

# **WORLD HISTORY PACKET**

## **State Standards:**

S.S.HIST 1a.h (Using historical evidence to determine cause and effect)

Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes [and effects] from both long- and short-term perspectives.

S.S HIST 3b.h

Evaluate historical perspectives to create arguments with evidence

S.S.HIST 4c.h.

Analyze the intended purpose of a specific primary or secondary source.

## **Skills Utilized:**

Evaluation (determining how much influence one side had over another)

Analysis (explaining why and/or how)

Argumentation (taking a stance and proving it using specific historical evidence)

## **Reviewing Material:**

Ancient Rome, Middle Ages Europe and Africa, Renaissance, Scientific Revolution, Protestant Reformation, and French Revolution

## **Directions:**

Complete EACH assignment in this enrichment packet. Follow the separate instructions for each assignment.

## Lesson 1

## CHAPTERS IN BRIEF *Ancient Rome and Early Christianity, 500 B.C.—A.D. 500*

**CHAPTER OVERVIEW** *The Romans make a republic in Italy and rise to power, but the internal struggle for control of their growing strength changes the government to an empire. The empire enjoys a long period of peace, during which a new religion, Christianity, arises. The empire finally collapses in the western part, but Rome leaves a legacy of many important ideas and achievements.*

### 1 The Roman Republic

**KEY IDEA** *The early Romans made a republic. It grew in power and spread its influence.*

The city of Rome was founded by the Latin people on a river in the center of Italy. It was a good location, which gave them the chance to control all of Italy. It put them in the middle of the Mediterranean Sea. Two other groups lived in what is now Italy: the Greeks in the south, and the Etruscans in the north. The Romans borrowed some ideas from both peoples.

About 600 B.C., an Etruscan king ruled over his people and Rome. By this time, Rome had grown to be a wealthy and large city. The Romans resented the Etruscan rule. In 509 B.C., they finally overthrew the king. They declared that Rome would be a republic. The people would have the power to vote to choose the leaders of the government. They said that Rome would never again have a king.

Two groups struggled for power in the new republic—the nobles and the common people. At first, the nobles dominated the government. Over time, the common people won more rights. The basis for Roman law was a set of rules called the Twelve Tables. They said that all free citizens were protected by law. They were posted in a public place for all to see.

The government had three parts. Two consuls were elected each year to lead the government and the army. A person could not become consul a second time until after ten years had passed. In this way, the Romans hoped to prevent one person from having too much power. The second important part of the government was the Senate. It began by choosing 100 members from the upper classes. Later its size was expanded and some members were common people. The Senate passed laws. There were also assemblies that all people belonged to. They made laws that applied to all their members. All free-born males were citizens

and had the right to vote. Any citizen who owned property had to serve in the army.

In the fourth century B.C., Rome began to expand. Within 150 years, it had captured almost all of Italy. Rome allowed some of the conquered peoples to enjoy the benefits of citizenship. With its good location, Rome saw a growth in trade. This brought it into conflict with Carthage, a trading city in North Africa.

From 264 to 146 B.C., Rome and Carthage fought three bitter wars. In the first, Rome won control of the island of Sicily. In the second, an army from Carthage caused great destruction in Italy, although Rome itself was spared. In the third, Rome defeated Carthage once again and completely destroyed the city. In another few decades, Rome also conquered Greece, Macedonia, Spain, and parts of modern Turkey. It controlled the Mediterranean Sea.

### 2 The Roman Empire

**KEY IDEA** *Rome became an empire. Its government, society, economy, and culture changed.*

Rome's victory brought conflict between rich and poor. When two brothers tried to pass laws that would help the poor, they were killed. Then Rome erupted in a civil war as leading generals fought for power.

Julius Caesar tried to take control. First he joined with two others—Crassius, a wealthy man, and Pompey, a successful general. For the next ten years, these three led Rome. Caesar gained fame with several victories in battle. Pompey now feared Caesar, and the two fought another civil war that lasted several years. After he won, Caesar took charge of the government. He made many changes that added to his popularity. However, he raised the mistrust of some members of the Senate who feared he wanted to become king. A group of them killed him.

Once again Rome suffered civil war. The winner was the nephew of Caesar, who took over the government of Rome. He had the title Augustus, meaning "exalted one." The Roman Empire was now ruled by one man.

For about 200 years, through bad emperors and good, the Roman Empire was a great power. Its population of between 60 and 80 million enjoyed peace and prosperity. The empire stretched around the Mediterranean, from modern Syria and Turkey west and north to England and Germany. It depended on farming, which employed 90 percent of all workers. Trade was also important, bringing silk from China. Goods traveled by ship and along the Roman roads.

Defending all these people were the soldiers of the army. These included some troops recruited from the conquered peoples. Once they finished their time in the army, they became Roman citizens. This way, the empire extended its benefits to more and more people. Running the empire were government officials who reported to the emperor.

The quality of life in the empire depended on social position. The wealthy had rich lives full of luxury and huge meals. The poor—including many people in Rome itself—had no jobs and received handouts of food from the government. The government also entertained them, paying for spectacular—and bloody—shows of combat in public arenas.

About a third of the people in the empire were slaves. They were usually people from a land that had been conquered by the army. Many times slaves tried to organize a revolt to win their freedom, but they never could succeed.

### 3 The Rise of Christianity

**KEY IDEA** Christianity arose in the eastern part of the empire and spread throughout Roman lands.

One of the groups whose land was taken into the empire was the Jews. Many Jews wanted to rid their land of the Romans. Others hoped for the coming of the Messiah—the savior. According to tradition, God promised that the Messiah would restore the kingdom of the Jews. In this time, Jesus was born.

At age 30, Jesus began to travel the countryside preaching his message of the love of God. According to close followers, he performed many miracles. He taught that those who regretted their sins would enter an eternal kingdom after death. His fame grew,

and many people thought him the long-awaited Messiah.

Jewish church leaders did not believe that his teachings were those of God. Roman leaders feared his hold on the people. Jesus was arrested and sentenced to death. After his death, his followers said that he had appeared to them again and then gone to heaven. They said this proved he was the Messiah. They called him "Christ," which is Greek for "savior," and his followers came to be called Christians.

At first his followers were all Jewish. Later, under one follower, Paul, the Christians began to look to all people, even non-Jews, to join the church. The leaders of the early church traveled throughout the empire spreading the teachings of Jesus.

From time to time, Roman leaders tried to punish the Christians. They were angered when Christians refused to worship the Roman gods. Romans had them put to death or killed by wild animals in the arena. However, the religion spread until, after almost 200 years, millions of people across the empire believed. It spread because it accepted all believers, whether rich or poor, man or woman. It gave hope to those without power. It appealed to people who were bothered by the lack of morality in Roman life. It won followers because it offered a personal relationship with God and the promise of life after death.

As the early church grew, it developed an official structure. Priests led small groups of worshipers in individual churches. Bishops, based in most major cities, controlled all the churches in their area. The bishop of Rome headed the church.

In A.D. 313, Christianity entered a new era. The Roman emperor Constantine said that Christians would no longer be persecuted. He gave his official approval to Christianity. A few decades later, it became the empire's official religion. While Christianity grew in power, it also felt some growing pains. Church leaders sometimes disagreed over basic beliefs and argued about them. From time to time they met in councils to settle these matters.

### 4 The Fall of the Roman Empire

**KEY IDEA** The empire became weakened by internal problems and bothered by the arrival of warlike nomads. The empire was divided and later fell apart.

Beginning about A.D. 180, Rome entered a period of decline. It suffered economic problems.

Trade slowed as raiders threatened the ships and caravans that carried goods over sea and land. The supply of gold and silver went down, and the price of goods increased. Food supplies dropped as tired soil, warfare, and high taxes cut the amount of grain and other foods produced on farms. On top of that, the empire had military problems. German tribes caused trouble on the frontiers while Roman generals fought one another for control of the empire.

After a century of these problems, a new emperor, Diocletian, took the throne. He passed many new laws trying to fix the economy. He tried to restore the status of the emperor by naming himself a son of the chief Roman god. He even divided the empire into eastern and western halves to make it easier to govern. Many of these changes were continued by Constantine, who in 324 became emperor of both halves of the empire. A few years later, Constantine moved the capital of the empire to Byzantium, a city in northwestern Turkey where Europe met Asia. The city was eventually renamed Constantinople after Constantine.

These reforms delayed the end of the Roman Empire but could not prevent its fall. The eastern part of the empire remained strong and unified, but in the west trouble continued. German tribes moved into the empire, all of them trying to escape fierce warriors—Mongol nomads from Central Asia—that were moving into their land. These were the Huns, and their arrival helped bring about the end of Rome. The Roman armies in the west collapsed, and German armies twice entered Rome itself, looting and burning the once-great city. After the death in 453 of their leader, Attila, the Huns went back to central Asia. However, the Germans had arrived for good. By 476 there were German people living in many areas of Europe. That year a German general removed the last western Roman emperor from the throne.

## 5 Rome and the Roots of Western Civilization

**KEY IDEA** *The Romans developed many ideas and institutions that have become part of Western civilization.*

Rome took features of Greek culture and added ideas of its own. This combination of influences helped shape Europe and the Western world.

Roman sculpture, for instance, borrowed Greek practices but with a difference. Roman statues

were more realistic. Romans perfected a kind of sculpture in which images stood out three-dimensionally from a flat background. Romans made pictures from tiny tiles, a process called mosaic, and enjoyed wall painting. Roman writing was based on Greek models, too.

Romans became famous for their skill at engineering. They used arches and domes to build large, impressive buildings. Many of these forms are still used today. They also built an excellent system of roads and built several aqueducts to carry water from distant lakes or rivers to large cities.

Rome left another mark on the world. Many languages, from Spanish to Romanian, are based on Latin. Even languages such as English have many words taken from Latin.

Rome's most lasting influence, though, was in setting certain standards of law that still influence people today. These include the ideas that

- all persons should be treated equally by the law;
- a person should be thought innocent of a crime until proven guilty;
- someone who accuses another person of a crime has to prove it; and
- a person should be punished only for actions, not for thoughts or opinions.

## Review

### *Determining Main Ideas*

1. Describe the government of the republic.
2. Describe the empire during the long time of peace.
3. **Analyzing Issues** What important change did Paul make to Christianity?
4. **Summarizing** How did Diocletian try to fix the empire?
5. **Clarifying** Give two examples of principles of Roman law that still influence people today.

# From Roman Republic to Roman Empire

## Lesson 2

Rome was founded as a small city-state, then became a republic, and eventually grew into a powerful empire.

- Rome became a republic in 509 B.C. The republic came to have a democratic government.
- The Roman Republic gained land through conquest. As the republic grew, so did its army.
- Civil wars destroyed the Roman Republic. The republic became an empire by 27 B.C., led by a single ruler.
- The capital of the republic and the empire was the city of Rome.

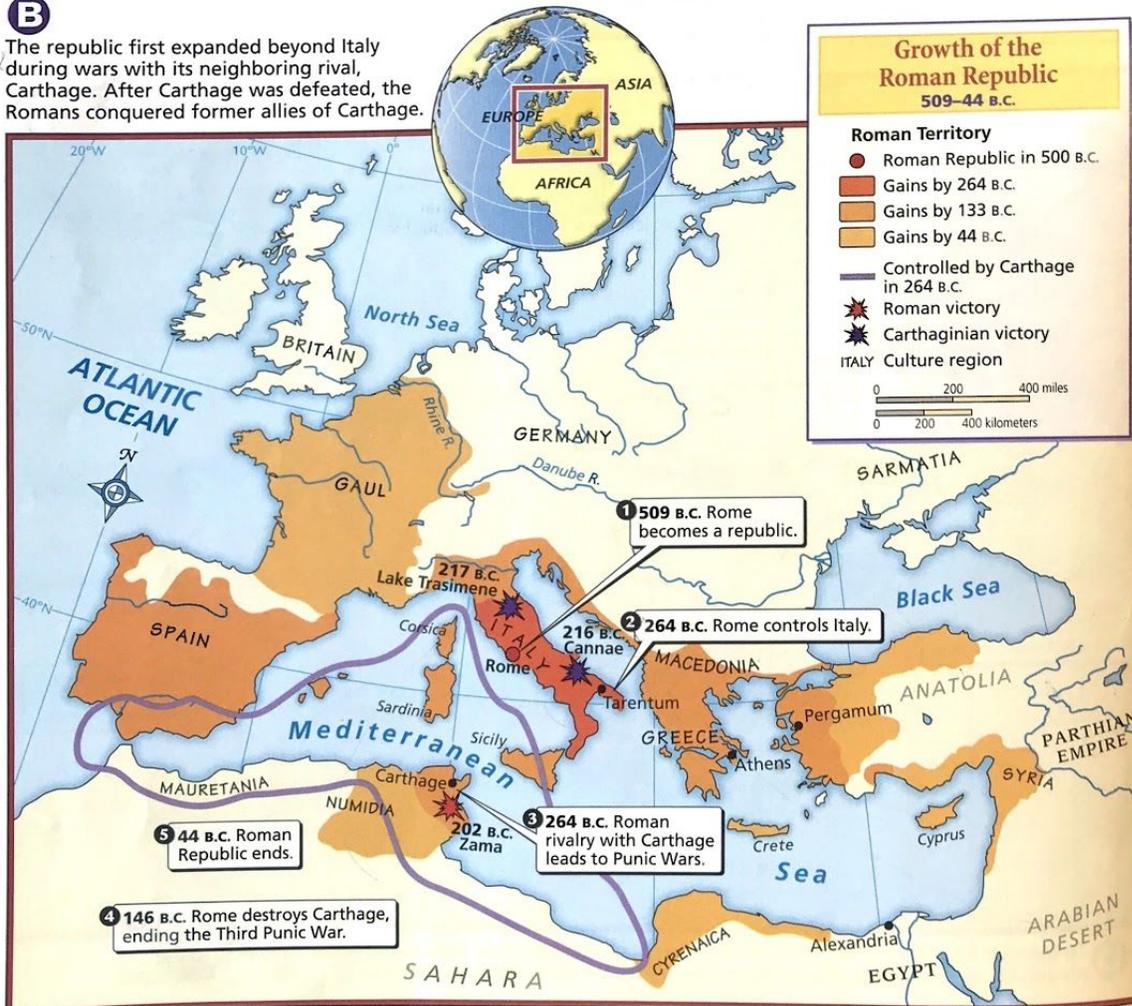


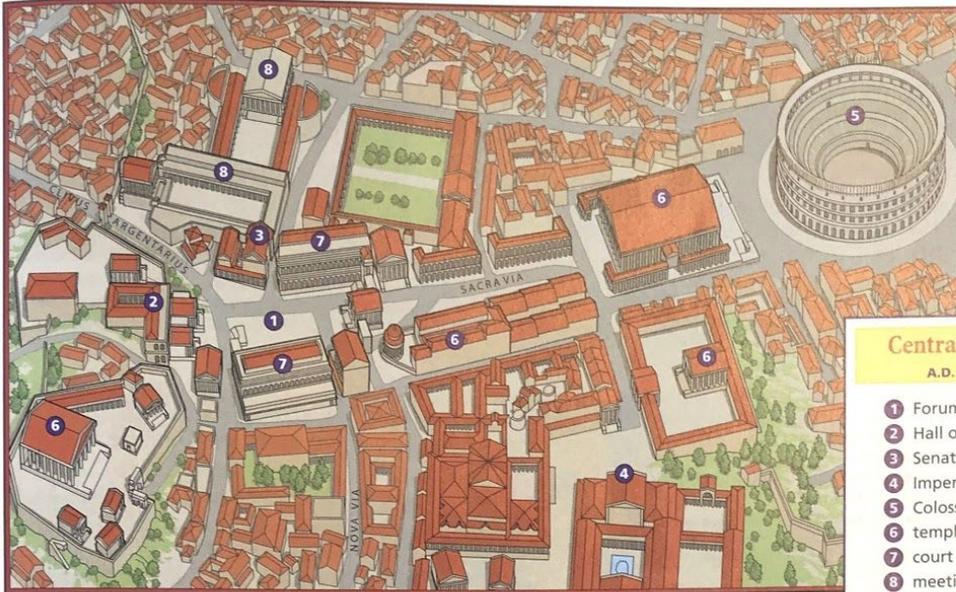
**A** Julius Caesar, in red, was a popular general and politician. His conquest of Gaul allowed him to overthrow the Senate and become dictator.

more at [NWHatlas.com](http://NWHatlas.com)

### B

The republic first expanded beyond Italy during wars with its neighboring rival, Carthage. After Carthage was defeated, the Romans conquered former allies of Carthage.





