

# A Changing World

(U.S. Architect of the Capitol, (b) Seala/Art Resource, (b) Bettmann/CORBIS

## Why It's Important

For thousands of years, the rich cultures of the Americas had remained virtually unnoticed by the rest of the world. When the Europeans began to explore in the 1400s, they soon conquered the peoples of the Americas and settled on their lands. After facing many challenges, a great new nation emerged in North America.

- New ideas about science, exploration, and trade led Europeans to explore and conquer the Americas.
- Britain's North American colonies fought for and gained their freedom.

1400

1500

THE  
AMERICAS



1492

Christopher  
Columbus  
reaches Americas

◀ Christopher Columbus

1521

Cortés defeats  
the Aztec

1533

Spanish  
expedition  
reaches  
peninsula of  
Baja California

1542

Cabrillo expedition  
reaches San Diego Bay

CALIFORNIA  
EVENTS

WORLD  
EVENTS

1420

Portuguese begin  
mapping Africa's coast

◀ Astrolabe



1517

Martin Luther  
posts Ninety-  
Five Theses

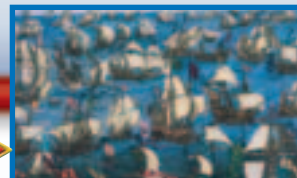
Defeat of the  
Spanish Armada ▶

1519

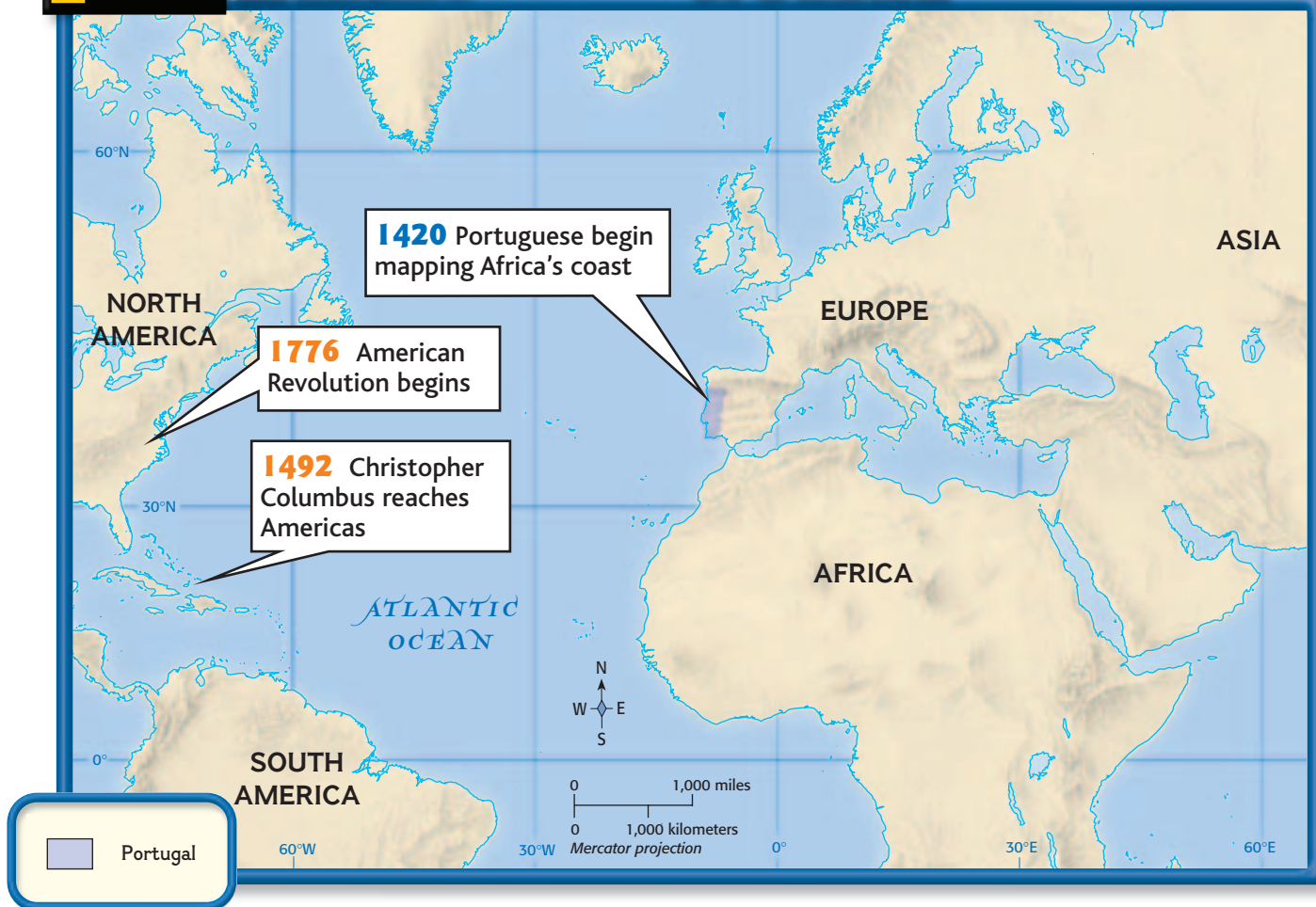
Magellan's crew  
begins voyage  
around the world

1588

England  
defeats the  
Spanish  
Armada



# Where in the World?



**1600**

**1607**

Colonists settle at Jamestown

**1620**

Pilgrims found colony in Massachusetts



**1700**

**c. 1740**

Great Awakening peaks

**1800**

**1776**

American Revolution begins

**1781**

Americans win independence from Britain

Juan Bautista de Anza ►

**1769**

Father Serra founds first mission at San Diego

**1776**

De Anza discovers trail from Sonora to San Francisco area



**1689**

English Bill of Rights is signed

**1690**

Locke publishes *Two Treatises of Government*



◄ John Locke



# Unit

## 1

# Places to Locate

1

TENOCHTITLÁN



See *Expanding Horizons*  
Chapter 1

2

COLUMBUS AND THE  
RULERS OF SPAIN



See *Expanding Horizons*  
Chapter 1

# People to Meet



**Lorenzo de' Medici**

1449–1492

Italian ruler

Chapter 1, page 92



**John Locke**

1632–1704

English political  
thinker

Chapter 1, page 104



**Junípero Serra**

1713–1784

Spanish missionary

Chapter 2, page 118



**William Penn**

1644–1718

Founder of  
Pennsylvania

Chapter 2, page 122



3

**MAYFLOWER COMPACT**



See *Road to Independence*  
**Chapter 2**

4

**SIGNING THE DECLARATION OF INDEPENDENCE**



See *Road to Independence*  
**Chapter 2**



**George Washington**

**1732–1799**

Leader of the Patriot  
army

*Chapter 2, page 139*

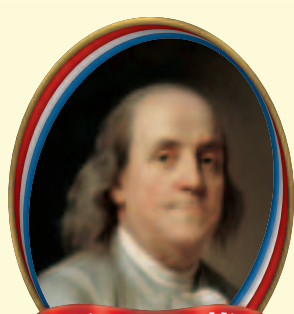


**Thomas Jefferson**

**1743–1826**

American political  
leader

*Chapter 2, page 150*



**Benjamin Franklin**

**1706–1790**

American scientist  
and patriot

*Chapter 2, page 151*



**Abigail Adams**

**1744–1818**

Patriot and supporter  
of women's rights

*Chapter 2, page 155*



## Chapter

# 1

# Expanding Horizons

▼ Mission Santa Barbara in California

NATIONAL GEOGRAPHIC

## Where & When?



1200

1271

Marco Polo travels to China

1450

1492

Christopher Columbus sails to the Americas

1700

1521

Spanish conquer Aztec Empire

1689

English Bill of Rights extends rights

# The Big Ideas

**Section****1**

## Age of Exploration

**Exploration and trade spread ideas and goods.** In the 1400s, Europeans began to explore other areas of the world. Trade increased and goods, technology, and ideas were exchanged around the world.

**Section****2**

## Rise of Modern Capitalism

**Humans have created various economic systems.** Our economic system is usually referred to as free enterprise, or capitalism. Capitalism is based on individual economic freedom. Capitalism developed gradually from economic and political changes in medieval and early modern Europe over hundreds of years.

**Section****3**

## The Enlightenment

**World history has been shaped by significant individuals, groups, ideas, events, eras, and developments.** The Scientific Revolution led to new discoveries. Using the scientific method, Europeans of the 1600s and 1700s developed new ideas about society based on reason.

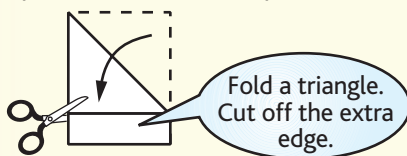


View the Chapter 1 video in the Glencoe Video Program.

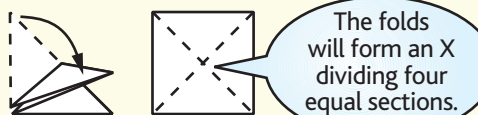
### FOLDABLES™ Study Organizer

**Summarizing** Make this foldable to help you learn about European exploration of the Americas.

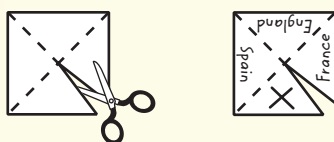
**Step 1** Fold the paper from the top right corner down so the edges line up. Cut off the leftover piece.



**Step 2** Fold the triangle in half. Unfold.



**Step 3** Cut up one fold line and stop at the middle. Draw an X on one tab and label the other three.



**Step 4** Fold the X flap under the other flap and glue together.

**Reading and Writing**

As you read, ask yourself why England, France, and Spain were exploring the Americas. Write your questions under each appropriate pyramid wall.



# Chapter 1

# Get Ready to Read

## Previewing



READING  
SKILL



**Learn It!**

If you know what to expect before reading, it will be easier to understand ideas and relationships presented in the text. Follow these steps to preview your reading assignments.

1. Look at the title and any illustrations that are included.
2. Read the headings, subheadings, and anything in bold letters.
3. Skim over the passage to see how it is organized. Is it divided into many parts?
4. Look at the graphics—pictures, maps, or diagrams. Read their titles and captions.
5. Set a purpose for your reading. Are you reading to learn something new? Are you reading to find specific information?

### Reading Tip

As you preview the chapter, be sure to look over the maps, photographs, and charts.

## 2 Practice It!

Take some time to preview this chapter. Skim all the main heads and main ideas. With a partner, discuss your answers to these questions.

- Which part of this chapter looks the most interesting to you?
- What do you think will be covered in the next chapter?
- Are there any words in the Main Ideas that are unfamiliar to you?
- Choose one of the Reading Connection questions to discuss with your partner.

### Read to Write.....

Use the information you have gathered through previewing to write a study outline for the chapter.

### Europe Gets Ready to Explore

**Main Idea** New knowledge and ideas led Europeans to explore overseas.

**Reading Connection** Have you ever done something daring or tried something new not knowing how it would turn out? Read to learn how explorers took chances and went to new places.

Christopher Columbus ►  
in the Americas



## 3 Apply It!

Now that you have skimmed the chapter, write a short paragraph describing one thing you want to learn from this chapter.



# Age of Exploration

## Guide to Reading



### History Social Science Standards

**WH.7.11** Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

### Looking Back, Looking Ahead

Europeans risked dangerous ocean voyages to discover new sea routes. Today, people continue to explore the mysteries of Earth and of space.

