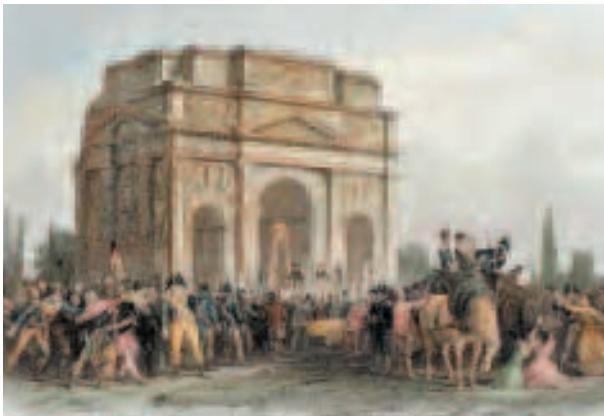


to See Ahead



French Revolution

2 France

The Expanding Revolution

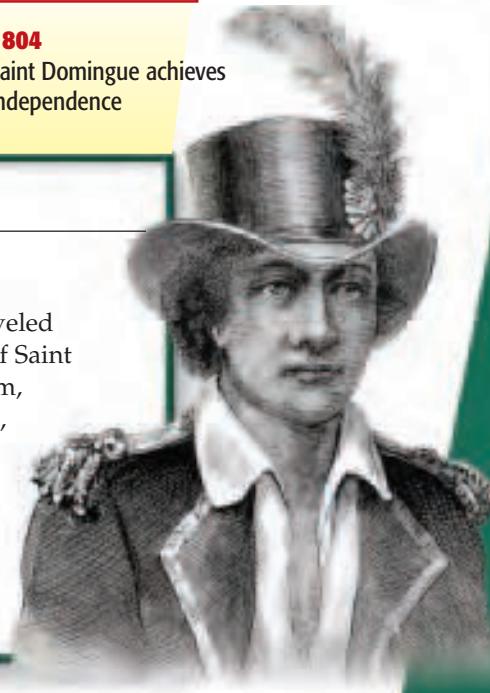
The revolutionary ideas contained within the Declaration of Independence traveled back across the Atlantic to influence the French Revolution. French rebels fought in defense of *Liberté, Egalité, and Fraternité*. In 1789, French revolutionaries drafted the Declaration of the Rights of Man and the Citizen. Echoing the principles of the Declaration of Independence, the French declaration proclaimed that, "Men are born and remain free and equal in rights."



3 Haiti

Exporting Revolution

In 1791, the ideals of the American and French Revolutions traveled across the Atlantic and the Caribbean to the French-held colony of Saint Domingue on the island of Hispaniola. Inspired by talk of freedom, enslaved Africans took up arms. Led by a formerly enslaved man, Toussaint-Louverture, and other island leaders, the rebels fought for thirteen years against the French. On January 1, 1804, Saint Domingue, present-day Haiti, became the second nation in the Americas to achieve independence from colonial rule. "We have asserted our rights," declared the revolutionaries. "We swear never to yield them to any power on earth."



Toussaint-Louverture

Why It Matters

Political and intellectual revolutions changed the way people thought about established ideas and institutions. **How did this change in perception eventually lead to the American view of government today?**

CHAPTER 12

Renaissance and Reformation

1350–1600

Key Events

As you read, look for the key events in the history of the Renaissance and the Reformation in Europe.

- Between 1350 and 1550, Italian intellectuals began to reexamine the culture of the Greeks and Romans. Historians later referred to this period of European history as the Renaissance.
- Martin Luther's break with the Catholic Church led to the emergence of the Protestant Reformation.
- During the period known as the Catholic Reformation, the Catholic Church enacted a series of reforms that were successful in strengthening the Church.

The Impact Today

The events that occurred during this time period still impact our lives today.

- Western art is founded on classical styles developed by the Greeks and Romans.
- Machiavelli's views on politics had a profound influence on later political leaders in the Western world and are still studied in universities today.
- The Jesuits have founded many Catholic colleges and universities in the United States.



World History Video The Chapter 12 video, "Da Vinci: A Renaissance Man," chronicles Leonardo da Vinci's numerous artistic and scientific innovations.



c. 1350
The Italian Renaissance begins

1350



Cosimo de' Medici

Page from the Gutenberg Bible



c. 1455
Gutenberg prints Bible using movable type

1450

1434
The de' Medici family takes control of Florence

c. 1450
Christian humanism spreads in northern Europe



Renaissance art and architecture flourished in Florence. The Duomo, a Renaissance church, contains artwork by many important Renaissance artists.

1517

Martin Luther initiates the Protestant Reformation

1534

Henry VIII creates the Church of England

1500



Michelangelo

1508

Michelangelo begins painting the Sistine Chapel

1519

Charles I of Spain is elected Holy Roman Emperor

1550

The Council of Trent is formed

1600

HISTORY

Online

Chapter Overview

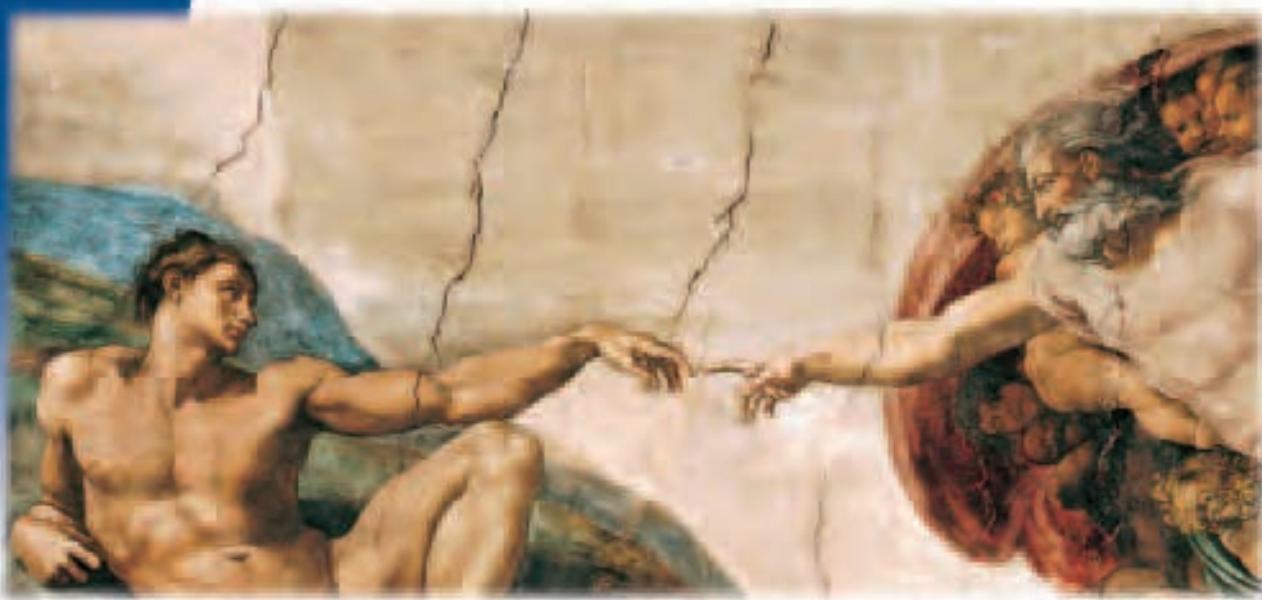
Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 12—Chapter Overview** to preview chapter information.

CLICK HERE



CONTENTS





This detail from the Sistine Chapel is titled The Creation of Adam.

Painting the Sistine Chapel

Around 1500, Pope Julius II wanted the great Italian artist Michelangelo to paint the ceiling of the Sistine Chapel in Rome. "This is not my trade," Michelangelo protested; he was a sculptor, not a painter. He recommended other painters to the pope, but the pope persisted.

Michelangelo needed the money and undertook the project. He worked, on and off, for four years, from May 1508 to October 1512. For a long time he refused to allow anyone, including the pope, to see his work.

Julius grew anxious and pestered Michelangelo on a regular basis about when the ceiling would be finished. Tired of the pope's requests, Michelangelo once replied that the ceiling would be completed "when it satisfies me as an artist." The pope responded, "We want you to finish it soon." He then threatened that if Michelangelo did not "finish the ceiling quickly he would have him thrown down from the scaffolding."

Fearing the pope's anger, Michelangelo quickly completed his work. When he climbed down from the scaffold for the last time, he was tired and worn out. Because he had been on his back so long while painting the ceiling, it was said that he now found it easier to read by holding a book up rather than down. The Sistine Chapel ceiling, however, is one of the great masterpieces in the history of Western art.

Why It Matters

In the fifteenth century, intellectuals in Italy were convinced that they had made a decisive break with the Middle Ages and had entered a new age of human achievement. Today, we call this period of European history the Renaissance. Michelangelo was but one of the great figures of this time. Another was Martin Luther of Germany, whose break with the Roman Catholic Church at the beginning of the sixteenth century led to the Protestant Reformation and a new era in the history of Christianity.

History And You Identify two pieces of public art in your community. Research what commendations or criticism the city received following the unveiling of these pieces. Create a multimedia presentation with your findings.

SECTION 1

The Renaissance

Guide to Reading

Main Ideas

- Between 1350 and 1550, Italian intellectuals believed they had entered a new age of human achievement.
- City-states were the centers of political, economic, and social life in Renaissance Italy.

Key Terms

urban society, secular, mercenary, dowry

People to Identify

Leonardo da Vinci, Francesco Sforza, Cosimo de' Medici, Lorenzo de' Medici, Niccolò Machiavelli

Places to Locate

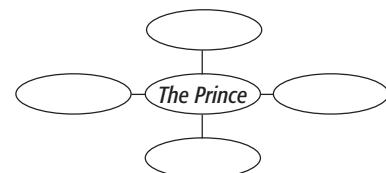
Milan, Venice, Florence, Rome

Preview Questions

- What was the Renaissance?
- Describe the political world that existed in the Italian states.

Reading Strategy

Categorizing Information Use a web diagram like the one below to identify the major principles of Machiavelli's work, *The Prince*.



Preview of Events

1425	1450	1475	1500	1525
1447 Last Visconti ruler of Milan dies	1494 Charles VIII of France invades Naples	1513 Machiavelli writes <i>The Prince</i>	1527 Invading armies sack Rome	1528 Castiglione writes <i>The Book of the Courier</i>



Cesare Borgia

Voices from the Past

Inspired by Cesare Borgia, who conquered central Italy and set up a state, Niccolò Machiavelli wrote *The Prince*, a short work on political power. He said:

Everyone realizes how praiseworthy it is for a prince to honor his word and to be straightforward rather than crafty in his dealings; nonetheless experience shows that princes who have achieved great things have been those who have given their word lightly, who have known how to trick men with their cunning, and who, in the end, have overcome those abiding by honest principles. . . . A prince, therefore, need not necessarily have all the good qualities I mentioned above, but he should certainly appear to have them. . . . He should not deviate from what is good, if that is possible, but he should know how to do evil, if that is necessary. *¶¶*

—*The Prince*, George Bull, trans., 1981

The Prince reflected the practice of politics in Renaissance Italy.

The Italian Renaissance

The word *renaissance* means rebirth. A number of people who lived in Italy between 1350 and 1550 believed that they had witnessed a rebirth of the ancient Greek and Roman worlds. To them, this rebirth marked a new age. Historians later called this period the Renaissance, or Italian Renaissance—a period of European history that began in Italy and spread to the rest of Europe. What, then, are the most important characteristics of the Italian Renaissance?

First, Renaissance Italy was largely an **urban society**. As the Middle Ages progressed, powerful city-states became the centers of Italian political, economic, and social life. Within this growing urban society, a **secular**, or worldly, viewpoint



This painting by Luca Carlevaris, titled The Pier and the Ducal Palace, shows the wealth associated with Venice.

emerged as increasing wealth created new possibilities for the enjoyment of material things.

Second, the Renaissance was an age of recovery from the disasters of the fourteenth century such as the plague, political instability, and a decline of Church power. Recovery went hand in hand with a rebirth of interest in ancient culture. Italian thinkers became aware of their own Roman past—the remains of which were to be seen all around them. They also became intensely interested in the culture that had dominated the ancient Mediterranean world. This revival affected both politics and art.

Third, a new view of human beings emerged as people in the Italian Renaissance began to emphasize individual ability. As Leon Battista Alberti, a fifteenth-century Italian, said, “Men can do all things if they will.” A high regard for human worth and a realization of what individuals could achieve created a new social ideal. The well-rounded, universal person was capable of achievements in many areas of life. **Leonardo da Vinci** (VIHN•chee), for example, was a painter, sculptor, architect, inventor, and mathematician.

Of course, not all parts of Italian society were directly affected by these three general characteristics of the Italian Renaissance. The wealthy upper classes, who made up a small percentage of the total population, more actively embraced the new ideas and activities. Indirectly, however, the Italian Renaissance did have some impact on ordinary people. Especially in the cities, many of the intellectual and artistic achievements of the period were highly visible and difficult to ignore. The churches, wealthy homes, and public buildings were decorated with art that celebrated religious and secular themes, the human body, and an appreciation of classical antiquity.

✓ Reading Check Summarizing What were the characteristics of the Italian Renaissance?

The Italian States

During the Middle Ages, Italy had failed to develop a centralized monarchical state. The lack of a single strong ruler made it possible for a number of city-states in northern and central Italy to remain independent. Three of them—**Milan**, **Venice**, and

Florence—expanded and played crucial roles in Italian politics.

The Italian city-states prospered from a flourishing trade that had expanded in the Middle Ages. Italian cities traded with both the Byzantine and Islamic civilizations to the east. Italian trading ships had also moved into the western Mediterranean and then north along the Atlantic seaboard. These ships exchanged goods with merchants in both England and the Netherlands. Italian merchants had profited from the Crusades as well and were able to set up new trading centers in eastern ports. There, the Italian merchants obtained silks, sugar, and spices, which they carried back to Italy and the West.

Milan Milan, located in northern Italy at the crossroads of the main trade routes from Italian coastal cities to the Alpine passes, was one of the richest city-states in Italy. In the fourteenth century, members of the Visconti family established themselves as dukes of Milan and extended their power over all of Lombardy.

The last Visconti ruler of Milan died in 1447. **Francesco Sforza** then conquered the city and became its new duke. Sforza was the leader of a band of **mercenaries**—soldiers who sold their services to the highest bidder.

Both the Visconti and Sforza rulers worked to build a strong



Francesco Sforza,
Duke of Milan

centralized state. By creating an efficient tax system, they generated enormous revenues for the government.

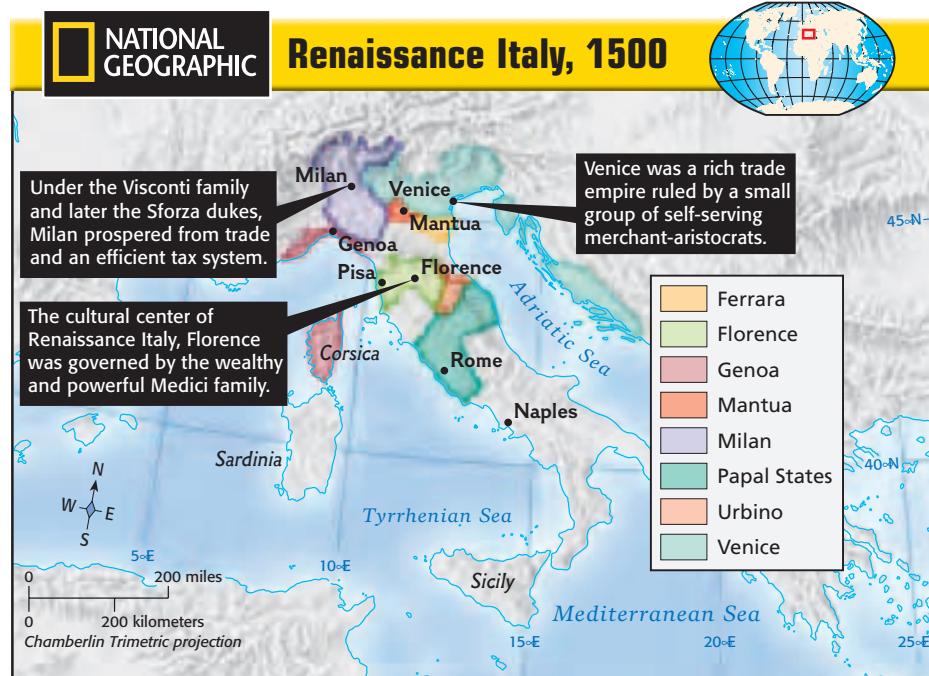
Venice Another major northern Italian city-state was the republic of Venice. As a link between Asia and western Europe the city drew traders from all over the world. Officially Venice was a republic with an elected leader called a **Doge**. In reality a small group of merchant-aristocrats, who had become wealthy through their trading activities, ran the government of Venice on behalf of their own interests. Venice's trade empire was tremendously profitable and made Venice an international power.

Florence The republic of Florence dominated the region of Tuscany. In the course of the fourteenth century, a small but wealthy group of merchants established control of the Florentine government. They led the Florentines in a series of successful wars against their neighbors and established Florence as a major city-state in northern Italy.

In 1434, **Cosimo de' Medici** (MEH•duh•chee) took control of the city. The wealthy Medici family controlled the government from behind the scenes. Using their wealth and personal influence, Cosimo, and later **Lorenzo de' Medici**, his



Lorenzo de' Medici



Geography Skills

Italian city-states prospered during the Renaissance.

1. Interpreting Maps

Using your text, identify the three most powerful city-states. What geographic features did they have in common?

2. Applying Geography Skills

Which city-state was in the best location to trade by land and sea with the Byzantine Empire to the east?



History through Art

Entry of Charles VIII into Naples by Eloï Firmin Feron, 1837 Some scholars believe that the Italian wars helped spread Renaissance ideals and practices. **How could the wars have had that effect?**

grandson, dominated the city at a time when Florence was the cultural center of Italy.

During the late 1400s, Florence experienced an economic decline. Most of its economy was based on the manufacturing of cloth. Increased competition from English and Flemish cloth makers drove down profits.

During this time a Dominican preacher named Girolamo Savonarola began condemning the corruption and excesses of the Medici family. Citizens, tired of Medici rule and frustrated by economic events, turned to Savonarola. So many people followed him that the Medici family turned Florence over to his followers.

Eventually people tired of Savonarola's strict regulations on gambling, horseracing, swearing, painting, music, and books. Savonarola also attacked the corruption of the Church, which angered the pope. In 1498, Savonarola was accused of heresy and sentenced to death. The Medici family returned to power.

The Italian Wars The growth of powerful monarchical states in the rest of Europe eventually led to trouble for the Italian states. Attracted by the riches of Italy, the French king Charles VIII led an army of thirty thousand men into Italy in 1494 and occupied the kingdom of Naples in southern Italy. Northern Italian states turned for help to the Spanish, who gladly agreed to send soldiers to Italy. For the next 30 years, the French and Spanish made Italy their battleground as they fought to dominate the country.

A decisive turning point in their war came in 1527. On May 5, thousands of troops belonging to the Spanish king Charles I arrived at the city of **Rome** along with mercenaries from different countries. They had not been paid for months. When they yelled, "Money! Money!" their leader responded, "If you have ever dreamed of pillaging a town and laying hold of its treasures, here now is one, the richest of them all, queen of the world." The next day the invading forces smashed down the gates and pushed their way into the city. The troops went berserk in a frenzy of bloodshed and looting. Church officials were sold as slaves, and churches and palaces were sacked while drunken soldiers fought over the spoils. The destruction did not end until the authorities were finally forced to establish some order. The terrible sack of Rome in 1527 by the armies of the Spanish king Charles I ended the Italian wars and left the Spanish a dominant force in Italy.

✓ **Reading Check** **Describing** How did the Visconti and Sforza rulers become powerful in Milan?

Machiavelli and the New Statecraft

No one gave better expression to the Italians' love affair with political power than **Niccolò Machiavelli** (MA•kee•uh•VEH•lee). His book *The Prince* is one of the most influential works on political power in the Western world.



Machiavelli, as portrayed by Santi di Tito

Machiavelli's central thesis in *The Prince* concerns how to acquire—and keep—political power. In the Middle Ages, many writers on political power had stressed the ethical side of a prince's activity—how a ruler ought to behave based on Christian principles. Machiavelli rejected this approach.

From Machiavelli's point of view, a prince's attitude toward power must be based on an understanding of human nature, which he believed was basically self-centered. He wrote, "One can make this generalization about men: they are ungrateful, fickle, liars, and deceivers, they shun danger and are greedy for profit." Political activity, therefore, should not be restricted by moral principles. A prince acts on behalf of the state. For the sake of the state, he must be willing to let his conscience sleep.

Machiavelli was among the first to abandon morality as the basis for analyzing political activity. His views on politics have had a profound influence on political leaders who followed.

 **Reading Check** **Explaining** Why was *The Prince* an important work on political power?

Renaissance Society

In the Middle Ages, society was divided into three estates, or social classes (see Chapter 9). Although this social order continued into the Renaissance, some changes became evident. We examine the nobility and the peasants and townspeople here. The clergy are discussed later in the chapter.

The Nobility Throughout much of Europe, landholding nobles were faced with declining incomes

during the greater part of the fourteenth and fifteenth centuries. Many members of the old nobility, however, retained their lands and titles; new blood also came into their ranks.

By 1500, nobles, old and new, again dominated society. Although they made up only about 2 to 3 percent of the population in most countries, the nobles held important political posts and served as advisers to the king.

By this time, the noble, or aristocrat, was expected to fulfill certain ideals. These ideals were clearly expressed in *The Book of the Courtier*, written by the Italian Baldassare Castiglione (KAHS•teel•YOH•NAY) in 1528.

In his work, Castiglione described the characteristics of a perfect Renaissance noble. First, a noble was born, not made. He was expected to have character, grace, and talent. Second, the perfect noble had to develop two basic skills. Because the chief aim of a noble was to be a warrior, he had to perform military and physical exercises. Unlike the medieval knight, however, who was primarily concerned with acquiring military skill, the Renaissance noble was also expected to gain a classical education and enrich his life with the arts. Third, the noble needed to follow a certain standard of conduct. Nobles were not supposed to hide their achievements but to show them with grace.



A portrait of Baldassare Castiglione by Raphael, c. 1516

The Impact of Printing

The Renaissance saw the development of printing in Europe. In the fifteenth century, Europeans gradually learned how to print with movable metal type. Johannes Gutenberg of Germany played a crucial role in the process. Gutenberg's Bible, printed about 1455, was the first European book produced from movable type.

By 1500, there were over a thousand printers in Europe. Almost forty thousand titles had been published. More than half of these were religious books, including Bibles, prayer books, and sermons. Most others were Latin and Greek classics, legal handbooks, works on philosophy, and popular romances.

The printing of books encouraged scholarly research and increased the public's desire to gain knowledge, which would eventually have an enormous impact on European society. The new religious ideas of the Reformation would not have spread as rapidly as they did in the sixteenth century without the printing press.

Printing allowed European civilization to compete for the first time with the civilization of China. The Chinese had invented printing much earlier, as well as printing with movable type.

Analyzing *Why do you think the printing of books encouraged people's desire to gain knowledge?*

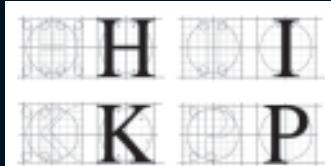


Johannes Gutenberg

Printing press, c. 1450



Fifteenth-century type design



What was the purpose of these standards?

“I think that the aim of the perfect Courtier is so to win for himself the favor and mind of the prince whom he serves that he may be able to tell him, and always will tell him, the truth about everything he needs to know, without fear or risk of displeasing him; and that when he sees the mind of his prince inclined to a wrong action, he may dare to oppose him . . . so as to dissuade him of every evil intent and bring him to the path of virtue.”

The aim, then, of the perfect noble was to serve his prince in an effective and honest way. Nobles would adhere to Castiglione's principles for hundreds of years while they continued to dominate European life socially and politically.

Peasants and Townspeople In the Middle Ages, peasants had made up the overwhelming mass of the

third estate. In the Renaissance, they still constituted 85 to 90 percent of the total European population, except in the highly urban areas of northern Italy and Flanders.

Serfdom continued to decrease with the decline of the manorial system. Increasingly, throughout the late Middle Ages, the labor owed by a peasant to a lord was converted into rent on land paid in money. By 1500, especially in western Europe, more and more peasants became legally free.

Townspeople made up the rest of the third estate. In the Middle Ages, townspeople were mostly merchants and artisans. The Renaissance town or city of the fifteenth century, however, was more diverse.

At the top of urban society were the patricians. Their wealth from trade, industry, and banking enabled them to dominate their communities economically, socially, and politically. Below them were the burghers—the shopkeepers, artisans, guild

masters, and guild members who provided the goods and services for their fellow townspeople.

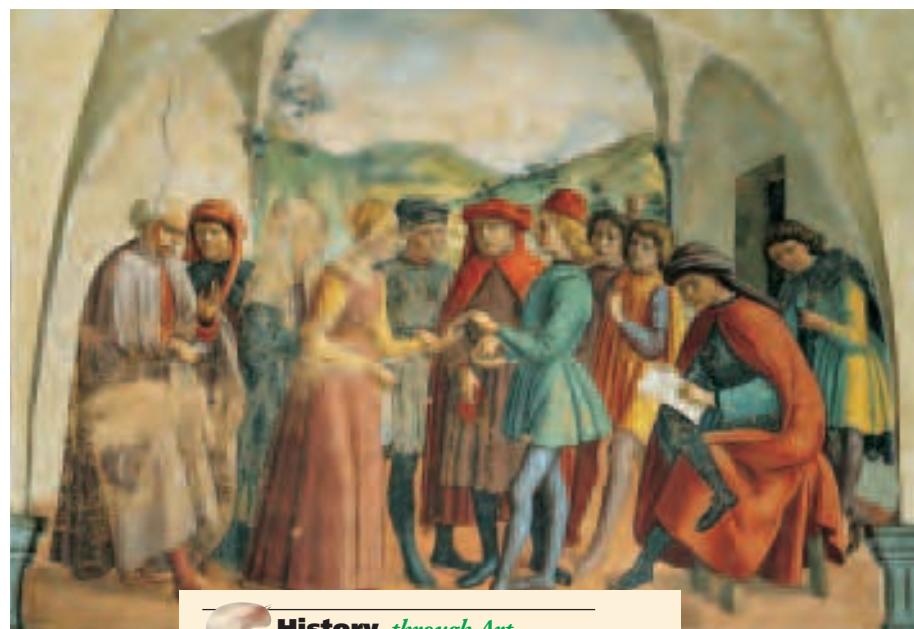
Below the patricians and the burghers were the workers, who earned pitiful wages, and the unemployed. Both groups lived miserable lives. These people made up perhaps 30 or 40 percent of the urban population.

During the late 1300s and the 1400s, urban poverty increased dramatically throughout Europe. One rich merchant of Florence, who had little sympathy for the poor, wrote:

“Those that are lazy in a way that does harm to the city, and who can offer no just reason for their condition, should either be forced to work or expelled from the city. The city would thus rid itself of that most harmful part of the poorest class.”

Family and Marriage The family bond was a source of great security in the dangerous urban world of Renaissance Italy. To maintain the family, parents carefully arranged marriages, often to strengthen business or family ties. Details were worked out well in advance, sometimes when children were only two or three years old. The most important aspect of the marriage contract was the size of the **dowry**, a sum of money given by the wife's family to the husband upon marriage.

The father-husband was the center of the Italian family. He gave it his name, managed all finances (his wife had no share in his wealth), and made the deci-



History *through Art*

Celebration of a Marriage by Ghirlandaio

Domenico During the Renaissance, a marriage was more of a business arrangement than a matter of love. **How does this painting support or contradict that statement?**

sions that determined his children's lives. The mother's chief role was to supervise the household.

A father's authority over his children was absolute until he died or formally freed his children. In Renaissance Italy, children did not become adults on reaching a certain age. Instead, adulthood came to children when their fathers went before a judge and formally freed them. The age of adulthood varied from the early teens to the late twenties.

Reading Check **Contrasting** How was the Renaissance noble different from the medieval knight?

SECTION I ASSESSMENT

Checking for Understanding

1. **Define** urban society, secular, mercenary, dowry.
2. **Identify** Leonardo da Vinci, Francesco Sforza, Cosimo de' Medici, Lorenzo de' Medici, Niccolò Machiavelli.
3. **Locate** Milan, Venice, Florence, Rome.
4. **Explain** how the Spanish became involved in the Italian wars.
5. **Summarize** the characteristics of Castiglione's perfect noble.

Critical Thinking

6. **Explain** Why was a strong family bond so important in Renaissance Italy?
7. **Contrasting Information** Use a table like the one below to describe the differences between the social structure of the Middle Ages and the Renaissance.

	Middle Ages	Renaissance
Nobility		
Peasants		
Townspeople		

Analyzing Visuals

8. **Identify** details in the painting of Venice on page 376 that show it is a major city-state with a profitable trade empire. Find other images of Venice in your school library and compare them to this painting.

Writing About History

9. **Expository Writing** Read a few passages from *The Prince*. Write a brief essay explaining whether or not you agree with Machiavelli's theory of politics.

SECTION 2

The Intellectual and Artistic Renaissance

Guide to Reading

Main Ideas

- The most important intellectual movement associated with the Renaissance was humanism.
- The Renaissance produced many great artists and sculptors such as Michelangelo, Raphael, and Leonardo da Vinci.

Key Terms

humanism, fresco

People to Identify

Petrarch, Dante, Michelangelo, Jan van Eyck, Albrecht Dürer

Places to Locate

Canterbury, Flanders

Preview Questions

- What were the characteristics of Italian Renaissance humanism?
- What were the chief achievements of European Renaissance painters?

Reading Strategy

Summarizing Information Use a table like the one below to describe the three pieces of literature written by Dante, Chaucer, and de Pizan. What was the primary importance of each of these works?

<i>Divine Comedy</i>	<i>The Canterbury Tales</i>	<i>The Book of the City of Ladies</i>

Preview of Events

◆ 1300

c. 1310
Dante writes the *Divine Comedy*

◆ 1350

c. 1390
Chaucer writes *The Canterbury Tales*

◆ 1400

c. 1415
Donatello creates his statue of St. George

◆ 1450

c. 1434
Jan van Eyck paints the Arnolfini portrait

◆ 1500

c. 1505
Leonardo da Vinci paints the Mona Lisa

Voices from the Past

Pico della Mirandola, a Renaissance philosopher, said in his *Oration on the Dignity of Man*:

“You, constrained by no limits in accordance with your own free will, shall ordain for yourself the limits of your nature. We have set you at the world’s center that you may from there more easily observe whatever is in the world. We have made you neither of heaven nor of earth, neither mortal nor immortal, so that with freedom of choice and with honor, as though the maker and molder of yourself, you may fashion yourself in whatever shape you shall prefer.”

—*The Renaissance Philosophy of Man*, Ernst Cassirer, Paul Kristeller, and John Randall, Jr., eds., 1948

There is no better expression of the Renaissance’s exalted view of the importance of the individual.



Pico della Mirandola

Italian Renaissance Humanism

Secularism and an emphasis on the individual characterized the Renaissance. These characteristics are most noticeable in the intellectual and artistic accomplishments of the period. A key intellectual movement of the Renaissance was **humanism**.

Humanism was based on the study of the classics, the literary works of ancient Greece and Rome. Humanists studied such things as grammar, rhetoric, poetry, moral philosophy, and history—all of which was based on the works of ancient Greek and Roman authors. Today these subjects are called the humanities.

Petrarch (PEE•TRAHRK), who has often been called the father of Italian Renaissance humanism, did more than any other individual in the fourteenth century to foster the development of humanism. Petrarch looked for forgotten Latin manuscripts and set in motion a search for similar manuscripts in monastic libraries throughout Europe.

He also began the humanist emphasis on using pure classical Latin (Latin as used by the ancient Romans as opposed to medieval Latin). Humanists used the works of Cicero as a model for prose and those of Virgil for poetry.

In Florence, the humanist movement took a new direction at the beginning of the fifteenth century. Fourteenth-century humanists such as Petrarch had described the intellectual life as one of solitude. They rejected family and a life of action in the community. In contrast, humanists in the early 1400s took a new interest in civic life. They believed that it was the duty of an intellectual to live an active life for one's state, and that their study of the humanities should be put to the service of the state. It is no accident that they served as secretaries in the Italian city-states and to princes or popes.

 **Reading Check** **Examining** Why is Petrarch called the father of Italian Renaissance humanism?

Vernacular Literature

The humanist emphasis on classical Latin led to its widespread use in the writings of scholars, lawyers, and theologians. However, some writers wrote in the

vernacular (the language spoken in their own regions, such as Italian, French, or German). In the fourteenth century, the literary works of the Italian author **Dante** (DAHN•tay) and the English author Geoffrey Chaucer helped make vernacular literature more popular.



Dante

Dante's masterpiece in the Italian vernacular is the *Divine Comedy*. It is the story of the soul's journey to salvation. The lengthy poem is divided into three major sections: Hell, Purgatory, and Heaven, or Paradise. Dante is led on an imaginary journey through these three realms until he reaches Paradise, where he beholds God, or "the love that moves the sun and the other stars."

Chaucer used the English vernacular in his famous work *The Canterbury Tales*. His beauty of expression and clear, forceful language were important in making his dialect the chief ancestor of the modern English language.

The Canterbury Tales consists of a collection of stories told by a group of 29 pilgrims journeying to the tomb of Saint Thomas à Becket at **Canterbury**, England. This format gave Chaucer the chance to portray an entire range of English society, from the high to the low born.

Another writer who used the vernacular was Christine de Pizan, a Frenchwoman who is best known for her works written in defense of women. In *The Book of the City of Ladies*, written in 1404, she denounced the many male writers who had argued that women, by their very nature, are unable to learn and are easily swayed.

Women, de Pizan argued, could learn as well as men if they could attend the same schools:

Should I also tell you whether a woman's nature is clever and quick enough to learn speculative sciences as well as to discover them, and likewise the manual arts. I assure you that women are equally well-suited and skilled to carry them out and to put them to sophisticated use once they have learned them. 

 **Reading Check** **Explaining** What literary format does Chaucer use to portray English society?

Education in the Renaissance

The humanist movement had a profound effect on education. Renaissance humanists believed that education could dramatically change human beings.



Christine de Pizan



They wrote books on education and opened schools based on their ideas.

At the core of humanist schools were the liberal studies. Humanists believed that the liberal studies (what we call today the liberal arts) enabled individuals to reach their full potential. One humanist wrote, "We call those studies liberal by which we attain and practice virtue and wisdom; which calls forth and develops those highest gifts of body and mind which ennoble men."

What, then, were the liberal studies? According to the humanists, students should study history, moral philosophy, eloquence (or rhetoric), letters (grammar and logic), poetry, mathematics, astronomy, and music. In short, the purpose of a liberal education (and thus the reason for studying the liberal arts) was to produce individuals who follow a path of virtue and wisdom. These individuals should also possess rhetorical skills so they can persuade others to take this same path.

Following the Greek ideal of a sound mind in a sound body, humanist educators also stressed physical education. Pupils were taught the skills of javelin throwing, archery, and dancing, and they were encouraged to run, wrestle, hunt, and swim.

Humanist educators thought that a humanist education was a practical preparation for life. Its aim was not to create great scholars but complete citizens. Humanist schools provided the model for the basic education of the European ruling classes until the twentieth century.

Females were largely absent from these schools. The few female students who did attend humanist schools studied the classics and were encouraged to know some history as well as how to ride, dance, sing, play the lute (a stringed instrument), and

History *through Art*

The Tribute Money by Masaccio, c. 1426

In this church fresco, Masaccio creates a realistic relationship between the Biblical figures and the background. [Identify the Renaissance artistic elements used by Masaccio in this work.](#)

appreciate poetry. They were told not to learn mathematics or rhetoric. It was thought that religion and morals should be foremost in the education of "Christian ladies" so that they could become good mothers and wives.

 **Reading Check** **Explaining** How did a humanist education prepare a student for life?

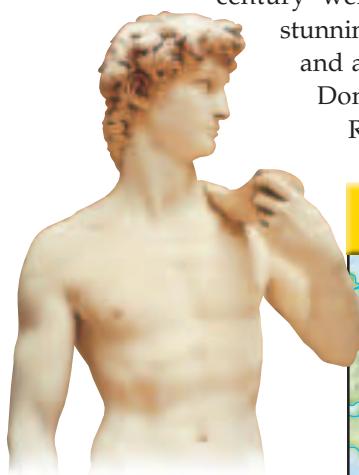
The Artistic Renaissance in Italy

Renaissance artists sought to imitate nature in their works. They wanted onlookers to see the reality of the objects or events they were portraying. At the same time, these artists were developing a new world perspective. In this new view, human beings became the focus of attention—the "center and measure of all things," as one artist proclaimed.

New Techniques in Painting The frescoes painted by Masaccio (muh•ZAH•chee•oh) in Florence at the beginning of the fifteenth century have long been regarded as the first masterpieces of early Renaissance (1400–1490) art. A **fresco** is a painting done on fresh, wet plaster with water-based paints. Whereas human figures in medieval paintings look flat, Masaccio's have depth and come alive. By mastering the laws of perspective, which enabled him to create the illusion of three dimensions, Masaccio developed a new, realistic style of painting.

This new, or Renaissance, style was used and modified by other Florentine painters in the fifteenth century. Especially important were two major developments. One stressed the technical side of painting—understanding the laws of perspective and the organization of outdoor space and light through geometry. The second development was the investigation of movement and human anatomy. The realistic portrayal of the individual person, especially the human nude, became one of the chief aims of Italian Renaissance art.

Sculpture and Architecture The revolutionary achievements of Florentine painters in the fifteenth century were matched by equally stunning advances in sculpture and architecture. The sculptor Donatello spent time in Rome studying and copy-



David by Michelangelo



Geography Skills

Renaissance art was influenced by the artistic principles of ancient Greece and Rome.

1. Interpreting Maps

In which Italian city did the most Renaissance artists work?

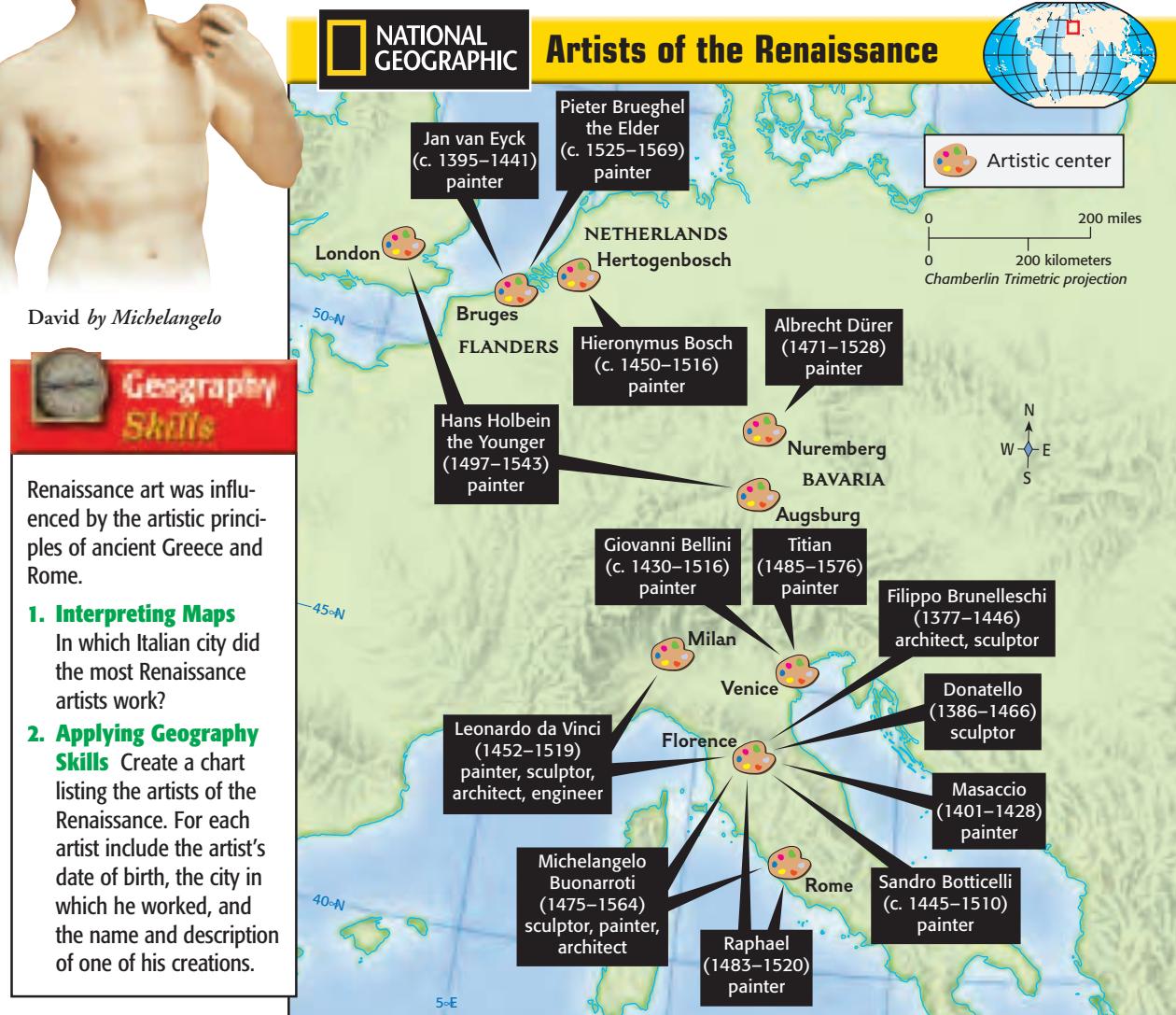
2. Applying Geography Skills

Create a chart listing the artists of the Renaissance. For each artist include the artist's date of birth, the city in which he worked, and the name and description of one of his creations.

ing the statues of the Greeks and Romans. Among his numerous works was a statue of Saint George, a realistic, freestanding figure.

