


UNIT  
**4**

# Connecting Hemispheres

900–1800





Seeking new land and new markets, European explorers sailed around the world. This painting by Theodore Gudin depicts French explorer La Salle's Louisiana expedition of 1684.

### Comparing & Contrasting

#### Methods of Government

In Unit 4, you will learn about different methods of ruling a nation or empire. At the end of the unit, you will have a chance to compare and contrast the governments you have studied. (See pages 578–583.)

# People and Empires in the Americas, 500–1500

## Essential Question

**What empires and peoples existed in the Americas before the arrival of Europeans?**



### What You Will Learn

In this chapter, you follow the development of complex societies in North America, Mesoamerica, and South America in the period before contact with Europeans.

#### SECTION 1 North American Societies

**Main Idea** Complex North American societies were linked to each other through culture and economics.

#### SECTION 2 Maya Kings and Cities

**Main Idea** The Maya developed a highly complex civilization based on city-states and elaborate religious practices.

#### SECTION 3 The Aztecs Control Central Mexico

**Main Idea** Through alliances and conquest, the Aztecs created a powerful empire in what is today Mexico.

#### SECTION 4 The Inca Create a Mountain Empire

**Main Idea** The Inca built a vast empire supported by taxes, governed by a bureaucracy, and linked by extensive road systems.

## Previewing Themes

**CULTURAL INTERACTION** Cultures in the Americas had frequent contact across distance and time. Both conquest and trade brought different cultures together.

**Geography** *In which part of the Americas do you think the greatest cultural interaction occurred? Why?*

**POWER AND AUTHORITY** Societies in the Americas ranged from small tribal bands to immense empires. Warrior-kings or priest-kings ruled most of these empires.

**Geography** *Which empire covered the greatest geographic area?*

**RELIGIOUS AND ETHICAL SYSTEMS** Religion was a powerful force in the Americas. Many societies combined religious and state rule. Much of their art and architecture concerned the gods and the need to please them.

**Geography** *The Aztecs adopted the gods of other Mesoamerican cultures. Why do you think this happened?*

THE AMERICAS

500

**500s**  
Teotihuacán reaches population peak in central Mexico. (mask from Teotihuacán) ▶



**800**  
Anasazi culture develops in the Southwest.

750

**900**  
Classic period of Maya civilization ends.

WORLD

**618**

Tang Dynasty begins 289-year rule in China.

**800**  
Charlemagne crowned Holy Roman Emperor by the pope. (crown of the Holy Roman Empire) ▶





# The Americas, 800 B.C. – A.D. 1535

## NORTH AMERICA

Pueblo Bonito  
Chaco Canyon  
Cahokia  
Great Serpent Mound

## MESOAMERICA

Tenochtitlán  
Chichén Itzá

ATLANTIC OCEAN

PACIFIC OCEAN

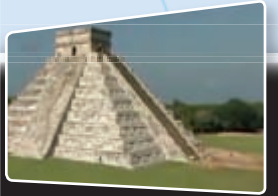
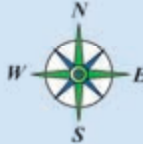
## SOUTH AMERICA

Cuzco

### Major Empires and Culture Areas

- Mound Builder cultures (Adena, Hopewell, Mississippian), 800 B.C.–A.D. 1500
- Maya, 250 B.C.–A.D. 900
- Southwest cultures (Hohokam, Anasazi), A.D. 300–1400
- Aztec, A.D. 1200–1521
- Inca, A.D. 1438–1535
- Archaeological site

0 500 1000 Miles  
0 500 1000 Kilometers  
Lambert Azimuthal Projection



Ancient Maya:  
Power Centers

**H**  
**HISTORY**

[hmsocialstudies.com](http://hmsocialstudies.com) VIDEO

**1100**  
Mississippian culture thrives at Cahokia.



**1325**  
Aztecs build Tenochtitlán. (figure of an Aztec goddess)

**1438**  
Pachacuti becomes Incan emperor.

**1502**  
Montezuma II crowned Aztec emperor.

**1000**

**1250**

**1500**

**1066**  
Normans invade England.



**1300**  
Renaissance begins in Italy. (Michelangelo's David)

**1324**  
Mansa Musa, king of Mali, goes on hajj to Mecca.

**1492**  
Columbus makes first voyage to the Americas.

## *What does this headdress tell you about the people who made it?*

You are preparing an exhibit for your local history museum on an early Native American society—one with no written language. In many ways, you must act like a detective. You sift through the evidence for clues and then draw conclusions based on your findings. Imagine you want to include this headdress in the exhibit. Study the headdress carefully to see how much you can learn about the Kwakiutl, the people who made it.



▲ This headdress was used by the Kwakiutl in religious ceremonies. Carved of red cedar and painted, it shows a thunderbird, the highest of the spirits in the Kwakiutl religion. Like a huge eagle, the thunderbird flew high in the sky. When it was hungry, it swooped down to catch and eat killer whales.

### EXAMINING *the* ISSUES

- **What does the figure represented by the headdress and the materials used to make it tell you about Kwakiutl culture?**
- **How else might you find out information about this culture?**

Discuss these questions with your classmates. Think about the kinds of information you have learned about other cultures that did not have a written language. As you read this chapter, examine the symbolic objects made by different peoples of the Americas. Think about what these objects reveal about the various cultures.

# North American Societies

## MAIN IDEA

**CULTURAL INTERACTION**  
Complex North American societies were linked to each other through culture and economics.

## WHY IT MATTERS NOW

Traditions and ideas from these cultures became part of the cultures of North America.

## TERMS & NAMES

- potlatch
- Anasazi
- pueblo
- Mississippian
- Iroquois
- totem

**SETTING THE STAGE** Between 40,000 and 12,000 years ago, hunter-gatherers migrated across the Bering Strait land bridge from Asia and began to populate the Americas. Migrating southward, those first Americans reached the southern tip of South America by somewhere between 12,000 and 7000 B.C. At the same time, they began to spread out east and west across North America. Over the centuries, the early North American peoples adapted to their environment, creating a very diverse set of cultures.

## Complex Societies in the West

In some ways, the early North American cultures were less developed than those of South America and Mesoamerica. The North American groups created no great empires. They left few ruins as spectacular as those of ancient Mexico or Peru. Nevertheless, the first peoples of North America did create complex societies. These societies were able to conduct long-distance trade and construct magnificent buildings.

**Cultures of Abundance** The Pacific Northwest—from Oregon to Alaska—was rich in resources and supported a sizable population. To the Kwakiutl, Nootka, and Haida peoples, the most important resource was the sea. (See the map on page 442.) They hunted whales in canoes. Some canoes were large enough to carry at least 15 people. In addition to the many resources of the sea, the coastal forest provided plentiful food. In this abundant environment, the Northwest Coast tribes developed societies in which differences in wealth created social classes. Families displayed their rank and prosperity in an elaborate ceremony called the **potlatch** (PAHT•LACH). In this ceremony, they gave food, drink, and gifts to the community.

**Accomplished Builders** The dry, desert lands of the Southwest were a much harsher environment than the temperate Pacific coastlands. However, as early as 1500 B.C., the peoples of the Southwest were beginning to farm the land. Among the most successful of these early farmers were the Hohokam (huh•HOH•kuhm) of central Arizona. (See the map on page 439.) They used irrigation to produce harvests of corn, beans, and squash. Their use of pottery rather than baskets, as well as certain religious rituals, showed contact with Mesoamerican peoples to the south.



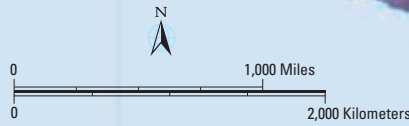
Use the graphic organizer online to take notes on the Native Americans of the Northwest and the Southwest.



# North American Culture Areas, c. 1400



Native American Cultures	
	Arctic
	Subarctic
	Northwest Coast
	Plateau
	Great Basin
	California
	Southwest
	Great Plains
	Northeast
	Southeast
	Mesoamerica
<b>Osage</b>	Tribe name



**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- Region** Which Native American culture groups had the largest number of tribes?
- Human-Environment Interaction** In which culture areas would movement of trade goods be made easier by river and lake connections?

A people to the north—the **Anasazi** (AH•nuh•SAH•zee)—also influenced the Hohokam. They lived in the Four Corners region, where the present-day states of Utah, Arizona, Colorado, and New Mexico meet. The Anasazi built impressive cliff dwellings, such as the ones at Mesa Verde, Colorado. These large houses were built on top of mesas—flat-topped hills—or in shallow caves in the sheer walls of deep canyons. By the A.D. 900s, the Anasazi were living in **pueblos** (PWEHB•lohs), villages of large, apartment-style compounds made of stone and adobe, or sun-baked clay.

The largest Anasazi pueblo, begun around A.D. 900, was Pueblo Bonito, a Spanish name meaning “beautiful village.” Its construction required a high degree of social organization and inventiveness. The Anasazi relied on human labor to quarry sandstone from the canyon walls and move it to the site. Skilled builders then used a mudlike mortar to construct walls up to five stories high. Windows were small to keep out the burning sun. When completed, Pueblo Bonito probably housed about 1,000 people and contained more than 600 rooms. In addition, a number of underground or partly underground ceremonial chambers called kivas (KEE•vuhs) were used for a variety of religious practices.

Many Anasazi pueblos were abandoned around 1200, possibly because of a prolonged drought. The descendants of the Anasazi, the Pueblo peoples, continued many of their customs. Pueblo groups like the Hopi and Zuni used kivas for religious ceremonies. They also created beautiful pottery and woven blankets. They traded these, along with corn and other farm products, with Plains Indians to the east, who supplied bison meat and hides. These nomadic Plains tribes eventually became known by such names as the Comanche, Kiowa, and Apache.

## Mound Builders and Other Woodland Cultures

Beyond the Great Plains, in the woodlands east of the Mississippi River, other ancient peoples—the Mound Builders—were creating their own unique traditions. (See the map on page 439.) Beginning around 700 b.c., a culture known as the Adena began to build huge earthen mounds in which they buried their dead. Mounds that held the bodies of tribal leaders often were filled with gifts, such as finely crafted copper and stone objects.

Some 500 years later, the Hopewell culture also began building burial mounds. Their mounds were much larger and more plentiful than those of the Adena. Some of the Hopewell mounds may have been used for purposes other than burials. For example, the Great Serpent Mound, near Hillsboro, Ohio, may have played a part in Hopewell religious ceremonies.

The last Mound Builder culture, the **Mississippian**, lasted from around A.D. 800 until the arrival of Europeans in the 1500s. These people created thriving villages based on farming and trade. Between 1000 and 1200, perhaps as many as 30,000



▲ Cliff Palace, Mesa Verde, had 217 rooms and 23 kivas.





▲ Great Serpent Mound runs some 1,300 feet along its coils and is between 4 and 5 feet high.

people lived at Cahokia (kuh•HOH•kee•uh), the leading site of Mississippian culture. Cahokia was led by priest-rulers, who regulated farming activities. The heart of the community was a 100-foot-high, flat-topped earthen pyramid, which was crowned by a wooden temple.

These Mississippian lands were located in a crossroads region between east and west. They enjoyed easy transportation on the Mississippi and Ohio rivers. Items found in burial mounds show that the Mississippians had traded with peoples in the West and, possibly, Mesoamerica. Similar evidence shows that they also came into contact with peoples from the Northeast.

**Northeastern Tribes Build Alliances** The northeastern woodlands tribes developed a variety of cultures. The woodlands peoples often clashed with each other over land. In some areas, tribes formed political alliances to ensure protection of tribal lands. The best example of a political alliance was the **Iroquois** (IHR•uh•kwoy), a group of tribes speaking related languages living in the eastern Great Lakes region. In the late 1500s, five of these tribes in upper New York—the Mohawk, Oneida, Onondaga, Cayuga, and Seneca—formed the Iroquois League. According to legend, Chief Hiawatha helped to create this league. His goal was to promote joint defense and cooperation among the tribes. **A**

#### MAIN IDEA

#### Drawing Conclusions

**A** Of what value would a political alliance be to an individual tribe?

## Cultural Connections

The Iroquois alliance was a notable example of a political link among early North American peoples. For the most part, however, the connections between native North Americans were economic and cultural. They traded, had similar religious beliefs, and shared social patterns.

**Trading Networks Tie Tribes Together** Trade was a major factor linking the peoples of North America. Along the Columbia River in Oregon, the Chinook people established a lively marketplace that brought together trade goods from all over the West. And the Mississippian trade network stretched from the Rocky Mountains to the Atlantic coast and from the Great Lakes to the Gulf of Mexico.

**Religion Shapes Views of Life** Another feature that linked early Americans was their religious beliefs. Nearly all native North Americans believed that the world around them was filled with nature spirits. Most Native Americans recognized a number of sacred spirits. Some groups held up one supreme being, or Great Spirit, above all others. North American peoples believed that the spirits gave them rituals and customs to guide them in their lives and to satisfy their basic needs. If people practiced these rituals, they would live in peace and harmony.

## Social History

### Iroquois Women

Iroquois society was matrilineal. This means that all Iroquois traced their descent through their female ancestors. Clans of the mother controlled property, held ceremonies, and determined official titles.

The ability to grant titles to men was handed down from mother to daughter. The most important title given to men was that of “sachem,” the peace, or civil, chief.

A council of sachems met once a year to decide on war and peace and other important matters. Since sachems could not go to war, they appointed warriors to lead a war party. Thus, in a way women had a say in warfare in the Iroquois tribes.

Native American religious beliefs also included great respect for the land as the source of life. Native Americans used the land but tried to alter it as little as possible. The land was sacred, not something that could be bought and sold. Later, when Europeans claimed land in North America, the issue of land ownership created conflict.

**Shared Social Patterns** The family was the basis for social organization for Native Americans. Generally, the family unit was the extended family, including parents, children, grandparents, and other close relatives. Some tribes further organized families into clans, groups of families descended from a common ancestor. In some tribes, clan members lived together in large houses or groups of houses.

Common among Native American clans was the use of **totems** (TOH•tuhmz). The term refers to a natural object with which an individual, clan, or group identifies itself. The totem was used as a symbol of the unity of a group or clan. It also helped define certain behaviors and the social relationships of a group. The term comes from an Ojibwa word, but refers to a cultural practice found throughout the Americas. For example, Northwestern peoples displayed totem symbols on masks, boats, and huge poles set in front of their houses. Others used totem symbols in rituals or dances associated with important group events such as marriages, the naming of children, or the planting or harvesting of crops. **B**

There were hundreds of different patterns of Native American life in North America. Some societies were small and dealt with life in a limited region of the vast North American continent. Other groups were much larger, and were linked by trade and culture to other groups in North America and Mesoamerica. As you will learn in Section 2, peoples in Mesoamerica and South America also lived in societies that varied from simple to complex. Three of these cultures—the Maya, the Aztec, and the Incan—would develop very sophisticated ways of life.

#### MAIN IDEA

#### Making Inferences

**B** What artificial symbols are used by nations or organizations in a way similar to totems?

#### SECTION

# 1

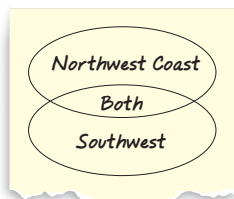
#### ASSESSMENT

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

- potlatch
- Anasazi
- pueblo
- Mississippian
- Iroquois
- totem

#### USING YOUR NOTES

2. How did environment affect the development of the cultures of the Northwest Coast and the Southwest?



#### MAIN IDEAS

3. What was the most important resource for the peoples of the Northwest? Why?
4. For what purpose did the Mound Builder cultures use earthen mounds?
5. Why did the tribes of upper New York form a political alliance?

#### CRITICAL THINKING & WRITING

6. **ANALYZING MOTIVES** Why might the people of the Northwest consider the potlatch to be a good way to signal social standing and wealth?
7. **ANALYZING CAUSES** Why might location have been important to the power and wealth of the Mississippian culture?
8. **COMPARING** In what ways did the peoples of North America share similar cultural patterns?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a brief **essay** detailing the evidence that shows how societies in North America interacted with each other.

#### MULTIMEDIA ACTIVITY WRITING AN ILLUSTRATED REPORT



Use the Internet to research one of the Native American groups discussed in this section. Use your findings to write an **illustrated report**. Focus your report on how the group lives today.

**INTERNET KEYWORD**  
*Native American Nations*



# Maya Kings and Cities

## MAIN IDEA

**RELIGIOUS AND ETHICAL SYSTEMS** The Maya developed a highly complex civilization based on city-states and elaborate religious practices.

## WHY IT MATTERS NOW

Descendants of the Maya still occupy the same territory.

## TERMS & NAMES

- Tikal
- glyph
- codex
- *Popol Vuh*

**SETTING THE STAGE** In the early centuries A.D., most North American peoples were beginning to develop complex societies. Further south, the peoples of Mexico and Central America were entering into the full flower of civilization. A prime example of this cultural flowering were the Maya, who built an extraordinary civilization in the heart of Mesoamerica.

## Maya Create City-States

The homeland of the Maya stretched from southern Mexico into northern Central America. This area includes a highland region and a lowland region. The lowlands lie to the north. They include the dry scrub forest of the Yucatán (yoo•kuh•TAN) Peninsula and the dense, steamy jungles of southeastern Mexico and northern Guatemala. The highlands are further south—a range of cool, cloud-wreathed mountains that stretch from southern Mexico to El Salvador.

While the Olmec were building their civilization along the Gulf Coast in the period from 1200 B.C. to 400 B.C., the Maya were also evolving. (See Chapter 9.) They took on Olmec influences, blending these with local customs. By A.D. 250, Maya culture had burst forth in a flourishing civilization.

**Urban Centers** The period from A.D. 250 to 900 is known as the Classic Period of Maya civilization. During this time, the Maya built spectacular cities such as **Tikal** (tee•KAHL), a major center in northern Guatemala. Other important sites included Copán, Palenque, Uxmal, and Chichén Itzá (chee•CHEHN ee•TSAH). (See the map on page 447.) Each of these was an independent city-state, ruled by a god-king and serving as a center for religious ceremonies and trade. Maya cities featured giant pyramids, temples, palaces, and elaborate stone carvings dedicated to the gods and to important rulers. Tens of thousands of people lived in residential areas surrounding the city center, which bustled with activity.

Archaeologists have identified at least 50 major Maya sites, all with monumental architecture. For example, Temple IV pyramid at Tikal stretched 212 feet into the jungle sky. In addition to temples and pyramids, each

▼ Maya jade death mask, seventh century A.D.



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**TAKING NOTES**

Use the graphic organizer online to take notes on the major features of the Maya civilization.

## MAIN IDEA

### Drawing Conclusions

**A** What does the ability to construct complex buildings reveal about a society?

Maya city featured a ball court. In this stone-sided playing field, the Maya played a game that had religious and political significance. The Maya believed the playing of this game would maintain the cycles of the sun and moon and bring life-giving rains. **A**

### Agriculture and Trade Support Cities

Although the Maya city-states were independent of each other, they were linked through alliances and trade. Cities exchanged their local products such as salt, flint, feathers, shells, and honey. They also traded craft goods like cotton textiles and jade ornaments. While the Maya did not have a uniform currency, cacao (chocolate) beans sometimes served as one.

As in the rest of Mesoamerica, agriculture—particularly the growing of maize, beans, and squash—provided the basis for Maya life. For years, experts assumed that the Maya practiced slash-and-burn agriculture. This method involves farmers clearing the land by burning existing vegetation and planting crops in the ashes. Evidence now shows, however, that the Maya also developed more sophisticated methods, including planting on raised beds above swamps and on hillside terraces.

**Kingdoms Built on Dynasties** Successful farming methods led to the accumulation of wealth and the development of social classes. The noble class, which included priests and the leading warriors, occupied the top rung of Maya society. Below them came merchants and those with specialized knowledge, such as skilled artisans. Finally, at the bottom, came the peasant majority.

The Maya king sat at the top of this class structure. He was regarded as a holy figure, and his position was hereditary. When he died, he passed the throne on to his eldest son. Other sons of the ruler might expect to join the priesthood.

## Religion Shapes Maya Life

Religion influenced most aspects of Maya life. The Maya believed in many gods. There were gods of corn, of death, of rain, and of war. Gods could be good or evil, and sometimes both. Gods also were associated with the four directions and with different colors: white for north, black for west, yellow for south, red for east, and green in the center. The Maya believed that each day was a living god whose behavior could be predicted with the help of a system of calendars.

**Religious Practices** The Maya worshiped their gods in various ways. They prayed and made offerings of food, flowers, and incense. They also pierced and cut their bodies and offered their blood, believing that this would nourish the gods. Sometimes the Maya even carried out human sacrifice, usually of captured enemies. At Chichén Itzá, they threw captives into a deep sinkhole lake, called a *cenote* (say•NO•tay), along with gold, jade, and other offerings. The Maya believed



**H**  
**HISTORY**

**VIDEO**  
Mexico's Ancient Civilizations  
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that human sacrifice pleased the gods and kept the world in balance. Nevertheless, the Maya's use of sacrifice never reached the extremes of some other Mesoamerican peoples.

**Math and Religion** Maya religious beliefs also led to the development of the calendar, mathematics, and astronomy. The Maya believed that time was a burden carried on the back of a god. At the end of a day, month, or year, one god would lay the burden down and another would pick it up. A day would be lucky or unlucky, depending on the nature of the god. So it was very important to have an accurate calendar to know which god was in charge of the day.

The Maya developed a 260-day religious calendar, which consisted of thirteen 20-day months. A second 365-day solar calendar consisted of eighteen 20-day months, with a separate period of 5 days at the end. The two calendars were linked together like meshed gears so that any given day could be identified in both cycles. The calendar helped identify the best times to plant crops, attack enemies, and crown new rulers.

The Maya based their calendar on careful observation of the planets, sun, and moon. Highly skilled Maya astronomers and mathematicians calculated the solar year at 365.2420 days. This is only .0002 of a day short of the figure generally accepted today! The Maya astronomers were able to attain such great precision by using a math system that included the concept of zero. The Maya used a shell symbol for zero, dots for the numbers one to four, and a bar for five. The Maya number system was a base-20 system. They used the numerical system primarily for calendar and astronomical work. **B**

**Written Language Preserves History** The Maya also developed the most advanced writing system in the ancient Americas. Maya writing consisted of about 800 hieroglyphic symbols, or **glyphs** (glijfs). Some of these glyphs stood for whole words, and others represented syllables. The Maya used their writing system to record important historical events, carving their glyphs in stone or recording them in a bark-paper book known as a **codex** (KOH•DEHKS). Only three of these ancient books have survived.

Other original books telling of Maya history and customs do exist, however. Maya peoples wrote down their history after the arrival of the Spanish. The most famous of these books, the **Popol Vuh** (POH•pohl VOO), recounts the Highland Maya's version of the story of creation. "Before the world was created, Calm and Silence were the great kings that ruled," reads the first sentence in the book. "Nothing existed, there was nothing."

**MAIN IDEA**

**Making Inferences**

**B** How are math, astronomy, and calendars related?

▼ A detail from the *Maya Codex Troano*

**PRIMARY SOURCE**

Then let the emptiness fill! they said. Let the water weave its way downward so the earth can show its face! Let the light break on the ridges, let the sky fill up with the yellow light of dawn! Let our glory be a man walking on a path through the trees! "Earth!" the Creators called. They called only once, and it was there, from a mist, from a cloud of dust, the mountains appeared instantly.

From the *Popol Vuh*





**VIDEO**  
A Civilization Abandoned  
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Rise and Fall of the Maya		
<b>Traits of Civilization</b>	<b>Strength Leading to Power</b>	<b>Weakness Leading to Decline</b>
<ul style="list-style-type: none"> <li>• Religious beliefs and theocracy</li> <li>• Independent city-states</li> <li>• Intensive agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• United culture</li> <li>• Loyalty to the king</li> <li>• Wealthy and prosperous culture</li> <li>• Production of more food feeds a larger population</li> </ul>	<ul style="list-style-type: none"> <li>• Many physical and human resources funneled into religious activities</li> <li>• Frequent warfare occurs between kingdoms</li> <li>• Population growth creates need for more land</li> </ul>
<b>SKILLBUILDER: Interpreting Charts</b> <b>1. Recognizing Effects</b> Which trait aids in building a sense of loyalty to the ruler? <b>2. Drawing Conclusions</b> How can intensive agriculture be both a strength and a weakness?		

## Mysterious Maya Decline

The remarkable history of the Maya ended in mystery. In the late 800s, the Maya suddenly abandoned many of their cities. Invaders from the north, the Toltec, moved into the lands occupied by the Maya. These warlike peoples from central Mexico changed the culture. The high civilization of Maya cities like Tikal and Copán disappeared.

No one knows exactly why this happened, though experts offer several overlapping theories. By the 700s, warfare had broken out among the various Maya city-states. Increased warfare disrupted trade and produced economic hardship. In addition, population growth and over-farming may have damaged the environment, and this led to food shortages, famine, and disease. By the time the Spanish arrived in the early 1500s, the Maya were divided into small, weak city-states that gave little hint of their former glory.

As the Maya civilization faded, other peoples of Mesoamerica were growing in strength and sophistication. Like the Maya, these peoples would trace some of their ancestry to the Olmec. Eventually, these people would dominate the Valley of Mexico and lands beyond it, as you will learn in Section 3.

**MAIN IDEA**

**Analyzing Causes**  
 Why did the Maya civilization go into decline?

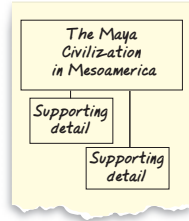
SECTION 2 ASSESSMENT

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

- Tikal
- glyph
- codex
- Popol Vuh

**USING YOUR NOTES**

2. How do the characteristics of Maya civilization compare with the characteristics of a typical civilization?



**MAIN IDEAS**

3. What was the basis of Maya life?
4. Why was the calendar important for the Maya religion?
5. What three explanations have been given for the collapse of the Maya civilization?

**CRITICAL THINKING & WRITING**

6. **RECOGNIZING EFFECTS** Why was trade important to the Maya civilization?
7. **DRAWING CONCLUSIONS** How important do you think the development of advanced mathematics was in the creation of the Maya calendar?
8. **ANALYZING CAUSES** Which of the causes for the fall of the Maya do you think was most important? Explain.
9. **WRITING ACTIVITY** RELIGIOUS AND ETHICAL SYSTEMS  
 Imagine that you are a reporter visiting Maya city-states. Write a one-page **news article** that describes various aspects of the Maya religion.


**CONNECT TO TODAY** CREATING A MAP

Conduct research to discover the countries in which the modern Maya live. Use your findings to create a **map** showing the areas within these countries occupied by the Maya.

## Maya Architecture

Maya architects created beautiful and monumental structures. The buildings are artistic in structure, as well as in ornamentation. The style and complexity of the ornamentation varies by region, but narrative, ceremonial, and celestial themes are common. Archaeologists and tourists alike are still awed by Maya architecture.

These large structures seem to be designed for ceremonial or religious purposes and dominate the landscapes of the cities. The most recognizable structures are the pyramids, but there is much more to the artful Maya architecture.

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**RESEARCH WEB LINKS** Go online for more on Maya architecture.



### ▲ Detailing

One characteristic of Maya architecture is the exterior and interior ornamental detailing. This two-headed jaguar throne was found at Uxmal. It represents the jaguar god of the underworld, one of the many Maya gods. An ancient Maya manuscript lists over 160 gods.

### ◀ Stele

A stele (STEE•lee) is an inscribed or carved marker that is often used to mark special dates or as a building marker. This stele is in the Maya city of Copán and is part of a series of finely carved commemorative steles in the great plaza. The 13th king is represented on most of the steles in ceremonial clothing.





### ▲ Ball Court

Ball courts were a feature of ancient Maya cities. The games held deep religious significance, and the same artistic detail is found in the ball courts as in other religious structures. The court shown here is at Chichén Itzá in modern Mexico. It is 545 feet long and 223 feet wide, and is the largest in the Americas. The ornate hoop (above left) is 20 feet off the ground.


The exact rules and method of scoring the game are unknown. However, inscriptions indicate that players could not use their hands or feet to move a solid rubber ball, and that members of the losing team might be sacrificed by beheading.

### ◀ Pyramid

Archaeologists have found pyramids at many Maya cities. Pyramids were religious structures and, as in Egypt, could be used as tombs. The pyramid shown here is known as Temple I in the Maya city of Tikal. It is the tomb of Ha Sawa Chaan K'awil, a Tikal ruler. The pyramid is about 160 feet tall. Another pyramid in the city is 212 feet tall. In fact, the Tikal pyramids were the tallest structures in the Americas until 1903, when the Flatiron Building was built in New York City.

## Connect to Today

**1. Making Inferences** What does the size and ornamentation of Maya architecture indicate about their society?

 See Skillbuilder Handbook, Page R10.

**2. Comparing and Contrasting** What are some examples of large-scale architecture in the United States? What do they indicate about our culture?





# The Aztecs Control Central Mexico

### MAIN IDEA

#### POWER AND AUTHORITY

Through alliances and conquest, the Aztecs created a powerful empire in Mexico.

### WHY IT MATTERS NOW

This time period saw the origins of one of the 20th century's most populous cities, Mexico City.

### TERMS & NAMES

- obsidian
- Triple Alliance
- Quetzalcoatl
- Montezuma II

**SETTING THE STAGE** While the Maya were developing their civilization to the south, other high cultures were evolving in central Mexico. Some of the most important developments took place in and around the Valley of Mexico. This valley, where modern Mexico City is located, eventually became the site of the greatest empire of Mesoamerica, the Aztec. The Aztecs were preceded by two other important civilizations that traced their ancestry to the Olmec and Zapotec. You learned about the Olmec and Zapotec in Chapter 9.

## The Valley of Mexico

The Valley of Mexico, a mountain basin about 7,500 feet above sea level, served as the home base of several powerful cultures. The valley had several large, shallow lakes at its center, accessible resources, and fertile soil. These advantages attracted the people of Teotihuacán (TAY•oh•TEE•wah•KAHN) and the Toltecs. They settled in the valley and developed advanced civilizations that controlled much of the area. (See the map on page 447.)

**An Early City-State** The first major civilization of central Mexico was Teotihuacán, a city-state whose ruins lie just outside Mexico City. In the first century A.D., villagers at this site began to plan and construct a monumental city, even larger than Monte Albán, in Oaxaca.

At its peak in the sixth century, Teotihuacán had a population of between 150,000 and 200,000 people, making it one of the largest cities in the world at the time. The heart of the city was a central avenue lined with more than 20 pyramids dedicated to various gods. The biggest of these was the giant Pyramid of the Sun. This imposing building stood more than 200 feet tall and measured close to 3,000 feet around its base. The people of Teotihuacán lived in apartment-block buildings in the area around the central avenue.

Teotihuacán became the center of a thriving trade network that extended far into Central America. The

▼ Quetzalcoatl was a god for many ancient Mexican civilizations.



Use the graphic organizer online to take notes on the establishment and growth of the Aztec Empire.



▲ The Pyramid of the Sun (left background) dominates Teotihuacán's main highway, the Avenue of the Dead.

city's most valuable trade item was **obsidian** (ahb•SIHD•ee•uhn), a green or black volcanic glass found in the Valley of Mexico and used to make razor-sharp weapons. There is no evidence that Teotihuacán conquered its neighbors or tried to create an empire. However, evidence of art styles and religious beliefs from Teotihuacán have been found throughout Mesoamerica.

After centuries of growth, the city abruptly declined. Historians believe this decline was due either to an invasion by outside forces or conflict among the city's ruling classes. Regardless of the causes, the city was virtually abandoned by 750. The vast ruins astonished later settlers in the area, who named the site Teotihuacán, which means "City of the Gods."

**Toltecs Take Over** After the fall of Teotihuacán, no single culture dominated central Mexico for decades. Then around 900, a new people—the Toltecs—rose to power. For the next three centuries, the Toltecs ruled over the heart of Mexico from their capital at Tula. (See the map on page 447.) Like other Mesoamericans, they built pyramids and temples. They also carved tall pillars in the shape of armed warriors.

In fact, the Toltecs were an extremely warlike people whose empire was based on conquest. They worshiped a fierce war god who demanded blood and human sacrifice from his followers. Sometime after 1000, a Toltec ruler named Topiltzin (toh•PEELT•zeen) tried to change the Toltec religion. He called on the Toltec people to end the practice of human sacrifice. He also encouraged them to worship a different god, **Quetzalcoatl** (keht•SAHL•koh•AHT•uhl), or the Feathered Serpent. Followers of the war god rebelled, however, forcing Topiltzin and his followers into exile on the Yucatán Peninsula. There, they greatly influenced late-Mayan culture. After Topiltzin's exile, Toltec power began to decline. By the early 1200s, their reign over the Valley of Mexico had ended. **A**

In time, Topiltzin and Quetzalcoatl became one in the legends of the people of the Valley of Mexico. According to these legends, after his exile from Tula, the god traveled east, crossing the sea on a raft of snakes. He would return one day, bringing a new reign of light and peace. The story of Quetzalcoatl would come back to haunt the greatest empire of Mexico, the Aztecs.

**MAIN IDEA**

**Making Inferences**

**A** Why might the followers of the war god rebel against Topiltzin?

## The Aztec Empire

The Aztecs arrived in the Valley of Mexico around A.D. 1200. The valley contained a number of small city-states that had survived the collapse of Toltec rule. The Aztecs, who were then called the Mexica, were a poor, nomadic people from the harsh deserts of northern Mexico. Fierce and ambitious, they soon adapted to local ways, finding work as soldiers-for-hire to local rulers.



According to one of the Aztec legends, the god of the sun and warfare, Huitzilopochtli (wee•tsee•loh•POHCH•tee), told them to found a city of their own. He said to look for a place where an eagle perched on a cactus, holding a snake in its mouth. These words capture part of the legend:

#### PRIMARY SOURCE

The place where the eagle screams,  
where he spreads his wings;  
the place where he feeds,  
where the fish jump,  
where the serpents  
coil up and hiss!  
This shall be Mexico Tenochtitlán  
and many things shall happen!

*Crónica Mexicayotl*

They found such a place on a small island in Lake Texcoco, at the center of the valley. There, in 1325, they founded their city, which they named Tenochtitlán (teh•NOCH•tee•TLAHN).

**Aztecs Grow Stronger** Over the years, the Aztecs gradually increased in strength and number. In 1428, they joined with two other city-states—Texcoco and Tlacopan—to form the **Triple Alliance**. This alliance became the leading power in the Valley of Mexico and soon gained control over neighboring regions. By the early 1500s, they controlled a vast empire that covered some 80,000 square miles stretching from central Mexico to the Atlantic and Pacific coasts and south into Oaxaca. This empire was divided into 38 provinces. It had an estimated population of between 5 and 15 million people.

The Aztecs based their power on military conquest and the tribute they gained from their conquered subjects. The Aztecs generally exercised loose control over the empire, often letting local rulers govern their own regions. The Aztecs did demand tribute, however, in the form of gold, maize, cacao beans, cotton, jade, and other products. If local rulers failed to pay tribute, or offered any other kind of resistance, the Aztecs responded brutally. They destroyed the rebellious villages and captured or slaughtered the inhabitants. **B**

**Nobles Rule Aztec Society** At the height of the Aztec Empire, military leaders held great power in Aztec society. Along with government officials and priests, these military leaders made up the noble class. Many nobles owned vast estates, which they ruled over like lords, living a life of great wealth and luxury.

There were two other broad classes in Aztec society, commoners and enslaved persons. Commoners included merchants, artisans, soldiers, and farmers who owned their own land. The merchants formed a special type of elite. They often traveled widely, acting as spies for the emperor and gaining great wealth for themselves. The lowest class, enslaved persons, were captives who did many different jobs.


The emperor sat atop the Aztec social pyramid. Although he sometimes consulted with top generals or officials, his power was absolute. The emperor lived in a magnificent

## Global Patterns

### Warriors and Animal Symbols

Some of the highest-ranking Aztec leaders were eagle warriors. (A statue of an eagle warrior is shown above.) In battle, they wore eagle costumes in honor of the sun god, Huitzilopochtli, who often took the form of an eagle.

The use of animal symbols by warriors was a widespread practice in ancient times. The eagle was a favorite among Roman soldiers because they thought it symbolized victory. In many cultures, warriors adopted an animal so that they would inherit the animal's qualities. Celtic fighters, for example, wore boars' heads on their helmets so that they, like the boar, would be strong and fearless. Similarly, many African warriors adopted the lion for its fighting ferocity.

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**INTERNET ACTIVITY** Go online to plan a Web page on animal symbols used by ancient warriors.

#### MAIN IDEA

#### Comparing

**B** How were the Aztecs' methods of controlling the empire like those of other empires you have read about?

palace, surrounded by servants and his wives. Visitors—even nobles—entered his presence in bare feet and cast their eyes down so as not to look at him.

## Tenochtitlán: A Planned City

By the early 1500s, Tenochtitlán had become an extraordinary urban center. With a population of between 200,000 and 400,000 people, it was larger than London or any other European capital of the time. Tenochtitlán remained on its original island site. To connect the island to the mainland, Aztec engineers built three raised roads, called causeways, over the water and marshland. Other smaller cities ringed the lake, creating a dense concentration of people in the Valley of Mexico.

Streets and broad avenues connected the city center with outlying residential districts. The canals that intersected with these roadways allowed canoes to bring people directly into the city center. Canoes also brought goods from the farthest reaches of the empire to the economic heart of the city, the huge market of Tlatelolco (TLAH•tehl•AWL•koh). Visitors to the market also found a great deal of local agricultural produce on display, including avocados, beans, chili peppers, corn, squash, and tomatoes. Most of the fruits and vegetables sold at the market were grown on *chinampas*, farm plots built on the marshy fringes of the lake. These plots, sometimes called “floating gardens,” were extremely productive, providing the food needed for a huge urban population.

At the center of the city was a massive, walled complex, filled with palaces, temples, and government buildings. The main structure in the complex was the Great Temple. This giant pyramid with twin temples at the top, one dedicated to the sun god and the other to the rain god, served as the center of Aztec religious life.

### > Analyzing Primary Sources

#### The Market at Tlatelolco

Hernando Cortés, the Spanish conqueror of Mexico, noted that the market at Tlatelolco was twice the size of the market at Salamanca, the Spanish city where he had attended university.

##### PRIMARY SOURCE

Day after day 60,000 people congregate here to buy and sell. Every imaginable kind of merchandise is available from all parts of the Empire, foodstuffs and dress, . . . gold, silver, copper, . . . precious stones, leather, bone, mussels, coral, cotton, feathers. . . . Everything is sold by the piece or by measurement, never by weight. In the main market there is a law court in which there are always ten or twelve judges performing their office and taking decisions on all marketing controversies.

**HERNANDO CORTÉS**, *Letters of Information*

#### Tenochtitlán—A Bustling City

Bernal Díaz, one of Cortés’s soldiers, was amazed to find a bustling urban center in the heart of Mexico.

##### PRIMARY SOURCE

When we saw all those cities and villages built in the water, and other great towns on dry land, and that straight and level causeway leading to Mexico, we were astounded. These great towns and cues [pyramids] and buildings rising from the water, all made of stone, seemed like an enchanted vision. . . . Indeed, some of our soldiers asked whether it was not all a dream.

**BERNAL DÍAZ**, *The Conquest of New Spain*

#### DOCUMENT-BASED QUESTIONS

1. **Contrasting** How do the descriptions of Cortés and Díaz differ?
2. **Making Inferences** How do you think Cortés and Díaz feel about Aztec accomplishments?

## Religion Rules Aztec Life

Religion played a major role in Aztec society. Tenochtitlán contained hundreds of temples and religious structures dedicated to the approximately 1,000 gods that the Aztecs worshiped. The Aztecs adopted many of these gods, and religious practices related to them, from other Mesoamerican peoples. For example, the Aztecs worshiped the Toltec god Quetzalcoatl in many forms. They saw him as the god of learning and books, the god of the wind, and a symbol of death and rebirth. The Aztecs pictured Quetzalcoatl not only as a feathered serpent, but also as a pale-skinned man with a beard.



▲ This mural, in the National Palace in Mexico City, shows Quetzalcoatl in many forms.

priests practiced human sacrifice on a massive scale. Each year, thousands of victims were led to the altar atop the Great Temple, where priests carved out their hearts using obsidian knives.

Sacrificial victims included enslaved persons, criminals, and people offered as tribute by conquered provinces. Prisoners of war, however, were the preferred victims. As a result, the priests required a steady supply of war captives. This in turn pushed the Aztec military to carry out new conquests. In fact, the Aztecs often went to war not to conquer new lands, but simply to capture prisoners for sacrifice. They even adapted their battle tactics to ensure that they took their opponents alive. 🕒

## Problems in the Aztec Empire

In 1502, a new ruler, **Montezuma II** (MAHN•tih•ZOO•muh), was crowned emperor. Under Montezuma, the Aztec Empire began to weaken. For nearly a century, the Aztecs had been demanding tribute and sacrificial victims from the provinces under their control. Now, with the population of Tenochtitlán growing ever greater, Montezuma called for even more tribute and sacrifice. A number of provinces rose

**Religious Practices** Aztec religious practices centered on elaborate public ceremonies designed to communicate with the gods and win their favor. At these ceremonies, priests made offerings to the gods and presented ritual dramas, songs, and dances featuring masked performers. The Aztec ceremonial calendar was full of religious festivals, which varied according to the god being honored.

**Sacrifices for the Sun God** The most important rituals involved a sun god, Huitzilopochtli. According to Aztec belief, Huitzilopochtli made the sun rise every day. When the sun set, he had to battle the forces of evil to get to the next day. To make sure that he was strong enough for this ordeal, he needed the nourishment of human blood. Without regular offerings of human blood, Huitzilopochtli would be too weak to fight. The sun would not rise, the world would be plunged into darkness, and all life would perish. For this reason, Aztec

### MAIN IDEA

#### Clarifying

🕒 Why did the Aztecs take so many war captives?

## The Aztec Calendar

The Aztec system of tracking the days was very intricate. Archaeologists believe that the Aztec calendar system was derived from the Maya system. The Aztecs followed two main calendars: a sacred one with 13 months of 20 days and an agricultural or solar one with 18 months of 20 days. (Notice that this comes to 360 days. The Aztecs then had an unlucky five-day period known as *nemontemi*, making their solar calendar 365 days long.) Every 52 years, the two calendars would start on the same day, and a great ceremony of fire marked the occasion.



### ▲ Aztec Gods

The Aztecs worshiped many different gods. They were a vital part of the Aztec calendar and daily life. The Aztecs paid tribute to different gods depending, in part, on the day, week, month, year, and religious cycle of the Aztec calendars. The god shown here is a sun god, Tonatiuh.

### ◀ Aztec Sunstone

Originally located in the main ceremonial plaza of Tenochtitlán, the Aztec calendar stone measures 13 feet in diameter and weighs 24 tons. It was uncovered in Mexico City in 1790. The Sunstone, as it is called, contains a wealth of information about the days that began and ended the Aztec months, the gods associated with the days, and many other details.

This is an artist's rendition of the inner circle of the Sunstone. In the center is the god Tonatiuh.

The four squares that surround Tonatiuh are glyphs or symbols of the four ages preceding the time of the Aztecs: Tiger, Water, Wind, and Rain.

In the ring just outside the symbols of the previous ages, 20 segments represent the 20 days that made up an Aztec month. Each day had its own symbol and a god who watched over the day. The symbol pointed to here is Ocelotl, the jaguar.

### SKILLBUILDER: Interpreting Visual Sources

- Hypothesizing** Why do you think the Aztecs put Tonatiuh, a sun god, in the center of the Sunstone? Explain your reasons.
- Comparing and Contrasting** How is the Aztec calendar different from the calendar we use today? How is it similar?

**VIDEO**

Aztecs: Culture of Art and Death

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## Rise and Fall of the Aztecs

Traits of Civilization	Strength Leading to Power	Weakness Leading to Decline
<ul style="list-style-type: none"> <li>Religious beliefs and theocracy</li> <li>Powerful army</li> <li>Empire of tribute states</li> </ul>	<ul style="list-style-type: none"> <li>United culture</li> <li>Loyalty to the emperor</li> <li>Adds land, power, and prisoners for religious sacrifice</li> <li>Provides wealth and power and prisoners for religious sacrifice</li> </ul>	<ul style="list-style-type: none"> <li>Many physical and human resources funneled into religious activities</li> <li>Need for prisoners changes warfare style to less deadly and less aggressive</li> <li>Tribute states are rebellious and need to be controlled</li> </ul>

**SKILLBUILDER: Interpreting Charts**

- Drawing Conclusions** How was the tribute system both a strength and a weakness?
- Clarifying** How are the army and religious beliefs linked in the Aztec Empire?

up against Aztec oppression. This began a period of unrest and rebellion, which the military struggled to put down.

Over time, Montezuma tried to lessen the pressure on the provinces. For example, he reduced the demand for tribute payment by cutting the number of officials in the Aztec government. But resentment continued to grow. Many Aztecs began to predict that terrible things were about to happen. They saw bad omens in every unusual occurrence—lightning striking a temple in Tenochtitlán, or a partial eclipse of the sun, for example. The most worrying event, however, was the arrival of the Spanish. For many Aztecs, these fair-skinned, bearded strangers from across the sea brought to mind the legend of the return of Quetzalcoatl. **D**

Further south in the high mountain valleys of the Andes, another empire was developing, one that would transcend the Aztec Empire in land area, power, and wealth. Like the Aztecs, the people of this Andean empire worshiped the sun and had large armies. However, the society they built was much different from that of the Aztecs, as you will see in Section 4.

**MAIN IDEA**

**Making Inferences**

**D** Why would cutting the number of government officials reduce the need for tribute money?

**SECTION**

**3**

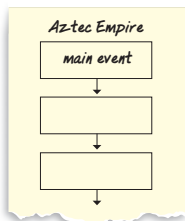
**ASSESSMENT**

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

- obsidian
- Quetzalcoatl
- Triple Alliance
- Montezuma II

**USING YOUR NOTES**

2. How do you think the Aztecs were able to establish an extensive empire in such a relatively short period of time?



**MAIN IDEA**

- On what was Teotihuacán's power and wealth based?
- How did the Aztecs rule their empire?
- Why did the Aztecs think it was necessary to make blood sacrifices to the sun god, Huitzilopochtli?

**CRITICAL THINKING & WRITING**

- IDENTIFYING SOLUTIONS** How were the Aztecs able to overcome the problems associated with Tenochtitlán's island location?
- ANALYZING MOTIVES** Why do you think the Aztecs allowed some conquered peoples to govern themselves with relatively little interference?
- RECOGNIZING EFFECTS** How did the Aztec need for victims for sacrifice lead to problems controlling the empire?
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a short play in which Montezuma discusses with his advisers how to gain control of the empire's rebellious provinces.

**CONNECT TO TODAY** CREATING A MENU

Many of the foods eaten by Mexicans today date back to Aztec times. Conduct research to discover more about the Aztec origins of Mexican food. Use your findings to create a menu for a modern "Aztec" meal.

# The Inca Create a Mountain Empire

## MAIN IDEA

**POWER AND AUTHORITY** The Inca built a vast empire supported by taxes, governed by a bureaucracy, and linked by extensive road systems.