### Focusing on the **Main Ideas**

- New knowledge and ideas led Europeans to explore overseas. (page 81)
- In search of trade routes, Portuguese explorers began an era of overseas exploration. (page 84)
- Rivalries between countries led to increased exploration of North America. (page 86)

### Meeting People

**Marco Polo**

**Bartholomeu Dias**

(bahr • THAH • loh • MYOO DEE • AHSH)

**Vasco da Gama**

(VAHS • koh dah GA • muh)

**Christopher Columbus**

**Montezuma** (MAHN • tuh • ZOO • muh)

### Locating Places

**Portugal** (POHR • chih • guhl)

**Tenochtitlán** (tay • NAWCH • teet • LAHN)

### Content Vocabulary

**technology**

**astrolabe** (AS • truh • LAYB)

**circumnavigate**

(SUHR • kuhm • NA • vuh • GAYT)

**conquistador** (kahn • KEES • tuh • DAWR)

**pueblo** (PWEH • bloh)

**mission**

**presidio** (prih • SEE • dee • OH)

**encomienda** (ehn • koh • mee • EHN • da)

**Northwest Passage**

### Academic Vocabulary

**culture** (KUHL • chuhr)

**design** (dih • ZYN)

### Reading Strategy

**Determining Cause and Effect** Use a diagram like the one below to identify three reasons Europeans increased overseas exploration.



## Where & When?



1200

1400

1600

1295

Marco Polo returns from China

1492

Columbus reaches America

1519

Magellan sails the Pacific Ocean



## Europe Gets Ready to Explore

**Main Idea** New knowledge and ideas led Europeans to explore overseas.

**Reading Connection** Have you ever done something daring or tried something new not knowing how it would turn out? Read to learn how explorers took chances and went to new places.

### A European Story ★

In 1271 **Marco Polo** set off from Europe on a great trek across Asia to China. Only 17 years old at the time, Polo journeyed with his father and uncle, both merchants from the Italian city of Venice. Traveling on camels for more than three years, the merchants crossed almost 7,000 miles (11,265 km) of mountains and deserts. Finally they reached the palace of Kublai Khan (KOO•bluh KAHN), the emperor of China. There Marco Polo spent 17 years working for the Khan and learning much about China's advanced **culture**.

When Polo returned from China in 1295, he wrote an account of the marvels of Asia, describing great riches and splendid cities. Polo's *Travels* was eagerly read in Europe and inspired a new age of exploration. Little did Polo realize the effect *Travels* would have. Nearly 200 years later his book about the East

would inspire Christopher Columbus and other European explorers to sail in the opposite direction to reach the same destination.

**Growth of Trade** Marco Polo lived during the Middle Ages, the period in Western Europe that began with the fall of the western Roman Empire and lasted through the 1400s. During this time most Europeans knew little about India, China, or the rest of Asia. They also had no idea that the Western Hemisphere existed. Then, a dramatic series of events occurred that brought Europeans out of their isolation.

From the late 1000s to the early 1300s, Europeans fought a series of crusades, or holy wars, to free the Holy Land where Jesus had lived from the Muslims. The Muslims were followers of Islam, a religion that arose in the Middle East during the A.D. 600s. The Crusades achieved very little for Europeans, but they did increase trade between Europe and the lands to the east. During the time of the Crusades, Marco Polo made his journey. As Polo's story spread and exotic goods from the East appeared in Europe's marketplaces, more people became interested in distant lands. Merchants realized that they could make a fortune selling goods from Asia.



▲ Detail of historic map showing Marco Polo's journey



▲ Kublai Khan presents golden tablets to Marco Polo.



# HISTORY MAKERS

## The Compass, c. 1086

European technology improved navigation, but it was the Chinese who invented one of the more important tools for navigation: the compass. Evidence of this technology includes a Chinese document from the year 1086 that tells of sea captains relying on a "south-pointing needle" to help them find their way in foggy weather. The date on the document is more than 100 years earlier than the first recorded use of the compass in Europe.

How does a compass work? It uses a lodestone—a magnetic ore that always points in a north-south direction if allowed to freely rotate. If you know which way is north, you can determine the other directions.

▼ Compasses come in many shapes and sizes.



**Centers of Trade** Wealthy Europeans clamored for spices, perfumes, silks, and precious stones. Merchants bought goods from Arab traders in the Middle East and sent them overland by caravan to the Mediterranean Sea, then by ship to Italian ports. The cities of Venice, Genoa, and Pisa prospered and became centers of the growing East-West trade. The expansion of trade with Asia made Italian merchants wealthy.

**The Rise of Strong Nations** During the 1400s, Italian merchants found it harder to get the fabled goods of the East. Political changes in Asia hindered trade between East and West. This made Asian goods more expensive. In areas of western Europe close to the Atlantic Ocean, merchants wanted to expand their businesses through foreign trade. If they could buy spices and silks from the East directly, without going through the Arab and Italian cities, they could earn huge profits. They looked for new routes to East Asia that would bypass the Mediterranean Sea and the Middle East.

Meanwhile, a new type of centralized state was emerging in western Europe. Strong monarchs had come to power in Spain, Portugal, England, and France. They began to establish national laws, courts, taxes, and armies to replace those of local lords. These ambitious kings and queens sought ways to increase trade and make their countries stronger and wealthier. They played an important role in expanding trade and interest in overseas exploration.

**New Technology** Advances in **technology**—the use of scientific knowledge for practical purposes—paved the way for European voyages of exploration. Maps were a problem for early navigators. By the 1400s, most educated people in Europe knew the world was round, but they only had maps of Europe and the Mediterranean. Most of these maps were inaccurate because they were drawn from the often-mistaken impressions of traders and travelers. Over time, cartographers, or mapmakers, gradually improved their skills.

Using the reports of explorers and information from Arab geographers, mapmakers made more accurate land and sea maps. These maps showed the direction of ocean currents and lines of latitude, which measured the distance north and south of the Equator. Only as sailors began to move beyond the coasts of Europe did they gain information about the actual shape of the earth. By 1500, cartography had reached the point where Europeans had fairly accurate maps of the areas they had explored.

**Better Tools and Ships** Better instruments were developed for navigating the seas. Sailors could determine their latitude while at sea with an **astrolabe** (AS•truh•LAYB), an instrument that measured the position of the stars. Europeans also improved the magnetic compass, a Chinese invention the Arabs had passed on to Europe in the 1200s. The compass allowed sailors to determine their ship's location when they were far from land.

Advances in ship **design** allowed shipbuilders to build sailing vessels capable of long

ocean voyages. The stern rudder and the triangular sail made it possible for ships to sail into the wind. Both of these new features came from the Arabs. In the late 1400s, the Portuguese developed the three-masted caravel. The caravel was a small vessel that sailed faster than earlier ships and carried more cargo and food supplies. It also could float in shallow water, which allowed sailors to explore inlets and to sail their ships up to the beach to make repairs.

 **Reading Check Analyze** Why were Marco Polo's travels to China important?

## Linking Past & Present

### Navigation Tools

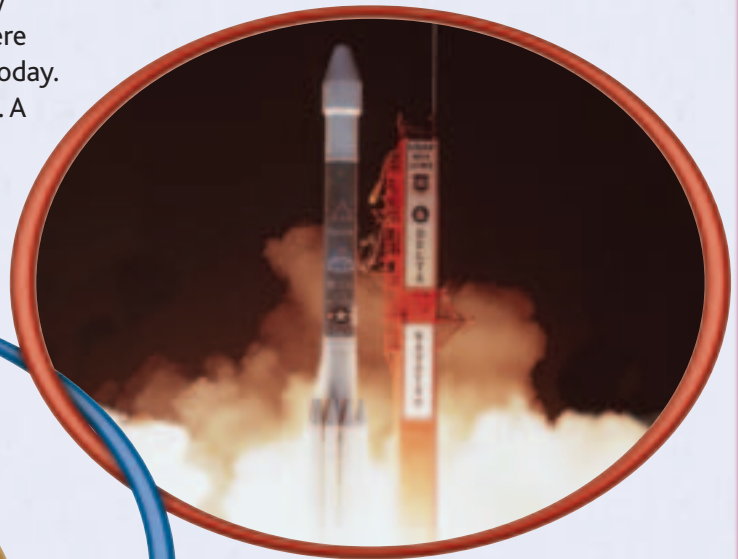
**Past**

"Land ho!" The tools that early explorers used to sail the uncharted seas were much different from the instruments used today. One early navigation tool was the astrolabe. A sailor held the astrolabe vertically, located a star through its sights, and measured the star's elevation above the horizon. A ship's approximate location could be identified this way.



▲ Astrolabe

▼ Navstar Global Positioning System satellite being launched



**Present**

Today navigation satellites do the work of an astrolabe—and more! The Navstar Global Positioning System (GPS) is a constellation of orbiting satellites that provides navigation information. Developed by the military, Navstar allows a traveler to find out his or her position anywhere on or above the planet. **What are some items that help you navigate?**





## Exploring the World

**Main Idea** In search of trade routes, Portuguese explorers began an era of overseas exploration.

**Reading Connection** Do you like traveling to places that you have never been? Read to see why Europeans set off to explore the Americas.

By the mid-1400s, the Italian ports faced increased competition for foreign trade. Powerful countries like **Portugal** (POHR•chih•guhl) and Spain began searching for sea routes to Asia, launching a new era of exploration. These new voyages took sailors down the west coast of Africa, which Europeans had never visited before.

**Portugal Leads the Way** Prince Henry of Portugal laid the groundwork for a new era of exploration. In about 1420, he set up a center for exploration on the southwestern tip of Portugal. Prince Henry brought astronomers, geographers, and mathematicians to share their knowledge with Portuguese sailors and shipbuilders.



### Picturing History

Financed by Spain's Queen Isabella, the voyages of Columbus led to an exchange of goods between Europe and the Americas.

**On what island of the Americas did Columbus first land?**

In early 1488, the Portuguese explorer **Bartholomeu Dias** (bahr•THAH•luh•MYOO DEE•AHSH) reached the southern tip of Africa. As Dias approached the area, he ran into a terrible storm that carried him off course and around the southern tip of Africa. Dias wrote that he had been around the "Cape of Storms." On learning of Dias's discovery, King John II renamed this southern tip of land the Cape of Good Hope—he hoped that the passage around Africa might lead to a new route to India.

The first Portuguese voyages to India were made years later. In July 1497, **Vasco da Gama** (VAHS•koh dah GA•muh) set out from Portugal with four ships. Da Gama rounded the Cape of Good Hope and visited cities along the coast of East Africa. In 1498 he reached the port of Calicut, completing the long-awaited eastern sea route to Asia.

Events moved quickly after that. Pedro Alvares Cabral, following Da Gama's route, swung so wide around Africa that he touched Brazil. By claiming land for his king, he gave Portugal a stake in the Americas. Meanwhile, Portuguese ships began to make voyages to India, returning with cargoes of goods.

**Columbus Sets Sail** While the Portuguese explored Africa, an Italian navigator named **Christopher Columbus** came up with a daring plan to get to Asia. He would sail west across the Atlantic Ocean. At the time, nobody knew that a great landmass blocked the route to Asia.

Desperate for money to make the trip, Columbus obtained support from Queen Isabella of Spain in 1492. The Spanish had been watching the seafaring success of neighboring Portugal with envy. They, too, wanted to share in the riches of Asian trade. Earlier in 1492, the Spanish had driven the Muslims out of Spain. They could now afford to pay for exploration.

Columbus outfitted three ships: the *Niña*, the *Pinta*, and a larger one, the *Santa María*. In 1492 they left Spain and headed west. As the weeks passed, the crew grew desperate. Finally they sighted land—a small island, part of the group now called the Bahamas.