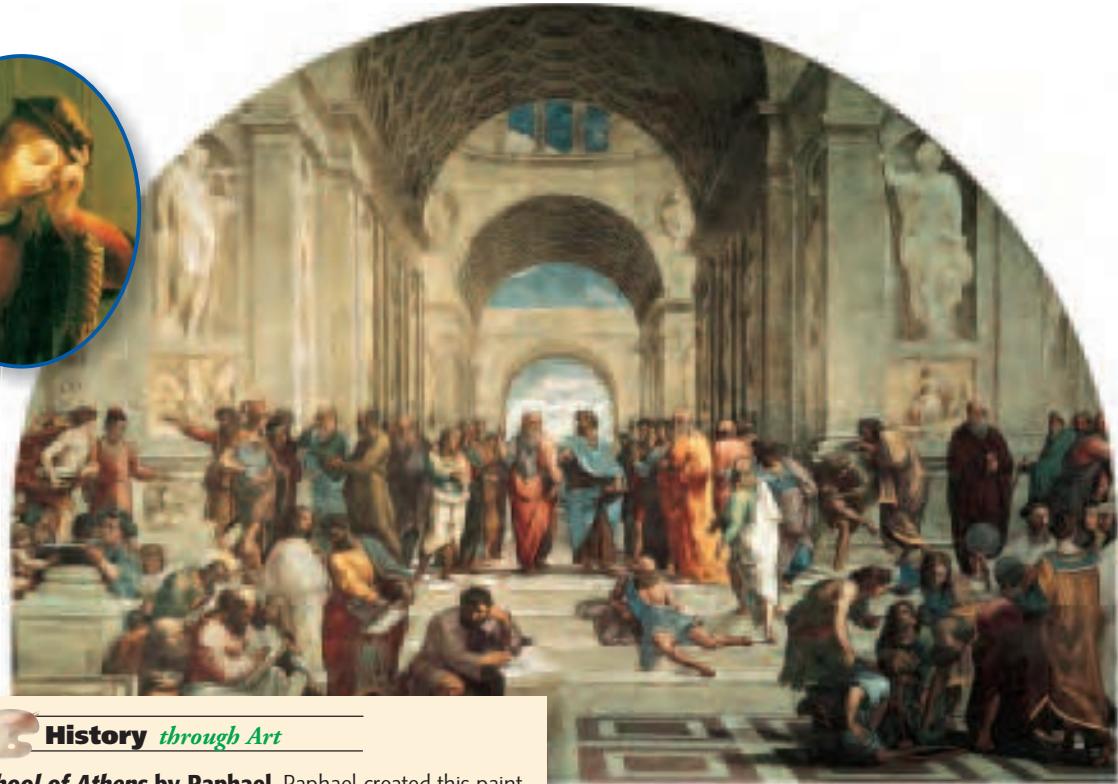
The architect Filippo Brunelleschi (BROO•nuhl•EHS•kee) was inspired by the buildings of classical Rome to create a new architecture in Florence. The Medici, the wealthy ruling family of Florence, hired Brunelleschi to design the church of San Lorenzo. The classical columns and rounded arches that Brunelleschi used in the church's design create an environment that does not overwhelm the worshiper, as Gothic cathedrals might. Instead, the church provides comfort as a space created to fit human, and not divine, needs. Like painters and sculptors, Renaissance architects sought to reflect a human-centered world.

By the end of the fifteenth century, Italian painters, sculptors, and architects had created a new artistic world. Many artists had mastered the new techniques





Raphael



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.**

for realistically portraying the world around them and were now ready to move into new forms of creative expression.

Reading Check Explaining How did Renaissance paintings differ from medieval paintings?

Masters of the High Renaissance The final stage of Italian Renaissance painting, which flourished between 1490 and 1520, is called the High Renaissance. The High Renaissance in Italy is associated with three artistic giants, Leonardo da Vinci, Raphael, and Michelangelo.

Leonardo mastered the art of realistic painting and even dissected human bodies to better see how nature worked. However, he also stressed the need to advance beyond such realism. It was Leonardo's goal to create idealized forms that would capture the perfection of nature and the individual—perfection that could not be expressed fully by a realistic style.

At age 25, Raphael was already regarded as one of Italy's best painters. He was especially admired for his numerous madonnas (paintings of the Virgin Mary). In these, he tried to achieve an ideal of beauty far surpassing human standards.

Raphael is also well known for his frescoes in the Vatican Palace. His *School of Athens* reveals a world of balance, harmony, and order—the underlying principles of the art of the classical world of Greece and Rome.

Michelangelo, an accomplished painter, sculptor, and architect, was another artistic master of the High Renaissance. Fiercely driven by his desire to create, he worked with great passion and energy on a remarkable number of projects.

Michelangelo's figures on the ceiling of the Sistine Chapel in Rome reveal an ideal type of human being with perfect proportions. The beauty of this idealized human being is meant to be a reflection of divine beauty. The more beautiful the body, the more god-like the figure.

Reading Check Identifying Name the three Italian artists most closely associated with the High Renaissance.

The Northern Artistic Renaissance

Like the artists of Italy, the artists of northern Europe became interested in portraying their world realistically. However, their approach was different from the Italians'. This was particularly true of the artists of the Low Countries (present-day Belgium, Luxembourg, and the Netherlands).

Circumstance played a role in the differences. The large wall spaces of Italian churches had given rise to the art of fresco painting. Italian artists used these spaces to master the technical skills that allowed them to portray humans in realistic settings. In the north, the Gothic cathedrals with their stained glass windows did not allow for frescoes. Thus, northern artists painted illustrations for books and wooden panels for altarpieces. Great care was needed to depict each object on a small scale.

The most important northern school of art in the fifteenth century was found in **Flanders**, one of the Low Countries. The Flemish painter **Jan van Eyck** (EYCK) was among the first to use oil paint, which enabled the artist to use a wide variety of colors and create fine details as in his painting *Giovanni Arnolfini and His Bride*. Like other Northern Renaissance artists, however, van Eyck imitated nature not by using perspective, as the Italians did, but by simply observing reality and portraying details as best he could.

By 1500, artists from the north had begun to study in Italy and to be influenced by what artists were doing there. One German artist who was greatly affected by the Italians was **Albrecht Dürer**. He made two trips to Italy and absorbed most of what the Italians could teach on the laws of perspective.

As can be seen in his famous *Adoration of the Magi*, Dürer did not reject the use of minute details characteristic of northern artists. He did try, however, to fit



In the Adoration of the Magi, Albrecht D, rer retains the minute details associated with northern European painting, but he also makes use of perspective and proportion.

those details more harmoniously into his works in accordance with Italian artistic theories. Like the Italian artists of the High Renaissance, Dürer tried to achieve a standard of ideal beauty that was based on a careful examination of the human form.

Reading Check **Examining** Why was Jan van Eyck's use of oil paint significant?

SECTION 2 ASSESSMENT

Checking for Understanding

1. **Define** humanism, fresco.
2. **Identify** Petrarch, Dante, Michelangelo, Jan van Eyck, Albrecht Dürer.
3. **Locate** Canterbury, Flanders.
4. **Summarize** Christine de Pizan's main argument in *The Book of the City of Ladies*. Why did her ideas receive so much attention?
5. **Compare** the underlying principles of both classical Greek and Roman art with Italian Renaissance art. How are the principles similar? How are they different?

Critical Thinking

6. **Compare and Contrast** How do the humanist goals and philosophy of education developed during the Renaissance compare with the goals of your high school education?
7. **Summarizing Information** Use a table like the one below to describe the greatest accomplishments of Leonardo da Vinci, Raphael, and Michelangelo.

Leonardo da Vinci	Raphael	Michelangelo

Analyzing Visuals

8. **Compare** the paintings of Raphael and Dürer, shown on page 386 and above. What themes does each artist explore? How does each painting reflect the history of the culture in which it was produced?

Writing About History

9. **Expository Writing** Assume the role of an art docent (a person who guides people through museums). Prepare a lecture to be given to a group of students on the works of Jan van Eyck and how they differ from Italian Renaissance paintings.

The Genius of Leonardo da Vinci



Leonardo da Vinci

DURING THE RENAISSANCE, artists came to be viewed as creative geniuses with almost divine qualities. The painter Giorgio Vasari helped create this image by writing a series of brief biographies of Italy's great artists, including Leonardo da Vinci.

are born with various remarkable qualities and talents; but occasionally, in a way that transcends nature, a single person is marvelously endowed by heaven with beauty, grace, and talent in such abundance that he leaves other men far behind, all his actions seem inspired, and indeed everything he does clearly comes from God rather than from human art.

Everyone acknowledged that this was true of Leonardo da Vinci, an artist of outstanding physical beauty who displayed infinite grace in everything he did and who cultivated his genius so brilliantly that all problems he studied he solved with ease. He possessed great strength and dexterity; he was a man of regal spirit and tremendous breadth of mind; and his name became so famous that not only was he esteemed during his lifetime but his reputation endured and became even greater after his death. . . .

He was marvelously gifted, and he proved himself to be a first-class geometrician in his work as a sculptor and architect. In his youth, Leonardo made in clay several heads of women with smiling faces, of which plaster casts are still being made, as well as some children's heads executed as if by a mature artist. He also did many architectural drawings both of ground plans and of other elevations, and, while still young, he was the first to propose reducing the Arno River to a navigable canal between Pisa and Florence. He made designs for mills, . . . and engines that could be driven by water-power;

and as he intended to be a painter by profession he carefully studied drawing from life. . . . Altogether, his genius was so wonderfully inspired by the grace of God, his powers of expression were so powerfully fed by a willing memory and intellect, and his writing conveyed his ideas so precisely, that his arguments and reasonings confounded the most formidable critics. In addition, he used to make models and plans showing how to excavate and tunnel through mountains without difficulty, so as to pass from one level to another; and he demonstrated how to lift and draw great weights by means of levers and hoists and ways of cleaning harbors and using pumps to suck up water from great depths. ”

— Giorgio Vasari, *Lives of the Artists*



A detail from da Vinci's *Last Supper*, shown as the painting was being restored in the late 1990s

Analyzing Primary Sources

1. Name the qualities that Vasari admires in Leonardo da Vinci.
2. How does Vasari's description of da Vinci reflect the ideals of Italian Renaissance humanism?



SECTION 3

The Protestant Reformation

Guide to Reading

Main Ideas

- The major goal of humanism in northern Europe was to reform Christendom.
- Martin Luther's religious reforms led to the emergence of Protestantism.

Key Terms

Christian humanism, salvation, indulgence

People to Identify

Martin Luther, Desiderius Erasmus, Charles V

Places to Locate

Wittenberg, Bohemia, Hungary

Preview Questions

1. What were the beliefs of Christian humanists?
2. Explain what is meant by justification by grace through faith alone.

Reading Strategy

Cause and Effect Use a diagram like the one below to identify steps that led to the Reformation.

Steps Leading to the Reformation

Preview of Events

◆ 1500

1509
Erasmus writes his satire *The Praise of Folly*

◆ 1510

◆ 1520

1517
Martin Luther presents the Ninety-five Theses

◆ 1530

1521
The Church excommunicates Luther

◆ 1540

◆ 1550

1555
The Peace of Augsburg divides Germany



Martin Luther addressing the emperor in Worms

Voices from the Past

On April 18, 1521, Martin Luther stood before the emperor and princes of Germany in the city of Worms 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—I do not accept the authority of popes and councils, for they have contradicted each other—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.”

—*Here I Stand: A Life of Martin Luther*, Roland Bainton, 1950

With these words Martin Luther refused to renounce his new religious ideas. Luther's words became the battle cry of the Protestant Reformation.

Erasmus and Christian Humanism

The Protestant Reformation is the name given to the religious reform movement that divided the western Church into Catholic and Protestant groups. Although Martin Luther began the Reformation in the early sixteenth century, several earlier developments had set the stage for religious change.

One such development grew from widespread changes in intellectual thought. During the second half of the fifteenth century, the new classical learning that was

part of Italian Renaissance humanism spread to northern Europe. From that came a movement called **Christian humanism**, or Northern Renaissance humanism. The major goal of this movement was the reform of the Catholic Church.

The Christian humanists believed in the ability of human beings to reason and improve themselves. They thought that if people read the classics, and especially the basic works of Christianity, they would become more pious. This inner piety, or inward religious feeling, would bring about a reform of the Church and society. Christian humanists believed that in order to change society, they must first change the human beings who make it up.

The best known of all the Christian humanists was **Desiderius Erasmus** (ih•RAZ•muhs). He called his view of religion “the philosophy of Christ.” By this, he meant that Christianity should show people how to live good lives on a daily basis rather than provide a system of beliefs that people have to practice to be saved. Erasmus stressed the inwardness of religious feeling. To him, the external forms of medieval religion (such as pilgrimages, fasts, and relics) were not all that important.

To reform the Church, Erasmus wanted to spread the philosophy of Christ, provide education in the

works of Christianity, and criticize the abuses in the Church. In his work *The Praise of Folly*, written in 1509, Erasmus humorously criticized aspects of his society that he believed were most in need of reform. He singled out the monks for special treatment. Monks, he said, “insist that everything be done in precise detail. . . . Just so many knots must be on each shoe and the shoelace must be of only one color.”

Erasmus sought reform within the Catholic Church. He did not wish to break away from the Church, as later reformers would. His ideas, however, did prepare the way for the Reformation. As people of his day said, “Erasmus laid the egg that Luther hatched.”

 **Reading Check** **Examining** How did Erasmus pave the way for the Reformation?

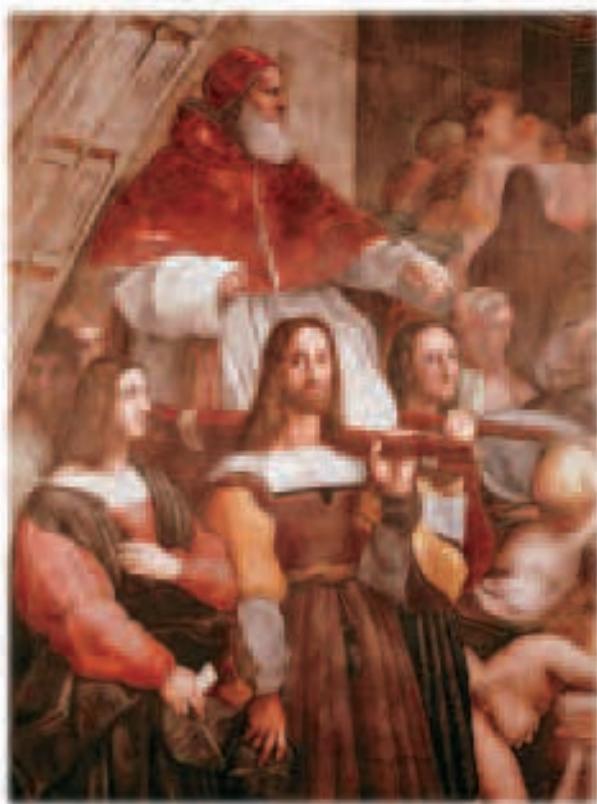
Religion on the Eve of the Reformation

Why were Erasmus and others calling for reform? Corruption in the Catholic Church was one reason. Between 1450 and 1520, a series of popes—known as the Renaissance popes—failed to meet the Church’s spiritual needs. The popes were supposed to be the spiritual leaders of the Catholic Church. As leaders of the Papal States, however, they were all too often more concerned with Italian politics and worldly interests than with spiritual matters.

Julius II, the fiery “warrior-pope,” personally led armies against his enemies. This disgusted Christians who viewed the pope as a spiritual, not a military, leader. One critic wrote, “How, O bishop standing in the room of the Apostles, dare you teach the people the things that pertain to war?”

Many church officials were also concerned with money and used their church offices to advance their careers and their wealth. At the same time, many ordinary parish priests seemed ignorant of their spiritual duties. People wanted to know how to save their souls, and many parish priests were unable to offer them advice or instruction.

While the leaders of the Church were failing to meet their responsibilities, ordinary people desired meaningful religious expression and assurance of their **salvation** or acceptance into Heaven. As a result, for some, the process of obtaining salvation became almost mechanical. Collections of relics grew more popular as a means to salvation. According to church practice at that time, through veneration of a



Raphael's depiction of Pope Julius II

relic, a person could gain an **indulgence**—release from all or part of the punishment for sin. Frederick the Wise, Luther's prince, had amassed over five thousand relics. Indulgences attached to them could reduce time in purgatory by 1,443 years. The Church also sold indulgences, in the form of certificates.

Other people sought certainty of salvation in the popular mystical movement known as the Modern Devotion. The Modern Devotion downplayed religious dogma and stressed the need to follow the teachings of Jesus. This deepening of religious life was done within the Catholic Church. However, many people soon found that the worldly-wise clergy had little interest in the spiritual needs of their people. It is this environment that helps to explain the tremendous impact of Luther's ideas.

 **Reading Check** **Explaining** What was the Modern Devotion?

Martin Luther

TURNING POINT In this section, you will learn how, on October 31, 1517, Martin Luther presented a list of Ninety-five Theses that objected to the Church practice of indulgences. The publication of Luther's theses began the Protestant Reformation.

Martin Luther was a monk and a professor at the University of Wittenberg, in Germany, where he lectured on the Bible. Through his study of the Bible, Luther arrived at an answer to a problem—the certainty of salvation—that had bothered him since he had become a monk.

Catholic teaching had stressed that both faith and good works were needed to gain personal salvation. In Luther's eyes, human beings were powerless in the sight of an almighty God and could never do enough good works to earn salvation.

Through his study of the Bible, Luther came to believe that humans are not saved through their good works but through their faith in God. If an individual has faith in God, then God makes

that person just, or worthy of salvation. God will grant salvation because God is merciful. God's grace cannot be earned by performing good works.

This idea, called justification



Indulgence box



The advent of the printing press allowed Luther's views to spread beyond Wittenberg.

(being made right before God) by faith alone, became the chief teaching of the Protestant Reformation. Because Luther had arrived at his understanding of salvation by studying the Bible, the Bible became for Luther, as for all other Protestants, the only source of religious truth.

The Ninety-five Theses Luther did not see himself as a rebel, but he was greatly upset by the widespread selling of indulgences. Especially offensive in his eyes was the monk Johann Tetzel, who sold indulgences with the slogan: "As soon as the coin in the coffer [money box] rings, the soul from purgatory springs." People, Luther believed, were simply harming their chances for salvation by buying these pieces of paper.

On October 31, 1517, Luther, who was greatly angered by the Church's practices, sent a list of Ninety-five Theses to his church superiors, especially the local bishop. The theses were a stunning attack on abuses in the sale of indulgences. Thousands of copies of the Ninety-five Theses were printed and spread to all parts of Germany. Pope Leo X did not take the issue seriously, however. He said that Luther was simply "some drunken German who will amend his ways when he sobers up."

A Break with the Church By 1520, Luther had begun to move toward a more definite break with the Catholic Church. He called on the German princes to overthrow the papacy in Germany and establish a reformed German church. Luther also attacked the Church's system of sacraments. In his view, they were the means by which the pope and the Church had destroyed the real meaning of the gospel for a thousand years. He kept only two sacraments—baptism and the Eucharist (also known as Communion). Luther also called for the clergy to marry. This went against the long-standing Catholic requirement that the clergy remain celibate, or unmarried.

Through all these calls for change, Luther continued to emphasize his new doctrine of salvation. It is faith alone, he said, and not good works, that justifies and brings salvation through Christ.

Unable to accept Luther's ideas, the Church excommunicated him in January 1521. He was also summoned to appear before the imperial diet—or legislative assembly—of the Holy Roman Empire, which was called into session at the city of Worms by the newly elected emperor Charles V. The emperor thought he could convince Luther to change his ideas, but Luther refused.

The young emperor was outraged. "A single friar who goes counter to all Christianity for a thousand

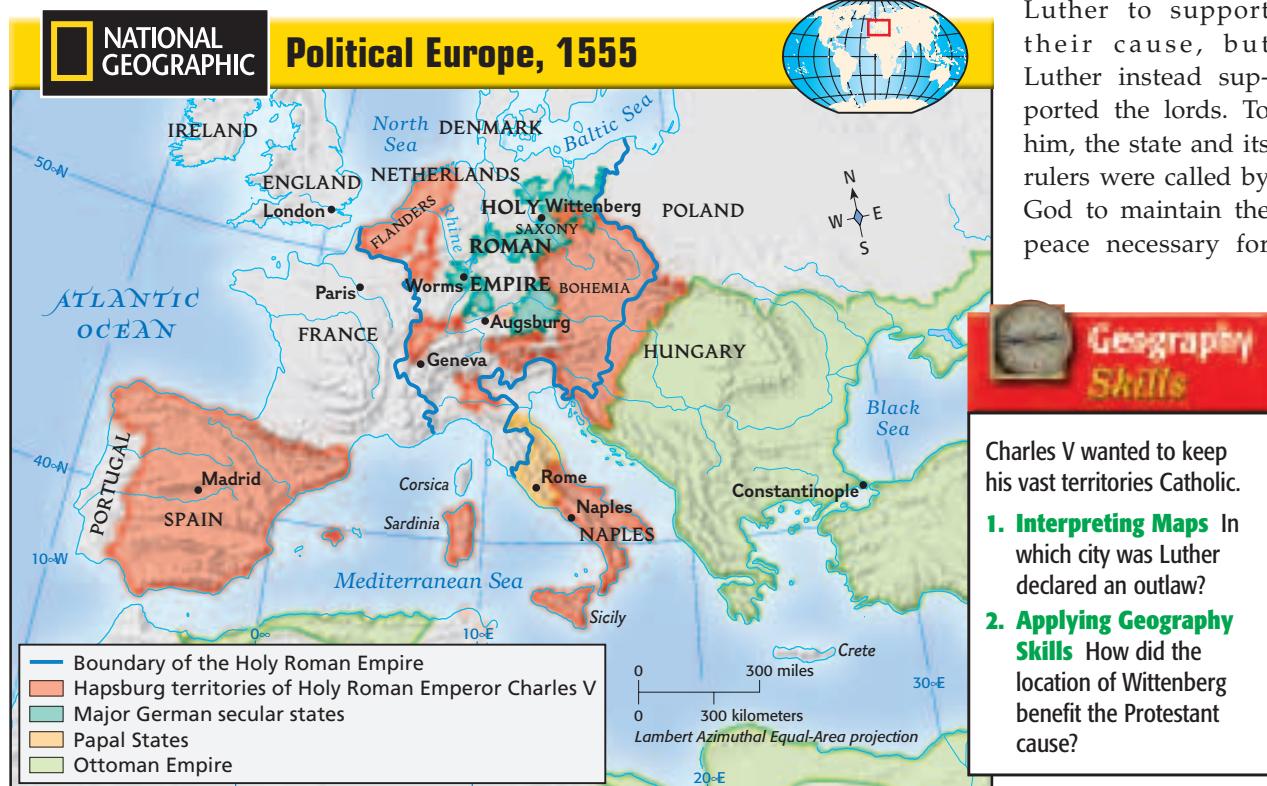
years," he declared, "must be wrong!" By the **Edict of Worms**, Martin Luther was made an outlaw within the empire. His works were to be burned and Luther himself captured and delivered to the emperor. However, Luther's ruler, Elector Frederick of Saxony, was unwilling to see his famous professor killed. He sent Luther into hiding and then protected him when he returned to Wittenberg at the beginning of 1522.

The Rise of Lutheranism During the next few years, Luther's religious movement became a revolution. Luther was able to gain the support of many of the German rulers among the numerous states that made up the Holy Roman Empire. These rulers quickly took control of the Catholic churches in their territories, forming state churches whose affairs were supervised by the government.

As part of the development of these state-dominated churches, Luther also set up new religious services to replace the Catholic mass. These featured a worship service consisting of Bible readings, preaching of the word of God, and song. The doctrine developed by Luther soon came to be known as Lutheranism, and the churches as Lutheran churches. Lutheranism was the first Protestant faith.

In June 1524, Luther faced a political crisis when German peasants revolted against their lords. The

peasants looked to Luther to support their cause, but Luther instead supported the lords. To him, the state and its rulers were called by God to maintain the peace necessary for



the spread of the gospel. It was the duty of princes to stop revolt. By the following spring, the German princes had crushed the peasants. Luther found himself even more dependent on state authorities for the growth of his church.

 **Reading Check** **Contrasting** How did Luther's theory of salvation differ from what the Catholic Church believed was necessary for salvation?

Politics in the German Reformation

From its very beginning, the fate of Luther's movement was closely tied to political affairs. **Charles V**, the Holy Roman emperor (who was also Charles I, the king of Spain), ruled an immense empire consisting of Spain and its colonies, the Austrian lands, **Bohemia**, **Hungary**, the Low Countries, the duchy of Milan in northern Italy, and the kingdom of Naples in southern Italy.

Politically, Charles wanted to keep this enormous empire under the control of his dynasty—the Habsburgs. Religiously, he hoped to preserve the unity of his empire by keeping it Catholic. However, a number of problems kept him busy and cost him both his dream and his health. These same problems helped Lutheranism survive by giving Lutherans time to organize before having to face the Catholic forces.

The chief political concern of Charles V was his rivalry with the king of France, Francis I. Their conflict over disputed territories in a number of areas led to a series of wars that lasted more than 20 years. At the same time, Charles faced opposition from Pope

Clement VII. Guided by political considerations, the pope had joined the side of the French king. The advance of the Ottoman Turks into the eastern part of Charles's empire forced the emperor to send forces there as well.

Finally, the internal political situation in the Holy Roman Empire was not in Charles's favor. Germany was a land of several hundred territorial states. Although all owed loyalty to the emperor, Germany's development in the Middle Ages had enabled these states to free themselves from the emperor's authority. Many individual rulers of the German states supported Luther as a way to assert their own local authority over the authority of the empire and Charles V.

By the time Charles V was able to bring military forces to Germany, the Lutheran princes were well organized. Unable to defeat them, Charles was forced to seek peace.

An end to religious warfare in Germany came in 1555 with the Peace of Augsburg. This agreement formally accepted the division of Christianity in Germany. The German states were now free to choose between Catholicism and Lutheranism. Lutheran states were to have the same legal rights as Catholic states. The peace settlement did not recognize the principle of religious toleration for individuals, however. The right of each German ruler to determine the religion of his subjects was accepted, but not the right of the subjects to choose their own religion.

 **Reading Check** **Evaluating** How did the Peace of Augsburg influence the political and religious development of Germany?

SECTION 3 ASSESSMENT

Checking for Understanding

- Define** Christian humanism, indulgence, salvation.
- Identify** Martin Luther, Desiderius Erasmus, Edict of Worms, Charles V, The Peace of Augsburg.
- Locate** Wittenberg, Bohemia, Hungary.
- Explain** the impact of the Edict of Worms.
- List** the ways Erasmus wanted to reform the Catholic Church.

Critical Thinking

- Discuss** What were the consequences of Luther's Ninety-five Theses?
- Sequencing Information** Use a diagram like the one below to show Luther's actions leading to the emergence of Protestantism.

Luther's Actions



Analyzing Visuals

- Identify** the event illustrated in the painting on page 391. Why was this event significant? How has the painter portrayed Martin Luther?

Writing About History

- Persuasive Writing** Martin Luther's father wanted him to become a lawyer. Write a letter in which Martin Luther tries to convince his father that the path he chose was better than the law.

STUDY & WRITING SKILLBUILDER

Summarizing Information

Why Learn This Skill?

Imagine you have been assigned a chapter on the Renaissance for a midterm. After taking a short break, you discover that you cannot recall important information. What can you do to avoid this problem?

When you read a long selection, it is helpful to take notes. Summarizing information—reducing large amounts of information to a few key phrases—can help you remember the main ideas and important facts.

Learning the Skill

To summarize information, follow these guidelines when you read:

- Distinguish the main ideas from the supporting details. Use the main ideas in the summary.
- Use your own words to describe the main ideas. Do not copy the selection word for word.
- Summarize the author's opinion if you think it is important.
- If the summary is almost as long as the reading selection, you are including too much information. The summary should be very short.

Practicing the Skill

Read the selection below, and then answer the questions that follow.

For the next 30 years, the French and Spanish made Italy their battleground as they fought to dominate the country. A decisive turning point in their war came in 1527. On May 5, thousands of troops belonging to the Spanish king Charles I arrived at the city of Rome along with mercenaries from different countries. They had not been paid for months. When they yelled, "Money! Money!" their leader responded, "If you have ever dreamed of pillaging a town and laying hold of its treasures, here now is one, the richest of them all, queen of the world."

The next day the invading forces smashed down the gates and pushed their way into the city. The terrible sack of Rome in 1527 by the armies of the Spanish king Charles I ended the Italian wars and left the Spanish a dominant force in Italy.

- 1 What are the main ideas of this paragraph?
- 2 What are the supporting details of the main ideas?
- 3 Write a brief summary of two or three sentences that will help you remember what the paragraph is about.



St. Peter's Square, sixteenth-century Rome

Applying the Skill

Read and summarize two articles from the front page of a newspaper. Have a classmate ask you questions about them. How much were you able to remember after summarizing the information?



Glencoe's **Skillbuilder Interactive Workbook, Level 2**, provides instruction and practice in key social studies skills.

SECTION 4

The Spread of Protestantism and the Catholic Response

Guide to Reading

Main Ideas

- Different forms of Protestantism emerged in Europe as the Reformation spread.
- The Catholic Church underwent a religious rebirth.

Key Terms

predestination, annul

Preview of Events

1530	1535	1540	1545	1550	1553
1531					
War between the Protestant and Catholic states in Switzerland	The Act of Supremacy is passed in England		The Society of Jesus becomes a religious order	The Council of Trent is formed	Mary Tudor, "Bloody Mary," becomes Queen of England



Ignatius Loyola

People to Identify

Ulrich Zwingli, John Calvin, Henry VIII, Ignatius of Loyola

Places to Locate

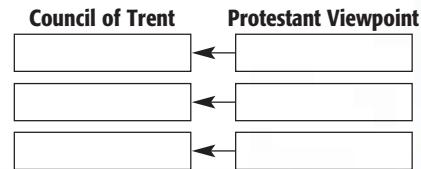
Zürich, Geneva, Trent

Preview Questions

1. What different forms of Protestantism emerged in Europe?
2. What were the contributions of the Jesuits, the papacy, and the Council of Trent to the revival of Catholicism?

Reading Strategy

Cause and Effect Use a diagram like the one below to list some of the reforms proposed by the Council of Trent. Beside each, give the Protestant viewpoint to which it responded.



Voices from the Past

In order to fight Protestantism, the Catholic Ignatius Loyola founded a new religious order. He insisted on certain principles:

“We must put aside all judgment of our own, and keep the mind ever ready and prompt to obey in all things the true Spouse of Jesus Christ, our holy Mother, the Roman Catholic Church. . . . If we wish to proceed securely in all things, we must hold fast to the following principle: What seems to me white, I will believe black if the Catholic Church so defines. For I must be convinced that in Christ our Lord, the bridegroom, and in His spouse the Catholic Church, only one Spirit holds sway, which governs and rules for the salvation of souls.”

—*Spiritual Exercises of Ignatius Loyola*, Louis J. Puhl, trans., 1951

Loyola’s ideal of complete obedience to the church was the cornerstone of his fight against the spread of Protestant groups.

The Zwinglian Reformation

With the Peace of Augsburg, what had at first been merely feared was now certain: the ideal of Christian unity was forever lost. Even before the Peace of Augsburg, however, division had appeared in Protestantism. One of these new groups appeared in Switzerland.

Ulrich Zwingli was a priest in Zürich. The city council of Zürich, strongly influenced by Zwingli, began to introduce religious reforms. Relics and images were abolished. All paintings and decorations were removed from the churches and replaced by whitewashed walls. A new church service consisting of scripture reading, prayer, and sermons replaced the Catholic mass.

As his movement began to spread to other cities in Switzerland, Zwingli sought an alliance with Martin Luther and the German reformers. Both the German and Swiss reformers realized the need for unity to defend themselves against Catholic authorities, but they were unable to agree on the meaning of the sacrament of Communion. (See page 994 to read excerpts from Martin Luther and Ulrich Zwingli's A Reformation Debate in the Primary Sources Library.)

In October 1531, war broke out between the Protestant and Catholic states in Switzerland. Zürich's army was routed, and Zwingli was found wounded on the battlefield. His enemies killed him, cut up his body, and burned the pieces, scattering the ashes. The leadership of Protestantism in Switzerland now passed to John Calvin.

 **Reading Check** **Describing** What religious reforms were introduced in Zürich?

Calvin and Calvinism

John Calvin was educated in his native France. After his conversion to Protestantism, however, he was forced to flee Catholic France for the safety of Switzerland. In 1536, he published the *Institutes of the Christian Religion*, a summary of Protestant thought. This work immediately gave Calvin a reputation as one of the new leaders of Protestantism.

On most important doctrines, Calvin stood very close to Luther. He, too, believed in the doctrine of justification by faith alone to explain how humans achieved salvation. However, Calvin also placed much emphasis on the all-powerful nature of God—what Calvin called the “power, grace, and glory of God.”

Calvin's emphasis on the all-powerful nature of God led him to other ideas. One of these ideas was **predestination**. This “eternal decree,” as Calvin called it, meant that God had determined in advance who would be saved (the elect) and who would be damned (the reprobate). According to Calvin, “He has once for all determined, both whom he would admit to salvation, and whom he would condemn to destruction.”

The belief in predestination gave later Calvinists the firm conviction that they were doing God's work

Picturing History

John Calvin is shown speaking before leaders in Geneva. **What attitudes about Calvin and the Protestant movement does the artist convey in this painting?**



on Earth. This conviction, in turn, made them determined to spread their faith to other people. Calvinism became a dynamic and activist faith.

In 1536, Calvin began working to reform the city of **Geneva**. He created a church government that used both clergy and laity in the service of the church. The Consistory, a special body for enforcing moral discipline, was set up as a court to oversee the moral life and doctrinal purity of Genevans. The Consistory had the right to punish people who deviated from the church's teachings and moral principles. Citizens in Geneva were punished for such varied "crimes" as dancing, singing obscene songs, drunkenness, swearing, and playing cards.



Calvin's success in Geneva made the city a powerful center of Protestantism. Following Calvin's lead, missionaries trained in Geneva were sent to all parts of Europe. Calvinism became established in France, the Netherlands, Scotland, and central and eastern Europe.

By the mid-sixteenth century, Calvinism had replaced Lutheranism as the most important and dynamic form of Protestantism. Calvin's Geneva stood as the fortress of the Protestant Reformation. John Knox, the Calvinist reformer of Scotland, called it "the most perfect school of Christ on earth."

 **Reading Check** **Explaining** How did the Consistory enforce moral discipline in Geneva?

The Reformation in England

The English Reformation was rooted in politics, not religion. **King Henry VIII** wanted to divorce his first wife, Catherine of Aragon, with whom he had a daughter, Mary, but no son. Since he needed a male heir, Henry wanted to marry Anne Boleyn. Impatient with the pope's unwillingness to **annul** (declare invalid) his marriage to Catherine, Henry turned to England's own church courts.

As the archbishop of Canterbury, head of the highest church court in England, Thomas Cranmer ruled in May 1533 that the king's marriage to Catherine was "null and absolutely void." At the beginning of June, Anne was crowned queen. Three months later a child was born. Much to the king's disappointment, the baby was a girl. She would later become Queen Elizabeth I.

In 1534, at Henry's request, Parliament moved to finalize the break of the Catholic Church in England with the pope in Rome. The Act of Supremacy of 1534 declared that the king was "taken, accepted, and reputed the only supreme head on earth of the [new] Church of England." This position gave the king control over religious doctrine, clerical appointments, and discipline. Thomas More, a Christian humanist and devout Catholic, opposed the king's action and was beheaded.

Henry used his new powers to dissolve the monasteries and sell their land and possessions to wealthy landowners and merchants. The king received a great boost to his treasury and a group of supporters who now had a stake in the new order. In matters of doctrine, however, Henry remained close to Catholic teachings.

When Henry died in 1547, he was succeeded by Edward VI, a sickly nine-year-old, the son of his third wife. During Edward's reign, church officials who favored Protestant doctrines moved the Church of England, also called the Anglican Church, in a Protestant direction. New acts of Parliament gave the clergy the right to marry and created a new Protestant church service. These rapid changes aroused much opposition. When Mary, Henry's daughter by Catherine of Aragon, came to the throne in 1553, England was ready for a reaction.



Henry VIII disagreed with Luther's theology but found it politically convenient to break with the Catholic Church.

There was no doubt that Mary was a Catholic who wanted to restore England to Roman Catholicism. However, the way she went about it had the opposite effect. Among other actions, she had more than three hundred Protestants burned as heretics, earning her the nickname "Bloody Mary." As a result of her policies, England was even more Protestant by the end of Mary's reign than it had been at the beginning.

 **Reading Check** **Examining** Why did Henry VIII form the Church of England?

The Anabaptists

Reformers such as Luther had allowed the state to play an important, if not dominant, role in church affairs. However, some people strongly disliked giving such power to the state. These were radicals known as the Anabaptists.

To Anabaptists, the true Christian church was a voluntary community of adult believers who had undergone spiritual rebirth and had then been baptized. This belief in adult baptism separated

Anabaptists from Catholics and Protestants who baptized infants.

Anabaptists also believed in following the practices and the spirit of early Christianity. They considered all believers to be equal, a belief they based on the accounts of early Christian communities in the New Testament. Each Anabaptist church chose its own minister, or spiritual leader. Because all Christians were considered priests, any member of the community was eligible to be a minister (though women were often excluded).

Finally, most Anabaptists believed in the complete separation of church and state. Not only was government to be kept out of the realm of religion, it was not even supposed to have any political authority over real Christians. Anabaptists refused to hold political office or bear arms, because many took literally the biblical commandment "Thou shall not kill."

Their political beliefs, as much as their religious beliefs, caused the Anabaptists to be regarded as dangerous radicals who threatened the very fabric of sixteenth-century society. Indeed, the chief thing



CONNECTIONS Past To Present

The Descendants of the Anabaptists

Despite being persecuted for their belief in the complete separation of church and state, Anabaptists managed to survive.

Menno Simons was a popular leader of Anabaptism in the Netherlands. He dedicated his life to the spread of a peaceful Anabaptism that stressed separation from the world as the means for living a truly Christ-like life. Because of persecution, Menno Simons's followers, known as Mennonites, spread from the Netherlands into Germany and Russia. In the nineteenth century, many moved to Canada and the United States, where Mennonite communities continue to flourish.

In the 1690s, Jacob Ammann took the lead in encouraging a group of Swiss Mennonites to form their own church. They came to be known as the Amish (after the name Ammann). By the end of the seventeenth century, many of the Amish had come to North America in search of a land where they could practice their religion freely.

Today, Amish communities exist throughout Canada and the United States. One of the largest groups of Amish can be found in Pennsylvania, where they are known as the Pennsylvania Dutch. The Amish continue

to maintain the Anabaptist way of life as it first developed in the sixteenth century. They live simple lives and refuse to use any modern devices, including cars and electricity.



▲ The Amish are religious descendants of the Anabaptists.

Comparing Past and Present

Today, many people living in the United States, such as the Amish, live without modern conveniences. Which appliances and conveniences would you be willing to give up? What cause or belief today might encourage people to give up a modern lifestyle?



Geography Skills

Less than 100 years after Luther posted the Ninety-five Theses, the religious affiliations of Europeans were greatly altered.

- 1. Interpreting Maps** What religions would not have been on this map prior to 1517?
- 2. Applying Geography Skills** Summarize why Protestant religions spread as shown on the map.

other Protestants and Catholics could agree on was the need to persecute Anabaptists.

Reading Check Describing Why were the Anabaptists considered to be dangerous political radicals?

Effects on the Role of Women

The Protestants were important in developing a new view of the family. Protestantism had eliminated the idea that special holiness was associated with

celibacy and had abolished both monasticism and the requirement of celibacy for the clergy. The family could now be placed at the center of human life. The "mutual love between man and wife" could be extolled.

Were idea and reality the same, however? More often, reality reflected the traditional roles of husband as the ruler and wife as the obedient servant whose chief duty was to please her husband. Luther stated it clearly:

“The rule remains with the husband, and the wife is compelled to obey him by God’s command. He rules the home and the state, wages war, defends his possessions, tills the soil, builds, plants, etc. The woman on the other hand is like a nail driven into the wall . . . so the wife should stay at home and look after the affairs of the household, as one who has been deprived of the ability of administering those

CLICK HERE

affairs that are outside and that concern the state. She does not go beyond her most personal duties.”

Obedience to her husband was not a woman’s only role. Her other important duty was to bear children. To Calvin and Luther, this function of women was part of the divine plan. Family life was the only destiny for most Protestant women. Overall, then, the Protestant Reformation did not change women’s subordinate place in society.

 **Reading Check** **Evaluating** What impact did the Protestant Reformation have on women?

The Catholic Reformation

By the mid-sixteenth century, Lutheranism had become rooted in Germany and Scandinavia, and Calvinism had taken hold in Switzerland, France, the Netherlands, and eastern Europe. In England, the split from Rome had resulted in the creation of a national church. The situation in Europe did not look particularly good for the Catholic Church.

However, the Catholic Church also had a revitalization in the sixteenth century, giving it new strength and enabling it to regain much that it had lost. This Catholic Reformation was supported by three chief pillars: the Jesuits, reform of the papacy, and the Council of Trent.

The Society of Jesus, known as the Jesuits, was founded by a Spanish nobleman, Ignatius of Loyola. Loyola gathered together a small group of followers, which was recognized as a religious order by the pope in 1540. All Jesuits took a special vow of absolute obedience to the pope, making them an important instrument for papal policy. Jesuits used education to spread their message. Jesuit missionaries were very successful in restoring Catholicism to parts of Germany and eastern Europe and in spreading it to other parts of the world.



Web Activity Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 12—Student Web Activity** to learn more about the Reformation.



History through Art

Council of Trent by Titian The Council of Trent is thought to be the foundation of the Catholic Reformation. [How does Titian's painting convey this idea?](#)



Reform of the papacy was another important factor in the Catholic Reformation. The participation of Renaissance popes in dubious financial transactions and Italian political and military affairs had created many sources of corruption. It took the jolt of the Protestant Reformation to bring about serious reform.

Pope Paul III perceived the need for change and took the bold step of appointing a Reform Commission in 1537 to determine the Church's ills. The commission blamed the Church's problems on the corrupt policies of the popes. Paul III (who recognized the Jesuits as a new religious order) also began the Council of Trent, another pillar of the Catholic Reformation.

In March 1545, a group of cardinals, archbishops, bishops, abbots, and theologians met in the city of **Trent**, on the border between Germany and Italy. There, they began the Council of Trent, which met off and on for 18 years.

The final decrees of the Council of Trent reaffirmed traditional Catholic teachings in opposition to Protestant beliefs. Both faith and good works were declared necessary for salvation. The seven sacraments, the Catholic view of the Eucharist, and clerical celibacy were all upheld. Belief in purgatory and in the use of indulgences was strengthened, although the selling of indulgences was forbidden.

After the Council of Trent, the Roman Catholic Church possessed a clear body of doctrine and was unified under the supreme leadership of the pope.



Picturing History

Ignatius of Loyola, founder of the Jesuits, is shown kneeling before Pope Paul III. **What role did the Jesuits play in the Catholic Reformation?**

With a renewed spirit of confidence, Catholics entered a new phase, as well prepared as Calvinists to do battle for their faith.

Reading Check Describing What was the relationship between the Jesuits and the pope?

SECTION 4 ASSESSMENT

Checking for Understanding

1. **Define** predestination, annul.
2. **Identify** Ulrich Zwingli, John Calvin, Henry VIII, Ignatius of Loyola.
3. **Locate** Zürich, Geneva, Trent.
4. **Describe** the results of "Bloody Mary's" religious policies. How might Mary's actions have indirectly affected the history of the United States?
5. **List** which countries had adopted Calvinism and which had adopted Lutheranism by the mid-sixteenth century.