## WHY IT MATTERS NOW

The Incan system of government was similar to some socialist governments in the 20th century.

## TERMS & NAMES

- Pachacuti
- ayllu
- mita
- quipu

**SETTING THE STAGE** While the Aztecs ruled in the Valley of Mexico, another people—the Inca—created an equally powerful state in South America. From Cuzco, their capital in southern Peru, the Inca spread outward in all directions. They brought various Andean peoples under their control and built an empire that stretched from Ecuador in the north to Chile in the south. It was the largest empire ever seen in the Americas.

## The Inca Build an Empire

Like the Aztecs, the Inca built their empire on cultural foundations thousands of years old. (See Chapter 9.) Ancient civilizations such as Chavín, Moche, and Nazca had already established a tradition of high culture in Peru. They were followed by the Huari and Tiahuanaco cultures of southern Peru and Bolivia. The Chimú, an impressive civilization of the 1300s based in the northern coastal region once controlled by the Moche, came next. The Inca would create an even more powerful state, however, extending their rule over the entire Andean region.

**Incan Beginnings** The Inca originally lived in a high plateau of the Andes. After wandering the highlands for years, the Inca finally settled on fertile lands in the Valley of Cuzco. By the 1200s, they had established their own small kingdom in the valley.

During this early period, the Inca developed traditions and beliefs that helped launch and unify their empire. One of these traditions was the belief that the Incan ruler was descended from the sun god, Inti, who would bring prosperity and greatness to the Incan state. Only men from one of 11 noble lineages believed to be descendants of the sun god could be selected as Incan leaders.

**Pachacuti Builds an Empire** At first the Incan kingdom grew slowly. In 1438, however, a powerful and ambitious ruler, **Pachacuti** (PAH•chah•KOO•tee), took the throne. Under his leadership, the Inca conquered all of Peru and then moved into neighboring lands. By 1500, the Inca ruled an empire that stretched 2,500 miles along the western coast of South America. (See the map on page 461.) The Inca called this empire “Land of the Four Quarters.” It included about 80 provinces and was home to as many as 16 million people.

Pachacuti and his successors accomplished this feat of conquest through a combination of diplomacy and military force. The Inca had a powerful military



Use the graphic organizer online to take notes on the methods the Inca used to build their empire.



## History Makers



### **Pachacuti** c. 1391–c. 1473

As the second son of the Incan ruler Viracocha, Pachacuti did not expect to succeed to the throne. However, when Cuzco was attacked in 1438, Viracocha and Pachacuti's older brother fled the city. Pachacuti stayed and drove off the attackers. He then proclaimed himself the new Incan ruler.

Pachacuti, whose name means "World Transformer" or "Earthshaker," ruled for 33 years. During that time, he drew up the plans for the rebuilding of Cuzco and established the Incan system of government.

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**RESEARCH WEB LINKS** Go online for more on Pachacuti and other Incan rulers.

but used force only when necessary. They were also clever diplomats. Before attacking, they typically offered enemy states an honorable surrender. They would allow them to keep their own customs and rulers in exchange for loyalty to the Incan state. Because of this treatment, many states gave up without resisting. Even when force was used, the Inca took a similar approach. Once an area was defeated, they made every effort to gain the loyalty of the newly conquered people.

## Incan Government Creates Unity

To control the huge empire, the rulers divided their territory and its people into manageable units, governed by a central bureaucracy. The Inca created an efficient economic system to support the empire and an extensive road system to tie it together. They also imposed a single official language, Quechua (KEHCH•wuh), and founded schools to teach Incan ways. Certain social groups were identified by officially dictated patterns on clothing. All of these actions were calculated to unify the variety of people controlled by the Inca. **A**

**Incan Cities Show Government Presence** To exercise control over their empire, the Inca built many cities in conquered areas. The architecture of government buildings was the same all over the empire, making the presence of the government apparent. As in Rome, all roads led to the capital, Cuzco. The heart of the Incan empire, Cuzco was a splendid city of temples, plazas, and palaces. "Cuzco was grand and stately," wrote Cieza de León. "It had fine streets, . . . and the houses were built of solid stones, beautifully joined." Like the Romans, the Inca were masterful engineers and stonemasons. Though they had no iron tools and did not use the wheel, Incan builders carved and transported huge blocks of stone, fitting them together perfectly without mortar. Many Incan walls still stand in Cuzco today, undisturbed by the region's frequent earthquakes.

**Incan Government** The Incan state exercised almost total control over economic and social life. It controlled most economic activity, regulating the production and distribution of goods. Unlike the Maya and the Aztecs, the Inca allowed little private commerce or trade.

The Incan social system was based on an age-old form of community cooperation—the ayllu (EYE•loo). The **ayllu**, or extended family group, undertook tasks too big for a single family. These tasks included building irrigation canals or cutting agricultural terraces into steep hillsides. The ayllu also stored food and other supplies to distribute among members during hard times.

The Inca incorporated the ayllu structure into a governing system based on the decimal system. They divided families into groups of 10, 100, 1,000, and 10,000. A chief led each group. He was part of a chain of command. That chain stretched from the community and regional levels all the way to Cuzco, where the Incan ruler and his council of state held court. In general, local administration was left in the hands of local rulers, and villages were allowed to continue their traditional ways. If a community resisted Incan control, however, the Inca might relocate the whole group

### MAIN IDEA

#### Forming Opinions

**A** Of all of the methods used to create unity, which do you think would be most successful? Why?

**MAIN IDEA****Identifying Solutions**

**B** How would relocating trouble-some people help government control of an area?

to a different territory. The resisters would be placed under the control of rulers appointed by the government in Cuzco. **B**

The main demand the Incan state placed on its subjects was for tribute, usually in the form of labor. The labor tribute was known as **mita** (MEE•tuh). It required all able-bodied citizens to work for the state a certain number of days every year. Mita workers might labor on state farmlands, produce craft goods for state warehouses, or help with public works projects.

Historians have compared the Incan system to a type of socialism or a modern welfare state. Citizens were expected to work for the state and were cared for in return. For example, the aged and disabled were often supported by the state. The state also made sure that the people did not go hungry when there were bad harvests. Freeze-dried potatoes, called *chuño*, were stored in huge government warehouses for distribution in times of food shortages.

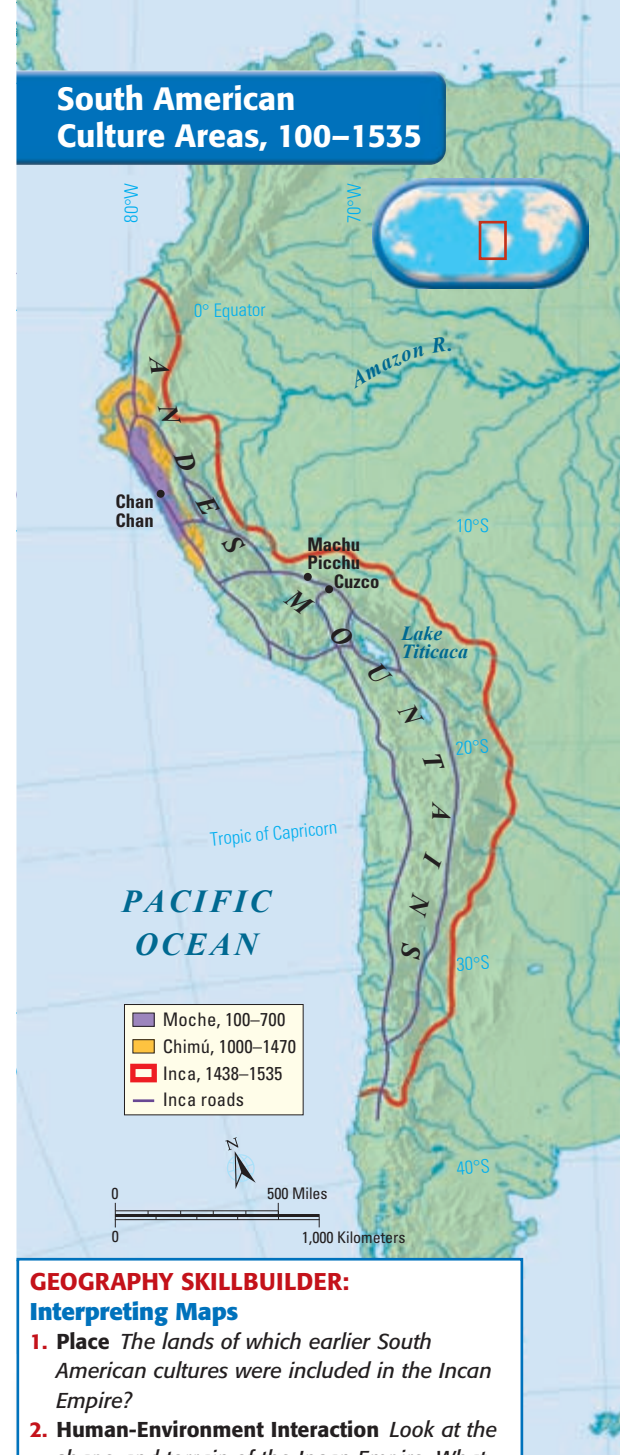
**Public Works Projects** The Inca had an ambitious public works program. The most spectacular project was the Incan road system. A marvel of engineering, this road system symbolized the power of the Incan state. The 14,000-mile-long network of roads and bridges spanned the empire, traversing rugged mountains and harsh deserts. The roads ranged from paved stone to simple paths. Along the roads, the Inca built guesthouses to provide shelter for weary travelers. A system of runners, known as *chasquis* (SHAH•skeys), traveled these roads as a kind of postal service, carrying messages from one end of the empire to the other. The road system also allowed the easy movement of troops to bring control to areas of the empire where trouble might be brewing.

**Government Record-Keeping** Despite the sophistication of many aspects of Incan life, the Inca never developed a writing system. History and literature were memorized as part of an oral tradition. For numerical information, the Inca created an accounting device known as the **quipu**, a set of knotted strings that could be used to record data. (See the Global Patterns feature on page 20.) The knots and their position on the string indicated numbers. Additionally, the colors of the strings represented different categories of information important to the government. For example, red strings were used to count warriors; yellow strings were used to count gold. However, the meanings of the colors changed depending on the general purpose of the quipu. **C**

Some historians believe that the Inca also developed an elaborate calendar system with two types of calendars, one for night and one for day. They were used primarily for religious purposes. Like the calendars of the Maya and the Aztecs, the two calendars provided information about the gods whom the Inca believed ruled the day and time.

**MAIN IDEA****Recognizing Effects**

**C** How might the Incan system of record-keeping help support a strong government?

**South American Culture Areas, 100–1535****GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- 1. Place** The lands of which earlier South American cultures were included in the Incan Empire?
- 2. Human-Environment Interaction** Look at the shape and terrain of the Incan Empire. What problems related to geography might occur in controlling the land?

## Religion Supports the State

As with the Aztecs, religion was important to the Inca and helped reinforce the power of the state. The Inca worshiped fewer gods than the Aztecs. The Inca focused on key nature spirits such as the moon, the stars, and thunder. In the balance of nature, the Inca saw patterns for the way humans should relate to each other and to the earth. The primary Incan god was a creator god called Viracocha. Next in importance was the sun god, Inti. Because the Incan ruler was considered a descendant of Inti, sun worship amounted to worship of the king.

**Religious Practices** Incan priests led the sun-worship services, assisted by young women known as *mamakuna*, or “virgins of the sun.” These women, all unmarried, were drafted by the Inca for a lifetime of religious service. The young women were trained in religious activities, as teachers, spinners, weavers, and beer makers. Young men, known as *yamacuna*, also served as full-time workers for the state and in religious activities. Sacrifice of llamas and exchange of goods were a part of the religious activities. The goods were distributed by the priests to the people as gifts from the gods.

**Great Cities** The Temple of the Sun in Cuzco was the most sacred of all Incan shrines. It was heavily decorated in gold, a metal the Inca referred to as “sweat of the sun.” According to some sources, the temple even had a garden with plants and animals crafted entirely from gold and silver. In fact, gold was a common sight throughout Cuzco. The walls of several buildings had a covering of thin gold sheeting.

Although Cuzco was the religious capital of the Incan Empire, other Incan cities also may have served a ceremonial purpose. For example, Machu Picchu, excavated by Hiram Bingham in 1912, was isolated and mysterious. Like Cuzco, Machu Picchu also had a sun temple, public buildings, and a central plaza. Some sources suggest it was a religious center. Others think it was an estate of Pachacuti. Still others believe it was a retreat for Incan rulers or the nobility.

▼ Machu Picchu lies some 8,000 feet above sea level on a ridge between two mountain peaks.



## Rise and Fall of the Inca

Traits of Civilization	Strength Leading to Power	Weakness Leading to Decline
<ul style="list-style-type: none"> <li>• Religious beliefs and theocracy</li> <li>• Major road systems</li> <li>• Type of welfare state with huge bureaucracy</li> </ul>	<ul style="list-style-type: none"> <li>• United culture</li> <li>• Loyalty to the emperor</li> <li>• Connected entire empire and aided control</li> <li>• Care for entire population during good and bad times</li> </ul>	<ul style="list-style-type: none"> <li>• Many physical and human resources funneled into religious activities</li> <li>• Enemy could also use roads to move troops</li> <li>• People struggled to care for themselves with the elimination of the welfare state</li> </ul>

### SKILLBUILDER: Interpreting Charts

- Forming and Supporting Opinions** *In your opinion, which of the three traits leading to power was the most valuable? Briefly discuss your reasons.*
- Comparing** *Which trait did you find repeated in the Maya and Aztec empires?*



#### VIDEO

Machu Picchu

[hmsocialstudies.com](http://hmsocialstudies.com)

## Discord in the Empire

The Incan Empire reached the height of its glory in the early 1500s during the reign of Huayna Capac. Trouble was brewing, however. In the 1520s, Huayna Capac undertook a tour of Ecuador, a newly conquered area of the empire. In the city of Quito, he received a gift box. When he opened it, out flew butterflies and moths, considered an evil omen. A few weeks later, while still in Quito, Huayna Capac died of disease—probably smallpox.

After his death, the empire was split between his sons, Atahualpa (ah•tah•WAHL•pah) and Huascar (WAHS•kahr). Atahualpa received Ecuador, about one-fifth of the empire. The rest went to Huascar. At first, this system of dual emperors worked. Soon, however, Atahualpa laid claim to the whole of the empire. A bitter civil war followed. Atahualpa eventually won, but the war tore apart the empire. As you will learn in Chapter 20, the Spanish arrived in the last days of this war. Taking advantage of Incan weakness, they would soon divide and conquer the empire.

### SECTION

## 4

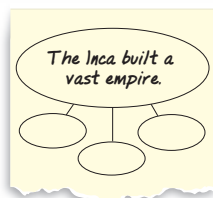
### ASSESSMENT

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

- Pachacuti
- ayllu
- mita
- quipu

#### USING YOUR NOTES

2. Which of these methods for unification were acceptable to the conquered people? Explain.



#### MAIN IDEAS

3. How were the Inca able to conquer such a vast empire?
4. What methods did the Inca use to create unity among the diverse peoples in their empire?
5. What role did the mita play in building the Incan Empire?

#### CRITICAL THINKING & WRITING

6. **IDENTIFYING SOLUTIONS** How did the Inca overcome geographical obstacles in building and ruling their empire?
7. **ANALYZING MOTIVES** Why do you think the Inca used the ayllu system as the basis for governing in the empire?
8. **COMPARING AND CONTRASTING** How were Incan and Aztec religious practices similar? How were they different?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a short **description** of one of the great public works projects completed by the Inca.


#### CONNECT TO TODAY CREATING AN ORAL REPORT

The Incan Empire has been compared to a modern welfare state. Study the government of one such state—Sweden, for example. In an **oral report**, compare the Incan government with the government of the country you studied.

## Incan Mummies

For the Inca, death was an important part of life. The Inca worshiped the spirits and the bodies of their ancestors. They believed in an afterlife, and tombs and the mummies they held were considered holy.

Like the Egyptians, the Inca embalmed their dead to preserve the body. The mummies were bundled with offerings of food, tools, and precious items to help them in the afterlife. These “mummy bundles” were then buried or put in an aboveground tomb to be worshiped. Mummies have been found from many different social classes, and, as you will read, not all of them died natural deaths.

 [hmhsocialstudies.com](http://hmhsocialstudies.com)

**RESEARCH WEB LINKS** Go online for more on mummies.

### ► Royal Treatment

The mummies of Incan rulers were among the holiest objects of Incan religion. The mummies were actually treated as if they were still alive. They had servants, maintained ownership of their property, were consulted as oracles, and were taken to major festivals or to visit other mummies. The mummy shown at right in a 16th-century Spanish codex is being transported in the same manner as the living royalty.



### ▼ Human Sacrifice

Some Incan mummies have been found on high mountain peaks in the Andes. These mummies were human sacrifices. Frozen for hundreds of years, the mummies allow researchers to examine the clothes, health, and sometimes even the internal organs of ancient humans. Scientists determined that this mummy was killed by a sharp blow to the head.



► **Mummy Bundles**

At a site known as Puruchuco, just outside of Lima, Peru, archaeologists discovered a huge Incan cemetery. Some of the mummies unearthed were wrapped in layers of cotton. The outside of the bundle might have a false head made of cloth like the one shown on the right. Inside the bundle were the mummy, religious offerings, and personal items. The illustration shown below re-creates the inside of an actual bundle that archaeologists unwrapped.



Corn, or maize, was the Inca's most important crop and is often found in Incan burials.

The Inca used gourds as bowls and containers. The gourds found in this bundle held food and cotton.

This man wears a feathered headdress that indicates high social standing.



◀ **Gifts for the Dead**

The Inca sometimes placed mummies in aboveground tombs called *chullpas*. Descendants of the mummy would bring offerings of food and precious goods to honor their ancestor. This mummy is shown as it might have appeared in its tomb.


**AN INCAN GRAVEYARD**

The Puruchuco graveyard lies beneath a shantytown in Peru called Tupac Amaru. In 1999, when archaeologists discovered the extent of the site, it was about to be bulldozed. Archaeologists began an emergency recovery effort.

- The remains of over 2,000 men, women, and children were recovered.
- The site may contain as many as 10,000 individuals.
- Some bundles contained up to seven bodies and weighed as much as 400 pounds.
- Between 50,000 and 60,000 artifacts were recovered.
- One of the mummy bundles became known as the "Cotton King." The mummy was wrapped in about 300 pounds of raw cotton.
- The Cotton King's bundle contained 70 artifacts, including food, pottery, animal skins, and sandals. Footwear was not common among the Inca, and sandals were a status symbol.



**Connect to Today**

1. **Making Inferences** What do Incan mummification practices suggest about Incan culture?  
 See Skillbuilder Handbook, page R10.
2. **Forming and Supporting Opinions** Why do you think mummification is not a common practice in the United States today?

# Chapter 16 Assessment

## VISUAL SUMMARY

### People and Empires in the Americas

#### North America: 600–late 1500s



- Government by a variety of small tribes to very complex societies
- Similar religious beliefs in the Great Spirit
- Economy influenced by the environment
- Trade links to other groups

#### Mesoamerica: Maya 250–900

- Government by city-state kings
- Religion plays a major role in society and rule
- Trade links between city-states and other Mesoamerican groups
- Math and astronomy develop to support religious beliefs
- Pyramid builders
- Written language using hieroglyphs



#### Mesoamerica: Aztec 1200–1521



- Government by warrior-kings
- Religion plays a major role in society and rule
- Trade links between tribute states and other Mesoamerican groups
- Human sacrifice practiced for religious offerings
- Pyramid builders
- Pictorial written language

#### South America: Inca 1400–1532

- Government by theocracy—sun-god king
- Religion plays a major role in society and rule
- Social welfare state cares for all people
- Extensive road system links the country together



## TERMS & NAMES

For each term or name below, briefly explain its connection to the development of Native American cultures in North America, Mesoamerica, or South America.

1. pueblo
2. Mississippian
3. Iroquois
4. Tikal
5. glyph
6. Quetzalcoatl
7. Triple Alliance
8. Montezuma II
9. Pachacuti
10. mita

## MAIN IDEAS

### North American Societies Section 1 (pages 441–445)

11. Why were Native American societies in North America so diverse?
12. What were the three things that most Native Americans in North America had in common?

### Maya Kings and Cities Section 2 (pages 446–451)

13. What role did religion play in Maya life?
14. What were three major achievements of the Maya civilization?

### The Aztecs Control Central Mexico Section 3 (pages 452–458)

15. How did the Aztecs build and control their empire?
16. Why did the Aztecs sacrifice human beings to their gods?

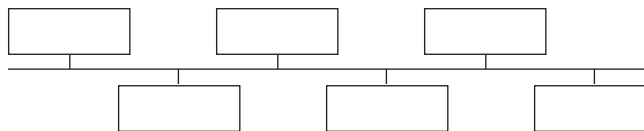
### The Inca Create a Mountain Empire Section 4 (pages 459–465)

17. List three ways in which the Incan government involved itself in people's lives.
18. How did Incan religion reinforce the power of the state?

## CRITICAL THINKING

### 1. USING YOUR NOTES

On a double time line, place two dates for each of the major culture groups that controlled the Valley of Mexico from the beginning of the first century A.D. Write a brief description of the importance of each date.



### 2. FORMULATING HISTORICAL QUESTIONS

Study the information on the Mound Builders again. What questions might you ask to gain a better understanding of these cultures?

### 3. COMPARING AND CONTRASTING

**RELIGIOUS AND ETHICAL SYSTEMS** Compare the religious beliefs of the Maya, the Aztecs, and the Inca. How were they similar? How were they different?

### 4. MAKING INFERENCES

**POWER AND AUTHORITY** What can you infer about the values of the Inca from the fact that the government provided care for citizens who were aged or unable to care for themselves?

### 5. FORMING AND SUPPORTING OPINIONS

The Maya was the most advanced of the early American civilizations. Do you agree or disagree with this statement? Give reasons for your answer.

## STANDARDS-BASED ASSESSMENT

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

### PRIMARY SOURCE

We return thanks to our mother, the earth, which sustains us. We return thanks to the rivers and streams, which supply us with water. . . . We return thanks to the corn, and to her sisters, the beans and squashes, which give us life. . . . We return thanks to the sun, that he has looked upon the earth with a beneficent eye. . . . We return thanks to the Great Spirit . . . who directs all things for the good of his children.

Quoted in *In the Trail of the Wind*

- How did the Iroquois feel about nature?
  - They felt angry at nature.
  - They felt grateful to nature.
  - Nature was seen as a mere tool to the Iroquois.
  - Nature played little part in the lives of the Iroquois.
- Which statement best sums up the overall role that the Great Spirit played in Iroquois life?
  - The Great Spirit ruled over all for the good of all.
  - The Great Spirit provided food for the Iroquois.
  - The Great Spirit ruled over the earth and the sun.
  - The Great Spirit provided the Iroquois with water.

Use this map, which provides a bird's-eye view of the island city of Tenochtitlán, and your knowledge of world history to answer question 3.



- What appears to be in the center of the city?
  - an enormous lake
  - a small harbor
  - a temple complex
  - an empty square

[hmsocialstudies.com](http://hmsocialstudies.com) **TEST PRACTICE**

For additional test practice, go online for:

- Diagnostic tests
- Tutorials
- Strategies

## Interact *with* History

From the headdress clues and detective thinking, you should have determined that the Kwakiutl lived in the forests by the Pacific Ocean. They probably used the headdress in a ceremony asking the gods to protect them. Using the guide questions on page 440, look back in the chapter at other artifacts in each section to see what you can determine about other cultures.

## FOCUS ON WRITING

**CULTURAL INTERACTION** In recent years, Aztec cultural ruins have been excavated in Mexico City. Using the Internet and library resources, conduct research into some of these archaeological finds, such as the Plaza of Three Cultures and the Great Temple. Then write an illustrated **magazine article** that describes these places and shows the heritage of the Mexican people.

## MULTIMEDIA ACTIVITY



### NetExplorations: Counting Calendars and Cords

Go to *NetExplorations* at [hmsocialstudies.com](http://hmsocialstudies.com) to learn more about the Aztec and Maya calendars. Use the Internet to learn about the calendars of other civilizations during the same period. Find out:

- how various calendars were organized
- what names were given to the various time periods on each calendar (for example, agricultural names or names of important gods)
- which calendars were most accurate
- how long each calendar was in use

Use the information and images you find to create a virtual museum where viewers can compare and contrast civilizations, their notions of time, and the calendars they used.





THE  
**Maya**



**The Maya developed one of the most advanced civilizations in the Americas, but their story is shrouded in mystery.**

Around A.D. 250, the Maya began to build great cities in southern Mexico and Central America. They developed a writing system, practiced astronomy, and built magnificent palaces and pyramids with little more than stone tools. Around A.D. 900, however, the Maya abandoned their cities, leaving their monuments to be reclaimed by the jungle and, for a time, forgotten.

Explore some of the incredible monuments and cultural achievements of the ancient Maya online. You can find a wealth of information, video clips, primary sources, and more at

[hmhsocialstudies.com](http://hmhsocialstudies.com)

“Thus let it be done! Let the emptiness be filled! Let the water recede and make a void, let the earth appear and become solid; let it be done . . . “Earth!” they said, and instantly it was made.”



### **The Popol Vuh**

Read the document to learn how the Maya believed the world was created.



### **Destroying the Maya’s Past**

Watch the video to learn how the actions of one Spanish missionary nearly destroyed the written record of the Maya world.



### **Finding the City of Palenque**

Watch the video to learn about the great Maya city of Palenque and the European discovery of the site in the eighteenth century.



### **Pakal’s Tomb**

Watch the video to explore how the discovery of the tomb of a great king helped archaeologists piece together the Maya past.

# European Renaissance and Reformation, 1300–1600

## Essential Question

What new ideas and values led to the Renaissance and the Reformation?



## What You Will Learn

In this chapter you will learn how European society was revitalized, as classical art and ideas were embraced and improved upon and the Catholic Church was openly challenged.

### SECTION 1 Italy: Birthplace of the Renaissance

**Main Idea** The Italian Renaissance was a rebirth of learning that produced many great works of art and literature.

### SECTION 2 The Northern Renaissance

**Main Idea** In the 1400s, the ideas of the Italian Renaissance began to spread to Northern Europe.

### SECTION 3 Luther Leads the Reformation

**Main Idea** Martin Luther's protest over abuses in the Catholic Church led to the founding of Protestant churches.

### SECTION 4 The Reformation Continues

**Main Idea** As Protestant reformers divided over beliefs, the Catholic Church made reforms.

## Previewing Themes

**CULTURAL INTERACTION** Trade with the East and the rediscovery of ancient manuscripts caused Europeans to develop new ideas about culture and art. This period was called the “Renaissance,” which means rebirth.

**Geography** Study the time line and the map. In which countries did the Renaissance begin?

**RELIGIOUS AND ETHICAL SYSTEMS** Martin Luther began a movement to reform practices in the Catholic Church that he believed were wrong. That movement, the Reformation, led to the founding of non-Catholic churches.

**Geography** Locate Wittenberg, the city where the Reformation began. What geographical features helped the Reformation spread from there?

**REVOLUTION** The invention of the printing press allowed books and pamphlets to be made faster and more cheaply. This new technology helped spread the revolutionary ideas of the Renaissance and Reformation.

**Geography** Printing spread from Mainz to other parts of Europe. How might the location of Mainz have helped the spread of printing?

## EUROPE

**1300**  
In the 1300s the Renaissance begins in Italian city-states such as Florence, Milan, and Mantua.



**1434**  
◀ Medici family takes control of Florence. (bust of Lorenzo Medici)

## 1300

## 1400

## WORLD

**1324**  
Mali king Mansa Musa makes a pilgrimage to Mecca.



**1368**  
◀ Hongwu founds Ming Dynasty in China. (vase from that period)

**1405**  
Chinese explorer Zheng He begins exploration of Asia and Africa.



# Europe, 1500




**HISTORY** Humanism Triggers the Renaissance

[hmsocialstudies.com](http://hmsocialstudies.com) VIDEO



**1455**  
Gutenberg Bible printed in Mainz. ▶



**1517**  
Martin Luther begins the Reformation in Wittenberg.

**1534**  
English king Henry VIII starts the Church of England.

**1563**  
Council of Trent mandates reforms in Catholic Church.

## 1500

**1453**  
Ottoman Turks capture Constantinople.

**1492**  
Columbus reaches the Americas.

**1526**  
Babur establishes Mughal Empire in India. (Mughal noble) ▶



## 1600

## What can you learn from art?

You work at a museum that is considering buying this painting by Jan van Eyck. It is a portrait of Chancellor Rolin, a powerful government official in Burgundy (later part of France). Before deciding, the museum director wants to know what this painting can teach the public about the Renaissance.

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- 1 Classical Art** Renaissance artists admired classical art. The columns show classical style.
- 2 Perspective** Van Eyck used the technique of perspective, which shows distant objects as smaller than close ones. He also used oil paints, a new invention.
- 3 Religion** This painting portrays the infant Jesus and his mother Mary in 15th-century Europe. Such a depiction shows the continuing importance of religion during the Renaissance.
- 4 The Individual** Renaissance artists portrayed the importance of individuals. Chancellor Rolin is wearing a fur-trimmed robe that shows his high status.
- 5 Beauty** Van Eyck included many details simply to add beauty. These include the design on the floor, the folds of Mary's cloak, and the scenery outside.

▲ *The Madonna of Chancellor Rolin* (about 1435), Jan van Eyck

### EXAMINING *the* ISSUES

- **What can you infer about the setting of the painting?**
- **What details in the painting give you an idea of the role of religion in society?**

As a class, discuss these questions to see what you can learn about this art. Also recall what you know about art in such places as Egypt and India. As you read about the Renaissance, notice what the art of that time reveals about European society.

# Italy: Birthplace of the Renaissance

## MAIN IDEA

**REVOLUTION** The Italian Renaissance was a rebirth of learning that produced many great works of art and literature.

## WHY IT MATTERS NOW

Renaissance art and literature still influence modern thought and modern art.

## TERMS & NAMES

- Renaissance
- humanism
- secular
- patron
- perspective
- vernacular

**SETTING THE STAGE** During the late Middle Ages, Europe suffered from both war and plague. Those who survived wanted to celebrate life and the human spirit. They began to question institutions of the Middle Ages, which had been unable to prevent war or to relieve suffering brought by the plague. Some people questioned the Church, which taught Christians to endure suffering while they awaited their rewards in heaven. In northern Italy, writers and artists began to express this new spirit and to experiment with different styles. These men and women would greatly change how Europeans saw themselves and their world.

## Italy's Advantages

This movement that started in Italy caused an explosion of creativity in art, writing, and thought that lasted approximately from 1300 to 1600. Historians call this period the **Renaissance** (REHN•ih•SAHNS). The term means rebirth, and in this context, it refers to a revival of art and learning. The educated men and women of Italy hoped to bring back to life the culture of classical Greece and Rome. Yet in striving to revive the past, the people of the Renaissance created something new. The contributions made during this period led to innovative styles of art and literature. They also led to new values, such as the importance of the individual.

The Renaissance eventually spread from northern Italy to the rest of Europe. Italy had three advantages that made it the birthplace of the Renaissance: thriving cities, a wealthy merchant class, and the classical heritage of Greece and Rome.

**City-States** Overseas trade, spurred by the Crusades, had led to the growth of large city-states in northern Italy. The region also had many sizable towns. Thus, northern Italy was urban while the rest of Europe was still mostly rural. Since cities are often places where people exchange ideas, they were an ideal breeding ground for an intellectual revolution.

In the 1300s, the bubonic plague struck these cities hard, killing up to 60 percent of the population. This brought economic changes. Because there were fewer laborers, survivors could demand higher wages. With few opportunities to expand business, merchants began to pursue other interests, such as art.

**Merchants and the Medici** A wealthy merchant class developed in each Italian city-state. Because city-states like Milan and Florence were relatively small, a high percentage of citizens could be intensely involved in political life.



Use the graphic organizer online to take notes on important events in the rise of Italian city-states.

## History Makers



### Medici Family

A rival family grew so jealous of the Medici that they plotted to kill Lorenzo (above) and his brother Giuliano. As the Medici attended Mass, assassins murdered Giuliano at the altar. Drawing his sword, Lorenzo escaped to a small room and held off his attackers until help arrived. Later, he had the killers brutally, publicly executed.

More positively, Lorenzo was a generous patron of the arts who collected many rare manuscripts. Eventually the Medici family made their library available to the public.



### VIDEO

The Medici Assassination

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Merchants dominated politics. Unlike nobles, merchants did not inherit social rank. To succeed in business, they used their wits. As a result, many successful merchants believed they deserved power and wealth because of their individual merit. This belief in individual achievement became important during the Renaissance.

Since the late 1200s, the city-state of Florence had a republican form of government. But during the Renaissance, Florence came under the rule of one powerful banking family, the Medici (MEHD•ih•chee). The Medici family bank had branch offices throughout Italy and in the major cities of Europe. Cosimo de Medici was the wealthiest European of his time. In 1434, he won control of Florence's government. He did not seek political office for himself, but influenced members of the ruling council by giving them loans. For 30 years, he was dictator of Florence.

Cosimo de Medici died in 1464, but his family continued to control Florence. His grandson, Lorenzo de Medici, came to power in 1469. Known as Lorenzo the Magnificent, he ruled as a dictator yet kept up the appearance of having an elected government.

**Looking to Greece and Rome** Renaissance scholars looked down on the art and literature of the Middle Ages. Instead, they wanted to return to the learning of the Greeks and Romans. They achieved this in several ways. First, the artists and scholars of Italy drew inspiration from the ruins of Rome that surrounded them. Second, Western scholars studied ancient Latin manuscripts that had been preserved in monasteries. Third, Christian scholars in Constantinople fled to Rome with Greek manuscripts when the Turks conquered Constantinople in 1453. **A**

## Classical and Worldly Values

As scholars studied these manuscripts, they became more influenced by classical ideas. These ideas helped them to develop a new outlook on life and art.

**Classics Lead to Humanism** The study of classical texts led to **humanism**, an intellectual movement that focused on human potential and achievements. Instead of trying to make classical texts agree with Christian teaching as medieval scholars had, humanists studied them to understand ancient Greek values. Humanists influenced artists and architects to carry on classical traditions. Also, humanists popularized the study of subjects common to classical education, such as history, literature, and philosophy. These subjects are called the humanities.

**Worldly Pleasures** In the Middle Ages, some people had demonstrated their piety by wearing rough clothing and eating plain foods. However, humanists suggested that a person might enjoy life without offending God. In Renaissance Italy, the wealthy enjoyed material luxuries, good music, and fine foods.

Most people remained devout Catholics. However, the basic spirit of Renaissance society was **secular**—worldly rather than spiritual and concerned with the here and now. Even church leaders became more worldly. Some lived in beautiful mansions, threw lavish banquets, and wore expensive clothes.

**Patrons of the Arts** Church leaders during the Renaissance beautified Rome and other cities by spending huge amounts of money for art. They became **patrons** of the

### MAIN IDEA

#### Analyzing Causes

**A** What three advantages fostered the Renaissance in Italy?

#### Vocabulary

The words *humanist* and *humanities* come from the Latin word *humanitas*, which refers to the literary culture that every educated person should possess.

arts by financially supporting artists. Renaissance merchants and wealthy families also were patrons of the arts. By having their portraits painted or by donating art to the city to place in public squares, the wealthy demonstrated their own importance.

**The Renaissance Man** Renaissance writers introduced the idea that all educated people were expected to create art. In fact, the ideal individual strove to master almost every area of study. A man who excelled in many fields was praised as a “universal man.” Later ages called such people “Renaissance men.”

Baldassare Castiglione (KAHS•teel•YOH•nay) wrote a book called *The Courtier* (1528) that taught how to become such a person. A young man should be charming, witty, and well educated in the classics. He should dance, sing, play music, and write poetry. In addition, he should be a skilled rider, wrestler, and swordsman.

**The Renaissance Woman** According to *The Courtier*, upper-class women also should know the classics and be charming. Yet they were not expected to seek fame. They were expected to inspire art but rarely to create it. Upper-class Renaissance women were better educated than medieval women. However, most Renaissance women had little influence in politics.

A few women, such as Isabella d’Este, did exercise power. Born into the ruling family of the city-state of Ferrara, she married the ruler of another city-state, Mantua. She brought many Renaissance artists to her court and built a famous art collection. She was also skilled in politics. When her husband was taken captive in war, she defended Mantua and won his release. **B**

**MAIN IDEA**

**Comparing**

**B** How were expectations for Renaissance men and Renaissance women similar?

**> Analyzing Primary Sources**

**The Renaissance Man**

In *The Courtier*, Baldassare Castiglione described the type of accomplished person who later came to be called the Renaissance man.

**PRIMARY SOURCE**



Let the man we are seeking be very bold, stern, and always among the first, where the enemy are to be seen; and in every other place, gentle, modest, reserved, above all things avoiding ostentation [showiness] and that impudent [bold] self-praise by which men ever excite hatred and disgust in all who hear them. . . . I would have him more than passably accomplished in letters, at least in those studies that are called the humanities, and conversant not only with the Latin language but with Greek, for the sake of the many different things that have been admirably written therein. Let him be well versed in the poets, and not less in the orators and historians, and also proficient in writing verse and prose.

**BALDASSARE CASTIGLIONE**, *The Courtier*

**The Renaissance Woman**

Although Renaissance women were not expected to create art, wealthy women often were patrons of artists, as this letter by Isabella d’Este demonstrates.

**PRIMARY SOURCE**



To Master Leonardo da Vinci, the painter: Hearing that you are settled at Florence, we have begun to hope that our cherished desire to obtain a work by your hand might be at length realized. When you were in this city and drew our portrait in carbon, you promised us that you would some day paint it in colors. But because this would be almost impossible, since you are unable to come here, we beg you to keep your promise by converting our portrait into another figure, which would be still more acceptable to us; that is to say, a youthful Christ of about twelve years . . . executed with all that sweetness and charm of atmosphere which is the peculiar excellence of your art. Mantua, May 14, 1504

**ISABELLA D’ESTE**, *Letters*


**DOCUMENT-BASED QUESTIONS**

- 1. Drawing Conclusions** Do the qualities called for in the ideal Renaissance man and woman seem to emphasize the individual or the group?
- 2. Making Inferences** Isabella d’Este’s portrait was painted by Titian, and Castiglione’s by Raphael, two famous painters. What does this tell you about the subjects’ social status?



## The Renaissance Revolutionizes Art


Supported by patrons like Isabella d'Este, dozens of artists worked in northern Italy. As the Renaissance advanced, artistic styles changed. Medieval artists had used religious subjects to convey a spiritual ideal. Renaissance artists often portrayed religious subjects, but they used a realistic style copied from classical models. Greek and Roman subjects also became popular. Renaissance painters used the technique of **perspective**, which shows three dimensions on a flat surface.

**Realistic Painting and Sculpture** Following the new emphasis on individuals, painters began to paint prominent citizens. These realistic portraits revealed what was distinctive about each person. In addition, artists such as the sculptor, poet, architect, and painter Michelangelo (MY•kuhl•AN•juh•LOH) Buonarroti used a realistic style when depicting the human body. 

Donatello (DAH•uh•TEHL•oh) also made sculpture more realistic by carving natural postures and expressions that reveal personality. He revived a classical form in his statue of David, a boy who, according to the Bible, became a great king. Donatello's statue was created in the late 1460s. It was the first European sculpture of a large, free-standing nude since ancient times. For sculptors of the period, including Michelangelo, David (page 478) was a favorite subject.

### MAIN IDEA

#### Synthesizing

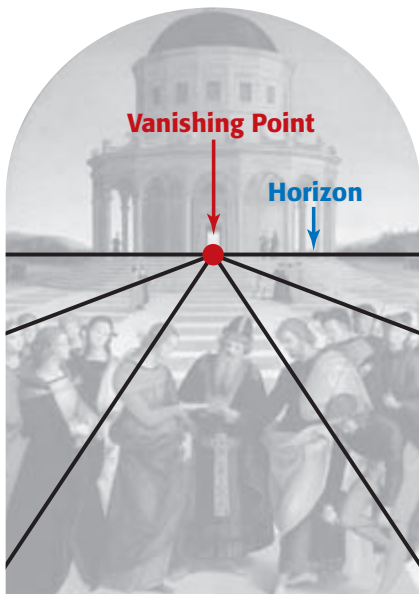
 What major change did a belief in individual merit bring about in art?

### > Analyzing Art

#### Perspective

Perspective creates the appearance of three dimensions. Classical artists had used perspective, but medieval artists abandoned the technique. In the 1400s, Italian artists rediscovered it.

Perspective is based on an optical illusion. As parallel lines stretch away from a viewer, they seem to draw together, until they meet at a spot on the horizon called the vanishing point. The use of perspective was a feature of most Western painting for the next 450 years.



*Marriage of the Virgin* (1504), Raphael

#### SKILLBUILDER: Interpreting Visual Sources

**Contrasting** What is the major difference between the figures in the background of the painting and the figures in the foreground? What is the effect of this difference?

**Leonardo, Renaissance Man** Leonardo da Vinci (LAY•uh•NAHR•doh-duh•VIHN•chee) was a painter, sculptor, inventor, and scientist. A true “Renaissance man,” he was interested in how things worked. He studied how a muscle moves and how veins are arranged in a leaf. He filled his notebooks with observations and sketches. Then he incorporated his findings in his art.

Among his many masterpieces, Leonardo painted one of the best-known portraits in the world, the *Mona Lisa* (page 478). The woman in the portrait seems so real that many writers have tried to explain the thoughts behind her smile. Leonardo also produced a famous religious painting, *The Last Supper*. It shows the personalities of Jesus’ disciples through facial expressions.

**Raphael Advances Realism** Raphael (RAHF•ee•uhl) Sanzio was younger than Michelangelo and Leonardo. He learned from studying their works. One of Raphael’s favorite subjects was the Madonna and child. Raphael often portrayed their expressions as gentle and calm. He was famous for his use of perspective.

In his greatest achievement, Raphael filled the walls of Pope Julius II’s library with paintings. One of these, *School of Athens* (page 479), conveys the classical influence on the Renaissance. Raphael painted famous Renaissance figures, such as Michelangelo, Leonardo, and himself, as classical philosophers and their students.

**Anguissola and Gentileschi** Renaissance society generally restricted women’s roles. However, a few Italian women became notable painters. Sofonisba Anguissola (ahng•GWEES•soh•lah) was the first woman artist to gain an international reputation. She is known for her portraits of her sisters and of prominent people such as King Philip II of Spain. Artemisia Gentileschi (JAYN•tee•LEHS•kee) was another accomplished artist. She trained with her painter father and helped with his work. In her own paintings, Gentileschi painted pictures of strong, heroic women.

## Renaissance Writers Change Literature

Renaissance writers produced works that reflected their time, but they also used techniques that writers rely on today. Some followed the example of the medieval writer Dante. He wrote in the **vernacular**, his native language, instead of Latin. Dante’s native language was Italian. In addition, Renaissance writers wrote either for self-expression or to portray the individuality of their subjects. In these ways, writers of the Renaissance began trends that modern writers still follow.

**Petrarch and Boccaccio** Francesco Petrarch (PEE•trahrk) was one of the earliest and most influential humanists. Some have called him the father of Renaissance humanism. He was also a great poet. Petrarch wrote both in Italian and in Latin. In

## History Makers



### Leonardo da Vinci 1452–1519

Leonardo da Vinci’s notebooks—and life—are mysterious. Some 3,500 pages closely covered with writings and drawings survive. His writing is clear and easy to read, but only if you look at it in a mirror. No one knows why he wrote backwards.

Leonardo planned scholarly works and great feats of engineering that were never completed. Only 17 of his paintings survive. And yet the work that Leonardo did produce is so amazing that it confirms his genius.




### Michelangelo Buonarroti 1475–1564

Like Leonardo, Michelangelo was a Renaissance man. He excelled as a painter, sculptor, architect, and poet.

Michelangelo is most famous for the way he portrayed the human body in painting and sculpture. Influenced by classical art, he created figures that are

forceful and show heroic grandeur.

Among his achievements are the dome of St. Peter’s, the paintings on the ceiling of the Sistine Chapel, and the statue of David.

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**INTERNET ACTIVITY** Go online to plan a Web site on Renaissance leaders that showcases these two artists.



### VIDEO

Da Vinci Tech

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Italian, he wrote sonnets—14-line poems. They were about a mysterious woman named Laura, who was his ideal. (Little is known of Laura except that she died of the plague in 1348.) In classical Latin, he wrote letters to many important friends.

The Italian writer Giovanni Boccaccio (boh•KAH•chee•oh) is best known for the *Decameron*, a series of realistic, sometimes off-color stories. The stories are supposedly told by a group of worldly young people waiting in a rural villa to avoid the plague sweeping through Florence:

#### PRIMARY SOURCE

In the year of Our Lord 1348 the deadly plague broke out in the great city of Florence, most beautiful of Italian cities. Whether through the operation of the heavenly bodies or because of our own iniquities [sins] which the just wrath of God sought to correct, the plague had arisen in the East some years before, causing the death of countless human beings. It spread without stop from one place to another, until, unfortunately, it swept over the West. Neither knowledge nor human foresight availed against it, though the city was cleansed of much filth by chosen officers in charge and sick persons were forbidden to enter it, while advice was broadcast for the preservation of health.

GIOVANNI BOCCACCIO, Preface, *Decameron*

The *Decameron* presents both tragic and comic views of life. In its stories, the author uses cutting humor to illustrate the human condition. Boccaccio presents his characters in all of their individuality and all their folly.

**Machiavelli Advises Rulers** *The Prince* (1513) by Niccolò Machiavelli (MAK•ee•uh•VEHL•ee) also examines the imperfect conduct of human beings. It does so by taking the form of a political guidebook. In *The Prince*, Machiavelli examines how a ruler can gain power and keep it in spite of his enemies. In answering this question, he began with the idea that most people are selfish, fickle, and corrupt.

To succeed in such a wicked world, Machiavelli said, a prince must be strong as a lion and shrewd as a fox. He might have to trick his enemies and even his own people for the good of the state. In *The Prince*, Machiavelli was not concerned with what was morally right, but with what was politically effective.