Map

**Central Rome**  
A.D. 100

- 1 Forum
- 2 Hall of Records
- 3 Senate
- 4 Imperial Palace
- 5 Colosseum
- 6 temple
- 7 court
- 8 meeting hall

Smaller buildings are shops and houses.

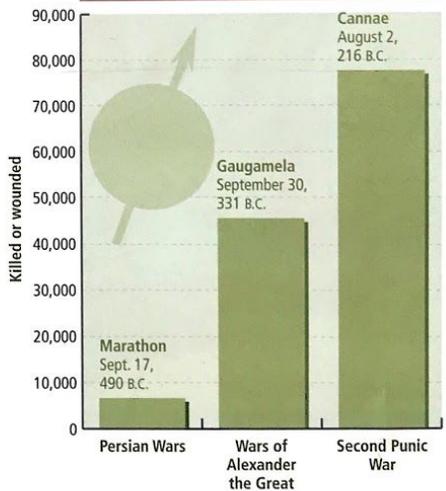
**C** The Forum, an open area reserved for public gatherings, was the original center of Rome. Later, Roman emperors expanded the city center by building temples, government offices, and entertainment centers.

**GOVERNMENT**  
From Republic to Empire

Roman REPUBLIC 509–44 B.C.		Roman EMPIRE 44 B.C.–A.D. 476
Elected officials (two consuls)	Who leads?	Emperor (also later known as Caesar)
One year	How long do they rule?	For life, although many were assassinated
Appointed by Senate	How do new leaders take power?	By inheritance or by force
It was the most powerful government body	What is the role of the Senate?	It had very little real power under the emperor

**D** Julius Caesar's great-nephew, later called Augustus Caesar, eliminated the Senate's power by 27 B.C. As emperor, he and his successors held supreme power. However by A.D. 41 the Roman Army began overthrowing emperors.

**WARFARE**  
Battle Casualties



**E** Ancient armies fought using hand-to-hand combat. The Greeks and Macedonians used spears and the Romans used swords. An army would charge at the enemy trying to break its formations.

# F rom Roman Republic to Roman Empire

## ► Gathering the Facts

1. Turn to pages 36–37 of the Atlas. Read the introduction. Use the information to fill in the blanks below. Write **T** next to each of the following statements if it is true or **F** if the statement is false.
  - a. Rome was founded as a republic. \_\_\_\_\_
  - b. Rome was a republic before it became an empire. \_\_\_\_\_
  - c. The city of Rome was the capital of the republic and the empire. \_\_\_\_\_
  - d. When Rome became a republic, it was led by a single ruler. \_\_\_\_\_
  - e. As the republic grew, its army got smaller. \_\_\_\_\_
  - f. The Roman Republic, like the United States today, had a democratic government. \_\_\_\_\_

## ► Time and Change

2. Use map B, "Growth of the Roman Republic" and graph E, "Battle Casualties" to fill in the blanks below.
  - a. When did Rome become a republic? \_\_\_\_\_
  - b. What culture region had Rome gained by 264 B.C.? \_\_\_\_\_
  - c. Who did Rome fight in the Punic Wars? \_\_\_\_\_
  - d. How many people were killed or wounded in the battle at Cannae?  
\_\_\_\_\_
  - e. What islands in the Mediterranean Sea did Rome gain from Carthage?  
\_\_\_\_\_ and \_\_\_\_\_
  - f. Name two culture regions added to the Roman Republic between 264 and 133 B.C. \_\_\_\_\_ and \_\_\_\_\_
  - g. Name two culture regions added to the Roman Republic between 133 and 44 B.C.  
\_\_\_\_\_ and \_\_\_\_\_
  - h. When did the Roman Republic end? \_\_\_\_\_
  - i. How many years did the Roman Republic last? \_\_\_\_\_

3)  
review

Name \_\_\_\_\_

► **People and Cultures**

3. Look at picture A and read its caption. Why was Julius Caesar important?

\_\_\_\_\_  
\_\_\_\_\_

★ **People and Their Environments**

4. Use map C, "Central Rome," and map C, "Mohenjo-Daro," on page 25 to answer the following questions.

a. How many temples are shown in central Rome? \_\_\_\_\_

What does this tell you about Roman society? \_\_\_\_\_

\_\_\_\_\_

b. How was Rome like major cities today? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. How was Rome like the city of Mohenjo-Daro?

\_\_\_\_\_

\_\_\_\_\_

d. How was Rome different from the city of Mohenjo-Daro?

\_\_\_\_\_

\_\_\_\_\_

► **Thinking About History**

5. Read chart D, "From Republic to Empire." Next to each statement below, write **R** if it applies to the Roman Republic or **E** if it applies to the Roman Empire.

a. New leaders are appointed by Senate. \_\_\_\_\_

b. Leader is the emperor. \_\_\_\_\_

c. Leaders rule for one year. \_\_\_\_\_

d. Leaders are elected officials. \_\_\_\_\_

e. Leaders rule for life. \_\_\_\_\_

f. New leaders seize power by force. \_\_\_\_\_

g. New leaders inherit power. \_\_\_\_\_

### Lesson 3 ----What Were the Primary Reasons for the "Fall" of Rome?

Rome - the city that would become the center of one of the world's greatest empires - began around 750 BCE as an unremarkable settlement. During Rome's early years, the most wealthy and powerful people of the Mediterranean world were the Greeks. However, by 200 BCE, the Greek empire was weakening and Rome was turning into a giant, spilling over its borders as it acquired foreign lands. No longer a sleepy little town, Rome had become a powerhouse.

As with so many empires, Rome's rise to power came with the thrust of a spear and the slash of a sword. The enormous Roman army conquered territory from modern-day Scotland to Spain, gained control of the whole Mediterranean Sea, and established colonies in North Africa, Egypt, the Middle East and Asia Minor. By the year 44 BCE, when Julius Caesar became Rome's virtual emperor, there were no major rivals left to defeat.

Caesar used his hero status - along with bribery, beatings and even assassination - to gain political power. Over the next two decades, Rome shifted from being a **republic**, with elements of democratic control, to an empire with power in the hands of an emperor and the military.

Rome's first two centuries as an empire were years of relative stability, increasing power, and great imperial wealth. It was a time known as the **Pax Romana**, the time of Roman peace. Rome was clearly the top dog in the western world. But as Rome was to discover, size has its problems. The empire acquired new subjects who were not Roman and who often did not want to be Roman-in Gaul (France), in England, beyond the Danube River, in the Middle East.

Controlling this expanded empire meant a larger army, which in turn meant a need for more food, clothing, weapons and supplies. Political strains developed at home. Leaders in Rome focused less on debate and compromise and more on force to get their way. Having existed for centuries as a republic, Rome eventually became more like a **dictatorship**.

As Rome drifted through the 3rd century, survived the 4th, and staggered into the 5th, one general problem was apparent - life at the top was getting soft. Upper-class Romans were losing their edge. When a country is on the make, when energy and hope are high, leaders and their people are more willing to work hard and to sacrifice. When the goal appears to have been reached, it is easy to get lazy. The evidence for this was a love of luxury, a decline in the quality of literature, even a decision by upper-class Romans to have fewer children because child-raising was a bother.

But there was more to Rome's decline than developing a soft belly. By the 5th century CE, when the city was **sacked** by outside invaders, Rome had been badly weakened by a number of problems. Parts of the empire would survive, particularly in

Constantinople and the East, but the old heart of the empire - Italy and the West - was shattered.

Your task is to examine the documents in this Mini-Q and decide which three problems were most responsible for bringing Rome to its knees. Then, of these three problems, decide which was most important. In other words, *What were the primary reasons (and the most important reason) for the "Fall" of Rome?*

### **Background Essay Questions**

1. How many years passed between Rome's early days as a sleepy little settlement and its invasion in the 5th century CE?
2. What was the Pax Romana?
3. In what way did the form of the Roman government change around the time of Julius Caesar?
4. Beginning in the 3rd century, Rome was developing a "soft belly." What does that mean?
5. Define these terms:

republic:

Pax Romana:

dictatorship:

sack:

## Lesson 4

CHAPTERS IN BRIEF *European Middle Ages, 500–1200*

**CHAPTER OVERVIEW** German peoples invaded the Roman Empire, causing it to fall. Small Germanic kingdoms arose. The kingdom of Charlemagne finally reunited western Europe but split apart after his death. As different groups invaded Europe, people sought protection and gave up some rights to powerful lords, producing a system called feudalism. The Church proved an important spiritual and political force throughout the Middle Ages.

## ❶ Charlemagne Unites Germanic Kingdoms

**KEY IDEA** Many Germanic kingdoms that succeeded the Roman Empire were reunited under Charlemagne's empire.

By the end of the fourth century, invaders from many different Germanic groups overran the Roman Empire in the west. Their arrival and the collapse of Roman rule had several effects. The attacks put a halt to all trade, as it was not safe to move goods from one place to another. The end of Roman government and the decline in trade made cities less important. As cities faded, nobles moved to the countryside. Poorer people followed, hoping to be able to grow their own food. The general level of education in society became lower. As Germanic people settled in different areas, they began to blend Latin with phrases of their own. Their language developed different dialects. Europe no longer had a single language understood by all.

From about A.D. 400 to 600, Europe was the scene of turmoil and chaos as small Germanic kingdoms fought each other for power. Long-held Roman ideas about law were replaced by Germanic ideas of society based on close personal ties. The Catholic Church provided the only sense of order. In 496, Clovis, the king of the Franks, became a Christian with all his warriors. From then on, the pope in Rome supported the military efforts of Clovis.

Clovis was one of many leaders to become Christian. The Church made an effort to bring these people to the religion. It also set up new communities called monasteries, where men called monks and women called nuns lived lives devoted to God. These monasteries became important because their libraries preserved some of the writings of the ancient world.

The Church also grew in importance when Gregory I became pope in 590. He made the pope

the guardian of the spiritual lives of all Christians. He also made the pope an important power in governing part of Italy.

The kingdom of the Franks covered much of modern France. By the 700s, the most important official was the mayor of the palace, even more powerful than the king. He made laws and controlled the army. In 719 Charles Martel became mayor and expanded the lands controlled by the Franks. He also won a battle in 732 against a Muslim force moving north from Spain. That ended the Muslim threat to Europe and made Martel a Christian hero. His son, Pepin, was crowned king.

One of Pepin's sons, Charlemagne, became king of all the land of the Franks in 771. At six feet, four inches tall, Charlemagne towered over most people of his time. With military skill, he expanded his kingdom to make it larger than any known since ancient Rome. By 800, he held most of modern Italy, all of modern France, and parts of modern Spain and Germany. Pope Leo III crowned him emperor. With that, the power of the Church and the German kings joined the heritage of the old Roman Empire.

Charlemagne cut the power of the nobles in his empire and increased his own. He traveled throughout his lands, visiting the people and judging cases. He brought well-read men to his court and sponsored a revival of learning. However, Charlemagne's empire broke into pieces soon after his death.

## ❷ Feudalism in Europe

**KEY IDEA** Feudalism, a political and military system of protective alliances and relationships, develops in Europe.

Between 800 and 1000, Europe was threatened by new invasions. Muslims captured Sicily in southern Italy. Magyars struck from the east. From the north came the most feared fighters of all, the Vikings, or Norsemen.

The Vikings came from Scandinavia (now Sweden, Norway, and Denmark). In small, quick raiding parties, they attacked villages and monasteries. They took anything of value. The Vikings struck terror in the hearts of Western Europeans. By around the year 1000, though, the Vikings had adopted Christianity and stopped raiding to become traders and farmers.

The Magyars, Turkish nomads, attacked from the east and reached as far as Italy and western France. The Muslims invaded what are now Spain and Italy from the south. The worst years of the invaders' attacks were from 850 to 950. People in Western Europe suffered and feared for their futures. With no strong central government, they went to local leaders for protection. In this way, Europe's feudal system began.

The feudal system was based on rights and obligations. For example, a local leader, or lord, gave land to person of lower status, called a vassal. In return, the vassal promised to supply soldiers when the lord needed them. The structure of feudal society was like a pyramid. At the top was the king. Next came the most powerful vassals, such as nobles and bishops. Beneath them were knights, mounted horsemen who pledged to defend their lord's land. At the bottom were landless peasants who toiled in the fields.

Peasants were by far the largest group. Many of them were not free to move about as they wished. They were tied to the land of their lord.

The lord's land was called the manor, and manors became the centers of economic life. Lords gave peasants land, a home, and protection from raiders.

The peasants worked the land to grow food, giving part of each year's crop to the lord. They also paid taxes every year and had much of their lives controlled by the lord. Peasants lived in small villages of 15 to 30 families. They found everything they needed in that small community and rarely traveled far from their homes. Their cottages had only one or two rooms with only straw mats for sleeping. They had poor diets. They endured these lives, believing that God had set their place in society.



### The Age of Chivalry

**KEY IDEA** *The code of chivalry for knights glorified combat and romantic love.*

**N**obles were constantly at war with one another. They employed knights, who were soldiers

who fought on horseback. Using the saddle and stirrup to stay firmly in place on the horse, these knights became the most important military weapon of the time in Europe. By about the year 1000, nobles used their armies of mounted knights to fight one another for control of land. When they won battles, they gave some of the new land to their knights. The knights could use the income from this land to support their need for costly weapons, armor, and horses. They devoted much of their time to improving their skill at fighting.

By the 1100s, a new code of conduct for knights had developed. This code of chivalry said that a knight had to fight fiercely for three masters: his lord, God, and his chosen lady. Knights were also required to protect the weak and poor. While the code set high standards, few knights met all of them. For example, most treated peasants harshly.

The sons of nobles and knights began training to become knights at an early age. They gained experience by fighting in staged combats called tournaments. These fights were fierce, but real battles were very bloody and harsh. To protect their lands and homes, nobles built stone castles. When a castle was attacked, defenders poured hot oil or boiling water on people trying to attack.

The literature about knights did not reflect this bloody reality. Poems and stories stressed the code of chivalry, life in the castle, and the knight's loyalty to the woman he loved. Some long poems, called epics, told the story of regal or legendary heroes such as King Arthur and Charlemagne. Songs told the joys and sorrows of romantic love. Many of the writers of these songs traveled to the court of Eleanor of Aquitaine, the rich and powerful ruler of a land in southern France.

The knights' ideals of love and devotion to a noble lady seemed to give women a high position in the society of the Middle Ages. In fact, most women in feudal society had little power. The Church taught that they were inferior. They were limited to working in the home or living in convents. Noblewomen could sometimes rule the land when their husbands were away from home, but they could not inherit land. It usually passed from father to son.

Peasant women had to work in the fields with their husbands and children simply to grow enough food to survive—just as they had always done.

## 4 The Power of the Church

**KEY IDEA** Church leaders and political leaders competed for power and authority.

With the central governments of Europe weak, the Church became the most important force unifying European society. An early pope had said that God had made two areas of influence in the world—religious and political. The pope was in charge of spiritual matters, he said. The emperor and other rulers were in charge of political affairs. Over the years, though, the difference was not so clear. Popes often tried to influence the actions of rulers, who clashed with them in a struggle for power.

