Virginia Program Advisor
Kelly Rosati
Teacher
Stone Bridge High School
Leesburg, Virginia

Photo Credits: Cover Image: John Keith/istockphoto; inset, Bill Manning/istockphoto

Copyright © 2011 by Pearson Education, Inc., or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. The publisher hereby grants permission to reproduce these pages, in part or in whole, for classroom use only, the number not to exceed the number of students in each class. Notice of copyright must appear on all copies. For information regarding permissions, write to Pearson Curriculum Group Rights and Permissions, One Lake Street, Upper Saddle River, New Jersey 07458.

Pearson, Prentice Hall, and Pearson Prentice Hall are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc., or its affiliates.
# Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Virginia Standards of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying, Analyzing, and Interpreting Primary and Secondary Sources</td>
<td>WHI.1a</td>
</tr>
<tr>
<td>2</td>
<td>Using Maps, Globes, Artifacts, and Pictures</td>
<td>WHI.1b</td>
</tr>
<tr>
<td>3</td>
<td>Identifying Major Geographic Features</td>
<td>WHI.1c</td>
</tr>
<tr>
<td>4</td>
<td>Identifying and Comparing Political Boundaries</td>
<td>WHI.1d</td>
</tr>
<tr>
<td>5</td>
<td>Analyzing Trends in Human Migration and Cultural Interaction</td>
<td>WHI.1e</td>
</tr>
<tr>
<td>6</td>
<td>Analyzing the Impact of Economic Forces</td>
<td>WHI.1f</td>
</tr>
<tr>
<td>7</td>
<td>SOL Quiz 1</td>
<td>WHI.1</td>
</tr>
<tr>
<td>9</td>
<td>Impact of Geographic Environment on Hunter-Gatherer Societies</td>
<td>WHI.2a</td>
</tr>
<tr>
<td>10</td>
<td>Characteristics of Hunter-Gatherer Societies</td>
<td>WHI.2b</td>
</tr>
<tr>
<td>11</td>
<td>Technological and Social Advances During the Neolithic Era</td>
<td>WHI.2c</td>
</tr>
<tr>
<td>12</td>
<td>Archaeological Discoveries</td>
<td>WHI.2d</td>
</tr>
<tr>
<td>13</td>
<td>SOL Quiz 2</td>
<td>WHI.2</td>
</tr>
<tr>
<td>14</td>
<td>River Valley Civilizations</td>
<td>WHI.3a</td>
</tr>
<tr>
<td>15</td>
<td>Other Early Civilizations</td>
<td>WHI.3a</td>
</tr>
<tr>
<td>16</td>
<td>Social, Political, and Economic Characteristics of Early Civilizations</td>
<td>WHI.3b</td>
</tr>
<tr>
<td>18</td>
<td>Religious Traditions of Early Civilizations</td>
<td>WHI.3c</td>
</tr>
<tr>
<td>19</td>
<td>Judaism</td>
<td>WHI.3d</td>
</tr>
<tr>
<td>20</td>
<td>Language and Writing</td>
<td>WHI.3e</td>
</tr>
<tr>
<td>21</td>
<td>SOL Quiz 3</td>
<td>WHI.3</td>
</tr>
<tr>
<td>22</td>
<td>Persian Empire</td>
<td>WHI.4a</td>
</tr>
<tr>
<td>23</td>
<td>Aryan Migrations</td>
<td>WHI.4b</td>
</tr>
<tr>
<td>25</td>
<td>Hinduism</td>
<td>WHI.4c</td>
</tr>
<tr>
<td>26</td>
<td>Buddhism</td>
<td>WHI.4d</td>
</tr>
<tr>
<td>Page</td>
<td>Topic</td>
<td>WHI Sections</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>27</td>
<td>Classical China</td>
<td>WHI.4e</td>
</tr>
<tr>
<td>28</td>
<td>Confucianism, Taoism, and Buddhism in China</td>
<td>WHI.4f</td>
</tr>
<tr>
<td>29</td>
<td>SOL Quiz 4</td>
<td>WHI.4</td>
</tr>
<tr>
<td>30</td>
<td>Benchmark Test 1</td>
<td>WHI.2-WHI.4</td>
</tr>
<tr>
<td>40</td>
<td>Influence of Geography on Greek Development</td>
<td>WHI.5a</td>
</tr>
<tr>
<td>42</td>
<td>Greek Mythology</td>
<td>WHI.5b</td>
</tr>
<tr>
<td>43</td>
<td>Athens and Sparta</td>
<td>WHI.5c</td>
</tr>
<tr>
<td>45</td>
<td>Persian and Peloponnesian Wars</td>
<td>WHI.5d</td>
</tr>
<tr>
<td>47</td>
<td>Golden Age of Pericles</td>
<td>WHI.5e</td>
</tr>
<tr>
<td>48</td>
<td>Contributions of Greek Culture to Western Civilization</td>
<td>WHI.5f</td>
</tr>
<tr>
<td>50</td>
<td>Alexander the Great and Hellenistic Culture</td>
<td>WHI.5g</td>
</tr>
<tr>
<td>51</td>
<td>SOL Quiz 5</td>
<td>WHI.5</td>
</tr>
<tr>
<td>52</td>
<td>Influence of Geography on Roman Development</td>
<td>WHI.6a</td>
</tr>
<tr>
<td>53</td>
<td>Roman Mythology</td>
<td>WHI.6b</td>
</tr>
<tr>
<td>54</td>
<td>Roman Republic</td>
<td>WHI.6c</td>
</tr>
<tr>
<td>55</td>
<td>The Punic Wars</td>
<td>WHI.6d</td>
</tr>
<tr>
<td>56</td>
<td>Expansion of Rome</td>
<td>WHI.6d</td>
</tr>
<tr>
<td>57</td>
<td>Decline of the Roman Republic</td>
<td>WHI.6e</td>
</tr>
<tr>
<td>58</td>
<td>Origin of Imperial Rome</td>
<td>WHI.6f</td>
</tr>
<tr>
<td>59</td>
<td>SOL Quiz 6</td>
<td>WHI.6a-WHI.6f</td>
</tr>
<tr>
<td>60</td>
<td>Pax Romana</td>
<td>WHI.6g</td>
</tr>
<tr>
<td>61</td>
<td>Christianity</td>
<td>WHI.6h</td>
</tr>
<tr>
<td>63</td>
<td>The Church in the Late Roman Empire</td>
<td>WHI.6i</td>
</tr>
<tr>
<td>64</td>
<td>Contributions of Ancient Rome</td>
<td>WHI.6j</td>
</tr>
<tr>
<td>66</td>
<td>Decline of the Western Roman Empire</td>
<td>WHI.6k</td>
</tr>
<tr>
<td>67</td>
<td>Division of the Roman Empire</td>
<td>WHI.6k</td>
</tr>
<tr>
<td>Page</td>
<td>Topic</td>
<td>SOL References</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>68</td>
<td>SOL Quiz 7</td>
<td>WHI.6g–WHI.6k</td>
</tr>
<tr>
<td>69</td>
<td>Constantinople, Capital of the Eastern Roman Empire</td>
<td>WHI.7a</td>
</tr>
<tr>
<td>70</td>
<td>The Contributions of Justinian</td>
<td>WHI.7b</td>
</tr>
<tr>
<td>71</td>
<td>Byzantine Culture</td>
<td>WHI.7c</td>
</tr>
<tr>
<td>72</td>
<td>The Great Schism</td>
<td>WHI.7d</td>
</tr>
<tr>
<td>73</td>
<td>Influence of the Byzantine Empire on Russia and Eastern Europe</td>
<td>WHI.7e</td>
</tr>
<tr>
<td>74</td>
<td>SOL Quiz 8</td>
<td>WHI.7</td>
</tr>
<tr>
<td>75</td>
<td>Islam</td>
<td>WHI.8a</td>
</tr>
<tr>
<td>77</td>
<td>Geographic Influences on Islam</td>
<td>WHI.8b</td>
</tr>
<tr>
<td>78</td>
<td>Historical Turning Points in Islam</td>
<td>WHI.8c</td>
</tr>
<tr>
<td>79</td>
<td>Contributions and Achievements of Islam</td>
<td>WHI.8d</td>
</tr>
<tr>
<td>81</td>
<td>SOL Quiz 9</td>
<td>WHI.8</td>
</tr>
<tr>
<td>82</td>
<td>Benchmark Test 2</td>
<td>WHI.2–WHI.8</td>
</tr>
<tr>
<td>92</td>
<td>Foundations of Early Medieval Society</td>
<td>WHI.9a</td>
</tr>
<tr>
<td>93</td>
<td>Influence of the Roman Catholic Church</td>
<td>WHI.9a</td>
</tr>
<tr>
<td>94</td>
<td>Feudal Society and the Manorial System in the Middle Ages</td>
<td>WHI.9b</td>
</tr>
<tr>
<td>95</td>
<td>The Age of Charlemagne</td>
<td>WHI.9c</td>
</tr>
<tr>
<td>96</td>
<td>Angles, Saxons, Magyars, and Vikings</td>
<td>WHI.9d</td>
</tr>
<tr>
<td>97</td>
<td>SOL Quiz 10</td>
<td>WHI.9</td>
</tr>
<tr>
<td>98</td>
<td>Trade Patterns of the Eastern Hemisphere</td>
<td>WHI.10a</td>
</tr>
<tr>
<td>100</td>
<td>Interactions of the Eastern Hemisphere</td>
<td>WHI.10b</td>
</tr>
<tr>
<td>102</td>
<td>Japan</td>
<td>WHI.10c</td>
</tr>
<tr>
<td>103</td>
<td>African Kingdoms</td>
<td>WHI.10d</td>
</tr>
<tr>
<td>105</td>
<td>SOL Quiz 11</td>
<td>WHI.10</td>
</tr>
<tr>
<td>106</td>
<td>Mayan, Aztec, and Incan Civilizations</td>
<td>WHI.11a</td>
</tr>
<tr>
<td>108</td>
<td>Mayan, Aztec, and Incan Achievements</td>
<td>WHI.11b</td>
</tr>
<tr>
<td>Page</td>
<td>Title</td>
<td>WHI</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>109</td>
<td>SOL Quiz 12</td>
<td>WHI.11</td>
</tr>
<tr>
<td>110</td>
<td>England in the Late Medieval Period</td>
<td>WHI.12a</td>
</tr>
<tr>
<td>111</td>
<td>France in the Late Medieval Period</td>
<td>WHI.12a</td>
</tr>
<tr>
<td>112</td>
<td>Spain in the Late Medieval Period</td>
<td>WHI.12a</td>
</tr>
<tr>
<td>113</td>
<td>Russia in the Late Medieval Period</td>
<td>WHI.12a</td>
</tr>
<tr>
<td>114</td>
<td>The Crusades and Constantinople</td>
<td>WHI.12b</td>
</tr>
<tr>
<td>115</td>
<td>Mongol and Ottoman Conquests</td>
<td>WHI.12b</td>
</tr>
<tr>
<td>116</td>
<td>The Bubonic Plague</td>
<td>WHI.12c</td>
</tr>
<tr>
<td>117</td>
<td>Church Scholars in the Middle Ages</td>
<td>WHI.12d</td>
</tr>
<tr>
<td>118</td>
<td>SOL Quiz 13</td>
<td>WHI.12</td>
</tr>
<tr>
<td>119</td>
<td>Economic Effects of the Crusades</td>
<td>WHI.13a</td>
</tr>
<tr>
<td>120</td>
<td>Florence, Venice, and Genoa</td>
<td>WHI.13b</td>
</tr>
<tr>
<td>121</td>
<td><em>The Prince</em></td>
<td>WHI.13b</td>
</tr>
<tr>
<td>122</td>
<td>Artistic and Literary Creativity</td>
<td>WHI.13c</td>
</tr>
<tr>
<td>123</td>
<td>The Northern Renaissance</td>
<td>WHI.13d</td>
</tr>
<tr>
<td>124</td>
<td>SOL Quiz 14</td>
<td>WHI.13</td>
</tr>
<tr>
<td>125</td>
<td>SOL Final Outcome Test</td>
<td>WHI.2–WHI.13</td>
</tr>
</tbody>
</table>
About This Book

Prentice Hall's Virginia SOL Review and Assessment for World History and Geography to 1500 A.D. will help you prepare for success on the SOL Test. It includes Essential Skills Practice worksheets; Review Lessons aligned to Essential Knowledge; SOL Quizzes; and SOL Benchmark and Outcome Tests. Each section is designed to help you develop your essential understanding of World History and Geography, while also building your skills for the SOL Test.

How To Use This Book

The Virginia SOL Review and Assessment includes:

**Essential Skills Practice**
The Essential Skills Practice worksheets focus on Standard WHL.1 from the SOL Curriculum Framework. You will need these key social studies skills in order to act as an historian and develop your understanding of World History and Geography. SOL Practice Test questions and step-by-step instructions are provided to help you learn the skills.

**Review of Essential Knowledge**
Review Lessons follow the order of the SOL Curriculum Framework and focus on the important concepts and themes found in the Essential Knowledge. Each lesson checks your understanding of the SOL and the Essential Questions and Understandings for each standard. The Vocabulary Builder for each lesson helps you learn the meaning of words that you will see frequently in reading passages and testing.

**SOL Quizzes**
After completing the Review Lessons for a group of standards, you may check your understanding by taking a SOL Quiz. All practice questions are formatted just like the Virginia SOL Test.

**SOL Benchmark Tests**
At specific times throughout the year, you may take a Benchmark Test to evaluate your progress toward understanding the Essential Knowledge you have learned so far. All practice questions on the Benchmark Tests correlate to the SOLs and model the Virginia SOL Test format.

**SOL Final Outcome Test**
Demonstrate your understanding of World History and Geography by taking the Final Outcome Test. This full-length SOL practice test will show you what to expect on the Virginia SOL Test. Use your Outcome Test results to help you evaluate any Essential Skills and/or Knowledge that you may need to review further.
Vocabulary Building Activities

Each Review Lesson in this workbook includes a Vocabulary Builder. This feature defines the meaning of key words used frequently in reading passages and testing. Use the activities below to help build your understanding of these words so that you may develop your reading and testing skills.

Activity 1 For each vocabulary word, make a word diagram that shows the definition of the word, a picture that illustrates its meaning, a synonym for the word, and the word in a sentence.

Activity 2 For each vocabulary word, make a word web that shows how each word relates to words you already know. Be sure to include each word’s definition in the web.

Activity 3 Using a dictionary, find an antonym (opposite) for each of the vocabulary words. Write each vocabulary word and its antonym on a separate sheet of paper, and then write a sentence using each antonym.

Activity 4 Using index cards, make a set of flashcards using the vocabulary words. Write a word on one side of the card and its definition on the other side. Before the next test, gather all your flashcards and ask a classmate to quiz you.

Activity 5 Identify the root word of each vocabulary word. Then identify any prefixes or suffixes. Put each word part into a three-column chart and label each column. Find another word with a similar meaning and the same root. Then place the word into the chart.

Fundamental Political Principles of the United States Government

<table>
<thead>
<tr>
<th>Principle</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited government</td>
<td>The government is divided into three branches: legislative, executive, and judicial. The Constitution limits the power of each branch, and the President of the United States appoints federal judges.</td>
</tr>
<tr>
<td>Representation</td>
<td>The United States is a representative democracy, or republic. The people elect representatives to public office to make laws and run the government for them.</td>
</tr>
<tr>
<td>Liberty</td>
<td>All people are created equal, and they have the right to life, liberty, and the pursuit of happiness.</td>
</tr>
<tr>
<td>Justice</td>
<td>The government must act fairly and impartially in enforcing the law.</td>
</tr>
<tr>
<td>Democracy</td>
<td>The United States is a democratic society, with the people holding the highest power. The people elect representatives to public office to make laws and run the government for them.</td>
</tr>
</tbody>
</table>

Vocabulary Builder: fundamental (fuhn duh MEN tI) adj. basic or central; flexible (FLEK suh buhl) adj. able to bend; adapt (uh DAPT) v. to change to fit a new use

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.
Essential Skills: Identifying, Analyzing, and Interpreting Primary and Secondary Sources

Standard WHI.1a

The student will improve skills in historical research and geographical analysis by identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.)

Primary sources are valuable because they provide firsthand information about the past. Secondary sources are important because they interpret information about the past. Learning to identify, analyze, and interpret these sources will help you to understand events and life in world history.

This skill will help you answer test questions like the one below. Follow the steps to apply this skill. Then, answer the multiple choice item below.

1. A Look Back at the Indus Civilization

The Indus Civilization remains a historical enigma [or mystery]. A remarkable uniform [culture], distributed over a vast geographical area, utterly disappears without an apparent ancestor. Cities, writing, the achievement of their crafts, the use of standardized weights, long distance trade with the Gulf, and their exceptional system of urban sanitation simply disappear from the South Asian social landscape. [These were] replaced by what had existed before: regionally distinctive cultures inhabiting small villages with a limited scattering of modest sized towns that [were] wholly distinctive from that of the Indus Civilization.

— Carl Lamberg-Karlovsky, archaeologist

Step 1 Determine who created the source and when it was created. Does the title tell you when the source was created? Is the author credited? Is there a date given?

Step 2 Identify and define any unfamiliar words. Are there context clues telling you what the words mean?

Step 3 Determine the main idea and supporting details.

Step 4 Analyze the facts and opinions the author provides. Which sentences present facts? Which sentences present opinions? Are all opinions on the subject given?

Step 5 Read the statement and analyze each answer carefully.

Archaeologists believe the Indus civilization is a mystery because the cultures that replaced it stopped—
A replacing the cultures of small villages with a uniform culture
B using the Indus civilization's standardized weights
C trading with people in the Gulf
D using the Indus civilization's cultural achievements

Step 6 Circle the best answer.
Essential Skills: Using Maps, Globes, Artifacts, and Pictures

Standard WHI.1b

The student will improve skills in historical research and geographical analysis by using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (c.e.)

Maps can show a large amount of information in a small space. Mapmakers provide clues to help you read maps, such as a title, compass rose, locator globe, scale bar, and map key. Learning to analyze maps will help you locate specific areas in the world and also learn more about those areas.

This skill will help you answer test questions like the one below. Follow the steps to apply this skill. Then, answer the multiple choice item below.

1. **Qin and Han Empires of China**

   ![Map of Qin and Han Empires of China]

   **Step 1** Read the map title and scan the information on the map. What is the subject of the map?

   **Step 2** Identify the countries, cities, waterways, and landforms shown.

   **Step 3** Examine the map key. The key explains what the patterns and symbols on the map stand for. What do these patterns and symbols represent?

