TO THE TEACHER

This *Daily Lecture and Discussion Notes* booklet provides outlines for each section of *Journey Across Time*. Each section begins with a short, high-interest “Did You Know” anecdote to grab students’ interest. The main ideas of each subsection are then listed, followed by a discussion question to encourage student participation in classroom activities.
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I. Early Humans (pages 9–11)

A. History is the story of humans in the past, and historians are the people who study and write about humans of the past.

B. Archaeologists hunt for evidence buried in the ground. Anthropologists study how humans developed and related to each other.

C. The early period of human history is called the Stone Age. The earliest part of the Stone Age is called the Paleolithic period.

D. Paleolithic people were nomads, traveling from place to place to hunt and search for food.

E. Paleolithic women cared for children and gathered berries, nuts, and grains. Paleolithic men hunted animals using clubs, spears, traps, and bows and arrows.

F. Paleolithic people adapted to their environment. Those in warm climates wore little clothing and had little need for shelter. Those in cold climates used caves for shelter. Over time, they learned to create shelters from animal hides and wooden poles.

G. Paleolithic people discovered fire, which kept them warm, lit the darkness, and cooked food.

H. Long periods of extreme cold are called the Ice Ages. During the Ice Ages, thick sheets of ice covered parts of Europe, Asia, and North America.
I. Paleolithic people developed spoken language and expressed themselves through art, which may have had religious meaning.

J. During this time, humans created tools such as spears and hand axes using stone called flint.

**Discussion Question**

How did spoken language help the Paleolithic people? *(Language made it easier for people to work together and pass on knowledge.)*

II. Neolithic Times *(pages 13–15)*

A. In the beginning of the Neolithic Age, people began to **domesticate**, or tame, animals. Domesticated animals carried goods and provided meat, milk, and wool.

B. People in different parts of the world began growing crops about the same time. Historians call this change the farming revolution.

C. Because farmers needed to stay close to their fields, they built permanent homes in villages.

D. One of the oldest villages is Jericho in present-day Israel and Jordan. Another Neolithic village is Çatal Hüyük in present-day Turkey.

E. Permanent villages provided people with security and steady food. The surplus food led to a larger population.

F. Not all people in a village were farmers. Some made pottery, mats, and cloth. They traded these goods for things they did not have.

G. People continued to create new technology. They created better farming tools and began working with metal, copper, and tin. They also began working with bronze.

**Discussion Question**

Why was farming important to the Neolithic people? *(Farming allowed people to settle in one place, and it provided a steady food supply.)*
I. Mesopotamia’s Civilization (pages 17–20)

A. Civilizations are complex societies with cities, governments, art, religion, class divisions, and a writing system.

B. Rivers were important because they made for good farming conditions. They also made it easy for people to travel and trade.

C. Governments were formed because someone had to make plans and decisions for the common good.

D. Mesopotamia is a flat plain bounded by the Tigris and Euphrates rivers.

E. Floods in Mesopotamia were frequent and unpredictable. Farmers learned to control the rivers with dams and channels. They also used the rivers to irrigate, or water, their crops.

F. Many cities formed in a southern region of Mesopotamia known as Sumer.

G. Sumerian cities were city-states, with their own governments. Sumerian cities often fought each other. To protect themselves, the city-states built walls around themselves.

H. Sumerians believed in many gods. Each city-state had a ziggurat, or grand temple, to honor the gods.

I. Most Sumerians were farmers, but some were artisans, or skilled workers. Others were merchants and traders.

J. Sumerian city-states had three classes. The upper class consisted of kings, priests, and government officials. The middle class consisted
of artisans, merchants, fishers, and farmers. The lower class consisted of slaves.

**Discussion Question**

What effect did irrigation have on the people of Mesopotamia?
(Irrigation allowed farmers to grow plenty of food. More food meant more people could be fed, so the population grew.)

II. A Skilled People (pages 20–21)

A. Mesopotamia has been called the cradle of civilization because of the influence of Sumerian ideas on other areas.

B. Writing helps people keep records and pass on ideas. Sumerians developed a writing system called **cuneiform**. Only a few people, called **scribes**, learned to write.

C. The Sumerians also produced the oldest known story, the **Epic of Gilgamesh**.

D. The Sumerians also invented new technology such as the wagon wheel, the sailboat, and the plow.

E. The Sumerians developed many mathematical ideas, including geometry, a number system based on 60, and a 12-month calendar.

**Discussion Question**

Why did Sumerians study the skies? (The locations of the planets and stars guided the Sumerians’ farming and festivals.)

III. Sargon and Hammurabi (page 23)

A. **Sargon**, the king of the Akkadians, conquered all of Mesopotamia and set up the world’s first empire. An **empire** is a group of many different lands under one ruler.

B. After Sargon, another group of people became powerful. They built the city of **Babylon** on the Euphrates River.

C. The Babylonian king, **Hammurabi**, conquered lands north and south of Babylon to create the Babylonian Empire.
D. The Code of Hammurabi was a collection of laws covering crimes, farming, business activities, and marriage and family. Many punishments in the code were cruel, but the code was an important step in the development of a justice system.

Discussion Question

What were some of the benefits of living in Hammurabi’s empire? What were some of the drawbacks? (Benefits: Living in a large, powerful empire helps keep enemies from taking over the land; Hammurabi’s code helped keep people from committing crimes against one another. Drawbacks: Hammurabi’s code had cruel punishments; people were governed by one person, Hammurabi, instead of living in a representative government.)
The First Empires (pages 26–30)

I. The Assyrians (pages 27–28)

A. The Assyrian Empire arose about 1,000 years after the rule of Hammurabi.

B. The Assyrian army was the first large army to use iron weapons. Their weapons were stronger than those of copper and tin. They fought with spears, daggers, bows and arrows, chariots and soldiers on horseback.

C. The capital of the Assyrian Empire was Nineveh.

D. The empire was divided into provinces, which are political districts. Each province was governed by an official who collected taxes and enforced laws.

E. The Assyrians built large temples and palaces, with statues and wall carvings.

F. One of the first libraries was in Nineveh and held 25,000 tablets of stories and songs.

G. People began to rebel because of Assyria’s cruel treatment. The Chaldeans rebelled and took control of Nineveh in 612 B.C.

Discussion Question

How were the Assyrians like other Mesopotamians? (The Assyrians and the Mesopotamians built temples and palaces. Both used art and writing.)
II. The Chaldeans (pages 29–30)

A. Nebuchadnezzar was the king of the Chaldeans.

B. The Chaldeans, who were descendents of Babylonians, rebuilt Babylon. The city became the center of the Chaldeans’ empire. The city was surrounded by a huge wall. Inside the wall were palaces, temples, and a huge ziggurat.

C. Nebuchadnezzar ordered the **Hanging Gardens** to be built for his wife, who missed her green, mountainous homeland. The Hanging Gardens were one of the Seven Wonders of the Ancient World.

D. The Chaldeans were merchants, artisans, and traders. Babylon was on a major trade route and profited from trade.

E. The Chaldeans studied the sky to understand the gods. Their **astronomers** (people who study the heavenly bodies) mapped the stars, planets, and phases of the moon.

F. The Chaldeans lost control of their empire to the Persians.

**Discussion Question**

What made Babylon the world’s richest city? *(Being on a major trade route meant merchants and artisans benefited from trade. The city also had beautiful structures, such as the Hanging Gardens and the Ishtar Gate.)*
I. Settling the Nile (pages 39–40)

A. The earliest Egyptians moved into the Nile River valley from less fertile areas. They farmed and built villages along the riverbanks.

B. The Nile River is the longest river in the world, about 4,000 miles long.

C. Egyptians used the Nile River for many things. They used river water to drink, clean, farm, and cook. They ate fish from the river.

D. The Nile Valley is a narrow, green valley in Egypt. The northern end of the valley is a fertile area of land called a delta.

E. The Sahara, the largest desert in the world, lies west of the Nile Valley. The Eastern Desert lies to the east of the valley.

F. Egypt has several natural borders to protect it. The deserts, the dangerous rapids of the Nile, and marshes in the delta kept enemies from entering Egypt.

G. The Mediterranean Sea to the north and the Red Sea to the east allowed trade with other peoples. Within Egypt, people traveled on the Nile to trade with each other.

Discussion Question

How did natural protection help Egypt? (Enemies had difficulty attacking the country. Keeping people safe helped the Egyptian population grow.)
II. The River People (pages 41–42)

A. Floods along the Nile were predictable and were not devastating. Each spring the Nile would flood and leave a dark, fertile mud along its banks.

B. Farmers learned about the waters of the Nile. They used the soil left behind by the floods to grow wheat, barley, and flax seeds.

C. Farmers learned about irrigation. They dug basins to trap floodwaters, dug canals to channel water to the fields, and built dikes to strengthen the basin walls.

D. Papyrus, a reed plant that grew along the Nile, was used to make baskets, sandals, and river rafts. Later, it was used to make paper.

E. The Egyptian system of writing was called hieroglyphics. This system consisted of thousands of picture symbols.

F. Some Egyptian men learned to read and write. They attended schools to learn to be scribes.

Discussion Question

Why might scribes be important to Egyptian civilization? (Rulers and other people in power, such as priests and priestesses, needed scribes for record keeping. Few people could go to school to be scribes, so there were not many people the rulers could hire to work as scribes.)

III. A United Egypt (pages 43–44)

A. Because the people in Egypt had surplus food, some people became artisans instead of farmers. Artisans wove cloth, made pottery, carved statues, and crafted weapons and tools.

B. Egyptians traded with each other and with others in Mesopotamia.

C. A few strong chiefs united groups of villages into kingdoms. Eventually, the strongest kingdoms overpowered the weaker ones. In this way, two large kingdoms emerged—Lower Egypt and Upper Egypt.
D. Narmer united the two kingdoms. He ruled from the city of Memphis, and his kingdom lasted long after his death. Narmer’s descendants passed the ruling power on from father to son to grandson, forming a dynasty.

E. Ancient Egypt was ruled by 31 dynasties that historians have grouped into three time periods—Old Kingdom, Middle Kingdom, and New Kingdom.

Discussion Question

In what ways was ancient Egypt like Mesopotamia? (Both had access to powerful rivers, economies based on farming and trade, government to help the people, artisans to create products, and technological advances.)

IV. Early Egyptian Life (pages 45–46)

A. Ancient Egypt had social classes. The pharaoh was the highest power. The upper class consisted of nobles, priests, and government officials. The middle class included merchants, artisans, shopkeepers, and scribes. Farmers were the largest group of people and were in a lower class than the middle class. Unskilled workers were the lowest class of people in ancient Egypt.

B. Although men were the heads of households, women had more rights in Egypt than in other ancient civilizations. They could own and pass on property, buy and sell goods, make wills, and obtain divorces.

C. Few children went to school in ancient Egypt. Children had time to play games and had toys.

D. Egyptian girls learned to sew, cook, and run a household. Boys learned farming or a skilled trade.
How are U.S. children today like children of ancient Egypt? How are they different? (Both can play with toys and games. However, all children are required by law to go to school in the United States. In ancient Egypt, few children went to school. Also, U.S. girls today can learn farming or a trade skill, and boys can learn to sew and cook.)
I. Old Kingdom Rulers (page 48)
   
   A. The Old Kingdom lasted from about 2600 B.C. until about 2300 B.C.
   
   B. Pharaohs were all-powerful Egyptian kings who guided every activity in Egypt.
   
   C. Pharaohs appointed officials to carry out their commands.
   
   D. Egyptian people served pharaohs because they believed the kingdom depended on one strong leader. They also believed the pharaohs were the sons of Re, the sun god. They thought pharaohs were gods on Earth.

II. Egypt’s Religion (pages 49–50)
   
   A. Egyptians believed in many gods and goddesses, or deities. These deities controlled every human activity and all natural forces.
   
   B. The major god was Re, the sun god. Another major god was Hapi, who ruled the Nile River. Isis was the most important goddess.
   
   C. Egyptians believed in life after death. The Book of the Dead contained a collection of spells that Egyptians believed they needed to enter the
afterlife. For many centuries, Egyptians believed only pharaohs and a few elite people could have life after death.

D. To protect the pharaoh’s body after death, Egyptians developed an **embalming** process. During the process, the body’s organs were removed. The body was treated with spices and oils and then wrapped with strips of linen. The wrapped body was called a **mummy**.

E. Egyptian doctors used herbs and drugs to treat illnesses. They also set broken bones and stitched cuts. Egyptian doctors were the first doctors to specialize in different areas of medicine, and they wrote the world’s first medical book.

**Discussion Question**

Why was it important for pharaohs to reach the afterlife? (*Egyptians believed pharaohs would continue to care for Egypt once they reached the afterlife.*)

III. The Pyramids *(pages 50–52)*

A. Egyptians built **pyramids** to protect the bodies of dead pharaohs. The pyramids also contained items the pharaohs might need in the afterlife.

B. A pyramid took thousands of people and years of labor to build. Egyptians used astronomy and mathematics to create the pyramids.

C. To build a pyramid, Egyptians first selected a site. Then, they searched for stone. The artisans cut the stone into blocks, and other workers tied the stone to sleds and pulled them to the Nile. At the river, workers loaded the stones onto barges and floated them to the site. There, the blocks were unloaded and dragged or pushed up ramps.

D. While studying the skies to create pyramids, Egyptians created the 365-day calendar that became the basis for our calendar today.
E. The Great Pyramid is the largest pyramid in Egypt. It was built for King Khufu and is located near the city of Cairo.

Discussion Question

What mathematical advances did the Egyptians make while working on the pyramids? *(They invented the base-10 number system and created fractions.)*
I. The Middle Kingdom (pages 60–61)

A. Pharaohs lost control of Egypt in about 2300 B.C. At that time, a new dynasty of pharaohs created a capital at Thebes. This began the Middle Kingdom, a time of stability, prosperity, and achievement.

B. Egypt took control of other lands and forced conquered people to send tribute, or forced payments. In this way, Egypt increased its riches.

C. During the Middle Kingdom, the arts, literature, and architecture blossomed.

D. The Middle Kingdom ended when the Hyksos attacked and conquered Egypt. The Hyksos ruled until around 1550 B.C., when the Egyptian prince Ahmose led a revolt to drive the Hykos out of Egypt.

Discussion Question

Why do you think arts, literature, and architecture flourished during the Middle Kingdom period? (It was a period of political stability and economic prosperity.)

II. The New Kingdom (pages 61–62)

A. During the New Kingdom period, Egypt grew richer and more powerful.

B. Hatshepsut was the first woman to rule Egypt.
C. Trade grew during Hatshepsut’s reign. Traders exchanged beads, tools, and weapons for ivory, wood, leopard skins, and incense. Trade made Egypt wealthier.

D. Thutmose III became pharaoh after Hatshepsut’s death. Thutmose conquered more lands, and Egypt grew richer from tributes.

E. Slavery became common in Thutmose’s reign. Slaves had some rights. They could own land, marry, and eventually obtain freedom.

**Discussion Question**

How was Hatshepsut unlike other pharaohs? *(She focused on trade instead of military conquests.)*

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**III. The Legacies of Two Pharaohs (pages 64–65)**

A. Amenhotep IV came to power in 1370 B.C.

B. Amenhotep felt priests were gaining too much power. He introduced a new religion with only one god. Priests who did not follow the new religion were removed from power.

C. Most Egyptians refused to accept the new religion.

D. Amenhotep became so devoted to his new religion that he neglected his other duties. He did not act when the Hittites attacked Egypt. As a result, Egypt’s empire greatly diminished.

E. Tutankhamen, now called King Tut, was a boy ruler who took power after Akhenaton (Amenhotep) died. He ruled for only nine years before his death. In A.D. 1922, a British archaeologist found King Tut’s grave.

**Discussion Question**

What happened as a result of the removal of the priests? *(The priests were experienced in ruling Egypt. When Amenhotep neglected his duties, the priests were no longer available to make important decisions.)*
IV. The End of the New Kingdom *(pages 65–67)*

A. Ramses II was one of the most effective pharaohs of the New Kingdom.

B. During Ramses’s rule, many temples were built throughout Egypt.

C. Temples were used for services. Most Egyptians prayed at home because they believed the temples were houses for the gods and goddesses.

D. After Ramses’s rule, Egypt’s rule began to decline. Egypt was attacked by neighboring groups and eventually controlled only the Nile delta. Beginning in the 900s B.C., Egypt was ruled by the Libyans, then the people of Kush, and finally the Assyrians.

**Discussion Question**

In addition to religious purposes, what other purpose did the temples serve? *(The temples also served as banks. People stored valuable items in the temples, such as jewelry and oils.)*
I. Nubia (pages 69–70)

A. The region of Nubia, later known as Kush, was located south of Egypt on the Nile River.

B. The first people to arrive in Nubia were cattle herders, who grazed their herds on the savanna. A savanna is a grassy plain. Later, farmers settled in villages in Nubia.

C. More powerful Nubian villages took control of weaker ones, and the kingdom of Kerma was created.

D. People of Kerma traded with the Egyptians, and Kerma became wealthy.

E. The kings of Kerma were buried in tombs like the Egyptian pharaohs.

F. Egypt invaded Kerma, and after 50 years of war, Kerma was defeated. During Egyptian rule, the people of Kerma adopted many of the Egyptian ways.

Discussion Question

Before the invasion by Egypt, how did the people of Kerma help the Egyptians? (The people of Kerma traded with the Egyptians and served as warriors in the Egyptian armies.)

II. The Rise of Kush (pages 70–72)

A. Nubians broke away from Egypt and formed their own kingdom called Kush.
B. The Kushite kings ruled from the city of Napata, which was located along the upper Nile. This location helped the Kush people become important traders, and Kush grew wealthy.

C. A king named Kashta and his son, Piye conquered Egypt in 728 B.C.

D. The Assyrians later invaded Egypt and forced the Kushites out.

E. The Kushites learned iron working from the Assyrians. The Kushites were the first Africans to become iron workers.

F. Kush moved the ruling city south to the city of Meroë, farther away from the Assyrians. Meroë became an important center of trade and iron working.

G. Kushite kings rebuilt Meroë to look like Egypt, with pyramids and temples.

H. Kush eventually declined in power, and the kingdom of Axum rose up. Axum invaded Meroë and burned it to the ground.

Discussion Question

How did iron working skills help the Kushites? *(They could make farming tools with iron. These superior tools helped them grow more crops. They also could make iron spears and swords. Traders also traded iron to other peoples.)*
I. The Early Israelites (pages 81–83)

A. The Israelites built a kingdom in Canaan, along the Mediterranean Sea in southwest Asia, in 1000 B.C. Today, Lebanon, Israel, and Jordan occupy the land that was once Canaan.

B. Israelites believed in one God. The belief in one god is called **monotheism**.

C. The Israelite faith became the religion of Judaism. Judaism influenced Christianity and Islam and helped shape the beliefs of European and American societies.

D. Israelites spoke Hebrew and wrote their history and beliefs in what later became the Hebrew Bible.

E. The Israelites believed they were descended from a man named Abraham. The Israelites believed God told Abraham to settle in Canaan and worship the one true God.

F. Abraham’s grandson, named Jacob, raised 12 sons in Canaan. Their families became the 12 tribes of Israel.

G. After 100 years in Canaan, the Israelites suffered a long drought. To survive the Israelites went to Egypt.

H. The Egyptian pharaoh enslaved the Israelites. To prevent the Israelites from rebelling, the pharaoh ordered all baby boys to be thrown into the Nile River. The pharaoh’s daughter found a baby boy in a basket on the riverbank. She named the baby **Moses**.
I. When Moses grew up, he herded sheep in the hills outside Egypt. In those hills, he saw a burning bush and heard a voice. He believed it was God telling him to lead the Israelites out of Egypt.

J. The Bible says that God sent 10 plagues to trouble Egypt. The last plague killed all the first-born children, except for those Israelites who marked their doors with lamb’s blood. The plague convinced the pharaoh to let the Israelites leave Egypt.

K. After the Israelites left, the pharaoh changed his mind. He sent soldiers after the Israelites. The Bible says that God parted the Red Sea, so the Israelites could pass. The water flowed back when the soldiers tried to cross, and they drowned.

L. On the way back to Canaan, Moses went to the top of Mount Sinai and received laws from God. These laws were known as the Torah, which became the first part of the Hebrew Bible.

M. The Ten Commandments—what God believes to be right and wrong—are the most important part of the Torah. The Ten Commandments helped form the basic moral laws of many nations.

**Discussion Question**

What promise did God make in the covenant with the Israelites?

*(God promised to return the Israelites to Canaan if they followed the laws of the Torah.)*

II. The Promised Land *(pages 84–85)*

A. It took the Israelites about 40 years to reach Canaan. Along the way, Moses died, and Joshua took over.

B. When the Israelites reached Canaan, they found a group of people, the Canaanites, living there. The Israelites believed it was God’s will to conquer the Canaanites. Joshua led the Israelites into battle. They marched around the walls of the city of Jericho for six days. On the seventh day, the Israelites let out a great shout, and the walls of Jericho crumbled. Joshua led the Israelites in three more wars. The land they seized was divided among the 12 tribes.
C. After Joshua’s death, the Israelites looked to judges for leadership. Judges were usually military leaders who led one or two tribes.

D. Eventually, the Israelites won the hilly region of Canaan, and the Canaanites kept the coastal areas. The Israelites built walled towns to protect themselves.

E. The Phoenicians were a group of Canaanites who developed an alphabet. An alphabet is a group of letters that stands for sounds.

Discussion Question

How did the Phoenicians affect other cultures of the world? (The Phoenicians passed on their alphabet to the Greeks and Romans. This alphabet is the basis for most Western alphabets of today.)
The Kingdom of Israel (pages 86–92)

I. The Israelites Choose a King (page 87)

A. The Philistines were the strongest people in Canaan around 1000 B.C. The Israelites feared the Philistines, so they copied their ways and worshiped their gods.

B. To keep from quarreling among themselves and to save their religion, the 12 tribes asked Samuel, a prophet, to choose a king. A prophet is a person who claims to be instructed by God. Samuel warned the Israelites against a king and did not choose one.

C. The Israelites named Saul king. King Saul displeased God, so God chose another king, David. God told Samuel to anoint David in secret.

Discussion Question

Why did Samuel refuse to choose a king? (Samuel told the Israelites that a king would enslave them and make them pay taxes.)

II. David and Solomon (pages 89–90)

A. David was a famous warrior. He killed a giant Philistine named Goliath with a slingshot and stones.

B. King Saul put David in charge of the army but later grew envious of David and plotted to have him killed. David hid until Saul and his sons were killed. Then, David took the throne.
C. David drove the Philistines out and conquered other countries, building his empire.

D. The conquered people had to pay tribute to David. The Israelites also had to pay heavy taxes. David used the money to expand his capital, Jerusalem.

E. Solomon was David’s son who took the throne after David’s death. Solomon built the stone temple in Jerusalem that David wanted to build.

F. When Solomon died, the 12 tribes began fighting. Ten of the tribes moved to the north and called their nation the kingdom of Israel. The other two tribes moved to the south and called their kingdom Judah. The capital of Judah was Jerusalem, and the people of Jerusalem were called Jews.