The Church was organized into a structure that mirrored society. At the bottom were the priests who led services at local churches. Above them were bishops, who oversaw all the priests in a large area. At the top was the pope, the head of the Church.

The Middle Ages was an Age of Faith, when people were bound together by their belief in God and the teachings of the Church. Though life was hard, the peasants hoped that by obeying God and doing their work they would earn the reward of being saved and being taken into heaven after death. The local church served as both a religious and a social center for the community. Holidays such as Easter and Christmas were especially festive times of the year.

The Church developed a body of law called canon law. It set standards for the conduct of people and officials of the Church. These laws ruled over such matters as marriage and religious practices. They applied to all Christians, from kings to peasants. The Church also set up courts that took charge when people broke these laws.

Two punishments were especially harsh. If the Church excommunicated a person, he or she was banished from the Church. The person was denied the chance for eternal life in heaven. Popes often used this power as a threat to try to force rulers to do what they wanted. When a ruler refused to obey the pope, the Church leader could place his land under interdiction. That meant that no sacraments and religious services of the Church could officially take place in those lands. The ruler's subjects deeply feared this punishment, for without sacraments they were doomed to hell.

Otto I was the strongest ruler of medieval Germany. He set up an alliance with the Church. In 962, the pope crowned him emperor of what became the powerful Holy Roman Empire. It was made up of what are now Germany and Italy.

Eventually, popes and emperors came into conflict. Rulers had, for a long time, enjoyed the power to name the bishops who led the Church in their lands. In 1075, Pope Gregory VII banned this practice. Emperor Henry IV was angry and persuaded his bishops to say that this pope had no real authority. Gregory then excommunicated Henry. When Henry's nobles rebelled against him, he went to the pope and asked for forgiveness. But the larger issue of lay investiture was left open until 1122. Then an agreement stated that only the pope could name bishops. However, the emperor had the right to turn down any appointment that he did not like.

In the late 1100s, a new German ruler—Frederick I—tried to rebuild the power of the Holy Roman Empire. He invaded Italy but was defeated at an important battle in 1176. When he died in 1190, his empire fell to pieces. Later kings tried to revive the empire. However, real power in Germany was held by the German nobles.

## Review

- Analyzing Causes and Recognizing Effects** What were the effects of the arrival of the Germans and the fall of the Roman Empire?
- Determining Main Ideas** Why was Charlemagne important? Did his achievements last long?
- Synthesizing** How did invasions contribute to the beginnings of the feudal system?
- Determining Main Ideas** What was the position of women during the Middle Ages?
- Forming and Supporting Opinions** How important do you think the Church was in the Middle Ages? Why?

# Lesson 5

Class \_\_\_\_\_

Date \_\_\_\_\_

## Document-Based Activity

### Medieval Europe

#### Part A. Using Source Materials

**HISTORICAL CONTEXT** After the fall of the Roman Empire, Europe entered a period known as the Middle Ages. During this period, there was no central authority to keep order. Soon, however, Christianity spread throughout Europe. The church became a major influence on people's lives, bringing order and stability to people all across Europe.

**TASK** Using information from the documents and your knowledge of world history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay.

**DIRECTIONS** Examine the following documents and answer the questions that follow each document.

#### DOCUMENT 1

From the holy day of the Resurrection of Christ until New Sunday, the faithful are to frequent the holy Churches without ceasing during the entire week, with psalms and hymns and spiritual songs. Rejoicing in Christ and celebrating, listening to the reading of holy Scripture and delighting in the holy Mysteries; for thus shall we arise and be exalted together with Christ. In no wise, then, ought horse-races or public spectacles to be performed during the aforesaid days.

—Easter Regulations, from a church canon passed in AD 692

From "Easter Regulations" from *The Council in Trullo Revisited*, edited by George Nedungatt and Michael Featherstone. Published by Pontificio Istituto Orientale, Rome, 1995.

1. What regulations did the church place on the celebration of Easter?

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2. How might regulations such as these have influenced social life in the Middle Ages?

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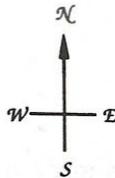
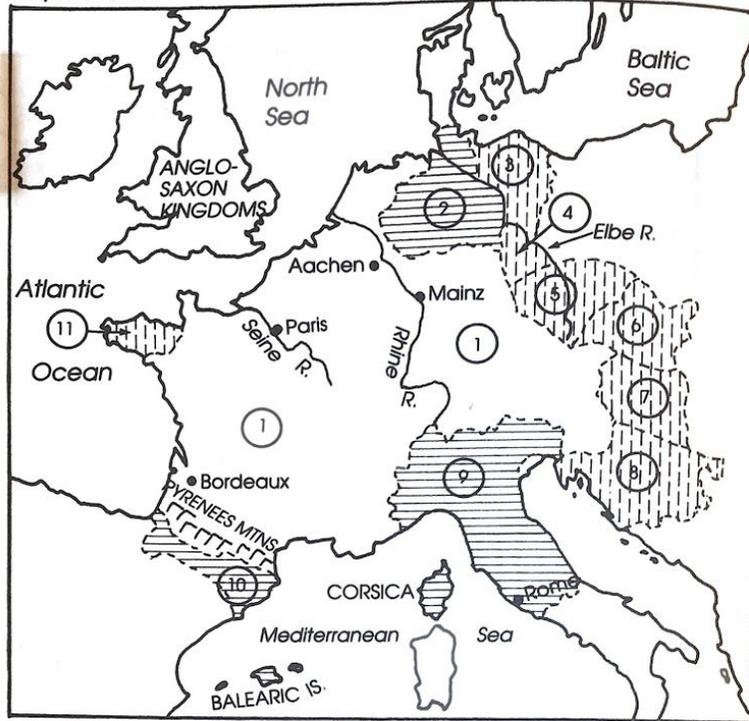
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# Charlemagne's Empire A.D. 800

Name \_\_\_\_\_

Use this map to answer the questions.

Lesson 6



### Map Key

① Frankish Kingdom in A.D. 768	④ Wends	⑦ Pannonian March	⑩ Spanish March	Areas added to Frankish Kingdom by Charlemagne
② Saxons	⑤ Bohemians	⑧ Croats	⑪ Bretons	People who paid tribute to Charlemagne
③ Wlizi	⑥ Moravians	⑨ Lombards		

- Which mountains formed the southwestern border of the Frankish Kingdom? \_\_\_\_\_
- Name five areas and/or tribes Charlemagne conquered and added to the empire after A.D. 768. \_\_\_\_\_  
\_\_\_\_\_
- Name the seven groups of people who paid tribute to Charlemagne. \_\_\_\_\_  
\_\_\_\_\_
- The cities of Bordeaux and Paris were part of the \_\_\_\_\_ Kingdom.
- The city of Mainz is on the \_\_\_\_\_ River.
- The city of Paris is on the \_\_\_\_\_ River.
- Rome was in an area which was occupied by the \_\_\_\_\_.

# Lesson 7 Primary Sources: The Black Death 1348

By Henry Knighton, adapted by Newsela staff on 03.30.17  
Word Count: 975 Level 1040L



A miniature from a 14th century Belgium manuscript showing people burying the dead from the Black Death in Tournai, Belgium. *The Black Death was one of the worst plagues that spread death to many countries. From 75 million to 200 million people in Eurasia and Europe died in the years between 1346 and 1353. The Black Death is thought to have come from rats and started in the plains of Central Asia. It moved west along the Silk Road, maybe with Mongol troops, reaching Eastern Europe by 1343. Cargo ships bringing riches from the east also brought rats that had a bacteria, Yersinia Pestis, in their blood. Fleas on the rats bit them and drank the blood filled with Yersinia Pestis. Fleas then jumped onto humans and bit them. The Yersinia Pestis began killing humans by attacking the lungs and turning them to liquid. A cough spread the bacteria to other humans. The bacteria could also stop the blood from clotting, causing victims to bleed to death. Touching the blood or body of a sick person also spread the Black Death, which got its name because many victims were covered with black boils. There were at least two kinds of plague: pneumonic (lung) plague or bubonic (clotting) plague.*

*The Black Death arrived in Europe by sea in October 1347, when 12 trading ships docked in Sicily after a long journey through the Black Sea. Most of the sailors were dead and those that were still alive were very sick. The "death ships" were ordered out of the harbor, but it was too late, and thousands in Sicily died. The expelled ships brought the disease to other ports in Italy and France. Over the next five years, the Black Death would kill almost half of the population of Europe, or 25 million people.*

*Henry Knighton, an Augustinian priest at St. Mary's of Leicester in England, wrote several books about the history of England. This piece is about the Black Death.*

## **"48 Million People Died Suddenly"**

*In 1348 and 1349, many millions of people died throughout the world. It began first in India and moved west to Tarsus, Turkey, killing Muslims first and then Christians and Jews. The office of the pope believed that 48 million people died suddenly in those distant countries of Asia in the space*

of one year, from Easter to Easter. This did not include the death of Christians. When the king of Tarsus, a Muslim, saw this sudden loss of life among his people, he and his nobles set out to travel to the pope at Avignon, France. They wanted to become Christian and be baptized by the pope. The king believed that his people were being punished because they had not accepted Jesus Christ as the son of God. However, when he had completed 20 days of his journey, he heard that the fatal plague had killed many Christians, too. So they turned back to return to Tarsus. But Christians, who had been following the king and his people, attacked. They killed 1,312 people in Avignon the first day and 400 more on the second.

Then this most terrible plague came to the coast of England. It went through Southampton and came to Bristol. The cruel death took just two days to spread and almost the whole town was wiped out.

### **"The Scots Heard That The Plague Was Killing Their Enemy"**

In the same year, a deadly sickness killed sheep throughout the country. In one place more than 5,000 sheep died in a single pasture. Their bodies were so decayed that no animal or bird would touch them.

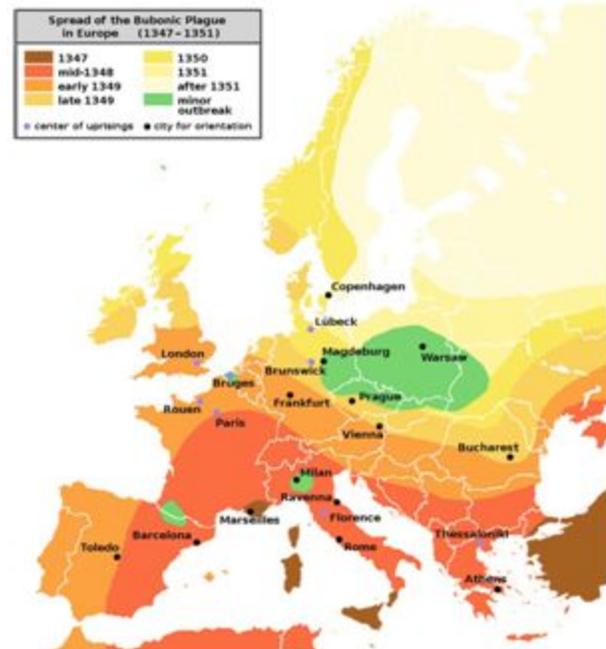
Because there was the fear of death, animals were sold at a low price. Sheep and cattle roamed through the fields eating the corn and no one stopped them.

The Scots heard that the plague was killing their enemy, the English. They felt God was punishing England. So they gathered in the forest of Selkirk, near the border, planning to invade England. However, the monstrous plague suddenly came upon them and within a short space of time around 5,000 died. They retreated to Scotland, but the English attacked and killed many of them.

### **"All Parties Feared The Spread Of The Plague"**

At that time there were not enough priests in churches for masses, services, prayers for dying, or funerals. The plague moved through Dorset seaport, on to Devon, Somerset and up to Bristol. So the people of Gloucester stopped people escaping from Bristol. They feared the breath of those who had lived among the dying would spread the sickness. But in the end Gloucester, and then

Oxford and London too, and finally the whole of England were so violently attacked that almost 90 percent of both men and women died. Cases in the courts of the king came to a stop, for all parties feared the spread of



*the plague. When the churchyards were not large enough to bury the dead, fields were used for the burials of the dead.*

*Hardly anyone dared to have anything to do with the sick. They fled from the things left by the dead, which had once been precious but were now poisonous to health. People who one day had been full of happiness on the next were found dead. Victims had little black boils scattered over their whole body. Of these people very few, indeed hardly any, recovered life and health. The plague, which began in Bristol on the feast of the Assumption of the Virgin [15 August] and in London around Michaelmas [29 September], raged for more than a year in England and completely emptied many villages.*

*In the following year it laid waste to the Welsh and English in Wales, and then it moved to Ireland, where the English residents were cut down in great numbers. But the native Irish living in the mountains and uplands were scarcely touched until 1357, when it took them unawares and killed them, too.*

### Quiz

**1. According to the map, what conclusion can be made about uprisings during the plague years?**

- (A) Uprisings took place in mostly northern Europe.
- (B) Uprising took place across Europe.
- (C) Uprisings took place only in the first year of the plague.
- (D) Uprisings took place only in eastern Europe.

**2. Which two selections from the article BEST support its CENTRAL ideas?**

1. When the king of Tarsus, a Muslim, saw this sudden loss of life among his people, he and his nobles set out to travel to the pope at Avignon, France. They wanted to become Christian and be baptized by the pope.

2. At that time there were not enough priests in churches for masses, services, prayers for dying, or funerals. The plague moved through Dorset seaport, on to Devon, Somerset and up to Bristol.

3. But in the end Gloucester, and then Oxford and London too, and finally the whole of England were so violently attacked that almost 90 percent of both men and women died.

4. Hardly anyone dared to have anything to do with the sick. They fled from the things left by the dead, which had once been precious but were now poisonous to health.

- (A) 1 and 2                      (B) 2 and 3                      (C) 3 and 4                      (D) 1 and 4

**3. What caused the king of Tarsus to seek help from Christians?**

- (A) He thought that Muslims and Christians should work together.
- (B) He believed his people were being punished for not being Christian.
- (C) He already had friendly relations with the pope.
- (D) He wanted to convince them to become Muslim.

**4. Which statement is an objective summary of the section "The Scots Heard That The Plague Was Killing Their Enemy"?**

- (A) Because they believed God was attacking their English enemy, the Scots foolishly planned to invade plague-stricken England.
- (B) Because sickness attacked both animals and humans, some people believed that the English were being punished by God.
- (C) Because sheep were also dying quickly where people had the plague, it should have been obvious that they had it too.
- (D) Because the English and the Scots had been enemies for so long, they were able to overcome the plague to fight each other.

**5 According to Knighton, what happened when the plague came to Bristol?**

- (A) The people of Bristol were able to resist the plague.
- (B) People fled Bristol for Southampton.
- (C) Almost the entire population was killed.
- (D) People moved to hills outside the city.

**6. Look at the map included with the article. HOW does the map relate to a MAIN idea of the article?**

- (A) It shows the movement of the plague from one English city to another.
- (B) It shows how the population of England was affected by the plague.
- (C) It demonstrates how the plague spread over a great distance.
- (D) It demonstrates the high percentage of the population killed by the plague.

**7 Which of the following is the MOST reasonable conclusion based on details in the text?**

- (A) The plague did not actually affect how people lived their lives.
- (B) The high death rates changed the daily lives of the survivors.
- (C) The villages that were emptied were quickly repopulated.
- (D) The deaths of animals promoted the farming of new crops.

**8 Which conclusion is supported by BOTH the map and the article?**

- (A) The plague moved quickly west across Europe.
- (B) The plague appeared to affect only coastal cities.
- (C) Many millions of people died from the plague in 1348.
- (D) Many people in Ireland did not get the plague until 1357.

