

SECTION 1

The First Civilizations

Guide to Reading

Section Preview

Early civilizations introduced key belief systems through law codes and religious beliefs that have influenced Western thought.

Main Idea

- In ancient Mesopotamia, city-states elaborated the concept of the law code and divine kingship. (p. 122)
- The divinity of the pharaoh and religious belief contributed to the long life of Egyptian civilization. (p. 124)
- Key beliefs of Judaism that became important to the West developed during ancient times. (p. 125)
- Hinduism became a conservative force in Indian society that has lasted to this day. (p. 127)

- The lessons of Confucius influenced basic Chinese attitudes of deference and loyalty to family. (p. 128)

Content Vocabulary

civilization, patriarchal, pharaoh, Judaism, monotheistic, covenant, prophet, caste system, Hinduism, Buddhism, Confucianism

Academic Vocabulary

code, focus, network, core

People to Identify

Hammurabi, King Solomon, Aryans, Siddhartha Gautama, Confucius

Places to Locate

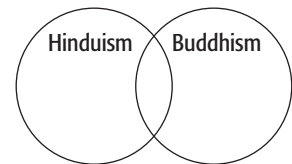
Israel, Judah, Indus River, China

Reading Objectives

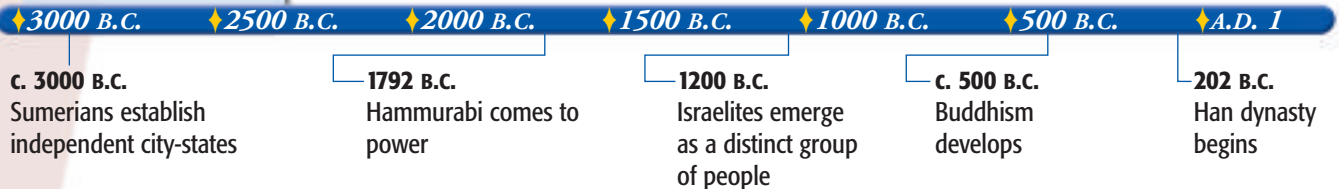
1. Trace how the law codes and religious beliefs developed in ancient civilizations.
2. Describe how the caste system influenced the lives of people in ancient India.

Reading Strategy

Compare and Contrast As you read this section, prepare a Venn diagram like the one below to show the similarities and differences between Hinduism and Buddhism.



Preview of Events



California Standards in This Section

Reading this section will help you master these California History–Social Science standards.

- 10.1:** Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- 10.1.1:** Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

SECTION 2

The Civilization of the Greeks

Guide to Reading

Section Preview

The Greek city-states of Sparta and Athens illustrate forms of Western government, while the Greek philosophers established the foundations of Western philosophy.

Main Idea

- The polis created a model for active citizenship, while the Athenian polis laid the foundations for democracy. (p. 135)
- Greek thinkers left an important legacy to the West in their commitment to rational inquiry. (p. 139)

Content Vocabulary

polis, tyrant, democracy, oligarchy, direct democracy, philosophy, Socratic method

Academic Vocabulary

goal, adult, foundation

People to Identify

Pericles, Socrates, Plato, Aristotle

Places to Locate

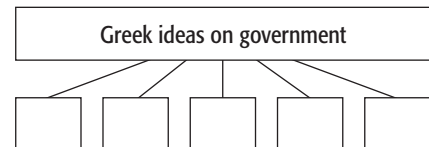
Sparta, Athens

Reading Objectives

1. Describe the groups who lived in the polis.
2. Identify how Athens and Sparta differed.

Reading Strategy

Organizing Information Use a concept map like the one below to show ideas on government that the Greeks contributed.



Preview of Events

◆ 800 B.C. ◆ 750 B.C. ◆ 700 B.C. ◆ 650 B.C. ◆ 600 B.C. ◆ 550 B.C. ◆ 500 B.C. ◆ 450 B.C.

c. 800 B.C.
Sparta is a powerful city-state

c. 700 B.C.
Athens becomes a unified polis

508 B.C.
Cleisthenes comes to power

461 B.C.
The Age of Pericles begins

California Standards in This Section

Reading this section will help you master these California History–Social Science standards.

- 10.1:** Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- 10.1.1:** Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
- 10.1.2:** Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.

The Polis: Center of Greek Life

Main Idea The polis created a model for active citizenship, while the Athenian polis laid the foundations for democracy.

Reading Connection Has a parent or friend taken part in a city council meeting? Read to understand the workings of a direct democracy.

By the eighth century B.C., the Greek city-state, or **polis**, became central to Greek life. Our word *politics* is derived from *polis*. In a physical sense, the polis was a town, city, or even a village, along with its surrounding countryside. The town, city, or village was the center of the polis where people met for political, social, and religious activities. In some of them, this central meeting point was a hill, like the Acropolis at Athens, which served as a place of refuge during an attack. Sometimes this high ground also became a religious center where temples and public monuments were erected.

At a lower level, below the acropolis, there was the agora. The agora was an open place that served as a place for citizens to assemble and a market area.

City-states could cover a few square miles or a few hundred square miles. They also varied in population. Athens had a population of more than 250,000 by the fifth century B.C., but most city-states consisted of only a few hundred to several thousand people. Above all, the polis was a community with a common identity and common goals.

Voices from the Past

The sense of common goals in the polis was especially evident in Athens. In a speech to the people of the city at the beginning of the Peloponnesian War, the Athenian leader Pericles proclaimed:

“I could tell you a long story about what is to be gained by beating the enemy back. What I would prefer is that you should fix your eyes every day on the greatness of Athens as she really is, and should fall in love with her. When you realize her greatness, then reflect that what made her great was men . . . who knew their duty. . . . If they ever failed in an enterprise, they made up their minds that at any rate the city should not find their courage lacking to her, and they gave to her the best contribution that they could.”

A polis was made up of three groups: citizens with political rights (**adult** males), citizens with no political rights (women and children), and noncitizens (slaves and resident aliens).

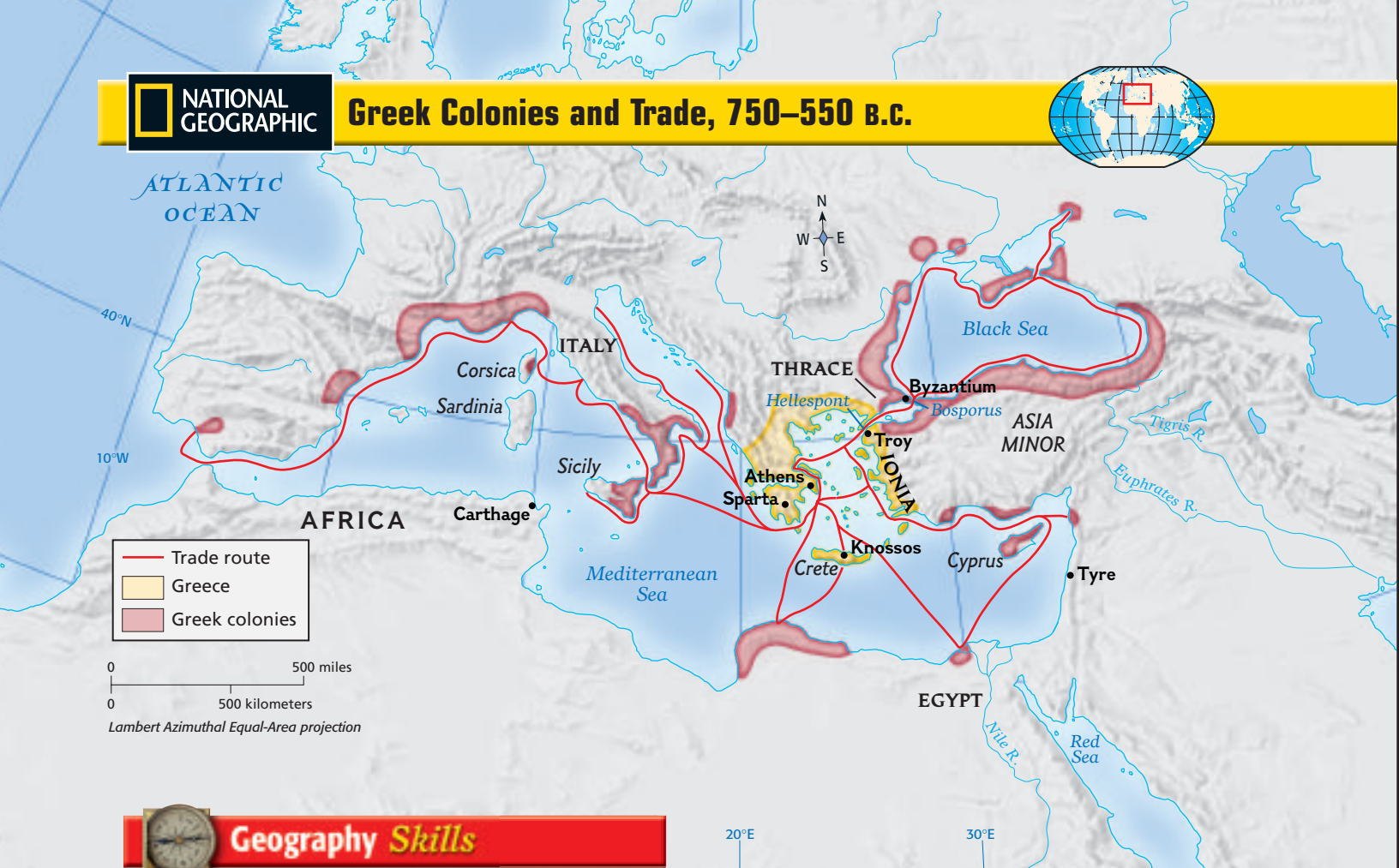
Citizens had rights, but rights were coupled with responsibilities, such as passing laws and making government decisions. The Greek philosopher Aristotle argued that a citizen did not just belong to himself or herself: “We must rather regard every citizen as belonging to the state.” In all Greek states, citizens had the duty to fight and die, if necessary, for the polis. The fierce loyalty of citizens to their polis had a negative side, however. Greece’s independent city-states did not trust one another, and their conflicts ultimately brought about their ruin.

