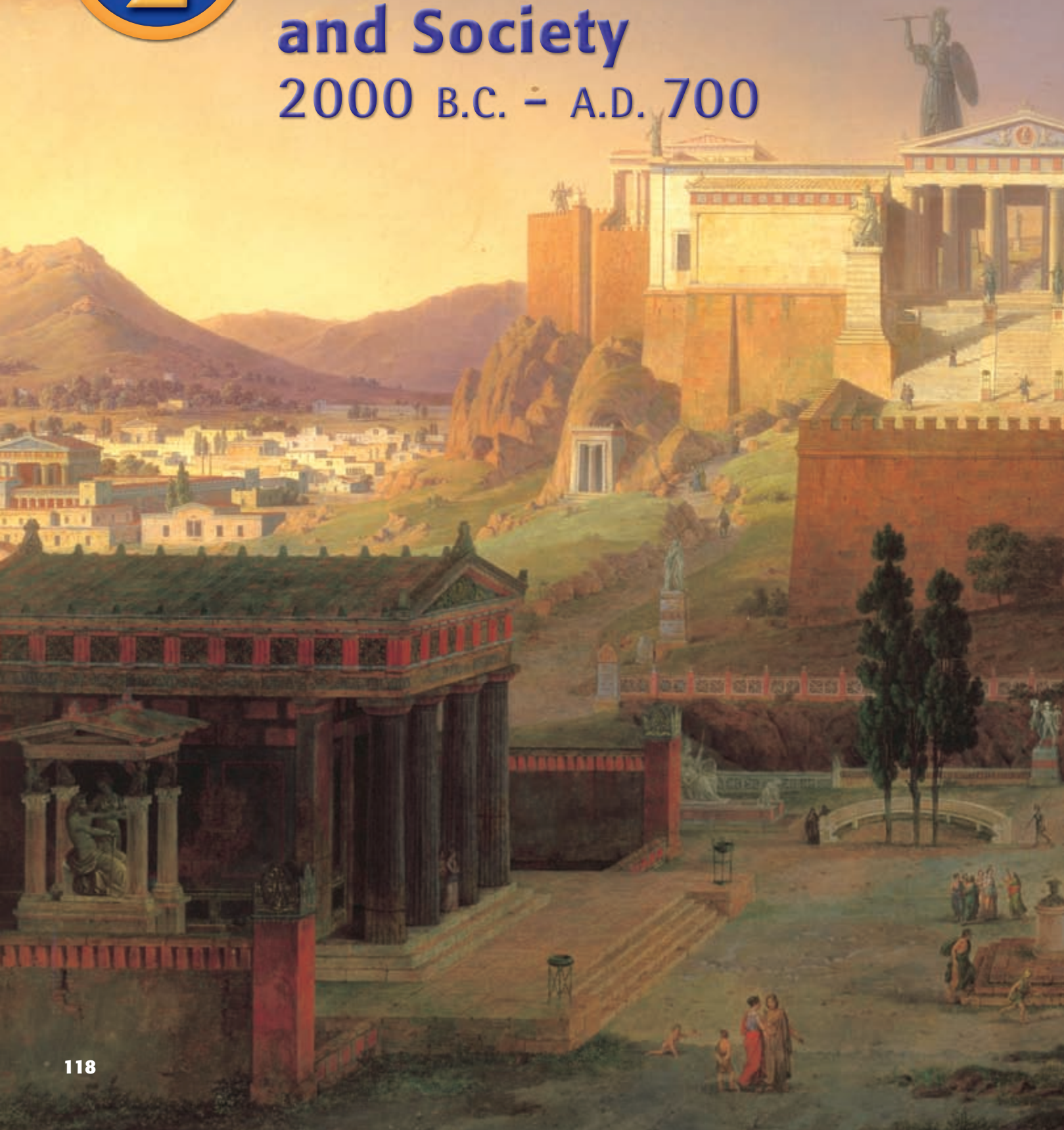



UNIT  
**2**

# New Directions in Government and Society

2000 B.C. – A.D. 700







This painting of Athens shows why the Greeks called the main district of government and religious buildings an acropolis, meaning city at the top. Such buildings were constructed in the highest, most easily defended part of the city.

### Comparing & Contrasting

#### Classical Ages

In Unit 2, you will learn that Greece had a classical age, a time of great cultural achievement that left an enduring legacy. At the end of the unit, you will have a chance to compare and contrast Greece's classical age with several others. (See pages 252–257.)

# Classical Greece,

## 2000 B.C.–300 B.C.

### Essential Question

**What impact has ancient Greece had on the modern world?**



### What You Will Learn

In this chapter you will learn about the history and culture of classical Greece and its impact on the modern world.

#### SECTION 1 Cultures of the Mountains and the Sea

**Main Idea** The roots of Greek culture are based on interaction of the Mycenaean, Minoan, and Dorian cultures.

#### SECTION 2 Warring City-States

**Main Idea** The growth of city-states in Greece led to the development of several political systems, including democracy.

#### SECTION 3 Democracy and Greece's Golden Age

**Main Idea** Democratic principles and classical culture flourished during Greece's golden age.

#### SECTION 4 Alexander's Empire

**Main Idea** Alexander the Great conquered Persia and Egypt and extended his empire to the Indus River in northwest India.

#### SECTION 5 The Spread of Hellenistic Culture

**Main Idea** Hellenistic culture, a blend of Greek and other influences, flourished throughout Greece, Egypt, and Asia.

## Previewing Themes

**POWER AND AUTHORITY** In the Greek city-state of Athens, a new form of government developed—democracy—in which citizens exercised power.

**Geography** *What geographic factors might have confined democracy largely to Athens?*

**CULTURAL INTERACTION** Alexander the Great spread Greek culture throughout much of Asia. Greek, Egyptian, and Asian cultures then blended to create Hellenistic culture.

**Geography** *Why might the sea have been important to the spread of Greek culture?*

**EMPIRE BUILDING** Athens assumed control of a defense league and eventually built it into an empire. Later, Alexander conquered the Persian Empire and beyond to create a vast new empire of his own.

**Geography** *What geographic features might have strengthened the Macedonian desire to build an empire to the south and east?*

GREECE

WORLD

2000 B.C.  
Minoan civilization prospers on Crete. (Minoan vase) ▶



1500 B.C.  
Mycenaean culture thrives on Greek mainland.

2000 B.C.

1500 B.C.

1780 B.C.  
Hammurabi issues code of laws.

1472 B.C.  
Hatshepsut, woman pharaoh, begins her reign. (Head from statue of Hatshepsut) ▶







## Greek City-States, 750 B.C.



Delphi

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

- Greek homeland in 750 B.C.
- City-State
- Greek Settlement

LYDIA



0 50 100 Miles  
0 50 100 Kilometers  
Conic Projection

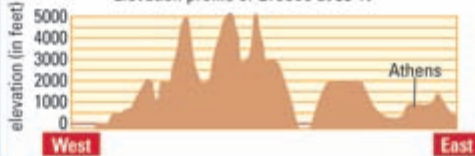
Ionian Sea

Aegean Sea

Mediterranean Sea

### Topography

Elevation profile of Greece at 38°N



**1200 B.C.**  
Trojan war takes place.

**750 B.C.**  
Greek city-states flourish.

**479 B.C.**  
Greece triumphs in Persian Wars.

**334 B.C.**  
Alexander starts to build his empire.

**1000 B.C.**

**300 B.C.**



**1027 B.C.**  
Zhou Dynasty begins in China.  
(Zhou animal mask)

**850 B.C.**  
Assyrians expand their empire.



**500 B.C.**  
Zapotec of Mexico build Monte Albán.  
(Zapotec shield)

**321 B.C.**  
Chandragupta founds Mauryan Empire in India.



## What does this art tell you about Greek culture?

When you think of ancient Greece, what is the first thing that comes to mind? You can learn a lot about a culture from its works of art and literature, as well as from the statements of its leaders, philosophers, and historians. Look at these Greek works of art and read the quotations.



▲ This stone relief panel of Democracy crowning Athens was placed in the marketplace, where citizens could see it daily.

*"Our constitution is called a democracy because power is in the hands not of a minority but of the whole people."*

**PERICLES**, an Athenian statesman

*"As an oak tree falls on the hillside crushing all that lies beneath, so Theseus. He presses out the life, the brute's savage life, and now it lies dead."*

**EDITH HAMILTON**, "Theseus," *Mythology*

▼ This plate shows Theseus, the greatest hero of Athens, killing the mythological beast the Minotaur.



▲ The Greeks often adorned their public buildings with graceful sculptures of gods and goddesses.

*"For we are lovers of the beautiful in our tastes."*

**THUCYDIDES**, a historian

### EXAMINING *the* ISSUES

- What does the relief panel suggest about the role of democracy in Greek society?
- Why might the Greeks decorate pottery with a heroic scene?
- Why might the Greeks place graceful statues in and around their public buildings?

Break into small groups and discuss what these artworks suggest about ancient Greek culture. Also discuss what the quotations tell you about the culture and its ideals. As you read about ancient Greece, think about how its culture influenced later civilizations.





# Cultures of the Mountains and the Sea

## MAIN IDEA

**CULTURAL INTERACTION** The roots of Greek culture are based on interaction of the Mycenaean, Minoan, and Dorian cultures.

## WHY IT MATTERS NOW

The seeds of much of Western cultural heritage were planted during this time period.

## TERMS & NAMES

- Mycenaean
- Trojan War
- Dorian
- Homer
- epic
- myth

**SETTING THE STAGE** In ancient times, Greece was not a united country. It was a collection of separate lands where Greek-speaking people lived. By 3000-B.C., the Minoans lived on the large Greek island of Crete. The Minoans created an elegant civilization that had great power in the Mediterranean world. At the same time, people from the plains along the Black Sea and Anatolia migrated and settled in mainland Greece.

## Geography Shapes Greek Life

Ancient Greece consisted mainly of a mountainous peninsula jutting out into the Mediterranean Sea. It also included about 2,000 islands in the Aegean (ih•JEE•uhn) and Ionian (eye•OH•nee•uhn) seas. Lands on the eastern edge of the Aegean were also part of ancient Greece. (See the map on page 121.) The region's physical geography directly shaped Greek traditions and customs.

**The Sea** The sea shaped Greek civilization just as rivers shaped the ancient civilizations of Egypt, the Fertile Crescent, India, and China. In one sense, the Greeks did not live *on* a land but *around* a sea. Greeks rarely had to travel more than 85 miles to reach the coastline. The Aegean Sea, the Ionian Sea, and the neighboring Black Sea were important transportation routes for the Greek people. These seaways linked most parts of Greece. As the Greeks became skilled sailors, sea travel connected Greece with other societies. Sea travel and trade were also important because Greece lacked natural resources, such as timber, precious metals, and usable farmland.

**The Land** Rugged mountains covered about three-fourths of ancient Greece. The mountain chains ran mainly from northwest to southeast along the Balkan Peninsula. Mountains divided the land into a number of different regions. This significantly influenced Greek political life. Instead of a single government, the Greeks developed small, independent communities within each little valley and its surrounding mountains. Most Greeks gave their loyalty to these local communities.

In ancient times, the uneven terrain also made land transportation difficult. Of the few roads that existed, most were little more than dirt paths. It often took travelers several days to complete a journey that might take a few hours today.

Much of the land itself was stony, and only a small part of it was arable, or suitable for farming. Tiny but fertile valleys covered about one-fourth of Greece.



Use the graphic organizer online to take notes on the roots of Greek culture.



The small streams that watered these valleys were not suitable for large-scale irrigation projects. With so little fertile farmland or fresh water for irrigation, Greece was never able to support a large population. Historians estimate that no more than a few million people lived in ancient Greece at any given time. Even this small population could not expect the land to support a life of luxury. A desire for more living space, grassland for raising livestock, and adequate farmland may have been factors that motivated the Greeks to seek new sites for colonies. **A**

**The Climate** Climate was the third important environmental influence on Greek civilization. Greece has a varied climate, with temperatures averaging 48 degrees Fahrenheit in the winter and 80 degrees Fahrenheit in the summer. In ancient times, these moderate temperatures supported an outdoor life for many Greek citizens. Men spent much of their leisure time at outdoor public events. They met often to discuss public issues, exchange news, and take an active part in civic life.

#### MAIN IDEA

#### Analyzing Causes

**A** In what ways did Greece's location by the sea and its mountainous land affect its development?

## Mycenaean Civilization Develops

As Chapter 3 explained, a large wave of Indo-Europeans migrated from the Eurasian steppes to Europe, India, and Southwest Asia. Some of the people who settled on the Greek mainland around 2000 B.C. were later known as **Mycenaeans**. The name came from their leading city, Mycenae (my•SEE•nee).

Mycenae was located in southern Greece on a steep, rocky ridge and surrounded by a protective wall more than 20 feet thick. The fortified city of Mycenae could withstand almost any attack. From Mycenae, a warrior-king ruled the surrounding villages and farms. Strong rulers controlled the areas around other Mycenaean cities, such as Tiryns and Athens. These kings dominated Greece from about 1600 to 1100 B.C.



#### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Location** Where was the center of the Mycenaean Civilization located?
- 2. Movement** Based on the map, how did Mycenaean traders conduct most of their trade?



VIDEO

Greece: The Trojans



hmhsocialstudies.com



**Contact with Minoans** Sometime after 1500 B.C., through either trade or war, the Mycenaeans came into contact with the Minoan civilization. From their contact with the Minoans, the Mycenaeans saw the value of seaborne trade. Mycenaean traders soon sailed throughout the eastern Mediterranean, making stops at Aegean islands, coastal towns in Anatolia, and ports in Syria, Egypt, Italy, and Crete.

The Minoans also influenced the Mycenaeans in other ways. The Mycenaeans adapted the Minoan writing system to the Greek language and decorated vases with Minoan designs. The Minoan-influenced culture of Mycenae formed the core of Greek religious practice, art, politics, and literature. Indeed, Western civilization has its roots in these two early Mediterranean civilizations. **B**

#### MAIN IDEA

#### Recognizing Effects

**B** How did contact with the Minoans affect Mycenaean culture?



**The Trojan War** During the 1200s B.C., the Mycenaeans fought a ten-year war against Troy, an independent trading city located in Anatolia. According to legend, a Greek army besieged and destroyed Troy because a Trojan prince had kidnapped Helen, the beautiful wife of a Greek king.

For many years, historians thought that the legendary stories told of the **Trojan War** were totally fictional. However, excavations conducted in northwestern Turkey during the 1870s by German archaeologist Heinrich Schliemann suggested that the stories of the Trojan War might have been based on real cities, people, and events. Further archaeological studies conducted in the 20th century support Schliemann's findings. Although the exact nature of the Trojan War remains unclear, this attack on Troy was almost certainly one of the last Mycenaean battle campaigns.

▲ Greek stories tell of their army's capture of the legendary city of Troy by hiding soldiers in a hollow wooden horse.

## Greek Culture Declines Under the Dorians

Not long after the Trojan War, Mycenaean civilization collapsed. Around 1200 B.C., sea raiders attacked and burned many Mycenaean cities. According to tradition, a new group of people, the **Dorians** (DAWR•ee•uhnzh), moved into the war-torn countryside. The Dorians spoke a dialect of Greek and may have been distant relatives of the Bronze Age Greeks.

The Dorians were far less advanced than the Mycenaeans. The economy collapsed and trade eventually came to a standstill soon after their arrival. Most important to historians, Greeks appear to have temporarily lost the art of writing during the Dorian Age. No written record exists from the 400-year period between 1150 and 750 B.C. As a result, little is known about this period of Greek history.

**Epics of Homer** Lacking writing, the Greeks of this time learned about their history through the spoken word. According to tradition, the greatest storyteller was a blind man named **Homer**. Little is known of his personal life. Some historians believe that Homer composed his **epics**, narrative poems celebrating heroic deeds, sometime between 750 and 700 B.C. The Trojan War forms the backdrop for one of Homer's great epic poems, the *Iliad*.

The heroes of the *Iliad* are warriors: the fierce Greek Achilles (uh•KIHL•eez) and the courageous and noble Hector of Troy. In the following dramatic excerpt, Hector's wife begs him not to fight Achilles:

#### PRIMARY SOURCE

"My dear husband, your warlike spirit will be your death. You've no compassion for your infant child, for me, your sad wife, who before long will be your widow. . . . As for me, it would be better, if I'm to lose you, to be buried in the ground. . . ."

Great Hector . . . replied, "Wife, all this concerns me, too. But I'd be disgraced, dreadfully shamed . . . , if I should slink away from war, like a coward. [F]or I have learned always to be brave, to fight alongside Trojans at the front, striving to win great fame for my father, for myself."

HOMER, the *Iliad* (translated by Ian Johnston)



▲ This is a marble sculpture of Polyphemus—a cyclops, or one-eyed monster—who appears in another of Homer's epics, the *Odyssey*.

Hector's response to his wife gives insight into the Greek heroic ideal of *aretē* (ar•uh•TAY), meaning virtue and excellence. A Greek could display this ideal on the battlefield in combat or in athletic contests on the playing field.

**Greeks Create Myths** The Greeks developed a rich set of **myths**, or traditional stories, about their gods. The works of Homer and another epic, *Theogony* by Hesiod, are the source of much of Greek mythology. Through the myths, the Greeks sought to understand the mysteries of nature and the power of human passions. Myths explained the changing of the seasons, for example.

Greeks attributed human qualities, such as love, hate, and jealousy, to their gods. The gods quarreled and competed with each other constantly. However, unlike humans, the gods lived forever. Zeus, the ruler of the gods, lived on Mount Olympus with his wife, Hera. Hera was often jealous of Zeus' relationships with other women. Athena, goddess of wisdom, was Zeus' daughter and his favorite child. The Greeks thought of Athena as the guardian of cities, especially of Athens, which was named in her honor. You will learn about Athens and other cities in Section 2.

## SECTION

# 1

## ASSESSMENT

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

- Mycenaean
- Trojan War
- Dorian
- Homer
- epic
- myth

### USING YOUR NOTES

2. Which of the cultures on your chart do you think contributed the most to Greek culture? Explain.

Culture	Contribution
Minoan	Writing System; pottery designs
Mycenaean	
Dorian	

### MAIN IDEAS

- What impact did nearness to the sea have on the development of Greece?
- What aspects of culture did the Mycenaeans adopt from the Minoans?
- Why were the epics of importance to the Greeks of the Dorian period?

### CRITICAL THINKING & WRITING

- DRAWING CONCLUSIONS** How did the physical geography of Greece cause Greek-speaking peoples to develop separate, isolated communities?
- ANALYZING CAUSES** Other than the explanation offered in the legend, why do you think the Greeks went to war with Troy?
- MAKING INFERENCES** The Dorian period is often called Greece's Dark Age. Why do you think this is so?
- WRITING ACTIVITY** **CULTURAL INTERACTION** Write an expository **essay** explaining why the Greek epics and myths are so well known and studied in today's society.

### CONNECT TO TODAY WRITING EXPLANATIONS

Many names and phrases from this period of Greek history have been absorbed into the English language. Use library resources to find examples, such as *Achilles heel*, *Homeric*, and *Trojan horse*. Write a brief **explanation** of each example.



# Warring City-States

## MAIN IDEA

**POWER AND AUTHORITY** The growth of city-states in Greece led to the development of several political systems, including democracy.

## WHY IT MATTERS NOW

Many political systems in today's world mirror the varied forms of government that evolved in Greece.

## TERMS & NAMES

- polis
- acropolis
- monarchy
- aristocracy
- oligarchy
- tyrant
- democracy
- helot
- phalanx
- Persian Wars

**SETTING THE STAGE** During the Dorian period, Greek civilization experienced decline. However, two things changed life in Greece. First, Dorians and Mycenaeans alike began to identify less with the culture of their ancestors and more with the local area where they lived. Second, by the end of this period, the method of governing areas had changed from tribal or clan control to more formal governments—the city-states.

## Rule and Order in Greek City-States

By 750 B.C., the city-state, or **polis**, was the fundamental political unit in ancient Greece. A polis was made up of a city and its surrounding countryside, which included numerous villages. Most city-states controlled between 50 and 500 square miles of territory. They were often home to fewer than 10,000 residents. At the agora, or marketplace, or on a fortified hilltop called an **acropolis** (uh•KRAHP•uh•lihs), citizens gathered to discuss city government.

**Greek Political Structures** Greek city-states had many different forms of government. (See the chart on page 128.) In some, a single person, called a king, ruled in a government called a **monarchy**. Others adopted an **aristocracy** (AR•ih•STAHK•ruh•see), a government ruled by a small group of noble, landowning families. These very rich families often gained political power after serving in a king's military cavalry. Later, as trade expanded, a new class of wealthy merchants and artisans emerged in some cities. When these groups became dissatisfied with aristocratic rule, they sometimes took power or shared it with the nobility. They formed an **oligarchy**, a government ruled by a few powerful people.

**Tyrants Seize Power** In many city-states, repeated clashes occurred between rulers and the common people. Powerful individuals, usually nobles or other wealthy citizens, sometimes seized control of the government by appealing to the common people for support. These rulers were called **tyrants**. Unlike today, tyrants generally were not considered harsh and cruel. Rather, they were looked upon as leaders who would work for the interests of the ordinary people. Once in power, for example, tyrants often set up building programs to provide jobs and housing for their supporters.



Use the graphic organizer online to take notes on important events in the development of Athens and Sparta.

## Athens Builds a Limited Democracy

The idea of representative government also began to take root in some city-states, particularly Athens. Like other city-states, Athens went through power struggles between rich and poor. However, Athenians avoided major political upheavals by making timely reforms. Athenian reformers moved toward **democracy**, rule by the people. In Athens, citizens participated directly in political decision making.

**Building Democracy** The first step toward democracy came when a nobleman named Draco took power. In 621 B.C., Draco developed a legal code based on the idea that all Athenians, rich and poor, were equal under the law. Draco's code dealt very harshly with criminals, making death the punishment for practically every crime. It also upheld such practices as debt slavery, in which debtors worked as slaves to repay their debts.

More far-reaching democratic reforms were introduced by Solon (SO•luhn), who came to power in 594 B.C. Stating that no citizen should own another citizen, Solon outlawed debt slavery. He organized all Athenian citizens into four social classes according to wealth. Only members of the top three classes could hold political office. However, all citizens, regardless of class, could participate in the Athenian assembly. Solon also introduced the legal concept that any citizen could bring charges against wrongdoers.

Around 500 B.C., the Athenian leader Cleisthenes (KLYS•thuh•NEEZ) introduced further reforms. He broke up the power of the nobility by organizing citizens into ten groups based on where they lived rather than on their wealth. He also increased the power of the assembly by allowing all citizens to submit laws for debate and passage. Cleisthenes then created the Council of Five Hundred. This body proposed laws and counseled the assembly. Council members were chosen by lot, or at random.

The reforms of Cleisthenes allowed Athenian citizens to participate in a limited democracy. However, citizenship was restricted to a relatively small number of Athenians. Only free adult male were considered citizens. Women, slaves, and foreigners were excluded from citizenship and had few rights. **A**

**Athenian Education** For the most part, only the sons of wealthy families received formal education. Schooling began around the age of seven and largely prepared boys to be good citizens. They studied reading, grammar, poetry, history, mathematics, and music. Because citizens were expected to debate issues in the assembly, boys also received training in logic and public speaking. And since the Greeks believed that it was important to train and develop the body, part of each day

### Vocabulary





The legal code prepared by Draco was so harsh that the word *draconian* has come to mean "extreme cruelty or severity."

### MAIN IDEA

### Contrasting

**A** How is Athenian democracy different from modern American democracy?

## Forms of Government

Monarchy 	Aristocracy 	Oligarchy 	Direct Democracy 
<ul style="list-style-type: none"> <li>State ruled by a king</li> <li>Rule is hereditary</li> <li>Some rulers claim divine right</li> <li>Practiced in Mycenae by 2000 B.C.</li> </ul>	<ul style="list-style-type: none"> <li>State ruled by nobility</li> <li>Rule is hereditary and based on family ties, social rank, wealth</li> <li>Social status and wealth support rulers' authority</li> <li>Practiced in Athens prior to 594 B.C.</li> </ul>	<ul style="list-style-type: none"> <li>State ruled by a small group of citizens</li> <li>Rule is based on wealth or ability</li> <li>Ruling group controls military</li> <li>Practiced in Sparta by 500 B.C.</li> </ul>	<ul style="list-style-type: none"> <li>State ruled by its citizens</li> <li>Rule is based on citizenship</li> <li>Majority rule decides vote</li> <li>Practiced in Athens by about 500 B.C.</li> </ul>

### SKILLBUILDER: Interpreting Charts

- Summarizing** Which forms of government feature rule based on wealth or property ownership?
- Clarifying** In which form of government do citizens have the most power?



## > Analyzing Primary Sources

### A Husband's Advice

In this excerpt from *The Economist*, the Greek historian Xenophon describes how a husband might respond to his wife's question about how she could remain attractive:

#### PRIMARY SOURCE

I counseled her to oversee the baking woman as she made the bread; to stand beside the housekeeper as she measured out her stores; to go on tours of inspection to see if all things were in order as they should be. For, as it seemed to me, this would at once be walking exercise and supervision. And, as an excellent gymnastic, I recommended her to knead the dough and roll the paste; to shake the coverlets and make the beds; adding, if she trained herself in exercise of this sort she would enjoy her food, grow vigorous in health, and her complexion would in very truth be lovelier. The very look and aspect of the wife.

XENOPHON, *The Economist*, Book 10 (Translated by H. G. Dakyns)



#### DOCUMENT-BASED QUESTIONS

1. **Making Inferences** What is the husband suggesting in his advice to his wife?
2. **Synthesizing** How is the husband's advice representative of Athenian attitudes toward women?

was spent in athletic activities. When they got older, boys went to military school to help them prepare for another important duty of citizenship—defending Athens.

Athenian girls did not attend school. Rather, they were educated at home by their mothers and other female members of the household. They learned about child-rearing, weaving cloth, preparing meals, managing the household, and other skills that helped them become good wives and mothers. Some women were able to take their education farther and learned to read and write. A few even became accomplished writers. Even so, most women had very little to do with Athenian life outside the boundaries of family and home.

## Sparta Builds a Military State

Located in the southern part of Greece known as the Peloponnese (PEHL•uh•puh•NEE•sus), Sparta was nearly cut off from the rest of Greece by the Gulf of Corinth. (See the map on page 121.) In outlook and values, Sparta contrasted sharply with the other city-states, Athens in particular. Instead of a democracy, Sparta built a military state.

**Sparta Dominates Messenians** Around 725 B.C., Sparta conquered the neighboring region of Messenia and took over the land. The Messenians became **helots** (HEHL•uhts), peasants forced to stay on the land they worked. Each year, the Spartans demanded half of the helots' crops. In about 650 B.C., the Messenians, resentful of the Spartans' harsh rule, revolted. The Spartans, who were outnumbered eight to one, just barely put down the revolt. Shocked at their vulnerability, they dedicated themselves to making Sparta a strong city-state.

## Festivals and Sports

The ancient Greeks believed that strong healthy citizens helped strengthen the city-state. They often included sporting events in the festivals they held to honor their gods. The most famous sports festival was the Olympic games, held every four years. Records of Olympics winners started in 776 B.C. At first, the festival lasted only one day and had only one contest, a race called the stade. Later, many other events were added, including a long-distance race, wrestling, the long jump, the javelin, and the discus throw. The Olympics was expanded to five days in 472 B.C.

### Women's Sports ►

Women had their own sports festival in ancient Greece. It was the festival devoted to Hera, the wife of Zeus. Like the Olympics, the Hera festival was held every four years.

One of the main events was a foot race for unmarried women.



### ◀ Discus Thrower

Ancient athletes, such as this discus thrower, would be considered amateurs today because they received no pay for competing. However, they trained rigorously for months at a time. Victors were given lavish gifts and were hailed as heroes. Many athletes competed full-time.

### ▼ Mount Olympus

The ancient Olympics honored Zeus, the father of all Greek gods and goddesses. According to legend, Zeus hurled a thunderbolt from Mount Olympus at a spot in rural Greece. An altar for Zeus was built on that spot. Eventually, many buildings were erected around the altar. This area was called Olympia and became the site for the Olympic games.

#### SKILLBUILDER: Interpreting Visual Sources

- Evaluating Decisions** Do you think it was a good decision for the Greeks to add more sporting events to the Olympics? Explain.
- Comparing and Contrasting** How are today's Olympics similar to and different from the Olympics in ancient Greece?



**Sparta's Government and Society** Spartan government had several branches. An assembly, which was composed of all Spartan citizens, elected officials and voted on major issues. The Council of Elders, made up of 30 older citizens, proposed laws on which the assembly voted. Five elected officials carried out the laws passed by the assembly. These men also controlled education and prosecuted court cases. In addition, two kings ruled over Sparta's military forces.

The Spartan social order consisted of several groups. The first were citizens descended from the original inhabitants of the region. This group included the ruling families who owned the land. A second group, noncitizens who were free, worked in commerce and industry. The helots, at the bottom of Spartan society, were little better than slaves. They worked in the fields or as house servants.

**Spartan Daily Life** From around 600 until 371 B.C., Sparta had the most powerful army in Greece. However, the Spartan people paid a high price for their military supremacy. All forms of individual expression were discouraged. As a result, Spartans did not value the arts, literature, or other artistic and intellectual pursuits. Spartans valued duty, strength, and discipline over freedom, individuality, beauty, and learning. **B**

**MAIN IDEA**

**Comparing**

**B** How would you compare the ideals of Spartan and Athenian societies?

Since men were expected to serve in the army until the age of 60, their daily life centered on military training. Boys left home when they were 7 and moved into army barracks, where they stayed until they reached the age of 30. They spent their days marching, exercising, and fighting. They undertook these activities in all weathers, wearing only light tunics and no shoes. At night, they slept without blankets on hard benches. Their daily diet consisted of little more than a bowl of coarse black porridge. Those who were not satisfied were encouraged to steal food. Such training produced tough, resourceful soldiers.

Spartan girls also led hardy lives. They received some military training, and they also ran, wrestled, and played sports. Like boys, girls were taught to put service to Sparta above everything—even love of family. A legend says that Spartan women told husbands and sons going to war to “come back *with* your shield or *on* it.” As adults, Spartan women had considerable freedom, especially in running the family estates when their husbands were on active military service. Such freedom surprised men from other Greek city-states. This was particularly true of Athens, where women were expected to remain out of sight and quietly raise children.

## The Persian Wars

Danger of a helot revolt led Sparta to become a military state. Struggles between rich and poor led Athens to become a democracy. The greatest danger of all—invasion by Persian armies—moved Sparta and Athens alike to their greatest glory.

**A New Kind of Army Emerges** During the Dorian Age, only the rich could afford bronze spears, shields, breastplates, and chariots. Thus, only the rich served in armies. Iron later replaced bronze in the manufacture of weapons. Harder than bronze, iron was more common and therefore cheaper. Soon, ordinary citizens could afford to arm and defend themselves. The shift from bronze to iron weapons made possible a new kind of army composed not only of the rich but also of merchants, artisans, and small landowners. The foot soldiers of this army, called hoplites, stood side by side, each holding a spear in one hand and a shield in the other. This fearsome formation, or **phalanx** (FAY•LANGKS), became the most powerful fighting force in the ancient world.

**Battle at Marathon** The **Persian Wars**, between Greece and the Persian Empire, began in Ionia on the coast of Anatolia. (See the map on page 132.) The Greeks had long been settled there, but around 546 B.C., the Persians conquered the area.

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**INTERACTIVE  
MAP**

Follow the key battles of the Persian Wars.

When Ionian Greeks revolted, Athens sent ships and soldiers to their aid. The Persian king Darius the Great defeated the rebels and then vowed to destroy Athens in revenge.

In 490 B.C., a Persian fleet carried 25,000 men across the Aegean Sea and landed northeast of Athens on a plain called Marathon. There, 10,000 Athenians, neatly arranged in phalanxes, waited for them. Vastly outnumbered, the Greek soldiers charged. The Persians, who wore light armor and lacked training in this kind of land combat, were no match for the disciplined Greek phalanx. After several hours, the Persians fled the battlefield. The Persians lost more than 6,000 men. In contrast, Athenian casualties numbered fewer than 200.

**Pheidippides Brings News** Though the Athenians won the battle, their city now stood defenseless. According to tradition, army leaders chose a young runner named Pheidippides (fy•DIP•uh•DEEZ) to race back to Athens. He brought news of the Persian defeat so that Athenians would not give up the city without a fight. Dashing the 26 miles from Marathon to Athens, Pheidippides delivered his message, “Rejoice, we conquer.” He then collapsed and died. Moving rapidly from Marathon, the Greek army arrived in Athens not long after. When the Persians sailed into the harbor, they found the city heavily defended. They quickly put to sea in retreat.

**Thermopylae and Salamis** Ten years later, in 480 B.C., Darius the Great’s son and successor, Xerxes (ZURK•seez), assembled an enormous invasion force to crush Athens. The Greeks were badly divided. Some city-states agreed to fight the

Persians. Others thought it wiser to let Xerxes destroy Athens and return home. Some Greeks even fought on the Persian side. Consequently, Xerxes’ army met no resistance as it marched down the eastern coast of Greece.

When Xerxes came to a narrow mountain pass at Thermopylae (thur•MAHP•uh•lee), 7,000 Greeks, including 300 Spartans, blocked his way. Xerxes assumed that his troops would easily push the Greeks aside. However, he underestimated their fighting ability. The Greeks stopped the Persian advance for three days. Only a traitor’s informing the Persians about a secret path around the pass ended their brave stand. Fearing defeat, the Spartans held the Persians back while the other Greek forces retreated. The Spartans’ valiant sacrifice—all were killed—made a great impression on all Greeks.

Meanwhile, the Athenians debated how best to defend their city. Themistocles, an Athenian leader, convinced them to evacuate the city and fight at sea. They positioned their fleet in a narrow channel near the island of Salamis (SAL•uh•mihs), a few miles southwest of Athens. After setting fire to Athens, Xerxes sent his warships to



VIDEO

Greece: The Battle of Thermopylae

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INTERACTIVE MAP





block both ends of the channel. However, the channel was very narrow, and the Persian ships had difficulty turning. Smaller Greek ships armed with battering rams attacked, puncturing the hulls of many Persian warships. Xerxes watched in horror as more than one-third of his fleet sank. He faced another defeat in 479 B.C., when the Greeks crushed the Persian army at the Battle of Plataea (pluh•TEE•uh). After this major setback, the Persians were always on the defensive.

The following year, several Greek city-states formed an alliance called the Delian (DEE•lee•uhn) League. (The alliance took its name from Delos, the island in the Aegean Sea where it had its headquarters.) League members continued to press the war against the Persians for several more years. In time, they drove the Persians from the territories surrounding Greece and ended the threat of future attacks.

**Consequences of the Persian Wars** With the Persian threat ended, all the Greek city-states felt a new sense of confidence and freedom. Athens, in particular, basked in the glory of the Persian defeat. During the 470s, Athens emerged as the leader of the Delian League, which had grown to some 200 city-states. Soon thereafter, Athens began to use its power to control the other league members. It moved the league headquarters to Athens, and used military force against members that challenged its authority. In time, these city-states became little more than provinces of a vast Athenian empire. The prestige of victory over the Persians and the wealth of the Athenian empire set the stage for a dazzling burst of creativity in Athens. The city was entering its brief golden age. 🕒

#### MAIN IDEA

#### Recognizing Effects

🕒 How did the Persian Wars affect the Greek people, especially the Athenians?

#### Connect to Today



#### Modern Marathons

Pheidippides' heroic act in the Persian Wars inspired officials at the first modern Olympic Games—held in Athens in 1896—to add a 26-mile race to their competition. The course of the race ran from Marathon to the Olympic Stadium in Athens.

Today, most of the world's major cities stage marathons every year. Many, like the one held in Boston, attract wheelchair competitors.



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

**INTERNET ACTIVITY** Go online to create an illustrated history of the marathon.

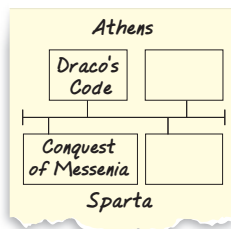
## SECTION 2 ASSESSMENT

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

• polis • acropolis • monarchy • aristocracy • oligarchy • tyrant • democracy • helot • phalanx • Persian Wars

#### USING YOUR NOTES

2. Which of the events on your time line do you think was the most important for life today? Explain.



#### MAIN IDEAS

- How does an aristocracy differ from an oligarchy?
- What contributions did Solon and Cleisthenes make to the development of Athenian democracy?
- How did Athens benefit from victory in the Persian Wars?

#### CRITICAL THINKING & WRITING

- CONTRASTING** How was living in Athens different from living in Sparta?
- MAKING INFERENCES** The introduction of cheap iron weapons meant that ordinary Greek citizens could arm themselves. How might the ability to own weapons change the outlook of ordinary citizens?
- ANALYZING MOTIVES** Why were the Spartan soldiers willing to sacrifice themselves at Thermopylae?
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a brief political **monologue** about democracy from an Athenian slave's point of view.

#### MULTIMEDIA ACTIVITY PREPARING AN ORAL REPORT



New England town meetings are similar to the kind of democracy practiced in ancient Greece. Use the Internet to find information on the town meeting. Present your findings to the class in a brief **oral report**.

**INTERNET KEYWORD**  
town meeting



# Democracy and Greece's Golden Age

## MAIN IDEA

### CULTURAL INTERACTION

Democratic principles and classical culture flourished during Greece's golden age.

## WHY IT MATTERS NOW

At its height, Greece set lasting standards in art, politics, literature, and philosophy that are still influential today.

## TERMS & NAMES

- direct democracy
- classical art
- tragedy
- comedy
- Peloponnesian War
- philosopher
- Socrates
- Plato
- Aristotle

**SETTING THE STAGE** For close to 50 years (from 477 to 431 B.C.), Athens experienced a growth in intellectual and artistic learning. This period is often called the Golden Age of Athens. During this golden age, drama, sculpture, poetry, philosophy, architecture, and science all reached new heights. The artistic and literary legacies of the time continue to inspire and instruct people around the world.

## Pericles' Plan for Athens



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### TAKING NOTES

Use the graphic organizer online to take notes on Pericles' goals for Athens.

A wise and able statesman named Pericles led Athens during much of its golden age. Honest and fair, Pericles held onto popular support for 32 years. He was a skillful politician, an inspiring speaker, and a respected general. He so dominated the life of Athens from 461 to 429 B.C. that this period often is called the Age of Pericles. He had three goals: (1) to strengthen Athenian democracy, (2) to hold and strengthen the empire, and (3) to glorify Athens.

**Stronger Democracy** To strengthen democracy, Pericles increased the number of public officials who were paid salaries. Earlier in Athens, most positions in public office were unpaid. Thus, only wealthier Athenian citizens could afford to

## Athenian and United States Democracy

### Athenian Democracy

- Citizens: male; 18 years old; born of citizen parents
- Laws voted on and proposed directly by assembly of all citizens
- Leader chosen by lot
- Executive branch composed of a council of 500 men
- Juries varied in size
- No attorneys; no appeals; one-day trials

### Both

- Political power exercised by citizens
- Three branches of government
- Legislative branch passes laws
- Executive branch carries out laws
- Judicial branch conducts trials with paid jurors

### U.S. Democracy

- Citizens: born in United States or completed citizenship process
- Representatives elected to propose and vote on laws
- Elected president
- Executive branch made up of elected and appointed officials
- Juries composed of 12 jurors
- Defendants and plaintiffs have attorneys; long appeals process



hold public office. Now even the poorest citizen could serve if elected or chosen by lot. Consequently, Athens had more citizens engaged in self-government than any other city-state in Greece. This reform made Athens one of the most democratic governments in history.

The introduction of **direct democracy**, a form of government in which citizens rule directly and not through representatives, was an important legacy of Periclean Athens. Few other city-states practiced this style of government. In Athens, male citizens who served in the assembly established all the important government policies that affected the polis. In a speech honoring the Athenian war dead, Pericles expressed his great pride in Athenian democracy:

#### MAIN IDEA

##### Analyzing Primary Sources

**A** How accurate do you consider Pericles' statement that Athenian democracy was in the hands of "the whole people"?

#### PRIMARY SOURCE **A**

Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership in a particular class, but the actual ability which the man possesses. No one, so long as he has it in him to be of service to the state, is kept in political obscurity because of poverty.

PERICLES, "The Funeral Oration," from Thucydides, *The Peloponnesian War*

**Athenian Empire** After the defeat of the Persians, Athens helped organize the Delian League. In time, Athens took over leadership of the league and dominated all the city-states in it. Pericles used the money from the league's treasury to make the Athenian navy the strongest in the Mediterranean. A strong navy was important because it helped Athens strengthen the safety of its empire. Prosperity depended on gaining access to the surrounding waterways. Athens needed overseas trade to obtain supplies of grain and other raw materials.

Athenian military might allowed Pericles to treat other members of the Delian League as part of the empire. Some cities in the Peloponnesus, however, resisted Athens and formed their own alliances. As you will read later in this section, Sparta in particular was at odds with Athens.

**Glorifying Athens** Pericles also used money from the Delian League to beautify Athens. Without the league's approval, he persuaded the Athenian assembly to vote huge sums of the league's money to buy gold, ivory, and marble. Still more money went to pay the artists, architects, and workers who used these materials.

## Glorious Art and Architecture

Pericles' goal was to have the greatest Greek artists and architects create magnificent sculptures and buildings to glorify Athens. At the center of his plan was one of architecture's noblest works—the Parthenon.

**Architecture and Sculpture** The Parthenon, a masterpiece of architectural design and craftsmanship, was not unique in style. Rather, Greek architects constructed the 23,000-square-foot building in the traditional style that had been used to create Greek temples for 200 years. This temple,

### History Makers



**Pericles 495–429 B.C.**

Pericles came from a rich and high-ranking noble family. His aristocratic father had led the Athenian assembly and fought at the Battle of Salamis in the Persian Wars. His mother was the niece of Cleisthenes, the Athenian noble who had introduced important democratic reforms.

Pericles was well known for his political achievements as leader of Athens. Pericles the man, however, was harder to know. One historian wrote: "[He] no doubt, was a lonely man. . . . He had no friend . . . [and] he only went out [of his home] for official business."



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

built to honor Athena, the goddess of wisdom and the protector of Athens, contained examples of Greek art that set standards for future generations of artists around the world. Pericles entrusted much of the work on the Parthenon to the sculptor Phidias (FIDH•ee•uhs). Within the temple, Phidias crafted a giant statue of Athena that not only contained such precious materials as gold and ivory, but also stood over 30 feet tall.

Phidias and other sculptors during this golden age aimed to create figures that were graceful, strong, and perfectly formed. Their faces showed neither joy nor anger, only serenity. Greek sculptors also tried to capture the grace of the idealized human body in motion. They wanted to portray ideal beauty, not realism. Their values of harmony, order, balance, and proportion became the standard of what is called [classical art](#).

## Drama and History

▼ This poster promotes an 1898 production of Euripides' *Medea*, starring the great French actress Sarah Bernhardt.



The Greeks invented drama as an art form and built the first theaters in the West. Theatrical productions in Athens were both an expression of civic pride and a tribute to the gods. As part of their civic duty, wealthy citizens bore the cost of producing the plays. Actors used colorful costumes, masks, and sets to dramatize stories. The plays were about leadership, justice, and the duties owed to the gods. They often included a chorus that danced, sang, and recited poetry.

**Tragedy and Comedy** The Greeks wrote two kinds of drama—tragedy and comedy. A [tragedy](#) was a serious drama about common themes such as love, hate, war, or betrayal. These dramas featured a main character, or tragic hero. The hero usually was an important person and often gifted with extraordinary abilities. A tragic flaw usually caused the hero's downfall. Often this flaw was hubris, or excessive pride.

In ancient times, Greece had three notable dramatists who wrote tragedies. Aeschylus (EHS•kuh•luhs) wrote more than 80 plays. His most famous work is the trilogy—a three-play series—*Oresteia* (ohr•res•TEE•uh). It is based on the family of Agamemnon, the Mycenaean king who commanded the Greeks at Troy. The plays examine the idea of justice. Sophocles (SAHF•uh•kleez) wrote more than 100 plays, including the tragedies *Oedipus the King* and *Antigone*. Euripides (yoo•RIP•uh•DEEZ), author of the play *Medea*, often featured strong women in his works.

In contrast to Greek tragedies, a [comedy](#) contained scenes filled with slapstick situations and crude humor. Playwrights often made fun of politics and respected people and ideas of the time. Aristophanes (AR•ih•STAHF•uh•neez) wrote the first great comedies for the stage, including *The Birds* and *Lysistrata*. *Lysistrata* portrayed the women of Athens forcing their husbands to end the Peloponnesian War. The fact that Athenians could listen to criticism of themselves showed the freedom and openness of public discussion that existed in democratic Athens. **B**

**History** As you learned earlier in this chapter, there are no written records from the Dorian period. The epic poems of Homer recount stories, but are not accurate recordings of what took place. Herodotus, a Greek who lived in Athens for a time, pioneered the accurate reporting of events. His book on the Persian Wars is considered the first work of history. However, the greatest historian of the classical age was the Athenian Thucydides (thoo•SID•ih•DEEZ). He believed that certain types of events and political situations recur over time. Studying those events and situations, he felt, would aid in understanding the present. The approaches Thucydides used in his work still guide historians today.

### MAIN IDEA

#### Contrasting

**B** How did tragedy differ from comedy?



## Athenians and Spartans Go to War

As Athens grew in wealth, prestige, and power, other city-states began to view it with hostility. Ill will was especially strong between Sparta and Athens. Many people thought that war between the two was inevitable. Instead of trying to avoid conflict, leaders in Athens and Sparta pressed for a war to begin, as both groups of leaders believed their own city had the advantage. Eventually, Sparta declared war on Athens in 431 B.C.