Columbus went ashore, claimed the island for Spain, and named it San Salvador. Columbus returned to Spain in triumph. Columbus thought he was in Asia. He made three voyages to the region but never realized he had arrived in the Americas. Eventually, Europeans realized they had found two huge continents.

**Magellan's Voyage** The Spanish wanted to find a sea route through or around South America that would lead them to Asia. In 1519 they employed Ferdinand Magellan, a Portuguese mariner, to lead an expedition. Magellan headed west to sail around the Americas and then all the way to Asia. He sailed south along South America. Finally, he found a way around the continent—a narrow passage

that today bears his name: the Strait of Magellan. After passing through the stormy strait, Magellan's expedition entered a vast sea. It was so peaceful, or pacific, that Magellan named the sea the Pacific Ocean. Magellan then headed west. His sailors nearly starved and had to eat leather, sawdust, and rats. Magellan was killed in a skirmish in the Philippines, but some of his crew continued west across the Indian Ocean, around Africa, and back to Spain. Only 18 of the more than 200 crew members completed the difficult journey. These men were the first to **circumnavigate** (SUHR • kuhm • NA • vuh • GAYT), or sail around, the world.

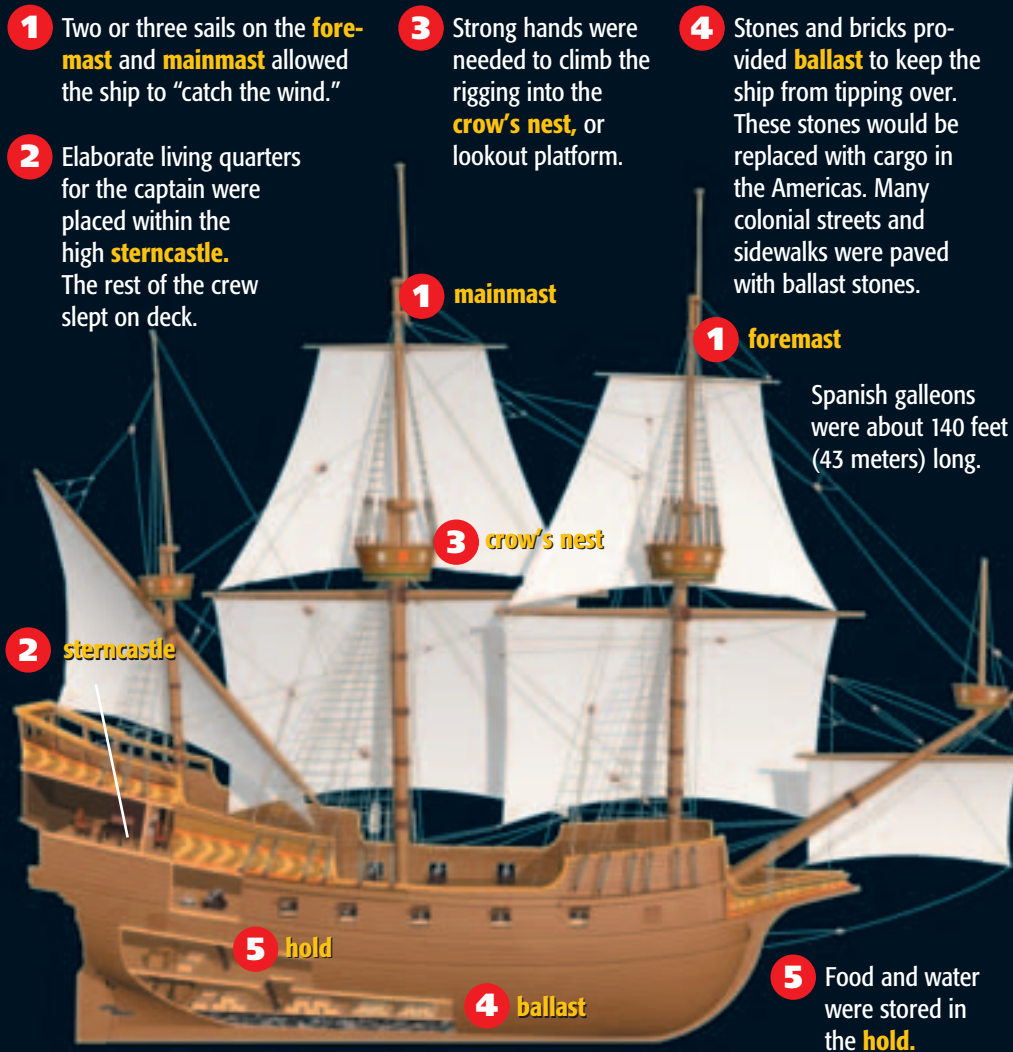
**Reading Check Explain** How did the success of Portugal's voyages of exploration influence Spain?

## TECHNOLOGY & History

### Spanish Galleon

In the late 1500s and early 1600s, Spanish galleons carried gold and silver from the West Indies to Spain. That is not all these ships carried, however. The threat of pirates prompted the Spanish galleons to carry weapons as part of their cargo. **What powered the Spanish galleons?**

*The crow's nest served as a lookout.*







## Building Empires

**Main Idea** Rivalries between countries led to increased exploration of North America.

**Reading Connection** Have you ever competed against someone for something you both wanted? Read to learn how nations competed to claim land in the Americas.

Long before the arrival of Europeans in the early 1500s, several great Native American civilizations, or highly developed societies, arose in present-day Mexico and in Central and South America. Among the largest and most advanced of these civilizations were the Aztec and Inca. Each civilization spread out over hundreds of miles, included millions of people, and established trading networks that linked different parts of the Americas.

**Spanish Conquistadors** Stories of gold, silver, and kingdoms wealthy beyond belief greeted the early Spanish explorers in the Americas. The reports led them far and wide in search of fabulous riches.

Known as **conquistadors** (kahn•KEES•tuh•DAWRS), these explorers received grants from the Spanish rulers. They had the right to explore in the Americas. In exchange, they agreed to give the Spanish crown part of any gold or treasure they discovered.

**Who Was Cortés?** In 1519 the Spanish conquistador Hernán Cortés landed on the east coast of what we now know as Mexico. He came with about 500 soldiers, some horses, and a few cannons. Cortés soon learned about the great Aztec Empire and the capital of **Tenochtitlán** (tay•NAWCH•teet•LAHN).

Cortés formed alliances with nearby cities against the Aztec. Then he marched into Tenochtitlán with his small army and Native American allies. The emperor **Montezuma** (MAHN•tuh•ZOO•muh)—also spelled Moctezuma—welcomed Cortés and his soldiers. However, Cortés took advantage of the Aztec’s hospitality and made Montezuma his prisoner.

Cortés attacked and destroyed the Aztec capital in 1521. The Aztec Empire disintegrated, and Spain seized control of the region.

**Who Was Pizarro?** Another conquistador, Francisco Pizarro, sailed down the Pacific coast of South America with about 180 Spanish soldiers. Pizarro had heard tales of the incredibly wealthy Inca Empire in present-day Peru. In 1532 Pizarro captured the Incan ruler, Atahualpa (ah•tuh•WAHL•puh), and destroyed much of the Incan army. Within a few years, Pizarro controlled most of the Inca Empire.

**Why Were the Empires Conquered?** The conquistadors’ victories in Mexico and Peru were quick and lasting. How could Cortés and Pizarro, with only a few hundred Spanish soldiers, conquer such mighty empires?

First, the Spanish arrived with strange weapons—guns and cannons—and fearsome animals. They rode horses and had huge, ferocious dogs. To the Native Americans, the Spanish seemed almost like gods. Second, many Native Americans hated their Aztec overlords and assisted the conquistadors.

Finally, disease played an extremely important role in the Spanish conquest. Native Americans had no immunity to the diseases the Europeans had unknowingly brought with them. Epidemics of smallpox and other diseases wiped out entire communities in the Americas and did much to weaken the resistance of the Aztec and Inca.

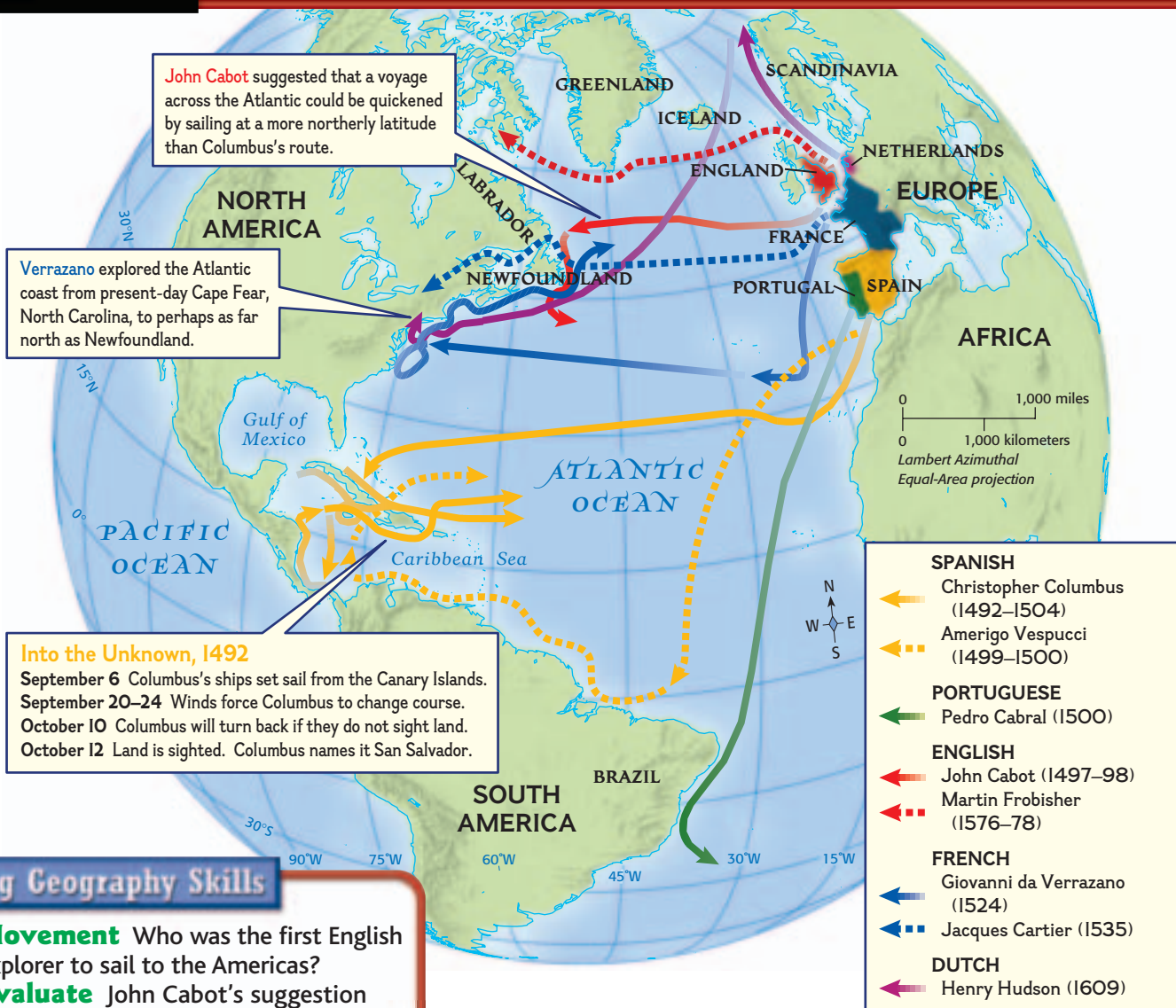
**Searching for Gold** Mexico and Peru were rich in silver and gold. Hoping to find similar wealth to the north, conquistadors explored the southeastern and southwestern parts of North America. Juan Ponce de León made the first Spanish landing on the mainland of North America, arriving on the east coast of present-day Florida in 1513. Ponce de León failed to find gold and the legendary fountain of youth. However, his exploration led to the first Spanish settlement in what is now the United States. In 1565 the Spanish established a fort at St. Augustine, Florida.