In the seventh and sixth centuries B.C., many Greek city-states fell under the control of tyrants. They were not necessarily oppressive or wicked, as our word *tyrant* implies. Greek **tyrants** were rulers who seized power by force and were not subject to the law.

Tyrants stayed in power because they had the support of the rich traders and of poor peasants in debt to landholding aristocrats. Both groups were tired of aristocratic rule.

▼ *The temple of the Parthenon on top of the Acropolis in Athens*





Geography Skills

Over a period of 200 years, the Greeks spread across Europe and northern Africa, bringing Greek civilization to areas more than 1,500 miles (2,400 km) from Greece.

- 1. Interpreting Maps** Analyze the relationship between Greek trading routes and Greek colonies.
- 2. Applying Geography Skills** Find a map of the contemporary world. Name all the modern countries where Greece had colonies.

The tyrants used hired soldiers to stay in power, and often built new marketplaces, temples, and walls. These projects made them popular, but by the end of the sixth century B.C., Greeks turned against them because they felt tyranny was an insult to the ideal of law.

Tyranny's role in ending the rule of Greek aristocrats was important because democracy could begin to flourish in some city-states. **Democracy** is government by the people or rule of the many. Other city-states remained committed to rule by an **oligarchy**, rule by the few. The differences in these forms of government can be understood by examining the most famous city-states, Sparta and Athens.

Reading Check Evaluating In the polis, are citizens' rights the same as in the United States?

Sparta The powerful city-state of **Sparta** conquered neighboring peoples, the Laconians and Messenians. To prevent these peoples from rebelling, the Spartans made a conscious decision to create a military state.

Between 800 B.C. and 600 B.C., the lives of Spartans were rigidly organized and controlled—our word *spartan* means highly self-disciplined. Boys spent their childhood learning military discipline and enrolled in military service at age 20. They might marry, but lived in the military barracks until age 30. At 30, Spartan males could vote in the assembly and live at home, but they stayed in the army until age 60.

All meals were eaten in public dining halls with fellow soldiers. Meals were simple: the famous Spartan black broth consisted of a piece of pork boiled in



Web Activity Visit the *Glencoe World History—Modern Times* Web site at wh.mt.glencoe.com and click on **Chapter 1—Student Web Activity** to learn more about the Greek city-states.

animal blood, salt, and vinegar. A visitor who ate some of the black broth once remarked that he now understood why Spartans were not afraid to die.

While their husbands lived in the barracks, Spartan women lived at home. This separation gave them greater freedom of movement and power in the household than was usual in other parts of Greece. Spartan women were expected to exercise so they could bear and raise healthy children.

Most women upheld the Spartan values as strongly as their husbands. The women expected bravery from their husbands and sons. One famous story shows this very well. It describes a Spartan woman who was ready to see her son off to war. As she handed him his shield, she is supposed to have told him he should return carrying it—or being carried on it.

Spartan government was an oligarchy headed by two kings, who led the Spartan army on its campaigns. Five citizens were elected each year as ephors to supervise education and conduct in the polis.

Another body in the government was a council of elders. This council was made up of two kings and 28 citizens who were over the age of 60. It had the power to decide on what issues would be presented to an assembly of male citizens. The assembly's only role was to vote on those issues, not to debate them.

It is clear then that this government structure was conservative. A relatively small group of older men had great authority over the policies of Sparta.

Sparta remains a historic symbol of the impact of a closed society. Intent on military might and security against the Messenians and Laconians, the Spartans turned their backs on the outside world. Foreigners, who might have brought in new ideas, were discouraged from visiting.

For the same reason, most Spartans were not allowed to travel abroad. They were also discouraged from studying philosophy, literature, or the arts—subjects that might encourage critical thinking. The art of war was the Spartan ideal. All other arts were frowned upon.

Athens **Athens** was the other major city-state in ancient Greece. By 700 B.C., it was a unified polis on the peninsula of Attica, a location that would make Athens a strong sea power with an empire.

Early Athens was ruled by a king. By the seventh century B.C., it was an oligarchy with aristocrats in control. They owned the best land and dominated political decisions. Economic problems at the end of the seventh century B.C., however, brought a crisis to Athens. Athenian farmers could not pay their debts to aristocrats and were being sold into slavery. Over and over, there were cries to cancel the debts and give land to the poor. Athens was on the verge of civil war.

▼ *The importance of military skill to the Greeks is reflected on this kylix, or two-handed drinking cup.*



This crisis is significant for the modern world. The events the crisis set in motion eventually led to democratic government. First, in 594 B.C., the Athenian aristocrats gave full power to Solon, a trusted aristocrat who knew reforms must be made. Solon canceled land debts and released farmers from slavery. However, Solon would not go further—he would not take land from the rich and give it to those with no land. Since only landowners could vote in the assembly, many still had no voice in government. Unrest continued.

Then, in 508 B.C., another reform-minded aristocrat, Cleisthenes (KLYS•thuh•neez), came to power. Cleisthenes restructured the assembly and laid the foundation for Athenian democracy.

Cleisthenes created a Council of 500 whose members came from local districts. All male citizens voted to elect the Council, which controlled foreign policy and the treasury. The Council also prepared legislation. Our ideal of Greek democracy is best symbolized by how the polis decided on its laws. Legislation was debated openly in the assembly, and all male citizens voted on it. Since citizens participated directly in decision making, Athens had a **direct democracy**.

Athenian democracy was more limited than in modern times, however, because whole groups did not qualify as active or voting citizens—women, for-



▲ *Democracy crowning a figure that symbolizes Athens*

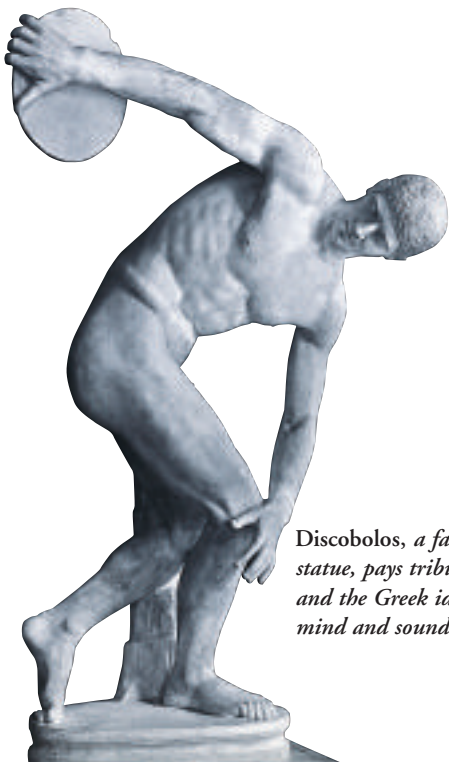
eign residents, and slaves. In 450 B.C., the population might have been about 250,000, but probably only about 43,000 were male citizens over 18 who voted.

In another sense, democracy was less limited than in modern nations because so many citizens actively participated. Every ten days, the assembly met on a hillside east of the Acropolis, the city's fortified public area. On average, about 6,000 men attended. They passed all laws, elected all officials, and made final decisions on war and peace.

The most glorious period of Athenian democracy is associated with **Pericles**, who dominated politics from 461 B.C. to 429 B.C. Pericles also advanced democracy. By paying salaries, he made it possible for many more citizens to serve in public office. In the Age of Pericles, the Athenians became deeply attached to their political system. The officials who ran the city's daily business were also a fairly large group, but ten men known as generals had overall direction of policy.

Under Pericles, Athens became the leading center of Greek culture. New temples and statues soon made the greatness of Athens visible to everyone. Art and architecture flourished, and Pericles boasted that Athens had become the "school of Greece." The achievements of three Athenian philosophers have been especially important to Western culture.

✓ **Reading Check Analyzing** What was the chief economic problem Cleisthenes wanted to solve?



Discobolos, a famous Greek statue, pays tribute to athletes and the Greek ideals of sound mind and sound body.

The Greek Love of Wisdom

Main Idea Greek thinkers left an important legacy to the West in their commitment to rational inquiry.

Reading Connection Has a teacher ever asked you questions to draw out an idea? Read to learn why Socrates believed in this teaching method.

Philosophy refers to an organized system of thought. The term comes from the Greek word meaning “love of wisdom.” Early Greek philosophers were devoted to thinking critically and rationally about the nature of the universe. To this day, three Greek philosophers—Socrates, Plato, and Aristotle—are usually named as the greatest thinkers of the Western world.

Socrates Because he left no writings, we know about **Socrates** only from his pupils. Socrates was an Athenian stonemason whose true love was philosophy. Socrates believed that education had no other goal than improving human understanding. In Socrates’ words, “the unexamined life is not worth living.” He also urged his students to “let no day pass without discussing goodness.”