**Peloponnesian War** When the **Peloponnesian War** between the two city-states began, Athens had the stronger navy. Sparta had the stronger army, and its location inland meant that it could not easily be attacked by sea. Pericles' strategy was to avoid land battles with the Spartan army and wait for an opportunity to strike Sparta and its allies from the sea. 📍

### MAIN IDEA

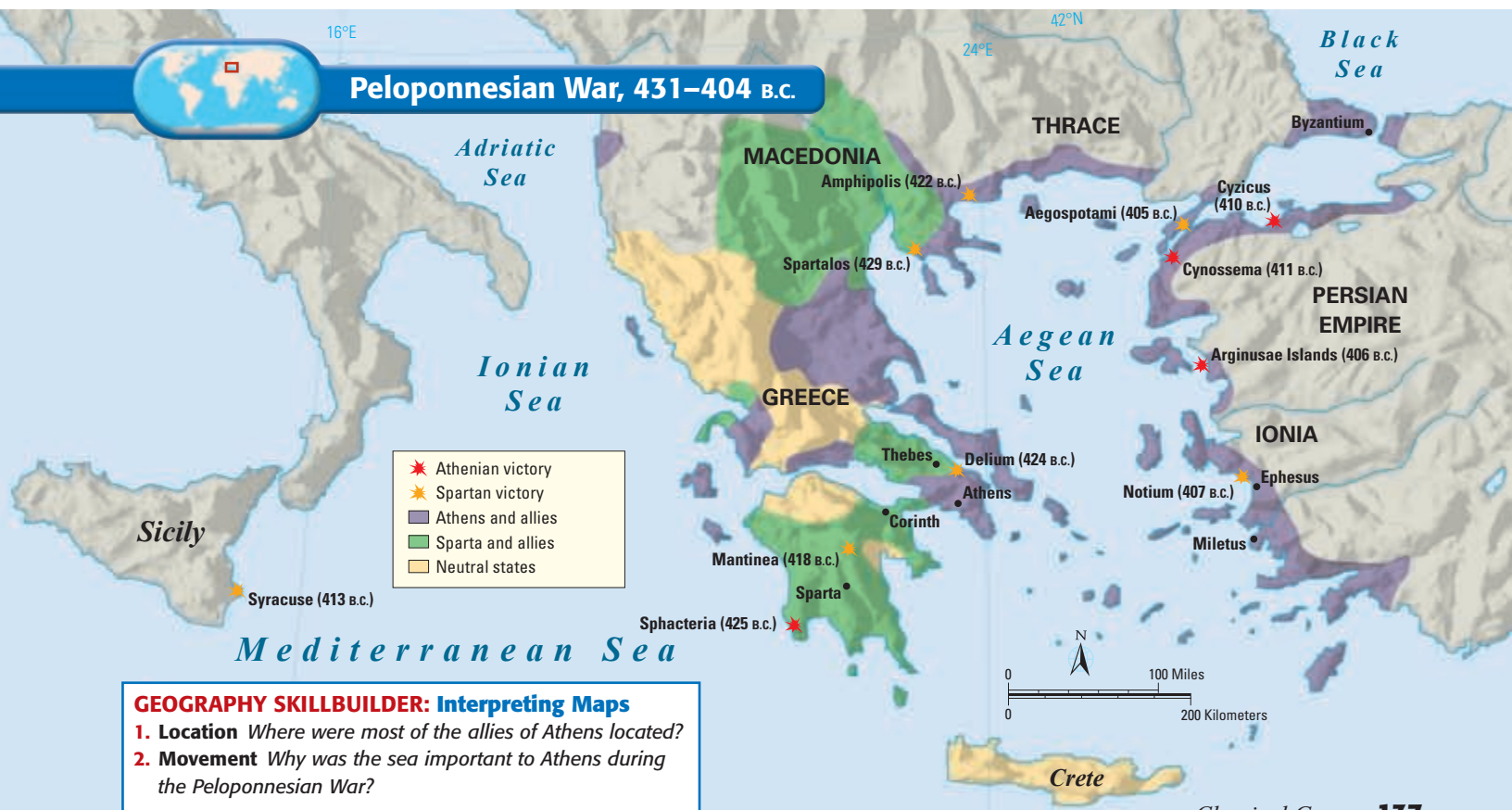
#### Analyzing Motives

📍 What might have been Pericles' goals in the Peloponnesian War?

Eventually, the Spartans marched into Athenian territory. They swept over the countryside, burning the Athenian food supply. Pericles responded by bringing residents from the surrounding region inside the city walls. The city was safe from hunger as long as ships could sail into port with supplies from Athenian colonies and foreign states.

In the second year of the war, however, disaster struck Athens. A frightful plague swept through the city, killing perhaps one-third of the population, including Pericles. Although weakened, Athens continued to fight for several years. Then, in 421 B.C., the two sides, worn down by the war, signed a truce.

**Sparta Gains Victory** The peace did not last long. In 415 B.C., the Athenians sent a huge fleet carrying more than 20,000 soldiers to the island of Sicily. Their plan was to destroy the city-state of Syracuse, one of Sparta's wealthiest allies. The expedition ended with a crushing defeat in 413 B.C. In his study of the Peloponnesian War, Thucydides recalled: "[The Athenians] were destroyed with a total



destruction—their fleet, their army—there was nothing that was not destroyed, and few out of many returned home.” Somehow, a terribly weakened Athens fended off Spartan attacks for another nine years. Finally, in 404 B.C., the Athenians and their allies surrendered. Athens had lost its empire, power, and wealth.

## Philosophers Search for Truth

After the war, many Athenians lost confidence in democratic government and began to question their values. In this time of uncertainty, several great thinkers appeared. They were determined to seek the truth, no matter where the search led them. The Greeks called such thinkers **philosophers**, meaning “lovers of wisdom.” These Greek thinkers based their philosophy on the following two assumptions:

- The universe (land, sky, and sea) is put together in an orderly way, and subject to absolute and unchanging laws.
- People can understand these laws through logic and reason.

One group of philosophers, the Sophists, questioned people’s unexamined beliefs and ideas about justice and other traditional values. One of the most famous Sophists was Protagoras, who questioned the existence of the traditional Greek gods. He also argued that there was no universal standard of truth, saying “Man [the individual] is the measure of all things.” These were radical and dangerous ideas to many Athenians. **D**

**Socrates** One critic of the Sophists was **Socrates** (SAHK•ruh•TEEZ). Unlike the Sophists, he believed that absolute standards did exist for truth and justice. However, he encouraged Greeks to go farther and question themselves and their moral character. Historians believe that it was Socrates who once said, “The unexamined life is not worth living.” Socrates was admired by many who understood his ideas. However, others were puzzled by this man’s viewpoints.

In 399 B.C., when Socrates was about 70 years old, he was brought to trial for “corrupting the youth of Athens” and “neglecting the city’s gods.” In his own defense, Socrates said that his teachings were good for Athens because they forced people to think about their values and actions. The jury disagreed and condemned him to death. He died by drinking hemlock, a slow-acting poison.

▼ Surrounded by supporters, Socrates prepares to drink poison.



### MAIN IDEA

#### Making Inferences

**D** Why would philosophers start questioning traditional beliefs at this particular time in Athenian history?

**Plato** A student of Socrates, **Plato** (PLAY•toh), was in his late 20s when his teacher died. Later, Plato wrote down the conversations of Socrates “as a means of philosophical investigation.” Sometime in the 370s B.C., Plato wrote his most famous work, *The Republic*. In it, he set forth his vision of a perfectly governed society. It was not a democracy. In his ideal society, all citizens would fall naturally into three groups: farmers and artisans, warriors, and the ruling class. The person with the greatest insight and intellect from the ruling class would be chosen philosopher-king. Plato’s writings dominated philosophic thought in Europe for nearly 1,500



# HistoryMakers



**Socrates**  
470–399 B.C.

Socrates encouraged his students to examine their beliefs. He asked them a series of leading questions to show that people hold many contradictory opinions. This question-and-answer approach to teaching is known as the Socratic method. Socrates devoted his life to gaining self-knowledge and once said, "There is only one good, knowledge, and one evil, ignorance."



**Plato**  
427–347 B.C.

Born into a wealthy Athenian family, Plato had careers as a wrestler and a poet before he became a philosopher. After Socrates, his teacher, died, Plato left Greece. He later returned to Athens and founded a school called the Academy in 387 B.C. The school lasted for approximately 900 years. It was Plato who once stated, "Philosophy begins in wonder."



**Aristotle**  
384–322 B.C.

Aristotle, the son of a physician, was one of the brightest students at Plato's Academy. He came there as a young man and stayed for 20 years until Plato's death. In 335 B.C., Aristotle opened his own school in Athens called the Lyceum. The school eventually rivaled the Academy. Aristotle once argued, "He who studies how things originated . . . will achieve the clearest view of them."

years. His only rivals in importance were his teacher, Socrates, and his own pupil, Aristotle (AR•ih•STAHT•uhl).

**Aristotle** The philosopher [Aristotle](#) questioned the nature of the world and of human belief, thought, and knowledge. Aristotle came close to summarizing all the knowledge up to his time. He invented a method for arguing according to rules of logic. He later applied his method to problems in the fields of psychology, physics, and biology. His work provides the basis of the scientific method used today.

One of Aristotle's most famous pupils was Alexander, son of King Philip II of Macedonia. Around 343 B.C., Aristotle accepted the king's invitation to tutor the 13-year-old prince. Alexander's status as a student abruptly ended three years later, when his father called him back to Macedonia. You will learn more about Alexander in Section 4.

## SECTION

## 3

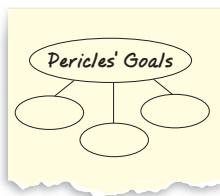
## ASSESSMENT

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

• direct democracy • classical art • tragedy • comedy • Peloponnesian War • philosopher • Socrates • Plato • Aristotle

### USING YOUR NOTES

2. Which of Pericles' goals do you think had the greatest impact on the modern world? Explain your choice.



### MAIN IDEAS

- What steps did Pericles take to strengthen democracy in Athens?
- What were the battle strategies of Athens and Sparta in the Peloponnesian War?
- Why do you think some Athenians found the ideas of Socrates so disturbing?

### CRITICAL THINKING & WRITING

- MAKING INFERENCES** How does the concept of hubris from Greek tragedy apply to the Peloponnesian War?
- DRAWING CONCLUSIONS** Was the rule of Pericles a "golden age" for Athens? Explain.
- FORMING AND SUPPORTING OPINIONS** Do you agree with Socrates that there are absolute standards for truth and justice? Why or why not?
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a two- or three-paragraph **essay** comparing the system of direct democracy adopted by Athens and the system of government Plato described in *The Republic*.

### CONNECT TO TODAY CREATING AN ILLUSTRATED REPORT

One of Pericles' goals was to create magnificent sculptures and buildings to glorify Athens. Identify local buildings or works of art that were created to honor your community, state, or the United States. Write a brief **illustrated report** on these buildings.




## Greek Art and Architecture

During ancient times, the Greeks established artistic standards that strongly influenced the later art of the Western world. The aim of Greek art was to express true ideals. To do this, the Greeks used balance, harmony, and symmetry in their art.

A major branch of Greek art was sculpture. Greek sculptors did not create realistic works, but instead made statues that reflected what they considered ideal beauty. Greek art also included pottery.

In Greek architecture, the most important type of building was the temple. The walled rooms in the center of the temple held sculptures of gods and goddesses and lavish gifts to these deities.

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**RESEARCH WEB LINKS** Go online for more on Greek art and architecture.

### **Nike of Samothrace ►**

Discovered in 1863, the Nike (or Winged Victory) of Samothrace was probably created around 203 B.C. to honor a sea battle. Through its exaggerated features and artful portrayal of flowing drapery, the Nike conveys a sense of action and triumph. Currently, it is displayed at the Louvre Museum in Paris.



### ◀ **Red and Black Pottery**

Greek art also included pottery, which is known for its beauty of form and decoration. The two major types of Greek pottery are black-figure pottery (shown on the vessel) and red-figure pottery (shown on the plate). The vessel shows a scene from Greek mythology. The god Zeus, disguised as a bull, carries off a young woman named Europa. The figures on the plate demonstrate the importance of the sea and seafood in Greek culture.





**VIDEO**  
Peter on the  
Parthenon

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

### The Parthenon ▲

Built between 447 and 432 B.C., the Parthenon was a Greek temple dedicated to Athena. It serves as an excellent example of the Greek expression of harmony, symmetry, and balance. Just as Greek philosophers tried to understand the basic laws of nature, so Greek architects looked to nature for guidance. They discovered a ratio in nature that they believed created pleasing proportions and used that ratio to design the rectangles in the Parthenon.



### ◀ Dramatic Masks and Theater

In the 6th century B.C., the Greeks became the first people to use theater for its own sake and not for religious rituals. They wrote two types of plays, comedy and tragedy. For both forms, actors wore theatrical masks that exaggerated human expressions. The plays were performed in outdoor theaters. The stage or dancing floor was partially surrounded by a semicircular seating area fitted into a hillside, such as the one shown here.

### Connect to Today

**1. Drawing Conclusions** How does the Parthenon display the Greek preference for symmetry and balance?



See Skillbuilder Handbook, Page R11.

**2. Hypothesizing** On what does our culture today base its standards of beauty? Give examples to support your hypothesis.





# Alexander's Empire

## MAIN IDEA

**EMPIRE BUILDING** Alexander the Great conquered Persia and Egypt and extended his empire to the Indus River in northwest India.

## WHY IT MATTERS NOW

Alexander's empire extended across an area that today consists of many nations and diverse cultures.

## TERMS & NAMES

- Philip II
- Alexander the Great
- Macedonia
- Darius III

**SETTING THE STAGE** The Peloponnesian War severely weakened several Greek city-states. This caused a rapid decline in their military and economic power. In the nearby kingdom of Macedonia, King **Philip II** took note. Philip dreamed of taking control of Greece and then moving against Persia to seize its vast wealth. Philip also hoped to avenge the Persian invasion of Greece in 480 B.C.

## Philip Builds Macedonian Power



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### TAKING NOTES

Use the graphic organizer online to take notes on the growth of Alexander's empire.

The kingdom of **Macedonia**, located just north of Greece, had rough terrain and a cold climate. The Macedonians were a hardy people who lived in mountain villages rather than city-states. Most Macedonian nobles thought of themselves as Greeks. The Greeks, however, looked down on the Macedonians as uncivilized foreigners who had no great philosophers, sculptors, or writers. The Macedonians did have one very important resource—their shrewd and fearless kings.



**Philip's Army** In 359 B.C., Philip II became king of Macedonia. Though only 23 years old, he quickly proved to be a brilliant general and a ruthless politician. Philip transformed the rugged peasants under his command into a well-trained professional army. He organized his troops into phalanxes of 16 men across and 16 deep, each one armed with an 18-foot pike. Philip used this heavy phalanx formation to break through enemy lines. Then he used fast-moving cavalry to crush his disorganized opponents. After he employed these tactics successfully against northern opponents, Philip began to prepare an invasion of Greece.

**Conquest of Greece** Demosthenes (dee•MAHS•thuh•NEEZ), the Athenian orator, tried to warn the Greeks of the threat Philip and his army posed. He urged them to unite against Philip. However, the Greek city-states could not agree on any single policy. Finally, in 338 B.C., Athens and Thebes—a city-state in central Greece—joined forces to fight Philip. By then, however, it was too late. The Macedonians soundly defeated the Greeks at the battle of Chaeronea (KAIR•uh•NEE•uh). This defeat ended Greek independence. The city-states retained self-government in local affairs. However, Greece itself remained firmly under the control of a succession of foreign powers—the first of which was Philip's Macedonia.



**MAIN IDEA****Analyzing Causes**

**A** How did the Peloponnesian War pave the way for Philip's conquest of Greece?

Although Philip planned to invade Persia next, he never got the chance. At his daughter's wedding in 336 B.C., he was stabbed to death by a former guardsman. Philip's son Alexander immediately proclaimed himself king of Macedonia. Because of his accomplishments over the next 13 years, he became known as **Alexander the Great**. **A**

## Alexander Defeats Persia

Although Alexander was only 20 years old when he became king, he was well prepared to lead. Under Aristotle's teaching, Alexander had learned science, geography, and literature. Alexander especially enjoyed Homer's description of the heroic deeds performed by Achilles during the Trojan War. To inspire himself, he kept a copy of the *Iliad* under his pillow.

As a young boy, Alexander learned to ride a horse, use weapons, and command troops. Once he became king, Alexander promptly demonstrated that his military training had not been wasted. When the people of Thebes rebelled, he destroyed the city. About 6,000 Thebans were killed. The survivors were sold into slavery. Frightened by his cruelty, the other Greek city-states quickly gave up any idea of rebellion.

**Invasion of Persia** With Greece now secure, Alexander felt free to carry out his father's plan to invade and conquer Persia. In 334 B.C., he led 35,000 soldiers across the Hellespont into Anatolia. (See the map on page 144.) Persian messengers raced along the Royal Road to spread news of the invasion. An army of about 40,000 men rushed to defend Persia. The two forces met at the Granicus River. Instead of waiting for the Persians to make the first move, Alexander ordered his cavalry to attack. Leading his troops into battle, Alexander smashed the Persian defenses.

Alexander's victory at Granicus alarmed the Persian king, **Darius III**. Vowing to crush the invaders, he raised a huge army of between 50,000 and 75,000 men to face the Macedonians near Issus. Realizing that he was outnumbered, Alexander surprised his enemies. He ordered his finest troops to break through a weak point in the Persian lines. The army then charged straight at Darius. To avoid capture, the frightened king fled, followed by his panicked army. This victory gave Alexander control over Anatolia.

**Conquering the Persian Empire** Shaken by his defeat, Darius tried to negotiate a peace settlement. He offered Alexander all of his lands west of the Euphrates River. Alexander's advisers urged him to accept. However, the rapid collapse of Persian resistance fired Alexander's ambition. He rejected Darius's offer and confidently announced his plan to conquer the entire Persian Empire.

Alexander marched into Egypt, a Persian territory, in 332 B.C. The Egyptians welcomed Alexander as a liberator. They crowned him pharaoh—or god-king. During his time in Egypt, Alexander founded the city of Alexandria at the mouth of the Nile. After leaving Egypt, Alexander moved east into Mesopotamia to confront Darius. The desperate Persian king assembled a force of some 250,000 men. The two armies met at Gaugamela (gaw•guh•MEE•luh), a small village near the ruins of ancient Nineveh. Alexander launched a massive phalanx attack followed

## History Makers



### Alexander 356–323 B.C.

When Alexander was only eight or nine years old, he tamed a wild horse that none of his father's grooms could manage. Alexander calmed the horse, whose name was Bucephalus, by speaking gently. Seeing the control that Alexander had over the horse, Philip II said: "You'll have to find another kingdom; Macedonia isn't going to be big enough for you."

Alexander took his father's advice. Riding Bucephalus at the head of a great army, he conquered the lands from Greece to the Indus Valley. When the horse died in what is now Pakistan, Alexander named the city of Bucephala after it. Maybe he was tired of the name Alexandria. By that time, he had already named at least a dozen cities after himself!

**Vocabulary**

*The Hellespont* is the ancient name for the Dardanelles, the narrow straits that separate Europe from Asia Minor.

by a cavalry charge. As the Persian lines crumbled, Darius again panicked and fled. Alexander's victory at Gaugamela ended Persia's power.

Within a short time, Alexander's army occupied Babylon, Susa, and Persepolis. These cities yielded a huge treasure, which Alexander distributed among his army. A few months after it was occupied, Persepolis, Persia's royal capital, burned to the ground. Some people said Alexander left the city in ashes to signal the total destruction of the Persian Empire. The Greek historian Arrian, writing about 500 years after Alexander's time, suggested that the fire was set in revenge for the Persian burning of Athens. However, the cause of the fire remains a mystery.

## Alexander's Other Conquests

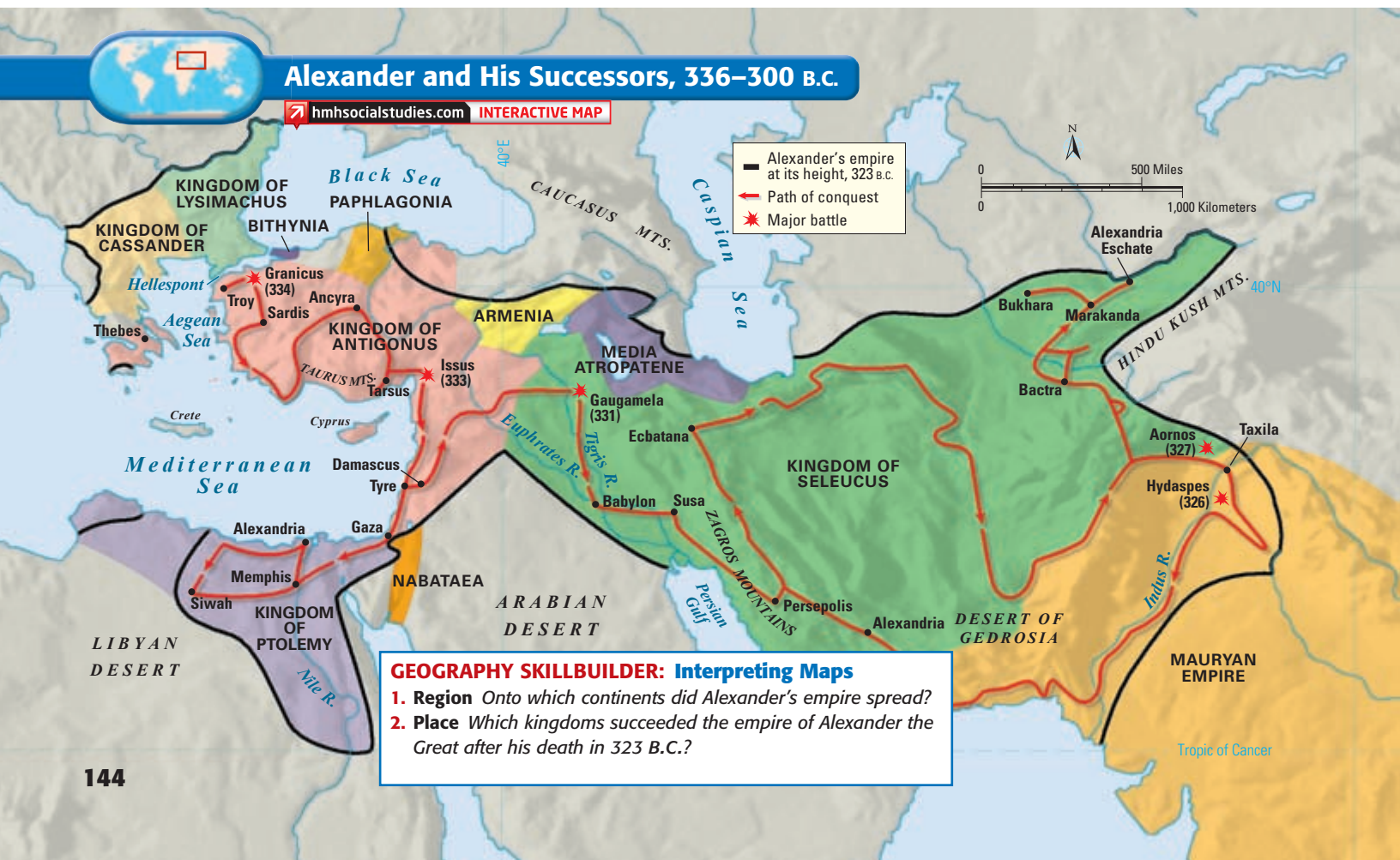
Alexander now reigned as the unchallenged ruler of southwest Asia. But he was more interested in expanding his empire than in governing it. He left the ruined Persepolis to pursue Darius and conquer Persia's remote Asian provinces. Darius's trail led Alexander to a deserted spot south of the Caspian Sea. There he found Darius already dead, murdered by one of his provincial governors. Rather than return to Babylon, Alexander continued east. During the next three years, his army fought its way across the desert wastes and mountains of Central Asia. He pushed on, hoping to reach the farthest edge of the continent. **B**

**Alexander in India** In 326 B.C., Alexander and his army reached the Indus Valley. At the Hydaspes River, a powerful Indian army blocked their path. After winning a fierce battle, Alexander's soldiers marched some 200 miles farther, but their morale was low. They had been fighting for 11 years and had marched more than 11,000 miles. They had endured both scorching deserts and drenching monsoon rains. The exhausted soldiers yearned to go home. Bitterly disappointed, Alexander agreed to turn back.

### MAIN IDEA

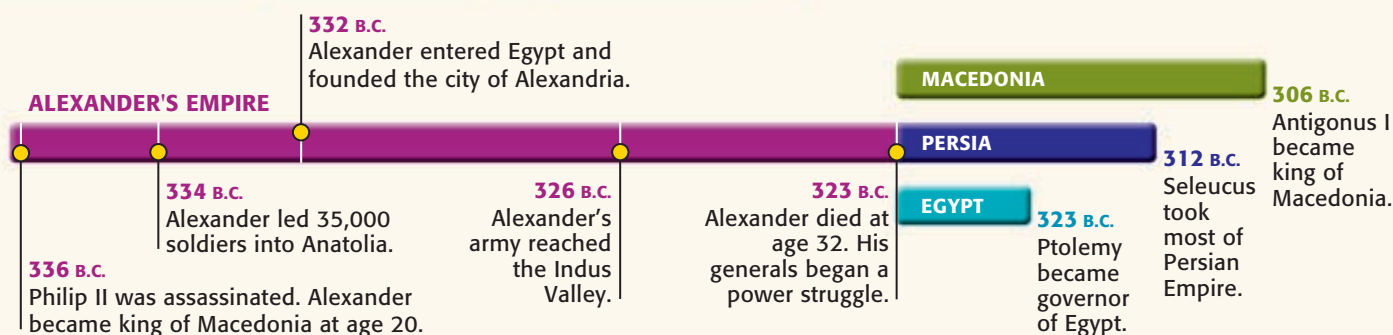
#### Analyzing Motives

**B** Why did Alexander continue his conquests after Darius was dead?





## Alexander's Empire and Its Legacy, 336–306 B.C.



By the spring of 323 B.C., Alexander and his army had reached Babylon. Restless as always, Alexander announced plans to organize and unify his empire. He would construct new cities, roads, and harbors and conquer Arabia. However, Alexander never carried out his plans. He became seriously ill with a fever and died a few days later. He was just 32 years old.

**Alexander's Legacy** After Alexander died, his Macedonian generals fought among themselves for control of his empire. Eventually, three ambitious leaders won out. Antigonos (an•TIG•uh•nuhs) became king of Macedonia and took control of the Greek city-states. Ptolemy (TAHL•uh•mee) seized Egypt, took the title of pharaoh, and established a dynasty. Seleucus (sih•LOO•kuhs) took most of the old Persian Empire, which became known as the Seleucid kingdom. Ignoring the democratic traditions of the Greek polis, these rulers and their descendants governed with complete power over their subjects.

Alexander's conquests had an interesting cultural impact. Alexander himself adopted Persian dress and customs and married a Persian woman. He included Persians and people from other lands in his army. As time passed, Greek settlers throughout the empire also adopted new ways. A vibrant new culture emerged from the blend of Greek and Eastern customs.

### MAIN IDEA

#### Hypothesizing

**C** Was the power struggle that followed Alexander's death inevitable?

### SECTION

## 4

### ASSESSMENT

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

- Philip II
- Macedonia
- Alexander the Great
- Darius III

#### USING YOUR NOTES

2. Which of Alexander's conquests do you think was the most significant? Why?

- Philip Builds Macedonian Power
  - 
  -
- Alexander Conquers Persia

#### MAIN IDEAS

- How was Philip II able to conquer Greece?
- Philip II's goal was to conquer Persia. Why did Alexander continue his campaign of conquest after this goal had been achieved?
- What happened to Alexander's empire after his death?

#### CRITICAL THINKING & WRITING

- FORMING AND SUPPORTING OPINIONS** Do you think that Alexander was worthy of the title "Great"? Explain.
- HYPOTHESIZING** If Alexander had lived, do you think he would have been as successful in ruling his empire as he was in building it? Explain.
- MAKING INFERENCES** Why do you think Alexander adopted Persian customs and included Persians in his army?
- WRITING ACTIVITY** **EMPIRE BUILDING** In small groups, create **storyboards** for a video presentation on the growth of Alexander's empire.

#### CONNECT TO TODAY CREATING A MAP

Use atlases to find the modern countries that occupy the lands included in Alexander's empire. Create a **map** that shows the boundaries and names of these countries. Compare your map to the map of Alexander's empire on page 144.



# The Spread of Hellenistic Culture

## MAIN IDEA

### CULTURAL INTERACTION

Hellenistic culture, a blend of Greek and other influences, flourished throughout Greece, Egypt, and Asia.

## WHY IT MATTERS NOW

Western civilization today continues to be influenced by diverse cultures.

## TERMS & NAMES

- Hellenistic
- Alexandria
- Euclid
- Archimedes
- Colossus of Rhodes

**SETTING THE STAGE** Alexander's ambitions were cultural as well as military and political. During his wars of conquest, he actively sought to meld the conquered culture with that of the Greeks. He started new cities as administrative centers and outposts of Greek culture. These cities, from Egyptian Alexandria in the south to the Asian Alexandrias in the east, adopted many Greek patterns and customs. After Alexander's death, trade, a shared Greek culture, and a common language continued to link the cities together. But each region had its own traditional ways of life, religion, and government that no ruler could afford to overlook.

## Hellenistic Culture in Alexandria



hmhsocialstudies.com

### TAKING NOTES

Use the graphic organizer online to take notes on Hellenistic achievements in science and the arts.

As a result of Alexander's policies, a vibrant new culture emerged. Greek (also known as Hellenic) culture blended with Egyptian, Persian, and Indian influences. This blending became known as **Hellenistic** culture. Koine (koy•NAY), the popular spoken language used in Hellenistic cities, was the direct result of cultural blending. The word *koine* came from the Greek word for "common." The language was a dialect of Greek. This language enabled educated people and traders from diverse backgrounds to communicate in cities throughout the Hellenistic world.

**Trade and Cultural Diversity** Among the many cities of the Hellenistic world, the Egyptian city of **Alexandria** became the foremost center of commerce and Hellenistic civilization. Alexandria occupied a strategic site on the western edge of the Nile delta. Trade ships from all around the Mediterranean docked in its spacious harbor. Alexandria's thriving commerce enabled it to grow and prosper. By the third century B.C., Alexandria had become an international community, with a rich mixture of customs and traditions from Egypt and from the Aegean. Its diverse population exceeded half a million people.

**Alexandria's Attractions** Both residents and visitors admired Alexandria's great beauty. Broad avenues lined with statues of Greek gods divided the city into blocks. Rulers built magnificent royal palaces overlooking the harbor. A much visited tomb contained Alexander's elaborate glass coffin. Soaring more than 350 feet over the harbor stood an enormous stone lighthouse called the Pharos. This lighthouse contained a polished bronze mirror that, at night, reflected the



**Vocabulary**

*Museum* means  
“house of the  
muses.”

light from a blazing fire. Alexandria’s greatest attractions were its famous museum and library. The museum was a temple dedicated to the Muses, the Greek goddesses of arts and sciences. It contained art galleries, a zoo, botanical gardens, and even a dining hall. The museum was an institute of advanced study.

The Alexandrian Library stood nearby. Its collection of half a million papyrus scrolls included many of the masterpieces of ancient literature. As the first true research library in the world, it helped promote the work of a gifted group of scholars. These scholars greatly respected the earlier works of classical literature and learning. They produced commentaries that explained these works.

## Science and Technology




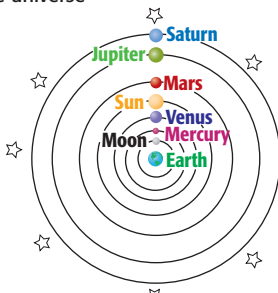
Hellenistic scholars, particularly those in Alexandria, preserved Greek and Egyptian learning in the sciences. Until the scientific advances of the 16th and 17th centuries, Alexandrian scholars provided most of the scientific knowledge available to the West.


**Astronomy**—Alexandria’s museum contained a small observatory in which astronomers could study the planets and stars. One astronomer, Aristarchus (AR•ih•STAH•kuhs) of Samos, reached two significant scientific conclusions. In one, he estimated that the Sun was at least 300 times larger than Earth. Although he greatly underestimated the Sun’s true size, Aristarchus disproved the widely held belief that the Sun was smaller than Greece. In another conclusion, he proposed that Earth and the other planets revolve around the Sun. Unfortunately for science, other astronomers refused to support Aristarchus’ theory. In the second century A.D., Alexandria’s last renowned astronomer, Ptolemy, incorrectly placed Earth at the center of the solar system. Astronomers accepted this view for the next 14 centuries.

Eratosthenes (EHR•uh•TAHS•thuh•NEEZ), the director of the Alexandrian Library, tried to calculate Earth’s true size. Using geometry, he computed Earth’s circumference at between 28,000 and 29,000 miles. Modern measurements put the circumference at 24,860 miles. As well as a highly regarded astronomer and mathematician, Eratosthenes also was a poet and historian.

**Mathematics and Physics** In their work, Eratosthenes and Aristarchus used a geometry text compiled by **Euclid** (YOO•klihd). Euclid was a highly regarded

▼ Hipparchus, who lived in Alexandria for a time, charted the position of 850 stars.

Greek Astronomy		
<b>Earth</b> Eratosthenes’ estimate of the circumference—between 28,000 and 29,000 miles  actual circumference—24,860 miles	<b>The Sun</b>  Earth  Aristarchus’ estimate—300 times the size of Earth The Sun is actually 1.3 million times the size of Earth.	<b>The Solar System</b> Ptolemy’s view of the universe 
<b>SKILLBUILDER: Interpreting Charts</b> 1. <b>Comparing</b> Where were Greek astronomers’ ideas most incorrect compared with modern concepts? 2. <b>Clarifying</b> Which estimate is closest to modern measurements? How could the Hellenists be so accurate?		



## Global Patterns

### Pythagorean Theorem

Geometry students remember Pythagoras for his theorem on the triangle, but its principles were known earlier. This formula states that the square of a right triangle's hypotenuse equals the sum of the squared lengths of the two remaining sides. Chinese mathematicians knew this theory perhaps as early as 1100 B.C. Egyptian surveyors put it to practical use even earlier.

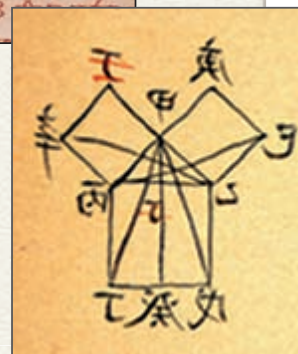
However, the work of the school that Pythagoras founded caught the interest of later mathematicians. Shown are Euclid's proof in Greek along with a Chinese and an Arabic translation. The Arabs who conquered much of Alexander's empire spread Greek mathematical learning to the West. The formula became known as the Pythagorean theorem throughout the world.



Greek, A.D. 800



Arabic, A.D. 1250



Chinese, A.D. 1607

mathematician who taught in Alexandria. His best-known book, *Elements*, contained 465 carefully presented geometry propositions and proofs. Euclid's work is still the basis for courses in geometry.

Another important Hellenistic scientist, **Archimedes** (ahr•kuh•MEE•deez) of Syracuse, studied at Alexandria. He accurately estimated the value of pi ( $\pi$ )—the ratio of the circumference of a circle to its diameter. In addition, Archimedes explained the law of the lever.

Gifted in both geometry and physics, Archimedes also put his genius to practical use. He invented the Archimedes screw, a device that raised water from the ground, and the compound pulley to lift heavy objects. The writer Plutarch described how Archimedes demonstrated to an audience of curious onlookers how something heavy can be moved by a small force:

#### PRIMARY SOURCE

Archimedes took a . . . ship . . . which had just been dragged up on land with great labor and many men; in this he placed her usual complement of men and cargo, and then sitting at some distance, without any trouble, by gently pulling with his hand the end of a system of pulleys, he dragged it towards him with as smooth and even a motion as if it were passing over the sea.

PLUTARCH, *Parallel Lives: Marcellus*

Using Archimedes' ideas, Hellenistic scientists later built a force pump, pneumatic machines, and even a steam engine. **A**

#### MAIN IDEA

##### Summarizing

**A** What were some of the main achievements of the scientists of the Hellenistic period?

## Philosophy and Art

The teachings of Plato and Aristotle continued to be very influential in Hellenistic philosophy. In the third century B.C., however, philosophers became concerned with how people should live their lives. Two major philosophies developed out of this concern.

**Stoicism and Epicureanism** A Greek philosopher named Zeno (335–263 B.C.) founded the school of philosophy called Stoicism (STOH•ih•SIHZ•uhm). Stoics proposed that people should live virtuous lives in harmony with the will of god or the natural laws that God established to run the universe. They also preached that



human desires, power, and wealth were dangerous distractions that should be checked. Stoicism promoted social unity and encouraged its followers to focus on what they could control.

Epicurus (EHP•uh•KYUR•uhs) founded the school of thought called Epicureanism. He taught that gods who had no interest in humans ruled the universe. Epicurus believed that the only real objects were those that the five senses perceived. He taught that the greatest good and the highest pleasure came from virtuous conduct and the absence of pain. Epicureans proposed that the main goal of humans was to achieve harmony of body and mind. Today, the word *epicurean* means a person devoted to pursuing human pleasures, especially the enjoyment of good food. However, during his lifetime, Epicurus advocated moderation in all things. **B**

#### MAIN IDEA

#### Drawing Conclusions

**B** What was the main concern of the Stoic and Epicurean schools of philosophy?

**Realism in Sculpture** Like science, sculpture flourished during the Hellenistic age. Rulers, wealthy merchants, and cities all purchased statues to honor gods, commemorate heroes, and portray ordinary people in everyday situations. The largest known Hellenistic statue was created on the island of Rhodes. Known as the **Colossus of Rhodes**, this bronze statue stood more than 100 feet high. One of the seven wonders of the ancient world, this huge sculpture was toppled by an earthquake in about 225 B.C. Later, the bronze was sold for scrap. Another magnificent Hellenistic sculpture found on Rhodes was the Nike (or Winged Victory) of Samothrace. It was created around 203 B.C. to commemorate a Greek naval victory.

Hellenistic sculpture moved away from the harmonic balance and idealized forms of the classical age. Instead of the serene face and perfect body of an idealized man or woman, Hellenistic sculptors created more natural works. They felt free to explore new subjects, carving ordinary people such as an old, wrinkled peasant woman.

By 150 B.C., the Hellenistic world was in decline. A new city, Rome, was growing and gaining strength. Through Rome, Greek-style drama, architecture, sculpture, and philosophy were preserved and eventually became the core of Western civilization.

## SECTION

## 5

## ASSESSMENT

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

- Hellenistic
- Alexandria
- Euclid
- Archimedes
- Colossus of Rhodes

### USING YOUR NOTES

2. Which Hellenistic achievement had the greatest impact? Why?

Category	Achievements
astronomy	
geometry	
philosophy	
art	

### MAIN IDEAS

3. How did trade contribute to cultural diversity in the Hellenistic city of Alexandria?
4. How did Euclid influence some of the developments in astronomy during the Hellenistic period?
5. What did Stoicism and Epicureanism have in common?

### CRITICAL THINKING & WRITING

6. **SYNTHESIZING** Describe how the growth of Alexander's empire spread Greek culture.
7. **MAKING INFERENCES** What do you think was the greatest scientific advance of the Hellenistic period? Why?
8. **COMPARING** How was the purpose served by architecture and sculpture in the Hellenistic period similar to the purpose served by these arts in the Golden Age of Athens?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** The Hellenistic culture brought together Egyptian, Greek, Persian, and Indian influences. Write a brief **essay** showing how American culture is a combination of different influences.

### CONNECT TO TODAY CREATING A COLLAGE

Archimedes developed, or provided the ideas for, many practical devices—the lever, for example. Consider some of the everyday implements that are related to these devices. Create a **collage** of pictures of these implements. Accompany each visual with a brief annotation.

# Chapter 5 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its connection to Classical Greece.

1. Trojan War
2. Homer
3. polis
4. democracy
5. classical art
6. Aristotle
7. Alexander the Great
8. Hellenistic

## MAIN IDEAS

### Cultures of the Mountains and the Sea

Section 1 (pages 123–126)

9. Why was sea travel important to early Greece?
10. Why did the Greeks develop myths?

### Warring City-States

Section 2 (pages 127–133)

11. What were the two most powerful city-states in early Greece?
12. What were the consequences of the Persian Wars?

### Democracy and Greece's Golden Age

Section 3 (pages 134–141)

13. What were Pericles' three goals for Athens?
14. Who were the three renowned philosophers of the golden age?

### Alexander's Empire

Section 4 (pages 142–145)

15. Why was Greece so easily conquered by Macedonia?
16. What was the full extent of Alexander's empire before his death?

## The Spread of Hellenistic Culture

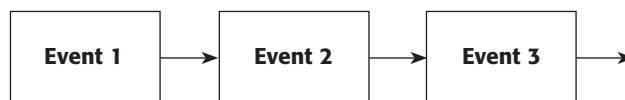
Section 5 (pages 146–149)

17. What four influences blended to form Hellenistic culture?
18. What are some of the scientific achievements of the Hellenistic period?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a diagram like the one below, show the development of direct democracy in Athens.



### 2. DRAWING CONCLUSIONS

**POWER AND AUTHORITY** "Years of uncertainty and insecurity have changed the country. It once was Athens, but now it has become Sparta." What do you think this statement means? Use information from the chapter to illustrate your answer.

### 3. ANALYZING ISSUES

**CULTURAL INTERACTION** Based on the Visual Summary below and your review of the chapter, how do you think Classical Greece has influenced the United States? Support your answer with examples.

### 4. MAKING INFERENCES

**EMPIRE BUILDING** Consider Pericles and Alexander the Great. What qualifications or characteristics do you think are needed for a leader to build an empire? Why?

## VISUAL SUMMARY

### The Legacy of Greece



#### Culture

- Greek language
- Mythology about gods and goddesses
- Olympic games
- Philosophers search for truth



#### Arts

- Drama and poetry
- Sculpture portraying ideals of beauty
- Painted pottery showing scenes of Greek life
- Classical architecture



#### Science and Technology

- Disagreement whether Sun or Earth at center of universe
- Euclid's geometry textbook
- Accurate estimate of Earth's circumference
- Development of lever, pulley, and pump



#### Government

- Direct democracy; citizens rule by majority vote
- Citizens bring charges of wrongdoing
- Code of laws
- Expansion of citizenship to all free adult males, except foreigners



## STANDARDS-BASED ASSESSMENT

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

### PRIMARY SOURCE

Where ought the sovereign power of the state to reside? . . . The state aims to consist as far as possible of those who are alike and equal, a condition found chiefly among the middle section. . . . The middle class is also the steadiest element, the least eager for change. They neither covet, like the poor the possessions of others, nor do others covet theirs, as the poor covet those of the rich. . . . Tyranny often emerges from an over-enthusiastic democracy or from an oligarchy, but much more rarely from middle class constitutions.

ARISTOTLE, *Politics*

1. Why does Aristotle support the middle class as the location of power?
  - A. He finds poor people too backward to rule.
  - B. He thinks the rich are too greedy.
  - C. The middle class is very enthusiastic about democracy.
  - D. The middle class is steady and is less eager for change.
2. According to Aristotle, what often emerges from an "over-enthusiastic democracy"?
  - A. tyranny
  - B. oligarchy
  - C. monarchy
  - D. aristocracy

Use this scene pictured on a piece of Greek pottery and your knowledge of world history to answer question 3.



3. This scene shows a battle formation used by the Greeks. What is the formation called?
  - A. shield and spear
  - B. massed formation
  - C. phalanx
  - D. acropolis

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

For additional test practice, go online for:

- Diagnostic tests
- Strategies
- Tutorials

### Interact *with* History

On page 122, you drew certain conclusions about Greek culture and values without knowing details of Greek history. Now that you have read the chapter, reexamine the artworks and reread the Greeks' words. Conduct a class debate about how the art and ideals of Greece have influenced modern society.

### FOCUS ON WRITING

Write an **epic poem** (between two and three pages long) about an event or an individual that you read about in Chapter 5. Possible subjects you might select include the Trojan War, the Persian Wars, the Peloponnesian War, Hector, Pericles, and Alexander. In writing your poem, try to imitate the style of the *Iliad* or the *Odyssey*.

### MULTIMEDIA ACTIVITY



#### NetExplorations: The Parthenon

Go to *NetExplorations* at [hmhsocialstudies.com](http://hmhsocialstudies.com) to learn more about the Parthenon. Search the Internet for additional information on the Parthenon and the sculptor Phidias, who oversaw its construction. Use the information you gather to record a mock radio or television interview with Phidias, and play it in class. Have Phidias answer questions about

- his designs for the statues and carvings that adorned the Parthenon.
- the significance of the Parthenon for his fellow Athenians.
- other works of art he created.



# ANCIENT GREECE



**The Acropolis of Athens symbolizes the city and represents the architectural and artistic legacy of ancient Greece.** *Acropolis* means “high-est city” in Greek, and there are many such sites in Greece. Historically, an acropolis provided shelter and defense against a city’s enemies. The Acropolis of Athens—the best known of them all—contained temples, monuments, and artwork dedicated to the Greek gods. Archaeological evidence indicates that

the Acropolis was an important place to inhabitants from much earlier eras. However, the structures that we see today on the site were largely conceived by the statesman Pericles during the Golden Age of Athens in the 5th century B.C.

Explore the Acropolis of ancient Greece and learn about the legacy of Greek civilization. You can find a wealth of information, video clips, primary sources, activities, and more at [hmhsocialstudies.com](https://hmhsocialstudies.com).





### **The Parthenon**

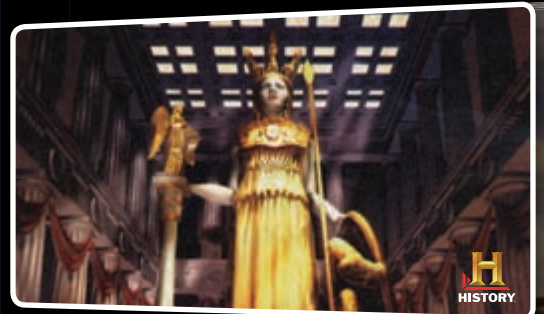
Watch the video to see what the Parthenon, one of the most important temples on the Acropolis, might have looked like after it was completed.

## **CLICK THROUGH INTER/ACTIVITIES** hmhsocialstudies.com



### **The Persian Wars**

Watch the video to find out how Athens emerged as the principal Greek city-state at the conclusion of the Persian Wars.



### **The Goddess Athena**

Watch the video to learn how, according to Greek mythology, Athena became the protector of Athens.



### **Legacy of Greece**

Watch the video to analyze *The School of Athens*, a painting by the Italian Renaissance artist Raphael, which pays tribute to the legacy of ancient Greece in philosophy and science.

# Ancient Rome and Early Christianity, 500 B.C.–A.D. 500

## Essential Question

**What impact did the rise and fall of the Roman Empire have on culture, government, and religion?**



## What You Will Learn

In this chapter you will trace the rise, fall, and impact of the Roman Empire and the spread of Christianity.

### SECTION 1 The Roman Republic

**Main Idea** The early Romans established a republic, which grew powerful and spread its influence.

### SECTION 2 The Roman Empire

**Main Idea** The creation of the Roman Empire transformed Roman government, society, economy, and culture.

### SECTION 3 The Rise of Christianity

**Main Idea** Christianity arose in Roman-occupied Judea and spread throughout the Empire.

### SECTION 4 The Fall of the Roman Empire

**Main Idea** Internal problems and invasions spurred the division and decline of the Roman Empire.

### SECTION 5 Rome and the Roots of Western Civilization

**Main Idea** The Romans developed many ideas and institutions that became fundamental to Western civilization.

## Previewing Themes

**POWER AND AUTHORITY** Rome began as a republic, a government in which elected officials represent the people. Eventually, absolute rulers called emperors seized power and expanded the empire.