Critical Thinking

6. **Analyze** How were the religious reforms in Zürich consistent with the aims of the Reformation?
7. **Contrasting Information** Use a diagram like the one below to describe how the Calvinists and the Anabaptists differed in their attitudes toward church members participating in government activities.



Analyzing Visuals

8. **Identify** the details shown in the portrait of Henry VIII on page 397 that illustrate his power and authority. How did the king use his position as "the only supreme head on earth of the Church of England"? Based on what you have read in your text, do you think that Henry was a religious man? Explain your answer.

Writing About History

9. **Expository Writing** Compose an unbiased account of the Council of Trent. Include who was involved, why it was convened, when it happened, and its final results.

CHAPTER 12 ASSESSMENT and ACTIVITIES

Chapter Summary

The Renaissance was a period of great intellectual and artistic achievement. Religious rebirth followed in the 1500s.

1. Italy experiences an artistic, intellectual, and commercial awakening.



VENICE: The city becomes an international trading power.

FLORENCE: The Medici family improves city life and sponsors humanists and artists.

2. Ideas quickly spread from Italy to northern Europe.



ENGLAND: King Henry VIII invites humanists to court.

FLANDERS: Artists use oil paints to depict fine detail in their paintings.

FRANCE: Architects create elegant castles that combine Gothic and classical styles.

3. Reformers begin to challenge both secular and religious rules and practices.



GERMANY: Martin Luther begins the Protestant Reformation. The Peace of Augsburg divides Germany into Catholic and Protestant states.

ENGLAND: King Henry VIII breaks with the pope to create the Church of England. Catholic Queen Mary executes Protestants.

SWITZERLAND: John Calvin promotes the concept of predestination.

4. The Catholic Church enacts reforms.



ITALY: The Council of Trent defines Catholic Church doctrine and tries to end Church abuses. The Jesuits, who take special vows of obedience to the pope, help spread Catholicism.

Using Key Terms

1. Soldiers who sell their services to the highest bidder are called _____.
2. The study of grammar, rhetoric, moral philosophy, and history was the basis of the intellectual movement called _____.

3. A movement whose major goal was the reform of Christendom was called _____.
4. John Calvin emphasized _____, the belief that God chose who would be saved and who would be damned.
5. A _____ society places less emphasis on religion and more emphasis on a worldly spirit.
6. An _____ is one in which a great many people live in cities.
7. The money and goods given by the wife's family at the time of marriage is called a _____.
8. A remission, after death, from all or part of the punishment due to sin is called an _____.
9. An image painted on fresh, wet plaster is called a _____.

Reviewing Key Facts

10. **History** Which family dominated Florence during the Renaissance?
11. **Culture** Who wrote *The Canterbury Tales*?
12. **Culture** The Renaissance was a rebirth of the ideas of which ancient civilizations?
13. **History** According to Erasmus, what should be the chief concerns of the Christian church?
14. **Culture** How did Renaissance artists portray the human body?
15. **Government** How were the city-states of Renaissance Italy governed? What social classes were present in the typical city-state?
16. **History** How did Ignatius of Loyola help to reform Catholicism?
17. **History** Why did the Renaissance begin in Italy?
18. **Culture** Name the title and the author of one of the most influential works on political power.
19. **Culture** When were children considered adults in Renaissance Italy?

Critical Thinking

20. **Analyzing** Why did Martin Luther split with the Catholic Church? Identify the causes that led to the Protestant Reformation.
21. **Explaining** List one masterpiece of Renaissance literature or art and explain how it reflects Renaissance ideals.

Writing About History

22. **Expository Writing** Analyze how the Reformation shaped the political and religious life of Europe. Be sure to identify the historical effects of the Reformation.



Self-Check Quiz

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 12—Self-Check Quiz** to prepare for the Chapter Test.

Analyzing Sources

Read the following description by Luther of a woman's role in marriage.

“The rule remains with the husband, and the wife is compelled to obey him by God's command. He rules the home and the state, wages war, defends his possessions, tills the soil, builds, plants, etc. The woman on the other hand is like a nail driven into the wall . . . so the wife should stay at home and look after the affairs of the household, as one who has been deprived of the ability of administering those affairs that are outside and that concern the state. She does not go beyond her most personal duties.”

23. What does this quote reveal about the woman's role in Protestant society?
24. What do you think Luther meant by the statement “The woman on the other hand is like a nail driven into the wall”?

Applying Technology Skills

25. **Using the Internet** Use the Internet to research a Renaissance artist. Find information about the person's life and achievements. Using your research, take on the role of that person and create an autobiography about your life and your contributions to the Renaissance.

Making Decisions

26. Select two of the following types of Renaissance people: a noble, merchant, shopkeeper, or peasant. Research what life was like for these individuals. How did their lives vary? Who had the more comfortable lifestyle? Take into account economic and social factors.

Analyzing Maps and Charts

27. Study the map at the top of the page. What are two of the bodies of water that border the Holy Roman Empire?
28. Using a contemporary atlas, name the modern countries that are within the boundaries of what was the Holy Roman Empire.
29. According to this map, was Rome a part of the Holy Roman Empire in 1400?



Standardized Test Practice

Directions: Use the passage below and your knowledge of world history to answer the following question.

from the Ninety-five Theses (1517)

Ignorant and wicked are the doings of those priests who, in the case of the dying, reserve canonical penances for purgatory.

Martin Luther's famous document attacked the Catholic Church for which practice?

- F The Catholic Church had allowed humanism to spread through Europe.
- G Luther disagreed with the doctrine of predestination.
- H Many religious leaders sold indulgences.
- J The Catholic popes were too concerned with worldly affairs.

Test-Taking Tip: If the question asks you to read a quote, look for clues that reveal its historical context. Such clues can be found in the title and date of the text as well as in the quote itself. Determining the historical context will help you to determine the quote's *historical significance* or the importance it has gained over time.

CHAPTER 13

The Age of Exploration

1500–1800

Key Events

As you read this chapter, look for the key events of the Age of Exploration.

- Europeans risked dangerous ocean voyages to discover new sea routes.
- Early European explorers sought gold in Africa then began to trade slaves.
- Trade increased in Southeast Asia, and the Dutch built a trade empire based on spices in the Indonesian Archipelago.

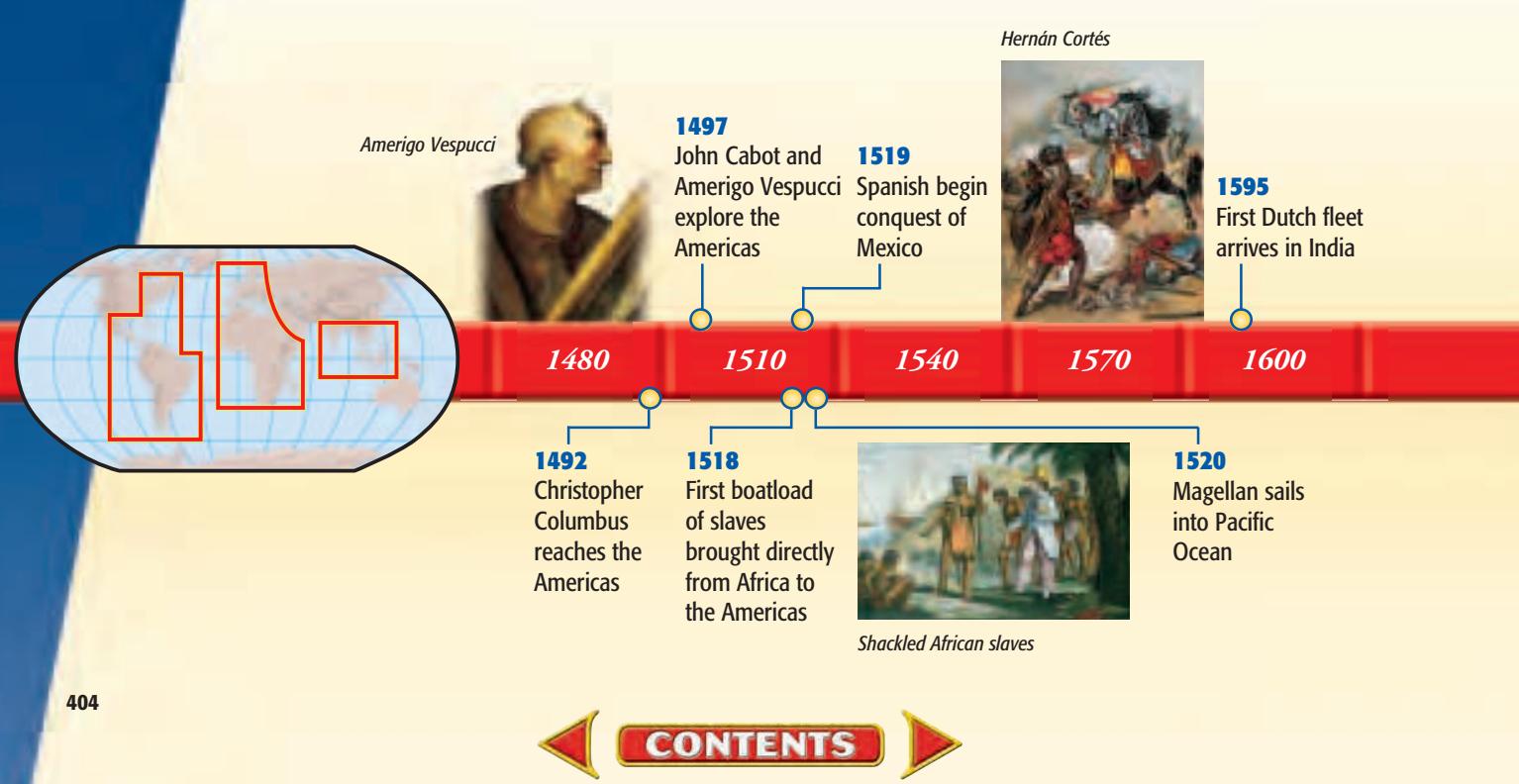
The Impact Today

The events that occurred during this time period still impact our lives today.

- European trade was a factor in producing a new age of commercial capitalism that was one of the first steps toward today's world economy.
- The consequences of slavery continue to impact our lives today.
- The Age of Exploration led to a transfer of ideas and products, many of which are still important in our lives today.

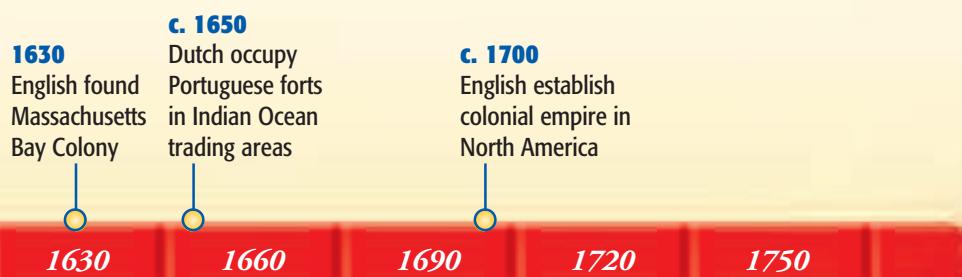


World History Video The Chapter 13 video, "Magellan's Voyage," chronicles European exploration of the world.





Ships of the Dutch East India Company



World map, 1630

HISTORY Online

Chapter Overview

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 13—Chapter Overview** to preview chapter information.

CLICK HERE

A Story That Matters



Ferdinand
Magellan



Discovery of Magellan Strait by an unknown artist

Magellan Sails Around the World

Convinced that he could find a sea passage to Asia through the Western Hemisphere, the Portuguese explorer Ferdinand Magellan persuaded the king of Spain to finance his voyage. On September 20, 1519, Magellan set sail on the Atlantic Ocean with five ships and a Spanish crew of about 250 men.

After reaching South America, Magellan's fleet moved down the coast in search of a strait, or sea passage, that would take them through America. His Spanish ship captains thought he was crazy: "The fool is obsessed with his search for a strait," one remarked.

At last, in November 1520, Magellan passed through a narrow waterway (later named the Strait of Magellan) and emerged in the Pacific Ocean, which he called the Pacific Sea. Magellan reckoned that it would be a short distance from there to the Spice Islands of the East.

Week after week he and his crew sailed on across the Pacific as their food supplies dwindled. At last they reached the Philippines (named after the future King Philip II of Spain). There, Magellan was killed by the native peoples. Only one of his original fleet of five ships returned to Spain, but Magellan is still remembered as the first person to sail around the world.



Why It Matters

At the beginning of the sixteenth century, European adventurers launched their small fleets into the vast reaches of the Atlantic Ocean. They were hardly aware that they were beginning a new era, not only for Europe but also for the peoples of Asia, Africa, and the Americas. These European voyages marked the beginning of a process that led to radical changes in the political, economic, and cultural life of the entire non-Western world.

History and You Create a map to scale that shows Spain, South America, and the Philippines. Draw the route Magellan took from Spain to the Philippines. If the voyage took about 20 months, how many miles each day, on average, did Magellan travel? How long would a similar sea voyage take today?

SECTION 1

Exploration and Expansion

Guide to Reading

Main Ideas

- In the fifteenth century, Europeans began to explore the world.
- Portugal, Spain, the Dutch Republic, and England reached new economic heights through worldwide trade.

Key Terms

conquistador, colony, mercantilism, balance of trade

Preview of Events

◆ 1480

1488
Bartholomeu Dias rounds the Cape of Good Hope

◆ 1495

1494
The Treaty of Tordesillas divides the Americas

◆ 1510

◆ 1525

1500
Pedro Cabral lands in South America

◆ 1540

◆ 1555

1550
Spanish gain control of northern Mexico

People to Identify

Vasco da Gama, Christopher Columbus, John Cabot, Amerigo Vespucci, Francisco Pizarro, Ferdinand Magellan

Places to Locate

Portugal, Africa, Melaka, Cuba

Preview Questions

1. Why did Europeans travel to Asia?
2. What impact did European expansion have on the conquerors and the conquered?

Reading Strategy

Summarizing Information Use a chart like the one below to list reasons why Melaka, a port on the Malay Peninsula, was important to the Portuguese.

Importance of Melaka

Importance of Melaka



Christopher Columbus

Voices from the Past

In a letter to the treasurer of the king and queen of Spain, Christopher Columbus reported on his first journey:

Believing that you will rejoice at the glorious success that our Lord has granted me in my voyage, I write this to tell you how in thirty-three days I reached the Indies with the first fleet which the most illustrious King and Queen, our Sovereigns, gave me, where I discovered a great many thickly-populated islands. Without meeting resistance, I have taken possession of them all for their Highnesses. . . . When I reached [Cuba], I followed its coast to the westward, and found it so large that I thought it must be the mainland—the province of [China], but I found neither towns nor villages on the sea-coast, save for a few hamlets. *—Letters from the First Voyage, edited 1847*

To the end of his life, despite the evidence, Columbus believed he had found a new route to Asia.

Motives and Means

The dynamic energy of Western civilization between 1500 and 1800 was most apparent when Europeans began to expand into the rest of the world. First Portugal and Spain, then later the Dutch Republic, England, and France, all rose to new economic heights through their worldwide trading activity.

NATIONAL
GEOGRAPHIC

European Voyages of Discovery



Geography Skills

For more than a hundred years European explorers sailed the globe searching for wealth and glory.

- 1. Interpreting Maps** Which continents were left untouched by European explorers?
- 2. Applying Geography Skills** Create a table that organizes the information on this map. Include the explorer, date, sponsoring country, and area explored.

For almost a thousand years, Europeans had mostly remained in one area of the world. At the end of the fifteenth century, however, they set out on a remarkable series of overseas journeys. What caused them to undertake such dangerous voyages to the ends of the earth?

Europeans had long been attracted to Asia. In the late thirteenth century, Marco Polo had traveled with his father and uncle to the Chinese court of the great Mongol ruler Kublai Khan. He had written an account of his experiences, known as *The Travels*. The book was read by many, including Columbus, who were fascinated by the exotic East. In the fourteenth century, conquests by the Ottoman Turks reduced the ability of westerners to travel by land to the East. People then spoke of gaining access to Asia by sea.

Economic motives loom large in European expansion. Merchants, adventurers, and state officials had high hopes of expanding trade, especially for the spices of the East. The spices, which were needed to preserve and flavor food, were very expensive after being shipped to Europe by Arab middlemen. Europeans also had hopes of finding precious metals. One Spanish adventurer wrote that he went to the Americas "to give light to those who were in darkness, and to grow rich, as all men desire to do."

This statement suggests another reason for the overseas voyages: religious zeal. Many people shared the belief of Hernán Cortés, the Spanish conqueror of Mexico, that they must ensure that the natives "are introduced into the holy Catholic faith."

There was a third motive as well. Spiritual and secular affairs were connected in the sixteenth century. Adventurers such as Cortés wanted to convert the natives to Christianity, but grandeur, glory, and a spirit of adventure also played a major role in European expansion.

"God, glory, and gold," then, were the chief motives for European expansion, but what made the voyages possible? By the second half of the fifteenth century, European monarchies had increased their

power and their resources. They could now turn their energies beyond their borders. Europeans had also reached a level of technology that enabled them to make a regular series of voyages beyond Europe. A new global age was about to begin.

Reading Check **Explaining** What does the phrase "God, glory, and gold" mean?

The Portuguese Trading Empire

Portugal took the lead in European exploration. Beginning in 1420, under the sponsorship of Prince Henry the Navigator, Portuguese fleets began probing southward along the western coast of Africa. There, they discovered a new source of gold. The

southern coast of West Africa thus became known to Europeans as the Gold Coast.

Portuguese sea captains heard reports of a route to India around the southern tip of Africa. In 1488, Bartholomeu Dias rounded the tip, called the Cape of Good Hope. Later, **Vasco da Gama** went around the cape and cut across the Indian Ocean to the coast of India. In May of 1498, he arrived off the port of Calicut, where he took on a cargo of spices. He returned to Portugal and made a profit of several thousand percent. Is it surprising that da Gama's voyage was the first of many along this route?

Portuguese fleets returned to the area to destroy Muslim shipping and to gain control of the spice trade, which had been controlled by the Muslims. In

SCIENCE, TECHNOLOGY & SOCIETY

Sea Travel in an Age of Exploration

European voyagers acquired much of their knowledge about sailing from the Arabs. For example, sailors used charts that Arab navigators and mathematicians had drawn in the thirteenth and fourteenth centuries. Known as *portolani*, these charts recorded the shapes of coastlines and distances between ports. They were very valuable in European waters. Because the charts were drawn on a flat scale and took no account of the curvature of the earth, however, they were of little help on overseas voyages.

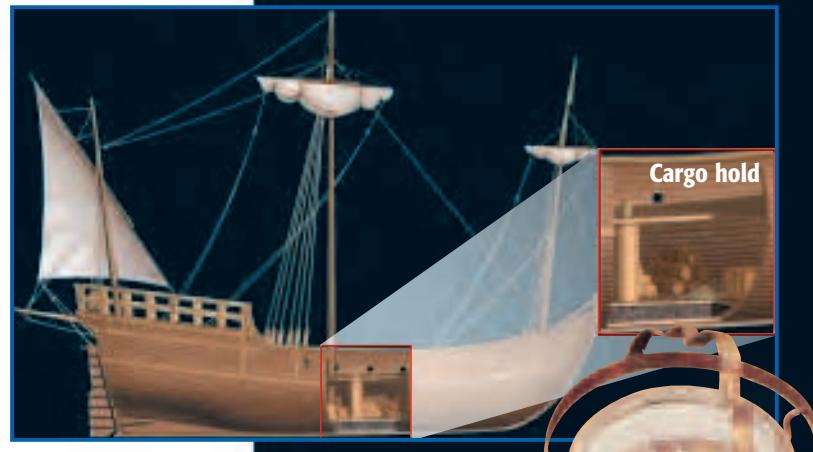
Only as sailors began to move beyond the coasts of Europe did they gain information about the actual shape of the earth. By 1500, cartography—the art and science of mapmaking—had reached the point where Europeans had fairly accurate maps of the areas they had explored.

Europeans also learned new navigational techniques from the Arabs. Previously, sailors had used the position of the North Star to determine their latitude. Below the Equator, though, this technique was useless. The compass and the astrolabe (also perfected by the Arabs) greatly aided exploration. The compass showed in what direction a ship was moving. The astrolabe used the sun or a star to ascertain a ship's latitude.

Finally, European shipmakers learned how to use lateen (triangular) sails, which were developed by the Arabs. New ships, called caravels, were more maneuverable and could carry heavy cannon and more goods.

Evaluating **Which one advance was the most important for early explorers? Why?**

Caravel (small fifteenth- and sixteenth-century ship)



Early compass



Map of the world, 1571

1509, a Portuguese fleet of warships defeated a combined fleet of Turkish and Indian ships off the coast of India. A year later, Admiral Afonso de Albuquerque set up a port at Goa, on the western coast of India.

The Portuguese then began to range more widely in search of the source of the spice trade. Soon, Albuquerque sailed into **Melaka** on the Malay Peninsula. Melaka was a thriving port for the spice trade. For Albuquerque, control of Melaka would help to destroy Arab control of the spice trade and provide the Portuguese with a way station on the route to the Moluccas, then known as the Spice Islands.

From Melaka, the Portuguese launched expeditions to China and the Spice Islands. There, they signed a treaty with a local ruler for the purchase and export of cloves to the European market. This treaty established Portuguese control of the spice trade. The Portuguese trading empire was complete. However, it remained a limited empire of trading posts. The

Portuguese had neither the power, the people, nor the desire to colonize the Asian regions.

Why were the Portuguese the first successful European explorers? Basically it was a matter of guns and seamanship. Later, however, the Portuguese would be no match for other European forces—the English, Dutch, and French.

Reading Check Explaining Why did Afonso de Albuquerque want control of Melaka?

Voyages to the Americas

The Portuguese sailed eastward through the Indian Ocean to reach the source of the spice trade. The Spanish sought to reach it by sailing westward across the Atlantic Ocean. With more people and greater resources, the Spanish established an overseas empire that was quite different from the Portuguese trading posts.

Opposing Viewpoints

What Was the Impact of Columbus on the Americas?

Historians have differed widely over the impact of Columbus on world history. Was he a hero who ushered in economic well being throughout the world? Or, was he a prime mover in the destruction of the people and cultures of the Americas?

“The whole history of the Americas stems from the Four Voyages of Columbus. . . . Today a core of independent nations unite in homage to Christopher, the stout-hearted son of Genoa, who carried Christian civilization across the Ocean Sea.”

—Samuel Eliot Morison, 1942
*Admiral of the Ocean Sea,
A Life of Christopher Columbus*

“Just twenty-one years after Columbus’s first landing in the Caribbean, the vastly populous island that the explorer had re-named Hispaniola was effectively desolate; nearly 8,000,000 people. . . . had been killed by violence, disease, and despair. [W]hat happened on Hispaniola was the equivalent of more than fifty Hiroshimas.* And Hispaniola was only the beginning.”

—David E. Stannard, 1992
American Holocaust: Columbus and the Conquest of the New World

*The atom bomb dropped on Hiroshima, Japan, killed at least 130,000 people.

The Voyages of Columbus An important figure in the history of Spanish exploration was an Italian, **Christopher Columbus**. Educated Europeans knew that the world was round, but had little understanding of its circumference or of the size of the continent of Asia. Convinced that the circumference of Earth was not as great as others thought, Columbus believed that he could reach Asia by sailing west instead of east around Africa.

Columbus persuaded Queen Isabella of Spain to finance an exploratory expedition. In October 1492, he reached the Americas, where he explored the coastline of **Cuba** and the island of Hispaniola.

Columbus believed he had reached Asia. Through three more voyages, he sought in vain to find a route through the outer islands to the Asian mainland. In his four voyages, Columbus reached all the major islands of the Caribbean and Honduras in Central America—all of which he called the Indies.



Columbus petitions Queen Isabella for financial support of his explorations.

“When the two races first met on the eastern coast of America, there was unlimited potential for harmony. The newcomers could have adapted to the hosts’ customs and values. . . . But this did not happen . . . [Columbus] viewed the natives of America with arrogance and disdain . . . Columbus wrote of gold, . . . and of spices, . . . and ‘slaves, as many as they shall order to be shipped. . . .’”

—George P. Horse Capture, 1992
“An American Indian Perspective,” *Seeds of Change*

You Decide

1. Using information from the text and outside sources, write an account of Columbus’s voyages from his point of view. If Columbus were to undertake his voyages today, would he do anything differently? If not, why not?
2. Using the information in the text and your own research, evaluate the validity of these three excerpts. Which excerpt corroborates the information of the other? What might account for the difference in the viewpoints expressed here?

A Line of Demarcation By the 1490s, then, the voyages of the Portuguese and Spanish had already opened up new lands to exploration. Both Spain and Portugal feared that the other might claim some of its newly discovered territories. They resolved their concerns by agreeing on a line of demarcation, an imaginary line that divided their spheres of influence.

According to the Treaty of Tordesillas (TAWR•duh•SEE•yuhs), signed in 1494, the line would extend from north to south through the Atlantic Ocean and the easternmost part of the South American continent. Unexplored territories east of the line would be controlled by Portugal, and those west of the line by Spain. This treaty gave Portugal control over its route around Africa, and it gave Spain rights to almost all of the Americas.

Race to the Americas Other explorers soon realized that Columbus had discovered an entirely new frontier. Government-sponsored explorers from many countries joined the race to the Americas. A Venetian seaman, **John Cabot**, explored the New England coastline of the Americas for England. The Portuguese sea captain Pedro Cabral landed in South America in 1500. **Amerigo Vespucci** (veh•SPOO•chee), a Florentine, went along on several voyages and wrote letters describing the lands he saw. These letters led to the use of the name *America* (after Amerigo) for the new lands.

Europeans called these territories the New World, but the lands were hardly new. They already had flourishing civilizations made up of millions of people when the Europeans arrived. The Americas were, of course, new to the Europeans, who quickly saw opportunities for conquest and exploitation.

Reading Check **Examining** Why did the Spanish and Portuguese sign the Treaty of Tordesillas?

The Spanish Empire

The Spanish conquerors of the Americas—known as **conquistadors**—were individuals whose guns and determination brought them incredible success. The forces of Hernán Cortés took only three years to overthrow the mighty Aztec Empire in Central Mexico (see Chapter 11). By 1550, the Spanish had gained control of northern Mexico. In South America, an expedition led by **Francisco Pizarro** took control of the Incan Empire high in the Peruvian Andes. Within 30 years, the western part of Latin America, as these lands in Mexico and Central and South America were called, had been brought under Spanish control. (The Portuguese took over Brazil, which fell on their side of the line of demarcation.)

By 1535, the Spanish had created a system of colonial administration in the Americas. Queen Isabella declared Native Americans (then called Indians, after the Spanish word *Indios*, “inhabitants of the Indies”) to be her subjects. She granted the Spanish *encomienda*, or the right to use Native Americans as laborers.

The Spanish were supposed to protect Native Americans, but the settlers were far from Spain and largely ignored their rulers. Native Americans were put to work on sugar plantations and in gold and silver mines. Few Spanish settlers worried about protecting them.

Forced labor, starvation, and especially disease took a fearful toll on Native American lives. With little natural resistance to European diseases, the native peoples were ravaged by smallpox, measles, and typhus, and many of them died. Hispaniola, for example, had a population of 250,000 when Columbus arrived. By 1538, only 500 Native Americans had survived. In Mexico, the population dropped from 25 million in 1519 to 1 million in 1630.

In the early years of the conquest, Catholic missionaries converted and baptized hundreds of

thousands of native peoples. With the arrival of the missionaries came parishes, schools, and hospitals—all the trappings of a European society. Native American social and political structures were torn apart and replaced by European systems of religion, language, culture, and government.

Reading Check **Evaluating** What was the impact of the Spanish settlement on the Native Americans?

Economic Impact and Competition

-TURNING POINT- International trade was crucial in creating a new age of commercial capitalism, one of the first steps in the development of the world economy.

Spanish conquests in the Americas affected not only the conquered but also the conquerors. This was especially true in the economic arena. Wherever they went, Europeans sought gold and silver. One Aztec commented that the Spanish conquerors “longed and lusted for gold. Their bodies swelled with greed; they hungered like pigs for that gold.” Rich silver deposits were found and exploited in Mexico and southern Peru (modern Bolivia).

Colonists established plantations and ranches to raise sugar, cotton, vanilla, livestock, and other products introduced to the Americas for export to Europe. Agricultural products native to the Americas, such as potatoes, cocoa, corn, and tobacco, were also shipped to Europe. The extensive exchange of plants and animals between the Old and New Worlds—known as the *Columbian Exchange*—transformed economic activity in both worlds.

At the same time, Portuguese expansion in the East created its own economic impact. With their Asian trading posts, Portugal soon challenged the Italian states as the chief entry point of the eastern trade in spices, jewels, silk, and perfumes. Other

European nations soon sought similar economic benefits.

New Rivals Enter the Scene

By the end of the sixteenth century, several new European rivals had entered the scene for the eastern trade. The Spanish established themselves in the Philippine Islands, where **Ferdinand Magellan** had landed earlier. They turned the Philippines into a major Spanish base for



Incan mask

trade across the Pacific. Spanish ships carried silver from Mexico to the Philippines and returned to Mexico with silk and other luxury goods.

At the beginning of the seventeenth century, an English fleet landed on the northwestern coast of India and established trade relations with the people there. Trade with Southeast Asia soon followed.

The first Dutch fleet arrived in India in 1595. Shortly after, the Dutch formed the East India Company and began competing with the English and the Portuguese.

The Dutch also formed the West India Company to compete with the Spanish and Portuguese in the Americas. The Dutch colony of New Netherland stretched from the mouth of the Hudson River as far north as Albany, New York. Present-day names such as *Staten Island*, *Harlem*, and the *Catskill Mountains* remind us that it was the Dutch who initially settled the Hudson River valley.

After 1660, however, rivalry with the English and the French (who had also become active in North America) brought the fall of the Dutch commercial empire in the Americas. The English seized the colony of New Netherland and renamed it New York.

During the 1600s, the French colonized parts of what is now Canada and Louisiana. English settlers, meanwhile, founded Virginia and the Massachusetts Bay Colony. By 1700, the English had established a colonial empire along the eastern seaboard of North America. They also had set up sugar plantations on various islands in the Caribbean Sea.

Trade, Colonies, and Mercantilism Led by Portugal and Spain, European nations in the 1500s and 1600s established many trading posts and colonies in the Americas and the East. A **colony** is a settlement of people living in a new territory, linked with the parent country by trade and direct government control.

With the development of colonies and trading posts, Europeans entered an age of increased international trade. Colonies played a role in the theory of **mercantilism**, a set of principles that dominated economic thought in the seventeenth century. According to mercantilists, the prosperity of a nation depended on a large supply of bullion, or gold and silver. To bring in gold and silver payments, nations tried to have a favorable balance of trade. The **balance of trade** is the difference in value between what a nation imports and what it exports over time. When the balance is favorable, the goods exported are of greater value than those imported.

To encourage exports, governments stimulated export industries and trade. They granted subsidies, or payments, to new industries and improved transportation systems by building roads, bridges, and canals. By placing high tariffs, or taxes, on foreign goods, they tried to keep these goods out of their own countries. Colonies were considered important both as sources of raw materials and markets for finished goods.

 **Reading Check** **Identifying** What products were sent from the Americas to Europe?

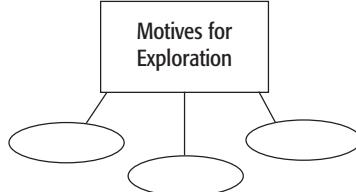
SECTION | ASSESSMENT

Checking for Understanding

1. **Define** conquistador, colony, mercantilism, balance of trade.
2. **Identify** Vasco da Gama, Christopher Columbus, John Cabot, Amerigo Vespucci, Francisco Pizarro, Ferdinand Magellan.
3. **Locate** Portugal, Africa, Melaka, Cuba.
4. **Explain** why the Spanish were so hungry for gold.
5. **List** the institutions of European society that were brought to the Americas by European missionaries.

Critical Thinking

6. **Describe** Identify and briefly describe the negative consequences of the Spanish *encomienda* system. Were there any positive consequences?
7. **Identifying Information** Use a web diagram like the one below to list motives for European exploration.



Analyzing Visuals

8. **Examine** the photograph of the Incan mask shown on page 412 of your text. How could artifacts such as this have increased the European desire to explore and conquer the Americas?

Writing About History

9. **Descriptive Writing** Research one of the expeditions discussed in this section. Write a journal entry describing your experiences as a sailor on the expedition. Provide details of your daily life on the ship and what you found when you first reached land.

Columbus Lands in the Americas

ON RETURNING FROM HIS VOYAGE TO THE Americas, Christopher Columbus wrote a



letter describing his experience. In this passage from the letter, he tells of his arrival on the island of Hispaniola.

“The people of this island and of all the other islands which I have found and of which I have information, all go naked, men and women, as their mothers bore them. They have no iron or steel or weapons, nor are they fitted to use them. This is not because they are not well built and of handsome stature, but because they are very marvelously timid. They have no other arms than spears made of canes, cut in seeding time, to the end of which they fix a small sharpened stick.

They refuse nothing that they possess, if it be asked of them; on the contrary, they invite any one to share it and display as much love as if they would give their hearts. They are content with whatever trifle of whatever kind they may be given to them, whether it be of value or valueless. I forbade that they should be given things so worthless as fragments of broken crockery, scraps of broken glass and lace tips, although when they were able to get them, they fancied that they possessed the best jewel in the world. So it was found that for a leather strap a soldier received gold to the weight of two and half castellanos, and others received much more for other things which were worthless. . . . I gave them a thousand handsome good things, which I had brought, in order that they might conceive affection for us and, more than that, might become Christians and be inclined to the love and service of Your Highnesses [king and queen of Spain], and strive to collect and give us of the things which they have in abundance and what are necessary to us.



Columbus landing in the Americas

They practice no kind of idolatry, but have a firm belief that all strength and power, and indeed all good things, are in heaven, and that I had descended from thence with these ships and sailors, and under this impression was I received after they had thrown aside their fears. Nor are they slow or stupid, but of very clear understanding; and those men who have crossed to the neighbouring islands give an abominable description of everything they observed; but they never saw any people clothed, nor any ships like ours.”

—Christopher Columbus, *The Journal of Christopher Columbus*

Analyzing Primary Sources

1. Why did Columbus give the peoples of Hispaniola “a thousand handsome good things”?
2. How did the explorers take advantage of Native Americans?



SECTION 2

Africa in an Age of Transition

Guide to Reading

Main Ideas

- European expansion affected Africa with the dramatic increase of the slave trade.
- Traditional political systems and cultures continued to exist in most of Africa.

Key Terms

plantation, triangular trade, Middle Passage

People to Identify

King Afonso, Ibo

Places to Locate

Brazil, Benin, South Africa, Mozambique

Preview Questions

1. How did European expansion affect Africa's peoples and cultures?
2. How were the African states structured politically?

Reading Strategy

Cause and Effect Use a table like the one below to identify economic and political factors that caused the slave trade to be profitable. List the economic and political effects of the trade.

Economic/ Political Factors	Economic/ Political Effects

Preview of Events

◆ 1510

◆ 1525

◆ 1540

◆ 1555

◆ 1570

◆ 1585

◆ 1600

1518

A Spanish ship carries the first boatload of African slaves to the Americas

1591

Moroccan forces defeat the Songhai army

Voices from the Past



Captured Africans,
yoked and shackled

Early European explorers sought gold in Africa but were soon involved in the slave trade. One Dutch trader noted:

◆ As the slaves come down to Fida [a port on the west coast of Africa] from the inland country, they are put into a booth, or prison, built for that purpose, near the beach, all of them together; and when the Europeans are to receive them, they are brought out into a large plain, where the surgeons examine every part of them, men and women being all stark naked. Such as are found good and sound are set on one side. Each of those which have passed as good is marked . . . with a red-hot iron, imprinting the mark of the French, English, or Dutch companies, so that each nation may distinguish its own and prevent their being changed by the natives for worse.◆

—*Documents Illustrative of the Slave Trade to America*,
Elizabeth Dorman, ed., 1930

The exchange of slaves became an important part of European trading patterns.

The Slave Trade

Traffic in slaves was not new, to be sure. As in other areas of the world, slavery had been practiced in Africa since ancient times. In the fifteenth century, it continued at a fairly steady level.

The primary market for African slaves was Southwest Asia, where most slaves were used as domestic servants. Slavery also existed in some European countries.

Atlantic Slave Trade,
1500s–1600s

Geography Skills

From 1450 to 1600, about 275,000 Africans were exported as slaves to the Americas.

1. Interpreting Maps

What part of Africa was the greatest source of slaves? Why?

2. Applying Geography Skills

What, if any, adjustments to climate would African slaves have to make in North America and Europe?

During the last half of the fifteenth century, for example, about a thousand slaves were taken to Portugal each year. Most wound up serving as domestic servants. The demand for slaves changed dramatically, however, with the discovery of the Americas in the 1490s and the planting of sugarcane there.

Cane sugar was introduced to Europe from Southwest Asia during the Middle Ages. During the sixteenth century, **plantations**, large agricultural estates, were set up along the coast of **Brazil** and on islands in the Caribbean to grow sugarcane. Growing cane sugar demands much labor. The small Native American population, much of which had died of diseases imported from Europe, could not provide the labor needed. Thus, African slaves were shipped to Brazil and the Caribbean to work on the plantations.

Growth of the Slave Trade In 1518, a Spanish ship carried the first boatload of African slaves directly from Africa to the Americas. During the next two centuries, the trade in slaves grew dramatically and became part of the **triangular trade** that marked the emergence of a new world economy. The pattern of triangular trade connected Europe, Africa and Asia, and the American continents. European merchant ships carried European manufactured goods, such as guns and cloth, to Africa, where they were traded for a cargo of slaves. The slaves were then shipped to the Americas and sold. European merchants then bought tobacco, molasses, sugar, and raw cotton and shipped them back to Europe to be sold in European markets.

An estimated 275,000 African slaves were exported during the sixteenth century. Two thousand went every year to the Americas alone. In the seventeenth century, the total climbed to over a million and jumped to six million in the eighteenth century. By then the trade had spread from West Africa and central Africa to East Africa. Altogether, as many as ten million African slaves were brought to the Americas between the early sixteenth and the late nineteenth centuries.

One reason for these astonishing numbers, of course, was the high death rate. The journey of slaves from Africa to the Americas became known as the **Middle Passage**, the middle portion of the triangular trade route. Many slaves died on the journey. Those who arrived often died from diseases to which they had little or no immunity.

Death rates were higher for newly arrived slaves than for those born and raised in the Americas. The new generation gradually developed at least a partial immunity to many diseases. Owners, however, rarely encouraged their slaves to have children. Many slave owners, especially on islands in the Caribbean, believed that buying a new slave was less expensive than raising a child from birth to working age.

Sources of Slaves Before the coming of Europeans in the fifteenth century, most slaves in Africa were prisoners of war. When Europeans first began to take part in the slave trade, they bought slaves from local African merchants at slave markets on the coasts in return for gold, guns, or other European goods.

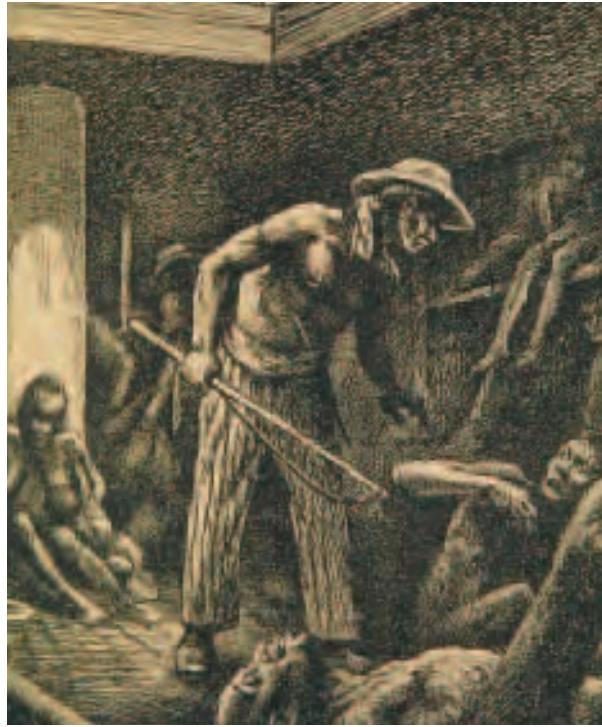
At first, local slave traders obtained their supplies of slaves from the coastal regions nearby. As demand increased, however, they had to move farther inland to find their victims.

Local rulers became concerned about the impact of the slave trade on the well-being of their societies. In a letter to the king of Portugal in 1526, **King Afonso** of Congo (Bakongo) said, "so great is the corruption that our country is being completely depopulated."

Protests from Africans were generally ignored by Europeans, however, as well as by other Africans. As a rule, local rulers who traded slaves viewed the slave trade as a source of income. Many sent raiders into defenseless villages in search of victims.

Effects of the Slave Trade The effects of the slave trade varied from area to area. Of course, it always had tragic effects on the lives of individual victims and their families. The slave trade led to the depopulation of some areas, and it deprived many African communities of their youngest and strongest men and women.

The desire of local slave traders to provide a constant supply of slaves led to increased warfare in Africa. Coastal or near-coastal African leaders and their followers, armed with guns acquired from the trade in slaves, increased their raids and wars on neighboring peoples.



Slaves were kept in the ship's cargo deck, called the hold.

Only a few Europeans lamented what they were doing to traditional African societies. One Dutch slave trader remarked, "From us they have learned strife, quarrelling, drunkenness, trickery, theft, unbridled desire for what is not one's own, misdeeds unknown to them before, and the accursed lust for gold."

The slave trade had a devastating effect on some African states. The case of **Benin** in West Africa is a good example. A brilliant and creative society in the sixteenth century, Benin was pulled into the slave trade.

As the population declined and warfare increased, the people of Benin lost faith in their gods, their art deteriorated, and human sacrifice became more common. When the British arrived there at the end of the nineteenth century, they found a corrupt and brutal place. It took years to discover the brilliance of the earlier culture destroyed by slavery.

 **Reading Check** **Describing** Describe the purpose and path of the triangular trade.

Political and Social Structures

The slave trade was one of the most noticeable effects of the European presence in Africa between 1500 and 1800. Generally, European influence did not extend beyond the coastal regions. Only in a few areas, such as **South Africa** and **Mozambique**, were there signs of a permanent European presence.

Traditional Political Systems In general, traditional African political systems continued to exist. By the sixteenth century, monarchy had become a common form of government throughout much of the continent. Some states, like the kingdom of Benin in West Africa, were highly centralized, with the king regarded as almost divine.