Socrates used a teaching method still known by his name, the **Socratic method**. Socrates presumed that all knowledge was already present in each person,

and that careful questioning could draw it out. Thus the Socratic method used a question-and-answer format to lead pupils to see things for themselves.

Socrates placed great emphasis on the ability to reason, and this Greek tradition has been key to Western civilization. Socrates questioned all things, including authority, and this led him into trouble.

Athenians had had a tradition of free thought, but when they were defeated in war, they began to fear free debate. Socrates was accused and convicted of corrupting the youth by encouraging critical thinking. An Athenian jury sentenced him to die by drinking hemlock, a poison.

Plato One of Socrates’ students was **Plato**, considered by many the greatest philosopher of Western civilization. Unlike Socrates, who did not write down his thoughts, Plato wrote a great deal. Plato explained his ideas about government in a work entitled *The Republic*. Plato thought political life in Athens was too rowdy. No one would be able to lead the good life—a virtuous life—in such a democracy. Plato therefore described what an ideal state would look like. There would be three groups in society. At the top was an upper class of philosopher-kings. These men would have political power because they were wise. In Plato’s words, the good society could be achieved only when “political power and philosophy meet together.”

The second group were the warriors who protected society. The third group included everyone else—the masses who were driven not by wisdom or courage but only by their desires. Contrary to the prevailing Greek view, Plato believed that men and women should have the same education and access to all positions in society.

History through Art

In early times, the Greeks watched the rituals of their religion while seated on theater-style benches. Greek plays grew out of these rituals. Plays were staged in outdoor amphitheaters, such as this one. **How does this amphitheater differ from modern theaters?**



Aristotle The third great Greek philosopher was **Aristotle**. Just as Plato was a student of Socrates, Aristotle was a student of Plato. Aristotle studied at Plato's famous Academy in Athens for 20 years. Aristotle focused on analyzing and classifying things based on observation and investigation. He wrote about many subjects, including ethics, logic, politics, poetry, astronomy, geology, biology, and physics. His careful methods contributed greatly to Western science, which was based largely on Aristotle until the Scientific Revolution.

Like Plato, Aristotle thought critically about a rational form of government. Unlike Plato, he did not seek an ideal state but analyzed existing ones to find what was best. In his *Politics*, Aristotle looked at the constitutions of 158 states and concluded that there were three good forms of government: monarchy, aristocracy, and constitutional government. He felt that constitutional government was best for most people.

The Greeks and Western Civilization With their brilliant civilization, the ancient Greeks were the principal source of Western culture. Socrates, Plato, and Aristotle established the **foundations** of Western philosophy. The rational method of inquiry, so

“ . . . a life guided by intelligence is the best and most pleasant for man, inasmuch as intelligence, above all else, is man.”

—Aristotle's *Ethics*



Aristotle

important to modern science, was first conceived in ancient Greece. Western literature, too, is largely derived from the poetry and drama of the ancient Greeks. In art and architecture, the Greek principles of harmony and proportion have remained the touchstones in Western culture.



CONNECTIONS Around The World

Rulers and Gods

All of the world's earliest civilizations believed that there was a close connection between rulers and gods. In Egypt, pharaohs were considered gods whose role was to maintain the order and harmony of the universe in their own kingdoms. In Mesopotamia, India, and China, rulers were thought to rule with divine assistance. Kings were often seen as rulers who derived their power from the gods and who were the agents or representatives of the gods. Many Romans certainly believed that their success in creating an empire was a visible sign of divine favor. As one Roman stated, "We have overcome all the nations of the world, because we have realized that the world is directed and governed by the gods."

The rulers' supposed connection to the divine also caused them to seek divine aid in the affairs of the world. This led to the art of *divination*—an organized method to figure out the intentions of the gods. In Mesopotamian and Roman society, divination took the

form of examining the livers of sacrificed animals or the flights of birds to determine the will of the gods. The Chinese used oracle bones to receive advice from the gods. The Greeks consulted oracles.

Underlying all of these practices was a belief in a supernatural universe—a world in which divine forces were in charge and human well-being depended on those divine forces. It was not until the Scientific Revolution of the 1600s that many people began to believe in a natural world that was not governed by spiritual forces.



▲ An Athenian king consults the oracle at Delphi.

Comparing Cultures

Why were rulers of early civilizations considered to have divine powers? How did this affect their systems of government?



History through Architecture

The Erechtheum near the Parthenon has figures of maidens in place of conventional columns. This type of ornamental support is called a caryatid. Why might the architect have decided to use female figures?

Essential Western political ideas also owe a great deal to the ancient Greeks. These ideas were passed down in different ways from the Greeks to the Romans, from the Romans to Western Europeans, and from Western Europe to the United States. Many modern political terms—*politics*, *monarchy*, *oligarchy*, *aristocracy*, *tyranny*, and *democracy*—come from the Greek.

For the Greeks, being a citizen in a democracy brought with it a strict sense of duty. As Pericles said, “We do not say that a man who takes no interest in politics minds his own business; we say he has no business here at all.” The Greeks called such a man *idiotes*, meaning “idiot,” by which they meant a fool who lives in his own private world.

In the United States, there is no direct democracy. Citizens elect representatives who propose and vote on laws. American citizens have the right to choose their representatives, but they are not directly involved in making policy. In fact, many U.S. citizens even choose not to vote, thus removing their chief source of power.

Reading Check **Evaluating** Why might a person say Aristotle is the most modern of philosophers?

HISTORY Online Study Central

For help with the concepts in this section of *Glencoe World History—Modern Times*, go to wh.mt.glencoe.com and click on **Study Central**.

SECTION 2 ASSESSMENT

Checking for Understanding

- Vocabulary** Define: polis, goal, adult, tyrant, democracy, oligarchy, direct democracy, philosophy, Socratic method, foundation.
- People** Identify: Pericles, Socrates, Plato, Aristotle.
- Places** Locate: Sparta, Athens.

Reviewing Big Ideas

- Explain** how the systems of government in Sparta and Athens influenced Western political thought. Be sure to discuss how the two systems differed.

Critical Thinking

- Historical Analysis** **Interpreting** How did the governments favored by Plato and Aristotle differ? Which view makes more sense to you? **CA HR 2**
- Organizing Information** Using a table like the one below, identify the reforms that led to democracy in Athens and the leaders who initiated them.

| Leader | Reforms |
|-------------|---------|
| Solon | |
| Cleisthenes | |
| Pericles | |

- Examine** the photo of the Parthenon shown on page 135. Where is the Parthenon located? Why was this famous temple situated on high ground?

Writing About History

- Descriptive Writing** Imagine that you are a 25-year-old male living in Sparta in 700 B.C. Create a diary in which you record your activities for one week. Write one diary page for each day. **CA 10WA2.1**

YOUNG PEOPLE IN . . .

Ancient Greece

In Sparta, boys were trained to be soldiers. At birth, each child was examined by state officials, who decided whether the child was fit to live. Those who were judged unfit were left on a mountainside to die. Boys judged fit were taken from their mothers at the age of seven and put under control of the state. These boys lived in military-style barracks, where they were subjected to harsh discipline to make them tough. Their education stressed military training and obedience to authority. The Greek historian Plutarch described the handling of young Spartans:

“After they were twelve years old, they were no longer allowed to wear any undergarments, they had one coat to serve them a year; their bodies were hard and dry, with but little acquaintance of baths; these human indulgences they were allowed only on some few particular days in the year. They lodged together in little bands upon beds made of the rushes which grew by the banks of the river Eurotas, which they were to break off with their hands with a knife.”

Spartan girls received an education similar to that of the boys. Girls, too, underwent physical training, including running, wrestling, and throwing the javelin. The purpose was clear: to strengthen the girls for their roles as healthy mothers.

Well-to-do Athenians raised their children very differently. Athenian children were nurtured by their mothers until age 7, when a male servant called a *pedagogue* took charge.

The purpose of an education for upper-class Athenian boys was to create a well-rounded person. To that end, a boy had three teachers. One taught him reading, writing, and arithmetic. Another taught physical education, a necessity to achieve the ideal of a sound mind in a sound body. A third taught him music, which consisted of playing the lyre (a stringed instrument) and singing. Education ended at 18, when an Athenian male formally became a citizen.

Girls of all classes remained at home. Their mothers taught them how to run a home. Only in some wealthy families did girls learn to read, write, and perhaps play the lyre.



◀ **This relief—a sculpture that stands out from a flat surface—shows young Greeks enjoying their pets. It decorated the base of a statue. By the 500s B.C., Greek artists were already demonstrating their skill at showing human anatomy.**



◀ Greek ideals and art remained a powerful influence on Western culture for centuries. This illustration appears on a French vase of the early 1800s. The artist, who depicted a footrace, idealized the physical training of Greek youths during the classical age.

▼ The Greeks were famous for celebrating physical as well as mental excellence. This young man is grasping weights as he vaults. The depiction appears on a cup that dates from about 480 B.C.



▶ In Sparta girls and boys were trained to be athletes, as is shown by this bronze statue, which was part of a vase lid.



CONNECTING TO THE PAST

- 1. Summarizing Information** Describe a Spartan upbringing. How does this differ from the childhood of an American child?
- 2. Compare and Contrast** Compare a well-educated Spartan boy with a well-educated Athenian and a well-educated American. What are the differences?
- 3. Writing about History** Does your education today incorporate any Spartan or Athenian ideas? If so, give specific examples.

SECTION 3

Rome and the Rise of Christianity

Guide to Reading

Section Preview

Rome shifted from a republic into an empire, creating systems of law and government, as well as persecuting and ultimately embracing Christianity.