   **What natural barriers separated China from surrounding areas?**
   
   A. Deserts and mountains only
   B. Deserts, mountains, and water
   C. Water and the Great Wall
   D. Deserts, mountains, water, and the Great Wall

   **Step 4** Read the question carefully. Note that the word *natural* has been emphasized.

   **Step 5** Analyze each answer, and then circle the best answer to the question.
Essential Skills: Identifying Major Geographic Features

Standard WHL.1c
The student will improve skills in historical research and geographical analysis by identifying major geographic features important to the study of world history to 1500 A.D. (C.E.)

Identifying the geographic features in a region can help you understand the history of that region. Geographic features include landforms, waterways, and natural resources. These features are important because they influence the way civilizations develop. Some geographic features serve as protective barriers. Others provide trade routes or help determine the economic activities in an area.

This skill will help you answer test questions like the one below. Follow the steps to apply this skill. Then, answer the multiple choice item below.

Step 1 Look at the map title. What does the title tell you about the map?

Step 2 Study the map key and the labels on the map. What geographic features does the map show? How do those features influence civilizations?

Step 3 Read the question. What geographic features influence civilizations in the way the question mentions? Is the question asking for features that help or prevent people in different areas from seeing each other?

Which geographic features helped connect the Mycenaean world?
A Continents
B Mountains
C Seas
D Rivers

Step 4 Read each answer. Is the answer shown on the map? Is the answer relevant to the question? Does the answer help influence civilizations in the way the question asks?

Step 5 Circle the best answer to the question.
Essential Skills: Identifying and Comparing Political Boundaries

Standard WHL.1d

The student will improve skills in historical research and geographical analysis by identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.)

As civilizations develop and spread, they affect the political boundaries in their area. These changes occur over time and show how countries rise and fall. Identifying and comparing how political boundaries change will help you understand the history of different parts of the world.

This skill will help you answer test questions like the one below. Follow the steps to apply this skill. Then, answer the multiple choice item below.

1

Empire of Charlemagne, 768–843

Step 1 Read the map title and look at the key. Is the map about a single point in history, or does it show how things changed over time?

Step 2 Examine the map and determine what information the map shows. Does the map tell you how political boundaries changed?

Step 3 Read the statement and analyze each answer carefully. Which changes in boundaries does the statement refer to? How are those changes represented on the map?

Charlemagne's conquests changed the political boundaries in Europe by—
A splitting most of Europe into a Western half and an Eastern half
B forcing the Slavs to move to Asia
C putting most of Western Europe under the control of a single empire
D defeating the Roman Empire

Step 4 Circle the best answer.
Essential Skills: Analyzing Trends in Human Migration and Cultural Interaction

Standard WHI.1e

The student will improve skills in historical research and geographical analysis by analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (c.e.)

As people migrate, or move, from one area to another, different cultures come in contact with one another. Over time, trends in human migration and cultural interaction emerge. A trend is a pattern that can be identified by studying past events. The ability to analyze trends will help you understand how events in the past relate to each other.

This skill will help you answer test questions like the one below. Follow the steps to apply this skill. Then, answer the multiple choice item below.

**Step 1** Read the title of the passage. Does it tell you whom the passage is about?

**Step 2** Read the passage. Does the passage describe events or argue a position?

**Step 3** Analyze the information given in the passage. If the passage describes events, how do those events relate to changes in migration? If the passage argues a position, how is that argument supported?

**Step 4** Read the question and analyze each answer carefully. Which answers are supported by the passage? Which of those answers relate to the question?

**Step 5** Circle the best answer to the question.

---

Under the Umayyad caliphate, the Muslim empire stretched from Spain to the Indus River Valley. Many different peoples, including Christians, Jews, and Zoroastrians, lived in this huge territory. Special taxes on non-Muslims helped Arab troops settle these conquered areas. However, Arab settlers were encouraged to stay separate from the native peoples.

How did Arab migration patterns change during the Umayyad caliphate?

A. Arabs received help in settling conquered territories outside the Middle East.
B. Arabs were forced to separate themselves from the conquered peoples by moving to the Middle East.
C. Arabs were paid by Christians, Jews, and Zoroastrians to stay in the Middle East.
D. Arabs were allowed to move to the conquered territories if they were able to convert Christians, Jews, and Zoroastrians to Islam.
Essential Skills: Analyzing the Impact of Economic Forces

Standard WHL1f

The student will improve skills in historical research and geographical analysis by analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events to 1500 A.D. (c.e.)

Resources, trade, monetary systems, taxation, and government spending influence the economies of every country. The well-being of a country’s citizens and the country’s ability to defend itself and flourish is often dependent on these economic forces. The ability to identify and analyze these forces will help you connect events in history.

This skill will help you answer test questions like the one below. Follow the steps to apply this skill. Then, answer the multiple choice item below.

1. The Italian Renaissance

The Renaissance was a period of great change in Europe. One important change was the increased importance of trade. This change began in Italy. Italy’s location encouraged trade with well-developed markets on the eastern Mediterranean and in northern Africa. Ships carrying a wide variety of goods docked at Italy’s many ports. Extensive banking, manufacturing, and merchant networks developed to support trade. This, in turn, reinforced the importance of trade to Italy’s economy. The wealth this produced allowed the arts in Italy to flourish.

Step 1 Read the excerpt and identify what economic activity it describes.

Step 2 Look for the results of this economic activity. What effect did it have on life in Italy?

Trade during the Italian Renaissance resulted in—

A increased agricultural production

B the decline of trade in other parts of Europe

C increased funding for the arts

D a resistance to new ideas

Step 3 Read the statement and analyze each answer carefully. How do the activities described in the passage relate to the statement? Which answer best describes this relationship?

Step 4 Circle the best answer.
1. The excerpt below is from a speech made by the Athenian leader Pericles:

For our government is not copied from those of our neighbors; we are an example to them rather than they to us. Our constitution is named a democracy because it is in the hand not of the few but of the many. But our laws secure equal justice for all in their private disputes, and our public opinion welcomes and honors talent in every branch of achievement, not for any reason but on grounds of excellence alone.

From this passage, Pericles believed that—

A. Athens' government was superior to that of other city-states
B. Athens should copy the government of other states
C. Individual talent should not be honored
D. The Athenian constitution benefited mainly the wealthy

2. The Fertile Crescent

What geographic feature attracted early farmers to the Fertile Crescent?

A. The Syrian Desert
B. The Taurus Mountains
C. The Tigris and Euphrates rivers
D. The Zagros Mountains
Which of the following statements about the Maurya and Gupta empires is true?

A. The Maurya empire was larger than the Gupta empire.
B. The Gupta empire was larger than the Maurya empire.
C. The Maurya and Gupta empires covered the same land area.
D. The Gupta empire extended farther north than the Maurya empire.

During the New Kingdom, social classes became more fluid as trade and warfare increased. Trade offered new opportunities to the growing merchant class. Foreign conquests brought riches to Egypt, which in turn meant more business for artisans. These skilled craftworkers made fine jewelry, furniture, and fabrics for the palaces and tombs of pharaohs and nobles.

According to this passage, who benefited most directly from expanded trade during the New Kingdom?

A. The pharaohs
B. The merchants
C. The nobles
D. The artisans
Impact of Geographic Environment on Hunter-Gatherer Societies

Standard WHL2a

How did physical geography influence the lives of early humans?

Vocabulary Builder: development (di vel uh p muhnt) n. the process of growing; evidence (ev i duhns) n. signs, indications, or traces of something

Anthropologists are people who study the origins and development of people and societies. They learn about early humans by examining human skeletons and artifacts, or objects made by humans. From this evidence, anthropologists have come to believe that the earliest humans lived in east Africa, between 100,000 and 400,000 years ago. These early humans were Homo sapiens, the same species as modern humans.

Early humans were hunter-gatherers who migrated, or moved from place to place, to find food. They followed the herds of animals they hunted, and they also looked for wild plants to eat. Many anthropologists believe that changing land masses helped early humans migrate. During the Ice Age, a land bridge may have connected Asia and North America, allowing early humans to cross from Asia into North America.

Migration of Early Humans

Check for Understanding On a separate piece of paper, explain how the supply of plants and animals influenced the movement of hunter-gatherer societies.
Characteristics of Hunter-Gatherer Societies

Standard WHI.2b

What were the characteristics of hunter-gatherer societies?

Vocabulary Builder: characteristic (kar ik tuh ris tik) n. a feature or quality belonging to a person, place, or thing; cooperate (koh or uh reyt) v. to work together toward the same end

Anthropologists call the period from about 2 million to about 10,000 B.C. (B.C.E.) the Paleolithic Era, or the Old Stone Age. Early humans lived near the end of the Old Stone Age. Characteristics of these early hunter-gatherers are listed in the table below.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nomadic</td>
<td>• People migrated to follow and hunt bison and mammoths, as well as to find plants to eat, water, and shelter.</td>
</tr>
<tr>
<td>Inventors of first tools</td>
<td>• Tools were made from stone, bone, and wood.</td>
</tr>
<tr>
<td></td>
<td>• The first tools were simple stone tools with jagged edges and rough surfaces. For later tools, stones were smoothed and polished. Flint and obsidian were used to make blades and points.</td>
</tr>
<tr>
<td></td>
<td>• Some tools, such as hand axes, were used to cut, scrape, chop, and saw; other tools were used to dig, shatter stone or bone, and bore holes.</td>
</tr>
<tr>
<td></td>
<td>• Needles made from bones were used to sew animal furs and skins into clothing. Weapons, like spearheads, were also created.</td>
</tr>
<tr>
<td>Made and used fire</td>
<td>• Fire was used for cooking, warmth, warfare, and to clear brush to see game better.</td>
</tr>
<tr>
<td>Lived in clans</td>
<td>• Groups of about 20–30 people lived together.</td>
</tr>
<tr>
<td></td>
<td>• Men hunted and fished. Women and children gathered berries, fruit, shellfish, roots, and nuts to eat when animals were in short supply.</td>
</tr>
<tr>
<td>Developed oral (spoken) language</td>
<td>• Language allowed people to cooperate during hunts and to discuss future plans.</td>
</tr>
<tr>
<td>Created cave drawings</td>
<td>• Many drawings were painted with fingers, sticks, or pads of fur or moss. Others were sketched with charcoal. Some were even spray-painted through hollow bone or by mouth.</td>
</tr>
<tr>
<td></td>
<td>• Drawings were made to record events. Many show deer, horses, and bison; few show people. Some may have been drawn for religious and hunting rituals.</td>
</tr>
</tbody>
</table>

Check for Understanding  On a separate piece of paper, explain three ways that early humans overcame their physical environments.
Technological and Social Advances During the Neolithic Era

Standard WHI.2c
How did the beginning of agriculture and the domestication of animals promote the rise of settled communities?

Vocabulary Builder: community (kuh MYOO ni tee) n. a group of people living together in one place;
technology (tek NOH uh jee) n. skills and tools people use to meet their basic needs and wants

The Neolithic Era, or New Stone Age, began about 10,000 B.C. (B.C.E.), when nomadic people learned to domesticate plants and animals (raise them for human use).
- They learned to plant seeds and grew yams, rice, millet, squash, gourds, barley, peas, and wheat.
- They learned to raise animals like goats, sheep, pigs, cattle, and llamas for food and skins.

Once they were able to provide their own food, they no longer needed to move from place to place to find food.

They settled in the first permanent communities and developed new skills and technologies.
- They learned to protect crops.
- They developed calendars and determined the best times to plant and harvest crops.
- They used oxen and buffalo to plow fields.
- They made tools, such as polished axe heads and chipped arrowheads.
- They wove cloth from animal hair and vegetable fibers.
- They used clay to make pottery for cooking and storing food.

Check for Understanding On a separate sheet of paper, make a chart comparing and contrasting Paleolithic and Neolithic societies.
Archeological Discoveries

Standard WH1.2d

How does archaeology provide knowledge of early human life and its changes?

Vocabulary Builder: analyze (ə nui ə hiz) v. to carefully examine the structure of something; site (sahyt) n. the place where a town, building, or monument is constructed

Evidence of the Past

Archaeology is the study of past people and cultures through their material remains. Besides human bones, material remains include buildings and settlements; fossils; and artifacts made by people, such as tools, weapons, coins, pottery, jewelry, clothing, and tombstones. Archaeologists analyze these remains to determine the activities, beliefs, and values of the people who used them. They also use them to determine the time period in which the people lived. Scientific tests, like carbon dating, help tell how old an artifact or fossil is by measuring the amount of carbon-14 remaining in once-living things.

<table>
<thead>
<tr>
<th>Archeological Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Remains</strong></td>
</tr>
<tr>
<td>Bones</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fossils</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Artifacts</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Sites and settlements</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Some of the earliest settlements in the world include:

- Aleppo—Today a city in northwest Syria, Aleppo may have been inhabited as early as 6,000 B.C. (B.C.E.)
- Jericho—Today an Israeli-controlled city, Jericho is the oldest known settlement in the world, dating to between 10,000 and 9,000 B.C. (B.C.E.). It was surrounded by a huge wall.
- Çatalhöyük—A site in present-day Turkey, Çatalhöyük may be the largest known Neolithic settlement. It probably developed around 7,000 B.C. (B.C.E.). It contained hundreds of rectangular mud-brick houses that were connected to each other.

Check for Understanding On a separate piece of paper, explain how archaeologists use evidence to learn about the past.
SOL Quiz 2: Standard WHI.2

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1 Early humans migrated from Africa in order to—
   A move to a more comfortable climate
   B find other people around the world and form early civilizations
   C follow the animals they hunted and find more plants to eat
   D explore the changing land masses

2 Hunter-gatherers of the Old Stone Age—
   A invented the first tools
   B created the first permanent villages
   C made pottery
   D domesticated animals

3 The Neolithic Era began when people—
   A created cave drawings
   B learned to farm
   C learned how to make fire
   D began to live in clans

4 One method of scientific dating involves—
   A looking for dates written on remains
   B grouping similar pieces of pottery
   C studying nearby cave drawings
   D determining the carbon levels of the remains of once-living things
River Valley Civilizations

Standard WHI.3a

Why did ancient civilizations develop in river valleys? Where were the earliest civilizations located? When did these civilizations exist?

Vocabulary Builder: **complex** (kuhm PLeks) adj. made up of many connected parts; **arise** (uh RAHYZ) v. to come into existence; **annual** (AN yoo uhl) adj. happening each year, yearly

Civilizations are groups of people who have a complex and organized society. The first civilizations arose in river valleys in Africa and Asia. People first moved to river valleys because they could fish in the rivers and hunt the animals that came there to drink. Also, many of these areas were in locations that made it easy for people to defend themselves from invaders. River valleys, however, had one other important feature that helped start civilizations there—floods.

**Annual** floods spread silt—tiny bits of rock and dirt from the river bottoms—across the valleys. Silt made the valleys fertile, or good for crops to grow in. This allowed farmers to grow more food than they needed for themselves and their families. Extra food let river valleys have bigger populations than other areas. Extra food also let some people living in river valleys do jobs other than farming. This led to river valley societies becoming civilizations. River valley civilizations were also able to use rivers for irrigation. Irrigation brought water to dry areas and led to even more extra food.

Among the first civilizations were:
- **Sumer or Mesopotamia**: in the Tigris and Euphrates River valleys in Southwest Asia
- **Egypt**: in the Nile River Valley and Delta in northeastern Africa
- **Indus**: in the Indus River Valley in South Asia
- **Shang China**: in the Huang He Valley in East Asia

![Map of River Valley Civilizations](image)

Check for Understanding  How did flooding affect ancient river valley societies?
Other Early Civilizations

Standard WHI.3a

Where were the earliest civilizations located? When did these civilizations exist?

Vocabulary Builder: unique (yoo NEEK) adj. unusual or one of a kind; enable (en ev buhl) v. to allow or make possible

From about 2000 to 500 B.C. (B.C.E.), three other civilizations developed in the rich lands of the Fertile Crescent and the Nile River Valley.

Hebrews, later known as Israelites, settled along the coast of the Mediterranean Sea in the western part of the Fertile Crescent. The city of Jerusalem became their capital.

Phoenicians settled along the Mediterranean coast just north of the Hebrews. They used the coastal sand to make glass, and they made a unique purple dye from tiny sea snails. Their location enabled them to trade these items with other peoples around the Mediterranean Sea.

The people of Nubia, an area on the southern part of the Nile River, used the river as a trade route. They traded ivory, gold, perfumes, cattle, animal skins, and slaves with Egypt and other areas. Nubia and Egypt were important influences on each other’s cultures.

Israel, Phoenicia, and Nubia

Check for Understanding On a separate piece of paper, explain how the locations of the Hebrews, Phoenicians, and Nubians encouraged trade.
Early civilizations made major contributions to social, political, and economic progress. The social and political characteristics of the early civilizations are described in the table below, while the economic characteristics are described on the next page.

<table>
<thead>
<tr>
<th>CHARACTERISTICS OF EARLY CIVILIZATIONS</th>
<th>SOCIAL</th>
<th>POLITICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>As cities developed, people began to specialize in certain jobs. For example, artisans specialized in making pottery and other crafts. As a result of this job specialization, rigid class systems developed. Social classes were based on jobs, with priests and nobles at the top, followed by merchants and artisans. Below the merchants and artisans was the largest group, the peasant farmers. Slaves were at the very bottom.</td>
<td>As cities grew larger, centralized governments were needed to coordinate people’s work and oversee large projects, like roads and irrigation systems. These governments made laws, collected taxes, and provided protection from invaders. Many of the governments were based on religious authority. Many leaders claimed that their right to rule came from the gods. Some even claimed that they were gods themselves.</td>
<td></td>
</tr>
<tr>
<td>Some civilizations created writing systems, which were often used for recordkeeping. A special class of people, called scribes, learned to read and write. Complexity religions developed. Most early civilizations worshipped many gods. Temples were built to honor these gods. Leaders in early civilizations often gained power through hereditary rule. Under this system, leadership was passed from one family member to another. Such leaders included the pharaohs, or kings, in Egypt and the dynasties, or ruling families, in China. In some civilizations, leaders were viewed as gods.</td>
<td>Some governments had written law codes, such as the Code of Hammurabi in Babylon and the Ten Commandments in Israel. These law codes ensured that all people knew the legal principles to be followed. The Code of Hammurabi was a set of nearly 300 laws carved on a stone pillar. The Ten Commandments was a set of ten laws that the Hebrews believed God had given them through Moses. When rulers of cities conquered outside territories, they created the first city-states, or states that included a city and its surrounding lands and villages. Some powerful rulers conquered many cities and established empires — groups of states or territories conquered by one ruler.</td>
<td></td>
</tr>
</tbody>
</table>
Economic Characteristics of Early Civilizations

Early civilizations learned how to make bronze, a mixture of copper and tin and, later, how to extract iron from ore. The use of bronze and iron led to:

- advanced weapons that helped ancient peoples conquer new territories
- improvements in tools, plows, and irrigation, resulting in a surplus of food

The surplus of food made it possible to feed growing populations and allowed the world’s first cities to develop.

