

Chapter 6: Ancient China

Chapter 6 Section 1



MAIN IDEAS

1. China's physical geography made farming possible but travel and communication difficult.
2. Civilization began in China along the Huang He and Chang Jiang rivers.
3. China's first dynasties helped Chinese society develop and made many other achievements.

Key Terms and People

jade a hard gemstone

oracle a prediction

Section Summary

CHINA'S PHYSICAL GEOGRAPHY

China is a large country with many different geographical features. China is about the same size as the United States. Some geographical features separated groups of people within China, while other features separated China from the rest of the world. These features include the Gobi Desert, which spreads over much of China's north, and rugged mountains on the western frontier.

Low-lying plains in the east form one of the world's largest farming regions. Weather patterns vary widely across China. Two great rivers flow from west to east, the Huang He, or Yellow River, and the Chang Jiang, or Yangzi River.

CIVILIZATION BEGINS

Like other ancient peoples, people in China first settled along rivers. By 7000 BC farmers grew rice in the Chang Jiang Valley. Along the Huang He, they grew millet and wheat. Early Chinese also fished and hunted with bows and arrows. They raised pigs and sheep. Separate cultures developed along the two rivers. As populations grew, villages spread. A social order developed. The graves of the rich often contained objects made from jade.

CHINA'S FIRST DYNASTIES

Societies along the Huang He grew larger and more complex. Around 2200 BC, a legendary emperor called Yu the Great is said to have founded the Xia (shah) dynasty. It is believed that the first flood control channels were built during the Xia dynasty.

The first dynasty for which we have clear evidence is the Shang. It was firmly established by the 1500s BC. The Shang king and his family were at the top of the social order. Nobles and warrior leaders also had high rank. Artisans lived in groups depending on what they did for a living. Farmers worked hard but had little wealth. Taxes claimed much of what they earned. Slaves provided an important source of labor.

The Shang made many advances, including China's first writing system. The Chinese symbols that are used today are based on those of the Shang period. Priests carved questions about the future on cattle bones and turtle shells, which were then heated, causing them to crack. The priests believed they could "read" these cracks to predict the future. For this reason the bones were called oracle bones.

Artisans made beautiful bronze containers for cooking and religious ceremonies. They also made ornaments, knives, and axes from jade. The army developed war chariots and bronze body armor. Shang astrologers developed a calendar based on the cycles of the moon.

Ancient China

Chapter 6 Section 2



MAIN IDEAS

1. The Zhou dynasty expanded China but then declined.
2. Confucius offered ideas to bring order to Chinese society.
3. Daoism and Legalism also gained followers.

Key Terms and People

lords people of high rank

peasants farmers with small farms

Confucius most influential teacher in Chinese history

ethics moral values

Confucianism the ideas of Confucius

Daoism an early Chinese belief that stressed living in harmony with the universe

Laozi the most famous Daoist teacher

Legalism an early Chinese belief that people were bad by nature and needed to be controlled

Academic Vocabulary

structure the way something is set up or organized

Section Summary

THE ZHOU DYNASTY

The **Zhou (joh)** came from the west and overthrew the Shang dynasty during the 1100s BC. Their armies defeated people in every direction. They expanded their rule south to the Chang Jiang river. The Zhou established a new political order. The king granted land to **lords** in return for loyalty and military assistance. Lords divided their land among lesser nobles. **Peasants** received a small plot of land and had to farm additional land for a noble. The social order brought by the Zhou lasted a long time, but the loyalty of the lords gradually lessened. They began to fight each other. Family **structure**, which had been the foundation of Chinese life for centuries, was severely weakened. By the 400s BC, China had entered an era called the Warring States period.

CONFUCIUS AND SOCIETY

Toward the end of the Zhou period, a teacher named **Confucius** traveled through China. He taught that order in society stems from **ethics**, or moral values, and not laws. He wanted China to return to the ideas and practices from a time when people knew their proper roles in society. **Confucianism** has been a guiding force in human behavior and religious understanding in China and elsewhere through the centuries.

DAOISM AND LEGALISM

Around the same time as Confucius, other influential beliefs arose in China. **Daoism** (DOW-ih-zum) stressed living in harmony with the Dao, the guiding force of all reality. **Daoists** believed that people should be like water and simply let things flow in a natural way. They regarded humans as just a part of nature, not superior to any other thing. **Laozi** was the most famous Daoist teacher.

Legalism is different than both Daoism and Confucianism. Legalists believed that society needed strict laws to keep people in line. They believed in unity, efficiency, and punishment for bad conduct. They wanted the empire to continue to expand, so they urged the state to be always prepared for war. Legalists were the first to put their ideas into practice throughout China.

Ancient China

Chapter 6 Section 3



MAIN IDEAS

1. The first Qin emperor created a strong but strict government.
2. A unified China was created through Qin policies and achievements.

Key Terms and People

Shi Huangdi the first emperor of the Qin dynasty and the first to unite China under a single ruler

Great Wall a barrier built by the Qin that linked earlier walls across China's northern frontier

Section Summary

THE QIN EMPEROR'S STRONG GOVERNMENT

The Warring States period marked a time in China when several states battled each other for power. One state, the Qin (CHIN), built a strong army that defeated the armies of the other states. In 221 BC the Qin king Ying Zheng was able to unify China. He gave himself the title **Shi Huangdi** (SHEE hwahng-dee), **which means "first emperor."**

Shi Huangdi was a follower of Legalist beliefs. He created a strong government with strict laws and severe punishments. He ordered the burning of all books that did not agree with Legalism.

Shi Huangdi took land away from the lords. He divided China into 36 military districts. He made commoners work on government building projects.

A UNIFIED CHINA

Qin rule brought other major changes to China. Under Shi Huangdi, new policies and achievements united the Chinese people. The emperor set up a uniform system of law. Rules and punishments were to be the same in all parts of the empire. He also standardized the written language. People everywhere were required to write using the same set of symbols. People from different regions could now communicate with each other in writing. This gave them a sense of shared culture and a common identity.

Shi Huangdi also set up a new monetary system. Standardized gold and copper coins became the currency for all of China. Weights and measures were also standardized. With all these changes and the unified writing system, trade became much easier. A new

network of highways connected the capital to every part of the empire. Workers built canals to connect the country's rivers. **Parts of the Qin irrigation system are still used today.**

The completion of the **Great Wall was a major Qin achievement.** The Qin connected earlier pieces of the wall to form a long, unbroken structure that protected China from fierce northern nomads. Building the wall required years of labor from hundreds of thousands of soldiers and workers. Many of them died building the wall.

Although he unified China, many Chinese people hated Shi Huangdi's harsh ways. When he died in 210 BC, rebel forces formed across the country and tried to take over the government. After a period of disorder, the Qin palace was attacked and burned to the ground. Qin authority had disappeared. China fell into civil war.

Ancient China

Chapter 6 Section 4



MAIN IDEAS

1. Han dynasty government was based on the ideas of Confucius.
2. Family life was supported and strengthened in Han China.
3. The Han made many achievements in art, literature, and learning.

Key Terms and People

sundial a device that uses the position of shadows cast by the sun to tell time

seismograph a device that measures the strength of an earthquake

acupuncture the practice of inserting small needles through the skin at specific points to cure disease or relieve pain

Key Terms and People

innovation a new idea, method, or device

Section Summary

HAN DYNASTY GOVERNMENT

Liu Bang (lee-oo bang), a peasant, led the army that won control of China after the collapse of the Qin dynasty. He earned the people's loyalty and trust. He lowered taxes for farmers and made punishments less severe. He set up a government that built on the foundation begun by the Qin. Liu Bang's successor, Wudi (woo-dee), made Confucianism the official government policy of China. To get a government job, a person had to pass a test based on Confucian teachings. However, wealthy and influential families still controlled the government.

FAMILY LIFE

A firm social order took hold during **Han rule.** **In the Confucian view, peasants made up the second-highest class.** Merchants occupied the lowest class because they merely bought and sold what others had made. However, this social division did not indicate wealth or power. Peasants were still poor and merchants were still rich.

During Wudi's reign, the family once again became the center of Chinese society. Children were taught from birth to respect their elders. Within the family, the father had absolute power. Han officials believed that if the family was strong and people obeyed the

father, then people would obey the emperor, too. Chinese parents valued boys more highly than girls. Some women, however, still gained power. They could influence their sons' families. An older widow could even become the head of the family.

HAN ACHIEVEMENTS

The Han dynasty was a time of great accomplishments. Art and literature thrived, and inventors developed many useful devices. Han artists painted portraits and realistic scenes that showed everyday life. Poets developed new styles of verse. Historian Sima Qian wrote a complete history of China until the Han dynasty.

The Han Chinese invented paper. They made it by grinding plant fibers into a paste and then letting it dry in sheets. They made "books" by pasting sheets together into a long sheet that was rolled into a scroll.

Other Han innovations included the sundial and the seismograph. They developed the distinctive Chinese medical practice of acupuncture (AK-yoo-punk-cher). These and other Han inventions and advances are still used today.

Ancient China

Chapter 6 Section 5



MAIN IDEAS

1. Farming and manufacturing grew during the Han dynasty.
2. Trade routes linked China with the Middle East and Rome.
3. Buddhism came to China from India and gained many followers.