Main Idea

- The Romans made an important contribution to the West with their universal standards of justice. (p. 145)
- The vast extent of the Roman Empire explains why Roman culture has had such great influence in the West. (p. 146)
- Christianity was able to spread rapidly through the Roman imperial network, while both Roman and Christian values influenced the West. (p. 148)

Content Vocabulary

patricians, plebeians, republic, Senate, Christianity, Catholic Church

Academic Vocabulary

estate, potential, minority

People to Identify

Augustus, Jesus, Nero, Constantine

Places to Locate

Rome, Mediterranean Sea

Reading Objectives

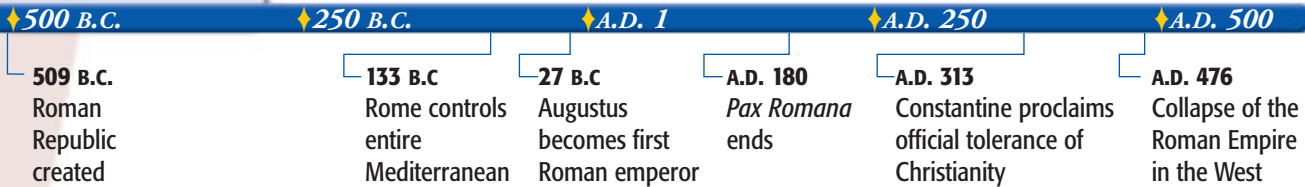
1. Examine why Rome became an empire.
2. Describe why Christianity grew so quickly.

Reading Strategy

Categorizing Information As you read this section, complete a chart like the one shown below listing the government officials and the legislative bodies of the Roman Republic.

| Officials | Legislative Bodies |
|-----------|--------------------|
| | |
| | |

Preview of Events



California Standards in This Section

Reading this section will help you master these California History–Social Science standards.

- 10.1:** Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- 10.1.1:** Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

The Roman State

Main Idea The Romans made an important contribution to the West with their universal standards of justice.

Reading Connection Do you know anyone who has been involved in a civil suit? Read to learn about the Roman origins for Western legal traditions.

Roman history is the story of the Romans' conquest of the area around Rome, then of Italy, and finally of the entire Mediterranean world. Through the centuries, while the Roman form of government changed, it is the fame of the Roman Senate that has lasted.

Voices from the Past

In the second century B.C., a Jewish military leader, Judas Maccabaeus, explained why he was impressed by the Romans:

“He had been told of their wars and of the brave deeds that they were doing. . . . They had defeated Antiochus the Great, king of Asia, who went to fight against them with one hundred twenty elephants and with cavalry and chariots and a very large army. He was crushed by them. . . . Yet for all this not one of the Romans has put on a crown, but they have built for themselves a senate chamber, and every day three hundred senators constantly deliberate concerning the people, to govern them well.”

Early **Rome** was divided into two groups or orders—the patricians and the plebeians. The **patricians** were great landowners, who became Rome's ruling class. Less wealthy landholders, craftspeople, merchants, and small farmers were part of a larger group called **plebeians**. In 509 B.C., Rome overthrew its last king and created a republic. A **republic** is a form of government in which the leader is not a monarch and certain citizens have the right to vote. Both patricians and plebeians could vote, but only patricians could be elected to office.

The chief officers of the Roman Republic were the consuls and praetors. Two consuls, chosen every year, ran the government and led the Roman army. The praetor was in charge of civil law, the law as it applied to Roman citizens. As Roman territory expanded, another praetor was added to judge cases in which one or both people were noncitizens.

The Roman **Senate** came to hold an especially important position in the Roman Republic. It was a select group of about 300 landowners who served for life. At first, its only role was to advise officials. Still, its advice was taken very seriously, and by the third century B.C. it had the force of law.

Besides the Senate, the Roman Republic had several people's assemblies. By far the most important was the centuriate assembly. The centuriate assembly elected the chief officials, such as consuls and praetors, and passed laws. Because it was organized by classes based on wealth, the wealthiest citizens always had a majority. The council of the plebs was for plebeians only, and it came into being as a result of the struggle between patricians and plebeians.

The Struggle of the Orders In the early Roman Republic, the two orders often had conflicts because the plebeians were looked down upon. Children of plebeians could not even marry patricians. Plebeians resented this situation, especially since they were the ones who served in the army that protected the republic. Plebeians felt they deserved both political and social equality with the patricians.

The struggle between the groups dragged on for hundreds of years, but the plebeians won a significant victory when the council of the plebs was created in 471 B.C. New officials, known as tribunes of the plebs, had the power to protect plebeians. In the

▼ *Judas Maccabaeus*



fourth century B.C., plebeians were permitted to become consuls, and in 287 B.C., the council of the plebs had the right to pass laws for all Romans.

By 287 B.C., all male Roman citizens were supposedly equal under the law. In reality, a few wealthy patrician and plebeian families in the Senate were the ruling class. Unlike the Athens assembly, the Roman Republic had not become democratic. Instead Roman citizens chose representatives to their assemblies where wealthy citizens had a majority. Furthermore, the representatives were always from Rome's wealthiest families.

Roman Law One of Rome's chief gifts to the Mediterranean world of its day and to later generations was its system of law. Rome's first code of laws was the Twelve Tables, which was adopted in 450 B.C. This code was a product of a simple farming society and proved inadequate for later Roman needs.

From the Twelve Tables, the Romans developed a more sophisticated system of civil law, but it applied only to Roman citizens. As Rome expanded, legal issues arose that involved Romans and non-Romans. Roman civil law could be used for some of these issues, but not for all. Special rules were created, and these became a body of law, the Law of Nations. The Romans came to identify the Law of Nations with natural law, a universal law based on reason. These laws applied to all peoples. This was a major step forward in the development of Western law.

Roman standards of justice included many that are familiar to us. For example, a person was

regarded as innocent until proved otherwise. People accused of wrongdoing were allowed to defend themselves before a judge. A judge, in turn, was expected to weigh evidence carefully in making his decision. These principles lived on long after the fall of the Roman Empire. They are, in fact, part of the legal system of many European countries and of the United States.

Reading Check Identifying Through what institution did the Roman elite preserve its power?

The Influence of the Roman Empire

Main Idea The vast extent of the Roman Empire explains why Roman culture has had such great influence in the West.

Reading Connection Do you know Spanish, French, or Italian? Read about why these are called Romance languages.

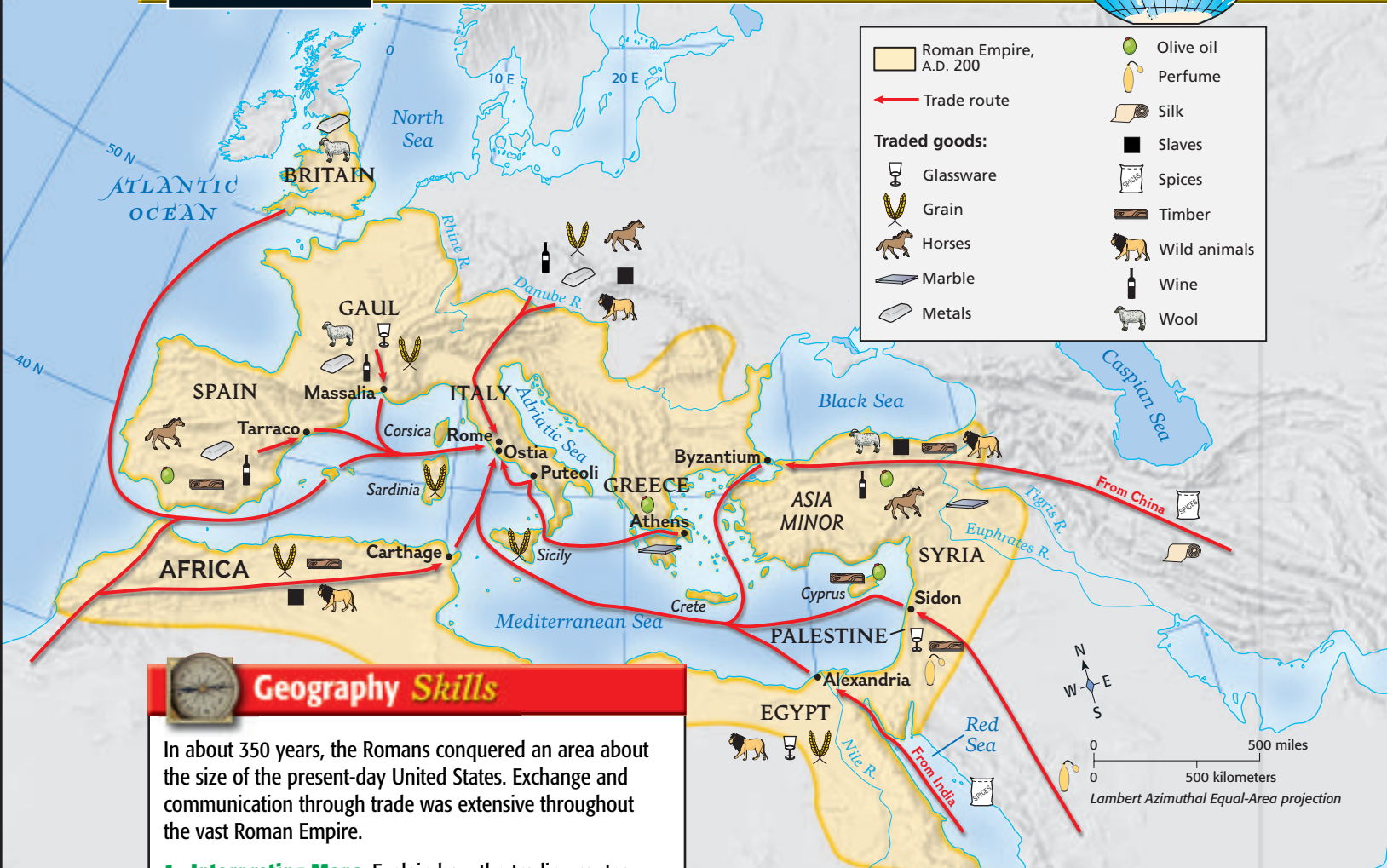
The Roman Republic lasted for about five centuries, but in the first century A.D. Rome became an empire. Between 509 B.C. and 264 B.C., Rome had expanded to control almost all of what is now Italy. Even more dramatically, between 264 B.C. and 133 B.C., Rome expanded to the west and east and became master of the **Mediterranean Sea**. Rome's republican institutions were not adequate to rule an empire.