**Who Was de Vaca?** Many other conquistadors led expeditions to search for quick riches. One who did was Álgvar Núñez Cabeza de Vaca (kuh•BAY•zuh day VAH•kuh). De Vaca and his crew were shipwrecked on an island near present-day Texas. Stranded, Cabeza de Vaca and his companions survived by adopting the ways of the Native Americans. After several years, they set off on foot on a great 1,000-mile journey across the Southwest. Arriving in Mexico in 1536, Cabeza de Vaca related tales he had heard of seven cities with walls of emerald and streets of gold.

**De Soto and Coronado** In search of the cities, Hernando de Soto took a large expedition into the region north of Florida. De Soto's expedition explored parts of what are today North Carolina, Tennessee, Alabama, Arkansas, and Texas. De Soto crossed the Mississippi River in 1541, describing it as "swift, and very deep." The fabled cities of gold, however, were not to be found. Francisco Vázquez de Coronado also wanted to find the legendary "Seven Cities of Gold." After traveling through the present-day southwestern United States, the expedition realized that there was no gold.



## European Voyages of Exploration



### Using Geography Skills

- 1. Movement** Who was the first English explorer to sail to the Americas?
- 2. Evaluate** John Cabot's suggestion was true. Explain why.



# HISTORY MAKERS

## The Hispanic Heritage

The Spanish empire in the Americas included more than one-half the continental United States. The oldest surviving building in the United

States is located in St. Augustine, Florida.

In what is today the southwestern United States, the Spanish founded the city of Santa Fe at about the same time the English Pilgrims were crossing the Atlantic on the *Mayflower*. By the time the United States won its independence from England, the Spanish had founded Tucson, Albuquerque, San Antonio, and San Diego.

Many elements of the Spanish culture became part of America's heritage. Spanish art forms mixed with Native American cultures to produce new styles in arts and crafts. The architecture of the Spanish missions combined the flat-roofed adobe, or sun-dried mud brick, buildings made by Native Americans with the Spanish designs of open courtyards, covered arcades, and tiled roofs.

Another important element of Spanish culture in the United States is the Spanish language. Spanish is the second most widely spoken language in the country. Many Spanish terms, such as *canyon* and *fiesta*, have been incorporated into the English language. Spanish names—Los Angeles, Mesa Verde, El Paso—fill the maps of the West and Southwest.

The Spanish also introduced horses, sheep, pigs, and beef cattle into the American Southwest. The Spanish were expert ranchers and horse breeders. The first cowboys were Spanish vaqueros.



▲ St. Augustine, founded in 1565

**Spain's American Empire** Meanwhile, the Spanish pressed forward with establishing settlements in their new American empire. **Pueblos** (PWEH•bloh), or towns, were established as centers of trade. **Missions** were religious communities that usually included a small town, surrounding farmland, and a church. A **presidio** (prih•SEE•dee•OH), or fort, was usually built near a mission.

In the 1500s, the Spanish government granted each conquistador who settled in the Americas an **encomienda** (ehn•koh•mee•EHN•da). An *encomienda* is the right to demand taxes or labor from Native Americans living on the land. This system turned the Native Americans into slaves. Grueling labor in the fields and in the gold and silver mines took its toll. Many Native Americans died from malnutrition and disease.

A Spanish priest, Bartolomé de Las Casas, condemned the cruel treatment of the Native Americans. He pleaded for laws to protect them. Because of Las Casas's reports, in 1542 the Spanish government passed the New Laws, which forbade making slaves of Native Americans. Although not always enforced, the laws did correct the worst abuses.

## French, Dutch, and English Explorations

England, France, and the Netherlands wanted to profit from trade and colonization. The voyage to Asia—either around the southern tip of Africa or around South America—was long and difficult. For this reason, the three countries hoped to discover a **Northwest Passage** to Asia—a more direct water route through the Americas.

In 1497 England hired John Cabot, an Italian-born sailor, to look for a northern route to Asia. Cabot probably landed on the coast of present-day Newfoundland. England used Cabot's voyage as the basis for its claims to North America.

In 1524 France hired an Italian, Giovanni da Verrazano, to map America's coast and find a route to Asia. Verrazano mapped from what is today North Carolina north to Newfoundland but found no path to Asia.

About ten years later, the French tried again. This time, they sent the French explorer Jacques Cartier (kahr•TYAY). Cartier sailed past Newfoundland and entered the St. Lawrence River. Hoping he had found a passage to Asia, Cartier made two more trips to map the St. Lawrence River. Cartier had heard stories about gold, but he found neither gold nor a sea route to Asia.

The Netherlands also wanted to find a passage through the Americas. They hired Henry Hudson, an English sailor, to explore. In 1609 he found a wide river in present-day New York, today known as the Hudson River. On a second voyage, sponsored by England, Hudson and his crew discovered a huge bay, now called Hudson Bay. However, he found no outlet to the Pacific.

**A Trade Rivalry** England and Spain also began to compete for trade. Attacks on Spanish ships and ports by such English adventurers as Sir Francis Drake angered King Philip II of Spain. He thought that Queen Elizabeth of England should punish Drake for his raids. Instead, she honored Drake with knighthood. Philip sent the Spanish Armada to conquer England, but it failed completely.

Although war between England and Spain continued until 1604, the defeat of the armada marked the end of Spanish control of the seas. Now the way was clear for England and other nations to start colonies in North America.

**Reading Check Explain** How were the Spanish able to defeat the mighty Aztec and Inca empires?

## Section 1 Review

**History online**

**Study Central** Need help understanding the Age of Exploration? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- By the late 1400s, technological and economic changes in Europe made long sea voyages possible.
- Christopher Columbus sought a sea route to Asia. Instead, he landed in the Americas.
- Spain, England, France, and the Netherlands sent explorers to the Americas in search of trade and colonies.

### What Did You Learn?

1. What was the goal of Christopher Columbus's voyage in 1492?
2. What was the purpose of John Cabot's voyage?
3. **Drawing Conclusions** Why do you think the Caribbean islands that Columbus reached are often referred to as the West Indies? **CA HI.4.**
4. **Analyze** Were the French or Spanish explorations more successful? Why? **CA HI.2.**
5. **Descriptive Writing** Take on the role of a sailor on Columbus's first voyage to the Americas. Write a journal entry about the Caribbean islands. **CA 8WA2.0**
6. **READING Previewing** Read the main ideas for Section 2. Write a paragraph describing what you think you will learn. **CA 8RC2.3**

### Critical Thinking

3. **Taking Notes** Re-create the diagram below. List technological innovations mentioned in this section, and describe the effect of each on exploration.

Technology Innovation	Effect on Exploration

4. **The Big Ideas** Explain why exploration accelerated in the 1400s and 1500s. **CA CST.**



# Rise of Modern Capitalism

## Guide to Reading



### History Social Science Standards

**WH.7.11** Students analyze political and economic change in the sixteenth, seventeenth and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

### Looking Back, Looking Ahead

You read how the voyages of exploration led to setting up colonies and opening new areas for trade. These changes also led to a new way of doing business and financing expeditions.

### Focusing on the **Main Ideas**

- New ways of doing business developed to raise money to finance trade. (page 91)
- Nations competed to establish colonies in the Americas. (page 94)
- Exploration and trade led to a world-wide exchange of products, people, and ideas. (page 95)

### Locating Places

**Venice** (VEH • nuhs)

**Genoa** (JEH • noh • uh)

### Meeting People

**The Medici Family** (MEHD • ee • chee)

**The Fugger Family** (FUG • uhr)

**Bartolomé de Las Casas** (bah • TOH • loh • may day lahs KAHS • ahs)

### Content Vocabulary

**capitalism**

**joint-stock company**

**entrepreneur** (AHN • truh • pruh • NUHR)

**mercantilism**

(MUHR • kuhn • tuh • LIH • zuhm)

**bullion** (BUL • yuhn)

**colony**

**Columbian Exchange**

### Academic Vocabulary

**assist**

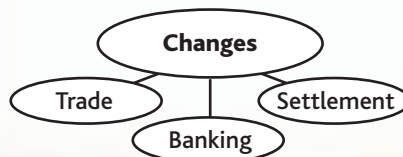
**finance** (FY • NANTS)

**funds**

**export**

### Reading Strategy

**Summarizing** Complete a chart like the one below identifying changes in trade, banking, and settlement that occurred during this period.



## Where & When?



1300

**Mid-1300s**

Renaissance begins

1500

**1500s**

Columbian Exchange extends trade to new regions

1700

**1600s**

Joint-stock companies begin operation



**WH7.11.3** Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

## The Commercial Revolution

**Main Idea** New ways of doing business developed to raise money to finance trade.

**Reading Connection** Have you ever come up with a plan to raise money when you want to make an expensive purchase? Read on to find out what new ways were developed to raise money for exploration and colonization.

### A European Story

In 1587 17-year-old David Baker admired the magnificent view of London from the Thames River. However, he could not begin to take pleasure in the city without walking down its busy streets. No street offered more to delight the eye or tongue than Cheapside, the city's broadest avenue, located north of London Bridge. Cheapside was filled with stalls sheltered by canopies and stocked with a tempting array of local goods as well as exotic imports such as scarves, spices, and even peacocks and apes.

**How Did Capitalism Develop?** London, England, was among the cities of Europe that grew wealthy as a result of the Age of Exploration. Building empires and overseas trade expanded Europe's economy. Europe's growing population demanded more goods and services. This demand was met by Europe's increasing contacts with the rest of the world. This search for wealth led to the rise of modern **capitalism**, an economic system in which money is invested in business to make profits.

By the 1600s, the nation had replaced the city and village as the basic economic unit in Europe. Nations began competing for markets and trade goods. New business methods were developed to invest money, speed the flow of wealth, and reduce risks in commercial ventures. These changes, which came to be known as the Commercial Revolution, formed the roots of modern financial and business life.

**Growth of Banking** Launching an overseas trading venture was a major undertaking. To trade goods long distance, merchants needed a lot of money. They had to buy many goods, store them in warehouses, and ship them over land and sea. They had to know what people in distant lands wanted to buy and what prices were like there. Often several years passed before a fleet finished trading overseas and returned home. Only then could the initial investment pay off. Generally, only governments and rich merchants had enough money to back such trading voyages, and even they needed financial **assistance**.

At first, merchants turned to bankers for the money to **finance** their ventures. Families like the **Medici** (MEHD•ee•chee) of Florence, Italy, and the **Fuggers** (FUG•uhrz) of Augsburg, Germany, loaned money as part of their businesses. By the 1500s, these families were so wealthy that they accepted deposits, made loans, and transferred funds over long distances. They set up branches in several European cities and made loans to European monarchs.



▲ European towns and cities grew and prospered during the 1500s and 1600s.





**WH7.11.4** Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.

## LORENZO DE' MEDICI

1449–1492

*Renaissance* means “rebirth.” The years from about 1350 to 1550 in European history are called the Renaissance because a rebirth of interest in art and learning took place.