He pointed out that most people think it is praiseworthy in a prince to keep his word and live with integrity. Nevertheless, Machiavelli argued that in the real world of power and politics a prince must sometimes mislead the people and lie to his opponents. As a historian and political thinker, Machiavelli suggested that in order for a prince to accomplish great things, he must be crafty enough to not only overcome the suspicions but also gain the trust of others:


#### PRIMARY SOURCE

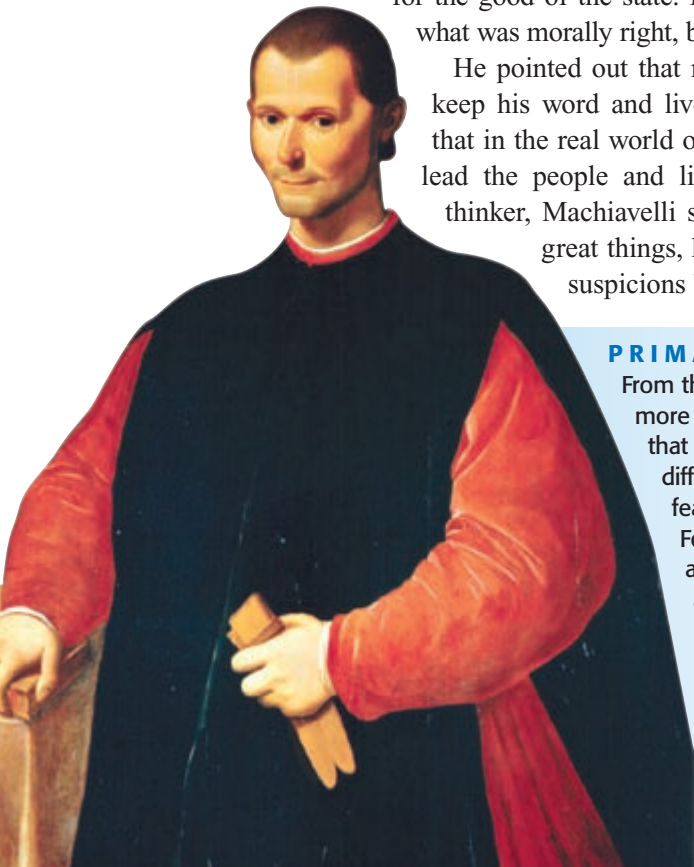
From this arises the question whether it is better to be loved more than feared, or feared more than loved. The reply is, that one ought to be both feared and loved, but as it is difficult for the two to go together, it is much safer to be feared than loved, if one of the two has to be wanting. For it may be said of men in general that they are ungrateful, voluble [changeable], dissemblers [liars], anxious to avoid danger, and covetous of gain; as long as you benefit them, they are entirely yours; they offer you their blood, their goods, their life, and their children, as I have before said, when the necessity is remote; but when it approaches, they revolt. And the prince who has relied solely on their words, without making preparations, is ruined.

NICCOLÒ MACHIAVELLI, *The Prince*

#### MAIN IDEA

#### Analyzing Primary Sources

 Does Machiavelli think that a prince should prefer to be loved or feared? Why?



**Vittoria Colonna** The women writers who gained fame during the Renaissance usually wrote about personal subjects, not politics. Yet, some of them had great influence. Vittoria Colonna (1492–1547) was born of a noble family. In 1509, she married the Marquis of Pescara. He spent most of his life away from home on military campaigns.

Vittoria Colonna exchanged sonnets with Michelangelo and helped Castiglione publish *The Courtier*. Her own poems express personal emotions. When her husband was away at the Battle of Ravenna in 1512, she wrote to him:

**PRIMARY SOURCE**

But now in this perilous assault,  
 in this horrible, pitiless battle  
 that has so hardened my mind and heart,  
 your great valor has shown you an equal  
 to Hector and Achilles. But what good is  
 this to me, sorrowful, abandoned? . . .  
 Your uncertain enterprises do not hurt you;  
 but we who wait, mournfully grieving,  
 are wounded by doubt and fear.  
 You men, driven by rage, considering nothing  
 but your honor, commonly go off, shouting,  
 with great fury, to confront danger.  
 We remain, with fear in our heart and  
 grief on our brow for you; sister longs for  
 brother, wife for husband, mother for son.

VITTORIA COLONNA, *Poems*

Toward the end of the 15th century, Renaissance ideas began to spread north from Italy. As you will read in Section 2, northern artists and thinkers adapted Renaissance ideals in their own ways.

**Global Patterns**



**Other Renaissances**

In addition to the Italian Renaissance, there have been rebirths and revivals in other places around the world. For example, the Tang (618–907) and Song (960–1279) dynasties in China saw periods of great artistic and technological advances.

Like the Italian Renaissance, the achievements of the Tang and the Song had roots in an earlier time, the Han Dynasty (202 B.C. to A.D. 220). After the Han collapsed, China experienced turmoil.

When order was restored, Chinese culture flourished. The Chinese invented gunpowder and printing. Chinese poets wrote literary masterpieces. Breakthroughs were made in architecture, painting, and pottery. The Song painting above, *Waiting for Guests by Lamplight*, was done with ink and color on silk.

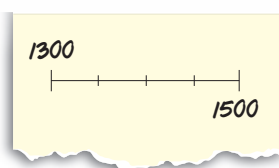
**SECTION 1 ASSESSMENT**

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

- Renaissance
- humanism
- secular
- patron
- perspective
- vernacular

**USING YOUR NOTES**

2. Which event most affected the rise of Italian city-states?



**MAIN IDEAS**

3. What are some of the characteristics of the “Renaissance man” and “Renaissance woman”?
4. How did Italy’s cities help to make it the birthplace of the Renaissance?
5. What was the attitude of Church leaders and the wealthy toward the arts? Why?

**CRITICAL THINKING & WRITING**


6. **DRAWING CONCLUSIONS** How did study of the classics influence branches of learning such as history, literature, and philosophy?
7. **MAKING INFERENCES** How is the humanism of the Renaissance reflected in its art? Explain with examples.
8. **COMPARING** What were the differences between the Middle Ages and the Renaissance in the attitude toward worldly pleasures?
9. **WRITING ACTIVITY** **REVOLUTION** How did the Renaissance revolutionize European art and thought? Support your opinions in a three-paragraph **essay**.

**CONNECT TO TODAY** **WRITING A DESCRIPTION**  
 In a book on modern art, find an artist who worked in more than one medium, such as painting and sculpture. Write a **description** of one of the artist’s works in each medium.

## Renaissance Ideas Influence Renaissance Art

The Renaissance in Italy produced extraordinary achievements in many different forms of art, including painting, architecture, sculpture, and drawing. These art forms were used by talented artists to express important ideas and attitudes of the age.

The value of humanism is shown in Raphael's *School of Athens*, a depiction of the greatest Greek philosophers. The realism of Renaissance art is seen in a portrait such as the *Mona Lisa*, which is an expression of the subject's unique features and personality. And Michelangelo's *David* shares stylistic qualities with ancient Greek and Roman sculpture.

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**RESEARCH WEB LINKS** Go online for more on Renaissance art.



### ▲ Portraying Individuals

**Da Vinci** The *Mona Lisa* (c. 1504–1506) is thought to be a portrait of Lisa Gherardini, who, at 16, married Francesco del Giocondo, a wealthy merchant of Florence who commissioned the portrait. *Mona Lisa* is a shortened form of *Madonna Lisa* (*Madam*, or *My Lady*, *Lisa*). Renaissance artists showed individuals as they really looked.

### ▼ Classical and Renaissance Sculpture

**Michelangelo** Influenced by classical statues, Michelangelo sculpted *David* from 1501 to 1504. Michelangelo portrayed the biblical hero in the moments just before battle. *David's* posture is graceful, yet his figure also displays strength. The statue, which is 18 feet tall, towers over the viewer.





### ▲ The Importance of Ancient Greece


**Raphael** The painting *School of Athens* (1508) for the pope's apartments in the Vatican shows that the scholars of ancient Greece were highly honored. Under the center arch stand Plato and Aristotle. To their right, Socrates argues with several young men. Toward the front, Pythagoras draws a lesson on a slate and Ptolemy holds a globe.



### ▲ Renaissance Science and Technology

**Da Vinci** Leonardo da Vinci filled his notebooks with observations and sketches of new inventions. This drawing from his notebooks shows a design for a spiral screw to achieve vertical flight. Leonardo's drawing anticipated the helicopter.

### Connect to Today

- 1. Clarifying** How do the works of Renaissance artists and architects reflect Renaissance ideas? Explain.  
 See Skillbuilder Handbook, page R4.
- 2. Synthesizing** Look through books on architecture to find examples of American architects who were influenced by the architects and buildings of the Italian Renaissance. Share your findings with the class.



# The Northern Renaissance

## MAIN IDEA

**CULTURAL INTERACTION** In the 1400s, the ideas of the Italian Renaissance began to spread to Northern Europe.

## WHY IT MATTERS NOW

Renaissance ideas such as the importance of the individual are a strong part of modern thought.

## TERMS & NAMES

- utopia
- William Shakespeare
- Johann Gutenberg

**SETTING THE STAGE** The work of such artists as Leonardo da Vinci, Michelangelo, and Raphael showed the Renaissance spirit. All three artists demonstrated an interest in classical culture, a curiosity about the world, and a belief in human potential. Humanist writers expanded ideas about individuality. These ideas impressed scholars, students, and merchants who visited Italy. By the late 1400s, Renaissance ideas had spread to Northern Europe—especially England, France, Germany, and Flanders (now part of France and the Netherlands).

## The Northern Renaissance Begins

By 1450 the population of northern Europe, which had declined due to bubonic plague, was beginning to grow again. When the destructive Hundred Years' War between France and England ended in 1453, many cities grew rapidly. Urban merchants became wealthy enough to sponsor artists. This happened first in Flanders, which was rich from long-distance trade and the cloth industry. Then, as wealth increased in other parts of Northern Europe, patronage of artists increased as well.

As Section 1 explained, Italy was divided into city-states. In contrast, England and France were unified under strong monarchs. These rulers often sponsored the arts by purchasing paintings and by supporting artists and writers. For example, Francis I of France invited Leonardo da Vinci to retire in France, and hired Italian artists and architects to rebuild and decorate his castle at Fontainebleau (FAHN•tih•BLOH). The castle became a showcase for Renaissance art.

As Renaissance ideas spread out of Italy, they mingled with northern traditions. As a result, the northern Renaissance developed its own character. For example, the artists were especially interested in realism. The Renaissance ideal of human dignity inspired some northern humanists to develop plans for social reform based on Judeo-Christian values.

## Artistic Ideas Spread

In 1494, a French king claimed the throne of Naples in southern Italy and launched an invasion through northern Italy. As the war dragged on, many Italian artists and writers left for a safer life in Northern Europe. They brought with them the styles and techniques of the Italian Renaissance. In addition, Northern European artists who studied in Italy carried Renaissance ideas back to their homelands.



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**TAKING NOTES**

Use the graphic organizer online to take notes on important events of the Northern Renaissance.

**German Painters** Perhaps the most famous person to do this was the German artist Albrecht Dürer (DYUR•uhr). He traveled to Italy to study in 1494. After returning to Germany, Dürer produced woodcuts and engravings. Many of his prints portray religious subjects. Others portray classical myths or realistic landscapes. The popularity of Dürer's work helped to spread Renaissance styles.

Dürer's emphasis upon realism influenced the work of another German artist, Hans Holbein (HOHL•byn) the Younger. Holbein specialized in painting portraits that are almost photographic in detail. He emigrated to England where he painted portraits of King Henry VIII and other members of the English royal family.

**Flemish Painters** The support of wealthy merchant families in Flanders helped to make Flanders the artistic center of northern Europe. The first great Flemish Renaissance painter was Jan van Eyck (yahn van YK). Van Eyck used recently developed oil-based paints to develop techniques that painters still use. By applying layer upon layer of paint, van Eyck was able to create a variety of subtle colors in clothing and jewels. Oil painting became popular and spread to Italy.

In addition to new techniques, van Eyck's paintings display unusually realistic details and reveal the personality of their subjects. His work influenced later artists in Northern Europe.

Flemish painting reached its peak after 1550 with the work of Pieter Bruegel (BROY•guh) the Elder. Bruegel was also interested in realistic details and individual people. He was very skillful in portraying large numbers of people. He captured scenes from everyday peasant life such as weddings, dances, and harvests. Bruegel's rich colors, vivid details, and balanced use of space give a sense of life and feeling. **A**

**MAIN IDEA**

**Summarizing**

**A** What techniques does Bruegel use to give life to his paintings?

**> Analyzing Art**

**Peasant Life**

The Flemish painter Pieter Bruegel's paintings provide information about peasant life in the 1500s. *Peasant Wedding* (1568) portrays a wedding feast.

- **The Bride** The bride sits under the paper crown hanging on the green cloth.
- **The Servers** Men who may be her brothers are passing out plates.
- **The Guests** Several children have come to the party.
- **The Musicians** They are carrying bagpipes. One glances hungrily at the food.

**SKILLBUILDER:**  
**Interpreting Visual Sources**  
**Forming Generalizations**

*In what ways does this painting present a snapshot of peasant life?*





## Northern Writers Try to Reform Society

Italian humanists were very interested in reviving classical languages and classical texts. When the Italian humanist ideas reached the north, people used them to examine the traditional teachings of the Church. The northern humanists were critical of the failure of the Christian Church to inspire people to live a Christian life. This criticism produced a new movement known as Christian humanism. The focus of Christian humanism was the reform of society. Of particular importance to humanists was education. The humanists promoted the education of women and founded schools attended by both boys and girls.

**Christian Humanists** The best known of the Christian humanists were Desiderius Erasmus (DEHZ•ih•DEER•ee•uhs ih•RAZ•muhs) of Holland and Thomas More of England. The two were close friends.

In 1509, Erasmus wrote his most famous work, *The Praise of Folly*. This book poked fun at greedy merchants, heartsick lovers, quarrelsome scholars, and pompous priests. Erasmus believed in a Christianity of the heart, not one of ceremonies or rules. He thought that in order to improve society, all people should study the Bible.

Thomas More tried to show a better model of society. In 1516, he wrote the book *Utopia*. In Greek, **utopia** means “no place.” In English it has come to mean an ideal place as depicted in More’s book. The book is about an imaginary land where greed, corruption, and war have been weeded out. In Utopia, because there was little greed, Utopians had little use for money:

### PRIMARY SOURCE

Gold and silver, of which money is made, are so treated . . . that no one values them more highly than their true nature deserves. Who does not see that they are far inferior to iron in usefulness since without iron mortals cannot live any more than without fire and water?

THOMAS MORE, *Utopia*



▼ Christian humanist  
Thomas More

More wrote in Latin. As his work became popular, More’s works were translated into a variety of languages including French, German, English, Spanish, and Italian.

**Women’s Reforms** During this period the vast majority of Europeans were unable to read or write. Those families who could afford formal schooling usually sent only their sons. One woman spoke out against this practice. Christine de Pizan was highly educated for the time and was one of the first women to earn a living as a writer. Writing in French, she produced many books, including short stories, biographies, novels, and manuals on military techniques. She frequently wrote about the objections men had to educating women. In one book, *The Book of The City of Ladies*, she wrote:

### PRIMARY SOURCE **B**

I am amazed by the opinion of some men who claim that they do not want their daughters, wives, or kinswomen to be educated because their mores [morals] would be ruined as a result. . . . Here you can clearly see that not all opinions of men are based on reason and that these men are wrong.

CHRISTINE DE PIZAN, *The Book of The City of Ladies*

Christine de Pizan was one of the first European writers to question different treatment of boys and girls. However, her goal of formal education for children of both sexes would not be achieved for several centuries.

▼ Christine de Pizan is best known for her works defending women.



### MAIN IDEA

#### Analyzing Primary Sources

**B** What does de Pizan argue for in this passage?

## The Elizabethan Age

The Renaissance spread to England in the mid-1500s. The period was known as the Elizabethan Age, after Queen Elizabeth I. Elizabeth reigned from 1558 to 1603. She was well educated and spoke French, Italian, Latin, and Greek. She also wrote poetry and music. As queen she did much to support the development of English art and literature.


**William Shakespeare** The most famous writer of the Elizabethan Age was **William Shakespeare**. Many people regard him as the greatest playwright of all time. Shakespeare was born in 1564 in Stratford-upon-Avon, a small town about 90 miles northwest of London. By 1592 he was living in London and writing poems and plays, and soon he would be performing at the Globe Theater.

Like many Renaissance writers, Shakespeare revered the classics and drew on them for inspiration and plots. His works display a masterful command of the English language and a deep understanding of human beings. He revealed the souls of men and women through scenes of dramatic conflict. Many of these plays examine human flaws. However, Shakespeare also had one of his characters deliver a speech that expresses the Renaissance's high view of human nature:

### PRIMARY SOURCE


What a piece of work is a man, how noble in reason, how infinite in faculties, in form and moving, how express and admirable; in action how like an angel, in apprehension [understanding] how like a god: the beauty of the world, the paragon of animals.

WILLIAM SHAKESPEARE, *Hamlet* (Act 2, Scene 2)

Shakespeare's most famous plays include the tragedies *Macbeth*, *Hamlet*, *Othello*, *Romeo and Juliet*, and *King Lear*, and the comedies *A Midsummer Night's Dream* and *The Taming of the Shrew*. 

### MAIN IDEA

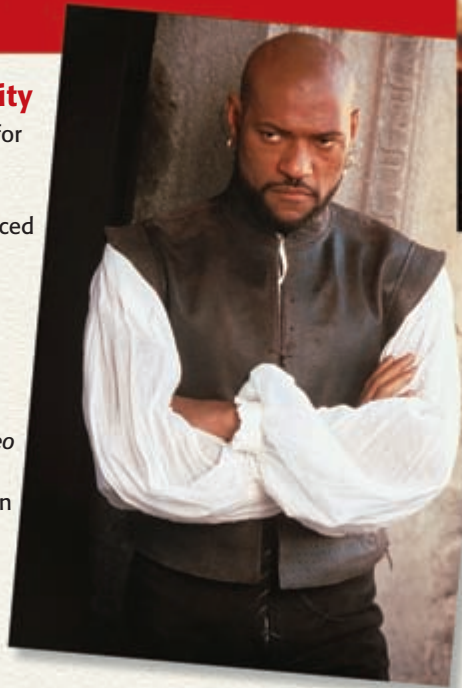
#### Summarizing

 What are two ways in which Shakespeare's work showed Renaissance influences?

### Connect to Today

#### Shakespeare's Popularity

Even though he has been dead for about 400 years, Shakespeare is one of the favorite writers of filmmakers. His works are produced both in period costumes and in modern attire. The themes or dialogue have been adapted for many films, including some in foreign languages. The posters at the right illustrate *Othello* (done in period costume); *Romeo and Juliet* in a modern setting; a Japanese film, *Ran*, an adaptation of *King Lear*; and *10 Things I Hate About You*, an adaptation of *The Taming of the Shrew*.



## Printing Spreads Renaissance Ideas

The Chinese invented block printing, in which a printer carved words or letters on a wooden block, inked the block, and then used it to print on paper. Around 1045, Bi Sheng invented movable type, or a separate piece of type for each character in the language. The Chinese writing system contains thousands of different characters, so most Chinese printers found movable type impractical. However, the method would prove practical for Europeans because their languages have a very small number of letters in their alphabets.

**Gutenberg Improves the Printing Process** During the 13th century, block-printed items reached Europe from China. European printers began to use block printing to create whole pages to bind into books. However, this process was too slow to satisfy the Renaissance demand for knowledge, information, and books.

Around 1440 **Johann Gutenberg**, a craftsman from Mainz, Germany, developed a printing press that incorporated a number of technologies in a new way. The process made it possible to produce books quickly and cheaply. Using this improved process, Gutenberg printed a complete Bible, the Gutenberg Bible, in about 1455. It was the first full-sized book printed with movable type. **D**

The printing press enabled a printer to produce hundreds of copies of a single work. For the first time, books were cheap enough that many people could buy them. At first printers produced mainly religious works. Soon they began to provide books on other subjects such as travel guides and medical manuals.

### MAIN IDEA

#### Recognizing Effects

**D** What were the major effects of the invention of the printing press?

## Global Impact

### The Printing Press

Many inventions are creative combinations of known technologies. In 1452, Johann Gutenberg combined known technologies from Europe and Asia with his idea for molding movable type to create a printing press that changed the world.

#### Screw-type Press

An adaptation of Asian olive-oil presses made a workable printing press.

#### Movable Type

Letters that could be put together in any fashion and reused was a Chinese idea.

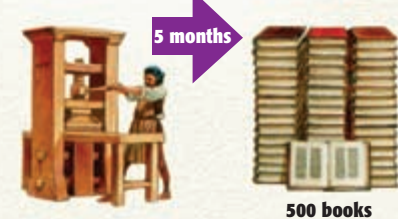
**Paper** Using paper mass-produced by Chinese techniques, rather than vellum (calf or lambskin), made printing books possible.

**Ink** Oil-based inks from 10th-century Europe worked better on type than tempera ink.

A copyist took five months to produce a single book.



One man and a printing press could produce 500 books in the same amount of time.



### SKILLBUILDER: Interpreting Graphics

- 1. Drawing Conclusions** About how many books could a printing press produce in a month?
- 2. Making Inferences** Which areas of the world contributed technologies to Gutenberg's printing press?

## The Legacy of the Renaissance

The European Renaissance was a period of great artistic and social change. It marked a break with the medieval-period ideals focused around the Church. The Renaissance belief in the dignity of the individual played a key role in the gradual rise of democratic ideas. Furthermore, the impact of the movable-type printing press was tremendous. Some historians have suggested that its effects were even more dramatic than the arrival of personal computers in the 20th century. Below is a summary of the changes that resulted from the Renaissance.

### Changes in the Arts

- Art drew on techniques and styles of classical Greece and Rome.
- Paintings and sculptures portrayed individuals and nature in more realistic and lifelike ways.
- Artists created works that were secular as well as those that were religious.
- Writers began to use vernacular languages to express their ideas.
- The arts praised individual achievement.

### Changes in Society

- Printing changed society by making more information available and inexpensive enough for society at large.
- A greater availability of books prompted an increased desire for learning and a rise in literacy throughout Europe.
- Published accounts of new discoveries, maps, and charts led to further discoveries in a variety of fields.
- Published legal proceedings made the laws clear so that people were more likely to understand their rights.
- Christian humanists' attempts to reform society changed views about how life should be lived.
- People began to question political structures and religious practices.

Renaissance ideas continued to influence European thought—including religious thought—as you will see in Section 3.

## SECTION

## 2

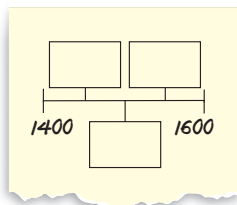
## ASSESSMENT

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

- utopia
- William Shakespeare
- Johann Gutenberg

### USING YOUR NOTES

2. Which of the events listed do you think was most important? Explain.



### MAIN IDEAS

3. How did Albrecht Dürer's work reflect the influence of the Italian Renaissance?
4. What was one way the Renaissance changed society?
5. Why was the invention of the printing press so important?

### CRITICAL THINKING & WRITING

6. **COMPARING** How were the works of German painters different from those of the Flemish painters? Give examples.
7. **ANALYZING MOTIVES** What reasons did humanists give for wanting to reform society? Explain.
8. **RECOGNIZING EFFECTS** How did the availability of cheap books spread learning?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Reread the primary source quotation from Christine de Pizan on page 482. Write a one paragraph **opinion piece** about the ideas expressed there.

### MULTIMEDIA ACTIVITY CREATING A PIE GRAPH




Use the Internet to find information on the number of books published in print and those published electronically last year. Create a **pie graph** showing the results of your research.

**INTERNET KEYWORD**  
*book publishing statistics*

## City Life in Renaissance Europe

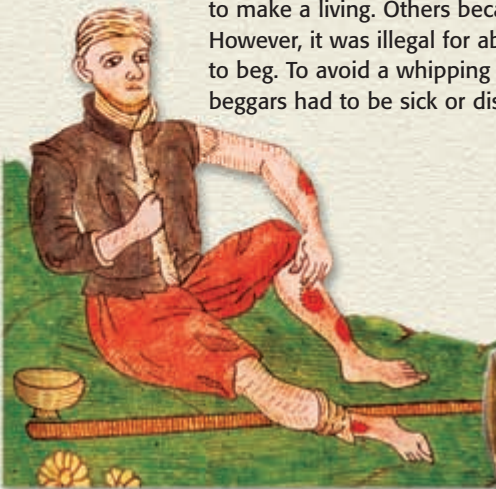
Throughout the 1500s, the vast majority of Europeans—more than 75 percent—lived in rural areas. However, the capital and port cities of most European countries experienced remarkable growth during this time. The population of London, for example, stood at about 200,000 in 1600, making it perhaps the largest city in Europe. In London, and in other large European cities, a distinctively urban way of life developed in the Renaissance era.

 [hmhsocialstudies.com](http://hmhsocialstudies.com)

**RESEARCH WEB LINKS** Go online for more on life in Renaissance Europe.

### ▼ Joblessness

Many newcomers to London struggled to find jobs and shelter. Some turned to crime to make a living. Others became beggars. However, it was illegal for able-bodied people to beg. To avoid a whipping or prison time, beggars had to be sick or disabled.

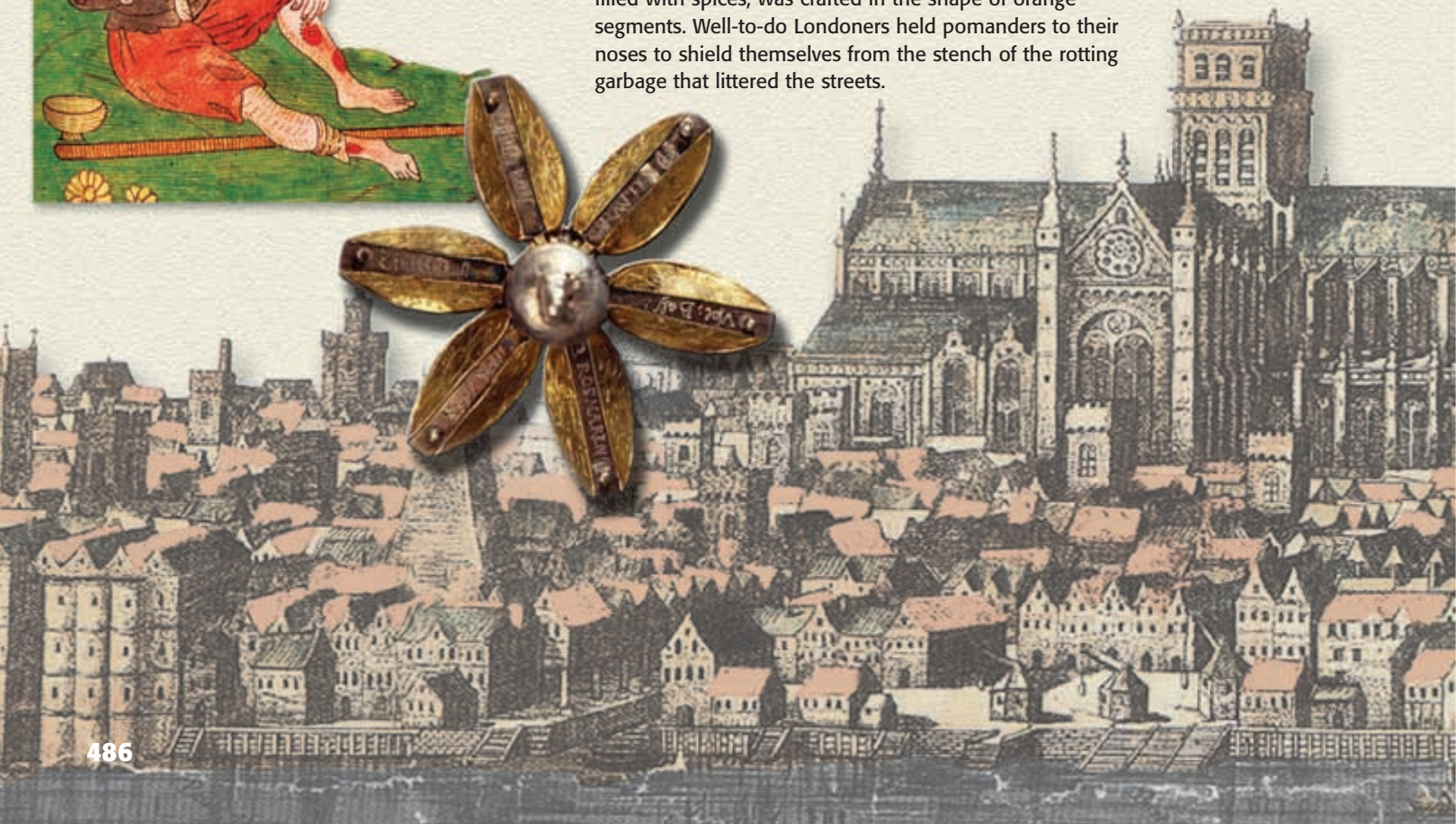


### ▲ Entertainment

Performances at playhouses like the Globe often were wild affairs. If audiences did not like the play, they booed loudly, pelted the stage with garbage, and sometimes attacked the actors.

### ▼ Sanitation

This small pomander (POH•man•durh), a metal container filled with spices, was crafted in the shape of orange segments. Well-to-do Londoners held pomanders to their noses to shield themselves from the stench of the rotting garbage that littered the streets.



▼ **Food**

A typical meal for wealthy Londoners might include fish, several kinds of meat, bread, and a variety of vegetables, served on silver or pewter tableware. The diet of the poor was simpler. They rarely ate fish, meat, or cheese. Usually, their meals consisted of a pottage—a kind of soup—of vegetables. And the poor ate their meals from a trencher, a hollowed-out slab of stale bread or wood.

**COST OF LIVING IN RENAISSANCE LONDON**

These tables show what typical Londoners earned and spent in the late 1500s. The basic denominations in English currency at the time were the pound (£), the shilling, and the penny (12 pence equaled 1 shilling, and 20 shillings equaled 1 pound). The pound of the late 1500s is roughly equivalent to \$400 in today's U.S. currency.

**Typical Earnings**

Merchant	£100 per year
Skilled Worker	£13 per year (about 5 shillings/week)
Unskilled Worker	£5 per year (about 4 pence/day)
Servant	£1 to £2 per year (plus food and lodging)

**Typical Prices**

Lodging	4 to 8 pence a week
Beef	3 pence per lb
Chickens	1 penny each
Eggs	2 pence per dozen
Apples	1 penny per dozen
Onions	1/2 penny a sack
Various Spices	10 to 11 shillings per lb




▼ **Transportation**

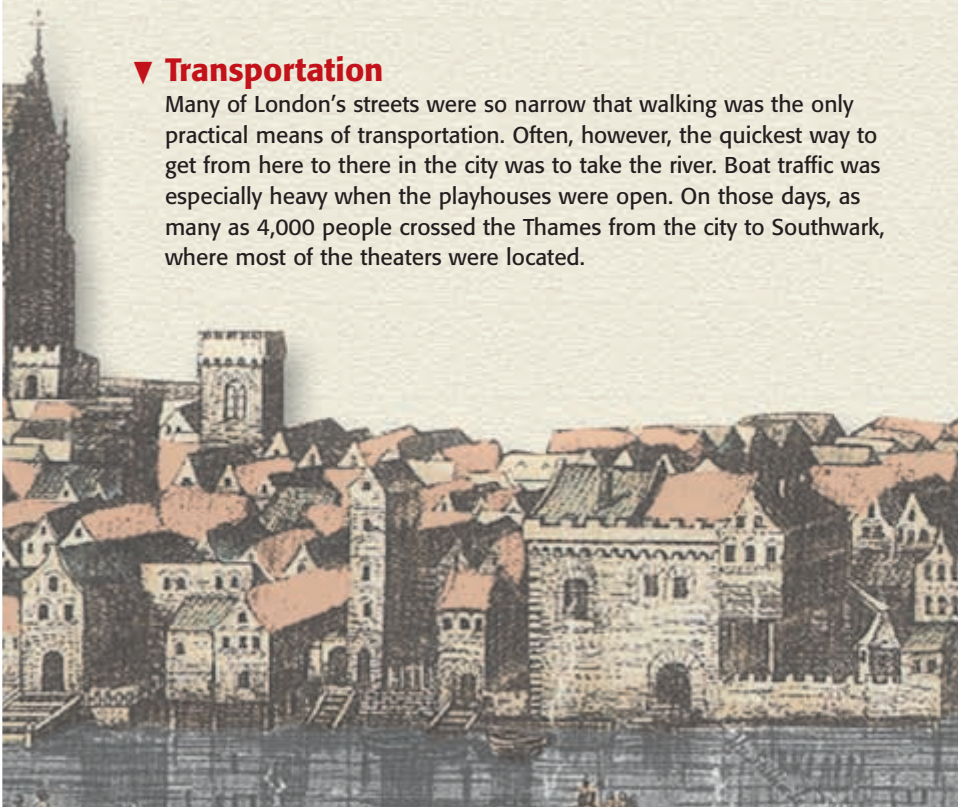
Many of London's streets were so narrow that walking was the only practical means of transportation. Often, however, the quickest way to get from here to there in the city was to take the river. Boat traffic was especially heavy when the playhouses were open. On those days, as many as 4,000 people crossed the Thames from the city to Southwark, where most of the theaters were located.

**Connect to Today**

**1. Making Inferences** Study the images and captions as well as the information in the Data File. What inferences about the standard of living of London's wealthy citizens can you make from this information? How did it compare to the standard of living of London's common people?

 See Skillbuilder Handbook, page R9.

**2. Comparing** How does diet in the United States today compare to the diet of Renaissance Europeans? Cite specific examples in your answer.





3

# Luther Leads the Reformation

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
-----------	--------------------	---------------

**REVOLUTION** Martin Luther's protest over abuses in the Catholic Church led to the founding of Protestant churches.

Nearly one-fifth of the Christians in today's world are Protestants.

- indulgence
- Reformation
- Lutheran
- Protestant
- Peace of Augsburg
- annul
- Anglican

**SETTING THE STAGE** By the tenth century, the Roman Catholic Church had come to dominate religious life in Northern and Western Europe. However, the Church had not won universal approval. Over the centuries, many people criticized its practices. They felt that Church leaders were too interested in worldly pursuits, such as gaining wealth and political power. Even though the Church made some reforms during the Middle Ages, people continued to criticize it. Prompted by the actions of one man, that criticism would lead to rebellion.

## Causes of the Reformation



Use the graphic organizer online to take notes on the effects of Martin Luther's protests.

By 1500, additional forces weakened the Church. The Renaissance emphasis on the secular and the individual challenged Church authority. The printing press spread these secular ideas. In addition, some rulers began to challenge the Church's political power. In Germany, which was divided into many competing states, it was difficult for the pope or the emperor to impose central authority. Finally, northern merchants resented paying church taxes to Rome. Spurred by these social, political, and economic forces, a new movement for religious reform began in Germany. It then swept much of Europe.

**Criticisms of the Catholic Church** Critics of the Church claimed that its leaders were corrupt. The popes who ruled during the Renaissance patronized the arts, spent extravagantly on personal pleasure, and fought wars. Pope Alexander VI,

Causes of the Reformation			
Social	Political	Economic	Religious
<ul style="list-style-type: none"> <li>• The Renaissance values of humanism and secularism led people to question the Church.</li> <li>• The printing press helped to spread ideas critical of the Church.</li> </ul>	<ul style="list-style-type: none"> <li>• Powerful monarchs challenged the Church as the supreme power in Europe.</li> <li>• Many leaders viewed the pope as a foreign ruler and challenged his authority.</li> </ul>	<ul style="list-style-type: none"> <li>• European princes and kings were jealous of the Church's wealth.</li> <li>• Merchants and others resented having to pay taxes to the Church.</li> </ul>	<ul style="list-style-type: none"> <li>• Some Church leaders had become worldly and corrupt.</li> <li>• Many people found Church practices such as the sale of indulgences unacceptable.</li> </ul>

for example, admitted that he had fathered several children. Many popes were too busy pursuing worldly affairs to have much time for spiritual duties.

The lower clergy had problems as well. Many priests and monks were so poorly educated that they could scarcely read, let alone teach people. Others broke their priestly vows by marrying, and some drank to excess or gambled.

**Early Calls for Reform** Influenced by reformers, people had come to expect higher standards of conduct from priests and church leaders. In the late 1300s and early 1400s, John Wycliffe of England and Jan Hus of Bohemia had advocated Church reform. They denied that the pope had the right to worldly power. They also taught that the Bible had more authority than Church leaders did. In the 1500s, Christian humanists like Desiderius Erasmus and Thomas More added their voices to the chorus of criticism. In addition, many Europeans were reading religious works and forming their own opinions about the Church. The atmosphere in Europe was ripe for reform by the early 1500s.

## Luther Challenges the Church

Martin Luther's parents wanted him to be a lawyer. Instead, he became a monk and a teacher. From 1512 until his death, he taught scripture at the University of Wittenberg in the German state of Saxony. All he wanted was to be a good Christian, not to lead a religious revolution.

**The 95 Theses** In 1517, Luther decided to take a public stand against the actions of a friar named Johann Tetzel. Tetzel was raising money to rebuild St. Peter's Cathedral in Rome. He did this by selling indulgences. An **indulgence** was a pardon. It released a sinner from performing the penalty that a priest imposed for sins. Indulgences were not supposed to affect God's right to judge. Unfortunately, Tetzel gave people the impression that by buying indulgences, they could buy their way into heaven.

Luther was troubled by Tetzel's tactics. In response, he wrote 95 Theses, or formal statements, attacking the "pardon-merchants." On October 31, 1517, he posted these statements on the door of the castle church in Wittenberg and invited other scholars to debate him. Someone copied Luther's words and took them to a printer. Quickly, Luther's name became known all over Germany. His actions began the **Reformation**, a movement for religious reform. It led to the founding of Christian churches that did not accept the pope's authority.

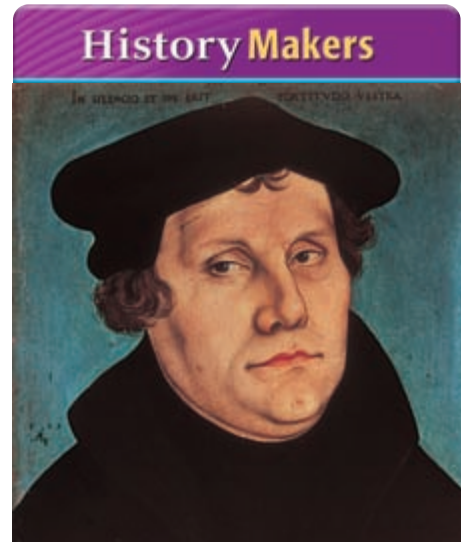
**Luther's Teachings** Soon Luther went beyond criticizing indulgences. He wanted full reform of the Church. His teachings rested on three main ideas:

- People could win salvation only by faith in God's gift of forgiveness. The Church taught that faith and "good works" were needed for salvation.
- All Church teachings should be clearly based on the words of the Bible. Both the pope and Church traditions were false authorities.
- All people with faith were equal. Therefore, people did not need priests to interpret the Bible for them. **A**

### MAIN IDEA

#### Summarizing

**A** What were the main points of Luther's teachings?



**Martin Luther**  
1483–1546

In one way, fear led Luther to become a monk. At the age of 21, Luther was caught in a terrible thunderstorm. Convinced he would die, he cried out, "Saint Anne, help me! I will become a monk."

Even after entering the monastery, Luther felt fearful, lost, sinful, and rejected by God. He confessed his sins regularly, fasted, and did penance. However, by studying the Bible, Luther came to the conclusion that faith alone was the key to salvation. Only then did he experience peace.



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**RESEARCH WEB LINKS** Go online for more on Martin Luther.



## The Response to Luther

Luther was astonished at how rapidly his ideas spread and attracted followers. Many people had been unhappy with the Church for political and economic reasons. They saw Luther's protests as a way to challenge Church control.

**The Pope's Threat** Initially, Church officials in Rome viewed Luther simply as a rebellious monk who needed to be punished by his superiors. However, as Luther's ideas became more popular, the pope realized that this monk was a serious threat. In one angry reply to Church criticism, Luther actually suggested that Christians drive the pope from the Church by force.

In 1520, Pope Leo X issued a decree threatening Luther with excommunication unless he took back his statements. Luther did not take back a word. Instead, his students at Wittenberg gathered around a bonfire and cheered as he threw the pope's decree into the flames. Leo excommunicated Luther.

**The Emperor's Opposition** Holy Roman Emperor Charles V, a devout Catholic, also opposed Luther's teaching. Charles controlled a vast empire, including the German states. He summoned Luther to the town of Worms (vawrmz) in 1521 to stand trial. Told to recant, or take back his statements, Luther refused:

### PRIMARY SOURCE

I am bound by the Scriptures I have quoted and my conscience is captive to the Word of God. I cannot and I will not retract anything, since it is neither safe nor right to go against conscience. I cannot do otherwise, here I stand, may God help me. Amen.

MARTIN LUTHER, quoted in *The Protestant Reformation* by Lewis W. Spitz

A month after Luther made that speech, Charles issued an imperial order, the Edict of Worms. It declared Luther an outlaw and a heretic. According to this edict, no one in the empire was to give Luther food or shelter. All his books were to be burned. However, Prince Frederick the Wise of Saxony disobeyed the emperor. For almost a year after the trial, he sheltered Luther in one of his castles. While there, Luther translated the New Testament into German.

Luther returned to Wittenberg in 1522. There he discovered that many of his ideas were already being put into practice. Instead of continuing to seek reforms in the Catholic Church, Luther and his followers had become a separate religious group, called **Lutherans**.

**The Peasants' Revolt** Some people began to apply Luther's revolutionary ideas to society. In 1524, German peasants, excited by reformers' talk of Christian freedom, demanded an end to serfdom. Bands of angry peasants went about the countryside raiding monasteries, pillaging, and burning. The revolt horrified Luther. He wrote a pamphlet urging the German princes to show the peasants no mercy. The princes' armies crushed the revolt, killing as many as 100,000 people. Feeling betrayed, many peasants rejected Luther's religious leadership. **B**

**Germany at War** In contrast to the bitter peasants, many northern German princes supported Lutheranism. While some princes genuinely shared Luther's beliefs, others liked Luther's ideas for selfish reasons. They saw his teachings as a good excuse to seize Church property and to assert their independence from Charles V.

In 1529, German princes who remained loyal to the pope agreed to join forces against Luther's ideas. Those princes who supported Luther signed a protest against that agreement. These protesting princes came to be known as Protestants. Eventually, the term **Protestant** was applied to Christians who belonged to non-Catholic churches.

### Vocabulary

*Excommunication* is the taking away of a person's right to membership in the Church.

### Vocabulary

A *heretic* is a person who holds beliefs that differ from official Church teachings.

### MAIN IDEA

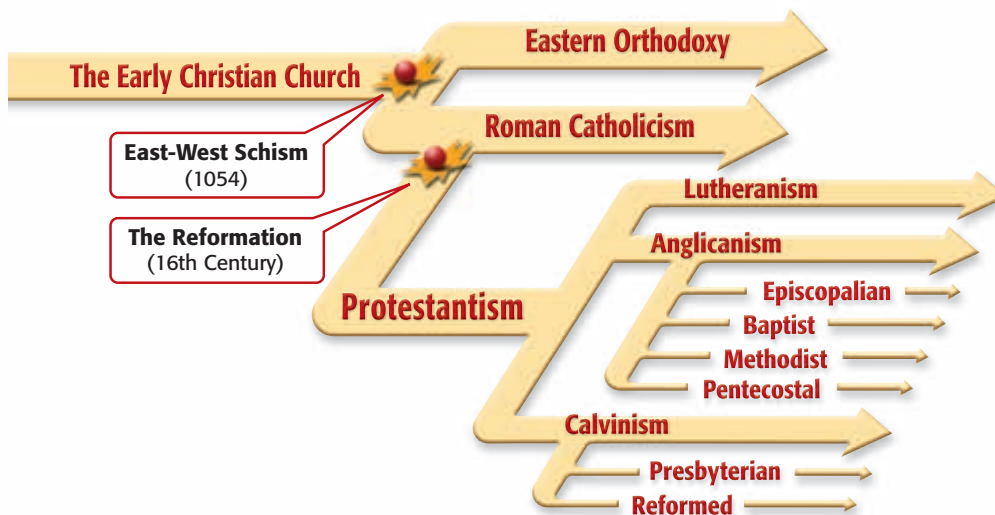
#### Analyzing Causes

**B** Why did Luther's ideas encourage the German peasants to revolt?

# Protestantism

Protestantism is a branch of Christianity. It developed out of the Reformation, the 16th-century protest in Europe against beliefs and practices of the Catholic Church. Three distinct branches of Protestantism emerged at first. They were Lutheranism, based on the teachings of Martin Luther in Germany; Calvinism, based on the teachings of John Calvin in Switzerland; and Anglicanism, which was established by King Henry VIII in England. Protestantism spread throughout Europe in the 16th century, and later, the world. As differences in beliefs developed, new denominations formed.

## The Division of Christianity



## PROTESTANTISM TODAY

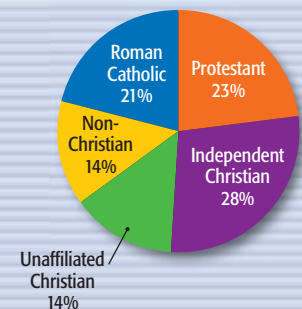
### Membership:

- Nearly 400 million Protestants worldwide
- About 65 million Protestants in the United States

### Branches:

- More than 465 major Protestant denominations worldwide
- Major denominational families worldwide: Anglican, Assemblies of God, Baptist, Methodist, Lutheran, and Presbyterian
- More than 250 denominations in the United States
- About 40 denominations with more than 400,000 members each in the United States

### Religious Adherents in the United States:



Sources: *Britannica Book of the Year 2003*

## Religious Beliefs and Practices in the 16th Century

	Roman Catholicism	Lutheranism	Calvinism	Anglicanism
<b>Leadership</b>	Pope is head of the Church	Ministers lead congregations	Council of elders govern each church	English monarch is head of the Church
<b>Salvation</b>	Salvation by faith and good works	Salvation by faith alone	God has predetermined who will be saved	Salvation by faith alone
<b>Bible</b>	Church and Bible tradition are sources of revealed truth	Bible is sole source of revealed truth	Bible is sole source of revealed truth	Bible is sole source of revealed truth
<b>Worship Service</b>	Worship service based on ritual	Worship service focused on preaching and ritual	Worship service focused on preaching	Worship service based on ritual and preaching
<b>Interpretation of Beliefs</b>	Priests interpret Bible and Church teachings for believers	Believers interpret the Bible for themselves	Believers interpret the Bible for themselves	Believers interpret the Bible using tradition and reason

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**RESEARCH WEB LINKS** Go online for more on Protestantism.

## Connect to Today

**1. Comparing** Which of the branches on the chart at left are most different and which are most similar?

See Skillbuilder Handbook, page R7.

**2. Developing Historical Perspective**

Do research on Protestantism. Select a denomination not shown on this page and write a paragraph tracing its roots to Reformation Protestantism.

Still determined that his subjects should remain Catholic, Charles V went to war against the Protestant princes. Even though he defeated them in 1547, he failed to force them back into the Catholic Church. In 1555, Charles, weary of fighting, ordered all German princes, both Protestant and Catholic, to assemble in the city of Augsburg. There the princes agreed that each ruler would decide the religion of his state. This famous religious settlement was known as the **Peace of Augsburg**.

## England Becomes Protestant

The Catholic Church soon faced another great challenge to its authority, this time in England. Unlike Luther, the man who broke England's ties to the Roman Catholic Church did so for political and personal, not religious, reasons.

**Henry VIII Wants a Son** When Henry VIII became king of England in 1509, he was a devout Catholic. Indeed, in 1521, Henry wrote a stinging attack on Luther's ideas. In recognition of Henry's support, the pope gave him the title "Defender of the Faith." Political needs, however, soon tested his religious loyalty. He needed a male heir. Henry's father had become king after a long civil war. Henry feared that a similar war would start if he died without a son as his heir. He and his wife, Catherine of Aragon, had one living child—a daughter, Mary—but no woman had ever successfully claimed the English throne.