After a series of bloody civil wars, **Augustus** created a new order that began the Roman Empire. Between A.D. 14 and A.D. 180, the Roman Empire experienced a lengthy period of peace and prosperity. The latter part of this period was known as the *Pax Romana*, or "Roman Peace." Trade flourished, and the provinces were ruled in an orderly fashion. There was, however, an enormous gulf between rich and poor. The upper classes lived lives of great luxury in their villas and on their vast **estates**.

The Roman Empire was one of the largest empires in antiquity. The Roman talent for practical administration was developed to a high level because of their need to rule such a vast empire. Roman influence on Western civilization was strong, too, because Romans extended citizenship to the peoples they ruled. Many peoples were therefore integrated into Roman ways. Towns in Spain or Britain would have public circuses just like the Romans if they could afford it. They might also have the grid layout for their streets, and the aqueducts and bridges that Roman engineers had pioneered.

▼ *The great orator Cicero addressing the Roman Senate*





Geography Skills

In about 350 years, the Romans conquered an area about the size of the present-day United States. Exchange and communication through trade was extensive throughout the vast Roman Empire.

- 1. Interpreting Maps** Explain how the trading routes indicated on this map allowed for the areas in the furthest reaches of the Roman Empire to trade with one another.
- 2. Applying Geography Skills** Why would control of the Mediterranean region benefit Rome's economy? What are the names of the two chief Italian port cities of the Roman Empire?

Educated citizens everywhere in the empire spoke Latin. Over centuries, the languages of the peoples of Gaul, Spain, and other areas were Latinized. Today, French and Spanish are among the Romance languages—Romance referring to Roman.

Roman achievements in language, law, architecture, and engineering were adopted and adapted by the peoples who came after them. People looked to Roman law for basic principles of justice. Finally, the Romans preserved and grafted onto their own ideas the intellectual heritage of the Greeks, whom they admired so much. This is why we refer today to a Greco-Roman tradition.

The Roman Empire was also a means of spreading another set of beliefs and values, as well as the faith that inspired them. The birth and expansion of **Christianity** occurred within the Roman Empire. In the late empire, Christianity, in fact, became the official religion of the empire. Because it did so, the Christian Church and later the Catholic Church was organized in a way that reflected Roman institutions. Church law, especially, reflected some Roman ideas.

After A.D. 200, Roman influence and power declined because of internal and external factors. Goths, Visigoths, Vandals, and other Germanic tribes beyond the Rhine and Danube frontiers continued to threaten the empire. The tribes pressed south, looking for better land, and they succeeded finally in A.D. 476, the usual date given for the collapse of the Roman Empire in the West. Yet the tremendous influence of Roman institutions and Roman ways survived.

✓ Reading Check Summarizing List elements of Western culture the Romans helped to shape.



The Development of Christianity

Main Idea Christianity was able to spread rapidly through the Roman imperial network, while both Roman and Christian values influenced the West.

Reading Connection Do you even feel lost in a big group? Read about how Christianity helped to form a sense of community in the vast Roman Empire.

During the early Roman Empire, a Jewish prophet named **Jesus** traveled and preached throughout Judaea and neighboring Galilee. His message was simple. He told his fellow Jews that he did not plan to harm their traditional religion: “Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfill them.” According to Jesus, what was important was not strict adherence to the letter of the law but the transformation of the inner person: “So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”

God’s command was to love God and one another. Jesus said: “Love the Lord your God with all your heart and with all your soul and with all your mind and with

all your strength. This is the first commandment. The second is this: Love your neighbor as yourself.” Jesus voiced the ethical concepts—humility, charity, and love toward others—that shaped the value system of the entire civilization of medieval Europe.

Jesus’ preaching eventually stirred controversy. Some people saw Jesus as a **potential** revolutionary who might lead a revolt against Rome. Jesus’ opponents finally turned him over to Roman authorities. The procurator Pontius Pilate ordered Jesus’ crucifixion.

After the death of Jesus, his followers proclaimed that he had risen from death and had appeared to them. They believed Jesus to be the Messiah, or anointed one, the long expected deliverer who would save Israel from its foes.

Christian Persecution and Final Triumph At first, the Romans did not pay much attention to the Christians. They saw Christianity as just another sect within Judaism. As time passed, however, the Roman attitude toward Christians changed.

The Romans tolerated other religions so long as they did not threaten public order or public morals. All Romans were supposed to participate in public rituals honoring Roman gods and the emperor.

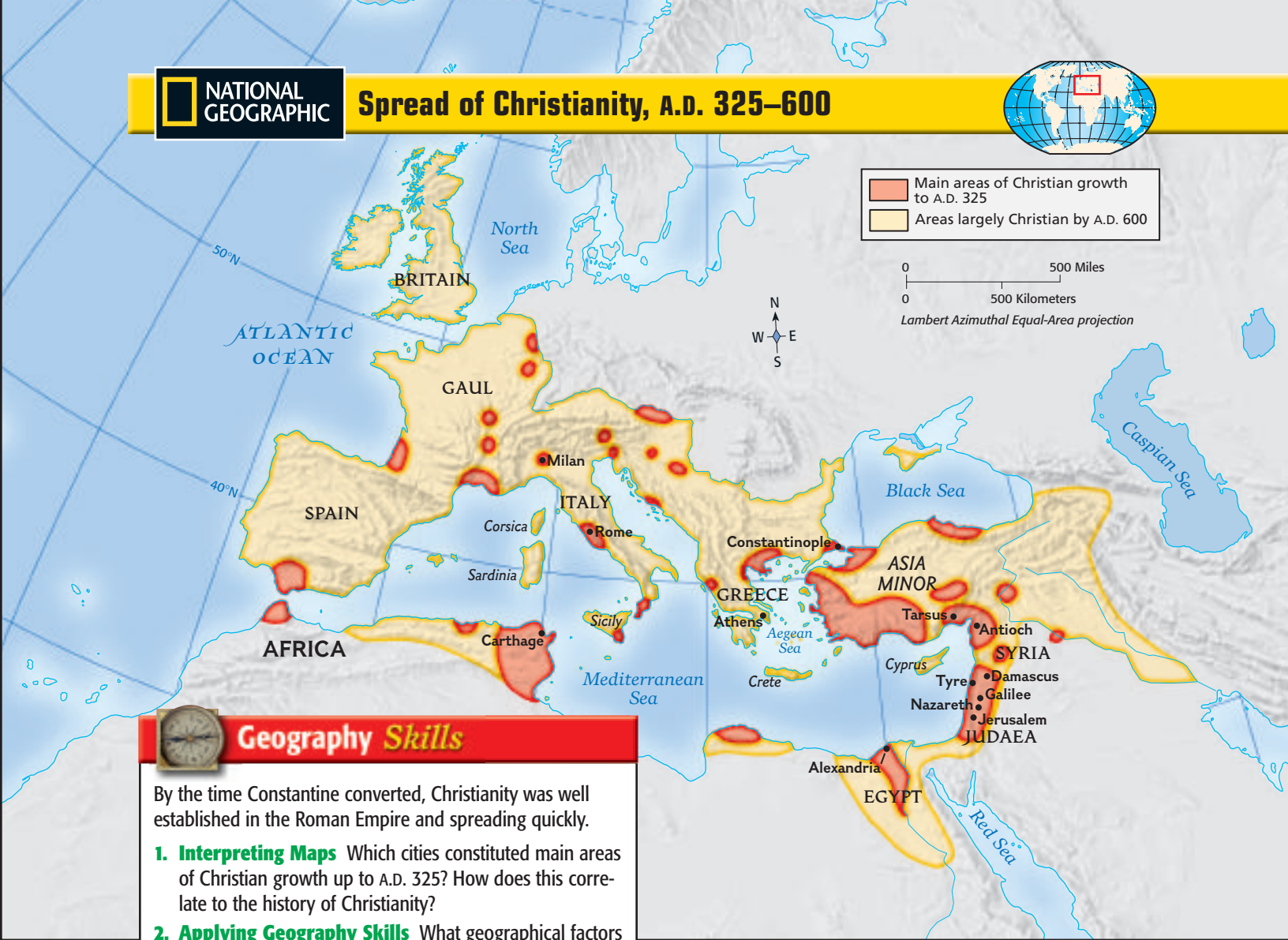
▼ The Last Supper by *Philippe de Champaigne, 1648*





Main areas of Christian growth to A.D. 325
 Areas largely Christian by A.D. 600

0 500 Miles
 0 500 Kilometers
 Lambert Azimuthal Equal-Area projection



Geography Skills

By the time Constantine converted, Christianity was well established in the Roman Empire and spreading quickly.