## Lesson 8

## CHAPTERS IN BRIEF *Societies and Empires of Africa, 800–1500*

**CHAPTER OVERVIEW** *In north and central Africa, people lived by hunting and gathering. Later followers of Islam built states that joined religious and political power. In West Africa, empires built on wealth from trade rose and fell. In East Africa, a blend of African and Muslim cultures created several cities that enjoyed thriving trade. In Southern Africa, one trading empire gave way to another.*

### 0 North and Central African Societies

**KEY IDEA** *North and central Africa developed hunting-gathering societies, stateless societies, and Muslim states.*

People in early African societies began to get food by hunting and gathering. Some societies today use these methods as well. Scholars study them to obtain clues about the lives of people in the past. They recognize, though, that there is no exact relationship between how people lived then and now.

The Efe, who live in the rain forest of central Africa, are one group of hunter-gatherers that are studied. They live in groups of between 10 and 100 people, all being related to one another. Each family lives in its own shelter, made of grass and brush. They keep few possessions so that they can move often in the search for food.

Women perform the work of gathering. They travel through the forest looking for roots, yams, mushrooms, and seeds. Men and older boys do the hunting, killing small antelopes or monkeys. The group is led by an older male, but he does not give orders or act like a chief. Each family makes its own decisions, but they do ask the leader for his advice.

These African societies are organized along family ties. Families, however, are understood in broader terms than simply parents and children. Societies trace their families in terms of lineages, counting as related all people who share a common ancestor. The lineage includes not just living members but those born in the past and those yet to be born. In some societies, lineages are traced through mothers and in others they are traced through fathers.

In many African societies, lineage groups took the place of rulers. These societies are called state-

less societies because they do not have central governments. Authority in these societies was spread among more than one lineage to prevent any one family from dominating. Within these societies, people use discussion to settle conflicts between groups.

Some African societies also have another set of relationships important to people. Children of similar ages form into groups called age sets. All members of the age set take part in ceremonies. These signal the movement from one stage of life to the next.

An important influence on the history of Africa was Islam, which arrived in the continent in the late 600s. By 670, Muslims ruled Egypt and most of North Africa. In their new states, the ruler served as both political and religious leader. The Islamic tradition of obeying the law helped promote order and support the government. The common influence of Islamic law also forged bonds between the different North African states.

Among the North Africans who converted to Islam were a group called the Berbers. In the 11th century, a group of Berbers became strongly committed to spreading Islam. They were called the Almoravids. They conquered modern Morocco around 1060, the empire of Ghana by 1076, and parts of Spain.

They were displaced in the 1100s by another group of Berbers, the Almohads. They arose in the Atlas Mountains of Morocco and opposed the Almoravids. They said Almoravids no longer followed strict Muslim teaching. Almohads, too, captured Morocco and then Spain. They extended their power as far east as the cities of Tripoli and Tunis. Within about 100 years, this empire broke up into smaller states.

## West African Civilizations

**KEY IDEA** *West Africa contained several powerful empires and states, including Ghana, Mali, and Songhai.*

Trade was conducted across the vast Sahara Desert of North Africa as early as A.D. 200, but it was not regular. The pack animals of the time—oxen, donkeys, and horses—could not travel far in the desert. Then Berbers began using camels. Since these animals were ideally suited to dry conditions, trade became regular and frequent.

By the 700s, the rulers of the kingdom of Ghana were growing rich. They taxed the goods that traders carried through their land. The two most important trade goods were gold and salt. Gold was taken from deep mines or from streams in the western and southern parts of West Africa. The people there were eager to trade for salt from the Sahara region. Arab traders brought cloth and manufactured goods from the cities on the Mediterranean Sea to the north.

The king of Ghana made sure that the price of gold stayed high. Only the king could own gold nuggets. As religious and military leader, as well as head of the government, the king was powerful. By the year 800, Ghana had become an empire, controlling the people of different regions nearby.

Over time, Muslim merchants and traders brought their religion to Ghana. By the 1000s, the kings converted to Islam and began to use Muslims as advisers. Many common people in the empire, though, stayed with their traditional beliefs. Later, Ghana fell to the Almoravids of North Africa. After that, Ghana never regained its former power.

By 1235, a new kingdom began—Mali. It arose south of Ghana, but its wealth and power was also based on the gold trade. Founder of the kingdom was Sundiata, who became the first emperor. After winning a series of battles, he set up a well-organized government to run his kingdom.

Later Mali rulers adopted Islam. One of them was Mansa Musa. He used his skill in leading an army to make Mali twice the size of the old empire of Ghana. To rule this large empire, he named governors to head several provinces. Mansa Musa was a devoted Muslim. He had new mosques, or houses of worship, built in two cities. One of those cities, Timbuktu, became known as a leading center of Muslim learning. A later traveler to the area named Ibn Battuta described how peaceful Mali was. Mali, though, declined in the 1400s and was replaced by another empire that grew wealthy from gold.

The next trading empire was Songhai, and it was farther to the east than Mali. It arose in the 1400s when Sunni Ali used river canoes and horses to strike quickly. He gained control of new areas—including the city of Timbuktu. He was followed by Askia Muhammad. He was a Muslim with a deep sense of religious feeling who was determined to run the empire in the way of Islam. The Songhai Empire fell, however, because other people had stronger weapons. In 1591, a Moroccan army used gunpowder and cannons to beat a Songhai army that had only swords and spears. This defeat ended the period when empires controlled West Africa.

In other parts of West Africa, people gathered in city-states that remained independent of these empires. In what is today northern Nigeria, the Hausa people built city-states between the years 1000 and 1200. They depended on the food raised by farmers and on trade in salt, grain, and cotton cloth. One city-state also traded people as slaves. No one city was powerful enough to control its neighbors for long.

In the southern part of Nigeria and modern Benin another people arose—the Yoruba. They lived in smaller communities that survived by farming. Some of these villages were joined together in small kingdoms. The people believed that the kings were gods. Kings surrounded themselves with a large court of musicians, magicians, and soldiers. At the same time, a secret society of religious and political leaders reviewed the king's actions and limited his power. Two powerful Yoruba kingdoms were called Ife and Oyo. Ife lasted from 1100 until the late 1600s, when Oyo arose. Both were centered in cities with high walls, and both were supported by highly productive farms. Ife had skilled artists who produced work in ivory, wood, pottery, bronze, brass, and copper.

To the south and west was another kingdom, Benin. The kingdom arose in the 1300s and reached its peak of power 100 years later. At that time, King Ewuare extended his control over an area from the delta of the Niger River as far east as the modern city of Lagos, Nigeria. He made Benin City, his capital, stronger by building high walls. He also built a huge palace full of works of art. In the 1480s, ships from Portugal arrived in the major port of Benin to trade. Their arrival marked the beginning of a long period of European interference in the history of Africa.

## Eastern City-States and Southern Empires

**KEY IDEA** From 1000 to 1500, East African city-states and southern African empires gained wealth and power through trade.

The east coast of Africa became an area marked by a blend of cultures. Africans speaking Bantu languages moved to the area from central Africa. Arab and Persian Muslims came from the north and east to make trading contacts. These peoples created a new blended language called Swahili. It became common in the port cities of the east coast of Africa.

The Persian and Arab traders brought porcelain bowls from China and jewels and cotton cloth from India. They bought ivory, gold, tortoise shells, and other goods in Africa to take back to Asia. By 1300, this thriving trade took place in more than 35 cities on the coast. Some cities became centers for manufactured goods, such as weaving and the making of iron tools.

One of the richest of these trading ports was Kilwa. It was located to the south—as far south as traders could reach from India and return in the same season. Thus all trade goods from farther south had to come through Kilwa. In 1488, though, the situation changed. Ships arrived on the east coast of Africa from Portugal. Portuguese sailors were looking for a route to India to join in the trade for spices and other goods desired in Europe. Soon the Portuguese used their cannon power to attack Kilwa and other trading centers in Africa. They burned parts of some cities and took control of others. For the next two centuries, the Portuguese remained a powerful force in the region.

On the east coast of Africa, as in West Africa, the growing contact with Muslim traders resulted in the adoption of Islam. A sultan, or governor, ruled each city. Most government officials and wealthy merchants were Muslims. As in West Africa, though, most common people kept their traditional beliefs.

Along with trade goods, the Muslim traders also engaged in the trade of human slaves. Enslaved persons did household tasks in such areas as Arabia and Persia. Some were sent to India to be used as soldiers. This slave trade was not large, however. Only about 1,000 people a year were traded as slaves. The later European-run slave trade was much broader.

In southern Africa, a great city-state arose in the 1000s. The Shona people lived in rich land, where they grew crops and raised cattle. Their city, called Great Zimbabwe, had a good location. It linked the gold fields inland with the trading cities on the coast. From the 1200s through the 1400s, the city controlled this trade and grew wealthy. Around 1450, though, the people left the city, although no one knows why. One explanation is that overuse had destroyed the grasslands, soil, and timber. It is thought the area could no longer support a large population. Acres of ruins remain as silent reminders of the past of Zimbabwe. They include stone buildings and a high wall carved with figures of birds.

Heir to Great Zimbabwe was the Mutapa Empire. It began around 1420 when a man named Mutota left the area and moved farther north looking for salt. He and his successors took control of a large area—almost all of the land of the modern country of Zimbabwe. This empire gained wealth from the gold in its land. The rulers forced people they had conquered to mine their gold, which they then sold on the coast. The southern region of the empire formed its own kingdom. In the 1500s, the Portuguese moved in. They tried to defeat the empire but could not. Later, through trickery, they gained control of the government.

## Review

1. **Comparing and Contrasting** How did social groupings in north and central African societies differ from that of American society today?
2. **Drawing Conclusions** What religion had influence throughout Africa? Did that influence extend to all levels of society?
3. **Determining Main Ideas** What common feature linked the kingdoms and empires of West Africa?
4. **Developing Historical Perspective** How does Swahili symbolize the blending of cultures in East Africa?
5. **Analyzing Causes and Recognizing Effects** How did location add to the power of Kilwa?

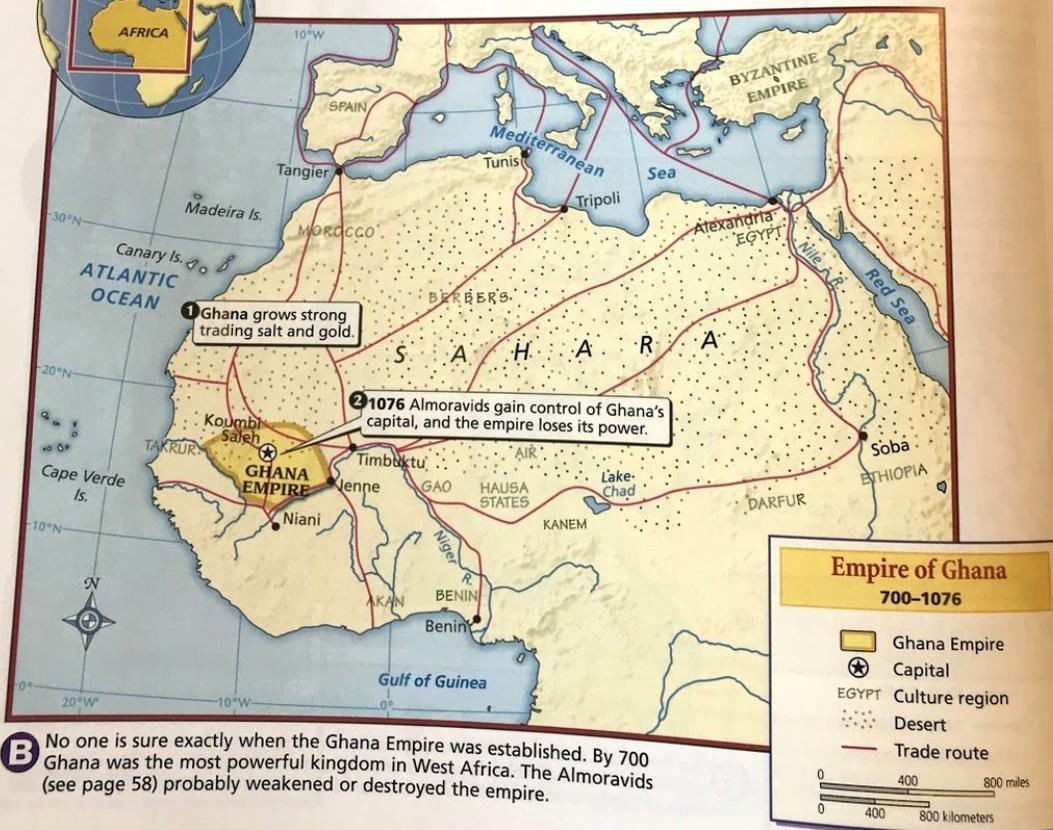
# Empires of West Africa

Western African empires developed south of the Sahara, in the Sahel region. These kingdoms became wealthy through trade.

- Ghana first controlled the crucial gold-producing areas and the southern end of the Saharan trade routes.
- After Ghana fell, new Islamic empires grew in the same area. First Mali then Songhai controlled the gold and the southern trade route.
- Trade cities such as Jenne and Timbuktu were centers of West African learning for centuries.



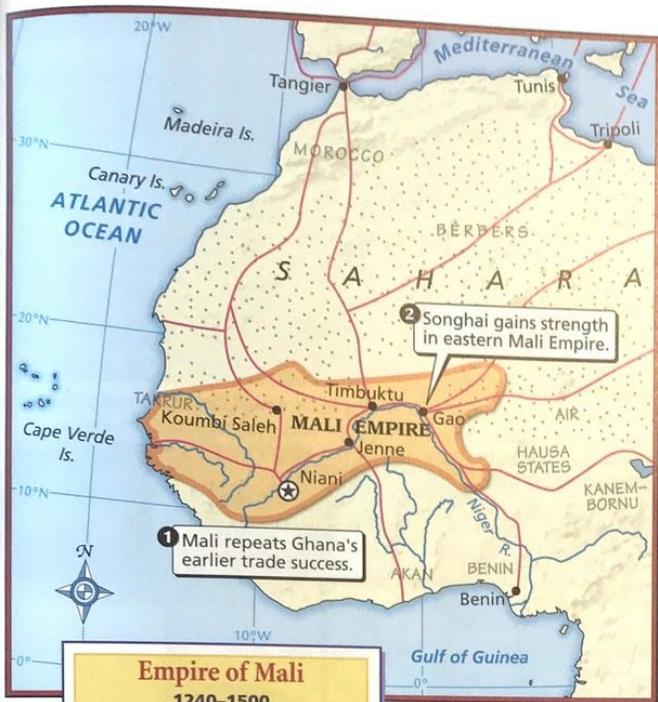
**A** Western African cities developed along trade routes to the Mediterranean. The city of Jenne, in the modern country of Mali, remains a trading center.



1 Ghana grows strong trading salt and gold.

2 1076 Almoravids gain control of Ghana's capital, and the empire loses its power.

**B** No one is sure exactly when the Ghana Empire was established. By 700 Ghana was the most powerful kingdom in West Africa. The Almoravids (see page 58) probably weakened or destroyed the empire.