Other African states were more like collections of small principalities knit together by ties of kinship or other loyalties. The state of Ashanti on the Gold Coast was a good example. The kingdom consisted of a number of previously independent small states linked together by kinship ties and subordinated to the king. To provide visible evidence of this unity, each local ruler was given a ceremonial stool of office as a symbol of the kinship ties that linked the rulers

People In History

King Afonso I

c.1456–c.1545—African king

Afonso I was the greatest king of Congo (present-day Angola and the Democratic Republic of the Congo). He was born Mvemba Nzinga, son of the king of Congo. After the Portuguese arrived in the kingdom, Mvemba converted to Catholicism and changed his name to Afonso. After he became king in 1506, Afonso sought friendly relations with the Portuguese. In return for trade privileges, the Portuguese sent manufactured goods, missionaries, and craftspeople to Congo. Afonso soon found, however, that the Portuguese could not be trusted. They made more and more raids for African slaves and even attempted to assassinate King Afonso when they thought that the king was hiding gold from them. Afonso remained a devout Christian, building churches and schools.



together. The king had an exquisite golden stool to symbolize the unity of the entire state.

Many Africans continued to live in small political units in which authority rested in a village leader. For example, the **Ibo** society of eastern Nigeria was based on independent villages. The Ibo were active traders, and the area produced more slaves than practically any other in the continent.

Foreign Influences Many African political systems, then, were affected little by the European presence.

Nevertheless, the Europeans were causing changes, sometimes indirectly. In the western Sahara, for example, trade routes shifted toward the coast. This led to the weakening of the old Songhai trading empire and the emergence of a vigorous new Moroccan dynasty in the late sixteenth century.

Morocco had long hoped to expand its influence into the Sahara in order to seize control over the trade in gold and salt. In 1591, after a 20-week trek across the desert, Moroccan forces defeated the Songhai army and then occupied the great trading center of Timbuktu. Eventually, the Moroccans were forced to leave, but Songhai was beyond recovery. Its next two centuries were marked by civil disorder.

Foreigners also influenced African religious beliefs. Here, however, Europeans had less impact than the Islamic culture. In North Africa, Islam continued to expand. Muslim beliefs became dominant along the northern coast and spread southward into the states of West and East Africa.

Although their voyages centered on trade with the East, Europeans were also interested in spreading Christianity. The Portuguese engaged in some missionary activity, but the English, the Dutch, and the French made little effort to combine their trading activities with the Christian message. Except for a tiny European foothold in South Africa and the isolated kingdom of Ethiopia, Christianity did not stop the spread of Islam in Africa.

Reading Check **Describing** What was the most common form of government throughout Africa? What other political systems existed?

SECTION 2 ASSESSMENT

Checking for Understanding

1. **Define** plantation, triangular trade, Middle Passage.
2. **Identify** King Afonso, Ibo.
3. **Locate** Brazil, Benin, South Africa, Mozambique.
4. **Explain** how the Europeans obtained access to slaves. To what port cities in Europe and the Americas were the African slaves shipped?
5. **Identify** the effects of the slave trade on the culture of Benin.

Critical Thinking

6. **Analyze** Why did Africans engage in slave trade? Did they have a choice?
7. **Compare and Contrast** Use a table like the one below to compare and contrast the political systems of Benin, the state of Ashanti, and the Ibo peoples.

Benin	Ashanti	Ibo

Analyzing Visuals

8. **Examine** the picture of the inside of a slave ship shown on page 417. From looking at this picture, what conclusions can you draw about the conditions that slaves endured during their voyage to the Americas?

Writing About History

9. **Persuasive Writing** Does the fact that Africans participated in enslaving other Africans make the European involvement in the slave trade any less reprehensible? Write an editorial supporting your position.

SECTION 3

Southeast Asia in the Era of the Spice Trade

Guide to Reading

Main Ideas

- The Portuguese occupied the Moluccas in search of spices but were pushed out by the Dutch.
- The arrival of the Europeans greatly impacted the Malay Peninsula.

Key Terms

mainland states, bureaucracy

People to Identify

Khmer, Dutch

Places to Locate

Moluccas, Sumatra, Java, Philippines

Preview Questions

- How did the power shift from the Portuguese to the Dutch in the control of the spice trade?
- What religious beliefs were prevalent in Southeast Asia?

Reading Strategy

Summarizing Information Use a chart like the one below to list reasons why, unlike in Africa, the destructive effects of European contact in Southeast Asia were only gradually felt.

European Contact in Southeast Asia

Preview of Events

◆ 1510

1511
Portuguese seize
Melaka

◆ 1530

◆ 1550

◆ 1570

◆ 1590

c. 1600
Dutch enter spice
trade

◆ 1610

1619
Dutch establish a fort at Batavia
(present-day Jakarta)

◆ 1630

Voices from the Past



A parasol shades a European from the sun.

After establishing control of the island of Java, the Dutch encountered a problem in ruling it. One observer explained:

◆ The greatest number of the Dutch settlers in Batavia [present-day Jakarta, Indonesia], such as were commonly seen at their doors, appeared pale and weak, and as if laboring with death. . . . Of the fatal effects of the climate upon both sexes, however, a strong proof was given by a lady there, who mentioned, that out of eleven persons of her family who had come to Batavia only ten months before, her father, brother-in-law, and six sisters had already died. The general reputation of the unhealthiness of Batavia for Europeans, deter most of those, who can reside at home with any comfort, from coming to it, notwithstanding the temptations of fortunes to be quickly amassed in it.◆

—*Lives and Times: A World History Reader*,
James P. Holoka and Jiu-Hwa L. Upsher, eds., 1995

Such difficult conditions kept Southeast Asia largely free of European domination.

Emerging Mainland States

In 1500, mainland Southeast Asia was a relatively stable region. Throughout mainland Southeast Asia, from Burma in the west to Vietnam in the east, kingdoms with their own ethnic, linguistic, and cultural characteristics were being formed.

Conflicts did erupt among the emerging states on the Southeast Asian mainland. The Thai peoples had secured their control over the lower Chao Phraya River valley. Conflict between the Thai and the Burmese was bitter until a Burmese army sacked the Thai capital in 1767, forcing the Thai to create a new capital at Bangkok, farther to the south.

Across the mountains to the east, the Vietnamese had begun their "March to the South." By the end of the fifteenth century, they had subdued the rival state of Champa on the central coast. The Vietnamese then gradually took control of the Mekong delta from the **Khmer**. By 1800, the Khmer monarchy (the successor of the old Angkor kingdom—see Chapter 8) had virtually disappeared.

The situation was different in the Malay Peninsula and the Indonesian Archipelago. The area was gradually penetrated by Muslim merchants attracted to the growing spice trade. The creation of an Islamic trade network had political results as new states arose along the spice route. Islam was accepted first along the coast and then gradually moved inland.

The major impact of Islam, however, came in the fifteenth century, with the rise of the new sultanate at

Melaka. Melaka owed its new power to its strategic location astride the strait of the same name, as well as to the rapid growth of the spice trade itself. Within a few years, Melaka had become the leading power in the region.

 **Reading Check** **Examining** How did Muslim merchants affect the peoples of Southeast Asia?

The Arrival of Europeans

In 1511, the Portuguese seized Melaka and soon occupied the **Moluccas**. Known to Europeans as the Spice Islands, the Moluccas were the chief source of the spices that had originally attracted the Portuguese to the Indian Ocean.

The Portuguese, however, lacked the military and financial resources to impose their authority over broad areas. Instead, they set up small settlements along the coast, which they used as trading posts or as way stations en route to the Spice Islands.

A Shift in Power The situation changed with the arrival of the English and **Dutch** traders, who were better financed than were the Portuguese. The shift in



CONNECTIONS Around The World

Gunpowder and Gunpowder Empires

Gunpowder and guns were invented in China in the tenth century and spread to Europe and Southwest Asia in the fourteenth century. However, the full impact of gunpowder was not felt until after 1500.

Between 1500 and 1650, the world experienced a dramatic increase in the manufacture of weapons based on gunpowder. Large-scale production of cannons was especially evident in Europe, the Ottoman

Empire, India, and China. By 1650, guns were also being made in Korea, Japan, Thailand, Iran, and, to a lesser extent, in Africa.

Firearms were a crucial element in the creation of new empires after 1500. Spaniards armed with firearms devastated the civilizations of the Aztec and Inca and carved out empires in Central and South America. The Ottoman Empire, the

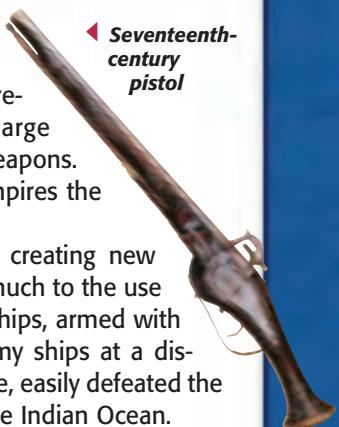


▲ Spanish galleon with cannons

Mogul Empire in India, and the Safavid Empire in Persia also owed much of their success in creating and maintaining their large empires to the use of the new weapons. Historians have labeled these empires the "gunpowder empires."

The success of Europeans in creating new trade empires in the East owed much to the use of cannons as well. Portuguese ships, armed with heavy guns that could sink enemy ships at a distance of 100 yards (91 m) or more, easily defeated the lighter fleets of the Muslims in the Indian Ocean.

◀ **Seventeenth-century pistol**



Comparing Cultures

Although gunpowder was invented in China, it was the Europeans who used it most effectively to establish new empires. Evaluate the reasons why this occurred. In your explanation, be sure to include the historical impact of European expansion throughout the world.

European Trade in Southeast Asia, 1700



Port city controlled by:

- England
- Portugal
- France
- Spain
- Netherlands

Geography Skills

Trading forts were established in port cities of India and Southeast Asia.

- Interpreting Maps** According to this map, which country controlled the most ports?
- Applying Geography Skills** Do outside research to create your own map of European trade. Show the trade routes each country used. What route do ships take today between Europe and Southeast Asia?

power began in the early 1600s when the Dutch seized a Portuguese fort in the Moluccas and then gradually pushed the Portuguese out of the spice trade.

During the next 50 years, the Dutch occupied most of the Portuguese coastal forts along the trade routes throughout the Indian Ocean, including the island of Ceylon (today's Sri Lanka) and Melaka. The aggressive Dutch traders drove the English traders out of the spice market, reducing the English influence to a single port on the southern coast of **Sumatra**.

The Dutch also began to consolidate their political and military control over the entire area. They tried to dominate the clove trade by limiting cultivation of the crop to one island and forcing others to stop growing and trading the spice. Then the Dutch turned their attention to the island of **Java**, where they established a fort at Batavia in 1619. The purpose of the fort was to protect Dutch possessions in the East. Gradually the Dutch brought the entire island under their control.

Impact on the Mainland Portuguese and then Dutch influence was mostly limited to the Malay Peninsula and the Indonesian Archipelago.

The arrival of the Europeans had less impact on mainland Southeast Asia. The Portuguese established limited trade relations with several **mainland states** (part of the continent, as distinguished from peninsulas or offshore islands), including Thailand, Burma, Vietnam, and the remnants of the old Angkor kingdom in Cambodia. By the early seventeenth century, other European nations had begun to compete actively for trade and missionary privileges. In general, however, the mainland states were able to unite and drive the Europeans out.

In Vietnam, a civil war temporarily divided the country into two separate states, one in the south and one in the north. After their arrival in the mid-seventeenth century, the European powers began to take sides in local politics. The Europeans also set up trading posts for their merchants.

By the end of the seventeenth century, however, it had become clear that economic opportunities were limited. Most of the posts were abandoned at that time. French missionaries tried to stay, but their efforts were blocked by the authorities, who viewed converts to Catholicism as a threat to the prestige of the Vietnamese emperor.

Why were the mainland states better able to resist the European challenge than the states in the Malay Peninsula and the Indonesian Archipelago? The mainland states of Burma, Thailand, and Vietnam had begun to define themselves as distinct political entities. They had strong monarchies that resisted foreign intrusion.

In the non-mainland states, there was less political unity. Moreover, these states were victims of their own

resources. The spice trade there was enormously profitable. European merchants and rulers were determined to gain control of the sources of the spices.

 **Reading Check** **Evaluating** Why were Europeans so interested in Southeast Asia?

Religious and Political Systems

Religious beliefs changed in Southeast Asia during the period from 1500 to 1800. Particularly in the non-mainland states and the **Philippines**, Islam and Christianity were beginning to attract converts. Buddhism was advancing on the mainland, where it became dominant from Burma to Vietnam. Traditional beliefs, however, survived and influenced the new religions.

The political systems in Southeast Asian states evolved into four styles of monarchy. Buddhist kings, Javanese kings, Islamic sultans, and Vietnamese emperors all adapted foreign models of government to local circumstances.

The Buddhist style of kingship became the chief form of government in the mainland states of Burma, Thailand, Laos, and Cambodia. In the Buddhist model, the king was considered superior to other human beings, and served as the link between human society and the universe.

The Javanese style of kingship was rooted in the political traditions of India and shared many of the characteristics of the Buddhist system. Like Buddhist rulers, Javanese kings were believed to have a sacred quality, and they maintained the balance between the



Thai king

sacred and the material world. The royal palace was designed to represent the center of the universe. Rays spread outward to the corners of the realm.

Islamic sultans were found on the Malay Peninsula and in the small coastal states of the Indonesian Archipelago. In the Islamic pattern, the head of state was a sultan. He was viewed as a mortal, although he still possessed some special qualities. He was a defender of the faith and staffed his **bureaucracy** (a body of nonelective government officials) mainly with aristocrats.

In Vietnam, kingship followed the Chinese model. Like the Chinese emperor, the Vietnamese emperor ruled according to the teachings of Confucius. He was seen as a mortal appointed by Heaven to rule because of his talent and virtue. He also served as the intermediary between Heaven and Earth.

 **Reading Check** **Comparing** How did the Javanese style of kingship compare to the Buddhist style of kingship?

SECTION 3 ASSESSMENT

Checking for Understanding

1. **Define** mainland states, bureaucracy.
2. **Identify** Khmer, Dutch.
3. **Locate** Moluccas, Sumatra, Java, Philippines.
4. **Explain** why the Portuguese decided to set up only small settlements in the Moluccas.
5. **List** the places where the Dutch established their forts. What were the major objectives of the Dutch? How did they go about accomplishing their objectives?

Critical Thinking

6. **Evaluate** Why did the Malay world fall to foreign traders, while the countries of mainland Southeast Asia retained their independence?
7. **Categorizing Information** Use a table like the one below to describe the four types of political systems that developed in Southeast Asia.

Region	Political System

Analyzing Visuals

8. **Examine** the picture of the Thai king shown above. How does this picture reflect the Buddhist model of kingship practiced in Southeast Asian states such as Thailand?

Writing About History

9. **Expository Writing** Pretend that you are a Portuguese merchant trying to establish trade relations with Southeast Asia. Write a letter to the authorities in Portugal explaining the particular difficulties you are encountering in Southeast Asia.

Critical Thinking SKILLBUILDER

Making Inferences and Drawing Conclusions

Why Learn This Skill?

While driving, you hear a news report about a fire downtown. As you approach downtown, traffic is very heavy. You cannot see any smoke, but you infer that the traffic is caused by the fire.

To infer means to evaluate information and arrive at a conclusion. When you make inferences, you draw conclusions that are not stated directly.

Learning the Skill

Follow the steps below to help make inferences and draw conclusions:

- Read carefully to determine the main facts and ideas.
- Write down the important facts.
- Consider any information you know that relates to this topic.
- Determine how your own knowledge adds to or changes the material.
- What inferences can you make about the material that are not specifically stated in the facts that you gathered from your reading?
- Use your knowledge and reason to develop conclusions about the facts.
- If possible, find specific information that proves or disproves your inference.

Practicing the Skill

Read the passage below, then answer the questions that follow.

In 1511, the Portuguese seized Melaka and soon occupied the Moluccas. Known to Europeans as the Spice Islands, the Moluccas were the chief source of the spices that had originally attracted the Portuguese to the Indian Ocean.

The Portuguese, however, lacked the military and financial resources to impose their authority over broad areas. Instead, they set up small settlements along the coast, which they used as trading posts or as way stations en route to the Spice Islands.



Bags of spices for sale

The situation changed with the arrival of the English and Dutch traders, who were better financed than were the Portuguese. The shift in power began in the early 1600s, when the Dutch seized a Portuguese fort in the Moluccas and drove out the Portuguese.

During the next fifty years, the Dutch occupied most of the Portuguese coastal forts along the trade routes throughout the Indian Ocean. The aggressive Dutch traders also drove the English traders out of the spice market, reducing the English influence to a single port on the southern coast of Sumatra.

- 1 What events does the writer describe?
- 2 What facts are presented?
- 3 What can you infer about the Dutch traders during this period?
- 4 What conclusion can you make about the spice market, other than those specifically stated by the author?

Applying the Skill

Scan the newspaper or a magazine for a political cartoon. Paste the cartoon on a piece of paper or poster board. Underneath, list three valid inferences based on the work.

Glencoe's **Skillbuilder Interactive Workbook, Level 2**, provides instruction and practice in key social studies skills.



Using Key Terms

1. A set of principles that dominated economic thought in the seventeenth century was called _____.
2. ____ were Spanish conquerors who were motivated by religious zeal and the desire for glory and riches.
3. A body of nonelective government officials is called a _____.
4. Many Africans were removed from their homes and shipped to large landed estates in the Americas called _____.
5. States that form part of a continent are called _____.
6. The ____ is the difference in value between what a nation imports and what it exports.
7. A settlement in a new territory, linked to the parent country, is called a _____.
8. ____ is the route between Europe, Africa, and America.
9. The journey of slaves from Africa to America on the worst portion of the triangular trade route was called the _____.

Reviewing Key Facts

10. **History** What did the Europeans want from the East?
11. **History** Who was the conquistador who overthrew the Aztec Empire? Who conquered the Inca?
12. **Economics** What did Europeans want from the Americas?
13. **Geography** What was the name of the city located on the Malay Peninsula that was the central point in the spice trade?
14. **Economics** When Vasco da Gama reached India, what cargo did he bring back? How profitable was his voyage?
15. **History** How did most Africans become slaves?
16. **History** What European country conquered Brazil?
17. **Science and Technology** How did the Portuguese make effective use of naval technology?
18. **Geography** What did Christopher Columbus believe about the size and shape of Earth?
19. **History** Why were European diseases devastating to the peoples of America?

Chapter Summary

Listed below are the major European explorers of the fifteenth and sixteenth centuries. Marco Polo is the one explorer listed who predates the Age of Exploration.

Explorer	Date	Sponsoring Country	Discovery
Marco Polo	Late 13th cent.	Italy	Asia
Bartholomeu Dias	1488	Portugal	Cape of Good Hope
Christopher Columbus	1492	Spain	Bahamas, Cuba, Hispaniola
John Cabot	1497	England	New England coastline
Vasco da Gama	1498	Portugal	India
Amerigo Vespucci	1499	Portugal, Spain	South American coast
Pedro Cabral	1500	Portugal	Brazil
Afonso de Albuquerque	1511	Portugal	Melaka
Vasco de Balboa	1513	Spain	Pacific Ocean
Juan Ponce de León	1513	Spain	Florida
Hernán Cortés	1519	Spain	Mexico
Ferdinand Magellan	1520	Spain	Sailed around the world
Giovanni da Verrazano	1524	France	East coast of North America
Francisco Pizarro	1531	Spain	Peru
Jacques Cartier	1534	France	St. Lawrence River
Hernando de Soto	1539	Spain	North America's southeast
Francisco de Coronado	1540	Spain	North America's southwest
João Cabrilho	1542	Spain	California
Samuel de Champlain	1603	France	Great Lakes and Quebec
Henry Hudson	1609	Netherlands, England	Hudson River, Hudson Bay

CLICK HERE



Self-Check Quiz

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 13—Self-Check Quiz** to prepare for the Chapter Test.

Critical Thinking

20. **Drawing Conclusions** What might have resulted from the fact that many slave owners believed it was more economical to buy a new slave than to raise a child to working age?
21. **Making Generalizations** Describe the impact on history of the voyages of Christopher Columbus.

Writing About History

22. **Informative Writing** Write an essay in which you analyze the reasons why Native Americans in both North and South America might be offended by the term *New World*. What does the use of the term suggest about European attitudes toward the rest of the world? Refer to the Treaty of Tordesillas and use other specific examples.

Analyzing Sources

Read the following comment by an Aztec describing the Spanish conquerors:

“[They] longed and lusted for gold. Their bodies swelled with greed, and their hunger was ravenous; they hungered like pigs for that gold.”

23. Based on this quote, what might the Aztec have inferred about the Spaniards and their civilization?
24. What do you think is meant by “they hungered like pigs for that gold”?

Applying Technology Skills

25. **Using the Internet** Search the Internet for additional information about early European explorers and their achievements. Organize your information by creating a spreadsheet. Include headings such as name, regions of exploration, types of technology used, and contributions.

Making Decisions

26. Pretend that you are the leader of a country and must decide whether or not to explore outer space. What are the benefits and risks involved in undertaking space exploration? Compare and contrast modern space explorations with European voyages of exploration. Consider the technologies used, the ways explorations were funded, and the impact of these ventures on human knowledge.

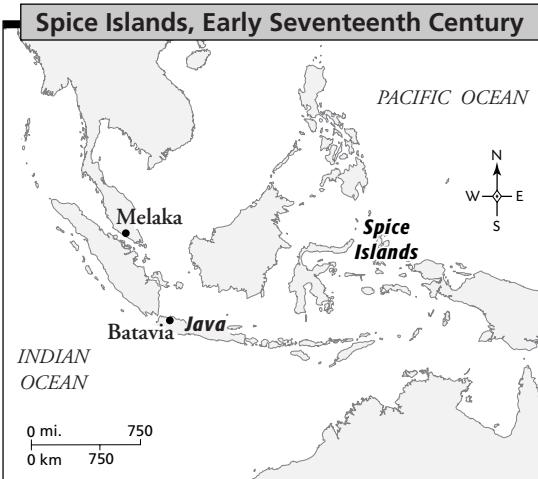
Analyzing Maps and Charts

Study the chart on the opposite page to answer the following questions.

27. Approximately how many years separated the explorations of Marco Polo and those of Vasco da Gama?
28. Which countries sponsored the most explorations?
29. The voyages of discovery began in Europe. What continents did the explorers visit?

Standardized Test Practice

Directions: Use the map and your knowledge of world history to choose the best answer to the following question.



The Dutch established Batavia as a fort in 1619 to help them edge the Portuguese traders out of the area now called Indonesia. Today, which city is located where Batavia was established?

- A New Delhi
- B Jakarta
- C Phnom Penh
- D Beijing

Test-Taking Tip: If a test question involves reading a map, make sure you read the title of the map and look at the map carefully for information before you try to answer the question.

CHAPTER 14

Crisis and Absolutism in Europe

1550–1715

Key Events

As you read this chapter, look for these key events in the history of Europe during the sixteenth, seventeenth, and early eighteenth centuries.

- The French religious wars of the sixteenth century pitted Protestant Calvinists against Catholics.
- From 1560 to 1650, wars, including the devastating Thirty Years' War, and economic and social crises plagued Europe.
- European monarchs sought economic and political stability through absolutism and the divine right of kings.
- Concern with order and power was reflected in the writings of Thomas Hobbes and John Locke.

The Impact Today

The events that occurred during this time period still impact our lives today.

- The ideas of John Locke are imbedded in the Constitution of the United States.
- The works of William Shakespeare continue to be read and dramatized all over the world.



World History Video The Chapter 14 video, "Louis XIV: The Sun King," chronicles the practice of absolutism in France during the 1600s.

Elizabeth I



c. 1520

Mannerism movement begins in Italy

1558

Elizabeth I becomes queen of England

1500



St. Francis, as painted by Mannerist El Greco

1550

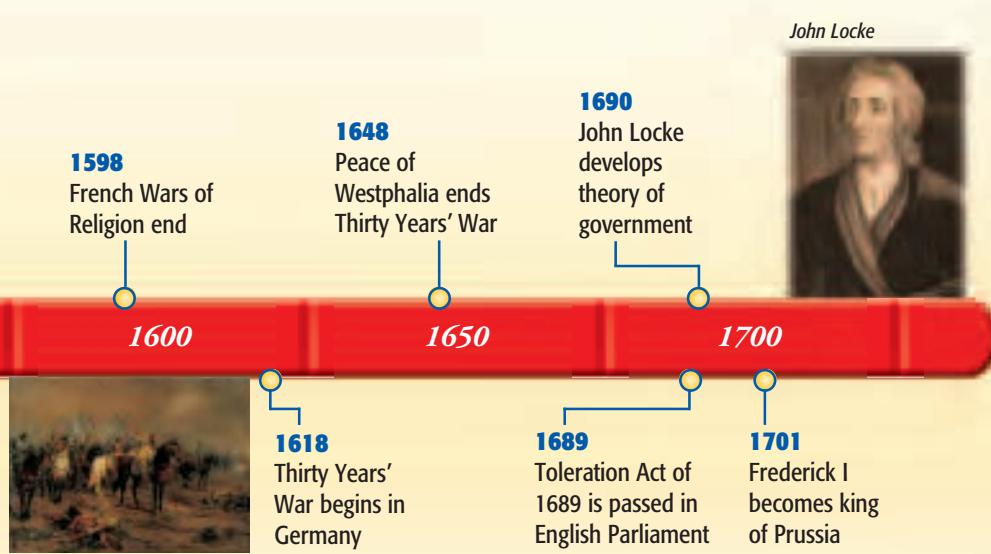
1566

Violence erupts between Calvinists and Catholics in the Netherlands





Versailles was the center of court life during the reign of Louis XIV.



Gustavus Adolphus, the king of Sweden, on the battlefield

John Locke

HISTORY Online

Chapter Overview

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 14—Chapter Overview** to preview chapter information.

CLICK HERE



Louis XIV with his army



Louis XIV holding court

The Majesty of Louis XIV

Louis XIV has been regarded by some as the perfect embodiment of an absolute monarch. Duc de Saint-Simon, who had firsthand experience of French court life, said in his memoirs that Louis was "the very figure of a hero, so imbued with a natural majesty that it appeared even in his most insignificant gestures and movements."

The king's natural grace gave him a special charm: "He was as dignified and majestic in his dressing gown as when dressed in robes of state, or on horseback at the head of his troops." He excelled at exercise and was never affected by the weather: "Drenched with rain or snow, pierced with cold, bathed in sweat or covered with dust, he was always the same."

He spoke well and learned quickly. He was naturally kind, and "he loved truth, justice, order, and reason." His life was orderly: "Nothing could be regulated with greater exactitude than were his days and hours." His self-control was evident: "He did not lose control of himself ten times in his whole life, and then only with inferior persons."

Even absolute monarchs had imperfections, however, and Saint-Simon had the courage to point them out: "Louis XIV's vanity was without limit or restraint." This trait led to his "dis-taste for all merit, intelligence, education, and most of all, for all independence of character and sentiment in others." It led as well as "to mistakes of judgment in matters of importance."

Why It Matters

The religious upheavals of the sixteenth century left Europeans sorely divided. Wars, revolutions, and economic and social crises haunted Europe, making the 90 years from 1560 to 1650 an age of crisis in European life. One response to these crises was a search for order. Many states satisfied this search by extending monarchical power. Other states, such as England, created systems where monarchs were limited by the power of a parliament.

History and You As you read through this chapter, you will learn about a number of monarchs. Create either a paper or electronic chart listing the following information: name of the ruler; country; religion; challenges; accomplishments. Using outside sources, add another category to your chart to reflect what you learn about the personal life and family of each king.

SECTION 1

Europe in Crisis: The Wars of Religion

Guide to Reading

Main Ideas

- In many European nations, Protestants and Catholics fought for political and religious control.
- During the sixteenth and seventeenth centuries, many European rulers extended their power and their borders.

Key Terms

militant, armada

Preview of Events

◆ 1560

1562
French Wars of
Religion begin

◆ 1570

1571
Spain defeats Turks
in Battle of Lepanto

◆ 1580

1588
England defeats the
Spanish Armada

◆ 1590

1598
Edict of Nantes recognizes rights
of Huguenots in Catholic France

People to Identify

Huguenots, Henry of Navarre, King Philip II, William the Silent, Elizabeth Tudor

Places to Locate

Netherlands, Scotland, Ireland

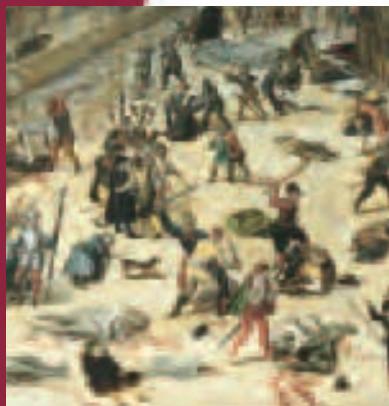
Preview Questions

1. What were the causes and results of France's wars of religion?
2. How do the policies of Elizabeth I of England and Philip II of Spain compare?

Reading Strategy

Compare and Contrast As you read this section, complete a chart like the one below comparing the listed characteristics of France, Spain, and England.

	France	Spain	England
Government			
Religion			
Conflicts			



Saint Bartholomew's
Day massacre

Voices from the Past

In August of 1572, during the French Wars of Religion, the Catholic party decided to kill Protestant leaders gathered in Paris. One Protestant described the scene:

“In an instant, the whole city was filled with dead bodies of every sex and age, and indeed amid such confusion and disorder that everyone was allowed to kill whoever he pleased. . . . Nevertheless, the main fury fell on our people [the Protestants]. . . . The continuous shooting of pistols, the frightful cries of those they slaughtered, the bodies thrown from windows . . . the breaking down of doors and windows, the stones thrown against them, and the looting of more than 600 homes over a long period can only bring before the eyes of the reader an unforgettable picture of the calamity appalling in every way.”

—The Huguenot Wars, Julian Coudy, 1969

Conflict between Catholics and Protestants was at the heart of the French Wars of Religion.

The French Wars of Religion

By 1560, Calvinism and Catholicism had become highly **militant** (combative) religions. They were aggressive in trying to win converts and in eliminating each other's authority. Their struggle for the minds and hearts of Europeans was the chief cause of the religious wars that plagued Europe in the sixteenth century.

However, economic, social, and political forces also played an important role in these conflicts.

Of the sixteenth-century religious wars, none was more shattering than the French civil wars known as the French Wars of Religion (1562–1598). Religion was at the center of these wars. The French kings persecuted Protestants, but the persecution did little to stop the spread of Protestantism.

Huguenots (HYOO•guh•NAWTS) were French Protestants influenced by John Calvin. They made up only about 7 percent of the total French population, but 40 to 50 percent of the nobility became Huguenots. Included in this group of nobles was the house of Bourbon, which ruled the southern French kingdom of Navarre and stood next to the Valois dynasty in the royal line of succession. The conversion of so many nobles made the Huguenots a powerful political threat to the Crown.

Still, the Catholic majority greatly outnumbered the Huguenot minority, and the Valois monarchy was strongly Catholic. In addition, an extreme Catholic party—known as the ultra-Catholics—strongly opposed the Huguenots. Possessing the loyalty of sections of northern and northwestern France, the ultra-Catholics could recruit and pay for large armies.

Although the religious issue was the most important issue, other factors played a role in the French civil wars. Towns and provinces, which had long resisted the growing power of the French monarchy, were willing to assist nobles in weakening the monarchy. The fact that so many nobles were Huguenots created an important base of opposition to the king.

For 30 years, battles raged in France between the Catholic and Huguenot sides. Finally, in 1589, **Henry of Navarre**, the political leader of the Huguenots and a member of the Bourbon dynasty, succeeded to the throne as Henry IV. He realized that as a Protestant he would never be accepted by Catholic France, so he converted to Catholicism. When he was crowned king in 1594, the fighting in France finally came to an end.



Henry of Navarre

To solve the religious problem, the king issued the **Edict of Nantes** in 1598. The edict recognized Catholicism as the official religion of France, but it also gave the Huguenots the right to worship and to enjoy all political privileges, such as holding public offices.

 **Reading Check** **Identifying** List the sequence of events that led to the Edict of Nantes.

Philip II and Militant Catholicism

The greatest supporter of militant Catholicism in the second half of the sixteenth century was **King Philip II** of Spain, the son and heir of Charles V. The reign of King Philip II, which extended from 1556 to 1598, ushered in an age of Spanish greatness, both politically and culturally.

The first major goal of Philip II was to consolidate the lands he had inherited from his father. These included Spain, the **Netherlands**, and possessions in Italy and the Americas. To strengthen his control, Philip insisted on strict conformity to Catholicism and strong monarchical authority.

The Catholic faith was important to both Philip II and the Spanish people. During the late Middle Ages, Catholic kingdoms in Spain had reconquered Muslim areas within Spain and expelled the Spanish Jews. Driven by this crusading heritage, Spain saw itself as a nation of people chosen by God to save Catholic Christianity from the Protestant heretics.

Philip II, the “Most Catholic King,” became a champion of Catholic causes, a role that led to spectacular victories and equally spectacular defeats. Spain’s leadership of a Holy League against the Turks, for example, resulted in a stunning victory over the Turkish fleet in the Battle of Lepanto in 1571. Philip was not so fortunate in his conflicts with England (discussed in the following section) and the Netherlands.

The Spanish Netherlands, which consisted of 17 provinces (modern Netherlands and Belgium), was one of the richest parts of Philip’s empire. Philip attempted to strengthen his control in this important region. The nobles of the Netherlands, who resented the loss of their privileges, strongly opposed Philip’s efforts. To make matters worse, Philip tried to crush Calvinism in the Netherlands. Violence erupted in 1566 when Calvinists—especially nobles—began to destroy statues in Catholic churches. Philip sent ten thousand troops to crush the rebellion.

In the northern provinces, the Dutch, under the leadership of **William the Silent**, the prince of

Height of Spanish Power, c. 1560



Geography Skills

Spanish lands were located throughout Europe.

1. **Applying Geography Skills** What difficulties must Philip II have encountered administering an empire of this size?

Philip II of Spain ►



Orange, offered growing resistance. The struggle dragged on until 1609, when a 12-year truce ended the war. The northern provinces began to call themselves the United Provinces of the Netherlands and became the core of the modern Dutch state. In fact, the seventeenth century has often been called the golden age of the Dutch Republic because the United Provinces held center stage as one of Europe's great powers.

Philip's reign ended in 1598. At that time, Spain had the most populous empire in the world. Spain controlled almost all of South America and a number of settlements in Asia and Africa. To most Europeans, Spain still seemed to be the greatest power of the age.

In reality, however, Spain was not the great power that it appeared to be. Spain's treasury was empty. Philip II had gone bankrupt from spending too much on war, and his successor did the same by spending a fortune on his court. The armed forces were out-of-date, and the government was inefficient. Spain continued to play the role of a great power, but real power in Europe had shifted to England and France.

 **Reading Check Describing** How important was Catholicism to Philip II and the Spanish people?

The England of Elizabeth

TURNING POINT

In this section, you will learn how the defeat of the Spanish Armada guaranteed that England would remain a Protestant country and signaled the beginning of Spain's decline as a sea power.

When Elizabeth Tudor ascended the throne in 1558, England had fewer than four million people. During her reign, the small island kingdom became the leader of the Protestant nations of Europe and laid the foundations for a world empire.

Intelligent, careful, and self-confident, Elizabeth moved quickly to solve the difficult religious problem she inherited from her Catholic half-sister, Queen Mary Tudor. She repealed the laws favoring Catholics. A new Act of Supremacy named Elizabeth as "the only supreme governor" of both church and state. The Church of England under Elizabeth was basically Protestant, but it followed a moderate Protestantism that kept most people satisfied.

Elizabeth was also moderate in her foreign policy. She tried to keep Spain and France from becoming too powerful by balancing power. If one nation seemed to be gaining in power, England would support the weaker nation. The queen feared that war would be disastrous for England and for her own rule, but she could not escape a conflict with Spain.

Philip II of Spain had toyed for years with the idea of invading England. His advisers assured him that the people of England would rise against their queen when the Spaniards arrived. In any case, a successful invasion of England would mean the overthrow of Protestantism and a return to Catholicism.

In 1588, Philip ordered preparations for an **armada**—a fleet of warships—to invade England. The fleet that set sail had neither the ships nor the manpower that Philip had planned to send. An officer of the Spanish fleet reveals the basic flaw: “It is well known that we fight in God’s cause. . . . But unless God helps us by a miracle, the English, who have faster and handier ships than ours, and many more long-range guns . . . will . . . stand aloof and knock us to pieces with their guns, without our being able to do them any serious hurt.”

The hoped-for miracle never came. The Spanish fleet, battered by a number of encounters with the English, sailed back to Spain by a northward route around **Scotland** and **Ireland**, where it was pounded by storms. Many of the Spanish ships sank.

Reading Check **Explaining** Why was Philip II confident that the Spanish could successfully invade England?



Defeat of the Spanish Armada



Geography Skills

England defeated the Spanish Armada in 1588.

- Interpreting Maps** Use the map’s scale to estimate in miles the length and width of the English Channel.
- Applying Geography Skills** What were the Spanish hoping to avoid by taking the northern route back to Spain?

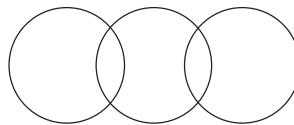
SECTION | ASSESSMENT

Checking for Understanding

- Define** militant, armada.
- Identify** Huguenots, Henry of Navarre, Edict of Nantes, King Philip II, William the Silent, Elizabeth Tudor.
- Locate** Netherlands, Scotland, Ireland.
- Describe** how the Edict of Nantes appealed both Catholics and Huguenots.
- List** the ways Elizabeth demonstrated moderation in her religious policy.

Critical Thinking

- Making Generalizations** Why did Philip II send out his fleet knowing he did not have enough ships or manpower?
- Compare and Contrast** Use a Venn diagram like the one below to compare and contrast the reigns of Henry of Navarre, Philip II, and Elizabeth Tudor.



Analyzing Visuals

- Examine** the painting of the Saint Bartholomew’s Day massacre shown on page 429 of your text. Is the work an objective depiction of the event, or can you find evidence of artistic bias in the painting?

Writing About History

- Persuasive Writing** Write a persuasive essay arguing whether or not it was a good idea for Philip II to sail against England. Identify the main reason the king of Spain decided to launch the invasion.

Queen Elizabeth's Golden Speech

IN 1601, NEAR THE END OF her life, Queen Elizabeth made a speech to Parliament, giving voice to the feeling that existed between the queen and her subjects.

“I do assure you there is no prince that loves his subjects better, or whose love can contradict our love. There is no jewel, be it of never so rich a price, which I set before this jewel; I mean your love. For I do esteem it more than any treasure or riches.

And, though God has raised me high, yet this I count the glory of my crown, that I have reigned with your love. This makes me that I do not so much rejoice that God has made me to be a Queen, as to be a Queen over so thankful a people.

Of myself I must say this: I never was any greedy, scraping grasper, nor a strait, fast-holding Prince, nor yet a waster. My heart was never set on any worldly goods, but only for my subjects' good. What you bestow on me, I will not hoard it up, but receive it to bestow on you again. Yea, mine own properties I account yours, to be expended for your good. . . .

I have ever used to set the Last-Judgement Day before mine eyes, and so to rule as I shall be judged to answer before a higher Judge, to whose judgement seat I do appeal, that never thought was cherished in my heart that tended not unto my people's good. . . .

There will never Queen sit in my seat with more zeal to my country, care for my subjects, and that will sooner with willingness venture her life for your good and safety, than myself. For it is my desire to



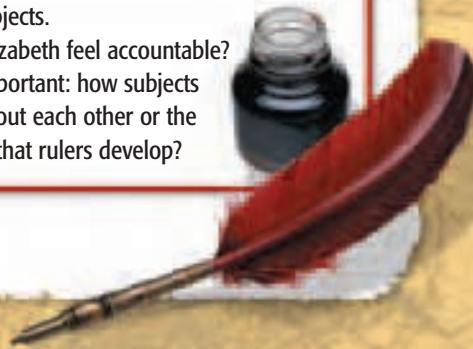
Queen Elizabeth of England, Faced with the Spanish Armada 1588, Reviews Her Troops by Ferdinand Piloty the Younger, 1861

live nor reign no longer than my life and reign should be for your good. And though you have had and may have many princes more mighty and wise sitting in this seat, you never had nor shall have any that will be more careful and loving.”

—Queen Elizabeth I, *The Golden Speech*

Analyzing Primary Sources

1. Identify phrases that convey Queen Elizabeth's feeling for her subjects.
2. To whom does Elizabeth feel accountable?
3. Which is more important: how subjects and rulers feel about each other or the policies and laws that rulers develop?



SECTION 2

Social Crises, War, and Revolution

Guide to Reading

Main Ideas

- The Thirty Years' War ended the unity of the Holy Roman Empire.
- Democratic ideals were strengthened as a result of the English and Glorious Revolutions.

Key Terms

inflation, witchcraft, divine right of kings, commonwealth

Preview of Events

1600	1620	1640	1660	1680	1700
1603 Elizabeth I dies		1642 Civil war in England begins		1649 Charles I is executed	1688 Glorious Revolution

People to Identify

James I, Puritans, Charles I, Cavaliers, Roundheads, Oliver Cromwell, James II

Places to Locate

Holy Roman Empire, Bohemia

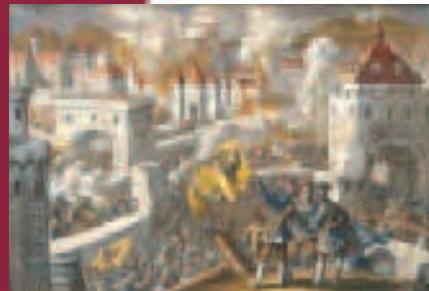
Preview Questions

- What problems troubled Europe from 1560 to 1650?
- How did the Glorious Revolution undermine the divine right of kings?

Reading Strategy

Summarizing Information As you read this section, use a chart like the one below to identify which conflicts were prompted by religious concerns.

Religious Conflicts



Destruction of the city of Magdeburg

Voices from the Past

The Thirty Years' War (1618–1648) was a devastating religious war. A resident of Magdeburg, Germany, a city sacked ten times during the war, reported:

There was nothing but beating and burning, plundering, torture, and murder. Most especially was every one of the enemy bent on securing [riches]. . . . In this frenzied rage, the great and splendid city was now given over to the flames, and thousands of innocent men, women and children, in the midst of heartrending shrieks and cries, were tortured and put to death in so cruel and shameful a manner that no words would suffice to describe. Thus in a single day this noble and famous city, the pride of the whole country, went up in fire and smoke.

—*Readings in European History*, James Harvey Robinson, 1934

This destruction of Magdeburg was one of the disasters besetting Europe during this time.

Economic and Social Crises

From 1560 to 1650, Europe witnessed severe economic and social crises. One major economic problem was **inflation**, or rising prices. What caused this rise in prices? The great influx of gold and silver from the Americas was one factor. Then, too, a growing population in the sixteenth century increased the demand for land and food and drove up prices for both.

By 1600, an economic slowdown had begun in parts of Europe. Spain's economy, grown dependent on imported silver, was seriously failing by the 1640s. The mines were producing less silver, fleets were subject to pirate attacks, and the loss of Muslim and Jewish artisans and merchants hurt the economy. Italy, the financial center of Europe in the Renaissance, was also declining economically.