- 1. Interpreting Maps** Which cities constituted main areas of Christian growth up to A.D. 325? How does this correlate to the history of Christianity?
- 2. Applying Geography Skills** What geographical factors both helped and limited the spread of Christianity?

Christians, however, believed in only one God and refused to take part in these ceremonies.

The Roman government saw this refusal as an act of treason, punishable by death. Christians could not comply with state religious rituals because they believed in only one God. If they worshipped the state's gods, they believed they would endanger their own salvation.

The government began persecuting Christians under Emperor **Nero**, who reigned from A.D. 54–68. Nero blamed the Christians for the fire that destroyed much of Rome and subjected them to cruel deaths. In contrast, in the second century A.D., persecution of Christians diminished. By the end of the second century A.D., Christians still represented a small **minority**, but one of considerable strength.

Christianity grew slowly in the first century, took root in the second, and by the third had spread

widely. Why was Christianity able to attract so many followers?

First, the Christian message had much to offer the Roman world. The Roman religion was impersonal and existed for the good of the state. Christianity was personal and offered everyone an eternal life of happiness and bliss. In Greek religion, by contrast, an afterlife in the Elysian Fields was reserved for just a few, perhaps for a hero, who was already half-divine.

Second, Christianity was appealing because it contained elements familiar from other popular religions. This made it easy for people to understand. Some even identified it at first as one of the so-called mystery religions that offered immortality through the sacrificial death of a savior-god. Even the communal sharing of wine was familiar to followers of Dionysus, who believed that through this medium, the god's vital powers were transferred to mere mortals.

Finally, Christianity fulfilled a very human need to belong. Christians formed communities bound to one another. In these communities, people could express their love by helping each other and offering assistance to the poor and the sick. Christianity satisfied the need to belong in a way that the huge Roman Empire could never provide.

Christianity proved attractive to all classes, but especially to the poor and powerless. Eternal life was promised to everyone—rich, poor, aristocrats, slaves, men, and women. As Paul stated in his letters to the Colossians: “And [you] have put on the new self.

... Here there is no Greek nor Jew ... barbarian, Scythian, slave or free, but Christ is all, and is in all.” Although Christianity did not call for revolution, it stressed a sense of spiritual equality for all people, which was a revolutionary idea.

Some emperors began new persecutions in the third century, but they could not suppress the new faith. In the fourth century A.D., Christianity prospered as never before because the emperor **Constantine** became a Christian.

Although he was not baptized until the end of his life, in A.D. 313 Constantine issued the Edict of Milan, which proclaimed official tolerance of Christianity.

Under Theodosius the Great, who ruled from A.D. 378 to A.D. 395, Christianity became the state religion. Theodosius declared all other religions illegal.

Roman and Christian Values There were many similarities in the ethical precepts of Romans and Christians. Both encouraged virtue. Both also encouraged duty to one’s community and to the state. Jesus himself said, “Render unto Caesar the things that are Caesar’s,” but these famous words also show a distinction that Romans never made.

Jesus implies that only certain things belong to Caesar, or the state, and that therefore certain things do not. For the Christians, there was an internal world that did not belong to the state. That is because the individual relationship to a personal God lies at the heart of Christianity. This relationship must come above everything else—even the laws of the state. Roman persecution came about because of this difference. Romans did honor to Roman gods, but these gods were connected to the state—one honored and served them together.

The Roman sense of duty to the state and to the community was heightened by what they had learned from the Greeks. For the Greeks, the polis was an all-important community of ideas and fellowship. There were some exceptions in the Greek tradition, but most Greeks of the classical period would never understand that a person could be isolated in any sense from the polis—that would not be true life. Nor could a Greek have understood the Christian sense of being alone with one’s God.



Minerva

Greek and Roman Gods

| Greek God | Roman God | Role |
|------------|-----------|-----------------------|
| Ares | Mars | god of war |
| Zeus | Jupiter | chief god |
| Hera | Juno | wife of chief god |
| Aphrodite | Venus | goddess of love |
| Artemis | Diana | goddess of the hunt |
| Athena | Minerva | goddess of wisdom |
| Hermes | Mercury | messenger god |
| Hades | Pluto | god of the underworld |
| Poseidon | Neptune | god of the sea |
| Hephaestus | Vulcan | god of fire |

Chart Skills

The Romans adopted many of the gods of the peoples they conquered. Eventually the most important gods took on the characteristics of the Greek gods.

1. Applying Chart Skills Nike—the Greek goddess of victory—is the name of a sports shoe. What names in the chart do you recognize and what do you associate them with? In your examples, what is the connection to a particular god?



▲ *Catacombs for the Christian dead*

Christianity changed in some ways during the Middle Ages. Catholicism was the religion of most of Europe. The internal feeling for God was still an essential element of Catholicism, but as an institution the Church was also Roman. The **Catholic Church** became an institution that was an avenue between the individual and God. The Church would show the individual how to reach salvation.

Thus Christianity contained two traditions that could come into conflict—the emphasis on the individual conscience, and the emphasis on the public

community or state. Christians might make good subjects of a state, but if the political community violated conscience, the Christian must stand up to the state. Many early martyrs had done so. Joan of Arc did so in 1431, Martin Luther did so in 1519, and Catholics did so in Communist Poland in the 1970s.

Christianity was not, of course, the only tradition that encouraged the virtue of standing up for one's ideas. Socrates had stood up to his polis because he believed he must abide by what his reason told him. It was because Greeks, Romans, and Christians shared a devotion to duty and virtue that their different traditions were able to blend in the modern West.

One element that cannot be found in Roman religion is probably the most powerful in Christianity: the emphasis on loving one's God. Romans honored and served their gods. They did not think in terms of loving a personal savior.

Jesus taught that Christians should treat others as they would like to be treated. This promoted tolerance to some degree, but ultimately Christians hoped to convert all people to their faith, forcibly if necessary. This belief inspired the Crusades. During the Middle Ages, Christians achieved their goal. Those who were not Christians, or whose beliefs did not match the Church doctrine, were seen as a threat.

✓ Reading Check Explaining Why did the Romans believe that early Christians were traitors to the state?

HISTORY
Online **Study Central**

For help with the concepts in this section of *Glencoe World History—Modern Times*, go to wh.mt.glencoe.com and click on **Study Central**.

SECTION 3 ASSESSMENT

1. **Vocabulary** Define: patricians, plebeians, republic, Senate, estate, Christianity, potential, minority, Catholic Church.
2. **People** Identify: Augustus, Jesus, Nero, Constantine.
3. **Places** Locate: Rome, Mediterranean Sea.

Reviewing Big Ideas

4. **Explain** the significance of the Twelve Tables and the Law of Nations to the development of political thought.

Critical Thinking

5. **Historical Analysis Sequence and Change** How was the Roman Empire Latinized? How did Roman culture and politics spread? CA CS 2
6. **Summarizing Information** Create a table like the one below describing the contributions of the Greeks and Romans to Western civilization.

| Greek contributions | Roman contributions |
|---------------------|---------------------|
| | |
| | |
| | |

Analyzing Visuals

7. **Examine** the photograph of the catacombs on this page. What does this space tell you about early Christian practices and what influenced them?

Writing About History

8. **Expository Writing** Use the Internet or library sources to research the theories about why the Roman Empire fell. Summarize the theories in a brief essay and explain why some theories seem more convincing than others. CA 10WA2.3

SECTION 4

New Patterns of Civilization

Guide to Reading

Section Preview

Between the sixth and sixteenth centuries new systems of rule, religious doctrines, and intellectual movements emerged.

Main Idea

- In the seventh century, Muhammad spread a new faith that claimed to complete the promise of Judaism and Christianity. (p. 153)
- Charlemagne united the areas in Western Europe where European civilization took shape. (p. 154)
- The Magna Carta won rights mainly for nobles, but it established those rights in writing, and later they were extended to commoners. (p. 155)
- The High and Late Middle Ages traced a series of highs and lows for European agriculture, commerce, religion, and political stability. (p. 157)

- The Renaissance encouraged excellence in worldly pursuits, while its new ways of thinking encouraged trends that led to the Reformation. (p. 158)

Content Vocabulary

Islam, feudalism, common law, Magna Carta, parliament

Academic Vocabulary

grant, confer

People and Events to Identify

Muhammad, Charlemagne, Middle Ages, Edward I, Renaissance, Leonardo da Vinci, Protestant Reformation, Martin Luther

Places to Locate

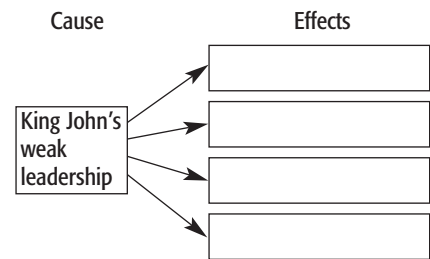
Arabian Peninsula, Makkah, England, Worms

Reading Objectives

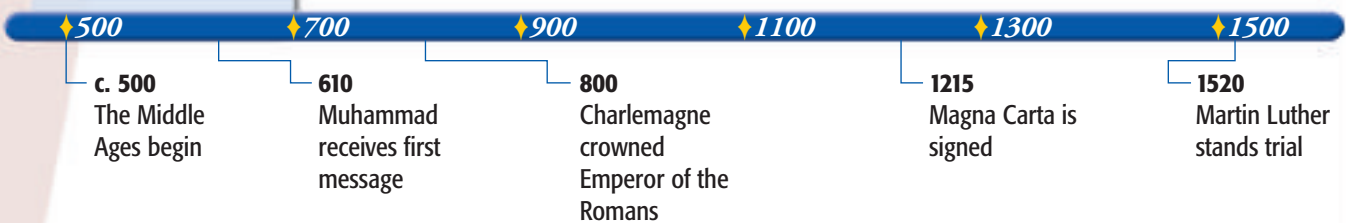
1. Define the major beliefs and principles of Islam.
2. Identify the elements that formed European civilization.

