

PATHWAYS CIVILIZATIONS THROUGH TIME

second edition



ARC
British Columbia

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Major Events in the History of Civilizations

Major Events Before 500 CE

- 10 000 BCE ● Jomon and Ainu cultures emerge in Japan
- 6000 BCE ● First rock paintings in what is now the Sahara Desert
- 3000 BCE ● Mesopotamian and Egyptian civilizations emerge
- 2500 BCE ● Indus Valley civilization begins in India
- 1050 BCE ● First books written during the Zhou Dynasty in China
- 1000 BCE ● The Nok of Africa develop terra cotta sculpture
- 500 BCE ● Founding of Confucianism in China
- 100 BCE ● The Axum Kingdom rules in Ethiopia
- 206 BCE ● The Silk Road opens in China
- 70 CE ● Rome destroys Jerusalem
- 313 CE ● Roman Emperor Constantine legalizes Christianity
- 410 CE ● The Goths sack Rome

- 500 CE ● End of the Gupta Empire in India
- 538 CE ● Introduction of Buddhism to Japan
- 570 CE ● Birth of the Prophet Mohammad
- 581 CE ● Sui Dynasty of China; Grand Canal is built
- 604 CE ● Prince Shotoku of Japan writes the *Seventeen Article Constitution*
- 618 CE ● Tang Dynasty of China; golden age of art and technology begins
- 661 CE ● Umayyad Dynasty begins in Damascus
- 690 CE ● Reign of Empress Wu begins in China
- 710 CE ● Nara period begins in Japan
- 711 CE ● Muslims first enter Spain
- 726 CE ● Abbāsid Dynasty begins in Baghdad
- 771 CE ● Pope Leo III crowns Charlemagne
- 850 CE ● Gunpowder invented in China
- 960 CE ● Northern Song Dynasty begins in China

500 CE 600 700 800 900

1000 CE
Building of Great Zimbabwe begins in Africa

1066 CE
William of Normandy conquers England in the Battle of Hastings

1137 CE
Eleanor of Aquitaine marries Louis VII of France

1206 CE
Delhi Sultanate is founded in India

1215 CE
King John signs the Magna Carta

1325 CE
Aztecs build city of Tenochtitlan in Valley of Mexico

1337 CE
Hundred Years' War begins in France

1347 CE
Black Death arrives in Europe

1404 CE
Zheng He's first voyage

1429 CE
Joan of Arc begins her campaign in France

1440 CE
Gutenberg begins development of the printing press in Germany

1450 CE
Benin Kingdom dominates the Guinea Coast, Africa

1508 CE
Michelangelo begins painting the Sistine Chapel

1517 CE
Martin Luther publishes his Ninety-Five Theses

1519 CE
Cortés arrives in Aztec territory

1522 CE
Magellan's expedition returns to Spain after circling the globe

1526 CE
Mughal Empire begins in India

1603 CE
Beginning of Tokugawa Shogunate in Japan

1000

1100

1200

1300

1400

1500

1600 CE

1096 CE
First Crusade begins

1070 CE
End of the Viking Age

1187 CE
Saladin recaptures Jerusalem

1271 CE
Marco Polo travels to China

1368 CE
Ming Dynasty begins in China

1354 CE
Ibn Battuta ends his journeys

1492 CE
Columbus sails across the Atlantic

1488 CE
Dias sails around the Cape of Good Hope

1464 CE
Songhai Kingdom expands in Africa

1453 CE
Fall of Constantinople

1610 CE
Galileo begins to study the heavens

1588 CE
Spanish Armada defeated by the English

1558 CE
Elizabeth I crowned queen of England

1543 CE
Portuguese arrive in Japan

1534 CE
England becomes Protestant under Henry VIII

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MICHAEL CRANNY

PEARSON

Toronto

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Exploring Civilizations

Civilization is the theme of this textbook. But *civilization* is a difficult term to define. Even experts, such as archaeologists and anthropologists, often disagree about what the word means. How would you define it? Here are some questions to start with.

Is Canada a civilization? It is pretty clear that we live in a civilization in Canada today. Do we talk about “Canadian civilization”? Not really. Canada is a country, but it shares many of its characteristics with other countries in the world, such as the United States and Australia. Civilizations are often made up of several countries.

Is any human society, past or present, a civilization? Many human societies in the past were relatively simple, and had few people. Civilizations are quite complex, and involve large numbers of people. Both societies and civilizations share characteristics such as commerce, language, religion, and art.

Where do civilizations come from, and how do they get started? About 12 000 years ago, humans began to domesticate plants and animals. This meant that they could live in the same place year after year. Extra food made the population grow, and more people were living close together. Villages became towns. Keeping track of a small group of people, such as the number of people in your classroom, is pretty easy. But keeping track of a larger group, such as your whole school, is harder. A larger group needs leaders and rules that everyone can agree on.

In those early towns, some people began to do other kinds of necessary work. The extra food meant that they were able to stop farming. Instead, they could make tools, clothing, or other products.

They might provide a service, such as guarding the town from enemies. People began by trading these goods and services for food. Later, money became part of the process.



Early civilizations flourished in river valleys. Rivers such as the Nile, shown here, provided water, transportation, and fertile land for farming.

As towns grew, they needed more protection from other groups. People worked together to build walls. About 7000 years ago, some of these towns became so large and complex that they became cities. When cities joined together to share territory, protect each other, and exchange goods, the first civilizations appeared.

Civilizations take many different forms, but they all involve a complex and sophisticated culture and large numbers of people, and they usually last for a long period of time. They also have some distinctive features. Explore some of these features on the following pages.



The city of Mohenjo-Daro was built around 2500 BCE by the Indus Valley civilization. It is thought to be one of the world's earliest urban settlements.

Features of Civilizations

ARTS AND CULTURE In a civilization, arts and culture have many functions. They help people celebrate great events, remember history, and share important ideas and beliefs. How much creative freedom there is depends on the civilization. Arts and culture can include painting and sculpture, music and song, and plays and stories.



Public art in the Vancouver Biennale

Here are eight features of civilizations, with some key elements to look for. In one way or another, these features are present in any civilization—but not always to the same degree. Some civilizations find certain features to be more important. Keep these features in mind as you read this textbook.

ORGANIZED RELIGION

Organized religion in a civilization is part of a system, much like government. It provides citizens with guidelines for behaviour. Members of the religion can agree on what is right and what is wrong. Organized religion can also give a common sense of purpose. It unifies people, and helps them feel that they belong to a larger group.



A civilization can have more than one organized religion. The Richmond Buddhist Temple is an example of Vancouver's diverse religious culture.

ORGANIZED COMMERCE

Commerce is the buying, selling, and trading of goods and services. It needs a system of currency (money) that is managed by the government. Goods move from one region of a civilization to another, and marketplaces develop where things are bought and sold.



All civilizations have commerce, but only recent ones allow you to get your money from a machine.

CENTRAL GOVERNMENT Without order, civilizations fall apart. All civilizations have some kind of centralized government that provides a system of laws that everyone is expected to obey. Government officials maintain the legal and educational systems. People pay taxes to the government to help keep things in order. The forms a government can take vary.



In the Speech from the Throne, Canada's government announces new laws it wants to pass.

KNOWLEDGE TRANSFER In order to function well within a civilization, you need to know about it. Transfer of knowledge is the way a civilization stores and shares information about itself. This information can involve historical records, newspapers, education, and oral histories.



Today, knowledge can travel vast distances by the click of a button.

TECHNOLOGICAL INNOVATION Civilizations use technology in many ways. Innovations in technology make life better. Having powerful weapons, developing a sewer system to prevent disease, and inventing new ways to communicate can help a civilization thrive.

The Sumerian language is the earliest known written language, probably beginning around 3500 BCE. What are the advantages of written language?



Civilization

PUBLIC WORKS A public work is something that the government builds to benefit the civilization. It can be practical, such as a new road, or it can be to impress, such as a large public square. All public works take time to complete and involve many workers. They are often the most enduring reminders of past civilizations.



The Stanley Park Seawall was originally built to prevent erosion. It is now a recreational area.

SOCIAL STRUCTURE With many people living together, often in very large cities, civilizations need ways to organize the population. All civilizations have some form of social structure. Each individual has a role to play in making the civilization work. The nature of these roles can vary widely, and life may be harder for some groups than others.



In ancient civilizations, social structure was often very strict. Today, it is more common for people from different backgrounds and roles in society to work, play, or live together.

Religion and Civilizations

Religion is an important aspect of civilization. In many civilizations, both in the past and in the present, religious beliefs are one way a civilization defines and describes itself. Religion also influences people's values and actions. Learning about different religions allows us to understand the civilizations to which these religions belong.

Why Religion?



Human beings have always asked what we can call “big questions.” You have probably asked them, too.

Human beings like to have answers to their questions. Having answers make us feel more secure. But these big questions cannot be answered the same way ordinary questions can be.

For example, science tells us that water is made up of hydrogen and oxygen. This is based upon creating a hypothesis and then using experiments to discover if our original ideas were correct. With religion, people

have to accept answers that are based on non-scientific evidence. In effect, they have to accept them based on their beliefs (faith).

Different Faiths, Different Answers

There are many religions in the world, and each one has different answers to the big questions. Which one is right? No one religion has the “right” answers, because the big questions have no scientifically provable answers.

In Canada today, there are many different religions. If you were looking for a religion to belong to, you could find out what different religions say about the big questions. Then you could choose the religion with the answers you are most comfortable with, or that fit best with what you already think. Even if you had a different religion than your friends, that probably would not matter too much. In fact, you could probably learn something from each other.



The traditional spirituality of First Nations, Inuit, and Métis peoples in Canada is tied to the belief that all things are invested with spirit, and are therefore sacred.

Different religions around the world have developed slowly, sometimes over thousands of years, and in many different places. In the past, it was usual for everyone in a community, or even a country, to follow the same religion and accept its answers to the big questions. But what if someone came up with new answers? What if people disagreed? What if the community was taken over by other people with a different religion?

You will see examples of all of these situations in this textbook. This process has happened over and over again throughout history. New religions have developed out of older ones, with new answers to the big questions. Some religions have been adopted and then changed by a different people. Nations have been conquered and had their religious beliefs changed. Sometimes people with different religious beliefs live side by side, but cannot get along. Sometimes they can.

Religious differences are a catalyst, or agent of change. Trade, colonization, governments, and social relationships also create change. But as civilizations develop, religions can lead to both growth and destruction. If we can understand the role religion has played in the past and still plays in the present, we can understand more about our world today.





After the partition of India and Pakistan in 1947, thousands of Muslims and Hindus fled their homes. Muslims went to Pakistan, and Hindus to India.



At the 2011 Assisi interfaith gathering, over 300 leaders of different faiths joined together to speak of peace between different nations and different religions.

Main Religions of the World

Religion	Number of Gods	What Happens After Death	Main Practices	Holy Books
Buddhism 	None	Rebirth (reincarnation) or enlightenment 	Living by the Five Precepts and the Noble Eightfold Path; meditation helps a person to achieve enlightenment	Tipitaka (sutras, vinaya, abhidharrna)
Christianity 	One (in the form of the Trinity—Father, Son, and Holy Spirit)	Heaven or hell	Prayer; church attendance; Eucharist (also called Holy Communion); living by the teachings of Jesus	Bible (Old Testament and New Testament) 
Hinduism 	Many (which are all manifestations of the One God) 	Rebirth or moksha (spiritual liberation)	Living according to one's role in life (dharma); worship of a god (puja); meditation and yoga	Vedas (including Upanishads), Bhagavad Gita
Islam 	One (Allah)	Paradise (Jannah) or hell (Jahannam)	Living by the Five Pillars, including prayer five times a day; eating halal food; no alcohol 	Koran (also called Qur'an)
Judaism 	One 	The World to Come (Olam ha-Ba)—heaven (Gan Eden) and hell (Gehinnom)	Following the commandments of the Torah, including eating kosher food and praying three times a day; observing the Shabbat	Torah (the Five Books of Moses), Talmud (interpretation of the Torah)
Sikhism 	One (Ik Onkar)	Rebirth until merging with the Supreme Soul 	Prayer; wearing the Five Ks (articles of faith); Langar (community meals); being mindful of God; doing good deeds	Sri Guru Granth Sahib

Place of Worship	Local Religious Leader	Main Holy Days	Initiation Rites	Numbers of Followers Today*
Vihara (temple)	Lama (teacher)	Many in the different traditions, including Buddhist New Year, Vesak (Buddha's Birthday), Ulambana (Ancestor Day)	Ordination ceremony to become a monk or nun 	 7.0% 490 million
Church or chapel	Priest or minister	Christmas, Good Friday, Easter, All Saints' Day; days for individual saints 	Baptism	 30% 2 billion
Mandir (temple)	Brahmin; guru 	Over 30 festivals in different traditions; main festivals include Janmashtami (Krishna's birthday), Dussehra (Rama's victory over evil), Divali (festival of light), Holi (spring festival)	Various birth ceremonies; Upanayana (sacred thread) initiation ceremony as a child starts school	 14% 1 billion
Mosque 	Imam	Two main festivals: Eid al Fitr (end of Ramadan, the month of fasting), Eid al Adha (Festival of Sacrifice)	Circumcision for boys before puberty	 23% 1.6 billion
Synagogue	Rabbi 	Five major holy days, including Rosh Hashana (New Year), Yom Kippur (Day of Atonement), and Pesach (Passover)	Circumcision at 8 days old (boys); bar mitzvah at 13 (boys); bat mitzvah at 12 (girls)	 0.20% 14 million
Gurdwara	No priests	Holy days include Gurburds (anniversaries of the birth or martyrdom of Gurus), Baisakhi (birthday of the Khalsa), Hola Mahala, Divali	Amrit Sanskar ceremony (initiation or baptism) 	 0.34% 23 million * percentage of total population

Birthplaces of World Religions

Islam

Date: 622 CE

Place: Saudi Arabia

Founder: Mohammad

Main messages: There is one God (Allah).

• God revealed His final message to the prophet Mohammad. • People must submit to God's will to gain entry to paradise after death.



Zoroastrianism

Date: about 6th century BCE

Place: Persia
(modern-day Iran)

Founder: Zarathustra

Main messages: There is one God, but there is also an evil spirit who is almost as powerful. • Life is a choice between good and evil.



International Society for Krishna Consciousness

Date: 1966 CE

Place: New York City

Founder: Bhaktivedanta Swami Prabhupada

Main messages: Based in Hinduism, but Krishna is the Supreme Being. • One must be pure to escape reincarnation; chanting helps achieve this purity.



Jehovah's Witnesses

Date: 1879 CE

Place: Pennsylvania

Founder: Charles Taze Russell

Main messages: Based in Christianity. • Jesus is God's first creation (not the Son of God). • Witnesses are expected to work to share their beliefs with others.



Church of Jesus Christ of Latter-Day Saints (Mormons)

Date: 1830 CE

Place: New York State

Founder: Joseph Smith, Jr.

Main messages: Based on Christianity as interpreted in the Book of Mormon. • Salvation comes from the following of the teachings of Christ.



Aztec Religion

Date: 14th to 16th centuries CE

Place: Valley of Mexico

Founder: None—the Aztecs adopted traditions from previous civilizations such as the Tlaloc and Tezcatlipoca
Main messages: There are many gods. • The soul of an Aztec could go to one of three places, depending on how the person died. • Sacrifice and death are necessary to ensure the continued existence of the world.



Judaism

Date: about 3000 years ago

Place: Israel

Founder: Moses

Main messages: There is one God. • Follow the commandments in the Torah. • Repair the world (Tikkun Olam). • Emphasis is on this life.



Christianity

Date: about 30 CE

Place: Israel

Founder: Jesus

Main messages: Jesus Christ is the Son of God, who died to redeem all people from sin, and who rose from the dead. • Follow the teachings of Jesus.





Baha'i

Date: 1863 CE
 Place: Tehran, Iran
 Founder: Baba'u'llah
 Main messages: There is one God who reveals His message through different prophets and religions.
 • All people in the world are part of the same community and should be treated equally and fairly.



Confucianism

Date: about 500 BCE
 Place: China
 Founder: Confucius
 Main messages: Treat others as you would have them treat you. • People should try to act properly at all times.



Shinto

Date: prehistoric
 Place: Japan
 Founder: none—
 Shinto is a collection of different Japanese traditions
 Main messages: People must live in harmony with the world. • There are many gods and spirits (kami) who can help people achieve harmony.



Daoism

Date: about 500 BCE
 Place: China
 Founder: Laozi
 Main messages: Dao (the Way) is the essential flow of the universe. • The purpose of life is to seek harmony with the universe by keeping yin and yang in balance.



Buddhism

Date: 520 BCE
 Place: Northeastern India
 Founder: Siddhartha Gautama, the Buddha
 Main messages: When you die, you will be reincarnated.
 • Your actions in this life determine your next life. • The goal of life is to escape reincarnation through complete enlightenment.



Hinduism

Date: prehistoric
 Place: India
 Founder: none—Hinduism is a collection of Indian traditions
 Main messages: There are many gods who are different forms of the One God. • People are trapped in a cycle of rebirth until self-realization is achieved.



Sikhism

Date: about 1500 CE
 Place: Punjab, India
 Founder: Guru Nanak
 Main messages: Life is about giving up temptation and living in accordance with God's will. • People are reincarnated until they come into line with God's will.



Jainism

Date: about 550 BCE
 Place: Eastern India
 Founder: Mahavira
 Main messages: There are many gods. • The soul is eternal and will be reincarnated. • Escaping reincarnation is achieved through avoiding bad karma, especially by not causing harm to any living being.



Using the Elements of Critical Thinking



Significance

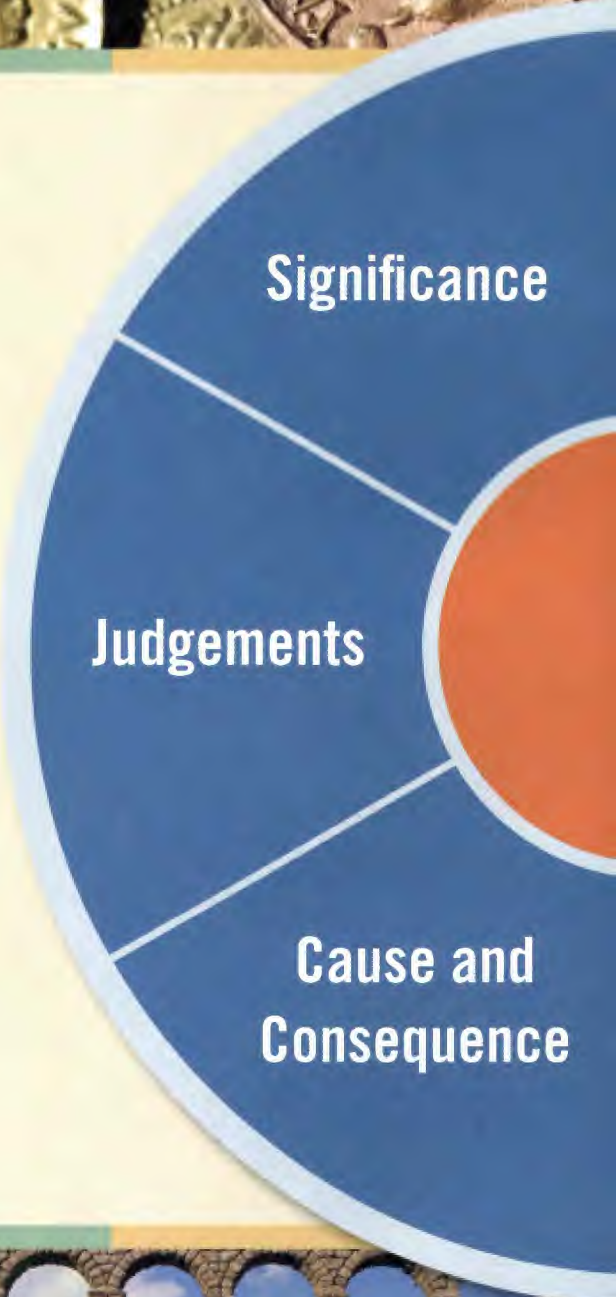
- What were the three most important factors in the fall of the Roman Empire?
- What is the single most important legacy of the Roman Empire?

Judgements

- On the whole, the Roman Empire was a greater force for good than for evil. Do you agree or disagree?
- Did Julius Caesar deserve to be assassinated?

Cause and Consequence

- Why did the Roman Empire never become industrialized?
- Why did the Roman Empire split into two empires? Did this event extend or shorten the life of the empire?



A Critical Thinking icon will appear at the start of each chapter. Several parts of the icon will be highlighted, showing you which elements will be studied in that chapter. These elements are meant to guide your critical inquiry about the people, places, and events you will study in the text.



Patterns and Change

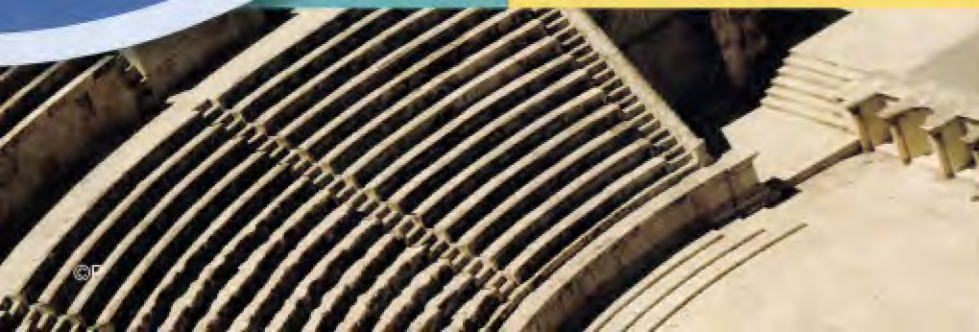
- In what ways are modern cities similar to the ancient city of Rome?
- How was slavery in the Roman Empire similar to and different from slavery in the United States and Canada?

Evidence

- Was Caligula a truly insane emperor?
- What evidence is there that women had considerable rights and freedoms in the Roman Empire?

Perspectives

- What was the general population's view of the early Christians in the Roman Empire?
- Describe how the Romans viewed the family and the roles and duties of various family members.



UNIT

1

Awakening Civilizations

Civilizations arose in many different parts of the world and under different conditions, but they all have things in common. All civilizations have cities, central governments, and economies that can support large populations. They have public works, such as roads and temples. Peoples are also unified by social structures and religions.

UNIT FOCUS QUESTION

How do civilizations form and grow?



The Civilization of Early China

What is a civilization? Chinese civilization began in the Huang He valley thousands of years ago. In time this civilization became one of the world's greatest.



Europe's Early Middle Ages

What conditions are crucial for civilization? Chaos followed the collapse of the Roman Empire in Western Europe. Rebuilding meant creating laws and developing a successful economy. Christianity also played a unifying role.

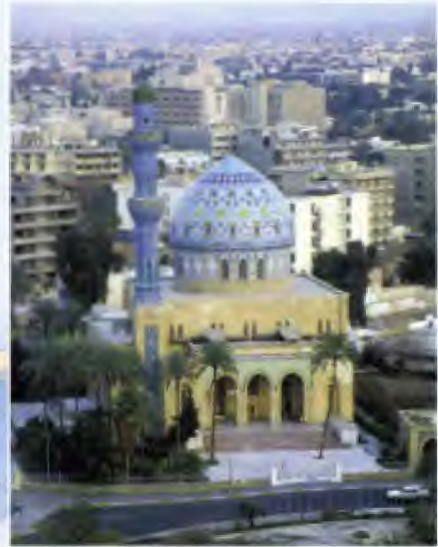


- Tang Empire, 618–907 CE
- Indian Subcontinent
- The Spread of Islam, 632–750 CE
- Byzantine Empire, 750 CE
- Charlemagne's Empire, 768–814 CE

Islamic Civilization

How can religion influence a civilization?

Islamic civilization developed because of the spread of Islam. For hundreds of years, Islamic civilization was among the most advanced in the world.



The Civilization of India

Does diversity build up or tear down a civilization? Indian civilization is very old and diverse. It adapted to the cultures of frequent invaders, and in return has given much to the world.

1

The Civilization of Early China



FIGURE 1-1 Imagine: a whole army of warriors standing ready to protect you on a journey. The first emperor of China did not need to imagine—he could make it happen. Shi Huangdi died in 210 BCE. The terra cotta warriors shown here were part of a vast army found in the emperor's tomb, ready to journey with him to the afterlife. Imagine what an emperor with this kind of power could do for his people.

KEY CONCEPTS

society civilization Confucianism harmony central government

CHAPTER FOCUS QUESTION

What is a civilization?



In This Chapter

The roots of modern Chinese civilization go back far into the past, to Shang times, about 3500 years ago. Many civilizations have come and gone through human history, but Chinese civilization remains today. It is one of the oldest civilizations on Earth. What made this civilization successful?

In 1899, Wang Yirong, a Beijing scholar, was feeling ill, so his doctor prescribed “dragon bones.” Wang brought his “bones” home and put them into a bowl to grind them up. Then he noticed something unusual on them: fine scratch marks that looked like writing!

Instead of grinding up the bones for medicine, Wang started investigating. He found out that the bones had been gathered in the Huang He valley, the birthplace of Chinese civilization. Excited archaeologists gathered more of these “dragon bones” and studied them.

The bones were actually ancient turtle shells and oxen shoulder blades. Wang was right: the markings were the earliest version of Chinese writing ever found. During the Shang Dynasty, priests used these bones to communicate with the gods. If the king wanted advice, priests wrote his question on a bone, performed ceremonies to get the attention of a god or ancestor, and then cracked the bone with the tip of a hot poker. The priests would interpret the resulting cracks to find an answer. The questions people asked were often long and complex, so the old “dragon bones” have taught us a great deal about Chinese civilization.

Use these questions to set a purpose for reading each section.



- How can geography encourage civilization?
- How do we know when a civilization has begun?
- How can people live together in harmony?
- How can central government advance a civilization?
- How can freedoms advance a civilization?

Reading



Use Background Knowledge

Why would the discovery of Shang writing be so exciting? How could written language help a civilization advance?

How can geography encourage civilization?

Reading



Set a Purpose

As you read this section, think about how geographic factors made it possible for the features of Chinese civilization to develop.

Did You Know?

In some maps, you may find the Huang He listed as the Yellow River. *He* means “river” in Chinese.

Chinese **civilization** thrives in the country of China. It has also spread throughout much of Asia and the rest of the world. You may see the influence of Chinese civilization in your own community. British Columbia is home to more than 430 000 Canadians with Chinese ancestry.

Chinese civilization began to take shape in the Huang He valley with the **Shang Dynasty** in about 1650 BCE. Many aspects of Chinese culture, such as building styles, writing, and art, can be traced back through the centuries to the Shang Dynasty.

Chinese civilization did not spring to life fully formed. Over time, it became more and more advanced. As you read this chapter, look for things you might add to the list of features of civilization on pages x–xi in the introduction to this textbook.

How did geography affect Chinese civilization?

Protection from outside influence helps young civilizations thrive and grow. Geography provides the best protections of all. Consider the following features of China, and find them on the maps on page 9. How might each keep outsiders away?

- high mountain ranges in the west and southwest
- the Tibetan Plateau in the west (the largest and highest plateau in the world)
- deserts in the west and northeast
- ocean to the east
- jungles in the southeast

China’s one weak point lay to the north, where the land consists of **steppes**. These grassy plains gave invaders easy access into China.

Did You Know?

At one time, historians divided history into two eras: B.C. (before Christ) and A.D. (*anno Domini*, meaning “in the year of the Lord”). Today, historians instead use BCE (before the common era) and CE (the common era).

TIMELINE

1600 BCE
Shang Dynasty begins; Chinese develop writing



1050 BCE
Zhou Dynasty begins; first books are written



500 BCE
Confucianism, Legalism, and Daoism develop

221 BCE
Qin Dynasty begins; Great Wall is built

206 BCE
Han Dynasty begins; Silk Road opens



FIGURE 1-2 The city of Shanghai lies right at the place where the Yangtze River meets the East China Sea. Why might a city develop there?

Reading



Ask Meaningful Questions

Find a place in your binder to record questions that come to mind as you read. Take a moment to share one of your questions with a partner.

civilization an advanced state of development in a human society

dynasty a succession of rulers from the same family; the period of time during which they ruled

steppes a vast, treeless plain of Europe or Asia

loess packed silt that was deposited by glaciers

silt fine dust which can be suspended in water

Major Rivers

Two major rivers in China, the Huang He in the north, and the Yangtze River in the south, flow from east to west. These rivers are among the longest in the world. The Huang He is 5464 kilometres long. By comparison, the Fraser River of British Columbia is 1370 kilometres long. The valleys of the Yangtze River and the Huang He have been farmed for thousands of years.

The Huang He meanders through deep glacial deposits of **loess**, which is made of very fine **silt**. Because this silt is yellow, it gives the river a muddy yellow colour. The name *Huang He* actually means “Yellow River.”

The Huang He floods regularly. These floods have claimed thousands of lives over the centuries, and some call the river “China’s Sorrow.” However, the floods also spread rich silt over the North China Plain, making the soil fertile and good for farming.

The Yangtze River is 6300 kilometres long. It is much easier to navigate than the Huang He, and the river became very important to China because boats could travel up and down its length so easily.

148 CE
First Buddhist scriptures translated into Chinese

581 CE
Sui Dynasty begins; the Sui build the Grand Canal

618 CE
Tang Dynasty; a golden age begins

755 CE
An Lushan captures Chang’an

907 CE
Tang Dynasty ends



Interpreting and Comparing Maps

Maps tell you about your environment in different ways.

- **Political maps** show political borders and the names of towns and cities.
- **Physical or topographical maps** show elevations and features such as rivers.
- **Thematic maps** display information for a special purpose. These could be population distribution maps, or maps showing levels of pollution.
- **Historical maps** are a type of thematic map that teach about the past. This type of map could show the boundaries of an ancient dynasty.

Figure 1-3 is a topographical map of China. Look at each feature to see what the map is about.

Interpreting a Map

To begin interpreting Figure 1-3, you can ask questions such as:

- What part of the world does this map show?
- What type of information does it give me?
- What do the colours, symbols, and lines tell me?
- What is the significance of the information in this map?

Locate the North China Plain on the map. Despite its relatively small size, it is China's most important agricultural region. It is where the Chinese civilization began thousands of years ago.

How has geography encouraged the Chinese civilization to begin on the North

China Plain? Imagine you and your family lived in China 4000 years ago, and you had a choice about where to settle down and farm.

- Would you choose a mountainous region or a level region?
- Would you settle on a desert or in a river valley, with fresh water and fertile soil?

Your answers to these questions provide two important clues about why people settled on the North China Plain.

Comparing Maps

Note the location of the North China Plain in Figure 1-3. Then look at the climatic conditions of the area using the maps in Figure 1-4.

Again, imagine you and your family had a choice where to settle down and farm in China.

- Where would summer temperatures be warm enough to grow crops?
- Where would there be just enough rain to grow your crops?

Your answers to these questions provide two more clues about why people settled on the North China Plain and why they thrived there.

Apply It

1. What geographic factors supported civilization in the North China Plain?
2. Identify a few natural resources that a farming culture would need. Find maps in an atlas or online that would help you decide whether the Shang Dynasty had access to these resources. Where would the necessary resources come from? On what "highway" could they be transported?

SCALE

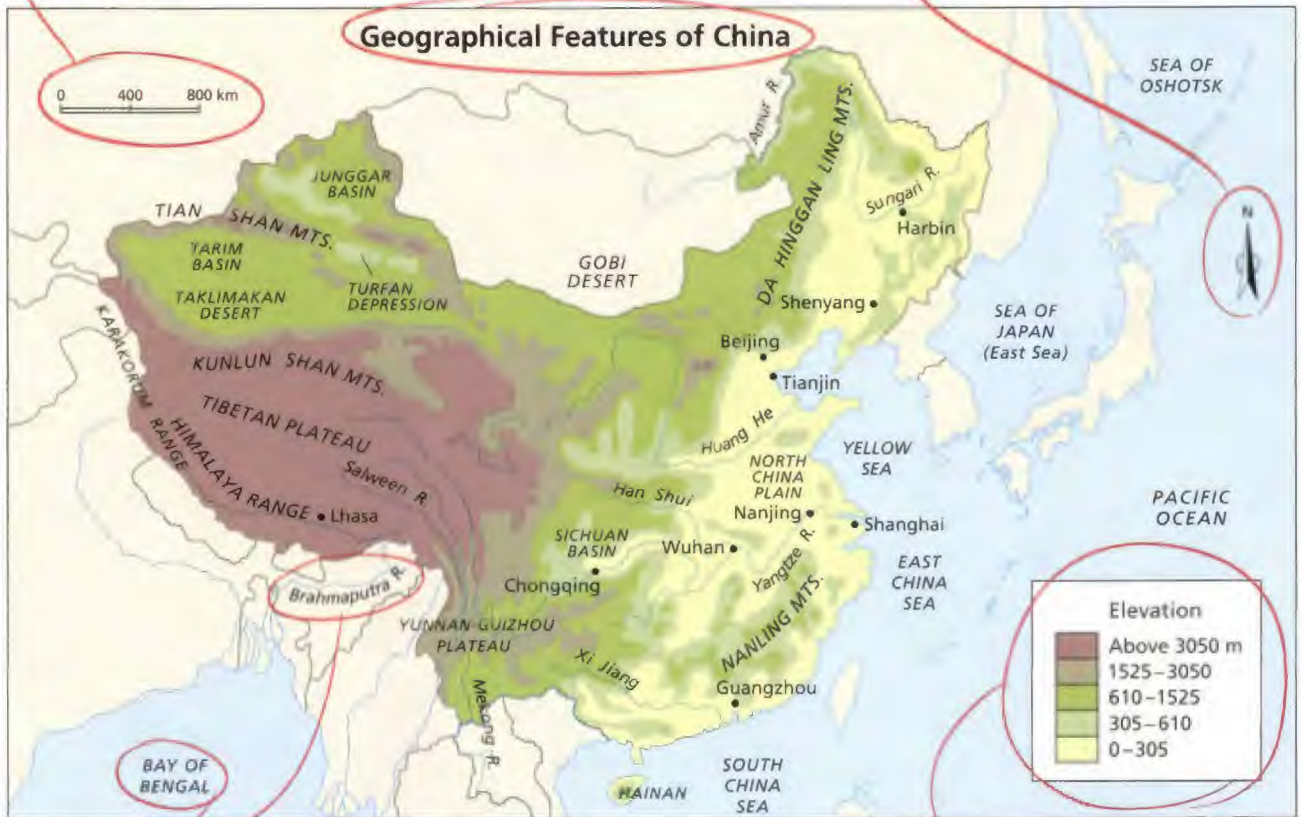
A scale tells you what distance in the real world is represented by a distance on the map. (For example, 1 cm = 400 km.)

TITLE

A title tells you what the map is about.

COMPASS

A compass rose indicates where north is, so you can orient yourself.



LABELS

Labels identify the names of places and features.

LEGEND

A legend tells what the symbols, lines, and colours mean.

FIGURE 1-3

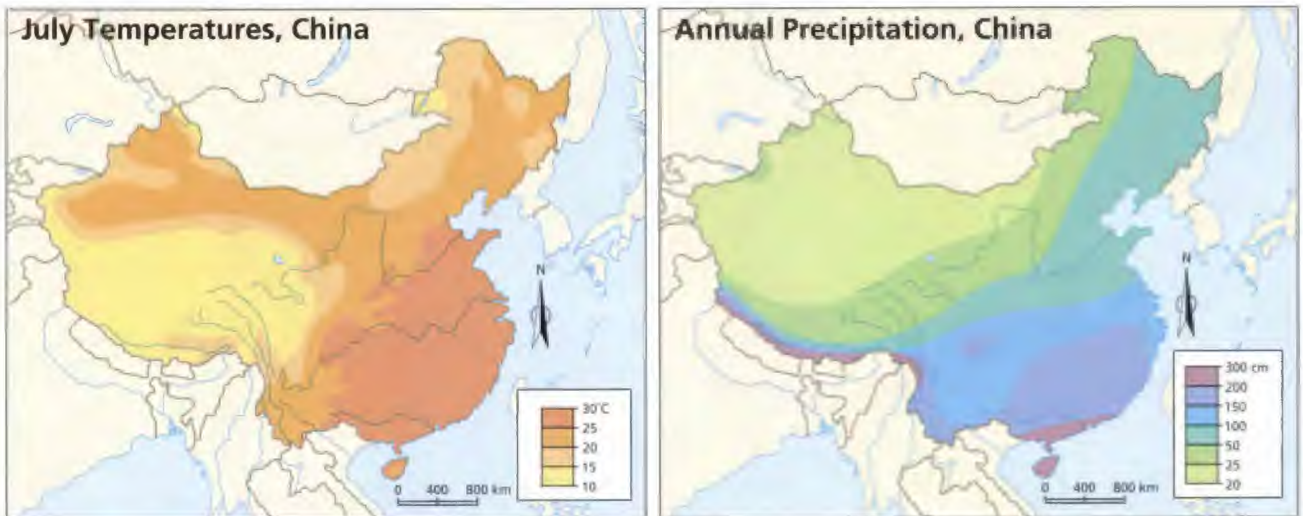


FIGURE 1-4 How would temperature and precipitation affect farming?

Climate

The climate of China is as diverse as its landforms. There is a great difference in north and south. In the far north of China, the climate is subarctic. There are cold winters and dry summers. There can also be massive sandstorms. The south has a subtropical climate with mild temperatures and lots of rain. However, tropical storms can sweep in from the ocean and cause damaging floods.

FIGURE 1-5 You know a little bit now about the climate and geographic features of China. Why would historians not be surprised that the Shang and Zhou dynasties occupied the same area?



Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize how geographic factors made it possible for early civilization to develop in China.

Make Connections

2. Create a Venn diagram to show the similarities and differences between geographic features in early China and those in your region of British Columbia.

Synthesize and Evaluate

3. Write a paragraph to answer the section question:
How does geography encourage civilization?
Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How do we know when a civilization has begun?

If no one writes down the history of a people, what can we know about a **society**? Without archaeological evidence, we may know very little. That is the case with the legendary Hsia Dynasty, which is thought to have existed even before the Shang Dynasty on the North China Plain. Historians, however, do have proof of the Shang Dynasty.

Reading



Set a Purpose

Look for ways historians knew the Shang Dynasty was developing into a civilization.

What were the beginnings of the Shang Dynasty?

Chinese written history begins with the Shang Dynasty, which ruled for more than 600 years, from 1600 to 1050 BCE. Many features of Chinese civilization began in this kingdom, something we know not only because of the archaeological evidence but also because of the “dragon bones” writings.

People had been living on the North China Plain for many hundreds of years. They lived in small villages, and farmed just enough to feed themselves. Around 1600 BCE, many of these villages came under the control of warriors called the Shang, who ruled from their fortress city at Anyang. The Shang divided their territory into smaller regions, which were ruled by **nobles** who pledged their loyalty to the Shang king. The nobles were almost always the heads of **clans**, groups of people who claimed to have the same ancestor—often a mythical one.

The northern steppes were the home of nomadic warriors, and war with them was common during Shang times. The kings would call on their nobles to pull together an army. The nobles would then select the best fighters to serve as soldiers and go to war.

society a community with agreed upon customs and organization

noble a person who receives a high rank in society because of the family they were born into; often the head of a clan

clan a group of people who are descended from the same ancestor



FIGURE 1-6 This tortoise shell, found in 1899, is an example of the “dragon bones” writings. The Shang asked about many aspects of life, from “Should we build a new settlement?” to “Who caused the king’s toothache?” What else might they ask about?

surplus what is left over after requirements are met (for example, extra crops left over after a farming family meets its needs)

thatch straw or reeds

dike a construction made to hold back water

WEB LINK

To learn more about China's Bronze Age, visit our website.

Life in Shang Times

The upper class—the kings and the nobles—lived in timber or stone houses. Artisans lived in or near the capital at Anyang because only the upper class could afford to buy their products.

Most people were farmers. They grew millet and other crops in the Huang He valley. Because the soil was very fertile, farmers could grow more food than they needed to survive. This is called a **surplus**. As with other societies, surpluses allowed the population to grow. Surpluses also gave some people the chance to do something other than growing food. A metalworker, for example, could exchange weapons for food. Civilization is difficult without food surpluses.

The Role of Government

In Shang society, the government did little for ordinary people. Peasants led a harsh life. They lived in houses dug into the soil and roofed with **thatch**. They labored in their fields to grow food. Rulers forced peasants to work on roads and military defences for no pay. The peasants also worked constantly to reinforce the **dikes** they built along the Huang He to prevent it from flooding their fields.

However, there were some leaders who did their duty to society, something Chinese people respect to this day. You can see evidence of this in a story about Emperor Yu. According to legend, he was a government official who worked tirelessly to prevent flooding in the Huang He valley. He did not take a break for 13 years, even to see his family. When he became emperor, he was called “Yu the Great.” How would respect for people who do their civic duty help a civilization advance?

FIGURE 1-7 The Shang used bronze to make tools, weapons, and art. The decoration on this ceremonial vessel includes an ogre mask as well as cloud, claw, and dragon designs.



Shang Arts and Culture

Shang culture was a hotbed of new ideas. The Shang developed a system of writing. They also made fine pottery, and developed dish shapes that are still popular.

The Shang also mastered the skill of metalworking. Archaeologists have found Shang bronze artifacts. Many of these bronze pieces are decorated with animals or are “monster masks” representing gods and spirits. Bronze was a valuable substance, so it was used only to make objects used by royalty in religious ceremonies, or to make weapons. Today, Shang bronzes are so valuable that many “Shang bronzes” are, in fact, fakes. Scientific testing is required before a Shang bronze can be certified as authentic.

The Shang were the first Chinese to perfect **silk** making. The process was once a valued secret.

1. The process begins when a female silkworm lays an egg.
2. About 40 days after hatching, the silkworm spins a cocoon.
3. Silk makers carefully unravel the long silk strand from the cocoon.
4. They make one silk thread by twisting together strands from many cocoons.
5. Silk makers dye the silk threads, and weave them into silk cloth.

Shang Beliefs

The Shang felt surrounded by multiple gods, nature spirits, and ancestor spirits.

- Shang Di, the High God, sent good harvests and victory in battle. He also sent bad harvests and defeat in battle, so he had to be **appeased**. Shang Di also controlled thunder and rain.
- Nature spirits included the Huang He, the wind, the stars, and Ri (the Sun) among others. This is a form of **animism**.

The king's ancestors were given a lot of attention, because it was believed that the gods would only listen to a king's ancestors. In turn, the king's ancestors would only listen to the king. This meant that the Shang king had a crucial role in communicating with the gods. The king also acted as high priest. He asked for help from his royal ancestors whenever an important decision had to be made. The Shang did not exactly worship their ancestors—they simply asked their ancestors for help. Communication with these spirits was attempted through the use of the writing on the “dragon bones.”

silk a delicate cloth made from the strands of silk spun by silkworms to make their cocoons

appease to soothe or calm; to please

animism the belief that natural things, such as trees, rocks, rivers, stars, and specific locations have a spiritual existence as well as a physical one

Religion and Civilization

- In animism, people try to maintain positive relationships with nature spirits. They believe that if they do not, bad things will happen. How were Shang religious beliefs animistic?



FIGURE 1-8 When Shang rulers died, they were buried with objects they used in life. Their servants were sacrificed so that they could serve their masters in the afterlife. War chariots and horses also followed their dead king into the afterlife, as you can see in this photograph.



FIGURE 1-9 Feng shui experts advised that this apartment tower in Hong Kong would block Qi, so the architect changed the design. Almost everyone during the Shang Dynasty accepted yin and yang and feng shui as true. How can a common belief give people a sense of belonging?

Did You Know?

About 90 percent of Hong Kong's buildings have been designed with feng shui in mind.

No one today practises the Shang religion. However, the Shang had two major beliefs about the natural world that continue to influence Chinese civilization today: yin and yang, and feng shui.

Yin and Yang

Belief in the forces of yin and yang began as Shang beliefs. Yin and yang are opposites. Yin is earth, darkness, and feminine. Yang is heaven, light, and masculine. For the world to function well, yin and yang should not be in conflict, because both are part of life. The yin-yang symbol, with its black-and-white halves curled around each other, shows that the two forces depend on each other.

Feng Shui

Feng means “wind,” and shui means “water.” The Shang would call on feng shui experts before deciding where and how to build a house. According to feng shui, the environment has a powerful effect on human well-being. Qi (chi) is the natural force that travels in wind and is held in water. Qi will not flow properly unless buildings are positioned in just the right spot. To keep the Qi flowing, Shang feng shui experts planned the best position for buildings. They helped plan whole cities.



FIGURE 1-10 The yin-yang symbol has survived from Shang times. People in China and around the world embrace it. For example, you can see it on the hood of this car in Wenceslas Square, Prague, in the Czech Republic. Why would this Shang idea last so long and spread so far?



Writing and Its Many Purposes

Without writing, the civilization you live in could not function. Just think about how many times in a day you read or write.

Twenty percent of the world's people speak a Chinese language, but there is no single spoken language. Instead, there are many Chinese languages and dialects. Examples are Mandarin, Cantonese, Shanghainese, Hakka, Hunanese, and Fujianese. Some of these languages and dialects are very different.

However, all Chinese people use similar written characters. So even if they could not easily talk to each other, people could communicate with one another in writing.

Period	Example	FIGURE 1-11
	Fly	character for one word, "fly," was very simple in Shang times. How did it change over 3000 years?
2690–827 BCE		
827–221 BCE		
213–206 BCE		
206 BCE–353 CE		
220 CE–PRESENT		



FIGURE 1-12 The two-day Comic World Hong Kong festival is held twice a year. It draws fans of comic books, manga, anime, and video games. How do these forms of entertainment use writing? How do other forms of entertainment use writing?



FIGURE 1-13 In what ways do we use writing now that did not exist in Shang times?

Thinking IT THROUGH

Build on the Ideas of Others

- Consider this question: "What are the many ways we use writing in Canada today?"
 - Brainstorm answers to the question in a small group. Practise contributing to the conversation in three ways: listening, acknowledging the ideas of others, and contributing your own ideas.
 - With your group, create headings to classify your ideas (for example, creative expression, practical communication, persuasion). Which do you think is the most common in our society? Which is the most important?
- What are the advantages of a large population sharing the same written language? What does writing make possible in any human society?

Mandate of Heaven the idea that a ruler has the support of the gods as long as he rules correctly

despot a person in authority who acts like a tyrant

Can a civilization outlast a dynasty?

The kings of the Shang Dynasty were constantly at war with other kingdoms. Eventually, they were defeated by the Zhou. The last Shang king was captured and beheaded in 1050 BCE.

The Zhou rulers claimed that the Shang had been defeated because they had lost the **Mandate of Heaven**. The Zhou believed that the gods permitted a king to rule as long as he was worthy. If he became unworthy or a **despot**, the gods would withdraw their approval. This would lead to a change of rulers. The Zhou insisted that they had been given the Mandate of Heaven, which was why they were able to defeat the powerful Shang. Throughout Chinese history, new rulers claimed the Mandate of Heaven to justify overthrowing someone else.

The end of the Shang Dynasty did not mean the end of Chinese civilization. The Zhou, like the dynasties that would follow them, picked up where the previous dynasty left off. The Zhou admired Shang accomplishments, and adopted them for their own.

Eventually, the Zhou Dynasty also fell. This led to the Warring States period (475–221 BCE). Various warlords fought each other, but no one could win. However, even during this chaotic time, three important schools of thought emerged. Confucianism, Legalism, and Daoism would greatly influence Chinese civilization.



FIGURE 1-14 The Zhou adopted the Shang process for silk making, but used their own patterns and designs. Dynasties that followed have done the same. Here, you can see Chinese silk for sale at a shopping mall in Beijing.

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the reasons historians think that Chinese civilization began in the Shang Dynasty.

Build on the Ideas of Others

2. **Significance** With a partner, refer to the eight features of civilization that you read about on pages x–xi in the introduction. Which features did you see developing in the Shang Dynasty? Together, generate ideas for any new features you could add to the original eight. Set the list aside for future reference.

Access Your Background Knowledge

3. What is the difference between a society and a civilization? Is Canada a society or a civilization? Explain your thinking.

Synthesize and Evaluate

4. **Evidence** Write a paragraph to answer the section question: *How do we know when a civilization has begun?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How can people live together in harmony?

Imagine how you might feel if the mayor of your community was continually signing up you and your neighbours in a war on the mayors of Victoria, Nanaimo, or Prince George. No one ever won the prize—to rule all of British Columbia. So the violence continued. Could you do anything to stop this?

Eventually, you and other British Columbians might do what the Chinese did: start searching for an answer to the question of how to live in **harmony**. That is exactly what happened during the Warring States period. Four individuals—Confucius, Han Feizi, Laozi, and Siddhartha (from India)—independently sought out answers to this question. As you read this section, think about how their answers helped Chinese civilization advance.

What answers did Confucius offer?

No other **philosopher** has had as much influence on China as Confucius (Kongfuzi). He taught respect for tradition and duty, two lessons that run through Chinese culture even today.

Confucius probably lived from 551 to 479 BCE. He hated the political turmoil of the times in which he lived. He thought that rulers were not governing as they should and that people were not leading virtuous lives. He believed that these bad behaviours were causing chaos.

Confucius believed that people were basically good, but that they needed to be trained to behave well. This training should start with the family and be continued by society. Harmony mattered more than anything else. According to Confucius, people could build a harmonious society by striving for five virtues. People should be

- 1) honest
- 2) upright
- 3) conscientious
- 4) charitable
- 5) loving in all their relationships

Rulers were expected to be virtuous toward their subjects. Everyone had duties and responsibilities, depending on their station in life.

Reading



Set a Purpose

As you read this section, be prepared to compare and contrast the advice the four teachers gave on how to achieve harmony.

harmony peaceful co-existence

philosopher someone who seeks wisdom about existence and reality

WEB LINK

To learn more about Confucius, visit our website.

FIGURE 1-15 No one knows what Confucius looked like. But virtually all paintings of him show him in robes typical of the late Zhou period, bearded, and holding his hands in front of him as shown here.



Confucianism the system of ethics, education, and statesmanship taught by Confucius and his followers

moral abiding by a set of rules about right and wrong conduct

ethical making right choices

The Five Important Relationships

father and son
ruler and subject
older brother and younger brother
husband and wife
friend and friend

FIGURE 1-16 Confucius said that an inferior should be dutiful toward a superior. Do you agree or not? How does your opinion reflect the society in which you live?

FIGURE 1-17 This 1900 photograph shows a wealthy Chinese family in their home. The scrolls on the wall are Confucian quotations. How might these scrolls help the family live together?

Confucius taught that there were five important relationships, which you can see in Figure 1-16. In all but the friend-and-friend relationship, one person was superior to the other. Those who were superior in status had an obligation to treat their inferiors with love and kindness. In return, they would receive respect and obedience. As in many societies, women were considered inferiors, and had few rights.

Confucius is respected and honoured as one of China's great teachers. His ideas have been important in China for most of its history, and have influenced other Asian cultures even today. While **Confucianism** is not a religion, it offers guidelines in what is **moral** and **ethical** behaviour.



What answers did Han Feizi offer?

Do you believe, like Confucius, that people are basically good? Han Feizi (around 280–233 BCE) held the opposite view. He was a prince of the Han state during the Warring States period. He was also the leading writer for a group of philosophers called the Legalists. Legalists thought that all people were basically selfish and greedy. They believed that rulers had to be strong and ruthless to make society work properly. Confucius thought that people would naturally follow a good leader. This idea was nonsense, according to the Legalists. The only way to have an orderly society was for the government to keep control through strict laws and harsh punishments.

For most of China's history, people have tried to follow Confucian ideas of government. However, Chinese criminal law tends to follow Legalist ideas—they are very tough! Major crimes are punished severely by the state. Minor crimes are punished harshly by families and local government.

Did You Know?

China still uses harsh punishments. People can be executed for everything from stealing to tax evasion. The number of executions every year is a state secret.

China's first recorded code of laws dates to 400 BCE. The law code was adjusted many times over the centuries. However, the basic penalties did not change. These included beatings, imprisonment, **exile**, and death.

Judges ran courts, but they also investigated crimes. The accused person had to prove their innocence. This is the opposite of the situation in Canada today, where the government is required to prove the guilt of the accused.

Those found guilty were punished according to the seriousness of their offence. Legalist judges could also use collective punishments. This meant that whole families or villages could be punished for the crime of one member. This was thought to encourage all families and communities to keep their people in line. When a person was found guilty of **treason**, for example, all his or her male relatives over the age of 16 might be executed. Everyone else would be made slaves. What are the pros and cons of such a system?

What answers did Laozi offer?

Daoism, based on the teachings of the philosopher Laozi, also began during the Warring States period. It is said that Laozi lived in the sixth century BCE, but no one knows for sure. The goal of the Daoists was to live in harmony with nature by following the Dao, or "Way."

Daoists believed that by studying nature closely, people would come to understand how it worked. Then they would be able to live in harmony with it. They believed that disturbing nature harms the well-being of humans. By understanding the forces of nature, Daoists hoped to learn how to avoid interfering with it.

The Daoists were opposed to rules and customs. They believed that this stopped people from behaving naturally.

exile being forced to live far away from one's community or country

treason betrayal of one's country or ruler

Religion and Civilization

- Why are the ideas of Confucius, Laozi, and Han Feizi called philosophies and not religions?
- Which of their ideas seems similar to religious teachings?

FIGURE 1-18 A Daoist funeral. In Daoism, death is seen as simply another phase of being. Daoist priests conduct specific funeral rituals to help a dead person's soul pass from this life into heaven. How do these beliefs compare with those of other belief systems you know of?



Making Society Work

The sayings and writings of Confucius and Han Feizi help us understand their thoughts. Both men were interested in the best ways to govern society and to make it stronger. While Confucius did not write about his philosophy himself, his followers collected his sayings in a book called *The Analects*. They called Confucius “the Master.”

Compare the words of Confucius and Han Feizi shown here. How do the opinions of the two philosophers differ? Which one do you think is best? Why?

The Master said, “When your father is alive observe his intentions. After he passes away, model yourself on the memory of his behaviour. If in three years after his death you have not deviated from your father’s ways, then you may be considered a filial [dutiful] child.”

The Master said, “You can be of service to your father and mother by remonstrating [reasoning] with them tactfully. If you perceive that they do not wish to follow your advice, then continue to be reverent toward them without offending or disobeying them; work hard and do not murmur against them.”

The Master said, “Lead the people by means of government policies and regulate them through punishments, and they will be evasive and have no sense of shame. Lead them by means of virtue and regulate them through rituals and they will have a sense of shame and moreover have standards.”

Confucius, as quoted in *The Analects*

If an infant’s head is not shaved, his sores will not heal; if his boils are not lanced, his illness will worsen. Even when someone holds him and his loving mother does the shaving or lancing, he will howl without stop, for a baby cannot see that a small discomfort will result in a major improvement. Now the ruler wants people to till the land and maintain pastures to increase their production, but they think he is cruel. He imposes heavy penalties to prevent wickedness, but they think he is harsh. He levies taxes in cash and grain to fill the storehouses and thus relieve them in time of famine and have funds for the army, but they consider him greedy. He imposes military training on everyone in the land and makes his forces fight hard in order to capture the enemy, but they consider him violent. In all four cases, he uses means that will lead to peace, but the people are not happy.

Han Feizi, around 230 BCE

Thinking IT THROUGH

1. According to Confucius, how does developing a sense of duty and loyalty create a functional family? How does it create a well-run society?
2. Explain what Han Feizi is getting at by using the example of the child. What does this say about his attitude toward people?
3. How would Confucius describe a good ruler?
4. How would Han Feizi describe a good ruler?

From the beginning, Daoists were in conflict with Confucians. Laozi and Confucius are believed to have met and to have argued over their beliefs, with Laozi often getting the upper hand.

Daoists sought ways to strengthen the Qi within people. They would later become **alchemists** looking for the secrets of **immortality**. They sought magical ingredients that would extend life. **Mercury** was a favourite substance, which Daoists used to make potions and pills. Mercury is highly poisonous, and many people died from using the Daoist potions—including emperors. On the positive side, the alchemists' experiments led to many important discoveries in medicine and **metallurgy**.

alchemist an early chemist whose methods would now be considered scientifically unsound

immortality endless life

mercury a silver-white metal that is liquid at room temperature

metallurgy the science of producing and purifying metals

enlightenment being awake to a great reality, which most people never achieve

What answers did Siddhartha offer?

A fourth approach to life has been extremely influential to China. This one, however, did not begin in China itself. Instead, it came to China from India. (You will read more about Buddhism in India in Chapter 4.) Buddhism had developed from the teachings of an Indian prince called Siddhartha, who was born around 563 BCE. Siddhartha gave up wealth and family to seek an answer to the sufferings of the world. After much searching, he is believed to have received **enlightenment** and become the Buddha, or “enlightened one.”

EXPLORING SOURCES

The Burden of Money

Daoists were highly skeptical about the merits of money. They believed that wealth made some people feel superior to others. Greed led to conflict and disharmony. In this piece of writing, Laozi advises on how society can achieve harmony.

*Do not honour the worthy,
And the people will not compete.
Do not value rare treasures,
And the people will not steal.
Do not display what others want,
And the people will not have their
hearts confused.*

Laozi, sixth century BCE

Thinking IT THROUGH

1. In Canadian society, how do we honour the worthy, value rare treasures, and display material goods freely?
2. Why do different societies have different views on what makes a person worthy, and if and how they should be honoured?
3. How might our society achieve harmony by following Laozi's advice? What difficulties might any society face in making these changes?

FIGURE 1-19 This photograph shows the Vairocana Buddha, also called the supreme Buddha. The statue was carved into a cliff in Henan Province during the Tang Dynasty (618–907 CE).



meditation the act of calming and emptying the mind

monastery a community of people devoted to a religious life

nirvana in Buddhism, a state completely free from suffering and worldly concerns

Buddha said that suffering occurred because people were too concerned with themselves and their own desires and needs. In other words, suffering existed when people focused too much on the physical world. Buddha taught that people should instead seek to free themselves of worldly concerns through **meditation**. The goal of meditation is to develop concentration and tranquility. This will lead the mind to higher truths. Buddhists also believed in reincarnation—the idea that a soul is reborn again and again until it finds enlightenment.

Buddhism became very popular in China and spread quickly, partly because wealthy and influential people sponsored it. Followers founded many **monasteries** and the new beliefs inspired new art and literature. Many people prayed to bodhisattvas, enlightened people who had put off **nirvana** in order to help others in their search for enlightenment.

Thinking IT THROUGH



Summarize What's Important

1. **Evidence** Use a graphic organizer to compare and contrast the advice the four teachers gave on how to achieve harmony. Summarize the main ideas, choosing details and examples for support.
2. Of the four teachers, who was more interested in social harmony? Who was more interested in individual harmony? How are these goals interconnected?

Build an Argument

3. Which one of the four approaches do you find most appealing? Support your opinion with examples.

Analyze Critically

4. Should the achievement of social harmony be considered a feature of civilization? Can civilization exist without it? Explain your thoughts.

Synthesize and Evaluate

5. Write a paragraph to answer the section question: *How can people live together in harmony?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How can central government advance a civilization?

In stories, the actions of one person can change everything. Just think of Alice in Wonderland or Harry Potter. Can it happen in real life?

The Warring States period had seemed to last forever, with all the warrior nobles fighting one another for power. Then Ying Zheng, a boy only 13 years old, became the ruler of the state of Qin. By the time he was a man, he had devised a plan to conquer all the other warrior states. By 228 BCE he had defeated the last of the Zhou kings, and by 221 BCE he had conquered every other army in the land.

Ying Zheng gave himself the name Shi Huangdi, which means “First Emperor.” That is exactly what he was—the first ruler of a united China.

The Qin Dynasty lasted for only a short time, until 206 BCE, but it made changes that lasted. Shi Huangdi’s tomb, with its army of terra cotta warriors, is one of the more famous legacies of his rule. But Shi Huangdi also ended the power of warrior lords. He unified much of what is now present-day China, and he established China as one of the world’s great empires. How did he do it? Shi Huangdi did not just wield military power—he wielded government.

Reading



Set a Purpose

As you read this section, consider the ways in which Emperor Shi Huangdi used central government to unite a divided people.

WEB LINK

To learn more about Shi Huangdi’s tomb, visit our website.

Did You Know?

The First Emperor of Qin (pronounced “cheen”) gave China its name—*Qin* is the root word of China.



FIGURE 1-20 Shi Huangdi united China in 221 BCE. He was a harsh leader, and crushed his opponents. Yet his methods were effective in uniting the warring states. Why might he have believed these methods were necessary?

Why did Shi Huangdi create a central government?

central government

a government concerned with areas that affect an entire nation or empire, such as defense, taxes, and the economy

redistribute to reassign ownership

taxes mandatory fees paid to government

public works major construction projects owned by the government

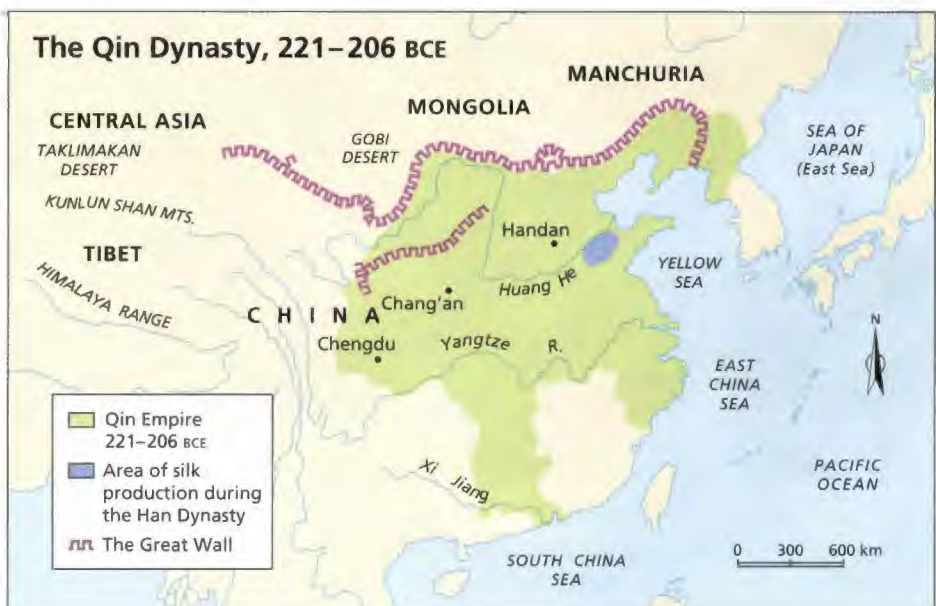
Shi Huangdi set up a strong **central government** and divided the country into 36 districts. Before this time, nobles had complete power over their lands and the peasants who lived on them. Under Shi Huangdi's system, that changed—the nobles had no power. He kept them in the city where he could keep an eye on them, and replaced them with appointed officials in each district. These employees had to be completely loyal to the emperor. Inspectors toured the districts regularly and checked up on the officials. They also depended on the emperor for their jobs and pay. Why would this be to the emperor's advantage?

Taxes and Public Works

At first, the peasants saw an improvement in their living conditions. Before this time they had been landless labourers working for a noble. Shi Huangdi **redistributed** the nobles' lands, and every peasant family was given enough land to make a living and pay **taxes**. Before this time, taxes did not exist. Consider what becomes possible when a government collects money through taxes. Peasants were still required to provide free labour for **public works**, such as roads and bridges, and fight in the army when needed.

Shi Huangdi used his government to improve the economy and standardize the systems of money, weights, and measures so that trade within China would be easier. He also standardized the writing system, so that people could communicate more easily. Would any of this have been possible without a strong central government?

FIGURE 1-21 The Qin emperor expanded China's borders to southern China.



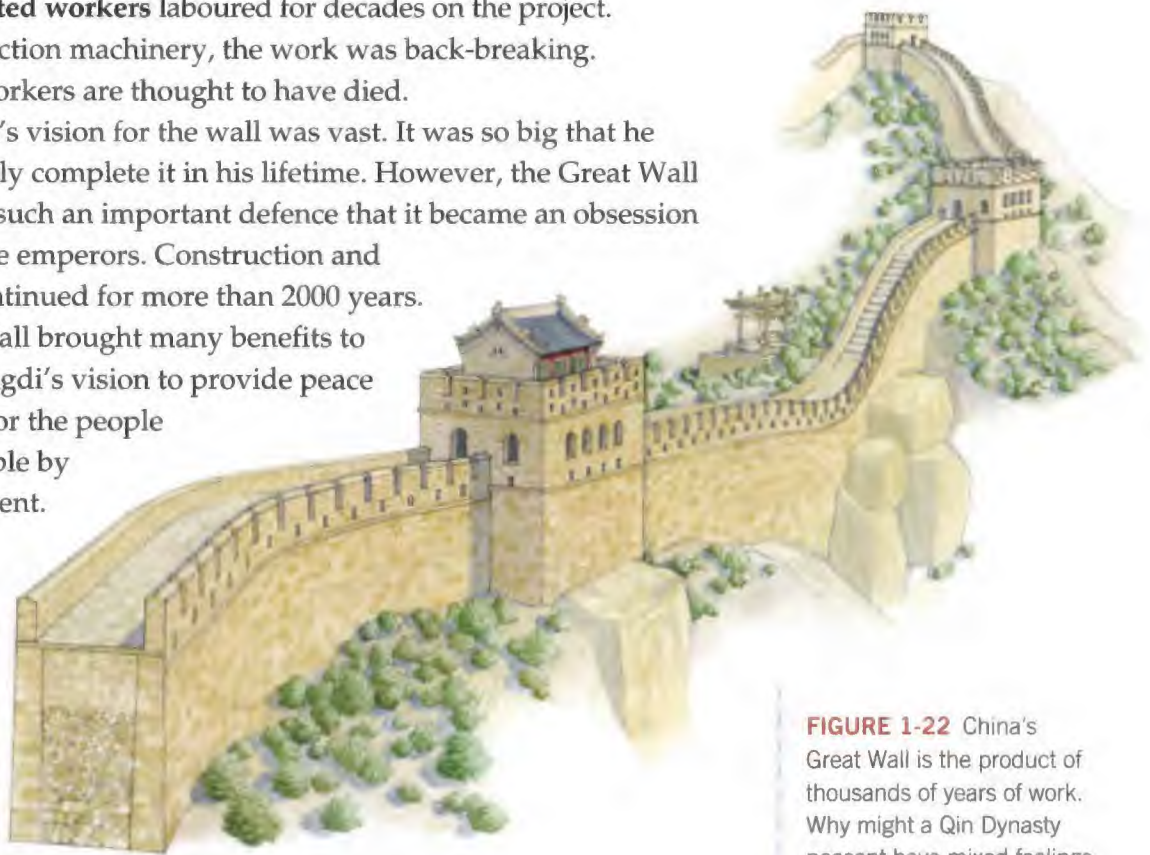
The Great Wall

One of Shi Huangdi's most significant achievements was the Great Wall. The nomadic peoples to the north of China lived in a cold climate, so they could not farm. The riches of China were tempting, and they made regular deadly raids into the south. China was not strong enough to keep all of the nomads at bay. Shi Huangdi felt that a guarded wall all across the northern border might solve the problem.

The Great Wall would link earlier, shorter walls and extend them to provide protection to many more Chinese citizens. More than 500 000 **conscripted workers** laboured for decades on the project. Without construction machinery, the work was back-breaking. Thousands of workers are thought to have died.

Shi Huangdi's vision for the wall was vast. It was so big that he could not possibly complete it in his lifetime. However, the Great Wall was considered such an important defence that it became an obsession for several future emperors. Construction and maintenance continued for more than 2000 years.

The Great Wall brought many benefits to China. Shi Huangdi's vision to provide peace and protection for the people was made possible by central government.



The Drawbacks of Central Government

Shi Huangdi was not a popular ruler. He was a Legalist who believed that he and the state were more important than the people. So he treated people harshly. As the Legalists would say, he did it "for their own good." In Shi Huangdi's view, people existed only to serve him.

Shi Huangdi disagreed strongly with Confucianism, and wanted people to think as he did. The emperor ordered thousands of Confucian and Daoist books burned. He even had scholars buried alive in an effort to erase knowledge of Confucianism.

Nobles resented losing power and land, peasants resented working like slaves on public projects, and scholars simply feared for their lives.

conscripted workers people forced to become labourers by government

WEB LINK

To learn more about the Great Wall of China, visit our website.

FIGURE 1-22 China's Great Wall is the product of thousands of years of work. Why might a Qin Dynasty peasant have mixed feelings about the wall?

Did You Know?

More sections of the Great Wall are being unearthed, so it is hard to pin down its exact length. Some experts say it is nearly 9000 kilometres long.

Shi Huangdi was also a very suspicious man. He knew he was hated, so he feared for his life. He moved frequently, and was often in disguise. It was said he never slept in the same bed twice. He even had one of his own sons executed because he thought the prince was plotting to kill him. Shi Huangdi died anyway in 210 BCE, possibly as a result of swallowing mercury in the hope that it would make him immortal.

How did other dynasties use central government?

After Shi Huangdi's death, his last surviving son could not keep power. Shi Huangdi had made too many enemies and the people rose up in revolt. Rival generals struggled for power. Eventually, one general defeated all the others and founded the Han Dynasty.

The first Han emperor, Gaozu, followed Shi Huangdi's example in some things. For example, Gaozu thought that a strong central government was a good idea, but he decided that Shi Huangdi's laws were too harsh. He instructed his government to follow Confucian ideas, and he hired Confucian scholars as advisers. China became strong and prosperous under Gaozu. His dynasty would last more than four centuries, from 206 BCE to 220 CE.

EXPLORING SOURCES

Sima Qian's Ideas About Honour

Sima Qian was a civil servant in the Han government. He is also considered the Grand Historian of China. He spent 18 years writing the first history of early China, called the *Shiji*.

Sima Qian made a serious mistake—he offended the emperor. For his punishment, he chose a gruesome and shameful physical mutilation—castration—instead of death. He felt too strongly about finishing his history to accept death. Although he could have also paid a fine, he did not have the money. Here, Sima Qian talks about honour.

A man can die only once, and whether death to him is as weighty as a mountain or as light as a feather depends on the reason for which he dies. The most important thing is not to disgrace one's ancestors, the next not to disgrace one's self, the next not to disgrace one's principles, the next not to disgrace one's manners.

Sima Qian, 145–186 BCE

Thinking IT THROUGH

1. What evidence do you see that Sima Qian was influenced by Confucius?
2. How would having civil servants inspired by duty and honour help a society advance?

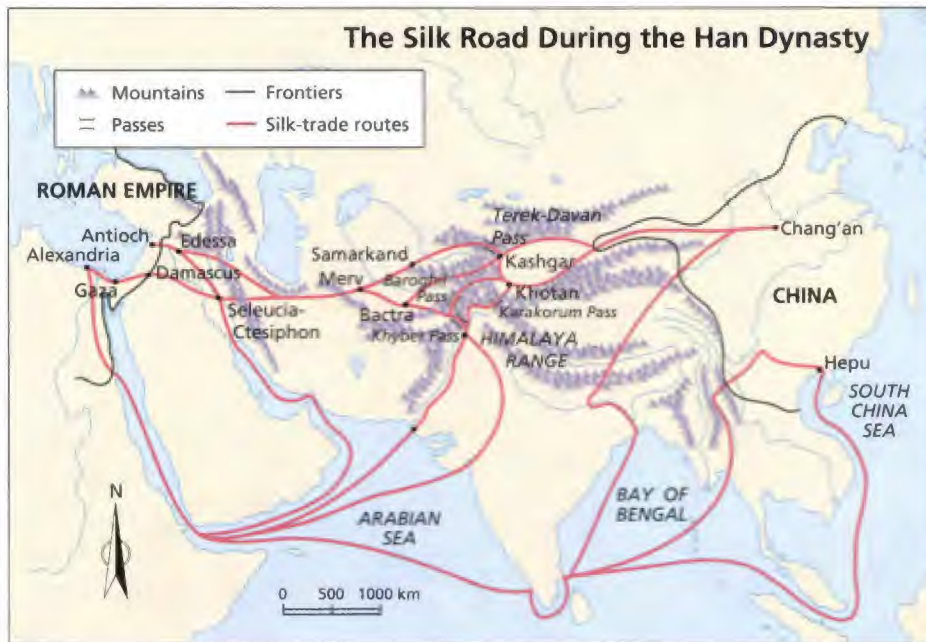


FIGURE 1-23 The Han made alliances with foreign nations. This made the famous Silk Road trading route possible. The Silk Road was never a single road, but a network of trade routes. It was very successful. The Romans, for example, bought so much silk that it almost bankrupted the Roman Empire!

The Han emperors strengthened Chinese society in many other ways. They built roads and canals, as well as more flood-control and irrigation projects. They also built granaries throughout the empire, where grain could be stored in case of famine. Eventually, the Han Dynasty was weakened by less capable emperors and several natural disasters.

The Sui Dynasty

After the fall of the Han, China had numerous small kingdoms. In 581 CE an official of one of these many kingdoms managed to reunite China. He formed an army that successfully defeated the other kingdoms. Calling himself Emperor Wen, this official founded the Sui Dynasty.

The Sui were very successful in the improvements they made. Their capital at Chang'an became the largest city in the world, with a population of over 1 million people. The Sui ruled with great cruelty, however, and tried to do too much too soon. Thousands of people were forced to work on public works projects, and many died because of the harsh working conditions.

The Sui Dynasty reunited China into one empire, and also strengthened it by rebuilding sections of the Great Wall that had fallen into disrepair. One of their greatest accomplishments, however, was the completion of the Grand Canal.

The Grand Canal

Canals had been built and used before by other dynasties. The canals were very useful for the transportation of crops and other goods, and they were also used to transport armies. Wen decided to link a number of small existing canals into one large one—the Grand Canal—that would run from the Huang He to the Yangtze River, and then to the city of Hangzhou on the coast. A little later, the canal was extended north to Beijing. This meant that crops grown in southern farmlands could be used to feed people in the north.

FIGURE 1-24 A convoy of barges makes its way along the Grand Canal in 2009. At 1776 kilometres, the Grand Canal is still the longest artificial waterway in the world. How might a canal help a civilization advance?



Thinking IT THROUGH



Summarize What's Important

1. What does it mean to have a central government? In what ways did Shi Huangdi use central government to unite a divided people? Summarize your main ideas and supporting details on a graphic organizer.
2. Can a central government have too much control? Use examples from the Qin Dynasty to identify problems that too much control can create.

Synthesize and Evaluate

3. Write a paragraph to answer the section question:
How can central government advance a civilization?
Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How can freedoms advance a civilization?

In the previous section, you saw how a central government can benefit a civilization. A strong government can collect taxes, for example, which it can use for the good of the people. But a strong government can be harmful if it tries to control people too much. The Tang Dynasty (618–907 CE) had a strong **autocratic** government. However, it did allow some individual freedoms, especially for women, traders, and artists.

A New Dynasty

The Tang Dynasty reigned over China's Golden Age—it was a time when everything seemed to go right. The dynasty was founded by a government official named Li Huan, who took the name of Gaozong. His son Taizong became one of the most dynamic of the Chinese emperors. The Tang made China a **cosmopolitan** empire that was the envy of the world.

Reading



Set a Purpose

As you read about the Tang Dynasty, think about how the shift toward increased freedoms and responsibilities of individuals benefited Chinese civilization.

autocratic describing a ruler or government with absolute power, even over life and death

cosmopolitan worldly; global; not bound by one's own culture



FIGURE 1-25 The Tang Dynasty, at about 700 CE. How could being open to the world help make the Tang Dynasty rich and strong?

tributary state a country forced to make regular payments to a more powerful country in exchange for peace or protection

polo a game played by two teams on horseback; players use a mallet to hit a ball into the opposing team's net

The Tang extended the boundaries of the old Han Empire, expanding west as far as Afghanistan. They forced Tibet, Vietnam, and Korea to become **tributary states**. These states sent extravagant gifts every year. In return, the Tang promised not to wage war against them.

At home, the Tang worked to expand and strengthen all aspects of Chinese life and culture. Before the Tang Dynasty, many peasants had become very poor. They had been forced to sell their land and become tenants for wealthy landowners. As a result, the government had lost a great deal of income from taxes. So the Tang took land from the landowners, and gave it to ordinary people who paid taxes. The Tang carried on the tradition of public works, such as the construction of roads and canals, to increase the health and wealth of the empire.

How did Tang society open up?

Under the Tang, China began to notice the world. It allowed people from all over Asia to visit its capital city, Chang'an. Many of these foreigners stayed to live in this large, bustling centre. The city was divided into 108 wards, or areas. Each ward was enclosed by walls, and the gates were closed at night. Certain areas were set aside for markets, and some were set aside for Jews, Muslims, Christians, and other foreigners. The imperial palace was at the north end of the city so that the emperor could face south, which his feng shui experts advised.

Increased Opportunities for Trade

The number of foreign and Chinese merchants in China increased because the amount of trade was growing. The Chinese eagerly bought the goods of many different countries, such as horses, jewels, musical instruments, and cloth. The Chinese adopted foreign fashions in clothing and hairstyles, and even began playing foreign games such as **polo**, which came from Persia (Iran).

Merchants were not well respected in society, however, because of Confucian ideas. Confucius had not valued the work of merchants, believing that merchants did not produce anything for society. Farmers grew food, and artisans made crafts, but merchants only made money. Without merchants, however, trade would have been impossible, and the Chinese would not have had a healthy economy. The Tang allowed the merchants to do their work, but they gave them a very low social status. They were forbidden to ride horses or wear rich clothes. Some merchants tried to gain respectability by buying land, marrying into a landowning family, or having a son pass the examinations to become a government official.

Two Cities a World Apart

Some cities are planned. Others are not. You can usually tell by looking at the pattern of streets. Unplanned cities tend to grow up haphazardly around forts and castles, or at trading sites. People build their homes and set up their shops here and there. Unplanned cities often have a radial shape—the main roads spread out from a city centre. Planned cities tend to have quite a different look because they are organized for efficiency.

Below are maps of Paris and Chang’an, which were both large cities during the same time period. What are your immediate, first impressions of the differences between the two cities? Which city do you think was planned? Why?

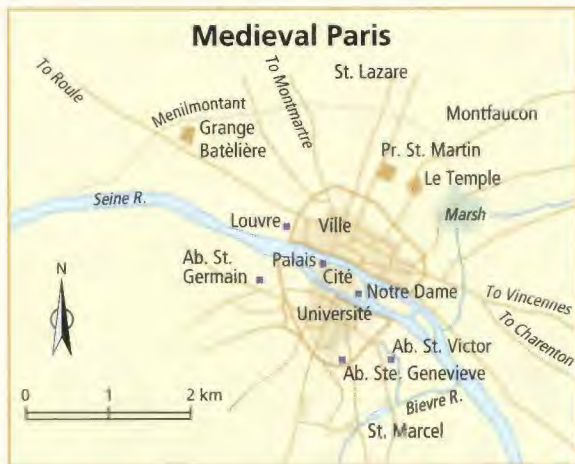


FIGURE 1-26

Thinking IT THROUGH

1. Use the scale to calculate the area of the two cities. What does this information tell you?
2. What differences might a Parisian visitor notice on entering Chang’an? And a Chinese visitor on entering Paris?
3. Are Canadian cities generally laid out more like Paris or Chang’an? Why might this be so?
4. Would you prefer to live in an unplanned or a planned city? Why?

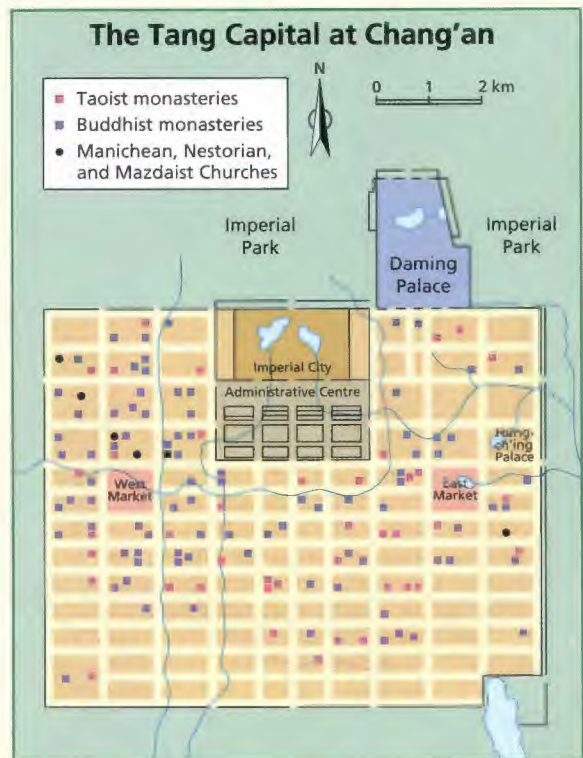


FIGURE 1-27

ZOOM IN

How did Chinese innovations affect the world?

China gained from the outside world by opening up. But the world also gained in return. Many of the world's most important innovations came from China. For each innovation pictured below, imagine how the world would be different if the Chinese had not shared it with the world.



THE COMPASS This is a 19th-century Cantonese magnetic compass. The Chinese invented this technology far earlier, probably during the Qin Dynasty, about 2200 years ago. This innovation spread around the world and was used for long-distance sea travel.



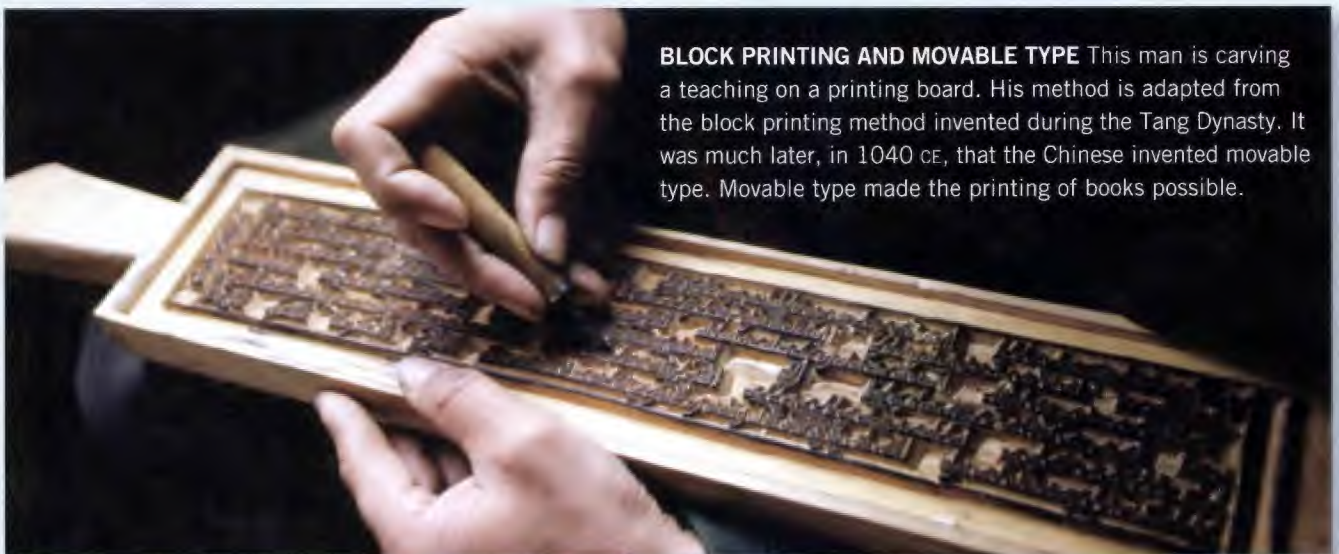
GUNPOWDER Fireworks go off in Vancouver, British Columbia. When the Chinese first invented gunpowder during the Tang Dynasty, they used it as a medicine. Then they discovered its explosive powers, and used it to make fireworks and weapons. Knowledge of gunpowder reached Europe after 1200 CE.



PAPER If you were to bring this prescription, written on paper, to a Chinese pharmacy, you would receive Chinese medicines such as those in the photograph. Written prescriptions are just one way the world benefits from paper, which the Chinese invented in 105 BCE. What else is made from paper? How would your life be different if paper did not exist?



THE KITE Chinese people have been flying kites for more than 3000 years. One legend says that a farmer tied a string to his hat to stop it from blowing away—and there was the first kite! Kites began as simple constructions of bamboo and silk. But as this flying dragon kite shows, kites have developed in artistry and complexity. Are playful inventions more or less important than practical innovations? Why?



BLOCK PRINTING AND MOVABLE TYPE This man is carving a teaching on a printing board. His method is adapted from the block printing method invented during the Tang Dynasty. It was much later, in 1040 CE, that the Chinese invented movable type. Movable type made the printing of books possible.

regent a person who rules for a monarch who is too young, sick, or old to do so

depose to remove from power; to dethrone

Women Gain Freedoms

Tang women enjoyed more rights and privileges, and more freedom of movement, than women from any earlier period. Many women received an education, and could leave their homes whenever they wished. Some upper-class women used their new freedoms to become writers and artists. Some of them even played polo.

Other women enjoyed more opportunity as well. The wives and daughters of artisans helped run their family businesses. Others became midwives, nurses, or entertainers. Conditions on farms did not change much. Women had always worked with their husbands in the fields.

Empress Wu Zetian

One episode demonstrates the great strides women made toward equality with men: Empress Wu Zetian became the supreme ruler of the land. In the Tang Dynasty, the wives and mothers of Chinese rulers had influence. Empresses advised their husbands. Some women ruled as **regents** for infant sons. But they always ruled in the son's name. Empress Wu was different. After ruling behind the scenes for 30 years—first for her husband and then for two of her sons—she **deposed** her sons and seized power. After 690 CE, Empress Wu became the Sacred and Divine Empress Regnant. She ruled the mightiest empire in the world in her own name for 15 years.



FIGURE 1-28 On the left of this image is Empress Wu Zetian, dressed in her yellow imperial robes. Wu Zetian was the only female empress of China. What does this say about Tang society?

Improvements in Education

The Tang improvements to the education and examination systems are among their most important lasting achievements. A civilization without an education system can never advance because people have difficulty gaining knowledge and new skills. Instead, most people remain **illiterate**. This was the situation before the Tang Dynasty. Wealthy people could hire private tutors to educate their children. Ordinary citizens might join together to hire a teacher, or the local community might pay for a school, but this was rare.

The Government Examinations

The Tang expanded the examination system that was used to select government officials. They built schools and standardized courses so that all students prepared for the exams the same way. Education in these schools was free. Most families could not afford to have a son study instead of work, and preparing a bright child for the examinations was an effort. But government officials had high status, and the family of a successful student would share this status. It was one of the few ways for an ordinary family to improve its social standing in China.

Students studied the Four Books and the Five Classics. The books explained the values of Chinese society, and the classics contained China's greatest literature. Students were expected to be obedient and to memorize what they had learned. **Calligraphy** was also important.

Government examinations were held regularly. Candidates wrote a series of examinations beginning at the local level. The top performers progressed to the regional level. The hardest tests were the final exams held in the capital. Students were isolated for days in small cells as they were tested. Only 2 or 3 percent of all candidates passed the highest level.

Years later, when people from Europe visited China, they were impressed by the examination system as a way of selecting government officials. Candidates qualified on the basis of merit, not class or wealth. The visitors encouraged their own governments to copy the idea.

illiterate unable to read or write

calligraphy a disciplined and artistic method of writing using ink and a brush

Did You Know?

Chinese examinations were so difficult—and the rewards so wonderful—that historians believe that cheating was common. One artifact supporting this idea is a set of underwear with portions of the classics written on them—an early cheat sheet!



FIGURE 1-29 This painting shows Tang emperor Ming Huang (712–756 CE) supervising an examination from a pavilion. What does the emperor's involvement tell you about the value the Tang placed on education?



FIGURE 1-30 This porcelain figure of a woman playing a lute was found in a Tang-era tomb. The Chinese regularly buried lifelike figures with the dead. What does this figurine tell you about Chinese women during the Tang Dynasty?

Advances in the Arts

In a society that allows some freedoms, artists begin to express their creativity. This happened in the Tang period, and the arts flourished as a result. Potters, painters, jade carvers, and other artists created masterpieces. A great deal of art was devoted to Buddhist and Daoist themes. At the same time, other artists began to paint scenes of everyday life.

During this period, design elements from other parts of the world influenced Chinese art. One major change at this time was the introduction of chairs and stools to China.

Some of the greatest poets of Chinese history lived and worked during the Tang Dynasty. The first books in China had been written during the Zhou Dynasty. Many of these were burned by the Qin. During the Han Dynasty, however, scholars worked to recreate these books. They wanted to regain China's literary heritage, and to write new classics as well. By the time of the Tang, there were millions of works of literature available to read and study.

The End of the Tang

The Tang Dynasty ruled an empire that was the envy of the world. However, it never recovered from the division and destruction caused by a violent rebellion led by General An Lushan. By 907 the Tang Dynasty was over, and China once again fragmented into regional states. China was not reunited until 960, when the Song Dynasty took power. You will read about the Song in Chapter 12.

Thinking IT THROUGH



Summarize What's Important

1. Create a graphic organizer to show the shift toward increased freedoms and responsibilities during the Tang Dynasty. Add information about how these changes benefited Chinese society. Highlight main ideas and include supporting details.

Build on the Ideas of Others

2. With a partner, generate new items for the list of the features of civilization that you created earlier.

Analyze Critically

3. Explain the relationship between personal freedom and creative expression. Do you think people are more or less creative when they have more personal freedom? Use examples from this section as well as your background knowledge.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How can freedoms advance a civilization?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

The Civilization of Early China

CHAPTER FOCUS QUESTION

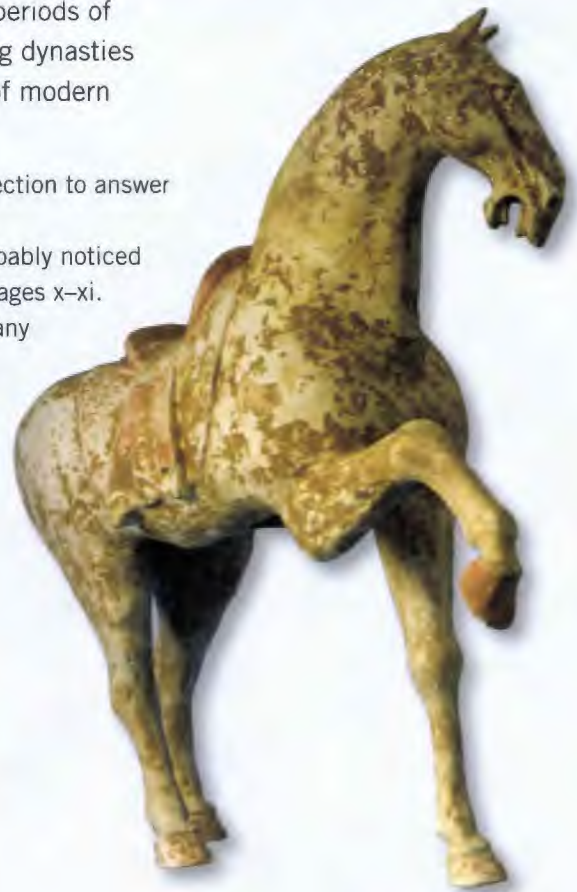
What is a civilization?

Chinese civilization survived the downfall of dynasties and periods of division. Although people of the Shang, Zhou, Qin, and Tang dynasties all lived long ago, they would still recognize many aspects of modern China as their own.

- Use the key ideas from the paragraphs you wrote for each section to answer the Chapter Focus Question.
 - As you learned about the civilization of early China, you probably noticed some of the features of civilization that you read about on pages x–xi.
 - Create one list of all the features of civilization. Include any additions you made while working on this chapter. Use a chart like the one below to rank your list of features. Add as many rows as you need.
 - Choose three features of civilization, and explain why you ranked them as you did.

MOST Important to Early Chinese Civilization

LEAST Important to Early Chinese Civilization



Synthesize and Evaluate

- The three main dynasties covered in this chapter—the Shang, the Qin, and the Tang—used government in different ways.
 - Create a graphic organizer to compare and contrast the three dynasties and their features.
 - Decide which government would be most powerful and which would be best for the people. Did you choose the same government for both? Explain your choice and present your findings to the class.

Make Connections

- Of the Chinese societies you have read about so far, which one was most different from Canadian society? Create two posters, one for Canadian society, and one for the early Chinese society you have chosen. On your posters, advertise the features of civilization that each society is best at. When you present your posters to the class, explain your thinking.

Analyze Critically

- Refer to your list of features of civilization. Use this list to create your ideal civilization (a utopia). Focus on two or three key features that are the foundation for your imagined civilization. Present your new civilization to the class using visual aids that will engage and inform your audience. For example, you might create maps, 3-D models, or digital drawings.

2

Europe's Early Middle Ages

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FIGURE 2-1 Charlemagne was born in the Early Middle Ages. He was the first great leader to turn Europe back toward civilization. Charlemagne's achievements were later admired by European nobles. *Charlemagne: The Spanish March* was painted in the 14th century—more than 500 years after Charlemagne's death. In this painting he is shown leading his troops and wearing a crown.