Population figures in the sixteenth and seventeenth centuries reveal Europe's worsening conditions. Population grew in the sixteenth century. The number of people probably increased from 60 million in 1500 to 85 million by 1600. By 1620, population had leveled off. It had begun to decline by 1650, especially in central and southern Europe. Warfare, plague, and famine all contributed to the population decline and to the creation of social tensions.

 **Reading Check** **Explaining** Explain the causes for inflation in Europe in the 1600s.

The Witchcraft Trials

A belief in **witchcraft**, or magic, had been part of traditional village culture for centuries. The religious zeal that led to the Inquisition and the hunt for heretics was extended to concern about witchcraft. During the sixteenth and seventeenth centuries an intense hysteria affected the lives of many Europeans. Perhaps more than a hundred thousand people were charged with witchcraft. As more and more people were brought to trial, the fear of witches grew, as did the fear of being accused of witchcraft.

Common people—usually the poor and those without property—were the ones most often accused of witchcraft. More than 75 percent of those accused were women. Most of them were single or widowed and over 50 years old.

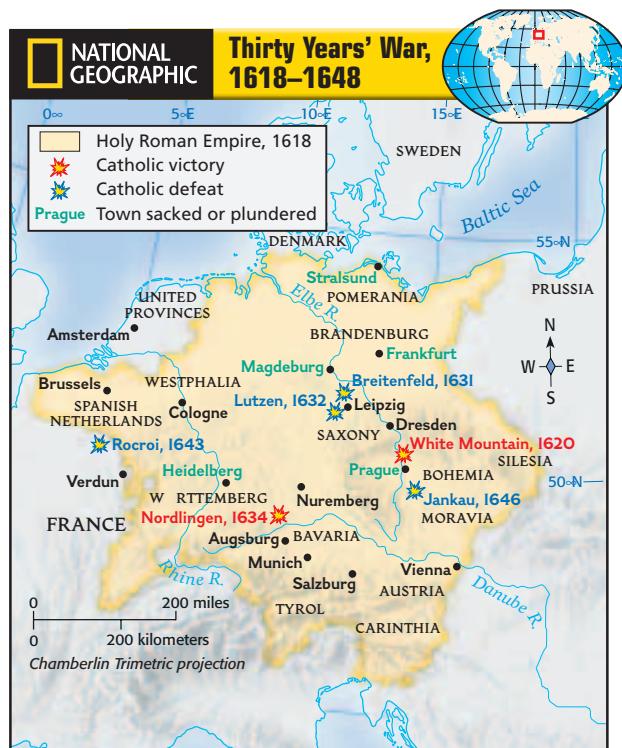
Under intense torture, accused witches usually confessed to a number of practices. Many said that they had sworn allegiance to the devil and attended sabbats, nightly gatherings where they feasted and danced. Others admitted using evil spells and special ointments to harm their neighbors.

By 1650, the witchcraft hysteria had begun to lessen. As governments grew stronger, fewer officials were willing to disrupt their societies with trials of witches. In addition, attitudes were changing. People found it unreasonable to believe in the old view of a world haunted by evil spirits.

 **Reading Check** **Describing** What were the characteristics of the majority of those accused of witchcraft?

The Thirty Years' War

Religious disputes continued in Germany after the Peace of Augsburg in 1555. One reason for the disputes was that Calvinism had not been recognized by the peace settlement. By the 1600s, Calvinism had spread to many parts of Europe. Religion played an important role in the outbreak of the Thirty Years' War, called the "last of the religious wars," but political and territorial motives were evident as well. The war began in 1618 in the lands of the **Holy Roman Empire**. At first, it was a struggle between Catholic forces, led by the Hapsburg Holy Roman emperors, and Protestant (primarily Calvinist) nobles in **Bohemia** who rebelled against Hapsburg authority. Soon, however, the conflict became a political one as Denmark, Sweden, France, and Spain entered the war. Especially important was the struggle between France and the rulers of Spain and the Holy Roman Empire for European leadership.



Geography Skills

The Thirty Years' War was fought primarily in the German states within the Holy Roman Empire.

- 1. Interpreting Maps** List the towns that were sacked or plundered during the war.
- 2. Applying Geography Skills** Research one of the battles on the map and describe its impact on the course of the war.

The Thirty Years' War was the most destructive conflict that Europeans had yet experienced. Although most of the battles of the war were fought on German soil, all major European powers except England became involved. For 30 years Germany was plundered and destroyed. Rival armies destroyed the German countryside as well as entire towns. Local people had little protection from the armies. The Peace of Westphalia officially ended the war in Germany in 1648. The major contenders gained new territories, and one of them—France—emerged as the dominant nation in Europe.

The Peace of Westphalia stated that all German states, including the Calvinist ones, could determine their own religion. The more than three hundred states that had made up the Holy Roman Empire were virtually recognized as independent states, since each received the power to conduct its own foreign policy. This brought an end to the Holy Roman Empire as a political entity. Germany would not be united for another two hundred years.

✓ **Reading Check** **Summarizing** How did the Peace of Westphalia impact the Holy Roman Empire?

SCIENCE, TECHNOLOGY & SOCIETY

The Changing Face of War

Gunpowder was first invented by the Chinese in the eleventh century and made its appearance in Europe by the fourteenth century. During the seventeenth century, firearms developed rapidly and increasingly changed the face of war.

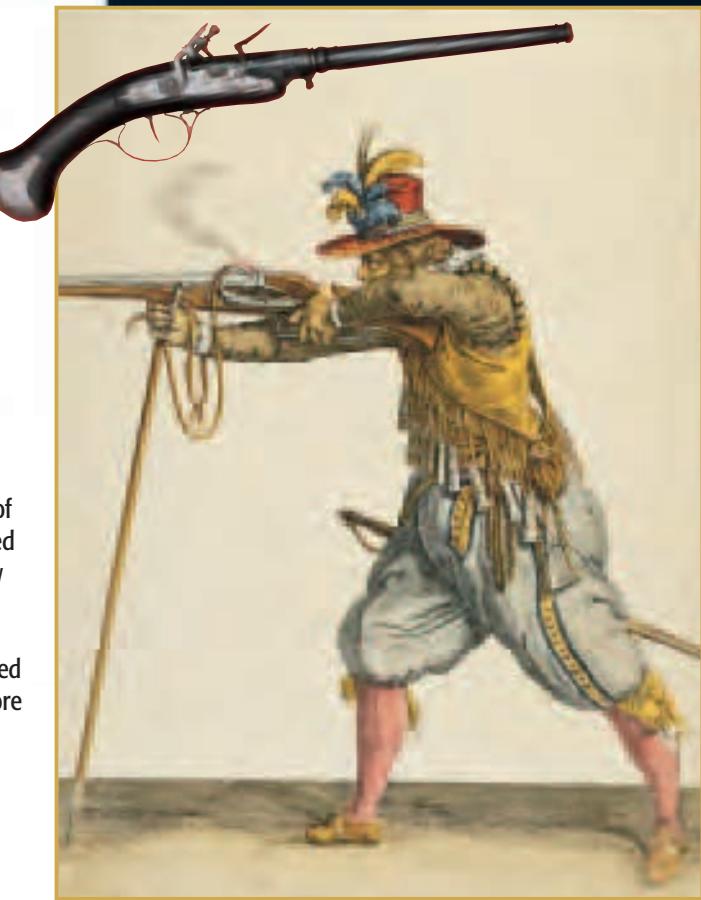
By 1600, the flintlock musket had made firearms more deadly on the battlefield. Muskets were loaded from the front with powder and ball. In the flintlock musket, the powder that propelled the ball was ignited by a spark caused by a flint striking on metal. This mechanism made it easier to fire and more reliable than other muskets. Reloading techniques also improved, making it possible to make one to two shots per minute. The addition of the bayonet to the front of the musket made the musket even more deadly as a weapon. The bayonet was a steel blade used in hand-to-hand combat.

A military leader who made effective use of firearms during the Thirty Years' War was Gustavus Adolphus, the king of Sweden. The infantry brigades of Gustavus's army, six men deep, were composed of equal numbers of musketeers and pikemen. The musketeers employed the salvo, in which all rows of the infantry fired at once instead of row by row. These salvos of fire, which cut up the massed ranks of the opposing infantry squadrons, were followed by pike charges. Pikes were heavy spears 18 feet (about 5.5 m) long, held by pikemen massed together in square formations. Gustavus also used the cavalry in a more mobile fashion. After shooting a pistol volley, the cavalry charged the enemy with swords.

The increased use of firearms, combined with greater mobility on the battlefield, demanded armies that were better disciplined and trained. Governments began to fund regularly paid standing armies. By 1700, France had a standing army of four hundred thousand.

Analyzing *How did the invention of gunpowder change the way wars were fought?*

Austrian flintlock pistol, c. 1680



Soldier firing a musket



Boundary of the
Holy Roman Empire



Geography Skills

The Peace of Westphalia divided the Holy Roman Empire into independent states and allowed separate states to determine their own religion.

1. Applying Geography Skills Compare this map to the map showing the height of Spanish power on page 431 of your text. What conclusions can you draw about the effect of the Thirty Years' War on the Holy Roman Empire from examining these two maps?

Revolutions in England

TURNING POINT As you read this section, you will discover that Parliament held the real authority in the English system of constitutional monarchy.

In addition to the Thirty Years' War, a series of rebellions and civil wars rocked Europe in the seventeenth century. By far the most famous struggle was the civil war in England known as the English Revolution. At its core was a struggle between king and Parliament to determine what role each should play in governing England. It would take another revolution later in the century to finally resolve this struggle.

The Stuarts and Divine Right With the death of Queen Elizabeth I in 1603, the Tudor dynasty came to an end. The Stuart line of rulers began with the accession to the throne of Elizabeth's cousin, the king of Scotland, who became **James I** of England.

James believed in the **divine right of kings**—that is, that kings receive their power from God and are responsible only to God. Parliament did not think much of the divine right of kings. It had come to assume that the king or queen and Parliament ruled England together.

Religion was an issue as well. The **Puritans** (Protestants in England inspired by Calvinist ideas) did not like the king's strong defense of the Church of England. The Puritans were members of the Church

of England but wished to make the church more Protestant. Many of England's gentry, mostly well-to-do landowners, had become Puritans. The Puritan gentry formed an important part of the House of Commons, the lower house of Parliament. It was not wise to alienate them.

The conflict that began during the reign of James came to a head during the reign of his son, **Charles I**. Charles also believed in the divine right of kings. In 1628, Parliament passed a petition that prohibited the passing of any taxes without Parliament's consent. Although Charles I initially accepted this petition, he later changed his mind, realizing that it put limits on the king's power.

Charles also tried to impose more ritual on the Church of England. To the Puritans, this was a return to Catholic practices. When Charles tried to force the Puritans to accept his religious policies, thousands of them chose to go to America instead.

Civil War and the Commonwealth Complaints grew until England slipped into a civil war in 1642 between the supporters of the king (the **Cavaliers** or Royalists) and the parliamentary forces (called the **Roundheads** because of their short hair). Parliament proved victorious, due largely to the New Model Army of **Oliver Cromwell**, a military genius. The New Model Army was made up chiefly of more extreme Puritans, known as the **Independents**. These

men believed they were doing battle for God. As Cromwell wrote, "This is none other but the hand of God; and to Him alone belongs the glory." We might also give some credit to Cromwell; his soldiers were well disciplined and trained in the new military tactics of the seventeenth century.

The victorious New Model Army lost no time in taking control. Cromwell purged Parliament of any members who had not supported him. What was left—the so-called Rump Parliament—had Charles I executed on January 30, 1649. The execution of the king horrified much of Europe. Parliament next abolished the monarchy and the House of Lords and declared England a republic, or **commonwealth**.

Cromwell found it difficult to work with the Rump Parliament and finally dispersed it by force. As the members of Parliament departed, he shouted, "It is you that have forced me to do this, for I have sought the Lord night and day that He would slay me rather than put upon me the doing of this work." After destroying both king and Parliament, Cromwell set up a military dictatorship.

The Restoration Cromwell ruled until his death in 1658. More than a year later, Parliament restored the

monarchy in the person of Charles II, the son of Charles I. With the return of monarchy in 1660, England's time of troubles seemed at an end.

After the restoration of the Stuart monarchy, Parliament kept much of the power it had gained earlier and continued to play an important role in government. One of its actions was to pass laws restoring the Church of England as the state religion and restricting some rights of Catholics and Puritans.

Charles II was sympathetic to Catholicism, and his brother James, heir to the throne, did not hide the fact that he was a Catholic. Parliament was suspicious about their Catholic leanings, especially when Charles suspended the laws that Parliament had passed against Catholics and Puritans. Parliament forced the king to back down on his action.

In 1685, **James II** became king. James was an open and devout Catholic, making religion once more a cause of conflict between king and Parliament. James named Catholics to high positions in the government, army, navy, and universities.

Parliament objected to James's policies but stopped short of rebellion. Members knew that James was an old man, and his successors were his Protestant daughters Mary and Anne, born to his first wife.

CONNECTIONS Around The World

Natural Disasters in History

The religious wars in Europe, which led to many deaths, were manmade disasters that created economic, social, and political crises. Between 1500 and 1800, natural disasters around the world also took many lives and led to economic and social crises.

One of the worst disasters occurred in China in 1556. A powerful earthquake in northern China buried alive hundreds of thousands of peasants who had made their homes in cave dwellings carved out of soft clay hills.

In later years, earthquakes shattered other places around the world. On the last day of 1703, a massive earthquake struck the city of Tokyo. At the same time, enormous tidal waves caused by earthquakes flooded the Japanese coastline, sweeping entire villages out to sea. An earthquake that struck Persia in 1780 killed 100,000 people in the city of Tabriz.

Europe, too, had its share of natural disasters. A massive earthquake leveled the city of Lisbon, Portugal, in

1755, killing over 50,000 people and destroying more than 80 percent of the buildings in the city. The massive eruption of Mount Etna on the island of Sicily in 1669 devastated Catania, a nearby port city.



Earthquake ▶
at Lisbon
in 1755

Comparing Cultures

1. How do natural disasters lead to economic and social crises?
2. What natural disasters can occur where you live?



Picturing History

Here Cromwell is shown dismissing Parliament. After Cromwell's death, Parliament restored the monarchy. In 1689, Parliament offered the throne to William and Mary, shown above right. [Why did English nobles want William and Mary to rule England, and not the heirs of James II?](#)

However, in 1688, a son was born to James and his second wife, a Catholic. Now, the possibility of a Catholic monarchy loomed large.

A Glorious Revolution A group of English noblemen invited the Dutch leader, William of Orange, husband of James's daughter Mary, to invade England. William and Mary raised an army and in 1688 "invaded" England, while James, his wife, and his infant son fled to France. With almost no bloodshed,

England had undergone a "Glorious Revolution." The issue was not if there would be a monarchy but who would be monarch.

In January 1689, Parliament offered the throne to William and Mary. They accepted it, along with a Bill of Rights. The Bill of Rights set forth Parliament's right to make laws and levy taxes. It also stated that standing armies could be raised only with Parliament's consent, thus making it impossible for kings to oppose or to do without Parliament. The rights of citizens

to keep arms and have a jury trial were also confirmed. The Bill of Rights helped create a system of government based on the rule of law and a freely elected Parliament. This bill laid the foundation for a limited, or constitutional, monarchy.

Another important action of Parliament was the Toleration Act of 1689. This act granted Puritans, but not Catholics, the right of free public worship. Few English citizens, however, would ever again be persecuted for religion.

By deposing one king and establishing another, Parliament had destroyed the divine-right theory of kingship. William was, after all, king by the grace of Parliament, not the grace of God. Parliament had asserted its right to be part of the government.

✓ **Reading Check Describing** Trace the sequence of events that led to the English Bill of Rights.

SECTION 2 ASSESSMENT

Checking for Understanding

1. **Define** inflation, witchcraft, divine right of kings, commonwealth.
2. **Identify** James I, Puritans, Charles I, Cavaliers, Roundheads, Oliver Cromwell, James II.
3. **Locate** Holy Roman Empire, Bohemia.
4. **Explain** why Oliver Cromwell first purged Parliament and then declared a military dictatorship.
5. **List** the countries involved in the Thirty Years' War.

Critical Thinking

6. **Drawing Conclusions** Which nation emerged stronger after the Thirty Years' War? Did thirty years of fighting accomplish any of the original motives for waging the war?
7. **Cause and Effect** Use a graphic organizer like the one below to illustrate the causes and effects of the Thirty Years' War.

Thirty Years' War	
Cause	Effect

Analyzing Visuals

8. Examine the cameo of William and Mary shown above. How does this painting compare to portraits of other rulers, such as the one of Louis XIV on page 444? How is the purpose of this painting different from the purpose of other royal portraits?

Writing About History

9. **Expository Writing** Write an essay analyzing the population figures in sixteenth- and seventeenth-century England. What accounts for the increases and decreases? Include a graph showing population.

Critical Thinking SKILLBUILDER

Making Generalizations

Why Learn This Skill?

Generalizations are broad statements or principles derived from specific facts. Here are some facts about Michigan and Florida:

Average monthly temperature (°F)

	January	April	July	October
Grand Rapids, Michigan	22	46.3	71.4	50.9
Vero Beach, Florida	61.9	71.7	81.1	75.2

One generalization that can be made from these facts is that Florida is warmer than Michigan. Generalizations are useful when you want to summarize large amounts of information and when detailed information is not required.

Learning the Skill

To make a valid generalization, follow these steps:

- **Identify the subject matter.** The example above compares Michigan to Florida.
- **Gather related facts and examples.** Each fact is about the climate of Michigan or Florida.
- **Identify similarities among these facts.** In each of the examples, the climate of Florida is more moderate than the climate of Michigan.
- **Use these similarities to form a general statement about the subject.** You can state either that Florida is warmer than Michigan or that Michigan is colder than Florida.

Practicing the Skill

Europe experienced economic crises and political upheaval from 1560 to 1650. Read the following excerpt from the text, then identify valid and invalid generalizations about what you have read.



Sixteenth-century gold coins

From 1560 to 1650, Europe witnessed severe economic and social crises, as well as political upheaval. The so-called price revolution was a dramatic rise in prices (inflation) that was a major economic problem in all of Europe in the sixteenth and early seventeenth centuries. What caused this price revolution? The great influx of gold and silver from the Americas was one factor. Perhaps even more important was an increase in population in the sixteenth century. A growing population increased the demand for land and food and drove up prices for both.

By the beginning of the seventeenth century, an economic slowdown had begun in some parts of Europe. Spain's economy, which had grown dependent on imported silver, was seriously failing by the decade of the 1640s. Italy, once the financial center of Europe in the age of the Renaissance, was also declining economically.

Identify each following generalization as valid or invalid based on the information presented:

- 1 Multiple factors can contribute to inflation.
- 2 If the government had taken measures to control an increase in population, inflation would have been prevented.
- 3 Nations should refrain from importing goods from other countries.
- 4 Less dependency on the importing of silver would have helped Spain's economy.

Applying the Skill

Over the next three weeks, read the editorials in your local newspaper. Write a list of generalizations about the newspaper's position on issues that have been discussed, either national or local.

Glencoe's Skillbuilder Interactive Workbook, Level 2, provides instruction and practice in key social studies skills.

SECTION 3

Response to Crisis: Absolutism

Guide to Reading

Main Ideas

- Louis XIV was an absolute monarch whose extravagant lifestyle and military campaigns weakened France.
- Prussia, Austria, and Russia emerged as great European powers in the seventeenth and eighteenth centuries.

Key Terms

absolutism, czar, boyar

People to Identify

Louis XIV, Cardinal Richelieu, Frederick William the Great Elector, Ivan IV, Michael Romanov, Peter the Great

Places to Locate

Prussia, Austria, St. Petersburg

Preview Questions

1. What is absolutism?
2. Besides France, what other European states practiced absolutism?

Reading Strategy

Summarizing Information As you read this section, complete a chart like the one below summarizing the accomplishments of Peter the Great.

Reforms	Government	Wars

Preview of Events

1600	1613	1643	1700	1725
	Romanov dynasty begins in Russia	Louis XIV comes to throne of France at age four	Louis XIV dies	Peter the Great dies



King Louis XIV

Voices from the Past

Jacques Bossuet, a seventeenth-century French bishop, explained a popular viewpoint:

It is God who establishes kings. They thus act as ministers of God and His lieutenants on earth. It is through them that he rules. This is why we have seen that the royal throne is not the throne of a man, but the throne of God himself. It appears from this that the person of kings is sacred, and to move against them is a crime. Since their power comes from on high, kings . . . should exercise it with fear and restraint as a thing which has come to them from God, and for which God will demand an account. — *Western Civilization*, Margaret L. King, 2000

Bossuet's ideas about kings became reality during the reign of King Louis XIV.

France under Louis XIV

One response to the crises of the seventeenth century was to seek more stability by increasing the power of the monarch. The result was what historians have called absolutism.

Absolutism is a system in which a ruler holds total power. In seventeenth-century Europe, absolutism was tied to the idea of the divine right of kings. It was thought that rulers received their power from God and were responsible to no one except God. Absolute monarchs had tremendous powers. They had the ability to

make laws, levy taxes, administer justice, control the state's officials, and determine foreign policy.

The reign of **Louis XIV** has long been regarded as the best example of the practice of absolutism in the seventeenth century. French culture, language, and manners reached into all levels of European society. French diplomacy and wars dominated the political affairs of western and central Europe. The court of Louis XIV was imitated throughout Europe.

Richelieu and Mazarin French history for the 50 years before Louis was a period of struggle as governments fought to avoid the breakdown of the state. The situation was made more difficult by the fact that both Louis XIII and Louis XIV were only boys when they came to the throne. The government was left in the hands of royal ministers. In France, two ministers played important roles in preserving the authority of the monarchy.

Cardinal Richelieu (RIH•shuh•LOO), Louis XIII's chief minister, strengthened the power of the

monarchy. Because the Huguenots were seen as a threat to the king's power, Richelieu took away their political and military rights while preserving their religious rights. Richelieu also tamed the nobles by setting up a network of spies to uncover plots by nobles against the government. He then crushed the conspiracies and executed the conspirators.

Louis XIV came to the throne in 1643 at the age of four. Due to the king's young age, Cardinal Mazarin, the chief minister, took control of the government. During Mazarin's rule, a revolt led by nobles unhappy with the growing power of the monarchy broke out. This revolt was crushed. With its end, many French people concluded that the best hope for stability in France lay with a strong monarch.

Louis Comes to Power When Mazarin died in 1661, Louis XIV took over supreme power. The day after Cardinal Mazarin's death, the new king, at the age of 23, stated his desire to be a real king and the sole ruler of France:

THE WAY IT WAS

FOCUS ON EVERYDAY LIFE

At the Court of Versailles

In 1660, Louis XIV of France decided to build a palace at Versailles, near Paris. Untold sums of money were spent and tens of thousands of workers labored incessantly to complete the work. The enormous palace housed thousands of people.

Life at Versailles became a court ceremony, with Louis XIV at the center of it all. The king had little privacy. Only when he visited his wife, mother, or mistress or met with ministers was he free of the nobles who swarmed about the palace.

Most daily ceremonies were carefully staged, such as the king's rising from bed, dining, praying, attending mass, and going to bed. A mob of nobles competed to assist the king in carrying out these solemn activities. It was considered a great honor, for example, for a noble to be chosen to hand the king his shirt while dressing.

Why did the nobles take part in these ceremonies? Louis had made it clear that anyone who hoped to obtain an office, title, or pension from the king had to participate. This was Louis XIV's way of controlling their behavior.

Court etiquette became very complex. Nobles and royal princes were expected to follow certain rules. Who could sit where



View of the vast grounds and palace of Versailles

“Up to this moment I have been pleased to entrust the government of my affairs to the late Cardinal. It is now time that I govern them myself. You [secretaries and ministers of state] will assist me with your counsels when I ask for them. I request and order you to seal no orders except by my command. I order you not to sign anything, not even a passport without my command; to render account to me personally each day and to favor no one.”

The king's mother, who was well aware of her son's love of fun and games and his affairs with the maids in the royal palace, laughed aloud at these words. Louis was serious, however. He established a strict routine from which he seldom deviated. He also fostered the myth of himself as the Sun King—the source of light for all of his people.

Government and Religion One of the keys to Louis's power was his control of the central policy-making machinery of government. The royal court

that Louis established at Versailles (VUHR•SY) served three purposes. It was the personal household of the king. In addition, the chief offices of the state were located there, so Louis could watch over them. Finally, Versailles was the place where powerful subjects came to find favors and offices for themselves.

The greatest danger to Louis's rule came from very high nobles and royal princes. They believed they should play a role in the government of France. Louis got rid of this threat by removing them from the royal council. This council was the chief administrative body of the king, and it supervised the government. At the same time, Louis enticed the nobles and royal princes to come to his court, where he could keep them busy with court life and keep them out of politics.

Louis's government ministers were expected to obey his every wish. Said Louis, “I had no intention of sharing my authority with them.” As a result, Louis had complete authority over the traditional areas of royal power: foreign policy, the Church, and taxes.

at meals with the king was carefully regulated. Once, at a dinner, the wife of a minister sat closer to the king than did a duchess. Louis XIV became so angry that he did not eat for the rest of the evening.

Daily life at Versailles included many forms of entertainment. Louis and his nobles hunted once a week. Walks through the Versailles gardens, boating trips, plays, ballets, and concerts were all sources of pleasure.

One form of entertainment—gambling—became an obsession at Versailles. Many nobles gambled regularly and lost enormous sums of money. One princess described the scene: “Here in France as soon as people get together they do nothing but play cards; they play for frightful sums, and the players seem bereft of their senses. One shouts at the top of his voice, another strikes the table with his fist. It is horrible to watch them.” However, Louis did not think so. He was pleased by an activity that kept the Versailles nobles busy and out of politics.



The bedroom of Louis XIV at Versailles

CONNECTING TO THE PAST

- 1. Summarizing** How did Louis XIV attempt to control the behavior of his nobles?
- 2. Explaining** Why did Louis like the gambling that went on at Versailles?
- 3. Writing about History** In what way was the system of court etiquette another way in which Louis controlled his nobles?



Picturing History

Louis XIV, shown here, had a clear vision of himself as a strong monarch. He had no intention of sharing his power with anyone. **What effect did his views on monarchical government have on the development of the French state?**

Although Louis had absolute power over France's nationwide policy making, his power was limited at the local level. The traditional groups of French society—the nobles, local officials, and town councils—had more influence than the king in the day-to-day operation of the local governments. As a result, the king bribed important people in the provinces to see that his policies were carried out.

Maintaining religious harmony had long been a part of monarchical power in France. The desire to keep this power led Louis to pursue an anti-Protestant policy aimed at converting the Huguenots to Catholicism. Early in his reign, Louis ordered the destruction of Huguenot churches and the closing of their schools. Perhaps as many as two hundred thousand Huguenots fled to England, the United Provinces, and the German states.

The Economy and War The cost of building palaces, maintaining his court, and pursuing his wars made finances a crucial issue for Louis XIV. He was most fortunate in having the services of Jean-Baptiste Colbert (kohl•BEHR) as controller-general of finances.

Colbert sought to increase the wealth and power of France by following the ideas of mercantilism. To

decrease imports and increase exports, he granted subsidies to new industries. To improve communications and the transportation of goods within France, he built roads and canals. To decrease imports directly, Colbert raised tariffs on foreign goods and created a merchant marine to carry French goods.

The increase in royal power that Louis pursued led the king to develop a standing army numbering four hundred thousand in time of war. He wished to achieve the military glory befitting the Sun King. He also wished to ensure the domination of his Bourbon dynasty over European affairs.

To achieve his goals, Louis waged four wars between 1667 and 1713. His ambitions caused many nations to form coalitions to prevent him from dominating Europe. Through his wars, Louis added some territory to France's northeastern frontier and set up a member of his own dynasty on the throne of Spain.

Legacy of Louis XIV In 1715, the Sun King died. He left France with great debts and surrounded by enemies. On his deathbed, the 76-year-old monarch seemed remorseful when he told his successor (his great-grandson), "Soon you will be King of a great kingdom. . . . Try to remain at peace with your neighbors. I loved war too much. Do not follow me in that or in overspending. . . . Lighten your people's burden as soon as possible, and do what I have had the misfortune not to do myself."

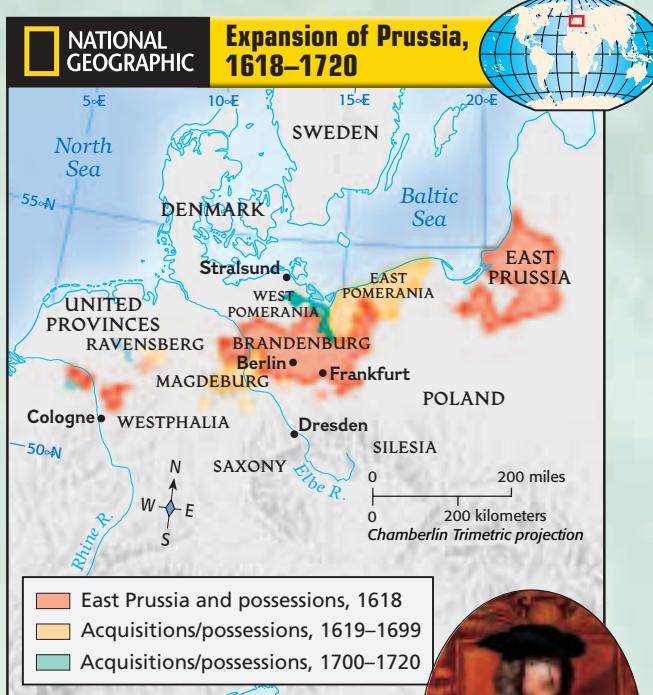
Did Louis mean it? We do not know. In any event, the advice to his successor was probably not remembered; his great-grandson was only five years old.

✓ **Reading Check** **Describing** What steps did Louis XIV take to maintain absolute power?

Absolutism in Central and Eastern Europe

After the Thirty Years' War, there was no German state, but over three hundred "Germanies." Of these states, two—**Prussia** and **Austria**—emerged in the seventeenth and eighteenth centuries as great European powers.

The Emergence of Prussia **Frederick William the Great Elector** laid the foundation for the Prussian state. Realizing that Prussia was a small, open territory with no natural frontiers for defense, Frederick William built a large and efficient standing army. He had a force of forty thousand men, which made the Prussian army the fourth-largest in Europe.



Frederick I ▶



To maintain the army and his own power, Frederick William set up the General War Commissariat to levy taxes for the army and oversee its growth. The Commissariat soon became an agency for civil government as well. The new bureaucratic machine became the elector's chief instrument to govern the state. Many of its officials were members of the Prussian landed aristocracy, known as the Junkers, who also served as officers in the army.

In 1701, Frederick William's son Frederick officially gained the title of king. Elector Frederick III became King Frederick I.

The New Austrian Empire The Austrian Habsburgs had long played a significant role in European politics as Holy Roman emperors. By the end of the Thirty Years' War, their hopes of creating an empire in Germany had been dashed. The Habsburgs made a difficult transition in the seventeenth century. They had lost the German Empire, but now they created a new empire in eastern and southeastern Europe.

The core of the new Austrian Empire was the traditional Austrian lands in present-day Austria, the Czech Republic, and Hungary. After the defeat of the Turks in 1687 (see Chapter 15), Austria took control of all of Hungary, Transylvania, Croatia, and Slavonia as well. By the beginning of the eighteenth century, the Austrian Habsburgs had gained a new empire of considerable size.



Geography Skills

Prussia and Austria emerged as great powers in the seventeenth and eighteenth centuries.

- 1. Interpreting Maps** What did Austria gain by expanding south?
- 2. Applying Geography Skills** What destructive war happened during the time period covered by these maps?

The Austrian monarchy, however, never became a highly centralized, absolutist state, chiefly because it was made up of so many different national groups. The Austrian Empire remained a collection of territories held together by the Habsburg emperor, who was archduke of Austria, king of Bohemia, and king of Hungary. Each of these areas had its own laws and political life. No common sentiment tied the regions together other than the ideal of service to the Habsburgs, held by military officers and government officials.

Reading Check **Examining** Why was the Austrian monarchy unable to create a highly centralized, absolutist state?

Russia under Peter the Great

A new Russian state had emerged in the fifteenth century under the leadership of the principality of Muscovy and its grand dukes. In the sixteenth century, Ivan IV became the first ruler to take the title of *czar*, the Russian word for caesar.



Geography Skills

Peter the Great organized Russia into provinces in an attempt to strengthen the power of the central government.

- Interpreting Maps** What did Russia gain by acquiring lands on the Baltic coast?
- Applying Geography Skills** Why are most cities in eastern Russia located near or south of 60°N latitude?

Ivan expanded the territories of Russia eastward. He also crushed the power of the Russian nobility, known as the **boyars**. He was known as Ivan the Terrible because of his ruthless deeds, among them stabbing his own son to death in a heated argument.

When Ivan's dynasty came to an end in 1598, a period of anarchy known as the Time of Troubles followed. This period did not end until the Zemsky Sobor, or national assembly, chose **Michael Romanov** as the new czar in 1613.

The Romanov dynasty lasted until 1917. One of its most prominent members was **Peter the Great**. Peter the Great became czar in 1689. Like the other Romanov czars who preceded him, Peter was an absolutist monarch who claimed the divine right to rule.

A few years after becoming czar, Peter made a trip to the West. When he returned to Russia, he was determined to westernize, or Europeanize, Russia.

He was especially eager to borrow European technology. Only this kind of modernization could give him the army and navy he needed to make Russia a great power. Under Peter, Russia became a great military power. By his death in 1725, Russia was an important European state.

Military and Governmental Changes One of Peter's first goals was to reorganize the army. He employed both Russians and Europeans as officers. He drafted peasants for 25-year stints of service to build a standing army of 210,000 men. Peter has also been given credit for forming the first Russian navy, which was his overriding passion.

To impose the rule of the central government more effectively throughout the land, Peter divided Russia into provinces. He hoped to create a "police state," by which he meant a well-ordered community governed by law. However, few of his bureaucrats shared his concept of honest service and duty to the state. Peter hoped for a sense of civic duty, but his own personality created an atmosphere of fear that prevented it. He wrote to one administrator, "According to these orders act, act, act. I won't write more, but you will pay with your head if you interpret orders again." Peter wanted the impossible—that his administrators be slaves and free men at the same time.

Cultural Changes After his first trip to the West, Peter began to introduce Western customs, practices, and manners into Russia. He ordered the preparation of the first Russian book of etiquette to teach Western manners. Among other things, the book pointed out that it was not polite to spit on the floor or to scratch oneself at dinner.

Because Westerners did not wear beards or the traditional long-skirted coat, Russian beards had to be shaved and coats shortened. At the royal court, Peter shaved off his nobles' beards and cut their coats at the knees with his own hands. Outside the court, barbers and tailors planted at town gates cut the beards and cloaks of those who entered.

One group of Russians—upper-class women—gained much from Peter's cultural reforms. Having watched women mixing freely with men in Western courts, Peter insisted that Russian upper-class women remove the veils that had traditionally covered their faces and move out into society. Peter also held gatherings in which both sexes could mix for conversation and dancing, a practice he had learned in the West.

St. Petersburg The object of Peter's domestic reforms was to make Russia into a great state and military power. An important part of this was to "open a window to the West," meaning a port with ready access to Europe. This could be achieved only on the Baltic Sea. At that time, however, the Baltic coast was controlled by Sweden, the most important power in northern Europe.

Peter the Great

1672–1725—Russian czar



Peter the Great, the man who made Russia a great power, was an unusual character. He was a towering, strong man 6 feet, 9 inches (2 m) tall. He was coarse in his tastes and rude in his behavior. He enjoyed a low kind of humor (belching contests and crude jokes) and vicious punishments (flogging, impaling, and roasting). Peter often assisted dentists and enjoyed pulling their patients' teeth.

During his first visit to the West, Peter immersed himself in the life of the people. He once dressed in the clothes of a Dutch sea captain and spent time with Dutch sailors. A German princess said of him: "He told us that he worked in building ships, showed us his hands, and made us touch the callous places that had been caused by work."

A long and hard-fought war with Sweden enabled Peter to acquire the lands he sought. On a marshland on the Baltic in 1703, Peter began the construction of a new city, **St. Petersburg**, his window on the West. St. Petersburg was finished during Peter's lifetime and remained the Russian capital until 1918.

 **Reading Check** **Evaluating** Why was it so important that Peter the Great have a seaport on the Baltic?

SECTION 3 ASSESSMENT

Checking for Understanding

- Define** absolutism, czar, boyar.
- Identify** Louis XIV, Cardinal Richelieu, Frederick William the Great Elector, Ivan IV, Michael Romanov, Peter the Great.
- Locate** Prussia, Austria, St. Petersburg.
- Describe** the Western customs, practices, and manners that Peter the Great introduced to Russia.
- List** the purposes of the royal court at Versailles.

Critical Thinking

- Explain** What were Cardinal Richelieu's political goals? How did he reduce the power of the nobility and the Huguenots in France?
- Summarizing Information** Use a chart like the one below to summarize the reign of Louis XIV of France.

Government	Wars	Economics	Religion

Analyzing Visuals

- Examine** the photograph of the king's bedroom shown on page 443. How does this room reflect the nature of kingship under Louis XIV?

Writing About History

- Expository Writing** Historians have long considered the reign of Louis XIV to be the best example of the practice of absolute monarchy in the seventeenth century. Do you believe the statement is true? Why or why not? Write an essay supporting your opinion.

The World of European Culture

Guide to Reading

Main Ideas

- The artistic movements of Mannerism and the baroque began in Italy and both reflected the spiritual perceptions of the time.
- Shakespeare and Lope de Vega were prolific writers of dramas and comedies that reflected the human condition.

Key Terms

Mannerism, baroque, natural rights

Preview of Events

1575	1590	1605	1620	1635	1650	1665
1575 Baroque movement begins in Italy	1580 Golden Age of English theater begins	1599 Globe Theater built		1615 Cervantes completes <i>Don Quixote</i>		1651 <i>Leviathan</i> by Hobbes is published

People to Identify

El Greco, Gian Lorenzo Bernini, William Shakespeare, Lope de Vega, Miguel de Cervantes, Thomas Hobbes, John Locke

Places to Locate

Madrid, Prague, Vienna, Brussels

Preview Questions

- What two new art movements emerged in the 1500s?
- Why are Shakespeare's works considered those of a "genius"?

Reading Strategy

Summarizing Information As you read this section, complete a chart like the one below summarizing the political thoughts of Thomas Hobbes and John Locke.

Thomas Hobbes	John Locke



William Shakespeare

Voices from the Past

In the play *Richard II*, William Shakespeare wrote the following lines about England:

“This royal throne of kings, this sceptered isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-Paradise,
This fortress built by Nature for herself
Against infection and the hand of war,
This happy breed of men, this little world,
This precious stone set in the silver sea,
Which serves it in the office of a wall
Or as a moat defensive to a house
Against the envy of less happier lands—
This blessed plot, this earth, this realm, this England.”

— *Richard II*, William Shakespeare

In this play, one of the greatest playwrights of the English world expressed his patriotic enthusiasm.

Mannerism

The artistic Renaissance came to an end when a new movement, called **Mannerism**, emerged in Italy in the 1520s and 1530s. The Reformation's revival of religious values brought much political turmoil. Especially in Italy, the worldly

enthusiasm of the Renaissance declined as people grew anxious and uncertain and wished for spiritual experience.

Mannerism in art reflected this new environment by deliberately breaking down the High Renaissance principles of balance, harmony, and moderation. The rules of proportion were deliberately ignored as elongated figures were used to show suffering, heightened emotions, and religious ecstasy.

Mannerism spread from Italy to other parts of Europe and perhaps reached its high point in the work of **El Greco** ("the Greek"). El Greco was from the island of Crete. After studying in Venice and Rome, he moved to Spain.

In his paintings, El Greco used elongated and contorted figures, portraying them in unusual shades of yellow and green against an eerie background of stormy grays. The mood he depicts reflects well the tensions created by the religious upheavals of the Reformation.

 **Reading Check** **Describing** What did the mood of El Greco's paintings reflect?

The Baroque Period

Mannerism was eventually replaced by a new movement—the **baroque**. This movement began in Italy in the last quarter of the sixteenth century and eventually spread to the rest of Europe and even Latin America. The Catholic reform movement most wholeheartedly adopted the baroque style. This can be seen in the buildings at Catholic courts, especially those of the Hapsburgs in **Madrid, Prague, Vienna, and Brussels**.

Baroque artists tried to bring together the classical ideals of Renaissance art with the spiritual feelings of the sixteenth-century religious revival. The baroque painting style was known for its use of dramatic effects to arouse the emotions. In large part, though, baroque art and architecture reflected the search for power that was such a part of the seventeenth century. Baroque churches and palaces were magnificent and richly detailed. Kings and princes wanted other kings and princes as well as their subjects to be in awe of their power.

Perhaps the greatest figure of the baroque period was the Italian architect and sculptor **Gian Lorenzo Bernini**, who completed Saint Peter's Basilica in Rome. Action, exuberance, and dramatic effects mark the work of Bernini in the interior of Saint Peter's.

Bernini's *Throne of Saint Peter* is a highly decorated cover for the pope's medieval wooden throne. The



History through Art

Throne of Saint Peter by Bernini, 1666

It took Bernini eleven years to complete this monumental throne. **How do you think Bernini wanted his work to impact the viewer?**

throne seems to hover in midair, held by the hands of the four great theologians of the early Catholic Church. Above the chair, rays of heavenly light drive a mass of clouds and angels toward the spectator.

Artemisia Gentileschi is less well-known than the male artists who dominated the seventeenth-century art world in Italy but prominent in her own right. Born in Rome, she studied painting with her father. In 1616, she moved to Florence and began a successful career as a painter. At the age of 23, she became the first woman to be elected to the Florentine Academy of Design. Although she was known internationally in her day as a portrait painter, her fame now rests on a series of pictures of heroines from the Old Testament. Most famous is her *Judith Beheading Holofernes*.

 **Reading Check** **Identifying** How did baroque art and architecture reflect the seventeenth-century search for power?

A Golden Age of Literature

In both England and Spain, writing for the theater reached new heights between 1580 and 1640. Other forms of literature flourished as well.

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HISTORY
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Web Activity Visit the Glencoe *World History* Web site at wh.glencoe.com and click on **Chapter 14—Student Web Activity** to learn more about William Shakespeare.

the energy of the era better than drama. Of all the dramatists, none is more famous than **William Shakespeare**.

When Shakespeare appeared in London in 1592, Elizabethans already enjoyed the stage. Elizabethan theater was a very successful business. London theaters ranged from the *Globe*, which was a circular, unroofed structure holding three thousand people, to the *Blackfriars*, a roofed structure that held only five hundred.

The *Globe*'s admission charge of one or two pennies enabled even the lower classes to attend. The higher prices of the *Blackfriars* brought an audience of the well-to-do. Because Elizabethan audiences varied greatly, playwrights had to write works that pleased nobles, lawyers, merchants, and vagabonds alike.