Key Terms and People

silk a soft, light, highly valued fabric made from the cocoons of silkworms

Silk Road a network of routes between China and the Mediterranean Sea

diffusion the spread of ideas from one culture to another

Key Terms and People

procedure the way a task is accomplished

Section Summary

FARMING AND MANUFACTURING

During the Han dynasty, many farming advances led to bigger harvests. Manufacturing methods improved. Master ironworkers developed the iron plow and the wheelbarrow, two devices that made farming vastly more efficient.

The centuries-old process of producing silk increased. Weavers used foot-powered looms to weave silk threads into beautiful fabric. Garments made from silk were very expensive. The Chinese were determined to keep their procedure for making silk a secret. Revealing this secret was punishable by death.

TRADE ROUTES

When Han armies conquered lands deep in Central Asia, they learned that people even farther west wanted silk. Han leaders saw that they could make a profit by bringing silk to Central Asia and trading the cloth for strong, sturdy Central Asian horses. The Central Asian people would take the silk to the west and trade it for products they wanted.

Traders used a series of overland routes known as the Silk Road to take Chinese goods to distant buyers. Although traveling the Silk Road was difficult and risky, it was worth it. Silk was so popular in Rome, for example, that China grew wealthy just from trading with the Romans. Traders returned to China with gold, silver, precious stones, and horses.

BUDDHISM COMES TO CHINA

Over time, the Han government became less stable. Life became violent and uncertain. In this climate, Buddhist missionaries from India began to attract attention.

Buddhism seemed to provide more hope than the traditional Chinese beliefs did. At first, Indian Buddhists had trouble explaining their religion to the Chinese. Then they used the ideas of Daoism to help describe Buddhist beliefs. Before long, Buddhism caught on in China with both the rich and poor.

Buddhism's introduction to China is an example of **diffusion**, the spread of ideas from one culture to another. Chinese culture adopted Buddhism and changed in response to the new faith.

Chapter 6:

- Which landform separates China from its neighbors to the north? **The Gobi Desert**
- The Shang were the first people in China to develop a **writing system**.
- The Zhou leaders granted land in return for loyalty, military support, and other services. This system was essentially a **way to purchase people's loyalty and support**.
- Confucius stated that moral leadership, not laws, would bring order to China **which means that leaders should act decently and always try to do the right thing**.
- "The Qin dynasty was good for China" **because it strengthened and unified China**.
- **Liu Bang was the only common person to become emperor**.
- Peasants had a higher rank during the Han dynasty than during the Shang dynasty.
- The **fu** and **shi** styles of Chinese writing differed because **Fu combined prose and poetry**, while **shi featured short lines that could be sung**.
- **During the Han dynasty, Chinese painters became experts at painting figures**.
- **The Chinese Empire became prosperous which led them to make contact with other cultures**.
- What was the effect on China of the popularity of silk in Rome? **China became wealthy**.
- **The Shang period influenced writing in China today**.
- Trade between regions **increased** during Shi Huangdi's rule.
- **Han artwork showed daily activities**.
- The decline of the Han government **helped the spread of Buddhism**.
- Tales of the Xia dynasty **show that cooperation was important in ancient China**.
- **Land ownership** was an important part of Zhou politics.

Chapter 7: The Hebrews and Judaism

Chapter 7 Section 1



MAIN IDEAS

1. Abraham and Moses each led their people to Canaan and to a new religion.
2. Strong kings united the Israelites to fight off invaders.

3. Invaders conquered and ruled the Israelites after their kingdom broke apart.
4. Some women in Israelite society made great contributions to their history.

Key Terms and People

Judaism the religion of the Hebrews

Abraham the biblical father of the Hebrew people

Moses Hebrew leader who led the Israelites from slavery in Egypt

Exodus the journey the Israelites made from Egypt to Canaan, led by Moses

Ten Commandments moral code of laws that God handed down to Moses

David former outlaw who became king after the death of Saul, Israel's first king

Solomon David's son; became king of the Israelites

Diaspora the dispersal of the Jews outside of Canaan

Section 1 Summary

ABRAHAM AND MOSES LEAD THEIR PEOPLE

A people called the **Hebrews** appeared in Southwest Asia sometime between 2000 and 1500 BC. Their writings describe the laws of their religion, **Judaism**. The Hebrew Bible, or Torah, traces the Hebrews back to a man named **Abraham**. The Hebrew Bible says that God told Abraham to leave his home. God promised to lead him to a new land and to make his children into a mighty nation. Abraham moved to **Canaan**. The Hebrews lived there for many years.

Some of Abraham's descendants, the **Israelites** later moved to Egypt. In time Egypt's ruler, the **pharaoh** made them slaves. In the 1200s BC, God then told a man named **Moses** to demand the Israelites' freedom. The **pharaoh** agreed only after a series of **plagues** struck Egypt.

Moses led the Israelites out of Egypt in a journey called the **Exodus**. The Bible says that during this journey, God gave Moses two stone tablets with laws written on them, known as the **Ten Commandments**. The Israelites were to worship only God and to value human life, self-control, and justice. The Israelites reached Canaan after 40 years.

KINGS UNITE THE ISRAELITES

A man named **Saul** fought the Philistines (FI-li-steenz) and became the **1st king of Israel**. After Saul died a former outlaw named **David** became king. David was well-loved. He defeated the Philistines and other enemies. He captured the city of Jerusalem. It became Israel's new capital. David's son **Solomon** became king next around 965 BC. Solomon was a strong king. He built a great temple in Jerusalem.

INVADERS CONQUER AND RULE

Soon after Solomon's death in 930 BC, Israel split into two kingdoms, **Israel** and **Judah**. The people of Judah were known as **Jews**. Over the centuries the Jewish people were often conquered and enslaved. The dispersal of the Jews outside of Canaan is known as the **Diaspora**. Jerusalem was conquered by the Greeks during the 330s BC. Judah regained independence for a time, but was conquered again in 63 BC, this time by the Romans.

WOMEN IN ISRAELITE SOCIETY

1. **Men** dominated Israelite society, but some Israelite and Jewish **women** made great contributions to the culture.
2. After King Saul died, **David** became the new king of Israel. (**David/Solomon**)
2. **Moses** led the Israelites out of Egypt, which freed them from slavery under the pharaoh. (**Moses/Naomi**)
3. The **Ten Commandments**, a code of moral laws, has helped shape the development of Israelite and Jewish society over time. (**Maccabees/Ten Commandments**)
4. The Hebrews trace their ancestry back to a man named **Abraham**. (**Abraham/Yohanan ben Zaccai**)
5. Following the Babylonian Captivity, many Jews dispersed across the Persian Empire in what is known as the **Diaspora**. (**Diaspora/Exodus**)

DEFINE

6. Diaspora - **dispersal of Jews**
7. Exodus - **when Moses led the Israelites out of Egypt**
8. Judaism – **the religion of the Hebrews**
9. Solomon -**David's son, who became Israelite's king after he died**
10. Ten Commandments -**moral laws from God to Moses written on two stone tablets**

The Hebrews and Judaism

Chapter 7 Section 2

Key Terms and People

monotheism belief in only one god

Torah the sacred text of Judaism

synagogue Jewish house of worship

prophets people said to receive messages from God to be taught to others

Talmud commentaries, stories, and folklore recorded to explain Jewish laws

Dead Sea Scrolls writings by Jews who lived about 2,000 years ago



MAIN IDEAS

1. Beliefs in God, education, justice, and obedience anchor Jewish society.
2. Jewish beliefs are listed in the Torah, the Hebrew Bible, and the Commentaries.
3. The Dead Sea Scrolls reveal many past Jewish beliefs.
4. The ideas of Judaism have helped shape later cultures.

Section 2 Summary

JEWISH BELIEFS ANCHOR THEIR SOCIETY

Jewish society is founded upon religion. Judaism's main beliefs are beliefs in **God, education, justice, and obedience**.

Judaism is the oldest known religion to practice **monotheism** the belief in only one God. The Hebrew name for God is YHWH. The Jews say their history was guided through God's relationship with Abraham, Moses, and other leaders. Moral and religious laws, believed to be handed down from God, have guided Jewish society through their history and continue to do so today.

Besides the Ten Commandments, Jews believe that Moses recorded a whole set of laws governing Jewish behavior. These laws are called **Mosaic Laws**. These laws set down rules for everything including what to eat, when to work, and how to pray. Today Orthodox Jews continue to follow all of the Mosaic laws. Reform Jews choose not to follow many of the ancient rules. Conservative Jews fall in between.

TEXTS LIST JEWISH BELIEFS

The laws and principles of Judaism are written down in sacred texts. The most important text is the **Torah**. The five books of the Torah record most of the laws and the history of Judaism until the death of Moses. Every **synagogue** or place of Jewish worship, has at least one Torah.

The Torah is one of the three parts of the Hebrew Bible, or **Tanakh**. The second part contains messages from **prophets**, people who are said to receive messages directly from God. The third part is a collection of **poems, song, stories, lessons, and histories**.

