’s plays are still very popular.

What Did Cervantes Write?  The Spanish author Miguel de Cervantes was another important Renaissance writer. His most famous work was Don Quixote de la Mancha. This novel was published in 1604 and made Cervantes very popular. It is the story of a country gentleman who loves
adventure. The novel became famous in Europe. Like Shakespeare, Cervantes was a writer whose works are still read and studied today.

8. What three types of plays did William Shakespeare write?


**Renaissance Art**  For use with pages 408–413

**Content Vocabulary**

- **chiaroscuro**: a painting technique that softens edges by using light and shadow (page 410)
- **fresco**: painting on wet plaster with watercolor (page 410)

**Drawing From Experience**

Have you ever seen a three-dimensional movie? Doesn’t it look realistic? Famous Renaissance artists used perspective to make their paintings look more real and three-dimensional.

In this section you will learn about five famous Renaissance artists and what their contributions were.

**Organizing Your Thoughts**

Use this chart to record a distinctive feature or fact about each of the following Renaissance artists.

<table>
<thead>
<tr>
<th>RENAISSANCE ARTISTS</th>
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<tbody>
<tr>
<td><strong>Renaissance Artist</strong></td>
</tr>
<tr>
<td>Sandro Botticelli</td>
</tr>
<tr>
<td>Raphael Sanzio</td>
</tr>
<tr>
<td>Michelangelo Buonarroti</td>
</tr>
<tr>
<td>Titian</td>
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Artists in Renaissance Italy (pages 409–411)

Main Idea Renaissance artists used new techniques to produce paintings that showed people in an emotional and realistic way.

Rich Italian families and church leaders paid artists to make paintings, sculptures, and buildings. They put these works out in their cities for people to see. The pope paid for many works of art for the Vatican. Renaissance artists followed examples of the ancient Romans and Greeks. But these new works expressed humanist ideas.

What Was New About Renaissance Art? Medieval and Renaissance paintings were very different. Renaissance art tried to show people as they would look in real life. It also tried to show how people felt.

During the Renaissance painters were able to differentiate their works from Medieval artists in new ways. They used a technique called perspective to make a drawing or painting look three-dimensional. Artists had used perspective before, but Renaissance artists perfected it. Objects in the paintings seemed to be at different distances. This made the paintings look more real.

Painters also used a technique called chiaroscuro. They used light and shadows instead of stiff outlines to separate objects and soften edges. Chiaro means “clear or light” in Italian. Chiaroscuro created more drama and feeling.

Renaissance Artists The artistic Renaissance lasted from about 1350 to 1550. Famous artists were Sandro Botticelli, Leonardo da Vinci, Raphael Sanzio, Michelangelo Buonarroti, and Titian. It was common for artists to be trained in workshops. During the Renaissance, artists began to do something new. They signed their own work.

Botticelli, a famous artist in Florence, painted on wet plaster with watercolor. This technique is called fresco which means “fresh.” Frescoes were found in churches all over Italy. Botticelli’s works focused on the feelings of the scene.
Leonardo was trained as an artist. But he also became a great scientist and inventor. Born in 1452, he studied in Florence as a young man. One of Leonardo’s most famous works is The Last Supper. He began painting it in 1494 on a wall behind a church altar. This painting shows Jesus and his disciples. Leonardo made each disciple look different to help show his feelings. He showed this skill again in the Mona Lisa.

Raphael worked at the same time as Leonardo. He was much younger, though. He became known as one of Italy’s best painters. He painted gentle Madonnas and many frescoes in the Vatican Palace. The School of Athens is perhaps one of his best-known paintings. It shows many Greek philosophers.

Michelangelo painted, sculpted, and designed buildings. He painted one of the best-known Renaissance works. That was the ceiling of the Sistine Chapel in Rome.

Michelangelo was a sculptor at heart. He felt God gave him his talents. He made his statues show perfect human beings. These were symbols of God’s beauty and perfection. His best-known sculpture is the 13-foot-tall statue David. David seems calm, yet ready for action. Michelangelo also made a statue of Moses from the Bible. This huge figure seems both wise and powerful.

Titian was best known for his use of color. He painted portraits and religious scenes. He had a large impact on later artists.

The Renaissance Spreads (pages 412–413)

Main Idea Renaissance ideas and art spread from Italy to northern Europe.

In the late 1400s, the Renaissance spread to northern Europe. The Northern Renaissance took place in present-day Belgium, Luxembourg, Germany, and the Netherlands. Northern artists used different methods than the Italians to make their art seem real. They invented oil painting. Oils let artists paint with more detail. They could paint textures like the gold braid on a dress.

Who Was Van Eyck? Jan van Eyck was a master of oil painting. In one of his best-known paintings, two people just married stand side by side in a fancy bedroom. Every fold in their rich clothes and every detail in the room are clear.

The Wood Carvings of Dürer Albrecht Dürer was one of the greatest artists of the Northern Renaissance. Dürer could paint in both perspective and in fine detail. He is best known for his engravings. An engraving is made from an image carved on metal, wood, or stone. Ink is put on the surface. Then, the image is printed on paper.

Dürer’s Four Horsemen of the Apocalypse is an example of a woodcut. This is a print made from carved wood. In it, four men on horses ride to announce the end of the world.

7. What important advancement in art was developed by northern artists?
The Reformation Begins  For use with pages 422–429

Content Vocabulary

**Reformation:** beginning of the Christian movement known as Protestantism (page 423)

**indulgence:** a pardon from the Church for a person’s sins (page 423)

**denomination:** organized branch of Christianity (page 425)

Drawing From Experience
Do you have friends who are Catholics? Protestants? You probably know people in different types of Protestant churches. In this section you’ll learn how Protestant churches got started—and why there are different ones.

Organizing Your Thoughts
Use the diagram below to note three ways in which Martin Luther disagreed with the Catholic Church.

<table>
<thead>
<tr>
<th>How Martin Luther’s teachings differed from the Catholic Church:</th>
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<tbody>
<tr>
<td>1.</td>
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Calls for Church Reform (pages 423–426)

Main Idea  The reforms of Martin Luther led to the creation of new Christian churches.

In 1517, a monk named Martin Luther challenged the Catholic Church. He said that the pope could not decide what a person had to do to get into heaven. Eventually, his ideas led to new churches in Western Europe.

At first, Martin Luther only wanted to reform (change) the Catholic Church. This is why we call these events the Reformation. This was the beginning of a movement in Christianity known as Protestantism. By the end of the Reformation, Europe had many new Christian churches.

What Ideas Led to the Reformation? In the last section, you read about humanism. Humanism in northern Europe led to Christian humanism. Its first leader was a scholar and clergyman. His name was Desiderius Erasmus.

Erasmus wrote that humans could use their reason to become better Christians. This could make the Church better. He studied ancient Christian works for ideas.

He wanted to write the Bible in the vernacular. He wanted a farmer to be able to read the Bible. He believed that people should be good in their everyday lives. It was not enough just to go to church on Sunday.

The Church Upsets Reformers  By the 1300s, the Church had some problems. It charged high taxes on peasants. Bishops acted like they were kings. They spent money on palaces and fine art and gave good jobs to their family members. In many villages, priests could barely read.

Many Catholics became angry at the Church for focusing on money. They were angry that the Church was selling indulgences. An indulgence was a pardon or forgiveness from the Church for a person’s sins. The Church had given indulgences before, but did not charge money for them. In the 1500s, however, the pope needed money to repair the church of St. Peter’s in Rome. He sold indulgences in northern Germany to collect money.
The sale of indulgences made Martin Luther very angry. Luther looked in the Bible and found nothing that said an indulgence could forgive a sin. The whole idea of selling God’s forgiveness seemed wrong to him.

Martin Luther was not the first person to question the pope’s power. In the 1370s, an English priest named John Wycliffe had preached that Jesus Christ is the only power above Christians, not the pope.

Wycliffe and Luther both challenged the pope’s power. They also held up the Bible. Wycliffe wanted everyone to read the Bible. After he died, his followers wrote the Bible in English for the first time.

William Tyndale of England translated the Bible into English, too. He used ancient Hebrew and Greek texts. His translation was the basis of the Authorized King James Version, published in 1611. This Bible is still used today. Because he defended the Reformation, Tyndale was executed in 1536 for heresy.

Who Was Martin Luther? Martin Luther is one of the most famous men in history. His disagreement with the Catholic Church led to a big change in Christianity. Why would a religious man disagree with his faith? Luther was angry about how Church leaders acted.

When Luther went to Rome he was shocked at how the Roman clergy acted. Back in Germany, he taught at a university in the town of Wittenberg. He worried about the Church’s problems. And with so many people dying from the plague, he worried about his own soul.

The Church said that Luther would be saved. It also said that he would go to heaven if he did good works and received sacraments. Still Luther worried that this was not true. He prayed and looked for answers.

Luther found answers in the Bible. From the Bible Luther concluded that faith, not good works, brought salvation. He believed salvation was a gift from God, not something to be earned by doing good works.
In 1517, when the Church started selling indulgences, Luther was shocked. How could the Church tell peasants that buying an indulgence would save them? He listed 95 reasons why indulgences were wrong. He sent the list to his bishop. Some believe he also nailed them to the door of Wittenberg Cathedral for everyone to read. The list was called the Ninety-Five Theses. Thousands of copies were made. People across the German kingdoms read them.

Revolt Leads to New Churches The Church did not take Luther seriously at first. But they soon saw him as dangerous. If people believed Luther, they would rely on the Bible. Who would need priests if the sacraments were not needed to get to heaven?

The pope and Luther argued for many years. Luther would not change his views, so he was excommunicated. This meant he was not a member of the Catholic Church anymore. He could not receive the sacraments. He also could not be a monk.

Luther’s ideas led to a new denomination. This is an organized branch of Christianity. It was known as Lutheranism. It was the first Protestant denomination.

Lutheranism has three main ideas. The first is that faith in Jesus Christ, not good works, brings salvation. The second is that the Bible is the final truth about God, not churches and priests. Finally, Lutheranism says that the Church is made up of all its believers, not just the clergy.

Peasant Revolts Luther’s debate with the pope was so famous that even peasants in the country had heard about it. They liked what they heard about Luther.

Life for a peasant in the 1520s was hard. The crops had been bad for many years. Also, landowners made the peasants pay even higher taxes.

Luther’s ideas led the peasants to rebel. If Luther could rebel against the pope, then peasants could stand up to greedy nobles.
The peasants listed their demands. They based their ideas on the Bible. One leader said the peasants would no longer work for the nobles, “unless it should be shown us from the Gospel that we are serfs.”

The nobles did not give in. Major fights broke out. The peasants lost. The nobles had better weapons and horses. They won easily. At least 70,000 peasants were killed.

At first Luther felt bad for the peasants. Then he changed his mind. He was afraid of what might happen without a strong government. Luther told peasants that God had put the government above them and they must obey it.

4. Why did the pope in the 1500s start selling indulgences?

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**Politics and Lutheranism** *(pages 428–429)*

/Main Idea/ Political leaders often supported Protestantism because they wanted more power.

In the past, some people had disagreed with the Catholic Church. But the Church always kept its power. Yet in the 1500s, some of Europe’s kings saw that they could become more powerful if they supported Lutheranism.

You read earlier about the Holy Roman Empire. It was made up of about 300 German kingdoms. In 1519, Charles V became emperor. His empire included the lands of the Holy Roman Empire, plus Spain, the Netherlands, parts of Italy, and land in the Americas.
Charles V’s big challenge was Francis I, the king of France. Francis I wanted to stop the spread of Protestantism. Francis had the energy to fight many wars with the Holy Roman Empire and Charles V. These wars used up many of the emperor’s and the king’s resources—both financial and military.

The local kings and nobles of the Holy Roman Empire worried about Charles V’s power. They did not want one strong leader. They wanted to keep ruling their own little kingdoms.

Many German rulers became Lutherans. They did this for religious and political reasons. This made their kingdoms Lutheran. After breaking with the Catholic Church, they took lands owned by Catholic monasteries in their kingdoms. They wanted to earn money from those lands, not the Church.