Reading Strategy

Cause and Effect Use a chart like the one below to show the effects of King John's weak leadership on medieval society.



Preview of Events



California Standards in This Section

Reading this section will help you master these California History–Social Science standards.

- 10.1:** Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

The World of Islam

Main Idea In the seventh century, Muhammad spread a new faith that claimed to complete the promise of Judaism and Christianity.

Reading Connection Do religious leaders today have a message inspired by social and economic problems? Read to learn what led Muhammad to pray and meditate.

From ancient times, Southwest Asia has been the site of great empires. In the seventh century, a new empire was being built by the Arabs—a people who believed that their efforts were aided by Allah, the supreme being of their religion, Islam.

In the **Arabian Peninsula**, the religion called **Islam**, which means submission to Allah, spread rapidly. Its spread came about through a man named **Muhammad**, who is often called the Prophet. Muhammad was born in 570 in **Makkah**, a town of about three thousand located in the desert lands of the Arabian Peninsula. Orphaned as a small boy, he was raised by an uncle in the traditional Arabic religion. Muhammad was intelligent and hardworking and became a capable merchant. He married a widow, had children, and seemed to have a happy and comfortable life.

Muhammad, however, was not content. Deeply disturbed by social problems in Makkah, he spent days on end in a nearby cave on Mount Hira, praying and meditating. According to tradition, one night in 610, while Muhammad was deep in meditation, an angelic voice called out: “Recite!” A frightened Muhammad replied, “What shall I recite?” The voice responded, “In the name of thy Lord the Creator, who created mankind from a clot of blood, recite!” The voice then began to speak about the nature of God.

Voices from the Past

Allah speaks to Muslims through the Quran:

“God had helped you at Badr, when you were a contemptible little band. So fear God and thus show your gratitude. Remember when you said to the Believers: ‘Is it not enough for you that your Lord helped you with 3,000 angels sent down? Yes, and if you remain firm and aright, even if the enemy should come against you here in hot haste, your Lord would help you with 5,000 angels on the attack.’”



▲ Fourteenth-century Quran pages

Over a period of time, Muhammad memorized everything the voice revealed and began to preach these words to others: “Allah will bring to nothing the deeds of those who disbelieve. . . . As for the faithful who do good works and believe in what is revealed to Muhammad—which is the truth from their Lord—He will forgive them their sins and ennoble their state.” These words were gathered together as the Quran, the sacred book of Islam. The message of Islam attracted many followers, who considered Muhammad a prophet of God. Believers were certain that they would be rewarded when the Day of Judgment came if they submitted to Allah by practicing the acts of worship known as the Five Pillars of Islam: belief, prayer, charity, fasting, and pilgrimage. Like Christianity, Islam was open to every person, and this encouraged a greater sense of equality in society.

Muhammad’s life changed the course of world history. At the time of his birth, the empires that had once ruled the entire Middle East were only a memory. The region was now divided into many separate states, and the people worshipped many different gods.

Within a few decades of Muhammad’s death, Islam united the Middle East once again. Arab armies marched westward across North Africa and eastward into Mesopotamia and Persia, creating a new empire that stretched from Spain to the Indus Valley. Arab rule also brought with it the new religion and the culture of Islam.



Geography Skills

After Muhammad’s death, the Arab Empire more than doubled.

- 1. Interpreting Maps** How did the expansion benefit the Islamic territories?
- 2. Applying Geography Skills** Why was Spain a relatively easy area of Europe for the Muslims to conquer?

Islamic beliefs made a powerful impact in all areas occupied by Arab armies, but the Arab Empire did not last. Internal struggles led first to its decline and then to its destruction at the hands of the Mongols in 1258. Still, the Arab conquest left a powerful legacy. The appeal of Islam remained strong throughout the Middle East and extended into areas not occupied by Arab armies, such as Africa, India, and Southeast Asia.

Islam and Christianity shared many values. In fact, Muslims stressed their connection to Jews and Christians—all three groups were “people of the book,” or Torah. Judaism came first, Christianity perfected Judaism, and Islam was the final stage in God’s plan.

These religious traditions **granted** the highest priority on God’s will and on the individual’s relationship to God. Because of their history in the Roman Empire, Christians had some room for the idea of separate recognition for state power. In the world of Muhammad, Islam and the state were virtually identical.

Reading Check Explaining Why is Islam often said to be an egalitarian faith?

European Civilization in the Middle Ages

Main Idea Charlemagne united the areas in Western Europe where European civilization took shape.

Reading Connection Are there rituals from earlier times that Americans use for a dignified occasion? Read about the ritual for Charlemagne’s coronation.

In 800, **Charlemagne**, the king of a Germanic people known as the Franks, went to Rome to support the Catholic pope, Leo III. The pope was barely clinging to power in the face of rebellious Romans. On Christmas Day, Charlemagne, his family, and a host of visitors crowded into Saint Peter’s Basilica to attend mass.

According to a Frankish writer, the assembled crowd was surprised when, “as the king rose from praying before the tomb of the blessed apostle Peter, Pope Leo placed a golden crown on his head.” In keeping with ancient tradition, the people in the church shouted, “Long life and victory to Charles Augustus, crowned by God the great and peace-loving Emperor of the Romans.”



It appeared that the Roman Empire in the West had been reborn, and Charles had become the first Roman emperor since 476. This “Roman emperor” was actually a German king, and he was crowned by a pope. Thus, his coronation did not signal that the Roman Empire had been reborn, but that a new civilization had emerged.

This new civilization, European civilization, was formed by the coming together of three major elements: the Roman legacy itself; the traditions of Germanic peoples who had settled the Western Roman Empire; and the Christian Church.

After 800, this new Europe became the center of the Western world. Its civilization developed during the **Middle Ages**, roughly from 500 to 1500. Later historians referred to this time as the “Middle Ages” because they saw the period as a transition between the ancient and modern worlds.

After his death, centralized control in Charlemagne’s empire weakened. Medieval political institutions developed as **feudalism**. The feudal system put power into the hands of many different lords, who came to constitute a powerful group of nobles dominating the political, economic, and social life of Europe.

Medieval Europeans considered the Catholic Church to be the all-embracing institution for humanity. Lords and princes themselves bowed to churchmen, and to the pope, God’s ruler on earth.

Quietly and surely within this world of castles, however, kings gradually began to extend their powers. As they did so, they fought the pope in order to

have total control in their own kingdoms. Although they could not know it then, their actions laid the foundations for the European kingdoms that we know as European nations today. One of these kingdoms, England, created the first parliament that claimed rights against the king.

✓ Reading Check Explaining Why was Charlemagne not truly the “Emperor of the Romans”?

England in the High Middle Ages

Main Idea The Magna Carta won rights mainly for nobles, but it established those rights in writing, and later they were extended to commoners.

Reading Connection In what kind of situations do you want an agreement put into writing? Read to find out what English nobles wanted King John to sign.

On October 14, 1066, an army of heavily armed knights under William of Normandy landed on the coast of **England** and soundly defeated King Harold and the Anglo-Saxon foot soldiers. William was crowned king of England at Christmastime in London and then began a rule that combined Anglo-Saxon and Norman institutions in a new England. William made all nobles swear an oath of loyalty to him as sole ruler, and insisted that all subjects owed loyalty to the king.

▼ *A medieval depiction of the crowning of Charlemagne on Christmas Day, 800*



In the twelfth century, the power of the English monarchy was greatly enlarged during the reign of Henry II, who ruled from 1154 to 1189. Henry II was one of England's most able monarchs. The king was especially successful in strengthening royal courts. Many more criminal cases and property cases were now tried in royal courts, not the local courts of feudal lords. Henry appointed officials who toured the land, delivering royal justice. Henry's goal was clear: by expanding the power of royal courts, he expanded the king's power.

Another important result followed. Since royal courts were now found throughout England, a body of **common law**—law common to the whole kingdom—replaced local law codes that often varied from place to place.

The Magna Carta Henry was only the first of a number of English kings to build up their power. Because of this, many English nobles in the 1100s felt they were losing power, and they resented it.

When King John proved a weak leader in war, these discontented nobles rebelled. At Runnymede in 1215, they forced him to put his seal on the **Magna Carta**, or Great Charter. The Magna Carta was, above all, a feudal document. Its purpose was to **confer** more rights on nobles. Feudal custom had always recognized that the relationship between a king and his knights—vassals—was based on mutual rights and obligations. The Magna Carta, however, recognized this fact in writing.

In later centuries, the Magna Carta was used to strengthen the idea that a monarch's power was lim-

ited, not absolute. Through later interpretation, certain provisions of the Magna Carta acquired significance for commoners, as well as nobles.

One provision of the Magna Carta stands out. Chapter 39 reads: "No free man shall be taken or imprisoned or dispossessed, or outlawed, or banished, or in any way destroyed, nor will we go upon him, nor send upon him, except by the legal judgment of his peers or by the law of the land." In the fourteenth century, this provision gave rise to trial by jury.