The **Talmud** is a collection of commentaries, folktales, and stories written by scholars. These are intended to help people understand and analyze the laws described in the Hebrew Bible.

SCROLLS REVEAL PAST BELIEFS

Another set of ancient texts, the **Dead Sea Scrolls**, was discovered in 1947. These scrolls, written by Jewish scholars about 2,000 years ago, contain commentaries and stories, and offer more information about ancient Jewish life.

JUDAISM AND LATER CULTURES

Jewish ideas have helped shape two other major world religions, **Christianity** and **Islam**. The Ten Commandments are reflected in our laws and in modern society's rules of behavior.

1. Out of respect for the **Torah** the most sacred text of Judaism, readers do not touch it but instead use special pointers to mark their places.
2. Historians have learned much about the lives of the ancient Jews by studying the **Talmud** which include prayers, commentaries, letters, and passages from the Hebrew Bible.
3. Orthodox Jews strictly follow a system of laws, known as **Mosaic** law, that guide many areas of Jews' daily lives.
4. **Prophets** are people who are said to receive messages from God to be taught to others.
5. The sacred texts of Judaism include the Torah, the Hebrew Bible, and the **Dead Sea Scrolls**.

DEFINE:

6. monotheism - **belief in one God**
7. commentaries -**writings**
8. Sabbath -**Holy Day**
9. synagogue – **Jewish house of worship**
10. justice - **fairness**

The Hebrews and Judaism

Chapter 7 Section 3



MAIN IDEAS

1. Revolt, defeat, and migration led to great changes in Jewish culture.
2. Because Jews settled in different parts of the world, two cultural traditions formed.
3. Jewish traditions and holy days celebrate their history and religion.

Key Terms and People

Zealots Jews who rebelled against their Roman rulers

rabbis teachers who guide Jews in their religious lives

Passover a time for Jews to remember the Exodus

High Holy Days the two most sacred Jewish holidays, Rosh Hashanah and Yom Kippur

Section 3 Summary

REVOLT, DEFEAT, AND MIGRATION

The teachings of Judaism helped unite the ancient Jews. But many Jews were unhappy with the Roman rule of Jerusalem. Tensions increased. Some Jews refused to obey Roman officials. In AD 66, a group called the **Zealots** led a rebellion against Rome. After four years of fierce fighting, the rebellion failed. The Jews' main temple was destroyed in AD 70. The Romans put down another Jewish rebellion 60 years later. After this uprising, Jews were banned from living in **Jerusalem**. So they migrated to other parts of the world.

TWO CULTURAL TRADITIONS

Because Jews could not worship at a central temple anymore, their traditions changed. Everywhere Jews went, they built local temples. They also appointed **rabbis** religious leaders responsible for teaching Judaism. Even with a similar culture and background, Jewish traditions grew differently depending on where they moved. Two major Jewish cultures developed that still exist today.

The **Ashkenazim** are descended from Jews who moved to France, Germany, and Eastern Europe. These Jews maintained separate customs from the region's residents. They even developed their own language, called **Yiddish**.

The **Sephardim** moved to Spain and Portugal. Unlike the Ashkenazim, these Jews mixed with their non-Jewish neighbors. This melding of language and culture produced a Jewish golden age in Spain and Portugal. Many Jews contributed to artistic achievement and scientific discovery.

TRADITIONS AND HOLY DAYS

No matter where Jews live, common traditions and holy days help them maintain and celebrate their long history. Many of these holidays honor the Jews' freedom. **Passover** for example, celebrates the Jews' flight from slavery in Egypt during the **Exodus**.

Hanukkah commemorates the successful rededication of the Temple of Jerusalem during the successful revolt against the Greeks in 160 BC.

The most important holidays are the **High Holy Days**. These holy days are **Rosh Hashanah**, which celebrates the Jewish New Year, and **Yom Kippur**, when Jews ask God to forgive their sins.

1. The rebellion led by **Zealots** resulted in the destruction of the Second Temple and in the death or enslavement of many Jews
 2. During **Passover** Jews eat a flat, unrisen bread called matzo.
 3. After the Romans banned Jews from Jerusalem, **rabbis** helped shape how Judaism was practiced for the next several centuries.
 4. During **Rosh Hashanah** Jews celebrate the start of a new year in the Jewish calendar and ask God to forgive their sins
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1. What occurred *before* Abraham left Mesopotamia? **God spoke to Abraham**
 2. Which of the following groups did *not* control the Israelites?
 - a. Romans
 - b. **Canaanites**
 - c. Chaldeans
 - d. Persians
 3. What prompted the pharaoh to free the Hebrews? **plagues**
 4. How are Mosaic laws like the Ten Commandments? both **guide the people's daily lives**
 5. What was *most* responsible for ending the first Jewish revolt against the Romans? **the destruction of the second temple**
 6. How did Judaism influence the development of Islam? **because Jews lived all over the Western world, people of many cultures learned of Jewish Ideas. The first people to adopt Islam believed that they, like the Jews, were descendants of Abraham.**
 7. Which holiday celebrates the rededication of the Second Temple? **Hanukkah**

8. The Torah is the most sacred text of Hebrew writings. Jews believe that the Torah's contents were revealed to which prophet? **Moses**

The Bible traces the Hebrews back to a man named **Abraham**.

The story of **Ruth** is told in the Bible as an example of how people should treat their family members.

Another name for the Hebrew Bible is the **Tanach**.

A group of Zealots locked themselves in a mountain fortress called **Masada**.

Yiddish is a language created by the Jews.

Abraham - God promised to lead this man to a new land and make his descendants into a mighty nation.

Talmud - A set of commentaries, stories, and folklore

Passover - A time for Jews to remember the Exodus from Egypt

Ten Commandments - A code of moral laws written on two stone tablets

Dead Sea Scrolls - Written 2,000 years ago by Jews to explain ancient Jewish beliefs

Zealots - Rebellious Jews who didn't think Jews should answer to anyone but God

Diaspora - The scattering of the Jews outside of Canaan

High Holy Days - The two most sacred Jewish holidays

Moses - God told this man to lead the Hebrews out of Egypt during the 1200s BC.

Rabbis - Religious teachers

Chapter 8: Ancient Greece



MAIN IDEAS

1. Geography helped shape early Greek civilization.
2. Trading cultures developed in the Minoan and Mycenaean civilizations.
3. The Greeks created city-states for protection and security.

Key Terms and People

polis Greek word for city-state

classical filled with great achievements

acropolis a fortress atop a tall hill in the center of the city-states

Section 1 Summary

GEOGRAPHY SHAPES GREEK CIVILIZATION

The Greeks lived on rocky, mountainous lands, located on a peninsula surrounded by the Mediterranean, Ionian, and Aegean Seas. The peninsula has an irregular shape. Many islands float off the mainland. This area was the home of one of the world's greatest civilizations.

The few small valleys and plains of Greece provided farmland and that is where people settled. These communities were separated by steep mountains, so there was little contact between groups. The villages created separate governments.

Because they were surrounded by water the Greeks became skilled shipbuilders and sailors. The Greeks were exposed to other cultures when they sailed to other lands.

TRADING CULTURES DEVELOP

Of the many cultures that settled and grew in early Greece, the earliest and most influential were the Minoans and the Mycenaens. By 2000 BC these two cultures had built advanced societies on the island of Crete. The Minoans were known as the best shipbuilders of their time. They used ships mainly for trading purposes. A volcano that erupted in the 1600s BC may have led to the end of the Minoan civilization.

The Mycenaens spoke the language that became Greek. While the Minoans were sailing, the Mycenaens were building fortresses on the Greek mainland. The Mycenaens eventually took over the trade routes once sailed by the Minoans. The Mycenaens set up a powerful trading network on the Mediterranean and Black seas. But Mycenaean culture also fell prey to earthquakes and invaders. Greece entered a dark period.

GREEKS CREATE CITY-STATES

After 300 years of war and disorder communities began to band together for stability and protection. They created the **polis**, or city-state. This marked the beginning of the Greek **classical** age, a time filled with great achievements.

A city-state often was built around a fortress perched atop a high hill called an **acropolis**. Walls surrounded many of these cities. Much of daily life centered around the agora, or marketplace, where politics and shopping shared the stage. As stability returned some of the Greek city-states formed colonies in foreign lands. Early colonies included modern-day Istanbul in Turkey, Marseilles in France, and Naples in Italy. This created further independence for these city-states, and some city-states became great trading centers.

1. After the Dark Age, Greeks began to set up city-states and entered a period of great achievements known as Greece's **classical** age.
2. The town around the **acropolis** was surrounded by walls for protection.
3. The **agora** often served as a central place for Greeks to meet and hold assemblies.
4. The mainland of Greece is a **peninsula** land surrounded by water on three sides.
5. The Greek **polis** provided security, stability, and identity to the people who lived there.

Government in Athens

Chapter 8 Section 2



MAIN IDEAS

1. Aristocrats and tyrants ruled early Athens.
2. Athens created the world's first democracy.
3. Ancient democracy was different than modern democracy.