The first cities were located near rivers. When resources became scarce, trade by river and sea increased. The Phoenicians, for example, traded with people along the Mediterranean Sea and as far away as Britain.

Most civilizations traded by bartering, or exchanging one kind of goods for another. However, some people, like the Lydians and Persians, created money systems using coins.

Among the items traded were slaves. Some slaves were prisoners of war. Others became slaves as punishment for crimes or were sold into slavery by poor families to pay debts. In some cultures, most of the slaves were women or children.

Phoenician Trade Routes

Check for Understanding On a separate piece of paper, explain how the religious characteristics of some ancient civilizations affected their political characteristics.
Religious Traditions of Early Civilizations

Standard WH1.3c

What religious traditions developed in ancient civilizations?

Vocabulary Builder: ensure (en swim) v. to make sure or to guarantee; link (link) n. a connection between two people or things

Most ancient civilizations were polytheistic, which means that their people believed in many gods. However, the Hebrews were monotheistic—they believed in only one god.

<table>
<thead>
<tr>
<th>POLYTHEISTIC CIVILIZATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVILIZATION</td>
</tr>
<tr>
<td>Sumer/Mesopotamia</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Egypt</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Indus</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Shang China</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Phoenicians</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Nubians</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Hebrews</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Check for Understanding On a separate piece of paper, contrast the beliefs of the Hebrews with those of other ancient civilizations.
Judaism

Standard WHI.3d
What were essential beliefs of Judaism? How did Judaism influence Western civilization?

Vocabulary Builder: establish (i STAB lish) v. to start or set up on a permanent basis; stress (stres) v. to give emphasis to

Basic Beliefs of Judaism
Unlike other early civilizations, Hebrews, or Israelites, believed in only one all-knowing, all-powerful god. The Hebrews recorded their beliefs and events in their history in their most sacred text, called the Torah. The Torah tells the story of Abraham, who migrated to a land called Canaan. According to the Torah, God made the following covenant, or agreement, with Abraham:

You shall be the father of a multitude of nations.... I will make nations of you, and kings shall come forth from you. And I will establish my covenant between me and you and your descendants after you throughout their generations for an everlasting covenant, to be God to you and to your descendants after you. And I will give to you, and to your descendants after you, ... all the land of Canaan...

—Genesis 17:4-8

Moses Renews the Covenant
After many Hebrews were enslaved in Egypt, Moses led them back to Canaan and renewed the covenant with God. The Hebrews believed that God gave Moses the Ten Commandments—a set of laws that stressed the importance of religious duties to God and moral behavior to each other.

The Spread of Judaism
The Hebrews set up the kingdom of Israel, with Jerusalem as their capital city. King Solomon built a spectacular temple dedicated to God. After his death, the kingdom split into two. The northern kingdom was still called Israel, while the southern kingdom was called Judah. Eventually, both Israel and Judah were conquered by foreign empires, and the temple was destroyed. Many Hebrews were exiled to Babylon. About 50 years later, Babylon was conquered, and the Hebrews were freed. Because most of the Hebrews were from the kingdom of Judah, they became known as Jews.

While many Jews returned to their homeland, others migrated to different parts of the world. The migration of Jewish people to different lands is called the Diaspora. No matter where the Jewish people traveled, most continued to practice their religion.

Judaism influenced two other religions: Christianity and Islam. All of these religions believe in only one god, and they all honor Abraham, Moses, and the prophets. Like Judaism, Christianity and Islam also stress the importance of ethical behavior.

Check for Understanding On a separate sheet of paper, explain what beliefs Judaism, Christianity, and Islam have in common.
Language and Writing

Standard WHI.3e

What forms of language and writing existed in early civilizations?

Vocabulary Builder: symbol (SIM-buhl) n. a thing that stands for something else; represent (REP-ri-ZENT) v. to stand for

Different forms of writing were developed by different civilizations at different times. The major writing systems are described below.

Pictograms

These were the first written symbols in early civilizations. Pictograms are simple drawings that look like the items that they represent.

Cuneiform

Sumerians used pictograms as the basis for cuneiform—wedge-shaped marks that scribes made on clay tablets. During its first stage, cuneiform consisted of tokens made of clay. Each token was shaped differently to represent items that Sumerians traded, such as sheep, bread, and oil. In the second stage, Sumerians pressed the tokens into small clay tablets and made wedge-shaped marks using a tool called a stylus. The marks were used to represent syllables or whole words but not individual sounds.

Hieroglyphics

Egyptians developed a writing system called hieroglyphics, where each symbol represented an object, concept, or sound. The system contained 604 symbols and was usually written from right to left. Priests and scribes carved hieroglyphics into stone or wrote on papyrus, a material similar to paper.

Alphabet

An alphabet is a system of writing where each symbol stands for a single basic sound. The Phoenicians created the first alphabet. Their alphabet contained 22 symbols that represented consonants. The Greeks later added symbols for vowel sounds. The alphabet we use today is based on these alphabets.

Check for Understanding On a separate sheet of paper, explain how alphabets differ from earlier writing systems like cuneiform.
SOL Quiz 3: Standard WHI.3

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. One major reason that the first civilizations developed in river valleys was that river valleys—
   A. had a mild climate
   B. provided rich soil for crops
   C. were all in East Africa
   D. were close to each other, so people could trade ideas

2. In the class system of early civilizations, what group was at the bottom?
   A. Merchants
   B. Peasant farmers
   C. Priests
   D. Slaves

3. Most ancient civilizations believed—
   A. in one all-powerful god
   B. in two gods, one good and one evil
   C. in many gods
   D. that there were no gods

4. They believed in one all-knowing, all-powerful god who was present everywhere.
   This sentence best expresses the beliefs of the—
   A. Sumerians
   B. Hebrews
   C. Phoenicians
   D. Nubians

5. In which writing system does each symbol represent a single basic sound?
   A. Alphabet
   B. Cuneiform
   C. Hieroglyphics
   D. Pictograms
Persian Empire

Standard WHI.4a

How did Persia govern its empire?

Vocabulary Builder: expand (ik SPAND) v. to make bigger or spread out; visible (viz uh buhl) adj. able to be seen or in the public eye; constant (kon stuhnt) adj. continuing without pausing

The Expansion of Persia

Many empires rose and fell in ancient Mesopotamia. These empires included the Akkadians, Assyrians, and Babylonians. In 539 B.C. (B.C.E.), the Persians, from what is now Iran, conquered Babylon and continued expanding their empire until it was the largest in the world. Although the Persians took over other people’s lands, the kings of Persia showed tolerance, or acceptance, of the customs of the people they conquered.

Uniting the Empire

In 522 B.C. (B.C.E.), Darius I became emperor of Persia. He divided the huge empire into provinces, called satrapies. Each satrapy was led by a governor, called a satrap. Darius took many other steps to unite the Persian Empire, including:

- taxing satrapies based on their wealth and resources.
- making a single code of laws for the entire empire to follow.
- building and repairing roads throughout the empire to improve communication.
- moving from one capital to another to make himself visible to the people.
- encouraging the use of coins to make trade within the empire easier.

The beliefs of the Persian thinker Zoroaster also helped unite the empire. According to Zoroastrianism, a single god, Ahura Mazda, ruled the world, but he was in constant battle with Ahriman, the prince of lies and evil. Zoroaster taught that Ahura Mazda would eventually triumph over evil.

Check for Understanding On a separate piece of paper, describe the size of the Persian Empire and explain how its rulers were able to govern such a large area.
Aryan Migrations

Standard WHI.4b

Why were physical geography and location important to the development of Indian civilization?

What impact did the Aryans have on India? Why was the caste system central to Indian culture?

What were the accomplishments of the Mauryan and Gupta empires?

Vocabulary Builder: convert (kuhn VURT) v. to change or switch; promote (pruh MOHT) v. to encourage; incorporate (in KAWR puh reyt) v. to contain or include as a feature

Geography and the Indus Civilization

The Indian subcontinent is a huge peninsula jutting into the Indian Ocean. It is bordered on the north by two mountain ranges—the Hindu Kush and the Himalayas. Together with the Indian Ocean, these mountains helped protect the subcontinent from invasion. They also discouraged contact with other people, allowing India’s culture to develop on its own. The most important rivers on the subcontinent are the Indus and Ganges rivers. They carry melted snow from the mountains to the plains, which makes farming in the plains possible.

The earliest civilization on the Indian subcontinent developed in the Indus River valley in about 2600 B.C. (B.C.E.). The cities of Harappa and Mohenjo-Dara may have been twin capitals of this civilization. In Harappa, archaeologists have found mud brick buildings with plumbing and sewers—systems very advanced for their time. Mohenjo-Dara was a carefully planned city, with wide main streets and rectangular city blocks. These discoveries have led archaeologists to believe that the Indus civilization had a well-organized government. Although no one is sure why, by 1900 B.C. (B.C.E.), the Indus civilization began to decline and eventually disappeared.

Indo-Aryans and the Caste System

From 2000 to 1500 B.C. (B.C.E.), waves of nomads migrated to the Indian subcontinent through the mountain passes in the Hindu Kush. The nomads intermarried with local peoples to form a new group who called themselves Aryans. Today, some people call this group of people Indo-Aryans. Through acculturation, or the blending of two or more cultures, the Aryans combined the cultural traditions of the nomads with those of earlier Indian peoples.

The Aryans divided their society into ranked groups based on occupation. This type of social division is called a caste system. In Aryan society, there were four rankings, or castes.

1. Brahmans (priests)
2. Kshatriyas (warriors)
3. Vaisyas (herders, farmers, artisans, and merchants)
4. Sudras (farmworkers, servants, and other laborers)

In addition to these four groups, there was another social group called dalits. Dalits were considered outside the caste system. They did work that others wouldn’t, such as making leather from animal skins.

Mauryan Empire

The first Indian empire was known as the Mauryan Empire, named after its first leader, Chandragupta Maurya. About 321 B.C. (B.C.E.), Chandragupta gained control of the Ganges valley and then added territory to the north. His son and grandson later added land to the south. The Mauryan emperors used a well-organized bureaucracy to rule over their large, unified empire.
Asoka, the grandson of Chandragupta, fought to control the Deccan region. After that war killed over 100,000 people, Asoka turned from conquest and violence. He converted to Buddhism and sent missionaries to spread Buddhism across India and to Sri Lanka.

The Mauryas made many other contributions to civilization in India. They constructed roads and harbors to benefit trade and also built free hospitals and veterinary clinics. However, after Asoka died, the Mauryan Empire began to decline. By 185 B.C. (B.C.E.), it was torn apart as rival leaders fought for control of the Ganges valley.

**Gupta Empire**

About 500 years after the Mauryas, another empire, called the Gupta, arose. The Gupta emperors united much of India. They had a strong central government and promoted peace. The Gupta Empire period is known as a golden age, a time of great cultural achievement. Arts, like painting, dance, music, and sculpture, flourished. Artisans made cotton cloth, pottery, and other goods that were traded with other parts of Asia and East Africa. Many of the Gupta artists incorporated religious beliefs and symbols into their designs. Literature, based on fables and folk tales, also thrived.

Advances were also made in mathematics and science. Gupta mathematicians developed the concept of zero and the decimal system that we still use today. Gupta doctors learned how to perform simple surgeries and set bones, while astronomers understood that the Earth is round.

**Check for Understanding** On a separate sheet of paper, explain why the Gupta Empire is considered a golden age in Indian civilization.
Hinduism

Standard WHI.4c

What are the beliefs of the Hindu religion? How did Hinduism influence Indian society and culture?

Vocabulary Builder: ultimate (uh HEE pleh tuh mit) adj. greatest or supreme; achieve (uh CHEEV) v. to get or attain

Each group of people that came to India brought their own religious beliefs with them. As the groups mixed, so did their beliefs. The religion of Hinduism is the result of the overlapping religious beliefs of these people. Hinduism spread along major trade routes and shaped Indian society and culture. For example, the caste system that developed in India was closely linked to Hindu beliefs.

<table>
<thead>
<tr>
<th>GOD</th>
<th>BASIC BELIEFS OF HINDUISM</th>
<th>KARMA AND REINCARNATION</th>
<th>SACRED WRITINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ancient proverb, “God is one, but wise people know it by many names,” explains one of the most basic beliefs of Hinduism. Hindus worship many gods, but they believe that these gods are many forms of brahman, the unchanging, all-powerful, spiritual force. The most important Hindu gods are: Brahma – the Creator; Vishnu – the Preserver; Shiva – the Destroyer</td>
<td>The ultimate goal of the Hindu life is to achieve moksha, or union with brahman. To do this, Hindus must be free of all selfish desires. Most people cannot achieve moksha in one lifetime. But Hindus believe in reincarnation, or rebirth of the soul in another bodily form. The law of karma tells them that all of the actions they take in their current life will affect their fate in their next life. If they live virtuously and earn good karma, they are reborn at a higher level of existence. On the other hand, if they act in evil ways and earn bad karma, they will be reborn at a lower level, farther from moksha.</td>
<td>The Vedas and the Upanishads are the sacred texts of Hinduism. They look at complex ideas about the human soul and how all of life is interconnected. The Vedas include prayers, hymns, chants, and religious teachings. The Upanishads are the part of the Vedas that address philosophical and mystical questions of Hinduism. They contain teachings about brahman and atman (the human soul) and about death and rebirth.</td>
<td></td>
</tr>
</tbody>
</table>

Check for Understanding On a separate piece of paper, explain why reincarnation is central to Hindu beliefs.
Buddhism

Standard WHI.4d

What are the beliefs of Buddhism? How did Buddhism spread?

Vocabulary Builder: **goal** (gohl) *n.* objective or purpose; **conduct** (kon duhkt) *n.* behavior or actions

Siddhartha Gautama, the founder of Buddhism, was born in the foothills of the Himalayas. He was born a prince, but he left his palace at age 29 to discover the cause and cure for suffering and sorrow. After years of wandering and deep meditation, Gautama believed he had achieved his **goal**. He became known as the Buddha, or “Enlightened One.”

**Teachings of Buddha**

<table>
<thead>
<tr>
<th>THE FOUR NOBLE TRUTHS</th>
<th>THE EIGHTFOLD PATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All life is full of suffering, pain, and sorrow.</td>
<td>1. Right views</td>
</tr>
<tr>
<td>2. The cause of suffering is nonvirtue, or negative deeds and mindsets such as hatred and desire.</td>
<td>2. Right aspirations</td>
</tr>
<tr>
<td>3. The only cure for suffering is to overcome nonvirtue.</td>
<td>3. Right speech</td>
</tr>
<tr>
<td>4. The way to overcome nonvirtue is to follow the Eightfold Path.</td>
<td>4. Right conduct</td>
</tr>
<tr>
<td></td>
<td>5. Right livelihood</td>
</tr>
<tr>
<td></td>
<td>6. Right effort</td>
</tr>
<tr>
<td></td>
<td>7. Right mindfulness</td>
</tr>
<tr>
<td></td>
<td>8. Right contemplation</td>
</tr>
</tbody>
</table>

As the Buddha traveled and preached, he gained many followers. After the Buddha’s death, his followers collected his sayings into the Tripitaka, or “Three Baskets of Wisdom.” Missionaries, like those sent by Asoka, and traders spread Buddhism across India to China and other parts of Asia. Although Buddhism still thrives in many parts of Asia, it eventually declined in India.

**Check for Understanding** On a separate piece of paper, explain the connection between the Four Noble Truths and the Eightfold Path.
Classical China

Standard WHI.4e

Why was the Great Wall of China built? What were contributions of classical China to world civilization?

Vocabulary Builder: justify (juhks tuh fahy) v. to give a good reason for; obtain (uhb TAYN) v. to get

The Great Wall of China

Natural barriers protected China from invasion in most directions. However, in the North, natural barriers did not exist to prevent nomads from raiding Chinese settlements. As a result, the Chinese emperor Qin Shi Huangdi decided to create one long wall to protect China from invaders. He did this by connecting walls that already existed throughout northern China. The Great Wall eventually stretched for thousands of miles.

Mandate of Heaven

China was governed by a series of ruling families called dynasties. The first dynasty was the Shang, which ruled from about 1766–1122 B.C.E. (B.C.E.). The Shang family was overthrown by the Zhou. Since rulers were considered divine, to justify this overthrow, the Zhou used the idea of the Mandate of Heaven. They argued that dynasties could rule only if the gods supported them. If a dynasty became unjust, the gods would no longer support it and the Mandate of Heaven would be passed to a new dynasty that would rule with the gods’ approval.

The Silk Road

During a later dynasty, called the Han, the emperor Wudi opened a network of trade routes to strengthen the Chinese economy. These land and sea routes became known as the Silk Road. The routes allowed goods and ideas to be exchanged between China and other cultures as far away as Rome.

Contributions of Classical China

Classical China made many contributions that are still important today, including:

- The civil service system In this system, government officials earned their jobs instead of obtaining them through family ties.
- Porcelain China perfected the making of porcelain, a shiny, hard pottery.
- Silk The Chinese learned how to make silk thread from silkworms’ cocoons. They kept the silk-making process a secret for hundreds of years, making silk China’s most valuable export.

Check for Understanding Explain how the Silk Road benefited China and other cultures.
Confucianism, Taoism, and Buddhism in China

Standard WHI.4f

Why were Confucianism, Taoism, and Buddhism important in the formation of Chinese culture?

Vocabulary Builder: focus (FOH kuhs) n. emphasis or main concern; support (Suh PAWRt) v. to encourage or promote

During the Zhou dynasty, new belief systems developed in China. These belief systems were based on the ideas of the Chinese thinkers Confucius and Laozi.

<table>
<thead>
<tr>
<th>CONFUCIANISM: THE IDEAS OF CONFUCIUS</th>
<th>TAOISM (OR DAOISM): THE IDEAS OF LAOZI</th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus of Confucianism is on social order and good government. Confucius believed that rulers should set a good example and, in return, people should give respect and loyalty to their rulers.</td>
<td>The focus of Taoism is on living in harmony with nature. Unlike Confucianism, Taoism is not concerned with bringing order to human affairs.</td>
</tr>
<tr>
<td><strong>Basic beliefs:</strong></td>
<td><strong>Basic beliefs:</strong></td>
</tr>
<tr>
<td>• Humans are good, not evil.</td>
<td>• People should look past everyday cares to focus on the Tao (Dao), or “the way” of the universe.</td>
</tr>
<tr>
<td>• When people accept their place in society, the result is harmony.</td>
<td>• People should live simple lives in peace and humility.</td>
</tr>
<tr>
<td>• Filial piety, or respect for parents and elders, is the most important duty; this belief supported the custom of offering sacrifices to the spirits of ancestors.</td>
<td>• Nature shows the virtue of yielding.</td>
</tr>
<tr>
<td>• Education is important: “By nature, men are pretty much alike. It is learning and practice that set them apart.”</td>
<td>• Government is unnatural and the root of many problems; those in authority should govern as little as possible.</td>
</tr>
<tr>
<td>• A code of politeness developed that is still followed in China today.</td>
<td></td>
</tr>
</tbody>
</table>

In both Confucianism and Taoism, the universe shows a balance between two opposite forces, yin and yang. Yin stands for earth, darkness, and female forces. Yang represents heaven, light, and male forces.