During the Renaissance, many European nations were ruled by a king or queen. However, Italy did not have a single strong monarch. The lack of a single strong ruler made it possible for a number of city-states in northern and central Italy to remain independent. Three city-states—Milan, Venice, and Florence—expanded and played important roles in Italy’s political, economic, and social life.

The Medici family controlled the city of Florence. The Medicis had acquired great wealth through banking and trade. Using their wealth and personal influence, Cosimo, and later Lorenzo de’ Medici, his grandson, dominated the city at a time when Florence was the cultural center of Italy.

Lorenzo de’ Medici supported the arts, literature, and learning. Renaissance artists worked at his court, including Leonardo da Vinci and Michelangelo. Lorenzo helped build the Medici Library. He spent huge sums of money to buy Greek and Latin manuscripts and to have them copied. Lorenzo also worked to beautify Florence and the many Medici lands and palaces.

In political affairs, Lorenzo tried to maintain a balance of power between the Italian city-states so that no single state became too strong. He also tried to create a more unified Italy, but this effort was not successful.



*“Lorenzo took the greatest delight in architecture, music, and poetry.”*

—Niccolò Machiavelli

### *Then and Now*

Italy’s wealth supported new art forms. In what way do bankers and businesspeople support the arts today?

**Changes in Banking** Meanwhile, many Jews fleeing persecution in Spain settled in port cities in Holland, France, and Germany. There they were granted freedom of worship and offered economic opportunities. Many Jews became financiers and investors as well as importers and shipbuilders.

By the 1600s, governments began to charter, or legally support, banks in return for the banks loaning them money. These government-backed banks accepted deposits of money and charged interest on loans. Before long, the banks began to provide other services. They issued banknotes and checks, making large payments in heavy coins a thing of the past. They acted as money changers, exchanging currencies from other countries.

**What Are Joint-Stock Companies?** In the 1600s, new ways of doing business developed in Europe. Individual merchants who wanted to invest in exploration often raised money by combining their resources in **joint-stock companies**, organizations that sold stock, or shares, in the venture. This enabled large and small investors to share the profits and risks of a trading voyage. If a loss occurred, investors would lose only the amount they had invested in shares. This sharing of risk provided a stable way of raising **funds** for voyages.

A few joint-stock companies became rich and powerful through government support. For example, the Netherlands entered an era of commercial prosperity upon gaining independence from Spain in 1648. Its government gave the Dutch East India Company a monopoly, or the sole right, to carry out Dutch trade with Africa and the East Indies. The Dutch government also gave the company the power to make war, to seize foreign ships, to coin money, and to set up colonies and forts. In return, the government received customs duties, or taxes on imported goods, from the company's trade.

**A New Business Class** As gold and silver flowed into Europe from abroad, the supply of coined money increased. At the same time, the



### **Picturing History**

This picture shows a money changer and his wife at work. Trade often meant the transfer of money from place to place. **How did banks help finance trading voyages?**

nature and goals of business changed. It now came to be seen that the goal of business was to make profits. Individuals known as **entrepreneurs** (AHN•truh•pruh•NUHRZ) combined money, ideas, raw materials, and labor to make goods and profits. Profits were then used to expand the business and develop new ventures.

An entrepreneur in the cloth industry, for example, would buy wool and employ spinners to make the wool into yarn. Weavers and dyers would then be hired to turn the yarn into cloth. Because these tasks were done in the workers' homes, this system became known as the "cottage industry."

The entrepreneur would then sell the cloth on the open market for a price that brought a profit. Of course, entrepreneurs took risks when they put up capital for businesses. They could lose their investment if prices fell or if workers could not produce goods at a specified time or for a specific market.

**Reading Check Explain** What was the advantage of investing in a joint-stock company?





**WH7.11.3** Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

## Government and Trade

**Main Idea** Nations competed to establish colonies in the Americas.

**Reading Connection** Suppose your family is thinking about moving to another state. What factors would influence your decision to move? Read on to find out why many Europeans migrated to the Americas.

Governments became closely involved in trade. They believed that a nation's power rested on the wealth obtained from trade. They developed national economic policies to advance trade and become as wealthy as possible.

In the 1600s, the greatest increase in trade took place in the countries bordering the Atlantic Ocean—Portugal, Spain, England, and the Netherlands—in large part because

they had the largest overseas empires. Italian cities, such as **Venice** (VEH•nuhs) and **Genoa** (JEH•noh•uh), formerly the leading trade centers in Europe, found themselves cut out of overseas trade as trade routes and fortunes gradually moved westward toward the Atlantic Ocean and the Americas.

**What Is Mercantilism?** During the 1600s, Europe's trading nations based their policies on an economic theory known as **mercantilism** (MUHR•kuhn•tuh•lih•zuhl). This theory held that a nation became powerful by building up its supply of **bullion** (BUL•yuhn), or gold and silver. One merchant summed up the general feeling about bullion: "[It is] the sinews of all government, it gives it its pulse, its movement. . . ." Under mercantilism, nations could gain wealth by mining gold or silver at home or overseas.

Jack Fields/CORBIS

## Primary Sources

### The Wealth of Nations

Many nations tried to increase their wealth and power by following the ideas of mercantilism. Putting mercantilism into practice demanded a large amount of government control.

Some economists and writers criticized mercantilism. In his book *The Wealth of Nations* (1776), economist Adam Smith described a system in which government had little to do with a nation's economy. He said individuals left on their own would work for their own self-interest:

"Every man, as long as he does not violate the laws of justice, is left perfectly free to pursue his own interest his own way, and to bring both his industry and capital into competition with those of any other man, or order of men."

Smith set forth the basic principles of capitalism—that people are free to buy, sell, and produce what they want with little or no government restriction. Smith's ideas influenced the Founders of the United States, who limited the role of government mainly to national defense and keeping the peace.



▲ Gold bullion



Document-Based Question

Does Smith say that there are no limits on a worker "pursuing his own interest"? Explain.



**WH7.11.2** Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

**How Did Mercantilism Work?** Spain sent conquistadors to the Americas to seize the silver and gold mines of the Aztec and Inca Empires. Nations, however, primarily wanted to gain wealth through trade. They wanted to create a favorable balance of trade by **exporting** more goods than they imported. If a nation exported more goods than it imported, more gold and silver flowed in from other nations than went out. This greater wealth meant greater national power and more influence in the world.

Mercantilism provided great opportunities for individual merchants to make money. To increase national wealth, governments often aided businesses that produced export goods. They sold monopolies, which is the total control of an operation free of competition, to producers in certain key industries. They also set tariffs, or taxes on imported goods, to protect local industries from foreign competition.

**Quest for Colonies** Mercantilism also led to increased rivalry between nations. Mercantilists believed that nations should set up overseas colonies. A **colony** is a settlement of people living in a new territory controlled by their home country. According to mercantilists, colonies are supposed to produce goods that their home country does not have. That way, the home country will not have to import those goods from other countries.

During the 1600s, several countries in Europe, such as England and Spain, competed for overseas territory that could produce wealth. They wanted to acquire colonies in the Americas that could provide valuable resources, such as gold and silver, or raw materials. The colonies would also serve as a place to sell European products.

 **Reading Check Analyze** How did mercantilism increase the wealth of countries like Spain?

**HistoryOnline**  
**Student Web Activity** Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on *Chapter 1—Student Web Activities* for an activity on economic systems.

## Global Exchange

**Main Idea** Exploration and trade led to a world-wide exchange of products, people, and ideas.

**Reading Connection** Think back to the last time you tried a new food or a new way of doing something. Who introduced this new food or idea to you? Read on to find out what happened when new cultures came into contact with one another.

As Europe traded with the world, a global exchange of people, goods, technology, ideas, and even diseases began. We call this transfer the **Columbian Exchange**, after Christopher Columbus.

**Trade in Goods** This transfer of products from continent to continent brought changes in ways of life throughout the world. Europeans planted many European and Asian grains, such as wheat, oats, barley, rye, and rice, in the Americas. They also brought new animals, such as pigs, sheep, cattle, chickens, and horses. Chickens changed the diet of many people in the Americas, and horses changed the lives of Native Americans. Horses provided a faster way to move from place to place. As a result, Native Americans in North America began hunting buffalo as their main food source.

From Native Americans, Europeans acquired food items such as corn, potatoes, tomatoes, beans, and chocolate, which they brought back to Europe. Corn was used to feed animals. Larger, healthier animals resulted in more meat, leather, and wool. The potato was also important. Europeans discovered that if they planted potatoes instead of grain, about four times as many people could live off the same amount of land.

Other American foods, such as squash, beans, and tomatoes, also made their way to Europe. Tomatoes greatly changed cooking in Italy, where tomato sauces became common. Chocolate was a popular food from Central America. By mixing it with milk and sugar, Europeans created a sweet that is still enjoyed today.



## The Columbian Exchange



### Using Geography Skills

Trade between the continents, known as the Columbian Exchange, changed life on both sides of the Atlantic.

- 1. Movement** What, besides food, was part of the Columbian Exchange?
- 2. Movement** Which continent do you think benefited the most from the Columbian Exchange? Explain.

**Trade Grows** The voyages of Columbus and other explorers brought together two parts of the world that previously had no contact: the continents of Europe, Asia, and Africa in one hemisphere and the Americas in the other.

Some American foods, such as chili peppers and peanuts, were taken to Europe, but they also made their way to Asia and Africa where they became popular. Both Europeans and Asians also began smoking tobacco, an American plant.

Foods, such as corn, spread to Asia and Africa, boosting population growth there. From Asia and Africa, Europeans brought to Europe and the Americas tropical products—bananas, coffee, tea, and sugarcane—as well as luxury goods, such as ivory, perfumes, silk, and gems.

**Movement of Peoples and Cultures** New global trading links increased the movement of people and cultures from continent to continent. Europeans seeking wealth or fleeing economic distress and religious persecution moved to the Americas and other parts of the world. They exchanged food, ideas, and practices with the people living in these areas.

European influences profoundly affected local cultures. European traders spread European languages, and European missionaries taught Christianity and European values. Wealthy Europeans, in turn, developed an interest in the arts, styles, and foods of Asia, especially Chinese porcelain, Indian textiles, and Southeast Asian spices.

With their guns and powerful ships, the Europeans easily defeated Arab fleets and Indian princes. Across Asia, the Europeans forced local rulers to let them set up trading posts. Within a short time, England's East India Company had built an empire in India, and the Dutch East India Company had built an empire in Indonesia.

Not everything exchanged between Europe and America was good. When Europeans arrived in America, they were carrying germs that Native Americans had not previously been exposed to. Many diseases, including smallpox, measles, and malaria, swept across the Americas, killing millions of people.

**Beginnings of Slave Trade** A huge movement of people also took place after Europeans obtained sugarcane from Asia and began growing it in the Caribbean. To plant and harvest the sugarcane, they enslaved millions of Africans and moved them to the Americas.

Some Spanish settlers made large profits by exporting crops and raw materials back to Spain. In the West Indies, the main exports were tobacco and sugarcane. To raise these crops, the Spanish developed the plantation system. A plantation was a large estate.

The Spanish used Native Americans to work their plantations. The Spanish priest **Bartolomé de Las Casas** (bahr•TOH•loh•may day lahs KAHS•ahs) suggested replacing them with enslaved Africans—a suggestion he bitterly regretted later. He thought the Africans could endure the labor better than the Native Americans.