Key Terms and People

democracy type of government in which people rule themselves

oligarchy government in which only a few people have power

aristocrats rich landowners

citizens people with the right to participate in government

tyrant leader who rules by the use of force

Pericles Athenian leader who ruled at the height of Athenian democracy

Section Summary

ARISTOCRATS AND TYRANTS RULE

Democracy was born in Ancient Greece in the city of Athens. Democracy is a form of a government in which people rule themselves. However, Athens was ruled first by kings, and then by an **oligarchy** of **aristocrats**, or rich landowners.

In the 600s BC a group of rebels tried to overthrow the aristocrats. The rebellion failed and Draco gained power in Athens. Draco was a strict leader and was very unpopular. His successor, Solon, ruled that all free men were **citizens** who had a right to participate in government. But it was too late; people were tired of the aristocracy.

Peisistratus overthrew the oligarchy and became a leader of Athens by force. Peisistratus was the first **tyrant**. Though that word has a negative meaning today, some Greek tyrants were good leaders. Peisistratus led well and Athens flourished under his care. But after he died rebellious aristocrats regained control of Athens.

ATHENS CREATES DEMOCRACY

A leader named Cleisthenes introduced democracy to Athens in 500 BC. Though he was an aristocrat himself, he did not support the aristocracy. He overthrew the aristocratic leaders using popular support. Under his rule

all citizens had the right to participate in the assembly that created laws. The assemblies were held outdoors and anyone could give a speech before votes were taken. This could be messy. Either too many people would come to an assembly or not enough. Eventually the Athenians began to select city officials to make decisions. Citizens were eventually allowed to decide court cases by serving on juries.

Citizens gradually gained more power. Athenian democracy reached its height with **Pericles**, who led the government from 460 to 429 BC. Still, democracy all but ended when Athens was conquered by Macedonia in the 330s BC. The Macedonian king did not like anyone other than himself making laws. Though the city council kept operating in a limited way, a new Greek king in 320 BC abolished even that right.

ANCIENT DEMOCRACY DIFFERS FROM MODERN DEMOCRACY

Although citizenship was very limited, **Athens had a direct democracy, in which every citizen could participate and the majority ruled.**

The United States operates as a representative government, in which citizens elect people to represent them.

Ancient Greece

Chapter 8 Section 3



MAIN IDEAS

1. The Greeks created myths to explain the world.
2. Ancient Greek literature provides some of the world's greatest poems and stories.
3. Greek literature lives on and influences our world even today.

Key Terms and People

mythology body of stories about gods or heroes that tries to explain how the world works

Homer author of two great epic poems, the *Iliad* and the *Odyssey*

Sappho most famous lyrical poet of ancient Greece

Aesop author of the world's most famous set of fables

fables short stories that offer lessons on living

Section 3 Summary

MYTHS EXPLAIN THE WORLD

Instead of science the ancient Greeks used **mythology**—stories about gods or heroes—to try to explain how the world works. The Greeks believed that the gods caused natural events, from the rising of the moon to thunderstorms. Everything was attributed to the gods, from disasters to daily events.

The Greeks believed that Demeter, the goddess of agriculture, caused the seasons. Hades, the god of the underworld, kidnapped Demeter's daughter. Demeter struck a bargain to get her daughter back for half of the year, during the spring and summer. In the winter, she missed her daughter, and because of her grief the plants did not grow.

Some myths told not of gods, but of heroes. Each city had its own hero, real or fictional, who would slay terrible monsters. The most famous Greek hero was Hercules. The Greeks loved to tell these stories.

ANCIENT GREEK LITERATURE

Because of their love of stories, Greek writers produced great works of literature and some of the world's most famous stories. Among the earliest and most influential are the epic poems the **Iliad** and the **Odyssey**, by the poet **Homer**. It is thought that Homer lived some time during the 800s-700s BC. Scholars are not sure if Homer actually existed, but the poems were central to Greek lore and education. **The Iliad told the story of the Mycenaean's war with the Trojans. The Odyssey told of the Greek hero Odysseus' long journey home after the war.**

Other forms of literature were also popular. **Lyric poetry, recited by the poet while playing the lyre**, was especially prized. **The most famous lyric poet was a woman, Sappho. Fables, or short stories that offer the readers lessons on life**, were also popular. **The most famous fable writer was Aesop**, who was said to live sometime before 400 BC. Aesop's fables are still commonly told today.

GREEK LITERATURE LIVES

Greek literature, language, and art have had a great influence on modern culture. The English language is peppered with Greek expressions: a long journey, for example, is called an "odyssey" after Odysseus. Many places are named after Greek gods. Greek myths and stories have inspired painters, writers, and filmmakers for centuries.

1. What is the modern expression that refers to a person's weak spot and is based on a figure from Greek mythology?
Achilles heel refers to a person's weak spot.
2. What was one way that Greek writers taught people important lessons about life? Greek writers wrote fables to teach people about life. **Greek writers wrote fables to teach people about life.**
3. How did the ancient Greeks explain weather, seasons, and natural disasters? **The ancient Greeks used mythology to explain the world.**
4. What are the two great epic poems of early Greece, and who wrote them?
It is believed that Homer wrote the *Odyssey* and *Iliad*.
5. What famous Greek hero fought monsters and killed the nine-headed hydra?
Hercules was a Greek hero.



MAIN IDEAS

1. Persia became an empire under Cyrus the Great.
2. The Persian Empire grew stronger under Darius I.
3. The Persians fought Greece twice in the Persian Wars.

Key Terms and People

cavalry a unit of soldiers mounted on horses

Cyrus the Great founder of the Persian Empire

Darius I Persian emperor who organized and expanded the empire

Persian Wars a series of wars between Persia and Greece beginning in 490 BC

Xerxes I Persian emperor who led the second invasion of Greece in 480 BC

Section Summary

PERSIA BECOMES AN EMPIRE

Early in their history, the Persians often fought other peoples of Southwest Asia. In 550 BC the Persian king Cyrus II won independence from a group called the Medes. He went on to conquer almost all of Southwest Asia. His well-organized army included many war chariots and a powerful **cavalry**. Cyrus let the people he conquered keep their own customs. As a result, few people rebelled and the empire remained strong. By the time he died around 529 BC, Cyrus ruled the largest empire the world had ever seen. He became known in history as **Cyrus the Great**.

THE PERSIAN EMPIRE GROWS STRONGER

Darius I seized power when the death of Cyrus's son left Persia without a clear leader. Darius organized the empire by dividing it into 20 provinces. Then he chose **governors called satraps** (SAY-traps) to rule the provinces for him.

Darius expanded the Persian Empire eastward to the Indus Valley and westward into Southeastern Europe. He called himself king of kings to remind other rulers of his power.

Darius's many improvements to Persian society included roads. Messengers used these roads to travel quickly throughout Persia. Darius also built a new capital called Persepolis.

During his reign a popular new religion called Zoroastrianism (zawr-uh-WAS-tree-uh-nih-zuhm) arose in Persia. This religion taught that the forces of good and evil were fighting for control of the universe.

THE PERSIANS FIGHT GREECE

In 499 BC several Greek cities in what is now Turkey rebelled against Persian rule. They were joined by a few city-states from mainland Greece. The Persians put down the revolt, but nine years later Darius invaded Greece and began the **Persian Wars**. The Greeks won the first battle, at Marathon, because they had better weapons and armor.

Ten years later, Persian Emperor **Xerxes I** (ZUHRK-seez) sent another army into Greece. The city-states of Athens and Sparta joined forces to defend Greece. Despite a brave stand by the Spartans at Thermopylae (tuhr-MAH-puh-lee), the Persians succeeded in attacking and burning Athens. However in the subsequent battles of Salamis (SAH-luh-muhs) and Plataea (pluh-TEE-uh), the Greeks prevailed and brought an end to the wars. They had defeated a powerful foe and defended their homeland.

1. **Cyrus the Great** let conquered people keep their own customs in the hope that this would make them less likely to rebel.
2. A unit of soldiers mounted on horseback is called a **cavalry**.
3. A young prince named **Darius I** claimed the Persian throne and killed all of his rivals, after which he restored order in Persia.
4. Greece fought off two major Persian invasions in the **Persian Wars**.
5. Darius I organized the Persian Empire by dividing it into 20 provinces ruled over by governors called **satraps**.

The Greek World

Chapter 9 Section 2



MAIN IDEAS

1. The Spartans built a military society to provide security and protection.
2. The Athenians admired the mind and the arts in addition to physical abilities.
3. Sparta and Athens fought over who should have power and influence in Greece.

Key Terms and People

alliance an agreement to work together

Peloponnesian War a war between the two great Greek city-states of Athens and Sparta in the 400s BC

Section 2 Summary

SPARTA BUILDS A MILITARY SOCIETY

Spartan life was dominated by the army. Courage and strength were the highest values. Unhealthy babies were taken outside the city and left to die. **Boys who survived were trained from an early age to be soldiers. Boys ran, jumped, swam, and threw javelins to increase their strength. Men between the ages of 20 and**

30 lived in army barracks and only occasionally visited their families. Spartan men stayed in the army until they turned 60.

Because Spartan men were often away at war, **Spartan women had more rights than other Greek women. Women owned much of the land in Sparta and ran their households. Women also learned how to run, jump, wrestle, and throw javelins, and even competed with men in sporting events.**

Slaves grew the city's crops and did many other jobs. Although slaves outnumbered Spartan citizens, fear of the army kept them from rebelling.