**Geography** *About how many miles did the Roman Empire stretch from east to west?*

**EMPIRE BUILDING** At its height, the Roman Empire touched three continents—Europe, Asia, and Africa. For several centuries, Rome brought peace and prosperity to its empire before its eventual collapse.

**Geography** *Why was the Mediterranean Sea important to the Roman Empire?*

**RELIGIOUS AND ETHICAL SYSTEMS** Out of Judea rose a monotheistic, or single-god, religion known as Christianity. Based on the teachings of Jesus of Nazareth, it soon spread throughout Rome and beyond.

**Geography** *What geographic features might have helped or hindered the spread of Christianity throughout the Roman Empire?*

ROME

500 B.C.

300 B.C.

100 B.C.

WORLD

321 B.C.

Chandragupta Maurya founds Mauryan Empire in India.

264 B.C.

First Punic War begins.

218 B.C.

In the Second Punic War, Hannibal invades Italy.

202 B.C.

Han Dynasty takes power in China. (sculpted figure from Han period)







## The Roman World, 265 B.C.–A.D. 117

**H**  
**HISTORY**



Ancient Rome:  
The Mobile Society

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



■ Roman Republic, 265 B.C.  
■ Areas added to Empire, A.D. 117

0 250 500 Miles  
0 250 500 Kilometers  
Conic Projection

**31 B.C.**

Octavian defeats the forces of Antony and Cleopatra. (bust of Cleopatra) ▶



**A.D. 284**

Diocletian becomes emperor of Rome.

**A.D. 476**

▲ Western Roman Empire falls. (Roman horseman)



**A.D. 100**

**A.D. 100**

Moche culture arises in South America. (gold toucan from Moche era) ▶



**A.D. 300**

**A.D. 300**

Aksum kingdom emerges in east Africa.

**A.D. 500**



## *What makes a successful leader?*

You are a member of the senate in ancient Rome. Soon you must decide whether to support or oppose a powerful leader who wants to become ruler. Many consider him a military genius for having gained vast territory and wealth for Rome. Others point out that he disobeyed orders and is both ruthless and devious. You wonder whether his ambition would lead to greater prosperity and order in the empire or to injustice and unrest.



▲ This 19th-century painting by Italian artist Cesare Maccari shows Cicero, one of ancient Rome's greatest public speakers, addressing fellow members of the Roman Senate.

### EXAMINING *the* ISSUES

- **Which is more important in measuring leadership—results or integrity?**
- **Does a leader have to be likable in order to succeed?**

As a class, discuss these questions. Based on your discussion, think about what you have learned about other leaders in history, such as Alexander the Great and Darius of Persia. What qualities helped them to be successful or caused them to fail? As you read about Rome, see how the qualities of its leaders helped or hindered its development.



# The Roman Republic

## MAIN IDEA

**POWER AND AUTHORITY** The early Romans established a republic, which grew powerful and spread its influence.

## WHY IT MATTERS NOW

Some of the most fundamental values and institutions of Western civilization began in the Roman Republic.

## TERMS & NAMES

- republic
- patrician
- plebeian
- tribune
- consul
- senate
- dictator
- legion
- Punic Wars
- Hannibal

**SETTING THE STAGE** While the great civilization of Greece was in decline, a new city to the west was developing and increasing its power. Rome grew from a small settlement to a mighty civilization that eventually conquered the Mediterranean world. In time, the Romans would build one of the most famous and influential empires in history.

## The Origins of Rome

According to legend, the city of Rome was founded in 753 B.C. by Romulus and Remus, twin sons of the god Mars and a Latin princess. The twins were abandoned on the Tiber River as infants and raised by a she-wolf. The twins decided to build a city near the spot. In reality, it was men not immortals who built the city, and they chose the spot largely for its strategic location and fertile soil.

**Rome's Geography** Rome was built on seven rolling hills at a curve on the Tiber River, near the center of the Italian peninsula. It was midway between the Alps and Italy's southern tip. Rome also was near the midpoint of the Mediterranean Sea. The historian Livy wrote about the city's site:

### PRIMARY SOURCE

Not without reason did gods and men choose this spot for the site of our city—the [salubrious] hills, the river to bring us produce from the inland regions and sea-borne commerce from abroad, the sea itself, near enough for convenience yet not so near as to bring danger from foreign fleets, our situation in the very heart of Italy—all these advantages make it of all places in the world the best for a city destined to grow great.

*LIVY, The Early History of Rome*

**The First Romans** The earliest settlers on the Italian peninsula arrived in prehistoric times. From about 1000 to 500 B.C., three groups inhabited the region and eventually battled for control. They were the Latins, the Greeks, and the Etruscans. The Latins built the original settlement at Rome, a cluster of wooden huts atop one of its seven hills, Palatine Hill. These settlers were considered to be the first Romans.

Between 750 and 600 B.C., the Greeks established colonies along southern Italy and Sicily. The cities became prosperous and commercially active. They brought all of Italy, including Rome, into closer contact with Greek civilization.



Use the graphic organizer online to take notes on the section's main ideas and details.

**INTERACTIVE  
MAP**

Explore the geography and learn about the early settlers of ancient Rome.

The Etruscans were native to northern Italy. They were skilled metalworkers and engineers. The Etruscans strongly influenced the development of Roman civilization. They boasted a system of writing, for example, and the Romans adopted their alphabet. They also influenced Rome's architecture, especially the use of the arch.

## The Early Republic

Around 600 B.C., an Etruscan became king of Rome. In the decades that followed, Rome grew from a collection of hilltop villages to a city that covered nearly 500 square miles. Various kings ordered the construction of Rome's first temples and public centers—the most famous of which was the Forum, the heart of Roman political life.

The last king of Rome was Tarquin the Proud. A harsh tyrant, he was driven from power in 509 B.C. The Romans declared they would never again be ruled by a king. Instead, they established a republic, from the Latin phrase *res publica*, which means “public affairs.” A **republic** is a form of government in which power rests with citizens who have the right to vote for their leaders. In Rome, citizenship with voting rights was granted only to free-born male citizens.

**Patricians and Plebeians** In the early republic, different groups of Romans struggled for power. One group was the **patricians**, the wealthy landowners who held most of the power. The other important group was the **plebeians**, the common farmers, artisans, and merchants who made up the majority of the population.

The patricians inherited their power and social status. They claimed that their ancestry gave them the authority to make laws for Rome. The plebeians were citizens of Rome with the right to vote. However, they were barred by law from holding most important government positions. In time, Rome's leaders allowed the plebeians to form their own assembly and elect representatives called **tribunes**. Tribunes protected the rights of the plebeians from unfair acts of patrician officials. **A**

**Twelve Tables** An important victory for the plebeians was to force the creation of a written law code. With laws unwritten, patrician officials often interpreted the law to suit themselves. In 451 B.C., a group of ten officials began writing down Rome's laws. The laws were carved on twelve tablets, or tables, and hung in the Forum. They became the basis for later Roman law. The Twelve Tables established the idea that all free citizens had a right to the protection of the law.

**MAIN IDEA****Making  
Inferences**

**A** Why did patricians want to prevent plebeians from holding important positions?

► Ruins of the Forum, the political center of the Roman Empire, still stand in present-day Rome.





Comparing Republican Governments		
	Rome	United States of America
<b>Executive</b>	<ul style="list-style-type: none"> <li>Two consuls, elected by the assembly for one year—chief executives of the government and commanders-in-chief of the army.</li> </ul>	<ul style="list-style-type: none"> <li>A president, elected by the people for four years—chief executive of the government and commander-in-chief of the army.</li> </ul>
<b>Legislative</b>	<ul style="list-style-type: none"> <li>Senate of 300 members, chosen from aristocracy for life—controls foreign and financial policies, advises consuls.</li> <li>Centuriate Assembly, all citizen-soldiers are members for life—selects consuls, makes laws.</li> <li>Tribal Assembly, citizens grouped according to where they live are members for life—elects tribunes and makes laws.</li> </ul>	<ul style="list-style-type: none"> <li>Senate of 100 members, elected by the people for six-year terms—makes laws, advises president on foreign policy.</li> <li>House of Representatives of 435 members, elected by the people for two years—makes laws, originates revenue bills.</li> </ul>
<b>Judicial</b>	<ul style="list-style-type: none"> <li>Praetors, eight judges chosen for one year by Centuriate Assembly—two oversee civil and criminal courts (the others govern provinces).</li> </ul>	<ul style="list-style-type: none"> <li>Supreme Court, nine justices appointed for life by president—highest court, hears civil and criminal appeals cases.</li> </ul>
<b>Legal code</b>	<ul style="list-style-type: none"> <li>Twelve Tables—a list of rules that was the basis of Roman legal system</li> </ul>	<ul style="list-style-type: none"> <li>U.S. Constitution—basic law of the United States</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>All adult male landowners</li> </ul>	<ul style="list-style-type: none"> <li>All native-born or naturalized adults</li> </ul>
<p><b>SKILLBUILDER: Interpreting Charts</b></p> <p><b>1. Comparing</b> What similarities do you see in the governments of the Roman Republic and the United States?</p> <p><b>2. Drawing Conclusions</b> Which government seems more democratic? Why?</p>		

#### Vocabulary

The word *veto* comes from the Latin for “I forbid.”

**Government Under the Republic** In the first century B.C., Roman writers boasted that Rome had achieved a balanced government. What they meant was that their government had taken the best features of a monarchy (government by a king), an aristocracy (government by nobles), and a democracy (government by the people—see the comparison above of Rome to the United States). Rome had two officials called **consuls**. Like kings, they commanded the army and directed the government. However, their power was limited. A consul’s term was only one year long. The same person could not be elected consul again for ten years. Also, one consul could always overrule, or veto, the other’s decisions.

The **senate** was the aristocratic branch of Rome’s government. It had both legislative and administrative functions in the republic. Its 300 members were chosen from the upper class of Roman society. Later, plebeians were allowed in the senate. The senate exercised great influence over both foreign and domestic policy.

The assemblies represented the more democratic side of the government. For example, an assembly organized by the plebeians, the Tribal Assembly, elected the tribunes and made laws for the common people—and later for the republic itself.

In times of crisis, the republic could appoint a **dictator**—a leader who had absolute power to make laws and command the army. A dictator’s power lasted for only six months. Dictators were chosen by the consuls and then elected by the senate.

**The Roman Army** In addition to their government, the Romans placed great value on their military. All citizens who owned land were required to serve in the army. Seekers of certain public offices had to perform ten years of military service. Roman soldiers were organized into large military units called **legions**. The Roman legion was made up of some 5,000 heavily armed foot soldiers (infantry). A group of soldiers on horseback (cavalry) supported each legion. Legions were divided into smaller groups of 80 men, each of which was called a century. The military organization and fighting skill of the Roman army were key factors in Rome’s rise to greatness.

#### Vocabulary

The term *legion* also means a multitude.

## Rome Spreads Its Power

For hundreds of years after the founding of the republic, Rome sought to expand its territories through trade and conquest.

**Rome Conquers Italy** Roman power grew slowly but steadily as the legions battled for control of the Italian peninsula. By the fourth century B.C., the Romans dominated central Italy. Eventually, they defeated the Etruscans to the north and the Greek city-states to the south. By 265 B.C., the Romans were masters of nearly all Italy.

Rome had different laws and treatment for different parts of its conquered territory. The neighboring Latins on the Tiber became full citizens of Rome. In territories farther from Rome, conquered peoples enjoyed all the rights of Roman citizenship except the vote. All other conquered groups fell into a third category, allies of Rome. Rome did not interfere with its allies, as long as they supplied troops for the Roman army and did not make treaties of friendship with any

other state. The new citizens and allies became partners in Rome's growth. This lenient policy toward defeated enemies helped Rome to succeed in building a long-lasting empire. For more than two centuries after 265 B.C., Roman power spread far beyond Italy. **B**

**Rome's Commercial Network** Rome's location gave it easy access to the riches of the lands ringing the Mediterranean Sea. Roman merchants moved by land and sea. They traded Roman wine and olive oil for a variety of foods, raw materials, and manufactured goods from other lands. However, other large and powerful cities interfered with Roman access to the Mediterranean. One such city was Carthage. Once a colony of Phoenicia, Carthage was located on a peninsula on the North African coast. Its rise to power soon put it in direct opposition with Rome.

**War with Carthage** In 264 B.C., Rome and Carthage went to war. This was the beginning of the long struggle known as the **Punic Wars**. Between 264 and 146 B.C., Rome and Carthage fought three wars. The first, for control of Sicily and the western Mediterranean, lasted 23 years (264–241 B.C.). It ended in the defeat of Carthage. The Second Punic War began in 218 B.C. The mastermind behind the war was a 29-year-old Carthaginian general named **Hannibal**. Hannibal was a brilliant military strategist who wanted to avenge Carthage's earlier defeat.

Hannibal assembled an army of 50,000 infantry, 9,000 cavalry, and 60 elephants with the intent of capturing Rome. Instead of a head-on attack, however, Hannibal sought to surprise the Romans with a most daring and risky move. He led his army on a long trek from Spain across France and through the Alps. Despite losing more than half his men and most of his elephants, the general's move initially worked. For more than a decade, he marched his forces up and down the Italian peninsula at will. Hannibal won his greatest victory at Cannae, in 216 B.C. There his army inflicted enormous losses on the Romans. However, the Romans regrouped and with the aid of many allies stood firm. They prevented Hannibal from capturing Rome.



### VIDEO

Carthage:  
Hannibal

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### History Makers



#### Hannibal 247–183 B.C.

When Hannibal was only a boy of nine, his father, Hamilcar Barca, a general in Carthage's army, made him swear that he would always hate Rome and seek to destroy it.

After his defeat at the battle of Zama and Carthage's loss in the Second Punic War, Hannibal took refuge among Rome's enemies. He fought against Roman forces as an ally of the kings of Syria and Bithynia. When Roman agents came for him in Bithynia on the Black Sea in Anatolia in 183 B.C., he committed suicide rather than submit to Rome.

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**INTERNET ACTIVITY** Go online to create an annotated map of Hannibal's journey through the Alps.

### MAIN IDEA

#### Analyzing Issues

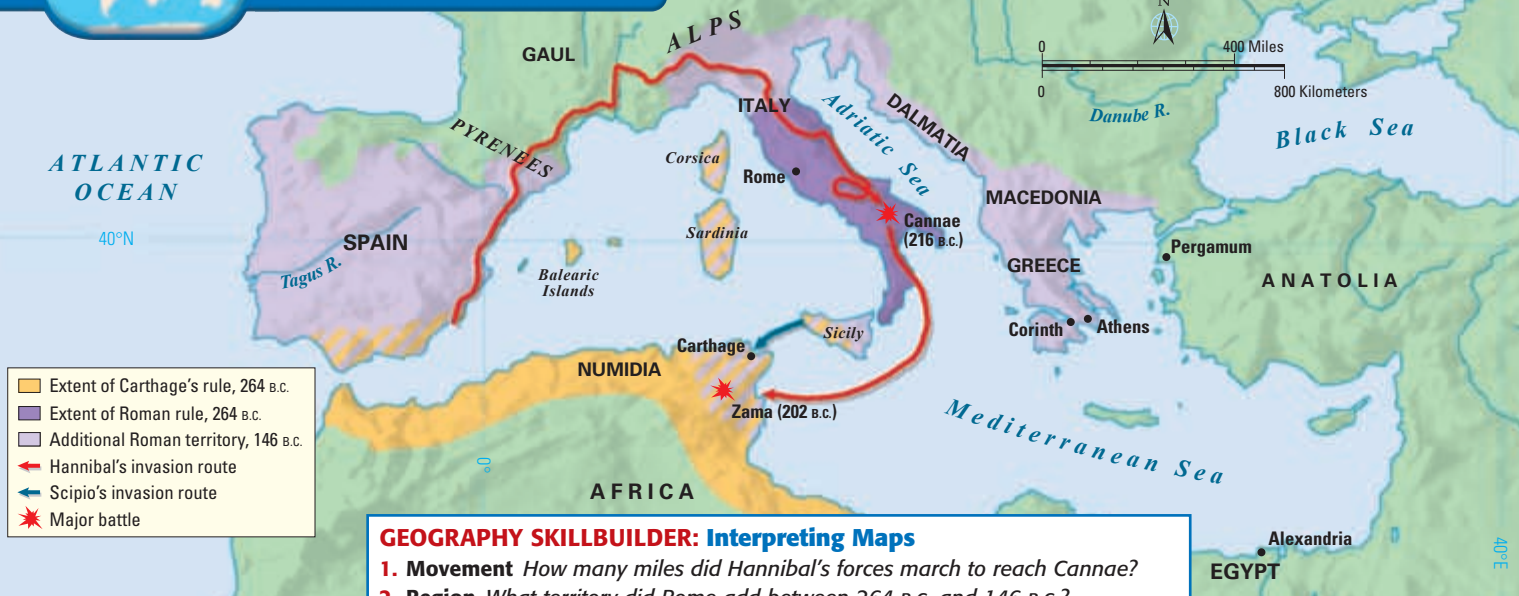
**B** How did its treatment of conquered people affect Rome's expansion?

### Vocabulary

The term *Punic* comes from the Latin word for Phoenician.



## Punic Wars, 264–146 B.C.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** How many miles did Hannibal's forces march to reach Cannae?
- 2. Region** What territory did Rome add between 264 B.C. and 146 B.C.?

**Rome Triumphs** Finally, the Romans found a daring military leader to match Hannibal's boldness. A general named Scipio (SIHP•ee•oh) devised a plan to attack Carthage. This strategy forced Hannibal to return to defend his native city. In 202 B.C., at Zama near Carthage, the Romans finally defeated Hannibal.

During the Third Punic War (149–146 B.C.), Rome laid siege to Carthage. In 146 B.C., the city was set afire and its 50,000 inhabitants sold into slavery. Its territory was made a Roman province.

Rome's victories in the Punic Wars gave it dominance over the western Mediterranean. The Romans then went on to conquer the eastern half. By about 70 B.C., Rome's Mediterranean empire stretched from Anatolia in the east to Spain in the west. As you will read in Section 2, however, such growth and power brought with it a new set of difficulties. **C**

#### MAIN IDEA

#### Drawing Conclusions

**C** Why were the Punic Wars important?



#### VIDEO

Carthage:  
Victory at  
Cannae

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### SECTION

1

### ASSESSMENT

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

• republic • patrician • plebeian • tribune • consul • senate • dictator • legion • Punic Wars • Hannibal

#### USING YOUR NOTES

2. What do you consider to be the key characteristic of the early Roman Republic? Why?

- The Origins of Rome*  
A.  
B.
- The Early Republic*  
A.  
B.
- Rome Spreads Its Power*  
A.  
B.

#### MAIN IDEAS

- What limits were there on the power of the Roman consuls?
- What was the significance of the Twelve Tables?
- How was Hannibal's attack on Rome daring and different?

#### CRITICAL THINKING & WRITING

- FORMING OPINIONS** Do you think the Roman Republic owed its success more to its form of government or its army? Why?
- ANALYZING ISSUES** Do you agree with claims that early Rome had achieved a "balanced" government? Explain.
- CLARIFYING** How did Rome expand its territory and maintain control over it?
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a brief essay explaining what problems might arise from appointing a dictator during times of crisis.

#### CONNECT TO TODAY PREPARING AN ORAL REPORT

Use the library and other resources to locate any monuments built to either Hannibal or the Punic Wars. Then present what you found and the circumstances surrounding the monument's creation in an **oral report**.



# The Roman Empire

## MAIN IDEA

**EMPIRE BUILDING** The creation of the Roman Empire transformed Roman government, society, economy, and culture.

## WHY IT MATTERS NOW

The Roman Empire has served throughout history as a model of political organization and control.

## TERMS & NAMES

- civil war
- Julius Caesar
- triumvirate
- Augustus
- *Pax Romana*

**SETTING THE STAGE** As Rome enlarged its territory, its republican form of government grew increasingly unstable. Eventually, the Roman Republic gave way to the formation of a mighty dictator-ruled empire that continued to spread Rome's influence far and wide.

## The Republic Collapses



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### TAKING NOTES

Use the graphic organizer online to take notes on the ways in which Rome changed as it became an empire.

Rome's increasing wealth and expanding boundaries brought many problems. The most serious were growing discontent among the lower classes of society and a breakdown in military order. These problems led to a shakeup of the republic—and the emergence of a new political system.

**Economic Turmoil** As Rome grew, the gap between rich and poor grew wider. Many of Rome's rich landowners lived on huge estates. Thousands of enslaved persons—many of whom had been captured peoples in various wars—were forced to work on these estates. By 100 B.C., enslaved persons formed perhaps one-third of Rome's population.

Small farmers found it difficult to compete with the large estates run by the labor of enslaved people. Many of these farmers were former soldiers. A large number of them sold their lands to wealthy landowners and became homeless and jobless. Most stayed in the countryside and worked as seasonal migrant laborers. Some headed to Rome and other cities looking for work. They joined the ranks of the urban poor, a group that totaled about one-fourth of Roman society.

Two brothers, Tiberius and Gaius (GUY•us) Gracchus (GRAK•us), attempted to help Rome's poor. As tribunes, they proposed such reforms as limiting the size of estates and giving land to the poor. Tiberius spoke eloquently about the plight of the landless former soldiers:

## PRIMARY SOURCE

The savage beasts have their . . . dens, . . . but the men who bear arms and expose their lives for the safety of their country, enjoy . . . nothing more in it but the air and light . . . and wander from place to place with their wives and children.

**TIBERIUS GRACCHUS** quoted in Plutarch, *The Lives of Noble Greeks and Romans*

The brothers made enemies of numerous senators, who felt threatened by their ideas. Both met violent deaths—Tiberius in 133 B.C. and Gaius in 121 B.C.



A period of **civil war**, or conflict between groups within the same country, followed their deaths.

**Military Upheaval** Adding to the growing turmoil within the republic was a breakdown of the once-loyal military. As the republic grew more unstable, generals began seizing greater power for themselves. They recruited soldiers from the landless poor by promising them land. These soldiers fought for pay and owed allegiance only to their commander. They replaced the citizen-soldiers whose loyalty had been to the republic. It now was possible for a military leader supported by his own troops to take over by force. Eventually, one would do just that.

**Julius Caesar Takes Control** In 60 B.C., a military leader named **Julius Caesar** joined forces with Crassus, a wealthy Roman, and Pompey, a popular general. With their help, Caesar was elected consul in 59 B.C. For the next ten years, these men dominated Rome as a **triumvirate**, a group of three rulers.

Caesar was a strong leader and a genius at military strategy. Following tradition, he served only one year as consul. He then appointed himself governor of Gaul (now France). During 58–50 B.C., Caesar led his legions in a grueling but successful campaign to conquer all of Gaul. Because he shared fully in the hardships of war, he won his men's loyalty and devotion.

The reports of Caesar's successes in Gaul made him very popular with the people of Rome. Pompey, who had become his political rival, feared Caesar's ambitions. In 50 B.C., the senate, at Pompey's urgings, ordered Caesar to disband his legions and return home.

Caesar defied the senate's order. On the night of January 10, 49 B.C., he took his army across the Rubicon River in Italy, the southern limit of the area he commanded. He marched his army swiftly toward Rome, and Pompey fled. Caesar's troops defeated Pompey's armies in Greece, Asia, Spain, and Egypt. In 46 B.C., Caesar returned to Rome, where he had the support of the army and the masses. That same year, the senate appointed him dictator. In 44 B.C., he was named dictator for life.

**Caesar's Reforms** Julius Caesar governed Rome as an absolute ruler, one who has total power. However, he started a number of reforms. He granted Roman citizenship to many people in the provinces. In addition, he expanded the senate, adding his friends and supporters from Italy and

## History Makers

### Julius Caesar 100–44 B.C.

In 44 B.C., on March 15, Caesar prepared to go to speak to the Senate, unaware that important senators plotted his death. According to legend, his wife, Calpurnia, begged him not to go. She said she had seen him in a dream dying in her arms of stab wounds.

When Caesar arrived at the Senate chamber, he sat in his chair. Soon the plotters encircled him, took knives hidden in their togas, and stabbed him 23 times, as depicted in the painting below. They were led by Gaius Cassius and Caesar's friend Marcus Brutus. Caesar's last words were "Et tu, Brute?" ("You, too, Brutus?")

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**RESEARCH WEB LINKS** Go online for more on Julius Caesar.



other regions. Caesar also helped the poor by creating jobs, especially through the construction of new public buildings. He started colonies where people without land could own property, and he increased pay for soldiers.

Many nobles and senators expressed concern over Caesar's growing power, success, and popularity. Some feared losing their influence. Others considered him a tyrant. A number of important senators, led by Marcus Brutus and Gaius Cassius, plotted his assassination. On March 15, 44 B.C., they stabbed him to death in the senate chamber. **A**

**Beginning of the Empire** After Caesar's death, civil war broke out again and destroyed what was left of the Roman Republic. Three of Caesar's supporters banded together to crush the assassins. Caesar's 18-year-old grandnephew and adopted son Octavian (ahk•TAY•vee•uhn) joined with an experienced general named Mark Antony and a powerful politician named Lepidus. In 43 B.C., they took control of Rome and ruled for ten years as the Second Triumvirate.

Their alliance, however, ended in jealousy and violence. Octavian forced Lepidus to retire. He and Mark Antony then became rivals. While leading troops against Rome's enemies in Anatolia, Mark Antony met Queen Cleopatra of Egypt. He fell in love with her and followed her to Egypt. Octavian accused Antony of plotting to rule Rome from Egypt, and another civil war erupted. Octavian defeated the combined forces of Antony and Cleopatra at the naval battle of Actium in 31 B.C. Later, Antony and Cleopatra committed suicide.

While he restored some aspects of the republic, Octavian became the unchallenged ruler of Rome. Eventually he accepted the title of **Augustus** (aw•GUHS•tuhs), or "exalted one." He also kept the title *imperator*, or "supreme military commander," a term from which *emperor* is derived. Rome was now an empire ruled by one man.

## A Vast and Powerful Empire

Rome was at the peak of its power from the beginning of Augustus's rule in 27 B.C. to A.D. 180. For 207 years, peace reigned throughout the empire, except for some fighting with tribes along the borders. This period of peace and prosperity is known as the **Pax Romana**—"Roman peace." **B**

During this time, the Roman Empire included more than 3 million square miles. Its population numbered between 60 and 80 million people. About 1 million people lived in the city of Rome itself.

**A Sound Government** The Romans held their vast empire together in part through efficient government and able rulers. Augustus was Rome's ablest emperor. He stabilized the frontier, glorified Rome with splendid public buildings, and created a system of government that survived for centuries. He set up a civil service. That is, he paid workers to manage the affairs of government, such as the grain supply, tax collection, and the postal system. Although the senate still functioned, civil servants drawn from plebeians and even former slaves actually administered the empire.

After Augustus died in A.D. 14, the system of government that he established maintained the empire's stability.

### MAIN IDEA

#### Analyzing Motives-

**A** Why did Caesar's rivals feel they had to kill him?


### History Makers



**Augustus**  
63 B.C.–A.D. 14

Augustus was the most powerful ruler of the mightiest empire of the ancient world. Yet, amid the pomp of Rome, he lived a simple and frugal life. His home was modest by Roman standards. His favorite meal consisted of coarse bread, a few sardines, and a piece of cheese—the usual food of a common laborer.

Augustus was also a very religious and family-oriented man. He held to a strict moral code. He had his only child, Julia, exiled from Rome for not being faithful in her marriage.

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

### MAIN IDEA

#### Summarizing

**B** To what does the term *Pax Romana* refer?

#### Vocabulary

The term *civil service* refers to persons employed in the civil administration of government.



## Trade in the Roman Empire, A.D. 200



This was due mainly to the effectiveness of the civil service in carrying out day-to-day operations. The Romans managed to control an empire that by the second century A.D. reached from Spain to Mesopotamia, from North Africa to Britain. Included in its provinces were people of many languages, cultures, and customs.

**Agriculture and Trade** Agriculture was the most important industry in the empire. All else depended on it. About 90 percent of the people were engaged in farming. Most Romans survived on the produce from their local area. Additional food (when needed) and luxury items for the rich were obtained through trade. In Augustus's time, a silver coin called a denarius was in use throughout the empire. Having common coinage made trade between different parts of the empire much easier.

Rome had a vast trading network. Ships from the east traveled the Mediterranean protected by the Roman navy. Cities such as Corinth in Greece, Ephesus in Anatolia, and Antioch on the eastern coast of the Mediterranean grew wealthy. Rome also traded with China and India.

A complex network of roads linked the empire to such far-flung places as Persia and southern Russia. These roads were originally built by the Roman army for military purposes. Trade also brought Roman ways to the provinces and beyond.

## The Roman World

Throughout its history, Rome emphasized the values of discipline, strength, and loyalty. A person with these qualities was said to have the important virtue of *gravitas*. The Romans were a practical people. They honored strength more than beauty, power more than grace, and usefulness more than elegance.

## Roman Emperors, A.D. 37–A.D. 180

### Bad Emperors

#### Caligula

- 37–41
- Mentally disturbed

#### Nero

- 54–68
- Good administrator but vicious
- Murdered many
- Persecuted Christians

#### Domitian

- 81–96
- Ruled dictatorially
- Feared treason everywhere and executed many

### Good Emperors

#### Nerva

- 96–98
- Began custom of adopting heir

#### Trajan

- 98–117
- Empire reached its greatest extent
- Undertook vast building program
- Enlarged social welfare

#### Hadrian

- 117–138
- Consolidated earlier conquests
- Reorganized the bureaucracy

#### Antoninus Pius

- 138–161
- Reign largely a period of peace and prosperity

#### Marcus Aurelius

- 161–180
- Brought empire to height of economic prosperity
- Defeated invaders
- Wrote philosophy



Caligula



Trajan

Most people in the Roman Empire lived in the countryside and worked on farms. In Rome and smaller cities, merchants, soldiers, slaves, foreigners, and philosophers all shared the crowded, noisy streets. Here, people from all walks of life came together to create a diverse society.

**Slaves and Captivity** Slavery was a significant part of Roman life. It was widespread and important to the economy. The Romans made more use of slaves than any previous civilization. Numbers of slaves may have reached as high as one-third of the total population. Most slaves were conquered peoples brought back by victorious Roman armies and included men, women, and children. Children born to slaves also became slaves. Slaves could be bought and sold. According to Roman law, slaves were the property of their owners. They could be punished, rewarded, set free, or put to death as their masters saw fit.

Slaves worked both in the city and on the farm. Many were treated cruelly and worked at hard labor all day long. Some—strong, healthy males—were forced to become gladiators, or professional fighters, who fought to the death in public contests. Other slaves, particularly those who worked in wealthy households, were better treated. Occasionally, slaves would rebel. None of the slave revolts succeeded. More than a million slaves lost their lives attempting to gain their freedom.

**Gods and Goddesses** The earliest Romans worshiped powerful spirits or divine forces, called *numina*, that they thought resided in everything around them. Closely related to these spirits were the Lares (LAIR-eez), who were the guardian spirits of each family. They gave names to these powerful gods and goddesses and honored them through various rituals, hoping to gain favor and avoid misfortune.

In Rome, government and religion were linked. The deities were symbols of the state. Romans were expected to honor them not only in private rituals at shrines in their homes but also in public worship ceremonies conducted by priests in temples. Among the most important Roman gods and goddesses were Jupiter, father of the gods; Juno, his wife, who watched over women; and Minerva, goddess of wisdom and of the arts and crafts. During the empire, worship of the emperor also became part of the official religion of Rome.

**Society and Culture** By the time of the empire, wealth and social status made huge differences in how people lived. Classes had little in common. The rich lived extravagantly. They spent large sums of money on homes, gardens, slaves, and luxuries. They gave banquets that lasted for many hours and included foods that were rare and costly, such as boiled ostrich and parrot-tongue pie.

However, most people in Rome barely had the necessities of life. During the time of the empire, much of the city's population was unemployed. The government supported these people with daily rations of grain. In the shadow of Rome's



**Gladiator Games**

Thumbs up or thumbs down—that is how a match often ended for a gladiator (shown in this mosaic battling a tiger). When one of the combatants fell, the organizer of the games usually determined his fate. A thumbs up sign from him meant that the fighter would live. Thumbs down meant his death.

The crowd usually played a key role in these life-and-death decisions. If the masses liked the fallen gladiator, he most likely would live to fight another day. If not, he was doomed.



great temples and public buildings, poor people crowded into rickety, sprawling tenements. Fire was a constant danger.

To distract and control the masses of Romans, the government provided free games, races, mock battles, and gladiator contests. By A.D. 250, there were 150 holidays a year. On these days of celebration, the Colosseum, a huge arena that could hold 50,000, would fill with the rich and the poor alike. The spectacles they watched combined bravery and cruelty, honor and violence. In the animal shows, wild creatures brought from distant lands, such as tigers, lions, and bears, fought to the death. In other contests, gladiators engaged in combat with animals or with each other, often until one of them was killed.

During this time of *Pax Romana*, another activity slowly emerged in the Roman Empire—the practice of a new religion known as Christianity. The early followers of this new faith would meet with much brutality and hardship for their beliefs. But their religion would endure and spread throughout the empire, and eventually become one of the dominant faiths of the world.

**SECTION****2****ASSESSMENT**

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

- civil war
- Julius Caesar
- triumvirate
- Augustus
- *Pax Romana*

**USING YOUR NOTES**

2. What changes do you consider negative? Why?

*Changes in Rome*

- Dictator claims sole power
- 
- 

**MAIN IDEAS**

3. What factors contributed to the fall of the Roman Republic?
4. What were the main reasons for the Romans' success in controlling such a large empire?
5. What measures did the government take to distract and control the masses of Rome?

**CRITICAL THINKING & WRITING**

6. **ANALYZING CAUSES** What role did Julius Caesar play in the decline of the republic and the rise of the empire?
7. **ANALYZING ISSUES** What aspects of Roman society remained similar from republic to empire?
8. **RECOGNIZING EFFECTS** What was Augustus's greatest contribution to Roman society? Why?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a brief **dialogue** in which various members of society comment on conditions in the Roman Empire during the *Pax Romana*. Participants might include a senator, a civil servant, a slave, a merchant, and a former soldier.

**CONNECT TO TODAY** **CREATING A POSTER**

Create a **poster** depicting the sporting events and other forms of entertainment that you enjoy watching. Include an introductory paragraph that explains what about them appeals to you.



## Life in a Roman Villa

Much of what we know about Roman homes comes from archaeological excavations of the ancient cities of Pompeii and Herculaneum. In A.D. 79, Pompeii and Herculaneum were buried in volcanic ash by a tremendous eruption of Mount Vesuvius. The illustration you see here is modeled after a home in Pompeii. Notice the rich artwork and refined architecture of this home.

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

**RESEARCH WEB LINKS** Go online for more on life in a Roman villa.

**H**  
HISTORY

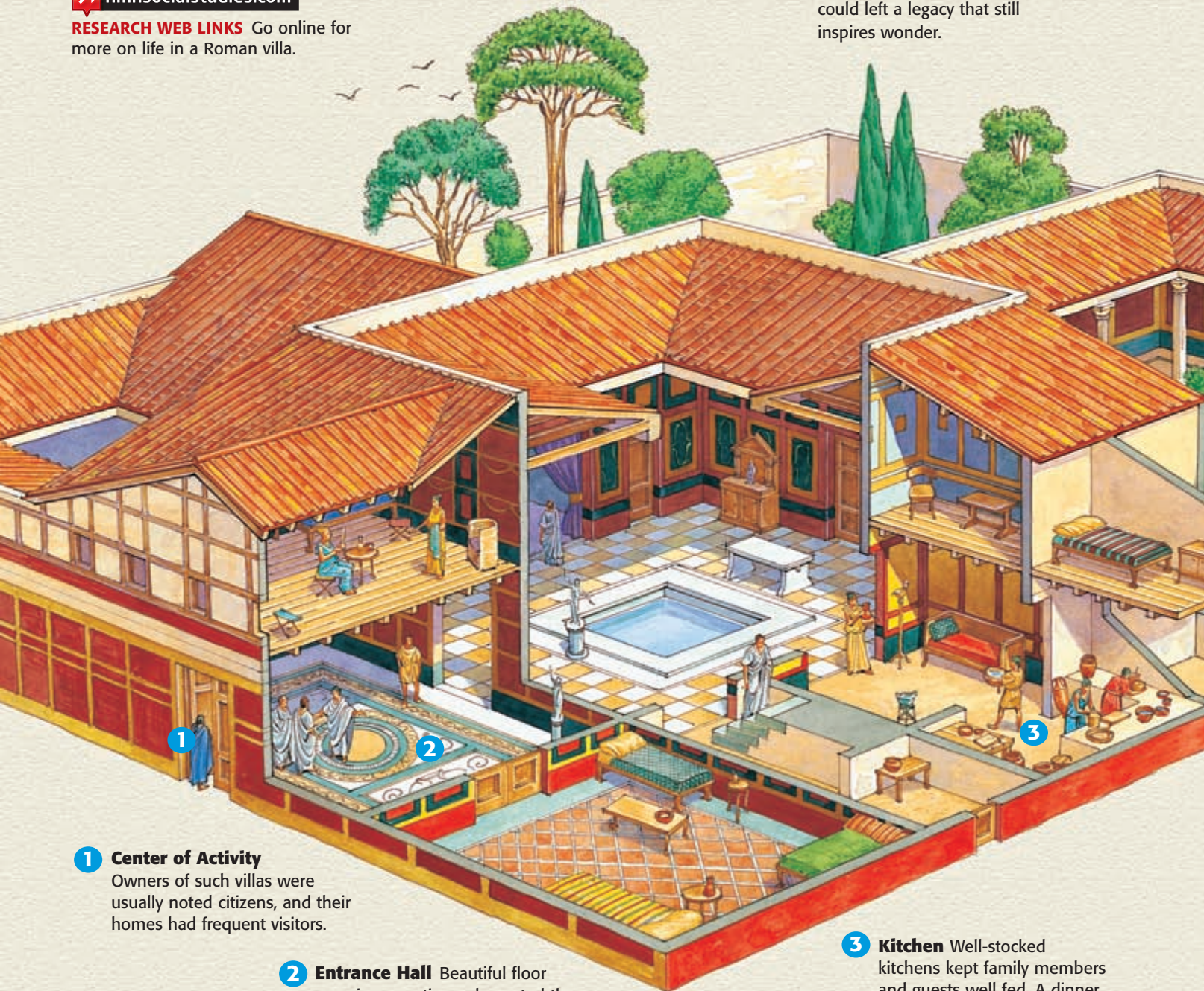
VIDEO

Ancient Rome:  
The Rise of  
Apartments

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

### ▼ The Villa

Very few Romans could afford to live in such luxury, but those who could left a legacy that still inspires wonder.



**1 Center of Activity** Owners of such villas were usually noted citizens, and their homes had frequent visitors.

**2 Entrance Hall** Beautiful floor mosaics sometimes decorated the villa's entrance. Skilled artisans created the intricate designs like the one shown in the entry of this home.

**3 Kitchen** Well-stocked kitchens kept family members and guests well fed. A dinner from this kitchen might consist of eggs, vegetables, shellfish, meat, cakes, and fruit.





### ▲ Frescoes

A fresco is a painting made on damp plaster. Roman artists used this technique to brighten the walls of Roman homes. This fresco from the ruins of Pompeii reflects a couple's pride at being able to read and write—she holds tools for writing and he a scroll.

**4 Gardens** Wealthy Romans maintained gardens decorated with fountains, sculptures, and frescoes.

### ► Archaeological Excavation

When Mount Vesuvius erupted, ash rained down, covered everything, and hardened. Bread (shown above) carbonized in the bakeries. Bodies decayed under the ash leaving hollow spaces. An archaeologist developed the technique of pouring plaster into the spaces and then removing the ash. The result was a cast of the body where it fell.



## > DATA FILE

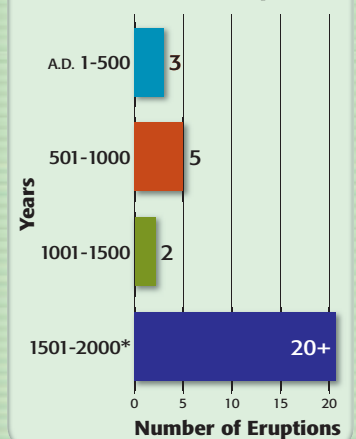
### Pompeii

- Of the 10,000 to 20,000 people who lived in Pompeii, only 2,000 bodies have been uncovered.
- About three-fourths of the city has been excavated.

### Mount Vesuvius

- Scientists believe there may be a reservoir of magma 400 kilometers (about 249 miles) wide sitting below Mount Vesuvius.
- Today, in the first 15 minutes of a medium-to-large-scale eruption, an area within a 4-mile radius of the volcano could be destroyed—about 1 million people live and work in this area.


**Number of Major Recorded Volcanic Eruptions**



\* The last eruption occurred in 1944.  
Source: *Encyclopaedia Britannica*

## Connect to Today

**1. Making Inferences** What other types of rooms or activities can you identify in the illustration?

 See Skillbuilder Handbook, page R10.

**2. Comparing and Contrasting** How are homes today similar to a Roman villa? How are they different?





# The Rise of Christianity

## MAIN IDEA

**RELIGIOUS AND ETHICAL SYSTEMS** Christianity arose in Roman-occupied Judea and spread throughout the Roman Empire.

## WHY IT MATTERS NOW

Christianity has spread throughout the world and today has more than a billion followers.

## TERMS & NAMES

- Jesus
- apostle
- Paul
- Diaspora
- Constantine
- bishop
- Peter
- pope

**SETTING THE STAGE** While religion played an important role in Roman society, the worship of Roman gods was impersonal and often practiced without a great deal of emotion. As the empire grew, so, too, did a new religion called Christianity. Born as a movement within Judaism, it emphasized a personal relationship between God and people—and attracted many Romans.

## The Life and Teachings of Jesus



Use the graphic organizer online to take notes on the events that led to the spread of Christianity.

Roman power spread to Judea, the home of the Jews, around 63 B.C. At first the Jewish kingdom remained independent, at least in name. Rome then took control of the Jewish kingdom in A.D. 6 and made it a province of the empire. A number of Jews, however, believed that they would once again be free. According to biblical tradition, God had promised that a savior known as the Messiah would arrive and restore the kingdom of the Jews. Roughly two decades after the beginning of Roman rule, many believed that such a savior had arrived.

**Jesus of Nazareth** Although the exact date is uncertain, historians estimate that sometime around 6 to 4 B.C., a Jew named [Jesus](#) was born in Bethlehem in Judea. Historical records of the time mention very little about Jesus. The main source of information about his life and teachings is the Gospels, the first four books of the New Testament of the Christian Bible. According to the Gospels, Jesus was raised in the village of Nazareth in northern Judea. He was baptized by a prophet known as John the Baptist. As a young man, he took up the trade of carpentry.

At the age of 30, Jesus began his public ministry. For the next three years, he preached, taught, did good works, and reportedly performed miracles. His teachings contained many ideas from Jewish tradition, such as monotheism, or belief in only one God, loving others, and the principles of the Ten Commandments. Jesus emphasized God's personal relationship to each human being. He stressed the importance of people's love for God, their neighbors, their enemies, and even themselves. He also taught that God would end wickedness in the world and would establish an eternal kingdom after death for people who sincerely repented their sins. (Refer to pages 286–287 for more about Christianity.)

**A Growing Movement** Some of the Gospels are thought to have been written by one or more of Jesus' disciples, or pupils. These 12 men later came to be called [apostles](#).



As Jesus preached from town to town, his fame grew. He attracted large crowds, and many people were touched by his message. Because Jesus ignored wealth and status, his message had special appeal to the poor. “Blessed are the meek, for they shall inherit the earth,” he said. His words, as related in the Gospels, were simple and direct:

#### PRIMARY SOURCE

Love your enemies, do good to those who hate you, bless those who curse you, and pray for those who mistreat you. If anyone hits you on the cheek, let him hit the other one too; if someone takes your coat, let him have your shirt as well. Give to everyone who asks you for something, and when someone takes what is yours, do not ask for it back. Do for others just what you want them to do for you.

Luke 6:27–31

**Jesus’ Death** Jesus’ growing popularity concerned Roman leaders. According to the New Testament, when Jesus visited Jerusalem about A.D. 29, enthusiastic crowds greeted him as the Messiah, or king—the one whom the Bible had said would come to rescue the Jews. The Roman governor Pontius Pilate accused Jesus of defying the authority of Rome. Pilate arrested Jesus and sentenced him to be crucified, or nailed to a large wooden cross to die like thousands of other opponents of Rome.

After Jesus’ death, his body was placed in a tomb. According to the Gospels, three days later his body was gone, and a living Jesus began appearing to his followers. The Gospels go on to say that then he ascended into heaven. The apostles were more convinced than ever that Jesus was the Messiah. It was from this belief that Jesus came to be referred to as Jesus Christ. *Christos* is a Greek word meaning “messiah” or “savior.” The name *Christianity* was derived from “Christ.”

#### MAIN IDEA

##### Hypothesizing

**A** Why did the followers of Jesus think he was the Messiah?

## Christianity Spreads Through the Empire

Strengthened by their conviction that he had triumphed over death, the followers of Jesus continued to spread his ideas. Jesus’ teachings did not contradict Jewish law, and his first followers were Jews. Soon, however, these followers began to create a new religion based on his messages. Despite political and religious opposition, the new religion of Christianity spread slowly but steadily throughout the Roman Empire.

▼ *Christ’s Charge to Saint Peter*  
by Renaissance artist Raphael depicts Jesus calling the apostle Peter to duty as the other apostles look on.



**Paul's Mission** One man, the apostle **Paul**, had enormous influence on Christianity's development. Paul was a Jew who had never met Jesus and at first was an enemy of Christianity. While traveling to Damascus in Syria, he reportedly had a vision of Christ. He spent the rest of his life spreading and interpreting Christ's teachings.

The *Pax Romana*, which made travel and the exchange of ideas fairly safe, provided the ideal conditions for Christianity to spread. Common languages—Latin and Greek—allowed the message to be easily understood. Paul wrote influential letters, called Epistles, to groups of believers. In his teaching, Paul stressed that Jesus was the son of God who died for people's sins. He also declared that Christian converts were not obligated to follow Jewish law. It was this universality that enabled Christianity to become more than just a local religion.

