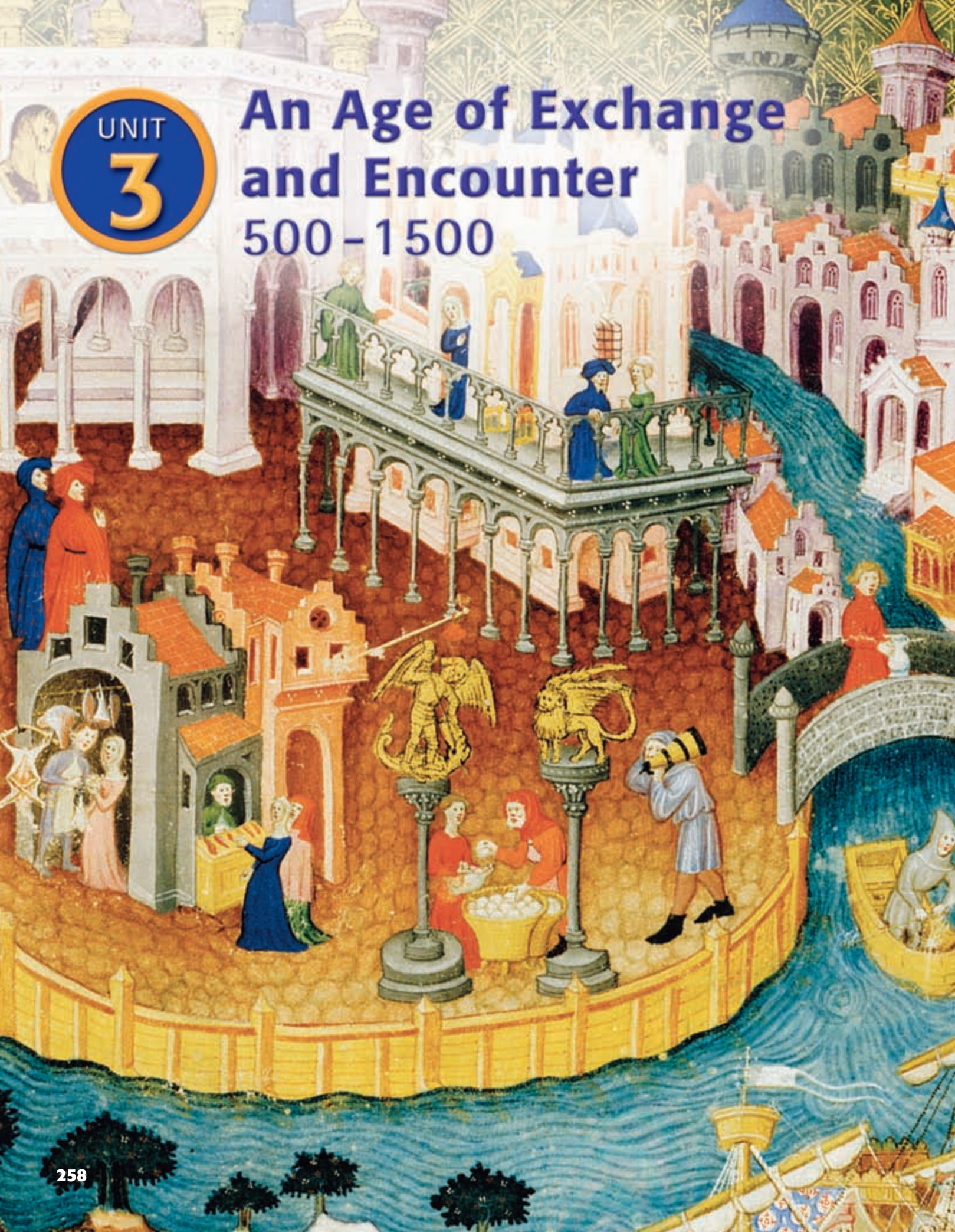


UNIT

3

An Age of Exchange and Encounter

500 – 1500





Venice at the time of Marco Polo was a vibrant, bustling city. This depiction of the city comes from the *Romance of Alexander*, a 14th-century illuminated manuscript that included a French account of Polo's travels.

Comparing & Contrasting

Trade Networks

In Unit 3, you will learn how trade began to connect regions of the world and how it made the exchange of goods and ideas easier. At the end of the unit, you will have a chance to compare and contrast five different trade networks. (See pages 430–435.)

The Muslim World, 600–1250

Essential Question

How did Islam and the achievements of the Muslim world spread between 600 and 1250?



What You Will Learn

In this chapter you will follow the amazing rise and spread of Islam, whose followers conquered lands on three continents while also preserving and furthering learning in many areas.

SECTION 1 The Rise of Islam

Main Idea Muhammad unified the Arab people both politically and through the religion of Islam.

SECTION 2 Islam Expands

Main Idea In spite of internal conflicts, the Muslims created a huge empire that included lands on three continents.

SECTION 3 Muslim Culture

Main Idea Muslims combined and preserved the traditions of many peoples and also advanced learning in a variety of areas.

Previewing Themes

RELIGIOUS AND ETHICAL SYSTEMS Islam, a monotheistic religion begun by Muhammad, developed during the 600s. Its followers, called Muslims, spread Islam through Southwest and Central Asia, parts of Africa, and Europe.

Geography *Study the time line and the map. What were some of the major cities of the Muslim world? Locate them on the map.*

EMPIRE BUILDING The leaders following Muhammad built a huge empire that by A.D. 750 included millions of people from diverse ethnic, language, and religious groups.

Geography *How did the location of the Arabian Peninsula—the origin of the Muslim world—promote empire building?*

CULTURAL INTERACTION Tolerance of conquered peoples and an emphasis on learning helped to blend the cultural traits of people under Muslim rule.

Geography *How far might cultural interaction have spread if the Muslims had won a key battle at Tours in 732?*

**MUSLIM
WORLD**

WORLD

600

630

Muhammad returns to Mecca after making the Hijrah to Medina.



732

Charles Martel defeats the Muslims at Tours.

800s

Al-Khwarizmi writes the first algebra textbook.

800

800

Pope crowns Charlemagne (shown) emperor of the Romans.



850

Chinese invent gunpowder.



Muslim World, 1200

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1000s

◀ Muslim scholars, who preserved Greek medical works, share them with Europeans.

1100s

Muslim literature flourishes.

1000

1250

960

Song Dynasty is established in China.

1054

Christian Church divides.

1209

◀ Genghis Khan begins the Mongol conquest.



How does a culture bloom in the desert?

In 642, Alexandria and the rest of Egypt fell to the Muslim army. Alexandria had been part of the Byzantine Empire. By 646, however, the city was firmly under Muslim rule.

You are a Muslim trader from Mecca. You admire Alexandria (shown below), with its cultural blend of ancient Egypt, Greece, and Rome. Now, as Islam spreads, the Muslim Empire is borrowing from conquered cultures and enriching its desert culture. As you look around Alexandria, you consider the cultural elements you might bring to your desert home in Mecca.

Because the Christian Church believed ancient Greek texts were not religious, these books lay neglected in Alexandrian libraries. Muslim scholars, however, would revive the Greek ideas and advance them.

The port of Alexandria thrived for many centuries. As a Muslim trader, you will bring your goods to Alexandria. You will also bring your language, your holy book, and your faith.

The Pharos, the great lighthouse of Alexandria, is said by some scholars to have inspired the minaret, the tower from which Muslims are called to prayer.

EXAMINING *the* ISSUES

- **What cultural elements of Alexandria do you want to adopt? What elements won't you accept?**
- **How might the desert affect a culture's architectural style?**

As a class, discuss which cultural element in Alexandria you think will be the most useful in the Muslim world. As you read this chapter, find out how the Muslim Empire adopted and adapted new ideas and developed a unique culture.

For the desert-dwelling Arab, water was scarce—and sacred. Fountains in Alexandria would have seemed a great gift.

The Rise of Islam

MAIN IDEA

RELIGIOUS AND ETHICAL SYSTEMS Muhammad unified the Arab people both politically and through the religion of Islam.

WHY IT MATTERS NOW

As the world's fastest-growing major religion, Islam has a strong impact on the lives of millions today.

TERMS & NAMES

- Allah
- Muhammad
- Islam
- Muslim
- Hijrah
- mosque
- hajj
- Qur'an
- Sunna
- shari'a

SETTING THE STAGE The cultures of the Arabian Peninsula were in constant contact with one another for centuries. Southwest Asia (often referred to as the Middle East) was a bridge between Africa, Asia, and Europe, where goods were traded and new ideas were shared. One set of shared ideas would become a powerful force for change in the world—the religion of Islam.

Deserts, Towns, and Trade Routes

The Arabian Peninsula is a crossroads of three continents—Africa, Europe, and Asia. At its longest and widest points, the peninsula is about 1,200 miles from north to south and 1,300 miles from east to west. Only a tiny strip of fertile land in south Arabia and Oman and a few oases can support agriculture. The remainder of the land is desert, which in the past was inhabited by nomadic Arab herders.

Desert and Town Life On this desert, the Arab nomads, called Bedouins (BEHD•oo•ihnz), were organized into tribes and groups called clans. These clans provided security and support for a life made difficult by the extreme conditions of the desert. The Bedouin ideals of courage and loyalty to family, along with their warrior skills, would become part of the Islamic way of life.

The areas with more fertile soil and the larger oases had enough water to support farming communities. By the early 600s, many Arabs had chosen to settle in an oasis or in a market town. Larger towns near the western coast of Arabia became market towns for local, regional, and long-distance trade goods.

Crossroads of Trade and Ideas By the early 600s, trade routes connected Arabia to the major ocean and land trade routes, as you can see on the map on the next page. Trade routes through Arabia ran from the extreme south of the peninsula to the Byzantine and Sassanid (Persian) empires to the north. Merchants from these two empires moved along the caravan routes, trading for goods from the Silk Roads of the east. They transported spices and incense from Yemen and other products to the west. They also carried information and ideas from the world outside Arabia.

Mecca During certain holy months, caravans stopped in Mecca, a city in western Arabia. They brought religious pilgrims who came to worship at an ancient shrine in the city called the Ka'aba (KAH•buh). Over the years, the Arabs had



Use the graphic organizer online to take notes on important aspects of Islam.



introduced the worship of many gods and spirits to this place. The Ka'aba contained over 360 idols brought by many tribes. The Qur'an associated this house of worship with Abraham, a believer in one God and considered a prophet.

The concept of belief in one God, called **Allah** (AL•uh) in Arabic, was known on the Arabian Peninsula. Many Christians and Jews lived there and practiced monotheism. Into this mixed religious environment of Mecca, around A.D. 570, Muhammad was born.

Muhammad, Prophet of Islam

Muhammad (mu•HAM•id) was born into the clan of a powerful Meccan family. Orphaned at the age of six, Muhammad was raised by his grandfather and his uncle. He received little schooling and began working in the caravan trade as a very young man. At the age of 25, Muhammad became a trader and business manager for Khadijah (kah•DEE•juh), a wealthy businesswoman of about 40. Later, Muhammad and Khadijah married. Theirs was both a good marriage and a good business partnership.

Revelations Muhammad took great interest in religion and often spent time alone in prayer and meditation. At about the age of 40, Muhammad's life was changed overnight when he believed a voice called to him while he meditated in a cave outside Mecca. According to Muslim belief, the voice was that of the angel Gabriel,

who told Muhammad that he was a messenger of Allah. “What shall I proclaim?” asked Muhammad. The voice answered:

MAIN IDEA

Analyzing Primary Sources

A What kind of teaching does the phrase “the use of the pen” refer to?

PRIMARY SOURCE **A**

Proclaim! In the name of thy Lord and Cherisher, who created man out of a (mere) clot of congealed blood. Proclaim! And thy Lord is most bountiful. He who taught (the use of) the pen taught man that which he knew not.

QUR’AN, sura 96:1–5

After much soul-searching, Muhammad came to believe that the Lord who spoke to him through Gabriel was Allah. Muhammad became convinced that he was the last of the prophets. He began to teach that Allah was the one and only God and that all other gods must be abandoned. People who agreed to this basic principle of Islam were called Muslims. In Arabic, **Islam** (ihs•LAHM) means “submission to the will of Allah.” **Muslim** (MUHZ•lihm) means “one who has submitted.” Muhammad’s wife, Khadijah, and several close friends and relatives were his first followers.

By 613, Muhammad had begun to preach publicly in Mecca, but he met with some hostility. Many Meccans believed his revolutionary ideas would lead to neglect of the traditional Arab gods. They feared that Mecca would lose its position as a pilgrimage center if people accepted Muhammad’s monotheistic beliefs.

The Hijrah After some of his followers had been attacked, Muhammad decided to leave Mecca in 622. Following a small band of supporters he sent ahead, Muhammad moved to the town of Yathrib, over 200 miles to the north of Mecca. This migration became known as the **Hijrah** (HIHJ•ruh). The Hijrah to Yathrib marked a turning point for Muhammad. He attracted many devoted followers. Later, Yathrib was renamed Medina.

In Medina, Muhammad displayed impressive leadership skills. He fashioned an agreement that joined his own people with the Arabs and Jews of Medina as a single community. These groups accepted Muhammad as a political leader. As a religious leader, he drew many more converts who found his message appealing. Finally, Muhammad also became a military leader in the growing hostilities between Mecca and Medina.

Returning to Mecca In 630, Muhammad and 10,000 of his followers marched to the outskirts of Mecca. Facing sure defeat, Mecca’s leaders surrendered. Muhammad entered the city in triumph. He destroyed the idols in the Ka’aba and had the call to prayer made from its roof.

Most Meccans pledged their loyalty to Muhammad, and many converted to Islam. By doing so, they joined the *umma*, or Muslim religious community. Muhammad died two years later, at about the age of 62. However, he had taken great strides toward unifying the entire Arabian Peninsula under Islam.

▼ The Abyssinian army set out to destroy the Ka’aba. Their elephants, however, refused to attack.



The Dome of the Rock

The Dome of the Rock, located in Jerusalem, is the earliest surviving Islamic monument. It was completed in 691 and is part of a larger complex, which is the third most holy place in Islam. It is situated on Mount Moriah, the site of the Jewish Temple destroyed by the Romans in A.D. 70, Judaism's holiest place.

The rock on the site (see photograph below, left) is the spot from which Muslims say Muhammad ascended to heaven to learn of Allah's will. With Allah's blessing, Muslims believe Muhammad returned to earth to bring God's message to all people.

▼ The ornate decorations of the exterior are also found on the interior of the building. Notice the geometric designs, a feature often found in Muslim art.

▼ This interior view shows the point at which the dome meets the circular walls, or drum. The dome is about 100 feet tall and 60 feet in diameter. It is supported by 16 pillars and columns. The drum is covered with colored glass mosaics that date back to the 7th century. The dome was redecorated later.



SKILLBUILDER: Interpreting Visual Sources

1. **Making Inferences** If you knew nothing about this building, what elements of the building might give you the impression that it is a religious structure?
2. **Comparing and Contrasting** How is the Dome of the Rock similar to or different from other religious buildings you have seen?

Beliefs and Practices of Islam

The main teaching of Islam is that there is only one God, Allah. All other beliefs and practices follow from this teaching. Islam teaches that there is good and evil, and that each individual is responsible for the actions of his or her life.

The Five Pillars To be a Muslim, all believers have to carry out five duties. These duties are known as the Five Pillars of Islam.

- **Faith** To become a Muslim, a person has to testify to the following statement of faith: “There is no God but Allah, and Muhammad is the Messenger of Allah.” This simple statement is heard again and again in Islamic rituals and in Muslim daily life.
- **Prayer** Five times a day, Muslims face toward Mecca to pray. They may assemble at a **mosque** (mahsk), an Islamic house of worship, or wherever they find themselves.
- **Alms** Muhammad taught that all Muslims have a responsibility to support the less fortunate. Muslims meet that social responsibility by giving alms, or money for the poor, through a special religious tax.
- **Fasting** During the Islamic holy month of Ramadan, Muslims fast between dawn and sunset. A simple meal is eaten at the end of the day. Fasting serves to remind Muslims that their spiritual needs are greater than their physical needs.
- **Pilgrimage** All Muslims who are physically and financially able perform the **hajj** (haj), or pilgrimage to Mecca, at least once. Pilgrims wear identical garments so that all stand as equals before Allah.

A Way of Life Carrying out the Five Pillars of Islam ensures that Muslims live their religion while serving in their community. Along with the Five Pillars, there are other customs, morals, and laws for Islamic society that affect Muslims’ daily lives. Believers are forbidden to eat pork or to drink intoxicating beverages. Friday afternoons are set aside for communal worship. Unlike many other religions, Islam has no priests or central religious authority. Every Muslim is expected to worship Allah directly. Islam does, however, have a scholar class called the *ulama*. The *ulama* includes religious teachers who apply the words and deeds of Muhammad to everyday life.

Sources of Authority The original source of authority for Muslims is Allah. According to Islamic belief, Allah expressed his will through the angel Gabriel, who revealed it to Muhammad. While Muhammad lived, his followers memorized and recited the revelations he received from Gabriel. Soon after Muhammad’s death, it was suggested that the revelations be collected in a book. This book is the **Qur’an** (kuh•RAN), the holy book of the Muslims.

The Qur’an is written in Arabic, and Muslims consider only the Arabic version to be the true word of Allah. Only Arabic can be used in worship. Wherever Muslims carried the Qur’an, Arabic became the language of worshipers and scholars. Thus, the

▼ Artists decorate the Qur’an as a holy act. The geometric design often repeats to show the infinite quality of Allah.



Social History



Muslim Prayer

Five times a day—dawn, noon, mid-afternoon, sunset, and evening—Muslims face toward Mecca to pray. Worshipers are called to prayer by a *muezzin*. The call to prayer sometimes is given from a minaret and even over public address systems or the radio in large cities.

Because they believe that standing before Allah places them on holy ground, Muslims perform a ritual cleansing before praying. They also remove their shoes.



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INTERNET ACTIVITY Go online to create a chart identifying and explaining the meaning of Muslim prayer rituals.

Arabic language helped unite conquered peoples as Muslim control expanded.

Muslims believe that Muhammad's mission as a prophet was to receive the Qur'an and to demonstrate how to apply it in life. To them, the **Sunna** (SOON•uh), or Muhammad's example, is the best model for proper living. The guidance of the Qur'an and Sunna was assembled in a body of law known as **shari'a** (shah•REE•ah). This system of law regulates the family life, moral conduct, and business and community life of Muslims. **B**

Links to Judaism and Christianity To Muslims, Allah is the same God that is worshiped in Christianity and Judaism. However, Muslims view Jesus as a prophet, not as the Son of God. They regard the Qur'an as the word of Allah as revealed to Muhammad, in a similar way to the beliefs of Jews and Christians in their holy scriptures. Muslims believe that the Qur'an perfects the earlier revelations. To them, it is the final book, and Muhammad was the final prophet. All three religions believe in heaven and hell and a day of judgment. The Muslims trace their ancestry to Abraham, as do the Jews and Christians.

Muslims refer to Christians and Jews as "people of the book" because each religion has a holy book with teachings similar to those of the Qur'an. Shari'a law requires Muslim leaders to extend religious tolerance to Christians and Jews. A huge Muslim empire, as you will learn in Section 2, grew to include people of many different cultures and religions.

MAIN IDEA

Clarifying

B What are the sources of authority for Muslims?

SECTION

1

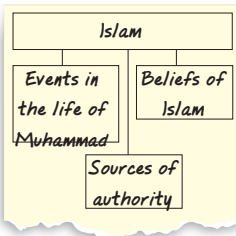
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Allah • Muhammad • Islam • Muslim • Hijrah • mosque • hajj • Qur'an • Sunna • shari'a

USING YOUR NOTES

2. What event in the life of Muhammad signaled the beginning of Islam?



MAIN IDEAS

- Why was Mecca an important city in western Arabia?
- What are the Five Pillars of Islam?
- Why did Muslims consider Christians and Jews "people of the book"?

CRITICAL THINKING & WRITING

- RECOGNIZING EFFECTS** How did the beliefs and practices of Islam create unity and strength among Muslims in the 600s?
- COMPARING** In what ways are the teachings of the Muslims similar to those of Christians and Jews?
- DRAWING CONCLUSIONS** How did Islam help spread Arabic culture?
- WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS**
Write a **letter** to Muhammad, describing his legacy and that of Islam today.

CONNECT TO TODAY PREPARING AN ORAL REPORT

Today, tensions run high between Muslims, Christians, and Jews in the Middle East. Research to find out the causes of this tension. Present your findings in an **oral report**.

Islam Expands

MAIN IDEA

EMPIRE BUILDING In spite of internal conflicts, the Muslims created a huge empire that included lands on three continents.

WHY IT MATTERS NOW

Muslims' influence on three continents produced cultural blending that has continued into the modern world.

TERMS & NAMES

- caliph
- Umayyads
- Shi'a
- Sunni
- Sufi
- Abbasids
- al-Andalus
- Fatimid

SETTING THE STAGE When Muhammad died in 632, the community faced a crisis. Muslims, inspired by the message of Allah, believed they had a duty to carry his word to the world. However, they lacked a clear way to choose a new leader. Eventually, the issue of leadership would divide the Muslim world.

Muhammad's Successors Spread Islam

Muhammad had not named a successor or instructed his followers how to choose one. Relying on ancient tribal custom, the Muslim community elected as their leader Abu-Bakr, a loyal friend of Muhammad. In 632, Abu-Bakr became the first **caliph** (KAY•lih), a title that means “successor” or “deputy.”

“Rightly Guided” Caliphs Abu-Bakr and the next three elected caliphs—Umar, Uthman, and Ali—all had known Muhammad. They used the Qur'an and Muhammad's actions as guides to leadership. For this, they are known as the “rightly guided” caliphs. Their rule was called a caliphate (KAY•lih•FAYT).

Abu-Bakr had promised the Muslim community he would uphold what Muhammad stood for. Shortly after Muhammad's death, some tribes on the Arabian Peninsula abandoned Islam. Others refused to pay taxes, and a few individuals even declared themselves prophets. For the sake of Islam, Abu-Bakr invoked *jihad*. The word *jihad* means “striving” and can refer to the inner struggle against evil. However, the word is also used in the Qur'an to mean an armed struggle against unbelievers. For the next two years, Abu-Bakr applied this meaning of *jihad* to encourage and justify the expansion of Islam.

When Abu-Bakr died in 634, the Muslim state controlled all of Arabia. Under Umar, the second caliph, Muslim armies conquered Syria and lower Egypt, which were part of the Byzantine Empire. They also took parts of the Sassanid Empire. The next two caliphs, Uthman and Ali, continued to expand Muslim territory. By 750, the Muslim Empire stretched 6,000 miles from the Atlantic Ocean to the Indus River. (See the map on page 261.)

Reasons for Success The four “rightly guided” caliphs made great progress in their quest to spread Islam. Before his death, Muhammad had expressed a desire to spread the faith to the peoples of the north. Muslims of the day saw their victories as a sign of Allah's support and drew energy and inspiration from their faith. They fought to defend Islam and were willing to struggle to extend its word.



Use the graphic organizer online to take notes on developments in Islam during each ruler's period in power.



▲ From 632 to 750, highly mobile troops mounted on camels were successful in conquering lands in the name of Allah.

to various restrictions on their lives. Before entering the newly conquered city of Damascus in the northern Arabian province of Syria, Khalid ibn al-Walid, one of Abu-Bakr's chief generals, detailed the terms of surrender:

PRIMARY SOURCE

In the name of Allah, the compassionate, the merciful, this is what Khalid ibn al-Walid would grant to the inhabitants of Damascus. . . . He promises to give them security for their lives, property and churches. Their city wall shall not be demolished, neither shall any Muslim be quartered in their houses. Thereunto we give to them the pact of Allah and the protection of His Prophet, the Caliphs and the believers. So long as they pay the tax, nothing but good shall befall them.

KHALID IBN AL-WALID, quoted in *Early Islam*

Tolerance like this continued after the Muslim state was established. Though Christians and Jews were not allowed to spread their religion, they could be officials, scholars, and bureaucrats.

Internal Conflict Creates a Crisis

Despite spectacular gains on the battlefield, the Muslim community had difficulty maintaining a unified rule. In 656, Uthman was murdered, starting a civil war in which various groups struggled for power. Ali, as Muhammad's cousin and son-in-law, was the natural choice as a successor to Uthman. However, his right to rule

The Muslim armies were well disciplined and expertly commanded. However, the success of the armies was also due to weakness in the two empires north of Arabia. The Byzantine and Sassanid empires had been in conflict for a long period of time and were exhausted militarily.

Another reason for Muslim success was the persecution suffered by people under Byzantine or Sassanid rule because they did not support the official state religions, Christianity or Zoroastrianism. The persecuted people often welcomed the invaders and their cause and chose to accept Islam. They were attracted by the appeal of the message of Islam, which offered equality and hope in this world. They were also attracted by the economic benefit for Muslims of not having to pay a poll tax. **A**

Treatment of Conquered Peoples

Because the Qur'an forbade forced conversion, Muslims allowed conquered peoples to follow their own religion. Christians and Jews, as "people of the book," received special consideration. They paid a poll tax each year in exchange for exemption from military duties. However, they were also subject

MAIN IDEA

Analyzing Causes

A Why were Muslims successful conquerors?

was challenged by Muawiya, a governor of Syria. Then, in 661, Ali, too, was assassinated. The elective system of choosing a caliph died with him.

A family known as the **Umayyads** (oo•MY•adz) then came to power. The Umayyads moved the Muslim capital to Damascus. This location, away from Mecca, made controlling conquered territories easier. However, the Arab Muslims felt it was too far away from their lands. In addition, the Umayyads abandoned the simple life of previous caliphs and began to surround themselves with wealth and ceremony similar to that of non-Muslim rulers. These actions, along with the leadership issue, gave rise to a fundamental division in the Muslim community.

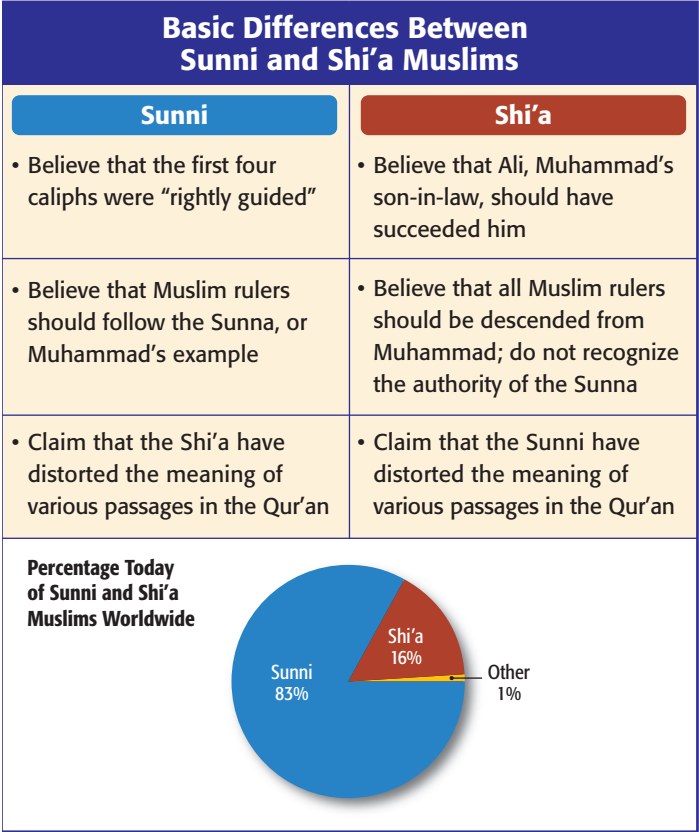
Sunni-Shi'a Split In the interest of peace, the majority of Muslims accepted the Umayyads' rule. However, a minority continued to resist. This group developed an alternate view of the office of caliph. In this view, the caliph needed to be a descendant of Muhammad. This group was called **Shi'a**, meaning the "party" of Ali. Members of this group are called Shi'ites. Those who did not outwardly resist the rule of the Umayyads later became known as **Sunni**, meaning followers of Muhammad's example. Another group, the **Sufi** (SOO•fee), rejected the luxurious life of the Umayyads. They pursued a life of poverty and devotion to a spiritual path.

Vigorous religious and political opposition to the Umayyad caliphate led to its downfall. Rebel groups overthrew the Umayyads in the year 750. The most powerful of those groups, the **Abbasids** (uh•BAS•ihdz), took control of the empire. **B**

MAIN IDEA

Summarizing

B What are three groups within Islam and how do they differ?



Control Extends Over Three Continents

When the Abbasids came to power in 750, they ruthlessly murdered the remaining members of the Umayyad family. One prince named Abd al-Rahman escaped the slaughter and fled to Spain. There he set up an Umayyad caliphate. Spain had already been conquered and settled by Muslims from North Africa, who were known as Berbers. The Berber armies advanced north to within 200 miles of Paris before being halted at the Battle of Tours in 732. They then settled in southern Spain, where they helped form an extraordinary Muslim state in **al-Andalus** (al•AN•duh•LUS).

Abbasids Consolidate Power To solidify power, the Abbasids moved the capital of the empire in 762 to a newly created city, Baghdad, in central Iraq. The location on key trade routes gave the caliph access to trade goods, gold, and information about the far-flung empire.

The Abbasids developed a strong bureaucracy to conduct the huge empire's affairs. A treasury kept track of the money flow. A special department managed the business of the army. Diplomats from the empire were sent to courts in Europe,

Africa, and Asia to conduct imperial business. To support this bureaucracy, the Abbasids taxed land, imports and exports, and non-Muslims' wealth.

Rival Groups Divide Muslim Lands The Abbasid caliphate lasted from 750 to 1258. During that time, the Abbasids increased their authority by consulting religious leaders. But they failed to keep complete political control of the immense territory. Independent Muslim states sprang up, and local leaders dominated many smaller regions. The **Fatimid** (FAT•uh•MIHD) caliphate was formed by Shi'a Muslims who claimed descent from Muhammad's daughter Fatima. The caliphate began in North Africa and spread across the Red Sea to western Arabia and Syria. However, the Fatimids and other smaller states were still connected to the Abbasid caliphate through religion, language, trade, and the economy.

▼ This 13th-century miniature shows Arab traders navigating the Indian Ocean.



Muslim Trade Network At this time, two major sea-trading networks existed—the Mediterranean Sea and the Indian Ocean. Through these networks, the Muslim Empire could engage in sea trade with the rest of the world. The land network connected the Silk Roads of China and India with Europe and Africa. Muslim merchants needed only a single language, Arabic, and a single currency, the Abbasid dinar, to travel in the empire. 🕒

To encourage the flow of trade, Muslim money changers set up banks in cities throughout the empire. Banks offered letters of credit, called *sakks*, to merchants. A merchant with a *sakk* from a bank in Baghdad could exchange it for cash at a bank in any other city in the empire. In Europe, *sakk* was pronounced “check.” Thus, using checks dates back to the Muslim Empire.

At one end of the Muslim Empire was the city of Córdoba in al-Andalus. In the tenth century, this city had a population of 200,000; Paris, in contrast, had 38,000. The city attracted poets, philosophers, and scientists. Many non-Muslims adopted Muslim customs, and Córdoba became a dazzling center of Muslim culture.

In Córdoba, Damascus, Cairo, and Baghdad, a cultural blending of people fueled a period of immense achievements in the arts and the sciences.

MAIN IDEA

Recognizing Effects

🕒 Why would a single language and a single currency be such an advantage to a trader?

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- caliph
- Umayyads
- Shi'a
- Sunni
- Sufi
- Abbasids
- al-Andalus
- Fatimid

USING YOUR NOTES

2. Which period of rule do you think was most effective?

Rulers	Period of Rule	Developments in Islam
Rightly guided caliphs		
Umayyads		
Abbasids		

MAIN IDEAS

3. How did Muslims under the “rightly guided” caliphs treat conquered peoples?
4. Why did the Shi'a oppose the rule of the Umayyads?
5. What tied the Abbasid caliphate and the independent Muslim states together?

CRITICAL THINKING & WRITING

6. **EVALUATING COURSES OF ACTION** Do you think Muhammad should have appointed a successor? Why or why not?
7. **DRAWING CONCLUSIONS** What attracted non-Muslims to Islam and Islamic culture?
8. **MAKING INFERENCES** What does opposition to the luxurious life of the Umayyads suggest about what is important to most Muslims?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a one-paragraph **summary** in which you determine whether or not the Muslim Empire was well run.

MULTIMEDIA ACTIVITY CREATING A PIE CHART



Use the Internet to find out the number of Sunni and Shi'a Muslims today in Iran, Iraq, Saudi Arabia, and Syria. Create a **pie chart** showing the results of your research.

INTERNET KEYWORD
country studies, Sunni, Shi'a

Muslim Culture

MAIN IDEA

CULTURAL INTERACTION

Muslims combined and preserved the traditions of many peoples and also advanced learning in a variety of areas.

WHY IT MATTERS NOW

Many of the ideas developed during this time became the basis of today's scientific and academic disciplines.

TERMS & NAMES

- House of Wisdom
- calligraphy

SETTING THE STAGE The Abbasids governed during a prosperous period of Muslim history. Riches flowed into the empire from all over Europe, Asia, and Africa. Rulers could afford to build luxurious cities. They supported the scientists, mathematicians, and philosophers that those cities attracted. In the special atmosphere created by Islam, the scholars preserved existing knowledge and produced an enormous body of original learning.

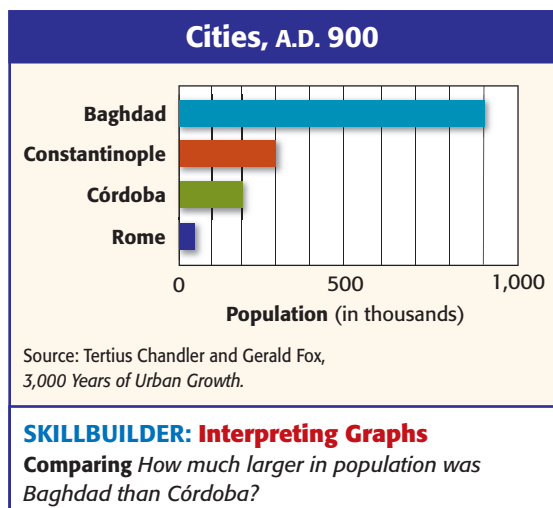
Muslim Society

Over time, the influence of Muslims grew as the empire attracted people from a variety of lands. The many cultural traditions combined with the Arabic culture to create an international flavor. Muslim society had a sophistication matched at that time only by the Tang Empire of China. That cosmopolitan character was most evident in urban centers.

The Rise of Muslim Cities Until the construction of Baghdad, Damascus was the leading city. It was also the cultural center of Islamic learning. Other cities grew up around power centers, such as Córdoba (the Umayyad capital), Cairo (the Fatimid capital), and Jerusalem. (See the map on page 261.) Cities, which symbolized the strength of the caliphate, were very impressive.



Use the graphic organizer online to take notes on key elements of Muslim culture.



The Abbasid capital city, Baghdad, impressed all who saw it. Caliph al-Mansur chose the site for his capital on the west bank of the Tigris River in 762. Extensive planning went into the city's distinctive circular design, formed by three circular protective walls. The caliph's palace of marble and stone sat in the innermost circle, along with the grand mosque. Originally, the main streets between the middle wall and



▲ In a miniature painting from Persia, women are shown having a picnic in a garden. Gardens were seen as earthly representations of paradise.

the palace were lined with shops. Later, the marketplace moved to a district outside the walls. Baghdad's population approached one million at its peak.

Four Social Classes Baghdad's population, made up of different cultures and social classes, was typical for a large Muslim city in the eighth and ninth centuries. Muslim society was made up of four classes. The upper class included those who were Muslims at birth. Converts to Islam were in the second class. The third class consisted of the "protected people" and included Christians, Jews, and Zoroastrians. The lowest class was composed of slaves. Many slaves were prisoners of war, and all were non-Muslim. Slaves most frequently performed household work or fought in the military.

Role of Women The Qur'an says, "Men are the managers of the affairs of women," and "Righteous women are therefore obedient." However, the Qur'an also declares that men and women, as believers, are equal. The shari'a gave Muslim women specific legal rights concerning marriage, family, and property. Thus, Muslim women had more economic and property rights than European, Indian, and Chinese women of the same time period. Nonetheless, Muslim women were still expected to submit to men. When a husband wanted to divorce his wife, all he had to do was repeat three

times, "I dismiss thee." The divorce became final in three months.

Responsibilities of Muslim women varied with the income of their husbands. The wife of a poor man would often work in the fields with her husband. Wealthier women supervised the household and its servants. They had access to education, and among them were poets and scholars. Rich or poor, women were responsible for the raising of the children. In the early days of Islam, women could also participate in public life and gain an education. However, over time, Muslim women were forced to live increasingly isolated lives. When they did go out in public, they were expected to be veiled.

Muslim Scholarship Extends Knowledge

Muslims had several practical reasons for supporting the advancement of science. Rulers wanted qualified physicians treating their ills. The faithful throughout the empire relied on mathematicians and astronomers to calculate the times for prayer and the direction of Mecca. However, their attitude also reflected a deep-seated curiosity about the world and a quest for truth. Muhammad himself believed strongly in the power of learning:


PRIMARY SOURCE

Acquire knowledge. It enableth its possessor to distinguish right from wrong; it lighteth the way to Heaven; it is our friend in the desert, our society in solitude, our companion when friendless; it guideth us to happiness; it sustaineth us in misery; it is an ornament amongst friends, and an armour against enemies.

MUHAMMAD, quoted in *The Sayings of Muhammad*

MAIN IDEA

Analyzing Primary Sources

 According to Muhammad, what are the nine valuable results of knowledge?

Astronomy

Muslim interest in astronomy developed from the need to fulfill three of the Five Pillars of Islam—fasting during Ramadan, performing the hajj, and praying toward Mecca. A correct lunar calendar was needed to mark religious periods such as the month of Ramadan and the month of the hajj. Studying the skies helped fix the locations of cities so that worshipers could face toward Mecca as they prayed. Extensive knowledge of the stars also helped guide Muslim traders to the many trading cities of the ancient world.

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RESEARCH WEB LINKS Go online for more on astronomy.



▲ The device shown here is called an **armillary sphere**. The man standing in the center is aligning the sphere, while the seated man records the observations. Astronomers calculated the time of day or year by aligning the rings with various stars. This helped Muslims set their religious calendar.

◀ **Muslim observatories** were great centers of learning. This scene depicts astronomers working at the observatory in Istanbul. They are using many instruments including an astrolabe like the one shown on this page.



◀ **The astrolabe** was an early scientific instrument. It had a fixed “plate” and a rotating “rete.” The plate was a map of the sky and the rete simulated the daily movement of the earth in relation to the stars. Using this tool, one could calculate time, celestial events, and relative position. For Muslims, the astrolabe helped determine where they were in relation to Mecca.


This is the plate. The plate was etched with a map of the sky for a certain latitude.

This is the rete—it rotated over the plate. The rete was mostly cut away so the map beneath was visible.

These pointers on the rete represented different stars. At night, observers could look at the sky, position the pointers, and make their calculations.

Connect to Today

1. Recognizing Effects How did fulfilling religious duties lead Muslims to astronomy and a better understanding of the physical world?

 See Skillbuilder Handbook, page R6.

2. Comparing and Contrasting Muslim astronomers developed instruments to improve their observations of the sky. We do the same thing today. Research how modern astronomers make their observations and compare their methods with early Muslim astronomers. Write two paragraphs on how their methods are similar to and different from each other.

Muhammad's emphasis on study and scholarship led to strong support of places of learning by Muslim leaders. After the fall of Rome in A.D. 476, Europe entered a period of upheaval and chaos, an era in which scholarship suffered. The scientific knowledge gained up to that time might have been lost. However, Muslim leaders and scholars preserved and expanded much of that knowledge. Both Umayyads and Abbasids encouraged scholars to collect and translate scientific and philosophical texts. In the early 800s, Caliph al-Ma'mun opened in Baghdad a combination library, academy, and translation center called the **House of Wisdom**. There, scholars of different cultures and beliefs worked side by side translating texts from Greece, India, Persia, and elsewhere into Arabic.

Art and Sciences Flourish

Scholars at the House of Wisdom included researchers, editors, linguists, and technical advisers. These scholars developed standards and techniques for research that are a part of the basic methods of today's research. Some Muslim scholars used Greek ideas in fresh new ways. Others created original work of the highest quality. In these ways, Muslims in the Abbasid lands, especially in Córdoba and Baghdad, set the stage for a later revival of European learning.

Muslim Literature Literature had been a strong tradition in Arabia even before Islam. Bedouin poets, reflecting the spirit of desert life, composed poems celebrating ideals such as bravery, love, generosity, and hospitality. Those themes continued to appear in poetry written after the rise of Islam.

The Qur'an is the standard for all Arabic literature and poetry. Early Muslim poets sang the praises of Muhammad and of Islam and, later, of the caliphs and other patrons who supported them. During the age of the Abbasid caliphate, literary tastes expanded to include poems about nature and the pleasures of life and love.

Popular literature included *The Thousand and One Nights*, a collection of fairy tales, parables, and legends. The core of the collection has been linked to India and Persia, but peoples of the Muslim Empire added stories and arranged them, beginning around the tenth century.

Muslim Art and Architecture As the Muslim Empire expanded, the Arabs entered regions that had rich artistic traditions. Muslims continued these traditions but often adapted them to suit Islamic beliefs and practices. For example, since Muslims believed that only Allah can create life, images of living beings were discouraged. Thus, many artists turned to **calligraphy**, or the art of beautiful handwriting. Others expressed themselves through the decorative arts, such as woodwork, glass, ceramics, and textiles.

It is in architecture that the greatest cultural blending of the Muslim world can be seen. To some extent, a building reflected the culture of people of the area. For example, the Great Mosque of Damascus was built on the site of a Christian church. In many ways, the huge dome and vaulted ceiling of the mosque blended Byzantine architecture with Muslim ideas. In Syrian areas, the architecture included features that were very Roman, including baths using Roman heating systems. In Córdoba, the Great



The Thousand and One Nights

The Thousand and One Nights is a collection of stories tied together using a frame story. The frame story tells of King Shahryar, who marries a new wife each day and has her killed the next. When Scheherezade marries the king, however, she tells him fascinating tales for a thousand and one nights, until the king realizes that he loves her.

The tradition of using a frame story dates back to at least 200 B.C., when the ancient Indian fables of the *Panchatantra* were collected. Italian writer Giovanni Boccaccio also set his great work, *The Decameron*, within a frame story in 1335.

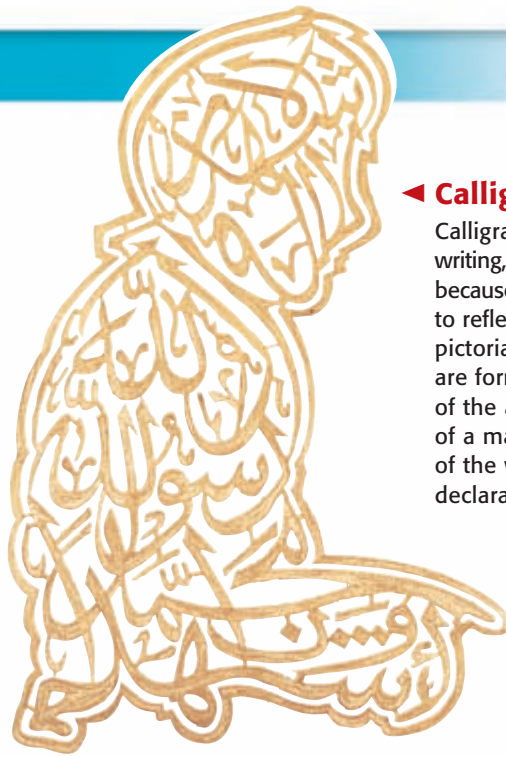
Muslim Art

Muslim art is intricate and colorful but often does not contain images of living beings. Muslim leaders feared that people might worship the images rather than Allah. Thus, Muslim artists found different ways to express their creativity, as shown on this page.



▲ Arabesque

Arabesque decoration is a complex, ornate design. It usually incorporates flowers, leaves, and geometric patterns. These arabesque tiles are from the Jami Masjid Mosque. Arabesque designs are also found in Muslim mosaics, textiles, and sculptures.



◀ Calligraphy

Calligraphy, or ornamental writing, is important to Muslims because it is considered a way to reflect the glory of Allah. In pictorial calligraphy, pictures are formed using the letters of the alphabet. This picture of a man praying is made up of the words of the Muslim declaration of faith.



◀ Geometric Patterns

Muslim artwork sometimes focuses on strictly geometric patterns. Geometric designs can be found in everything from pottery to architecture. This mosaic is from the Jami Masjid Mosque in India (shown below) and uses intricate patterns radiating out from the central shape.



SKILLBUILDER: Interpreting Visual Sources

Drawing Conclusions What do these three artistic techniques suggest about Muslim art?



▲ This interior view of the Great Mosque of Córdoba showed a new architectural style. Two tiers of arches support the ceiling.

Mosque used two levels of arches in a style unknown before. The style was based on principles used in earlier mosques. These blended styles appeared in all the lands occupied by the Muslims.

Medical Advances Muslim contributions in the sciences were most recognizable in medicine, mathematics, and astronomy. A Persian scholar named al-Razi (Rhazes, according to the European pronunciation) was the greatest physician of the Muslim world and, more than likely, of world civilization between A.D. 500 and 1500. He wrote an encyclopedia called the *Comprehensive Book* that drew on knowledge from Greek, Syrian, Arabic, and Indian sources as well as on his own experience. Al-Razi also wrote *Treatise on Smallpox and Measles*, which was translated into several languages. He believed patients would recover more quickly if they breathed cleaner air.

Math and Science Stretch Horizons Among the ideas that Muslim scholars introduced to modern math and science, two especially stand out. They are the reliance on scientific observation and experimentation, and the ability to find mathematical solutions to old problems. As for science, Muslims translated and studied Greek texts. But they did not follow the Greek method of solving problems. Aristotle, Pythagoras, and other Greek thinkers preferred logical reasoning over uncovering facts through observation. Muslim scientists preferred to solve problems by conducting experiments in laboratory settings.

Muslim scholars believed that mathematics was the basis of all knowledge. Al-Khwarizmi, a mathematician born in Baghdad in the late 700s, studied Indian rather than Greek sources. He wrote a textbook in the 800s explaining “the art of bringing together unknowns to match a known quantity.” He called this technique *al-jabr*—today called algebra.

Many of the advances in mathematics were related to the study of astronomy. Muslim observatories charted stars, comets, and planets. Ibn al-Haytham (Alhazen), a brilliant mathematician, produced a book called *Optics* that revolutionized ideas about vision. He showed that people see objects because rays pass from the objects to the eyes, not from the eyes to the objects as was commonly believed. His studies about optics were used in developing lenses for telescopes and microscopes.

Philosophy and Religion Blend Views

In addition to scientific works, scholars at the House of Wisdom in Baghdad translated works of Greek philosophers like Aristotle and Plato into Arabic. In the 1100s, Muslim philosopher Ibn Rushd (also known as Averroës), who lived in

Córdoba, was criticized for trying to blend Aristotle's and Plato's views with those of Islam. However, Ibn Rushd argued that Greek philosophy and Islam both had the same goal: to find the truth.

Moses Ben Maimon (Maimonides), a Jewish physician and philosopher, was born in Córdoba and lived in Egypt. Like Ibn Rushd, he faced strong opposition for his ideas, but he came to be recognized as the greatest Jewish philosopher in history. Writing during the same time as Ibn Rushd, Maimonides produced a book, *The Guide for the Perplexed*, that blended philosophy, religion, and science.

The "Ideal Man" The values of many cultures were recognized by the Muslims. A ninth-century Muslim philosophical society showed that it recognized the empire's diverse nature when it described its "ideal man":

PRIMARY SOURCE

The ideal and morally perfect man should be of East Persian derivation, Arabic in faith, of Iraqi education, a Hebrew in astuteness, a disciple of Christ in conduct, as pious as a Greek monk, a Greek in the individual sciences, an Indian in the interpretation of all mysteries, but lastly and especially a Sufi in his whole spiritual life.

IKHWAN AS-SAFA, quoted in *The World of Islam*

MAIN IDEA

Drawing Conclusions

B What is the advantage of blending various traditions within a culture?


Though the unified Muslim state broke up, Muslim culture continued. Three Muslim empires—the Ottoman, the Safavid, and the Mughal—would emerge that would reflect the blended nature of the culture of this time. The knowledge developed and preserved by the Muslim scholars would be drawn upon by European scholars in the Renaissance, beginning in the 14th century. **B**

History Makers

Ibn Rushd
1126–1198

Today Ibn Rushd is considered by many to be the most important of all Muslim philosophers. Yet his views were so offensive to Islamic conservatives that he was once stoned in the Great Mosque of Córdoba. In 1184, the philosopher began serving as physician to Caliph al-Mansur in Marrakech. Under pressure by conservatives, however, the caliph accused Ibn Rushd of heresy and ordered some of his books to be burned.

Fortunately, all of his work was not lost. Ibn Rushd's writings had a great impact on Europe in the 13th century and played a major role in the revival of Christian scholarship. In the 16th century, Italian painter Raphael placed Ibn Rushd among the ancient Greek philosophers in *School of Athens*.

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RESEARCH WEB LINKS Go online for more on Ibn Rushd.

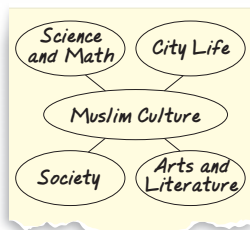
SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- House of Wisdom
- calligraphy

USING YOUR NOTES

2. Which of these elements most strengthened the Abbasid rule? Explain.



MAIN IDEAS

3. What was the role of women in Muslim society?
4. How did Muslim scholars help preserve the knowledge of the ancient Greeks and Romans?
5. What were some of the Muslim contributions in medicine, mathematics, and astronomy?

CRITICAL THINKING & WRITING

6. **EVALUATING** What do you consider to be the five most significant developments in scholarship and the arts during the reign of the Abbasids?
7. **MAKING INFERENCES** What united the scholars of different cultures who worked in the House of Wisdom?
8. **SYNTHESIZING** What role did cities play in the advancement of Muslim culture?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a one-paragraph **analysis** explaining how the primary source quotation on this page reflects the Muslim Empire's diversity.

CONNECT TO TODAY CREATING A POSTER

Research to find out how the discoveries of Muslim physician al-Razi have influenced medicine today. Present your findings in a **poster**.

Chapter 10 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the Muslim world between 600 and 1250.

1. Allah
2. Muhammad
3. Islam
4. Hijrah
5. hajj
6. Shi'a
7. Sufi
8. House of Wisdom

MAIN IDEAS

The Rise of Islam Section 1 (pages 263–268)

9. Describe the religious environment into which Muhammad was born.
10. Why did many people in Mecca reject Muhammad's ideas at first?
11. How did early Muslims view and treat Jews and Christians?

Islam Expands Section 2 (pages 269–272)

12. Why were the "rightly guided" caliphs so successful in spreading Islam?
13. What were the main reasons for the split between the Sunni and the Shi'a?
14. Why did trade flourish under the Abbasids?

Muslim Culture Section 3 (pages 273–279)

15. How was Muslim society structured?
16. What were some of the practical reasons Muslims had for supporting the advancement of science?

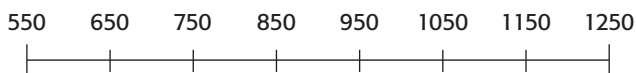
17. In which fields of learning did Muslims excel?

18. How did the art and architecture of the Muslims reflect cultural blending?

CRITICAL THINKING

1. USING YOUR NOTES

In a time line, list the five most important events in the development and expansion of Islam between 550 and 1250.



2. SYNTHESIZING

CULTURAL INTERACTION How did the development of Islam influence the blending of cultures in the region where Europe, Africa, and Asia come together?

3. MAKING INFERENCES

RELIGIOUS AND ETHICAL SYSTEMS In what ways did the religious duties of Islam affect the everyday lives of Muslims?

4. SUMMARIZING

EMPIRE BUILDING How did the Abbasids keep the affairs of their empire under control?

5. DEVELOPING HISTORICAL PERSPECTIVE

What rebirth of learning in Europe was influenced by Muhammad's encouragement of the pursuit of knowledge?

VISUAL SUMMARY

The Muslim World

ISLAM

Empire Building

Four major Muslim caliphates build empires on parts of three continents.

- 661–750: Umayyad caliphate
- 750–1258: Abbasid caliphate
- 756–976: Umayyads of al-Andalus (Spain)
- 909–1171: Fatimid caliphate (North Africa, Egypt, Western Arabia, and Syria)

Culture

Muslim scholars preserve, blend, and expand knowledge, especially in mathematics, astronomy, architecture, and medical science.

Religion

- Muhammad receives revelations from Allah.
- The Five Pillars of Islam are Muslims' basic religious duties.
- The sources of authority—the Qur'an and the Sunna—guide daily life.
- Islam divides into several branches, including Sunni and Shi'a.

STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

PRIMARY SOURCE

One should read histories, study biographies and the experiences of nations. By doing this, it will be as though, in his short life space, he lived contemporaneously with peoples of the past, was on intimate terms with them, and knew the good and the bad among them. . . . You should model your conduct on that of the early Muslims. Therefore, read the biography of the Prophet, study his deeds and concerns, follow in his footsteps, and try your utmost to imitate him.

ABD AL-LATIF quoted in *A History of the Arab Peoples*

1. Why does al-Latif advocate studying history?
 - A. because history repeats itself
 - B. because history provides insight into the lives of past peoples
 - C. because studying history is a good intellectual exercise
 - D. because studying history is required of all Muslims
2. Why does he want people to study the life of Muhammad?
 - A. because Muhammad is a great historical figure
 - B. because Muslim law requires it
 - C. to learn to be like Muhammad
 - D. to learn about cultural blending

Use the chart and your knowledge of world history to answer question 3.

Muslim Population, 2005

Country	Population	% of Total Population
India	155,115,142	13.7
Pakistan	151,467,325	95.8
Bangladesh	135,690,886	88.5
Indonesia	127,091,000	56.2
Turkey	71,054,050	97.4
Iran	68,227,726	98.3
Nigeria	62,390,860	44.1
Egypt	61,769,113	84.8
Algeria	32,198,881	98.0
Morocco	29,991,256	98.8
Iraq	27,187,493	97.1
Ethiopia	26,732,010	33.8

Source: *The World Almanac and Book of Facts, 2009*

3. In which nations do Muslims account for the highest percentage of the total population?
 - A. India and Pakistan
 - B. Pakistan and Bangladesh
 - C. Indonesia and India
 - D. Morocco and Iran

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For additional test practice, go online for:

- Diagnostic tests
- Strategies
- Tutorials

Interact *with* History

In this chapter, you learned that a culture blooms by spreading ideas through trade, war and conquest, and through scholarly exchange. With a partner, make a list of at least five ways to spread an idea in today's world—ways that were not available to Muslims in A.D. 600–1250.