Sparta was officially ruled by two kings who jointly led the army. But elected officials ran Sparta's day-to-day activities and handled dealings between Sparta and other city-states.

ATHENIANS ADMIRE THE MIND

Sparta's main rival in Greece was Athens. Although Athens had a powerful military and valued physical training, the Athenians also prized education, clear thinking, and the arts. They believed that studying the arts made people better citizens.

In addition to physical training, **many Athenian students learned to read, write, and count as well as sing and play musical instruments. Boys from rich families often had private tutors who taught them philosophy, geometry, astronomy, and other subjects, as well as public speaking. Boys from poor families, however, did not receive much education and girls got almost none. Despite Athens' reputation for freedom and democracy, Athenian women had almost no rights at all.**

SPARTA AND ATHENS FIGHT

After the Persian Wars, many Greek city-states joined an **alliance** to help defend each other and protect trade. With its navy protecting the islands, Athens was the most powerful member of the league. Soon Athenians began to treat other city-states as their subjects. In 431 BC Sparta and other cities formed a league of their own and declared war on Athens. In the long **Peloponnesian War** that followed the Athenians won at first, but were forced to surrender in 404 BC. For about 30 years after this the Spartans controlled nearly all of Greece, but resentment from other city-states led to a long period of war that weakened all of Greece and left it open to attack from outside.

The Greek World

Chapter 9 Section 3



MAIN IDEAS

1. Macedonia conquered Greece in the 300s BC.
2. Alexander the Great built an empire that united much of Europe, Asia, and Egypt.
3. The Hellenistic kingdoms formed from Alexander's empire blended Greek and other cultures.

Key Terms and People

Philip II powerful king of Macedonia

phalanx a group of warriors who stood close together in a square

Alexander the Great king of Macedonia who built the largest empire the world had ever seen

Hellenistic name for the blended culture that developed in Alexander's empire

Section Summary

MACEDONIA CONQUERS GREECE

About 360 BC **Philip II** of Macedonia invaded Athens and won easily. The rest of Greece surrendered. Philip's victory resulted from his military strategy and weaponry. For instance, he extended the Greek idea of the **phalanx** by giving each soldier a spear 16 feet long. Philip planned to conquer Persia, but he was murdered in 336 BC and his throne passed to his 20-year-old son Alexander.

ALEXANDER BUILDS AN EMPIRE

When Philip died, the people in the Greek city of Thebes rebelled. Alexander attacked Thebes and enslaved the Theban people. He used Thebes as an example of what would happen if any other Greek cities rebelled against him. Alexander went on to defeat the Persians time after time and to conquer Egypt. He became ruler of what had been the Persian empire. Before his death at 33 years of age, Alexander the Great (as he came to be called) had built an empire stretching from the Adriatic Sea west to India and to the Upper Nile in the south.

Alexander admired Greek culture and worked to spread Greek influence by founding cities in the lands he conquered. He encouraged Greek settlers to move to these new cities and as a result, Greek became a common language throughout Alexander's empire. Even as he supported the spread of Greek culture, however, Alexander encouraged common people to keep their own customs and traditions. The new, blended culture that developed is called **Hellenistic**. It was not purely Greek, but it was heavily influenced by Greek ideas.

HELLENISTIC KINGDOMS

Alexander died unexpectedly without an obvious heir. With no clear direction, his generals fought for power. Eventually, three distinct Hellenistic kingdoms emerged: Macedonia (which included Greece), Syria, and Egypt. Although Hellenistic culture flourished in all three kingdoms—in particular, Alexandria in Egypt became a great center of culture and learning—all three kingdoms fell to the growing power of Rome between 60 and 30 BC.

1. How was Philip II able to defeat the Greeks?

Phillip II borrowed and improved many of the strategies Greek armies used in battle.

2. What advantage did the soldiers in Philip's army have?

Phillip II's soldiers fought as a phalanx, with spears longer than those of their opponents.

3. What Macedonian leader is considered one of the greatest conquerors in history, and why?

Alexander the Great's efforts to build an empire made him one of the greatest conquerors in history.

4. What new blended culture developed in Alexander the Great's empire, and what did this culture combine?

A Hellenistic culture developed in Alexander the Great's empire, and it combined elements of Persian, Egyptian, Syrian, and other cultures with Greek ideas.

The Greek World

Chapter 9 Section 4



MAIN IDEAS

1. The Greeks made great contributions to the arts.
2. The teachings of Socrates, Plato, and Aristotle are the basis of modern philosophy.
3. In science, the Greeks made key discoveries in math, medicine, and engineering.

Key Terms and People

Socrates the first of the great Greek thinkers and teachers

Plato teacher and thinker, student of Socrates, and founder of the Academy

Aristotle philosopher who taught that people should live lives of moderation based on reason

reason clear and ordered thinking

Euclid great and influential mathematician

Hippocrates great Greek doctor who taught how to treat disease by understanding what caused illness

Chapter 9 Section 4 Summary

THE ARTS

The ancient Greeks were master artists. Their **paintings and statues** have been admired for hundreds of years. **Greek sculptors studied the human body, especially how it looks when it is moving.** They used what they learned when they **made their statues.** Greek artists **painted detailed scenes on vases, pots, and other vessels.** **The remains of Greek architecture show how much care the Greeks took in designing their buildings so they would reflect the beauty of their cities.**

Greek writers created new literary forms, including drama and history. Dramatists wrote tragedies, which described hardships faced by Greek heroes, and comedies, which made fun of people and ideas. Historians were interested in the lessons that history could teach. They tried to figure out what caused wars so the Greeks could learn from their mistakes and avoid similar wars in the future.

PHILOSOPHY

The ancient Greeks worshipped gods and goddesses whose actions explained many of the mysteries of the world. But around 500 BC a few people began to think about other explanations. We call these people philosophers. Philosophers believe in the power of the human mind to think, explain, and understand life.

Socrates (SAHK-ruh-teez) believed that people must never stop looking for knowledge. He taught by asking questions. When people answered, he challenged their answers with more questions. His student **Plato** (PLAYT-oh) created a school called the Academy to which students, philosophers, and scientists could come to discuss ideas. Plato's student **Aristotle** (ar-uh-STAH-tuhl) taught that people should live lives of moderation, or balance. He believed that moderation was based on **reason**. Aristotle also made great advances in the field of logic, the process of making inferences.

SCIENCE

Many of the rules we still use today to measure and calculate were first developed by Greek mathematicians like **Euclid** (YOO-kluhd). Greek doctors like **Hippocrates** (hip-AHK-ruh-teez) wanted to cure diseases and keep people healthy. Greek inventors also made many discoveries that are still in use, from practical devices like water screws (which bring water up from a lower level to a higher one) to playful mechanical toys.

The **Parthenon**, a beautiful temple to the goddess Athena, was one of the most impressive of all ancient Greek buildings.

One of the greatest Greek historians was **Thucydides**, who wrote a history of the Peloponnesian War.

The Greek philosopher **Socrates** taught by asking questions that challenged people to think about their beliefs.

The Greek philosopher **Aristotle** taught that people should live lives of moderation, or balance, based on reason.

The Greek scientist **Euclid** devoted his life to studying mathematics and developed many of the geometry rules used today.

Chapter 10

The Roman Republic

Chapter 10 Section 1



MAIN IDEAS

1. The geography of Italy made land travel difficult but helped the Romans prosper.
2. Ancient historians were very interested in Rome's legendary history.
3. Once a monarchy, the Romans created a republic.

Key Terms and People

Aeneas mythical hero who fled the fallen city of Troy for Italy in a journey chronicled in Virgil's *Aeneid*

Romulus and Remus mythical twin brothers who are said to have founded Rome

republic government led by rulers elected by the citizens

dictator ruler with almost absolute power, elected during time of war

Cincinnatus famous dictator who chose not to retain his power

plebeians Rome's common people, including artisans, craftsmen, and traders

patricians wealthy, noble people of Rome

Section 10 Summary

THE GEOGRAPHY OF ITALY

Rome grew from a small town on the Tiber River to become a great power. Rome conquered Greece, Mesopotamia, Egypt, and Persia. Rome's central location and good climate were factors in its success. Because most of Italy is surrounded by water, Romans could easily travel by sea. The mountains in the north made it difficult to travel over land. The warm dry weather resulted in high crop yields, so the Romans had plenty of food.

ROME'S LEGENDARY ORIGINS

Rome's beginnings are a mystery. A few ancient ruins show that people lived there as early as 800 BC. Later, the Romans wanted a glorious past, so they created stories or legends about their history. The **early Romans believed their history began with the mythical hero Aeneas (i-nee-uhs). Aeneas fled Troy when the Greeks destroyed the city during the Trojan War. He formed an alliance with a group called the Latins and traveled to Italy. This story is told in the Aeneid (i-nee-id), an epic poem written by a poet named Virgil (vuhr-juhl) around 20 BC.**

According to legend, Rome was built by twin brothers Romulus (rahm-yuh-luhs) and Remus (ree-muhs). Romulus killed Remus and became the first king of Rome. Scholars believe Rome started sometime between 800 and 700 BC. Early Rome was ruled by kings until the Romans created a **republic** in 509 BC.