**Jewish Rebellion** During the early years of Christianity, much Roman attention was focused on the land of Jesus' birth and on the Jews. In A.D. 66, a band of Jews rebelled against Rome. In A.D. 70, the Romans stormed Jerusalem and destroyed the Temple complex. All that remained was a western portion of the wall, which today is the holiest Jewish shrine. The Jewish fortress near Masada (see map at right) held out until A.D. 73. About a half million Jews were killed in the course of this rebellion.



The Jews made another attempt to break free of the Romans in A.D. 132. Another half-million Jews died in three years of fighting. Although the Jewish religion survived, the Jewish political state ceased to exist for more than 1,800 years. Most Jews were driven from their homeland into exile. This dispersal of the Jews is called the **Diaspora**.

**Persecution of the Christians** Christians also posed a problem for Roman rulers. The main reason was that they refused to worship Roman gods. This refusal was seen as opposition to Roman rule. Some Roman rulers also used Christians as scapegoats for political and economic troubles.

By the second century, as the *Pax Romana* began to crumble, persecution of the Christians intensified. Romans exiled, imprisoned, or executed Christians for refusing to worship Roman deities. Thousands were crucified, burned, or killed by wild animals in the circus arenas. Other Christians and even some non-Christians regarded persecuted Christians as martyrs. Martyrs were people willing to sacrifice their lives for the sake of a belief or a cause.

#### Vocabulary

*Scapegoats* are groups or individuals that innocently bear the blame for others.

## Global Impact

### The Jewish Diaspora

Centuries of Jewish exile followed the destruction of their temple and the fall of Jerusalem in A.D. 70. This period is called the Diaspora, from the Greek word for "dispersal." Jews fled to many parts of the world, including Europe.

In the 1100s, many European Jews were expelled from their homes. Some moved to Turkey, Palestine, and Syria. Others went to Poland and neighboring areas.

The statelessness of the Jews did not end until the creation of Israel in 1948.

## A World Religion

Despite persecution of its followers, Christianity became a powerful force. By the late third century A.D., there were millions of Christians in the Roman Empire and beyond. The widespread appeal of Christianity was due to a variety of reasons. Christianity grew because it

- embraced all people—men and women, enslaved persons, the poor, and nobles;
- gave hope to the powerless;
- appealed to those who were repelled by the extravagances of imperial Rome;
- offered a personal relationship with a loving God;
- promised eternal life after death. **B**

#### MAIN IDEA

#### Making Inferences

**B** Why were the citizens of the Roman Empire so drawn to Christianity?



#### VIDEO

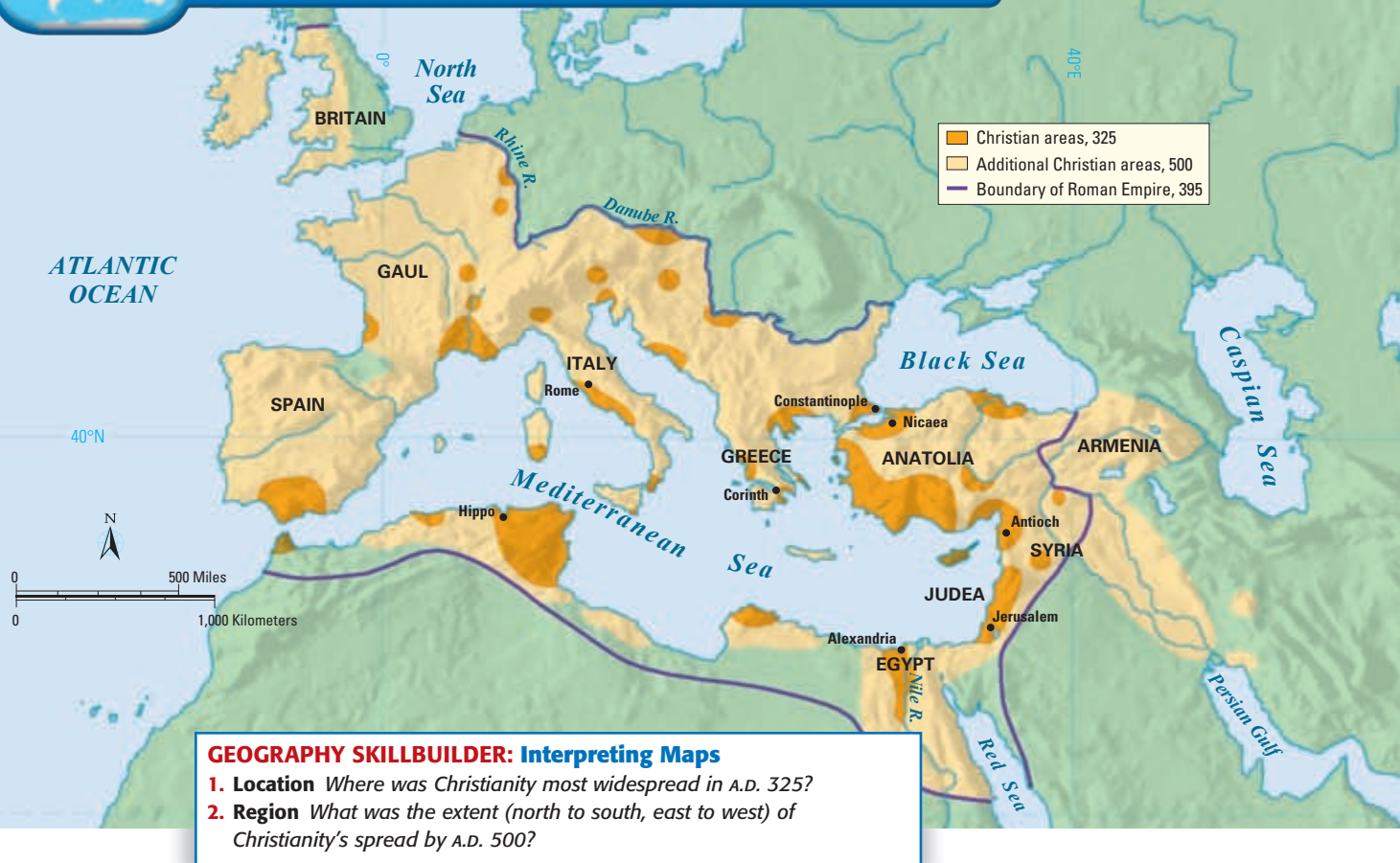
Jesus' Jerusalem

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## Spread of Christianity in the Roman World to A.D. 500



**Constantine Accepts Christianity** A critical moment in Christianity occurred in A.D. 312, when the Roman emperor **Constantine** was fighting three rivals for leadership of Rome. He had marched to the Tiber River at Rome to battle his chief rival. On the day before the battle at Milvian Bridge, Constantine prayed for divine help. He reported that he then saw an image of a cross—a symbol of Christianity. He ordered artisans to put the Christian symbol on his soldiers' shields. Constantine and his troops were victorious in battle. He credited his success to the help of the Christian God.

In the next year, A.D. 313, Constantine announced an end to the persecution of Christians. In the Edict of Milan, he declared Christianity to be one of the religions approved by the emperor. Christianity continued to gain strength. In 380, the emperor Theodosius made it the empire's official religion.

**Early Christian Church** By this time, Christians had given their religion a structure, much as the Roman Empire had a hierarchy. At the local level, a priest led each small group of Christians. A **bishop**, who was also a priest, supervised several local churches. The apostle **Peter** had traveled to Rome from Jerusalem and became the first bishop there. According to tradition, Jesus referred to Peter as the "rock" on which the Christian Church would be built. As a result, all priests and bishops traced their authority to him.

Eventually, every major city had its own bishop. However, later bishops of Rome claimed to be the heirs of Peter. These bishops said that Peter was the first **pope**, the father or head of the Christian Church. They said that whoever was bishop of Rome was also the leader of the whole Church. Also, as Rome was the capital of the empire, it seemed the logical choice to be the center of the Church.

### Vocabulary

A **hierarchy** is a group of persons organized in order of ranks, with each level subject to the authority of the one above.

**A Single Voice** As Christianity grew, disagreements about beliefs developed among its followers. Church leaders called any belief that appeared to contradict the basic teachings a heresy. Dispute over beliefs became intense. In an attempt to end conflicts, Church leaders tried to set a single, official standard of belief. These beliefs were compiled in the New Testament, which contained the four Gospels, the Epistles of Paul, and other documents. The New Testament was added to the Hebrew Bible, which Christians called the Old Testament. In A.D. 325, Constantine moved to solidify further the teachings of Christianity. He called Church leaders to Nicaea in Anatolia. There they wrote the Nicene Creed, which defined the basic beliefs of the Church.

**The Fathers of the Church** Also influential in defining Church teachings were several early writers and scholars who have been called the Fathers of the Church. One of the most important was Augustine, who became bishop of the city of Hippo in North Africa in 396. Augustine taught that humans needed the grace of God to be saved. He further taught that people could not receive God's grace unless they belonged to the Church and received the sacraments.

One of Augustine's most famous books is *The City of God*. It was written after Rome was plundered in the fifth century. Augustine wrote that the fate of cities such as Rome was not important because the heavenly city, the city of God, could never be destroyed:



#### PRIMARY SOURCE C

The one consists of those who live by human standards, the other of those who live according to God's will. . . . By two cities I mean two societies of human beings, one of which is predestined to reign with God for all eternity, the other is doomed to undergo eternal punishment with the Devil.

AUGUSTINE, *The City of God*

While Christianity continued its slow but steady rise, the Roman Empire itself was gradually weakening. Under the weight of an increasing number of both foreign and domestic problems, the mighty Roman Empire eventually began to crumble.

#### MAIN IDEA

#### Analyzing Primary Sources

**C** Why would Augustine write his book after Rome had been attacked?

### SECTION

## 3

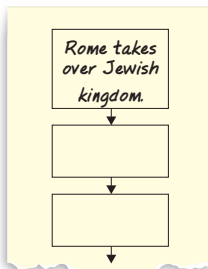
### ASSESSMENT

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

- Jesus
- apostle
- Paul
- Diaspora
- Constantine
- bishop
- Peter
- pope

#### USING YOUR NOTES

2. What event do you think had the biggest impact? Explain.



#### MAIN IDEAS

3. What did Jesus emphasize in his early teachings?
4. Why did the early Christians face persecution from the Romans?
5. What was the importance of the Nicene Creed?

#### CRITICAL THINKING & WRITING

6. **HYPOTHESIZING** Do you think Christianity would have developed in the same way if it had arisen in an area outside the Roman Empire? Explain.
7. **FORMING AND SUPPORTING OPINIONS** Who did more to spread Christianity—Paul or Constantine? Why?
8. **ANALYZING ISSUES** Why do you think Roman leaders so opposed the rise of a new religion among their subjects?
9. **WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS**  
Imagine you are a resident of Judea during the time of Jesus. Write a **letter** to a friend in Rome describing Jesus and his teachings.

#### CONNECT TO TODAY OUTLINING A SPEECH

Locate a recent speech by the pope or the leader of another Christian church and **outline** its main ideas. Then read some of the speech to the class and discuss its main points.



# The Fall of the Roman Empire

## MAIN IDEA

**EMPIRE BUILDING** Internal problems and invasions spurred the division and decline of the Roman Empire.

## WHY IT MATTERS NOW

The decline and fall of great civilizations is a repeating pattern in world history.

## TERMS & NAMES

- inflation
- mercenary
- Diocletian
- Constantinople
- Attila

**SETTING THE STAGE** In the third century A.D., Rome faced many problems. They came both from within the empire and from outside. Only drastic economic, military, and political reforms, it seemed, could hold off collapse.

## A Century of Crisis

Historians generally agree that the end of the reign of the emperor Marcus Aurelius (A.D. 161–180) marked the end of two centuries of peace and prosperity known as the *Pax Romana*. The rulers that followed in the next century had little or no idea of how to deal with the giant empire and its growing problems. As a result, Rome began to decline.

**Rome's Economy Weakens** During the third century A.D., several factors prompted the weakening of Rome's economy. Hostile tribes outside the boundaries of the empire and pirates on the Mediterranean Sea disrupted trade. Having reached their limit of expansion, the Romans lacked new sources of gold and silver. Desperate for revenue, the government raised taxes. It also started minting coins that contained less and less silver. It hoped to create more money with the same amount of precious metal. However, the economy soon suffered from **inflation**, a drastic drop in the value of money coupled with a rise in prices.

Agriculture faced equally serious problems. Harvests in Italy and western Europe became increasingly meager because overworked soil had lost its fertility. What's more, years of war had destroyed much farmland. Eventually, serious food shortages and disease spread, and the population declined.

**Military and Political Turmoil** By the third century A.D., the Roman military was also in disarray. Over time, Roman soldiers in general had become less disciplined and loyal. They gave their allegiance not to Rome but to their commanders, who fought among themselves for the throne. To defend against the increasing threats to the empire, the government began to recruit **mercenaries**, foreign soldiers who fought for money. While mercenaries would accept lower pay than Romans, they felt little sense of loyalty to the empire.

Feelings of loyalty eventually weakened among average citizens as well. In the past, Romans cared so deeply about their republic that they willingly sacrificed their lives for it. Conditions in the later centuries of the empire caused citizens to lose their sense of patriotism. They became indifferent to the empire's fate.



Use the graphic organizer online to take notes on what caused the problems facing the Roman Empire.

## Emperors Attempt Reform

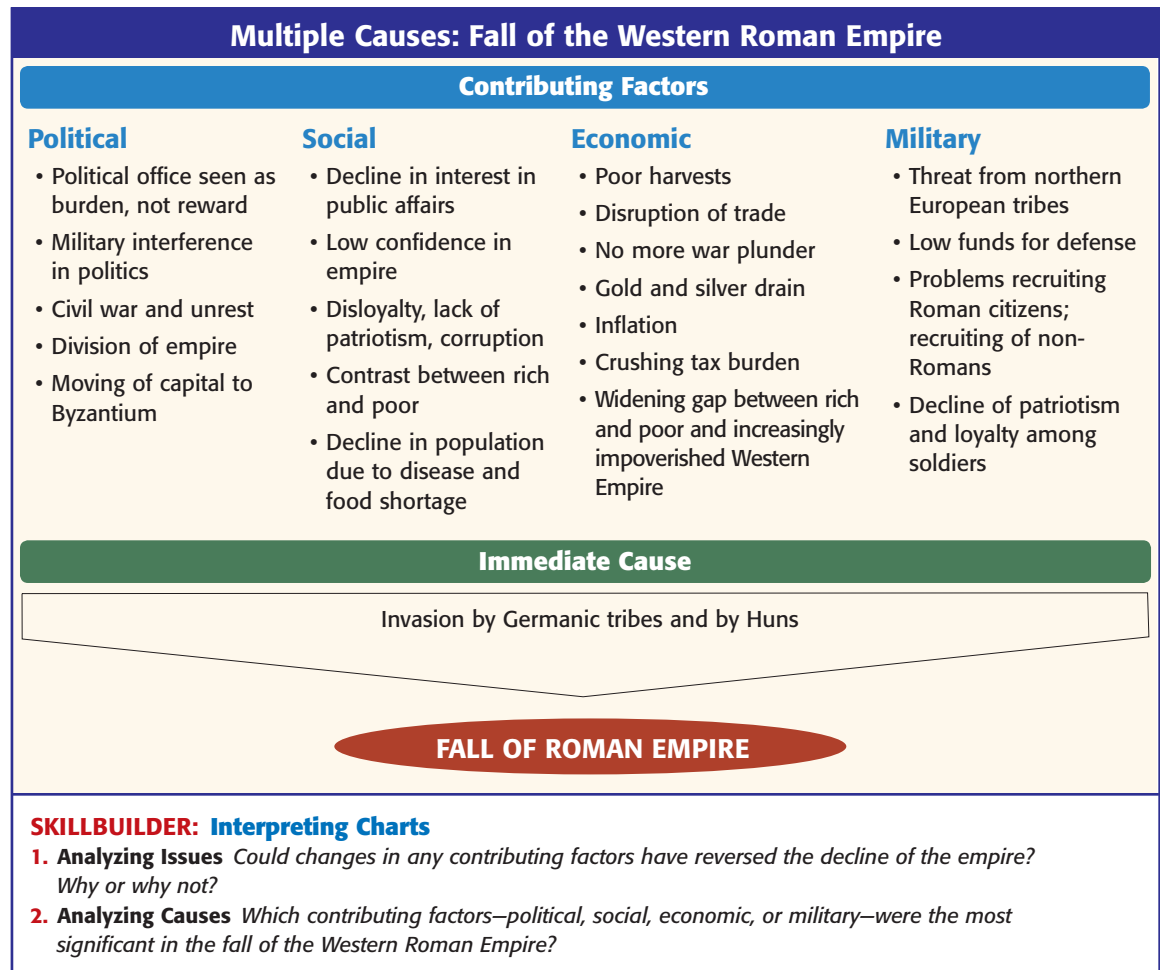
Remarkably, Rome survived intact for another 200 years. This was due largely to reform-minded emperors and the empire's division into two parts.

**Diocletian Reforms the Empire** In A.D. 284, **Diocletian**, a strong-willed army leader, became the new emperor. He ruled with an iron fist and severely limited personal freedoms. Nonetheless, he restored order to the empire and increased its strength. Diocletian doubled the size of the Roman army and sought to control inflation by setting fixed prices for goods. To restore the prestige of the office of emperor, he claimed descent from the ancient Roman gods and created elaborate ceremonies to present himself in a godlike aura.

Diocletian believed that the empire had grown too large and too complex for one ruler. In perhaps his most significant reform, he divided the empire into the Greek-speaking East (Greece, Anatolia, Syria, and Egypt) and the Latin-speaking West (Italy, Gaul, Britain, and Spain). He took the eastern half for himself and appointed a co-ruler for the West. While Diocletian shared authority, he kept overall control. His half of the empire, the East, included most of the empire's great cities and trade centers and was far wealthier than the West.

Because of ill health, Diocletian retired in A.D. 305. However, his plans for orderly succession failed. Civil war broke out immediately. By 311, four rivals were competing for power. Among them was an ambitious young commander named Constantine, the same Constantine who would later end the persecution of Christians.

**Constantine Moves the Capital** Constantine gained control of the western part of the empire in A.D. 312 and continued many of the social and economic policies



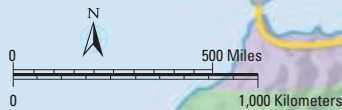


## Invasions into the Roman Empire, A.D. 350–500

hmhsocialstudies.com INTERACTIVE MAP

- Eastern Roman Empire
- Western Roman Empire
- Burgundians
- Franks
- Huns
- Ostrogoths
- Saxons, Angles, Jutes
- Vandals
- Visigoths
- 409 Date of invasion

ATLANTIC OCEAN  
40°N



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** What group of invaders came the greatest distance?
- 2. Location** What areas of the empire were not threatened by invasion?

of Diocletian. In 324 Constantine also secured control of the East, thus restoring the concept of a single ruler.

In A.D. 330, Constantine took a step that would have great consequence for the empire. He moved the capital from Rome to the Greek city of Byzantium (bi•ZAN•tshee•uhm), in what is now Turkey. The new capital stood on the Bosphorus Strait, strategically located for trade and defense purposes on a crossroads between West and East. **A**

With Byzantium as its capital, the center of power in the empire shifted from Rome to the east. Soon the new capital stood protected by massive walls and filled with imperial buildings modeled after those in Rome. The city eventually took a new name—**Constantinople** (KAHN•stan•tuhn•OH•puhl), or the city of Constantine. After Constantine's death, the empire would again be divided. The East would survive; the West would fall.

## The Western Empire Crumbles

The decline of the Western Roman Empire took place over many years. Its final collapse was the result of worsening internal problems, the separation of the Western Empire from the wealthier Eastern part, and outside invasions.

**Germanic Invasions** Since the days of Julius Caesar, Germanic peoples had gathered on the northern borders of the empire and coexisted in relative peace with Rome. Around A.D. 370, all that changed when a fierce group of Mongol nomads from central Asia, the Huns, moved into the region and began destroying all in their path.

In an effort to flee from the Huns, the various Germanic people pushed into Roman lands. (Romans called all invaders “barbarians,” a term that they used to refer to non-Romans.) They kept moving through the Roman provinces of Gaul,

### MAIN IDEA

#### Analyzing Motives-

**A** Why did Constantine choose the location of Byzantium for his new capital?



▲ This skull, still retaining its hair, shows a kind of topknot in the hair that some Germanic peoples wore to identify themselves.

Spain, and North Africa. The Western Empire was unable to field an army to stop them. In 410, hordes of Germans overran Rome itself and plundered it for three days.

**Attila the Hun** Meanwhile, the Huns, who were indirectly responsible for the Germanic assault on the empire, became a direct threat. In 444, they united for the first time under a powerful chieftain named **Attila** (AT•uhl•uh). With his 100,000 soldiers, Attila terrorized both halves of the empire. In the East, his armies attacked and plundered 70 cities. (They failed, however, to scale the high walls of Constantinople.)

The Huns then swept into the West. In A.D. 452, Attila's forces advanced against Rome, but bouts of famine and disease kept them from conquering the city. Although the Huns were no longer a threat to the empire after Attila's death in 453, the Germanic invasions continued.

**An Empire No More** The last Roman emperor, a 14-year-old boy named Romulus Augustulus, was ousted by German forces in 476. After that, no emperor even pretended to rule Rome and its western provinces. Roman power in the western half of the empire had disappeared. **B**

The eastern half of the empire, which came to be called the Byzantine Empire, not only survived but flourished. It preserved the great heritage of Greek and Roman culture for another 1,000 years. (See Chapter 11.) The Byzantine emperors ruled from Constantinople and saw themselves as heirs to the power of Augustus Caesar. The empire endured until 1453, when it fell to the Ottoman Turks.

Even though Rome's political power in the West ended, its cultural influence did not. Its ideas, customs, and institutions influenced the development of Western civilization—and still do so today.

#### MAIN IDEA

#### Hypothesizing

**B** Do you think Rome would have fallen to invaders if the Huns had not moved into the west? Explain.

## SECTION

## 4

## ASSESSMENT

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

- inflation
- mercenary
- Diocletian
- Constantinople
- Attila

### USING YOUR NOTES

2. How did these problems open the empire to invading peoples?

Causes	Effects
	Inflation
	Untrustworthy army
	Political instability

### MAIN IDEAS

3. What were the main internal causes of the empire's decline?
4. How did Diocletian succeed in preserving the empire?
5. Why did so many Germanic tribes begin invading the Roman Empire?

### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How do you think the splitting of the empire into two parts helped it survive for another 200 years?
7. **IDENTIFYING PROBLEMS** Which of Rome's internal problems do you think were the most serious? Why?
8. **ANALYZING ISSUES** Why do you think the eastern half of the empire survived?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Imagine you are a journalist in the Roman Empire. Write an **editorial** in which you comment—favorably or unfavorably—on Constantine's decision to move the capital of the empire.

### MULTIMEDIA ACTIVITY CREATING A TRAVEL BROCHURE



Use the Internet to gather information and create a **travel brochure** about modern-day Constantinople, now known as Istanbul. Include an introductory paragraph about the city and any facts you think a traveler might want to know.

#### INTERNET KEYWORD

*Istanbul tourism*



## The Fall of the Roman Empire

Since the fifth century, historians and others have argued over the empire's fall. They have attributed it to a variety of causes, coming both from within and outside the empire. The following excerpts are examples of the differing opinions.

### A SECONDARY SOURCE

#### Edward Gibbon

In the 1780s Gibbon published *The History of the Decline and Fall of the Roman Empire*. In this passage, Gibbon explains that a major cause of the collapse was that the empire was simply just too large.

The decline of Rome was the natural and inevitable effect of immoderate greatness. Prosperity ripened the principle of decay; the causes of destruction multiplied with the extent of conquest; and, as soon as time or accident had removed the artificial supports, the stupendous fabric yielded to the pressure of its own weight. The story of its ruin is simple and obvious; and instead of inquiring why the Roman Empire was destroyed, we should rather be surprised that it had subsisted so long.

### B SECONDARY SOURCE

#### Arther Ferrill

In his book *The Fall of the Roman Empire* (1986), Arther Ferrill argues that the fall of Rome was a military collapse.

In fact the Roman Empire of the West did fall. Not every aspect of the life of Roman subjects was changed by that, but the fall of Rome as a political entity was one of the major events of the history of Western man. It will simply not do to call that fall a myth or to ignore its historical significance merely by focusing on those aspects of Roman life that survived the fall in one form or another. At the opening of the fifth century a massive army, perhaps more than 200,000 strong, stood at the service of the Western emperor and his generals. The destruction of Roman military power in the fifth century was the obvious cause of the collapse of Roman government in the West.

### C SECONDARY SOURCE

#### Finley Hooper

In this passage from his *Roman Realities* (1967), Hooper argues against the idea of a "fall."

The year was 476. For those who demand to know the date Rome fell, that is it. Others will realize that the fall of Rome was not an event but a process. Or, to put it another way, there was no fall at all—ancient Roman civilization simply became something else, which is called medieval. [It evolved into another civilization, the civilization of the Middle Ages.]



### D PRIMARY SOURCE

#### Jerome

This early Church leader did not live to see the empire's end, but he vividly describes his feelings after a major event in Rome's decline—the attack and plunder of the city by Visigoths in 410.

It is the end of the world . . . Words fail me. My sobs break in . . . The city which took captive the whole world has itself been captured.

### Document-Based QUESTIONS

1. Compare the reasons for the fall of Rome given in Sources A and B. How might they be considered similar?
2. What became of Rome according to Source C? Do you agree or disagree with that conclusion?
3. Source D is different from the other sources. How?



5

# Rome and the Roots of Western Civilization

## MAIN IDEA

**POWER AND AUTHORITY** The Romans developed many ideas and institutions that became fundamental to Western civilization.

## WHY IT MATTERS NOW

Evidence of Roman culture is found throughout Europe and North America and in Asia and Africa.

## TERMS & NAMES

- Greco-Roman culture
- Pompeii
- Virgil
- Tacitus
- aqueduct

**SETTING THE STAGE** Romans borrowed and adapted cultural elements freely, especially from the Greek and Hellenistic cultures. However, the Romans created a great civilization in their own right, whose art and architecture, language and literature, engineering, and law became its legacy to the world.

## The Legacy of Greco-Roman Civilization

Under the Roman Empire, hundreds of territories were knitted into a single state. Each Roman province and city was governed in the same way. The Romans were proud of their unique ability to rule, but they acknowledged Greek leadership in the fields of art, architecture, literature, and philosophy.

By the second century B.C., Romans had conquered Greece and had come to greatly admire Greek culture. Educated Romans learned the Greek language. As Horace, a Roman poet, said, “Greece, once overcome, overcame her wild conqueror.” The mixing of elements of Greek, Hellenistic, and Roman culture produced a new culture, called [Greco-Roman culture](#). This is also often called classical civilization.

Roman artists, philosophers, and writers did not merely copy their Greek and Hellenistic models. They adapted them for their own purposes and created a style of their own. Roman art and literature came to convey the Roman ideals of strength, permanence, and solidity.

**Roman Fine Arts** Romans learned the art of sculpture from the Greeks. However, while the Greeks were known for the beauty and idealization of their sculpture, Roman sculptors created realistic portraits in stone. Much Roman art was practical in purpose, intended for public education.

The reign of Augustus was a period of great artistic achievement. At that time the Romans further developed a type of sculpture called bas-relief. In bas-relief, or low-relief, images project from a flat background. Roman sculptors used bas-relief to tell stories and to represent crowds of people, soldiers in battle, and landscapes.

Roman artists also were particularly skilled in creating mosaics. Mosaics were pictures or designs made by setting small pieces of stone, glass, or tile onto a surface. Most Roman villas, the country houses of the wealthy, had at least one colorful mosaic. (See the Social History feature on pages 166–167.)



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**TAKING NOTES**

Use the graphic organizer online to take notes on the accomplishments of Roman civilization.



In addition, Romans excelled at the art of painting. Most wealthy Romans had bright, large murals, called frescoes, painted directly on their walls. Few have survived. The best examples of Roman painting are found in the Roman town of **Pompeii** and date from as early as the second century B.C. In A.D. 79, nearby Mount Vesuvius erupted, covering Pompeii in a thick layer of ash and killing about 2,000 residents. The ash acted to preserve many buildings and works of art.

**Learning and Literature** Romans borrowed much of their philosophy from the Greeks. Stoicism, the philosophy of the Greek teacher Zeno, was especially influential. Stoicism encouraged virtue, duty, moderation, and endurance.

In literature, as in philosophy, the Romans found inspiration in the works of their Greek neighbors. While often following Greek forms and models, Roman writers promoted their own themes and ideas. The poet **Virgil** spent ten years writing the most famous work of Latin literature, the *Aeneid* (ih•NEE•ihd), the epic of the legendary Aeneas. Virgil modeled the *Aeneid*, written in praise of Rome and Roman virtues, after the Greek epics of Homer. Here he speaks of government as being Rome's most important contribution to civilization:

#### PRIMARY SOURCE

Romans, never forget that government is your medium! Be this your art:—to practice men in habit of peace, Generosity to the conquered, and firmness against aggressors.

VIRGIL, *Aeneid*

While Virgil's writing carries all the weight and seriousness of the Roman character, the poet Ovid wrote light, witty poetry for enjoyment. In *Amores*, Ovid relates that he can only compose when he is in love: "When I was from Cupid's passions free, my Muse was mute and wrote no elegy."

## Global Patterns

### The Epic

While many know the epics of Virgil and the Greek poet Homer, other cultures throughout history have created their own narrative poems about heroic figures. India's *Mahabharata* tells the story of a battle for control of a mighty kingdom, while the Spanish epic *El Cid* celebrates a hero of the wars against the Moors. And while it is not a poem, *The Lord of the Rings*, the fantasy trilogy by English writer J.R.R. Tolkien, is considered to contain many aspects of the epic.

Most epics follow a pattern derived from the works of Homer. However, the emergence of epics around the world was not so much the result of one writer but the common desire among civilizations to promote their values and ideals through stories.

► Depictions of scenes from *The Lord of the Rings* (left), *El Cid* (top right), and *Mahabharata* (bottom right)



## Western Civilization

Western civilization is generally seen as the heritage of ideas that spread to Europe and America from ancient Greece and Rome. Some historians observe, however, that Western civilization does not belong to any particular place—that it is the result of cultures coming together, interacting, and changing. Still, the legacy of Greece and Rome can be seen today.

The diagram below shows how ancient Greek and Roman ideas of government, philosophy, and literature can be traced across time. As with many cultural interactions, the links between the examples are not necessarily direct. Instead, the chart traces the evolution of an idea or theme over time.

### Influence of Greek and Roman Ideas

Government	Philosophy	Literature
<b>509 B.C.</b> Rome developed a form of representative government.	<b>300s B.C.</b> Aristotle developed his philosophical theories.	<b>ABOUT 800 B.C.</b> Homer wrote the <i>Odyssey</i> .
<b>400s B.C.</b> Greece implemented a direct democracy.	<b>A.D. 1200s</b> Thomas Aquinas attempted to prove the existence of a single god using Aristotelian ideas.	<b>19 B.C.</b> Virgil used the <i>Odyssey</i> to guide his <i>Aeneid</i> .
<b>1600s</b> England became a constitutional monarchy.	<b>1781</b> Philosopher Immanuel Kant wrote that Aristotle's theories on logic were still valid.	<b>1922</b> James Joyce patterned his epic, <i>Ulysses</i> , after Homer's work.
<b>1776</b> The United States declared independence from England and began building the republican democracy we know.	<b>Present</b> Scholars still hold conferences focusing on questions Aristotle raised.	<b>2000</b> The Coen brothers' film <i>O Brother, Where Art Thou?</i> brought a very different adaptation of the <i>Odyssey</i> to the big screen.

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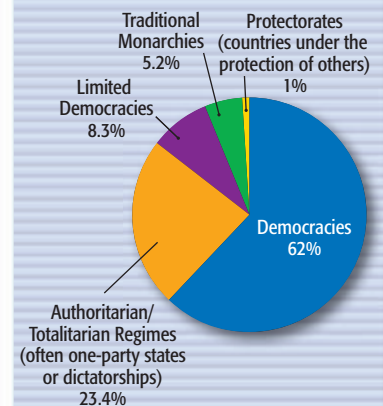
**RESEARCH WEB LINKS** Go online for more on Western civilization.

## > DATA FILE

### DEMOCRACY

- Theoretically, 40,000 people could attend the Greek Assembly—in practice, about 6,000 people attended.
- In 1215, King John of England granted the Magna Carta, which largely influenced subsequent democratic thought.
- In the 1970s, there were 40 democratic governments worldwide.
- In 2002, over 120 established and emerging democracies met to discuss their common issues.


### Current Forms of World Governments



Source: adapted from *Democracy's Century*, Freedom House online (2003)

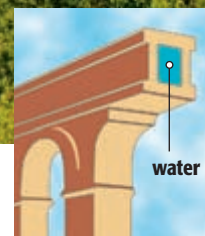
## Connect to Today

**1. Hypothesizing** Why do you think ancient Greek and Roman cultures have had such a lasting influence on Western civilization?

 See Skillbuilder Handbook, page R15.

**2. Comparing and Contrasting** From what you know of ancient Greece and Rome, what is another element of either culture that can still be seen today? Provide an example.





The Romans also wrote excellent prose, especially history. Livy compiled a multivolume history of Rome from its origins to 9 B.C. He used legends freely, creating more of a national myth of Rome than a true history. **Tacitus** (TAS•ih•tuhs), another Roman historian, is notable among ancient historians because he presented the facts accurately. He also was concerned about the Romans' lack of morality. In his *Annals* and *Histories*, he wrote about the good and bad of imperial Rome.

Here, Tacitus shows his disgust with the actions of the Emperor Nero, who many consider to be one of Rome's cruelest rulers.

▲ This Roman aqueduct in modern France has survived the centuries. The cross section indicates how the water moved within the aqueduct.

#### PRIMARY SOURCE

While Nero was frequently visiting the show, even amid his pleasures there was no cessation to his crimes. For during the very same period Torquatus Silanus was forced to die, because over and above his illustrious rank as one of the Junian family he claimed to be the great grandson of Augustus. Accusers were ordered to charge him with prodigality [wastefulness] in lavishing gifts, and with having no hope but in revolution. . . . Then the most intimate of his freedmen were put in chains and torn from him, till, knowing the doom which impended, Torquatus divided the arteries in his arms. A speech from Nero followed, as usual, which stated that though he was guilty and with good reason distrusted his defense, he would have lived, had he awaited the clemency of the judge.

TACITUS, *Annals*

## The Legacy of Rome

The presence of Rome is still felt daily in the languages, the institutions, and the thought of the Western world.

**The Latin Language** Latin, the language of the Romans, remained the language of learning in the West long after the fall of Rome. It was the official language of the Roman Catholic Church into the 20th century.

Latin was adopted by different peoples and developed into French, Spanish, Portuguese, Italian, and Romanian. These languages are called Romance languages because of their common Roman heritage. Latin also influenced other languages. For example, more than half the words in English have a basis in Latin. A

**Master Builders** Visitors from all over the empire marveled at the architecture of Rome. The arch, the dome, and concrete were combined to build spectacular structures, such as the Colosseum.

Arches also supported bridges and **aqueducts**. Aqueducts were designed by Roman engineers to bring water into cities and towns. When the water channel spanned a river or ravine, the aqueduct was lifted high up on arches.

#### MAIN IDEA

##### Clarifying

A What impact did the Romans have on our English language?

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#### INTERACTIVE HISTORY

Explore the marvels of Roman engineering.



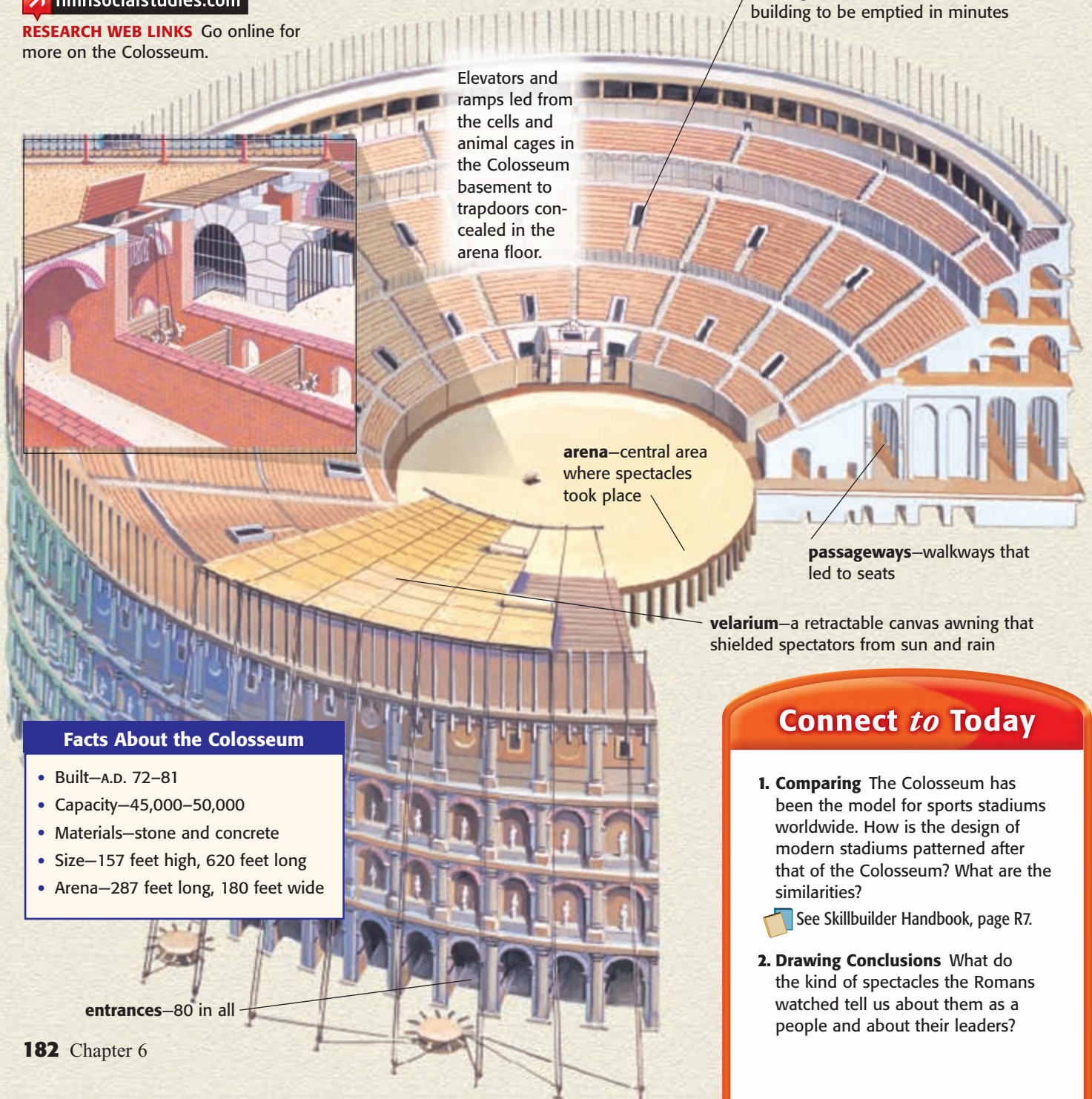
## The Colosseum

The Colosseum was one of the greatest feats of Roman engineering and a model for the ages. The name comes from the Latin word *colossus*, meaning “gigantic.” Its construction was started by the Emperor Vespasian and was completed by his sons, emperors Titus and Domitian. For centuries after its opening in A.D. 80, spectators, both rich and poor, cheered a variety of free, bloody spectacles—from gladiator fights to animal hunts.

**RESEARCH WEB LINKS** Go online for more on the Colosseum.



▲ The Colosseum in Rome as it appears today



### Facts About the Colosseum

- Built—A.D. 72–81
- Capacity—45,000–50,000
- Materials—stone and concrete
- Size—157 feet high, 620 feet long
- Arena—287 feet long, 180 feet wide

### Connect to Today

**1. Comparing** The Colosseum has been the model for sports stadiums worldwide. How is the design of modern stadiums patterned after that of the Colosseum? What are the similarities?

See Skillbuilder Handbook, page R7.

**2. Drawing Conclusions** What do the kind of spectacles the Romans watched tell us about them as a people and about their leaders?



Because Roman architectural forms were so practical, they have remained popular. Thomas Jefferson began a Roman revival in the United States in the 18th century. Many large public buildings, such as the U.S. Capitol and numerous state capitols, include Roman features.

Roman roads were also technological marvels. The army built a vast network of roads constructed of stone, concrete, and sand that connected Rome to all parts of the empire. Many lasted into the Middle Ages; some are still used.

**Roman System of Law** Rome's most lasting and widespread contribution was its law. Early Roman law dealt mostly with strengthening the rights of Roman citizens. As the empire grew, however, the Romans came to believe that laws should be fair and apply equally to all people, rich and poor. Slowly, judges began to recognize certain standards of justice. These standards were influenced largely by the teachings of Stoic philosophers and were based on common sense and practical ideas. Some of the most important principles of Roman law were:

- All persons had the right to equal treatment under the law.
- A person was considered innocent until proven guilty.
- The burden of proof rested with the accuser rather than the accused.
- A person should be punished only for actions, not thoughts.
- Any law that seemed unreasonable or grossly unfair could be set aside.

#### MAIN IDEA

#### Analyzing Issues

**B** How did Roman law protect those accused of crimes?

The principles of Roman law endured to form the basis of legal systems in many European countries and of places influenced by Europe, including the United States of America. **B**

**Rome's Enduring Influence** By preserving and adding to Greek civilization, Rome strengthened the Western cultural tradition. The world would be a very different place had Rome not existed. Historian R. H. Barrow has stated that Rome never fell because it turned into something even greater—an idea—and achieved immortality.

As mighty as the Roman Empire had been, however, it was not the only great civilization of its time. Around the same period that Rome was developing its enduring culture, different but equally complex empires were emerging farther east. In India, the Mauryan and Gupta empires dominated the land, while the Han Empire ruled over China.

## SECTION

## 5

## ASSESSMENT

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

- Greco-Roman culture
- Pompeii
- Virgil
- Tacitus
- aqueduct

### USING YOUR NOTES

2. Which accomplishment do you consider most important? Why?

Fine Arts	Literature
Law	Engineering

### MAIN IDEAS

- What is Greco-Roman culture?
- In what way did Roman art differ from Greek art?
- What influence did Latin have on the development of Western languages?

### CRITICAL THINKING & WRITING

- DRAWING CONCLUSIONS** Which principle of law do you think has been Rome's greatest contribution to modern legal systems?
- FORMING AND SUPPORTING OPINIONS** Do you agree with Horace's claim on page 178 that when it came to culture, Greece in essence conquered Rome? Explain.
- HYPOTHESIZING** Describe how the world might be different if Rome had not existed.
- WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine you are a historian. Write an **expository essay** describing the importance of Rome's legacy.

### CONNECT TO TODAY PRESENTING A REPORT

Locate several Latin phrases still in use today. Use the necessary materials to help translate those phrases, and then explain in a brief **report** the meaning and intent of those phrases.

# Chapter 6 Assessment

## VISUAL SUMMARY

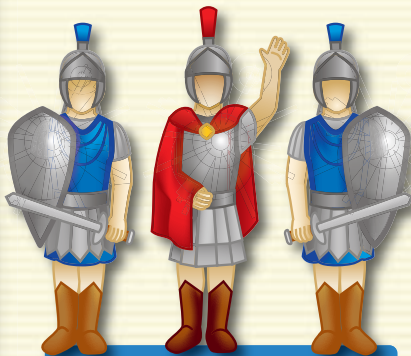
### Ancient Rome and Early Christianity

#### Early Rome

- 1000 B.C.** Latins enter region
- 753 B.C.** Rome founded

#### Roman Republic

- 509 B.C.** Republic created
- 451 B.C.** Twelve Tables written
- 405–265 B.C.** Italy conquered
- 264–146 B.C.** Punic Wars fought
- 44 B.C.** Julius Caesar assassinated



Roman Empire

- 27 B.C.** Empire and *Pax Romana* begin with reign of Augustus
- A.D. 29** Jesus crucified
- A.D. 64** Christian persecution begins
- A.D. 79** Pompeii destroyed
- A.D. 180** *Pax Romana* ends
- A.D. 253** Germanic tribes enter frontier regions
- A.D. 285** Diocletian divides empire into East and West
- A.D. 313** Christianity given recognition
- A.D. 324** Constantine reunites empire
- A.D. 370** Huns invade frontier
- A.D. 380** Christianity made official religion
- A.D. 395** Empire permanently split
- A.D. 476** Last emperor deposed

## TERMS & NAMES

For each term below, briefly explain its connection to ancient Rome or the rise of Christianity.

- |                  |                        |
|------------------|------------------------|
| 1. republic      | 5. Jesus               |
| 2. senate        | 6. Constantine         |
| 3. Julius Caesar | 7. inflation           |
| 4. Augustus      | 8. Greco-Roman culture |

## MAIN IDEAS

### The Roman Republic Section 1 (pages 155–159)

- 9. Name the three main parts of government under the Roman republic.
- 10. How did Rome treat different sections of its conquered territory?

### The Roman Empire Section 2 (pages 160–167)

- 11. How did Augustus change Roman government?
- 12. How did Rome's population fare during the golden age of the *Pax Romana*?

### The Rise of Christianity Section 3 (pages 168–172)

- 13. How did the apostle Paul encourage the spread of Christianity?
- 14. Why did the Roman emperors persecute Christians?

### The Fall of the Roman Empire Section 4 (pages 173–177)

- 15. What was the most significant reform that the Emperor Diocletian made?
- 16. How did the Western Roman Empire fall?

### Rome and the Roots of Western Civilization

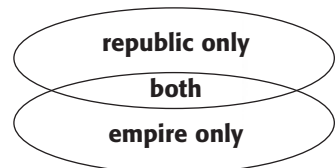
#### Section 5 (pages 178–183)

- 17. Why did so much of Roman culture have a Greek flavor?
- 18. What aspects of Roman culture influenced future civilizations?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a diagram, compare the Roman Republic with the Roman Empire when both were at the peak of their power.



### 2. ANALYZING ISSUES

**RELIGIOUS AND ETHICAL SYSTEMS** What type of person do you think became a martyr? Consider the personal characteristics of individuals who refused to renounce their faith even in the face of death.

### 3. EVALUATING DECISIONS AND COURSES OF ACTION

**POWER AND AUTHORITY** What do you think of Diocletian's decision to divide the Roman Empire into two parts? Was it wise? Consider Diocletian's possible motives and the results of his actions.

### 4. CLARIFYING

**EMPIRE BUILDING** Explain more fully what the historian R. H. Barrow meant when he said on page 183 that Rome never really fell but instead achieved immortality.