Buddhism in China

By 100 C.E., Buddhism had spread from India to China. It offered the promise of escape from suffering through personal salvation. This idea of personal salvation was not an important part of Confucianism and Taoism. However, as Buddhism spread through China, it absorbed many traditions from Confucianism and Taoism. Chinese forms of Buddhism eventually spread throughout Asia.

Check for Understanding On a separate sheet of paper, explain the primary differences between Confucianism and Taoism.
SOL Quiz 4: Standard WHL.4

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1 Persian emperors—
   A wrote different laws for each province in their empire
   B encouraged the use of a barter system
   C excused provinces from taxes
   D tolerated the customs of the people they conquered

4 According to Buddhism, the only cure for suffering is to—
   A follow the Eightfold Path
   B worship many gods
   C accept one’s place in society
   D live in harmony with nature

2 What group ranked highest in Indo-Aryan society?
   A Sudras
   B Kshatriyas
   C Brahmans
   D Vaisyas

5 The Great Wall of China was built to—
   A serve as a temple
   B protect China from invaders
   C control flooding of the Huang River
   D provide a trade route with the West

3 In Hinduism, the knowledge that a person’s thoughts and actions have consequences in the future is known as—
   A reincarnation
   B brahman
   C moksha
   D karma

6 The main focus of Taoism is—
   A respect for elders
   B living in harmony with nature
   C social order and good government
   D a code of politeness
Benchmark Test 1

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. How did annual floods affect ancient civilizations in river valleys?
   A. They allowed people to grow more food by making the valleys fertile.
   B. They destroyed most of the buildings and forced people to rebuild each year.
   C. They caused people to move out of the river valleys and build civilizations elsewhere.
   D. They discouraged hunting, because animals would not come near the rivers.

2. One step that Darius I took to unite the Persian Empire was—
   A. combining several provinces into one large province
   B. requiring conquered people to give up their customs
   C. building a wall around the entire empire
   D. creating a single code of laws for the entire empire

3. During the Paleolithic Era, tools were made from—
   A. bronze
   B. copper
   C. stone
   D. iron

4. The network of trade routes that linked China with other cultures was known as the—
   A. Great Wall
   B. Great Road
   C. Silk Road
   D. Han Road
5

Characteristics of hunter-gatherer societies

- Created cave drawings
- Were nomadic
- Developed oral language
- ?

What characteristic best replaces the question mark?
A. Farmed
B. Raised animals for their use
C. Made and used fire
D. Lived in villages

6

?  

- Founded by Siddhartha Gautama
- Four Noble Truths
- Eightfold Path

The name of the religion that should replace the question mark is—
A. Buddhism
B. Confucianism
C. Taoism
D. Hinduism
7 The biggest difference between Judaism and other early religions was that followers of Judaism—
   A built churches instead of temples
   B believed in only one god
   C had no sacred writings
   D believed in an afterlife

8 Which of the following items would be considered an artifact?
   A A coin
   B A rock with an imprint of a plant
   C A human skeleton
   D An animal bone

9 Which early form of writing used a tool called a stylus to make wedge-shaped marks?
   A Alphabet
   B Cuneiform
   C Hieroglyphics
   D Pictograms

10 How did the Hindu Kush and Himalayas affect the development of civilization in India?
   A They provided easy access for trade with other people.
   B They made contact with other civilizations difficult.
   C They made it easy for other civilizations to invade India and influence its culture.
   D They prevented a civilization from developing in India until after 1500 B.C.

11 The ancient civilization of Nubia was nearest to—
   A China
   B Egypt
   C Phoenicia
   D Sumer
12. **River Valley Civilizations**

<table>
<thead>
<tr>
<th>Civilization</th>
<th>River</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sumer/Mesopotamia</td>
<td>Tigris and Euphrates</td>
<td>Southwest Asia</td>
</tr>
<tr>
<td>Egypt</td>
<td>?</td>
<td>Africa</td>
</tr>
<tr>
<td>Indus</td>
<td>Indus</td>
<td>South Asia</td>
</tr>
<tr>
<td>Shang China</td>
<td>Huang He</td>
<td>East Asia</td>
</tr>
</tbody>
</table>

The river that should replace the question mark is the—
A. Amazon
B. Congo
C. Ganges
D. Nile

13. **Homo sapiens emerged in**—
A. Asia
B. Africa
C. North America
D. Europe

14. **Which of the following is the best definition of an empire?**
A. A group of people with a complex and organized society
B. A city and its surrounding lands and villages
C. A group of states or territories conquered by one ruler
D. A line of ruling families

15. **One of the sacred writings of Hinduism is the**—
A. Torah
B. Vedas
C. Moksha
D. Bible
16 In the cause-and-effect chart above, which answer best replaces the question mark?
A Advanced weapons
B Conquest of new territories
C Surplus of food
D Increase in trade

17 Religions of Most Ancient Civilizations
  Polytheistic
  Temples to honor gods
  ?

To describe the religions of most early civilizations, which answer best replaces the question mark?
A Belief in one all-powerful god
B Written law codes
C Belief in reincarnation
D Gods linked to nature

18 One of the earliest Neolithic communities was—
A Akkad
B Sumer
C Çatalhöyük
D Babylon
19 **The sacred text of the Hebrews was the**—
   A Qu’ran
   B Vedas
   C Torah
   D Tripitaka

20
   - Believed each pharaoh was a god.
   - Built pyramids where pharaohs could live for eternity after death.
   - Believed in many other gods, including Amon-Re, Osiris, and Isis.

**The religious beliefs and practices listed above best describe the ancient**—
   A Egyptians
   B Chinese
   C Sumerians
   D Phoenicians

21 **When the Zhou overthrew the Shang dynasty, they defended their actions with the**—
   A Eightfold Path
   B Four Noble Truths
   C Ten Commandments
   D Mandate of Heaven

22 **Which civilization was responsible for creating the first alphabet?**
   A Egyptians
   B Persians
   C Sumerians
   D Phoenicians
23

The name of the religion that should replace the question mark is—
A Judaism
B Hinduism
C Zoroastrianism
D Taoism

24 What was the main reason that hunter-gatherers migrated?
A Changing climates
B Religious beliefs
C Invasions
D Supply of plants and animals

25 The first civilizations developed near—
A seas
B forests
C mountains
D rivers
26 Which Indian empire was responsible for advances in mathematics, like the concept of zero and the decimal system?
   A Aryan
   B Mauryan
   C Gupta
   D Indus

27 The name of the religion that should replace the question mark is—
   A Buddhism
   B Confucianism
   C Taoism
   D Hinduism

28 The Code of Hammurabi was a written law code in—
   A Babylon
   B Egypt
   C Israel
   D Phoenicia

29 New advances during the Neolithic Era included—
   A weaving cloth and making pottery
   B using charcoal for cave paintings
   C using fire to clear brush for hunting
   D creating an alphabet
The name of the religion that should replace the question mark is—
A. Buddhism  
B. Confucianism  
C. Taoism  
D. Hinduism

31. Archaeologists are able to tell the age of once-living things by testing the amount of—
A. oxygen in them  
B. carbon in them  
C. hydrogen in them  
D. nitrogen in them

32. The items above are contributions to civilization by the—
A. Indians  
B. Persians  
C. Chinese  
D. Aryans
33 Confucianism and Taoism share a belief in the—
A importance of social order
B importance of good government
C virtue of yielding
D balance of yin and yang

34 Where did Buddhism start, and where did it spread?
A Started in India and spread to China and other parts of Asia
B Started in China and spread to India and Japan
C Started in Japan and spread to Korea and China
D Started in Southeast Asia and spread to India

35 For hundreds of thousands of years, [man] had lived on wild foods, as a hunter and gatherer. ... The revolutionary step forward was the discovery that wild grains could be cultivated and made more productive, and wild animals herded and their products made constantly available. With this discovery, the growth of fixed settlements became possible. ... From this, all civilization is derived.

—Kathleen Kenyon, archaeologist

Which choice best describes the main point of the quotation?
A Civilization is a result of the nomadic ways of the hunter-gatherers.
B Learning to farm and domesticate animals led to the development of civilization.
C As wild animals and wild grains became more available, this encouraged the growth of civilizations.
D Hunting and gathering was the revolutionary step that led to civilization.
Influence of Geography on Greek Development

Standard WHI.5a

How did the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean Basin shape Greek economic, social, and political development and patterns of trade and colonization?

Vocabulary Builder: isolate (IH suh leyt) v. to separate or cut off

Geography of Ancient Greece

Ancient Greece was located on the Mediterranean Sea and Aegean Sea. Most of Greece occupied two peninsulas, the Balkan and Peloponnesus. Mountains divide the peninsulas into isolated valleys. Beyond the valleys and rugged coast, rocky islands spread across the Aegean Sea. To the east of the Aegean Sea, Greeks lived along the coast of Asia Minor.

One important geographic feature of ancient Greece was the Dardanelles Strait. A strait is a narrow waterway that connects two bodies of water. The Dardanelles connected the Aegean Sea with the Black Sea. Early in Greek history, the city of Troy controlled the Dardanelles. Because all trade between the Aegean Sea and Black Sea had to pass through the Dardanelles, Troy prospered. Eventually, however, Troy’s enemies destroyed the city.

Other important Greek cities were Athens and Sparta. Athens was located close to the Aegean Sea. Sparta was located on the interior of the Peloponnesus Peninsula. This difference in geography led Athens and Sparta to develop differently. While Athens became an important trading center, Sparta isolated itself from other Greek cities.

On the northern coast of the Aegean Sea was an area called Macedonia. Like most of Greece, Macedonia was a rugged and mountainous region.

Geography of Ancient Greece
Economic and Social Characteristics of Ancient Greece

Because Greece is so mountainous, very little land is arable (suitable for farming). Life by the sea led the Greeks to become skilled sailors, resulting in the trading of goods and ideas throughout the eastern Mediterranean. Trade led to wealth and the spread of Hellenic culture. It also led to the shift from the barter system to a money economy that used coins.

Mountainous land cut off the Greeks from one another. It encouraged the creation of many independent city-states, which were made up of cities and their surrounding countryside. The cities promoted civic and commercial life. The warm climate encouraged gatherings in the marketplaces to discuss issues that affected the residents’ lives.

Rapid population growth caused the Greeks to look for new farming lands across the seas. This led to the creation of Greek colonies (settlements) around the Mediterranean. The Greek settlers who moved to these colonies took their ideas and culture with them.

Check for Understanding On a separate sheet of paper, explain how the geography of Greece influenced the country’s political development.
Greek Mythology

Standard WHI.5b

How did mythology help the early Greek civilization explain the natural world and the human condition? What impact did Greek mythology have on later civilizations and the contemporary world?

Vocabulary Builder: trait (treyt) n. a feature or quality

Greeks were polytheistic, which means they believed in many gods. Greek mythology told the stories of these gods and heroes. Greek myths often provided explanations of natural occurrences. For example, one story said that each morning, the sun god Helios left a palace in the east and traveled in a golden chariot to the west. He would rest in a palace in the west each evening and then sail back east along a river. This myth explained the rising and setting of the sun each day.

Most gods were related to certain features of life. For example, Ares was the god of war and Hebe was the goddess of youth. Other gods had human qualities, such as Athena, who was the goddess of courage and wisdom.

Greek gods were believed to belong to a divine family that lived on Mt. Olympus. They were considered to have human qualities, both in appearance and in character traits.

<table>
<thead>
<tr>
<th>GOD OR GODDESS</th>
<th>POWER OR RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeus</td>
<td>king of the gods and ruler of Mount Olympus</td>
</tr>
<tr>
<td>Hera</td>
<td>wife of Zeus; protector of families, children, and the home</td>
</tr>
<tr>
<td>Apollo</td>
<td>god of truth, intelligence, music, and poetry</td>
</tr>
<tr>
<td>Athena</td>
<td>goddess of wisdom</td>
</tr>
<tr>
<td>Aphrodite</td>
<td>goddess of love and beauty</td>
</tr>
<tr>
<td>Artemis</td>
<td>goddess of wildlife and hunting</td>
</tr>
</tbody>
</table>

Influence on Western Civilization

Poets and writers such as Dante and Shakespeare created works influenced by Greek myths. Renaissance artists used characters and symbols of Greek mythology in their work, including Sandro Botticelli’s Birth of Venus and Raphael’s Galatea. Architects copied the styles of Greek temples to the gods, such as the use of columns.

Check for Understanding On a separate sheet of paper, explain how Greek mythology influenced Western civilization.
Athens and Sparta

Standard WHI.5c

How did democracy develop in Athens? How did Sparta differ from Athens?

Vocabulary Builder: responsible (ri SPOH suh buhl) adj. accountable or in charge of; shift (shift) v. to change or move to

Because of the small size of each Greek city-state, or polis, citizens felt responsible for participating in government decisions. Only free adult males held political rights; no political rights were given to women, foreigners, and slaves. Though these similarities existed, two major city-states—Athens and Sparta—developed very different ideas of government, military, and social structure.

Athens

• The city-state of Athens progressed through four stages of government: (1) At first, the ruler of the polis was a king. This system was the monarchy, where central power was exercised by a ruler who inherited the position. (2) Over time, a class of noble landowners won power from the king. Authority then shifted to these nobles. The result was an aristocracy, or rule by a group of landholders who inherited their positions. (3) Because citizenship remained limited and most positions were open only to wealthy men, discontent grew among the ordinary people. This unrest led to the rise of tyrants, rulers who achieved power by force. Tyrants often governed well and imposed reforms, including councils and other law-making bodies. These reforms gave a greater role to merchants and the poor, who then supported the tyrants. (4) Athens therefore moved slowly toward a direct democracy, in which citizens took part in daily government affairs.

• Tyrants such as Draco and Solon made many reforms. Draco created a harsh code of laws in which both minor and serious crimes were punished by death. Solon changed the code to include only very serious crimes. He also outlawed debt slavery, opened high offices to more citizens, allowed some foreigners to become citizens, and gave more power to the assembly.

• Athenian democracy was quite limited. Only citizens had a role in government, and citizenship was restricted to landowning men. Women, merchants, foreigners, and slaves were excluded. Still, Athenian democracy allowed a legislature to debate laws before their approval or rejection, emphasized the duties of citizens, and gave decision-making power to more people than any other ancient civilization. It paved the way for the democracies of today.
Sparta

- Sparta was a military state governed by two kings and a council of elders. Major decisions were approved by the citizens, who were male, native-born Spartans over 30 years of age.

- Spartans set up a rigid social structure in order to control the conquered people over whom they ruled and who were treated as slaves (called \textit{helots}).

- Spartan society focused on the military and aggressiveness. Boys started difficult military training at age seven. Girls were brought up to strengthen their bodies so they could later bear children for the army.

Check for Understanding On a separate piece of paper, draw a Venn diagram to illustrate the similarities and differences of Athens and Sparta.
Persian and Peloponnesian Wars

Standard WHI.5d

Why were wars with Persia important to the development of Greek culture? Why was the Peloponnesian War important to the spread of Greek culture?

Vocabulary Builder: domination (dom uh NEY shuhn) n. control

Persian Wars

Before the Persian Wars, Persia was the strongest military power in the world. In 490 B.C. (B.C.E.), Persia attacked the Greek mainland with a huge army. The armies of Athens and Persia clashed at a plain northeast of Athens called Marathon. The Persians greatly outnumbered the Athenian forces, but the Athenians were determined to defend their land from attack. During the battle, the Athenians were able to overwhelm the Persian forces. The Persians retreated, but the Athenian leader Themistocles knew that the Persians would come back with an even larger army. He urged Athenians to build a fleet of warships and to prepare for attack.

Ten years later the Persians came back. To survive, Spartans and Athenians put aside their differences and prepared to fight the Persians together. In 480 B.C. (B.C.E.), a Greek army held off a much larger Persian army for three days at a mountain pass north of Athens. A small force that included 300 Spartans stood its ground until almost all of its soldiers were killed.

Then, in a mighty sea battle at Salamis, Athenian ships trapped and destroyed the Persian fleet. The Persian invasion ended soon afterwards, in 479 B.C. (B.C.E.). Athens and Sparta, working together, had defeated the most powerful empire of its time.

Persian Wars, 490 B.C.—476 B.C.
Peloponnesian War

After the Persian Wars, Athens became the most powerful Greek city-state. Victory over the Persians allowed Athenians to prosper, and they made many innovations in government and culture following the war. However, after the defeat of the Persians, the leaders of Athens began to act unwisely. They formed an alliance, an agreement to work together, called the Delian League. Athens forced some city-states to join the alliance. It used the League’s fund to put up public buildings in Athens. Athenian generals began interfering in the affairs of other city-states. Other Greeks became angry and resentful.

Sparta became the leader of the city-states opposed to Athens. The Spartans and their allies were known as the Peloponnesian League. In 431 B.C. (B.C.E.), war broke out between Athens and Sparta. It was called the Peloponnesian War after the area of Greece where most of the fighting took place.

Athens’ greatest strength was its navy. Sparta’s greatest strength was its army. Since Sparta was inland, Athens could not use its navy to attack Sparta. But because Spartan troops could march to Athens, Sparta was able to use its greatest strength.

When the Spartan troops came near Athens, the leader of Athens, Pericles, allowed people living in the countryside to come inside Athens’ city walls. This caused overcrowding. In overcrowded conditions, it is easy for diseases to spread quickly among people. Soon, a plague, or a fast-spreading, often deadly disease, broke out in Athens. It killed thousands of people, including Pericles. After Pericles’ death, the government of Athens became unstable. Finally, in 404 B.C. (B.C.E.), an exhausted Athens surrendered.

The Peloponnesian War ended Athenian domination of the Greek world. The Athenian economy revived and Athens remained the cultural center of Greece. However, its spirit and energy declined. This slowed Greek cultural advances and weakened Greek political power.

Check for Understanding On a separate piece of paper, write a paragraph explaining why Athens and Sparta were both allies and enemies during Greek history.

**Peloponnesian War, 431 B.C.–404 B.C.**
Golden Age of Pericles

Standard WHI.5e

Why was the leadership of Pericles important to the development of Athenian life and Greek culture?