THE EARLY REPUBLIC

In the republic the Romans created, citizens elected leaders to govern them. They voted once a year to prevent any one person from gaining too much power. But early Rome had its troubles. For one thing, Rome was usually at war with nearby countries.

To lead the country during war, the Romans elected **dictators**, rulers with almost absolute power. A dictator's power could not last more than six months. The most famous dictator was **Cincinnatus** (sin-suh-NAT-uhs), a farmer elected to defeat a major enemy. He resigned as dictator right after the war and went back to his farm.

Within Rome the **plebeians**, or common people, worked for change. Only the city's **patricians**, the wealthy citizens, could be elected to rule Rome. When the plebeians elected a council, the patricians changed the government.

According to legend, **Cincinnatus** was chosen as dictator to lead the Roman army and quickly defeated his foes in a single day.

Plebeians were the common people of Rome, a group that included the peasants, craftspeople, traders, and other workers.

Aeneas was a legendary hero from Troy who fled to Italy and allied himself with a group called the Latins.

In a **republic**, people elect leaders to represent them in government.

The richer, more powerful citizens of Rome were called **patricians** and were originally the only ones who could be elected to office.

Remus was killed by his twin brother in a fit of anger after they begin to fight.

A ruler with almost unlimited power is called a **dictator**.

After **Romulus** killed his brother, he named the city they built after himself.

The Roman Republic

Chapter 10 Section 2



MAIN IDEAS

1. Roman government was made up of three parts that worked together to run the city.
2. Written laws helped keep order in Rome.
3. The Roman Forum was the heart of Roman society.

Key Terms and People

magistrates officials elected to fulfill specific duties for the city

consuls most powerful elected officials in the Roman Republic

Roman Senate a powerful group of wealthy citizens who advised elected officials

veto to prohibit an official action

Latin language spoken by the ancient Romans

checks and balances methods of balancing power

forum Rome's public meeting place

Section 2 Summary

ROMAN GOVERNMENT

During the 400s BC, the plebeians were unhappy that they did not have any say with the government. The city's leaders knew that they had to compromise or the plebeians might rise up and overthrow the government. So the patricians created positions in the government for the plebeians. A tripartite (try-PAHR-tyt) government, a government with three parts, was established to keep any one group from getting too much power.

The first part of the government was made up of elected officials called **magistrates** (MA-juh-strayts). The most powerful magistrates were called **consuls** (KAHN-suhlz). Two consuls were elected each year to run the city and lead the army. The consuls got advice from the **Roman Senate**. The Senate was a council of wealthy, powerful citizens who held seats for life. Magistrates who finished their one-year terms earned a seat on the Senate, so the Senate gained more power as time passed.

The third branch of government had two parts. The first branch was made up of assemblies. The assemblies elected the magistrates who ran the city of Rome. The second branch was a group of officials called tribunes. The tribunes had the power to **veto** (VEE-toh), or prohibit, actions by the government. Veto means "to forbid" in **Latin**, the ancient Roman language.

Checks and balances existed to even out power. Some officials had the power to block actions by other officials. Action could be stalled if people could not work together. But when an agreement was reached, Rome worked strongly and efficiently.

WRITTEN LAWS KEEP ORDER

At first Rome's laws were not written down. People thought that it was not fair to be charged by laws they did not know existed. In 450 BC Rome's first legal code was written on twelve bronze tablets and displayed in the **forum**, Rome's public meeting place. Although the Romans continued to make laws, the Law of the Twelve Tables remained as the basis of Roman law.

THE ROMAN FORUM

The forum was the heart of Rome. All the important government buildings and religious temples were there. It was also the main meeting place for Roman citizens. It was used for public speeches, and for shopping and entertainment.

The first tables of Rome's written law code were displayed in the public square called the **forum**.

2. The tribunes had the ability to **veto** or prohibit, actions by other government officials.

3. Rome's elected officials, such as judges and individuals that ran the city's economic programs or organized games and festivals, were called **magistrates**.
4. Through the use of **checks and balances** one part of government cannot become too strong over the other parts of the government.
5. The most powerful officials in Rome were called **consuls**.
6. The Roman language was **Latin**.
7. The **Senate** was a council of wealthy and powerful Romans that advised the city's leaders.

The Roman Republic

Chapter 10 Section 3



MAIN IDEAS

1. The late republic period saw the growth of territory and trade.
2. Through wars, Rome grew beyond Italy.
3. Several crises struck the republic in its later years.

Key Terms and People

legions groups of up to 6,000 soldiers

Punic Wars a series of wars between Rome and Carthage

Hannibal brilliant Carthaginian general who attacked the city of Rome

Gaius Marius general who tried to solve unemployment by inviting poor people to join the army, creating a force more loyal to him than to Rome

Lucius Cornelius Sulla rival of Marius who raised his own army to defeat Marius and take control of Rome

Spartacus slave and former gladiator who led an uprising of slaves

Section 3 Summary

GROWTH OF TERRITORY AND TRADE

Rome expanded due to threats from other cities. When the Gauls took over Rome in 410 BC, Roman officials paid them to leave. Because of this Rome was constantly fighting off invaders. Rome's army was very organized, so defense of the city was usually successful. Soldiers were divided into **legions, or groups of up to 6,000 men. Each legion was divided into centuries, or groups of 100 soldiers.** The army had the flexibility to fight together, or break up into smaller groups.

Most Romans were originally farmers. Many of them moved to the city and ran their farms from afar with help from slaves. As the population of the city grew, so did the need for more food. An extensive trading network was established. Rome coined copper and silver money, which was used widely in the region.

ROME GROWS BEYOND ITALY

Rome's growth made both allies and enemies in the Mediterranean. The Roman army fought many wars, including the **Punic (pyoo-nik) Wars** with Carthage. Carthage was the capital of a Phoenician civilization that flourished in North Africa between 264 and 156 BC. Although an attack on Rome led by the brilliant general **Hannibal** nearly succeeded, Rome eventually conquered Carthage. The Romans then took over Gaul, Greece, and parts of Asia. The Romans were deeply influenced by the Greeks and adopted much of the Greek culture.

CRISES STRIKE THE REPUBLIC

As Rome's territory grew, so did its problems. Tensions between the rich and poor grew. Some leaders tried to keep the poor citizens happy, but their plans were not popular with the wealthy. Politicians who tried to make a change and went against Rome's powerful leaders were killed.

Army general **Gaius Marius** (GY-uhs MER-ee-uhs) encouraged the poor and the unemployed to join the army. Before, only people who owned property had been allowed in the army. As a result, the army became more loyal to Marius than to the Roman government.

Another man, **Lucius Cornelius Sulla** (LOO-shuhs kawr-NEEL-yuhsSUHL-uh), raised his own army. He fought and killed Marius and became dictator. Soon afterward, **Spartacus** (SPAHR-tuh-kuhs), a slave and former gladiator, led an uprising of thousands of slaves against the republic. Spartacus was eventually defeated and killed, but these conflicts had weakened Rome.

1. Former slaves led by **Spartacus** fought against the Roman army and took over much of southern Italy.
2. To help end unemployment, **Gaius Marius** encouraged poor people to join the army.
3. Roman soldiers were organized in **legions** which were groups of up to 6,000 soldiers.
4. **Hannibal** led an army through Spain and across the Alps toward the city of Rome; however, he was never able to capture Rome itself.
5. After a brutal civil war, **Lucius Cornelius Sulla** named himself dictator and used his power to punish his enemies.
6. The Romans fought the armies of Carthage in the **Punic Wars**.

**MAIN IDEAS**

1. Disorder in the Roman Republic created an opportunity for Julius Caesar to gain power.
2. The Republic ended when Augustus became Rome's first emperor.
3. The Roman Empire grew to control the entire Mediterranean world.
4. The Romans accomplished great things in science, engineering, architecture, art, literature, and law.

Key Terms and People

Cicero famous Roman orator

orator a public speaker

Julius Caesar Roman general who became dictator for life

Augustus the first emperor of Rome

provinces the areas outside of Italy that the Romans controlled

Pax Romana the Roman Peace, a peaceful period in Rome's history

aqueduct a raised channel used to carry water from mountains into cities

Ovid a poet who wrote about Roman mythology

Romance languages the languages that developed from Latin

civil law a legal system based on a written code of laws

Academic Vocabulary

agreement a decision reached by two or more people or groups

Section 1 Summary**DISORDER AND THE END OF THE REPUBLIC**

Cicero, a famous **orator**, asked Romans to return power to the Senate and bring order back to Rome. But Rome's government stayed the same.

After conquering Gaul and defeating Pompey, **Julius Caesar** named himself Roman dictator. But on March 15 in 44 BC, a group of Senators stabbed him to death. **Marc Antony** and Octavian, later renamed **Augustus**, took charge of Roman politics. They defeated Caesar's killers, who then killed themselves. Octavian returned to Italy while Antony headed east to fight Rome's enemies.

Octavian and Antony soon became enemies. In 31 BC Octavian defeated Antony's fleet. Antony escaped and returned to Cleopatra. They killed themselves to avoid capture.