## STANDARDS-BASED ASSESSMENT

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

### PRIMARY SOURCE

Whereas the divine providence that guides our life has displayed its zeal and benevolence by ordaining for our life the most perfect good, bringing to us Augustus, whom it has filled with virtue for the benefit of mankind, employing him as a saviour for us and our descendants, him who has put an end to wars and adorned peace; . . . and the birthday of the god [Augustus] is the beginning of all the good tidings brought by him to the world.

Decree from the Roman Province of Asia

1. Based on the passage, the author of the decree
  - A. greatly approved of the rule of Augustus.
  - B. feared the amount of power Augustus had.
  - C. considered Augustus's birthday a national holiday.
  - D. thought Augustus should grant Asia its independence.
2. During which period in Roman history was this passage most likely written?
  - A. the Punic Wars
  - B. the *Pax Romana*
  - C. the founding of the republic
  - D. the fall of the Western Empire

Use this scene depicted on a Roman monument to answer question 3.

3. What aspect of society does the image show the Romans celebrating?
  - A. education
  - B. commerce
  - C. government
  - D. military strength



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For additional test practice, go online for:

- Diagnostic tests
- Strategies
- Tutorials

## Interact *with* History

On page 154, you considered the qualities that made a successful leader before knowing what the Romans thought about leadership. Now that you have read the chapter, reevaluate your decision. What qualities were needed for Roman leaders to be effective? What qualities hindered their success? How would you rate the overall leadership of the Roman Empire? Discuss your opinions in small groups.

## FOCUS ON WRITING

Study the information about Rome's impact on the development of Western civilization in the Key Concepts feature on Western Civilization on page 180. Write an **essay** of several paragraphs summarizing the empire's impact on the Western world that developed after it. Provide the following:

- how the empire influenced later governments
- what influence the empire had on philosophy
- what impact the empire had on literature
- why you think Roman culture has been so enduring

## MULTIMEDIA ACTIVITY



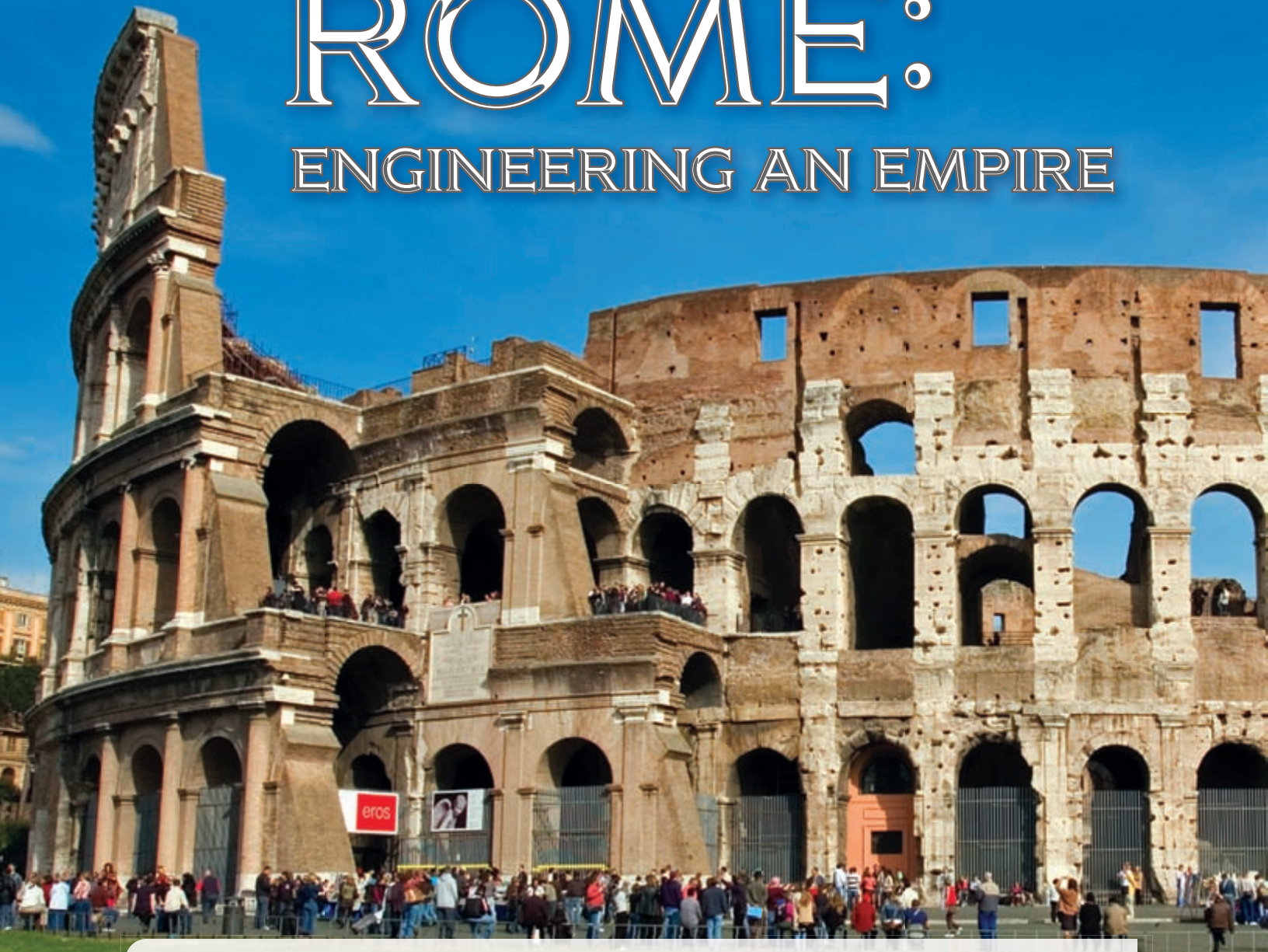
### Creating a Virtual Field Trip

Plan a two-week virtual trip through the Roman Empire. After selecting and researching the sites you'd like to visit, use the historical maps from this chapter and contemporary maps of the region to determine your itinerary. Consider visiting the following places: Rome, Carthage, Pompeii, Hadrian's Wall, the Appian Way, Bath, Lepcis Magna, Horace's Villa, the Pont du Gard, and the Roman theater at Orange. You may want to include the following:

- maps of the Roman Empire
- pictures of the major sites on the field trip
- audio clips describing the sites or events that took place there
- reasons each site is an important destination



## ROME: ENGINEERING AN EMPIRE




**The Roman Empire was one of the largest and most powerful empires in ancient history.**

With its strong military, the Roman Empire expanded to dominate the entire Mediterranean region, including much of western Europe and northern Africa. Keys to this expansion were the engineering and construction innovations made by Roman engineers. As the empire grew and prospered, Roman engineers

made advances in city planning, road and bridge design, water and sewage systems, and many other areas.

Explore some of the incredible monuments and engineering achievements of the Roman Empire online. You can find a wealth of information, video clips, primary sources, activities, and more at

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



## The Glory of the Colosseum

Watch the video to go inside the Colosseum, Rome's premier entertainment venue and one of the most famous buildings of the Roman Empire.



CLICK THROUGH  
**INTER / ACTIVITIES**

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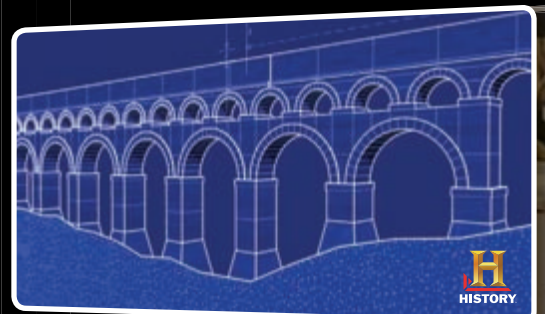
## Caesar Builds an Empire

Watch the video to learn why Julius Caesar built a bridge across the Rhine River as a demonstration of Roman power.



## Growth of the Roman Empire

Explore the map to analyze the growth of one of the largest empires of the ancient world.



## Arches, Angles, Innovations

Watch the video to learn about Roman engineering advances and the construction of aqueducts.

# India and China

## Establish Empires,

### 400 B.C.–A.D. 550

#### Essential Question

**How did India and China establish powerful empires and develop vibrant cultures?**



#### What You Will Learn

In this chapter you will learn about the establishment and development of empires in India and China.

#### SECTION 1 India's First Empires

**Main Idea** The Mauryas and the Guptas established empires, but neither unified India permanently.

#### SECTION 2 Trade Spreads Indian Religions and Culture

**Main Idea** Indian religions, culture, and science evolved and spread to other regions through trade.

#### SECTION 3 Han Emperors in China

**Main Idea** The Han Dynasty expanded China's borders and developed a system of government that lasted for centuries.

#### Previewing Themes

**POWER AND AUTHORITY** In both India and China in the 200s B.C., military leaders seized power and used their authority to strengthen the government.

**Geography** Study the map. What geographic factors might have made further expansion difficult for both empires?

**CULTURAL INTERACTION** From the time of the Aryan nomads, Indian civilization was a product of interacting cultures. In China, the government pressured conquered people to adopt Chinese culture.

**Geography** What geographic feature was the main connection between the empires of India and China?

**RELIGIOUS AND ETHICAL SYSTEMS** Hinduism and Buddhism were India's main religions by 250 B.C. The ethical teachings of Confucius played an important role in Chinese life. Buddhism also took root in China.

**Geography** What dates on the time line are associated with religious changes in China and India?

INDIA AND  
CHINA

WORLD

400 B.C.

321 B.C.  
Chandragupta  
Maurya founds  
Maurya Empire.

202 B.C.  
Liu Bang establishes China's  
Han Dynasty. (Han Dynasty  
bronze horse) ▶

200 B.C.

264 B.C.  
Punic wars  
between Rome and  
Carthage begin.

200 B.C.  
Nazca culture  
emerges in Peru.







## India and China, 321 B.C. – A.D. 9

Han Empire, A.D. 2  
Mauryan Empire, 250 B.C.  
Silk Road  
★ Capitals

0 500 1000 Miles  
0 500 1000 Kilometers  
Robinson Projection



**H**  
**HISTORY**



China's Shortest  
Dynasty

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

**A.D. 65**  
Buddhism  
takes root  
in China. ▶



**A.D. 105**  
Chinese  
invent paper.

**A.D. 220**  
Han Dynasty  
falls.

**A.D. 320**  
Gupta Empire forms in India and  
encourages a renewal of Hindu faith.  
(Hindu god Shiva) ▶



**A.D. 200**

**A.D. 400**

**A.D. 500**

**A.D. 29**  
Jesus is  
crucified in  
Jerusalem.

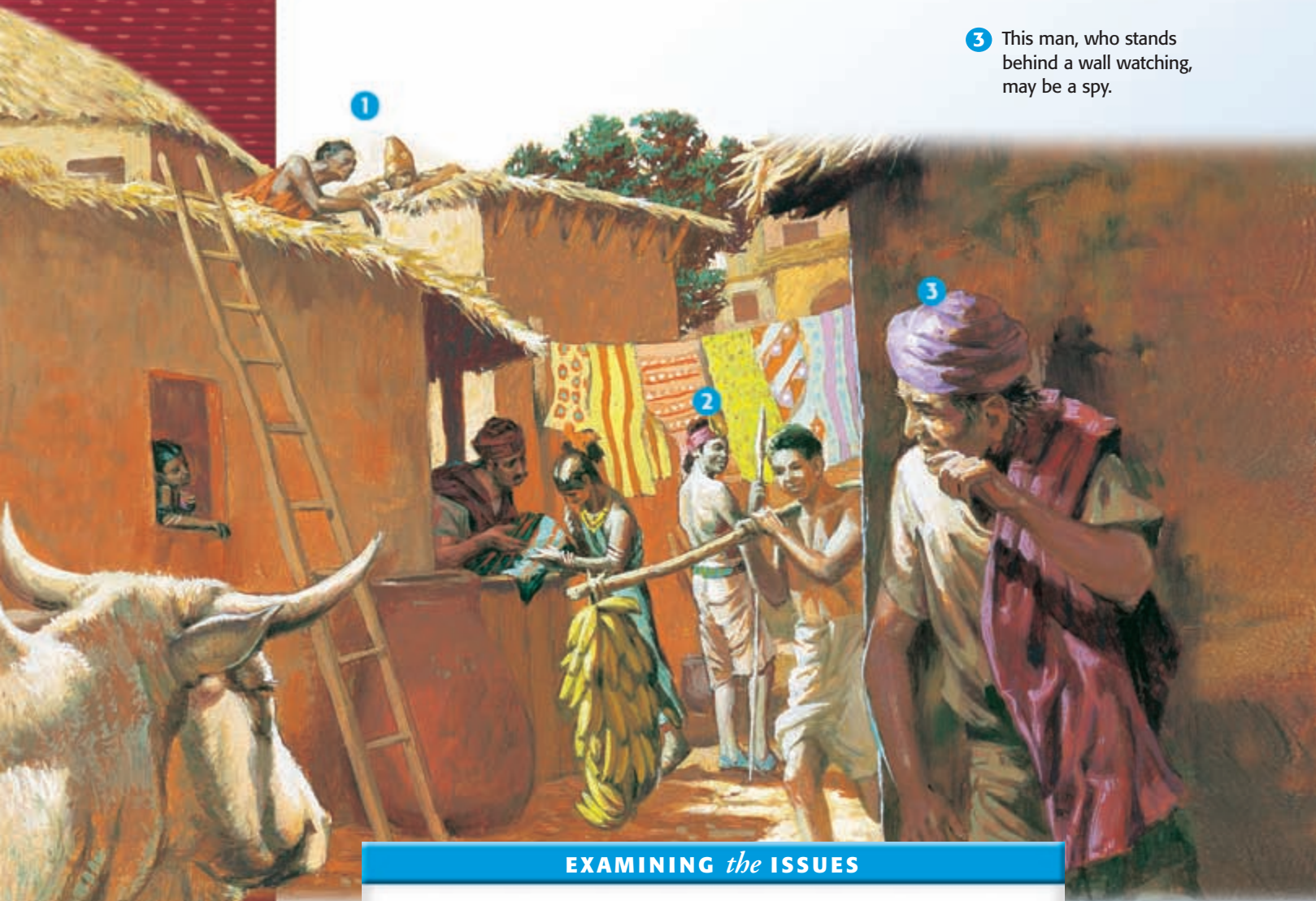
**A.D. 100**  
Bantu speakers begin massive  
migrations throughout Africa.  
(Bantu mask) ▶



**A.D. 476**  
Western Roman  
Empire falls.



- 1 This person comments to his friend on something he sees in the street.
- 2 This soldier's job is to check that everyone pays taxes. He seems suspicious of the man carrying bananas.
- 3 This man, who stands behind a wall watching, may be a spy.



- Is it right for a government to spy on its own people?
- What kinds of tensions might exist in a society where neighbor spies upon neighbor?
- Is there a time when spying is ethical?

188 Chapter 7



# India's First Empires

## MAIN IDEA

**POWER AND AUTHORITY** The Mauryas and the Guptas established empires, but neither unified India permanently.

## WHY IT MATTERS NOW

The diversity of peoples, cultures, beliefs, and languages in India continues to pose challenges to Indian unity today.

## TERMS & NAMES

- Tamil
- Gupta Empire
- patriarchal
- matriarchal
- Mauryan Empire
- Asoka
- religious toleration

**SETTING THE STAGE** By 600 B.C., almost 1,000 years after the Aryan migrations, many small kingdoms were scattered throughout India. In 326 B.C., Alexander the Great brought the Indus Valley in the northwest under Macedonian control—but left almost immediately. Soon after, a great Indian military leader, Chandragupta Maurya (chuhn•druh•GUP•tuh-MAH•oor•yuh), seized power.

## The Mauryan Empire Is Established

Chandragupta Maurya may have been born in the powerful kingdom of Magadha. Centered on the lower Ganges River, the kingdom was ruled by the Nanda family. Chandragupta gathered an army, killed the unpopular Nanda king, and in about 321 B.C. claimed the throne. This began the [Mauryan Empire](#).

**Chandragupta Maurya Unifies North India** Chandragupta moved northwest, seizing all the land from Magadha to the Indus. Around 305 B.C., Chandragupta began to battle Seleucus I, one of Alexander the Great's generals. Seleucus had inherited part of Alexander's empire. He wanted to reestablish Macedonian control over the Indus Valley. After several years of fighting, however, Chandragupta defeated Seleucus. By 303 B.C., the Mauryan Empire stretched more than 2,000 miles, uniting north India politically for the first time. (See map on page 191.)

To win his wars of conquest, Chandragupta raised a vast army: 600,000 soldiers on foot, 30,000 soldiers on horseback, and 9,000 elephants. To clothe, feed, and pay these troops, the government levied high taxes. For example, farmers had to pay up to one-half the value of their crops to the king.

**Running the Empire** Chandragupta relied on an adviser named Kautilya (kow•TIHL•yuh), a member of the priestly caste. Kautilya wrote a ruler's handbook called the *Arthashastra* (AHR•thuh•SHAHS•truh). This book proposed tough-minded policies to hold an empire together, including spying on the people and employing political assassination. Following Kautilya's advice, Chandragupta created a highly bureaucratic government. He divided the empire into four provinces, each headed by a royal prince. Each province was then divided into local districts, whose officials assessed taxes and enforced the law.

**Life in the City and the Country** To stay at peace, Seleucus sent an ambassador, Megasthenes (muh•GAS•thuh•neeZ), to Chandragupta's capital.



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**TAKING NOTES**

Use the graphic organizer online to take notes on the Mauryan and Gupta empires.



▲ This pillar, on which Asoka's edicts are written, is located at Vaishali.

Megasthenes wrote glowing descriptions of Chandragupta's palace, with its gold-covered pillars, many fountains, and imposing thrones. The capital city featured beautiful parks and bustling markets. Megasthenes also described the countryside and how farmers lived:

#### PRIMARY SOURCE **A**

[Farmers] are exempted from military service and cultivate their lands undisturbed by fear. They do not go to cities, either on business or to take part in their tumults. It therefore frequently happens that at the same time, and in the same part of the country, men may be seen marshaled for battle and risking their lives against the enemy, while other men are ploughing or digging in perfect security under the protection of these soldiers.

MEGASTHENES, in *Geography* by Strabo

#### MAIN IDEA

#### Analyzing Primary Sources

**A** What information in this quotation indicates that Mauryan India valued agriculture?

In 301 B.C., Chandragupta's son assumed the throne. He ruled for 32 years. Then Chandragupta's grandson, **Asoka** (uh•SOH•kuh), brought the Mauryan Empire to its greatest heights.

**Asoka Promotes Buddhism** Asoka became king of the Mauryan Empire in 269 B.C. At first, he followed in Chandragupta's footsteps, waging war to expand his empire. During a bloody war against the neighboring state of Kalinga, 100,000 soldiers were slain, and even more civilians perished.

Although victorious, Asoka felt sorrow over the slaughter at Kalinga. As a result, he studied Buddhism and decided to rule by the Buddha's teaching of "peace to all beings." Throughout the empire, Asoka erected huge stone pillars inscribed with his new policies. Some edicts guaranteed that Asoka would treat his subjects fairly and humanely. Others preached nonviolence. Still others urged **religious toleration**—acceptance of people who held different religious beliefs.

Asoka had extensive roads built so that he could visit the far corners of India. He also improved conditions along these roads to make travel easier for his

#### Vocabulary

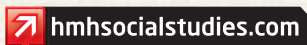
*Edicts* are official, public announcements of policy.

## History Makers

### Chandragupta Maurya ?-298 B.C.

Chandragupta feared being assassinated—maybe because he had killed a king to get his throne. To avoid being poisoned, he made servants taste all his food. To avoid being murdered in bed, he slept in a different room every night.

Although Chandragupta was a fierce warrior, in 301 B.C., he gave up his throne and converted to Jainism. Jains taught nonviolence and respect for all life. With a group of monks, Chandragupta traveled to southern India. There he followed the Jainist custom of fasting until he starved to death.



**RESEARCH WEB LINKS** Go online for more on Chandragupta Maurya and Asoka.



▲ This grouping of Asoka's lions is used as a symbol of India.

### Asoka ?-232 B.C.

One of Asoka's edicts states,

*If one hundredth part or one thousandth of those who died in Kalinga . . . should now suffer similar fate, [that] would be a matter of pain to His Majesty.*

Even though Asoka wanted to be a loving, peaceful ruler, he had to control a huge empire. He had to balance Kautilya's methods of keeping power and Buddha's urgings to be unselfish.

Asoka softened Chandragupta's harsher policies. Instead of spies, he employed officials to look out for his subjects' welfare. He kept his army but sought to rule humanely. In addition, Asoka sent missionaries to Southeast Asia to spread Buddhism.



#### MAIN IDEA

#### Clarifying

**B** Which of Asoka's actions show the influence of Buddha's teaching of "peace to all beings"?

officials and to improve communication in the vast empire. For example, every nine miles he had wells dug and rest houses built. This allowed travelers to stop and refresh themselves. Such actions demonstrated Asoka's concern for his subjects' well-being. Noble as his policies of toleration and nonviolence were, they failed to hold the empire together after Asoka died in 232 B.C. **B**

## A Period of Turmoil

Asoka's death left a power vacuum. In northern and central India, regional kings challenged the imperial government. The kingdoms of central India, which had only been loosely held in the Mauryan Empire, soon regained their independence. The Andhra (AHN•druh) Dynasty arose and dominated the region for hundreds of years. Because of their central position, the Andhras profited from the extensive trade between north and south India and also with Rome, Sri Lanka, and Southeast Asia.

At the same time, northern India had to absorb a flood of new people fleeing political instability in other parts of Asia. For 500 years, beginning about 185 B.C., wave after wave of Greeks, Persians, and Central Asians poured into northern India. These invaders disrupted Indian society. But they also introduced new languages and customs that added to the already-rich blend of Indian culture.

Southern India also experienced turmoil. It was home to three kingdoms that had never been conquered by the Mauryans. The people who lived in this region spoke the **Tamil** (TAM•uhl) language and are called the Tamil people. These three kingdoms often were at war with one another and with other states.

## The Gupta Empire Is Established

After 500 years of invasion and turmoil, a strong leader again arose in the northern state of Magadha. His name was Chandra Gupta (GUP•tuh), but he was no relation to India's first emperor, Chandragupta Maurya. India's second empire, the **Gupta Empire**, oversaw a great flowering of Indian civilization, especially Hindu culture.

**Chandra Gupta Builds an Empire** The first Gupta emperor came to power not through battle but by marrying a daughter of an influential royal family. After his marriage, Chandra Gupta I took the title "Great King of Kings" in A.D. 320. His empire included Magadha and the area north of it, with his power base along the Ganges River. His son, Samudra (suh•MU•druh) Gupta, became king in A.D. 335. Although a lover of the arts, Samudra had a warlike side. He expanded the empire through 40 years of conquest.





▲ This terra-cotta tile, showing a musician playing a stringed instrument, is from a Hindu temple of the Gupta period.

**Daily Life in India** The Gupta era is the first period for which historians have much information about daily life in India. Most Indians lived in small villages. The majority were farmers, who walked daily from their homes to outlying fields. Craftspeople and merchants clustered in specific districts in the towns. They had shops on the street level and lived in the rooms above.

Most Indian families were **patriarchal**, headed by the eldest male. Parents, grandparents, uncles, aunts, and children all worked together to raise their crops. Because drought was common, farmers often had to irrigate their crops. There was a tax on water, and every month, people had to give a day's worth of labor to maintain wells, irrigation ditches, reservoirs, and dams. As in Mauryan times, farmers owed a large part of their earnings to the king.

Southern India followed a different cultural pattern. Some

Tamil groups were **matriarchal**, headed by the mother rather than the father. Property, and sometimes the throne, was passed through the female line. **C**

**Height of the Gupta Empire** While village life followed unchanging traditional patterns, the royal court of the third Gupta emperor was a place of excitement and growth. Indians revered Chandra Gupta II for his heroic qualities. He defeated the Shakas—enemies to the west—and added their coastal territory to his empire. This allowed the Guptas to engage in profitable trade with the Mediterranean world. Chandra Gupta II also strengthened his empire through peaceful means by negotiating diplomatic and marriage alliances. He ruled from A.D. 375 to 415.

During the reign of the first three Guptas, India experienced a period of great achievement in the arts, religious thought, and science. These will be discussed in Section 2. After Chandra Gupta II died, new invaders threatened northern India. These fierce fighters, called the Hunas, were related to the Huns who invaded the Roman Empire. Over the next 100 years, the Gupta Empire broke into small kingdoms. Many were overrun by the Hunas or other Central Asian nomads. The Empire ended about 535.

#### MAIN IDEA

#### Contrasting

**C** How were the family systems of north and south India different?

## SECTION

# 1

## ASSESSMENT

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

- Mauryan Empire
- Asoka
- religious toleration
- Tamil
- Gupta Empire
- patriarchal
- matriarchal

### USING YOUR NOTES

2. Which similarity of the empires do you consider the most significant? Explain.

Mauryan	Gupta
1.	1.
2.	2.
3.	3.

### MAIN IDEAS

3. Why was Asoka's first military campaign also his last campaign?
4. Who were the Tamil people?
5. What caused the fall of the Gupta Empire?

### CRITICAL THINKING & WRITING

6. **SUPPORTING OPINIONS** Which Indian ruler described in this section would you rather live under? Explain.
7. **DRAWING CONCLUSIONS** What impact did the Greeks, Persians, and Central Asians have on Indian life between the Mauryan and Gupta empires?
8. **ANALYZING ISSUES** Which empire, Mauryan or Gupta, had a more significant impact on Indian history? Explain.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** For three of the rulers in this section, choose an object or image that symbolizes how that ruler exercised power. Write **captions** explaining why the symbols are appropriate.

### CONNECT TO TODAY CREATING A PIE GRAPH

Use the Internet or library sources to create a **pie graph** showing the percentage of the population in India today that is Hindu, Buddhist, or a follower of other religions.



# Trade Spreads Indian Religions and Culture

## MAIN IDEA

**CULTURAL INTERACTION** Indian religions, culture, and science evolved and spread to other regions through trade.

## WHY IT MATTERS NOW

The influence of Indian culture and religions is very evident throughout South Asia today.

## TERMS & NAMES

- Mahayana
- Theravada
- stupa
- Brahma
- Vishnu
- Shiva
- Kalidasa
- Silk Roads

**SETTING THE STAGE** The 500 years between the Mauryan and Gupta empires was a time of upheaval. Invaders poured into India, bringing new ideas and customs. In response, Indians began to change their own culture.

## Buddhism and Hinduism Change

By 250 B.C., Hinduism and Buddhism were India's two main faiths. (See Chapter 3.) Hinduism is a complex polytheistic religion that blended Aryan beliefs with the many gods and cults of the diverse peoples who preceded them. Buddhism teaches that desire causes suffering and that humans should overcome desire by following the Eightfold Path. Over the centuries, both religions had become increasingly removed from the people. Hinduism became dominated by priests, while the Buddhist ideal of self-denial proved difficult for many to follow.

**A More Popular Form of Buddhism** The Buddha had stressed that each person could reach a state of peace called nirvana. Nirvana was achieved by rejecting the sensory world and embracing spiritual discipline. After the Buddha died, his followers developed many different interpretations of his teachings.

Although the Buddha had forbidden people to worship him, some began to teach that he was a god. Some Buddhists also began to believe that many people could become Buddhas. These potential Buddhas, called bodhisattvas (BOH•dih•SUHT•vuhz), could choose to give up nirvana and work to save humanity through good works and self-sacrifice. The new ideas changed Buddhism from a religion that emphasized individual discipline to a mass religion that offered salvation to all and allowed popular worship.

By the first century A.D., Buddhists had divided over the new doctrines. Those who accepted them belonged to the **Mahayana** (MAH•huh•YAH•nuh) sect. Those who held to the Buddha's stricter, original teachings belonged to the **Theravada** (THEHR•uh•VAH•duh) sect. This is also called the Hinayana (HEE•nuh•YAH•nuh) sect, but Theravada is preferred.

These new trends in Buddhism inspired Indian art. For example, artists carved huge statues of the Buddha for people to worship. Wealthy Buddhist merchants who were eager to do good deeds paid for the construction of **stupas**—mounded stone structures built over holy relics. Buddhists walked the paths circling the stupas as a part of their meditation. Merchants also commissioned the carving of



Use the graphic organizer online to take notes on the specific developments of Indian culture.



▲ This Buddha is carved in the Gandharan artistic style, a blend of Greco-Roman and Indian styles.

cave temples out of solid rock. Artists then adorned these temples with beautiful sculptures and paintings.

**A Hindu Rebirth** Like Buddhism, Hinduism had become remote from the people. By the time of the Mauryan Empire, Hinduism had developed a complex set of sacrifices that could be performed only by the priests. People who weren't priests had less and less direct connection with the religion.

Gradually, through exposure to other cultures and in response to the popularity of Buddhism, Hinduism changed. Although the religion continued to embrace hundreds of gods, a trend toward monotheism was growing. Many people began to believe that there was only one divine force in the universe. The various gods represented parts of that force. The three most important Hindu gods were **Brahma** (BRAH•muh), creator of the world; **Vishnu** (VIHSH•noo), preserver of the world; and **Shiva** (SHEE•vuh), destroyer of the world. Of the three, Vishnu and Shiva were by far the favorites. Many Indians began to devote themselves to these two gods. As Hinduism evolved into a more personal religion, its popular appeal grew. **A**

#### MAIN IDEA

#### Drawing Conclusions

**A** Why did the changes in Buddhism and Hinduism make these religions more popular?

## Achievements of Indian Culture

Just as Hinduism and Buddhism underwent changes, so did Indian culture and learning. India entered a highly productive period in literature, art, science, and mathematics that continued until roughly A.D. 500.

**Literature and the Performing Arts** One of India's greatest writers was **Kalidasa** (KAH•lee•DAH•suh). He may have been the court poet for Chandra Gupta II. Kalidasa's most famous play is *Shakuntala*. It tells the story of a beautiful girl who falls in love with and marries a middle-aged king. After Shakuntala and her husband are separated, they suffer tragically because of a curse that prevents the king from recognizing his wife when they meet again. Generations of Indians have continued to admire Kalidasa's plays because they are skillfully written and emotionally stirring.

Southern India also has a rich literary tradition. In the second century A.D., the city of Madurai in southern India became a site of writing academies. More than 2,000 Tamil poems from this period still exist. In the following excerpt from a third-century poem, a young man describes his sweetheart cooking him a meal:

#### PRIMARY SOURCE

There dwells my sweetheart, curving and lovely,  
languid of gaze, with big round earrings,  
and little rings on her tiny fingers.  
She has cut the leaves of the garden plantain  
and split them in pieces down the stalk  
to serve as platters for the meal.  
Her eyes are filled with the smoke of cooking.  
Her brow, as fair as the crescent moon,  
is covered now with drops of sweat.  
She wipes it away with the hem of her garment  
and stands in the kitchen, and thinks of me.

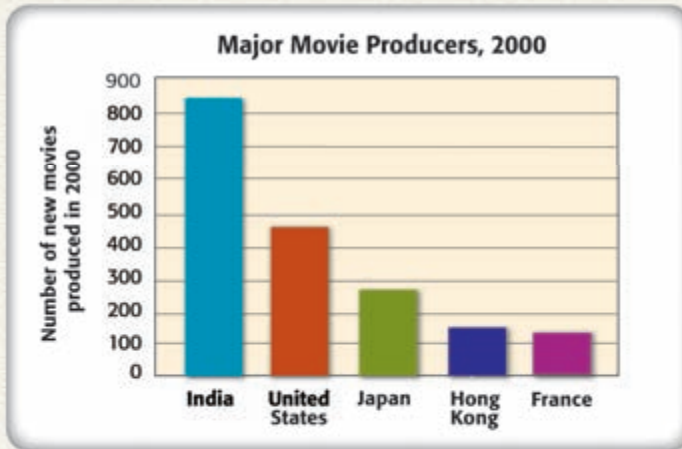
ANONYMOUS TAMIL POET, quoted in *The Wonder That Was India*

In addition to literature, drama was very popular. In southern India, traveling troupes of actors put on performances in cities across the region. Women as well as men took part in these shows, which combined drama and dance. Many of the classical dance forms in India today are based on techniques explained in a book written between the first century B.C. and the first century A.D.



## Entertainment in India: Bollywood

Today, drama remains hugely popular in India. India has the largest movie industry in the world. About twice as many full-length feature films are released yearly in India as in the United States. India produces both popular and serious films. Indian popular films, such as *Monsoon Wedding*, are often love stories that blend music, dance, and drama. India's serious films have received worldwide critical praise. In 1992, the Indian director Satyajit Ray received a lifetime-achievement Academy Award for making artistic films. His films brought Indian culture to a global audience.



Source: Focus 2002: World Film Market Trends



**Astronomy, Mathematics, and Medicine** The expansion of trade spurred the advance of science. Because sailors on trading ships used the stars to help them figure their position at sea, knowledge of astronomy increased. From Greek invaders, Indians adapted Western methods of keeping time. They began to use a calendar based on the cycles of the sun rather than the moon. They also adopted a seven-day week and divided each day into hours.

During the Gupta Empire (A.D. 320 to about 500), knowledge of astronomy increased further. Almost 1,000 years before Columbus, Indian astronomers proved that the earth was round by observing a lunar eclipse. During the eclipse, the earth's shadow fell across the face of the moon. The astronomers noted that the earth's shadow was curved, indicating that the earth itself was round.

Indian mathematics was among the most advanced in the world. Modern numerals, the zero, and the decimal system were invented in India. Around A.D. 500, an Indian named Aryabhata (AHR•yuh•BUHT•uh) calculated the value of pi ( $\pi$ ) to four decimal places. He also calculated the length of the solar year as 365.3586805 days. This is very close to modern calculations made with an atomic clock. In medicine, two important medical guides were compiled. They described more than 1,000 diseases and more than 500 medicinal plants. Hindu physicians performed surgery—including plastic surgery—and possibly gave injections. **B**

### MAIN IDEA

#### Drawing Conclusions

**B** What achievements by Indian mathematicians are used today?

## The Spread of Indian Trade

In addition to knowledge, India has always been rich in precious resources. Spices, diamonds, sapphires, gold, pearls, and beautiful woods—including ebony, teak, and fragrant sandalwood—have been valuable items of exchange. Trade between

## Asian Trade Routes, A.D. 400



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** Since people usually trade for goods they do not make themselves, which products were most likely to travel from Gupta India to Arabia?
- 2. Movement** How far did trade goods travel to get from Luoyang in China to Alexandria in Egypt?

India and regions as distant as Africa and Sumeria began more than 4,000 years ago. Trade expanded even after the Mauryan Empire ended around 185 B.C.

**Overland Trade, East and West** Groups who invaded India after Mauryan rule ended helped to expand India's trade to new regions. For example, Central Asian nomads told Indians about a vast network of caravan routes known as Silk Roads. These routes were called the **Silk Roads** because traders used them to bring silk from China to western Asia and then on to Rome.

Once Indians learned of the Silk Roads, they realized that they could make great profits by acting as middlemen. Middlemen are go-betweens in business transactions. For example, Indian traders would buy Chinese goods and sell them to traders traveling to Rome. To aid their role as middlemen, Indians built trading stations along the Silk Roads. They were located at oases, which are fertile spots in desert areas. **C**

**Sea Trade, East and West** Sea trade also increased. Traders used coastal routes around the rim of the Arabian Sea and up the Persian Gulf to bring goods from India to Rome. In addition, traders from southern India would sail to Southeast Asia to collect spices. They brought the spices back to India and sold them to merchants from Rome. Archaeologists have found hoards of Roman gold coins in southern India. Records show that some Romans were upset about the amount of gold their countrymen spent on Indian luxuries. They believed that to foster a healthy economy, a state must collect gold rather than spend it.

### MAIN IDEA

#### Hypothesizing

**C** How might the Asian trade routes have spread Indian sciences and math to other civilizations?



Rome was not India's only sea-trading partner. India imported African ivory and gold, and exported cotton cloth. Rice and wheat went to Arabia in exchange for dates and horses. After trade with Rome declined around the third century A.D., India's sea trade with China and the islands of southeast Asia increased. The Chinese, for example, imported Indian cotton cloth, monkeys, parrots, and elephants and sent India silk.

**Effects of Indian Trade** Increased trade led to the rise of banking in India. Commerce was quite profitable. Bankers were willing to lend money to merchants and charge them interest on the loans. Interest rates varied, depending on how risky business was. During Mauryan times, the annual interest rate on loans used for overseas trade was 240 percent! During the Gupta Empire, bankers no longer considered sea trade so dangerous, so they charged only 15 to 20 percent interest a year. **D**

A number of Indian merchants went to live abroad and brought Indian culture with them. As a result, people throughout Asia picked up and adapted a variety of Indian traditions. For example, Indian culture affected styles in art, architecture, and dance throughout South and Southeast Asia. Indian influence was especially strong in Thailand, Cambodia, and on the Indonesian island of Java.

Traders also brought Indian religions to new regions. Hinduism spread northeast to Nepal and southeast to Sri Lanka and Borneo. Buddhism spread because of traveling Buddhist merchants and monks. In time, Buddhism even influenced China, as discussed in Section 3.


#### MAIN IDEA

#### Analyzing Causes

**D** Why would dangerous conditions make bankers charge higher interest on loans for trade?

**Global Impact**

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INTERACTIVE MAP



**The Spread of Buddhism**

Buddhism became a missionary religion during Asoka's reign. From his capital city (1), Asoka sent out Buddhist missionaries. After Indians began trading along the Silk Roads, Buddhist monks traveled the roads and converted people along the way.

Buddhist monks from India established their first monastery in China (2) in A.D. 65, and many Chinese became Buddhists. From China, Buddhism reached Korea in the fourth century and Japan in the sixth century.

Today, Buddhism is a major religion in East and Southeast Asia. The Theravada school is strong in Myanmar, Cambodia (3), Sri Lanka (4), and Thailand. The Mahayana school is strong in Japan and Korea.

## SECTION

## 2

## ASSESSMENT

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

- Mahayana      • Theravada      • stupa      • Brahma      • Vishnu      • Shiva      • Kalidasa      • Silk Roads

#### USING YOUR NOTES

2. Which of the developments listed had the most lasting impact?

Religion	
Arts	
Science/ Math	
Trade	

#### MAIN IDEA

3. How did Buddhism change after the Buddha's death?
4. What were India's main trade goods in the fifth century?
5. What were some of India's contributions to science during the Gupta period?

#### CRITICAL THINKING & WRITING

6. **RECOGNIZING EFFECTS** What do you think was the most significant effect of the changes in Buddhism and Hinduism during this period? Explain.
7. **MAKING INFERENCES** Why did Indian culture flourish during the Gupta Empire?
8. **FORMING AND SUPPORTING OPINIONS** Which do you think was more important to India's economy, overland trade or sea trade? Provide details to support your answer.
9. **WRITING ACTIVITY** CULTURAL INTERACTION Cite three of the cultures that interacted with India. Explain in a brief **expository essay** the result of each cultural interaction.

#### MULTIMEDIA ACTIVITY PREPARING A CHART



Use the Internet to research Indian trade today. Then prepare a **chart** listing the type of goods bought and sold and the trading partner for each type.


**INTERNET KEYWORD**  
*India trade*



## Hindu and Buddhist Art

The main difference between Buddhist art and Hindu art in India was its subject matter. Buddhist art often portrayed the Buddha or bodhisattvas, who were potential Buddhas. Hindu gods, such as Vishnu and Ganesha, were common subjects in Hindu art.

Beyond the differences in subject, Hindu and Buddhist beliefs had little influence on Indian artistic styles. For example, a Hindu sculpture and a Buddhist sculpture created at the same place and time were stylistically the same. In fact, the same artisans often created both Hindu and Buddhist art.

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

**RESEARCH WEB LINKS** Go online for more on Hindu and Buddhist art.

### ▼ The Great Stupa

Built during the third to first centuries B.C., the Great Stupa is a famous Buddhist monument in Sanchi, India. This stone structure is 120 feet across and 54 feet high; it has a staircase leading to a walkway that encircles the stupa. Stupas serve as memorials and often contain sacred relics. During Buddhist New Year festivals, worshipers hold images of the Buddha and move in processions around the circular walkway.

### ▼ Buddha

This bronze Buddha was made in India during the sixth century. Each detail of a Buddhist sculpture has meaning. For example, the headpiece and long earlobes shown here are lakshana, traditional bodily signs of the Buddha. The upraised hand is a gesture that means "Have no fear."







### ▲ Devi Jagadambi Temple in Khajuraho

Hardly any Hindu temples from the Gupta period remain. This temple, built in the 11th century, shows architectural trends begun in Gupta times. These include building with stone rather than wood; erecting a high, pyramidal roof instead of a flat roof; and sculpting elaborate decorations on the walls.




### ▲ Ganesha

Carved in the fifth century B.C., this stone sculpture represents the elephant-headed god Ganesha. According to Hindu beliefs, Ganesha is the god of success, education, wisdom, and wealth. He also is worshiped as the lifter of obstacles. The smaller picture is a recent image of Ganesha, who has gained great popularity during modern times.



### Connect *to* Today

**1. Contrasting** How do the Buddhist stupa and the Hindu temple differ? According to the information on page 198, what might be the reason for those differences?

 See Skillbuilder Handbook, Page R7.

**2. Making Inferences** Why do you think Ganesha is a popular god among Hindus today? Explain.



# Han Emperors in China

## MAIN IDEA

**ETHICAL SYSTEMS** The Han Dynasty expanded China's borders and developed a system of government that lasted for centuries.

## WHY IT MATTERS NOW

The pattern of a strong central government has remained a permanent part of Chinese life.

## TERMS & NAMES

- Han Dynasty
- centralized government
- civil service
- monopoly
- assimilation

**SETTING THE STAGE** Under Shi Huangdi, the Qin Dynasty had unified China. Shi Huangdi established a strong government by conquering the rival kings who ruled small states throughout China. After Shi Huangdi died in 210 B.C., his son proved to be a weak, ineffective leader. China's government fell apart.

## The Han Restore Unity to China



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### TAKING NOTES

Use the graphic organizer online to take notes on the section's main ideas and details.

Rumblings of discontent during the Qin Dynasty grew to roars in the years after Shi Huangdi's death. Peasants were bitter over years of high taxes, harsh labor quotas, and a severe penal system. They rebelled. Rival kings were eager to regain control of the regions they had held before Shi Huangdi. They raised armies and fought over territory.

**Liu Bang Finds the Han Dynasty** During the civil war that followed, two powerful leaders emerged. Xiang Yu (shee•ANG-yoo) was an aristocratic general who was willing to allow the warlords to keep their territories if they would acknowledge him as their feudal lord. Liu Bang (LEE•oo-bahng) was one of Xiang Yu's generals.

Eventually, Liu Bang turned against Xiang Yu. The two fought their final battle in 202 B.C. Liu Bang won and declared himself the first emperor of the Han Dynasty. The **Han Dynasty**, which ruled China for more than 400 years, is divided into two periods. The Former Han ruled for about two centuries, until A.D. 9. After a brief period when the Han were out of power, the Later Han ruled for almost another two centuries. The Han Dynasty so influenced China that even today many Chinese call themselves "people of the Han."

Liu Bang's first goal was to destroy the rival kings' power. He followed Shi Huangdi's policy of establishing **centralized government**, in which a central authority controls the running of a state. Reporting to Liu Bang's central government were hundreds of local provincials called commanderies.

To win popular support, Liu Bang departed from Shi Huangdi's strict legalism. He lowered taxes and softened harsh punishments. People throughout the empire appreciated the peace and stability that Liu Bang brought to China.

▼ Emperor Liu Bang





**The Empress Lü** When Liu Bang died in 195 B.C., his son became emperor, but in name only. The real ruler was his mother, Empress Lü. Although Lü had not been Liu Bang's only wife, she had powerful friends at court who helped her seize power. The empress outlived her son and retained control of the throne by naming first one infant and then another as emperor. Because the infants were too young to rule, she remained in control. When Empress Lü died in 180 B.C., people who remained loyal to Liu Bang's family, rather than to Lü's family, came back into power. They rid the palace of the old empress's relatives by executing them.

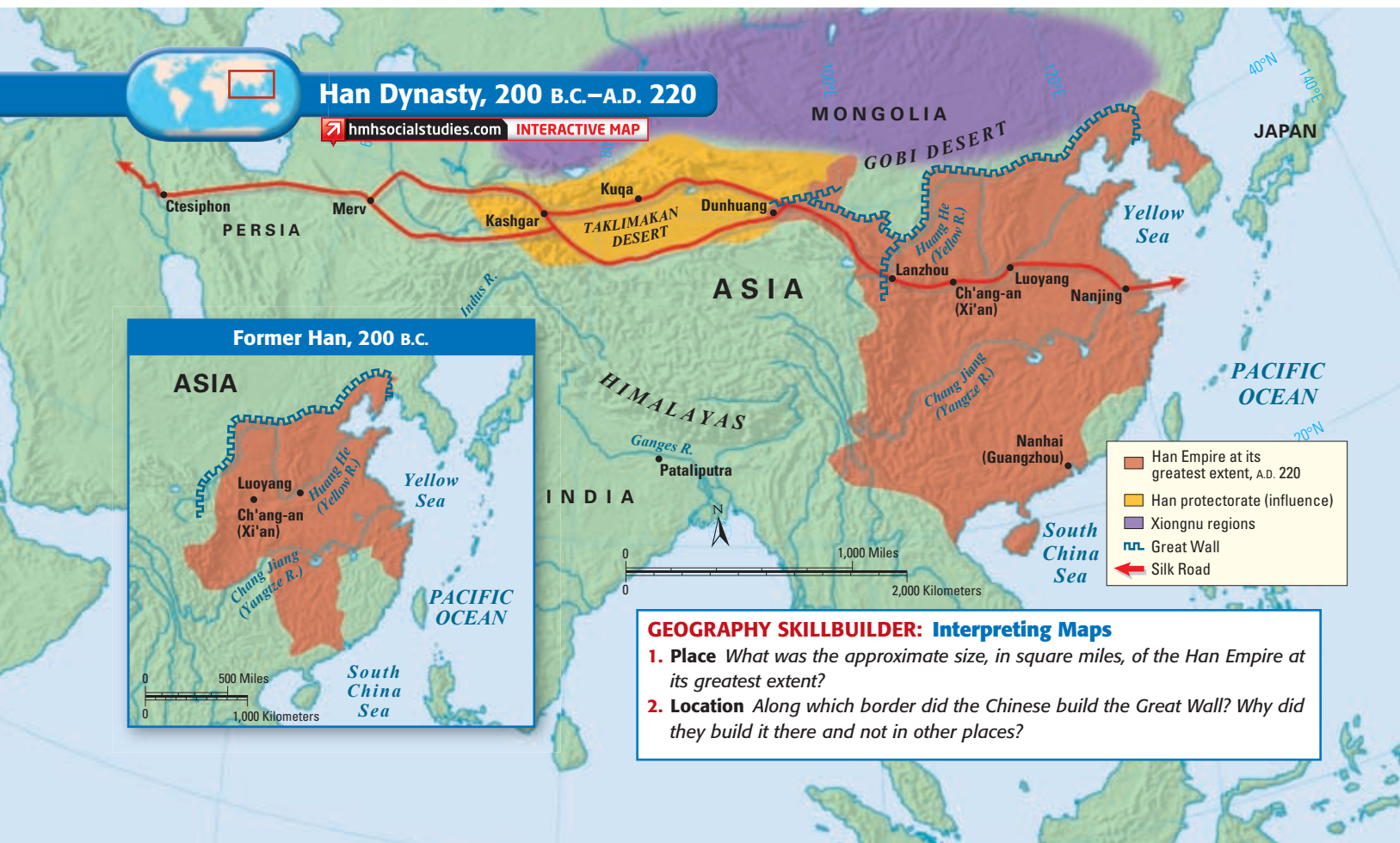
Such palace plots occurred often throughout the Han Dynasty. Traditionally, the emperor chose the favorite among his wives as the empress and appointed one of her sons as successor. Because of this, the palace women and their families competed fiercely for the emperor's notice. The families would make alliances with influential people in the court. The resulting power plays distracted the emperor and his officials so much that they sometimes could not govern efficiently.