FOCUS ON WRITING

Imagine that you are a newspaper reporter investigating the newly opened House of Wisdom. Write a brief **newspaper article** about the new center in Baghdad and the work being undertaken there. In the article, be sure to

- describe the center and the scholars who work there
- include quotations from the scholars
- summarize some of the center's accomplishments and goals

MULTIMEDIA ACTIVITY

Creating a Multimedia Presentation

Use the Internet, books, and other reference sources to create a multimedia presentation on the rise, growth, and culture of Islam. Write brief summaries on each topic. Use maps, pictures, and quotations to accompany your text and illustrate and enhance your presentation. Be sure to include information on the following:

- the life of Muhammad
- a time line of major events in the development of Islam
- the key beliefs and practices of Islam
- the impact of the Muslim Empire on other cultures
- the impact of Muslim learning in science and the arts



World Religions *and* Ethical Systems

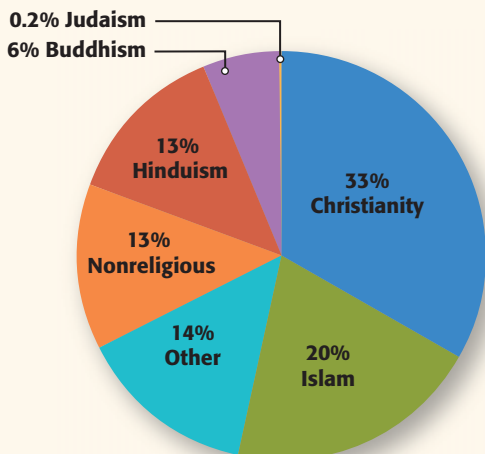
A Global View

Religion is defined as an organized system of beliefs, ceremonies, practices, and worship that centers on one or more gods. As many chapters in this book explain, religion has had a significant impact on world history. Throughout the centuries, religion has guided the beliefs and actions of millions around the globe. It has brought people together. But it has also torn them apart.

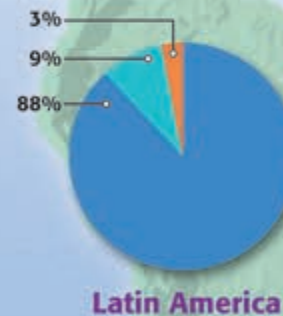
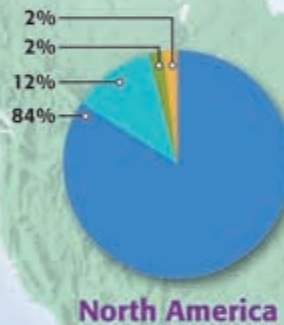
Religion continues to be a dominant force throughout the world, affecting everything from what people wear to how they behave. There are thousands of religions in the world. The following pages concentrate on five major religions and on Confucianism, an ethical system. They examine some of the characteristics and rituals that make these religions and systems similar as well as unique. They also present some of each religion's sects and denominations.

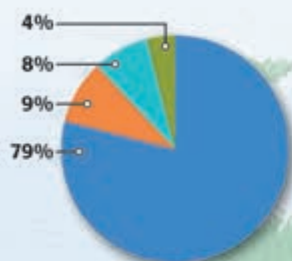
World Population's Religious Affiliations

World Population: 6.2 billion*

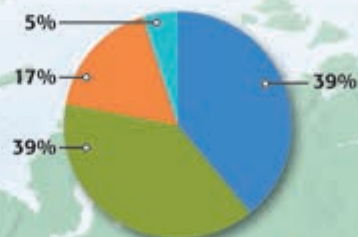


*Estimated 2002 Figure Sources: *World Almanac 2003*; *World Christian Encyclopedia (2001)*

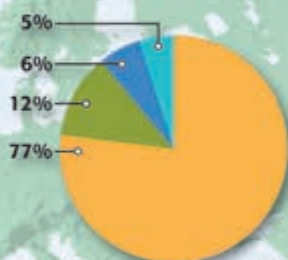




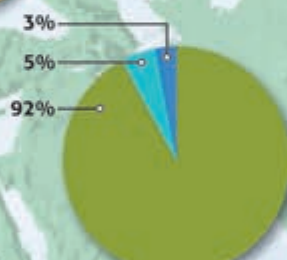
Europe



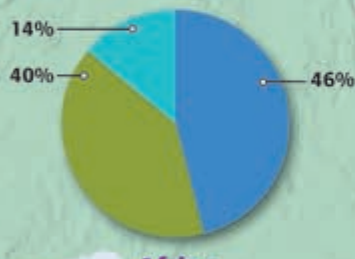
Commonwealth of Independent States
(Russia and 11 other republics)



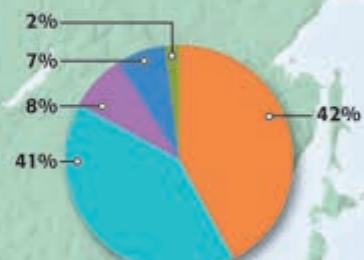
Israel



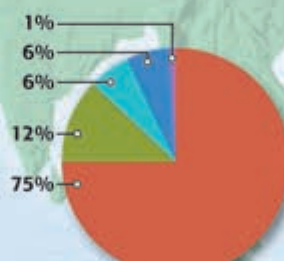
Southwest Asia



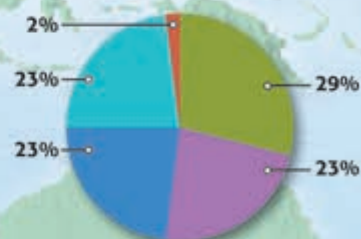
Africa



China*



India



Southeast Asia

Religious Affiliations

- | | |
|-----------|--------------|
| Christian | Jewish |
| Muslim | Other |
| Hindu | Nonreligious |
| Buddhist | |

*Communist China is officially atheist (disbelieving in the existence of God). Unofficially, the Chinese practice a number of religions and ethical systems, including Daoism, Confucianism, and a variety of folk religions.

World Religions *and* Ethical Systems

Buddhism



Buddhism has influenced Asian religion, society, and culture for over 2,500 years. Today, most Buddhists live in Sri Lanka, East and Southeast Asia, and Japan. Buddhism consists of several different sects. A religious sect is a group within a religion that distinguishes itself by one or more unique beliefs.

Buddhists are united in their belief in the Buddha's teachings, known as the dharma. Because the Buddha is said to have "set in motion the wheel of the dharma" during his first sermon, his teaching is often symbolized by a wheel, as shown above. The Buddha taught that the key to happiness was detachment from all worldly goods and desires. This was achieved by following the Noble Eightfold Path, or the Middle Way, a life between earthly desires and extreme forms of self-denial.

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RESEARCH WEB LINKS Go online for more on Buddhism.

Ritual ►

Women in Rangoon, Myanmar, sweep the ground so that monks can avoid stepping on and killing any insects. Many Buddhists believe in rebirth, the idea that living beings, after death, are reborn and continue to exist. Buddhists believe that all living beings possess the potential for spiritual growth—and the possibility of rebirth as humans.



▲ Worship Practices

Statues of the Buddha, such as this one in China, appear in shrines throughout Asia. Buddhists strive to follow the Buddha's teachings through meditation, a form of religious contemplation. They also make offerings at shrines, temples, and monasteries.

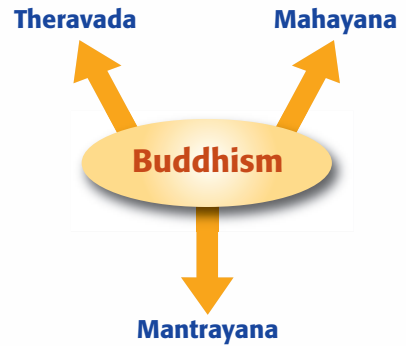
▼ Leadership

Those who dedicate their entire life to the teachings of the Buddha are known as Buddhist monks and nuns. In many Buddhist sects, monks are expected to lead a life of poverty, meditation, and study. Here, Buddhist monks file past shrines in Thailand. To learn humility, monks must beg for food and money.



Learn More About Buddhism

Major Buddhist Sects



The Three Cardinal Faults



This image depicts what Buddhists consider the three cardinal faults of humanity: greed (the pig); hatred (the snake); and delusion (the rooster).

Dhammapada

PRIMARY SOURCE

One of the most well-known Buddhist scriptures is the *Dhammapada*, or *Verses of Righteousness*. The book is a collection of sayings on Buddhist practices. In this verse, Buddhists are instructed to avoid envying others:

Let him not despise what he has received, nor should he live envying the gains of others. The disciple who envies the gains of others does not attain concentration.

Dhammapada 365

Chapter Connection

For a more in-depth examination of Buddhism, see pages 68–71 of Chapter 3, and page 193 of Chapter 7.

World Religions *and* Ethical Systems

Christianity



Christianity is the largest religion in the world, with about 2 billion followers. It is based on the life and teachings of Jesus, whom Christians call Christ, or savior. Most Christians are members of one of three major groups: Roman Catholic, Protestant, or Eastern Orthodox. Christianity teaches the existence of only one God. Christians regard Jesus as the son of God. They believe that Jesus entered the world and died to save humanity from sin. The cross shown above, a symbol of the crucifixion of Jesus, represents Jesus' love for humanity by dying for its sins. Christians believe that they reach salvation by following the teachings of Jesus.

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RESEARCH WEB LINKS Go online for more on Christianity.

Ritual ►

Each year, hundreds of thousands of Christians from all over the world visit the Basilica of Guadalupe in northern Mexico City. The church is considered the holiest in Mexico. It is near the site where Mary, the mother of Jesus, is said to have appeared twice in 1531. Out of deep respect for Mary, some pilgrims approach the holy cathedral on their knees.



Worship Practices ►

Worshipping as a group is an important part of Christian life. Most Protestant services include praying, singing, and a sermon. Some services include baptism and communion, in which bread and wine are consumed in remembrance of Jesus' death.

Communion celebrates the last meal Jesus took with his disciples, as illustrated here in *The Last Supper* by Leonardo da Vinci.



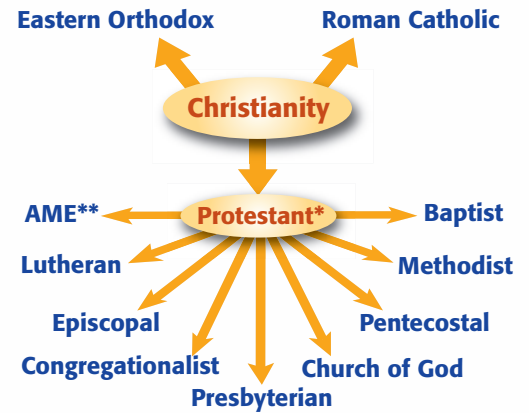


▲ Leadership

In some Christian churches, the person who performs services in the local church is known as a priest. Shown here is a priest of the Ethiopian Orthodox Church. These priests, like the ministers and clergy in other Christian sects, conduct worship services and preside over marriages and funerals. Monks and nuns also provide leadership and guidance in the Christian church.

Learn More About Christianity

Major Christian Sects

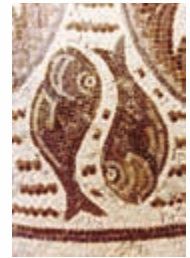


*In the United States alone, there are 30 Protestant denominations with over 400,000 members in each.

**African Methodist Episcopal

Fish Symbol

The fish is an early symbol of Christianity. There are many theories about the origin of the symbol, but some Christians believe that it derives from the fact that Jesus called his disciples, or followers, “fishers of men.”



The Christian Bible

PRIMARY SOURCE

The Bible is the most sacred book of the Christian religion. It is divided into two major parts: the Old Testament, which is much the same as the Hebrew Bible, and the New Testament, which describes the teachings of Jesus. The following verses from the New Testament reveal the fundamental teaching about Jesus:

“Men, what must I do to be saved?” And they said, “Believe in the Lord Jesus, and you will be saved, you and your household.”

Acts 16:30–31

Chapter Connection

For more about Christianity, see pages 168–172 of Chapter 6. To learn about the Protestant and Catholic Reformations, see sections 3 and 4 of Chapter 17.

World Religions *and* Ethical Systems

Hinduism



Hinduism, one of the world's oldest surviving religions, is the major religion of India. It also has followers in Indonesia, as well as in parts of Africa, Europe, and the Western Hemisphere. Hinduism is a collection of religious beliefs that developed over thousands of years. Hindus worship several gods, which represent different forms of Brahman. Brahman is the most divine spirit in the Hindu religion. Hinduism, like Buddhism, stresses that persons reach true enlightenment and happiness only after they free themselves from their earthly desires. Followers of Hinduism achieve this goal through worship, the attainment of knowledge, and a lifetime of virtuous acts. The sound "Om," or "Aum," shown above, is the most sacred syllable for Hindus. It often is used in prayers.



RESEARCH WEB LINKS Go online for more on Hinduism.

▼ Ritual

Each year, thousands of Hindus make a pilgrimage to India's Ganges River. The Ganges is considered a sacred site in the Hindu religion. Most Hindus come to bathe in the water, an act they believe will cleanse and purify them. The sick and disabled come in the belief that the holy water might cure their ailments.





▲ Leadership

Gurus, or spiritual teachers, play a major role in spreading Hindu beliefs. These holy men are believed to have had the gods' words revealed to them. Brahmin priests, like the one shown here, are also religious leaders. They take care of the divine images in the temples and read from the sacred books.



▲ Celebration

Each spring, Hindus in India celebrate the festival of Holi. Originally a harvest festival, Holi also symbolizes the triumph of good over evil. The festival recalls the story of Prince Prahlada, who faced death rather than cease worshiping Vishnu. During this joyous celebration, people dance in the streets and shower each other with colored powder and dyed water.

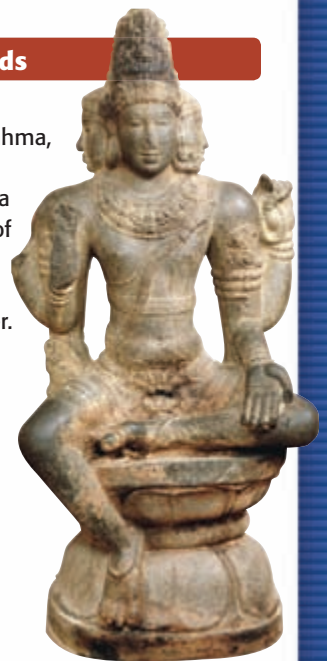
Learn More About Hinduism

Major Hindu Sects



Three Main Gods

This statue represents Brahma, creator of the universe. Brahma, Vishnu, and Shiva are the three main gods of Hinduism. Vishnu is the preserver of the universe, while Shiva is its destroyer.



Rig Veda

PRIMARY SOURCE

The Vedas are the oldest Hindu scriptures—and they are older than the sacred writings of any other major religion. The following is a verse from the Rig Veda, the oldest of the four Vedas:

*He who gives liberally goes
straight to the gods; on the
high ridge of heaven he stands
exalted.*

Rig Veda 1.125.5

Chapter Connection

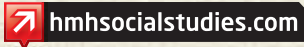
For a closer look at the origins and beliefs of Hinduism, see pages 66–67 of Chapter 3, and pages 193–194 of Chapter 7.

Islam



Islam is a religion based on the teachings of Muhammad, revered by his followers as the Prophet. Followers of Islam, known as Muslims, believe that God revealed these teachings to Muhammad through the angel Gabriel. Muslims are concentrated from southwest to central Asia and parts of Africa. Islam also has many followers in Southeast Asia. Sunni Muslims believe that their leaders should follow Muhammad's example. Shi'a Muslims believe that their leaders should be Muhammad's descendants.

Islam teaches the existence of only one God, called Allah in the Arabic language. Muslims believe in all prophets of Judaism and Christianity. They show their devotion by performing lifelong acts of worship known as the Five Pillars of Islam. These include faith, prayer, almsgiving (charity), fasting, and a pilgrimage to Mecca. The crescent moon (shown above) has become a familiar symbol for Islam. It may be related to the new moon that begins each month in the Islamic lunar calendar, which orders religious life for Muslims. The five points of the star may represent the Five Pillars of Islam.



RESEARCH WEB LINKS Go online for more on Islam.

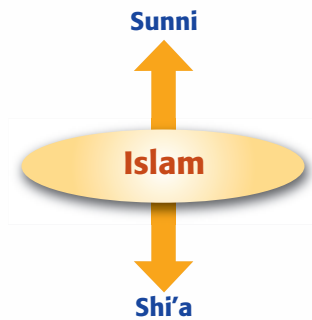
▼ Ritual

At least once in their lifetime, all Muslims who are physically and financially able go on hajj, or pilgrimage, to the holy city of Mecca in Saudi Arabia. There, pilgrims perform several rites, or acts of worship. One rite, shown here, is walking seven times around the Ka'aba—the house of worship that Muslims face in prayer.



Learn More About Islam

Major Islamic Sects



Prayer Rug

Muslims often pray by kneeling on a rug. The design of the rug includes a pointed or arch-shaped pattern. The rug must be placed so that the arch points toward Mecca.



The Qur'an

PRIMARY SOURCE



The Qur'an, the sacred book of Muslims, consists of verses grouped into 114 chapters, or suras. The book is the spiritual guide on matters of Muslim faith. It also contains teachings for Muslim daily life. In the following verse, Muslims are instructed to appreciate the world's physical and spiritual riches:

Do you not see that God has subjected to your use all things in the heavens and on earth, and has made His bounties flow to you in exceeding measure, both seen and unseen?

Qur'an, sura 31:20

Chapter Connection

For a closer look at Islam, including the rise and spread of Islam and Muslim culture, see Chapter 10.



▲ Celebration

During the sacred month known as Ramadan, Muslims fast, or abstain from food and drink, from dawn to sunset. The family shown here is ending their fast. The most important night of Ramadan is called the Night of Power. This is believed to be the night the angel Gabriel first spoke to Muhammad.



▲ Worship Practices

Five times a day Muslims throughout the world face Mecca and pray to Allah. Pictured here are Muslims praying at a mosque in Turkey.

There are no priests or other clergy in Islam. However, a Muslim community leader known as the imam conducts the prayers in a mosque. Islam also has a scholar class called the ulama, which includes religious teachers.

Judaism



Judaism is the religion of the more than 14 million Jews throughout the world. Judaism was the first major religion to teach the existence of only one God. The basic laws and teachings of Judaism come from the Torah, the first five books of the Hebrew Bible.

Judaism teaches that a person serves God by studying the Torah and living by its teachings. Orthodox Jews closely observe the laws of the Torah. Conservative and Reform Jews interpret the Torah less strictly and literally. The Star of David (shown above), also called the Shield of David, is the universal symbol of Judaism. The emblem refers to King David, who ruled the kingdom of Israel from about 1000–962 B.C.



RESEARCH WEB LINKS Go online for more on Judaism.

Ritual ►

Major events in a Jew's life are marked by special rites and ceremonies. When Jewish children reach the age of 12 (girls) or 13 (boys), for example, they enter the adult religious community. The event is marked in the synagogue with a ceremony called a bar mitzvah for a boy and a bat mitzvah for a girl, shown here.



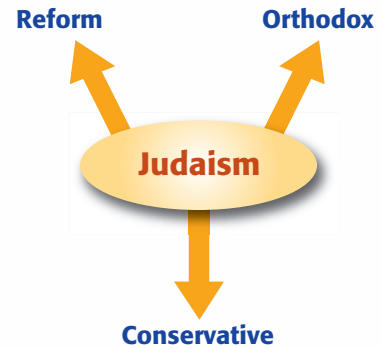
▲ Worship Practices

The synagogue is the Jewish house of worship and the center of Jewish community life. Services in the synagogue are usually conducted by a rabbi, the congregation's teacher and spiritual leader. Many Jews make the pilgrimage to the Western Wall, shown here. The sacred structure, built in the second century B.C., formed the western wall of the courtyard of the Second Temple of Jerusalem. The Romans destroyed the temple in A.D. 70.



Learn More About Judaism

Major Jewish Sects



Yarmulke



Out of respect for God, Jewish men are not supposed to leave their head uncovered. Therefore, many Orthodox and Conservative Jews wear a skullcap known as a yarmulke, or kippah.

The Torah

PRIMARY SOURCE

During a synagogue service, the Torah scroll is lifted, while the congregation declares: "This is the Law which Moses set before the children of Israel." The following verse from the Torah makes clear Moses's law regarding belief in one God:

Hear O Israel: the Lord our God, the Lord is One.

Deuteronomy 6:4



Chapter Connection

For a historical examination of Judaism, as well as the development of the Kingdom of Israel, see pages 77–80 of Chapter 3.

▼ Celebration

Jews celebrate a number of holidays that honor their history as well as God. Pictured here are Jews celebrating the holiday of Purim. Purim is a festival honoring the survival of the Jews who, in the fifth century B.C., were marked for death by their Persian rulers.

Jews celebrate Purim by sending food and gifts. They also dress in costumes and hold carnivals and dances.



Confucianism



With no clergy and with no gods to worship, Confucianism is not a religion in the traditional sense. Rather, it is an ethical system that provides direction for personal behavior and good government. However, this ancient philosophy guides the actions and beliefs of millions of Chinese and other peoples of the East. Thus, many view it as a religion.

Confucianism is a way of life based on the teachings of the Chinese scholar Confucius. It stresses social and civic responsibility. Over the centuries, however, Confucianism has greatly influenced people's spiritual beliefs as well. While East Asians declare themselves to follow any one of a number of religions, many also claim to be Confucian. The yin and yang symbol shown above represents opposite forces in the world working together. It symbolizes the social order and harmony that Confucianism stresses.

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RESEARCH WEB LINKS Go online for more on Confucianism.

▼ Celebration

While scholars remain uncertain of Confucius's date of birth, people throughout East Asia celebrate it on September 28. In Taiwan, it is an official holiday, known as Teachers' Day. The holiday also pays tribute to teachers. Confucius himself was a teacher, and he believed that education was an important part of a fulfilled life. Here, dancers take part in a ceremony honoring Confucius.



Leadership ►

Confucius was born at a time of crisis and violence in China. He hoped his ideas and teachings would restore the order of earlier times to his society. But although he was active in politics, he never had enough political power to put his ideas into practice. Nonetheless, his ideas would become the foundation of Chinese thought for more than 2,000 years.



▲ Ritual

A key aspect of Confucianism is filial piety, the respect children owe their parents. Traditionally, filial piety meant complete obedience to one's parents during their lifetime. It also required the performance of certain rituals after their death. In this 12th-century Chinese painting, a sage instructs a pupil on the virtue of filial piety.

Learn More About Confucianism

The Five Relationships

Confucius believed society should be organized around five basic relationships between the following:

- 1 ruler ↔ subject
- 2 father ↔ son
- 3 husband ↔ wife
- 4 older brother ↔ younger brother
- 5 friend ↔ friend

Confucius's Golden Rule

“Do not do unto others what you would not want others to do unto you.”

The *Analects*

PRIMARY SOURCE

The earliest and most authentic record of Confucius's ideas was collected by his students. Around 400 B.C., they compiled Confucius's thoughts in a book called the *Analects*. In the following selections from the *Analects*, Confucius (the Master) gives advice regarding virtue and pride:

The Master said: “Don't worry if people don't recognize your merits; worry that you may not recognize theirs.”

Analects 1.16







The Master said: “Do not be concerned that others do not recognize you; be concerned about what you are yet unable to do.”

Analects 14.30

Chapter Connection

For a closer look at the life and teachings of Confucius, see pages 104–105 of Chapter 4.

World Religions *and* Ethical Systems

	Buddhism	Christianity	Hinduism	Islam	Judaism	Confucianism
						
Followers Worldwide (estimated 2005 figures)	379 million	2.1 billion	860 million	1.3 billion	15.1 million	6.5 million
Name of Deity	no god	God	Brahman	Allah	God	no god
Founder	The Buddha	Jesus	No one founder	No founder, but spread by Muhammad	Abraham	Confucius
Holy Book	Many sacred texts, including the <i>Dhammapada</i>	Christian Bible	Many sacred texts, including the Upanishads	Qur'an	Hebrew Bible, including the Torah	the <i>Analects</i> , the Five Classics
Leadership	Buddhist monks and nuns	Priests, ministers, monks, and nuns	Brahmin priests, monks, and gurus	No clergy but a scholar class called the ulama, and the imams, who may lead prayers	Rabbis	No clergy
Basic Beliefs	<ul style="list-style-type: none"> • Persons achieve complete peace and happiness (nirvana) by eliminating their attachment to worldly things. • Nirvana is reached by following the Noble Eightfold Path: Right views; Right resolve; Right speech; Right conduct; Right livelihood; Right effort; Right mindfulness; Right concentration. 	<ul style="list-style-type: none"> • There is only one God, who watches over and cares for his people. • Jesus Christ is the son of God. He died to save humanity from sin. His death and resurrection made eternal life possible for others. 	<ul style="list-style-type: none"> • The soul never dies, but is continually reborn. • Persons achieve happiness and enlightenment after they free themselves from their earthly desires. • Freedom from earthly desires comes from a life-time of worship, knowledge, and virtuous acts. 	<ul style="list-style-type: none"> • Persons achieve salvation by following the Five Pillars of Islam and living a just life. These pillars are: faith; prayer; almsgiving, or charity to the poor; fasting, which Muslims perform during Ramadan; pilgrimage to Mecca. 	<ul style="list-style-type: none"> • There is only one God, who watches over and cares for all people. • God loves and protects his people, but also holds people accountable for their sins and shortcomings. • Persons serve God by studying the Torah and living by its teachings. 	<ul style="list-style-type: none"> • Social order, harmony, and good government should be based on strong family relationships. • Respect for parents and elders is important to a well-ordered society. • Education is important both to the welfare of the individual and to society.

Assessment

MAIN IDEAS

Buddhism (pages 284–285)

1. According to the Buddha, how does one achieve happiness and fulfillment?
2. Why do Buddhists take special care to avoid killing any living being?

Christianity (pages 286–287)

3. Why is Jesus Christ central to the Christian religion?
4. What do Christians hope to achieve by following the teachings of Jesus Christ?

Hinduism (pages 288–289)

5. What is the importance of the Ganges River in Hinduism?
6. Who are the three main gods of Hinduism?

Islam (pages 290–291)

7. What is the most important night of Ramadan? Why?
8. What are the Five Pillars of Islam?

Judaism (pages 292–293)

9. Why do Jews consider the Western Wall to be sacred?
10. What is the role of the rabbi in the Jewish tradition?

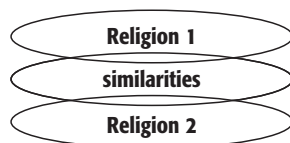
Confucianism (pages 294–295)

11. Around what five relationships did Confucius believe society should be organized?
12. According to tradition, what does filial piety require of children?

CRITICAL THINKING

1. COMPARING AND CONTRASTING

Using information from the text and chart at left, choose two religions and identify their similarities and differences in a Venn diagram.



2. SYNTHESIZING

What basic principles do all of the religions have in common?

3. DRAWING CONCLUSIONS

What role does religion play in people's everyday lives?

4. MAKING INFERENCES

Why do you think ritual and celebrations are an important part of all religions?

5. FORMING OPINIONS

What do you think people hope to gain from their religion?

STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

PRIMARY SOURCE

Human beings are spiritual animals. Indeed, there is a case for arguing that *Homo sapiens* is also *Homo religiosus*. Men and women started to worship gods as soon as they became recognizably human; they created religions at the same time they created works of art. . . . These early faiths expressed the wonder and mystery that seem always to have been an essential component of the human experience of this beautiful yet terrifying world. Like art, religion has been an attempt to find meaning and value in life, despite the suffering that flesh is heir to.

KAREN ARMSTRONG, *A History of God*

1. With which of the following opinions would Armstrong probably agree?
 - A. People are naturally religious.
 - B. People have no need of religion.
 - C. People only believe in what they can see.
 - D. People created religion out of fear.
2. According to Armstrong, what is the main similarity between art and religion?
 - A. They both express the suffering human beings must endure.
 - B. They first appeared at around the same time.
 - C. They both place value on beauty.
 - D. They are both used to find life's meaning.



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For additional test practice, go online for:

- Diagnostic tests
- Tutorials
- Strategies

Interact *with* History

Imagine that you could meet one of the founders listed in the chart on page 296. What questions would you ask about his life and beliefs? What views of your own would you share? Take turns role-playing your conversation with a partner.

FOCUS ON WRITING

Research to learn more about one of the celebrations you read about in this section. Then write a three-paragraph **essay** about its origins. Discuss the celebration's history, symbolism, and meaning.

Byzantines, Russians, and Turks Interact, 500–1500

Essential Question

What characterized the rise and interaction of Byzantine, Russian, and Turkish civilizations in Eastern Europe and Central Asia?



What You Will Learn

In this chapter you will follow the individual achievements and shared histories of three great empires that existed on the margin between Europe and Asia.

SECTION 1 The Byzantine Empire

Main Idea After Rome split, the Eastern Empire, known as Byzantium, flourished for a thousand years.

SECTION 2 The Russian Empire

Main Idea Russia grew out of a blending of Slavic and Byzantine cultures and adopted Eastern Orthodox traditions.

SECTION 3 Turkish Empires Rise in Anatolia

Main Idea Turkish people converted to Islam and founded new empires that would renew Muslim civilization.

Previewing Themes

RELIGIOUS AND ETHICAL SYSTEMS Two world religions, Islam and Christianity, met head-to-head as Arabs and Turks battled Byzantines and then Crusaders. At the same time, disputes over doctrine split Christianity into competing branches.

Geography *What land did the Seljuk Turks occupy?*

CULTURAL INTERACTION Byzantine influence inspired the growth of a unique Russian culture. The Turks meanwhile adopted Islam and sponsored a rebirth of Persian ways to create a dynamic cultural blend.

Geography *Why might the Dnieper River have been important to Kievan Russia?*

EMPIRE BUILDING The Byzantines, Slavs, Arabs, Turks, and Mongols waged bloody wars to expand their territories. However, each empire also brought together people of diverse traditions.

Geography *How does the map indicate that there was probably conflict between the Byzantine and Seljuk empires?*

CENTRAL
ASIA

WORLD

500

700

900

527

Justinian becomes ruler of Byzantine Empire. ▶



850s

Byzantine culture spreads to Russia.

690

Empress Wu Zhao assumes throne in China.

771

Charlemagne becomes ruler of Frankish Kingdom in Europe.



Three Empires: Byzantine, Russian, Seljuk, c. 1100



H
HISTORY



Byzantium's Call
for Help

hmhsocialstudies.com VIDEO



1240

◀ Mongols destroy Kiev.
(Mongolian archer
on horseback)



1453

◀ Constantinople falls
to Ottoman Turks.

1100

1300

1500



1095

◀ Pope Urban II (shown
addressing the bishops of France)
launches the first Crusade.

1347

Bubonic plague
devastates
Europe.

1502

Montezuma II takes charge
of the Aztec Empire in
modern-day Mexico.

How will you expand your empire?

You are the new ruler of the Byzantine Empire. Through expansion, you hope to make the empire even greater. Military conquest is an option, as shown here in a painting of a Turkish invasion of India. Your diplomats might persuade other groups to join you. You also know that rulers of several countries outside your empire would like to see their sons or daughters marry into your family. Now you must consider the best way to enlarge your empire.



EXAMINING *the* ISSUES

- **What are the benefits and drawbacks of a military conquest?**
- **Why might you choose diplomacy, or intermarriage with an outside ruling family?**

As a class, discuss the various ways to expand an empire. What option or options will you choose? Explain your decision. As you read the chapter, think about how empires expand.

The Byzantine Empire

MAIN IDEA

RELIGIOUS AND ETHICAL SYSTEMS After Rome split, the Eastern Empire, known as Byzantium, flourished for a thousand years.

WHY IT MATTERS NOW

Byzantine culture deeply influenced Orthodox Christianity, a major branch of modern Christianity.

TERMS & NAMES

- Justinian
- Justinian Code
- Hagia Sophia
- patriarch
- icon
- excommunication
- Cyrillic alphabet

SETTING THE STAGE As you learned in Chapter 6, the Western Roman Empire crumbled in the fifth century as it was overrun by invading Germanic tribes. By this time, however, the once great empire had already undergone significant changes. It had been divided into western and eastern empires, and its capital had moved east from Rome to the Greek city of Byzantium. The city would become known as Constantinople after the emperor Constantine, who made it the new capital in A.D.-330. (Byzantium would remain as the name of the entire Eastern Empire.) For nearly a thousand years after the collapse of the Western Empire, Byzantium and its flourishing capital would carry on the glory of Rome.

A New Rome in a New Setting

Roman leaders had divided the empire in 395, largely due to difficulties in communications between the eastern and the troubled western parts of the empire. Still, rulers in the East continued to see themselves as emperors for all of Rome.

In 527, a high-ranking Byzantine nobleman named **Justinian** succeeded his uncle to the throne of the Eastern Empire. In an effort to regain Rome's fading glory, Justinian in 533 sent his best general, Belisarius (behl•uh•SAIR•ee•uhs), to recover North Africa from the invading Germanic tribes. Belisarius and his forces quickly succeeded.

Two years later, Belisarius attacked Rome and seized it from a group known as the Ostrogoths. But the city faced repeated attacks by other Germanic tribes.

Over the next 16 years, Rome changed hands six times. After numerous campaigns, Justinian's armies won nearly all of Italy and parts of Spain. Justinian now ruled almost all the territory that Rome had ever ruled. He could honestly call himself a new Caesar.

Like the last of the old Caesars, the Byzantine emperors ruled with absolute power. They headed not just the state but the church as well. They appointed and dismissed bishops at will. Their politics were brutal—and often deadly. Emperors lived under constant risk of assassination. Of the 88 Byzantine emperors, 29 died violently, and 13 abandoned the throne to live in monasteries.

▼ A glittering cross from the 11th century, Byzantine Empire



Use the graphic organizer online to take notes on Justinian's accomplishments as emperor of the New Rome.

Life in the New Rome

A separate government and difficult communications with the West gave the Byzantine Empire its own character, different from that of the Western Empire. The citizens thought of themselves as sharing in the Roman tradition, but few spoke Latin anymore. Most Byzantines spoke Greek.

Having unified the two empires, Justinian set up a panel of legal experts to regulate Byzantium's increasingly complex society. The panel combed through 400 years of Roman law. It found a number of laws that were outdated and contradictory. The panel created a single, uniform code known as the **Justinian Code**. After its completion, the code consisted of four works.

1. The *Code* contained nearly 5,000 Roman laws that were still considered useful for the Byzantine Empire.
2. The *Digest* quoted and summarized the opinions of Rome's greatest legal thinkers about the laws. This massive work ran to a total of 50 volumes.
3. The *Institutes* was a textbook that told law students how to use the laws.
4. The *Novellae* (New Laws) presented legislation passed after 534.

The Justinian Code decided legal questions that regulated whole areas of Byzantine life. Marriage, slavery, property, inheritance, women's rights, and criminal justice were just some of those areas. Although Justinian himself died in 565, his code served the Byzantine Empire for 900 years.

Creating the Imperial Capital While his scholars were creating the legal code, Justinian launched the most ambitious public building program ever seen in the Roman world. He rebuilt the crumbling fortifications of Constantinople, as workers constructed a 14-mile stone wall along the city's coastline and repaired the massive fortifications along its western land border.

Vocabulary

A *code* is a general system of laws, and it stems from the Latin word *codex*, meaning "book."

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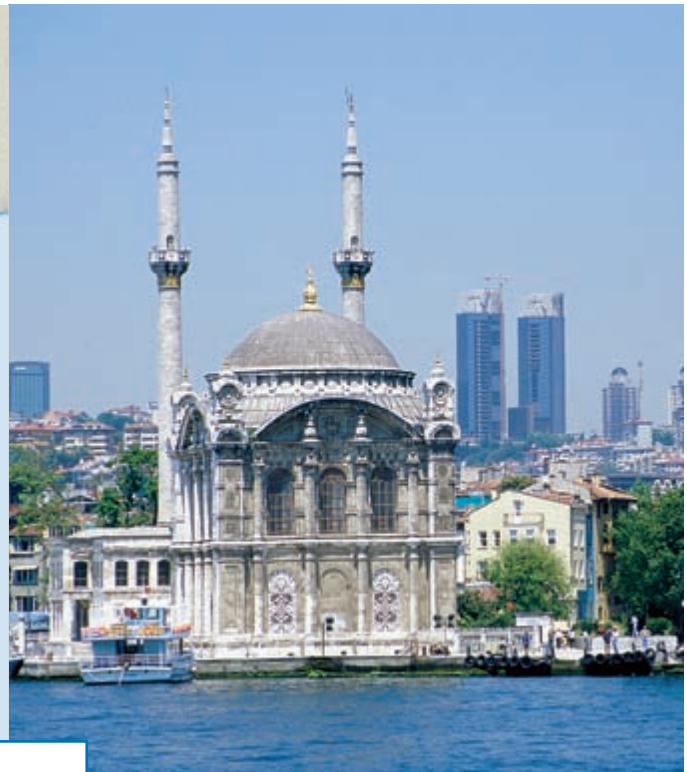
INTERACTIVE HISTORY

Explore Constantinople—a city at a crossroads.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

Human-Environment Interaction What aspects of Constantinople might slow an invasion from the west?



▲ The Ortakoy Mosque towers above modern-day Constantinople, now called Istanbul.

MAIN IDEA

Analyzing Motives

A Why do you think governments so often build magnificent buildings like Hagia Sophia?

Church building, however, was the emperor's greatest passion. Justinian viewed churches as the most visible sign of the close connection between church and state in his empire. The crowning glory of his reign was **Hagia Sophia** (HAY•ee•uh-soh•FEE•uh), which means "Holy Wisdom" in Greek. A church of the same name had been destroyed in riots that swept Constantinople in 532. When Justinian rebuilt Hagia Sophia, many visitors hailed it as the most splendid church in the Christian world. **A**

As part of his building program, Justinian enlarged his palace into a vast complex. He also built baths, aqueducts, law courts, schools, and hospitals. By the time the emperor was finished, the city teemed with an almost visible excitement.

Beneath such excitement, a less obvious but vitally important activity took place: the preservation of Greco-Roman culture. Byzantine families valued education—specifically classical learning. Basic courses for Byzantine students focused on Greek and Latin grammar, and philosophy. The classics of Greek and Roman literature served as textbooks. Students memorized Homer. They learned geometry from Euclid, history from Herodotus, and medicine from Galen. The modern world owes Byzantine scholars a huge debt for preserving many of the great works of Greece and Rome.

Constantinople's Hectic Pace The main street running through Constantinople was the Mese (MEHS•ee), or "Middle Way." Merchant stalls lined the main street and filled the side streets. Products from the most distant corners of Asia, Africa, and Europe passed through these stalls. Everywhere, food stands filled the air with the smell of their delicacies, while acrobats and street musicians performed.

Meanwhile, citizens could enjoy free entertainment at the Hippodrome, which offered wild chariot races and performance acts. The Hippodrome (from Greek words meaning "horse" and "racecourse") held 60,000 spectators. Fans of the different teams formed rowdy gangs named for the colors worn by their heroes.

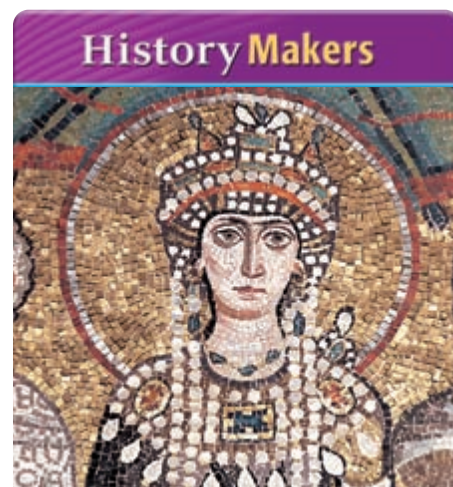
In 532, two such fan groups sparked citywide riots called the Nika Rebellion (because the mob cried "Nika!" or "Victory!"). Both sides were angry with the government. They felt that city officials had been too severe in putting down a previous riot of Hippodrome fans. They packed the Hippodrome and demanded the overthrow of Justinian. Belisarius, however, broke in with his troops and slaughtered about 30,000 rebels.

Justinian had considered fleeing during the Nika Rebellion, but his wife, Theodora, urged him to stay. As her husband's steely adviser, Theodora had immense power. She rallied Justinian to remain in the capital with a fiery speech:

PRIMARY SOURCE

My opinion is that now is a poor time for flight, even though it bring safety. For any man who has seen the light of day will also die, but one who has been an emperor cannot endure to be a fugitive. If now you wish to go, Emperor, nothing prevents you. There is the sea, there are the steps to the boats. But take care that after you are safe, you do not find that you would gladly exchange that safety for death.


THEODORA, quoted by Procopius in *History of the Wars*



Empress Theodora 500–548

The most powerful woman in Byzantine history rose from deep poverty. Early in life, Theodora was an actress. Eventually, she met Justinian, and in 525, they married.

As empress, Theodora met with foreign envoys, wrote to foreign leaders, passed laws, and built churches. During one political crisis, Theodora even confiscated the property of the general Belisarius. After she died in 548, Justinian was so depressed that he passed no major laws for the rest of his reign.

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RESEARCH WEB LINKS Go online for more on Empress Theodora.

The Empire Falls

After Justinian's death in 565, the empire suffered countless setbacks. There were street riots, religious quarrels, palace intrigues, and foreign dangers. Each time the empire moved to the edge of collapse, it found some way to revive—only to face another crisis.

The Plague of Justinian The first crisis actually began before Justinian's death. It was a disease that resembled what we now know as the bubonic plague. This horrifying illness hit Constantinople in the later years of Justinian's reign. The plague probably arrived from India on ships infested with rats. Historians estimate that in 542, the worst year of the plague, 10,000 people were dying every day. The illness broke out repeatedly until around 700, when it finally faded. By that time, it had destroyed a huge percentage of the Byzantine population. **B**

Attacks from East and West From the very start of its rise to power, Byzantium faced constant challenges from foreign enemies. Lombards overran Justinian's conquests in the west. Avars, Slavs, and Bulgars made frequent raids on the northern borders. The powerful Sassanid Persians attacked relentlessly in the east. The Persians and Avars struck against Constantinople itself in 626. With the rise of Islam, Arab armies attacked the city in 674 and once again in 717. Russians attempted invasions of the city three times between 860 and 1043. In the 11th century, the Turks took over the Muslim world and fought their way slowly into Byzantine territory.

The Byzantines used bribes, diplomacy, political marriages, and military power to keep their enemies at bay. In the seventh century, Emperor Heraclius reorganized the empire along military lines. Provinces became themes, or military districts. Each theme was run by a general who reported directly to the emperor. These strategies, however, could not work forever. Slowly, the Byzantine Empire shrank under the impact of foreign attacks. By 1350, it was reduced to the tip of Anatolia and a strip of the Balkans. Yet thanks to its walls, its fleet, and its strategic location, Constantinople held out for another 100 years. Finally, the city fell to the Ottoman Turks in 1453.

The Church Divides

During the Byzantine Empire, Christianity underwent a dramatic development. Christianity had begun to develop differently in the Western and Eastern Roman Empires, due largely to the distance and lack of contact between the two regions. As the Eastern Empire became Byzantium and flourished, those differences grew and ultimately split apart the Church.

A Religious Split Eastern Christianity built its heritage on the works of early Church fathers. One was Saint Basil, who, around 357, wrote rules for the life of monks. Here, Saint Basil describes how monks and Christians should behave:

▼ Saint Basil



PRIMARY SOURCE **C**

The Christian should not be ostentatious [showy] in clothing or sandals, for all this is idle boasting. He should wear cheap clothes according to the need of the body. He should consume nothing beyond what is necessary or which tends to extravagance, for all this is abuse. He should not strive for honour nor always seek the first place. Each one should hold all men above himself. He should not be disobedient. . . . He should not be desirous of money, nor treasure up unnecessary things to no avail. He who approaches God ought to embrace poverty in all things, and be pierced with the fear of God.

SAINT BASIL, quoted in *The Letters*

MAIN IDEA

Making Inferences

B How might the plague have helped make Byzantium more vulnerable to foreign attack?

MAIN IDEA

Analyzing Primary Sources

C How might Saint Basil view a lavish and extravagant lifestyle?

Roman Catholicism and Eastern Orthodoxy

Originally, Christianity had one church. Because of political conflicts and differences in belief, the western and eastern parts of the Christian Church split apart in 1054. The western church became the Roman Catholic Church, and the eastern church became the Eastern Orthodox Church.

Both churches believe in the gospel of Jesus and in the Bible as interpreted by their church. They also believe that God uses sacraments to convey his love to humans. Sacraments are visible signs of something sacred; for instance, the water used in baptism is a sign of God's power to cleanse people of sin. The Venn diagram below shows other similarities and differences.

The 11th Century: Comparing Two Churches

Roman Catholic

Services are conducted in Latin.
The pope has authority over all other bishops.
The pope claims authority over all kings and emperors.
Priests may not marry.
Divorce is not permitted.

Similarities

They base their faith on the gospel of Jesus and the Bible.
They use sacraments such as baptism.
Their religious leaders are priests and bishops.
They seek to convert people.

Eastern Orthodox

Services are conducted in Greek or local languages.
The patriarch and other bishops head the Church as a group.
The emperor claims authority over the patriarch and other bishops of the empire.
Priests may be married.
Divorce is allowed under certain conditions.

Leaders of the Two Churches



Pope Benedict XVI (right) is the supreme head of the Roman Catholic Church. Ecumenical Patriarch Bartholomew (left) holds a slightly different position in the Orthodox Church. Eastern Orthodox churches pay him their highest honors because he heads the ancient Church of Constantinople, but they do not consider him their supreme authority.

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RESEARCH WEB LINKS Go online for more on Roman Catholicism and Eastern Orthodoxy.

> DATA FILE

ROMAN CATHOLIC AND EASTERN ORTHODOX DATA

- U.S. state with highest percentage of Roman Catholics: Rhode Island, 51 percent.
2001 American Religious Identification Survey by Graduate Center of City University of New York
- U.S. states with highest percentage of Eastern Orthodox: New Hampshire and New Jersey, 0.90 percent each.
1990 National Survey of Religious Identification
- Vatican City is an independent state located in Rome, Italy. The Roman Catholic Church claims more than a billion members worldwide.
Concise Columbia Encyclopedia, third edition; www.adherents.com
- The largest of the Eastern Orthodox churches is the Russian Orthodox Church. It claims 90 million members worldwide.
www.adherents.com
- In 2003, the world region with the largest population of Roman Catholics: Latin America, 473,000,000
Encyclopaedia Britannica Book of the Year 2004
- In 2003, the world region with the largest population of Eastern Orthodox members: Europe, 158,450,000
Encyclopaedia Britannica Book of the Year 2004

Connect to Today

- Forming and Supporting Opinions** What do you think was the most important issue dividing the two churches? Explain your answer.
 See Skillbuilder Handbook, page R20.
- Making Predictions** Do you think the schism between the Roman Catholic Church and the Eastern Orthodox Church will ever be healed and the two churches reunited? Why or why not?

Another significant figure was Saint John Chrysostom (KRIHS•uhs•tuhm). As bishop of Constantinople from 398 to 404, Chrysostom was the **patriarch** (PAY•tree•AHRK), or leading bishop of the East. But even the patriarch bowed to the emperor.

A controversy that tested the emperor's authority over religious matters broke out in the eighth century. In 730, Emperor Leo III banned the use of **icons**, religious images used by Eastern Christians to aid their devotions. The emperor viewed the use of icons as idol worship. People responded with riots, and the clergy rebelled.

In the West, the pope became involved in this eastern dispute and supported the use of icons. One pope even ordered the **excommunication** of a Byzantine emperor—that is, he declared the emperor to be an outcast from the Church. In 843, more than 100 years after the controversy began, Empress Theodora restored icons to Eastern churches.

Differences between the Eastern and Western churches, continued to grow. In 1054, matters came to a head when the pope and the patriarch excommunicated each other in a dispute over religious doctrine. Shortly afterward, Christianity officially split between the Roman Catholic Church in the West and the Orthodox Church in the East.

Byzantine Missionaries Convert the Slavs As West and East grew apart, the two traditions of Christianity competed for converts. Missionaries from the Orthodox Church, for example, took their form of Christianity to the Slavs, groups that inhabited the forests north of the Black Sea. Two of the most successful Eastern missionaries, Saint Methodius and Saint Cyril (SEER•uhl), worked among the Slavs in the ninth century. Cyril and Methodius invented an alphabet for the Slavic languages. With an alphabet, Slavs would be able to read the Bible in their own tongues. Many Slavic languages, including Russian, are now written in what is called the **Cyrillic** (suh•RIHL•ihk) **alphabet**.

As these missionaries carried out their work, the Slavs themselves were creating a culture that would form one of history's most influential countries: Russia.



▲ (top) An 11th-century silver chalice displays the Cyrillic alphabet. (bottom) A closeup of the alphabet reveals its likeness to English.

SECTION

1

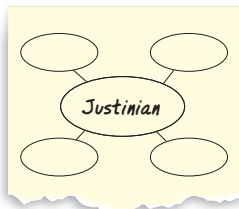
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Justinian
- Justinian Code
- Hagia Sophia
- patriarch
- icon
- excommunication
- Cyrillic alphabet

USING YOUR NOTES

2. In your opinion, was Justinian a great leader? Why or why not?



MAIN IDEAS

3. How did the Byzantines help to preserve Greco-Roman culture?
4. What various methods did the Byzantines use to hold off their enemies?
5. Why did Eastern Christians rebel against Emperor Leo III in 730?

CRITICAL THINKING & WRITING

6. **FORMING AND SUPPORTING OPINIONS** Do you agree or disagree with the characterization of Justinian as a new Caesar? Why?
7. **ANALYZING MOTIVES** Why do you think Justinian decided the time had come to reform Roman law?
8. **DRAWING CONCLUSIONS** Why do you think the Justinian Code lasted so long?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS**
Imagine you are a Byzantine missionary attempting to convert a group of Slavs. Write a **speech** that you would give to the group in order to sway them.

CONNECT TO TODAY CREATING A LIST

Locate the Cyrillic alphabet and make a **list** of what, if any, letters resemble their English counterparts. Discuss with the class why this might be.

The Russian Empire

MAIN IDEA

EMPIRE BUILDING Russia grew out of a blending of Slavic and Byzantine cultures and adopted Eastern Orthodox traditions.

WHY IT MATTERS NOW

Early Russia was separated from the West, leading to a difference in culture that still exists today.

TERMS & NAMES

- Slavs
- Vladimir
- Yaroslav the Wise
- Alexander Nevsky
- Ivan III
- czar

SETTING THE STAGE In addition to sending its missionaries to the land of the **Slavs** during the ninth century, Byzantium actively traded with its neighbors to the north. Because of this increased interaction, the Slavs began absorbing many Greek Byzantine ways. It was this blending of Slavic and Greek traditions that eventually produced Russian culture.

Russia's Birth

Russia's first unified territory originated west of the Ural Mountains in the region that runs from the Black Sea to the Baltic Sea. Hilly grasslands are found in the extreme south of that area. The north, however, is densely forested, flat, and swampy. Slow-moving, interconnecting rivers allow boat travel across these plains in almost any direction. Three great rivers, the Dnieper (NEE•puhr), the Don, and the Volga, run from the heart of the forests to the Black Sea or the Caspian Sea. (See the map on page 308.)

In the early days of the Byzantine Empire, these forests were inhabited by tribes of Slavic farmers and traders. They spoke similar languages but had no political unity. Sometime in the 800s, small bands of adventurers came down among them from the north. These Varangians, or Rus as they were also called, were most likely Vikings. (The name "Russia" is taken from this group.) Eventually, these Vikings built forts along the rivers and settled among the Slavs.

Slavs and Vikings Russian legends say the Slavs invited the Viking chief Rurik to be their king. So in 862, he founded Novgorod (NAHV•guh•rahd), Russia's first important city. That account is given in *The Primary Chronicle*, a history of Russia written by monks in the early 1100s. Around 880, a nobleman from Novgorod named Oleg moved south to Kiev (KEE•ehf), a city on the Dnieper River. From Kiev, the Vikings could sail by river and sea to Constantinople. There they could trade for products from distant lands.

Kiev grew into a principality, a small state ruled by a prince. As it did, the Viking nobles intermarried with their Slavic subjects and adopted many aspects of Slavic culture. Gradually, the line between Slavs and Vikings vanished.

Kiev Becomes Orthodox In 957, a member of the Kievan nobility, Princess Olga, paid a visit to Constantinople and publicly converted to Christianity. From 945 to 964, she governed Kiev until her son was old enough to rule. Her son



Use the graphic organizer online to take notes on how Mongol rule affected different parts of Russian society.

The Viking Invasions of Eastern Europe, 820-941



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Human-Environment Interaction** Which geographical feature of Russia did Vikings use to further their invasions?
- Human-Environment Interaction** Besides east, what was the other basic direction taken by Vikings in their Eastern European invasions? Why do you think they chose to invade in that direction?

resisted Christianity. However, soon after Olga's grandson **Vladimir** (VLAD•uh•meer) came to the throne about 980, he considered conversion to Christianity. *The Primary Chronicle* reports that Vladimir sent out teams to observe the major religions of the times. Three of the teams returned with lukewarm accounts of Islam, Judaism, and Western Christianity. But the team from Byzantium told quite a different story:

PRIMARY SOURCE

The Greeks led us to the [buildings] where they worship their God, and we knew not whether we were in heaven or on earth. For on earth there is no such splendor or such beauty, and we are at a loss how to describe it. We only know that God dwells there among men, and . . . we cannot forget that beauty.

from *The Primary Chronicle*

This report convinced Vladimir to convert to Byzantine Christianity and to make all his subjects convert, too. In 989, a baptism of all the citizens of Kiev was held in the Dnieper River. Kiev, already linked to Byzantium by trade, now looked to the empire for religious guidance. Vladimir imported teachers to instruct the people in the new faith. All the beliefs and traditions of Orthodox Christianity flourished in Kiev. Vladimir appreciated the Byzantine idea of the

MAIN IDEA

Analyzing Motives

A Why might Vladimir think it important that all his subjects become Christian?

emperor as supreme ruler of the Church. So the close link between Church and state took root in Russia as well. **A**

Kiev's Power and Decline

Thanks to its Byzantine ties, Kiev grew from a cluster of crude wooden forts to the glittering capital of a prosperous and educated people. The rise of Kiev marked the appearance of Russia's first important unified territory.

Kievan Russia Vladimir led the way in establishing Kiev's power. He expanded his state west into Poland and north almost to the Baltic Sea. He also fought off troublesome nomads from the steppes to the south.

In 1019, Vladimir's son **Yaroslav the Wise** came to the throne and led Kiev to even greater glory. Like the rulers of Byzantium, Yaroslav skillfully married off his daughters and sisters to the kings and princes of Western Europe. Those marriages helped him to forge important trading alliances. At the same time, he created a legal code tailored to Kiev's commercial culture. Many of its rules dealt with crimes against property. Yaroslav also built the first library in Kiev. Under his rule, Christianity prospered. By the 12th century, Kiev was home to some 400 churches.

Kiev's Decline The decline of the Kievan state started with the death of Yaroslav in 1054. During his reign, Yaroslav had made what turned out to be a crucial error. He had divided his realm among his sons, instead of following the custom of passing on the throne to the eldest son. Upon their father's death, the sons tore the state apart fighting for the choicest territories. And because this system of dividing the kingdom among sons continued, each generation saw new struggles. The Crusades—the numerous clashes between Christians and Muslims for control of the Holy Lands of the Middle East that began in 1095—added to Kiev's troubles by disrupting trade. Then, just when it seemed that things could not get worse, a new threat emerged.

The Mongol Invasions

Vocabulary

Khan is the Mongol word for "ruler."

In the middle 1200s, a ferocious group of horsemen from central Asia slashed their way into Russia. These nomads were the Mongols. (See Chapter 12.) They had exploded onto the world scene at the beginning of the 1200s under Genghis Khan (JEHNG•gihs KAHN), one of the most feared warriors of all time.

The Mongols may have been forced to move out by economic or military pressures. They may have been lured by the wealth of cities to the west. Whatever their reasons for leaving, they rode their swift horses across the steppes of Asia and on into Europe. Their savage killing and burning won them a reputation for ruthless brutality. When Genghis Khan died in 1227, his successors continued the conquering that he had begun. At its fullest extent, the Mongol Empire stretched from the Yellow Sea to the Baltic Sea and from the Himalayas to northern Russia.

In 1240, the Mongols attacked and demolished Kiev. They rode under the leadership of Batu Khan, Genghis's grandson. So many inhabitants were slaughtered, a Russian historian reported, that "no eye remained to weep." A Roman Catholic bishop traveling through Kiev five years later wrote, "When we passed through that land, we found lying in the field countless heads and bones of dead people." After the fall of Kiev, Mongols ruled all of southern Russia for 200 years. The empire's official name was the "Khanate of the Golden Horde": *Khanate*, from the Mongol word for "kingdom"; *Golden*, because gold was the royal color of the Mongols; and *Horde*, from the Mongol word for "camp."