William Shakespeare was a "complete man of the theater." Although best known for writing plays, he was also an actor and shareholder in the chief theater company of the time, the Lord Chamberlain's Men.

Shakespeare has long been viewed as a universal genius. He was a master of the English language and his language skills were matched by his insight into human psychology. Whether in his tragedies or his comedies, Shakespeare showed a remarkable understanding of the human condition.

Spanish Literature The theater was one of the most creative forms of expression during Spain's golden century as well. The first professional theaters, created in Seville and Madrid, were run by actors' companies, as they were in England. Soon, every large town had a public playhouse, including Mexico City in the New World. Touring companies brought the latest Spanish plays to all parts of the Spanish Empire.

England's Shakespeare

A cultural flowering took place in England in the late sixteenth and early seventeenth centuries. The period is often called the Elizabethan Era, because so much of it fell within the reign of Queen Elizabeth. Of all the forms of Elizabethan literature, none expressed

Beginning in the 1580s, the standard for playwrights was set by **Lope de Vega**. He wrote an extraordinary number of plays, perhaps 1,500 in all. Almost 500 of them survive. They have been characterized as witty, charming, action-packed, and realistic.

Lope de Vega made no apologies for the fact that he wrote his plays to please his audiences and satisfy public demand. He remarked once that if anyone thought he had written his plays for fame, "undeceive him and tell him that I wrote them for money."

One of the crowning achievements of the golden age of Spanish literature was the work of **Miguel de Cervantes** (suhr•VAN•TEEZ). His novel *Don Quixote* has been hailed as one of the greatest literary works of all time.

In the two main characters of this famous work, Cervantes presented the dual nature of the Spanish character. The knight, Don Quixote from La Mancha, is the visionary so involved in his lofty ideals that he does not see the hard realities around him. To him, for example, windmills appear to be four-armed giants. In contrast, the knight's fat and earthy squire, Sancho Panza, is a realist. Each of these characters finally comes to see the value of the other's perspective. We are left with the conviction that both visionary dreams and the hard work of reality are necessary to the human condition.

Reading Check **Describing** When was the "golden age" of Spanish literature? Who set the standard for playwrights?



Don Quixote and Sancho Panza

Political Thought

The seventeenth-century concerns with order and power were reflected in the political thought of the time. The English revolutions of the seventeenth century prompted very different responses from two English political thinkers, Thomas Hobbes and John Locke.

Hobbes Thomas Hobbes was alarmed by the revolutionary upheavals in England. He wrote *Leviathan*, a work on political thought, to try to deal with the problem of disorder. *Leviathan* was published in 1651.

Hobbes claimed that before society was organized, human life was “solitary, poor, nasty, brutish, and short.” Humans were guided not by reason and moral ideals but by a ruthless struggle for self-preservation.

To save themselves from destroying one another, people made a social contract and agreed to form a state. Hobbes called the state “that great Leviathan to which we owe our peace and defense.” People in the state agreed to be governed by an absolute ruler who possessed unlimited power. Rebellion must be suppressed. To Hobbes, such absolute power was needed to preserve order in society.

Locke John Locke, who wrote a political work called *Two Treatises of Government*, 1690, viewed the exercise of political power quite differently. He argued against the absolute rule of one person.

Unlike Hobbes, Locke believed that before society was organized, humans lived in a state of equality and freedom rather than a state of war. In this state of nature, humans had certain **natural rights**—rights with which they were born. These included rights to life, liberty, and property.

Like Hobbes, however, Locke believed that problems existed in the state of nature. People found it difficult to protect their natural rights. For that reason, they agreed to establish a government to ensure the protection of their rights.

The contract between people and government involved mutual obligations. Government would protect the rights of the people, and the people would act reasonably toward government. However, if a government broke the contract—if a monarch, for example, failed to live up to the obligation to protect subjects’ natural rights—the people might form a new government.

To Locke, people meant the landholding aristocracy, not landless masses. Locke was not an advocate of democracy, but his ideas proved important to both Americans and French in the eighteenth century. These ideas were used to support demands for constitutional government, the rule of law, and the protection of rights. Locke’s ideas can be found in the American Declaration of Independence and the United States Constitution.

Reading Check **Explaining** According to Hobbes, why was absolute power needed?

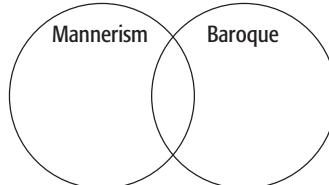
SECTION 4 ASSESSMENT

Checking for Understanding

- Define** Mannerism, baroque, natural rights.
- Identify** El Greco, Gian Lorenzo Bernini, William Shakespeare, Lope de Vega, Miguel de Cervantes, Thomas Hobbes, John Locke.
- Locate** Madrid, Prague, Vienna, Brussels.
- Describe** what *Don Quixote* reveals about the nature of Spanish character.
- Summarize** the mutual obligations between people and government as understood by Locke.

Critical Thinking

- Describe** How did the Elizabethan theater experience provide a full reflection of English society?
- Compare and Contrast** Using a Venn diagram, compare and contrast Mannerism and baroque art.



Analyzing Visuals

- Examine** the photograph of Bernini’s *Throne of Saint Peter* shown on page 449 of your text. How does Bernini’s artistic masterpiece reflect the political and social life of the period in which it was created?

Writing About History

- Persuasive Writing** In an essay, argue whether Shakespeare is stereotyping in this quote: “Frailty, thy name is woman.” Support your position with quotes from other authors who either corroborate or disagree with Shakespeare.

CHAPTER 14 ASSESSMENT and ACTIVITIES

Using Key Terms

- Philip II sent a fleet of warships called an _____ to invade England in 1588.
- Parliament abolished the monarchy and declared England a republic or _____.
- The _____ hysteria began to end in 1650.

Chapter Summary

The rulers of Europe during the sixteenth, seventeenth, and early eighteenth centuries battled to expand their borders, power, and religion. The chart below summarizes some of the events of this chapter.

Conflict

Spanish and English monarchs engage in a dynastic struggle.

- Philip II, a champion of Catholicism, resents English tolerance of Protestants.
- The defeat of the Spanish Armada in 1588 means that England will remain Protestant.

Change

Tudor monarchs bring stability and prosperity to England.

- The Act of Supremacy is passed.
- Foreign policy is moderate.
- Spain is defeated in 1588.

Uniformity

France's Louis XIV strengthens absolute monarchy in France and limits the rights of religious dissenters.

- He removes nobles and princes from royal council and keeps them busy with court life.
- He bribes people to make sure his policies are followed in the provinces.

Conflict

Dynastic and religious conflicts divide the German states.

- Two German states emerge as great powers in the seventeenth and eighteenth centuries: Prussia and Austria.
- Prussia has to build an army to protect its borders. Austria is diverse with no common culture or political rule.

Innovation

Peter the Great attempts to modernize Russian society.

- He introduces Western customs, practices, and manners.
- He prepares a Russian book of etiquette to teach Western manners.
- He mixes the sexes for conversation and dancing.

- The belief that the monarch receives power directly from God is called _____.
- In _____, elongated figures show suffering and heightened emotions.
- _____ refers to the political system in which ultimate authority rests with the monarch.
- _____ artists paired ideals of Renaissance art with sixteenth-century spiritual feelings.
- The Russian monarch was called a _____.
- The _____ were Russian nobility defeated by Ivan the Terrible.
- John Locke believed people had certain _____—to life, liberty, and property.

Reviewing Key Facts

- Religion** What is the name given to French Calvinists?
- Government** Why is the Edict of Nantes sometimes called the Edict of Tolerance?
- History** Whom did Spain defeat in the Battle of Lepanto in 1571?
- Geography** At the beginning of the seventeenth century, Spain controlled territory on which continents?
- History** When and where was the Thirty Years' War fought?
- History** After the Thirty Years' War, which country emerged as the most dominant in Europe?
- Government** On his deathbed, what advice did Louis XIV give to his great-grandson, the future king?
- Culture** What reason for writing did Lope de Vega give those who asked?
- Culture** What is the essential message of *Don Quixote* by Cervantes?
- Philosophy** According to John Locke, what was the purpose of government?

Critical Thinking

- Analyzing** Baroque art and architecture reflected a search for power. How can a particular style of art be more powerful than another? (Consider the palace at Versailles.)
- Explaining** "Repression breeds rebellion." Explain how this quote relates to the history of the Netherlands during the reign of Philip II.
- Compare and Contrast** Compare the political thought of John Locke to the American form of government. What would Locke support? What would he not support?

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Self-Check Quiz

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 14—Self-Check Quiz** to prepare for the Chapter Test.

Writing About History

24. **Persuasive Writing** Which of the monarchs described in this chapter do you most and least admire? Why? Write an essay supporting your answer with logic and reason.

Analyzing Sources

Read the following quote about absolutism by Jacques Bossuet, a seventeenth-century French bishop.

“It is God who establishes kings. They thus act as ministers of God and His lieutenants on earth. It is through them that he rules. This is why we have seen that the royal throne is not the throne of man, but the throne of God himself. It appears from this that the person of kings is sacred, and to move against them is a crime. Since their power comes from on high, kings . . . should exercise it with fear and restraint as a thing which has come to them from God, and for which God will demand an account.”

25. According to the quote, how should kings rule?
26. How do these words justify divine right of kings, and what does it mean that God will demand an account? What questions would you ask Bossuet about his ideas? How might he answer?

Applying Technology Skills

27. **Using the Internet** or library, research the current political status of France, Great Britain, Spain, and Germany. List the name of the current leader and the type of government (for example: Mexico, President Fox, constitutional democracy).

Making Decisions

28. Assume the role of King Louis XIV, or Queen Elizabeth I. Write a speech to your people about raising taxes and religion. Assess the needs of the state, the military, the court, and the people. Is it necessary to raise taxes? Which group is demanding the increase? How will this action affect each of these groups? Who will benefit the most, and who will suffer the most from the increase? After you have weighed options and considered the consequences, write a speech to your subjects announcing your decision. Persuade them that the increase is in the best interest of all.

NATIONAL
GEOGRAPHIC

Growth of France under Louis XIV, 1643–1715



Analyzing Maps and Charts

29. What natural borders help to define France during this period?
30. Study the map carefully. What means of transportation do you think most French people used for trade?
31. Using this map and your text, describe how Louis XIV expanded France. What was the legacy of Louis XIV's expansion for his successor?
32. How does the extent of France in 1715 compare to the extent of France today? Use an atlas to research your answer.



Standardized Test Practice

Directions: Choose the best answer to the following question.

The controversy that led to the English “Glorious Revolution” was

- F a Tudor-Stuart struggle for the throne.
G the restoration of a monarch in England.
H increased religious freedom for Catholics.
J a power struggle between Parliament and the king.

Test-Taking Tip: Remember the date of the Glorious Revolution to help eliminate answers.

CHAPTER 15

The Muslim Empires

1450–1800

Key Events

As you read this chapter, look for the key events in the history of the Muslim empires.

- Muslim conquerors captured vast territory in Europe and Asia using firearms.
- Religion played a major role in the establishment of the Ottoman, Safavid, and Mogul Empires.
- Trade and the arts flourished under the Muslim empires.

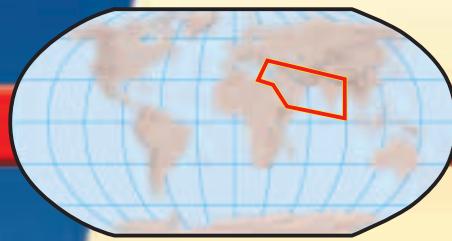
The Impact Today

The events that occurred during this time period still impact our lives today.

- Muslim art and architectural forms have endured, and examples can be found throughout the world.
- Since the territory once occupied by the Ottoman and Safavid dynasties produces one-third of the world's oil supply, these regions continue to prosper.



World History Video The Chapter 15 video, "Constantinople to Istanbul," chronicles the spread of Islam and Muslim cultural achievements.



Hagia Sophia in Constantinople



1453
Ottoman
Turks capture
Constantinople

1450

1485

1529
Ottoman
forces
defeated
at Vienna

1520

1501
Ismail I founds
Safavid dynasty

1555

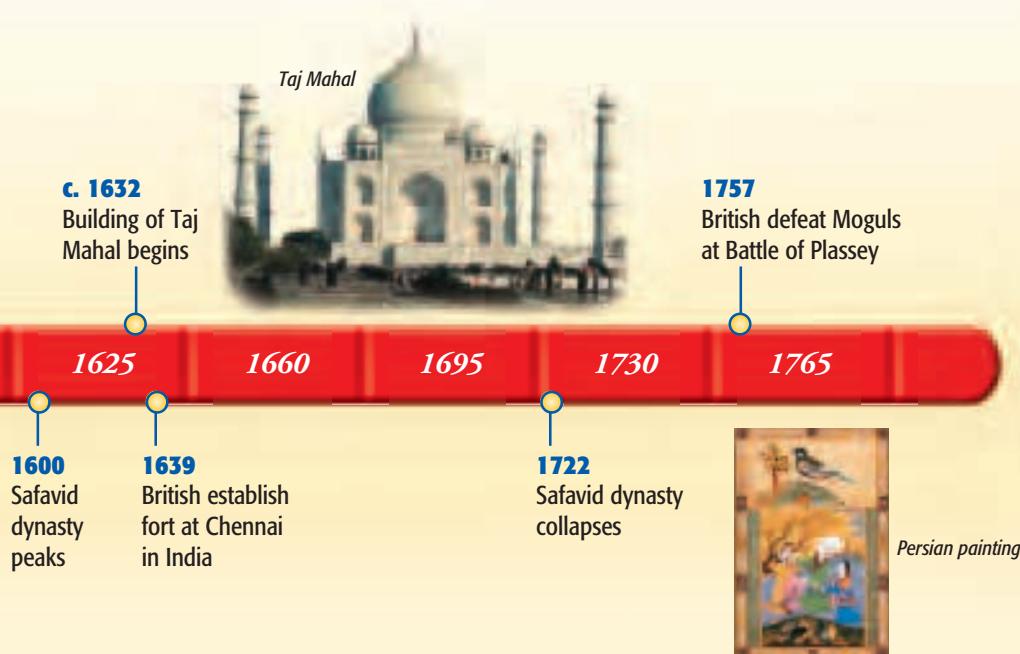


Turkish helmet

1571
Spanish destroy
Ottoman fleet
at Lepanto



This tilework features an inscription from the Quran, the sacred book of Islam.



HISTORY Online

Chapter Overview

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 15—Chapter Overview** to preview chapter information.

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A Story That Matters



The Fortress of Gwalior in India greatly impressed Babur.

The Conquests of Babur

At the beginning of the sixteenth century, to the north of India in present-day Afghanistan, lived a military adventurer named Babur, a descendant of the great Asian conqueror Timur Lenk (Tamerlane). Babur began with a pitifully small following: "The greater part of my followers (about 250 men) were on foot with sandals on their feet, clubs in their hands, and long frocks over their shoulders."

After seizing Kabul in 1504, Babur increased his forces, armed them with newly invented firearms, and extended his vision of conquest to the lands of India. With a force of eight thousand men armed with artillery, he destroyed the much larger army of the ruler of North India.

Nine months later, Babur's army faced yet another Indian prince with a considerably larger army. Babur rallied his forces with these words: "Let us, then, with one accord, swear on God's holy word, that none of us will even think of turning his face from this warfare, nor desert from the battle and slaughter that ensues, till his soul is separated from his body."

Babur's troops responded with enthusiasm. "Towards evening," he wrote later, "the confusion was complete, and the slaughter was dreadful. The fate of the battle was decided . . . I ordered the [enemy leader] to be flayed alive." Babur had won yet another decisive victory.

Why It Matters

During Europe's age of exploration, between 1500 and 1800, the world of Islam experienced new life with the rise of three great Muslim empires. With his victories, Babur created one of them—the Mogul Empire—in India. Along with the Ottomans and the Safavids, the Moguls dominated Southwest Asia and the South Asian subcontinent. For about two hundred years, these three powerful Muslim states brought stability to a region that had been in turmoil for centuries.

History and You The English language contains many words derived from Arabic. Research the subject of etymology (where words come from), using the Internet or a dictionary. Identify 25 English words derived from Arabic. List them in alphabetical order and then write a paragraph describing the influence of Arabic on English.

SECTION 1

The Ottoman Empire

Guide to Reading

Main Ideas

- Ottoman Turks used firearms to expand their lands and appointed local rulers to administer conquered regions.
- The Ottomans created a strong empire with religious tolerance and artistic achievements.

Key Terms

janissary, pasha, gunpowder empire, sultan, harem, grand vizier, ulema

Preview of Events

1450	1475	1500	1525	1550	1575	1600
1453 Ottoman Turks capture Constantinople		1520 Süleyman I becomes Ottoman ruler	1526 Ottomans defeat Hungarians		1529 Austria defeats Ottomans at Vienna	1571 Spanish defeat Ottomans at Lepanto

People to Identify

Mehmet II, Sultan Selim I, Sinan

Places to Locate

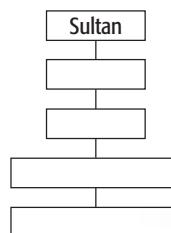
Anatolian Peninsula, Bosphorus, Dardanelles, Sea of Marmara, Makkah

Preview Questions

1. What were the major events in the growth of the Ottoman Empire?
2. What role did religion play in the Ottoman Empire?

Reading Strategy

Organizing Information Create a chart to show the structure of Ottoman society. List groups in order of importance.



The siege of Constantinople

Voices from the Past

In 1453, the Ottoman Turks conquered Constantinople, the Byzantine capital. One Greek described the scene:

“The soldiers fell on the citizens with anger and great wrath. They were driven by the hardships of the siege, and some foolish people had hurled taunts and curses at them from the battlements all through the siege. Now they killed so as to frighten all the city, and to terrorize and enslave all by the slaughter. When they had had enough of murder, some of the troops turned to the mansions of the mighty, for plunder and spoil. Others went to the robbing of churches, and others dispersed to the simple homes of the common people, stealing, robbing, plundering, killing, insulting, taking and enslaving men, women, and children, old and young, priests, monks—in short, every age and class.”

—*The Islamic World*, William H. McNeill and M.R. Waldham, 1973

After this siege, Constantinople became the capital of the new Ottoman Empire.

Rise of the Ottoman Turks

In the late thirteenth century, a new group of Turks under their leader Osman began to build power in the northwest corner of the **Anatolian Peninsula**. That land had been given to them by the Seljuk Turk rulers as a reward for helping the rulers to defend their lands against the Mongols in the late thirteenth century.

At first, the Osman Turks were relatively peaceful and engaged in pastoral activities. However, as the Seljuk Empire began to decline in the early fourteenth century, the Osman Turks began to expand. This was the beginning of the Ottoman dynasty.

From their location in the northwestern corner of the peninsula, the Ottomans expanded westward and eventually controlled the **Bosporus** and the **Dardanelles**.



These two straits (narrow passageways), separated by the **Sea of Marmara**, connect the Black Sea and the Aegean Sea, which leads to the Mediterranean. The Byzantine Empire had controlled this area for centuries.

In the fourteenth century, the Ottoman Turks expanded into the **Balkans**. Ottoman rulers claimed the title of sultan and began to build a strong military by developing an elite guard called **janissaries**. Recruited from the local Christian population in the Balkans, the janissaries were converted to Islam and trained as foot soldiers or administrators to serve the sultan.

As knowledge of firearms spread in the late fourteenth century, the Ottomans began to master the new technology. The janissaries, trained as a well-armed infantry, began to spread Ottoman control in

the Balkans. With their new forces, the Ottomans defeated the Serbs at the Battle of Kosovo in 1389. During the 1390s, they advanced northward and annexed Bulgaria.

Reading Check **Identifying** What strategic lands and bodies of water did the Ottomans take from the Byzantine Empire?

Expansion of the Empire

Over the next three hundred years, Ottoman rule expanded to include large areas of Western Asia, as well as North Africa and additional lands in Europe.

The Fall of Constantinople Under the leadership of **Mehmet II**, the Ottomans moved to end the Byzantine Empire. With eighty thousand troops ranged against only seven thousand defenders, Mehmet laid siege to Constantinople. In their attack on the city, the Ottomans used massive cannons with 26-foot (8-m) barrels that could launch stone balls weighing up to 1,200 pounds (545 kg) each.

The attack began on April 6, 1453, with an Ottoman bombardment. The Byzantines took their final stand behind the walls along the western edge



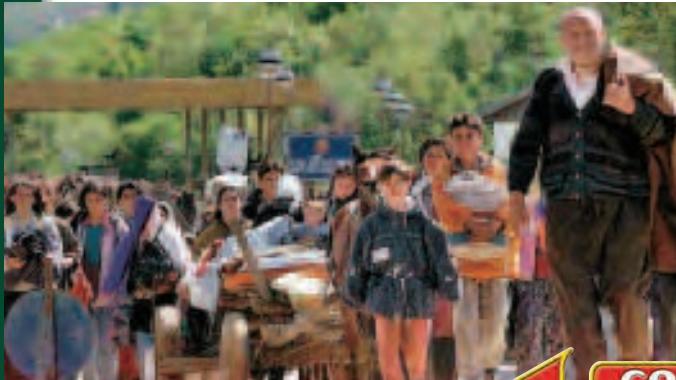
CONNECTIONS Past To Present

Conflict in Yugoslavia

In 1919, Yugoslavia was formed as a new state in the Balkans. It consisted of six territories that had little interest in being part of a single nation. From 1945 to 1980, the dictator Marshal Tito held the country together.

In 1992, Yugoslavia began to disintegrate. Slovenia, Croatia, Bosnia-Herzegovina, and Macedonia declared their independence. When Serbia refused to accept the breakup of Yugoslavia, conflict erupted. The Serbs invaded Bosnia and pursued a policy of "ethnic

▼ **Ethnic Albanian refugees cross the Albanian border in 1999.**



cleansing," in which they killed Muslims or forcibly removed them from their homes.

Ethnic and religious struggles in Yugoslavia had deep roots in the past. In the Middle Ages, the Slavic peoples had accepted Christianity. While the Croats and Slovenes became Roman Catholics, the Serbs and the others became Eastern Orthodox. In the fourteenth century, the Ottoman conquest of the Balkans brought the Muslims. Many Christians chose to convert to Islam. By 1500, the area that later became Yugoslavia was a land where Muslim, Catholic, and Eastern Orthodox groups maintained an uneasy peace.

Comparing Past and Present

Using outside sources, research the current political situation in the Balkan states. How did the Balkan wars of the early 1990s end? How have those wars influenced the development of that region since 1992? What is the current political and economic situation in the Balkans?

Expansion of the Ottoman Empire, c. 1300–1699



of the city. They fought desperately for almost two months to save their city. Finally, on May 29, the walls were breached, and Ottoman soldiers poured into the city.

The Byzantine emperor died in the final battle, and a great three-day sack of the city began. When Mehmet II saw the ruin and destruction of the city, he was filled with regret and lamented, “What a city we have given over to plunder and destruction.”

Western Asia and Africa With their new capital at Constantinople (later renamed **Istanbul**), the Ottoman Turks now dominated the Balkans and the Anatolian Peninsula. From approximately 1514 to 1517, **Sultan Selim I** took control of Mesopotamia, Egypt, and Arabia—the original heartland of Islam. Controlling several of the holy cities of Islam, including **Jerusalem**, **Makkah** (Mecca), and **Madinah**, Selim declared himself to be the new caliph, defender of the faith and successor to Muhammad.

After their victories in the east, Ottoman forces spent the next few years advancing westward along the African coast, eventually almost reaching the Strait

Geography Skills

For nearly four hundred years, the Ottoman Empire continued to expand.

- 1. Interpreting Maps** Name the places and dates for three battles that stopped Ottoman expansion into Europe.
- 2. Applying Geography Skills** The Ottomans conquered Constantinople in 1453. How did that event impact their expansion?

of Gibraltar. The impact of Ottoman rule on the peoples of North Africa was relatively light, however.

Like their predecessors, the Ottomans were Muslims. Where possible, they preferred to administer their conquered regions through local rulers. The central government appointed officials, called **pashas**, who collected taxes, maintained law and order, and were directly responsible to the sultan's court in Constantinople.

Europe After their conquest of Constantinople in 1453, the Ottoman Turks tried to complete their conquest of the Balkans. They took the Romanian territory of Walachia, but the Hungarians stopped their advance up the Danube Valley.

CLICK HERE



Web Activity Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 15—Student Web Activity** to learn more about the Ottoman Empire.

The reign of Süleyman I, beginning in 1520, led to new Ottoman attacks on Europe. Advancing up the Danube, the Ottomans seized Belgrade. In 1526, at the Battle of Mohacs (MOH•hach) on the Danube, they won a major victory over the Hungarians.

The Ottomans then conquered most of Hungary, moved into Austria, and advanced as far as Vienna, where they were finally defeated in 1529. At the same time, they extended their power into the western Mediterranean until a large Ottoman fleet was destroyed by the Spanish at Lepanto in 1571 (see Chapter 14).

During the first half of the seventeenth century, the Ottoman Empire in eastern Europe remained a “sleeping giant.” Occupied with internal problems, the Ottomans were content with the status quo in eastern Europe. However, in the second half of the seventeenth century, they again went on the offensive.

By mid-1683, the Ottomans had marched through the Hungarian plain and laid siege to Vienna. Repulsed by an army of Europeans, the Ottomans retreated and were pushed out of Hungary. Although they retained the core of their empire, the Ottoman Turks would never again be a threat to central Europe.

Reading Check Summarizing List the sequence of events that led to the expansion of the Ottoman Empire.

The Nature of Ottoman Rule

Like the other Muslim empires in Persia and India, the Ottoman Empire is often labeled a “**gunpowder empire**.” Gunpowder empires were formed by outside conquerors who unified the regions that they conquered. As the name suggests, such an empire’s success was largely based on its mastery of the technology of firearms.

At the head of the Ottoman system was the **sultan**, who was the supreme authority in both a political and a military sense. The position of the sultan was hereditary. A son, although not necessarily the eldest, always succeeded the father. This practice led to struggles over succession upon the death of individual sultans. The losers in these struggles were often executed.

THE WAY IT WAS

YOUNG PEOPLE IN . . .

The Ottoman Empire

Every few years, as need arose, government commissioners went into the provinces of the Ottoman Empire to recruit a special class of slaves. Those chosen were usually Christian boys, because Muslims were not allowed to enslave other Muslims. This collecting of boys was known as the *Devshirme*—literally, the “boy levy.” (The word *levy*, as used here, means the enlistment of people for military service.)

Most of the boys who were selected were from Christian peasant families in the Balkans. Recruits, usually between the ages of 10 and 20, were selected on

the basis of good appearance and good physical build. These boys were brought to Constantinople, now the city of Istanbul, where most of them remained for training.

The boys were first converted to Islam. The brightest were then made pages (attendants) for the sultan and put into palace schools for a special education. Royal servants taught them languages (Turkish, Persian, and Arabic), literature, history, and of course, the Quran. The young boys also received physical and military training.

The boys were strictly disciplined. Sleep, study, and play were all done at very specific times. The boys were told to regard

As the empire expanded, the status and prestige of the sultan increased, and the position took on the trappings of imperial rule. A centralized administrative system was adopted, and the sultan became increasingly isolated in his palace.

The Topkapi (“iron gate”) Palace in Istanbul, the new name for Constantinople, was the center of the sultan’s power. The palace was built in the fifteenth century by Mehmet II. Like Versailles in France, it had an administrative purpose and served as the private residence of the ruler and his family.

The private domain of the sultan was called the **harem** (“sacred place”). Here, the sultan and his wives resided. Often a sultan chose four wives as his favorites.

When a son became a sultan, his mother became known as the queen mother and acted as a major adviser to the throne. This tradition often gave considerable power to the queen mother in the affairs of state.

The sultan controlled his bureaucracy through an imperial council that met four days a week. A chief minister, known as the **grand vizier**, led the meetings of the council. The sultan sat behind a screen and privately indicated his desires to the grand vizier.

their families as dead and were kept isolated from the outside world. Punishments were severe. Any boy who broke the rules was beaten on the soles of his feet with a thin wooden rod.

At the age of 25, the young men were assigned different roles. Some who were well-trained in the use of firearms became janissaries. These foot soldiers also served as guards for the person of the sultan. Some became members of the regular cavalry, and others became government officials. Some of the latter even rose in importance to become chief ministers to the sultan.

The empire was divided into provinces and districts, each governed by officials. They were assisted by bureaucrats who had been trained in a palace school for officials in Istanbul. Senior officials were given land by the sultan. They were then responsible for collecting taxes and supplying armies for the empire from this landed area.

 **Reading Check** **Describing** What was the relationship among the grand vizier, the sultan, and the imperial council?

Religion in the Ottoman World

Like most Turkic-speaking peoples in the Anatolian Peninsula and throughout Western Asia, the Ottomans were Sunni Muslims (see Chapter 6). Ottoman sultans had claimed the title of caliph since the early sixteenth century. In theory, they were responsible for guiding the flock and maintaining Islamic law.

In practice, the sultans gave their religious duties to a group of religious advisers known as the **ulema**. This group administered the legal system and schools for educating Muslims. Islamic law and customs were applied to all Muslims in the empire.



The janissaries were an elite group who served the sultan.

CONNECTING TO THE PAST

- Explaining** Why were Christian boys chosen to be the special class of slaves?
- Writing about History** Muslim boys could not be made into slaves, but Christian slaves could be converted to Muslims. What do you think about the logic of this system? Explain your answer.



History *through* Architecture

Built by Mehmet II, the Topkapi Palace was the center of the sultan's power. This photo of the Fruit Room of Ahmet III in the palace is a beautiful reminder of the splendor of Islamic architecture and painting. **How do you think this room acquired its name?**

The Ottoman system was generally tolerant of non-Muslims, who made up a significant minority within the empire. Non-Muslims paid a tax, but they were allowed to practice their religion or to convert to Islam. Most people in the European areas of the empire remained Christian. In some areas, however, such as present-day Bosnia, large numbers converted to the Islamic faith.

Reading Check **Identifying** What religious responsibilities did the sultans have in their role as caliphs?

Ottoman Society

The subjects of the Ottoman Empire were divided by occupation. In addition to the ruling class, there were four main occupational groups: peasants, artisans, merchants, and pastoral peoples. Peasants

farmed land that was leased to them by the state. Ultimate ownership of all land resided with the sultan. Artisans were organized according to craft guilds. Each guild provided financial services, social security, and training to its members. Outside the ruling elite, merchants were the most privileged class in Ottoman society. They were largely exempt from government regulations and taxes and were able, in many cases, to amass large fortunes. Pastoral peoples—nomadic herders—were placed in a separate group with their own regulations and laws.

Technically, women in the Ottoman Empire were subject to the same restrictions as women in other Muslim societies, but their position was somewhat better. As applied in the Ottoman Empire, Islamic law was more tolerant in defining the legal position of women. This relatively tolerant attitude was probably due to traditions among the Turkish peoples, which regarded women as almost equal to men.

Women were allowed to own and inherit property. They could not be forced into marriage and, in certain cases, were permitted to seek divorce. Women often gained considerable power within the palace. In a few instances, women even served as senior officials, such as governors of provinces.

Reading Check **Contrasting** How did the position of women in the Ottoman Empire contrast to that of women in other Muslim societies?

Problems in the Ottoman Empire

The Ottoman Empire reached its high point under Süleyman the Magnificent, who ruled from 1520 to 1566. It may also have been during Süleyman's rule that problems began to occur, however. Having executed his two most able sons on suspicion of treason, Süleyman was succeeded by his only surviving son, Selim II.

The problems of the Ottoman Empire did not become visible until 1699, when the empire began to lose some of its territory. However, signs of internal disintegration had already appeared at the beginning of the 1600s.

After the death of Süleyman, sultans became less involved in government and allowed their ministers to exercise more power. The training of officials declined, and senior positions were increasingly assigned to the sons or daughters of elites. Members of the elite soon formed a privileged group seeking wealth and power. The central bureaucracy lost its links with rural areas. As a result, local officials grew corrupt, and taxes rose. Constant wars

depleted the imperial treasury. Corruption and palace intrigue grew.

Another sign of change within the empire was the exchange of Western and Ottoman ideas and customs. Officials and merchants began to imitate the habits and lifestyles of Europeans. They wore European clothes and bought Western furniture and art objects. Europeans borrowed Ottoman military technology and decorated their homes with tiles, tulips, pottery, and rugs. During the sixteenth and seventeenth centuries, coffee was introduced to Ottoman society and spread to Europe.

Some sultans attempted to counter these trends. One sultan in the early seventeenth century issued a decree outlawing both coffee and tobacco. He even began to patrol the streets of Constantinople at night. If he caught any of his subjects in immoral or illegal acts, he had them immediately executed.

 **Reading Check Summarizing** What changes ultimately led to the disintegration of the Ottoman Empire?

Ottoman Art

The Ottoman sultans were enthusiastic patrons of the arts. The period from Mehmet II to the early eighteenth century witnessed a flourishing production of pottery; rugs, silk, and other textiles; jewelry; and arms and armor. All of these adorned the palaces of

the rulers. Artists came from all over the world to compete for the generous rewards of the sultans.

By far the greatest contribution of the Ottoman Empire to world art was in architecture, especially the magnificent mosques of the last half of the sixteenth century. The Ottoman Turks modeled their mosques on the open floor plan of Constantinople's Byzantine church of Hagia Sophia, creating a prayer hall with an open central area under one large dome.

In the mid-sixteenth century, the greatest of all Ottoman architects, **Sinan**, began building the first of his 81 mosques. One of Sinan's masterpieces was the Suleimaniye Mosque in Istanbul. Each of his mosques was topped by an imposing dome, and often the entire building was framed with four towers, or minarets.

The sixteenth century also witnessed the flourishing of textiles and rugs. The Byzantine emperor Justinian had introduced silk cultivation to the West in the sixth century. Under the Ottomans the silk industry resurfaced. Factories produced silks for wall hangings, sofa covers, and especially court costumes. Rugs were a peasant industry. The rugs, made of wool and cotton in villages from different regions, each boasted their own distinctive designs and color schemes.

 **Reading Check Explaining** How were the arts tied to religion in Ottoman society?

SECTION I ASSESSMENT

Checking for Understanding

- Define** janissary, pasha, gunpowder empire, sultan, harem, grand vizier, ulema.
- Identify** Mehmet II, Sultan Selim I, Sinan.
- Locate** Anatolian Peninsula, Bosphorus, Dardanelles, Sea of Marmara, Makkah.
- Evaluate** how the problems in the Ottoman Empire may have begun during the reign of Süleyman the Magnificent.
- Identify** the four main occupational groups in the Ottoman Empire.

Critical Thinking

- Drawing Inferences** Describe the organization of Ottoman government and explain why it was effective.
- Compare and Contrast** Create a chart like the one below to compare and contrast the contributions of Mehmet II, Selim I, and Süleyman I to the Ottoman Empire.

Ruler	Contributions	Effect on Empire
Mehmet II		
Selim I		
Süleyman I		

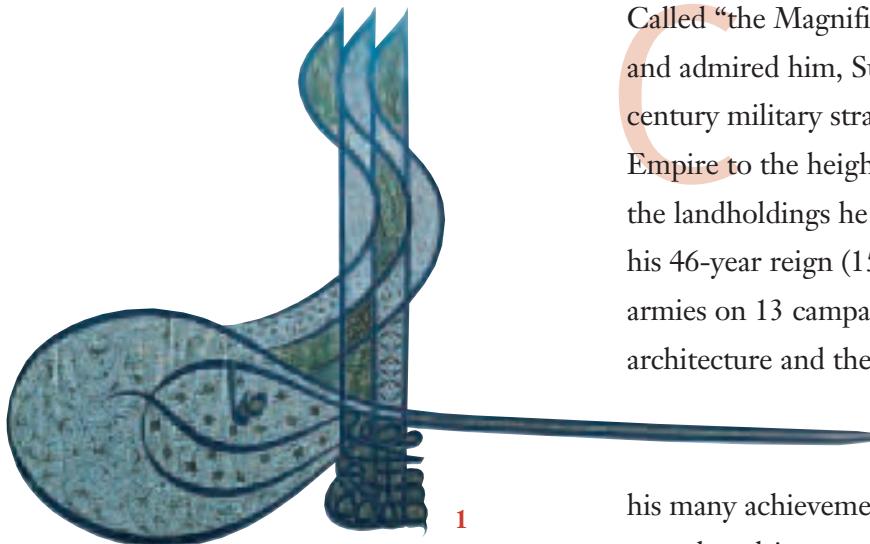
Analyzing Visuals

- Compare** the room shown on page 462 with the room from the palace of Versailles shown on page 443 of your text. How do the two rooms reflect the power of the rulers who had them built?

Writing About History

- Expository Writing** The Ottoman Empire was considered a "gunpowder empire." Research the history of gunpowder and write an essay explaining how the Ottomans acquired it. What impact did this acquisition have on the expansion of the Ottoman Empire? Use both primary and secondary sources for your research.

THE WORLD OF SÜLEYMAN



Called “the Magnificent” by Europeans who both feared and admired him, Süleyman I was a brilliant sixteenth-century military strategist who raised the Ottoman Empire to the height of its glory—more than doubling the landholdings he inherited from his father. During his 46-year reign (1520–1566), he personally led his armies on 13 campaigns, encouraged the growth of architecture and the fine arts, and played a key role in European politics of the day. Yet in spite of his power and his many achievements, Süleyman also endured great tragedy—driven to execute not only his dearest friend but also two of his own sons.

Arising from a nomadic Turkic-speaking tribe in western Anatolia (today's Turkey) in the late thirteenth century, the Ottomans were zealous Muslims who regarded the *jihad*, or holy war, against non-believers as their religious duty. Over the next century, they conquered Anatolia and ever larger portions of Byzantine territories in eastern Europe. In 1453, Süleyman's great-grandfather, Mehmet the Conqueror, delivered the final blow to the Byzantine Empire when he captured its capital, Constantinople. Renamed Istanbul, it became the rich Ottoman capital.

The fall of Constantinople sent a shock wave through Europe and confirmed the Ottomans as a European

power. During Süleyman's reign, the empire would extend from Buda in central Europe to Basra in Asia. Süleyman would also greatly expand the practice begun by Mehmet the Conqueror of supporting the arts and architecture, building public baths, bridges, religious schools, and grand mosque complexes. One of the most famous still standing today is Istanbul's Süleimaniye Mosque.

Süleyman lived and ruled from the ornate palace of Topkapi. Also housed here were the empire's treasury, a school for training high officials, the sultan's advisers, and the harem. The women of the sultan's harem were drawn from non-Muslim enslaved women either captured or

given as tribute by vassal states.

A small guard of janissaries, the sultan's elite army, also lived at the palace. Founded in the late fourteenth century—long before any standing army in Europe—the janissaries were recruited exclusively from Christian boys who were then brought up in the Islamic faith and trained in the use of arms. The sultan's high officials were also recruited as children from Christian families. After rigorous training, they gained their positions by their own skill. This system was so unusual for the times that one foreign ambassador who was granted an audience with Süleyman observed with astonishment that “there was not in all that great assembly a single man who

SPECIAL REPORT



owed his position to aught save his valor and his merit."

Süleyman held absolute power and the right of life or death over his subjects. Yet one of his first official acts as sultan was to free 1,500 Egyptian and Iranian captives. He also paid merchants for any goods his father had confiscated, and ordered the execution of governors who were hated for their cruel abuses. This earned him a reputation as a just ruler who would protect the powerless among his people from illegal acts of corrupt officials.

His grateful subjects called Süleyman *Kanuni*, the Lawgiver. "I know of no State which is happier than this one," reported the Venetian ambassador. "It is furnished with all God's gifts. It controls war and peace with all; it is rich in gold, in people, in ships, and in obedience; no State can be compared with it." At the heart of

this well-ordered system, however, lay the seeds of its eventual downfall.

"Whichever of my sons inherits the sultan's throne," declared Mehmet the Conqueror, "it behooves him to kill his brothers in the interest of the world order." Killing off all contenders early in a sultan's reign could protect the regime from the kind of civil wars that disrupted other monarchies during the sixteenth century. Because it was sacrilege to shed royal blood, the deed was carried out by strangling with a silken bowstring.

Mehmet himself began his rule by killing his infant brother. And according to one chronicler, Süleyman's father, Selim, claimed the throne by killing "his father and two brothers, and many nephews and sixty-two other relatives." Selim the Grim, as he was called, knew that failure to carry

out the executions would have meant his own death—and that of Süleyman, his heir.

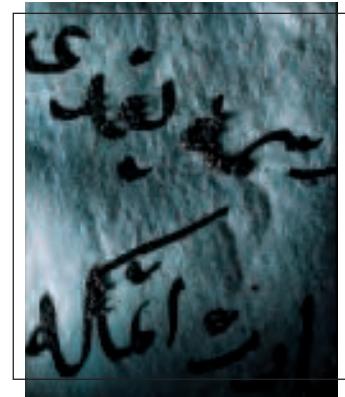
When his father became sultan, 18-year-old Prince Süleyman intensified his own training. Ottoman princes were assigned to serve as governors of provincial capitals, and to serve on military campaigns, ensuring

1 Süleyman's elaborate monogram endorsed many official documents issued during his 46-year reign.

2 Occupying a strategic position at the junction of three continents, the Ottoman Empire under Süleyman became a major world power. The broad sweep of the empire at the time of Süleyman's death in 1566 (shown in orange) included peoples of many religious and ethnic backgrounds.



that whoever survived the battle for the throne would be well prepared to lead the empire. According to custom, the prince of the house was supposed to be skilled in crafts as well as in government and war. Süleyman was trained as a goldsmith and was knowledgeable about science and poetry.



4

During his teens, he was educated with Ibrahim, a page at the prince's miniature court. A Greek fisherman's son who had been enslaved during a raid, Ibrahim was fluent in languages, charming, and intelligent. He and Süleyman were soon close friends. So high was Süleyman's opinion of his childhood friend that when he became sultan he made Ibrahim his grand vizier, the sultan's deputy and the general supervisor of the administration. He also put Ibrahim in charge of military campaigns when he himself did not ride into battle.

Süleyman set about producing several heirs to the throne. Three of his sons died in infancy, but the first to reach adulthood was Mustafa, whose mother was an enslaved girl named Gulbahar. Several sons by another concubine also reached adulthood. Their mother was a captive Russian bought for the sultan's harem at the slave market in Istanbul. Known in the West as Roxelana, she was nicknamed Hürrem—"Laughing One"—for her high spirits and lively storytelling. Much to Gulbahar's dis-

3

SPECIAL REPORT

may, Roxelana became one of Süleyman's favorites, appearing with him on some public occasions. His sons meant a lot to Süleyman at the beginning of his reign. He went hunting with them in many parts of his far-flung empire.

This abundance of male heirs set up a deadly rivalry between Gulbahar and Roxelana. Each mother knew that her sons would die if the other's ascended the throne. Roxelana seems to have taken every opportunity to strengthen her position with Süleyman and to undermine that of anyone she perceived as a rival. The rivals included not only Gulbahar but also the grand vizier, Ibrahim, who ⁵ had openly opposed Süleyman's relationship with Roxelana. Süleyman's mother, who favored Ibrahim, was also a rival.