#### Vocabulary

*Martial* means warlike.

**The Martial Emperor** When Liu Bang's great-grandson took the throne, he continued Liu Bang's centralizing policies. Wudi (woo•dee), who reigned from 141 to 87 B.C., held the throne longer than any other Han emperor. He is called the "Martial Emperor" because he adopted the policy of expanding the Chinese empire through war.

Wudi's first set of enemies were the Xiongnu (shee•UNG•noo), fierce nomads known for their deadly archery skills from horseback. The Xiongnu roamed the steppes to the north and west of China. They made raids into China's settled farmland. There they took hostages and stole grain, livestock, and other valuable items. The early Han emperors tried to buy off the Xiongnu by sending them thousands of pounds of silk, rice, alcohol, and money. Usually, the Xiongnu just accepted these gifts and continued their raids.



When Wudi realized that the bribes were simply making the Xiongnu stronger, he sent more than 100,000 soldiers to fight them. To help defeat the Xiongnu, Wudi also made allies of their enemies:

#### PRIMARY SOURCE

The Xiongnu had defeated the king of the Yuezhi people and had made his skull into a drinking vessel. As a result the Yuezhi . . . bore a constant grudge against the Xiongnu, though as yet they had been unable to find anyone to join them in an attack on their enemy. . . . When the emperor [Wudi] heard this, he decided to try to send an envoy to establish relations with the Yuezhi.

SIMA QIAN, *Records of the Grand Historian*

After his army forced the nomads to retreat into Central Asia, Wudi attempted to make his northwest border safe by settling his troops on the Xiongnu's former pastures. Although this tactic succeeded for a time, nomadic raiders continued to cause problems during much of China's later history.

Wudi also colonized areas to the northeast, now known as Manchuria and Korea. He sent his armies south, where they conquered mountain tribes and set up Chinese colonies all the way into what is now Vietnam. By the end of Wudi's reign, the empire had expanded nearly to the bounds of present-day China.

## A Highly Structured Society

Chinese society under the Han Dynasty was highly structured. (See Social History below.) Just as Han emperors tried to control the people they conquered, they exerted vast control over the Chinese themselves. Because the Chinese believed their emperor to have divine authority, they accepted his exercise of power. He was the link between heaven and earth. If the emperor did his job well, China had peace


### Social History

#### Chinese Society

Under the Han Dynasty, the structure of Chinese society was clearly defined. At the top was the emperor, who was considered semidivine. Next came kings and governors, both appointed by the emperor. They governed with the help of state officials, nobles, and scholars.

Peasant farmers came next. Their production of food was considered vital to the existence of the empire. Artisans and merchants were below them.

Near the bottom were the soldiers, who guarded the empire's frontiers. At the bottom were enslaved persons, who were usually conquered peoples.

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

**INTERNET ACTIVITY** Go online to create a photo exhibit on Chinese society today. Include pictures of people from various walks of life.





and prosperity. If he failed, the heavens showed their displeasure with earthquakes, floods, and famines. However, the emperor did not rule alone.

**Structures of Han Government** The Chinese emperor relied on a complex bureaucracy to help him rule. Running the bureaucracy and maintaining the imperial army were expensive. To raise money, the government levied taxes. Like the farmers in India, Chinese peasants owed part of their yearly crops to the government. Merchants also paid taxes.

Besides taxes, the peasants owed the government a month's worth of labor or military service every year. With this source of labor, the Han emperors built roads and dug canals and irrigation ditches. The emperors also filled the ranks of China's vast armies and expanded the Great Wall, which stretched across the northern frontier.

**Confucianism, the Road to Success** Wudi's government employed more than 130,000 people. The bureaucracy included 18 different ranks of **civil service** jobs, which were government jobs that civilians obtained by taking examinations. At times, Chinese emperors rewarded loyal followers with government posts. However, another way to fill government posts evolved under the Han. This method involved testing applicants' knowledge of Confucianism—the teachings of Confucius, who had lived 400 years before.

The early Han emperors had employed some Confucian scholars as court advisers, but it was Wudi who began actively to favor them. Confucius had taught that gentlemen should practice “reverence [respect], generosity, truthfulness, diligence [industriousness], and kindness.” Because these were exactly the qualities he wanted his government officials to have, Wudi set up a school where hopeful job applicants from all over China could come to study Confucius's works. **A**

After their studies, job applicants took formal examinations in history, law, literature, and Confucianism. In theory, anyone could take the exams. In practice, few peasants could afford to educate their sons. So only sons of wealthy landowners had a chance at a government career. In spite of this flaw, the civil service system begun by Wudi worked so efficiently that it continued in China until 1912.

## Han Technology, Commerce, and Culture

The 400 years of Han rule saw not only improvements in education but also great advances in Chinese technology and culture. In addition, the centralized government began to exert more control over commerce and manufacturing.

**Technology Revolutionizes Chinese Life** Advances in technology influenced all aspects of Chinese life. Paper was invented in A.D. 105. Before that, books were usually written on silk. But paper was cheaper, so books became more readily available. This helped spread education in China. The invention of paper also affected Chinese government. Formerly, all government documents had been recorded on strips of wood. Paper was much more convenient to use for record keeping, so Chinese bureaucracy expanded.

Another technological advance was the collar harness for horses. This invention allowed horses to pull much heavier loads than did the harness being used in Europe at the time.

### MAIN IDEA

#### Making Inferences

**A** Why would Wudi want his officials to have qualities such as diligence?

### Vocabulary

*Commerce* is the buying and selling of goods.

### Global Impact



#### Papermaking

People in ancient China wrote on pottery, bones, stone, silk, wood, and bamboo. Then, about 2,000 or more years ago, the Chinese invented paper. They began to use plants, such as hemp, to make thin paper. In A.D. 105, Ts'ai Lun, a Han official, produced a stronger paper by mixing mulberry bark and old rags with hemp fiber.

The art of papermaking slowly spread to the rest of the world. First, it moved east to Korea and Japan. Then, it spread westward to the Arab world in the 700s, and from there to Europe.

The Chinese perfected a plow that was more efficient because it had two blades. They also improved iron tools, invented the wheelbarrow, and began to use water mills to grind grain. **B**

**Agriculture Versus Commerce** During the Han Dynasty, the population of China swelled to 60 million. Because there were so many people to feed, Confucian scholars and ordinary Chinese people considered agriculture the most important and honored occupation. An imperial edict written in 167 B.C. stated this philosophy quite plainly:

#### PRIMARY SOURCE

Agriculture is the foundation of the world. No duty is greater. Now if [anyone] personally follows this pursuit diligently, he has yet [to pay] the impositions of the land tax and tax on produce. . . . Let there be abolished the land tax and the tax on produce levied upon the cultivated fields.

**BAN GU** and **BAN ZHAO** in *History of the Former Han Dynasty*

Although the same decree dismissed commerce as the least important occupation, manufacturing and commerce were actually very important to the Han Empire. The government established monopolies on the mining of salt, the forging of iron, the minting of coins, and the brewing of alcohol. A **monopoly** occurs when a group has exclusive control over the production and distribution of certain goods.

For a time, the government also ran huge silk mills—competing with private silk weavers in making this luxurious cloth. As contact with people from other lands increased, the Chinese realized how valuable their silk was as an item of trade.

#### MAIN IDEA

#### Making Inferences

**B** Which of these inventions helped to feed China's huge population?

## Global Impact: Trade Networks

hmhsocialstudies.com INTERACTIVE MAP

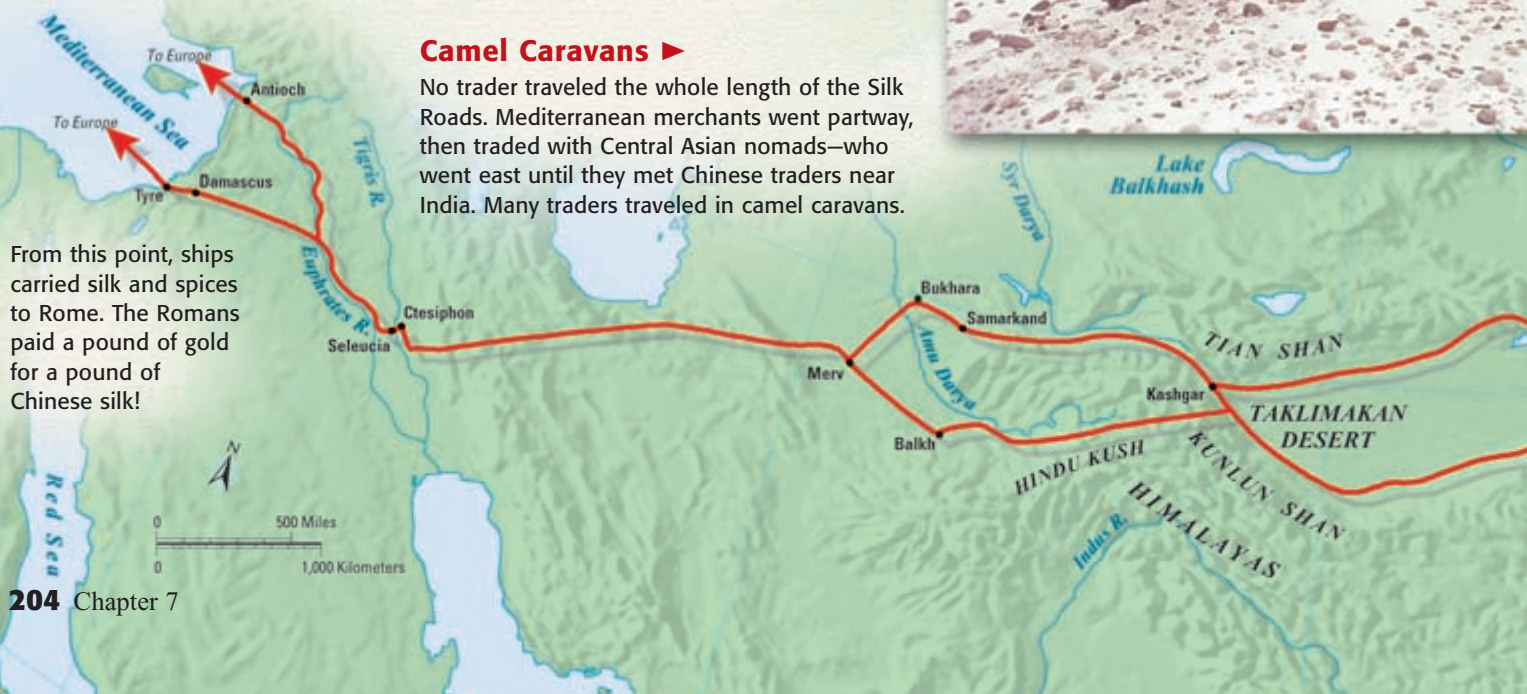
### Silk Roads

Why would anyone struggle over mountains and across deserts to buy fabric? Ancient peoples valued silk because it was strong, lightweight, and beautiful. Traders made fortunes carrying Chinese silk to the West. Because of this, the caravan trails that crossed Asia were called Silk Roads, even though many other valuable trade goods were also carried along these routes. The Silk Roads also encouraged cultural diffusion.

#### Camel Caravans ►

No trader traveled the whole length of the Silk Roads. Mediterranean merchants went partway, then traded with Central Asian nomads—who went east until they met Chinese traders near India. Many traders traveled in camel caravans.

From this point, ships carried silk and spices to Rome. The Romans paid a pound of gold for a pound of Chinese silk!





Because of this, the techniques of silk production became a closely guarded state secret. Spurred by the worldwide demand for silk, Chinese commerce expanded along the Silk Roads to most of Asia and, through India, all the way to Rome.

## The Han Unifies Chinese Culture

As the Han empire expanded its trade networks, the Chinese began to learn about the foods and fashions common in foreign lands. Similarly, expanding the empire through conquest brought people of different cultures under Chinese rule.

**Unification Under Chinese Rule** To unify the empire, the Chinese government encouraged **assimilation**, the process of making conquered peoples part of Chinese culture. To promote assimilation, the government sent Chinese farmers to settle newly colonized areas. It also encouraged them to intermarry with local peoples. Government officials set up schools to train local people in the Confucian philosophy and then appointed local scholars to government posts.

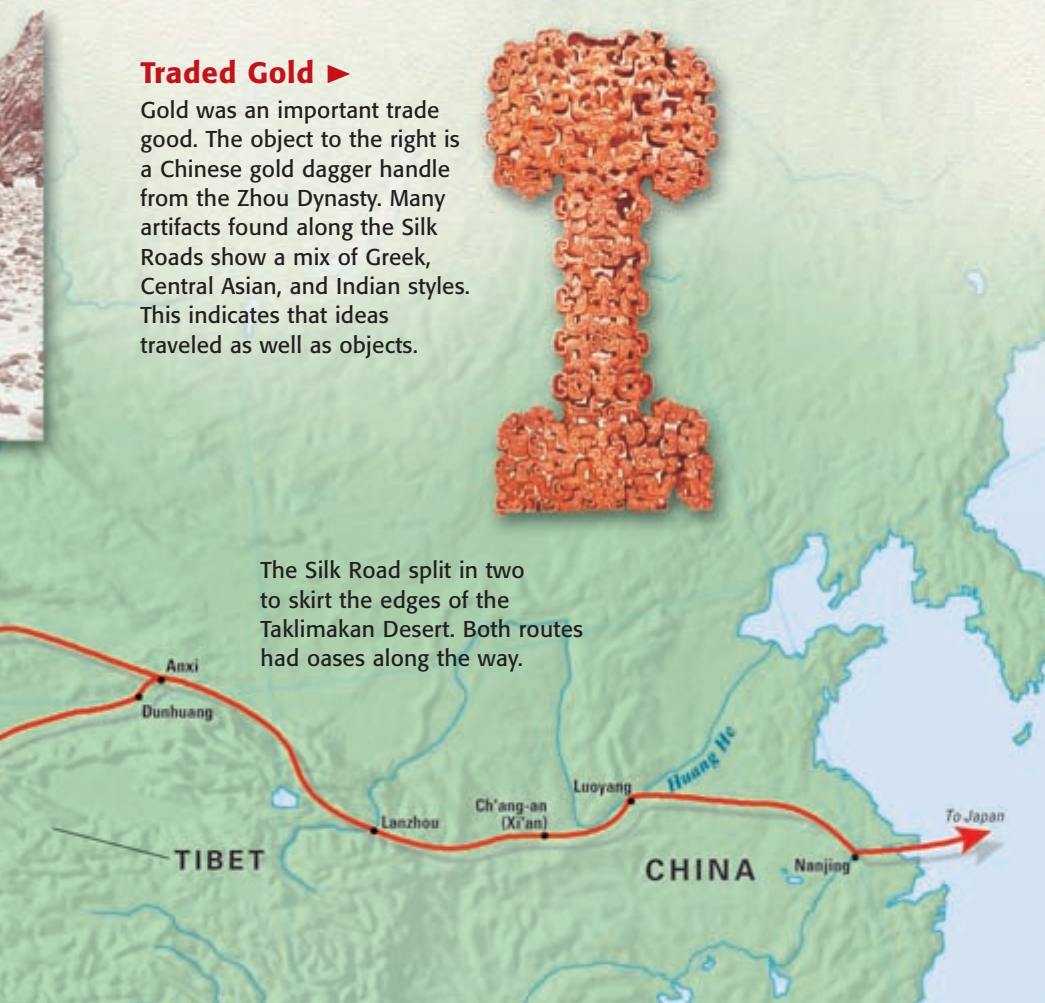
Several writers also helped to unify Chinese culture by recording China's history. Sima Qian (SU•MAH chee•YEHN), who lived from 145 to 85 B.C., is called the Grand Historian for his work in compiling a history of China from the ancient dynasties to Wudi. To write accurately, Sima Qian visited historical sites, interviewed eyewitnesses, researched official records, and examined artifacts. His book is called *Records of the Grand Historian*. Another famous book was the *History of the Former Han Dynasty*. Ban Biao (BAHN bee•OW), who lived from A.D. 3 to 54, started the project. After his death, his son Ban Gu (bahn goo) and later his daughter Ban Zhao

### Traded Gold ►

Gold was an important trade good. The object to the right is a Chinese gold dagger handle from the Zhou Dynasty. Many artifacts found along the Silk Roads show a mix of Greek, Central Asian, and Indian styles. This indicates that ideas traveled as well as objects.



The Silk Road split in two to skirt the edges of the Taklimakan Desert. Both routes had oases along the way.



### Connect to Today

**1. Hypothesizing** How might patterns of trade and cultural diffusion have differed if Rome, not China, had learned the secret of making silk?

 See Skillbuilder Handbook, Page R11.

**2. Comparing** What are China's top three exports today, and which countries buy those products?

(bahn jow) worked on it. Ban Zhao also wrote a guide called *Lessons for Women*, which called upon women to be humble and obedient but also industrious.

**Women’s Roles—Wives, Nuns, and Scholars** Although Ban Zhao gained fame as a historian, most women during the Han Dynasty led quiet lives at home. Confucian teachings had dictated that women were to devote themselves to their families. However, women made important contributions to their family’s economic life through duties in the home and work in the fields of the family farm.

Some upper-class women lived much different lives. As explained earlier, a few empresses wielded great power. Daoist—and later, Buddhist—nuns were able to gain an education and lead lives apart from their families. Women in aristocratic and land-owning families also sometimes pursued education and culture. Some women ran small shops; still others practiced medicine.

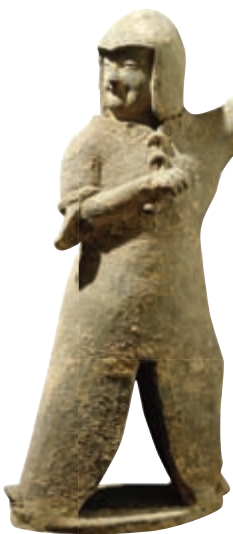
## The Fall of the Han and Their Return

In spite of economic and cultural advances, the Han emperors faced grave problems. One of the main problems was an economic imbalance caused by customs that allowed the rich to gain more wealth at the expense of the poor.

**The Rich Take Advantage of the Poor** According to custom, a family’s land was divided equally among all of the father’s male heirs. Unless a farmer could afford to buy more land during his lifetime, each generation inherited smaller plots. With such small plots of land, farmers had a hard time raising enough food to sell or even to feed the family. Because of this, small farmers often went into debt and had to borrow money from large landowners, who charged very high interest rates. If the farmer couldn’t pay back the debt, the landowner took possession of the farmer’s land.

Large landowners were not required to pay taxes, so when their land holdings increased, the amount of land that was left for the government to tax decreased. With less money coming in, the government pressed harder to collect money from the small farmers. As a result, the gap between rich and poor increased.

**Wang Mang Overthrows the Han** During this time of economic change, political instability grew. At the palace, court advisers, palace servants, and rival influential families wove complex plots to influence the emperor’s choice of who would



▲ Chinese warrior

Comparing Two Great Empires: Han China and Rome	
Han Dynasty—202 B.C. to A.D. 220	Roman Empire—27 B.C. to A.D. 476
Empire replaced rival kingdoms	Empire replaced republic
Centralized, bureaucratic government	Centralized, bureaucratic government
Built roads and defensive walls	Built roads and defensive walls
Conquered many diverse peoples in regions bordering China	Conquered many diverse peoples in regions of three continents
At its height—area of 1.5 million square miles and a population of 60 million	At its height—area of 3.4 million square miles and a population of 55 million
Chinese became common written language throughout empire	Latin did not replace other written languages in empire
Ongoing conflict with nomads	Ongoing conflict with nomads
Empire fell apart; restored by Tang Dynasty in 618	Empire fell apart; never restored



▲ Roman soldier

### SKILLBUILDER: Interpreting Charts

- Drawing Conclusions** How long did each empire last? When did they both exist?
- Comparing and Contrasting** How were Han China and the Roman Empire similar? Different?



succeed him as ruler. From about 32 B.C. until A.D. 9, one inexperienced emperor replaced another. Chaos reigned in the palace, and with peasant revolts, unrest spread across the land as well.

Finally, Wang Mang (wahng mahng), a Confucian scholar and member of the court, decided that a strong ruler was needed to restore order. For six years, he had been acting as regent for the infant who had been crowned emperor. In A.D. 9, Wang Mang took the imperial title for himself and overthrew the Han, thus ending the Former Han, the first half of the Han Dynasty.

Wang Mang tried to bring the country under control. He minted new money to relieve the treasury's shortage and set up public granaries to help feed China's poor. Wang Mang also took away large landholdings from the rich and planned to redistribute the land to farmers who had lost their land. But this plan angered powerful landholders. Wang Mang's larger supply of money disrupted the economy, because it allowed people to increase their spending, which encouraged merchants to raise prices.

Then, in A.D. 11, a great flood left thousands dead and millions homeless. The public granaries did not hold enough to feed the displaced, starving people. Huge peasant revolts rocked the land. The wealthy, opposed to Wang Mang's land policies, joined in the rebellion. The rebels assassinated Wang Mang in A.D. 23. Within two years, a member of the old imperial family took the throne and began the second period of Han rule—called the Later Han.

**The Later Han Years** With peace restored to China, the first decades of the Later Han Dynasty were quite prosperous. The government sent soldiers and merchants westward to regain control of posts along the Silk Roads. But this expansion could not make up for social, political, and economic weaknesses within the empire itself. Within a century, China suffered from the same economic imbalances, political intrigues, and social unrest that had toppled the Former Han. By 220, the Later Han Dynasty had disintegrated into three rival kingdoms.

In the next chapter, you will learn about the early civilizations and kingdoms that developed in Africa.



▲ Silk was the trade good that linked the Han and Roman empires. This fragment of silk was found along the Silk Roads.

#### Vocabulary

A *regent* is a person who rules temporarily while a monarch is too young.

#### MAIN IDEA

#### Recognizing Effects

How did Wang Mang's policies help cause his own downfall?

#### SECTION

### 3

#### ASSESSMENT

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

- Han Dynasty
- centralized government
- civil service
- monopoly
- assimilation

#### USING YOUR NOTES

2. What was the most lasting development of the Han Empire? Explain.

*Han China*  
I. The Han Restore Unity to China  
A.  
B.  
C.  
II. A Highly Structured Society  
III. Han Technology, Commerce, and Culture

#### MAIN IDEAS

- How did Wudi encourage learning?
- What role did women play in Han society?
- How did the Han Chinese attempt to assimilate conquered peoples?

#### CRITICAL THINKING & WRITING

- IDENTIFYING PROBLEMS** What problem do you think was most responsible for weakening the Han Dynasty? Explain.
- ANALYZING CAUSES** How important were Confucian teachings in the lives of people of the Han Empire? Provide details to support your answer.
- DRAWING CONCLUSIONS** Why was agriculture considered the most important and honored occupation in Han China?
- WRITING ACTIVITY** **RELIGIOUS AND ETHICAL SYSTEMS** Review the five qualities Confucius said gentlemen should have. Write one **sentence** for each describing the action a government official could take to demonstrate the quality.

#### CONNECT TO TODAY CREATING AN ORGANIZATIONAL CHART

Research information about the current government of the People's Republic of China. Then create an **organizational chart** showing its structure.

# Chapter 7 Assessment

## VISUAL SUMMARY

### India and China Establish Empires

#### Mauryan Empire

- 321 B.C.** **Chandragupta Maurya** seized throne and began Mauryan Empire.
- 269 B.C.** **Asoka** began rule; conquered Kalinga; regretted slaughter and converted to Buddhism; sent out missionaries.
- 232 B.C.** **Asoka** died; empire started to break apart.
- 185 B.C.** Greeks invaded India, beginning five centuries of turmoil.

#### Han Dynasty

- 202 B.C.** **Liu Bang** started Han Dynasty; strengthened central government.
- 141 B.C.** **Wudi** began reign; conquered neighboring regions; started civil service.
- A.D. 9** **Wang Mang** temporarily overthrew the Han.
- 1st century A.D. Later Han rulers encouraged Silk Road trade with West.
- Chinese invented paper, collar harness, water mill.

#### Gupta Empire

- A.D. 320** **Chandra Gupta I** began empire.
- A.D. 375** **Chandra Gupta II** started reign. Indian art, literature, and dance flowered.
- A.D. 500** Indian astronomers realized Earth was round; mathematician calculated value of pi and length of solar year.
- Buddhism and Hinduism developed more popular forms.
- Trade spread Indian culture, Hinduism, and Buddhism.

## TERMS & NAMES

For each term or name below, briefly explain its connection to the empires in India and China between 321 B.C. and A.D. 550.

1. Mauryan Empire
2. Asoka
3. religious toleration
4. Gupta Empire
5. Kalidasa
6. Silk Roads
7. Han Dynasty
8. centralized government
9. civil service
10. assimilation

## MAIN IDEAS

### India's First Empires Section 1 (pages 189–192)

11. What were three significant accomplishments of the Mauryan rulers?
12. How did India change during the 500 years between the decline of the Mauryan Empire and the rise of the Gupta Empire?
13. How did the southern tip of India differ from the rest of India?

### Trade Spreads Indian Religions and Culture

Section 2 (pages 193–199)

14. How did changes in Buddhism influence art in India?
15. What advances in science and mathematics had been made in India by about 500?
16. What were the economic and cultural links between India and Southeast Asia?

### Han Emperors in China Section 3 (pages 200–207)

17. Why was Wudi one of China's most significant rulers? Explain.
18. Under the Chinese civil-service system, who could become government officials?
19. How did silk influence China's government, economy, and culture during the Han period?
20. How did economic problems lead to the decline of the Han?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a diagram like the one to the right, fill in the information comparing the Mauryan, Gupta, and Han empires.

Empire	Period of Influence	Key Leaders	Significant Achievements
Mauryan			
Gupta			
Han			

### 2. CONTRASTING

**RELIGIOUS AND ETHICAL SYSTEMS** Contrast Buddhism's influence on India's government with Confucianism's influence on China's government.

### 3. EVALUATING

**POWER AND AUTHORITY** Which of the three empires—the Mauryan, Gupta, or Han—was most successful? Explain and support your opinion.

### 4. DRAWING CONCLUSIONS

**CULTURAL INTERACTION** How significant were the Silk Roads to the economy of India? Defend your viewpoint with text references.

### 5. DEVELOPING HISTORICAL PERSPECTIVE

What was the importance of the Chinese invention of paper?



## STANDARDS-BASED ASSESSMENT

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

### PRIMARY SOURCE

Kalinga was conquered by his Sacred and Gracious Majesty when he had been consecrated eight years. 150,000 persons were thence carried away captive, 100,000 were slain, and many times that number died. . . . Thus arose his Sacred Majesty's remorse for having conquered the Kalingas, because the conquest of a country previously unconquered involves the slaughter, death, and carrying away captive of the people.

**ASOKA** in *A History of Modern India* by Percival Spear

1. Why was Asoka remorseful about the campaign against Kalinga?
  - A. His army was not victorious.
  - B. The battle took too long to fight.
  - C. Many people were killed or made captives.
  - D. He was not able to play a more active role in the battle.
2. What did the conquest of Kalinga cause Asoka to realize about the nature of war?
  - A. War leads to the deaths of innocent people.
  - B. War is the best means possible to expand an empire.
  - C. War cannot be avoided.
  - D. War is very expensive to fight.

Use the photograph of this 16-inch, bronze sculpture from Han China and your knowledge of world history to answer question 3.



3. What does this sculpture reveal about life in Han China?
  - A. that the Chinese invented the wheel
  - B. that the Chinese used chariots in warfare
  - C. that only privileged classes used this form of transportation
  - D. that the Chinese were skilled in the use of bronze

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For additional test practice, go online for:

- Diagnostic tests
- Strategies
- Tutorials

### Interact *with* History

On page 188, you looked at a situation in which a government hired people to spy on each other. Now that you have read the chapter, reevaluate your decision about being a spy. What do you think are the best methods for a government to use to control large numbers of people? Consider the methods used by Chandragupta, Asoka, and the Han emperors.

### FOCUS ON WRITING

Write a newspaper **editorial** either praising or criticizing Asoka and his methods of governing.

- In the first paragraph, introduce your opinion.
- In the middle paragraphs, give reasons and historical evidence to support your opinion.
- In the conclusion, restate your opinion in a forceful way.

### MULTIMEDIA ACTIVITY



#### Creating a Virtual Field Trip

Plan a two-week virtual field trip through China and India. Decide which cities you would visit from the Mauryan and Gupta empires in India and the Han Empire in China. Make sure also to include sites along the Silk Roads. Create an online or classroom presentation that includes the following:

- maps showing the route of your trip
- images of the major historic sites you would visit and why each site is historically significant
- images of the commercial goods and art objects you might see along the way

# African Civilizations,

## 1500 B.C.–A.D. 700

### Essential Question

How did ancient African cultures adapt to their harsh environments and establish powerful kingdoms?



### What You Will Learn

In this chapter you will learn how African civilizations adapted to various environments and spread cultural ideas.

#### SECTION 1 Diverse Societies in Africa

**Main Idea** African peoples developed diverse societies as they adapted to varied environments.

#### SECTION 2 Migration Case Study: Bantu-Speaking Peoples

**Main Idea** Relocation of large numbers of Bantu-speaking people brings cultural diffusion and change to southern Africa.

#### SECTION 3 The Kingdom of Aksum

**Main Idea** The kingdom of Aksum became an international trading power and adopted Christianity.

## Previewing Themes

**INTERACTION WITH ENVIRONMENT** The varied climates and natural resources of Africa offered opportunities for developing different lifestyles. By 500 B.C., the Nok people of West Africa had pioneered iron-making technology.

**Geography** Look at the location of ironworking sites on the map. What might explain why ironworking took place at these sites?

**CULTURAL INTERACTION** Massive migrations of Bantu-speaking people changed the culture of eastern and southern Africa. The migrating people brought new skills and ideas about society to people in the south and east.

**Geography** Study the time line and the map. Where did ironworking spread from Nok, and which group probably brought the skills?

**POWER AND AUTHORITY** The kingdom of Aksum became a major trading center for Indian Ocean and Arabian trade. It also became the center of Christianity in East Africa.

**Geography** Why was Aksum better suited for trade than Nok or Djenné-Djeno?

AFRICA

WORLD

1500s B.C.

Africans south of the Sahara live in scattered farming communities, as pastoralists or hunter-gatherers.

1500 B.C.



1200 B.C.

◀ Olmec culture rises in southern Mexico. (stone Olmec head)

1000 B.C.

751 B.C.

Kushite king, Pianki, conquers Memphis in Egypt.



461 B.C.

◀ Age of Pericles in Greece.





## Spread of Ironworking, 500 B.C. – A.D. 700



**500 B.C.**

Nok people make iron tools. (Nok sculpture) ▶



**250 B.C.**

Djenné-Djeno established in West Africa.

**A.D. 100s**

Bantu migrations under way.

**A.D. 320**

◀ King Ezana rules Aksum. (crown from Aksum)



**500 B.C.**

**A.D. 500**

**27 B.C.**

◀ Pax Romana begins. (Roman soldier statue)



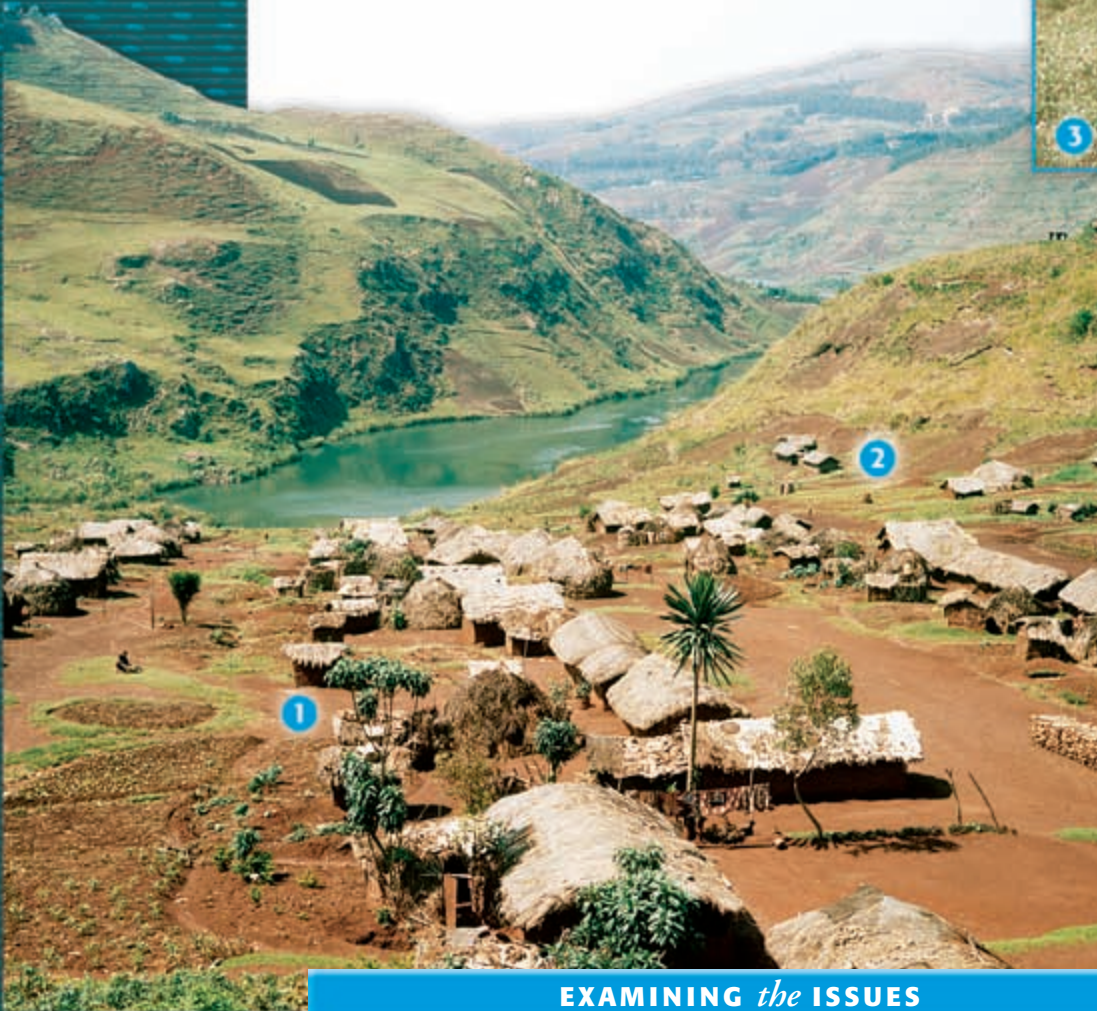
**A.D. 105**

Chinese invent paper.



# How can newcomers change a community?

The year is 100 B.C., and you've spent most of the day gathering berries. The hunters have brought back some small game to add to the simmering pot. Just then you see something out of the ordinary. A stranger is approaching. He is carrying a spear and leading cows—a type of animal that none of you has ever seen. Your first reaction is fear. But you are also curious. Who is he? What does he want? Where has he come from? The communal elders have similar concerns, yet they cautiously go forward to greet him.



1 The hunter-gatherer community is small and tightly knit. There is, however, room to accommodate newcomers.

2 Having traveled long distances, this stranger might have valuable survival skills to share.

3 His spears could indicate that he is a good hunter or that his group may be hostile invaders—or both.

### EXAMINING *the* ISSUES

- How might both native people and newcomers benefit from their interaction?
- How would such interaction change everyone involved?

Discuss these questions as a class. In your discussion, remember what you've learned about other peoples who dealt with foreigners, such as the Indo-European invaders of Asia and India. As you read about the early African civilizations in this chapter, notice how African peoples interacted with each other.



# Diverse Societies in Africa

## MAIN IDEA

**INTERACTION WITH ENVIRONMENT** African peoples developed diverse societies as they adapted to varied environments.

## WHY IT MATTERS NOW

Differences among modern societies are also based on people's interactions with their environments.

## TERMS & NAMES

- Sahara
- Sahel
- savanna
- animism
- griot
- Nok
- Djenné-Djeno

**SETTING THE STAGE** Africa spreads across the equator. It includes a broad range of Earth's environments—from steamy coastal plains to snow-capped mountain peaks. Some parts of Africa suffer from constant drought, while others receive over 200 inches of rain a year. Vegetation varies from sand dunes and rocky wastes to dense green rain forests. Interaction with the African environment has created unique cultures and societies. Each group found ways to adapt to the land and the resources it offers.

## A Land of Geographic Contrasts

Africa is the second largest continent in the world. It stretches 4,600 miles from east to west and 5,000 miles from north to south. With a total of 11.7 million square miles, it occupies about one-fifth of Earth's land surface. Narrow coastlines (50 to 100 miles) lie on either side of a central plateau. Waterfalls and rapids often form as rivers drop down to the coast from the plateau, making navigation impossible to or from the coast. Africa's coastline has few harbors, ports, or inlets. Because of this, the coastline is actually shorter than that of Europe, a land one-third Africa's size.

**Challenging Environments** Each African environment offers its own challenges. The deserts are largely unsuitable for human life and also hamper people's movement to more welcoming climates. The largest deserts are the [Sahara](#) in the north and the Kalahari (kahl•uh•HAHR•ee) in the south.

Stretching from the Atlantic Ocean to the Red Sea, the Sahara covers an area roughly the size of the United States. Only a small part of the Sahara consists of sand dunes. The rest is mostly a flat, gray wasteland of scattered rocks and gravel. Each year the desert takes over more and more of the land at the southern edge of the Sahara Desert, the [Sahel](#) (suh•HAYL).

Another very different—but also partly uninhabitable—African environment is the rain forest. Sometimes called “nature's greenhouse,” it produces mahogany and teak trees up to 150 feet tall. Their leaves and branches form a dense canopy that keeps sunlight from reaching the forest floor. The tsetse (TSET•see) fly is found in the rain forest. Its presence prevented Africans from using cattle, donkeys, and horses to farm near the rain forests. This deadly insect also prevented invaders—especially Europeans—from colonizing fly-infested territories.



Use the graphic organizer online to take notes on the section's ideas and details about Africa.



# Vegetation Regions of Africa

1 The deadliest creature lurking in rain forests is a small fly called the tsetse fly. Tsetse flies carry a disease that is deadly to livestock and can cause fatal sleeping sickness in humans.



2 Sahel means "coastline" in Arabic. African people may have named it this because the Sahara seemed like a vast ocean of sand.

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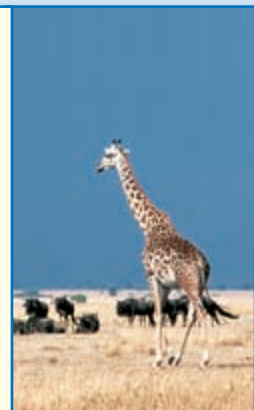
## INTERACTIVE MAP

Explore the varied environments of Africa.

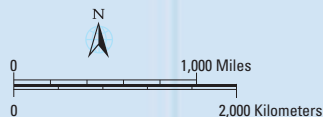
4 The dense trees and lack of edible vegetation in the humid rain forest make it an unwelcoming environment for most people.



3 The savannas are home to herds of animals such as giraffes, wildebeest, and antelope. They also support grain crops of millet, wheat, and maize (corn).



0° Equator



40°W

## GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Place** About what percent of Africa is desert? savanna?
2. **Region** If you were to fold a map of Africa in half along the equator, what do you notice about the similar vegetation zones above and below the fold?



**Welcoming Lands** The northern coast and the southern tip of Africa have welcoming Mediterranean-type climates and fertile soil. Because these coastal areas are so fertile, they are densely populated with farmers and herders.

Most people in Africa live on the **savannas**, or grassy plains. Africa's savannas are not just endless plains. They include mountainous highlands and swampy tropical stretches. Covered with tall grasses and dotted with trees, the savannas cover over 40 percent of the continent. Dry seasons alternate with rainy seasons—often, two of each a year. Unfortunately, the topsoil throughout Africa is thin, and heavy rains strip away minerals. In most years, however, the savannas support abundant agricultural production.

## Early Humans Adapt to Their Environments

The first humans appeared in the Great Rift Valley, a deep gash in Earth's crust that runs through the floor of the Red Sea and across eastern Africa. As you learned earlier, people moved outward from this area in the world's first migration. They developed technologies that helped them survive in—and then alter—their surroundings.

**Nomadic Lifestyle** Africa's earliest peoples were nomadic hunter-gatherers. Today, some of the San of the Kalahari Desert and the BaMbuti (bah•uhm•BOO•tee) of the rain forests of Congo are still hunter-gatherers. The San, for example, travel in small bands of a few related families. The men hunt with spears and bows and arrows, and the women and children gather roots and berries.

Other early Africans eventually learned to domesticate and raise a variety of animals for food. Called herders, or pastoralists, these people kept cattle, goats, or sheep. They were nomads who drove their animals to find water and good pastures for grazing during the dry season. Millions of modern Africans are pastoral herders as well. The Masai (mah•SEYE) of Tanzania and southern Kenya, for example, still measure their wealth by the size of their herds. **A**

**Transition to a Settled Lifestyle** Experts believe that agriculture in Africa probably began by 6000 B.C. Between 8000 and 6000 B.C., the Sahara received increased rainfall and turned into a savanna. But about 6000 B.C., the Sahara began to dry up again. To survive, many early farmers moved east into the Nile Valley and south into West Africa. Some settled on the savannas, which had the best agricultural land. Grain grew well in the savannas. In addition to growing grain, Africans began to raise cattle. In areas where the tsetse fly was found, it was not possible to keep cattle. However, south and east of the rain forests, cattle raising became an important part of agricultural life. Other Africans learned to farm in the rain forest, where they planted root crops, such as yams, that needed little sun.

Agriculture drastically changed the way Africans lived. Growing their own food enabled them to build permanent shelters in one location. Settlements expanded because reliable food supplies led to longer, healthier lives and an increased birthrate. The increased food supply also freed

### MAIN IDEA

#### Making Inferences

**A** Why might Africans continue living in a nomadic lifestyle?



### Collecting Water

Finding and collecting water traditionally has been the job of women, whether they have a settled lifestyle or a nomadic one.

Each day they set out to find clean water for their families. Drought in Africa, which has lasted for many years, has increased the difficulty of finding clean water. In the past, it was estimated that women spent about nine minutes a day collecting water. In 2003, that time increased to 21 minutes, and women had to walk as far as six miles (about 10 kilometers) to find the water.

Obtaining clean water will continue to be a challenging daily task, even for people who have made the transition to a settled lifestyle on small plots of land.



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**INTERNET ACTIVITY** Go online to create a photographic report outlining Africa's clean water problems and solutions.



▲ This rock painting in northwestern Africa shows a line of calves tied to a rope in a pastoralist camp.

some members of the community to practice activities such as working metal, making pottery, and crafting jewelry.

These increasingly complex settlements of people required more organization than smaller communities. Various types of governing bodies developed to fill this need. Some governments consisted of a village chief and a council of the leaders of individual family groups. As strong groups moved to extend their land and conquered weaker settlements, they centralized their power and their governments. Some of these societies eventually developed into great kingdoms.

## Early Societies in Africa

The societies south of the Sahara—like all human cultures—shared common elements. One of these elements was the importance of the basic social unit, the family. Besides parents and children, this primary group often included grandparents, aunts, uncles, and cousins in an extended family. Families that shared common ancestors sometimes formed groups known as clans.

**Local Religions** African peoples organized themselves into family groups. They also developed belief systems that helped them understand and organize information about their world. Nearly all of these local religions involved a belief in one creator, or god. They generally also included elements of **animism**, a religion in which spirits play an important role in regulating daily life. Animists believe that spirits are present in animals, plants, and other natural forces, and also take the form of the souls of their ancestors.

**Keeping a History** Few African societies had written languages. Instead, storytellers shared orally the history and literature of a culture. In West Africa, for example, these storytellers, or **griots** (gree•OHZ), kept this history alive, passing it from parent to child:

### PRIMARY SOURCE **B**

I am a griot . . . master in the art of eloquence. . . . We are vessels of speech, we are the repositories [storehouses] which harbor secrets many centuries old. . . . Without us the names of kings would vanish. . . . We are the memory of mankind; by the spoken word we bring to life the deeds . . . of kings for younger generations. . . . For the world is old, but the future springs from the past.

DJELI MAMOUDOU KOUYATE, from *Sundiata, an Epic of Old Mali*

### MAIN IDEA

#### Analyzing Primary Sources

**B** Why were griots important to African societies?



**Vocabulary**

*desertification*: the steady process of drying of the soil

Recent discoveries in West Africa have proved how old and extensive the history of this part of Africa is. Archaeologists believe that early peoples from the north moved into West Africa as desertification forced them south to find better farmland. Discoveries in the areas of modern Mali and Nigeria reveal that West Africans developed advanced societies and cities long before outsiders came to the continent.

## West African Iron Age

Archaeologists' main source of information about early West African cultures has been from artifacts such as pottery, charcoal, and slag—a waste product of iron smelting. By dating these artifacts, scientists can piece together a picture of life in West Africa as early as 500 B.C.

Unlike cultures to the north, the peoples of Africa south of the Sahara seem to have skipped the Copper and Bronze Ages and moved directly into the Iron Age. Evidence of iron production dating to around 500 B.C. has been found in the area just north of the Niger and Benue rivers. The ability to smelt iron was a major technological achievement of the ancient Nok of sub-Saharan Africa.

**The Nok Culture** West Africa's earliest known culture was that of the **Nok** (nahk) people. They lived in what is now Nigeria between 500 B.C. and A.D. 200. Their name came from the village where the first artifacts from their culture were discovered. Nok artifacts have been found in an area stretching for 300 miles between the Niger and Benue rivers. They were the first West African people known to smelt iron. The iron was fashioned into tools for farming and weapons for hunting. Some of the tools and weapons made their way into overland trade routes.