Mongol Rule in Russia Under Mongol rule, the Russians could follow all their usual customs, as long as they made no attempts to rebel. As fierce as they were, the Mongols tolerated all the religions in their realms. The Church, in fact, often acted as a mediator between the Russian people and their Mongol rulers.



VIDEO

Genghis Khan

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GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** About how many miles did the Khanate of the Golden Horde stretch from east to west?
- Region** What role might geography have played in the Delhi Sultanate's escape from Mongol rule?

> Analyzing Primary Sources

Resisting Mongol Rule

Although Russians by and large obeyed their Mongol rulers, pockets of resistance existed, shown by this 1259 diary entry of a resident of Novgorod.

PRIMARY SOURCE

The same winter the accursed raw-eating Tartars [Mongols], Berkai and Kasachik, came with their wives, and many others, and there was great tumult in Novgorod, and they did much evil in the province, taking contribution for the accursed Tartars. And the accursed ones began to fear death; they said to [Prince] Alexander: 'Give us guards, lest they kill us.' And the Knayz ordered the son of Posadnik and all the sons of the Boyars to protect them by night. The Tartars said: 'Give us your numbers for tribute or we will run away and return in greater strength.' And the common people would not give their numbers for tribute but said: 'Let us die honourably for St. Sophia and for the angelic houses.'

Resident of Novgorod, from *Medieval Russia*

Rebelling Against the Mongols

Resistance against Mongol rule occasionally broke out into open rebellion, as this account from an anti-Mongol uprising in Tver in 1327 indicates.

PRIMARY SOURCE

The lawless Shevkal, the destroyer of Christianity, . . . came to Tver, drove the Grand Prince from his court and entrenched himself there with great haughtiness and violence. . . . The entire city assembled and the uprising was in the making. The Tverians cried out and began to kill the Tartars wherever they found them until they killed Shevkal and the rest [of his men]. They missed killing the messengers who were with the horses that grazed in the meadow [outside the city]. They [the messengers] saddled their best horses and swiftly galloped to Moscow and from there to the [Golden] Horde, where they brought the news of the death of Shevkal.

Tver Eyewitness Account, from *Medieval Russia*

DOCUMENT-BASED QUESTIONS

1. **Comparing** In what way did the reasons for the uprisings in Novgorod and Tver differ?
2. **Making Predictions** Based on what you have read about the Mongols, what do you think their response was to the above events of resistance and rebellion?

The Mongols demanded just two things from Russians: absolute obedience and massive amounts of tribute, or payments. By and large, the Russian nobles agreed. Novgorod's prince and military hero **Alexander Nevsky**, for example, advised his fellow princes to cooperate with the Mongols. The Russian nobles often crushed revolts against the Mongols and collected oppressive taxes for the foreign rulers.

Mongol rule isolated the Russians more than ever from their neighbors in Western Europe. This meant that among other things, the Russians had little access to many new ideas and inventions. During this period, however, forces were at work that eventually would lead to the rise of a new center of power in the country, and to Russia's liberation.

Russia Breaks Free

The city of Moscow was first founded in the 1100s. By 1156, it was a crude village protected by a log wall. Nonetheless, it was located near three major rivers: the Volga, Dnieper, and Don. From that strategic position, a prince of Moscow who could gain control of the three rivers could control nearly all of European Russia—and perhaps successfully challenge the Mongols. **B**

Moscow's Powerful Princes A line of Russian princes eventually emerged on the scene who would do just that. During the late 1320s, Moscow's Prince Ivan I had earned the gratitude of the Mongols by helping to crush a Russian revolt against Mongol rule. For his services, the Mongols appointed Ivan I as tax collector of all the Slavic lands they had conquered. They also gave him the title of "Grand Prince." Ivan had now become without any doubt the most powerful of all Russian princes. He also became the wealthiest and was known as "Ivan Moneybag."

MAIN IDEA

Analyzing Issues

B What about Moscow's location was significant?

Ivan convinced the Patriarch of Kiev, the leading bishop of Eastern Europe, to move to Moscow. The move improved the city's prestige and gave Moscow's princes a powerful ally: the Church. Ivan I and his successors used numerous strategies to enlarge their territory: land purchases, wars, trickery, and shrewd marriages. From generation to generation, they schemed to gain greater control over the small states around Moscow.

An Empire Emerges The Russian state would become a genuine empire during the long, 43-year reign of **Ivan III**. Upon becoming the prince of Moscow, Ivan openly challenged Mongol rule. He took the name **czar** (zahr), the Russian version of Caesar, and publicly claimed his intent to make Russia the "Third Rome." (The title "czar" became official only during the reign of Ivan IV.)

In 1480, Ivan made a final break with the Mongols. After he refused to pay his rulers further tribute, Russian and Mongol armies faced each other at the Ugra River, about 150 miles southwest of Moscow. However, neither side advanced to fight. So, after a time, both armies turned around and marched home. Russians have traditionally marked this bloodless standoff as their liberation from Mongol rule. After this liberation, the czars could openly pursue an empire.

Such a defeat for the Mongols would have seemed impossible nearly two centuries earlier, as they pushed west from present-day China and crushed nearly everything in their path. One of the peoples whom they conquered back then was a new group that had risen to power in Central Asia—the Turks.

History Makers



Ivan III
1440–1505

Those around him often viewed Ivan as cold, calculating, and ruthless. This may have been due in part to a difficult upbringing. Ivan came of age during a time of great civil strife in Russia. His father, Grand Prince Vasili II, was at one point imprisoned and blinded by opposition forces.

Ivan's cautious and calculating style drew criticism from Russians eager for more bold and swift action against the Mongols. Even a close aide questioned his tactics. "Would you surrender Russia to fire and sword?" he asked the prince. After Russian forces won the standoff at the Ugra River, however, such criticism turned to praise.

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Slavs
- Vladimir
- Yaroslav the Wise
- Alexander Nevsky
- Ivan III
- czar

USING YOUR NOTES

2. Which group fared the worst under Mongol rule?

Nobles	Church
People	Moscow Princes

MAIN IDEAS

3. How did Yaroslav's decision to divide his realm among his sons help cause Kiev's decline?
4. What main demands did the Mongols make on their Russian subjects?
5. How did Ivan III lead the Russians to their independence from the Mongols?

CRITICAL THINKING & WRITING

6. **RECOGNIZING EFFECTS** How did Vladimir's conversion to Christianity affect Kiev?
7. **FORMING AND SUPPORTING OPINIONS** Do you approve of Nevsky's cooperation with the Mongols? Was his policy practical or cowardly? Explain.
8. **ANALYZING ISSUES** How was Ivan I both friend and foe to the Mongol rulers?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Imagine you are a reporter for a major Russian newspaper. Write a **headline** and lead **paragraph** about Ivan III's standoff with Mongol forces at the Ugra River and its aftermath.

MULTIMEDIA ACTIVITY CREATING A PHOTO GALLERY




Use the Internet to create a **photo gallery** of modern-day Moscow. Possible subjects include the city's architecture, street scenes, and people.

INTERNET KEYWORD
Moscow photos

Russian Religious Art and Architecture

Russian religious art follows an ancient tradition dating back to the early Church. At first, Christians feared that artwork showing people might lead to idol worship. Gradually, however, the Church came to accept the use of icons, or depictions of holy people. In the West, other types of art eventually replaced the icon, but the Eastern Orthodox Church still uses icons today.

Icons are painted according to strict rules. This approach also shaped other religious art in Russia. To construct a church or create a religious artifact was a sacred task, performed according to rigid guidelines. Art was not a form of self-expression.

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RESEARCH WEB LINKS Go online for more on religious art.

Icon ►

This 12th-century Russian icon is of the Archangel Gabriel. According to the Bible, Gabriel was the messenger who told the Virgin Mary that she would give birth to Jesus. In Orthodox churches, artists must follow certain rules when making icons. For example, icons are always two-dimensional because they are seen as windows through which worshipers can view heaven.

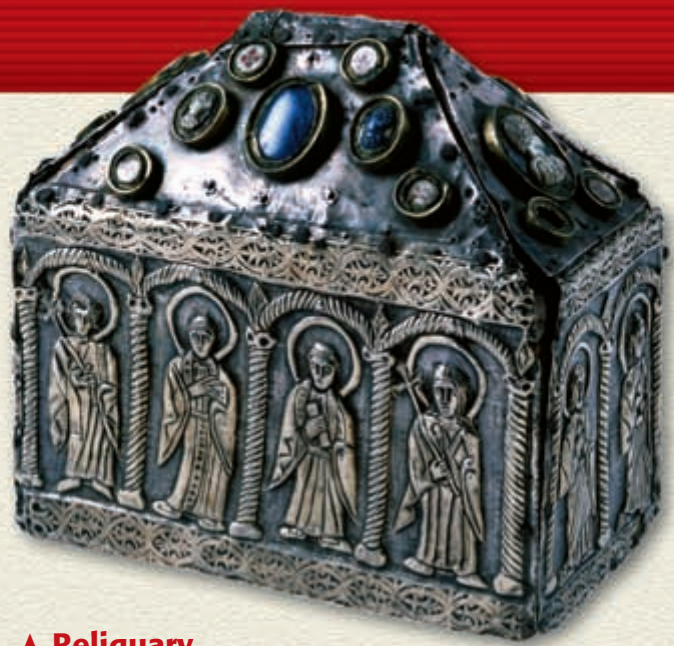
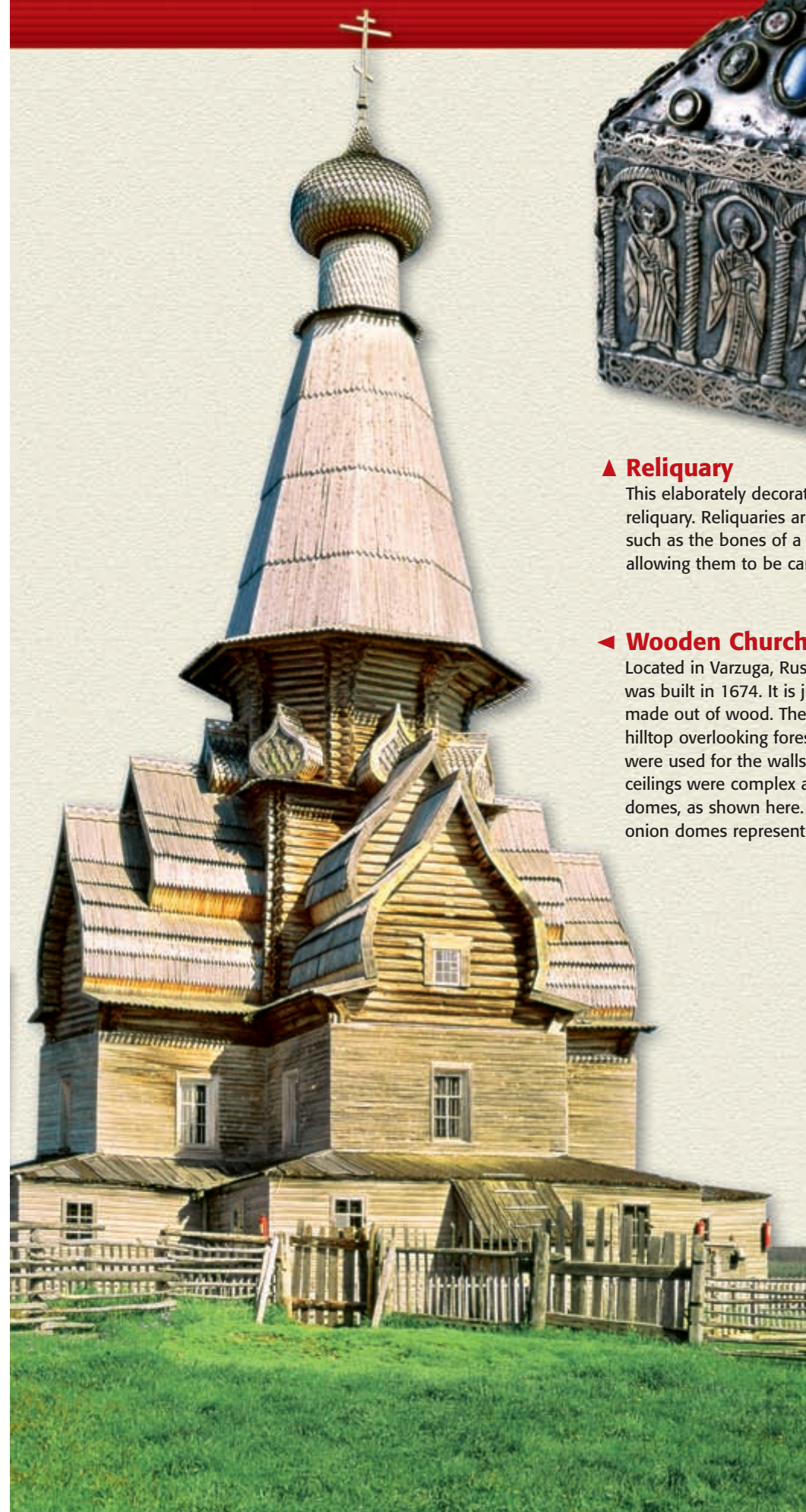


▲ Cross and Illuminated Manuscript ►

The cross above was carved from ivory and shows the Archangel Michael. In Christian belief, Michael is the leader of the heavenly hosts and a spiritual warrior who helped the Israelites. That is why he is often shown with a sword, as he is here.

The illuminated manuscript was made during the 15th century and shows a scribe writing out the Gospel. Illuminated manuscripts were handwritten books decorated with gold or silver, vivid colors, elaborate designs, and small pictures. The word *illumination* originally referred to the gold or silver decoration, which made the pages seem as if light were shining on them.





▲ Reliquary


This elaborately decorated silver chest is a Russian cathedral reliquary. Reliquaries are containers that hold sacred relics, such as the bones of a saint. Most reliquaries are portable, allowing them to be carried in processions.

◀ Wooden Churches

Located in Varzuga, Russia, the Church of the Dormition was built in 1674. It is just one of many churches in Russia made out of wood. These churches were often built on a hilltop overlooking forests and villages. Roughly cut logs were used for the walls. However, the designs of the ceilings were complex and included the use of onion domes, as shown here. In the Russian Orthodox Church, onion domes represent heaven.

Connect *to* Today

1. Making Inferences Why do you think the archangels Michael and Gabriel were popular subjects for Russian religious art?

 See Skillbuilder Handbook, Page R10.

2. Comparing and Contrasting What types of religious art are common in our society today? How are they similar to or different from the art on these two pages?



Turkish Empires Rise in Anatolia

MAIN IDEA

CULTURAL

INTERACTION Turkish people converted to Islam and founded new empires that would renew Muslim civilization.

WHY IT MATTERS NOW

In the 20th century, the collapse of the Turkish empire left ethnic and religious hostilities that still affect the world.

TERMS & NAMES

- Seljuks
- vizier
- Malik Shah

SETTING THE STAGE To the east of Constantinople and south of Russia, the mighty Muslim empire of the Abbasids had ruled since the eighth century. (See Chapter 10.) By the mid-tenth century, however, their control of the region would end as a powerful group known as the Turks emerged.

The Rise of the Turks



Use the graphic organizer online to take notes on important events and features of the various occupations of Baghdad.

As powerful as the Abbasids were, they constantly struggled to maintain control of their empire. Spain broke away in 756, six years after the Abbasids came to power. After setting up their capital in Baghdad, the Abbasids lost their grip on other parts of the empire as well: Morocco in 788 and Tunisia in 800. In 809, they lost some regions of Persia. Then, in 868, the Abbasids lost control of Egypt.

Finally, in 945, Persian armies moved into Baghdad and put an end to the power of the caliph, an Islamic religious or political leader. Even though the caliph continued as the religious leader of Islam, he gave up all political power to the new Persian ruler. It wasn't long, however, before the Persians themselves fell to a powerful group in the region.

The Conquering Seljuks As early as 1300 B.C., Chinese records mention a people called the Tu-Kiu living west of their borders. The Tu-Kiu may well have been the Turks. For centuries, these nomads rode their horses over the vast plains. They herded goats and sheep, lived in tents, and used two-humped camels to carry their goods. The Islamic world first met them as raiders and traders along their northeastern frontiers.

The Abbasids took note of the Turks for their military skills. They began buying Turkish children to raise as slaves, train as soldiers, and employ as bodyguards. The Abbasids came to prize the slaves for their skill and loyalty. On the subject, one author wrote, "One obedient slave is better than 300 sons; for the latter desire their father's death, the former [desires] long life for his master." Over time, Turkish military slaves, or *mamelukes*, became a powerful force in the Abbasid Empire.

In the tenth century, a growing number of Turks began converting to Islam and slowly migrating into the weakened Abbasid Empire. One of the first of these



migrating Turkish groups was known as the **Seljuks** (SEHL•JOOKS), after the family that led them. The Seljuks gradually grew in number and strength. In 1055, they attacked and captured Baghdad from the Persians.

Nearly 20 years later, the Seljuk sultans marched on the Byzantine Empire. At the Battle of Manzikert in 1071, Turkish forces crushed the Byzantine defenders. Within ten years, the Seljuks occupied most of Anatolia, the eastern flank of Byzantium. This brought the Turks closer to the Byzantine capital, Constantinople, than the Arabs or Persians had ever come. This near conquest of the New Rome also inspired the name of the Seljuk sultanate of Rum (from “Rome”). Rum survived in Anatolia after the rest of the Seljuk Empire had crumbled. **A**

MAIN IDEA

Contrasting

A What advantages would a nomadic people like the Turks have in fighting settled people like the Persians or Byzantines?

The Turks Secure Persian Support Back in Baghdad and its surrounding region, Seljuk rulers wisely courted the support of their newly conquered Persian subjects. In fact, the founder of the Seljuk Dynasty, Toghril Beg, chose the Persian city of Isfahan (IHS•fuh•HAHN) as the capital of his kingdom. This favorable treatment made the Persians loyal supporters of the Seljuks, and the Turks often appointed them as government officials. The brilliant Nizam al-Mulk, for example, was a Persian who served as the **vizier**, or prime minister, of the most famous of Seljuk sultans, **Malik Shah**.

The Turks also showed a great admiration of Persian learning. The nomadic Seljuks had arrived in Southwest Asia basically illiterate. They were unfamiliar with the traditions of Islam, which they had just adopted. As a result, they looked to their Persian subjects for both cultural and religious guidance. The Turks adopted Persian as the language of culture and adopted features of the Persian way of life that they so admired. Seljuk rulers were called *shahs*, from the Persian word for a king. They also promoted Persian writers like the mystical Islamic poet Jalaludin Rumi, whose poetry is widely read today. Rumi often wrote of his desire to achieve a personal experience of God.

PRIMARY SOURCE

Burning with longing-fire,
wanting to sleep with my head on your doorsill,
my living is composed only of this trying
to be in your presence.

JALALUDIN RUMI, quoted in *Unseen Rain*

Seljuk shahs like the great Malik Shah took pride in supporting Persian artists and architects. Malik beautified the city of Isfahan, for example, by building many splendid mosques. The Turks’ political and cultural preference for the Persians caused the almost complete disappearance of the Arabic language from Persia. Arabic was kept alive mainly by religious scholars studying the Qur’an.

As a result of their policies, the Seljuks won strong support from the Persians, who were proud of their long heritage and eager to pass it on. Like other conquering peoples throughout history, the Seljuk Turks found that they had much to learn from those whom they had defeated.


History Makers



Malik Shah 1055–1092

Malik Shah is thought to be the greatest of the Seljuk sultans. Among his achievements, he built the great mosque Masjed-i-Jame (shown above) in Isfahan. Malik also patronized intellectuals and artists like Omar Khayyam (OH•mahr ky•YAHM), who is most famous today for the *Rubaiyat* (ROO•bee•AHT). The *Rubaiyat* is a collection of poems describing the poet’s love of life’s pleasures. Omar also created a more accurate calendar for Malik.

Malik Shah was also capable of great cruelty. When his brother Takash revolted against him, Malik punished Takash by blinding him. Malik Shah died suddenly at the age of 37, possibly poisoned by his wife.

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RESEARCH WEB LINKS Go online for more on Malik Shah.



▲ This drawing from an early 13th-century manuscript illustrates the Turkish siege of a city.

Seljuks Confront Crusaders and Mongols

Malik Shah ruled as the last of the strong Seljuk leaders. After his unexpected death in 1092, no capable shah appeared to replace him. So, the Seljuk Empire quickly disintegrated into a loose collection of minor kingdoms. Just at that point, the West launched a counterattack against the Turks and other Muslims for control of the Holy Land of the Middle East. This series of military campaigns was known as the Crusades.

The Seljuks and the Crusaders Pope Urban II launched the First Crusade in 1095. He called on Christians to drive the Turks out of Anatolia and recover Jerusalem from Muslim rule. Armies from Western Europe soon poured through Constantinople and proceeded on to Palestine. In 1099, the Crusaders captured Jerusalem and massacred its Jewish and Muslim inhabitants. They established a Latin Christian kingdom that lasted about a century. **B**

Eventually, a fragment of the former Seljuk Empire gathered enough strength to fight back. Under their famous Kurdish captain Saladin, the Muslims recovered Jerusalem in 1187. Eventually, Saladin and his Western opponent King Richard I of England signed a truce. Their agreement gave Jerusalem to the Muslims but granted Western pilgrims access to Christian holy places.

Subsequent popes called for further Crusades. But each new military expedition proved weaker than the last. By the 13th century, the Western powers seemed to pose little problem for the Turks. It was around this time, however, that a new threat emerged from the east—the mighty and brutal Mongols.

Seljuks Face the Mongols As you have read previously, the Mongols were a group of nomadic clans along the Asian steppes. In the early 1200s, they grew into a unified force under the ruler Genghis Khan and swiftly conquered China.

The Mongol armies eventually turned to the west and leveled any cities that dared to resist them. They slaughtered whole populations. In 1258, Genghis's grandson Hulagu led his troops to the outskirts of Baghdad, which by this time was surrounded by a defensive wall. The account of what followed by Persian historian

MAIN IDEA

Summarizing

B Why did the Crusades take place?

Wassaf speaks to the Mongols' fierce and overwhelming fighting methods:

PRIMARY SOURCE

The arrows and bolts, the lances and spears, the stones from the slings and catapults of both sides shot swiftly up to heaven, like the messengers of the prayers of the just, then fell as swiftly, like the judgements of fate. . . . In this way, Baghdad was besieged and terrorized for fifty days. But since the city still held out the order was given for baked bricks lying outside the walls to be collected, and with them high towers were built in every direction, overlooking the streets and alleys of Baghdad. On top of these they set up the catapults. Now the city was filled with the thunder and lightning of striking stones and flaring naphtha pots. A dew of arrows rained from a cloud of bows and the population was trampled underfoot. . . . The cry went up, 'Today we have no strength against Goliath and his army!'

WASSAF, quoted in *The Mongol Empire*

When Hulagu finally took Baghdad, he burned down the caliph's palace and had tens of thousands of people killed. Mongol belief forbade the spilling of sacred blood. So Hulagu executed the last Abbasid caliph by having him wrapped in a carpet and trampled to death by horses.

With untold brutality, Genghis Khan and his successors shaped the biggest land empire in history. (See Chapter 12 for more about the Mongol Empire.) The warrior Mongols, however, knew little about administering their territory. As a result, their vast empire crumbled in just a few generations. And out of the rubble of the Mongol Empire rose another group of Turks—the Ottomans. They would build an empire that lasted into the 20th century. You will learn more about the Ottoman Empire in Chapter 18.

Connect to Today



Turkey

Today, Turkey is a nation located between Europe and Asia just north of the Mediterranean Sea. About 80 percent of its residents are descendants of the Seljuks and other Turkish groups.

Turkey became a republic in 1923. Many of today's Turks, like their ancestors, practice Islam, as evidenced by the nation's flag (shown above). It depicts the crescent and the five-pointed star, the symbols of the Islamic faith.



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INTERNET ACTIVITY Go online to research and write about a cultural practice in Turkey.

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Seljuks
- vizier
- Malik Shah

USING YOUR NOTES

2. Which occupier proved to be the worst for Baghdad?

Occupiers	Events
Abbasids	
Persians	
Seljuks	
Mongols	

MAIN IDEAS

3. Why did the Seljuks need to seek religious guidance from the Persian peoples they had conquered?
4. How did the death of Malik Shah affect the Seljuk Empire?
5. What agreement did Saladin and England's King Richard I reach about Jerusalem?

CRITICAL THINKING & WRITING

6. **ANALYZING ISSUES** In what ways would it be accurate to say that the Persians actually won over the Turks?
7. **FORMING AND SUPPORTING OPINIONS** Do you think it is wise for rulers to place members of conquered peoples in positions of government? Why or why not?
8. **MAKING INFERENCES** Based on the observations by the Persian historian Wassaf, why do you think the Mongols were such successful conquerors?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write several paragraphs comparing the ways in which the different groups in this section interacted.

CONNECT TO TODAY CREATING A SUMMARY

Identify a modern-day Arab poet. Then analyze one of his or her works and write a brief summary that expresses its main idea.

Chapter 11 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the Byzantine, Russian, and Turkish empires between 500 and 1500.

1. Justinian Code
2. Hagia Sophia
3. patriarch
4. icon
5. Slavs
6. Alexander Nevsky
7. Seljuks
8. Malik Shah

MAIN IDEAS

The Byzantine Empire Section 1 (pages 301–306)

9. What were the names and characteristics of the four parts of the Justinian Code?
10. What were some important features of life in Constantinople?
11. Which peoples attacked the Byzantine Empire? What part of the empire did they invade?
12. What two main religions emerged out of the split in the Christian Church?

The Russian Empire Section 2 (pages 307–313)

13. What does *The Primary Chronicle* say about Rurik and the origin of Novgorod?
14. According to *The Primary Chronicle*, how did Vladimir choose Byzantine Christianity?
15. How did Moscow's location contribute to its growth?
16. What event marked Russia's liberation from Mongol rule?

Turkish Empires Rise in Anatolia Section 3 (pages 314–317)

17. In what ways did the Turks show respect for their Persian subjects?
18. What group eventually conquered the empire established by the Seljuk Turks?

CRITICAL THINKING

1. USING YOUR NOTES

On a chart, describe several key characteristics about the Vikings, Turks, and Mongols—all of whom moved into foreign lands.

	Where from?	Where settled?	Interactions with people
Vikings			
Turks			
Mongols			

2. ANALYZING ISSUES

EMPIRE BUILDING What were Justinian's goals in creating his law code? Why might a leader want to organize the laws?

3. FOLLOWING CHRONOLOGICAL ORDER

Examine the time lines on this page. How many years did the Byzantine Empire last? How long did it take the Seljuk Empire to decline after the Seljuks took Baghdad?

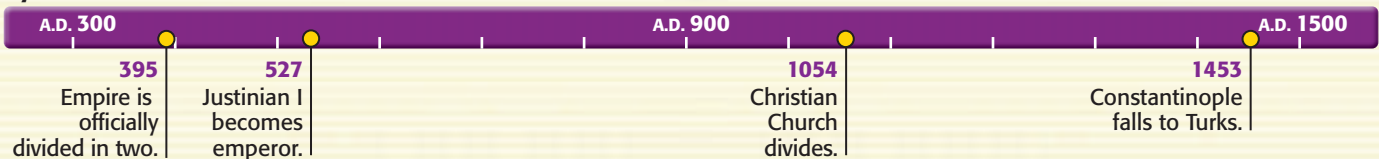
4. COMPARING AND CONTRASTING

CULTURAL INTERACTION What was different about the way in which the Seljuk Turks and Mongols interacted with their subjects?

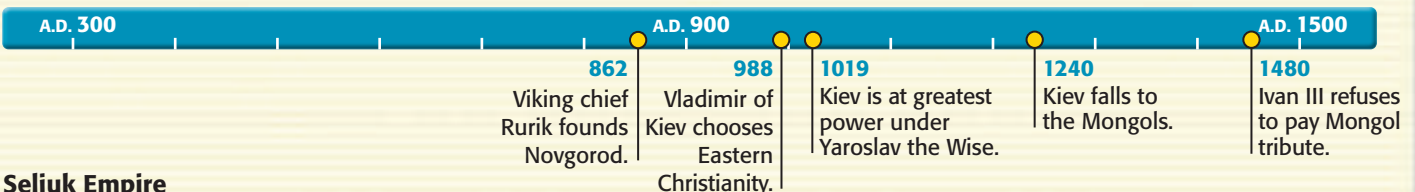
VISUAL SUMMARY

Byzantines, Russians, and Turks

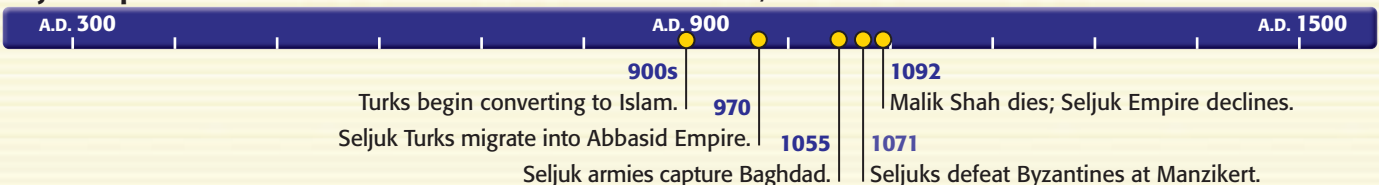
Byzantium



Russia



Seljuk Empire



STANDARDS-BASED ASSESSMENT

Use this comparison chart of various empires and your knowledge of world history to answer questions 1 and 2.

Five Empires			
	Dates	Greatest Territory*	Greatest Population**
Persian	550 B.C.–330 B.C.	2.0	14.0
Roman	27 B.C.–A.D. 476	3.4	54.8
Byzantine	A.D. 395–A.D. 1453	1.4	30.0
Mongol	A.D. 1206–A.D. 1380	11.7	125.0
Aztec	A.D. 1325–A.D. 1521	0.2	6.0

* Estimated in millions of square miles
** Estimated in millions of people

- Which of the empires shown here lasted the longest?
 - Mongol
 - Roman
 - Persian
 - Byzantine
- The population of Byzantium was five times the size of which empire?
 - Aztec
 - Persian
 - Roman
 - Mongol

Use the quotation and your knowledge of world history to answer question 3.

PRIMARY SOURCE

On the dawn of the sixth day the pagan warriors began to storm the city. . . . And the Tartars [Mongols] cut down many people, including women and children. Still others were drowned in the river. And they killed without exception all monks and priests. And they burned this holy city with all its beauty and wealth. . . . And churches of God were destroyed, and much blood was spilled on the holy altars. And not one man remained alive in the city. All were dead. . . . And this happened for our sins.

ZENKOVSKY, *Medieval Russia's Epics, Chronicles, and Tales*

- According to the author, why did the Mongols destroy the city?
 - It was located along a strategic river.
 - The Mongols wanted to make it their new capital.
 - The city's residents had to be punished for their sins.
 - The Mongols sought to wipe out all who opposed their religion.

 hmhsocialstudies.com **TEST PRACTICE**

For additional test practice, go online for:

- Diagnostic tests
- Tutorials
- Strategies

Interact *with* History

On page 300, you considered ways of expanding the Byzantine Empire. Which approach did you choose and why? Now that you've read about the Byzantine Empire, do you think that you chose the right strategy? Discuss your present ideas on enlarging an empire.

FOCUS ON WRITING

RELIGIOUS AND ETHICAL SYSTEMS Find a photograph of a holy place connected with the Byzantine, Russian, or Turkish empire. Write a two-minute **documentary script** about the site. Make an audio or video recording of your documentary and present it to the class. Provide the following:

- the meaning or importance of the site
- a brief history of the site
- the beliefs associated with the site

MULTIMEDIA ACTIVITY



Writing an Internet-Based Research Paper

Go to the *Web Research Guide* at hmhsocialstudies.com to learn about conducting research on the Internet. Then, working with a partner, use the Internet to find examples of how two peoples today have influenced each other. Focus on such characteristics as language, food, clothing, music, social customs, religion, and systems of government. Present the results of your research in a well-organized paper. Be sure to:

- apply a search strategy when using directories and search engines to locate Web resources
- judge the usefulness and reliability of each Web site
- correctly cite your Web sources
- peer edit for organization and correct use of language

Empires in East Asia, 600–1350

Essential Question

How did the development of kingdoms and empires in East Asia help spread religions, culture, trade, and technological innovations?



What You Will Learn

In this chapter you will learn how the cultures of East Asia influenced one another, as belief systems and ideas spread through both peaceful and violent means.

SECTION 1 Tang and Song China

Main Idea During the Tang and Song dynasties, China experienced an era of prosperity and technological innovation.

SECTION 2 The Mongol Conquests

Main Idea The Mongols, a nomadic people from the steppe, conquered settled societies across much of Asia.

SECTION 3 The Mongol Empire

Main Idea As emperor of China, Kublai Khan encouraged foreign trade.

SECTION 4 Feudal Powers in Japan

Main Idea Japanese civilization was shaped by cultural borrowing from China and the rise of feudalism and military rulers.

SECTION 5 Kingdoms of Southeast Asia and Korea

Main Idea Several smaller kingdoms prospered in East and Southeast Asia, a region influenced by China and India.

Previewing Themes

RELIGIOUS AND ETHICAL SYSTEMS Buddhism, which had reached China from India, spread from China to Japan. Both Hindu and Buddhist missionaries from India spread their religions across Southeast Asia.

Geography *Why might the Khmer Empire, rather than Korea or Japan, be more open to influence from India?*

EMPIRE BUILDING The Tang Dynasty built China into the most powerful and advanced empire in the world. Later, China fell to another group of empire builders, the Mongols.

Geography *Locate the Great Wall on the map. Why do you think the Chinese constructed the wall along their northern border?*

CULTURAL INTERACTION Chinese culture spread across East Asia, influencing Korea, Japan, and much of mainland Southeast Asia. The Mongol conquests led to interaction between settled and nomadic peoples across Asia.

Geography *Why would China tend to exert a strong influence over other parts of East Asia?*

EAST AND SOUTHEAST ASIA

WORLD

600

618

Tang Dynasty begins
289-year rule in China.
(Tang statuette) ▶



794

Heian period
begins
in Japan.

935

Koryu Dynasty
controls Korea.

800

630s

Muhammad unifies
Arabian Peninsula
under Islam.

800

Charlemagne crowned
Holy Roman Emperor
by pope.

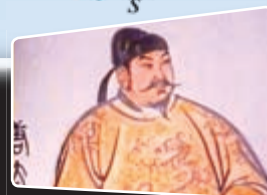
900s

Maya
civilization goes into decline.
(Maya stone sculpture)





East and Southeast Asia, 900–1200



A Mongol Empire in China

H
HISTORY

hmhsocialstudies.com VIDEO

960

Song Dynasty established in China.

1192

Kamakura Shogunate rules Japan. (Kamakura period painting) ▶

1279

Kublai Khan conquers China.

1000

1200

1400

1054

◀ The pope expels the patriarch of Constantinople, splitting Christianity into Roman Catholic and Orthodox branches.

1324

Mali king Mansa Musa makes hajj to Mecca.

1347

Bubonic plague strikes Europe.



Which Chinese invention would be most useful to your society?

Imagine yourself in the year 1292. You have spent the last 17 years traveling in China—the world's most advanced country. Your own civilization is on the other side of the world. It, too, is very sophisticated, but it lacks many of the innovations you have seen on your travels.

During your stay in China, you were of great assistance to the emperor. As a going-away present, he asks you to choose one of the inventions shown here to take back to your own society. He also will provide you with the knowledge of how to create the invention of your choice.



Silk makes a luxurious cloth—soft to the touch but also amazingly strong and warm.



The magnetic compass can help sailors navigate the open sea.

Paper is a relatively inexpensive and easy-to-produce surface for writing and printing.



Gunpowder can be used for fireworks or made into explosive weapons.

EXAMINING *the* ISSUES

- Which invention would most improve the quality of life?
- Which might be the most profitable?
- What benefits and drawbacks might there be to introducing the item into your society?

Discuss these questions with your classmates. In your discussion, remember what you have learned about the spread of new ideas. As you read about China in this chapter, see how its ideas spread from the East to the West.

Tang and Song China

MAIN IDEA

EMPIRE BUILDING During the Tang and Song dynasties, China experienced an era of prosperity and technological innovation.

WHY IT MATTERS NOW

Chinese inventions from this period, such as printing, gunpowder, and the compass, changed history.

TERMS & NAMES

- Tang Taizong
- Wu Zhao
- movable type
- gentry

SETTING THE STAGE After the Han Dynasty collapsed in A.D. 220, no emperor was strong enough to hold China together. Over the next 350 years, more than 30 local dynasties rose and fell. Finally, by 589, an emperor named Wendi had united northern and southern China once again. He restored a strong central government. Under the next two dynasties, the Tang and the Song, China experienced a prolonged golden age. It became the richest, most powerful, and most advanced country in the world.

The Tang Dynasty Expands China

Wendi declared himself the first emperor of the Sui (sway) Dynasty. The dynasty lasted through only two emperors, from 581 to 618. The Sui emperors' greatest accomplishment was the completion of the Grand Canal. This waterway connected the Huang He and the Chang Jiang. The canal provided a vital route for trade between the northern cities and the southern rice-producing region of the Chang delta.

About a million peasant men and women toiled five years to dig the more than 1,000-mile waterway. Perhaps as many as half of the workers died on this project. Thousands more toiled and died rebuilding the Great Wall. The endless labor on state projects turned the people against the Sui Dynasty. Overworked and overtaxed, they finally revolted. In 618, a member of the imperial court assassinated the second Sui emperor.

Tang Rulers Create a Powerful Empire While short-lived, the Sui Dynasty built a strong foundation for the great achievements of the next dynasty, the Tang (tahng). The Tang Dynasty ruled for nearly 300 years (618–907). The Tang emperor who began these achievements was **Tang Taizong**. His brilliant reign lasted from 626 to 649.

Under the Tang rulers, the empire expanded. Taizong's armies reconquered the northern and western lands that China had lost since the decline of the Han Dynasty. By 668, China had extended its influence over Korea as well. The ruler during the campaign in Korea was the empress **Wu Zhao** (woo-jow). From about 660 on, she held the real power while weak emperors sat on the throne. Finally, in 690, Empress Wu assumed the title of emperor for herself—the only woman ever to do so in China.



Use the graphic organizer online to take notes on the similarities and differences between the Tang and Song dynasties.

History Makers



Tang Taizong 600–649

The man who restored China to its glory was a distinguished general named Li Shimin. He seized the imperial throne in 626 after killing his brothers and forcing his father, the first Tang emperor, to step aside. As emperor, Li Shimin took

the title Taizong, meaning “Great Ancestor.”

Taizong’s military campaigns extended China’s borders north to Manchuria, south to Vietnam, and west to the Aral Sea. At home, aided by his gifted advisers, Taizong reformed the government organization and law code. These became models for all of East Asia.



Wu Zhao 625–705

At the age of 13, the beautiful Wu Zhao arrived at the court of Tang Taizong to become one of the emperor’s secondary wives. After Taizong’s death, she became a favored wife of his son and successor. Wu Zhao soon rose above rival wives and became the

emperor’s chief wife, or empress.

For many years, Empress Wu virtually ruled China on behalf of her sickly husband. After his death, two of their sons briefly held the throne. Frustrated by their lack of ability, she took the throne herself at the age of 65. She was 80 when she finally lost power. A strong leader, Wu Zhao continued the work begun by Taizong to build and expand China.

Tang rulers further strengthened the central government of China. They expanded the network of roads and canals begun by the Sui. This helped to pull the empire together. They also promoted foreign trade and improvements in agriculture.

Scholar-Officials To manage their large empire, the Tang rulers needed to restore China’s vast bureaucracy. They did this by reviving and expanding the civil service examination system begun by the Han Dynasty. The relatively few candidates who passed the tough exams became part of an elite group of scholar-officials.

In theory, the exams were open to all men, even commoners. However, only the wealthy could afford the necessary years of education. Also, men with political connections could obtain high positions without taking the exams. Despite these flaws, the system created a remarkably intelligent and capable governing class in China. Before the Tang Dynasty, a few noble families dominated the country. As the examination system grew in importance, talent and education became more important than noble birth in winning power. As a result, many moderately wealthy families shared in China’s government. **A**

The Tang Lose Power To meet the rising costs of government, Tang rulers imposed crushing taxes in the mid-700s. These brought hardship to the people but failed to cover the costs of military expansion and new building programs.

Moreover, the Tang struggled to control the vast empire they had built. In 751, Muslim armies soundly defeated the Chinese at the Battle of Talas. As a result, Central Asia passed out of Chinese control and into foreign hands. After this time, border attacks and internal rebellions steadily chipped away at the power of the imperial government. Finally, in 907, Chinese rebels sacked and burned the Tang capital at Ch’ang-an and murdered the last Tang emperor, a child.

MAIN IDEA

Recognizing Effects

A What resulted from the revival and expansion of the civil service system?

The Song Dynasty Restores China

After the fall of the Tang Dynasty, rival warlords divided China into separate kingdoms. Then, in 960, an able general named Taizu reunited China and proclaimed himself the first Song (sung) emperor. The Song Dynasty, like the Tang, lasted about three centuries (960–1279). Although the Song ruled a smaller empire than either the Han or the Tang, China remained stable, powerful, and prosperous.

Song armies never regained the western lands lost after 751. Nor did they regain northern lands that had been lost to nomadic tribes during the Tang decline. For a time, Song emperors tried to buy peace with their northern enemies. They paid hefty annual tributes of silver, silk, and tea. This policy, however, ultimately failed

to stop the threat from the north. In the early 1100s, a Manchurian people called the Jurchen conquered northern China and established the Jin Empire. The Jurchen forced the Song to retreat south across the Huang He. After 1127, the Song emperors ruled only southern China.

The Song rulers established a grand new capital at Hangzhou, a coastal city south of the Chang Jiang. Despite its military troubles, the dynasty of the Southern Song (1127–1279) saw rapid economic growth. The south had become the economic heartland of China. Merchants in southern cities grew rich from trade with Chinese in the north, nomads of Central Asia, and people of western Asia and Europe.

An Era of Prosperity and Innovation

During the Tang and Song dynasties, China's population nearly doubled, soaring to 100 million. By the Song era, China had at least ten cities with a population of 1 million each. China had become the most populous country in the world. It also had become the most advanced.

Science and Technology Artisans and scholars made important technological advances during the Tang and Song eras. Among the most important inventions were movable type and gunpowder. With **movable type**, a printer could arrange blocks of individual characters in a frame to make up a page for printing. Previously, printers had carved the words of a whole page into one large block. The development of gunpowder, in time, led to the creation of explosive weapons such as bombs, grenades, small rockets, and cannons. Other important inventions of this period include porcelain, the mechanical clock, paper money, and the use of the magnetic compass for sailing. (See the Social History feature on pages 328–329.)

MAIN IDEA

Making Inferences

B How might the spread of mathematical ideas from China affect other countries?


The 1000s to the 1200s was a rich period for Chinese mathematics. The Chinese made advances in arithmetic and algebra. Many mathematical ideas, such as using negative numbers, spread from China southward and westward. **B**

Agriculture The rapid growth of China resulted in part from advances in farming. Farmers especially improved the cultivation of rice. In about the year 1000, China imported a new variety of fast-ripening rice from Vietnam. This allowed the farmers to harvest two rice crops each year rather than one. To make sure that farmers knew about this improved variety, Chinese officials distributed seedlings throughout the country. The agricultural improvements enabled China's farmers to produce more food. This was necessary to feed the rapidly expanding population in the cities.

Trade and Foreign Contacts Under the Tang and Song emperors, foreign trade flourished. Tang imperial armies guarded the great Silk Roads, which linked China to the West. Eventually, however, China lost control over these routes during the long Tang decline. After this time, Chinese merchants relied increasingly on ocean trade. Chinese advances in sailing technology, including use of the magnetic compass, made it possible for sea trade to expand. Up and down China's long coastline, the largest port cities in the

Connect to Today

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Acupuncture

During the Song Dynasty, the Chinese carefully studied human anatomy and created charts and models of the body. These helped to improve the practice of acupuncture, a system of treatment that involves inserting slender needles into the body at specific points, depending on the nature of the problem.

In recent years, this ancient practice has gained some acceptance in mainstream Western medicine. More and more practicing doctors are seeking training in acupuncture methods. And mainstream doctors are increasing their referrals to acupuncture specialists. In 2001 alone, Americans made about 20 million visits to acupuncturists, seeking treatment for everything from migraine headaches to drug dependency.

world bustling with international trade. Merchant ships carried trade goods to Korea and Japan. They sailed across the Indian Ocean to India, the Persian Gulf, and even the coast of Africa. Chinese merchants established trading colonies around Southeast Asia. Many foreign traders, mostly Arabs, resided in Chinese cities. Through trade and travel, Chinese culture spread throughout East Asia. One major cultural export was Buddhism. This religion spread from China to Vietnam, Korea, and Japan. The exchange of goods and ideas was two-way. For example, foreign religions, including Islam and some Eastern sects of Christianity, spread to China and won followers.

A Golden Age of Poetry and Art The prosperity of the Tang and Song dynasties nourished an age of artistic brilliance. The Tang period produced great poetry. Two of its most celebrated poets were Li Bo, who wrote about life's pleasures, and Tu Fu, who praised orderliness and Confucian virtues. Tu Fu also wrote critically about war and the hardships of soldiers. Once he himself was captured by rebels and taken to Ch'ang-an, the capital city. He had sent his family to the village of Fuzhou for safety. Here he describes their separation:



PRIMARY SOURCE C

The same moon is above Fuzhou tonight;
From the open window she will be watching it alone,
The poor children are too little to be able to remember Ch'ang-an.
Her perfumed hair will be dampened by the dew, the air may be too chilly
on her delicate arms.
When can we both lean by the wind-blown curtains and see the tears dry on
each other's face?

TU FU, "Moonlight Night"

MAIN IDEA

Analyzing Primary Sources

C What themes does Tu Fu explore in this poem?

Chinese painting reached new heights of beauty during the Song Dynasty. Painting of this era shows Daoist influence. Artists emphasized the beauty of natural landscapes and objects such as a single branch or flower. The artists did not use bright colors. Black ink was their favorite paint. Said one Song artist, "Black is ten colors."

Birds and flowers were favorite subjects for Song painters. ▼



Changes in Chinese Society

China's prosperity produced many social changes during the Tang and Song periods. Chinese society became increasingly mobile. People moved to the cities in growing numbers. The Chinese also experienced greater social mobility than ever before. The most important avenue for social advancement was the civil service system.

Levels of Society During Tang and Song times, the power of the old aristocratic families began to fade. A new, much larger upper class emerged, made up of scholar-officials and their families. Such a class of powerful, well-to-do people is called the **gentry**. The gentry attained their status through education and civil service positions rather than through land ownership. Below the gentry was an urban middle class. It included merchants, shopkeepers, skilled artisans, minor officials, and others. At the bottom of urban society were laborers, soldiers, and servants. In the countryside lived the largest class by far, the peasants. They toiled for wealthy landowners as they had for centuries.

The Status of Women Women had always been subservient to men in Chinese society. Their status further declined during the Tang and Song periods. This was especially true among the upper classes in cities. There a woman's work was deemed less important to the family's prosperity and status. Changing attitudes affected peasant families less, however. Peasant women worked in the fields and helped produce their family's food and income.

One sign of the changing status of women was the new custom of binding the feet of upper-class girls. When a girl was very young, her feet were bound tightly with cloth, which eventually broke the arch and curled all but the big toe under. This produced what was admiringly called a "lily-foot." Women with bound feet were crippled for life. To others in society, such a woman reflected the wealth and prestige of her husband, who could afford such a beautiful but impractical wife. **D**

The social, economic, and technological transformations of the Tang and Song periods permanently shaped Chinese civilization. They endured even as China fell to a group of nomadic outsiders, the Mongols, whom you will learn about in Section 2.

MAIN IDEA

Making Inferences

D How did the practice of foot binding reflect the changing status of Chinese women?

SECTION

1

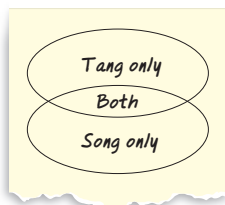
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Tang Taizong
- Wu Zhao
- movable type
- gentry

USING YOUR NOTES

2. How are the accomplishments of the two dynasties similar?



MAIN IDEAS

3. How did the Tang Dynasty benefit from the accomplishments of the Sui?
4. What steps did the Tang take to restore China's bureaucracy?
5. Describe the urban social classes that emerged during the Tang and Song periods.

CRITICAL THINKING & WRITING

6. **RECOGNIZING EFFECTS** What impact did improvements in transportation have on Tang and Song China?
7. **FORMING AND SUPPORTING OPINIONS** "Gaining power depends on merit, not birth." Do you agree with this view of China under the Tang and Song? Explain.
8. **PRIMARY SOURCES** How do the feelings expressed in Tu Fu's poem on page 326 still relate to life today?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write two short paragraphs, one discussing how Tang and Song emperors strengthened China's empire, and the other discussing how they weakened it.

CONNECT TO TODAY CREATING A LIST

Gunpowder is used in the making of fireworks. Conduct research to find interesting facts about fireworks in the United States—the number produced in a year, the amount of gunpowder in a typical firework, and so on. Present your findings in a **list** titled "Fun Facts About Fireworks."

Tang and Song China: People and Technology

The Tang and Song dynasties were eras of major technological advancement in China. The technologies improved China as a country and, in turn, helped people conduct their daily business.

Much of China's technology spread to other parts of the world where it improved the lives of the people living there. The table on this page identifies some of that movement.

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RESEARCH WEB LINKS Go online for more on Tang and Song China.



Porcelain ►

Marco Polo was the first to describe the pottery found in China as porcelain. The plain piece shown here is an early example of porcelain work from the Song Dynasty. A piece like this might be used daily. Later porcelain work, such as the distinctive blue and white porcelain of the Ming Dynasty, became more decorative. Porcelain, however, was a luxury reserved for the middle and upper classes of Chinese society.

Inventions of Tang and Song China		
	Description	Impact
Porcelain Late 700s	Bone-hard, white ceramic made of a special clay and a mineral found only in China	Became a valuable export—so associated with Chinese culture that it is now called china; technology remained a Chinese secret for centuries
Mechanical clock 700s	Clock in which machinery (driven by running water) regulated the movements	Early Chinese clocks short-lived; idea for mechanical clock carried by traders to medieval Europe
Printing Block printing: 700s Movable type: 1040	Block printing: one block on which a whole page is cut; movable type: individual characters arranged in frames, used over and over	Printing technology spread to Korea and Japan; movable type also developed later in Europe
Explosive powder 800s	Made from mixture of saltpeter, sulfur, and charcoal	First used for fireworks, then weapons; technology spread west within 300 years
Paper money 1020s	Paper currency issued by Song government to replace cumbersome strings of metal cash used by merchants	Contributed to development of large-scale commercial economy in China
Magnetic compass (for navigation) 1100s	Floating magnetized needle that always points north-south; device had existed in China for centuries before it was adapted by sailors for use at sea	Helped China become a sea power; technology quickly spread west
SKILLBUILDER: Interpreting Charts 1. Making Inferences Which inventions eventually affected warfare and exploration? 2. Forming and Supporting Opinions Which of these inventions do you think had the greatest impact on history? Why?		

Movable Type ▼

Traditionally, an entire page of characters was carved into a block of wood from which prints were made. Pi Sheng, a Chinese alchemist, came up with the idea of creating individual characters that could be reused whenever needed. Later, a government official created rotating storage trays for the characters.

As you have read, Tang rulers restored China's system of scholar-officials. Thus, education and printed materials became important to a larger part of Chinese society.

The trays allowed the typesetter to quickly find the characters. The typesetter would then order the characters in a tray that would be used to produce the printed pages. The two wheels held about 60,000 characters.



Explosive Powder ►

Around A.D. 900, Chinese alchemists first discovered that the right mixture of saltpeter, sulfur, and charcoal could be explosive. The Chinese initially used the powder for fireworks, then for military applications. It is now commonly referred to as gunpowder.

The device shown here is a modern reproduction of an ancient rocket launcher. The Chinese tied gunpowder charges to arrows, balanced them, and placed them in a holder. The holder helped aim the rockets, and its flared shape spread the rockets over a large area.



LEGACY OF TANG AND SONG CHINA

Printing

- U.S. publishers produced 122,108 books in 2000.
- The Library of Congress, the largest library in the world, has over 18 million books.
- The world's best-selling book is the Bible. Since 1815, around 2.5 billion copies of the Bible have been sold.

Porcelain

- The United States imported 423,041 one-piece toilet bowls and tanks in 2002. Of those, 302,489 came from China.
- In 2001, a Chinese newspaper reported the production of possibly the world's largest porcelain kettle—just under 10 feet tall, about 6 feet in diameter, and weighing 1.5 tons.

Explosive Powder

- In 2002, the United States imported over 90 percent of its fireworks from China.
- The largest single firework was used at a Japanese festival in 1988. It weighed over 1,000 pounds, and its burst was over half a mile wide.

Connect to Today

1. Forming and Supporting

Opinions Of all the inventions listed on these pages, which do you think had the most lasting impact? Why?

See Skillbuilder Handbook, page R20.

2. Hypothesizing What are some modern inventions that you believe will still have an impact 1,000 years from now?

The Mongol Conquests

MAIN IDEA

EMPIRE BUILDING The Mongols, a nomadic people from the steppe, conquered settled societies across much of Asia.

WHY IT MATTERS NOW

The Mongols built the largest unified land empire in world history.

TERMS & NAMES

- pastoralist
- clan
- Genghis Khan
- Pax Mongolica

SETTING THE STAGE While the Chinese prospered during the Song Dynasty, a great people far to the north were also gaining strength. The Mongols of the Asian steppe lived their lives on the move. They prided themselves on their skill on horseback, their discipline, their ruthlessness, and their courage in battle. They also wanted the wealth and glory that came with conquering mighty empires. This desire soon exploded into violent conflict that transformed Asia and Europe forever.

Nomads of the Asian Steppe

A vast belt of dry grassland, called the steppe, stretches across the landmass of Eurasia. The significance of the steppe to neighboring civilizations was twofold. First, it served as a land trade route connecting the East and the West. Second, it was home to nomadic peoples who frequently swept down on their neighbors to plunder, loot, and conquer.

Geography of the Steppe There are two main expanses of the Eurasian steppe. The western steppe runs from Central Asia to eastern Europe. It was the original home of some of the ancient invaders you have read about, including the Hittites. The eastern steppe, covering the area of present-day Mongolia, was the first home of the Huns, the Turks, and the Mongols.

Very little rain falls on the steppe, but the dry, windswept plain supports short, hardy grasses. Seasonal temperature changes can be dramatic. Temperatures in Mongolia, for example, range from -57°F in winter to 96°F in the summer. Rainfall is somewhat more plentiful and the climate milder in the west than in the east. For this reason, movements of people have historically tended to be toward the west and the south.

The Nomadic Way of Life Nomadic peoples were **pastoralists**—that is, they herded domesticated animals. They were constantly on the move, searching for good pasture to feed their herds. But they did not wander. Rather, they followed a familiar



Use the graphic organizer online to take notes on the series of events leading to the creation of the Mongol Empire.

seasonal pattern and returned on a regular basis to the same campsites. Keeping claim to land that was not permanently occupied was difficult. Battles frequently arose among nomadic groups over grassland and water rights.

Asian nomads practically lived on horseback as they followed their huge herds over the steppe. They depended on their animals for food, clothing, and housing. Their diet consisted of meat and mare's milk. They wore clothing made of skins and wool, and they lived in portable felt tents called yurts.