KEY CONCEPTS

barbarian pagan renaissance perspective Judaism Christianity Islam

CHAPTER FOCUS QUESTION

What conditions are crucial for a civilization?



In This Chapter

After the end of the Roman Empire, Europe entered the Early Middle Ages. A period of chaos, this time (about 500–1100 CE) is also sometimes called the “Dark Ages.” Big cities, extensive trade networks, libraries, and public entertainments all disappeared. Even reading and writing almost vanished. As you read this chapter, think about what conditions would enable civilization to be possible again in Europe.

Use these questions to set a purpose for reading each section.



- Why do empires rise and fall?
- What is the impact of the fall of a civilization?
- What does economic collapse do to society?
- Do societies always deserve their reputations?
- What is the relationship between religion and civilization?

Gregory of Tours arrived at the winter palace of Chilperic, King of the Franks, in the dead of night. A servant took Gregory’s cloak and shook off the snow. Gregory made his way down a dark hallway, toward the king’s throne room.

King Chilperic rose from his throne to greet Gregory. Chilperic wore food-stained robes, a long braid of hair, and a wild expression. Gregory wondered how this crude man had become a king.

Chilperic shook his sword. “Gregory, friend!” he shouted. “Rejoice—my men surprised my son and killed him. My enemy is dead!”

His hands shaking, Gregory took the goblet of wine a servant offered him and reluctantly toasted the king. It was no wonder, he thought, that the Franks could not bring back civilization. They were barbarians—even the king!

Gregory of Tours lived in the century after Rome fell. He wrote about the Franks and their rulers. He had few nice things to say about them. Nonetheless, much of what we know about the Franks we have learned from Gregory.

Reading



Make Connections

How would life in your community change if the government you know no longer existed?

Why do empires rise and fall?

Reading



Set a Purpose

As you read this section, watch for the accomplishments of the Roman Empire. Look for the factors that led to its rise and fall.

Germanic people one of the European peoples that spoke a Germanic language; for example, the Teutones, Visigoths, Angles, Saxons, Jutes, Franks, or Ostrogoths

WEB LINK

To take a tour of the Roman Empire, visit our website.

During Europe's Early Middle Ages, after the fall of the Roman Empire, three **Germanic peoples** spread through Europe. Each in their own way, these peoples struggled toward civilization. The conditions, however, were not right, and for a long time they failed. To better understand what went wrong, first read this section to consider what went right, using the example of the Roman Empire.

What conditions led to a civilization in the Mediterranean?

Long before the Roman Empire began spreading through Europe, Rome was a thriving civilization that began on the shores of the Mediterranean Sea. What made this possible?

- **The right climate.** The Mediterranean environment had everything that was necessary for people to thrive: fertile soil, plenty of rain and sunshine, and a climate that was neither too hot nor too cold. The long growing season produced a surplus of food.
- **Good transportation.** Transportation networks make military conquest, trade, and the exchange of ideas possible. The Mediterranean Sea was the highway of the Mediterranean world. The Roman army travelled in warships to conquer other peoples. Over time, the army built a vast network of roads so that its soldiers could reach, conquer, and control even more lands.
- **A powerful military.** Military strength allowed the Romans to increase their trade networks. Under the protection of the navy, Roman merchants traded goods far and wide. Merchants also made use of Roman roads to reach inland markets. The thriving trade economy made Romans wealthy. As Romans got rich, so did the Roman government, through taxation. An empire with money is able to run a stable, strong central government.

TIMELINE

70 CE
Rome destroys Jerusalem



313 CE
Roman Emperor Constantine legalizes Christianity

410 CE
Germanic peoples begin to invade England; the Goths sack Rome

481 CE
Clovis I becomes ruler of the Franks





FIGURE 2-2 This map shows the extent of the Roman Empire, as well as the network of Roman roads. Before 150 CE, there were paths and tracks, but no real roads. Roman roads were made from gravel and blocks of stone. Many still exist today. Why would the Roman military have wanted roads? Why would ordinary Romans want roads?

The Exchange of Ideas

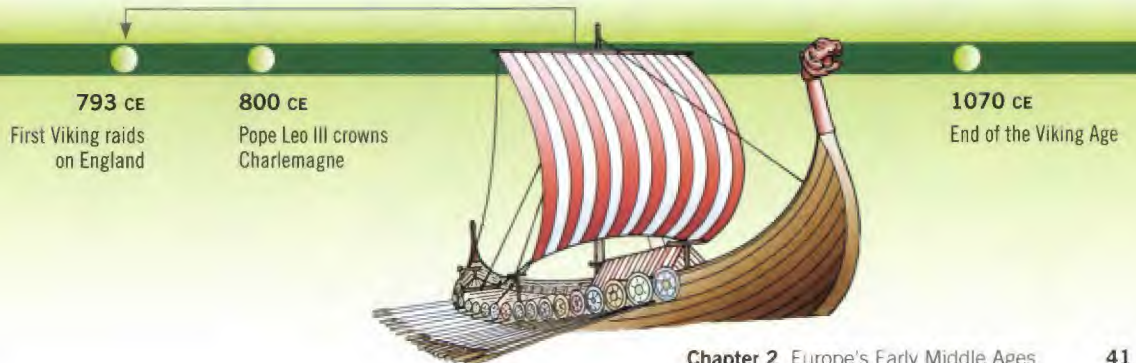
Trade enables people to learn from each other, and civilizations grow stronger through new ideas. During the Roman Empire, people and ideas moved back and forth across the Mediterranean. The knowledge and cultures of Egypt, the Middle East, and Africa all enriched Rome.

The civilization of Greece was older than the Roman civilization. The Greeks developed **philosophy**, and made great advances in art, **architecture**, drama, literature, medicine, and science. In the fourth century BCE, Macedonian king Alexander the Great conquered many lands and spread Greek culture as far east as India. Even so, Greek power did not survive the military might of Rome.

By 146 BCE, all of Greece was under Roman control. The Romans admired the accomplishments of the Greeks, and so they borrowed Greek attitudes, learning, arts, and architecture, and made them their own. As they conquered other lands, the Romans gathered thinkers and builders from Asia, Eastern Europe, and the Middle East.

philosophy the pursuit of wisdom through reason

architecture the art and science of designing buildings



aqueduct an artificial channel for conveying water, often in the form of a bridge supported by tall columns

Roman legions Roman armed forces

Latin the language of the Romans; during the Middle Ages, Latin was a common language for educated Europeans

Pax Romana Latin phrase meaning “Roman peace”; the long period in which Europeans lived under Roman law without conflict

Over time, Romans became superb organizers, developing systems of **aqueducts** to deliver running water, and an organized taxation system to bring in funds. The **Roman legions** were so powerful that the Roman Empire eventually controlled most of Europe, southwest Asia, and northern Africa. For more than six centuries, the Mediterranean world and the Roman Empire were really one and the same.

What are the legacies of ancient Rome?

The Romans built great cities filled with works of art, magnificent gardens, temples, arenas, public baths, and theatres. They built public buildings to benefit all citizens. Plumbing brought water to public fountains and the homes of the rich. They did all this with great taste and flair—Roman building styles are copied to this day.

The Romans were a highly literate people, and they enjoyed drama. Roman scholars and poets wrote thousands of books and plays. **Latin** provided a common language for the whole empire.

Law was another area in which Rome excelled. The government wrote a code of laws that applied throughout the empire. They protected all peoples from wars and outlaws. People felt secure knowing that officials would apply the laws. Today, there are Canadian laws and rules of justice modelled on Roman examples.



FIGURE 2-3 This mural, *Paquius Proculus and His Wife*, was painted on a wall in the couple’s house to mark the occasion of their wedding. They were wealthy citizens of Pompeii, a Roman city destroyed by a volcanic eruption in 79 CE. The wife holds a writing tool and a writing tablet. Her husband holds a scroll. Why would they choose to appear this way?

The Roman Peace

The *Pax Romana* was the name for the Roman peace that existed during the first and second centuries CE. Because the Roman army was so powerful, enemies would not fight Rome or even each other. Peace allowed Roman society to advance and flourish, because trade, art, and ideas flowed easily.

Of course, there was a price to be paid for peace. Rome’s powerful central government demanded taxes, slaves, and submission from the peoples it controlled. Further, not everyone benefited under Roman law. Women, non-Romans, and slaves were all denied the rights of Roman citizenship.



FIGURE 2-4 The Roman Colosseum (left) could seat 50 000 spectators, only slightly fewer than the 60 000 who can fit into Vancouver's BC Place (right). Events at the Colosseum were deadly. People were executed or torn apart by wild animals. Gladiators, mostly slaves who were trained for physical combat, fought to the death. How do these entertainments compare to professional hockey or football games? In your opinion, does the Colosseum demonstrate civilization?

Why did Roman civilization end?

Oh wretched Empire!... Who would believe that Rome, built upon the conquest of the whole world, would fall to the ground? That the mother herself would become the tomb of her peoples?

St. Jerome, writing after the Goths attacked Rome in 410 CE

- How does St. Jerome's shock reflect the Roman **perspective**?
- What might a Goth have to say about the events in 410 CE?

St. Jerome was a Roman citizen and Christian leader who translated the Bible into Latin. He was alive when Rome was **plundered** by King Alaric I and the Goths in 410 CE. Like many people of the time, he could hardly believe that the "whole world"—the Roman world that he knew—was gone forever.

The entire Mediterranean world was shocked by news that Rome, the centre of European civilization, had been conquered by the Goths, a Germanic people. The Roman Empire, which had once stretched from Upper Egypt to the North Sea, had collapsed. Within a few decades, only the Eastern Roman Empire, with its capital in Constantinople, remained strong.

Historians often disagree about why Rome fell. Some believe that all civilizations have a lifespan and that they eventually grow old and die, almost like living things. What do you think? Could a civilization cause its own destruction?

perspective the collective point of view of a specific group

plunder to steal by force, especially during war



FIGURE 2-5 The ending of an empire is usually caused by a combination of internal factors (those coming from inside) and external factors (those coming from outside). Most historians think that a combination of the forces shown above brought Rome down. Which are internal and which are external?

Thinking IT THROUGH



Summarize What's Important

1. What conditions led to the development of civilization in the Mediterranean world? Explain how each condition encouraged civilization.
2. Use a graphic organizer to summarize a) why the Roman Empire was so successful, and b) what led to its fall.

Analyze Critically

3. What was it about Roman civilization that people have admired both in the past and today?
4. Sometimes people forget that Rome was not a perfect society. For example, slavery was common. Why should we try to understand a civilization's faults as well as its achievements?

Build an Argument

5. **Cause and Consequence** The concept web in Figure 2-5 identifies factors that threatened the conditions supporting Roman civilization. Choose one or two factors you believe were most responsible for the downfall of the Roman Empire.

Synthesize and Evaluate

6. Use a graphic organizer to answer the section question: *Why do empires rise and fall?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What is the impact of the fall of a civilization?

For centuries, Rome had been in contact with Germanic peoples to the north and east. These peoples were known to the Greeks and Romans as **barbarians**, meaning “people who speak an unfamiliar language.” In other words, a barbarian was anyone not Greek or Roman. As the Roman Empire disintegrated, Germanic peoples moved into Roman provinces such as Gaul (France), Britain, and Spain. These peoples—Angles, Saxons, Jutes, Goths, Vandals, Lombards, and Franks—were attracted to the lands of the Roman Empire. They took these lands from the **Celtic** and other native peoples who had peacefully farmed and paid their taxes to the Romans. As many of these people fled, the Germanic peoples took over their farms and began a new life according to their own laws, customs, and religions. In some cases the original inhabitants stayed, gaining Germanic landlords.

This population shift was perhaps the most notable change resulting from the breakup of the Roman Empire.

What happened after the fall of Rome?

The richness, complexity, and relative safety of Roman civilization did not survive the fall of Rome. After the Roman legions and government officials withdrew, there was no one to repair the roads or keep the peace. Without a central government in Rome, there was no taxation. People were probably happy not to be paying taxes, but the services paid for with those taxes also disappeared, including protection from violence and crime.

After a few years, roads fell into disrepair; travel became dangerous and communities were deserted. The population of the city of Rome shrank from about one million to about 30 000. Traders stopped travelling to sell goods, so there was little to buy. People had little money to spend anyway. There were no jobs requiring reading and writing, so even wealthy parents stopped paying for tutors for their children. Soon few people could read or write except monks in isolated monasteries.

Reading



Set a Purpose

As you read this section, watch for changes that happen to a society when the conditions of civilization are torn away.

barbarian originally, a non-Roman person; it later came to mean “an uncultured person”—an insult

Celtic peoples a western European culture, including the Scottish, Irish, Welsh, Cornish, and Bretons



FIGURE 2-6 After the fall of the Roman Empire, metalworkers had skills that were sought after throughout Europe. Why would they be in such high demand?

social class the group that one belongs to in a society; it can be determined by money, role in society, or parentage

Kings and other rulers had obeyed Rome during the days of the empire. Those who did not had been punished or destroyed by the legions. With the legions gone, things changed. Hundreds of rulers fought each other for control of peasants and land. For many years, no ruler was strong enough to create an empire. It was not safe to travel unarmed over the remains of Roman roads, where bandits lay in wait. Ordinary people lived in constant fear.

This time of turmoil lasted until about 768 CE, when Charlemagne became King of the Franks. Only then did the journey back toward civilization begin.

Did You Know?

Today, when we speak “frankly,” we are speaking our mind. The Franks were known for their right to speak freely to anyone, even the king.

Who were the Franks?

After the fall of Rome, one of the Germanic peoples—the Franks—conquered much of the Roman province of Gaul (now France) in the late fourth and early fifth centuries. Although they were farmers, the Franks loved to make war, and were always attacking their neighbours.

Most free men went about armed, often with a special kind of throwing axe called a *francisca*. Both men and women were fond of jewellery, and both genders wore their hair long. Their name for themselves—“Frank”—meant free. Their French descendants still embrace freedom as a central value in their society.

The Merovingian royal family ruled the Franks for almost 300 years. The most successful ruler in the family, Clovis I, reigned from 481 to 511 CE. He founded the country of France and made Paris his capital.

Paris at this time was really more of a small town—nothing like the big cities of the Roman Empire. Some Frankish “cities” actually began in old Roman arenas, which the Franks turned into forts.

Social Structure

The Franks had **social classes**. Some people were very rich and some were very poor. The majority of people at this time were peasants or poor farmers. They were descended from the farm labourers of Roman times. They held the right to farm a piece of land on the manor where they were born. In return, they gave their lord part of their produce. This was the beginnings of the feudal system, which you will learn more about in Chapter 5.

Frankish peasants had a hard life. They were at the mercy of the weather. Storms and drought could destroy crops, and the strong did not hesitate to steal from the weak.

FIGURE 2-7 The treasures shown here were found in a Merovingian tomb. What does the quality of these articles tell you about the values of the Franks?



In the Eye of the Beholder

Here are two descriptions of the Franks. In one, Tacitus, a Roman historian of the first century, offers his opinion of the Germanic peoples (including the Franks). His histories were written for a Roman audience. Compare this statement with the second statement, in which the Franks describe themselves. Before you read, predict who will provide a more positive description. What is your reasoning?

You will find it harder to persuade a German to plough the land and to await its annual produce with patience than to challenge a foe and earn the prize of wounds. He thinks it spiritless and slack to gain by sweat what he can buy with blood. When not engaged in warfare, [the men] spend some little time in hunting, but more in idling, abandoned to sleep and gluttony [excessive eating and drinking].

Cornelius Tacitus, 98 CE

[We are a] glorious people, wise in council, noble in body, radiant in health, excelling in beauty, daring, quick, hardened... This is the people that shook the cruel yoke of the Romans from its neck.

preface to the Frank's Salic Code, around 509 CE

Thinking IT THROUGH

Analyze Critically

1. In what ways are these descriptions of the Franks the same? How are they different? What might explain the different perspectives?
2. What would Tacitus want Roman readers to understand about the Franks from his description? What might be his purpose?
3. What might be the purpose of the Franks' description of themselves?

Bad Rulers, Bad Times

After the death of Clovis I, the kingdom of the Franks was divided among his children, who were not capable rulers. Before long, the Merovingian royals became famous for their evil deeds and murderous ways. Kings and queens committed murders with their own hands, or were killed by members of their own family. For the next two centuries, the Merovingian Dynasty was weakened by constant civil wars and violent conflict with their neighbours. Kings were supposed to protect their people but usually failed to do so.

Merovingian rulers did not create or support schools, and the only public buildings were churches and forts. Much of Frankish wealth was stolen plunder. There were no businesses or trading companies. The king had no system for collecting taxes, so he had no money to pay for highways and other services. Although nobles and royalty had their secret stashes of gold, silver, and jewels, ordinary people had very little.

wergild a value placed on every person or piece of property within the Salic Code

The Laws of the Franks

Learning about the laws of a people is one way to find out what they valued and what their society was like. Like most Germanic peoples, the Franks had their own legal code. The Salic Code was very different from Roman law. It began as a collection of oral laws that were memorized by law-givers. Clovis I formalized these laws into a code when he

first ruled the Salian Franks, a group who lived in what is now Belgium and the Netherlands. Eventually all Franks accepted the Salic Code.

Unlike Roman law, the Salic Code placed a monetary value on every piece of property and on every person. If property was stolen or a person injured or killed, a fine called **wergild** had to be paid to the owner of the property or the victim's family. In the case of murder, the victim's family could refuse to accept the fine, and instead demand the murderer's execution. If a relative of the victim took revenge by killing the murderer, they would not be punished.



FIGURE 2-8 This engraving shows a dramatization of King Clotaire killing his dead brother's sons in 521 CE. He wanted to gain ownership of the territory his nephews had inherited by the Salic Code. How does the artist show an opinion of this event?

EXPLORING SOURCES

Coin for a Crime

These laws are only a few of those that can be found in the Salic Code. Some of the laws may seem strange today, but they made sense to the Franks.

- If any one have assaulted and plundered a freeman, and it be proved on him, he shall be sentenced to 2500 denars, which make 63 shillings.
- If any one have wished to kill another person, and the blow have missed, he on whom it was proved shall be sentenced to 2500 denars, which make 63 shillings.
- If any man die and leave no sons, if the [his] father and mother survive, they shall inherit.

- If any one steal a bull belonging to the king he shall be sentenced to 3600 denars, which make 90 shillings.

Thinking IT THROUGH

1. After examining the Salic laws, make three conclusions about Frankish society.
2. **Patterns and Change** In your opinion, what is the strongest similarity and the most important difference between Frankish law and Canadian law? Justify your choices.

How did Charlemagne gain power?

Charlemagne, the one person most responsible for rebuilding Europe, came to power in Gaul in 768 CE. His father, Pepin the Short, had been a powerful “Mayor of the Palace,” a kind of court official with more real power than the king. Pepin made himself King of the Franks by throwing out the last of the Merovingian rulers. Because these rulers had held so little power of their own, they had come to be known as the “do-nothing” kings.

The Carolingian Empire Emerges

Unlike many other Germanic rulers, Charlemagne was very interested in improving the society he ruled. Leadership that rules with the best interests of society in mind is one condition necessary for civilization to develop. Charlemagne was intelligent enough and powerful enough to make some changes. He realized that he had to restore peace, which he chose to do through military force. He conquered his neighbours, expanding the old Merovingian Empire in every direction. He even added the city of Rome to his holdings.

At the height of his power, on Christmas day in 800 CE, Charlemagne was crowned Emperor of the Romans by Pope Leo III. The new Carolingian Empire, which is what Charlemagne’s empire was called, gave much of Western Europe a brief rest from the civil wars that had torn it apart since the fall of Rome.

WEB LINK •

To read Einhard’s *The Life of Charlemagne*, written between 817 and 836 CE, visit our website.



FIGURE 2-9 This map shows the extent of the Carolingian Empire. Check in an atlas to see what modern countries make up this region. Which mountain ranges formed natural borders?



FIGURE 2-10 A modern portrait of Charlemagne. Why are some leaders very effective in making lasting change, while other leaders, despite the best of intentions, are not at all effective?

Christianity the Christian religion, which in modern times includes the Catholic and Protestant churches, among others

counterfeiter a person who makes illegal copies

renaissance a rebirth or revival, especially of the arts

Did You Know?

Charlemagne's *denarius* was called *denier* in French, and eventually a *penny* in English.

The Carolingian Empire was much different and much smaller than the Roman Empire. The Romans had lived in cities, many of which were very large. In contrast, Charlemagne's people lived in small villages and small fortified towns, just as in Merovingian times. Even Charlemagne's capital at Aachen was small by Roman standards, with a population of perhaps 10 000 people. Trade improved, particularly during Charlemagne's lifetime, but it was still only a fraction of what had existed under Rome. It did not include the Mediterranean shipping trade on which the Romans had thrived.

How did Charlemagne rule?

When he was not leading his army, Charlemagne governed his empire from his palace at Aachen, in what is now Germany. Although he allowed local governments much freedom, he also sent out agents, called *missi dominici* (lord's messengers), to make sure that people were treated fairly. He created a new code of laws for the whole empire. Unlike those who came before him, Charlemagne ordered better conditions for peasants. Unfortunately, he also had to reward the warrior lords who fought for him by giving them control of land and peasants. Most of the warrior lords continued to exploit the peasants living on their lands.

Charlemagne's biographer, Einhard, wrote that Charlemagne could also be hardhearted and merciless. For example, after a long war with the Saxons in northwest Germany, Charlemagne finally won. As part of the Saxon surrender, he insisted that they convert to **Christianity**. When the Saxon leaders refused, Charlemagne ordered his soldiers to kill about 4000 Saxons in a single day.

Economic Changes

Charlemagne understood that the success of his empire depended on a strong economy—another condition that encourages the development of civilization. Charlemagne knew that money was important and that traders had to be able to know a coin's true value. For this reason, he brought in new coins called *denarius* (named after the Roman *denarii* coin), which he guaranteed. He set severe penalties for **counterfeiters**. He rebuilt roads and bridges, and made it safer to travel on them. He also brought in standard weights and measures so that people would know what an amount of something should be. He supported markets and, to some extent, protected the Jewish traders who were among the few people who travelled widely.

Charlemagne's Renaissance

Improving education throughout the empire was a special concern of Charlemagne. He established new schools in monasteries and insisted that his sons and daughters be educated.

Charlemagne took a keen interest in reviving the practice of architecture and had many stone churches and palaces built in France and Germany. He was interested in science and literature, and he loved talking with interesting people. Because Charlemagne brought about a rebirth of learning and the arts, historians today refer to his time as the Carolingian **renaissance**. He died at the age of 72, after ruling for 47 years. The peace and security Charlemagne had worked for fell apart because of feuds among his descendants, and their weakness in the face of Viking invaders.



FIGURE 2-11 Charlemagne's coffin is decorated with ornate carvings. On one end, he is shown seated between two saints. What impression might this coffin make?

Thinking IT THROUGH



Summarize What's Important

1. Create a concept web like the one on page 44. Use it to summarize the changes to society after the fall of Rome.
2. Use a graphic organizer to summarize the conditions for civilization that Charlemagne achieved. What improvements did he bring to people's lives?

Analyze Critically

3. **Patterns and Change** Speculate on why Charlemagne's achievements did not last after he died.

Build an Argument

4. Charlemagne wanted to create peace, yet he achieved it by conquering his enemies. Were Charlemagne's actions hypocritical or justified? Explain.

Ask Meaningful Questions

5. Think about something from this section that does not yet make sense, or something you would like to investigate further. Write down your questions and share them with the class. Together, can you figure them out? If not, conduct research to find out.

Synthesize and Evaluate

6. Write a paragraph to answer the section question: *What is the impact of the fall of a civilization?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Using Different Graphs for Different Purposes

The next time you give a presentation, try showing your information as a graph. Graphs help us by providing a picture of the information. Here are three different ways to use graphs.

For Comparing Quantities

If you want to compare different amounts or values on a graph, the bar graph is probably your best choice. A bar graph can help you compare data with the same units of measurement, such as the size of the average family in two different societies.

	The Franks in 700 CE	Canadians in 21st century
Infant mortality rate	45%	0.5%
Population under 14 years	22%	16%
Population 14–25 years	38%	14%
Population over 25 years	40%	70%
Average life expectancy, men	45 years	79 years
Average life expectancy, women	35 years	83 years
Age of marriage (for women)	12 years	28 years
Size of average family	2.9 persons	3.0 persons
Average height, men	165 cm*	174 cm*
Average height, women	150 cm*	161 cm*

* Estimated

FIGURE 2-12 The information in this table has been used to create the graphs in this feature. It shows comparable data for Franks and Canadians in two time periods.

Every bar graph has two axes. On the horizontal axis, show the basis of comparison (for example, different years, different places, or different genders). On the vertical axis, show the units of measure (for example, number of people or distance in kilometres).

Find the statistics in Figure 2-12 showing the life expectancies of Frankish and Canadian women. We can show this data in a bar graph, such as the one in Figure 2-13.

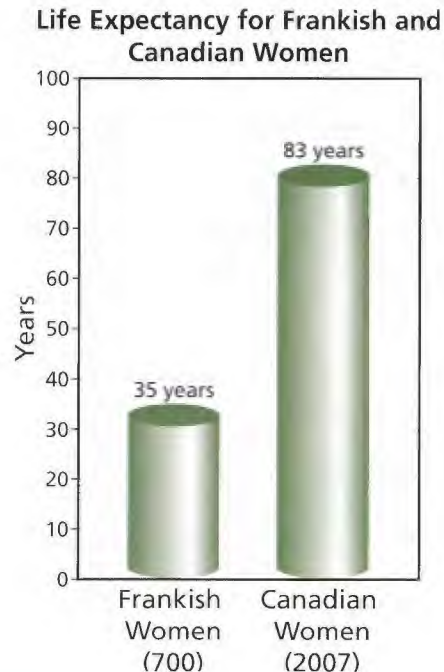


FIGURE 2-13 Average life expectancy for Frankish and Canadian women in, 700 and 2007, respectively. How does this bar graph make the degree of difference easy to see?

For Comparing Parts of a Whole

Sometimes you have data that tell you about portions of a whole. For this purpose, a pie graph is a good choice. A pie graph shows the size of individual “slices” in one “pie.” To create a pie graph, you must know what percentage of the whole each slice represents. The percentages must add up to 100 percent. For example, the data in Figure 2-12 tell us about three different age groups in each population. We can show these data in a pie graph, such as the one in Figure 2-14.

Size of Age Groups in the Frank Population, 700 CE

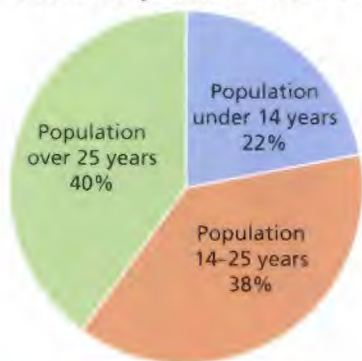


FIGURE 2-14 What can you tell about the population of the Franks by examining this pie graph?

For Showing Trends

Sometimes you want to show how a particular measure changes over time. Line graphs are good for this purpose. Always put the time interval across the horizontal axis, and the unit of measure on the vertical axis. As in Figure 2-15, mark a dot for the amount at each time interval, and then connect the dots to make a line. How would you describe the general trend you see in Figure 2-15?

Population of the Roman Empire Over Time

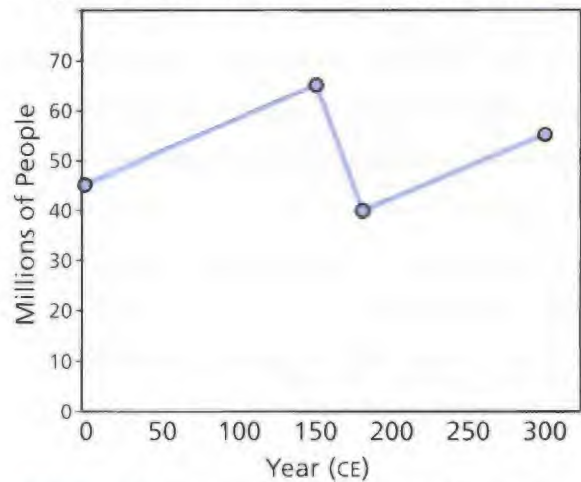


FIGURE 2-15 Population figures from the Middle Ages are rare because there was no central government to count people. However, some statistics were kept by the Romans. Using this line graph, identify when the Roman Empire was at its largest. Speculate on when Rome experienced a plague.

Apply IT

1. Choose one set of data from Figure 2-12 that would be suitable for comparison in the form of a bar graph. (Hint: Do not use percentages.) Create the bar graph and explain what the graph shows about Franks and Canadians.
2. Using data in Figure 2-12, create a pie graph to illustrate the size of age groups in the Canadian population in the early 21st century. Compare your pie graph with the one in Figure 2-14. What does your comparison tell you?
3. At the peak of the Roman Empire, in 150 CE, the population of the city of Rome was about one million. The population is estimated to have stood at about 30 000 just 400 years later. Research to find out how many people live in Rome today.

What does economic collapse do to society?

Reading



Set a Purpose

As you read, think about how economic collapse and the constant threat of violence can affect both everyday life and the functioning of society.

epic a long poem or story telling about heroic deeds and events

WEB LINK

To read the Anglo-Saxon Chronicles, visit our website.

Canada is a prosperous and peaceful society. If the economy was to collapse and the country was to be overrun by violent warlords, it would no longer be a nice place to live. How might Canadians react? Would we flee? Would we become more violent as a way to survive? Or would we just suffer and die young?

In Europe, all three happened. The native Celtic peoples fled to regions of safety. Violence became a way of life, so everyone lived in fear. Most people lived short, difficult lives, scraping a living off the land.

Who were the Anglo-Saxons?

When the Romans left Britain in the fifth century, warriors from what is now known as Germany—the Angles, Saxons, and Jutes—moved in, driving out the Celts. The Germanic invaders began to settle the land. They pushed the Celts into Wales, Cornwall, and Scotland, and across the sea to Ireland. The Celtic language and culture disappeared from the seven kingdoms established by the invaders of Britain, who became known as the Anglo-Saxons, or English.

Anglo-Saxon Life

Although they thought of themselves as warriors, the Anglo-Saxons, like the Franks, were farmers. They lived in small villages, and men and women shared the hard work of farming. Like the Frankish men, Anglo-Saxon men carried weapons and were expected to protect their villages from wolves and human enemies alike. Many men belonged to a militia called a *fyrð*. Although they did not have a police force, individuals knew their rights. They expected trials by jury for serious offences. This right is now also recognized in Canadian courts.

Like other Germanic peoples, the Anglo-Saxons had skilled metalworkers. Many examples of their elaborate sculpture and jewellery have survived. The Anglo-Saxons were also great storytellers who created **epics** such as *Beowulf*, the first major work of English literature.

FIGURE 2-16 In 1939, archaeologists unearthed a 27-metre-long burial ship filled with treasure. Among the treasure was a seventh-century helmet made of iron and gilt bronze. This replica shows what it would have looked like. The helmet would have both protected and intimidated. Which is more important? How are these purposes linked?



The epic tale of *Beowulf* was created between the eighth and 11th centuries. It was told in the banquet halls of Anglo-Saxon kings. *Beowulf* tells of a hero's battles against three monsters: Grendel, Grendel's mother, and a fire-breathing dragon. The story presents a struggle against threats of the most frightening kind.

In the centuries after the Angles and Saxons drove out the Celts, England was a rough and dangerous place. People lived in constant fear of invading enemies, wild animals, outlaws, and violent raiders, as well as imagined monsters and dragons. When night came, no one wanted to be outside, because danger lurked along every path. The only places of safety were the halls of the warrior kings. This is partly why the story of Grendel creeping into the king's hall to kill the warriors was so frightening to Anglo-Saxon audiences.

Even though our lives may be safer now than they were in the early Middle Ages, we are still fascinated by fear. Moviegoers get a thrill from horror flicks, though they also enjoy the relief they feel when the lights go on and a sense of safety returns.

The Legacy of *Beowulf*

The Anglo-Saxons of the Dark Ages felt a similar thrill hearing about bloody, murderous deeds as they gathered around the fireside to listen to their storytellers. *Beowulf* would have been half-told, half-sung, and usually accompanied by a harp.

Beowulf was eventually written down in Old English, probably around 1000 CE. This manuscript still exists, and is kept at the British Museum in London. Read the excerpt from the poem on this page. What Old English words resemble modern English?

Even today, we conquer our fears by living in communities, near our neighbours. We have street lights to drive away the dark. How else do we keep fear at bay?



FIGURE 2-17 In 2007, the movie *Beowulf* came out in theatres across North America. Why would a modern audience be interested in a story first told 1500 years ago?

Tha com of more under misthleothum

Then came off the moor under mist-hills

Grandel gongan, Goddes yrre baer;

Grendel going, God's ire (or anger)

he bore;

Mynte se manscatha manna cynnes

Thought the evildoer of mankind

Sumne besyrwan in sele tham hean.

Some to entrap in that high hall.

excerpt from *Beowulf*, with translation

barter to trade goods and services instead of paying with money

prosperous thriving

Did You Know?

Legendary King Arthur, if he existed, would have reigned in the fifth century, just after the Roman legions left Britain and before the Anglo-Saxons arrived. He would have been a Celtic King of Britain.

Why was Anglo-Saxon life so difficult?

Some trade and business took place in Anglo-Saxon England, but even the largest towns, such as London, would seem very small by today's standards. The Anglo-Saxons traded for things such as amber, copper, and iron. There were few coins in circulation, which made trade difficult. People made what they needed themselves, and they **bartered** for the things they could not make.

Roman society had been very cosmopolitan in the sense that Romans were willing to meet and trade with people from all over the empire. Anglo-Saxon society was the opposite. It was focused on farm or village life, and people did not travel. Without television, radio, the Internet, or even newspapers, people knew only the world of their own little village and maybe the village in the next valley. They fought fiercely to protect what they had.

From about 500 to 800 CE, Anglo-Saxons were constantly fighting among themselves. They increased their wealth by attacking their neighbours. Warriors followed whichever leader would reward them with more gold and land.



The Vikings

Things changed drastically in 746, when the Vikings made their first raid in Lindisfarne, on the northeast coast of England. The Anglo-Saxons then endured Viking raids for more than 200 years. The Vikings would kill, steal anything they could carry, and burn what they could not carry. They attacked coastal communities, monasteries, and churches.

Alfred the Great, an early ruler of Anglo-Saxon England, lost many battles with the Vikings. It was only when he gathered a large Anglo-Saxon army that he beat the Vikings. Another of his strategies was to allow the Vikings to settle in one large area of England as long as they left the rest of England alone. This area would be called the Danelaw. At his death, Alfred left western and southern England united and **prosperous**. England as a whole, however, would suffer from a combination of weak kings and Viking invaders until the time of William the Conqueror.

FIGURE 2-18 The Anglo-Saxons divided England among themselves, creating seven kingdoms. Find Northumbria, Mercia, East Anglia, Essex, Wessex, Kent, and Sussex. Check a modern map to see which of these names are still in use.

Lightning and Dragons

In the late ninth century, an unknown scribe in Wessex, England, wrote *The Anglo-Saxon Chronicle*, a history of the Anglo-Saxon people. The chronicle tells us about events from ancient history. It also tells us about the people—for example, what superstitions and fears they had. In the entry for 793, the author records the Vikings' destruction of the monastery at Lindisfarne. Read here about the apparent signs of coming disaster.

In this year terrible portents appeared... exceptional flashes of lightning, and fiery dragons were seen flying in the air. A great famine followed soon upon these signs, and a little after on the Ides of [June] the harrying of the heathen [the Vikings] miserably destroyed God's church in Lindesfarne [Lindisfarne] by rapine and slaughter.

The Anglo-Saxon Chronicle, entry for 793 CE



FIGURE 2-19 This 10th century illuminated manuscript shows an Anglo-Saxon drawing of a Viking ship. Why did the artist represent the ship this way?

Thinking IT THROUGH

1. What would the Anglo-Saxons think about Vikings after reading this account? How might having this reputation help or hurt the Viking raiders?
2. In what ways is this account different from a news article a modern reporter might write about an attack?

Thinking IT THROUGH



Summarize What's Important

1. Create a cause-and-effect chart to explore the ways that economic collapse affected Anglo-Saxon England. Consider the effects on daily life as well as the ability of society to function.

Build an Argument

2. What was the most necessary condition for civilization that was missing from Anglo-Saxon England? Explain your point of view.

Make Connections

3. In your opinion, what is the key condition for a stable society in Canada today? How would its absence lead to chaos? Share your thinking with a partner.

Synthesize and Evaluate

4. **Cause and Consequence** Write a paragraph to answer the section question: *What does economic collapse do to society?* Use the Anglo-Saxon experience as an example. Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Do societies always deserve their reputations?

Reading



Set a Purpose

As you read this section, watch for ways that the Vikings earned their reputation. Also, watch for examples of how the Vikings were sophisticated and advanced.

WEB LINK

To learn more about Viking ships, visit our website.

On Easter Sunday in the year 855, a Viking force attacked and plundered Paris, a city far from the sea. This struck a blow at the very heart of Charlemagne's old empire. However, France was not the only target.

Hostile enemies or good neighbours?

The Vikings were everywhere. Their war parties attacked the Low Countries (modern Netherlands and Belgium), Ireland, and England. They roamed into the Mediterranean Sea, they attacked Spain and Italy, and they sailed down the rivers of Russia all the way to Constantinople.

The Vikings travelled in swift longships that allowed them to strike without warning and to disappear quickly before local armies could oppose them. Their raiding forces ranged from the crew of a single ship to fleets of a hundred ships or more. Any peace of mind Europeans had gained under Charlemagne's rule was now gone.

FIGURE 2-20 Look at the places the Vikings usually attacked. Why would it have been so difficult to stop these raids? What geographical feature allowed the Vikings to move inland on their raids?

A Fierce Reputation

The Vikings seemed to have no mercy. Their attacks were so ruthless that many people thought they had been sent by God to punish the world for its wickedness. Imagine that coastal communities in British

Columbia were regularly invaded by soldiers who burned everything in sight and killed everyone they found. Would you feel safe living there? What might you, or your community, do to protect yourselves?

Some monarchs and church leaders were so afraid that they paid the Vikings to leave them alone. Over the course of a few years, French monarchs paid the Vikings almost 300 kilograms of gold and 15 000 kilograms of silver.

It is important to remember that most of our information on the Vikings comes from the people they raided. For this reason, their fierce reputation has lasted centuries. In reality, whatever the Vikings did to the Anglo-Saxons in England was probably not much different from what the Anglo-Saxons had done to the Celts.



What was life like in Viking society?

Viking life was actually not all about raiding parties. Most Vikings were farmers and fishers, and they lived in small villages close to the sea. They came from the region we now call Scandinavia—the modern countries of Norway, Sweden, and Denmark. They probably began their raids because the farmland in Scandinavia could not support their growing population. People lived at the ends of **fjords** and wherever else they could find fertile land. Viking farms tended to be small, and were only a few hectares in size.

The Roles of Men and Women

Men and women shared most of the work in Viking society, although some jobs, such as weaving, were always done by women. Free Viking women had many rights under the law. They could own property, they could divorce their spouses, and they could sue in court.

While their male relatives were away on raids or fishing voyages, Viking women stayed behind to raise their families and run their farms. Most Vikings lived in large family groups, and it was necessary to provide everyone with clothing, food, and shelter. A visible sign of authority for a Viking woman were the keys to the food chests, which she wore at her waist.

Both men and women took part in the settlement of other lands. One wealthy and powerful Viking woman, Aud the Deep-Minded, led her people to Iceland, where she granted them lands. She is still remembered in Iceland today.

Viking Slaves

Life was not good for everyone in Viking society. Most families owned at least one or two slaves, called thralls, who did the heavy work on farms. The thralls had either been taken captive on Viking raids or sold into slavery because they could not pay debts. Thralls had no legal rights in Viking society, and could be killed by their masters at any time. The children of thralls automatically became slaves.

However, thralls could always be freed by their masters at any time, or could be freed in wills. They could also buy their own freedom. A freed thrall would then become a “freeman.”

Did You Know?

Viking women were also leaders. Gunnhild, the “mother of kings,” was a legendary leader. Freydis Eriksdóttir, the sister of Leif the Lucky, led an expedition to Newfoundland early in the 11th century.

fjord a long, narrow, saltwater bay with high cliffs along its sides



FIGURE 2-21 A recreation of a Viking sod house at L'Anse aux Meadows National Historic Site, Newfoundland and Labrador. The Vikings also settled in Britain, Ireland, Iceland, Greenland, and parts of central and western Europe. Some of these settlements were more successful than others.

Were the Vikings a force for order or chaos?

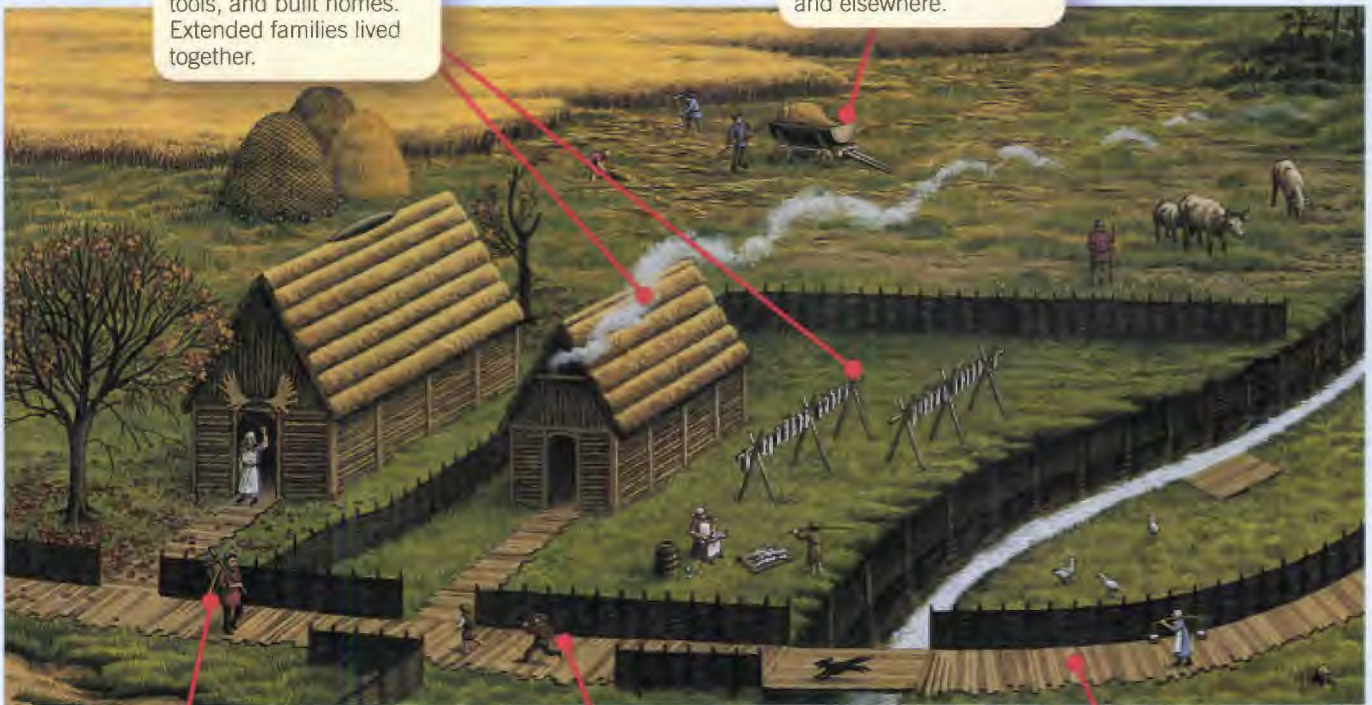
On the one hand, most people were terrified when they saw a Viking ship enter their harbours. On the other hand, Viking children were thrilled to see their father's ship arrive home safely. Were the Vikings a force for order or chaos? Your answer depends on whose perspective you consider.

Vikings at Home

COMFORTABLE LIFE

Vikings developed ways of ensuring their comfort. For example, they preserved foods, made tools, and built homes. Extended families lived together.

FARMING Virtually all Vikings were farmers. They grew crops and raised animals, as did people all over Europe and elsewhere.



CODE OF HONOUR

Every Viking was measured against an unwritten code of honour that included generosity with friends and hospitality with strangers.

LAW AND ORDER Children could play safely in their communities because of Viking laws that kept the peace. If wronged, a freeman was permitted the option of revenge to restore his honour. So people tried not to offend one another.

COMMUNITY GOVERNMENT

Roads connected farming families, in part so that every freeman could attend community meetings called the Thing. Here laws were read, and the Vikings chose their kings.



Vikings on Raids

PROTECTING A BELIEF SYSTEM

Vikings had different values and belief systems than Christian society. To protect their own beliefs, they targeted churches and monasteries in the hope of frightening Christians away.

THE GOAL: SILVER AND GOLD

Unlike robbers from Christian communities, Vikings were not afraid of stealing from the church. Churches and monasteries were the Vikings' favourite targets because they contained objects made from silver and gold.



THE USEFULNESS OF TERROR

Vikings used terror tactics to intimidate their victims, including killing or enslaving anyone who stood in their way. They hoped that people would simply run away, leaving their valuables behind.

PERSPECTIVE

Almost all of the written accounts of Viking raids come from Christian monks. What kind of story would they be likely to tell if they had experienced a Viking attack?

skald a Scandinavian poet who recited poems at gatherings

Viking Arts and Culture

The Vikings had a rich culture. They were highly skilled woodworkers and smiths, and many of their works of art have been found in the gravesites of wealthy and powerful Vikings. Viking art shows gods and goddesses such as Odin, Thor, and Freya, as well as scenes from everyday life.

The keepers of Viking history and legend were called **skalds**. These poets had excellent memories and were also good singers. They carried whole histories in their heads, and could recite stories that might take several days to tell. This was an important skill in a society in which most people could not read or write.

The Vikings created laws to protect people and their property. People called Law Speakers memorized the law and recited it as needed. Most criminals were fined, but dangerous offenders were punished more harshly. The most dreaded penalty was to be declared an outlaw. Anyone could kill an outlaw on sight and then be entitled to some of his or her property.

The End of the Viking Age

The Viking Age ended in the 11th century. Gradually European monarchs grew stronger and more organized. English monarchs gave half of England, the Danelaw, to Viking lords who then protected their new lands from other Vikings. The king of France gave the Viking Rollo the province of Normandy to rule and protect. Eventually, many Vikings also became Christian. By the middle of the 11th century, ships filled with warriors were no longer seen in the rivers and seas of Western Europe. The Viking Age was over.

Thinking IT THROUGH



Summarize What's Important

1. In what ways did the Vikings deserve their bad reputation? In what ways did they not? Summarize the main ideas and supporting details in a graphic organizer.

Analyze Critically

2. a) Many Viking farms were clustered at the head of fjords. How might this geography limit the size of farms? What would this limitation mean for farmers and their families?
b) What is the relationship between small farms, a growing population, and Viking raids?
3. Why do today's popular media tend to portray Vikings as destroyers rather than as builders?

Synthesize and Evaluate

4. Write a paragraph to answer the section question:
Do societies always deserve their reputations?
Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What is the relationship between religion and civilization?

Most religions are so old that we have a difficult time knowing what life was like without them. Early spiritual beliefs began as a way of understanding the natural world. We know that in prehistoric times, people worshipped multiple gods, fertility goddesses, and nature spirits.

Until the fourth century, Roman religion was **polytheistic**. People believed in a mix of Greek gods, Roman gods, and emperors who had “become” gods. Like the gods and goddesses of the Germanic peoples, each deity had specific powers and aspects of life that he or she influenced, such as war or love. You could pray or make offerings to any of these **pagan** deities, in the hope of winning favour.

Generally, the Romans allowed conquered peoples to practise their own religions as long as they paid their taxes. This tolerance made paganism common everywhere in Europe. However, this changed when Rome legalized Christianity in 313 CE. Christianity is **monotheistic**, having just one god. Over the next several centuries, three monotheistic religions replaced the old pagan religions of Western Europe. **Judaism**, Christianity, and **Islam** are closely related. Christianity grew out of Judaism, and Islam confirms the message of both.

What is Judaism?

Judaism began in the Middle East more than 3500 years ago, making it the world’s oldest monotheistic religion. According to Jewish tradition, God made a **covenant** with Abraham, the first of the **patriarchs**. He promised that if Abraham followed God, then God would make the Jewish people “a mighty nation.”

The Torah

Jews believe that God later gave specific instructions to the prophet Moses on how to follow God’s will. These instructions are in the Torah, the most important Jewish holy book. The Torah includes history, poetry, and stories about the origins of the Jewish people. It also contains laws. These laws cover belief and worship, how to celebrate important festivals, dietary restrictions (the laws of kosher), and other rules on how to conduct one’s daily life.

Reading



Set a Purpose

As you read this section, think about how religion can influence the values and behaviours of individual people, as well as how it can affect society as a whole.

polytheistic believing in multiple gods and goddesses

pagan usually understood to refer to the polytheistic religions of the Greeks, Romans, and Germanic peoples

monotheistic believing in a single god

Islam the religion of the Muslims

Judaism the religion of the Jews

covenant a solemn agreement

patriarch a founding father



FIGURE 2-22 A Torah scroll. Jews are encouraged to read the complete Torah every year. What can you infer about the importance of the Torah in Judaism?

synagogue a place of Jewish worship

rabbi Jewish religious leader or teacher

Diaspora the scattering of Jews across Europe; also refers to Jewish populations outside Israel

persecute to attack people because of their ethnicity or beliefs

crucifixion execution on a cross

interest a charge for a loan, usually a percentage of the amount loaned

From Judea to Diaspora

The Jewish kingdom of Judea existed for a thousand years in what is now Israel. All major festivals were celebrated in one place, called the Temple, in Jerusalem. In 66 CE, the Jewish people rebelled against the Romans, who had taken control of the region a century earlier. The Romans crushed the rebellion. They destroyed the Temple in 70 CE and forced most of the Jews to leave their homeland.

Jewish religious life became centred on local **synagogues**, where religious services were led by **rabbis**. This made each Jewish community religiously self-sufficient. Jewish communities outside of Judea came to be called the **Diaspora**. By the fourth century CE, Jewish communities were thriving throughout the Roman Empire.

Persecution

After Christianity became the official religion of the Roman Empire, Jewish communities faced increased **persecution**. Christian teachings blamed Jews for the **crucifixion** of Jesus Christ, even though it was the Romans who crucified him. Restrictive laws made it impossible for Jews to do many things, including own land.

Throughout the early Middle Ages, Jewish communities in Europe remained small, but had considerable influence. Jewish traders travelled from village to village. These traders had a system of credit, and would lend money at **interest** to both Jews and Christians (something Christians were not permitted to do). These early Jewish bankers helped the economy of the early Middle Ages function by providing the money that made larger trading ventures possible.

Did You Know?

Even in the early Middle Ages, the ability to read the Torah was considered a religious requirement. As a result, nearly every Jewish male could read and write when few others could do so.

EXPLORING SOURCES

How to Learn the Entire Torah

The Talmud is a holy book with stories and sayings that help us understand the Torah and the nature of Judaism. Here is one of the most famous stories, set about 2000 years ago.

In this story, a gentile (a non-Jewish person) approaches two different rabbis with a silly request.

Thinking IT THROUGH

1. What does this story tell you about Hillel?
2. What does this story tell you about Judaism?

There was an incident involving a Gentile who came before Shammai and said to him: "Convert me to Judaism on condition that you will teach me the entire Torah while I stand on one foot." Shammai pushed the man away... Undeterred, the man came before Hillel with the same request. Hillel said to him, "That which is hateful unto you, do not do unto your neighbour. That is the whole Torah, all the rest is commentary. Now, go and study."

Talmud, Shabbat 31a

What is Islam?

Islam is a monotheistic religion that began in the seventh century. Islam is based on the **Koran** (also called Qur'an), which is regarded by Islam as the word of Allah (God) as revealed to Mohammad. Those who follow the teachings of the Koran are Muslims, and they believe there is no other god but Allah. Muslims try to follow the rules for worship and for living that have been laid out in the Koran. In addition, Muslims follow the guidance of hadith. These are narratives telling about the words and deeds of the prophet Mohammad.

Islam spread rapidly into Asia, Africa, and finally Europe. Muslims entered Spain in 711 CE and had an enormous cultural impact there. Today, many of the inhabitants of the Balkans in Eastern Europe are Muslim. You will learn more about Islam in Chapter 3.

Koran (Qur'an) the holy book of Islam



FIGURE 2-23 Muslims perform the Eid Jamat prayer at the Jamiatul Falah mosque in Dampara, Bangladesh, in February 2008. Organized religions give people common religious practices to follow. How would shared practices affect people's bonds to their community?

EXPLORING SOURCES

Arguing for Social Equality

Shia and Sunni Muslims have two different sets of hadith. Here is an excerpt from a Sunni hadith.

A Bedouin came one day to the Prophet and said to him, "O, Messenger of Allah! I've come to ask you a few questions about the affairs of this Life and the Here After."

A: Ask what you wish.

Q: I'd like to be the most learned of men.

A: Fear Allah, and you will be the most learned of men.

Q: I wish to be the richest man in the world.

A: Be contented, and you will be the richest man in the world.

Q: I'd like to be the most just man.

A: Desire for others what you desire for yourself, and you will be the most just of men.

Q: I want to be the best of men.

A: Do good to others and you will be the best of men.

related by Imam Ibn Hambal

Thinking IT THROUGH

1. Which particular piece of advice do you think would most help a large group of people live together? Explain your choice.
2. Compare the above excerpt with the one on page 64. In what ways are they similar? In what ways are they different?



Civilization and Values

As a young person, you are still in the process of figuring out what kind of adult you will be. Some values you already respect and live by. You may value kindness, for example, or you may respect people who stand by their convictions. Where do you get your values and your sense of what is right and wrong? Who influenced you? Your friends? Your family? Elders? Religious leaders? School? The media? Celebrities?

Much of what we think is right and wrong is rooted in religion. Honesty, for example, has been taught and encouraged by virtually all religions over thousands of years. Honesty and other values may not have originated in religion, but they have been promoted by religion. This has had an important effect on societies and civilizations. Religious laws guided the development of nations by strengthening the rules societies made to help people live together in harmony.

Today, both religious and non-religious Canadians value honesty. In fact, they share respect for many values, many of which are expressed in the Canadian Constitution.



FIGURE 2-24 What values does this photograph communicate to you? How do we learn what kind of person to be?

Thinking IT THROUGH

Build on the Ideas of Others



1. Form a small discussion group.
 - a. Brainstorm a list of the values that are most important to Canadian society.
 - b. Identify which values on your list are connected to religious beliefs.
 - c. Finally, discuss this question: "Do values lead to religion, or does religion lead to values?"

What is Christianity?

apostle one of the 12 disciples, or supporters, of Jesus

Christianity, through the Catholic Church, had the greatest impact on the cultures and peoples of Western Europe. Christianity was founded in the first century in the Middle East by the **apostles** of Jesus Christ. Christians believe that Jesus Christ is the son of God. Jesus taught that the most important commandments were to love God and to love one's neighbours as much as oneself. Jesus did not approve of wealth. He taught that it was wrong for some to live in luxury while others went hungry, and that people should be generous to others rather than keeping wealth for themselves.

Jesus and his apostles were Jews who thought that Jewish religious leaders paid too much attention to the letter rather than the spirit of Jewish religious law. Jesus preached ideas that seemed **revolutionary** not just to Jewish leaders, but also to the Romans rulers. Some of the followers of Jesus claimed that he was the Messiah—a leader that Jewish tradition predicted would be sent by God to deliver the Jews. However, most Jewish leaders did not believe he was the Messiah. The Romans worried that a strong Jewish leader would lead a rebellion against Roman rule.

Roman authorities arrested Jesus and crucified him—a common method of execution. The followers of Jesus believe that he then rose from the dead so that all people could share eternal life. The story of Jesus is contained in the Gospels and the New Testament of the Christian Bible.

How did Christianity spread?

Christianity spread quickly through the Roman Empire. The man most responsible for this was an apostle of Jesus named Paul. Paul, who came to be called St. Paul, travelled extensively in the first century CE. He founded Christian communities and wrote much of the New Testament. Many Christian messages were very appealing to people, and Christianity spread quickly. For example, Jesus preached that all people, including the poor, were precious to God. Most people were poor, so this message was convincing. Even so, it was centuries before Christianity became the dominant religion of Europe.

The Romans usually tolerated new religions, but the government also wanted everyone to worship the Roman emperor as a god. Christians refused to worship Roman gods. They believed in one God, and would not worship Roman emperors, alive or dead. Even worse, many Christians put their belief in God above their loyalty to Rome.

As a result, many Christians were persecuted. Some Christian **martyrs** were burned alive, killed by wild animals, or killed by gladiators in the arenas. Rather than destroying Christianity, however, the persecutions made it stronger. Tertullian, a Christian author from Carthage, writes about the courage of a 22-year-old Christian woman in the gladiator arena.

When she saw Felicitas crushed, she approached and gave her hand, and lifted her up. And both of them stood once more. [Then Perpetua said to all:] "Stand fast in the faith, and love one another, all of you, and be not offended at my sufferings."

revolutionary causing drastic change

martyr one who accepts death rather than reject his or her religious beliefs



FIGURE 2-25 How might these religious articles remind people of their religious laws? What other purpose might they serve?

Did You Know?

The first Christians were observant Jews. If a non-Jew wanted to be Christian, he or she had to convert to Judaism. Christianity became popular only after St. Paul changed these rules. Paul stated that anyone who accepted Christ as their saviour was Christian.

- Would stories like this attract more people to Christianity or drive more away? Why?

missionary a person sent by a church to convert people

In 313 CE, the Roman emperor Constantine the Great accepted Christianity and issued the Edict of Milan. This law made Christianity legal throughout the empire. Christians quickly moved into positions of power in the army and government. The religion of the poor soon became the official faith of the Roman Empire.

FIGURE 2-26 A tourist stands among the fragments of a Roman statue of Constantine the Great. What does the size of the statue tell you about the power and influence of this leader? How might his conversion to Christianity affect the spread of the religion in the Roman Empire?



FIGURE 2-27 Christianity also spread to Africa, India, and Asia. This page from a 1000-year-old Ethiopian Bible shows a scene from the Christian story of St. George killing the dragon.

Christianity Spreads through Europe

The Catholic Church now had the support of Rome, and the Celts and other peoples ruled by the Romans began to convert to Christianity. The fall of Rome, however, was a huge setback to the spread of Christianity. The Germanic peoples were all pagan.

However, Christian **missionaries** spread their message to northern Europe. Many missionaries were intelligent and forceful. They took on the challenge of converting whole communities, and had considerable success in doing so. The Catholic Church became very powerful, and eventually dominated most of Europe.

The most intense period of Christian missionary activity lasted for several hundred years. Missionaries were often in danger, and many lost their lives. In their preaching, many stressed the miraculous power of Christianity rather than Christ's message of peace and love.

St. Patrick converted most of the Irish in the fifth century, and St. Augustine of Canterbury began converting the English in the late sixth century. However, most Vikings did not become Christians until near the end of the 11th century.

How did missionaries gain converts? Many targeted royalty, as kings could order their people to become Christian. Many people were thus converted by force. However, many Germanic kings preferred their pagan beliefs. Missionaries usually proposed that if a king would become Christian, then the Christian God would help the king defeat his enemies. This strategy often worked.

Religion did not end violence and warfare in Europe. Christian rulers did not refrain from making war on other Christians. But Christianity did offer communities ground rules for getting along. The Church also supported learning. Educated people all over Europe learned to read and write in one language, Latin. This shared language helped the growth of European civilization.

Did You Know?

Year 1 CE of the Western calendar marks the birth of Jesus.

FIGURE 2-28 Study this map of the spread of Christianity and note when each area was converted to the religion. Which areas were first? Which were last? Why would some areas take longer than others? Describe the geographic pattern of the spread of Christianity.



monastic class the community of monks living in monasteries

How did Irish monks preserve civilization?

The Celts, who had settled on the western and northern edges of the British Isles, practised a form of nature worship called Druidism. This changed in the fifth century, when St. Patrick brought Christianity to Ireland. He also brought a healthy respect for learning, and within a few generations, a new **monastic class** emerged that could read, write, and spread the word of God. Large monastic communities sprang up in the countryside and along the coasts. These monasteries became centres for learning not just for Irish monks but also for scholars from the rest of Europe. Until the time of Charlemagne's Renaissance, Ireland was the greatest centre of learning in Europe.

Irish monks played a critical role in spreading Christianity. They travelled through Scotland, England, and Europe. They carried their books hooked to their belts.

Irish monks also played an important role in preserving the cultural legacies of ancient Ireland, Greece, and Rome. Monasteries functioned as something like book factories. Every new book was carefully copied out by hand on sheets of dried sheepskin called parchment. The monks did not limit their copying efforts to religious works such as the Bible—they also copied many of the Latin and Greek classics, as well as Celtic stories that might otherwise have been lost forever.

FIGURE 2-29 Before the printing press, every book in the world had to be painstakingly copied by hand. Some, like this Book of Hours, were also decorated. How would this production process affect the availability of books, and their value?



Thinking IT THROUGH



Summarize What's Important

1. In pairs, create a three circle Venn diagram with the headings *Judaism*, *Islam*, and *Christianity*. Use information from this section to compare the three religions on origin, basic beliefs, important leaders, and turning points. Add anything else you believe is an important similarity or difference.
2. Summarize how Christianity spread after the fall of Rome. Use a graphic organizer to sort the information into main ideas and supporting details.

Analyze Critically

3. What were the positive and negative effects of early Christianity on European society?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *What is the relationship between religion and civilization?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

Europe's Early Middle Ages

CHAPTER FOCUS QUESTION

What conditions are crucial for a civilization?

For many people in Europe, the collapse of the Western Roman Empire meant the end of civilization. Those who had helped bring down the empire, such as the Franks, wanted to recreate civilization. However, the conditions necessary for civilization were missing.

1. a. **Significance** Recreate this diagram to show what conditions are crucial for civilization to develop. What conditions existed during and after the Roman Empire? What conditions did European kings and church leaders try to put in place during the early Middle Ages? Write the conditions in the supporting columns.
- b. What would be the most important condition to have in place before a new civilization could emerge? Show your thinking in paragraph or visual form.
- c. Use the key ideas from the paragraphs you wrote for each section to answer the Chapter Focus Question.



Build an Argument

2. Of all civilizations, past and present, which do you think is the most successful? To get started, define what you mean by "successful." Create a list of conditions for civilization you have learned about so far and use this list as your criteria. Then, choose your civilization and ensure it meets all of your established criteria. Share your thinking using a digital presentation format.

Ask Meaningful Questions

3. Choose one of the following societies: Romans, Franks, Anglo-Saxons, or Vikings. What do you still want to know about the people—their laws, leaders, beliefs, traditions, or way of life? Generate three questions that require further research. After answering them, share your learning through a presentation.

Make Connections

4. Civilizations grow with the exchange of ideas. English has borrowed words from cultures around the world.
 - a. Using a dictionary or online sources, find out the original and modern meanings of the following words.
 - Latin: *procrastinate*, *quest*, *social*, *curriculum*
 - Viking or Old Norse: *berserk*, *odd*, *thing*, *steak*
 - Anglo-Saxon: *quick*, *lady*, *weird*, *under*
 - b. What could the study of the roots of English words teach us about Canada's cultural roots? Should this line of study be included in your school? Why or why not?



3

Islamic Civilization



FIGURE 3-1 The Great Mosque of Cordoba was built in the eighth century by Islamic rulers in Spain. Have you visited an awe-inspiring place of worship? If so, you can imagine what impression this mosque would have had on Muslims and Christians who saw it. This building is now the Cathedral of Cordoba, a Christian place of worship.

CHAPTER FOCUS QUESTION

How can religion influence a civilization?



It was 637 CE. The Muslim Army of the Faithful had won a great victory over the Persians, capturing their capital city, Ctesiphon.

Arab Prince Hassan wiped the blood from his sword and slid wearily from his horse. The dead—including many Persians killed by Hassan’s own hand—lay strewn across the battlefield. Hassan was content to have played a small role in bringing Islam to another land.

While bringing his horse to water, Hassan saw Persian prisoners being marched away. They looked as tired as he felt, but they looked frightened too. He knew they had little to worry about. They would soon learn they had choices: Islam, taxes, or death. To avoid execution, they could choose to accept Islam. Or they could keep their religion, and pay a tax. In Hassan’s experience, most conquered people were surprised by Islam’s religious tolerance.

In the few short years since the death of the prophet Mohammad, the Army of the Faithful had gained all of Arabia, Palestine, and now part of Persia. Hassan wondered what was next—perhaps Egypt and Africa?

Reading



Make Connections

This scene illustrates the commitment of the Muslim Army of the Faithful to convert people to Islam. Their religious faith was the unifying element of their culture. Is there a defining set of values we share as Canadians?

In This Chapter

Today, Islam offers spiritual and social guidance to more than 1.5 billion Muslims all over the world. It is also the backbone of a whole civilization. Islam began in 610 CE in what is now Saudi Arabia. It spread quickly through the Middle East, across North Africa, and into both Europe and Asia.

Because the Islamic civilization began with the birth of a religion, we can use its example to explore how religion affects the development of a civilization.

Use these questions to set a purpose for reading each section.



- What makes an area a cradle of civilization?
- What factors affect the spread of a religion?
- How can a religion change people’s lives?
- How can religion lead to tolerance?
- How can religion lead to intolerance?

What makes an area a cradle of civilization?

Reading



Set a Purpose

As you read this section watch for the factors that make the Middle East a good birthplace for a people, for a religion, and for a civilization.

When you hear the phrase “cradle of civilization,” what thoughts spring to mind? Historians have identified several cradles of civilization, including the Huang He valley in China, which you read about in Chapter 1. If a historian was asked to pick the oldest cradle of civilization, however, he or she would likely choose the Fertile Crescent. This relatively small arc of fertile marshland in the Middle East was the place where the very earliest civilizations of the world were born. What is it about this region that encouraged these early civilizations?

Middle East a political region that stretches from the Mediterranean Sea to Pakistan

What is the Middle East?

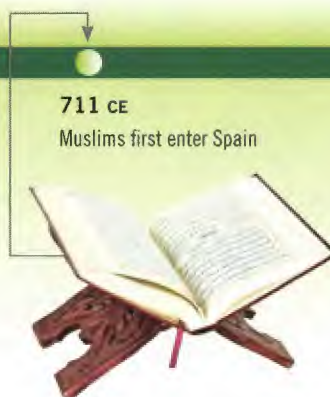
Though not a continent or even a subcontinent, the **Middle East** is widely recognized as a distinct territorial region. It includes the modern nations of Saudi Arabia, Egypt, Lebanon, Israel, Jordan, Iraq, Iran, Kuwait, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Sudan, Libya, and Syria. Many peoples, including Arabs, Jews, Persians, Kurds, and Turks, all speaking a wide variety of languages, call it home. These peoples also share similar customs, cuisines, and clothing. Although other religions exist in the Middle East, Islam dominates.

FIGURE 3-2 The Fertile Crescent arcs from the coast of the Mediterranean Sea to the Persian Gulf. What modern countries now lie within the Fertile Crescent?



TIMELINE

- | | | | | | | |
|--|--|---|---|--|--|---|
| 610 CE
Mohammad receives his first visions | 632 CE
Abu Bakr becomes the first caliph | 637 CE
Islamic armies capture Ctesiphon, the Persian capital city | 661 CE
The Umayyad Dynasty begins in Damascus | 711 CE
Muslims first enter Spain | 750 CE
The Abbāsid Dynasty begins in Baghdad | 756 CE
Abd-al-Rahman is Emir of Spain |
|--|--|---|---|--|--|---|



As home to the Fertile Crescent, the Middle East is the location of some of the earliest civilizations in the world—those of the Sumerians, Babylonians, and Egyptians. It is a birthplace for religions as well, including Islam, Judaism, Christianity, and **Zoroastrianism**.

Zoroastrianism formerly a major world religion, with origins in Persia (Iran)

Connections with the World

You may be aware of Canada's many connections to the Middle East. The closest connections are the cultural, family, and business connections of recent immigrants. Many Canadians belong to religions that originated in the Middle East. Canadians also use the Arabic alphabet, which first developed in the Middle East.

Surrounded by Africa, Europe, and Asia, the Middle East is a crossroads for the world. Ancient and modern trade routes criss-cross the region. Countless wars have been fought there, including the recent wars in Afghanistan and Iraq.

The Middle East and Europe have been in conflict many times. The Romans ruled here for a time—Roman ruins can still be seen throughout the region. Christian armies fought the Crusades there. Islamic armies, in turn, conquered regions of Europe, including Spain, which you will read about later in this chapter.

How has geography encouraged civilization in the Middle East?

The Middle East covers a great deal of territory. Saudi Arabia alone has an area of 2 149 690 square kilometres, which is more than twice the size of British Columbia. The Red Sea is 280 kilometres wide—almost as wide as Vancouver Island is long. British Columbia's longest river, the Fraser, covers a mere fifth of the length of the Nile River. The Nile flows for a remarkable 6695 kilometres, through 11 countries.

As you might expect with such a large area, the Middle East has many different landforms. Most of Saudi Arabia is on a large plateau that rises gradually from a low point in the northeast to a high point in the southwest. Turkey, Iran, and northern Iraq are mountainous, and there are also fertile river valleys.

Did You Know?

Many Canadians have names that originate in the Middle East: Mary, Rebecca, Ruth, Joshua, Omar, Jasmine, Dina, Jameel, Michael, and David are just a few.

1085 CE

Islamic Spain begins to decline with the loss of Toledo



1264 CE

Christians retake most of Spain

1492 CE

Granada falls; Jews are expelled from Spain; Jews and Muslims forced to convert to Christianity



FIGURE 3-3 Compare this map with the map showing the Fertile Crescent on page 74. Which natural features help explain why people would choose to live in the Fertile Crescent?

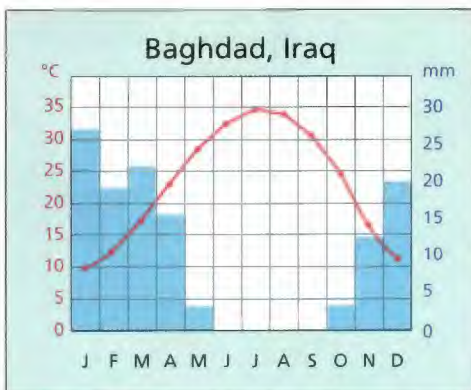


FIGURE 3-4 Climate graphs show monthly precipitation and temperature averages of a particular place. The red line shows temperature; the blue bars show precipitation. Using this climate graph, describe how the climate of Baghdad changes during one year.

Climate

Neither the size nor landforms of the Middle East explain its ability to support human habitation. At first look, even the climate seems harsh: much of the Middle East, even in the mountains, is dry and desert-like. The wettest areas, along the coast of the Mediterranean Sea, get just 200 millimetres of **precipitation** a year. (Any area that receives less than 250 millimetres of rain a year is classified as desert.)

The Middle East is also very hot in summer. July temperatures range from about 28°C to about 34°C. The average winter temperature is 16°C. The Middle East is located in the **subtropics**, and its lack of rain gives the region long, sunny days. Without snow or cold winter temperatures, much of the Middle East has a year-round growing season.

Water and Agriculture

You might think that the only thing the Middle East lacks for a thriving agricultural community is water. With so little rain, how could plants grow? Luckily, the Middle East has both rivers and **oases**. Thousands of years ago, farming communities developed at oases and along the Nile, Tigris, Euphrates, and other rivers. Other communities developed near wells that tapped into deep underground stores of water called **aquifers**. As long as a community had access to water, the long growing season, sunny days, warm temperatures, and fertile soil together created excellent farming conditions.

Oranges first came from the Middle East. Dates, figs, and olives are still important crops. In Roman times, the Nile River valley was the breadbasket of the Mediterranean world. This was because large amounts of grain could be grown there and exported to other places around the Mediterranean. Today, wheat and vegetables are grown in irrigated areas along all the major rivers.

How can settlement patterns affect the development of a civilization?

In the Middle East, geography has had a huge effect on patterns of settlement. In regions like Canada, where water is plentiful, people settled on farms scattered across the land. In the Middle East, water could only be found in certain areas. These areas were divided by vast spaces of desert. This meant that farming communities clustered at oases and beside rivers.

With so many people having to live close together, towns and cities quickly developed. Cities, a key feature of civilization, encourage interaction, development of culture, and the exchange of ideas. Today, the populations of countries in the Middle East are still clustered in cities, along coasts or rivers, and near oases.

Towns and cities also have a powerful impact on trade. People living together are a convenient market for trade goods. Traders in the Middle East would travel from oasis town to oasis town to sell their goods. Eventually, this practice also led to the spread of Islam.

precipitation rain, snow, sleet, or hail

subtropics region bordering the tropics (for example, north of the Tropic of Cancer)

oasis a green area in a desert region, made possible by water from a spring

aquifer natural deep underground store of water



FIGURE 3-5 Lush vegetation typically flourishes at an oasis. What benefits would people gain by living nearby?



FIGURE 3-6 A movable camp of Bedouin in the desert of Jordan. How might this scene have looked different 100 years ago? What are the advantages of a movable community?

Semitic an ancient people that includes the Jewish people, Arabs, Assyrians, and Phoenicians

nomad a person who purposefully moves from place to place with the seasons

domesticate to tame an animal for human needs

caravan a group of traders who travel together for safety

treaty an agreement reached by negotiation between two or more parties

Did You Know?

The camel with two humps—the Bactrian camel—is native to central and east Asia. The deserts of the Middle East are home to the dromedary, the camel with one hump.

Who are the Arabs?

Islam first emerged in Arabia, the homeland of the Arabs. The Arabs are a **Semitic** people. Some of them lived in villages and towns around oases and other water sources. Another group—the Bedouin Arabs—lived as herders and **nomads** in the vast desert lands. The two groups led very different lives, but some people moved their homes from desert to town and back again, depending on the season.

For Arabs, trade was very important. By 500 CE, Arabia was situated at the crossroads of two international trade routes—from the Indian Ocean to the Mediterranean Sea, and from the Mediterranean Sea to central Africa. You will learn more about Arabian trade in Africa in Chapter 8.

Trade was made easier when Arabs began using their **domesticated** dromedaries (Arabian camels) to transport trade goods. Dromedaries make long-distance desert journeys possible because they can travel for as long as five days without water in summer, and as many as 50 days without water in winter. **Caravans** of travellers and merchants moved across the desert from one town to another, carrying goods from distant corners of the world. Sometimes, caravans were raided by the Bedouin, who forced the merchants to pay money and agree to **treaties** with them. But for the most part, the caravan travellers and Bedouin respected each other.



FIGURE 3-7 A dromedary in the desert of the United Arab Emirates. For thousands of years, Arabs have kept domesticated camels for their milk and meat. They began using them for transport around 1400 BCE. Although they can be difficult to handle, camels can carry heavy loads. They can walk long distances and last many days without water. Does any other animal have all of these characteristics?

Social Structures

From earliest times, Arabs have belonged to clans. In the desert, where the Bedouin lived, clans were led by chiefs who prided themselves on their generosity, bravery, and fighting ability. Such virtues were much admired. In towns, a council of clan chiefs led the local government and met regularly to discuss important issues.

Membership in a clan was very important. It gave people an identity and connections which helped them through life. When a clan member was attacked, the clan sought revenge by raiding communities of the clan of the attacker. Even today, a person's name may reflect their family and their clan.

Within clans, people tended to live in large extended family groups. Loyalty to one's family was expected, and family honour was very important. Males and elders typically made decisions for the family.

Before the establishment of Islam, Arabs were pagan. They worshipped a number of gods and goddesses, who were understood to inhabit certain sacred places. These locations attracted religious pilgrims and worshippers. Some of the most important shrines, such as the Kaaba, were in the city of Mecca. The Kaaba would later become the most sacred site in Islam.



FIGURE 3-8 Why would family ties be important in a community?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the factors that made the Middle East a good birthplace for a) a people, b) a religion, and c) a civilization.

Build on the Ideas of Others

2. Make a list of five facts about the Middle East and the people who live there. Share these with a partner to create a list of your most interesting seven facts. Share again with another pair to create a list of your 10 most interesting facts. Finally, share with the class.

Analyze Critically

3. How did the geography of the Middle East both discourage human habitation and encourage it under the right conditions? What settlement pattern resulted?
4. Why did the distinctive settlement pattern in the Middle East encourage a civilization to develop?

Synthesize and Evaluate

5. Write a paragraph to answer the section question: *What makes an area a cradle of civilization?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What factors affect the spread of a religion?

Reading



Set a Purpose

Islam bound the Arabic and other Middle Eastern peoples together as one, creating a civilization. As you read this section, look for reasons why Islam spread so far and so fast.

When something catches on, it travels far and fast through the Internet, television, social media, and word of mouth. Usually it offers something that people are interested in. The same thing happened when Islam emerged in the seventh century—it spread like wildfire. When you consider it did so without the advantages of the digital age, it is truly remarkable how far and how fast Islam spread.

What did Islam offer? Did it help people agree on spiritual truths? Did it help them agree on rules for proper behaviour? Did it enable them to develop a bond with others in a community? Look for answers to these questions as you read this section.



FIGURE 3-9 Study this map to describe the speed of the geographic spread of Islam. The Byzantine Empire was largely Christian. What effect would the presence of the Byzantine Empire have had on the spread of Islam?

What were the beginnings of Islam?

Muslims believe that Islam was revealed to the **prophet** Mohammad in the seventh century. Mohammad was born in Mecca, a city in Arabia, in 570 CE. His relatives were traders and members of an important clan. Orphaned when he was six, Mohammad lived with an uncle, who taught him the business of trade. At the age of 25, Mohammad married and became a skilled trader.

Mohammad's Message

At this time, Mecca was a place of **pilgrimage** for Arabic pagans whose beliefs Mohammad did not accept. Mohammad believed that there was only one god, so he opposed polytheistic worship. He began taking retreats to a nearby cave, where he could be alone to meditate and reflect. Muslims believe that on one such retreat, in the year 610 CE, Mohammad received a powerful **revelation** from God. Mohammad then had further revelations providing guidance in many areas. These are recorded in the Koran, the Muslim holy book.

As Mohammad revealed his visions to others, he communicated a simple message: that there is no god but Allah. He inspired people with simple guidelines on how to live. These ideas quickly gained **converts**, creating a new religion called Islam. The word *Islam* means "submission to the will of God." The followers of Islam are known as Muslims, which means "they who submit."

When he was asked to define Islam, Mohammad listed the **Five Pillars**, or five religious duties, Muslims should meet. Completion of these duties is expected to result in rewards in both this life and the next.

Muslim a follower of Islam

prophet a person who speaks with divine inspiration

pilgrimage a journey to a sacred place or shrine

revelation what is revealed

convert one who rejects one religious belief to embrace another

Five Pillars five duties considered a framework for worship and a sign of commitment to the faith of Islam

Religion and Civilization

- The Hebrew word *Israel* means "one who struggles, or wrestles, with God." How does this meaning compare with the Arabic words *Islam* and *Muslim*?

EXPLORING SOURCES

Responsibilities of the Prophets

Muslims recognize Mohammad as the final prophet. This excerpt comes from the first collection of stories about Mohammad, written in the eighth century.

Thinking IT THROUGH

1. What tasks do Muslims believe God required of the prophets?

When Muhammad, the apostle of God, reached the age of forty, God sent him in compassion to humankind, "as an evangelist [bearer of news] to all men" (Koran XXXIV: 27). Now God made a covenant with every prophet whom he had sent before him that he should believe in him, testify to his truth and help him against his adversaries, and he required of them that they should transmit to everyone who believed in them, and they carried out their obligations in that respect. God said to Muhammad: "Do you accept this and take up my burden?"

Muhammad ibn Ishāq ibn Yasar,
Biography of the Messenger of God

What are the Five Pillars of Islam?

Muslims consider the Five Pillars of Islam important for spiritual well-being, but they serve other purposes as well. For example, the public prayer held every Friday at noon brings the community together. It is an occasion for sermons and discussions on religion, society, and politics. How do the Five Pillars serve individuals and society at the same time?



DECLARATION OF FAITH The First Pillar requires that a person state his or her faith by repeating a declaration called the *shahada* at least once each day. In English, the *shahada* states “There is no god but God, and Mohammad is the messenger of God.” Why would Saudi Arabia feature this phrase on its national flag?



DAILY PRAYER The Second Pillar is the *salat*—a requirement to pray five times every day. Those at prayer always face in the direction of the Kaaba in Mecca. Prayers take place at dawn, noon, mid-afternoon, sunset, and nightfall. Here, Muslims gather to pray in Winnipeg on February 1, 2004.



FASTING The Third Pillar is fasting. Muslims fast (refrain from eating) during Ramadan, for the entire month. In the evening, they break their fast by sharing a meal called *Iftar*.

CHARITY The Fourth Pillar of Islam is to aid the poor through charity. Here, Muslim volunteers put together meal packages for families in need. Muslims consider charity to be a holy responsibility.



PILGRIMAGE TO MECCA Muslims try to go on a pilgrimage to Mecca at least once in their lifetime. This is considered the Fifth Pillar of Islam. The Kaaba, shown here, is a cube-shaped building in Mecca. The black stone kept within the Kaaba marks it as a place of worship, and it is Islam's holiest site. Tens of thousands of Muslims circle around the Kaaba as part of their pilgrimage.

community a group of people who live in the same location or who share similar beliefs, interests, or goals

parable a story that has a moral lesson

scholar one who studies; an academic

Religion and Civilization

- Is Islam more like Judaism or Christianity? Explain.

FIGURE 3-10 A Koran is a holy object. An Islamic artist decorated this Egyptian Koran in the 13th century. How does this work compare with the Christian illuminated manuscript you saw in Chapter 2?



WEB LINK

To learn more about Islamic organizations in Canada and British Columbia, visit our website.

The Hadith

In addition to the Koran, Muslims turn to other sources for spiritual and social guidance. The Hadith, for example, are narrations to guide understanding of what Mohammad said and did during his lifetime. The Hadith show believers how a servant of God should live and behave. Different groups of Muslims have different sets of Hadith.

Islamic religious law, the sharia, is based on the teachings of Islamic religious **scholars** and is interpreted in a variety of ways. Muslim scholars teach that religious beliefs, religious duties, and good works are the important elements of Islam. All these elements bind Muslims together because they help Muslims believe the same things, follow the same rituals, and feel a sense of belonging.

How did Islam spread?

The idea that there is only one God was not popular in pagan Mecca. City leaders soon began to persecute Mohammad and his followers, who fled to the city of Yathrib in 622 CE. Muslims call this flight the Hijrah, and it marks the beginning of the Islamic calendar.

Yathrib was in the middle of a civil war, and the leaders called on Mohammad to help them resolve the crisis. Mohammad succeeded in both resolving the conflict and converting everyone to Islam. Yathrib then became known as Medina, the City of the Prophet. Islam gained more converts, and Mecca itself eventually came under Muslim control.

caliph an Arab word meaning “successor” of Mohammad; leader of the Islamic Empire

Imam a person who leads prayers in a mosque; also, according to Shiites, a spiritual leader who is descended from Mohammad

The Power of Islamic Armies

Many Arabs were inspired by Mohammad and became confident in their beliefs. Spreading the new religion within Arabia and beyond was soon seen as a sacred duty. Muslims formed armies to conquer non-Muslims and convert them to Islam. These armies treated any Arab who became Muslim very well, but they killed or enslaved Arabs who did not convert. Christians and Jews were allowed to practise their respective religions. However, they were not allowed to spread their faith, and they had to pay religious taxes. This limited form of tolerance encouraged many communities to accept Islamic rule.

With skilled commanders and devoted troops, Islamic armies swept all opponents before them. By 647 CE, they had conquered Iraq, Palestine, Syria, Egypt, and Iran. Two years later, they reached what is now Pakistan. The wealth of the Islamic Empire accumulated with each conquest. While many converted, thousands of residents of the conquered cities were also sold in marketplaces as slaves.



FIGURE 3-11 This painting was made by an unknown Persian artist about 1480 CE. It shows the armour that was typical of Islamic warriors throughout the Middle Ages. The horses wore steel riveted onto leather. The warriors wore shirts of chain mail—interlocking metal rings. What might be the advantages and disadvantages of this armour?

Political Developments

Political divisions appeared after Mohammad’s death in 632 CE. Some Muslims supported Mohammad’s general, Abu Bakr, who became the first **caliph**. He spread the Islamic faith across Arabia by military conquest until his death in 634 CE. Followers of Abu Bakr became the Sunni branch of Islam.

Other Muslims thought that Ali, the husband of Mohammad’s daughter Fatimah, should be caliph. He eventually became the fourth caliph and the first **Imam** in 656 CE. His followers eventually became the Shia branch of Islam. This political and religious division remains to this day.

Patterns and Change

assassinate to kill for political reasons

The Extension of Empire

After Ali, the leader of the Shia Muslims, was **assassinated** in 661 CE, the Sunni branch of Islam took power. The Umayyad Dynasty then began. The Umayyads moved the capital of the Islamic Empire to the city of Damascus, in Syria, in 661 CE. There, they built a court of great splendour. Umayyad leader Abd-al-Malik organized government, made Arabic the language of administration, minted coins, and encouraged trade. He formed armies to conquer more lands and spread the faith. The empire reached out into Asia, North Africa, and finally into Spain.

Soon, people shared common beliefs and accepted the same laws throughout a vast region. Trade became easier and safer, just as it had been in the old Roman Empire. Eventually, the Islamic Empire became the largest economic trade zone in the world. This climate of safety allowed Islamic civilization to flourish and endure.

FIGURE 3-12 Constructed more than 1300 years ago, the great Umayyad Mosque in Damascus is still in use today. Why are impressive buildings important to religions and their followers?



Thinking IT THROUGH



Summarize What's Important

1. Why did Islam spread so far and so fast? Summarize the main ideas and supporting details on a graphic organizer.

Analyze Critically

2. Why did so many people accept Islam? Some factors are internal, or related to Islam (for example, a simple message). Other factors are external (for example, trade routes along which religious ideas could spread).
 - a) Create a two-column table showing the internal and external factors that allowed Islam to spread.

- b) Choose two factors that were most influential, and create visuals to demonstrate their powerful effect.

Build an Argument

3. Was conquest essential to the spread of Islam? Brainstorm reasons and examples that explore both sides of the argument. Then, choose one side and support your opinion.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *What factors affect the spread of a religion?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How can a religion change people's lives?

In the previous section, you learned some direct ways that religion can affect a society. For example, a religion can set guidelines for expected behaviour. A religion can also affect a society in less direct, less intentional ways. For example, the spread of Islam led to widespread use of Arabic script, which is now the second most widely used alphabet in the world.

What changed and what stayed the same?

Despite civil wars, assassinations, and rebellions, Muslims ruled from Spain to India within a few hundred years. Wherever the warriors and traders of Islam travelled, Arabic and Islamic values were introduced to local populations who, in turn, shared their own customs.

Some non-Muslims were treated well by their Islamic rulers, but restrictions were also placed on them. Non-Muslims could not rule. They could not carry weapons, and they could not testify against a Muslim in court. Muslim society was **hierarchical**. Muslims had the most power, at the top of the hierarchy. Slaves were at the bottom, and non-Muslims occupied the middle. The Koran and the Hadith guided governments.

Life in the Country

Islamic cities were very cosmopolitan in the eighth century, but most people in the empire lived in the countryside. In the country, life followed ancient patterns, and **continuity** rather than change dominated people's lives. Muslims and non-Muslims alike lived with their extended family. From Persia to Morocco, they raised their flocks, grew dates, figs, and olives, and shared water from the village well. In many areas, the right to take water from a well was held by a clan. Most people lived in flat-roofed houses of plastered mud brick.

Village life was slow moving and regular. As in the cities, people ate relatively simple foods: bread, dates, goat or sheep meat, fish (where available), onions, garlic, fruit, and vegetables. Most people were interested in local concerns—issues that affected them and their immediate neighbours. What the larger Islamic government chose to do affected them very little. Beyond worrying about how to pay their taxes, they probably did not think too much about the rest of the world.

Reading



Set a Purpose

As you read this section, watch for ways people's lives changed directly (resulting from Islam) and indirectly (resulting from society).

hierarchy a ranking of groups in a society, from most powerful to least powerful

continuity a state of stability; things stay the same

FIGURE 3-13 Muslim soldiers protect a caravan. How might soldiers and traders help spread Islam?



WEB LINK

To learn more about Islamic empires, visit our website.



FIGURE 3-14 The city of Baghdad had a population of 5.9 million in 2011. Which Canadian city comes closest to this size?

The Glory of the Abbâsid Court

The rich and worldly Umayyad rulers lost power to the Abbâsid family in 750 CE. The Abbâsid rulers moved the capital from Damascus to Baghdad in 762 CE. Under the Abbâsids, the power of the caliphs grew ever greater.

Abbâsid leaders dressed in the finest clothes, adorned themselves with beautiful jewels, and surrounded themselves with learned advisers. The caliph and his wives lived in fabulous palaces with lovely gardens. The glory of the Abbâsid court was famous even in distant parts of Europe and Asia.

Such magnificence was designed to impress the people and foreign visitors as well. The money to support the government came from trade and taxes. Because the empire was expanding, treasure, goods, and slaves taken from captured lands were plentiful.

The Abbâsids were always either at war or getting ready for war. Unlike the first caliphs, they used the spread of Islam as an excuse to wage war. They divided the world into two: the land of Islam and the land of war. Their greatest enemy was the Christian Byzantine Empire. The armies of the Islamic and Christian powers clashed often.

EXPLORING SOURCES

Wonders of the Islamic World

The royal court of the Abbâsids was a fabulously rich wonderland, a world few could enter but many dreamed of. In this excerpt, a historian describes what Byzantine visitors saw in the Room of the Tree in 917 CE. This room was the audience chamber of Caliph al-Muqtadir.

Thinking IT THROUGH

1. What would have been the purpose of the luxurious display in the audience room?
2. Why might some Muslims criticize the Abbâsids?

There is a tree standing in the midst of a great circular tank filled with clear water. The tree has eighteen branches, each branch having numerous twigs, on which sit all sorts of gold and silver birds, both large and small. Most of the branches of this tree are of silver but some are of gold, and they spread into the air carrying leaves of different colours. The leaves of the tree move as the wind blows, while the birds pipe and sing...

[The caliph] was arrayed in clothes... embroidered in gold being seated on an ebony throne... To the right of the throne hung nine collars of gems... and to the left were the like, all of famous jewels... Before the caliph stood five of his sons, three to the right and two to the left.

**al-Khatib al Baghdadi (1002–1071 CE),
Historian of Baghdad**

What was life like in the city?

Many of the cities in the Islamic Empire had been founded centuries before the coming of Islam. They occupied key locations along trade routes and in farming areas near water. Two of the greatest of these cities, Damascus and Baghdad, had large populations that included both Jews and Christians.

Centres of Learning and Commerce

By 775 CE, these cities had become grand centres that were bustling, interesting places to live. They also became centres of learning and commerce. Life in Islamic cities was quite different from life in small villages. Baghdad had more than a million inhabitants. The Muslim city of Cordoba in Spain had 400 000 inhabitants in the 10th century, with 700 mosques and 300 public baths. Compare this with medieval London, which had a mere 18 000 inhabitants. European nobles and monarchs admired and envied the splendid Islamic cities. Islamic governments built mosques, libraries, and universities.

Many cities were surrounded by walls for protection. Poor people lived near the walls or outside the city—places that were less desirable and more dangerous. Wealthy people built palaces and fine houses with gardens. These were located in the quieter neighbourhoods. Workshops—tanneries, silversmiths, and wood shops—were all near the marketplace. Cities bustled with activity. The government even provided temporary accommodations where travelling merchants could stay and display their wares.

Expansion of Islamic Science and Technology

Islamic scholars of the Abbâsid Dynasty had a great thirst for scientific and technological knowledge. In the cities, scholars studied medicine and science. Their great respect for learning extended beyond their own culture, and they sought out knowledge from other peoples. Many of their libraries contained translations of the books and essays of the ancient Greeks. Scholars in the Islamic world studied these classics and built on them. Medieval Europeans later rediscovered ancient learning in Arabic books.

One of the most famous Islamic scholars was ibn Sina, also called Avicenna, who lived from 980 to 1037 CE. He was a physician, philosopher, astronomer, and poet. His most famous work, *Canon of Medicine*, was used as a medical text for 600 years after his death, both in the Islamic Empire and in Europe. Avicenna was one of the first physicians in the world to describe **anaesthesia**—a standard practice of modern medicine.