By the mid-1500s, the Spanish were bringing thousands from West Africa to the Americas. The Portuguese did the same in Brazil. For enslaved Africans, the voyage to America usually began with a march to a European fort on the West African coast. Tied together with ropes around their necks and hands, they were traded to Europeans, branded, and forced to board a ship. An estimated 10 to 12 million Africans were forcibly transported to the Americas between 1450 and 1870.

The Africans who survived the brutal ocean voyage were sold to plantation owners. By the late 1500s, plantation slave labor was an essential part of the economy of the Spanish colonies.

 **Reading Check** **Describe** How did the slave trade come into being?

## Section 2 Review

**History online**  
**Study Central** Need help understanding the rise of modern capitalism? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- The introduction of banking and capitalism allowed countries to increase their wealth by financing trading ventures abroad.
- The growth of mercantilism and trade led to the creation of colonies.
- Trade between Europe and Asia and the Americas led to exchanges of people, ideas, and products.

### What Did You Learn?

1. What was the Commercial Revolution?
2. What were some of the things Europeans introduced to Native Americans?
3. **Explaining** Draw a chart like the one below and explain how each economic concept or action increased the wealth of European nations. **CA CSI**
4. **The Big Ideas** Explain how exploration brought about great change in Europe and the Americas.
5. **Creative Writing** Imagine you are a member of a trading company on an expedition to the Americas. Describe the people and things you see when you arrive in the Americas. **CA 8WA2.1**
6. **ANALYSIS** **Analyzing Economics** Write a brief essay about joint-stock companies. Include a definition and an example from the chapter, as well as a modern-day company. Discuss the strengths and weaknesses of this business model. **CA HI6**

	Effect on European Wealth
Mercantilism	
Joint-stock company	
Slave trade	



# The Enlightenment

## Guide to Reading



### History Social Science Standards

**WH.7.11** Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment and the Age of Reason).

### Looking Back, Looking Ahead

In Section 2, you learned how Europe gained wealth from overseas territories. In this section, you will learn how past civilizations contributed to our scientific, religious, and political thinking today.

### Focusing on the **Main Ideas**

- Ancient cultures laid the foundation of many modern ideas. (page 99)
- Religious and philosophical thinkers changed the way people viewed Christianity and the government. (page 102)
- Science and the influence of reason led to new innovations in political thought. (page 105)

### Meeting People

**Thomas Aquinas** (uh • KWY • nuhs)

**Martin Luther**

**John Calvin**

**Thomas Hobbes** (HAHBZ)

**John Locke**

**Charles de Montesquieu**

(MAHN • tuhs • KYOO)

### Locating Places

Greece

Rome

### Content Vocabulary

**rule of law**

**covenant** (KUH • vuh • nuhnt)

**theology** (thee • AH • luh • jee)

**Renaissance** (REH • nuh • SAHNTS)

**scientific method**

**philosophe** (FEE • luh • ZAWF)

### Academic Vocabulary

**pursue** (puhr • SOO)

**document** (DAH • kyuh • muhnt)

**contract**

**major**

### Reading Strategy

**Organizing Information** Re-create the diagram below. List changes in politics, religion, and science mentioned in this section.

	Changes
Politics	
Religion	
Science	



## Where & When?



1200

1500

1800

1215

Magna Carta limits power of English king

1689

English Bill of Rights guarantees basic rights

1748

Montesquieu publishes *Spirit of Laws*



**WH7.11.4** Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.

## Europe's Heritage of Ideas

**Main Idea** Ancient cultures laid the foundation of many modern ideas.

**Reading Connection** Do you chew gum, use an alarm clock to get up for school, or carry an umbrella when it rains? All of these things were originally created by ancient peoples. Read on to see which ideas and inventions originated in ancient cultures.

### A European Story

Anton van Leeuwenhoek (LAY•vuhn•hook), a Dutch merchant in the late 1600s, had an unusual hobby that unlocked the door to an unknown world. By carefully grinding very small lenses out of clear glass, van Leeuwenhoek discovered that he could make things look much bigger than they appeared to the naked eye. His most remarkable find was a multitude of tiny microorganisms, which he described as “wretched beasties” with “incredibly thin feet” swimming through a tiny universe.

Leeuwenhoek’s microscope captured the imagination of Europeans in the 1600s. His invention was part of the rich heritage of ideas that shaped the course of European history since ancient times. These ideas eventually spread to North America, where they helped shape the English colonies that were arising along the Atlantic seaboard.

**The Greeks and Romans** The ancient Greeks developed philosophy, or “love of wisdom,” because they believed the human mind could understand everything. Greek philosophy led to the study of history, mathematics, and political science. During the 400s B.C., the idea of democracy developed in Athens, one of **Greece’s** powerful city-states. The Athenians had a direct democracy, in which people gathered at mass meetings to decide government matters. Every citizen could vote firsthand on laws and policies.

**Rome** was the next important ancient European civilization. Early Rome began as a republic, a form of government in which the citizens elect their leaders to office. In a republic, the citizens have power. The idea of a republic later shaped the founding of the U.S. government. Another of Rome’s chief gifts was the idea of the **“rule of law.”** This means that the law should apply to everyone equally and that all people should be treated the same. This understanding of justice is at the basis of the American legal system today.

**Judaism and Christianity** The Jews were a unique group among the peoples who made up Rome’s empire. Most religions of the ancient world worshipped many gods, but the Jews gave their allegiance to one God. The Hebrew Bible describes a **covenant** (KUH•vuh•nuhnt), or agreement between the Jews and their God. In the agreement, God promises to protect the Israelites if they follow his laws. The idea of a covenant, or binding agreement, later influenced the American colonists when they set up their societies in North America.

A major Jewish contribution to the West was the Ten Commandments. Jews believed that God revealed the Ten Commandments to a prophet called Moses. These moral principles found in the Hebrew Bible helped shape the moral laws of many nations.



◀ The Torah, the first five books of the Hebrew Bible



The Ten Commandments told people not to steal, murder, or tell lies about others. They told people to avoid jealousy and to honor their parents. Like the Roman laws, the Ten Commandments reflect the idea of the “rule of law,” that laws should apply to everyone equally.

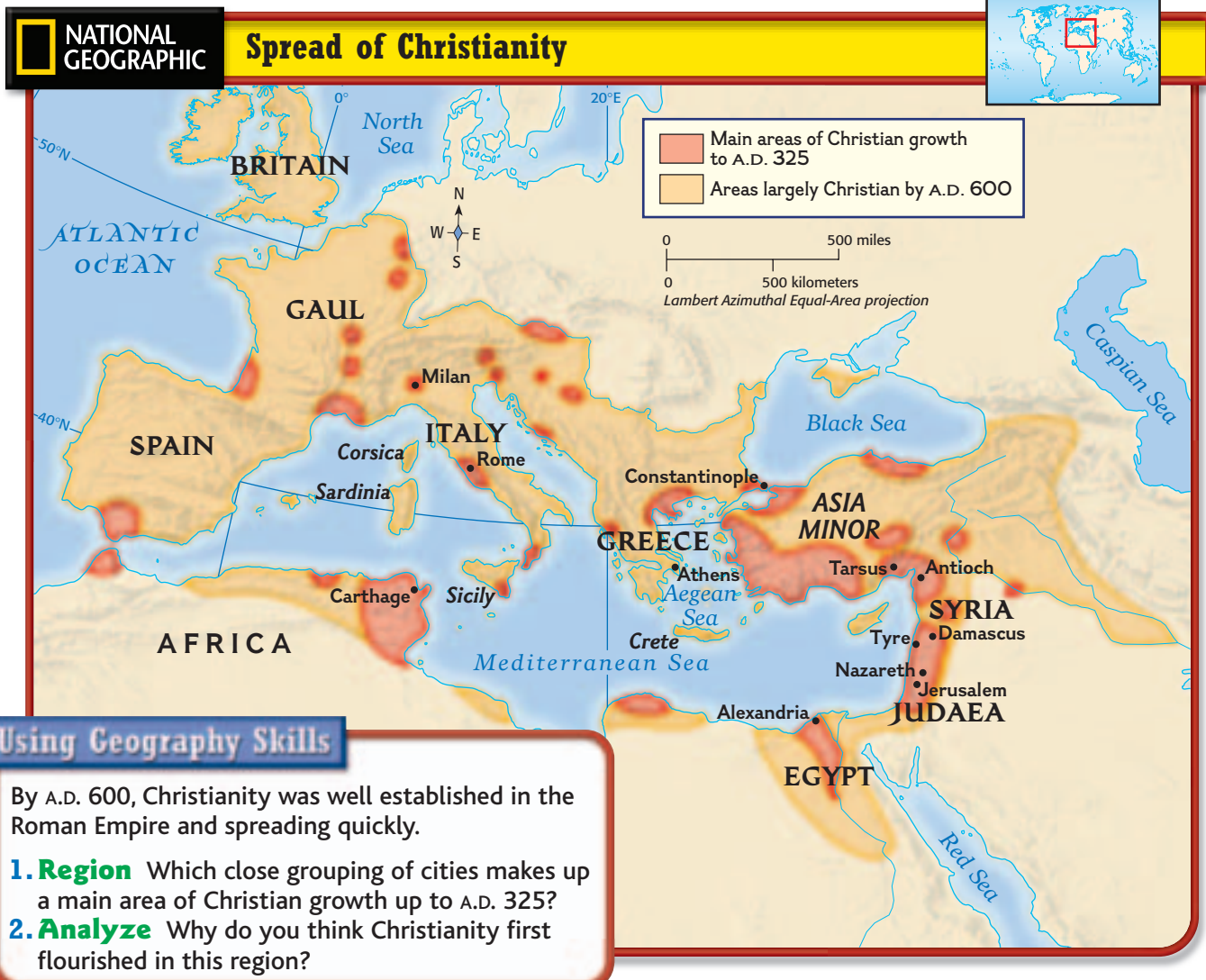
About the A.D. 30s, a Jewish teacher named Jesus of Nazareth preached to Jews living in the Roman provinces of Judaea and Galilee. His message of love and forgiveness helped shape the values many people hold today. Reports of Jesus’ resurrection, or rising from the dead, led to a new religion called Christianity.

Christianity soon spread to the European part of the Roman Empire. By A.D. 400, Christianity had become Rome’s official religion. After the Roman government fell apart,

Christianity survived to shape the civilization of the Middle Ages, the period between Rome’s fall and the 1500s.

**Advance of Learning** While Christianity expanded in Europe, the religion of Islam began in the Arabian Peninsula with the preaching of Muhammad. Islam spread throughout the Middle East, North Africa, and Central Asia. Like Jews and Christians, Muslims—the followers of Islam—believe in one God.

During the Middle Ages, Muslim and Jewish scholars in Islamic lands made significant contributions to the culture of Europe. They saved much of the learning of the ancient world. Europeans in the West had lost this knowledge after the western Roman Empire fell.





#### **Picturing History**

Muslim doctors' discoveries helped develop European medicine. **How did Muslim scholars contribute to the culture of Europe?**

**Islamic Influence** The Muslims also made many advances in the study of mathematics and medicine, and they introduced the system of Arabic numerals that we use today.

Islamic influences were part of a new wave of learning that shaped Europe during the Middle Ages. Another influence came from universities, which first arose in Europe during the 1100s and 1200s. Universities were self-governing groups of scholars who, in turn, educated and trained new scholars. Because universities enjoyed independence from political and church officials, they could freely investigate knowledge in a wide range of fields, such as theology, law, and medicine.