Rulers could now set their own church taxes. They kept the money for themselves. Protestant rulers became stronger. Catholic Church rulers became weaker.

Charles V went to war with the German rulers who had converted to Lutheranism. He could not beat them. In 1555 the fighting ended with the Peace of Augsburg. Each German ruler could now decide if his kingdom would be Lutheran or Catholic. Most of northern Germany became Protestant. The south stayed Catholic.

5. Why did local kings and nobles of the Holy Roman Empire worry about Charles V’s power?
The Reformation Spreads  For use with pages 430–434

Content Vocabulary

- **theology**: the study of questions about God (page 431)
- **predestination**: belief that our lives are already planned by God (page 431)
- **annul**: to cancel, as in a marriage (page 433)

Drawing From Experience

When you disagree with someone, what do you do? Do you argue or do you walk away?

In the last section, you learned how new Christian churches started and grew. In this section, you will learn about Henry VIII’s conflict with the Catholic Church. You’ll also learn about religious wars and how Calvinism affected England.

Organizing Your Thoughts

In the chart below, explain three beliefs of Calvinism.

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<th>Beliefs of Calvinism</th>
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Calvin and Calvinism (pages 431–432)

Main Idea: John Calvin’s Protestant teachings spread across Europe and into North America.

Who Was John Calvin? John Calvin was born in France in the early 1500s. He went to Paris to study theology. This is the study of questions about God.

Calvin wanted to learn about religion. He studied very hard. Calvin heard about Martin Luther’s ideas. Secretly, he read about Luther. He whispered with his friends when talking about Luther’s ideas. The more Calvin read, the more he believed.

Calvin had to leave Paris because it was too dangerous to talk about Lutheranism. Sometimes he hid at his friends’ houses. He tried to return home but was arrested and spent months in jail. Calvin went to Geneva, Switzerland. This was a Protestant city. His powerful preaching persuaded many people to follow him.

What Is Calvinism? Calvin agreed with Martin Luther that faith was more important than good works. He added other ideas, too. Calvinism became the basis of many Protestant churches.

Calvin’s main idea was that God’s will is final. God decides everything in the world ahead of time. He has decided who will go to heaven and who will not. This belief is called predestination. This means that no matter what people do, the outcome of their life is already planned.

Some people argued. If their life’s outcome were already set, why would it matter if they were good or bad? But most people decided that they were probably saved. To prove it, they worked hard, were good, and obeyed the laws. Calvinism became powerful. It said people should work hard and follow the rules.
Another important idea of Calvinism is that kings and bishops should not control the Church. The people of the church should choose their own elders and ministers to run the church.

This idea had a strong impact on England and on many English settlers in America. Settlers supported the idea that the people should also be allowed to choose their own political leaders.

In the American colonies, Calvinist ideas led to democratic principles that were the basis for governing. The writers of the Declaration of Independence used these same ideas to clarify their arguments. The Declaration of Independence says, for example, that people are governed by consent. They have the right to choose who will govern them and how.

4. What is predestination?

The English Reformation (pages 432–434)

Main Idea  Henry VIII created the Anglican Church in England.

In England’s history, no king is more famous than Henry VIII. He ruled from 1509 to 1547. He was stubborn, impatient, and mean. Henry married six queens. He divorced two and ordered two to have their heads cut off. He put bishops and nobles in prison in the Tower of London for disagreeing with him. He also had their heads cut off. But Henry VIII is probably most famous for bringing the Reformation to England.

Henry VIII Starts His Own Church  Henry and his father were from the Tudor family. In the 1400s, England’s nobles were at war with each other. Henry wanted to keep the Tudor family as rulers of England.
Henry needed a son to rule after him. But he had only daughters with his wife Catherine. Henry asked Pope Leo to **annul**, or cancel, his marriage to Catherine.

An annulment is not the same as a divorce. It says that the marriage never happened. It would mean that Henry could find a new wife who would give him sons. Those sons would rule after Henry, not the daughters he had with Catherine.

The pope would not annul the marriage. Catherine was the daughter of Ferdinand and Isabella of Spain. Spain was the strongest Catholic kingdom at that time. The pope did not want to make Catherine’s family angry.

Henry asked the archbishop of Canterbury to annul the marriage. He was the highest bishop in England. The pope excommunicated Henry for doing this. Henry then said that the king, not the pope, was the head of the Church in England.

Henry ordered all priests and bishops to accept him as the new head of their church. Some would not and were killed. The most famous was Sir Thomas More. He was killed in 1535. Henry took the Catholic Church’s land in England. He gave some of it to his nobles. This kept the nobles loyal to him. If they let the Catholic Church have power again, they would have to give up their land.

**Who Was Bloody Mary?** The Church of England was called the Anglican Church. It kept most of the rituals and sacraments of the Catholic Church. But many English Catholics were not happy. They wanted to stay Catholic. They agreed with Henry’s oldest daughter when she became Queen Mary I in 1553. She had been raised Catholic. She wanted to make England a Catholic country again.

Mary restored the Catholic Church in England in 1555. She arrested Protestants who were against her. She burned 300 people at the stake in order to make England Catholic again. The English were horrified. She was called “Bloody Mary.”
Mary ruled for about five years. When she died her
half-sister became Queen Elizabeth I. She was Protestant,
so she brought back the Anglican Church. Elizabeth
became one of the greatest rulers in English history.

How Did Calvinism Affect England? By the late 1500s, the ideas of
John Calvin had reached England. Many educated people
read his works. They felt he was right. They demanded
that the Anglican Church give up its Catholic ways. They
were known as Puritans because they wanted to purify
the Anglican Church of Catholic ideas.

Puritans started their own congregations. These were
independent. They made their own decisions about what
people should and should not do. They did not report to
a bishop of the Anglican Church. They chose their own
ministers.

Queen Elizabeth I put up with the Puritans. However,
when James I became king in 1603, he did not. He did not
allow anyone to disagree with the Anglican Church. He
was the head of the church. He named the leaders. The
leaders chose the priests. James believed that when the
Puritans chose their own ministers they were challenging
the king’s power.

James I and the king who came after him, Charles I,
mistreated the Puritans. They shut down Puritan churches.
They put Puritan leaders in jail. Many Puritans moved to
America to practice their religion freely. There they started
the colonies. These became the states of Massachusetts,
Connecticut, New Hampshire, and Rhode Island.

5. Who were the Puritans?
**The Counter-Reformation**

For use with pages 435–441

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**Content Vocabulary**

- **seminary**: a special school for training and educating priests (page 436)
- **heresy**: a religious belief that is different from Church teachings (page 436)
- **divine right**: the idea that a king’s power came directly from God (page 440)

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**Drawing From Experience**

Have you heard the phrase “We want you back”? Did you know that the Catholic Church initiated reforms in the 1500s? It wanted to bring back its members.

In an earlier section, you learned how new Christian churches started and grew. In this section, you will learn about how the Catholic Church tried to change, the many religious wars, and how missionaries spread religious ideas.

**Organizing Your Thoughts**

Use the diagram to help you take notes on the Counter-Reformation. List ways that the Catholic Church tried to change.
Counter-Reformation (pages 436–440)

Main Idea Catholics and Protestants fought religious wars across Europe.

In the 1500s and 1600s, the Catholic Church tried to stop Protestantism. It wanted people to return to the Church. This was called the Counter-Reformation. As you learned earlier, the Reformation started many wars between Catholic and Protestant rulers. Europe was divided into Catholic and Protestant areas when the wars ended in 1648.

The Church Tries to Reform Itself The Catholic Church knew it needed to change. Pope Paul III called a church meeting at Trent near Rome. The meetings lasted for 20 years, from the 1540s to the 1560s.

The Council of Trent made Catholic beliefs clear. It set up rules for how bishops and priests should act. The clergy had to work even harder at teaching the faith. Seminaries were set up to train new priests. A seminary is a special school for training and educating priests.

In 1540, Pope Paul III took another important step. He recognized a new order of priests. They were called the Society of Jesus, or the Jesuits. They taught, preached, and fought heresy. A heresy is a religious belief that is different from what the Church says is true. Heretics contradict the teachings of the Church.

Ignatius of Loyola, a Spaniard, started the Jesuits. He was a brave soldier, but his life changed when he was hurt in battle. He read about Christian saints who did brave things to defend their faith. Ignatius decided he would be a soldier for Jesus Christ.

The Religious Wars in France John Calvin was from France. Many French people became interested in his ideas. French Protestants became known as Huguenots.

Only about seven percent of the French people became Protestants. Almost half of France’s nobles did. This included the Bourbon family. They were the second most powerful family in France. They ruled a kingdom
in southern France called Navarre. They were also in line for the throne of France.

Many French nobles wanted a weaker king. The Huguenot nobles wanted this so they could practice their religion freely. Henry II was France’s king. He wanted to build a strong government.

Henry II died in 1559. His son Francis II died the next year. This meant that Francis’s brother Charles, a 10-year-old boy, was now king. Since Charles was too young to rule, his mother ruled for him. She was Catherine de’ Medici. Her father was Lorenzo de’ Medici. He was the most powerful Italian leader in Florence.

Catherine wanted to keep the French kingdom strong for her son. She thought the Huguenots were a threat. She would not work with them. In 1562, Protestants and Catholics in France started fighting a war. It lasted more than 30 years.

In 1589, Henry of Navarre led the Huguenot armies. He was also the head of the Bourbon family. He became King Henry IV of France. The war kept going because Catholic nobles would not accept a Protestant king. Henry won most of his battles, but he was not able to take Paris.

Henry IV made a famous deal. He knew most French people were Catholic and they wanted a Catholic king. He agreed to become Catholic so the French people would accept him.

Henry IV did not forget his Huguenot followers. He issued an order, or edict, in 1598. It was called the Edict of Nantes. Nantes was the city he was visiting at the time. It said that Catholicism was France’s official religion. It also gave the Huguenots the right to worship as they wanted.

**What Was the Thirty Years’ War?** The worst religious war of the Reformation was fought in the Holy Roman Empire in the 1600s. It began in Bohemia—today known as the Czech Republic. Protestant nobles in Bohemia turned against their Catholic king. Other Protestant kings in Germany decided to help the rebels. They fought throughout the empire.
The war lasted for 30 years, from 1618 to 1648. It was a war of kingdoms. France, Sweden, Denmark, England, and the Netherlands sent troops to help the Protestants. Spain and the Holy Roman Empire supported the Catholics.

**The Reformation in Spain**  The ideas of Luther and Calvin were never popular in Spain. When Protestants fought in Europe, it had an impact on Spain. Spanish rulers did not trust Protestant countries or anyone in Spain who was not Catholic.

The country of Spain began in 1469 when King Ferdinand and Queen Isabella married and joined their two kingdoms. They wanted a strong nation. They felt if everyone in Spain were Catholic, Spain would be united and loyal.

Muslims had ruled Spain from about A.D. 700 to 1200. When Ferdinand and Isabella began to rule, many Muslims still lived there. Catholics and Muslims lived together well at that time.

The Muslims made non-Muslims pay special taxes. Non-Muslims also did not have as many rights. But Muslims did not try to drive out or kill non-Muslims. Jews had a better life in Spain than in other places in Europe. It was a great place for Jewish thinkers and poets. The most famous Jewish scholar born in Spain was Maimonides. He wrote books on religion and medicine. Other Jewish thinkers wrote about philosophy.

This golden age ended when Catholics took over Spain. In 1492, Ferdinand and Isabella ordered all Jews and Muslims to become Catholic or leave the country. They set up the Spanish Inquisition to find out people’s beliefs.

The Spanish Inquisition was a Catholic court. It was more cruel than the Inquisition in Europe. People were found guilty just to eliminate enemies. Horrible tortures were used to make people confess. Tomás de Torquemada led the Spanish Inquisition. He killed about 2,000 Spaniards. Even the pope in Rome could not stop him.
5. Why did King Ferdinand and Queen Isabella start the Spanish Inquisition?