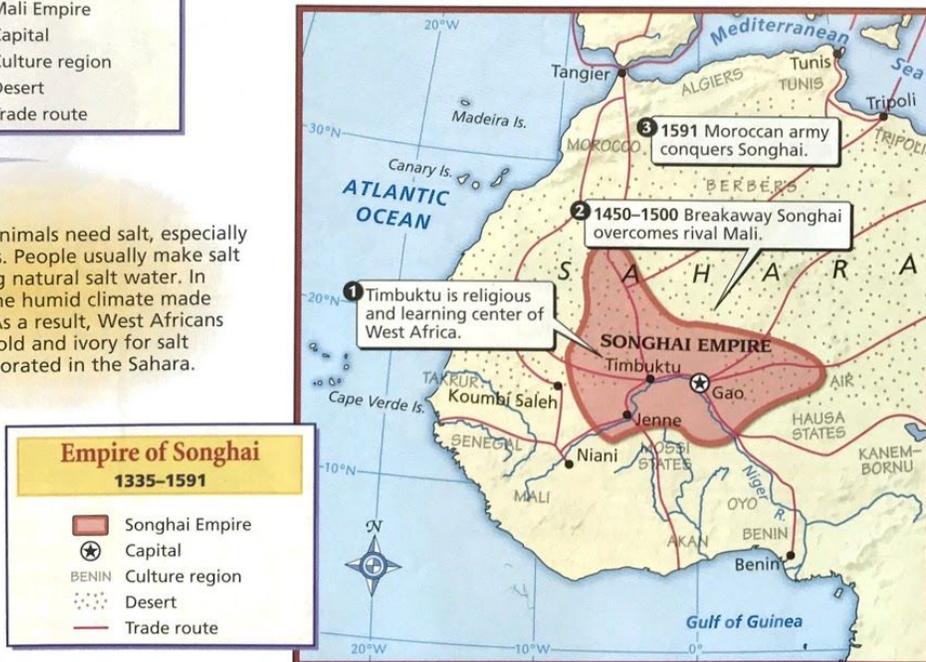
**C** Sundiata Keita founded the Mali Empire around 1230. The Mali Empire spread Islam throughout West Africa. New horse-riding armies were able to move quickly across the Sahel.



**D** Mansa Musa (King Moses) ruled Mali from 1307 to 1332. His wealth became legendary outside of Africa when he set off on his *hajj* with over 70,000 servants and 12 tons of gold.

**Why salt?**

Humans and animals need salt, especially in hot climates. People usually make salt by evaporating natural salt water. In West Africa, the humid climate made this difficult. As a result, West Africans traded their gold and ivory for salt mined or evaporated in the Sahara.



**E** Sunni Ali lead a revolt against Mali, establishing the Songhai Empire. Even as the empire grew, West African trade was shifting from the Sahara to the Atlantic Ocean.

Name \_\_\_\_\_

# Empires of West Africa

Lesson 9

## ► Gathering the Facts

1. Turn to pages 60–61 in the Atlas. Read the introduction. Use the information to complete the following sentences.
  - a. Western African empires developed in the \_\_\_\_\_ region, south of the \_\_\_\_\_.
  - b. These new kingdoms gained wealth through controlling \_\_\_\_\_.
  - c. The first empire to control the areas that produced gold and the southern Saharan trade routes was \_\_\_\_\_. After Ghana lost its power, the empires of \_\_\_\_\_ and \_\_\_\_\_ thrived in the same area.

## ★ Places, Regions, and Landscapes

2. Look at picture A and read its caption. Then look at map B, "Empire of Ghana." Use the information to answer the following questions.
  - a. What trade center is shown in picture A? \_\_\_\_\_
  - b. To which North African cities was Jenne linked by trade routes?  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_
  - c. Picture A is a present-day photo. What does the picture indicate about the city today? \_\_\_\_\_

## ► History Through Maps

3. Use map B, "Empire of Ghana;" map C, "Empire of Mali;" and map E, "Empire of Songhai," to classify the statements below. Next to each statement, write a **G** if it describes Ghana, a **M** if it describes Mali, or a **S** if it describes Songhai. Some statements apply to more than one empire.
  - a. First of the West African empires \_\_\_\_\_
  - b. Grew wealthy from controlling Saharan trade \_\_\_\_\_
  - c. Conquered by Morocco \_\_\_\_\_
  - d. Existed in 1500 \_\_\_\_\_
  - e. Its capital was Koumbi Saleh. \_\_\_\_\_
  - f. Overtook the Mali Empire \_\_\_\_\_

► **People and Their Environments**

4. Read the history question "Why salt?" Write **T** next to each of the following statements if it is true or **F** if the statement is false.
- a. Humans and animals need salt, especially in hot climates. \_\_\_\_\_
  - b. West Africans mined or evaporated their salt. \_\_\_\_\_
  - c. West Africans traded their salt for gold and ivory. \_\_\_\_\_

► **Time and Change**

5. Look at picture D and read its caption. Then use map C, "Empire of Mali," to sequence the events below. Write 1 next to the event that occurred first and 5 next to the event that occurred last.
- a. Mansa Musa ruled Mali. \_\_\_\_\_
  - b. The Mali Empire spread Islam throughout West Africa. \_\_\_\_\_
  - c. Songhai gains strength in the eastern Mali Empire. \_\_\_\_\_
  - d. Sundiata Keita founded the Mali Empire. \_\_\_\_\_
  - e. Mali Empire ends. \_\_\_\_\_

► **Location**

6. Look at map E, "Empire of Songhai." For each of the following places, use the compass rose to identify its direction from Gao, the capital of the Songhai Empire.
- a. Sahara \_\_\_\_\_
  - b. Mossi States \_\_\_\_\_
  - c. Tangier \_\_\_\_\_
  - d. Mouth of the Niger River \_\_\_\_\_
  - e. Koumbi Saleh \_\_\_\_\_
  - f. Tripoli \_\_\_\_\_
  - g. Timbuktu \_\_\_\_\_
  - h. Air \_\_\_\_\_
  - i. Mediterranean Sea \_\_\_\_\_
  - j. Gulf of Guinea \_\_\_\_\_

## Lesson 10 Background Essay

Mansa Musa Mini-Q

### Mansa Musa's *Hajj*: Remembering the Journey

In 1324 CE, an enormous caravan left Niani, the capital of Mali in West Africa. The sprawling mass of people, pack animals and gear was on its way to Mecca in Arabia, nearly 4,000 miles across the desert. Leading the caravan was the king himself, Mansa Musa. He was a Muslim, and making a *hajj*, or pilgrimage, to Mecca was an important duty of Islam.

We don't know the exact details of Mansa Musa's life. West African societies relied greatly on oral history instead of written records. Griots ("gree-ohs"), or storytellers, have passed down West African history through generations. From their stories, we know that a king named Sundiata ("soon-jah tuh") founded Mali in about 1230 CE. During his rule, Sundiata took control of the region's gold and salt trade. Historians don't know if Sundiata was a Muslim, but his heir and grandnephew, Musa, was. When Musa took the throne around 1312, he received the title of mansa, which means "sultan" or "king." He would rule until his death in 1337.

Although the kingdom of Mali was already large, Mansa Musa increased its size. To rule more effectively, he divided his vast empire into provinces. Each had a *ferba*, or governor, who ruled according to Mansa Musa's orders. The griots say Mansa Musa maintained a large standing army to assure his safety and that of his people. Mansa Musa also increased the wealth of Mali, expanding the gold and salt trade and encouraging copper trade with Egypt.

At the peak of his success, in 1324, Mansa Musa set out on his *hajj*. To get to Mecca and back, the pilgrimage had to make two crossings of the Sahara, which stretches from the Atlantic Ocean to the Red Sea—an area larger than the continental United States. (The word "Sahara" means "desert" in Arabic, which is why we don't use the name Sahara Desert.) Compared to the **savanna** they were used to, the Sahara must have been a barren and terrifying landscape to the pilgrims on the *hajj*.

Stories passed down by griots say that as many as 60,000 people accompanied Musa on this journey, a number that is probably high. Nonetheless, for years after the *hajj*, stories about the great journey spread through Africa, Arabia, and Europe. Today much of our knowledge comes from a handful of Arabic writers and travelers who crossed paths with Mansa Musa in Cairo or who visited Saharan trade towns a few years after the *hajj* passed through. Two of these accounts are included in this Mini-Q. You now have a chance to become part of this historic caravan. Using the voice of the traveler you chose in the Hook Exercise, record your thoughts about the journey. The documents that follow will provide material for the six journal entries you will write. Be creative, but be factual, too. Try your best to see the journey through the eyes of your

character. For example, a slave might react differently than a free man to the long hard journey, and the two might experience different degrees of hardship based on their status.

It is just after dawn on the day of departure. Morning prayers are finished, and the camels are bellowing. Are you ready to leave? You are nervous, but excited, too. It's an honor to travel with the king on this important religious journey. You hope that Allah guides you safely to Mecca and back. In the meantime, you will do your best to record everything that happens along the way.

### **Mansa Musa Mini-Q**

#### **Establishing Context Questions**

1. Where was the ancient kingdom of Mali? In what years did Mansa Musa rule there?
2. Why did Mansa Musa go on the *hajj*?
3. What did Sundiata do for the kingdom of Mali?
4. How did Mansa Musa organize and protect his empire?
5. How does the Sahara compare in size to the continental United States?
6. Where did we get most of our knowledge about Mansa Musa? From Arab writers and from Malian griots, or storytellers?
7. Define these terms:

caravan:

*hajj*:

mansa:

Sahara:

Allah:

Name \_\_\_\_\_

Date \_\_\_\_\_

Lesson 11

## CHAPTERS IN BRIEF *European Renaissance and Reformation, 1300–1600*

**CHAPTER OVERVIEW** *In the 1300s, a renewed interest in classical learning and the arts arose in Italy. Thinkers in northern Europe adopted these ideas as well but with a spiritual focus. The desire for a more satisfying spiritual life led some to revolt against the Catholic Church, as new churches were founded. In response, the Catholic Church undertook some reforms of its own, strengthening the faith.*

### 1 Italy: Birthplace of the Renaissance

**KEY IDEA** *The European Renaissance, a rebirth of learning and the arts, began in Italy in the 1300s.*

The years 1300 to 1600 saw a rebirth of learning and culture in Europe. Called the Renaissance, it spread north from Italy. It began there for three reasons. First, Italy had several important cities, whereas most of northern Europe was still rural. Second, these cities included a class of merchants and bankers who were becoming wealthy and powerful. Third, Italian artists and scholars were inspired by the ruined buildings and other reminders of classical Rome.

That new interest in the classical past led to an important value in Renaissance culture—humanism. This was a deep interest in what people have already achieved as well as what they could achieve in the future. Scholars did not try to connect classical writings to Christian teaching but tried to understand them on their own terms. Renaissance thinkers stressed the things of the world. In the Middle Ages, the emphasis had been mostly on spiritual values. One way that powerful or wealthy people showed this interest in worldly things was by paying artists, writers, and musicians to create beautiful works of art.

Men tried to show that they could master many fields of study or work. Someone who succeeded in many fields was admired greatly. The artist Leonardo da Vinci was an example of this ideal. He was a painter, a scientist, and an inventor. Men were expected to be charming, witty, well-educated, well-mannered, athletic, and self-controlled. Women were expected not to create art but to inspire artists.

Renaissance artists sometimes used new methods. Sculptors made figures more realistic than those from the Middle Ages. Painters used perspective to create the illusion that their paintings

were three-dimensional. The subject of artwork changed also. Art in the Middle Ages was mostly religious, but Renaissance artists reproduced other views of life. Michelangelo showed great skill as an architect, a sculptor, and a painter.

Renaissance writers reached high achievements as well. Several wrote in their native languages, whereas most writing in the Middle Ages had been in Latin. Writers also changed their subject matter. They wrote to express their own thoughts and feelings or to portray in detail an individual. Dante and others wrote poetry, letters, and stories that were self-expressive and more realistic. Niccolò Machiavelli took a new approach to understanding government. He focused on telling rulers how to expand their power, even if that meant taking steps that the Church might view as evil.

### 2 The Northern Renaissance

**KEY IDEA** *In the 1400s, northern Europeans began to adopt the ideas of the Renaissance.*

By 1450, the bubonic plague had ended in northern Europe and the population was recovering. Also, the Hundred Years' War between France and England was ending. The suffering caused by these two events was fading, and the new ideas from Italy spread to northern Europe, where they were quickly adopted. The northern Renaissance had a difference, however. While the educated people there became interested in classical learning, they were more likely to combine that with interest in religious ideas.

Major artists appeared in parts of Germany, France, Belgium, and the Netherlands. The use of oil-based paints became popular. Dürer painted religious subjects and realistic landscapes. Holbein, van Eyck, and Bruegel painted lifelike portraits and scenes of peasant life. They revealed much about the times.

The new ideas of Italian art moved to the north, where artists began to use them. Painters in Flanders were deeply interested in showing life in realistic ways. They painted members of the rising merchant class and peasants, revealing much about life of the period. One pioneered in the use of oil-based paints.

Writers of the northern Renaissance combined humanism with deep Christian faith. They urged reforms in the Church and society to try to make people more devoted to God and more just. Thomas More wrote a book about an imaginary ideal society where greed, war, and conflict did not exist.

William Shakespeare is widely viewed as the greatest playwright of all time. His plays showed a brilliant command of the English language and a deep understanding of people and how they interact with one another.

One reason that learning spread so rapidly during the Renaissance was the invention of movable type. The Chinese had invented the process of carving characters onto wooden blocks. They then arranged them in words, inked the blocks, and pressed them against paper to print pages. In 1440, a German, Johann Gutenberg, adopted this practice. He produced his first book—a Bible—in 1455. The technology then spread rapidly. By 1500, presses in Europe had printed nearly 10 million books.

Printing made it easier to make many copies of a book. As a result, written works became available far and wide. Fewer books were printed in Latin, and more books were printed in languages such as English, French, Spanish, Italian, or German. As a result, more people began to read the Bible on their own. Some formed ideas about Christianity that differed from those of the Church.

### ③ Luther Leads the Reformation

**KEY IDEA** *Martin Luther's protest over abuses in the Catholic Church led to the founding of Protestant churches.*

By 1500, Renaissance values emphasizing the individual and worldly life weakened the influence of the Church. At the same time, many people sharply criticized the Church for some of its practices. Popes seemed more concerned with luxury and political power than with spiritual matters. Critics resented the fact that they paid taxes to support the Church in Rome. The lower clergy had

faults. Many local priests lacked education and couldn't teach people. Others took actions that broke their vows as priests.

In the past, reformers had urged that the Church change its ways to become more spiritual and humble. Christian humanists such as Erasmus and More added their voices to calls for change. In the early 1500s, the calls grew louder.

In 1517, a German monk and professor named Martin Luther protested some actions of a Church official. That person was selling what were called indulgences. By paying money to the Church, people thought they could win salvation. Luther challenged this practice and others. He posted a written protest on the door of a castle church. His words were quickly printed and began to spread throughout Germany. Thus began the Reformation, the movement for reform that led to the founding of new Christian churches.

Soon Luther pushed for broader changes. He said that people could win salvation only through faith, not good works. He said that religious beliefs should be based on the Bible alone and that the pope had no real authority. He said that each person was equal before God. He or she did not need a priest to explain the Bible to them.

The pope punished Luther for his views, but he refused to take them back. The Holy Roman Emperor, a strong Catholic, called Luther an outlaw. His books were to be burned. No one was to shelter him. Meanwhile, many of his ideas were being put into practice. The Lutheran Church was born around 1522.

In 1524, peasants in Germany hoped to use Luther's ideas to change society. They demanded an end to serfdom—a condition like slavery. When it was not granted, they revolted. Luther disagreed with this revolt, and the German princes killed thousands in putting the revolt down. Some nobles supported Luther because they saw a chance to weaken the emperor's power. German princes joined forces against Luther. Some princes protested this. War broke out between Catholics and these Protestant forces in Germany. It finally ended in 1555 with the Peace of Augsburg. That treaty granted each prince the right to decide whether his subjects would be Catholic or Protestant.

The Catholic Church faced another challenge to its power in England. Henry VIII, the king, was married to a princess of Spain. She had borne him a daughter, but he wanted a son. This could

prevent a civil war erupting when he died. His wife was too old to have another child, but the pope refused to grant him a divorce. In 1534, Henry had the English Parliament pass a number of laws that took England out of the Catholic Church. The laws made the king or queen, not the pope, head of the Church of England. Henry remarried four times, gaining his only son from his third wife.

One of Henry's daughters, Elizabeth, became queen in 1558 and completed the task of creating a separate English church. New laws gave the new religion some traits that would appeal to both Protestants and Catholics. In this way, Elizabeth hoped to end religious conflict in England.