Vocabulary Builder: restoration (res tuh rey shuhn) n. the act of returning something to its original condition

After the Persian Wars, but before the Peloponnesian War, Athens entered a period known as the Golden Age of Pericles. As you read earlier, Pericles was the leader of Athens. Under his leadership, Athens became more democratic and known for its contributions to the arts and philosophy.

Athens was a direct democracy. In a direct democracy, citizens vote directly on the decisions the government makes. This is unlike most democracies today. In most modern democracies, citizens vote for representatives. The representatives vote on the decisions the government makes.

In Athens, citizens met three times a year to vote on what the government should do. During the rest of the year, a Council of 500 took care of government decisions. Members of the Council of 500 were selected by lot, or randomly. Pericles believed that all citizens should be able to participate in government. However, people without a lot of money could not afford to stop working in order to participate in government. Because of Pericles, Athens began paying a stipend, or fixed salary, to men who participated in government. This reform allowed poor men to serve in government. Under Pericles, most adult males had an equal voice in government.

Another important contribution of Pericles was the restoration of Athens. During the Persian Wars, the Persians had destroyed parts of Athens, including the Acropolis. The Acropolis was the high point of Athens. Many important buildings were located on it. When rebuilding the Acropolis, Pericles ordered the construction of the Parthenon. The Parthenon was a temple built to honor the goddess Athena. It once housed a fabulous gold and ivory statue of the goddess. Many people think the Parthenon is the ideal of Greek architecture.

Check for Understanding On a separate sheet of paper, explain the importance of Pericles's leadership to Athens.
Contributions of Greek Culture to Western Civilization

Standard WHI.5f

What were some important contributions of Greek culture to Western civilization?

Vocabulary Builder: drama (DRAH muh) n. a play; bias (BAHY uhs) n. prejudice or favoritism

Greek culture has influenced Western civilizations in many ways. The charts below show significant contributions in different fields.

<table>
<thead>
<tr>
<th>DRAMA</th>
<th></th>
<th>SOPHOCLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AESCHYLUS</td>
<td></td>
<td>SOPHOCLES</td>
</tr>
<tr>
<td>His drama Oresteia showed how the wrath of the gods could bring misfortune to even powerful families.</td>
<td>His play Antigone showed how moral duty and duty to the gods could conflict with the laws of the state.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POETRY</th>
<th></th>
<th>HOMER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>He launched Greek literature by writing The Iliad and The Odyssey, epic poems about the Trojan War.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HISTORY</th>
<th></th>
<th>THUCYDIDES</th>
</tr>
</thead>
<tbody>
<tr>
<td>HERODOTUS</td>
<td></td>
<td>THUCYDIDES</td>
</tr>
<tr>
<td>He collected historic information by visiting people who remembered the events. Known as the “Father of History,” he stressed the importance of research.</td>
<td>He wrote vivid descriptions of the Peloponnesian War, which he lived through, and showed the need to avoid bias.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCULPTURE</th>
<th></th>
<th>PHIDIAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>His achievements included Athena Parthenos at Athens and the Zeus in the temple of Olympia.</td>
</tr>
</tbody>
</table>

| ARCHITECTURE | | | |
|--------------|-------|-------|
| DORIC COLUMN | IONIAN COLUMN | CORINTHIAN COLUMN |
| Simplest column, used in the Parthenon, whose top is made of a circle topped by a square and which has no base. | More artistic and elegant column whose top has scrolls, shaft has carved vertical lines, and base looks like stacked rings. | The most decorative and intricate column, whose top has flowers and leaves below a small scroll. |
**Science**

<table>
<thead>
<tr>
<th>ARCHIMEDES</th>
<th>HIPPOCRATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>He used physics to master the lever and the pulley.</td>
<td>His set of ethical standards for physicians is used by doctors today.</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>EUCLID</th>
<th>PYTHAGORAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>He wrote a textbook, <em>The Elements</em>, which was the basis of modern geometry.</td>
<td>He developed a formula to calculate the relationship between the sides of a triangle.</td>
</tr>
</tbody>
</table>

**Philosophy**

<table>
<thead>
<tr>
<th>SOCRATES</th>
<th>PLATO</th>
<th>ARISTOTLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socrates tried to teach people to reason by asking them questions. Each question was designed to take a person step-by-step to a final conclusion. Today, this approach to teaching is known as the Socratic method.</td>
<td>Plato, a student of Socrates, also believed in the importance of reason. He argued that through rational thought, people could discover unchanging ethical values, recognize perfect beauty, and learn how best to organize society.</td>
<td>Plato’s most famous student was Aristotle. He wrote more than 170 books on astronomy, physics, politics, art, and other subjects. He established a school in Athens for the study of all branches of knowledge. This school became a model for the modern university.</td>
</tr>
</tbody>
</table>

**Check for Understanding** On a separate sheet of paper, explain how Greek culture contributed to our modern-day civilization.
Alexander the Great and Hellenistic Culture

Standard WHI.5g
How did the empire of Alexander the Great establish a base for the spread of Hellenistic culture?

Vocabulary Builder: control (kuhn TROHL) n. power; enormous (i NAVR muhs) adj. huge or giant

Macedonian Rulers Built an Empire
Phillip II, the ruler of Macedonia, formed alliances with many Greek city-states and conquered others. Soon after defeating Athens and Thebes at the battle of Chaeronea, Phillip II brought most of Greece under his control.

When Phillip II died, his son Alexander took his place. Though Alexander was only 20 years old, he was a great soldier and great military leader. He fulfilled his father’s dream of conquering Persia. He commanded his troops even further east, all the way to northern India.

Empire of Alexander the Great

The Spread of Greek Culture and the Hellenistic Age
While governing an enormous empire, Alexander the Great created his most lasting achievement: the spread of Greek culture. He founded many new cities where Greek soldiers, traders, and artisans settled. These settlers brought with them their culture, which the local people absorbed. In return, the Greek settlers also adopted local cultures. The result was a blending of Greek, Asian, Egyptian, Persian, and Indian customs over time, which came to be known as the Hellenistic Age.

Check for Understanding On a separate sheet of paper, explain how Greek culture was spread in the cities founded by Alexander the Great.
Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. The mountainous lands of Greece encouraged—
   A. travel through mountain passes to explore nearby city-states
   B. farming innovations on mountainsides
   C. the creation of independent city-states
   D. city-states to form different religions

2. Much of Greek mythology was based on—
   A. their polytheistic religion
   B. Egyptian stories
   C. stories spread by traders
   D. stories from Troy

3. Athens during the Golden Age is best described as—
   A. an oligarchy
   B. a direct democracy
   C. a society based on the military
   D. having a rigid social structure

4. As a result of the Peloponnesian War—
   A. Athenians built defenses for future attacks
   B. Athens and Sparta temporarily united as one force
   C. Athens emerged as a more powerful force than ever
   D. Athens lost its control of the Greek world

5. Pericles was best known for—
   A. conquering many lands and creating a huge empire
   B. enabling the Golden Age of Athens
   C. his work in philosophy, which influenced Western civilization
   D. defeating the Persian navy

6. I will use my power to help the sick to the best of my ability and judgment; I will abstain from harming or wronging any man by it.... Whatever I see or hear, professionally, or privately, which ought not to be divulged, I will keep secret...

   —excerpt from the Hippocratic Oath

The Hippocratic Oath is representative of—
   A. the Greek gods and goddesses
   B. the philosophy of the Delian League
   C. contributions of Greek culture to Western civilization
   D. the thinking of Alexander the Great
Influence of Geography on Roman Development

Standard WHI.6a

How was geographic location important to the economic, social, and political development of ancient Rome?

Vocabulary Builder: influential (in floo EN shuhl) adj. able to affect the behavior of others

Early Roman Civilization

Rome started as a group of small villages along the Tiber River. Over time, these villages grew together to create Rome. Because of its geographic location, Rome was able to grow into an influential area in the Mediterranean Basin. Rome is located near the middle of the Italian peninsula. It is centrally located in the Mediterranean Basin and far from the eastern Mediterranean powers. To its north lie the Alps Mountains, which offered protection from invaders to the entire peninsula. The Mediterranean Sea, around the Italian peninsula, also offered protection as well as the means for the Romans to establish trade routes.

Unlike Greece, Italy’s broad fertile plains allowed land for large-scale farming and made unification of the area easier. This meant that people from different areas could come together under common leadership for protection, trading advantages, and shared support.

Check for Understanding On a separate piece of paper, explain how ancient Rome’s geographic location affected its economic, social, and political development.
Roman Mythology

Standard WHI.6b

What was the source of Roman mythology? What impact did Roman mythology have on later civilizations?

Vocabulary Builder: adapt (uh DAPT) v. change or alter; image (IM ij) n. a picture

Like Greek mythology, Roman mythology tells stories of gods and heroes. The myths also provided explanations of natural occurrences, like earthquakes or why the sun rises. In an attempt to win favor from the gods, Romans threw many feasts and celebrations. They built temples and statues and conducted rituals for the gods. Both the Greek and Roman religions were polytheistic, meaning that they were based on a belief in many gods. Various Roman gods and goddesses were adapted from Greek religion. The following chart shows the association between the Roman and Greek gods and goddesses.

<table>
<thead>
<tr>
<th>Roman God or Goddess</th>
<th>Related Greek God or Goddess</th>
<th>Power or Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jupiter</td>
<td>Zeus</td>
<td>God who ruled over the sky and other gods</td>
</tr>
<tr>
<td>Juno</td>
<td>Hera</td>
<td>Goddess who protected marriage</td>
</tr>
<tr>
<td>Apollo</td>
<td>Apollo</td>
<td>God of healing and prophecy; in art, he was shown as the perfection of youth and beauty</td>
</tr>
<tr>
<td>Diana</td>
<td>Artemis</td>
<td>Goddess of the moon, forests, animals, and women in childbirth</td>
</tr>
<tr>
<td>Minerva</td>
<td>Athena</td>
<td>Goddess of handicrafts and the arts</td>
</tr>
<tr>
<td>Venus</td>
<td>Aphrodite</td>
<td>Originally the goddess of vegetation; later known as goddess of love and beauty</td>
</tr>
</tbody>
</table>

Roman symbols and images were used in ancient art, literature, architecture, and other areas. Roman symbols were influential in later Western civilizations. The state flag of Virginia shows the goddess Virtus, with a sword and spear, standing over a defeated dictator. Mosaics (pictures made from colored stone or glass) were created by Romans and are still produced today. The element mercury, used in some thermometers, is named after the Roman god Mercury. Ancient Roman architecture was copied during later periods of history. For example, Thomas Jefferson’s design for the Virginia state capitol was inspired by Roman temples.

Check for Understanding On a separate sheet of paper, describe the origin of Roman mythology and explain how it influenced later civilizations.
Roman Republic

Standard WHI.6c
How did the government of the Roman Republic become more democratic in its decision making?

Vocabulary Builder: participate (pahr tis uh peyt) v. take part in; key (kee) adj. important or major

Social Structure of the Roman Republic
Three classes existed in the republic:
- Patrician: the few upper-class landowners; powerful nobility
- Plebeians: farmers, merchants, and traders; made up the majority of the population
- Slaves: not based on race; people from conquered lands could be forced to work as slaves

Laws of Citizenship
- Patrician and plebeian men were citizens.
- A few groups of conquered people were awarded full citizenship.
- Most conquered people became partial citizens; they were allowed to marry Romans and participate in trade in Rome.
- All conquered groups (aliens) had to pay taxes, supply soldiers for military service, and acknowledge Roman leadership. In exchange, they kept their own customs, money, and local governments.

Features of the Representative Democracy
In a representative democracy, citizens delegate authority to elected representatives.
- Consuls were the highest officials. Senators elected two new consuls per year (all were patricians at first). The consuls supervised the business of the government and the military. They were required to approve each other’s decisions and serve only one year; this provided checks on their power.
- The two governing bodies of government were: (1) The senate – most powerful governing body. It had 300 members, all patricians at first. Senators served life terms and had great influence over the laws of the republic. (2) The assemblies – one military and one non-military assembly. They elected magistrates, had legislative power, and made key decisions.
- Plebeians had little governmental influence at the beginning of the republic, but in time they earned the right to elect their own officials (tribunes) who looked out for their interests. Eventually, they were allowed to become consuls, hold high offices, and even become senators.
- After plebeians protested that they did not know the laws, the government made them public by creating the Laws of the Twelve Tables and placing them in the Forum, Rome’s marketplace.

The Roman representative democracy is the foundation for modern democracy. Ideas such as the creation of the senate, veto of laws, and checks and balances on political power came from the Roman form of government.

Check for Understanding On a separate piece of paper, explain the changes that the Roman republic made in order to become more democratic.
The Punic Wars

Standard WHI.6d

Why was Rome able to conquer Carthage and then go on to extend its influence across the entire Mediterranean basin and much of Western Europe?

Vocabulary Builder: defend (di FEND) v. to protect or secure

Carthage was a city-state on the northern coast of Africa. It ruled over and controlled trade in parts of North Africa and the western Mediterranean. As Rome made conquests along the Italian peninsula, the two powers clashed. From 264–146 B.C. (B.C.E.), these two powers fought each other in the three Punic Wars. During the first Punic War, Rome defeated Carthage and won control of Sicily, Corsica, and Sardinia.

Growth of Roman Power to 44 B.C.

The second Punic War began in 218 B.C. (B.C.E.). The general Hannibal of Carthage led his troops from Spain through the Pyrenees Mountains and the Alps and down the Italian peninsula to launch a surprise attack on Rome. Hannibal's troops won battles for the next 15 years of the war; however, they were not able to capture Rome itself. Romans attacked Carthage, and Hannibal was forced to return to his homeland to defend it. The Romans won the battle and took control of all of Carthage's lands outside Africa.

In the third Punic War, Rome attacked Carthage and completely destroyed it. As a result, Rome gained control of trade in the Mediterranean basin, bringing tremendous wealth to the republic.

Check for Understanding Use the map and the information on this page to describe the territorial growth of Rome from its beginning to the end of the Punic Wars.
Expansion of Rome

Standard WHI.6d

Why was Rome able to conquer Carthage and then go on to extend its influence across the entire Mediterranean basin and much of Western Europe?

Vocabulary Builder: acquired (uh kwahy uhred) adj. gained possession of; integrate (in ti greyt) v. to incorporate or combine

During and after the Punic Wars, Rome expanded its territory in many directions. Roman culture was spread as Rome conquered and traded with new lands. Many of the acquired lands integrated Latin into their languages and adopted Roman customs. Roman power soon surrounded the Mediterranean Sea, covering areas in Africa, Asia, and Europe, including the Hellenistic world of the Eastern Mediterranean. The empire also extended to the west to include Gaul and the British Isles.

Trade and travel helped spread Roman culture in the conquered lands around the Mediterranean. Many Romans were proud of the expansion and influence of their culture. The poet Virgil wrote the following about the history of Rome in his epic poem, the Aeneid, which celebrated loyalty to the state, family devotion, and faithfulness. Virgil’s work was considered a masterpiece, and it influenced many poets through the Middle Ages.

Come, I shall tell of the glory to come…
My son, noble Rome shall equal her power with earth,
Her might with Olympus [home of the Greek gods],
…Now turn your eyes this way to see…This man,
This is he whom again and again you have heard in the promise
Of prophecy, Caesar Augustus [first Roman emperor], son of a god.
He shall found once again an era of gold in the land
Of Latium [the land surrounding Rome]…

Check for Understanding On a separate sheet of paper, explain how Rome was able to influence the Mediterranean basin and Western Europe.
Decline of the Roman Republic

Standard WHI.6e

Why did the Roman Republic fail to survive challenges by Julius Caesar? How did military conquests alter economic and social life in Rome?

Vocabulary Builder: produce (pruh DOOS) v. make or manufacture; currency (KUR uh n see) n. money or something used for exchange

As economic and social conditions changed, civil wars weakened the Roman Republic, eventually leading to its replacement by the Roman Empire.

- Wealthy families used slaves on their estates; small farmers couldn’t produce food as cheaply as the estates could.
- Farmers went into debt and had to sell their land. They migrated to the cities to find work, but the cities were already full of unemployed people.
- For the rich, wealth led to increased corruption, greed, and self-interest.
- The gap between the rich and the poor caused frustration and riots.
- Disagreements over whether the senate or popular political leaders should hold power caused civil wars within Rome.
- Professional Roman armies were loyal to their commanders, not to civilian leaders. A civil war started when military commander Julius Caesar defied an order to disband his army.
- Roman currency declined in value, causing inflation. This meant that there was a large increase in the price of products that people wanted to buy. So, people’s money did not purchase as much as it had before.

Decline of the Roman Republic

Check for Understanding On a separate sheet of paper, explain how changes in the economic and social life of Rome eventually led to the decline of the republic.
Origin of Imperial Rome

Standard WHI.6f

How did an imperial monarchy come to rule Rome?

Vocabulary Builder: convince (kuhn vins) v. to persuade or influence; consist (kuhn sist) v. to be made up of; issue (ISH oo) v. to distribute or put into circulation

Steps Toward the Roman Empire

1. In 61 B.C. (B.C.E.), three powerful men—Julius Caesar, Pompey, and Marcus Licinius Crassus—reached a private agreement to govern Rome. This arrangement was called the first triumvirate (government by three men). It was able to control Rome; it also helped Caesar rise to power.

2. Julius Caesar and Pompey were leaders in both the military and politics. Pompey feared that Caesar was becoming too powerful and convinced the senate to order Caesar to disband his army and return to Rome. Caesar disobeyed the order, led his army back to Rome, defeated Pompey, and forced the senate to declare him dictator.

3. As the ruler of Rome, Caesar made reforms, including giving land to the poor and creating jobs for the unemployed. Fearing that he would make himself king, Caesar’s enemies assassinated him in 44 B.C. (B.C.E.). The killing of Caesar caused another civil war.

4. A new private agreement, called the second triumvirate, consisted of Octavian (Julius Caesar’s grandson), Marc Antony, and Marcus Aemilius Lepidus. Antony and Octavian joined forces to find Caesar’s murderers and wound up in a struggle for power.

5. Octavian defeated Antony and became the first emperor of Rome. The senate gave him the title of Augustus, or Exalted One. Augustus laid the foundation for a strong, stable government. Using his imperial authority and the Roman military, he unified and enlarged the empire. He made more reforms, both economic and political, including jobs for the unemployed, the creation of a postal service, and the issuing of new coins to encourage trade.

6. The government that Augustus organized ran well for 200 years. However, since the Romans did not believe new emperors should always be the son of the old emperor, there was no guidance for a peaceful change of emperors. Because of this, the death of an emperor usually resulted in violent conflict between those who wanted to become emperor.