Steppe nomads traveled together in kinship groups called **clans**. The members of each clan claimed to be descended from a common ancestor. Different clans sometimes came together when they needed a large force to attack a common enemy or raid their settled neighbors.

Steppe Nomads and Settled Societies The differing ways of life of nomadic and settled peoples resulted in constant interaction between them. Often, they engaged in peaceful trade. The nomads exchanged horses, for example, for basic items they lacked, such as grain, metal, cloth, and tea. Nomads were accustomed to scarcity and hardship. They prided themselves on their toughness. However, they were sometimes tempted by the rich land and relative wealth of townspeople and took what they wanted by force. As a result, settled peoples lived in constant fear of raids.

Time and again in history, nomadic peoples rode out of the steppe to invade border towns and villages. When a state or empire was strong and organized, it could protect its frontier. If the state or empire became divided and weak, the nomads could increase their attacks and gain more plunder. Occasionally, a powerful nomadic group was able to conquer a whole empire and become its rulers. Over generations, these nomadic rulers often became part of the civilization they conquered. **A**

MAIN IDEA

Making Inferences

A How might a strong, organized empire defend its frontier?

The Rise of the Mongols

For centuries, the Mongol people had roamed the eastern steppe in loosely organized clans. It took a military and political genius to unite the Mongols into a force with a single purpose—conquest.

Genghis Khan Unites the Mongols Around 1200, a Mongol clan leader named Temujin sought to unify the Mongols under his leadership. He fought and defeated his rivals one by one. In 1206, Temujin accepted the title **Genghis Khan**, or “universal ruler” of the Mongol clans.

Over the next 21 years, Genghis led the Mongols in conquering much of Asia. His first goal was China. After invading the northern Jin Empire in 1211, however, his attention turned to the Islamic region west of Mongolia. Angered by the murder of Mongol traders and an ambassador at the hands of the Muslims, Genghis launched a campaign of terror across Central Asia. The Mongols destroyed one city after another—Utrar, Samarkand, Bukhara—and slaughtered many inhabitants. By 1225, Central Asia was under Mongol control.

History Makers



Genghis Khan 1162?–1227

Temujin, according to legend, was born with a blood clot in his fist. In his lifetime, his hands were often covered with the blood of others.

When Temujin was about nine, the Tatars, a rival people, poisoned his father. For a time, he and his family lived in extreme poverty, abandoned by their clan. When in manhood he fought and defeated the Tatars, he slaughtered every male taller than a cart axle.

While driven by revenge, Genghis also loved conquest. He once remarked to his personal historian:

Man's greatest good fortune is to chase and defeat his enemy, seize his total possessions, leave his married women weeping and wailing, [and] ride his [horse].



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RESEARCH WEB LINKS Go online for more on Genghis Khan.

Genghis the Conqueror Several characteristics lay behind Genghis Khan's stunning success as a conqueror. First, he was a brilliant organizer. He assembled his Mongol warriors into a mighty fighting force (see below). Following the model of the Chinese military, Genghis grouped his warriors in armies of 10,000. These in turn were organized into 1,000-man brigades, 100-man companies, and 10-man squads. He put his most battle-proven and loyal men in command of these units.

Second, Genghis was a gifted strategist. He used various tricks to confuse his enemy. Sometimes, a small Mongol cavalry unit would attack, then pretend to gallop away in flight. The enemy usually gave chase. Then the rest of the Mongol army would appear suddenly and slaughter the surprised enemy forces.

Finally, Genghis Khan used cruelty as a weapon. He believed in terrifying his enemies into surrender. If a city refused to open its gates to him, he might kill the entire population when he finally captured the place. The terror the Mongols inspired spread ahead of their armies, which led many towns to surrender without a fight. As one Arab historian wrote, "In the countries that have not yet been overrun by them, everyone spends the night afraid that they may appear there too." **B**

MAIN IDEA

Summarizing

B What were some of the tactics Genghis Khan used in war?

The Mongol Empire

Genghis Khan died in 1227—not from violence, but from illness. His successors continued to expand his empire. In less than 50 years, the Mongols conquered territory from China to Poland. In so doing, they created the largest unified land empire in history. (See the map on page 334.)

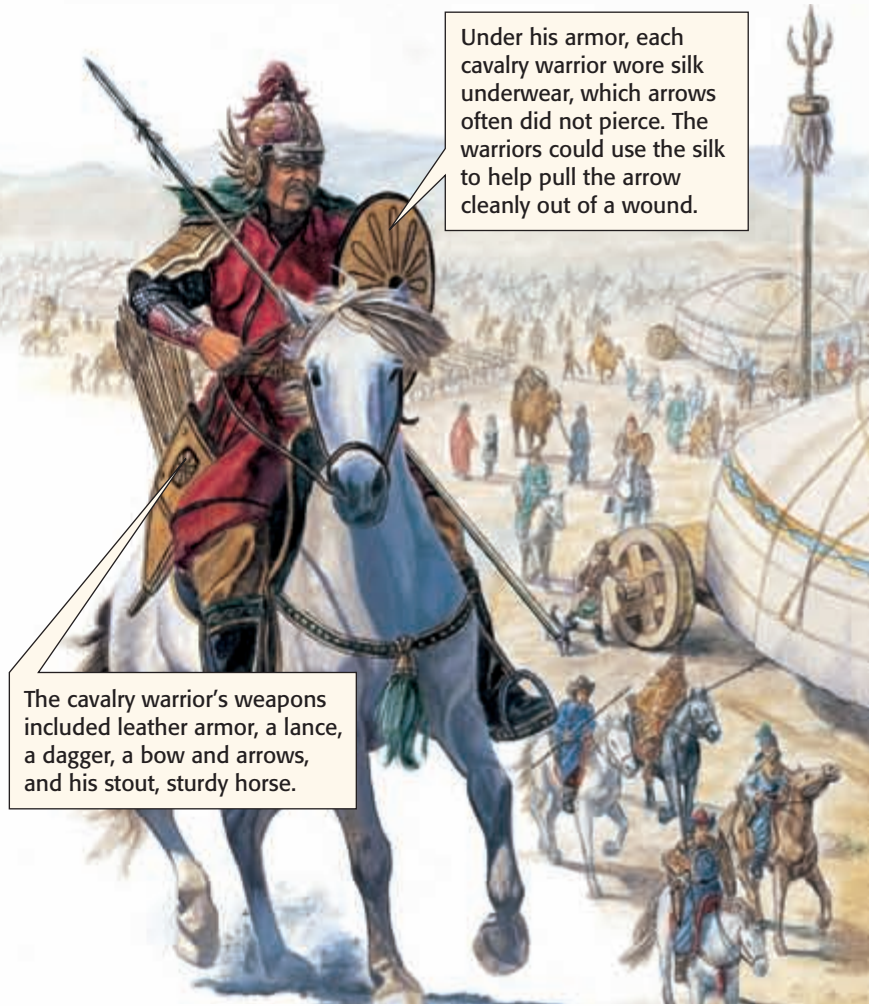
History *in* Depth

 hmhsocialstudies.com **INTERACTIVE**

A Mighty Fighting Force

Mongol soldiers were superb horsemen, having spent all their lives in the saddle. Annual game roundups gave young men the chance to practice skills they would use in battle and gave their leaders the opportunity to spot promising warriors. When on the move, each soldier was accompanied by three extra horses. By changing mounts, soldiers could stay in the saddle for up to ten days and nights at a time. When charging toward a target, they covered as much as 120 miles a day. If food was scarce, a Mongol soldier might make a small gash in the neck of one of his horses and sustain himself by drinking the blood.

A key to Mongol horsemanship was the stirrup, which was invented on the steppe in the second century B.C. Stirrups enabled a mounted warrior to stand, turn, and shoot arrows behind him.



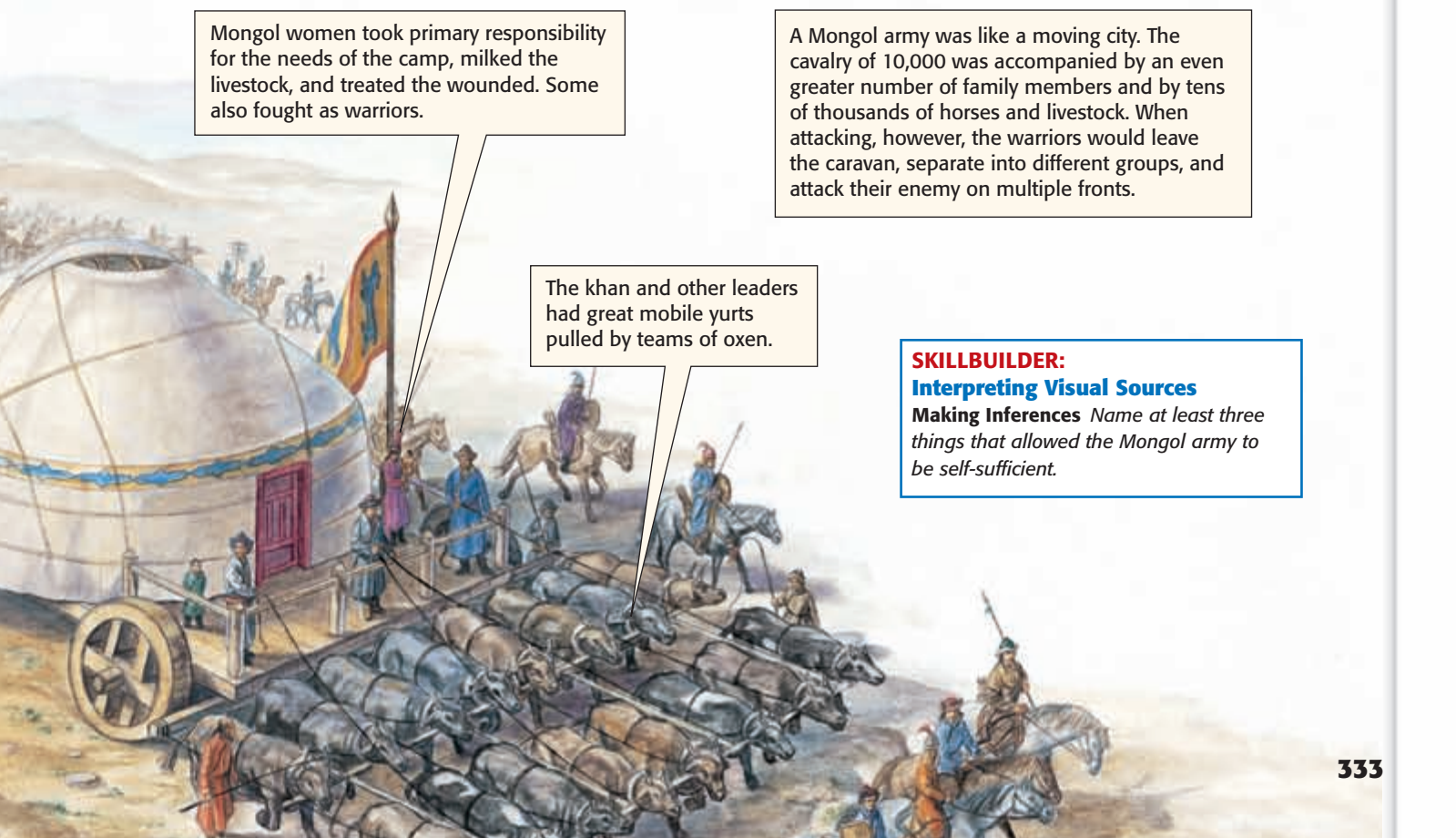
Under his armor, each cavalry warrior wore silk underwear, which arrows often did not pierce. The warriors could use the silk to help pull the arrow cleanly out of a wound.

The cavalry warrior's weapons included leather armor, a lance, a dagger, a bow and arrows, and his stout, sturdy horse.

The Khanates After Genghis's death, his sons and grandsons continued the campaign of conquest. Armies under their leadership drove south, east, and west out of inner Asia. They completed their conquest of northern China and invaded Korea. They leveled the Russian city of Kiev and reached the banks of the Adriatic Sea. The cities of Venice and Vienna were within their grasp. However, in the 1250s the Mongols halted their westward campaign and turned their attention to Persia. By 1260, the Mongols had divided their huge empire into four regions, or khanates. (See the map on page 334.) These were the Khanate of the Great Khan (Mongolia and China), the Khanate of Chagatai (Central Asia), the Ilkhanate (Persia), and the Khanate of the Golden Horde (Russia). A descendant of Genghis ruled each khanate.

The Mongols as Rulers Many of the areas invaded by the Mongols never recovered. The populations of some cities were wiped out. In addition, the Mongols destroyed ancient irrigation systems in areas such as the Tigris and Euphrates valleys. Thus, the land could no longer support resettlement. While ferocious in war, the Mongols were quite tolerant in peace. They rarely imposed their beliefs or way of life on those they conquered. Over time, some Mongol rulers even adopted aspects of the culture of the people they ruled. The Ilkhans and the Golden Horde, for example, became Muslims. Growing cultural differences among the khanates contributed to the eventual splitting up of the empire.

The Mongol Peace From the mid-1200s to the mid-1300s, the Mongols imposed stability and law and order across much of Eurasia. This period is sometimes called the **Pax Mongolica**, or Mongol Peace. The Mongols guaranteed safe passage for trade caravans, travelers, and missionaries from one end of the empire to another.



Mongol women took primary responsibility for the needs of the camp, milked the livestock, and treated the wounded. Some also fought as warriors.

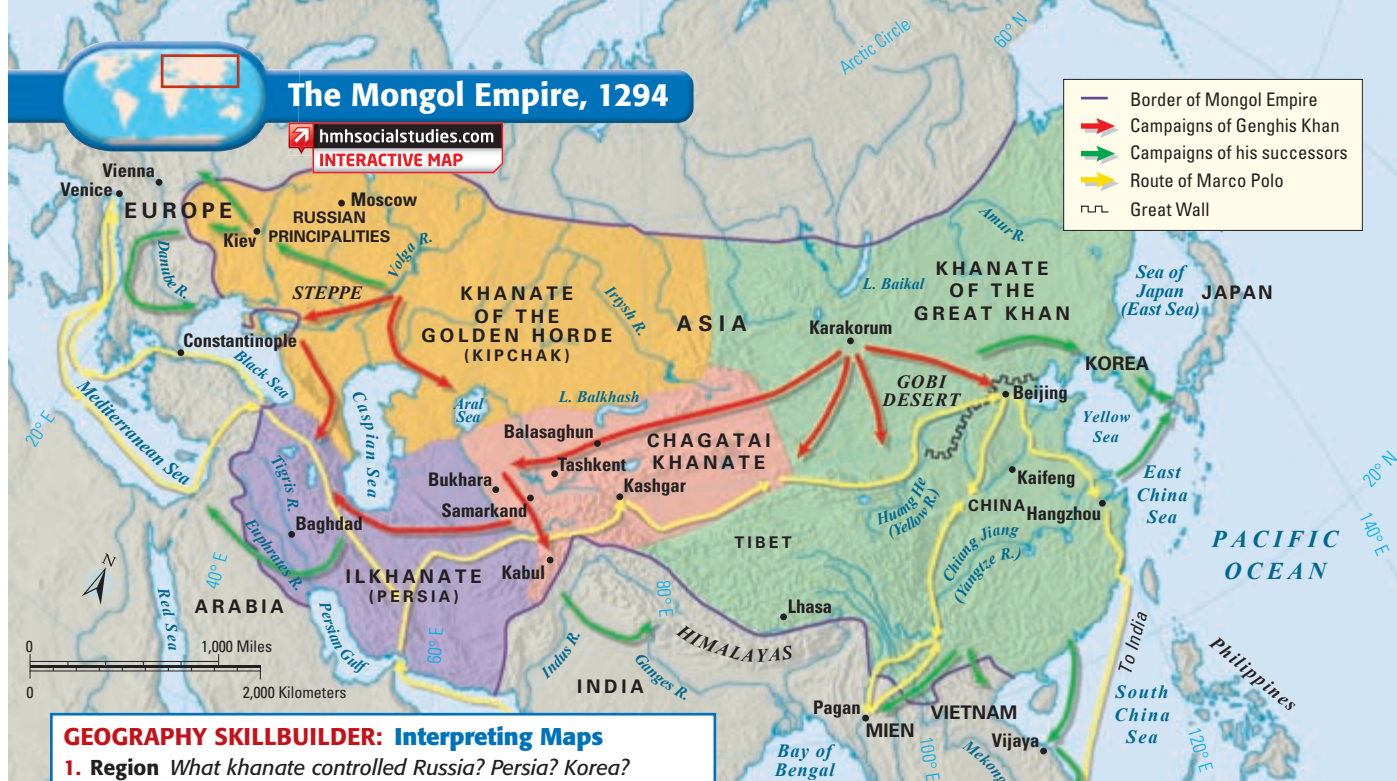
A Mongol army was like a moving city. The cavalry of 10,000 was accompanied by an even greater number of family members and by tens of thousands of horses and livestock. When attacking, however, the warriors would leave the caravan, separate into different groups, and attack their enemy on multiple fronts.

The khan and other leaders had great mobile yurts pulled by teams of oxen.

SKILLBUILDER:

Interpreting Visual Sources

Making Inferences Name at least three things that allowed the Mongol army to be self-sufficient.



Trade between Europe and Asia had never been more active. Ideas and inventions traveled along with the trade goods. Many Chinese innovations, such as gunpowder, reached Europe during this period.

Other things spread along with the goods and the ideas. Some historians speculate that the epidemic of bubonic plague that devastated Europe during the 1300s was first spread by the Mongols. (See Chapter 14.) The disease might have traveled along trade routes or have been passed to others by infected Mongol troops.

For a brief period of history, the nomadic Mongols were the lords of city-based civilizations across Asia, including China. As you will read in Section 3, China continued to thrive under Mongol rule.

SECTION

2

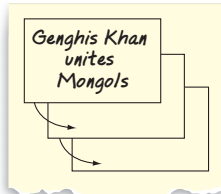
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- pastoralist
- clan
- Genghis Khan
- Pax Mongolica

USING YOUR NOTES

2. Which of the listed events do you think is the most important? Why?



MAIN IDEAS

3. In what ways did steppe nomads and the people of neighboring settled societies interact?
4. Why was terror an important weapon for Genghis Khan?
5. What happened to the Mongol Empire in the years after Genghis Khan's death?

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** What characteristics of their culture do you think contributed to the Mongols' military success? Explain your response.
7. **ANALYZING MOTIVES** What do you think drove Genghis Khan to conquer a great empire? Explain your answer.
8. **FORMING AND SUPPORTING OPINIONS** "The Mongols were great conquerors but poor rulers." Do you agree with this statement? Why or why not?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a brief essay discussing the impact of interaction between the Mongols and the various cultures that they conquered.

MULTIMEDIA ACTIVITY CREATING AN ILLUSTRATED REPORT



Today, most Mongols live in the country of Mongolia. Use the Internet to find information on Mongolian ways of life. Then create an **illustrated report** comparing ways of life today and in Genghis Khan's time.

INTERNET KEYWORD
Mongolia

The Mongol Empire

MAIN IDEA

CULTURAL INTERACTION As emperor of China, Kublai Khan encouraged foreign trade.

WHY IT MATTERS NOW

The influence of Chinese ideas on Western civilization began with the Mongols' encouragement of trade.

TERMS & NAMES

- Kublai Khan
- Marco Polo

SETTING THE STAGE **Kublai Khan**, the grandson of Genghis Khan, assumed the title Great Khan in 1260. In theory, the Great Khan ruled the entire Mongol Empire. In reality, the empire had split into four khanates. Other descendants of Genghis ruled Central Asia, Persia, and Russia as semi-independent states. So, Kublai focused instead on extending the power and range of his own khanate, which already included Mongolia, Korea, Tibet, and northern China. To begin, however, he had to fulfill the goal of his grandfather to conquer all of China.

Kublai Khan Becomes Emperor

The Chinese held off Kublai's attacks for several years. However, his armies finally overwhelmed them in 1279. Throughout China's long history, the Chinese feared and fought off invasions by northern nomads. China sometimes lost territory to nomadic groups, but no foreigner had ever ruled the whole country. With Kublai's victory, that changed.

Beginning a New Dynasty As China's new emperor, Kublai Khan founded a new dynasty called the Yuan (yoo•AHN) Dynasty. It lasted less than a century, until 1368, when it was overthrown. However, the Yuan era was an important period in Chinese history for several reasons. First, Kublai Khan united China for the first time in more than 300 years. For this he is considered one of China's great emperors. Second, the control imposed by the Mongols across all of Asia opened China to greater foreign contacts and trade. Finally, Kublai and his successors tolerated Chinese culture and made few changes to the system of government.

Unlike his Mongol ancestors, Kublai abandoned the Mongolian steppes for China. He did not share his ancestors' dislike of the settled life. On the contrary, he rather enjoyed living in the luxurious manner of a Chinese emperor. He maintained a beautiful summer palace at Shangdu, on the border between Mongolia and China. He also built a new square-walled capital at the site of modern Beijing. Kublai built this palace to enhance his prestige, but his new capital meant something more. Previously, the Great Khans had ruled their empire from Mongolia. Moving the capital from Mongolia to China was a sign that Kublai intended to make his mark as emperor of China.

Failure to Conquer Japan After conquering China, Kublai Khan tried to extend his rule to Japan. In 1274 and again in 1281, the Great Khan sent huge fleets



Use the graphic organizer online to take notes on the impact of Kublai Khan on East Asia.



▲ This detail from a 13th-century Japanese scroll depicts Japanese warriors fighting off a Mongol warship.

against Japan. The Mongols forced Koreans to build, sail, and provide provisions for the boats, a costly task that almost ruined Korea. Both times the Japanese turned back the Mongol fleets.

The second fleet carried 150,000 Mongol, Chinese, and Korean warriors—the largest seaborne invasion force in history until World War II. After 53 days, Japanese warriors had fought the invaders to a standstill. Then, on the following day, the sky darkened and a typhoon swept furiously across the Sea of Japan. Mongol ships were upended, swamped, and dashed to bits against the rocky shore, despite their sailors' attempts to escape onto the open sea. For centuries afterward, the Japanese spoke reverently of the *kamikaze*, or “divine wind,” that had saved Japan.

Mongol Rule in China

Early in Kublai Khan's reign, one of his Chinese advisers told him, “I have heard that one can conquer the empire on horseback, but one cannot govern it on horseback.” This advice illustrates the problems Kublai faced as emperor. Mongol ways would not work in a sophisticated civilization like China's. Besides, the number of Mongols in China was few compared to the huge native population. Kublai would need to make use of non-Mongol officials to help him rule successfully.

The Mongols and the Chinese The Mongol rulers had little in common with their Chinese subjects. Because of their differences, the Mongols kept their separate identity. Mongols lived apart from the Chinese and obeyed different laws. They kept the Chinese out of high government offices, although they retained as many Chinese officials as possible to serve on the local level. Most of the highest government posts went to Mongols or to foreigners. The Mongols believed that foreigners were more trustworthy since they had no local loyalties. **A**

Despite his differences with the Chinese, Kublai Khan was an able leader. He restored the Grand Canal and extended it 135 miles north to Beijing. Along its banks he built a paved highway that ran some 1,100 miles, from Hangzhou to Beijing. These land and water routes ensured the north a steady supply of grain and other goods from the southern heartland.

Foreign Trade Foreign trade increased under Kublai Khan. This was largely due to the Mongol Peace, which made the caravan routes across Central Asia safe for trade and travel. Traders transported Chinese silk and porcelain, which were greatly valued in Europe and western Asia, over the Silk Roads and other routes. These traders also carried with them such Chinese products and inventions as printing, gunpowder, the compass, paper currency, and playing cards.

MAIN IDEA

Making Inferences

A How might the Chinese have felt about their lack of power in Kublai's government?

Kublai further encouraged trade by inviting foreign merchants to visit China. Most of them were Muslims from India, Central Asia, and Persia. Many European traders and travelers, including Christian missionaries, also reached China.

Marco Polo at the Mongol Court The most famous European to visit China in these years was a young Venetian trader, **Marco Polo**. He traveled by caravan on the Silk Roads with his father and uncle, arriving at Kublai Khan's court around 1275. Polo had learned several Asian languages in his travels, and Kublai Khan sent him to various Chinese cities on government missions. Polo served the Great Khan well for 17 years. In 1292, the Polos left China and made the long journey back to Venice. **B**

Later, during a war against Venice's rival city, Genoa, Marco Polo was captured and imprisoned. In prison he had time to tell the full story of his travels and adventures. To his awed listeners, he spoke of China's fabulous cities, its fantastic wealth, and the strange things he had seen there. He mentioned the burning of "black stones" (coal) in Chinese homes. (Coal as a fuel was little known in Europe.) He also recorded the practical workings of Kublai's government and aspects of Chinese life. Here is his description of trade in Beijing:

PRIMARY SOURCE

[M]ore precious and costly wares are imported into Khan-balik [Beijing] than into any other city in the world. . . . All the treasures that come from India—precious stones, pearls, and other rarities—are brought here. So too are the choicest and costliest products of Cathay [China] itself and every other province.

MARCO POLO, *The Travels of Marco Polo*

A fellow prisoner gathered Polo's stories into a book. It was an instant success in Europe, but most readers did not believe a word of it. They thought Polo's account was a marvelous collection of tall tales. It was clear to Marco Polo, however, that the civilization he had visited was the greatest in the world.

The End of Mongol Rule

During the last years of Kublai Khan's reign, weaknesses began to appear in Mongol rule. In an attempt to further expand his empire, Kublai sent several expeditions into Southeast Asia. His armies and navies suffered many humiliating defeats at a huge expense of lives and equipment. Heavy spending on fruitless wars, on public works, and on the luxuries of the Yuan court burdened the treasury and created resentment among the overtaxed Chinese. This presented problems that Kublai's less able successors could not resolve.

History Makers



Kublai Khan 1215–1294

As ruler of both China and the Mongol Empire, Kublai Khan straddled two worlds. He built luxurious palaces, dressed as a Chinese emperor, and supported the work of Chinese artists. However, he remained a Mongol warrior at heart.

The Great Khan is said to have planted a plot of grass from the steppe in the gardens at Beijing to remind himself of his home. He also loved to hunt and enclosed a large hunting ground at his palace at Shangdu.




Marco Polo 1254?–1324

The man who described Kublai Khan to Europeans left behind very little information about himself. According to Polo, Kublai recognized his "merit and worth" and sent him on special missions around the empire. His impressions of China became the basis of his book, but he described

few actual events about his life.

Since his book first appeared, people have debated whether Polo even visited China. He is not mentioned in Chinese accounts of this time. His tales also fail to mention such common features of China as tea, acupuncture, or foot binding. On his deathbed, Polo was asked if his travel stories were true. He replied that he had told barely half of what he had seen.

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RESEARCH WEB LINKS Go online for more on Kublai Khan and Marco Polo.



VIDEO

Marco Polo

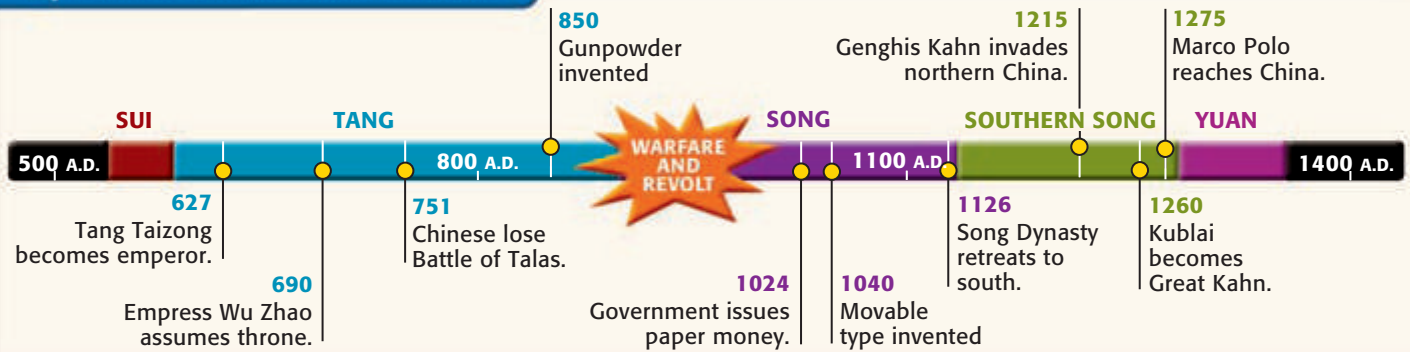
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MAIN IDEA

Analyzing Motives

B Why do you think Kublai Khan employed Marco Polo?

Dynasties of China, 500–1400



Yuan Dynasty Overthrown Kublai Khan died in 1294. After his death, the Yuan Dynasty began to fade. Family members continually argued over who would rule. In one eight-year period, four different khans took the throne.

Rebellions broke out in many parts of China in the 1300s. The Chinese had long resented their Mongol rulers, and the Mongol humiliation of the Chinese only increased under Kublai Khan's successors. The rebellions were also fueled by years of famine, flood, and disease, along with growing economic problems and official corruption. In 1368, Chinese rebels finally overthrew the Mongols. The rebel leader founded a new dynasty, the Ming, which you will read about in Chapter 19.

Decline of the Mongol Empire By the time of the collapse of the Yuan Dynasty, the entire Mongol Empire had disintegrated. The government of the Ilkhanate in Persia fell apart in the 1330s. The Chagatai khans ruled Central Asia until the 1370s. Only the Golden Horde in Russia stayed in power. The Golden Horde ruled Russia for 250 years. As you read in Chapter 11, Ivan III finally led Russia to independence from Mongol rule in 1480.

The rise and fall of Mongol rule affected civilizations from eastern Europe to China. Kublai Khan had tried to extend this influence to Japan but had failed. However, several centuries earlier, the Japanese had embraced the influence of an outside culture—China. This development is described in Section 4.

MAIN IDEA

Analyzing Causes

What factors contributed to the decline and fall of the Yuan Dynasty?

SECTION

3

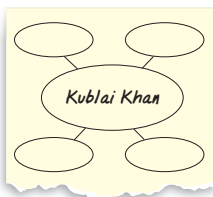
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Kublai Khan
- Marco Polo

USING YOUR NOTES

2. Select one of the entries.
Did this event make China stronger or weaker?



MAIN IDEAS

- Why did the Mongols employ foreigners rather than Chinese in high government offices?
- How did Europeans view Marco Polo's account of his time in China?
- What happened to the Yuan Dynasty after Kublai Khan's death?

CRITICAL THINKING & WRITING

- EVALUATING DECISIONS** Judging from the events of the Yuan Dynasty, do you think the Mongol policies toward the Chinese were effective? Explain your answer.
- RECOGNIZING EFFECTS** What impact did the Mongol Peace have on interaction between East and West?
- FORMING AND SUPPORTING OPINIONS** Do you think that Kublai Khan was a successful ruler? Why or why not?
- WRITING ACTIVITY** **CULTURAL INTERACTION** Adopt the role of a traveler in Mongol China. Write a **letter** to friends explaining how the Chinese way of life has influenced the Mongol conquerors.

CONNECT TO TODAY WRITING A SUMMARY

Some people consider Marco Polo to be the first travel writer. Locate modern travel writing on China. Select and read descriptions of major cities, such as Beijing. Using photographs and sketches, create an **illustrated summary** of the main points included in the descriptions.

Feudal Powers in Japan

MAIN IDEA

RELIGIOUS AND ETHICAL SYSTEMS Japanese civilization was shaped by cultural borrowing from China and the rise of feudalism and military rulers.

WHY IT MATTERS NOW

An openness to adapting innovations from other cultures is still a hallmark of Japanese society.

TERMS & NAMES

- Shinto
- samurai
- Bushido
- shogun

SETTING THE STAGE Japan lies east of China, in the direction of the sunrise. In fact, the name Japan comes from the Chinese word *ri-ben*, which means “origin of the sun” or “land of the rising sun.” From ancient times, Japan had borrowed ideas, institutions, and culture from the Chinese people. Japan’s genius was its ability to take in new ideas and make them uniquely its own.

The Growth of Japanese Civilization

Japan’s island location shaped the growth of its civilization. About 120 miles of water separates Japan from its closest neighbor, Korea, and 500 miles of water separates Japan from China. The Japanese were close enough to feel the civilizing effect of China. Yet they were far enough away to be reasonably safe from invasion.

The Geography of Japan About 4,000 islands make up the Japanese archipelago (ahr•kuh•PEHL•uh•GOH), or island group, that extends in an arc more than 1,200 miles long. Historically, most Japanese people have lived on the four largest islands: Hokkaido (hah•KY•doh), Honshu (HAHN•shoo), Shikoku (shee•KAW•koo), and Kyushu (kee•OO•shoo).

Japan’s geography has both advantages and disadvantages. Southern Japan enjoys a mild climate with plenty of rainfall. The country is so mountainous, however, that only about 12 percent of the land is suitable for farming. Natural resources such as coal, oil, and iron are in short supply. During the late summer and early fall, strong tropical storms called typhoons occur. Earthquakes and tidal waves are also threats.

Early Japan The first historic mention of Japan comes from Chinese writings of the first century B.C. Japan at this time was not a united country. Instead, hundreds of clans controlled their own territories. Each clan worshiped its own nature gods and goddesses. In different parts of Japan, people honored thousands of local gods. Their varied customs and beliefs eventually combined to form Japan’s earliest religion. In later times, this religion was called **Shinto** (SHIHN•toh), meaning “way of the gods.”

Shinto was based on respect for the forces of nature and on the worship of ancestors. Shinto worshipers believed in *kami*, divine spirits that dwelled in nature. Any unusual or especially beautiful tree, rock, waterfall, or mountain was considered the home of a *kami*.



Use the graphic organizer online to take notes on the main periods and events in Japanese history from 300 to 1300.



The Yamato Emperors By the A.D. 400s, the Yamato clan had established itself as the leading clan. The Yamato claimed to be descended from the sun goddess Amaterasu. By the seventh century, the Yamato chiefs called themselves the emperors of Japan. The early emperors did not control the entire country, or even much of it, but the Japanese gradually accepted the idea of an emperor.

Although many of the Yamato rulers lacked real power, the dynasty was never overthrown. When rival clans fought for power, the winning clan claimed control of the emperor and then ruled in the emperor's name. Japan had both an emperor who served as a figurehead and a ruling power who reigned behind the throne. This dual structure became an enduring characteristic of Japanese government.

Japanese Culture

During the 400s, the Japanese began to have more and more contact with mainland Asia.

They soon came under the influence of Chinese ideas and customs, which they first learned about from Korean travelers.

Buddhism in Japan One of the most important influences brought by Korean travelers was Buddhism. In the mid-700s, the Japanese imperial court officially accepted Buddhism in Japan. By the eighth or ninth century, Buddhist ideas and worship had spread through Japanese society. The Japanese, however, did not give up their Shinto beliefs. Some Buddhist rituals became Shinto rituals, and some Shinto gods and goddesses were worshiped in Buddhist temples.

Cultural Borrowing from China Interest in Buddhist ideas at the Japanese court soon grew into an enthusiasm for all things Chinese. The most influential convert to Buddhism was Prince Shotoku (shoh•toh•ku), who served as regent for his aunt, the empress Suiko. (A regent is someone who rules when a monarch is absent, ill, or too young to rule.) In 607, Prince Shotoku sent the first of three missions to China. His people studied Chinese civilization firsthand. Over the next 200 years, the Japanese sent many such groups to learn about Chinese ways. **A**

The Japanese adopted the Chinese system of writing. Japanese artists painted landscapes in the Chinese manner. The Japanese also followed Chinese styles in the simple arts of everyday living, such as cooking, gardening, drinking tea, and hairdressing. For a time, Japan even modeled its government on China's. Prince Shotoku planned a strong central government like that of the Tang rulers. He also tried to introduce China's civil-service system. However, this attempt failed. In Japan, noble birth remained the key to winning a powerful position. Unlike China, Japan continued to be a country where a few great families held power.

The Japanese adapted Chinese ways to suit their own needs. While they learned much, they still retained their own traditions. Eventually, the Japanese imperial court decided it had learned enough from Tang China. In the late ninth century, it ended formal missions to the Tang Empire, which had fallen into decline. Although Chinese cultural influence would remain strong in Japan, Japan's own culture was about to bloom.

MAIN IDEA

Synthesizing

A How did Chinese culture spread to Japan?

Life in the Heian Period

In the late 700s, the imperial court moved its capital from Nara to Heian (HAY•ahn), the modern Kyoto (kee•OH•toh). Many of Japan's noble families also moved to Heian. Among the upper class in Heian, a highly refined court society arose. This era in Japanese history, from 794 to 1185, is called the Heian period.

Vocabulary

etiquette: the code governing correct behavior and appearance

Gentlemen and ladies of the court filled their days with elaborate ritual and artistic pursuits. Rules dictated every aspect of court life—the length of swords, the color of official robes, forms of address, even the number of skirts a woman wore. Etiquette was also extremely important. Laughing aloud in public, for example, was frowned upon. And everyone at court was expected to write poetry and to paint.

The best accounts of Heian society come from the diaries, essays, and novels written by the women of the court. One of the finest writers of the period was Lady Murasaki Shikibu. Lady Murasaki's 11th-century masterpiece, *The Tale of Genji*, is an account of the life of a prince in the imperial court. This long prose narrative is considered the world's first novel.

Feudalism Erodes Imperial Authority

During the Heian period, Japan's central government was relatively strong. However, this strength was soon to be challenged by great landowners and clan chiefs who acted more and more as independent local rulers.

Decline of Central Power For most of the Heian period, the rich Fujiwara family held the real power in Japan. By about the middle of the 11th century, however, the power of the central government and the Fujiwaras began to slip.

Large landowners living away from the capital set up private armies. The countryside became lawless and dangerous. Armed soldiers on horseback preyed on farmers and travelers, and pirates took control of the seas. For safety, farmers and

> Analyzing Art

Women of the Heian Court

The Tale of Genji picture scroll—an illustrated version of the story—provides insights into the life of women at the Heian court. Since servants did almost all domestic chores, upper class women had much leisure time. How did they spend this time?

- 1 Because women were expected to look attractive, they spent time on personal grooming, such as hair care.
- 2 Women spent much time reading, usually the *monogatari*, or prose fiction, popular at the time. As the prince notes in *The Tale of Genji*, "Without these monogatari how on earth would [women entertain themselves] during these tedious hours?"

SKILLBUILDER: Interpreting Visual Sources

1. **Drawing Conclusions** From what you have read about Heian court life, why do you think women spent so much time in personal grooming?
2. **Making Inferences** Based on what you have read, in what other ways might the women of the Heian court have spent their time?



Japanese Samurai

Samurai were members of Japan's warrior class. Early samurai protected local aristocratic landowners. In the late 1100s, however, the warrior class secured national power and dominated Japanese government until 1868.

Samurai warriors followed an unwritten code that emphasized honor, bravery, and loyalty. This code came to be known as Bushido. Their reputation as fearsome warriors has become legendary.



Helmets were made from iron plates to repel sword blows.

An iron mask was sometimes worn not only to protect the face, but to frighten the samurai's enemy as well.

Samurai swords were made by skilled artisans. The curvature of the blade makes the weapon more effective when slashing.

Individual iron plates provided protection and freedom of movement when in combat. As you can see, a samurai's armor was often richly decorated.



▲ Female Samurai

Samurai were not always men. Here, Lady Tomoe Gozen, a famous female warrior of the 1180s, enters bravely into battle.



VIDEO

Samurai

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◀ Samurai Warrior

In combat, a samurai's life depended on his skill and his equipment. Here you can see how the samurai's weapons and armor aided him or her in battle.

SKILLBUILDER:

Interpreting Visual Sources

- 1. Comparing and Contrasting** What are some similarities or differences between Japanese samurai and European knights?
- 2. Hypothesizing** How might the code of the Samurai help them in battle?

small landowners traded parts of their land to strong warlords in exchange for protection. With more land, the lords gained more power. This marked the beginning of a feudal system of localized rule like that of ancient China and medieval Europe.

Samurai Warriors Since wars between rival lords were commonplace, each lord surrounded himself with a bodyguard of loyal warriors called **samurai** (SAM•uh•RY). (*Samurai* means “one who serves.”) Samurai lived according to a demanding code of behavior called **Bushido** (BUSH•ih•DOH), or “the way of the warrior.” A samurai was expected to show reckless courage, reverence for the gods, fairness, and generosity toward those weaker than himself. Dying an honorable death was judged more important than living a long life.

The Kamakura Shogunate During the late 1100s, Japan’s two most powerful clans fought for power. After almost 30 years of war, the Minamoto family emerged victorious. In 1192, the emperor gave a Minamoto leader named Yoritomo the title of **shogun**, or “supreme general of the emperor’s army.” In effect, the shogun had the powers of a military dictator.

Following tradition, the emperor still reigned from Kyoto. (Kyoto was rebuilt on the ruins of Heian, which had been destroyed in war.) However, the real center of power was at the shogun’s military headquarters at Kamakura (KAHM•uh•KUR•uh). The 1200s are known in Japanese history as the Kamakura shogunate. The pattern of government in which shoguns ruled through puppet emperors lasted in Japan until 1868. **B**

The Kamakura shoguns were strong enough to turn back the two naval invasions sent by the great Mongol ruler Kublai Khan in 1274 and 1281. However, the Japanese victory over the Mongols drained the shoguns’ treasury. Loyal samurai were bitter when the government failed to pay them. The Kamakura shoguns lost prestige and power. Samurai attached themselves more closely to their local lords, who soon fought one another as fiercely as they had fought the Mongols.

Although feudal Japan no longer courted contact with China, it would continue to absorb Chinese ideas and shape them into the Japanese way. As you will read in Section 5, China’s culture also influenced Korea and kingdoms of Southeast Asia.

MAIN IDEA

Drawing Conclusions

B What advantages were there to preserving the imperial dynasty, even if it lacked real power?

SECTION

4

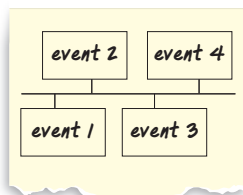
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Shinto
- samurai
- Bushido
- shogun

USING YOUR NOTES

2. What event would you consider the most important turning point in Japan’s early history? Why?



MAIN IDEAS

3. Why were Japanese missions to Tang China so important?
4. What was life like in the Heian court?
5. What purpose did the samurai serve?

CRITICAL THINKING & WRITING

6. **FORMING AND SUPPORTING OPINIONS** “The Japanese selectively borrowed from Chinese culture.” Use information from the text to support this statement.
7. **EVALUATING COURSES OF ACTION** Why do you think the shoguns chose to rule through puppet emperors rather than simply seizing the imperial throne themselves?
8. **DRAWING CONCLUSIONS** Was the rise of the shogun beneficial for Japan overall? Explain.
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Write a **dialogue** between two members of a Japanese family on why they have decided to convert to Buddhism.

CONNECT TO TODAY PREPARING AN ORAL REPORT

After World War II, the Japanese adopted aspects of American culture such as baseball. Find information about baseball in Japan, noting how the Japanese have adapted the game to suit their own traditions. Present your findings in a brief **oral report**.

Kingdoms of Southeast Asia and Korea

MAIN IDEA

CULTURAL INTERACTION

Several smaller kingdoms prospered in East and Southeast Asia, a region culturally influenced by China and India.

WHY IT MATTERS NOW

Chinese cultural influences still affect East and Southeast Asia today.

TERMS & NAMES

- Khmer Empire
- Angkor Wat
- Koryu Dynasty

SETTING THE STAGE To the south of China lies the region called Southeast Asia. It includes the modern countries of Myanmar (Burma), Laos, Cambodia, Vietnam, Malaysia, Indonesia, Thailand, Singapore, Brunei, and the Philippines. Thousands of miles from this region, to China's northeast, lies the Korean peninsula. This peninsula is currently divided between North Korea and South Korea. In the shadow of powerful China, many small but prosperous kingdoms rose and fell in Southeast Asia and Korea.

Kingdoms of Southeast Asia



Use the graphic organizer online to take notes on the kingdoms discussed in this section.

In Southeast Asia's river valleys and deltas and on its islands, many kingdoms had centuries of glory and left monuments of lasting beauty.

Geography of Southeast Asia Southeast Asia lies between the Indian and Pacific oceans and stretches from Asia almost to Australia. It consists of two main parts: (1) Indochina, the mainland peninsula that borders China to the north and India to the west, and (2) the islands, the largest of which include Sumatra, Borneo, and Java. All of Southeast Asia lies within the warm, humid tropics. Monsoon winds bring the region heavy seasonal rains.

Seas and straits separate the islands of Southeast Asia. On the mainland, five great rivers flow from the north and cut valleys to the sea. Between the valleys rise hills and mountains, making travel and communication difficult. Over time, many different peoples settled the region, so it was home to many cultures.

Throughout Southeast Asia's history, the key to political power often has been control of trade routes and harbors. This is because Southeast Asia lies on the most direct sea route between the Indian Ocean and the South China Sea. Two important waterways connect the two seas: the Strait of Malacca, between the Malay Peninsula and Sumatra, and the Sunda Strait, between Sumatra and Java.

Influence of India and China Indian merchant ships, taking advantage of the monsoon winds, began arriving in Southeast Asia by the first century A.D. In the period that followed, Hindu and Buddhist missionaries spread their faiths to the region. In time, kingdoms arose that followed these religions and were modeled on Indian political ideas. Gradually, Indian influence shaped many aspects of the region's culture. This early Indian influence on Southeast Asia is evident today in the region's religions, languages, and art forms.

Chinese ideas and culture spread southward in the region through migration and trade. At different times, the Chinese also exerted political influence over parts of mainland Southeast Asia, either through direct rule or by demanding tribute from local rulers.

The Khmer Empire The **Khmer** (kmair) **Empire**, in what is now Cambodia, was for centuries the main power on the Southeast Asian mainland. By the 800s, the Khmer had conquered neighboring kingdoms and created an empire. This empire reached the peak of its power around 1200.

Improved rice cultivation helped the Khmer become prosperous. The Khmer built elaborate irrigation systems and waterways. These advances made it possible to grow three or four crops of rice a year in an area that had previously produced only one.

At their capital, Angkor, Khmer rulers built extensive city-and-temple complexes. One of these, called **Angkor Wat**, is one of the world's greatest architectural achievements. The complex, which covers nearly a square mile, was built as a symbolic mountain dedicated to the Hindu god Vishnu. The Khmer also used it as an observatory. **A**

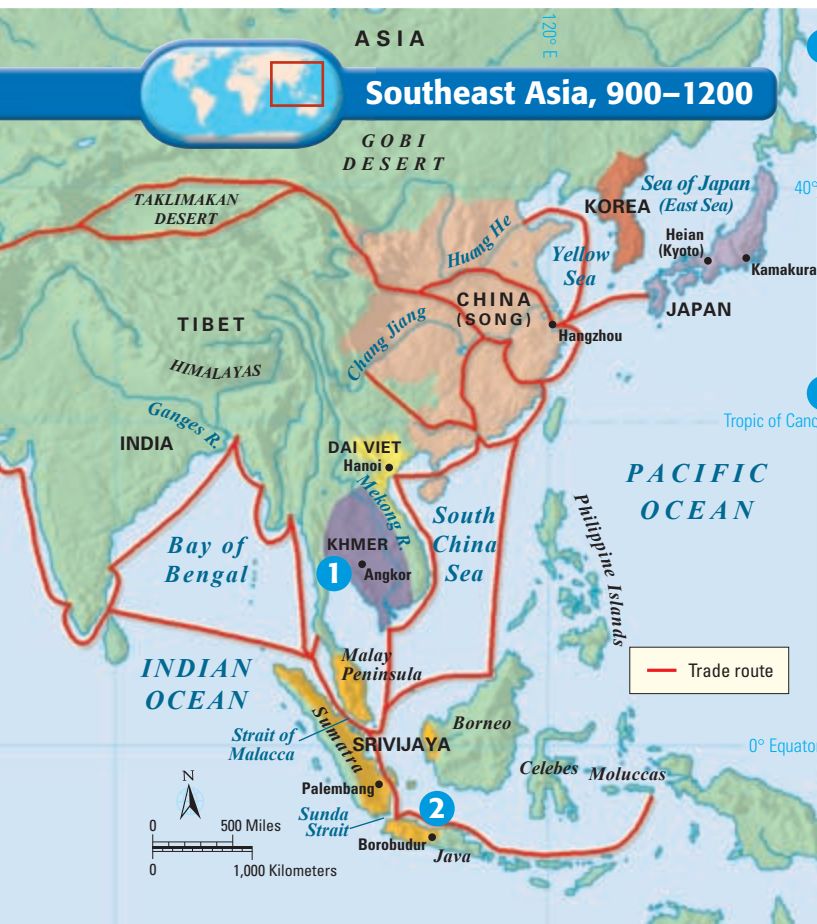
Island Trading Kingdoms Powerful kingdoms also developed on Southeast Asia's islands. For example, a dynasty called Sailendra ruled an agricultural kingdom on the island of Java. The Sailendra kings left behind another of the world's great architectural monuments, the Buddhist temple at Borobudur. Built around 800, this temple—like Angkor Wat—reflects strong Indian influence. The massive complex has nine terraced levels like a stepped pyramid.

The Sailendra Dynasty eventually fell under the domination of the powerful island empire of Srivijaya. At its height from the 7th to the 13th centuries, Srivijaya ruled the Strait of Malacca and other waters around the islands of Sumatra, Borneo, and Java. It grew wealthy by taxing the trade that passed through its waters. The

MAIN IDEA

Making Inferences

A What does the size and splendor of Angkor Wat suggest about the empire that constructed it?



▲ Built in the 1100s, Angkor Wat is the world's largest religious structure.

◀ The temple at Borobudur has 92 statues of Buddha on its top level.

GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Location** Where is the Strait of Malacca and why was it important to trade?
- 2. Movement** Name one way Chinese culture might have spread around Southeast Asia.

Srivijayas established their capital, Palembang, on Sumatra. Palembang became a great center of Buddhist learning, where Chinese monks could study instead of traveling to India.

Dai Viet The people of Southeast Asia least influenced by India were the Vietnamese. Located in the coastal region just south of China, Vietnam fell under Chinese domination. Around 100 B.C., during the mighty Han Dynasty, China took northern Vietnam. When China's Tang Dynasty weakened in the early A.D. 900s, Vietnam managed to break away. It became an independent kingdom, known as Dai Viet, in 939.

The Vietnamese absorbed many Chinese cultural influences, including Buddhism and ideas about government. However, they also preserved a strong spirit of independence and kept their own cultural identity. Vietnamese women, for example, traditionally had more freedom and influence than their Chinese counterparts. **B**

Rulers of the Ly Dynasty (1009–1225) located their capital at Hanoi, on the Red River delta. They established a strong central government, encouraged agriculture and trade, and greatly improved road and river transportation. The changes made by the Ly continued to influence life in Vietnam long after they fell from power.

MAIN IDEA

Comparing

B How was Vietnam's culture influenced by Chinese culture?

▼ Tan'gun (or Dangun) is said to have founded Korea in Pyongyang in 2333 B.C.

Korean Dynasties



According to a Korean legend, the first Korean state was founded by the hero Tan'gun, whose father was a god and whose mother was a bear. Another legend relates that it was founded by a royal descendant of the Chinese Shang Dynasty. These legends reflect two sides of Korean culture. On one hand, the Koreans were a distinct people who developed their own native traditions. On the other hand, their culture was shaped by Chinese influences from early dynastic times. However, like the Japanese, the Koreans adapted borrowed culture to fit their own needs and maintained a distinct way of life.

Geography of Korea Korea is located on a peninsula that juts out from the Asian mainland toward Japan. It is about the same size as the state of Utah. Korea's climate is hot in the summer and very cold in the winter. Like Japan, Korea is a mountainous land, and only a limited portion of the peninsula can be farmed. A mountainous barrier lies between Korea and its northern neighbor, Manchuria. Because of the mountains and the seas, Korea developed somewhat in isolation from its neighbors.

Early History In early Korea, as in early Japan, different clans or tribes controlled different parts of the country. In 108 B.C., the

Han empire conquered much of Korea and established a military government there. Through the Chinese, Koreans learned about such ideas as centralized government, Confucianism, Buddhism, and writing. During Han rule, the various Korean tribes began to gather together into federations. Eventually, these federations developed into three rival kingdoms. In the mid-600s, one of these kingdoms, the Silla, defeated the other kingdoms, drove out the Chinese, and gained control of the whole Korean peninsula.

Under Silla rule, the Koreans built Buddhist monasteries and produced elegant stone and bronze sculptures. They also developed a writing system suitable for writing Korean phonetically though still using Chinese characters.

The Koryu Dynasty By the tenth century, Silla rule had weakened. Around 935, a rebel officer named Wang Kon gained control of the country and became king. He

named his new dynasty Koryu. The **Koryu Dynasty** lasted four and a half centuries, from 935 to 1392.

The Koryu Dynasty modeled its central government after China's. It also established a civil service system. However, this system did not provide the social mobility for Koreans that it did for the Chinese. Koryu society was sharply divided between a landed aristocracy and the rest of the population, including the military, commoners, and slaves. Despite the examination system, the sons of nobles received the best positions, and these positions became hereditary.

The Koryu Dynasty faced a major threat in 1231, when the Mongols swept into Korea. They demanded a crushing tribute including 20,000 horses, clothing for 1 million soldiers, and many children and artisans, who were to be taken away as slaves. The harsh period of Mongol occupation lasted until the 1360s, when the Mongol Empire collapsed.

In 1392, a group of scholar-officials and military leaders overthrew the Koryu Dynasty and instituted land reforms. They established a new dynasty, called the Choson (or Yi) Dynasty, which would rule for 518 years.

Koryu Culture The Koryu period produced great achievements in Korean culture. Inspired by Song porcelain artists, Korean potters produced the much-admired celadon pottery, famous for its milky green glaze. Korean artisans produced one of the great treasures of the Buddhist world—many thousands of large wooden blocks for printing all the Buddhist scriptures. This set of blocks was destroyed by the Mongols, but the disaster sparked a national effort to re-create them. The more than 80,000 blocks in the new set remain in Korea today.

MAIN IDEA

Comparing

How did the Koryu government compare with the early imperial government of Japan (page 340)?

Connect to Today

Two Koreas

Since the end of World War II, Korea has been arbitrarily divided into two countries—communist North Korea and democratic South Korea.

For years, many Koreans longed for their country to be reunited.

Hopes for such a day rose in 2000 when the presidents of the two nations sat down to discuss reunification. In 2002, however, North Korea announced that it was developing nuclear weapons and would use them against South Korea if necessary. This greatly dimmed people's hopes for one Korea.



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INTERNET ACTIVITY Go online to research and write a news story on the latest developments in relations between the two Koreas.

SECTION

5

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Khmer Empire
- Angkor Wat
- Koryu Dynasty

USING YOUR NOTES

2. What common themes do you notice about the mainland kingdoms? about the island kingdoms?

Kingdom	Notes
Khmer	
Dai Viet	
Korea	
Sailendra	
Srivijaya	

MAIN IDEAS

3. On what was Khmer prosperity based?
4. How did Srivijaya become wealthy and powerful?
5. Why are there two sides to the development of Korean culture?

CRITICAL THINKING & WRITING

6. **RECOGNIZING EFFECTS** How did geography influence the history and culture of Southeast Asia and of Korea? Illustrate your answer with examples.
7. **COMPARING** In what ways did the cultural development of Vietnam resemble that of Korea?
8. **DRAWING CONCLUSIONS** Why do you think that of all the cultures of Southeast Asia, Vietnam was the least influenced by India?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Create an **annotated map** showing how Hinduism and Buddhism entered Southeast Asia from China and India.

CONNECT TO TODAY CREATING A TRAVEL BROCHURE

Conduct research to find information about Angkor Wat or the Buddhist temple at Borobudur. Use your findings to create a one-page **illustrated travel brochure**.

Chapter 12 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to East Asia between 600 and 1350.