Legacy of the Reformation (pages 440–441)

Main Idea During the Reformation and Counter-Reformation, the power of kings increased. At the same time, Catholic kingdoms began sending missionaries overseas to convert people to Christianity.

The Reformation and Counter-Reformation made a strong impact on the world. In Europe, the Catholic Church lost power, and kings gained more authority. Kings said they ruled by divine right. They thought their power came directly from God, not the pope.

When the Counter-Reformation began, many Catholics wanted to spread their faith. Catholic kingdoms sent missionaries overseas to the Americas and Asia.

The first Jesuit missionary to go to Japan was Francis Xavier. He arrived in 1549. The Japanese welcomed the Jesuits. By 1600, thousands of Japanese practiced Christianity.

But then the Jesuits disagreed with people who believed in Buddhism and Shintoism. The Japanese shogun was a military ruler. He did not allow Christianity in Japan. He forced all missionaries out.

Spanish missionaries were more successful in the Philippine Islands. Most of the people there became Catholic. Today the Philippines is the only Asian country with mainly Catholics. French missionaries tried to get the people in Vietnam to change their religion. Instead, Vietnam’s emperor forced the missionaries out.

6. Which Asian country is made up of mainly Catholics?
Have you ever planted a garden or tried to grow something? What happened to your plants? What would your life be like if people had never learned to farm?

In this section, you will learn about the first people to come to the Americas. You will also learn about how farming began.

Organizing Your Thoughts
Use the time line to help you take notes on the first people in the Americas. List general dates for the events listed below.

1. Teotihuacán reaches its height
2. Maya civilization ends
3. Moche rule begins
4. Aztec invade Tula
5. The Inca build the biggest empire in the ancient Americas

[Time line image showing approximate dates: A.D. 100, A.D. 400, A.D. 900, A.D. 300, A.D. 600, A.D. 1300]
Farming Begins in Mesoamerica (pages 451–452)

Main Idea: People came to the Americas during the Ice Age, and about 10,000 years ago, farming began in Mesoamerica.

How did people first come to America? A long time ago, America was connected by land to the rest of the world. During the Ice Age, the earth became very cold. Scientists have studied the earth’s surface during the Ice Age. They think that much of the earth’s water froze into huge sheets of ice, or glaciers.

As the ice froze, the seas fell. Dry land appeared between Asia and Alaska. Scientists call this land bridge Beringia. It is named after Vitus Bering, a European explorer. They think that people in Asia followed animals across the land bridge into the Americas. Scientists tested the age of bones and tools found in very old campsites. Based on these tests, they think that the first people came between 15,000 and 40,000 years ago.

The Ice Age ended about 10,000 years ago. The glaciers melted and the water went back into the seas. The land bridge to America was covered by water.

Hunting and Gathering: Hunters in the Americas were always moving and looking for food. They fished and gathered nuts, fruits, or roots. They also hunted huge animals such as the woolly mammoth, antelope, caribou, and bison.

A woolly mammoth could weigh as much as 9 tons. It took several hunters to kill it. They got meat, hides for clothing, and bones for tools from these big animals.

With the end of the Ice Age, some animals disappeared from the earth. Other animals found ways to survive the newly changed environment. But the warm weather was good for early Americans.

6. When did the first people come to the Americas?
The Agricultural Revolution in America

The first Americans were hunter-gatherers. But the end of the Ice Age brought warmer weather, and people learned something new. They learned that they could plant seeds that would grow into crops for food.

Farming began 9,000 to 10,000 years ago in Mesoamerica. *Meso* comes from the Greek word for “middle.” This area includes lands from the Valley of Mexico to Costa Rica in Central America.

The land in this area was good for farming. A lot of the area had rich soil from volcanoes. It also had a warm climate. Rain in the spring helped seeds grow. Drier weather in the summer helped the crops get ripe. More rain in the fall made the soil wet for next year’s crops.

The first American crops included pumpkins, peppers, squash, gourds, and beans. Corn grew as a wild grass with only one, one-inch cob. After hundreds of years, the early Americans learned how to cross corn with other grasses to get bigger cobs. They also learned how to grow more cobs on each plant. This made corn, also called maize, the most important food in the Americas.

7. What does Meso mean?

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Early American Civilizations *(pages 453–455)*

Main Idea The first civilizations in America were based on farming and trade.

When Mesoamericans started growing crops, they could stop moving around looking for food. Their societies changed. The first civilization appeared around 1500 B.C.

Around 1200 B.C., people called the Olmec built a trading empire. It lasted about 800 years. They lived near today’s city of Vera Cruz, Mexico.
Who Were the Olmec? The Olmec had good land for farming. But they did not have other things they needed. They traded salt and beans to get jade for jewelry. They traded for obsidian, or volcanic glass, to make sharp knives. They used a shiny volcanic stone to make polished mirrors. And they used basalt for carving big stone heads.

The Olmec used the area’s many rivers for trade, but in time the inland peoples took control of the trade. One of these groups built the first planned city in the Americas. It was known as Teotihuacán, or “Place of the Gods.” The city was at its most powerful around A.D. 400. Over 120,000 people lived there.

As Teotihuacán became more powerful, a people called the Maya built another civilization. They lived in the wet rain forests of the Yucatán Peninsula. They also traded. Their location made it easy for them to reach far into what is southern Mexico and Central America.

Teotihuacán and Mayan cities were at their best in the A.D. 400s and 500s. Around A.D. 600, Teotihuacán started to weaken. No one knows why. Some believe that the city did not have enough food for so many people. Others believe they had a long period without rain. Still others say that the poor people turned against their rich rulers. Whatever the reason, the city was gone by A.D. 750.

The Mayan civilization lasted about 200 years longer. No one knows why this civilization ended either. The Maya left their cities. By the A.D. 900s, the cities were empty and covered in vines.

The Rise of the Aztec At the same time, a people called the Toltec took control of what is now northern Mexico. These warriors built the city of Tula. It was northwest of present-date Mexico City. From Tula, they took over lands all the way to what is the Yucatán Peninsula.

Toltec rulers controlled trade. They held a monopoly. They were the only ones who could trade in obsidian. This meant other people could not make weapons as strong as Toltec weapons.
Around A.D. 1200, people from the north took over Tula. One group called the Aztec copied the ways of the Toltec. Aztec warriors then took control of trade. They built a large empire. When Europeans arrived in the A.D. 1500s, the Aztec ruled about five million people.

The Moche and Inca Other civilizations grew south of Mesoamerica. The Moche people lived in the dry desert along the west coast of South America. Today, this is called Peru.

The Moche ruled from about A.D. 100 to A.D. 700. They were able to design and build canals to bring water from the Andes Mountains. Because of this water, they could grow crops in the desert.

The Moche grew lots of food. They ate corn, squash, beans, and peanuts. They also hunted llamas, guinea, and pigs. They fished in the Pacific Ocean.

They did not have a written language. Their story is told through art. Pottery showed important animals, like the llama. The llama carried goods for long distances. It also provided meat and wool. The Moche did many things. But they never grew far beyond their homeland.

A people called the Inca built the first empire in South America. Their home was in the Andes mountain ranges of present-day Peru. They lived in high river valleys. Over time, the Inca built the biggest empire in the ancient Americas. It was built around the capital of Cuzco. Cuzco was founded in A.D. 1100.

8. How did the ability to farm affect life in these ancient civilizations?

[Academic Vocabulary]

design: to create something for a specific purpose (p. 454)
Life in the Americas  For use with pages 456–464

Drawing From Experience
Have you ever lived in or visited a different part of your country? Was it warmer? Colder? How did these differences affect the lives of people living there?

The last section described the first civilizations in the Americas. This section discusses Mayan, Aztec, and Incan cultures. The places where each group lived shaped their lives and culture.

Organizing Your Thoughts
Use the diagram to help you take notes. Fill in the table to help you learn about the lives of the groups in the Americas.

<table>
<thead>
<tr>
<th>Group</th>
<th>Geography</th>
<th>Government</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maya</td>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>Aztec</td>
<td>4.</td>
<td>5.</td>
<td>6.</td>
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<tr>
<td>Inca</td>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
</tbody>
</table>

Content Vocabulary

sinkhole: area where the earth has collapsed (page 457)
alliance: political agreement between people or states (page 458)
codices: books, often made of deerskin, cloth, or bark, that the Aztec used to record their religion and history (page 464)
quippu: a rope with knotted cords of different lengths and colors used by Incas to do math or keep records (page 464)

WH7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations. Focuses on:
WH7.7.1, WH7.7.2, WH7.7.3, WH7.7.4, WH7.7.5
The Mayan People (page 457)

Main Idea: The Maya created a civilization of city-states and thrived in Mesoamerica’s rain forest.

In A.D. 1839, John Lloyd Stevens and Frederick Catherwood found the ruins of an ancient city. Stevens was an American lawyer. Catherwood was an English artist. As they cut their way through the Yucatán rain forest, they made a great discovery.

Stevens and Catherwood learned that the people who built the city were called the Maya. These people were related to the millions of Maya who still live today in Mexico, Guatemala, Honduras, El Salvador, and Belize.

It looked at first like the Maya lived in one of the worst spots on Earth. They picked the Petén in present-day Guatemala. Petén is the Mayan word for “flat region.” The forests there nearly blocked out the sun.

The Maya saw the good things about their land. Swamps and sinkholes gave them a steady source of water. Sinkholes are areas where the earth has fallen. These holes gave the Maya a system of underground rivers and streams. They served as Mayan wells.

The Maya had water. But without an organized culture, they could not have built cities and fields in this land. Many people had to cooperate. Working together meant they needed an organized government.

The Maya set up city-states. Rulers in each city-state gave the leadership and military force needed for building projects. Leadership was passed from one king to the next. The city-states often fought with each other.

10. What are sinkholes?
Mayan Culture (pages 458–459)

Main Idea The Maya developed a society and culture based on their religion.

Mayan rulers said they came from the sun. They said they had the right to rule as god-kings. They expected every person to serve them. They also expected people to put up big buildings or statues to honor them.

Life in Mayan Cities Mayan rulers told the people how to make the gods happy. One way was by killing people. The Maya believed that the gods gave them their life in rain. So humans should give the gods their life in blood.

In battle, the Maya wanted to take people more than they wanted to take land. During times when they had no rain, Mayan priests killed the captives. The deaths were an offering to Chac, the god of rain and sunlight. The Maya believed that Chac lived in the waters below the sinkholes. They threw people into the holes to make the god happy.

The Maya believed that the gods controlled all of life on Earth. For this reason, religion was at the center of Mayan life. Every city had a huge pyramid with a temple at the top. Priests set up a class system. In this system, everyone had a place.

Royal Mayan women often married into royal families in far away city-states. This helped with trade. It also helped form alliances. Alliances are agreements to work together.

Women played a big role in the city-states. In one Mayan carving, a woman wears a war headdress and is carried on a table by soldiers. At least two women were queens in the city-state of Calakmul. One of them may have helped start the city.

Mayan Science and Writing Both queens and kings asked Mayan priests for help. The priests thought that the gods showed their plans through the sun, moon, and stars. They studied the sky closely.
The sky also showed the Maya when to plant their crops. By watching the sky, the priests made a 365-day calendar to track the stars and planets. They used it to predict eclipses and to plan religious festivals, plantings, and harvests. To track time, the Maya developed a system of math. They created a way to count based on 20.

The Maya also invented a written language. They used it to write numbers and dates. Like the Egyptians, the Maya used a system of symbols. Symbols stood for words, sounds, or ideas. But only nobles could read them. After the end of the Mayan civilizations, no one could read them at all. But today people have started to understand the stories told by the symbols.

11. Who was Chac?

The Aztec (pages 460–462)

Main Idea  The Aztec moved into the Valley of Mexico, where they created an empire based on conquest and war.