**Discussion Question**

Why did David want to build a temple in Jerusalem? *(David wanted the Israelites to have a permanent place for their sacred religious objects.)*

III. A Troubled Time *(pages 90–92)*

A. After creating the kingdoms of Israel and Judah, many Israelites forgot their religion. The prophets told the Israelites to return to God’s laws to create a just society.

B. The kingdoms of Israel and Judah felt threatened by the Assyrians and Chaldeans, who had powerful empires in southwest Asia.

C. The Assyrians conquered Israel and dispersed the 10 tribes throughout their empire. These Israelites lost their religion and were often called the lost tribes of Israel.

D. The Assyrians settled around Samaria and were called Samaritans.

E. The Samaritans thought God would be angry with them for taking the Israelites’ land. To appease God, they offered sacrifices and began following the Israelites’ religion. The people of Judah believed that God only accepted sacrifices from the temple at Jerusalem. They believed they were God’s only people.
F. The Egyptians conquered the kingdom of Judah in 620 B.C.

G. The Chaldeans conquered Egypt in 605 B.C.

H. The Jews joined forces with the Egyptians to conquer the Chaldeans.

I. King Nebuchadnezzar and the Chaldeans captured Jerusalem and punished the Jews. He sent 10,000 Jews to Babylon and appointed a new Jewish king.

J. In 586 B.C., the Jews revolted against the Chaldeans, and the Chaldean ruler crushed Jerusalem. The Chaldeans took the king and thousands of Jews to Babylon. This period is known as the Babylonian Captivity.

Discussion Question

What message did the prophets bring to the Israelites? (The prophets warned the Israelites that being faithful to God was more than simply going to temple to worship. It meant working for a just society and dealing fairly with other people.)
I. Exile and Return (pages 94–95)

A. **Exile** occurs when people are forced to live in a foreign land. During the Israelites’ exile in Babylon, their religion became Judaism.

B. Jews met each week on the **Sabbath**, a day of worship and rest, in a **synagogue**, or house of worship. At the meetings, the Jews prayed and discussed their religion.

C. After the Persians defeated the Chaldeans and took control of Babylon, the Persian king, Cyrus, allowed the Jews to return to Judah.

D. Persian officials still controlled the Jews in Judah, so Jews looked to their religion for leadership. Jewish leaders became religious scholars and writers.

E. The Hebrew Bible consists of the 5 books of the Torah and 34 other books. These books describe Jewish history.

F. The book of Genesis tells how God punished people for their bad behavior. The story of Noah is in the book of Genesis. Genesis also explains why the world has different languages.

G. The book of Daniel reminds Jews that God will rescue them.

H. Jews, Christians, and Muslims share the idea that good will triumph over evil.
Discussion Question

How does the book of Genesis explain different languages of the world? (Genesis tells that the people of Babel tried to build a tower to heaven. God disapproved of the tower and made all the people speak different languages and scattered them across the earth.)

II. The Jews and the Greeks (pages 95–96)

A. Judah came under the control of Alexander the Great in 331 B.C. He introduced the Greek language and ways to the Jews who stayed in Judah.

B. The Diaspora refers to Jews who lived outside of Judah. The word diaspora means “scattered.”

C. The Greek ruler Antiochus wanted the Jews to worship Greek gods and goddesses. A priest named Judas Maccabeus and his followers formed an army known as the Maccabees to fight the Greeks.

D. The Maccabees drove the Greeks out of Judah. They removed evidence of the gods and goddesses from their temple. Each year Jews recall the cleansing of the temple when they celebrate Hanukkah.

Discussion Question

How did Jewish ideas spread at the time of Alexander the Great? (Some Jews who learned the Greek language but were loyal to Judaism copied the Hebrew Bible in the Greek language. In this way, people who were not Jews could read about and understand Judaism.)

III. The Jewish Way of Life (pages 97–98)

A. Jewish laws influenced Jews’ education, food, and clothes.

B. Sons were valuable in Jewish society. Sons carried on the family name and became the head of the family after the death of their fathers.

C. Sons learned how to earn a living and how to worship God from their fathers. They later learned how to read the Torah from religious leaders.
D. Girls learned how to be good wives, mothers, and housekeepers. They also learned about Jewish laws and strong women of ancient Israel.

E. Jewish laws stated that Jews could eat only certain animals, such as beef, lamb, and certain scaly fish. Today, food that is prepared according to Jewish law is called kosher.

F. Jewish laws also applied to clothing. Men wore tunics, caps or turbans, and sandals. Women wore dresses and covered their heads with shawls. Wealthy women wore shoes, makeup, and jewelry.

Discussion Question

How is kosher meat prepared? (To be kosher, the animal is killed in a certain way. Then the meat is inspected, salted, and soaked. Jewish laws instruct Jews not to cook or eat milk products with the meat.)

IV. The Jews and the Romans (pages 100–102)

A. In 63 B.C., the Romans conquered Judah and renamed it Judaea.

B. King Herod, the most famous ruler of Judaea, was known for his cruelty.

C. After Herod’s death, the Romans replaced Jewish kings with Roman officials.

D. The Jews had splintered into different groups. One group was the Pharisees, who were supported by the common people. Another group was the Sadducees, who did not agree with many of the Pharisees’ teachings. A third group was the Essenes. Because the Jews had split into these groups, they were not as powerful after the death of Herod.

E. The Dead Sea Scrolls were probably written by the Essenes and were found near the Dead Sea in A.D. 1947.

F. The Jews hated Roman rule. Some Jews, known as the Zealots, wanted to fight the Romans. They revolted in A.D. 66 and drove the Romans out of Jerusalem.
G. The Romans regained control four years later. They killed thousands of Jews and forced many others to leave. The Romans also destroyed the temple in Jerusalem. What remains today is the Western Wall, also known as the Wailing Wall.

H. The Jews revolted again, but the Romans stopped the revolt. This time, they forbade Jews to visit Jerusalem and gave Judah the name of Palestine, referring to the Philistines.

I. Rabbis, teachers of the Torah, became important leaders. Rabbis wanted to pass on the teachings of the Torah. They combined the teachings in a book called the Talmud.

J. For 2,000 years most Jews lived outside Palestine and faced persecution. In A.D. 1948 Palestine was divided, and a new Jewish nation called Israel was created.

Discussion Question

What was the difference between the Pharisees and the Sadducees? (The Pharisees were concerned with applying the Torah to daily life and the Jewish home and family. The Sadducees were concerned with how the Torah applied to priests in the Temple.)
The Early Greeks (pages 116–123)

Did You Know?

In early Greece, roads were bumpy dirt trails and of little use to travelers. Because of this, ships became very important. To be near ships, most Greek communities settled within 60 miles of the sea.

I. The Geography of Greece (page 117)

A. Mainland Greece is a mountainous peninsula—a body of land with water on three sides.

B. The Ionian Sea is to the west of Greece, the Aegean Sea is to the east, and the Mediterranean Sea is to the south.

C. Ancient Greeks were fishers, sailors, traders, and farmers.

D. Although Greece’s rocky soil made it difficult to farm, people could grow wheat, barley, olives, and grapes in the favorable climate.

Discussion Question

How might a peninsula be affected by its surrounding water? (Land travel might be limited, the climate might be positively or adversely affected, and occupations of the people might be ocean-related, such as sailing and fishing.)

II. The Minoans (page 118)

A. The ruins of the Minoan civilization, the first civilization to arise in Greece, are on the island of Crete.

B. Artifacts at the palace at Knossos reveal the riches of the Minoan people, such as wine, oil, jewelry, and statues.

C. The Minoan people were traders, traveling by ship to trade with other countries.

D. The Minoan civilization collapsed around 1450 B.C., although historians disagree on the cause of the Minoan destruction.
How do historians know the Minoans were a wealthy people? (Artifacts at the palace of Knossos included items only wealthy people would have, such as bathrooms.)

III. The First Greek Kingdoms (pages 119–120)

A. The first Greek kings were Mycenaean leaders, whose people invaded the Greek mainland around 1900 B.C. The center of the Mycenaean kingdom was a palace surrounded by large farms.

B. The Mycenaeans began trading with the Minoans and learned much about Minoan culture. Before collapsing around 1100 B.C., the Mycenaean civilization was the most powerful on the Mediterranean.

C. The Dark Age occurred between 1100 B.C. and 150 B.C. and was a time of less trade and poverty among people.

D. The Dorians invaded Greece, bringing new weapons and farming technology to the Greek people.

E. The Greeks learned about an alphabet from the Phoenicians, one of their trading partners. The Greek alphabet had 24 letters that stood for different sounds.

What was one positive result of the Dark Age? (Greeks left the mainland and settled in other countries. This helped spread Greek culture.)

IV. A Move to Colonize (page 121)

A. After the Dark Age, Greek people began to set up colonies in other countries. This colonization spread Greek culture.

B. Trade between colonists and the parent cities grew, and soon merchants were trading goods for money instead of more goods.
Discussion Question

What invention allowed merchants to trade for money? (The Greeks began minting coins, which allowed merchants to trade for money.)

V. The Polis (pages 122–123)

A. A polis, or city-state, was like an independent country. City-states varied in size and population.

B. An acropolis, located at the top of a hill, was the main gathering place of the city-state.

C. An agora, or open area, served as a market and as a place for people to meet and debate issues.

D. The Greeks were the first people to develop the idea of citizenship, in which citizens of a country are treated equally and have rights and responsibilities.

E. In Greek city-states, only free, native-born, land-owning men could be citizens.

F. Citizens could vote, hold office, own property, and defend themselves in court.

G. The military of the city-states was made of ordinary citizens, not nobles. These citizens were called hoplites and fought each battle on foot instead of on horses.

Discussion Question

How does the Greek definition of a citizen compare to the modern idea of who is a United States citizen? (Ancient Greeks decided that only free, native-born, land-owning men could be citizens. In the modern United States, men and women, native-born and naturalized people can be citizens, whether they own property or not.)
DAILY LECTURE AND DISCUSSION NOTES 4-2

Sparta and Athens (pages 124–130)

Did You Know?

Children in ancient Greece played many games we still play today, including backgammon, checkers, hockey, and chess.

I. Tyranny in the City-States (pages 125–126)

A. Nobles, who owned large farms, seized power from the Greek kings.

B. Farmers had to borrow money from nobles and often could not pay back the debt. The farmers lost their land and had to work for the nobles or were sold into slavery.

C. Unhappy farmers demanded changes in the power structure of the city-states. This unhappiness led to the rise of tyrants, or people who take power by force and rule with total authority.

D. Tyrants overthrew the nobles during the 600s B.C.

E. Tyrants maintained their popularity by building marketplaces, temples, and walls.

F. The Greek people eventually tired of the tyrants and created oligarchies or democracies. An oligarchy is a form of government in which a few people hold power. A democracy is a form of government in which all citizens share power.

G. Sparta was an oligarchy; Athens was a democracy.

Discussion Question

How are tyrants today different from those in ancient Greece? (Today the word tyrant means a harsh, oppressive ruler. Today’s tyrants are not concerned with the common good of their country’s people.)
II. Sparta (pages 126–127)

A. To obtain more land, Spartans conquered and enslaved their neighbors, calling them *helots*.

B. To keep the helots from rebelling, the Spartans created a strong military of boys and men.

C. Boys entered the military at age seven.

D. At age 20, men entered the regular army and lived in the barracks for 10 years. They returned home at age 30 but served in the army until age 60.

E. Spartan girls were trained in sports to become healthy mothers and were freer than other Greek women.

F. The Spartan government was an oligarchy containing two branches, a council of elders, and an assembly.

G. The Spartan government kept foreign travelers out and discouraged its own citizens from traveling in order to maintain control of the country.

**Discussion Question**

What was one disadvantage of the Spartans’ focus on the military? *(They did not learn as much about science or practice as much trade as Greeks in Athens.)*

III. Athens (pages 128–130)

A. Boys in Athens attended school to learn reading, writing, and arithmetic.

B. Athenian girls learned household duties from their mothers. Some wealthy girls learned reading, writing, and playing the lyre.

C. The government of early Athens was an oligarchy.

D. A noble named *Solon* reformed the Athenian government in 594 B.C.

E. The tyrant *Peisistratus* seized power 30 years after Solon’s reforms.
F. Cleisthenes took power in 508 B.C. He created a democracy in Athens. Cleisthenes gave the assembly more power. He also created a new council to help the assembly carry out its duties. Members of the council were chosen by lottery.

**Discussion Question**

Why did the people of Athens remain unhappy after Solon’s reforms?  
* (Solon refused to give away land of the wealthy nobles, so the farmers remained unhappy.)
I. The Persian Empire (pages 132–133)

A. Persians were warriors and nomads who lived in Persia, the southwestern area of what is today Iran.

B. Cyrus the Great united the Persians. The Persians built a large empire, conquering Mesopotamia, Asia Minor, Syria, Canaan, and Phoenician cities.

C. Darius came to power in 521 B.C. and reorganized the government.

D. The empire under Darius was divided into satrapies, each with a ruler known as a satrap. The satraps answered to the king.

E. The military of Persia consisted of full-time, paid soldiers known as Immortals.

F. Zoroastrianism, the religion of Persia, was founded by Zoroaster, who believed in one god, the freedom of humans, and the triumph of good.

Discussion Question

How did Cyrus’s compassion for his people help the Persian Empire grow? (People are more likely to follow a ruler who cares about them. People often attempt to overthrow cruel or unfair rulers.)

II. The Persian Wars (pages 134–137)

A. After a failed rebellion by the Greeks, King Darius decided to stop the Greeks from interfering in his empire.
B. The Battle of **Marathon** occurred in 490 B.C. on the plain of Marathon, a short distance from Athens. The Persians waited there for the Athenians. When they did not come, the Persian commander ordered the troops back on the boat. When the horsemen were on the boat, the Greeks charged the Persian foot soldiers and defeated them.

C. After Darius’s death, his son **Xerxes** became king. He vowed a new invasion of Greece.

D. Athens and Sparta joined forces to defend against Xerxes’s attack. The Greeks fought the Persians at **Thermopylae** for two days. The Greeks lost the battle, but 200 ships were assembled in Athens.

E. At the Battle of **Salamis**, the Greeks used their faster, smaller ships to defeat the Persian fleet. The Persians entered Athens and burned the city.

F. The Greek army won at **Plataea**. This was the turning point of the wars with Persia.

G. The Persian Empire fell for several reasons. The Persians were weakened by war, and their rulers taxed the people and spent the money lavishly. The sons of kings had little power, so they killed rulers to get power.

**Discussion Question**

How did modern marathon races get their name? (Legend tells that the Athenians sent a messenger to Athens after their victory at the Battle of Marathon. The messenger ran nearly 25 miles to Athens. There he collapsed. His final word was “victory.” Today’s marathons are about 26 miles long.)
I. The Athenian Empire (pages 139–140)

A. Athens joined forces with other city-states to form the Delian League. The Delian League promised to defend its members against the Persians.

B. Athens eventually gained control of the Delian League. The Athenians moved the Delian League from Delos to Athens.

C. Athens had a direct democracy. In a direct democracy, people vote firsthand on laws and policies. Direct democracy worked because of the small number of Athenian citizens.

D. In a representative democracy, people select smaller groups to vote on behalf of the people.

E. A general named Pericles led Athens for more than 30 years. He promoted democracy by including more people in the government.

F. The Age of Pericles was a time of creativity and learning. Pericles built temples and statues in the city after the destruction of the Persian Wars. He also supported artists, writers, architects, and philosophers. Philosophers are people who ponder questions about life.

Discussion Question

Why wouldn’t a direct democracy work in the United States? (More than 206 million adults would need to meet to cast a vote. This large number of people would make the meetings impossible.)
II. Daily Life in Athens (pages 142–144)

A. In the 400s B.C., the population of Athens was about 285,000. This made Athens the largest of all Greek city-states.

B. Most Athenian homes had at least one slave, and wealthy families had many slaves.

C. Athenian farmers grew grain, vegetables, fruit, olives, and grapes. Because there was little farmland, Athens had to import grain from other places.

D. Herders raised sheep and goats for wool, milk, and cheese.

E. Athens became the trading center of the Greek world. Merchants traded pottery, jewelry, leather goods, and other products.

F. Athenian men worked in the morning and exercised or attended assembly meetings in the evening.

G. Athenian women were responsible for caring for their children and their households. Poor women might work in the fields or sell goods.

H. Athenian women had no political rights and could not own property.

I. Aspasia was a well-educated woman who influenced Plato and Pericles. Although she could not vote or hold office, she was influential in politics.

Discussion Question

Why were slaves important to Athenians? (Slaves provided important labor to merchants and artisans. Without slaves, Athens would not have been able to support its economy.)

III. The Peloponnesian War (pages 144–146)

A. Other city-states along with Sparta became suspicious of Athens. These city-states joined together against Athens. The war that broke out is known as the Peloponnesian War.

B. Pericles’s funeral oration reminded Athenians about democracy and gave them courage to continue fighting.
C. Athenians outside the city walls moved inside the city to protect themselves.

D. In the second year of the war, a disease killed more than one-third of the people inside Athens’ walls, including Pericles.

E. Sparta made a deal with the Athenians and built a navy. The Spartan navy defeated the Athenian navy, which brought supplies to the Athenians. Athens then surrendered.

Discussion Question

What was the effect of the Peloponnesian War on the city-states?
(Many people died, and others lost jobs. Farmers also had their land destroyed. The Greeks could not reunite again.)
I. Greek Mythology (pages 155–156)

A. The Greeks believed in many gods and goddesses. They thought these deities affected people’s lives and shaped events.

B. The Greeks believed the 12 most important gods lived on Mount Olympus, the highest mountain in Greece.

C. Greek myths were stories about gods and heroes. In these stories, gods had special powers but looked and acted like humans.

D. The Greeks followed rituals to win the gods’ favor. They hoped that the gods would grant good fortune to them in return.

E. The Greeks believed in prophecy, or predictions about the future. Many Greeks visited an oracle to receive a prophecy. An oracle was a sacred shrine where a priest or priestess spoke for a god or goddess. The most famous oracle was at the Temple of Apollo at Delphi.

Discussion Question

How did the Greeks believe their gods and goddesses were like humans? (Greek gods and goddesses married, had children, played tricks on each other, quarreled, and fought wars.)

II. Greek Poetry and Fables (pages 157–158)

A. Greek poems and stories are the oldest in the Western world and serve as models for European and American poems and stories.

B. An epic is a long poem about heroic deeds.
C. The first great epics were the *Iliad* and the *Odyssey*, written by a poet named Homer. The *Iliad* is about a battle for the city of Troy. The *Odyssey* is the story of Odysseus, a Greek hero. Greeks believed these two epics were real history.

D. A slave named Aesop wrote many fables. A fable is a short tale that teaches a lesson. Fables were passed from person to person by oral tradition.

**Discussion Question**

Why were the heroes of Homer’s epics considered role models? *(The heroes in Homer’s stories had courage and honor. They worked to be the best they could be, and they fought to protect their honor.)*

III. Greek Drama *(pages 160–161)*

A. Drama is a story told by actors who pretend to be characters in the story.

B. The Greeks used drama as part of their religious festivals.

C. The Greeks developed two types of drama—tragedies and comedies. A tragedy is the story of a person who tries to overcome difficulties but fails. A comedy is a story with a happy ending.

D. Aeschylus was a writer who wrote a group of three plays called *Oresteia*. These plays teach that evil acts cause more evil and suffering.

E. The writer Sophocles wrote the plays *Oedipus* and *Antigone*.

F. Euripides wrote plays about real-life people instead of gods.

G. Aristophanes wrote comedies that made fun of leading politicians and scholars.

**Discussion Question**

How are plays of today similar to those of ancient Greece? *(Actors in plays of today like those of ancient Greece wear costumes. Music and dance also occur in many of today’s plays, as they did in Greek plays.)*
IV. Greek Art and Architecture (pages 162–163)

A. Greek artists believed in the ideas of reason, balance, harmony, and moderation and tried to show these ideas in their work.

B. Although Greek murals have not survived, examples of Greek paintings still exist on decorated pottery.

C. The most important architecture in Greece was the temple dedicated to a god or goddess. The most famous temple is the Parthenon.

D. Greek architecture included columns, which were first made from wood. Later, the Greeks began using marble. Many of today’s churches and government buildings have columns.

E. Greek sculpture expressed Greek ideas.

Discussion Question

What elements of Greek architecture are present in your school or in buildings in your community? (Answers will vary, but could include symmetry and proportion between building parts, the use of columns, pediments, pedestals, or materials such as marble or tiles.)
I. Greek Philosophers (pages 169–172)

A. The word philosophy comes from the Greek word for “love of wisdom.”

B. Greek thinkers, called philosophers, believed the human mind could understand everything.

C. Pythagoras was a Greek philosopher who taught that the universe followed the same laws that governed music and numbers. He developed many ideas about mathematics.

D. Sophists were professional teachers who traveled from city to city, teaching others. They did not believe that gods and goddesses influenced people. They also did not believe in absolute right or wrong.

E. Socrates was a philosopher who believed that an absolute truth existed and that all real knowledge was within each person. Leaders did not trust Socrates, and accused him of teaching young Athenians to rebel. Socrates was tried and sentenced to death.

F. The Socratic method is a form of teaching that uses questions to lead students to discover things for themselves.

G. Plato was one of Socrates’ best students. In his book the Republic, Plato described the ideal government. At the top were rulers and philosophers, in the middle were warriors, and at the bottom were all others.
H. Aristotle was one of Plato’s students. He opened his own school called the Lyceum. Aristotle helped advance science and government. Many of his ideas shaped the way European and American founders thought about government.

I. The “golden mean,” one of Aristotle’s ideas, states that a person should do nothing to excess.

**Discussion Question**

What did Aristotle think about democracy? (Aristotle noticed that most governments were run by the poor, and those run by a few people were run by the rich. Aristotle thought the best government would be run by the rich and the poor.)

II. Greek Historians (page 173)

A. Many historians consider Herodotus the “father of history” because he wrote the history of the Persian Wars.

B. The Greek Thucydides is considered the greatest historian of the ancient world. He wrote *History of the Peloponnesian War*.

**Discussion Question**

Why is Herodotus important? (He was the first person to try to explain the past by studying events.)
I. Macedonia Attacks Greece (pages 175–176)
   A. Macedonia was a powerful kingdom that lay north of Greece.
   B. Philip II needed to unite Greece with Macedonia to defeat the Persian Empire. After training a vast army, Philip began taking over the Greek city-states.
   C. A lawyer named Demosthenes tried to warn the Athenians about Philip, but it was too late.
   D. The Macedonians defeated the Greeks at the Battle of Chaeronea. After this battle, Philip controlled all of Greece.

Discussion Question
What led to the Athenians’ defeat? (The Greek city-states had been weakened in the Peloponnesian War, and their population had declined. Many farms had been destroyed during the war, and young people had no way to earn a living, so they had left Greece to join the Persian army.)