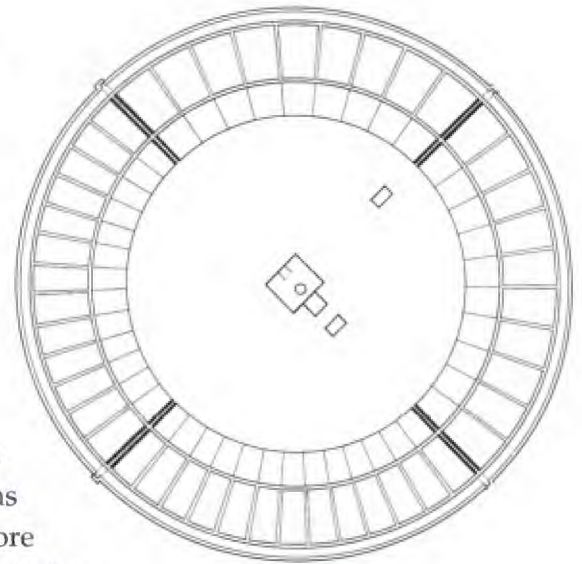


FIGURE 3-15 This diagram shows the original city plan for Baghdad. The city was imagined to be the centre of the Islamic Empire—and the universe. In the outer ring were houses and shops. In the centre lay the palace and mosque. Baghdad grew so quickly that it remained in this shape for only a few years.

WEB LINK

To learn more about the transfer of Islamic science and technology to the rest of the world, visit our website.

anaesthesia loss of sensation of pain, usually as a result of medication

FIGURE 3-16 Medical assistants prepare remedies for smallpox under the guidance of Avicenna. This painting was included in a 17th-century Ottoman manuscript, when Avicenna's groundbreaking medical texts were studied by medical students in France and Belgium. Should societies share their scientific discoveries? Why or why not?



FIGURE 3-17 Mosaics and glazed tiles in an Islamic mausoleum in Samarkand, Uzbekistan. A mausoleum is a building that contains tombs. Samarkand is a UNESCO World Heritage Site because of this architecture. How is it similar to or different from places of worship you are familiar with?

Expansion of Islamic Arts

Religious values are reflected in Islamic art, music, and architecture. For example, Islam considers it sinful to show human beings, animals, and other subjects realistically. It is thought that depicting something that God created is like imitating the act of creation. This makes it an offence to God. Islamic artists therefore turned to intricate designs and calligraphy. The results were beautifully patterned objects: tiles, carpets, and even buildings. Occasionally, in some cultures, this restriction was overlooked. For example, people and animals were illustrated by the Mughals of India.

Public Works and Trade

Islamic rulers and rich merchants supported the arts. Islamic governments wanted their cities to be beautiful, and they created magnificent public buildings. Compared with European society of that time, Islamic society was refined and wealthy. Later, during the Crusades, European knights came into contact with the splendour of the Arab world. They were awed and changed by it. They saw silks, fine glassware, paper, jewellery, carpets, perfumed soaps, brass, silver, and gold, and they wanted these treasures.

Views on the Roles of Women

As with all societies, views vary from place to place and over time. The views below reflect three opinions on the roles of Muslim women in their communities from three different time periods.

Women are superior to men in certain respects: it is they who are asked in marriage, desired, loved and courted, and they that inspire self-sacrifice and require protection. An indication of the high esteem in which women are held is that if a man is asked to swear by God—there is none greater—and take his solemn oath to go to the House of God, or distribute his possessions as alms, or emancipate [free] his slaves, all that comes easily to him... But let him be asked to swear to put away [to give up] his wife, and he grows pale, is overcome with rage, protests, expostulates [reasons earnestly], gets angry, and refuses.

Abu al-Jāhiz, born in Persia in 776 CE

Some of the pious [devoutly religious] elders (may God be pleased with them) have said that a woman should leave her house on three occasions only: when she is conducted to the house of her bridegroom, on the deaths of her parents, and when she goes to her own grave.

Ibn al-Hajj, an Egyptian judge (1258–1336 CE)

As a Muslim woman, I find myself thrown right into the controversy of women's role in today's society. Over and over I have to explain that what you see in a Hollywood movie about Islam has nothing to do with Islam. Muslims, men and women, like all other people, come in all shapes and forms and live their beliefs in a variety of different ways. To me, Islam is about shared social responsibility, humility, and striving for a sense of peace within one's heart, one's community, and one's world.

Dr. Tyseer Aboulnasr, Dean, Faculty of Applied Science, University of British Columbia, 2010

Thinking IT THROUGH

Summarize What's Important

1. Each of these opinions illustrates one perspective on the role of women in society. We can learn a lot by thinking about the perspectives these voices represent. Copy and fill out a chart like the one shown at the bottom of this page.

Analyze Critically

2. If you were to research this issue further, whom else would you like to hear from? Why?
3. What might have changed attitudes toward women between the times of each excerpt?
4. What restrictions, if any, do you think each commentator would place on women? What might be their reasoning?
5. Why does the Canadian Constitution forbid restrictions based on gender?

Speaker	Time period	Society	Whose perspective?	Main point	How does this opinion reflect the society from which this person comes?	What is the intent, or purpose, of the author?

Did You Know?

Many of the more severe restrictions placed on women are ancient, Arabic social traditions and attitudes. They do not originate in the Koran.

The Shrinking Status of Women

In Abbâsid society, women did not have the rights that men had. Women during the time of Mohammad prayed, taught, worked—and even went to war. Abbâsid women, in contrast, had few rights and could not take part in government. Many women in the working class contributed to the family income, but if a woman was a member of a wealthy family or married a wealthy man, she lived in a harem. This was a special part of the house where males—other than the husband and very young boys—were forbidden. Women were required to cover themselves and have a male guardian when they went outdoors.

FIGURE 3-18 In some Islamic societies today, women are still required to conceal themselves from head to foot. Other Islamic societies are more flexible, recognizing a woman's right to make her own choices in what she wears.



Thinking IT THROUGH



Summarize What's Important

1. **Patterns and Change** Use a graphic organizer to summarize the ways Islam changed people's lives. Categorize the changes as direct (resulting from Islam) and indirect (resulting from society and other cultural influences). Use details and examples to illustrate the changes.

Access Background Knowledge

2. a) Describe what life may have been like during the Abbâsid Dynasty from the following perspectives.
 - a caliph
 - a non-Muslim farmer
 - a Muslim woman
 - a Christian or Jew
 - an Islamic scholar
 - an Islamic artist

- b) Write a journal entry for a day in the life of one of the individuals listed above.

Build on the Ideas of Others

3. With a partner, consider this question: "What are the influences of religion—both good and bad—on the development of a civilization?" Identify two points to support each side of the question.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How can a religion change people's lives?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Interpreting Primary Sources

Your favourite movie star was in town just last week scouting out a film location. How can you find out more? Maybe you can read an article in the local paper. You could text your friends or ask around through a social networking site. You could visit the location and speak with the staff. Does your celebrity blog or tweet? You might get your best information from the source.

Types of Sources

Historians use similar strategies to find out about the past. Their sources fall into two categories: primary sources and secondary sources.

Primary sources are items that were created or used at the time of an event, preferably by an eyewitness or participant. They can help us see what people were thinking. An Islamic warrior's account of a battle is a primary

source. So are his weapons and battle armour, because artifacts—objects from the past—can also be primary sources.

Secondary sources are items that were created after the fact, by someone who never witnessed the event. Secondary sources tell us about the past. They can help us understand what happened. This textbook is a secondary source, even though it includes many primary sources.

Primary Sources

- Eyewitness accounts
- Diaries
- Letters
- Photographs
- Drawings
- Official documents
- Clothing
- Tools
- Statistics
- autobiographies

Secondary Sources

- Website articles
- Textbooks
- Teacher's handouts
- Documentaries or historical movies
- Graphic historical novels
- Biographies
- Historical plays
- Essays



FIGURE 3-19 Architecture can be a primary source. This is a house in Yemen. What questions can be asked about this house to help you learn more about the past?

Asking Questions about a Primary Source

Historians evaluate primary sources by asking questions. Here are six questions suggested by Library and Archives Canada.

1. What?

What is the primary source? Is it a written document? Is it typed or handwritten?

2. Who?

Who created it? How can you be certain it was really that person?

3. When?

When was it created? How can you tell?

4. Where?

Where was it created?

5. Why?

Why was it created? What was the creator's purpose?

6. So what?

What conclusions about the past can you draw from this primary source?

Use these questions to interpret a blog post the movie star wrote about scouting the location.

May 9:

Fabulous visit to scout out a possible site for the upcoming **Crushed!** movie. Nice street. Good local coffee. What a scary house, though! I could get into this role very easily in such a creepy old house.

1. What? It is a typed, online blog.

2. Who? You know the movie star has been writing this blog for three years, so you are pretty sure it is authentic.

3. When? It was posted one day after the visit.

4. Where? We can never know for sure—it could have been posted from anywhere.

5. Why? The movie star likes to keep fans in-the-know about upcoming projects. This particular post praises the location. Perhaps the purpose is to convince the director to use this location?

6. So what? If the movie shoots this summer, maybe you could get a job as an extra!

Thinking About Perspective

For any primary source, always think about the perspective it reflects.

- Whose view of the world is being represented?
- What biases might be reflected?
- How might the source be different if it was created by another party?

Examining a Treaty

One example of a primary source is a treaty. A treaty is an official agreement between governments. It is like a contract because it sets out terms for two or more parties. Some treaties deal with everyday issues such as trade. Others deal with matters of power and territory.

The Treaty of Tudmīr was created by 'Abd al-Aziz, the first Islamic governor of Al-Andalus, which is what the Muslims called Spain. In 713 CE, he presented the treaty to the local Christian Visigoth ruler, Theodemir (or Tudmīr), who signed it.

The treaty was originally written in both Latin and Arabic, and has been translated into English. As you read this excerpt from the treaty, think about how things are stated as well as what is stated. Look very carefully at the terms of the agreement and think about what they mean to the defeated Visigoths. Is the treaty fair to both sides?

In the name of God, the merciful and compassionate... We ['Abd al-Aziz] will not set special conditions for him [Tudmīr] or for any among his men, nor harass him, nor remove him from power. His followers will not be killed or taken prisoner, nor will they be separated from their women and children. They will not be coerced in matters of religion, their churches will not be burned, nor will sacred objects be taken from the realm, [so long as] he [Tudmīr] remains sincere and fulfills the [following] conditions that we have set for him... He will not give shelter to fugitives, nor to our enemies, nor encourage any protected person to fear us, nor conceal news of our enemies. He and [each of] his men shall pay one dinar every year, together with four measures of wheat, four measures of barley, four liquid measures of concentrated fruit juice, four liquid measures of vinegar, four of honey, and four of olive oil. Slaves must each pay half of this amount.

Apply IT

1. Why is it important that the translation of a primary source from one language to another be accurate?
2. In pairs, examine the treaty. Identify what 'Abd Al-Aziz promises Theodemir (Tudmīr). Identify what Theodemir and the Visigoths must do in return. Make an organization chart showing both sides of the treaty. Use these headings: Peace and Security, Freedom of Worship, Taxes to Be Paid, Slavery, and The Family.
3. Are the conditions reasonable? What do the conditions tell you about the frame of mind of the Muslim treaty writers? What other information would help you decide whether the treaty was fair?
4. Create an organizational chart to help you interpret the Treaty of Tudmīr excerpt. In the left column, list the six questions posed on page 94. Write your answers in the right column.
5. On a scale of 1 to 10, rate the Treaty of Tudmīr as a useful and accurate primary source. Explain your rating. What understanding does this document teach us about the past?



FIGURE 3-20 If you were writing a report about an event in Islamic Spain, why would it be important to use both primary and secondary sources?

How can religion lead to tolerance?

Reading



Set a Purpose

As you read this section, watch for the effects that Islam had on the level of tolerance demonstrated within Spain during and after Islamic conquest.

discrimination different treatment of people based on prejudice; for example, sexism and racism

pluralistic a diverse community or society in which all people are accepted and respected

religious tolerance allowing individuals to believe in, practise, and promote their religion of choice without repercussions

Iberian Peninsula the extension of land in southwest Europe that is today Portugal and Spain

Moor an outdated term to identify a Muslim in Spain

Canada has laws forbidding **discrimination** based on race, national or ethnic origin, religion, gender, sexual orientation, age, or mental or physical disability. These laws benefit and protect all of us. They stem from the idea that people are fundamentally equal and that all people deserve respect and acceptance. Most religions have taught a similar idea: that we should treat other people as we would like to be treated. This teaching has encouraged tolerance in many societies and has helped people live together in **pluralistic** societies such as Canada.

In 711 CE, Muslims armies began their conquest of Spain, where the population was mostly Christian and Jewish. Would **religious tolerance** be part of life for all peoples?

What made the Arab conquest possible?

Before the Arabs arrived in Spain, the **Iberian Peninsula** had been ruled by a Germanic people, the Visigoths. They had lived on the peninsula with the indigenous Hispanic-Roman population for about 300 years. The governments of the Visigoth kingdoms were troubled by violence and scheming.

During the seventh century, Islamic armies conquered North Africa. Then, in the spring of 711 CE, they landed near Gibraltar, in southern Spain. Some welcomed the Islamic conquerors, whom they called the **Moors**. Soon almost all of Spain was under Islamic control.

The new Muslim rulers chose not to try to force Christians and Jews to convert to Islam. Instead, they chose to follow the guidance of the Koran regarding how to treat non-Muslims. Muslims believe that Jews and Christians worship the same god that they know as Allah. They include Christians and Jews together as “People of the Book”—the books being the Bible and the Torah. Muslims believe that Jews and Christians have merely missed the message of the final prophet, Mohammad. The Koran itself, in Chapter 29, states the following.

- On what grounds does the quotation suggest courteous behaviour?
- How can a religion—through guidance such as this— affect the behaviour of a government and the development of a society?

Be courteous when you argue with the People of the Book, except those among them that do evil. Say: “We believe in that which is revealed to us and which is revealed to you. Our God and your God is one.”

How did Spain fare under Umayyad rule?

The Umayyad Dynasty ruled the Islamic world for only 90 years. In 750 CE, when the Abbâsid Dynasty defeated the Umayyad rulers, the Abbâsids wanted to destroy the Umayyad family. They nearly succeeded, but one arm of the Umayyad family survived to rule in far-off Spain.

The sole surviving members of the Umayyad family were Abd-al-Rahman and his younger brother, Yahiya. In 756 CE, Abd-al-Rahman established himself as the Emir of Spain. He and his Umayyad descendants would rule Spain independently for the next three centuries. Read part of his story on pages 98 and 99.

The Umayyad rulers were also careful to encourage, but not to force, conversion to Islam. About 40 000 Arabs came to Spain during the conquest, and very few arrived later. Over the years, however, the Islamic population grew because many people **intermarried**, and others converted to Islam.

intermarry in a historical sense, to marry someone from a different group, for example, a different nationality or religion



FIGURE 3-21 The Umayyad leaders built many public gardens and pools in Cordoba, Spain. These continue to offer relief from the summer heat. Why might a government create public works for the enjoyment of the people, and not just for the wealthy?

al-Andalus
Cordoba

Ifriqiya

Egypt

Damascus

THE FALCON OF ANDALUS

750 BCE
...THE ABBASID REBEL ARMY HAS JUST DEFEATED THE ARMY OF THE HATED UMAYYADS.

WE HAVE WON A GREAT VICTORY.

THE FAMILY OF THE PROPHET WILL RULE ISLAM AGAIN!

WE HAVE DEFEATED THE UMAYYAD ARMY BUT THE ROYAL FAMILY STILL LIVES.

I WANT THEM ALL DEAD.

I KNOW WHAT TO DO.

WHAT'S THIS!

WE ARE UNARMED!

PRETENDING TO WANT PEACE, THE ABBASIDS HOLD A GREAT BANQUET.

DOZENS OF UMAYYAD PRINCES ARE INVITED.

PRINCE ABD AL-RAHMAN IS NOT HERE. HE MUST BE WITH HIS FAMILY.

I MUST WARN THEM.

ABD AL-RAHMAN, HIS BROTHER YAHIYA, AND BEDR SWIM TO ESCAPE THEIR PURSUERS.

AL-SAFFAH PLOTS THE DESTRUCTION OF THE REMAINING UMAYYAD ROYAL FAMILY.

THE EMPIRE OF ISLAM STRETCHES FROM PERSIA TO SPAIN. WHERE WILL AL-RAHMAN GO?

ABD AL-RAHMAN AND BEDR TRAVEL IN DISGUISE INTO EGYPT.

IBN-HABIB WELCOMES THEM AND PROMISES PROTECTION.

SURRENDER TO US AND WE PROMISE THAT NO HARM WILL COME TO YOU.

NO YAHIYA, DON'T TRUST THEM!

HIS MOTHER IS FROM A TRIBE IN THE MAGHREB.

IBN HABIB, THE GOVERNOR OF EAST AFRICA, WILL PROTECT YOUR FAMILY.

HAVE NO FEAR, MY LORD, YOU ARE SAFE HERE.

I WILL TRY TO CATCH HIM IN EGYPT.

I HAVE NO CHOICE BUT TO TRUST HIM.

I WONDER WHAT HE'S REALLY UP TO.



national identity the image a nation has of itself

copyist one who makes written copies

civil relating to citizens and the practicalities of community life

terracing forming the soil of hilly land into stepped levels, or terraces

Cordoba—City of Sophistication

The new Umayyad rulers of Spain were interested in creating a sense of **national identity**—they wanted people to feel a bond with their country. So they began improving their capital city of Cordoba in southeast Spain.

The Islamic leaders began converting a Visigoth cathedral into the Great Mosque of Cordoba, which is located on the Guadalquivir River. (You saw a photograph of the mosque interior on page 72.) They tore down the old building and erected the mosque, which still exists today. A mosque is more than a place of worship—it is also a centre for learning. The Great Mosque became the centre of the city.

By the 10th century, Cordoba was the largest city in Europe, with a population of about 400 000 people. It had 700 mosques, 300 public baths, a university, 70 libraries, public gardens, and many beautiful buildings. The influence of Islamic Spain on European culture can be felt to this day.

Everyday Life in Cordoba

Most people of Cordoba lived in houses on cobblestone streets. Inside, an open courtyard with a garden and fountains provided a place where the family could relax. This design, which came from ancient Rome, is now common throughout the Spanish-speaking world.

Traditionally, women ran the households, but many women also worked outside the home. Some went to university while others worked as **copyists** of Greek and Arabic manuscripts, which were in great demand. Men worked in business or at their trades, went to the mosque to pray, and visited with friends. Whether the topic was science, philosophy, or literature, Cordoba neighbourhoods were never short of lively discussion.

Justice was provided by an official, who based his rulings on both Islamic law and local laws governing **civil** matters. He also ran the police force. In 912 CE, non-Muslims were permitted to take part in government.

Improvements to Farming

With the exception of a few river valleys and the northern coast, the climate of Spain is very dry. Coming from a desert environment, Muslims saw the possibilities. They compared Spain to Paradise.

Over the centuries, Muslims made improvements to farming practices. They repaired and extended the Roman system of aqueducts. They built water wheels to scoop water from streams and canals onto fields. They introduced plants, and also began **terracing** the steep hills of the Sierra Nevada, a mountain range in southeast Spain.

Did You Know?

Muslims brought many new plants to Spain. These include pomegranates, sugar cane, bananas, coconut palms, and rice.



The Cordoba Fashion Connection

By the ninth century, Cordoba was wealthy and enlightened. This sophistication was made possible, to a great extent, by one musician and promoter on all things cultural: Ziryab.

Ziryab joined the Cordoban court of Caliph Abd-al-Rahman II in 822 CE. He immediately began setting fashion trends that swept the city and later spread throughout Europe and much of the world.



FIGURE 3-22 Which of the trends that Ziryab started in Cordoba do you find familiar? Review each one, and discuss how it is continued today in Canada.

Thinking IT THROUGH



Summarize What's Important

1. Summarize how the Islamic presence in Spain affected the following: a) religious tolerance, b) city living, c) respect for learning, d) role of women, e) fashion, and f) farming practices.

Make Connections

2. Compare and contrast life in Islamic Spain with life in early China. Consider factors such as architecture, education, the arts, equality, safety, and any other category of interest. Organize your thinking in a chart.

Synthesize and Evaluate

3. Write a paragraph to answer the section question: *How can religion lead to tolerance?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How can religion lead to intolerance?

Reading



Set a Purpose

As you read, watch what happened to the level of tolerance in Spanish society after the Islamic rulers were defeated by Christian forces.

principality a territory ruled by a prince

Reconquista a Spanish word meaning reconquest

WEB LINK

To explore an interactive map about Islamic Spain and the Reconquista, visit our website.

In the previous section, you explored one example of a religion encouraging tolerance within a society. Other examples from history show religions such as Christianity and Judaism having a similarly positive effect on a society.

However, you may also know of examples from history—or from the world today—of people using a religion to justify doing great harm to others. Holy wars, discrimination based on religion, and terrorism in the name of religion are just a few examples. In virtually all cases, the religious teaching to love your neighbour has been ignored.

What was the Spanish Reconquista?

By the early 1000s, Islamic rule in Spain began to decline. A series of ineffective leaders sparked civil unrest. The region divided into a number of independent **principalities**, and the loss of a unified Muslim state led to quarrelling. It also led to the beginning of a transformation of Spain that would gather force over the next 200 years.

The Muslims had reduced Christian-controlled territory in Spain to a narrow strip along the northern coast. In the 11th century, these areas began to expand southward. This military conflict would eventually become a religious war. It began, however, as simply a way for the Christian kingdoms to expand their power and influence. The Christians called this expansion the **Reconquista**. They believed that they were reconquering Christian territories.



FIGURE 3-23 Granada was the last holdout of the Islamic rulers of Spain. It held together until 1492 for two reasons: First, the Islamic rulers paid tribute to the Christian rulers. Second, the fortress was strong and could keep attackers at bay.

Why did discrimination begin?

Decade by decade, Islamic principalities in Spain fell. As the Christians gained more territory, Muslims and Jews began to feel the sting of discrimination. By the 14th century, both groups were subjected to new laws. They were required to wear distinctive clothing, to hold only certain jobs, and to stay in certain areas of cities. As time went on, many non-Christians were forced to convert to Christianity.

A Climate of Fear

A new Islamic empire—the Ottoman Empire—was founded in 1301. In the 15th century it expanded from Turkey into Europe. Controlled by the Ottoman Turks, it had many features of earlier Islamic empires—conquered peoples were encouraged to follow Islam, but Christians and Jews were permitted a degree of religious freedom. In 1453, the Ottoman Empire captured Constantinople. This city had been the capital of the Byzantine Empire, which had been a Christian stronghold. A wave of fear spread throughout Europe. Would the Ottomans invade further into Europe? Would all of Christendom fall?

In this climate of fear, two monarchs in Spain joined together to create a new and powerful kingdom. In 1469, the kingdoms of Aragon and Castile were united when Ferdinand of Aragon and Isabella of Castile were married. They decided that together they would protect their corner of Europe from Islamic rule.

Ferdinand and Isabella planned to extend the Reconquista into all of Spain, and to make Spain a country of Catholic peoples. All Muslims and Jews who did not convert to Christianity would have to leave. Eventually, even families that had been Christian for several generations were expelled for having Jewish or Muslim ancestors.

The Expulsion of the Jews

In 1492, Ferdinand and Isabella gave Jews two options: accept **baptism** or be **banished** from Spain. Many fled to Portugal, but they were quickly banished from that country as well. More than 50 000 Jews accepted baptism, in the hope that they would be able to stay in their homes. Historians estimate that between 165 000 and 400 000 Jews left Spain and Portugal forever. Many settled in North Africa, but most settled in the Ottoman Empire, which welcomed them.

Jews in Spain had formed a large part of the educated middle class. Many were scholars, **financiers**, and businesspeople. The loss of their learning and skills made it difficult for Spain to maintain economic growth at the end of the 15th century.

baptism a Christian religious ritual in which a person is immersed in or sprinkled with water as a sign that they are a member of the Church

banish to send away permanently

financier one who manages large sums of money

Religion and Civilization

- While Spain was under Muslim rule, most people enjoyed a measure of religious freedom. How does this compare to the treatment of non-Christian peoples under Christian rule?

Did You Know?

Ottoman Sultan Bayezid II (1360–1403) was quite happy to welcome the expelled Spanish Jews because many were skilled at business. He felt they helped make his empire rich.

The Expulsion of the Muslims

After the fall of Granada, the Muslims living there were given the same choice offered to the Jews: convert or be exiled.

By 1526, the Muslims in Spain had all either left or accepted Christian baptism. However, they continued to speak Arabic. Many also continued to practise their religion in secret, as did many Jews who were pretending to be Christian. Both peoples lived in constant fear that they would be found out.

By 1566, speaking Arabic or possessing Arab documents in Spain was forbidden. Then, in 1609, all Muslims, including those that had become Christian, were given three days to leave Spain, on pain of death. About 300 000 people were exiled. For many years, once-rich farmland

was abandoned because there were no farmers to work the land.

By the 17th century, the relatively tolerant and sophisticated society of Islamic Spain was gone. Luckily for Europe, knowledge in science, technology, medicine, architecture, navigation, astronomy, and philosophy was discovered in the deserted Islamic libraries. This treasure would contribute, eventually, to the European Renaissance, which you will read about in Chapter 9.



FIGURE 3-24 This engraving shows a dramatization of the expulsion of the Muslims in 1609.

Torture in the Name of Religion

In 1496, Pope Alexander VI gave King Ferdinand and Queen Isabella the official title of “Catholic Monarchs.” They believed strongly that Christianity was the one and only true faith. They also believed it was their duty to make Spain a thoroughly Christian country.

To accomplish this, Ferdinand and Isabella decided to use force. The Spanish Inquisition was a state-run system of courts where church officials put people on trial to test their faith. If people did not confess to being non-Christian, they would be tortured until they did so. The horrifying methods used to torture people were designed to inflict extreme pain and harm without being fatal.

The Spanish Inquisition had tortured tens of thousands of people by 1530. Historians estimate that between 2000 and 5000 people were also burned at the stake after the Inquisition sentenced them to death.

ZOOM IN

Religion and Violence in Two Civilizations



Both the Bible and the Koran advise tolerance and respect. Yet history includes many examples of war waged to defend or spread a religion. How can any religion that promotes tolerance be used to promote violence? Look at the examples here. What role did religion play in leading to violence?



THE KORAN calls all Muslims to *jihad*, which means “struggle.” Mohammad saw jihad as an internal struggle to live the Muslim faith. While the Koran does permit military jihad, it sets out strict rules. One rule is that innocent people must not be harmed. Osama bin Laden was the leader of al-Qaeda, an Islamic terrorist organization. He used the idea of jihad to justify acts of terrorism. This included the attack on September 11, 2001, which resulted in the deaths of thousands of innocent people.



THIS SPIKED CHAIR was used by the Spanish Inquisition as a torture device. The Inquisitors assumed Muslims and Jews might pretend to be Christian. Torture was used not to find out the truth but to gain a confession. What is the difference?

Religious Tolerance in Canada

Today, Canadians follow many different faiths. Religious persecution, so common in other places and in other periods of history, is forbidden. Every Canadian has a right to practise a religion without harassment. This legal right stems from the Canadian value of tolerance.

Consider the case of Gurbaj Singh Multani. In 2001, when he was 12, Multani's *kirpan* (his ceremonial dagger) fell out of its cloth holder and landed in his Montreal schoolyard. The school board viewed the kirpan as a weapon and banned it from the school. Multani argued that it was not a weapon but a religious symbol, which all orthodox Sikh men and boys wear as an expression of faith.

In 2006 the Supreme Court of Canada ruled that the ban

on kirpans was a violation of Multani's religious freedom under the *Canadian Charter of Rights and Freedoms*. The decision, however, does allow school boards to impose restrictions on how kirpans can be worn to protect the safety of students.

Thinking IT THROUGH

Build on the Ideas of Others

1. With a partner, brainstorm arguments that could be used to answer yes or no to the following question: "Do laws that support religious tolerance make a country like Canada stronger and more united?" Join with another pair and share your responses. Then, as a group of four, choose one side and build a solid argument. Prepare to share your thinking with the class.



FIGURE 3-25 Gurbaj Singh Multani shows the kirpan that sparked the uproar. What strategies can you suggest to accommodate both Gurbaj's religious freedom and the safety of other students?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize how Catholic Spain grew increasingly intolerant. Consider how both Jews and Muslims were treated.

Use Your Knowledge to Infer

2. In character as Queen Isabella or King Ferdinand, write a how-to-govern guide for another European monarch.

Make Connections

3. Do religious beliefs have as much influence today as they did in the past? Explain.

Build an Argument

4. Consider how religion can lead to both tolerance and intolerance. Express your opinion in three to four paragraphs, using examples.

Synthesize and Evaluate

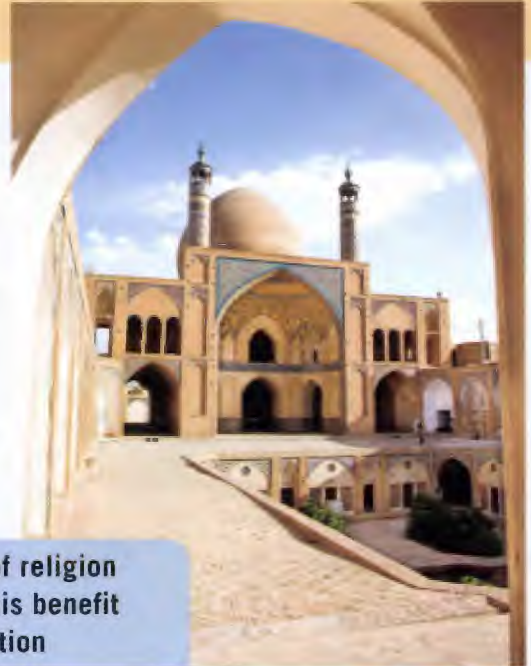
5. Write a paragraph to answer the section question: *How can religion lead to intolerance?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

Islamic Civilization

CHAPTER FOCUS QUESTION

How can religion influence a civilization?



In this chapter, you have read about the birth of Islam and the development of Islamic civilization. You have seen how religion could help people live together in harmony. You have also seen how religion could be divisive.

1. Living in a civilization benefits people in many ways. A few benefits are listed in the centre column below. Copy and complete the organizer, gathering examples from the chapter about how religion led to or eroded a benefit of civilization. Use your completed chart and the key ideas from the paragraphs you wrote for each section to answer the Chapter Focus Question.

Example of religion supporting this benefit of civilization	BENEFIT OF CIVILIZATION	Example of religion eroding this benefit of civilization
	Accepted rules for behaviour (laws)	
	Sense of belonging	
	Common cause	
	Literacy and learning	
	Tolerance	

Make Connections

2. Collect reports of recent events involving Muslims from newspapers, magazines, and other digital and print sources. From these reports, determine what you think are the main issues of concern to Muslim communities in different parts of the world. How are these related to what you have read in this chapter? Share your learning with the class using a presentation format that is informative and engaging.

3. **Perspectives** Head scarves and burkas have become controversial. Some people view them as expressions of a Muslim woman's religious beliefs. Others view them as an expression of a society that suppresses women. Conduct some research to find out how Muslim women feel about them. Find out why people hold strong views about these coverings. How do these issues have an impact on Canadian society? Share your findings with the class.

Build an Argument

4. With a small group, create a talk show whose guests are asked to respond to this question: How can religion influence a civilization? Select a maximum of three guests, each one with a different historical perspective (e.g., a ninth-century Abbâsîd caliph, Queen Isabella of Spain, and a Jewish person who lived during the Reconquista). Write a script and present your talk show to the class.

4

The Civilization of India

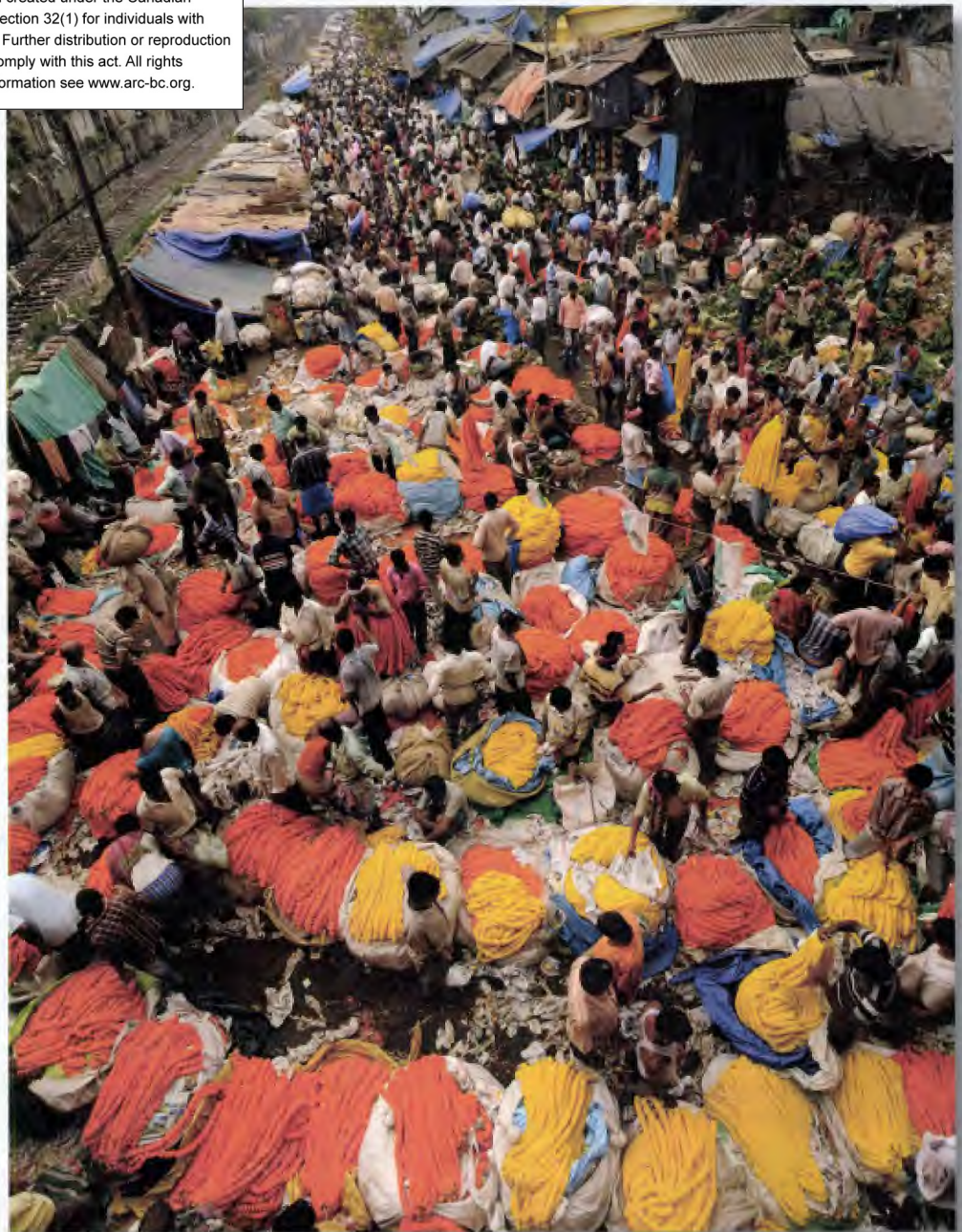


FIGURE 4-1 Crowds shop at a bustling flower market in India to buy flower garlands for use in a festival. This crowd might include Hindus, Muslims, Jains, Sikhs, and Christians. India has a very diverse population, and is home to more than 2000 ethnic groups that speak more than 450 languages.

KEY CONCEPTS

diversity golden age dharma caste reincarnation

CHAPTER FOCUS QUESTION

Does diversity build up or tear down a civilization?



From a hilltop, King Ashoka surveyed the battlefield. His warriors had won a bloody victory over Kalinga. All he could see, in every direction, were bodies. His generals said there were at least a hundred thousand of them. And this had been done at Ashoka's command. As he looked at the scene, however, Ashoka saw only the horror of it all. Turning away from the carnage, he left his generals behind.

Hours later, a weary Ashoka approached a cave. A Buddhist monk stood quietly, almost as if he had been expecting the king's arrival. "What you have done can never be undone," said the monk. "Dharma says that cruelty is the reward for cruelty." Ashoka's heart sank. Would his soul be bound to this Earth forever? Seeing Ashoka's despair, the monk continued, "But dharma also says that kindness is the reward for kindness, and peace for peace."

Later, Ashoka rode to his capital, Pataliputra. He had heard the message. He would be Ashoka the Fierce no more. Instead, he would devote his life to bringing harmony to all the peoples of his empire through tolerance and compassion.

Reading



Make Connections

Why would King Ashoka's decision to be a tolerant and compassionate leader be important in an empire as diverse as India's? What values make diversity work in your community?

In This Chapter

By living in Canada, you are already familiar with diversity. This will help you understand one of the world's oldest civilizations. Through thousands of years, the civilization of India has endured invasions, foreign occupations, and periods of internal division. You might think that these experiences would weaken Indian society. Instead, India has been strengthened by absorbing each conquering people. The resulting diversity—in ethnicity, language, religion, and cultures—has created a truly complex civilization.

Use these questions to set a purpose for reading each section.



- Why does a society become diverse?
- In what ways can a society be diverse?
- What makes a golden age?
- How can religion increase diversity?
- How should a society meet the challenges of diversity?

Why does a society become diverse?

Reading



Set a Purpose

As you read this section, watch for the factors that played a role in creating the diverse civilization of India.

diversity difference or variety, usually on a large scale

subcontinent a large, relatively self-contained landmass forming a subdivision of a continent

Diversity means difference, or variety. Your school or community can be diverse; a society or civilization can be diverse on a larger scale.

What are the factors that move a society to become diverse? In Canada, the immigration of people from all over the world has created our diverse society. But ancient India did not have immigration programs. A whole range of factors played a role in creating the very diverse civilization of India.

Did the geography of India affect diversity?

The modern nation of India occupies a peninsula of Asia called the **Indian subcontinent**—also referred to as South Asia. In the north, the highest mountain ranges in the world—including the Himalaya Range—divide the subcontinent from the rest of Asia. India has hilly regions, vast plains, and tropical forests. The high, dry Deccan Plateau lies at its heart, surrounded by mountains called the Eastern and Western Ghats.

Like Canada, India is geographically diverse. Unlike Canada, much of India can support agriculture. Farmers have developed methods to suit different landscapes, from the fertile Punjab and the great river valleys, to the dry plains of Rajasthan and the hills of Assam, where tea is grown. In North America, First Nations in various regions developed distinctive cultures as a result of interacting with their distinct environments. The Haida of the Pacific Northwest, for example, are different from the Plains Cree. Similarly, the peoples living in different areas of India developed distinctive cultures.

With few good natural harbours, India was rarely threatened by invaders from the sea. Instead, conquerors such as Alexander the Great came through the mountain passes and deserts of the northwest frontier. Although parts of India have been conquered—some many times—the entire subcontinent was not controlled by any one empire until British rule in the 19th century.

Did You Know?

At 4.4 million square kilometres, South Asia is about half the size of Canada.

TIMELINE

2500 BCE

The Indus civilization begins to develop

1500 BCE

The Aryan invasions begin

326 BCE

Alexander the Great invades India

273 BCE

The reign of Ashoka begins



The modern nation of India has an area of 3 287 240 square kilometres and is more than 3000 kilometres long, from north to south. It has three major rivers—the Indus, the Ganges, and the Brahmaputra—and many smaller ones. The Indus and the Ganges both cross the Indo-Gangetic Plain, which runs across most of northern and eastern India. This is India’s richest agricultural area—and its most heavily populated. This is India’s richest agricultural area—and its most heavily populated. The coastal plains also provide fertile agricultural areas. India’s rivers are very important for agriculture, but they often flood because of heavy rains brought by summer **monsoons**.

monsoon a seasonal wind that brings rain (the wet summer monsoon) or no rain (the dry winter monsoon)



FIGURE 4-2 Locate the Eastern and Western Ghats and the Vindhya Range on this map. Which parts of India would be protected from invasion by these mountain ranges?



320 CE
The Gupta Empire
is founded

500 CE
Huns overrun the
Gupta Empire

1206 CE
The Delhi Sultanate
is founded

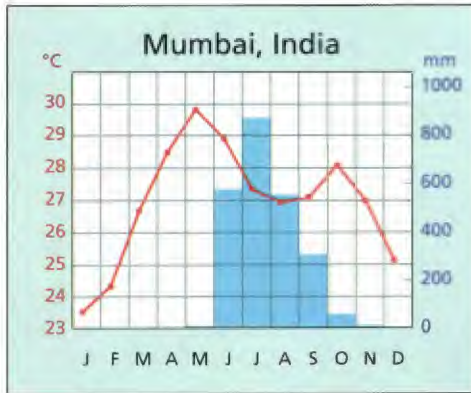
1526 CE
Babur invades India
and begins the
Mughal Empire

tropical the hot, moist climate typical near the equator

The Effects of Climate

The climate of the subcontinent of India is **tropical** in the south and subtropical in the north. You cannot easily tell the season by the temperature, because it is warm all year long. Instead, you can tell the season in India by the amount of rain.

FIGURE 4-3 Temperature and precipitation for Mumbai, India.

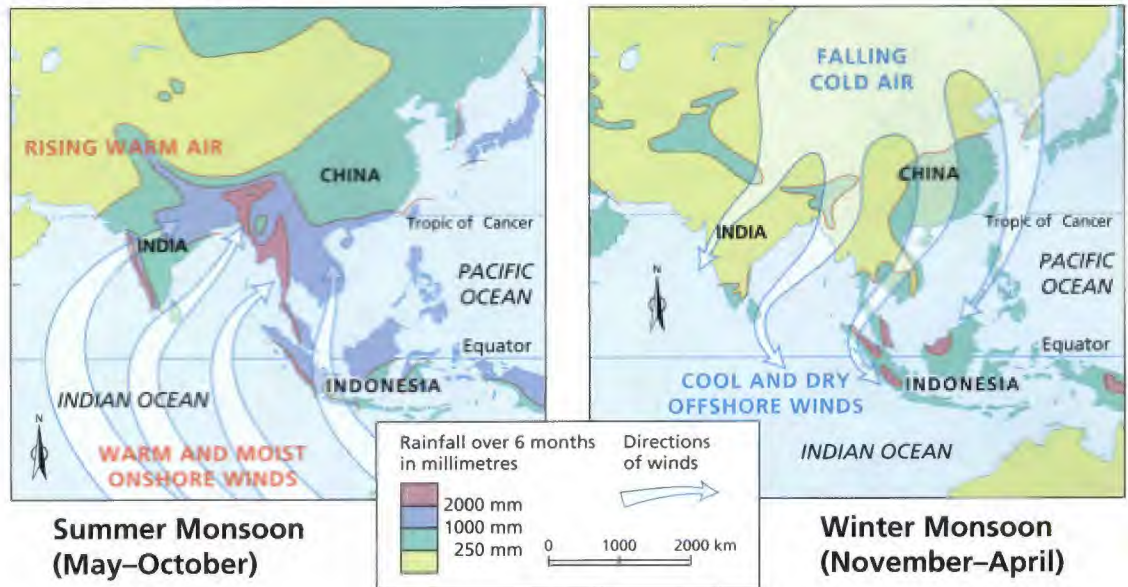


The monsoons are very regular. In the summer, warm, moist air blows from the Indian Ocean toward Asia, bringing heavy rains. In the winter, cool winds flow from Central Asia toward the ocean. Winter monsoons are dry.

Warm temperatures and dependable rains make farming practical in most of the Indian subcontinent. Because India's climate is so inviting, however, it also attracted invaders. Over thousands of years, invader after invader came, conquered, and stayed, making India an increasingly diverse civilization.

The Asian Monsoons

FIGURE 4-4 The monsoons are the single most important influence on the climate of India. The summer monsoons bring rain; the winter monsoons bring dry air. How does this seasonal cycle compare with that of Canada?



Thinking IT THROUGH



Summarize What's Important

1. Create a T-chart that summarizes the factors that lead to diversity in India (the main ideas) and gives examples (supporting details) from this section.

Synthesize and Evaluate

2. Compare and contrast the climates of Baghdad and Mumbai using the climate graphs on pages 76 and 112. Which city has the most extreme weather?

3. Write a paragraph to answer the section question: *Why does a society become diverse?* Use India for your supporting examples. Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

In what ways can a society be diverse?

For thousands of years, India has been a land of small kingdoms, where people worshipped their favourite deities and developed their own cultures. India is home to many Indigenous peoples, but they do not make up the bulk of the population. This section will introduce you to the many ways that India's people are diverse.

Who were India's earliest peoples?

The earliest cities on the Indian subcontinent were built in the Indus River valley by the Indus civilization (2500 BCE to 1500 BCE). The most famous of these cities are Harappa and Mohenjo-Daro (Mound of the Dead). The **ruins** of these cities were first excavated in the early 1920s. They revealed that the cities had been planned and provided many comforts.

Archaeologists say that these ancient cities were home to thousands of people. This is not surprising, given the location. The region had many advantages, including fertile soil and water for irrigation and transportation. The Indus people built streets, sewer systems, private homes, public baths, and shops. They also learned how to grow cotton and developed the first cotton textiles. Yet Harappa and Mohenjo-Daro were abandoned more than 3000 years ago, forgotten until railway builders came across the cities in the 19th century.

Reading



Set a Purpose

As you read this section, watch for the many ways that India's people are diverse. Notice the historical forces that created and nurtured that diversity.

ruin building in a state of decay

archaeologist one who studies historic or prehistoric peoples by recovering and examining artifacts

WEB LINK

To learn more about the cultures of India, visit our website.



FIGURE 4-5 This illustration shows what the ancient city of Mohenjo-Daro would have looked like.

Snapshots of India's Cultural Diversity

Some countries have primarily one cultural heritage, one religious heritage, and one official language. Iceland is an example. Other countries, such as Canada, are home to many peoples who have different religions and speak many different languages. Today India is home to more than a billion people. As you read about a few of India's peoples on these pages, think about what makes each people distinct. Consider what it takes for such a diverse group of people to get along.



SIKH Sikhism is a religion, not an ethnicity, but many Sikhs come from Punjab and speak Punjabi. Many Sikhs are farmers, as Punjab consists of a vast fertile plain.



RAJPUT Rajputs believe they are descended from the Aryans, who invaded India from the north around 3500 years ago. Rajputs live primarily in Rajasthan. Historically, they were warriors, rulers, and landowners.





MUSLIM Three Muslim boys greet one another outside a mosque in Noida, Uttar Pradesh. Indian Muslims come from a wide variety of ethnicities, but many live in northeastern India and speak Urdu.



KIRAT This Kirat Rai woman lives in Pastanga Village, Sikkim. Her people are the Indigenous peoples of the Himalayas, who migrated to the Sikkim region of India. The Kirat pride themselves on being brave, self-sufficient, and friendly.



LAMBANI The Lambani are one of the many Indigenous peoples of India. They speak a distinctive language that originated in Rajasthan. They now live in Maharashtra and other parts of India. The Lambani continue their nomadic lifestyle, and many make a living selling clothing in village markets.



TAMIL These women are Tamil—descendants of the Dravidians, who created the first civilizations in the subcontinent of India. They are preparing for the Pongal Festival in Trichy, Tamil Nadu.

make an offering to give a gift as an act of worship

caste a social group limited to persons of the same rank

restrictive limiting; meant to control people's position in society

Did You Know?

The Aryans likely originated in the Caucasus Mountains of west-central Asia. That explains the term Caucasian to describe their descendants.

The Aryan Invaders

Archaeologists think that the Indus civilization had already begun to decline when the real blow hit about 1500 BCE. At this time, a warlike people from west-central Asia—the Aryans—began arriving.

The Aryans lived primarily as herders. Originally nomadic, they devoted much of their energy to wars with other peoples and with other Aryans. They used chariots in battle, and were skilled archers. They worshipped many gods, such as Agni, the god of fire, to whom they made **offerings**.

The descendants of the Indus Valley civilization fought with the Aryans but eventually retreated to the south. Known as Dravidians, these people established southern kingdoms that would last, in various forms, for about 1800 years. The Dravidians who stayed in the north were absorbed by Aryan society.



FIGURE 4-6 A Hindu temple in the Meenakshi Temple complex in Madurai, southern India. The Dravidians built and rebuilt their temples several times in the city of Madurai. What would you think if you saw your sacred temple destroyed? How would it feel to see it rebuilt?

The Caste System

The Aryans developed **castes**, or social classes, for organizing different jobs in their society—for example, warriors and farmers—and for keeping the people they conquered under control. At this time, castes were not inherited, and people could switch from one caste to another. Under later empires, the caste system in India would become very complex and **restrictive**. The four original castes were the *Brahmin* (priest), *Kshatriya* or *Rajanya* (warrior), *Vaishya* (commoner), and *Sudra* (slave or non-Aryan).

Some of the earliest traditions of the Aryans are recorded in holy books of hymns, called *Vedas* (Knowledge). Here is an excerpt from the *Rig-Veda*.

- What does this excerpt describe?

When they divided Purusha [Primal Man] how many portions did they make? What do they call his mouth, his arms?

What do they call his thighs and feet?

The Brahman was his mouth, of both his arms was the Rajanya made. His thighs became the Vaishya, from his feet the Sudra was produced.

What were the early empires of the north and south?

After the Aryans came to India, the country was made up of many rival kingdoms, each with a different language and religion. These kingdoms were often at war with one another.

Kingdoms in the northwest were also vulnerable to invasion by outside conquerors. In 326 BCE, the Macedonian (Greek) king, Alexander the Great, invaded northern India. He conquered Punjab and then fought his way south along the Indus River. While his control did not last long, his influence was great.

Chandragupta Maurya

A young man named Chandragupta Maurya had observed Alexander's battle strategies. He put these strategies to good use, capturing Magadha, a northern Hindu kingdom, in 321 BCE. Kingdom by kingdom, Chandragupta Maurya conquered northern India. The Mauryan Dynasty, which he founded, ruled one of the most powerful, well-organized empires in the ancient world.

Chandragupta Maurya ruled from a luxurious palace at his capital of Pataliputra. His week was carefully divided into sessions of 90 minutes each, during which he took care of state and personal business. According to legend, he gave up his throne for religious reasons. While consumed in prayer, he starved himself to death.

EXPLORING SOURCES

A View from Outside

Megasthenes, a Greek ambassador, negotiator, and historian, visited India and met Emperor Chandragupta. He recorded what he saw as fact and included things he had heard of only if he was certain they were true.

Thinking IT THROUGH

1. In what ways was life good for the people under Chandragupta's rule?
2. **Evidence** The final statement implies that Megasthenes has heard stories about food supplies that he is now able to confirm. What can you infer about the reliability of his accounts?

They the people live happily enough being simple in their manners, and frugal [avoiding waste or unnecessary spending]. They never drink wine except at sacrifice... The simplicity of their laws and their contracts is proved by the fact that they never go to law [sue people in court]... Truth and virtue they hold alike in esteem... The greater part of the soil is under irrigation, and consequently bears two crops in the course of the year... It is accordingly affirmed that famine has never visited India, and that there has never been a general scarcity in the supply of nourishing food.

The Aryans who occupied northern India spoke Sanskrit, which developed into modern Indian languages such as Hindi and Punjabi. There are many similarities between these languages and European languages for a very good reason: they all belong to the same “family” of languages.

At the top of their family tree is a single ancestor language: Indo-European, which was spoken about 5000 years ago. Over time, as people migrated and developed distinct communities, many different languages emerged from Indo-European.

Modern Languages in India	
Language	Number of Speakers (percentage)
Hindi	41.0%
Bengali	8.1%
Telugu	7.2%
Marathi	7.0%
Tamil	5.9%
Urdu	5.0%
Gujarati	4.5%
Kannada	3.7%
Malayalan	3.2%
Oriya	3.2%
Punjabi	2.8%
Assamese	1.3%
Maithili	1.2%
Other	5.9%

FIGURE 4-7 Today, the people of India speak hundreds of languages. Twenty-two of them are recognized by the Indian constitution as “scheduled languages.” By comparison, Canada has just two official languages. What kind of graph could you use to most clearly show India’s language diversity? Why? (Refer to the Skill Builder in Chapter 2 for ideas.)

The Indo-European Language Family Tree

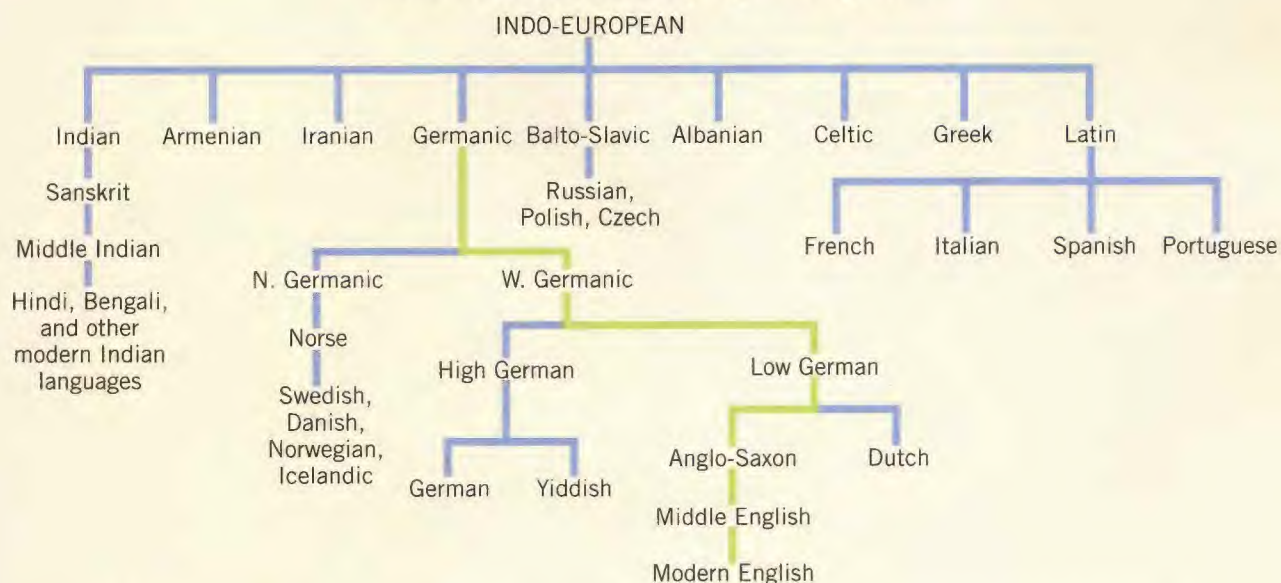


FIGURE 4-8 This family tree shows the relationships among the members of the Indo-European family of languages. How would you describe the relationship between Hindi and English?

BORROWING WITHIN THE FAMILY

Perhaps more than any other language, English is changing constantly, borrowing words from other cultures. Many words Canadians use today are South Asian in origin. Some have been part of the language for many years. Others are much more recent additions, perhaps added by the many Canadians who speak South Asian languages.

As time goes on, adopted words gradually become a part of our everyday language. For example, the words "pyjamas," "shampoo," and "shawl" all come from India. People feel as though these words have always been part of the language.

Words for foods come into languages easily. Canadians from all cultural backgrounds eat pakoras, samosas, dhal, naan, masalas, rotis, and tandoori. Will these words become as common to all Canadians as the words "bandana," "bangle," and "bungalow?" Only time will tell.

Language Similarities

Sanskrit	Punjabi	Latin	French	English
dwee	do	duo	deux	two
tree	traï	tres	trois	three
mam	mainum	eme	moi	me
bhratar	bhara	frater	frère	brother
matar	mata	mater	mère	mother
navas	navam	novus	nouveau	new
svasar	bhain	soror	soeur	sister
pitar	pita	pater	père	father

FIGURE 4-9 As in all families, the closer the relationship, the more similarities you can see between family members. Identify a few family resemblances among these five Indo-European languages.



FIGURE 4-10 A shopper stocks up on sweets for the Diwali Festival at the Punjabi Market in Vancouver. Will the names of desserts such as gulab jamun and burfi soon become familiar to most Canadians?

dharma the universal law of nature; the teachings of the Buddha

edict a decree, a public order



FIGURE 4-11 Four lions top Ashoka's pillar at the Sarnath Museum. At their feet is Ashoka's Wheel of Dharma. It symbolizes acceptance of peaceful change. Why might the Indian people have chosen the wheel for their national flag?

Why did Ashoka rule with compassion?

Ashoka (around 304–232 BCE) was Chandragupta Maurya's grandson and the greatest of the Mauryan rulers. He was one of India's most interesting leaders, and has been an inspiration to the Indian nation.

Under Ashoka, nearly all of India was brought together as one large empire, in about 269 BCE. Each kingdom was permitted to keep its own cultures, social practices, and religious beliefs. Ashoka was inspired to follow **dharma** after his conversion to Buddhism. He worked to make life better for all the peoples of his empire.

Ashoka's officials improved villages and towns by digging wells and planting trees. Free medical aid was also available. Ashoka asked people to be kind to one another—kindness is a Buddhist ideal. He insisted on religious tolerance, but he supported the spread of Buddhism. We know a lot about Ashoka's intentions because his words are carved into stone pillars he erected all over the empire. These inscriptions were **edicts**, by which Ashoka told the people his laws and gave them advice. Below are his words on the First Pillar. If living according to dharma leads to peace and happiness, how would Ashoka's leadership help make a diverse civilization workable?

For this is my principle:

To protect through Dharma

To administer affairs according to Dharma

To please the people with Dharma

To guard the Empire with Dharma

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to show various ways that India is diverse. Make sure to give examples and show the historical forces that created and nurtured that diversity.

Analyze Critically

2. **Significance** Which of the following factors do you think is responsible for creating diversity in India: geography, political events, religion, or particular leaders? Explain, using specific examples to support your analysis.

Make Connections

3. Choose three different ideas or facts about ancient India that you found interesting. Explain why you chose them, and how they help you better understand India's diverse history.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *In what ways can a society be diverse?* Use India for your supporting examples. Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What makes a golden age?

After Ashoka's death in 232 BCE, his empire disintegrated. India fell into five centuries of upheaval. Only when a ruler named Chandragupta II came to power were large regions of India united once more.

Chandragupta II had himself crowned Maharajadhiraj (king of kings) in the ancient capital of Pataliputra in the year 320 CE. This was the beginning of 150 years of Gupta rule—a **golden age** for Indian art, science, music, and literature.

Chandragupta II forced the northern kingdoms to accept the differences among them and to live peacefully together. The economy flourished and India prospered. The Gupta rulers encouraged a tolerant Hindu society where the killing of animals was unheard of, and the state never executed criminals. Everyone paid taxes, but, in return, they received benefits such as health care, security, rest houses for travellers, and religious freedom. While the Guptas ruled the north, they could never subdue the kingdoms of the Deccan Plateau or the Dravidian and **Tamil** kingdoms of the south. Nonetheless, the influence of Gupta art and science spread far beyond the borders of the empire.

Reading



Set a Purpose

As you read this section, watch for characteristics that make up a golden age, as well as the characteristics that do not.

golden age in any society, a period of peace when arts and culture flourish, people prosper, and science and technology advance

Tamil a descendant of the Dravidians

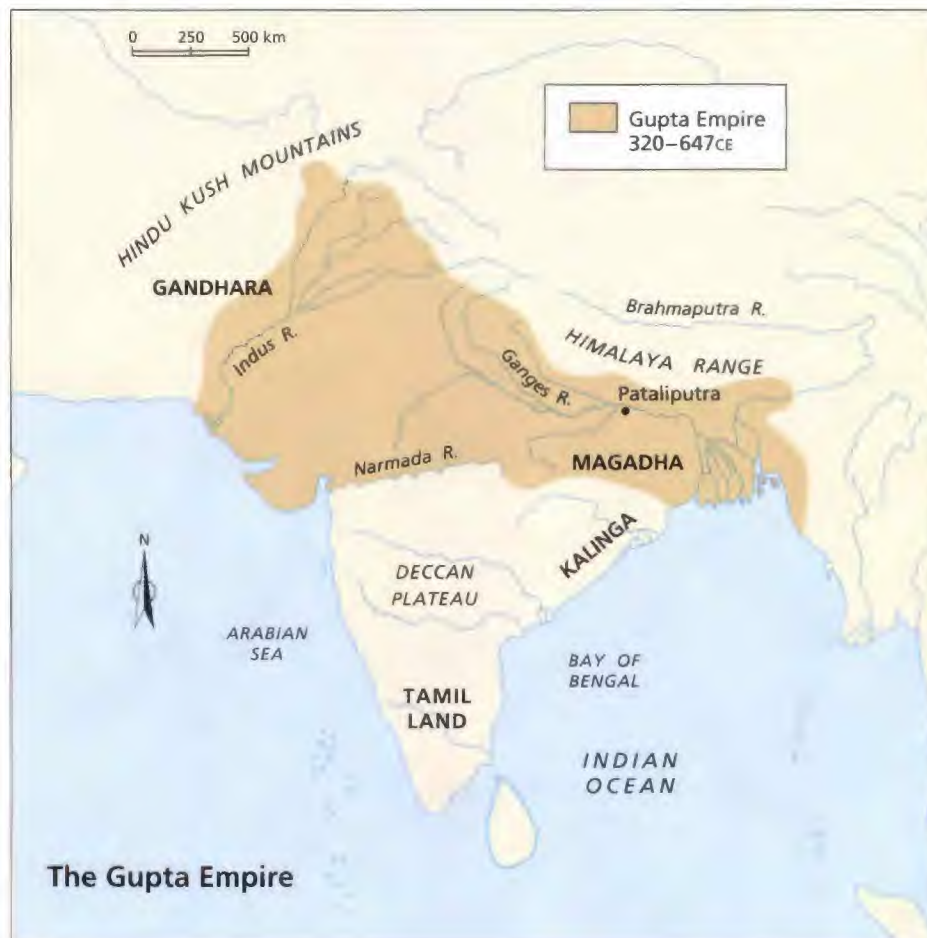


FIGURE 4-12 This map shows the extent of the Gupta Empire in northern India. What river valleys does it include? Why is this fact significant?

Why did the Gupta economy work so well?

artisan craftsperson

guild an association of craftspeople, for their mutual benefit

The foundation of the Indian economy, then as now, was farming. Farms dotted the landscape throughout the land. Most people lived in small farming villages, each of which was home for an extended family. Every village had a place of worship and a favourite Hindu god. India's temples and priests were supported by offerings and fees, mostly from farmers, and by the produce of lands owned by individual temples.

Gupta rulers encouraged people to run their own businesses and make money. Every business had to pay taxes. Farmers were also taxed for part of their income, and the money went to the royal treasury. Most farmers paid taxes on the value of their cattle and produce. They also paid water taxes if their lands were irrigated.

Artisans were taxed as well, but to a lesser extent.

The Gupta rulers rewarded the best artisans, writers, and scholars with prize money. And unlike many emperors and kings, they paid the people who built public works such as roads and bridges.

Did You Know?

The Gupta developed the art of vegetarian cooking. They used spices such as ginger, cumin, mustard, coriander, black pepper, cloves, cardamom, and turmeric.

Guilds

Artisans were well organized in Gupta India. Many belonged to specialized **guilds** known as *shreni*. They produced cloth, pottery, metal ware, and oils such as palm oil. Members of each guild pooled their resources and shared in the profits, with more experienced members receiving a larger share.

Membership in a *shreni* was usually hereditary, so young people followed their parents into an occupation. An apprentice would work hard to become an advanced student, then an expert, and finally a teacher. Teachers received four times as much of the profits as apprentices. Medieval Europe had a similar system of guilds, which you will learn about in Chapter 6.

FIGURE 4-13 A spice market in India. The Gupta traded ivory, sandalwood, and spices to China, the Middle East, and Europe. The profits from this trade created a wealthy merchant class. How might people with money to spend benefit the whole of Indian society?



How did Gupta arts and sciences develop?

As the Roman Empire of Europe and the Han Empire of China had done, the Gupta Empire transformed the territories it controlled. Strong government gave people the safety and security they needed to create a happy and prosperous society. Even more important was the frame of mind that encouraged artists and scientists to create and experiment. As a result, creativity and knowledge flourished.

Large monasteries offered education not only in religion and philosophy but also in mathematics, physics, and languages. Gupta mathematicians invented the numerals that we use today, including the concept of zero as a number. They also invented the decimal system, which made calculations using large numbers possible for the first time.

Gupta visual artists focused their creativity on religious subjects. They depicted Hindu and Buddhist **deities**, and important episodes in religious history. Some carved massive scenes into sandstone cliffs and cave walls.

The Scientific Accomplishments of Aryabhata

What makes a particular civilization “golden”? Its military campaigns? A well-run civil service? Glorious sculptures or poetry? In the case of Gupta India, we might also consider great thinkers, such as mathematician and astronomer Aryabhata (476–550 CE). It is believed that Aryabhata lived in Kusumapura, which was near Pataliputra (Patna), the capital of the Gupta Empire.

Aryabhata was 23 years old when he wrote the *Aryabhatiya*, his only surviving work. In it he discusses his theories on astronomy and mathematics. He divides days, months, and years into units of time based on the movements of planets. He concludes that the moon and other planets shine because they reflect sunlight, and he solves the mystery of what causes a solar eclipse. Aryabhata also concludes that the planets revolve around the sun. His discussions on mathematics include the decimal system, algorithms for calculating square roots, and linear equations.

The *Aryabhatiya* was eventually translated into Arabic. It inspired the studies of Islamic mathematicians—and therefore Europeans. His mathematical studies influenced the formation of trigonometry. In 1975, India’s first space satellite was named after Aryabhata.

deity god or goddess

Religion and Civilization

- Why would artists create works of art with religious themes?

Significance



FIGURE 4-14 Girls view a partial solar eclipse at the Jawahar Planetarium in the Indian city of Allahabad, 2008. Gupta society produced great thinkers because people were free to pursue their interests. How have the Indian people—and the world—benefited as a result?

Getting an Inquiry Started

Indian civilization has a complex history rich with battles, empires, the birth of new religions, and the invention of yoga. Imagine that your teacher has asked you to conduct an inquiry related to India. Although you think that India is an interesting place, you are not quite sure how to get started.

The answer is in the steps shown here. Follow them, and you will be on your way to conducting an inquiry that is both meaningful and useful. Your resulting presentation may interest your classmates, too.

The first step is to figure out a specific topic that sparks your curiosity.



FIGURE 4-15 Chess first emerged in India during the Gupta Empire. Like modern chess, this version of the game featured different pieces with different powers—and victory could be had only by defeating the king.

Narrow Your Topic

The topic of India is much too broad for an inquiry. There is so much to say about India that it would not fit into a Grade 8 project. So, your first task is to narrow the general topic to create your own specific topic. Think about what you have read so far in this chapter. Perhaps you have already encountered a theme or issue you want to know more about. For example, the photograph on this page might interest you. Did you know that chess came from India?

Create an Inquiry Question

If you choose chess, or *chaturanga*, as your specific topic for inquiry, your next task is to generate a question that will inspire your research. Good inquiry questions are not simple questions with easy answers. Good inquiry questions make you curious and lead you to other questions. Any of the following might work:

- How did *chaturanga* reflect the Indian society where it was invented?
- Why did *chaturanga* develop into the modern game of chess?
- Why did chess become popular around the world?

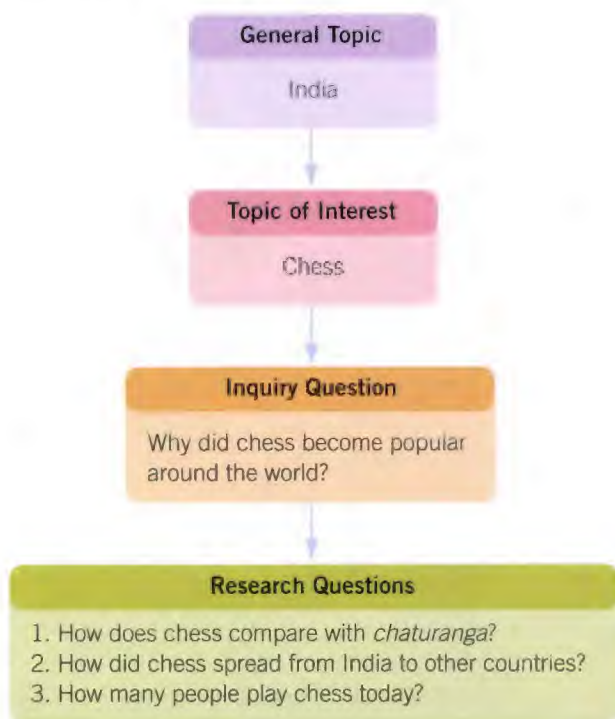
Document What You Know

Once you have thought of and chosen an inquiry question, write down everything you already know about your topic. For example, if you chose the last question above, you might note that a musician named Ziryab popularized the game of chess in Islamic Spain in the ninth century (see Chapter 3.)

Create Your Research Questions

Documenting what you do know will help you figure out what you do not know. Transform the “holes” in your knowledge into research questions. These will help you get the details you need to answer your inquiry question.

The beginnings of your inquiry process may look like this:



Brainstorm Possible Resources

Before you start, consider how and where you will gather information. Generate a few ideas for sources of trustworthy information. For example, you might check out an encyclopedia of games, a video documentary, or a news article about the history of chess. Inquire whether your school’s chess club has some relevant books.

As you research, check that your resources are up to date. Are some sources more reliable than others?

When you are using websites, your first step should be to look at the domain names. These appear at the end of website addresses. They tell you something about who made the site. Which domains would be most trustworthy?

Domain Names

- .org, .net, and .com = any **org**anization, **com**mmercial or otherwise
- .edu = **edu**cational institutions: colleges and universities
- .gov = **gov**ernments
- .mil = **mil**itary

Develop a Plan

Think of all the steps in your project. Set dates for completion of each stage. For example, you might determine these steps:

1. Gather information.
2. Organize information.
3. Prepare presentation.

You can learn more about gathering and organizing information in Chapter 5, and about giving a presentation in Chapter 10.

Apply It

Brainstorm things about India that spark your curiosity. Then, walk through the steps above to create the following:

- your inquiry question
- a list of what you know
- your research questions
- a list of possible resources
- your plan, with dates

shun to avoid, to treat as a social outcast

Did You Know?

The “untouchables” did jobs that other Hindus would not, because the jobs were considered unclean. These jobs included working in the leather industry. Why might working with leather be particularly distasteful for Hindus?

Was the Gupta Empire golden for everyone?

Some people benefited more than others in Gupta society. At various times in history, virtually all civilizations have discriminated against different groups of people for various reasons. Gupta India discriminated against people because of their social class and their gender.

By the time of the Gupta Empire, more than 3000 castes had developed in India. Caste depended on parentage. If your parents were weavers, you would also be a weaver. People had to marry inside their caste. People of different castes were forbidden to talk to one another or share a meal. The “untouchables” were those with no caste.



FIGURE 4-16 Discrimination against “untouchables” only began to end when Mohandas Gandhi, India’s most revered leader, campaigned against their mistreatment in the early 20th century. The Gandhi Memorial, in Delhi, India, shows Gandhi wearing clothing typically worn by “untouchables.”

Discrimination Against Women

Women were permitted to own property during the Gupta Era, but they had few other rights. For example, high-caste Hindu women were forbidden to leave their homes. When they went outdoors, they were expected to be completely covered.

Sons were considered more valuable than daughters. Sons looked after their parents when they were old, and could perform the sacred rituals that people believed helped the soul of the parent travel to its next existence.

After their husbands died, many widows were **shunned** for being a financial burden to the family. Some were expected to kill themselves.

Thinking IT THROUGH



Summarize What’s Important

1. In a T-chart, summarize the main ways the Gupta Dynasty was a golden age and the main ways it was not.

Build an Argument

2. Write a paragraph to answer this question: “To what extent was the Gupta a golden age?” You may answer “to a great extent,” “somewhat,” or “not at all.” Use evidence to support your answer.

Build on the Ideas of Others

3. In a group, discuss the following: “India benefited by creating and sustaining divisions among people.” To what extent do you agree with this statement?

Synthesize and Evaluate

4. **Evidence** Write a paragraph to answer the section question: *What makes a golden age?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How can religion increase diversity?

India has deep spiritual traditions. If you are a religious Canadian, you probably follow a spiritual belief system that originated elsewhere. The opposite is true in India. That country is the birthplace of Hinduism, Buddhism, Jainism, and Sikhism. India also has religious communities of Christians, Jews, and Muslims. Islam is the largest religion after Hinduism. This section will introduce you to the four religions that originated in India.

How does Hinduism respect difference?

Perhaps more than any other religion, Hinduism celebrates diversity. Its roots lie with belief in the many gods and goddesses the Aryan people are thought to have brought to India about 3500 years ago. The number of deities has increased as Hinduism has absorbed the gods and goddesses of other peoples over time.

Reading



Set a Purpose

As you read this section, watch for ways that Hinduism, Buddhism, Jainism, and Sikhism contributed to India's diversity.



FIGURE 4-17 These items are used as religious offerings in the Hindu ceremony of puja, which honours a god or goddess. According to Hindu belief, the statue of the deity comes alive during puja, and may then be asked for a blessing.



FIGURE 4-18 A child dressed as the Hindu god Rama for a parade in the town of Puttapparthi, India, in 2009. What parades or plays have you seen with a religious theme? What purposes do they serve?

yogi one who practises yoga, a series of exercises that aid meditation

reincarnation rebirth of the soul into a different body

The Hindu Deities

All Hindu deities are believed to be different forms of the One God. The three greatest are Brahma the creator, Vishnu the preserver, and Shiva the destroyer. Some followers devote their whole lives to one god or goddess. For example, the followers of Shiva are known as Shivites. They can be identified by three stripes on their foreheads—symbols of Shiva’s trident. Hindus may appeal to a deity for blessings. Hindus believe in dharma, which is both the natural law of being and the path of righteousness. By living according to dharma, Hindus strive to achieve contentment.

Hinduism is the major religion of India. Unlike other world religions such as Islam and Christianity, Hinduism has no known founder. The oldest holy books in Hinduism are the *Vedas* and the *Upanishads*. Some tell the stories of the Hindu gods and goddesses, and offer answers for important questions about life and death.



Freedom of the Soul

Hindus hope to free themselves from the illusions of the world and achieve *moksha*, which means “freedom of the soul.” The ideal Hindu life is one of selfless service and action. The more selfish a person acts, the less able he or she is to gain *moksha*. Those closest to *moksha* are able to escape the physical world by living a life of discipline and meditation. They become **yogis**, pilgrims, and holy women and men—in the world but detached from it.

FIGURE 4-19 A Hindu holy man, or sadhu, in Varanasi, the “City of Temples.” Sadhus live without material possessions and depend on the generosity of others. Many take vows that can involve years of suffering. What similarity do you see with any other religion?

Hindu Festivals

Important Hindu holy days, feasts, and festivals take place throughout the year in India, but most occur during the rainy season. Festivals held in this gloomy time of year help cheer people up and give them hope. Diwali, for example, is held around October, to celebrate the end of the rainy season. This Festival of Lights honours Lakshmi, the goddess of prosperity. Hindus light lamps, wear new clothes, and watch fireworks displays. They also give gifts to friends and family.



FIGURE 4-20 Vinay Kumar Tiwari, a Brahmin priest, meditates on steps at the Ganges River, in Varanasi. He is surrounded by candles and offerings to the holy goddess Ganga.



FIGURE 4-21 Indians get into the spirit of Holi, the colourful spring festival celebrating the love between the god Krishna and goddess Radha.



FIGURE 4-22 Sixty million people gathered for the Kumbh Mela in 2001, making it the largest religious event in world history. Hindus make this pilgrimage to bathe in the sacred waters. What other examples of sacred places do you know?

Rebirth of the Soul

Hindus believe that the soul does not die with the body. Instead, it is reborn over and over again into different bodies, in a process called **reincarnation**. This means that every person has had past lives and will likely have more lives. *Karma* governs this cycle of death and rebirth. According to the law of *karma*, every human action has an effect. Hindus believe that actions in your previous lifetime determined which caste you were born into in this life. Your actions in this lifetime will determine your caste in your next life. The higher up you are on the hierarchy of castes, the closer you are to purity.

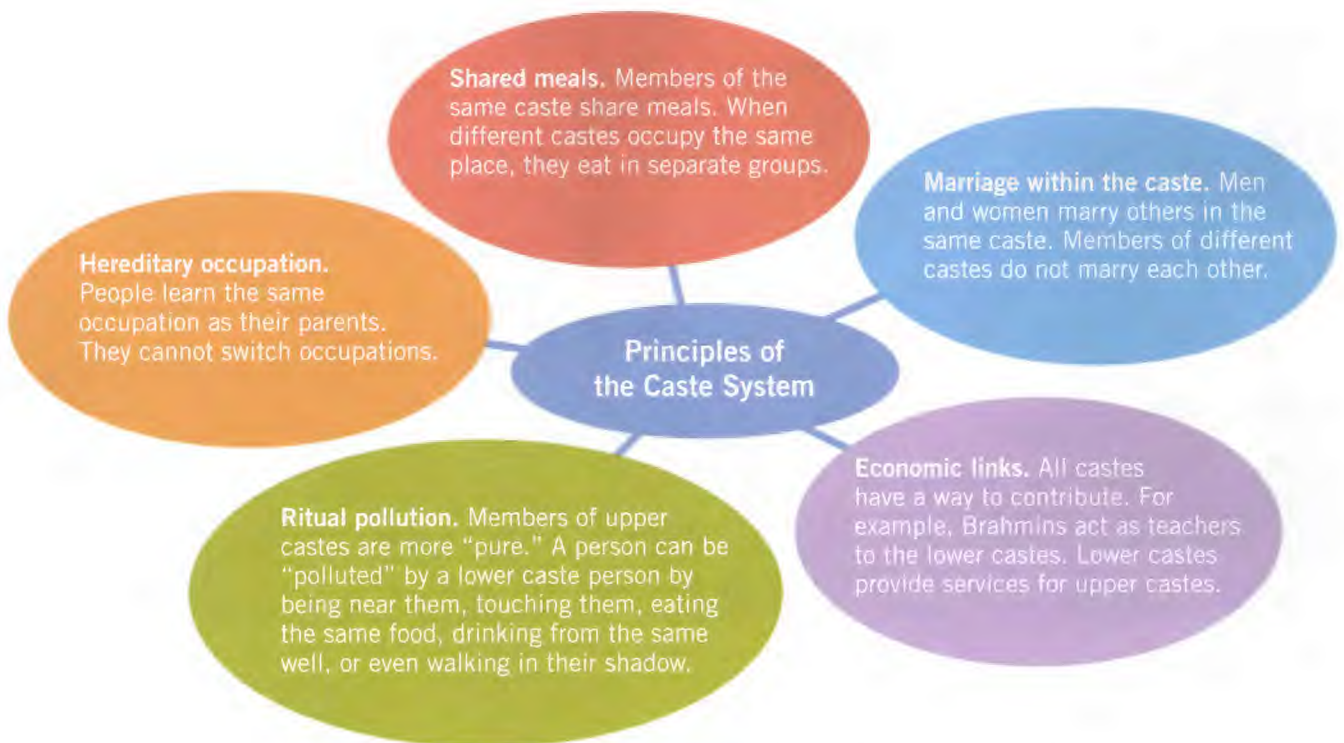


FIGURE 4-23 Judgements The caste system is founded on five principles. Based on the information here, in what ways has the Hindu religion affected Indian society? Why might this system have been acceptable in the past, but objectionable today? Explain your thoughts.

How do Jains live according to their beliefs?

Jainism is one of the world's oldest religions. It emerged around the sixth century BCE in northeastern India. Jains teach that their faith has been handed down by 24 successive saints.

Like Hindus, Jains believe in reincarnation—that a human soul can be reborn as a human. However, Jains also believe that a human soul can be reborn as an animal or insect. A person's actions in life determine the form of rebirth. Multiple reincarnations form the path that ultimately leads to *nirvana*—the "nothingness" to which the soul returns when it has finally learned its lessons.

FIGURE 4-24 This is a page from the Mandu Kalpasutra, a Jain holy book, made by hand in 1439. How does this compare to the Book of Hours (Chapter 2) and the Koran (Chapter 3)?



All Life is Equal

Jains believe in the **sanctity** of life. Because they believe that human souls may exist in animals, they go to great lengths to avoid killing or harming animals and even insects. Some Jains gently sweep a path when they walk to avoid stepping on insects.

Jains do not have castes, and encourage a more **egalitarian** society. As they are forbidden to harm living creatures, Jains work in trade and banking. They also run hospitals for sick and injured animals.

sanctity sacredness

egalitarian the principle that all people are equal

FAST FORWARD

Animals Rights in Canada

If you have a pet, chances are that you provide it with food and water, love and kindness, and an annual checkup. Even many Canadians who consume meat are sensitive to the welfare of animals.

For centuries, animals were considered property rather than beings with rights. Today, Canada has laws forbidding animal cruelty, laws to protect endangered species, and national parks to preserve wilderness habitat. Humane societies care for lost or abandoned pets, and try to find them good homes. Some Canadians join animal rights organizations such as People for the Ethical Treatment of Animals (PETA), which conducts campaigns to end practices that they view as cruel. These practices can vary from the seal hunt in Newfoundland to the use of animals in research at cosmetics labs.

Thinking IT THROUGH

Build on the Ideas of Others

1. In a small group, discuss the following question: “To what extent is our society catching up with the Jains, who have protected animals for more than 2500 years?”
 - a. As you discuss, consider many different examples from various points of view. For example, the food industry and the conditions of many slaughterhouses, the growth in popularity of free-range products, or crises such as mad cow disease.
 - b. During your conversation, practise listening to others, disagreeing politely, and contributing new ideas.
 - c. Be prepared to share two or three key points from your conversation with the rest of the class.



FIGURE 4-25 For 20 years, Michel (shown at right) and Louise Pageau (not shown) have run a refuge for injured wild animals in Québec. They nurse the animals back to health before returning them to the wild. How is this different or the same as the efforts of the Jains to avoid harming animals?



deprivation doing without

guru a religious adviser or teacher

How did Buddhism develop?

Buddhism, founded in India more than 2500 years ago, has had an enormous influence on Indian art and history. It eventually decreased in popularity in India, but not in the rest of the world. Buddhism is now one of the world's major religions.

The Buddha

It was prophesied that Prince Siddhartha would be an important leader and teacher. His parents protected him by keeping him in the palace, and he was never allowed to see sickness, old age, or death.

After marrying, Siddhartha longed to see the world. When he ventured outside, he saw—for the first time—an elderly person, a sick person, and a dead body. This upset him so deeply that he decided to find a solution to human misery. He left his wife and his home forever.

Siddhartha then began a life of **deprivation**. For years, he lived close to starvation and spent long hours meditating. Finally, he saw the truth and was enlightened. Siddhartha then became known as the Buddha. He developed the Four Noble Truths—the essential teachings of Buddhism. By following the Eightfold Path, a person could escape the cycle of reincarnation on this Earth and reach nirvana.

The Buddha is not a god. He is seen as the one who provided the answer. The Buddha had many followers during his lifetime. After his death, Buddhist ideas spread quickly through India and to other parts of Asia. Rulers such as Ashoka were important to the success of Buddhism because they set up temples and schools, and sent out missionaries. Later, monks from other countries—China, for example—travelled to India and what is now Sri Lanka to learn more about the religion. As Buddhism spread to different countries, it was altered by the peoples who embraced it to suit their cultures.

The Four Noble Truths

1. There is suffering. Nothing is permanent. Everything changes, including the self. The self is an illusion.
2. Suffering is caused by desire.
3. Suffering can be eliminated when desire and selfishness are eliminated.
4. The Eightfold Path can eliminate desire and selfishness. It consists of right understanding, right speech, right determination, right conduct, right living, right effort, right meditation, and right peace of mind.

Did You Know?

The Buddha rejected the caste system—a person's behaviour was more important than a person's birth.

How was Sikhism an answer to intolerance?

The Sikh faith, founded on the teachings of **Guru** Nanak, began in the 16th century. Sikhs rejected many of the beliefs of Hinduism and Islam, the dominant religions of India at that time. Sikhs also rejected the Hindu caste system. Guru Nanak taught that all people are equal and worthy of equal respect, no matter what their religion. He taught that there was only one God, and the God of the Sikhs is the same as the God of the Hindus and the God of Islam.

Persecuted by Muslim rulers called the Mughals, Sikhs were organized into an effective fighting force by Guru Gobind Singh, the 10th and final guru. He raised all Sikhs to a single level: the warrior caste. By the 18th century, they had conquered most of Punjab. At this time Sikh men began to wear the outward signs of their identity and spiritual commitment, which are now called the Five Ks. The Sikh holy city is Amritsar, where the Golden Temple is located.

WEB LINK

To learn more about Sikh heritage in Canada, visit our website.



FIGURE 4-26 The Five Ks. How does wearing the Five Ks compare with wearing something because it is fashionable?

Thinking IT THROUGH



Summarize What's Important

1. Create a table summarize how Hinduism, Buddhism, Jainism, and Sikhism were unique and contributed to India's diversity. Write the name of each religion at the top of a vertical column. Headings for each horizontal row might include: Number of Gods, Teachings, Views on Reincarnation, Important Ceremonies or Festivals, and Contributions to Diversity.

Synthesize and Evaluate

2. Choose two major religions in India you feel are most similar. Use a Venn diagram to record their similarities (in the centre of the diagram) and their

differences. Think about how they have contributed to India's diversity. What is the most significant impact left by each of these religions?

Build an Argument

3. Did religion lead to greater tolerance in India? Use examples from this section to support your opinion.

Synthesize and Evaluate

4. Write a paragraph answering the section question: *How can religion increase diversity?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How should a society meet the challenges of diversity?

Reading



Set a Purpose

As you read this section, watch for the ways that India dealt with its diversity—both successfully and unsuccessfully.

assimilate to absorb a people and their culture into the mainstream

sultanate country ruled by sultans, Muslim rulers; also the reign of those rulers

intrigue scheming, plotting

partition division of a country into two or more countries

WEB LINK

To explore an interactive timeline about India, visit our website.

Religion and Civilization

- Religious differences have had a profound effect on Indian history. As you read this book, you will see that religious differences often cause distrust and suffering. Why would this be so?

After Confederation in 1867, the Canadian government tried hard to make Canada a British nation. The policy of the federal government was to **assimilate** First Nations, Métis, and Inuit peoples into Canadian society. The government encouraged people from Britain to immigrate to Canada, and schools taught British history. Immigrants were told to learn English. Over time, though, as more and more immigrants to Canada came from a wide variety of nations, Canada changed its approach. Canada now has laws protecting diversity, and differences are valued.

India also has laws protecting diversity. Part III of the Indian constitution is a bill of rights protecting basic human freedoms, including freedom to practise religion and equality before the law. This is one way to cope with the huge differences among the peoples of India.

How did diversity weaken India?

One of the most important challenges of any civilization is to protect itself from invaders. A major wave of newcomers came to India with the spread of Islam. Islam spread rapidly out of Arabia in 622 CE. In little more than 100 years, it became the dominant faith from Spain to the Indian Ocean. Then, in the seventh century, Muslim armies attacked northwestern India. In the 10th century, the Muslim conquest of India began in earnest.

What was India like at this time?

The Gupta Empire had collapsed after the invasion of the Huns, which had begun about 450 CE. (The Huns were a nomadic people from Central Asia who invaded the Roman Empire in the same time period.) India was now a land of division. Rival Hindu princes fought one another for land in the north.

To the south, the Tamils maintained a prosperous kingdom but had little in common with their northern neighbours. The peoples of India stayed divided, which made it difficult to withstand the invasion of the Muslim armies. There was no one ruler or government to unify the people of India. Muslim armies attacked and conquered one Indian kingdom after another. Some of the most effective invading armies were led by Mahmud of Ghanzi, known as the Sword of Islam. He invaded Punjab nearly every year between about 1000 and 1026 CE.

For the next two centuries, Hindu rulers fought to keep the Muslim invaders out. In 1206, the Muslims captured the city of Delhi in the north, which led to the founding of the Delhi **Sultanate**. This Muslim empire would last more than three centuries under leaders known as sultans.

The Delhi Sultanate and the Southern Kingdoms

The rulers of the Delhi Sultanate were Turkish Mamluks. They used a combination of diplomacy and warfare to maintain their power. The sultans also used murder and **intrigue** to fend off rivals. One sultan, Balban, poisoned multiple rivals after he seized the throne. For many years, the Turkish rulers kept power to themselves. This situation gradually changed, because many Hindus throughout northern India converted to Islam. Eventually these Indian Muslims rose to positions of power in the army and government.

The Delhi Sultanate could never defeat the Tamil kingdoms in the south. There, the Chola Dynasty had been in power for centuries. The mighty Chola navy defeated Muslim fleets in several naval battles.

The Rajput Dynasties

The Rajput dynasties, which controlled the desert regions of the Deccan Plateau, were never completely defeated. Rajput means “sons of kings,” and the Rajputs believed that they were descended from fire, the sun, and the moon. Protected in their castles, Hindu Rajput warriors resisted the Muslim invaders from the north. Like the knights of Europe, these Rajput nobles had high ideals of personal bravery and physical strength. For them, war was a way of life. Although they fought one another, they were powerful enough to keep the Muslims of the north at bay as well.

The clash of north and south eventually became a clash of belief systems—the Muslims in the north and the Hindus in the south. This conflict was reflected in the 1947 **partition** of India into two countries, and has endured in India until the present day.

What were the effects of the Mughal invasion?

The Delhi Sultanate was ended in 1526 by yet another group of Muslim invaders: Mongols, or “Mughals,” from Central Asia. They were led by Babur, who said he was descended from Genghis Khan and Tamerlane, two other Mongol invaders who were legendary for their violent military campaigns across Asia and into Europe.

Did You Know?

Razia Sultana ruled Delhi for three years. She wore men’s clothing and led her troops in person. She was murdered by rivals in 1240 CE.

FIGURE 4-27 Perhaps worn by a Rajput prince, this coat was embroidered with gold and silver thread. The Rajput princes of the Deccan Plateau protected their kingdoms from invasion. How can a strong culture help a people resist invaders?



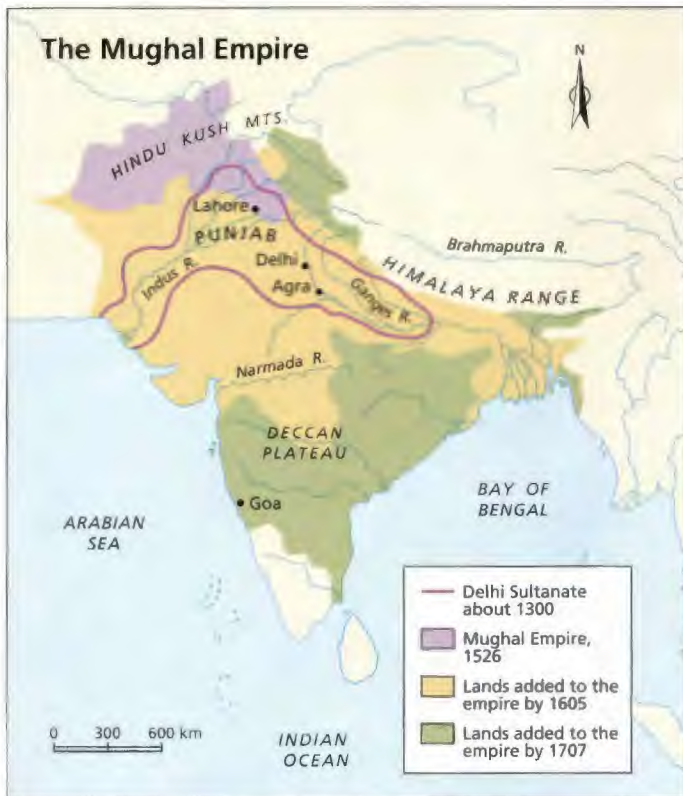


FIGURE 4-28 Over more than 200 years, the Mughals conquered most of India. According to this map, which part of the country was never conquered by the Mughals?

progressive favouring change

Did You Know?

Later in his life, Akbar tried to create his own religion by patching together the parts of Islam, Christianity, and other faiths that appealed to him. Akbar's new religion was not accepted very widely, and it disappeared when he died. But it does show Akbar's willingness to try new things.

The Mughals were fierce warriors. (The word Mughal is Persian for “Mongol” and is sometimes written as “Mogul.”) They understood the weaknesses of the Delhi Sultanate and made the most of them. They defeated the sultan’s armies easily. Even the mighty Rajputs suffered defeats.

Once in power, however, the Mughals contributed much to India. They built great and beautiful monuments, such as the Taj Mahal. They ruled fairly and developed a rich culture. On the whole, they were tolerant of non-Muslim communities. One Mughal leader, Aurangzeb, managed to unite almost the whole of India under his rule.

The Progressive Akbar

Babur’s grandson, Akbar, came to power in 1556. He was an effective ruler who strengthened the empire. Akbar was a truly **progressive** monarch. A Muslim, he believed in religious tolerance. He thought that he could improve Indian society by encouraging

the acceptance of differences, much as Ashoka had done. So he tried to make it easier for Hindus and those of other faiths to follow their own beliefs without penalty. He appointed Hindus of many different castes to work in his government, and he married a Hindu princess.