Check for Understanding On a separate sheet of paper, explain the roles of Julius Caesar and Augustus Caesar in the rise of the imperial monarchy.
SOL Quiz 6: Standard WHI.6

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. The geographic location of Rome—
   A. discouraged trade
   B. allowed the unification of the Italian peninsula
   C. relied on the Rubicon River
   D. encouraged the formation of many small city-states

2. Most Roman gods and goddesses were—
   A. adapted from Egyptian beliefs
   B. created by the original Roman settlers
   C. a combination of beliefs from many different civilizations
   D. modified from Greek religion

3. • Highest officials
   • Elected by senators
   • Served only one term
   • Supervised the business of the government and military

   These characteristics describe what position in the Roman Republic?
   A. Tribune
   B. Consul
   C. Patrician
   D. Assembly

4. As a result of the third Punic War—
   A. Rome gained control of the Mediterranean basin
   B. Rome won control of Sicily, Corsica, and Sardinia
   C. Rome was captured by Hannibal
   D. Carthage regained control of lands in Africa

5. One factor that led to the decline of the Roman Republic was the—
   A. decrease in the use of slaves
   B. increase in value of Roman currency
   C. migration of unemployed farmers into cities
   D. Punic Wars

6. Augustus Caesar—
   A. assassinated Julius Caesar
   B. passed a law making leadership automatically pass to sons of rulers
   C. was a member of the first triumvirate
   D. laid the foundation for a strong, stable Roman government
Pax Romana

Standard WHI.6g

What was the Pax Romana? What was the impact of the Pax Romana on the Roman Empire?

Vocabulary Builder: **stable** (STEY buhl) *adj.* steady and secure; **emphasis** (EM fuh sis) *n.* weight or importance; **uniform** (YOOH nuh fahrm) *adj.* the same for all

The Pax Romana, or “Roman Peace,” was a 200-year period of peace and prosperity. The Pax Romana began under the imperial rule of Augustus Caesar and ended with the death of Emperor Marcus Aurelius. During this time, the Roman Empire unified its lands and grew larger and more stable. The Empire’s boundaries expanded all the way from the Euphrates River in the Near East to Britain in the west. The Pax Romana brought social, economic, and political changes to the empire.

<table>
<thead>
<tr>
<th>IMPACT OF THE PAX ROMANA</th>
<th>SOCIAL IMPACT</th>
<th>POLITICAL IMPACT</th>
<th>ECONOMIC IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Returned stability to the social classes; jobs were given based on talent, not social class.</td>
<td>Established an efficient, well-trained civil service to enforce laws.</td>
<td>Issued a new, uniform money system, which made trade easier and encouraged its growth.</td>
</tr>
<tr>
<td></td>
<td>Increased emphasis on the family, which included everyone who lived under one roof of a household. The father ruled over his family, and only his word counted.</td>
<td>Created a uniform rule of law for all provinces, which promoted unity and stability. Established the principles of the right to offer a defense and presumed innocence, which are still used in the legal system of the United States.</td>
<td>Roman legions protected roads from bandits and kept them in repair; fleets of Roman ships protected the seas from pirates. This protection provided safe travel and trade routes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promoted prosperity, stability, and order in the empire.</td>
<td></td>
</tr>
</tbody>
</table>

**Check for Understanding** On a separate piece of paper, explain the effects of the Pax Romana on the Roman Empire.
Christianity

Standard WHI.6h

How did Christianity become established within the Roman Empire? What were the essential beliefs of the early Christian faith? How and why did Christianity spread?

Vocabulary Builder: root (root) n. to be the basis or original source of something

Origins of Christianity

Early in the Pax Romana, a new religion called Christianity emerged in the Roman Empire. Christianity has its roots in Judaism and the teachings of Jesus of Nazareth. Jesus was a Jew who lived in Judea, the Roman province where most Jews of the time lived. During the Pax Romana, there was conflict between Jews who wanted independence from Rome and Romans who wanted to control Judea. Some Jews believed that a messiah, or anointed king chosen by God, would lead their people to freedom. Followers of Christianity believed that Jesus of Nazareth was the Messiah.

Christianity, like Judaism, is monotheistic. Religions that are monotheistic believe in only one God. The Romans were polytheistic. They believed in many gods. This difference was a source of conflict between Christians and Romans. Romans expected the people they had conquered to accept Roman gods in addition to the gods they already believed in. This worked for polytheistic people, but because Christians were monotheistic, they could not accept Roman gods and still believe in only one God.

Beliefs, Traditions, and Customs of Christianity

<table>
<thead>
<tr>
<th>CHRISTIAN BELIEFS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monotheism</td>
<td>There is one God.</td>
</tr>
<tr>
<td>Nature of Jesus</td>
<td>Jesus is both the Son of God and an incarnation, or human form, of God.</td>
</tr>
<tr>
<td>Afterlife</td>
<td>There is life after death, as shown by the resurrection of Jesus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHRISTIAN TRADITIONS AND CUSTOMS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Testament</td>
<td>The New Testament makes up part of the Christian Bible. It includes the Gospels, which describe the life and teachings of Jesus. It also includes the writings of early Christians, like the letters of Paul. Paul's letters helped explain Christian doctrine, or principles.</td>
</tr>
<tr>
<td>Church Councils</td>
<td>Early in the history of Christianity, church councils met to settle disputes. Through the resolutions of these disputes, the councils established Christian doctrine.</td>
</tr>
</tbody>
</table>
Christianity (continued)

Spread of Christianity
Although many Romans resisted and attacked the Christian faith, it continued to spread through the empire. Jesus' message of love, equality, and a better life after death appealed to the poor and the oppressed. Others were inspired by the strength of the belief of some Christians. Because Christians refused to worship the Roman emperor as a god, they were mistreated and often suffered or died for their religion.

Jesus had many disciples, or close followers, and he chose 12 of them as apostles. The apostles and disciples spread the message of Christianity even after Jesus died. They journeyed throughout the Roman world—now much easier to travel since it was more unified—spreading the teachings of Jesus. Although he had never met Jesus, Paul had a vision of Jesus speaking to him. From that point, Paul became an influential missionary, working to spread Christianity. As shown on the map, Paul made many trips to spread his beliefs. He traveled around the Mediterranean and started churches in Greece and Asia Minor.

Spread of Christianity to 476 A.D.

Check for Understanding On a separate sheet of paper, describe where and how Christianity was spread.
The Church in the Late Roman Empire

Standard WHI.6i

What was the impact of the early Church in the late Roman Empire?

Vocabulary Builder: vision (vish uhn) n. a dream or mental picture; grant (grant) v. to give or to award

Toleration of Christianity Begins

In 284 A.D. (C.E.), the Roman Empire was divided into two parts, each ruled by a co-emperor. In 312, Emperor Constantine prepared to battle his co-emperor. Legend tells that Constantine had a vision of the cross, a Christian symbol, in the sky. He immediately ordered that the shields of his men be marked with this symbol. After winning the battle, Constantine declared that the victory was owed to the God of the Christians. From then on, he embraced Christianity, eventually converting to Christianity himself. In 313, Constantine issued the Edict of Milan, which legalized Christian worship.

Christianity Increases in Importance

Over time, Christians were granted full legal rights. Christian clergy gained privileges, responsibility, and influence. Imperial money was provided to build Christian churches. Constantine built a new imperial capital in Asia Minor, which contained churches and Christian architecture. The city eventually was named Constantinople.

Constantine also acted as a church leader and began a custom of the Christian emperor being responsible for ensuring Christian worship throughout the empire. In 380 A.D. (C.E.), Emperor Theodosius proclaimed Christianity the official religion of the Roman Empire. As missionaries spread Christianity in Western Europe, converting the people there, the idea of a united Christian Europe developed. The bishop of Rome (the pope) was recognized as patriarch (father) of the west.

In time, however, Christianity in the eastern and western parts of the empire developed in different ways. Because of Constantinople’s location in the east, the emperor’s rule was stronger there; in the west, church officials in Rome were more influential.

Check for Understanding On a separate piece of paper, explain how Christianity became influential in the late Roman Empire.
**Contributions of Ancient Rome**

**Standard WHI.6j**

How did Roman achievements influence Western civilization?

**Vocabulary Builder:** design (di ZAHN) *n.* the details or features of a building, picture, or other object

<table>
<thead>
<tr>
<th>CONTRIBUTION</th>
<th>INFLUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art &amp; Architecture</strong> • Romans built large palaces, temples, stadiums, and other public buildings. • They used concrete, a strong building material. • Romans also developed domes and improved on methods for building arches and columns. • The Pantheon, a Roman temple dedicated to the gods, is used as a Christian church today. • The Colosseum, an amphitheater in which gladiators fought, is now in ruins but is a popular Roman tourist attraction. • The Forum, a large central area with temples and residences, was dug up in the twentieth century to reveal ruined streets, houses, and arches.</td>
<td>Many buildings in Europe and the Americas use the same materials and styles developed by the Romans. For example, the Virginia State Capitol building was modeled after an ancient Roman temple.</td>
</tr>
<tr>
<td><strong>Technology</strong> • Roman engineers built roads and bridges that have lasted for centuries. • They also built aqueducts, which were stone structures that carried water. • Arches for structures were improved by Romans and became characteristic of their designs.</td>
<td>Aqueducts are still used today. For example, most of the water for New York City is brought through the Catskill and Croton aqueducts.</td>
</tr>
<tr>
<td><strong>Science</strong> • Ptolemy was a Roman astronomer-mathematician who theorized that the earth was the center of the universe.</td>
<td>Ptolemy’s theory was believed in the Western world for 1,500 years, until later astronomers proved otherwise.</td>
</tr>
<tr>
<td><strong>Medicine</strong> • Roman medicine emphasized public health, which involves preventing disease and promoting health in an entire community. • Aqueducts carried clean water from the hills into public baths, improving sanitation. • Baths were also an important architectural innovation. • Roman doctors were influenced by Greek medical ideas and by schools in the conquered city of Alexandria.</td>
<td>The Romans’ emphasis on public health and sanitation is still addressed by health experts today.</td>
</tr>
<tr>
<td><strong>Language</strong> • Latin was spoken widely in Europe during the Roman Empire. • The Romance languages, such as French, Italian, Portuguese, and Spanish, developed from Latin.</td>
<td>Even after the end of the Roman Empire, Latin was used in Europe in the fields of education, religion, and law.</td>
</tr>
</tbody>
</table>
Contributions of Ancient Rome (continued)

<table>
<thead>
<tr>
<th>CONTRIBUTION</th>
<th>INFLUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature</strong> • Roman writers and poets applied Greek styles and stories to Roman settings. • The Roman poet Virgil used the Greek story of Troy in his poem called <em>Aeneid</em>. He wrote <em>Aeneid</em> to encourage Roman patriotism. • Other writers, such as Catullus, Ovid, and Cicero helped create a golden age of literature.</td>
<td>The works of Roman poets and writers have been studied throughout history and have influenced later styles of literature, such as the works of Shakespeare.</td>
</tr>
<tr>
<td><strong>Religion</strong> • Early Romans believed in many gods and goddesses of mythology. • Later, Christianity became the official religion of the empire.</td>
<td>Christianity spread throughout the world and remains a major religion. The Bible, Christianity’s main religious text, is still in use today.</td>
</tr>
<tr>
<td><strong>Law</strong> • Romans were committed to the rule of law and justice. Laws were engraved on the Twelve Tablets for all people to see. The principle of “innocent until proven guilty” was among these laws.</td>
<td>Principles from Roman law, including “innocent until proven guilty” and the right to offer a defense, are used in many legal systems throughout the world.</td>
</tr>
</tbody>
</table>

Check for Understanding On a separate piece of paper, explain how Western civilization was influenced by Roman cultural and technological achievements.
Decline of the Western Roman Empire

Standard WHI.6k

Why did the Western Roman Empire decline?

**Vocabulary Builder:** impose (im POHZ) v. to require or to establish as mandatory; supplement (SUHP luh ment) v. to add to; discipline (DIH sihl plin) n. the following of rules and regulations

Several reasons caused the decline of the Western Roman Empire. Some of these reasons were internal (taking place inside the empire), while others were external (from outside the empire).

**Geographic size:** The empire grew so large that it was difficult to govern and defend. Communication was slow, and it took time to transport soldiers around the empire. Emperor Diocletian decided to split the empire into two parts, but some historians believe that dividing the empire was a mistake. They think that the split may have weakened the empire during an important period when it was at risk of attacks.

**Economy:** The economy was weakened by the high prices that people had to pay for the products they bought. Heavier taxes were imposed to pay for the military and the government. Farmers were forced to leave their land, and the middle class fell into poverty. The devaluation of Roman currency caused further economic weakness.

**Military:** The empire had to supplement its army with mercenaries (paid foreign soldiers). The mercenaries were usually not as loyal as Roman soldiers. Also, the armies did not have the training and discipline of previous armies. This meant they did not have the skills to fight the invaders.

**Moral decay:** Family had been the basic unit of the Roman society. The empire was built on morals as well as values such as patriotism, discipline, and devotion to duty. People lost faith in the traditional values of Rome and the family, and the upper class valued luxury over public service.

**Political problems:** Political violence had become frequent in the empire, when emperors were overthrown by men who wanted the throne. Citizens no longer supported the government because of corrupt officials, strict rule, and weak leadership.

**Invasions:** To escape attacks from nomads, Germanic peoples came to Rome. Due to its declining strength, Rome was unable to stop the invasions of its borders. Invaders took over Britain, France, Spain, Gaul, and eventually Rome itself. Rome was invaded and looted in 476 A.D. (C.E.). Many historians say this was the end of the Western Roman Empire.

Check for Understanding On a separate piece of paper, explain how the large size of the Roman Empire made it hard to defend.
Division of the Roman Empire

Standard WHI.6k

Why did the Western Roman Empire decline?

Vocabulary Builder: maintain (mæn ɪn) v. to keep or to retain; previous (prɪvju əs) adj. existing before something else; prompt (prɒmpt) v. to bring about or to encourage

After the Pax Romana, Rome experienced political, economic, and social problems. The large size of the empire made it difficult to defend and rule. Communication was not easy, and it was hard to move troops throughout the provinces. In 284 A.D. (C.E.), Emperor Diocletian made a plan to bring order to the empire. He decided to split the huge empire into two parts so that each part would be easier to control. He named a co-emperor, Maximilian, to rule the western half of the empire. Diocletian maintained control of the wealthier eastern half.

In 312, Constantine took over as emperor. He kept changes made by the previous emperors, but he also made changes of his own. First, he ordered toleration of Christianity. Second, he set up a new capital city in Byzantium, a city in the eastern half of the empire. This city became known as Constantinople. The action of moving the capital increased the power of the Eastern Roman Empire.

Problems inside the empire, as well as attacks from the outside, prompted its decline. Germanic people came into the empire to seek safety from attacking nomads. Britain, France, and Spain were the first areas to be taken over. In 378, Rome was defeated, and in 476, the emperor in Rome was forced out by a Germanic leader. This loss of power in the Western Roman Empire is often referred to as the “Fall of Rome.” However, the Eastern Roman Empire continued to exist for another 1,000 years.

Check for Understanding On a separate sheet of paper, explain why splitting the Roman Empire might have made it easier to rule.
SOL Quiz 7: Standard WHI.6

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. The Pax Romana was—
   A. a time of political turmoil in the Roman Empire
   B. a pact of peace made with areas bordering the Roman Empire
   C. a time of prosperity and peace in the Roman Empire
   D. the new monetary system of Rome

2. Christian doctrine was established by—
   A. church councils
   B. Roman emperors
   C. martyrs
   D. apostles

3. Defeated his co-emperor in war
   - Ordered tolerance of Christianity
   - Made Byzantium the new capital city of the Roman Empire

   These characteristics best describe—
   A. Constantine
   B. Diocletian
   C. Marcus Aurelius
   D. Augustus Caesar

4. Roman architects became known for—
   A. the simplicity of their designs
   B. the development of domed buildings
   C. their failure to improve upon Greek architecture
   D. their use of unstable building materials

5. Which of the following is an external factor that caused the decline of the Western Roman Empire?
   A. Inflation of the Roman currency
   B. Political problems
   C. The moral decay of the citizens
   D. Invasions of the empire’s borders
Constantinople, Capital of the Eastern Roman Empire

Standard WHI.7a

Why was Constantinople established as the capital of the Eastern Roman Empire?

Vocabulary Builder: crossroad (KRaws rohd) n. a point where people from different areas meet

Byzantine Empire

As you read earlier, Emperor Diocletian separated the Roman Empire into two halves. In 324 A.D. (C.E.), Emperor Constantine united the Roman Empire again. He built a new capital city in the eastern part of the Roman Empire. The new city was built on the site of an old Greek city named Byzantium. The new city officially opened in 330. At first, the city was called New Rome, but it soon became known as Constantinople, after Constantine.

After Constantine’s death, the Roman Empire was again split in two. As the years passed, this division became greater. By the year 400, there were really two Roman Empires. The weaker one was in the west. Its capital was Rome. The stronger one was in the east. Its capital was at Constantinople. Historians call the empire in the east the Byzantine Empire, after the Greek city on which Constantinople was founded.

One advantage the Byzantine Empire had over the Roman Empire in the west was its distance from Germanic invasions. In the west, Romans had to worry about Germanic invaders. But Constantinople was far enough from Germanic invaders that its people did not have to worry.

Constantinople

Constantinople was a perfect location for the capital of the Byzantine Empire. The city stands on a peninsula at the southeastern end of Europe. It serves as a “bridge” between Europe and Asia. The peninsula itself extends into the Bosporus, a narrow strait linking the Black Sea and the Mediterranean Sea. Ships traveling between the seas had to pass by Constantinople and its many natural harbors. These geographic features made Constantinople one of the most important crossroads for trade.

Geographic features also made Constantinople easy to defend. Because it was on a peninsula, the city was guarded on three sides by water. For additional protection, leaders built sea walls along the coast. At the western edge of the city stood elaborate walls that protected Constantinople from land attacks. It was also in a good position to protect the eastern frontier of the Roman world from attack.

The Role of Constantinople

Constantinople was the capital of the Byzantine Empire until 1453, when the Ottomans conquered the Byzantines. Until 1453, Constantinople was a link to the past because it preserved Greek and Roman culture. For example, like ancient Rome, Constantinople had public baths that included steam rooms and swimming pools. Chariot racing was as popular in Constantinople as it had been in Rome. For chariot races, Constantinople had a hippodrome. A hippodrome is an ancient Greek stadium used for horse and chariot racing. People in Constantinople used ancient Greek for official purposes.

Check for Understanding On a separate piece of paper, explain why the location of Constantinople allowed the city to remain the capital of the Byzantine Empire for hundreds of years.
The Contributions of Justinian

Standard WHI.7b

What was the influence of Justinian's codification of Roman law on the Byzantine Empire and later legal codes? What was Justinian's influence on the expansion of the Byzantine Empire and its economy?