The first European university appeared in Bologna (boh•LOH•nyah), Italy. A great teacher named Inerius, who taught Roman law, attracted students to Bologna from all over Europe. The first university in northern Europe was the University of Paris. In the late 1100s, a

number of students and teachers left Paris and started a university at Oxford, England. Kings, popes, and princes thought it honorable to found new universities. By 1500, there were 80 universities in Europe.

**Development of Scholasticism** Beginning in the 1100s, a new way of thinking called scholasticism began to change **theology** (thee•AH•luh•jee), or the study of religion and God. Its followers used reason to explore questions of faith.

A Catholic priest named **Thomas Aquinas** (uh•KWY•nuhs) was scholasticism's best-known champion. In the 1200s, Aquinas wrote several works explaining that the Greek philosopher Aristotle would have agreed with many Christian teachings.

**What Is Natural Law?** Aquinas wrote about government as well as theology, with an emphasis on the idea of natural law. People who believe in natural law think there are some laws that are simply part of human nature. These laws do not have to be made by governments.

Aquinas claimed that natural law gave people certain rights that the government should not take away. These included the right to live, to learn, to worship, and to reproduce. Aquinas's writings on natural law have influenced governments to the present day. Our belief that people have rights can partly be traced to the ideas of Aquinas.

**The Latin Language** Roman writers influenced later writers in Europe and America, but the language of the Romans, Latin, had a great impact on future generations. Latin became Europe's language for government, trade, and learning until about 1500. Latin became the basis of many modern European languages, including Italian, French, and Spanish.

**Reading Check Describe** What was the importance of the Ten Commandments?





## New Ideas

**Main Idea** Religious and philosophical thinkers changed the way people viewed Christianity and the government.

**Reading Connection** Does your family or someone you know attend a church or other place of worship? Read on to find out how religious sects formed in Christianity.

From the 1400s to the 1700s, Europeans gained new knowledge, explored lands overseas, and spread Christianity. Meanwhile, cultural, religious, and political changes took place in their homeland that would have profound effects on the rest of the world.

**The Renaissance** From about 1350 to 1550, a powerful new spirit emerged in the city-states of Italy and spread throughout Europe. The development of banking and the expansion of trade with Asia made Italian merchants wealthy. These citizens were able to pursue an interest in the region's past and learn more about the glorious civilizations of ancient Rome and Greece.

Because they wanted to improve their knowledge of people and the world, Italians studied the classical—ancient Greek and Roman—works with new interest. Scholars translated Greek manuscripts on philosophy, poetry, and science. Influenced by the classical texts, a great many authors began to write about the individual and the universe. Artists studied the sculpture and architecture of the classical world. They especially admired the harmony and balance in Greek art, with its realistic way of portraying people.

This period of intellectual and artistic creativity became known as the **Renaissance** (REH • nuh • SAHNHS). A French word meaning “rebirth,” it refers to the renewed interest in classical Greek and Roman learning. Over the next two centuries, the Renaissance spread north, south, and west, reaching Spain and northern Europe in the 1400s.

**The Rise of Protestantism** Protests against church abuses soon led to a split in western Christianity. In 1517 a German monk named **Martin Luther** criticized the authority of the pope, the leader of the Roman Catholic Church, and many Catholic teachings and practices. Within a few years, Luther had many followers. They broke away from Catholicism to begin their own Christian churches. Martin Luther's protests were the start of a new form of Christianity known as Protestantism.

During the next few years, Luther's religious movement grew. Luther was able to gain the support of many of the German rulers among the numerous states that made up the Holy Roman Empire.

From Germany, Luther's ideas spread rapidly. **John Calvin**, a French religious thinker, also broke away from the Catholic Church. Like Luther, Calvin rejected the idea that good works would ensure a person's salvation. He believed that God had already chosen those who would be saved.



### Picturing History

Martin Luther and his followers broke away from Catholicism to begin their own Christian churches.

**What new form of Christianity did Luther and his followers start?**

To prove they were saved, Calvin's followers worked hard, behaved well, and obeyed the laws of their towns. In this way, Calvin's ideas, which became known as Calvinism, became a powerful tool in society. His ideas encouraged people to work hard at their business and to behave themselves.

**Who Were the Puritans?** King Henry VIII replaced the pope as head of the Church in England in 1534. His daughter, Queen Elizabeth I, later made this English, or Anglican, Church Protestant with some Catholic features. Some English Protestants, however, were dissatisfied with Elizabeth's reforms. Known as Puritans, they wanted to "purify" the Anglican Church of its remaining Catholic beliefs and rituals.

Queen Elizabeth I tolerated the Puritans, but when James I became king in 1603, the Puritans faced harder times. James I and the king who came after him, Charles I, persecuted the Puritans. They shut down Puritan churches and jailed Puritan leaders. Many Puritans decided to move to America to practice their religion freely. There they founded colonies that eventually became the American states of Massachusetts, Connecticut, New Hampshire, and Rhode Island.

**Royal Power and Citizens' Rights** During the 1600s and 1700s, powerful kings and queens ruled most of Europe. Under a system known as absolutism, monarchs held absolute, or total, power. They claimed to rule by divine right, or by the will of God. This meant that rulers did not answer to their people but to God alone.

During the late 1600s, however, political changes began that steadily limited the power of monarchs. In 1688 the English Parliament took action. It forced out King James and placed his daughter Mary and her husband William on the throne. This change, which showed the power of the elected representatives over the monarch, came to be known as the Glorious Revolution.

William and Mary signed an English Bill of Rights in 1689 guaranteeing certain basic rights

to all citizens. This **document** became part of the heritage of English law that the American colonists would share. It later inspired the American political leaders who created the American Bill of Rights.

**Hobbes and Locke** During the 1600s, these political changes sparked a great deal of thought and debate about the purpose of government. Two major English thinkers—**Thomas Hobbes** (HAHBZ) and **John Locke**—developed very different ideas about how England's government should work.

In his book, *Leviathan*, Hobbes argued that absolute monarchy was the best form of government. According to Hobbes, humans were naturally selfish and violent. They could not be trusted to make decisions on their own. Left to themselves, people would make life "nasty, brutish, and short." Therefore, Hobbes said, they needed to obey a government that had the power of a leviathan, or sea monster. To Hobbes, that meant the rule of a king, because only a strong ruler could give people direction.

Another English thinker, John Locke, thought differently. He affirmed citizens' rights and stated that government was answerable to the people. In 1690 he explained many of the ideas of the Glorious Revolution in a book called *Two Treatises of Civil Government*. Locke stated that government should be based on natural law. This law, said Locke, gave all people from their birth certain natural rights. Among them were the right to life, the right to liberty, and the right to own property.

Locke believed that the purpose of government was to protect these rights. All governments, he said, were based on a social **contract**, or an agreement between rulers and the people. If a ruler took away people's natural rights, the people had a right to revolt and set up a new government.

 **Reading Check Explain** How did religious changes affect the governments of Europe?





## JOHN LOCKE

1632–1704

Born in England, John Locke was a doctor, a philosopher, and a writer. Locke spelled out his political ideas in *Two Treatises of Civil Government*, first published in 1690.

Locke's writings were widely read and discussed in both Europe and America. His ideas deeply influenced the American colonists. Colonial leaders such as Benjamin Franklin, Thomas Jefferson, and James Madison read Locke's writings and discussed his ideas.

Locke and many Enlightenment thinkers believed that God had created an orderly universe governed by established laws. These laws were called natural laws and could be discovered by human reason. By using reason, for example, Sir Isaac Newton, the English physicist, discovered the law of gravity. Natural laws governed not only the physical universe, but also human relations.

The idea that human relations are governed by a set of established laws laid the foundation for the philosophy of natural rights. Locke believed that people in a "state of nature," or a time before the organization of government, had certain basic rights. These included rights to life, liberty, and property.

According to Locke, good government is based on a social contract between the people and the rulers. The people agree to give up some of their freedom and abide by the decisions of their government. In return, the government promises to protect the lives, property, and liberty of the people.

The American colonists accepted Locke's idea that government was legitimate only as long as people continued to consent to it. Both the Declaration of Independence and the Constitution, written nearly a century after Locke lived, reflect Locke's revolutionary ideas.



***"All peaceful beginnings of government have been laid in the consent of the people."***

—John Locke,  
*Second Treatise of Civil Government*

### Then and Now

Compare the political thought of John Locke to the American form of government. What would Locke support? What would he not support?



**WH7.11.5** Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders). **WH7.11.6** Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

## A New View of the World

**Main Idea** Science and the influence of reason led to new innovations in political thought.

**Reading Connection** Does your school have a student council? This is usually a group of students who lobby the administration on behalf of the student body. Read on to find out how citizens' rights played a role in governmental reform.

While religious and political changes came to Europe, many European thinkers began to take a more experimental approach to science. They tested new and old theories and evaluated the results. They also began applying reason and scientific ideas to government. They claimed that there was a natural law, or a law that applied to everyone and could be understood by reason. This law was the key to understanding government.

**Triumph of Reason** During the 1500s, European thinkers began to break with old scientific ideas. They increasingly understood that advances in science could come only through mathematics and experimentation. Scientists, such as Nicolaus Copernicus and Galileo Galilei, disagreed with the ancient view that the earth was the center of the universe. Instead, they held to the idea that the sun was the center of the universe and that the planets moved in orbits around the sun.

Sir Isaac Newton further claimed that the physical universe followed natural laws. He believed that the force of gravity held the entire solar system together by keeping the sun and the planets in their orbits.

**The Scientific Method** Scientific thought was also influenced by the English thinker Francis Bacon, who lived from 1561 to 1626. Bacon believed that ideas based on tradition should be put aside. He developed the **scientific method**, an orderly way of collecting and analyzing evidence. It is still the process used in scientific research today.

The scientific method is made up of several steps. First, a scientist begins with careful observation of facts and then tries to find a hypothesis, or explanation of the facts. Through experiments, the scientist tests the hypothesis under all possible conditions to see if it is true. Finally, after repeated experiments show that the hypothesis is true, then it is considered a scientific law.

**Enlightenment Thinkers** As the Scientific Revolution advanced, many educated Europeans came to believe that reason was a much better guide than faith or tradition. To them, reason was a light that revealed error and showed the way to truth. As a result, the 1700s became known as the Age of Enlightenment.

France was the **major** center of the Enlightenment. As the Enlightenment spread, thinkers in France and elsewhere became known by the French word **philosophe** (FEE • luh • ZAWF), which means “philosopher.” Most philosophes were writers, teachers, journalists, and observers of society.

The philosophes wanted to use reason to change society. They attacked superstition, or unreasoned beliefs. They also disagreed with Church leaders who opposed new scientific discoveries. The philosophes believed in the individual's right to liberty. They used their skills as writers to spread their ideas across Europe.

**Who Were Voltaire and Diderot?** One of the greatest thinkers of the Enlightenment was François-Marie Arouet, known as Voltaire (vohl • TAR). Voltaire blamed Catholic Church leaders for keeping knowledge from people in order to maintain the Church's power. Voltaire also opposed the government supporting one religion while forbidding others. He thought people should be free to choose their own beliefs.

Denis Diderot was the French philosophe who did the most to spread Enlightenment ideas. He published a 28-volume encyclopedia. His project, which began in the 1750s, took about 20 years to complete.





# Primary Sources

## Guarantees of Rights

The Magna Carta and the English Bill of Rights are two important documents that were integral in forming American political thought. Each contributed an essential building block for the American political principles found in the Declaration of Independence, the Bill of Rights, and the Constitution.

The rights of English citizens, referred to in the Magna Carta, is an important principle of American government. This excerpt from the Magna Carta describes the right to a trial by jury:

"No free man shall be taken, imprisoned, [seized], outlawed, banished, or in any way destroyed, . . . except by the lawful judgment of his peers and by the law of the land."