II. Alexander Builds an Empire (pages 176–179)
   A. Alexander the Great became king of Macedonia after his father, Philip, died.
   B. Alexander began his conquest of the Persian Empire in 334 B.C. with the Battle of Granicus. Alexander’s forces destroyed the Persian forces.
   C. A year later, Alexander defeated the Persian army at Issus and freed the Greek cities in Asia Minor. He then captured Syria and Egypt.
D. Alexander built the city of Alexandria as the center of business. It became one of the most important cities in the ancient world.

E. Alexander continued his conquest of the Persian Empire by fighting in modern Pakistan, India, and Iran.

F. In 323 B.C., Alexander planned to invade southern Arabia, but he became ill and died.

G. A legacy is what a person leaves behind when he or she dies. Alexander’s legacy is his skill and daring.

H. Alexander’s conquests marked the beginning of the Hellenistic Era. This was a time when Greek language and ideas spread to non-Greek areas of southwest Asia.

I. After Alexander’s death, his generals fought for power, and Alexander’s empire ended. Four kingdoms emerged in its place.

J. Government business in the four kingdoms was conducted in the Greek language. People who did not speak Greek could not hold government jobs. This helped the Greeks maintain control.

K. New cities were created in the Hellenistic Era, and these cities needed architects, engineers, and philosophers. The rulers of the four kingdoms sent Greek colonists to southwest Asia to help build the cities. In this way, Greek culture spread.

Discussion Question

How did Alexander show his courage? (Alexander rode into battle ahead of his men, and he often risked his own life. He once refused water because there was not enough for all of his soldiers to have a drink.)
The Spread of Greek Culture (pages 182–186)

Did You Know?
Archimedes, who is regarded as one of the greatest mathematicians of all time, was probably related to Heron II, the king of Syracuse. Archimedes’ father, Phidias, was an astronomer.

I. Greek Culture Spreads (page 183)

A. Philosophers, poets, scientists, and writers moved to the new Greek cities in southwest Asia, particularly Alexandria, during the Hellenistic Era.

B. Hellenistic kings wanted to make their cities like those in Greece, so they hired Greek architects and sculptors.

C. The writers of the Hellenistic Era produced a large body of literature. Appolonius wrote the epic poem Argonautica, recounting the legend of Jason and his band of heroes. Theocritus wrote short poems about beauty and nature.

D. Athenians still created plays, but the plays of the Hellenistic Era were about love and relationships.

Discussion Question
Why were the cities of southwest Asia lands of opportunity for artisans, scientists, philosophers, and writers? (The rulers of these cities wanted them to be like the cultural centers of Greece. To achieve that goal, the rulers needed the services of artisans, scientists, philosophers, and writers.)

II. Philosophy (page 184)

A. Epicurus, the founder of Epicureanism, taught that happiness was the goal of life.
B. **Stoicism** was developed by a Phoenician named Zeno. This philosophy believes that happiness comes from reason, not emotions.

**Discussion Question**

How does our definition of *epicurean* today differ from the Hellenistic Era definition? *(Today the word means love of physical pleasure. In the Hellenistic Era, the word meant pleasure from spending time with friends and not worrying.)*

**III. Greek Science and Math (pages 185–186)**

A. **Astronomers** study the stars, planets, and other heavenly bodies.

B. **Aristarchus** was an astronomer who claimed that the sun was at the center of the universe and that Earth revolved around the sun.

C. **Eratosthenes** was an astronomer who believed that the Earth was round and measured Earth’s circumference.

D. **Euclid**, one of the most famous Greek mathematicians, described plane geometry. *Plane geometry* is the study of points, lines, angles, and surfaces.

E. **Archimedes** was the most famous scientist of the Hellenistic Era. He worked on *solid geometry*—the study of spheres and cylinders. He also determined the value of *pi*, a number used to measure the area of circles. Archimedes invented the catapult, among other weapons.

**Discussion Question**

What did other astronomers believe about Aristarchus’ idea that the sun was at the center of the universe? *(Other scientists thought Aristarchus was wrong. They believed Earth was the center of the universe. They thought the sun revolved around Earth.)*
I. The Land of India (pages 195–197)

A. India is a subcontinent because it is separated from the rest of Asia by the Himalayas, the highest mountains in the world.

B. The Indian subcontinent contains five nations: India, Pakistan, Bhutan, Bangladesh, and Nepal.

C. India has two fertile river valleys created by the Ganges River and the Indus River.

D. A monsoon is a strong wind that blows one direction in winter and the opposite direction in summer. Monsoons bring rain in summer.

E. The first civilization in India arose near the Indus River after the river flooded and left fertile soil behind. This civilization started about 3000 B.C. and lasted until about 1500 B.C.

F. Harappa and Mohenjo-Daro were large, well-planned cities in ancient India.

G. The cities had wells, drains for wastewater, garbage chutes, and organized governments. The houses were made from baked mud bricks.

H. Most people were farmers. They grew wheat, barley, peas, and cotton. City dwellers were artisans, who made jewelry, pottery, tools, and cloth. The Harappans traded their goods with people from other lands.

Did You Know?

As dangerous as monsoon flooding can be, drought is much more devastating to the people of India. In 1770, the rains did not come, and a famine occurred because of the drought. About 10 million people died in Bengal, an Indian state.
Why do archaeologists think the Harappans were peaceful people?
(Scientists have found few weapons in the ruins of Harappa. This implies that the people were not warriors.)

II. The Aryans Invade (*pages 198–199*)

A. The *Aryans* were hunters who also raised and herded cattle.

B. Because they herded animals, Aryans were also nomads and expert warriors. They had metal-tipped spears and wooden chariots.

C. The Aryans invaded Harappan civilization and destroyed it. They later conquered all of the Indian subcontinent except the southern tip of India.

D. After conquering India, the Aryans became farmers but continued to raise cattle. The cattle were so important, the Aryans eventually declared them sacred.

E. The Aryans invented an iron plow and built canals to improve farming.

F. The Aryan’s written language is called *Sanskrit*.

G. Aryan tribes were led by a *raja*, or prince.

Why were nomads good warriors? (*Because nomads traveled, they often met up with other people whom they considered enemies. They also came upon villages they needed to plunder for food.*)

III. Society in Ancient India (*pages 199–201*)

A. A *caste* is a social group that someone is born into and cannot change.

B. The Aryans believed in four levels of society. The top level included priests and warriors. The next level was common people, such as merchants and farmers. The third level included laborers and servants. The lowest level was made up of the Untouchables. These people did work others did not want to do.
C. Men’s lives were considered more important than women’s lives.

D. In most cases, only men could inherit property. Only men were allowed to go to school or become priests.

E. Parents arranged marriages, and divorce was not allowed.

**Discussion Question**

Under the caste system in India, what aspects of life are affected by a person’s caste? *(A person’s caste affects what job they will have, who they can marry, and who they can socialize with.)*
Hinduism and Buddhism (pages 202–208)

Did You Know?
In 1949, the country of Tibet was invaded by China. China still occupies Tibet and tries to expel Tibetan Buddhism. Tibetans who fail to denounce their religion or possess an image of the Dalai Lama, their religious leader, are punished.

I. Hinduism (pages 203–204)

A. Hinduism, the world’s third largest religion, is one of the oldest religions.

B. Hinduism’s roots are in the Aryan religion, which changed after borrowing ideas from conquered people of India.

C. The Brahman is the universal spirit made up of thousands of gods and goddesses.

D. The Upanishads are ancient religious writings that describe the search for Brahman.

E. Reincarnation is the idea of passing through many lives to reach the Brahman.

F. Dharma is the divine law of Hindus. This law states that Hindus must perform the duties of their caste.

G. The consequences of how a person lives is called karma.

Discussion Question
According to Hindus, what are the consequences of a good and a bad life? (Hindus believe if a person lives a good life, then that person might be reborn into a higher caste. If the person lives a bad life, then the person might be reborn in a lower caste.)
II. Buddhism (pages 205–208)

A. **Buddhism** is a religion founded by **Siddhartha Gautama**, the man who became known as the Buddha, or “Enlightened One.”

B. **Siddhartha Gautama** was a prince who left his family and wealth to travel. In his travels, he saw much suffering and questioned the need for suffering. Legend tells he meditated under a tree for 49 days, and then he understood. For the rest of his life, Siddhartha traveled to tell people about his discovery.

C. **Nirvana**, a state of wisdom, occurs when a person gives up all desires.

D. The core of Buddha’s teaching is called the Four Noble Truths. The Eightfold Path describes the steps to eliminate suffering.

E. Buddhism divided into Theravada Buddhism and Mahayana Buddhism. Theravada Buddhists believe the Buddha was a great teacher, not a god. Mahayana Buddhists believe the Buddha was a god who came to save people.

F. **Tibet** is a country in central Asia where Mahayana Buddhism mixed with traditional Tibetan religion and Hinduism to create a special kind of Mahayana Buddhism.

G. In Tibet, religious leaders, called lamas, headed the government. The **Dalai Lama** was the government leader, and the Panchen Lama was the religious leader.

H. A **theocracy** is a form of government in which religious leaders head the government.

**Discussion Question**

Why was Buddhism popular with people of lower castes? (The Buddha taught that a person’s life depended on the person, not the caste into which the person was born. He believed that a person could stop being reborn by following the Eightfold Path. This gave lower caste people hope.)
I. The Mauryan Dynasty (pages 210–211)

A. Chandragupta Maurya, an Indian prince, founded India’s first empire after Alexander the Great left India. This empire was called the Mauryan dynasty.

B. A dynasty is a series of rulers from the same family.

C. Chandragupta controlled his dynasty by retaining a strong army and using spies.

D. Many historians consider Asoka the Mauryan dynasty’s greatest king.

E. After he was a strong military leader, Asoka turned away from violence. He made a vow to live a peaceful life and follow Buddhism.

F. Asoka did many great things for his people. For example, he built hospitals and new roads and sent teachers throughout India to teach Buddhism.

G. The empire grew weak after Asoka’s death. The kings made poor decisions, and the Mauryan Empire fell.

Discussion Question

What happened as a result of Alexander the Great’s invasion of northern India? (Alexander the Great’s army weakened the people of India. After Alexander the Great and his men left, the people could not resist Chandragupta.)
II. The Gupta Empire (page 213)

A. After 500 years of fighting, another Chandragupta took power and founded the Gupta dynasty.

B. After Chandragupta died, his son, Samudragupta, took over and expanded the empire.

C. The Guptas ruled for about 200 years. They grew wealthy from trade with China and kingdoms in southeast Asia and the Mediterranean.

D. Pilgrims were people who often used the trade routes to travel to a religious shrine or site. Visiting pilgrims helped make cities wealthy just as tourists make cities wealthy today.

E. The Guptas were Hindus, and they made Hinduism the official religion.

F. The golden age of art and learning in India was during the Gupta empire.

**Discussion Question**

What advantage did the Gupta rulers have that the Mauryan rulers did not? *(The kingdom had gotten smaller before the Gupta rulers took power. The smaller kingdom was easier to rule.)*

III. Indian Literature and Science (pages 214–216)

A. The Vedas of India are hymns and prayers used in religious ceremonies. The Vedas were recorded in Sanskrit after the Aryan people came to India.

B. The epics Mahabharata and Ramayana are two poems that are still famous in India today. Both epics tell about warriors and their brave deeds.

C. Kalidasa was a writer who lived during the Gupta dynasty. His poem The Cloud Messenger is one of the most popular Sanskrit poems.

D. Aryabhata was a mathematician who lived during the Gupta dynasty. He was one of the first scientists to use algebra.
E. Mathematicians in the Gupta empire developed the symbols for the numbers 1 to 9 that we use today. They also invented algorithms and the idea of zero.

F. Indians also developed ideas in astronomy and medicine.

Discussion Question

What kinds of medical advances were made by Gupta doctors? (Gupta doctors could set broken bones and perform surgeries. They also developed medical tools. One doctor even carried out an early form of plastic surgery.)
China’s First Civilizations (pages 224–231)

Did You Know?
The Qinling Mountains stretch from west to east and form the geographic line between north and south China.

I. China’s Geography (pages 225–226)

A. Huang He, or the Yellow River, flows for more than 2,900 miles across China. Flooding of the river brought destruction and good farming conditions to China.

B. Chang Jiang, or the Yangtze River, is about 3,400 miles long and flows across central China.

C. China has very little farm land because much of the country is either mountains or deserts.

D. The Middle Kingdom was created after the Chinese people united to form one kingdom.

Discussion Question

What effect did the mountains and deserts have on the Chinese people? (The mountains and deserts separated the Chinese from most other peoples.)

II. The Shang Dynasty (pages 226–229)

A. Archaeologists believe the Huang He valley was the center of Chinese civilization.

B. The first rulers were probably part of the Xia dynasty.

C. The Shang kings ruled from about 1750 B.C. to 1122 B.C.

D. Anyang was China’s first capital. It was built during the Shang dynasty.
E. People of the Shang dynasty were divided into groups. The king and his family were the most powerful group. Warlords and other royal officials were in the class below the kings. They were aristocrats, nobles whose wealth came from the land they owned. Traders and artisans were below the aristocrats. Most of the lower classes were farmers. Slaves captured during wars were the lowest class of people.

F. People in the Shang dynasty believed in many spirits and gods and honored ancestors with offerings.

G. Shang kings believed they received wisdom and power from the gods, spirits, and ancestors.

H. Early Chinese writing used pictographs, or characters that stand for objects. Ideographs are two or more pictographs joined to represent an idea.

I. Artisans created many works but are best known for their bronze objects.

Discussion Question

How does the Chinese language differ from the alphabet system used by Americans? (In the American alphabet, each letter represents a sound. The letters, or sounds, are put together to make words. In the Chinese language, each marking, or symbol, represents a whole word.)

III. The Zhou Dynasty (pages 229–231)

A. Wu Wang and his followers rebelled against the Shang dynasty and created the Zhou dynasty.

B. The Zhou dynasty ruled longer than any other dynasty in Chinese history.

C. Kings in the Zhou dynasty served at the head of the government. A bureaucracy—officials who are responsible for different areas of government—served under the king.

D. The Zhou kingdom was divided into smaller territories. Each territory was led by an aristocrat.
E. Zhou kings were thought to be the link between the gods and people.

F. The Mandate of Heaven was a heavenly law that gave Zhou kings the power to rule. The Mandate of Heaven also gave people rights.

G. The Dao was the proper way kings were to rule their people.

H. Irrigation and flood-control systems were developed during the Zhou dynasty. Farm tools, such as the plow, were developed.

I. Silk was an important trade item during the Zhou dynasty.

J. The Period of Warring States occurred before the fall of the Zhou dynasty. During this time, the local rulers began fighting with each other.

**Discussion Question**

What innovative weapons and equipment were used during the Period of Warring States? *(The Chinese used crossbows for fighting. They invented the saddle and stirrup during the Period of Warring States.)*
Life in Ancient China (pages 233–235)

A. A social class includes people who share a similar position in society. Chinese society had three main social classes: aristocrats, farmers, and merchants.

B. Aristocrats grew rich from farmers who grew crops on the land the aristocrats owned.

C. Most Chinese people were farmers. Farmers paid aristocrats with part of their crops.

D. Merchants were in the lowest class. They grew rich but were still looked down on by aristocrats and farmers.

E. Chinese families were large, and children were expected to work on farms.

F. Filial piety means children had to respect parents and elders.

G. Men were considered more important than women in Chinese society. Men went to school, ran the government, and fought wars. Women raised children and managed their households.

Discussion Question

How did aristocrats use farmers to grow rich? (Aristocrats allowed farmers to use their land. In exchange, farmers gave part of their crop to the landowners.)
II. Chinese Thinkers  

A. Three major theories—Confucianism, Daoism, and Legalism—were developed to reinstate peace after the Period of the Warring States.

B. Confucius was a great thinker and teacher, who believed that people needed a sense of duty to be good.

C. Confucianism taught that all men with a talent for government should take part in government.

D. Daoism teaches that people should give up worldly desires and encourages the importance of nature. Daoism was created by the scholar and teacher Laozi.

E. Legalism is the belief that society needs a system of harsh laws and punishments. The scholar Hanfeizi developed Legalism.

Discussion Question

Why did the aristocrats dislike Confucianism? (According to Confucianism, any man with a talent for government should take part in government. This idea opened government up to the lower classes.)
The Qin and Han Dynasties (pages 240–248)

Did You Know?

The Great Wall of China stretches more than 4,000 miles from east to west across China. Today, sections of the Great Wall are deteriorating from natural erosion.

I. Emperor Qin Shihuangdi (pages 241–242)

A. Qin was a ruler of a local state during the Zhou dynasty. He gradually took over neighboring states and declared himself Qin Shihuangdi, or First Qin Emperor.

B. Qin’s rule was based on legalism.

C. Qin abolished the officials’ authority to pass their posts on to their sons. He became the only person authorized to fill empty posts.

D. Qin united China, created one type of currency, ordered the building of roads and buildings, and connected the Chang Jiang to central China by canal.

E. The Great Wall of China was built to protect the Chinese from the Xiongnu, a nomadic people living north of China.

F. Chinese people believed Qin Shihuangdi was a harsh ruler, and they overthrew his dynasty after his death.

Discussion Question

What are some examples of Qin Shihuangdi’s cruelty in ruling his people? (Qin punished or killed anyone who opposed him. He forced farmers to leave their farms to build the Great Wall of China. He also burned scholars’ writing.)

II. The Han Dynasty (pages 244–246)

A. Liu Bang founded the Han dynasty in 202 B.C.
B. Civil service examinations began when Han Wudi started testing potential government employees. Students prepared for many years to take the exams.

C. The population tripled during the Han dynasty. Farmers had to divide their land among more and more sons, which left them with very little land. Farmers sold their land to aristocrats and became tenant farmers to survive.

D. The Chinese invented many new products during the Han dynasty, such as the waterwheel, the rudder, drill bits, steel, and paper.

E. Chinese doctors began practicing acupuncture, the practice of easing pain by sticking needles into patients’ skin.

**Discussion Question**

How did the invention of the rudder change Chinese trade? *(With the rudder, the Chinese could move ships’ sails differently. Ships could now sail into the wind rather than with it. This meant Chinese ships could travel to the islands of Southeast Asia and the Indian Ocean.)*

III. The Silk Road *(pages 246–247)*

A. Silk was the most valuable trade product.

B. The Silk Road was an overland trade route extended from western China to southwest Asia.

**Discussion Question**

What empire had General Zhang Qian encountered during his 13-year trip west and how did he describe it upon his return? *(He had visited the Roman Empire and described the large cities with people wearing embroidered clothes and driving chariots.)*

IV. Major Changes in China *(page 248)*

A. Buddhism spread from India to China.
B. The Han dynasty fell after wars, rebellions, and plots against the emperor. Civil war began, and nomads invaded the country before the government collapsed.

C. Buddhism helped people cope with the chaotic times.

**Discussion Question**

How did Buddhism become popular in China? *(First, merchants from India brought Buddhism to China. During the unrest of the fall of the Han dynasty, people found comfort in the teachings of Buddhism, and more people began practicing the Buddhist religion.)*
DAILY LECTURE AND DISCUSSION NOTES 8-1

Rome's Beginnings (pages 262–267)

Did You Know?
At the height of their rule, the Etruscans had established three major cities: Cere, Tarquinia, and Vulci. Etruscan cities and culture were taken over by the Romans.

I. The Origins of Rome (pages 263–265)

A. Italy is a boot-shaped country in the Mediterranean. The toe of the boot points toward the island of Sicily.

B. The Alps are mountains at Italy’s northern border, and the Apennines is a mountain range that extends through Italy from north to south.

C. Italy’s terrain was easier to farm than the terrain of Greece, so Italy could support more people.

D. The Latins built the city of Rome on the plain of Latium.

E. Rome was located in central Italy on the Tiber River.

F. Two stories tell about Rome’s beginning: the legend of Remus and Romulus and the tale of Aeneas and his Trojan followers.

G. The Greeks and the Etruscans influenced the Roman way of life.

H. The Etruscans were skilled metalworkers who helped shape Roman civilization. The Etruscan army was the model for the Roman army.

Discussion Question
How did the Greeks influence the Romans? (The Greeks taught the Romans how to grow grapes and olives. They also taught the Romans their alphabet. Roman architecture, sculpture, and literature was also modeled after the Greeks.)
II. The Birth of a Republic (pages 265–267)

A. The Tarquins were leaders of the Etruscan-ruled Rome. After 100 years under the Tarquins, the Romans rebelled against Etruscan rulers.

B. The Romans established a republic. In a republic, the leader is not a king or queen but someone voted into office by citizens.

C. Rome had a large, powerful army made up of excellent, disciplined soldiers.

D. Roads connected all of Rome’s military settlements.

E. The Roman Confederation gave full citizenship to some people, who could vote and serve in government. Romans gave others the status of allies, which meant they could rule their own local affairs.

Discussion Question

What was the benefit of organizing soldiers into legions? (Smaller bands of troops were easier to maneuver than one large army.)
I. Rome’s Government (pages 269–273)

A. Patricians and plebeians were the two classes of people in Rome.

B. Top government officials were called consuls. Another important group of officials were the praetors. The Senate was the most important lawmaking body. Another important legislative body was the Assembly of Centuries.

C. Plebeians challenged the class system by going on strike. The Romans then allowed the plebeians to set up their own legislative group called the Council of the Plebes.

D. Today, a dictator is an oppressive ruler. In the Roman Republic, a dictator was a person who served the people and ruled temporarily during emergencies.

E. Cincinnatus, the best-known early Roman dictator, led an army of men to defeat a powerful enemy.

F. The Twelve Tables were Rome’s first code of laws. They were the basis of all future Roman laws. The Law of Nations were created to address issues of conquered peoples.

G. The rule of law is the idea that laws should apply to everyone equally.
How are modern dictators different from the Roman dictators? (Roman dictators were appointed by the Senate in times of great danger. When the danger was over, the dictators gave up their power. Modern dictators often seize power, frequently using military force. They do not often give up their power voluntarily, instead ruling until they are removed from office by force.)

II. Rome Expands (pages 274–276)

A. Carthage, a state on the coast of North Africa, was a powerful enemy of Rome.

B. The First Punic War began as a dispute between Rome and Carthage over the island of Sicily. The war continued for 20 years before Rome won.

C. The Second Punic War began after Carthage expanded into Spain. Rome helped the people of Spain rebel.

D. Hannibal was a great Carthaginian general who fought in the Second Punic War.

E. At the Battle of Cannae, Hannibal’s forces overpowered the Romans.

F. The Roman general Scipio led his forces to defeat the Carthaginians at the Battle of Zama.

G. Rome destroyed Carthage in the Third Punic War.

H. Rome also took all of Greece and Macedonia and parts of Africa during the Punic Wars.

Discussion Question

Why did Rome create a navy? (Carthage was a great sea power. To beat the Carthaginians, the Romans had to build a great naval fleet.)
I. Trouble in the Republic (pages 278–279)

A. The gap between the rich patricians and the poor plebeians grew, and farmers especially suffered.

B. Latifunda were large farming estates created when wealthy Romans bought small farms.

C. Farmers whose land had been bought traveled to cities to try to find jobs.

D. Tiberius and Gaius Gracchus were two wealthy brothers who tried to reform government. They were killed.

E. Marius, a former military leader, was appointed counsel and promised land to poor men if they became soldiers.

F. Sulla drove Marius out of Rome, declared himself dictator, and spent three years reforming government before resigning from office.