By 1527, Henry was convinced that the 42-year-old Catherine would have no more children. He wanted to divorce her and take a younger queen. Church law did not allow divorce. However, the pope could **annul**, or set aside, Henry's marriage if proof could be found that it had never been legal in the first place. In 1527, Henry asked the pope to annul his marriage, but the pope turned him down. The pope did not want to offend Catherine's powerful nephew, the Holy Roman Emperor Charles V.

**The Reformation Parliament** Henry took steps to solve his marriage problem himself. In 1529, he called Parliament into session and asked it to pass a set of laws

### Henry VIII Causes Religious Turmoil

Henry's many marriages led to conflict with the Catholic Church and the founding of the Church of England.



**1509**  
Henry VIII becomes king; marries Catherine of Aragon.

**1516**  
Daughter Mary is born.

**1529**  
Henry summons the Reformation Parliament; dismantling of pope's power in England begins.

**1527**  
Henry asks the pope to end his first marriage; the pope refuses.

**1534**  
Act of Supremacy names Henry and his successors supreme head of the English Church.

**1531**  
Parliament recognizes Henry as head of the Church.

**1533**  
Parliament places clergy under Henry's control; Henry divorces Catherine, marries Anne Boleyn (at left); daughter Elizabeth born.



that ended the pope's power in England. This Parliament is known as the Reformation Parliament.

In 1533, Henry secretly married Anne Boleyn (BUL•ihn), who was in her twenties. Shortly after, Parliament legalized Henry's divorce from Catherine. In 1534, Henry's break with the pope was completed when Parliament voted to approve the Act of Supremacy. This called on people to take an oath recognizing the divorce and accepting Henry, not the pope, as the official head of England's Church.

The Act of Supremacy met some opposition. Thomas More, even though he had strongly criticized the Church, remained a devout Catholic. His faith, he said, would not allow him to accept the terms of the act and he refused to take the oath. In response, Henry had him arrested and imprisoned in the Tower of London. In 1535, More was found guilty of high treason and executed.

**Consequences of Henry's Changes** Henry did not immediately get the male heir he sought. After Anne Boleyn gave birth to a daughter, Elizabeth, she fell out of Henry's favor. Eventually, she was charged with treason. Like Thomas More, she was imprisoned in the Tower of London. She was found guilty and beheaded in 1536. Almost at once, Henry took a third wife, Jane Seymour. In 1537, she gave him a son named Edward. Henry's happiness was tempered by his wife's death just two weeks later. Henry married three more times. None of these marriages, however, produced children.

After Henry's death in 1547, each of his three children ruled England in turn. This created religious turmoil. Henry's son, Edward, became king when he was just nine years old. Too young to rule alone, Edward VI was guided by adult advisers. These men were devout Protestants, and they introduced Protestant reforms to the English Church. Almost constantly in ill health, Edward reigned for just six years. Mary, the daughter of Catherine of Aragon, took the throne in 1553. She was a Catholic who returned the English Church to the rule of the pope. Her efforts met with considerable resistance, and she had many Protestants executed. When Mary died in 1558, Elizabeth, Anne Boleyn's daughter, inherited the throne.

**1536**

Anne Boleyn is beheaded.

**1537**

Henry's third wife, Jane Seymour, has son, Edward. She dies from complications.



**1547**

Henry dies; Catherine Parr, his sixth wife, outlives him; Edward VI begins six-year rule; Protestants are strong.

**1558**

Elizabeth I (at right) begins rule; she restores the Protestant Church.



**1540**

**1540-1542**

Henry divorces Anne of Cleves, his fourth wife, and executes Catherine Howard (above), his fifth wife.



**1550**

**1553**

Mary I (at left) begins rule and restores the Catholic Church.

**1560**

## History Makers



### Elizabeth I 1533–1603

Elizabeth I, like her father, had a robust nature and loved physical activity. She had a particular passion for dancing. Her fondness for exercise diminished little with age, and she showed amazing energy and strength well into her sixties.

Elizabeth also resembled her father in character and temperament. She was stubborn, strong-willed, and arrogant, and she expected to be obeyed without question. And Elizabeth had a fierce and unpredictable temper. To her subjects, Elizabeth was an object of both fear and love. She was their “most dread sovereign lady.”

**Elizabeth Restores Protestantism** Elizabeth I was determined to return her kingdom to Protestantism. In 1559, Parliament followed Elizabeth’s wishes and set up the Church of England, or **Anglican** Church, with Elizabeth as its head. This was to be the only legal church in England.

Elizabeth decided to establish a state church that moderate Catholics and moderate Protestants might both accept. To please Protestants, priests in the Church of England were allowed to marry. They could deliver sermons in English, not Latin. To please Catholics, the Church of England kept some of the trappings of the Catholic service such as rich robes. In addition, church services were revised to be somewhat more acceptable to Catholics. **C**

**Elizabeth Faces Other Challenges** By taking this moderate approach, Elizabeth brought a level of religious peace to England. Religion, however, remained a problem. Some Protestants pushed for Elizabeth to make more far-reaching church reforms. At the same time, some Catholics tried to overthrow Elizabeth and replace her with her cousin, the Catholic Mary Queen of Scots. Elizabeth also faced threats from Philip II, the Catholic king of Spain.

Elizabeth faced other difficulties. Money was one problem. In the late 1500s, the English began to think about building an American empire as a new source of income. While colonies strengthened England economically, they did not enrich the queen directly. Elizabeth’s constant need for money would carry over into the next reign and lead to bitter conflict between the monarch and Parliament. You will read more about Elizabeth’s reign in Chapter 21. In the meantime, the Reformation gained ground in other European countries.

#### MAIN IDEA

#### Recognizing Effects

**C** How did Henry VIII’s marriages and divorces cause religious turmoil in England?

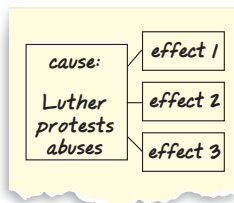
## SECTION 3 ASSESSMENT

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

- indulgence
- Reformation
- Lutheran
- Protestant
- Peace of Augsburg
- annul
- Anglican

#### USING YOUR NOTES

2. Which effect do you think had the most permanent impact? Explain.



#### MAIN IDEAS

3. What political, economic, and social factors helped bring about the Reformation?
4. From where did the term *Protestantism* originate?
5. What impact did Henry VIII’s actions have on England in the second half of the 1500s?

#### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Explain how Elizabeth I was able to bring a level of religious peace to England.
7. **COMPARING** Do you think Luther or Henry VIII had a better reason to break with the Church? Provide details to support your answer.
8. **ANALYZING MOTIVES** How did the Catholic Church respond to Luther’s teachings? Why do you think this was so?
9. **WRITING ACTIVITY** **REVOLUTION** Imagine Martin Luther and a leader of the Catholic Church are squaring off in a public debate. Write a brief **dialogue** between the two.

#### CONNECT TO TODAY CREATING A GRAPHIC

Use library resources to find information on the countries in which Protestantism is a major religion. Use your findings to create a **graphic** that makes a comparison among those countries.

# The Reformation Continues

## MAIN IDEA

**RELIGIOUS AND ETHICAL SYSTEMS** As Protestant reformers divided over beliefs, the Catholic Church made reforms.

## WHY IT MATTERS NOW

Many Protestant churches began during this period, and many Catholic schools are the result of reforms in the Church.

## TERMS & NAMES

- predestination
- Calvinism
- theocracy
- Presbyterian
- Anabaptist
- Catholic Reformation
- Jesuits
- Council of Trent

**SETTING THE STAGE** Under the leadership of Queen Elizabeth I, the Anglican Church, though Protestant, remained similar to the Catholic Church in many of its doctrines and ceremonies. Meanwhile, other forms of Protestantism were developing elsewhere in Europe. Martin Luther had launched the Reformation in northern Germany, but reformers were at work in other countries. In Switzerland, another major branch of Protestantism emerged. Based mainly on the teachings of John Calvin, a French follower of Luther, it promoted unique ideas about the relationship between people and God.

## Calvin Continues the Reformation

Religious reform in Switzerland was begun by Huldrych Zwingli (HUL•drykh ZWIHNG•lee), a Catholic priest in Zurich. He was influenced both by the Christian humanism of Erasmus and by the reforms of Luther. In 1520, Zwingli openly attacked abuses in the Catholic Church. He called for a return to the more personal faith of early Christianity. He also wanted believers to have more control over the Church.

Zwingli's reforms were adopted in Zurich and other cities. In 1531, a bitter war between Swiss Protestants and Catholics broke out. During the fighting, Zwingli met his death. Meanwhile, John Calvin, then a young law student in France with a growing interest in Church doctrine, was beginning to clarify his religious beliefs.

**Calvin Formalizes Protestant Ideas** When Martin Luther posted his 95 Theses in 1517, John Calvin had been only eight years old. But Calvin grew up to have as much influence in the spread of Protestantism as Luther did. He would give order to the faith Luther had begun.

In 1536, Calvin published *Institutes of the Christian Religion*. This book expressed ideas about God, salvation, and human nature. It was a summary of Protestant theology, or religious beliefs. Calvin wrote that men and women are sinful by nature. Taking Luther's idea that humans cannot earn salvation, Calvin went on to say that God chooses a very few people to save. Calvin called these few the "elect." He believed that God has known since the beginning of time who will be saved. This doctrine is called **predestination**. The religion based on Calvin's teachings is called **Calvinism**.



Use the graphic organizer online to take notes on the ideas of the reformers who came after Luther.

## History Makers



### John Calvin 1509–1564

A quiet boy, Calvin grew up to study law and philosophy at the University of Paris. In the 1530s, he was influenced by French followers of Luther. When King Francis I ordered Protestants arrested, Calvin fled. Eventually, he moved to Geneva.

Because Calvin and his followers rigidly regulated morality in Geneva, Calvinism is often described as strict and grim. But Calvin taught that people should enjoy God's gifts. He wrote that it should not be "forbidden to laugh, or to enjoy food, or to add new possessions to old."

**Calvin Leads the Reformation in Switzerland** Calvin believed that the ideal government was a **theocracy**, a government controlled by religious leaders. In 1541, Protestants in Geneva, Switzerland, asked Calvin to lead their city.

When Calvin arrived there in the 1540s, Geneva was a self-governing city of about 20,000 people. He and his followers ran the city according to strict rules. Everyone attended religion class. No one wore bright clothing or played card games. Authorities would imprison, excommunicate, or banish those who broke such rules. Anyone who preached different doctrines might be burned at the stake. Yet, to many Protestants, Calvin's Geneva was a model city of highly moral citizens.

**Calvinism Spreads** One admiring visitor to Geneva was a Scottish preacher named John Knox. When he returned to Scotland in 1559, Knox put Calvin's ideas to work. Each community church was governed by a group of laymen called elders or presbyters (PREHZ•buh•tuhrs). Followers of Knox became known as **Presbyterians**. In the 1560s, Protestant nobles led by Knox made Calvinism Scotland's official religion. They also deposed their Catholic ruler, Mary Queen of Scots, in favor of her infant son, James.

Elsewhere, Swiss, Dutch, and French reformers adopted the Calvinist form of church organization. One reason Calvin is considered so influential is that many Protestant churches today trace their roots to Calvin. Over the years, however, many of them have softened Calvin's strict teachings.

In France, Calvin's followers were called Huguenots. Hatred between Catholics and Huguenots frequently led to violence. The most violent clash occurred in Paris on

August 24, 1572—the Catholic feast of St. Bartholomew's Day. At dawn, Catholic mobs began hunting for Protestants and murdering them. The massacres spread to other cities and lasted six months. Scholars believe that as many as 12,000 Huguenots were killed.

## Other Protestant Reformers

Protestants taught that the Bible is the source of all religious truth and that people should read it to discover those truths. As Christians interpreted the Bible for themselves, new Protestant groups formed over differences in belief. **A**

**The Anabaptists** One such group baptized only those persons who were old enough to decide to be Christian. They said that persons who had been baptized as children should be rebaptized as adults. These believers were called **Anabaptists**, from a Greek word meaning "baptize again." The Anabaptists also taught that church and state should be separate, and they refused to fight in wars. They shared their possessions.

Viewing Anabaptists as radicals who threatened society, both Catholics and Protestants persecuted them. But the Anabaptists survived and became the fore-runners of the Mennonites and the Amish. Their teaching influenced the later Quakers and Baptists, groups who split from the Anglican Church.

**Women's Role in the Reformation** Many women played prominent roles in the Reformation, especially during the early years. For example, the sister of King

### MAIN IDEA

#### Analyzing Causes

**A** How did Protestant teaching lead to the forming of new groups?



# Religions in Europe, 1560

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INTERACTIVE MAP



Dominant Religion	
<span style="color: green;">■</span> Roman Catholic	<span style="color: grey;">■</span> Eastern Orthodox
<span style="color: orange;">■</span> Lutheran	<span style="color: purple;">■</span> Islam
<span style="color: pink;">■</span> Anglican	<span style="color: yellow;">■</span> Mixture of Calvinist, Lutheran, and Roman Catholic
<span style="color: magenta;">■</span> Calvinist	
Minority Religion	
<span style="color: green;">▨</span> Roman Catholic	<span style="color: purple;">▨</span> Islam
<span style="color: orange;">▨</span> Lutheran	<span style="color: black;">▨</span> Anabaptist
<span style="color: pink;">▨</span> Calvinist	

**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- Region** Which European countries became mostly Protestant and which remained mostly Roman Catholic?
- Location** Judging from the way the religions were distributed, where would you expect religious conflicts to take place? Explain.





▲ Although Catholic, Marguerite of Navarre supported the call for reform in the Church.

Francis I, Marguerite of Navarre, protected John Calvin from being executed for his beliefs while he lived in France. Other noblewomen also protected reformers. The wives of some reformers, too, had influence. Katherina Zell, married to Matthew Zell of Strasbourg, once scolded a minister for speaking harshly of another reformer. The minister responded by saying that she had “disturbed the peace.” She answered his criticism sharply:

#### PRIMARY SOURCE

Do you call this disturbing the peace that instead of spending my time in frivolous amusements I have visited the plague-infested and carried out the dead? I have visited those in prison and under sentence of death. Often for three days and three nights I have neither eaten nor slept. I have never mounted the pulpit, but I have done more than any minister in visiting those in misery.

KATHERINA ZELL, quoted in *Women of the Reformation*

Katherina von Bora played a more typical, behind-the-scenes role as Luther’s wife. Katherina was sent to a convent at about age ten, and had become a nun. Inspired by Luther’s teaching, she fled the convent. After marrying Luther, Katherina had six children. She also managed the family finances, fed all who visited their house, and supported her husband’s work. She respected Luther’s position but argued with him about woman’s equal role in marriage.

As Protestant religions became more firmly established, their organization became more formal. Male religious leaders narrowly limited women’s activities to the home and discouraged them from being leaders in the church. In fact, it was Luther who said, “God’s highest gift on earth is a pious, cheerful, God-fearing, home-keeping wife.” **B**

#### MAIN IDEA

#### Making Inferences

**B** Why was it easier for women to take part in the earlier stages of the Reformation than in the later stages?

## The Catholic Reformation

While Protestant churches won many followers, millions remained true to Catholicism. Helping Catholics to remain loyal was a movement within the Catholic Church to reform itself. This movement is now known as the **Catholic Reformation**. Historians once referred to it as the Counter Reformation. Important leaders in this movement were reformers, such as Ignatius (ihg•NAY•shuhs) of Loyola, who founded new religious orders, and two popes—Paul III and Paul IV—who took actions to reform and renew the Church from within.

**Ignatius of Loyola** Ignatius grew up in his father’s castle in Loyola, Spain. The great turning point in his life came in 1521 when he was injured in a war. While recovering, he thought about his past sins and about the life of Jesus. His daily devotions, he believed, cleansed his soul. In 1522, Ignatius began writing a book called *Spiritual Exercises* that laid out a day-by-day plan of meditation, prayer, and study. In it, he compared spiritual and physical exercise:

#### PRIMARY SOURCE

Just as walking, traveling, and running are bodily exercises, preparing the soul to remove ill-ordered affections, and after their removal seeking and finding the will of God with respect to the ordering of one’s own life and the salvation of one’s soul, are Spiritual Exercises.

IGNATIUS OF LOYOLA, *Spiritual Exercises*



▲ Church leaders consult on reforms at the Council of Trent in this 16th-century painting.

For the next 18 years, Ignatius gathered followers. In 1540, the pope created a religious order for his followers called the Society of Jesus. Members were called **Jesuits** (JEHZH•oo•ihts). The Jesuits focused on three activities. First, they founded schools throughout Europe. Jesuit teachers were well-trained in both classical studies and theology. The Jesuits' second mission was to convert non-Christians to Catholicism. So they sent out missionaries around the world. Their third goal was to stop the spread of Protestantism. The zeal of the Jesuits overcame the drift toward Protestantism in Poland and southern Germany.

**Reforming Popes** Two popes took the lead in reforming the Catholic Church. Paul III, pope from 1534 to 1549, took four important steps. First, he directed a council of cardinals to investigate indulgence selling and other abuses in the Church. Second, he approved the Jesuit order. Third, he used the Inquisition to seek out heresy in papal territory. Fourth, and most important, he called a council of Church leaders to meet in Trent, in northern Italy.

From 1545 to 1563, at the **Council of Trent**, Catholic bishops and cardinals agreed on several doctrines:

- The Church's interpretation of the Bible was final. Any Christian who substituted his or her own interpretation was a heretic.
- Christians needed faith and good works for salvation. They were not saved by faith alone, as Luther argued.
- The Bible and Church tradition were equally powerful authorities for guiding Christian life.
- Indulgences were valid expressions of faith. But the false selling of indulgences was banned.

The next pope, Paul IV, vigorously carried out the council's decrees. In 1559, he had officials draw up a list of books considered dangerous to the Catholic faith. This list was known as the Index of Forbidden Books. Catholic bishops throughout Europe were ordered to gather up the offensive books (including Protestant Bibles) and burn them in bonfires. In Venice alone, followers burned 10,000 books in one day.

#### Vocabulary

The *Inquisition* was a papal judicial process established to try and punish those thought to be heretics.

## Global Impact



### Jesuit Missionaries

The work of Jesuit missionaries has had a lasting impact around the globe. By the time Ignatius died in 1556, about a thousand Jesuits had brought his ministry to Europe, Africa, Asia, and the Americas. Two of the most famous Jesuit missionaries of the 1500s were Francis Xavier, who worked in India and Japan, and Matteo Ricci, who worked in China.

One reason the Jesuits had such an impact is that they founded schools throughout the world. For example, the Jesuits today run about 45 high schools and 28 colleges and universities in the United States. Four of these are Georgetown University (shown above), Boston College, Marquette University, and Loyola University of Chicago.

## The Legacy of the Reformation

The Reformation had an enduring impact. Through its religious, social, and political effects, the Reformation set the stage for the modern world. It also ended the Christian unity of Europe and left it culturally divided.

**Religious and Social Effects of the Reformation** Despite religious wars and persecutions, Protestant churches flourished and new denominations developed. The Roman Catholic Church itself became more unified as a result of the reforms started at the Council of Trent. Both Catholics and Protestants gave more emphasis to the role of education in promoting their beliefs. This led to the founding of parish schools and new colleges and universities throughout Europe.

Some women reformers had hoped to see the status of women in the church and society improve as a result of the Reformation. But it remained much the same both under Protestantism and Roman Catholicism. Women were still mainly limited to the concerns of home and family.

**Political Effects of the Reformation** As the Catholic Church's moral and political authority declined, individual monarchs and states gained power. This led to the development of modern nation-states. In the 1600s, rulers of nation-states would seek more power for themselves and their countries through warfare, exploration, and expansion.

The Reformation's questioning of beliefs and authority also laid the groundwork for the Enlightenment. As you will read in Chapter 22, this intellectual movement would sweep Europe in the late 18th century. It led some to reject all religions and others to call for the overthrow of existing governments.

## SECTION 4 ASSESSMENT

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

- predestination
- Calvinism
- theocracy
- Presbyterian
- Anabaptist
- Catholic Reformation
- Jesuits
- Council of Trent

### USING YOUR NOTES

2. Which Catholic reform do you think had the most impact?

Reformers	Ideas
Zwingli	
Calvin	
Anabaptists	
Catholic Reformers	

### MAIN IDEAS

3. What was Calvin's idea of the "elect" and their place in society?
4. What role did noblewomen play in the Reformation?
5. What were the goals of the Jesuits?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did the Reformation set the stage for the modern world? Give examples.
7. **MAKING INFERENCES** Why do you think the Church wanted to forbid people to read certain books?
8. **COMPARING** How did steps taken by Paul III and Paul IV to reform the Catholic Church differ from Protestant reforms? Support your answer with details from the text.
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Write a two-paragraph **essay** on whether church leaders should be political rulers.

### CONNECT TO TODAY PRESENTING AN ORAL REPORT

Research the religious origins of a university in the United States. Then present your findings to the class in an **oral report**.

## The Reformation

Martin Luther's criticisms of the Catholic Church grew sharper over time. Some Catholics, in turn, responded with personal attacks on Luther. In recent times, historians have focused less on the theological and personal issues connected with the Reformation. Instead, many modern scholars analyze the political, social, and economic conditions that contributed to the Reformation.

### A PRIMARY SOURCE

#### Martin Luther

In 1520, Martin Luther attacked the whole system of Church government and sent the pope the following criticism of the Church leaders who served under him in Rome.

The Roman Church has become the most licentious [sinful] den of thieves. . . . They err who ascribe to thee the right of interpreting Scripture, for under cover of thy name they seek to set up their own wickedness in the Church, and, alas, through them Satan has already made much headway under thy predecessors. In short, believe none who exalt thee, believe those who humble thee.

### B SECONDARY SOURCE

#### Steven Ozment

In 1992, historian Steven Ozment published *Protestants: The Birth of a Revolution*. Here, he comments on some of the political aspects of the Reformation.

Beginning as a protest against arbitrary, self-aggrandizing, hierarchical authority in the person of the pope, the Reformation came to be closely identified in the minds of contemporaries with what we today might call states' rights or local control. To many townspeople and villagers, Luther seemed a godsend for their struggle to remain politically free and independent; they embraced his Reformation as a conserving political force, even though they knew it threatened to undo traditional religious beliefs and practices.

### C SECONDARY SOURCE

#### G. R. Elton

In *Reformation Europe*, published in 1963, historian G. R. Elton notes the role of geography and trade in the spread of Reformation ideas.

Could the Reformation have spread so far and so fast if it had started anywhere but in Germany? The fact that it had its beginnings in the middle of Europe made possible a very rapid radiation in all directions. . . . Germany's position at the center of European trade also helped greatly. German merchants carried not only goods but Lutheran ideas and books to Venice and France; the north German Hanse [a trade league] transported the Reformation to the Scandinavian countries.

### D PRIMARY SOURCE

#### Hans Brosamer

**"Seven-Headed Martin Luther" (1529)** The invention of the printing press enabled both Protestants and Catholics to engage in a war of words and images. This anti-Luther illustration by German painter Hans Brosamer depicted Martin Luther as a seven-headed monster—doctor, monk, infidel, preacher, fanatic swarmed by bees, self-appointed pope, and thief Barabbas from the Bible.



### Document-Based QUESTIONS

1. In what way does Luther's letter (Source A) support the point of view of the historian in Source B?
2. Based on Source C, why was Germany's location important to the spread of Reformation ideas?
3. Why might Hans Brosamer's woodcut (Source D) be an effective propaganda weapon against Martin Luther?

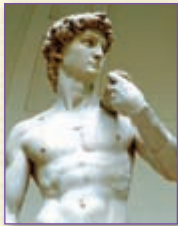
# Chapter 17 Assessment

## VISUAL SUMMARY

### European Renaissance and Reformation

The Renaissance and the Reformation bring dramatic changes to social and cultural life in Europe.

#### 1. Italy: Birthplace of the Renaissance



- A period of intellectual and artistic creativity begins in Italy around the 1300s.
- Artists and writers revive techniques, styles, and subjects from classical Greece and Rome and celebrate human achievements.

#### 2. The Northern Renaissance

- Renaissance ideas spread to Northern Europe, where German and Flemish artists create distinctive works of art.
- Thousands of books and pamphlets created on printing presses spread political, social, and artistic ideas.



#### 3. Luther Leads the Reformation



- Martin Luther starts a movement for religious reform and challenges the authority of the Catholic Church.
- King Henry VIII breaks ties with the Catholic Church and starts the Church of England.

#### 4. The Reformation Continues

- Protestant groups divide into several denominations, including the Calvinists and the Anabaptists.
- The Catholic Church introduces its own reforms.



## TERMS & NAMES

For each term or name below, briefly explain its connection to European history from 1300 to 1600.

1. Renaissance
2. vernacular
3. utopia
4. Reformation
5. Protestant
6. Peace of Augsburg
7. Catholic Reformation
8. Council of Trent

## MAIN IDEAS

### Italy: Birthplace of the Renaissance Section 1 (pages 471–479)

9. How did the merchant class in northern Italy influence the Renaissance?
10. In what ways did literature and the arts change during the Renaissance?

### The Northern Renaissance Section 2 (pages 480–487)

11. What did northern European rulers do to encourage the spread of Renaissance ideas?
12. How were the Christian humanists different from the humanists of the Italian Renaissance?

### Luther Leads the Reformation Section 3 (pages 488–494)

13. On what three teachings did Martin Luther rest his Reformation movement?
14. Why did the Holy Roman emperor go to war against Protestant German princes?
15. Why did Henry VIII create his own church? Refer to the time line on pages 492–493.

### The Reformation Continues Section 4 (pages 495–501)

16. In what ways was John Calvin's church different from the Lutheran Church?
17. What was the goal of the Catholic Reformation?
18. What are three legacies of the Reformation?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a diagram, show how the Reformation led to great changes in European ideas and institutions.



### 2. ANALYZING ISSUES

**REVOLUTION** What role did the printing press play in the spread of the Reformation and the spread of democracy?

### 3. RECOGNIZING EFFECTS

**CULTURAL INTERACTION** How did the Renaissance and Reformation expand cultural interaction both within Europe and outside of it?

### 4. DEVELOPING HISTORICAL PERSPECTIVE

What conditions needed to exist before the Renaissance could occur?

### 5. SYNTHESIZING

How did views of the role of women change in the Renaissance period?

## STANDARDS-BASED ASSESSMENT

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

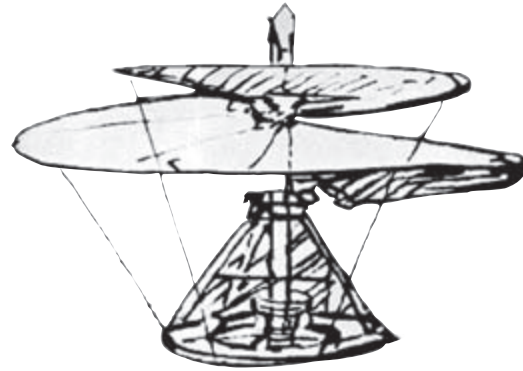
### PRIMARY SOURCE

A prince must also show himself a lover of merit [excellence], give preferment [promotion] to the able, and honour those who excel in every art. Moreover he must encourage his citizens to follow their callings [professions] quietly, whether in commerce, or agriculture, or any other trade that men follow. . . . [The prince] should offer rewards to whoever does these things, and to whoever seeks in any way to improve his city or state.

NICCOLÒ MACHIAVELLI, *The Prince*

- Which phrase best describes the advice given by Machiavelli?
  - Rule with an iron hand in a velvet glove.
  - Do not give your subjects any freedoms.
  - Reward hard work and patriotism.
  - To retain your rule, you must interfere in the lives of your subjects.
- In his book *The Prince*, the writer of this advice also suggested
  - the pope should listen to the calls for reform of the Church.
  - a prince might have to trick his people for the good of the state.
  - merchants should try to take control of the cities away from the prince.
  - the prince should reform society by establishing a utopia.

Use this drawing of a machine from the notebooks of Leonardo da Vinci and your knowledge of world history to answer question-3.



- The principles upon which this machine is based evolved into what modern machine?
  - food blender
  - a fan
  - a well-digging machine
  - helicopter

 [hmhsocialstudies.com](http://hmhsocialstudies.com) **TEST PRACTICE**

For additional test practice, go online for:

- Diagnostic tests
- Tutorials
- Strategies

## Interact *with* History

On page 470, you looked at a painting and discussed what you learned about Renaissance society from that painting. Now choose one other piece of art from the chapter. Explain what you can learn about Renaissance or Reformation society from that piece of art.

## FOCUS ON WRITING

**RELIGIOUS AND ETHICAL SYSTEMS** Study the information about Protestantism in the Analyzing Key Concepts on page 491. Write a three-page **essay** analyzing the effects Protestantism had on the Christian Church.

- Examine its impact on the number of denominations.
- Explain the different beliefs and practices it promoted.

## MULTIMEDIA ACTIVITY



### Writing an Internet-Based Research Paper

Go to the *Web Research Guide* at [hmhsocialstudies.com](http://hmhsocialstudies.com) to learn about conducting research on the Internet. Then, working with a partner, use the Internet to research major religious reforms of the 20th century. You might search for information on changes in the Catholic Church as a result of Vatican II, or major shifts in the practices or doctrines of a branch of Hinduism, Islam, Judaism, or Protestantism. Compare the 20th-century reforms with those of the Protestant Reformation. Present the results of your research in a well-organized paper. Be sure to

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

# The Muslim World Expands, 1300–1700

## Essential Question

What were the causes of the rise and decline of Muslim empires between 1300 and 1700?



### What You Will Learn

In this chapter, you will trace the development of empires in Turkey and India and another in Persia that mixed domestic and foreign Islamic cultures.

#### SECTION 1 The Ottomans Build a Vast Empire

**Main Idea** The Ottomans established a Muslim empire that combined many cultures and lasted more than 600 years.

#### SECTION 2 Cultural Blending Case Study: The Safavid Empire

**Main Idea** The Safavid Empire produced a rich and complex blended culture in Persia.

#### SECTION 3 The Mughal Empire in India

**Main Idea** The Mughal Empire brought Turks, Persians, and Indians together in a vast empire.

## Previewing Themes

**EMPIRE BUILDING** Three of the great empires of history—the Ottomans in Turkey, the Safavids in Persia, and the Mughals in India—emerged in the Muslim world between the 14th and the 18th centuries.

**Geography** *Locate the empires on the map. Which of the empires was the largest? Where was it located?*

**CULTURAL INTERACTION** As powerful societies moved to expand their empires, Turkish, Persian, Mongol, and Arab ways of life blended. The result was a flowering of Islamic culture that peaked in the 16th century.

**Geography** *The Ottoman Empire included cultures from which continents?*

**POWER AND AUTHORITY** The rulers of all three great Muslim empires of this era based their authority on Islam. They based their power on strong armies, advanced technology, and loyal administrative officers.

**Geography** *Study the time line and the map. When was the Mughal Empire founded? Where was Babur's empire located?*

MUSLIM  
WORLD

1300  
Osman founds  
Ottoman  
state. ▶

1398  
Timur the Lame  
destroys Delhi.

1453  
Ottomans capture  
Constantinople.

1300

1400

WORLD

1325  
Aztecs build Tenochtitlán.  
(ornament of an Aztec  
snake god) ▶



1455  
◀ Gutenberg  
prints the Bible.



# Empire Builders, 1683



HISTORY



Hagia Sophia

hmhsocialstudies.com VIDEO



**1501**

Safavids conquer Persia.

**1526**

Babur founds Mughal Empire.

**1587**

Shah Abbas I rules Safavid Empire.



**1632**

Shah Jahan orders construction of Taj Mahal at Agra.

**1500**

**1600**

**1700**

**1522**

Magellan's crew sails around the world.

**1603**

Tokugawa regime begins in Japan.

**1607**

British settle in North America at Jamestown.



## How do you govern a diverse empire?

Your father is a Safavid shah, the ruler of a growing empire. With a well-trained army and modern weapons, he has easily conquered most of the surrounding area. Because you are likely to become the next ruler, you are learning all you can about how to rule. You wonder what is best for the empire. Should conquered people be given the freedom to practice a religion that is different from your own and to follow their own traditions? Or would it be better to try and force them to accept your beliefs and way of life—or even to enslave them?

hmhsocialstudies.com INTERACTIVE



- 1 The shah entertains the emperor of a neighboring land. Both lands have great diversity of people and cultures.
- 2 Distinctive headgear marks the status of military leaders and scholars gathered from all parts of the empire.
- 3 Clothing, music, dancing, and food reflect the customs of several groups within the empire.
- 4 People in the court, from the servants to the members of the court, mirror the empire's diversity.

### EXAMINING *the* ISSUES

- **What problems might conquered people present for their conqueror?**
- **In what ways might a conqueror integrate conquered people into the society?**

As a class, discuss the ways other empires—such as those of Rome, Assyria, and Persia—treated their conquered peoples. As you read about the three empires featured in this chapter, notice how the rulers dealt with empires made up of different cultures.

# The Ottomans Build a Vast Empire

## MAIN IDEA

**EMPIRE BUILDING** The Ottomans established a Muslim empire that combined many cultures and lasted for more than 600 years.

## WHY IT MATTERS NOW

Many modern societies, from Algeria to Turkey, had their origins under Ottoman rule.

## TERMS & NAMES

- ghazi
- Ottoman
- sultan
- Timur the Lame
- Mehmed II
- Suleyman the Lawgiver
- *devshirme*
- janissary

**SETTING THE STAGE** By 1300, the Byzantine Empire was declining, and the Mongols had destroyed the Turkish Seljuk kingdom of Rum. Anatolia was inhabited mostly by the descendants of nomadic Turks. These militaristic people had a long history of invading other countries. Loyal to their own groups, they were not united by a strong central power. A small Turkish state occupied land between the Byzantine Empire and that of the Muslims. From this place, a strong leader would emerge to unite the Turks into what eventually would become an immense empire stretching across three continents.

## Turks Move into Byzantium

Many Anatolian Turks saw themselves as **ghazis** (GAH•zees), or warriors for Islam. They formed military societies under the leadership of an emir, a chief commander, and followed a strict Islamic code of conduct. They raided the territories of people who lived on the frontiers of the Byzantine Empire.

**Osman Establishes a State** The most successful ghazi was Osman. People in the West called him Othman and named his followers **Ottomans**. Osman built a small Muslim state in Anatolia between 1300 and 1326. His successors expanded it by buying land, forming alliances with some emirs, and conquering others.

The Ottomans' military success was largely based on the use of gunpowder. They replaced their archers on horseback with musket-carrying foot soldiers. They also were among the first people to use cannons as weapons of attack. Even heavily walled cities fell to an all-out attack by the Turks.

The second Ottoman leader, Orkhan I, was Osman's son. He felt strong enough to declare himself **sultan**, meaning "overlord" or "one with power." And in 1361, the Ottomans captured Adrianople (ay•dree•uh•NOH•puhl), the second most important city in the Byzantine Empire. A new Turkish empire was on the rise.

The Ottomans acted wisely toward the people they conquered. They ruled through local officials appointed by the sultan and often improved the lives of the peasants. Most Muslims had to serve in Turkish armies and make contributions required by their faith. Non-Muslims did not have to serve in the army but had to pay for their exemption with a small tax.



Use the graphic organizer online to take notes on rulers of the Ottoman Empire and their successes.

**Timur the Lame Halts Expansion** The rise of the Ottoman Empire was briefly interrupted in the early 1400s by a rebellious warrior and conqueror from Samarkand in Central Asia. Permanently injured by an arrow in the leg, he was called Timur-i-Lang, or **Timur the Lame**. Europeans called him Tamerlane. Timur burned the powerful city of Baghdad in present-day Iraq to the ground. He crushed the Ottoman forces at the Battle of Ankara in 1402. This defeat halted the expansion of their empire.

## Powerful Sultans Spur Dramatic Expansion

Soon Timur turned his attention to China. When he did, war broke out among the four sons of the Ottoman sultan. Mehmed I defeated his brothers and took the throne. His son, Murad II, defeated the Venetians, invaded Hungary, and overcame an army of Italian crusaders in the Balkans. He was the first of four powerful sultans who led the expansion of the Ottoman Empire through 1566.

**Mehmed II Conquers Constantinople** Murad's son **Mehmed II**, or Mehmed the Conqueror, achieved the most dramatic feat in Ottoman history. By the time Mehmed took power in 1451, the ancient city of Constantinople had shrunk from a population of a million to a mere 50,000. Although it controlled no territory outside its walls, it still dominated the Bosphorus Strait. Controlling this waterway meant that it could choke off traffic between the Ottomans' territories in Asia and in the Balkans.

Mehmed II decided to face this situation head-on. "Give me Constantinople!" he thundered, shortly after taking power at age 21. Then, in 1453, he launched his attack.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** To which waterways did the Ottoman Empire have access?
- Movement** In which time period did the Ottoman Empire gain the most land?

## > Analyzing Primary Sources

### The Conquest of Constantinople

Kritovoulos, a Greek who served in the Ottoman administration, recorded the following about the Ottoman takeover of Constantinople. The second source, the French miniature at the right, shows a view of the siege of Constantinople.

#### PRIMARY SOURCE

After this the Sultan entered the City and looked about to see its great size, its situation, its grandeur and beauty, its teeming population, its loveliness, and the costliness of its churches and public buildings and of the private houses and community houses and those of the officials. . . .

When he saw what a large number had been killed and the ruin of the buildings, and the wholesale ruin and destruction of the City, he was filled with compassion and repented not a little at the destruction and plundering. Tears fell from his eyes as he groaned deeply and passionately: "What a city we have given over to plunder and destruction."

**KRITOVOULOS**, *History of Mehmed the Conqueror*

#### DOCUMENT-BASED QUESTIONS

1. **Comparing and Contrasting** *In what details do the two sources agree? disagree?*
2. **Making Inferences** *Why do you think the sultan wept over the destruction?*



Mehmed's Turkish forces began firing on the city walls with mighty cannons. One of these was a 26-foot gun that fired 1,200-pound boulders. A chain across the Golden Horn between the Bosphorus Strait and the Sea of Marmara kept the Turkish fleet out of the city's harbor. Finally, one night Mehmed's army tried a daring tactic. They dragged 70 ships over a hill on greased runners from the Bosphorus to the harbor. Now Mehmed's army was attacking Constantinople from two sides. The city held out for over seven weeks, but the Turks finally found a break in the wall and entered the city.

Mehmed the Conqueror, as he was now called, proved to be an able ruler as well as a magnificent warrior. He opened Constantinople to new citizens of many religions and backgrounds. Jews, Christians, and Muslims, Turks and non-Turks all flowed in. They helped rebuild the city, which was now called Istanbul. **A**

#### MAIN IDEA

#### Analyzing Motives

**A** Why was taking Constantinople so important to Mehmed II?


**Ottomans Take Islam's Holy Cities** Mehmed's grandson, Selim the Grim, came to power in 1512. He was an effective sultan and a great general. In 1514, he defeated the Safavids (suh•FAH•vihdz) of Persia at the Battle of Chaldiran. Then he swept south through Syria and Palestine and into North Africa. At the same time that Cortez was toppling the Aztec Empire in the Americas, Selim's empire took responsibility for Mecca and Medina. Finally he took Cairo, the intellectual center of the Muslim world. The once-great civilization of Egypt had become just another province in the growing Ottoman Empire.



### Suleyman the Lawgiver 1494–1566

In the halls of the U.S. Congress are images of some of the greatest lawgivers of all time. Included in that group are such persons as Thomas Jefferson, Moses, and Suleyman.

Suleyman's law code prescribed penalties for various criminal acts and for bureaucratic and financial corruption. He also sought to reduce bribes, did not allow imprisonment without a trial, and rejected promotions that were not based on merit. He also introduced the idea of a balanced budget for governments.

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**RESEARCH WEB LINKS** Go online for more on Suleyman the Lawgiver.

## Suleyman the Lawgiver

The Ottoman Empire didn't reach its peak size and grandeur until the reign of Selim's son, Suleyman I (SOO•lay•mahn). Suleyman came to the throne in 1520 and ruled for 46 years. His own people called him **Suleyman the Lawgiver**. He was known in the West, though, as Suleyman the Magnificent. This title was a tribute to the splendor of his court and to his cultural achievements.

**The Empire Reaches Its Limits** Suleyman was a superb military leader. He conquered the important European city of Belgrade in 1521. The next year, Turkish forces captured the island of Rhodes in the Mediterranean and now dominated the whole eastern Mediterranean.

Applying their immense naval power, the Ottomans captured Tripoli on the coast of North Africa. They continued conquering peoples along the North African coastline. Although the Ottomans occupied only the coastal cities of North Africa, they managed to control trade routes to the interior of the continent.

In 1526, Suleyman advanced into Hungary and Austria, throwing central Europe into a panic. Suleyman's armies then pushed to the outskirts of Vienna, Austria. Reigning from Istanbul, Suleyman had waged war with central Europeans, North Africans, and Central Asians. He had become the most powerful monarch on earth. Only Charles V, head of the Hapsburg Empire in Europe, came close to rivaling his power.

**Highly Structured Social Organization** Binding the Ottoman Empire together in a workable social structure was Suleyman's crowning achievement. The massive empire required an efficient government structure and social organization. Suleyman created a law code to handle both criminal and civil actions. He also simplified and limited taxes,

and systematized and reduced government bureaucracy. These changes improved the lives of most citizens and helped earn Suleyman the title of Lawgiver.

The sultan's 20,000 personal slaves staffed the palace bureaucracy. The slaves were acquired as part of a policy called *devshirme* (dehv•SHEER•meh). Under the **devshirme** system, the sultan's army drafted boys from the peoples of conquered Christian territories. The army educated them, converted them to Islam, and trained them as soldiers. An elite force of 30,000 soldiers known as **janissaries** was trained to be loyal to the sultan only. Their superb discipline made them the heart of the Ottoman war machine. In fact, Christian families sometimes bribed officials to take their children into the sultan's service, because the brightest ones could rise to high government posts or military positions. **B**

As a Muslim, Suleyman was required to follow Islamic law. In accordance with Islamic law, the Ottomans granted freedom of worship to other religious communities, particularly to Christians and Jews. They treated these communities as *millets*, or nations. They allowed each *millet* to follow its own religious laws and practices. The head of the *millets* reported to the sultan and his staff. This system kept conflict among people of the various religions to a minimum.

#### MAIN IDEA

#### Making Inferences

**B** What were the advantages of the *devshirme* system to the sultan?

**Cultural Flowering** Suleyman had broad interests, which contributed to the cultural achievements of the empire. He found time to study poetry, history, geography, astronomy, mathematics, and architecture. He employed one of the world's finest architects, Sinan, who was probably from Albania. Sinan's masterpiece, the Mosque of Suleyman, is an immense complex topped with domes and half domes. It includes four schools, a library, a bath, and a hospital.



▲ Sinan's Mosque of Suleyman in Istanbul is the largest mosque in the Ottoman Empire.

**MAIN IDEA**

**Comparing**

Which cultural achievements of Suleyman's reign were similar to the European Renaissance?

Art and literature also flourished under Suleyman's rule. This creative period was similar to the European Renaissance. Painters and poets looked to Persia and Arabia for models. The works that they produced used these foreign influences to express original Ottoman ideas in the Turkish style. They are excellent examples of cultural blending.

## The Empire Declines Slowly

Despite Suleyman's magnificent social and cultural achievements, the Ottoman Empire was losing ground. Suleyman killed his ablest son and drove another into exile. His third son, the incompetent Selim II, inherited the throne.

Suleyman set the pattern for later sultans to gain and hold power. It became customary for each new sultan to have his brothers strangled. The sultan would then keep his sons prisoner in the harem, cutting them off from education or contact with the world. This practice produced a long line of weak sultans who eventually brought ruin on the empire. However, the Ottoman Empire continued to influence the world into the early 20th century.

**SECTION**

**1**

**ASSESSMENT**

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

- ghazi
- Ottoman
- sultan
- Timur the Lame
- Mehmed II
- Suleyman the Lawgiver
- *devshirme*
- janissary

**USING YOUR NOTES**

2. Which do you consider more significant to the Ottoman Empire, the accomplishments of Mehmed II or those of Selim the Grim? Explain.

Rulers	Successes

**MAIN IDEAS**

3. By what means did the early Ottomans expand their empire?
4. Why was Suleyman called the Lawgiver?
5. How powerful was the Ottoman Empire compared to other empires of the time?

**CRITICAL THINKING & WRITING**

6. **EVALUATING DECISIONS** Do you think that the Ottomans were wise in staffing their military and government with slaves? Explain.
7. **EVALUATING COURSES OF ACTION** How did Suleyman's selection of a successor eventually spell disaster for the Ottoman Empire?
8. **ANALYZING MOTIVES** Do you think that Suleyman's religious tolerance helped or hurt the Ottoman Empire?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Using the description of Mehmed II's forces taking Constantinople, write a **newspaper article** describing the action.

**CONNECT TO TODAY** **CREATING A TIME LINE**

Create a **time line** showing events in the decline of the Ottoman Empire and the creation of the modern nation of Turkey.

# Cultural Blending

## CASE STUDY: The Safavid Empire

### MAIN IDEA

**CULTURAL INTERACTION** The Safavid Empire produced a rich and complex blended culture in Persia.

### WHY IT MATTERS NOW

Modern Iran, which plays a key role in global politics, descended from the culturally diverse Safavid Empire.

### TERMS & NAMES

- Safavid
- Isma'il
- shah
- Shah Abbas
- Esfahan

**SETTING THE STAGE** Throughout the course of world history, cultures have interacted with each other. Often such interaction has resulted in the mixing of different cultures in new and exciting ways. This process is referred to as cultural blending. The **Safavid** Empire, a Shi'ite Muslim dynasty that ruled in Persia between the 16th and 18th centuries, provides a striking example of how interaction among peoples can produce a blending of cultures. This culturally diverse empire drew from the traditions of Persians, Ottomans, and Arabs.

## Patterns of Cultural Blending

Each time a culture interacts with another, it is exposed to ideas, technologies, foods, and ways of life not exactly like its own. Continental crossroads, trade routes, ports, and the borders of countries are places where cultural blending commonly begins. Societies that are able to benefit from cultural blending are those that are open to new ways and are willing to adapt and change. The blended ideas spread throughout the culture and produce a new pattern of behavior. Cultural blending has several basic causes.

**Causes of Cultural Blending** Cultural change is most often prompted by one or more of the following four activities:

- migration
- pursuit of religious freedom or conversion
- trade
- conquest

The blending that contributed to the culture of the Ottomans, which you just read about in Section 1, depended on some of these activities. Surrounded by the peoples of Byzantium, the Turks were motivated to win territory for their empire. The Ottoman Empire's location on a major trading route created many opportunities for contact with different cultures. Suleyman's interest in learning and culture prompted him to bring the best foreign artists and scholars to his court. They brought new ideas about art, literature, and learning to the empire.

**Results of Cultural Blending** Cultural blending may lead to changes in language, religion, styles of government, the use of technology, and military tactics.



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**TAKING NOTES**

Use the graphic organizer online to take notes on cultural blending in the Safavid Empire.