The old government had used advisers and officials who were supported by land grants. Akbar reformed his government and paid his new officials fixed salaries instead of granting them land. He made taxes for landowners fairer by basing them on crop yields, and he established a new and better currency. Even weights and measures were reformed so that they were the same throughout the empire. Protection of transportation routes encouraged trade. All of these measures made the economy of the Mughal Empire strong.

Three Mughal Rulers

After the reign of Akbar, three Mughal rulers went on to extend the empire to its largest size. Read their collector cards on the next page to compare their strengths and weaknesses.

Jahangir (Akbar's son)
1569–1627



- **Devoted to art**—Brought Persian artists to India, and made the appreciation of literature an important part of court life. Commissioned many beautiful miniature paintings.
- **Popular**—Heard petitions from his subjects every day.
- **Devout Muslim**—Set aside times to pray every day.
- **Supported equality**—Shared rule with his Persian wife, Nur Jahan, who signed official orders.
TELLINGLY SAID he had given his kingdom to his wife in exchange for a cup of wine.

Aurangzeb (Jahan's son)
1618–1707



- **Bloodthirsty**—Executed two of his brothers. Put the head of one brother into a box, and sent it to their father.
- **Intolerant**—Persecuted non-Muslims and destroyed Hindu shrines.
- **Willing to use force**—Suppressed Sikhs, Hindus, Sunni Muslims, and others, who began to rebel. Once stampeded elephants into a crowd of protestors.
- **Powerful**—Conquered almost the whole Indian subcontinent.
- **Soft spot**—Gave his father prison rooms that had a view of the Taj Mahal. TELLINGLY SAID on his deathbed that he had committed terrible sins during his life.

Shah Jahan (Jahangir's son)
1592–1666



- **Rebel**—Rebelled against his father, Jahangir. Then forced his mother to retire.
- **Sentimental**—Built the beautiful Taj Mahal as a tomb for his beloved wife, Mumtaz Mahal.
- **Indulgent**—Spent fortunes on gardens, palaces, and luxury. His Golden Peacock Throne was studded with the finest, largest gems he could find.
- **Uncaring ruler**—Did nothing to help the people in times of famine. Taxed them heavily.
- **Few friends**—When his son forced him to retire, no one in the court argued. TELLINGLY SAID he wanted a name change to Shah Jahan, meaning "King of the World."

How did European control inspire unity?

In 1497, Portuguese explorer Vasco da Gama sailed around the Cape of Good Hope, at the tip of Africa, and landed in India. His arrival was the beginning of a long but unbalanced relationship between Europe and India.



FIGURE 4-29 This 18th-century wooden mechanical toy, called “Tipu’s Tiger,” was commissioned by Tipu Saib, sultan of Mysore. Saib was frequently at war with the British. The toy is a tiger mauling an officer of the British East India Company. What does this piece tell you about Saib’s feelings about the British?

The Portuguese were followed by the French, who established their first trading post at Surat in 1668. The British then gained a presence in India through the East India Company. The Mughal Empire had granted that company trading rights in 1617. Of all the Europeans, the British had the most impact on India. They gradually extended their power over the entire subcontinent. As the Mughal Empire weakened, the British gained more control.

The British thought of India as the “jewel” of the British Empire, and prized its resources, such as cotton and spices. However, this status did not prevent the people of India from being treated as second-class citizens in their own land.

Independence

The desire to repel the foreigners and to rule themselves led to an Indian independence movement. Led by Mohandas Gandhi, the struggle to bring Indians together was long and difficult. Eventually, all of India was united against the British.

In August 1947, Britain agreed to give up its power in India. Unfortunately, Gandhi’s dream that the entire subcontinent would be united under one government was not to be. History and religion are powerful forces. Independence created two countries: the Muslim Republic of Pakistan and the **secular** Republic of India. As many as seven million Muslims fled to Pakistan, while about the same number of Hindus fled to India. In those desperate days, violence took place: Hindu against Muslim and Muslim against Hindu. India and Pakistan remained enemies for many years.

Independence did not completely destroy the influence of the British. Even today, India’s government, court system, and sporting life have a British flavour. English is still one of India’s official languages. As it has done throughout its history, India found the silver lining of a foreign occupation.

WEB LINK

To learn more about tensions between Pakistan and India, visit our website.

To Embrace or Reject Diversity

Under the British, Islamic and Hindu politicians in the Congress Party had tried hard to create a diverse government for a diverse nation. But the Islamic minority did not feel that it had enough political power to protect its community's interests. In the first quotation below, Muslim leader Muhammad Ali Jinnah argues in support of a separate country for India's Islamic population. Hindu leader Mohandas Gandhi had led the non-violent resistance against British rule and was beloved by Muslims and Hindus alike. How did he respond to Jinnah?

The Hindus and Muslims belong to two different religious philosophies, social customs, literatures. They neither intermarry nor interdine [eat] together and, indeed, they belong to two different civilizations which are based mainly on conflicting ideas and conceptions.

Muhammad Ali Jinnah, 1940

My whole soul rebels against the idea that Hinduism and Islam represent two antagonistic [hostile] cultures and doctrines. To assent to such a doctrine [principle or position] is for me denial of God. For I believe with my whole soul that the God of the Koran is also the God of the Gita, and that we are all, no matter what name designated, children of the same God.

Mohandas Gandhi, in response to Jinnah

Thinking IT THROUGH

1. In your own words, explain the arguments for and against the partition of India, as explained above.
2. In 1947 two countries were created: Pakistan and India. Consider India's experience with diversity. Do you think this was likely the best decision? Explain your thinking.

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize how India dealt with diversity, both successfully and unsuccessfully. Explain your criteria for "success."

Analyze Critically

2. Make two lists of Indian leaders: those who viewed diversity positively and those who saw it as a problem. Document their actions or other evidence that indicates their views. Which views do you most agree with? Why?

Make Connections

3. What challenges and benefits have you seen or experienced related to Canada's diversity? Choose an object to symbolize the challenges of diversity and another to symbolize the benefits. Share your chosen objects with the class.

Synthesize and Evaluate

4. Write a paragraph answering the section question, *How should a society meet the challenges of diversity?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

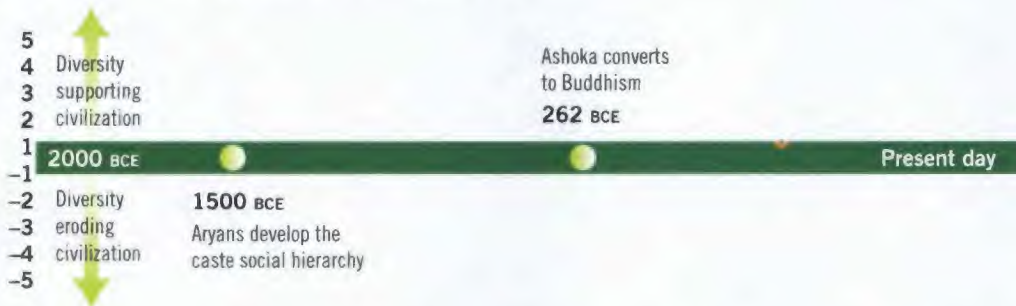
The Civilization of India

CHAPTER FOCUS QUESTION

Does diversity build up or tear down a civilization?

India's diversity has created a complex civilization. It took a long time to achieve the relative peace and prosperity that India enjoys.

1. Create a timeline like the one below to rate the impact of diversity-related events on the civilization of India. Two examples are given.



- a. Identify events or people that show diversity developing the civilization of India above the line. You might consider examples of tolerance, fair government policies, and religious teachings.
- b. Identify events or people that show diversity eroding the civilization of India below the line. Consider examples of intolerance, invasions, and religious teachings.
- c. Based on India's history, write a paragraph to answer the Chapter Focus Question. Use examples from your completed timeline and the key ideas from the paragraphs you wrote for each section to support your position.

Make Connections

2. a. With a partner, brainstorm the qualities of a good leader. What is necessary for someone to effectively unite a diverse group of people? What do they need to value? What do they need to do?
b. On your own, consider the civilizations you have studied so far. Who do you think was the best leader? Assess your chosen leader using the criteria you determined for part (a).
c. In visual, digital, or written form, show why your chosen leader deserves the title "Best Leader." Be sure to use specific examples.

Synthesize and Evaluate

3. Create a collector card for an Indian leader of your choice. Follow the examples on page 137. Include a name and date, a picture, four to six key facts or examples that demonstrate the leader's strengths, and a brief quotation that illustrates these strengths. Make copies to share with the class. After everyone has seen the cards, discuss as a class which leader was best for a diverse country like India, and why.

Build an Argument

4. Prepare a short speech that answers this question: "How did _____ (name of Indian leader of your choice) contribute to the development of a better India?" What impact did your chosen leader have on India culturally, politically, or economically? Write a monologue and, in character, perform in front of the class.

UNIT 1

UNIT ACTIVITY

Silk Road Travel Log

For almost 3000 years traders journeyed on the Silk Road, a network of trade routes stretching 6500 kilometres from Europe to Asia. As merchants transported silk, spices, and other luxuries across the continent, they also carried knowledge, religion, and culture.

Imagine you are a merchant travelling to each of the civilizations studied in this unit. Create an account of your travels from the bustling markets of Middle Ages Europe to the oases of the Middle East and the dynasties of India and China. Include text, images, and a map.



STEP ONE: Start an Inquiry

Review Chapter 4 Building Your Skills: Getting An Inquiry Started. Follow the steps for developing a plan for this activity, including narrowing your topic, doing research, and creating inquiry questions. Decide if you will be travelling over land, by sea, or both.

STEP TWO: Investigation

Review Chapter 2 Building Your Skills: Using Different Graphs for Different Purposes, and Chapter 3 Building Your Skills: Interpreting Primary Sources. Research the civilizations in this unit. Look for details about each society's cultures, arts, economies, and religions. You will use these details in your travel log.

STEP THREE: Map It

Review Chapter 1 Building Your Skills: Interpreting and Comparing Maps. Determine the type of information you want to include. (Hint: maps can be a combination of themes, such as historical-topographic, or political-physical.) Show the route you will take and the places you will visit. Include a scale, title, compass, legend, and labels, as well as any major physical features.

STEP FOUR: Log It

Write a travel log of your journey. Provide details about the places you visited and the people you met. Describe the technology that you encountered and the knowledge that you will take away with you. What religions did you observe? What art did you see? What goods or currency did you trade in each destination?

CRITERIA FOR SUCCESS

- Did you create inquiry questions and develop an action plan?
- Was your plan realistic? Were you able to complete the tasks in the time given?
- Have you included all map features on the map?
- Does your travel log identify reasons that would encourage travellers to visit the region?
- Does your travel log include information on the culture, art, economy, and religion of the societies visited?
- Will your travel log appeal to your audience? Is it visual and creative?

The Medieval World

European civilization was in ruins after the end of the Roman Empire. Over time, invaders such as the Vikings raided at will. Rebuilding civilization took centuries. New systems such as feudalism arose, and war was common. The Catholic Church, now well-organized and wealthy, dominated Europe and the lives and beliefs of its peoples.

Europe's High Middle Ages

What factors affect how a civilization develops? The Middle Ages in Europe were the beginning of European civilization. New ways of doing things emerged and old ways changed. Much of Europe adopted feudalism. The Catholic Church became more powerful, and tried to control how people thought and behaved.



Africa: Trade and Civilization

How can geography affect the development of civilization? Africa's vast and varied geography saw the rise and fall of many civilizations. Great trade routes supported kingdoms in eastern and western Africa. Islam and Christianity had an effect on the civilizations of the northern and eastern coasts.



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UNIT FOCUS QUESTION

How do civilizations respond to challenges?

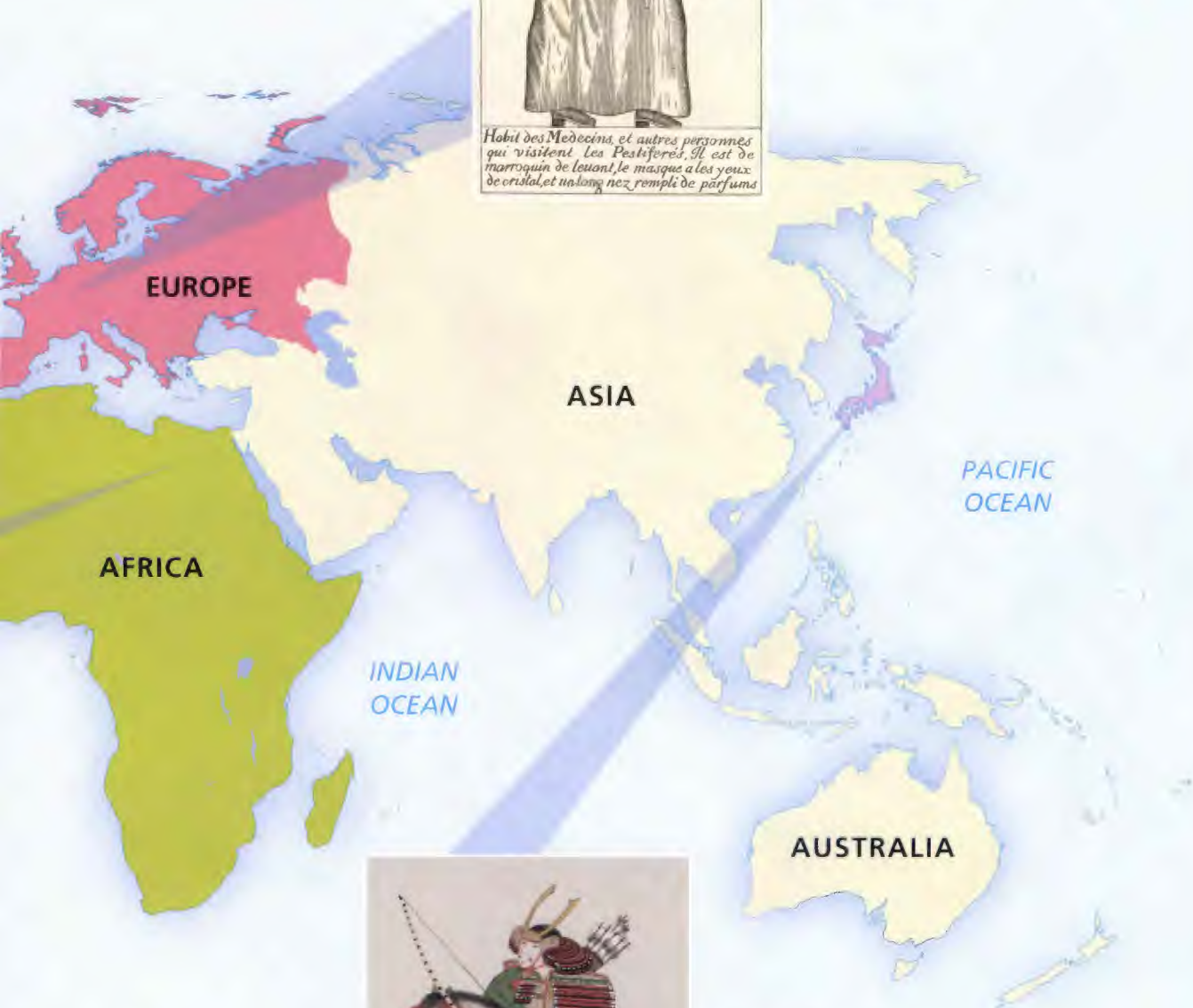


Habit des Medecins, et autres personnes qui visitent les Pestiferés. Il est de marroquin de couleur, le masque a les yeux de cristal, et un long nez rempli de parfums

Europe's Late Middle Ages

How can change challenge a civilization?

Knights, castles, and the Catholic Church dominated the Middle Ages, but gradually things changed. Towns grew, and trade became more important. Society faced new challenges with increased war and the Black Death.



Medieval Japan

How can conflict and contact affect a civilization?

Like medieval Europe, Japan had castles, lords, knights (samurai), and serfs. Japan's geographical and political isolation helped its rulers keep the feudal system alive for centuries. The feudal period in Japan lasted until the 19th century.

5

Europe's High Middle Ages



FIGURE 5-1 This is one scene from the Bayeux Tapestry, which was made in the 1070s. It shows Norman mounted knights attacking Anglo-Saxon foot soldiers in the Battle of Hastings.

KEY CONCEPTS

feudalism hierarchy worldview Crusades

CHAPTER FOCUS QUESTION

What factors affect how a civilization develops?



Two armies prepare to fight for the throne of England in 1066 CE: the Anglo-Saxons, led by Harold, their newly crowned king, and the Normans, led by William of Normandy.

Trumpets sounded and the battle was on! The Norman archers sent a hailstorm of arrows at the Anglo-Saxon soldiers whose shields formed a protective wall around King Harold. The clash of weapons and the screams of the wounded filled the air. Again and again, William sent his knights forward over the corpses of the dead, but they failed to break through the Anglo-Saxon defences.

In early afternoon, William used a different tactic: he ordered his soldiers to pretend to retreat. When Harold's troops ran after them, the Normans turned around and cut many of them down.

Harold rallied what was left of his troops, hoping to escape when night fell. But William attacked again, this time ordering his archers to shoot high into the air so that the arrows fell behind the Anglo-Saxon shield wall. An arrow struck King Harold in the eye and he fell! Seeing this, many Anglo-Saxons dropped their shields and retreated.

Soon the battle was over. The Normans had triumphed. William had Harold's body taken away for burial. Then he gave thanks to God for his victory.

In This Chapter

Within five years of the Battle of Hastings, William, now known as William the Conqueror, had taken over England. William introduced a new social and political system to England: feudalism. This system was a way of maintaining law and order and providing protection for people, their homes, and their lands. Feudalism governed medieval life in England and much of Western Europe for more than five centuries.

Use these questions to set a purpose for reading each section.



- How did feudalism shape medieval society?
- In what ways did religion affect medieval society?
- What were the sources of law and power?
- What led to changes in the medieval worldview?

Reading



Use Background Knowledge to Infer

Given what you know, what changes were in store for the conquered Anglo-Saxons?

How did feudalism shape medieval society?

Reading



Set a Purpose

As you read, think about what feudalism was, and look for how it organized and defined people in society.

fief an estate granted to a lord in exchange for loyalty and service

feudalism legal and military customs that ordered society in medieval Europe

contract a formal agreement

vassal a landholder who is subordinate to another

WEB LINK

To learn more about William the Conqueror and the Battle of Hastings, visit our website.

How would you explain Canadian society to someone from another country? What kind of structure would you describe?

In medieval society, feudalism was a system in which everyone had a particular place and role. As king, William the Conqueror was at the top of the social structure, and he claimed ownership of all the land in England. He began taking land away from defeated English nobles, and used these **fiefs** to reward Norman knights who had fought with him. The English tried to resist William's changes, but he brutally suppressed all opposition.

What was the feudal contract?

Feudalism was based on the idea of a **contract** between people. Have you ever made a contract with someone? What did you agree to do? What did you get in return?

The feudal system was based on the three Fs: fief (land), fealty (loyalty), and faith (religion). Under feudalism, land was the basis of wealth. The king granted fiefs to faithful nobles, such as barons and lords. In return, the nobles promised the king their loyalty and became his **vassals**. Showing loyalty meant living up to a number of obligations.

- The nobles had to serve in the king's army for a certain number of days each year, usually around 40.
- The nobles had to supply the king with additional knights in time of war.
- The nobles were expected to serve in the king's court and to give him advice on political matters.
- The nobles were required to give the king money on certain occasions, such as when his oldest son was knighted or when his daughter got married.

TIMELINE

1066 CE

William the Conqueror triumphs at the Battle of Hastings

1096 CE

The First Crusade begins

1137 CE

Eleanor of Aquitaine marries Louis VII of France

1170 CE

Thomas Becket, Archbishop of Canterbury, is murdered



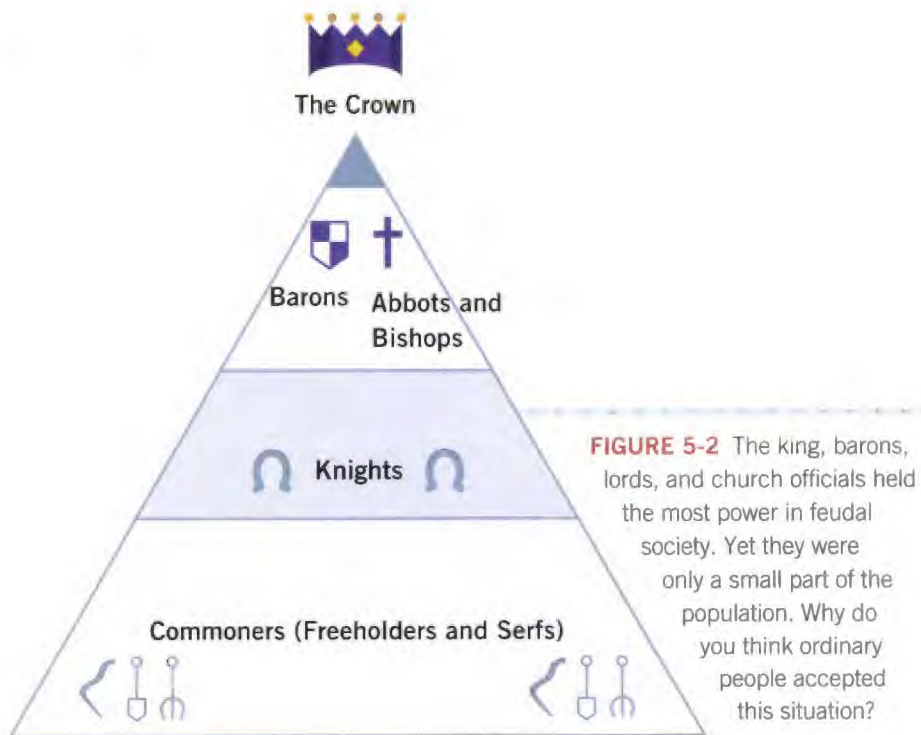


Ask Meaningful Questions

Use a KWL organizer to jot down what you know about the events shown in the timeline. Then, list questions you have about these events in the "W" column. At the end of the chapter, use the "L" column to note your answers.

In return for performing these duties, nobles had the right to their monarch's protection and justice. The king defended his nobles from attack and settled disputes that arose among them. For feudal nobles, warfare was a way of life. Many nobles trained from boyhood for a future occupation as a knight.

The duties and rights that defined the relationship between the vassal and the king form the basis of the feudal system. Both parties to the agreement were expected to live up to their part of the contract. The feudal contract was sealed in a ceremony. In similar ceremonies, more powerful nobles took lesser nobles as vassals, who, in turn, took their own vassals. Below these lesser vassals were the commoners, including freeholders and serfs.



1187 CE
Saladin recaptures Jerusalem from Christian crusaders

1215 CE
King John signs the Magna Carta



1240 CE
Eleanor of Aquitaine dies

1271 CE
Marco Polo journeys to China

This is a description of a ceremony in which a vassal swore allegiance to a count, a noble of high rank. The person swearing the oath would place his hand on **relics**, which are Christian religious objects.

- What did the vassal promise to do?
- Why did the vassal swear an oath on the relics of the saints?

And then they did their homage [formal acknowledgment] thus. The count asked if he was willing to become completely his man, and the other replied, "I am willing"; and with clasped hands, and surrounded by the hands of the count, they were bound together by a kiss. Secondly, he who had done homage gave his fealty to the representative of the count in these words, "I promise on my faith that I will in future be faithful to Count William, and will observe my homage to him completely against all persons in good faith and without deceit," and thirdly, he took his oath to this upon the relics of the saints.

Weisner, Ruff, and Wheeler, *Discovering the Western Past: A Look at the Evidence*

relic a bone or fragment of clothing associated with a saint

lord of the manor the tenant of a noble, who has the inherited right to run a manor and profit from it

serf peasant who worked the land for the lord

freeholder a person who owns the land worked

obligation duty, responsibility

tenant-in-chief baron, a king's vassal

Rights and Obligations

Throughout medieval Europe, large fiefs were divided into parcels of land called manors, which were given to lesser nobles. Each noble had a home on his land. As **lord of the manor**, he had the right to profit from his land. Work was done by peasants: **serfs** and **freeholders**. The serfs, at the very bottom of the feudal pyramid (see Figure 5-2), had virtually no power. They were considered part of the manor property. Nonetheless, the lords could not take away their right to farm and live there. Freeholders owned the land they farmed, for which they paid a yearly fee to the lord of the manor.

Although the lord of the manor had a great deal of power over the peasants, he was also a tenant. He was subject to certain **obligations** to his **tenant-in-chief**, the noble who had granted him his manor. If the lord of the manor failed to live up to his end of the bargain, perhaps by not sending the required number of knights to a battle, he could lose the manor.

Keeping It Within the Family

One duty of all nobles was to marry and have children. If a lord died childless, then his tenant-in-chief could take back the manor. Parents usually arranged the marriages of their children. Young men and women rarely had any say in choosing their life partner. Marriages among nobles were much more about land and power than romance. The good of the family was considered more important than an individual's wants or needs.



Oaths of Citizenship

Today, when people become Canadian citizens, they go through a citizenship ceremony and take an oath in French or English. Here is the English-language version of the oath.

I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors according to law, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.

If people want to swear the oath of citizenship on the holy book of their religion, they are invited to bring it with them to the ceremony.



FIGURE 5-3 These new Canadians are taking the oath of citizenship. How does the oath reflect the feudal values of loyalty and duty?

Thinking IT THROUGH

Build on the Ideas of Others



1. With a partner, discuss the following question: Do you think it is appropriate for new Canadians to swear a feudal-like oath to the queen or king of Canada? Be sure to both listen and contribute new ideas.

What was life like on a medieval manor?

The manor was the centre of feudal life. It was a **self-sufficient** community where most people lived out their entire lives as peasants. Each manor had farmlands, woodlands, common pasture, and at least one village. The manor usually provided enough food for everyone who lived on it.

The lord of the manor always kept some land for his own use and personal profit. Called the *demesne*, this land consisted of the gardens and orchards around the manor house and some strips of land in the manor fields. The rest of the manor fields were worked by freeholders and serfs. Some lords took a personal interest in the work of their estates, but most had managers, called bailiffs, to look after day-to-day affairs and to keep the peace.

The Manor House

The lord and lady of the manor lived in the largest, best house on the manor and were attended by many servants. Most manor houses had several rooms, including a large hall where the lord would entertain guests.

self-sufficient independent

Did You Know?

Demesne (pronounced "di-mane") comes from the French language, which was brought to England by William the Conqueror. French became the official language of the English court and government for 300 years. Many French words entered the English language at that time.

fletch the process of fitting feathers on arrows

The walls of the manor house were draped with tapestries to keep out the cold, and every room had furniture. This included small tables, wooden chests, a few good chairs, maybe even a book or two—all very expensive items at the time.

Many lords owned fine hunting dogs, beautiful horses, and hawks and falcons trained to hunt small game. Both men and women hunted for recreation. Travelling musicians and other entertainers were paid to visit the manor and play for the lord and lady and their guests.

FIGURE 5-4 This image from a 1459 French manuscript shows nobles going hunting. Compare the nobles' clothing with that of the peasants in Figure 5-7 on page 152.



WEB LINK [▶](#)
To learn more about medieval manors, visit our website.

The Manor Village

The manor village generally had a church, a mill, a blacksmith's shop, and a tannery. Each manor also had the skilled people needed to do most jobs, from thatching a roof to **fletching** an arrow.

The village was almost always located by a river or stream, from which the villagers drew water. The stream also powered the mill that ground grain into flour to make bread. Along the riverbanks were hay fields that provided winter feed for livestock. People gathered firewood in common woodlands. Other areas of the forest were set aside for the lord's hunting parties.

Serfs, freeholders, and tradespeople all lived in the manor village. The villagers built their houses from wood or wattle and daub, and roofed them with thatch. In wattle and daub construction, walls are made of woven sticks and then covered in mud. The floor of a typical house was packed dirt. There was a place for a fire, with a hole in the roof to let out the smoke, but no chimney.

Land Ownership



FIGURE 5-5 This illustration shows a typical manor. The different coloured strips indicate whether the land is for the use of the noble (dark yellow), the church (striped), or the peasants (light yellow). The village is the small, dark green area.



FIGURE 5-6 This is an infrared satellite image of the Québec City area today. It shows narrow strips of land characteristic of the seigneurial system, which the French used when they settled in what was then known as New France.

Thinking IT THROUGH

1. How is the way land is organized in the seigneurial system similar to that of the medieval feudal system?

Peasant Responsibilities

Medieval peasants were illiterate and uneducated, and the manor was usually the limit of their life experience. The serfs and freeholders on a manor provided all the labour, and had the lowest standard of living.

Serfs were not free to come and go as they pleased. When they did travel, they rarely went farther than the nearest town. All serfs had to work two or three days each week on the lord's demesne. Serfs also turned over a percentage of the produce they grew to the lord of the manor. They were allowed to sell any produce that was left over after they paid their lord and fed their families. Although they could not own land, most serfs had the right to farm particular strips of land within the manor fields. These rights were passed on within families from generation to generation.

Freeholders paid money to the lord for use of their land but did not have to work on the lord's demesne. They also had the right to leave the village or the farm whenever they pleased.

Peasants' Work

Most of a medieval peasant's time was taken up with farm work: plowing, planting, weeding, and harvesting. Men, women, and even young children worked hard in the fields from sunrise to sunset. The laws of the manor required that everyone work together for large tasks such as plowing and harvesting. Families owned a few cows, some sheep, a horse or two, a few pigs, and some chickens or ducks. The manure from these animals was used as fertilizer on farmland or garden plots.

A peasant woman had to keep her family fed and clothed. She wove cloth, made clothes, brewed beer, baked bread, cooked meals, preserved food for the winter, and cared for the children. Grandparents were seldom available to help with child care because most people died young. Women also gathered firewood, and hay and cornstalks for the farm animals. They collected nuts, berries, and herbs, which they used both to flavour food and to cure sicknesses. Women also kept vegetable and herb gardens next to the house.



FIGURE 5-7 This is an illustration from a prayer book, *Les très riches heures du Duc de Berry*, dated between 1412 and 1416. How does the image highlight the cooperative nature of peasant life on the manor? Why might this be important?

WEB LINK

To learn about medieval food and cooking, visit our website.

What were women's property rights?

As the children of the lord of the manor and the nobles grew up, boys found that their rights increased dramatically. Girls did not. Before marriage, a girl's life was controlled by her father. After marriage, her life was controlled by her husband.

The Manorial System

The way life was organized on a manor is now called the manorial system. Based on your reading so far, what do you think of peasant life under the manorial system? If you could live in the past for a week, would you choose to be a medieval peasant?

Here are two accounts of the manorial system. As you read, consider the point of view of each author.

Poverty was an endemic [common] and acute problem... as many peasants had little or no land at all. Poor peasants could find some employment during peak periods, and at harvest time they were allowed to glean [to gather what is left after a harvest], but for most of the year they lived by begging and by pilfering food, firewood, and anything which helped them to survive... Unlike other villagers, poor peasants who committed offenses were often expelled from the manor...

Zvi Razi and Richard Michael Smith,
Medieval Society and the Manor Court

In spite of the harsh life to which it condemned peasants, manorialism [the manorial system] was... highly successful... [T]he emergence of manorialism... was followed by three centuries of agricultural boom... Throughout Europe, the serfs cut down forests, drained swamps, and brought grasslands under the plow. Thousands of new villages sprang up, and by 1300 the population of Europe had risen from roughly forty million to about one hundred million.

Thomas H. Greer and Gavin Lewis,
A Brief History of the Western World,
Seventh Edition

Thinking IT THROUGH

1. What criteria, or standards of judgement, are used by each writer?
2. Which writer do you find more persuasive? Explain.

Although women could expect to inherit property, they could not actually control it on their own. Because the tenant-in-chief expected military service in return for land, he might take back the estates of an unmarried heiress, who was not considered capable of leading fighters. This encouraged women to marry before that could happen. Once a woman married, her property was then completely under her husband's control. If her parents died before she married, a noble woman became a **ward** of the ruler. He then selected a husband for her.

Medieval women who did not marry had few legal rights. Widows, however, kept their rights, their property, and their freedom. Many rich widows refused to remarry, even when pressured to do so.

ward an orphan who is put in another person's care until he or she becomes an adult



Women and Property Rights

In medieval Europe, once a man and woman were married, only the husband was allowed to make financial transactions. He also owned all of the family's property. In other civilizations such as ancient India and Greece, women could not own land. In some African countries, farmland was passed down from father to son through many generations. A daughter did not inherit land because her family would not want the land to leave the family group when she married.

Until the 20th century, property laws discriminated against women in Canada. Married women held few rights to the family's money and property. In divorce cases, women were not entitled to an equal share of the family property. Not until 1978 were women's rights to family property fully recognized in Canada.

Around the world, women still struggle to claim their rights to farmland they and their families depend on. In some countries, women work together in cooperatives to share ownership of land.



FIGURE 5-8 Enelesi Lamusi stands in her fields in southern Malawi, Africa. Lamusi's land was stolen after her husband died. In 2008 she won it back through a program that taught locals about their rights.

Thinking IT THROUGH



Build on the Ideas of Others

1. In a small group, discuss the following questions. Be prepared to write a response following your discussion. Why was it believed that women should not hold property? Why do you think it took so long for women's property rights to be recognized?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the many ways feudalism shaped medieval society. Be sure to include only main ideas and supporting details relevant to your task.

Make Connections

2. Brainstorm connections between modern Canadian society and feudalism.

Analyze Critically

3. Explain how feudalism functioned as a political as well as a social system.

Ask Meaningful Questions

4. Make up a research question about the life of someone your own age in feudal times. Give two reasons why researching your question might be difficult.

Synthesize and Evaluate

5. Write a paragraph to answer the section question: *How did feudalism shape medieval society?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Conducting Sound Research

Your teacher has asked you to conduct an inquiry about medieval Europe, and you have chosen to find out more about peasant life on manors. You have already completed the first stage of your inquiry: to narrow your topic, create inquiry and research questions, document what you know, and brainstorm possible resources. (These steps are explained in *Building Your Skills: Getting an Inquiry Started* in Chapter 4.)

Research Steps

Follow these steps to conduct research and organize information.

Gather Information Gathering information is the core of the research process. Use as many sources as you can, including magazines, newspapers and journals, library books, the Internet, primary documents, and photographs.

Assess and Evaluate Sources Your project will only be as accurate as the sources you use. Here are some questions to ask about each possible source:

- How up-to-date is the source? Publications and websites may contain information that is inaccurate because it is outdated. Check the front of a book for the publication date.
- Who created it? Find out what you can about the source's creators and why the source was created. The qualifications of the writers and any biases they may have can affect the quality and accuracy of the information. Can you trust the authors' interpretation of events? If the source is an artifact or photograph, try to find out who made it and when.

Record Information Take notes to record information from your sources that answer your research questions. Here are some note-taking tips:

- Write on only one side of the page or index card.
- For each source you use, record the title, the author's name, and the publisher or website.
- Make point-form notes in your own words. Read the source first, then write down the main ideas and supporting details.
- If you copy word for word from a source, use quotation marks to remind yourself that you did so. Keep quotations short. Do not plagiarize—do not pass off someone else's words and ideas as your own.

Analyze Your Results When you have finished your research, read over your notes. Are they useful and relevant? Refer back to your research questions. Have you answered the questions? Do you need to refine your questions or do more research? Now is the time to do so.

Organize Information There are many ways to organize information: index cards, highlighted notes, charts, graphic organizers such as pro and con charts, cause and effect diagrams, timelines, and web diagrams. Find the ones that work for you and that suit the kind of information you are gathering.

Apply It

1. Brainstorm three questions about peasant life in medieval times. Follow the steps above to gather and organize information to answer your questions.

In what ways did religion affect medieval society?

Reading



Set a Purpose

As you read, look for ways Christianity shaped people's beliefs and actions.

In Canada the importance some people put on religion has been falling steadily over time. For example, in 1984, 12 percent of teenagers reported that they had no religion; in 2008, 32 percent reported this. How important is religion in your life? How are your attitudes and behaviour influenced by religion?

Although Jews and Muslims lived in parts of Western Europe, Christianity was the only officially recognized religion during the High Middle Ages. Most people were devoutly religious. They lived in a world filled with religious signs and meanings and attended church services frequently. They believed that life was a struggle between good and evil, and that each person would be judged after death. They learned as children that good people went to heaven and bad people suffered in hell forever. They believed that by taking part in various religious ceremonies, their sins—the evil they had done—would be forgiven and they could avoid hell.

FIGURE 5-9 *The Last Judgment* was painted by the Italian artist Giotto in 1304–1305. The top section of the painting shows heaven with Jesus in the middle. Jesus is deciding which people will go to heaven (on the bottom left) and which people will go to hell (on the bottom right).



Canon 68: On Jews and Muslims

Non-Christians, notably Jews and Muslims, were discriminated against by Catholic Church laws, such as Canon 68, which was passed in 1215. Read Canon 68 and consider the question below.

Thinking IT THROUGH

1. How do you think laws like these might affect Christians' attitudes and behaviour toward Jews and Muslims?

In some provinces a difference in dress distinguishes the Jews or Saracens [Muslims] from the Christians, but in certain others such a confusion has grown up that they cannot be distinguished by any difference... [W]e decree that such Jews and Saracens of both sexes in every Christian province and at all times shall be marked off in the eyes of the public from other peoples through the character of their dress... Moreover, during the last three days before Easter and especially on Good Friday, they shall not go forth in public at all, for the reason that some of them on these very days...go forth better dressed and are not afraid to mock the Christians who maintain the memory of the most holy Passion [death of Christ] by wearing signs of mourning.

The Catholic Church

The Catholic Church was an enormously wealthy institution. It owned one third of the land in Europe, and it charged taxes on that land. It also received gifts and financial support from wealthy believers. This income allowed the Church to provide educational and charitable services for people.

Wealth also made the Church a powerful political force. Pope Innocent III, who took office in 1198, proclaimed himself supreme over all other rulers—including kings. He said that the pope stands “between God and man, lower than God but higher than men, who judges all and is judged by no one.”

How did the Church affect people's lives?

Medieval people accepted their position within society, because they saw it as God's plan. They saw evidence of God's work in their everyday lives, bringing them success or failure, sickness or health, rain or drought. When things went badly, they believed they were being punished for their sins.

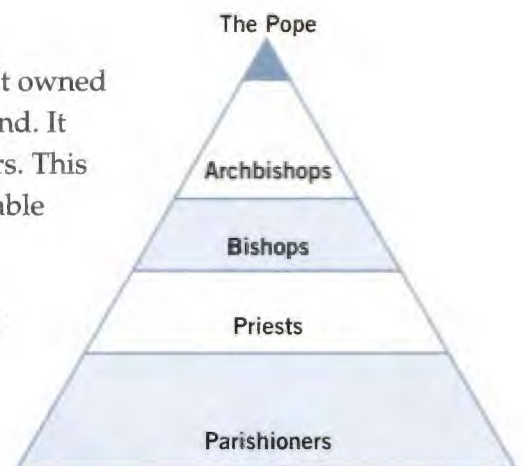


FIGURE 5-10 What similarities can you see between the organization of the Catholic Church and that of the feudal system?

excommunicate to cancel a person's membership in the Church; an excommunicated person could no longer participate in religious ceremonies such as marriage

tithe money or crops given to the Church, worth about one-tenth of a person's income

religious orders a group of men or women who make a solemn promise to live under certain religious rules

chastity virtue; modesty; doing without sex

illuminate the process of adding elaborate decoration and illustrations to a manuscript

Religion and Civilization

- Why would the Church emphasize punishment in its teaching?
- How might having only one church affect people's thinking?
- What problems might result from the Church becoming wealthier and more powerful?

In the medieval calendar, every day was dedicated to a different saint, or holy person. Today, many Canadians mark the days of only a few saints, such as St. Valentine (on February 14) and St. Patrick (on March 17). Every medieval ceremony had a religious aspect, and no important event could proceed without God's blessing.

Because Christians could practise their religion only through the Catholic Church during the Middle Ages, the Church had great power over the lives of everyone from serfs to kings. One of the worst things that could happen to a person was to be **excommunicated**. People greatly feared excommunication because they believed it meant that they would go to hell.

Almost every village had at least one church and access to a priest, who provided for people's religious needs. The priest performed marriages and burials, and witnessed agreements. The local church also helped people in need. Local churches were supported by a tax on villagers, which was called a **tithe**.

Monastic Life

People took their religious faith so seriously that many men and women joined **religious orders**. They became monks or nuns, and took vows of poverty, **chastity**, and obedience. Monks and nuns spent their lives studying religious texts, praying, and working. They also grew and prepared food for the order, taught children, cared for the sick and poor, and fed the hungry. Food was simple and comforts were few. Although life in a religious order was hard, there was never a shortage of people wanting to join.

Unlike most people, including nobles, monks and nuns could read and write. In monasteries throughout Europe, monks copied and **illuminated** Christian religious texts as well as manuscripts from ancient times written in Latin and Greek. In Chapter 9, you will see how these manuscripts and the ideas they contained contributed to a revival of learning during the European Renaissance.



FIGURE 5-11 This detail from an illuminated Latin Bible shows Christ healing a man, and then casting out demons from a possessed man.

Choosing a Religious Life: St. Francis of Assisi

One of the most beloved saints of the Church was St. Francis of Assisi. Francis was born during the Middle Ages in Assisi, Italy. As a young man, he enjoyed the good life: friends, beautiful clothes, and music. One day while he was out riding, he met a poor man with leprosy, a disfiguring disease. For some reason, Francis decided to get down from his horse. He hugged the leper and gave him all the money in his purse.

Later, Francis gave up all his possessions, including a large inheritance, and went out into the world to preach. He was soon joined by others who wanted to follow his example. Eventually, he established a new religious order, and those who joined this order came to be known as Franciscans. They chose to live in poverty. Francis was known for his retreats into the wilderness for solitary prayer, and for calling all animals and birds his “brothers and sisters.” Francis died in 1226, and was declared a saint by Pope Gregory IX in 1228.



FIGURE 5-12 St. Francis of Assisi is known as the patron saint of animals. On October 4, the feast day of St. Francis, Christian churches around the world, such as this church in Vancouver, hold ceremonies where people can bring their pets for a special blessing.

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize how the Church was able to shape people's beliefs and actions. There is a lot of information in each section, so be sure to include only main ideas and supporting details relevant to your task.

Use Background Knowledge to Infer

2. With a partner, use your background knowledge to brainstorm reasons why the importance of religion to teens in Canada seems to be falling. Choose your top two reasons and share your inferences with the class. Be sure to explain why you believe they are the most likely reasons for the decline.

Make Connections

3. Does religion or spirituality affect the lives of Canadians today? Give examples from the news and from your own experience to support your answer.

Synthesize and Evaluate

4. Write a paragraph to answer the section question:
In what ways did religion affect medieval society?
Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What were the sources of law and power?

Reading



Set a Purpose

As you read, look for the basis of medieval political and legal power. Why would people submit to such systems?

sentence punishment given by a court to someone found guilty of a crime

ordeal dreadful experience

What comes to mind when you think of Canada's legal system? Most people would probably say laws, trials, judges, lawyers, witnesses, and **sentences**. Many of these elements come to us from medieval Europe.

Still, some aspects of medieval justice would surprise you. For example, you might come upon a case in which caterpillars were charged with destroying crops. Medieval courts, on occasion, put creatures such as insects, rats, toads, and pigs on trial. Anything that brought evil into a person's life could be brought to justice. The death of a cow, an accident, or the spoiling of food could all be seen as "evil."

Under the feudal system, the king had power over the judicial system as well as control over all the land. The king had jurisdiction over his nobles and lords, and they held power over vassals under them. The lord of the manor was in charge of law among those living on his lands.

How did trial by ordeal and trial by battle work?

In the Middle Ages, trial by **ordeal** and trial by battle were common ways of deciding whether a person was innocent or guilty of an offence. Trial by ordeal had been common in Anglo-Saxon England, and trial by battle was later introduced by the Normans. People

believed that the outcome of these trials rested in God's hands. They reasoned that God would punish a guilty person, but save someone who was innocent.

Trial by Ordeal

In a trial by ordeal, a person would be subjected to a torture. This could include being immersed in water, being forced to swallow poison, or having to carry a red-hot piece of iron a certain distance. If the person died from the ordeal or if the injury resulting from the ordeal became infected, the judge would rule the person guilty. Trial by ordeal gradually became less used. The practice was outlawed by the 16th century.

FIGURE 5-13 In this trial by ordeal, a person's innocence is tested by his ability to withstand poison. Why might this form of trial have been ended?



Trial by Battle

In a trial by battle, the person charged with a crime would fight the person accusing them of the crime. These fights were carried out with weapons such as swords or axes. Whoever won the fight was declared in the right. The loser, if still alive, was generally hanged. Only noblemen had the right to trial by battle. A noblewoman could select a champion to fight on her behalf.

FAST FORWARD



A History of Pain

If you enter “medieval torture” into a search engine, you will find thousands of sites. Why do you think people are so interested reading about medieval torture devices and seeing them in museums?

In the Middle Ages, torture was used both to punish people and to try to get information from them. Torture is banned by international law today, but some governments and their agents still use it.


Some leaders use fear of torture to intimidate citizens. Other countries allow torture in some circumstances, for example, during questioning of suspected terrorists or prisoners of war. In the early 2000s, a form of torture called “waterboarding” came to the world’s attention. During waterboarding a towel is placed over a person’s face and water poured onto it so that the person feels like he or she is drowning.

Some people argue that torture can be used on terrorists to try to get information that might save lives. Others argue that torture is never acceptable because it goes against basic human rights. Furthermore, studies show that evidence given under torture is unreliable, because people will say anything to end an ordeal.



FIGURE 5-14 This poster is from the International Rehabilitation Council for Torture Victims (IRCT). The organization supports victims of torture around the world by providing legal, medical, and psychological help. The IRCT also campaigns to bring an end to torture. How does the image on the poster help to support the IRCT’s message?

Thinking IT THROUGH

1. What arguments for or against the use of torture are included in this feature? 
2. Make up a slogan for an anti-torture poster and describe the image you would use. Explain why you think your choices would be effective.

How were medieval courts organized?

Various courts—manor courts, royal courts, and Church courts—looked after different legal matters.

	Manor Court	Royal Court	Church Court
Crimes	<ul style="list-style-type: none">• mostly farming and property disputes• assault, public drunkenness, petty theft, and other small crimes	<ul style="list-style-type: none">• serious crimes, including murder, treason, and hunting or cutting trees in a royal forest	<ul style="list-style-type: none">• crimes committed by Church officials or those in religious orders• witchcraft, blasphemy, and heresy
Process	<ul style="list-style-type: none">• jury of villagers• lord or his representative acting as judge• witnesses called to give evidence	<ul style="list-style-type: none">• used common law (law based on custom and previous cases), which was the same throughout the kingdom	<ul style="list-style-type: none">• followed Church law, also called canon law
Sentences	<ul style="list-style-type: none">• fines, time in the stocks, the removal of an ear or finger, or expulsion from the manor	<ul style="list-style-type: none">• execution, seizing of property	<ul style="list-style-type: none">• excommunication or interdict

stocks a wooden frame with holes for confining the ankles and wrists, used for punishment

blasphemy using God's name wrongly, as an insult or curse

heresy any belief or theory that is strongly at variance with established beliefs or customs, such as those of the Church

interdict an official act of the Catholic Church that keeps a person or group of people from participating in religious ceremonies

Henry II of England and the Murder of Thomas Becket

The pope, as head of the Catholic Church, had authority over kings and queens in all religious matters. However, disputes between monarchs and the church did happen, especially when it came to who had power over the people.

In 1164, King Henry II of England wanted all members of the clergy who were convicted of criminal offences to be handed over to the royal courts for sentencing. He felt the sentences they received in Church courts were too light. Thomas Becket, the Archbishop of Canterbury, refused to sign documents giving these powers to the king. He did so even though he had been Henry's close friend. He also had the support of other clergy in the English Church. To punish Becket, Henry took away all his property and forced the archbishop to flee to France.

Six years later, Henry agreed to let Becket return to England as head of the English Church. Not long after his return, Becket angered the king once again. Henry is said to have complained bitterly about Becket, wanting to be rid of him. Four knights who overheard this decided to take it literally. They rode to Canterbury, and on December 29, 1170, they killed Thomas Becket at the foot of the altar in Canterbury Cathedral.

WEB LINK

To read a witness's account of the murder of Thomas Becket, visit our website.

Even though King Henry denied that he had meant to have Becket killed, the king had to submit to public flogging as punishment. He also promised not to interfere with Church courts. Two years later, Thomas Becket was **canonized**. He quickly became the most popular saint in England, and Canterbury Cathedral became the country's greatest religious **shrine**.

canonize to declare that a person is a saint

shrine a place of worship associated with a saint



FIGURE 5-15 *Martyrdom of St. Thomas* was painted by German painter Master Francke around 1424. Why do you think Henry II accepted the punishments of the Church for the murder of Thomas Becket?

What were the powers of the medieval monarch?

In Canada we value the right to take part in our government and to elect our leaders. Medieval people had no concept of democracy as we understand it. As you saw in Figures 5-2 and 5-10, feudal society and the Catholic Church were strict hierarchies. In the Middle Ages, people believed that rule by a monarch was part of God's plan.

The Balance of Power

The medieval monarch had the power to make and change laws, to collect some kinds of taxes, to choose advisers, and to give titles and estates. However, the monarch's power was not unlimited: he also had

Religion and Civilization

- Why would the Church support Becket over Henry II?

to obey the feudal contract. The king was kept in check by a small but powerful group of people: the wealthiest and most powerful nobles, who were generally known as the barons.

If a monarch broke the feudal contract, the barons could feel justified in making war on him. They had large armies and strong castles, and could quickly call upon their vassals to fight for them. The royal army, on the other hand, needed time to collect knights from all over the kingdom. Because the barons posed a real threat, the monarch made great efforts to fulfill his feudal obligations to them. He also had to treat them with respect. People took offence easily. Even slight insults were considered a blot on the family's honour if they were not avenged.

King John and the Magna Carta

King John, who ruled England from 1199 to 1216, was an extremely unpopular monarch. He lost a war with the French king, Philip II, and had to give up English-held lands in France. When he argued with the pope over a new archbishop, the pope excommunicated him and placed England under interdict. No one in the country could be properly married, baptized, or buried—an unacceptable situation. John was forced to give in to the pope, but his oppressive taxes and other abuses of power continued to anger his barons.

By 1214, John was so hated that the barons, townspeople, and churchmen rose up against him. On June 15, 1215, the barons forced John to agree to new terms of power, which were written in a document called the Magna Carta.

Did You Know?

Magna Carta is Latin for “the great charter.” In 1215 the document was also known as The Charter of Liberties.

WEB LINK

To view a copy of the Magna Carta and translate it yourself, visit our website.

FIGURE 5-16 This illustration shows King John signing the Magna Carta. Scribes later sent out many copies of the terms. Four copies of the Magna Carta survive today.



The Magna Carta set limits on royal authority.

- The monarch was obligated to treat his subjects according to the laws of the land.
- The monarch was himself subject to the laws of land, and was not above them.
- Taxes had to be approved by a Great Council made up of lords and clergy.
- The Church would be free of royal interference.

A key right established by the Magna Carta is stated in this passage:

No freeman is to be taken or imprisoned or disseised of his free tenement [deprived of his property] or of his liberties or free customs, or outlawed or exiled or in any way ruined, nor will we go against such a man or send against him save [except] by lawful judgement of his peers [equals] or by the law of the land.

- Why is it so important that a person can be put in prison only according to the laws of the land?

In other words, no person can be arrested or thrown into prison without a proper trial. Today this is known as “due process.” Due process is a cornerstone of law in democratic nations, including Canada. With the signing of the Magna Carta, England took a big step toward democracy.

Thinking IT THROUGH



Summarize What's Important

1. Who held the power in medieval society, what were medieval laws based on, and why did the system work? Summarize the main ideas, choosing details and examples for support. Record your thinking on a graphic organizer.

Make Connections

2. Laws and rights introduced by the Magna Carta are reflected in Canadian society today. Where can you still see them? Why are they so important?

Analyze Critically

3. **Significance** Which institution do you think was more powerful in medieval society: the Church or the monarchy? Support your answer with three pieces of evidence.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *What were the sources of law and power?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Did You Know?

During the 1200s, the Great Council developed into Parliament. Its name comes from the French word *parler*, meaning “to talk.”

What led to changes in the medieval worldview?

Reading



Set a Purpose

As you read, look for evidence that people in the Middle Ages began to change how they understood the world.

worldview a collection of beliefs about life and the universe held by an individual or society

Did You Know?

Most medieval people never travelled farther than 10 kilometres from their birthplace. They probably died in the same cottage where they were born.

WEB LINK

To read more about medieval travel writing, visit our website.

What is a **worldview**? If you break the word down you get a simple definition: it is the way a person or society views the world. A worldview is a collection of beliefs about life and the universe: the perspective from which a person or group sees and interprets the world. In this chapter, you have already seen some aspects of the medieval worldview:

- that people are born into a particular level of society and that this is their rightful place
- that religion is central to life and God controls a person's fate
- that a monarch's power comes from God

What did medieval people know about the world?

The vast majority of medieval Europeans were uneducated. Most serfs had no knowledge of the world beyond the boundaries of the manor because they never travelled. Seeing other places was difficult. Outlaws were common all over Europe, so journeys were dangerous. People seldom went from one town to another unless they could join a group of travellers or merchants for safety. Almost all travellers carried weapons to defend themselves and journeyed only by day.

Nobles learned about the world beyond their manor when they visited relatives and other nobles, and when they went to war. Yet even well-travelled people, such as merchants and emperors, had limited knowledge of the world.

One way that medieval people learned about the world was by hearing or reading stories told by travellers. Not all of these stories were based in reality, however. One popular book, probably written in the early 1300s, was called *The Travels of Sir John Mandeville*. Here is a passage:

- What might lead this author to tell such stories? Why might they be believable to someone who has never travelled?

All the men and women of that isle have hounds' heads...and they be full reasonable and off good understanding, save [except] that they worship an ox for their God... In one of these isles be folk of great stature, as giants. And they be hideous to look upon. And they have but one eye... And they eat nothing but raw flesh and raw fish...

A Medieval Map

Medieval European maps of the known world often took a particular shape. These maps are now called T-O maps. Draw a circle with a “T” shape inside of it. The spaces now within the circle represent Asia (the largest, at the top), Europe (at the left), and Africa (at the right). The intersection of the two lines making up the “T” is where Jerusalem was located. This holy city was considered the centre of the world.

The map shown here is known as the Psalter Map. It was drawn to decorate a book of songs and poems from the Bible. It follows the T-O pattern.

The Psalter Map tells us how medieval people interpreted the world, and their ideas and values. To us, this map might look incorrect. You probably could not use it to travel from one place to another. But to medieval people, it was the ideas the map illustrated that were most important. For example, heaven is drawn above the world. It is clear that religious ideas about the world were more important to medieval people than geographic details.

Thinking IT THROUGH

1. Which parts of this map show religious ideas?
2. What geographic information does the map show?
3. How does this map show the importance of religion in the Middle Ages?



FIGURE 5-17 The Psalter Map was created around 1260 by an unknown illustrator. Work with a partner to identify Christ and two angels, Adam and Eve in the Garden of Eden, and Jerusalem.

Did You Know?

The term *crusade* refers to the cross the Christian knights displayed on their flags and shields. It comes from the Latin word *crux* meaning "cross."

Crusades military expeditions made by Europeans to gain control of the Holy Land

sacred holy, important to a religion

Religion and Civilization

- What connection can you make between the Crusades and the importance of religion in the Middle Ages?

What were the Crusades?

Knights and many ordinary people finally looked beyond their isolated world when the Church called on them to defend the Christian Holy Land during the **Crusades**. This massive military campaign would change Europe forever.

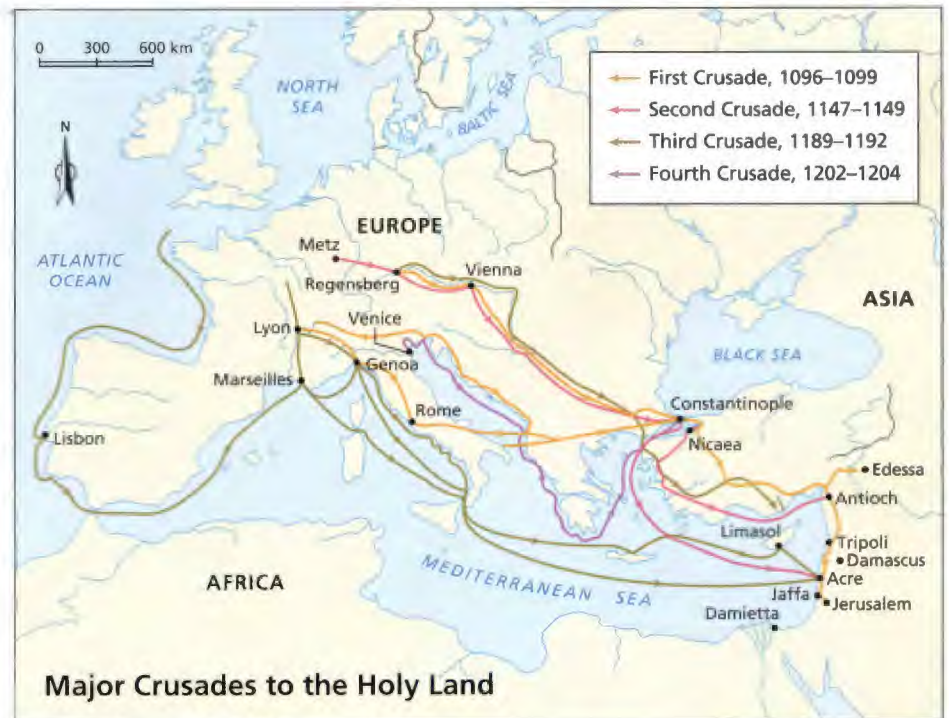
The Crusades were wars in which the Christians of Europe fought against Muslims for control of the Holy Land, the area in and around modern-day Israel, where Jesus lived and died. The Crusades began in 1096 and lasted on and off for hundreds of years.

The Holy Land and its **sacred** places and pilgrimage sites had once been part of the Christian Byzantine Empire. In the 11th century, however, this area came under the control of the Seljuk Turks, who were Muslims.

This area was also important for Muslims. Jerusalem is the third most holy city in Islam because Muslims believe that Mohammad rose to heaven there. However, the deep religious feelings of the medieval Christians, combined with their prejudice against other religions, made many Europeans want to drive the Muslims out of the Holy Land.

Medieval knights, like Muslim warriors, saw fighting in a holy war as a way of guaranteeing themselves a place in heaven. A crusader could also gain honour through his warlike deeds. Also, many of the knights wanted land, and hoped to win fiefs and even kingdoms from their enemies.

FIGURE 5-18 This map shows the routes of crusaders between 1096 and 1204. Identify the most common routes. Why do you think these routes were more popular?



The First Crusade began with a speech by Pope Urban II on November 27, 1095, at Clermont, France.

From the confines of Jerusalem and the city of Constantinople a horrible tale has gone forth...namely, that...a race utterly alienated from God...has invaded the lands of those Christians and has depopulated them by the sword, pillage and fire... [I]t has either entirely destroyed the churches of God or appropriated them for the rites of its own religion... On whom therefore is the labor of avenging these wrongs and of recovering this territory incumbent, if not upon you? You, upon whom above other nations God has conferred remarkable glory in arms, great courage, bodily activity, and strength...

a portion of the speech by Pope Urban II, as told by Robert the Monk

- What reasons did the pope give to justify the crusade?

At the end of the pope's speech, the crowd cried out, "God wills it!" These words became the battle cry of all crusaders.

Disasters and Victories

Even before the first military crusade, ordinary people gathered from all over Europe to do battle in the Holy Land. In 1096, thousands of men, women, and children walked across Europe in response to the pope's message. They were led by Peter the Hermit, who claimed to have been appointed to this role by Christ. Thousands of hungry crusaders proved hard to control, however, and they were responsible for thefts, riots, and massacres. The People's Crusade ended when they entered Asia Minor (now part of Turkey). They were quickly wiped out by a Turkish army sent to defend local cities.

The arrival of armed knights in the Holy Land would have a great effect. The First Crusade created a Christian kingdom in the Middle East that lasted for about a hundred years. But in 1187, a bold Muslim leader, the Sultan Saladin, recaptured Jerusalem.

Eventually, the strength of the united Muslims combined with a lack of direction among the crusaders brought an end to the Crusades. The Muslims eventually regained all their lands.

FIGURE 5-19 This painting by French artist Dominique Louis Papety was created in 1845. It shows a battle during the Crusades in 1291. What is happening in the painting?



The Crusader Queen



Were there any women crusaders? Yes, there were. Eleanor of Aquitaine was the most famous European woman who participated in the Crusades. Eleanor was the oldest child of the French Duke of Aquitaine. At 15 she inherited her father's kingdom. She went on to become queen of both France and England, and was the mother of English kings.

MARRIAGES AND CRUSADES

This illustration shows Eleanor marrying Louis VII of France. She went to the Holy Land during the Second Crusade, and dressed in knightly armour, which shocked many. Louis ended the marriage, and Eleanor married his rival, Henry II of England.

PATRON OF THE ARTS Eleanor and Henry (shown below) had a troubled marriage. In 1168 she moved back to France. She drew together poets, writers, musicians, artists, and philosophers, and became a great supporter of the arts.



POLITICAL POWER After Henry's death, Eleanor helped rule England when her son, King Richard the Lion-heart, went to the Crusades. When Eleanor died she was buried next to Henry.

Long-Term Consequences

Although they lasted for two centuries, the Crusades did not result in lasting Christian control of the Holy Land. They did, however, have long-term effects on life in Western Europe.

Changes to Society

Events during the Crusades changed medieval society. It is estimated that millions of lives were lost during the Crusades. Most of the people killed were young men, leaving feudal lands without workers. Nobles who died without an heir left their lands to their king. Others had sold or leased their lands in order to pay for their crusader armies. As a result, the feudal system was weakened. Many monarchs became more powerful and less dependent on their barons. Their rule became more centralized and stable.

Those who returned came home with new ideas and a wider knowledge of other cultures. They shared their experiences with others, making the lands outside of Europe—including the Holy Land—suddenly very real.

Knowledge and Trade

The Crusades indirectly brought about contact and an exchange of knowledge among Muslim, Jewish, and Christian scholars. Western Europeans learned that the Muslim world was a highly advanced civilization. At this time, the Muslim peoples were building their knowledge of medicine, astronomy, philosophy, mathematics, and literature. The knowledge Western Europeans gained from Muslim scholars resulted in advances in learning in Europe and an increased knowledge of the world. This would later influence the European Renaissance.

The Crusades also sparked trade between Europe and the Middle East. Crusaders brought back fabrics, spices, and perfumes to Europe, and these items were soon in demand. The resulting increase in trade would open up the European economy, improving the standard of living for many Europeans. It would also result in voyages of exploration into Asia, further expanding the European experience of the wider world.

Did You Know?

The Crusades would prove to be a great inspiration to European poets. Long poems were written about the adventures of the crusader knights, who were hailed as heroes. These stories would contribute to popular ideas of romantic adventure and chivalry. You will read more about chivalry in Chapter 6.

Religion and Civilization

- How were the Crusades at odds with the original message of Christianity?



FIGURE 5-20 The Knights Templar were an order of Christian knights who participated in the Crusades. When they returned to Europe, they built many churches in the round style of the Church of the Holy Sepulchre in Jerusalem. This Templar church, La Vera Cruz, is in Segovia, Spain.



FIGURE 5-21 Marco Polo wrote about this stone lion, one of many lining the Lugou Bridge near Beijing, China. In English, the bridge is now known as the Marco Polo Bridge.

How did increased contact with Asia change Europe?

Beginning in the 13th century, the Mongols conquered much of Asia and created a vast empire that stretched from China to southern Russia. For the first time, Europeans were permitted to travel along the ancient trade route known as the Silk Road. The Venetian merchants Nicolo and Maffeo Polo, and Nicolo's son, Marco, were the most famous to make this journey.

Nicolo and Maffeo set off on their first trip to China in 1255. They went again in 1271, this time accompanied by young Marco. He so impressed Kublai Khan, the Mongol ruler, that the Khan made Marco an official of the Chinese court. After a stay of 17 years, the Polos returned to Europe. (You can find a map of their travels in Chapter 12.)

Marco's account of his travels became a very popular book, and it was translated into many languages. Although some historians question its accuracy, Marco Polo's book had a great influence on Europeans and vastly increased their knowledge of the world.

Thinking IT THROUGH



Summarize What's Important

1. How did people's beliefs and understandings about their world begin to change? What factors were responsible for this? Summarize the main ideas and supporting details with a graphic organizer.

Make Connections

2. How do you think travel to other countries might affect your worldview? What other life experiences do you think might affect it?

Analyze Critically

3. Why were Marco Polo's accounts important to European traders? to monarchs? to ordinary people?

Build an Argument

4. Was there one factor most responsible for changing medieval worldview? Use evidence and examples to persuade your audience.

Synthesize and Evaluate

5. Write a paragraph to answer the section question: *What led to changes in the medieval worldview?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

Europe's High Middle Ages

CHAPTER FOCUS QUESTION

What factors affect how a civilization develops?

In this chapter, you have read about life for medieval Europeans. Many were very religious and accepted their place in society as God's will. It was only after coming into contact with other cultures that their worldview began to change.

1. Answer the Chapter Focus Question using your summaries and paragraphs from each section in the chapter. Use a fishbone organizer like the one below to organize your thinking.



Ask Meaningful Questions

2. Think about what makes for a fair and just society. How does a society become fair and just? Make a list of 3 or 4 questions that would help someone decide if a society was fair and just. Make sure to create questions that need more than simple, one-word answers. Discuss your questions in a small group and make up a Fair and Just Society Questionnaire.

Analyze Critically

3. With a partner, create a T-chart for medieval European society and modern Canadian society. List the most important features of each. Choose the one feature you think is absolutely essential for making each system work as it did (or does). Explain why you chose this one feature. Predict what would have happened, or would happen, if the feature were absent. Present your findings to the class.

Build an Argument

4. To what extent do you think that religion was responsible for bringing peace and stability to the medieval world? Use examples to support your opinion. Discuss presentation options with your teacher.



6

Europe's Late Middle Ages

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FIGURE 6-1 This is part of *The Triumph of Death*, by Dutch artist Pieter Bruegel the Elder. Created around 1562, the painting shows the effects of the Black Death on people of all classes.

KEY CONCEPTS

chivalry bubonic plague revolt pilgrimage

CHAPTER FOCUS QUESTION

How can change challenge a civilization?



In This Chapter

The late Middle Ages was a time of positive change as well as disaster and upheaval. Trade developed across Europe, bringing new opportunities for workers and spreading new ideas about commerce and religion. On the other hand, the Black Death and the Hundred Years' War brought great suffering. These developments, both bad and good, had a huge impact on the beliefs and values of European society. They brought an end to feudalism, and set the scene for the Renaissance in Western Europe.

Use these questions to set a purpose for reading each section.



- How did the growth of trade change feudal society in Europe?
- How did the technologies of war affect society in the Middle Ages?
- What were the causes of social upheaval?
- How were attitudes toward the Catholic Church changing?

In 1347, a ship sailed into the busy harbour of Messina, a city on the island of Sicily. It had come from ports on the eastern Mediterranean, and was carrying spices and other goods. When the ship landed, the dockworkers were surprised to see sick sailors staggering onto the shore. Everywhere on the deck of the ship lay dead or dying sailors. They had black and purplish blotches on their skin and strange, egg-shaped swellings in their armpits.

Within a few days, most of the sailors were dead. People who cared for them also developed the same terrible symptoms. Soon people all over the city began to fall ill and die.

The disease that the sailors had brought to Messina was the bubonic plague, also called the Black Death. They had caught it in the eastern seaports they visited. The Black Death was likely spread by fleas on the rats that lived on ships and in urban areas.

There was no cure for the Black Death, and over the next two years it spread across Europe. About one third to two thirds of the people in Europe—25 million people—eventually died of the Black Death. Some villages and towns were completely wiped out.

Reading



Make Connections

People did not understand what caused the Black Death. They were very afraid and knew something had to change, but they were not sure what to do. What issues do we face today that cause fear in our society? How do we decide how to act?

How did the growth of trade change feudal society in Europe?

Reading



Set a Purpose

Look for reasons why people began to trade goods, and consider how this new trade dramatically changed the medieval world.

Did You Know?

Pepper was so valuable that sellers counted it out peppercorn by peppercorn. It was worth more than its weight in gold.

Where are your clothes made? What about the car, TV, computer, furniture, and appliances in your family's home? Chances are high that many of the goods that you use every day, including the food that you eat, were produced somewhere else in the world. Global trade is part of our modern world.

Why did European trade with other nations increase?

During the Crusades, Western Europeans' eyes were opened to the possibilities of trade with distant lands. Some brave individuals with money for travel, such as Marco Polo and his family, went into the trading business. The Mediterranean area was a hub of European trade. Many of the goods that Italian merchants began to bring in from Asia were luxury goods that were not available in Europe. These included precious jewels, rugs, and fabrics, including silk, muslin, taffeta, and satin. Among the most sought after and valuable trade goods, however, were spices.

When ships loaded with Asian goods returned to seaports such as Genoa and Venice, merchants from Italy and across northern Europe flocked to buy the valuable cargoes. They then took the goods to sell in other cities across Europe. There was also a great deal of trade within Europe in local resources, such as minerals, timber, fish, wool, grain, wine, and olive oil.

TIMELINE

1271 CE
Marco Polo journeys
to China

1337 CE
Hundred Years'
War begins

1347 CE
Black Death
strikes Europe

1358 CE
French peasants
revolt



Major European Trade Routes in the Middle Ages



FIGURE 6-2 Why did towns and cities develop along trade routes?

How did trade lead to the growth of towns?

At first, traders sold their goods in local markets or at fairs held in towns and villages. Fairs generally lasted for several weeks and were gathering places for people from far and wide. They wanted to buy and sell, but also socialized. Fairs were noisy, busy, exciting places filled with musicians, jugglers, entertainers, and goods from exotic places.

Through exposure to imported goods, ordinary people realized that they could make things and sell them in exchange for money. Here was their escape from serfdom. Markets and fairs were soon filled with finely crafted goods—such as copper pots, gloves, and cutlery—made in Western Europe as well as in far-off lands.

1381 CE

English peasants revolt



1415 CE

Battle of Agincourt

1429 CE

Joan of Arc begins her campaign against the English

1453 CE

Hundred Years' War ends

FIGURE 6-3 This illustration from a 15th-century manuscript shows fruit and grain merchants. Merchants like these, as well as craftspeople such as weavers and carpenters, had stalls and workshops in towns. What would be the advantages of permanent shops, other than security?



apprentice a person learning a trade by working for a master

master a person recognized by his or her guild as skilled in a particular trade

journeyman a person who has served an apprenticeship and works in a trade under supervision by a master

Eventually the fairs could not satisfy all the needs of traders and consumers. They were not held in the winter, so no one could buy or sell at that time. Both buyers and sellers would sometimes have to travel to reach the fairs, and travel was dangerous. Permanent shops in towns, protected by a surrounding wall, provided stability and security.

The Craft Guilds

Growing towns were populated with people specializing in trades, such as bakers, tailors, sword and armour makers, and tanners. However, tradespeople could only operate if they belonged to a guild. A guild was an organization that was controlled by the experts in a trade. It set standards for the quality of products, controlled prices, kept out unskilled craftspeople, and eliminated competition. Guilds ran almost all the merchant and trade activity within and between towns. In addition, guilds looked after their members in case of sickness or accident. Becoming a member of a guild was a long and difficult process.

Guild membership was not limited to men in the Middle Ages. Although barred from most guilds, women were active in some guilds, especially those related to the brewing and textile industries.



FIGURE 6-4 The long process of learning a craft was carefully monitored by the guild, which helped ensure quality of products.

Did You Know?

Journeyman got their name from the French words *par journée*, meaning "by the day." They were paid a daily rate.



FAST FORWARD

Apprenticeships Today

There are still many fields of work in which people go through apprenticeship training today. These are known as "skilled trades." Cooks, plumbers, electricians, and carpenters, for example, all go through the apprentice process. If you are interested in a career that involves apprenticeship training, you can begin a program while you are in high school. These programs combine on-the-job-training with technical training. Students do 480 hours of on-the-job training that applies toward the requirements for an apprenticeship.

Thinking IT THROUGH

1. Why is on-the-job training such an important part of apprenticeship programs?



FIGURE 6-5 An apprentice machinist in training.

Assessing Positions on a Controversial Issue

In the late Middle Ages, most children and teenagers worked. They helped their parents with farm labour and household tasks, or they were apprentices in a trade.

How much child labour is there in the world today? What work do children do? What laws does Canada have about child labour? Questions like these might be part of a research report about modern child labour. However, one thing to keep in mind as you read and gather information on any topic is that every source has a bias. Bias means “preference.” No piece of writing can present all the facts about an issue. By choosing some facts and leaving out others, the author is showing bias.

Some kinds of bias are easy to spot, while others are not. Use the information here to judge sources for bias.

Consider the Source

Who wrote the material? Is the author a member of an interest group that has a particular point of view about an issue?

Why was the material written? Does the author want to persuade others to agree with his or her point of view?

Watch for Biased Language

What is the language like? Is it very forceful, exaggerated, or even extreme?

Does the writing show preference? Is there a preference for certain races, cultures, or genders, or for some human groups over others? This type of bias is called prejudice.

Recognize Fact Versus Opinion

What is fact and what is opinion? Facts can be proven to be true. Opinions present a certain point of view.

FACT: Between 1999 and 2007, 11 percent of children in Latin America between the ages of five and 14 worked.

OPINION: The percentage of working children in Latin America is unacceptably high.

Apply It

On the next page are two comments on child labour in Canada. Use questions like the ones above to assess them.

1. What viewpoint does each text take on the issue of the child labour in Canada? Identify the facts and opinions each writer uses to support this viewpoint.
2. How did knowing the source of each text affect your thinking about the content?

Work by children in Canada is highly regulated. Worst forms of child labour are prohibited. Free primary and secondary schooling are universally available, and school attendance is compulsory until at least age 16. In addition, the federal, provincial and territorial governments have adopted many laws prohibiting or restricting the employment of children in order to ensure that their participation in work does not affect their health and personal development, or interfere with their schooling.

In the Americas, the Government of Canada is promoting the elimination of child labour through labour cooperation agreements with its trading partners, and through implementation of the Ottawa Declaration and Action Plan adopted by the XIIIth Inter-American Conference of Ministers of Labour in October 2001.

Government of Canada

Maxime Degray was loading corn cobs on a western Quebec farm late in August 2005 when he fell off a slow moving trailer and was crushed by its wheels. He was 13.

Andrew James was off-loading materials for a paving company in Stony Mountain, Manitoba, in July 2008 when he was buried beneath a mound of hot asphalt. He was 15.

Canadians like to think that child labour only happens overseas, where children wield machetes on cocoa plantations in Ghana, and cut tiny fingers on carpet looms in India. Few think of teens paving Canada's highways. Indeed, little attention is paid to working conditions for children in this country—until one of them dies.

In these cases, both teens had reached the legal working age in their respective provinces, but that doesn't mean early employment was in their best interests.

Craig and Marc Kielburger, from "Child Labour Laws Remain an Invisible Issue in Canada"

pageant an elaborate entertainment displaying scenes from history

bear baiting a public spectacle in which dogs torment a chained bear

parish a small church district with its own church and priest

tutor a private teacher

What was life like in medieval towns?

Most towns and cities were the centres for farm communities, or they grew around some sort of defensive structure, such as a castle, palace, or large monastery. Citizens usually built an encircling stone wall for protection against attack. They also built gates, which they shut at night. Many villages outgrew these walls, and ever larger rings of walls were built. Still, the population of most towns was only a few thousand people.

Space was limited, and houses for the poor and middle-class people were all crowded together. Town houses were often several stories high, with their upper floors overhanging the street. Unlike cities today, medieval towns did not have straight, planned streets. Instead, streets were narrow and winding, and they usually had open sewers. People routinely emptied chamber pots into the street and dumped their garbage there as well. In some places, swineherds drove pigs through the town at night to eat up the waste.

Medieval towns also had their attractions. Compared with small manor villages, there was much more entertainment for people. Guilds and the local church organized **pageants** and plays, and people could also watch **bear baiting** and other blood sports.

Did You Know?

Like many European towns, Canada's Québec City has a stone wall encircling the oldest neighbourhood. Québec City was founded in 1608.



FIGURE 6-6 *The Four Social Conditions: Work* by Jean Bourdichon. A woman spins while her husband works in his carpentry shop.

New Freedoms

Although towns were walled and cramped, people were able to do as they wished, marry whom they pleased, and make money as they could. Even some serfs escaped the life into which they were born. According to the law, runaway serfs could gain their freedom by staying in town for a year and a day without being discovered.

Society was still dominated by men, but women living in towns were slightly better off than those who worked the manor fields. Many earned their own money through employment or trade.

Women who married a guild member, or were a member of a guild themselves, were better off than most. These women, and those of wealthy merchant families, had many opportunities. They often received a good education, either through a **parish** school or under a **tutor**.

Feudal lords could not control the people who lived in towns, nor could manor courts. Most medieval towns were **chartered**. Towns paid for or were given the right to exist by the monarch or the local lord. A charter gave a town certain privileges, one of which was that the town could govern itself. Wealthy citizens and the guilds usually controlled the town government. The charters of many modern European towns can be traced all the way back to the Middle Ages.

town charter a document authorizing a town to form its own city council to regulate certain aspects of city life

How did the rise of the merchant class change European society?

Money had not been very important in the feudal system, where a person's wealth and power were measured by land and property. With trade, all that changed. Now many people could become independent and even powerful because they could make money. The town was the home of the medieval middle class, most of whom were merchants and skilled tradespeople. Some merchants were even wealthier than feudal landowners.

The most powerful citizens of a town were those belonging to the merchant guilds. These guilds were for people who bought and sold goods on a large scale, and who financed trade in distant lands. Sometimes merchant guilds became very powerful and well organized. For example, the Hanseatic League was a league of merchant guilds in northern Europe (see Figure 6-2). Together, these guilds could support their own army and build a navy. They could threaten to cut off all trade with a country to get what they wanted.

Social Changes

With the rise of towns, society became a little less rigid. The middle class was growing as trade increased. By acquiring wealth and skills, some townspeople had the opportunity to move up from one social level to another. A new social structure began to emerge.

Top Level: Aristocracy	Middle Level: Middle Class	Bottom Level: Lower Class
High Church officials	Merchants and business owners	Peasants
Rulers or lords of large manors	Craftspeople and guild members	Rural labourers
Old noble families	Shopkeepers	Town labourers
	Bankers	Servants
	Priests and lower Church officials	The unemployed

FIGURE 6-7 Compare this chart with the diagram of feudal society, Figure 5-2 in Chapter 5. How had society changed? How had it stayed the same?

Doing Business

As trade grew during the late Middle Ages, new relationships developed among merchants, traders, workers, and consumers. The purpose of any business is to make money, but there are many different ways for a company or business to operate.

Here are two business models that became common during the Middle Ages.

Business Model A	Business Model B
<ul style="list-style-type: none"> • The masters of the wool guild get together and buy raw wool from a merchant. • Each master brings raw wool to his workshop, where it is made into cloth. • The master pays his workers wages high enough to support their families and reflecting their social position. • The master sells the cloth in his shop or to a merchant who takes the goods to a market. He feels that the price charged for goods should be “just,” that is, fair for the seller but not enough to make a large profit. 	<ul style="list-style-type: none"> • A merchant imports a large amount of raw wool and distributes it to different shops for processing. Each step of the cloth-making process is done by different workers. Some are members of a guild and some are not. The merchant keeps ownership of the wool. • The merchant’s goal is to make a profit. The less he pays his workers and the higher the price he charges for the finished cloth, the more profit he makes. • The merchant uses some of his profit to expand his business and make more profit.

Adapted from *Renaissance Europe* by De Lamar Jensen

Thinking IT THROUGH



Summarize What’s Important

1. Use a graphic organizer to summarize why trade increased during this time period, and how trade changed feudal society in Europe.

Ask Meaningful Questions

2. Think about something from this section that does not yet make sense or that you would like to investigate further. Write down your questions about it and share them with the class. Together, can you find answers? How could you learn more?

Analyze Critically

3. Do you think people gained more freedom or more problems as trade and towns grew? To help you answer this question, use a T-chart to analyze the pros and cons of the changes.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did the growth of trade change feudal society in Europe?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did the technologies of war affect society in the Middle Ages?

It has been over 200 years since a war has been fought on Canadian soil. But in European nations, wars, big and small, have been a fact of life for many centuries. How do you think wars affect people's attitudes toward other countries? How might the possibility of war affect people's activities even during times of peace?

What were castles like in the Middle Ages?

Knights and castles are often the first things that come to people's minds when they think about the Middle Ages. Lords who were also knights had castles all over Europe. Many of these castles are still standing, and they are popular tourist attractions today.

Very early **fortifications** were built of wood and earth. Builders also took advantage of local geography, and built their protective forts on hills. Then people began to construct stone castles. Throughout the Middle Ages, many different styles of castles were developed to provide maximum defence against attackers. Eventually castles were fortified with high walls, towers, and drawbridges over wide moats.

Some castles were fortresses where troops stayed in times of war to fight off invaders. Others were vast complexes that included large residences for the lord and his family, quarters for their servants and soldiers, stables, a chapel, and an armoury where weapons were stored.

Reading



Set a Purpose

As you read this section, watch for how warfare became increasingly complex, and how it changed many aspects of society.

fortification a building designed for defence, such as a fort or castle

WEB LINK

To learn more about the parts of a medieval castle, visit our website.

FIGURE 6-8 This is Dover Castle, in Kent, England. What are the advantages and disadvantages of its location? Compare the castle to the diagram of a castle floor plan. What parts of the castle were needed for defence?



siege when an army attempts to capture a fortified place by surrounding it and cutting off supplies

chivalry the qualities of behaviour expected of a knight, such as honour, courtesy, and courage

jousting two knights on horseback, each trying to knock the other off with his lance

When under attack, people from the surrounding areas might seek shelter inside castle walls. Castle dwellers stored food and water so that they could withstand a **siege**. A well-defended castle could keep enemies out for months.

During a siege, attackers surrounded the castle. They used weapons such as catapults, ladders, battering rams, and movable towers to try to break down doors or climb over the castle walls. Troops inside the castle fired on the attackers through arrow slits in the walls, and dropped rocks or boiling water onto them.

FIGURE 6-9 What would allow this castle community to function independently from the outside world during a siege?



What was the role of the knight?

In the late Middle Ages, knighthood reached its highest state of development. The code of honour that every knight swore to uphold was known as **chivalry**. The code of chivalry was based on personal honour. The model knight was brave, generous, and truthful. Knights were supposed to protect women and children and to strengthen the Church. In practice, however, the behaviour of many knights fell short of chivalrous ideals. For example, mistreatment of serfs by knights was so common that laws had to be passed forbidding assaults on peasants.

Did You Know?

The word *chivalry* comes from the French word *cheval*, meaning "horse." It refers to the fact that knights almost always fought on horseback.

The Code of Chivalry

These rules of chivalry go back to the time of Charlemagne, which you read about in Chapter 2.

To fear God and maintain His Church

*To serve the liege lord in valour
[bravery] and faith*

To protect the weak and defenceless

*To give succour [assistance] to widows
and orphans*

*To refrain from [avoid] the wanton
[random] giving of offence [lawlessness]*

To live by honour and for glory

To despise pecuniary [money] reward

To fight for the welfare of all

To obey those placed in authority

To guard the honour of fellow knights

To eschew unfairness, meanness, and deceit

To keep faith

At all times to speak the truth

*To persevere to the end in any enterprise
begun*

To respect the honour of women

Never to refuse a challenge from an equal

Never to turn the back upon a foe [enemy]

Thinking IT THROUGH

1. Why would a code of conduct be important for the knights? Why might they agree to follow it?

Because they saw war as their trade, virtually all knights practised fighting. Even their common pastimes, such as **jousting** and hunting, were ways of practising for battle. By perfecting their physical abilities, knights increased their chances of staying alive on the battlefield. They also increased their value to their lord, and so kept their high social status and lands.



FIGURE 6-10 This manuscript illustration from around 1446 shows armoured knights jousting at a tournament.

Medieval Weaponry and Armour

In the Middle Ages, there were two main military activities: pitched battles fought at a chosen location and time and sieges against castles or towns. Fighters included knights on horseback, foot soldiers, and archers. The weapons used by fighters were determined by their social class (for example, only knights could afford armour and horses). Over time, new weapons such as the longbow and cannons reduced the importance of both knights and fortified places. The result was a change in the way wars were fought, and to feudal society itself.

SWORDS became longer, stronger, and lighter in the Middle Ages as metalworking technology improved. These swords could be used with either one or two hands. A longsword was about one metre long and had a straight, double-edged blade.



THE CROSSBOW (on the left of this image) was a powerful and deadly weapon. The disadvantage of the crossbow was that it took a long time to load and fire.

THE LONGBOW (on the right of this image) could be fired very quickly. Hails of arrows slaughtered knights, horses, and infantry.

ARMOUR in the late Middle Ages could weigh as much as 20 kilograms. Knights were protected, but could not move quickly. Some armour could not withstand crossbow or longbow fire.



TREBUCHETS were a kind of catapult developed in the late Middle Ages. The most powerful of the siege weapons, the wooden trebuchet was light and easy to build. It could hurl a boulder weighing hundreds of kilograms against a castle wall. Modern reconstructions can launch full-sized cars hundreds of metres.

CANNONS were being used by the 1300s, but they were too heavy and expensive to be practical. Improvements in metalworking made for lighter, cheaper cannons and cannonballs. Cannons were used in both sieges and pitched battles.





The Geneva Conventions

Chivalry was the code of behaviour for knights in the Middle Ages. Today, we have agreements on behaviour during wartime. They are known as the Geneva Conventions.

The Geneva Conventions came about through the efforts of Henry Dunant, a Swiss citizen. In 1859 Dunant witnessed the Battle of Solferino in Italy. Thousands of soldiers were dying with no one to care for them. He organized local people to care for the wounded, no matter what side the soldiers had been on. Afterward, Dunant wrote a book about his experiences, and promoted his ideas across Europe. His actions would inspire the Red Cross movement as well as the Geneva Conventions.

In the mid-1860s, 12 European nations signed the First Geneva Convention, agreeing to care for all sick and wounded military personnel, no matter what their nationality. Medical staff, hospitals, and ambulances providing these services would be identified by a red cross on a white background, the symbol used by the Red Cross today. Since then there have been three more Geneva Conventions adding further protections.

All countries that have signed the Geneva Conventions must follow their rules. If they disobey the Geneva Conventions, they can be prosecuted.

truce a period of time in a war during which all the warring parties agree to stop fighting

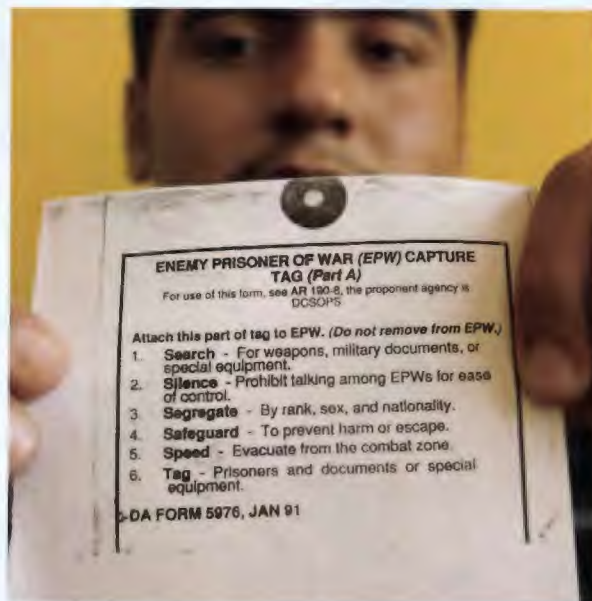


FIGURE 6-11 Omar Abdul Mutialib, 18, a resident of Baghdad, Iraq, holds a copy of his arrest tag. Mutialib was imprisoned by the U.S. military for almost four months without being charged for a crime.

Thinking IT THROUGH

Build on the Ideas of Others

1. In a small group, brainstorm a list of reasons why countries might agree to sign the Geneva Conventions. Then, discuss the extent to which you think countries would abide by these rules.



What was the Hundred Years' War?

The Hundred Years' War was fought between France and England, and lasted on and off from 1337 to 1453. There were frequent long **truces**, and there was no fighting during the winter months when roads were too muddy or blocked by snow. Even during an active military campaign, the armies spent less time fighting, and more time manouevring for position, burning homes, and raiding farmers' food stores.

The war began as a disagreement about who should be king of France. The French side supported a cousin of the deceased king of France. The English king, Edward III, who was a nephew of the deceased French king, believed he had a stronger claim, and so he invaded France. Eventually, however, the war became a fight over territory. The British fought to gain territory in France, and the French fought to keep their land.

WEB LINK

To read about the major battles of the Hundred Years' War, visit our website.

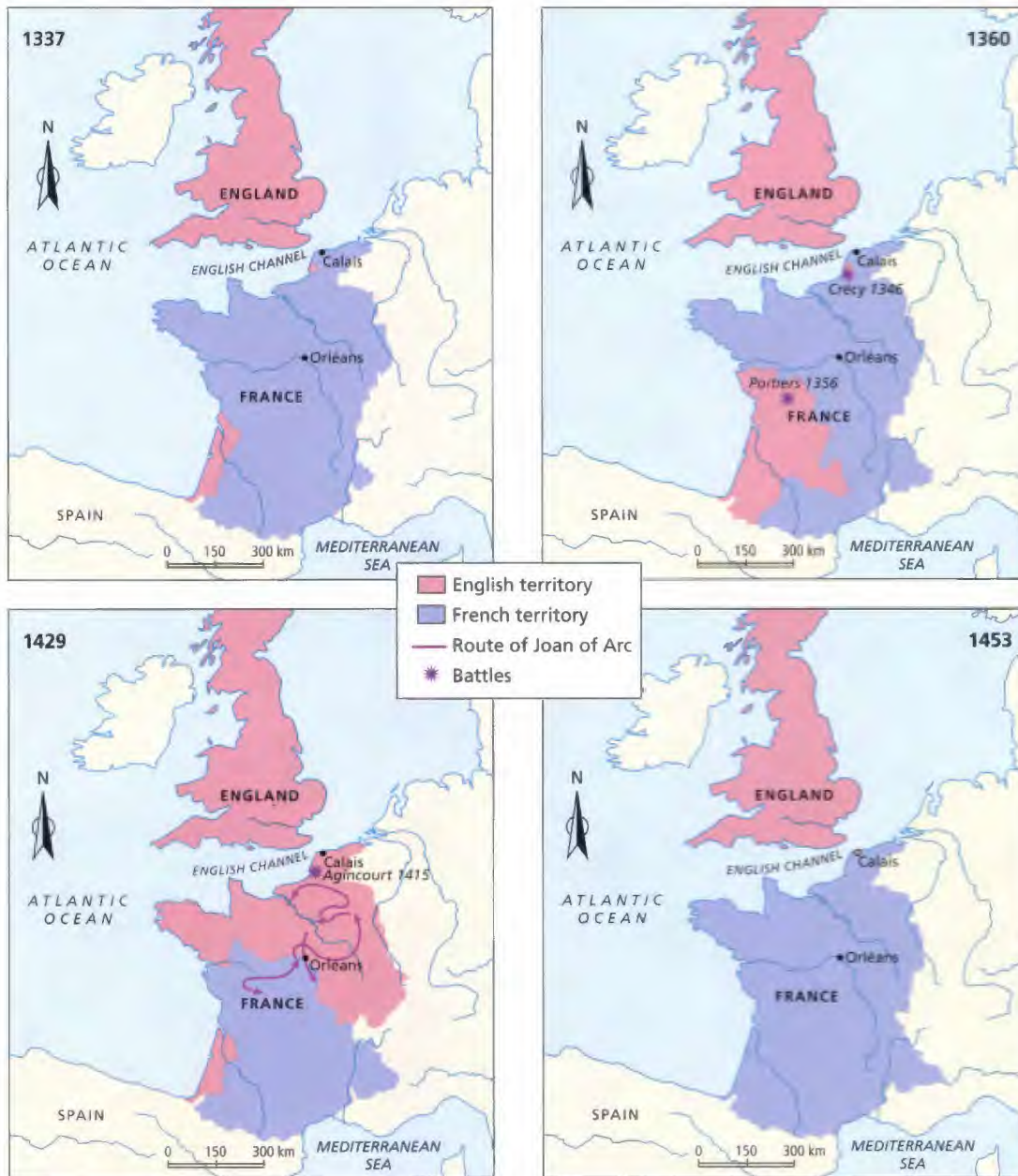


FIGURE 6-12 These maps show territory held by English and French forces at four different points in the Hundred Years' War. What gains and losses of territory happened between these years?

Did You Know?

Shooting a longbow was a specialized skill. Boys began training at age seven. An expert longbow archer could shoot between 10 and 12 arrows a minute during battle.