What happened after Sulla stepped down from office? (Men who saw Sulla gain power by using an army decided to follow the same path, and civil wars broke out.)

II. Julius Caesar (pages 280–281)

A. A triumvirate is a political alliance of three people. Julius Caesar, Crassus, and Pompey formed a triumvirate after Sulla left office.

B. Julius Caesar marched on Rome and defeated Pompey’s forces after Crassus died in battle.
C. Caesar declared himself dictator of Rome for life and made many changes to Rome.

D. The Julian calendar was created during Caesar’s rule. This calendar was changed slightly in A.D. 1582, but is basically still in use today.

E. Caesar had many enemies as well as supporters. His enemies plotted to kill him and succeeded on March 15, called the “Ides of March.”

**Discussion Question**

What is the origin of the phrase “crossing the Rubicon” and what does it mean? *(The phrase refers to Caesar’s return to Italy. By crossing the Rubicon, Caesar knew he would begin a civil war and that he would either be victorious or be destroyed. Today it means passing a point of no return.)*

III. Rome Becomes an Empire (pages 282–283)

A. **Octavian** was Caesar’s grandnephew, who had inherited Caesar’s wealth.

B. **Antony** and Lepidus were two of Caesar’s top generals.

C. Octavian, Antony, and Lepidus formed the Second Triumvirate, although the triumvirate began to quarrel immediately.

D. Antony fell in love with Cleopatra VII and formed an alliance with her. Octavian declared war on Antony to keep him from taking over the republic.

E. Octavian defeated Antony and Cleopatra’s forces at the Battle of Actium.

F. **Cicero** was a political leader, writer, and public speaker who favored representative government and supported Octavian.

G. Octavian restored the republic with some reforms and took the title **Augustus**, meaning “revered one.” This began the Roman Empire.
How was Octavian like Caesar? How was he different? (Like Caesar, Octavian declared himself ruler for life. However, he also knew that many people favored a republic. Octavian reformed government so that a Senate with limited power existed while he remained in charge.)
I. The Emperor Augustus (pages 287–288)

A. The Pax Romana is the long era of peace that began with Augustus.

B. Augustus built a permanent, professional army and created a special guard called the Praetorian Guard, who guarded him.

C. Augustus restored Rome’s splendor and fed the hungry poor of Rome with imported grain.

D. Augustus appointed a proconsul, or governor, for each province, replacing politicians appointed by the Senate.

E. Augustus reformed the tax system by making tax collectors permanent workers, and he reformed the legal system by creating a set of laws for people who were not citizens.

F. The Julio-Claudian emperors were the rulers who followed Augustus: Tiberius, Caligula, Claudius, and Nero. Caligula and Nero were cruel leaders, and Tiberius and Claudius were competent rulers.

Discussion Question

What lands did Augustus conquer during his reign? (Augustus’s army conquered Spain, Gaul, and lands today known as Austria, Hungary, Romania, and Bulgaria.)

II. Unity and Prosperity (pages 290–294)

A. Vespasian restored order to Rome after the chaos following Nero’s death.
B. The Jewish temple in Jerusalem was destroyed by Vespasian’s armies in the effort to put down a Jewish rebellion.

C. Mount Vesuvius erupted and destroyed the city of Pompeii in A.D. 79.

D. The rulers known as the good emperors were Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius. The Roman Empire flourished under their rule.

E. Aqueducts are human-made water channels for carrying water long distances. They were created during the prosperous times of the good emperors.

F. The Roman Empire became one of the largest empires in history during the reign of the good emperors. The different people of the Roman Empire were united by Roman law, Roman rule, and their shared identity as Romans.

G. Most people were farmers who grew olives, grapes, and grain. Other people were artisans who traded with others inside and outside the Roman Empire.

H. Roads and currency—a system of money—were important to the prosperous trade that developed.

I. A gap existed between rich merchants, shopkeepers, and skilled workers and poor farmers and city dwellers.

Discussion Question

Why were aqueducts important? (The aqueducts were the source of water for most people in Rome.)
DAILY LECTURE AND DISCUSSION NOTES 9-1

Life in Ancient Rome (pages 302–310)

Did You Know?

Ptolemy studied astronomy. He was also a geographer who plotted every geographic feature he knew on a grid and taught others how to create maps.

I. Roman Culture (pages 303–305)

A. The Romans admired the Greeks and copied some of their ideas, though they often changed what they borrowed.

B. Roman statues and art portrayed people with flaws, whereas Greek art and statues portrayed ideal people.

C. Romans incorporated Greek ideas in their architecture, such as columns and porches. They also used their own ideas, such as arches, domes, and vaults, which are curved ceilings.

D. Two famous buildings still stand today: the Colosseum, which is a large arena, and the Pantheon, which is a temple built in honor of Rome’s gods.

E. The Roman writer Virgil wrote the Aeneid, which tells the story of the Trojan prince Aeneas and his followers.

F. The poet Horace wrote satires, which are works that poke fun at human weaknesses, and odes, which express strong emotions about life.

G. The writers Ovid and Catullus were inspired by Greek writing and myths.

H. Livy, one of Rome’s most famous historians, wrote the History of Rome.

I. Many modern European languages spoken today are based on Latin, the language of Rome.
J. The Greek doctor Galen brought Greek medical ideas to Rome.

K. Ptolemy was a famous scientist who studied and mapped the stars.

L. Engineers created an advanced road system and aqueducts that provided water.

Discussion Question

How did the historians Livy and Tacitus differ? (Livy admired the early Romans, whereas Tacitus did not regard them positively. He felt the Romans were losing the values that made them strong and that the emperors had taken people’s freedom.)

II. Daily Life in Rome (pages 306–310)

A. Rome was one of the largest cities in the ancient world.

B. The Forum was in the center of Rome and served as a marketplace and public square.

C. Wealthy Romans lived in large, fine homes. Poorer people lived in apartment buildings of stone and wood. Because of high rent, most people could not afford large homes.

D. The government provided free grain and sporting shows, such as chariot races and gladiator contests. Gladiators were men who fought animals and each other.

E. Roman families were large, including young and married children, other relatives, and enslaved servants.

F. The paterfamilias was the man who headed the family.

G. Wealthy children—boys and girls—received an education through hired tutors. Some boys went to school.

H. A boy became a man between ages 14 and 16 years. Girls became adults when they married.

I. Women had few rights but were influential in the family. Wealthy women had more freedom than poor women.
J. Slaves were not uncommon in the Roman Empire. Slaves suffered many hardships and were treated poorly. Sometimes slaves revolted against the Romans. Spartacus was a gladiator who led a slave revolt.

K. Romans worshiped many gods and goddesses. As the Roman Empire grew, the Romans conquered people of other religions. They were allowed to worship freely as long as they did not threaten the Roman government.

Discussion Question

How did the population of slaves grow during the time of the Roman Empire? (As Rome took over more lands, they captured and enslaved more people.)
The Fall of Rome (pages 317–326)

Did You Know?

The Hippodrome was a racing track in Constantinople. It is estimated that the Hippodrome held about 100,000 people. Much of the Hippodrome is gone, but what remains forms a square in Istanbul.

Discussion Question

How did inflation occur? (The government put less gold in its coins to create more money to pay soldiers. People learned that the coins did not have as much gold in them, so they did not value the coins as highly.)
II. Rome Falls  

A. Theodosius became emperor after Constantine’s death. Theodosius split the empire into two separate empires: the Western Roman Empire and the Eastern Roman Empire.

B. The Visigoths feared the Huns and asked Rome for protection. In exchange, Rome required the Visigoths to be loyal to them.

C. The Visigoths rebelled against the Romans and beat the Romans at the Battle of Adrianople.

D. More Germanic groups invaded Roman territory.

E. The Visigoth leader Alaric and his soldiers captured the city of Rome and burned it.

F. The Vandals overpowered Rome’s territories in Spain and northern Africa. Then they entered Rome and destroyed buildings.

G. Odoacer was a Germanic leader who took control of Rome’s government from the emperor Romulus Augustulus. This event marked the end of the Western Roman Empire.

H. A band of Visigoths killed Odoacer and set up a kingdom in Italy.

I. The Eastern Roman Empire continued to prosper after the fall of the Western Roman Empire. It became known as the Byzantine Empire.

Discussion Question

Why did the Visigoths rebel against the Romans? *(Although the Romans agreed to protect the Visigoths, they treated them badly. The Romans charged the Visigoths higher prices for food and kidnapped and enslaved many of them.)*

III. The Legacy of Rome  

A. The law and government of the United States today is influenced by the laws and government of the ancient Romans.

B. The alphabet of the Latin language is used through the Western world today. Many European languages stemmed from Latin. Many English words come from Latin.
C. Western architecture uses styles of the Romans, such as domes and arches.

D. Christianity began in the Roman Empire.

**Discussion Question**

What ideas in the U.S. legal system came from the Roman system? *(We believe that all people are created equal, that people are innocent until proven guilty, that judges should be fair, and that the best form of government is a republic made up of equal citizens.)*
The Byzantine Empire (pages 327–334)

Did You Know?

Empress Theodora came from a theatrical family. Her father was a bear keeper for the circus, and the empress was a very popular comedic actress.

I. The Rise of the Byzantines (pages 328–329)

A. The Eastern Roman Empire was known as the Byzantine Empire. It included Greeks, Egyptians, Arabs, Armenians, Jews, Persians, Slavs, and Turks.

B. Constantinople was the capital of the Byzantine Empire.

C. Constantinople was located between the Black Sea and the Aegean Sea, at the crossroads of trade routes between Europe and Asia.

D. People of early Constantinople initially followed Roman ways. They spoke Latin and enforced Roman laws.

E. Eventually, the Byzantine Empire became more influenced by Greece. People spoke Greek and drew upon Greek culture.

F. Some ideas from the Slavs, Egyptians, and Persians also mixed in with the Greek influences.

Discussion Question

How did Constantinople’s location help protect it from invasion? (It was located on a peninsula, with seas on three sides. A wall was built on the fourth side to protect the city from a land invasion.)

II. Emperor Justinian (pages 329–330)

A. Justinian was the emperor of the Byzantine Empire from A.D. 527 until A.D. 565.
B. Empress Theodora, Justinian’s wife, helped her husband rule Byzantine. She gave him advice and advocated more rights for Byzantine women.

C. Justinian tried to restore the Roman Empire by invading Western Europe and northern Africa.

D. Belisarius was a general who helped lead the Byzantine army.

E. Tribonian was a legal scholar who worked with his colleagues to simplify the law code, so it could be more easily understood.

**Discussion Question**

Why did Justinian fail to reunite the Roman Empire? (*After conquering most of Italy and northern Africa, the Byzantine Empire did not have money to maintain an army large enough to hold the territory.*)

III. Byzantine Civilization (*pages 332–334*)

A. The Byzantine Empire lasted for about 1,000 years. Constantinople was its largest and wealthiest city.

B. The Byzantine Empire depended on trade. It was the center of trade between Europe and Asia.

C. Silk weaving was a major industry.

D. Byzantine emperors supported artists and architects.

E. Hagia Sophia was the religious center of the Byzantine Empire and was a great architectural accomplishment.

F. Mosaics are pictures made from many bits of colored glass or stone. Most mosaics showed saints, or Christian holy people.

G. Marriage and family were very important in the Byzantine way of life.

H. Byzantine women obtained some rights. They became educated, and some served as regents, or people who stand in for rulers who are too young or too ill to govern.
I. The Byzantine government supported education. Boys studied academic subjects in Byzantine schools. Girls did not attend school but were taught at home.

J. Most written literature was religious.

Discussion Question

What rights did Byzantine women have? (Byzantine women could obtain an education and serve in government.)
I. The Jews and the Romans (page 343)

A. Jerusalem was the capital of the kingdom of Israel.

B. During the 900s B.C., Israel was divided into two kingdoms: Israel and Judah.

C. Emperor Augustus made Judah into a Roman province called Judaea in A.D. 6.

D. The Zealots were Jews who rebelled against the Romans in A.D. 66 to take back their kingdom. The Zealots were defeated, and the temple was destroyed.

E. The Jews rebelled again in A.D. 132 and were defeated again. In retaliation, the Romans forced the Jews to leave Jerusalem and banned them from ever returning.

Discussion Question

What happened to the Jews after they were banished from Jerusalem? (The Jews settled in many far-off places, such as Spain and central Asia. However, they still kept their religion alive.)

II. The Life of Jesus (pages 344–347)

A. A messiah is a deliverer. The Jews believed God would send a messiah to restore their kingdom.

B. Jesus, a Jew born in the city of Nazareth, traveled throughout Judaea preaching his ideas.
C. Jesus’ message was contained in a group of sayings called the Sermon on the Mount. Jesus believed in love and forgiveness, not simply following religious laws.

D. Jesus used parables to give his message. Parables are stories that use events from everyday life to express spiritual ideas.

E. Jesus’ followers believed he was the messiah the Jews had been waiting for.

F. Leaders in Jerusalem charged Jesus with treason and crucified him.

G. Jesus’ followers believe in Jesus’ resurrection, or rising from the dead. They founded a new religion called Christianity.

**Discussion Question**

Why did Roman rulers punish Jesus with death? *(They feared his preaching would create a strong reaction among people that would threaten law and order.)*

III. The First Christians *(pages 348–350)*

A. People who accepted Jesus as the messiah were called Christians.

B. The apostles were early Christian leaders who helped establish churches and spread Jesus’ word.

C. Peter and Paul were two of Jesus’ apostles.

D. Christians have different beliefs from Jews. Christians believe Jesus is the Son of God who came to save people. Christians believe people can gain salvation, or be saved from sin and allowed to enter heaven, by accepting Jesus. Christians believe in the Trinity, or one God who exists as three persons: Father, Son, and Holy Spirit.

**Discussion Question**

What are some ways the religious beliefs of Jews and Christians differ? *(Christians believe Jesus was the messiah; Jews do not believe Jesus was their messiah. Christians also believe God is three people: the Father, the Son, and the Holy Spirit. Jews do not believe in the Trinity.)*
I. A Growing Faith (pages 352–354)

A. Christianity spread throughout Rome.

B. Christianity became popular for several reasons. It appealed to the lower classes because it offered them hope. The ideals of Christianity were similar to what the people already believed. Also, Christianity gave people an opportunity to be part of a caring group of people.

C. Roman officials began to feel threatened by Christians. The Romans began to persecute, or mistreat, the Christians in A.D. 64.

D. Martyrs are people willing to die rather than give up their beliefs.

E. The Edict of Milan in A.D. 313 gave religious freedom to all people and made Christianity legal.

F. Helena, Constantine’s mother, helped build churches in Rome and Jerusalem.

G. Theodosius, the emperor after Constantine, made Christianity the official religion of Rome in A.D. 392.

Discussion Question

How did women serve in the early Christian church? (Christian women had new and important duties to perform. They ran churches, spread Jesus’ word, and helped care for those in need.)

II. The Early Church (pages 355–356)

A. Early Christians modeled their church after the Roman Empire’s government structure.
B. A hierarchy is an organization with different levels of authority. The Christian community’s hierarchy included five levels: the laity, clergy, bishops, archbishops, and patriarchs.

C. Church members were the laity. Church leaders were the clergy. Later, clergy were called priests.

D. Several churches grouped together form a diocese, which was led by a bishop. An archbishop was a bishop in charge of an entire region. The five leading archbishops were known as patriarchs.

E. Doctrine is official church teaching.

F. Jesus’ followers Matthew, Mark, Luke, and John left a written record of his teachings. Each of the apostles’ works is called a gospel, and all four gospels together are part of the New Testament of the Bible.

G. The pope was the bishop of Rome. Gradually the pope claimed power over other bishops. The Latin-speaking churches in the West that were led by the pope became the Roman Catholic Church.

Discussion Question

What were the duties of a bishop? (Bishops explained Christian beliefs, took care of church business, and met with other bishops to discuss questions and make decisions about Christianity.)
The Byzantine Church (pages 359–361)

A. The Greek-speaking Christians in the East developed their own form of Christianity, the Eastern Orthodox Church.

B. The Byzantines believed their emperor represented Jesus Christ on Earth.

C. The emperor appointed the patriarch of Constantinople, the leader of the Eastern Orthodox Church.

D. Different parts of the Eastern Orthodox Church argued over the use of icons, or images of Jesus, Mary, the saints, or other Christian holy people. In A.D. 726, Emperor Leo III ordered all icons removed from churches. People who carried out the order were known as iconoclasts, or image breakers.

E. The Byzantines did not accept the pope’s claim that he was head of all Christian churches, including the Eastern Orthodox Church.

F. After stopping an invasion of Italy by the Franks, the pope named Charlemagne, a Frankish king, as Byzantine emperor.

G. The Eastern Orthodox Church and the Roman Catholic Church eventually excommunicated each other. Excommunication is a declaration that a person or group no longer belongs to the church.

H. The split of the two churches was known as a schism.
How did the Roman Catholic Church and the Eastern Orthodox Church differ in their relationship with government? (The Eastern Orthodox Church respected the wishes of the emperor, the political leader. In the Roman Catholic Church, the pope was considered the political and spiritual leader. He often argued with kings over church and government matters.)

II. Christian Ideas Spread (pages 361–364)

A. Christianity helped people achieve order after the fall of Rome.

B. Religious men called monks formed communities called monasteries.

C. Religious women became nuns and formed religious communities of their own, called convents.

D. Paula was a widow who gave up her wealth to build churches, a hospital, and a convent in Palestine. She also helped translate the Bible into Latin.

E. Basil was a bishop who created a list of rules for monks and nuns called the Basilian Rule.

F. Benedict was an Italian monk who created the Benedictine Rule, the rules for Western monks.

G. Missionaries are people who teach their religion to those who do not believe.

H. Cyril was a Byzantine missionary who created the Cyrillic alphabet, so Slavic people could read and understand the Bible.

I. Christianity spread north of the Byzantine Empire into Slavic countries and west into Britain and Ireland.

J. Anglos and Saxons invaded Britain and united to form the Anglo-Saxons.

K. The Celts, who lived in Britain before the invasion of the Anglos and Saxons, fled to Ireland.

L. Patrick was a priest who brought Christianity to Ireland.
How did Ethelbert, the ruler of Kent, help the spread of Christianity in England? (Ethelbert allowed the missionaries to build a church in the capital city of Canterbury.)
I. Daily Life in Early Arabia (pages 373–374)

A. Much of the Arabian peninsula is desert, although there are mountains in the southwest. Oases are green areas fed by an underground water source.

B. Early Arabs formed tribes that were headed by a sheikh.

C. The Bedouins were desert herders who traveled from oasis to oasis to water their animals. Many Arabs lived in villages near oases.

D. Merchants who transported goods across the deserts formed caravans to protect themselves from Bedouin attacks. Caravans are groups of traveling merchants and animals.

E. Trade grew, and merchants founded towns along trade routes. Makkah was the largest and wealthiest trade center and is an important religious site visited by pilgrims.

F. In the middle of Makkah is the Kaaba, a low square building surrounded by statues of gods and goddesses. Inside is a large stone Arabs believe came from heaven.

G. Arabs consider Allah the creator.

Discussion Question

How did Makkah evolve as the largest trade city? (Makkah was a crossroads for merchant traders, and it was an important holy site for Arab pilgrims.)
II. Muhammad: Islam’s Prophet (pages 374–375)

A. Muhammad was accepted as a prophet to the people of Arabia.

B. Muhammad was dissatisfied with the ways of his town leaders and went into the hills to pray. There he was visited by an angel who told him to preach Islam.

C. Muhammad returned to Makkah and told people to worship one God, Allah. Muhammad also preached that all people are equal and that the rich should share their wealth with the poor.

D. Many poor people began accepting Muhammad’s message and became Muslims, or followers of Islam. Wealthy people did not like Muhammad’s message, and they made life difficult for Muhammad and his followers.

E. Muhammad and his followers left Makkah for Yathrib. This journey is known as the Hijrah.

F. Yathrib welcomed the Muslims and renamed their city Madinah.

G. Muhammad used the laws he believed he had received from God to rule the people of Madinah, creating an Islamic state, or a government that uses its political power to uphold Islam.

H. Muhammad built an army to defend his new government. The army conquered Makkah, and Muhammad returned to the holy city.

I. Muhammad died two years after his return.

Discussion Question

Why did wealthy merchants and religious leaders dislike Muhammad? (Muhammad’s message appealed to poor people. If poor people became dissatisfied with their leaders, they might rebel. This threatened the power of the wealthy people.)

III. Islam’s Teachings (pages 377–378)

A. Islam, Judaism, and Christianity have some beliefs in common.

B. The Quran is the holy book of Islam. Many moral teachings in the Quran are similar to those in the Bible.
C. Many rules in the Quran apply to Muslims’ daily life.

D. The Five Pillars of Islam, or acts of worship, are to be followed by all Muslims. The Five Pillars are belief, prayer, charity, fasting, and pilgrimage.

E. The Sunna is the name given to customs based on Muhammad’s words and deeds.

F. Islam’s law code is taken from the Quran and the Sunna.

**Discussion Question**

What moral teachings do the Bible and the Quran share? (*The Quran and the Bible both demand honesty, fairness, kindness to neighbors, honoring of parents, and giving to the poor. They both also prohibit murder, lying, and stealing.*)
I. The Spread of Islam (pages 380–381)

A. Muhammad’s successor was called a caliph, or successor to the Messenger of God.

B. The first four caliphs to rule from Madinah were called the Rightly Guided Caliphs.

C. The Umayyad caliphs made their capital the city of Damascus. Islam spread during their rule.

D. The Islamic state soon became a great empire. It was successful for several reasons.

E. Arabs were good horsemen who were good with a sword and inspired by their religion. Muslims believed people who died fighting for Islam would go to paradise.

F. Arabs let conquered people practice their own religion, but they made non-Muslims pay a special tax. Many conquered people adopted the Muslim customs.

G. The Sufis were a group of Muslims who spread Islam through teaching.

H. Arab merchants spread Islam throughout southeast Asia.

I. Indonesia is a southeast Asian country that has the largest Muslim population in the world.

J. Timbuktu, a West African city, became the center of Muslim learning.
How did Muslims treat Christians and Jews who lived within their society? (Muslims believed Jews and Christians to be People of the Book, meaning they believed in one God and had holy writings. The Muslims did not persecute the Jews and Christians, but they did not treat them as equals.)

II. Struggles Within Islam (pages 382–383)

A. After Muhammad’s death, the Muslims split into two groups: the Sunnis and the Shiites.

B. Shiites believed that Muhammad’s son-in-law, Ali, should succeed Muhammad and that all future caliphs should be descendents of Ali. Sunnis believe that the Umayyad caliphs were rightful leaders. Over time, these two groups developed their own customs.