The Aztec, who moved from place to place, arrived in the Valley of Mexico about A.D. 1250. They were not welcome there. One king thought he had a way to get rid of them. He gave the Aztec land filled with snakes. He thought the deadly snakes would kill them. But the Aztec cooked and ate the snakes. Then they built their own kingdom.

The Aztec Government  The Aztec knew how to stay alive. They had moved for hundreds of years looking for a home. They believed that their sun god—a serpent with feathers named Quetzalcoatl—had promised them a place. An old story said that the Aztec would know they had found their home when an eagle “screams and spreads its wings, and eats . . . the serpent.”
The Aztec ran away. In A.D. 1325, they went to a wet, swampy island in Lake Texcoco. An eagle sitting on a prickly pear cactus greeted them. It tore apart a snake hanging from its beak. When they saw this, the Aztec believed they had come to the end of their search.

Priests who were speaking for the gods told the Aztec what to do next. They were to build a great city. People worked day and night. They dug dirt from the lake bottom to build bridges to the land. They piled dirt on rafts to build floating gardens.

The Aztec called the new city Tenochtitlán. This means "place of the prickly pear cactus." As the city grew, the Aztec dreamed of taking new lands and wealth. They wanted to get tribute, or payment for protection, from the people they would control.

To do this, the Aztec turned to strong kings. These kings said they came from the gods. A group of warriors, priests, and nobles picked each king from the royal family. They usually chose the last king's son, but not always. They looked for a king who would make them great. A king had to prove himself by leading the people into battle.

**Life in the Aztec Empire** The king was at the top of Aztec society. The rest of the people fell into four classes. They were nobles, commoners, unskilled laborers, or enslaved people. The largest group was commoners. They worked as farmers, artisans, or traders. They could join the noble class by doing one brave deed in war, then they received land and the rank of noble. The land went to their children if the soldier died.

The Aztec saw honor in death for their gods. Soldiers who died in battle, captives who were sacrificed, and women who died in childbirth were all worthy of life after death.
We know about the Aztec because they wrote books. These books, called *codices*, were written by Aztec priests. They were made of long strips of deerskin, cloth, or paper. If the Aztec had written today, they would have used 500,000 pieces of paper a year!

Children learned about the glory of war and their duties as an Aztec. When a boy was born, he was called a warrior. Girls were taught to stay at home. But women who gave birth were heroes in Aztec society.

The Aztec built a huge pyramid in the center of Tenochtitlán. It was 135 feet high. Known as the Great Temple, it had more than 100 steps. Thousands of people were taken to the top. There they were killed for the gods.

Tenochtitlán became Mesoamerica’s largest city. It had as many as 400,000 people. Because much of the region was not suited for agriculture, the Aztecs used irrigation, fertilization, and drainage techniques. They also drained lakes, converting land that was previously water-filled, into productive areas. The Aztecs encouraged trade and thrived.

12. Why did the Aztec name their city Tenochtitlán?

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**Life in the Inca Empire** *(pages 462–464)*

**Main Idea** To unite their huge empire, Incan rulers set up a highly organized government and society.

The Inca said that the god Pachacamac caused earthquakes. Pachacamac means “Lord of the earth.” When he got angry, the earth shook. Pachacamac was the highest god. So the greatest Incan leader took the name Pachacuti. This means “Earthshaker.”

Pachacuti lived up to his name. Around A.D. 1438, Pachacuti and his son built the largest ancient empire
in the Americas. It stretched about 2,500 miles along the west coast of South America. That is about three times as long as the California coastline.

Pachacuti made a plan to keep his empire together. He set up a strong government. But he let local rulers stay in power. To make sure they stayed loyal, he took their sons to Cuzco for training.

Pachacuti brought the empire together in other ways, too. He made people learn the Inca language of Quechua. And he designed 25,000 miles of roads. This large system of roads helped the Inca move goods and information quickly across the deserts and rugged mountains.

The Incas also developed new ways of farming. They used irrigation and fertilizers and developed terraced farming.

An Organized Society The Inca believed the sun god Inti protected the Incan capital. The rulers who lived there were called “sons of the sun.” These rulers and their wives, known as Coyas, were at the top of society.

The head priest and the leader of the armies were just below the royal couple. Then came army leaders who commanded different regions. Below them were temple priests, army commanders, and skilled workers. At the bottom level were farmers, herders, and soldiers.

The Inca also split society into 12 types of jobs. Every man, woman, and child over age five had work to do. Young girls were babysitters. Young boys chased birds from gardens.

What Was Incan Culture Like? The Inca did not kill many people for their gods. They made sacrifices only in hard times, such as after earthquakes, or at special times.

To make their gods happy, the Inca built big works of stone. They had no way of writing, no wheels, and no iron tools. But they built places like Machu Picchu. It was a place for kings to get away and rest.
To build these large works, the Inca needed to use math. They used a **quipu**, a rope tied with cords of different lengths and colors. Each knot stood for a number or item. This also helped the Inca keep records.

The Inca were good builders. Workers fit stones so tightly that a knife could not slip between them. The Inca did not use mortar to hold the stones together. The stone blocks could slide up and down without falling during earthquakes.

13. How did Pachacuti unite his empire?
The Fall of the Aztec and Inca Empires

For use with pages 470–477

Content Vocabulary

conquistador: Spanish soldier-explorer sent to America (page 472)
treason: disloyalty to a government (page 476)

Drawing From Experience

Have you ever really wanted something that was not easy for you to get? What was it? What were you willing to do to get it?

The last section described the rise of the Aztec and Inca empires. In this section, you will learn about how Spanish explorers came to the Americas. And you will learn how two men seeking riches caused the end of these great empires.

Organizing Your Thoughts

Use the diagram to help you take notes. What is the main idea of this section? What details support the main idea?

Main Idea
1.

Supporting Detail 2.
Supporting Detail 4.
Supporting Detail 6.
Supporting Detail 3.
Supporting Detail 5.
Supporting Detail 7.
Spain Conquers Mexico (pages 471–475)

Main Idea  Spanish conquerors were able to defeat the Aztec using horses and guns.

In 1492, the Aztec were very strong. About 250,000 people lived in Tenochtitlán. It was the biggest city in the Americas. It may have been the biggest city in the world. But in just a few years, people from Europe would end this empire.

Columbus Arrives in America  By the 1400s, several strong kingdoms had grown in Western Europe. Leaders there knew that they could make a lot of money from trade with East Asia. But they needed to find a way to get around the Muslim lands in the middle.

The people of Western Europe started looking for a way to get to Asia by sea. The Portuguese were first. They began to map Africa’s east coast. They were looking for a way around Africa.

The Spaniards were next. They decided to finance a trip by an Italian sea captain named Christopher Columbus. He told Spain’s rulers that he could get to Asia by sailing west across the Atlantic Ocean. He did not know that two continents stood in his way.

Columbus set out with three ships in August 1492. In October, he landed on an island in the Caribbean Sea. Columbus thought he was in Asia. He went farther into the Caribbean and landed on the island of Hispaniola. Today, this is Haiti and the Dominican Republic. He returned to Spain with bright parrots, gold and spices, and several Native Americans. Spain’s rulers were surprised and happy. They paid to send Columbus on another trip.

Columbus Returns  Columbus set out again in 1493. This time, he came to gain land. He brought soldiers to help him. In the spring of 1494, they landed on Hispaniola.
The Taino who lived there were scared of the conquistadors. These soldier-explorers wore armor and covered their horses with armor. Growling dogs ran by their sides. To show their power, the soldiers fired guns.

The soldiers took the island for Spain. Then they made the Taino slaves. They made them work for the Spanish. Spain now had land in the Americas.

Who Was Hernán Cortés? Columbus sailed to America four times. Many poor nobles came after him, looking for riches. Many came from the part of Spain known as the Extremadura. Bad soil, very hot summers, and cold winters made life hard there. One of these nobles was 19-year-old Hernán Cortés.

As a teenager, Cortés had to choose among three jobs. He could be a priest, lawyer, or soldier. Cortés chose to become a soldier. In 1504, he left for Hispaniola. In 1511, he was part of the Spanish attack on Cuba. His commander saw that Cortés was very brave. He gave Cortés control over several Native American villages and the goods they generated.

Six years later, thousands in Cuba were killed by smallpox. The commander asked Cortés to find new people to work for the Spanish. Cortés knew just where to look.

That same year, a ship came back to Cuba from the Yucatán. In the past, soldiers who went to the Yucatán had fought with the Maya. This time, the Maya were friendly. As one soldier recalled, the Maya had many items made of gold. Cortés made plans to sail. On February 18, 1519, Cortés left for Mexico.

Cortés Invades Mexico The Aztec emperor Montezuma II knew the Spanish were coming. In a dream, he looked in a mirror and saw a huge army coming over the mountains. “What shall I do?” he cried. “Where shall I hide?”
Cortés arrived and began his attack in April 1519. He came to the beach near present-day Veracruz with 550 soldiers, 16 horses, 14 cannons, and a few dogs. How could such a small number conquer a huge empire?

Cortés knew how to use his horses and guns to scare Native Americans. He showed his power by making thousands of Tabascans surrender. Then the Tabascans gave Cortés another weapon. This weapon was a Mayan woman named Malintzin. She spoke both Mayan and Nahuatl, the language of the Aztec.

Malintzin spoke to Cortés through a Spaniard who knew Mayan. She told him about the Aztec empire. She also told him that many people were angry with their Aztec rulers. She said they would fight with Cortés against Montezuma. Cortés spoke through her to the people and made agreements.

Cortés also had help from germs and sicknesses. The measles, smallpox, and other diseases killed more Aztec than the Spanish swords.

**Cortés Defeats the Aztec** The Spaniards marched 400 miles to the Aztec capital. Messengers told Montezuma about their every move. The Aztec believed in a light-skinned god named Quetzalcoatl. This god had sailed away long ago. He promised to come back someday to take back his land. Montezuma was afraid that Cortés was this god. So he did not want to attack the Spanish right away.

As Cortés marched closer, Montezuma decided to attack the troops. Cortés heard about the plan and attacked first. He killed 6,000 people. In November 1519, the soldiers marched into the capital and took control of the city. Cortés held Montezuma as a prisoner. Then he told the Aztec to stop sacrificing people.

Cortés made the Aztec people angry. They fought back. The Spanish killed thousands of Aztec. Montezuma tried to stop the fighting, but he was also killed. The Spanish
fought their way out of the city. They moved into the hills with their allies.

While Cortés got ready for a second attack, smallpox broke out in the city. The Aztec were weak and no match for Cortés or the disease. In June 1521, the Spanish destroyed the Aztec capital.

8. Was Columbus’s first voyage successful?

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**Pizarro Conquers the Inca** *(pages 476–477)*

**Main Idea** The riches of the Aztec Empire led other Spanish conquerors to seek their fortunes in South America.

In 1513, Vasco Núñez de Balboa led his soldiers through the jungle and mountains of present-day Panama. Native Americans told him that he would find a great empire filled with gold as he went south along a western sea.

Balboa found the sea, known today as the Pacific Ocean. But he never found the golden empire. A Spanish official lied and charged Balboa with treason. He said Balboa was not loyal to the government. The official had him beheaded.

Francisco Pizarro marched with Balboa. He took up the search for the empire. Pizarro could not write his name, but he knew how to fight. Like Balboa and Cortés, Pizarro came from the Extremadura. But he was not of noble birth.

At age 16, Pizarro left a job herding pigs to fight in Italy. In 1502 he came to the Americas. He helped explore Panama and became a rich landowner. But he wanted to find the golden empire.
**Pizarro and the Inca**

By the 1530s, the Inca thought they ruled most of the world. But smallpox and Pizarro proved they did not. The Inca could not stop the spread of smallpox. And they could not scare away Pizarro. He led 160 men up the mountains to the Incan land.

The Inca tried to ignore Pizarro. But Pizarro, in his 50s, would not leave. He stole from the Inca and fired guns at them. The emperor Atahualpa thought Pizarro was crazy or a fool. How would this man stand up to 80,000 fighting Inca?