WEB LINK •

To learn more about the Battle of Agincourt, visit our website.

Technology and Tactics

During the Hundred Years' War, the English had one powerful weapon that the French did not have: archers skilled in the use of the longbow. English longbow archers were ordinary villagers. They shot metre-long arrows from bows almost two metres in height. The longbow was so powerful that it could send an arrow through the armoured leg of a mounted knight, the body of his horse, and the knight's leg on the other side.

Although the French knights could fight as well as the English, they were defeated many times during the Hundred Years' War. Because the English archers were not fellow nobles, the French knights sometimes refused to attack them. Instead, French knights would try to ride past the archers to get at their equals, the English knights. Even if they did attack the archers, the volleys of arrows were so deadly that the battles often turned into disasters for the French.

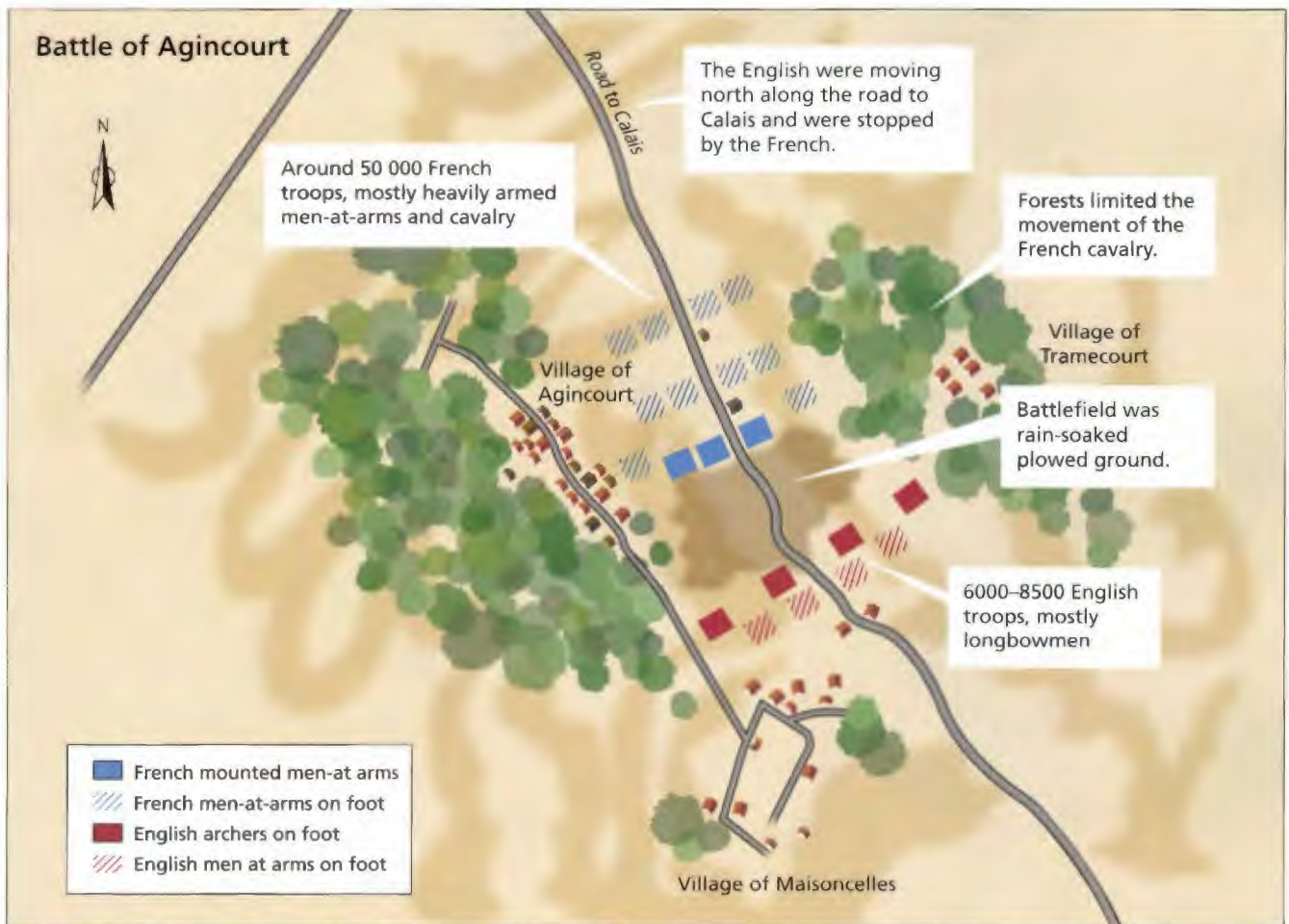


FIGURE 6-13 The Battle of Agincourt was a major English victory during the Hundred Years' War. Although the French outnumbered the English, the use of the English longbow would win the day. This map shows the position of the French and English forces at the beginning of the battle. Why would archers be so vital to the English victory?

Joan of Arc Rallies the French

In 1429, a young peasant woman named Joan of Arc appeared at the French court. She claimed that angelic voices had commanded her to drive the English out of France.

The **dauphin** was doubtful about Joan at first, but since the French situation was critical, he gave Joan some troops and sent her to the city of Orléans, which was under siege by the English. Joan helped end the siege and defeat the English forces. After other military triumphs, she was at the dauphin's side when he was crowned King Charles VII of France.

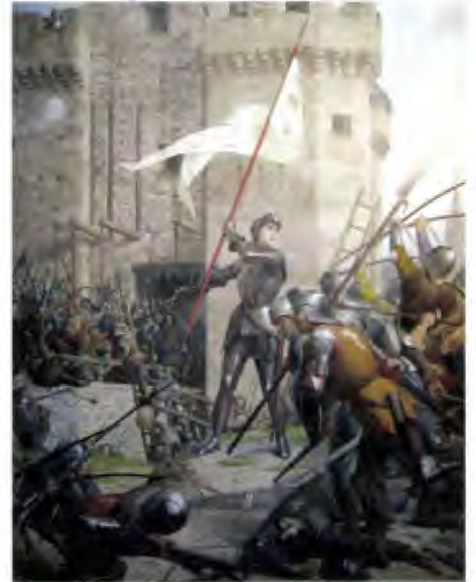
Two years later, Joan was captured by enemies of King Charles and sold to the English. She was put on trial in an **ecclesiastical** court for heresy and witchcraft. One piece of evidence against her was that she dressed in armour, which was men's clothing. People of the late Middle Ages were suspicious of a woman who dressed as a man. Joan continued to insist that she had acted on God's orders. On May 30, 1431, she was burned at the stake. She was just 19 years old.

Joan's death proved to be as inspirational to the French as her life had been. By helping them rally together against the English, she had forced them to start thinking of themselves as one nation. In her death, Joan became a heroine for all France.

dauphin the eldest son of the French king

ecclesiastical religious

FIGURE 6-14 It was not until the early 1900s that Joan of Arc was canonized by the Catholic Church. Why might it have taken so long to honour her?



EXPLORING SOURCES

The Words of Joan of Arc

Joan of Arc could not read or write, but she dictated this letter to be delivered to the English at the beginning of her campaign. In the letter, Joan refers to herself as "The Maid."

Thinking IT THROUGH

1. **Perspectives** What qualities revealed in this letter made Joan an inspiration to her troops?

Jesus Maria—

King of England, and you Duke of Bedford, calling yourself regent of France, you William Pole, Count of Suffolk John Talbot, and you Thomas Lord Scales, calling yourselves lieutenants of the said Duke of Bedford, do right in the King of Heaven's sight. Surrender to The Maid sent hither [here] by God the King of Heaven the keys of all the good towns you have taken and laid waste in France. She comes in God's name to establish the Blood Royal, ready to make peace if you agree to abandon France and repay what you have taken. And you, archers, comrades in arms, gentles [gentlemen] and others, who are before the town of Orléans, retire [return] in God's name to your own country.

If you do not, expect to hear tidings from The Maid who will shortly come upon you to your very great hurt.

artillery large guns such as cannons

Did You Know?

During the battle of Formigny in 1450, French cannons with a range of 1000 metres fired into the English ranks, slaughtering thousands.

The Outcomes of the War

Toward the end of the Hundred Years' War, the French began using more effective **artillery**. New, lighter cannons were mounted on mobile carriages, making them useful on the battlefield and during sieges. Iron cannonballs were introduced. There were also advances in the manufacture of gunpowder.

The new cannons gave the French an advantage over the longbow in pitched battles. Over the next few years, the French went on to victory after victory. By 1453, the Hundred Years' War was over.

Changes to Society

Northern France was now in ruins, and England had wasted men and resources. Although the English had, at various times, controlled vast areas of France, they now held only the port city of Calais. English rulers soon began turning their attentions across the Atlantic Ocean. You will read more about English voyages of exploration in Chapter 10.

As for the French, their feudal nobility was virtually destroyed by the Hundred Years' War. Yet the war also created a growing sense of national feeling in France and allowed French kings to expand their power.

The longbow and cannon had given commoners more importance on the battlefield and undermined the social status of the feudal lords and knights. The day of the heavily armed mounted knight and the castle was coming to an end. Feudalism was on its way out. In the future, monarchs would need large armies, not feudal vassals, to fight their wars.

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize
 - a) examples of how warfare changed during this time period
 - b) how the changes affected society

Build an Argument

2. Why did the Hundred Years' War last so long? Which country do you think learned more—France or England? Provide evidence for your answer.

Ask Meaningful Questions

3. What questions do you have about knights, castles, and battles that have not yet been answered? Share your questions with a partner and try to answer them using your background knowledge and research skills.

Synthesize and Evaluate

4. **Cause and Consequence** Write a paragraph to answer the section question: *How did the technologies of war affect society in the Middle Ages?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What were the causes of social upheaval?

Most people around the world see Canada as a peaceful and stable place, but protest and violence do occasionally take place. Think about times in recent history when there has been conflict in Canada and in other countries around the world. What were the causes of these events? How did citizens and governments respond?

How did the Black Death affect European society?

In the opening story of this chapter, you read about the arrival of the Black Death in Europe. It is believed that the Black Death was a variety of **bubonic plague** spread from person to person by fleas. The diseased person quickly developed buboes (swollen lymph glands) and was covered with dark blotches on the skin. A high fever and vomiting would follow. Most victims died within one to three days.

In some villages and towns, the sick and dying outnumbered the healthy. Thousands of villages became ghost towns. The Black Death was a disaster so horrendous that many people thought the end of the world had come.

The Black Death brought out the best and worst in people. Many priests, nuns, and doctors died because they spent so much time tending the sick. But some families abandoned their sick relatives, and thieves robbed corpses or broke into houses where everyone had died. Groups of religious fanatics called **flagellants** travelled from town to town spreading the idea that the plague was a punishment from God.

Trying to Find a Cause

There was no cure for the Black Death, and people could only speculate at the cause. Some, like the flagellants, believed it was God's punishment. Others blamed earthquakes or the stars. Specific groups of people were also singled out for blame. Jews, in particular, were accused of spreading the plague.

FIGURE 6-15 People tried many different things in an attempt to prevent catching the plague. Some doctors wore masks with long "beaks" in which they placed herbs. They hoped this prevented them from breathing in the disease.

Reading



Set a Purpose

As you read, think about how feudalism was changing during the late Middle Ages, and why people were growing increasingly dissatisfied with their everyday lives.

bubonic plague a highly contagious, usually fatal disease

flagellants religious people who whip themselves in public

WEB LINK

To learn more about the spread of the Black Death, visit our website.



Habit des Medecins, et autres personnes qui visitent les Pestiferés, Il est de marroquin de leuant, le masque a les yeux de cristal, et un long nez rempli de parfums

Jews lived throughout Europe in the Middle Ages, particularly in larger villages and towns. They were doctors, business owners, and merchants. However, they were also segregated from Christian society, and did not have the freedoms of other citizens. At times of trouble, many Christians blamed Jews for their problems. In the French city of Strasbourg, the townspeople accused Jews of starting an outbreak of the plague by poisoning the city's wells. Despite the objections of town officials, the entire Jewish community was killed by a mob.



FAST FORWARD

Pandemics Today

The Black Death was a pandemic—a widespread, fast-moving infectious disease—that affected people across continents. When the Black Death appeared, people had no idea what caused it. Even today, our knowledge of illness does not completely protect us from disease, and with air travel, diseases can very quickly spread around the world.

In 2003 there was an outbreak of severe acute respiratory syndrome (SARS) in Toronto, Ontario. The virus was first recognized in a woman returning from Hong Kong. The disease was quickly transmitted to several hundred Toronto-area hospital patients and staff.

The World Health Organization imposed a travel ban on Toronto to prevent the spread of SARS to other countries. The province of Ontario quickly tried to find and isolate people who had come in contact with SARS. Large gatherings, such as concerts, were cancelled. People were encouraged to wash their hands and wear masks.

Within a few months, the spread of the disease stopped. Dr. Nestor Yanga, the 44th and last SARS victim in the Toronto area, died on August 13, 2003.

In 2009, the World Health Organization declared the swine flu (H1N1) outbreak a pandemic. Canadian health officials launched the biggest vaccination program in Canadian history, targeting the H1N1 virus. Forty-five percent of



FIGURE 6-16 These people are lining up to get their H1N1 vaccination in St. Eustache, Québec, on October 30, 2009. Waits of up to seven hours were common at some Canada vaccination centres.

Canadians received the H1N1 flu vaccine. By January 28, 2010, 426 Canadians had died of the swine flu, 56 of them in British Columbia.

Thinking IT THROUGH

Build on the Ideas of Others



1. With a partner, make a list of factors that help spread pandemics in today's world. Make another list of the factors that help limit the threat. Do you think we have reasons to be afraid of a serious pandemic in the future?

Effects of the Black Death

It is estimated that the Black Death killed 30 to 60 percent of the population of Europe. The plague changed Europe forever, not only by killing so many people but also by damaging the feudal system.

Feudalism, as you saw in Chapter 5, was based on farming. Lords needed farm workers to work their land and to support the manor with crops, farm products, and taxes. The growth of towns and trade had already weakened this system. After the Black Death, labour was in such short supply that workers could travel from manor to manor and ask for higher wages. Serfs also began to leave the manors. The combination of labour shortages and rising wages caused many feudal estates to go bankrupt.

The chart below shows budgets from a 14th-century manor. It also indicates how the Black Death made the manor lose money.

Did You Know?

During the plague years, many people died of starvation because so many farm workers had died.

The Black Death and the Rural Economy

Before the Black Death	After the Black Death
Two hundred serfs work part of the year on the lord's manor lands. Freeman are sometimes hired, but wages are low.	Sixty serfs are dead, or have left to find higher wages elsewhere. Freeman now demand higher wages.
Income 200 serfs \times 124 days/serf, valued at 1 penny a day: $200 \times 124 \times 1 = 24\,800$ pennies worth of work Total income for one year: 24 800 pennies worth of work	Income 140 serfs \times 124 days/serf, valued at 1 penny/day: $140 \times 124 \times 1 = 17\,360$ pennies worth of work Total income for one year: 17 360 pennies worth of work
Expenses To hire an additional 80 workers for 300 days/year at 1 penny/day: $80 \times 300 \times 1 = 24\,000$ pennies Total expenses for one year: 24 000 pennies	Expenses To hire 80 additional workers for 300 days a year at 3 pennies/day: $80 \times 300 \times 3 = 72\,000$ pennies Total expenses for one year: 72 000 pennies
Profit from labour for one year before the Black Death: $24\,800 - 24\,000 = 800$ pennies	Loss from labour for one year after the Black Death: $17\,360 - 72\,000 = -54\,640$ pennies

FIGURE 6-17 You can see that after the plague, there were fewer serfs, but they had to be paid more. This meant that the manor was not profitable. How would this situation affect relations between lord and serfs?

THE BLACK DEATH

IN THE 1340S, A DREADFUL DISEASE SPREAD ACROSS THE WORLD, TRAVELING ALONG TRADE ROUTES CARRIED BY THE FLEAS ON RATS. KNOWN AS THE BLACK DEATH, OR PLAGUE, IT WIPED OUT A THIRD OF EUROPE'S POPULATION IN THE SPACE OF JUST FOUR YEARS.



AN ENGLISH VILLAGE, 1348. A SHORTAGE OF FOOD AND MANY WARS IN EUROPE HAVE WEAKENED THE POPULATION.



CAN WE STOP NOW, FATHER? I'M SO HUNGRY. IT'S BEEN AGES SINCE WE LAST ATE.



WE'RE ALL HUNGRY, JOHN. THESE ARE HARD TIMES. THE PRIEST SAYS THAT MENACE IS STALKING THE LAND AND WE HAVE TO PRAY.

NOW STOP YOUR MOANING AND HELP ME WITH THESE LOGS.



TWENTY-FIVE YEARS EARLIER...

IN THE FOOTHILLS OF THE HIMALAYAS, A TERRIBLE FORCE OF DESTRUCTION STIRRED. A MYSTERIOUS DISEASE, CAUSED BY THE BACTERIUM *YERSINIA PESTIS*, WAS BEING CARRIED BY FLEAS IN THE FUR OF BLACK RATS.



DOCTOR, WHAT'S HAPPENING TO ME?

IT'S THE SICKNESS. I'M SORRY, MY FRIEND, THERE'S LITTLE I CAN DO.

THIS DISEASE WAS THE BUBONIC PLAGUE. RATS, DISTURBED BY EARTHQUAKES AND FLOODS, WERE FORCED OUT OF THEIR HOLES AND MADE CONTACT WITH HUMAN BEINGS. THE FLEAS JUMPED FROM THE RATS TO BITE HUMAN FLESH, PASSING ON THE DEADLY GERMS. THE PLAGUE STRUCK ASIA FIRST.



PEPPER! FINEST ALMONDS! SAFFRON!

LURED BY SILK AND SPICES, MEN VENTURED DOWN NEW TRADE ROUTES AND TOOK THE PLAGUE WITH THEM. IT SWEEPED ALONG THE SILK ROAD TO STRIKE THE BYZANTINE EMPIRE.



IN THE SHIPS CARRYING GOODS TO MEDITERRANEAN PORTS, PLAGUE-BEARING RATS SCRATCHED BELOW DECKS AND SNIFFED THE SALTY SEA AIR.



BY 1347, THE PLAGUE WAS SPREADING RAPIDLY ACROSS EUROPE.

IN 1348, IT HIT ENGLAND. RATS FLOURISHED IN THE FILTH OF MEDIEVAL VILLAGES.



WRETCHED FLEAS!!!

THERE'S TALK OF THE SICKNESS IN THE NEXT VILLAGE. THEY'RE SAYING FOUL AIR HAS CAUSED IT, SO I'VE PUT SWEET-SMELLING LAUREL AROUND THE HOUSE TO WARD IT OFF. AND YOU ARE NOT TO BATHE, JOHN. IT LETS THE SICKNESS IN. GOD HELP US ALL!

NO ONE KNEW WHAT CAUSED THE DISEASE. PRIESTS SAID IT WAS A PUNISHMENT FROM GOD FOR HUMAN SINS.

WE ARE SUFFERING HEAVEN'S REVENGE! WE WILL KNOW THE WRATH OF GOD.

... AND YOU WILL BE NEXT. YOU AND YOUR IDLE FRIENDS. THAT'S WHAT YOU GET FOR NOT GOING TO CHURCH!

AS THE DISEASE SPREAD, FAMILIES SPLIT UP. BROTHER ABANDONED BROTHER. PARENTS REFUSED TO TEND TO THEIR CHILDREN.

HELP ME JOAN, I'VE GOT NOWHERE ELSE TO GO.

BE GONE. YOU'RE NOT WELCOME HERE.

BUT YOU'RE THE ONLY FRIEND I HAVE LEFT!

PEOPLE DID ALL KINDS OF STRANGE THINGS TO STOP THE DISEASE FROM SPREADING.

HEY! GIVE HIM BACK—THAT'S MY CAT!

NOT ANY MORE HE'S NOT. ALL CATS ARE BEING SLAUGHTERED. THEY ARE SPAWN OF THE DEVIL AND SPREAD DISEASE. NOW GO TELL YOUR PA TO COME AND HELP WITH THE BONFIRES. THEY'RE THE ONLY THING THAT'S GETTING RID OF THE STENCH AROUND HERE.

I'M NOT GOING ANYWHERE ANYWHERE, SON. AND YOU'RE BETTER OFF STAYING AWAY FROM FOLKS, TOO.

BESIDES... I DON'T FEEL SO WELL.

I'LL SEND JOHN OUT TO FETCH THE WISE WOMAN.

I'LL LAY LEECHES ON HIM TO SUCK THE EVIL OUT, BUT FEW HAVE SURVIVED THIS TERRIBLE CURSE. HE'LL NEED ALL OUR PRAYERS.

PEOPLE TRIED TO PROTECT THEMSELVES WITH NICE SMELLING HERBS, OR BY SOUNDING CHURCH BELLS AND FIRING CANNONS. SOME OF THE CURES WERE EQUALLY STRANGE.

THE SYMPTOMS WERE GRUESOME: FEVER, PURPLE BLOTCHES ON THE SKIN, COUGHING UP BLOOD, AND SWELLINGS IN THE NECK, ARMPITS, AND GROIN. FIVE DAYS AFTER THE ONSET, THE VICTIM WOULD USUALLY DIE.

THREE DAYS LATER...

WHERE ARE YOU TAKING MY FATHER?

BRING DOWN YOUR DEAD! BRING DOWN YOUR DEAD!

TO THE PLAGUE PITS—THE CEMETERIES ARE ALL FULL UP.

JOHN'S FATHER WAS JUST ONE OF ABOUT 25 MILLION PEOPLE WHO DIED OF THE PLAGUE, OR BLACK DEATH, AS IT CAME TO BE KNOWN.

SPARE US SOME FOOD, BOY.

WE'RE STARVING. I HAVEN'T BATEN A DECENT MEAL IN WEEKS.

THERE'S NO FOOD TO BE HAD. THE MARKETS HAVE CLOSED. IT'S THE END OF THE WORLD!

THE BUBONIC PLAGUE CONTINUED TO WREAK HAVOC FOR MANY YEARS. IT DIDN'T FULLY DISAPPEAR FROM EUROPE UNTIL THE END OF THE 1700S.

poll tax a standard tax collected from every person

revolt an uprising against government authority; a rebellion

What were the causes and effects of the Peasants' Revolts?

Feudalism was also weakened in the 14th century when the lowest order of society, the peasants, rose up and demanded better living conditions. In both France and England, the **revolts** were successful at first, but they were eventually suppressed by the nobility.

France

In 1356, after a French defeat during the Hundred Years' War, the English captured the French king, John II, and held him in London for ransom. While the king was gone, a mob attacked his son's palace, driving him from the capital.

In 1358, the serfs of the northern countryside broke into open revolt against their lords. Even though the farmlands had been laid waste by years of fighting, and many serfs had been assaulted and robbed by mercenaries, manor lords still demanded high rents. Peasant armies finally banded together to burn manor houses throughout northern France. Many lords were killed.

The reaction of the French nobles was swift and brutal. Ringleaders were rounded up and hanged, and whole villages were burned to the ground.

England

In England, the Black Death caused severe labour shortages in the countryside. As a result, food supplies were down, while prices and serfs' wages went up. The lords tried to put an end to this by passing a law. This law stated that all wages were to go back to what they were before the Black Death. Then, to help finance the Hundred Years' War, Parliament approved a **poll tax**, which took the same amount of money from every person in England, from the lowest serf to the highest noble. This double blow enraged the serfs.

Two leaders emerged to organize the angry serfs into a fighting force: Wat Tyler, a former soldier, and John Ball, a stirring preacher. By 1381, a peasant army was marching on London. When the army arrived, sympathetic guild workers opened the gates of the city. Once inside, the peasants killed any nobles they could find, including the Archbishop of Canterbury, and burned down buildings.

During negotiations with 14-year-old King Richard II, Wat Tyler was killed by the Lord Mayor of London. John Ball was taken prisoner and later beheaded. The revolt collapsed, and the serfs returned to their farms, where vengeful lords hanged many of them. While the revolt had failed, it signalled the coming end of serfdom in England.

Did You Know?

The French rebellion became known as the *Jacquerie*. Nobles called peasants "Jacques" or "Jacques Bonhomme" for their padded coat, called a *jacque*.

WEB LINK

To read an account of the death of Wat Tyler, visit our website.

An Inspiring Speech

This is taken from a speech by John Ball, one of the leaders of the English Peasant Revolt.

My good friends, things cannot go on well in England, nor ever will until...there shall be neither vassal nor lord... How ill [badly] they have used [treated] us! Are we not descended from the same parents, Adam and Eve?... They are clothed in velvets and rich stuffs [fabrics]... They have wines, spices, and fine bread... if we drink, it must be water. They have handsome...manors, where [while] we must brave the wind and rain in our labours in the field... We are called slaves; and if we do not perform our services, we are beaten...



FIGURE 6-18 *The Lord Mayor of London Attacks Wat Tyler* was painted by John Froissart between 1385 and 1400. Whose side—the peasants' or the nobles'—do you think the artist supports? Explain.

Thinking IT THROUGH

1. What aspects of feudal society does John Ball believe are unfair?

Thinking IT THROUGH



Summarize What's important

1. Answer the following questions by summarizing the main ideas. Use a graphic organizer to record your notes.
 - a. Why was feudalism weakened?
 - b. Why did people grow increasingly dissatisfied with their everyday lives?
 - c. What did people do as a result of their dissatisfaction?

Build an Argument

2. In your opinion, who gained the most from the social changes during this time? Kings? Lords? Religious leaders? Townspeople? Peasants? Provide evidence for your opinion.

Make Connections

3. What social issue do you see as the most urgent for Canadians to address? Brainstorm ideas with a partner, and then share your list with another pair. As a group, agree on one issue, and share your ideas with the class.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *What were the causes of social upheaval?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How were attitudes toward the Catholic Church changing?

Reading



Set a Purpose

As you read, look for evidence of how the Catholic Church maintained power, and how its authority began to be challenged.

pilgrimage a journey to a sacred place or shrine

FIGURE 6-19 This image by John of Lydgate was used to illustrate the book *Canterbury Tales*, written in 1420 by Geoffrey Chaucer. It tells stories of pilgrims on their way to Canterbury Cathedral, the burial place of Thomas Becket.



In the late Middle Ages, the Catholic Church continued to have a great influence on society. Medieval people experienced famine, plague, wars, and back-breaking labour, and the Church preached that these difficulties were the consequences of evil behaviour. People believed that only a lifetime dedication to Christian belief and practice would give them a chance of going to heaven after death.

How was faith shown through pilgrimages?

The Church encouraged people to undertake **pilgrimages**. These were journeys to holy sites, particularly ones where Christian saints had been martyred. Because pilgrimages were long, dangerous journeys—some lasted months, or even years—people travelled in groups. Barriers between medieval classes broke down on pilgrimages. Rich and poor, men and women—all travelled together.

Favourite destinations were the shrine of St. James at Compostela in Spain, the tomb of Thomas Becket in Canterbury, England, and the cities of Rome and Jerusalem. Many shrines contained relics, or holy objects such as pieces of Christ's cross and the bones, teeth, hair, and shoes of Catholic saints.

Pilgrims believed that by praying at these shrines, they would have a better chance at going to heaven. Many also made the journey in the hope of being cured of a disease by touching or kissing a relic.

The shrines charged money to view relics, and thousands of pilgrims became a source of wealth for the Church.

Why were cathedrals built?

Churches in the early Middle Ages were relatively small. Then, in the 12th century, engineers learned how to build much taller churches with spires and huge windows. To achieve these great heights, **architects** pointed the arches that supported the cathedral roofs. They used massive supports called **flying buttresses** to hold up the tall, heavy walls.

Thus began the age of the **Gothic** cathedral. Soon church spires were reaching for the heavens in every town and city. Cathedrals were constructed over long periods, sometimes hundreds of years. With their decorative carvings, lofty ceilings, and stained glass, these churches struck awe in the hearts of the medieval faithful. The cathedrals symbolized the power and majesty of God.

Cathedrals are also evidence of the wealth and power of the medieval Church. Rulers granted the Church vast areas of land from which it collected taxes and agricultural produce. At one point, the Church owned one third of the land in Europe. The Church also charged fees to perform baptisms and marriages, and to administer the last rites at death.

architect a person who designs buildings

flying buttress an arch built against a wall to help support it

Gothic a type of architecture featuring steep roofs and pointed arches

WEB LINK

To learn more about a Gothic cathedral built in medieval Germany, visit our website.



FIGURE 6-20 Stained glass windows in St. Gatiens Cathedral, Tours, France. Why might such a space inspire people to turn their thoughts to God?

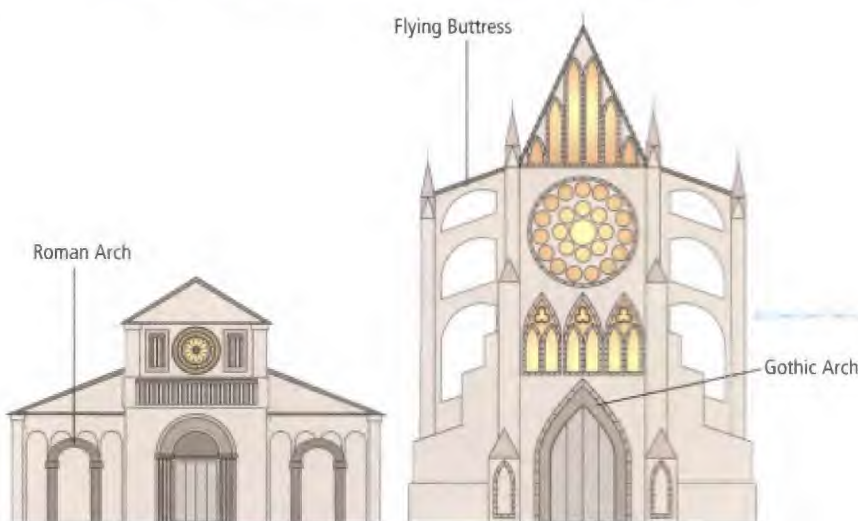


FIGURE 6-21 A cathedral in the Romanesque style is on the left; the Gothic cathedral is on the right. What differences can you see between these two buildings?

Looking Back...

Europe's Late Middle Ages

CHAPTER FOCUS QUESTION

How can change challenge a civilization?

Europe's late Middle Ages witnessed challenging times. The feudal system and the structure of society were affected by increased trade, times of war, a more powerful middle class, the Black Death, and peasant uprisings.

1. Create a web like the one below that synthesizes major changes in European society during the late Middle Ages. In a paragraph, explain one or two factors that had the greatest impact on medieval society. Use examples from your notes and paragraphs summarizing the main ideas of the chapter to support your opinion.



Synthesize and Evaluate

2. In your opinion, what was the most important change people experienced in Western Europe during the late Middle Ages? Begin by explaining how you would define “importance” and how you would determine if a change was important enough to count. Brainstorm ideas and evidence and record these in a graphic organizer you think best shows what happened. Present your results to the class.

Ask Meaningful Questions

3.
 - a. Work with a partner to brainstorm as many changes that happened during the late Middle Ages as you can.
 - b. Organize your changes into categories (for example, changes in family life, belief systems, economy).
 - c. Choose one category and with your partner identify two or three inquiry questions that will help you answer how those changes affected society.

Build an Argument

4. Agree or disagree: “The best time to live throughout any period in history was during the late Middle Ages.” Prepare a short speech that persuades your audience one way or the other. Be sure to discuss the many changes society underwent during this time, and explain if they contributed to this being a desirable time or a terrible time to be alive. If you disagree, offer an alternate time period you feel would be superior.

7

Medieval Japan



FIGURE 7-1 Women wearing rice straw hats dance during the annual Harvest Festival held at Ise Grand Shrine in 2007. The shrine is said to hold the Sacred Mirror of Amaterasu, the sun goddess. People from around Japan come to Ise to make offerings taken from the first rice harvest of the season.

CHAPTER FOCUS QUESTION

How can contact and conflict affect a civilization?

According to Japanese mythology, two divine beings, the male Izanagi and the female Izanami, stood on the bridge of heaven and churned the ocean with a spear to make a small island of curdled salt. From that mystical beginning grew a string of islands—Japan.

Izanagi and Izanami looked at their creation and said, “Why should we not produce someone who shall be lord of what is below heaven?” So they went on to create the deities called kami. The word *kami* means “above” or “superior.”

Two kami were Amaterasu, the sun goddess, and her brother Susanoo, the storm god. Once when Susanoo was being particularly loud and destructive, Amaterasu hid in a cave and closed the entrance with a boulder. The world was plunged into darkness, and no one could lure Amaterasu out of the cave.

Finally, the goddess Amanozume began a rude and comical dance that made the other gods roar with laughter. Amaterasu, curious about what was going on, peered out of her cave and saw her own bright reflection in a mirror. She returned to the sky and light came back to the world.

Reading



Use Background Knowledge to Infer

In medieval Europe, kings believed they had “divine right” to rule. Similarly, in medieval Japan, emperors believed themselves to be the descendants of Amaterasu, the sun goddess. What advantages and disadvantages would this belief give to the emperors?



In This Chapter

In this chapter, you will focus on Japan's medieval period, which lasted from around 700 CE to 1600 CE. Feudalism developed during this time, and the military and religious values of the samurai warriors dominated Japan's culture. You will also learn about the early years of Japan's civilization and how the geography of this island nation influenced the way of life of its people. Tradition, geography, and history have helped make Japan's culture unique.

Use these questions to set a purpose for reading each section.



- How did Japan's geography influence its early development?
- How did early China influence Japanese civilization?
- How did feudalism develop in Japan?
- How did Japan respond to early contact with Europeans?

How did Japan's geography influence its early development?

Reading



Set a Purpose

Be prepared to summarize your thinking about how geographic factors influenced Japan's development.

geographic location the location on Earth of a person, place, or thing

archipelago a chain of many islands

How is your life affected by geography? How was the history and development of British Columbia affected by geographic factors such as mountains, forests, and the ocean? Geographic factors that can influence the development of a country include its landforms, climate, resources, and **geographic location**.

What is the geography of Japan?

Japan is a nation made up of four main islands—Hokkaido, Kyushu, Honshu, and Shikoku—and more than 3000 smaller islands. From north to south, the Japanese **archipelago** is over 2500 kilometres long. With a land area of nearly 380 000 square kilometres, Japan is less than half the size of British Columbia.

Japan is very mountainous, making travel difficult. This explains why for much of its history, political life in Japan was regional rather than centred around one central government. Mountain ranges also affect where people settle and how they make their living. Only about 25 percent of Japan is made up of plains and valleys. This means that land for agriculture is scarce and must be used efficiently. Most of Japan's population lives on the coastal plains, such as the Kantō Plain that surrounds Japan's largest city, Tokyo.

How does geographic location affect Japan?

Because Japan is an island country, it is geographically isolated from its nearest neighbours: North and South Korea, China, and Russia. Although it is only about 200 kilometres wide, the ocean between Japan and mainland Asia is very rough, making sea travel difficult. The western coast of Japan has fewer bays and inlets—ideal places for harbours and cities—than the eastern side.

TIMELINE

10 000 BCE

Jomon and Ainu cultures present in Japan

400 BCE

Yayoi culture present in Japan



300 CE

Yamato period begins

538 CE

Introduction of Buddhism into Japan

710 CE

Beginning of the Nara period



FIGURE 7-2 What factors might influence the location of major Japanese cities? Use evidence from this map to support your opinion.

The seas around Japan have both protected and isolated the country. Japan is close enough to the mainland to be in contact with North and South Korea and China, but too far away to be conquered by these neighbours. This has helped Japan preserve its identity. The seas also served as trade routes. The Seto Inland Sea was an especially important link among various Japanese islands.

Before the 1500s, Europeans did not have the means to reach Japan by sea. When they did develop the necessary navigational technology, the journey still took months and was extremely dangerous.

Reading



Ask Meaningful Questions

What questions do you have about medieval Japan? As a class, build a "What we want to know" wall chart with all of your questions, and record answers as you read the chapter.



1274 CE
First Mongol invasion

1281 CE
Second Mongol invasion



1543 CE
Arrival of the Portuguese in Japan

1603 CE
Beginning of the Tokugawa Shogunate

1635 CE
Closed Country Edict

tsunami a large wave or series of waves caused by an underwater earthquake or volcanic eruption

geyser a boiling hot spring that shoots steam and water into the air at intervals

WEB LINK

To view a time-lapse map of earthquakes in and near Japan, visit our website.

FIGURE 7-3 The village of Shirakawa, on Honshu island. Use an atlas to find out what latitudes Japan occupies from its northern to southern tip. What part of North America lies at the same northern and southern latitudes?

Earthquakes and Volcanoes

Like British Columbia, Japan is on the Pacific “Rim of Fire.” In fact, the archipelago is located in a place where three tectonic plates meet: the Asia Plate, the Pacific Plate, and the Philippine Plate. There are frequent earthquakes and **tsunamis** in Japan. Over 1500 earthquakes happen in Japan every year, most of them very minor. Very destructive earthquakes, which destroy buildings and roads, kill or injure hundreds of people, and cause tsunamis, occur several times each century. On March 11, 2011, the most powerful earthquake ever recorded in Japan caused a tsunami about 10 metres high. More than 15 000 people were killed, and thousands more were missing.

Many of Japan’s volcanoes are active, and there are **geysers** and hot springs throughout the country. Japan’s most famous mountain, Mount Fuji, is a volcano.

Resources and Climate

Compared with the countries of Europe, Japan had relatively little trade with neighbouring countries. Yet Japan survived and prospered. Its farmers and fishers provided sufficient food for the people. Wood for building and for fuel came from the abundant forests. Silkworms and cotton plants provided material for clothing. Artisans made use of the available metals. As a result, Japan was a self-sufficient country.



How was this achieved, considering how little land there was available for agriculture in Japan's mountainous landscape? Nature compensated for the limited amount of **arable** land by making it very fertile.

Although Japan is in the northern Pacific, its climate is relatively mild because of the warm Kuro Shio ocean current. The mild climate and dependable rainfall provide a longer growing season than is possible in countries such as Canada. Southern Japan has a subtropical climate in which rice and other warm-weather crops grow well. Rice is Japan's most important crop. In the past, rice-growing areas were vigorously defended because land was at such a premium.

Typhoons

Japan experiences typhoons several times a year. Typhoons are tropical cyclones, similar to hurricanes. These storms can produce torrential rains and winds as fast as 120 to 220 kilometres an hour. Winds can also push ocean waters high up onto shores, causing dangerous storm surges. Typhoons can create millions of dollars in damages every year.

EXPLORING SOURCES

The Beauties of Nature

Despite its many dangers, the beauty of the natural landscape of Japan has always been a great source of pride to the Japanese people. Celebrations and rituals, or special ceremonies, mark the change of the seasons. Cherry blossoms are the most beloved flowers, and the spring blooming of the cherry trees is a time of celebration.

Japanese people express their admiration of nature in visual arts, literature, poetry, and religion. This is a haiku—a form of Japanese poetry—by the poet Basho, who lived in the 1600s.

*Temple bells die out.
The fragrant blossoms remain.
A perfect evening!*

Thinking IT THROUGH

1. How do you think sharing in yearly festivals might create a sense of identity and community? What values do festivals and celebrations reinforce?



FIGURE 7-4 Picnic parties are a ritual of cherry blossom time in Japan. Which seasonal items or events are important to you? Explain.

Analyzing Human–Environment Interactions

When people use GPS in their cars, they are using maps to find out where they are and where they are going. Maps can also tell us why things happen as they do. For example, maps can tell us about environmental factors in a country and how people have adapted to that environment.

Information on maps can be divided into two categories:

- physical geography: the features of Earth’s surface
- human geography: related to people and their activities

Here are two key understandings about Japan to keep in mind as you look at the maps on the following page.

1. Japan is very mountainous. Only 12 percent of the land is used for agriculture.
2. Rice needs to grow in water. Farmers enclose rice paddies with walls to create shallow ponds. Rice plants about 5 to 8 centimetres high are planted in the paddies. Later, the water is drained and the rice is harvested.

Look at Physical Geography

The map in Figure 7-5 gives information about the physical geography of Japan. It is a topographic map that shows the elevation of land. Use the legend to read the map.

- Where are the mountains of Japan?
- Where are the lowlands?
- Where is the arable land? Explain your thinking.

Look at Human Geography

The map in Figure 7-6 gives information about the human geography of Japan. It is a land use map that shows how people interact with physical geography. Use the legend to read the map.

- Where do people grow rice?
- What other agricultural information is shown on the map?
- How might people use the forested areas of Japan?

Look for Connections

Making connections between the two maps can give you insights into the geography of Japan.

- What is the connection between the physical geography of Japan and how people use it for agriculture?

Apply It

1. Here is another key understanding about Japan: Japan is a densely populated country.
2. Based on Figure 7-5, where would you expect most of Japan’s people to live? Use Figure 7-6 to check your ideas.
3. You have been given the job of deciding where to locate a new city in Japan. Use the maps to decide its location and how the city’s population will make a living. Prepare a short report giving your recommendations and present it to the class.



FIGURE 7-5 Topographic map of Japan



FIGURE 7-6 Land use map of Japan

Shinto a set of spiritual practices based on ancient Japanese traditions

creed a formal statement of religious beliefs

scriptures sacred writings

FIGURE 7-7 Foxes, or *kitsune*, were believed to be the kami Inari's messengers. Statues of *kitsune*, like this one at the Fushimi Inari shrine in Kyoto, are used to ward away evil.



FIGURE 7-8 This is the *torii*, or entrance gate, to a famous Shinto shrine on the island popularly known as Miyajima. At high tide, the base of *torii* is surrounded by water, which makes it seem to float.

What was the religion of Japan's early period?

Shinto is the ancient religion of Japan. The love of nature is the most important aspect of Shinto. Many traditional Japanese arts, such as flower arranging and garden design, are based on the Shinto ideal of harmony with nature.

Shinto is based on a series of traditions and customs, most of which involve pilgrimages to famous places and shrines. It has no founder, **creed**, holy **scriptures**, or religious laws. The most important deities in Shinto are kami. The kami could be mountains, rivers, rocks, streams, or ancestors—any object or person that inspires awe. Shinto gods and spirits sometimes live in temples, where they can be contacted by priests and individuals. Shinto shrines have been built on many beautiful natural spots in Japan, even in the water.

The emperor was believed to have the closest connection with the gods, because he was descended from Amaterasu, the goddess of the sun. Only members of the emperor's family are permitted to be the head priests and priestesses at Amaterasu's main shrine in Ise. The story of Izanagi, Izanami, and Amaterasu that you read at the beginning of the chapter comes from Shinto tradition.



Who were the early inhabitants of Japan?

The islands of Japan have been occupied for thousands of years. The name Japan means "great land of the rising sun." Japan's first peoples may have believed that the sun first rose over their islands.

Japan's first inhabitants were known as the Jomon. They hunted, fished, and gathered food such as nuts and shellfish. Jomon means "cord marks," which refers to the decorations on pottery made by this people.

The Ainu

Scientists today still do not completely agree on the origins of the Ainu. They lived in the northern part of Japan for several thousand years in an area called Ezochi, which means Land of the Ezo (Ainu).

The Ainu had their own separate society and territory, but eventually the Japanese began to take over the Ainu lands. The Ainu fought several wars of resistance against Japanese control, but each time they were defeated. Eventually the Ainu territory officially became part of Japan, and the island where most of the Ainu lived was renamed Hokkaido.

The Japanese began a program of assimilation of the Ainu people. They were forbidden to speak their language or practise many of their customs, and they were restricted to living in areas the government provided for them. They were given land to farm, even though they traditionally hunted and fished. Today the Ainu number about 20 000 and are fighting for **territorial rights** to a group of islands off the northern island of Hokkaido.

WEB LINK

To learn more about the Ainu, visit our website.

Did You Know?

Like Canada's First Nations, the Ainu take great pride in their heritage. They have established organizations to revive their language and preserve their culture.



FIGURE 7-9 This photograph of Ainu women was taken in 1950. Compare their dress with that of other Japanese women shown in this chapter.

The Yayoi

By 400 BCE, the Yayoi had appeared on the scene. The Yayoi originated with people who probably came from what is now Korea or China and intermingled with the Jomon. During the Yayoi era, agriculture and metalworking developed in Japan. The Yayoi also knew how to cultivate rice, which became a very important part of the Japanese diet. The Yayoi organized themselves into social units or clans called *uji*.

Nature and Culture

For many Indigenous peoples, identity is rooted in the natural world. The Ainu not only revere nature, but see it as the source of many elements of their culture.

Our culture and language are inspired by nature and so is our art.

Kayano Shigeru, first Ainu member of the Diet (Parliament) of Japan

One of my Elders told me a situation. He said we can get rid of all the Dene people in Denendeh, we can all die off for some reason, but if there was another human being that came stumbling along and came to Denendeh, the environment would turn him into a Dene person. It's the environment and the land that make us Dene people.

report of the Canadian Royal Commission on Aboriginal Peoples

The Dene of Canada also see a relationship between the environment and human beings. They believe that the land is so powerful that it can affect the identity of the people who live on it. Here is how Roy Fabian of Hay River in the Northwest Territories explains this idea:

Thinking IT THROUGH

Analyze Critically

1. What effect do you think the Dene way of thinking would have on how they treated people new to their land?

Make Connections

2. How can you extend this idea to people who come from other countries to make Canada their home?

Thinking IT THROUGH



Cause and Consequence

Summarize What's Important

1. Use a graphic organizer to summarize how each geographic factor (landforms, climate, resources, and location) influenced Japan's history.

Analyze Critically

2. What geographic factors affected Japan's contact with other countries? How might the lack of arable land in Japan lead to internal conflict?

Make Connections

3. Conduct further research to compare and contrast the situation of the Ainu with that of Aboriginal peoples in Canada.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did Japan's geography influence its early development?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did early China influence Japanese civilization?

Japan is close enough to the mainland of Asia to have important contacts with the cultures of Korea and China. The southwestern coasts of the islands of Kyushu and Honshu are about 200 kilometres from what is now South Korea. Yet, over the centuries, Japan maintained its freedom to accept or reject influences from its neighbours. At times, the Japanese sealed themselves off from foreign influences, choosing to go their own way.

How did rice affect the development of Japan?

Rice cultivation was introduced to Japan by the Yayoi. Scientists argue that the rapid increase in Japan's population during the Yayoi period is because of the introduction of rice. Although the poorest Japanese could afford rice only occasionally, it was—and remains—the food most associated with Japan and its culture.

Growing rice is labour intensive. This means that it requires a lot of time and person power. The rice farmer's life was generally hard. The paddies had to be maintained, and crops needed to be planted, cultivated, harvested, **threshed**, and stored. Women and children participated fully in the work.

When rice crops failed, hunger, famine, and war usually followed. One famine lasted from 1229 to 1232 CE. Thousands died, and outlaws roamed the land to steal food.



Reading



Set a Purpose

As you read this section, consider the different ways Korea and China influenced Japanese civilization.

thresh to beat the grain out of its husk, or covering



FIGURE 7-10 Sushi, often made with rice and raw fish, is a Japanese food that has become popular in North America. Use what you know about Japan's geography to explain the origin of sushi.

FIGURE 7-11 Farmers increased productivity by using irrigation and by terracing sloped fields for rice, their most important crop. Explain how terraces increase agricultural land.

samurai warriors who worked for powerful lords in Japan

Did You Know?

In Japanese, the word *gohan* means both “cooked rice” and “a meal.” So when you say “Did you eat?” in Japanese, you are actually saying “Did you eat rice?”

For centuries, rice was also the Japanese money system. The salaries of the **samurai**, whom you will read about later in the chapter, were actually measures of rice. A lord’s rank and wealth related to the total rice production of his territory. The value of land was determined by the amount of rice that it could produce.

Rice is such an essential part of life in Japan that it has become deeply entwined in Japanese culture. Rice is a part of Shinto rituals and celebrations. Rice straw, cooked rice, and rice wine (sake) are all used. The kami Inari is seen as the god of both prosperity and rice, and rice harvests are celebrated at temples. Even today, the emperor tends a few rice plants, symbolically nurturing the Japanese culture and its people.

FAST FORWARD

Fair Trade?

Rice is so culturally and historically important to the Japanese people that the Japanese government controls rice production and imports, and it subsidizes (financially supports) rice production by Japanese farmers. It would be much cheaper to import rice from other countries, but this would put the Japanese rice farmers out of business.

The Canadian government has also been involved in the marketing of wheat and barley grown in Western Canada. The Canadian Wheat Board is a federal agency. It was established in 1935, during the Depression, when drought devastated crops. By law, farmers had to sell their wheat to the Wheat Board. The Wheat Board then pooled the grain and sold it on behalf of the farmers.

Since it was first established, the advantages and disadvantages of the Wheat Board have been constantly debated. Some thought that allowing farmers to sell their own grain meant they could get better prices. Others thought that the Board provided protection in times of hardship, when the price of wheat was low. In 2011,



FIGURE 7-12 Canadian farmers pooled their wheat in grain elevators such as this one in Alberta. These elevators have become one of the symbols of Western Canada.

the Canadian government passed an Act to reorganize the Wheat Board and allow Canadian farmers to sell their wheat as they wished.

Thinking IT THROUGH

1. What, if any, similarities can you see in the Canadian and Japanese situations? Do you think governments should control markets in this way? List the advantages and disadvantages of this approach.



How did Japanese culture develop during the Yamato period?

Around 300 CE, Japan entered what is known as the Yamato period. Yamato is the name of the plain around Osaka, which is the richest agricultural area of Japan. The city of Osaka was the capital of the Yamato state. The Yamato family was a clan that claimed to be descended directly from the sun goddess Amaterasu. This belief—along with some carefully planned marriages—allowed them to rule the other powerful families of Japan at the time. This was how the idea of the imperial **Sun Line** was born, a concept still respected in Japan today.

Cultural sharing with China and Korea had a profound affect on Japanese civilization. The Yamato court forged a close connection with the kingdom of Paekche in southwestern Korea. During this time, many elements of Chinese culture—including Chinese writing, Buddhism, and Confucianism—were all brought to Japan by way of Korea.

How Written Japanese Was Born

Around 360 CE, written language first came to Japan from Korea. When Koreans began visiting Japan, they wrote down their impressions of the country using Chinese characters. These characters had been developed by the Chinese during the Shang Dynasty (see Chapter 1). The Japanese admired this writing and borrowed the Chinese characters to form the basis of their own written language. Japanese characters based on Chinese characters are called **kanji**.

The Japanese also developed new symbols that represented sounds of their language. This new system was known as **kana**. Kana made writing Japanese simpler.

As time went on, it was considered important for Japanese noblemen to master classical Chinese. Chinese eventually gained status as the language of “good literature”—as did Latin and classical Greek in Europe. Noblewomen, on the other hand, were free to write in kana. Many noblewomen kept lengthy diaries in kana.

Today, the Japanese language still uses several thousand Chinese characters in books, newspapers, magazines, and advertising.

Did You Know?

The Yamato emperor never appeared in public. It was believed that ordinary people would be overwhelmed by the sight of him. Even when the emperor appeared before nobles, he sat behind a screen.

Sun Line the concept that the Japanese emperor is directly related to the sun goddess Amaterasu

cultural sharing the exchange of ideas, customs, and knowledge between different civilizations or societies

kanji characters in written Japanese based on Chinese characters

kana characters that represent the sounds in Japanese language

FIGURE 7-13 Calligraphy, or the art of writing, is a subject taught in Japanese schools. Children are expected to memorize complex characters and write them using brushes and ink.



FIGURE 7-14 Sensoji is a Buddhist temple built in Tokyo in 645 CE. It is Tokyo's oldest and most important temple. The temple also contains a Shinto shrine and is the location of a popular Shinto festival every spring. It is common in Japan for Buddhist and Shinto shrines and temples to be near each other.



WEB LINK

To take a tour of Sensoji, visit our website.

Religion and Civilization

- Shinto and Buddhism have co-existed in Japan for 1500 years. Based on what you know about these belief systems, determine why it would be possible for a person to follow both religions.

Did You Know?

Prince Shotoku established the Buddhist temple complex of Horyu-ji. Eventually a cult developed around the memory of the prince in the 1100s. As a result, Buddhist pilgrims visited Horyu-ji in honour of Prince Shotoku.

Buddhism in Japan

Buddhism came to Japan from China, by way of Korea, during the late Yamato period. Although followers of Shinto were initially skeptical of Buddhism, it did offer one attractive belief: people could continue to exist in an afterlife. Shinto had little positive to say about life after death. Instead, it emphasized the beauty of the here and now.

One of the strengths of Japanese culture has been its ability to adapt and combine different elements into a uniquely Japanese blend. Instead of abandoning Shinto beliefs when Buddhism arrived, the Japanese came up with explanations that accommodated both.

Buddhism was formally introduced to Japan in 538 CE, when a Korean ambassador brought a statue of the Buddha to Japan. By the end of that century, Prince Shotoku, a Yamato head of state, had declared Buddhism the official religion of Japan. Prince Shotoku was also eager for other aspects of Chinese culture to take root in his country. He organized missions to China involving hundreds of Japanese monks, painters, musicians, and government officials. These people returned with Chinese ideas and knowledge to pass on to the Japanese.

Confucian Ideas about Government

Prince Shotoku also looked to China for ideas about government. He believed that a strong central government like the one in China was necessary to keep peace and order in Yamato Japan. In 604 CE, he wrote the Chinese-influenced *Seventeen Article Constitution*, which was Japan's first constitution. It was mainly based on principles of Confucianism that you read about in Chapter 1. Read some of the articles of Shotoku's constitution on the next page.

Prince Shotoku's Constitution

Here are some excerpts from Shotoku's *Seventeen Article Constitution*.

1. *Harmony should be valued and quarrels should be avoided...*
2. *The three treasures, which are Buddha, the (Buddhist) Law and the (Buddhist) Priesthood; should be given sincere reverence, for they are the final refuge of all living things...*
3. *Do not fail to obey the commands of your Sovereign. He is like Heaven, which is above the Earth, and the vassal is like the Earth, which bears up Heaven... the vassal listens when the lord speaks, and the inferior obeys when the superior acts... when you receive the commands of your Sovereign, do not fail to carry them out or ruin will be the natural result.*
4. *The Ministers and officials of the state should make proper behavior their first principle, for if the superiors do not behave properly, the inferiors are disorderly; if inferiors behave improperly, offences will naturally result...*
7. *Every man has his own work. Do not let the spheres of duty be confused...*
16. *Employ the people in forced labor at seasonable times. This is an ancient and excellent rule. Employ them in the winter months when they are at leisure, but not from Spring to Autumn, when they are busy with agriculture...*



FIGURE 7-15 Prince Shotoku lived between approximately 575 and 621 CE.

Thinking IT THROUGH

1. What connections can you make between the *Seventeen Article Constitution* and the European feudal relationship you read about in Chapter 5? How does it compare to the modern Canadian constitution?
2. Refer back to the section on Confucius (pages 17–18). What evidence of Confucian teachings can you identify in the *Seventeen Article Constitution*?

What were the developments of the Nara period?

In 710, the capital of Japan was moved to Nara, from which the next period of Japanese history took its name. During the Nara period (710–794), ideas continued to be imported from China, including ways of governing, religious ideas, a code of law, and taxation systems.

Nara was a copy of China's capital at Chang'an. It was laid out as a rectangle with the palace at the north end, as Chinese tradition dictated. Nara rulers built many fine temples and commissioned beautiful art to honour the Buddha.

Buddhism was very strong during the Nara period. Buddhist monks virtually took over the government, which angered many people. This was also a period of great hardship for the Japanese because a series of smallpox and measles epidemics claimed many lives.

FIGURE 7-16 These statues near a Buddhist temple in Nara prefecture depict Jizo, a bodhisattva, or enlightened being. Jizo first appeared in records during the Nara period. He is seen as a protector and saviour, and statues of him are common throughout Japan. Large groups of Jizo statues are considered to be more powerful.



Thinking IT THROUGH



Evidence

Summarize What's Important

1. Create a chart that summarizes the different ways Korea and China influenced Japanese civilization. Use the following topics as your headings: food, written language, religion, and government.

Use Background Knowledge to Infer

2. What geographic and economic factors would have encouraged Japan to “borrow” from nations such as Korea and China?

Build an Argument

3. What cultures do you think have had the greatest impact on Canadian culture? Consider both historic and current influences.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did early China influence Japanese civilization?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did feudalism develop in Japan?

By the 800s, interest in Chinese ways began to decline in Japan. The Japanese kept some aspects of Chinese culture that had been imported during the previous centuries but discarded and modified others. During the next 400 years there was a blending of cultures, which resulted in the creation of a unique Japanese civilization. The imperial capital at this time was moved from Nara to Heian-kyo, present-day Kyoto. The name of this period of Japanese history takes its name from its capital city; it is known as the Heian period.

Reading



Set a Purpose

As you read, watch for what led to the development of feudalism in medieval Japan, how it was structured, who held power in the system, and who did not.

What was life like during the Heian period?

For much of the Heian period (794–1192 CE), Japan enjoyed peace and security. An elegant and sophisticated culture bloomed at the Heian imperial court. The highest-ranking nobles spent their time refining their lifestyle. They believed that truly civilized people should appreciate the beauty of nature and beautiful objects. They loved beautiful clothes and textiles. Court ladies wore up to 12 layers of silk robes, and shaved their eyebrows. Nobles developed a taste for fine painting and sculpture, much of it religious. They devoted themselves to studying the beauty of flowers, tea bowls, and fine paintings.

The nobles also enjoyed thinking about how life was over quickly, and that all things passed away. This melancholy feeling is found in many poems and stories of the period.

Most nobles lived in a kind of fantasy world. They were intensely interested in themselves and their own activities. For example, a serious discussion among these nobles could revolve around which of the four seasons was most lovely.



FIGURE 7-17 This painting by 18th-century artist Harunobu depicts Heian poet Ono no Komachi. Considered to be one of the greatest Japanese poets, Komachi was also seen as a symbol of feminine beauty.

The Pillow Book

The *Pillow Book*, written about 1002 CE by Sei Shōnagon, a lady-in-waiting to the empress, is an example of the mood of the Heian court. Here are some excerpts:

I set about filling the notebooks with odd facts, stories from the past, and all sorts of other things, often including the most trivial material. On the whole I concentrated on things and people I found charming and splendid; my notes are also full of poems and observations... It is written entirely for my own amusement and I put things down exactly as they came to me... I am the kind of person who approves what others abhor [strongly dislike] and detests the things they like.

Things That Cannot Be Compared

*Summer and winter. Night and day.
Rain and sunshine. Youth and age. A
person's laughter and his anger. Black
and white. Love and hatred.*

Things That Have Lost Their Power

*A large boat which is high and dry in
a creek at ebb tide.
A large tree that has been blown
down in a gale and lies on its side
with its roots in the air...
A man of no importance
reprimanding an attendant.*

Thinking IT THROUGH

1. What do these excerpts suggest about Sei Shōnagon and her society?

Heian Leadership

Although the Heian emperor was the ruler of the country and head of the government, most of the power was actually in the hands of the Fujiwara family. The Fujiwara held power by marrying their daughters into the imperial family and by acting as regents to emperors. Fujiwara no Michinaga, who lived from 966 to 1008 CE, was father to four empresses, uncle to two emperors, and grandfather to another three. Through them, Michinaga controlled the government of Japan.

Over time, wealthy landowners who lived far from the capital began to assume more power for themselves. They acquired more and more land and raised armies of warriors to defend their territories. These warriors were loyal to the lords, rather than to the emperor.

By the late 1100s, the Fujiwara had been replaced in power by the Taira and Minamoto families. These two dominant families became locked in a deadly struggle for power. The first of the two major wars between them resulted in victory for the Taira. The Minamoto struck back in the naval battle of Dannoura, where they were victorious over the Taira clan. To avoid capture, members of the Taira family drowned themselves.

How did the shoguns gain power?

After the wars between the Taira and Minamoto families, Japan became completely feudal. Local lords, who could raise and train armies of samurai, became more powerful. They supported themselves and their armies by collecting taxes from the people who lived on their lands. These lands, known as *shoen*, were similar to European fiefs.

The Shogun

The winner of the civil war, Minamoto no Yoritomo, did not try to make himself emperor. Being emperor was a hereditary position. Instead, Yoritomo had the emperor appoint him supreme military commander, and he adopted the title of **shogun**. The emperor became a figure who was **revered**, but who grew less powerful as time went on. The shogun had all the real power in Japan. For the next 600 years, Japan would be ruled by three successive **shogunates**.

Yoritomo left the imperial court in Heian-kyo and established the shogunate in the city of Kamakura. For this reason, Japan's first feudal period is often called the Kamakura period. A later shogun, Ashikaga, brought the shogunate back to Kyoto.

The Bakufu

The shoguns ruled Japan as military overlords, and the important officials in the government were soldiers. The government itself was called the *bakufu*, which means "headquarters." The bakufu had three parts. One department ran the military, another ran the day-to-day affairs of the country, and the third dealt with justice.

Military governors and stewards were appointed to look after various parts of the land. The governors would become the great feudal lords while the stewards would become the less important ones. Feudal lords were called **daimyos**. Samurai owed allegiance to their daimyo.

shogun a military ruler of Japan during the feudal period

revere to admire and honour

shogunate a period of rule by a shogun

daimyo a great feudal lord of Japan

FIGURE 7-18 Portrait of Yoritomo (1179) is attributed to artist Fujiwara no Takanobu. Why do you think Yoritomo is shown wearing his sword?



rank position in society

defer to submit to another's wishes

prostration lying on the ground with face downward to indicate humility

What was society like in feudal Japan?

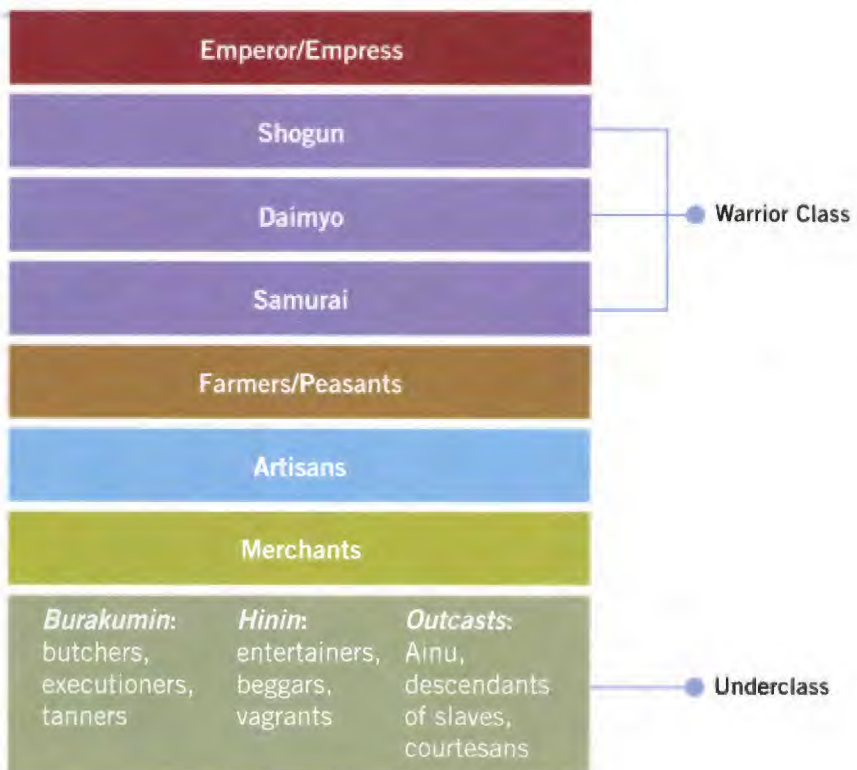
For much of its feudal period, which historians date from 1185 to 1868 CE, Japan had little or no contact with other cultures. This was very different from earlier years, when the introduction of Chinese culture had been encouraged. This isolation put Japan in a unique position. Its traditions and the outlook of its people became very distinctive. In some respects, all Japanese belonged to a kind of super-village that shared similar values and traditions.

Social Ranking

In feudal times, every person in Japan knew his or her **rank** in society. As in Confucian China, a person's rank, as well as age, gave him or her the right to be treated with respect by less important people. Women were always considered inferior to men, and had to show them respect. Even a young boy could rule his mother. Sisters always **deferred** to brothers. Wives were required to obey their husbands. Respect was offered in the form of bows or, in some cases, **prostration**. High-ranking people received respect and acknowledged it appropriately.

As you can see in Figure 7-19, Japanese society during the feudal period had many levels. The people at the top were the emperor or empress and his or her family. While respected, this class had very little power during the feudal period. They spent their lives performing ceremonies and studying poetry and art.

FIGURE 7-19 Compare this chart showing the hierarchy of Japanese feudal society with that of European society in the Middle Ages on page 147. What similarities and differences do you notice?



The real power was held by the warrior class—the shogun, daimyos, and samurai. This class was like the lords, barons, and knights of feudal Europe. Its members devoted themselves to the military arts, and admired personal bravery and self-control. They had the right to kill any commoner who offended them.

The other members of Japanese society were ranked according to their occupation and how they contributed to society. This means that a person's job gave him or her high or low status. For example, farmers were held in higher esteem than merchants because they contributed more to the good of society.

In feudal Japan, a person was required to do the same job as that performed by his or her parents, a custom that continued for generations. Unlike present-day Canadian society, there was almost no **social mobility**. You were what you were, and that was that.

social mobility the movement (up or down) of people's positions in society

FAST FORWARD



Duty and Obligations

Japanese society is rich with complicated social relationships and duties. A person becomes obligated to someone else the moment he or she is born. Obligation to others—a kind of debt that must be repaid—is called *giri*. Japanese people have an obligation to their parents, teachers, and other important people in their lives. Although some debts are impossible to repay—such as those to parents, ancestors, and the emperor—people have a duty to try to do so. Some obligations can be paid back. For example, gifts will be carefully reciprocated according to value, and employees will buy products made by the company they work for.

When meeting someone new, it is important to find out who they are and where they fit in society. Japanese business people exchange business cards to find out how much respect the other person should receive. Proper behaviour is extremely important. The Japanese believe that good manners make society run properly.



FIGURE 7-20 Japanese Emperor Akihito, left, and Empress Michiko, second left, visit an area devastated by the March 11, 2011, earthquake and tsunami.

Modern Japanese also value self-control. For example, in the state of emergency that followed the massive earthquake and tsunami in 2011, there was very little crime. Some people who worked in a damaged nuclear power plant did not flee but kept working, sacrificing their lives to save the public.

Thinking IT THROUGH

1. Why do you think the emperor and empress are bowing in the photograph above? What would this show to the Japanese public?

Social Mobility in Canada

In Japanese feudal society there was officially no social mobility. It was expected that people remain in the rank into which they had been born. Many Canadians think that social mobility is a fact of Canadian society. But how true is this?

Here are some quotations from a *Canadian Encyclopedia* article about mobility within Canadian society.

Thinking IT THROUGH

Build on the Ideas of Others

1. With a small group discuss the following questions:
 - a. Given these quotations plus your own experiences and observations, what conclusions can you come to about social mobility in Canada?
 - b. How can people “move up” in Canadian society?
 - c. What do you think it would be like to live in a society with no social mobility whatsoever?

On One Hand...

- ...people born into wealthy and important families are likely to live their lives as wealthy and important people...
- ...Canadians do not enjoy equal opportunity to advance...
- ...characteristics such as gender, race, religion and class of origin—also appear to hinder [get in the way of] entry into the elite [privileged class]

On the Other Hand...

- ...higher education has helped many children of poorer families to obtain better jobs than they might otherwise have obtained even if top positions are closed to them.
- ...antidiscrimination laws or efforts at employment equity [equality] are especially valuable for traditionally excluded groups such as women or racial minorities...especially in public-service organizations such as government and universities.

Outside Society

The underclass of Japan was made up of people who were shunned or ignored by people in other classes. This was because of their work. Some of them had occupations that involved death. Leather tanners, butchers, and those who disposed of animal carcasses were all members of the underclass. People with diseases and some entertainers were also included in this group. They had to live apart from the rest of society, and they were not allowed to change their jobs or enter the homes of people in other classes.

This underclass was also the place of the Ainu, who were an ethnic minority in Japan.

What were the lives of samurai like?

Samurai were trained fighters who served a daimyo. Samurai were not allowed to take part in business, so they paid no taxes or rent when in the service of a lord. The lord required absolute obedience from samurai. The true samurai was supposed to have no fear of death. "If you think of saving your life," it was said, "you had better not go to war at all."

Like European knights, samurai were proud of their rank in society. They enjoyed special privileges, including cheap travel and many free gifts, which they often **extorted** from the lower classes. If their lord died or lost his land, samurai found themselves without anyone to serve. These men, who were known as *ronin*, often had no choice but to live as near-outlaws. Samurai women, as fiercely proud as samurai men, were willing to fight to defend castles if necessary.

In the sixteenth century, samurai were given the right to wear two swords, a short *wakizashi* and a long *katana*. Swords were prized weapons. They were carefully made by master swordsmiths and beautifully decorated. Famous swords were passed on from generation to generation. Armed with two swords, samurai spent their lives ready to fight at a moment's notice. They took offence easily, and duels to the death could be started by a single word. Swordless people in lower classes were careful to show samurai the proper respect.

extort to acquire money by means of threats

Did You Know?

Ninjas, or *shinobi*, first emerged in feudal Japan. They were warriors who acted in secret as spies or assassins. Also highly disciplined and skilled, they did not live by the rules of honour followed by the samurai. Why do you think ninjas have become such popular figures today?

FIGURE 7-21 This Japanese woodblock print from 1857 shows two samurai armies fighting at Kawanakajima. The five battles of Kawanakajima took place in the mid-1500s.



WEB LINK

To learn more about the samurai code of conduct, visit our website.

The Code of Bushido

Like European knights, the samurai tried to live by a code, or set of rules. The samurai code is called *Bushido*. It emphasizes honour and bravery, but unlike the European knight's code of chivalry, *Bushido* did not require the warrior to protect the weak. *Bushido*'s most important requirement was that the samurai be true to the lord he served and his comrades. The samurai owed *giri* both to their lord and to their fellow samurai. This meant that they were willing to give their life if required. A samurai who betrayed the code of *Bushido* was expected to commit *seppuku*, or ritual suicide, rather than live without honour.

Now my readers will understand that seppuku was not a mere suicidal process. It was an institution, legal and ceremonial. An invention of the middle ages, it was a process by which warriors could expiate [make amends for] their crimes, apologise for errors, escape from disgrace, redeem their friends, or prove their sincerity. When enforced as a legal punishment, it was practised with due ceremony. It was a refinement of self-destruction, and none could perform it without the utmost coolness of temper and composure of demeanour...

Inazo Nitobe, from *Bushido: the Soul of Japan*, 1900



FIGURE 7-22 Fictionalized versions of the story of the 47 ronin have been told for hundreds of years. It is still one of the best known stories in Japan. This print from the early 1800s shows one of the ronin attacking Kira's guards.

The Story of the 47 Ronin

Perhaps the most famous example of samurai upholding the code of *Bushido* is the story of the 47 ronin. This story, based on real events, states that in the early 1700s a young daimyo named Asano Naganori was called to the palace at Edo. When he was insulted by a powerful court official named Kira Yoshinaka, Asano lost his temper and attacked him with a dagger. Kira was only slightly wounded, but to draw a blade within the palace was a great offence. Asano was ordered to commit *seppuku*, and he obeyed. His lands were divided up and his samurai followers became ronin.

Forty-seven of Asano's samurai felt that *Bushido* required them to avenge their lord's death, even though officials had forbidden them to do so. Led by a samurai named Oishi, they carefully planned their revenge. For two years they pretended to be merchants or monks so they could spy on Kira. Early one morning, they attacked Kira's home. After fighting the guards, they found and killed their enemy. The ronin took Kira's head to Asano's tomb, and then turned themselves in to the shogun's officials.

The 47 ronin had broken the law. However, they had acted out of loyalty to their daimyo, and so they were granted an honourable death—*seppuku*. Their graves can still be seen at Sengakuji temple in what is now Tokyo.

Zen Buddhism a variety of Buddhism that emphasizes meditation and contemplation of the self

tranquility peacefulness

The Religion of the Samurai

Zen Buddhism is a way of looking at the world in which meditation is most important. In fact, the word *zen* means meditation. People who practise Zen Buddhism hope to find the truth through discipline and deep thought. They try to come to an understanding about the true nature of life.

Zen Buddhism became the religion and philosophy of the samurai. It provided them with discipline and **tranquility** for total concentration during battle, and it made many of them seekers of refined beauty. Although it might seem strange that warriors would be interested in tea ceremonies and flower arranging, these pursuits were consistent with Zen. To be perfect in performing the tea ceremony showed a high level of mental and artistic development, which the samurai admired greatly.

The samurai class gradually adopted many aristocratic ideas concerning beauty and refinement that had developed at the imperial court. They incorporated these ideas into Bushido and Zen Buddhism.



FIGURE 7-23 A Zen priest created the first tea ceremony and the first teahouse in Japan during the late fifteenth century. The four original requirements of the ceremony were spiritual: harmony, respect, purity, and tranquility.



FIGURE 7-24 The Zen garden at Ryoan-ji temple, Kyoto. Zen is always associated with simplicity, and Zen temples are simple and uncluttered, yet also beautiful. This garden is made up of only rocks and carefully raked gravel. How might this setting help people meditate?



FIGURE 7-25 Teahouses are designed specifically for the tea ceremony. Sliding doors are made of wooden lattices and paper. Tatami mats, traditionally woven from rice straw, cover the floors. An ideal teahouse also has a garden for guests to enjoy. This teahouse is in Kanazawa, in western Japan.

Armoured Warriors



Both Japanese samurai and European knights wore armour. Armour was designed to protect the body. Over the years, armour also became decorative, displaying the wealth and status of its owner.

When guns were introduced to Japanese warfare, plate-style armour similar to that of European knights came into use. What equivalents to armour are used by modern police and soldiers?

SAMURAI ARMOUR was made from iron, lacquer (a coating that makes a durable, glossy surface), cloth, and gold-covered bronze. It consisted of narrow plates or scales called *kozane* that were attached to cloth or leather. Armour was light, so the samurai could fight easily.



A KNIGHT'S ARMOUR was made of steel plates, fitted together in different pieces so that a knight could move and fight. Chain mail was sometimes worn underneath.

Did the shoguns reunify Japan?

The shoguns could never completely control the islands of Japan. There were too many powerful warlords who would not surrender their own rights to a central government. There were frequent wars among them.

In 1467, Japan suffered through another terrible period of warfare, called the Onin War. It was fought to gain control of the shogunate and lasted for a hundred years. Some Buddhist sects also joined the fighting. Many daimyos built castles to protect their families and vassals.

Around this time, a daimyo named Oda Nobunaga started the process of **reunifying** Japan. Nobunaga was from a poor family. Because of his personal bravery and good leadership skills, he was made a general by the emperor. With his allies, Toyotomi Hideyoshi and Tokugawa Ieyasu, he soon took over most of the empire. Nobunaga destroyed the power of many daimyos, as well as the private armies of Buddhist temples.

After Nobunaga's death, Hideyoshi took over and continued the process Nobunaga had begun. After Hideyoshi died, there was a war, which Tokugawa Ieyasu won in 1600. Three years later he was appointed shogun by the emperor. His capital was established in 1603 in Edo, which is modern-day Tokyo.

The Tokugawa shoguns exercised strict control over the daimyos and brought peace and unity to Japan. They ruled Japan until 1867—the year that Canada became a dominion.

reunify to reunite; to bring together

WEB LINK

To learn more about the architecture of Himeji Castle, visit our website.

FIGURE 7-26 This is Himeji Castle in Nikko, Japan. Also known as the “White Heron” castle because of its beautiful white walls, Himeji is considered an example of Japanese feudal castle design.



Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize information about the following:
 - What led to the development of feudalism in medieval Japan?
 - How was it structured?
 - Who held power and who did not?

Make Connections

2. Compare and contrast feudalism in medieval Europe and medieval Japan.

Analyze Critically

3. Japanese feudal society was violent and unforgiving, while Zen Buddhism values order, tranquility, and

beauty. If you were a samurai, would it be possible for you to reconcile this conflict? Explain using specific examples.

Ask Meaningful Questions

4. With a partner, generate two or three more questions to add to the “What we want to know” wall chart. Together, conduct research and record your findings on the chart.

Synthesize and Evaluate

5. Write a paragraph to answer the section question: *How did feudalism develop in Japan?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did Japan respond to early contact with Europeans?

Reading



Set a Purpose

As you read, take note of how the Japanese reacted to European contact. How did turning away from contact affect Japanese society?

Did You Know?

At the end of the Second World War, Japan was about to be invaded by American troops. Japanese pilots began using their fighter planes as weapons. They crashed their planes, loaded with explosives, into American warships. These planes and their pilots were called *kamikaze*, in honour of their sacrifice and of the winds that had once saved Japan.

As you read earlier in this chapter, Japan had a great deal of contact with China and Korea early in its history. By about the 800s, however, the court of Japan's emperors had turned away from the Chinese model. After that time there was little contact with Asia.

The great exception to this was the attempted invasion of Japan by Mongols from the mainland of Asia. In 1274 and again in 1281, forces were sent by the Mongol ruler, Kublai Khan, to conquer Japan. The Mongols had larger armies and weapons such as bombs. However, both invasions were stopped by typhoons, which destroyed most of the Mongol fleet. The Japanese were able to defeat the few fighters that remained. To the Japanese, the typhoons seemed to have been sent by the gods to defend their islands. These "divine winds," known as *kamikaze*, unified the Japanese, who saw themselves as a special people favoured and protected by the gods.

How did European contact affect Japan?

In Chapter 10 you will read about the Age of Exploration, when Europeans developed naval technology that allowed them to go on long ocean voyages. Eventually, they were able to sail as far as Japan. Europeans arrived in Japan in the sixteenth century, beginning with the Portuguese. The Spanish and Dutch arrived later. The Japanese initially welcomed the Europeans and their trade goods.

The "Southern Barbarians"

In 1543, a Portuguese ship was wrecked off the shore of a small Japanese island. The Portuguese sailors said that they had come to trade. Because they approached Japan from a southerly direction, the Portuguese became known as the "southern barbarians." This was the beginning of the Nanban Trade period.

The Japanese considered the Portuguese to be crude, impulsive, and lacking in hygiene. They also noted the fact that the Portuguese could not understand Japanese writing. Still, the Japanese were open to adopting European technologies (such as guns and European ship design), some Portuguese words and food items, and Christianity.

Recording Contact

This detail from a folding screen was painted by an unknown artist in the seventeenth century. It shows the arrival of a group of Portuguese merchants. In the background, Japanese people in their homes go about their daily business.

Thinking IT THROUGH

1. Compare how the artist has shown the Portuguese and how he has shown the Japanese. What might account for the different ways he has portrayed these people?



FIGURE 7-27
Detailed screens such as this one showed the curiosity the Japanese felt about the new arrivals, and also provide a detailed account of contact between two cultures.

A New Kind of Belief

Francis Xavier, a Spanish Jesuit missionary, arrived in Japan in 1549 to convert the upper classes (the daimyos and samurai) to Christianity. Many Portuguese and Spanish Jesuits came after Xavier. The Portuguese also sent Franciscan priests, who worked with the poor and lower classes.

At this time the religious beliefs of the Japanese people were a combination of Shinto and Buddhist beliefs. There were few similarities between the beliefs of the Christian clergy and Japanese values. While both had **ethical codes**, many Christian ideas, including the belief in one God, were strange to the Japanese. Still, within a few years, thousands of Japanese had converted to Christianity.

ethical code rules about right and wrong behaviour

Did You Know?

In 1597, the ruling shogun had six missionaries, 16 Japanese Christians, and three Japanese Jesuits arrested and put to death by crucifixion.

Religion and Civilization

- Why would Japan's leaders consider Christianity to be a dangerous religion?
- How would Christian beliefs be in conflict with Shinto and Buddhist beliefs?

Why did Japan cut off contact?

By the early 1600s, the shoguns came to consider foreigners a threat to their military control. If a daimyo acquired European weapons, he might challenge the shogun's authority. The success of Christianity also disturbed Japan's leaders. They saw Christianity as an alien religion. Japanese leaders took severe measures to destroy the new faith. Christians were banned in Japan, and missionaries were killed or driven out. Japanese Christians were put to death.

Eventually shogun Tokugawa Iemitsu passed the Closed Country Edict of 1635, cutting off almost all contact with the West. Below are some of the terms of the Exclusion Laws.

- All Christian missionaries and foreign traders were forced to leave Japan. Newcomers were no longer allowed to enter.
- The Japanese were not allowed to go abroad.
- Ships large enough to make long voyages could no longer be built in Japan and existing ones were destroyed.
- Japanese who were already out of the country could not return.
- Most foreign objects were forbidden. All foreign books containing a Christian message were banned. Scientific books were forbidden.

In 1639, Tokugawa Iemitsu banned Portuguese ships and expelled all foreigners except Dutch, Korean, and Chinese traders. The Dutch were only allowed on a small island in the harbour of the city of Nagasaki. From the shogun's point of view, the isolation policy was essential for national security. It was the only way to eliminate possible threats to his power and to protect the Japanese culture. Japan had closed its door to the world.

Thinking IT THROUGH



Cause and Consequence

Summarize What's Important

1. Use a graphic organizer to show how the Japanese reacted to European contact, from the first Portuguese traders in 1543 to the Closed Country Edict of 1635.

Analyze Critically

2. Why did the shogun put laws in place to isolate Japan from foreign influence? Were such measures necessary?

Use Background Knowledge to Infer

3. Given what you know about European exploration, how might Japanese culture and society have benefited from continued contact?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did Japan respond to early contact with Europeans?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

Medieval Japan

CHAPTER FOCUS QUESTION

How can contact and conflict affect a civilization?

Civilization in medieval Japan was influenced by geography, internal conflict, the feudal system, and contact with the outside world.

1. Use your notes from the chapter to help you sort important information about how contact and conflict affected the development of Japanese civilization. Use a T-chart like the one below to organize your thinking. Consider at least five main ideas for each heading, and use relevant, supporting details to help explain the main idea.

How <i>contact</i> affected Japanese civilization	How <i>conflict</i> affected Japanese civilization

Synthesize and Evaluate

2. a. Create a graphic history in manga style that shows how *conflict* contributed to the development of feudal Japan. Limit your examples to the top three most influential conflicts (for example, conflict between noble families, appointment of the first shogun, and the Onin War).
b. Create a graphic history in manga style that shows how *contact* contributed to the development of feudal Japan. Consider how Japan was deeply affected by contact with other cultures, and the impact of lack of contact and isolation. Be sure to include examples for both aspects.

Make Connections

3. Imagine if Canada cut itself off from trade and relations from the rest of the world. What with need to happen for Canadians to become completely self-sufficient? What policies would the government need to put into place? Consider the following:
 - food production
 - education
 - economy/trade of goods (import and export)
 - arts and culture
 - birth rateAre there any pros to this arrangement? What are the cons? Share your thinking in a way that informs and engages your audience.

Build an Argument

4. Agree or disagree: "The most desirable social position to have in feudal Japan was that of the samurai." Prepare a short monologue that persuades your audience one way or the other. Be sure to provide examples and evidence to support your opinion.



8

Africa: Trade and Civilization

ARC
British Columbia

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FIGURE 8-1 Women carrying water in Ethiopia. In this chapter, you will read about the international trading network in which Ethiopia participated for centuries.

KEY CONCEPTS

climate zone ecosystem agricultural production animism trade exploitation standard of living

CHAPTER FOCUS QUESTION

How can geography affect the development of civilization?

An African grandmother, Bibi, walks along the path through the long grasses toward the water hole. On her head, she balances a large water pail, which she will fill with water and bring back home to her family. It is a task she does every morning.

Then Bibi sees a rustle in a thicket of grass. Her heart racing, she cranes her neck to see what it could be. A leopard? A lion?

“Leeda! Safi!” she calls. “Come now!”

Bibi’s 13-year-old granddaughter, Leeda, and her younger brother, Safi, jump out from the long grass, laughing. “Here we are, Bibi! Did we scare you?”

“You naughty children! You must stop wandering off the path—Anansi might be waiting to catch you!”

“Anansi?” responds Leeda. “Anansi is just a spider. He couldn’t catch me!”

“That means I shouldn’t tell you a story of how he caught a leopard,” Bibi teases.

“A leopard!” cries Safi. “Only a great warrior can catch a leopard! Tell us—tell us how he did it!”

The two children run to the side of the grandmother they love so much, knowing that she will spin out a tale, and that it will be wonderful.

Reading



Make Connections

Bibi was getting water, a task many women in Africa still do every day. What is it about the environment of some regions of Africa that makes this task necessary? How does the environment play a role in the chores you do?



In This Chapter

Scientists believe that Africa is the homeland of the world’s peoples. Human life probably developed in Africa many millions of years ago, and then spread to the rest of the world. Africa is where humans first learned to use fire, make tools, and create art. In this chapter, you will see how the geography of Africa played a crucial role in the development of African civilizations. You will also learn about the great trading kingdoms that developed in East and West Africa.

Use these questions to set a purpose for reading each section.



- What is the geography of Africa?
- How did the environment shape African societies and cultures?
- What led to the rise of powerful kingdoms in West Africa?
- How did trade develop the East African city states?

What is the geography of Africa?

Reading



Set a Purpose

As you read this section, take note of information about the physical geography of Africa. What is the landscape like in different **climate zones**? How does geography influence where people live?

climate zone any of the zones into which Earth can be divided on the basis of climate

equator an imaginary line around Earth, set an equal distance between the North and South Poles

plateau an elevated area of land that is relatively flat

volcano the eruption of hot gases, ash, and magma from deep in Earth

What comes to your mind when you picture Africa? Do you imagine tropical rainforests filled with the sounds of birds? Flat, dry grasslands, covered with large herds of antelope? Hot deserts? Africa has a great variety of landscapes, climates, and vegetation. It is the second-largest continent on Earth, after Asia.

Africa's geography and climate have had a great impact on the continent's historical development. The **equator** passes through Africa. As a result, temperatures are warm to hot. Africa's rainfall is highly variable, which has had a great effect on where and how people live.

What is the physical geography of Africa?

While West Africa is relatively low-lying, the southern and eastern parts of the continent are highland **plateaus**. Many millions of years ago, part of Earth's crust moved, cracking the continent. This caused parts of the plateau to drop, forming the Great Rift Valley of East Africa. The edges of the plateaus are high cliffs, creating a physical barrier between the inland and the coastal plains. Most of Africa's largest cities are located along the coast.

Mountains and Rivers

Some of the world's longest rivers are found in Africa. Most are navigable inland, but as they flow toward the coast, they plunge over the edges of the plateau. This creates dangerous rapids and waterfalls. The Great Rift Valley is also home to very large and deep lakes. Lake Tanganyika, for example, is 670 kilometres long and 1470 metres deep. It is the second-deepest lake in the world.

Africa does not have the long mountain ranges found on other continents, such as North and South America. Most mountains and highlands in Africa are the result of **volcanic** activity. Mount Kilimanjaro, the highest mountain in Africa, is an inactive volcano. The peak of this mountain is always covered with ice and snow, despite its location near the equator.

TIMELINE

2300 BCE

The Sahara becomes unsuitable for agriculture

1000 BCE

Bantu migration begins

100 BCE

Axum controls an extensive trade network in East Africa

600 CE

Trade caravans regularly cross the Sahara

800 CE

Ghana dominates the Sudan

1000 CE

Building of Great Zimbabwe begins



What are the climate zones of Africa?

If you compared a vegetation map of a region with a climate map of the same region, you would see very clearly the relationship between them. Geographers call vegetation “the mirror of climate.” For example, the coast mountain region of British Columbia has a moist, cool climate with lots of rain. These conditions allow for the growth of coniferous forest.

Rainfall

Africa is the hottest continent on Earth. Over 60 percent of Africa is desert or arid land. There is very little rainfall or groundwater in some areas, so very little vegetation grows. The largest arid region in Africa is the Sahara. This region crosses the entire continent, and it experiences great heat and very little rain.

In more tropical areas, mostly in the centre of the continent, there is a lot of rain. As a result, this area has very dense rainforests and thick vegetation. Every year, the dry areas north of this tropical zone see some rain. This event, known as the rainy season, is vital to the support of animal, plant, and human life.

Some regions of Africa, including the dry woodland areas, experience **drought**. A long period of time with no or very little rain can have a devastating impact on a region’s **ecosystem**. Drought can also cause **famine** when crops fail and farm animals die.

drought an extended period of months or years when a region sees very little or no rain

ecosystem an ecological community together with its environment, functioning as a unit

famine a widespread scarcity of food

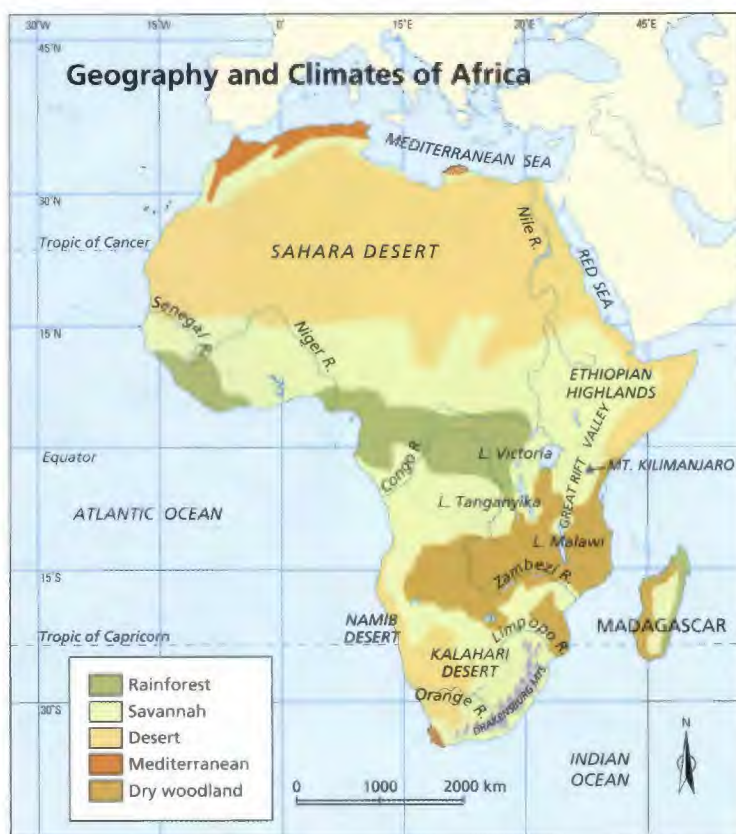


FIGURE 8-2 How might the various climates of Africa affect how people live?



1324 CE
Mansa Musa makes a pilgrimage to Mecca

1331 CE
Ibn Battuta visits Mogadishu

1450 CE
Benin dominates the Guinea Coast

1464 CE
Expansion of the Songhai kingdom under Sunni Ali

1591 CE
Moroccan army defeats Songhai army

WEB LINK

To take a virtual safari through Africa's regions, visit our website.

Rainforest

Along the equator—in the Zaire River (also known as the Congo River) basin and along the coast of West Africa—lies the tropical rainforest. It makes up about 12 percent of Africa, and is the world's second-largest rainforest (after the Amazon rainforest).

The African rainforest is hot, wet, and deeply shaded. Rain falls almost every day. There are cloud forests, mangrove swamps, and flooded forests.

FIGURE 8-3 The rainforest of the Democratic Republic of the Congo



Desert

Farther from the equator, to the north and south, is an area of dry to extremely dry conditions. In the south, the Kalahari and Namib deserts are also dry. To the north, the continent is dominated by the world's largest desert—the Sahara.

The Sahara covers nearly a quarter of the total area of the continent. Until about 4300 years ago, the Sahara was an area of streams and grassland. Gradually its climate changed. Rainfall decreased and temperatures began to rise. The Sahara became a region of dunes, which are hills of sand formed by wind, and barren mountains. Water might be found only in oases, isolated spots where water comes close to the surface, or the Nile River valley. The average rainfall in the Sahara is less than 100 millimetres per year. Many areas of the Sahara have recorded no rainfall at all over periods lasting many years.

FIGURE 8-4
The Sahara Desert



Mediterranean

The Mediterranean coast of North Africa and the tip of southern Africa have what is known as a Mediterranean climate. Some of the most fertile farmland in Africa lies in these areas. Mediterranean regions have wet winters and dry summers, and temperatures are comfortable throughout most of the year. The Mediterranean area of South Africa, however, does have rainfall in the summer, although it is unpredictable.

Sahel the transition zone between the desert and the savannah



FIGURE 8-5 Farmland in northern Algeria

Sahel and Savannah

The narrow, semi-dry belt immediately south of the Sahara is called the **Sahel**. The area of the Sahel grows or shrinks depending on the general level of moisture. It grows smaller in drier periods and expands when the climate is moist, such as during the rainy season. The word *Sahel* is Arabic, meaning “shore.” The Arabs thought of the Sahara as an ocean of sand, and the Sahel as its shore.