C. The Umayyad dynasty lost power and was replaced with a new dynasty called the Abbasids.

D. The Abbasids built a new capital, Baghdad. Baghdad prospered as a center of trade because of its central location.

E. The Abbasids lost control as Muslims in other parts of the world wanted their own caliphs.

F. The Seljuk Turks were nomads and warriors. They gradually took control of the Abbasid dynasty. The Seljuk ruler was called a sultan.

G. The Arab Empire ended when the Mongols invaded Baghdad and burned it to the ground.

Discussion Question

How did the Seljuk Turks take power? (The Abbasids hired the Seljuk Turks as soldiers. The Seljuks soon saw that the Abbasids were weak, so the Seljuks took power.)
III. Later Muslim Empires (pages 384–386)

A. The Ottoman Turks were a group of Turks in northwest Asia Minor who began to build their own empire. They conquered the Byzantine Empire and changed the name of Constantinople to Istanbul.

B. The Ottoman army moved into Europe, Syria, Palestine, Egypt, Mesopotamia, and parts of Arabia and North Africa.

C. The leader of the Ottomans was called a sultan. The most famous sultan was Suleiman I.

D. After the rule of Suleiman I, the Ottoman empire gradually fell apart, collapsing completely at the end of World War I.

E. The Ottoman empire was made up of different people who practiced different religions. Non-Muslims could practice their own religions, but they had to pay a special tax. Christian families in Eastern Europe had to send their sons to Istanbul to become Muslims and train as soldiers.

F. The Moguls created a Muslim empire in India and made their capital city Delhi. Akbar was the greatest Mogul ruler.

G. The Mogul empire declined after Akbar’s rule. European merchants used their military power to take control of Mogul territory. Eventually, Great Britain took over most of India.

Discussion Question

How did Akbar treat the Hindus? (Akbar believed all people should be treated fairly. Akbar allowed Hindus and Muslims to serve in government, and he allowed Hindus to practice their own religion.)
I. Trade and Everyday Life (pages 388–390)

A. Until the 1400s, Muslim traders were the most successful merchants in the Middle East and North Africa for several reasons: the expansion of the Arabic language, the provision of coins by Muslim rulers, and banking practices.

B. Mosques are Muslim houses of worship.

C. Bazaars, or marketplaces, were important to cities.

D. Most Muslims lived in small villages and farmed. Wealthy landowners began taking over farms, and the farmers worked for the landowner.

E. Muslim social classes were based on power and wealth. Government leaders, landowners, and traders were in the higher class. Below them were artisans, farmers, and workers. Slaves made up the lower class.

F. Men ran government, society, and business. Women helped run families. They could inherit wealth and own property, and in many places they had to cover their faces and wear long robes in public. This clothing custom is called hijab.

Discussion Question

Why do women follow the custom of hijab? (The teachings of Muhammad state that women’s clothing should not attract attention. Some women also think covering their faces and bodies allows them to be judged for themselves and not for their bodies.)
II. Muslim Achievements (pages 390–394)

A. Arabic language helped different people trade goods and share knowledge.

B. Mamun was an Abbasid caliph who founded the House of Wisdom in Baghdad.

C. Muslim scholars preserved much of the learning of the ancient world, such as the works of Aristotle and other Greek thinkers. Muslims invented algebra and perfected the astrolabe, a tool used to study the stars. They also experimented with metals.

D. al-Razi, a Muslim chemist, developed a system for categorizing substances as animal, mineral, or vegetable.

E. Ibn Sina, a Persian doctor, showed how diseases spread from person to person.

F. Muslims created great works of literature. Omar Khayyam was a Persian poet who wrote the Rubaiyat, a poem considered to be one of the finest ever written, and The Arabian Nights is one of the most well-known works of Muslim literature.

G. Ibn Khaldun, a great Muslim historian, was one of the first people to study the effect of geography and climate on people.

H. Muslim architecture includes great mosques, many with domes and minarets—towers from which a crier, or announcer, calls believers to pray.

I. Islamic rulers lived in lush brick palaces, with courtyards, pools, porches, and fountains. Most palaces were surrounded by walls. The Alhambra is a famous Muslim palace located in Granada, Spain.

J. The Taj Mahal in Agra, India, was created as a tomb for the wife of Shah Jahan, a Mogul ruler.

K. Muslims do not show images of Muhammad in their art.
What discovery did Muslim scientists make using the astrolabe?
(They used the astrolabe to measure the size and distance around the earth. Based on their findings, they realized the earth is round.)
I. Rebuilding China’s Empire (pages 409–412)

A. After the Han empire ended in A.D. 220, China broke into 17 kingdoms and became very chaotic. **Warlords**, military people who run a government, fought each other for control of the empire.

B. China lost control of some of its conquered people, such as the people of Korea.

C. China was reunited in A.D. 581 by a general named **Wendi** who declared himself emperor. He founded the Sui dynasty.

D. Wendi’s son Yangdi took the throne after his father’s death. Yangdi made important improvements to China. His greatest achievement was the Grand Canal, which links the Chang Jiang (Yangtze River) and Huang He (Yellow River).

E. Shipping products on the Grand Canal helped unite China’s economy. An **economy** is an organized way in which people produce, sell, and buy things.

F. Yangdi’s improvements placed hardships on the Chinese people. They rebelled and killed Yangdi.

G. The Tang dynasty was established by one of Yangdi’s generals. The Tang dynasty ruled for about 300 years, from A.D. 618 to A.D. 907. The Tang dynasty brought about many reforms to improve government. **Reforms** are changes that bring improvements.

H. One of the most powerful Tang emperors was Taizong. He reinstated the civil service examination. **Empress Wu** was a ruler in the Tang dynasty who strengthened China’s military.
I. The Tang dynasty expanded China’s empire and regained much of its power in Asia.

J. By the mid-A.D. 700s, the Turks began to threaten the Tang dynasty’s hold in Asia. They took control of central Asia and the Silk Road, damaging China’s economy. The Tang dynasty weakened and fell.

K. A Chinese general established the Song dynasty, which ruled for about 300 years, from A.D. 960 to A.D. 1279.

**Discussion Question**

Why did the Song dynasty move its capital to Hangzhou? (*Nomads took over much of northern China, so the Song dynasty moved south to protect its capital city.*)

II. Buddhism Spreads to China (pages 412–413)

- **A.** Buddhism was brought to China during the Han dynasty about A.D. 150.

- **B.** The Tang dynasty allowed people to practice Buddhism and supported the building of Buddhist temples.

- **C.** Monasteries are places where monks and nuns meditate and worship. In China, monasteries provided services for people.

- **D.** As Buddhism became more popular, the Tang dynasty began to feel threatened. The rulers ordered many Buddhist monasteries and temples destroyed in A.D. 845.

- **E.** Buddhism spread from China to Korea, and the Korean government supported the religion.

- **F.** Buddhism spread to the nearby islands of Japan.

**Discussion Question**

How did the monasteries benefit Chinese society? (*The monasteries provided important services to people. The monks ran schools and provided food for travelers, served as bankers, and provided medical care.*)
III. New Confucian Ideas (pages 413–414)

A. Confucius and his followers believed government officials should be wise.

B. The Han empire reinstated civil service examinations. These challenging examinations tested job seekers about their knowledge of Confucian writings.

C. The examination system created a wealthy class of scholar-officials.

D. The Tang dynasty supported neo-Confucianism to reduce Buddhism’s popularity. Neo-Confucianism taught that people should take part in life and help each other.

E. The Song dynasty adopted neo-Confucianism as their official philosophy, or belief system.

**Discussion Question**

How did boys of wealthy parents prepare for the civil service examination? *(Boys began learning to write the Chinese language as early as four years old. They memorized and practiced reciting all of Confucius’s writings. They were not allowed to do any physical labor with their hands except for painting and writing.)*
I. A Growing Economy (pages 417–418)

A. The political stability under the Tang dynasty helped the economy regain strength.

B. As peace was restored, farmers were able to make advances and be more productive. They improved irrigation, introduced new ways of growing crops, and developed new kinds of rice.

C. Farmers began growing tea, which became a popular drink.

D. New roads and waterways helped increase trade with other parts of Asia. The Silk Road became a busy trade route again.

E. Silk fabric was one item traded by the Chinese, as well as tea, steel, paper, and porcelain, which is fine clay baked at high temperatures.

Discussion Question

What products did China receive in trade from other countries? (The Chinese traded for gold, silver, precious stones, and wood.)

II. New Technology (pages 418–420)

A. New inventions changed China during the Tang and Song dynasties.

B. Wood was becoming scarce in China. The Chinese discovered that coal could be used for heat.

C. The Chinese discovered that hot iron mixed with carbon from coal produced steel. Steel was used to make weapons, stoves, farm tools, drills, and sewing needles, among other things.
D. The printing process was invented in the A.D. 600s. Blocks of wood with characters cut into them were covered in ink. Then paper was laid on the ink-covered block to make a print. The wood blocks could be used again and again to make copies.

E. Pi Sheng was a printer who invented moveable type. With moveable type, each character is a separate piece. The pieces can be moved around to make sentences.

F. The Chinese invented gunpowder and began using rudders, sails, and compasses for sea travel.

Discussion Question

How was gunpowder used in China? (Gunpowder was used in weapons, such as the fire lance, an early version of the gun. Gunpowder was also used in fireworks.)

III. Art and Literature (pages 420–422)

A. Chinese rulers supported art and literature.

B. Artists and writers were invited to live in Changan, the capital city.

C. The Tang dynasty is considered as the age of poetry. Tang poems express joy and sadness and celebrate the beauty of nature.

D. Li Bo was a popular Tang-era poet who wrote one of China’s best-known poems titled “Still Night Thoughts.”

E. Duo Fu was a poet who survived a civil war. His poems were about social injustice and problems of the poor.

F. Daoist beliefs are reflected in Chinese landscape paintings. People in the paintings are portrayed as living in, but not controlling, nature.

G. Calligraphy is the process of painting beautiful characters with brush and ink. Painters often used calligraphy to write poems on their works.

H. Porcelain was perfected during the Tang dynasty. Porcelain is used to make cups, plates, figurines, and vases.
How were Daoist beliefs reflected in Chinese paintings? (*Empty spaces were left in the paintings to show the Daoist belief that people cannot know the whole truth about something. Portraying people as a part of nature, but not controlling it, also reflects Daoist beliefs.*)
I. The Mongols (pages 424–426)

A. The Mongols lived in an area north of China called Mongolia. They lived in tribes, or groups of related families. They were nomadic herders who grazed their animals on the steppes, which are wide, rolling grassy plains. The Mongols were well known for their ability to ride horses well and wage war.

B. At a meeting of Mongol leaders in 1206, a man named Temujin was elected Genghis Khan, which means strong ruler. Genghis Khan built the Mongol Empire using a well-trained army to invade major civilizations. Mongol warriors were known for their cruelty and use of terror, or violent acts used to scare people.

C. After Genghis Khan’s death, the empire was divided among his four sons and continued to expand.

D. At the height of the Mongol rule, the empire stretched from the Pacific Ocean in the east to Eastern Europe in the west and from Siberia in the north to the Himalayas in the south.

E. The Mongols eventually brought peace to the lands they conquered, which encouraged trade. The Mongols taxed the traded goods and became wealthy.

F. The Mongols learned about gunpowder and weapons from the Chinese people.
How did the Mongols maintain the stability of China after they conquered it? (The Mongols took the top jobs in Chinese government, but kept most of the scholar-officials in their positions to run the government.)

II. Mongol Rule in China (pages 428–429)

A. **Kublai Khan** was Genghis Khan’s grandson. He became the Mongol emperor in 1260.

B. Kublai Kahn moved the capital of the empire from Karakorum in Mongolia to Khanbaliq in China. Today, the city of **Beijing** stands where Khanbaliq was.

C. Under Kublai Khan, the Mongols conquered China and ended the Song dynasty. He founded the Yuan dynasty, which ruled for about 100 years.

D. The Mongols differed from the Chinese in their customs, laws, and language. Though the Mongols were Buddhists, they tolerated other religions.

E. **Marco Polo** was a traveler from Venice who visited Kublai Kahn. Kahn sent Polo on fact-finding adventures.

F. Because China belonged to the large Mongol empire, trade in China increased. China’s empire grew during this time. The Mongols conquered Vietnam and northern Korea and then used Korean-made ships to invade Japan.

Why did the Mongol rulers not mix with Chinese people? (The Chinese people and the Mongols had different languages, laws, and customs, which divided them. The Mongols were the rulers and top government officials, but they did not adopt Chinese ways.)
I. The Rise of the Ming (pages 431–432)

A. After Kublai Khan’s death in 1294, the Yuan dynasty began to lose control. Mongol groups in Mongolia broke away. Chinese groups wanted their own dynasty. Rebellions drove the Mongols out of power.

B. In 1368, Zhu Yuanzhang led a successful rebellion and became emperor of China. He renamed himself Hong Wu. He established Nanjing as the capital and founded the Ming dynasty. Hong Wu was a cruel leader who killed many officials for treason, or disloyalty to the government.

C. Yong Le was Hong Wu’s son who became emperor after Hong Wu’s death. Yong Le moved the capital to Beijing, where he built an area of palaces and government buildings known as the Imperial City. The Forbidden City was in the center of the Imperial City. Only top officials could enter the Forbidden City.

D. The Ming government restored the civil service examinations and occasionally carried out a census, or a count of people, so they could collect taxes accurately.

E. China’s economy grew under the leadership of the early Ming emperors, increasing farming and trade. The Ming emperors supported artisans and merchants. Writers produced novels, or long fictional stories, and Chinese people watched dramas on stage.
How did the Ming rulers support farmers? (Ming rulers repaired and expanded the Grand Canal so that goods could be shipped from southern to northern China. They also imported new types of rice that grew faster and encouraged farmers to grow cotton and weave cloth.)

II. China Explores the World (pages 433–436)

A. Ming emperors built a large fleet of ships to discover areas outside of China.

B. Emperor Yong Le sent the fleet on seven overseas voyages from 1405 to 1431. Zheng He, a Muslim and court official, led these expeditions. He took his fleet of ships to India, Arabia, Asia, and East Africa, where he traded goods with other peoples.

C. Chinese officials complained about the cost of the trips. They disapproved of new ideas brought from the outside world and the growing wealth of merchants involved in trade. The merchants contradicted Confucius’s teaching by placing their loyalty to themselves above that of society. The voyages ended after Zheng He’s death.

D. In 1514, a fleet from Portugal arrived in China. It carried the first Europeans to sail to China and prompted the first direct contact between China and Europe since Marco Polo.

E. The Portuguese wanted to trade with the Chinese, and they wanted the Chinese to become Christians. The Chinese thought the Europeans were barbarians, or uncivilized people.

F. The Chinese eventually let the Europeans set up a trading post in China, and European ideas were introduced to the Chinese. Jesuit missionaries, a special group of Roman Catholic priests, arrived in China to convince the Chinese to become Christians.

G. The Ming dynasty fell after rulers weakened. The Manchus attacked in northern China and captured Beijing.
Discussion Question

What caused the loss of shipbuilding technology? (The Ming emperors stopped the sea voyages Zheng He had authorized. Then they dismantled the boats and forbade any other ships to be built. In time, shipbuilding technology was forgotten.)
The Rise of African Civilizations (pages 444–453)

Did You Know?

Africa contains one of the world’s largest areas of sand. This area covers about 2 million square miles of sand and contains the Kalahari Desert. Scientists flock to the Kalahari Desert because it contains plants that are important to research.

I. Africa’s Geography (pages 445–446)

A. Africa is the second-largest continent in the world.

B. The African continent contains rain forests; savannas, which are tropical grasslands; and deserts.

C. The Sahara and Kalahari Desert are in Africa. The Sahara is the largest desert in the world.

D. A plateau is an area of high, flat land. Almost all of Africa, except the coastal plains, rests on a plateau.

E. The Nile River is Africa’s longest river. The Congo River is about 2,700 miles long.

F. The Great Rift Valley was formed when parts of the plateau’s surface dropped. Some of the earliest human fossils have been found in the Great Rift Valley.

Discussion Question

How did the deserts affect travel in Africa? (The deserts were difficult to cross. People avoided the desert by traveling along the coastlines.)

II. West African Empires (pages 447–449)

A. The Berbers were the first known people to settle in North Africa. After crossing the Sahara to trade with others, they told stories of the gold in West Africa.
B. Berbers used horses and donkeys to cross the desert until the Romans brought camels from central Asia. Camels could travel for days without water, and they used stored fat in their humps for food. Trade prospered after the introduction of the camel, and rulers of cities began to build empires.

C. Ghana, the first large empire to rise from trading wealth, was located where trade routes came together. Ghana’s rulers required traders to pay a tax to Ghana to pass through. Traders paid the taxes because Ghana made iron weapons and had a huge army. Also, the traders wanted to trade so much they would do so at almost any price.

D. Ghana fell in the 1200s because of constant fighting between Ghana rulers and North African Muslims, the discovery of gold outside of Ghana’s control, and exhausted soil that was too poor for farming.

E. Ghana was replaced by the kingdom of Mali. Legend tells of a warrior-king named Sundiata Keita who seized Ghana and then won control of Timbuktu, a trading city.

F. Mansa Musa was the last strong ruler of Mali. He died in 1332. The kings who followed him were unable to stop the Berbers from overrunning the kingdom.

G. Sunni Ali, the leader of Songhai, drove the Berbers out of Timbuktu. His army pushed west and took over the Berber salt mines. His empire became the largest in West Africa and lasted almost 100 years after his death in 1492.

H. In 1591, Arab soldiers from Morocco attacked the Songhai and ended their empire.

Discussion Question

Why was salt important to West Africans? (Salt is needed to keep a body healthy, and the West Africans used it to salt their food and preserve it.)
III. Kingdoms of the Rain Forest (pages 450–451)

A. People in the rain forests built their own empires, such as Kongo and Benin.

B. King Ewuare founded the empire of Benin around 1440.

C. The rain forests provided farmers with a climate and soil suitable for farming.

D. The farmers could grow plenty of food in the rain forests. Food surpluses supported rulers and an artisan class.

E. These empires traded surplus food to neighboring people in the savannas for copper, salt, and leather goods.

Discussion Question

What products did artisans of the rain forest empires make? (Artisans made sculptures of carved metal, wood, and ivory. Weavers made cloth that looked like velvet.)

IV. East Africa (pages 451–453)

A. The country of Ethiopia today traces its origins to Queen Makeda, who became queen of an empire called Saba or Sheba in 1005 B.C.

B. Glory of Kings, Ethiopia’s oldest written history, recounts how Makeda visited with King Solomon of Israel. When she returned to Saba, she introduced ancient Israel’s religion to her empire.

C. Although Saba declined, the country of Ethiopia remained strong. Axum was a powerful city-state in Ethiopia. It was located on the Red Sea and became a powerful trading center.

D. Axum fought with neighboring Kush to control trade routes. Around A.D. 300, King Ezana of Axum defeated Kush. King Ezana converted to Christianity and made it the official religion in A.D. 334.

E. Arabs invented triangular sails called dhows that helped them sail to Africa. Arab Muslim traders sailed to Africa to trade with East African city-states. Cities arose on the East African coast to support Arab-African trade.
F. Zimbabwe was a great trading city. During the 1400s, two kings, Mutota and his son, Matope, made Zimbabwe into a large empire. Great Zimbabwe was the capital.

Discussion Question

How were different religions introduced to Africa? (*The Queen of Saba visited Israel and brought its religion back. King Ezana brought Christianity to the people of Axum, and Arab Muslims brought Islam to East Africa.*)
I. Government and Society *(pages 461–462)*

A. Early African kings were powerful. They settled arguments, managed trade and protected the empire. Merchants paid taxes to the king and received favors from him. Local rulers had some power and were loyal to the king. This system allowed empires to prosper and grow.

B. Ghana’s government included a council of ministers, who advised the king. The empire was divided into provinces, ruled by lesser kings or conquered leaders. Below them, local leaders ruled over a district that included the leader’s clan—a group of people descended from the same ancestor. The throne of Ghana was passed on to the son of the king’s sister.

C. Mali’s royal officials had more responsibility than Ghana’s officials did. Mali’s empire was also divided into provinces, and generals governed the provinces. The generals protected the people from invaders and usually came from the province they ruled.

D. Although Sunni Ali began dividing Songhai into provinces for government, he died before he could finish. In 1492, Muhammad Ture seized control of Songhai. He was a faithful Muslim, and his religious ideas affected the Songhai government.
How was the line of succession different in Ghana from other states?  
(In Ghana, the king was succeeded by his sister’s son, his nephew. In other places, the king’s son generally succeeded his father.)

II. Traditional African Religions (page 463)

A. Many African groups believed in one supreme god.

B. African religious practices vary from place to place, but their beliefs served similar purposes—to help people stay in touch with their history and provide rules for living.

C. Many Africans believed the spirits of dead relatives stayed with them when they died and that the spirits could talk to the supreme god.

Why was honoring their ancestors an important part of African traditional religions? (Traditional African religions believed that a person’s spirit remained in the community after they died. They believed these spirits could help solve problems for the living and speak on their behalf to the gods.)

III. Islam in Africa (pages 464–467)

A. Islam was popular in West African cities where Africans traded with Muslim Arabs, but not all West Africans accepted Islam.

B. Some Muslims complained that the West African leaders Sunni Ali and Sundiata Keita did not try to promote Islam.

C. Mansa Musa had worked to spread Islam, though he allowed different religions. He made a pilgrimage to Makkah, or Mecca, with a caravan of thousands of people.

D. Sunni Ali practiced the traditional religion of the Songhai but called himself a Muslim. His son refused to declare himself a Muslim.

E. Muhammad Ture declared himself king and drove Ali’s family from Songhai. He then took the name Askia Muhammad. Under him, Songhai became the largest empire in West Africa. Timbuktu—its capital—was a center of Islamic learning and culture.
F. In East Africa, the culture blended African and Muslim traditions.

G. Northern and eastern African people adopted Islamic laws and ideas, even though some opposed those ideas.

H. Islam also encouraged learning. Muslim schools taught Arabic. Islam also influenced art and architecture.

Discussion Question

Why did Mansa Musa travel with a large caravan and riches to Makkah? (Mansa Musa wanted everyone to know he was royalty, and he impressed the finest architects, teachers, and writers. These people returned to Mali with him to spread Islam.)
African Society and Culture (pages 468–476)

Did You Know?

Millions of enslaved people were shipped out of Africa over the centuries, and many were kept in Africa. Slavery still exists in parts of Africa today despite the United Nation’s ongoing attempts to abolish it.

I. Life in Medieval Africa (pages 469–470)

A. The Bantu people traveled through southern Africa, and had settled most of Africa by A.D. 400. They spread their language, Swahili, and their culture as they traveled.

B. Africans often lived with extended families, or families made up of several generations.

C. Many African villages were matrilineal, meaning the people traced their ancestors through their mothers rather than their fathers.