1. Tang Taizong
2. Wu Zhao
3. Genghis Khan
4. Kublai Khan
5. Marco Polo
6. Shinto
7. Angkor Wat
8. Koryu Dynasty

MAIN IDEAS

Tang and Song China Section 1 (pages 323–329)

9. Why was the reform of the civil service under the Tang so significant?
10. How did changes in agriculture support other developments during the Song Dynasty?

The Mongol Conquests Section 2 (pages 330–334)

11. Why were nomads and settled peoples sometimes in conflict?
12. What were the most important accomplishments of the Mongol Empire?

The Mongol Empire Section 3 (pages 335–338)

13. Explain how Kublai Khan treated his Chinese subjects.
14. How did Kublai Khan encourage trade?

Feudal Powers in Japan Section 4 (pages 339–343)

15. Describe the impact of Chinese culture on Japan.
16. How did feudalism develop in Japan?

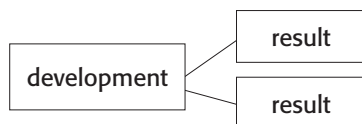
Kingdoms of Southeast Asia and Korea Section 5 (pages 344–347)

17. Describe the two sources of prosperity for Southeast Asian empires.
18. What were the major accomplishments of the Koryu Dynasty?

CRITICAL THINKING

1. USING YOUR NOTES

Create diagrams to identify two results from these developments: (a) completion of the Grand Canal under the Sui, and (b) the use of compass at sea.



2. HYPOTHESIZING

EMPIRE BUILDING How might history have been different if the Mongols had conquered all or most of Europe? Discuss the possible immediate and long-term consequences for Europe and the rest of the Mongol Empire.

3. IDENTIFYING PROBLEMS AND SOLUTIONS

This chapter describes the rise and fall of three Chinese dynasties. What recurring patterns appear in the decline of these dynasties? What advice, based on those patterns, might you give a Chinese emperor?

4. DRAWING CONCLUSIONS

CULTURAL INTERACTION How does Japanese adaptation of Buddhism illustrate the process of selective cultural borrowing?

VISUAL SUMMARY

East Asian Interaction with China

CHINA



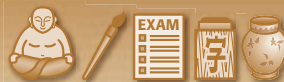
Japan

- Buddhism
- Writing system
- Civil service



Mongols

- Conquest of China
- Spread of Chinese ideas through Mongol Empire across Eurasia



Korea

- Buddhism
- Writing system
- Civil service
- Printing
- Porcelain



Southeast Asia

- Dai Viet: Buddhism, strong central government
- Other areas: spread of ideas through migration and trade

STANDARDS-BASED ASSESSMENT

Use the quotation—part of a message sent by Kublai Khan to Japan's imperial court—and your knowledge of world history to answer questions 1 and 2.

PRIMARY SOURCE

The Emperor of the Great Mongols addresses the King of Japan as follows: . . . I am sending you my envoys bearing my personal message. It is my hope that the communication between our two countries be opened and maintained and that our mutual friendship be established. A sage regards the whole world as one family; how can different countries be considered one family if there is not friendly communication between them? Is force really necessary to establish friendly relations? I hope that you will give this matter your most careful attention.

SUNG LIEN, quoted in *The Essence of Chinese Civilization*

1. What is Kublai Khan asking of the Japanese?
 - A. to surrender without a fight
 - B. to exchange prisoners of war
 - C. to establish diplomatic relations with the Mongols
 - D. to join the Mongols in a war against Europe
2. Which of the following best describes the tone of the message?
 - A. mildly threatening
 - B. funny
 - C. extremely violent
 - D. pleading

Use the map and your knowledge of world history to answer question 3.



3. During the Tang Dynasty, which areas of China were most densely populated?
 - A. east and north
 - B. west and south
 - C. central China
 - D. far west

hmhsocialstudies.com **TEST PRACTICE**

For additional test practice, go online for:

- Diagnostic tests
- Tutorials
- Strategies

Interact *with* History

Through the activity on page 322, you looked at the importance of Chinese inventions in world history. (After reading the chapter, you may have recognized that this imaginary situation was inspired by the travels of Marco Polo.) Now that you have read the chapter, consider the impact of Chinese inventions and how they spread. Would you now choose a different invention? Is there any other invention you would choose instead of those on page 322? Discuss these questions with a small group.

FOCUS ON WRITING

RELIGIOUS AND ETHICAL SYSTEMS Write a **report** on the Japanese religion of Shinto. Illustrate your report with photographs and sketches. In your report, consider the following:

- essential Shinto beliefs
- development of Shinto, especially the influence of Buddhism and Confucianism
- Shinto rituals and shrines

MULTIMEDIA ACTIVITY




NetExplorations: Chinese Healing Arts

Go to *NetExplorations* at hmhsocialstudies.com to learn more about Chinese healing arts. Use the Internet to learn how Chinese and Western doctors treat a variety of common illnesses and how long these treatments have been common practice. You may want to include the following illnesses in your research:

- the common cold
- influenza
- asthma
- arthritis

Create a table comparing Chinese and Western treatments for these illnesses. Display the table online or in the classroom.

Japan and the Samurai Warrior

A traditional Japanese ink wash painting (suiboku-ga) depicting several samurai warriors in a dynamic, battle-like pose. They are wearing ornate armor (yoroi) with various patterns and colors, including red, black, and gold. Some are holding long spears (yari) and others are in more defensive or offensive stances. The background is a mix of dark and light washes, suggesting a battlefield or a dramatic scene.

For over a thousand years, the samurai—an elite warrior class—were a powerful force in Japanese society. The way of life of the samurai lords and warriors was, in many ways, like those of the medieval lords and knights of Europe. The great samurai warlords ruled large territories and relied on the fighting skills of their fierce samurai warriors to battle their enemies. But samurai warriors were more

than just soldiers. Samurai were expected to embrace beauty and culture, and many were skilled artists. They also had a strict personal code that valued personal honor above all things—even life itself.

Explore the fascinating world of the samurai warrior online. You can find a wealth of information, video clips, primary sources, activities, and more at hmhsocialstudies.com.



Rise of the Samurai Class

Watch the video to learn how the samurai developed from armed tax collectors into warlords and armies that ruled Japan.



CLICK THROUGH
INTER / ACTIVITIES

hmhsocialstudies.com



A New Way of Life in Japan

Watch the video to learn how peace and isolation took hold in Japan and changed the role of the samurai in society.

*“ I have no eyes;
I make the Flash of Lightning my Eyes.
I have no ears; I make Sensibility my Ears.
I have no limbs;
I make Promptitude my Limbs.
I have no laws;
I make Self-Protection my Laws.”*



A Code for Samurai Living

Read the document to learn about the strict but lyrical code of the samurai warrior.



Death of the Samurai Class

Watch the video to see how the end of Japan's isolation from the outside world signaled the beginning of the end of the samurai class.



CHAPTER 13

European Middle Ages, 500–1200

Essential Question

What political and economic systems emerged in the Middle Ages and how was the Church a unifying force?



What You Will Learn

In this chapter you will follow the changing political, religious, and cultural landscape of medieval Europe.

SECTION 1 Charlemagne Unites Germanic Kingdoms

Main Idea Many Germanic kingdoms that succeeded the Roman Empire were reunited under Charlemagne's empire.

SECTION 2 Feudalism in Europe

Main Idea Feudalism, a political and economic system based on land-holding and protective alliances, emerges in Europe.

SECTION 3 The Age of Chivalry

Main Idea The code of chivalry for knights glorified both combat and romantic love.

SECTION 4 The Power of the Church

Main Idea Church leaders and political leaders competed for power and authority.

Previewing Themes

EMPIRE BUILDING In western Europe, the Roman Empire had broken into many small kingdoms. During the Middle Ages, Charlemagne and Otto the Great tried to revive the idea of empire. Both allied with the Church.

Geography *Study the maps. What were the six major kingdoms in western Europe about A.D. 500?*

POWER AND AUTHORITY Weak rulers and the decline of central authority led to a feudal system in which local lords with large estates assumed power. This led to struggles over power with the Church.

Geography *Study the time line and the map. The ruler of what kingdom was crowned emperor by Pope Leo III?*

RELIGIOUS AND ETHICAL SYSTEMS During the Middle Ages, the Church was a unifying force. It shaped people's beliefs and guided their daily lives. Most Europeans at this time shared a common bond of faith.

Geography *Find Rome, the seat of the Roman Catholic Church, on the map. In what kingdom was it located after the fall of the Roman Empire in A.D. 476?*

EUROPE

WORLD

500

700

511

Clovis unites Franks under Christian rule.

732

Charles Martel stops Muslim invasion. (Charles Martel and advisers)

800

Pope Leo III crowns the Frankish king Charlemagne emperor.

527

Justinian becomes Byzantine emperor.

750

Abbasids in Persia take control of the Muslim Empire.

800

Empire of Ghana thrives in West Africa.





Europe, c. 500



ATLANTIC OCEAN



843

Treaty of Verdun divides Charlemagne's empire.

900s

Outside invasions spur growth of feudalism. (Viking helmet) ▶



962

Otto the Great becomes emperor.



1190

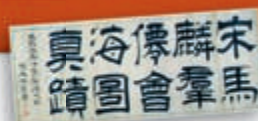
◀ Holy Roman Empire weakens.

900

900
Classic period of Mayan civilization in Central America ends.

960

Song Dynasty begins in China. (poem on silk) ▶



1100

1185
Kamakura Shogunate rules Japan.

What freedoms would you give up for protection?

You are living in the countryside of western Europe during the 1100s. Like about 90 percent of the population, you are a peasant working the land. Your family's hut is located in a small village on your lord's estate. The lord provides all your basic needs, including housing, food, and protection. Especially important is his protection from invaders who repeatedly strike Europe.



- 1 For safety, peasants retreat behind the castle walls during attacks.
- 2 Peasants owe their lord two or three days' labor every week farming his land.
- 3 This peasant feels that the right to stay on his lord's land is more important than his freedom to leave.
- 4 Peasants cannot marry without their lord's consent.

EXAMINING *the* ISSUES

- What is secure about your world?
- How is your life limited?

As a class, discuss these questions. In your discussion, think about other people who have limited power over their lives. As you read about the lot of European peasants in this chapter, see how their living arrangements determine their role in society and shape their beliefs.

Charlemagne Unites Germanic Kingdoms

MAIN IDEA

EMPIRE BUILDING Many Germanic kingdoms that succeeded the Roman Empire were reunited under Charlemagne's empire.

WHY IT MATTERS NOW

Charlemagne spread Christian civilization through Northern Europe, where it had a permanent impact.

TERMS & NAMES

- Middle Ages
- Franks
- monastery
- secular
- Carolingian Dynasty
- Charlemagne

SETTING THE STAGE The gradual decline of the Roman Empire ushered in an era of European history called the **Middle Ages**, or the medieval period. It spanned the years from about 500 to 1500. During these centuries, a new society slowly emerged. It had roots in: (1) the classical heritage of Rome, (2) the beliefs of the Roman Catholic Church, and (3) the customs of various Germanic tribes.

Invasions of Western Europe

In the fifth century, Germanic invaders overran the western half of the Roman Empire (see map on page 351). Repeated invasions and constant warfare caused a series of changes that altered the economy, government, and culture:

- **Disruption of Trade** Merchants faced invasions from both land and sea. Their businesses collapsed. The breakdown of trade destroyed Europe's cities as economic centers. Money became scarce.
- **Downfall of Cities** With the fall of the Roman Empire, cities were abandoned as centers of administration.
- **Population Shifts** As Roman centers of trade and government collapsed, nobles retreated to the rural areas. Roman cities were left without strong leadership. Other city dwellers also fled to the countryside, where they grew their own food. The population of western Europe became mostly rural.

The Decline of Learning The Germanic invaders who stormed Rome could not read or write. Among Romans themselves, the level of learning sank sharply as more and more families left for rural areas. Few people except priests and other church officials were literate. Knowledge of Greek, long important in Roman culture, was almost lost. Few people could read Greek works of literature, science, and philosophy. The Germanic tribes, though, had a rich oral tradition of songs and legends. But they had no written language.

Loss of a Common Language As German-speaking peoples mixed with the Roman population, Latin changed. While it was still an official language, it was no longer understood. Different dialects developed as new words and phrases became part of everyday speech. By the 800s, French, Spanish, and other Roman-based languages had evolved from Latin. The development of various languages mirrored the continued breakup of a once-unified empire.



Use the graphic organizer online to take notes on the unification of the Germanic kingdoms.

Germanic Kingdoms Emerge

In the years of upheaval between 400 and 600, small Germanic kingdoms replaced Roman provinces. The borders of those kingdoms changed constantly with the fortunes of war. But the Church as an institution survived the fall of the Roman Empire. During this time of political chaos, the Church provided order and security.

The Concept of Government Changes Along with shifting boundaries, the entire concept of government changed. Loyalty to public government and written law had unified Roman society. Family ties and personal loyalty, rather than citizenship in a public state, held Germanic society together. Unlike Romans, Germanic peoples lived in small communities that were governed by unwritten rules and traditions.

Every Germanic chief led a band of warriors who had pledged their loyalty to him. In peacetime, these followers lived in their lord's hall. He gave them food, weapons, and treasure. In battle, warriors fought to the death at their lord's side. They considered it a disgrace to outlive him. But Germanic warriors felt no obligation to obey a king they did not even know. Nor would they obey an official sent to collect taxes or administer justice in the name of an emperor they had never met. The Germanic stress on personal ties made it impossible to establish orderly government for large territories.

Clovis Rules the Franks In the Roman province of Gaul (mainly what is now France and Switzerland), a Germanic people called the **Franks** held power. Their leader was Clovis (KLOH•vihs). He would bring Christianity to the region. According to legend, his wife, Clothilde, had urged him to convert to her faith, Christianity. In 496, Clovis led his warriors against another Germanic army. Fearing defeat, he appealed to the Christian God. "For I have called on my gods," he prayed, "but I find they are far from my aid. . . . Now I call on Thee. I long to believe in Thee. Only, please deliver me from my enemies." The tide of the battle shifted and the Franks won. Afterward, Clovis and 3,000 of his warriors asked a bishop to baptize them.

The Church in Rome welcomed Clovis's conversion and supported his military campaigns against other Germanic peoples. By 511, Clovis had united the Franks into one kingdom. The strategic alliance between Clovis's Frankish kingdom and the Church marked the start of a partnership between two powerful forces.

Germans Adopt Christianity

Politics played a key role in spreading Christianity. By 600, the Church, with the help of Frankish rulers, had converted many Germanic peoples. These new converts had settled in Rome's former lands. Missionaries also spread Christianity. These religious travelers often risked their lives to bring religious beliefs to other lands. During the 300s and 400s, they worked among the Germanic and Celtic groups that bordered the Roman Empire. In southern Europe, the fear of coastal attacks by Muslims also spurred many people to become Christians in the 600s.

Monasteries, Convents, and Manuscripts To adapt to rural conditions, the Church built religious communities called **monasteries**. There, Christian men called monks gave up their private possessions and devoted their lives to serving God. Women who followed this way of life were called nuns and lived in convents.

▼ Illuminated manuscripts, such as the one below, were usually the work of monks.



History Makers



Benedict 480?–543

At 15, Benedict left school and hiked up to the Sabine Hills, where he lived in a cave as a hermit. After learning about Benedict's deep religious conviction, a group of monks persuaded him to lead their monastery. Benedict declared:

We must prepare our hearts and bodies for combat under holy obedience to the divine commandments. . . . We are therefore going to establish a school in which one may learn the service of the Lord.

In his book describing the rules for monastic life, Benedict emphasized a balance between work and study. Such guidelines turned monasteries into centers of stability and learning.



Scholastica 480?–543

Scholastica is thought to be the twin sister of Benedict. She was born into a wealthy Italian family in the late Roman Empire. Little is known of her early life, except that she and Benedict were inseparable.

Like her brother, Scholastica devoted her life to the Church. She is thought to have been the abbess of a convent near the monastery founded by Benedict and is considered the first nun of the Benedictine order. She was a strong influence on her brother as he developed rules that guide Benedictine monasteries to this day. They died in the same year and are buried in one grave.

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RESEARCH WEB LINKS Go online for more on Benedict and Scholastica.

Around 520, an Italian monk named Benedict began writing a book describing a strict yet practical set of rules for monasteries. Benedict's sister, Scholastica (skuh•LAS•tik•uh), headed a convent and adapted the same rules for women. These guidelines became a model for many other religious communities in western Europe. Monks and nuns devoted their lives to prayer and good works.

Monasteries also became Europe's best-educated communities. Monks opened schools, maintained libraries, and copied books. In 731, the Venerable Bede, an English monk, wrote a history of England. Scholars still consider it the best historical work of the early Middle Ages. In the 600s and 700s, monks made beautiful copies of religious writings, decorated with ornate letters and brilliant pictures. These illuminated manuscripts preserved at least part of Rome's intellectual heritage. **A**

Papal Power Expands Under Gregory I In 590, Gregory I, also called Gregory the Great, became pope. As head of the Church in Rome, Gregory broadened the authority of the papacy, or pope's office, beyond its spiritual role. Under Gregory, the papacy also became a **secular**, or worldly, power involved in politics. The pope's palace was the center of Roman government. Gregory used church revenues to raise armies, repair roads, and help the poor. He also negotiated peace treaties with invaders such as the Lombards.

According to Gregory, the region from Italy to England and from Spain to Germany fell under his responsibility. Gregory strengthened the vision of Christendom. It was a spiritual kingdom fanning out from Rome to the most distant churches. This idea of a churchly kingdom, ruled by a pope, would be a central theme of the Middle Ages. Meanwhile, secular rulers expanded their political kingdoms.

An Empire Evolves

After the Roman Empire dissolved, small kingdoms sprang up all over Europe. For example, England splintered into seven tiny kingdoms. Some of them were no

MAIN IDEA

Making Inferences

A What role did monasteries play during this time of chaos?



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** By 814, what was the extent of Charlemagne's empire (north to south, east to west)?
- Region** Based on the map, why did the Treaty of Verdun signal the decline of Charlemagne's empire?

larger than the state of Connecticut. The Franks controlled the largest and strongest of Europe's kingdoms, the area that was formerly the Roman province of Gaul. When the Franks' first Christian king, Clovis, died in 511, he had extended Frankish rule over most of what is now France.

Charles Martel Emerges By 700, an official known as the *major domo*, or mayor of the palace, had become the most powerful person in the Frankish kingdom. Officially, he had charge of the royal household and estates. Unofficially, he led armies and made policy. In effect, he ruled the kingdom.

The mayor of the palace in 719, Charles Martel (Charles the Hammer), held more power than the king. Charles Martel extended the Franks' reign to the north, south, and east. He also defeated Muslim raiders from Spain at the Battle of Tours in 732. This battle was highly significant for Christian Europeans. If the Muslims had won, western Europe might have become part of the Muslim Empire. Charles Martel's victory at Tours made him a Christian hero.

At his death, Charles Martel passed on his power to his son, Pepin the Short. Pepin wanted to be king. He shrewdly cooperated with the pope. On behalf of the Church, Pepin agreed to fight the Lombards, who had invaded central Italy and threatened Rome. In exchange, the pope anointed Pepin "king by the grace of God." Thus began the **Carolingian** (KAR•uh•LIHN•juhn) **Dynasty**, the family that would rule the Franks from 751 to 987.

Charlemagne Becomes Emperor

Pepin the Short died in 768. He left a greatly strengthened Frankish kingdom to his two sons, Carloman and Charles. After Carloman's death in 771, Charles, who was known as **Charlemagne** (SHAHR•luh•MAYN), or Charles the Great, ruled the kingdom. An imposing figure, he stood six feet four inches tall. His admiring secretary, a monk named Einhard, described Charlemagne's achievements:

PRIMARY SOURCE

[Charlemagne] was the most potent prince with the greatest skill and success in different countries during the forty-seven years of his reign. Great and powerful as was the realm of Franks, Karl [Charlemagne] received from his father Pippin, he nevertheless so splendidly enlarged it . . . that he almost doubled it.

EINHARD, *Life of Charlemagne*

Charlemagne Extends Frankish Rule Charlemagne built an empire greater than any known since ancient Rome. Each summer he led his armies against enemies that surrounded his kingdom. He fought Muslims in Spain and tribes from other

Germanic kingdoms. He conquered new lands to both the south and the east. Through these conquests, Charlemagne spread Christianity. He reunited western Europe for the first time since the Roman Empire. By 800, Charlemagne's empire was larger than the Byzantine Empire. He had become the most powerful king in western Europe.

In 800, Charlemagne traveled to Rome to crush an unruly mob that had attacked the pope. In gratitude, Pope Leo III crowned him emperor. The coronation was historic. A pope had claimed the political right to confer the title "Roman Emperor" on a European king. This event signaled the joining of Germanic power, the Church, and the heritage of the Roman Empire.

Charlemagne Leads a Revival Charlemagne strengthened his royal power by limiting the authority of the nobles. To govern his empire, he sent out royal agents. They made sure that the powerful landholders, called counts, governed their counties justly. Charlemagne regularly visited every part of his kingdom. He also kept a close watch on the management of his huge estates—the source of Carolingian wealth and power. One of his greatest accomplishments was the encouragement of learning. He surrounded himself with English, German, Italian, and Spanish scholars. For his many sons and daughters and other children at the court, Charlemagne opened a palace school. He also ordered monasteries to open schools to train future monks and priests. **B**

Charlemagne's Heirs A year before Charlemagne died in 814, he crowned his only surviving son, Louis the Pious, as emperor. Louis was a devoutly religious man but an ineffective ruler. He left three sons: Lothair (loh•THAIR), Charles the Bald, and Louis the German. They fought one another for control of the Empire. In 843, the brothers signed the Treaty of Verdun, dividing the empire into three kingdoms. As a result, Carolingian kings lost power and central authority broke down. The lack of strong rulers led to a new system of governing and landholding—feudalism.



▲ Emperor Charlemagne

MAIN IDEA

Drawing Conclusions

B What were Charlemagne's most notable achievements?

SECTION

1

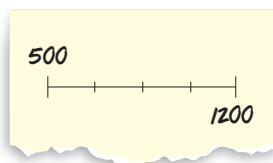
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Middle Ages
- Franks
- monastery
- secular
- Carolingian Dynasty
- Charlemagne

USING YOUR NOTES

2. What was the most important event in the unification of the Germanic kingdoms? Why?



MAIN IDEAS

3. What were three roots of medieval culture in western Europe?
4. What are three ways that civilization in western Europe declined after the Roman Empire fell?
5. What was the most important achievement of Pope Gregory I?

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How was the relationship between a Frankish king and the pope beneficial to both?
7. **RECOGNIZING EFFECTS** Why was Charles Martel's victory at the Battle of Tours so important for Christianity?
8. **EVALUATING** What was Charlemagne's greatest achievement? Give reasons for your answer.
9. **WRITING ACTIVITY** **EMPIRE BUILDING** How does Charlemagne's empire in medieval Europe compare with the Roman Empire? Support your opinions in a three-paragraph **expository essay**.

MULTIMEDIA ACTIVITY WRITING A HISTORY



Use the Internet to locate a medieval monastery that remains today in western Europe. Write a two-paragraph **history** of the monastery and include an illustration.

INTERNET KEYWORD
Medieval monasteries



Feudalism in Europe

MAIN IDEA

POWER AND AUTHORITY

Feudalism, a political and economic system based on land-holding and protective alliances, emerges in Europe.

WHY IT MATTERS NOW

The rights and duties of feudal relationships helped shape today's forms of representative government.

TERMS & NAMES

- lord
- fief
- vassal
- knight
- serf
- manor
- tithe

SETTING THE STAGE After the Treaty of Verdun, Charlemagne's three feuding grandsons broke up the kingdom even further. Part of this territory also became a battleground as new waves of invaders attacked Europe. The political turmoil and constant warfare led to the rise of European feudalism, which, as you read in Chapter 2, is a political and economic system based on land ownership and personal loyalty.

Invaders Attack Western Europe



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TAKING NOTES

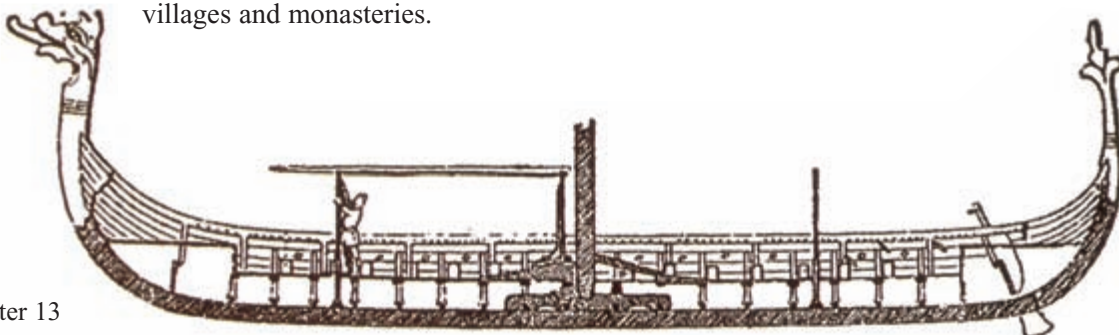
Use the graphic organizer online to take notes on important events in the history of European invasions.

From about 800 to 1000, invasions destroyed the Carolingian Empire. Muslim invaders from the south seized Sicily and raided Italy. In 846, they sacked Rome. Magyar invaders struck from the east. Like the earlier Huns and Avars, they terrorized Germany and Italy. And from the north came the fearsome Vikings.

The Vikings Invade from the North The Vikings set sail from Scandinavia (SKAN•duh•NAY•vee•uh), a wintry, wooded region in Northern Europe. (The region is now the countries of Denmark, Norway, and Sweden.) The Vikings, also called Northmen or Norsemen, were a Germanic people. They worshiped warlike gods and took pride in nicknames like Eric Bloodaxe and Thorfinn Skullsplitter.

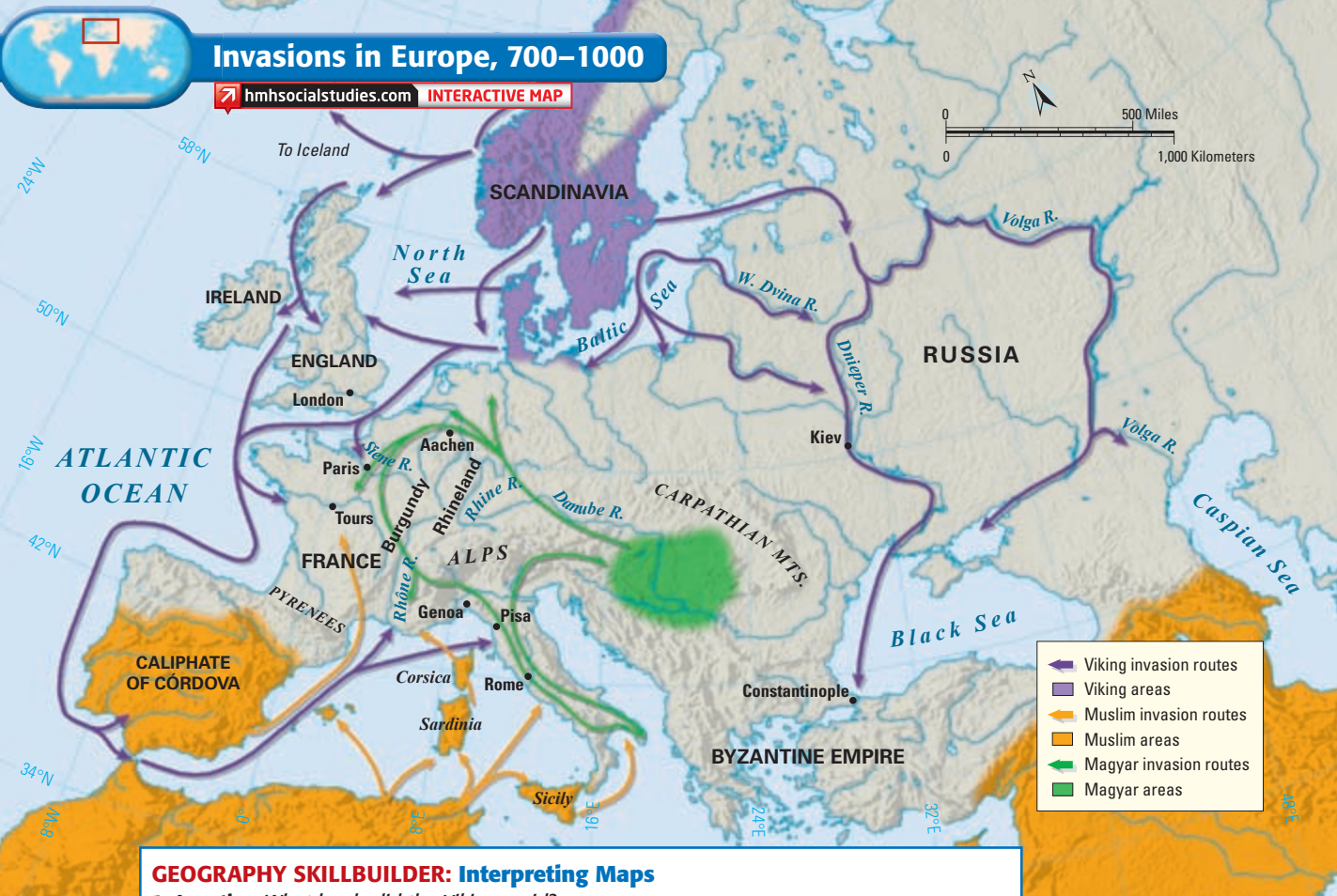
The Vikings carried out their raids with terrifying speed. Clutching swords and heavy wooden shields, these helmeted seafarers beached their ships, struck quickly, and then moved out to sea again. They were gone before locals could mount a defense. Viking warships were awe-inspiring. The largest of these long ships held 300 warriors, who took turns rowing the ship's 72 oars. The prow of each ship swept grandly upward, often ending with the carved head of a sea monster. A ship might weigh 20 tons when fully loaded. Yet, it could sail in a mere three feet of water. Rowing up shallow creeks, the Vikings looted inland villages and monasteries.

▼ A sketch of a Viking longboat



Invasions in Europe, 700–1000

hmhsocialstudies.com INTERACTIVE MAP



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Location**—What lands did the Vikings raid?
- 2. Movement**—Why were the Viking, Magyar, and Muslim invasions so threatening to Europe?

The Vikings were not only warriors but also traders, farmers, and explorers. They ventured far beyond western Europe. Vikings journeyed down rivers into the heart of Russia, to Constantinople, and even across the icy waters of the North Atlantic. A Viking explorer named Leif (leef) Ericson reached North America around 1000, almost 500 years before Columbus. About the same time, the Viking reign of terror in Europe faded away. As Vikings gradually accepted Christianity, they stopped raiding monasteries. Also, a warming trend in Europe's climate made farming easier in Scandinavia. As a result, fewer Scandinavians adopted the sea-faring life of Viking warriors.

Magyars and Muslims Attack from the East and South As Viking invasions declined, Europe became the target of new assaults. The Magyars, a group of nomadic people, attacked from the east, from what is now Hungary. Superb horsemen, the Magyars swept across the plains of the Danube River and invaded western Europe in the late 800s. They attacked isolated villages and monasteries. They overran northern Italy and reached as far west as the Rhineland and Burgundy. The Magyars did not settle conquered land. Instead, they took captives to sell as slaves.

The Muslims struck from the south. They began their encroachments from their strongholds in North Africa, invading through what are now Italy and Spain. In the 600s and 700s, the Muslim plan was to conquer and settle in Europe. By the 800s and 900s, their goal was also to plunder. Because the Muslims were expert sea farers, they were able to attack settlements on the Atlantic and Mediterranean coasts. They also struck as far inland as Switzerland.

The invasions by Vikings, Magyars, and Muslims caused widespread disorder and suffering. Most western Europeans lived in constant danger. Kings could not

effectively defend their lands from invasion. As a result, people no longer looked to a central ruler for security. Instead, many turned to local rulers who had their own armies. Any leader who could fight the invaders gained followers and political strength. **A**

MAIN IDEA

Recognizing Effects

A What was the impact of Viking, Magyar, and Muslim invasions on medieval Europe?

A New Social Order: Feudalism

In 911, two former enemies faced each other in a peace ceremony. Rollo was the head of a Viking army. Rollo and his men had been plundering the rich Seine (sayn) River valley for years. Charles the Simple was the king of France but held little power. Charles granted the Viking leader a huge piece of French territory. It became known as Northmen's land, or Normandy. In return, Rollo swore a pledge of loyalty to the king.

Feudalism Structures Society The worst years of the invaders' attacks spanned roughly 850 to 950. During this time, rulers and warriors like Charles and Rollo made similar agreements in many parts of Europe. The system of governing and landholding, called feudalism, had emerged in Europe. A similar feudal system existed in China under the Zhou Dynasty, which ruled from around the 11th century B.C. until 256 B.C. Feudalism in Japan began in A.D. 1192 and ended in the 19th century.

The feudal system was based on rights and obligations. In exchange for military protection and other services, a **lord**, or landowner, granted land called a **fief**. The person receiving a fief was called a **vassal**. Charles the Simple, the lord, and Rollo, the vassal, showed how this two-sided bargain worked. Feudalism depended on the control of land.

The Feudal Pyramid The structure of feudal society was much like a pyramid. At the peak reigned the king. Next came the most powerful vassals—wealthy landowners such as nobles and bishops. Serving beneath these vassals were knights. **Knights** were mounted horsemen who pledged to defend their lords' lands in exchange for fiefs. At the base of the pyramid were landless peasants who toiled in the fields. (See Analyzing Key Concepts on next page.)

Social Classes Are Well Defined In the feudal system, status determined a person's prestige and power. Medieval writers classified people into three groups: those who fought (nobles and knights), those who prayed (men and women of the Church), and those who worked (the peasants). Social class was usually inherited.

In Europe in the Middle Ages, the vast majority of people were peasants. Most peasants were serfs. **Serfs** were people who could not lawfully leave the place where they were born. Though bound to the land, serfs were not slaves. Their lords could not sell or buy them. But what their labor produced belonged to the lord.

Vocabulary

Status is social ranking.

Manors: The Economic Side of Feudalism

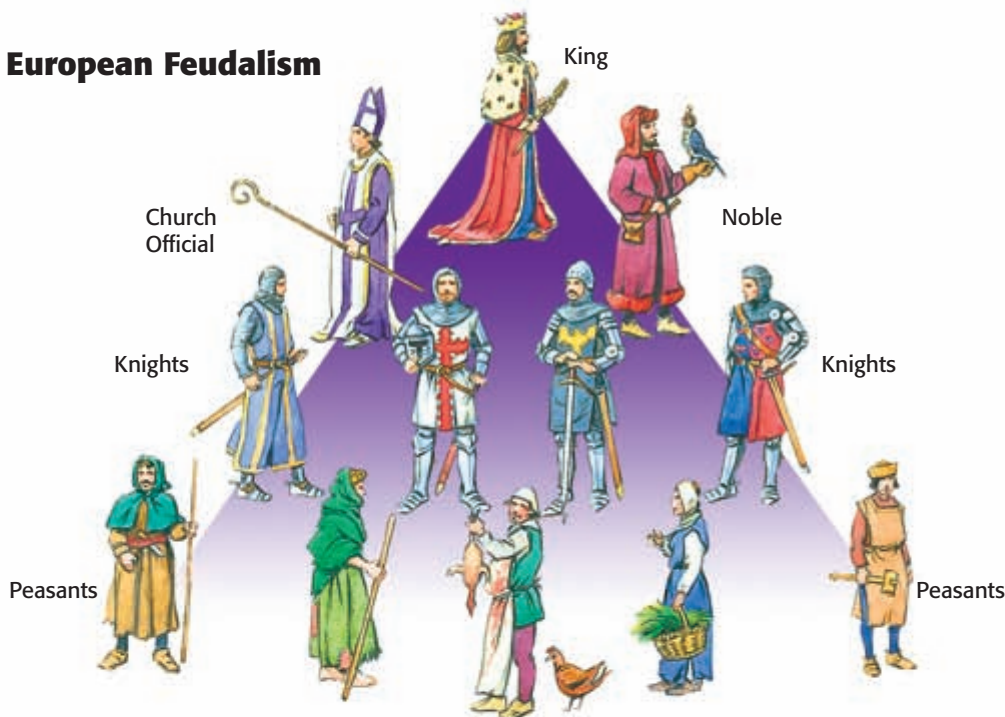
The **manor** was the lord's estate. During the Middle Ages, the manor system was the basic economic arrangement. The manor system rested on a set of rights and obligations between a lord and his serfs. The lord provided the serfs with housing, farmland, and protection from bandits. In return, serfs tended the lord's lands, cared for his animals, and performed other tasks to maintain the estate. Peasant women shared in the farm work with their husbands. All peasants, whether free or serf, owed the lord certain duties. These included at least a few days of labor each week and a certain portion of their grain.

A Self-Contained World Peasants rarely traveled more than 25 miles from their own manor. By standing in the center of a plowed field, they could see their entire world at a glance. A manor usually covered only a few square miles of land. It

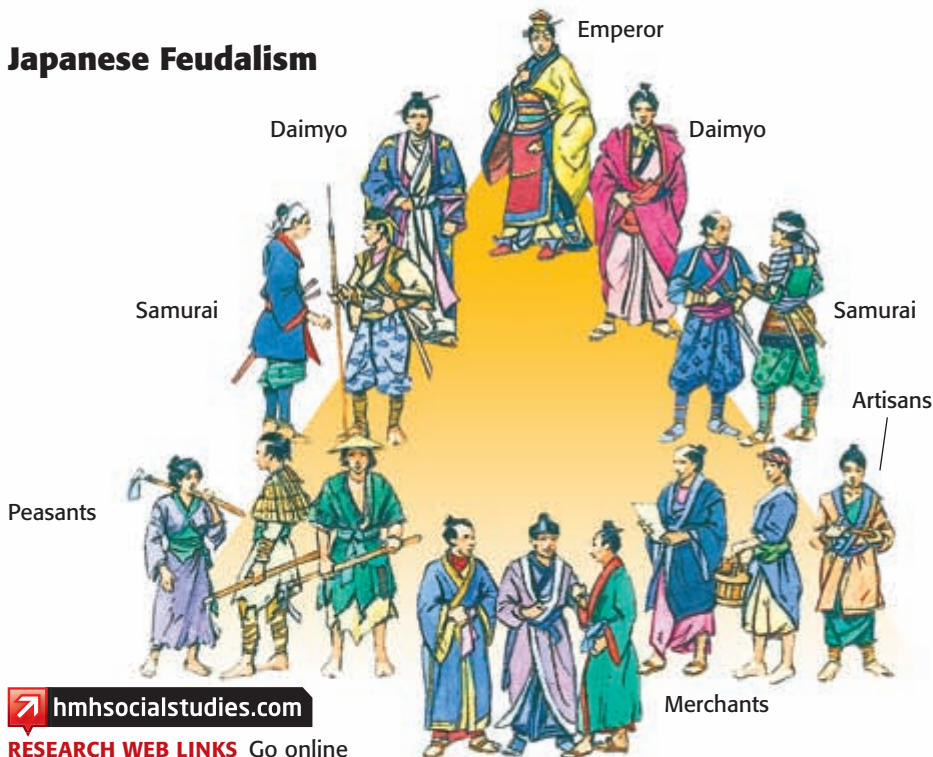
Feudalism

Feudalism was a political system in which nobles were granted the use of land that legally belonged to the king. In return, the nobles agreed to give their loyalty and military services to the king. Feudalism developed not only in Europe but also in countries like Japan.

European Feudalism



Japanese Feudalism



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RESEARCH WEB LINKS Go online for more on feudalism.

> DATA FILE

FEUDAL FACTS AND FIGURES

- In the 14th century, before the bubonic plague struck, the population of France was probably between 10 and 21 million people.
- In feudal times, the building of a cathedral took between 50 to 150 years.
- In feudal times, dukedoms were large estates ruled by a duke. In 1216, the Duke of Anjou had 34 knights, the Duke of Brittany had 36 knights, and the Count of Flanders had 47 knights.
- In the 14th century, the nobility in France made up about 1 percent of the population.
- The word *feudalism* comes from the Latin word *feudum*, meaning *fief*.
- The Japanese word *daimyo* comes from the words *dai*, meaning "large," and *myo* (shorten from *myoden*), meaning "name-land" or "private land."

* SOURCES: *A Distant Mirror* by Barbara Tuchman; *Encyclopaedia Britannica*

Connect to Today

1. Comparing What are the similarities between feudalism in Europe and feudalism in Japan?

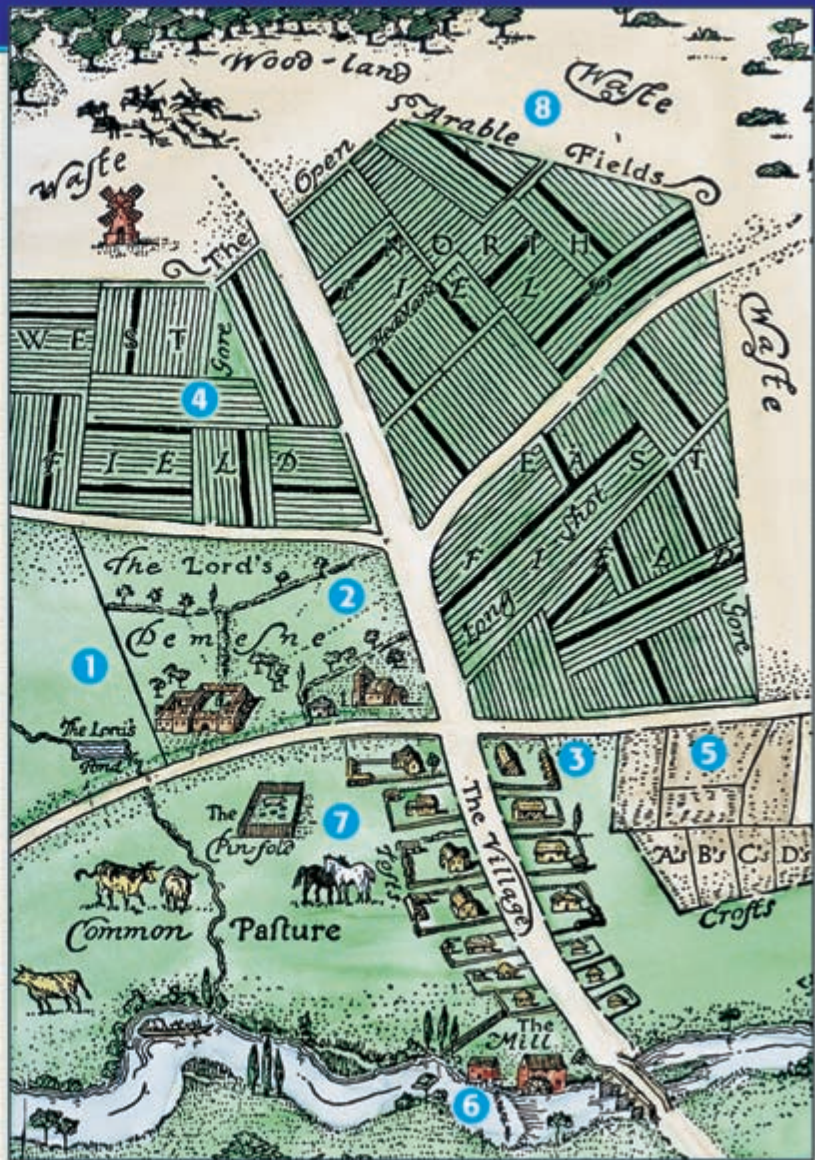
See Skillbuilder Handbook, Page R7.

2. Forming and Supporting Opinions Today, does the United States have a system of social classes? Support your answer with evidence.

The Medieval Manor

The medieval manor varied in size. The illustration to the right is a plan of a typical English manor.

- 1 Manor House**
The dwelling place of the lord and his family and their servants
- 2 Village Church**
Site of both religious services and public meetings
- 3 Peasant Cottages**
Where the peasants lived
- 4 Lord's Demesne**
Fields owned by the lord and worked by the peasants
- 5 Peasant Crofts**
Gardens that belonged to the peasants
- 6 Mill**
Water-powered mill for grinding grain
- 7 Common Pasture**
Common area for grazing animals
- 8 Woodland**
Forests provided wood for fuel.



typically consisted of the lord's manor house, a church, and workshops. Generally, 15 to 30 families lived in the village on a manor. Fields, pastures, and woodlands surrounded the village. Sometimes a stream wound through the manor. Streams and ponds provided fish, which served as an important source of food. The mill for grinding the grain was often located on the stream.

The manor was largely a self-sufficient community. The serfs and peasants raised or produced nearly everything that they and their lord needed for daily life—crops, milk and cheese, fuel, cloth, leather goods, and lumber. The only outside purchases were salt, iron, and a few unusual objects such as millstones. These were huge stones used to grind flour. Crops grown on the manor usually included grains, such as wheat, rye, barley, and oats, and vegetables, such as peas, beans, onions, and beets. **B**

The Harshness of Manor Life For the privilege of living on the lord's land, peasants paid a high price. They paid a tax on all grain ground in the lord's mill. Any attempt to avoid taxes by baking bread elsewhere was treated as a crime. Peasants also paid a tax on marriage. Weddings could take place only with the lord's

MAIN IDEA

Analyzing Causes

B How might the decline of trade during the early Middle Ages have contributed to the self-sufficiency of the manor system?

consent. After all these payments to the lord, peasant families owed the village priest a **tithe**, or church tax. A tithe represented one-tenth of their income.

Serfs lived in crowded cottages, close to their neighbors. The cottages had only one or two rooms. If there were two rooms, the main room was used for cooking, eating, and household activities. The second was the family bedroom. Peasants warmed their dirt-floor houses by bringing pigs inside. At night, the family huddled on a pile of straw that often crawled with insects. Peasants' simple diet consisted mainly of vegetables, coarse brown bread, grain, cheese, and soup.

Piers Plowman, written by William Langland in 1362, reveals the hard life of English peasants:

MAIN IDEA

Analyzing Primary Sources

C What problems did peasant families face?

PRIMARY SOURCE **C**

What by spinning they save, they spend it in house-hire,
Both in milk and in meal to make a mess of porridge,
To cheer up their children who chafe for their
food, And they themselves suffer surely much
hunger And woe in the winter, with waking
at nights And rising to rock an oft restless cradle.

WILLIAM LANGLAND, *Piers Plowman*



This 14th century drawing shows two men flailing corn.

For most serfs, both men and women, life was work and more work. Their days revolved around raising crops and livestock and taking care of home and family. As soon as children were old enough, they were put to work in the fields or in the home. Many children did not survive to adulthood. Illness and malnutrition were constant afflictions for medieval peasants. Average life expectancy was about 35 years. And during that short lifetime, most peasants never traveled more than 25 miles from their homes.

Yet, despite the hardships they endured, serfs accepted their lot in life as part of the Church's teachings. They, like most Christians during medieval times, believed that God determined a person's place in society.

SECTION

2

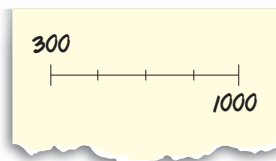
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- lord
- fief
- vassal
- knight
- serf
- manor
- tithe

USING YOUR NOTES

2. What was the most important event during the period of European invasions?



MAIN IDEAS

3. What groups invaded Europe in the 800s?
4. What obligations did a peasant have to the lord of the manor?
5. What were the three social classes of the feudal system?

CRITICAL THINKING & WRITING

6. **COMPARING** How were the Vikings different from earlier Germanic groups that invaded Europe?
7. **MAKING INFERENCES** How was a manor largely self-sufficient both militarily and economically during the early Middle Ages?
8. **DRAWING CONCLUSIONS** What benefits do you think a medieval manor provided to the serfs who lived there?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Draw up a **contract** between a lord and a vassal, such as a knight, or between the lord of a manor and a serf. Include the responsibilities, obligations, and rights of each party.

CONNECT TO TODAY WRITING A NEWS ARTICLE

Research modern marauders, who, like the Vikings of history, are involved in piracy on the seas. Write a brief **news article** describing their activities.



The Age of Chivalry

MAIN IDEA

RELIGIOUS AND ETHICAL SYSTEMS The code of chivalry for knights glorified both combat and romantic love.

WHY IT MATTERS NOW

The code of chivalry has shaped modern ideas of romance in Western cultures.

TERMS & NAMES

- chivalry
- tournament
- troubadour

SETTING THE STAGE During the Middle Ages, nobles constantly fought one another. Their feuding kept Europe in a fragmented state for centuries. Through warfare, feudal lords defended their estates, seized new territories, and increased their wealth. Lords and their armies lived in a violent society that prized combat skills. By the 1100s, though, a code of behavior began to arise. High ideals guided warriors' actions and glorified their roles.

Knights: Warriors on Horseback



Use the graphic organizer online to take notes on the ideas associated with chivalry.

Soldiers mounted on horseback became valuable in combat during the reign of Charlemagne's grandfather, Charles Martel, in the 700s. Charles Martel had observed that the Muslim cavalry often turned the tide of battles. As a result, he organized Frankish troops of armored horsemen, or knights.

The Technology of Warfare Changes Leather saddles and stirrups changed the way warfare was conducted in Europe during the 700s. Both had been developed in Asia around 200 B.C.

The saddle kept a warrior firmly seated on a moving horse. Stirrups enabled him to ride and handle heavier weapons. Without stirrups to brace him, a charging warrior was likely to topple off his own horse. Frankish knights, galloping full tilt, could knock over enemy foot soldiers and riders on horseback. Gradually, mounted knights became the most important part of an army. Their warhorses played a key military role.

The Warrior's Role in Feudal Society By the 11th century, western Europe was a battleground of warring nobles vying for power. To defend their territories, feudal lords raised private armies of knights. In exchange for military service,



◀ These two-inch iron spikes, called caltrops, were strewn on a battlefield to maim warhorses or enemy foot soldiers.

feudal lords used their most abundant resource—land. They rewarded knights, their most skilled warriors, with fiefs from their sprawling estates. Wealth from these fiefs allowed knights to devote their lives to war. Knights could afford to pay for costly weapons, armor, and warhorses.

As the lord's vassal, a knight's main obligation was to serve in battle. From his knights, a lord typically demanded about 40 days of combat a year. Knights' pastimes also often revolved around training for war. Wrestling and hunting helped them gain strength and practice the skills they would need on the battlefield.

Knighthood and the Code of Chivalry

Knights were expected to display courage in battle and loyalty to their lord. By the 1100s, the code of **chivalry** (SHIHV•uhl•ree), a complex set of ideals, demanded that a knight fight bravely in defense of three masters. He devoted himself to his earthly feudal lord, his heavenly Lord, and his chosen lady. The chivalrous knight also protected the weak and the poor. The ideal knight was loyal, brave, and courteous. Most knights, though, failed to meet all of these high standards. For example, they treated the lower classes brutally.

A Knight's Training Sons of nobles began training for knighthood at an early age and learned the code of chivalry. At age 7, a boy would be sent off to the castle of another lord. As a page, he waited on his hosts and began to practice fighting skills. At around age 14, the page reached the rank of squire. A squire acted as a servant to a knight. At around age 21, a squire became a full-fledged knight.

> Analyzing Art

Chivalry

The Italian painter Paolo Uccello captures the spirit of the age of chivalry in this painting, *St. George and the Dragon* (c. 1455–1460).

According to myth, St. George rescues a captive princess by killing her captor, a dragon.

- **The Knight** St. George, mounted on a horse and dressed in armor, uses his lance to attack the dragon.
- **The Dragon** The fierce-looking dragon represents evil.
- **The Princess** The princess remains out of the action as her knight fights the dragon on her behalf.

SKILLBUILDER: Interpreting Visual Sources

In what way does this painting show the knight's code of chivalry?



Castles and Siege Weapons

Attacking armies carefully planned how to capture a castle. Engineers would inspect the castle walls for weak points in the stone. Then, enemy soldiers would try to ram the walls, causing them to collapse. At the battle site, attackers often constructed the heavy and clumsy weapons shown here.

Siege Tower

- had a platform on top that lowered like a drawbridge
- could support weapons and soldiers

Mantlet

- shielded soldiers

Battering Ram

- made of heavy timber with a sharp metal tip
- swung like a pendulum to crack castle walls or to knock down drawbridge

Trebuchet

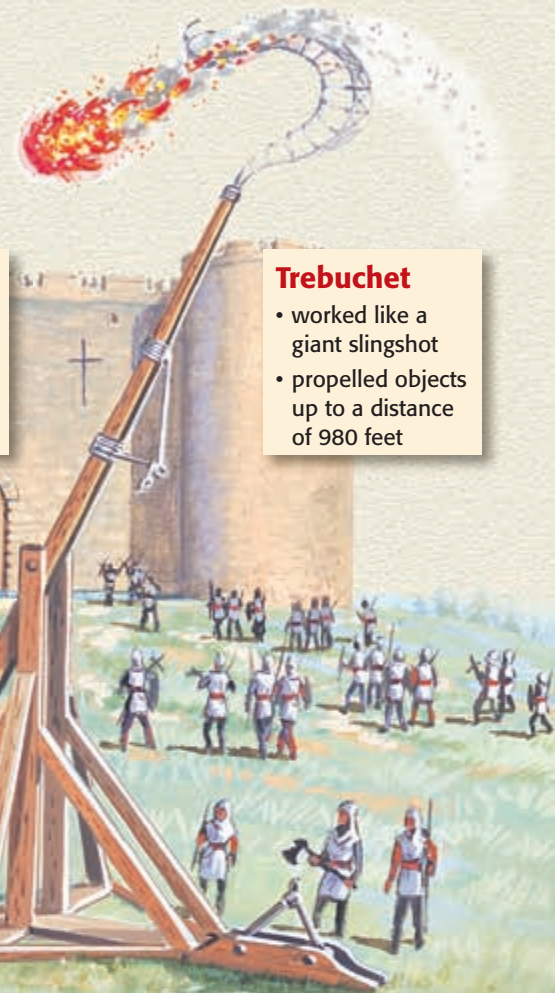
- worked like a giant slingshot
- propelled objects up to a distance of 980 feet

Tortoise

- moved slowly on wheels
- sheltered soldiers from falling arrows

Mangonel

- flung huge rocks that crashed into castle walls
- propelled objects up to a distance of 1,300 feet



An Array of High-Flying Missiles

Using the trebuchet, enemy soldiers launched a wide variety of missiles over the castle walls:

- pots of burning lime
- captured soldiers
- boulders
- diseased cows
- severed human heads
- dead horses

Connect to Today

1. Making Inferences How do these siege weapons show that their designers knew the architecture of a castle well?

See Skillbuilder Handbook, Page R16.

2. Drawing Conclusions What are some examples of modern weapons of war? What do they indicate about the way war is conducted today?

MAIN IDEA

Comparing

A How are tournaments like modern sports competitions?

Vocabulary

A *siege* is a military blockade staged by enemy armies trying to capture a fortress.

After being dubbed a knight, most young men traveled for a year or two. The young knights gained experience fighting in local wars. Some took part in mock battles called **tournaments**. Tournaments combined recreation with combat training. Two armies of knights charged each other. Trumpets blared, and lords and ladies cheered. Like real battles, tournaments were fierce and bloody competitions. Winners could usually demand large ransoms from defeated knights. **A**

Brutal Reality of Warfare The small-scale violence of tournaments did not match the bloodshed of actual battles, especially those fought at castles. By the 1100s, massive walls and guard towers encircled stone castles. These castles dominated much of the countryside in western Europe. Lord and lady, their family, knights and other men-at-arms, and servants made their home in the castle. The castle also was a fortress, designed for defense.

A castle under siege was a gory sight. Attacking armies used a wide range of strategies and weapons to force castle residents to surrender. Defenders of a castle poured boiling water, hot oil, or molten lead on enemy soldiers. Expert archers were stationed on the roof of the castle. Armed with crossbows, they fired deadly bolts that could pierce full armor.