Then, in 1534, Süleyman's mother died. Two years later, convinced by Roxelana that Ibrahim was plotting against him, Süleyman ordered his lifelong friend executed. In addition, Roxelana managed to get her son-in-law, Rüstem Pasha, appointed grand vizier.



Meanwhile, all of Süleyman's sons were being trained just as he had been. Historians have speculated that he favored one or another of them at different times, but the record is hard to interpret. What is known is that Mustafa, Mehmet, Selim, and Bayezid each were assigned to governorships or military campaigns, and that Mehmet died of natural causes in 1543, only a year into his first governorship. Losing a son in adulthood was a great shock to Süleyman, who was, nonetheless, steadily conquering territory and using his influence to unsettle and destabilize Christian Europe.

Then in 1553, Rüstem Pasha convinced Süleyman that Mustafa was plotting a rebellion. There may have been something to the rumor. Süleyman, at 59, was showing signs of his age and had recently been seriously ill. Mustafa, 39, had 20 years experience as a governor. He was respected by the soldiers he led and by the people, who considered him the best successor to his father.

Whatever the truth, Süleyman believed Mustafa to be a danger to the state. On campaign in Iran, he killed his oldest son. Very shortly thereafter, another son, Cihangir, died, leaving only Bayezid and Selim.

The battle for the throne turned into a decade-long civil war between Süleyman's two remaining sons and came to involve the empire's war with its longtime enemy, the Safavid dynasty of Iran. For the sultan, law and order in his empire was more important than any personal family ties. In 1561, Süleyman sided with Selim. He had Bayezid and all his sons—Süleyman's grandsons—killed.

Thus it happened that on Süleyman's death five years later, Selim II was the undisputed heir to the throne. Many date the slow decline of the

empire to Selim's reign. Known as the Drunkard, he left the actual running of the state to his advisers. He also started the practice of choosing only one of his sons for training, thereby reducing the jockeying for power among sons, mothers, and palace officials.

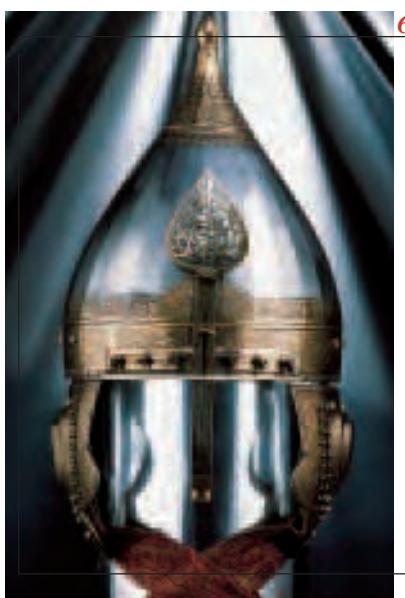
In the seventeenth century, the sultans stopped killing their male relatives and began instead to imprison them. Thus, when a sultan was overthrown, or died without a male heir, the next person to sit on the throne would have spent years—and in some cases, their entire lives—in prison. Ill-equipped to lead, these sultans were easy prey for a corrupt bureaucracy.

3 The soaring dome of Selimiye Mosque in Edirne is decorated with intricate patterns and phrases from the Quran. The vast mosque was built for Süleyman's son and successor, Selim II.

4 Transcribed by a court calligrapher, Süleyman's verses were often decorated with flecks of gold.

5 Solid gold and studded with rubies, emeralds, and other gems, this canteen was carried into battle for the sultan.

6 Ottoman armor, like this grand vizier's helmet, was frequently very ornate.



INTERPRETING THE PAST

1. Why was Süleyman known as the Lawgiver? What kind of ruler was he?

2. What were Süleyman's main accomplishments?

3. What factors contributed to the decline of the Ottoman Empire after Süleyman's death?

SECTION 2

The Rule of the Safavids

Guide to Reading

Main Ideas

- The Safavids used their faith as a unifying force to bring Turks and Persians together.
- The Safavid dynasty reached its height under Shah Abbas.

Key Terms

shah, orthodoxy, anarchy

People To Identify

Safavids, Shah Ismail, Shah Abbas, Riza-i-Abbas

Places To Locate

Azerbaijan, Caspian Sea, Tabriz, Isfahan

Preview Questions

- What events led to the creation and growth of the Safavid dynasty?
- What cultural contributions were made by the Safavid dynasty?

Reading Strategy

Compare and Contrast Fill in the table below listing the key features of the Ottoman and Safavid Empires.

Ottoman Empire	Safavid Empire

Preview of Events

1500	1535	1570	1605	1640	1675	1710
1501 Ismail captures Iran and Iraq	1508 Safavid shah conquers Baghdad	1588 Shah Abbas becomes Safavid ruler		1612 Azerbaijan returned to Safavids		1722 Safavid Empire collapses

Voices from the Past

Under the Safavid dynasty of Persia, the capital city of Isfahan was known for its beauty. One English traveler reported:

“The magnificently-arched bazaars, which form the Noble Square to the Palace, the several public inns, the stately rows of sycamore trees, which the world cannot parallel, the glorious summer-houses, the pleasant gardens, the stupendous bridges, sumptuous temples, the religious convents, the college for the professors of astronomy, are so many lasting monuments of Shah Abbas’ fame. . . . Few cities in the world surpass Isfahan for wealth, and none come near it for those stately buildings, which for that reason are kept entire.”

—*A New Account of East India and Persia, Being Nine Years' Travels, 1672–1681*,
John Fryer, edited 1911

Isfahan was a planned city created by Shah Abbas the Great, ruler of the Safavids.



Aerial view of Isfahan, Iran

Rise of the Safavid Dynasty

After the collapse of the empire of Timur Lenk (Tamerlane) in the early fifteenth century, the area extending from Persia into central Asia fell into anarchy. At the beginning of the sixteenth century, however, a new dynasty known as the **Safavids** (sah•FAH•weedz) took control. Unlike many of their Islamic neighbors who were Sunni Muslims, the Safavids became ardent Shiites. (As discussed in

Chapter 6, the Sunnis and Shiites were the two major groups in the Islamic religion.)

The Safavid dynasty was founded by **Shah Ismail** (ihs•MAH•EEL), the descendant of Safi al-Din (thus the name *Safavid*). In the early fourteenth century, Safi al-Din had been the leader of a community of Turkish ethnic groups in **Azerbaijan**, near the **Caspian Sea**.



In 1501, Ismail used his forces to seize much of Iran and Iraq. He then called himself the **shah**, or king, of a new Persian state. Ismail sent Shiite preachers into Anatolia to convert members of Turkish tribes in the Ottoman Empire. The Ottoman sultan tried to halt this activity, but Ismail refused to stop. He also ordered the massacre of Sunni Muslims when he conquered Baghdad in 1508.

Alarmed by these activities, the Ottoman sultan, Selim I, advanced against the Safavids in Persia and won a major battle near **Tabriz**. However, Selim could not maintain control of the area. A few years later, Ismail regained Tabriz.

During the following decades, the Safavids tried to consolidate their rule throughout Persia and in areas to the west. Faced with the problem of integrating various Turkish peoples with the settled Persian-speaking population of the urban areas, the Safavids used the Shiite faith as a unifying force. Like the Ottoman sultan, the shah himself claimed to be the spiritual leader of all Islam.

In the 1580s, the Ottomans went on the attack. They placed Azerbaijan under Ottoman rule and controlled the Caspian Sea with their fleet. This forced the new Safavid shah, Abbas, to sign a peace treaty in which he lost much territory. The capital of the Safavids was moved from the northwestern city of Tabriz to the more centrally located city of **Isfahan**.

 **Reading Check** **Identifying** What led to fighting between the Ottomans and the Safavids?

Glory and Decline

Under **Shah Abbas**, who ruled from 1588 to 1629, the Safavids reached the high point of their glory. A system similar to that of the janissaries in the Ottoman Empire was created to train administrators to run the kingdom. Shah Abbas also strengthened his army, which he armed with the latest weapons.

In the early seventeenth century, Shah Abbas moved against the Ottomans to regain lost territories. He was helped by European states, whose leaders viewed the Safavids as useful allies against their chief enemies, the Ottoman Turks. The Safavids had some initial success, but they could not hold all their territorial gains against the Ottoman armies. Nevertheless, in 1612, a peace treaty was signed that returned Azerbaijan to the Safavids.

After the death of Shah Abbas in 1629, the Safavid dynasty gradually lost its vigor. Most of his successors lacked his talent and political skills. The power of Shiite religious elements began to increase at court and in Safavid society at large.

While intellectual freedom had marked the height of the empire, the pressure to conform to traditional religious beliefs, called religious **orthodoxy**, increased. For example, Persian women who had considerable freedom during the early empire were now forced into seclusion and required to adopt the wearing of the veil.

In the early eighteenth century, during the reign of Shah Hussein, Afghan peoples invaded and seized the capital of Isfahan. The remnants of the Safavid ruling family were forced to retreat to Azerbaijan,



 **Geography Skills**

By 1700, the Safavid Empire had lost much of its strength.

1. Applying Geography Skills What geographic factors hindered the expansion of the Safavid Empire?

Ottoman and Safavid Empires

Ottoman Empire

Arose in early 14th century

Expanded from northwest Anatolian Peninsula to western Asia, eastern Europe, and North Africa

Attempted to conquer central Europe

Sunni Muslims

Ruler: Sultan

Was generally tolerant of non-Muslims in empire

Began slow decline in 17th century

Safavid Empire

Arose in early 16th century

Controlled area from Persia into central Asia; lost territory to Ottomans

Allied with European states against Ottomans

Shiite Muslims

Ruler: Shah

Used Shiite faith to unify peoples in empire

Collapsed in 1722

Graphic Organizer Skills

Both the Ottomans and the Safavids created strong empires.

Compare and Contrast Which empire had a greater influence on Europe? What factors do you think most influenced the ability of both empires to expand?

their original homeland. The Turks took advantage of the situation to seize territories along the western border. Persia sank into a long period of political and social **anarchy** (lawlessness and disorder).

Reading Check **Evaluating** How did the Safavid Empire reach its pinnacle under Shah Abbas? Why did it decline after his death?

Political and Social Structures

Persia under the Safavids was a mixed society. The Safavids had come to power with the support of nomadic Turkish groups, but the majority of the people were Persian. Most of them were farmers or townspeople. The combination of Turkish and Persian elements affected virtually all aspects of Safavid society.

The Safavid political system, like that in most empires, was organized in the shape of a pyramid. The shah was at the top, the bureaucracy and landed classes were in the middle, and the common people were below.

The Role of the Shah The Safavid rulers were eagerly supported by Shiites, who believed that the founder of the empire (Shah Ismail) was a direct successor of the prophet Muhammad. In return, the shahs declared Shia Islam to be the state religion.

Visitors reported that the shahs were more available to their subjects than were rulers elsewhere. "They show great familiarity to strangers," remarked one visitor, "and even to their own subjects, eating and drinking with them pretty freely." Indeed, the shahs even had their physical features engraved inside drinking cups so that people throughout their empire would know them.

Strong-minded shahs firmly controlled the power of the landed aristocracy. The shahs seized the large landed estates of the aristocrats and brought them under the control of the Crown. In addition, appointment to senior positions in the bureaucracy was based on merit rather than birth. To avoid competition between Turkish and non-Turkish elements, Shah Abbas, for example, hired a number of foreigners from neighboring countries for positions in his government.

Economy and Trade The Safavid shahs played an active part in trade and manufacturing activity. There

was also a large and affluent urban middle class involved in trade.

Most goods in the empire traveled by horse or camel caravans. Although the road system was poor, the government provided resting places for weary travelers. In times of strong rulers, the roads were kept fairly clear of thieves and bandits.

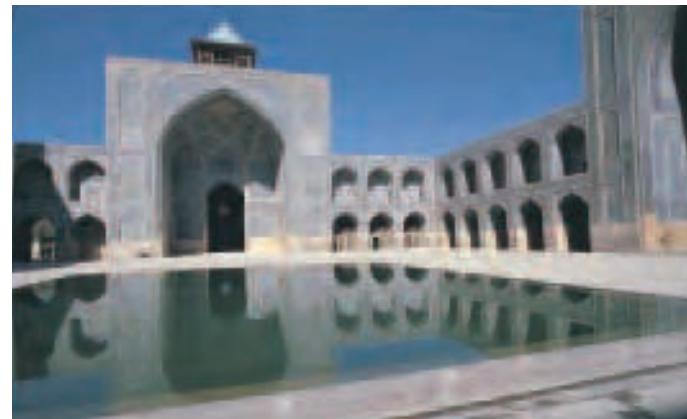
At its height, Safavid Persia was a worthy successor to the great Persian empires of the past. However, it was probably not as prosperous as its neighbors to the east and west—the Moguls and the Ottomans. Hemmed in by the sea power of the Europeans to the south and the land power of the Ottomans to the west, the Safavids found trade with Europe difficult.

Reading Check **Describing** Describe the shah's power and its effect on society.

Safavid Culture

Knowledge of science, medicine, and mathematics under the Safavids was equal to that of other societies in the region. In addition, Persia witnessed an extraordinary flowering of the arts during the reign of Shah Abbas from 1588 to 1629.

The capital of Isfahan, built by Shah Abbas, was a grandiose planned city with wide spaces and a sense of order. Palaces, mosques, and bazaars were arranged around a massive polo ground. The immense mosques were richly decorated, and the palaces were delicate structures with slender wooden columns. To adorn the buildings, craftspeople created imaginative metalwork, elaborate tiles, and



The Royal Academy of Isfahan

delicate glass vessels. Much of the original city still stands and is a gem of modern-day Iran.

Silk weaving based on new techniques flourished throughout the empire. The silks were a brilliant color, with silver and gold threads. The weavings portrayed birds, animals, and flowers.

Above all, carpet weaving flourished, stimulated by the great demand for Persian carpets in the West. Made primarily of wool, these carpets are still highly prized all over the world.

Persian painting enjoyed a long tradition, which continued in the Safavid Era. **Riza-i-Abbasi**, the most famous artist of this period, created exquisite works on simple subjects, such as oxen plowing, hunters, and lovers. Soft colors and flowing movement were the dominant features of the painting of this period.

Reading Check **Describing** What subjects were portrayed in many works of art from the Safavid Era?

SECTION 2 ASSESSMENT

Checking for Understanding

- Define** shah, orthodoxy, anarchy.
- Identify** Safavids, Shah Ismail, Shah Abbas, Riza-i-Abbasi.
- Locate** Azerbaijan, Caspian Sea, Tabriz, Isfahan.
- Describe** how the Safavids tried to bring the various Turkish and Persian peoples together.
- Summarize** how the increased pressures of religious orthodoxy influenced women's lives in the late Safavid dynasty.

Critical Thinking

- Explain** What was the shah's role in Safavid society and government?
- Organizing Information** Create a chart like the one below listing the Safavid shahs and significant developments that occurred during their administrations.

Shah	Significant Events

Analyzing Visuals

- Examine** the photograph of the Royal Academy of Isfahan shown on this page. Why would mosques have included schools like this academy?

Writing About History

- Expository Writing** Analyze the impact of the Safavid Empire's geographical location on its economy (what goods could be traded, trading partners, goods in high demand). Compare and contrast the Safavid economy with that of another economy.

STUDY & WRITING SKILLBUILDER

Using Library Resources

Why Learn This Skill?

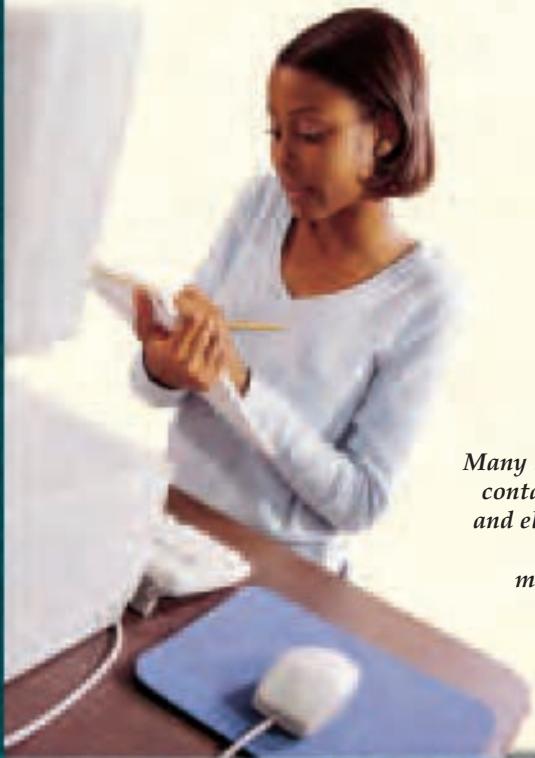
You have been assigned a major research report. At the library, you wonder: Where do I start my research? Which reference works should I use?

Learning the Skill

Libraries contain many reference works. Here are brief descriptions of important reference sources:

Reference Books Reference books include encyclopedias, biographical dictionaries, atlases, and almanacs.

- An encyclopedia is a set of books containing short articles on many subjects arranged alphabetically.
- A biographical dictionary includes brief biographies listed alphabetically by last names.
- An atlas is a collection of maps and charts for locating geographic features and places. An atlas can be general or thematic.



Many libraries contain print and electronic resource materials.

- An almanac is an annually updated reference that provides current statistics and historical information on a wide range of subjects.

Card Catalogs Every library has a card catalog (on actual cards, computerized, or both), which lists every book in the library. Search for books by author, subject, or title. Computerized card catalogs can also advise you on the book's availability.

Periodical Guides A periodical guide lists topics covered in magazines and newspapers and tells you where the articles can be found.

Computer Databases Computer databases provide collections of information organized for rapid search and retrieval. For example, many libraries carry reference materials on CD-ROM.

Practicing the Skill

Decide which source(s) described in this skill you would use to answer each of these questions for a report on the Safavid dynasty of Persia.

- 1 During what time period was the Safavid dynasty in control?
- 2 What present-day geographical area constitutes the territory occupied by the Safavids?
- 3 What type of leader was Shah Ismail?
- 4 What event was instrumental in moving the capital to Isfahan?

Application Activity

Using your school or local library, research the following and write a brief report to present your findings: Who established the East India Company and when? What was the work of the East India Company? Why was it important?

Glencoe's **Skillbuilder Interactive Workbook, Level 2**, provides instruction and practice in key social studies skills.

SECTION 3

The Grandeur of the Moguls

Guide to Reading

Main Ideas

- The Moguls united India under a single government with a common culture.
- The introduction of foreigners seeking trade opportunities in India hastened the decline of the Mogul Empire.

Key Terms

zamindar, suttee

People to Identify

Babur, Akbar, Shah Jahan, Aurangzeb

Places to Locate

Khyber Pass, Delhi, Deccan Plateau, Calcutta, Chennai, Agra

Preview Questions

1. How did Mogul rulers develop the empire's culture?
2. What were the chief characteristics of Mogul society?

Reading Strategy

Summarizing Information As you read this section, create a chart listing the accomplishments and weaknesses of the Mogul rulers.

Ruler	Accomplishments	Weaknesses

Preview of Events

◆ 1500

◆ 1545

◆ 1590

◆ 1635

◆ 1680

◆ 1725

◆ 1770

1517

Babur crosses Khyber Pass into India

1556

Akbar becomes Mogul ruler

1605

Moguls rule most of India

1739

Persians sack Delhi

1763

Treaty of Paris gives British control in India



Persian cotton rug,
c. 1630

Voices from the Past

The Mogul rulers of India lived in great splendor, as is evident in this report by an English traveler:

“The first of September was the king's birthday. . . . Here attended the nobility all sitting on carpets until the king came; who at last appeared clothed, or rather laden with diamonds, rubies, pearls, and other vanities, so great, so glorious! His head, neck, breast, arms, above the elbows at the wrists, his fingers every one, with at least two or three rings; fettered with chains of diamonds; rubies as great as walnuts, and pearls, such as my eyes were amazed at. . . . He ascended his throne, and had basins of nuts, almonds, fruits, and spices made in thin silver, which he cast about.”

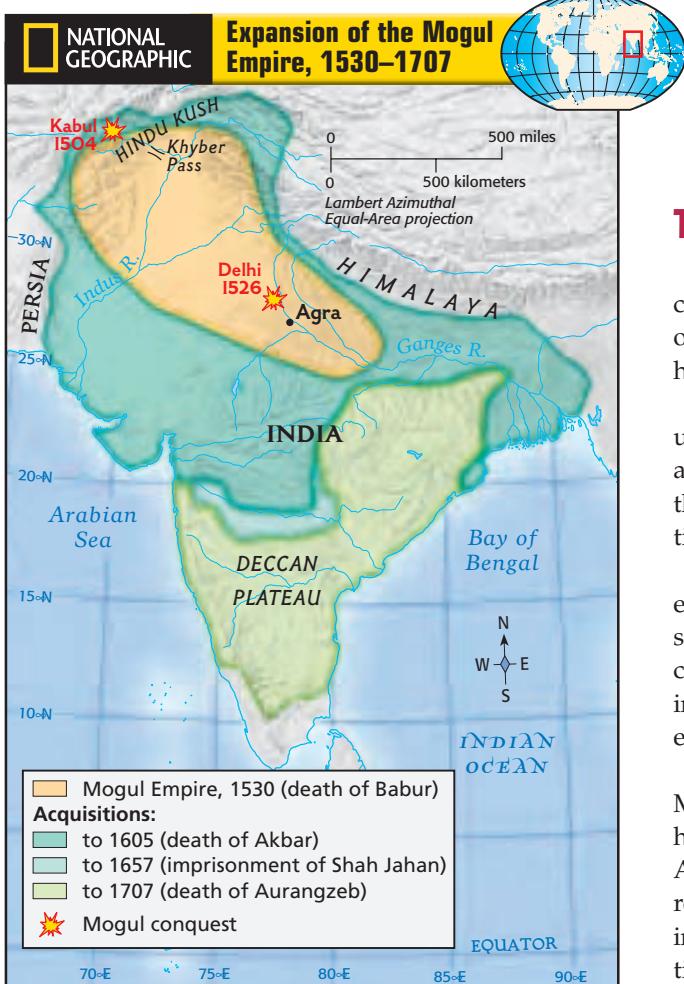
—*Eyewitness to History*, John Carey, ed., 1987

Mogul rulers united most of India under a single government with a common culture.

The Mogul Dynasty

In 1500, the Indian subcontinent was still divided into a number of Hindu and Muslim kingdoms. However, the Moguls established a new dynasty and brought a new era of unity to the region. The Moguls were not natives of India, but came from the mountainous region north of the Indus River valley.

The founder of the Mogul dynasty was **Babur**. His father was descended from the great Asian conqueror Timur Lenk, and his mother, from the Mongol



continued his conquests in North India until his death in 1530 at the age of 47.

✓ **Reading Check Summarizing** How did Babur begin the Mogul dynasty in India?

The Reign of Akbar

Babur's grandson **Akbar** was only 14 when he came to the throne. Highly intelligent and industrious, Akbar set out to extend his domain. By 1605, he had brought Mogul rule to most of India.

How was Akbar able to place almost all of India under his rule? By using heavy artillery, Akbar's armies were able to overpower the stone fortresses of their rivals. The Moguls were also successful negotiators.

Akbar's conquests created the greatest Indian empire since the Mauryan dynasty nearly two thousand years earlier. The empire appeared highly centralized but was actually a collection of semi-independent states held together by the power of the emperor.

Akbar was probably the greatest of the conquering Mogul monarchs, but he is best known for the humane character of his rule. Like all Mogul rulers, Akbar was born a Muslim, but he adopted a policy of religious tolerance. As emperor, he showed a keen interest in other religions and tolerated Hindu practices. He even welcomed the expression of Christian views by his Jesuit advisers at court. By taking a Hindu princess as one of his wives, Akbar put his policy of religious tolerance into practice.

Akbar was also tolerant in his administration of the government. The upper ranks of the government bureaucracy were filled with non-native Muslims, but many of the lower-ranking officials were Hindus.

It became common practice to give the lower-ranking officials plots of farmland for their temporary use. These local officials, known as **zamindars**, kept a portion of the taxes paid by the peasants in lieu of a salary. They were then expected to forward the rest of the taxes from the lands under their control to the central government. Zamindars came to exercise considerable power in their local districts.

Overall, the Akbar Era was a time of progress, at least by the standards of the day. All Indian peasants were required to pay about one-third of their annual harvest to the state but the system was applied justly. When bad weather struck in the 1590s, taxes were reduced, or suspended altogether. Thanks to a long period of peace and political stability, trade and manufacturing flourished.



Geography Skills

Most of the people the Moguls encountered as they expanded into India were Hindu.

- 1. Interpreting Maps** Why did the southern tip of India remain free from Mogul expansion?
- 2. Applying Geography Skills** How does the map support the text's assertion that Akbar was the greatest of the conquering Mogul monarchs?

conqueror Genghis Khan. Babur had inherited a part of Timur Lenk's empire in an upland river valley of the Syr Darya. As a youth, he commanded a group of warriors who seized Kabul in 1504. Thirteen years later, his forces crossed the **Khyber Pass** to India.

Babur's forces were far smaller than those of his enemies, but they had advanced weapons, including artillery, and used them to great effect. With twelve thousand troops against an enemy force nearly ten times that size, Babur captured **Delhi** and established his power in the plains of North India. He

The era was an especially prosperous one in the area of foreign trade. Indian goods, notably textiles, tropical food products and spices, and precious stones, were exported in exchange for gold and silver. Much of the foreign trade was handled by Arab traders, because the Indians, like their Mogul rulers, did not care for travel by sea.

 **Reading Check Explaining** How did Akbar's religious policy affect his government?

Decline of the Moguls

Akbar died in 1605 and was succeeded by his son Jahangir (juh•HAHN•GIHR). Jahangir was able and ambitious. During the early years of his reign, he continued to strengthen the central government's control over his vast empire.

Eventually, however, his grip began to weaken when he fell under the influence of one of his wives, Persian-born Nur Jahan. The empress used her position to enrich her own family. She arranged the marriage of her niece to her husband's third son and ultimate successor, **Shah Jahan**.

During his reign from 1628 to 1658, Shah Jahan maintained the political system established by earlier Mogul rulers. He also expanded the boundaries of the empire through successful campaigns in the **Deccan Plateau** and against the city of Samarkand, north of the Hindu Kush.

Shah Jahan's rule was marred by his failure to deal with growing domestic problems, however. He had inherited a nearly empty treasury. His military campaigns and expensive building projects put a heavy strain on the imperial finances and compelled him to raise taxes. Meanwhile, the majority of his subjects lived in poverty.

Shah Jahan's troubles worsened with his illness in the mid-1650s, which led to a struggle for power between two of his sons. One of Shah Jahan's sons, **Aurangzeb**, had his brother put to death and imprisoned his father. Aurangzeb then had himself crowned emperor in 1658.

Aurangzeb is one of the most controversial rulers in the history of India. A man of high principle, he attempted to eliminate many of what he considered to be India's social evils. He forbade both the Hindu custom of **suttee** (cremating a widow on her husband's funeral pyre) and the levying of illegal taxes. He tried to forbid gambling and drinking as well.

Aurangzeb was a devout Muslim and adopted a number of measures that reversed the Mogul policies of religious tolerance. The building of new Hindu

temples was prohibited, and Hindus were forced to convert to Islam.

Aurangzeb's policies led to Hindu outcries and domestic unrest. In addition, a number of revolts against imperial authority broke out in provinces throughout the empire. Rebellious groups threatened the power of the emperor, leaving an increasingly divided India vulnerable to attack from abroad. In 1739, Delhi was sacked by the Persians, who left it in ashes.

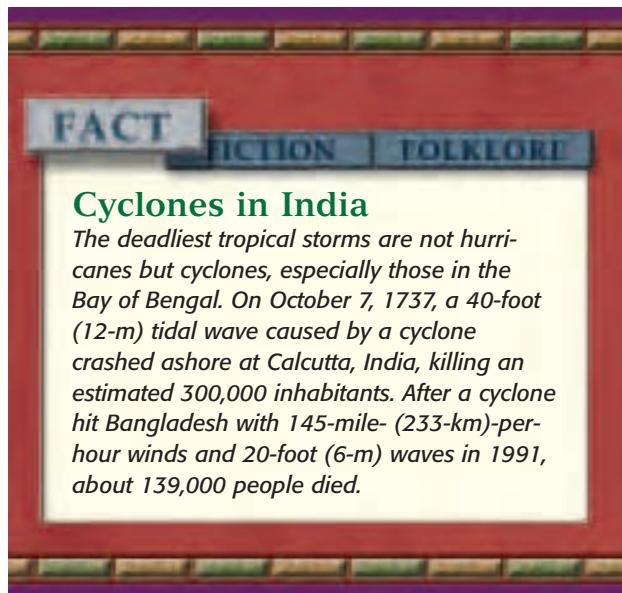
 **Reading Check Explaining** Why was Aurangzeb one of the most controversial rulers in the history of India?

The British in India

 In this section, you will learn how a small British force defeated a Mogul army at the Battle of Plassey in 1757. A few years later, a similar victory over the French made the British a dominant presence in India until after World War II.

The arrival of the British hastened the decline of the Mogul Empire. By 1650, British trading forts had been established at Surat, Fort William (now the city of **Calcutta**), and **Chennai** (Madras). From Chennai, British ships carried Indian-made cotton goods to the East Indies, where they were traded for spices.

British success in India attracted rivals, especially the French. The French established their own forts on the east coast at Pondicherry, south of Chennai, at Surat, and in the Bay of Bengal. For a brief period, the French went on the offensive, even capturing the British fort at Chennai.



FACT **FICTION** **POINTER**

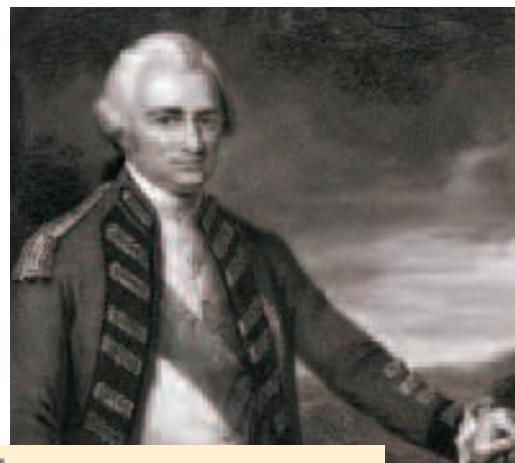
Cyclones in India

The deadliest tropical storms are not hurricanes but cyclones, especially those in the Bay of Bengal. On October 7, 1737, a 40-foot (12-m) tidal wave caused by a cyclone crashed ashore at Calcutta, India, killing an estimated 300,000 inhabitants. After a cyclone hit Bangladesh with 145-mile- (233-km)-per-hour winds and 20-foot (6-m) waves in 1991, about 139,000 people died.

The British were saved by the military genius of Sir Robert Clive, an aggressive British empire builder. Clive eventually became the chief representative in India of the East India Company, a private company empowered by the British Crown to act on its behalf. As chief representative, it was Clive's job to fight any force, French or Indian, that threatened the East India Company's power in India. Owing to Clive's efforts, the French were ultimately restricted to the fort at Pondicherry and a handful of small territories on the southeastern coast.

While fighting the French, Clive was also consolidating British control in Bengal, the state in which Fort William was located. The Indian ruler of Bengal had attacked Fort William in 1756. He had imprisoned the British garrison overnight in what became known as the "Black Hole of Calcutta," an underground prison. The intense heat in the crowded space had led to disaster. Only 23 people (out of 146) had walked out alive.

In 1757, Clive led a small British force numbering about three thousand to victory over a Mogul-led army more than ten times its size in the Battle of



Picturing History

Above is an engraved portrait of Lord Robert Clive. [What was Clive's role in India?](#)

Plassey in Bengal. As part of the spoils of victory, the failing Mogul court gave the British East India Company the power to collect taxes from lands in the area surrounding Calcutta.

Britain's rise to power in India, however, was not a story of constant success. Officials of the East India Company, from the governor-general on down, often combined arrogance with incompetence. They offended both their Indian allies and the local population, who were taxed heavily to meet the growing expenses of the East India Company. Intelligent Indian commanders avoided direct pitched battles with well-armed British troops. They preferred to harass and ambush them in the manner of modern-day guerrillas. Said one of India's commanders:

“Shall I risk my cavalry which cost a thousand rupees each horse, against your cannon ball which cost two pice? No! I will march your troops until their legs swell to the size of their bodies. You shall not have a blade of grass, nor a drop of water. I will hear of you every time your drum beats, but you shall not know where I am once a month. I will give your army battle, but it must be when I please, and not when you choose.”

In the late eighteenth century, the East India Company moved inland from the great coastal cities. British expansion brought great riches to individual British merchants, as well as to British officials who found they could obtain money from local rulers by selling trade privileges. The British were in India to stay.

Reading Check **Examining** How did the East India Company, a private company, become involved in the struggle over control of India?



Geography Skills

The British East India Company gradually took over more and more land in India.

- Interpreting Maps** What do you notice about the placement of foreign trading forts in India?
- Applying Geography Skills** Create a map that shows the route British and French ships sailed to India.

What If...

Britain's East India Company had been a financial disaster?

Chartered companies were the main instruments of imperial expansion for much of eighteenth-century Europe. They were private companies granted certain royal privileges—such as monopolies—that brought their rulers territorial and military dominance even as they sought their own commercial gains. However, some chartered companies did not prosper. The French East India Company, for example, did not survive.

Consider the Consequences Consider what would have happened to the political landscape of both India and Europe if Britain's East India Company had been a financial failure. What other country or company could have filled Britain's role in India?

The Mogul era saw the emergence of a wealthy landed nobility and a prosperous merchant class. During the late eighteenth century, this economic prosperity was shaken by the decline of the Mogul Empire and the coming of the British. However, many prominent Indians established trading ties with the foreigners, a relationship that temporarily worked to the Indians' benefit.

Most of what we know about the daily lives of ordinary Indians outside of the cities comes from the observations of foreign visitors. One such foreign visitor provided the following description of Indian life:

“Their houses are built of mud with thatched roofs. Furniture there is little or none except some earthenware pots to hold water and for cooking and two beds, one for the man, the other for his wife; their bed cloths are scanty, merely a sheet or perhaps two, serving as under- and over-sheet. This is sufficient for the hot weather, but the bitter cold nights are miserable indeed, and they try to keep warm over little cow-dung fires.”

 **Reading Check** **Contrasting** How did women's lives under Islamic and Hindu religious laws differ from women's lives in Mogul society?

Society and Daily Life in Mogul India

The Moguls were foreigners in India. In addition, they were Muslims ruling a largely Hindu population. The resulting blend of influences on the lives of ordinary Indians could be complicated. The treatment of women in Mogul India is a good example of this complexity.

Women had long played an active role in Mogul tribal society, and some actually fought on the battlefield alongside the men. Mogul rulers often relied on female relatives for political advice.

To a degree, these Mogul attitudes toward women affected Indian society. Women from aristocratic families frequently received salaries and were allowed to own land and take part in business activities.

At the same time, the Moguls placed certain restrictions on women under their interpretations of Islamic law. These practices sometimes were compatible with existing tendencies in Indian society and were adopted by Hindus. The practice of isolating women, for example, was followed by many upper-class Hindus.

In other ways, however, Hindu practices remained unchanged by Mogul rule. The custom of suttee continued despite efforts by the Moguls to abolish it. Child marriage also remained common.

Mogul Culture

The Moguls brought together Persian and Indian influences in a new and beautiful architectural style. This style is best symbolized by the **Taj Mahal**, which was built in **Agra** by the emperor Shah Jahan in the mid-seventeenth century. The emperor built the Taj Mahal in memory of his wife, Mumtaz Mahal, who had died at the age of 39 giving birth to her fourteenth child. The project employed twenty thousand workers and lasted more than twenty years. To finance it, the government raised land taxes, thus driving many Indian peasants into complete poverty.

The Taj Mahal is widely considered to be the most beautiful building in India, if not in the entire world. All the exterior and interior surfaces are decorated with cut-stone geometric patterns, delicate black stone tracery, or intricate inlays of colored precious stones in floral mosaics. The building seems to have monumental size, nearly blinding brilliance, and delicate lightness, all at the same time.

Another major artistic achievement of the Mogul period was in painting. Like architecture, painting in Mogul India resulted from the blending of two cultures: Persian and Indian. Akbar established a state



History *through* Architecture

Of all the buildings in India, none is more famous than the Taj Mahal. Its simple symmetry and the placement of the long reflecting pool create a timeless image of beauty. [Why was the Taj Mahal built?](#)

workshop for artists, mostly Hindus, who worked under the guidance of Persian masters to create the Mogul school of painting. The “Akbar style” combined Persian with Indian motifs. It included the portrayal of humans in action, for example—a characteristic not usually seen in Persian art. Akbar also encouraged his artists to imitate European art forms, including the use of perspective and lifelike portraits.

The Mogul emperors were dedicated patrons of the arts, and going to India was the goal of painters, poets, and artisans from as far away as the Mediterranean. Apparently, the generosity of the Moguls made it difficult to refuse a trip to India. It is said that the Moguls would reward a poet with his weight in gold.

✓ **Reading Check** **Describing** What was the “Akbar style” of art?

SECTION 3 ASSESSMENT

Checking for Understanding

1. **Define** zamindar, suttee.
2. **Identify** Babur, Akbar, Shah Jahan, Aurangzeb.
3. **Locate** Khyber Pass, Delhi, Deccan Plateau, Calcutta, Chennai, Taj Mahal, Agra.
4. **Describe** the impact of the Moguls on the Hindu and Muslim peoples of the Indian subcontinent. How did the reign of Aurangzeb weaken Mogul rule in India?
5. **Summarize** the problems Shah Jahan faced during his rule. How did the rule of Shah Jahan come to an end?

Critical Thinking

6. **Evaluate** What role did the British play in the decline of the Mogul Empire in India?
7. **Cause and Effect** Create a chart like the one below listing the events that led to the decline of the Mogul Empire and tell how each contributed to the empire’s decline.

	→	
	→	
	→	
	→	
	→	

Analyzing Visuals

8. **Examine** the photograph above of the Taj Mahal, built as a tomb for the wife of Shah Jahan. How does the Taj Mahal compare to other buildings created to house the dead, such as the pyramids of Egypt? Which type of tomb is more impressive, in your opinion?

Writing About History

9. **Descriptive Writing** When the British established trading posts in India, their influence spread throughout the country. Present a speech describing how India would have developed if the British had not colonized the country.

An Elephant Fight for the King's Entertainment

FRANÇOIS BERNIER WAS A WELL-TRAVELED Frenchman who visited India during the mid-seventeenth century. In this excerpt from his account of the visit, he describes a festival just outside the Red Fort at Delhi for the amusement of the emperor.

¶ The festivals generally conclude with an amusement unknown in Europe—a combat between two elephants; which takes place in the presence of all the people on the sandy space near the river: the King, the principal ladies of the court, and the nobles viewing the spectacle from different apartments in the fortress.

A wall of earth is raised three or four feet wide and five or six high. The two ponderous beasts meet one another face to face, on opposite sides of the wall, each having a couple of riders, that the place of the man who sits on the shoulders, for the purpose of guiding the elephant with a large iron hook, may immediately be supplied if he should be thrown down. The riders animate the elephants either by soothing words, or by chiding them as cowards, and urge them on with their heels, until the poor creatures approach the wall and are brought to the attack. The shock is tremendous, and it appears surprising that they ever survive the dreadful wounds and blows inflicted with their teeth, their heads, and their trunks. The stronger or more courageous elephant passes on and attacks his opponent, and, putting him to flight, pursues and fastens upon him with so much obstinacy, that the animals can be separated only by means of fireworks, which are made to explode between them; for they are naturally timid, and have a particular dread of fire, which is the reason why elephants have been used with so very little advantage in armies since the use of fire-arms.



This woodcut captures the fierceness of elephant fights.

The fight of these noble creatures is attended with much cruelty. It frequently happens that some of the riders are trodden underfoot; and killed on the spot. . . . So imminent is the danger considered, that on the day of combat the unhappy men take the same formal leave of their wives and children as if condemned to death. . . . The mischief with which this amusement is attended does not always end with the death of the rider: it happens that some spectators are knocked down and trampled upon by the elephants.¶

—François Bernier, *Travels in the Mogul Empire*

Analyzing Primary Sources

1. What was the purpose of the elephant fights?
2. Did the elephant riders enjoy the sport? Explain your answer.
3. What other examples of animal fights can you think of? Why do you think people across cultures are entertained by watching such spectacles?



Using Key Terms

1. Mogul officials called _____ kept a portion of the taxes paid by peasants as their salaries.
2. The _____ led the meetings of the sultan's imperial council and served as his chief minister.
3. The _____ was the ruler of the Safavid Empire.
4. Boys from Christian families were recruited and trained as _____, the elite of the army.
5. The _____ administered the sultan's legal system and schools for educating Muslims.
6. The sultan's private living quarters was called the _____.
7. _____ collected taxes for the sultan.
8. The _____ was the political and military leader of the Ottoman Empire.
9. Adherence to traditional religious beliefs, called religious _____, increased as the Safavid dynasty started to decline.
10. A state of lawlessness or political disorder due to the absence of governmental authority is called _____.
11. _____ were formed by conquerors who had mastered the technology of firearms.

Reviewing Key Facts

12. **Geography** What effect did the capture of Constantinople have on Ottoman expansion?
13. **Culture** List and describe the Ottoman Empire's main contributions to world art.
14. **History** What two major ethnic groups were included in Safavid society?
15. **Government** Why did the shah have his physical features engraved in drinking cups?
16. **Economics** What Safavid goods were prized throughout the world?
17. **Science and Technology** How was Babur able to capture an enemy force nearly 10 times the size of his forces?
18. **Culture** What were the social evils Aurangzeb tried to eliminate?
19. **History** What happened at the Black Hole of Calcutta?
20. **Economics** Why was the British East India Company empowered to act on behalf of the British Crown? What other countries had financial interests in India?
21. **Culture** List the artistic contributions of Mogul society.

Chapter Summary

The following table shows the characteristics of the Ottoman, Safavid, and Mogul Empires.

	Ottomans	Safavids	Moguls
Warfare	<ul style="list-style-type: none"> • Train janissaries • Conquer Constantinople 	<ul style="list-style-type: none"> • Battle Ottomans • Ally with European states 	<ul style="list-style-type: none"> • Conquer India • Battle Persians and British
Arts	<ul style="list-style-type: none"> • Make magnificent mosques, pottery, rugs, and jewelry 	<ul style="list-style-type: none"> • Blend Persian and Turkish influences • Excel at carpet making and painting 	<ul style="list-style-type: none"> • Combine Persian and Indian motifs • Excel at architecture and painting
Government	<ul style="list-style-type: none"> • The sultan governs through local rulers called pashas. 	<ul style="list-style-type: none"> • The shah trains administrators. 	<ul style="list-style-type: none"> • The emperor controls semi-independent states.
Trade	<ul style="list-style-type: none"> • Merchants are the privileged class. 	<ul style="list-style-type: none"> • Geography limits trade. 	<ul style="list-style-type: none"> • Trade with Europeans
Religion	<ul style="list-style-type: none"> • Sunni Muslim • Religious tolerance 	<ul style="list-style-type: none"> • Shiite Muslim • Religious orthodoxy 	<ul style="list-style-type: none"> • Muslim, Hindu • Religious tolerance
Women	<ul style="list-style-type: none"> • Social restrictions • Can own land, inherit property, seek divorce, and hold senior government posts 	<ul style="list-style-type: none"> • Social restrictions • Are kept secluded and made to wear veils 	<ul style="list-style-type: none"> • Some social restrictions • Serve as warriors, landowners, political advisers, and businesspeople

CLICK HERE

Self-Check Quiz

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 15—Self-Check Quiz** to prepare for the Chapter Test.