Atahualpa was wrong about Pizarro. The Inca did not know much about Europeans. But Pizarro knew a lot about the Inca. He had spent more than 30 years fighting Native Americans. And his good friend Cortés gave him an inside look at the conquest of the Aztec. In late 1532, Pizarro made a bold plan.

**Pizarro Defeats the Inca**

The Spanish invited Atahualpa to a meeting. He agreed to come, but he made the mistake of not bringing his army. Atahualpa thought his 5,000 guards would keep him safe. He also thought they would not need any weapons.

When they met, Pizarro asked the emperor to give up his gods. When Atahualpa laughed at this, Pizarro ordered an attack. Cannons went off. Trumpets sounded. Soldiers yelled. Pizarro pulled Atahualpa off the field of battle.

Atahualpa tried to buy his freedom. He said he would fill his jail cell with gold and another room with silver. Pizarro took the deal. Atahualpa kept his word. Pizarro did not. He charged the emperor with many crimes. These crimes included planning a rebellion, worshiping false gods, and having too many wives. In 1533 an army court found the emperor guilty. He was put to death.
The Spanish king made Pizarro governor of Peru to reward him. Pizarro chose a new emperor of the Inca. But the emperor had to obey Pizarro. Pizarro’s conquest opened more of South America to Spanish rule. Spain controlled a huge land covering 375,000 square miles. The land held almost 7 million people. Spain was building the first global empire.

9. How did Pizarro defeat the Inca?

________________________________________________________________________

________________________________________________________________________
Drawing From Experience
Does your family keep a map in the car? How often do you refer to a map to get directions? The first European explorers had only ancient maps to use. But they used many other tools to find the new lands. In this section you will read about the most famous European explorers.

Organizing Your Thoughts
In the chart below, list each explorer’s homeland beside his name:

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Native Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Columbus</td>
<td>1.</td>
</tr>
<tr>
<td>Ferdinand Magellan</td>
<td>2.</td>
</tr>
<tr>
<td>John Cabot</td>
<td>3.</td>
</tr>
<tr>
<td>Jacques Cartier</td>
<td>4.</td>
</tr>
</tbody>
</table>
In the 1400s, trade, technology, and the rise of strong kingdoms led to a new era of exploration. In the 1400s and 1500s, countries in Western Europe began exploring the world. They controlled the Americas and parts of India and Southeast Asia. Why did they begin exploring? Many events led to this.

**Trade With Asia** Europeans wanted spices, silk, and other goods from Asia. In the 1400s, these goods were hard to obtain.

First of all, the Mongols had kept the Silk Road running well. When their empire fell, local rulers along the Silk Road charged new taxes. This made goods from Asia cost more.

Next, the Ottoman Turks took over the Byzantine Empire. They would not let Italian merchants use the Black Sea. The Italians had trading posts on the coast of the Black Sea where they bought from Asia. Now they could not reach them. They had to trade with the Turks instead. This made prices even higher.

Europeans still wanted the spices and silk of East Asia. Merchants looked for a way to get to East Asia that did not go through the Middle East. If they could not get there by land, maybe they could get there by sea.

**New Technology** Europeans needed the right tools for exploration. Ships could not travel the dangerous Atlantic Ocean.

By the 1400s, they had the technology they needed. From the Arabs, Europeans learned about the astrolabe and the compass. The **astrolabe** was an ancient Greek tool used to find latitude. The **compass** was a Chinese tool that helped find the magnetic north.
They also needed better ships. They used sails shaped like triangles invented by the Arabs. These sails let a ship zigzag into the wind.

They also built ships with many masts and smaller sails. This made the ships faster. A new type of rudder made steering easier. A Portuguese ship called the caravel had all of these new things. With ships like the caravel, Europeans could begin exploring the world.

The Rise of Strong Nations  Even with new technology, exploration still cost a lot and was dangerous. For most of the Middle Ages, Europe’s kingdoms were weak. They could not fund exploration. This changed in the 1400s.

The growth of towns and trade helped make governments stronger. Kings and queens taxed the trade in their kingdom. They used the money to build armies and navies. They used their new power to build strong governments.

By the end of the 1400s, Europe had four strong kingdoms: Portugal, Spain, France, and England. They had harbors on the Atlantic Ocean. They wanted to find a sea route to Asia. The question was where to go.

Did Maps Encourage Exploration?  By the 1400s, most educated people in Europe knew the world was round. But they only had maps of Europe and the Mediterranean. When the Renaissance began, people began to study old maps. They also studied books written by Arab scholars.

Twelve hundred years earlier, Claudius Ptolemy had drawn maps of the world. He was a Greek-educated Egyptian geographer. Europeans found his book Geography in 1406, and it was printed in 1475. Ptolemy had many ideas about cartography, the science of mapmaking. His basic system of latitude and longitude is still used today.

Cartographers also read a book by al-Idrisi. He was an Arab geographer. In 1154, al-Idrisi published a book that showed parts of the world known by Muslims. Europeans
learned the geography of East Africa and the Indian Ocean by studying Ptolemy and al-Idrisi. They learned that if they could find a way around Africa, they could get to Asia.

5. What four strong kingdoms existed at the end of the 1400s?

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**Exploring the World** *(pages 489–492)*

**Main Idea** While the Portuguese explored Africa, the Spanish, English, and French explored America.

By the early 1400s, Europeans were ready to explore. England and France were still fighting each other. Spain was still fighting the Muslims. This gave Portugal the chance to explore first.

**Who Was Henry the Navigator?** In 1419, Prince Henry of Portugal set up a research center in southern Portugal. He was known as “Henry the Navigator.” He asked sailors, cartographers, and shipbuilders to help him explore the world.

In 1420, Portuguese began mapping Africa’s coast. They traded with Africa’s kingdoms. They took over the Azores, Madeira, and Cape Verde islands. They soon learned that sugarcane would grow on the islands.

Sugar was very valuable in Europe. The Portuguese brought African slaves to work in their sugarcane fields. This was the beginning of the slave trade. Millions of slaves would be brought to the Americas.

In 1488, the Portuguese explorer Bartolomeu Dias reached the southern tip of Africa. Nine years later, Vasco da Gama rounded the tip of Africa. He raced across the Indian Ocean. A water route to East Asia had been located.

**Christopher Columbus** While the Portuguese explored Africa, an Italian navigator had a brave plan to get to Asia. His

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**Academic Vocabulary**

locate: to look for and find a place or object (p. 489)
name was Christopher Columbus. He would sail across the Atlantic Ocean.

Columbus needed money to make the trip. The rulers of Portugal, England, and France said no. Finally in 1492 Ferdinand and Isabella of Spain said yes. Earlier that year, they had finally driven the Muslims out of Spain. They could now afford to pay for exploration.

Columbus had three ships: the Santa Maria, the Niña, and the Pinta. They left Spain in 1492 and headed west. After many weeks, they finally saw land. It was probably the island of San Salvador. Columbus claimed the land for Spain. They then explored the nearby islands of Cuba and Hispaniola.

Columbus thought he was in Asia. He did not realize he was in the Americas. He made three more trips. Europeans finally realized they had found two huge continents.

Who Was Magellan? Many Spaniards explored the Americas in the 1500s. Only Ferdinand Magellan tried to finish what Columbus had tried to do. He left Spain in 1520. He headed west to sail around the Americas to Asia.

Magellan sailed south along South America. He found a way around the continent. This is called the Strait of Magellan. He passed through stormy waters into a huge sea. It was peaceful, so he named the body of water the Pacific Ocean. Pacific means “peaceful.”

Magellan then went west. His sailors almost starved. They had to eat leather, sawdust, and rats. After four months at sea, they reached the Philippines. The people there killed Magellan. His crew then went west across the Indian Ocean. They went to Africa and back to Spain. They were the first known people to sail around the world.

The First English and French Explorers The English heard about Columbus’s trip. They also wanted to find a route to Asia. In 1497, John Cabot headed across the Atlantic.
Cabot came to a large island. He named it Newfoundland. He then went south along the coast of Canada. He did not find a path to Asia. Cabot was lost on his second trip. He was never heard from again.

In 1524, France sent Giovanni da Verrazano to map America’s coast and find a route through to Asia. Verrazano mapped from North Carolina up to Newfoundland. He did not find a path to Asia.

Ten years later, the French tried again. They sent Jacques Cartier. Cartier sailed past Newfoundland. He entered the St. Lawrence River. He made two more trips to map the river. He thought he had found a passage to Asia. After these trips, France stopped exploring. By the mid-1500s, French Protestants and Catholics were at war. No one explored until the war was over.

6. What body of water did Magellan discover?
Have you ever bought an item of clothing and seen “Made in China” on its tag? That is just one example of the U.S. importing goods from other countries. In this section you will learn more about imports and exports.

Organizing Your Thoughts
What three main functions did merchants have to do to trade over long distances?

1. _____________ goods
2. _____________ products in warehouses
3. _____________ products over land and sea
Europe’s Empires (pages 494–496)

Main Idea The Spanish and Portuguese built new empires by establishing colonies in the Americas.

In the 1500s, Spain and Portugal had built their empires by setting up colonies in the Americas. They also had trading posts in Asia. But before that, they had to conquer the Aztec and the Inca.

The Fall of the Aztec and Inca The Aztec and Inca empires were quite large when the Spanish explorers arrived. The Aztec empire, in fact, had over five million people. The Aztecs were smart and innovative. They had developed sophisticated farming techniques, including irrigation systems. They also were advanced in science and had developed a calendar. The Aztec buildings and bridges were impressive also.

The Inca were famous for their road system. Not only could they build good roads, but they also constructed buildings that could survive earthquakes.

Both the Aztec and the Inca had precious metals on their lands. They became superior metalworkers. Yet none of these advances helped either the Aztec or the Inca fight against the Spanish troops led by Cortés and Pizarro. In addition, the Spanish brought new diseases to the Native Americans, and millions of Aztecs and Incas died.

Spain and Portugal’s Empires Once they controlled the Aztec and Inca, the Spanish established governments. The Aztec Empire became New Spain, and the Inca Empire was called New Castile. Local governors reported to the king. The governors’ primary responsibility was to mine gold and silver and send it back to Spain.

The Spanish did not rule all of the Americas. The Portuguese controlled a large part of South America that was called Brazil. The Portuguese focused on growing one specific product—sugarcane. The Portuguese
established large sugarcane plantations in Brazil along the coast. They then brought enslaved people from Africa to work the plantations. Eventually Africans made up over half of Brazil’s population.

Spain Fights England  At the same time, England was Spain’s enemy. In 1527, King Henry VIII of England left the Catholic Church. He made his kingdom Protestant. The Dutch were part of Spain’s Catholic empire. But by the 1560s, the Dutch had also become Protestant. Spain tried to stop Protestantism in the Netherlands. England came to the aid of the Dutch in their fight against Spain.

Queen Elizabeth I of England let English privateers attack Spanish ships. Privateers are men who command privately owned ships. They were allowed to attack ships of other countries. People nicknamed them “sea dogs.” They raided Spanish treasure ships that were bringing gold back from America.

England’s raids upset the king of Spain, Philip II. In 1588, he sent a huge fleet of ships, called the Spanish Armada, to invade England. In July 1588, the Armada went to the English Channel. This is the narrow body of water between England and Europe. The Spanish ships were large and had many guns. But, they were hard to steer. The smaller English ships moved faster. They forced the Armada to go north. There was a great storm and the Armada fell apart.

The loss of the Spanish Armada was a big event. The Spanish were still strong, but England now had the power to stand up to them. This gave the English and Dutch courage to explore North America and Asia.

4. What country helped the Dutch fight Spain?
The Commercial Revolution (pages 497–501)

Main Idea To increase trade, Europeans set up colonies and created joint-stock companies.

While Spain built its empire in America, Portugal built a trading empire in Asia. In 1500, the Portuguese sent 13 ships back to India. They fought the Muslim merchants in the Indian Ocean. Pedro Alvares Cabral led this war.