## 🕒 The Reformation Continues

**KEY IDEA** *John Calvin and other Reformation leaders began new Protestant churches. The Catholic Church also made reforms.*

Protestantism arose elsewhere in the 1530s under the leadership of John Calvin. Calvin wrote an important book that gave structure to Protestant beliefs. He taught that people are sinful by nature and only those God chooses—"the elect"—will be saved. He said that God knew from the beginning which people would be saved and which would not.

Calvin created a government run by religious leaders in a city in Switzerland. The city had strict rules of behavior that urged people to live deeply religious lives. Anyone who preached different religious ideas might be burned at the stake.

A preacher named John Knox was impressed by Calvin's high moral ideals. Knox put these ideas into practice in Scotland. This was the beginning of the Presbyterian Church. Others in Switzerland, Holland, and France adopted Calvin's ideas as well. In France, his followers were called Huguenots. Conflict between them and Catholics often turned to violence. In 1572, mobs killed about 12,000 Huguenots. Another Protestant church that arose was the Anabaptists. They preached that people should be baptized into the faith as adults. They influenced some later groups.

Protestant churches grew, but millions remained true to the Catholic faith. Still, the Catholic Church took steps to reform itself. A Spanish noble named Ignatius founded a new group in the Church based on deep devotion to Jesus. Members started schools across Europe. They tried to convert people to

Catholicism who were not Christians. In addition, they tried to stop the spread of Protestant faiths in Europe.

Two popes of the 1500s helped bring about changes in the Church. Paul III took several steps, including calling a great council of church leaders at Trent, in northern Italy. The council, which met in 1545, passed these doctrines:

- the Church's interpretation of the Bible was final;
- Christians needed good works as well as faith to win salvation;
- the Bible and the Church had equal authority in setting out Christian beliefs; and
- indulgences could be sold.

Paul also put in action a kind of court called the Inquisition. It was charged with finding, trying, and punishing people who broke the rules of the Church. His successor, Paul IV, put these policies into practice. These actions helped revive the Church and allowed it to survive the challenge of the Protestants.

## Review

1. **Analyzing Causes and Recognizing Effects** Why did the Renaissance arise in Italy?
2. **Making Inferences** Why do you think that a person who is accomplished in many fields is called a "Renaissance" man or woman?
3. **Contrasting** How did the northern Renaissance differ from the Italian Renaissance?
4. **Drawing Conclusions** What role did political concerns play in the Reformation?
5. **Forming and Supporting Opinions** Which leader—Calvin or Luther—do you think had a greater impact? Explain why.

## Lesson 12: Ranking Historical Importance

Directions: The history of communications is dotted with milestones - developments and discoveries that greatly advanced human ability to exchange feelings and ideas. Below are twelve communications milestones. From these, create a "top ten" list placing a "1" in front of the most important breakthrough, a "2" in front of the second most important breakthrough, etc. In the space to the right, explain the reasons for your first two or three choices. Be ready to discuss your rankings.

**Note:** c. = circa = about/around

RANK	MILESTONE	REASON FOR RANK
	Sign language (c. 2,000,000 BCE)	
	Spoken language (c. 25,000 BCE)	.
	Picture drawing (c. 20,000 BCE)	
	Picture writing (c. 6,000 BCE)	
	Hieroglyphics (pictures plus letters) (c. 3,100 BCE)	
	Alphabetic writing (c. 1,500 BCE)	
	Paper (c.105 CE)	

	Printing press (c. 1450 CE)	
	Typewriter (c. 1870 CE)	
	Telephone (c. 1875 CE)	
	Personal computer (c. 1984)	
	Cell phone (1990s CE)	

## Background Essay

## Printing Press Mini-Q

### Exploration or Reformation: Which Was the More Important Consequence of the Printing Press?

At the end of the millenium, in late 1999, Arts and Entertainment Television identified 100 of the most influential people in the last 1,000 years of world history. It then asked a panel of experts to select the most influential person of these. From a list that included William Shake speare, Isaac Newton, Thomas Jefferson, and Albert Einstein, the experts picked Johannes Gutenberg. Many viewers were surprised, even shocked. Some weren't sure who Gutenberg was.

What Johannes Gutenberg did in the 1450s was to invent the first practical printing press. His invention came as a milestone event in the evolution of human communication. For probably a million years or more, early mankind had depended on sign language for communicating. Then, about 25,000 years ago, man learned to speak. The first picture writing dates from 8,000 years ago and the first evidence of an alphabet comes from Phoenicia around 1500 BCE.

The amazing thing about the alphabet is that every sound that we can imagine can be shown by some combination of a handful of letters. Unlike the ancient written languages of the Egyptians or Chinese, the alphabet represents sounds, not ideas. The Chinese written language has more than 50,000 different characters; our modem alphabet has 26 letters.

While the alphabet was easy to learn and put down on **papyrus** or eventually paper, it did not make written communication fast or cheap. **Scrolls** and then bound books were

developed, but both had to be written by hand. During the Middle Ages, monks wrote manuscript books with pen and ink in a copying room known as a **scriptorium**. Even a small book could take months to complete. A book the size of the Bible could take several years. By the 1400s mass production scriptoriums did exist, with over 50 scribes writing away as a single reader dictated a text. But it was slow and the books that were created, while often beautiful, could only be afforded by the rich.

At the same time, Gutenberg, a goldsmith in Mainz, Germany, began his work on a mechanical printing system. Gutenberg was a businessman and he saw the future. The **Renaissance** was underway with a surge of ideas breathing new life into painting, architecture, old classical literature, theater, and much more. If only books could be created faster. The idea wasn't new. The Chinese introduced **woodblock printing** in 600 CE. They even experimented with moveable type, but with 50,000 characters, carving each character was impossible. Gutenberg saw his chance. Why not metal letters that wouldn't wear out, set in a frame that could be inked, papered, and pressed? Copies could be printed by the hundreds, or even thousands.

In 1455 Gutenberg printed 180 Bibles, each of them over .1800 pages long. There are only 21 of these **Gutenberg Bibles** left, some worth over \$30 million. By 1500 more than 20 million printed books were in existence. By 1600 more than 200 million books had come off the presses. The impact of all this is hard to overestimate.

Two areas that were clearly affected by the printing press were overseas exploration and the Protestant Reformation. The first involved doubling the size of the known world. The second involved dividing the Christian church into several pieces. Your task in this Mini-Q is first to look at documents that reveal the role played by the printing press in these two movements. Then address the question - *Exploration or Reformation: Which was the more important consequence of the printing press?*

### **Background Essay Questions**

1. Who did Arts and Entertainment Television select as the most influential person of the millenium?

2. What communication breakthroughs are connected with each of these dates?  
25,000BCE

6,000 BCE (8,000 years ago)

1,500 BCE

600CE

1450 CE

3. Why is setting type using alphabet letters easier than setting type using Chinese characters?

4. What effect did the printing press have on the number of books produced and their selling price?

5. What is the approximate value of a Gutenberg Bible today?

6. Define these terms:

Millenium

Scrolls

Papyrus

Scriptorium

Renaissance

Woodblock printing

Gutenberg Bible

## Lesson 13

**GEOGRAPHY APPLICATION: MOVEMENT**  
**Trade in Renaissance Europe**

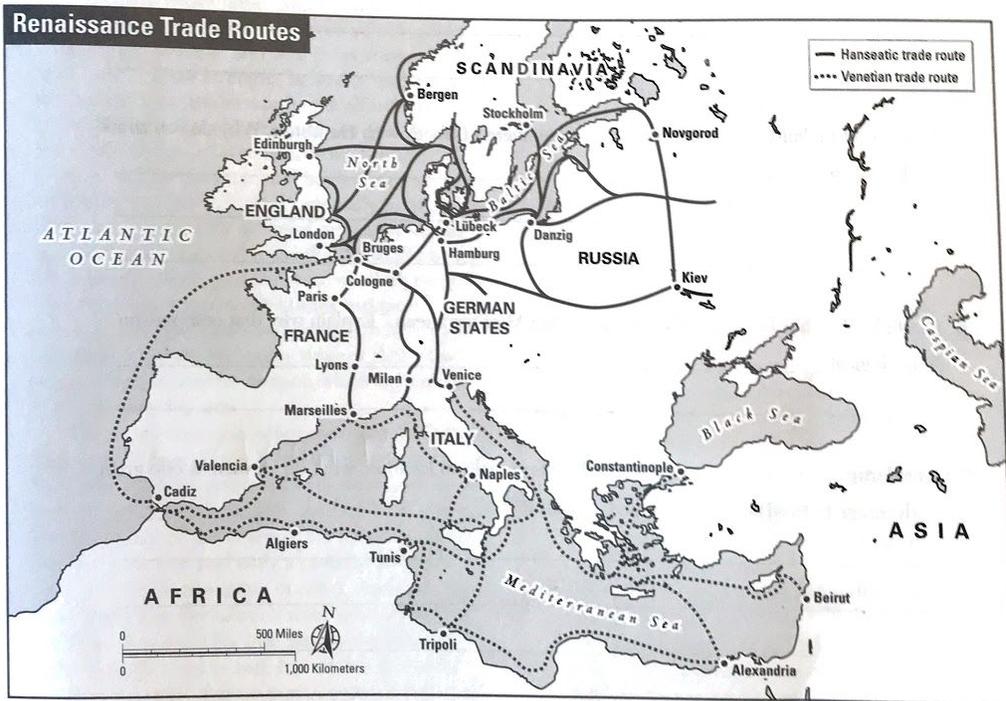
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

For centuries Venice and other coastal Italian city-states had a monopoly on trade in their region, the Mediterranean Sea. As a result, around 1200, European merchants to the north began organizing far-ranging, controlled trade routes of their own.

Northern European cities formed a federation called the Hanseatic League. By the 1300s the League had incorporated most of the Baltic and North Sea ports, with German states serving as a go-between. Lübeck, built in the 1200s, was situated in a sheltered port and became the "mother town" of the League, which stretched from Russia to England. Merchants from the nearly 100-member cities—including such inland locations as

Cologne and Novgorod—made up the League's governing body.

Along with a great growth in ship traffic in the upper European region, land transport also increased. Cloth, metals, and other goods such as fish, timber, animal skins, tar, and turpentine were brought to ports and exchanged for the raw goods of Scandinavia and Russia. The League eventually set up branch offices in England and created monopolies to protect their commerce. However, in the early 1600s, the League was hit by internal strife and foreign attacks and was so weakened that it disbanded. At this time, English and Dutch merchants took over control of shipping in the region.



## Interpreting Text and Visuals

1. What is the Hanseatic League? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Name four port cities where the Venetian and Hanseatic trade routes met. \_\_\_\_\_  
\_\_\_\_\_
3. Besides location and length, what would you say marks the major difference between the Hanseatic and Venetian trade routes? \_\_\_\_\_
4. Describe the movement of goods from the port of Marseilles to London in two ways: by Venetian and by Hanseatic trade routes. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. In the 1300s a land route and then a canal connected Lübeck with Hamburg. Why do you think this linkage was so important? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. The Baltic Sea has been called a "Scandinavian Mediterranean." Explain why that comparison seems logical. \_\_\_\_\_  
\_\_\_\_\_
7. Considering the weather possibilities of their far northern location, what do you see as one great disadvantage to the Hanseatic League's sea routes? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 14

CHAPTERS IN BRIEF *Enlightenment and Revolution,*  
1550–1789

**CHAPTER OVERVIEW** Starting in the 1500s, European thinkers overturned old ideas about the physical world with a new approach to science. Thinkers of the Enlightenment hoped to use reason to make a better society in which people were free. Enlightenment ideas spread throughout Europe. They had a profound effect in North America, forming the basis of the new government of the United States.

## 1 The Scientific Revolution

**KEY IDEA** In the mid-1500s, scientists began to question accepted beliefs and make new theories based on experimentation.

During the Middle Ages, few scholars questioned ideas that had always been accepted. Europeans based ideas about the physical world on what ancient Greeks and Romans believed or what was said in the Bible. Therefore, people still thought that the earth was the center of the universe. To them, the sun, moon, other planets, and stars moved around it.

In the mid-1500s, however, attitudes changed. Scholars now started a scientific revolution drawn from a spirit of curiosity. One factor was the new focus on careful observation. Another was the willingness to question old beliefs. European explorations were a third factor. When they reached new lands, Europeans saw new plants and animals never seen by ancient writers. These discoveries led to the opening of new courses of study in universities.

The first challenge came in astronomy. In the early 1500s, Nicolaus Copernicus studied the stars and planets for many years. He concluded that the earth, like the other planets, revolved around the sun, and the moon revolved around the earth. Fearing attack, he did not publish his findings until just before his death. In the early 1600s, Johannes Kepler used mathematics to confirm Copernicus's basic idea.

An Italian scientist—Galileo Galilei—made several discoveries that undercut ancient ideas. He made one of the first telescopes and used it to study the planets. He found that Jupiter had moons, the sun had spots, and Earth's moon was rough. These statements went against church teaching, and Galileo was forced to deny their truth. Still, his ideas spread.

Interest in science led to a new approach, the scientific method. With this method, scientists ask a question based on something they have seen in

the physical world. They form a hypothesis, or an attempt to answer the question. Then they test the hypothesis by making experiments or checking other facts. Finally, they change the hypothesis if needed. The English writer Francis Bacon helped foster this new approach to knowledge by telling scientists they should base their ideas on what they can see and test in the world. The French mathematician René Descartes also had great influence. His thinking was based on logic and mathematics.

In the mid-1600s, the English scientist Isaac Newton described the law of gravity. Using mathematics, Newton showed that the same force ruled the motion of planets and the action of bodies on the earth.

Scientists made new tools to study the world around them. One invented a microscope to study creatures too small for the naked eye to see. Others invented tools for understanding weather.

Doctors also made advances. One made drawings that showed the different parts of the human body. Another learned how the heart pumped blood through the body. In the late 1700s, Edward Jenner first used the process called vaccination to prevent disease. By giving a person the germs from a cattle disease called cowpox, he helped that person avoid getting the more serious human disease of smallpox. Scientists made advances in chemistry as well. One challenged the old idea that things were made of only four elements—earth, air, fire, and water. He and other scientists were able to separate oxygen from air.

## 2 The Enlightenment in Europe

**KEY IDEA** A revolution in intellectual activity changed Europeans' view of government and society.

New ways of thinking arose in other areas. In the intellectual movement called the

Name \_\_\_\_\_

Enlightenment, thinkers tried to apply reason and scientific method to laws that shaped human actions. They hoped to build a society founded on ideas of the Scientific Revolution.

Two English writers were important to this movement. Thomas Hobbes wrote that without a government, there would be a war of “every man against every man.” As a result, Hobbes said, people formed a social contract—an agreement—in which they gave up their rights so they could secure order and safety. The best government, he said, is that of a strong king who can force people to obey. John Locke believed that all people have the rights to life, liberty, and property. The purpose of government is to protect those rights. When it fails to do so, he said, people have a right to overthrow the government.

A group of French thinkers had wide influence. They had five main beliefs: (1) thinkers can find the truth by using reason; (2) what is natural is good and reasonable, and human actions are shaped by natural laws; (3) acting according to nature can bring happiness; (4) by taking a scientific view, people and society can make progress and advance to a better life; and (5) by using reason, people can gain freedom.

Three French thinkers had great influence. Voltaire wrote against intolerance and criticized the laws and customs of France. The Baron de Montesquieu made a long study of laws and governments. He thought government power should be separated into different branches. Each should be able to check the other branches to prevent them from abusing their power. Jean Jacques Rousseau wrote strongly in favor of human freedom. He wanted a society in which all people were equal. The Italian Cesare Beccaria wrote about crime and justice. Trials should be fair, he said, and punishments should be made to fit the crime.