The Literature of Chivalry

In the 1100s, the themes of medieval literature downplayed the brutality of knighthood and feudal warfare. Many stories idealized castle life. They glorified knighthood and chivalry, tournaments and real battles. Songs and poems about a knight's undying love for a lady were also very popular.

Epic Poetry Feudal lords and their ladies enjoyed listening to epic poems. These poems recounted a hero's deeds and adventures. Many epics retold stories about legendary heroes such as King Arthur and Charlemagne.

The Song of Roland is one of the earliest and most famous medieval epic poems. It praises a band of French soldiers who perished in battle during Charlemagne's reign. The poem transforms the event into a struggle. A few brave French knights led by Roland battle an overwhelming army of Muslims from Spain. Roland's friend, Turpin the Archbishop, stands as a shining example of medieval ideals. Turpin represents courage, faith, and chivalry:

PRIMARY SOURCE

And now there comes the Archbishop.
He spurs his horse, goes up into a mountain,
summons the French; and he preached them a sermon:
"Barons, my lords, [Charlemagne] left us in this place.
We know our duty: to die like good men for our King.
Fight to defend the holy Christian faith."

from *The Song of Roland*

Love Poems and Songs Under the code of chivalry, a knight's duty to his lady became as important as his duty to his lord. In many medieval poems, the hero's difficulties resulted from a conflict between those two obligations.

Troubadours were traveling poet-musicians at the castles and courts of Europe. They composed short verses and

Connect to Today



Epic Films

The long, narrative epic poem has given way in modern times to the epic film. Epic films feature larger-than-life characters in powerful stories that deal with mythic and timeless themes. These films take their stories from history, legend, and fantasy. The first epic film was *Birth of a Nation*, released in 1915.

Some modern epic films are *Braveheart* (1995), pictured above; *Gladiator* (2000); and the *Star Wars* saga (six films, 1977–2005).

hmhsocialstudies.com

INTERNET ACTIVITY Go online to research and write about the historical content of five epic films.

songs about the joys and sorrows of romantic love. Sometimes troubadours sang their own verses in the castles of their lady. They also sent roving minstrels to carry their songs to courts.

A troubadour might sing about love's disappointments: "My loving heart, my faithfulness, myself, my world she deigns to take. Then leave me bare and comfortless to longing thoughts that ever wake."

Other songs told of lovesick knights who adored ladies they would probably never win: "Love of a far-off land/For you my heart is aching/And I can find no relief." The code of chivalry promoted a false image of knights, making them seem more romantic than brutal. In turn, these love songs created an artificial image of women. In the troubadour's eyes, noblewomen were always beautiful and pure.

The most celebrated woman of the age was Eleanor of Aquitaine (1122–1204). Troubadours flocked to her court in the French duchy of Aquitaine. Later, as queen of England, Eleanor was the mother of two kings, Richard the Lion-Hearted and John. Richard himself composed romantic songs and poems.

Women's Role in Feudal Society

Most women in feudal society were powerless, just as most men were. But women had the added burden of being thought inferior to men. This was the view of the Church and was generally accepted in feudal society. Nonetheless, women

> Analyzing Primary Sources

Daily Life of a Noblewoman

This excerpt describes the daily life of an English noblewoman of the Middle Ages, Cicely Neville, Duchess of York. A typical noblewoman is pictured below.

PRIMARY SOURCE



She gets up at 7a.m., and her chaplain is waiting to say morning prayers . . . and when she has washed and dressed . . . she has breakfast, then she goes to the chapel, for another service, then has dinner. . . . After dinner, she discusses business . . . then has a short sleep, then drinks ale or wine. Then . . . she goes to the chapel for evening service, and has supper. After supper, she relaxes with her women attendants. . . . After that, she goes to her private room, and says nighttime prayers. By 8 p.m. she is in bed.

DAILY ROUTINE OF CICELY, DUCHESS OF YORK,
quoted in *Women in Medieval Times* by Fiona Macdonald

Daily Life of a Peasant Woman

This excerpt describes the daily life of a typical medieval peasant woman as pictured below.

PRIMARY SOURCE



I get up early . . . milk our cows and turn them into the field. . . . Then I make butter. . . . Afterward I make cheese. . . . Then the children need looking after. . . . I give the chickens food . . . and look after the young geese. . . . I bake, I brew. . . . I twist rope. . . . I tease out wool, and card it, and spin it on a wheel. . . . I organize food for the cattle, and for ourselves. . . . I look after all the household.

**FROM A BALLAD FIRST WRITTEN
DOWN IN ABOUT 1500,** quoted in *Women
in Medieval Times* by Fiona Macdonald

DOCUMENT-BASED QUESTIONS

1. **Drawing Conclusions** What seem to be the major concerns in the noblewoman's life? How do they compare with those of the peasant woman?
2. **Making Inferences** What qualities would you associate with the peasant woman and the life she lived?

played important roles in the lives of both noble and peasant families.

Noblewomen Under the feudal system, a noblewoman could inherit an estate from her husband. Upon her lord's request, she could also send his knights to war. When her husband was off fighting, the lady of a medieval castle might act as military commander and a warrior. At times, noblewomen played a key role in defending castles. They hurled rocks and fired arrows at attackers. (See the illustration to the right.)

In reality, however, the lives of most noblewomen were limited. Whether young or old, females in noble families generally were confined to activities in the home or the convent. Also, noblewomen held little property because lords passed down their fiefs to sons and not to daughters. **B**

Peasant Women For the vast majority of women of the lower classes, life had remained unchanged for centuries. Peasant women performed endless labor around the home and often in the fields, bore children, and took care of their families. Young peasant girls learned practical household skills from their mother at an early age, unlike daughters in rich households who were educated by tutors. Females in peasant families were poor and powerless. Yet, the economic contribution they made was essential to the survival of the peasant household.

As you have read in this section, the Church significantly influenced the status of medieval women. In Section 4, you will read just how far-reaching was the influence of the Church in the Middle Ages.



▲ The noblewomen depicted in this manuscript show their courage and combat skills in defending a castle against enemies.

MAIN IDEA

Summarizing

B What privileges did a noblewoman have in medieval society?

SECTION

3

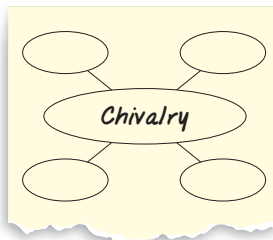
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- chivalry
- tournament
- troubadour

USING YOUR NOTES

2. Which ideas associated with chivalry have remnants in today's society? Explain.



MAIN IDEAS

3. What were two inventions from Asia that changed the technology of warfare in western Europe?
4. Who were the occupants of a castle?
5. What were some of the themes of medieval literature?

CRITICAL THINKING & WRITING

6. **DEVELOPING HISTORICAL PERSPECTIVE** How important a role did knights play in the feudal system?
7. **MAKING INFERENCES** How was the code of chivalry like the idea of romantic love?
8. **COMPARING AND CONTRASTING** In what ways were the lives of a noblewoman and a peasant woman the same? different?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Write a **persuasive essay** in support of the adoption of a code of chivalry, listing the positive effects it might have on feudal society.

CONNECT TO TODAY WRITING AN ADVERTISEMENT

Conduct research to learn more about tournaments. Then, write a 50-word **advertisement** promoting a tournament to be held at a modern re-creation of a medieval fair.



The Power of the Church

MAIN IDEA

POWER AND AUTHORITY

Church leaders and political leaders competed for power and authority.

WHY IT MATTERS NOW

Today, many religious leaders still voice their opinions on political issues.

TERMS & NAMES

- clergy
- sacrament
- canon law
- Holy Roman Empire
- lay investiture

SETTING THE STAGE Amid the weak central governments in feudal Europe, the Church emerged as a powerful institution. It shaped the lives of people from all social classes. As the Church expanded its political role, strong rulers began to question the pope's authority. Dramatic power struggles unfolded in the Holy Roman Empire, the scene of mounting tensions between popes and emperors.

The Far-Reaching Authority of the Church



Use the graphic organizer online to take notes on significant dates and events of the Holy Roman Empire.

In crowning Charlemagne as the Roman Emperor in 800, the Church sought to influence both spiritual and political matters. Three hundred years earlier, Pope Gelasius I recognized the conflicts that could arise between the two great forces—the Church and the state. He wrote, “There are two powers by which this world is chiefly ruled: the sacred authority of the priesthood and the authority of kings.”

Gelasius suggested an analogy to solve such conflicts. God had created two symbolic swords. One sword was religious. The other was political. The pope held a spiritual sword. The emperor wielded a political one. Gelasius thought that the pope should bow to the emperor in political matters. In turn, the emperor should bow to the pope in religious matters. If each ruler kept the authority in his own realm, Gelasius suggested, the two leaders could share power in harmony. In reality, though, they disagreed on the boundaries of either realm. Throughout the Middle Ages, the Church and various European rulers competed for power.

The Structure of the Church Like the system of feudalism, the Church had its own organization. Power was based on status. Church structure consisted of different ranks of clergy, or religious officials. The pope in Rome headed the Church. All **clergy**, including bishops and priests, fell under his authority. Bishops supervised priests, the lowest ranking members of the clergy. Bishops also settled disputes over Church teachings and practices. For most people, local priests served as the main contact with the Church.

Religion as a Unifying Force Feudalism and the manor system created divisions among people. But the shared beliefs in the teachings of the Church bonded people together. The church was a stable force during an era of constant warfare and political turmoil. It provided Christians with a sense of security and of belonging to a religious community. In the Middle Ages, religion occupied center stage.

▼ A pope's tiara symbolized his power.



Medieval Christians' everyday lives were harsh. Still, they could all follow the same path to salvation—everlasting life in heaven. Priests and other clergy administered the **sacraments**, or important religious ceremonies. These rites paved the way for achieving salvation. For example, through the sacrament of baptism, people became part of the Christian community.

At the local level, the village church was a unifying force in the lives of most people. It served as a religious and social center. People worshiped together at the church. They also met with other villagers. Religious holidays, especially Christmas and Easter, were occasions for festive celebrations. **A**

MAIN IDEA

Analyzing Motives

A Why did medieval peasants support the Church?

The Law of the Church The Church's authority was both religious and political. It provided a unifying set of spiritual beliefs and rituals. The Church also created a system of justice to guide people's conduct. All medieval Christians, kings and peasants alike, were subject to **canon law**, or Church law, in matters such as marriage and religious practices. The Church also established courts to try people accused of violating canon law. Two of the harshest punishments that offenders faced were excommunication and interdict.

Popes used the threat of excommunication, or banishment from the Church, to wield power over political rulers. For example, a disobedient king's quarrel with a pope might result in excommunication. This meant the king would be denied salvation. Excommunication also freed all the king's vassals from their duties to him. If an excommunicated king continued to disobey the pope, the pope, in turn, could use an even more frightening weapon, the interdict.

Under an interdict, many sacraments and religious services could not be performed in the king's lands. As Christians, the king's subjects believed that without such sacraments they might be doomed to hell. In the 11th century, excommunication and the possible threat of an interdict would force a German emperor to submit to the pope's commands.

The Church and the Holy Roman Empire

When Pope Leo III crowned Charlemagne emperor in 800, he unknowingly set the stage for future conflicts between popes and emperors. These clashes would go on for centuries.

Otto I Allies with the Church The most effective ruler of medieval Germany was Otto I, known as Otto the Great. Otto, crowned king in 936, followed the policies of his hero, Charlemagne. Otto formed a close alliance with the Church. To limit the nobles' strength, he sought help from the clergy. He built up his power base by gaining the support of the bishops and abbots, the heads of monasteries. He dominated the Church in Germany. He also used his power to defeat German princes. Following in Charlemagne's footsteps, Otto also invaded Italy on the pope's behalf. In 962, the pope rewarded Otto by crowning him emperor.

Signs of Future Conflicts The German-Italian empire Otto created was first called the Roman Empire of the German Nation. It later became the **Holy Roman Empire**. It remained the strongest state in Europe until about 1100. However,

Social History



An Age of Superstition

Lacking knowledge of the laws of nature, many people during the Middle Ages were led to irrational beliefs. They expected the dead to reappear as ghosts. A friendly goblin might do a person a good deed, but an evil witch might cause great harm. Medieval people thought an evil witch had the power to exchange a healthy child for a sickly one.

The medieval Church frowned upon superstitions such as these:

- preparing a table with three knives to please good fairies
- making a vow by a tree, a pond, or any place but a church
- believing that a person could change into the shape of a wolf
- believing that the croak of a raven or meeting a priest would bring a person good or bad luck

Otto's attempt to revive Charlemagne's empire caused trouble for future German leaders. Popes and Italian nobles, too, resented German power over Italy.

The Emperor Clashes with the Pope

The Church was not happy that kings, such as Otto, had control over clergy and their offices. It especially resented the practice of **lay investiture**, a ceremony in which kings and nobles appointed church officials. Whoever controlled lay investiture held the real power in naming bishops, who were very influential clergy that kings sought to control. Church reformers felt that kings should not have that power. In 1075, Pope Gregory VII banned lay investiture.

The furious young German emperor, Henry IV, immediately called a meeting of the German bishops he had appointed. With their approval, the emperor ordered Gregory to step down from the papacy. Gregory then excommunicated Henry. Afterward, German bishops and princes sided with the pope. To save his throne, Henry tried to win the pope's forgiveness.

Showdown at Canossa In January 1077, Henry crossed the snowy Alps to the Italian town of Canossa (kuh•NAHS•uh). He approached the castle where Gregory was a guest. Gregory later described the scene:

PRIMARY SOURCE

There, having laid aside all the belongings of royalty, wretchedly, with bare feet and clad in wool, he [Henry IV] continued for three days to stand before the gate of the castle. Nor did he desist from imploring with many tears the aid and consolation of the apostolic mercy until he had moved all of those who were present there.

POPE GREGORY, in *Basic Documents in Medieval History*

The Pope was obligated to forgive any sinner who begged so humbly. Still, Gregory kept Henry waiting in the snow for three days before ending his excommunication. Their meeting actually solved nothing. The pope had humiliated Henry, the proudest ruler in Europe. Yet, Henry felt triumphant and rushed home to punish rebellious nobles. **B**

Concordat of Worms The successors of Gregory and Henry continued to fight over lay investiture until 1122. That year, representatives of the Church and the emperor met in the German city of Worms (wurms). They reached a compromise known as the Concordat of Worms. By its terms, the Church alone could appoint a bishop, but the emperor could veto the appointment. During Henry's struggle, German princes regained power lost under Otto. But a later king, Frederick I, would resume the battle to build royal authority.

MAIN IDEA

Making Inferences

B Why was Henry's journey to Canossa a political act?



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** How many states made up the Holy Roman Empire? What does this suggest about ruling it as an empire?
- 2. Location** How did the location of the Papal States make them an easy target for frequent invasions by Germanic rulers?

Disorder in the Empire

Vocabulary

Barbarossa means "red beard" in Italian.

By 1152, the seven princes who elected the German king realized that Germany needed a strong ruler to keep the peace. They chose Frederick I, nicknamed "Barbarossa" for his red beard.

The Reign of Frederick I Frederick I was the first ruler to call his lands the Holy Roman Empire. However, this region was actually a patchwork of feudal territories. His forceful personality and military skills enabled him to dominate the German princes. Yet, whenever he left the country, disorder returned. Following Otto's example, Frederick repeatedly invaded the rich cities of Italy. His brutal tactics spurred Italian merchants to unite against him. He also angered the pope, who joined the merchants in an alliance called the Lombard League.

In 1176, the foot soldiers of the Lombard League faced Frederick's army of mounted knights at the Battle of Legnano (lay•NYAHN•oh). In an astonishing victory, the Italian foot soldiers used crossbows to defeat feudal knights for the first time in history. In 1177, Frederick made peace with the pope and returned to Germany. His defeat, though, had undermined his authority with the German princes. After he drowned in 1190, his empire fell to pieces.

German States Remain Separate German kings after Frederick, including his grandson Frederick II, continued their attempts to revive Charlemagne's empire and his alliance with the Church. This policy led to wars with Italian cities and to further clashes with the pope. These conflicts were one reason why the feudal states of Germany did not unify during the Middle Ages. Another reason was that the system of German princes electing the king weakened royal authority. German rulers controlled fewer royal lands to use as a base of power than French and English kings of the same period, who, as you will learn in Chapter 14, were establishing strong central authority.



▲ This manuscript shows Frederick I at the height of his imperial power.

MAIN IDEA

Analyzing Causes

C What political trend kept German states separate during the Middle Ages?

SECTION

4

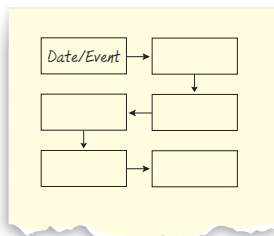
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- clergy
- sacrament
- canon law
- Holy Roman Empire
- lay investiture

USING YOUR NOTES

2. Which of the events were power struggles between the Church and rulers? Explain.



MAIN IDEAS

3. What were some of the matters covered by canon law?
4. How did Otto the Great make the crown stronger than the German nobles?
5. Why did lay investiture cause a struggle between kings and popes?

CRITICAL THINKING & WRITING

6. **COMPARING** How was the structure of the Church like that of the feudal system?
7. **EVALUATING DECISIONS** Was the Concordat of Worms a fair compromise for both the emperor and the Church? Why or why not?
8. **DRAWING CONCLUSIONS** Why did German kings fail to unite their lands?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Why did Henry IV go to Canossa to confront Pope Gregory VII? Write a brief **dialogue** that might have taken place between them at their first meeting.

CONNECT TO TODAY CREATING A CHART

Research the ruling structure of the modern Roman Catholic Church and then create a **chart** showing the structure, or hierarchy.

Chapter 13 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the Middle Ages from 500 to 1200.

1. monastery
2. Charlemagne
3. vassal
4. serf
5. manor
6. chivalry
7. clergy
8. Holy Roman Empire

MAIN IDEAS

Charlemagne Unites Germanic Kingdoms Section 1 (pages 353–357)

9. How did Gregory I increase the political power of the pope?
10. What was the outcome of the Battle of Tours?
11. What was the significance of the pope's declaring Charlemagne emperor?

Feudalism in Europe Section 2 (pages 358–363)

12. Which invading peoples caused turmoil in Europe during the 800s?
13. What exchange took place between lords and vassals under feudalism?
14. What duties did the lord of a manor and his serfs owe one another?

The Age of Chivalry Section 3 (pages 364–369)

15. What were the stages of becoming a knight?
16. What were common subjects of troubadours' songs?
17. What role did women play under feudalism?

The Power of the Church Section 4 (pages 370–373)

18. What was Gelasius's two-swords theory?
19. Why was Otto I the most effective ruler of Medieval Germany?
20. How was the conflict between Pope Gregory VII and Henry IV resolved?

CRITICAL THINKING

1. USING YOUR NOTES

In a chart, compare medieval Europe to an earlier civilization, such as Rome or Greece. Consider government, religion, and social roles.

Medieval Europe	
government	
religion	
social roles	

2. COMPARING AND CONTRASTING

EMPIRE BUILDING How did Otto I and Frederick I try to imitate Charlemagne's approach to empire building?

3. DRAWING CONCLUSIONS

POWER AND AUTHORITY Why do you think the ownership of land became an increasing source of power for feudal lords?

4. ANALYZING ISSUES

Why did the appointment of bishops become the issue in a struggle between kings and popes?

5. SYNTHESIZING

RELIGIOUS AND ETHICAL SYSTEMS What generalizations could you make about the relationship between politics and religion in the Middle Ages?

VISUAL SUMMARY

European Middle Ages



Economic System

Manors

- Lord's estate
- Set of rights and obligations between serfs and lords
- Self-sufficient community producing a variety of goods



Belief System

The Church

- Power over people's everyday lives
- Unifying force of Christian faith
- Involvement in political affairs

MEDIEVAL SOCIETY

Code of Behavior

Chivalry

- Displays of courage and valor in combat
- Respect toward women
- Devotion to a feudal lord and heavenly lord

Political System

Feudalism

- Form of government based on landholding
- Alliances between lords and vassals
- Oaths of loyalty in exchange for land and military service
- Ranking of power and authority

STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

PRIMARY SOURCE

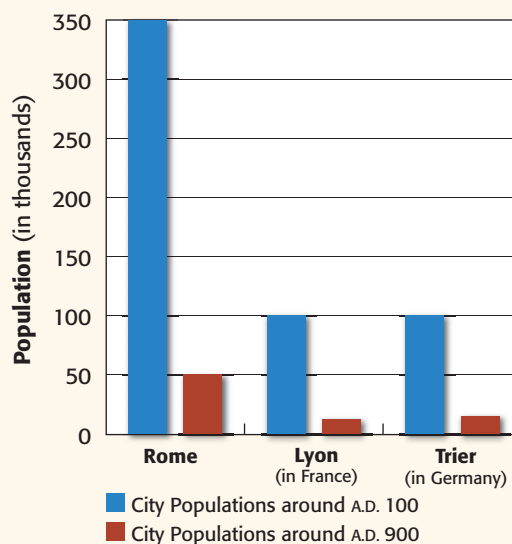
There was a knight, a most distinguished man,
Who from the day on which he first began
To ride abroad had followed chivalry,
Truth, honor, generous, and courtesy.
He had done nobly in sovereign's war
And ridden in battle, no man more,
As well as Christian in heathen places
And ever honored for his noble graces.

GEOFFREY CHAUCER, *The Canterbury Tales*

- Which of these phrases does not characterize the knight Chaucer describes?
 - a skilled fighter
 - a devoted Christian
 - a young man
 - a well-traveled warrior
- What qualities of knighthood do you think are missing from Chaucer's description?
 - that a knight was of noble birth
 - that a knight was a skilled warrior
 - that a knight adored his chosen lady
 - that a knight devoted himself to his heavenly Lord

Use the bar graph and your knowledge of world history to answer question 3.

Population of Three Roman Cities



Sources: *Man and History*; *3,000 Years of Urban Growth*

- What is the most important point this chart is making?
 - Trier and Lyon were not as large as Rome.
 - Rome was the most populous city in the Roman Empire.
 - All three cities lost significant population after the fall of the Roman Empire.
 - Rome lost about 300,000 people from A.D. 100 to A.D. 200.

hmhsocialstudies.com **TEST PRACTICE**

For additional test practice, go online for:

- Diagnostic tests
- Tutorials
- Strategies

Interact *with* History

On page 352, you considered the issue of what freedoms you would give up for protection. Now that you have read the chapter, reconsider your answer. How important was security? Was it worth not having certain basic freedoms? Discuss your ideas in a small group.

FOCUS ON WRITING

Refer to the text, and then write a three-paragraph **character sketch** of a religious or political figure described in this chapter. Consider the following:

- why the figure was important
- how the figure performed his or her role

MULTIMEDIA ACTIVITY



Designing a Video Game

Use the Internet, books, and other reference materials to find out more about medieval tournaments. Then create a video game that imitates a medieval tournament between knights. Describe your ideas in a proposal that you might send to a video game company.

Think about video games that are based on contests. You might adapt some of the rules to your game. Consider the following:

- the rules of the game
- the system of keeping score of wins and losses
- weapons that should be used

The Formation of Western Europe, 800–1500

Essential Question

What religious, economic, and political events led to the development of Western Europe?



What You Will Learn

In this chapter you will study the effects of the Crusades, the Hundred Years' War, and the Plague on medieval society.

SECTION 1 Church Reform and the Crusades

Main Idea The Catholic Church underwent reform and launched Crusades against Muslims.

SECTION 2 Changes in Medieval Society

Main Idea The feudal system declined as agriculture, trade, finance, towns, and universities developed.

SECTION 3 England and France Develop

Main Idea As the kingdoms of England and France began to develop into nations, certain democratic traditions evolved.

SECTION 4 The Hundred Years' War and the Plague

Main Idea In the 1300s, Europe was torn apart by religious strife, the bubonic plague, and the Hundred Years' War.

Previewing Themes

RELIGIOUS AND ETHICAL SYSTEMS In Western Europe the time period from 800 to 1500 is known as the Age of Faith. Christian beliefs inspired the Crusades and the building of great cathedrals, and guided the development of universities.

Geography *In which political unit was the capital of Christianity, Rome, located?*

ECONOMICS Medieval Europeans developed new methods of trade and new systems of finance and commerce. The changes are known as the Commercial Revolution.

Geography *Through which political units would a trader pass if he left from Venice and went to Calais using a land route?*

CULTURAL INTERACTION Although destructive in many ways, the Crusades resulted in a great deal of cultural exchange. Medieval Christian Europe learned and adopted much from the Muslim world.

Geography *A stopping place for Crusaders on their way to the Holy Land was the city of Constantinople. In what political unit is Constantinople located?*

EUROPE

800

WORLD

987
Capetian dynasty
begins in France.

1066
Norman
invasion
of England

1095
First Crusade
begins. ▶

980
◀ Toltec Empire
at its peak. (a Toltec
warrior figurine)

1041
Movable type
invented in China.



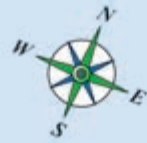


Europe, 14th Century



The Crusades:
The Legacy

hmhsocialstudies.com VIDEO



0 250 500 Miles
0 250 500 Kilometers
Conic Projection

1215
King John approves
Magna Carta.

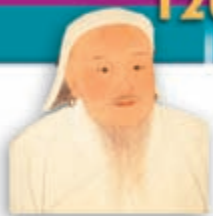
1347
Bubonic
plague strikes
Europe.

1429
Joan of Arc leads the
French to victory over the
English at Orleans.

1453
Hundred Years' War
ends with French victory.

1200

1500



1206
Genghis Khan
unites Mongols and is
proclaimed the Great Khan.

1325
The Aztec establish
Tenochtitlan.

What are the dangers and rewards of going on a Crusade?

You are a squire in England. The knight you serve has decided to join a Christian Crusade (a holy war) to capture the city of Jerusalem from the Muslims. He has given you the choice of joining or staying home to look after his family and manor. On an earlier Crusade, the knight and his friends looted towns and manors, taking jewels and precious objects. But some of the knights were also held for ransom, robbed, and murdered. You are torn between the desire for adventure and possible riches that you might find on the Crusade, and fear of the hazards that await you on such a dangerous journey.



- 1 Richard the Lion-Hearted leads a group of Crusaders on the Third Crusade to regain Jerusalem from the Muslims.
- 2 Servants and women sometimes accompanied the Crusaders as they made their way toward the Holy Land.

EXAMINING *the* ISSUES

- What reasons might an individual have to join a Crusade?
- What might be the advantages and disadvantages of staying home to defend the knight's family and estate?

As a class, discuss these questions. In your discussion, remember what you've learned about the power of religious beliefs to move people to action. As you read about the Crusades in this chapter, see how events turned out for the Crusaders.

Church Reform and the Crusades

MAIN IDEA

CULTURAL INTERACTION The Catholic Church underwent reform and launched Crusades against Muslims.

WHY IT MATTERS NOW

The Crusades left a legacy of distrust between Christians and Muslims that continues to the present.

TERMS & NAMES

- simony
- Gothic
- Urban II
- Crusade
- Saladin
- Richard the Lion-Hearted
- Reconquista
- Inquisition

SETTING THE STAGE Some historians have called the period in Western Europe between 500 and 1000 a “dark age.” Magyars seeking plunder pushed up from the Danube River region. Vikings raided western European church monasteries. These groups destroyed many of these centers of learning. Around the 900s, however, a new spirit invaded the church and brought about a spiritual revival in the clergy. Filled with new energy, the church began restructuring itself and started massive building programs to create new places of worship.

The Age of Faith

Monasteries led the spiritual revival. The monastery founded at Cluny in France in 910 was especially important. The reformers there wanted to return to the basic principles of the Christian religion. To do so, they established new religious orders. Influenced by the religious devotion and reverence for God shown by the new monasteries, the popes began to reform the Church. They restored and expanded its power and authority. A new age of religious feeling was born—the Age of Faith. Still, many problems troubled the Church.

Problems in the Church Some priests were nearly illiterate and could barely read their prayers. Some of the popes were men of questionable morals. Many bishops and abbots cared more about their positions as feudal lords than about their duties as spiritual leaders. Reformers were most distressed by three main issues.

- Many village priests married and had families. Such marriages were against Church rulings.
- Bishops sold positions in the Church, a practice called **simony** (SY•muh•nee).
- Using the practice of lay investiture, kings appointed church bishops. Church reformers believed the Church alone should appoint bishops.

Reform and Church Organization Pope Leo IX and Pope Gregory VII enforced Church laws against simony and the marriage of priests. The popes who followed Leo and Gregory reorganized the Church to continue the policy of reform. In the 1100s and 1200s, the Church was restructured to resemble a kingdom, with the pope at its head. The pope’s group of advisers was called the papal Curia. The Curia also acted as a court. It developed canon law (the law of the Church) on matters such as marriage, divorce, and inheritance. The Curia also decided cases based



Use the graphic organizer online to take notes on important events in the Age of Faith.

on these laws. Diplomats for the pope traveled through Europe dealing with bishops and kings. In this way the popes established their authority throughout Europe.

The Church collected taxes in the form of tithes. These consumed one-tenth the yearly income from every Christian family. The Church used some of the money to perform social services such as caring for the sick and the poor. In fact, the Church operated most hospitals in medieval Europe. **A**

New Religious Orders In the early 1200s, wandering friars traveled from place to place preaching and spreading the Church's ideas. Like monks, friars took vows of chastity, poverty, and obedience. Unlike monks, friars did not live apart from the world in monasteries. Instead, they preached to the poor throughout Europe's towns and cities. Friars owned nothing and lived by begging.

Dominic, a Spanish priest, founded the Dominicans, one of the earliest orders of friars. Because Dominic emphasized the importance of study, many Dominicans were scholars. Francis of Assisi (uh•SEE•zee), an Italian, founded another order of friars, the Franciscans. Francis treated all creatures, including animals, as if they were his spiritual brothers and sisters.

Women played an important role in the spiritual revival. Women joined the Dominicans, Benedictines, and Franciscans. In 1212, a woman named Clare and her friend Francis of Assisi founded the Franciscan order for women. It was known as the Poor Clares. In Germany, Hildegard of Bingen, a mystic and musician, founded a Benedictine convent in 1147. Like friars, these women lived in poverty and worked to help the poor and sick. Unlike the friars, however, women were not allowed to travel from place to place as preachers.

Cathedrals—Cities of God

During the medieval period most people worshiped in small churches near their homes. Larger churches called cathedrals were built in city areas. The cathedral was viewed as the representation of the City of God. As such, it was decorated with all the richness that Christians could offer. Between about 800 and 1100, churches were built in the Romanesque (ROH•muh•NEHSK) style. The churches had round arches and a heavy roof held up by thick walls and pillars. The thick walls had tiny windows that let in little light.

A New Style of Church Architecture A new spirit in the church and access to more money from the growing wealth of towns and from trade helped fuel the building of churches in several European countries. In the early 1100s, a new style of architecture, known as **Gothic**, evolved throughout medieval Europe. The term *Gothic* comes from a Germanic tribe named the Goths. Unlike the heavy, gloomy Romanesque buildings, Gothic cathedrals thrust upward as if reaching toward heaven. Light streamed in through huge stained glass windows. Other arts of the medieval world were evident around or in the Gothic cathedral—sculpture, wood-carvings, and stained glass windows. All of these elements were meant to inspire the worshiper with the magnificence of God. See the diagram on the next page to learn more about Gothic cathedrals.

Soon Gothic cathedrals were built in many towns of France. In Paris, the vaulted ceiling of the Cathedral of Notre Dame (NOH•truh-DAHM) eventually rose to more than 100 feet. Then Chartres, Reims, Amiens, and Beauvais built even taller cathedrals. In all, nearly 500 Gothic churches were built between 1170 and 1270.

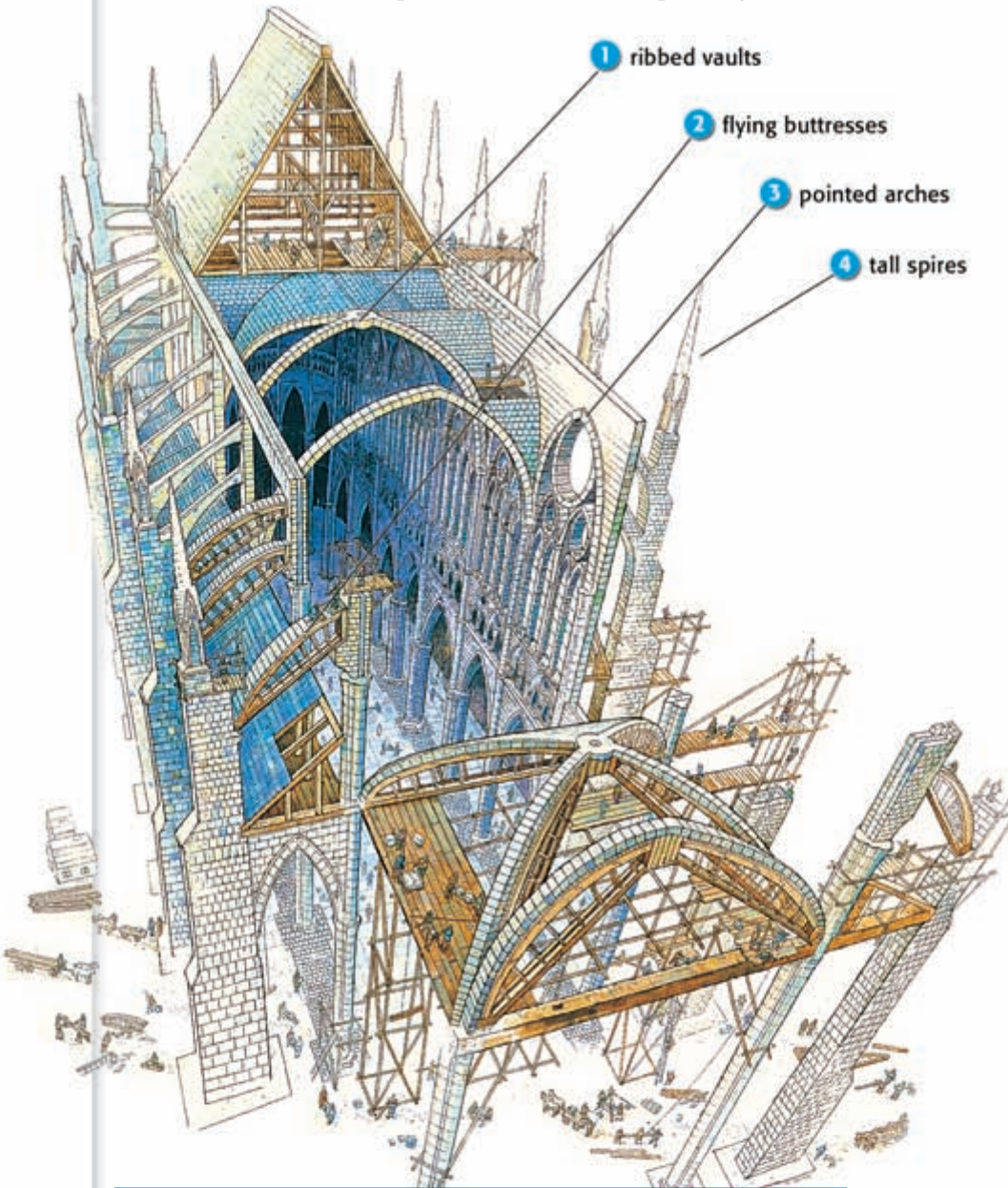
MAIN IDEA

Evaluating Courses of Action

A How did the popes increase their power and authority?

Gothic Architecture

The master builders in France, where the Gothic style originated, developed techniques of structural engineering that were key to Gothic architecture: ① ribbed vaults that supported the roof's weight, ② flying buttresses that transferred weight to thick, exterior walls, ③ pointed arches that framed huge stained glass windows, and ④ tall spires that seemed to be pointing to heaven.



▲ Chartres Cathedral

The cathedral of Chartres (shahrt) is a masterpiece of Gothic architecture. The cathedral has hundreds of sculptures. The stone carvings that frame every door illustrate Bible stories. In this photograph, you can see the cathedral has not one, but two bell towers.



▲ Stained Glass

In addition to its sculpture and soaring towers, Chartres Cathedral has some of the most beautiful stained glass windows of any Gothic cathedral in Europe. The windows illustrate stories from the Bible. As illiterate peasants walked past the 176 windows, they could view those stories. The window above depicts the parable of the Good Samaritan.

SKILLBUILDER: Interpreting Visual Sources

- 1. Drawing Conclusions** Pose and answer three questions about elements in the style of Gothic architecture that might affect the sense of height and light inside.
- 2. Comparing and Contrasting** Think about stained glass windows you have seen. Do they tell a story? What figures or events do they illustrate?

The Crusades

The Age of Faith also inspired wars of conquest. In 1093, the Byzantine emperor Alexius Comnenus sent an appeal to Robert, Count of Flanders. The emperor asked for help against the Muslim Turks. They were threatening to conquer his capital, Constantinople:

PRIMARY SOURCE

Come then, with all your people and give battle with all your strength, so that all this treasure shall not fall into the hands of the Turks. . . . Therefore act while there is still time lest the kingdom of the Christians shall vanish from your sight and, what is more important, the Holy Sepulchre [the tomb where Jesus was buried] shall vanish. And in your coming you will find your reward in heaven, and if you do not come, God will condemn you.

EMPEROR ALEXIUS COMNENUS, quoted in *The Dream and the Tomb* by Robert Payne

Pope **Urban II** also read that letter. Shortly after this appeal, he issued a call for what he termed a “holy war,” a **Crusade**, to gain control of the Holy Land. Over the next 300 years, a number of such Crusades were launched.

Goals of the Crusades The Crusades had economic, social, and political goals as well as religious motives. Muslims controlled Palestine (the Holy Land) and threatened Constantinople. The Byzantine emperor in Constantinople appealed to Christians to stop Muslim attacks. In addition, the pope wanted to reclaim Palestine and reunite Christendom, which had split into Eastern and Western branches in 1054.

In addition, kings and the Church both saw the Crusades as an opportunity to get rid of quarrelsome knights who fought each other. These knights threatened the peace of the kingdoms, as well as Church property.

Others who participated in the Crusades were younger sons who, unlike eldest sons, did not stand to inherit their father’s property. They were looking for land and a position in society, or for adventure.

In the later Crusades, merchants profited by making cash loans to finance the journey. They also leased their ships for a hefty fee to transport armies over the Mediterranean Sea. In addition, the merchants of Pisa, Genoa, and Venice hoped to win control of key trade routes to India, Southeast Asia, and China from Muslim traders.

The First and Second Crusades Pope Urban’s call brought a tremendous outpouring of religious feeling and support for the Crusade. According to the pope, those who died on Crusade were assured of a place in heaven. With red crosses sewn on tunics worn over their armor and the battle cry of “God wills it!” on their lips, knights and commoners were fired by religious zeal and became Crusaders.

By early 1097, three armies of knights and people of all classes had gathered outside Constantinople. Most of the Crusaders were French, but Bohemians, Germans, Englishmen, Scots, Italians, and Spaniards came as well. The Crusaders were ill-prepared for war in this First Crusade. Many knew nothing of the geography, climate, or culture of the Holy Land. They had no grand strategy to capture Jerusalem. The nobles argued among themselves and couldn’t agree on a leader. Finally an army of 12,000 (less than one-fourth of the original army) approached Jerusalem. The Crusaders besieged the city for over a month. On July-15, 1099, they captured the city.

Vocabulary

Holy Land:
Palestine; the area where Jesus lived and preached

▼ The red cross on his tunic identifies this knight as a crusader.





The Crusades, 1096–1204

hmhsocialstudies.com INTERACTIVE MAP



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Place** What Muslim power ruled lands close to the Christian city of Constantinople?
- Movement** Which Crusade did not make it to Jerusalem? Where did this Crusade end?

All in all, the Crusaders had won a narrow strip of land. It stretched about 650 miles from Edessa in the north to Jerusalem in the south. Four feudal Crusader states were carved out of this territory, each ruled by a European noble.

The Crusaders' states were extremely vulnerable to Muslim counterattack. In 1144, Edessa was reconquered by the Turks. The Second Crusade was organized to recapture the city. But its armies straggled home in defeat. In 1187, Europeans were shocked to learn that Jerusalem itself had fallen to a Kurdish warrior and Muslim leader **Saladin** (SAL•uh•dihn). **B**

The Third Crusade The Third Crusade to recapture Jerusalem was led by three of Europe's most powerful monarchs. They were Philip II (Augustus) of France, German emperor Frederick I (Barbarossa), and the English king, **Richard the Lion-Hearted**. Philip argued with Richard and went home. Barbarossa drowned on the journey. So, Richard was left to lead the Crusaders in an attempt to regain the Holy Land from Saladin. Both Richard and Saladin were brilliant warriors. After many battles, the two agreed to a truce in 1192. Jerusalem remained under Muslim control. In return, Saladin promised that unarmed Christian pilgrims could freely visit the city's holy places.

The Crusading Spirit Dwindles

In 1204, the Fourth Crusade to capture Jerusalem failed. The knights did not reach the Holy Land. Instead, they ended up looting the city of Constantinople. In the 1200s, four more Crusades to free the holy land were also unsuccessful. The religious spirit of the First Crusade faded, and the search for personal gain grew. In two later Crusades, armies marched not to the Holy Land but to Egypt. The Crusaders intended to weaken Muslim forces there before going to the Holy Land. But none of these attempts conquered much land.

MAIN IDEA

Summarizing

B What, if anything, had the Crusaders gained by the end of the Second Crusade?

H
HISTORY

VIDEO

Byzantine: The Appeal for a Third Crusade

hmhsocialstudies.com

History Makers



Richard the Lion-Hearted
1157–1199

Richard was noted for his good looks, charm, courage, grace—and ruthlessness. When he heard that Jerusalem had fallen to the Muslims, he was filled with religious zeal. He joined the Third Crusade, leaving others to rule England in his place.

Richard mounted a siege on the city of Acre. Saladin's army was in the hills overlooking the city, but it was not strong enough to defeat the Crusaders. When finally the city fell, Richard had the Muslim survivors—some 3,000 men, women, and children—slaughtered. The Muslim army watched helplessly from the hills.



Saladin
1138–1193

Saladin was the most famous Muslim leader of the 1100s. His own people considered him a most devout man. Even the Christians regarded him as honest and brave.

He wished to chase the Crusaders back into their own territories. He said:

I think that when God grants me victory over the rest of Palestine, I shall divide my territories, make a will stating my wishes, then set sail on this sea for their far-off lands and pursue the Franks there, so as to free the earth from anyone who does not believe in Allah, or die in the attempt.

The Children's Crusade The Children's Crusade took place in 1212. In two different movements, thousands of children set out to conquer Jerusalem. One group in France was led by 12-year-old Stephen of Cloyes. An estimated 30,000 children under 18 joined him. They were armed only with the belief that God would give them Jerusalem. On their march south to the Mediterranean, many died from cold and starvation. The rest drowned at sea or were sold into slavery.

In Germany, Nicholas of Cologne gathered about 20,000 children and young adults. They began marching toward Rome. Thousands died in the cold and treacherous crossing of the Alps. Those who survived the trip to Italy finally did meet the pope. He told them to go home and wait until they were older. About 2,000 survived the return trip to Germany. A few boarded a ship for the Holy Land and were never heard of again. 🕒

A Spanish Crusade In Spain, Muslims (called Moors) controlled most of the country until the 1100s. The **Reconquista** (reh•kawn•KEES•tah) was a long effort by the Spanish to drive the Muslims out of Spain. By the late 1400s, the Muslims held only the tiny kingdom of Granada. In 1492, Granada finally fell to the Christian army of Ferdinand and Isabella, the Spanish monarchs.

To unify their country under Christianity and to increase their power, Isabella and Ferdinand made use of the **Inquisition**. This was a court held by the Church to suppress heresy. Heretics were people whose religious beliefs differed from the teachings of the Church. Many Jews and Muslims in Spain converted to Christianity during the late 1400s. Even so, the inquisitors suspected these Jewish and Muslim converts of heresy. A person suspected of heresy might be questioned for weeks and even tortured. Once suspects confessed, they were often burned at the stake. In 1492,

MAIN IDEA

Making Inferences

🕒 How does the Children's Crusade illustrate the power of the Church?

the monarchs expelled all practicing Jews and Muslims from Spain.

The Effects of the Crusades

The Crusades are a forceful example of the power of the Church during the medieval period. The call to go to the Holy Land encouraged thousands to leave their homes and travel to faraway lands. For those who stayed home, especially women, it meant a chance to manage affairs on the estates or to operate shops and inns.

European merchants who lived and traded in the Crusader states expanded trade between Europe and Southwest Asia. The goods imported from Southwest Asia included spices, fruits, and cloth. This trade with the West benefited both Christians and Muslims.

However, the failure of later Crusades also lessened the power of the pope. The Crusades weakened the feudal nobility and increased the power of kings. Thousands of knights and other participants lost their lives and fortunes. The fall of Constantinople weakened the Byzantine Empire.

For Muslims, the intolerance and prejudice displayed by Christians in the Holy Land left behind a legacy of bitterness and hatred. This legacy continues to the present. For Christians and Jews who remained in the Muslim controlled region after the fall of the Crusader states, relations with the Muslim leadership worsened. For Jews in Europe, the Crusades were a time of increased persecution.

The Crusades grew out of religious fervor, feudalism, and chivalry, which came together with explosive energy. This same energy led to the growth of trade, towns, and universities in medieval Europe.



▲ This scene reveals torture used in the Inquisition.

SECTION

1

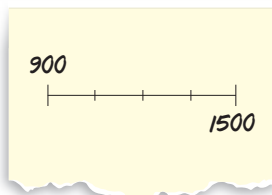
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• simony • Gothic • Urban II • Crusade • Saladin • Richard the Lion-Hearted • Reconquista • Inquisition

USING YOUR NOTES

2. Which of the events of the Age of Faith do you think was most important to the Church? Explain.



MAIN IDEAS

3. What were three main causes of the need to reform the Church?
4. Which Crusade was the only successful one?
5. How did the goals of the Crusades change over the years?

CRITICAL THINKING & WRITING

6. **FORMING AND SUPPORTING OPINIONS** Which of the following do you think best represents the spirit of the Age of Faith—Church reform, the Crusades, or the Gothic cathedrals? Explain.
7. **MAKING INFERENCES** What evidence supports the idea that the Church functioned like a kingdom?
8. **RECOGNIZING EFFECTS** How did the Crusades change the history of Europe? Give reasons for your answer.
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a **script** about an encounter between a Crusader and a Muslim defender of Jerusalem.

MULTIMEDIA ACTIVITY PREPARING A MULTIMEDIA PRESENTATION



Review the information on page 381. Use the Internet to research the Washington National Cathedral. Prepare a **multimedia presentation** showing the Gothic characteristics of the Washington National Cathedral.

INTERNET KEYWORD
Washington National Cathedral

The Crusades

In the Crusades, both Christians and Muslims believed that God was on their side. They both felt justified in using violence to win or to keep the Holy Land. The following excerpts show their belief in the rightness of their deeds.

A PRIMARY SOURCE

Pope Urban II

In 1095, Pope Urban II issued a plea that resulted in the First Crusade. The pope assured his listeners that God was on their side.

Let the holy sepulcher of our Lord and Saviour, which is possessed by the unclean nations, especially arouse you. . . . This royal city [Jerusalem], situated at the center of the earth, is now held captive by the enemies of Christ and is subjected, by those who do not know God, to the worship of the heathen. Accordingly, undertake this journey eagerly for the remission of your sins, with the assurance of the reward of imperishable glory in the kingdom of heaven.

D PRIMARY SOURCE

Luttrell Psalter

The illustration below from a Latin text shows Richard the Lion-Hearted (left) unhorsing Saladin during the Third Crusade. However, the two men never actually met in personal combat.

B PRIMARY SOURCE

William of Tyre

A Christian bishop, William of Tyre, drew upon eyewitness accounts of the capture of Jerusalem by Crusaders.

It was impossible to look upon the vast numbers of the slain without horror; everywhere lay fragments of human bodies, and the very ground was covered with the blood of the slain. It was not alone the spectacle of headless bodies and mutilated limbs strewn in all directions that roused horror in all who looked upon them. Still more dreadful was it to gaze upon the victors themselves, dripping with blood from head to foot, an ominous sight which brought terror to all who met them. It is reported that within the Temple enclosure alone about ten thousand infidels perished, in addition to those who lay slain everywhere throughout the city in the streets and squares, the number of whom was estimated as no less.

C PRIMARY SOURCE

Saladin

This is an excerpt of Saladin's reply to a letter from Frederick I (Barbarossa) threatening Saladin. Saladin wrote the letter after he recaptured Jerusalem.

Whenever your armies are assembled . . . we will meet you in the power of God. We will not be satisfied with the land on the seacoast, but we will cross over with God's good pleasure and take from you all your lands in the strength of the Lord. . . . And when the Lord, by His power, shall have given us victory over you, nothing will remain for us to do but freely to take your lands by His power and with His good pleasure. . . . By the virtue and power of God we have taken possession of Jerusalem and its territories; and of the three cities that still remain in the hands of the Christians . . . we shall occupy them also.

Document-Based QUESTIONS

1. Using specific phrases or passages from Source A and Source C, demonstrate how their attitudes were similar.
2. What directive in Source A might have been at the root of the action described in Source B?
3. What evidence in Source D reveals the artist's bias about the confrontation between Islam and Christianity?



Changes in Medieval Society

MAIN IDEA

ECONOMICS The feudal system declined as agriculture, trade, finance, towns, and universities developed.

WHY IT MATTERS NOW

The changes in the Middle Ages laid the foundations for modern Europe.

TERMS & NAMES

- three-field system
- guild
- Commercial Revolution
- burgher
- vernacular
- Thomas Aquinas
- scholastics

SETTING THE STAGE While Church reform, cathedral building, and the Crusades were taking place, other important changes were occurring in medieval society. Between 1000 and 1300, agriculture, trade, and finance made significant advances. Towns and cities grew. This was in part due to the growing population and to territorial expansion of western Europe. Cultural interaction with the Muslim and Byzantine worlds sparked the growth of learning and the birth of an institution new to Europe—the university.

A Growing Food Supply

Europe's great revival would have been impossible without better ways of farming. Expanding civilization required an increased food supply. A warmer climate, which lasted from about 800 to 1200, brought improved farm production. Farmers began to cultivate lands in regions once too cold to grow crops. They also developed new methods to take advantage of more available land.

Switch to Horsepower For hundreds of years, peasants had depended on oxen to pull their plows. Oxen lived on the poorest straw and stubble, so they were easy to keep. Horses needed better food, but a team of horses could plow three times as much land in a day as a team of oxen.

Before farmers could use horses, however, a better harness was needed. Sometime before 900, farmers in Europe began using a harness that fitted across the horse's chest, enabling it to pull a plow. As a result, horses gradually replaced oxen for plowing and for pulling wagons. All over Europe, axes rang as the great forests were cleared for new fields.

The Three-Field System Around A.D. 800, some villages began to organize their lands into three fields instead of two. Two of the fields were planted and the other lay fallow (resting) for a year. Under this new **three-field system**, farmers could grow crops on two-thirds of their land each year, not just on half of it. As a result, food production increased. Villagers had more to eat. Well-fed people, especially children, could better resist disease and live longer, and as a result the European population grew dramatically.



Use the graphic organizer online to take notes on changes in medieval society.

Social History

Surnames

Many people can trace their last names, or surnames, back to a medieval occupation in Europe. The name Smith, for example, refers to someone who "smites," or works, metal. The surname Silversmith would belong to a person who works silver. In German-speaking areas, a smith was named Schmidt.

Someone who made goods out of wood was often surnamed Carpenter. In French-speaking areas, a carpenter was called Charpentier, while in German areas, the same person would be called Zimmerman.

The last name of Boulanger indicated a baker in France. A baker in Germany often had the surname Becker.

The Guilds

A second change in the European economy was the development of the guild. A **guild** was an organization of individuals in the same business or occupation working to improve the economic and social conditions of its members. The first guilds were merchant guilds. Merchants banded together to control the number of goods being traded and to keep prices up. They also provided security in trading and reduced losses.

About the same time, skilled artisans, such as wheelwrights, glassmakers, winemakers, tailors, and druggists, began craft guilds. In most crafts, both husband and wife worked at the family trade. In a few crafts, especially for cloth making, women formed the majority. The guilds set standards for quality of work, wages, and working conditions. For example, bakers were required to sell loaves of bread of a standard size and weight. The guilds also created plans for supervised training of new workers.

By the 1000s, artisans and craftspeople were manufacturing goods by hand for local and long-distance trade. More and better products were now available to buyers in small towns, in bigger cities, and at trade fairs. Guilds became powerful forces in the medieval economy. The wealth they accumulated helped them establish influence over the government and the economy of towns and cities. **A**

MAIN IDEA

Summarizing

A How did guilds change the way business was conducted and products made?

History in Depth

Craft Guilds

Craft guilds formed an important part of town life during the medieval period. They trained young people in a skilled job, regulated the quality of goods sold, and were major forces in community life.

Guild Services

To members:

- Set working conditions
- Covered members with a type of health insurance
- Provided funeral expenses
- Provided dowries for poor girls

To the community:

- Built almshouses for victims of misfortune
- Guaranteed quality work
- Took turns policing the streets
- Donated windows to the Church

Apprentice

- Parents paid for training
- Lived with a master and his family
- Required to obey the master
- Trained 2–7 years
- Was not allowed to marry during training
- When trained progressed to journeyman

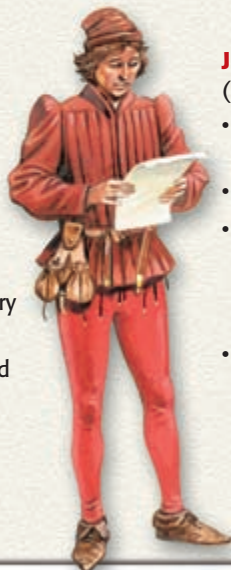
Journeyman

(Day Worker)

- Worked for a master to earn a salary
- Worked 6 days a week
- Needed to produce a masterpiece (his finest work) to become a master
- Had to be accepted by the guild to become a master

Master

- Owned his own shop
- Worked with other masters to protect their trade
- Sometimes served in civic government



**INTERACTIVE
HISTORY**

Explore the colorful world of a medieval trade fair.

Commercial Revolution

Just as agriculture was expanding and craftsmanship changing, so were trade and finance. Increased availability of trade goods and new ways of doing business changed life in Europe. Taken together, this expansion of trade and business is called the **Commercial Revolution**.

Fairs and Trade Most trade took place in towns. Peasants from nearby manors traveled to town on fair days, hauling items to trade. Great fairs were held several times a year, usually during religious festivals, when many people would be in town. People visited the stalls set up by merchants from all parts of Europe.

Cloth was the most common trade item. Other items included bacon, salt, honey, cheese, wine, leather, dyes, knives, and ropes. Such local markets met all the needs of daily life for a small community. No longer was everything produced on a self-sufficient manor.

More goods from foreign lands became available. Trade routes spread across Europe from Flanders to Italy. Italian merchant ships traveled the Mediterranean to ports in Byzantium such as Constantinople. They also traveled to Muslim ports along the North African coast. Trade routes were opened to Asia, in part by the Crusades.

Increased business at markets and fairs made merchants willing to take chances on buying merchandise that they could sell at a profit. Merchants then reinvested the profits in more goods.

Business and Banking As traders moved from fair to fair, they needed large amounts of cash or credit and ways to exchange many types of currencies. Enterprising merchants found ways to solve these problems. For example, bills of exchange established exchange rates between different coinage systems. Letters of credit between merchants eliminated the need to carry large amounts of cash and made trading easier. Trading firms and associations formed to offer these services to their groups.