After winning, the Portuguese built trading posts in India, China, Japan, the Persian Gulf, and in the Moluccas, or Spice Islands of Southeast Asia. They controlled most of southern Asia’s sea trade.

What Is Mercantilism? Europeans watched Spain and Portugal make money. They wanted to become rich, too. They came up with the idea of mercantilism. This is the idea that a country gains power by getting more gold and silver. The best way to do this is to export (or sell to other countries) more goods than you import (or buy from them). This means that more gold and silver comes in from other countries than goes out.

Mercantilists also thought countries should set up colonies. A colony is a group of people living in a new area that their home country controls. Colonists had goods that their home country did not have. That way, the home country did not have to buy those goods from other countries.

Trade Empires in Asia Europeans set up trading posts and colonies in Asia and North America. By the end of the 1500s, Spain had set up a colony in the Philippines. The Spanish shipped silver to the Philippines from America. Then they used it to buy Asian spices and silk in Europe.

In the 1600s, English and French merchants landed in India. They traded there. In 1619, the Dutch built a fort on the island of Java, in what is today Indonesia. They slowly pushed the Portuguese out of the spice trade.
What Are Joint-Stock Companies? Trading overseas costs a lot. In the 1600s, Europeans started doing business a new way. It was called the “commercial revolution.” Commerce is the buying and selling of goods in large amounts over long distances.

Merchants needed a lot of money to trade goods far away. They had to buy a large amount of goods, store them in warehouses, and ship them over land and sea. They had to know what people far away wanted. They needed to know what their prices were like.

The European merchants were using the principle of supply and demand. Supply is the product someone wants to sell and its price. Demand refers to what people want to buy and how much they’re willing to pay for it.

When people want a particular product, it means the demand is high. If there are not many of that product available, then the price will be high. European merchants tried to buy goods cheaply in one place and then resell them where they were scarce. In this way, they could make a good profit.

This new business style created new types of business people. They are called entrepreneurs. Entrepreneurs invest, or put money into a project. Their goal is to make even more money when the project is done.

Many projects were so large that a group of entrepreneurs had to work together. They would form a joint-stock company. This is a business that people can invest in by buying a share of the company. These shares are called stocks.

What Was Cottage Industry? To trade over a long distance, merchants needed a large amount of goods. They had to buy at low prices. Then they could make money by selling at higher prices somewhere else.

By the 1600s, merchants were upset with artisans and guilds. They charged too much. They could not make goods fast enough. So merchants began asking peasants to make goods for them, like wool cloth. The peasants
were happy to make extra money. They were glad to have work they could do in their homes.

This system is called the “cottage industry.” The small houses where peasants lived were called cottages.

Governments supported these capitalist efforts by individuals. Especially in England and Holland, governments anticipated that helping entrepreneurs would bring in more tax dollars to the government. By the mid-1600s, England and Holland began to support Jewish merchants. More Jews had become merchants because they were not allowed to own land. In addition, they had been exiled from many countries. England and Holland benefited from the Jewish merchants’ expertise.

5. Where did the Portuguese build trading posts?
**Reading Essentials and Study Guide 10-3**

**A Global Exchange**  For use with pages 502–505

**Content Vocabulary**

- **Columbian Exchange:** a global transfer of goods, technology, ideas, and diseases (page 503)
- **pampas:** grassy plains (page 504)
- **East India Company:** trading post in India set up by the British (page 505)
- **Dutch East India Company:** trading post in Indonesia set up by the Dutch (page 505)

**Drawing From Experience**

What is your favorite food? Do you know what country that food is from? Have you ever thought about the role that exploration played in the food you eat today?

In this section, you will learn how trade and technology helped people explore the world. You will also learn where they explored and how this increased trade.

**Organizing Your Thoughts**

Use the diagram to help you take notes on the American foods that were sent to other countries.

[Diagram of American Foods Sent to Other Countries]

1. 

2. 

3. 

4. 

**WH7.11** Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

Focuses on: **WH7.11.2**
The Columbian Exchange *(pages 503–504)*

**Main Idea** Exploration and trade led to a worldwide exchange of products, people, and ideas.

After the Age of Exploration, the economies of Europe, Africa, Asia, and America changed. Europe traded people, goods, technology, ideas, and even diseases with the world. This transfer is called the **Columbian Exchange** after Christopher Columbus.

Corn and potatoes were taken to Europe from North America. Corn was fed to animals. Larger animals produced more meat, leather, and wool. Potatoes also had a great impact. Four times as many people could be fed by growing potatoes rather than grain on the land.

Other foods were sent from America to Europe. These were squash, beans, and tomatoes. Tomatoes changed cooking in Italy. This is where tomato sauces became popular. Chocolate was from Central America. Europeans would mix it with milk and sugar. This sweet is still popular today.

Chili peppers, peanuts, and other American foods were taken to Europe. They also made their way to Asia and Africa. Both Europeans and Asians smoked tobacco. Tobacco was an American plant.

Many European and Asian grains were planted in the Americas. These included wheat, oats, barley, rye, and rice. Coffee and tropical fruits were brought to America. Thousands of people worked on Central and South American coffee and banana farms.

Animals such as pigs, sheep, cattle, chickens, and horses were brought to North America. Europeans began raising cattle on the **pampas**, or grassy plains, of Argentina. Horses changed the lives of Native Americans on the Great Plains. Horses moved people faster from
place to place. This allowed Native Americans to hunt buffalo, which became their main food source.

Millions of people were also moved to America. These were enslaved Africans. They were brought to work on sugarcane farms.

5. What popular drink was brought to Central and South America?

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**Problems With the Exchange** *(pages 504–505)*

**Main Idea** While the global exchange had a positive impact in many ways, it also created problems.

Not everything exchanged between Europe and America was positive. Europeans gave germs to the Native Americans in America. Many diseases killed millions of people in America. Some of these diseases were smallpox, measles, and malaria.

Asian society also changed. European guns and ships easily crushed Arab fleets and Indian princes. Europeans forced Asian rulers to let them set up trading posts. The **East India Company** of England had built an empire in India. The **Dutch East India Company** had an empire in Indonesia.

Europeans in Japan also changed things. Japan used guns and cannons from Europe. A new leader finally defeated the feudal lords and the daimyo. This reunited Japan.

It is estimated that as many as 100 million people died from European diseases between 1500 and 1800. Europeans also introduced new species of plants and animals. Adding new plants or animals to a region can hurt the environment.
Another problem arose from the Spanish conquests. As the Spanish formed new societies, they weakened or even eliminated some native cultures. The Aztecs and Incas are two examples of this.

6. How did European technology help Japan?
Drawing From Experience

Do you like to test new ideas? How does science change the way you look at the world around you? Science may play a bigger part than you think in how you view the world.

In the last section, you learned how trade and technology helped people explore the world. You also learned where they explored and how this increased trade. In this section, you will learn about the many new discoveries that were made in mathematics, medicine, chemistry, physics, and astronomy.

Organizing Your Thoughts

Use the diagram to help you take notes on some of Galileo’s important discoveries and inventions.

<table>
<thead>
<tr>
<th>1.</th>
</tr>
</thead>
</table>

Galileo’s Discoveries

and Inventions

| 2. |

| 3. |
The Scientific Revolution (pages 515–517)

Main Idea The thinkers of the ancient world developed early forms of science and passed this knowledge to later civilizations.

Thousands of years ago, people began to use numbers, study the stars and planets, and watch the growth of plants and animals. This was the beginning of science. Science is any organized study of the natural world and how it works.

Early Scientists Different kinds of science were invented to solve everyday problems. The first were math, astronomy, and medicine. Math was used for record keeping and building projects. Astronomy helped tell time and figure out when to plant and pick crops. Early medical inventions included surgery, acupuncture, and the use of herbs for treating sickness.

The ancient Greeks had a lot of scientific knowledge. They thought that reason was the only way to understand nature. As they studied the world, they created theories. A theory is a way to explain how or why something happens. A theory is based on what you can see about something. It may not be correct, but it seems to fit the facts.

The Greek philosopher Aristotle watched nature. He collected large amounts of facts about plants and animals. He divided these facts into groups. He grouped them based on how they were alike and different.

The Greek way of science did have some problems. For example, they did not experiment, or test, new ideas to see if they were true. Many of their ideas were false because they were based on “common sense,” not on experiments.

For example, in the A.D. 100s, Ptolemy said that the sun and the planets moved around the earth in paths like circles. It seemed like the earth was the center of the universe. People believed his earth-centered theory for more than 1,400 years.
Science During the Middle Ages  Under Roman rule, Western thinkers agreed with Greek science. After the fall of Rome, most Europeans wanted to study God rather than nature. They relied on Greek and Roman writings for their ideas about science. They felt they did not need to investigate facts or study on their own. Many of the ancient works were either lost or in bad shape. In the writings that did survive, errors were added as copies were made.

During this time, Arabs and Jews in the Islamic empire saved a lot of Greek and Roman science. They carefully copied many works into the Arabic language. They studied the science of the Persians and the Indian system of math.

Arabic and Jewish scientists also had new ideas in math, astronomy, and medicine. But they did not experiment or invent the tools needed to increase their knowledge.

During the 1100s, Europeans came in contact with the Islamic world again. And they became interested in science again. Major Islamic scientific works were brought to Europe and written in Latin. The Hindu-Arabic system of numbers spread to Europe. It took the place of Roman numerals. Thomas Aquinas was a Christian thinker. He tried to show that Christianity and reason could go together. During the 1100s, Europeans built universities. They played an important part in the growth of science.

In the 1300s, the Renaissance humanists borrowed ideas from the ancient Greeks and Romans. They also brought their own ideas about reason and faith. Humanist ideas spread all across Europe. The invention of the printing press helped spread these ideas. The humanist approach to science and reason led to other inventions during the Renaissance. These, in turn, helped bring about the Age of Exploration.
Beginning in the 1400s, trips to explore the world added to scientific knowledge. Better charts, maps, and navigational tools helped explorers reach different parts of the world. The size of oceans and continents was better known. Scientists wrote down new information about plants, animals, and diseases in different parts of the world.

This time of interest in science is known as the Scientific Revolution.

4. What did the Greek philosopher Aristotle observe?

__________________________

A Revolution in Astronomy (pages 517–519)

Main Idea European interest in astronomy led to new discoveries and ideas about the universe and Earth’s place in it.

During the 1500s, mathematics and experimentation began to be thought of as the only ways to learn more about science. This new way of thinking led to a revolution, or a very big change.

Astronomy was the first science affected by the Scientific Revolution. New discoveries brought changes in the way people saw the universe. People questioned the old way of thinking. Did God really make the earth the center of the universe?

Who Was Copernicus? Nicolaus Copernicus was from Poland. He studied math, and he led the Scientific Revolution. In 1543, he published a book called On the Revolutions of the Heavenly Spheres. He did not agree with Ptolemy’s idea that the earth was the center of the universe. He had a simpler theory. He believed that the Sun, not Earth, was the center of the universe. The planets moved in circles around the Sun.
Kepler’s Revolution  Johannes Kepler was a German astronomer. He agreed with Copernicus’s theory. But he made changes to it. He thought the planets moved in ellipses, or oval paths, not circles. This theory made it easier to explain the movements of the planets. It was also the beginning of modern astronomy.

Who Was Galileo?  Galileo Galilei was an Italian scientist. He had the third great new idea in the Scientific Revolution. He thought that new knowledge could come through experiments. For example, Aristotle thought heavier objects would fall to the ground faster than lighter ones. Galileo questioned this. And his experiments proved Aristotle was wrong. Objects fall at the same speed no matter how heavy they are.

  Galileo found that scientific tools could help people explore the natural world. He made tools like the clock and telescope even better. He used the telescope to find facts to support the idea that the Earth moves around the Sun.

  Galileo also made new instruments. In 1593, he made a water thermometer. For the first time, temperature changes could be measured. His assistant, Evangelista Torricelli, used mercury to make the first barometer. This is an object that measures air pressure.