The grasslands of Africa are called savannah. They are similar to the Canadian prairies. They extend across the continent, south of the Sahara. The savannah is mostly made up of grasses and scrub trees, but larger trees and wetter areas may be found along the banks of rivers. Rainfall in the savannah is light. The savannah has a short wet season and a long dry season.

FIGURE 8-6 Elephants in the savannah of Botswana



migration a movement of a large number of people or animals over a long distance

Sudan a term that once applied to all of Africa south of the Sahara, not just to the modern nation of that name

sub-equatorial south of the equator

Did You Know?

The term *Bantu* refers to a group of people who speak the same or similar language with common word *NTU*, which means “a person.”

WEB LINK

To learn more about the Bantu migrations, visit our website.

How did the geography of Africa lead to migration of its peoples?

Over 4300 years ago, what is now the Sahara Desert was an area of rivers, lakes, and rich grasslands. The people who lived there fished and farmed for a living. Then the African climate slowly changed. The Sahara dried out, and the area became a vast waste of scrub vegetation, rock, and sand. As the Sahara became unsuitable for agriculture, most of its people gradually **migrated** south. Reaching the forest, they began farming. In the savannah and forests of West Africa, settlement was permanent.

The Bantu Migrations

The drying of the Sahara not only influenced the history of the Sahel and the **Sudan**—it also had a great effect on the settlement of **sub-equatorial** Africa. One of the greatest migrations in human history occurred in Africa, probably between about 1000 BCE and 500 CE. It was a series of very slow migrations of people known as the Bantu from their home in West Africa to central and southern Africa. Scholars continue to debate the timeline of the migration, as well as reasons why the migration occurred. These include

- desertification
- overcrowding due to increases in population
- the search for more fertile land for farming

Scholars became aware of these migrations by studying language patterns in Africa. They learned that West African farmers and herders who moved to the south and the east spoke a variety of languages that were similar. Bantu was their common root language.

The southward movement of the Bantu probably began about 1000 BCE. They reached the region of Lake Victoria by approximately 300 BCE, and Lake Kisale about 400 CE. By the 1400s, the Bantu had occupied nearly all of southern Africa, with the exception of the Namib and Kalahari deserts. These areas were still occupied by their original peoples.

The Bantu Today

Swahili is the most widely spoken Bantu language today. It is spoken by 50 to 100 million people living in the countries along the east coast of Africa. Many of these people also speak another native language. Today, Bantu ethnic groups include the Xhosa, Zulu, Kikuyu, Shona, Luba, Tswana, Herero, and Tonga.



FIGURE 8-7 These Xhosa youth go to school in South Africa. Xhosa is the main language of instruction in many primary schools, but it is usually replaced by English in later grades.

FAST FORWARD



Desertification in Africa Today

Desertification means the spreading out of deserts. The Sahel is one area that is extremely sensitive to the expansion of the Sahara Desert. Part of the problem is natural—when the climate is drier, the desert expands. Land suitable for crops and grazing decreases, and this creates hardship for the people of the Sahel. Humans also contribute to desertification. Trees stop soil erosion and slow down the advance of the desert, but the people of the Sahel cut down trees and use them for fuel. One plan is to plant a “Great Green Wall” of drought-resistant native trees 15 kilometres wide and nearly 8000 kilometres long, stretching from Senegal to Ethiopia. This belt of trees would be an effective way of at least slowing the expansion of the desert. Unfortunately, only the government of Senegal has carried out this proposal.

Thinking IT THROUGH

1. With a partner, consider why some African countries are not yet participating in the Great Green Wall. How might people in Canada assist with this initiative? As you work together, remember to listen and contribute ideas. Record your ideas and share with the class.



FIGURE 8-8 This student is planting trees in Ethiopia.

Languages in Africa



FIGURE 8-9



FIGURE 8-10

Thinking IT THROUGH

1. How does the Bantu migration explain the distribution of languages in Africa today?
2. How might geography have influenced the spread of languages in Africa?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize key ideas about
 - a. climate zones of Africa (include temperature, rainfall, and physical landforms)
 - b. how geography affected human migration

Ask Meaningful Questions

2. Working in a small group, take one sheet of paper. Everyone thinks of a meaningful question inspired by this section, one that is not answered in one or two words. At the top of the page, one person writes a question and folds the paper to cover

the question. The next person writes a question, and folds the paper. Continue until everyone has added a question. Then, open the paper, read each question and brainstorm possible responses. Record your thinking. As a group, choose one question for each person to investigate for homework. Share your learning in the next class.

Synthesize and Evaluate

3. Write a paragraph to answer the section question: *What is the geography of Africa?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Describing Locations on a Map

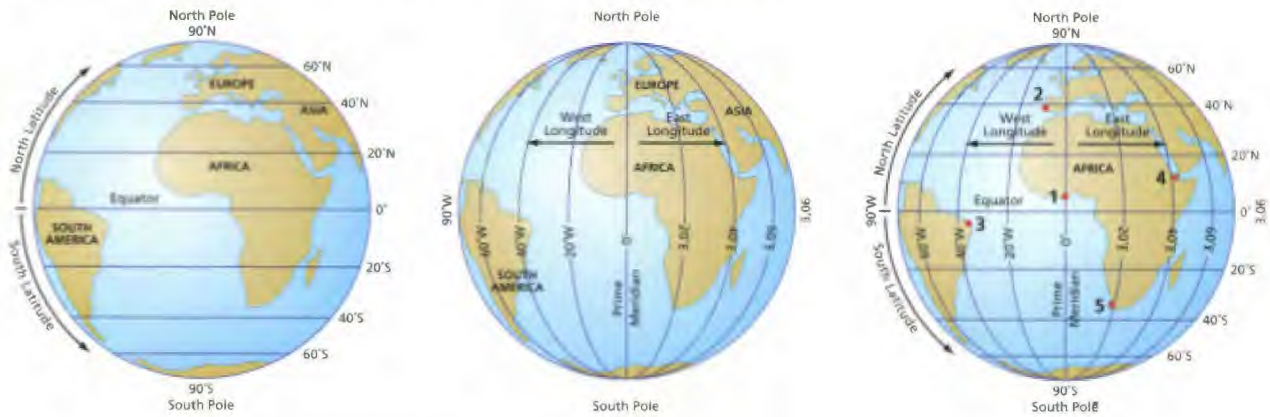


FIGURE 8-11 Grid of latitude and longitude

In order to describe exact locations on a map, cartographers have placed an imaginary grid over Earth.

Parallels of Latitude

The grid shows lines running east to west around Earth. These lines are called parallels of latitude. They measure distances north and south. Parallels of latitude centre on the equator. The equator is 0 degrees latitude. There are 90 degrees of latitude north of the equator, and 90 degrees of latitude south.

Meridians of Longitude

The grid shows lines running from the North Pole to the South Pole. These lines are called meridians of longitude. They measure distances east and west. Lines of longitude centre on the prime meridian, which runs through Greenwich, England. The prime meridian is 0 degrees longitude. There are 180 degrees of longitude west of the prime meridian, and 180 degrees east.

Describing Location

By giving the latitude and longitude of a place, you can pinpoint its location. For example, Vancouver is 49° North latitude, and 123° West longitude, or simply 49°N, 123°W. When describing a location, geographers always write the latitude first and the longitude second.

Apply It

1. Estimate the coordinates of the five numbered locations on the Grid of Latitude and Longitude diagram. Use an atlas to identify them.
2. Use latitude and longitude to give the coordinates of the following places on a map of Africa. If the place is not at the exact intersection of the lines of latitude and longitude, give the closest one to it.
 - a. Mount Kenya
 - b. the mouth of the Nile River
 - c. Mount Cameroon
 - d. the Atlas Mountains

How did the environment shape African societies and cultures?

Reading



Set a Purpose

As you read, consider how the environment (soil, weather, plants, and animals) influenced survival, trade, and spiritual beliefs in Africa.

trade the exchange of goods and services

humus an organic material produced by decaying vegetation

agricultural production the production of agricultural items such as food crops

subsistence farming farming that provides only for the needs of the family or community

Traditionally, the livelihoods of Africans were completely dependent on their environment: soil, weather, plants, and animals. Most people lived in small groups, in temporary agricultural settlements. In areas where **trade** was the main activity, larger urban centres developed.

Along the coasts, fish was a basic food source. People used nets to catch fish, and traded their surplus for grain and other products from further inland. Hunting and food-gathering societies lived in harsh desert conditions. They gathered roots and herbs and hunted small game. In parts of the savannah, people herded cattle. The vast majority of peoples in Africa, however, were farmers.

What kind of agricultural economies developed in Africa?

It is estimated that farming is the occupation of 65 percent of all Africans today. Small-scale farms make up more than 90 percent of **agricultural production**. Most African farmers must adapt to land not really suited to agriculture. Much of the soil lacks **humus**, which holds water near the surface where plants can reach it. African farmers adapt by using one area for a limited period before moving to another area. Most farming is of a **subsistence** nature. Crop yields are low, and surpluses are rare. The danger of famine is always present.



Farming in the Sahel and Savannah

The most important event in the Sahel and in the East African savannah is the yearly rainfall. In some years, the rains arrive on time and last long enough for crops to be grown and harvested. But the rains can also be late. In those years, crop yields are not large. Sometimes there is no rainfall at all, resulting in famine and widespread death and disease.

FIGURE 8-12 This child is helping to irrigate his family's farmland in Niger. Irrigation is when water is redirected to farmland. In this case, the farmers are digging channels to bring water to their crops. Without rain or irrigation, these plants will die.

In the Sahel, some people farmed crops by about 2000 BCE, but most were herders of cattle. Farther south, where rain was slightly more plentiful, farming was the main occupation. Only a limited variety of crops could be grown, mainly sorghum and millet. These two grains produced nutritious flour high in protein and vitamins. Meat was not a significant part of people's diets.

Men cleared the fields and prepared the land for planting. Women weeded and cared for the crops. Harvesting was performed by all members of the community. The women were also responsible for **winnowing** grain at harvest time.

winnow to separate the husks from the grains

fertilizer a substance placed on soil to increase its ability to grow plants

communal used or shared in common by a group

mud and wattle a construction made of mud on a framework of interwoven branches and twigs

Farming in the Forests

Fields were cleared in forested areas using a technique called "slash and burn." Trees were cut down, and the debris was burned. The resulting ash provided **fertilizer**, but these fields could only be cultivated for a few years. New areas were then cleared and areas were allowed to return to forest.

The primary crop was yams. Yams provided a large number of calories—more calories than the grains cultivated in the savannah. When harvested, yams were soaked, and then pounded into a paste that was mixed with water and boiled. The resulting porridge/dough would be combined with vegetables and meat (if available) and served in a sort of stew. Meals in the villages were **communal** affairs, with family members gathering around the cooking pot, each dipping handfuls of yam dough (known as *fufu*) into the stew.



FIGURE 8-13 Agriculture is still a major part of the economy in countries such as Ghana, where farmers can grow crops in both dry savannah land and in wet forests. Yams, cocoa, timber, and nuts are important crops. Here a farmer spreads cocoa beans to dry.

Village Life

Villages in rural Africa were made up of members of an extended family or clan group. The village was surrounded by fields. Many villages were not permanent, because the land was poor and farmers moved from one place to another. As a result, the buildings in these communities were not designed to last. They were usually made of **mud and wattle** walls and thatched roofs.

Most villages did not use a money economy. Instead, goods and services were exchanged through barter. Markets—except in areas where trade was important—were not common. Most farmers were busy growing enough food to feed their families. Some of these traditions continue in Africa today.

FIGURE 8-14 This is an aerial view of a Masai village in Kenya. The Masai raise cattle for a living. How does the plan of this village suit the occupation of the inhabitants?



How did the arts express the values of African communities?

The most important form of artistic expression in Africa has been music and dance. In the past, nearly all important occasions—birth, puberty, marriage, and death—were accompanied by a special dance. Dance was a way to bring the community together because most dances involved all members of the village. For important ceremonies, dancers dressed in a symbolic costume. The style and nature of the costumes helped tell the story of the dance. Dancing was always accompanied by drum music. Most African cultures have used the drum as their major musical instrument. Other important instruments were the lute and the xylophone.



FIGURE 8-15 Kente cloth was developed centuries ago in the modern country of Ghana. Its designs represent moral values and codes of conduct in Ghanaian culture. What other cultures can you name that express their traditions in weaving? Explain.

African Sculpture

African artists wanted to create objects that expressed their traditions and beliefs. By studying African sculpture, we can discover a great deal about religious and spiritual perspectives. Sculpture was created to be part of religious ceremonies. The masks, figures, and headdresses worn for these occasions were used to make a connection between the world of spirits and the world of human beings.

The African artists were interested in creating objects that expressed their traditions and beliefs of their culture. Artists generally served long apprenticeships with master sculptors.



FIGURE 8-16 The earliest sculptures in West Africa were created by the Nok, using terra cotta, which is clay fired in a kiln. The Nok made their art between about 1000 BCE and 500 CE.



FIGURE 8-17 In the early 1500s, a Beninese king named Esigie wanted to honour his mother, Idia, for saving the kingdom. He called her iyoba, meaning “mother of the king.” Iyoba sculptures were placed on altars. The beaded collar that covers the neck and chin represents coral necklaces worn by royalty.

FIGURE 8-18 This Chi Wara antelope headdress is worn by the Bambara people for agricultural ceremonies. It honours the half-man, half-antelope hero who taught humans how to farm. The long horns represent the tall growth of millet and the pattern in the neck symbolizes the path of the sun.



animism the belief that natural things, such as trees, rocks, rivers, stars, and specific locations have a spiritual existence as well as a physical one

intercession a spiritual request on behalf of others

exorcism a ceremony to drive out a spirit

Religion and Civilization

- What other religion studied in this text is a form of animism?

What systems of religion and belief developed in Africa?

People's close connection to Earth led to the development of systems of belief focused on nature. In the previous chapter, you read about Shinto, the Japanese religion honouring kami, or nature spirits. African peoples developed traditional beliefs, and two other religions—Christianity and Islam—later spread into Africa from Europe and Arabia.

Traditional Beliefs

Animism is an ancient belief system still practised by many Africans, sometimes in combination with Islam or Christianity. According to animism, all things in nature—air, rivers, lakes, soil, plants, and animals—have some form of spirit, which the creator has placed in them.

People skilled in dealing with the spirits of the world, including the spirits of ancestors, were honoured and respected. Magic and witchcraft were highly regarded. If the group experienced misfortune, the magician was expected to solve problems through **intercession** with local spirits.

Disease was often interpreted to mean that the sick person was possessed by evil spirits. In this case, an **exorcism** was performed by a shaman. This was seen as a way to stop the illness and restore the person to good standing in the group.

Islam and Christianity

In the next sections of this chapter you will read about the international trading network in which Africa eventually participated. Trade often results in the exchange of culture, knowledge, and religion as well as the exchange of goods. In the 300s, Christianity came to the Ethiopian trading civilization of Axum. By the 600s, the Islamic Empire extended

across northern Africa. (See Figure 3-9, page 80.) Over time, these religions spread through the rest of Africa. Today most of the northern half of Africa is Muslim, and the southern half is Christian.



FIGURE 8-19 Ethiopia remains largely Christian today. The Christian Church of St. George in Lalibela was carved from a single block of solid stone in the early 13th century. The church is now a UNESCO World Heritage Site.



Traditional Healers Treat Modern Diseases

In Canada, access to a doctor for treatment is a right all citizens enjoy. But in sub-Saharan Africa, there is approximately one doctor for every 40 000 people. Drugs that are common in Canada are also very expensive, and it can be difficult for all people in Africa to gain access to these medicines.

In order to obtain medical care, most Africans regularly consult traditional healers. Healers can be herbalists or spiritual healers. Most are both. Most healers are trusted by members of their communities, and they can be successful in treating many kinds of diseases and injuries. Many healers prescribe traditional herbal remedies to boost patients' immune systems and prevent secondary infections. They also teach people how to recognize the symptoms of diseases such as tuberculosis, and refer their patients to testing and other medical treatments. In this way, traditional healers are a part of the network of health care in Africa.



FIGURE 8-20 Traditional healer Philisiwe Zulu checks a patient in South Africa's KwaZulu-Natal province. Zulu is a sangoma (the local word for "healer") in this rural and deeply traditional region of South Africa. How does the traditional African view of health differ from European views? Why would people trust a traditional healer?

Thinking IT THROUGH

Build on the Ideas of Others

1. With a partner, brainstorm other societies that rely on traditional medicine. What does that look like?



Thinking IT THROUGH



Summarize What's Important

1. Create a chart that summarizes how the environment (soil, weather, plants, and animals) influenced survival, trade, and spiritual beliefs in Africa.

Use Background Knowledge to Infer

2. Given what you know about European exploration, how might the introduction of new religions (Islam and Christianity) have been received in different parts of Africa? Would you expect a peaceful transition or a violent one?

Synthesize and Evaluate

3. **Cause and Consequence** Write a paragraph to answer the section question: *How did the environment shape African societies and cultures?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What led to the rise of powerful kingdoms in West Africa?

Reading



Set a Purpose

As you read, prepare to identify why trade expanded in West Africa, what was traded, and how the expansion benefited some and not others.

standard of living the level of comfort enjoyed by people in a given country based mainly on three factors: wealth, life expectancy, and literacy rate

exploitation treating someone unfairly to gain advantage for oneself

Why do groups trade with one another? While trade can help create wealth and raise **standards of living**, it can also create unemployment and **exploitation** in some areas of the world.

Trade developed between the agricultural communities of Africa. Soil and climate conditions allowed people to grow different kinds of crops, which people in other regions would want to have. When there were surpluses, people would trade with one another.

How did trade develop in West Africa?

While agriculture was essential for providing for basic needs, trade was the driving force behind the organization and development of West African civilizations. The Sahel and the Sudan, for example, produced items that were in demand in both North Africa and Europe—gold, salt, and slaves.

Crossing the Sahara

The greatest obstacle to the development of trade was the Sahara Desert. Horses were unsuitable for long-distance desert travel, and trade across the Sahara did not really develop until the camel was introduced from Arabia.

Camels are bad-tempered and difficult to train. With careful handling, however, the camel is the perfect transport animal in a desert environment. Camels can store large quantities of fluid in their bodies for a long time. They can carry a heavy load for a great distance, and they are faster than horses or donkeys. The camel is also a source of milk, which can be made into butter and cheese. It even has built-in sunglasses—thick eyebrows that shield its eyes from the sun.

FIGURE 8-21 If camels are such difficult animals, why are they used for transportation?



By 600 CE, trading caravans were regularly crossing the Sahara. Small caravans consisted of five to 100 camels and could average 32 to 36 kilometres per day. Large caravans of 500 to 2000 camels moved more slowly. Large caravans were often made up of smaller caravans that had joined together for protection.

Generally, groups left northern Africa in September and October. The return journey was made from the Sahel at the beginning of the rainy season in April or May. This journey would last about 80 days.

A Dangerous Journey

The Sahara Desert is an **inhospitable** place. Daytime temperatures can easily reach 45°C. At night, it can be as cold as -5°C. Sandstorms could materialize within minutes and destroy an entire caravan. Thirst was the greatest enemy. Each person in the caravan would need four litres of water per day. Water was carried in goatskin bags, which were refilled at desert springs and oases. These locations were well marked and usually guarded and maintained by caravan traders.

The peoples living in the desert were either a help or hindrance to the caravans. Merchants were careful to employ local desert peoples as their special protectors.

What goods were traded?

The most important **commodities** were salt, gold, slaves, and horses. Salt, for example, was the only preservative for food, especially meat and fish.

Gold and Salt

Merchants purchased salt on their way south once they entered the Sahara.

The biggest salt mine was the town of Taghaza, in what is now northern Mali. In the Sudan, salt was so scarce it was literally worth its weight in gold.

Gold was always in demand in the Mediterranean and in Europe. The exact sources of African gold remained a mystery until the 1800s, because miners were careful to guard the secret locations of their mines. The gold was dug from the riverbanks of West African rivers. Afterward, the mud and gravel was washed to separate the gold from other particles. The gold—usually in the form of fine grains—was stored in hollow feather **quills**.

inhospitable not welcoming

commodity a good that has trade value

quill the hard, partly hollow stem of a bird's feather



FIGURE 8-22 Salt is still gathered in Africa using traditional methods. At this salt works in Niger, ponds of salty water are left to evaporate. When the water is gone, the salt is left behind. It is then gathered and pressed into blocks.

Gold and salt miners exchanged their commodities in “silent trade.” The salt merchant would place a portion of salt on the ground. The miner would respond by placing an appropriate amount of gold by its side. Once the amount of salt was satisfactory, the miner would take it, leaving the gold. No words were spoken.

Two-thirds of the gold that was mined was exported. The kings of the Sudan took the rest, and many grew extremely rich. Displays of gold were a characteristic of all the kingdoms of the Sudan, and the wealth of these kings was legendary in medieval Europe.

Judgements

Trade in Slaves

Slavery in Africa had long been a part of traditional life. Slaves were sometimes prisoners of war or criminals. They were considered to be unpaid labourers who could be bought and sold. However, they were not considered to be their owners’ property. In fact, a slave became a low-status member of the purchaser’s tribe or clan group. Slaves were able to buy their freedom, often by selling produce from garden plots that were provided by their owners. A slave could marry into his or her new clan, which would also result in freedom. It was not unusual for a slave to rise to a position of power and wealth.

Travellers’ accounts indicate that a large caravan might carry as many as 500 men and women destined for slavery. In return, the Arabs of the Mediterranean offered horses. The rulers of the kingdoms of the Sudan were eager to use horses in their wars with one another.

FAST FORWARD



Slavery Today

Despite the fact that slavery is outlawed today, the practice of enslaving people as unpaid workers persists. It is estimated that there are between 12 and 27 million slaves worldwide. Many of those enslaved today are forced to work to repay debts. Parents may hand over their children, who then work to pay off a loan. There have been cases of “human trafficking,” as modern slavery is sometimes called, in Canada. The Canadian government, the RCMP, and organizations such as Crime Stoppers are attempting to raise awareness of this issue.



FIGURE 8-23
An information poster on human trafficking from the Government of Canada

What were the great trading kingdoms of West Africa?

As farming and trade prospered, cities developed on the northern edges of the savannah. Strong monarchs gained control of the most profitable trade routes and built powerful kingdoms.

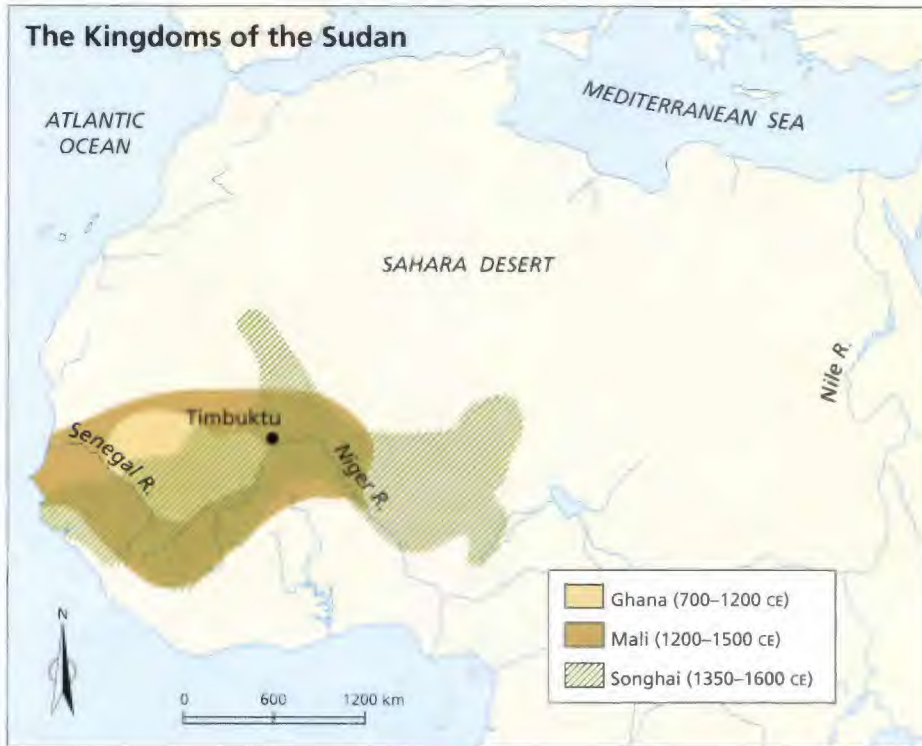


FIGURE 8-24 Why might these kingdoms overlap each other?

The Kingdom of Ghana (700–1200 CE)

The earliest known kingdom in the Sudan was Ghana. By the time Arab traders from North Africa first arrived in the 700s, Ghana was already a thriving kingdom. Its wealth and power were based on gold deposits in the region and the kingdom's control of the gold and salt trade routes across West Africa. The Ghanaian kings collected tolls on all goods entering and leaving the land. They became known for their grand court and lavish style, including the wearing of gold ornaments.

In the 11th century, Muslims from north of the Sahara, known as the Almoravids, launched a campaign to spread their form of Islam. They eventually overran Ghana, but found it hard to maintain power in such a distant land.



FIGURE 8-25 The Great Mosque of Djenné, in Mali, was first built as early as 1200 CE. It became an important Islamic learning centre during the Middle Ages.



FIGURE 8-26 This image from a Spanish map of 1375 includes Mansa Musa holding a piece of gold. Italian merchants trading in Cairo spread stories around Europe about Musa's gold and his wealthy empire. How might this image have affected Europeans' attitudes toward Africa?

Meanwhile, the Mandinka peoples, who lived farther south along the Niger River, were rising in power. Eventually, they pressed northward into the Sahel and absorbed Ghana into the kingdom of Mali.

Mali (1200–1500 CE)

While originally an agricultural kingdom, Mali quickly took control of the caravan trade routes. The most important Mali ruler was Mansa Musa, who reigned from 1312 to 1337. He undertook a pilgrimage to Mecca in around 1324. He arrived in Cairo on his way to the holy city with 60 000 men and 80 camels. Each camel carried 150 kilograms of gold. Upon his return to Mali, Mansa Musa attracted many Muslim scholars to his cities, creating a sophisticated urban culture.

Mali was an important kingdom for another century. Difficulties over the rules for **succession** led to war, and the kingdom was seriously weakened. The way was left open for the rise of the kingdom of the Songhai.

Timbuktu

The city of Timbuktu became the foremost trading centre of Mali and later Songhai. By 1450, it had a population of about 100 000. The city was surrounded by large farms, which provided food for the population. Within the city was the Sankore Mosque, which also served as a university. Many Islamic scholars travelled to Timbuktu to study at its universities and many libraries.

Songhai (1350–1600 CE)

Songhai developed along the Niger River in the 14th century. Songhai expansion took place under Sunni Ali, who reigned from 1464 to 1492. In almost 30 years of continual warfare, he conquered and held much of the former lands of both Mali and Ghana. His conquests were **consolidated** by his successor, Askia Muhammad.

As with the kingdom of Mali, there was no rule for succession in Songhai. After Muhammad lost the throne in 1528, a number of civil wars were fought, which seriously weakened the kingdom. In 1591, a small Moroccan army crossed the Sahara and defeated the much larger Songhai army. The Moroccan troops had one important advantage—they were armed with **muskets**.

succession the right to become the next ruler

consolidate to join together into a whole

musket a firearm



FIGURE 8-27 Askia Muhammad had this tomb built for him after a pilgrimage to the holy city of Mecca. Legend has it that he brought all the mud and wood to build the tomb back from Mecca. How accurate or feasible does this legend sound to you? Why would people tell such a story?

WEB LINK

To learn more about the Tomb of Askia Muhammad, visit our website.

Because of the vastness of the desert, the Moroccans were unable to maintain control of the region. Around this time, there was a famine that devastated the Sudan and put an end to the desert kingdoms.

The Kingdoms of the Guinea Coast

West Africa includes a coastal region that is known as the Guinea Coast. The natural environment is varied, with rainforest on the coast and savannah and Sahel in the interior. Rivers in this region include the Niger River.

The kingdoms of the Guinea Coast remained quite small in physical size and power until the 1300s. Most of them were city states scattered throughout the region. The most important of these was Ife. By about 1200, the people of Ife had grown wealthy enough for sculptors to produce the beautiful bronzes for which Ife has remained famous.

By 1400, Benin had become a powerful kingdom, the first of the Guinea Coast to grow beyond the status of city state. The most important Benin ruler was Ewuare the Great (1440–1473). He was, according to oral tradition, a wise man, a warrior, and a great magician. He ruled over 200 towns and villages. The rulers of Benin held power by controlling trade.



FIGURE 8-28 The Guinea Coast

European Traders



FIGURE 8-29 This painting, called *The Landing of Jan van Riebeeck*, shows the Dutch arriving at Table Bay, South Africa, in 1652. This painting was based on another done by Charles Bell in 1850.



FIGURE 8-30 This Nigerian sculpture of a Portuguese soldier hunting leopards dates to the late 1500s.

By the late 1400s the Portuguese began to arrive in Africa. They were looking for a route to the trading empires of the East, but on the way they discovered the trading kingdoms of Africa. These two images give different perspectives on the arrival of

Europeans in Africa. The painting was made by a European artist; the sculpture was made by an African artist. What do the two images suggest about the attitudes each artist held about the arrival of Europeans in Africa?

Thinking IT THROUGH



Summarize What's Important

1. Create a graphic organizer to summarize main ideas and details using the following headings:
 - a. What were the necessary conditions for increased trade?
 - b. What goods were traded?
 - c. Who benefited from trade?

Analyze Critically

2. There were both positive and negative effects from the increase in trade. Who did not benefit? Why not?

Make Connections

3. Choose a country in West Africa. Do some research to see how this country was affected by increased trade in the late 1400s. Explain what goods are traded today, how they are traded, and who benefits. What are the lasting legacies of trade in the country?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *What led to the rise of powerful kingdoms in West Africa?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did trade develop the East African city states?

The coastal region of East Africa, which stretches along the western coast of the Red Sea and south along the coast of the Indian Ocean, was part of an extensive trading network for several thousand years.

Trade happened in two directions: east, across the seas, and west, across the continent. Travel across the mountains and plateaus, toward western Africa, was difficult, but could be accomplished by a chain network of traders who passed the goods along short distances. Sea-going trade across the Red Sea and Indian Ocean was common. Goods travelling by ship could reach Arabia, India, and even China.

Reading



Set a Purpose

As you read, think about how trade affected East Africa. What are the similarities and differences between the development of East and West Africa?



FIGURE 8-31 Which cities were most likely to trade directly with India? Explain.

prevailing winds winds that generally blow in a particular direction

How did geography affect East African trade?

Geographic factors can be very important in trading relationships between countries. The United States is Canada's largest trading partner. What part do you think geography plays in this relationship?

As you read in the previous section, trade routes in West Africa connected the kingdoms of the Sudan with northern Africa. Trade routes in East Africa connected with the Red Sea, the Arabian Peninsula, the Mediterranean region to the north, India, and other parts of Asia to the east.

East Africa is well located for trading with these regions of the world. There are a number of other geographic reasons why these trade routes developed.

1. **Winds** Traders used **prevailing winds** to move ships filled with cargo around the Indian Ocean. In the winter, winds generally blow from the northeast south along the coast of Africa. In the summer, winds generally blow from the southwest, carrying ships across the Indian Ocean to India and Indonesia.
2. **Harbours** While there are fewer natural harbours on the east coast of Africa than in Europe, trading centres such as Adulis and Mombasa developed around protected inlets.
3. **Rift Valleys** The rift valleys of East Africa made travel difficult from the interior region to the coast. Trade with Asia by ship offered an alternative.
4. **Rivers** Much of the interior of Africa is a high plateau. Rivers descend to the coast in a series of rapids and waterfalls. These hinder travel and trade between the coast and the interior.



FIGURE 8-32 Victoria Falls, found between Zambia and Zimbabwe, is an example of a geographic barrier, separating East Africa from the interior. How might Victoria Falls be used today?

Ancient Trade in East Africa

In this excerpt, a first-century Roman official describes East African trade.

Ships depart from the Red Sea port of Berenice in Egypt loaded with cloth goods, metals such as copper, brass, and iron, cooking utensils, tools, olive oil, and wine. They make their first stop at Adulis, the seaport of Axum. Here, some of the cargo is exchanged for ivory, tortoise shell, and rhinoceros horn. The ships then sail down the Red Sea, stopping at both sides of the sea, picking up incense from Yemen, and slaves and cinnamon. Once out of the Red Sea, the ships turn south along the coast of Africa...

Further south along the coast there are many trading ports... Here, more ivory, horn and tortoise shell is obtained, in exchange for the original cargo loaded in Egypt. The port farthest south is called "Rhapta" [near present-day Zanzibar]... Here, the ships turn eastward across the Indian Ocean, to make landfalls in Malaysia and India, where their African cargo is exchanged for sugar, grain, oils, and spices, which are sold when the ships return to their home port.

Thinking IT THROUGH

1. What does this source indicate about the extent of Roman geographical knowledge?

Where did trade centres develop in East Africa?

East African trade involved goods such as cloth, brass, copper, olive oil, wine, ivory, **incense**, spices, sugar, timber, gold, and grain. There was also a slave trade. The variety of goods and the prime geographic location of Africa's east coast led to the development of powerful city states and kingdoms.

The Kingdom of Zimbabwe

Bantu-speaking people first travelled from southern Africa to the plateaus and hills of Zimbabwe in search of gold. As the kingdom of Zimbabwe formed, the rulers gained control of the gold, ivory, and cattle trade. They also taxed other minor rulers in the region.

Most of the wealth of Zimbabwe was in cattle and gold. Cattle were raised on the plateaus, and gold was mined in the nearby mountains. At its height, the kingdom of Zimbabwe was the centre of a gold trade that reached as far as India and China.

The rulers of Zimbabwe brought artists and **stonemasons** with them when they moved into the region. They were put to good use in the construction of Zimbabwe's new capital city, the Great Zimbabwe.

incense a substance giving off a sweet smell when burned; often used in religious ceremonies

stonemason a person who cuts, prepares, and builds with stone

Did You Know?

In Shona, the local Bantu language, Zimbabwe means "stone houses."

Great Zimbabwe

In the 11th century, skilled stonemasons in the kingdom of Zimbabwe built a city walled with stone. At its peak, the city covered 80 hectares and housed over 18 000 people. However, only about 200 or 300 of the kingdom's elite lived within the largest stone walls and buildings. The city of Great Zimbabwe is now only ruins, but it was once the largest stone structure south of the Sahara.



IMBA HURU, THE GREAT ENCLOSURE The largest walled enclosure was probably where the royal family lived. The high walls kept royalty separate from the other people of the city.

The outer walls were 11 metres high and used one million blocks of stone.

The huts in the Great Enclosure were made of bricks. Other huts in the city were made of mud.

No one is sure why this tower was built, but it may have been used to store grain.

WALLS OF STONE The walls were made of granite, which was mined nearby. No mortar (material used to fill gaps between stones and bind them together) was used. This meant that the builders had to be very precise when cutting and shaping the stone blocks. The outer walls are up to five metres thick. The highest outside walls also had decorative patterns along the top.





ANCIENT SYMBOLS This soapstone statue is one of many bird statues found at the site. The bird has human features, and may symbolize the spirits of kings. The symbol is used on the flag of Zimbabwe today.



HERITAGE SITE Great Zimbabwe became a UNESCO World Heritage Site in 1986. It is now managed by the Zimbabwean government, and has become a tourist destination.



EUROPEAN RESPONSE German explorer Karl Mauch was one of the first Europeans to visit the site in 1871. He was astounded by the size of the city and its well-made walls. But he refused to believe that African peoples could have been the ones to build it. He thought instead that Phoenician or Israeli settlers must have lived there. This racist attitude endured for many years until archaeologists proved it wrong.

The Lemba of Zimbabwe

Perhaps the most unique African people are the Lemba, who live today in southern Africa. According to their tradition, they are descended from Jewish ancestors who left Judea around 2500 years ago. They believe their ancestors settled for a time in Yemen, before moving south in search of gold.

Unlike surrounding peoples, the Lemba follow a number of beliefs and practices similar to those of Judaism: they are monotheists (they believe in one God), they practise male circumcision, they rest on the Sabbath, they do not eat pork, and they place a Star of David on their tombstones. Recent DNA studies indicate that they probably did originate in Judea. There is also evidence that links the Lemba to Great Zimbabwe.

Thinking IT THROUGH

Make Connections

1. With a partner, share something you would like to know about your family's history. Why is this important to you?



FIGURE 8-33 The oral traditions of the Lemba say that their ancestors carried the Ark of the Covenant from Yemen to southern Africa. The Ark of the Covenant is the chest that is said to have held the two stone tablets with the Ten Commandments that Moses brought down from Mount Sinai.



FIGURE 8-34 The Axumite rulers minted their own coins, which helped support their trading empire.

The Ethiopian Kingdom: Axum

At its height, the kingdom of Axum covered what are now Eritrea, Ethiopia, Yemen, Djibouti, southern Egypt, southern Saudi Arabia, and northern Sudan. It was an early trading empire that had extensive contact with Roman Egypt and the peoples of the Arabian Peninsula. Axum was part of the extensive East African trade network. Its two main trading centres were Adulis, a port on the Red Sea, and its capital, Axum. Trade from the interior of Africa flowed through Axum, and trade from along the African coast came through Adulis.

The kingdom of Axum was powerful, and it dominated trade in the region for around 1000 years. It even influenced politics in the Arabian Peninsula, and was considered at the time to be an equal of China and Rome. In the fourth century, Axum adopted Christianity, and remained on good terms with its Islamic neighbours and trade partners. However, once the Islamic Empire gained control of the Red Sea, Axum was isolated geographically, economically, and culturally. Its power fading, the kingdom of Axum eventually declined, with its people moving farther inland, into what is now Ethiopia.

Axum was a wealthy, culturally diverse kingdom. It developed its own alphabet, called Ge'ez. The graves of rulers and nobles were marked with giant obelisks, many of which still stand today. Christianity is still the dominant religion in Ethiopia. In fact, the city of Axum is rumoured to be the resting place of the fabled Ark of the Covenant.

How did coastal trading cities develop?

After Axum declined, East African maritime trade was taken over by Islamic peoples from the Arabian Peninsula and Persia. They expanded the seaborne trade of the region, and developed trading centres along the coast of the Indian Ocean. By the 10th century, these port cities were well connected by trade routes. Kilwa, Mogadishu, Mombasa, and Sofala, as well as islands such as Lamu and Zanzibar, were ideally located for trade with Asia.

East Africa had now become one part of an extensive and prosperous maritime trading network that included Arabia, Persia, India, China, and Indonesia. Arab and Persian traders and merchants set up communities under the protection of local African rulers. These cities all contained a mosque, a palace, and other buildings. The structure of these buildings reflected the wealth of the traders and the development of a new East African culture.



FIGURE 8-35 The obelisks at Axum were erected to mark the burial chambers of Axumite kings. What does this indicate about the wealth of Axum?



FIGURE 8-36 The dhow is a traditional Arabian vessel with a triangular sail. The largest ocean-going dhows had two masts. Arab traders sailed dhows in Middle Eastern waters, and to Africa, India, and China.

Kilwa

The island city of Kilwa was originally a Persian colony on the coast of Tanzania. By the 12th century, it had developed into a major city and trading post. Ibn Battuta visited the city in 1331, and declared it one of the most beautiful cities he had ever seen.

The wealthy and powerful rulers of Kilwa extended their control of trade in inland areas and to the island of Madagascar. Trade in ivory, gold, iron, textiles, jewellery, pottery, and porcelain was common. As an island city, however, Kilwa was also dependent on trade in grains and other food from the mainland.

Kilwa, now known as Kilwa Kisiwani, is a UNESCO World Heritage Site. Visitors come to admire the palace ruins and the Great Mosque.

FIGURE 8-37 These are the ruins of the palace at Kilwa. The palace, made of coral stone, was very grand and overlooked the ocean. What does the size and location of this palace complex suggest about East African trading?



EXPLORING SOURCES

Evidence

Trade in Mogadishu

This account is from the writings of Ibn Battuta, an Islamic traveller who journeyed widely in Africa and Asia in the 1300s.

Thinking IT THROUGH

1. How does this account explain the success of Mogadishu as a trading centre?
2. In the guise of hospitality, what hidden agenda might there have been in these customs? Support your inferences with evidence from the source.

Among the customs of the people of this town is the following: when a ship comes into port, it is boarded from sanbuqs, that is to say, little boats. Each sanbuq carries a crowd of young men, each carrying a covered dish, containing food. Each one of them presents his dish to a merchant on board, and calls out: "This man is my guest." And his fellows do the same. Not one of the merchants disembarks except to go to the house of his host among the young men, save frequent visitors to the country. In such a case they go where they like. When a merchant has settled in his host's house, the latter sells for him what he has brought and makes his purchases for him. Buying anything from a merchant below its market price or selling him anything except in his host's presence is disapproved of by the people of Mogadishu.

Sofala

The city of Sofala was founded around 700 CE. Located on the **estuary** of the Buzi River in Mozambique, it served as the coastal outlet for gold that had been mined in the inland plateau and traded through Great Zimbabwe. An average of nearly 6000 kilograms of gold was exported every year. This made Sofala very wealthy. In the 1180s, the ruler of Kilwa took control of Sofala, making it part of Kilwa's extensive trade network. Trade increased as merchants from Kilwa began using dhows to travel up and down the shallow Buzi River.

The Portuguese arrived in Sofala around 1489, but would find the shallow river too difficult to navigate. Shifting sandbars also blocked the estuary at times. Sofala would eventually decline in importance when a new town, called Beira, was built on the coast nearby. The gold trade also declined when the mines were depleted.

estuary the mouth of a river where it meets the sea



FIGURE 8-38 This Portuguese engraving shows Sofala and the estuary of the Buzi River. Why would a description of Sofala such as this one be important to Portuguese merchants?

Thinking IT THROUGH



Summarize What's Important

1. Create a graphic organizer to summarize the main ideas and details using the following headings:
 - a. What were the necessary conditions for increased trade?
 - b. What goods were traded?
 - c. Who benefited from trade?

Analyze Critically

2. **Evidence** Compare and contrast the development of East and West Africa.

Make Connections

3. What are the similarities and differences in the development of the coastal trading cities in East Africa? What geographical factors influenced their development?

Synthesize and Evaluate

4. Write a paragraph to answer the section question:
How did trade develop the East African city states?
Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

Africa: Trade and Civilization

CHAPTER FOCUS QUESTION

How can geography affect the development of civilization?

The continent of Africa has a variety of geographic features and climates. These conditions also provided for the development of civilizations and successful trading kingdoms and city states.

Summarize What's Important

1. Refer to your notes from each section as you consider how geography impacted the development of civilizations in Africa. Elaborate on at least 10 different examples. Use a three-column organizer to help sort main ideas and supporting details. Use your completed chart and the key ideas from the paragraphs you wrote for each section to answer the Chapter Focus Question.



Aspect of Geography	Part of Africa That Felt Its Impact	The Impact on Civilization
Drying of the Sahara	Sub-equatorial Africa	Mass migration of people from West Africa, which resulted in the spread of languages (Bantu) throughout southern Africa

Synthesize and Evaluate

2. Choose what you believe to be the most important way geography affected the development of civilizations in Africa. Discuss the significant impact this factor had on a particular civilization in a mini-essay, a comic, or an oral presentation.



Analyze Critically

3. Choose an African country that you have not already researched in the chapter. To what extent does the environment (soil, weather, plants, and animals) affect the daily lives of people today? Consider the following factors:
 - agricultural production
 - settlement patterns
 - arts and culture
 - spiritual beliefs
 - your own ideas

Design a Medieval Village

In the medieval societies studied in this unit, village life was complex. Whether they were a farmer, a priest, or a wealthy lord, everyone had a particular role. For this activity, you will create your own medieval village and do the following:

- populate the village with serfs, clergy, the royal class, and armoured warriors
- decide on the village's location and determine what religion, laws, and social structure (for example, feudalism and migration) it will follow
- show examples of technology and weaponry commonly used in your village
- name your village



STEP ONE: Investigation

Review Chapter 5 Building Your Skills: Conducting Sound Research. Next, select the location for your village:

Europe, Japan, or Africa. Research the different societies that existed in those regions during the Middle Ages. Use your textbook or additional resources to find information on the dominant religions, laws, technology, and social structure of your area. Investigate the kinds of buildings and the materials used to create them.

STEP TWO: Assess and Decide

Review Chapter 6 Building Your Skills: Assessing Positions on a Controversial Issue. Decide if your village will follow the religions and customs of the era, or if it will make changes from the norm to better suit community needs. Who will hold the power in your village, and how will they maintain it? Is it a peaceful community, or does it require armed warriors?

STEP THREE: Consider the Impact

Review Chapter 7 Building Your Skills: Analyzing Human–Environment Interactions. Using your textbook and an atlas, research the region where you will locate your village. Is it mountainous? Are there deserts or forests? Decide how your villagers will best use the resources of their area to create buildings, tools, agriculture, and trade.

STEP FOUR: Design and Build

Review Chapter 8 Building Your Skills: Describing Locations on a Map. Once you have decided where your village will be located, indicate its longitude and latitude in your final presentation. Now, determine how you will present your village. You can make a 3-D model, draw or paint, or design

it digitally. Make sure you include all the information you have gathered in the presentation of your village. In your village be sure to include the following:

- types of buildings needed (castle? hut? church? harbour?)
- area where religion is practised (Is this a building?)
- agriculture (Is there farming? If so, what is planted and how is it grown?)
- marketplace (What kinds of things are bought and sold there?)
- government (Where are laws made? By whom? How are they enforced?)
- physical features of the area (Is there a lake? a mountain? a forest?)

Present your village to your classmates. Compare the similarities and differences between your village and the ones created by your fellow students. What do they have in common? Where would you most like to live? Justify your answer.

CRITERIA FOR SUCCESS

- Did you develop an action plan for your research and design of the village?
- Was your plan realistic? Were you able to complete the tasks in the time allotted?
- Does your village include all of the necessary features?
- Does your village accurately use the region and resources around it?
- Are you able to present your village effectively and creatively?
- Will your presentation appeal to your audience? How will you know?

Civilizations, Contact, and Change

Civilizations are always changing. In Europe, the Medieval period gave way to the Renaissance and new ways of looking at the world. New nations sent out explorers and traders to search for riches, often destroying other civilizations in the process. Trading routes expanded. More contact and stronger economic ties between civilizations were the result. China also reached out to the world in the 1400s during the Ming Dynasty. However, by the 1600s, the country had turned inward.

UNIT FOCUS QUESTION

How do contact and trade influence civilization?

The European Renaissance

How can new ideas and knowledge challenge the worldview of a society?

Renaissance people admired the art and thinking of ancient Rome and Greece. The rulers of rich Italian city states like Florence supported artists and thinkers who put people, rather than God, at the centre of things. This resulted in new ideas and new knowledge. Some of the greatest art in history was produced during this time.



The Age of Exploration

How did the world change as a result of the age of exploration? Medieval people knew little of the world, even after the Crusades. This began to change as the Middle Ages ended. The nations of Europe grew stronger. Starved for wealth, rulers sent out explorers to find new trade routes to the east and to conquer unknown lands. Soon, Europeans seemed to be everywhere, looting and colonizing.

European Colonization 1610

- British
- French
- Portuguese
- Dutch
- Spanish



Emergence of the Nation-State

Why did the nation-state emerge in 16th century Europe? Few nations existed during the Middle Ages. Over time, kings and emperors curbed the power of nobles and ended feudalism. This allowed national governments to grow stronger. The power of the Catholic Church was also reduced by a religious revolution called the Reformation. The nations that appeared became the building blocks of the world we live in today.



China: A World Power

Why is contact between civilizations so dreaded and desired?

Chinese civilization has withstood countless challenges, including invasion, floods, famines, devastating earthquakes, great rebellions, and civil war. Even so, Chinese civilization has continued through the centuries, desiring contact with the outside world during some periods, and avoiding it during others. For most of the past two thousand years, China has been one of the world's great powers.

9

The European Renaissance



FIGURE 9-1 Michelangelo's sculpture shows David just before his battle with Goliath.

KEY CONCEPTS

city state philosophy humanism patronage scientific revolution

CHAPTER FOCUS QUESTION

How can new ideas and knowledge challenge the worldview of a society?

A stone flew through the air, hitting the face of the sculpture. Michelangelo cried out as if he himself had been struck. He rushed to see whether the marble had been damaged. The workers, who had been straining to move the heavy piece of art, stopped in their tracks. Suddenly several men burst out of a nearby alley, shouting, “Medici! Medici!” The vandals then disappeared down a side street.

The new political leaders of Florence had hired Michelangelo, the most skilled sculptor of his time, to create a work that would symbolize the city. He decided on the young biblical hero, David, who defeated the giant Goliath with a simple slingshot and stones. The work was intended to encourage the people of Florence in their struggle to be free of their enemies and the powerful Medici family who had controlled the city for so long. He had created a magnificent sculpture in the spirit of the ancient Greeks and Romans, whom he admired. *David* represented human beings in all their beauty and glory.

“They are gone. Let us go on,” Michelangelo said to the workers. He was impatient to see his work standing in front of the Palazzo Vecchio.

Reading



Use Background Knowledge to Infer

Given what you know about the story of David and Goliath, why would a statue of David, a shepherd, inspire the people of Florence?



In This Chapter

The Renaissance was a period of European history that lasted from about 1400 to 1600. It was a time of spectacular achievement in the arts and sciences, similar to the Gupta Empire which you read about in Chapter 4. The Renaissance began in Italy, where trade and commerce were flourishing by the end of the late Middle Ages. A new faith in human achievement emerged as Italian Renaissance thinkers changed the way people saw themselves and the world. Eventually these new ideas spread throughout the rest of Europe.

Use these questions to set a purpose for reading each section.



- What conditions led to the Renaissance starting in Italy?
- What conditions in the city states promoted the Renaissance?
- What is humanism?
- How did Renaissance art reflect humanist concerns?
- What were the contributions of the Northern Renaissance?

What conditions led to the Renaissance starting in Italy?

Reading



Set a Purpose

As you read, look for reasons why the Renaissance first emerged in Italy.

reason the ability to think and draw conclusions

city state a politically independent city and the rural area around it. City states have their own government and armed forces

Why is the world the way it is? What is the right way to behave? What knowledge is really important? Do you ever think about questions like these? In earlier chapters about the European Middle Ages, you saw that people based their ideas about life on religious beliefs. During the Renaissance, there was a gradual shift in how people thought about the universe and their place in it. Instead of just looking to the Church to find meaning in their lives, many turned to their own powers of observation and **reason**. The Renaissance opened people's eyes to new possibilities of human achievement.

The Renaissance began in the part of Europe that is now Italy, and then spread slowly through the rest of Europe. Renaissance Europe did not look the way Europe looks today. Many countries had very different borders. Others, such as Italy, were not yet countries at all. Italy was a collection of **city states**, republics, and kingdoms.

What role did Italy's geography play in the birth of the Renaissance?

Geographic features can contribute greatly to the economic success of an area. Think about the large cities of British Columbia. Why did they develop where they did? Why did they prosper?

During the Middle Ages, northern Italy had developed as a collection of independent city states. As trade increased, cities situated near or on good harbours became large and powerful because they served as centres for trade. The two largest Italian port cities were Venice, on the east coast, and Genoa, on the west. Venice became a major centre for both trade and ideas.

Did You Know?

"Renaissance" is a French word meaning "rebirth."

TIMELINE

1304 CE

Francesco Petrarch is born



1450 CE

Johannes Gutenberg begins printing books

1469 CE

Birth of Niccolò Machiavelli

1492 CE

Lorenzo de Medici dies



FIGURE 9-2 This map shows the political geography of Renaissance Italy as well as the major rivers and mountain ranges. How does the physical geography of Italy help to explain where cities were built? Consider landforms and bodies of water.

Reading



Ask Meaningful Questions

Effective readers generate questions before and during reading. With a partner, use the timeline information to create some meaningful questions you hope will be answered in this chapter.

Mountains and Rivers

Italy, as we now know it, is a mountainous peninsula, a fact that greatly affected its development. Mountains make communication and travel difficult. Mountainous countries usually have only a few well-established, busy trade routes. In Italy, old Roman roads developed into trade routes. Cities located on these routes, such as Siena and Assisi, grew rich from trade.

1503 CE
Leonardo da Vinci begins painting the *Mona Lisa*

1508 CE
Michelangelo begins painting the Sistine Chapel

1513 CE
Machiavelli writes *The Prince*



1543 CE
On the Revolutions of Heavenly Bodies by Nicholas Copernicus is published

1609 CE
Galileo Galilei begins to study the heavens

Did You Know?

This period of European history was not called the "Renaissance" until the nineteenth century.

The city of Florence was located at the hub of a major trade route that ran through mountains to the cities of Rome and Naples in the south, and through other mountains to Genoa and Venice in the north. Partly because of its fortunate location, for a time Florence was the peninsula's most powerful city.

Navigable rivers were also important corridors of trade, but they are not common in mountainous regions. Florence is located on the Arno River, but this river is navigable only between Florence and the sea.

Climate

The climate of Italy was milder than that of countries north of the Alps. Therefore, the winter weather did not disrupt travel, trade, and commerce as much as it did in Germany and northern France. The long growing season produced such crops as olives and grapes, which were important trade items. Wine made by fermenting grapes was a popular drink across Europe; oil pressed from olives was used for cooking.

Location

Of all Europe, Italy was closest to the port cities of northern Africa and the eastern Mediterranean Sea. As a result, trade with these lands was easier and cheaper for Italy than for any other European country. With trade came wealth, which funded the artistic boom of the Renaissance. In addition, Muslims had ruled Sicily for a time in the early Middle Ages. This introduced science, medicine, and astronomy from the Arab world, as well as products such as oranges, lemons, coffee, and sugar.



FIGURE 9-3 This map shows the Mediterranean region. How would you describe Italy's location?

What role did Italy's history play in the birth of the Renaissance?

The Mediterranean region was the site of two of the world's most influential civilizations: ancient Greece and Rome. These civilizations produced great artists, architects, **philosophers**, dramatists, poets, political thinkers, and historians. Renaissance artists and thinkers admired the Greek and Roman cultures and wanted to revive and renew them.

Learning from the Past

Most medieval art had a religious theme. The Catholic Church hired artists to create paintings that would teach people about their faith and encourage them to lead good lives. But what is now Italy was the heartland of the old Roman Empire. Ancient Greek and Roman artists had celebrated beauty, especially the beauty of the human form. Renaissance artists and architects were inspired by the Roman ruins, sculptures, and wall paintings they saw around them. They became more interested in portraying the human body and the natural world.

European scholars had studied the writings of the ancient Greeks and Romans during the Middle Ages, but had looked at them from a Christian perspective. During the Renaissance, educated people began to read these works in a new way. In **classical** writings they discovered ideas about the dignity and potential of the individual:

- that people could shape their lives through their own efforts and talents
- that questioning and learning were important
- that human beings should use reason to find truth for themselves



philosopher someone who seeks wisdom about existence and reality

classical referring to the civilizations of ancient Greece and Rome



FIGURE 9-4 You can still see the ruins of beautiful buildings built by the Greeks and Romans in Italy today. How do you think living near ruins thousands of years old would affect your perspective on the past?

FIGURE 9-5 *Discobolus*, known in English as *The Discus Thrower*, was created by the Greek sculptor Myron in the 400s BCE. What do you think were the sculptor's goals in creating this work?

Individuals Can Make A Difference

Each school year, Rob Olson teaches a Global Initiatives course at Carson Graham Secondary in North Vancouver. The course is based on the concept that individual actions can make a difference in the world. Students meet once a week to learn leadership skills, construction techniques, and cultural awareness and sensitivity. Each spring, students spend two weeks working with people in a village in the developing world.

In the spring of 2011, Global Initiatives students spent their Spring Break assisting a village of Haitian refugees in the Dominican Republic. They built a latrine for the village, which had no sanitation, taught English classes, and developed a food and sports program.

Mr. Olson was deeply impressed by the dedication and enthusiasm of his students. Both as individuals and as a group, they had a profound and positive impact on the people of the village.



FIGURE 9-6 Global Initiatives students

Thinking IT THROUGH

Build on the ideas of others

In small groups discuss the question below. Practise contributing to the conversation in three ways: listening, acknowledging others' ideas, and contributing new ideas.



1. How does Mr. Olson's work illustrate the Renaissance idea of the potential of the individual?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the conditions that led to the Renaissance first emerging in what is now Italy. Be sure to include the main ideas supported with relevant details.

Analyze Critically

2. In what ways did the city states support the Renaissance?

3. Why did the ideas of the ancient Greeks and Romans become important in Italy during the Renaissance?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *What conditions led to the Renaissance starting in Italy?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What conditions in the city states promoted the Renaissance?

The Renaissance did not occur because the Italian people had created a great empire. In fact, the opposite is true. The Renaissance flourished in the city states of Italy. Although some of them were relatively small, the city states had become wealthy as a result of trade and business.

Feudalism did not have as strong a hold in Italy as it did in the rest of Europe. In Italy, the nobles tended to live in the towns, where they took their place in the upper classes of urban society. Many of them also became involved in business and politics.

How did trade contribute to the prosperity of the city states?

The city states all wanted to expand their trade and business. The rivalry among them even led to war. Venice and Genoa, for example, both maritime powers, fought for control of trade routes in the Mediterranean Sea.

The city of Venice was founded in Roman times on a group of islands in a protected harbour. It was a site that was easily defended from invasion. Over hundreds of years, the city became a great trading centre as a result of its dealings with the East. At the height of the city state's power, Venetian merchants had thousands of ships travelling throughout the Mediterranean Sea and eventually along the Atlantic coast to ports in northern Europe. The Venetian Arsenal became the largest shipbuilding centre in Europe. Many thousands of workers were employed there.

Reading



Set a Purpose

As you read, look for various conditions in the city states that contributed to the Renaissance.

Did You Know?

Vatican City, Singapore, and Monaco are modern city states.

EXPLORING SOURCES

A Successful City State

The Venetian Marino Sanuto described his city as follows in his diary.

Thinking IT THROUGH

1. Identify parts of Sanuto's diary entry that reflect the prosperity of Venice.
2. How did trade contribute to Venetians' quality of life?

In this land, where nothing grows, you will find an abundance of everything; for all manner of things from every corner and country of the earth which had stuff to send, especially food, are brought to this place; and there are plenty to buy, since everyone had money. The Rialto [market] looks like a garden, such a wealth there is of herbs and vegetables from the places nearby, such an endless variety of fruits and all so cheap, that it is wonderful to see.

What was family life like during the Renaissance?



Who will decide what kind of job you will take when you are older? How much education you will receive? Whom you will marry? During the Renaissance, your family's social class and your gender usually determined the answers to questions like these.



RENAISSANCE WOMEN managed the family and household and generally stayed close to home, although some women joined guilds or worked in their husband's business. Women were expected to marry and have children. Unmarried women sometimes became nuns. This 1610 painting by Pieter Bruegel the Younger, *The Visit to the Farm*, shows a typical farm kitchen, full of children, pets, and family members busy at work.

CHILDREN OF THE RENAISSANCE were expected to fulfill certain roles. Boys tended to be more highly valued, and the sons of wealthy families were carefully educated. Girls were expected to care for their siblings and learn household duties from their mother. Some children were apprenticed at a young age in order to learn a craft. This early 1580s painting by Sofonisba Anguissola, *Double Portrait of a Boy and Girl of the Attavanti Family*, shows a brother and sister. She has her arm around him, protecting him, while he holds a book and seems to be thinking.





Some children were apprenticed at a young age. Child musicians may have been models for this marble sculpture by Luca Della Robbia for the Cathedral of Florence (1438).



A wedding gift



THE WEDDING FEAST was painted by Sandro Botticelli in 1483. Middle-class and poor people gave their children some freedom when it came to choosing a partner, but wealthy people arranged the marriages of their children carefully. For them marriage had more to do with money and connections than with romantic love. Weddings among wealthy people were flashy occasions when they displayed their finery and spent vast sums on clothing and entertainment. A wedding gown of this period might have been decorated with peacock feathers, pearls, or flowers.

WEB LINK [Renaissance Weddings](#)

To learn more about Renaissance weddings, visit our website.

How did commerce contribute to the prosperity of the city states?

Merchants made money by purchasing goods in one place and then selling them for a higher price in another place. As well as dealing with goods that were ready for the marketplace, such as spices and luxury fabrics, merchants also bought and sold resources to be manufactured into goods. For example, they bought raw wool to be made into cloth.

Bankers also brought wealth to their city states. Bankers in Florence established banking houses across Europe. Florence's economy became so powerful that during the course of the Renaissance, its golden "florin" became the most important currency in Europe.

Usury, the practice of charging interest when lending money to someone, played an important part in creating wealth. The Church had forbidden usury during the Middle Ages. However, the growth of international trade required large investments of money. The Church began to allow people to charge interest for loans that involved risk, such as trading voyages where there was danger of shipwreck or pirates.

Prosperity and the Arts

Wealthy **patrons** played an important role in the artistic flowering of the Renaissance. Merchants, nobles, popes, and monarchs supported the work of hundreds of artists. Wealthy citizens wanted to be known for their generosity. They helped make their cities more beautiful by spending huge sums to fund new buildings. Many also gave to charities.

patron a person who provides financial support for the arts



FIGURE 9-7 This sculpture of Lorenzo de Medici was probably modelled on an original from the 1500s or 1600s. Lorenzo de Medici was both a ruler and a poet. What aspects of his character has the artist emphasized in this sculpture?

The Medici Family

The Medici family was the richest, most powerful family in Renaissance Italy. The Medicis were an important part of Florence's cultural and political life for more than 300 years. They made a fortune as wool and silk merchants and as bankers. They built alliances with other wealthy families, acquired important positions in the Church, and married into Europe's royal families.

Lorenzo de Medici, who was known as Lorenzo the Magnificent, was a great patron of art and literature. He sponsored Michelangelo, Leonardo da Vinci, and other great artists. Poets and philosophers frequently visited the Medici palace at his invitation to share ideas. Artists learned their craft by sketching ancient Roman statues displayed in the Medici gardens. Lorenzo's nephew, Pope Clement VII, built a great library housing many thousands of manuscripts and books that the Medici family donated to Florence.

Wealth and Responsibility

Who are the wealthiest people you know of? How did they make their money? Do you think that great wealth also brings responsibilities?

Kenneth Thomson was the wealthiest man in Canada and the ninth wealthiest in the world before his death in 2006. Bill Gates is the wealthiest man in the United States—at one time his wealth topped \$100 billion. Both Thomson and Gates have given large amounts of their fortunes away. For example, Thomson gave millions of dollars as well as paintings and sculptures to the Art Gallery of Ontario. Gates and his wife started the Bill and Melinda Gates Foundation, and have given billions of dollars to improving health care in Africa, among other causes.

Whether they are wealthy or not, it seems that many Canadians share this charitable nature. In 2007, the latest year for which statistics are available, Canadians reported donations of more than \$10 billion. The total time Canadians volunteered to charitable or non-profit organizations in 2007 was about 2.1 billion hours.



FIGURE 9-8 Melinda Gates, Dr. F. Xavier Gomez-Olive, and Bill Gates, holding a baby, are taking part in a malaria intervention treatment program in Mozambique, Africa.

Thinking IT THROUGH

Build an Argument

1. Do you think that people who make large fortunes have a responsibility to support charitable causes or events? Support your opinion with examples.



Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the conditions in the city states that promoted the Renaissance. Be sure to include the main ideas supported with relevant details.

Analyze Critically

2. a. **Cause and Consequence** What were the key elements and financial innovations that made Florence and Venice financial centres of the world?
 - b. Why was it critical for the Florentine florin to be accepted and trusted as a major international currency?

Build an Argument

3. Refer to the “Wedding Feast” on page 283. Which marriages do you think had a better chance of survival: those based on love, or those that were arranged?

Synthesize and Evaluate

4. **Patterns and Change** Write a paragraph to answer the section question: *What conditions in the city states promoted the Renaissance?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Interpreting Art as a Primary Source

Sources other than the written word are valuable tools for understanding the past. Photographs for example are excellent primary sources of information about the past. Photography is a relatively recent invention, so for visual evidence about the more distant past, we rely on works of art such as paintings, drawings, and sculptures.

Knowing the background of a work of art is an important part of understanding it. Here is some information about the image below.

Who painted it? It is attributed to Renaissance painter and engraver Francesco di Lorenzo Rosselli. “Attributed” means that historians believe that he made it, but because the work is unsigned, they can’t be certain. Rosselli was born in Florence around 1445. He created many important maps, including one of the first maps showing the Americas after the voyages of Christopher Columbus.



FIGURE 9-9 Rosselli's *Pianta della Catena*

What is it? This representation of Renaissance Florence is known as *Pianta della Catena*.

When was it made? Art historians place its date between 1471 and 1482.

Gathering Information

A historian looking at this painting would want to find out information about the past. Study *Pianta della Catena* and answer the following questions:



Detail questions: What is Florence's geographic setting? Who might be the person in the bottom right-hand corner? What are the men in the bottom left-hand corner doing?

Analysis questions: What evidence is there that Florence is a prosperous city? What natural features make this a good site for a city? Why are there walls around the city and along its riverbanks?

Looking at Bias and Reliability

No matter what the primary source, always consider who created it. Rosselli's point of view about Florence is reflected in his painting of the city.

Another factor to consider is why the work was created. The reason may also affect how reliably the subject is presented. An artist may be influenced by the interests and biases of potential buyers. For example, a portrait painted for a wealthy person might be more flattering than realistic.

Bias and reliability questions: Who created the work? Who might have been the audience for the work? How might the audience affect how the subject is portrayed?

Apply IT

1. Study *Pianta della Catena* and make a list of at least five facts about Renaissance Florence that you can learn from it.
2. Choose another painting in this chapter and create at least two detail, analysis, and bias and reliability questions for it. Exchange questions with a partner, and write answers for one another's questions.

What is humanism?

Reading



Set a Purpose

As you read, look for information that explains what the humanists believed in and how some of them challenged religious beliefs and authority.

humanist related to humanism, a system of thought that centres on humans and their values, capacities, and worth

Was there ever a time when you saw or heard or read something that made you change the way you think about people or the way the world works? What happened? Now imagine a new way of thinking taking place across an entire continent. This is what happened in Europe during the Renaissance.

Renaissance society was very different from the feudal society of the Middle Ages. The medieval world had been built around the closed system of the manor and the castle. By the time of the Renaissance, cities in southern Europe had grown tremendously, and the new merchant and business class had leisure time and wealth at their disposal. Influenced by great thinkers of the day, they began to read and discuss the ideas of the **humanist** philosophers of ancient Greece and Rome.

The humanists returned to the humanities—the subjects taught in ancient Greek and Roman schools. The main areas of study were grammar, rhetoric (the art of writing and speaking effectively), and history, based on Greek and Roman texts.



FIGURE 9-10 Do you think the views expressed by Juvenal, Plutarch, and Aristotle remain part of our society's worldview? Explain.

Humanists were more concerned with the goals of human beings than with spiritual matters. They believed in using the power of reason to find truth instead of relying on the Bible or other religious teachings.

Humanists also believed that each person had the ability to choose and create his or her own destiny. This viewpoint represented a great change from the medieval worldview, which put people's fates in God's hands.

WEB LINK

To learn more about humanism and the Renaissance, visit our website.

accordance agreement

How did Renaissance scholars express humanist thinking?

Giovanni Pico della Mirandola was an important Renaissance thinker. In 1486, when he was 23 years old, he wrote *The Oration on the Dignity of Man*. This is how he expressed the humanist view of how people should look at life:

*You who are confined by no limits, shall determine for yourself your own nature, in **accordance** with your own free will, in whose hand I have placed you. I have set you at the centre of the world, so that from there you may more easily survey whatever is in the world... You may fashion yourself in whatever form you shall prefer.*

- How does this worldview differ from the one that was popular during the medieval period?
- How does this worldview compare with your own?

His words show the optimism about humanity typical of the humanist writers of the Italian Renaissance. He reflects their conviction that people, through their own efforts, can shape their lives. This attitude was very different from the pessimistic worldview of the medieval period when people thought of life as full of suffering and considered their position in society as part of God's plan. But Renaissance humanism did not mean rejecting religion. Pico della Mirandola and other humanists believed that humans possess great dignity because, according to the Bible, they were made in the "image of God."



FIGURE 9-11 Cicero, a Roman thinker, wrote, "Cultivation of the mind is as necessary as food to the body." How might that have influenced Renaissance views about education?



FIGURE 9-12 *Francesco Petrarca*, by Andrea del Castagno, mid-1400s. How does this portrait fit in with what you know about Renaissance humanist values?

Renaissance man a term traditionally used to describe a person skilled in many areas



FIGURE 9-13 Machiavelli wrote that a leader must be like a fox and like a lion. What do you think he meant by this?

Francesco Petrarch, Humanist Scholar

The Italian writer and poet Francesco Petrarch was one of the first humanists. Petrarch often said that he admired the culture of ancient Rome more than the culture of his own time. He spent much time and money collecting ancient manuscripts. Through Petrarch's efforts, many classical works that might otherwise have been lost survived.

Petrarch recommended that artists and writers study the ancient masterpieces to move art in a new direction, one that would emphasize beauty. He modelled his writing style on the works of the great Roman speaker Cicero. For Petrarch, the truly cultured person made an effort to read good books, see great works of art, and travel widely. Many Renaissance artists took Petrarch as their model of the well-rounded person who knew about and was skilled in many different areas—the true “Renaissance man.”

Niccolo Machiavelli

Niccolo Machiavelli, who was born in 1469, worked for a time as a civil servant for the Republic of Florence. He was frequently sent on diplomatic missions to foreign courts where he saw first-hand the treachery and dishonesty of Italian politics. Based on his personal experiences and his studies of ancient history, Machiavelli concluded that results mattered most. In his book *The Prince*, Machiavelli did not tell leaders how to be honourable rulers; instead, he told them how best to win and hold onto power.

Some people believed that Machiavelli was simply applying reason to thinking about human nature and politics, but others condemned his ideas as evil. The term “Machiavellian” has come to refer to the use of dishonesty or trickery to stay in power.

In actions of all men, especially princes, where there is no recourse to justice, the end is all that counts. A prince should only be concerned with conquering or maintaining a state...

Machiavelli, *The Prince*

Machiavelli's Thinking

"I have thought it proper," Machiavelli wrote, "to represent things as they are in a real truth, rather than as they are imagined." Machiavelli used his powers of observation to study how politics was carried on. In other words, he applied a scientific approach to the best way to rule.

Machiavelli's works have been read by scholars and leaders throughout the centuries, and they are still a source of controversy today. One reason for this is that Machiavelli sometimes seems to contradict himself. Here are sections from two of Machiavelli's writings. In both he is commenting on people and their rulers.

People are far superior [to Princes] in goodness and in glory. And if Princes are superior to the people in instituting laws, forming civil governments, make new statutes and ordinances, the People are so much superior in maintaining the institutions which will add to the glory of those who established them...fewer errors will be observed in the People than in the Princes, and those that are fewer have the greater remedies: For a licentious [decadent] and tumultuous [disorderly] People can be talked to by a good man, and can easily be returned to the good path: (but) there is no one who can talk to a Prince... The cruelties of the multitude are (directed) against those whom they fear will oppose the common good, those of a Prince are (directed) against those whom he fears will oppose his own good...

Discourses, Chapter LVIII, 1517

...[I]t is a good general rule about men [people], that they are ungrateful, fickle, liars and deceivers, fearful of danger and greedy for gain...

It needs to be understood that a prince, and especially a prince recently installed [placed in power], cannot observe [follow] all those qualities which make men good, and it is often necessary in order to preserve the state to act contrary to faith, contrary to mercy, contrary to humaneness, and contrary to religion.

The Prince, 1513

Thinking IT THROUGH

Summarize What's Important

1. Make a comparison chart on the two sources, summarizing Machiavelli's ideas on the nature of people and how princes behave.



Use Background Knowledge to Infer

2. Machiavelli seems to imply that "the end justifies the means." What do you think this expression means? What leaders can you name that seem to have followed this thinking? What do you think of them?

Build an Argument

3. Machiavelli believed that rulers should seek to be feared rather than loved. Do you think modern politicians seek to be loved or feared? Explain.

cardinal a dignitary of the Catholic Church and an adviser to its leader, the pope

Dominican a Catholic religious order

Savonarola, Religious Reformer

During the Renaissance, the Catholic Church was controlled by powerful families in Italy. High Church officials, even the pope, often involved themselves in the politics of the time. Influential political families would use the Church as a way of increasing their power and wealth. For example, Lorenzo de Medici arranged for his son Giovanni to be made a **cardinal** of the Church when Giovanni was only 14 years old. At this time, working for the Church did not mean a life of poverty; some Church leaders lived in circumstances of wealth and luxury.

Girolamo Savonarola was a friar in the **Dominican** order. He dedicated his life to ending corruption in the Church and in society. Soon after coming to Florence in 1490, he began attacking the luxuries with which many Florentines surrounded themselves. Under his direction, the citizens built huge bonfires in town squares and burned their wigs, makeup, fancy costumes, art, and books. These were known as “bonfires of the vanities.”

When Savonarola spoke out against Pope Alexander VI, however, the crowds who had once admired Savonarola turned against him. A mob dragged him from his prayers and threw him into prison. Savonarola was tortured and convicted of heresy by a religious court. Finally, he and his two closest associates were hanged and then burned.

Religion and Civilization

- Why would corruption in the Catholic Church be especially offensive to people of the time?
- Why did people turn against Savonarola when he preached against the pope?



FIGURE 9-14 This painting, *The Martyrdom of Savonarola*, shows the death of Savonarola in 1498. How does the artist, who is unknown, show the people of Florence reacting to Savonarola's death?

Arguing for Social Equality

This is part of a sermon delivered by Savonarola in Florence.

This country of ours is like a piece of cloth long enough to make coats for everyone; but it is so unequally divided that one has enough to wrap around him three times and trail upon the ground, another has too little to make even a beggar's cloak... Equality demands that no citizen should be able to oppress another...

Nowhere in the Gospel have I found a text recommending golden crosses and precious stones; rather have I found: I was thirsty and you gave me something to drink; I was hungry and you gave me something to eat...I, for my part, will give everything away, beginning with my own coat.

Thinking IT THROUGH

1. What are Savonarola's criticisms of society?
2. What are Savonarola's criticisms of the Church?
3. Why do you think Church officials wanted to silence Savonarola?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize your understanding of what humanism is. Be sure to include the main ideas supported with relevant details.

Making Connections

2. Describe a time when you read, viewed, or heard something that changed your mind about something important. How did you react? Did you share the experience with others? If so, did their thinking change?

Analyze Critically

3. Think of something that was a common belief from medieval society that we no longer believe today (for example, the world is flat, the sun orbits Earth). Were the ideas of the thinker who was responsible for the change immediately welcomed? If not, why not?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *What is humanism?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did Renaissance art reflect humanist concerns?

Reading



Set a Purpose

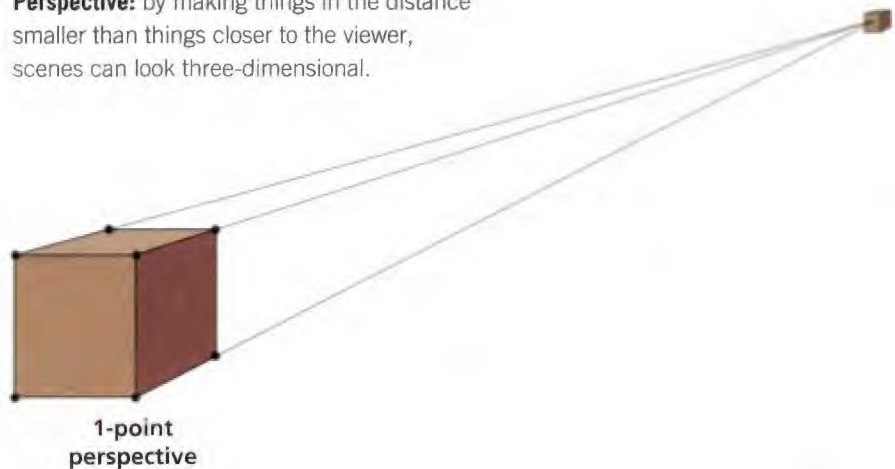
As you read, use your background knowledge to help you remember humanist ideas. Then, look for information that explains how Renaissance art was a reflection of these ideas.

Many Renaissance artists found inspiration in the art of the ancient Greeks and Romans. The sculptor Donatello, for example, created a life-size statue of a soldier on horseback. It was the first such figure done since ancient times. Renaissance painters also produced portraits of well-known people of the day, reflecting the humanist interest in individual achievement.

What new techniques did Renaissance artists develop?

Renaissance painters developed new techniques for representing both humans and landscapes in a realistic way. They achieved this by means of two remarkable innovations: perspective and proportion.

Perspective: by making things in the distance smaller than things closer to the viewer, scenes can look three-dimensional.



Comparing Renaissance and Medieval Art

Both medieval and Renaissance artists used religious figures as subjects. New techniques allowed Renaissance painters to bring more realism to their works of art.



FIGURE 9-15 This Renaissance painting of Mary and the infant Jesus titled *The Madonna of the Meadow* was painted by Giovanni Bellini around 1500.



FIGURE 9-16 *Enthroned Madonna and Child* was created in the 1200s. The artist is unknown.

Thinking IT THROUGH

1. How is Renaissance painting different from medieval painting? Examine these works and discuss them in terms of perspective and proportion.

Michelangelo

Perhaps the greatest artist of the Renaissance was Michelangelo Buonarroti. By the time he was 25, Michelangelo had already won fame as the best sculptor in Italy, creating masterpieces of great power and beauty. In 1501, he began to carve his statue *David* (page 274) from a single block of marble more than five metres high, a task that took him three years to complete. This work and others made Michelangelo wealthy and famous. Still, success was not always easy, especially when politics and the art world collided.

WEB LINK

On the next two pages, you will read how Michelangelo came to paint the ceiling of the Sistine Chapel. For a virtual tour of the Sistine Chapel, visit our website.

A BATTLE OF WILLS



VICTORIOUS IN BATTLE, POPE JULIUS II RETURNS TO ROME AND THE VATICAN.



I WILL HAVE THE GREATEST ARTISTS SHOW THE GLORY OF THE CATHOLIC CHURCH. CONQUERING MINDS IS AS IMPORTANT AS CONQUERING TERRITORY.

MICHELANGELO WORKS ON A SCULPTURE FOR POPE JULIUS II'S MAGNIFICENT TOMB.

THE STONE SPEAKS TO ME, AND I LISTEN. SCULPTURE IS THE GREATEST ART FORM.



JULIUS PLANS HIS LEGACY.

WHAT ARE YOUR PLANS, HOLINESS?



I WANT THE SISTINE CHAPEL FINISHED. FUTURE POPES WILL MEET UNDER MY CEILING.

THE ARCHITECT, BRAMANTE, TELLS ME THAT MICHELANGELO CAN DO THE JOB.

THE POPE SUMMONS MICHELANGELO TO SPEAK WITH HIM.

THE BEST PAINTERS IN HISTORY HAVE WORKED ON THESE WALLS. THEY MAY BE BETTER THAN ME.

I WANT YOU TO COVER THE CEILING WITH FRESCOS.



JULIUS DEMANDS THAT MICHELANGELO WORK ON THE SISTINE CHAPEL.

MICHELANGELO REALLY HAS NO CHOICE. HE BEGINS HIS WORK.

MICHELANGELO PAINTS SCENES BASED ON EARLIER SKETCHES.



IF I SAY YOU WILL DO THE CEILING, YOU WILL DO IT!

I AM A SCULPTOR, YOUR HOLINESS, NOT A PAINTER!

BRAMANTE IS BEHIND THIS. HE WANTS ME TO FAIL.

HE WANTS WHAT I CANNOT GIVE HIM! I NEED TO IMPROVE MY FRESCO TECHNIQUE.



YOU HAVE MASTERED THE ART OF FRESCO AND PERSPECTIVE.

AMAZING MAESTRO!

WE ALL HAVE TO USE OUR GOD-GIVEN POWERS, CONDIVI.







FIGURE 9-17 *Mona Lisa* was painted by Leonardo da Vinci between 1503 and 1506.

Why do you think people are so fascinated by this painting?

human anatomy the science of the structure of the human body

Leonardo da Vinci

Leonardo da Vinci was apprenticed to a Florentine painter and sculptor at the age of 15. He became not just a great painter but an inventor, an engineer, and a scientist. Leonardo was one of the first great individuals of the Renaissance to try to learn about the truth of the natural world through direct observation and experiment. His experiments led him in many directions—he was the first to design a helicopter, a tank, a parachute, and a flying machine. Many regard Leonardo da Vinci as the ideal “Renaissance man,” meaning that he was highly skilled in many areas.

Leonardo had such a restless mind that he often started a new project before finishing the one he was working on. For much of his life, he planned to write a textbook on **human anatomy**, one of the many projects he never finished. In his determined pursuit of information, Leonardo dissected human corpses to find out how the human body was put together. He did this in secret, however. Cutting up dead bodies was considered blasphemous (showing contempt for sacred things), and he would have been punished if caught.

His notebooks do survive, however, and they are filled with detailed anatomical drawings of humans and sketches of inventions. His notes were written backwards so that they could be read only by holding them in front of a mirror. No one knows why Leonardo wrote this way. One possibility is that he was left-handed, and writing left-handed from right to left would cause his hand to smear the ink. Writing in reverse prevented smudging.

WEB LINK

To learn more about Leonardo da Vinci, visit our website.

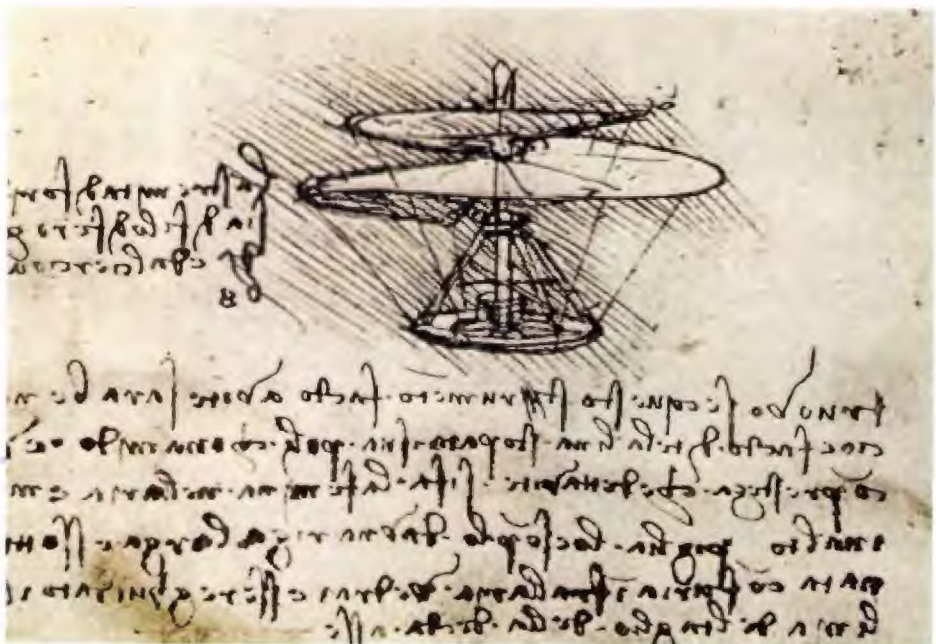


FIGURE 9-18 This drawing from one of Leonardo's notebooks shows a design for a helicopter. Why do you think helicopters were not made for another 450 years?

Women Artists of the Renaissance

Although women of the Renaissance were usually expected to marry, have children, and run a household, a few women could also become career artists. Some were noblewomen who received educations that included lessons in painting. Others were the daughters of painters, who learned their skills in the workshops of their fathers.

Sofonisba Anguissola, born in 1532, was the daughter of an Italian noble family. She and her sisters received well-rounded educations that included the arts. Anguissola went even further by learning from local masters as an apprentice—something highly unusual for women of that time to do. She even had informal lessons in sketching and painting from Michelangelo. Anguissola specialized in portraits of noble families. Her painting, *Double Portrait of a Boy and Girl of the Attavanti Family*, appears on page 282.

Barbara Longhi, born in 1552, learned to paint from her father. She often joined him in his work, helping him finish large paintings meant to go behind the altars of churches. Very influenced by her father, most of Longhi's paintings have a religious theme, but she also painted portraits. Longhi was able to support herself as a painter until her death in 1638.



FIGURE 9-19 Barbara Longhi painted *St. Catherine of Alexandria* in 1589. Today, this is also considered to be a self-portrait. Why might Longhi portray herself as a saint?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize your understanding of how Renaissance art expressed humanist ideas. Be sure to include the main ideas supported with relevant details.

Ask Meaningful Questions

2. Choose one of the famous artists introduced in this section. Generate two or three questions inspired by the information. (For example: Was there another reason that explains why Leonardo wrote his notes backwards?) Share your questions with a partner, and together research the answers.

Use Background Knowledge to Infer

3. Think about what you already know about medieval art and society. Why did artists not use perspective and proportion until the Renaissance?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did Renaissance art reflect humanist concerns?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What were the contributions of the Northern Renaissance?

Reading



Set a Purpose

As you read, look for new ideas and inventions that originated in countries north of Italy.

Before the Kindle, the Kobo eReader, and the iPad there was . . . the book.

It is difficult to imagine today, but there was a time when the average person could not afford to buy a book. In the Middle Ages books were copied out by hand, and it took months to produce a single book. This would change during the Renaissance, when new ideas and technology in arts and sciences would flourish.

Did You Know?

Although Europeans did not know it, the Chinese had already invented movable type by 1040. In movable type each letter is on a separate piece of metal.

How did printing technology help spread Renaissance ideas?

Renaissance culture spread north from Italy to the rest of Europe. The new ideas attracted the attention of rulers, thinkers, and artists. The sons of gentlemen and nobles went to schools and universities, where they were given a humanist education.

Like the city states of what is now Italy, the cities of northern Europe, such as Antwerp, Amsterdam, and London, had many wealthy merchants. They acted as patrons for painters, writers, and scientists. However, it was the printing press that revolutionized the spread of the ideas and information.

FIGURE 9-20 This engraving by Theodor Galle of the Netherlands shows the interior of a print shop in the late 1500s. Can you guess what jobs the various workers are doing?



German blacksmith Johannes Gutenberg built the first printing press in 1450. This enabled printers to make books far more quickly and cheaply. Books were printed on paper, which was less expensive than the parchment (dried sheepskin) used in medieval times. Unlike writers before them, Renaissance authors could now reach thousands of people in the growing middle class, not just a few hundred wealthy individuals. Libraries could gather and store large numbers of books at a much lower cost.

As books became cheaper and more accessible, more people began to read and discuss the exciting new ideas of the time. Up to this time, many books were in Latin, the language of the Catholic Church. Now more books were being written in languages that ordinary people spoke such as German, French, and English. An “information revolution” had begun.



FIGURE 9-21 By 1450, Gutenberg had begun printing books in Mainz, in what is now Germany. How long did it take the printing press to reach Constantinople, Bonn, Warsaw, and Dublin? Why did printing spread rapidly in some places, but more slowly in others?



Technology and Change

In the spring of 2011, Arab citizens in North Africa and the Middle East began to protest against their governments. They were tired of restricted freedom, poor economic and education opportunities, and corrupt leaders. This “Arab Spring” was made possible by technology such as cellphones, video cameras, blog posts, and Facebook, as well as media such as television and radio. In one country after another, people gathered by the thousands, demanding democracy and change.

Thinking IT THROUGH

Analyze Critically

1. How do you think communication technology helped spread and organize protest during the Arab Spring?



FIGURE 9-22 Women hold placards showing jailed relatives during a protest in Rabat, Morocco, on February 20, 2011. That day thousands of people marched in Rabat, demanding greater democracy.

How did northern European art differ from that of Renaissance Italy?

The ideals of humanism attracted northern European artists. German artist Albrecht Dürer travelled to Italy to study the works and technique of artists there. When he returned, Dürer wrote a textbook on perspective and proportion. The printing press helped him popularize the ideas of the Italian Renaissance throughout Europe.

If the Italian painters can be said to have developed perspective and proportion, the northern painters’ greatest contribution was the introduction of oil paint. This new medium produced brilliant colours and a hard surface that could survive the centuries.



FIGURE 9-23 Albrecht Dürer painted *Self-Portrait at Twenty-Eight Years Old Wearing a Coat with Fur Collar* in 1500. The inscription says: “I, Albrecht Dürer of Nuremberg painted myself thus, with undying colors, at the age of twenty-eight years.” What does this inscription suggest about Dürer? How does it reflect Renaissance ideas about the individual?



FIGURE 9-24 *The Hunters in the Snow* was painted by Dutch artist Pieter Breugel in 1565. Why might historians find the work of Breugel valuable?

In terms of subject matter, northern artists had less interest in classical themes than their Italian counterparts. Painters Pieter Breugel and Jan and Hubert Van Eyck, for example, produced lively scenes of peasant life and detailed, realistic representations of nature.

What was the Scientific Revolution?

Renaissance scientists greatly expanded knowledge about the natural world. Until the mid-1500s, European scholars based their thinking about the world on the works of ancient thinkers and on the Bible. For example, the Greek astronomer Ptolemy taught that Earth was the centre of the universe, a view that was supported by the teachings of the Church. But Renaissance scientists became convinced that they could learn more by making direct observations of the real world. Their ideas were the beginning of a **scientific revolution** that would last for centuries.

Leonardo da Vinci, who was both an artist and a scientist, wrote:

We must consult experience in the variety of cases and circumstances until we can draw from them a general rule that is contained in them. And for what purposes are these rules good? They lead us to further investigations of nature and to creations of art.

scientific revolution changes in thought and beliefs that occurred in Europe around 1550–1700, beginning with the assertion by Nicholas Copernicus that the planets revolved around the sun

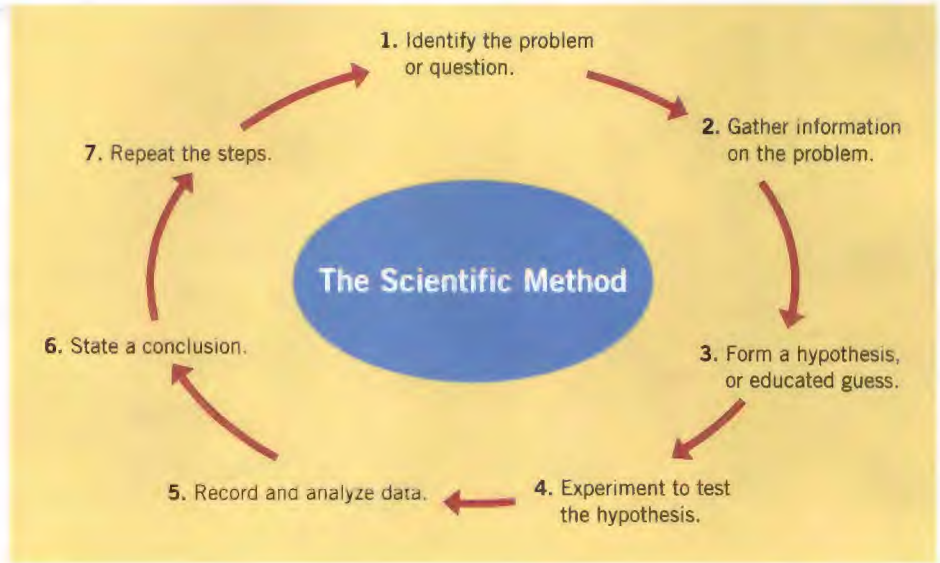
Did You Know?

Danish astronomer Tycho Brahe proved that celestial heavens were not fixed in place. Until then, people accepted the Christian idea that the heavens beyond the moon had been fixed since the time of the Creation.

- How does Leonardo's writing reflect Renaissance ideas about reason and humanism?

Leonardo's approach is now called "the scientific method." The scientific method, still used today, is based on careful observation and measurement of data.

FIGURE 9-25 Why do you think the scientific method is so effective?



Did You Know?

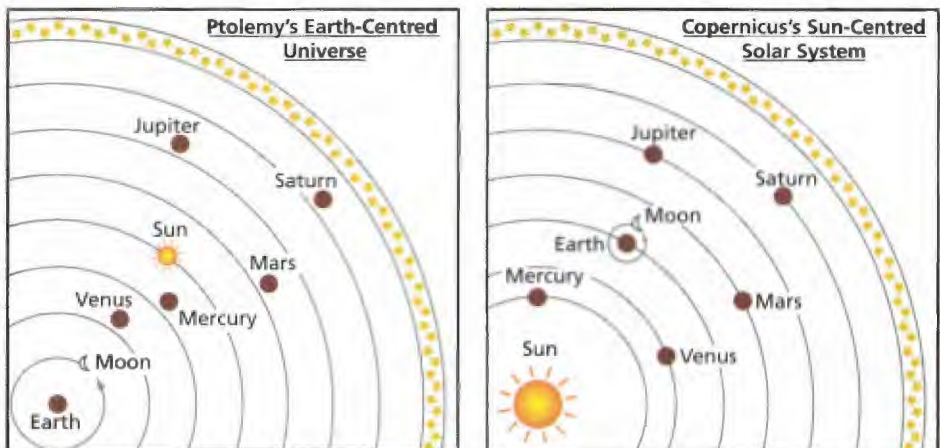
In 1577, a comet passed so close to Earth that it could be viewed by people all over Europe, including Tycho Brahe. From his direct observations of the comet, Brahe proved that objects such as comets travel above Earth's atmosphere.