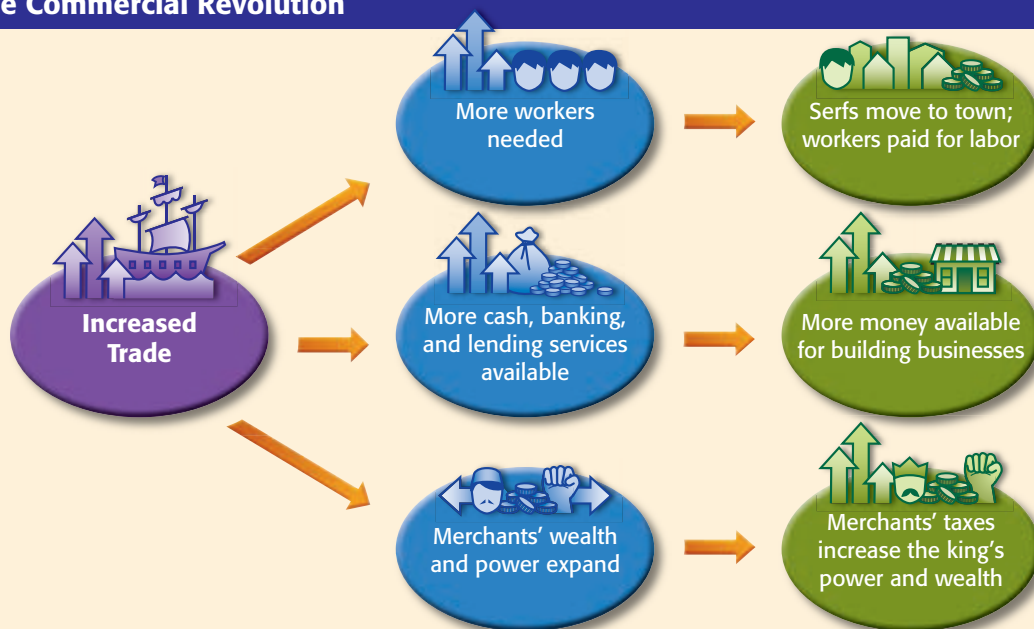
Vocabulary

Letters of credit: A letter issued by a bank allowing the bearer to withdraw a specific amount of money from the bank or its branches.

▼ This fish market expanded the variety of food available in a medieval town.



The Commercial Revolution



SKILLBUILDER: Interpreting Graphics

- 1. Drawing Conclusions** How did increased trade increase the power of the king?
- 2. Making Inferences** Why would workers now have to be paid?

Merchants looked for new markets and opportunities to make a profit. Merchants first had to purchase goods from distant places. To do so they had to borrow money, but the Church forbade Christians from lending money at interest, a sin called usury. Over time, the Church relaxed its rule on usury and Christians entered the banking business. Banking became an important business, especially in Italy. **B**

Society Changes The changes brought about by the Commercial Revolution were slow, yet they had a major effect on the lives of Europeans. As you can see in the diagram shown above, increased trade brought many changes to aspects of society. Two of the most important changes involved what people did to earn a living and where they lived. As towns attracted workers, the towns grew into cities. Life in the cities was different from life in the sleepy villages or on manors.

MAIN IDEA

Drawing Conclusions

B Why were changes in financial services necessary to expand trade?

Urban Life Flourishes

Scholars estimate that between 1000 and 1150, the population of western Europe rose from around 30 million to about 42 million. Towns grew and flourished. Compared to great cities like Constantinople, European towns were unsophisticated and tiny. Europe's largest city, Paris, probably had no more than 60,000 people by the year 1200. A typical town in medieval Europe had only about 1,500 to 2,500 people. Even so, these small communities became a powerful force for change in Europe.

Trade and Towns Grow Together By the later Middle Ages, trade was the very lifeblood of the new towns, which sprung up at ports and crossroads, on hilltops, and along rivers. As trade grew, towns all over Europe swelled with people. The excitement and bustle of towns drew many people. But there were some drawbacks to living in a medieval town. Streets were narrow, filled with animals and their waste. With no sewers, most people dumped household and human waste into the

street in front of the house. Most people never bathed, and their houses lacked fresh air, light, and clean water. Because houses were built of wood with thatched roofs, they were a constant fire hazard. Nonetheless, many people chose to move to towns to pursue the economic and social opportunities they offered.

People were no longer content with their old feudal existence on manors or in tiny villages. Even though legally bound to their lord's manor, many serfs ran away. According to custom, a serf could now become free by living within a town for a year and a day. A saying of the time went, "Town air makes you free." Many of these run-away serfs, now free people, made better lives for themselves in towns.

Merchant Class Shifts the Social Order The merchants and craftspeople of medieval towns did not fit into the traditional medieval social order of noble, clergy, and peasant. At first, towns came under the authority of feudal lords, who used their authority to levy fees, taxes, and rents. As trade expanded, the **burghers**, or merchant-class town dwellers, resented this interference in their trade and commerce. They organized themselves and demanded privileges. These included freedom from certain kinds of tolls and the right to govern the town. At times they fought against their landlords and won these rights by force.

The Revival of Learning

During the Crusades, European contact with Muslims and Byzantines greatly expanded. This contact brought a new interest in learning, especially in the works of Greek philosophers. The Muslim and Byzantine libraries housed copies of these writings. Most had disappeared during the centuries following the fall of Rome and the invasions of western Europe.

The Muslim Connection In the 1100s, Christian scholars from Europe began visiting Muslim libraries in Spain. Few Western scholars knew Greek but most did know Latin. So Jewish scholars living in Spain translated the Arabic versions of works by Aristotle and other Greek writers into Latin. All at once, Europeans acquired a huge new body of knowledge. This included science, philosophy, law, mathematics, and other fields. In addition, the Crusaders brought back to Europe superior Muslim technology in ships, navigation, and weapons.

Scholars and the University At the center of the growth of learning stood a new European institution—the university. The word *university* originally referred to a group of scholars meeting wherever they could. People, not buildings, made up the medieval university. Universities arose at Paris and at Bologna, Italy, by the end of the 1100s. Others followed at the English town of Oxford and at Salerno, Italy. Most students were the sons of burghers or well-to-do artisans. For most students, the goal was a job in government or the Church. Earning a bachelor's degree in theology might take five to seven years in school; becoming a master of theology took at least 12 years of study.

New ideas and forms of expression began to flow out of the universities. At a time when serious scholars and writers were writing in Latin, a few remarkable poets began using a lively **vernacular**, or the everyday language of their homeland. Some of these writers wrote masterpieces that are still

MAIN IDEA

Recognizing Effects

How did the Crusades contribute to the expansion of trade and learning?

History in Depth



Muslim Scholars

A number of Islamic scholars had a great influence on European thought. The image above shows Ibn Sina, known in the West as Avicenna. He was a Persian philosopher, astronomer, poet, and physician. His book, *The Cure*, an interpretation of Aristotle's philosophy, greatly affected Western thought. This work, translated into Latin, influenced the scholastics.



hmhsocialstudies.com

INTERNET ACTIVITY Go online to create a documentary film script on Muslim scholars.



▲ Thomas Aquinas's writings focused on questions of faith versus reason and logic.

read today. Dante Alighieri wrote *The Divine Comedy* (1308–1314) in Italian. Geoffrey Chaucer wrote *The Canterbury Tales* (about 1386–1400) in English. Christine de Pisan wrote *The Book of The City of Ladies* (1405) in French. Since most people couldn't read or understand Latin, these works written in the vernacular brought literature to many people.

Aquinas and Medieval Philosophy Christian scholars were excited by the ideas of Greek philosophers. They wondered if a Christian scholar could use Aristotle's logical approach to truth and still keep faith with the Bible.

In the mid-1200s, the scholar **Thomas Aquinas** (uh•KWY•nuhs) argued that the most basic religious truths could be proved by logical argument. Between 1267 and 1273, Aquinas wrote the *Summa Theologicae*. Aquinas's great work, influenced by Aristotle, combined ancient Greek thought with the Christian thought of his time. Aquinas and his fellow scholars who met at the great universities were known as schoolmen, or **scholastics**. The scholastics used their knowledge of Aristotle to debate many issues of their time. Their teachings on law and government influenced the thinking of western Europeans, particularly the English and French. Accordingly, they began to develop democratic institutions and traditions.

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• three-field system • guild • Commercial Revolution • burgher • vernacular • Thomas Aquinas • scholastics

USING YOUR NOTES

2. How did medieval society change between 1000 and 1500?



MAIN IDEAS

- How did guilds influence business practices in medieval towns?
- How were Muslim scholars linked to the revival of learning in Europe?
- In what ways did burghers expand their freedom from landlords?

CRITICAL THINKING & WRITING

- RECOGNIZING EFFECTS** What was the effect of the development of towns on the feudal system?
- ANALYZING MOTIVES** Why would writers choose to produce works in the vernacular instead of in Latin?
- RECOGNIZING EFFECTS** How did the Commercial Revolution lay the foundation for the economy of modern Europe?
- WRITING ACTIVITY** **ECONOMICS** Write a brief **news article** on the value of letters of credit and how they have changed commercial trade activities.

CONNECT TO TODAY WRITING AN INVESTIGATIVE REPORT

Contact a local bank and find out what services are available to its commercial clients. Write a brief **report** on the banking services. Identify which services seem to have had their beginnings in the late medieval period and which ones are modern.

England and France Develop

MAIN IDEA

POWER AND AUTHORITY As the kingdoms of England and France began to develop into nations, certain democratic traditions evolved.

WHY IT MATTERS NOW

Modern concepts of jury trials, common law, and legal rights developed during this period.

TERMS & NAMES

- William the Conqueror
- Henry II
- common law
- Magna Carta
- parliament
- Hugh Capet
- Philip II
- Estates-General

SETTING THE STAGE By the early 800s, small Anglo-Saxon kingdoms covered the former Roman province of Britain. In Europe, the decline of the Carolingian Empire in the 900s left a patchwork of feudal states controlled by local lords. Gradually, the growth of towns and villages, and the breakup of the feudal system were leading to more centralized government and the development of nations. The earliest nations in Europe to develop a strong unified government were England and France. Both would take similar paths.

England Absorbs Waves of Invaders

For centuries, invaders from various regions in Europe landed on English shores. The Angles and the Saxons stayed, bringing their own ways and creating an Anglo-Saxon culture.

Early Invasions In the 800s, Britain was battered by fierce raids of Danish Vikings. These invaders were so feared that a special prayer was said in churches: “God, deliver us from the fury of the Northmen.” Only Alfred the Great, Anglo-Saxon king from 871 to 899, managed to turn back the Viking invaders. Gradually he and his successors united the kingdom under one rule, calling it England, “land of the Angles.” The Angles were one of the Germanic tribes that had invaded the island of Britain.

In 1016, the Danish king Canute (kuh•NOOT) conquered England, molding Anglo-Saxons and Vikings into one people. In 1042, King Edward the Confessor, a descendant of Alfred the Great, took the throne. Edward died in January 1066 without an heir. A great struggle for the throne erupted, leading to one last invasion.

The Norman Conquest The invader was William, duke of Normandy, who became known as **William the Conqueror**. Normandy is a region in the north of France that had been conquered by the Vikings. Its name comes from the French term for the Vikings—North men, or Norman. The Normans were descended from the Vikings, but they were French in language and in culture. As King Edward’s cousin, William claimed the English crown and invaded England with a Norman army.

William’s rival was Harold Godwinson, the Anglo-Saxon who claimed the throne. Harold was equally ambitious. On October 14, 1066, Normans and



Use the graphic organizer online to take notes on major steps toward democratic government.

History Makers



Eleanor of Aquitaine 1122–1204

Eleanor of Aquitaine was one of the most remarkable women in history. She was wife to two kings and mother to two kings. She married Louis VII of France when the Second Crusade began. In 1147, she accompanied him to the Holy Land. Shortly afterward their marriage was annulled. Eleanor then married Henry Plantagenet, who was to become Henry II of England. Their marriage produced eight children. Two became English kings, Richard the Lion-Hearted and John.



RESEARCH WEB LINKS Go online for more on Eleanor of Aquitaine.

Anglo-Saxons fought the battle that changed the course of English history—the Battle of Hastings. After Harold was killed by an arrow that pierced his eye, the Normans won a decisive victory.

After his victory, William declared all England his personal property. William kept about one-fifth of England for himself. The English lords who supported Harold lost their lands. William then granted their lands to about 200 Norman lords who swore oaths of loyalty to him personally. By doing this, William unified control of the lands and laid the foundation for centralized government in England.

England's Evolving Government

Over the next centuries, English kings tried to achieve two goals. First, they wanted to hold and add to their French lands. Second, they wanted to strengthen their own power over the nobles and the Church.

William the Conqueror's descendants owned land both in Normandy and in England. The English king **Henry II** added to these holdings by marrying Eleanor of Aquitaine from France.

The marriage brought Henry a large territory in France called Aquitaine. He added Aquitaine to the lands in Normandy he had already inherited from William the Conqueror. Because Henry held lands in France, he was a vassal to the French king. But he was also a king in his own right.

Juries and Common Law Henry ruled England from 1154 to 1189. He strengthened the royal courts of justice by sending royal judges to every part of England at least once a year. They collected taxes, settled lawsuits, and punished

crimes. Henry also introduced the use of the jury in English courts. A jury in medieval England was a group of loyal people—usually 12 neighbors of the accused—who answered a royal judge's questions about the facts of a case. Jury trials became a popular means of settling disputes. Only the king's courts were allowed to conduct them.

Over the centuries, case by case, the rulings of England's royal judges formed a unified body of law that became known as **common law**. Today the principles of English common law are the basis for law in many English-speaking countries, including the United States. **A**

The Magna Carta Henry was succeeded first by his son Richard the Lion-Hearted, hero of the Third Crusade. When Richard died, his younger brother John took the throne. John ruled from 1199 to 1216. He failed as a military leader, earning the nickname John Softsword. John lost Normandy and all his lands in northern France to the French under Philip Augustus. This loss forced a confrontation with his own nobles.

Some of John's problems stemmed from his own personality. He was cruel to his subjects and tried to squeeze money out of them. He alienated the Church and threatened to take away town charters guaranteeing self-government. John raised taxes to an all-time high to finance his wars. His nobles revolted. On June 15, 1215, they forced John to agree to the most celebrated document in English history, the **Magna Carta** (Great Charter). This document, drawn up by English nobles and

MAIN IDEA

Recognizing Effects

A What impact did the English common law have on the United States?

MAIN IDEA

Summarizing

B What is the significance of the Magna Carta?

Vocabulary

borough: a self-governing town

reluctantly approved by King John, guaranteed certain basic political rights. The nobles wanted to safeguard their own feudal rights and limit the king's powers. In later years, however, English people of all classes argued that certain clauses in the Magna Carta applied to every citizen. Guaranteed rights included no taxation without representation, a jury trial, and the protection of the law. The Magna Carta guaranteed what are now considered basic legal rights both in England and in the United States. **B**

The Model Parliament Another important step toward democratic government came during the rule of the next English king, Edward I. Edward needed to raise taxes for a war against the French, the Welsh, and the Scots. In 1295, Edward summoned two burgesses (citizens of wealth and property) from every borough and two knights from every county to serve as a **parliament**, or legislative group. In November 1295, knights, burgesses, bishops, and lords met together at Westminster in London. This is now called the Model Parliament because its new makeup (commoners, or non-nobles, as well as lords) served as a model for later kings.

Over the next century, from 1300 to 1400, the king called the knights and burgesses whenever a new tax was needed. In Parliament, these two groups gradually formed an assembly of their own called the House of Commons. Nobles and bishops met separately as the House of Lords. Under Edward I, Parliament was in part a royal tool that weakened the great lords. As time went by, Parliament became strong. Like the Magna Carta, it provided a check on royal power.

> Analyzing Primary Sources

The Magna Carta

The Magna Carta is considered one of the cornerstones of democratic government. The underlying principle of the document is the idea that all must obey the law, even the king. Its guaranteed rights are an important part of modern liberties and justice.

PRIMARY SOURCE

38. No bailiff [officer of the court] for the future shall, upon his own unsupported complaint, put anyone to his "law," without credible witnesses brought for this purposes.

39. No freeman shall be taken or imprisoned . . . or exiled or in any way destroyed, nor will we [the king] go upon him nor send upon him, except by the lawful judgement of his peers or by the law of the land.

40. To no one will we sell, to no one will we refuse or delay, right or justice.

45. We will appoint as justices, constables, sheriffs, or bailiffs only such as know the law of the realm and mean to observe it well.



DOCUMENT-BASED QUESTIONS

- Analyzing Motives** Why might the English nobles have insisted on the right listed in number 45?
- Making Inferences** Which of the statements is a forerunner to the right to a speedy public trial guaranteed in the Sixth Amendment of the U.S. Constitution?



▲ The coronation of Philip II in Reims Cathedral

Capetian Dynasty Rules France

The kings of France, like those of England, looked for ways to increase their power. After the breakup of Charlemagne's empire, French counts and dukes ruled their lands independently under the feudal system. By the year 1000, France was divided into about 47 feudal territories. In 987, the last member of the Carolingian family—Louis the Sluggard—died. **Hugh Capet** (kuh•PAY), an undistinguished duke from the middle of France, succeeded him. The Capet family ruled only a small territory, but at its heart stood Paris. Hugh Capet began the Capetian dynasty of French kings that ruled France from 987 to 1328.

France Becomes a Separate Kingdom Hugh Capet, his son, and his grandson all were weak rulers, but time and geography favored the Capetians. Their territory, though small, sat astride important trade routes in northern France. For 300 years, Capetian kings tightened their grip on this strategic area. The power of the king gradually spread outward from Paris. Eventually, the growth of royal power would unite France.

Philip II Expands His Power One of the most powerful Capetians was **Philip II**, called Philip Augustus, who ruled from 1180 to 1223. As a child, Philip had watched his father lose land to King Henry II of England. When Philip became king at the age of 15, he set out to weaken the power of the English kings in France. Philip was crafty, unprincipled, and willing to do whatever was necessary to achieve his goals.

Philip had little success against Henry II or Henry's son, Richard the Lion-Hearted. However, when King John, Richard's brother, gained the English throne, it was another matter. Philip earned the name Augustus (from the Latin word meaning "majestic"), probably because he greatly increased the territory of France. He seized Normandy from King John in 1204 and within two years had gained other territory. By the end of Philip's reign, he had tripled the lands under his direct control. For the first time, a French king had become more powerful than any of his vassals.

Philip II not only wanted more land, he also wanted a stronger central government. He established royal officials called bailiffs. They were sent from Paris to every district in the kingdom to preside over the king's courts and to collect the king's taxes.

Philip II's Heirs France's central government became even stronger during the reign of Philip's grandson, Louis IX, who ruled from 1226 to 1270. Unlike his grandfather, Louis was pious and saintly. He was known as the ideal king. After his death, he was made a saint by the Catholic Church. Louis created a French appeals court, which could overturn the decisions of local courts. These royal courts of France strengthened the monarchy while weakening feudal ties.

In 1302, Philip IV, who ruled France from 1285 to 1314, was involved in a quarrel with the pope. The pope refused to allow priests to pay taxes to the king. Philip disputed the right of the pope to control Church affairs in his kingdom. As in England, the French king usually called a meeting of his lords and bishops when he needed support for his policies. To win wider support against the pope, Philip IV decided to include commoners in the meeting.

The Development of England and France

England



- William the Conqueror invades England in 1066.
- Henry II (1154–1189) introduces use of the jury in English courts.
- John (1199–1216) agrees to the Magna Carta in 1215.
- Edward I (1272–1307) calls the Model Parliament in 1295.

France



- Hugh Capet increases the territory of France.
- Philip II (1180–1223) established bailiffs to preside over courts and collect taxes.
- Louis IX (1226–1270) creates a French appeals court.
- Philip IV (1285–1314) adds Third Estate to the Estates-General.

SKILLBUILDER: Interpreting Charts

1. **Clarifying** What aspects of courts were developed during the rule of Henry II and Philip II?
2. **Developing Historical Perspective** Which aspect of centralized government developed about the same time in both England and France?

MAIN IDEA

Summarizing

- What three estates made up the Estates-General?

Estates-General In France, the Church leaders were known as the First Estate, and the great lords as the Second Estate. The commoners, wealthy landholders or merchants, that Philip invited to participate in the council became known as the Third Estate. The whole meeting was called the **Estates-General**.

Like the English Parliament in its early years, the Estates-General helped to increase royal power against the nobility. Unlike Parliament, however, the Estates-General never became an independent force that limited the king's power. However, centuries later, the Third Estate would play a key role in overthrowing the French monarchy during the French Revolution.

Beginnings of Democracy England and France were just beginning to establish a democratic tradition. This tradition rested on setting up a centralized government that would be able to govern widespread lands. The creation of common law and court systems was a first step toward increased central government power. Including commoners in the decision-making process of government was also an important step in the direction of democratic rule. Before England and France could move forward in this direction, however, they had to contend with a century of turmoil that included religious disputes, plague, and war.

SECTION

3

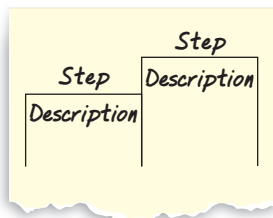
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- William the Conqueror • Henry II • common law • Magna Carta • parliament • Hugh Capet • Philip II • Estates-General

USING YOUR NOTES

2. Which of the steps toward democratic government are similar to U.S. practices? Explain.



MAIN IDEAS

3. What two legal practices date back to Henry II?
4. What are some basic rights guaranteed by the Magna Carta?
5. Why did Philip II call the Estates-General together?

CRITICAL THINKING & WRITING

6. **COMPARING** Compare the way in which England and France began developing as nations.
7. **RECOGNIZING EFFECTS** Which of the changes in English government is reflected in the government of the United States today?
8. **EVALUATING COURSES OF ACTION** What steps were necessary to centralize governments in England and France?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine that you are an adviser to the English or French king. Write him a **letter** to argue for or against including commoners in the Parliament or Estates-General.

CONNECT TO TODAY COMPARING HISTORICAL DOCUMENTS

Find a copy of the Magna Carta and a copy of the Bill of Rights of the United States Constitution. Study both documents and create a **table** showing where the Constitution reflects the ideas of the Magna Carta.

The Hundred Years' War and the Plague

MAIN IDEA

RELIGIOUS AND ETHICAL SYSTEMS In the 1300s, Europe was torn apart by religious strife, the bubonic plague, and the Hundred Years' War.

WHY IT MATTERS NOW

Events of the 1300s led to a change in attitudes toward religion and the state, a change reflected in modern attitudes.

TERMS & NAMES

- Avignon
- Great Schism
- John Wycliffe
- Jan Hus
- bubonic plague
- Hundred Years' War
- Joan of Arc

SETTING THE STAGE The 1300s were filled with disasters, both natural and human-made. The Church seemed to be thriving but soon would face a huge division. A deadly epidemic claimed millions of lives. So many people died in the epidemic that the structure of the economy changed. Claims to thrones in France and England led to wars in those lands. The wars would result in changes in the governments of both France and England. By the end of the century, the medieval way of life was beginning to disappear.

A Church Divided



Use the graphic organizer online to take notes on major events at the end of the Middle Ages.

At the beginning of the 1300s, the Age of Faith still seemed strong. Soon, however, both the pope and the Church were in desperate trouble.

Pope and King Collide In 1300, Pope Boniface VIII attempted to enforce papal authority on kings as previous popes had. When King Philip IV of France asserted his authority over French bishops, Boniface responded with an official document. It stated that kings must always obey popes.

Philip merely sneered at this statement. In fact, one of Philip's ministers is said to have remarked that "my master's sword is made of steel, the pope's is made of [words]." Instead of obeying the pope, Philip had him held prisoner in September 1303. The king planned to bring him to France for trial. The pope was rescued, but the elderly Boniface died a month later. Never again would a pope be able to force monarchs to obey him.

Avignon and the Great Schism In 1305, Philip IV persuaded the College of Cardinals to choose a French archbishop as the new pope. Clement V, the newly selected pope, moved from Rome to the city of **Avignon** (av•vee•NYAWN) in France. Popes would live there for the next 69 years.

The move to Avignon badly weakened the Church. When reformers finally tried to move the papacy back to Rome, however, the result was even worse. In 1378, Pope Gregory XI died while visiting Rome. The College of Cardinals then met in Rome to choose a successor. As they deliberated, they could hear a mob outside screaming, "A Roman, a Roman, we want a Roman for pope, or at least an Italian!" Finally, the cardinals announced to the crowd that an Italian had been chosen: Pope Urban VI. Many cardinals regretted their choice almost immediately. Urban VI's passion for reform and his arrogant personality caused

the cardinals to elect a second pope a few months later. They chose Robert of Geneva, who spoke French. He took the name Clement VII.

Now there were two popes. Each declared the other to be a false pope, excommunicating his rival. The French pope lived in Avignon, while the Italian pope lived in Rome. This began the split in the Church known as the **Great Schism** (SIHZ•uhm), or division.

In 1414, the Council of Constance attempted to end the Great Schism by choosing a single pope. By now, there were a total of three popes: the Avignon pope, the Roman pope, and a third pope elected by an earlier council at Pisa. With the help of the Holy Roman Emperor, the council forced all three popes to resign. In 1417, the Council chose a new pope, Martin V, ending the Great Schism but leaving the papacy greatly weakened.

Scholars Challenge Church Authority The papacy was further challenged by an Englishman named **John Wycliffe** (WIHK•lihfh). He preached that Jesus Christ, not the pope, was the true head of the Church. He was much offended by the worldliness and wealth many clergy displayed. Wycliffe believed that the clergy should own no land or wealth. Wycliffe also taught that the Bible alone—not the pope—was the final authority for Christian life. He helped spread this idea by inspiring an English translation of the New Testament of the Bible.

Influenced by Wycliffe's writings, **Jan Hus**, a professor in Bohemia (now part of the Czech Republic), taught that the authority of the Bible was higher than that of the pope. Hus was excommunicated in 1412. In 1414, he was seized by Church leaders, tried as a heretic, and then burned at the stake in 1415. A

MAIN IDEA

Contrasting

A According to the different beliefs of the time, what was the true source of religious authority?

The Bubonic Plague Strikes

During the 1300s an epidemic struck parts of Asia, North Africa, and Europe. Approximately one-third of the population of Europe died of the deadly disease known as the **bubonic plague**. Unlike catastrophes that pull communities together, this epidemic was so terrifying that it ripped apart the very fabric of society. Giovanni Boccaccio, an Italian writer of the time, described its effect:

PRIMARY SOURCE

This scourge had implanted so great a terror in the hearts of men and women that brothers abandoned brothers, uncles their nephews, sisters their brothers, and in many cases wives deserted their husbands. But even worse, . . . fathers and mothers refused to nurse and assist their own children.

GIOVANNI BOCCACCIO, *The Decameron*

Origins and Impact of the Plague The plague began in Asia. Traveling trade routes, it infected parts of Asia, the Muslim world, and Europe. In 1347, a fleet of Genoese merchant ships arrived in Sicily carrying bubonic plague, also known as the Black Death. It got the name because of the purplish or blackish spots it produced on the skin. The disease swept through Italy. From there it followed trade routes to Spain, France, Germany, England, and other parts of Europe and North Africa.

▼ This painting, titled *The Triumph of Death*, depicts the effect of the plague.



The Bubonic Plague

The bubonic plague, or Black Death, was a killer disease that swept repeatedly through many areas of the world. It wiped out two-thirds of the population in some areas of China, destroyed populations of Muslim towns in Southwest Asia, and then decimated one-third of the European population.

Route of the Plague



- 1 The horse-riding Mongols likely carried infected fleas and rats in their food supplies as they swooped into China.
- 2 The disease came with merchants along the trade routes of Asia to southern Asia, southwest Asia, and Africa.
- 3 In 1345–1346, a Mongol army besieged Kaffa. A year later, Italian merchants returned to Italy, unknowingly bringing the plague with them.

Disease Spreads














Black rats carried fleas that were infested with a bacillus called *Yersinia pestis*. Because people did not bathe, almost all had fleas and lice. In addition, medieval people threw their garbage and sewage into the streets. These unsanitary streets became breeding grounds for more rats. The fleas carried by rats leapt from person to person, thus spreading the bubonic plague with incredible speed.

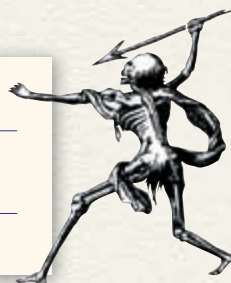


Symptoms of the Bubonic Plague


- Painful swellings called buboes (BOO•bohzh) in the lymph nodes, particularly those in the armpits and groin
- Sometimes purplish or blackish spots on the skin
- Extremely high fever, chills, delirium, and in most cases, death

Death Tolls, 1300s

Western Europe	     	20–25 million
China, India, other Asians	     	25 million
	 = 4 million	



Connect to Today

1. **Hypothesizing** Had people known the cause of the bubonic plague, what might they have done to slow its spread?
 See Skillbuilder Handbook, page R15.
2. **Comparing** What diseases of today might be compared to the bubonic plague? Why?

The bubonic plague took about four years to reach almost every corner of Europe. Some communities escaped unharmed, but in others, approximately two-thirds to three-quarters of those who caught the disease died. Before the bubonic plague ran its course, it killed almost 25 million Europeans and many more millions in Asia and North Africa.

The plague returned every few years, though it never struck as severely as in the first outbreak. However, the periodic attacks further reduced the population.

Effects of the Plague The economic and social effects of the plague were enormous. The old manorial system began to crumble. Some of the changes that occurred included these:

- Town populations fell.
- Trade declined. Prices rose.
- The serfs left the manor in search of better wages.
- Nobles fiercely resisted peasant demands for higher wages, causing peasant revolts in England, France, Italy, and Belgium.
- Jews were falsely blamed for bringing on the plague. All over Europe, Jews were driven from their homes or, worse, massacred.
- The Church suffered a loss of prestige when its prayers failed to stop the onslaught of the bubonic plague and priests abandoned their duties. **B**

The bubonic plague and its aftermath disrupted medieval society, hastening changes that were already in the making. The society of the Middle Ages was collapsing. The century of war between England and France was that society's final death struggle.

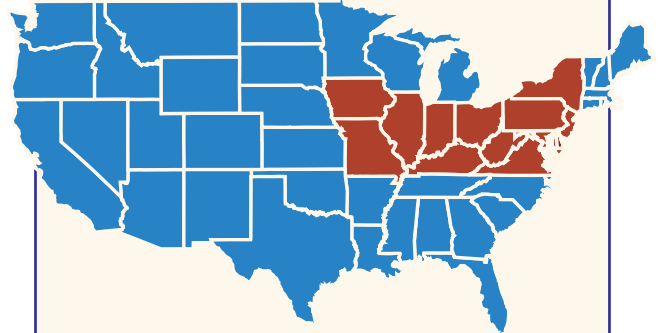
MAIN IDEA

Recognizing Effects

B Which of the effects of the plague do you think most changed life in the medieval period?

If the Plague Struck America Today

The bubonic plague reportedly wiped out about one-third of Europe's population in the 1300s. In the United States today, a one-third death toll would equal over 96 million people, or the number living in the states represented by the color ■.



Source: U.S. Bureau of the Census

SKILLBUILDER: Interpreting Charts

- 1. Clarifying** How many states on the chart would have lost their entire population to the plague?
- 2. Drawing Conclusions** How might the chart help explain why many Europeans thought the world was ending?

The Hundred Years' War

Not only did the people in Europe during the 1300s have to deal with epidemic disease, but they also had to deal with war. England and France battled with each other on French soil for just over a century. The century of war between England and France marked the end of medieval Europe's society.

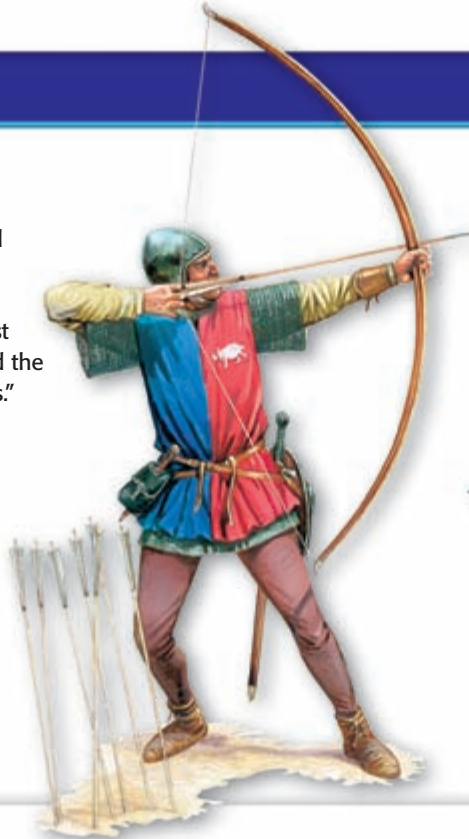
When the last Capetian king died without a successor, England's Edward III, as grandson of Philip IV, claimed the right to the French throne. The war that Edward III launched for that throne continued on and off from 1337 to 1453. It became known as the **Hundred Years' War**. Victory passed back and forth between the two countries. Finally, between 1421 and 1453, the French rallied and drove the English out of France entirely, except for the port city of Calais.

The Hundred Years' War brought a change in the style of warfare in Europe. At this time some combatants were still operating under medieval ideals of chivalry. They looked with contempt on the common foot soldiers and archers who fought alongside them. This contempt would change as the longbow changed warfare.

The Longbow

The longbow was cheap, easy to carry, and deadly. It was powerful enough to penetrate armor, thus reducing the impact of mounted cavalry. Bowmen could fire so fast that the longbow has been called the “machine gun of the Middle Ages.”

► The longbow was as tall as a man, or taller. A six-foot-tall man might have a bow up to six and a half feet tall.



► English archers usually carried a case with extra bowstrings and a sheaf of 24 arrows. The arrows were about 27 inches long and balanced in flight by feathers.



▲ The arrows were absolutely fatal when shot within 100 yards. The average archer could fire 12 to 15 arrows per minute and hit a man at 200 yards away.



The Longbow Changes Warfare The English introduced the longbow and demonstrated its power in three significant battles: Crécy, Poitiers, and Agincourt. The first and most spectacular battle was the Battle of Crécy (KREHS•ee) on August 26, 1346. The English army, including longbowmen, was outnumbered by a French army three times its size. The French army included knights and archers with crossbows. French knights believed themselves invincible and attacked.

English longbowmen let fly thousands of arrows at the oncoming French. The crossbowmen, peppered with English arrows, retreated in panic. The knights trampled their own archers in an effort to cut a path through them. English longbowmen sent volley after volley of deadly arrows. They unhorsed knights who then lay helplessly on the ground in their heavy armor. Then, using long knives, the English foot soldiers attacked, slaughtering the French. At the end of the day, more than a third of the French force lay dead. Among them were some of the most honored in chivalry. The longbow, not chivalry, had won the day. The mounted, heavily armored medieval knight was soon to become extinct.

The English repeated their victory ten years later at the Battle of Poitiers (pwah•TYAY). The third English victory, the Battle of Agincourt (AJ•ihn•KAWRT), took place in 1415. The success of the longbow in these battles spelled doom for chivalric warfare.


Joan of Arc In 1420, the French and English signed a treaty stating that Henry V would inherit the French crown upon the death of the French king Charles VI. Then, in 1429, a teenage French peasant girl named **Joan of Arc** felt moved by God to rescue France from its English conquerors. When Joan was just 13 she began to have visions and hear what she believed were voices of the saints. They urged her to drive the English from France and give the French crown to France’s true king, Charles VII, son of Charles VI.

On May 7, 1429, Joan led the French army into battle at a fort city near Orléans. The fort blocked the road to Orléans. It was a hard-fought battle for both sides. The French finally retreated in despair. Suddenly, Joan and a few soldiers charged back toward the fort. The entire French army stormed after her. The siege of Orléans was

broken. Joan of Arc guided the French onto the path of victory.

After that victory, Joan persuaded Charles to go with her to Reims. There he was crowned king on July 17, 1429. In 1430, the Burgundians, England's allies, captured Joan in battle. They turned her over to the English. The English, in turn, handed her over to Church authorities to stand trial. Although the French king Charles VII owed his crown to Joan, he did nothing to rescue her. Condemned as a witch and a heretic because of her claim to hear voices, Joan was burned at the stake on May 30, 1431.


The Impact of the Hundred Years' War The long, exhausting war finally ended in 1453. Each side experienced major changes.

- A feeling of nationalism emerged in England and France. Now people thought of the king as a national leader, fighting for the glory of the country, not simply a feudal lord.
- The power and prestige of the French monarch increased.
- The English suffered a period of internal turmoil known as the War of the Roses, in which two noble houses fought for the throne. 

Some historians consider the end of the Hundred Years' War in 1453 as the end of the Middle Ages. The twin pillars of the medieval world, religious devotion and the code of chivalry, both crumbled. The Age of Faith died a slow death. This death was caused by the Great Schism, the scandalous display of wealth by the Church, and the discrediting of the Church during the bubonic plague. The Age of Chivalry died on the battlefields of Crécy, Poitiers, and Agincourt.

MAIN IDEA

Drawing Conclusions

 How did the Hundred Years' War change the perception of people toward their king?

History Makers



Joan of Arc 1412?–1431

In the 1420s, rumors circulated among the French that a young woman would save France from the English. So when Joan arrived on the scene she was considered the fulfillment of that prophecy. Joan cut her hair short and wore a suit of armor and carried a sword.

Her unusual appearance and extraordinary confidence inspired French troops. Eventually she was given command of troops that broke the siege of Orléans. In 1430, she was turned over to a Church court for trial. In truth, her trial was more political than religious. The English were determined to prove her a fake and to weaken her image.

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RESEARCH WEB LINKS Go online for more on Joan of Arc.

SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Avignon • Great Schism • John Wycliffe • Jan Hus • bubonic plague • Hundred Years' War • Joan of Arc

USING YOUR NOTES

2. Which event had some economic effects? Explain.

	Cause & Effect
Split in Church
Plague
100 Years' War

MAIN IDEAS

3. What was the Great Schism?
4. What were three effects of the bubonic plague?
5. What impact did Joan of Arc have on the Hundred Years' War?

CRITICAL THINKING & WRITING

6. **RECOGNIZING EFFECTS** Which event do you think diminished the power of the Church more—the Great Schism or the bubonic plague?
7. **IDENTIFYING PROBLEMS** What problems did survivors face after the bubonic plague swept through their town?
8. **RECOGNIZING EFFECTS** How did the Hundred Years' War encourage a feeling of nationalism in both France and England?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Write a **persuasive essay** supporting the right of the pope to appoint French bishops.

CONNECT TO TODAY MAPPING AN EPIDEMIC

Research the number of AIDS victims in countries throughout the world. Then, create an annotated **world map** showing the numbers in each country. Be sure to list your sources.

Chapter 14 Assessment

TERMS & NAMES

Briefly explain the importance of each of the following to western Europe during the medieval period.

1. Crusade
2. Reconquista
3. Commercial Revolution
4. Magna Carta
5. parliament
6. Great Schism
7. bubonic plague
8. Hundred Years' War

MAIN IDEAS

Church Reform and the Crusades Section 1 (pages 379–386)

9. Explain the three main abuses that most distressed Church reformers.
10. What were the effects of the Crusades?

Changes in Medieval Society Section 2 (pages 387–392)

11. How did trade and finance change in the period from 1000 to 1500?
12. How did the growth of towns hurt the feudal system?
13. What role did Muslims play in Europe's revival of learning?

England and France Develop Section 3 (pages 393–397)

14. How did English kings increase their power and reduce the power of the nobles?
15. Why was Philip II called Augustus?

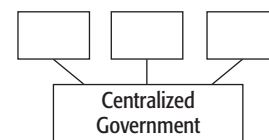
The Hundred Years' War and the Plague Section 4 (pages 398–403)

16. Summarize the main ideas of John Wycliffe.
17. Why did the bubonic plague cause people to turn away from the Church?
18. How did the Hundred Years' War change warfare in Europe?

CRITICAL THINKING

1. USING YOUR NOTES

In a diagram, show how governments became more centralized in France and in England.



2. SUMMARIZING

CULTURAL INTERACTION What role did Jews and Muslims play in Christian Europe's financial revolution?

3. ANALYZING CAUSES

RELIGIOUS AND ETHICAL SYSTEMS Identify and discuss the events that led to the decline of the power of the Church in the period from 1000 to 1500.

4. CLARIFYING





ECONOMICS In what ways did the guilds change business and employment practices?

5. HYPOTHESIZING

Using the visual summary and your notes, suggest how the history of Western Europe would have been different if one of the events shown on the visual summary had not occurred.

VISUAL SUMMARY

Europe in the Middle Ages

 Economics	 Politics/Government	 Religion	 Society
<ul style="list-style-type: none"> Better farming methods increased food production. Trade expanded. Guilds formed for both merchants and artisans. 	<ul style="list-style-type: none"> England and France developed strong central governments. Parliament and the Estates-General bring representation to commoners. The Hundred Years' War further weakened feudal power. 	<ul style="list-style-type: none"> Kings and popes engaged in power struggles. The Great Schism weakened the Church. The First Crusade captured Jerusalem. Later Crusades accomplished little. 	<ul style="list-style-type: none"> Population increased in the Middle Ages. The bubonic plague killed millions and weakened the manorial economy. Europe's first universities developed.

STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

PRIMARY SOURCE

The king to the sheriff of Northampton, greeting. Whereas we wish to have a conference and discussion with the earls, barons, and other nobles of our realm concerning the provision of remedies for the dangers that in these days threaten the same kingdom . . . we command and firmly enjoin you that without delay you cause two knights, of the more discreet and more capable of labor, to be elected from the aforesaid county, and two citizens from each city of the aforesaid county, and two burgesses from each borough, and that you have them come to us . . . to do whatever in the aforesaid matters may be ordained by common counsel.

KING EDWARD I in a letter to sheriffs in England

1. Why is the king calling a meeting of Parliament?
 - A. He wants to raise taxes.
 - B. He wants to select new knights.
 - C. He wants to discuss threats to the kingdom.
 - D. He wants to give advice to the leaders.
2. How will the representatives be chosen?
 - A. They will be selected by the sheriff.
 - B. They will be elected by the people.
 - C. They will be selected by the lords.
 - D. They will be elected by the knights.

Use the chart and your knowledge of world history to answer question 3.

Population in Europe, 1000–1340

Area	Population Estimates in Millions, 1000	Population Estimates in Millions, 1340
Mediterranean	17	25
Western and Central Europe	12	35.5
Eastern Europe	9.5	13
Total	38.5	73.5

Source: J.C. Russell, *The Control of Late Ancient and Medieval Population*

3. What reason can be suggested for the dramatic increase in Western and Central Europe's population?
 - A. Invading peoples settled in the area.
 - B. Technical developments allowed people to live longer.
 - C. Agricultural production increased.
 - D. Trade expanded in Europe.

 hmhsocialstudies.com **TEST PRACTICE**

For additional test practice, go online for:

- Diagnostic tests
- Tutorials
- Strategies

Interact *with* History

On page 378, you thought about whether or not you would join a Crusade before completely understanding what the Crusades were and what sort of rewards and dangers they entailed. Now that you've read the chapter, reexamine whether or not you would join a Crusade. What might a Crusader bring home from his travels? What problems might a Crusader encounter on his adventures? Discuss your opinions with a small group.

FOCUS ON WRITING

Study the information on Joan of Arc in the chapter. Write a brief **biography** about her. Be sure to include information on her influence on Charles and on the nation of France. Consider the following:

- What are the major events in her life?
- Why did Charles value her advice?
- How is she viewed in France today?

MULTIMEDIA ACTIVITY



Writing an Internet-Based Research Paper

Go to the *Web Research Guide* at hmhsocialstudies.com to learn about conducting research on the Internet. Then, working with a partner, use the Internet to find examples of the impact of the bubonic plague and the Hundred Years' War on the economy of medieval Europe. Consider changes in population, working conditions, and the volume of trade. Present the results of your research in a well-organized paper. Be sure to

- apply a search strategy when using directories and search engines to locate Web resources
- judge the usefulness and reliability of each Web site
- correctly cite your Web sources
- peer-edit for organization and correct use of language



The background is a detailed historical painting depicting a battle scene. In the foreground, a Crusader knight in a white surcoat with a red cross is fighting a Muslim warrior in a red tunic. Other soldiers are engaged in combat around them. In the background, a city with domes and minarets is visible under a blue sky with a palm tree in the foreground.

THE CRUSADES

CRESCENT & THE CROSS



Fought over nearly two centuries, the Crusades were a violent struggle between soldiers of two religions. In a series of nine wars, European Christians battled Turkish and Arabic Muslims for control of the city of Jerusalem and the surrounding areas, considered sacred by both religions. Thousands died in the fighting—both soldiers and civilians—and whole cities were destroyed. The brutality of the Crusades created strong feelings of resentment between Christians and Muslims. This resentment lingered for centuries after the wars themselves had ended.

Explore the causes, events, and results of the Crusades online. You can find a wealth of information, video clips, primary sources, activities, and more at hmhsocialstudies.com.



CLICK THROUGH
INTER / ACTIVITIES
hmhsocialstudies.com



Siege of Jerusalem

Watch the video to learn how the Christian army captured Jerusalem from the Turks in 1099.



The First Four Crusades

Explore the map to see the different routes followed by Crusaders from Europe to the Holy Land.



Defeat of the Crusaders

Watch the video to understand how Muslim leaders rallied after the Second Crusade to drive Christians out of the Holy Land.

Societies and Empires of Africa, 800–1500

Essential Question

How did early African societies develop from hunting-gathering groups into empires?



What You Will Learn

In this chapter you will learn about the many, diverse societies that developed in all parts of the continent of Africa.

SECTION 1 North and Central African Societies

Main Idea North and central Africa developed hunting-gathering societies, stateless societies, and Muslim states.

SECTION 2 West African Civilizations

Main Idea West Africa contained several rich and powerful states, including Ghana, Mali, and Songhai.

SECTION 3 Eastern City-States and Southern Empires

Main Idea African city-states and empires gained wealth through developing and trading resources.

Previewing Themes

RELIGIOUS AND ETHICAL SYSTEMS Beginning about 640, Islam created two North African empires. Merchants and traders spread Islam into both West and East Africa, where it influenced rulers.

Geography *What empires developed in West Africa during this period?*

INTERACTION WITH ENVIRONMENT In parts of Africa, hunter-gatherers used up an area's food supply and then moved on. In some Saharan villages, workers built houses of salt. The location of gold determined trade routes.

Geography *What factors might have caused three empires to arise in the same area?*

ECONOMICS Trade networks developed in Africa because different regions had items that other regions wanted. African city-states and empires that were able to control and tax such trade became wealthy and powerful.

Geography *How were the locations of Timbuktu and Kilwa different and how might that have influenced trade?*

AFRICA

WORLD

800
Empire of Ghana thrives on trade.

800

850s
Byzantine culture spreads to Russia.



1000
Hausa city-states begin to emerge. (bronze head)

1000



1095
First Crusade begins. (battle between Muslims and Crusaders)

1100
Yoruba kingdom of Ife is established.



Africa, 800–1500



1235
Sundiata founds
Mali Empire.



1324
Mali king Mansa Musa goes
on hajj to Mecca. (mapmaker's
depiction of Mansa Musa)

1464
Sunni Ali begins
Songhai Empire.

1200

1400

1500

1279
Kublai Khan
conquers China.

1347
Bubonic plague devastates
Europe. (illustration of Death
strangling a victim of the plague)



How might trade benefit both sides?

You are crossing the Sahara with goods to trade. Your destination is Timbuktu, the great trading center of Africa. There you will meet with other traders, especially those from the gold-mining regions to the south. You hope to make the journey worthwhile by trading salt and manufactured goods for as much gold as possible. The gold traders will want to receive as much of your salt and manufactured goods as they can in exchange. Together you must come to an agreement on what your trade items are worth.

To survive the trip across the Sahara, traders stopped at oases for water. However, it was 500 miles to Timbuktu from the nearest oasis! The journey was very hard.

The camel was the only animal that could go without water long enough to cross the Sahara.

Workers in the Sahara endured hardship to mine this salt. In a hot climate, salt helps the human body to retain water. Salt was scarce in the gold-mining region.

These beautiful cowrie shells came all the way from East Africa. They were used as money.

The king often demanded these gold nuggets as taxes.

This cloth was shipped across the Mediterranean Sea to North Africa. Then it began the long journey to Timbuktu.

EXAMINING *the* ISSUES

- **What elements are necessary for a mutually successful trade?**
- **How do scarcity and abundance affect trade?**

As you discuss these questions in class, think about what you have learned about other trading peoples, such as the Phoenicians and the Europeans. As you read about trade in the various regions of Africa, notice what steps rulers took to control trade moving through their territory.

North and Central African Societies

MAIN IDEA

RELIGIOUS AND ETHICAL SYSTEMS North and central Africa developed hunting-gathering societies, stateless societies, and Muslim states.

WHY IT MATTERS NOW

Modern African nations often must find ways to include these various peoples and traditions in one society.

TERMS & NAMES

- lineage
- stateless societies
- patrilineal
- matrilineal
- Maghrib
- Almoravids
- Almohads

SETTING THE STAGE Throughout history, different groups of Africans have found different ways to organize themselves to meet their political, economic, and social needs. In the varied regions of Africa, climate and topography, or landforms, influenced how each community developed.

Hunting-Gathering Societies

Hunting-gathering societies—the oldest form of social organization in the world—began in Africa. Hunting-gathering societies still exist in Africa today, though they form an extremely small percentage of the population. Scattered throughout Africa, these groups speak their own languages and often use their own hunting techniques. By studying these groups, scholars learn clues about how hunter-gatherers may have lived in the past.

Forest Dwellers The Efe (AY•fay) are just one of several hunting-gathering societies in Africa. They make their home in the Ituri Forest in the Democratic Republic of Congo (formerly Zaire). Like their ancestors, the modern-day Efe live in small groups of between 10 and 100 members, all of whom are related. Each family occupies its own grass-and-brush shelter within a camp, but their homes are rarely permanent. Their search for food causes them to be somewhat nomadic. As a result, the Efe collect few possessions and move to new camps as they use up the resources in the surrounding area.

In the Efe society, women are the gatherers. They walk through the forest searching for roots, yams, mushrooms, and wild seeds. Efe men and older boys do all the hunting. Sometimes they gather in groups to hunt small antelope called duikers. At other times, hunters go solo and use poison-tipped arrows to kill mammals such as monkeys. The Efe add to their diet by trading honey, wild game, and other forest products for crops grown by farmers in nearby villages.

Social Structure A respected older male, such as a father, uncle, or father-in-law, typically serves as group leader. Although members of the group listen to and value this man's opinion, he does not give orders or act as chief. Each family within the band makes its own decisions and is free to come and go. Group members settle arguments through long discussions. If conflicts cannot be settled by talking, a group member may decide to move to a different hunting band. Daily life for the Efe is not governed by formal written laws.



Use the graphic organizer online to take notes on characteristics of stateless societies.

Stateless Societies

As in other parts of the world, family organization is central to African society. In many African societies, families are organized in groups called lineages. The members of a **lineage** (LIHN•ee•ihj) believe they are descendants of a common ancestor. Besides its living members, a lineage includes past generations (spirits of ancestors) and future generations (children not yet born). Within a lineage, members feel strong loyalties to one another.

South of the Sahara, many African groups developed systems of governing based on lineages. In some African societies, lineage groups took the place of rulers. These societies, known as **stateless societies**, did not have a centralized system of power. Instead, authority in a stateless society was balanced among lineages of equal power so that no one family had too much control. The Igbo (IHG•boh) people—also called Ibo—of southern Nigeria lived in a stateless society as early as the ninth century. (Although the Igbo lived in West Africa, their political structure was similar to stateless societies found in central Africa.) If a dispute arose within an Igbo village, respected elders from different lineages settled the problem. Igbos later encountered challenges from 19th-century European colonizers who expected one single leader to rule over society.

Tracing Family Descent In African societies, the way a society traces lineage determines how possessions and property are passed on and what groups individuals belong to. Members of a **patrilineal** society trace their ancestors through their fathers. Inheritance passes from father to son. When a son marries, he, his wife, and their children remain part of his father's extended family.

In a **matrilineal** society, children trace their ancestors through their mothers. Young men from a matrilineal culture inherit land and wealth from their mother's family. However, even in a matrilineal society, men usually hold the positions of authority.

Age-Set System In many African societies, young people form close ties to individuals outside their lineage through the age-set system. An age set consists of young people within a region who are born during a certain time period. Each age set passes together through clearly identified life stages, such as warrior or elder. Ceremonies mark the passage to each new stage.

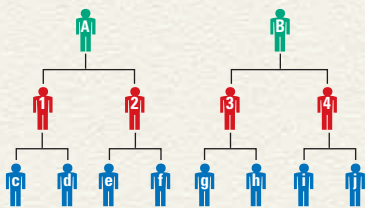
Men and women have different life stages, and each stage has its own duties and importance. Societies like the Igbo use the age-set system to teach discipline, community service, and leadership skills to their young. **A**

MAIN IDEA

Making Inferences

A What advantages might an age-set system have for a society?

Social History



Negotiating Conflict in Stateless Societies

In a stateless society, the power to negotiate conflicts shifts from generation to generation as circumstances demand.

Look at the diagram of two lineages above. If **d** is in conflict with **f**, then **c** will side with his brother **d**, and **e** will side with his brother **f**. Therefore, the parents—**1** and **2**—will meet to negotiate.

If **f** is in conflict with **g**, both entire lineages will take sides in the dispute. Therefore, the members of the oldest surviving generation—**A** and **B**—must meet to negotiate.

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INTERNET ACTIVITY Go online to prepare a poster on methods of conflict resolution.

Muslim States

While stateless societies developed south of the Sahara, Islam played a vital role in North Africa. After Muhammad's death in 632, Muslims swept across the northwest part of the continent. They converted many by the sword of conquest and others peacefully. By 670, Muslims ruled Egypt and had entered the **Maghrib**, the part of North Africa that is today the Mediterranean coast of Libya, Tunisia, Algeria, and Morocco.



Selected African Societies, 800–1500

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INTERACTIVE MAP



Societies

Hunter-Gatherers

The seminomadic hunter-gatherers lived by gathering wild foods and hunting animals.

- The Efe were hunter-gatherers who traded with farming villages.
- The San (also called the Bushmen) lived in southern Africa and part of East Africa.

Stateless Societies

Stateless societies did not have centralized power. Instead, power was balanced among lineage groups, usually within villages.

- The Tiv had no formal government.
- The Igbo resolved disputes by having elders from different lineages meet.
- The Nuer organized over 250,000 people without an official ruler.

Muslim States

In North Africa, two groups of Muslim reformers founded empires.

- In the 11th century, the Almoravid Empire controlled Mauritania, Morocco, Algeria, and part of Spain.
- Beginning in the mid-1100s, the Almohad Empire controlled Morocco, much of the Maghrib, and part of Spain.

GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Location** Where were the Muslim states located?
2. **Region** Why would hunter-gatherers be spread across such a large region?

As Islam spread, some African rulers converted to Islam. These African Muslim rulers then based their government upon Islamic law. Muslims believe that God's law is a higher authority than any human law. Therefore, Muslim rulers often relied on religious scholars as government advisers. (See World Religions, pages 290–291.)

Islamic Law In Islam, following the law is a religious obligation. Muslims do not separate their personal life from their religious life, and Islamic law regulates almost all areas of human life. Islamic law helped to bring order to Muslim states.

However, various Muslim states had ethnic and cultural differences. Further, these states sometimes had differing interpretations, and schools, of Islamic law. Nonetheless, Islamic law has been such a significant force in history that some states, especially in North Africa, are still influenced by it today.

Among those who converted to Islam were the Berbers. Fiercely independent desert and mountain dwellers, the Berbers were the original inhabitants of North Africa. While they accepted Islam as their faith, many maintained their Berber identities and loyalties. Two Berber groups, the Almoravids and the Almohads, founded empires that united the Maghrib under Muslim rule.