  When Galileo published his ideas in 1632, the Catholic Church did not like them. The Church believed the earth-centered theory. They thought it was what the Bible taught. The pope ordered Galileo to come to Rome and go on trial for heresy. Threats from the Church made Galileo take back many things he had said. Even so, Galileo’s ideas spread through Europe. They changed people’s views about the universe.

5. Why did the Catholic Church put Galileo on trial for heresy?
The Scientific Revolution led to new discoveries in physics, medicine, and chemistry.

Who Is Isaac Newton? The ideas of Copernicus, Kepler, and Galileo needed to be put together in one system. Isaac Newton from England did this. He studied math.

According to an old story, Newton was sitting in his garden one day. He saw an apple fall to the ground. The apple’s fall led him to the idea of gravity. Gravity is the pull of the earth and other bodies on objects at or near their surfaces.

His book called *Principia* was published in 1687. He stated his laws, or well-tested ideas, about the motion of objects in space and on Earth. The most important was the law of gravity. It explains that the force of gravity holds the entire solar system together by keeping the sun and the planets in their orbits. Newton’s ideas led to modern physics. This is the study of physical properties such as matter and energy.

Medicine and Chemistry Many changes happened in medicine in the 1500s and 1600s. Since Roman times, European doctors used the ideas of the Greek doctor Galen. Galen wanted to study the human body. But he was only allowed to dissect, or cut open, animals.

In the 1500s, a Flemish doctor began cutting open dead human bodies for research. His name was Andreas Vesalius. He published his book, *On the Structure of the Human Body*, in 1543. He wrote details about the human body. These facts replaced many of Galen’s ideas.

Other breakthroughs in medicine occurred. In the early 1600s, William Harvey proved that blood flowed through the human body. In the mid-1600s, an English scientist named Robert Hooke used a microscope. He found the smallest parts of living material—cells.
New ideas in chemistry arose in the early 1600s. Chemistry is the study of natural substances and how they change. Robert Boyle was an Irish scientist. In the mid-1600s, he proved that all things are made up of basic elements. These elements cannot be broken down.

New ways to study gases were found in the 1700s. Hydrogen, carbon dioxide, and oxygen were discovered. By 1777, Antoine Lavoisier of France had shown that objects need oxygen to burn. Marie Lavoisier was also a scientist. She added to her husband’s work.

6. Which scientist used a microscope? What did he find?

The Triumph of Reason (pages 522–523)

Using the scientific method, Europeans of the 1600s and 1700s developed new ideas about society based on reason.

As scientists discovered new things, European thinkers began to connect science to society. Science had shown that the universe followed natural laws. People could learn how the universe worked by using reason. They could also solve human problems and make life better by using reason.

Descartes and Reason One of the most important scientific thinkers was the French philosopher René Descartes. In 1637, he wrote a book called Discourse on Method. He began with the problem of knowing what is true. To find truth, he started from scratch. He knew one thing for sure. He knew that he was able to think. He said, “I think, therefore I am.”

Descartes stated that math was the source of all scientific truth. In math, the answers were always true. This was because it began with simple truths. It then used reason to move to other truths. Today, Descartes is viewed
as the founder of modern **rationalism**. This is the belief that reason is the main source of knowledge.

**What Is the Scientific Method?** English thinker Francis Bacon also had an effect on scientific thought. He lived from 1561 to 1626. He believed that ideas based on tradition should be put aside. He developed the **scientific method**. This is an orderly way of collecting and analyzing facts. It is still the process used in scientific research today.

The scientific method has many steps. A scientist starts by carefully looking at the facts. He then tries to find a **hypothesis**, or a way to explain the facts. He tests the hypothesis through experiments to see if it is true. Finally, if experiments show that the hypothesis is true, then it is considered a scientific law.

**Struggles of Faith** The Scientific Revolution caused many people to depend more on reason than on faith. For this reason it decreased Christianity’s power and influence. This was especially true with the Roman Catholic Church. However, Christianity continued to spread, and missionaries continued their work.

Many scientists continued to believe in God. In their minds, God had created the universe according to mathematical laws. God then allowed the universe to run itself. This religious belief is known as **deism**.

One of the most famous deist scientists was Isaac Newton. He argued that God’s creation was the only possible explanation for many natural laws. In this way, religion and reason co-existed.

7. What phrase did René Descartes say about himself?
Drawing From Experience
Think about your national and state governments. Now think about other governments around the world. Do you think a country should be ruled by a king or a queen or by the people? Why?

In the last section, you learned about the many new discoveries made in mathematics, medicine, chemistry, physics, and astronomy. In this section, you will learn about a new way of thinking called Enlightenment and how many tried to follow these ideas.

Organizing Your Thoughts
Use the diagram to help you take notes on some of the most important philosophers of this time.

<table>
<thead>
<tr>
<th>Philosopher</th>
<th>Their Ideas/Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voltaire</td>
<td>1.</td>
</tr>
<tr>
<td>Diderot</td>
<td>2.</td>
</tr>
<tr>
<td>Wollstonecraft</td>
<td>3.</td>
</tr>
<tr>
<td>Rousseau</td>
<td>4.</td>
</tr>
</tbody>
</table>

**Content Vocabulary**
- **natural law**: a law based on reason that applies to all people (page 525)
- **social contract**: an agreement between rulers and the people (page 526)
- **separation of powers**: a system in which the power of government is divided among the branches of government: executive, legislative, and judicial (page 528)

**WH7.10** Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

**WH7.11** Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

Focuses on: **WH7.10.3, WH7.11.4, WH7.11.5, WH7.11.6**
New Ideas About Politics  (pages 525–528)

Main Idea  During the 1700s, many Europeans believed that reason could be used to make government and society better.

In the 1700s, European thinkers were impressed by scientific discoveries. They thought that using reason was the way to uncover scientific laws that ruled human life. People could use knowledge of these laws to improve society.

Many thought that reason was a much better guide than faith or tradition. To them, reason was a “light” that showed errors and the way to truth. The 1700s became known as the Age of Enlightenment.

While Europeans during the Enlightenment believed they were in a new age of ideas, they still respected older traditions. The Enlightenment thinkers were influenced by Greek philosophers such as Plato, Aristotle, and Socrates. They were also influenced by Romans. They especially paid attention to Roman laws and ideas of government.

The Renaissance, Reformation, and Scientific Revolutions had helped bring about the Enlightenment. Christianity also played a role. Some writers in the Enlightenment rejected Christianity. They thought that religion was not the best way to obtain knowledge.

During this time, people applied reason and scientific ideas to government. They said there was a natural law. This was a law that is true for all people. It could be discovered using reason. As early as the 1600s, Thomas Hobbes and John Locke used natural law to develop very different ideas about how government should work.

Who Was Thomas Hobbes?  Thomas Hobbes wrote about English government and society. During his life, England was torn apart by civil war. King Charles I fought against
those who supported Parliament. Charles I wanted to have total power as king. Parliament said it represented the people and wanted more power. Charles was killed. This shocked Thomas Hobbes. He supported the king.

In 1651, Hobbes wrote a book called *Leviathan*. He said that natural law made a king with total power the best form of government.

Hobbes felt that humans were selfish and violent. They could not be trusted to make decisions on their own. People would make life “nasty, brutish, and short.” They needed to obey a government that had the power of a leviathan, or sea monster. This meant the rule of a king. Hobbes felt only a strong ruler could give people direction.

**Why Is John Locke Important?** English thinker John Locke did not agree. He used natural law to support people’s rights. He wanted to make government answer to the people.

During Locke’s life, another English king wanted total power. This was King James II. In 1688, there was threat of a war. James left the country. Parliament then asked Mary, James’s daughter, and her husband, William, to become king and queen. This event was called the “Glorious Revolution.”

William and Mary agreed to a Bill of Rights. They agreed to obey Parliament’s laws. The Bill of Rights guaranteed all English people basic rights. For example, people had the right to a fair trial by jury. They also could not be punished cruelly for a crime.

John Locke wrote a book called *Two Treatises of Government* in 1690. Many ideas of the Glorious Revolution were in the book. For example, he wrote that government should be based on natural law. This law gave all people certain rights. These rights included life, liberty, and the right to own property.

Locke thought it was the government’s job to protect these rights. All governments, he said, were based on a social contract. This is an agreement between rulers
and the people. If a ruler takes away people’s rights, the people have a right to fight and set up a new government.

**Who Was Montesquieu?** French thinkers liked England’s government after the Glorious Revolution. They liked it better than their own absolute monarchy. In 1748, Baron Montesquieu published a book called *The Spirit of Laws*.

In this book, Montesquieu said that England’s government was the best because it had a separation of powers. **Separation of powers** means that power should be divided among the branches of government: executive, legislative, and judicial. The legislative branch would make the laws. The executive branch would enforce laws. The judicial branch would interpret laws and decide when they were broken. By separating these powers, government could not become too powerful and threaten people’s rights.

5. Who was asked to rule England when King James II left the country?

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**The French Philosophes** *(pages 528–530)*

**Main Idea** The Enlightenment was centered in France, where thinkers wrote about changing their society and met to discuss their ideas.

During the 1700s, France was the center of the Enlightenment. Thinkers were called by the French name *philosophe*. This means “philosopher.” Most philosophes were writers, teachers, journalists, and watchers of society.

The philosophes wanted to use reason to change society. They attacked false beliefs. They disagreed with Church leaders who were against new scientific
discoveries. The philosophes believed in freedom of speech and the right to liberty. They used their skills as writers to spread their ideas across Europe.

**Who Was Voltaire?** The greatest thinker of the Enlightenment was François-Marie Arouet. He was known as Voltaire. He wrote many novels, plays, letters, and essays. These brought him fame and wealth.

Voltaire did not like the Roman Catholic Church. He said Church leaders kept knowledge from people in order to keep their power. He did not think the government should support one religion. He thought people should be free to choose their own beliefs.

Voltaire supported deism. This is a religious belief based on reason. Deism says that God created the world and put it in motion. God then let the world run itself by natural law.

**Who Was Diderot?** Denis Diderot was the French philosophe who did the most to spread Enlightenment ideas. He published a large, 28-volume encyclopedia with the help of friends. It took 20 years to complete.

The *Encyclopedia* included many topics, such as science, religion, government, and the arts. It was important in the philosophe’s fight against traditional ways. Many articles attacked false beliefs. They supported freedom of religion. Others called for changes that would make society more just and caring.

**The Enlightenment and Women** The Enlightenment raised questions about women. Before, many male thinkers felt that women were less important than men. They thought women had to be controlled and protected. By the 1700s, women thinkers wanted women’s rights. The most powerful supporter was the English writer Mary Wollstonecraft. Many people today see her as the founder of women’s rights.
In 1792, Mary Wollstonecraft wrote a book called *A Vindication of the Rights of Woman*. She stated that all humans have reason. Because women have reason, they should have the same rights as men. They should have equal rights in education, work, and politics.

Rousseau's Social Contract  By the late 1700s, some European thinkers were speaking against Enlightenment ideas. Jean-Jacques Rousseau was one of them.

Rousseau felt that advocates of Enlightenment relied too much on reason. Instead, people should pay more attention to their feelings. Human beings were naturally good. But life in society made them bad. To improve themselves, people should live simple lives closer to nature.

Rousseau published a book in 1762 called *The Social Contract* that expressed his political ideas. He said that a good government should be based on a social contract. Everyone should agree to be ruled by what society as a whole wants.

6. Who is considered to be the founder of women’s rights?
**Drawing From Experience**

Have you heard people talking about having freedom of speech? Have you ever heard that everyone is innocent until proven guilty? Did you ever wonder where these rights came from? In this section you will read about the writing of the Declaration of Independence and the U.S. Constitution. You will see how Enlightenment principles influenced both of these important documents of our nation.