Cultural Blending			
Location	Interacting Cultures	Reason for Interaction	Some Results of Interaction
India—1000 B.C.	Aryan and Dravidian Indian Arab, African, Indian	Migration	Vedic culture, forerunner of Hinduism
East Africa—A.D. 700	Islamic, Christian	Trade, religious conversion	New trade language, Swahili
Russia—A.D. 1000	Christian and Slavic	Religious conversion	Eastern Christianity, Russian identity
Mexico—A.D. 1500	Spanish and Aztec	Conquest	Mestizo culture, Mexican Catholicism
United States—A.D. 1900	European, Asian, Caribbean	Migration, religious freedom	Cultural diversity

**SKILLBUILDER: Interpreting Charts**

- Determining Main Ideas** *What are the reasons for interaction in the Americas?*
- Hypothesizing** *What are some aspects of cultural diversity?*

These changes often reflect unique aspects of several cultures. For example:

- **Language** Sometimes the written characters of one language are used in another, as in the case of written Chinese characters used in the Japanese language. In the Safavid Empire, the language spoken was Persian. But after the area converted to Islam, a significant number of Arabic words appeared in the Persian language.
- **Religion and ethical systems** Buddhism spread throughout Asia. Yet the Buddhism practiced by Tibetans is different from Japanese Zen Buddhism.
- **Styles of government** The concept of a democratic government spread to many areas of the globe. Although the basic principles are similar, it is not practiced exactly the same way in each country.
- **Racial or ethnic blending** One example is the mestizo, people of mixed European and Indian ancestry who live in Mexico.
- **Arts and architecture** Cultural styles may be incorporated or adapted into art or architecture. For example, Chinese artistic elements are found in Safavid Empire tiles and carpets as well as in European paintings.

The chart above shows other examples of cultural blending that have occurred over time in various areas of the world. **A**

▼ Grandson of Isma'il, Shah Abbas led the Safavid Empire during its Golden Age.

**MAIN IDEA**

**Recognizing Effects**

**A** Which of the effects of cultural blending do you think is the most significant? Explain.

**CASE STUDY: The Safavid Empire**

**The Safavids Build an Empire**

Conquest and ongoing cultural interaction fueled the development of the Safavid Empire. Originally, the Safavids were members of an Islamic religious brotherhood named after their founder, Safi al-Din. In the 15th century, the Safavids aligned themselves with the Shi'a branch of Islam.

The Safavids were also squeezed geographically between the Ottomans and Uzbek tribespeople and the Mughal Empire. (See the map on page 514.) To protect themselves from these potential enemies, the Safavids concentrated on building a powerful army.

**Isma'il Conquers Persia** The Safavid military became a force to reckon with. In 1499, a 12-year-old named **Isma'il** (ih•s•MAH•eel) began to seize most of what is now Iran. Two years later he completed the task.





## Safavid Empire, 1683



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** What waterways might have enabled the Safavids to interact with other cultures?
- 2. Location** Why might the Safavids not have expanded further?

To celebrate his achievement, he took the ancient Persian title of **shah**, or king. He also established Shi'a Islam as the state religion.

Isma'il became a religious tyrant. Any citizen who did not convert to Shi'ism was put to death. Isma'il destroyed the Sunni population of Baghdad in his confrontation with the Ottomans. Their leader, Selim the Grim, later ordered the execution of all Shi'a in the Ottoman Empire. As many as 40,000 died. Their final face-off took place at the Battle of Chaldiran in 1514. Using artillery, the Ottomans pounded the Safavids into defeat. Another outcome of the battle was to set the border between the two empires. It remains the border today between Iran and Iraq.

Isma'il's son Tahmasp learned from the Safavids' defeat at Chaldiran. He adopted the use of artillery with his military forces. He expanded the Safavid Empire up to the Caucasus Mountains, northeast of Turkey, and brought Christians under Safavid rule. Tahmasp laid the groundwork for the golden age of the Safavids. **B**

### MAIN IDEA

#### Drawing Conclusions

**B** How did Tahmasp's cultural borrowing lead to the expansion of the Safavid Empire?

## A Safavid Golden Age

**Shah Abbas**, or Abbas the Great, took the throne in 1587. He helped create a Safavid culture and golden age that drew from the best of the Ottoman, Persian, and Arab worlds.

**Reforms** Shah Abbas reformed aspects of both military and civilian life. He limited the power of the military and created two new armies that would be loyal to him alone. One of these was an army of Persians. The other was a force that Abbas recruited from the Christian north and modeled after the Ottoman janissaries. He equipped both of these armies with modern artillery.

Abbas also reformed his government. He punished corruption severely and promoted only officials who proved their competence and loyalty. He hired foreigners from neighboring countries to fill positions in the government.

To convince European merchants that his empire was tolerant of other religions, Abbas brought members of Christian religious orders into the empire. As a result, Europeans moved into the land. Then industry, trade, and art exchanges grew between the empire and European nations.

**A New Capital** The Shah built a new capital at **Esfahan**. With a design that covered four and a half miles, the city was considered one of the most beautiful in the world. It was a showplace for the many artisans, both foreign and Safavid, who worked on the buildings and the objects in them. For example, 300 Chinese potters produced

glazed building tiles for the buildings in the city, and Armenians wove carpets.

**Art Works** Shah Abbas brought hundreds of Chinese artisans to Esfahan. Working with Safavid artists, they produced intricate metalwork, miniature paintings, calligraphy, glasswork, tile work, and pottery. This collaboration gave rise to artwork that blended Chinese and Persian ideas. These decorations beautified the many mosques, palaces, and marketplaces.

**Carpets** The most important result of Western influence on the Safavids, however, may have been the demand for Persian carpets. This demand helped change carpet weaving from a local craft to a national industry. In the beginning, the carpets reflected traditional Persian themes. As the empire became more culturally blended, the designs incorporated new themes. In the 16th century, Shah Abbas sent artists to Italy to study under the Renaissance artist Raphael. Rugs then began to reflect European designs. 🕒



▲ The Masjid-e-Imam mosque in Esfahan is a beautiful example of the flowering of the arts in the Safavid Empire.

**MAIN IDEA**

**Comparing**

🕒 In what ways were Shah Abbas and Suleyman the Lawgiver similar?

## The Dynasty Declines Quickly

In finding a successor, Shah Abbas made the same mistake the Ottoman monarch Suleyman made. He killed or blinded his ablest sons. His incompetent grandson, Safi, succeeded Abbas. This pampered young prince led the Safavids down the same road to decline that the Ottomans had taken, only more quickly.

In 1736, however, Nadir Shah Afshar conquered land all the way to India and created an expanded empire. But Nadir Shah was so cruel that one of his own troops assassinated him. With Nadir Shah's death in 1747, the Safavid Empire fell apart.

At the same time that the Safavids flourished, cultural blending and conquest led to the growth of a new empire in India, as you will learn in Section 3.

**SECTION**

**2**

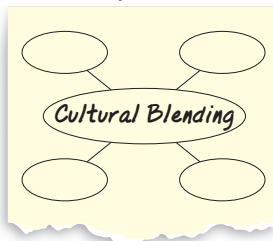
**ASSESSMENT**

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

- Safavid
- Isma'il
- shah
- Shah Abbas
- Esfahan

**USING YOUR NOTES**

2. What are some examples of cultural blending in the Safavid Empire?



**MAIN IDEAS**

3. What are the four causes of cultural blending?
4. What reforms took place in the Safavid Empire under Shah Abbas?
5. Why did the Safavid Empire decline so quickly?

**CRITICAL THINKING & WRITING**

6. **FORMING OPINIONS** Which of the results of cultural blending do you think has the most lasting effect on a country? Explain.
7. **DRAWING CONCLUSIONS** How did the location of the Safavid Empire contribute to the cultural blending in the empire?
8. **ANALYZING MOTIVES** Why might Isma'il have become so intolerant of the Sunni Muslims?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a **letter** from Shah Abbas to a Chinese artist persuading him to come teach and work in the Safavid Empire.

**MULTIMEDIA ACTIVITY** **WRITING A DOCUMENTARY SCRIPT**



Use the Internet to research the charge that Persian rugs are largely made by children under the age of 14. Write a television **documentary script** detailing your research results.

**INTERNET KEYWORD**  
*child labor rug making*



# The Mughal Empire in India

## MAIN IDEA

**POWER AND AUTHORITY** The Mughal Empire brought Turks, Persians, and Indians together in a vast empire.

## WHY IT MATTERS NOW

The legacy of great art and deep social division left by the Mughal Empire still influences southern Asia.

## TERMS & NAMES

- Mughal
- Babur
- Akbar
- Sikh
- Shah Jahan
- Taj Mahal
- Aurangzeb

**SETTING THE STAGE** The Gupta Empire, which you read about in Chapter 7, crumbled in the late 400s. First, Huns from Central Asia invaded. Then, beginning in the 700's, warlike Muslim tribes from Central Asia carved northwestern India into many small kingdoms. The people who invaded descended from Muslim Turks and Afghans. Their leader was a descendant of Timur the Lame and of the Mongol conqueror Genghis Khan. They called themselves **Mughals**, which means "Mongols." The land they invaded had been through a long period of turmoil.

## Early History of the Mughals



Use the graphic organizer online to take notes on Mughal emperors and their successes.

The 8th century began with a long clash between Hindus and Muslims in this land of many kingdoms. For almost 300 years, the Muslims were able to advance only as far as the Indus River valley. Starting around the year 1000, however, well-trained Turkish armies swept into India. Led by Sultan Mahmud (muh•MOOD) of Ghazni, they devastated Indian cities and temples in 17 brutal campaigns. These attacks left the region weakened and vulnerable to other conquerors. Delhi eventually became the capital of a loose empire of Turkish warlords called the Delhi Sultanate. These sultans treated the Hindus as conquered people.

**Delhi Sultanate** Between the 13th and 16th centuries, 33 different sultans ruled this divided territory from their seat in Delhi. In 1398, Timur the Lame destroyed Delhi. The city was so completely devastated that according to one witness, "for months, not a bird moved in the city." Delhi eventually was rebuilt. But it was not until the 16th century that a leader arose who would unify the empire.

**Babur Finds an Empire** In 1494, an 11-year-old boy named **Babur** inherited a kingdom in the area that is now Uzbekistan and Tajikistan. It was only a tiny kingdom, and his elders soon took it away and drove him south. But Babur built up an army. In the years that followed, he swept down into India and laid the foundation for the vast Mughal Empire.

Babur was a brilliant general. In 1526, for example, he led 12,000 troops to victory against an army of 100,000 commanded by a sultan of Delhi. A year later, Babur also defeated a massive rajput army. After Babur's death, his incompetent son, Humayun, lost most of the territory Babur had gained. Babur's 13-year-old grandson took over the throne after Humayun's death.

## Akbar's Golden Age

Babur's grandson was called **Akbar**, which means "Great." Akbar certainly lived up to his name, ruling India with wisdom and tolerance from 1556 to 1605.

**A Military Conqueror** Akbar recognized military power as the root of his strength. In his opinion, a King must always be aggressive so that his neighbors will not try to conquer him.

Like the Safavids and the Ottomans, Akbar equipped his armies with heavy artillery. Cannons enabled him to break into walled cities and extend his rule into much of the Deccan plateau. In a brilliant move, he appointed some rajputs as officers. In this way he turned potential enemies into allies. This combination of military power and political wisdom enabled Akbar to unify a land of at least 100 million people—more than in all of Europe put together.

**A Liberal Ruler** Akbar was a genius at cultural blending. A Muslim, he continued the Islamic tradition of religious freedom. He permitted people of other religions to practice their faiths. He proved his tolerance by marrying Hindu princesses without forcing them to convert. He

allowed his wives to practice their religious rituals in the palace. He proved his tolerance again by abolishing both the tax on Hindu pilgrims and the hated *jizya*, or tax on non-Muslims. He even appointed a Spanish Jesuit to tutor his second son.

Akbar governed through a bureaucracy of officials. Natives and foreigners, Hindus and Muslims, could all rise to high office. This approach contributed to the quality of his government. Akbar's chief finance minister, Todar Mal, a Hindu, created a clever—and effective—taxation policy. He levied a tax similar to the present-day U.S. graduated income tax, calculating it as a percentage of the value of the peasants' crops. Because this tax was fair and affordable, the number of peasants who paid it increased. This payment brought in much needed money for the empire. **A**

Akbar's land policies had more mixed results. He gave generous land grants to his bureaucrats. After they died, however, he reclaimed the lands and distributed them as he saw fit. On the positive side, this policy prevented the growth of feudal aristocracies. On the other hand, it did not encourage dedication and hard work by the Mughal officials. Their children would not inherit the land or benefit from their parents' work. So the officials apparently saw no point in devoting themselves to their property.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** During which time period was the most territory added to the Mughal Empire?
- 2. Human-Environment Interaction** What landform might have prevented the empire from expanding farther east?

#### MAIN IDEA

#### Comparing

**A** In what ways were Akbar's attitudes toward religion similar to those of Suleyman the Lawgiver?

## History Makers



### Akbar 1542–1605

Akbar was brilliant and curious, especially about religion. He even invented a religion of his own—the “Divine Faith”—after learning about Hinduism, Jainism, Christianity, and Sufism. The religion attracted few followers, however, and offended Muslims so much that they attempted a brief revolt against Akbar in 1581. When he died, so did the “Divine Faith.”

Surprisingly, despite his wisdom and his achievements, Akbar could not read. He hired others to read to him from his library of 24,000 books.

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**RESEARCH WEB LINKS** Go online for more on Akbar.

**Blended Cultures** As Akbar extended the Mughal Empire, he welcomed influences from the many cultures in the empire. This cultural blending affected art, education, politics, and language. Persian was the language of Akbar’s court and of high culture. The common people, however, spoke Hindi, a language derived from Sanskrit. Hindi remains one of the most widely spoken languages in India today. Out of the Mughal armies, where soldiers of many backgrounds rubbed shoulders, came yet another new language. This language was Urdu, which means “from the soldier’s camp.” A blend of Arabic, Persian, and Hindi, Urdu is today the official language of Pakistan.

**The Arts and Literature** The arts flourished at the Mughal court, especially in the form of book illustrations. These small, highly detailed, and colorful paintings were called miniatures. They were brought to a peak of perfection in the Safavid Empire. (See Section 2.) Babur’s son, Humayun, brought two masters of this art to his court to teach it to the Mughals. Some of the most famous Mughal miniatures adorned the *Akbarnamah* (“Book of Akbar”), the story of the great emperor’s campaigns and deeds. Indian art drew from traditions developed earlier in Rajput kingdoms.

Hindu literature also enjoyed a revival in Akbar’s time. The poet Tulsi Das, for example, was a contemporary of Akbar’s. He retold the epic love story of Rama and Sita from the fourth century B.C. Indian poem the *Ramayana* (rah•MAH•yuh•nuh) in Hindi. This retelling, the *Ramcaritmanas*, is now even more popular than the original.

**Architecture** Akbar devoted himself to architecture too. The style developed under his reign is still known as Akbar period architecture. Its massive but graceful structures are decorated with intricate stonework that portrays Hindu

themes. The capital city of Fatehpur Sikri is one of the most important examples of this type of architecture. Akbar had this red-sandstone city built to thank a Sufi saint, Sheik Salim Chisti, who had predicted the birth of his first son. **B**

## Akbar’s Successors

With Akbar’s death in 1605, the Mughal court changed to deal with the changing times. The next three emperors each left his mark on the Mughal Empire.

**Jahangir and Nur Jahan** Akbar’s son called himself Jahangir (juh•hahn•GEER), or “Grasper of the World.” However, for most of his reign, he left the affairs of state to his wife, who ruled with an iron hand.

Jahangir’s wife was the Persian princess Nur Jahan. She was a brilliant politician who perfectly understood the use of power. As the real ruler of India, she installed her father as prime minister in the Mughal court. She saw Jahangir’s son Khusrau as her ticket to future power. But when Khusrau rebelled against his father, Nur Jahan removed him. She then shifted her favor to another son.

This rejection of Khusrau affected more than the political future of the empire. It was also the basis of a long and bitter religious conflict. Jahangir tried to promote Islam in the Mughal state, but was tolerant of other religions. When Khusrau

### MAIN IDEA

#### Drawing Conclusions

**B** How was Akbar able to build such an immense empire?

## Women Leaders of the Indian Subcontinent

Since World War II, the subcontinent of India has seen the rise of several powerful women. Unlike Nur Jahan, however, they achieved power on their own—not through their husbands.

Indira Gandhi headed the Congress Party and dominated Indian politics for almost 30 years. She was elected prime minister in 1966 and again in 1980. Gandhi was assassinated in 1984 by Sikh separatists.

Benazir Bhutto took charge of the Pakistan People’s Party after her father was assassinated. She became prime minister in 1988, the first woman to run a modern Muslim state. Reelected in 1993, she was dismissed from office

in 1996 and went into exile. She returned from exile in 2007 but was killed by a suicide bomb attack just months later.

Chandrika Bandaranaike Kumaratunga is the president of Sri Lanka. She was elected in 1994. She survived an assassination attempt in 1999 and was reelected.

Khaleda Zia became Bangladesh’s first woman prime minister in 1991. She was reelected several times, the last time in 2001.

Pratibha Patil, elected in 2007, is India’s first female president.



Indira Gandhi



Chandrika Bandaranaike Kumaratunga



Khaleda Zia



Pratibha Patil

### MAIN IDEA

#### Analyzing Causes

**C** How did the Mughals’ dislike of the Sikhs develop?

rebelled, he turned to the **Sikhs**. This was a nonviolent religious group whose doctrines contained elements similar to Hinduism and Sufism (Islamic mysticism). However, the Sikhs see themselves as an independent tradition and not an offshoot of another religion. Their leader, Guru Arjun, sheltered Khusrau and defended him. In response, the Mughal rulers had Arjun arrested and tortured to death. The Sikhs became the target of the Mughals’ particular hatred. **C**

**Shah Jahan** Jahangir’s son and successor, **Shah Jahan**, could not tolerate competition and secured his throne by assassinating all his possible rivals. He had a great passion for two things: beautiful buildings and his wife Mumtaz Mahal (moom•TAHZ mah•HAHL). Nur Jahan had arranged this marriage between Jahangir’s son and her niece for political reasons. Shah Jahan, however, fell genuinely in love with his Persian princess.

In 1631, Mumtaz Mahal died at age 39 while giving birth to her 14th child. To enshrine his wife’s memory, he ordered that a tomb be built “as beautiful as she was beautiful.” Fine white marble and fabulous jewels were gathered from many parts of Asia. This memorial, the **Taj Mahal**, has been called one of the most beautiful buildings in the world. Its towering marble dome and slender minaret towers look like lace and seem to change color as the sun moves across the sky.

**The People Suffer** But while Shah Jahan was building gardens, monuments, and forts, his country was suffering. There was famine in the land. Furthermore, farmers needed tools, roads, and ways of irrigating their crops and dealing with India’s harsh environment. What they got instead were taxes and more taxes to support the building of monuments, their rulers’ extravagant living, and war.




## History *in* Depth

### Building the Taj Mahal

Some 20,000 workers labored for 22 years to build the famous tomb. It is made of white marble brought from 250 miles away. The minaret towers are about 130 feet high. The building itself is 186 feet square.

The design of the building is a blend of Hindu and Muslim styles. The pointed arches are of Muslim design, and the perforated marble windows and doors are typical of a style found in Hindu temples.

The inside of the building is a glittering garden of thousands of carved marble flowers inlaid with tiny precious stones. One tiny flower, one inch square, had 60 different inlays.

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**INTERNET ACTIVITY** Go online to create a brochure about the Taj Mahal.

All was not well in the royal court either. When Shah Jahan became ill in 1657, his four sons scrambled for the throne. The third son, **Aurangzeb** (AWR•uhng•zehb), moved first and most decisively. In a bitter civil war, he executed his older brother, who was his most serious rival. Then he arrested his father and put him in prison, where he died several years later. After Shah Jahan's death, a mirror was found in his room, angled so that he could look out at the reflection of the Taj Mahal.

**Aurangzeb's Reign** A master at military strategy and an aggressive empire builder, Aurangzeb ruled from 1658 to 1707. He expanded the Mughal holdings to their greatest size. However, the power of the empire weakened during his reign.

This loss of power was due largely to Aurangzeb's oppression of the people. He rigidly enforced Islamic laws, outlawing drinking, gambling, and other activities viewed as vices. He appointed censors to police his subjects' morals and make sure they prayed at the appointed times. He also tried to erase all the gains Hindus had made under Akbar. For example, he brought back the hated tax on non-Muslims and dismissed Hindus from high positions in his government. He banned the construction of new temples and had Hindu monuments destroyed. Not surprisingly, these actions outraged the Hindus.

▲ Mirrored in a reflecting pool is the Taj Mahal, a monument to love and the Mughal Empire.

The Hindu rajputs, whom Akbar had converted from potential enemies to allies, rebelled. Aurangzeb defeated them repeatedly, but never completely. In the south-west, a Hindu warrior community called Marathas founded their own state. Aurangzeb captured their leader but could never conquer them. Meanwhile, the Sikhs transformed themselves into a brotherhood of warriors. They began building a state in the Punjab, an area in northwest India.

**MAIN IDEA**

**Recognizing Effects**

**D** How did Aurangzeb's personal qualities and political policies affect the Mughal Empire?

Aurangzeb levied oppressive taxes to pay for the wars against the increasing numbers of enemies. He had done away with all taxes not authorized by Islamic law, so he doubled the taxes on Hindu merchants. This increased tax burden deepened the Hindus' bitterness and led to further rebellion. As a result, Aurangzeb needed to raise more money to increase his army. The more territory he conquered, the more desperate his situation became. **D**

## The Empire's Decline and Decay

By the end of Aurangzeb's reign, he had drained the empire of its resources. Over 2 million people died in a famine while Aurangzeb was away waging war. Most of his subjects felt little or no loyalty to him.

As the power of the central state weakened, the power of local lords grew. After Aurangzeb's death, his sons fought a war of succession. In fact, three emperors reigned in the first 12 years after Aurangzeb died. By the end of this period, the Mughal emperor was nothing but a wealthy figurehead. He ruled not a united empire but a patchwork of independent states.

As the Mughal Empire rose and fell, Western traders slowly built their own power in the region. The Portuguese were the first Europeans to reach India. In fact, they arrived just before Babur did. Next came the Dutch, who in turn gave way to the French and the English. However, the great Mughal emperors did not feel threatened by the European traders. In 1661, Aurangzeb casually handed them the port of Bombay. Aurangzeb had no idea that he had given India's next conquerors their first foothold in a future empire.

**SECTION**

**3**

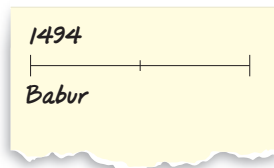
**ASSESSMENT**

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

- Mughal
- Babur
- Akbar
- Sikh
- Shah Jahan
- Taj Mahal
- Aurangzeb

**USING YOUR NOTES**

2. Which of the Mughal emperors on your time line had a positive effect on the empire? Which had negative effects?



**MAIN IDEAS**

3. How did Akbar demonstrate tolerance in his empire?
4. What pattern is seen in the ways individuals came to power in the Mughal Empire?
5. Why did the empire weaken under the rule of Aurangzeb?

**CRITICAL THINKING & WRITING**

6. **CLARIFYING** Why were Akbar's tax policies so successful?
7. **MAKING INFERENCES** Why was Nur Jahan able to hold so much power in Jahangir's court?
8. **EVALUATING COURSES OF ACTION** Why were the policies of Aurangzeb so destructive to the Mughal Empire?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **compare-and-contrast essay** on the policies of Akbar and Aurangzeb. Use references from the text in your response.

**CONNECT TO TODAY** **CREATING A BIOGRAPHY**


Select one of the women leaders in Connect to Today on page 519. Research her life and write a short **biography** of her.



## Cultural Blending in Mughal India

As you have read, Mughal India enjoyed a golden age under Akbar. Part of Akbar's success—indeed, the success of the Mughals—came from his religious tolerance. India's population was largely Hindu, and the incoming Mughal rulers were Muslim. The Mughal emperors encouraged the blending of cultures to create a united India.

This cultural integration can be seen in the art of Mughal India. Muslim artists focused heavily on art with ornate patterns of flowers and leaves, called arabesque or geometric patterns. Hindu artists created naturalistic and often ornate artworks. These two artistic traditions came together and created a style unique to Mughal India. As you can see, the artistic collaboration covered a wide range of art forms.

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**RESEARCH WEB LINKS** Go online for more on art in Mughal India.

### ▼ Architecture

Mughal emperors brought to India a strong Muslim architectural tradition. Indian artisans were extremely talented with local building materials—specifically, marble and sandstone. Together, they created some of the most striking and enduring architecture in the world, like Humayun's Tomb shown here.

### ▼ Decorative Arts

Decorative work on items from dagger handles to pottery exhibits the same cultural blending as other Mughal art forms. This dagger handle shows some of the floral and geometric elements common in Muslim art, but the realistic depiction of the horse comes out of the Hindu tradition.



## ▼ Painting

Mughal painting was largely a product of the royal court. Persian artists brought to court by Mughal emperors had a strong influence, but Mughal artists quickly developed their own characteristics. The Mughal style kept aspects of the Persian influence—particularly the flat aerial perspective. But, as seen in this colorful painting, the Indian artists incorporated more naturalism and detail from the world around them.




## ▲ Fabrics

Mughal fabrics included geometric patterns found in Persian designs, but Mughal weavers, like other Mughal artisans, also produced original designs. Themes that were common in Mughal fabrics were landscapes, animal chases, floral latticeworks, and central flowering plants like the one on this tent hanging.

## Connect to Today

**1. Clarifying** What does the art suggest about the culture of Mughal India?

 See Skillbuilder Handbook, page R4.

**2. Forming and Supporting Opinions** What are some modern examples of cultural blending in art? What elements of each culture are represented in the artwork? Consider other art forms, such as music and literature, as well.

# Chapter 18 Assessment

## TERMS & NAMES

Briefly explain the importance of each of the following to the Ottoman, Safavid, or Mughal empires.

1. Suleyman the Lawgiver
2. *devshirme*
3. janissary
4. shah
5. Shah Abbas
6. Akbar
7. Sikh
8. Taj Mahal

## MAIN IDEAS

### The Ottomans Build a Vast Empire

Section 1 (pages 507–511)

9. Why were the Ottomans such successful conquerors?
10. How did Mehmed the Conqueror show his tolerance of other cultures?
11. Why was Selim's capture of Mecca, Medina, and Cairo so significant?

### Case Study: Cultural Blending

Section 2 (pages 512–515)

12. What are some of the causes of cultural blending in the Safavid Empire?
13. In what ways did the Safavids weave foreign ideas into their culture?

### The Mughal Empire in India

Section 3 (pages 516–523)

14. In what ways did Akbar defend religious freedom during his reign?
15. How did Akbar's successors promote religious conflict in the empire?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a chart, compare and contrast the Mughal Empire under Akbar, the Safavid Empire under Shah Abbas, and the Ottoman Empire under Suleyman I.

	Government Reforms	Cultural Blending
Akbar		
Abbas		
Suleyman		

### 2. EVALUATING COURSES OF ACTION

**POWER AND AUTHORITY** How did the use of artillery change the way empires in this chapter and lands that bordered them reacted to each other?

### 3. RECOGNIZING EFFECTS

**CULTURAL INTERACTION** What impact did religion have on governing each of the three empires in this chapter?

### 4. EVALUATING DECISIONS

**EMPIRE BUILDING** What was the value of treating conquered peoples in a way that did not oppress them?

### 5. MAKING INFERENCES

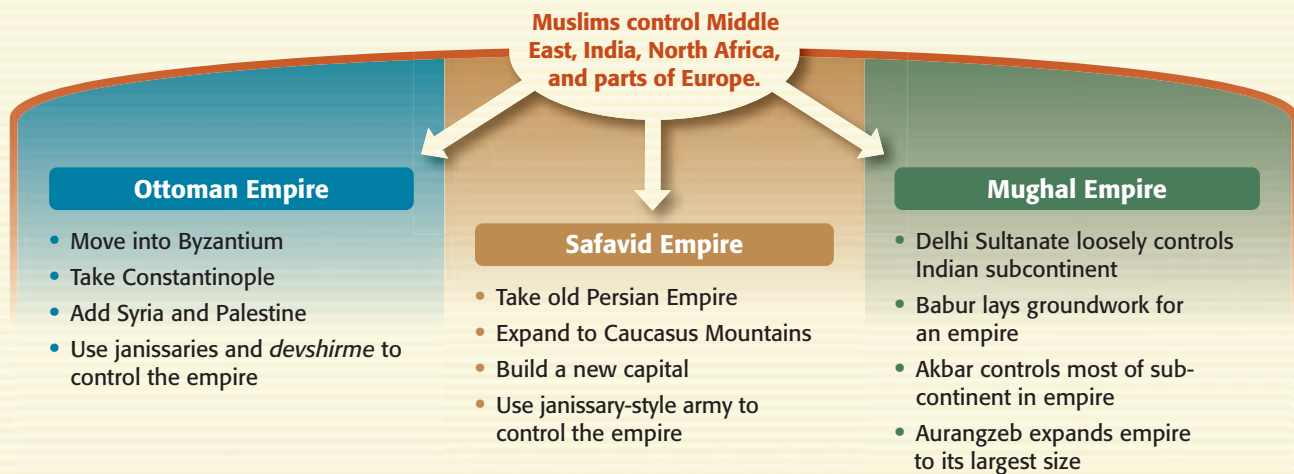
Why do you think the three empires in this chapter did not unite into one huge empire? Give reasons for your answer.

### 6. MAKING INFERENCES

Conquest of new territories contributed to the growth of the Muslim empires you read about in this chapter. How might it have also hindered this growth?

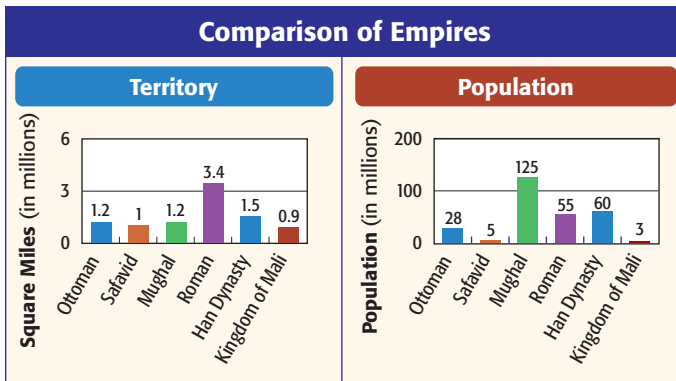
## VISUAL SUMMARY

### The Muslim World Expands



## STANDARDS-BASED ASSESSMENT

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



Source: *Atlas of World Population History*

- Which empire was most densely populated?
  - Han
  - Roman
  - Mughal
  - Mali
- Of the three Asian Muslim empires shown on the graph, which one had the smallest territory?
  - Ottoman
  - Safavid
  - Mughal
  - Mali

Use the quotation from Kritovoulos, a Greek historian and a governor in the court of Mehmed II, and your knowledge of world history to answer question 3.

### PRIMARY SOURCE

When the Sultan [Mehmed] had captured the City of Constantinople, almost his very first care was to have the City repopulated. He also undertook the further care and repairs of it. He sent an order in the form of an imperial command to every part of his realm, that as many inhabitants as possible be transferred to the City, not only Christians but also his own people and many of the Hebrews.

KRITOVOULOS, *History of Mehmed the Conqueror*

- What groups of people were to be sent to Constantinople?
  - Hebrews and Christians
  - Christians and Turks
  - Christians, Hebrews, and Turkish Muslims
  - Imperial armies

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For additional test practice, go online for:

- Diagnostic tests
- Tutorials
- Strategies

### Interact *with* History

On page 506, you considered how you might treat the people you conquered. Now that you have learned more about three Muslim empires, in what ways do you think you would change your policies? Discuss your thoughts with a small group of classmates.

### FOCUS ON WRITING

Think about the experience of being a janissary in the court of Suleyman the Lawgiver. Write a **journal entry** about your daily activities. Consider the following:

- how a janissary was recruited
- what jobs or activities a janissary may have done
- the grandeur of the court of Suleyman

### MULTIMEDIA ACTIVITY



#### Creating a Database

The three empires discussed in this chapter governed many religious and ethnic groups. Gather information on the religious and ethnic makeup of the modern nations of the former Ottoman, Safavid, and Mughal empires. Organize the information in a population database.

- Create one table for each empire.
- Make row headings for each modern nation occupying the lands of that empire.
- Make column headings for each ethnic group and each religious group.
- Insert the most recent population figures or percentages for each group.
- Use the final column to record the population total for each modern nation.

# An Age of Explorations and Isolation, 1400–1800

## Essential Question

What fueled the age of exploration and why did China and Japan withdraw into isolation?



## What You Will Learn

In this chapter you will examine the era of European and Chinese exploration and the events that led the Chinese and Japanese to isolate themselves from Europeans.

### SECTION 1 Europeans Explore the East

**Main Idea** Advances in sailing technology enabled Europeans to explore other parts of the world.

### SECTION 2 China Limits European Contact

**Main Idea** Advances under the Ming and Qing dynasties left China uninterested in European contact.

### SECTION 3 Japan Returns to Isolation

**Main Idea** The Tokugawa regime unified Japan and began 250 years of isolation, autocracy, and economic growth.

## Previewing Themes

**CULTURAL INTERACTION** Asians resisted European influence, but this cultural interaction did produce an exchange of goods and ideas.

**Geography** Study the map. What European power first sent explorers into the Indian Ocean?

**ECONOMICS** The desire for wealth was a driving force behind the European exploration of the East. Europeans wanted to control trade with Asian countries.

**Geography** How did the voyages of Bartolomeu Dias and Vasco da Gama compare in length?

**SCIENCE AND TECHNOLOGY** Europeans were able to explore faraway lands after they improved their sailing technology.

**Geography** Look at the map and time line. What country sent the first expedition to explore the Indian Ocean in the 15th century?

## EUROPE AND ASIA

1405  
Zheng He  
takes first  
voyage.

1419  
Prince Henry  
founds navigation  
school.



1494  
Spain and  
Portugal sign Treaty  
of Tordesillas.

1400

1500

## WORLD



1453  
Ottomans  
capture  
Constantinople.

1464  
Songhai Empire  
begins in  
West Africa.

1511  
First enslaved  
Africans arrive in  
the Americas.



# Early Explorations, 1400s



Ming Dynasty Wall Building

[hmhsocialstudies.com](http://hmhsocialstudies.com) VIDEO



**1603**

Tokugawa shoguns rule Japan.

**1619**

Dutch open trade with Java.

**1644**

Manchus establish Qing Dynasty in China.

**1793**

Britain seeks to trade with China.

**1600**

**1700**

**1800**

**1608**

Samuel de Champlain founds Quebec. (French flag)

**1776**

American colonies declare independence from Britain. (George Washington)



## Would you sail into the unknown?

It is a gray morning in 1430. You are standing on a dock in the European country of Portugal, staring out at the mysterious Atlantic Ocean. You have been asked to go on a voyage of exploration. Yet, like most people at the time, you have no idea what lies beyond the horizon. The maps that have been drawn show some of the dangers you might face. And you've heard the terrifying stories of sea monsters and shipwrecks (see map below). You also have heard that riches await those who help explore and claim new lands. Now, you must decide whether to go.



### EXAMINING *the* ISSUES

- **What possible rewards might come from exploring the seas for new lands?**
- **What are the risks involved in embarking on a voyage into the unknown?**

Discuss these questions with your classmates. In your discussion, recall what you have learned about the lands beyond Europe and what they have to offer. As you read about the age of explorations and isolation, see why Europeans explored and what they achieved.

# Europeans Explore the East

## MAIN IDEA

**SCIENCE AND TECHNOLOGY** Advances in sailing technology enabled Europeans to explore other parts of the world.

## WHY IT MATTERS NOW

European exploration was an important step toward the global interaction existing in the world today.

## TERMS & NAMES

- Bartolomeu Dias
- Prince Henry
- Vasco da Gama
- Treaty of Tordesillas
- Dutch East India Company

**SETTING THE STAGE** By the early 1400s, Europeans were ready to venture beyond their borders. As Chapter 17 explained, the Renaissance encouraged, among other things, a new spirit of adventure and curiosity. This spirit of adventure, along with several other important reasons, prompted Europeans to explore the world around them. This chapter and the next one describe how these explorations began a long process that would bring together the peoples of many different lands and permanently change the world.

## For “God, Glory, and Gold”

Europeans had not been completely isolated from the rest of the world before the 1400s. Beginning around 1100, European crusaders battled Muslims for control of the Holy Lands in Southwest Asia. In 1275, the Italian trader Marco Polo reached the court of Kublai Khan in China. For the most part, however, Europeans had neither the interest nor the ability to explore foreign lands. That changed by the early 1400s. The desire to grow rich and to spread Christianity, coupled with advances in sailing technology, spurred an age of European exploration.

**Europeans Seek New Trade Routes** The desire for new sources of wealth was the main reason for European exploration. Through overseas exploration, merchants and traders hoped ultimately to benefit from what had become a profitable business in Europe: the trade of spices and other luxury goods from Asia. The

people of Europe had been introduced to these items during the Crusades, the wars fought between Christians and Muslims from 1096 to 1270 (see Chapter 14). After the Crusades ended, Europeans continued to demand such spices as nutmeg, ginger, cinnamon, and pepper, all of which added flavor to the bland foods of Europe. Because demand for these goods was greater than the supply, merchants could charge high prices and thus make great profits.

The Muslims and the Italians controlled trade from East to West. Muslims sold Asian goods to Italian merchants, who controlled trade across the land routes of the Mediterranean region. The Italians resold the items at increased prices to merchants throughout Europe.

▼ This early globe depicts the Europeans’ view of Europe and Africa around 1492.



Use the graphic organizer online to take notes on important events in the European exploration of the East.



Other European traders did not like this arrangement. Paying such high prices to the Italians severely cut into their own profits. By the 1400s, European merchants—as well as the new monarchs of England, Spain, Portugal, and France—sought to bypass the Italian merchants. This meant finding a sea route directly to Asia.

**The Spread of Christianity** The desire to spread Christianity also motivated Europeans to explore. The Crusades had left Europeans with a taste for spices, but more significantly with feelings of hostility between Christians and Muslims. European countries believed that they had a sacred duty not only to continue fighting Muslims, but also to convert non-Christians throughout the world.

Europeans hoped to obtain popular goods directly from the peoples of Asia. They also hoped to Christianize them. **Bartolomeu Dias**, an early Portuguese explorer, explained his motives: “To serve God and His Majesty, to give light to those who were in darkness and to grow rich as all men desire to do.” **A**

**Technology Makes Exploration Possible** While “God, glory, and gold” were the primary motives for exploration, advances in technology made the voyages of discovery possible. During the 1200s, it would have been nearly impossible for a

European sea captain to cross 3,000 miles of ocean and return again. The main problem was that European ships could not sail against the wind. In the 1400s, shipbuilders designed a new vessel, the caravel. The caravel was sturdier than earlier vessels. In addition, triangular sails adopted from the Arabs allowed it to sail effectively against the wind.

Europeans also improved their navigational techniques. To better determine their location at sea, sailors used the astrolabe, which the Muslims had perfected. The astrolabe was a brass circle with carefully adjusted rings marked off in degrees. Using the rings to sight the stars, a sea captain could calculate latitude, or how far north or south of the equator the ship was. Explorers were also able to more accurately track direction by using a magnetic compass, a Chinese invention.

## Portugal Leads the Way

The leader in developing and applying these sailing innovations was Portugal. Located on the southwest corner of Europe, Portugal was the first European country to establish trading outposts along the west coast of Africa. Eventually, Portuguese explorers pushed farther east into the Indian Ocean.

**The Portuguese Explore Africa** Portugal took the lead in overseas exploration in part due to strong government support. The nation’s most enthusiastic supporter of exploration was **Prince Henry**, the son of Portugal’s king. Henry’s dreams of overseas exploration began in 1415 when he helped conquer the Muslim city of Ceuta in North Africa. There, he had his first glimpse of the dazzling wealth that lay beyond Europe. In Ceuta, the Portuguese invaders found exotic stores filled with pepper, cinnamon, cloves, and other spices. In addition, they encountered large supplies of gold, silver, and jewels.

### MAIN IDEA

#### Summarizing

**A** How might the phrase “God, glory, and gold” summarize the Europeans’ motives for exploration?


### History Makers



#### Prince Henry 1394–1460

For his role in promoting Portuguese exploration, historians call Prince Henry “the Navigator.” Although he never went on voyages of discovery, Henry was consumed by the quest to find new lands and to spread Christianity. A devout Catholic, he wanted “to make increase in the faith of our lord Jesus Christ and bring to him all the souls that should be saved.”

To that end, Henry used his own fortune to organize more than 14 voyages along the western coast of Africa, which was previously unexplored by Europeans. As a result, Henry died in debt. The Portuguese crown spent more than 60 years paying off his debts.

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**RESEARCH WEB LINKS** Go online for more on Prince Henry.

## The Tools of Exploration

Out on the open seas, winds easily blew ships off course. With only the sun, moon, and stars to guide them, few sailors willingly ventured beyond the sight of land. In order to travel to distant places, European inventors and sailors experimented with new tools for navigation and new designs for sailing ships, often borrowing from other cultures.

**RESEARCH WEB LINKS** Go online for more on the tools of exploration.



▲ Here, a French mariner uses an early navigation instrument that he has brought ashore to fix his ship's position. It was difficult to make accurate calculations aboard wave-tossed vessels.

- 1 The average caravel was 65 feet long. This versatile ship had triangular sails for maneuverability and square sails for power.
- 2 The large cargo area could hold the numerous supplies needed for long voyages.
- 3 Its shallow draft (depth of the ship's keel below the water) allowed it to explore close to the shore.



▲ This 17th-century compass is typical of those taken by navigators on voyages of exploration. The compass was invented by the Chinese.

◀ The sextant replaced the astrolabe in the mid-1700s as the instrument for measuring the height of the stars above the horizon—to determine latitude and longitude.

### Connect to Today

1. **Analyzing Motives** Why did inventors and sailors develop better tools for navigation?  
See Skillbuilder Handbook, page R16.
2. **Summarizing** What types of navigational or other tools do sailors use today? Choose one type of tool and write a brief explanation of what it does.



### A Ship's Rations

The captain of a 17th-century sailing vessel, with a crew of 190 sailors, would normally order the following food items for a three-month trip:

- 8,000 pounds of salt beef; 2,800 pounds of salt pork; 600 pounds of salt cod; a few beef tongues
- 15,000 brown biscuits; 5,000 white biscuits
- 30 bushels of oatmeal; 40 bushels of dried peas; 1 1/2 bushels of mustard seed
- 1 barrel of salt; 1 barrel of flour
- 11 small wooden casks of butter; 1 large cask of vinegar
- 10,500 gallons of beer; 3,500 gallons of water; 2 large casks of cider

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**INTERNET ACTIVITY** Go online to research food services aboard a modern U.S. warship and prepare a menu for a typical meal.

Henry returned to Portugal determined to reach the source of these treasures in the East. The prince also wished to spread the Christian faith. In 1419, Henry founded a navigation school on the southwestern coast of Portugal. Mapmakers, instrument makers, shipbuilders, scientists, and sea captains gathered there to perfect their trade.

Within several years, Portuguese ships began sailing down the western coast of Africa. By the time Henry died in 1460, the Portuguese had established a series of trading posts along western Africa's shores. There, they traded with Africans for such profitable items as gold and ivory. Eventually, they traded for African captives to be used as slaves. Having established their presence along the African coast, Portuguese explorers plotted their next move. They would attempt to find a sea route to Asia.

**Portuguese Sailors Reach Asia** The Portuguese believed that to reach Asia by sea, they would have to sail around the southern tip of Africa. In 1488, Portuguese captain Bartolomeu Dias ventured far down the coast of Africa until he and his crew reached the tip. As they arrived, a huge storm rose and battered the fleet for days. When the storm ended, Dias realized his ships had been blown around the tip to the other side. Dias explored the southeast coast of Africa and then considered sailing to India. However, his crew was exhausted and food supplies were low. As a result, the captain returned home.

With the tip of Africa finally rounded, the Portuguese continued pushing east. In 1497, Portuguese explorer **Vasco da Gama** began exploring the east African coast. In 1498, he reached the port of Calicut, on the southwestern coast of India. Da Gama and his crew were amazed by the spices, rare silks, and precious gems that filled Calicut's shops. The Portuguese sailors filled their ships with such spices as pepper and cinnamon and returned to Portugal in 1499. Their cargo was worth 60 times the cost of the voyage. Da Gama's remarkable voyage of 27,000 miles had given Portugal a direct sea route to India.

## Spain Also Makes Claims

As the Portuguese were establishing trading posts along the west coast of Africa, Spain watched with increasing envy. The Spanish monarchs also desired a direct sea route to Asia.

In 1492, an Italian sea captain, Christopher Columbus, convinced Spain to finance a bold plan: finding a route to Asia by sailing west across the Atlantic Ocean. In October of that year, Columbus reached an island in the Caribbean. He was mistaken in his thought that he had reached the East Indies. But his voyage would open the way for European colonization of the Americas—a process that would forever change the world. The immediate impact of Columbus's voyage, however, was to increase tensions between Spain and Portugal.

The Portuguese believed that Columbus had indeed reached Asia. Portugal suspected that Columbus had claimed for Spain lands that Portuguese sailors might

**MAIN IDEA****Analyzing Issues**

**B** How did the Treaty of Tordesillas ease tensions between Spain and Portugal?

have reached first. The rivalry between Spain and Portugal grew more tense. In 1493, Pope Alexander VI stepped in to keep peace between the two nations. He suggested an imaginary dividing line, drawn north to south, through the Atlantic Ocean. All lands to the west of the line, known as the Line of Demarcation, would be Spain's. These lands included most of the Americas. All lands to the east of the line would belong to Portugal.

Portugal complained that the line gave too much to Spain. So it was moved farther west to include parts of modern-day Brazil for the Portuguese. In 1494, Spain and Portugal signed the **Treaty of Tordesillas**, in which they agreed to honor the line. The era of exploration and colonization was about to begin in earnest. **B**

## Trading Empires in the Indian Ocean

With da Gama's voyage, Europeans had finally opened direct sea trade with Asia. They also opened an era of violent conflict in the East. European nations scrambled to establish profitable trading outposts along the shores of South and Southeast Asia. And all the while they battled the region's inhabitants, as well as each other.

**Portugal's Trading Empire** In the years following da Gama's voyage, Portugal built a bustling trading empire throughout the Indian Ocean. As the Portuguese moved into the region, they took control of the spice trade from Muslim merchants. In 1509, Portugal extended its control over the area when it defeated a Muslim fleet off the coast of India, a victory made possible by the cannons they had added aboard their ships.

Portugal strengthened its hold on the region by building a fort at Hormuz in 1514. It established control of the Straits of Hormuz, connecting the Persian Gulf and Arabian Sea, and helped stop Muslim traders from reaching India.

In 1510, the Portuguese captured Goa, a port city on India's west coast. They made it the capital of their trading empire. They then sailed farther east to Indonesia, also known as the East Indies. In 1511, a Portuguese fleet attacked the city of Malacca on the west coast of the Malay Peninsula. In capturing the town, the Portuguese seized control of the Strait of Malacca. Seizing this waterway gave them control of the Moluccas. These were islands so rich in spices that they became known as the Spice Islands.