Almoravid Reformers In the 11th century, Muslim reformers founded the Almoravid (al•muh•RAHV•uhd) Empire. Its members came from a Berber group living in the western Sahara in what is today Mauritania. The movement began after devout Berber Muslims made a hajj, or pilgrimage, to Mecca. On their journey



▲ Carpets for sale in Marrakech, Morocco

home, they convinced a Muslim scholar from Morocco named Abd Allah Ibn Yasin to return with them to teach their people about Islam. Ibn Yasin's teachings soon attracted followers, and he founded a strict religious brotherhood, known as the **Almoravids**. According to one theory about the name's origin, the group lived in a *ribat*, or fortified monastery. They were therefore called the "people of the *ribat*," or *al-Murabitun*. This eventually became "Almoravid."

In the 1050s, Ibn Yasin led the Almoravids in an effort to spread Islam through conquest. After Ibn Yasin's death in 1059, the Almoravids went on to take Morocco and found Marrakech. It became their capital. They overran the West

African empire of Ghana by 1076. The Almoravids also captured parts of southern Spain, where they were called Moors.

Almohads Take Over In the mid-1100s, the **Almohads** (AL•moh•HADZ), another group of Berber Muslim reformers, seized power from the Almoravids. The Almohads began as a religious movement in the Atlas Mountains of Morocco.

The Almohads followed the teachings of Ibn Tumart. After a pilgrimage to Mecca, Ibn Tumart criticized the later Almoravid rulers for moving away from the traditional practice of Islam. He urged his followers to strictly obey the teachings of the Qur'an and Islamic law. The Almohads, led by Abd al-Mumin, fought to overthrow the Almoravids and remain true to their view of traditional Islamic beliefs.

By 1148 the Almohads controlled most of Morocco and ended Almoravid rule. The new Muslim reformers kept Marrakech as their capital. By the end of the 12th century, they had conquered much of southern Spain. In Africa, their territory stretched from Marrakech to Tripoli and Tunis on the Mediterranean. The Almohad Empire broke up into individual Muslim dynasties. While the Almohad Empire lasted just over 100 years, it united the Maghrib under one rule for the first time. **B**

Stronger empires were about to emerge. Societies in West Africa created empires that boasted economic and political power and strong links to trade routes.

MAIN IDEA

Recognizing Effects

B What was the main effect of Almohad rule on the Maghrib?

SECTION

1

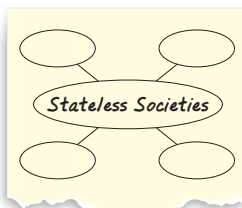
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- lineage
- stateless societies
- patrilineal
- matrilineal
- Maghrib
- Almoravids
- Almohads

USING YOUR NOTES

2. How might these characteristics have helped stateless societies to endure for many centuries? Explain.



MAIN IDEAS

3. What sorts of food do the Efe hunt and gather in the Ituri Forest?
4. What different purposes does the age-set system serve in African societies?
5. What role did Islam play in the political history of North Africa?

CRITICAL THINKING & WRITING

6. **ANALYZING ISSUES** What was the main disagreement that the Almohads had with the Almoravids?
7. **DRAWING CONCLUSIONS** How did the law help to unify Muslim society?
8. **COMPARING** In what ways are hunting-gathering societies and stateless societies similar?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS**
Working with a partner, prepare a **time line** showing the impact of Islam on North Africa. Include significant events for the period described in this section. Display your time line in the classroom.

CONNECT TO TODAY MAKING A CHART

Research hunting-gathering societies in Africa today. Find out their numbers and where they live and present your findings in a **chart**.

West African Civilizations

MAIN IDEA

ECONOMICS West Africa contained several rich and powerful states, including Ghana, Mali, and Songhai.

WHY IT MATTERS NOW

These civilizations demonstrate the richness of African culture before European colonization.

TERMS & NAMES

- Ghana
- Mali
- Sundiata
- Mansa Musa
- Ibn Battuta
- Songhai
- Hausa
- Yoruba
- Benin

SETTING THE STAGE While the Almohads and Almoravids were building empires in North Africa, three powerful empires flourished in West Africa. These ancient African empires arose in the Sahel, the savanna region just south of the Sahara. They grew strong by controlling trade. In this section you will learn about the West African empires of Ghana, Mali, and Songhai.

Empire of Ghana

By A.D. 200, trade across the Sahara had existed for centuries. However, this trade remained infrequent and irregular because of the harsh desert conditions. Most pack animals—oxen, donkeys, and horses—could not travel very far in the hot, dry Sahara without rest or water. Then, in the third century A.D., Berber nomads began using camels. The camel could plod steadily over much longer distances, covering as much as 60 miles in a day. In addition, it could travel more than ten days without water, twice as long as most pack animals. With the camel, nomads blazed new routes across the desert and trade increased.

The trade routes crossed the savanna through the region farmed by the Soninke (soh•NIHN•keh) people. The Soninke people called their ruler *ghana*, or war chief. Muslim traders began to use the word to refer to the Soninke region. By the 700s, [Ghana](#) was a kingdom, and its rulers were growing rich by taxing the goods that traders carried through their territory.

Gold-Salt Trade The two most important trade items were gold and salt. Gold came from a forest region south of the savanna between the Niger (NY•juhr) and Senegal (SEHN•ih•GAWL) rivers. Miners dug gold from shafts as deep as 100 feet or sifted it from fast-moving streams. Some sources estimate that until about 1350, at least two-thirds of the world's supply of gold came from West Africa. Although rich in gold, West Africa's savanna and forests lacked salt, a material essential to human life. The Sahara contained deposits of salt. In fact, in the Saharan village of Taghaza, workers built their houses from salt blocks because it was the only material available.

Arab and Berber traders crossed the desert with camel caravans loaded down with salt. They also carried cloth, weapons, and manufactured goods from ports on the Mediterranean. After a long journey, they reached the market towns of the savanna. Meanwhile, African traders brought gold north from the forest regions.



Use the graphic organizer online to take notes on the Mali and Songhai empires.



West African Empires, 1000–1500

hmsocialstudies.com INTERACTIVE MAP

Empire of Ghana, A.D. 1000



Empire of Mali, A.D. 1400



Empire of Songhai, A.D. 1500



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** Compare the regions occupied by the Ghana, Mali, and Songhai empires in terms of size and location.
- 2. Human-Environment Interaction** How did the environment both contribute resources to and cause problems for traders?

Merchants met in trading cities, where they exchanged goods under the watchful eye of the king's tax collector. In addition to taxing trade, royal officials made sure that all traders weighed goods fairly and did business according to law. Royal guards also provided protection from bandits.

Land of Gold By the year 800, Ghana had become an empire. Because Ghana's king controlled trade and commanded a large army, he could demand taxes and gifts from the chiefs of surrounding lands. As long as the chiefs made their payments, the king left them in peace to rule their own people.

In his royal palace, the king stored gold nuggets and slabs of salt (collected as taxes). Only the king had the right to own gold nuggets, although gold dust freely circulated in the marketplace. By this means, the king limited the supply of gold and kept its price from falling. Ghana's African ruler acted as a religious leader, chief judge, and military commander. He headed a large bureaucracy and could call up a huge army. In 1067, a Muslim geographer and scholar named al-Bakri wrote a description of Ghana's royal court:

PRIMARY SOURCE

The king adorns himself . . . wearing necklaces and bracelets. . . . The court of appeal is held in a domed pavilion around which stand ten horses with gold embroidered trappings. Behind the king stand ten pages holding shields and swords decorated with gold, and on his right are the sons of the subordinate [lower] kings of his country, all wearing splendid garments and with their hair mixed with gold.

AL-BAKRI, quoted in *Africa in the Days of Exploration*

Islamic Influences While Islam spread through North Africa by conquest, south of the Sahara, Islam spread through trade. Muslim merchants and teachers settled in the states south of the Sahara and introduced their faith there.

Eventually, Ghana's rulers converted to Islam. By the end of the 11th century, Muslim advisers were helping the king run his kingdom. While Ghana's African rulers accepted Islam, many people in the empire clung to their animistic beliefs and practices. Animism is the belief that spirits living in animals, plants, and natural forces play an important role in daily life. Much of the population never converted. Those who did kept many of their former beliefs, which they observed along with Islam. Among the upper class, Islam's growth encouraged the spread of literacy. To study the Qur'an, converts to Islam had to learn Arabic.

MAIN IDEA

Analyzing Causes

A Why would the disruption of trade destroy Ghana's power?

In 1076 the Muslim Almoravids of North Africa completed their conquest of Ghana. Although the Almoravids eventually withdrew from Ghana, the war had badly disrupted the gold-salt trade. As a result, Ghana never regained its power. **A**

Empire of Mali

By 1235 the kingdom of **Mali** had emerged. Its founders were Mande-speaking people, who lived south of Ghana. Mali's wealth, like Ghana's, was built on gold. As Ghana remained weak, people who had been under its control began to act independently. In addition, miners found new gold deposits farther east. This caused the most important trade routes to shift eastward, which made a new group of people—the people of Mali—wealthy. It also enabled them to seize power.

Sundiata Conquers an Empire Mali's first great leader, **Sundiata** (sun•JAHT•ah), came to power by crushing a cruel, unpopular leader. Then, in the words of a Mande oral tradition, "the world knew no other master but Sundiata." Sundiata became Mali's *mansa*, or emperor. Through a series of military victories, he took over the kingdom of Ghana and the trading cities of Kumbi and Walata. A period of peace and prosperity followed.

Sundiata proved to be as great a leader in peace as he had been in war. He put able administrators in charge of Mali's finances, defense, and foreign affairs. From his new capital at Niani, he promoted agriculture and reestablished the gold-salt trade. Niani became an important center of commerce and trade. People began to call Sundiata's empire Mali, meaning "where the king lives."

Mansa Musa Expands Mali Sundiata died in 1255. Some of Mali's next rulers became Muslims. These African Muslim rulers built mosques, attended public prayers, and supported the preaching of Muslim holy men. The most famous of them was **Mansa Musa** (MAHN•sah-moo•SAH), who may have been Sundiata's grandnephew. Mansa Musa ruled from about 1312 to 1332.

History Makers

Sundiata ?–1255

Sundiata came from the kingdom of Kangaba near the present-day Mali-Guinea border. According to tradition, he was one of 12 brothers who were heirs to the throne of Kangaba.

When Sumanguru, ruler of a neighboring state, overran Kangaba in the early 1200s, he wanted to eliminate rivals, so he murdered all of Sundiata's brothers. He spared Sundiata, who was sickly and seemed unlikely to survive.

However, as Sundiata grew up, he gained strength and became a popular leader of many warriors. In 1235, Sundiata's army defeated Sumanguru and his troops.

Mansa Musa ?–1332?

Mansa Musa, the strongest of Sundiata's successors, was a devout Muslim. On his hajj, Mansa Musa stopped in Cairo, Egypt. Five hundred slaves, each carrying a staff of gold, arrived first. They were followed by 80 camels, each carrying 300 pounds of gold dust. Hundreds of other camels brought supplies. Thousands of servants and officials completed the procession.

Mansa Musa gave away so much gold in Cairo that the value of this precious metal declined in Egypt for 12 years.



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RESEARCH WEB LINKS Go online for more on Sundiata and Mansa Musa.

> Analyzing Primary Sources

Mansa Musa's Kingdom

In 1324, Mansa Musa left Mali for the hajj to Mecca. On the trip, he gave away enormous amounts of gold. Because of this, Europeans learned of Mali's wealth. In 1375, a Spanish mapmaker created an illustrated map showing Mansa Musa's kingdom in western Africa. Drawn on the map is Mansa Musa holding a gold nugget.

At the top of the map is Spain. At the bottom of Spain, the Mediterranean meets the Atlantic Ocean at the Strait of Gibraltar. South of Gibraltar is Africa. Filling most of the map is North Africa, with the Mediterranean extending east and the Atlantic west of Gibraltar.

DOCUMENT-BASED QUESTIONS

1. **Determining Main Ideas** What was a major source of wealth for the Empire of Mali?
2. **Making Inferences** How might Mali's (and Africa's) wealth have influenced interactions between Africans and Europeans?



Between the reigns of Sundiata and Mansa Musa, Mali experienced turmoil. There had been seven different rulers in approximately 50 years. Like Sundiata, Mansa Musa was a skilled military leader who exercised royal control over the gold-salt trade and put down every rebellion. His 100,000-man army kept order and protected Mali from attack. Under Mansa Musa, the empire expanded to roughly twice the size of the empire of Ghana. To govern his far-reaching empire, Mansa Musa divided it into provinces and appointed governors, who ruled fairly and efficiently.

A devout Muslim, Mansa Musa went on a hajj to Mecca from 1324 to 1325. When he returned, he ordered the building of new mosques at the trading cities of Timbuktu (TIHM•buhk•TOO) and Gao. Timbuktu became one of the most important cities of the empire. It attracted Muslim judges, doctors, religious leaders, and scholars from far and wide. They attended Timbuktu's outstanding mosques and universities.

Travels of Ibn Battuta In 1352, one of Mansa Musa's successors prepared to receive a traveler and historian named **Ibn Battuta** (IHb•uhn-ba•TOO•tah). A native of Tangier in North Africa, Ibn Battuta had traveled for 27 years, visiting most of the countries in the Islamic world.

After leaving the royal palace, Ibn Battuta visited Timbuktu and other cities in Mali. He found he could travel without fear of crime. As a devout Muslim, he praised the people for their study of the Qur'an. However, he also criticized them for not strictly practicing Islam's moral code. Even so, Mali's justice system greatly impressed him:

PRIMARY SOURCE

They are seldom unjust, and have a greater abhorrence of injustice than any other people. Their sultan shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from robbers.

IBN BATTUTA, quoted in *Africa in the Days of Exploration*

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INTERACTIVE HISTORY

Explore the splendor of Mansa Musa's pilgrimage.

Ibn Battuta left Mali in 1353. Within 50 years, the once-powerful empire began to weaken. Most of Mansa Musa's successors lacked his ability to govern well. In addition, the gold trade that had been the basis of Mali's wealth shifted eastward as new goldfields were developed elsewhere.

Empire of Songhai

As Mali declined in the 1400s, people who had been under its control began to break away. Among them were the **Songhai** (SAWNG•HY) people to the east. They built up an army and extended their territory to the large bend in the Niger River near Gao. They gained control of the all-important trade routes. Gao was the capital of their empire. **B**

MAIN IDEA

Making Inferences

B Why might the people who had been conquered by Mali want to break away?

Sunni Ali, a Conquering Hero The Songhai had two extraordinary rulers, both of whom were Muslims. One was Sunni Ali, who built a vast empire by military conquest. Sunni Ali's rule began in 1464 and lasted almost 30 years.

Sunni Ali built a professional army that had a riverboat fleet of war canoes and a mobile fighting force on horseback. He expanded Songhai into an empire through his skill as a military commander and his aggressive leadership. In 1468, Sunni Ali achieved his first major military triumph. He captured the city of Timbuktu, which had been an important part of Mali's empire.

Five years later, he took Djenné, also a trade city that had a university. To take Djenné, Sunni Ali surrounded the city with his army for seven years before it fell in 1473. Sunni Ali completed the takeover of Djenné by marrying its queen.

Askia Muhammad Governs Well After Sunni Ali's death in 1492, his son succeeded him as ruler. Almost at once, the son faced a major revolt by Muslims who were angry that he did not practice their religion faithfully. The leader of the revolt was a devout Muslim named Askia Muhammad. He drove Sunni Ali's son from power and replaced him.

During his 37-year rule, Askia Muhammad proved to be an excellent administrator. He set up an efficient tax system and chose able officials. Adding to the centralized government created by Sunni Ali, he appointed officials to serve as ministers of the treasury, army, navy, and agriculture. Under his rule, the well-governed empire thrived.

Despite its wealth and learning, the Songhai Empire lacked modern weapons. The Chinese had invented gunpowder in the ninth century. About 1304, Arabs developed the first gun, which shot arrows. In 1591, a Moroccan fighting force of several thousand men equipped with gunpowder and cannons crossed the Sahara and invaded Songhai. The Moroccan troops quickly defeated the Songhai warriors, who were armed only with swords and spears. The collapse of the Songhai Empire ended a 1,000-year period in which powerful kingdoms and empires ruled the central region of West Africa.

Other Peoples of West Africa

While empires rose and fell, city-states developed in other parts of West Africa. As in Ghana, Mali, and Songhai, Muslim traditions influenced some of these city-states. Other city-states held to their traditional African beliefs.

Hausa City-States Compete The **Hausa** (HOW•suh) were a group of people named after the language they spoke. The

Social History

Islam in West Africa

South of the Sahara, many converts to Islam also kept their African beliefs. They found ways to include their traditional rituals and customs in their new religion.

The status of women in West African societies demonstrates how local custom altered Muslim practice. In many 15th-century Muslim societies, women seldom left their homes. When they did, they veiled their faces. Muslim women in West Africa, however, did not wear veils. They also mingled freely with men in public, which shocked visiting Muslim religious leaders.

History *in* Depth

Queen Amina's Reign

In the 1500s, the Hausa city-state of Zazzau (later called Zaria) was governed by Queen Amina. She was remembered as the "headdress among the turbans." Her rule was distinguished for its military conquests.

The *Kano Chronicle*, a history of the city-state of Kano, records:


At this time Zaria, under Queen Amina, conquered all the towns as far as Kwarajara and Nupe. Every town paid tribute to her. . . . Her conquests extended over 34 years.

Queen Amina's commitment to her Muslim faith also led her to encourage Muslim scholars, judges, and religious leaders from religious centers at Kano and Timbuktu to come to Zazzau.

city-states of the Hausa people first emerged between the years 1000 and 1200 in the savanna area east of Mali and Songhai in what is today northern Nigeria. Songhai briefly ruled the Hausa city-states, but they soon regained their independence. In such city-states as Kano, Katsina, and Zazzau (later Zaria), local rulers built walled cities for their capitals. From their capitals, Hausa rulers governed the farming villages outside the city walls.

Each ruler depended on the crops of the farmers and on a thriving trade in salt, grain, and cotton cloth made by urban weavers. Because they were located on trade routes that linked other West African states with the Mediterranean, Kano and Katsina became major trading states. They profited greatly from supplying the needs of caravans. Kano was noted for its woven and dyed cloth and for its leather goods.

Zazzau, the southernmost state, conducted a vigorous trade in enslaved persons. Zazzau's traders raided an area south of the city and sold their captives to traders in other Hausa states. These traders sold them to other North or West African societies in exchange for horses, harnesses, and guns. The Hausa kept some slaves to build and repair city walls and grow food for the cities.

All the Hausa city-states had similar forms of government. Rulers held great power over their subjects, but ministers and other officials acted to check this power. For protection, each city-state raised an army of mounted horsemen. Although rulers often schemed and fought to gain control over their neighbors, none succeeded for long. The constant fighting among city-states prevented any one of them from building a Hausa empire. 

Yoruba Kings and Artists Like the Hausa, the **Yoruba** (YAWR•uh•buh) people all spoke a common language. Originally the Yoruba-speaking people belonged to a number of small city-states in the forests on the southern edge of the savanna in what is today Benin and southwestern Nigeria. In these communities most people farmed. Over time, some of these smaller communities joined together under strong leaders. This led to the formation of several Yoruba kingdoms.

Considered divine, Yoruba kings served as the most important religious and political leaders in their kingdoms. All Yoruba chiefs traced their descent from the first ruler of Ife (EE•fay). According to legend, the creator sent this first ruler down to earth at Ife, where he founded the first Yoruba state. His many sons became the heads of other Yoruba kingdoms. All Yoruba chiefs regarded the king of Ife as their highest spiritual authority. A secret society of religious and political leaders limited the king's rule by reviewing the decisions he made.


Ife and Oyo were the two largest Yoruba kingdoms. Ife, developed by 1100, was the most powerful Yoruba kingdom until the late 1600s, when Oyo became more prosperous. As large urban centers, both Ife and Oyo had high walls surrounding them. Most rural farms in the surrounding areas produced surplus

▼ This Yoruba crown made of glass beads and grass cloth stands about 20 inches high.



MAIN IDEA

Analyzing Causes

 What was the main reason that the Hausa did not develop an empire?

Vocabulary

terra cotta: a reddish-brown clay, hard ceramic

food, which was sent to the cities. This enabled city dwellers to become both traders and craftspeople.

The Ife were gifted artists who carved in wood and ivory. They produced terra cotta sculptures and cast in metal. Some scholars believe that the rulers supported artists. Many clay and metal casts portray Ife rulers in an idealistic way.

Kingdom of Benin To the south and west of Ife, near the delta of the Niger River, lay the kingdom of **Benin** (buh•NIHN). Like the Yoruba people of Ife and Oyo, the people of Benin made their homes in the forest. The first kings of Benin date from the 1200s. Like the Yoruba kings, the oba, or ruler, of Benin based his right to rule on claims of descent from the first king of Ife.

In the 1400s, the oba named Ewuare made Benin into a major West African state. He did so by building a powerful army. He used it to control an area that by 1500 stretched from the Niger River delta in the east to what is today Lagos, Nigeria. Ewuare also strengthened Benin City by building walls around it. Inside the city, broad streets were lined by neat rows of houses.

The huge palace contained many courtyards and works of art. Artists working for the oba created magnificent brass heads of the royal family and copper figurines. Brass plaques on the walls and columns of the royal palace of the oba showed legends, historical scenes, and the deeds of the oba and his nobles. According to tradition, Benin artists learned their craft from an Ife artist brought to Benin by the oba to teach them.

In the 1480s, Portuguese trading ships began to sail into Benin's port at Gwatto. The Portuguese traded with Benin merchants for pepper, leopard skins, ivory, and enslaved persons. This began several centuries of European interference in Africa, during which they enslaved Africans and seized African territories for colonies. Meanwhile, East Africans—discussed in Section 3—prospered from trade and developed thriving cities and empires.



▲ This ivory mask is one of four taken from the king of Benin in 1897. It was worn on the belt of a ceremonial costume.

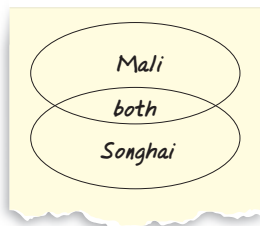
SECTION**2****ASSESSMENT**

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Ghana • Mali • Sundiata • Mansa Musa • Ibn Battuta • Songhai • Hausa • Yoruba • Benin

USING YOUR NOTES

2. What are some similarities between the two empires? Explain.

**MAIN IDEAS**

- How did Ghana's gold-salt trade work?
- How did Sunni Ali build an empire?
- What form of government was typical of Hausa city-states?

CRITICAL THINKING & WRITING

- DRAWING CONCLUSIONS** Which of the two—the Yoruba or the people of Benin—had more influence on the other?
- COMPARING** What are some of the similarities between the Hausa city-states and other city-states you have read about?
- COMPARING** What are some of the similarities between Sundiata and Mansa Musa?
- WRITING ACTIVITY** **ECONOMICS** What do you think was the most effective method Ghana used to regulate its economy? Explain your answer in a short **paragraph** in which you touch upon trade routes, gold, and taxes.

CONNECT TO TODAY CREATING A POSTER

Learn more about the mining and production of salt today. Present your findings in a **poster**, with illustrations and captions.

Benin Bronzes

Benin is famous for its bronze and brass sculptures. Benin sculpture was made by guilds controlled by the king. One of the main functions of Benin art was to please the ruler by recording his history or by displaying his power. For instance, brass plaques commemorating the ruler's great achievements adorned the palace walls. Busts of the ruler and his family showed them as idealized figures.

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RESEARCH WEB LINKS Go online for more on the art of Benin.

Queen Mother ►

Perhaps the most widely known type of Benin sculpture was the royal head, such as this one. In Benin, the Queen Mother held a lot of power. To symbolize that power, she wore a woven crown called a "chicken's beak."



◄ Plaque

Plaques such as this decorated the palace of the Oba, or ruler, of Benin

The Lost-Wax Process

Many of the Benin sculptures were made using the lost-wax process.

1. The artist forms a core of clay that is roughly the shape of the planned sculpture.



2. The artist applies a layer of wax over the core, then carves fine details into the surface of the wax.



3. A layer of fine clay is spread over the wax surface. This creates a smooth finish and captures the small details.



4. Several layers of coarse clay are applied to create the mold.



5. The entire object is fired in a kiln (oven). The clay hardens, and the wax melts away, leaving a clay mold. (The melted wax is the origin of the name "lost-wax.")



6. Melted bronze is poured into the mold and left to harden.



7. The clay mold is broken off, revealing the finished bronze sculpture.



Leopard ►

Admired for its power, fierceness, and intelligence, the leopard was depicted on many royal objects. This snarling leopard is a symbol of the king's power. It is also a water vessel that was used on ceremonial occasions.



◀ Musician

This figure was probably made in the late 16th or early 17th century. It shows an attendant of the king blowing a horn or flute. This type of figure was often found on altars.

Connect to Today

1. Making Inferences Why do you think the figure of a servant blowing a horn was found on an altar?

 See Skillbuilder Handbook, Page R10.

2. Comparing and Contrasting Use library resources to identify a sculpture of a U.S. leader. What quality about that leader does the sculpture portray? How is it similar to or different from Benin's royal sculptures?

Eastern City-States and Southern Empires

MAIN IDEA

INTERACTION WITH ENVIRONMENT African city-states and empires gained wealth through developing and-trading resources.

WHY IT MATTERS NOW

The country of Zimbabwe and cities such as Mogadishu and Mombasa have their roots in this time period.

TERMS & NAMES

- Swahili
- Great Zimbabwe
- Mutapa

SETTING THE STAGE As early as the third century A.D., the kingdom of Aksum had taken part in an extensive trade network. From its Red Sea port, Aksum traded with Arabia, Persia, India, and Rome. In the 600s, Muslim forces gained control of Arabia, the Red Sea, and North Africa. The Muslims cut off the Aksumites from their port. The Aksumites moved their capital south from Aksum to Roha (later called Lalibela) shortly before 1100. In the meantime, other cities on the east coast were thriving because of Indian Ocean trade. In this section, you will learn about East African trade, Islamic influences in East Africa, and the peoples of southern Africa.

East Coast Trade Cities



Use the graphic organizer online to take notes on cultural interaction resulting from trade.

Villages along the east coast began to develop into important trade cities. By 1100, waves of Bantu-speaking people had migrated across central Africa to the east coast. There they established farming and fishing villages. Slowly, the existing coastal villages grew into bustling seaports, built on trade between East African merchants and traders from Arabia, Persia, and India. As trade increased, many Muslim Arab and Persian traders settled in these port cities. Arabic blended with the Bantu language to create the **Swahili** (swah•HEE•lee) language.

Persian traders moved south from the Horn of Africa, a triangular peninsula near Arabia. They brought Asian manufactured goods to Africa and African raw materials to Asia. In the coastal markets, Arab traders sold porcelain bowls from China and jewels and cotton cloth from India. They bought African ivory, gold, tortoiseshell, ambergris, leopard skins, and rhinoceros horns to carry to Arabia.

By 1300, more than 35 trading cities dotted the coast from Mogadishu in the north to Kilwa and Sofala in the south. Like the empires of West Africa, these seaports grew wealthy by controlling all incoming and outgoing trade. Some cities also manufactured trade goods for export. For example, weavers in Mogadishu and Sofala made cloth. Workers in Mombasa and Malindi made iron tools.

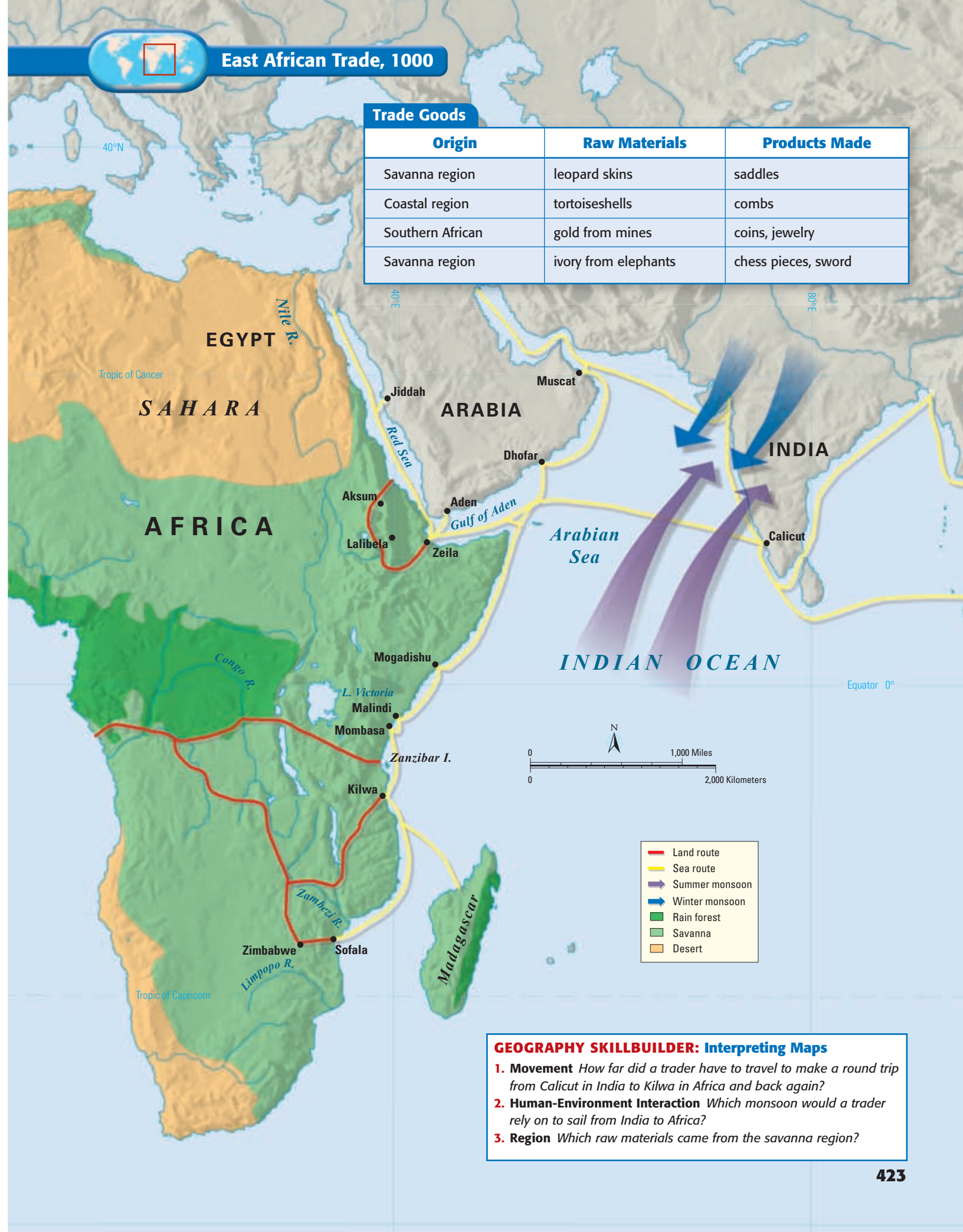
The City-State of Kilwa In 1331, Ibn Battuta visited Kilwa. He admired the way that its Muslim rulers and merchants lived. Rich families lived in fine houses of coral and stone. They slept in beds inlaid with ivory and their meals were served on porcelain. Wealthy Muslim women wore silk robes and gold and silver bracelets.



East African Trade, 1000

Trade Goods

Origin	Raw Materials	Products Made
Savanna region	leopard skins	saddles
Coastal region	tortoiseshells	combs
Southern African	gold from mines	coins, jewelry
Savanna region	ivory from elephants	chess pieces, sword



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** How far did a trader have to travel to make a round trip from Calicut in India to Kilwa in Africa and back again?
- 2. Human-Environment Interaction** Which monsoon would a trader rely on to sail from India to Africa?
- 3. Region** Which raw materials came from the savanna region?

Kilwa grew rich because it was as far south on the coast as a ship from India could sail in one monsoon season. Therefore, trade goods from southerly regions had to funnel into Kilwa, so Asian merchants could buy them.

In addition, in the late 1200s Kilwa had seized the port of Sofala, which was a trading center for gold mined inland. By controlling Sofala, Kilwa was able to control the overseas trade of gold from southern Africa. As a result, Kilwa became the wealthiest, most powerful coastal city-state. **A**

Portuguese Conquest In 1488, the first Portuguese ships rounded the southern tip of Africa and sailed north, looking for a sea route to India. They wanted to gain profits from the Asian trade in spices, perfumes, and silks. When the Portuguese saw the wealth of the East African city-states, they decided to conquer those cities and take over the trade themselves.

Using their shipboard cannon, the Portuguese took Sofala, Kilwa, and Mombasa. They burned parts of Kilwa and built forts on the sites of Kilwa and Mombasa. The Portuguese kept their ports and cities on the East African coast for the next two centuries.

MAIN IDEA

Analyzing Causes

A What were the two main reasons Kilwa became so wealthy?

Islamic Influences

Muslim traders introduced Islam to the East African coast, and the growth of commerce caused the religion to spread. Even the smallest towns had a mosque for the faithful. A Muslim sultan, or ruler, governed most cities. In addition, most government officials and wealthy merchants were Muslims. However, the vast majority of people along the East African coast held on to their traditional religious beliefs.

> Analyzing Primary Sources

Islamic Law in Mogadishu

In 1331, Ibn Battuta, traveling by caravan similar to the one at right, visited the African city of Mogadishu. He described how Muslim officials decided legal matters.

PRIMARY SOURCE

The Shaikh [sultan] takes his place in his hall of audience and sends for the Qadi [judge]. He takes his place on the Shaikh's left and then the lawyers come in and the chief of them sit in front of the Shaikh. . . . Then food is brought and . . . those who are in the audience chamber eat in the presence of the Shaikh. . . . After this the Shaikh retires to his private apartments and the Qadi, the wazirs [government ministers] . . . and . . . chief amirs [military commanders] sit to hear causes and complaints. Questions of religious law are decided by the Qadi, other cases are judged by the . . . wazirs and amirs. If a case requires the views of the [Shaikh], it is put in writing for him. He sends back an immediate reply.

IBN BATTUTA, *Travels of Ibn Battuta*

DOCUMENT-BASED QUESTIONS

1. **Summarizing** Who were the four types of people who decided legal matters?
2. **Clarifying** What types of cases did they judge?



This was also true of the people who lived in inland villages.

Enslavement of Africans Along with luxury goods, Arab Muslim traders exported enslaved persons from the East African coast. Traders sent Africans acquired through kidnapping to markets in Arabia, Persia, and Iraq. Wealthy people in these countries often bought slaves to do domestic tasks. Muslim traders shipped enslaved Africans across the Indian Ocean to India, where Indian rulers employed them as soldiers. Enslaved Africans also worked on docks and ships at Muslim-controlled ports and as household servants in China.

Although Muslim traders had been enslaving East Africans and selling them overseas since about the ninth century, the numbers remained small—perhaps about 1,000 a year. The trade in slaves did not increase dramatically until the 1700s. At that time, Europeans started to buy captured Africans for their colonial plantations. **B**

MAIN IDEA

Summarizing

B How extensive was the trade in enslaved persons from East Africa before 1700?



▲ An Arab slave market in Yemen, A.D. 1237

Southern Africa and Great Zimbabwe

The gold and ivory that helped the coastal city-states grow rich came from the interior of southern Africa. In southeastern Africa the Shona people established a city called **Great Zimbabwe** (zihm•BAHB•way), which grew into an empire built on the gold trade.

Great Zimbabwe By 1000, the Shona people had settled the fertile, well-watered plateau between the Zambezi and Limpopo rivers in modern Zimbabwe. The area was well suited to farming and cattle raising. Its location also had economic advantages. The city of Great Zimbabwe stood near an important trade route linking the goldfields with the coastal trading city of Sofala. Sometime after 1000, Great Zimbabwe gained control of these trade routes. From the 1200s through the 1400s, it became the capital of a thriving state. Its leaders taxed the traders who traveled these routes. They also demanded payments from less powerful chiefs. Because of this growing wealth, Great Zimbabwe became the economic, political, and religious center of its empire.

But by 1450, Great Zimbabwe was abandoned. No one knows for sure why it happened. According to one theory, cattle grazing had worn out the grasslands. In addition, farming had worn out the soil, and people had used up the salt and timber. The area could no longer support a large population.

Almost everything that is known about Great Zimbabwe comes from its impressive ruins. Portuguese explorers knew about the site in the 1500s. Karl Mauch, a German explorer, was one of the first Europeans to discover the remains of these stone dwellings in 1871.

Great Zimbabwe

Great Zimbabwe was an important city in southern Africa. The word *zimbabwe* comes from a Shona phrase meaning “stone houses.” The ruins consist of two complexes of stone buildings that once housed the royal palace of Great Zimbabwe’s rulers. There are great curving walls around the ruins. Because there was no way for soldiers to climb to the top of the walls, archaeologists theorize that they were not used primarily as defenses.

The massive walls were probably built to impress visitors with the strength of Zimbabwe and its ruler. Inside the walls stands a cone-shaped tower. Among the ruins were found tall figures of birds, carved from soapstone. Archaeologists believe the construction of Great Zimbabwe may have taken about 400 years.

City of Great Zimbabwe

The Shona people built this impressive city as the center of their empire.

- It covered many acres.
- Its population was more than 10,000.
- The walls contain approximately 900,000 stone blocks. They were so well built that the blocks hold together without mortar.
- The Great Enclosure is a curving wall up to 36 feet high and 15 feet thick.



This photograph shows part of the Great Enclosure.



This picture shows how very high the enclosing walls are.

SKILLBUILDER: Interpreting Visual Sources

- 1. Drawing Conclusions** *If the walls were not built for defense, what does this suggest about the safety and security of Great Zimbabwe?*
- 2. Making Inferences** *If military assault did not account for the fall of Zimbabwe, what other factors might have played a part?*

The Mutapa Empire

According to Shona oral tradition, a man named Mutota left Great Zimbabwe about 1420 to find a new source of salt. Traveling north, he settled in a valley with fertile soil, good rainfall, and ample wood. There he founded a new state to replace Great Zimbabwe. As the state grew, its leader Mutota used his army to dominate the northern Shona people living in the area. He forced them to make payments to support him and his army.

Mutapa Rulers These conquered people called Mutota and his successors *mwene mutapa*, meaning “conqueror” or “master pillager.” The Portuguese who arrived on the East African coast in the early 1500s believed *mwene mutapa* to be a title of respect for the ruler. The term is also the origin of the name of the **Mutapa** Empire. By the time of Mutota’s death, the Mutapa Empire had conquered all of what is now Zimbabwe except the eastern portion. By 1480 Mutota’s son Matope claimed control of the area along the Zambezi River to the Indian Ocean coast.

The Mutapa Empire was able to mine gold deposited in nearby rivers and streams. In addition, Mutapa rulers forced people in conquered areas to mine gold for them. The rulers sent gold to the coastal city-states in exchange for luxuries. Even before the death of Matope, the southern part of his empire broke away. However, the Mutapa Dynasty remained in control of the smaller empire.

In the 1500s, the Portuguese tried to conquer the empire. When they failed to do so, they resorted to interfering in Mutapa politics. They helped to overthrow one ruler and replace him with one they could control. This signaled increasing European interference in Africa in centuries to come.

Global Impact

Swahili

Over the centuries, contacts between two peoples—Bantu speakers and Arabs—led to the creation of a new people and a new language. Many Arab traders married African women. People of mixed Arab and African ancestry came to be called Swahili. The word comes from an Arabic term meaning “people of the coast” and refers to the East African coast.

Although Swahili peoples do not share a single culture, they do speak a common language. Swahili is a Bantu language with many words borrowed from Arabic. The Swahili peoples traded the gold and ivory of Africa for goods from India and China. During the 1500s and 1600s, the Portuguese looted Swahili cities and damaged Swahili trade.

MAIN IDEA

Making Inferences

Why do you think the Portuguese wanted to conquer the Mutapa Empire?

SECTION

3

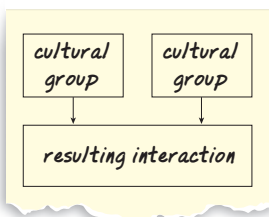
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Swahili
- Great Zimbabwe
- Mutapa

USING YOUR NOTES

2. Do you think this interaction had a positive or negative effect? Explain.



MAIN IDEAS

3. How did the Swahili language develop?
4. How was Islam introduced to East Africa?
5. How did the people of Great Zimbabwe positively interact with their environment?

CRITICAL THINKING & WRITING

6. **COMPARING** Compare the Portuguese who arrived in East Africa with the rulers of the Mutapa Empire.
7. **SYNTHESIZING** What were some of the effects of East African trade on different cultural groups?
8. **DRAWING CONCLUSIONS** How is Swahili an example of cultural interaction?
9. **WRITING ACTIVITY** **INTERACTION WITH ENVIRONMENT** How did the people of Great Zimbabwe negatively interact with their environment? Write a one-paragraph **essay** explaining your answer.

MULTIMEDIA ACTIVITY CREATING AN OUTLINE MAP



Use the Internet to research the modern African country of Zimbabwe. Find out where it is located in Africa, its capital, and other information. Enter your findings on an **outline map** of Africa.

INTERNET KEYWORD
Zimbabwe

Chapter 15 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to African history from 800 to 1500.

1. lineage
2. stateless society
3. matrilineal
4. Ghana
5. Mali
6. Songhai
7. Swahili
8. Great Zimbabwe

MAIN IDEAS

North and Central African Societies

Section 1 (pages 409–412)

9. How is a dispute settled in Efe society?
10. What is an age-set system?
11. How were the beginnings of the Almoravid and Almohad empires similar?

West African Civilizations

Section 2 (pages 413–421)

12. What accounted for Ghana's financial success?
13. What were two ways that Islam spread through Africa?
14. What was the economy of the Hausa city-states like?

Eastern City-States and Southern Empires

Section 3 (pages 422–427)

15. How did the Swahili language evolve?
16. Why was it important for Kilwa to control Sofala?

17. Who was most affected by the introduction of Islam to East Africa?
18. What was the relationship of Great Zimbabwe to the Mutapa Empire?

CRITICAL THINKING

1. USING YOUR NOTES

In a chart like the one shown, list for each leader what group of people he led and one of his achievements.

Leader	Group	Achievement
Ibn Yasin		
Askia Muhammad		
Ewuare		

2. RECOGNIZING EFFECTS

RELIGIOUS AND ETHICAL SYSTEMS In what way did Islam encourage the spread of literacy?

3. RECOGNIZING EFFECTS

INTERACTION WITH ENVIRONMENT How did people adapt to the harsh conditions of the Sahara? Discuss traders who crossed the Sahara and people who lived in the Saharan village of Taghaza.

4. SUMMARIZING

How are group membership, inheritance rights, and positions of authority usually decided in a matrilineal society?

5. CLARIFYING

Why was the location of Great Zimbabwe advantageous?

VISUAL SUMMARY

Societies and Empires of Africa

	Organization & Time Period	Important Facts
Igbo People	Existed as a stateless society from 9th to 19th centuries	Elders resolved conflicts
Almoravids	Muslim state from mid-1000s to mid-1100s	Founded city of Marrakech
Almohads	Muslim state from mid-1100s to mid-1200s	Unified the Maghrib under one authority for first time in history
Ghana	West African empire from 700s to 1076	Grew wealthy and powerful by controlling gold-salt trade
Mali	West African empire from 1235 to 1400s	Mansa Musa's hajj made Mali's wealth famous
Songhai	West African empire that flourished in the 1400s and 1500s	Conquered Mali and gained control of trade routes
Benin	West African trading kingdom strong in 1400s and 1500s	Famous for bronze and brass works of art
Kilwa	East African city-state flourished from 1200s to 1400s	Grew wealthy from trade
Great Zimbabwe	Capital of trade-based empire from 1200s until about 1450	City abandoned, perhaps because natural resources were used up
Mutapa Empire	Founded about 1420 by man from Great Zimbabwe	Remained independent in spite of Portuguese attempts

STANDARDS-BASED ASSESSMENT

Use the map and your knowledge of world history to answer the questions.



- Which is the most widespread ethnic group?
 - Soninke
 - Berbers
 - Hausa
 - Igbo
- In which nation does that group *not* live?
 - Algeria
 - Mauritania
 - Niger
 - Libya
- Which group does *not* live in modern Nigeria?
 - Soninke
 - Hausa
 - Yoruba
 - Igbo
- What geographical feature might explain why there are no ethnic groups shown in the center of the map?
 - Atlantic Ocean
 - equator
 - the Sahara
 - Tropic of Cancer

hmhsocialstudies.com **TEST PRACTICE**

For additional test practice, go online for:

- Diagnostic tests
- Tutorials
- Strategies

Interact *with* History

Recall your discussion of the question on page 408: How might trade benefit both sides? Now that you've read the chapter, reevaluate what makes trade beneficial. How did environmental conditions affect what items had value in Africa? Did government policies have any effect on value? Consider what you learned about trading states in both West and East Africa.

FOCUS ON WRITING

ECONOMICS Do you think Africa was connected to most of the world through trade, or was it relatively isolated from the rest of the world? Write an **essay** in which you support your answer with evidence from the chapter.

Consider the following:

- Muslim states of North Africa
- gold-salt trade
- empires and kingdoms of West Africa
- east coast trade cities

MULTIMEDIA ACTIVITY



Participating in a WebQuest

Introduction Today, much of eastern Africa still relies heavily on trade. With a group of students, have each member choose one East African country to research in terms of its trade and culture. Issues to investigate might include what goods present-day East African nations trade and who their trading partners are.

Task Create an electronic presentation of information on exports and imports, quantities shipped, where the goods are going, and how they are being transported.

Process and Resources Have each member of the group bring his or her information on East African trade and culture to the group to create a presentation. Use this chapter and the Internet as resources for your research.

Evaluation and Conclusion East African trade has been important to the economies of the region. How did this project contribute to your understanding of the interrelationship between prosperity and trade?

Trade Creates Links

A trade network exists when a group of people or countries buys from or sells to each other on a regular basis. Historically, trade networks arose as merchants traded local products for those from other places—often very distant places. Trade is a good way to spread products that are in high demand. Unit 3 discussed trade networks in the Arabian Peninsula, Asia, the Mediterranean Sea, the Sahara, and the Indian Ocean. In the next six pages, you will see how these networks worked.



Components of Trade Networks

Trading Partners

Merchants could grow rich selling highly desired goods that were not produced locally. To obtain such goods, merchants traded with people in other regions. When two regions trade regularly, they become trading partners.

Trade Goods

Products become trade goods when one region lacks them and another has a surplus to sell. Trade goods may be valuable because they are rare (such as ivory), useful (such as salt to preserve meat), or beautiful (such as silk).

Modes of Transport

Caravans of camels, mules, or other animals carried trade goods over land. Vessels that relied on wind power (such as the dhow) or the strength of human rowers shipped trade goods across the seas.

Currency

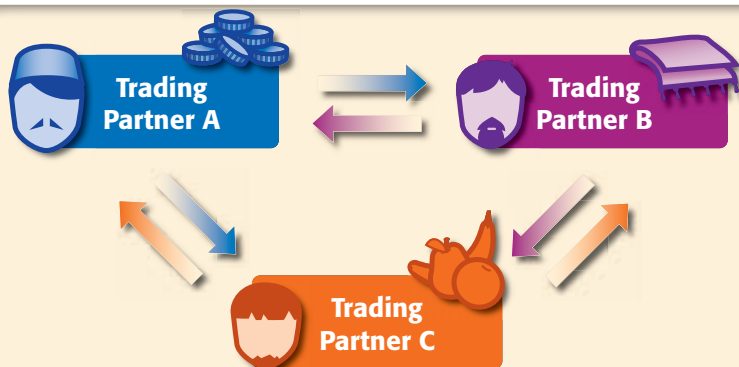
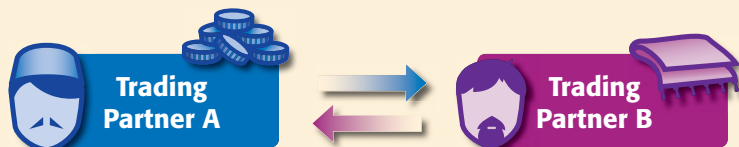
Merchants do not always exchange one product directly for another. They may buy goods with money. Currency is any item that is accepted as money in a region. Besides paper money, cowrie shells, salt, and metals served as currency.

Middlemen

Because some trade goods traveled very long distances, merchants did not always buy products directly from their places of origin. Middlemen acted as go-betweens, buying goods from merchants in one region to sell to merchants in another.

Types of Trade Networks

Trade networks frequently include more than two partners. Merchants from one area might sell their goods to several different regions. Middlemen might also do business with various different partners. The diagrams below show three basic types of trade networks.



Comparing & Contrasting

1. Judging from the map, which region had the best location for establishing itself as a middleman between the others? Explain why.
2. What are the advantages and disadvantages of using currency rather than trading products directly?



Major Trade Networks

The five major trade networks that you studied in Unit 3 are listed on the chart. Notice who the different trading partners were in each network and the products that they sold each other. Consider why the dhow and the camel described on the next page were particularly useful as modes of transport.

	Trading Partners	Trade Goods	Modes of Transport
Trans-Arabia	<ul style="list-style-type: none"> • Sassanid Empire • Arabia • Byzantine Empire 	<ul style="list-style-type: none"> • East Asia: silk, gems, dyes, cotton cloth • Arabia: incense, spices • Southwest Asia: wool, gold, silver 	<ul style="list-style-type: none"> • camel caravans
Silk Roads	<ul style="list-style-type: none"> • China • India • Persia and Central Asia • Europe 	<ul style="list-style-type: none"> • Asia: silk, porcelain, spices, precious woods, gems • Europe: wool cloth, gold, silver 	<ul style="list-style-type: none"> • caravans of camels and other pack animals
Mediterranean	<ul style="list-style-type: none"> • Europe • North Africa • Southwest Asia 	<ul style="list-style-type: none"> • Europe: wool and linen cloth, wine, metal • North Africa: wool • Asia: spices, fruit, cloth 	<ul style="list-style-type: none"> • by sea, galleys with numerous rowers • overland, caravans of pack animals
Trans-Sahara	<ul style="list-style-type: none"> • North Africa • West Africa 	<ul style="list-style-type: none"> • North Africa: cloth, salt, horses, guns • West Africa: gold, dyed cloth, leather goods, slaves 	<ul style="list-style-type: none"> • camel caravans
Indian Ocean	<ul style="list-style-type: none"> • China • India • Arabia • East Africa 	<ul style="list-style-type: none"> • Asia: porcelain, silk, jewelry, cotton • East Africa: ivory, gold, tortoiseshell, leopard skins, slaves 	<ul style="list-style-type: none"> • Arab dhows • Chinese junks

SKILLBUILDER: Interpreting Charts

- 1. Making Generalizations** How would you characterize most of the products that came from Asia?
- 2. Making Inferences** What role did Arabian traders probably play in the Indian Ocean trade network? Explain.

By Land or by Sea?

The different modes of transport used were well suited to their environments.

Advantages of Dhow Ocean Travel

- Stern rudders made dhows (shown in photograph) easy to maneuver.
- Lateen, or triangular, sails enabled sailors to sail against the wind.

Advantages of Land Travel by Camel

- Camels can carry heavy burdens over long distances.
- Fat reserves in their humps enable them to go without food or water for many days.
- Double sets of eyelashes, hairy ears, and nostrils that close protect camels from sand.
- Soft feet that stretch out make camels sure-footed on sand or snow.



Astrolabe ►

Sailors used astrolabes to measure the height of the sun or a star above the horizon. With that information, they could determine both the time of day and the latitude where they were located.



◀ Chinese Compass

Although the floating compass needle actually points to magnetic north, sailors could calculate true north and use that information to navigate. Knowing which way was north also enabled them to figure out in what direction the wind was blowing their ship.



Comparing & Contrasting

1. Read the information about the camel above. Then notice which trade networks on the chart on page 432 relied on camel caravans. What geographic information can you infer about those trade routes?
2. Which of the two navigation instruments do you think would be most useful for land travelers, such as those who traveled the Silk Roads or the trans-Saharan routes? Why?



Trade Goods

As trade networks developed, trading partners began to manufacture goods specifically for sale in other places. The more they learned about other cultures, the better they were able to design products that would suit foreign tastes. Consider how the items below were appropriate for sale in foreign places.

PRIMARY SOURCE

Moon Flask

This porcelain object is known as a moon flask for its round shape. During the Yuan Dynasty (1279–1368), China produced delicate porcelains with elaborate painted decorations such as this. Like silk, porcelain originated in China. It was several centuries before Europe learned how to produce porcelain of such a high quality.



DOCUMENT-BASED QUESTION

A trade good may be valued for its usefulness, rarity, or beauty. For which of those reasons do you think people wanted this porcelain flask? Explain.

PRIMARY SOURCE

African Ivory Spoon

Ivory, which usually comes from elephant tusks, was one of Africa's most common trade goods. Frequently, it was carved into utensils or decorative objects. This carved spoon came from Benin.



DOCUMENT-BASED QUESTION

Why would people in Europe or China need to trade to obtain ivory?

PRIMARY SOURCE

Silk Cloth

The Chinese began manufacturing silk by about 2500 B.C. and trading it to foreign lands by the time of the Han Dynasty (202 B.C. to A.D. 220). Many people desired silk because it was shiny and could be dyed many beautiful colors. It was also extremely strong yet lightweight.

DOCUMENT-BASED QUESTION

What class of people do you think were most likely to wear clothes made of silk?



Trade Narratives

The following excerpts describe life in towns and countries along the different trade routes that merchants traveled.

PRIMARY SOURCE

Francesco Balducci Pegolotti

An Italian commercial agent, Pegolotti wrote a guidebook around 1340 for European merchants traveling overland to China.

Whatever silver the merchants may carry with them as far as Cathay [China] the lord of Cathay will take from them and put into his treasury. And to merchants who thus bring silver they give that paper money of theirs in exchange . . . With this money you can readily buy silk and other [merchandise] . . . And all the people of the country are bound to receive it. And yet you shall not pay a higher price for your goods because your money is of paper.

DOCUMENT-BASED QUESTION

Judging from this excerpt, were Pegolotti's European readers familiar with paper money? How can you tell?

PRIMARY SOURCE

Fernão Lopes de Castanheda

The following description of the goods available in Calicut is from *History of the Discovery and Conquest of India*, published in 1552.

[Calicut is] the richest mart [market] of all India; in which is to be found all the spices, drugs, nutmegs, . . . pearls and seed-pearls, musk, sanders [sandalwood], fine dishes of earthenware, lacquer, gilded coffers, and all the fine things of China, gold, amber, wax, ivory, fine and coarse cotton goods, both white and dyed of many colours, much raw and twisted silk, . . . cloth of gold, cloth of tissue, grain, scarlets, silk carpets, copper, . . . and all kinds of conserves.

DOCUMENT-BASED QUESTION

How does Lopes de Castanheda support his point that Calicut is the richest market in India?

PRIMARY SOURCE

Ibn Battuta

The following excerpt was written by the Muslim traveler Ibn Battuta. In it, he describes the West African city of Takadda (also spelled Takedda).

The people of Takadda carry on no business but trading. Every year they travel to Egypt and bring from there everything there is in the country by way of fine cloths and other things. . . .

There is a copper mine outside Takadda. The people . . . make [the copper] into rods: . . . some are of fine gauge and some thick . . . It is their means of exchange. They buy meat and firewood with the fine rods: they buy male and female slaves, millet, ghee [a butter product], and wheat with the thick.

DOCUMENT-BASED QUESTION

Why did the people of Takadda need to produce copper rods?

Comparing & Contrasting

1. Judging from the information in the sources, why did Takadda and Cathay use such different types of currency?
2. Which of the trade goods shown on the opposite page are mentioned in the description of Calicut? What does this tell you about the reason for Calicut's riches?

EXTENSION ACTIVITY

Go to a supermarket or produce store and write down what fruits and vegetables are being sold that are out of season or not native to your area. Then find out where they come from. Start by looking at signs and boxes where foods are packed. Interview the produce manager to find out what countries supplied the produce. Then create a chart or map that conveys the information you have learned.