**Organizing Your Thoughts**

Use the chart below to fill in the blanks about the U.S. Constitution and Declaration of Independence:

<table>
<thead>
<tr>
<th>U.S. Constitution:</th>
<th>Declaration of Independence:</th>
</tr>
</thead>
</table>
| 1. Divided power between the national government and the ____________. | 4. Written by ________________  
|                             | _________________.           |
| 2. Set up the executive,   | 5. Stated that "all men are  
| ________________, and judicial branches of government. | ________________."           |
| 3. Had an elected ____________ instead of a king. | 6. Was influenced by the English document, the _____________. |
The Age of Absolutism (pages 532–534)

Main Idea Many of Europe’s monarchs who claimed to rule by the will of God tried to model their countries on Enlightenment ideas.

During the 1600s and 1700s, many European thinkers agreed government power should be limited. However, powerful kings and queens ruled most of Europe. This system was known as absolutism. Kings and queens (monarchs) held absolute power. They claimed they ruled by divine right, or by the will of God, so they did not answer to their people. They answered only to God.

As the Enlightenment spread, many of Europe’s absolute rulers asked philosophes for help. They wanted their governments to work better. At the same time, they did not want to lose any of their power. These rulers were known as enlightened despots. Despots are rulers who hold total power.

Louis XIV: France’s Sun King During the 1600s, France was one of Europe’s strongest countries. Louis XIV became king in 1643. He was the most famous absolute monarch. He ruled for 72 years. This was the longest reign in European history. He set the style for Europe’s kings and queens. He was known as the Sun King because Europe’s rulers and nobles all “revolved” around him.

Louis relied on bureaucracy, but he was the main political authority in France. He bragged, “I am the State.” Louis’s army fought and won wars to expand France’s land. But these wars were costly in money and men. The many wars and large amounts of money spent weakened France and the monarchy.

Frederick the Great During the 1600s and 1700s, Germany had over 300 separate states. Two of these states, Prussia and Austria, became great powers.
The most famous Prussian ruler was Frederick II. He was also called Frederick the Great. He ruled from 1740 to 1786. He strengthened the army and fought wars. He got new land for Prussia. Frederick tried to be an “enlightened despot.” He supported the arts and learning. He tried to carry out enlightened changes. He let his people speak and publish more freely. He also allowed other religions to be practiced.

**Austria’s Hapsburg Rulers**  
By the 1700s, Austria ruled a large empire. It had many different peoples, languages, and cultures. It covered much of central and southeastern Europe. The Hapsburg family ruled it.

In 1740, a Hapsburg princess named Maria Theresa became Austria’s ruler. She was clever and talented. She worked to improve the serfs’ lives. She also tried to make government work better.

After Maria Theresa died in 1780, her son, Joseph II, became ruler. He liked Enlightenment ideas. He freed the serfs. Nobles and farmers paid the same land tax. He let books be published freely. Most of Joseph’s changes did not work. The nobles did not like them. Joseph was forced to back down. However, the people who were once serfs kept their freedom.

**Russia’s Peter I and Catherine II**  
To the east of Austria was the great empire of Russia. It was ruled by all-powerful rulers known as czars. Peter I, or Peter the Great, was one of the most powerful rulers. He ruled from 1689 to 1725. Peter tried to make Russia into a strong and up-to-date power. He made changes to make the government work better.

Peter also improved Russia’s military. He expanded Russia’s land west to the Baltic Sea. He founded the city of St. Petersburg in 1703. A few years later, Russia’s capital moved there from Moscow.

After Peter died, Russia’s nobles began to fight. Then, in 1762 a German princess named Catherine II came to
power in Russia. She was loyal to Enlightenment ideas. Catherine studied and wrote letters to the philosophes. She thought about freeing the serfs, but a serf revolt changed her mind. In the end, she let the nobles treat the serfs however they wanted to.

Under Catherine, Russia acquired even more land. Its power grew. Catherine became known as “the Great.” Catherine died in 1796. By that time, ideas of liberty and equality had spread across Europe. These ideas threatened the rule of powerful kings and queens.

7. What family ruled in Austria in the 1700s?

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**Revolution and Enlightenment** *(pages 534–539)*

**Main Idea** The American and French people staged revolutions based on Enlightenment ideas.

You have read that Spain and Portugal had colonies in the Americas in the 1500s. In the 1600s, the English started to establish their own colonies in the Americas. England’s colonies were mainly in North America, while most Spanish colonies were in the Caribbean, Mexico, and South America.

**The English Settle in America** English settlers came to North America for many reasons. Some people wanted to make money. Others wanted religious freedom. England’s colonies grew quickly because of problems in England that made many people want to leave. They had been forced off their farms. In America, they had a chance to own land. Others came because they did not have a job and needed work.
By the early 1700s, there were English colonies all along the North American eastern coast. They had different societies and customs. But they were united in their desire to govern themselves.

**Self-Government in America** Self-government began early in the colonies. The Virginia Company, which was an English joint-stock company, let Virginia colonists choose burgesses, or representatives. They had to choose among the men who owned land. The first House of Burgesses met in 1619. It was like the English Parliament. They voted on laws for the Virginia colony.

The House of Burgesses set an example for **representative government**. This is government in which people choose others to make laws and run the government. They also had their own legislatures.

A year after the Virginia House of Burgesses met, a group of Puritans called the Pilgrims came to North America. They had their own ideas about government. Before leaving the boat, the Pilgrims signed an agreement called the Mayflower Compact. They agreed to rule by choosing their own leaders and making their own laws.

Over the years, most of the colonies wrote **constitutions**. These are written plans of government. These constitutions let colonists choose assemblies and protected their rights.

**The Road to War** For many years, Great Britain let the American colonies run their own government. Between 1756 and 1763, though, the French and British fought for control of North America. The British won. They got almost all of France’s North American empire. Britain owed a lot of money because the war cost so much. They made plans to tax the colonists and make more money from trade.

The American colonists did not like the new taxes. They sent a letter to the British government stating that the colonies could not be taxed by Britain. They could only be taxed by their own assemblies.
This conflict led to violence and tension. Finally in September 1774, delegates from 12 colonies met in Philadelphia. They called themselves the First Continental Congress. The Congress spoke out against the British taxes and other acts. They wanted them stopped.

Colonial leaders did not agree on what to do. Some, like George Washington from Virginia, wanted to settle the problems with Great Britain. Others, like Samuel Adams of Massachusetts and Patrick Henry of Virginia, wanted the colonies to be free.

Before the colonists could decide what to do, fighting broke out in Massachusetts. The British wanted to destroy weapons stored at Concord. On the way there, they ran into colonial troops at Lexington. They fought the first battle of the American Revolution there.

In May 1775, the Second Continental Congress met in Philadelphia. George Washington was named head of a new army. The Congress tried to settle the problems with Great Britain. King George III would not listen to them.

More Americans began to think that independence was the only answer.

The Declaration of Independence  On July 4, 1776, the Congress issued the Declaration of Independence. Thomas Jefferson of Virginia wrote it. It stated that the colonies were breaking from Great Britain. They were forming their own country, the United States of America.

In the Declaration, Jefferson gave the reasons for starting a new country. To do this, Jefferson used ideas from John Locke. In Section 3, you learned that Locke said people have the right to end governments that go against their rights. The Declaration stated that “all men are created equal” and have certain rights given to them by God. It said that King George III had gone against colonists’ rights, so they had the right to rebel.

The Declaration also took ideas from earlier English writings. Both the Magna Carta and English Bill of Rights said that governments are not all-powerful and that rulers had to obey the laws and treat citizens fairly.
The United States Constitution  The colonists fought for their freedom for many years. Great Britain recognized American independence in 1783. At first the United States was a confederation. States were joined loosely, but kept their own power. This plan of government was based on the Articles of Confederation. It gave the country a weak national government. The Articles were not strong enough to deal with the new country’s problems.

In 1787, 55 delegates met in Philadelphia. They wanted to change the Articles. They wrote a constitution for a brand new government. The new U.S. Constitution set up a federal system. Powers were divided between the national government and the states. They followed the ideas of Montesquieu. He thought power should be divided among executive, legislative, and judicial branches. A system of checks and balances made sure each branch did not have more power than any of the other branches.

Under the Constitution, the United States was a republic. They chose a president, not a king. Elections in 1789 made George Washington the first president of the United States. The same year, a Bill of Rights was added to the U.S. Constitution. The Bill of Rights listed certain rights the government could not take away. These rights included freedom of religion, speech, and press. Also, people had the right to trial by jury.

The U.S. Constitution was also shaped by Enlightenment ideas. One of these is popular sovereignty. This is the idea that government gets its powers from the people. Another is limited government. This is the idea that a government may use only those powers given to it by the people.

The French Revolution Begins  Ideas from the Enlightenment led to the American Revolution, and they also influenced France. In the 1700s, French kings had total power. Nobles were very wealthy and lived well, while most French people were poor and struggling.
There were three *estates*, or classes, of people in France. The First Estate was the Catholic clergy, or church officials. They received money from church lands but did not pay taxes. The Second Estate was the nobles. They held the highest jobs in the government and military. They lived in great luxury and owned land. They were also free from taxes. Everyone else belonged to the Third Estate. The *bourgeoisie* or middle class people were at the top of this class. They were merchants, bankers, doctors, lawyers, and teachers. Then there were the city workers. They worked as artisans, day laborers, and servants. At the bottom of the Third Estate were the peasants. Peasants made up over 80 percent of the French population.

Members of the Third Estate had no voice in government but paid all of France’s taxes. As principles of the Enlightenment spread, the members of the Third Estate grew more and more angry. They had watched the new American colonists revolt. They also knew about the Declaration of Independence.

These French people decided to hold an assembly and develop a new constitution. A revolt followed.

To end the revolt, the assembly passed new laws that ended the unfair privileges of the clergy and nobles. The assembly also developed the Declaration of the Rights of Man and the Citizen. This document drew Enlightenment ideas from the American Declaration of Independence.

After a few years, the French people overthrew their king and started a new government. This was the beginning of the French Revolution.

8. What principles did the Constitution take from the Magna Carta and English Bill of Rights?

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The Enlightenment's Legacy

Main Idea The ideas of the Enlightenment continue to influence the world today.

You have read about how the Enlightenment changed the way people thought and acted. The Enlightenment also changed the course of history for many countries.

New Rights in America Ideas from the Enlightenment are still affecting the United States. The country is more democratic today than it was when it was founded. At that time, African Americans and women could not vote. It is because of ideas inspired by the Enlightenment that laws changed, and equality increased.

Everyone has heard of Martin Luther King, Jr., the famous civil rights leader. What you may not have realized, however, is that King is an example of how Enlightenment principles can make changes happen. During the 1950s and 1960s, all Americans were not treated equally, as promised in the Declaration of Independence. Laws kept African Americans separate from white Americans. King believed that all Americans should have equal opportunity. He thought that if a person had natural abilities, he or she should be able to succeed. King’s arguments were based on the Enlightenment ideas of reason and human rights.

Human Rights The issue of human rights is still a major concern in many parts of the world. After World War II, many countries came together to form an international organization known as the United Nations. It was formed to encourage countries to settle conflicts peacefully. It also supports human rights around the world.

Today in the United States, most people try to solve their differences through the democratic process rather than through violence. Americans are not always successful in ironing out their differences peacefully. But most Americans agree that a democratic government that respects individuals is the best type of government. This idea came from the Enlightenment.
In some countries, government leaders are changed through force. But in the United States, new leaders take over peacefully through the election process.

**Technology and Trade**  Another Enlightenment principle—applying rationalism to science and technology—still affects the world today. The scientific method is used to make new inventions. Automobiles, telephones, electrical appliances, new medicines, airplanes, spaceships, and computers are all possible because of the scientific method and rationalism.

Another reason that so many technologies have developed is because of capitalism. This is an economic system in which people can own private property and have their own businesses. Capitalism is one of the world’s most important economic systems. Trade between countries is greater than ever before.

When you look at the world today, you can say it all started with the explorers. The Age of Exploration led to an economic revolution that led to capitalism. An interest in science and discovery and an increase in trade have paved the way for the world we live in today.

9. What American civil rights leader used principles of the Enlightenment?

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