In convincing his crew to attack Malacca, Portuguese sea captain Afonso de Albuquerque stressed his country's intense desire to crush the Muslim-Italian domination over Asian trade:

**MAIN IDEA****Analyzing Primary Sources**

**C** What did de Albuquerque see as the outcome of a Portuguese victory at Malacca?

**PRIMARY SOURCE** **C**

If we deprive them [Muslims] of this their ancient market there, there does not remain for them a single port in the whole of these parts, where they can carry on their trade in these things. . . . I hold it as very certain that if we take this trade of Malacca away out of their hands, Cairo and Mecca are entirely ruined, and to Venice will no spiceries . . . [be] . . . conveyed except that which her merchants go and buy in Portugal.

**AFONSO DE ALBUQUERQUE**, from *The Commentaries of the Great Afonso Dalbuquerque*



Portugal did break the old Muslim-Italian domination on trade from the East, much to the delight of European consumers. Portuguese merchants brought back goods from Asia at about one-fifth of what they cost when purchased through the Arabs and Italians. As a result, more Europeans could afford these items.

## Europeans in the East, 1487–1700

hmhsocialstudies.com INTERACTIVE MAP



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Place** Why would a fort at Hormuz help the Portuguese to stop trade between the Arabian Peninsula and India?
- Region** Where was the Dutch influence the greatest?

In time, Portugal's success in Asia attracted the attention of other European nations. As early as 1521, a Spanish expedition led by Ferdinand Magellan arrived in the Philippines. Spain claimed the islands and began settling them in 1565. By the early 1600s, the rest of Europe had begun to descend upon Asia. They wanted to establish their own trade empires in the East.

**Other Nations Challenge the Portuguese** Beginning around 1600, the English and Dutch began to challenge Portugal's dominance over the Indian Ocean trade. The Dutch Republic, also known as the Netherlands, was a small country situated along the North Sea in northwestern Europe. Since the early 1500s, Spain had ruled the area. In 1581, the people of the region declared their independence from Spain and established the Dutch Republic.

In a short time, the Netherlands became a leading sea power. By 1600, the Dutch owned the largest fleet of ships in the world—20,000 vessels. Pressure from Dutch and also English fleets eroded Portuguese control of the Asian region. The Dutch and English then battled one another for dominance of the area.

Both countries had formed an East India Company to establish and direct trade throughout Asia. These companies had the power to mint money, make treaties, and even raise their own armies. The **Dutch East India Company** was richer and more powerful than England's company. As a result, the Dutch eventually drove out the English and established their dominance over the region. **D**

**Dutch Trade Outposts** In 1619, the Dutch established their trading headquarters at Batavia on the island of Java. From there, they expanded west to

### MAIN IDEA

#### Analyzing Issues

**D** How were the Dutch able to dominate the Indian Ocean trade?

conquer several nearby islands. In addition, the Dutch seized both the port of Malacca and the valuable Spice Islands from Portugal. Throughout the 1600s, the Netherlands increased its control over the Indian Ocean trade. With so many goods from the East traveling to the Netherlands, the nation's capital, Amsterdam, became a leading commercial center. By 1700, the Dutch ruled much of Indonesia and had trading posts in several Asian countries. They also controlled the Cape of Good Hope on the southern tip of Africa, which was used as a resupply stop.

**British and French Traders** By 1700 also, Britain and France had gained a foothold in the region. Having failed to win control of the larger area, the English East India Company focused much of its energy on establishing outposts in India. There, the English developed a successful business trading Indian cloth in Europe. In 1664, France also entered the Asia trade with its own East India Company. It struggled at first, as it faced continual attacks by the Dutch. Eventually, the French company established an outpost in India in the 1720s. However, it never showed much of a profit.

As the Europeans battled for a share of the profitable Indian Ocean trade, their influence inland in Southeast Asia remained limited. European traders did take control of many port cities in the region. But their impact rarely spread beyond the ports. From 1500 to about 1800, when Europeans began to conquer much of the region, the peoples of Asia remained largely unaffected by European contact. As the next two sections explain, European traders who sailed farther east to seek riches in China and Japan had even less success in spreading Western culture. **E**

**MAIN IDEA**

**Recognizing Effects**

**E** How did the arrival of Europeans affect the peoples of the East in general?



**Connect to Today**

**Trading Partners**

Global trade is important to the economies of Asian countries now just as it was when the region first began to export spices, silks, and gems centuries ago. Today, a variety of products, including automobiles and electronic goods, as well as tea and textiles, are shipped around the world. (Hong Kong harbor is pictured.)

Regional trade organizations help to strengthen economic cooperation among Asian nations and promote international trade. They include the Association of Southeast Asian Nations (ASEAN) and the South Asian Association for Regional Cooperation (SAARC).

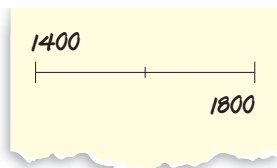
**SECTION 1 ASSESSMENT**

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

- Bartolomeu Dias
- Prince Henry
- Vasco da Gama
- Treaty of Tordesillas
- Dutch East India Company

**USING YOUR NOTES**

2. Which event in the European exploration of the East is the most significant? Explain with references from the text.



**MAIN IDEAS**

3. What role did the Renaissance play in launching an age of exploration?
4. What was Prince Henry's goal and who actually achieved it?
5. What European countries were competing for Asian trade during the age of exploration?

**CRITICAL THINKING & WRITING**

6. **MAKING INFERENCES** What did the Treaty of Tordesillas reveal about Europeans' attitudes toward non-European lands and peoples?
7. **ANALYZING MOTIVES** What were the motives behind European exploration in the 1400s? Explain.
8. **RECOGNIZING EFFECTS** In what ways did Europeans owe some of their sailing technology to other peoples?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Review "The Tools of Exploration" on page 531. Write a one-paragraph **opinion piece** on which technological advancement was the most important for European exploration.

**CONNECT TO TODAY** **WRITING A DESCRIPTION**

Research the Global Positioning System (GPS). Then write a brief **description** of this modern navigation system.



# China Limits European Contacts

### MAIN IDEA

#### CULTURAL INTERACTION

Advances under the Ming and Qing dynasties left China uninterested in European contact.

### WHY IT MATTERS NOW

China's independence from the West continues today, even as it forges new economic ties with the outside world.

### TERMS & NAMES

- Ming Dynasty
- Hongwu
- Yonglo
- Zheng He
- Manchus
- Qing Dynasty
- Kangxi

**SETTING THE STAGE** The European voyages of exploration had led to opportunities for trade. Europeans made healthy profits from trade in the Indian Ocean region. They began looking for additional sources of wealth. Soon, European countries were seeking trade relationships in East Asia, first with China and later with Japan. By the time Portuguese ships dropped anchor off the Chinese coast in 1514, the Chinese had driven out their Mongol rulers and had united under a new dynasty.

## China Under the Powerful Ming Dynasty



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**TAKING NOTES**

Use the graphic organizer online to take notes on relevant facts about each emperor.

China had become the dominant power in Asia under the **Ming Dynasty** (1368–1644). In recognition of China's power, vassal states from Korea to Southeast Asia paid their Ming overlords regular tribute, which is a payment by one country to another to acknowledge its submission. China expected Europeans to do the same. Ming rulers were not going to allow outsiders from distant lands to threaten the peace and prosperity the Ming had brought to China when they ended Mongol rule.

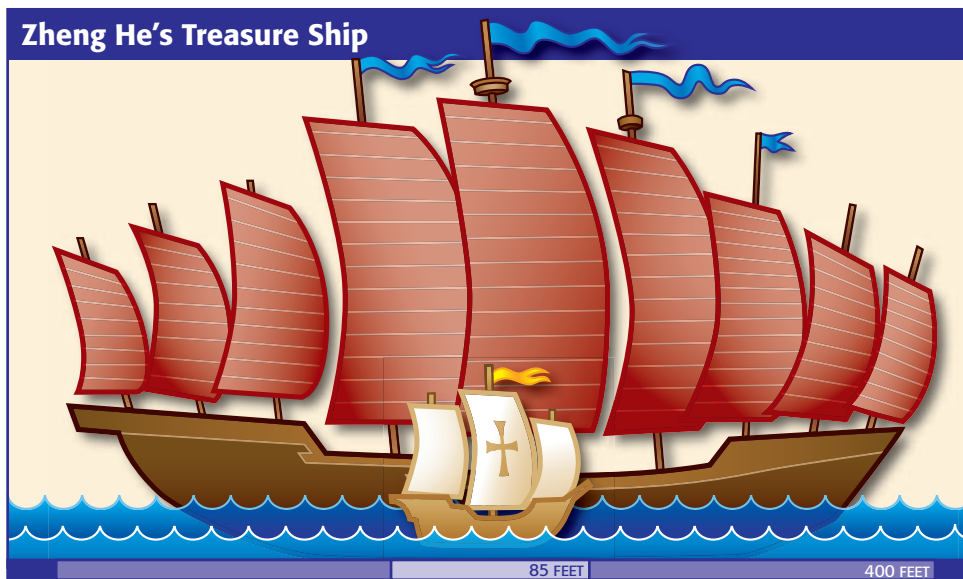
**The Rise of the Ming** A peasant's son, **Hongwu**, commanded the rebel army that drove the Mongols out of China in 1368. That year, he became the first Ming emperor. Hongwu continued to rule from the former Yuan capital of Nanjing in the south. (See the map on page 527.) He began reforms designed to restore agricultural lands devastated by war, erase all traces of the Mongol past, and promote China's power and prosperity. Hongwu's agricultural reforms increased rice production and improved irrigation. He also encouraged fish farming and growing commercial crops, such as cotton and sugar cane.

Hongwu used respected traditions and institutions to bring stability to China. For example, he encouraged a return to Confucian moral standards. He improved imperial administration by restoring the merit-based civil service examination system. Later in his rule, however, when problems developed, Hongwu became a ruthless tyrant. Suspecting plots against his rule everywhere, he conducted purges of the government, killing thousands of officials.

Hongwu's death in 1398 led to a power struggle. His son **Yonglo** (yung•lu) emerged victorious. Yonglo continued many of his father's policies, although he moved the royal court to Beijing. (See the Forbidden City feature on page 538.)

▼ Porcelain vase from the Ming Dynasty





◀ Zheng He's treasure ship compared with Christopher Columbus's *Santa Maria*

Yonglo also had a far-ranging curiosity about the outside world. In 1405, before Europeans began to sail beyond their borders, he launched the first of seven voyages of exploration. He hoped they would impress the world with the power and splendor of Ming China. He also wanted to expand China's tribute system.

**The Voyages of Zheng He** A Chinese Muslim admiral named **Zheng He** (jung huh) led all of the seven voyages. His expeditions were remarkable for their size. Everything about them was large—distances traveled, fleet size, and ship measurements. The voyages ranged from Southeast Asia to eastern Africa. From 40 to 300 ships sailed in each expedition. Among them were fighting ships, storage vessels, and huge “treasure” ships measuring more than 400 feet long. The fleet's crews numbered over 27,000 on some voyages. They included sailors, soldiers, carpenters, interpreters, accountants, doctors, and religious leaders. Like a huge floating city, the fleet sailed from port to port along the Indian Ocean.

Everywhere Zheng He went, he distributed gifts including silver and silk to show Chinese superiority. As a result, more than 16 countries sent tribute to the Ming court. Even so, Chinese scholar-officials complained that the voyages wasted valuable resources that could be used to defend against barbarians' attacks on the northern frontier. After the seventh voyage, in 1433, China withdrew into isolation. **A**

**Ming Relations with Foreign Countries** China's official trade policies in the 1500s reflected its isolation. To keep the influence of outsiders to a minimum, only the government was to conduct foreign trade, and only through three coastal ports, Canton, Macao, and Ningbo. In reality, trade flourished up and down the coast. Profit-minded merchants smuggled cargoes of silk, porcelain, and other valuable goods out of the country into the eager hands of European merchants. Usually, Europeans paid for purchases with silver, much of it from mines in the Americas.

Demand for Chinese goods had a ripple effect on the economy. Industries such as silk-making and ceramics grew rapidly. Manufacturing and commerce increased. But China did not become highly industrialized for two main reasons. First, the idea of commerce offended China's Confucian beliefs. Merchants, it was said, made their money “supporting foreigners and robbery.” Second, Chinese economic policies traditionally favored agriculture. Taxes on agriculture stayed low. Taxes on manufacturing and trade skyrocketed.

Christian missionaries accompanied European traders into China. They brought Christianity and knowledge of European science and technology, such as the clock. The first missionary to have an impact was an Italian Jesuit named Matteo Ricci. He

**MAIN IDEA**

**Making Inferences**

**A** What do you think the people of other countries thought about China after one of Zheng He's visits?

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**INTERACTIVE MAP**

Accompany Zheng He on his voyages throughout the Indian Ocean.



## The Forbidden City

When Yonglo moved the Chinese capital to Beijing, he ordered the building of a great palace complex to symbolize his power and might. Construction took 14 years, from 1406 to 1420. Red walls 35 feet in height surrounded the complex, which had dozens of buildings, including palaces and temples. The complex became known as the Forbidden City because commoners and foreigners were not allowed to enter.



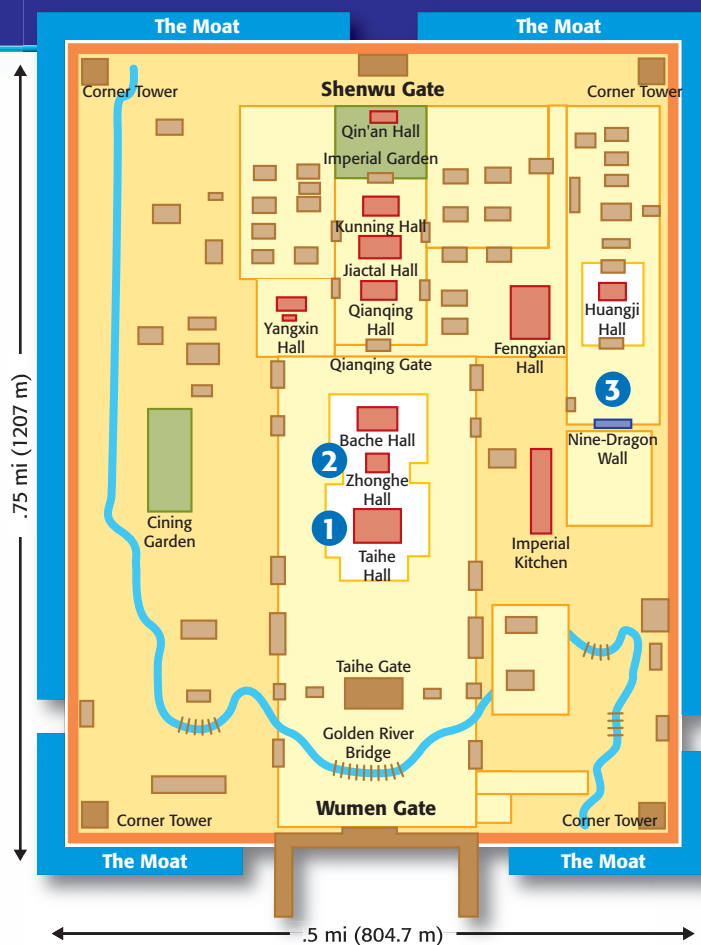
### ▲ Hall of Supreme Harmony

Taihe Hall, or the Hall of Supreme Harmony, is the largest building in the compound. It measures 201 by 122 feet and stands about 125 feet high. This hall was used for important ceremonies, such as those marking the emperor's birthday or the day the crown prince took the throne.



### ▲ Hall of Central Harmony

Zhonghe Hall, or the Hall of Central Harmony, was a smaller square building between the two main halls. It was a sort of private office where the emperor could stop to rest on his way to ceremonies.



### ▼ Nine-Dragon Wall

This wall, or screen, of glazed tiles shows nine dragons playing with pearls against a background of sea and sky. From ancient times, the dragon was the symbol of the imperial family. This is the largest of three famous nine-dragon screens that exist in China.



### SKILLBUILDER: Interpreting Visuals

- Analyzing Motives** Why do you think the emperor wanted to keep common people out of the Forbidden City?
- Drawing Conclusions** What aspects of the Forbidden City helped to convey the power of the emperor?

gained special favor at the Ming court through his intelligence and fluency in Chinese. Still, many educated Chinese opposed the European and Christian presence.

## Manchus Found the Qing Dynasty

By 1600, the Ming had ruled for more than 200 years, and the dynasty was weakening. Its problems grew—ineffective rulers, corrupt officials, and a government that was out of money. Higher taxes and bad harvests pushed millions of peasants toward starvation. Civil strife and rebellion followed.

Northeast of the Great Wall lay Manchuria. In 1644, the **Manchus** (MAN•chooz), the people of that region, invaded China and the Ming Dynasty collapsed. The Manchus seized Beijing, and their leader became China's new emperor. As the Mongols had done in the 1300s, the Manchus took a Chinese name for their dynasty, the **Qing** (chihng) **Dynasty**. They would rule for more than 260 years and expand China's borders to include Taiwan, Chinese Central Asia, Mongolia, and Tibet.

**China Under the Qing** Many Chinese resisted rule by the non-Chinese Manchus. Rebellions flared up periodically for decades. The Manchus, however, slowly earned the people's respect. They upheld China's traditional Confucian beliefs and social structures. They made the country's frontiers safe and restored China's prosperity. Two powerful Manchu rulers contributed greatly to the acceptance of the new dynasty.

The first, **Kangxi** (kahng•shee), became emperor in 1661 and ruled for some 60 years. He reduced government expenses and lowered taxes. A scholar and patron of the arts, Kangxi gained the support of intellectuals by offering them government positions. He also enjoyed the company of the Jesuits at court. They told him about developments in science, medicine, and mathematics in Europe. Under his grandson Qian-long (chyahn•lung), who ruled from 1736 to 1795, China reached its greatest size and prosperity. An industrious emperor like his grandfather, Qian-long often rose at dawn to work on the empire's problems. These included armed nomads on its borders and the expanding presence of European missionaries and merchants in China.

**Manchus Continue Chinese Isolation** To the Chinese, their country—called the Middle Kingdom—had been the cultural center of the universe for 2,000 years. If foreign states wished to trade with China, they would have to follow Chinese rules. These rules included trading only at special ports and paying tribute.

The Dutch were masters of the Indian Ocean trade by the time of Qian-long. They accepted China's restrictions. Their diplomats paid tribute to the emperor through gifts and by performing the required "kowtow" ritual. This ritual involved kneeling in front of the emperor and touching one's head to the ground nine times. As a result, the Chinese accepted the Dutch as trading partners. The Dutch returned home with traditional porcelains and silk, as well as a new trade item, tea. By 1800, tea would make up 80 percent of shipments to Europe. **B**

Great Britain also wanted to increase trade with China. But the British did not like China's trade restrictions. In 1793, Lord George Macartney delivered a letter from King George III to Qian-long. It asked for a better trade arrangement,

## History Makers



**Kangxi**  
1654–1722

The emperor Kangxi had too much curiosity to remain isolated in the Forbidden City. To calm the Chinese in areas devastated by the Manchu conquest, Kangxi set out on a series of "tours."

*On tours I learned about the common people's grievances by talking with them. . . . I asked peasants about their officials, looked at their houses, and discussed their crops.*

In 1696, with Mongols threatening the northern border, Kangxi exhibited leadership unheard of in later Ming times. Instead of waiting in the palace for reports, he personally led 80,000 troops to victory over the Mongols.

### MAIN IDEA

#### Making Inferences

**B** Why do you think the kowtow ritual was so important to the Chinese emperor?

including Chinese acceptance of British manufactured goods. Macartney refused to kowtow, and Qian-long denied Britain's request. As the emperor made clear in a letter to the king, China was self-sufficient and did not need the British:

#### PRIMARY SOURCE

There is nothing we lack, as your principal envoy and others have themselves observed. We have never set much store on strange or ingenious objects, nor do we need any more of your country's manufactures.

QIAN-LONG, from a letter to King George III of Great Britain

In the 1800s, the British, Dutch, and others would attempt to chip away at China's trade restrictions until the empire itself began to crack, as Chapter 28 will describe.

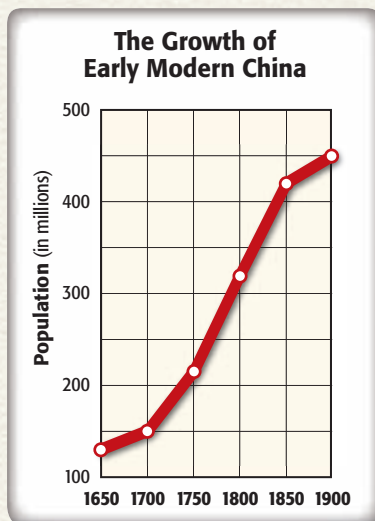
**Korea Under the Manchus** In 1636, even before they came to power in China, the Manchus conquered nearby Korea and made it a vassal state. Although Korea remained independent it existed in China's shadow. Koreans organized their government according to Confucian principles. They also adopted China's technology, its culture, and especially its policy of isolation.

When the Manchus established the Qing dynasty, Korea's political relationship with China did not change. But Korea's attitude did. The Manchu invasion, combined with a Japanese attack in the 1590s, provoked strong feelings of nationalism in the Korean people. This sentiment was most evident in their art. Instead of traditional Chinese subjects, many artists chose to show popular Korean scenes.

## Social History

### China's Population Boom

China's population grew dramatically from 1650 to 1900. General peace and increased agricultural productivity were the causes.



#### SKILLBUILDER: Interpreting Graphs

**Comparing** By what percentage did China's population increase between 1650 and 1900?




▲ A Chinese family prepares for a wedding in the 1800s.

## Life in Ming and Qing China

In the 1600s and 1700s, there was general peace and prosperity in China. Life improved for most Chinese.

**Families and the Role of Women** Most Chinese families had farmed the land the same way their ancestors had. However, during the Qing Dynasty, irrigation and fertilizer use increased. Farmers grew rice and new crops, such as corn and sweet potatoes, brought by Europeans from the Americas. As food production increased, nutrition improved and families expanded. A population explosion followed.

These expanded Chinese families favored sons over daughters. Only a son was allowed to perform vital religious rituals. A son also would raise his own family under his parents' roof, assuring aging parents of help with the farming. As a result, females were not valued, and many female infants were killed. Although men dominated the household and their wives, women had significant responsibilities. Besides working in the fields, they supervised the children's education and managed the family's finances. While most women were forced to remain secluded in their homes, some found outside jobs such as working as midwives or textile workers.

**Cultural Developments** The culture of early modern China was based mainly on traditional forms. The great masterpiece of traditional Chinese fiction was written during this period. *Dream of the Red Chamber* by Cao Zhan examines upper class Manchu society in the 1700s. Most artists of the time painted in traditional styles, which valued technique over creativity. In pottery, technical skill as well as experimentation led to the production of high-quality ceramics, including porcelain. Drama was a popular entertainment, especially in rural China where literacy rates were low. Plays that presented Chinese history and cultural heroes entertained and also helped unify Chinese society by creating a national culture. 

While China preserved its traditions in isolation, another civilization that developed in seclusion—the Japanese—was in conflict, as you will read in Section 3.




▲ These 12th-century Chinese women work outside the home making silk.

### Vocabulary

A *midwife* is a woman trained to assist women in childbirth.

### MAIN IDEA

#### Making Inferences

 What was the effect of the emphasis on tradition in early modern China?

## SECTION

# 2

## ASSESSMENT

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

- Ming Dynasty
- Hongwu
- Yonglo
- Zheng He
- Manchus
- Qing Dynasty
- Kangxi

### USING YOUR NOTES

2. Which of these emperors was most influential? Explain with text references.

Emperor	Facts
1.	1.
2.	2.
3.	3.

### MAIN IDEAS

3. How did Beijing become the capital of China?
4. What evidence indicates that China lost interest in contacts abroad after 1433?
5. What did Christian missionaries bring to China?

### CRITICAL THINKING & WRITING

6. **MAKING DECISIONS** Do you think Lord George Macartney should have kowtowed to Emperor Qian-long? Why?
7. **ANALYZING CAUSES** What factors, both within China and outside its borders, contributed to the downfall of the Ming Dynasty?
8. **DRAWING CONCLUSIONS** What was Korea's relationship with China under the Qing Dynasty?
9. **WRITING ACTIVITY** CULTURAL INTERACTION Choose one emperor of China and write a one-paragraph **biography** using the information you listed in your Taking Notes chart and from the text.

### CONNECT TO TODAY WRITING AN ESSAY

Learn more about popular culture in China today. Then write a two-paragraph **expository essay** on some form of popular entertainment in the arts or sports.



# Japan Returns to Isolation

### MAIN IDEA

**ECONOMICS** The Tokugawa regime unified Japan and began 250 years of isolation, autocracy, and economic growth.

### WHY IT MATTERS NOW

Even now, Japan continues to limit and control dealings with foreigners, especially in the area of trade.

### TERMS & NAMES

- daimyo
- Oda Nobunaga
- Toyotomi Hideyoshi
- Tokugawa Shogunate
- haiku
- kabuki

**SETTING THE STAGE** In the 1300s, the unity that had been achieved in Japan in the previous century broke down. Shoguns, or military leaders, in the north and south fiercely fought one another for power. Although these two rival courts later came back together at the end of the century, a series of politically weak shoguns let control of the country slip from their grasp. The whole land was torn by factional strife and economic unrest. It would be centuries before Japan would again be unified.

## A New Feudalism Under Strong Leaders

In 1467, civil war shattered Japan’s old feudal system. The country collapsed into chaos. Centralized rule ended. Power drained away from the shogun to territorial lords in hundreds of separate domains.

**Local Lords Rule** A violent era of disorder followed. This time in Japanese history, which lasted from 1467 to 1568, is known as the Sengoku, or “Warring States,” period. Powerful samurai seized control of old feudal estates. They offered peasants and others protection in return for their loyalty. These warrior-chieftains, called **daimyo** (DY•mee•OH), became lords in a new kind of Japanese feudalism. Daimyo meant “great name.” Under this system, security came from this group of powerful warlords. The emperor at Kyoto became a figurehead, having a leadership title but no actual power.

The new Japanese feudalism resembled European feudalism in many ways. The daimyo built fortified castles and created small armies of samurai on horses. Later they added foot soldiers with muskets (guns) to their ranks. Rival daimyo often fought each other for territory. This led to disorder throughout the land.

**New Leaders Restore Order** A number of ambitious daimyo hoped to gather enough power to take control of the entire country. One, the brutal and ambitious **Oda Nobunaga** (oh•dah•noh•boo•nah•gah), defeated his rivals and seized the imperial capital Kyoto in 1568.

Following his own motto “Rule the empire by force,” Nobunaga sought to eliminate his remaining enemies. These included rival daimyo as well as wealthy Buddhist monasteries aligned with them. In 1575, Nobunaga’s 3,000 soldiers armed with muskets crushed an enemy force of samurai cavalry. This was the first time firearms had been used effectively in battle in Japan. However,



Use the graphic organizer online to take notes on the achievements of the daimyos who unified Japan.

A samurai warrior ▼





▲ Himeji Castle, completed in the 17th century, is near Kyoto.

**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- Place** Why might Edo have been a better site for a capital in the 17th century than Kyoto?
- Region** About what percentage of Japan was controlled by Tokugawa or related households when Tokugawa Ieyasu took power in the early 1600s?

Nobunaga was not able to unify Japan. He committed *seppuku*, the ritual suicide of a samurai, in 1582, when one of his own generals turned on him.

Nobunaga's best general, **Toyotomi Hideyoshi** (toh•you•toh•mee hee•deh•yoh•shee), continued his fallen leader's mission. Hideyoshi set out to destroy the daimyo that remained hostile. By 1590, by combining brute force with shrewd political alliances, he controlled most of the country. Hideyoshi did not stop with Japan. With the idea of eventually conquering China, he invaded Korea in 1592 and began a long campaign against the Koreans and their Ming Chinese allies. When Hideyoshi died in 1598, his troops withdrew from Korea.

**Tokugawa Shogunate Unites Japan** One of Hideyoshi's strongest daimyo allies, Tokugawa Ieyasu (toh•koo•gah•wah ee•yeh•yah•soo), completed the unification of Japan. In 1600, Ieyasu defeated his rivals at the Battle of Sekigahara. His victory earned him the loyalty of daimyo throughout Japan. Three years later, Ieyasu became the sole ruler, or shogun. He then moved Japan's capital to his power base at Edo, a small fishing village that would later become the city of Tokyo.

**MAIN IDEA**

**Drawing Conclusions**

**A** How would the "alternate attendance policy" restrict the daimyo?

Japan was unified, but the daimyo still governed at the local level. To keep them from rebelling, Ieyasu required that they spend every other year in the capital. Even when they returned to their lands, they had to leave their families behind as hostages in Edo. Through this "alternate attendance policy" and other restrictions, Ieyasu tamed the daimyo. This was a major step toward restoring centralized government to Japan. As a result, the rule of law overcame the rule of the sword. **A**

Ieyasu founded the **Tokugawa Shogunate**, which would hold power until 1867. On his deathbed in 1616, Ieyasu advised his son, Hidetada, “Take care of the people. Strive to be virtuous. Never neglect to protect the country.” Most Tokugawa shoguns followed that advice. Their rule brought a welcome order to Japan.

#### Vocabulary

A *shogunate* is the administration or rule of a shogun.

## Life in Tokugawa Japan

Japan enjoyed more than two and a half centuries of stability, prosperity, and isolation under the Tokugawa shoguns. Farmers produced more food, and the population rose. Still, the vast majority of peasants, weighed down by heavy taxes, led lives filled with misery. The people who prospered in Tokugawa society were the merchant class and the wealthy. However, everyone, rich and poor alike, benefited from a flowering of Japanese culture during this era.

**Society in Tokugawa Japan** Tokugawa society was very structured. (See Feudalism feature on page 361.) The emperor had the top rank but was just a figurehead. The actual ruler was the shogun, who was the supreme military commander. Below him were the daimyo, the powerful landholding samurai. Samurai warriors came next. The peasants and artisans followed them. Peasants made up about four-fifths of the population. Merchants were at the bottom, but they gradually became more important as the Japanese economy expanded.

In Japan, as in China, Confucian values influenced ideas about society. According to Confucius, the ideal society depended on agriculture, not commerce. Farmers, not merchants, made ideal citizens. In the real world of Tokugawa Japan, however, peasant farmers bore the main tax burden and faced more difficulties than any other class. Many of them abandoned farm life and headed for the expanding towns and cities. There, they mixed with samurai, artisans, and merchants.

By the mid-1700s, Japan began to shift from a rural to an urban society. Edo had grown from a small village in 1600 to perhaps the largest city in the world. Its population was more than 1 million. The rise of large commercial centers also increased employment opportunities for women. Women found jobs in entertainment, textile manufacturing, and publishing. Still, the majority of Japanese women led sheltered and restricted lives as peasant wives. They worked in the fields, managed the household, cared for the children, and each woman obeyed her husband without question.

**Culture Under the Tokugawa Shogunate** Traditional culture continued to thrive. Samurai attended ceremonial *noh* dramas, which were based on tragic themes. They read tales of ancient warriors and their courage in battle. In their homes, they hung paintings that showed scenes from classical literature. But traditional entertainment faced competition in the cities from new styles of literature, drama, and art.

Townpeople read a new type of fiction, realistic stories about self-made merchants or the hardships of life. The people also read **haiku** (HY•koo), 5-7-5-syllable, 3-line verse poetry. This poetry presents images rather than ideas. For example, Matsuo Basho, the greatest haiku poet, wrote before his death in 1694:



#### PRIMARY SOURCE **B**

On a journey, ailing—  
My dreams roam about  
Over a withered moor.

**MATSUO BASHO**, from *Matsuo Basho*

Tabi ni yande  
Yume wa Kareno o  
Kakemeguru

**MATSUO BASHO**, in Japanese

#### MAIN IDEA

#### Analyzing Primary Sources

**B** How is Matsuo Basho's haiku a poem about death?

Townpeople also attended **kabuki** theater. Actors in elaborate costumes, using music, dance, and mime, performed skits about modern life. The paintings the people enjoyed were often woodblock prints showing city life.

## Kabuki Theater

Kabuki is a traditional form of Japanese theater. It makes use of extravagant costumes, masklike makeup, and exaggerated postures and gestures. The illustrations to the right show a contemporary actor and a 19th-century performer playing warriors.

Although kabuki was created by a woman, all roles, both male and female, are performed by men. Kabuki plays are about grand historical events or the everyday life of people in Tokugawa Japan.

For 400 years, kabuki has provided entertainment for the Japanese people. And more recently, kabuki has been performed for audiences around the world, including the United States. Major centers for kabuki theater in Japan are Tokyo, Kyoto, and Osaka.



## Contact Between Europe and Japan

Europeans began coming to Japan in the 16th century, during the Warring States period. Despite the severe disorder in the country, the Japanese welcomed traders and missionaries, from Portugal and, later, other European countries. These newcomers introduced fascinating new technologies and ideas. Within a century, however, the aggressive Europeans had worn out their welcome.

**Portugal Sends Ships, Merchants, and Technology to Japan** The Japanese first encountered Europeans in 1543, when shipwrecked Portuguese sailors washed up on the shores of southern Japan. Portuguese merchants soon followed. They hoped to involve themselves in Japan's trade with China and Southeast Asia. The Portuguese brought clocks, eyeglasses, tobacco, firearms, and other unfamiliar items from Europe. Japanese merchants, eager to expand their markets, were happy to receive the newcomers and their goods.

The daimyo, too, welcomed the strangers. They were particularly interested in the Portuguese muskets and cannons, because every daimyo sought an advantage over his rivals. One of these warlords listened intently to a Japanese observer's description of a musket:

### PRIMARY SOURCE

In their hands they carried something two or three feet long, straight on the outside with a passage inside, and made of a heavy substance. . . . This thing with one blow can smash a mountain of silver and a wall of iron. If one sought to do mischief in another man's domain and he was touched by it, he would lose his life instantly.

ANONYMOUS JAPANESE WRITER, quoted in *Sources of Japanese Tradition* (1958)

The Japanese purchased weapons from the Portuguese and soon began their own production. Firearms forever changed the time-honored tradition of the Japanese warrior, whose principal weapon had been the sword. Some daimyo recruited and trained corps of peasants to use muskets. Many samurai, who retained the sword as their principal weapon, would lose their lives to musket fire in future combat.

### MAIN IDEA

#### Analyzing Motives

Why did Europeans want to open trade with Japan?



The cannon also had a huge impact on warfare and life in Japan. Daimyo had to build fortified castles to withstand the destructive force of cannonballs. (See the photograph of Himeji Castle on page 543.) The castles attracted merchants, artisans, and others to surrounding lands. Many of these lands were to grow into the towns and cities of modern Japan, including Edo (Tokyo), Osaka, Himeji, and Nagoya.

**Christian Missionaries in Japan** In 1549, Christian missionaries began arriving in Japan. The Japanese accepted the missionaries in part because they associated them with the muskets and other European goods that they wanted to purchase. However, the religious orders of Jesuits, Franciscans, and Dominicans came to convert the Japanese.

Francis Xavier, a Jesuit, led the first mission to Japan. He wrote that the Japanese were “very sociable. . . and much concerned with their honor, which they prize above everything else.” Francis Xavier baptized about a hundred converts before he left Japan. By the year 1600, other European missionaries had converted about 300,000 Japanese to Christianity.

The success of the missionaries upset Tokugawa Ieyasu. He found aspects of the Christian invasion troublesome. Missionaries, actively seeking converts, scorned traditional Japanese beliefs and sometimes involved themselves in local politics. At first, Ieyasu did not take any action. He feared driving off the Portuguese, English, Spanish, and Dutch traders who spurred Japan’s economy. By 1612, however, the shogun had come to fear religious uprisings more. He banned Christianity and focused on ridding his country of all Christians.

Ieyasu died in 1616, but repression of Christianity continued off and on for the next two decades under his successors. In 1637, the issue came to a head. An uprising in southern Japan of some 30,000 peasants, led by dissatisfied samurai, shook the Tokugawa shogunate. Because so many of the rebels were Christian, the shogun decided that Christianity was at the root of the rebellion. After that, the shoguns ruthlessly persecuted Christians. European missionaries were killed or driven out of Japan. All Japanese were forced to demonstrate faithfulness to some branch of Buddhism. These policies eventually eliminated Christianity in Japan and led to the formation of an exclusion policy. **D**

▼ Japanese merchants and Jesuit missionaries await the arrival of a Portuguese ship at Nagasaki in the 1500s in this painting on wood panels.

**MAIN IDEA**

**Comparing**

**D** How was the treatment of Europeans different in Japan and China? How was it similar?



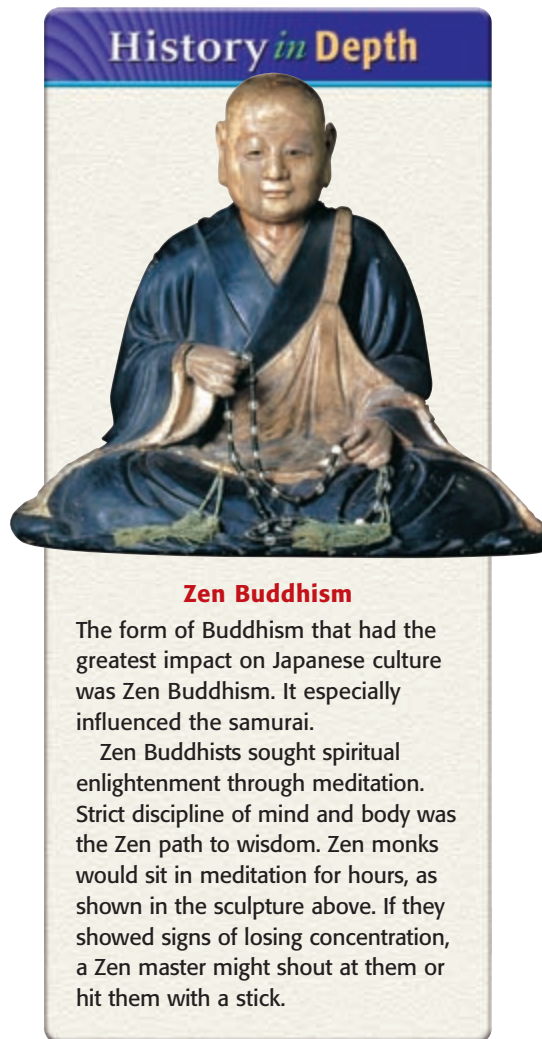
## The Closed Country Policy

The persecution of Christians was part of an attempt to control foreign ideas. When Europeans first arrived, no central authority existed to contain them. The strong leaders who later took power did not like the introduction of European ideas and ways, but they valued European trade. As time passed, the Tokugawa shoguns realized that they could safely exclude both the missionaries and the merchants. By 1639, they had sealed Japan's borders and instituted a "closed country policy."

**Japan in Isolation** Most commercial contacts with Europeans ended. One port, Nagasaki, remained open to foreign traders. But only Dutch and Chinese merchants were allowed into the port. Earlier, the English had left Japan voluntarily; the Spanish and the Portuguese had been expelled. Since the Tokugawa shoguns controlled Nagasaki, they now had a monopoly on foreign trade, which continued to be profitable.

For more than 200 years, Japan remained basically closed to Europeans. In addition, the Japanese were forbidden to leave, so as not to bring back foreign ideas. Japan would continue to develop, but as a self-sufficient country, free from European attempts to colonize or to establish their presence.

Europeans had met with much resistance in their efforts to open the East to trade. But expansion to the West, in the Americas, as you will learn in Chapter 20, would prove much more successful for European traders, missionaries, and colonizers.



### Zen Buddhism

The form of Buddhism that had the greatest impact on Japanese culture was Zen Buddhism. It especially influenced the samurai.

Zen Buddhists sought spiritual enlightenment through meditation. Strict discipline of mind and body was the Zen path to wisdom. Zen monks would sit in meditation for hours, as shown in the sculpture above. If they showed signs of losing concentration, a Zen master might shout at them or hit them with a stick.

## SECTION

## 3

## ASSESSMENT

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

- daimyo
- Oda Nobunaga
- Toyotomi Hideyoshi
- Tokugawa Shogunate
- haiku
- kabuki

### USING YOUR NOTES

2. Which contribution by a daimyo was the most significant? Why?

Daimyo	Achievements

### MAIN IDEAS

3. What happened during the period of the "Warring States"?
4. What was the structure of society in Tokugawa Japan?
5. What were the new styles of drama, art, and literature in Tokugawa Japan?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Why do you think that the emperor had less power than a shogun?
7. **ANALYZING CAUSES** Why did the Japanese policy toward Christians change from acceptance to repression?
8. **FORMING OPINIONS** Do you think Japan's closed country policy effectively kept Western ideas and customs out of Japan?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a two-paragraph **comparison** of the similarities and differences between the roles of women in China (discussed on page 541) and in Japan (page 544).

### MULTIMEDIA ACTIVITY CREATING AN ORGANIZATIONAL CHART



Use the Internet to find information on the Japanese government today. Then create an **organizational chart** showing the structure of the government.

**INTERNET KEYWORD**  
country profiles

# Chapter 19 Assessment

## VISUAL SUMMARY

### An Age of Explorations and Isolation

#### Explorations

- 1405** **Zheng He of China** launches voyages of exploration to Southeast Asia, India, Arabia, and eastern Africa.
- 1500s** **The Portuguese** establish trading outposts throughout Asia and gain control of the spice trade.
- 1600s** **The Dutch** drive out the Portuguese and establish their own trading empire in the East. (Below, a Dutch ship is pictured on a plate made in China for European trade.)

**Europeans** sail farther east to China and Japan in search of more trade; both nations ultimately reject European advances.



#### Isolation

- 1433** **China** abandons its voyages of exploration.
- 1500s** **The Chinese** severely restrict trade with foreigners.
- 1612** **Japan** outlaws Christianity and drives out Christian missionaries.
- 1630s** **The Japanese** institute a “closed country policy” and remain isolated from Europe for 200 years.

## TERMS & NAMES

For each term or name below, briefly explain its importance to European exploration and the development of China and Japan.

1. Bartolomeu Dias
2. Vasco da Gama
3. Treaty of Tordesillas
4. Dutch East India Company
5. Ming dynasty
6. Manchus
7. Qing dynasty
8. Oda Nobunaga
9. Toyotomi Hideyoshi
10. Tokugawa Shogunate

## MAIN IDEAS

### Europeans Explore the East Section 1 (pages 529–535)

11. What factors helped spur European exploration?
12. What role did Portugal’s Prince Henry play in overseas exploration?
13. What was the significance of Dias’s voyage? da Gama’s voyage?
14. Why were the Dutch so successful in establishing a trading empire in the Indian Ocean?

### China Limits European Contacts Section 2 (pages 536–541)

15. Why did China not undergo widespread industrialization?
16. What did Christian missionaries bring to China?
17. What are five reasons the Ming Dynasty fell to civil disorder?

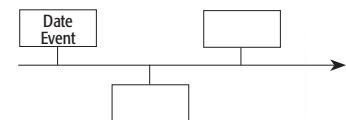
### Japan Returns to Isolation Section 3 (pages 542–547)

18. Why was the time between 1467 and 1568 called the period of the “Warring States”?
19. What was the difference between the Confucian ideal of society and the real society of Japan?
20. How did the Japanese express themselves culturally under the Tokugawa shoguns?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a time line, trace the events that led to Japan’s expulsion of European Christians.



### 2. RECOGNIZING EFFECTS

How might a Chinese emperor’s leadership be affected by living in the Forbidden City? Explain and support your opinion.

### 3. ANALYZING ISSUES

**SCIENCE AND TECHNOLOGY** Of the technological advances that helped spur European exploration, which do you think was the most important? Why?

### 4. ANALYZING CAUSES

**CULTURAL INTERACTION** What caused Japan to institute a policy of isolation? Defend your viewpoint with text references.

### 5. SUMMARIZING

**ECONOMICS** How did the Manchus earn the respect of the Chinese? Support your answer with details from the chapter.

## STANDARDS-BASED ASSESSMENT

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

### PRIMARY SOURCE

But I was careful not to refer to these Westerners as “Great Officials,” and corrected Governor Liu Yin-shu when he referred to the Jesuits Regis and Fridelli . . . as if they were honored imperial commissioners. For even though some of the Western methods are different from our own, and may even be an improvement, there is little about them that is new. The principles of mathematics all derive from the Book of Changes, and the Western methods are Chinese in origin: this algebra—“A-erh-chu-pa-erh”—springs from an Eastern word. And though it was indeed the Westerners who showed us something our ancient calendar experts did not know—namely how to calculate the angles of the northern pole—this but shows the truth of what Chu Hsi arrived at through his investigation of things: the earth is like the yolk within an egg.

**KANGXI**, quoted in *Emperor of China: Self-Portrait of K'Ang-Hsi*

1. Which phrase best describes Kangxi's thoughts about Europeans, or “Westerners”?
  - A. Westerners use methods that are inferior to Chinese methods.
  - B. Westerners would make good trading partners.
  - C. Westerners use methods that are based on Chinese methods.
  - D. There are too many Westerners in China.
2. What can be inferred about Kangxi's beliefs about China?
  - A. China needs the assistance of Westerners.
  - B. China is superior to countries of the West.
  - C. China has many problems.
  - D. China is destined to rule the world.

Use this map produced by German cartographer Henricus Martellus in about 1490 and your knowledge of world history to answer question 3.



3. Which of these statements about Martellus's map is not accurate?
  - A. Martellus shows Europe, Africa, and Asia.
  - B. Martellus's map includes the oceans.
  - C. Martellus shows North America.
  - D. Martellus's map has many ports marked on the western coast of Africa.

 [hmsocialstudies.com](http://hmsocialstudies.com) **TEST PRACTICE**

For additional test practice, go online for:

- Diagnostic tests
- Strategies
- Tutorials

### Interact *with* History

On page 528, you decided whether or not you would sail into the unknown. Now that you have read the chapter, reevaluate your decision. If you decided to go, did what you read reaffirm your decision? Why or why not? If you chose not to go, explain what your feelings are now. Discuss your answers within a small group.

### FOCUS ON WRITING

Imagine you are the Jesuit missionary Matteo Ricci. Write an **expository essay** describing your impressions of Chinese rule and culture. Consider the following in the essay:

- Matteo Ricci's values
- Chinese culture as compared with Western Christian culture

### MULTIMEDIA ACTIVITY



#### Planning a Television Special

Use the Internet, books, and other reference materials to create a script for a television special “The Voyages of Zheng He.” The script should address the historical context of Zheng He's voyages and their impact on China and the lands visited. The script should include narration, sound, re-creations, and locations. In researching, consider the following:

- biographical data on Zheng He
- information on the ships, crews, and cargo
- descriptions of the voyages
- music and visuals

# The Atlantic World, 1492–1800

## Essential Question

**What was the impact of European exploration and colonization of the Americas?**



### What You Will Learn

In this chapter you will learn about the exploration and colonization of the Americas, which strongly affected both the Eastern and Western hemispheres.