D. Children were valued in African culture. They were considered the link between the past and the future. Some people believed ancestors could be reborn in children.

E. Families and villages taught children the history of their people and the skills they would need as adults. Stories were passed down through word-of-mouth, and lessons were given through short sayings called proverbs.

F. Women’s roles were mainly as wives and mothers. Men had more rights than women did, and they controlled what women did. There were exceptions. Dahia al-Kahina was a queen who led the fight against a Muslim invasion. Nzinga was a queen who battled Portuguese slave traders for nearly 40 years.
How did the Bantu affect African culture? (The Bantu spread out and traveled slowly. They took their culture with them when they traveled, and others learned their ideas, such as ironworking and pottery making. They also spread their language, Swahili.)

II. Slavery (pages 472–473)

A. Slavery existed in Africa before the arrival of Europeans. Africans enslaved criminals and enemies captured in war.

B. The slave trade grew as trade with Muslim merchants increased. Muslims were not allowed to enslave other Muslims, but they could enslave people of other faiths.

C. The Portuguese brought enslaved Africans to Europe in 1441. These enslaved people were used to farm crops of cotton, grapes, and sugar cane.

D. In the late 1400s, Europeans established sugar plantations in the Americas and brought enslaved Africans to work the fields.

Why did the Portuguese use enslaved Africans? (Portuguese planters could not afford to pay people for the hard labor of harvesting sugar cane. However, they could afford to house and feed enslaved people. Many of those who were enslaved also knew how to farm and make tools.)

III. African Culture (pages 474–476)

A. Artistic expression was an important part of African culture.

B. Enslaved Africans took their culture with them when they were traded. The African Diaspora is the spreading of African people and culture around the world.

C. Early African cave paintings showed daily life, told stories, and had some religious meaning or use.
D. Wooden masks celebrated religious beliefs, and wooden, ivory, or bronze works showed the faces of important leaders, everyday people, and European explorers and traders.

E. Music was an important aspect of almost every part of African life. Many African songs used musical instruments to keep a beat during the singing.

F. Africans used dance in important events because they felt that dance allowed the spirits to express themselves.

G. Enslaved Africans used music to remind them of their homeland. Their songs of hardship and religious faith grew into gospel songs. Jazz, blues, ragtime, rock ‘n’ roll, and rap are genres also based in African musical traditions.

H. Storytelling is a strong African tradition.

Discussion Question

How is music in the United States influenced by African music? (In the United States, jazz, blues, rap, and rock ‘n’ roll are popular genres. Gospel music is also important in Christian religious services.)
I. Japan’s Geography (page 485)

A. Japan is a chain of islands that stretches north to south in the northern Pacific Ocean. The four largest islands of Japan are Hokkaido, Honshu, Shikoku, and Kyushu.

B. The islands of Japan are mountaintops that rise from the floor of the ocean. Many of the mountains are volcanoes.

C. Very little of Japan’s land is farmable. Throughout history, Japanese people have fought for good farming land.

D. Many Japanese people settled in coastal villages to fish for food. Because Japan is surrounded by water, merchants could travel easily on ships from town to town for trade.

E. The ocean around the islands kept Japan isolated from outside influences. As a result, Japan developed an independent society with its own distinct culture.

Discussion Question

Why did Japanese people settle along the coast? (Japan’s rugged, mountainous terrain left little farmable land, so people settled along the coast to fish for food.)

II. The First Settlers (pages 486–487)

A. The first people to arrive in Japan probably came from northeast Asia between 30,000 and 10,000 B.C. At that time, Japan was connected to the mainland of Asia.
B. Wandering groups of people developed the Jomon culture around 5000 B.C. The Jomon people settled along the coast of Japan and fished for food.

C. Around 300 B.C., the Yayoi people appeared. The Yayoi are ancestors of the Japanese people. The Yayoi were skilled farmers, potters, and metalworkers.

D. The Yayoi people were organized in clans, or groups of families related by blood or marriage. Warrior chiefs headed each clan and protected the people in return for a share of the rice harvest each year.

E. The Yayoi buried their chiefs in large mounds called kofun.

F. According to a Japanese myth, two gods created Japan along with two gods to rule over Earth. The children of one of the gods were the first Japanese people.

G. The Yamato clan brought most of Japan under its rule in the A.D. 500s. According to myth, a Yamato leader named Jimmu founded a line of rulers of Japan that has never been broken.

Discussion Question

How did the Yayoi people bury their chiefs? (The Yayoi buried their chiefs in large, dirt mounds surrounded by ditches. The mounds were filled with personal belongings, such as tools, weapons, and armor.)

III. Prince Shotoku’s Reforms (page 488)

A. About A.D. 600, a Yamato prince named Shotoku took charge of Japan for his aunt, the empress Suiko. Shotoku wanted to reform Japan and based his reforms on the Chinese government, which had a strong emperor and trained officials.

B. Shotoku created a constitution, or plan of government. The constitution set out rules officials had to follow that were based on the ideas of Confucius. The constitution gave the emperor all the power and the ability to appoint all officials.
C. Shotoku sent officials and students to schools in China and ordered Buddhist temples and monasteries to be built throughout Japan.

D. Horyuji is Japan’s oldest Buddhist temple and the world’s oldest surviving wooden building.

E. The Great Change in A.D. 646 divided Japan into provinces run by officials who reported to the emperor. Government officials, instead of clan leaders, were responsible for collecting taxes.

**Discussion Question**

What did Japanese officials and students learn in China? *(They learned about Buddhist teachings and about Chinese art, medicine, and philosophy.)*

**IV. What Is Shinto? (page 490)**

A. **Animism** is the belief that all natural things are alive and have their own spirits. Early Japanese people believed in animism.

B. The *kami* were nature spirits. Japanese people worshiped at **shrines**, or holy places, to honor the *kami*.

C. Shinto developed from animism and means “way of the spirits.”

**Discussion Question**

What religious activities occurred at shrines? *(Musicians, priests, and dancers performed for people who asked the gods for favors.)*
**Shoguns and Samurai (pages 491-497)**

**I. Nara Japan (pages 492-493)**

A. Nara became the capital city of Japan in the early A.D. 700s. Because of its importance, the history of Japan during this time is called the Nara Period. Nara resembled the Chinese city of Changan.

B. Japanese emperors at Nara organized government into ranks. Government jobs were given to nobles of powerful families. Jobs could be passed on to the official’s son or another relative.

C. The emperor’s power came from the control of land and crops. A census was conducted for tax-collecting purposes.

D. Buddhism came to Japan from Korea and was popular during the Nara Period. Nobles who were not Buddhists opposed the religion, and struggles broke out between Buddhists and non-Buddhists for control of the government.

E. After stopping an attempt by a Buddhist monk to seize the throne, the emperor left Nara to the Buddhists.

**Discussion Question**

In what ways did Nara resemble Changan? (*They both had broad streets, public squares, government offices, and Buddhist temples, though Nara was smaller than Changan.*)

**II. The Rise of the Shogun (pages 493-495)**

A. In A.D. 794, **Heian** became the new capital of Japan. Today the city is known as Kyoto.
B. The government of Japan declined during the A.D. 800s because of a series of weak emperors. Since many of Japan’s emperors were children, regents ruled for them. Most regents were from the Fujiwara clan, and the clan grew wealthy and powerful in Heian.

C. Powerful nobles of other clans gained control in the provinces of Japan.

D. To protect their lands, nobles built armies of warriors called samurai. Samurai followed a code of conduct called Bushido, which demanded that a samurai be loyal to his master, courageous, and honorable.

E. The Gempei War was a civil war between the two most powerful clans in Japan—the Taira family and the Minamoto family. Minamoto Yoritomo was the leader of the Minamoto clan and commander of their army.

F. After the Minamoto won the Gempei War, the emperor decided to reward Yoritomo to keep him happy and loyal to the emperor. The emperor gave him the title of shogun, or commander of all of the emperor’s military. Yoritomo was a ruthless leader. He and the shoguns after him appointed samurai to run provinces.

G. Kublai Kahn and the Mongols invaded Japan twice but were defeated. Typhoons, called kamikaze by the Japanese, helped defeat the Mongols.

Discussion Question

What were the kamikaze pilots of World War II? (Japanese pilots who deliberately crashed their planes into enemy targets.)

III. The Daimyo Divide Japan (pages 496–497)

A. As samurai divided their lands among their sons, the pieces of land got smaller, and the samurai grew resentful toward the shogun.

B. In 1331, the emperor rebelled against the shoguns and many samurai joined him. Although he won, the emperor refused to give the samurai more land.
C. Ashikaga Takauji was a general who turned against the emperor and made himself shogun.

D. The daimyo were powerful military lords who controlled territories created after the Ashikaga shoguns took over. The daimyo protected their territories by creating their own armies of samurai warriors.

E. Many samurai became vassals of a daimyo. This meant the samurai gave an oath of loyalty to his daimyo in exchange for land. This system of granting land for loyalty is known as feudalism.

F. With no strong central government, Japanese warriors fought each other. The Onin War raged from 1467 to 1477. Much of Kyoto was destroyed then. After the war, fighting spread throughout the country as daimyo resisted shoguns.

G. The Ashikaga shogunate fell in 1567.

Discussion Question

Why did the samurai resent the shoguns? (As the samurai divided their land, the pieces got smaller and smaller. They felt the shoguns had not given them enough land.)
I. Japanese Religion and Culture (pages 499–501)

A. During the Middle Ages, Japanese people practiced both Shinto and Buddhism.

B. When it reached Japan, Buddhism had divided into different sects, or smaller religious groups.

C. Pure Land Buddhism was a sect of Mahayana Buddhism. Its message is about a happy life after death.

D. Zen Buddhism is another important sect of Buddhism brought to Japan from China. Zen teaches that people can find inner peace through self-control and a simple way of life.

E. Japanese art reveals the Japanese people’s love of beauty and simplicity. Art in the Middle Ages included wooden items coated in lacquer, landscape paintings, folded paper called origami, and tea ceremonies.

F. Japanese buildings were influenced by Chinese or Japanese styles. Shinto shrines followed the Japanese style; Buddhist temples followed the Chinese style.

G. The Japanese borrowed and adapted the Chinese style of writing using characters. Calligraphy, the art of writing beautifully, was important in Japan.

H. The tanka is Japan’s oldest form of poetry.

J. Noh plays taught Buddhist ideas and were performed on a bare stage by actors in robes and masks.

**Discussion Question**

*How were Japanese gardens built? Why were they built this way? (Japanese gardens were designed to imitate nature in miniature form. The gardens contained rocks, a few plants, and raked sand. They were meant to create peace and calmness.)*

II. Economy and Society (pages 503–504)

A. Very few people benefited from Japan’s wealth under the shoguns. Most people in Japan remained poor.

B. Japanese farmers worked hard to grow rice, wheat, millet, and barley. In the 1100s, advances in irrigation and crops allowed them to grow more food and their lives improved.

C. Artisans made weapons, armor, and tools for merchants to sell. As trade increased, artisans began making pottery, paper, textiles, and lacquered items.

D. **Kyoto**, the capital of Japan, was a major center of production and trade. Many groups of artisans and merchants were located there.

E. Japanese extended families included grandparents, parents, and children, with a man heading the family. Women were expected to obey their father, their husband, and their sons.

F. Despite their lack of freedom, some women made important contributions to Japanese culture. During the time of Shotoku, wealthy women could be rulers and own property, but women lost these freedoms after the samurai and daimyo took control.

G. Marriages were arranged by parents, but in farming families women had more control over whom they married.

**Discussion Question**

*What was life like for a Japanese farming woman? (Wives of farmers worked long, hard hours in the fields. They also had to cook, spin and weave cloth, and care for their children.)*
I. The Geography of Europe (pages 513–514)

A. After the fall of the Roman Empire in A.D. 476, Western Europe was divided into many kingdoms.

B. Europe is a continent, but it is also a large peninsula made up of smaller peninsulas. Most of Europe is within 300 miles of a coastline. This encouraged trade and helped Europe’s economy to grow.

C. Rivers in Europe made it easy for people to travel within Europe to trade.

D. The seas and rivers offered Europe protection from enemies. Waterways like the English Channel and wide rivers like the Rhine also kept people separated, so different cultures could develop.

E. Europe contains many mountain ranges that made it difficult for one group to rule all of Europe.

Discussion Question

How did the mountains affect people in Europe? (The mountains separated people, so different cultures developed independently. The mountains also made it difficult for one person to rule all the kingdoms in Europe.)

II. The Germanic Kingdoms (pages 514–519)

A. The Visigoths in Spain and the Ostrogoths in Italy adopted Roman ways because they were close to the center of the old Roman Empire.
B. In the early A.D. 400s, the Angles and Saxon invaded Britain from Denmark and Germany and became the Anglo-Saxons. The Celts who had been living in Britain fled north and west.

C. The Franks were a Germanic people living in the area that is now France. Clovis was king of the Franks who became a Catholic. Later, much of his kingdom became Catholic.

D. After Clovis’s death, fights broke out over land, and nobles called mayors settled disputes, gave out land, and fought each other.

E. Charles Martel was a Frankish mayor who wanted to control all the nobles. The Catholic Church supported Martel.

F. Muslims conquered Spain in A.D. 711 and threatened to spread Islam throughout Europe. In A.D. 732, Martel and the Franks defeated the Muslims, and Christianity remained Europe’s major religion.

G. Pepin, Charles Martel’s son, became mayor after Martel’s death. Pepin and his army defeated a Germanic group, the Lombards, who threatened the pope. Pepin donated the land he acquired to the pope. These lands became the Papal States.

H. Pepin’s son Charles continued to defend the pope against the Lombards, and he conquered Germany and Spain. In time, Charles’s empire covered most of Europe. He earned the name Charlemagne. The pope crowned Charlemagne the new Roman emperor.

I. Aachen was the capital of Charlemagne’s empire. Charlemagne believed in and promoted education.

J. After Charlemagne’s death, his son divided the empire into three kingdoms. These kingdoms were weak and suffered invasions.

K. Scandinavia is a country in northern Europe and was the home of the Viking people, who were skilled sailors. The Vikings raided Europe and conquered part of western France called Normandy.

L. The three kingdoms of France were destroyed by raids, and the eastern kingdom became Germany. Otto I was a powerful German king who fought the Magyars and protected the pope. The pope rewarded him by making him emperor of the Romans. Otto’s territory became known as the Holy Roman Empire.
Discussion Question

How did the pope obtain the Papal States? (Pepin defeated the Lombards, who had threatened the pope. Pepin donated the land he acquired in this victory to the pope, who then ruled the lands as if he were king.)

III. The Rise of the Catholic Church (pages 519–521)

A. A priest named Patrick traveled to Ireland to spread the message of Christianity. He established monasteries there. Monks began teaching and preserving Roman learning.

B. Gregory the Great was pope from A.D. 590 until A.D. 604. He asked monks to become missionaries, people who are sent out to teach their religion and spread Christianity. Gregory’s monks converted Ethelbert, ruler of Kent in Britain. Irish monks converted people in northern Europe.

C. Monks and monasteries played an important role in education, health care, and the preservation of knowledge. Later, they played an important role in Europe’s politics.

D. In 1073, Gregory VII was elected pope. He issued a decree forbidding kings from appointing high-ranking Church officials. Henry IV, the Holy Roman Emperor, refused to obey.

E. Henry declared that Gregory was no longer pope. Gregory excommunicated Henry, excluding him from church membership. When the German nobles chose a new emperor, Gregory accepted him. Henry declared war against Gregory.

F. In 1122, a new emperor and a new pope made an agreement called the Concordat of Worms. They agreed that only the pope could choose bishops, and only the emperor could give them jobs in government.

G. The Catholic Church became very powerful under Pope Innocent III. He controlled kings by threatening to withhold Christian rituals such as communion from a king or a country’s people.
What duties did monks have? (Monks educated people, provided food to travelers, helped care for the sick, and taught farming, carpentry, and weaving. They were also important in preserving knowledge. They made copies of important works, such as the Bible and works of Roman and Greek writers.)
I. What Is Feudalism? (pages 523–526)

A. After Charlemagne’s empire fell, landowning nobles became more powerful, and peasants looked to nobles for protection. Under the system known as feudalism, landowning nobles governed and protected the people in return for services, such as serving as a soldier or farming the nobles’ lands.

B. Nobles were both lords and vassals. A vassal was a noble who served a lord of a higher rank. A vassal showed his loyalty by serving in his lord’s army, and the lord granted the vassal land in exchange. The land granted to a vassal was called a fief. Vassals governed their own fiefs.

C. Knights were vassals who fought in war on horseback. They wore coats of armor called mail.

D. The feudal system in Japan was similar to the system in Europe.

E. Fiefs were called manors. Lords ruled manors, and peasants farmed the land. Some peasants were free, had rights, and could move. Most peasants were serfs, which meant they could not leave the manor, own property, or marry without the lord’s approval. Lords had a duty to protect serfs.

F. To gain freedom, a serf could run away and remain in a town for a year. Then he or she would be considered free. By the end of the Middle Ages, many serfs could buy their freedom.

G. New technology increased crop productivity in the Middle Ages. The wheeled plow, the horse collar, water and wind-powered mills, and crop rotation helped farmers produce more food.
What was a typical week like for a serf? (Serfs worked three days a week for their lord. The rest of the week, they grew food for themselves. They had to grow enough food to give their lord a portion and still keep some for themselves.)

II. Life in Feudal Europe (pages 526–528)

A. Knights followed rules called the code of chivalry. The code required knights to be brave, obey their lords, show respect to women of noble birth, and honor and help the church.

B. Wives and daughters ran manors when the noblemen went to war.

C. A castle was the center of the manor. Castles had two parts: a human-made or naturally steep hill called a motte, with an open space called a bailey next to the motte. The central building of the castle, called the keep, was built on the motte.

D. The castle keep contained a basement, kitchens, stables, a great hall, chapels, toilets, and bedrooms.

E. Peasants lived in simple cottages with walls of plastered clay and thatched roofs. Cottages of poor peasants had one room; better cottages had separate rooms for cooking and sleeping.

F. Peasants worked hard in the fields year-round. They did not work on Catholic feast days, about 50 days a year.

G. Peasant women had to work the fields and raise children.

H. Bread was a basic staple of the peasant diet. Peasants also ate vegetables, milk, nuts, and fruit.

How were castles protected from enemies? (Castles were built on hills to make access more difficult, and the archers in the towers were better able to see approaching enemies from the hilltop. Stone walls circled the castle, and in the later Middle Ages, those walls were made thicker and had more towers.)
III. Trade and Cities (pages 528–531)

A. After the collapse of the Roman Empire, almost all trade ended. Most people did not leave their tiny villages.

B. Feudalism and technology helped promote trade. Increased trade made towns larger, and several cities, such as Venice in Italy and towns in Flanders, which is today a part of Belgium, became wealthy. Northern European merchants traded with Asian merchants in trade fairs.

C. In the early Middle Ages, people bartered, but later, people began using money again.

D. Often, towns were under the control of the lords. In exchange for taxes, the lords granted townspeople basic rights, such as the freedom to buy and sell property and to serve in the army.

E. Eventually, towns set up their own governments, with elected members of city councils. Members of wealthy families were usually able to control elections.

F. Guilds, or business groups, were established by craftspeople. Guilds set standards for quality in products, determined how many products would be sold, set prices for products, and decided who could enter a trade.

G. A child of 10 could become an apprentice. Apprentices learned a trade from a master craftsman. An apprentice eventually became a journeyman and then a master.

H. Medieval cities contained crowded, wooden houses on narrow, winding streets. Cities were dirty and smelled, and pollution filled the sky and contaminated water.

I. Women in cities prepared meals, raised their children, and managed their household’s money. They often helped their husbands with their trades, and some women practiced their own trades.
What freedoms did the women of medieval cities have? (City women could be independent. They could practice their husband’s trade, inherit his trade when he died, or practice their own trade. They were also in charge of their household’s money.)
I. England in the Middle Ages (pages 535–537)

A. Alfred the Great united the Anglo-Saxon kingdoms and drove the Viking invaders out. This kingdom became “Angleland,” or England.

B. Normandy was an area in western France, across the English Channel from England. Normandy was ruled by William, a cousin of King Edward of England. When Edward died, William invaded England. He defeated the English and became king. He was known as William the Conqueror.

C. William ordered a census called the Domesday Book. It counted people, manors, and animals in England.

D. The Normans brought their northern French customs to England and eventually the customs of the two cultures merged.

E. Henry II was a powerful ruler of England who created the jury system to address arguments over land. The grand jury decided whether people should be accused of a crime. The trial jury decided whether an accused person was guilty or innocent.

F. King John, Henry’s son and successor, angered many royals by raising taxes and punishing people without trials.

G. The nobles met with King John and forced him to sign the Magna Carta, or Great Charter. The Magna Carta took away some of the king’s powers and helped establish people’s rights and limited government.
H. In the 1200s, King Edward I gathered representatives from across England to advise him and help him make laws. This gathering was called the Parliament. The Parliament eventually divided into two houses: the House of Lords and the House of Commons.

** Discussion Question **

How did the jury system protect people? *(The jury system helped prevent unfair punishment of people by having juries, instead of single authorities, decide whether someone was guilty of a crime.)*

II. The Kingdom of France *(page 538)*

A. After Charlemagne’s empire was divided, the western part of the empire became France.

B. The Frankish nobles chose Hugh Capet as king in 987. He was the first Capetian king. The Capetians controlled the area around Paris, and the Capetian nobles had more power than the kings.

C. Philip II took the French throne and warred with England. He captured land in Western Europe that had been controlled by England.

D. French society had three classes—clergy, nobles, and townspeople and peasants.

E. In 1302, King Philip IV met with representatives from the three classes, conducting the first meeting of the Estates-General. This was France’s first parliament.

** Discussion Question **

Why was the Estates-General the first step toward representative government? *(Although France was ruled by a king, the Estates-General included different levels of society in making decisions about how the country would be governed.)*

III. Eastern Europe and Russia *(pages 539–540)*

A. The Slavs settled villages in Eastern Europe around A.D. 500.

B. The Slavs eventually divided into three major groups: southern, western, and eastern Slavs.
C. In the 700s, Vikings moved into Slav territory and eventually took power from the Slavs. The Slavs called the Viking rulers the Rus.

D. Oleg, a Viking ruler, created a Rus state around the city of Kiev and called it the Kievan Rus. The Grand Duke of Kiev was the main ruler, with local princes, merchants, and landowning nobles.

E. The Kievan Rus grew, which attracted missionaries from the Byzantine Empire. Vladimir, a Rus ruler, married the Byzantine emperor’s sister and declared his people Eastern Orthodox.

F. The Mongols invaded the Kievan Rus and conquered all but the city of Novgorod. However, the rulers of Novgorod paid money to the Mongol leader. Alexander Nevsky was named grand duke of Novgorod.

G. As the Slavs recovered from the Mongol invasion, Moscow, a city located at the crossroads of important trade routes began to grow. Alexander Nevsky’s descendants became dukes of Moscow. Moscow became the center for the Russian branch of the Eastern Orthodox Church.