Many Enlightenment thinkers held traditional views about women’s place in society. They urged equal rights for all men but ignored the fact that women did not enjoy such rights. Some women protested this unfairness. “If all men are born free,” wrote one, “how is it that all women are born slaves?”

Enlightenment ideas had strong influence on the American and French Revolutions, which came at the end of the 1700s. They had three other effects. They helped spread the idea of progress. By using reason, people thought, it is possible to make soci-

ety better. These ideas also helped make Western society more secular—that is, more worldly and less spiritual. Finally, Enlightenment ideas promoted the notion that the individual person was important.

### 3 The Enlightenment Spreads

**KEY IDEA** Enlightenment ideas spread through the Western world, and influenced the arts and government.

In the 1700s, Paris was the cultural center of Europe. People came there from other countries in Europe and from the Americas to hear the new ideas of the Enlightenment. Writers and artists gathered in the homes of wealthy people to talk about ideas. A woman named Marie-Thérèse Geoffrin became famous for hosting these discussions. She also supplied the money for one of the major projects of the Enlightenment. With her funds, Denis Diderot and other thinkers wrote and published a huge set of books called the *Encyclopedia*. Their aim was to gather together all that was known about the world. The French government and officials in the Catholic Church did not like many of the ideas that were published in the *Encyclopedia*. They banned the books at first, but later they revoked the ban.

Through the meetings in homes and works like the *Encyclopedia*, the ideas of the Enlightenment spread throughout Europe. The ideas also spread to the growing middle class. This group of people was becoming wealthy but had less social status than nobles and had very little political power. Ideas about equality sounded good to them.

Art moved in new directions, inspired by the Enlightenment ideas of order and reason. Artists and architects worked to show balance and elegance. Composers wrote music of great appeal for their creative richness. In this period, the novel became a popular form of literature. This new form told lengthy stories with many twists of plot that explored the thoughts and feelings of characters.

Some Enlightenment thinkers believed that the best form of government was a monarchy. In it, a ruler respected the rights of people. They tried to influence rulers to rule fairly. Rulers followed these ideas in part but were unwilling to give up much power. Frederick the Great made changes in Prussia. He gave his people religious freedom, improved schooling, and reformed the justice system. However, he did nothing to end serfdom, which made peasants slaves to the wealthy

landowners. Joseph II of Austria did end serfdom. Once he died, though, the nobles who owned the land were able to undo his reform.

Catherine the Great of Russia was another of the rulers influenced by Enlightenment ideas. She tried to reform Russia's laws but met resistance. She hoped to end serfdom, but a bloody peasants' revolt convinced her to change her mind. Instead, she gave the nobles even more power over serfs. Catherine did manage to gain new land for Russia. Russia, Prussia, and Austria agreed to divide Poland among themselves. As a result, Poland disappeared as a separate nation for almost 150 years.

## 4 The American Revolution

**KEY IDEA** Enlightenment ideas help spur the American colonies to create a new nation.

The British colonies in North America grew in population and wealth during the 1700s. The 13 colonies also enjoyed a kind of self-government. People in the colonies began to see themselves less and less as British subjects. Still, Parliament passed laws that governed the colonies. One set of laws banned trade with any nation other than Britain.

The high cost of the French and Indian War, which ended in 1763, led Parliament to pass laws that put taxes on the colonists. The colonists became very angry. They had never paid taxes directly to the British government before. They said that the taxes violated their rights. Since Parliament had no members from the colonies, they said, Parliament had no right to pass tax laws that affected the colonies. They met the first tax, passed in 1765, with a boycott of British goods. Their refusal to buy British products was very effective and forced Parliament to repeal the law.

Over the next decade, colonists and Britain grew further apart. Some colonists wanted to push the colonies to independence. They took actions that caused Britain to act harshly. These harsh responses, in turn, angered some moderate colonists. Eventually, the conflict led to shooting. Representatives of the colonists met in a congress and formed an army. In July of 1776, they announced that they were independent of Britain. They issued a Declaration of Independence that was based on the ideas of the Enlightenment.

From 1775 to 1781, the colonists and Britain fought a war in North America. The colonists had a poorly equipped army and the British were pow-

erful. However, in the end, they won their independence. The British people grew tired of the cost of the war and pushed Parliament to agree to a peace. The Americans were also helped greatly by aid from France. In 1783, the two sides signed a treaty in which Britain recognized the independent United States.

The 13 states formed a new government that was very weak. It struggled for a few years, but states held all the power and the central government had little. In 1787, many leaders met again and wrote a new framework of government.

The Constitution of the United States drew on many Enlightenment ideas. From Montesquieu, it put in effect the separation of powers into three branches of government. Each branch was able to prevent other branches from abusing their power. From Locke, it put power in the hands of the people. From Voltaire, it protected the rights of people to free speech and freedom of religion. From Beccaria, it set up a fair system of justice. Many of these rights were ensured in a set of additions to the Constitution called the Bill of Rights. Approval of these additions helped win approval of the Constitution as a whole.

## Review

1. **Contrasting** Contrast how people in the Middle Ages and people in the scientific revolution looked at the physical world.
2. **Determining Main Ideas** How is the scientific revolution connected to the Enlightenment?
3. **Drawing Conclusions** What were three major ideas of the Enlightenment?
4. **Analyzing Causes and Recognizing Effects** What factors led to the spread of the Enlightenment?
5. **Analyzing Issues** How did the government of the United States reflect Enlightenment ideas?

# Scientific Revolution and Enlightenment

Lesson 15

The 17th and 18th centuries have been called the **Age of Reason**. People began to question religion, science, and government.

- Scientists developed the scientific method, testing old ideas against new observations made with more precise instruments.
- The resulting **Scientific Revolution** completely changed how people saw the world.
- Philosophers and governments hoped to replace older ideas of government and society with new ones that worked better. This movement was called the **Enlightenment**.
- Enlightenment philosophers concluded that society was a voluntary group of free and equal people. This encouraged people to fight for freedom and equality.



**B** Marie Anne and Antoine Lavoisier conducted experiments together. She recorded the results, translated them into English, and drew illustrations of the equipment used.

## SCIENCE & TECHNOLOGY

### Scientific Revolution, 1543–1800

**A** Some of these scientists, particularly Copernicus and Galileo, were denounced by their religious authorities. Their discoveries contradicted the Bible.

1550	1600	1650	1700	1750	1800
<p><b>1543</b> Nicolaus Copernicus (Polish) publishes theory that 7 planets revolve around sun.</p>	<p><b>1609</b> Johannes Kepler (German) finds planets follow an elliptical orbit around the sun.</p>	<p><b>1610</b> Galileo Galilei (Italian) discovers Jupiter's moons with his telescope.</p> <p><i>more at NWHatlas.com</i></p>	<p><b>1674</b> Anton van Leeuwenhoek (Dutch) improves the microscope and observes bacteria.</p> <p><b>1687</b> Isaac Newton (English) publishes theory of gravity explaining why planets stay in orbit.</p> <p><i>more at NWHatlas.com</i></p>	<p><b>1772–1774</b> Antoine Lavoisier (French) proves that matter cannot be created or destroyed—it only changes in form.</p> <p><b>1774</b> Joseph Priestley (English) and Carl Scheele (Swedish) isolate oxygen.</p>	<p><b>1781</b> William Herschel (English) discovers the planet Uranus.</p>
<p><b>1543</b> Andreas Vesalius (Flemish) publishes the first illustrated manual of human anatomy.</p>	<p><b>1628</b> William Harvey (English) publishes his findings on how blood circulates through the body.</p>	<p><b>1662</b> Robert Boyle (Irish) discovers a relationship between pressure and volume of a gas.</p>	<p><b>1665</b> Robert Hooke (English) studies plants under a microscope and discovers cells.</p>	<p><b>1753</b> Carl von Linné (Swedish) establishes a method for naming and classifying plants.</p>	<p><b>1782</b> James Watt (Scottish) invents a new steam engine.</p>

**1** A multitude of laws often only hampers justice.

—René Descartes  
*Discourse on Method*, 1637

more at [NWHatlas.com](http://NWHatlas.com)

**2** Sovereign power is conferred by the consent of the people.

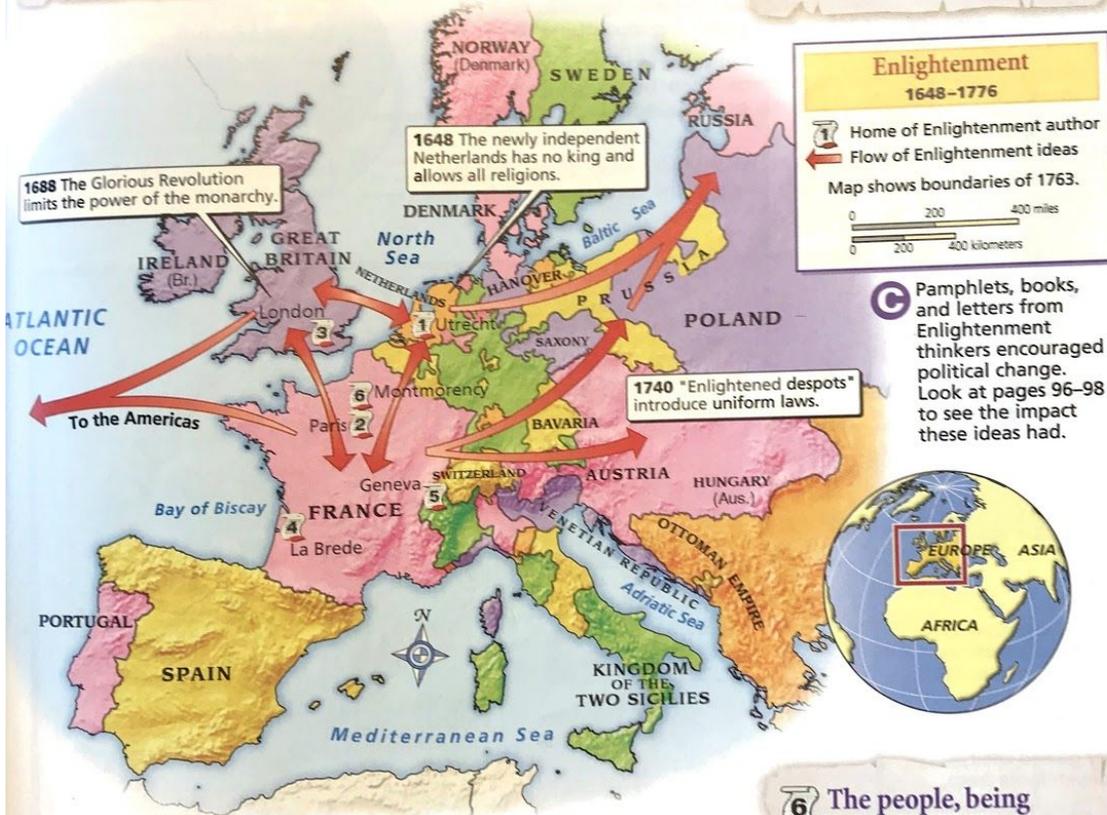
—Thomas Hobbes  
*Leviathan*, 1651

more at [NWHatlas.com](http://NWHatlas.com)

**3** [People] unite, for the mutual preservation of their lives, liberties and...property.

—John Locke  
*Two Treatises of Government*, 1689

more at [NWHatlas.com](http://NWHatlas.com)



**4** It is necessary...that power should be a check to power.

—Charles de Secondat  
Baron de Montesquieu  
*The Spirit of the Laws*, 1748

more at [NWHatlas.com](http://NWHatlas.com)

**5** All men are by nature free.

—Voltaire  
*Candide*, 1759

more at [NWHatlas.com](http://NWHatlas.com)

**6** The people, being subject to the laws, ought to be their author.

—Jean-Jacques Rousseau  
*The Social Contract*, 1762

more at [NWHatlas.com](http://NWHatlas.com)

# Scientific Revolution and Enlightenment

## ► Gathering the Facts

1. Turn to pages 94–95 in the Atlas. Read the introduction. Use the information to complete the following sentences.
  - a. During \_\_\_\_\_ people began to question religion, science, and government.
  - b. New observations with more precise instruments led to the \_\_\_\_\_, which changed the way people thought of the world around them.
  - c. \_\_\_\_\_ philosophers encouraged people to fight for freedom and equality.

## ★ Thinking About History

2. Look at picture B and read its caption. Marie Anne Lavoisier drew illustrations of the equipment she and her husband used in their experiments. Why was this important?

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## ► Time and Change

3. Look at timeline A, “Scientific Revolution, 1543–1800.” Write **T** next to each statement if it is true and **F** if the statement is false.
  - a. Copernicus theorized that the sun revolved around Earth in 1543. \_\_\_\_\_
  - b. Galileo discovered Neptune’s moons with his telescope in 1610. \_\_\_\_\_
  - c. James Watt invented a new steam engine in 1782. \_\_\_\_\_
  - d. Using a microscope, William Harvey discovered plant cells in 1628. \_\_\_\_\_
  - e. A Swedish and an English chemist both isolated oxygen in 1774. \_\_\_\_\_
  - f. Some discoveries in the Scientific Revolution contradicted the Bible. \_\_\_\_\_

► **People and Their Environments**

4. Look at timeline A, "Scientific Revolution, 1543–1800." For each of the following scientists, identify his field. Write **A** for an astronomer, **B** for a biologist, and **C** for a chemist.

- |                     |       |                      |       |
|---------------------|-------|----------------------|-------|
| a. William Herschel | _____ | d. Robert Boyle      | _____ |
| b. Isaac Newton     | _____ | e. Antoine Lavoisier | _____ |
| c. Carl von Linne   | _____ | f. Andreas Vesalius  | _____ |

► **History Through Maps**

5. Look at map C, "Enlightenment." Use the information to answer the following questions.

- Which type of ruler introduced uniform laws? \_\_\_\_\_
- How far east did Enlightenment ideas travel? \_\_\_\_\_
- Which country limited the power of its monarchy in the Glorious Revolution?  
\_\_\_\_\_
- How did Enlightenment ideas spread? \_\_\_\_\_
- Enlightenment ideas primarily came to the Americas from which two countries?  
\_\_\_\_\_ and \_\_\_\_\_
- Which country had no king in 1648? \_\_\_\_\_

► **People and Cultures**

6. Read quotes 1–6 around map C, "Enlightenment." Match each author with the title of his work or a passage from it.

- |                            |   |
|----------------------------|---|
| a. René Descartes •        | • <i>Leviathan</i>                                  |
| b. Montesquieu •           | • <i>The Social Contract</i>                        |
| c. Thomas Hobbes •         | • "All men are by nature free."                     |
| d. John Locke •            | • <i>The Spirit of the Laws</i>                     |
| e. Voltaire •              | • <i>Two Treatises of Government</i>                |
| f. Jean-Jacques Rousseau • | • "A multitude of laws often only hampers justice." |



CHAPTERS IN BRIEF *The French Revolution and Napoleon, 1789–1815*

**CHAPTER OVERVIEW** *France's lower classes revolted against the king. Thousands died. Napoleon took control of France and created an empire. After his defeat, European leaders restored the rule of monarchs to the continent.*

## 1 The French Revolution Begins

**KEY IDEA** *Economic and social inequalities in the Old Regime helped cause the French Revolution.*

In the 1700s, France was the leading country of Europe. It was the center of the new ideas of the Enlightenment. However, beneath the surface there were major problems causing unrest. Soon the nation would be torn by a violent revolution.

One problem was that people were not treated equally in French society. The French were divided into three classes, or estates. The First Estate consisted of the Roman Catholic clergy. The Second Estate was made up of rich nobles. Only about two percent of the people belonged to these two estates. Yet they owned 20 percent of the land and paid little or no taxes. They had easy lives.