### > Analyzing Art

#### Nok Sculpture

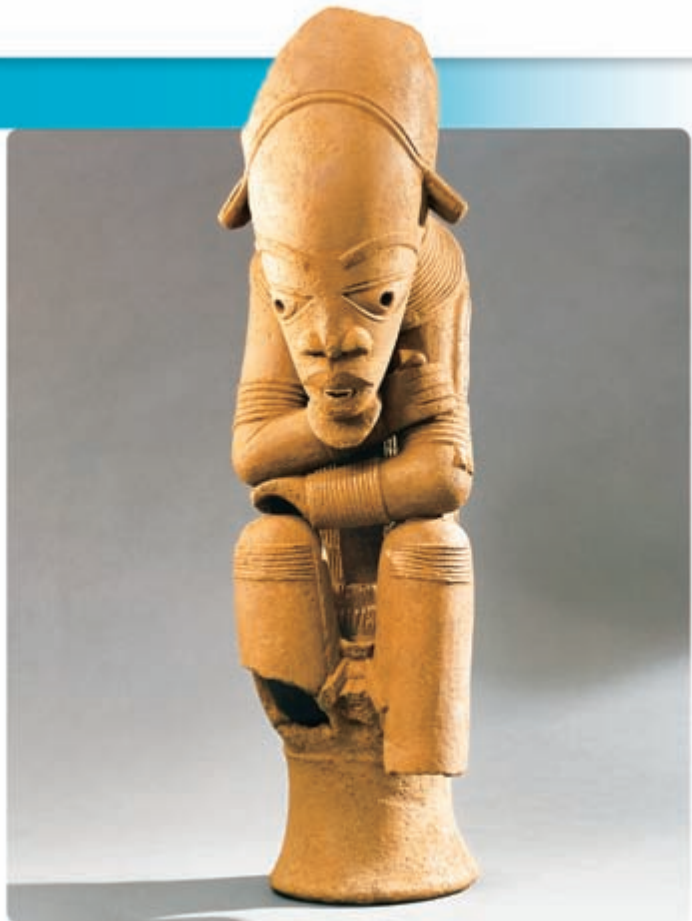
Nok artifacts show evidence of a sophisticated culture. Their sculptures are made of terra cotta, a reddish-brown baked clay. Sculptures include animals as well as people. This Nok figure features a classical look called “elongated” style.

Most Nok figurines have these characteristics:

- distinctive features such as bulging eyes, flaring nostrils, and protruding lips
- an elongated style, especially used for the head
- the hand or chin on the knee in some figures
- hairstyle still common in Nigeria

#### **SKILLBUILDER: Interpreting Visual Sources**

**Formulating Historical Questions** *What questions would you ask if you could speak with the creator of this sculpture?*



## African Ironworking

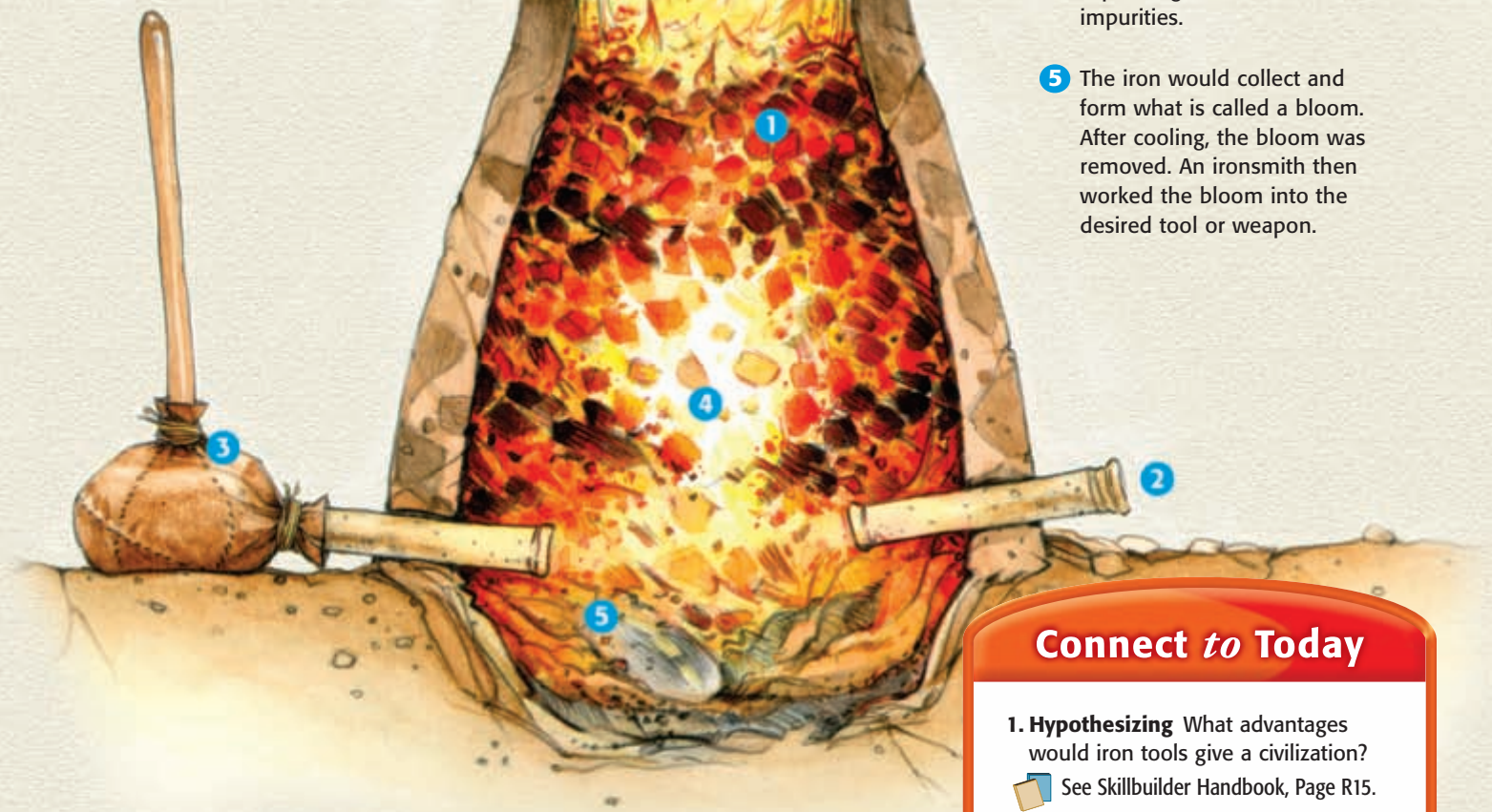
Refining metal was an important technological advance in every civilization. Africa was no exception. Iron tools were stronger than copper or bronze tools, so iron tools and the technology to produce them were very valuable.

Producing iron began by mining the iron ore. The iron itself was bound up with other minerals in rocks. The trick was separating the iron from the unwanted minerals. That was the function of the furnace shown below. This process is known as smelting.


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

- 1 Layers of iron ore were alternated with layers of charcoal fuel inside the furnace. Temperatures inside the furnace would reach about 2000° F.
- 2 A tuyère (twee-YAIR) was a clay pipe that allowed air to flow through the furnace.
- 3 The bellows—usually made out of an animal skin with a wooden plunger attached—increased air flow in the furnace, thus raising the temperature.
- 4 The intense heat would cause a chemical reaction, separating the iron from the impurities.
- 5 The iron would collect and form what is called a bloom. After cooling, the bloom was removed. An ironsmith then worked the bloom into the desired tool or weapon.



### Connect to Today

1. **Hypothesizing** What advantages would iron tools give a civilization?  
 See Skillbuilder Handbook, Page R15.
2. **Comparing and Contrasting** Use the Internet to research the history of modern ironworking techniques. What improvements have been made, and how do they benefit our life today?



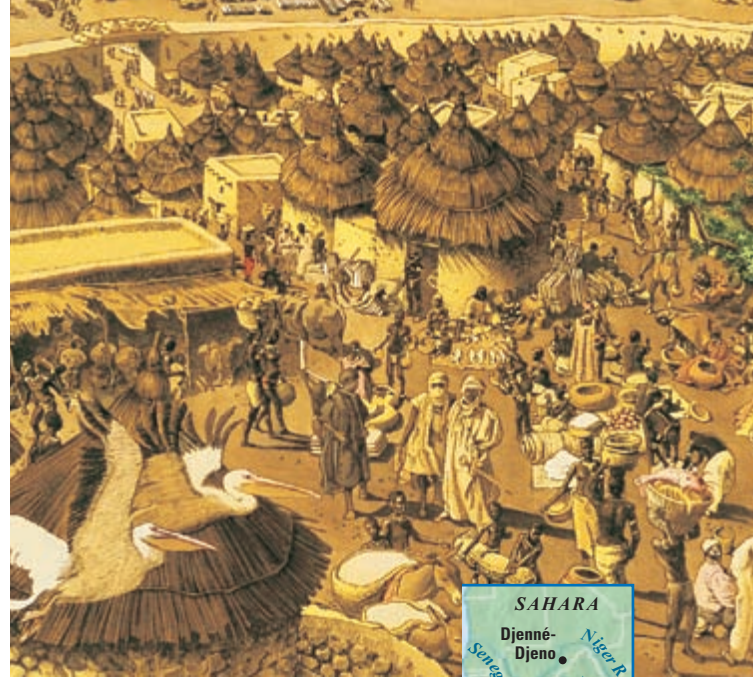
**Djenné-Djeno** In the region south of the Sahel, most Africans lived in small villages. However, cities began to develop sometime between 600 B.C. and 200 B.C. Usually they were in areas along rivers or at an oasis. One of these cities was Djenné-Djeno.

**Djenné-Djeno** (jeh•NAY jeh•NOH), or ancient Djenné, was uncovered by archaeologists in 1977. Djenné-Djeno is located on a tributary of the Niger River in West Africa. There, scientists discovered hundreds of thousands of artifacts. These objects included pottery, copper hair ornaments, clay toys, glass beads, stone bracelets, and iron knives.

The oldest objects found there dated from 250 B.C., making Djenné-Djeno the oldest known city in Africa south of the Sahara. The city was abandoned sometime after A.D. 1400.

At its height, Djenné-Djeno had some 50,000 residents. They lived in round reed huts plastered with mud. Later, they built enclosed houses made of mud bricks. They fished in the Niger River, herded cattle, and raised rice on the river's fertile floodplains. By the third century B.C., they had learned how to smelt iron. They exchanged their rice, fish, and pottery for copper, gold, and salt from other peoples who lived along the river. Djenné-Djeno became a bustling trading center linked to other towns not only by the Niger, but also by overland camel routes.

The early inhabitants of West Africa were developing cities, cultures, and technologies that would make their mark on history. Meanwhile, other groups in West Africa were beginning to make an historic move out of West Africa. The Bantu-speaking people would take their culture and ironworking techniques with them to parts of eastern and southern Africa.



▲ A modern artist, Charles Santore, has pictured life in Djenné-Djeno around A.D. 1000.

#### MAIN IDEA

##### Comparing-

● In what ways were the cultures of Djenné-Djeno and the Nok alike?

#### SECTION

### 1

#### ASSESSMENT

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

- Sahara
- Sahel
- savanna
- animism
- griot
- Nok
- Djenné-Djeno

#### USING YOUR NOTES

2. How were history and culture preserved in African societies?

*Africa*

*I. A Land of Geographic Contrasts*

*A.*  
*B.*

*II. Early Humans Adapt to Their Environments*

#### MAIN IDEAS

3. What are four general vegetation types found in Africa?
4. What is the main source of information about early African cultures?
5. How is the African Iron Age different from that in other regions?

#### CRITICAL THINKING & WRITING

6. **ANALYZING CAUSES** Why did diverse cultures develop in Africa?
7. **RECOGNIZING EFFECTS** How did agriculture change the way Africans lived?
8. **DRAWING CONCLUSIONS** What evidence shows that Djenné-Djeno was a major trading city in West Africa?
9. **WRITING ACTIVITY** **INTERACTION WITH ENVIRONMENT**  
Choose one of the climate or vegetation zones of Africa. Write a **poem** from the perspective of a person living in the zone and interacting with the environment.

#### CONNECT TO TODAY CREATING A MAP

Create a three-dimensional **map** of Africa that illustrates both vegetation zones and geographic features. Use your map to demonstrate the geographic challenges to people living on the continent.

# Migration

## CASE STUDY: Bantu-Speaking Peoples

### MAIN IDEA

#### CULTURAL INTERACTION

Relocation of large numbers of Bantu-speaking people brings cultural diffusion and change to southern Africa.

### WHY IT MATTERS NOW

Migration continues to shape the modern world.

### TERMS & NAMES

- migration
- push-pull factors
- Bantu-speaking peoples

**SETTING THE STAGE** Human history is a constantly recurring set of movement, collision, settlement, and more movement. Throughout history, people have chosen to uproot themselves and move to explore their world. Sometimes they migrate in search of new opportunities. Other times, migration is a desperate attempt to find a place to survive or to live in peace.

## People on the Move

As an important pattern in human culture, migrations have influenced world history from its outset. **Migration** is a permanent move from one country or region to another.

**Causes of Migration** Aside from the general human desire for change, the causes of migrations fall into three categories: environmental, economic, and political. In the early history of human life, environmental factors were most likely the strongest. Later, economic and political causes played a greater role. For example, in the 15th century, the Ottomans' drive for power pushed them to move all over the ancient world to create a massive empire. As the world became more industrialized, more people moved to cities where work in factories was available. Elsewhere, religious or ethnic persecution supported by governments often drove groups of people to flee in order to survive. Seventeenth-century European settlers were pulled to America by the hope of religious tolerance, land for farming, or better economic conditions.

When looking at migration, historians and geographers speak of **push-pull factors**. These factors can either push people out of an area or pull them into an area. An example of an environmental pull factor might be abundant land that attracts people. On the other hand, the depletion of natural resources forces people away from a location—a push factor. Employment or the lack of it is an economic push or pull factor. Political conditions such as freedom or persecution can encourage people to move or to stay where they are. Urbanization also causes migration because job opportunities and other

▼ A mask of the Kuba, a Bantu-speaking people, from Congo and Zaire



Use the graphic organizer online to take notes on the causes and effects of specific events related to Bantu migration.



Migration: Push-Pull Factors		
Push Examples	Migration Factors	Pull Examples
Climate changes, exhausted resources, earthquakes, volcanoes, drought/famine	Environmental	Abundant land, new resources, good climate
Unemployment, slavery	Economic	Employment opportunities
Religious, ethnic, or political persecution, war	Political	Political and/or religious freedom
<b>SKILLBUILDER: Interpreting Charts</b> <b>1. Developing Historical Perspective</b> Are environmental factors still a cause of migration in the modern world? Explain. <b>2. Analyzing Causes</b> Which cause do you think is most important in modern migrations? Why?		

benefits attract people. The chart above shows how causes of migration are related to push-pull factors.

**Effects of Migration** Life in a newly populated area changes because of the influx of new people. The results of migration may be positive or negative.

- Redistribution of the population may change population density.
- Cultural blending of languages or ways of life may occur.
- Ideas and technologies may be shared.
- People's quality of life may be improved as a result of moving.
- Clashes between groups may create unrest, persecution, or even war.
- Environmental conditions may change, causing famine or depleted natural resources.
- Employment opportunities may dry up, creating unemployment and poverty.

Migration changes the lives of those who migrate and also of the people in communities where they settle. Both groups may need to make adjustments in the way they live. Some adjustments may be relatively easy to make. For example, more advanced technology may improve living conditions. Other adjustments may be more difficult and may occur over a longer period of time. One of these adjustments may include language. **A**

**Tracing Migration Through Language** One way experts can trace the patterns of movement of people over time is by studying the spread of languages. People bring their languages with them when they move to new places. And languages, like the people who speak them, are living things that evolve and change in predictable ways. If two languages have similar words for a particular object or idea, for example, it is likely that the people who spoke those languages probably had close contact at one time.

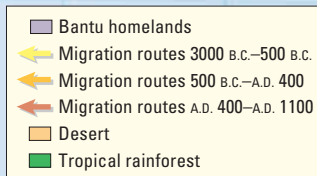
Experts have studied languages in Africa. One group of African languages, the Niger-Congo, includes over 900 individual languages. A family of languages in this group developed from a single parent tongue, Proto-Bantu. Many anthropologists believe that the language spread across Africa as a result of migration. Today in Africa, Bantu speakers live in a region from south of the Sahara to the tip of Africa. A Bantu language is the first language of nearly one-third of all Africans.

#### MAIN IDEA

#### Forming Opinions

**A** Which of the effects of migration do you think are most negative? Explain.

## Bantu Migrations, 3000 B.C.–A.D. 1100



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Human-Environment Interaction** What geographic features did the Bantu speakers encounter in the course of their migrations?
- Movement** Why didn't the Bantu speakers migrate northward?

### CASE STUDY: Bantu-speaking Peoples

## Massive Migrations

Early Africans made some of the greatest migrations in history. When the migrations were over they or their descendants populated the southern third of the continent. Starting in the first few centuries A.D. and continuing over 1,500 years, small groups moved southward throughout Africa, spreading their language and culture. Historians refer to these people as the **Bantu-speaking peoples**. (The word Bantu itself means “the people.”) The Bantu-speaking peoples originally lived in the savanna south of the Sahara, in the area that is now southeastern Nigeria.

**Migration Begins** Bantu speakers were not one people, but rather a group of peoples who shared certain cultural characteristics. They were farmers and nomadic herders who developed and passed along the skill of ironworking. Many experts believe they were related to the Nok peoples.

Beginning at least 2,000 years ago or earlier, small groups of Bantu speakers began moving to the south and east. The farming techniques used by these people forced them to move every few years. The technique is called slash and burn. A patch of the forest is cut down and burned. The ashes are mixed into the soil creating a fertile garden area. However, the land loses its fertility quickly and is abandoned for another plot in a new location. When they moved, the Bantu speakers shared their skills with the people they met, adapted their methods to suit each new environment, and learned new customs. They followed the Congo River through the rain forests. There they farmed the riverbanks—the only place that received enough sunlight to support agriculture.

As they moved eastward into the savannas, they adapted their techniques for herding goats and sheep to raising cattle. Passing through what is now Kenya and



Tanzania, they learned to cultivate new crops. One such crop was the banana, which came from Southeast Asia via Indonesian travelers.

**Causes of Migration** Although it is impossible to know exactly what caused the Bantu-speaking peoples to migrate, anthropologists have proposed a logical explanation. These experts suggest that once these peoples developed agriculture, they were able to produce more food than they could obtain by hunting and gathering. As a result, the population of West Africa increased. Because this enlarged population required more food, the earliest Bantu speakers planted more land. Soon there wasn't enough land to go around. They couldn't go north in search of land, because the area was densely populated. The areas that once had been savanna were becoming more desertlike. The Sahara was slowly advancing toward them. So the people moved southward.

The Bantu people probably brought with them the technology of iron smelting. As they moved southward, they were searching for locations with iron ore resources and hardwood forests. They needed the hardwood to make charcoal to fuel the smelting furnaces. (See the Science & Technology feature on page 218.)

As you can see from the map, the migrations split into eastern and western streams. Eventually, the Bantu speakers worked their way around the geographical barriers of the Kalahari and Namib deserts. Within 1,500 years or so—a short time in the span of history—they reached the southern tip of Africa. The Bantu speakers now populated much of the southern half of Africa. **B**

**Effects of the Migration** When the Bantu speakers settled into an area, changes occurred. The lands they occupied were not always unpopulated. Some areas into

#### MAIN IDEA

#### Clarifying

**B** How did the Bantu deal with the problems they encountered in their migrations?

## Connect to Today

### Bantu Languages: Swahili

An estimated 240 million people in Africa speak one of the Bantu languages as their first language. Of that number, about 50 million people in central and east Africa speak Swahili (also known as Kiswahili). The word swahili means “the coast.” Swahili is widely used on the east coast of Africa, but is found elsewhere, too. It is the official language of Kenya and Tanzania.

In fact, after Arabic, Swahili is the most commonly spoken language in Africa. Swahili uses Bantu basics along with Arabic and Persian words. It probably developed as people of East Africa interacted with traders from the Indian Ocean trade networks and with Arabic traders.

The greeting “*Jambo. U mzima?*” (Hello. How are you?) and the answer “*U hali gani?*” (The health is good.) can be understood by modern-day Swahili speakers from East Africa.





▲ This Kuba mask represents the sister of the founding ancestor of the Kuba culture group, a Bantu-speaking people.

which the Bantu moved were sparsely populated with peoples like the BaMbuti and the San. These Africans were not Bantu speakers. They were not engaged in agriculture but were instead hunter-gatherers. They had to find ways to get along with the Bantu, get out of their way, or defend their lands and way of life.

As the Bantu speakers spread south into hunter-gatherers' lands, territorial wars often broke out. Fighting with iron-tipped spears, the newcomers easily drove off the BaMbuti and the San, who were armed only with stone weapons. Today, the BaMbuti are confined to a corner of the Congo Basin. The San live only around the Kalahari Desert in northwestern South Africa, Namibia, and Botswana. Both groups live a very simple life. They do not speak a Bantu language, and their culture does not reflect the influence of the Bantu-speaking peoples.

The Bantu speakers exchanged ideas and intermarried with the people they joined. This intermingling created new cultures with unique customs and traditions. The Bantu speakers brought new techniques of agriculture to the lands they occupied. They passed on the tech-

nology of ironworking to forge tools and weapons from copper, bronze, and iron. They also shared ideas about social and political organization. Some of these ideas still influence the political scene in eastern and southern Africa. Although the Bantu migrations produced a great diversity of cultures, language had a unifying influence on the continent.

In the next section, you will see how cultures on the east coast of Africa experienced growth and change. These changes came about as a result of human migrations from Arabia and cultural interaction with traders from North Africa and the Indian Ocean trade routes.

#### MAIN IDEA

#### Analyzing Effects

How did the Bantu migrations change the history of Africa?

## SECTION

## 2

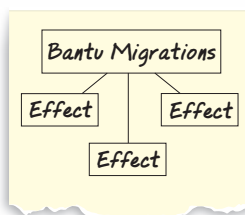
## ASSESSMENT

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

- migration
- push-pull factors
- Bantu-speaking peoples

### USING YOUR NOTES

2. Which effects of the Bantu-speaking migrations do you think had the most long-term impact? Explain.



### MAIN IDEAS

3. What are push-pull factors in migration?
4. What are three effects of migration?
5. Into which regions of Africa did the Bantu-speaking migration move?

### CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** How can the effects of one migration become a cause of another migration?
7. **RECOGNIZING EFFECTS** How does migration shape the modern world?
8. **HYPOTHESIZING** How might the population of Africa be different today if the Bantu-speaking migrations had not taken place?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a **compare-and-contrast essay** addressing how migrating Bantu speakers and the peoples they encountered may have reacted to each other.

### CONNECT TO TODAY CREATING A DATABASE

Use online or library resources to find information on Bantu languages and the countries in which they are spoken. Build a **database** using the information.



# The Kingdom of Aksum

## MAIN IDEA

**POWER AND AUTHORITY** The kingdom of Aksum became an international trading power and adopted Christianity.

## WHY IT MATTERS NOW

Ancient Aksum, which is now Ethiopia, is still a center of the Ethiopian Orthodox Christian Church.

## TERMS & NAMES

- Aksum
- Adulis
- Ezana
- terraces

**SETTING THE STAGE** While migrations were taking place in the southern half of Africa, they were also taking place along the east coast. Arab peoples crossed the Red Sea into Africa perhaps as early as 1000 B.C. There they intermarried with Kushite herders and farmers and passed along their written language, Ge'ez (GEE•ehz). The Arabs also shared their skills of working stone and building dams and aqueducts. This blended group of Africans and Arabs would form the basis of a new and powerful trading kingdom.

## The Rise of the Kingdom of Aksum

You learned in Chapter 4 that the East African kingdom of Kush became powerful enough to push north and conquer Egypt. During the next century, fierce Assyrians swept into Egypt and drove the Kushite pharaohs south. However, Kush remained a powerful kingdom for over 1,000 years. Finally, a more powerful kingdom arose and conquered Kush. That kingdom was **Aksum** (AHK•soom). It was located south of Kush on a rugged plateau on the Red Sea, in what are now the countries of Eritrea and Ethiopia. (See map on page 226.)

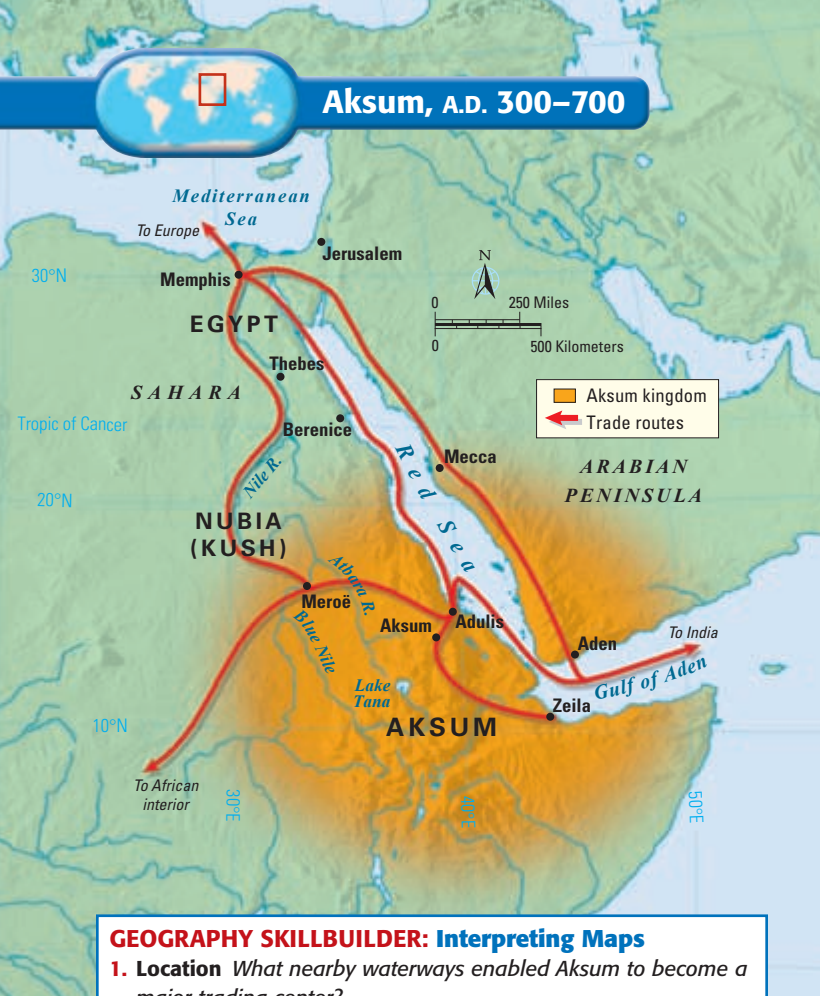
In this area of Africa, sometimes called the Horn of Africa, Arab traders from across the Red Sea established trading settlements. These traders were seeking ivory to trade in Persia and farther east in the Indian Ocean trade. They brought silks, textiles, and spices from eastern trade routes. Eventually, the trading settlements became colonies of farmers and traders. Trade with Mediterranean countries also flowed into seaports located here.

**The Origins of Aksum** A legend traces the founding of the kingdom of Aksum and the Ethiopian royal dynasty to the son of King Solomon (of ancient Israel) and of the Queen of Sheba, (a country in southern Arabia). That dynasty lasted into the 20th century, until the last ruler, Haile Selassie, died in 1975.

The first mention of Aksum was in a Greek guidebook written around A.D. 100, *Periplus of the Erythraean Sea*. It describes Zoskales (ZAHS•kuh•leez), thought to be the first king of Aksum. He was “a stickler about his possessions and always [greedy] for getting more, but in other respects a fine person and well versed in reading and writing Greek.” Under Zoskales and other rulers, Aksum seized areas along the Red Sea and the Blue Nile in Africa. The rulers also



Use the graphic organizer online to take notes on the achievements of Aksum.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Location** What nearby waterways enabled Aksum to become a major trading center?
- 2. Movement** To which continents or countries did Aksum's trade routes give it access?

crossed the Red Sea and took control of lands on the southwestern Arabian Peninsula.

**Aksum Controls International Trade** Aksum's location and expansion made it a hub for caravan routes to Egypt and Meroë. Access to sea trade on the Mediterranean Sea and Indian Ocean helped Aksum become an international trading power. Traders from Egypt, Arabia, Persia, India, and the Roman Empire crowded Aksum's chief seaport, **Adulis** (AHD•uh•luhs), near present-day Massawa. **A**

Aksumite merchants traded necessities such as salt and luxuries such as rhinoceros horns, tortoise shells, ivory, emeralds, and gold. In return, they chose from items such as imported cloth, glass, olive oil, wine, brass, iron, and copper. Around A.D. 550, an Egyptian merchant named Cosmas described how Aksumite agents bargained for gold from the people in southern Ethiopia:

### MAIN IDEA

#### Recognizing Effects

**A** How did Aksum's location and interactions with other regions affect its development?

### PRIMARY SOURCE **B**

They take along with them to the mining district oxen, lumps of salt, and iron, and when they reach its neighborhood they . . . halt . . . and form an encampment, which they fence round with a great hedge of thorns. Within this they live, and having slaughtered the oxen, cut them in pieces and lay the pieces on top of the thorns along with the lumps of salt and the iron. Then come the natives bringing gold in nuggets like peas . . . and lay one or two or more of these upon what pleases them. . . . Then the owner of the meat approaches, and if he is satisfied he takes the gold away, and upon seeing this its owner comes and takes the flesh or the salt or the iron.

**COSMAS** quoted in *Travellers in Ethiopia*

**A Strong Ruler Expands the Kingdom** The kingdom of Aksum reached its height between A.D. 325 and 360, when an exceptionally strong ruler, **Ezana** (AY•zah•nah), occupied the throne. Determined to establish and expand his authority, Ezana first conquered the part of the Arabian peninsula that is now Yemen. Then, in 330, Ezana turned his attention to Kush, which already had begun to decline. In 350, he conquered the Kushites and burned Meroë to the ground:

### PRIMARY SOURCE

I carried war against [them] when they had rebelled. . . . I burnt their towns of stone and their towns of straw. At the same time, my men plundered [stole] their grain, their bronze, their iron and their copper, destroyed the idols in their homes, their stocks of corn and of cotton; and they threw themselves into the river.

**KING EZANA OF AKSUM**, quoted in *Africa: Past and Present*

### MAIN IDEA

#### Analyzing Primary Sources

**B** Why don't the traders speak to each other instead of laying down goods or gold?



## An International Culture Develops

From the beginning, Aksumites had a diverse cultural heritage. This blend included traditions of the Arab peoples who crossed the Red Sea into Africa and those of the Kushite peoples they settled among. As the kingdom expanded and became a powerful trading center, it attracted people from all over the ancient world.

The port city of Adulis was particularly cosmopolitan. It included people from Aksum's widespread trading partners, such as Egypt, Arabia, Greece, Rome, Persia, India, and even Byzantium. In the babble of tongues heard in Aksum, Greek stood out as the international language of the time, much as English does in the world today.

**Aksumite Religion** The Aksumites, like other ancient Africans, traditionally believed in one god. They called their god Mahrem and believed that their king was directly descended from him. They were also animists, however, and worshiped the spirits of nature and honored their dead ancestors. They offered sacrifices—often as many as a dozen oxen at a time—to those spirits, to Mahrem, and often to the Greek god of war, Ares.

Merchants exchanged more than raw materials and finished goods in Aksum. They shared ideas as well. One of these ideas was a new religion, Christianity, which you learned about in Chapter 6. Based on the teachings of Jesus and a belief in one God—monotheism—Christianity began in Judea about A.D. 30. It spread throughout the Roman Empire and then to Africa, and eventually to Aksum.

**Aksum Becomes Christian** Ezana succeeded to the throne as an infant after the death of his father. While his mother ruled the kingdom, a young Christian man from Syria who had been captured and taken into the court educated him.

### Global Impact

#### A Road Paved with Gold: Aksum to Rome

The kingdom of Aksum had a tremendous impact on the ancient Mediterranean world. It particularly influenced one of the most important powers of the time, the Roman Empire. Roman ships came to Adulis weekly to trade with the Aksumites. Many Roman merchants lived in Adulis and in the capital city, Aksum.

One of the chief commodities that linked the two powers was gold. The Aksumites had access to it from inland gold mines, and the Romans needed it to support the monetary system of their growing empire. Rome and Aksum were linked not only by gold, however. They also shared a spiritual link in their commitment to Christianity.

▼ This mural depicting Bible stories is located on the wall of one of the oldest Christian churches in Aksum.





When Ezana finally became ruler of Aksum, he converted to Christianity and established it as the kingdom's official religion. He vowed, "I will rule the people with righteousness and justice and will not oppress them, and may they preserve this Throne which I have set up for the Lord of Heaven." King Ezana's conversion and his devout practice of Christianity strengthened its hold in Aksum. The establishment of Christianity was the longest lasting achievement of the Aksumites. Today, the land of Ethiopia, where Aksum was located, is home to millions of Christians. 🕒

**Aksumite Innovations** The inscription on Ezana's stele is written in Ge'ez, the language brought to Aksum by its early Arab inhabitants. Aside from Egypt and Meroë, Aksum was the only ancient African kingdom known to have developed a written language. It was also the first state south of the Sahara to mint its own coins. Made of bronze, silver, and gold, these coins were imprinted with the saying, "May the country be satisfied." Ezana apparently hoped that this inscription would make him popular with the people. Every time they used a coin, it would remind them that he had their interests at heart.

In addition to these cultural achievements, the Aksumites adapted creatively to their rugged, hilly environment. They created a new method of agriculture, terrace farming. This enabled them to greatly increase the productivity of their land. **Terraces**, or steplike ridges constructed on mountain slopes, helped the soil retain water and prevented its being washed downhill in heavy rains. The Aksumites dug canals to channel water from mountain streams into the fields. They also built dams and cisterns, or holding tanks, to store water.

#### MAIN IDEA

#### Analyzing Causes

🕒 What conditions led to Aksum's becoming Christian?

### > Analyzing Architecture



#### Pillars of Aksum

Aksumites developed a unique architecture. They put no mortar on the stones used to construct vast royal palaces and public buildings. Instead, they carved stones to fit together tightly. Huge stone pillars were erected as monuments or tomb markers. The carvings on the pillars are representations of the architecture of the time.

To the left, the towering stone pillar, or stele, was built to celebrate Aksum's achievements. Still standing today, its size and elaborate inscriptions make it an achievement in its own right. It has many unique features:

- False doors, windows, and timber beams are carved into the stone.
- Typically, the top of the pillar is a rounded peak.
- The tallest stele was about 100 feet high. Of those steles left standing, one is 60 feet tall and is among the largest structures in the ancient world.
- The stone for the pillar was quarried and carved two to three miles away and then brought to the site.
- Ezana dedicated one soaring stone pillar to the Christian God, "the Lord of heaven, who in heaven and upon earth is mightier than everything that exists."

#### SKILLBUILDER: Interpreting Visual Sources

**Comparing** How would constructing these pillars be similar to constructing the pyramids in Egypt?



## The Fall of Aksum

Aksum's cultural and technological achievements enabled it to last for 800 years. The kingdom finally declined, however, under invaders who practiced the religion called Islam (ih•s•LAHM). Its founder was Muhammad; by his death in 632, his followers had conquered all of Arabia. In Chapter 10, you will learn more about Islam and Muhammad. This territory included Aksum's lands on the Arabian coast of the Red Sea.

**Islamic Invaders** Between 632 and 750 Islamic invaders conquered vast territories in the Mediterranean world, spreading their religion as they went. (See the map on page 261.) Aksum protected Muhammad's family and followers during their rise to power. As a result, initially they did not invade Aksum's territories on the African coast of the Red Sea. Retaining control of that coastline enabled Aksum to remain a trading power.

Before long, though, the invaders seized footholds on the African coast as well. In 710 they destroyed Adulis. This conquest cut Aksum off from the major ports along both the Red Sea and the Mediterranean. As a result, the kingdom declined as an international trading power. But it was not only Aksum's political power that weakened. Its spiritual identity and environment were also endangered.

**Aksum Isolated** As the invaders spread Islam to the lands they conquered, Aksum became isolated from other Christian settlements. To escape the advancing wave of Islam, Aksum's rulers moved their capital over the mountains into what is now northern Ethiopia. Aksum's new geographic isolation—along with depletion of the forests and soil erosion—led to its decline as a world power. **D**

Although the kingdom of Aksum reached tremendous heights and left a lasting legacy in its religion, architecture, and agriculture, it never expanded outside a fairly small area. This is a pattern found in other cultures, both in Africa and around the world. In the next chapter, you will study the pattern as it played out among the native peoples of North and South America.

### MAIN IDEA

#### Recognizing Effects

**D** How did the Muslim conquest of Africa affect the kingdom of Aksum?

### SECTION

## 3

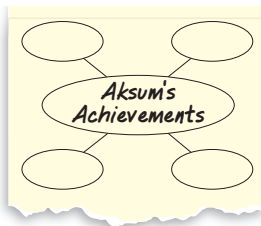
### ASSESSMENT

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

- Aksum
- Adulis
- Ezana
- terraces

#### USING YOUR NOTES

2. Which of Aksum's achievements has continued into modern times?



#### MAIN IDEAS

3. How did Aksum's location help make it a trade city?
4. Why did the people of Aksum become Christians?
5. Why did Aksum's leaders move their capital?

#### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did Aksum's location and interaction with other regions affect its development?
7. **ANALYZING CAUSES** Why did the kingdom of Aksum decline?
8. **EVALUATING DECISIONS** What impact did Ezana's decision to become a Christian have on the kingdom of Aksum?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write an **opinion paper** on the following statement: The kingdom of Aksum would have reached the same heights even if Ezana had not become king.

#### MULTIMEDIA ACTIVITY CREATING A FAMILY TREE



Use the Internet to trace the beginnings of the Ethiopian dynasties to the Aksum kings. Then create an Ethiopian dynasty **family tree** showing the dynasty in power until late in the 20th century.

**INTERNET KEYWORD**  
*Ethiopian dynasty*

# Chapter 8 Assessment

## VISUAL SUMMARY

### African Civilizations

#### 1. Diverse Societies in Africa



- Savanna and Mediterranean areas are most hospitable.
- Nomadic lifestyles are replaced with settled life.
- Djenné-Djeno becomes a major trade center.
- Nok people develop ironworking.

#### 2. Migration

- Environmental, economic, or political reasons cause migration.
- Push-pull factors influence migration.
- Bantu-speaker migrations influence most of Africa south of the Sahara.



#### 3. The Kingdom of Aksum



- Aksum is a major trade center on the Indian Ocean trade routes.
- King Ezana converts to Christianity.
- Islamic invaders isolate Aksum.

## TERMS & NAMES

Briefly explain the importance of each of the following to African civilizations in the period from 1500 B.C. to A.D. 700.

1. Sahara
2. animism
3. griot
4. Nok
5. Djenné-Djeno
6. push-pull factors
7. Bantu-speaking peoples
8. Aksum

## MAIN IDEAS

### Diverse Societies in Africa Section 1 (pages 213–219)

9. How did geographic features affect the settlement of Africa?
10. What technology did the Nok introduce to West Africa?
11. What circumstances enabled Djenné-Djeno to become a bustling trade center?

### Case Study: Migration Section 2 (pages 220–224)

12. What are three general causes of migration?
13. How are push-pull factors related to migration?
14. What caused the Bantu-speaking peoples to migrate?
15. Why were the migrations of Bantu speakers so extensive and successful?

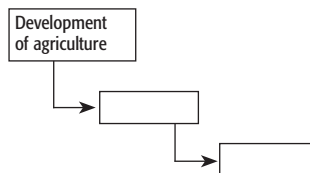
### The Kingdom of Aksum Section 3 (pages 225–229)

16. Why was Aksum able to control international trade?
17. In what ways did Ezana contribute to the rise of his kingdom?
18. Why did Aksum fall?

## CRITICAL THINKING

### 1. USING YOUR NOTES

**INTERACTION WITH ENVIRONMENT** Use a flow chart to trace the main events that followed the development of agriculture on the African savannas.



### 2. MAKING INFERENCES

How are the spread of ironmaking technology to east and south Africa and the Bantu migrations related?

### 3. EVALUATING DECISIONS

**POWER AND AUTHORITY** What were some of Ezana's most crucial leadership decisions?

### 4. FORMING OPINIONS

**CULTURAL INTERACTION** Do you think cultural characteristics or personal qualities determine how individuals act toward migrating people who settle among them? Explain.

### 5. COMPARING AND CONTRASTING

What are some positive and negative effects of migration?



## STANDARDS-BASED ASSESSMENT

Use the quotation about trade goods coming to Aksum and your knowledge of world history to answer questions 1 and 2.

### PRIMARY SOURCE

Small axes are imported, and adzes and swords; copper drinking-cups, round and large; a little coin for those coming to the market; wine of Laodicea [on the Syrian coast] and Italy, not much; olive oil, not much; . . . there are imported Indian cloth called monaché [fine quality cotton] and that called sagmotogene [probably tree cotton].

Adapted from *Travellers in Ethiopia* edited by  
**RICHARD PANKHURST**

1. According to this passage, trade goods came to Aksum from which continents?
  - A. Africa, Asia, and South America
  - B. Asia and Europe
  - C. Europe and Africa
  - D. Africa, Asia, and Europe
2. What reason might be cited for the importing of cotton cloth?
  - A. Cotton cloth was cheap and plentiful.
  - B. Cotton cloth was popular with Aksumites.
  - C. There was little or no cotton production in the country of Aksum.
  - D. It is not possible to determine a reason from the passage.

Use the diagram and your knowledge of world history to answer question 3.



3. Based on the diagram above, what conclusions can you draw about the land area of the continent of Africa?
  - A. It is the largest continent on Earth.
  - B. It is smaller than India.
  - C. It is smaller than Europe.
  - D. The Sahara is larger than the United States.

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

For additional test practice, go online for:

- Diagnostic tests
- Strategies
- Tutorials

## Interact *with* History

On page 212, you considered the effects newcomers would have on a community. Now that you've read the chapter and learned about people's interactions with their environments and with other cultures, how would you modify your answer? Discuss your ideas with a small group.

### FOCUS ON WRITING

Look at the causes for migration shown in the chart on page 221. Think about which of the causes might have an impact on you personally. Write a **paragraph** describing a cause that would force you to migrate to another part of the country or the world. Be sure to identify either the push or pull factor that might influence your decision. Consider the following:

- environmental conditions in the area in which you live
- economic or political factors that might have a direct effect on your life

## MULTIMEDIA ACTIVITY



### Creating a Documentary Film Script

Create a documentary film script on a current African ethnic group or country struggling to survive in its environment. Consider the following:

- current locations of drought, desertification, or overuse of land
- how the people are trying to deal with the problem
- what actions are needed to prevent a recurrence of the problem
- images, sounds, and interviews to tell the story

# The Americas: A Separate World, 40,000 B.C.–A.D. 700

## Essential Question

**How did early American civilizations influence future societies and cultures?**



## What You Will Learn

In this chapter you will learn about the complex cultures that arose in Mesoamerica and the Andes.

### SECTION 1 The Earliest Americans

**Main Idea** The cultures of the first Americans, including social organization, developed in ways similar to other early cultures.

### SECTION 2 Early Mesoamerican Civilizations

**Main Idea** The Olmec created the Americas' first civilization, which in turn influenced later civilizations.

### SECTION 3 Early Civilizations of the Andes

**Main Idea** In the Andes Mountains, various groups created flourishing civilizations.

## Previewing Themes

**POWER AND AUTHORITY** The first civilizations in the Americas arose as people came together to create more powerful and structured societies.

**Geography** *What geographical feature do most of these early American civilizations share?*

**CULTURAL INTERACTION** From their art to their technology, the early Mesoamerican and South American civilizations influenced the better-known empires that followed them.

**Geography** *Why is it likely that the Nazca and Moche civilizations were aware of each other?*

**INTERACTION WITH ENVIRONMENT** The Olmec in Mesoamerica took advantage of their surroundings, while the groups in South America carved societies out of rough terrain.

**Geography** *How were geographic conditions different for the Olmec and Chavín peoples?*

AMERICAS

WORLD

10,000 B.C.

10,000 B.C.  
Last Ice Age ends;  
land bridge to Asia  
disappears.



7000 B.C.  
Agriculture  
begins in  
central Mexico.

1200 B.C.  
Olmec civilization  
emerges in southeast  
Mexico. (figure of Olmec  
wrestler or ball player) ▶



1200 B.C.

1200 B.C.  
◀ Egyptian Empire  
begins to decline.  
(Egyptian sphinx  
and pyramid)





Gulf of Mexico

## American Civilizations, 1200 B.C. – A.D. 700

NORTH AMERICA

Yucatán Peninsula

El Mirador

San Lorenzo

La Venta

Monte Albán



HISTORY

The Nasca Lines



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VIDEO

PACIFIC OCEAN

Galapagos Is.

- Olmec, 1200–200 B.C.
- Zapotec, 1000 B.C.–A.D. 700
- Chavin, 900–200 B.C.
- Nazca, 200 B.C.–A.D. 600
- Moche, A.D. 100–700
- Center of Civilization



0 500 1000 Miles  
0 500 1000 Kilometers  
Robinson Projection

Chavin de Huántar

SOUTH AMERICA

ANDES

MOUNTAINS

Amazon River

**900 B.C.**  
Chavín culture arises in Peru.

**500 B.C.**  
Zapotecs build Monte Albán.

**200 B.C.**  
Nazca civilization arises in southern Peru.

**A.D. 100**  
Moche culture emerges. (Moche gold monkey head bead) ▶



**250 B.C.**

**A.D. 700**

**480 B.C.**  
Golden Age of Greece begins.

**202 B.C.**  
Han Dynasty begins in China.

**A.D. 120**  
Roman Empire reaches its height. (marble bust of Emperor Hadrian) ▶





## *How can killing a mammoth help you survive?*

You are a hunter living in ancient North America. Along with several other hunters, you have been tracking the mammoth for days. This giant beast is a challenging prey. Close to 14 feet high at the shoulders, it can easily crush a human. Its curved tusks, measuring more than 15 feet in length, are sharp and therefore dangerous. Yet the rewards of killing the huge animal are worth the risks for you, your fellow hunters, and your families.

Suddenly you spot the massive creature. Aside from spears, your only weapons are some simple tools and your superior intelligence.

Should a hunter get too close, the mammoth might crush him under its large feet, or stab him with its deadly tusks.