#### SECTION 1 Spain Builds an American Empire

**Main Idea** The voyages of Columbus prompted the Spanish to establish colonies in the Americas.

#### SECTION 2 European Nations Settle North America

**Main Idea** Several European nations fought for control of North America, and England emerged victorious.

#### SECTION 3 The Atlantic Slave Trade

**Main Idea** To meet their growing labor needs, Europeans enslaved millions of Africans in the Americas.

#### SECTION 4 The Columbian Exchange and Global Trade

**Main Idea** The colonization of the Americas introduced new items into the Eastern and Western hemispheres.

## Previewing Themes

**CULTURAL INTERACTION** The voyages of Columbus prompted a worldwide exchange of everything from religious and political ideas to new foods and plants.

**Geography** *According to the map, what lands were included in the viceroyalty of New Spain in 1700?*

**ECONOMICS** The vast wealth to be had from colonizing the Americas sealed the fate of millions of Native Americans and Africans who were forced to work in mines and on plantations.

**Geography** *On which coast of the Americas would enslaved persons from Africa have arrived?*

**EMPIRE BUILDING** Over the span of several centuries, Europeans conquered the Americas' native inhabitants and built powerful American empires.

**Geography** *What two major Native American empires did the Spanish conquer in the sixteenth century?*

## AMERICAS

1492  
Columbus makes first voyage.

1521  
Cortés conquers Aztec Empire.



1533  
Pizarro conquers Incan Empire.

1607  
English found Jamestown.

## 1500

## 1600

## WORLD

1494  
Spain and Portugal sign Treaty of Tordesillas.

1547  
Ivan the Terrible assumes throne of Russia.



1603  
Tokugawa shoguns rule Japan.



# European Claims in America, 1700



Godspeed to Jamestown

[hmhsocialstudies.com](http://hmhsocialstudies.com) VIDEO

**1608**  
Champlain claims Quebec for France. ▶



**1754**  
French and Indian War begins.

## 1700

## 1800

**1649**  
King Charles I of England is executed.



**1789**  
▶ Storming of Bastille ignites French Revolution.

## *What might you gain or lose by joining the fight?*

You are a Native American living in central Mexico in 1520. Suddenly you are faced with a decision that may change your life forever. Invaders, known as the Spanish, are engaged in a fierce battle with the nearby Aztecs, who are cruel and harsh rulers. Like many of your people, you hate the powerful Aztecs and hope for their defeat. The newcomers, however, are equally frightening. They ride on large beasts and fire loud, deadly weapons. You wonder whether you should follow the example of your friends and join the fight, or not fight at all.



▲ This 16th-century painting by an Indian artist depicts a battle on the left between the Aztecs and Spanish. The right side shows the Spanish with their main Indian allies, the Tlaxcalans.

### EXAMINING *the* ISSUES

- **What are the advantages and disadvantages of not fighting?**
- **Which might be the lesser of two evils—supporting the Aztecs, whom you know as oppressors, or the fierce invaders, about whom you know almost nothing?**

Discuss these questions with your classmates. In your discussion, examine whether invading armies throughout history have made life better or worse for people in the areas they conquer. As you read about colonization in the Americas, learn the outcome of the battle between the Aztecs and the Spanish.



# Spain Builds an American Empire

## MAIN IDEA

**EMPIRE BUILDING** The voyages of Columbus prompted the Spanish to establish colonies in the Americas.

## WHY IT MATTERS NOW

Throughout the Americas, Spanish culture, language, and descendants are the legacy of this period.

## TERMS & NAMES

- Christopher Columbus
- colony
- Hernando Cortés
- conquistador
- Francisco Pizarro
- Atahualpa
- mestizo
- *encomienda*

**SETTING THE STAGE** Competition for wealth in Asia among European nations was fierce. This competition prompted a Genoese sea captain named **Christopher Columbus** to make a daring voyage from Spain in 1492. Instead of sailing south around Africa and then east, Columbus sailed west across the Atlantic in search of an alternate trade route to Asia and its riches. Columbus never reached Asia. Instead, he stepped onto an island in the Caribbean. That event would bring together the peoples of Europe, Africa, and the Americas.

## The Voyages of Columbus

The *Niña*, *Pinta*, and *Santa María* sailed out of a Spanish port around dawn on August 3, 1492. In a matter of months, Columbus’s fleet would reach the shores of what Europeans saw as an astonishing new world.

**First Encounters** In the early hours of October 12, 1492, the long-awaited cry came. A lookout aboard the *Pinta* caught sight of a shoreline in the distance. “*Tierra! Tierra!*” he shouted. “Land! Land!” By dawn, Columbus and his crew were ashore. Thinking he had successfully reached the East Indies, Columbus called the surprised inhabitants who greeted him, *los indios*. The term translated into “Indian,” a word mistakenly applied to all the native peoples of the Americas. In his journal, Columbus recounted his first meeting with the native peoples:

### PRIMARY SOURCE

I presented them with some red caps, and strings of glass beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us. Afterwards they came swimming to the boats where we were, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for articles we gave them . . . in fact they accepted anything and gave what they had with the utmost good will.

**CHRISTOPHER COLUMBUS**, *Journal of Columbus*

Columbus had miscalculated where he was. He had not reached the East Indies. Scholars believe he landed instead on an island in the Bahamas in the Caribbean Sea. The natives there were not Indians, but a group who called themselves the Taino. Nonetheless, Columbus claimed the island for Spain. He named it San Salvador, or “Holy Savior.”



Use the graphic organizer online to take notes on major events in the establishment of Spain's empire in the Americas.





▲ *Portrait of a Man Called Christopher Columbus* (1519) by Sebastiano del Piombo

Columbus, like other explorers, was interested in gold. Finding none on San Salvador, he explored other islands, staking his claim to each one. “It was my wish to bypass no island without taking possession,” he wrote.

In early 1493, Columbus returned to Spain. The reports he relayed about his journey delighted the Spanish monarchs. Spain’s rulers, who had funded his first voyage, agreed to finance three more trips. Columbus embarked on his second voyage to the Americas in September of 1493. He journeyed no longer as an explorer, but as an empire builder. He commanded a fleet of some 17 ships that carried over 1,000 soldiers, crewmen, and colonists. The Spanish intended to transform the islands of the Caribbean into **colonies**, or lands that are controlled by another nation. Over the next two centuries, other European explorers began sailing across the Atlantic in search of new lands to claim.

**Other Explorers Take to the Seas** In 1500, the Portuguese explorer Pedro Álvares Cabral reached the shores of modern-day Brazil and claimed the land for his country. A year later, Amerigo Vespucci (veh•s•POO•chee), an Italian in the service of Portugal, also traveled along the eastern coast of South America. Upon his return to Europe, he claimed that the land was not part of Asia, but a “new” world. In 1507, a German mapmaker named the new continent “America” in honor of Amerigo Vespucci.

In 1519, Portuguese explorer Ferdinand Magellan led the boldest exploration yet. Several years earlier, Spanish explorer Vasco Núñez de Balboa had marched through modern-day Panama and had become the first European to gaze upon the Pacific Ocean. Soon after, Magellan convinced the king of Spain to fund his voyage into the newly discovered ocean.

With about 250 men and five ships, Magellan sailed around the southern end of South America and into the waters of the Pacific. The fleet sailed for months without seeing land, except for some small islands. Food supplies soon ran out.

After exploring the island of Guam, Magellan and his crew eventually reached the Philippines. Unfortunately, Magellan became involved in a local war there and was killed. His crew, greatly reduced by disease and starvation, continued sailing west toward home. Out of Magellan’s original crew, only 18 men and one ship arrived back in Spain in 1522, nearly three years after they had left. They were the first persons to circumnavigate, or sail around, the world. **A**

#### MAIN IDEA

#### Making Inferences

**A** What was the significance of Magellan’s voyage?

## Spanish Conquests in Mexico

In 1519, as Magellan embarked on his historic voyage, a Spaniard named **Hernando Cortés** landed on the shores of Mexico. After colonizing several Caribbean islands, the Spanish had turned their attention to the American mainland. Cortés marched inland, looking to claim new lands for Spain. Cortés and the many other Spanish explorers who followed him were known as **conquistadors** (conquerors). Lured by rumors of vast lands filled with gold and silver, conquistadors carved out colonies in regions that would become Mexico, South America, and the United States. The Spanish were the first European settlers in the Americas. As a result of their colonization, the Spanish greatly enriched their empire and left a mark on the cultures of North and South America that exists today.



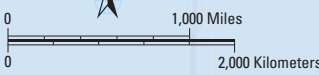
# European Exploration of the Americas, 1492–1682

hmhsocialstudies.com INTERACTIVE MAP



40° N

0° Equator



**Explorers' Routes**

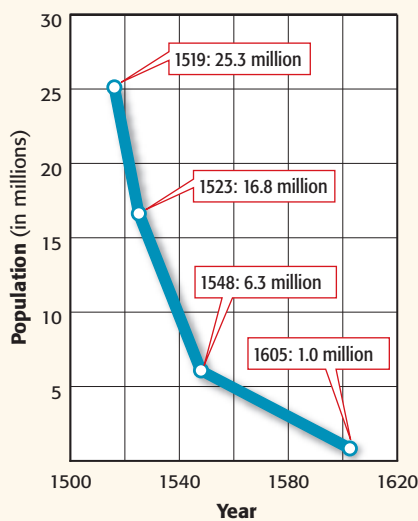
- Spanish
- Portuguese
- French
- English
- Dutch

**HISTORY VIDEO**  
**Christopher Columbus: Explorer of the New World**  
 hmhsocialstudies.com

**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- 1. Movement** How many different voyages did Columbus make to the Americas?
- 2. Region** Which general region did the Spanish and Portuguese explore? Where did the English, Dutch, and French explore?

## Native Population of Central Mexico, 1500–1620



Source: *The Population of Latin America: A History*

### SKILLBUILDER: Interpreting Graphs

- Drawing Conclusions** By what percentage did the native population decrease between 1519 and 1605?
- Making Inferences** How did the sharp decline in the native population, due greatly to disease, affect the Spaniards' attempts to conquer the region?

**Cortés Conquers the Aztecs** Soon after landing in Mexico, Cortés learned of the vast and wealthy Aztec Empire in the region's interior. (See Chapter 16.) After marching for weeks through difficult mountain passes, Cortés and his force of roughly 600 men finally reached the magnificent Aztec capital of Tenochtitlán (teh•NAWCH•tee•TLAHN). The Aztec emperor, Montezuma II, was convinced at first that Cortés was a god wearing armor. He agreed to give the Spanish explorer a share of the empire's existing gold supply. The conquistador was not satisfied. Cortés admitted that he and his comrades had a "disease of the heart that only gold can cure."

In the late spring of 1520, some of Cortés's men killed many Aztec warriors and chiefs while they were celebrating a religious festival. In June of 1520, the Aztecs rebelled against the Spanish intruders and drove out Cortés's forces.

The Spaniards, however, struck back. Despite being greatly outnumbered, Cortés and his men conquered the Aztecs in 1521. Several factors played a key role in the stunning victory. First, the Spanish had the advantage of superior weaponry. Aztec arrows were no match for the Spaniards' muskets and cannons.

Second, Cortés was able to enlist the help of various native groups. With the aid of a native woman translator named Malinche, Cortés learned that some natives resented the Aztecs. They hated their harsh practices, including human sacrifice. Through Malinche, Cortés convinced these natives to fight on his side.

Finally, and most important, the natives could do little to stop the invisible warrior that marched alongside the

Spaniards—disease. Measles, mumps, smallpox, and typhus were just some of the diseases Europeans were to bring with them to the Americas. Native Americans had never been exposed to these diseases. Thus, they had developed no natural immunity to them. As a result, they died by the hundreds of thousands. By the time Cortés launched his counterattack, the Aztec population had been greatly reduced by smallpox and measles. In time, European disease would truly devastate the natives of central Mexico, killing millions of them. **B**

### MAIN IDEA

#### Summarizing

**B** What factors enabled the Spanish to defeat the Aztecs?



### VIDEO

The Arrival of the Spanish

hmhsocialstudies.com

## Spanish Conquests in Peru

In 1532, another conquistador, **Francisco Pizarro**, marched a small force into South America. He conquered the Incan Empire, as you learned in Chapter 16.

**Pizarro Subdues the Inca** Pizarro and his army of about 200 met the Incan ruler, **Atahualpa** (AH•tuh•WAHL•puh), near the city of Cajamarca. Atahualpa, who commanded a force of about 30,000, brought several thousand mostly unarmed men for the meeting. The Spaniards waited in ambush, crushed the Incan force, and kidnapped Atahualpa.

Atahualpa offered to fill a room once with gold and twice with silver in exchange for his release. However, after receiving the ransom, the Spanish strangled the Incan king. Demoralized by their leader's death, the remaining Incan force retreated from Cajamarca. Pizarro then marched on the Incan capital, Cuzco. He captured it without a struggle in 1533.

As Cortés and Pizarro conquered the civilizations of the Americas, fellow conquistadors defeated other native peoples. Spanish explorers also conquered the Maya in Yucatan and Guatemala. By the middle of the 16th century, Spain had created an American empire. It included New Spain (Mexico and parts of Guatemala), as well as other lands in Central and South America and the Caribbean.

**Spain's Pattern of Conquest** In building their new American empire, the Spaniards drew from techniques used during the *reconquista* of Spain. When conquering the Muslims, the Spanish lived among them and imposed their Spanish culture upon them. The Spanish settlers to the Americas, known as *peninsulares*, were mostly men. As a result, relationships between Spanish settlers and native women were common. These relationships created a large **mestizo**—or mixed Spanish and Native American—population.

Although the Spanish conquerors lived among the native people, they also oppressed them. In their effort to exploit the land for its precious resources, the Spanish forced Native Americans to work within a system known as **encomienda**. Under this system, natives farmed, ranched, or mined for Spanish landlords. These landlords had received the rights to the natives' labor from Spanish authorities. The holders of *encomiendas* promised the Spanish rulers that they would act fairly and respect the workers. However, many abused the natives and worked many laborers to death, especially inside dangerous mines.

**The Portuguese in Brazil** One area of South America that remained outside of Spanish control was Brazil. In 1500, Cabral claimed the land for Portugal. During the 1530s, colonists began settling Brazil's coastal region. Finding little gold or silver, the settlers began growing sugar. Clearing out huge swaths of forest land, the Portuguese built giant sugar plantations. The demand for sugar in Europe was great, and the colony soon enriched Portugal. In time, the colonists pushed farther west into Brazil. They settled even more land for the production of sugar.

## History Makers



### Francisco Pizarro 1475?–1541

Pizarro was the son of an infantry captain and a young peasant woman. His parents never married. Raised by his mother's poor family, he never learned to read.

Ambitious, brave, and

ruthless, he determined to make his fortune as an explorer and conqueror.

Embarked on a voyage of conquest down the west coast of South America, Pizarro was ordered by the governor of Panama to abandon the expedition to prevent the loss of lives. Pizarro took his sword and drew a line in the dust, inviting those of his followers who desired wealth and fame to cross the line and follow him. Thus began the conquest of Peru.

Pizarro founded the city of Lima, Peru's capital, in 1535. He became governor of Peru and encouraged settlers from Spain.



### Atahualpa 1502?–1533

Atahualpa was the last ruler of the Incan empire in Peru. After Atahualpa was captured and held for ransom by the Spanish, the Incan people throughout the empire brought gold and

silver that the Spanish then had melted down into bullion and ingots. They accumulated 24 tons of gold and silver, the richest ransom in history.

The Spanish executed Atahualpa despite the ransom paid by his people. As he was about to be burned at the stake, the Spanish offered him a more merciful death by strangulation if he agreed to convert to Christianity, which he did. Thus died the last emperor of the Inca.



**INTERNET ACTIVITY** Go online to create a poster about the ransom paid by the Incan people to rescue Atahualpa.

This U.S. postage stamp was issued in 1940 to celebrate the 400th anniversary of the Coronado expedition.




## Spain's Influence Expands

Spain's American colonies helped make it the richest, most powerful nation in the world during much of the 16th century. Ships filled with treasures from the Americas continually sailed into Spanish harbors. This newfound wealth helped usher in a golden age of art and culture in Spain. (See Chapter 21.)

Throughout the 16th century, Spain also increased its military might. To protect its treasure-filled ships, Spain built a powerful navy. The Spanish also strengthened their other military forces, creating a skillful and determined army. For a century and a half, Spain's army seldom lost a battle. Meanwhile, Spain enlarged its American empire by settling in parts of what is now the United States.


**Conquistadors Push North** Dreams of new conquests prompted Spain to back a series of expeditions into the southwestern United States. The Spanish actually had settled in parts of the United States before they even dreamed of building an empire on the American mainland. In 1513, Spanish explorer Juan Ponce de León landed on the coast of modern-day Florida and claimed it for Spain.

By 1540, after building an empire that stretched from Mexico to Peru, the Spanish once again looked to the land that is now the United States. In 1540–1541, Francisco Vázquez de Coronado led an expedition throughout much of present-day Arizona, New Mexico, Texas, Oklahoma, and Kansas. He was searching for another wealthy empire to conquer. Coronado found little gold amidst the dry deserts of the Southwest. As a result, the Spanish monarchy assigned mostly priests to explore and colonize the future United States.

Catholic priests had accompanied conquistadors from the very beginning of American colonization. The conquistadors had come in search of wealth. The priests who accompanied them had come in search of converts. In the winter of 1609–1610, Pedro de Peralta, governor of Spain's northern holdings, called New Mexico, led settlers to a tributary on the upper Rio Grande. They built a capital called Santa Fe, or "Holy Faith." In the next two decades, a string of Christian missions arose among the Pueblo, the native inhabitants of the region. Scattered missions, forts, and small ranches dotted the lands of New Mexico. These became the headquarters for advancing the Catholic religion. 

### MAIN IDEA

#### Contrasting

 How did Spain's colony in New Mexico differ from its colonies in New Spain?

## Opposition to Spanish Rule

Spanish priests worked to spread Christianity in the Americas. They also pushed for better treatment of Native Americans. Priests spoke out against the cruel treatment of natives. In particular, they criticized the harsh pattern of labor that emerged under the *encomienda* system. “There is nothing more detestable or more cruel,” Dominican monk Bartolomé de Las Casas wrote, “than the tyranny which the Spaniards use toward the Indians for the getting of pearl [riches].”

**African Slavery and Native Resistance** The Spanish government abolished the *encomienda* system in 1542. To meet the colonies’ need for labor, Las Casas suggested Africans. “The labor of one . . . [African] . . . [is] more valuable than that of four Indians,” he said. The priest later changed his view and denounced African slavery. However, others promoted it.

Opposition to the Spanish method of colonization came not only from Spanish priests, but also from the natives themselves. Resistance to Spain’s attempt at domination began shortly after the Spanish arrived in the Caribbean. In November of 1493, Columbus encountered resistance in his attempt to conquer the present-day island of St. Croix. Before finally surrendering, the inhabitants defended themselves by firing poison arrows.

As late as the end of the 17th century, natives in New Mexico fought Spanish rule. Although they were not risking their lives in silver mines, the natives still felt the weight of Spanish force. In converting the natives, Spanish priests and soldiers burned their sacred objects and prohibited native rituals. The Spanish also forced natives to work for them and sometimes abused them physically.

In 1680, Popé, a Pueblo ruler, led a well-organized rebellion against the Spanish. The rebellion involved more than 8,000 warriors from villages all over New Mexico. The native fighters drove the Spanish back into New Spain. For the next 12 years, until the Spanish regained control of the area, the southwest region of the future United States once again belonged to its original inhabitants. **D**

By this time, however, the rulers of Spain had far greater concerns. The other nations of Europe had begun to establish their own colonies in the Americas.

### MAIN IDEA

#### Analyzing Causes

**D** Why did the natives of New Mexico revolt against Spanish settlers?

### SECTION

# 1

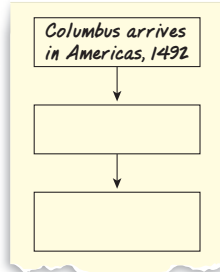
### ASSESSMENT

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

• Christopher Columbus • colony • Hernando Cortés • conquistador • Francisco Pizarro • Atahualpa • mestizo • *encomienda*

#### USING YOUR NOTES

2. Which of these events do you think had the greatest impact?



#### MAIN IDEAS

3. What process did Columbus and his followers begin?
4. Why were most of the Spanish explorers drawn to the Americas?
5. Which country was the richest and most powerful in the 16th century, and why?

#### CRITICAL THINKING & WRITING

6. **ANALYZING PRIMARY SOURCES** Reread the primary source on page 553. How might Columbus’s view of the Taino have led the Spanish to think they could take advantage of and impose their will on the natives?
7. **COMPARING** What might have been some similarities in character between Cortés and Pizarro?
8. **CLARIFYING** Through what modern-day states did Coronado lead his expedition?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a **dialogue** in which a Native American and a conquistador debate the merits of Spain’s colonization of the Americas.

#### CONNECT TO TODAY MAKING A DATABASE

Use library resources to compile a **database** of places and geographical features in the Americas named after Columbus. Display your list in the classroom.

## The Legacy of Columbus

In the years and centuries since Christopher Columbus's historic journeys, people still debate the legacy of his voyages. Some argue they were the heroic first steps in the creation of great and democratic societies. Others claim they were the beginnings of an era of widespread cruelty, bloodshed, and epidemic disease.

### A SECONDARY SOURCE

#### Samuel Eliot Morison

Morison, a strong supporter of Columbus, laments that the sea captain died without realizing the true greatness of his deeds.

One only wishes that the Admiral might have been afforded the sense of fulfillment that would have come from foreseeing all that flowed from his discoveries; that would have turned all the sorrows of his last years to joy. The whole history of the Americas stems from the Four Voyages of Columbus; and as the Greek city-states looked back to the deathless gods as their founders, so today a score of independent nations and dominions unite in homage to Christopher, the stout-hearted son of Genoa, who carried Christian civilization across the Ocean Sea.

### B PRIMARY SOURCE

#### Bartolomé de Las Casas

Las Casas was an early Spanish missionary who watched fellow Spaniards unleash attack dogs on Native Americans.

Their other frightening weapon after the horses: twenty hunting greyhounds. They were unleashed and fell on the Indians at the cry of *Tómalo!* ["Get them!"]. Within an hour they had preyed on one hundred of them. As the Indians were used to going completely naked, it is easy to imagine what the fierce greyhounds did, urged to bite naked bodies and skin much more delicate than that of the wild boars they were used to. . . . This tactic, begun here and invented by the devil, spread throughout these Indies and will end when there is no more land nor people to subjugate and destroy in this part of the world.

### C SECONDARY SOURCE

#### Suzan Shown Harjo

Harjo, a Native American, disputes the benefits that resulted from Columbus's voyages and the European colonization of the Americas that followed.

Columbus Day, never on Native America's list of favorite holidays, became somewhat tolerable as its significance diminished to little more than a good shopping day. But this next long year [1992] of Columbus hoopla will be tough to take amid the spending sprees and horn blowing to tout a five-century feeding frenzy that has left Native people and this red quarter of Mother Earth in a state of emergency. For Native people, this half millennium of land grabs and one-cent treaty sales has been no bargain.

### D PRIMARY SOURCE

#### Anonymous

Contemporary with the Spanish conquest of the Americas, this illustration depicts a medicine man tending to an Aztec suffering from smallpox, which killed millions of Native Americans.



### Document-Based QUESTIONS

1. Based on Source A, was the legacy of Columbus a positive or negative thing?
2. In what ways do Sources B and C agree about Columbus?
3. Which aspect of the legacy of Columbus does the illustration in Source D show?
4. If you had to construct a balance sheet on Columbus, would you come up with a positive or negative balance? On a poster board, make up a list of positive and negative elements, and display your chart in the classroom.

# European Nations Settle North America

## MAIN IDEA

**EMPIRE BUILDING** Several European nations fought for control of North America, and England emerged victorious.

## WHY IT MATTERS NOW

The English settlers in North America left a legacy of law and government that guides the United States today.

## TERMS & NAMES

- New France
- Jamestown
- Pilgrims
- Puritans
- New Netherland
- French and Indian War
- Metacom

**SETTING THE STAGE** Spain's successful colonization efforts in the Americas did not go unnoticed. Other European nations, such as England, France, and the Netherlands, soon became interested in obtaining their own valuable colonies. The Treaty of Tordesillas, signed in 1494, had divided the newly discovered lands between Spain and Portugal. However, other European countries ignored the treaty. They set out to build their own empires in the Americas. This resulted in a struggle for North America.

## Competing Claims in North America

Magellan's voyage showed that ships could reach Asia by way of the Pacific Ocean. Spain claimed the route around the southern tip of South America. Other European countries hoped to find an easier and more direct route to the Pacific. If it existed, a northwest trade route through North America to Asia would become highly profitable. Not finding the route, the French, English, and Dutch instead established colonies in North America.

**Explorers Establish New France** The early French explorers sailed west with dreams of reaching the East Indies. One explorer was Giovanni da Verrazzano (VEHR•uh•ZAHN•noh), an Italian in the service of France. In 1524, he sailed to North America in search of a sea route to the Pacific. While he did not find the route, Verrazzano did discover what is today New York harbor. Ten years later, the Frenchman Jacques Cartier (kahr•TYAY) reached a gulf off the eastern coast of Canada that led to a broad river. Cartier named it the St. Lawrence. He followed it inward until he reached a large island dominated by a mountain. He named the island Mont Real (Mount Royal), which later became known as Montreal. In 1608, another French explorer, Samuel de Champlain, sailed up the St. Lawrence with about 32 colonists. They founded Quebec, which became the base of France's colonial empire in North America, known as **New France**.

Then the French penetrated the North American continent. In 1673, French Jesuit priest Jacques Marquette and trader Louis Joliet explored the Great Lakes and the upper Mississippi River. Nearly 10 years later, Sieur de La Salle explored the lower Mississippi. He claimed the entire river valley for France. He named it Louisiana in honor of the French king, Louis XIV. By the early 1700s, New France covered much of what is now the midwestern United States and eastern Canada.



Use the graphic organizer online to take notes on information about early settlements.



**A Trading Empire** France's North American empire was immense. But it was sparsely populated. By 1760, the European population of New France had grown to only about 65,000. A large number of French colonists had no desire to build towns or raise families. These settlers included Catholic priests who sought to convert Native Americans. They also included young, single men engaged in what had become New France's main economic activity, the fur trade. Unlike the English, the French were less interested in occupying territories than they were in making money off the land. **A**

**MAIN IDEA**

**Summarizing**

**A** Why were France's North American holdings so sparsely populated?

## The English Arrive in North America

The explorations of the Spanish and French inspired the English. In 1606, a company of London investors received from King James a charter to found a colony in North America. In late 1606, the company's three ships, and more than 100 settlers, pushed out of an English harbor. About four months later, in 1607, they reached the coast of Virginia. The colonists claimed the land as theirs. They named the settlement **Jamestown** in honor of their king.

**The Settlement at Jamestown** The colony's start was disastrous. The settlers were more interested in finding gold than in planting crops. During the first few years, seven out of every ten people died of hunger, disease, or battles with the Native Americans.

Despite their nightmarish start, the colonists eventually gained a foothold in their new land. Jamestown became England's first permanent settlement in North America. The colony's outlook improved greatly after farmers there discovered tobacco. High demand in England for tobacco turned it into a profitable cash crop.

**Puritans Create a "New England"** In 1620, a group known as **Pilgrims** founded a second English colony, Plymouth, in Massachusetts. Persecuted for their religious beliefs in England, these colonists sought religious freedom. Ten years later, a group known as **Puritans** also sought religious freedom from England's Anglican Church. They established a larger colony at nearby Massachusetts Bay.

▼ Henry Hudson's ship arrives in the bay of New York on September 12, 1609.



The Puritans wanted to build a model community that would set an example for other Christians to follow. Although the colony experienced early difficulties, it gradually took hold. This was due in large part to the numerous families in the colony, unlike the mostly single, male population in Jamestown.

**The Dutch Found New Netherland** Following the English and French into North America were the Dutch. In 1609, Henry Hudson, an Englishman in the service of the Netherlands, sailed west. He was searching for a northwest sea route to Asia. Hudson did not find a route. He did, however, explore three waterways that were later named for him—the Hudson River, Hudson Bay, and Hudson Strait.

The Dutch claimed the region along these waterways. They established a fur trade with the Iroquois Indians. They built trading posts along the Hudson River at Fort Orange (now Albany) and on Manhattan Island. Dutch merchants formed the Dutch West India Company. In 1621, the Dutch government granted the company permission to colonize the region and expand the fur trade. The Dutch holdings in North America became known as **New Netherland**.

Although the Dutch company profited from its fur trade, it was slow to attract Dutch colonists. To encourage settlers, the colony opened its doors to a variety of peoples. Gradually more Dutch, as well as Germans, French, Scandinavians, and other Europeans, settled the area. **B**

**Colonizing the Caribbean** During the 1600s, the nations of Europe also colonized the Caribbean. The French seized control of present-day Haiti, Guadeloupe, and Martinique. The English settled Barbados and Jamaica. In 1634, the Dutch captured what are now the Netherlands Antilles and Aruba from Spain.

On these islands, the Europeans built huge cotton and sugar plantations. These products, although profitable, demanded a large and steady supply of labor. Enslaved Africans eventually would supply this labor.

## The Struggle for North America

As they expanded their settlements in North America, the nations of France, England, and the Netherlands battled each other for colonial supremacy.

**The English Oust the Dutch** To the English, New Netherland separated their northern and southern colonies. In 1664, the English king, Charles II, granted his brother, the Duke of York, permission to drive out the Dutch. When the duke's fleet arrived at New Netherland, the Dutch surrendered without firing a shot. The Duke of York claimed the colony for England and renamed it New York.

With the Dutch gone, the English colonized the Atlantic coast of North America. By 1750, about 1.2 million English settlers lived in 13 colonies from Maine to Georgia.

**England Battles France** The English soon became hungry for more land for their colonial population. So they pushed farther west into the continent. By doing so, they collided with France's North American holdings. As their colonies expanded, France and England began to interfere with each other. It seemed that a major conflict was on the horizon.

In 1754 a dispute over land claims in the Ohio Valley led to a war between the British and French on the North

### MAIN IDEA

#### Contrasting

**B** How were the Dutch and French colonies different from the English colonies in North America?

## History *in Depth*

### Pirates

The battle for colonial supremacy occurred not only on land, but also on the sea. Acting on behalf of their government, privately owned armed ships, known as privateers, attacked merchant ships of enemy nations and sank or robbed them.

Also patrolling the high seas were pirates. They attacked ships for their valuables and did not care what nation the vessels represented. One of the best-known pirates was Edward B. Teach, whose prominent beard earned him the nickname Blackbeard. According to one account, Blackbeard attempted to frighten his victims by sticking "lighted matches under his hat, which appeared on both sides of his face and eyes, naturally fierce and wild."



## Europeans in North America



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which nation claimed the largest area of the present-day United States in 1754?
- Place** How did Britain's North American empire change by 1763?

American continent. The conflict became known as the **French and Indian War**. The war became part of a larger conflict known as the Seven Years' War. Britain and France, along with their European allies, also battled for supremacy in Europe, the West Indies, and India.

In North America, the British colonists, with the help of the British Army, defeated the French in 1763. The French surrendered their North American holdings. As a result of the war, the British seized control of the eastern half of North America.

## Native Americans Respond

As in Mexico and South America, the arrival of Europeans in the present-day United States had a great impact on Native Americans. European colonization brought mostly disaster for the lands' original inhabitants.

**A Strained Relationship** French and Dutch settlers developed a mostly cooperative relationship with the Native Americans. This was due mainly to the mutual benefits of the fur trade. Native Americans did most of the trapping and then traded the furs to the French for such items as guns, hatchets, mirrors, and beads. The Dutch also cooperated with Native Americans in an effort to establish a fur-trading enterprise.

The groups did not live together in complete harmony. Dutch settlers fought with various Native American groups over land claims and trading rights. For the most part, however, the French and Dutch colonists lived together peacefully with their North American hosts. 🕒

### MAIN IDEA

#### Analyzing Issues

🕒 Why were the Dutch and French able to coexist in relative peace with the Native Americans?

The same could not be said of the English. Early relations between English settlers and Native Americans were cooperative. However, they quickly worsened over the issues of land and religion. Unlike the French and Dutch, the English sought to populate their colonies in North America. This meant pushing the natives off their land. The English colonists seized more land for their population—and to grow tobacco.

**MAIN IDEA**

**Identifying Problems**

**D** Why did the issues of land and religion cause strife between Native Americans and settlers?

Religious differences also heightened tensions. The English settlers considered Native Americans heathens, people without a faith. Over time, many Puritans viewed Native Americans as agents of the devil and as a threat to their godly society. Native Americans developed a similarly harsh view of the European invaders. **D**

**Settlers and Native Americans Battle** The hostility between the English settlers and Native Americans led to warfare. As early as 1622, the Powhatan tribe attacked colonial villages around Jamestown and killed about 350 settlers. During the next few years, the colonists struck back and massacred hundreds of Powhatan.

One of the bloodiest conflicts between colonists and Native Americans was known as King Philip’s War. It began in 1675 when the Native American ruler **Metacom** (also known as King Philip) led an attack on colonial villages throughout Massachusetts. In the months that followed, both sides massacred hundreds of victims. After a year of fierce fighting, the colonists defeated the natives. During the 17th century, many skirmishes erupted throughout North America.

**Natives Fall to Disease** More destructive than the Europeans’ weapons were their diseases. Like the Spanish in Central and South America, the Europeans who settled North America brought with them several diseases. The diseases devastated the native population in North America.

In 1616, for example, an epidemic of smallpox ravaged Native Americans living along the New England coast. The population of one tribe, the Massachusett, dropped from 24,000 to 750 by 1631. From South Carolina to Missouri, nearly whole tribes fell to smallpox, measles, and other diseases.

One of the effects of this loss was a severe shortage of labor in the colonies. In order to meet their growing labor needs, European colonists soon turned to another group: Africans, whom they would enslave by the millions.

**SECTION**

**2**

**ASSESSMENT**

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

- New France
- Jamestown
- Pilgrims
- Puritans
- New Netherland
- French and Indian War
- Metacom

**USING YOUR NOTES**

2. What did these settlements have in common?

Name of Settlement	General Location	Reasons Settled
New France		
New Netherland		
Massachusetts Bay		

**MAIN IDEAS**

3. What was a basic difference between French and English attitudes about the land they acquired in North America?
4. What was the main result of the French and Indian War?
5. What were some of the results for Native Americans of European colonization of North America?

**CRITICAL THINKING & WRITING**

6. **MAKING INFERENCES** What may have been one reason the English eventually beat the French in North America?
7. **DRAWING CONCLUSIONS** What need drove the English farther west into the North American continent?
8. **COMPARING** In what ways did the colonies at Jamestown and Massachusetts Bay differ?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** What were some of the grievances of Native Americans toward English colonists? Make a bulleted **list** of Native American complaints to display in the classroom.

**MULTIMEDIA ACTIVITY** **MAKING A POSTER**



Use the Internet to research French Cajun culture in Louisiana. Make a **poster** displaying your findings.

**INTERNET KEYWORD**  
Cajun



3

# The Atlantic Slave Trade

## MAIN IDEA

**CULTURAL INTERACTION** To meet their growing labor needs, Europeans enslaved millions of Africans in the Americas.

## WHY IT MATTERS NOW

Descendants of enslaved Africans represent a significant part of the Americas' population today.

## TERMS & NAMES

- Atlantic slave trade
- triangular trade
- middle passage

**SETTING THE STAGE** Sugar plantations and tobacco farms required a large supply of workers to make them profitable for their owners. European owners had planned to use Native Americans as a source of cheap labor. But millions of Native Americans died from disease, warfare, and brutal treatment. Therefore, the Europeans in Brazil, the Caribbean, and the southern colonies of North America soon turned to Africa for workers. This demand for cheap labor resulted in the brutalities of the slave trade.

## The Causes of African Slavery

Beginning around 1500, European colonists in the Americas who needed cheap labor began using enslaved Africans on plantations and farms.

**Slavery in Africa** Slavery had existed in Africa for centuries. In most regions, it was a relatively minor institution. The spread of Islam into Africa during the seventh century, however, ushered in an increase in slavery and the slave trade. Muslim rulers in Africa justified enslavement with the Muslim belief that non-Muslim prisoners of war could be bought and sold as slaves. As a result, between 650 and 1600, Muslims transported about 17 million Africans to the Muslim lands of North Africa and Southwest Asia.

In most African and Muslim societies, slaves had some legal rights and an opportunity for social mobility. In the Muslim world, a few slaves even occupied positions of influence and power. Some served as generals in the army. In African societies, slaves could escape their bondage in numerous ways, including marrying into the family they served.

**The Demand for Africans** The first Europeans to explore Africa were the Portuguese during the 1400s. Initially, Portuguese traders were more interested in trading for gold than for captured Africans. That changed with the colonization of the Americas, as natives began dying by the millions.

Europeans saw advantages in using Africans in the Americas. First, many Africans had been exposed to European diseases and had built up some immunity. Second, many Africans had experience in farming and could be taught plantation work. Third, Africans were less likely to escape because they did not know their way around the new land. Fourth, their skin color made it easier to catch them if they escaped and tried to live among others.



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**TAKING NOTES**

Use the graphic organizer online to take notes on the effects of the slave trade.

**MAIN IDEA****Analyzing Motives**

**A** What advantages did Europeans see in enslaving Africans?

In time, the buying and selling of Africans for work in the Americas—known as the **Atlantic slave trade**—became a massive enterprise. Between 1500 and 1600, nearly 300,000 Africans were transported to the Americas. During the next century, that number climbed to almost 1.3 million. By the time the Atlantic slave trade ended around 1870, Europeans had imported about 9.5 million Africans to the Americas. **A**

**Spain and Portugal Lead the Way** The Spanish took an early lead in importing Africans to the Americas. Spain moved on from the Caribbean and began to colonize the American mainland. As a result, the Spanish imported and enslaved thousands more Africans. By 1650, nearly 300,000 Africans labored throughout Spanish America on plantations and in gold and silver mines.

By this time, however, the Portuguese had surpassed the Spanish in the importation of Africans to the Americas. During the 1600s, Brazil dominated the European sugar market. As the colony's sugar industry grew, so too did European colonists' demand for cheap labor. During the 17th century, more than 40 percent of all Africans brought to the Americas went to Brazil.

## Slavery Spreads Throughout the Americas

As the other European nations established colonies in the Americas, their demand for cheap labor grew. Thus, they also began to import large numbers of Africans.

**England Dominates the Slave Trade** As England's presence in the Americas grew, it came to dominate the Atlantic slave trade. From 1690 until England abolished the slave trade in 1807, it was the leading carrier of enslaved Africans. By the time the slave trade ended, the English had transported nearly 1.7 million Africans to their colonies in the West Indies.

African slaves were also brought to what is now the United States. In all, nearly 400,000 Africans were sold to Britain's North American colonies. Once in North America, however, the slave population steadily grew. By 1830, roughly 2 million slaves toiled in the United States.

## History *in* Depth

### Slavery

Slavery probably began with the development of farming about 10,000 years ago. Farmers used prisoners of war to work for them.

Slavery has existed in societies around the world. People were enslaved in civilizations from Egypt to China to India. The picture at the right shows slaves working in a Roman coal mine.

Race was not always a factor in slavery. Often, slaves were captured prisoners of war, or people of a different nationality or religion.

However, the slavery that developed in the Americas was based largely on race. Europeans viewed black people as naturally inferior. Because of this, slavery in the Americas was hereditary.



**African Cooperation and Resistance** Many African rulers and merchants played a willing role in the Atlantic slave trade. Most European traders, rather than travel inland, waited in ports along the coasts of Africa. African merchants, with the help of local rulers, captured Africans to be enslaved. They then delivered them to the Europeans in exchange for gold, guns, and other goods. **B**

As the slave trade grew, some African rulers voiced their opposition to the practice. Nonetheless, the slave trade steadily grew. Lured by its profits, many African rulers continued to participate. African merchants developed new trade routes to avoid rulers who refused to cooperate.

**MAIN IDEA**

**Analyzing Issues**

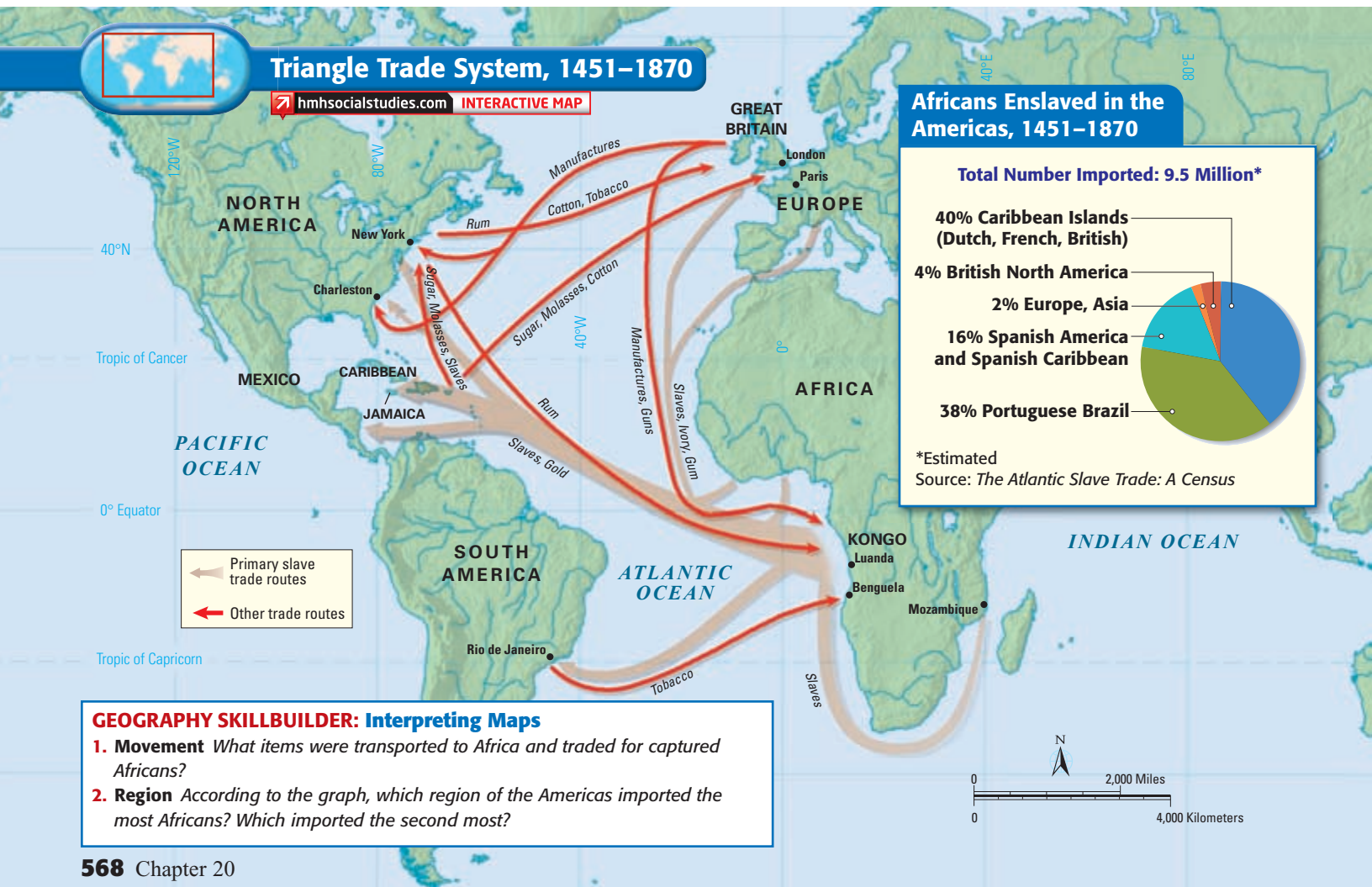
**B** Why did many African rulers participate in the Atlantic slave trade?

## A Forced Journey

After being captured, African men and women were shipped to the Americas as part of a profitable trade network. Along the way, millions of Africans died.

**The Triangular Trade** Africans transported to the Americas were part of a transatlantic trading network known as the **triangular trade**. Over one trade route, Europeans transported manufactured goods to the west coast of Africa. There, traders exchanged these goods for captured Africans. The Africans were then transported across the Atlantic and sold in the West Indies. Merchants bought sugar, coffee, and tobacco in the West Indies and sailed to Europe with these products.

On another triangular route, merchants carried rum and other goods from the New England colonies to Africa. There they exchanged their merchandise for Africans. The traders transported the Africans to the West Indies and sold them for sugar and molasses. They then sold these goods to rum producers in New England.



## > Analyzing Primary Sources

### The Horrors of the Middle Passage

One African, Olaudah Equiano, recalled the inhumane conditions on his trip from West Africa to the West Indies at age 12 in 1762.

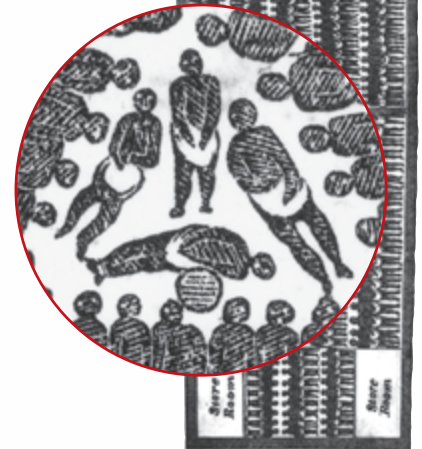
#### PRIMARY SOURCE

I was soon put down under the decks, and there I received such a salutation [greeting] in my nostrils as I never experienced in my life; so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat . . . but soon, to my grief, two of the white men offered me eatables; and on my refusing to eat, one of them held me fast by the hands, and laid me across . . . the windlass, while the other flogged me severely.

**OLAUDAH EQUIANO**, quoted in  
*Eyewitness: The Negro in American History*



This diagram of a British slave ship shows how slave traders packed Africans onto slave ships in the hold below decks for the brutal middle passage.



#### DOCUMENT-BASED QUESTIONS

- 1. Making Inferences** *Why might the white men have forced Equiano to eat?*
- 2. Drawing Conclusions** *What does the diagram of the slave ship suggest about conditions on board?*

Various other transatlantic routes existed. The “triangular” trade encompassed a network of trade routes crisscrossing the northern and southern colonies, the West Indies, England, Europe, and Africa. The network carried a variety of traded goods.

**The Middle Passage** The voyage that brought captured Africans to the West Indies and later to North and South America was known as the **middle passage**. It was considered the middle leg of the transatlantic trade triangle. Sickening cruelty characterized this journey. In African ports, European traders packed Africans into the dark holds of large ships. On board, Africans endured whippings and beatings from merchants, as well as diseases that swept through the vessel. Numerous Africans died from disease or physical abuse aboard the slave ships. Many others committed suicide by drowning. Scholars estimate that roughly 20 percent of the Africans aboard each slave ship perished during the brutal trip.

## Slavery in the Americas

Africans who survived their ocean voyage faced a difficult life in the Americas. Forced to work in a strange land, enslaved Africans coped in a variety of ways.