Vocabulary Builder: organize (AWR guh nahy-z) v. to put in order; revise (ri VAYHy-z) v. to change or improve; retain (ri TAY-ni) v. to keep or maintain

Expansion of Territory

The Byzantine Empire flourished under Emperor Justinian, who ruled from 527 to 565 A.D. (C.E.). When Justinian came to the throne in 527, he wanted to restore the Roman Empire and govern it as a whole. To achieve his goal, he began by paying Persian kings to stop threatening the eastern part of his empire. His armies then regained control of former Roman lands in North Africa, Italy, and the southern tip of Spain, expanding the empire to its greatest size by 565.

Code of Law

Justinian's most important contribution was reforming the law. Byzantine law came from ancient Roman laws. These laws came from many sources, including Roman assemblies, emperors, and judges. Many people thought that the existing laws were too long and confusing. Justinian had Byzantine scholars collect, organize, and revise them into a single body of law called Corpus Juris Civilis. This code of law was also known as Justinian's Code.

Justinian's Code not only affected the Byzantine Empire, but it had longer-lasting effects on much of Europe and the rest of the world. By the 1100s, rulers in Western Europe were using its principles as a model for their own legal codes. The code also influenced modern lawmakers who created international laws in use today.

Economy and Trade

Justinian's strong central government retained strict control over the economy. During his rule, the empire enjoyed economic success. Trade and industry expanded in the cities. Byzantine coins were used from England to China.

Check for Understanding  On a separate sheet of paper, explain what Justinian did that helped the Byzantine Empire flourish.
Byzantine Culture

Standard WHI.7c

What were the contributions of Byzantine art and architecture? How did Greek and Roman culture survive within the Byzantine Empire?

Vocabulary Builder: committed (kuh MIT ted) adj. dedicated

Byzantine Art and Architecture

Byzantine artists made important contributions, especially in religious art and architecture, that influenced Western styles from the Middle Ages to the present. These artists were inspired by both the Christian religion and their desire to glorify the power of the Byzantine Empire.

Byzantine artists were well known for their icons and mosaics. Icons are pictures or images of Jesus and saints. They were designed to make people feel connected with God. Mosaics are pictures made from chips of colored stone or glass. Byzantines made mosaics for public and religious buildings. Often, their mosaics showed scenes from the Bible.

Byzantines were also famous for building domes. One of the most famous examples of the empire’s architecture was the Hagia Sophia. The Hagia Sophia was a Byzantine church with a huge dome and a beautiful interior with features such as silk curtains, marble structures, and impressive mosaics. After fires and riots destroyed much of Constantinople, the church was among the structures rebuilt by Justinian. He was committed to making the capital of the empire grander than ever.

Byzantine Culture

As with art, the Byzantine Empire blended Greek and Roman influences into its culture and daily life. Greek and Roman knowledge was preserved in Byzantine libraries. Greek science, philosophy, and literature were blended with Christian beliefs. The Byzantines also extended Roman achievements in engineering and law.

Cultural Differences with the Western Roman Empire

In the Western Roman Empire, people spoke Latin. But in the Byzantine Empire, people spoke Greek. Western Romans and Byzantines had other differences. For example, while Christianity was practiced in both empires, it was practiced differently. Western Romans belonged to the Roman Catholic Church. Byzantines, however, belonged to the Greek Orthodox Church.

Check for Understanding On a separate piece of paper, explain how Greek, Roman, and Christian influences affected the culture of the Byzantine Empire.
The Great Schism

Standard WHI.7d

What factors produced the division within the Christian Church?

Vocabulary Builder: emerge (i m ur j) v. to come into existence

Christianity was a powerful influence throughout Europe. However, as you read earlier, it was practiced in different ways in the east and the west.

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>THE EASTERN CHURCH</th>
<th>THE WESTERN CHURCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Centered in Constantinople.</td>
<td>Centered in Rome.</td>
</tr>
<tr>
<td>Closeness to imperial power</td>
<td>After the capital of the Roman Empire moved to Constantinople, the eastern Church was closer to the seat of Roman power.</td>
<td>After the capital of the Roman Empire moved from Rome, the western Church was further away from the seat of Roman power.</td>
</tr>
<tr>
<td>Language spoken</td>
<td>Greek was spoken in the liturgy, or public worship.</td>
<td>Latin was spoken in the liturgy, or public worship.</td>
</tr>
</tbody>
</table>

History

Since early Christian times, differences had emerged over Church leadership. In the west, the Pope was eventually accepted as highest church official. Byzantine Christians rejected the Pope’s claim to authority over all Christians. Instead, the Patriarch of Constantinople led the eastern Church.

Besides leadership differences, the eastern and western churches had different practices. For example, unlike priests in Western Europe, the Byzantine clergy kept their right to marry. As in the Roman Church, the chief Byzantine holy day was Easter, celebrated as the day Jesus rose from the dead. However, Byzantine Christians placed somewhat less emphasis on Christmas—the celebration of the birth of Jesus—compared with Christians in the west.

During the Middle Ages, the two branches of Christianity drew farther apart. In 1054, a series of disagreements caused a schism, or split, between eastern and western Christianity, known as the Great Schism. Thereafter, contact between the two churches was limited. They treated each other as rivals rather than branches of the same faith.

Check for Understanding On a separate piece of paper, explain why the two branches of Christianity split in 1054.
Influence of the Byzantine Empire on Russia and Eastern Europe

Standard WHI.7e

Why did the Byzantine Empire have so much influence on religion, culture, and trade in Russia and Eastern Europe?

Vocabulary Builder: network (nēt wurk) n. a connected system or group of things or people; translate (trans leyt) v. to change or restate from one language to another

Influences on Kiev

The city of Kiev, the capital of present-day Ukraine, was the center of the first Russian state. Its culture and growth were the result of a mixing of two peoples: Scandinavians and Slavs.

Slavs originally inhabited the area. In the 700s and 800s, Vikings from Scandinavia entered the region. The Vikings would travel down rivers, trading with and collecting tribute, or forced payments, from the Slavs. They also created trade routes with Constantinople. These trade routes connected the Baltic Sea with the Black Sea. Kiev was the center of this trade network.

The Spread of Christianity

As Kiev grew, it attracted Byzantine missionaries. In order to convert the Slavs, two missionary Greek brothers named Cyril—also known as St. Cyril—and Methodius created the Cyrillic alphabet. They used their new alphabet to translate the Bible into the Slavic languages.

Princess Olga of Kiev was among the first to convert to Orthodox Christianity. Her grandson, Vladimir, married a sister of a Byzantine emperor. During Vladimir’s rule, he converted to Orthodox Christianity, influencing many others to do the same. He declared Orthodox Christianity the official religion of the lands he ruled, as well as those he conquered. Russians adopted various features of Byzantine culture, including art, architecture, and music. The onion-shaped domes of many churches in Russia, including St. Basil’s Cathedral in Moscow, were influenced by the domes of the Byzantine Empire.

Influences on Moscow and Eastern Europe

Moscow was made the capital by the leader of the Russian Orthodox Church, establishing Moscow as both the political and religious center of Russia. Rulers of Moscow adopted aspects of Byzantine culture in order to promote their claims as heirs to Byzantine power. Through trade and migration, Russia was able to exercise strong influence over areas of Eastern Europe and the Balkans, especially in religion and cultural ideas. Future generations accepted Orthodox Christianity and other beliefs of the Byzantine Empire that Russians had spread.

Check for Understanding On a separate sheet of paper, describe how the Byzantine Empire influenced Russia and Eastern Europe.
SOL Quiz 8: Standard WHI.7

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. One economic advantage of naming Constantinople as the capital of the Eastern Roman Empire was that it—
   A. was surrounded by protective walls
   B. was a center of religious power
   C. had shrunk in size
   D. was located near land and sea routes

2. Why did Justinian codify Roman law?
   A. To change and organize laws
   B. To attract trade
   C. To set up a system of judges and juries
   D. To translate laws from Greek to Latin

3. What inspired Byzantine artists?
   A. Mosaics
   B. Music
   C. Religious beliefs
   D. The promise of wealth

4. Which characteristic best replaces the question mark?
   A. Persecution of followers during the Byzantine Empire
   B. Patriarchs adopted celibacy
   C. Popes had more power than bishops
   D. Used the Greek language

5. Orthodox Christianity was originally introduced to Russia by—
   A. Slavic missionaries
   B. Byzantine missionaries
   C. Scandinavian missionaries
   D. Roman Catholic missionaries
Islam

Standard WHI.8a

Where did the Islamic religion originate? Where did it spread? What are the beliefs, traditions, and customs of Islam?

Vocabulary Builder: consequence (kon si kwens) n. the result or effect of an earlier action; individual (in duh vju oo uhl) adj. private or for one person

The Origin and Spread of Islam

Around 570, Muhammad was born in Mecca, a thriving town in the Arabian Peninsula. In Muhammad’s time, most people in the region were polytheistic, meaning that they worshipped many gods. One of the region’s most important religious sites was the Kaaba, an ancient temple that housed statues of gods and goddesses. The Kaaba, located in Mecca, attracted many visitors. These visitors helped make Mecca’s merchants wealthy.

As Mecca’s wealth grew, Muhammad became troubled by the greed and other immoral behavior of the people around him. He often went to a cave in the hills near Mecca to meditate. According to Muslim belief, when he was about 40 years old he heard the voice of the angel Gabriel call him to be the prophet, or messenger, of God.

By about 613, Muhammad began to preach in public. He brought a new message to his people. He taught that there is only one God and that this God requires people to submit, or obey, him. The Arabic word for submission, Islam, became the name of the religion. In Arabic, the word for God is Allah. Believers in Islam are called Muslims, and they believe that the words of Muhammad came directly from Allah.

Muhammad asked the people of Mecca to stop worshipping many gods and to believe in one God. However, merchants in Mecca worried that people who followed Muhammad’s teachings would stop coming to the city to pray at the temples of traditional gods, which they thought would hurt their trade. After being threatened in 622, Muhammad left Mecca. He and his followers traveled to Yathrib, which was later renamed Medina (the “city of the Prophet”). The people in Medina were willing to convert to Islam and spread the teachings of Muhammad.

When fighting broke out between the Meccans and the Muslims, Muhammad won the battles and returned to Mecca, eventually making it the holiest city in Islam. After Muhammad’s death in 632, his followers carried the faith across Asia, Northern Africa, and into Spain.
Teachings of Islam

As with Christianity and Judaism, Islam is monotheistic. Monotheistic religions believe in one God. Muslims accept Judeo-Christian prophets, such as Jesus and Moses. But they believe that Muhammad was the last and greatest prophet sent by God. The sacred text of Islam is known as the Qur’ an (Koran). It teaches that people are responsible for their own actions and will face the consequences, whether good or bad, in the afterlife. Muslims believe that the Qur’an presents the direct word of God and provides a guide to living an ethical way of life.

Based on Muhammad’s example, Muslims follow five individual duties, called the Five Pillars of Islam. They include:

1. Making a declaration of faith.
2. Praying five times each day.
3. Giving charity to the poor.
4. Fasting from sunrise to sunset during the holy month of Ramadan.
5. Making the hajj, or pilgrimage (a journey to a sacred place), to pray in Mecca.

Because Muslims believe the Qur’an is the direct word of God, they believe it should not be translated into other languages. Instead of reading the Qur’an in their native languages, Muslims learn Arabic in order to read the Qur’an in its original form. This common language has created a bond between Muslims around the world.

Check for Understanding  On a separate sheet of paper, explain how the Islamic religion began and where it spread.
Geographic Influences on Islam

Standard WHL.8b

How did geography influence the rapid expansion of territory under Muslim rule? How did political and cultural geography facilitate trade and cultural activity in the early Islamic lands?

Vocabulary Builder: despite (di SPAYT) prep. although or regardless of; facilitate (fuh SHT i TAYT) v. to make easier or to make possible

The Spread of Islam

When Muhammad died in 632 A.D. (C.E.), it was unclear who should lead the Muslim community. Eventually, Muhammad's father-in-law, Abu Bakr, became the first caliph, or successor to Muhammad. Some Arab tribal leaders refused to follow Abu Bakr. However, after battling those tribes, Abu Bakr successfully united the Arabs. From the early trade routes of Mecca and Medina, Islam spread much farther, along a huge trading network from West Africa in the east to the Fertile Crescent, Iran, and Central Asia in the west. Despite the great distances and geographic barriers—such as the Arabian and Syrian deserts and the Zagros Mountains—Islam continued to spread. Years of fighting between the Byzantines and Persians had greatly weakened both empires. This allowed the Arabs to conquer much of the Byzantine Empire and all of the Persian Empire.

The Muslim World, circa 1000 A.D.

Economic, Social, and Political Development

As Islam spread, so did the Arabic language. This common language facilitated trade across the Islamic world. In turn, trade spread Islamic knowledge and culture.

Slavery was common, but it was not based on race. Most slaves came from conquered lands. Islam encouraged people to free their slaves as an act of charity. Some slaves were able to purchase their own freedom, eventually even moving up in social class.

Check for Understanding. On a separate sheet of paper, describe the factors that helped Islam spread in the 300 years after Muhammad's death.
**Historical Turning Points in Islam**

**Standard WHI.8c**

What were some major historical turning points that marked the spread and influence of Islamic civilization?

**Academic Vocabulary:**

- **decline** (dɪˈklɛrn) *n.* a weakening or gradual loss

Several historical turning points shaped the Islamic faith and way of life as it spread from Arabia across southwest Asia, North Africa, and into Europe.

---

**Historical Turning Points**

**Ali and the division of Muslims:** When Ali, Muhammad’s son-in-law, became the fourth caliph, some Muslims questioned his right to succeed. This disagreement caused Muslims to split into two groups: the Sunnis and the Shiites (Shi’a). The Shiites believed that only descendants of Ali had the right to lead the Muslim community. On the other hand, the Sunnis thought that any pious, or committed, male Muslim from Muhammad’s tribe should be allowed to succeed him. Ali was eventually murdered, leading to a split in the Muslim community. Like the split between Roman Catholic and Eastern Orthodox Christians, the division between Sunni and Shiite Muslims has survived to the present day.

**Conquests of Jerusalem and Damascus:** In 637, Muslims gained control of Jerusalem, a city they considered sacred. Here they built the Dome of the Rock, which housed the rock from which Muhammad was believed to have ascended to heaven. The city of Damascus was converted to Islam, and the Muslims built the Great Mosque there. Under the rule of the Umayyad caliphs, Damascus became the Islamic capital from 661 to 750.

**Baghdad becomes capital:** In 750, Damascus was captured by Abu al-Abbas, who founded the Abbasid dynasty. He moved the capital from Damascus to Baghdad, which grew into a great city that eventually exceeded Constantinople in size and wealth.

**Battle of Tours:** Muslims tried to gain new territories in France in 731. As they moved north, they were defeated at the Battle of Tours by Frankish armies. Muslims continued to rule parts of Spain but were never able to move farther north into France.

**Fall of Baghdad:** Baghdad was burned and looted by Hulagu, the grandson of Mongol invader Genghis Khan, in 1258. The Mongols adopted Islam as they mixed with the local people. This marked the beginning of the Muslim empire’s decline. Baghdad was later ruined again, this time by Turkish and Persian forces, and eventually came under the control of the Ottoman Empire.

---

**Check for Understanding** On a separate piece of paper, explain how the position of Ali in the Muslim community led to a split within Islam.
Contributions and Achievements of Islam

Standard WHI.8d

How did Islamic civilization preserve and extend ancient Greek, Persian, and Indian learning? What were some contributions of Islamic civilization?

Academic Vocabulary: contribute (kuhn TRIB yoot) v. to add to or to provide

Islamic civilization advanced the knowledge and cultural achievements of ancient Greek, Persian, and Indian societies. It also absorbed and blended these cultures and contributed new learning that was passed down to later civilizations.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Domes and arches were adapted from the Byzantine Empire. An example of this architectural style is the Dome of the Rock in Jerusalem, which housed the rock from which Muhammad was believed to have ascended to heaven.</td>
</tr>
<tr>
<td>Mosaics</td>
<td>Like some other ancient civilizations, Muslims used elaborate mosaics to decorate places of worship, such as the Dome of the Rock. Small pieces of colored glass, ceramic, and stone tiles were assembled to create elaborate patterned art and a distinctive style without religious or human figures.</td>
</tr>
<tr>
<td>Arabic alphabet</td>
<td>The Arabic alphabet was created to write the Arabic language. All 28 letters of the alphabet represent consonants, and it is written from right to left. Muslims needed to understand Arabic in order to study the Qur’an.</td>
</tr>
<tr>
<td>Universities</td>
<td>Islamic institutions of higher learning taught religious instruction as well as the study of Islamic law. Al-Mamun and later caliphs set up cities such as Baghdad as centers of learning. By 830, he had established the “House of Learning,” a library and a university in Baghdad. Muslim universities in Spain taught medicine, while other universities were developed to instruct law, medicine, and theology, or the study of religion.</td>
</tr>
<tr>
<td>Ancient texts</td>
<td>Caliph al-Mamun preserved the knowledge of earlier civilizations by instructing scholars to collect the great works of the classical world and translate them into Arabic. These included Greek, Hindu, and Buddhist texts. The Arabic translations are the only remaining sources for many important ancient documents.</td>
</tr>
<tr>
<td>Arabic numerals</td>
<td>Muslim merchants introduced the Indian system for writing numbers to Europe. This system uses combinations of digits to represent numbers. For example, the number 10 is expressed with the digits 1 and 0. Because Arabs introduced the system to Europe, the digits used in the system are known today as Arabic numerals. Later, an Arab mathematician named Al-Khwarizmi introduced a method of calculating by using Arabic numerals.</td>
</tr>
</tbody>
</table>
## Contributions and Achievements of Islam (continued)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>Al-Khwarizmi, a Muslim mathematician, advanced the study of algebra. The word <em>algebra</em> comes from the name of the book Al-Khwarizmi wrote on the subject.</td>
</tr>
<tr>
<td>Medicine</td>
<td>Muslims built on the knowledge of ancient Greeks in medicine. Hospitals were established, and physicians and pharmacists were required to pass a test before they could practice medicine. Muhammad al-Razi studied measles and smallpox, and advised young doctors to treat not only the bodies of patients but also their minds. Muslim surgeons also developed a method for treating cataracts.</td>
</tr>
<tr>
<td>Geography</td>
<td>The Greeks' knowledge of geography was expanded by Arab geographers. One of these was Idrisi, who divided the earth into seven horizontal climate zones.</td>
</tr>
</tbody>
</table>

### Check for Understanding

On a separate piece of paper, explain why Islamic achievements in education and scholarship were important to civilization.
SOL Quiz 9: Standard WHI.8

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1. Five Pillars of Islam
   1. Declaration of faith
   2. Daily prayer
   3. Give charity to the poor
   4. Fast during the holy month
   5. ?