H. Ivan III, known as Ivan the Great, was the grand duke of Moscow. He married Sophia, the niece of the last Byzantine emperor. He began calling himself czar, which means emperor in Russian.

I. Ivan IV ended Mongol rule of Moscow and expanded its territory.

**Discussion Question**

How was the Eastern Orthodox religion introduced to Russia? 
*(Vladimir became Eastern Orthodox after marrying the Byzantine emperor’s niece and then declared his people Eastern Orthodox.)*

IV. The Crusades *(pages 541–543)*

A. During the Middle Ages, Muslim Turks invaded the Byzantine Empire. Pope Urban II asked European leaders to capture Jerusalem and free the homeland of Jesus from the Muslims.

B. Thousands of soldiers captured Jerusalem in the First Crusade, conquering lands along the way. The conquered lands were divided into four states.
C. The Muslims fought back, and the Europeans began the Second Crusade. **Saladin**, a Muslim, became ruler of Egypt. His troops captured Jerusalem for the Muslims. The Europeans lost the Second Crusade.

D. France, England, and the Holy Roman Empire banded together to fight the Third Crusade against Saladin, which ended in a truce.

E. A Fourth Crusade began around 1200. Merchants used it as an excuse to attack Constantinople and seize its riches. The Byzantine Empire became weaker.

F. Six more crusades were staged, but they achieved little. Muslims gradually regained the territory lost in the First Crusade.

G. The Crusades helped break down feudalism and increased trade between Europe and the Middle East.

**Discussion Question**

How did the Crusades help break down the system of feudalism and increase the strength of monarchies? *(Nobles who joined the Crusades sold their land and freed the serfs. This reduced the nobles’ power. When the nobles had less power, kings could build stronger central governments.)*
I. Religion and Society (pages 545–548)

A. The Cistercian order were monks who farmed, worshiped, and prayed. The most famous Cistercian monk was Bernard of Clairvaux.

B. Many women, mostly from the nobility, entered convents between A.D. 1000 and 1200 and became nuns. Hildegard of Bingen was a famous nun who composed music for the Church.

C. Most monks lived in religious communities called monasteries. Friars were different. They traveled around the world to preach and lived by begging.

D. Francis of Assisi founded the first order of friars, who became known as Franciscans. The Dominican order was founded by Dominic de Guzmán.

E. In medieval Europe, daily life revolved around the Catholic Church. Priests conducted religious services, ran schools and hospitals, performed weddings and conducted burials, and recorded births. People went to church to partake in the sacraments, or Church rituals.

F. Saints were holy men and women who had died. Mary, the mother of Jesus, was the most honored saint.

G. The Catholic Church tried to end heresy, or religious beliefs that conflict with Church teachings, by establishing a court called the Inquisition. People brought to the Inquisition were urged to confess to heresy. If they confessed, they were punished and allowed to return to the Church. If they did not confess, they were tortured until they confessed or were executed.
H. Leaders of the Catholic Church persecuted Jews. Christians blamed Jews for economic problems. Hatred of Jews is called anti-Semitism. In much of Western Europe, Jews lost rights and were forced to move to Poland and other Eastern European countries.

**Discussion Question**

What is the sacrament of communion? (Communion is when people partake of bread and wine in a Church ritual to remind them of Jesus’ death on the cross for their sins. The bread symbolizes Jesus’ body and the wine symbolizes his blood.)

II. Medieval Culture (pages 549–552)

A. Architecture of the Middle Ages reflected the importance of religion. People built large churches, called cathedrals. Two popular architectural styles of that time are called Romanesque and Gothic.

B. Oxford University was one of the first universities established in Europe. University students studied grammar, logic, arithmetic, geometry, music, and astronomy for four to six years.

C. College graduates could continue their education and earn a doctorate in law, medicine, or theology, the study of religion and God.

D. Thomas Aquinas was a Dominican friar and priest. He was famous for his contribution to scholasticism. This was a new way of thinking that changed theology studies. Aquinas combined Church teachings with the ideas of Aristotle. He also wrote about natural law, which is the belief that some laws are part of human nature.

E. Latin was the language of educated people in Europe during the Middle Ages. Everyday languages of local people were called vernacular.

F. Vernacular literature began in the Middle Ages. Troubadour poetry and the heroic epic, two types of vernacular literature, became popular in the educated class. The Song of Roland is about a knight named Roland who fights against the Muslims.
What are the differences between Romanesque-style cathedrals and Gothic-style cathedrals? (Romanesque-style cathedrals had barrel vaults—long, rounded roofs—and Gothic-style cathedrals did not. Gothic-style cathedrals used flying buttresses, or stone supports, on the cathedral’s outside walls. This allowed for thinner walls and stained glass windows. Romanesque-style cathedrals had thick walls and recessed windows that let in little light.)
The Late Middle Ages (pages 554–555)

A plague is a disease that spreads quickly and kills many people. The Black Death was a disease that spread throughout Europe and Asia in the late Middle Ages.

Historians believe the Mongols were partly responsible for the rapid spread of the plague because they opened up trade between China, India, the Middle East, and Europe. Rats carrying the plague were brought in on trading caravans.

The first outbreak of the Black Death appeared in China, then in India, Muslim countries, and Europe.

The European outbreak began in Caffa, a city on the Black Sea.

About 38 million Europeans died of the Black Death between 1347 and 1351. The deaths of so many people damaged the economy. It also weakened the feudal system.

Discussion Question

How did the Black Death affect the economy? (Fewer workers caused wages to increase and demand for food to decrease. Prices for food fell, so farmers could not make enough money to pay their rent. Landlords had to pay workers more and charge less rent for the farms they owned. Some peasants convinced their landlords to let them pay rent with money instead of services. Serfs could buy their freedom.)
II. A Troubled Continent (pages 557–558)

A. The Hundred Years’ War began after Edward III angered the French by declaring himself king of France in 1337.

B. A French peasant girl fought with the French army during the Hundred Years’ War. The English captured Joan and had her tried by the Inquisition. She was burned at the stake in 1431. She became known as Joan of Arc.

C. The French finally defeated the English in 1453.

D. After a civil war in England called the War of the Roses, Henry Tudor was crowned Henry VII.

E. Although Muslims ruled most of Spain and Portugal, the people of these countries were mostly Christians and some Jews.

F. Though the Muslims accepted the Jews and Christians, the Christians resented Muslim rule. The Reconquista was the Christians’ struggle to retake Spain and Portugal.

G. Princess Isabella of Castile married Prince Ferdinand of Aragon. As king and queen, they later united their two territories into one country called Spain.

H. Ferdinand and Isabella wanted all of Spain to be Catholic. They wanted to get rid of Jews and Muslims in Spain. The Spanish Inquisition was a religious court that tried people who were not loyal to the Catholic faith. In 1492, Jews were given a choice of converting or leaving. Ten years after Spain recaptured Granada from the Muslims in 1492, Muslims were expelled as well.

Discussion Question

What was the Wars of the Roses? (The Wars of the Roses was a civil war that broke out among nobles of England after the Hundred Years’ War. They were fighting over who would be king.)
The First Americans (pages 572–581)

Did You Know?
The woolly mammoth is a genus of elephant that is now extinct. It was not much larger than some types of modern elephant. Mammoths had long, curved tusks, and some had long, woolly hair.

I. Pathway to the Americas (page 573)

A. Scientists believe that an area of dry land, called Beringia, connected Asia and Alaska. During the Ice Age, water froze into glaciers, or huge sheets of ice. As the ice froze, the seas fell, exposing the land below.

B. Scientists think that hunting people from Asia followed herds of animals across Beringia.

C. Hunters in the Americas moved constantly to find food. They hunted large animals, fished, and gathered nuts, fruits, and roots.

D. Some animals became extinct at the end of the Ice Age.

Discussion Question
How did early peoples use woolly mammoths? (Parts of woolly mammoths were used for food, clothing, and tools.)

II. First American Civilizations (pages 574–578)

A. After the Ice Age ended, the climate warmed. People discovered they could grow crops for food. Farming began in the region called Mesoamerica. It stretches from the Valley of Mexico to Costa Rica.

B. Early Americans developed corn, or maize. Corn became the most important crop in the Americas.

C. Farming allowed people to establish permanent settlements and develop more complex societies.
D. Beginning around 1200 B.C., the Olmec built a large trading empire near present-day Vera Cruz, Mexico. They used rivers to travel, and traded salt and beans for jewelry, obsidian, and other stones.

E. Other groups took control of trade from the Olmec. One group built the city of Teotihuacán.

F. The Maya built a civilization on the Yucatán Peninsula.

G. Teotihuacán and the Mayan civilization eventually declined. The Maya deserted their cities by the A.D. 900s.

H. The Toltec took the Mayan cities in what is now northern Mexico. They then conquered other lands.

I. Aztec warriors copied Toltec ways and took control of the region’s trade. When the Europeans arrived, the Aztec ruled about five million people.

J. The Moche people lived in the coastal desert of present-day Peru. The Moche dug canals to irrigate crops and grew a surplus of food. The food surplus allowed the Moche to concentrate on building and trading. The Moche did not have a written language but told stories through artwork.

K. The Inca people lived in the Andes mountains in present-day Peru. Their empire became the largest in the ancient Americas.

Discussion Question

What are some theories for the decline of the city of Teotihuacán?
(Some experts say overpopulation drained food and resources from the city, others think a drought caused the loss of resources, and others think poor people rebelled against the rich rulers, which destroyed the city.)

III. Civilizations in North America (pages 578–581)

A. To the north of Mesoamerica, Native Americans learned to farm from the Mesoamericans. In what is today the United States, farming began in the southwest.
B. The **Hohokam** people were the first Native Americans in the Southwest to try farming. The Hohokam thrived for about 1,000 years, and then they mysteriously fled.

C. The **Anasazi** people moved into the cliffs and canyons of the Southwest and began farming. The Anasazi thrived in present-day New Mexico, where the people lived in houses carved into cliffs the Spanish explorers called pueblos.

D. East of the Mississippi River, two groups—the Adena and the Hopewell—formed the mound-building culture. The Mound Builders experimented with farming. Traders introduced corn to the Mound Builders.

E. After the Hopewell people disappeared, the Mississippian people emerged. Mississippian mounds were shaped like pyramids with flat tops. The Mississippian people farmed in the rich floodplains along the Mississippi River. Large-scale farming led to the rise of cities, the largest of which was **Cahokia**.

F. The Mississippian civilization collapsed in the A.D. 1300s.

**Discussion Question**

How did the Mississippian people benefit from their location?  
*Because they lived in the Mississippi River valley, the Mississippian people could grow plentiful crops of corn, squash, and beans. The large-scale farming led to population growth and the rise of cities.*
I. The Mayan People (pages 583–585)

A. The Mayan people settled in the Petén, dense forest in present-day Guatemala. The swampy location gave them a constant source of water.

B. The Maya created city-states, with rulers and a military force for each. Rulers believed they were descended from the sun. They expected their people to serve them.

C. Religion was an important part of Mayan life. The Maya worshiped gods and tried to please them.

D. Royal women married into royal families in other city-states, which strengthened trade and helped form alliances. Women were important in Mayan city-states and could rule as queens.

E. The Mayan priests studied the skies to determine the gods’ thoughts. By doing this, they learned astronomy and developed a calendar.

F. The Mayan people also developed a system of mathematics and invented a method of counting based on 20. Mayan writing was a system of hieroglyphics that only nobles could read.

Discussion Question

How did the Mayan people try to please the gods? (They captured enemies and offered them as human sacrifices to Chac, a god of rain and sunlight. They also built huge monuments to honor the gods.)
II. The Aztec (pages 585–587)

A. The Aztec people arrived in Mexico about A.D. 1250.

B. Quetzalcoatl, the feathered serpent, was the Aztec’s sun god.

C. Legend tells that the Aztec would know their new homeland when an eagle screamed and spread its wings. After sacrificing a local princess, the Aztec had to flee from the princess’s father. They ended up on an island in Lake Texcoco, where an eagle shrieked at them. The Aztec believed this was their homeland and began building a city, Tenochtitlán.

D. The Aztec selected strong kings who would help them conquer other peoples.

E. The Aztec people were divided into four classes: nobles, commoners, unskilled laborers, and enslaved people.

F. The Aztec believed death was honorable and that only certain people could enter the afterlife.

G. Boys were expected to be soldiers, and girls were expected to care for their households.

Discussion Question

How did the Aztec feel about death? (The Aztec thought death was honorable and that only certain people entered the afterlife.)

III. Life in the Inca Empire (page 588)

A. Pachacuti was the greatest Incan leader. He and his son, Topa, built the largest empire in the Americas.

B. Pachacuti united his empire by creating a strong central government, requiring all people to learn the Quechua language, and building a system of roads.

C. The Inca divided their society into six classes, with the rulers at the top.

D. All people, children included, had jobs in Incan society.

E. The Inca rarely made human sacrifices, but when they did, they often sacrificed children.
F. The Inca built large structures to please their gods. These structures required careful mathematical calculations. A **quipu** is a rope with knotted cords used to keep records.

**Discussion Question**

How did the Inca build their structures to withstand earthquakes? *(The Inca did not use mortar between the stone blocks. Even though the space between the blocks was very small, the blocks could slide up and down without collapsing when an earthquake struck.)*

IV. Life in North America *(pages 590–592)*

A. Scientists believe the Inuit people arrived by boat to settle the Arctic regions of present-day Canada and Alaska after the Ice Age ended. The Inuit traveled by dogsled and kayak and lived in igloos. **Igloos** are dome-shaped homes built from blocks of ice and snow.

B. Most people in the Far North hunted.

C. The Tlingit, Haida, and Chinook settled in the Pacific Northwest and survived by fishing.

D. Present-day California was the most heavily populated area in North America because of the abundant food resources there.

E. People of the Southwest learned how to farm the dry land and lived in homes made of **adobe**, or sun-dried mud brick.

F. People who settled on the Great Plains farmed, though farming proved difficult in the grassy areas. Men also hunted for food.

G. People combined hunting and fishing in the dense forests east of the Mississippi River. The climate in the Southeast Woodlands was good for farming. People in the cooler Northeast Woodlands hunted more.

H. Some Native Americans set up **confederations**, or governments that link several groups. The most famous confederation was established by the **Iroquois**.
How did a confederation benefit the Iroquois? (A confederation established a code of law, helped settle fighting among the Iroquois, and helped members unite against outside groups.)
The Fall of the Aztec and Inca Empires (pages 593–600)

Did You Know?

Health experts estimate that smallpox killed between 300 and 500 million people in the 1900s alone. Although the first vaccine was given in 1796, smallpox continued to take lives until 1978, when the last victim died.

I. The Spanish Arrive in America (pages 594–595)

A. Western Europeans wanted to find a route to Asia without having to deal with the Muslim countries between the two areas.

B. The Spanish financed an exploration trip by an Italian sea captain named Christopher Columbus.

C. Columbus left for his voyage in August of 1492. He landed in what he thought was Asia in October of that year, but he had actually landed on an island in the Caribbean Sea.

D. Columbus continued to explore and landed on the island of Hispaniola, which is today Haiti and the Dominican Republic.

E. Columbus returned to Spain with riches, which convinced leaders to send him on another voyage. He left Spain for Hispaniola with soldiers called conquistadors.

F. The soldiers claimed Hispaniola for Spain and enslaved the native people, the Taino.

Discussion Question

Why did Spain send soldiers on Columbus’s second trip to the Americas? (Spanish rulers had seen the riches Columbus brought back and wanted to gain military control of the new territory.)
II. Spain Conquers Mexico (pages 595–597)

A. Hernán Cortés was a poor Spanish noble who became a soldier. In 1511, Cortés participated in the Spanish invasion of Cuba. Later, he was given control over several Native American villages. The people in the villages were put to work for Spain.

B. After smallpox killed thousands of Native Americans in Cuba, the Spanish commander asked Cortés to find new people to work for the Spanish. Cortés left for Mexico.

C. At the time Cortés arrived in Mexico, the Aztec emperor was Montezuma II.

D. Cortés had a small army, but the Native Americans were shocked by the Spanish horses and guns. The Tabascan people fell to Cortés and gave him Malintzin, a Mayan woman who spoke the language of the Aztec. She gave Cortés information he needed to attack the Aztec.

E. The Aztec feared that Cortés was Quetzalcoatl, so they did not attack the Spaniards immediately. The Spanish invaded Tenochtitlán, and Cortés took Montezuma hostage. Fighting began, and Montezuma was killed.

F. The Spaniards fled to plan a second attack, and smallpox broke out in Tenochtitlán. The weakened Aztec could no longer fight the Spanish.

Discussion Question

How did Malintzin help Cortés? (She described the Aztec Empire to Cortés, helped Cortés make alliances with other Native American peoples, and told Cortés that the Aztec would help him fight Montezuma because they resented the Aztec leader.)

III. Pizarro Conquers the Inca (pages 599–600)

A. Vasco Nuñez de Balboa was a Spanish explorer who found the Pacific Ocean while looking for an empire filled with gold.

B. Francisco Pizarro was a conquistador who served with Balboa. He became a rich landowner after exploring Panama. After Balboa’s death, Pizarro set out to find the empire of gold. He began attacking Incan villages.
C. Atahualpa, the Incan emperor, thought Pizarro was crazy or foolish and tried to ignore him.

D. Pizarro’s men invited Atahualpa to a meeting, and Atahualpa agreed, leaving his army behind. At the meeting, Pizarro’s men took Atahualpa hostage. To buy his freedom, Atahualpa promised Pizarro silver and gold. Atahualpa gave Pizarro the gold, but Pizarro did not free Atahualpa. The Spanish gave him a trial then killed him.

E. Pizarro was named governor of Peru as a reward.

F. The conquest of Peru gave Spain vast territory and about 7 million people to rule.

Discussion Question

What was Atahualpa’s first impression of Pizarro? (Atahualpa thought Pizarro was either crazy or foolish because the Incan Empire was so large and Pizarro’s forces were so small. Atahualpa did not think a smart man with such a small army would attempt to conquer the powerful Inca.)
The Renaissance Begins (pages 608–615)

Did You Know?

In the 1800s and 1900s, a railroad station and a road for automobiles were constructed at the northern edge of Venice. Today, transportation within the city remains much as it was during the Renaissance—by boat or foot.

I. The Italian Renaissance (pages 609–610)

A. Renaissance means “rebirth.” The Renaissance in Europe—a rebirth of interest in art and learning—occurred between 1350 and 1550.

B. During the Renaissance, Europeans believed that people could change the world and make it better. Though they were still religious, they celebrated human achievements and became more secular, meaning they were more interested in the world than in religion.

C. The Renaissance began in Italy. Italy had been the center of the Roman Empire. The country had also become very wealthy so it could afford to pay artists to create art. And because Italy was still divided into small city-states, individuals wanted to create works that would increase the fame of their cities.

D. Florence and Venice were important city-states during the Renaissance.

E. More people in Italy lived in the city-states than in the country. The artists in the city-states had more customers to buy their work.

Discussion Question

How did the rise of city-states help the development of art during the Renaissance? (The city-states competed with each other. They commissioned works of art to make their towns more beautiful than others, which created more work for artists and craftspeople.)
II. The Rise of Italy’s City-States (pages 611–613)

A. No one ruler was able to unite all of Italy. This was the case, in part, because the Catholic Church wanted to prevent a strong ruler from controlling the pope and the Church. Another factor was that the small city-states were equally powerful and wealthy.

B. Italy was in a perfect location for trade. The Italians traded with the French, Spanish, Dutch, English, Turks, Arabs, and Byzantines.

C. The Mongols helped promote trade in Italy by protecting the Silk Road. Marco Polo, a merchant from Venice, had published a book about his travels to the East.

D. Florence was the first city-state to grow wealthy and is the most famous city of the Renaissance. Florentine bankers became experts at valuing coins. They began lending money and charging interest. Florence’s richest family, the Medici, were bankers.

E. Venice was the wealthiest city-state. Venice is built on a set of swampy islands. Venetians navigated their city-state by boat and became great sailors and shipbuilders.

Discussion Question

Why did the Venetians become expert sailors and shipbuilders? (Because Venice was built on islands, Venetians used boats to navigate their city. Over time, they became experts at building and sailing ships.)

III. The Urban Noble (pages 614–615)

A. Noble families moved into cities and mixed with wealthy merchants there. Wealthy merchants copied the nobles’ manners, and soon the children of the merchants and nobles were marrying each other. These families became the urban upper class.

B. At first, the city-states were republics. Gradually the city-states gave power to one man to run the government. In Venice, the doge had power. Later, the doge lost power to a small group of nobles. In Florence, the Medici family gained power and ruled for many years.
C. To deal with other city-states, Italian rulers developed diplomacy, which is the art of negotiating or making deals.

D. Niccolò Machiavelli, a diplomat in Florence, thought people were too greedy and self-centered. He thought rulers should not try to be good, but should do whatever is necessary to keep power and protect a city.

Discussion Question

What were the duties of the rulers of city-states? (Rulers had to keep the poor people from rebelling, prevent other wealthy people from gaining power, negotiate with leaders from other city-states, and make deals with merchants, landlords, church leaders, and mercenaries.)
I. Renaissance Humanism (pages 619–621)

A. **Humanism** was a way of understanding the world that was based on the values of the ancient Greeks and Romans. Humanists sought a balance between religion and reason.

B. Western Europeans began studying Greek and Roman works in the 1300s. During the Crusades, Western Europeans were exposed to Greek and Roman culture that had been preserved by Arab scholars. Italians studied ancient books, statues, and buildings.

C. Petrarch was a famous scholar of ancient works. He encouraged Europeans to search for Latin manuscripts in monasteries. New libraries were built to house the manuscripts, including the Vatican Library in Rome.

D. Writers during the Renaissance began writing in the **vernacular**, the everyday language of a people. **Dante Alighieri** wrote *The Divine Comedy*, one of the world’s greatest poems, in the vernacular. In England, the poet **Chaucer** wrote *The Canterbury Tales* in English.

E. **Johannes Gutenberg** developed a printing press that used movable type. The press could print books quickly, so more books became available. Gutenberg’s Bible was the first European book printed on the press.

F. **Leonardo da Vinci** was a great scientist, artist, inventor, and engineer. Leonardo imagined machines long before they were invented, such as the airplane and helicopter.
G. Interest in other topics flourished as well. People studied plants, human anatomy, and medicine, as well as astronomy and mathematics.

Discussion Question

How did Gutenberg’s movable type differ from Chinese movable type? (Chinese movable type was difficult to use because their large alphabet contained characters that were whole words. Gutenberg’s press contained individual metal letters that could easily be manipulated.)

II. Artists in Renaissance Italy (pages 623–624)

A. There are major style differences between medieval and Renaissance art. Renaissance artists used new techniques, such as perspective and chiaroscuro, to add realism and express drama and emotion.

B. The peak of the Renaissance occurred between 1490 and 1520.

C. Leonardo da Vinci, a great scientist, was also a trained artist. One of his most famous works was *The Last Supper*.

D. Raphael was one of Italy’s most famous painters who painted frescoes in the Vatican. His best-known painting is *School of Athens*.