Octavian ruled Rome. He claimed that he was giving his power to the Senate. But he took the name Augustus and became the Roman emperor.

ROME'S GROWING EMPIRE

By the 100s, the Romans ruled Gaul and much of central Europe. Their empire stretched from Asia Minor to Britain. Traders traveled the **provinces** to trade artisans' goods for metals, cloth, and food. Roman coins were used all over as currency. The **Pax Romana** was a time of peace and prosperity.

ROME'S ACCOMPLISHMENTS

Romans took a practical approach to engineering and science. They improved on Greek medicine. They made lasting structures with cement and arches. Roman **aqueducts** still stand today. Romans used vaults to create open spaces in buildings.

The Romans prized beauty. Greek designs influenced their art and architecture. Romans decorated walls with frescoes and floors with mosaics. Many sculptors copied Greek sculptures.

Ovid wrote lovely poems, and Virgil wrote a great epic, the Aeneid, about the founding of Rome. Roman poets wrote in Latin. Latin later led to the development of the Romance languages.

Civil law was inspired by Roman law, which was enforced throughout the Roman Empire. Most European nations today are ruled by civil law.

Rome and Christianity

Chapter 11 Section 2



MAIN IDEAS

1. Despite its general religious tolerance, Rome came into conflict with the Jews.
2. A new religion, Christianity, grew out of Judaism.
3. Many considered Jesus of Nazareth to be the Messiah.
4. Christianity grew in popularity and eventually became the official religion of Rome.

Key Terms and People

Christianity religion based on the teachings of Jesus of Nazareth

Jesus of Nazareth founder of Christianity

Messiah leader Jews believed would return and restore the greatness of Israel

Bible the holy book of Christianity

crucifixion a type of execution that involved being nailed to a cross

Resurrection Christian belief that Jesus rose from the dead after his death

disciples followers

Apostles the 12 disciples whom Jesus chose to receive special teaching

Paul of Tarsus disciple whose letters defined Christianity as separate from Judaism

martyrs people who die for their religious beliefs

persecution punishing people for their beliefs

Constantine Roman emperor who became a Christian

Section 2 Summary

RELIGIOUS TOLERANCE AND CONFLICT

Rome conquered Judea, the territory in which most Jews lived, in 63 BC. The Romans allowed conquered people to keep their own religions. Some Jews wanted to be free and rebelled several times. After the last revolt, the Romans destroyed Jerusalem and forced all Jews out of the city. Jews moved throughout the Roman world.

A NEW RELIGION

At the start of the first century AD, a new religion appeared. **Christianity** had roots in Judaism, but it was based on the teachings of **Jesus of Nazareth**. The followers of Jesus—the first Christians—believed that he was the **Messiah** (muh-SY-uh), a savior that had been foretold by Jewish prophets.

JESUS OF NAZARETH

Jesus of Nazareth was born at the end of the first century BC. Much of what we know about Jesus is from the **Bible**, the holy book of Christianity. Roman leaders thought his teachings challenged their authority. Jesus was arrested and executed by **crucifixion**. Christians believe Jesus rose from the dead in an event called the **Resurrection**. Many of Jesus's **disciples** claimed to see him again.

Jesus taught that people should love God and each other. Jesus also taught about salvation. Jesus chose 12 of his disciples, the **Apostles**, to spread his teachings. However another man, **Paul of Tarsus**, was most important in spreading Christianity. Paul traveled and wrote letters explaining Christianity. He helped Christianity break away from Judaism.

THE GROWTH OF CHRISTIANITY

As Christianity became more popular, Roman leaders began to worry. Some local leaders arrested and killed Christians. These **martyrs** died for their religious beliefs. Some Roman emperors outlawed Christianity and **persecuted** Christians.

In the early 300s, emperor **Constantine** became a Christian and removed the bans on Christians. Later Christianity became the official religion of Rome.

1. Twelve of Jesus' closest followers called the **Apostles** received special training and were sent to spread his teachings.
2. The holy book of Christianity is called the **Bible**.
3. Christianity was based on the teachings of a man named **Jesus of Nazareth**.
4. People who die for their religious beliefs are called **martyrs**.
5. **Paul of Tarsus** traveled and wrote letters to spread Christian teachings.
6. Christians believe Jesus rose from the dead in the **Resurrection**.
7. In the first century BC, many Jews were awaiting the arrival of a promised savior called the **Messiah**.
8. **Persecution** is punishment because of one's beliefs.
9. The emperor **Constantine** removed all bans against Christianity in Rome.

Rome and Christianity

Chapter 11 Section 3



MAIN IDEAS

1. Many problems threatened the Roman Empire, leading one emperor to divide it in half.
2. Rome declined as a result of invasions and political and economic problems.
3. In the eastern empire, people created a new society and religious traditions that were very different from those in the west.

Key Terms and People

Diocletian emperor who divided the Roman Empire into two parts

Attila fearsome Hun leader who attacked Rome's eastern empire

corruption decay in people's values

Justinian last ruler of the Roman Empire

Theodora Justinian's wife, a wise woman who advised her husband during his reign

Byzantine Empire civilization that developed in the eastern Roman Empire

Academic Vocabulary

efficient productive and not wasteful

Section 3 Summary

PROBLEMS IN THE EMPIRE

At its height the Roman Empire ruled all of the land around the Mediterranean Sea. But by the late 100s, emperors had to give up some land.

Rome had to defend itself constantly from attacks from the north and the east. Problems came from within the empire, too. Disease killed many people. Taxes were high. Food was scarce because many farmers went to war. To increase food production, Germanic farmers were invited to work on Roman lands, but they were not loyal to Rome.

The emperor **Diocletian** took power in the late 200s. He ruled the east himself and chose a co-emperor to rule the west. The emperor Constantine reunited the empire for a short time. He moved the capital from Rome to Constantinople in the east.

THE DECLINE OF ROME

Once the capital moved to the east, barbarians attacked Roman territory in the north. During the late 300s, an Asian group called the Huns began attacking the Goths. The Goths were forced into Roman territory. In the end, the Goths broke through into Italy and destroyed Rome.

The Vandals, Angles, Saxons, Jutes, and Franks all invaded Roman territory in the west. The Huns under **Attila** raided in the east. In 476 a barbarian leader overthrew the Roman emperor and became king. This ended the western empire.

The vast size of the Roman empire also contributed to its fall. The government was not **efficient**, and it suffered from **corruption**. Rome was no longer the great center it had once been.

A NEW EASTERN EMPIRE

As Rome fell, the eastern empire prospered. **Justinian** ruled the east in the 500s. **He wanted to reunite the Roman Empire. His armies recaptured Italy. He was respected for making laws more fair. But he made enemies who tried to overthrow him. Justinian got advice from his wife Theodora and was able to keep his throne. Despite Justinian's success, the empire declined for 700 years.** In 1453 Constantinople was defeated by the Ottoman Turks.

People in the eastern empire began to follow non-Roman influences. The **Byzantine Empire** developed in the east. This empire practiced Christianity differently than Romans. In the 1000s, the church split in two. In the east the Eastern Orthodox Church formed. Thus religion further divided eastern and western Europe.

1. Who divided the Roman Empire in the late 200s? **Diocletian divided the empire.**
2. Who was the fearsome leader of the Huns? **Attila was the Huns' leader.**
3. What do we call the decay of people's values? **Corruption is the decay of people's values.**
4. Which eastern Roman emperor had passion for the law and the church? **Justinian loved law and the church.**
5. Who was Justinian's smart and powerful wife? **The odora was his wife.**
6. What do historians call the society that developed in the eastern Roman Empire? **The Byzantine Empire developed in the eastern Roman Empire.**

Chapter 12: The Islamic World

The Islamic World

Chapter 12 Section 1



MAIN IDEAS

1. Arabia is a mostly a desert land, where two ways of life, nomadic and sedentary, developed.
2. A new religion called Islam, founded by Muhammad, spread throughout Arabia in the 600s.

Key Terms and People

oasis a wet, fertile area in the desert

caravan a group of traders that travels together

Muhammad an Arabian man whose teachings became the basis for a new religion

Islam religion based on messages Muhammad received from God

Muslim a person who follows Islam

Qur'an the holy book of Islam

pilgrimage journey to a sacred place

mosque a building for Muslim prayer

Academic Vocabulary

influence change, or have an effect on

Section 1 Summary

LIFE IN A DESERT LAND

Arabia, in the southwest corner of Asia, is the crossroads for Africa, Europe, and Asia. Arabia is a mostly hot and dry desert of scorching temperatures and little water. Water is scarce and exists mainly in oases. An **oasis** is a wet, fertile area in the desert. Oases are key stops along Arabia's trade routes.

People developed two ways to live in the desert. Nomads moved from place to place. Nomads lived in tents and raised goats, sheep, and camels. They traveled with their herds to find food and water for their animals. They traveled in tribes, or groups of people. Tribe membership provided protection from danger and reduced competition for grazing lands.

Others led a settled life. Towns sprang up in oases along the trade routes. Merchants and craftspeople traded with groups of traders who traveled together in caravans. Most towns had a market or bazaar. Both nomads and caravans used these centers of trade.