The hunter uses a spear-throwing device to steady the spear and extend the length it travels. The device gives the hunter greater force and accuracy in hurling his spear from a distance.

Other hunters close in for the kill.

### EXAMINING *the* ISSUES

- What uses might hunters and their families make of the slain mammoth?
- What roles might strategy and cooperation play in the hunt?

As a class, discuss these questions. In your discussion, consider how this situation speaks to the difficulties of life in a hunter-gatherer society. As you read about the growth of civilization in the Americas, notice how the old hunting and gathering way of life dramatically changed with the development of agriculture.



# The Earliest Americans

## MAIN IDEA

**POWER AND AUTHORITY** The cultures of the first Americans, including social organization, developed in ways similar to other early cultures.

## WHY IT MATTERS NOW

The Americas' first inhabitants developed the basis for later American civilizations.

## TERMS & NAMES

- Beringia
- Ice Age
- maize

**SETTING THE STAGE** While civilizations were developing in Africa, Asia, and Europe, they were also emerging in the Americas. Human settlement in the Americas is relatively recent compared to that in other parts of the world. However, it followed a similar pattern. At first the ancient people of the Americas survived mainly by hunting. Over time, they developed farming methods that ensured a more reliable supply of food. This in turn led to the growth of the first civilizations in the Americas.

## A Land Bridge

The American continents include North and South America. They are connected and span two hemispheres, from the frigid Arctic Circle in the north to the icy waters around Antarctica in the south. Although this land mass narrows greatly around modern-day Panama, it stretches unbroken for about 9,000 miles. This large and rugged land is isolated from the rest of the world by vast oceans. Yet, thousands of years ago, the Americas were connected by a land bridge to Asia. Most experts believe that some of the first people came to the Americas from Asia over this land bridge. The land bridge is known as **Beringia**. Other people may have arrived by boat.

**Peopling the Americas** The first Americans arrived sometime toward the end of the last **Ice Age**, which lasted from roughly 1.9 million to about 10,000 B.C. Huge sheets of moving ice, called glaciers, spread southward from the Arctic Circle. They covered large portions of North America. The buildup of glaciers locked up huge amounts of the earth's water. It lowered sea levels and created a land corridor between Asia and Alaska across what is now the Bering Strait.

Herds of wild animals from Siberia, including the mammoth, migrated across the plains of the Beringia land bridge. Gradually, Siberian hunters followed these animals into North America. They most likely were unaware that they were entering a new continent. These migrants became the first Americans.

Thomas Canby, a writer for *National Geographic* magazine, spent a year with archaeologists as they searched for ancient burial sites throughout the Americas. From his experience, Canby described the type of world that might have greeted these hunters and migrants as they entered the Americas:



Use the graphic organizer online to take notes on the causes and effects of the development of the Americas.



### PRIMARY SOURCE **A**

What a wild world it was! To see it properly, we must board a time machine and travel back into the Ice Age. The northern half of North America has vanished, buried beneath ice sheets two miles thick. Stretching south to Kentucky, they buckle the earth's crust with their weight. . . . Animals grow oversize. . . . Elephant-eating jaguars stand tall as lions, beavers grow as big as bears, South American sloths as tall as giraffes. With arctic cold pushing so far southward, walrus bask on Virginia beaches, and musk-oxen graze from Maryland to California.

**THOMAS CANBY**, "The Search for the First Americans," *National Geographic*

### MAIN IDEA

#### Analyzing Primary Sources

**A** What might account for the abundance of animal life that Canby describes?

No one knows for sure when the first Americans arrived. Some scholars contend that the migration across the land bridge began as early as 40,000 B.C. Others argue it occurred as late as 10,000 B.C. For years, many researchers have regarded the discovery of spearheads dating back to 9500 B.C. near Clovis, New Mexico, to be the earliest evidence of humankind in the Americas.

However, recent discoveries of possible pre-Clovis sites have challenged this theory. One such discovery was made at Monte Verde, Chile, near the southern tip of the Americas. Researchers there have found evidence of human life dating back to 10,500 B.C. Underneath this site—a sandy bank near a creek—archaeologists discovered pieces of animal hide and various tools. They also found a preserved chunk of meat and a child's single footprint. The evidence at Monte Verde suggests that the first Americans arrived well before the Clovis era. To reach southern Chile at such an early date, some experts believe, humans would have had to cross the land bridge at least 20,000 years ago.

Most experts believe the earliest Americans traveled by foot across the land bridge. However, some scholars think they also may have paddled from Asia to the Pacific Coast in small boats. A skull discovered near Mexico City has recently been dated to about 11,000 B.C., making it the oldest skull ever found in the Americas. Some scientists studying the skull believe that it is related to the Ainu people of Japan and that these descendants of the Ainu reached the Americas by island-hopping on boats.

## Hunters and Gatherers

Questions remain about how and when the first Americans arrived. What appears more certain—from the discovery of chiseled spearheads and charred bones at ancient sites—is that the earliest Americans lived as hunters. Perhaps their most challenging and rewarding prey was the mammoth. Weighing more than seven tons, this animal provided meat, hide, and bones for food, clothing, shelters, and tools.

**Following the Game** Eventually, large animals like the mammoth were overhunted and became extinct. Hunters soon turned to smaller prey, such as deer and rabbits, for their survival. They also fished and gathered edible plants and fruits. Because they were hunters, the earliest Americans found it necessary to move regularly in search of food. Whenever they did settle in one place for a short time, prehistoric Americans lived in caves or temporary shelters in the open air. **B**

With the end of the Ice Age, around 12,000 to 10,000 years ago, came the end of land travel across Beringia. As the great glaciers melted, sea levels rose. The ancient land bridge disappeared under the Bering Strait. By this time, however, humans inhabited most regions of the Americas. Wherever they roamed, from the grassy plains of the modern-day United States to the steamy tropical forests of Central America, the first Americans adapted to the variety of environments they inhabited. In doing so, they carved out unique ways of life.

### MAIN IDEA

#### Recognizing Effects

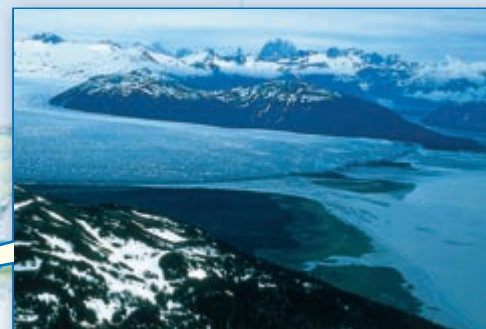
**B** How did the earliest Americans adapt to the loss of large animals?





## Migration Routes, 40,000–10,000 B.C.

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INTERACTIVE MAP



Travelers across Beringia might have encountered landscapes such as this in Alaska.



At the Meadowcroft Rockshelter site in Pennsylvania, pre-Clovis blades have been found that date back many thousands of years.

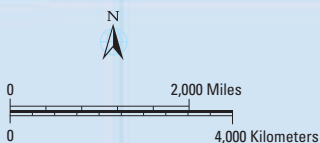


Spearheads similar to these were first discovered near Clovis, New Mexico, and later throughout North America. Many of these artifacts date back to around 9500 B.C.



Recent findings at Monte Verde, Chile, have provided evidence of human life in the Americas as early as 10,500 B.C.

- Glacier ice, 12,000 B.C.
- Beringia
- Possible land migration routes
- Possible water migration route
- Fossil site



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location**—What two continents does the Beringia land bridge connect?
- Movement** From where do scholars believe the first Americans came? How did they come?

## A Bison Kill Site

The first hunters roaming North America hunted mammoths, deer, and bison. Researchers found the bones of bison at a kill site near Calgary, Alberta, in Canada. This kill site is believed to have been in use for more than 8,000 years.

Different layers of remains and artifacts have been found at the kill site, with different kinds of points—spears, arrows, knives, and so forth. The different styles of points can tell archaeologists about the age of a site and its various layers. Weapons and tools such as those shown here were used to kill and butcher animals for the hunters and their families to consume.

### SKILLBUILDER: Interpreting Visual Sources

- 1. Drawing Conclusions** *What resources besides food might animals have provided to early hunters and their families?*
- 2. Making Inferences** *What might have been the effect of the weapons and tools of early hunters on the big-game animals of the Americas?*



#### About A.D. 1

The Pelican Lake style points are the youngest or most recent. They are about 2,000 years old.



#### About 2500 B.C.

The McKean style points are in the middle range. They are about 4,500 years old.



#### About 4300 B.C. Mount Mazama explodes

#### About 6000 B.C.

Other points, buried beneath a layer of volcanic ash, are the oldest of all. They are about 8,000 years old. The ash arrived in the Calgary area about 6,300 years ago when Mount Mazama exploded. Deposits beneath this ash are older than the eruption. The bones above are the remains of a young bison butchered at the site.

## Agriculture Creates a New Way of Life

Gradually, the earliest Americans became more familiar with plant foods. They began to experiment with simple methods of farming. Their efforts at planting and harvesting led to agriculture. This dramatically changed their way of life.

**The Development of Farming** Around 7000 B.C., a revolution quietly began in what is now central Mexico. There, people began to rely more on wild edible plants, raising some of them from seeds. By 5000 B.C., many had begun to grow these preferred plants. They included squashes, gourds, beans, avocados, and chilies. By 3400 B.C., these early farmers grew **maize**, or corn. Maize soon became the most important crop. This highly nourishing crop flourished in the tropical climate of Mexico. There, a family of three could raise enough corn in four months to feed themselves for a long time.

Gradually, people settled in permanent villages in the Tehuacan (TAY•wuh•KAHN) Valley, south of present-day Mexico City. These people raised corn and other crops. The techniques of agriculture spread over North and South America. However, it is believed that people in some areas, such as Peru and eastern North America, may have discovered the secrets of cultivating local edible plants independently.



## The Effects of Agriculture

### Before Agriculture

- People hunted or gathered what they ate.
- Families continually moved in search of big game.
- Groups remained small due to the scarcity of reliable sources of food.
- Humans devoted much of their time to obtaining food.


### After Agriculture

- People enjoyed a more reliable and steady source of food.
- Families settled down and formed larger communities.
- Humans concentrated on new skills: arts and crafts, architecture, social organization.
- Complex societies eventually arose.

### SKILLBUILDER: Interpreting Charts


1. **Recognizing Effects** *How did life change after the development of agriculture?*
2. **Making Inferences** *How might the establishment of agriculture have helped humans to develop new skills and interests?*

Over the next several centuries, farming methods became more advanced. In central Mexico native farmers created small islands in swamps and shallow lakes by stacking layers of vegetation, dirt, and mud. They then planted crops on top of the island soil. The surrounding water provided irrigation. These floating gardens were very productive, yielding up to three harvests a year.

**Farming Brings Great Change** In the Americas, as in other regions of the world, agriculture brought great and lasting change to people's way of life. The cultivation of corn and other crops provided a more reliable and expanding food supply. This encouraged population growth and the establishment of large, settled communities. As the population grew, and as farming became more efficient and productive, more people turned their attention to nonagricultural pursuits. They developed specialized skills in arts and crafts, building trades, and other fields. Differences between social classes—between rich and poor, ruler and subject—began to emerge. With the development of agriculture, society became more complex. The stage was set for the rise of more advanced civilizations. 

#### MAIN IDEA

#### Making Inferences

 Why might the development of agriculture be characterized by some as a turning point in human history?

### SECTION

## 1

### ASSESSMENT

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

- Beringia
- Ice Age
- maize

#### USING YOUR NOTES

2. Which effect do you think had the most significant impact on the Americas? Explain.

Cause	Effect
1.	1.
2.	2.

#### MAIN IDEAS

3. How did human beings come to the Americas?
4. How did humans get food before the development of farming?
5. What sorts of changes did farming bring?

#### CRITICAL THINKING & WRITING

6. **FORMING OPINIONS** Why do you think early Americans, isolated from the rest of the world, developed in ways similar to other early humans?
7. **HYPOTHESIZING** What sailing routes might early humans have traveled to the Americas?
8. **COMPARING** What sorts of problems might the earliest Americans have encountered in their travels?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** What type of person might hold power in a hunter-gatherer society? in a settled, agricultural society? Support your opinions in a two-paragraph **essay**.

#### MULTIMEDIA ACTIVITY CREATING AN OUTLINE MAP



Use the Internet to find information on early archaeological sites in the Americas. Locate these sites on an **outline map** and show the dates that scientists have assigned to these sites.

**INTERNET KEYWORD**  
*Clovis, Meadowcroft Rockshelter*



# Early Mesoamerican Civilizations

## MAIN IDEA

**CULTURAL INTERACTION** The Olmec created the Americas' first civilization, which in turn influenced later civilizations.

## WHY IT MATTERS NOW

Later American civilizations relied on the technology and achievements of earlier cultures to make advances.

## TERMS & NAMES

- Mesoamerica
- Olmec
- Zapotec
- Monte Albán

**SETTING THE STAGE** The story of developed civilizations in the Americas begins in a region called **Mesoamerica**. (See map on opposite page.) This area stretches south from central Mexico to northern Honduras. It was here, more than 3,000 years ago, that the first complex societies in the Americas arose.

## The Olmec



Use the graphic organizer online to take notes on Olmec and Zapotec cultures.

Mesoamerica's first known civilization builders were a people known as the **Olmec**. They began carving out a society around 1200 B.C. in the jungles of southern Mexico. The Olmec influenced neighboring groups, as well as the later civilizations of the region. They often are called Mesoamerica's "mother culture."

**The Rise of Olmec Civilization** Around 1860, a worker clearing a field in the hot coastal plain of southeastern Mexico uncovered an extraordinary stone sculpture. It stood five feet tall and weighed an estimated eight tons. The sculpture was of an enormous head, wearing a headpiece. (See History Through Art, pages-244–245.) The head was carved in a strikingly realistic style, with thick lips, a flat nose, and large oval eyes. Archaeologists had never seen anything like it in the Americas.

This head, along with others that were discovered later, was a remnant of the Olmec civilization. The Olmec emerged about 1200 B.C. and thrived from approximately 800–400 B.C. They lived along the Gulf Coast of Mexico, in the modern-day Mexican states of Veracruz and Tabasco.

**Gulf Coast Geography** On the surface, the Gulf Coast seemed an unlikely site for a high culture to take root. The region was hot and humid and covered with swamps and jungle. In some places, giant trees formed a thick cover that prevented most sunlight from reaching the ground. Up to 100 inches of rain fell every year. The rainfall swelled rivers and caused severe flooding.

However, the region also had certain advantages. There were abundant deposits of salt and tar, as well as fine clay used in making pottery. There was also wood and rubber from the rain forest. The hills to the north provided hard stone from which the Olmec could make tools and monuments. The rivers that laced the region provided a means of transport. Most important, the flood plains of these rivers provided fertile land for farming.



### MAIN IDEA

#### Making Inferences

**A** In what ways did the Olmec's environment help in the creation of its civilization?

The Olmec used their resources to build thriving communities. The oldest site, San Lorenzo, dates back to around 1150 B.C. Here archaeologists uncovered important clues that offered a glimpse into the Olmec world. **A**

**Olmec Society** At San Lorenzo archaeologists discovered earthen mounds, courtyards, and pyramids. Set among these earthworks were large stone monuments. They included columns, altars, and more colossal, sculpted heads, which may have represented particular Olmec rulers. These giant monuments weigh as much as 44 tons. Some scholars think that Olmec workers may have moved these sculptures over land on rolling logs to the river banks. From there, they may have rafted the monuments along waterways to various sites.

To the east of San Lorenzo, another significant Olmec site, La Venta, rose around 900 B.C. Here, researchers discovered a 100-foot-high mound of earth and clay. This structure may have served as the tomb of a great Olmec ruler. Known as the Great Pyramid, the mound also may have been the center of the Olmec religion. Experts believe the Olmec prayed to a variety of nature gods.

Most of all, they probably worshiped the jaguar spirit. Numerous Olmec sculptures and carvings depict a half-human, half-jaguar creature. Some scholars believe that the jaguar represented a powerful rain god. Others contend that there were several jaguar gods, representing the earth, fertility, and maize.

**Trade and Commerce** Archaeologists once believed that sites such as La Venta were ceremonial centers where important rituals were performed but few people lived. In recent years, however, experts have begun to revise that view. The Olmec appear to have been a prosperous people who directed a large trading network throughout Mesoamerica. Olmec goods traveled as far as Mexico City to the north and Honduras to the south. In addition, raw materials—including iron ore and various stones—reached San Lorenzo from faraway regions. This trade network helped boost the Olmec economy and spread Olmec influence.

**Decline of the Olmec** For reasons that are not fully understood, Olmec civilization eventually collapsed. Scholars believe San Lorenzo was destroyed around 900 B.C. La Venta may have fallen sometime around 400 B.C. Some experts speculate that outside invaders caused the destruction. Others believe the Olmec may have destroyed their own monuments upon the death of their rulers. **B**



#### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** Judging from the map, what was one way in which the Olmec spread their influence?
- 2. Movement** What difficulties might the Olmec have encountered in developing their trade routes?

### MAIN IDEA

#### Hypothesizing

**B** What might lead to the disappearance of an entire civilization?

## Zapotec Civilization Arises

By the time Olmec civilization had collapsed, another people—the **Zapotec**—were developing an advanced society to the southwest, in what is now the Mexican state of Oaxaca (wuh•HAH•kah). Though they showed traces of Olmec influence, the Zapotec built a unique civilization.

**Peoples of the Oaxaca Valley** Oaxaca is a rugged region of mountains and valleys in southern Mexico. In the center of the state, three valleys meet to form a large open area known as the Oaxaca Valley. This valley has fertile soil, a mild climate, and enough rainfall to support agriculture. As a result, various peoples have made the Oaxaca Valley their home, including the ancient Zapotec.

For centuries the Zapotec lived in scattered villages throughout the valley. By 1000 B.C., however, one site—San José Mogote—was emerging as the main power in the region. At this site, the Zapotec constructed stone platforms. They also built temples and began work on monumental sculptures. By 500 B.C. they had developed early forms of writing and a calendar system.

**The Zapotec Flourish at Monte Albán** Around 500 B.C., Zapotec civilization took a major leap forward. High atop a mountain at the center of the Oaxaca Valley, the Zapotec built the first real urban center in the Americas, **Monte Albán**. This city, with its commanding view of the entire valley, grew and prospered over the next several centuries. By 200 B.C., Monte Albán was home to around 15,000 people. The city eventually would reach a peak population of almost 25,000.

From A.D. 250 to A.D. 700, Monte Albán was truly impressive. At the heart of the city was a giant plaza paved with stones. Towering pyramids, temples, and

### MAIN IDEA

#### Comparing

How does Monte Albán's population compare to the populations of today's major cities?

## Global Patterns

### Pyramids

A number of ancient peoples used pyramids for temples, tombs, and observatories. The Egyptians built pyramids as tombs. Their pyramids had smooth sides and came to a point. In contrast, the pyramids built by the Zapotec at Monte Albán (shown below) have stepped sides, with flat tops that served as platforms for temples.

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**INTERNET ACTIVITY** Go online to research and make a poster about the different kinds of pyramids in Egypt and Mesoamerica.





palaces, all made out of stone, surrounded this plaza. There was even an observatory for observing the stars to establish a calendar. Nearby was a series of stone carvings of corpses. Their facial features show an Olmec influence.

For more than a thousand years the Zapotec controlled the Oaxaca Valley and the surrounding region. Sometime after A.D. 600, the Zapotec began to decline. Some scholars believe they may have suffered a loss of trade or other economic difficulties. As with the Olmec, the fall of Zapotec civilization remains a puzzle.

## The Early Mesoamericans' Legacy

Although both the Zapotec and Olmec civilizations eventually collapsed, each culture influenced the Mesoamerican civilizations that followed.

**The Olmec Leave Their Mark** The Olmec contributed much to later Mesoamerican civilizations. They influenced the powerful Maya, who will be discussed in Chapter 16. Olmec art styles, especially the use of the jaguar motif, can be seen in the pottery and sculpture of later peoples in the region. In addition, future Mesoamerican societies copied the Olmec pattern of urban design.

The Olmec also left behind the notions of planned ceremonial centers, ritual ball games, and an elite ruling class. And while there is no clear evidence that the Olmec used a written language, their descendants or a related people carved out stone symbols that may have influenced later glyph writing. **D**

**Zapotec Contributions** The Zapotec left behind their own legacy. It included a hieroglyphic writing system and a calendar system based on the movement of the sun. In addition, the Zapotec are noted as the Americas' first city builders. Monte Albán combined ceremonial grandeur with residential living space. This style influenced the development of future urban centers and became a hallmark of Mesoamerican civilizations.

As the Zapotec and Olmec flourished and then declined, civilizations were also taking shape in South America. Along the rough and mountainous terrain in what is now Peru, ancient peoples came together. There, they created more advanced and complex societies.

### MAIN IDEA

#### Forming Opinions

**D** What do you consider to be the Olmec's most important contributions to later cultures?

### SECTION

## 2

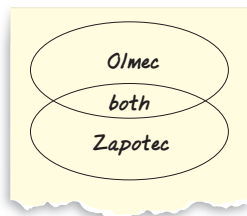
### ASSESSMENT

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

- Mesoamerica
- Olmec
- Zapotec
- Monte Albán

#### USING YOUR NOTES

2. What was one characteristic unique to Olmec culture?



#### MAIN IDEAS

3. Why did Olmec civilization collapse?
4. What was the role of trade in Olmec civilization?
5. What were some important Zapotec contributions to later cultures?

#### CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Why do you think the Olmec are called Mesoamerica's "mother culture"?
7. **ANALYZING CAUSES** What factors made the Oaxaca Valley a likely place for civilization to develop?
8. **COMPARING** What were some similarities between the Olmec and Zapotec cultures?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** As a trader from a small Mesoamerican village, you have just returned from your first visit to the Olmec site at La Venta. Write a **description** of what you might tell your family about the things you saw at the site.

#### CONNECT TO TODAY DRAWING A MASK

What are some events or holidays in North America where participants wear masks? Draw a picture of a jaguar **mask** that you would like to wear for such a festival.



## Olmec Sculpture

Around 1200 B.C., the Olmec civilization appeared in southeastern Mexico. Over the next several hundred years, its culture spread into the Valley of Mexico and into parts of Central America. The Olmec are especially known for their huge sculptures of heads and their small, finely crafted stone carvings. Much of their art reflects a fascination with the jaguar.

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

### Olmec Head ►

The Olmec Center at San Lorenzo, Honduras, contains several huge carved heads. Some of them are 9 feet high and weigh about 40 tons. The heads may be portraits of Olmec leaders or of players in a sacred ball game. The stone used for the sculptures came from a site more than 250 miles away. The Olmec transported this stone over mountain ranges, rivers, and swamps.



### ◀ Jaguar Figure

The Olmec created many carvings of beings that were part human, part jaguar. Peter Furst, in "New Light on the Olmec" in *National Geographic*, explains why: "You can almost call the Olmec the people of the jaguar. In tropical America, jaguars were the shamans [medicine men] of the animal world, the alter ego [other identity] of the shaman." Olmec jaguar art greatly influenced later Mesoamerican cultures.





### ▲ Olmec Altar

This Olmec altar has a carved figure at the base situated at the mouth of a cave. This figure's elaborate headdress shows that he is a ruler. The ruler holds a rope that winds around the base of the altar and binds a carved figure at the back. Scholars believe that the altar was used as a throne.




### ▲ Jade Figure

Many Olmec figurines, such as this adult holding a baby, are made of this beautiful blue-green stone, a fact that puzzled scientists for decades because they believed that no jade deposits existed in the Americas. However, in May 2002, a scientist discovered what he believes to be an ancient Olmec jade mine in Guatemala.

## Connect to Today

**1. Hypothesizing** The Olmec probably did not use the wheel. How do you think the Olmec transported the stone for the huge head sculptures?

 See Skillbuilder Handbook, Page R15.

**2. Comparing and Contrasting** Mount Rushmore in the United States also shows giant stone heads of leaders. Find out how it was made by using an encyclopedia or the Internet. What are similarities and differences between the way Mount Rushmore was made and the way the Olmec heads were made?





# Early Civilizations of the Andes

## MAIN IDEA

**INTERACTION WITH ENVIRONMENT** In the Andes Mountains, various groups created flourishing civilizations.

## WHY IT MATTERS NOW

Like the early Andean civilizations, people today must adapt to their environment in order to survive.

## TERMS & NAMES

- Chavín
- Moche
- Nazca

**SETTING THE STAGE** While civilizations were emerging in Mesoamerica, advanced societies were independently developing in South America. The early cultures of South America arose in a difficult environment, the rugged terrain of the Andes Mountains.

## Societies Arise in the Andes



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**TAKING NOTES**

Use the graphic organizer online to take notes on important information about early Andean civilizations.

The Andes Mountains stretch about 4,500 miles down the western edge of South America, from Colombia in the north to Chile in the south. After the Himalayas in southern Asia, the Andes is the next highest mountain range in the world. The Andes has a number of peaks over 20,000 feet in elevation. South America's first civilizations emerged in the northern Andes region, in Peru.

**Settlements on the Coastal Plain** Peru was a harsh place to develop a civilization. The Andes are steep and rocky, with generally poor soil. Ice and snow cover the highest elevations year-round. Overland travel often is difficult. The climate is also severe: hot and dry during the day, and often freezing at night.

Between the mountains and the Pacific Ocean lies a narrow coastal plain. Most of this plain is harsh desert where rain seldom falls. In some places, however, rivers cross the desert on their path from the mountains to the sea. It was in these river valleys that the first settlements occurred.

Between 3600 and 2500 B.C., people began to establish villages along the Pacific coast. These first inhabitants were hunter-gatherers who relied on sea-food and small game for their survival. Around 3000 B.C., these people began to farm. By 1800 B.C., a number of thriving communities existed along the coast.

**The Chavín Period** The first influential civilization in South America arose not on the coast, however, but in the mountains. This culture, known as the **Chavín** (chah•VEEN), flourished from around 900 B.C. to 200 B.C. Archaeologists named the culture after a major ruin, Chavín de Huántar, in the northern highlands of Peru. This site features pyramids, plazas, and massive earthen mounds.

Chavín culture spread quickly across much of northern and central Peru. Archaeologists have found no evidence of political or economic organization within the culture. Thus, they conclude that the Chavín were primarily a religious civilization. Nevertheless, the spread of Chavín art styles and religious images—as seen in stone carving, pottery, and textiles—shows the powerful influence of



this culture. Ancient Peruvians may have visited Chavín temples to pay their respects. They then carried ideas back to their communities. The Chavín are believed to have established certain patterns that helped unify Andean culture and lay the foundation for later civilizations in Peru. Thus, like the Olmec in Mesoamerica, the Chavín may have acted as a “mother culture” in South America.

## Other Andean Civilizations Flourish

Around the time Chavín culture declined, other civilizations were emerging in Peru. First the Nazca and then the Moche (MOH•chay) built societies that flourished in the Andes.

**Nazca Achievements** The **Nazca** culture flourished along the southern coast of Peru from around 200 B.C. to A.D. 600. This area is extremely dry. The Nazca developed extensive irrigation systems, including underground canals, that allowed them to farm the land. The Nazca are known for their beautiful textiles and pottery. Both feature images of animals and mythological beings. They are even more famous, however, for an extraordinary but puzzling set of creations known as the Nazca Lines. (See History in Depth on the next page.)

**Moche Culture** Meanwhile, on the northern coast of Peru, another civilization was reaching great heights. This was the **Moche** culture, which lasted from about A.D. 100 to A.D. 700.

### MAIN IDEA

#### Contrasting

**A** How did the environment of the Andes region differ from that of much of Mesoamerica?

## History in Depth



### Headhunters

The striking images on their pottery indicate that the Nazca may have been headhunters. In numerous ceramic and textile designs, Nazca artisans depict the taking of human heads, probably from enemies in combat. Shown above is a shrunken head. Taking and displaying the head of an enemy was considered a way of increasing the strength and well-being of a community.

## Early Civilizations, 1200 B.C.–A.D. 700



The region in which the Olmec arose included lush forests. Numerous rivers in the region provided fertile farming land.



The environment of the Andes region was harsh. Its dry terrain made farming difficult, which the Nazca overcame through irrigation.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Place** Along what mountain range did the early South American civilizations arise?
- Human Environment Interaction** What advantages did the Olmec have over the early civilizations of the Andes?



## Nazca Lines

Etched on the plains of southeastern Peru are more than 1,000 drawings of animals, plants, humans, and geometric shapes. Most of them are so large that they can be recognized only from the air. Scientists believe that the Nazca people made the drawings between 200 B.C. and A.D. 600. Since the lines were discovered in 1927, people have proposed many theories about their purpose, including the following:

- The Nazca people worshiped mountain or sky gods and created the drawings to please them.
- The lines indicated where surface water entered the plain and marked elevated land between ancient riverbeds.
- The lines are a huge map that marks the course of underground aquifers, or water sources. (This is the most recent theory.)

## Size of the Nazca Lines

Many of the Nazca drawings are huge. Some of the wedges (below) are more than 2,500 feet long. The hummingbird (right) is 165 feet long. The Nazca people probably created small model drawings and used math to reproduce them at such a vast scale.



### Durability of the Nazca Lines

This spider was created more than 1,000 years ago. It survived because the region has little erosion. The plains are one of the driest regions on earth with only 20 minutes of rain a year. Also, the ground is flat and stony, so wind rarely carries away the soil.



### Nazca Water Cult

Some scholars think the lines were linked to a Nazca water cult, or religion. The straight lines may have led to ceremonial sites. The animals may have been symbols. For example, according to traditional beliefs, the hummingbird (above) represents the mountain gods. The mountains were a main source of water.

### SKILLBUILDER: Interpreting Visual Sources

- 1. Forming and Supporting Opinions** *Do you think the purpose of the Nazca lines had something to do with water? Why or why not?*
- 2. Evaluating Courses of Action** *What might be the next step for researchers who wish to prove or disprove the aquifer theory? What are potential positive and negative consequences of such an action?*



HISTORY

VIDEO

The Nazca Lines



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The Moche took advantage of the rivers that flowed from the Andes Mountains. They built impressive irrigation systems to water their wide range of crops, which included corn, beans, potatoes, squash, and peanuts. According to Peruvian archaeologist Walter Alva, the Moche enjoyed a variety of foods. These included both fish and game:

#### PRIMARY SOURCE

The Moche enjoyed a diet rich in protein and probably better balanced than that of many modern Peruvians. Fish from the nearby Pacific were eaten fresh or sun dried. They ate Muscovy ducks and guinea pigs. To drink, there was potent *chicha*, a cloudy beverage fermented from corn that had been ground and boiled. Deer, now rare, were abundant. . . . Crayfish in irrigation ditches supplemented seafood from the coast.

**WALTER ALVA**, "Richest Unlooted Tomb of a Moche Lord," *National Geographic*

Moche tombs uncovered in the recent past have revealed a civilization with enormous wealth. Archaeologists have found beautiful jewelry crafted from gold, silver, and semiprecious stones. The Moche were also brilliant ceramic artists. They created pottery that depicted scenes from everyday life. Moche pots show doctors healing patients, women weaving cloth, and musicians playing instruments. They also show fierce soldiers armed with spears, leading enemy captives. Although the Moche never developed a written language, their pottery provides a wealth of detail about Moche life. **B**

Nevertheless, many questions about the Moche remain. Experts still do not fully understand Moche religious beliefs. Nor do they know why the Moche fell. Like many early cultures of the Americas, the Moche remain something of a mystery awaiting further archaeological discoveries.

Unlike the lands you will read about in the next chapter—which were unified by the spread of Islam—the Americas would remain a patchwork of separate civilizations until the early 16th century. Around that time, as you will read in Chapter 20, the Europeans would begin to arrive and bring dramatic and lasting changes to the American continents.

#### MAIN IDEA Analyzing Issues

**B** How were archaeologists able to gain so much information about the Moche without the help of a written language?

### SECTION 3 ASSESSMENT

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

- Chavín
- Nazca
- Moche

#### USING YOUR NOTES

2. What achievements, if any, did all three cultures share? Explain.

Culture	Time Span	Location	Achievements
Chavín			
Nazca			
Moche			

#### MAIN IDEAS

3. Why was Peru a difficult place for a civilization to develop?
4. How was the Chavín culture like the Olmec culture?
5. How did the Nazca deal with their dry environment?

#### CRITICAL THINKING & WRITING

6. **HYPOTHESIZING** Would the Chavín culture have been more influential if it had arisen along the Peruvian coast?
7. **COMPARING** In which civilization did religion seem to play the most central role? Explain.
8. **DRAWING CONCLUSIONS** How did the Nazca and the Moche adapt to their environment in order to build flourishing societies? Give evidence.
9. **WRITING ACTIVITY** **INTERACTION WITH ENVIRONMENT** How did the Nazca change their environment to make it suitable for agriculture? Write an **expository essay** explaining their methods.

#### CONNECT TO TODAY MAKING A POSTER

Research recent findings on one of the three Andean cultures discussed in this section: Chavín, Nazca, or Moche. Then present your findings in a **poster** that will be displayed in the classroom.

# Chapter 9 Assessment

## TERMS & NAMES

For each term or name below, briefly explain its connection to the early peoples and civilizations of the Americas.

1. Beringia
2. maize
3. Olmec
4. Zapotec
5. Monte Albán
6. Chavín
7. Nazca
8. Moche

## MAIN IDEAS

### The Earliest Americans Section 1 (pages 235–239)

9. How do scientists know the first Americans were hunters?
10. Why was corn an important crop to early peoples?
11. What were the main differences between hunter-gatherer societies and those based primarily on agriculture?

### Early Mesoamerican Civilizations Section 2 (pages 240–245)

12. Where did the Olmec arise?
13. How did the Olmec's location contribute to the development of their civilization?
14. How did the Olmec influence the Zapotec civilization?
15. How do archaeologists know that the Zapotec city of Monte Albán was more than just a ceremonial center?

### Early Civilizations of the Andes Section 3 (pages 246–249)

16. In what ways did the Chavín influence other peoples?
17. What do scholars believe the Nazca lines represent?
18. How did the Nazca and Moche develop rich farmland?

## CRITICAL THINKING

### 1. USING YOUR NOTES

In a sequence diagram, show how the early Americans' way of life developed through several stages.



### 2. SUMMARIZING

**INTERACTION WITH ENVIRONMENT** What environmental challenges did the first Americans face?

### 3. SUPPORTING OPINIONS

Would you rather have lived in a hunting or farming society?

### 4. DRAWING CONCLUSIONS

**POWER AND AUTHORITY** Why do you think the Olmec or Zapotec civilizations might have declined?

### 5. MAKING INFERENCES

**CULTURAL INTERACTION** What geographic factors would have made interactions between early Mesoamerican and Andean civilizations difficult?

## VISUAL SUMMARY

### The Americas: A Separate World

#### The Earliest Americans

- Hunted big game and later fished and gathered berries and plants
- Lived in small groups, as they had to move continually in search of food
- Eventually developed farming and settled down into large communities
- Developed various new skills, including arts and crafts, architecture, and social and political organization
- Gradually forged more complex societies

#### Early South American Societies

##### The Chavín

- Established powerful religious worship centers
- Created influential artistic styles

##### The Nazca and Moche

- Developed extensive irrigation systems for farming
- Crafted intricate ceramics and textiles and other decorative art

#### Early Mesoamerican Societies

##### The Olmec

- Designed and built pyramids, plazas, and monumental sculptures
- Developed ceremonial centers, ritual ball games, and a ruling class
- Directed a large trade network throughout Mesoamerica

##### The Zapotec

- Built a magnificent urban center at Monte Albán
- Developed early forms of hieroglyphic writing and a calendar system



## STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2 about a Chavín shrine.

### PRIMARY SOURCE

Its U-shaped temple opens east toward the nearby Mosna River and the rising sun. The sacred precinct faces away from the nearby prehistoric settlement, presenting a high, almost menacing, wall to the outside world. The entire effect is one of mystery and hidden power. . . . Worshippers entered the sacred precincts by a roundabout route, passing along the temple pyramid to the river, then up some low terraces that led into the heart of the shrine. Here they found themselves in a sacred landscape set against a backdrop of mountains. Ahead of them lay the hidden place where the axis of the world passed from the sky into the underworld, an oracle famous for miles around.

BRIAN FAGAN, *quoted in The Peru Reader*

1. How might visitors have felt upon entering this shrine for the first time?
  - A. amused
  - B. awestruck
  - C. arrogant
  - D. angry
2. What effect might this shrine have had on the influence of the Chavín culture in the region?
  - A. helped spread culture's influence
  - B. limited its influence
  - C. shrine had no effect on spread of culture
  - D. undermined importance of the culture

Use the map and your knowledge of world history to answer question 3.



3. About how many miles apart by land do the early Mesoamerican and Andean civilizations appear to be?
  - A. 1,500
  - B. 2,500
  - C. 3,500
  - D. 4,500

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

For additional test practice, go online for:

- Diagnostic tests
- Strategies
- Tutorials

## Interact *with* History

On page 234 you examined how killing a mammoth would help you survive and discussed the difficulties of living in a hunter-gatherer society. Now that you have read the chapter, discuss why the early Americans moved from a hunting to a farming existence. In what ways was food gathering easier in an agricultural society?

### FOCUS ON WRITING

Write a two-paragraph **essay** explaining why it might have taken many years to travel from the land bridge in upper North America to the southern tip of South America.

As you plan your essay, consider the following:

- means of transportation
- distances traveled
- nature of the terrain

## MULTIMEDIA ACTIVITY



### Writing a Documentary Film Script

Write a documentary film script on the spread of American culture. Contrast the spread of culture today with the modes of transmission among the earliest known inhabitants of the Americas. Consider the role, then and now, of factors such as climate change, war, trade, and technology. Provide a definition of culture in your script, and include examples of the following:

- ways in which culture was spread among the earliest peoples of the Americas
- agents and barriers to the spread of culture
- the role of trade in spreading culture today

## Lasting Achievements

A classical age usually has two important characteristics:

- The society reaches a high level of cultural achievement, with advances in technology and science and the creation of impressive works of art.
- The society leaves a strong legacy for future ages, not only in the region where it is located but also in other parts of the world.

In this feature, you will study similarities and differences among five classical ages that you learned about in Unit 2.



### ◀ Greece

**Pericles**, shown at left, led the city-state of Athens during its golden age. The ancient Greeks of Athens and other cities created art, literature, philosophy, and political institutions that have influenced the world for thousands of years.

Greece  
750–300 B.C.

Rome  
500 B.C.–A.D. 476

1200 B.C.

1000

800

600

400

200

Olmec  
1200–400 B.C.

### Olmec ▶

Some scholars theorize that the sculpture at right shows the face of an **Olmec ruler**. The Olmec people left no written records. Even so, their civilization influenced the art, religion, architecture, and political structure of peoples who followed them in Mesoamerica.



### Han China ▶

**Liu Bang**, shown at right, seized control of China and founded the Han Dynasty. He and his successors ruled a vast empire, which saw the growth and spread of Chinese culture. Even today, many Chinese call themselves “the people of Han,” a tribute to the lasting cultural impact of this period.



Han China  
202 B.C.–A.D. 220





#### ◀ Rome

The emperor **Augustus**, whose statue is shown at left, ruled for about 40 years during Rome's 200-year golden age. First a republic and then an empire, Rome controlled the Mediterranean region and a large part of Europe. Roman government, law, society, art, literature, and language still influence much of the world, as does the Christian religion Rome eventually adopted.

A.D. 200

400

600

**Gupta India**  
A.D. 320–535



#### ◀ Gupta India

**Chandragupta II**, shown on this coin, was one of the rulers of India's Gupta Empire. They oversaw an age of peace, prosperity, and artistic creativity. During this time, Hinduism and Buddhism took full form in India and spread through trade to other regions.







### Comparing & Contrasting

1. Which of these societies controlled the most territory? the least? Explain how the size of a society's territory might affect its ability to leave a legacy.
2. Which classical ages had religion as an important part of their legacy? Why does religion have such an impact on societies?



# Cultural Achievements

These five classical ages had impressive cultural achievements. Their beliefs are still studied—and in some cases followed—today. Their art and architecture are counted among the world’s treasures. Their advances in science and technology paved the way for later discoveries.

	Greece	Rome	Gupta India
<b>Beliefs</b>	<ul style="list-style-type: none"> <li>The Greeks worshiped many gods who behaved in very human ways.</li> <li>Philosophers used reason to understand the world.</li> </ul>	<ul style="list-style-type: none"> <li>Rome adopted many of the Greek gods, but usually changed and added to them.</li> <li>Later, Rome adopted Christianity and helped spread it.</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism became a more personal religion and gained followers.</li> <li>A more popular form of Buddhism developed and spread.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>Sculpture portrayed ideal beauty, and at a later period, moved toward realism—as shown by this Roman copy of a later Greek statue.</li> </ul> 	<ul style="list-style-type: none"> <li>Romans modeled sculpture after Greek statues and developed more realistic sculpture. They also made beautiful mosaics.</li> </ul> 	<ul style="list-style-type: none"> <li>Gupta statues were of Hindu gods and the Buddha, such as this figure.</li> </ul> 
<b>Science and Technology</b>	<ul style="list-style-type: none"> <li>Scientists made advances in astronomy and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Engineers developed domes and arches and built superb roads.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars made discoveries in astronomy, mathematics, and medicine.</li> </ul>
<b>Architecture</b>	<ul style="list-style-type: none"> <li>Greek buildings show balance and symmetry; columns and pedestals were often used.</li> </ul> 	<ul style="list-style-type: none"> <li>Roman advances include domes and arches, such as those in the Colosseum.</li> </ul> 	<ul style="list-style-type: none"> <li>Hindu temples like this temple of Vishnu at Deogarh began to have pyramidal roofs.</li> </ul> 



Han China	Olmec
<ul style="list-style-type: none"> <li>The Han adopted the ethical system of Confucius as the basis for government.</li> </ul>	<ul style="list-style-type: none"> <li>The Olmec worshiped a jaguar spirit.</li> <li>They built religious centers with pyramids.</li> </ul>
<ul style="list-style-type: none"> <li>The Han made intricate bronzes like this figure of a galloping horse.</li> </ul> 	<ul style="list-style-type: none"> <li>The Olmec carved giant stone heads and small figurines like this ceremonial object.</li> </ul> 
<ul style="list-style-type: none"> <li>The Han invented paper, various farming tools, and watermills.</li> </ul>	<ul style="list-style-type: none"> <li>The Olmec moved heavy stone for monuments without use of the wheel.</li> </ul>
<ul style="list-style-type: none"> <li>Han buildings were wooden and none survive. This ceramic model of a three-story wooden tower shows Han styles.</li> </ul> 	<ul style="list-style-type: none"> <li>This step pyramid at the Zapotec site in Monte Albán reflects Olmec architectural influence.</li> </ul> 

#### SKILLBUILDER: Interpreting Charts

- Drawing Conclusions** Which of the art pieces shown here are religious in subject and which are not?
- Contrasting** How were the beliefs of Han China different from the other societies that had classical ages?

*“... to the glory that was Greece and the grandeur that was Rome”*

Edgar Allan Poe, from “To Helen”

*“The inhabitants [of the Gupta Empire] are rich and prosperous, and vie with one another in the practice of benevolence and righteousness.”*

Fa Xian, from *The Travels of Fa Xian*

### Comparing & Contrasting

- Which of the societies seemed to be more interested in mathematical and scientific theories? Which seemed to be more interested in practical technology?
- What functions did monumental buildings fill for these societies? Explain whether the functions were similar or different.



## Legacy of Classical Ages

The societies of the classical ages lasted for many centuries. In the end, though, they faded from the world scene. Still, some of their achievements have had an enduring impact on later societies.

### Architecture

The Smolny Institute (below left) built in the early 1800s in St. Petersburg, Russia, reflects Greek and Roman architectural ideas. A modern hotel in South Africa (below right) recalls Olmec style.



#### DOCUMENT-BASED QUESTION

Compare these buildings to the Greek, Roman, and Olmec structures on pages 254–255. What similarities do you see?

### Religion

Buddhism and Roman Catholicism are still widely practiced today, with millions of followers in countries far from the lands where the religions originated. The Buddhist monks (below left) are praying in Seoul, South Korea. Pope John Paul II (below right), former head of the Catholic Church, greets nuns and other believers who visit Rome from around the world.



#### DOCUMENT-BASED QUESTION

What similarity do you see in the religious legacies of Rome and Gupta India?



Go online to listen to selected audio excerpts.

## Government

The classical ages studied in Unit 2 laid foundations for government that influenced later times—even today. Read about three examples of their contributions.

### PRIMARY SOURCE

#### Pericles

In a famous speech known as the Funeral Oration, the Athenian leader Pericles described the advantages of democracy.

[Our government] favors the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all; . . . if no social standing, advancement in public life falls to reputation for capacity [ability], class considerations not being allowed to interfere with merit; nor again does poverty bar the way, if a man is able to serve the state, he is not hindered by the obscurity of his condition.

#### DOCUMENT-BASED QUESTION

*According to Pericles, what values did Athens stand for?*

### SECONDARY SOURCE

#### Henry C. Boren

In this excerpt from his book *Roman Society*, historian Henry C. Boren discusses the permanent legacy of Roman law.

The most imitated and studied code of law in history is the formulation by a group of lawyers . . . under the eastern Roman emperor Justinian. . . . This code served as a model for many of the nations of western Europe in the modern age and also for South Africa, Japan, and portions of Canada and the United States. Indirectly the principles of the Roman law, though perhaps not the procedures, have also strongly affected the development of the Anglo-Saxon common law, which is the basis of the legal systems in most English-speaking nations.

#### DOCUMENT-BASED QUESTION

*According to this historian, how has Roman law affected the world?*

### SECONDARY SOURCE

#### Rhoads Murphey

In this passage from *A History of Asia*, historian Rhoads Murphey examines the lasting impact of the government of Han China.

Confucianism was more firmly established as the official orthodoxy and state ideology, and the famous Chinese imperial civil service system recruited men of talent, schooled in classical Confucian learning, to hold office through competitive examination regardless of their birth. . . . In China, the original Han ideal endured through the rise and fall of successive dynasties and, with all its imperfections, built a long and proud tradition of power combined with service that is still very much alive in China.

#### DOCUMENT-BASED QUESTION

*What qualities of Han government still influence China today?*

## Comparing & Contrasting

1. How did the idea of merit play a part in the governments of both Athens and Han China?
2. How is the U.S. government similar to each of the governments described in the excerpts?
3. What were some of the different forces that spread the ideas of these classical ages to many regions of the world?

#### EXTENSION ACTIVITY

Another Mesoamerican society that had a classical age was the Maya, which you will study in Chapter 16. Read about the Classic Age of the Maya either in this textbook or an encyclopedia. Then create a chart or a poster listing Maya beliefs and their achievements in the arts, science, technology, and architecture.