Everybody else belonged to the Third Estate. This huge group included three types of people:

- the bourgeoisie—mostly well-off merchants and skilled workers who lacked the status of nobles
- city workers—cooks, servants, and others who were poorly paid and often out of work
- peasants—farm workers, making up more than 80 percent of the French people

Members of the Third Estate were angry. They had few rights. They paid up to half of their income in taxes, while the rich paid almost none.

Three factors led to revolution. First, the Enlightenment spread the idea that everyone should be equal. The powerless people in the Third Estate liked that. Second, the French economy was failing. High taxes kept profits low, and food supplies were short. The government owed money. Third, King Louis XVI was a weak, unconcerned leader. His wife, Marie Antoinette, was a big spender and was disliked.

In the 1780s, deeply in debt, France needed money. Louis tried to tax the nobles. Instead, they forced the king to call a meeting of delegates of the three estates to decide tax issues. The meeting began

in May 1789 with arguments over how to count votes. In the past, each estate had cast one vote. The top two estates always voted together and got their way. Now the Third Estate delegates wanted to change the system. The Third Estate had as many delegates as the other two estates combined. They wanted each delegate to have a vote. The king and the other estates did not agree to the plan.

The Third Estate then broke with the others and met separately. In June 1789, its delegates voted to rename themselves the National Assembly. They claimed to represent all the people. This was the beginning of representative government for France.

Louis tried to make peace. He ordered the clergy and nobles to join the National Assembly. However, trouble erupted. Rumors flew that Swiss soldiers paid by Louis were going to attack French citizens. On July 14, an angry crowd captured the Bastille, a Paris prison. The mob wanted to get gunpowder for their weapons in order to defend the city.

A wave of violence called the Great Fear swept the country. Peasants broke into and burned nobles' houses. They tore up documents that had forced them to pay fees to the nobles. Late in 1789, a mob of women marched from Paris to the king's palace at Versailles. They were angry about high bread prices and demanded that the king move to Paris. They hoped he would end hunger in the city. The king and queen left Versailles, never to return.

## 2 Revolution Brings Reform and Terror

**KEY IDEA** *The revolutionary government of France made reforms but also used terror and violence to retain power.*

In August 1789, the National Assembly took steps to change France. One new law ended all the special privileges that members of the First and Second Estates had enjoyed. Another law gave all French men equal rights. Though women did not get these rights, it was a bold step. Other laws cut the power of the Catholic Church. The government

took over church lands, hoping to sell them and raise money.

The new laws about the church divided people who had backed the Revolution. Catholic peasants remained loyal to the church. They were angry that the church would be part of the state. Thereafter, many of them opposed the Revolution's reforms.

For months the assembly worked on plans for a new government. During this time, Louis was fearful for his safety in France. One night he and his family tried to escape the country. They were caught, brought back to Paris, and lived under guard. After this, the king and queen were even less popular.

In the fall of 1791, the assembly drew up a new constitution that gave the king very little power. The assembly then handed over its power to a new assembly, the Legislative Assembly. After the new assembly began to meet, however, it divided into opposing groups. Some wanted an end to revolutionary changes. Others wanted even more radical changes.

At the same time, France faced serious trouble on its borders. Kings in other countries feared that the French Revolution would spread to their lands. They wanted to use force to restore control of France to Louis XVI. Soon France found itself at war—a war it quickly began to lose. Foreign soldiers were coming near to Paris. Many people thought that the king and queen were ready to help the enemy. Angry French citizens imprisoned them. Many nobles were killed in other mob action.

The government took strong steps to meet the danger from foreign troops. It took away the king's powers. In 1792, the National Convention—another new government—was formed. It declared Louis a common citizen and then put him to death. It also ordered thousands of French people into the army.

Soon one man, Maximilien Robespierre, began to lead France. He made many changes. He ordered the death of many people who did not agree with him. His rule, which began in 1793, was called the Reign of Terror. It ended in July 1794, when Robespierre himself was put to death.

France got a new, but less revolutionary, plan of government. Tired of the killing and unrest, the French people wanted a return to order.

## 3 Napoleon Forges an Empire

**KEY IDEA** *Napoleon Bonaparte, a military genius, seized power in France and made himself emperor.*

Napoleon Bonaparte became the master of France. In 1795, he led soldiers against French royalists who were attacking the National Convention. For this, he was hailed as the savior of the French republic. Later he invaded Italy to end the threat from Austrian troops located there.

By 1799, the unsettled French government had lost the people's support. In a bold move, Napoleon used troops to seize control of the government. He then wielded complete power over the country. Other nations feared his power and attacked France again. Napoleon led his armies into battle. In 1802, the three nations fighting him agreed to a peace. Napoleon went back to solve problems at home.

He made several changes that were meant to build on the Revolution's good ideas:

1. He made tax collection more fair and orderly. As a result, the government could count on a steady supply of money.
2. He removed dishonest government workers.
3. He started new public schools for ordinary citizens.
4. He gave the church back some of its power.
5. He wrote a new set of laws that gave all French citizens the same rights. However, the new laws took away many individual rights won during the Revolution. For example, they limited free speech and restored slavery in French colonies.

Napoleon had hoped to make his empire larger in both Europe and the New World. In 1801, he had sent soldiers to retake the island of present-day Haiti. During a civil war, slaves on the island had seized power. But Napoleon had to give up on his plan. Too many of his soldiers died in battle or from disease. Napoleon eventually abandoned his New World plans. In 1803, he sold the largest part of France's North American land—the huge Louisiana Territory—to the United States.

Stopped in the Americas, Napoleon moved to add to his power in Europe. In 1804, he made himself emperor of France. He quickly captured country after country. Other nations joined against him. However, after Napoleon won a major battle in Austria in 1805, almost all of his European enemies agreed to a peace treaty. Napoleon's only loss during this time was to the British navy off the southwest coast of Spain. This loss prevented him from

Name \_\_\_\_\_

invading and conquering Britain. That failure would be costly.

## Ⓞ Napoleon's Empire Collapses

**KEY IDEA** *Napoleon's conquests aroused nationalistic feelings across Europe and contributed to his downfall.*

Napoleon loved power. He took steps to make his empire larger. However, these steps led to mistakes that brought about his downfall.

Napoleon's first mistake was caused by his desire to crush Britain. He wanted to hurt the British economy. So in 1806 he tried stopping all trade between Britain and the lands he controlled. The effort failed, for some Europeans secretly brought in British goods. At the same time, the British put their own blockade around Europe. Because their navy was so strong, it worked very well. Soon the French economy, along with others, began to grow weak.

Napoleon's second mistake was to make his brother king of Spain in 1808. The Spanish people were loyal to their own king. With help from Britain, they fought back against Napoleon for five years. Napoleon lost 300,000 troops.

Napoleon's third mistake was perhaps his worst. In 1812, he tried to conquer Russia, far to the east. He entered Russia with more than 400,000 soldiers. He got as far as Moscow, which was deserted and on fire. His soldiers found no food or supplies there. Winter was coming, and Napoleon ordered them to head back to France. As the soldiers marched west, bitter cold, hunger, and attacks by Russian troops killed thousands. Thousands more deserted. By the time the army exited Russian territory, only 10,000 of its men were able to fight.

Other leaders saw that Napoleon was weaker now, and they moved to attack. He was defeated in Germany in 1813. In 1814, Napoleon gave up his throne and was sent away. Nevertheless, in March 1815, he boldly returned to France. He took power and raised another army. By June, though, Napoleon had lost his final battle near a Belgian town called Waterloo. This time he was sent to a far-off island in the southern Atlantic Ocean. He died there in 1821.

## Ⓞ The Congress of Vienna

**KEY IDEA** *After exiling Napoleon, European leaders at the Congress of Vienna tried to restore order and reestablish peace.*

After Napoleon's first defeat, in 1814, leaders of many nations met for months. They tried to draw up a peace plan for Europe that would last many years. They called the meeting the Congress of Vienna. The key person there was the foreign minister of Austria, Klemens von Metternich. He shaped the peace conditions that were accepted.

Metternich insisted on three goals. First, he wanted to make sure that the French would not attack another country again. Second, he wanted a balance of power in which no one nation was too strong. Third, he wanted to put kings back in charge of the countries from which they had been removed. The leaders agreed with Metternich's ideas. An age of European peace began.

Across Europe, kings and princes reclaimed their thrones. Most of them were conservatives and did not encourage individual liberties. They did not want any calls for equal rights. However, many people still believed in the ideals of the French Revolution. They thought that all people should be equal and share in power. Later they would fight for these rights again.

People in the Americas also felt the desire for freedom. Spanish colonies in the Americas revolted against the restored Spanish king. Many nations won independence from Spain. National feeling grew in many places in Europe, too. Soon people in areas such as Italy, Germany, and Greece would rebel and form new countries. The French Revolution had changed the politics of Europe and beyond.

## Review

1. **Analyzing Causes** What factors led to the French Revolution?
2. **Following Chronological Order** Trace the fate of Louis XVI during the Revolution.
3. **Summarizing** What did Napoleon do to restore order in France?
4. **Making Inferences** Why did Napoleon's empire collapse?
5. **Determining Main Ideas** What were the goals of the Congress of Vienna?

## Lesson 17

**GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION**  
**The French Revolution Under Siege**

*Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.*

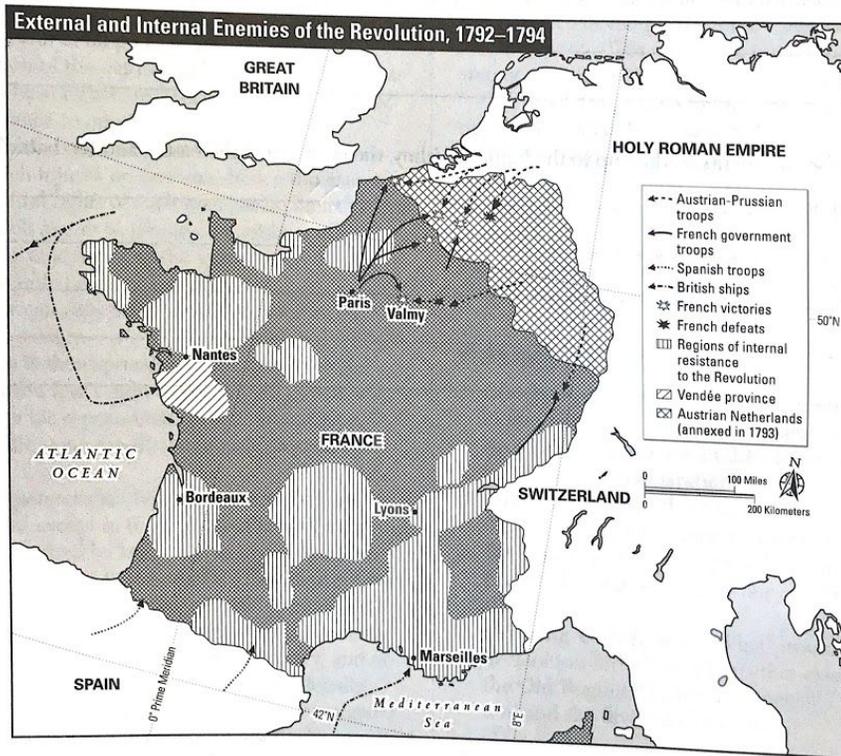
During the French Revolution, in early 1792, the new constitutional government was under attack by neighboring countries and by opponents within France itself.

Émigrés—former noblemen who had fled France—were plotting on foreign soil to destroy the revolution. They had warned monarchs of neighboring countries that the revolutionary ideas of France were a danger to their own reigns. As a result, Austria and Prussia wanted Louis XVI, the French king, restored. France reacted by declaring war on Austria, which quickly gained the support of Spain, Prussia, and Great Britain. At first, an invading army of Austrians and Prussians moved successfully toward Paris. However, at Valmy the French

government's troops defeated the outsiders, and the tide turned. After that, France invaded the Austrian Netherlands, where fighting was fierce through 1794.

Internally, royalists—local supporters of the king—and conservative French peasants worked against the Revolution in several regions. In August of 1792, the French province of Vendée was the scene of violent uprisings, which spread to other regions. Great Britain even shipped émigré troops to the region to support the royalists and the peasants.

Nevertheless, the government succeeded in crushing most revolts by 1793. The French revolutionary leaders were then able to raise the larger army needed for the external battles ahead.



Name \_\_\_\_\_

### Interpreting Text and Visuals

1. What country or countries attacked revolutionary France on land from the south? \_\_\_\_\_  
from the northeast? \_\_\_\_\_
  
2. In what part of France were most battles with foreign troops fought? \_\_\_\_\_
  
3. How many French defeats does the map show? \_\_\_\_\_  
Describe the location of each. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. Based on the map, what do the French cities of Nantes, Bordeaux, Lyons, and Marseilles have in common? \_\_\_\_\_  
\_\_\_\_\_
  
5. What was Britain's role in the French Revolution? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
6. Describe the events leading up to the battle at Valmy, the outcome of the battle, and the battle's importance. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Extensions. If you would like to continue your learning check out these websites and activities.

1. [https://www.youtube.com/watch?v=Vufba\\_ZcoR0](https://www.youtube.com/watch?v=Vufba_ZcoR0)

Renaissance Crash Course: watch and explain whether or not you think it was a thing.

2. [https://newsela.com/read/lib-renaissance-art?utm\\_source=google-classroom&utm\\_campaign=share&utm\\_medium=web](https://newsela.com/read/lib-renaissance-art?utm_source=google-classroom&utm_campaign=share&utm_medium=web) Summarize what you learned.
3. [https://newsela.com/read/lib-italian-renaissance?utm\\_source=google-classroom&utm\\_campaign=share&utm\\_medium=web](https://newsela.com/read/lib-italian-renaissance?utm_source=google-classroom&utm_campaign=share&utm_medium=web) Summarize what you learned.
4. [https://newsela.com/read/lib-middle-ages-medieval-inventions?utm\\_source=google-classroom&utm\\_campaign=share&utm\\_medium=web](https://newsela.com/read/lib-middle-ages-medieval-inventions?utm_source=google-classroom&utm_campaign=share&utm_medium=web) Summarize what you learned.
5. [https://newsela.com/read/lib-islam-ancient-africa/id/53098?collection\\_id=339&search\\_id=51d85314-d01c-499e-af18-3d97d6e34f57](https://newsela.com/read/lib-islam-ancient-africa/id/53098?collection_id=339&search_id=51d85314-d01c-499e-af18-3d97d6e34f57) do the quiz after the activities.
6. [https://newsela.com/read/natgeo-kingdom-aksum/id/54211/?utm\\_source=google-classroom&utm\\_campaign=share&utm\\_medium=web](https://newsela.com/read/natgeo-kingdom-aksum/id/54211/?utm_source=google-classroom&utm_campaign=share&utm_medium=web) do the quiz after the activities.
7. [https://www.youtube.com/watch?v=QV7CanyzhZg&disable\\_polymer=true](https://www.youtube.com/watch?v=QV7CanyzhZg&disable_polymer=true)  
Crash course Middle Ages. Do you think they should have been labeled as “Dark”.
8. [https://www.youtube.com/watch?v=jvnU0v6hcUo&disable\\_polymer=true](https://www.youtube.com/watch?v=jvnU0v6hcUo&disable_polymer=true)  
Crash course Africa. Enjoy.
9. [https://www.youtube.com/watch?v=jvnU0v6hcUo&disable\\_polymer=true](https://www.youtube.com/watch?v=jvnU0v6hcUo&disable_polymer=true)  
Crash course Reformation. Who were the main “players” in the Reformation.
10. <https://www.youtube.com/watch?v=ITTvKwCylFY>  
Crash course French Revolution. Briefly describe the crisis in 18th century France that led to the Revolution. What was the Estates General and why did King Louis XVI call it into session in the spring of 1789? What was the National Assembly and why was it formed? Describe these: Tennis Court Oath, Storming of the Bastille.
11. Watch Marie Antoinette for enjoyment. :)