The English Bill of Rights assured the people of certain basic rights. Among these are:

"That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament."

The founding documents of our nation express these freedoms and the principle of limited government—a government on which strict limits are placed, usually by a constitution.

King John signs the Magna Carta. ▶



Document-Based Question

The idea of limited government is an important principle of American government. Why must government be limited?

The *Encyclopedia* included a wide range of topics, such as science, religion, government, and the arts. It became an important weapon in the philosophes' fight against traditional ways.

**Who Was Montesquieu?** In 1748 Baron **Charles de Montesquieu** (MAHN • tuhs • KYOO) published a book called *Spirit of Laws*. In this book, Montesquieu said that England's government was the best because it had a separation of powers. Separation of powers means that power should be divided equally among the branches of government: executive, legislative, and judicial.

The legislative branch would make the laws, and the executive branch would enforce them. The judicial branch would interpret the laws and judge when they were broken. By separating these powers, government could not become too powerful and threaten people's rights.

**Who Was Rousseau?** By the late 1700s, some European thinkers were starting to criticize Enlightenment ideas. One of these thinkers was Jean-Jacques Rousseau (zhahn zhak ru • SOH). Rousseau claimed that supporters of the Enlightenment relied too much on reason. Instead, people should pay more attention to their feelings.

**What Is a Social Contract?** According to Rousseau, human beings were naturally good, but civilized life corrupted them. He thought people could improve themselves by living simpler lives closer to nature. In 1762 Rousseau published a book called *The Social Contract*. In this work, Rousseau wrote that a workable government should be based on a social contract. This is an agreement in which everyone in a society agrees to be governed by the general will, or what the people as a whole want.

**The Magna Carta** In the 1600s and 1700s, ideas of political change spread back and forth across the Atlantic Ocean. The pattern started with the arrival of the first English colonists in North America. They carried with them ideas born of the political struggles in England. By the time the first colonists reached North America, the idea of limited government had become an acceptable part of the English system. The Magna Carta of 1215 had limited royal power and protected nobles from unlawful loss of life, liberty, and property. During the next few centuries, these rights were extended to more and more English people.

**The English Bill of Rights** In 1689 the English Bill of Rights stated that the monarch could not tax people without Parliament's consent. People had a right to a fair and speedy trial by a jury of their peers. People could also petition the king without fear of being punished. The English colonists in North America shared a belief in these rights with the people of England.

**Representative Government** From England the American colonists also brought the idea of representative government in which people elect delegates to make laws and conduct government affairs for them. Parliament was a representative assembly that had made laws for England since the mid-1200s. In America colonial legislatures grew directly out of this practice of having representatives pass laws.

For political ideas, the colonists also looked to thinkers of the Enlightenment. John Locke's ideas seemed to fit the colonial experience. Although most had probably never heard of Locke himself, the ideas of natural rights and government responsible to the people became the basis of protest and revolt in the colonies. Colonial leaders, such as Benjamin Franklin, Thomas Jefferson, and James Madison, regarded these ideas as political truths. Locke's ideas became so influential that they have been called the "textbook of the American Revolution."

 **Reading Check Summarize** What were the ideas of Charles de Montesquieu?

## Section 3 Review

### Reading Summary

#### Review the Main Ideas

- Rome and Greece became the basis for much political and scientific thought.
- The Renaissance brought about religious and political changes that sought to increase the rights of human beings.
- Political thinkers argued that citizens had religious, political, and social rights.

### What Did You Learn?

1. What was the purpose of the English Parliament?
2. What is the Scientific Method?

### Critical Thinking

3. **Contrast** How did the ideas of Hobbes and Locke differ?  
**CA HR3.**
4. **Identifying** Who were three of the Enlightenment thinkers?



5. **The Big Ideas** How did political, technological, and religious changes affect the formation of the American government? Write a paragraph describing your conclusions. **CA HI2.**

6. **Persuasive Writing** Imagine you are an English noble in favor of the Magna Carta. Write a letter to the king explaining why he should sign the document. **CA 8WA2.4**

**History online**

**Study Central** Need help understanding the Enlightenment? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

# Analyzing Primary Sources



**WH7.11.1** Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

## Cultures in Contact

*Before the 1400s, Native Americans had little contact with people from other continents. Improved methods of sea travel and the desire for goods led to the growth of overseas trade in the 1400s and 1500s. During this time, people from Europe came into direct contact with people from the Americas.*

*Read the passages on pages 108 and 109 and answer the questions that follow.*

**Columbus lands on San Salvador in October 1492. ►**



## Reader's Dictionary

**reeds:** tall grasses with slim stems that grow in wet areas

**bear arms:** carry or possess weapons

**hawks' bells:** small, lightweight bells attached to a trained hawk to help an owner find a lost bird

**causeway:** a raised road across wet ground or water

**Mexico:** Tenochtitlán

**cues** (KYOOS): temples

**vein** (VAYN): way of thinking

## Columbus Crosses the Atlantic

**C**hristopher Columbus left Spain in August 1492 with about 90 sailors on three ships. On October 11 he wrote this in his log:

The crew of the *Pinta* spotted some . . . **reeds** and some other plants; they also saw what looked like a small board or plank. A stick was recovered that looks manmade, perhaps carved with an iron tool . . . but even these few [things] made the crew breathe easier; in fact, the men have even become cheerful.

*Other entries in Columbus's log describe the islanders that he met.*

They are [a] friendly and well-dispositioned people who [**bear**] no **arms** except for small spears, and they have no iron. I showed one my sword, and through ignorance he grabbed it by the blade and cut himself. . . .

They traded and gave everything they had with good will, but it seems to me that they have very little. . . .

[They] came swimming to our ships and in boats made from one log. They brought us parrots, balls of cotton thread, spears, and many other things, . . . For these items we swapped them little glass beads and **hawks' bells**.

—from *The Log of Christopher Columbus*



## Cortés Encounters the Aztec

**T**he soldier and writer Bernal Díaz de Castillo was part of Hernán Cortés's army. These Spaniards fought their way across the Aztec empire to the capital at Tenochtitlán. Castillo wrote the following about what he saw:

And when we saw all those cities and villages built in the water, and other great towns on dry land, and that straight and level causeway leading to Mexico, we were astounded. These great towns and **cues** and buildings rising from the water, all made of stone, seemed like an enchanted vision. . . . Indeed, some of our soldiers asked whether it was not all a dream. It is not surprising therefore that I should write in this **vein**. It was all so wonderful that I do not know how to describe this first glimpse of things never heard of, seen or dreamed of before. . . .

[In the marketplace], we were astounded at the great number of people and the quantities of merchandise, and at the orderliness and good arrangements that prevailed, for we had never seen such a thing before. . . .

[In the market] they have a building there also in which three judges sit, and there are officials like constables who examine the merchandise. . . .

—from *The Conquest of New Spain*



▲ Montezuma and Cortés meet after Cortés entered Tenochtitlán.



### Document-Based Questions

#### Columbus Crosses the Atlantic

1. What item did the crew take from the sea and examine?
2. How did Columbus's crew react when they saw the objects in the sea?
3. According to Columbus, why did the islander cut himself on the sword?
4. What items did Columbus and his crew exchange with the islanders?

#### Cortés Encounters the Aztec

5. What surprised Castillo and Cortés's army about the land of the Aztec?

6. Why did some soldiers compare what they saw with a dream?

#### Read to Write

7. Imagine you are one of the Native Americans who has just met Columbus or Cortés. What do you notice about him? What do you think of him? How do you feel about this meeting? Write a journal entry describing what you observed and how you reacted to this encounter. **CA 8WA2.1**

# Chapter 1

# Assessment

## Standard WH7.11

### Review Content Vocabulary

Write the vocabulary word that completes each sentence. Write a sentence for each word not used.

- a. technology      d. entrepreneur
- b. Renaissance    e. rule of law
- c. Northwest Passage    f. mercantilism

1. The \_\_\_ states that all people are equal under the law and should be treated as such.
2. England, France, and the Netherlands hoped to find a \_\_\_ to Asia.
3. During the \_\_\_, many political and religious changes took place.
4. The theory of \_\_\_ stated that a country could become prosperous by mining silver and gold found in other countries.

### Review the Main Ideas

#### Section 1 • Age of Exploration

5. What led to the European era of exploration?
6. What were English, French, and Dutch explorers searching for while charting the coast of North America?

#### Section 2 • Rise of Modern Capitalism

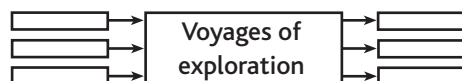
7. What made trading ventures in different countries so difficult?
8. What were the benefits of establishing overseas colonies?

#### Section 3 • The Enlightenment

9. What is the rule of law?
10. How did John Calvin contribute to religious changes in Europe?
11. What did Copernicus and Galileo believe about the universe?

### Critical Thinking

12. **Describe** What was the Columbian Exchange? How did it change Europe and the Americas? **CA CS1.**
13. **Cause and Effect** Re-create the diagram below. Identify three reasons for the voyages of exploration and three effects that resulted from the exploration. **CA HI2.**



14. **Contrast** How did Judaism differ from most other religions during the Roman era? **CA HI2.**

### Geography Skills

Study the map below and answer the questions that follow. **CA CS3.**



15. **Place** What are some of the islands on which the Taino lived?
16. **Location** Between which continents was the Taino homeland located?
17. **Movement** If you traveled from Cuba to Puerto Rico, in what direction would you be going?

## Read to Write

18. **The Big Ideas** **Descriptive Writing**  
Choose an event mentioned in the chapter that had an impact on the Americas. Describe how that event influenced life in the Americas. **CA 8WA2.3**
19. **Using Your FOLDABLES** Use the information from your completed chapter opener foldable to create a compare-contrast chart of the three countries that were exploring the Americas. Include in the chart their reasons for embarking on explorations, the areas they explored, and the goods and ideas they obtained from the regions. **CA CS3**

## Using Academic Vocabulary

Read the following sentences and in your own words, write the meaning of the underlined academic vocabulary word.

20. The Magna Carta is an important document.
21. Venice and Genoa became major trading cities.
22. Christopher Columbus hoped that the king and queen of Spain would finance his exploration.
23. Traders wanted to export goods to China and to other areas of the world.

## Linking Past and Present

24. **Science Connection** Sir Francis Bacon was the first person to describe the Scientific Method. Describe this method in your own words. Then, describe a modern-day scenario in which scientists are using this method. **CA HI3**

## Reviewing Skills

25. **READING SKILL** **Previewing** Take a look at the Big Ideas on page 113. Select one and write a paragraph describing the relationship between that idea and something you learned in this chapter. **CA CS1**  
**CA 8WA2.2**
26. **ANALYSIS SKILL** **Summarize** Describe Montesquieu's theories on government. Contrast these with views held by Thomas Hobbes. **CA HI2** **CA 8WS1.1**



## Standards Practice

Read the passage below and answer the following questions.

The *Legislative* cannot transfer the *Power of Making Laws* to any other hands. For it being but a delegated Power from the People, they who have it, cannot pass it over to others. The People alone can appoint the Form of the Commonwealth, which is by Constituting the Legislative, and appointing in whose hands that shall be.

—from *Second Treatise of Civil Government* by John Locke

27. According to Locke, what branch of government makes the laws?
  - A judicial
  - B executive
  - C legislative
  - D state governments
28. Who gives government its power?
  - A the legislature
  - B the president
  - C the Supreme Court
  - D the people