A NEW RELIGION

A man named **Muhammad brought a new religion to Arabia**. Much of what we know about him comes from religious writings. Muhammad was born in the city of Mecca around 570. As a child, he traveled with his uncle's caravans. As an adult, Muhammad managed a caravan business.

Muhammad was upset that rich people did not help the poor. He often went to a cave to meditate on this problem. According to Islamic belief, when Muhammad was 40, an angel spoke to him. These

messages form the basis of a religion called Islam. They were written in the Qur'an (kuh-ran), the holy book of Islam. A follower of Islam is called a Muslim.

Muhammad taught that there was only one God, Allah. The belief in one God was a new idea for many Arabs. Before this time, Arabs prayed to many gods at shrines. The most important shrine was in Mecca. Many people traveled to Mecca every year on a pilgrimage. Muhammad also taught that the rich should give money to the poor. But rich merchants in Mecca rejected this idea.

Slowly, Muhammad's message began to influence people. The rulers in Mecca felt threatened by him. Muhammed left and went to Medina. His house there became the first mosque, or building for Muslim prayer. After years of conflict, the people of Mecca finally gave in and accepted Islam.

The Islamic World

Chapter 12 Section 2



MAIN IDEAS

1. The Qur'an guides Muslims' lives.
2. The Sunnah tells Muslims of important duties expected of them.
3. Islamic law is based on the Qur'an and the Sunnah.

Key Terms and People

jihad literally means "to make an effort" or "to struggle"

Sunnah a collection of actions or sayings by Muhammad

Five Pillars of Islam the five acts of worship required of all Muslims

Section Summary

THE QUR'AN

After Muhammad died, his followers wrote down all of the messages he received from Allah. This collection of teachings became known as the Qur'an. Muslims believe that the Qur'an is the exact word of God as it was told to Muhammad. Like the Jewish and Christian bibles, the Qur'an says there is one God (Allah). Islam teaches that there is a definite beginning and end to the world. On that final day, Muslims believe, God will judge all people. Those who have obeyed God's orders will be granted life in paradise. Those who have not obeyed God will be punished.

Muslims believe that God wishes them to follow many rules in order to be judged a good person. These rules affect the everyday life of Muslims. In the early days of Islam, these rules led to great changes in Arabian society. For example, owning slaves was forbidden.

Jihad (ji-HAHD) is an important Islamic concept. Literally, jihad means "to make an effort" or "to struggle." It refers to the internal struggle of a Muslim trying to follow Islamic beliefs. It can also mean the struggle to defend the Muslim community or convert people to Islam. The word has also been translated as "holy war."

THE SUNNAH

Another important holy book in Islam is the **Sunnah** (SOOH-nuh), a collection of Muhammad's words and actions. The Sunnah spells out the main duties for Muslims. These are known as the **Five Pillars of Islam**. The

first pillar is a statement of faith. The second pillar says a Muslim must pray five times daily. The third pillar is a yearly donation to charity. The fourth pillar is fasting during the holy month of Ramadan (RAH-muh-dahn). The fifth pillar is the hajj (HAJ), a pilgrimage to Mecca. The hajj must be made at least once in a lifetime.

The Sunnah also preaches moral duties that must be met in daily life, in business, and in government. For example, it is considered immoral to owe someone money or to disobey a leader.

ISLAMIC LAW

The Qur'an and the Sunnah form the basis of Islamic law, or Shariah (shuh-REE-uh). Shariah lists rewards or punishments for obeying or disobeying laws. Shariah punishments can be severe. Shariah makes no distinction between religious and secular life. Most Islamic countries today blend Islamic law with a legal system much like that in the United States.

1. The first duties of a Muslim are known as the Five Pillars of Islam.
2. The inner struggle people go through in their effort to obey God and behave according to Islamic ways is known as jihad.
3. The Sunnah refers to the way Muhammad lived, which provides a model for the duties and the way of life expected of Muslims.

The Islamic World

Chapter 12 Section 3



MAIN IDEAS

1. Muslim armies conquered many lands into which Islam slowly spread.
2. Trade helped Islam spread into new areas.
3. Three Muslim empires ruled large areas of Asia and Africa and parts of Europe from the 1400s to the 1800s.

Key Terms and People

Abu Bakr one of Islam's first converts, appointed caliph after Muhammad's death

caliph title of the highest Islamic leader

tolerance acceptance

Janissaries slave boys converted to Islam and trained as soldiers

Mehmed II Ottoman ruler who defeated the Byzantine Empire

Suleyman I Ottoman ruler who led the empire to its heights

Shia Muslims who believed only members of Muhammad's family should be caliphs

Sunni Muslims who believed caliphs did not have to be related to Muhammad

Section 3 Summary

MUSLIMS ARMIES CONQUER MANY LANDS

After Muhammad's death **Abu Bakr (uh-boo bak-uhr)** was the leader of Islam. He was the first caliph (kay-luhf). This title was used for the highest Islamic leader. Abu Bakr unified Arabia. The Arab army conquered the Persian and Byzantine empires.

Later caliphs conquered lands in Central Asia, northern India, and North Africa. They controlled eastern Mediterranean trade routes. After many years of fighting, the Berbers of North Africa converted to Islam. A combined Arab and Berber army conquered Spain and ruled for 700 years.

TRADE HELPS ISLAM SPREAD

Arab merchants took Islamic beliefs and practices with them to new lands. Coastal trading cities developed into large Muslim communities.

Muslims generally practiced **tolerance**, or acceptance, of other religions. More people began speaking Arabic and practicing Islam. The Arabs also took on non-Muslim customs.

THREE MUSLIM EMPIRES

In the 1200s, Muslim Turks known as Ottomans attacked the Byzantine Empire. They trained **Janissaries**, boys from conquered towns who were enslaved and converted to Islam. The Janissaries fought fiercely. In 1453 the Ottomans led **by Mehmed II** took Constantinople. This ended the Byzantine Empire. The Ottoman Empire peaked under **Suleyman I** (soo-lay-MAHN). By 1566 the Ottomans took control of the eastern Mediterranean and parts of Europe.

Meanwhile, the Safavids (sah-FAH-vuhds) gained power in the east. Before long, the Safavids came into conflict with the Ottomans and other Muslims. The conflict stemmed from an old disagreement about who should be caliph. In the mid-600s, Islam had split into two groups—the **Sunni** and the **Shia**. The Ottomans were Sunni, and the Safavids were Shia. The Safavid Empire conquered Persia in 1501.

East of the Safavid Empire, in India, lay the Mughal (MOO-guhl) Empire. The Mughals united many diverse peoples and were known for their architecture—particularly the Taj Mahal. Under the leader Akbar, the Mughal Empire was known for its religious tolerance. But more restrictive policies after his death led to the end of the empire.

The Islamic World

Chapter 12 Section 4



MAIN IDEAS

1. Muslim scholars made lasting contributions to the fields of science and philosophy.
2. In literature and the arts, Muslim achievements included beautiful poetry, memorable short stories, and splendid architecture.

Key Terms and People

Ibn Battutah Muslim explorer and geographer

Sufism a movement of Islam, based on the belief that one must have a personal relationship with God

Omar Khayyám famous Sufi poet who wrote *The Rubáiyát*

patrons sponsors

minaret a narrow tower on a mosque from which Muslims are called to pray

calligraphy decorative writing

Section Summary

SCIENCE AND PHILOSOPHY

Islamic scholars made great advances in many fields. These included astronomy, geography, math, and science. At Baghdad and Córdoba, Greek and other writings were translated into Arabic. A common language helped scholars share research.

Muslim scientists built observatories to study the stars. They also improved the astrolabe. The Greeks had invented this tool to chart the position of the stars. The astrolabe would later be used in sea exploration.

It was a Muslim mathematician who invented algebra. Muslims found better ways to calculate distance and make precise maps. They also used the stars to navigate. Muslim merchants and explorers traveled wide and far. One great explorer was **Ibn Battutah**. He traveled to Africa, India, China, and Spain.

Muslims were also known in **medicine**. They added greatly to Greek and Indian medicine. **Muslims also started the first school of pharmacy. A doctor in Baghdad found out how to detect and treat the disease smallpox. Another doctor, known in the West as Avicenna (av-uh-sen-uh), wrote a medical encyclopedia.** It was used widely in Europe for centuries.

A new philosophy developed. It was called **Sufism** (SOO-fi-zuhm). People who practice Sufism are Sufis (SOO-fee-z). Sufis seek a personal relationship with God. Sufism has brought many followers to Islam.

LITERATURE AND THE ARTS

Poetry and short stories were popular among Muslims. The collection of stories called *The Thousand and One Nights* is still one of the best-loved books in the world. Sufi poets were popular, including the famous **Omar Khayyám** (OH-mahr ky-AHM).

There were many achievements in architecture. Rulers liked to be **patrons**. Patrons helped fund the design and construction of beautiful mosques. The main part of a mosque is a huge hall where thousands of people gather to pray. Often mosques have a large dome and a **minaret**.

Islam does not allow artists to show animals or humans in religious art. Muslims believe only Allah can create humans and animals or their images. In part for this reason, Muslim artists turned to **calligraphy**. This decorative writing became an art form.