E. Michelangelo Buonarroti was a painter and sculptor. He is best known for his sculpture *David*.

Discussion Question

What was significant about the chiaroscuro technique? (Chiaroscuro used light and shadows instead of stiff outlines to separate objects in a painting. This softening of the edges created more drama and emotion in a painting.)

III. The Renaissance Spreads (pages 625–626)

A. The Northern Renaissance refers to art from places we know today as Belgium, Luxembourg, Germany, and the Netherlands.

B. Northern Renaissance artists used different techniques than artists in Italy. Artists in Flanders, a region in what is today northern Belgium, developed oil painting.
C. Jan van Eyck was a great oil painter.

D. Albrecht Dürer was an artist best known for his engravings. Engravings are made in wood, metal, or stone, and covered in ink. The image is then printed on paper.

E. In England, the Renaissance created great works of theater and literature. William Shakespeare was the greatest English writer of the Renaissance. He wrote tragedies, comedies, and historical plays.

**Discussion Question**

Why do you think theater was so popular in England during the Renaissance? *(The upper class of England enjoyed theater, and admission to the theater was cheap, so even the poor could attend.)*
The Reformation Begins (pages 633–641)

Did You Know?

The Lutheran Church in the United States contains more than 20 different denominations. The practice of each denomination can be different, although they are all part of the Lutheran Church.

I. Calls for Church Reform (pages 634–637)

A. Martin Luther was a monk who challenged the Roman Catholic Church. At first Luther wanted only to reform the Catholic Church, leading to the period being called the Reformation. The movement to create Christian churches other than the Catholic Church became known as Protestantism.

B. Desiderius Erasmus was a leader in Christian humanism. He felt humans could use reason to be better Christians.

C. People became upset with the Church’s focus on money. They were also upset over the sale of indulgences, or pardons for sin. This practice motivated Martin Luther to write a list of 95 arguments against selling indulgences. This list became known as the Ninety-Five Theses.

D. Church leaders felt threatened by Luther, and the pope excommunicated him.

E. Luther’s ideas led to a new religious denomination, or organized branch of Christianity. Lutheranism was the first Protestant denomination.

Discussion Question

Why did Erasmus want to translate the Bible into the vernacular? (Erasmus believed everyone should be able to study the Bible. Erasmus thought that participating in religious activities was not enough.)
II. Politics and Lutheranism (page 639)

A. Local kings and nobles of the Holy Roman Empire did not want Charles V, the Holy Roman Emperor, to become too powerful.

B. Kings realized they could increase their power if they supported Lutheranism. When the kings became Lutheran, their entire kingdoms did also.

C. The Catholic Church could not earn income from the Lutheran kingdoms.

D. Charles V warred with the local kings but could not defeat them. The fighting ended with the Peace of Augsburg.

Discussion Question

What was the role of Charles V in the rise of Lutheranism? (Charles V was the emperor of the Holy Roman Empire. Because he had so much power, other rulers resented him and wanted to get out from under his control. After warring with the rulers, Charles V signed the Peace of Augsburg, an agreement that let each ruler decide whether his kingdom would be Lutheran or Catholic. Most of northern Germany became Protestant as a result of this agreement.)

III. Calvin and Calvinism (pages 640–641)

A. Early in his life, John Calvin studied theology, the study of questions about God, in Paris.

B. Forced to flee Paris because of his discussions of Lutheranism, Calvin found safety in Geneva, Switzerland.

C. Calvin taught that God’s will is absolute and decides everything in the world in advance, including who will go to heaven and who will not. This belief is called predestination.

D. Calvinism encouraged people to work hard at their business and to behave themselves. Calvin’s belief that congregations should choose their own leaders supported the idea of English settlers in America that they should be able to elect their own political leaders.

E. Calvinism became the basis of many Protestant churches, such as the Puritans and Presbyterians.
I. Counter-Reformation (pages 643–646)

A. Although the Catholic Church warred against Protestantism, it knew it needed to reform some practices. Pope Paul III called a church council at Trent, near Rome, to reform the Church.

B. Catholic clergy were instructed to do a better job teaching people in the faith. The Church created **seminaries**, or special schools, to train priests.

C. The priests belonging to the Society of Jesus, known as the Jesuits, were the pope’s agents in Europe. **Ignatius of Loyola** founded the Jesuits. The Jesuits taught, preached, and fought **heresy**, or religious beliefs that contradict what the Church says is true.

D. The lower classes in France were mostly Catholic. But many French nobles were Protestant. French Protestants were known as Huguenots. The Bourbons, who were Protestant, were the second most powerful family in France. Huguenot nobles wanted to weaken the king, while Henry II wanted to build a strong government.

E. The son of Henry II, Charles became king in 1560. Because Charles was still a boy when he became king, his mother, Catherine de’ Medici ran the government for him. Catherine was part of the powerful Medici family from Italy. Catherine opposed the Huguenots.
F. A civil war broke out in France between the Catholics and the Protestants that lasted more than 30 years. It ended when Henry of Navarre, the leader of the Huguenot forces and head of the Bourbon family, became King Henry IV. Henry agreed to become Catholic.

G. Henry IV issued the Edict of Nantes. This recognized Catholicism as France’s official religion but gave the Huguenots the right to worship freely.

H. The Thirty Years’ War was fought between the Catholics and the Protestants in the Holy Roman Empire from 1618 to 1648.

I. During the Middle Ages, Spain was ruled by Muslims. Non-Muslims and Jews had some limitations placed on them, but Jews were treated better than in most other European countries at the time. Jewish scholars flourished during this period.

J. When Catholics took control of Spain, Jews and Muslims were no longer welcome. Ferdinand and Isabella established the Spanish Inquisition to ensure religious unity.

Discussion Question

Why was Muslim Spain one of the better places for Jews to live? (Jews in Spain had to pay taxes to the Muslims and had limited rights, but the Muslims did not kill or expel them.)

II. The English Reformation (pages 648–649)

A. During the 1400s, English nobles had fought each other to control the kingdom. The Tudor family won. Henry VIII was the second Tudor king of England. He wanted to make sure that peace was maintained and that his family remained rulers.

B. When Henry’s wife, Catherine of Aragon, did not have a male child, Henry asked the pope to annul his marriage. This would leave him free to marry again. Henry hoped to have a son with another wife to maintain Tudor control of England.

C. The pope refused to annul the marriage. Henry asked the highest religious official in England, the archbishop of Canterbury, to annul the marriage. The pope then excommunicated Henry.
D. In response, Henry declared that the king, not the pope, was the head of the Church in England. All priests and bishops were forced to accept Henry as the head of the Church. Some who did not were executed. Henry gave Church properties and lands to loyal nobles.

E. Mary I was the daughter of Henry and Catherine of Aragon. When she became queen in 1533, she tried to reinstate Catholicism as the religion of England. Some people supported this, but others resisted. After she died, her sister Elizabeth became queen. Elizabeth was a Protestant. She restored the Anglican Church as the official religion of England.

F. Some people wanted the Anglican Church to give up some of its Catholic ways. They formed their own congregations that were not a part of the Anglican Church. The Puritans were one of these groups. Elizabeth tolerated these groups, but James I and Charles I, who came after her, did not. They shut down the Puritan Church and arrested its leaders.

**Discussion Question**

Why did Henry VIII break with the Catholic Church? *(England had been involved in a long civil war and did not have a king. The Tudor dynasty was still new when Henry became king. He needed a son to ensure that the Tudors continued to rule. Since his first wife was unable to bear a son, Henry wanted to remarry as quickly as possible in order to have an heir.)*

III. Missionaries Go Overseas *(page 650)*

A. In response to the Reformation, many Catholics became missionaries. They travelled across the world to spread their faith.

B. Jesuit missionaries were active in America and Asia in the 1500s and 1600s.

C. Missionaries had great success in the Philippene Islands, which today is the only Asian country with a Catholic majority.

**Discussion Question**

What was the experience of Catholic missionaries in Japan? *(At first, the missionaries were welcomed and many Japanese converted. In time, the missionaries clashed with followers of Buddhism and Shintoism, and the Shogun banned Christianity and expelled the missionaries.)*
The Age of Exploration (pages 658–669)

I. Europe Gets Ready to Explore (pages 659–660)

A. After the collapse of the Mongol Empire, local rulers taxed merchants who used the Silk Road.

B. The Ottoman Turks conquered the Byzantine Empire and blocked Italian merchants from entering the Black Sea.

C. Europeans wanted spices and silk from Asia. Having to trade with the Turks for these goods drove prices higher.

D. In the 1400s, new technology allowed the Europeans to navigate the Atlantic Ocean. Increased trade and strong governments made expensive trips possible.

E. By the end of the 1400s, Spain, Portugal, England, and France were anxious to discover a water route to Asia.

F. Europeans discovered maps of the world drawn by Claudius Ptolemy and printed them in 1475. Ptolemy’s system of latitude and longitude is still used today.

G. Europeans also discovered a book written by an Arab geographer, al-Idrisi, that showed the geography of East Africa and the Indian Ocean. Explorers hoped that they could find a route to Asia by sailing around Africa.

Discussion Question

What types of new technology made sea travel easier for the Europeans? (The astrolabe and compass were used to find locations, triangular sails were used to help maneuver ships, masts and small sails made ships sail faster, and a new type of rudder made steering easier.)
II. Exploring the World (pages 661–664)

A. Henry the Navigator was a Portuguese prince who set up a research center for cartography and shipbuilding.

B. The Portuguese began mapping Africa’s coastline and trading with African kingdoms, and then took control of the Azores, Madeira, and Cape Verde islands.

C. The Portuguese brought enslaved Africans to their islands to work in the sugarcane fields.

D. Vasco da Gama sailed around the tip of Africa and across the Indian Ocean in 1497.

E. Christopher Columbus, an Italian sea captain, received funding from the rulers of Spain to search for a route to Asia by crossing the Atlantic Ocean. In 1492, Columbus landed in the Caribbean and explored the area, thinking he had reached Asia.

F. Ferdinand Magellan discovered what became known as the Strait of Magellan, the passageway south of South America. Magellan was later killed by natives in the Philippines, and his crew continued on to Spain. They were the first known people to circumnavigate, or sail around, the world.

G. In 1497, the English captain John Cabot sailed along the coast of Canada. He was searching for a northern route to Asia.

H. Giovanni da Verrazano, an explorer sailing for France, mapped America’s coast while searching for a route to Asia.

I. Jacques Cartier, while attempting to find a northern route to Asia, explored the St. Lawrence River.

J. Spain built a large empire in America, enslaving Africans and Native Americans to work farms in the new land. Spanish conquistadors conquered Native American peoples while searching for riches.

K. England and Spain became enemies after the Protestants in the Netherlands rebelled against Catholic Spain, and England aided the Dutch people.
L. Privateers were privately owned ships that had a license from the government to attack ships from other countries.

M. The king of Spain sent the Spanish Armada, a huge fleet of ships, to invade England, but the Armada failed.

Discussion Question

Why did the Spanish Armada fail? (The ships of the Spanish Armada were large and were hard to steer. The English ships were smaller, but they could move quickly.)

III. The Commercial Revolution (pages 666–667)

A. The Portuguese defeated the Muslim merchants in the Indian Ocean. Then they established trading posts in Asia.

B. To become rich, the Europeans came up with the idea of mercantilism. Mercantilism is the idea that a country gains power by building up its supply of gold and silver. To do this, a country exports, or sells to other countries, more goods than it imports, or buys from other countries.

C. A colony is a settlement of people living in a new territory controlled by their home country. Europe set up colonies in Asia and the Americas.

D. Commerce is the buying and selling of goods in large amounts over long distances. Merchants had to change the way they did business to participate in commerce. This new type of businessperson was called an entrepreneur.

E. Some business deals were so large that many entrepreneurs joined together to form a joint-stock company that invested in a business.

F. The merchants, frustrated with the guilds, asked peasants to make goods for them. This system is called the cottage industry.
Why were colonies important in the system of mercantilism? (Colonies were a source of gold, silver, and natural resources. Trading these goods with other established countries would help create a balance where more money was coming in than was being paid out.)

IV. A Global Exchange (pages 668–669)

A. The Columbian Exchange refers to the global exchange of people, technology, ideas, and even diseases that occurred between Europe and America during the Age of Exploration.

B. Crops and animals were exchanged with countries around the globe. Native Americans of the Great Plains began using horses to hunt buffalo.

C. People also moved as a part of the exchange. Millions of enslaved Africans were sent to the Americas to work on plantations. The East India Company of England built an empire in India, and the Dutch East India Company built an empire in Indonesia.

D. Asian society was also changed. Using European weapons, the shogun was able to reunite Japan.

E. Not all changes were good. Many Native Americans were killed by various diseases brought over by the Europeans.

Discussion Question

How did horses change the way of life for Native Americans on the Great Plains? (Native Americans on the Great Plains could hunt buffalo on horseback, which allowed them to kill more buffalo. Because of this, buffalo became the main source of food for the Native Americans.)
The Scientific Revolution (pages 670–679)

Did You Know?

Galileo discovered four of Jupiter’s moons and realized that they orbited Jupiter. He also was the first European to discover sunspots, which are regions on the Sun that are lower in temperature and highly magnetic.

I. The Scientific Revolution (pages 671–673)

A. Mathematics, astronomy, and medicine were three of the earliest sciences.

B. The Greeks used theories, or explanations of why something happens, to understand nature, but they did not experiment with ideas.

C. Aristotle observed nature and classified information about animals and plants.

D. Ptolemy believed the earth was the center of the universe.

E. During the Middle Ages, people were more interested in the study of God than in science.

F. The Islamic Empire preserved much of the science of the Greeks and Romans, and Jewish and Arabic scientists made advances in some areas. Europeans brought Islamic works to Europe and translated them into Latin.

G. European universities were important to the growth of science.

H. Exploration in the 1400s added to Europe’s scientific knowledge.

Discussion Question

What were some problems with the scientific advances of the ancient Greeks? (The Greeks did not test their theories, or perform experiments. Some of their conclusions were false because the Greeks used common sense instead of experiments to explain their ideas.)
II. A Revolution in Astronomy (pages 673–675)

A. The Scientific Revolution was a new way of thinking about science that swept over Europe in the 1500s. The first science to be affected by the revolution was astronomy.

B. Copernicus was a Polish mathematician who believed the sun was the center of the universe.

C. Kepler believed in Copernicus’s idea, but he also believed that the planets move in ellipses, or oval paths.

D. Galileo was an Italian scientist who determined that objects of different weights fall at the same speed. He improved scientific instruments, such as the telescope, and was important in the development of new instruments. The Roman Catholic Church condemned Galileo’s ideas and tried him for heresy.

Discussion Question

How did Kepler view Copernicus’s theory? How did he change it? (Kepler believed Copernicus’s idea that the sun was the center of the universe. Unlike Copernicus, he believed that the planets followed an elliptical path around the sun, not a circular one.)

III. New Scientific Discoveries (pages 675–676)

A. Newton proposed the universal law of gravitation, which explains how the solar system stays together.

B. Before the 1500s, doctors relied on the works of the Greek doctor Galen for information about the human body.

C. Andreas Vesalius dissected human bodies for scientific study and replaced many of Galen’s ideas.

D. Using a microscope, Robert Hooke discovered cells.

E. Important advances were made in chemistry. Robert Boyle discovered that all substances were made up of basic elements, and Antoine Lavoisier determined that oxygen is required for objects to burn.
What was one problem Galen had in pursuing his studies? (Galen was not allowed to dissect human bodies for study; he could only study the bodies of animals.)

IV. The Triumph of Reason (pages 678–679)

A. Descartes, an important scientific thinker, wrote Discourse on Method. The book discussed the problem of knowing truth and the idea that all scientific truth stemmed from mathematics.

B. Descartes is viewed as the founder of rationalism, or the belief that reason is the source of knowledge.

C. Francis Bacon developed the scientific method, an orderly way of collecting and analyzing evidence.

D. A hypothesis is an explanation of the facts based on observation.

Why is the scientific method important? (The scientific method is an orderly way of collecting and analyzing evidence. By using experimentation, scientists test their idea, or hypothesis, to find out if the hypothesis is true.)
I. New Ideas About Politics (pages 681–682)

A. In the 1700s, Europeans believed that reason could explain laws that governed humans and that reason was better than faith, that it was the light that would reveal truth. This era was known as the Age of Enlightenment.

B. Natural law is a law that applies to everyone and can be understood by reason. Political thinkers during the Enlightenment felt that natural law was the key to understanding government.

C. Thomas Hobbes wrote *Leviathan*, which argued that natural law made absolute monarchy the best form of government because people, left on their own, could not be trusted to make decisions for themselves.

D. John Locke wrote *Two Treatises of Government*, in which he stated that government should be based on natural law. He wrote that all people were born with certain natural rights. These rights included the right to life, liberty, and the ownership of property.

E. Locke believed that all governments were based on social contracts, or agreements between rulers and their people.

F. Montesquieu wrote *The Spirit of Laws*, in which he claimed that the best government included a separation of powers. This means that the power of government is divided among several branches.
Discussion Question

Why might the idea of a social contract be popular with poor people? (People who have a social contract with their government are guaranteed natural rights. If the government takes away their natural rights, the people have the right to revolt and set up a new government. Poorer people in a country would like social contracts because they are more likely than wealthy people to be stripped of their natural rights.)

II. The French Philosophes (pages 684–686)

A. During the Enlightenment, thinkers became known by the French word philosophe, which means philosopher.

B. The philosophers of the Enlightenment used reason to try to change society.

C. Voltaire is considered the greatest thinker of the Enlightenment. He disliked the Catholic Church and opposed governments that supported one religion. Voltaire supported deism, a religious belief based on reason.

D. Denis Diderot published a 28-volume encyclopedia.

E. During the Enlightenment, women began calling for their rights. One of the most powerful supporters of women’s rights was Mary Wollstonecraft.

F. Jean-Jacques Rousseau believed people relied too much on reason and should rely more on their feelings. He believed people were naturally good but were corrupted by civilized life.

Discussion Question

What was the “social contract” Jean-Jacques Rousseau wrote about? (A social contract is an agreement in which people in a society agree to be governed by the general will of society.)
III. The Age of Absolutism (pages 686–689)

A. In the system known as **absolutism**, monarchs hold absolute power over their subjects and answer only to God, not the people. During the Enlightenment, absolute rulers began turning to philosophers for help with their governments.

B. Louis XIV was an absolute monarch of France who conducted wars constantly to expand France’s territory.

C. **Austria** and **Prussia** were German states that became great European powers.

D. Frederick the Great was a Prussian ruler who tried to be an enlightened despot.

E. The Hapsburgs ruled Austria. Maria Theresa and Joseph II, two Hapsburg rulers, admired Enlightenment ideas.

F. Peter the Great was a powerful Russian czar who worked to reform Russian government and improve the military. He founded the city of **St. Petersburg** near the Baltic Sea.

G. Catherine the Great studied Enlightenment ideas. Russia’s power increased during her rule.

**Discussion Question**

What changes for the serfs did Catherine the Great attempt?  
*(Catherine thought about freeing the serfs, but after a serf uprising she changed her mind.)*
The American Revolution (pages 690–700)

Did You Know?

Pocahontas, a Native American girl, was important to the settlers of Jamestown. She brought them food and helped Jamestown’s leader negotiate with Native Americans. She converted to Christianity and renamed herself Rebecca.

I. Settling North America (pages 691–694)

A. The Spanish were interested in territories in Mexico, Peru, and the Caribbean. They also built settlements in the areas that are today Florida, New Mexico, and California.

B. Quebec, Canada, was a trading post set up by Samuel de Champlain. The French settled in Canada and traveled down the Mississippi to the Gulf of Mexico. There they settled in Louisiana.

C. The English came to North America to make money, own land, or gain religious freedom. They eventually founded 13 colonies along the coast of North America.

D. The Virginia Company set up Jamestown, the first English settlement. Jamestown was in the new colony called Virginia.

E. John Rolfe discovered that tobacco grew well in Virginia, and the colonists began farming tobacco and shipping it to England.

F. The Pilgrims settled in America to gain religious freedom. They landed in Massachusetts. Others followed and settled in Rhode Island, Connecticut, and New Hampshire.

G. English Catholics settled in Maryland, and the Quakers settled in Pennsylvania.

H. The English colonies began to govern themselves.
I. The first House of Burgesses, which was similar to the English Parliament, was established in 1619. It modeled a representative government, which is a government in which people elect representatives to make laws and conduct government.

J. Constitutions are written plans of government. Most English colonies had constitutions.

Discussion Question

What role did tobacco play in the success of Jamestown? (The settlers at Jamestown could barely find enough to eat, and many died from starvation. They could not make money for the merchants who had invested in the colony until they began growing tobacco. Tobacco became the first cash crop of the English colonies.)

II. Trouble in the Colonies (pages 695–698)

A. England united with Scotland in 1707 and became the United Kingdom of Great Britain. It was the most powerful trading empire in the world.

B. For many years, Great Britain allowed the colonies to govern themselves, and colonists’ trade was controlled by mercantilist ideas.

C. The Navigation Acts stated that the colonies had to sell their goods to Britain, and that all goods sold to the colonies had to go through Britain first and be taxed. The colonists began to resent these laws.

D. After fighting for years with the French, the British decided to tax the colonists to recover the costs of war.

E. The Stamp Act taxed newspapers and other printed materials. The colonists were angered by the Stamp Act and boycotted British goods.

F. The British taxed glass, lead, paper, paint, and tea. The colonists protested the tax, and the British sent soldiers to America to handle the protests.

G. At the Boston Massacre, British soldiers fired into a crowd of protestors and killed five people.
H. At the Boston Tea Party, colonists protested the Tea Act by dumping British tea into Boston Harbor.

I. The Intolerable Acts were the consequences the British imposed after the protests in Boston.


**Discussion Question**

Why did Britain tax the colonists? *(The British needed money following a long war with France.)*

III. The War of Independence *(pages 698–700)*

A. Fighting broke out between the colonists and the British. The battle at Lexington was the first of the American Revolution.

B. George Washington was named head of the colonial army at the Second Continental Congress. Despite appeals from the Congress, King George refused to compromise.

C. Many colonists began to feel that the colonies should be independent, including Thomas Paine, who wrote *Common Sense*.

D. The Declaration of Independence, written by Thomas Jefferson, was issued by Congress on July 4, 1776.

E. The Battle of Saratoga was the deciding battle in the war for independence. The French decided to support the colonists and united with them against Great Britain. The final defeat for the British came at Yorktown in 1781.

F. After the war, the Articles of Confederation were the colonies’ plan of government. It created a national government, but the states held most powers.

G. The United States Constitution divided power between the national government and the state governments. It also created three branches of government. The Bill of Rights set out certain rights that the government could not take away.
H. Popular sovereignty is the idea that government receives its power from the people. Limited government means that the government may use only the powers it is given by the people.

**Discussion Question**

What rights does the Bill of Rights ensure? (The Bill of Rights includes freedom of religion, speech, press, and the right to trial by jury.)