**A Harsh Life** Upon arriving in the Americas, captured Africans usually were auctioned off to the highest bidder. After being sold, slaves worked in mines or fields or as domestic servants. Slaves lived a grueling existence. Many lived on little food in small, dreary huts. They worked long days and suffered beatings. In much of the Americas, slavery was a lifelong condition, as well as a hereditary one.

**Resistance and Rebellion** To cope with the horrors of slavery, Africans developed a way of life based on their cultural heritage. They kept alive such things as their musical traditions as well as the stories of their ancestors.



Slaves also found ways to resist. They made themselves less productive by breaking tools, uprooting plants, and working slowly. Thousands also ran away.

Some slaves pushed their resistance to open revolt. As early as 1522, about 20 slaves on Hispaniola attacked and killed several Spanish colonists. Larger revolts occurred throughout Spanish settlements during the 16th century.

Occasional uprisings also occurred in Brazil, the West Indies, and North America. In 1739, a group of slaves in South Carolina led an uprising known as the Stono Rebellion. Uprisings continued into the 1800s.

## Consequences of the Slave Trade

The Atlantic slave trade had a profound impact on both Africa and the Americas. In Africa, numerous cultures lost generations of their fittest members—their young and able—to European traders and plantation owners. In addition, countless African families were torn apart. Many of them were never reunited. The slave trade devastated African societies in another way: by introducing guns into the continent.

While they were unwilling participants in the growth of the colonies, African slaves contributed greatly to the economic and cultural development of the Americas. Their greatest contribution was their labor. Without their back-breaking work, colonies such as those on Haiti and Barbados may not have survived. In addition to their muscle, enslaved Africans brought their expertise, especially in agriculture. They also brought their culture. Their art, music, religion, and food continue to influence American societies.

The influx of so many Africans to the Americas also has left its mark on the very population itself. From the United States to Brazil, many of the nations of the Western Hemisphere today have substantial African-American populations. Many Latin American countries have sizable mixed-race populations.

As the next section explains, Africans were not the only cargo transported across the Atlantic during the colonization of the Americas. The settlement of the Americas brought many different items from Europe, Asia, and Africa to North and South America. It also introduced items from the Americas to the rest of the world.

### SECTION

### 3

### ASSESSMENT

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

- Atlantic slave trade
- triangular trade
- middle passage

#### USING YOUR NOTES

2. What seems to have been the most important consequence? Explain.

*Consequences of the slave trade*

*I. in Africa*

*A.*

*B.*

*II. in the Americas*

*A.*

*B.*

#### MAIN IDEAS

3. What effect did the spread of Islam have on the slave trade?

4. How did enslaved Africans resist their bondage?

5. How did African slaves contribute to the development of the Americas?

#### CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How was slavery in the Americas different from slavery in Africa?

7. **SYNTHESIZING** What does the percentage of enslaved Africans imported to the Caribbean Islands and Brazil suggest about the racial makeup of these areas?

8. **MAKING INFERENCES** Why do you think the slave trade flourished for so long?

9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Imagine you are an African ruler. Write a **letter** to a European leader in which you try to convince him or her to stop participating in the slave trade.

#### CONNECT TO TODAY MAKING A MAP

Research which of the original 13 colonies had the greatest numbers of slaves in the late 18th century. Then make a **map** of the colonies in which you show the numbers for each state.

# The Columbian Exchange and Global Trade

## MAIN IDEA

**ECONOMICS** The colonization of the Americas introduced new items into the Eastern and Western hemispheres.

## WHY IT MATTERS NOW

This global exchange of goods permanently changed Europe, Asia, Africa, and the Americas.

## TERMS & NAMES

- Columbian Exchange
- capitalism
- joint-stock company
- mercantilism
- favorable balance of trade

**SETTING THE STAGE** The colonization of the Americas dramatically changed the world. It prompted both voluntary and forced migration of millions of people. It led to the establishment of new and powerful societies. Other effects of European settlement of the Americas were less noticeable but equally important. Colonization resulted in the exchange of new items that greatly influenced the lives of people throughout the world. The new wealth from the Americas resulted in new business and trade practices in Europe.

## The Columbian Exchange

The global transfer of foods, plants, and animals during the colonization of the Americas is known as the **Columbian Exchange**. Ships from the Americas brought back a wide array of items that Europeans, Asians, and Africans had never before seen. They included such plants as tomatoes, squash, pineapples, tobacco, and cacao beans (for chocolate). And they included animals such as the turkey, which became a source of food in the Eastern Hemisphere.

Perhaps the most important items to travel from the Americas to the rest of the world were corn and potatoes. Both were inexpensive to grow and nutritious. Potatoes, especially, supplied many essential vitamins and minerals. Over time, both crops became an important and steady part of diets throughout the world. These foods helped people live longer. Thus they played a significant role in boosting the world's population. The planting of the first white potato in Ireland and the first sweet potato in China probably changed more lives than the deeds of 100 kings.

Traffic across the Atlantic did not flow in just one direction, however. Europeans introduced various livestock animals into the Americas. These included horses, cattle, sheep, and pigs. Foods from Africa (including some that originated in Asia) migrated west in European ships. They included bananas, black-eyed peas, and yams. Grains introduced to the Americas included wheat, rice, barley, and oats.

Some aspects of the Columbian Exchange had a tragic impact on many Native Americans. Disease was just as much a part of the Columbian Exchange as goods and food. The diseases Europeans brought with them, which included smallpox and measles, led to the deaths of millions of Native Americans.



Use the graphic organizer online to take notes on the Columbian exchange.

## The Columbian Exchange

Few events transformed the world like the Columbian Exchange. This global transfer of plants, animals, disease, and especially food brought together the Eastern and Western hemispheres and touched, in some way, nearly all the peoples of the world.

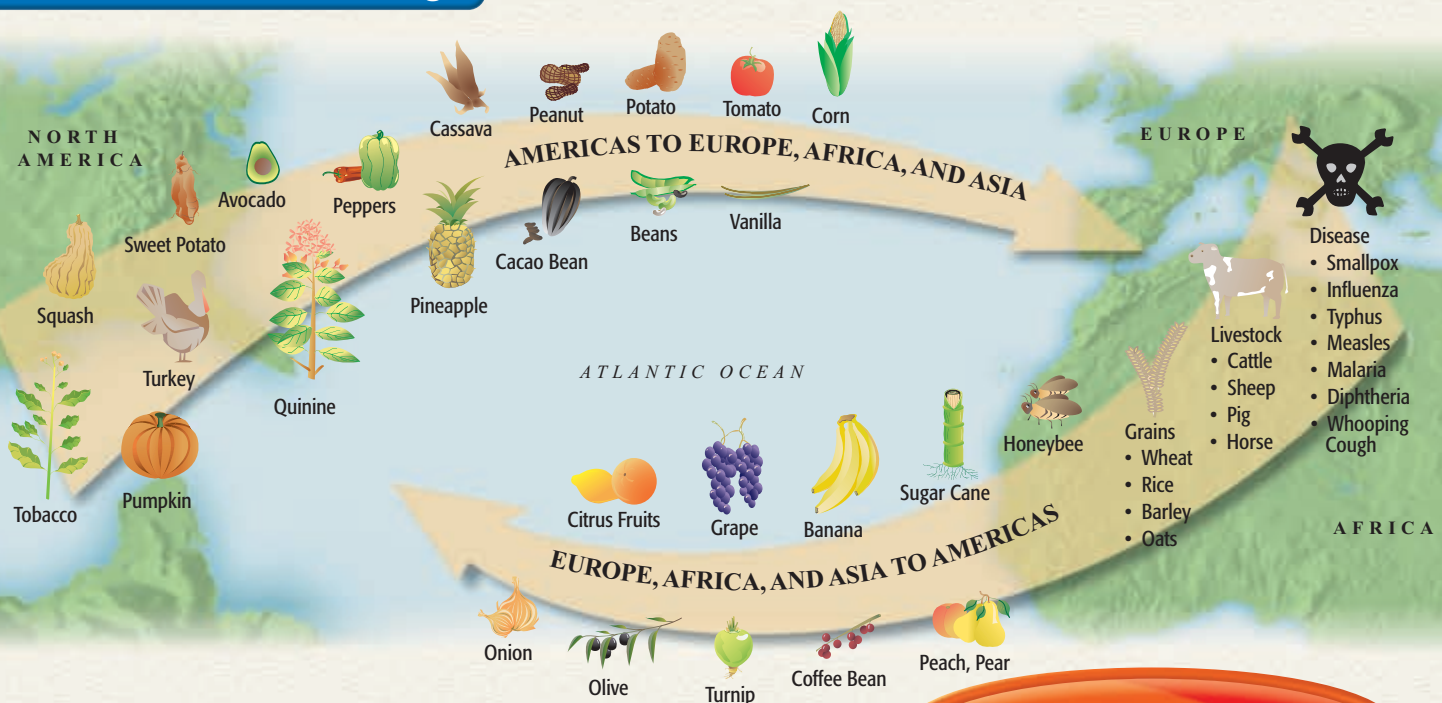
### Frightening Foods

Several foods from the Americas that we now take for granted at first amazed and terrified Europeans. Early on, people thought the tomato was harmful to eat. One German official warned that the tomato “should not be taken internally.” In 1619, officials in Burgundy, France, banned potatoes, explaining that “too frequent use of them caused the leprosy.” In 1774, starving peasants in Prussia refused to eat the spud.

*“The culinary life we owe Columbus is a progressive dinner in which the whole human race takes part but no one need leave home to sample all the courses.”*

*Raymond Sokolov*

### The Columbian Exchange



### The Geography of Food

Think about your favorite foods. Chances are that at least one originated in a distant land. Throughout history, the introduction of new foods into a region has dramatically changed lives—for better and worse. Dependence on the potato, for example, led to a famine in Ireland. This prompted a massive migration of Irish people to other countries. In the Americas, the introduction of sugar led to riches for some and enslavement for many others.

### Connect to Today

- Forming Opinions** Have students work in small groups to pose and answer questions about the beneficial and harmful aspects of the Columbian Exchange. See Skillbuilder Handbook, page R20.
- Comparing and Contrasting** Find out what major items are exchanged or traded between the United States and either Asia, Africa, or Europe. How do the items compare with those of the Columbian Exchange? Report your findings to the class.

A Spanish missionary in Mexico described the effects of smallpox on the Aztecs:

### PRIMARY SOURCE

There was a great havoc. Very many died of it. They could not walk. . . . They could not move; they could not stir; they could not change position, nor lie on one side; nor face down, nor on their backs. And if they stirred, much did they cry out. Great was its destruction.

BERNARDINO DE SAHAGUN, quoted in *Seeds of Change*

Other diseases Europeans brought with them included influenza, typhus, malaria, and diphtheria. **A**

## Global Trade

The establishment of colonial empires in the Americas influenced the nations of Europe in still other ways. New wealth from the Americas was coupled with a dramatic growth in overseas trade. The two factors together prompted a wave of new business and trade practices in Europe during the 16th and 17th centuries. These practices, many of which served as the root of today's financial dealings, dramatically changed the economic atmosphere of Europe.

**The Rise of Capitalism** One aspect of the European economic revolution was the growth of **capitalism**. Capitalism is an economic system based on private ownership and the investment of resources, such as money, for profit. No longer were governments the sole owners of great wealth. Due to overseas colonization and trade, numerous merchants had obtained great wealth. These merchants continued to invest their money in trade and overseas exploration. Profits from these investments enabled merchants and traders to reinvest even more money in other enterprises. As a result, businesses across Europe grew and flourished.

The increase in economic activity in Europe led to an overall increase in many nations' money supply. This in turn brought on inflation, or the steady rise in the price of goods. Inflation occurs when people have more money to spend and thus demand more goods and services. Because the supply of goods is less than the demand for them, the goods become both scarce and more valuable. Prices then rise. At this time in Europe, the costs of many goods rose. Spain, for example, endured a crushing bout of inflation during the 1600s, as boatloads of gold and silver from the Americas greatly increased the nation's money supply.

**Joint-Stock Companies** Another business venture that developed during this period was known as the **joint-stock company**. The joint-stock company worked much like the modern-day corporation, with investors buying shares of stock in a company. It involved a number of people combining their wealth for a common purpose.

## Three Worlds Meet, 1492–1700

### 1492 (Europeans)

Columbus embarks on voyage.

### 1511 (Africans)

Africans begin working as slaves in the Americas.

### 1521 (Americans)

The Aztec Empire in Mexico is conquered by Hernando Cortés.

### 1533 (Americans)

The Inca Empire in South America falls to Francisco Pizarro.



### 1630 (Europeans)

Puritans establish the Massachusetts Bay Colony in North America.

### 1650 (Africans)

The number of Africans toiling in Spanish America reaches 300,000.

### 1675 (Americans)

Native Americans battle colonists in King Philip's War.

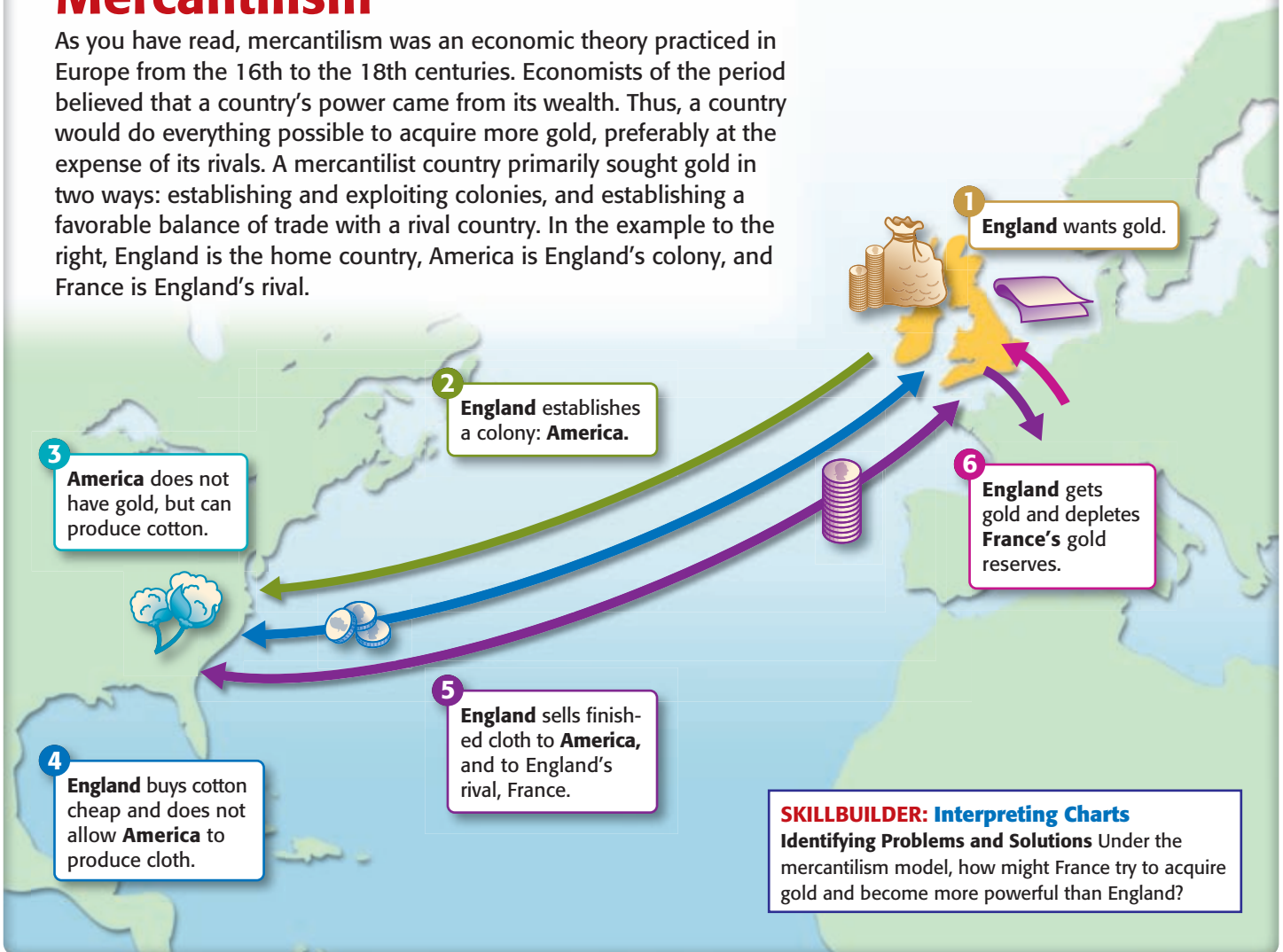
### MAIN IDEA

#### Making Inferences

**A** Why is the Columbian Exchange considered a significant event?

# Mercantilism

As you have read, mercantilism was an economic theory practiced in Europe from the 16th to the 18th centuries. Economists of the period believed that a country's power came from its wealth. Thus, a country would do everything possible to acquire more gold, preferably at the expense of its rivals. A mercantilist country primarily sought gold in two ways: establishing and exploiting colonies, and establishing a favorable balance of trade with a rival country. In the example to the right, England is the home country, America is England's colony, and France is England's rival.



In Europe during the 1500s and 1600s, that common purpose was American colonization. It took large amounts of money to establish overseas colonies. Moreover, while profits may have been great, so were risks. Many ships, for instance, never completed the long and dangerous ocean voyage. Because joint-stock companies involved numerous investors, the individual members paid only a fraction of the total colonization cost. If the colony failed, investors lost only their small share. If the colony thrived, the investors shared in the profits. It was a joint-stock company that was responsible for establishing Jamestown, England's first North American colony. **B**

**MAIN IDEA**

**Making Inferences-**

**B** Why would a joint-stock company be popular with investors in overseas colonies?

## The Growth of Mercantilism


During this time, the nations of Europe adopted a new economic policy known as **mercantilism**. The theory of mercantilism (shown above) held that a country's power depended mainly on its wealth. Wealth, after all, allowed nations to build strong navies and purchase vital goods. As a result, the goal of every nation became the attainment of as much wealth as possible.

**Balance of Trade** According to the theory of mercantilism, a nation could increase its wealth and power in two ways. First, it could obtain as much gold and silver as possible. Second, it could establish a **favorable balance of trade**, in which it sold more goods than it bought. A nation's ultimate goal under mercantilism was to become self-sufficient, not dependent on other countries for goods. An English author of the time wrote about the new economic idea of mercantilism:

**PRIMARY SOURCE**

Although a Kingdom may be enriched by gifts received, or by purchases taken from some other Nations . . . these are things uncertain and of small consideration when they happen. The ordinary means therefore to increase our wealth and treasure is by Foreign Trade, wherein we must ever observe this rule: to sell more to strangers yearly than we consume of theirs in value.

**THOMAS MUN**, quoted in *World Civilizations*


Mercantilism went hand in hand with colonization, for colonies played a vital role in this new economic practice. Aside from providing silver and gold, colonies provided raw materials that could not be found in the home country, such as wood or furs. In addition to playing the role of supplier, the colonies also provided a market. The home country could sell its goods to its colonies. 

**Economic Revolution Changes European Society** The economic changes that swept through much of Europe during the age of American colonization also led to changes in European society. The economic revolution spurred the growth of towns and the rise of a class of merchants who controlled great wealth.

The changes in European society, however, only went so far. While towns and cities grew in size, much of Europe's population continued to live in rural areas. And although merchants and traders enjoyed social mobility, the majority of Europeans remained poor. More than anything else, the economic revolution increased the wealth of European nations. In addition, mercantilism contributed to the creation of a national identity. Also, as Chapter 21 will describe, the new economic practices helped expand the power of European monarchs, who became powerful rulers.

**MAIN IDEA**

**Summarizing**

 What role did colonies play in mercantilism?

**SECTION 4 ASSESSMENT**

**TERMS & NAMES** 1. For each term or name, write a sentence explaining its significance.  
 • Columbian Exchange      • capitalism      • joint-stock company      • mercantilism      • favorable balance of trade

**USING YOUR NOTES**

2. Which effect do you think had the greatest impact on history?

Food/ Livestock/ Disease	Place of Origin	Effect
Potato		
Horse		
Smallpox		

**MAIN IDEAS**

3. What were some of the food items that traveled from the Americas to the rest of the world?
4. What food and livestock from the rest of the world traveled to the Americas?
5. What were some of the effects on European society of the economic revolution that took place in the 16th and 17th centuries?

**CRITICAL THINKING & WRITING**

6. **MAKING INFERENCES** Why were colonies considered so important to the nations of Europe?
7. **DRAWING CONCLUSIONS** Why might establishing overseas colonies have justified high profits for those who financed the colonies?
8. **COMPARING** What were some of the positive and negative consequences of the Columbian Exchange?
9. **WRITING ACTIVITY** **ECONOMICS** Do you think the economic changes in Europe during the era of American colonization qualify as a revolution? Why or why not? Support your opinions in a two-paragraph **essay**.

**CONNECT TO TODAY** **MAKING A POSTER**

Research one crop that developed in the Americas (such as corn or potatoes) and its impact on the world today. Show your findings in a **poster**.

# Chapter 20 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its connection to the Atlantic world from 1492 to 1800.

1. conquistador
2. *encomienda*
3. Jamestown
4. French and Indian War
5. Atlantic slave trade
6. triangular trade
7. Columbian Exchange
8. mercantilism

## MAIN IDEAS

### Spain Builds an American Empire Section 1 (pages 553–560)

9. Why did Columbus set sail westward?
10. What were three goals of the Spanish in the Americas?
11. Why did Popé lead a rebellion against the Spanish?

### European Nations Settle North America Section 2 (pages 561–565)

12. What did the Europeans mostly grow in their Caribbean colonies?
13. What was the result of the French and Indian War?

### The Atlantic Slave Trade Section 3 (pages 566–570)

14. What factors led European colonists to use Africans to resupply their labor force?
15. What were the conditions on board a slave ship?
16. What were several ways in which enslaved Africans resisted their treatment in the Americas?

### The Columbian Exchange and Global Trade Section 4 (pages 571–575)

17. Why was the introduction of corn and potatoes to Europe and Asia so significant?
18. What was the economic policy of mercantilism?

## CRITICAL THINKING

### 1. USING YOUR NOTES

Use the chart to identify which nation sponsored each explorer and the regions he explored.

Explorer	Nation	Regions
Cabral		
Magellan		
Cartier		

### 2. DRAWING CONCLUSIONS

**EMPIRE BUILDING** What factors helped the Europeans conquer the Americas? Which was the most important? Why?

### 3. RECOGNIZING EFFECTS

**ECONOMICS** Explain the statement, "Columbus's voyage began a process that changed the world forever." Consider all the peoples and places American colonization affected economically.

### 4. COMPARING AND CONTRASTING

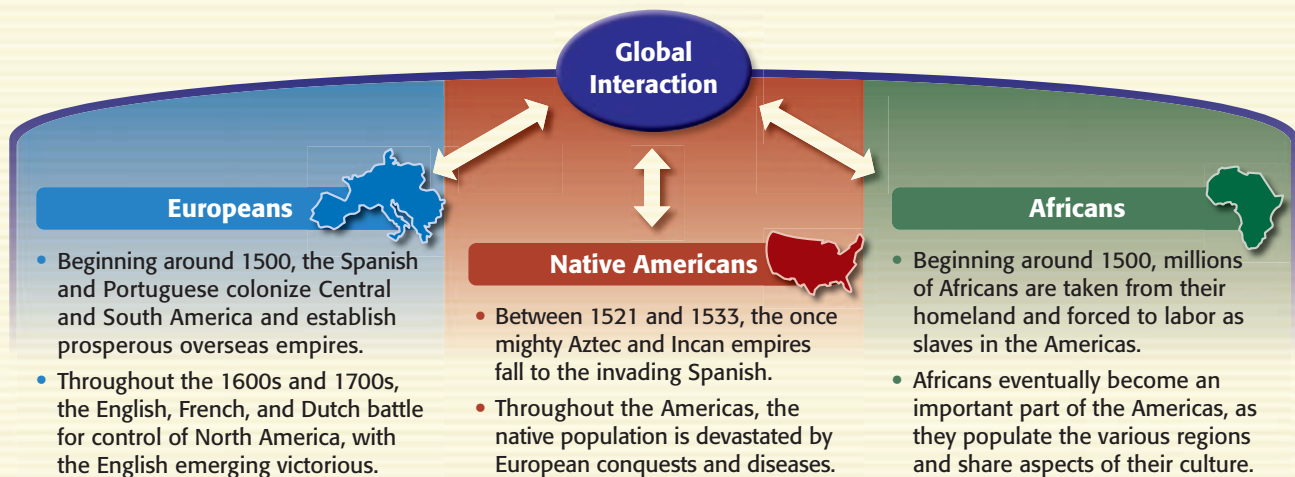
**CULTURAL INTERACTION** What might have been some of the differences in the Europeans' and Native Americans' views of colonization?

### 5. SYNTHESIZING

How did enslaved Africans help create the societies in the New World?

## VISUAL SUMMARY

### The Atlantic World



## STANDARDS-BASED ASSESSMENT

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

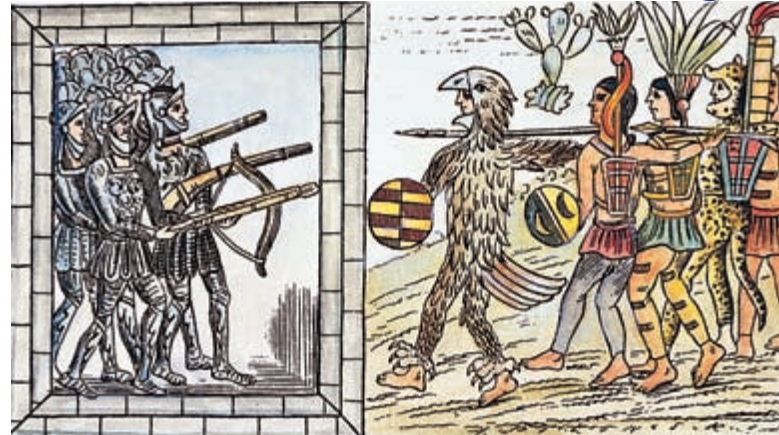
### PRIMARY SOURCE

Where there is a vacant place, there is liberty for . . . [Christians] to come and inhabit, though they neither buy it nor ask their leaves. . . . Indeed, no nation is to drive out another without special commission from Heaven . . . unless the natives do unjustly wrong them, and will not recompense the wrongs done in a peaceable fort [way]. And then they may right themselves by lawful war and subdue the country unto themselves.

JOHN COTTON, from "God's Promise to His Plantation"

1. What do you think Native Americans might have said about Cotton's statement that America was a "vacant place"?
  - A. agreed that the continent was largely empty
  - B. discussed development plans with him
  - C. pointed out that they inhabited the land
  - D. offered to sell the land to him
2. How might the last part of Cotton's statement have helped the Puritans justify taking land from the Native Americans?
  - A. Puritans could claim natives had wronged them.
  - B. Natives could claim Puritans had wronged them.
  - C. Puritans believed war was wrong in all circumstances.
  - D. Native Americans were willing to negotiate their grievances.

Use the Aztec drawing below and your knowledge of world history to answer question 3.



3. How does the artist depict the clash of Aztec and Spanish cultures?
  - A. meeting to negotiate peace
  - B. meeting as warriors
  - C. engaging in a sports competition
  - D. meeting as friends

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## Interact *with* History

On page 552 you examined the choices some Native Americans faced during the invasion by Spanish conquistadors. Now that you have read the chapter, rethink the choice you made. If you chose to side with the Spaniards, would you now change your mind? Why? If you decided to fight with the Aztecs, what are your feelings now? Discuss your thoughts and opinions with a small group.

## FOCUS ON WRITING

An English colony would have looked strange and different to a Native American of the time. Write a **paragraph** describing an English colony of the 17th century. In your paragraph, provide details about the following:

- clothes
- food
- shelter
- weapons

## MULTIMEDIA ACTIVITY



### Participating in a WebQuest

**Introduction** The Columbian Exchange marked the beginning of worldwide trade. Imagine that you are an exporter of a product and want to know how tariffs will affect your sales in various countries.

**Task** Collect and organize data about a particular product, including how much of the product various countries import and the tariff each country imposes.

**Process and Resources** With a team of four other students, use the Internet to research your product. Internet keyword: *customs tariffs various countries*. Identify at least five countries that import the product. Organize your findings in a spreadsheet.

**Evaluation and Conclusion** How did this project contribute to your understanding of global trade? How do you think tariffs will affect demand for your product in each country?



## Ponce de Leon



**The Spanish conquistador Juan Ponce de Leon was the first European to set foot on land that later became part of the United States.**

Ponce de Leon first sailed to the Americas with Christopher Columbus on his second voyage in 1493. Once in the Caribbean region, he helped conquer what is now Puerto Rico and was named ruler of the island. In Puerto Rico, Ponce de Leon heard about a nearby island that supposedly held

the legendary Fountain of Youth. Its waters were said to make old people young again. In 1513, Ponce de Leon set out to find the island but instead landed in what is now Florida. He named Florida and claimed it for Spain.

Explore important events in the life of Ponce de Leon online. You can find a wealth of information, video clips, primary sources, activities, and more at [hmhsocialstudies.com](http://hmhsocialstudies.com).



### **Caribbean Island Encounters**

Watch the video to learn about the first encounters between Spanish explorers and the people of the Caribbean.



### **Claiming Florida for Spain**

Watch the video to learn about Ponce de Leon's first landing on the coast of what is now Florida.



### **Ponce de Leon's 1513 Route**

Study the map to learn about the region of the Americas that Ponce de Leon explored in 1513.

# Four Governments

In Unit 4, you studied how cultures around the world organized and governed themselves. The next six pages focus on four of those governments—the Incan Empire, Italian city-states, Tokugawa Japan, and the Ottoman Empire. How they functioned and the physical symbols they used to communicate their power are important themes. The chart below identifies some key characteristics of the four different governments, and the map locates them in time and place. Take notes on the similarities and differences between the four governments.

Key Characteristics				
	Incan Empire	Italian City-States	Tokugawa Japan	Ottoman Empire
<b>Title of Ruler</b>	<ul style="list-style-type: none"> <li>Inca</li> </ul>	<ul style="list-style-type: none"> <li>varied by city: some had title of nobility, others of an elected position</li> </ul>	<ul style="list-style-type: none"> <li>Shogun; emperor was a figurehead only</li> </ul>	<ul style="list-style-type: none"> <li>Sultan</li> </ul>
<b>Ruling Structure</b>	<ul style="list-style-type: none"> <li>monarchical</li> </ul>	<ul style="list-style-type: none"> <li>oligarchic</li> </ul>	<ul style="list-style-type: none"> <li>militaristic</li> </ul>	<ul style="list-style-type: none"> <li>bureaucratic</li> </ul>
<b>Basis of Authority</b>	<ul style="list-style-type: none"> <li>ruler believed to be descendant of the Sun god</li> </ul>	<ul style="list-style-type: none"> <li>inheritance or social status supported by financial influence</li> </ul>	<ul style="list-style-type: none"> <li>absolute loyalty and devoted service of samurai to their daimyo</li> </ul>	<ul style="list-style-type: none"> <li>military power</li> </ul>
<b>Distinctive Feature of Government</b>	<ul style="list-style-type: none"> <li>Officials reported from the village level up to the king.</li> <li>Members of an ethnic group, or <i>mitimas</i>, were moved from their homes to other areas to increase agricultural output or put down rebellions.</li> <li>Children of Inca, local officials, and some others were taken to Cuzco for training.</li> </ul>	<ul style="list-style-type: none"> <li>Power was in the hands of the ruling family or of a few wealthy families of bankers and merchants.</li> <li>Many cities had constitutions and elected assemblies with little power.</li> </ul>	<ul style="list-style-type: none"> <li>Daimyo were the shogun's vassals and local administrators.</li> <li>Shogun controlled daimyo's marriage alliances and the number of samurai each had.</li> <li>To ensure cooperation, daimyo's families were held hostage at court while daimyos administered their home regions.</li> </ul>	<ul style="list-style-type: none"> <li>Sultan owned everything of value (such as land and labor); his bureaucracy was in charge of managing and protecting it.</li> <li>Members of the bureaucracy derived status from the sultan but were his slaves along with their families.</li> <li>Heads of <i>millets</i> governed locally.</li> </ul>

**SKILLBUILDER: Interpreting Charts**  
**Drawing Conclusions** How did the rulers of most of these governments keep themselves in power?



**Monarchy in the Incan Empire, 1438–1535**

The Incan monarchy was different from European monarchies. In the Incan Empire, all people worked for the state, either as farmers, or artisans making cloth, for example. Men also served as road builders, as messengers, or as soldiers. The state provided clothing, food, and any necessities in short supply. Every year, the amount of land every family had was reviewed to make sure it could produce enough food to live on.





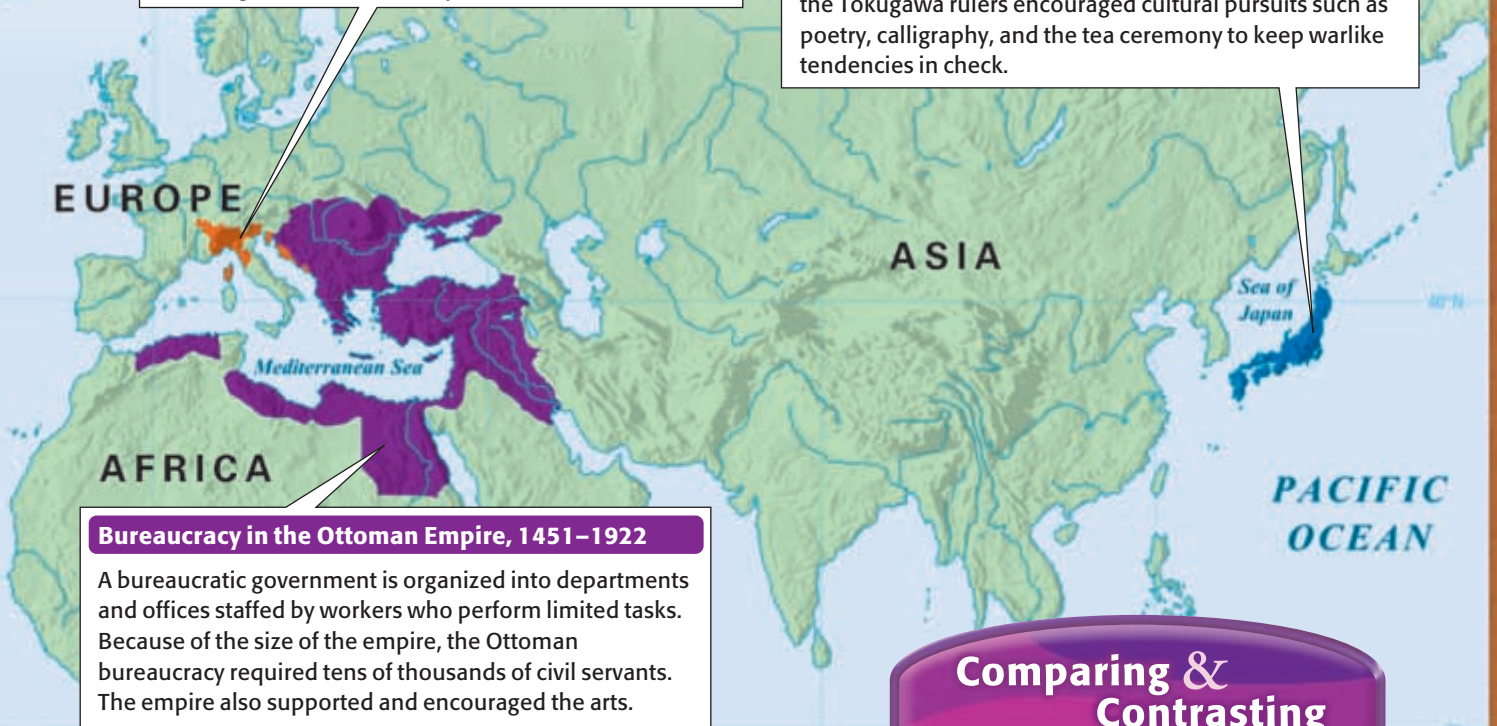
### Oligarchy in the Italian City-States, 1000–1870

Oligarchy is government by a small group of people. In Venice, citizens elected a great council, but real power was held by the senate, which made all decisions. Only members of 125 to 150 wealthy and cultured families were eligible for membership.



### Militarism in Tokugawa Japan, 1603–1867

A militaristic government is run by the military. All those in power under the Tokugawa shoguns were samurai. As the samurais' work became more administrative than military, the Tokugawa rulers encouraged cultural pursuits such as poetry, calligraphy, and the tea ceremony to keep warlike tendencies in check.



### Bureaucracy in the Ottoman Empire, 1451–1922

A bureaucratic government is organized into departments and offices staffed by workers who perform limited tasks. Because of the size of the empire, the Ottoman bureaucracy required tens of thousands of civil servants. The empire also supported and encouraged the arts.

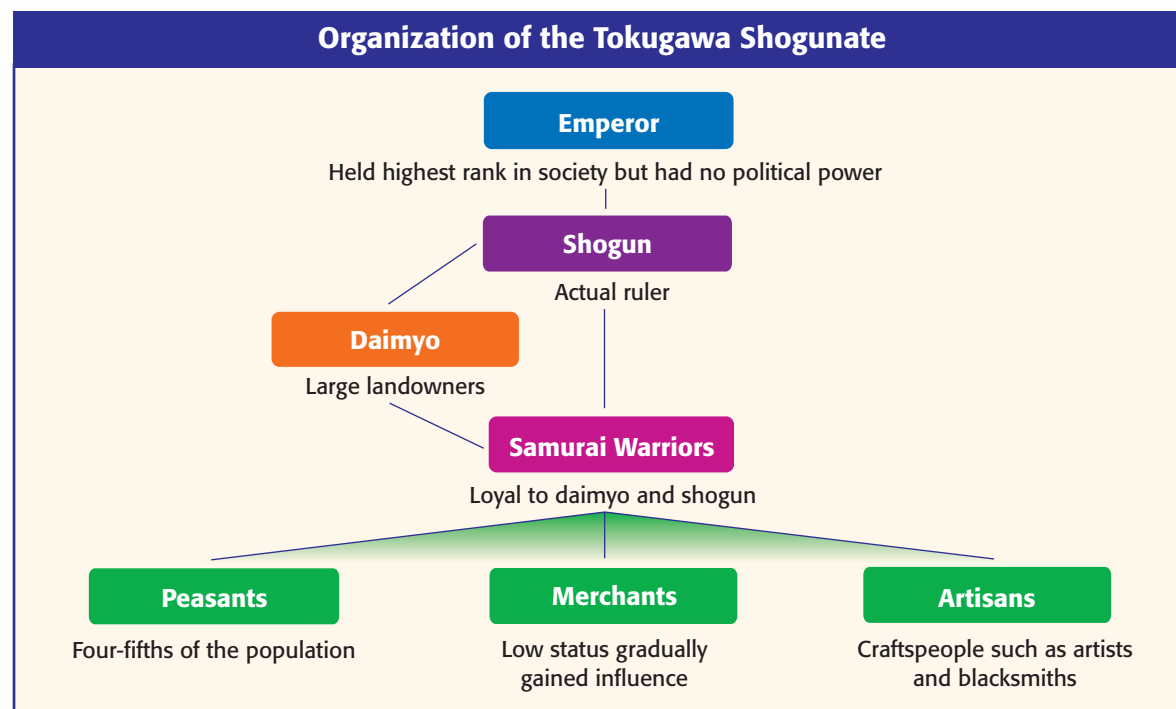
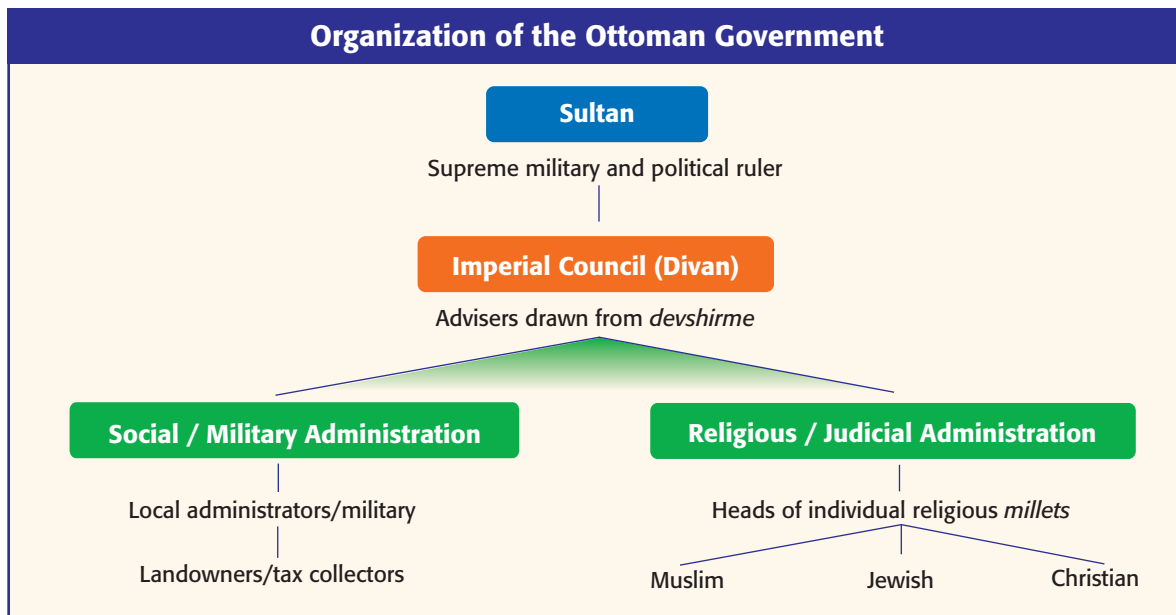


## Comparing & Contrasting

1. In what ways did the Incan government resemble the Ottoman bureaucracy?
2. What similarities and differences were there in the way the sultans and shoguns controlled government officials?
3. What characteristic did the ruling class of the Italian city-states and Tokugawa Japan have in common?

# Structures of Government

All of the governments have officials at different levels with varying degrees of power and responsibility. Compare the governmental structure of the Ottoman bureaucracy with that of Tokugawa Shogunate's militaristic government using the charts below.



**SKILLBUILDER: Interpreting Charts**

1. **Clarifying** To whom were the heads of the millets answerable?
2. **Drawing Conclusions** How might the samurai's loyalty to his daimyo conflict with his loyalty to the shogun?

# Artifacts of Power

The everyday objects used by members of government often serve a symbolic purpose. Note how the objects below communicated the rank and importance of the person who used them. Examine them and consider the effect they probably had on the people who saw them.



## ◀ Japanese Sword

Beautiful weapons and armor were symbols of status and power in Tokugawa Japan. Swords were the special weapons of the samurai, who were the only people allowed to carry arms. Daimyo had artisans make fine swords with expensively decorated hilts and scabbards for ceremonial occasions.



## Italian Medici Pitcher ▲

As well as being great patrons of the fine arts, wealthy Italians surrounded themselves with luxurious practical objects. Even ordinary items, like a pitcher, were elaborately made of expensive materials.



## ◀ Incan Headdress

All of the people in the Incan Empire were required to wear the clothing of their particular ethnic group. The patterns on clothes and headdresses immediately identified a person's place of birth and social rank.

## Comparing & Contrasting

1. How did the role of the sultan compare with the role of the Japanese emperor?
2. What message were expensive personal items meant to convey?
3. How does a household item like the pitcher differ from a sword or headdress as a symbol of power?



## Architecture of Government

A ruler's castle or palace was a luxurious and safe home where he was surrounded by vassals who protected him. It was also a center of government where his administrators carried on their work under his supervision. Castles and palaces are a show of greatness. Large rooms that accommodate many guests demonstrate the ruler's authority over many people. Rich decorations display the ruler's wealth, refinement, and superior rank.

### Japanese Palace ►

Osaka Castle was originally built by Toyotami Hideyoshi and has been rebuilt twice since then due to fire. It is surrounded by gardens, and the interior was known for its wall paintings and painted screens. During the Tokugawa period, the city of Osaka was a center of trade for agricultural and manufactured goods. The city was governed directly by the shoguns who owned the castle.



### ◀ Ottoman Palace

Topkapi Palace in modern Istanbul, Turkey, was the home of the Ottoman sultans. The buildings were built around several courtyards. Within the outer walls were gardens, a school for future officials, the treasury, and an arsenal. Elaborate paintings, woodwork, and tile designs decorated the walls and ceilings of rooms used by the sultan and his high officials.

# Descriptions of Government

The following passages were written by writers who were reflecting not only on the past, but also on places and events they had personally witnessed.

## PRIMARY SOURCE

### Machiavelli

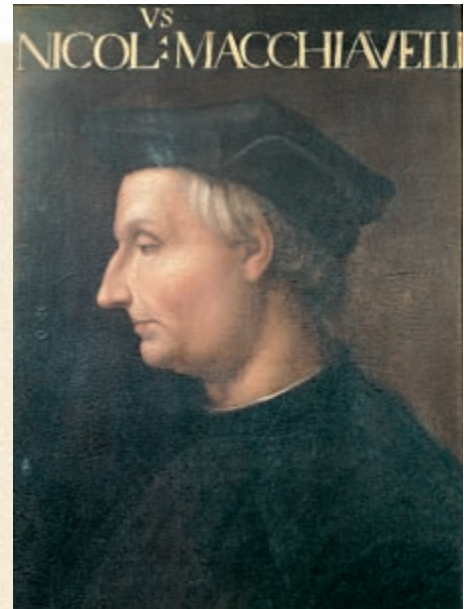
In this excerpt from *The Discourses*, Italian writer Niccolò Machiavelli discusses six types of government—three good and three bad.

[T]he three bad ones result from the degradation of the other three. . . . Thus monarchy becomes tyranny; aristocracy degenerates into oligarchy; and the popular government lapses readily into licentiousness [lack of restraint].

[S]agacious legislators . . . have chosen one that should partake of all of them, judging that to be the most stable and solid. In fact, when there is combined under the same constitution a prince, a nobility, and the power of the people, then these three powers will watch and keep each other reciprocally in check.

### DOCUMENT-BASED QUESTION

*Why does Machiavelli think a combined government is the best type of government?*



## PRIMARY SOURCE

### Garcilaso de la Vega

This description of government administration comes from Garcilaso's history of the Inca.

[Local administrators] were obliged each lunar month to furnish their superiors . . . with a record of the births and deaths that had occurred in the territory administered by them. . . .

[E]very two years . . . the wool from the royal herds was distributed in every village, in order that each person should be decently clothed during his entire life. It should be recalled that . . . the people . . . possessed only very few cattle, whereas the Inca's and the Sun's herds were . . . numerous. . . . Thus everyone was always provided with clothing, shoes, food, and all that is necessary in life.

### DOCUMENT-BASED QUESTION

*What and how did the Incan authorities provide for the common people's needs?*

## Comparing & Contrasting

1. How do Osaka Castle and Topkapi Palace project the importance of their owners? Explain.
2. Does Machiavelli favor a system of government that would provide directly for people's needs? Explain.

### EXTENSION ACTIVITY

Use the library to get some additional information about the government structure of the Incan Empire and Renaissance Venice. Then draw an organizational chart for each of those governments like the charts on page 580.