When the Magna Carta was first signed, this provision did not apply to everyone. In 1215, the label of "free man" applied to fewer than half of the English population. Later, however, this statement was applied to all.

The principles of English common law and the Magna Carta were adopted by the American colonies. When the colonies became a new nation, these same principles of law would become part of the legal system of the United States.

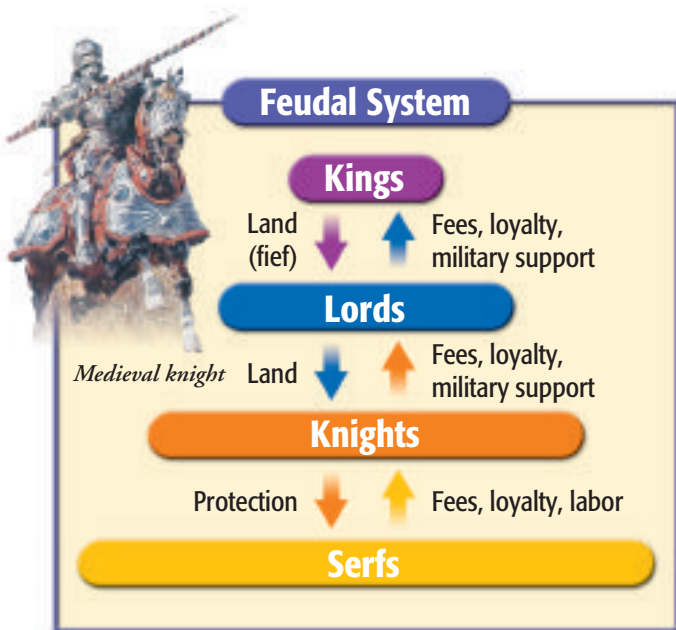
The Beginnings of Parliament One of the most important institutions in the Western political tradition is a parliament. A **parliament** is a representative body of advisers to a king or other chief executive.

During the reign of **Edward I**, the English Parliament emerged. At first the word *parliament* referred to the king's Great Council, which was made up of the king's officials, nobles, and bishops. Since the Magna Carta, however, a pattern had been established that the king would turn to the local lords when he needed revenues.

Because he needed money, Edward I did turn to the lords in the counties and towns. These lords invited two knights from every county and two residents from each town to meet with the Great Council to consent to new taxes. This group was the first official Parliament and it met in 1295.

In time, Parliament had two houses, upper and lower. Nobles and church lords sat in the House of Lords; knights and townspeople formed the House of Commons. During the reign of Edward I, Parliament approved taxes, discussed politics, and passed laws. Parliament had emerged as an institution. The law of the English kingdom would be determined not by the king alone but by king and Parliament together. Much conflict and even open war ensued before Parliament gained the dominant political power it has today in England.

Reading Check **Connecting** How did Henry's goal to become more powerful affect the development of law?





Geography Skills

Strong monarchies developed in France and England, while Germany and Italy consisted of independent states.

1. **Interpreting Maps** Locate Runnymede. What event occurred there and why was it significant?
2. **Applying Geography Skills** Create a bar graph of the sizes of kingdoms on this map.

Europe in the High and Late Middle Ages

Main Idea The High and Late Middle Ages traced a series of highs and lows for European agriculture, commerce, religion, and political stability.

Reading Connection Do you plan on attending college after graduation? Learn about when universities first flourished.

The High Middle Ages lasted from about 1000 to 1300, and this era represents the peak of medieval culture and politics. European kingdoms experienced an incredible burst of energy and growth. New farming practices, the growth of cities and trade, and a growing population created a vigorous society.

Another reason for the vigor of the High Middle Ages was strong leadership by the popes. A new spiritual energy was found in the monasteries spreading across Europe. Intellectual and artistic activity was equally vigorous in this period. The spires of Gothic churches towered over growing cities as a beacon to

faith. Universities first flourished in this period. There, men like Thomas Aquinas developed a new system of Catholic thought on eternal questions about man’s relationship to God.

All this changed in the Late Middle Ages, which lasted from 1300 to the early 1400s. Europe faced an overwhelming number of disasters—the devastating plague of the Black Death, a decline in commerce, seemingly constant warfare, political instability, and the decline of the Church. No doubt, to some people it appeared that the last days of the world were at hand. In the course of the fifteenth century, however, Europe experienced a revival or rebirth of civilization.

Reading Check Analyzing What elements of society might the growth in trade influence?





History through Art

School of Athens by Raphael Raphael created this painting for the pope to show the unity of Christian and classical works. [Research the painting to discover the identities of the historical figures that Raphael depicted.](#)

The Renaissance and Reformation

Main Idea The Renaissance encouraged excellence in worldly pursuits, while its new ways of thinking encouraged trends that led to the Reformation.

Reading Connection Have you encountered Leonardo da Vinci in other classes besides history? Read to learn why he can be discussed in classes on several different subjects.

Between 1350 and 1550, Italian intellectuals believed that they were living in a new age. This new age, the **Renaissance**, was based on a rebirth of the culture of the Greeks and Romans. It began in Italy and continued some of the trends of the High Middle Ages. The Renaissance was also a new age, however, when intellectuals and artists proclaimed a new vision of the world and held up the value of the individual.

The Renaissance thinkers found glory in the idea that the individual had gifts that were almost divine. When they looked to Greek and Roman thinkers and


artists, they saw a love of excellence and accomplishment. One Renaissance Italian, Leon Battista Alberti, summed up the faith in the individual by saying, “Men can do all things if they will.”

This high regard for human worth and a realization of what individuals could achieve created a new optimism and a new social ideal, the “Renaissance man.” There is probably no better example of this new ideal than **Leonardo da Vinci** (VIHN•chee). A painter, sculptor, architect, inventor, and mathematician, Leonardo developed his abilities to the highest level.

Many Renaissance artists remain models of accomplishment, and contemporary Western art is indebted to them. Their methods, their works, and their commitment to the vision of each individual artist are at the core of Western art.

The Renaissance affected not just art, but the whole intellectual world. By advocating a return to the early sources of Christianity and criticizing religious practices, the Renaissance humanists aroused fundamental questions about Catholicism and the Catholic Church, still a very important institution. In the sixteenth century, this intellectual revolution gave way to what we might call a religious renaissance, the **Protestant Reformation**. It touched the lives of many Europeans in profound ways.

On April 18, 1520, a lowly monk stood before the emperor and princes of Germany in the city of **Worms**. He had been called before this gathering to answer charges of heresy, charges that could threaten his very life. The monk was shown a pile of his books and asked if he wished to defend them all or reject a part. Courageously, **Martin Luther** defended them all and declared: “Since then Your Majesty and your lordships desire a simple reply, I will answer without horns and without teeth. Unless I am convicted by Scripture and plain reason . . . my conscience is captive to the Word of God. I cannot and I will not recant anything, for to go against conscience is neither right nor safe. Here I stand, I cannot do otherwise. God help me. Amen.”

Luther’s refusal to renounce his ideas on the basis of his conscience began the Protestant Reformation.  (See page 770 to read an excerpt on the religious debate in the Primary Sources Library.) The movement begun by Martin Luther when he made his dramatic stand quickly spread across Europe. Within a short time, new Protestant churches were attracting supporters all over Europe. Although seemingly helpless to stop the new churches, the Catholic Church also underwent a religious rebirth and managed to revive its fortunes. By the mid-sixteenth century, the religious division had produced two militant faiths—Calvinism and Catholicism—that were prepared to do combat for the



▲ *Martin Luther addressing the emperor in Worms*

souls of the faithful. An age of religious passion was soon followed by an age of religious warfare.

Religious wars were political wars, too. Kings and queens were motivated by their faith, but they were also motivated by the worldly goal of ruling over a strong state. The strongest nation-states vied with one another for wealth and power. The way these struggles played out, especially in England, affected the further development of constitutional government.

 **Reading Check** **Identifying** What sources inspired the Renaissance thinkers?

HISTORY **Study Central** *Online*

For help with the concepts in this section of *Glencoe World History—Modern Times*, go to wh.mt.glencoe.com and click on **Study Central**.

SECTION 4 ASSESSMENT

Checking for Understanding

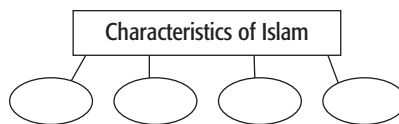
- Vocabulary** Define: Islam, grant, feudalism, common law, Magna Carta, confer, parliament.
- People and Events** Identify: Muhammad, Charlemagne, Middle Ages, Edward I, Renaissance, Leonardo da Vinci, Protestant Reformation, Martin Luther.
- Places** Locate: Arabian Peninsula, Makkah, England, Worms.

Reviewing Big Ideas

- Explain how the Quran influenced the government in Islamic civilization.

Critical Thinking

- Historical Analysis** **Connecting Ideas** Explain how the qualities of a “Renaissance man” reflected the political and social values of the Renaissance. **CA HI 1**
- Summarizing Information** Create a diagram of the main characteristics of Islam.



Analyzing Visuals

- Identify** the event illustrated in the painting on this page. Why was this event significant? How has the painter portrayed Martin Luther?

Writing About History

- Informative Writing** Imagine that you are a journalist attending a meeting of the first English Parliament. What questions would you ask? Write a newsletter for people of your town explaining what happened.

CA 10WA.2