Copernicus

Nicholas Copernicus of Poland used mathematics to calculate the orbits of the planets around the sun. He became convinced that the Ptolemaic system, which placed Earth at the centre of the universe, was wrong. Copernicus theorized that Earth moves in two ways: first, by revolving daily on its axis; and second, by orbiting around the sun every year. He also theorized that the sun was just one of many stars, each of which could also have its own system of planets.

Copernicus died in 1543, shortly after receiving the first printed copy of his book *On the Revolutions of the Celestial Spheres*. In 1616 the Church condemned the book, but by then, so many copies had been printed that the ideas of Copernicus had come to the attention of daring thinkers such as Galileo Galilei.

FIGURE 9-26 Why do you think people of the Renaissance were so shaken by Copernicus's new vision of the universe?



Galileo Galilei

Using the ideas of a Dutch eyeglass maker named Hans Lippershey, Italian physicist and mathematician Galileo Galilei developed and built a telescope that magnified objects 30 times. This technology allowed him to see things that no one else had seen before. He saw, for example, that the moon was solid and its surface was pitted and scarred. Through his careful observations of the movements of the planets, Galileo came to the conclusion that Copernicus had been correct: Earth revolves around the sun.

Galileo's discoveries had a powerful effect. Because several of his ideas went against the teachings of the Church, Galileo was summoned before the Inquisition in Rome. He was ordered to **recant** his ideas. Galileo did recant his theory that Earth revolved around the sun, but legend holds that even when doing so, he whispered, "And yet it moves." Galileo spent the rest of his life under house arrest. He used that time to write about his discoveries, and today he is called the "father of modern physics."

Did You Know?

The word "telescope" comes from the Greek words *tele*, for "far away," and *skopeo*, for "look."

recant to publicly withdraw, or take back a statement one has made

TIMELINE

Major Accomplishments of the Scientific Revolution

- 1543 CE Copernicus (born in Toruń, Poland) publishes *On the Revolutions of the Celestial Spheres*
- 1543 CE Andreas Vesalius (born in Brussels, Belgium) publishes an anatomical textbook, *On the Fabric of the Human Body*
- 1573 CE Tycho Brahe (born Scania, Denmark, now Sweden) proves that the celestial heavens are not fixed in place
- 1600 CE William Gilbert (born in Colchester, England) publishes his theories on magnetism and electricity
- 1605 CE Johannes Kepler (born in Wurttemberg, Germany) proves that the planets' orbits are elliptical (oval)
- 1609 CE Galileo (born in Florence, Italy) constructs his first telescope; he also works on microscopes
- 1673 CE Antonie van Leeuwenhoek (born in Delft, the Netherlands) publishes his observations on microscopic life
- 1687 CE Isaac Newton (born in Woolsthorpe-by-Colsterworth, England) publishes his theories on gravity and the laws of motion



FIGURE 9-27 Statue of Nicholas Copernicus in Warsaw, Poland



Modern Stargazing

Observations of planets, moons, and stars begun by Galileo continue today. Historical records show that the first astronomical observatory in Canada was built in Falmouth, Nova Scotia, in 1765. Today, we no longer need to rely solely on telescopes on Earth to explore the stars. In 1990, the United States space agency NASA used the space shuttle to place the Hubble Space Telescope in orbit around Earth. Above Earth's atmosphere, Hubble can take very clear images of space. From these remarkable images, astronomers and astrophysicists can learn more about the universe. Hubble is meant to be replaced by the James Webb Space Telescope in 2014. This new telescope is the product of the collaboration of 17 countries, including Canada.



FIGURE 9-28 This image of the Cat's Eye Nebula was constructed from three photographs taken by the Hubble Space Telescope. The colours were enhanced to show the structures of the nebula.

Thinking IT THROUGH

Make Connections

1. In what ways do modern scientists share the views of Renaissance scientists?



Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize your understanding of the most significant ideas and inventions that originated north of Italy. Be sure to include the main ideas supported with relevant details.

Ask Meaningful Questions

2. Choose one of the famous thinkers or scientists introduced in this section. Generate two or three questions you had as you read about this person. (For example: Did Galileo really whisper, "And yet it moves"?) On your own, research the answers and share your findings with a partner.

Analyze Critically

3. Why did the printing press have such a great effect on the spread of knowledge in Europe during the Renaissance? Has the Internet had a similar effect? How does communication technology affect the way you see the world? Explain.
4. How did humanist ideas inspire Renaissance scientists in their quest for knowledge?

Synthesize and Evaluate

5. Write a paragraph to answer the section question: *What were the contributions of the Northern Renaissance?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

The European Renaissance

CHAPTER FOCUS QUESTION

How can new ideas and knowledge challenge the worldview of a society?

The Renaissance was a period in European history that represented a rebirth of classical (Greek and Roman) beliefs and perspectives. As the power of the Christian Church declined, new ideas about society and people's capacity to bring about change emerged.

1. Use the key ideas from the paragraph you wrote for each section to answer the Chapter Focus Question.
2. Use the graphic organizer below to show how humanist ideas challenged the medieval worldview. Select examples you feel had the greatest impact on shifting beliefs.



Build an Argument

3. What Renaissance artist do you think was the most revolutionary? In what ways did their art challenge the medieval worldview? Choose at least three different visual examples to support your opinion and share your findings with the class.

Make Connections

4. Which Renaissance humanist thinker, artist, or scientist has had the greatest impact on our worldview today? Prepare a short, persuasive speech that uses specific examples and evidence to support your opinion. Consider using props, visuals, and other tools to help make your case.

10

The Age of Exploration



FIGURE 10-1 This painted screen shows the meeting between Cortes (left) and Moctezuma (right) in 1519. It was painted in 1976 by Mexican artist Roberto Cueva del Rio. Why would the artist choose to show this event?

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KEY CONCEPTS

navigation monarchy Indigenous peoples colonization cartography missionaries

CHAPTER FOCUS QUESTION

How did the world change as a result of the Age of Exploration?



Moctezuma had just spent a sleepless night. He was in his palace awaiting the arrival of his council of nobles and priests. He needed to discuss a grave situation with them.

Several months ago Moctezuma had sent officials to investigate reports of mysterious strangers in nearby territories. Now the officials had returned bringing stories of men in odd clothing and sailing boats as big as mountains. They rode animals that looked like giant deer, and they carried sticks that shot fire. They were gathering supporters from surrounding tribes and heading toward the city of Tenochtitlan.

Who were these strangers? What did they want of the Aztecs? Should Moctezuma welcome them into his empire, or send his army against them? He had to decide quickly. The strangers and their allies would soon be entering the Valley of Mexico.

In the end, Moctezuma decided to send emissaries to greet the strangers and give them valuable gifts, including a mask made of turquoise and a fan of quetzal feathers. Surely these gifts would please them.

In This Chapter

During the Renaissance, the first voyages of exploration set out from Europe. These expeditions were sponsored by monarchs seeking new trade routes to Asia and led to contact with new lands and peoples. The arrival of Europeans radically changed the lives of Aztecs and other Indigenous peoples of the Americas.

Use these questions to set a purpose for reading each section.



- What led Europeans to set out on voyages of exploration?
- Who were the Aztecs, and what made their culture unique?
- What were the results of the encounters between the Spanish and the Aztecs?

Reading



Make Connections

Imagine you work for the government of Canada. You have been put into a situation similar to Moctezuma's—reports of "alien beings" have been confirmed, and you must decide how to respond. How would you approach the situation?

What led Europeans to set out on voyages of exploration?

Reading



Set a Purpose

As you read this section, look for reasons why Europeans set out to explore and what changes in technology allowed them to do so.

Today, if you can access the Internet, you can virtually explore anywhere on Earth within seconds. Now try to imagine a time when most people had very little knowledge of the world outside of their village, town, or city. Medieval Europeans had looked inward. They knew little about world geography and had a superstitious fear of the unknown. Renaissance people were different. They had a great appetite for knowledge, and they also hungered for wealth. They were eager to explore the world to find both.

As you saw in Chapter 5, Medieval map-makers drew the world with Jerusalem at its centre (see Figure 5-17, page 167). During the

Renaissance, an ancient manuscript entitled *Geographia* was rediscovered and translated into Latin. It had been written by the geographer and astronomer Ptolemy around 150 CE. Ptolemy used mathematical calculations to make his maps, and this idea revolutionized Renaissance map-making. Renaissance map-makers based their maps on Ptolemy's work as well as on tales told by travellers.



FIGURE 10-2 This map of the world was created in 1459 by the Italian monk Fra Mauro. Fra Mauro followed the convention of Muslim mapmakers of the time, who put south at the top of a map. What countries and continents can you identify on this map? What parts of the world are missing? Why?

TIMELINE

1325 CE

Aztecs establish city of Tenochtitlan in the Valley of Mexico

1325–1354 CE

Journeys of Ibn Battuta

1405–1433 CE

Voyages of Chinese explorer Zheng He

1420 CE

Prince Henry the Navigator sends out his first expedition

1453 CE

Fall of Constantinople

1488 CE

Dias sails around Cape of Good Hope



Beginning in 1325, Islamic scholar Ibn Battuta travelled from his home in North Africa through Africa, Asia, and even into Siberia. He followed overland trade routes established by Arab and Indian traders. In the 15th century, a Chinese admiral named Zheng He was sent on trading expeditions by the Ming government. He led a fleet of enormous ships called **junks** as far as Africa. (You will read more about Zheng He in Chapter 12.)

junk a Chinese sailing vessel, sometimes very large.

Why did Europeans begin exploration at this time?

As you read in earlier chapters, more and more trade goods from Asia were pouring into Europe after the Crusades. Over time, luxury products such as silk, sandalwood, oils, gold, and spices (in particular, pepper) became necessities to the Europeans. As far as Europeans knew at this time, Asia could be reached only by travelling over land. This could take months, and traders were dependent on known overland routes and the cities that connected these routes.

Exploring to Find New Routes to Asia

Throughout the Middle Ages and the Renaissance, trade goods from Asia passed through the city of Constantinople to other cities of the Eastern Roman Empire (also known as the Byzantine Empire). Venice and Genoa, two port cities in northern Italy, had become wealthy by selling these goods to the rest of Europe. In 1453, trade with Asia came to a sudden halt when Constantinople fell to a Turkish army, marking the end of the Eastern Roman Empire. For European Christians, the door to Eastern Asia had been slammed shut.

Although the fall of Constantinople was a disaster for Venice and Genoa, people living in Spain, Portugal, France, Holland, and England held a different view. They had paid high prices for goods bought from the Italian merchant families. They believed that a sea route to the East, rather than an overland route, was the solution to their trade problems. A sea route would give them control over their supply of goods. They also hoped to get rich by bringing in spices and other trade goods to sell on the European market.

Did You Know?

Constantinople (now called Istanbul) is located between the Black and Aegean Seas. This prime geographic location made the city a vital link between the eastern trade routes and Europe.

Reading



Ask Meaningful Questions

As you can see on the timeline, overseas exploration exploded over a hundred-year period. What questions would you ask these explorers if they were alive today? Make a list, and see how many of your questions are answered as you study this chapter.



monarch someone who rules over a kingdom or empire, usually by hereditary right

Exploring for Gold and for God

The desire for foreign goods was not the only motive that lured people to explore the sea. The economy of Europe depended on the exchange of goods and services for money. However, European mines were running out of gold and silver, which were used to make coins. Europeans needed to find new sources of these precious metals.

Religion also had a role. According to the Christian Bible, Jesus encouraged his followers to spread the word of Christianity “into all the world.” Many European explorers and the **monarchs** who sponsored their voyages believed they had a religious duty to bring Christianity to the people of other lands.



FAST FORWARD

Cause and Consequence

Human Exploration in Space

On April 12, 1961, Russian cosmonaut Yuri Gagarin became the first human in space. This day is celebrated as a holiday in Russia.

A few months later, American President John F. Kennedy launched the U.S. Apollo program by stating: “*I believe this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the Moon and returning him safely to Earth. No single space project in this period will be more impressive to mankind, or more important in the long-range exploration of space; and none will be so difficult or expensive to accomplish.*”

Since then humans have gone into space hundreds of times, and 18 of them have died. When the space shuttle *Discovery* was launched in 2006, NASA set the odds of the crew members dying at one in 100. The mission went ahead despite continuing problems.

Thinking IT THROUGH

1. Why do you think astronauts go on flights despite the risks? Compare their motives with those of Renaissance explorers.
2. Discuss the pros and cons of space exploration. Is it worth the human and physical costs? Practise both listening and contributing ideas.



FIGURE 10-3 The successful launch of the space shuttle *Atlantis* on July 8, 2011, marked the end of the space shuttle program.

How did improved technology allow Europeans to explore the world?

In the 15th century, European long-distance voyages and exploration were made possible by two technological improvements. The first was ship design, especially in the new and more **manoeuvrable** ship called a caravel. Caravels had **lateen sails**, which allowed for greater manoeuvrability. They also had large, rounded holds to carry supplies and cargo. These ships were much more suitable for long sea voyages. The second was the development of more accurate instruments for **navigation**. With these new technologies, European seafarers would become masters of the seas.

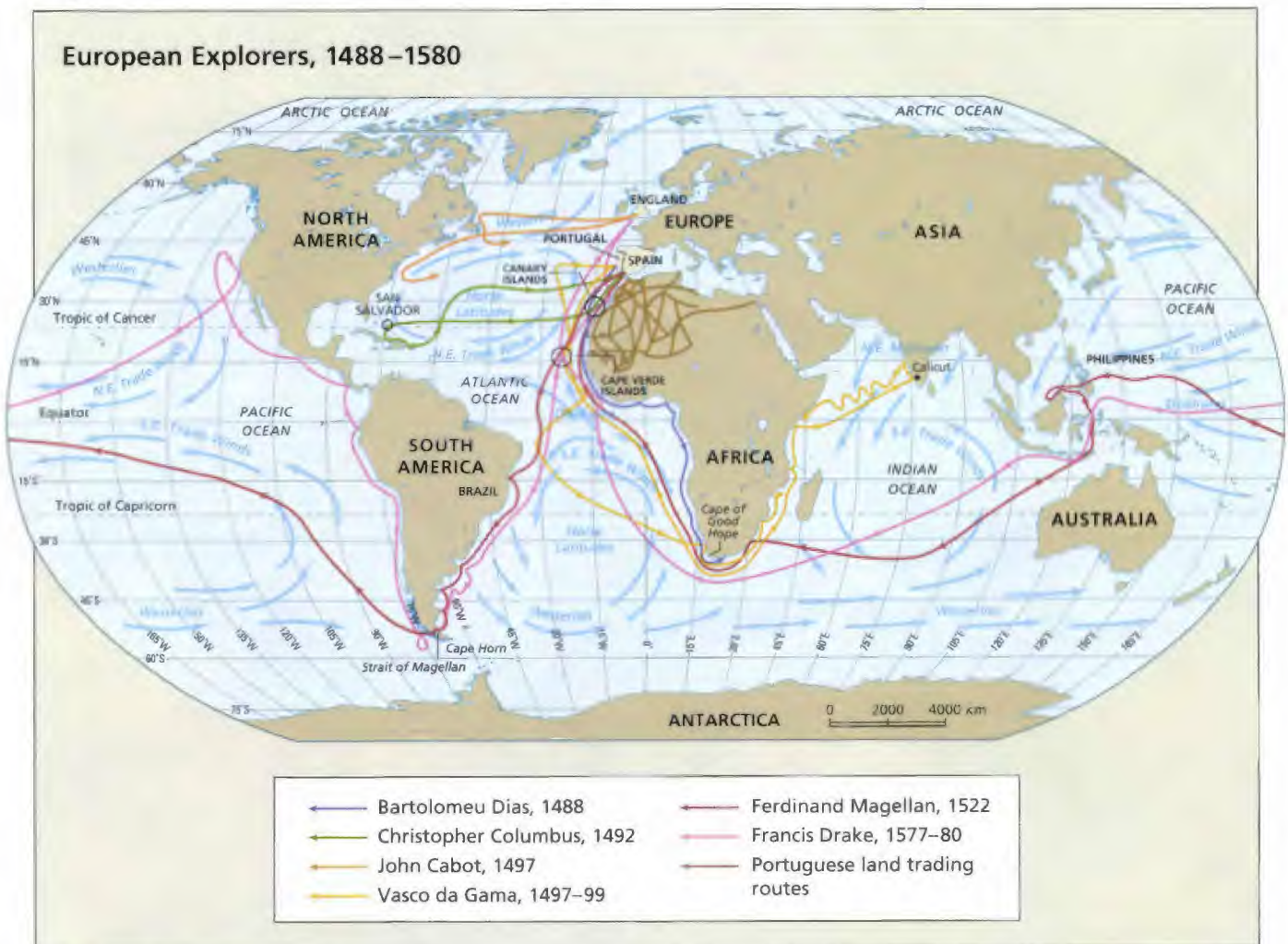
The winds of the world flow like rivers of air. In the northern hemisphere—the part of Earth north of the equator—the prevailing winds are from the west. Sailing west into the Atlantic Ocean meant that a ship had to sail partly into the wind. The development of the caravel would make that much easier and faster.

manoeuvrable easy to handle

lateen sails triangular sails on a short mast

navigation the science of guiding a ship

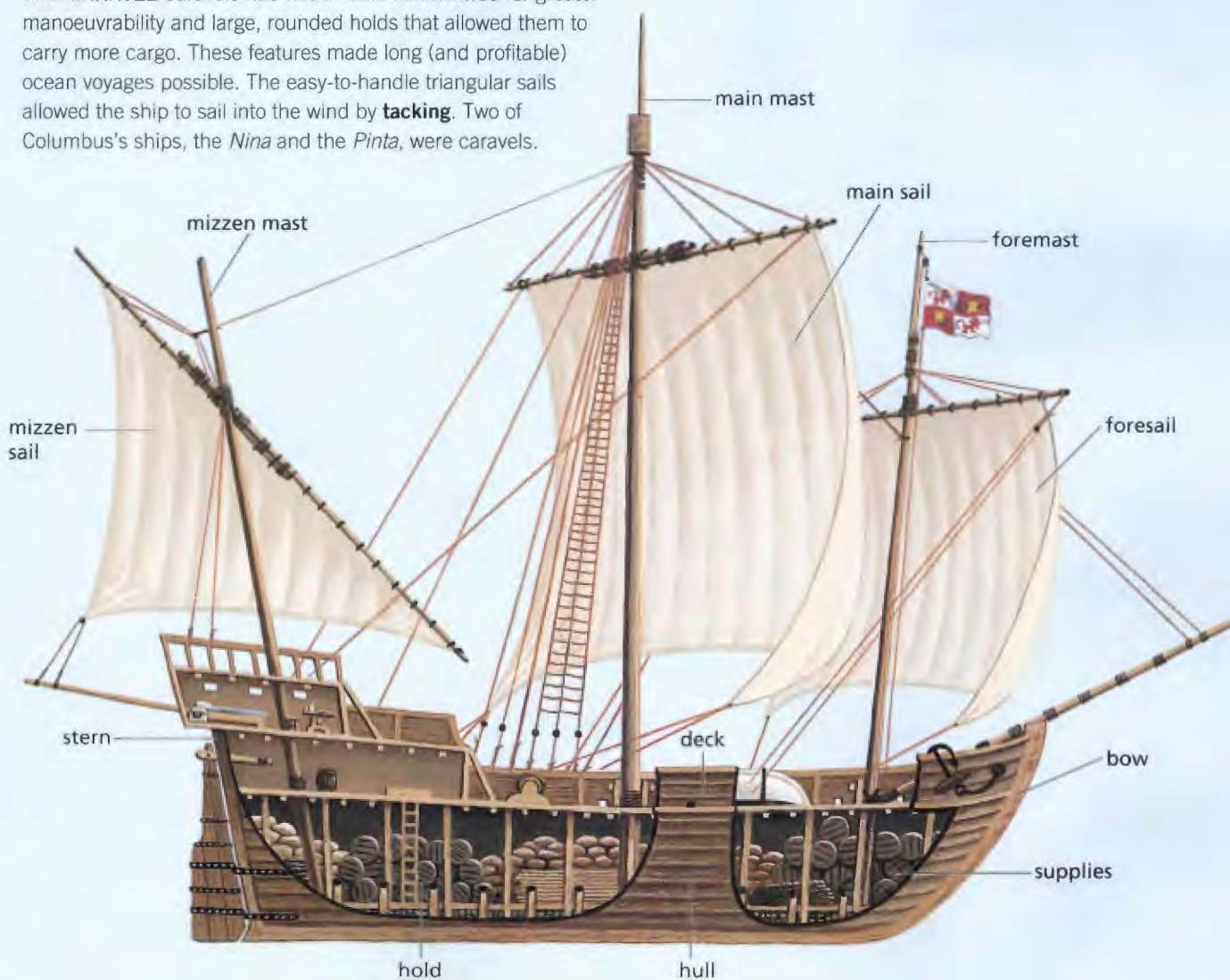
FIGURE 10-4 The routes of the early European explorers. You will read more about these voyages later in this chapter. This map also shows the directions of prevailing winds. Examine the directions of the winds. How does their direction affect the routes selected?



How did changes in ship design allow for long ocean voyages?

Europeans had developed ships that were suitable for the waters of the Mediterranean and North Seas. But taking ships out into the ocean, with its huge waves and shifting winds, was a different matter. In rethinking their ship designs, Renaissance Europeans showed their willingness to adapt ideas from other cultures.

THE CARAVEL Caravels had lateen sails that allowed for greater manoeuvrability and large, rounded holds that allowed them to carry more cargo. These features made long (and profitable) ocean voyages possible. The easy-to-handle triangular sails allowed the ship to sail into the wind by **tacking**. Two of Columbus's ships, the *Nina* and the *Pinta*, were caravels.



tacking a sailing manoeuvre by which a vessel turns its bow through the wind, so that the direction from which the wind blows changes from one side to the other

THE DHOW Ships similar to the Arab dhow had been used in the Indian Ocean for many centuries. The dhow has one or more triangular lateen sails. The Portuguese probably based their designs for the caravel on the dhow.



THE COG Merchant vessels, such as the cog, were built to carry passengers and cargo over relatively short distances. The high stern wall provided protection from raiders. Cogs were very hard to manoeuvre, especially in strong winds. These ships sailed best in the same direction as the wind was blowing.

knot a unit of measure of a ship's speed; 1 knot is equal to 1.852 kilometres per hour



THE GALLEON Galleons were larger vessels that could sail reasonably fast before the wind—at about four or five **knots**—and they could also sail into the wind. Galleons were used as warships. Their rounded holds could also carry a considerable load of cargo.

THE GALLEY Until the end of the 15th century, most European ships were built for sheltered seas. The most important ship in early southern European navies was the galley, a long, narrow ship propelled by oars. Such ships formed the backbone of the Venetian navy, for example.



WEB LINK

To learn more about the history of navigation, visit our website.

cartographer someone who makes maps

Pole Star a very bright and visible star very close to the north celestial pole; also called Polaris





FIGURE 10-5 Which of these instruments do you think was most important for navigation? Do you think these instruments made it easier for Europeans to travel into unknown territories? Explain.

Advances in Navigation Technology

Ship captains in the 15th century liked to sail within sight of land. Venturing into the open ocean was risky, because captains had very few navigational instruments to help them find their way on a long journey by sea. They depended almost entirely on their knowledge of particular areas, which they acquired through experience and from talking with other captains.

Prince Henry of Portugal, who became known as Prince Henry the Navigator, was very interested in navigational technology and exploration. He sponsored voyages of exploration along the west coast of Africa. He also established a centre where **cartographers**, mathematicians, astronomers, sailors, and navigators gathered to share their knowledge. They improved navigational instruments and created maps. They also created mathematical tables that helped sailors determine their latitude—their distance north or south of the equator.

Instruments for Navigation

Instrument	Use of Instrument	Origin of Instrument
<p>FIGURE 10-5 a. Compass</p> 	Used for finding the direction in which a ship is travelling; essential to navigation.	Thought to have been first developed in China about 1700 years ago; used by Arab travellers in navigation.
<p>FIGURE 10-5 b. Astrolabe</p> 	Used the Pole Star or sun to calculate latitude, the distance north or south of the equator. Helped sailors find their location in the open ocean.	Thought to have been developed by ancient Greeks; further developed by Arab mathematicians and astronomers.
<p>FIGURE 10-5 c. Cross-staff</p> 	Also used to measure the altitude of the Pole Star or sun to determine latitude. Required users to stare directly at the sun.	Invented around 1342 for astronomy and first used around 1514 for navigation.
<p>FIGURE 10-5 d. Back-staff</p> 	Used to measure the altitude of the sun or moon to determine latitude. Users kept their back to the sun to measure shadows.	Developed in 1594 as an improvement over the cross-staff.

Giving a Presentation

Are you comfortable making presentations to the class or to others? Have you made a presentation that you know could have been better? Being well-prepared and well-organized for presentations will build your confidence, help you engage your audience, and help get your message across.

Organize

Research your topic and organize your information using the skills you learned on pages 124–125 and 155. (Chapters 4 and 5)

Consider Multimedia

You can use multimedia to complement your presentation, or you can make media the vehicle that carries your message.

- Use video or DVD to create a documentary.
- Write a script and record a dramatization of your presentation.
- Create a web page on your topic.
- Use presentation software.

Prepare

Write an outline of your presentation. Include cues for any multimedia elements. Do your research and gather information.

Rehearse and time your presentation.

Get familiar with your material.

Make sure all multimedia equipment, and all visual aids, are ready and working.

Presentation Dos and Don'ts

- Do make eye contact with your audience. This helps them feel that they are part of the presentation.



FIGURE 10-6 Being well prepared is the key to feeling comfortable and confident during your presentation.

- Don't read your entire presentation.
- Do speak loudly and clearly, at a medium speed.
- Don't sit or lean on a desk.

Apply IT

1. Look back at a presentation you have done recently and consider how you might have used multimedia to improve it. List your ideas.
2. With a partner, pick a topic or issue from this chapter about which you think you could develop a strong presentation. Think about how multimedia aids can help you to enhance your presentation.

scurvy a potentially fatal lack of vitamin C, usually brought about by a poor diet. Sufferers become weak, their skin gets splotchy, their gums swell and bleed, and their teeth loosen and fall out.

mutiny an open rebellion of sailors against their officers; usually punishable by death

colony a territory inhabited and ruled by settlers from another country

Did You Know?

The southern route around Africa was a Portuguese state secret. A Portuguese captain who guided any but an authorized Portuguese expedition would have faced execution.

Where did early European explorers travel?

Today, we can look at a map of the world to see how a ship might sail from Europe to Asia. Early Europeans had to explore in order to find routes that were as fast and as safe as possible. These long voyages of exploration were nerve-racking for the crew. Sailors had to have unshakable faith in their captain, who was typically the only person on the ship who was able to use navigational instruments. Daily life for sailors was very difficult. They often spent weeks with very little food and a steadily declining supply of fresh water. Hunger, diseases such as **scurvy**, and fear of the unknown could easily lead to **mutiny**.

Portuguese Expeditions

In the 15th century, Portugal was a relatively poor country with a small population, yet it led its larger, wealthier European neighbours in exploration. When you look at a map of Europe, you will see how Portugal's geographic position helped set it on this course. It is one of Europe's most westerly countries, and its coastline faces the Atlantic Ocean. Prince Henry the Navigator had also given his country a head start in the science of navigation.

Bartolomeu Dias

In 1488, Bartolomeu Dias accomplished what no European had ever done before: he sailed around the southern tip of Africa. He then began travelling north along the eastern coast, wanting to sail into the Indian Ocean. However, his crew was afraid. They rebelled and would not go on.



FIGURE 10-7 The southernmost point of the continent of Africa is Cape Agulhas. Today, the waters off the cape are known to be very dangerous, with strong currents and giant rogue waves.

Vasco da Gama

In 1497, King Manuel of Portugal sent Vasco da Gama to explore the sea route around Africa. Da Gama was a tough and ruthless soldier and brilliant navigator. He was able to keep control of his crew. After 93 days at sea, his expedition sailed into the Indian Ocean. Following the guidance of Arab pilots, who were responsible for conducting ships into and out of port or through dangerous waters, he then sailed to India.

The sea route around Africa to the East had now been established. By 1550, Portugal had trading posts and **colonies** in Africa, India, Brazil, and Southeast Asia.

letters patent an official document giving a person authority to do something

The British

Northern Europeans also set out on their own voyages of exploration. In 1497, Henry VII of England gave Venetian explorer John Cabot and his three sons **letters patent** to sail to the west and north in search of new territories. These letters not only gave the Cabots permission to explore in the king's name, but to claim any new territories they found—no matter who might already be living there.

Cabot

The Cabots travelled to what is now eastern Canada, probably near Cape Breton or Labrador. They recorded what they saw there and reported back to the king. Later, England sent William Baffin, John Davis, and Martin Frobisher to the northern waters of Canada to search for the Northwest Passage. They thought that there must be a route to Asia through Arctic waters. This idea was very appealing to the English. Some European countries were already deeply competitive when it came to trade with Asia, and the English felt that they would be able to control a northern route if they found it first. While explorers such as Frobisher were not successful in finding the Northwest Passage, they did explore much of the western Arctic. They also made contact with Inuit peoples, and began trade with them.

FAST FORWARD



The Northwest Passage

For centuries the Northwest Passage remained nothing but a theory, even though some explorers were obsessed with finding it. No one was able to completely wind their way through the Arctic islands until Roald Amundsen did so in 1905 (and that voyage took three years). Seasons when the waters were clear of ice were very short, and wooden ships were helpless once the ice set in.

However, climate change has started to make a difference. Until 2000, the winter pack ice still made regular shipping impossible. Warmer temperatures have now begun to melt the ice, leaving waters open for longer. The ice is also thinner, and ships can now break through. Climate change may make the Northwest Passage an important shipping route after all.



FIGURE 10-8 A sailboat passes by broken ice in the Northwest Passage.

Thinking IT THROUGH

1. Do some research on climate change and its impact on Canada's North. Choose one or two things you consider to be the most urgent. Share your findings with a small group. As a group, listen carefully to everyone's contributions, and then choose one issue to share with the class. Is there any action you might take to help remedy the issue? Consider what you might do on a personal level, as a class, or as a larger school community.



missionary a person sent by a church to convert people

The French and the Dutch

Beginning in 1534, Jacques Cartier made three voyages across the Atlantic to Canada. He sailed up the St. Lawrence River, claiming the land for France.

Dutch merchants also hoped to establish colonies and take part in trade. The first Dutch ships to complete a circumnavigation of the globe, led by Olivier van Noort, left Holland in 1598. For a small country, Holland quickly became powerful. The Dutch East India Company, founded in 1602, dominated the rich spice trade with Southeast Asia.

Spain

By 1492, Queen Isabella and King Ferdinand of Spain were eager to join the spice trade with Asia. A Genoese navigator named Christopher Columbus convinced Isabella that he could find a new trade route to Asia by sailing west. After about five weeks at sea, Columbus's expedition landed on a Caribbean island that he named San Salvador. There he encountered Arawak peoples, including the Taíno, who welcomed the Spanish and traded with them.

Other Spanish explorers, **missionaries**, sailors, and soldiers would follow. In time, Columbus's voyages would result in the creation of a vast Spanish empire in the Americas.

Did You Know?

On Columbus's second voyage to the Caribbean, he demanded tribute from the Taino. Tribute is wealth given as a sign of respect or submission. Every person over the age of 14 was required to give Columbus gold or cotton. Those who did not were cruelly punished.

EXPLORING SOURCES

Images of Columbus

Thinking IT THROUGH

1. What perspectives are shown in these two images of Columbus?
2. What might account for the differences in these views of Columbus?



FIGURE 10-9 A modern poster of Christopher Columbus.



FIGURE 10-10 This painting of Columbus being received at the Spanish court after his first voyage was created by the French artist Eugène Devéria in the 1800s.

The Spanish in the Caribbean

The following historical accounts reveal the relations between the Spanish explorers and the Indigenous peoples of the Caribbean. The first is an excerpt from a letter written by Christopher Columbus.

... I found very many islands peopled with inhabitants beyond number. And, of them all, I have taken possession for their Highnesses [the king and queen of Spain]. The people of this island, and of all others that I have found and seen or not seen, all go naked. It is true that since becoming more assured, and losing their terror, they are generous with all that they have, to such a degree as no one would believe it but he who had seen it. Of anything they have, if it be asked for, they never say no... They all believe that power and goodness are in the sky, and they believe very firmly that I, with these ships and crew, came from the sky...

The second excerpt was written by a Spanish Dominican missionary named Bartolomé de las Casas. He describes an incident on the island of Cuba in 1513, just 20 years after Columbus's first voyage. By this time the Spanish had established colonies and farms in Cuba, and had enslaved many local Indigenous peoples.

One time the Indians came to meet us and to greet us with food and good cheer and entertainment... [T]hey presented us with a great quantity of fish and bread and other food, together with everything else they could think to do for us. But the Devil entered into the Spaniards, and they put them all to the sword in my presence, without any cause whatsoever. More than three thousand souls were laid out before us, men, women, and children. I saw there such great cruelties that no man alive either has or shall see the like.

Thinking IT THROUGH

1. Compare the information and attitudes expressed in these two accounts.
2. How do you explain the differences in the two accounts? Why might relations between the Europeans and the Indigenous peoples have changed in 20 years?
3. **Judgements** Based on the documents, there can be no doubt that the treatment of the Indigenous peoples of the Caribbean by the Spanish was unjustifiably brutal. Prepare an argument for or against the notion that these peoples should be compensated today for the lost lands and the enslavement of their ancestors.

Magellan

Ferdinand Magellan was a Portuguese navigator working for Spain. An experienced sailor, he had travelled with the Portuguese as far as the Philippines by way of the Indian Ocean. The Spanish also wanted to reach this area, but could not use that route because of the **Treaty of Tordesillas**. This treaty was a secret agreement between the Spanish and Portuguese kings, who agreed with the Pope's ruling that they could share

Treaty of Tordesillas a treaty between Portugal and Spain that divided their territories between east and west

strait a passageway between two land masses

the world between west and east. Magellan was therefore instructed to sail west to find a way around the continent of South America. This route would give Spain access to the “Spice Islands” of Southeast Asia.

With five old ships, Magellan sailed down the coast of South America and found a passage between Tierra del Fuego and Patagonia. This passage would later be named the **Strait** of Magellan. Though pounded by storms, three of his ships cleared the strait, sailing north into the Pacific Ocean. After four months without fresh supplies, Magellan finally anchored in the Philippines, where he was killed while taking part in a local war. His last ship, the *Victoria*, commanded by Juan Sebastian Cano, sailed through the Indian Ocean, around Africa, and back to Spain. Cano and his sailors became the first people to travel around the world. The two-year voyage had established another sea route for Spain, and provided solid proof that the world was round.

Did You Know?

Amerigo Vespucci, a Florentine merchant working for Spain, visited the mainland of South America in 1497. Map-makers used his first name when labelling the continents of North and South America. The name stuck.

FIGURE 10-11 Despite some inaccuracies, this map, first printed in 1570, shows that Europeans had gained a much better idea of what the world looked like.



Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the main ideas about why Europeans set out to explore unknown lands and how changes in technology affected exploration.
2. In a chart, briefly summarize where the different European explorers went, plus one significant fact about their journey.

Use Background Knowledge to Infer

3. Think about the Renaissance worldview (Chapter 9). What elements of this worldview led Europeans on

voyages of exploration? Why did they think their explorers could simply arrive somewhere and claim the territory? Is it still possible to do so today?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *What led Europeans to set out on voyages of exploration?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Who were the Aztecs, and what made their culture unique?

At the time of Columbus's arrival in the Caribbean, North, Central, and South America were populated by **Indigenous peoples**. Hundreds of diverse groups spoke their own languages, farmed, fished, hunted, or gathered. They lived in a huge variety of climates, and organized their societies in unique ways. The European **colonization** of the Americas would forever change the lives and cultures of these peoples.

One of these peoples, the Aztecs, originally lived in what is now northern Mexico. Their histories tell that Huitzilopochtli (wheels-eel-oh-POCH-tee), an Aztec god, commanded them to migrate south and build a great city. The Aztecs wandered for more than 150 years, eventually arriving in the Valley of Mexico. Other peoples already lived there, in large cities built of stone.

The Aztecs built their new city on a swampy island in a huge lake. They called it Tenochtitlan (Teh-noch-TEE-tlahn). Over 200 years, the Aztecs transformed Tenochtitlan into one of the greatest cities the world had ever seen.

Reading



Set a Purpose

As you read this section, summarize the main ideas about Aztec civilization. Consider the factors that shaped its development, reasons why it flourished, and beliefs and values that were important to Aztec society.

Indigenous peoples the original inhabitants of a land and their descendants

colonization settling among and establishing control over the Indigenous peoples of the area



FIGURE 10-12 The Indigenous peoples of Mexico, Florida, Central America, and the Caribbean at the time of European settlement. What can you find out about these peoples today?

Did You Know?

The Aztecs were originally called the Mexica. Nineteenth-century historians created the term *Aztec*. It may be derived from Aztlan, the place from which the Mexica believe they set out to find their new home.

How did the physical landscape influence Aztec society?

The place to which Huitzilopochtli had led the Aztecs was not an ideal location. But religion was a powerful force in Aztec society, and the idea that their god had sent them to this site made the Aztecs determined to survive there.

Aztec Ingenuity

The mountains that surrounded Tenochtitlan protected the Aztecs from attack by invaders. However, rain washing down from the mountains also caused flash floods. Aztec engineers built a dam of earth across the lake to the east of the city. This helped control the water levels around their island. The Aztecs also built an aqueduct from earth and wood to bring in fresh water from outside of the city.

Lake Texcoco, which surrounded Tenochtitlan, provided safety from the Aztecs' enemies. The Aztecs built three causeways linking the lake to the mainland. Bridges that connected the causeways to the city and the mainland could be destroyed to protect the city from invasion.

In the 200 years that they occupied Tenochtitlan, the Aztecs grew from a band of a few thousand into a society of several hundred thousand. Their ingenuity and hard work made them the most productive agriculturalists of their time, producing more than enough food to support a growing population and a powerful army.

FIGURE 10-13 This image shows an artist's idea of what a market in Tenochtitlan would have looked like. Tenochtitlan was home to around 200 000 people. It was more than twice as large as the largest European city at the time. What does this city show us about Mexican civilizations at this time?



The Floating Islands

The key to Aztec success as farmers was the *chinampas* (chee-NAHM-pahs) or “floating islands” that they built to grow their crops. The first step was to drive stakes into the lake bed in a rectangular shape. Then the builders laid reed mats among the stakes and piled soil on top. They repeated the process until they had a thick sandwich of mud and mats rising above the water’s surface.

Once the *chinampa* was in place, farmers planted vegetables, flowers, and medicinal herbs. Since the Aztecs had no beasts of burden or plows, each *chinampa* had to be small. All labour was done by hand using the simplest tools. Farmers accessed their crops by canoe, travelling along the waterways that ran between the plots of land.



FIGURE 10-14 This illustration shows Aztecs building a *chinampa*. Some *chinampas* have survived from the time of the Aztecs. Farmers still use them to grow corn and other crops.



FIGURE 10-15 Lake Texcoco was filled with salty water. Rain running off the land carried high amounts of sodium chloride into the lake, where it accumulated. How did the Aztecs change their environment to suit their needs?

WEB LINK

To read about an excavation of an Aztec temple in Mexico, visit our website.

What was sacred to the Aztecs?

The Aztecs believed that the gods controlled every aspect of their world. They looked to the gods for signs telling them how to live. The Aztecs believed that many of their gods lived in the skies. This was why they thought mountains were sacred places—mountaintops were that much closer to the gods.

As a city-dwelling people, the Aztecs needed to create sacred places inside their cities where Aztec priests could perform rituals to please the gods and prevent droughts or other disasters. Tenochtitlan itself had hundreds of temples, and most of them were built in a pyramid shape to resemble a sacred mountain. The most magnificent of these was the Great Temple in Tenochtitlan, the physical and spiritual centre of the universe for the Aztec people.

Did You Know?

The Aztec, Maya, and other Central American societies developed the most accurate and complicated calendars in the world at that time. The calendars were based on extremely accurate astronomical observations and mathematical calculations.

Human Sacrifice

The practice of human sacrifice may be the hardest, and the most horrifying, aspect of Aztec society for us to understand. For the Aztecs, killing another person as a sacrifice had a deep religious significance. It was the strongest expression of their devotion to the gods, since they believed that the victim's blood actually nourished the gods. Without blood, the gods would grow sick and die, and the world would end. One of the reasons war was so important to the Aztecs was that it gave them the opportunity to capture a constant supply of new victims for sacrifice.

FIGURE 10-16 Huitzilopochtli (left) and Quetzalcoatl (right) were two of most important Aztec gods. Huitzilopochtli was the god of war and of the sun. The Aztecs believed he needed the blood of sacrificial victims to give him the strength to overcome the night's darkness and rise each morning. The name of Quetzalcoatl (ket-zal-COH-ah-tl), the god of wind, means "feathered serpent." According to one tradition, he left Mexico after a fight with another god and would one day return, bringing destruction to the Aztec Empire. What do these gods tell you about Aztec values and culture?



How was Aztec society organized?

Figure 10-17 shows the hierarchy of Aztec society. There were two main classes—nobles and commoners. Both classes had their own subdivisions, with some people having more wealth and power than others.

The Role of Women

While Aztec men were considered the head of the home, just as the Emperor was considered the head of society, women had some power. They could own businesses and inherit goods and property. Weaving was highly respected, as woven cloth was a necessity. Women could make cloth for their families, pay taxes with cloth, or sell their cloth in the markets. Older women were respected as wise elders, and women could also become healers and midwives. Girls were educated by their mothers in the crafts of weaving, cooking, and child care. They were also taught to sing and dance, usually for religious rituals.

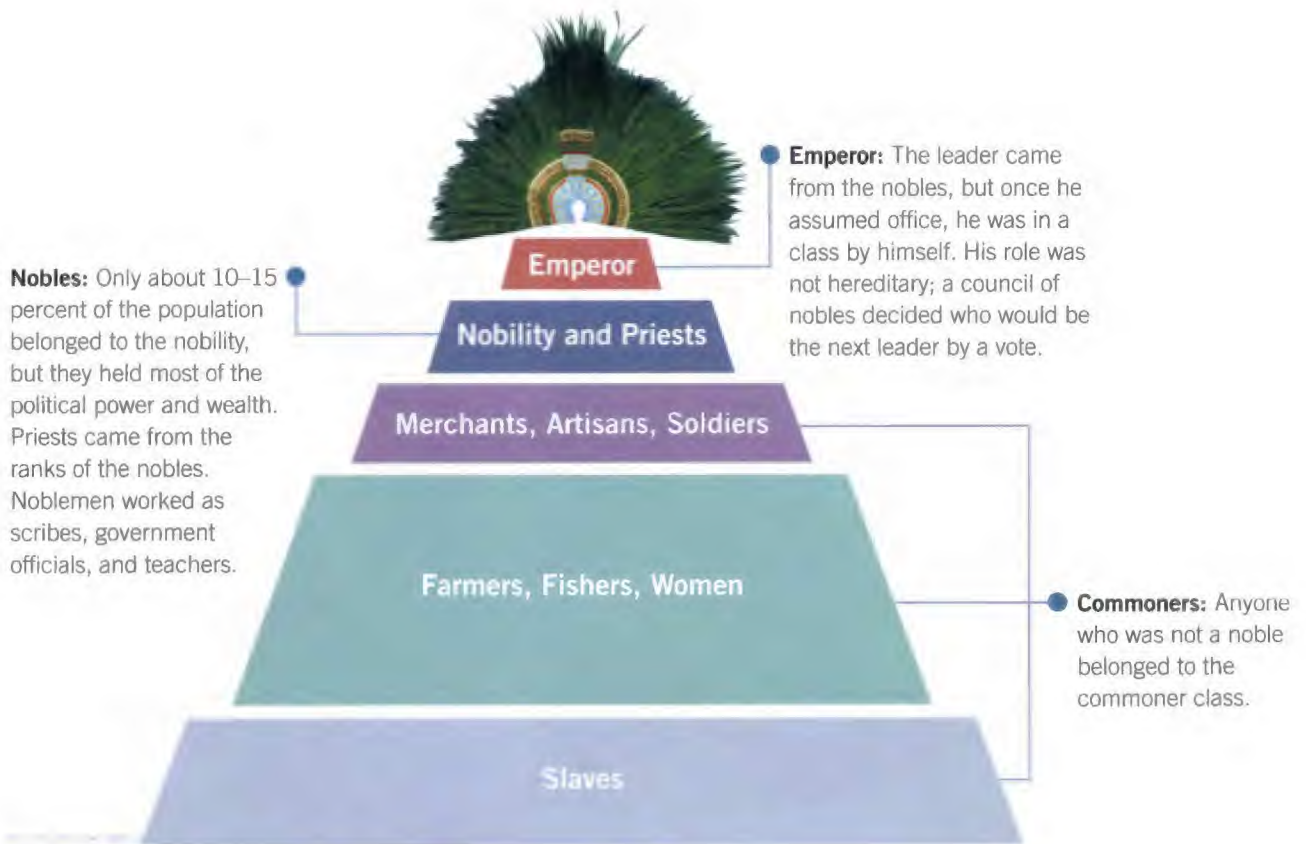


FIGURE 10-17 Each rank in society had its own responsibilities, and all people contributed to the good of the Aztec Empire. How does this compare to the structure of Medieval European society?

Did You Know?

The Aztecs also wrote poetry. Aztec poetry was created to praise the gods, to share stories, and to celebrate the beauty of the natural world. Usually, the Aztecs sang their poems or recited them to music. Much of their poetry was didactic, which means it was meant to teach a lesson.

Social Groupings

Aztec society was organized into units called *calpolli* (call-POLE-lee). Members of a *calpolli* lived in the same neighbourhood. Some *calpolli* were based on the work that people did. For example, a group of goldsmiths might form a *calpolli*. Other *calpolli* were based on family ties.

Many Aztecs grew crops, hunted, and fished. They sold their produce in the market to add to their family's income. For the Aztecs, paying taxes was one of the most important responsibilities of citizenship. Farmers gave up a share of their produce to support the entire society.

In a large and wealthy city like Tenochtitlan, there was a constant demand for the finer things in life, including fashionable clothes and works of art. Aztec merchants travelled to find goods that were in demand. Aztec mask makers, goldsmiths, and feather workers were highly respected.

The Aztecs did not think it was shameful to be a slave. It was more a matter of bad luck. There were laws to protect the rights of slaves, and children born to slaves were free.

The Warriors

The Aztecs believed that their society was much more important than the individuals within it. Every Aztec was prepared to sacrifice his or her own life for the good of the group. Young men were expected to serve in the army, and by age 15, boys were warriors and could take an active role in battle.



FIGURE 10-18 Maize, or corn, was the most important food of the Aztecs. What can you tell from this image about Aztec agricultural technology?



FIGURE 10-19 Itzcoatl (eats-COH-ah-tl) was an Aztec emperor. Born the son of a slave, he reached the highest position in Aztec society. What does this say about the Aztecs?

Aztec Values

Aztec society was focused on producing citizens who could contribute to the community. Lessons in good citizenship were part of Aztec children's education.

Virtues of the Ideal Aztec Citizen

Courage	Self-sacrifice	Modesty	Clean Living	Obedience
Aztecs were expected to show courage and deal with hardships without complaining, because it made the army strong.	Every Aztec had to be willing to sacrifice possessions, comfort, and even life itself for the good of society.	No one, not even the greatest warrior, was to boast about personal achievements or do anything else to stand out from the crowd.	People had to keep themselves healthy and avoid over-indulging in food and drink. The Aztecs harshly punished what they considered evil behaviour.	Everyone had to obey superiors without question, because this obedience helped preserve the social order.

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the main ideas about Aztec civilization. Organize your notes into three sections:
 - a. factors (such as geography) that shaped its development
 - b. reasons why it flourished
 - c. beliefs and values that were important to society
2. In what ways did the geography influence the three Aztec roles: farmer, trader, and warrior?

Make Connections

3. The chart on page 328 gives the five virtues of the ideal Aztec citizen. Do you think these same virtues are important in Canadian society today? Why or why not? Which virtues would you add? Which would you remove? Where do you see evidence of these virtues in your school and/or community?

Synthesize and Evaluate

4. **Perspectives** Write a paragraph to answer the section question: *Who were the Aztecs, and what made their culture unique?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What were the results of the encounters between the Spanish and the Aztecs?

Reading



Set a Purpose

As you read this section, summarize how the Spanish conquered the Aztecs, and the extent to which each of their civilizations was affected.

conquistador the term the Spanish leaders in the Americas used to describe themselves, meaning “conqueror”

In the opening story of this chapter, you read about Moctezuma, the Aztec emperor, receiving news of the arrival of mysterious strangers. These strangers were a force of several hundred Spanish soldiers, sailors, and Indigenous slaves coming from a Spanish colony on the island of Cuba. Their leader was a **conquistador** named Hernán Cortés.

Why did Cortés invade the Aztec Empire?

Hernán Cortés was an adventurous and ambitious young man who had come to the Caribbean to seek his fortune. Spain was building colonies there, and when Cortés arrived he was offered a large piece of land to farm. However, Cortés was more interested in gold. There were rumours of a civilization to the west that was more advanced and wealthier than any group the Spanish had yet encountered. This was the opportunity Cortés had been waiting for. In 1519, he put together an expedition of 11 ships, 508 soldiers, 100 sailors, 200 Indigenous slaves, and 16 horses.



FIGURE 10-20 This image of Hernán Cortés was copied from a 16th century painting. What does the term *conquistador* reveal about the intentions of Cortés in the Americas?

The March to Tenochtitlan

When Cortés arrived on the coast of the mainland, he first built a town he called La Villa Rica de la Veracruz. He then marched inland, toward the Aztec Empire. On the way, he and his army encountered a number of Indigenous peoples, one of whom were the Tabascans. When his forces defeated the Tabascans, they gave them gifts of food, clothing, gold, and slaves. One of these slaves was a young woman named Malinche.

Malinche could speak both Mayan and Nahuatl (NAH-wahtl), the language of the Aztecs. In a short time she also learned to speak Spanish. She became Cortés’s adviser and translator. With Malinche as an intermediary, Cortés gained the support of groups who were enemies of the Aztecs. For example, the Totonacs and the Tlaxcalans contributed soldiers to Cortés’s forces to help them overthrow the Aztecs.

Who won the battle for Tenochtitlan?

Instead of attacking the forces approaching Tenochtitlan, Moctezuma welcomed Cortés and his troops. The new arrivals were taken to live in the palace and the Aztecs showed them the glories of their city. The Spanish were delighted; they had found the gold riches the rumours had promised. Relations between the Spanish and the Aztecs quickly broke down. The Spanish took Moctezuma prisoner and looted gold from the palace. The Aztecs reacted by attacking the Spanish and their allies, killing many of them, and driving the rest out of Tenochtitlan.

About six months later, Cortés returned and attacked Tenochtitlan with a stronger force. By this time a **smallpox epidemic** had killed 25 percent of the Aztec population and weakened their ability to resist a Spanish assault. In Chapter 6 you saw how the Black Death brought about change to European society during the late Middle Ages. In the battle for Tenochtitlan, disease gave the Spanish an advantage over the Aztecs.

The Spanish destroyed the aqueducts, cutting off the city's water supply. After a siege of about 80 days, the Aztecs were defeated. Only 60 000 Aztecs survived in the city, which lay in ruins. The Aztec Empire had ceased to exist. In its place, Cortés would lay the foundations for another Spanish colony in the Americas.

An Unequal Fight

How can weapons affect the outcome of a war? Both the Aztecs and the Spanish had powerful tools of war, but they were not evenly matched. Examine Figures 10-22 to 10-27. Which side do you think had the technological advantage? Why?

The Spanish had other military advantages: cannons, muskets, and horses. The Aztecs and other Indigenous peoples had never seen horses. The Spanish were such well-trained riders that they could hold the reins with one hand and attack an enemy with a weapon using the other. The Aztecs, on foot, could not compete.

After the defeat of the Aztecs, the Spanish expanded their control to the south, destroying the Mayan empire. The Spanish then began to demolish the religion and culture of the Aztec, Mayan, and other Indigenous peoples step by step.

smallpox a fatal disease, highly contagious

epidemic the rapid spread of a disease, affecting many individuals at the same time



FIGURE 10-21 The Aztecs were exceptionally skilled workers in metal, especially copper and gold.

Did You Know?

Europeans brought smallpox, measles, and other diseases to the Americas. In North America, smallpox reached Haudenosaunee lands in 1679. Millions of Indigenous peoples would be killed by this disease, war, or slavery.

Did You Know?

The Maya were an Indigenous people known for their creation of a written language and their skills in art, mathematics, and astronomy. They lived in what is now southern Mexico and Central America. The Maya fiercely opposed the Spanish. It was 170 years before their last stronghold fell.

Comparison of Aztec and Spanish Weaponry

Aztec Weapons

War Club

- A war club could cut like a knife, but shattered against very hard surfaces, such as Spanish armour.
- It was designed for swinging or chopping, but was so heavy that a soldier had to use both hands to swing it.



FIGURE 10-22
Aztec war club

Wooden Spear

- The spear ends were sharpened wood that had been hardened in a fire.
- The Aztecs would try to get in close to the enemy and thrust the spears at unprotected areas, such as the eyes and throat.



FIGURE 10-24 Aztec spear

Atlatl (Spear Thrower)

- An atlatl was a piece of jointed wood that allowed an Aztec soldier to throw a short spear great distances, with much more force than using his arm alone.
- The Aztecs also had bows and arrows and slings.



FIGURE 10-26
An atlatl

Spanish Weapons

Sword

- These steel swords were double-edged, needle-pointed, and sharp as a razor.
- With this one-metre-long weapon in his hand, a fighter could both slash and stab at an enemy with deadly effect. His other hand was free to carry a shield or hold the reins of his horse.



FIGURE 10-23
European swords

Halberd

- A halberd was about two metres long and had a spear blade, an axe point, and a hook.



FIGURE 10-25 A halberd

Crossbow

- A crossbow could shoot a wooden arrow with such force that it could penetrate armour.



FIGURE 10-27 A crossbow

What were the effects of Spanish conquest in the Americas?

The Spanish conquest was a disaster for the Aztecs. It affected almost every aspect of their way of life. The conquest also influenced the Spanish—not only the settlers in the Americas, but people in Spain as well.

Effects on Indigenous Peoples

Three years after the conquest of the Aztecs, a group of Franciscan priests arrived. The Franciscans and other missionaries gradually converted many of the surviving Aztecs to the Catholic faith. Missionaries taught Aztec children to read, write, and pray.

During this time, missionaries also destroyed Aztec temples and burned Aztec codices. A codex is an illustrated book describing the history and society of the Aztecs. Codices showed rituals, calendars, and people doing everyday activities, such as fishing. Codices that were not burned now provide valuable information about Aztec culture.

The New Economy

The Aztecs were also forced to become part of an economic system called *encomienda*. Spanish settlers were given land to farm and Aztec workers. The landowners were supposed to treat them well and teach them the Christian religion. However, many landowners abused their workers. The Spanish king passed laws to stop these abuses, but the colonies were so far away that these laws had little effect.

Indigenous people were forced to work in mines and on plantations in conditions that were often dangerous. Any attempt at rebellion was cruelly put down. Many Indigenous people committed suicide rather than endure horrible conditions in the Spanish gold and silver mines. Eventually, the Indigenous populations dwindled to such a point that the Spanish began bringing slaves from Africa to work in the mines and fields.

encomienda a Spanish word that means “give in trust,” referring to the land grants that Spanish settlers received when they arrived in a colony



FIGURE 10-28 This Aztec codex was written by Aztec priests around the time of Spanish settlement in Mexico. The original is now kept in a museum in Paris.

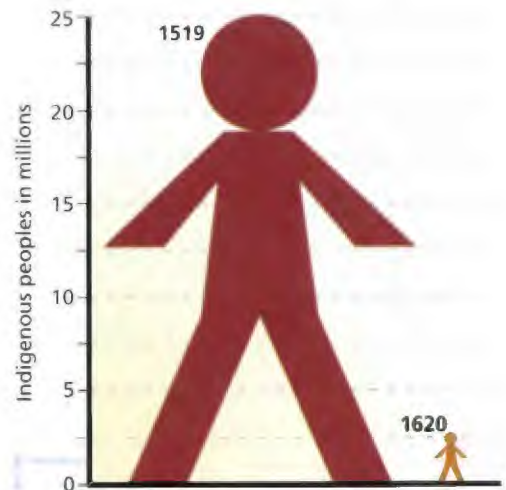


FIGURE 10-29 How would you explain Mexico's population decline from 1519 to 1620?

decimation literally, destroy one in 10, but usually refers to the destruction of many

Within a year of Cortés's arrival, 3.5 million Aztecs had died of smallpox. The Indigenous population of Mexico is estimated to have dropped from 25 million to just over five million in 80 years. One hundred years later, the population was down to one million. Disease was the most important factor, but war, slavery, and famine all contributed to this **decimation**.

Effects on Europeans

The conquest of Central and South America affected Europe quite differently. Spain plundered the gold and silver of Mexico and the riches of Peru. For a time these riches made Spain very powerful, but they also had negative effects. All of the new wealth went to the

nobles, which helped them stay in power but damaged the economy of Spain. The cost of goods also rose across Europe.

Europeans adopted foods from the Americas, including corn, potatoes, pumpkins, sweet potatoes, squash, chilies, and cacao (chocolate). Many of these plants had been carefully developed by Indigenous peoples over centuries. The first corn, for example, had begun as a tiny wild plant. Indigenous peoples also cultivated a wide variety of potatoes. European explorers also brought home other plants, such as tobacco, cotton, and medicinal herbs. Many of these plants, especially cotton, would become vital parts of European economies.

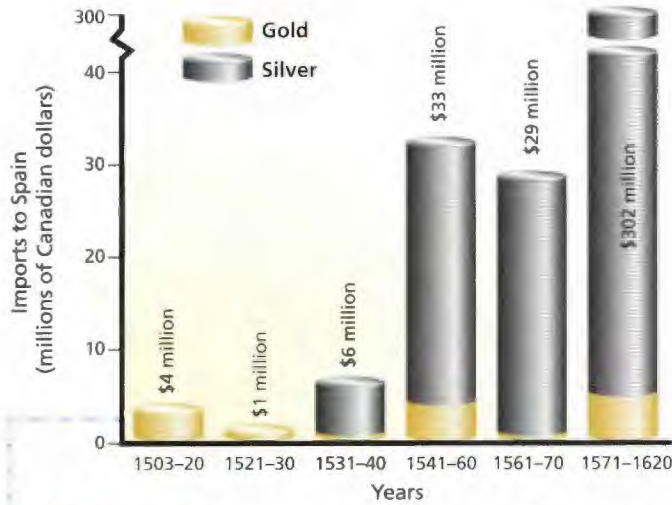


FIGURE 10-30 This bar graph shows the great increase in gold and silver imports to Spain during the Age of Exploration. At first, the shipments were stolen gold treasure. When this ran out, the Spanish forced Indigenous people to work in silver mines.

What caused discontent in the Spanish colonies?

The Spanish called their overseas colonies “New Spain.” The governor of New Spain was required to keep a steady stream of tribute flowing to Spain, where it helped the king pay for his wars in Europe. Tribute is wealth—in this case, gold, silver, and farm products—given as a sign of submission or respect.

The people of New Spain could see that what was good for the king was not necessarily good for them. The colony was making Spain extremely wealthy, but New Spain itself had a shortage of good roads, schools, and housing. Discontent arose among every class of society, and by 1821 Mexico had gained its independence from Spain.


Decolonization

European nations had claimed lands as colonies all around the world. During the 20th century, there was a growing awareness that the people of a country ought to have the right to determine how they organize themselves politically, socially, and economically. However, it was not until World War II that this point of view was expressed in international law. The occasion was the signing of the United Nations Charter in 1945 by the 50 original member states, including Canada. The first article of the United Nations Charter includes this statement:

All peoples have the right of self-determination. By virtue of that right, they freely determine their political status and freely pursue their economic, social, and cultural development.

Since 1945, countries such as Great Britain, France, and Belgium have granted their colonies independence in places such as Africa, the Caribbean, and Southeast Asia.

Thinking IT THROUGH

1. Why do you think that world opinion eventually turned against colonization? 
2. Many former colonies, now independent countries, are affected by poverty and political turmoil. In a small group, try to determine why this is the case. What is it about the legacy of colonization that makes life difficult for people today? Try not to censor or criticize people's responses. Practise both listening and contributing new ideas to the conversation. Share two or three key points with the class.

Mexican Culture Today

Mexican culture gradually evolved into a fusion of Indigenous, **Mestizo**, and Spanish traditions. The population also reflects this fusion. In 2006, the population of Mexico was 60 percent Mestizo. This was perhaps a direct result of Cortés's policies. He dictated that all soldiers who received land grants in the colony had to marry. They could marry either Spanish women or Indigenous women.

Religious festivals in Mexico also include Aztec traditions that were developed long before the arrival of the Spanish.

Art and Literature

Another way to see how the Mexican culture has fused Aztec and Spanish traditions is in the work of artists and writers such as Diego Rivera, Octavio Paz, and Frida Kahlo.

Mestizos persons of mixed race of Spanish and Indigenous descent who now form the largest part of Mexico's population

WEB LINK

To learn more about Mexican art, visit our website.

Frida Kahlo is one of Mexico's most famous painters. From a young age, she was fascinated by Mexican folk art and the sculpture and architecture of Indigenous peoples. As a teacher, she often took her art students to the ruins of Aztec temples so that they could see the accomplishments of their ancestors.

EXPLORING SOURCES**Aztec History Survives**

As an essay writer, Octavio Paz explored the way Aztec art and traditions have survived in present-day Mexico.

Thinking IT THROUGH

1. Explain in your own words what Paz means when he says that Aztec history is "a present rather than a past."

In Mexico, the Spaniards encountered history as well as geography. That history is still alive: it is a present rather than a past. The temples and gods of pre-Columbian Mexico are a pile of ruins, but the spirit that breathed life into that world has not disappeared; it speaks to us in the... language of myth, legend, forms of social coexistence, popular art, customs.

Octavio Paz's acceptance for the Nobel Prize for Literature, 1990

Thinking IT THROUGH**Summarize What's Important**

1. Create a graphic organizer to summarize main ideas and details using the following headings:
 - a. Spanish methods of conquest
 - b. effects on Aztec civilization
 - c. effects on European civilization

Make Connections

2. If you have been to Mexico, think about places you have seen and experiences you have had that show Indigenous or Spanish cultures. Describe how you know there is a connection to the past. Share your experiences and ideas with the class.

3. Modern Mexican society reflects a combination of both Indigenous and Spanish societies. Create a series of images and text to show how intercultural contact in British Columbia has influenced various aspects of our culture (such as language, cuisine, literature, and sports).

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *What were the results of the encounters between the Spanish and the Aztecs?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

The Age of Exploration

CHAPTER FOCUS QUESTION

How did the world change as a result of the Age of Exploration?

New technology made European exploration across vast distances more and more possible. The arrival of Europeans in new lands would change the lives of Indigenous peoples forever.

Summarize What's Important

- a. Explore the causes and consequences of the Age of Exploration using an organizer such as the one shown here. Using information from this chapter, note each cause and the short- and long-term consequences of each. Use your completed chart and the key ideas from the paragraphs you wrote for each section to answer the Chapter Focus Question.

Cause	Short-term consequences	Long-term consequences
Fall of Constantinople		
Better navigational tools		

- b. **Cause and Consequence** There are two types of consequences: intended and unintended. Which of the consequences on your lists were intended, and which were unintended? Which seemed to have had the greater effect? What have been some unintended consequences of increased globalization in the last ten years?

Synthesize and Evaluate

2. The world changed in many ways as a result of the Age of Exploration. Review your summary notes from the chapter and identify a "Top 10" list of the most significant effects and where they happened. Consider both the colonizers and the colonized. You will need to form clear criteria for what made an impact "significant." Share your criteria and Top 10 list with the class.

Ask Meaningful Questions

3. How and where are the effects of colonization felt the most today? Generate 4 or 5 meaningful questions and set up an interview with a Social Studies teacher to help you answer this question.

Build an Argument

4. "Ultimately, the Age of Exploration led to more positive effects than negative effects." Do you agree or disagree with this statement? Prepare a short oral presentation that either supports the above statement or refutes it. Provide examples and evidence to support your opinion, and use props, images, and digital media as necessary.

11

Emergence of the Nation-State



FIGURE 11-1 This 1/96 painting, *Defeat of the Spanish Armada*, by Philippe Jacques de Loutherbourg, dramatizes the greatest sea battle in the reign of Queen Elizabeth I of England. In 1588, Catholic King Philip II of Spain had sent an armada of 130 ships to attack Protestant England, conquer it, and force it to be Catholic once more.

KEY CONCEPTS

Reformation Catholic heretic Counter-Reformation propaganda nation-state patriotism empire

CHAPTER FOCUS QUESTION

Why did the nation-state emerge in 16th-century Europe?



In This Chapter

In 1588, a battle to defend England from Spanish invasion stirred English pride in the navy, the Queen, and the country. At the time, the very idea of the nation-state was new. Before then, most Europeans identified with the lord of their manor, or with a united, Catholic Europe. As national governments took power from nobles, and religious change swept through Europe, the nation came into being.

Use these questions to set a purpose for reading each section.



- How did the Reformation change Europe?
- What was the Counter-Reformation?
- What were the foundations of the nation-state in England?
- How did Elizabeth I strengthen the nation-state?
- How did the nation-state affect people?

The Spanish Armada arrived off the southern coast of England in 1588. Only the small Royal Navy stands in its way.

English sailor Miles Crowder, gunner on Sir Francis Drake's fighting ship, the *Revenge*, stood near his long gun, awaiting orders.

"Fire!" yelled his captain. The giant gun roared, spitting fire and smoke. Cannonballs flew across the water, ripped through the enemy ship's rigging, and shattered its masts.

For hours, the English ships harassed the larger, clumsier Spanish galleons. By nightfall, the Spanish ships had moved into a protective crescent formation. Despite the damage the English had done, the armada seemed invincible.

Then Miles saw the English fire ships: burning ships with no one aboard, drifting toward the enemy fleet. The effect on the Spanish was immediate—sailors of wooden ships loaded with gunpowder fear nothing more than fire. In panic, the Spanish broke their tight formation and fled. Sir Francis Drake roared: "After them, my lads. We have them now!"

Reading



Use Background Knowledge to Infer

Think about what modern nations do to develop their own sense of national identity. Given the boost to English morale caused by the victory over the Spanish Armada, how might Britain have strengthened this new sense of national identity?

How did the Reformation change Europe?

Reading



Set a Purpose

As you read this section, think about the Reformation and why it is historically significant. Who was involved and what were their roles? What changed? Why did it matter?

Catholic comes from a Greek phrase meaning “universal”

empire a group of states ruled by a single monarch

Reformation a 16th-century movement in Western Europe to reform the Catholic Church that resulted in the establishment of Protestant Churches

In Canada, church and state are separate. Freedom of religion is guaranteed by government, and no religious organization has direct power over government.

Such a balance did not exist in Europe before the 16th century. Until that time, the **Catholic Church** controlled Western Europe and all its peoples. It had a hand in choosing monarchs, promoting barons, and waging wars. The pope wielded power through his vast organization of cathedrals, monasteries, schools and universities, and tens of thousands of local churches. All European Christians—virtually all the people of Europe—belonged to the Catholic Church, and to a kind of Catholic **empire** called Christendom.

How did attitudes toward the Catholic Church change?

In the 16th century, doubts began to emerge over the behaviour of Catholic Church officials. People began to make a distinction between the Catholic Church as an organization and Christianity as a religious belief system. They began to think there might be ways to live a Christian life independent of the Catholic Church. These doubts would grow so strong that they destroyed the unity of the Catholic Church and split the Christian population into two groups: Catholic and Protestant. In this section, you will explore how the **Reformation** unfolded, changing European society forever.

Reading



Ask Meaningful Questions

Choose one of the events from the timeline and create questions about its historical significance. Why do we still learn about it today? Share your answers with a partner.

Why was there a need for change?

The Catholic Church was rich. It could tax people, and it had income from the lands and businesses it controlled. It also received donations from devout Catholics. Although some monasteries fed the poor and helped the sick, the Church spent much of the money it received on itself. Its officials were usually very wealthy, and some lived lavish lifestyles. They spent Church money on food and clothing for themselves.

TIMELINE

1485 CE

English King Henry VII is crowned



1497 CE

John Cabot sails to America

1509 CE

Henry VIII comes to the English throne

1511 CE

Erasmus publishes *In Praise of Folly*

1517 CE

Martin Luther publishes his *Ninety-Five Theses*



1534 CE

England becomes Protestant under Henry VIII

1545 CE

Council of Trent begins



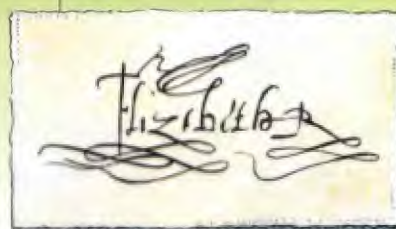
FIGURE 11-2 This map of Europe shows the states of Europe around 1500 CE. Note that the Muslim Ottoman Empire controlled most of southeastern Europe. Virtually the rest of Europe was Christendom. What modern countries can you identify? What modern European countries are missing?

In time, this wealth created a backlash. Some scholars and priests were influenced by Renaissance humanist theories, which preferred reason. They believed that the Church was ignoring Jesus’s message that a spiritually perfect life could be gained only by giving money away. The Bible was very clear that wealth hurts a person’s chances of going to heaven, but Church officials did not seem to be practising this doctrine.

1553 CE
Mary I becomes Queen of England

1555 CE
The Peace of Augsburg

1558 CE
Elizabeth I becomes Queen of England



1588 CE
Attack of the Spanish Armada

1603 CE
Queen Elizabeth I dies

Unqualified Priests

Many parish priests were poorly educated and knew little about the Bible. Although some priests worked hard to provide comfort and spiritual guidance, others did not.

Greed

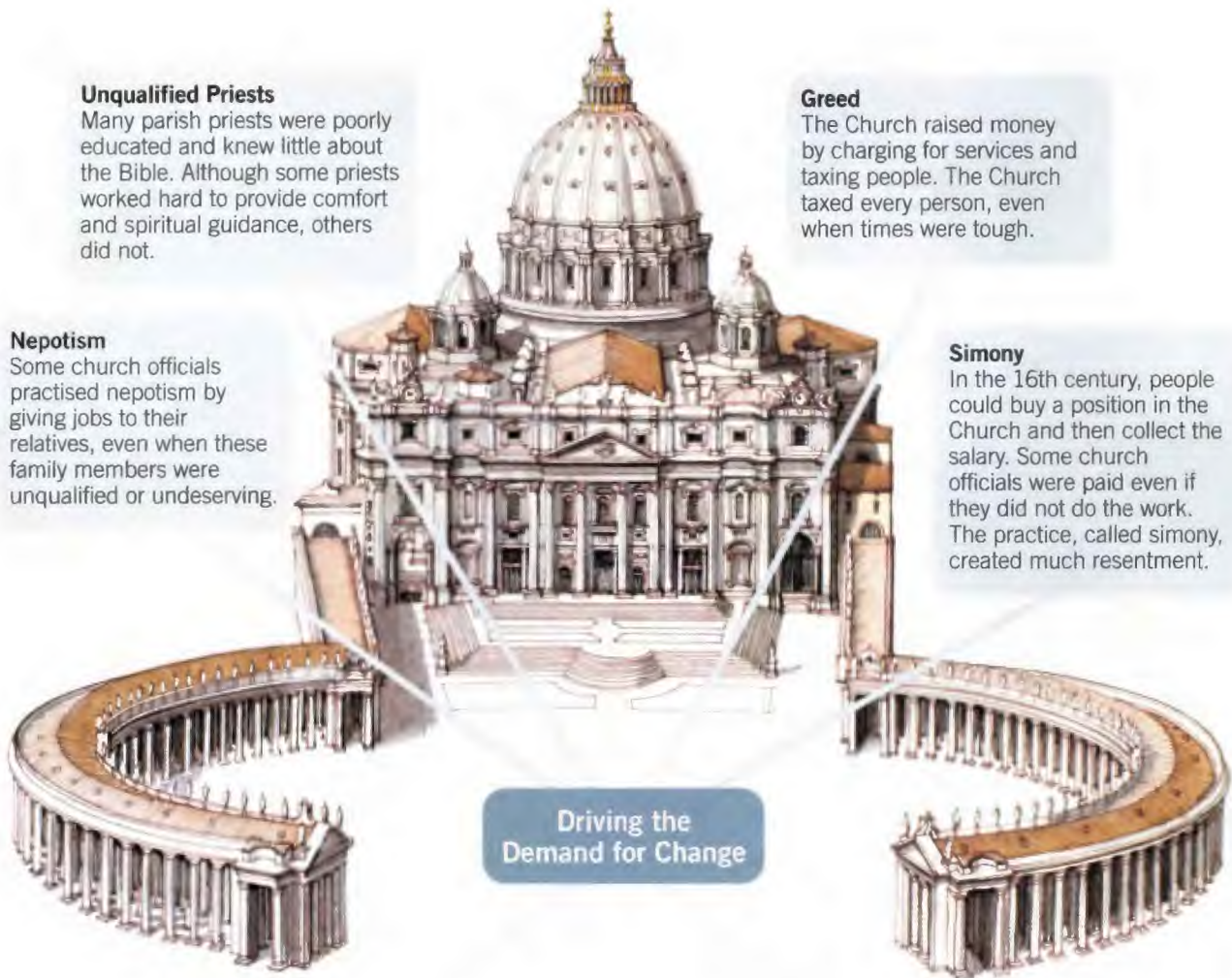
The Church raised money by charging for services and taxing people. The Church taxed every person, even when times were tough.

Nepotism

Some church officials practised nepotism by giving jobs to their relatives, even when these family members were unqualified or undeserving.

Simony

In the 16th century, people could buy a position in the Church and then collect the salary. Some church officials were paid even if they did not do the work. The practice, called simony, created much resentment.



Driving the Demand for Change

Scandals

Some Renaissance popes led scandalous private lives. The pope was not supposed to marry, but some had children. Pope Alexander VI had several children and was famous for the wild parties he threw in the papal palace.

Living in Luxury

Bishops and cardinals used the money they received from taxes and fees to build themselves fine palaces and collect works of art.

FIGURE 11-3 Cause and Consequence Historical change almost always happens because a variety of factors are at work. When you look at the contributing factors above, which one might have had the most influence?

purgatory the place in which a person's soul was thought to suffer until all his or her sins had been punished

indulgence a cancellation of punishment for sins

Selling Indulgences

To finance its building projects, the Church began to raise money in imaginative ways. It taught that after death a person's soul usually goes to **purgatory**—something like a holding cell between Earth and heaven. The number of years spent in purgatory would depend on how many sins a person had committed. But the Church offered a solution—it would sell you a formal document called an **indulgence** that was something like a life insurance policy for the soul. By paying, you could use this get-out-of-jail card to get into heaven sooner.

An indulgence was written in flowery language, and was signed by the pope. Many Catholics hated the idea that God's justice could be bought and sold for money. That did not stop indulgence salespeople from setting up shop in hundreds of European towns.

Who were the reformers?

Most Christians, even those dissatisfied with the operations of the Church, had no desire to see the Church break up. These reformers hoped that people of good will could **reform** the Catholic Church and that a universal Christian community would last forever.

Reformers who criticized the Church's policies but not its fundamental teachings were generally left in peace. People who did openly criticize the Church's teachings were considered sinful and were called **heretics**. Many were arrested and seriously punished. Reformers Jan Hus and Girolamo Savonarola both paid for their criticism with their lives. To avoid this fate, those who wanted to fix the Church had to be very careful.

Erasmus

Desiderius Erasmus was born in the Netherlands in 1467. As a young man, he tried to live as a monk, but found it did not suit him. Instead, after becoming a priest, he went to the University of Paris, where he studied the Greek and Latin classics. Erasmus soon became famous for his learning and travelled to England, where he met King Henry VIII.

Often short of money, Erasmus wrote humorous books and taught school to add to his income. In his books, Erasmus was very critical of the Church, attacking priests, bishops, cardinals, and even the pope. Some of Erasmus's writings seemed so outrageous that Charles V, emperor of the Holy Roman Empire, made reading them a serious offence. Erasmus, however, did not attack the fundamental teachings of the Church, and so was never considered a heretic.

Who were the Protestants?

Unfortunately, Erasmus and other reformers were unable to convince the Church to change its ways. Ordinary people all across Europe reacted bitterly to the continued corruption in the Church and the high Church taxes they had to pay every year. Rulers began to resent Rome's political power. Many people decided to seek a whole new way of being Christian in a whole new Christian Church.

reform fix or rehabilitate

heretic someone who openly criticized the Church's teachings

Religion and Civilization

- Erasmus was highly critical of the Church. How was he able to make his attacks on the Church without facing punishment as a heretic?



FIGURE 11-4 This portrait of Erasmus was painted by Hans Holbein in 1523. How does the composition of the painting differ from a usual portrait? What might the artist have been trying to tell you about Erasmus?

WEB LINK

To learn more about Martin Luther, visit our website.

predestination a belief that the fate of every person's soul was decided by God long ago

bull an official order from the pope with his lead seal, called a *bul*la, attached

excommunication formal banishment from the Church

Religion and Civilization

- If a person is predestined from birth to go to heaven or hell, is there any reason for them *not* to act badly?

Luther Starts the Reformation

When Martin Luther, a German priest and teacher, visited the headquarters of the Church in Rome, he was shocked by the corruption and dishonesty he saw. He famously remarked that “the nearer one gets to Rome, the farther one gets from God.”

If we want to pinpoint one day when the Reformation began, it would be October 31, 1517, when Martin Luther nailed a list of grievances to the door of the church in the German city of Wittenberg. At the time, posting arguments on a church door was a common way of inviting debate on an issue. Luther's grievances are known as the *Ninety-Five Theses*. They were immediately copied, printed, and distributed throughout Germany. This was a radical step, particularly since Luther was a Church official himself. He knew he could be arrested and severely punished. Why would he take such a risk?

Luther's Beliefs

Luther had come upon a passage in the Bible in which St. Paul said that faith was all that was needed for a person to be saved (that is, go to heaven). Luther then reasoned that people were saved by believing in God and because God was merciful, not because they obeyed priests or gave money to the pope.

However, Luther did not believe that people could choose to save themselves. He did not believe that simply living a Christian life would be enough. Instead, he felt that God had always known which souls would be saved. This idea is called **predestination**.

Luther also attacked the Catholic rule that priests should not marry. Although he was a priest, he married a former nun. They had six children of their own and adopted 11 more.



FIGURE 11-5 In this dramatic painting by an unknown artist, Luther throws the pope's orders, called a bull, into a fire. Why would he do such a thing in public? How might the Church react to such defiance?

The Catholic Church Responds to Luther

Even if Luther's views about the afterlife were not heresy, his views on predestination and priests marrying certainly were. Pope Leo X published a **bull** expressing his disapproval of Luther's teachings. The bull also threatened Luther with **excommunication**. Luther responded by burning a copy of the bull at a public assembly in Wittenberg, Germany. The pope then officially excommunicated Luther and put him on trial in the city of Worms. Luther escaped execution by the skin of his teeth.

The *Ninety-Five Theses*

St. Peter's Basilica became a symbol of the Church's extravagance because it was built with money gained by selling indulgences. In the excerpts below, from the *Ninety-Five Theses*, Luther expresses his views on indulgences and questions the actions of the pope.

Every truly repentant Christian has a right to full remission [forgiveness] of penalty [sin] and guilt, even without letters of pardon [indulgences].

Every true Christian, whether living or dead, has part in all the blessings of Christ and the Church; and this is granted him by God, even without letters of pardon.

Why does not the pope, whose wealth is to-day greater than the riches of the richest, build just this one church of St. Peter with his own money, rather than with the money of poor believers?

Thinking IT THROUGH

1. Why does Martin Luther disagree with the practice of selling indulgences?
2. In your own words, describe Martin Luther's criticisms of the pope and the Catholic Church.



FIGURE 11-6 The interior of St. Peter's Basilica. Using the word "extravagance," think of a statement that a 16th-century European might make on seeing this building.

Did You Know?

The newly invented printing press played a huge role in the translation and distribution of the Bible. Many copies of new Bibles could be printed cheaply and sent out to a large audience.



FIGURE 11-7 This is the title page of the first complete printed English Bible, published in 1535. How would the Church react to losing control of the messages of the Bible?

Technology, Literacy, and the Reformation

The Catholic Church would not allow the Bible to be translated from Latin into any other language. Only very educated people and Church officials could read or speak Latin. With the Bible kept in Latin, people were dependent on the Church for biblical information and guidance.

Luther believed that the Bible—not the Church—should be every Christian’s guide. He wanted to make the Bible available to everyone, in the languages they knew. He began by translating the Bible from Latin into German. Translations into other languages soon followed.

Reading became necessary for salvation, especially if people were to read the Bible themselves. For the first time, literacy—the ability to read and write—became a goal for rich and poor alike. The combination of increased literacy and the availability of printed Bibles spread the ideas of the Protestants across Europe like wildfire.

The Legacy of the Reformation

Luther’s religious revolution, called the Reformation, affected many groups in different ways. Unlike Catholics, Protestants had no official beliefs and no established traditions. Religious beliefs changed rapidly as groups of people interpreted and reinterpreted the Bible in their own ways. It soon became obvious that Protestants had as many differences of opinion among themselves as they did with the Catholic Church.

After Luther’s break with the Church, other Protestant movements appeared. John Calvin set up a church-run Protestant government in Geneva, Switzerland. Calvin’s ideas were extreme. Laws forbade dancing, card playing, gambling, and singing “indecent” songs. Calvinism spread rapidly to other areas, including England, France, Scotland, and northern Europe.

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the main ideas about the Reformation. Who was involved and what were their roles? What changed? Why did it matter?

Analyze Critically

2. Of all of the changes that flowed from Luther’s actions, which do you think had the greatest impact on ordinary people’s lives? Explain your thinking using specific examples.

Build an Argument

3. Martin Luther was an agent of change. Do you think the Reformation would have happened without him? Defend your position using evidence.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did the Reformation change Europe?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What was the Counter-Reformation?

The Catholic Church did not accept the Protestant Reformation without a fight. Those attempting to protect the Church acted with both religious zeal and an increasing intolerance for heresy. The Church struck back with reform, **propaganda**, and the Inquisition.

How did the Catholic Church try to reform itself?

In response to the Reformation, the Church called the Council of Trent to fix the Catholic Church and end corruption. The council met from 1545 to 1563. Those who attended did not believe it would be easy to end the Reformation. They worked hard to end corruption, but they could not change the Church fundamentally. The council approved the selling of indulgences, and stated that only the Church—not the individual—could properly understand the Bible. This remained completely opposite to Protestant ideas.

How did the Catholic Church control its message?

Ignatius Loyola was a Spanish soldier. When wounded, he had a religious reawakening. To help stop the spread of Protestantism, he organized the Society of Jesus—the Jesuits. This group actively spread the message of the Catholic Church, and worked hard to convert people. The Jesuits brought many people back into the Catholic Church in Poland, Germany, Hungary, and what is now the Czech Republic.

The Catholic Church also banned any books they thought might lead Catholics to question **dogma**. Works by Luther and Galileo were both forbidden. The Church hired artists, and also set strict rules for the artists to follow. They were told to emphasize the glory and good deeds of the Church and its saints.

What was the Inquisition?

For several hundred years, the Church had used the Inquisition to stop heresy. This organization was now given more power to question, torture, and kill the “enemies” of the Church. The Spanish Inquisition, in particular, was enthusiastic in pursuing heretics. This court had absolute powers and could arrest and imprison anyone on the slightest suspicion. Officers of the Inquisition tortured people to get confessions. You can read more about the Inquisition in Chapter 3 on page 104.

Reading



Set a Purpose

As you read this section, look for the three strategies used by the Catholic Church to stop the Reformation. Were these strategies successful?

propaganda ideas, information, or rumours deliberately spread by an organization or movement

dogma an established belief or doctrine held by a religion

Did You Know?

Jesuit priests travelled with the early French explorers to Canada and worked to convert First Nations peoples. A reconstruction of their mission (headquarters) stands at Saint-Marie-Among-the-Hurons in Ontario.

16th-Century Messaging



You have an important message to tell the world. How do you do this? Today, you might use social media, television, radio, or web-based advertising. Getting your message out was also important during the Reformation, but different methods were used.

Part of the **Counter-Reformation** was a public relations campaign through art. The Church commissioned artists who believed in the Church. Their art glorified the good deeds of the Catholic Church and its saints. But Protestants also had a powerful weapon—the printing press. Protestant artists created religious scenes that communicated Protestant messages. Their art was made into woodblock prints, which were then copied on the presses.

Counter-Reformation
the reform movement in the 16th-century Catholic Church whose objective was to respond to the Protestant Reformation

As you examine these two examples of Catholic- and Protestant-inspired art, identify the ways that each artist gets his point across.

The painting reassures Catholics by showing a familiar story. It reminds them that God is all-powerful but also merciful.

Cardinal Maffeo Barberini, who would become Pope Urban VIII, paid Caravaggio to paint a scene from the Bible.

Isaac's terror is obvious. The father's purpose is clear. Caravaggio is appealing to the viewers' emotions.

Caravaggio shows an Italian landscape in the background.

Caravaggio shows the most dramatic moment of the story, when the angel stops Abraham.

IN SACRIFICE OF ISAAC, 1603, Italian artist Michelangelo Merisi da Caravaggio shows a scene from the Old Testament (the first part of the Christian Bible containing the scriptures of the Hebrews). God has asked Abraham to prove his obedience by sacrificing his son Isaac. Abraham prepares to make the sacrifice, but at the last moment, an angel stops him.



Many of Dürer's works were woodcut prints. A woodcut could produce many prints. This meant very wide distribution, and ordinary people could afford to have art in their homes.

Dürer shows an angel overseeing the activities of the Four Horsemen. This shows that they are doing God's work.



Plague, holding a bow and arrow, leads the pack. Close behind comes War, brandishing a sword.

The third rider is Famine, carrying empty scales. Finally, Death rides in to sweep sinners into Hell.

Only God's chosen can escape the Four Horsemen.

Dürer shows sinners falling beneath the hooves of Death. This shows that the Catholic Church has no power over the Four Horsemen or people's salvation.

IN THE FOUR HORSEMEN OF THE APOCALYPSE, 1498, German artist Albrecht Dürer shows a scene from the Book of Revelations in the New Testament. Revelations predicts the Apocalypse, when Christ will return to Earth and four horsemen will chase sinners into hell. Protestants at that time thought the Apocalypse would happen soon, so they were very interested in this subject.

Making Interactive Historical Maps

Imagine you are in an unfamiliar part of town, and you want to find the closest pizza place. What do you do? You probably look it up using a search engine on a computer, smart phone, or tablet. A map appears with “pushpin” icons for nearby pizza shops. You click on the closest location and up pops the information you need.

Information on Interactive Maps

“Interactivity” refers to the interaction between the user and the map. You click on a link, and the map responds. The base map can be simple, but the type of information you can link to is limitless: names and contact information, reviews, or street views. Maps can also allow you to link to historical information, data, photographs, audio, and video.

How do maps show history? Most maps show a moment in time—the political borders in a particular year, for example. Showing history on maps is trickier, because it can be difficult to show change over time.

Here is an example closer to home. Imagine that you have taken a trip during your summer break. You can make the history of that trip come alive by recording it on a map.

1. List important events from the trip.
2. Sketch out a map of the area where your trip took place.
3. Add labels at the places where your events took place. On each label, list both the event and the date when it occurred.
4. You might want to add directional arrows.



FIGURE 11-8
This map shows the areas where people adopted Protestantism, around 1560. How could you improve this map to show more about the movement of the Reformation?

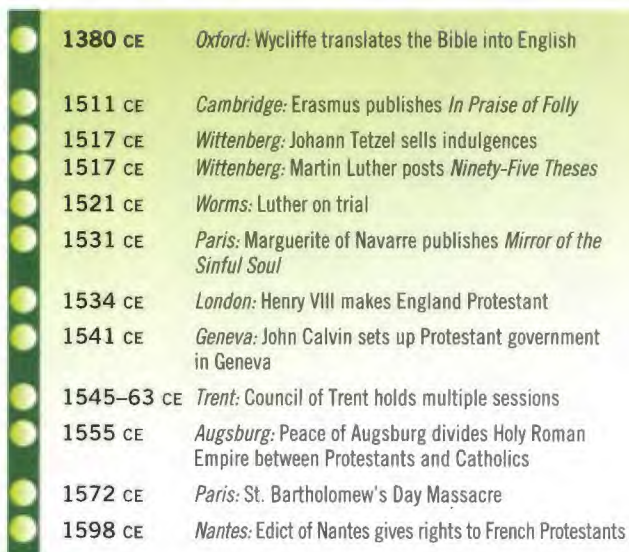
Making a Map Interactive

What if you would like to add information to your map to make it more interesting, and maybe to post it on your blog? An interactive map might do the trick. You could post pictures of the places you visited, the people you met, and your notes about each place. You could even add links to websites.

Keep Your Goal in Mind

A useful map has just the right amount of information—neither too much nor too little. Aim to present your information in an interesting, easy-to-understand way. Consider these points:

- what you want the map to do
- how others might use your map
- what your base map should look like
- what information is essential and what is interesting but not essential
- how you will use links
- how you might make your map attractive and useful enough to interest online users
- how you can be safe (Hint: NO personal identification information)



1380 CE	Oxford: Wycliffe translates the Bible into English
1511 CE	Cambridge: Erasmus publishes <i>In Praise of Folly</i>
1517 CE	Wittenberg: Johann Tetzel sells indulgences
1517 CE	Wittenberg: Martin Luther posts <i>Ninety-Five Theses</i>
1521 CE	Worms: Luther on trial
1531 CE	Paris: Marguerite of Navarre publishes <i>Mirror of the Sinful Soul</i>
1534 CE	London: Henry VIII makes England Protestant
1541 CE	Geneva: John Calvin sets up Protestant government in Geneva
1545–63 CE	Trent: Council of Trent holds multiple sessions
1555 CE	Augsburg: Peace of Augsburg divides Holy Roman Empire between Protestants and Catholics
1572 CE	Paris: St. Bartholomew's Day Massacre
1598 CE	Nantes: Edict of Nantes gives rights to French Protestants

FIGURE 11-9 Table of data

Apply IT

Working in groups, follow these directions to create an interactive map that presents the flow of historical events of the Reformation and Counter-Reformation.

1. Create the base map. On bristol board, construction paper, or chart paper, create a large duplicate of the map in Figure 11-7.
2. Using the data below, draw labels for each event at the right location on the map. These labels are your clickable links. Add up to three other events if you wish.
3. Divide the events among the members of your group. Research your assigned events and create information cards. Interesting information on these cards will link to each event on the map. Limit your research for each event to what can be contained on an index card.
4. What could help your users understand the information on your map? Would it help to have the Reformation labels in one colour, and the Counter-Reformation labels in another?
5. To present your interactive map, hang your base map at the front of the class and sit in front of it. Ask a volunteer user to “click” the links. When each link is clicked, the group member holding the card for it jumps up and reads the information on the card.
6. After your presentations, return to your groups to analyze the effectiveness of your map and the links it includes. Imagine that you are going to make a new version of your map that will be published by a web-based company. Make a list of possible improvements, such as new or different links to be included, different forms of media you could link to, and changes in the design.

atrocious an act that is wicked, cruel, or ruthless, such as torture or genocide

freethinker a person who forms a religious opinion without consulting organized religion

Warring Faiths

The Reformation was not an age of tolerance. States fought wars over differences of opinion, and people committed horrible **atrocities** in the name of God.

Only the Peace of Augsburg of 1555 provided some peace in the German states. This was a treaty in which the warring parties agreed to let the ruler of each German state choose the state religion. Protestants had won a great victory with this treaty, because it allowed the states to choose Protestantism. The Catholic Church had to accept that Protestantism was not going away.

The St. Bartholomew's Day Massacre

In the 16th century, many French business families became Calvinists—a form of Protestantism. However, France was officially Catholic, and Protestantism was against the law. The Calvinists, also called

Huguenots, were hard-working people who helped make the French economy strong. Nevertheless, they had many enemies, including the French queen, Catherine de Medici.