   What is the fifth duty of the Five Pillars of Faith?
   A. Reading the Qu’ran
   B. Confession of sins
   C. Journey to Mecca
   D. Daily meditation

2. Which of the following factors encouraged the spread of Islam?
   A. Weakened Byzantine and Persian empires
   B. Increased slavery throughout the Western world
   C. Division of the Muslims
   D. Victory at the Battle of Tours

3. When Muhammad’s son-in-law, Ali, became caliph—
   A. Jerusalem became the Islamic capital
   B. Baghdad was burned and looted
   C. Muslims united into one group
   D. Muslims split into two groups

4. Arabic alphabet
   Algebra
   Contributions of Islamic civilization
   Universities
   Which characteristic best replaces the question mark?
   A. Use of columns in architecture
   B. Irrigation for agriculture
   C. Translation of the Christian Bible
   D. Establishment of hospitals
Benchmark Test 2

Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1 After Muhammad’s death, Islam—
   A faded because tribal leaders would not follow Muhammad’s successor
   B became a major faith but did not spread far beyond Arabia
   C became less important in Mecca and Medina
   D spread from West Africa to Central Asia

2 During the Pax Romana—
   A the barter system replaced the money system
   B legions improved the safety of travel and trade routes
   C men in higher classes automatically received better jobs
   D provinces were encouraged to create their own laws

3 The Mauryan Empire—
   A spread Buddhism across India and to Sri Lanka
   B created a golden age in India
   C conquered the Indus civilization
   D ruled India after the Gupta

4 During the Hellenistic age—
   A Persia conquered the armies of Alexander the Great
   B Pericles ruled all of Greece
   C the size of the Macedonian empire decreased
   D Greek, Persian, and other cultures blended
5 Stages of Government in Athens

- Monarchy
- Aristocracy
- Tyranny
- ?

Which of the following best replaces the question mark?

A oligarchy
B theocracy
C democracy
D autocracy

6 Who fought against each other in the Punic Wars?

A Athens and Sparta
B Rome and Constantinople
C Greece and Persia
D Rome and Carthage

7 One of the basic beliefs of Christianity is that—

A martyrs are guaranteed an afterlife
B Jesus is the Son of God
C there are many gods
D there is no afterlife

8 Under Justinian, the Byzantine Empire—

A lost territory in North Africa, Italy, and Spain
B relaxed its control over the economy
C experienced high inflation rates
D grew larger and more prosperous
9. Felt that all men should have the opportunity to serve in government  
   Paid men who participated in government  
   Rebuilt Athens and ordered the construction of the Parthenon  

These characteristics best describe which Greek leader?  
A. Socrates  
B. Pericles  
C. Solon  
D. Draco  

10. What evidence has led anthropologists to believe that *Homo sapiens* emerged in Africa?  
A. Written records of the earliest civilizations  
B. Stories passed from one generation to the next  
C. Human skeletons and artifacts  
D. The evidence of shifting land masses  

11. How did both the Alps and the Mediterranean Sea affect Rome's development?  
A. They isolated Rome from contact with other areas.  
B. They offered protection from invasion.  
C. They provided fertile farmland.  
D. They caused flooding.  

12. Why did Kiev attract missionaries and traders?  
A. It was already occupied by Christians.  
B. It was located on a trade route between the Black and Baltic seas.  
C. It was undeveloped land that could be made into a city.  
D. It was located on a peninsula near the Mediterranean Sea.
From top to bottom, which titles best describe these Roman social classes?

A  Patricians, plebeians, slaves
B  Consuls, patricians, plebeians
C  Consuls, working class, servants
D  Plebeians, patricians, slaves

14  Who was the Greek goddess of love and beauty?

A  Hera
B  Athena
C  Apollo
D  Aphrodite

15  Muhammad believed he was a prophet because—

A  God told him through a dream
B  his parents raised him as a prophet
C  his priest recognized him as a prophet
D  the voice of an angel called him to be one
16 In China, Buddhism—
   A remained identical to the Buddhism practiced in India
   B caused the Chinese people to reject all Taoist teachings
   C absorbed traditions from Confucianism and Taoism
   D failed to become an important religion

17 Factors leading to the decline of the Roman Republic

- Farmers forced to sell land and move to cities
- Gap between social classes led to riots
- Disputes over political leadership
- ?

A Which answer best replaces the question mark?
   A Wars between religious groups
   B Codification of laws
   C Decreased value of Roman currency
   D Failure of education systems

18 In which Greek society did boys start military training at an early age?
   A Crete
   B Athens
   C Sparta
   D Troy

19 Which Roman emperor first converted to Christianity?
   A Julius Caesar
   B Theodosius
   C Diocletian
   D Constantine
20 Who led the Hebrews back to Canaan after they were enslaved in Egypt?
   A Abraham
   B Moses
   C Solomon
   D Jesus

21 What are aqueducts?
   A Stone structures that are used to carry water
   B Wooden propellers that circulate water to keep it fresh
   C Devices that pump water from the sea
   D Public baths

22 Effect of Geography on Greek Development
   • Limited farmland led to the creation of Greek colonies around the Mediterranean.
   • Athens and Sparta developed differently because of their different locations.
   • ?

Which answer best replaces the question mark?
   A Greece’s location discouraged trade.
   B Flat plains allowed Greeks to interact with one another easily.
   C City-states grew dependent on each other.
   D Sea trade spread Hellenic culture.

23 Growth of the Roman Empire led to—
   A the spread of Roman culture
   B the spread of the Greek language
   C a decrease in the use of slavery
   D a decrease in the importance of the military
Which factor best replaces the question mark?
A Use of mercenaries in the army
B Persecution of Christians
C Commitment to the rule of law
D Building of roads, bridges, and aqueducts

25 Which geographic advantage did Constantinople have over Rome?
A It was less likely to flood because it was farther from the sea.
B It was more centrally located within the Mediterranean region.
C Sailors could more easily access the Atlantic Ocean from it.
D It was farther from Germanic invaders.

26 What was the outcome of the Persian Wars?
A Athens became the most powerful Greek city-state.
B Athens experienced its first defeat.
C Sparta experienced its first defeat.
D Persians ruled the Greek city-states for the next 100 years.
27. After devastating fires and riots in Constantinople—
   A. the city began to decline
   B. the emperor tried to restore it but failed
   C. the emperor rebuilt it and made it grander than ever
   D. the Hagia Sophia was never rebuilt

28. Islamic civilization preserved ancient knowledge by—
   A. passing stories orally from one generation to the next
   B. translating Greek, Hindu, and Buddhist texts into Latin
   C. translating classical works into Arabic
   D. storing the original texts in special containers

29. Which statement best replaces the question mark?
   A. Clergy had the right to marry.
   B. Emphasized celebrating Christmas.
   C. Chief holy day was Easter.
   D. Priests practiced celibacy.
30 Herodotus is known—
A for his sculptures of Athena and Zeus
B as the author of the *Iliad*
C as the “Father of History”
D for his descriptions of the Peloponnesian War

31 The myths of Greece and Rome—
A originated in India
B provided explanations for natural occurrences
C were based on monotheistic beliefs
D are identical

32

Beliefs of Islam

- Allah is the only God.
- Judeo-Christian prophets are accepted.
- Sacred text is the Qur’an.
- ?

Which of the following best replaces the question mark?
A Muhammad was the last and greatest prophet sent by God.
B There is no afterlife.
C People are not responsible for their own actions.
D Believers must communicate to God through priests.
33. **Important Cities in Islamic Civilization**

<table>
<thead>
<tr>
<th>City</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jerusalem</td>
<td>Sacred city where the Dome of the Rock was built</td>
</tr>
<tr>
<td>Damascus</td>
<td>Capital city under the rule of the Umayyad caliphs</td>
</tr>
<tr>
<td>Baghdad</td>
<td>?</td>
</tr>
</tbody>
</table>

**What description best replaces the question mark?**

A. Capital city under the rule of the Abbasid  
B. Sacred city that held the Great Mosque  
C. Capital city under the rule of the first four caliphs  
D. Location of the Battle of Tours

34. **Which language was spoken in the Byzantine Empire?**

A. Greek  
B. Latin  
C. Persian  
D. Arabic

35. The characteristics listed best describe—

- Disobeyed an order to disband his army.  
- Forced the senate to make him dictator.  
- Gave land to the poor and created jobs for the unemployed.  
- Was assassinated in 44 B.C.

**The characteristics listed best describe—**

A. Augustus Caesar  
B. Marcus Aurelius  
C. Pompey  
D. Julius Caesar
Foundations of Early Medieval Society

Standard WHI.9a
How and why did the Church grow in importance during the Middle Ages?

Vocabulary Builder: unified (yoo nuh fahydy) adj. united or formed into a whole;
according (uh KAWR ding) adj. agreeing

After the fall of the Western Roman Empire, a new era in European history started. This era lasted from 500 A.D. to 1500 A.D. and is called the Middle Ages. The term *Middle Ages* is used to describe the period between ancient and modern times. The word *medieval* is also used to describe this time. (*Medieval* means *middle age* in Latin.)

During the period 500-1000, Western Europe was in a state of political, economic, and social breakdown. The once-unified region under the Roman Empire had been conquered by Germanic tribes and broken into small kingdoms of Franks, Goths, Vandals, and Saxons. Trade and cities declined, and the more-advanced civilizations to the east were too far away to have much influence. Instead, Western Europe experienced a slow blending of the classical heritage of Rome, Christian beliefs, and Germanic customs and traditions during the early Middle Ages.

**Culture of Germanic Kingdoms**
The culture of the Germanic tribes was very different from traditional Roman culture.

- The population was made up mostly of farmers and herders.
- The people lived in small communities, not cities.
- They were governed according to unwritten customs. No written laws existed.
- Kings were elected by tribal councils.
- Warriors were loyal to their king in exchange for weapons and a share of the goods they took from conquered lands.

**Check for Understanding** On a separate sheet of paper, explain how Western European society in the early Middle Ages was different from society in the Roman Empire before it collapsed.
Influence of the Roman Catholic Church

Standard WHI.9a

How and why did the Church grow in importance during the Middle Ages?

Vocabulary Builder: **diverse** (di vurs) *adj.* different or dissimilar; **event** (i vent) *n.* an occurrence or happening; **summarize** (sum muh rahyz) *v.* to state in a brief or shortened form

Shift of Influence

During the Middle Ages, the Roman Catholic Church grew in importance and authority while traditional secular (non-religious) authority weakened. Medieval popes declared papal supremacy, which gave them authority over emperors and kings. Bishops and archbishops became nobles who owned their own lands and armies. Some monasteries owned large amounts of land, which made them economically and politically powerful. Therefore, the Church controlled not only religious life but political authority as well.

During this time the Church was able to convert the diverse peoples of Western Europe to Christianity. Missionaries brought Christianity and the Latin alphabet to the Anglo-Saxons in England and then to other Germanic tribes.

Charlemagne Unites Europe

In 800, Pope Leo III crowned Frankish king Charlemagne emperor of the Romans. This was an event of importance because a Christian pope made a Germanic king the successor to Roman emperors. With this act, the idea of a united Christian community was revived. Charlemagne’s goal was to create a united Christian Europe. Through missionaries, he spread Christianity to Saxons and Slavs. He also tried to unify his kingdom through education. He restored the learning of Latin and created local schools throughout the empire.

Serving the Needs of the People

The Church controlled village life, where parish priests played an important role. They were the main contact that people had with the Church. They led mass, distributed sacraments, explained the Bible, and offered guidance to persons in need.

Other priests lived as monks, devoting their lives to spiritual goals. They lived in monasteries, which preserved Greco-Roman culture. They wrote in and taught Latin, copied Greek and Roman works, summarized those works, and taught them to other monks.

Check for Understanding Explain how the Church acted as a unifying force in Western Europe during the Middle Ages.
Feudal Society and the Manorial System in the Middle Ages

Standard WHI.9b

How did a feudal society develop in Europe during the Middle Ages? How did the medieval manor function as a social and economic system?

Vocabulary Builder: relationship (rē·lə·ship) n. a connection or association between people or things

The Rise of Feudalism

Invasions by Vikings, Muslims, and Magyars crushed Rome’s ability to protect the empire. Kings and emperors were too weak to defend the people, their homes, and their lands. People looked to local lords for protection, creating a political structure called feudalism.

In feudal society, a powerful lord had a relationship, called a feudal contract, with one or more vassals (lesser lords). The important lords divided their lands among their vassals. Each parcel of land, called a fief, included peasants to work the land as well as any buildings on it. In exchange, the vassals paid fees and pledged military service and loyalty to their lord.

The vassals could have their own vassals as well. In other words, they served as vassals to higher lords, but they also served as lords to lower vassals. Some vassals held fiefs from more than one lord. An example of a feudal system is shown below.

Some lords owned their own estates, called manors. These independent estates were self-sufficient, or able to make all the things the people who lived there needed. Manors were run by the lord and worked by serfs. Serfs were peasants who belonged to the manor. They could not be bought and sold, but if the manor got a new owner, they had to stay with the new owner.

Manor lords and their people were bound by a relationship. The manorial economic system had a strict class structure. The serfs farmed the lord’s land and repaired roads, bridges, and fences. Instead of military obligations, peasants were allowed to farm some of the land for themselves and were protected by the lord from criminals and invaders.

Check for Understanding On a separate piece of paper, explain how the feudal and manorial systems met the needs of people during the Middle Ages.
The Age of Charlemagne

Standard WHI.9c

How did Charlemagne revive the idea of the Roman Empire?

Vocabulary Builder: emerge (i-MUR) v. to come out or rise up; significant (sig-NIF-i-kuh NT) adj. important or major

Between 400 and 700 A.D., many Germanic tribes invaded the Roman Empire, dividing it into small kingdoms. However, by the mid-700s, the Franks emerged as the most important kingdom. They reunited the Western European lands as a Christian empire.

The Rise of the Franks

King Clovis of the Franks ruled his lands according to customary traditions of the tribes. However, he kept Roman customs, too. He conquered Gaul, present day France, and converted to Christianity—an important step in winning the support of the people and the pope. Later, as Muslim armies began to move into Western Europe, Frankish ruler Charles Martel defeated them in 732.

A later king of the Franks, Charlemagne, used military power to expand the empire’s territory to include most of Western Europe. After he helped Pope Leo III control disloyal nobles in Rome, the pope crowned Charlemagne emperor of the Romans. Since the pope claimed authority over emperors and kings, the power of the Church in political life was now recognized. It also was significant for a Christian pope to name a Germanic king emperor.

In this role, Charlemagne was able to reinterpret the idea of the Roman Empire (bring it back to life). He built schools, roads, and churches to unify the empire. He spread Christianity, revived the Latin language, and appointed nobles to administer justice and law.

Check for Understanding On a separate piece of paper, explain how Charlemagne was able to create a unified Christian empire in Western Europe.
Angles, Saxons, Magyars, and Vikings

Standard WHI.9d

How did invasions by the Angles, Saxons, Magyars, and Vikings influence the development of Europe?

Vocabulary Builder: disrupt (dis rupt) v. to interrupt or disturb; aspect (as pect) n. part or feature; pose (pohz) v. to place or put forward

During the Middle Ages, groups of Germanic invaders disrupted many aspects of European life.

Areas of Settlement
- Angles and Saxons came from continental Europe to invade England.
- Magyars traveled from their homes in Central Asia to settle in Hungary.
- Vikings left their homeland of Scandinavia to invade Russia, England, and other areas of Europe.

Influence on European Life
The Angles, Saxons, Magyars, and Vikings posed a great threat to the safety of Europeans. They looted, or robbed, and burned cities, causing their decline. With traders fearing for their safety on sea and land routes, commerce was disrupted, hurting the economy.

Because protection could not be offered to the people by the weak emperors and kings, the feudal system of lords, vassals, and serfs was strengthened. Lords were responsible for defending the people under their protection. This led to the creation of castle fortresses, which used strong, thick stone walls, high towers, and moats (ditches filled with water) for protection against invaders. To avoid leaving the castles, the occupants stored supplies that would last for a long time.

Warfare was a way of life for medieval nobles, leading to the development of a culture of warrior knights and a code of conduct called chivalry. The richly detailed rules of chivalry called for knights to fight fairly and to protect peasants and noblewomen.

Check for Understanding On a separate piece of paper, explain one social, one economic, and one political effect caused by the Germanic invaders in Western Europe.
Directions
Read each question carefully and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

1 Unlike the traditional citizens of the Roman Empire, Germanic tribes—
   A were mostly merchants and traders
   B had no written laws
   C had no loyal soldiers
   D elected kings by the citizens’ vote

2 One role of the parish priest was to—
   A offer guidance to people within a village
   B serve the needs of the pope
   C administer justice in a village
   D travel from city to city to give spiritual advice

3 Why was the feudal system created?
   A For the economic gain of emperors and kings
   B To protect people from corrupt governments
   C Because vassals wanted more political power
   D Because emperors and kings could not provide protection from invaders

4 In an effort to unify Western Europe, Charlemagne—
   A claimed authority over the pope
   B built churches, roads, and schools
   C stopped monasteries from owning large territories
   D preserved small kingdoms as long as they followed a code of law

5

<table>
<thead>
<tr>
<th>Invaders</th>
<th>Where They Settled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angles and Saxons</td>
<td>England</td>
</tr>
<tr>
<td>Magyars</td>
<td>?</td>
</tr>
<tr>
<td>Vikings</td>
<td>Russia</td>
</tr>
</tbody>
</table>

Which answer best replaces the question mark?

   A Scotland
   B Scandinavia
   C France
   D Hungary
Trade Patterns of the Eastern Hemisphere

Standard WHI.10a

Where were the major trade routes in the Eastern Hemisphere from 1000 to 1500 C.E.?

Vocabulary Builder: pattern (PÁT er-n) n. arrangement or style

After foreign invasions declined in medieval Europe, trade increased. Trade routes that had not been used for centuries were revived, and new routes were established throughout the Eastern Hemisphere.

Many trade routes emerged between cities in Europe and North Africa. For example, Italy and Flanders were the finishing points of a profitable north-south trade route that exchanged wool, cloth, and other items. Western Europe offered sea and river routes. Trade began between England and cities along the Baltic Sea. Routes opened up to connect the Baltic and Black seas. Other routes connected Europeans with the Middle East and farther east into Asia.

Trade in Medieval Europe, 1000–1300

- In North Africa, traveling over desert routes could take months, and the long trips were dangerous. The use of camels for transportation improved the trips and allowed for the expansion of routes. Traders traveled across the Sahara Desert to the Mediterranean Sea and to Southwest Asia. Gold and salt dominated the Sahara trade.