On the occasion of a royal wedding on St. Bartholomew's Day in 1572, Catherine urged the murder of the Protestant guests. Within hours, Protestants were being hunted down and killed in towns and cities throughout France. This resulted in a religious war that lasted until 1598, when Henry IV issued the Edict of Nantes. This royal announcement allowed Protestants to practise their own religion in France.



FIGURE 11-10 *St. Bartholomew's Day Massacre*, by French Huguenot artist François Dubois, 1572. Dubois created this painting to record the violence of that day. Why do people sometimes use a difference of religion as an excuse for violence, even when their religion condemns such violence?

Protectors of Protestants

Throughout the Reformation, Protestants depended on the protection of powerful rulers, without whom they would have been arrested by the Church. A few of these protectors were educated women deeply interested in spirituality. One such woman was Marguerite of Navarre, the sister of King Francis I of France, and grandmother to another king: Henry IV. Marguerite spoke or read six languages and was one of the best poets in Europe.

Marguerite was attracted to the ideas of the Protestants, probably because she was a **freethinker** herself in matters of religion. She criticized the Catholic Church and even suggested that God may not have inspired the Bible.

Praise for a Powerful Protestant

Because she bravely protected Protestants, important writers, such as Rabelais, dedicated their work to her.

Let us always remember this tender queen of France, in whose arms our people [Protestants], fleeing from prison or the pyre [a pile of wood, on which one would be executed by burning or strangulation], found safety, honour, and friendship. Our gratitude to you, lovable mother of our Renaissance! Your hearth was that of our saints, your heart was the nest of our freedom.

Jules Michelet, a Protestant historian



FIGURE 11-11 The first French Protestants would not have survived without the protection of powerful leaders such as Marguerite. How would this protection have encouraged the spread of Protestantism?

Thinking IT THROUGH

1. Marguerite died in 1549, 23 years before the St. Bartholomew's Day massacre. How might the course of events have played out differently if she had been present when Catherine de Medici called for the murder of Protestant guests?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the three strategies used by the Catholic Church as part of the Counter-Reformation.

Analyze Critically

2. Why were the Catholic Church's strategies ineffective in stopping the spread of Protestantism?

Make Connections

3. The Catholic Church of this time had as much power as a government today. It exercised considerable

control over freedom of speech and thought. Is government ever justified in doing this? If so, under what circumstances? Brainstorm your ideas with a partner, and then share with the class.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *What was the Counter-Reformation?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What were the foundations of the nation-state in England?

Reading



Set a Purpose

As you read this section, think about how Henry VII and Henry VIII led England from chaos and civil war to a relatively peaceful and powerful country. How did they do it?

nation-state a country that rules itself and can make treaties with other states

civil war a violent conflict within a country; an internal struggle for power

victor a conqueror; a winner

The modern world is divided into around 200 **nation-states**, which we call countries. Each country has its own government, flag, anthem, and traditions. The idea of the nation-state was new in 16th-century Europe. For most of the thousands of years of human history, if people had any idea of their nation, it was very vague. Most Europeans had identified partly with their immediate ruler—the lord of their manor—or with a united, Catholic Europe. Once the Reformation began, this would change.

In most of Europe, the Reformation had started as a struggle over religion, resulting in a struggle over political power. In England, the struggle for political power came first. Henry VIII was largely responsible, but his father, Henry VII, laid the groundwork for the English nation-state.

What were the Wars of the Roses?

During the 15th century, England had experienced a long series of **civil wars**, called the Wars of the Roses, which caused great hardship and suffering. Two rival families were fighting for the throne of England: the Lancasters and the Yorks.

These wars finally ended in 1485, at the Battle of Bosworth Field. The **victor** was young Henry Tudor, a member of the Lancaster family. He came to the throne as Henry VII. Because Henry's claim to the throne was relatively weak, he built support wherever he could. He also married Elizabeth of York to unite the two families.

Henry VII managed to unite England under his name after a period of bitter civil wars. This would be the key to the success of his monarchy, and would lead to the English nation-state.

FIGURE 11-12 The Battle of Bosworth Field was a turning point in the War of the Roses. Today, people gather to re-enact the battle. Why might they do so?



Why did Henry VII run the country like a business?

Young Henry VII was determined to restore law and order to England. His first task was to control the feudal barons. The barons had independent wealth, and could build private armies. Henry VII wanted power to shift to a central government, with himself as the ruler. This would bring stability and peace, and help him remain king. Henry VII controlled the barons using three strategies.

- He forbade their private armies.
- He established a Court of Star Chamber, a type of court of law, and used it to prosecute and fine individual barons.
- He supported the middle class. By supporting their ambitions to gain power and rise socially, he gained rich allies.

Developing the Economy

Henry VII also began to modernize the economy of England. Medieval guilds controlled prices, restricted manufacturing, and decided who could buy and sell. Henry took away these powers. He supported the growth of **cottage industries**. He also used new laws and regulations to help English wool merchants beat foreign competitors. His support helped merchant adventurers such as John Cabot find new trade routes.

Henry VII was a modern ruler in the sense that he ran the country like a business, with the help of trained civil servants. By the time he died, England was a prosperous, peaceful country, open to new ways of doing things.

How did Henry VIII increase England's power?

Henry VIII was the second son of Henry VII. As a young king, Henry seemed the ideal Renaissance monarch. He was handsome, and he impressed everyone he met with his intelligence and sense of humour. He loved learning and invited scholars such as Thomas More and Erasmus to talk with him.

Henry VIII tried to make himself an expert in government affairs, shipbuilding, war, and engineering. Thomas More called him the most knowledgeable ruler in English history. Later, Henry showed that he also possessed the negative qualities of a Renaissance ruler as described by Machiavelli—especially the quality of absolute ruthlessness.

cottage industry a business in which craftspeople, such as weavers, are hired to produce goods in their own homes



FIGURE 11-13 A replica of John Cabot's ship, the *Matthew*, sails into the fog off Portland, England. Henry VII encouraged ventures such as Cabot's. How might the king have benefited?

Did You Know?

Henry VIII composed musical pieces, played musical instruments, and was an accomplished dancer. He was also an athlete—he excelled in jousting, wrestling, and archery.

Changing Views of a King

Henry VIII became king of England at the age of 18, in 1509. At first, the English people idolized their handsome and accomplished prince. Opinions, however, can change over time. These two descriptions of Henry come nearly 30 years apart.

His Majesty is the handsomest potentate [one who has the power and position to rule over others] I ever set eyes on; above the usual height, with an extremely fine calf to his leg, his complexion very fair and bright, with auburn hair combed straight and short, in the French fashion... He speaks French, English, and Latin, and a little Italian, plays well on the lute and harpsichord, sings from book at sight, draws the bow with greater strength than any man in England, and jousts marvellously. Believe me, he is in every respect a most accomplished Prince.

the Venetian Ambassador to Henry's court, 1515

There are few negative descriptions of the king during his lifetime, because even a whisper of criticism would have led to death. The following account hints at an opinion about a much older Henry VIII, apparently coming from his fourth wife, Anne of Cleves. It was said that she was quite happy to divorce the old, sickly, and violent king, even though the two stayed friends.

The king ordered Anne of Cleves to come to the wedding [to his sixth wife, Catherine Parr], and she never showed the slightest annoyance at the king's leaving her, or at his marrying this lady... It is said that this Madam of Cleves exclaimed, "A fine burthen Madam Katherine has taken on herself." She said this because the king was so [fat] that such a man has never been seen. Three of the biggest men that could be found could get inside his doublet [a close-fitting jacket with or without sleeves worn by European men between the 15th and 17th centuries].

an unknown Spaniard, in 1543

Thinking IT THROUGH

Analyze Critically

1. After a jousting accident, King Henry's weight soared to what most historians think was around 135 kilograms. He had to be lifted up onto his horse. Why might we have so few written physical descriptions of the older King Henry VIII?
2. The two descriptions given here are from outsiders to Henry's court. Why might they be free with their written opinions?

FIGURE 11-14

This collectible Royal Doulton figurine shows King Henry VIII in his finer hours. Why do some impressions of historical leaders "stick," while others do not?



Separation from the Catholic Church

For political reasons, in 1509 Henry VIII married Catherine of Aragon, the widow of his older brother, Arthur, who had died of a fever.

Although this was an **arranged marriage**, the two were fond of each other. Unfortunately, their 24-year marriage produced only one child who lived, a daughter named Mary. Henry felt he needed a son to succeed him as king. At this time, he fell in love with young Anne Boleyn, one of his wife's ladies-in-waiting. When Anne insisted the king marry her before she would return his affections, Henry tried to end his marriage with Catherine.

The Pope Refuses

A divorce was almost impossible to get at this time for anyone, even a ruler. The most one could hope for was to have the Church decide that the marriage had not been legal in the first place. In Henry's case, he argued that the marriage should end because Catherine had been his sister-in-law. The pope turned him down.

The pope's refusal meant that Henry could not gain a new wife or the chance of having a male heir. Henry, who was not one to take no for an answer, was furious that the pope could control both his personal and political lives. He came up with a new idea: if he could become head of the church in England, he would then be able to end the pope's interference. As an added bonus, he would gain control of the Church's extensive landholdings in England.

The Church of England

Henry called a meeting of the English Parliament, taking the first steps to separate the English Church from the Catholic Church. This process took several years, but by 1533, the Church of England had been created. Henry's divorce from Catherine was quickly finalized, and the king married Anne Boleyn.

In 1534, Parliament made Henry the supreme head of the Church of England. Although it was a Protestant Church, many Catholic ceremonies and **rituals** were kept. Henry closed all the Catholic monasteries in England, and persecuted anyone who refused to accept his new Church. He also took land and treasure from the monasteries, which helped him rebuild his treasury. Henry liked to live the high life—he spent lavishly on entertainments, feasts, spectacles at court, and foreign wars.

arranged marriage one in which the parents choose the marriage partners

ritual a ceremony

WEB LINK

To read Henry VIII's own words, visit our website.



FIGURE 11-15 Anne Boleyn (Natalie Dormer) and Henry VIII (Jonathan Rhys Meyers) share a happy moment in the popular television series *The Tudors*. Why are we fascinated by the lives of people who lived nearly five centuries ago?

tyrant a person who rules without regard for others

A King Becomes a Tyrant

Anne Boleyn and Henry had a daughter, Elizabeth, but no sons. Henry had become a **tyrant**. He showed his cruelty when he had Anne convicted of adultery and witchcraft, charges no one really believed. She was executed.

FIGURE 11-16 Henry VIII was married six times.



Henry then went through four more wives. He married Jane Seymour 11 days after Anne's execution. Perhaps the queen Henry loved best, Jane died after giving birth to Henry's only son, who would later become Edward VI. Marriages to Anne of Cleves (divorced), Catherine Howard (executed), and Catherine Parr (outlived Henry, who died in 1547) then followed.

Henry did not hesitate to use cruelty and violence against those he saw as enemies. Not all of his subjects were happy with separation from the Catholic Church or the closing of the monasteries, and Henry had to repeatedly deal with protests and uprisings. In 1536, he dealt with a peaceful protest in northern England by tricking the leaders of the protest with promises he had no intention of keeping. A year later, a new uprising occurred, and Henry had over 200 people executed.

Thinking IT THROUGH



Summarize What's Important

1. Create a graphic organizer that summarizes how Henry VII and Henry VIII each strengthened the English nation-state.
2. What did Henry VIII do to reduce the power of the Catholic Church?

Analyze Critically

3. Who contributed more to the ideals of Reformation in England, Henry VII, or his son, Henry VIII? Use specific examples to support your opinion.

Make Connections

4. Choose a modern nation-state that struggles with conflict and unrest. Conduct some research to uncover why this is happening. Is religion a contributing factor? Share your findings with the class.

Synthesize and Evaluate

5. Write a paragraph to answer the section question: *What were the foundations of the nation-state in England?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did Elizabeth I strengthen the nation-state?

After the reign of Henry VIII, his three children—two daughters and a son—ruled England. Of those, the most important was his second daughter, Elizabeth. During her reign, England's power and prosperity grew, and England became firmly Protestant. That Elizabeth would ever become queen at times seemed unlikely. She used her power, intelligence, and diplomacy to make England a prosperous and independent Protestant nation-state.

When Henry VIII died, his son by Jane Seymour became king. However, Edward VI died while still a teenager.

Mary I, Henry's elder daughter, then came to the throne. She was determined to make England Catholic again. Her extreme policies, which included burning Protestants alive, were unpopular. Elizabeth, Henry's younger daughter and the daughter of Anne Boleyn, was in great danger during Mary's reign. She was both a Protestant and a rival for the throne. She spent her youth on a country estate, trying not to attract attention. She was even held in the Tower of London for a year. When Mary died in 1558, Elizabeth became queen.

Reading



Set a Purpose

As you read, watch for how England grew into a powerful empire under Elizabeth I.

Did You Know?

The death of young Edward VI brought about a quick and deadly struggle for power in England. Lady Jane Grey was Edward's cousin, and at age 16 she was declared queen against her own wishes. She ruled for only nine days. When Mary gained power, Jane was executed for treason.



FIGURE 11-17 Edward VI was only nine years old when he became king. He was the first English monarch to be raised a Protestant.



FIGURE 11-18 Mary I could read and write Latin, and she studied Greek, music, and dance. She had been raised a Catholic by her mother. When Mary came to power, she would do anything to make England Catholic again.

Elizabethan having to do with England during the reign of Elizabeth I, 1558–1603

diplomacy managing relations between nations

petition a request

Did You Know?

Mary's nickname, "Bloody Mary," came from Protestant historians. Queen Elizabeth, whose nickname was "Good Queen Bess," also had people imprisoned and executed—including her Catholic cousin, Mary, Queen of Scots.

How did Elizabeth transform herself and England?

Elizabeth I inherited a difficult and dangerous life. She had many political enemies, and most people thought that a woman would be too weak to rule a country alone.

Like her father, Elizabeth was intelligent, educated, and skilled in many areas. She spoke and read Latin and Greek, and was also fluent in French and Italian. She was a patron of the arts. The playwrights William Shakespeare, Ben Jonson, and Christopher Marlowe all lived in **Elizabethan** England. They are known for creating some of the finest works in the English language.

Elizabeth never married, even though she was under pressure to do so. A marriage could produce a political alliance and an heir, but the young queen did not wish to share her power with anyone. She had several favourite noblemen at court, but never allowed her heart to stand in the way of her policies.

Elizabeth worked to maintain a good relationship with Parliament, and did everything she could to make England peaceful and strong. She treated Catholics fairly, although Catholic rebels tried to kill or overthrow her several times.

Elizabeth I had changed herself from a quiet, bookish young girl into a powerful monarch. She was beloved by most of her subjects, who referred to her as "Good Queen Bess" and "Gloriana." With careful statesmanship, good money management, and **diplomacy**, Elizabeth helped transform England from an isolated nation into a world power.

EXPLORING SOURCES

Sitting on an Elizabethan Fence

Elizabeth did not wield total power. Elizabethan England had a Parliament, which was made up of appointed noblemen and elected commoners. When Parliament sent Elizabeth a request for a death warrant against her Catholic cousin, Mary Queen of Scots, Elizabeth was in a difficult position. She did not want to set a precedent by executing a queen. Nor did she wish to defy Parliament.

*If I should say unto you that I mean not to grant your **petition**, by my faith I should say unto you more than perhaps I mean. And if I should say unto you I mean to grant your petition, I should then tell you more than is fit for you to know. And thus I must deliver you an answer answerless.*

Elizabeth I, in a letter to the English Parliament, 1586

Thinking IT THROUGH

1. How does Elizabeth use diplomatic skills to deal with a difficult situation?

Gloriana: The Power of Image



One way Elizabeth was able to secure her position as queen was through her own image. Elizabeth controlled her image as effectively as Lady Gaga and other celebrities. She knew how to influence people's opinions of her by what she wore and how she looked. She wanted attention, and she wanted people to know that she was strong, rich, and powerful.

If she lived today, Elizabeth would be appearing on magazine covers, spreading her message through social networking, and touring the world for as many photo opportunities as possible. In the 16th century, the queen's official portraits were the only way many knew her at all. In every painting of Elizabeth, her power and wealth are on display. If she didn't like a portrait, she had it destroyed.

CLOTHING AND JEWELS

Elizabeth's wealth is obvious. She wears many strands of pearls, and her dress is richly made and fashionable. Pearls were also seen as a symbol of purity and wisdom.

CROWN AND GLOBE

Elizabeth's hand rests on a globe, showing that she is mistress of land and sea. Her crown reminds the viewer of her royal status.

YOUTH In 1588, Elizabeth was 55 years old. Yet she still appears youthful, vibrant, and glamorous.

BACKGROUND In the background are scenes showing the defeat of the Spanish Armada, a triumph for both Elizabeth and England.

LOOK CLOSELY at this portrait of Elizabeth. It was painted in 1588, 30 years into her reign. How does she show her power and wealth?



Did You Know?

Elizabeth was often the target of conspiracies. One, called the Ridolfi Plot, planned to assassinate Elizabeth and replace her with Mary Queen of Scots. Elizabeth employed a “spymaster,” Francis Walsingham, who was kept busy discovering and preventing any plots against the queen and England.

patriotic inspired by love for one's country

How did Elizabeth I further England's interests?

Under the rule of Elizabeth I, the English experienced a “golden age”—a renaissance in arts, sciences, and exploration. With their culture developing so quickly, the English began to develop **patriotic** feelings. They had pride in their language, traditions, and institutions, and had tremendous confidence and optimism. They considered themselves Renaissance people in charge of their own destinies.

This climate of opportunity was largely a creation of Elizabeth herself. She kept England from falling under the control of more powerful countries, such as Spain. She also saved England from much of the religious troubles that were tearing Europe apart. Although she was suspicious of possible Catholic rebellions, Elizabeth encouraged tolerance. She brought peace to her realm, and a sense of confidence.



FIGURE 11-19 Attending plays was a popular pastime in Elizabethan England. Theatre could be enjoyed by people of all classes.

EXPLORING SOURCES

Shakespeare—In Praise of England

As England grew into a strong, wealthy country, people had more time and money to spend on art and culture. Like Renaissance Italy, England experienced an artistic awakening. In London, the capital city, audiences flocked to the plays of William Shakespeare. Shakespeare often wrote about England's history, and included thrilling battle scenes and patriotic speeches in praise of England.

*This royal throne of kings, this
scept'red isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-paradise, ...
This blessed plot, this earth, this
realm, this England.*

William Shakespeare, *Richard II*, 1595

Thinking IT THROUGH

1. What do these lines suggest about Shakespeare's perspective of England?
2. How would this speech encourage patriotism in Shakespeare's audiences?

England's Naval Force

Spain conquered the Aztec and Inca Empires in the early 16th century. These conquests resulted in great wealth for Spain. Thousands of tonnes of gold, silver, and gemstones were being shipped to Spain. Elizabeth knew stories of the Spanish treasure ships, and encouraged her captains to capture the ships and the treasures. Publicly, she looked the other way. Even though these acts were illegal, Elizabeth saw them as a way to take a cut of the Spanish profits.

English shipyards were producing ships that were fast, low in the water, relatively small, and easy to handle. They were ideal for attacking the larger, slower Spanish ships. Soon English captains were regularly raiding ships on the **Spanish Main**.

The Sea Dogs

The English captains were nicknamed the **Sea Dogs**. They included Captains John Hawkins and Francis Drake. The Sea Dogs regularly captured Spanish ships and raided towns both in Spain and in the New World (the Western Hemisphere). In one raid, Drake attacked and burned a number of ships in the harbour of Cadiz, Spain. He later sailed his ship, the *Golden Hind*, around the tip of South America and into the Pacific Ocean. After seizing several ships and raiding towns, Drake sailed to what would later become California (and perhaps to British Columbia) before heading across the Pacific. In 1580, after three years at sea, he and his crew arrived in England, the first English sailors to sail around the globe.

When King Philip II of Spain protested the piracy, Elizabeth listened to the complaints and agreed that something ought to be done. Meanwhile, she knighted Drake and took her share of the loot.

Spanish Main the coastal waters of northern South America, where Spanish merchant ships regularly travelled

Sea Dogs the English sea captains authorized to raid Spanish ships and towns

Populations in Europe, 1500	
Region	Population (estimated)
England	2 million
France	16 million
Spain	8 million
Holy Roman Empire	20 million
Europe	60 million

FIGURE 11-20 How does England's population compare with that of Spain? With that of France? By 1600, Spain had lost control of the high seas. On the open sea, England's relatively small population was not a factor in the balance of power. Why would that be?

armada a fleet of warships

gunnery the art of firing cannons quickly and accurately, which is difficult on a rolling ship

cuirass a piece of armour that covers the torso

The Spanish Armada

Finally, Philip decided he had had enough. He would crush England and occupy it with troops. To do this, Philip assembled a great fleet of ships, called an **armada**. The Spanish Armada entered the English Channel in July 1588. There were more Spanish ships than English ships, and the Spanish kept themselves in a tight, protective formation. The English knew they had to keep the Spanish from landing on English soil. They attacked the Spanish galleons using new strategies and **gunnery**. They also used fire ships, which were ships with no one aboard loaded with pitch (a flammable, tarry substance) and gunpowder. Once set on fire, the fire ships were sent to collide with the Spanish ships. The Spanish scattered, and many of their ships sank in storms before they could return to Spain.

The defeat of the Spanish Armada had made England a naval power to be reckoned with. It also established Elizabeth as a strong leader. When it was feared Spanish troops might land at Tilbury, Elizabeth, wearing a silver **cuirass** and carrying a sword, rode out to speak to the soldiers assembled there.

• Patterns and Change

How does this quote from Elizabeth's speech show her leadership?

I have come amongst you...to lay down for my God and for my kingdom, and for my people, my honour and my blood, even in the dust. I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king, and a king of England too. And think foul scorn that Parma or Spain, or any Prince of Europe, should dare to invade the borders of my realm!

Queen Elizabeth I of England, in a speech given to her troops as they prepared for battle, 1588

FIGURE 11-21 The English warship *Vanguard* (at centre) attacks two galleons of the Spanish Armada. Unlike the Spanish ships, the English ships were operated by sailors, not soldiers. How might this have contributed to their success in battle?



Envisioning an Empire

In the late 16th century, English ships seemed to be everywhere. They sailed into the Pacific Ocean, into the Indian Ocean, and across the Atlantic. Elizabethan sea captains were supremely confident. They had the skills and daring to go wherever they wanted—and they wanted to go anywhere they could make money. Elizabeth authorized merchant investors to finance expeditions to new lands. In return, the investors gave her a cut of the profits, and they claimed for England all the lands they found.

At the same time, influential writers such as John Dee were beginning to write about the idea of an English Empire. John Dee was a scholar, **alchemist**, and astrologer (some called him a wizard). He was an adviser to Elizabeth, and was the first to use the term *British Empire*. By this time, Spain was colonizing the Caribbean and South America. The Portuguese had trading posts in Africa, Brazil, and China. France had begun to settle the St. Lawrence River, a settlement that would later become New France. It was time for England to catch up.

North America

The Elizabethans turned their eyes to North America. Some wanted to trade, and others wanted to set up colonies. One such colony was established in Newfoundland in 1583 by Sir Humphrey Gilbert. He arrived in his ship, the *Squirrel*, with a small fleet, and found Basque and Portuguese fishing boats already anchored in what would later be called St. John's Harbour. Gilbert took possession of the country for England anyway. Gilbert was lost at sea shortly afterwards, and the Newfoundland colony failed. His half-brother, Sir Walter Raleigh, then tried to set up a colony farther south. He named it Virginia after Elizabeth, the queen who never married. It also failed.

Although the early colonies did not do well, the idea of a British Empire had taken hold. It would take three centuries before the dream was fully realized, but by the late 19th century Britain ruled more than a quarter of the world's peoples.

Like the British nation-state, the Empire was run like a business. Colonies provided raw materials for Britain's industries and an enormous market for the goods the British produced.



FIGURE 11-22 The Virginia Colony was not permanently settled by the English until Jamestown was founded in 1606. The Jamestown Settlement is now a historical site, shown here. What challenges might you have to face after signing up to be a colonist in the New World?

alchemy a practice that combines science, mythology, and spiritual beliefs



Canada's Monarchy

Elizabeth II, a descendant of King Henry VII, is Queen of Canada, as well as Queen of the United Kingdom. As the official head of government, she is the living symbol of our nation. The term *the Crown* refers to the monarchy and its power and authority. For example, in court cases, the lawyers who work to achieve a conviction represent the government and the rule of law, and are therefore called Crown prosecutors. Crown lands are publicly owned lands, and Crown corporations are companies owned by the government.

Some members of the royal family have become celebrities, and British royalty probably gets our attention through its pomp and circumstance. Many Canadians shared in the excitement of the 2011 royal wedding of Elizabeth's grandson Prince William to Kate Middleton, now known as The Duchess of Cambridge. When William becomes king, he will be William V.



FIGURE 11-23 Prince William and The Duchess of Cambridge made their first official tour together to Canada in 2011. Here they visit Maison Dauphine, a drop-in centre for youths in Québec. Why might they make it a priority to connect with Canadians?

Thinking IT THROUGH

Build on the Ideas of Others



1. Is the monarchy no longer important to Canadians? Or does it serve an important purpose? In a small group, discuss whether Canada should retain the monarchy. Consider as many different points of view as possible. Practise listening to others, disagreeing politely where necessary, and contributing new ideas. Be prepared to share two or three key points from your conversation with the rest of the class.

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize how Elizabeth I strengthened the nation-state. What strategies did she use? Why were they effective?

Analyze Critically

2. In the space of a few decades, Henry VIII changed England from Catholic to Protestant, Mary I made it Catholic again, and Elizabeth I made it Protestant for good. What might the people of England think of all this?

Make Connections

3. Elizabeth I was compared to Lady Gaga on page 361. Given what you know about Elizabeth, whom would you compare her to? What qualities do they share?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did Elizabeth I strengthen the nation-state?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did the nation-state affect people?

You have probably seen many examples of unfairness in society. Even in a democratic and prosperous country like Canada, some people do not benefit as much as others.

Elizabethan England was no different. Its economy was booming. A growing middle class had the money to buy goods and live a relatively comfortable life. This economic health resulted in part from the monarchy's support of merchants, who paid the taxes that supported government. As the economy boomed, many people experienced great change. However, these changes were not good for everyone.

How did the Elizabethan slave trade affect people?

The Elizabethans made a lot of money from piracy and overseas trade. Besides trading in goods, England began buying and selling human beings, mainly from Africa. The slave trade was very profitable. Kidnapped West Africans were traded to Europeans for European goods. The European traders then packed them on slave ships. A human being would be purchased for about \$10 in Africa, and then sold for about \$34 in the Caribbean islands. One in four died on the voyage. While Elizabethans profited, captured West Africans lost their freedom, homes, families, and sometimes their lives.

How did enclosure end the feudal system?

In the Middle Ages, the feudal system provided most people with a livelihood as peasant farmers. In Tudor times, however, monarchs such as Henry VIII allowed the nobles to **enclose** their estates. Nobles put fences all around the manor lands to make enormous pastures for sheep. Soon wool became England's major product.

Enclosure made farming more efficient, but had disastrous consequences for farm workers. Contrasting with the enormous numbers of people required to raise crops, very few people were needed to tend sheep. So the nobles told the peasants on the manor to leave. Many were driven out of their villages and farms, or were forced out by high rents. All over England, deserted villages fell into ruin.

Reading



Set a Purpose

As you read this section, look for who benefited from England's surge in power, and who did not. How did economic growth affect different classes of people?

WEB LINK

To learn more about the Atlantic slave trade, visit our website.

enclose to fence off

Consequences of Desperation

Because there was no social welfare, the unemployed had no money to buy food. Many tried to find work in the towns and cities. Failing that, some of them turned to lives of crime. In consequence, homelessness and petty crime became serious problems in Elizabeth's time. Parliament passed a Poor Law in 1601, which was designed to provide some help to the poor. This law was perhaps the first piece of legislation in Europe to recognize that society had an obligation to find work for poor people.

FIGURE 11-24 As the middle class grew, they began to build homes like this one. Construction work provided a living for a few of the peasants who lost their right to farm. Why might they have had mixed feelings building a house like this?



EXPLORING SOURCES

Vagabonds and Rogues

The Tudor governments were very concerned about lawlessness and rebellion. The thousands of desperately poor people who roamed the country found themselves suspected of criminal activity (often with good reason) everywhere they went. These people were referred to as “sturdy vagabonds and rogues.” (The “sturdy” were expected to work. Elderly and disabled persons were not.)

Parliament passed many different laws in an attempt to deal with them. Travelling “without a purpose” anywhere in England became illegal. Such “idlers” would be punished and sent back to their village.

Thinking IT THROUGH

1. Would sending an unemployed person back to their village be a solution? Why or why not?

It shall be lawful...to arrest said vagabonds and idle persons and to bring them to any Justices of the Peace...[who] shall cause every such idle person...to [be taken to] the next market town...and there to be tied to the end of a cart...and be beaten with whips throughout the same market town...until his body be bloody.

an Act Concerning Punishment of Beggars and Vagabonds, 1531

2. What does this Act reveal about how Elizabethans viewed the unemployed? Who do you think was responsible for the situation? Why?

Were cottage industries a solution?

As villages became deserted, towns grew by leaps and bounds. Their populations exploded with thousands of farm labourers looking for work. This large pool of potential workers fuelled the economy because people were so eager for work that they would accept low wages. The middle class wanted to buy things, so investors figured out that they could hire workers to make goods for a little money, and then sell the goods for a lot of money.

Raw materials were sent to a worker in his or her home, or **cottage**. The worker—and often the whole family—worked by hand to make the goods. People made matches, wove cloth, and sewed clothing, among other things. When the goods were finished, the investor would pick them up and sell them for a profit. Because of the number of people wanting work, wages were low, the work hard, and the hours long. Labour laws did not exist, and families had to struggle to support themselves. Many children worked alongside their parents. This arrangement caused hardship for most people and families. At the same time, it developed an enormous growth in **manufacturing**. However, not everyone profited from this growth.

cottage a house, usually small

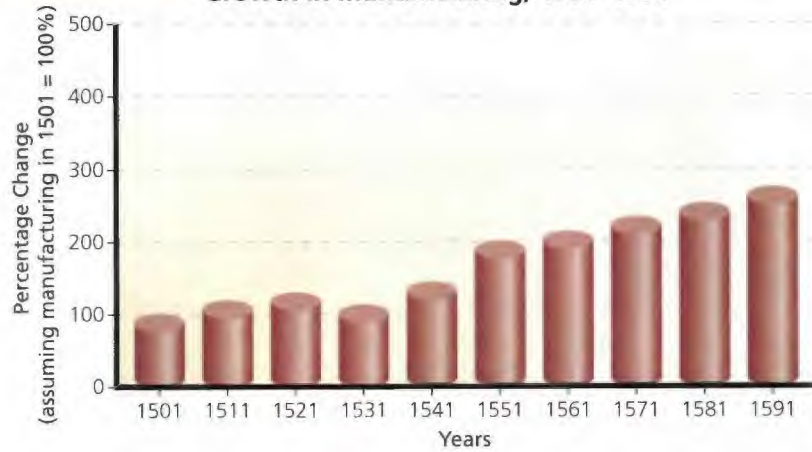
manufacturing making raw materials into finished goods, such as wood into matches

FIGURE 11-25 This 1888 engraving shows an Irish family doing embroidery work in their home. What evidence can you gather from this representation of a cottage industry? What inferences can you make?

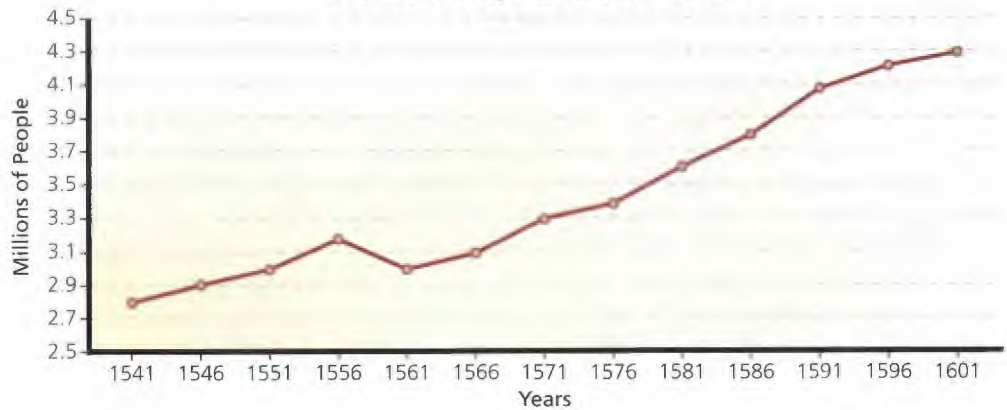


Growth in Manufacturing, 1501–1591

FIGURE 11-26 The population of England grew from about 2.8 million in 1541 to about 4.3 million in 1601. At the same time, manufacturing grew by leaps and bounds. Did manufacturing encourage people to have more children because they had jobs? Did growing populations create a bigger market for goods? Or did both happen?



Growth in Population, 1541–1601



Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize how three different classes (nobles, middle class, peasant workers) were affected by England's growth. What changes occurred? Who benefited? Who did not?

Use Background Knowledge to Infer

2. Why do you think children were allowed—and even expected—to work with their families in cottage industries? Why were they not in school?

Make Connections

3. Work with a partner to brainstorm the different ways government in Canada attempts to provide for the needs of all people, regardless of income. What challenges still remain?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did the nation-state affect people?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

Emergence of the Nation-State

CHAPTER FOCUS QUESTION

Why did the nation-state emerge in 16th-century Europe?

Changes in ideas about religion challenged the control and power of the Catholic Church in Europe. Political leaders and citizens began to feel more loyal to their own kings and countries than to the pope.

1. Use the key ideas from the paragraphs you wrote for each section to answer the Chapter Focus Question.
2. In this chapter, you have explored many major and minor causal factors that together led to the creation of the nation-state. Create a causal-factor diagram like the one below to illustrate the relative importance of various factors, events, people, and conditions that led to the creation of the nation-state. Use the size of arrows to indicate the level of influence. You can add as many arrows as you want. You may wish to use a colour code and legend to categorize various factors.



Make Connections

3. **Cause and Consequence** Martin Luther was referred to as “an agent of change.” He began as a religious figure, and quickly grew into a political leader who brought about significant change that still affects us today. In your opinion, who is a modern equivalent? What has this person done to effect change? What do they believe in? Consider your criteria for an effective leader. In a short oral presentation, share your criteria and explain why your chosen person should be considered for the Agent of Change award.

Build an Argument

4. Agree or disagree: “The purpose of the nation-state is to gain power and wealth. It is impossible to have a world where everyone is treated with respect and nobody lives in poverty.” Use examples from both the past and present to build your case. Prepare a short presentation that either supports and defends the above statement, or refutes it. Be sure to provide examples and evidence to support your opinion, and use props, images, or digital media as necessary for support.

12

China: A World Power

ARC
British Columbia

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FIGURE 12-1 Beginning in the Song Dynasty, China became a world economic power. Massive ships (called junks, like this modern version) sailed as far as Africa. The crews explored new lands, encouraged trade, and accepted tribute on behalf of the Chinese emperor.

KEY CONCEPTS

central government dynasty Mongols emperor taxation Confucianism

CHAPTER FOCUS QUESTION

Why is contact between civilizations both dreaded and desired?



In This Chapter

In this chapter, you will learn about China from about 1000 CE to 1650 CE. During the Song Dynasty, China flourished, inventing world-changing technologies and exquisite works of art. The Yuan Dynasty brought change of a very different sort—China was conquered and ruled by a foreign country. Then, during the Ming Dynasty, China briefly reached out to the world, but then turned inward.

Use these questions to set a purpose for reading each section.



- How did the Song Dynasty create a renaissance?
- How did the arts of the Song reflect Chinese society?
- What was China like under foreign rule?
- How did China become Chinese again?
- To what extent did the Ming embrace the world?

In 1415, Admiral Zheng He was returning from his fourth ocean voyage. He stood on the deck of his ship, the *Crimson Jewel*. All 63 ships of his fleet were following.

From the other end of the ship, young Feng Hua ran along the crowded deck. The ship's cook, Ping, was right behind. Feng could see the figure of the only man who could save her now: Admiral Zheng He. Throwing herself at his feet, Feng pleaded,

"Admiral, sir! Please spare me. I can work hard!"

"What urchin is this?" asked Zheng.

"A stowaway, sir!" replied Ping. The cook grabbed Feng. "I'll have her tossed overboard!"

"Quiet," interjected Zheng. "I lost one sailor today, trampled by the qilin. That is enough death for one morning."

Assessing Feng, who now stood before him, he decided she might be useful. "The qilin is a tribute to our emperor. Keep it calm, or find yourself at the bottom of the sea."

Feng gulped. The mythical qilin truly existed? She didn't know whether to scream in fright or shout for joy. A qilin!

Reading



Make Connections

The Chinese were surprised to receive a giraffe as tribute, and thought it was the qilin of Chinese mythology. Contact between civilizations involves many surprises. Are all surprises good? Why or why not? What might help people adapt to changes?

How did the Song Dynasty create a renaissance?

Reading



Set a Purpose

As you read this section, look for the reasons why Chinese civilization flourished under the Song Dynasty.

dynasty a succession of rulers from the same family; the period of time during which they ruled

emperor ruler of an empire

WEB LINK

To explore an interactive website about the Song Dynasty, visit our website.

Before 1000 CE, China was the source of the luxuries the world most desired. However, in an age where travel was by horse, camel, or sailing ship, China was very far away from the rest of the world. It was seen as a magical, mysterious, and wonderful realm. Sometimes these rumours were exaggerations.

In the 10th century a new **dynasty**, the Song, brought stability to China. Many historians call this period the Chinese Renaissance—a comparison to the Renaissance in Europe, which happened later. In China, curiosity led to an explosion of knowledge in science and technology. New funding and respect allowed artists to flourish. Architects created China's most beautiful buildings. Song Dynasty ceramics set a world standard for delicacy and beauty. Why did this renaissance emerge?

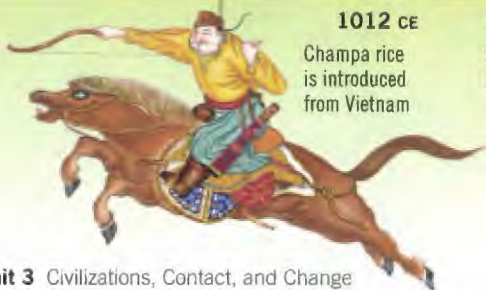
How did the Song Dynasty begin?

Historians divide the Song period into two parts. The Northern Song Dynasty lasted from 960–1127 CE, and its capital city was Kaifeng. The Southern Song Dynasty lasted from 1127–1279 CE. Its capital city was Hangzhou.

The first Song emperor, Taizu, was a soldier who seized power and became **emperor**. He reunited China, which had broken up into small states. He then used his powerful army to protect China from attack.

TIMELINE

960 CE
Northern
Song Dynasty
begins



1012 CE
Champa rice
is introduced
from Vietnam

1127 CE
Southern Song
Dynasty begins

1219 CE
Genghis Khan
rules most of Asia

1271 CE
Kublai Khan captures
northern China; Yuan
Dynasty begins

1275 CE
Marco Polo arrives
in Beijing

Taizu also used diplomacy to encourage rivalries among the **Mongol** peoples, so that they would not unite against China. The Mongols, who lived north of China, would always be a threat, but Taizu and his successors kept China safe, strong, and well governed for many years.

Mongol member of any of the traditionally nomadic peoples of Mongolia



WEB LINK To learn about one visitor's experience in a replica of a Song Dynasty town, visit our website.

FIGURE 12-2 The Northern and Southern Song Dynasties



1368 CE
Ming Dynasty begins

1404–1433 CE
Zheng He voyages to south and southeast Asia and east Africa



1644 CE
Qing Dynasty begins

In whatever form it takes, money is really just a promise. A Canadian \$20 bill continues to be worth \$20 because the government says it is—and everyone believes it. You might be surprised to learn that the Canadian \$20 bill—or any other paper money—is, in a way, a product of the Song Dynasty.

The Song had a booming economy. The population was growing, and everyone was buying and selling goods and services. To keep the good times rolling, the economy needed coins—lots of them! The government tried to keep up with the demand. In 997 it made 800 million coins. In 1085 it made 6 billion! Merchants had to carry around big bags of coins to do business, so they started leaving their coins with trusted shopkeepers. The shopkeepers gave them a written receipt—a promise to return the coins when asked. The merchants began using the receipts themselves to buy goods anywhere, just as they had formerly used coins. By the early 12th century, the government adopted the idea, and the world's first real paper money was created.



FIGURE 12-3 Shells were originally chosen for use as currency because they were durable and easy to carry around.

Chinese Money Over Time

- Shang (1600–1050 BCE): cowry shells
- Zhou (1050–221 BCE): bronze coins
- Han (206 BCE–220 CE): bolts of silk
- Tang (618–907 CE): silver by weight
- Song (960–1279 CE): coins and paper bills

FIGURE 12-4 A Chinese person visiting from Shang times might think it odd that you pay for potato chips with a piece of paper instead of a few cowry shells. The confusion would only increase if you used a debit card.



FIGURE 12-5 This example of Chinese paper money dates from about 1400. What advantages does paper money have over coins?



FIGURE 12-6 Why don't we use coins such as this \$20 gold piece from British Columbia?



FIGURE 12-7 In what new ways can we pay now? What advantages do these ways have over paper money?



FIGURE 12-8 In 2011, Canada began replacing paper money with notes made of polymer, a kind of plastic. What are the advantages and disadvantages of these notes?

Chinese civilization flourished during the Song Dynasty. Three factors helped make that possible: a flourishing economy supported by government currency, adequate nutrition due to the introduction of Champa rice, and a well-organized government.

FIGURE 12-9 This detail is from a scroll created by the 12th-century artist Zhang Zeduan. Called *Going Up-River at the Qing Ming Festival*, it shows a bustling, thriving market scene. Based on this painting, what do you think Song society was like? How would a strong economy encourage the arts?



EXPLORING SOURCES

The Story in the Numbers

Statistics are evidence in the form of numbers. Historians use statistics to help understand what happened in the past. Historians organize, classify, and compare statistical evidence to try to find patterns or connections. Use these two sets of statistics to figure out one of the factors that led to the Song Renaissance.

Thinking IT THROUGH

1. Summarize the “message” of each set of statistics.
2. How might the evidence in the two tables connect?
3. What other statistics would help you get a fuller picture of the population of Song China? Brainstorm with a partner to come up with a list of statistics that might be useful. Rank your ideas in order of importance.
4. Why might “full bellies” lead to creativity and artistic pursuits?

Year	Population of China
2 CE	60 000 000
742 CE	60 000 000
1100 CE	100 000 000

FIGURE 12-10 For many years, China’s total population remained stable, but then it suddenly started to grow. Something important happened between 742 CE and 1100 CE—during the Song Dynasty—that supported larger populations. What might that be?

Crop	Area of land	Calories
Wheat	1 hectare	1 500 000
Champa rice	1 hectare	7 350 000

FIGURE 12-11 During the Song period, a new kind of rice was introduced into China from Vietnam. Champa rice ripens much more quickly than other strains of rice. This means that farmers can grow two or even three crops a year. By looking at this chart, would wheat or Champa rice support more people? How do you know?

A Well-Run Government

A government that taxes the population into poverty is not good for the people. On the other hand, a well-run central government that helps society run smoothly and makes life better for everyone is good.

After ensuring that China's borders were safe, Taizu began to reform the government. The emperor was the supreme ruler. In theory, he had absolute power. In reality, he had to be very influential to have his wishes carried out. Wealthy landowners had a great deal of influence. The **bureaucrats** who ran the government could ignore new laws or simply not enforce the laws they did not like. The bureaucrats were conservative and slow to accept change. Within the royal court, women often had considerable power, which they exercised behind the scenes.

Taizu's Changes

Taizu created a strong, centralized government. He divided China into provinces, each headed by a governor. Laws were enforced by officials chosen by the emperor. Taizu ensured that true power stayed in the capital. That way, no provincial government—or warlord—could become too strong.

Government officials were selected by examination. Candidates were tested on literature and history, and on their skill in poetry. Those who did well on the examinations were eligible for government jobs.

The most powerful body of government was the Council of State. The emperor also sat in on all meetings and cast the deciding vote if necessary. The council discussed matters of government and listened to advice—even from representatives of the lower classes. By law, council members could not be arrested by the emperor even if he did not like what they said. Why would such a system encourage the government to address the needs of the people?

central government area of government that is concerned with matters that affect the entire nation

bureaucrats government officials

Religion and Civilization

- The government examinations were also based on the candidates' knowledge of Confucian teachings. Why would this be considered a useful way of selecting officials?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the main reasons why Chinese civilization flourished under the Song Dynasty.

Analyze Critically

2. For each reason you listed in Question 1, explain why its absence might have stopped the development of Chinese civilization.

Make Connections

3. **Significance** What similarities can you see between the beginnings of the Chinese Renaissance and the European Renaissance?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did the Song Dynasty create a renaissance?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did the arts of the Song reflect Chinese society?

Reading



Set a Purpose

As you read this section, note how successful the Song Dynasty was. Look for the different kinds of artistic expression that developed and for how they reflected Chinese society, and then take note of the reasons for the decline of the dynasty.

porcelain a strong but delicate type of ceramic

jade a semiprecious stone

karst a landscape of limestone cliffs, worn away by water

The arts flourished during the Song Dynasty. Just as the art of the Italian Renaissance reflected Italian society, the art of the Chinese Renaissance during the Song Dynasty reflected Chinese society. Artisans produced beautiful **porcelain**, carvings made of **jade**, painted silk, and other luxury items. Painters and calligraphers made famous masterpieces that are still admired today. Even emperors dabbled in the arts—Emperor Huizong, for example, was one of the best painters of his day.

How were painting and calligraphy used?

Chinese writing uses characters instead of letters. Traditionally, Chinese characters were created with a brush. People became very skilled at creating beautiful characters, so calligraphy developed as an art form. Chinese painters and calligraphers used many of the same brush strokes. Painters often learned calligraphy and painting at the same time.

Calligraphy is still an art form. Calligraphy brushes are made of animal hair set in bamboo, and cut to a point. Different-sized brushes give the artist or calligrapher the ability to make large, powerful strokes, or to create fine detail. The ink is made of charcoal, which creates dark, precise lettering. With these simple writing tools, Chinese artists create priceless works of art.

Many Chinese artists painted realistic scenes of everyday life or famous people. However, nature was a favourite subject. Artists especially liked to show the misty, spectacular **karst** mountains of southern China. Painters were often poets as well, and they included a brief poem in calligraphy on their paintings. They were interested in expressing in multiple ways the emotions they felt at a particular time and place.



FIGURE 12-12 This painting shows the dreamy effect popularized by Song artists.

How did Chinese theatre develop?

Plays and skits have been popular in China for thousands of years. During the Song Dynasty, this art form became popular throughout Chinese society. Large towns attracted storytellers, actors, and entertainers of all kinds. In time, actors and other show people became part of a class of entertainers, often passing their trade and skills from generation to generation. Actors had very low social status, however.

Traditional theatre in China involved music, singing, reciting, dancing, and acting. An orchestra took part, and actors sang their lines. Plays often told stories about love or historical events. One popular subject was Yang Guifei, a beautiful woman who was the beloved consort (the husband or wife of a monarch) of Emperor Xuanzong of Tang. Stock plays, sometimes called operas, were very familiar to most theatre audiences. These plays had characters that everybody knew. Actors used masks and makeup, and wore elaborate costumes. One actor might play one role over and over again their whole lives. As in Shakespeare's day, women's roles were played by men.



FIGURE 12-13 An actor applies face makeup in preparation for a performance of traditional Chinese opera. How could elaborate makeup enhance the performance? Much as Shakespeare's plays are still performed in Canada, Song operas are still staged in China.

What were the characteristics of Song architecture?

The Chinese used wood, tile, plaster, brick, and stone to construct buildings, but the basic material was wood, which rarely survives over hundreds of years. However, the architectural innovations and styles have survived, since they have been used over and over again, even today.

The basic structure of a building was a timber frame with wooden pillars to support the roof. The homes of the wealthy were roofed with tiles made from glazed ceramic. The roofs had projecting, curved **eaves** to protect the walls from rain. The brackets supporting the eaves were elaborately decorated, as were the ends of the roof tiles.

eaves the edges of a roof that project beyond the walls of the building



FIGURE 12-14 Wide eaves make a house cooler in the summer. This building has a single eave supported by columns. Some palaces and temples were made with multiple eaves. Why would an architect choose to do that?

The roofs of peasant homes were made from thatch, as they were in Europe. The walls of the buildings were made from brick, stamped earth, or mud plastered on woven branches, depending on the wealth of the family.

Chinese houses were built around courtyards. In keeping with the rules of feng shui, buildings were arranged along a north–south line. Important buildings always faced south.

EXPLORING SOURCES

The Wild Flower Man

Artists sometimes criticize society through their art. Criticism is considered healthy for a society because it gets people thinking, and encourages government to do its job well. Some governments do not like to be criticized, however, so they suppress such artists. In response, artists may disguise their criticisms. Lu Yu had been an important government official during the Song Dynasty. He resigned from his post because he thought Emperor Huizong was ruining the country. He uses this poem to criticize the emperor without actually doing so. How does he do it?

Thinking IT THROUGH

1. Read the poem again, assuming that the flower man is the emperor. What is Lu Yu saying about the emperor and about the way he rules China?
2. Why would Lu Yu hide his criticism? How does a society benefit by allowing open criticism?

*Do you know the old man who
Sells flowers by the South Gate?
He lives on flowers like a bee.
In the morning he sells mallows,
In the evening he has poppies.
His shanty roof lets in the
Blue sky. His rice bin is
Always empty. When he has
Made enough money from his
Flowers, he heads for a teahouse.
When his money is gone, he
Gathers some more flowers.
All the spring weather, while the
Flowers are in bloom, he is
In bloom, too. Every day he
Is drunk all day long. What does
He care if new laws are posted
At the Emperor's palace?
What does it matter to him
If the government is built
On sand? If you try to talk
To him, he won't answer but
Only to give you a drunken
Smile from under his tousled hair.*

Lu Yu (1125–1210 CE)

How did the Song Dynasty decline?

By being a wealthy society, China attracted a lot of attention. Other peoples desperately wanted to have what the Song had—and some tried to take it by force. Before the 12th century, the Song had been strong enough to ward off invaders. But by the 12th century, the Song government was in decline. Many government officials were corrupt, and the emperors were not interested in ruling the country. There were famines, and peasant rebellions broke out. Then, in 1126, Jurchen Mongols attacked the Song capital at Kaifeng. The Jurchen demanded a ransom of 5 million bars of gold (each bar was 1.4 kilograms), 10 million bars of silver, and 10 million bolts of silk and satin. The Song could not pay. So the Jurchen Mongols captured Kaifeng and took Emperor Huizong north to spend the rest of his life in captivity.

The Southern Song

The Song Dynasty did not end with the capture of Huizong. His younger son, Gaozong, escaped to the south and continued his father's rule. Known as the Southern Song, its capital was at Hangzhou, in the fertile lands near the Yangtze River (also known as the Chang Jiang River). The Southern Song Dynasty prospered for another 150 years. The great culture of the Song continued, and many great works of art were produced.

Nevertheless, the Song Empire was weak. High taxes weakened the economy, and the army lacked good generals. For years, the Song armies fought battles with their neighbours to the north, but neither side could win decisive victories. The Southern Song also lacked good government. Eventually, the Southern Song fell to the Mongol armies of Kublai Khan in 1279.

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to record the main ideas and details about the different kinds of artistic expression that developed in the Song Dynasty. Include how each artistic form reflected Chinese society.

Analyze Critically

2. How did the artistic achievements of the Song Dynasty attract a form of foreign contact that China dreaded?

3. A pattern in history is that all dynasties get older and lose touch with the people. How did this pattern apply to the Song?

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did the arts of the Song reflect Chinese society?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

What was China like under foreign rule?

Reading



Set a Purpose

As you read this section, look for how the Mongols took over China, and what it was like to live under their rule.

Imagine if British Columbia were occupied by Americans. Americans now run the military and the government, and British Columbians become second-class citizens. A similar scenario happened in China after the fall of the Song Dynasty—China's neighbours took over. How did this affect China and the people who lived there?

Who were the Mongols?

The Mongols lived on the steppes of Central Asia, and were China's neighbours to the north. (In chapter 4, you learnt that the Mughals who invaded India in the 16th century were Mongols.) This warlike people had always been a threat to China, but because they were separated into smaller groups, they had not invaded. In 1206, something happened. Genghis Khan made himself into the Great Khan, the ruler of all the Mongols. He set his sights on the world, and he had the united Mongols fighting by his side.

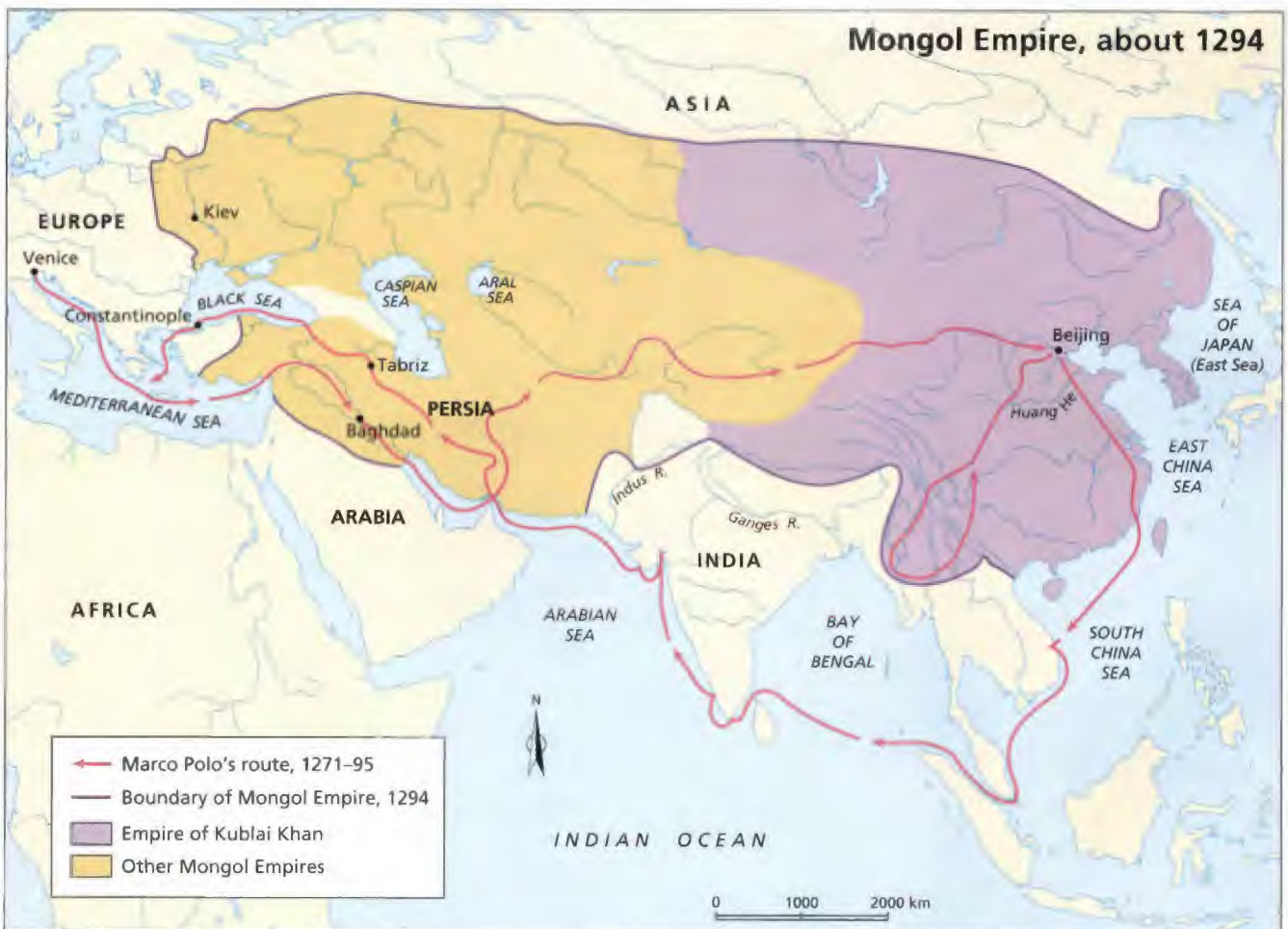


FIGURE 12-15 The Mongols created the largest land empire the world has ever seen. This map also shows the route of Marco Polo, who travelled from Venice to China in the 13th century. Mongolia, even today, is one of the most sparsely populated countries on Earth. What would it take for this people to take over the world?

Kublai Khan Governs China

Genghis's grandson, Kublai, inherited the eastern portion of his grandfather's empire. He established the Yuan Dynasty, made Beijing his capital in 1271, and set his sights on expansion.

For eight years, the Song held out in southern China. To defeat them, Kublai built a river fleet instead of relying on cavalry, which the Mongols had always done before. Cavalry forces could not be used effectively because of the many canals and rivers in southern China. Instead, the Mongols travelled along China's canals by boat, and used **catapults** built by hired Chinese experts to break down city walls. The decisive factor in the defeat of the Song was likely the Mongols' method of destroying everyone and everything that opposed them.

The new rulers of the Yuan Dynasty were Mongols, not Chinese. The army was Mongol. The government was largely Mongol. The Chinese were permitted to work in only the lowliest offices in the capital. In other words, a foreign country was in complete control of China. The Mongol officials felt superior to the Chinese—they felt contempt for the people they had conquered. Kublai Khan tried to keep the different cultures in his empire separate. He divided the population into three "races": the Mongols, the Various Races (not Chinese), and the Chinese (anyone with a Chinese-like culture). It was illegal for people of one group to marry someone of another group. The Chinese population was punished much more severely than the Mongols for any wrongdoing.



WEB LINK

To learn more about the Mongols, visit our website.

catapult an ancient weapon for hurling large stones

FIGURE 12-16 This illustration of Kublai Khan in battle is from the *Book of the Marvels of the World*, a 13th-century travelogue based on stories told by Marco Polo. Does anything about this illustration seem inaccurate? Should you question its reliability?

China and the World

During the Yuan Dynasty, the Mongols were so powerful and so feared that everyone in their territories tried to obey the law. Traders found it easier to travel long distances along the Silk Road without fear of bandits. The power of the Mongols extended so far that travellers were inspired to make the long overland trek to China. Muslim traders, in particular, were made welcome by Kublai. Marco Polo, whom you read about in Chapter 5, visited China, met with Kublai Khan, and stayed for 17 years. These foreign visitors spread word of the wealth of China, which Europeans began to call Cathay. During the same period, Chinese travellers, many of whom were Buddhist monks, travelled to the West. Some went as far as France.

To Western eyes, the court of Kublai was fabulous or magical, like a fable or story. In the 18th century, the English poet Samuel Taylor Coleridge wrote of Kublai's summer palace at Shang-tu (Xanadu) in a poem that reflects Europeans' fascination with Asia.

- Have you ever heard of Xanadu, Shangri-La, Gold Mountain, or El Dorado? These are all places that people have idealized, imagining them to be magical and wonderful. Why do people idealize places they have never actually seen?

*In Xanadu did Kubla Khan
A stately pleasure dome decree:
Where Alph, the sacred river, ran
Through caverns measureless to man
Down to a sunless sea.*

Samuel Taylor Coleridge, "Kubla Khan," 1797

The Mongol rulers who followed Kublai were less able than he had been. They continued his high taxes and harsh treatment of the Chinese people, causing them to stage rebellions. These would often take place after an emperor died. According to Mongol law, all Mongol leaders who claimed the throne had to travel to Mongolia for a vote on the successor. As a result, there were long periods when no one was really in charge at Beijing. It was the perfect time to attack. Hongwu, a commoner who had gained control of the rebellious groups, was strong enough to fight the hated conquerors. In 1368, he founded a new dynasty, the Ming.

Thinking IT THROUGH



Summarize What's Important

1. Create a graphic organizer that summarizes how the Mongols were able to overthrow the Song and take control of China, and what life was like during the Yuan Dynasty period.

Analyze Critically

2. As a class, define *discrimination*. Then, give examples of ways that the Yuan Dynasty was founded on discrimination.

Make Connections

3. Where in the world today are there examples of one country or culture trying to take over another? As a class, brainstorm some scenarios. List some

possible causes of the conflict and the effects of the conflict on those who are fighting to keep their independence.

Build an Argument

4. What was the greatest disregard for human rights during the Yuan Dynasty? Use examples to support your opinion.

Synthesize and Evaluate

5. Write a paragraph to answer the section question: *What was China like under foreign rule?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

How did China become Chinese again?

If Americans were to rule British Columbia, they would likely favour American ways of doing things. If British Columbians were to regain power, the first order of business would probably be to return to the B.C. ways of doing things. That is what happened in China after the Yuan Dynasty ended. As soon as the last Mongol emperor was gone, the Chinese returned to Chinese ways of doing things. As you read, think about whether the changes were good for everyone.

Reading



Set a Purpose

As you read this section, consider three questions: How did the Ming Dynasty restore order? Who benefited? Who did not?

How did the Ming gain power?

The first Ming emperor, Hongwu, set out to make China rich and powerful once again. During his 30 years of rule, he proved himself to be a ruthless and cruel man—he destroyed thousands of his opponents. He reunited China and restored the Chinese government, economy, and social system, all of which had been weakened under the Mongols. He named his new dynasty the *Ming*, which means “brilliant.” As time would show, the Ming truly deserved their name.

The third emperor of the Ming Dynasty, Yongle, continued Hongwu’s work. Because China’s most dangerous enemies were the Mongols and other northern nomads, he reinforced the Great Wall, which had been rebuilt by Hongwu. He also moved the capital north to Beijing, even though most Chinese now lived in the south.



FIGURE 12-17 This map shows the provinces of Ming China and the location of the Great Wall, which was strengthened by the Ming emperors. Refer to a current map of Asia. How do the borders of modern China compare with the borders of Ming China?

hierarchical having a clear order of rank and importance

Confucianism the way of life taught by the Chinese philosopher, Confucius

benevolence wisdom paired with kindness

eunuch a man whose sex organs have been removed

taxation the imposition of taxes by a government

magistrate a government official

What were the changes in government?

A difficult change for the Chinese under Mongol rule had been the rejection of the Confucian system of government. The Ming Dynasty restored the emphasis on duty and the examination system to choose candidates for government jobs. The government soon became very **hierarchical**, with many levels of power and status. This system showed clearly who had power to make decisions, and who should obey. However, officials became overly concerned with status. One had to know exactly how to speak to more powerful officials, so as not to offend.

Although the Ming restored **Confucianism**, the emperors seemed to ignore the fact that, according to Confucius, they were supposed to rule with **benevolence**. The Ming court became noted for its quarrelling. The emperor's friends competed with officials for influence and power. The court **eunuchs** became powerful, practically running the government. Originally, eunuchs were hired to protect the women of the royal household. They gained power because Hongwu always thought that government officials were plotting against him. So he turned the palace guards—who were eunuchs—into a secret police force to spy on officials. Hongwu executed many government officials, even though the law stated that officials were exempt from such punishment. The eunuchs eventually controlled the army, the diplomatic corps, **taxation**, and imperial workshops as well as the palace guard.

EXPLORING SOURCES

Status in Chinese Society

In the late days of the Ming Dynasty, a number of Jesuit priests travelled to China. They hoped to convert people to Christianity. They soon discovered that the only way to be accepted was to learn Chinese and to conform to Chinese ways. One of these priests, Matteo Ricci, was allowed to live in Beijing in 1601. He was successful because he was a careful observer, as you can see in this excerpt.

Thinking IT THROUGH

1. How did Matteo Ricci distinguish among the ranks of magistrates?
2. What do his observations reveal about the importance of status among government officials?
3. What are the advantages and disadvantages of learning about a culture first-hand?

*The Chinese can distinguish between their **magistrates** by the parasols... Some of these are blue and others yellow. Sometimes for effect they will have two or three of these sunshades, but only if their rank does not permit more. They may also be recognized by their mode of transportation in public. The lower ranks ride on horseback, the higher are carried about on the shoulders of their servants in...chairs. The number of carriers also has significance of rank: some are allowed only four, others may have eight.*

Matteo Ricci, in his diary, 1601

How was the economy rebuilt?

The Ming emperors faced a challenging problem—the country’s economy was a mess. The Mongols had not made the economy a priority. The rebellions at the end of the Yuan Dynasty had further damaged China’s business and agriculture. People had fled violent regions, leaving them virtually empty. The whole country was in chaos.

Beginning in 1370, the imperial government began to try to repair the empire’s shattered economy. It offered food, animals, and seeds to peasants to help rebuild the country’s agricultural base. Peasants who moved to empty areas of land received special supplies and freedom from taxes for three years. A million hectares of land was put back into production this way. Canals and **reservoirs** were rebuilt and **dredged**. Even the forests were replanted. Some families had to plant hundreds of trees. Historians estimate that 100 million trees were planted during the reign of Hongwu. Although thousands of people suffered terribly from forced labour during the years of rebuilding, the result was a strong and united empire.

The economy under the Ming became strong and healthy. The canal system was enlarged, stimulating the growth in trade between southern and northern China. The volume of trade grew, and so did the production of handicraft and industrial goods. Many of these goods were traded to the rest of the world.

reservoir a place where water is stored

dredge to scoop out mud and debris

lacquer a coating that creates a durable, glossy surface when dry



FIGURE 12-18 In 1420, Emperor Yongle built the Temple of Heaven in Beijing. This Daoist temple was modelled on a similar one in Nanjing. The Ming emperors took part in an annual ceremony of prayer for good harvests. What reasons might Yongle have for duplicating this building?

How was Ming culture revived?

Building on the great technological advances of the Song era, Ming artisans produced the world’s most valuable manufactured goods. Ming porcelain was sought by people in East Africa, Asia, and Europe. Silk, **lacquer** work, jade carvings, and other products commanded high prices everywhere. Artists produced beautiful paintings and works of calligraphy.

Why do we call dishes *china*?

After the early 16th century, the most fashionable Europeans would only eat from porcelain plates. China was the only source for the exquisite blue-on-white cups, saucers, teapots, vases, bowls, and plates. For centuries, the Chinese produced delicate porcelain dishes while Europeans could only make stoneware, which is made from heavier, grittier, and darker clays. Hold a fine china teacup in one hand, and a handmade pottery mug in the other, and you will see and feel the difference.

This popularity meant that traders brought massive cargos of porcelain dishes from China to Europe, where they sold them at a profit. The Chinese traded the extra porcelain they did not need, and they also took custom orders, tailoring their artistic vision to please the different tastes half a world away. As you explore these two pages, think about how the trade in porcelain compares with global trade in the world today.



AN ORIGINAL This Ming vase was made in the early 15th century, probably in Jingdezhen in Jiangxi province. Jingdezhen was the porcelain capital of the world. Its night sky was said to glow orange from all the kilns (ovens for firing pottery) cooking through the night. Hot temperatures help make porcelain both strong and translucent (letting some light through), which added to its lightness and beauty.



A POOR COUSIN This stoneware jug is much like one that would have been used during the 16th century in Europe. How does it compare with the Ming Dynasty vase? How might owning porcelain instead affect a person's status? Which one would you prefer to have? Why?



IMITATION: A SINCERE FORM OF FLATTERY These finely made cups are both made of porcelain clay, with white glaze decorated with blue pictures. When Europeans learned to make porcelain themselves, they copied Chinese designs, which are still popular today. The cup on the left is a hand-painted Ming Dynasty original; the one on the right is a British version made around 1800. What similarities and differences do you note?



The cup on the left is a hand-painted Ming Dynasty original; the one on the right is a British version made around 1800. What similarities and differences do you note?



A PORCELAIN TREASURE

These Ming Dynasty dishes were found in a shipwreck, and are now on display in a museum. Centuries old, many of these creations are now worth a fortune. A Ming vase in perfect condition could sell for more than a million dollars. Why would age increase its value?



MING BLING This subway station in Beijing features porcelain columns. Where have you seen porcelain used in unusual ways?

The Canada–China Trade Connection

Canada did not trade with Ming China. The nation of Canada did not even exist in the 14th century! Canada began trading wheat with China in the 1960s, before most Western nations had begun doing so. The Canadian government officially recognized China as a trading partner in 1970. This move, bold for the time, helped Canada build trade links that continue to make our economy stronger.



FIGURE 12-20 Over the past few decades, shipping technology has improved. A container ship like this one can transport goods cost-effectively. What are the advantages of the massive levels of worldwide trade possible today? What are the disadvantages?

Canada's Merchandise Trade with China, 2010

Top Six Canadian Imports from China	Top Six Canadian Exports to China
<ul style="list-style-type: none"> • Electrical machinery 	<ul style="list-style-type: none"> • Wood pulp
<ul style="list-style-type: none"> • Boilers and mechanical appliances 	<ul style="list-style-type: none"> • Ores, slag, and ash
<ul style="list-style-type: none"> • Toys, games, and sports equipment 	<ul style="list-style-type: none"> • Mineral fuels and oil
<ul style="list-style-type: none"> • Furniture 	<ul style="list-style-type: none"> • Fats, oils, and waxes
<ul style="list-style-type: none"> • Woven clothing 	<ul style="list-style-type: none"> • Oil seeds, fruit, and grain
<ul style="list-style-type: none"> • Knitted apparel 	<ul style="list-style-type: none"> • Wood and wood articles

FIGURE 12-19 What type of goods does China import from Canada? What type of goods does Canada import from China? Speculate on the causes and consequences of this pattern.

Value of Canada's Merchandise Trade with China, 2010

Exports: \$12 865 867 338

Imports: \$44 404 585 635

FIGURE 12-21 Which volume of trade is larger, Canada's exports to China or its imports from China? By how much? Speculate on the causes and consequences of this trade imbalance.

Thinking IT THROUGH

Build on the Ideas of Others

1. The Chinese government has been criticized by other countries for a poor human rights record. On your own, research one reason for this criticism. Share it with a small group. Discuss whether Canada should continue to trade freely with China given its poor human rights record. Is it our responsibility to consider human rights in China? Be prepared to share two or three key points from your conversation with the rest of the class.



What were the characteristics of Ming society?

The upper classes of the Ming Dynasty enjoyed their wealth and power, and the many luxurious clothes, furniture, and works of art that they were able to buy. These goods were far too expensive for ordinary people to afford. Most of China's people were farmers living in villages. They travelled very little and knew almost nothing of the world. Some people worked in factories and workshops, producing the goods that provided much of China's wealth. They lived in the poorer sections of towns and cities.

Ming society was strictly organized and controlled. The Confucian model of society says that people should know their place and do their duty. The idea of achieving a higher status by making money was frowned upon, so it was extremely difficult to rise to a higher social class. In reality, however, some peasants and workers became richer and more influential than others.

Moving Up the Social Ladder

The tax system, for example, enabled enterprising individuals to get ahead. For taxation purposes, people were organized into groups of 10 families. These groups collected their own taxes. They also decided who would do the labour on public works, such as roads or bridges, which all peasants were required to perform. Within these groups, natural leaders would emerge. They would make a profit out of the labour and taxes of the other families. For this reason, some peasants lived better than others.

The examination system also provided some social mobility. If a family was able to raise the necessary money for one of its sons to study and pass the examinations, the entire family would move up the social ladder because of the son's success in gaining government office.

Merchants could move up the social ladder in several ways. They could use their wealth to buy land, marry into an upper-class family that needed money, or send their sons through the examination system.

FIGURE 12-22 China has always required the majority of people to do the hard labour of farming the land, building public works, and doing domestic chores. According to Confucius, poor people should be respected for doing their duty. Do you think they always got respect? Why or why not?



Perspectives

midwife a person who helps women give birth

dowry the property that a woman brings to her marriage

Forcing Women into a Ming Mould

According to the teachings of Confucius, women were considered inferior to men at all levels of society. During the Ming Dynasty, many people felt that their society had been damaged by the Mongols. Their reaction was to revive Confucius's teachings.

This movement was particularly hard on women, who lost the freedom they had gained under the Song and Yuan Dynasties. Under the Song, many women had run businesses, been **midwives** and nurses, or written poetry. Some had gained control over their **dowries**. This changed under the Ming.

Foot Binding

One cultural practice, called foot binding, shows the extent to which women were affected. In Ming society, women with very tiny feet were thought to be more beautiful. Foot binding was a way of stopping feet from growing. Without it, a woman had little chance of marrying well.

Parents would bind the feet of their daughters around the age of five or six. Over the years, the four small toes on each foot were bent under the arch of the foot in a very painful process. Such feet were known as "golden lilies."

Women with bound feet could only hobble for short distances—they could not walk freely. This showed that the women of the family did not have to work. It also forced women to stay at home. Although it was rare by the 20th century, footbinding was not officially banned in China until 1949.



FIGURE 12-23 This image shows one of the shoes that a woman with bound feet could wear next to a normal shoe. Are there other ways that people today change their bodies to conform to society's ideal of beauty? Do you think they should continue using these methods?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize the following:
 - a. How did the Ming Dynasty restore order?
 - b. What actions did they take to reunite the country?
 - c. Who benefited as a result?
 - d. Who suffered or lost power?

Build an Argument

2. Was the Ming Dynasty justified in treating people as they did to regain order? Use examples to support your opinion.

Ask Meaningful Questions

3. Imagine you could interview a woman from the Ming Dynasty. What would you like to know and understand? Create five questions, you could ask her. Imagine what her answers might be based on the information in the chapter.

Synthesize and Evaluate

4. Write a paragraph to answer the section question: *How did China become Chinese again?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

To what extent did the Ming embrace the world?

Although the Ming Dynasty period was a time when China turned back to Chinese ways, it was also a time when China looked outward. China chose its own terms for contact with the world, and its approach was very different from that of the Europeans.

How did China interact with the rest of the world?

The Ming put China in an excellent position for contact with the world. It was rich, powerful, and confident—everyone else wanted what China had. At the same time, China was distrustful of its neighbours, and wanted the whole world to acknowledge China's greatness.

The Chinese feeling of superiority was clearly expressed in how it conducted trade. The Ming emperors expected other countries to send gifts, or tribute, to China. Only those countries whose words and gifts clearly acknowledged China's superiority would be allowed to trade with them. To expand this system, Ming emperor Yongle sent out massive sea expeditions to connect with potential trading partners, and to impress them with China's naval power.

The man Emperor Yongle chose to lead these expeditions was Zheng He. Zheng was an unusual person. He was a Muslim and a eunuch, and he stood two metres tall. He also had the trust of the emperor, as they had been friends since they were teenagers. Admiral Zheng led seven expeditions to many parts of Asia and Africa. He commanded a fleet of junks so massive that its like had never been seen before. Some of his ships were large enough to hold a thousand sailors. They had balanced rudders and watertight compartments—technologies unknown in Europe at this time. The 28 000 crew members of the first expedition included interpreters, pharmacologists, ship-repair specialists, and doctors.

Navigator	Number of Ships	Number of Crew
Zheng He (1405–1433)	48 to 317	28 000
Christopher Columbus (1492)	3	90
Vasco da Gama (1497–1499)	4	about 170
Ferdinand Magellan (1519–1522)	5	265

FIGURE 12-24 What phrases could you use to compare Zheng He's fleet with those of the European explorers? How might you explain such differences? Consider the purpose of each fleet—was it meant to scout out new investment opportunities? Or was it meant to impress?

Reading



Set a Purpose

As you read this section, look for how the Ming Dynasty explored the rest of the world, as well as how it changed and isolation began.

Did You Know?

Admiral Zheng navigated using a magnetic compass, which was a Chinese invention.

The Chinese Get Respect

As Zheng He says himself, his task was to force the entire world to respect and admire to the glory of the Chinese.

Thinking IT THROUGH

1. What does Zheng He view as the accomplishments of his voyages?

The countries beyond the horizon and from the ends of the Earth have all become subjects... We have crossed immense water spaces and have seen huge waves like mountains rising sky high, and we have set eyes on barbarian regions far away...while our sails loftily unfurled like clouds day and night continued their course, crossing those savage waves as if we were walking on a public highway.

inscription on a tablet erected by Zheng He in Chang-le, Fujian Province, 1432

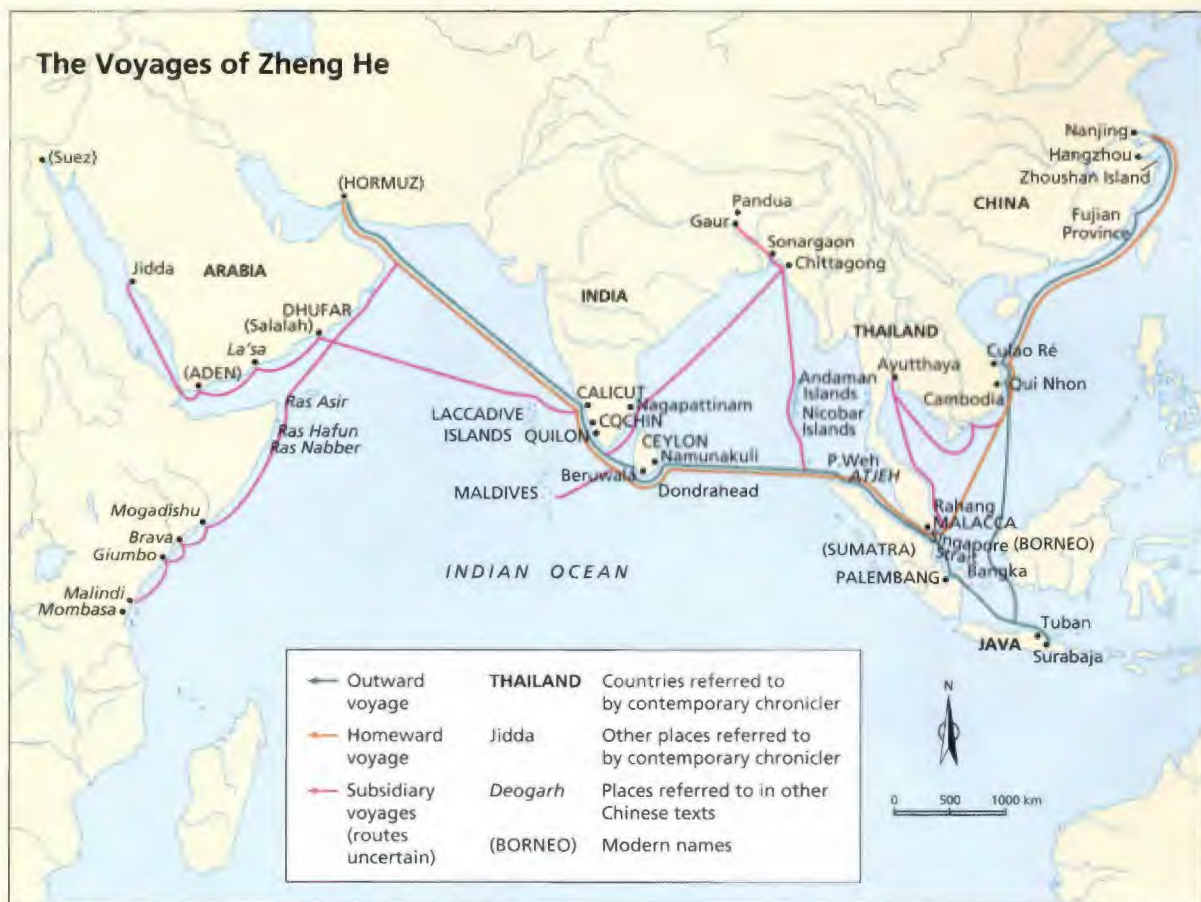


FIGURE 12-25 Emperor Yongle sent Zheng He on seven voyages to impress the world, gather tribute, and generate trade. Calculate the extent of Zheng's farthest destination.

Why did China pull back from the rest of the world?

Zheng He brought his emperor tribute that included exotic plants and animals, gold, ivory, spices, medicines, and tropical woods.

The animals that caused the most excitement were the pair of giraffes Zheng He presented to the Ming court. As you read at the beginning of the chapter, the Chinese thought the giraffe was the mythical creature, the Qilin. The giraffes were eventually sent to live at the Ming imperial zoo. Zheng He heard of Europe during his travels, but was not interested in the wool, beads, and wine that Europe had to trade. Africa had what China wanted.

Despite Zheng's success, the voyages did not continue for long. On the seventh voyage, Zheng grew ill. He died and was buried at sea in 1433. Shortly afterwards, a new emperor put an end to all voyages of exploration.

The Chinese government did not simply end the voyages. It was now a crime to build a boat with more than two masts. All of Zheng He's sailing records and charts were destroyed. In 1525, all ocean-going ships were destroyed as well. A navy that had once had 3500 ships now had none. The Chinese were soon unable to control the pirates in their coastal seas, and they could not trade with other countries overseas. This eventually led to defeat and decline.



FIGURE 12-26 Historians still argue about why the Chinese suddenly turned away from contact with the outside world. Which reason do you find most convincing, and why?

Building and Acting on a Plan

People have made history because they face problems or challenges by building a plan and acting on it. Emperor Yongle and Zheng He made a plan to impress the world, and that is exactly what they did. Government officials planned to shut down contact with the world, and they were also successful. Unfortunately, their plan weakened China. How can we design good plans that do not have bad consequences?

One strategy is to build a plan by consensus. For example, you might be concerned about the increased levels of international trade in the world today. As societies around the world become wealthier, we are getting more goods cheaply from distant countries such as China. All the ships, trucks, and planes needed to move those goods create pollution.

Making Decisions

Perhaps you could form a group with like-minded students, and together develop an action plan. You might have a lot of questions:

1. What issue or problem will we focus on?
2. What will be the name of our group?
3. What will our plan be?

To keep things running smoothly, find a way to make decisions. Consider the two methods outlined in Figure 12.27.

Two Ways to Make Decisions

1. Record everyone's suggestions on a list. As a group, discuss the options and take a vote. The option that gets the most votes is the one your group will support. This is a win-lose situation, but it is quick.
2. Your group members discuss the possible options, adjusting them until everyone agrees. This is called building a consensus. Consensus building takes more time than a vote, but it results in a win-win situation.

FIGURE 12-27 How are these two decision-making methods different? How are they the same? Identify one advantage and one disadvantage of each method. Are some group decisions better suited to one method than the other? Why?

Building Consensus

Consensus building is a process of listening and adjusting possible solutions to address everyone's concerns. A decision made through



FIGURE 12-28 What type of decision might best be made with a vote? In what situation might consensus be a better method?

consensus may not be everyone's first choice, but all members of the group should be prepared to accept and respect the decisions that are made.

Assume your group has decided to focus on the issue of pollution created by the transportation of toys from China to Canada. Your group then develops an action plan using the process of consensus building.

1. Share ideas, knowledge, and perspectives on possible action plans.
2. One person records the ideas, points of agreement, and differences of opinion.
3. Everyone in the group speaks once before anyone can speak a second time.
4. Listen respectfully and stay on topic.
5. As the group begins to lean toward one option, adjust it until everyone can agree to it.
6. The group as a whole is responsible for the final decision.

Criteria for a Good Action Plan

As you develop your plan, you may wish to ask questions to assess it.

- Is it not too hard and not too easy for Grade 8 students?
- Does our group have the right set of skills?
- Can the plan be accomplished in a reasonable time frame?
- Will the plan make a difference?
- Are we excited about getting started?

Putting Your Plan into Action

To begin applying your plan, follow this checklist.

- Make a list of the major and minor steps in the plan.

- Assign responsibilities to group members.
- Assign target dates.
- Decide how you will measure success.
- Decide how you will be assessed.
- Write a plan proposal, including overall description, goals, steps, responsibilities, deadlines, how you will measure success, and how you will be assessed.
- Find out what permissions are necessary (for example, permission to set up an information table in the school hallway).

Apply It

1. Scan print and online news for issues related to China and global trade. Pick two or three issues and summarize them.
2. Hold a meeting. Find a place where you can hold an informal discussion. Choose a recorder and chairperson. Use the consensus-building method to decide on the specific issue on which your group will focus.
3. Choose a name for your action group. Make sure it is easy to remember and relates to your chosen issue.
4. Encourage everyone to suggest actions the group could take to address the issue. Your ideas might include drawing attention to the issue, raising funds for an organization that addresses the issue, planning a letter-writing campaign, or encouraging personal action by, for example, creating a blog.
5. Use consensus building to refine one suggestion into a specific action plan.
6. Write up your plan proposal, get approval, and put your plan into action.

China: Mighty or Mighty Old?

Views about a country can vary significantly, depending on your perspective. Here, two quotations give two very different perspectives on the Chinese Empire. In the first, Chinese emperor Qianlong rejects the English king's request for increased trade. In the second, England's first ambassador to China gives his opinion of China's power.

You, O King, should simply act in conformity with our wishes by strengthening your loyalty and swearing perpetual obedience so as to ensure that your country may share the blessings of peace.

Emperor Qianlong, responding to a letter from England's King George III, 1793

The Empire of China is an old, crazy, first-rate Man of War [warship], which a fortunate succession of vigilant officers have contrived to keep afloat for these hundred and fifty years past, and to overawe their neighbours merely by her bulk and appearance.

George Macartney, England's first ambassador to China, 1792-1794

Thinking IT THROUGH

1. Summarize the impressions of China each speaker wishes to communicate.
2. Does each speaker appear to feel a) inferior, b) superior, or c) threatening? What phrases help you understand the attitude of each speaker?
3. Using the guidelines of consensus making, make some recommendations that would help these two countries get along.



FIGURE 12-29 This 19th-century English lithograph shows the procession of Emperor Qianlong approaching George Macartney.

How did the Ming Dynasty fall?

Eventually, the Ming rulers began to lose touch with the people. After the great ocean expeditions of the early years of the dynasty, China cut itself off more and more from the world. Trade was discouraged. Pirates lay in wait in the seas around China, making commerce difficult. China was invaded by the Japanese in the mid-1500s, and repeatedly raided by the Mongols. At last, forced into action by droughts and bad harvests, peasants rebelled against the corrupt Ming government. The government disintegrated. In 1644, the last Ming emperor hanged himself on a little hill outside the palace. This was the sad end of the Brilliant Dynasty.

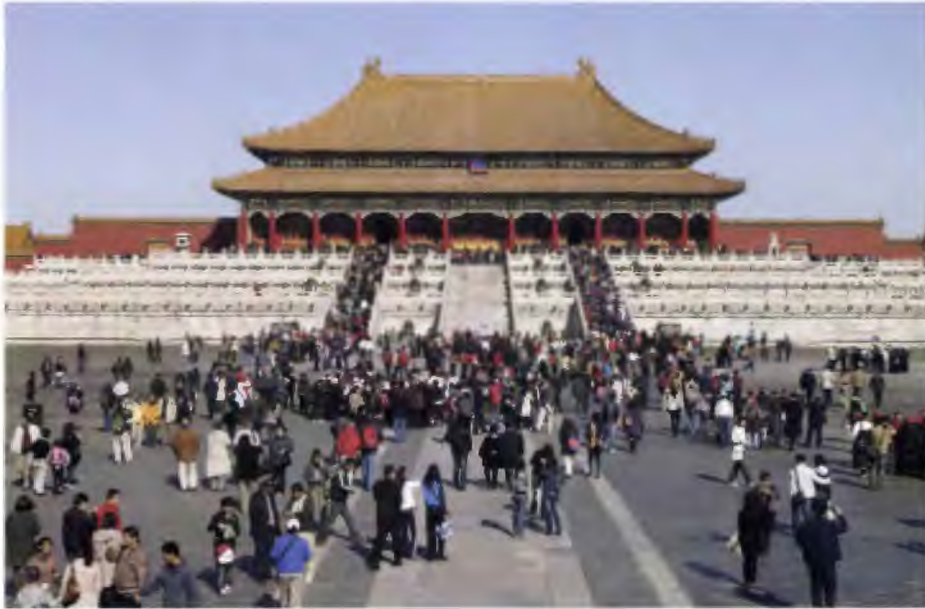


FIGURE 12-30 The Ming Emperors made their capital city in Beijing. The Forbidden City, located in the middle of Beijing, served as the Imperial Palace for almost 500 years. It is now a museum and tourist destination. What other legacies of the Ming Dynasty remain in China today?

Thinking IT THROUGH



Summarize What's Important

1. Use a graphic organizer to summarize how the Ming Dynasty set out to explore the world. Then, summarize the opposite reaction after the great explorer Zheng He died.

Use Background Knowledge to Infer

2. While the Chinese worried about pirates along their coasts, European nations were colonizing and claiming the rest of the world. How might the world be different if China had joined in the race to colonize?

Analyze Critically

3. To what extent did the Ming Dynasty embrace the world before it turned inward? Compare and

contrast these values with those shown in Europe's explorations during the Renaissance. What are the similarities? What are the differences?

4. China has gone through several cycles of accepting and rejecting contact with the rest of the world. Where is it now in the cycle? Use examples to support your response.

Synthesize and Evaluate

5. **Patterns and Change** Write a paragraph to answer the section question: *To what extent did the Ming embrace the world?* Set aside your paragraph to help you answer the Chapter Focus Question at the end of the chapter.

Looking Back...

China: A World Power

CHAPTER FOCUS QUESTION

Perspectives

Why is contact between civilizations both dreaded and desired?

China experienced times of great change during the Song, Yuan, and Ming Dynasties. Periods of growth and change were then replaced by a withdrawal from the rest of the world.

1. Use the key ideas from the paragraphs you wrote for each section to answer the Chapter Focus Question.
2. Recreate the following set of scales in your notebook. Review your summary notes and list all the reasons to dread contact in the left triangle. List all the reasons to desire contact in the right triangle. Which set of reasons do you believe holds more weight? Don't let the numbers fool you. Choose the side that has the most significant, powerful reasons. In a paragraph, explain your judgement.



Build an Argument

3. In this chapter, you explored China's journey as a country that both embraced exploration and feared it. There were pros and cons to each approach. Review your notes for evidence to help you decide whether you agree or disagree with this statement: "China had more to gain from contact with other civilizations than it had to lose by turning inwards to protect itself." Prepare a short advertisement to persuade your audience. Use examples to support your opinion.

Ask Meaningful Questions

4. If Zheng He were alive today, what would you like to ask him? Choose a European explorer and stage an interview with the two historical characters. Create a series of critical questions that help you better understand what each explorer set out to do, what they saw as their failures, and the extent to which they succeeded. Research the answers to your interview questions, and then act out a portion of the interview with partners.

Make Connections

5. Consider the many legacies Canada has inherited from China. Choose the one you believe has had the greatest impact on Canadian culture today. Create criteria that explain what you see as the "greatest impact" (for example, has had a lasting effect). Prepare to present your thinking to the class. Use props and examples to explain your choice.

Presenting at the Early Explorers Expo

You have investigated how the world changed as a result of globalization and exploration. Interaction between cultures and continents brought new knowledge and technology, but also conflict. What are the results of your examination of how people in this time viewed early globalization, as well as their beliefs and behaviours? What motivated their journeys? What is their legacy to us?

The Early Explorers Expo invites you to present at its annual travel conference. As a presenter, you will create an interactive map to display and entice travellers to your region. Your display must include the following:

- images
- a map of the region
- a brief dossier on the social and religious aspects of your culture
- resources that might attract visitors
- technology popularly used in your region
- the method of travel visitors will use during their visit

STEP ONE: Building and Acting on Plan

Review Chapter 12 Building Your Skills: Building and Acting on a Plan. Choose one period studied in this unit (for example, the Song period, the Elizabethan era, the Italian Renaissance). List the tasks you will need to complete (for example, research, design, present) and set deadlines. Check with your teacher to ensure that your plan will be effective.

STEP TWO: Investigation

Using your textbook and learning resource centre, investigate the following aspects of the period you have chosen:

- What was the social structure and religion of the culture you have chosen?
- What was the economy?
- What were the climate and physical region like? What natural resources would attract explorers to the region?
- What resources does your territory lack that newcomers could bring?
- What technology was used to travel in this region?
- What technology or knowledge might this culture share with others?

Review Chapter 9 Building Your Skills: Interpreting Art as a Primary Source. Does your research answer detail, analysis, and bias and reliability questions?



STEP THREE: Making Interactive Maps

Review Chapter 11 Building Your Skills: Making Interactive Historical Maps. Using the information you gathered in Step Two, design and create an interactive map for display at the Early Explorers Expo. Entice visitors with images of the region. Include information from your interactive map.

STEP FOUR: Giving a Presentation

Review Chapter 10 Building Your Skills: Giving a Presentation. Present your interactive map to your teacher and classmates at an in-class Early Explorers Expo. Prepare to answer questions. Ask other presenters questions about their maps.

CRITERIA FOR SUCCESS

- Did your group develop an action plan for research and task completion?
- Was the plan realistic? Was everyone able to complete the tasks on time?
- Did you find enough information on your chosen region?
- Did you have all five features and additional information on your interactive map?
- Can you list the positive and negative consequences of trade in your region?
- Does your presentation identify reasons that would encourage travellers to visit?
- Will your presentation appeal to your audience? (Show evidence of this.)