Critical Thinking

22. **Compare and Contrast** Compare the role of religion in Ottoman and Safavid societies.
23. **Analyzing** How did women play prominent roles in the Ottoman and Mogul cultures?

Writing About History

24. **Expository Writing** The acquisition of new technology can affect a country's development in many ways. Explain how the use of firearms affected the establishment of the three Muslim empires and tell how that same technology affects present-day society in the United States.

Analyzing Sources

Read a foreign visitor's description of Indian life:

“Their houses are built of mud with thatched roofs. Furniture there is little or none except some earthenware pots to hold water and for cooking and two beds, one for the man, the other for his wife; their bed cloths are scanty, merely a sheet or perhaps two, serving as under- and over-sheet. This is sufficient for the hot weather, but the bitter cold nights are miserable indeed, and they try to keep warm over little cow-dung fires.”

25. What type of furnishings did Indian families have?
26. From reading this passage, what can you conclude about the lives of Indian people during the Mogul Empire? Find two other sources describing Indian life during this time period. Do they corroborate this description? How is the information in the other passages similar to or different from this?

Making Decisions

27. The struggles to become the next sultan were often bitter and prolonged. Sometimes, those who lost were executed by the person who successfully gained the position and the power. Why do you think this occurred? Can you think of a better alternative, one that would have smoothly paved the way for the future sultan and guaranteed the security of the position without eliminating competitors? Explain your plan clearly and persuasively.

Expansion of the Ottoman Empire, 1451–1566

Sultan	Dates	Conquered Territory
Mehmet II	1451–1481	<ul style="list-style-type: none"> • Anatolian Peninsula • Balkans • Constantinople (Istanbul)
Selim I	1512–1520	<ul style="list-style-type: none"> • Arabia • Egypt • Mesopotamia
Süleyman I	1520–1566	<ul style="list-style-type: none"> • Austria • Hungary • Libya

Analyzing Maps and Charts

28. Which sultan ruled the longest?
29. Which sultan did *not* expand the empire in Europe?
30. Do you think the Ottoman army or navy made more conquests? Explain your reasoning.

Applying Technology Skills

31. **Using the Internet** Religion was one of the unifying forces in the creation of the Ottoman, Safavid, and Mogul Empires. Using the Internet, research the history of Iran, a country established on a religious basis. Write an essay explaining the role religion plays in present-day Iran.



Standardized Test Practice

Directions: Choose the best answer to the following question.

How were the Ottoman and the Mogul rulers similar?

- A They controlled the Indian subcontinent.
- B They were principally Shiite Muslims.
- C Although Muslims, they tolerated other religions.
- D They invaded and then controlled the Balkans for about a century.

Test-Taking Tip: Look at each answer choice carefully and ask yourself, “Is this statement true for *both* empires?” By eliminating answer choices you know are incorrect, you can improve your chances of identifying the correct answer.

CHAPTER 16

The East Asian World

1400–1800

Key Events

As you read this chapter, look for the key events in the history of the East Asian world.

- China closed its doors to the Europeans during the period of exploration between 1500 and 1800.
- The Ming and Qing dynasties produced blue-and-white porcelain and new literary forms.
- Emperor Yong Le began renovations on the Imperial City, which was expanded by succeeding emperors.

The Impact Today

The events that occurred during this time still impact our lives today.

- China today exports more goods than it imports.
- Chinese porcelain is collected and admired throughout the world.
- The Forbidden City in China is an architectural wonder that continues to attract people from around the world.
- Relations with China today still require diplomacy and skill.



World History Video The Chapter 16 video, "The Samurai," chronicles the role of the warrior class in Japanese history.



Chinese sailing ship

1400

1405
Zheng He
begins voyages
of exploration

1435

1470

1505

1540

1575

1514
Portuguese
arrive in
China

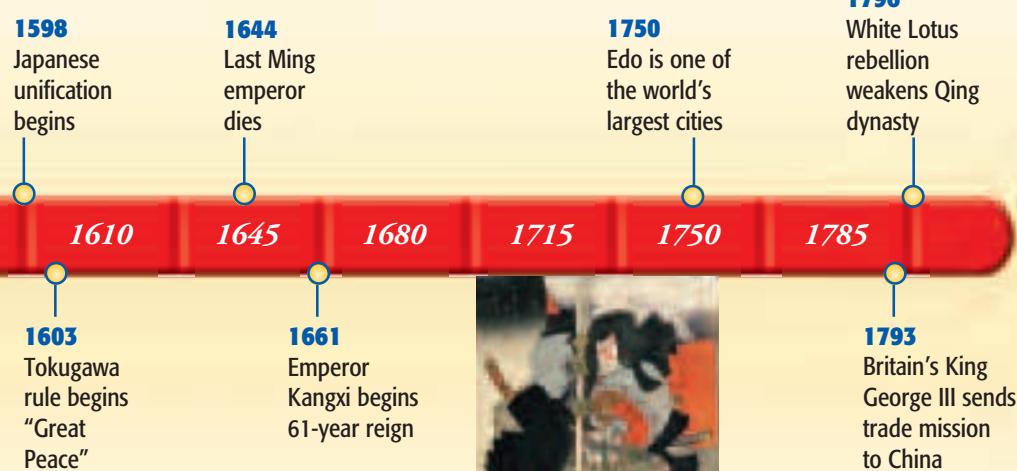
1550
Ming dynasty
flourishes



Ming dynasty porcelain bowl



The Forbidden City in the heart of Beijing contains hundreds of buildings.



Japanese samurai

HISTORY Online

Chapter Overview

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 16—Chapter Overview** to preview chapter information.



A Story That Matters



Emperor
Qianlong

The meeting of Emperor Qianlong and Lord George Macartney

Mission to China

In 1793, a British official named Lord George Macartney led a mission on behalf of King George III to China. Macartney carried with him British products that he thought would impress the Chinese so much that they would be eager to open their country to trade with Great Britain. King George wrote in his letter to the Chinese emperor: "No doubt the exchange of goods between nations far apart tends to their mutual convenience, industry, and wealth."

Emperor Qianlong, however, was not impressed: "You, O King, are so inclined toward our civilization that you have sent a special envoy across the seas . . . to present your native products as an expression of your thoughtfulness. . . . As a matter of fact, the virtue and prestige of the Celestial Dynasty having spread far and wide, the kings of the myriad nations come by land and sea with all sorts of precious things. Consequently, there is nothing we lack, as your principal envoy and others have themselves observed. We have never set much store on strange or ingenious objects, nor do we need any more of your country's manufactures."

Macartney was shocked. He had believed that the Chinese would recognize, as he said, "that superiority which Englishmen, wherever they go, cannot conceal." An angered Macartney compared the Chinese Empire to "an old, crazy, first-rate man-of-war [naval warship]." It had once awed its neighbors "merely by [its] bulk and appearance" but was now destined, under poor leadership, to be "dashed to pieces on the shore."

Why It Matters

Between 1500 and 1800, China experienced one of its most glorious eras. The empire expanded, and Chinese culture flourished. In 1514, Portuguese ships arrived on the coast of China. At first, the new arrivals were welcomed. During the seventeenth century, however, most of the European merchants and missionaries were forced to leave. Chinese leaders adopted a "closed country" policy to keep out foreign ideas and protect their values and institutions. Until 1800, China was little affected by events taking place outside the region. Japan and Korea, too, remained isolated.

History and You Visit the Web site of a major art museum. Locate artifacts in their permanent collection from the dynasties discussed in this chapter, and explain how they typify the art of the time period.

SECTION 1

China at Its Height

Guide to Reading

Main Ideas

- China opened its doors to Europeans but closed those doors when it observed the effect of Western ideas on Chinese society.
- Between 1500 and 1800, Chinese art and culture flourished.

Key Terms

queue, banner

Preview of Events

◆ 1500

◆ 1540

◆ 1580

◆ 1620

◆ 1660

◆ 1700

◆ 1740

1551

China allows Portuguese to occupy Macao

1630

Major epidemic reduces the population in many areas

1736

Emperor Qianlong begins reign



Emperor Kangxi

Voices from the Past

Ferdinand Verbiest, a European missionary, reported on his experience with the Chinese emperor:

“This emperor [Kangxi] [punishes] offenders of the highest as well as lowest class with marvelous impartiality, according to their misdeeds, depriving them of rank and dignity. . . . On this account men of all ranks and dignities whatsoever, even the nearest to him in blood, stand in his presence with the deepest awe, and recognize him as sole ruler. . . . The same goodwill he showed us on many other occasions, to wit, in frequently sending us dishes from his own table to ours. He even ordered us sometimes to be entertained in his own tent.”

—*Sources of World History*, Mark A. Kishlansky, ed., 1995

Kangxi was one of the greatest of the many strong emperors who ruled China during the Ming and Qing dynasties.

The Ming Dynasty

TURNING POINT

As you read this section, you will discover how the decision to stop the voyages of exploration in the 1400s caused China to turn inward for four centuries, away from foreign trade and toward agriculture.

The Mongol dynasty in China was overthrown in 1368. The founder of the new dynasty took the title of Ming Hong Wu (the Ming Martial Emperor). This was the beginning of the Ming dynasty, which lasted until 1644.

Under Ming emperors, China extended its rule into Mongolia and central Asia and briefly reconquered Vietnam. Along the northern frontier, the Chinese

strengthened the Great Wall and made peace with the nomadic tribes that had troubled them for centuries.

At home, Ming rulers ran an effective government using a centralized bureaucracy staffed with officials chosen by the civil service examination system. They set up a nationwide school system. Manufactured goods were produced in workshops and factories in vastly higher numbers. New crops were introduced, which greatly increased food production. The Ming rulers also renovated the Grand Canal, making it possible to ship grain and other goods from southern to northern China. The Ming dynasty truly began a new era of greatness in Chinese history.

The Voyages of Zheng He Ming Hong Wu, founder of the dynasty, ruled from 1368 until 1398. After his death, his son Yong Le became emperor. This was after a four-year campaign to defeat the rightful heir. To establish the legitimacy of his rule, Yong Le built large monuments, strengthened the Great Wall, and restored Chinese rule over Vietnam.

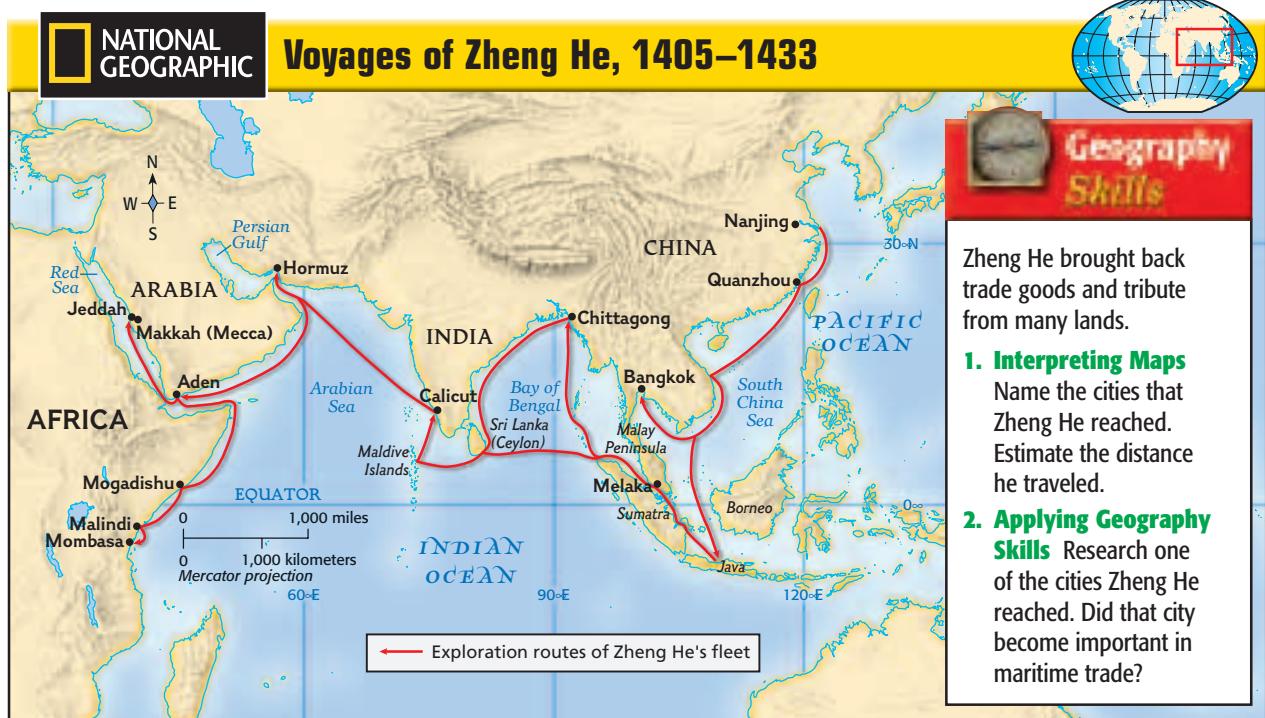
In 1406, Yong Le began construction of the Imperial City in Beijing. In 1421 he moved the capital from Nanjing to Beijing, after construction was sufficiently far along. The Imperial City (known today as the Forbidden City) was created to convey power and prestige. For nearly 500 years the Imperial City was home to China's emperors. Yong Le died in 1424 and was buried with his wife and 16 concubines in a new cemetery for emperors outside of Beijing.

During his reign, Yong Le also sent a series of naval voyages into the Indian Ocean that sailed as far west as the eastern coast of Africa. Led by the court official **Zheng He** (JUNG HUH), seven voyages of exploration were made between 1405 and 1433. On the first voyage, nearly 28,000 men embarked on 62 ships. The largest ship was over 440 feet (134.1 m) long. (Columbus's Santa Maria was only 75 feet [22.9 m] long.) The fleet passed through Southeast Asia and visited the western coast of India and the city-states of East Africa. It returned with items unknown in China and information about the outside world. The emperor was especially fascinated by the giraffes from Africa, and he placed them in the imperial zoo.

The voyages led to enormous profits, which alarmed traditionalists within the bureaucracy. Some of them held the Confucian view that trading activities were unworthy. Shortly after Yong Le's death, the voyages were halted, never to be revived. One can only guess what difference it would have made if Zheng He's fleet had reached the Americas before Columbus did.

First Contacts with the West In 1514, a Portuguese fleet arrived off the coast of China. It was the first direct contact between the Chinese Empire and Europe since the journeys of Marco Polo.

At the time, the Ming government thought little of the arrival of the Portuguese. China was at the height of its power as the most magnificent civilization on



Earth. From the perspective of the emperor, the Europeans were only an unusual form of barbarian. To the Chinese ruler, the rulers of all other countries were simply “younger brothers” of the Chinese emperor, who was seen as the Son of Heaven.

The Portuguese soon outraged Chinese officials with their behavior. They were expelled from **Guangzhou** (Canton) but were allowed to occupy Macao.

At first, the Portuguese had little impact on Chinese society. Portuguese ships did carry goods between China and Japan but direct trade between Europe and China remained limited. Perhaps more important than trade, however, was the exchange of ideas.

Christian missionaries had also made the long voyage to China on European merchant ships. The Jesuits were among the most active. Many of them were highly educated men who brought along instruments, such as clocks, that impressed Chinese

officials and made them more receptive to Western ideas.

Both sides benefited from this early cultural exchange. Chinese scholars marveled at their ability to read better with European eyeglasses. Christian missionaries were impressed with many aspects of Chinese civilization, such as the teachings of Confucius, the printing and availability of books, and Chinese architecture. Reports back home soon made Europeans even more curious about this great civilization on the other side of the world.

Fall of the Ming Dynasty After a period of prosperity and growth, the Ming dynasty gradually began to decline. During the late sixteenth century, a series of weak rulers led to a period of government corruption. High taxes, caused in part by this corruption, led to peasant unrest. Crop yields declined because of harsh weather.



In the 1630s, a major epidemic greatly reduced the population in many areas. One observer in a major city wrote, "There were few signs of human life in the streets and all that was heard was the buzzing of flies."

The suffering caused by the epidemic helped spark a peasant revolt led by Li Zicheng (LEE DZUH•CHUNG). The revolt began in central China and then spread to the rest of the country. In 1644, Li and his forces occupied the capital of **Beijing** (BAY•JING). The last Ming emperor committed suicide by hanging himself from a tree in the palace gardens.

The overthrow of the Ming dynasty created an opportunity for the **Manchus**, a farming and hunting people who lived northeast of the Great Wall in the area known today as **Manchuria**. The Manchus conquered Beijing, and Li Zicheng's army fell. The victorious Manchus then declared the creation of a new dynasty called the **Qing** (CHING), meaning "pure." This dynasty, created in 1644, remained in power until 1911.

 **Reading Check** **Describing** What were the achievements of the Ming dynasty?

The Qing Dynasty

At first, the Chinese resisted the new rulers. At one point, rebels seized the island of **Taiwan** just off the coast of China. The new Manchu government evacuated the coastline across from the island in preparation for an attack on the rebels. To make it easier to identify the rebels, the government ordered all men to adopt Manchu dress and hairstyles. All Chinese males were to shave their foreheads and braid their hair into a pigtail called a **queue**. Those who refused were to be executed: "Lose your hair or lose your head."

The Manchus eventually adopted the Chinese political system and were gradually accepted as the legitimate rulers of the country. The Qing flourished under a series of strong early rulers. The emperors pacified the country, corrected serious social and economic ills, and restored peace and prosperity.

Qing Adaptations The Qing maintained the Ming political system but faced one major problem: the Manchus were ethnically and culturally different from their subject population. The Qing dealt with this reality in two ways.

THE WAY IT WAS

SPORTS & CONTESTS

The Martial Arts in China

The phrase *martial arts* refers to arts of combat and self-defense. Martial arts are a significant part of Asian history and culture. In recent years, they have become part of Western culture as well. Throughout the United States, for example, one can learn Japanese karate and judo, Korean tae kwon do, and Chinese kung fu and tai chi. Chinese martial arts are especially well known because of films featuring actors trained in the martial arts.

Chinese martial arts were already highly visible during the Han dynasty. Later, in 495, a Zen Buddhist monastery in Henan

province developed methods of physical training that became Shaolin Quan. This style of boxing is known to the world today as kung fu.



Archery contest

First, the Qing tried to preserve their distinct identity within Chinese society. The Manchus, who made up only 1 percent of the population, were defined legally as distinct from everyone else in China. The Manchu nobility maintained large landholdings and received revenues from the state treasury. Other Manchus were organized into separate military units, called **banners**. The “bannermen” were the chief fighting force of the empire.

Second, the Qing dealt with the problem of ethnic differences by bringing Chinese into the imperial administration. More than 80 percent of lower posts were filled by Chinese, although they held a much smaller share of the top positions. The Manchus’ sharing of power won the support of many Chinese.

Reign of Kangxi Kangxi (KONG•SEE), who ruled from 1661 to 1722, was perhaps the greatest emperor in Chinese history. A person with political skill and a strong character, Kangxi took charge of the government while still in his teens and reigned for 61 years.

Kangxi rose at dawn and worked until late at night. He wrote, “One act of negligence may cause sorrow all through the country, and one moment of

negligence may result in trouble for thousands of generations.” Kangxi calmed the unrest along the northern and western frontiers by force. As a patron of the arts and letters, he gained the support of scholars throughout the country.

During Kangxi’s reign, the efforts of Christian missionaries reached their height. The emperor was quite tolerant of the Christians. Several hundred officials became Catholics, as did an estimated three hundred thousand ordinary Chinese. The Christian effort was undermined by squabbling among the Western religious orders who opposed the Jesuit policy of accommodating local beliefs and practices in order to facilitate conversion. Although Kangxi tried to resolve the problem, no solution was reached. After the death of Kangxi, however, his successor began to suppress Christian activities throughout China.

Westerners in China Qianlong, who ruled from 1736 to 1795, was another outstanding Qing ruler. During his reign, however, the first signs of internal decay began to appear in the Qing dynasty. As the emperor grew older, he fell under the influence of

Martial arts in China fell into five groups: empty-hand boxing, sparring, training in pairs, group exercises involving six or more athletes, and weapons training. Weapons included bows and arrows, swords, spears, and chains with a pointed tip.

The Tang dynasty began to select military officials through martial arts contests and established regular competitions. During the Ming dynasty, the martial arts became even more developed. The classic work on martial arts, *Treatise on Armament Technology*, was published, and martial arts techniques were organized into schools.

One method developed during the Ming era was tai chi. This method focused on providing for better health and longer life by unlocking the flow of energy (chi) in the body. Today, martial arts such as tai chi are used as methods of exercise.

After Communists came to power in China in 1949, the government again fostered the martial arts as a competitive sport. Martial arts teams



Tai chi practice outside the Forbidden City

have spread throughout the world. In 1991, an International Wushu (Martial Arts) Association was formed, consisting of representatives from 38 nations. That same year, the First World Martial Arts Championship took place in Beijing.

CONNECTING TO THE PAST

- 1. Summarizing Information** Identify at least five martial arts and the five groups of Chinese martial arts.
- 2. Writing about History** Martial arts are very popular in the United States today. Why do you think this is so? Write a persuasive essay in which you present a case for offering martial arts classes as part of the physical educational program at your school.



Sixteenth-century farming in China

destructive elements at court. Corrupt officials and higher taxes led to unrest in rural areas. Growing pressure on the land because of population growth also led to economic hardship for many peasants. In central China, unhappy peasants launched a revolt known as the White Lotus Rebellion (1796–1804). The revolt was suppressed, but the enormous expenses of fighting the rebels weakened the Qing dynasty.

Unfortunately for China, the Qing dynasty was declining just as Europe was seeking more trade. At first, the Qing government sold trade privileges to

the Europeans. However, to limit contacts between Europeans and Chinese, the Qing confined all European traders to a small island just outside Guangzhou. The traders could reside there only from October through March and could deal only with a limited number of Chinese firms licensed by the government.

For a while, the British accepted this system. By the end of the eighteenth century, however, some British traders had begun to demand access to additional cities along the Chinese coast. At the same time, the Chinese government

was under pressure from its own merchants to open China to British manufactured goods.

In 1793, a British mission led by Lord George Macartney visited Beijing to seek more liberal trade policies. However, Emperor Qianlong wrote to King George III that China had no need of “your country’s manufactures.” The Chinese would later pay for their rejection of the British request.

Reading Check Predict Consequences Predict the consequences of the Chinese attitude toward trade with Europe.

SECTION 1 ASSESSMENT

Checking for Understanding

1. Define **queue, banner**.
2. Identify Ming, Zheng He, Manchu, Qing, Kangxi.
3. Locate Guangzhou, Beijing, Manchuria, Taiwan.
4. Explain how the pigtail became a political symbol under the Qing dynasty.
5. List the ways the Ming and Qing dynasties tried to limit contacts between Europeans and the Chinese people. Why did the British initially accept the restrictions?

Critical Thinking

6. **Make Generalizations** What was the general attitude of the Chinese regarding trade with the Western world? Give examples from the text to support your answer.
7. **Summarizing Information** Create a chart like the one below to show how both the Europeans and Chinese benefited from their early cultural exchange.

European Benefits	Chinese Benefits

Analyzing Visuals

8. Examine the picture of the Chinese peasants farming shown above. What conclusions can you draw about peasant life in China from looking at this picture? How do your conclusions compare and contrast with the depictions of peasant life found in other cultures you have already read about?

Writing About History

9. **Expository Writing** Using the Internet or print resources, research the voyages of Zheng He and Columbus. Write an essay comparing the technology, equipment, purpose, and results of the explorations of Zheng He and Columbus.

SECTION 2

Chinese Society and Culture

Guide to Reading

Main Ideas

- A rapid increase in population led to rural land shortages.
- Chinese society was organized around the family.
- Architecture, decorative arts, and literature flourished during this period.

Key Terms

commercial capitalism, clan, porcelain

People to Identify

Cao Xuegin, Emperor Yong Le

Places to Locate

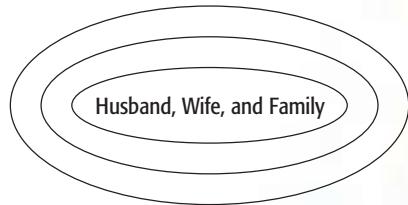
Imperial City, Beijing

Preview Questions

1. Why did the population increase between 1500 and 1800?
2. Why did commercial capitalism not develop in China during this period?

Reading Strategy

Organizing Information Use a concentric circle diagram like the one below to show the organization of the Chinese family.



Preview of Events

◆ 1400

◆ 1475

◆ 1550

◆ 1625

◆ 1700

◆ 1775

◆ 1850

1368

Ming dynasty begins a new era of greatness in China

1406

Renovations are begun on the Imperial City

1791

Popular novel, *The Dream of the Red Chamber*, is published



Chinese printers at work

Voices from the Past

In the sixteenth century, an Italian named Matteo Ricci expressed a great appreciation of Chinese printing:

◆ The Chinese method of printing has one decided advantage, namely, that once these tablets are made, they can be preserved and used for making changes in the text as often as one wishes. . . . The simplicity of Chinese printing is what accounts for the exceedingly large numbers of books in circulation here and the ridiculously low prices at which they are sold.◆

—*China in the Sixteenth Century*, Louis J. Gallagher, trans., 1942

Europeans who lived in China found much to admire in Chinese civilization.

Economic Changes

Between 1500 and 1800, China remained a mostly agricultural society. Nearly 85 percent of the people were small farmers. Nevertheless, the Chinese economy was changing.

The first change involved an increase in population, from less than 80 million in 1390 to more than 300 million at the end of the 1700s. The increase had several causes. A long period of peace and stability under the early Qing dynasty was one. Improvements in the food supply were another. A faster growing species of rice from Southeast Asia increased the food supply.

The population increase meant there was less land available for each family. The imperial court tried to make more land available by limiting the amount wealthy landowners could hold. By the eighteenth century, however, almost all the land that could be farmed was already being farmed. Shortages of land in rural areas led to unrest and revolts.

Another change in this period was a steady growth in manufacturing and increased trade between provinces. Taking advantage of the long era of peace and prosperity, merchants and manufacturers expanded their trade in silk, porcelain, cotton goods, and other products. (See page 995 to read excerpts from Sung Ying-Hsing's *The Silk Industry in China in the Primary Sources Library*.)

Despite the growth in trade and manufacturing, China did not develop the kind of **commercial capitalism**—private business based on profit—that was emerging in Europe. Some key differences between China and Europe explain this fact.

In the first place, middle-class merchants and manufacturers in China were not as independent as those in Europe. Trade and manufacturing remained

under the firm control of the government. Many Chinese looked down on trade and manufacturing as inferior to farming. The state reflected this attitude by levying heavy taxes on manufacturing and trade and low taxes on farming.

 **Reading Check** **Contrasting** What was the key difference in government policy toward trade and manufacturing in Europe and in China?

Daily Life

Daily life in China remained similar to what it had been in earlier periods. The emphasis on family relationships, based on Confucian ideals, contributed stability to Chinese society.

The Chinese Family Chinese society was organized around the family. The family was expected to provide for its members' needs, including the education of children, support of unmarried daughters, and care of the elderly. At the same time, all family members were expected to sacrifice their individual desires for the benefit of the family as a whole.



CONNECTIONS Around The World

A Population Explosion

Between 1700 and 1800, many areas in the world experienced a population explosion. In Europe, China, India, and the Muslim world, the number of people grew dramatically. Europe, for example, went from 120 million people in 1700 to almost 200 million by 1800; China, from less than 200 million to 300 million during the same period.

Four factors were important in causing this population explosion. First, better agricultural growing conditions affected wide areas of the world and enabled people to produce more food. Second, new foods provided additional sources of nutrition. Food crops were introduced in new areas: sweet potatoes in China, corn in Africa and Europe, and potatoes in northern Europe and Russia. Third, states controlled larger territories



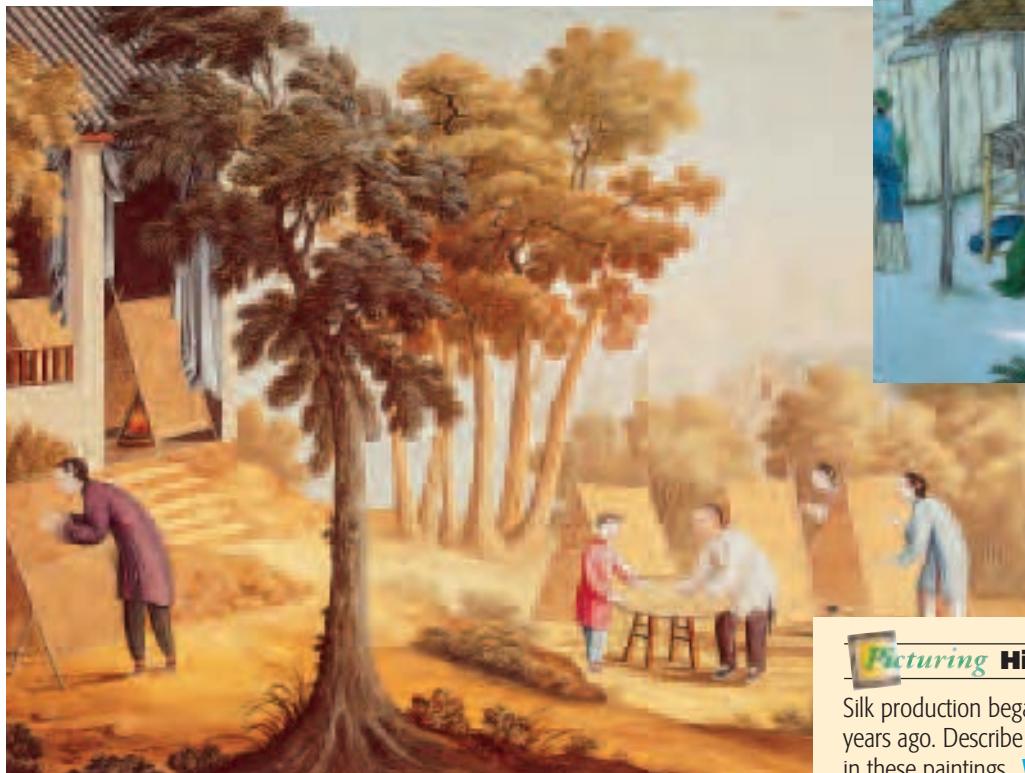
◀ **Many cities experienced a growth in population.**

and were able to ensure a higher degree of order. Less violence led to fewer deaths.

Finally, by the eighteenth century, people had begun to develop immunities to epidemic diseases. The migration of people after 1500 had led to devastating epidemics. For example, the arrival of Europeans in Mexico led to millions of deaths from smallpox, measles, and chicken pox among a native population that had no immunities to European diseases. By 1750, however, the number and effects of plagues and epidemic diseases had decreased in Europe, India, China, and Southwest Asia.

Comparing Cultures

Many demographers believe that the world is currently experiencing another population boom. Research current population figures and predictions for the next 50 years. Check at least three sources. Is the information corroborated in three sources? If not, what reasons can explain the differences? How can you assess the reliability of the sources you used?



Picturing History

Silk production began in China about 5,000 years ago. Describe the labor involved as shown in these paintings. **Why was silk only worn by the wealthy?**

The ideal family unit in Qing China was the extended family, in which as many as three or four generations lived under the same roof. When sons married, they brought their wives to live with them in the family home. Unmarried daughters also remained in the house, as did parents and grandparents. Chinese society held the elderly in high regard. Aging parents knew they would be cared for by their children.

Beyond the extended family was the **clan**, which consisted of dozens, or even hundreds, of related families. These families were linked by a clan council of elders and a variety of common social and religious activities. The clan system made it possible for wealthier families to help poorer relatives.

The Role of Women Women were considered inferior to men in Chinese society. Only males could have a formal education and pursue a career in government or scholarship. Within the family, capable women often played strong roles. Nevertheless, the wife was clearly subordinate to the husband. Legally, she could not divorce her husband or inherit property. The husband, in contrast, could divorce his wife

if she did not produce sons. He could also take a second wife. Husbands were expected to provide support for their wives and children. In many cases, the head of the family would also be responsible for providing for more than just his own wife and children.

A feature of Chinese society that restricted the mobility of women was the practice of footbinding. The origins of footbinding are not clear. Scholars believe it began among the wealthiest class of women and was later adopted by all classes. Bound feet were a status symbol. Women who had bound feet were more marriageable than those who did not, thus there was a status incentive as well as an economic incentive. An estimated one-half to two-thirds of the women in China bound their feet.

The process, begun in childhood, was very painful. Women who had their feet bound could not walk, they were carried. Not all clans looked favorably on footbinding. Women who worked in the fields or in occupations that required mobility did not bind their feet.

 **Reading Check** **Describing** What was the legal status of women in China?

Cultural Developments

During the late Ming and the early Qing dynasties, traditional culture in China reached new heights.

The Chinese Novel During the Ming dynasty, a new form of literature arose that eventually evolved into the modern Chinese novel. Works in this literary form were enormously popular, especially among well-to-do urban dwellers.

One Chinese novel, *The Golden Lotus*, is considered by many to be the first realistic social novel. *The Golden Lotus* depicts the corrupt life of a wealthy landlord in the late Ming period who cruelly manipulates those around him for sex, money, and power.

The Dream of the Red Chamber, by Cao Xuegin, is generally considered even today to be China's most

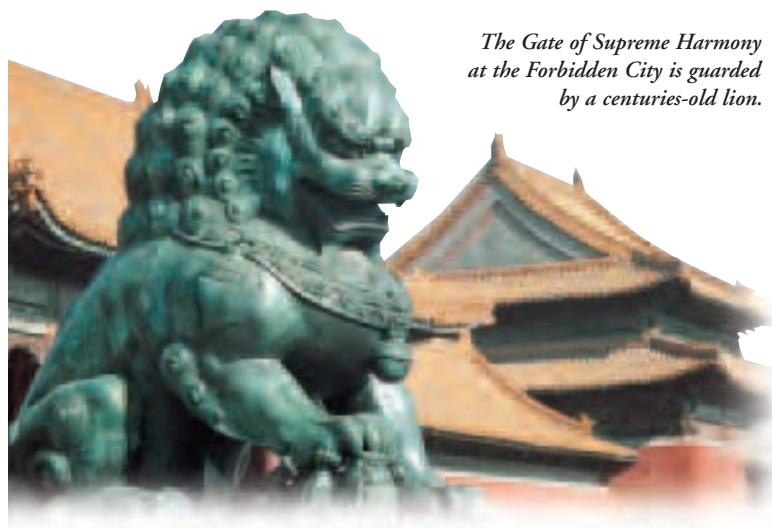
distinguished popular novel. Published in 1791, it tells of the tragic love between two young people caught in the financial and moral disintegration of a powerful Chinese clan.

Ming and Qing Art During the Ming and the early Qing dynasties, China experienced an outpouring of artistic brilliance. In architecture, the most outstanding example is the **Imperial City** in **Beijing**. Emperor Yong Le began construction of the Imperial City—a complex of palaces and temples—in 1406. Succeeding emperors continued to add to the palace.



The Imperial City is an immense compound surrounded by six and one-half miles (10.5 km) of walls. It includes a maze of private apartments and offices, as well as stately halls for imperial audiences and banquets and spacious gardens. Because it was off-limits to commoners, the compound was known as the Forbidden City.

The decorative arts also flourished in this period. Perhaps the most famous of all the arts of the Ming Era was blue-and-white **porcelain**. Europeans admired the beauty of this porcelain and collected it in great quantities. Different styles of porcelain were produced during the reign of individual emperors.



The Gate of Supreme Harmony at the Forbidden City is guarded by a centuries-old lion.

✓ **Reading Check** **Describing** What were the artistic accomplishments of the Ming and Qing dynasties?

SECTION 2 ASSESSMENT

Checking for Understanding

1. Define commercial capitalism, clan, porcelain.
2. Identify Cao Xuegin, Emperor Yong Le.
3. Locate Imperial City, Beijing.
4. Explain the significance of the Chinese extended family.
5. Summarize the plot of *The Dream of the Red Chamber*.

Critical Thinking

6. Draw Conclusions Although legally inferior to men, what important roles did women in the peasant class have?
7. Identifying Information Use a diagram to identify the economic changes in China from 1500 to 1800.



Analyzing Visuals

8. Examine the picture of women spinning silk shown on page 493 of your text. How does this picture reflect the role of women in Chinese society during the eighteenth century?

Writing About History

9. Persuasive Writing Pretend you are a Chinese mother talking to your daughter in 1700. Using research or your own ideas, convince her that foot-binding is necessary and beneficial.

TECHNOLOGY SKILLBUILDER

Using E-mail

Why Learn This Skill?

Less than one hundred years ago, people could only communicate long distances by mail or messenger. Today, electronic mail, or e-mail, enables users to send and receive messages worldwide.

E-mail is a useful way to instantaneously exchange information with a variety of sources. Most agencies and businesses have e-mail addresses so that they can be contacted easily by anyone who needs their services.

Learning the Skill

- Your computer is ready for e-mailing after two items are added to it. The first piece of equipment is a device that enables the computer to communicate with other computers. This can be either a modem, which connects the computer to a telephone line, or a wideband connection through cable or fiber-optics lines that does not need to connect to the telephone. The second necessary item is communications software, which lets your computer prepare and send information through the modem or wideband connection. It also allows your computer to receive and understand the information it receives.
- Once the computer is ready, you must subscribe to an *Internet Service Provider* (ISP), which receives and stores your messages in an electronic "mailbox" until you choose to access it. When you subscribe to an e-mail network, you have a specific address. This address identifies the location of your electronic "mailbox"—the place where you receive your e-mail. To send e-mail, you must write in the address of the recipient, but your address is automatically attached to the document. When the message is sent, the e-mail system places the message in the receiver's mailbox. He or she may read the message at any time and send you a return message.

Practicing the Skill

To send an e-mail message, complete the following steps:

- 1 Access your e-mail server by clicking on the icon on your desktop display.
- 2 Select the "New Message" or "Write" function from your communications software.
- 3 Type in the e-mail address of the recipient.
- 4 Write your message—remember to proofread it for errors.
- 5 Select the "Send" button. Some e-mail systems will allow you to select an option that will notify you when your message has been delivered and opened.



Applying the Skill

Silkworm farming and the wearing of silk began in the East Asian world. Using e-mail, contact a librarian and ask for recommendations of books about the silk industry. Share the list of resources you receive from the librarian with your class.

Tokugawa Japan and Korea

Guide to Reading

Main Ideas

- Japan was unified by three powerful political figures.
- Between 1500 and 1800, Japan experienced many peasant uprisings.
- Korea could not withstand invasions by the Japanese and Manchus.

Key Terms

daimyo, han, hostage system, eta

People to Identify

Oda Nobunaga, Toyotomi Hideyoshi, Tokugawa Ieyasu, Matsuo Bashō

Places to Locate

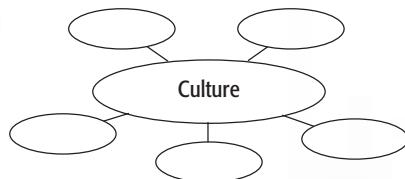
Kyoto, Osaka, Edo, Korea

Preview Questions

- What economic changes took place under the Tokugawa shoguns?
- How did Japanese culture change during the Tokugawa Era?

Reading Strategy

Categorizing Information Using a diagram like the one below, categorize the different elements of Japanese culture.



Preview of Events

1450	1500	1550	1600	1650	1700	1750
c. 1450 Power of shogun collapses		1568 Japan's unification begins			1750 Edo is one of the largest cities in the world	

Voices from the Past

In 1649, the Japanese government issued an edict to be read in every village:

Peasants are people without sense or forethought. Therefore they must not give rice to their wives and children at harvest time, but must save food for the future. They should eat millet, vegetables, and other coarse food instead of rice. Even the fallen leaves of plants should be saved. The husband must work in the fields, the wife must work at the loom. However good-looking a wife may be, if she neglects her household duties by drinking tea or sightseeing or rambling on the hillsides, she must be divorced. Peasants must wear only cotton or hemp. They may not smoke tobacco. It is harmful to health, it takes up time and costs money.

—*A History of World Societies*, J.P. McKay, B.D. Hill, and J. Buckler, eds., 1996

The life of the Japanese peasant was a difficult one, and there were many peasant revolts between 1500 and 1800.



Japanese rice farmers

The Three Great Unifiers

At the end of the fifteenth century, Japan was in chaos. The centralized power of the shogunate had collapsed. **Daimyo**, heads of noble families, controlled their own lands and warred with their neighbors. Soon, however, a dramatic reversal would unify Japan. The process of unification began in the late sixteenth century with three powerful political figures.

Web Activity Visit the Glencoe World History Web site at wh.glenco.com and click on **Chapter 16—Student Web Activity** to learn more about the role of the shogun in Japan.

The first was **Oda Nobunaga** (oh•DAH noh•boo•NAH•gah). Nobunaga seized the imperial capital of **Kyoto** and placed the reigning shogun under his control. During the next few years, he tried to consolidate his rule throughout the central plains.

Nobunaga was succeeded by **Toyotomi Hideyoshi** (toh•yoh•TOH•mee HEE•day•YOH•shee), a farmer's son who had become a military commander. Hideyoshi located his capital at **Osaka**. By 1590, he had persuaded most of the daimyo on the Japanese islands to accept his authority.

After Hideyoshi's death in 1598, **Tokugawa Ieyasu** (toh•kuh•GAH•wah ee•YAH•soo), the powerful daimyo of **Edo** (modern-day Tokyo), took control of Japan. Ieyasu took the title of shogun in 1603. The Tokugawa rulers completed the restoration of central authority begun by Nobunaga and Hideyoshi. Tokugawa shoguns remained in power at their capital at Edo until 1868. Tokugawa rule brought a long period of peace known as the "Great Peace."

 **Reading Check** **Identifying** Sequence the events that led to the unification of Japan.

Europeans in Japan

 **TURNING POINT** As you read this section, note how Japan's "closed country" policy removed European influence, allowing Japan to remain in isolation for centuries.

As the three great commanders were unifying Japan, the first Europeans began to arrive. Portuguese traders landed on the islands in 1543. In a few years, Portuguese ships began stopping regularly at Japanese ports to take part in the regional trade between Japan, China, and Southeast Asia.

At first, the visitors were welcomed. The Japanese were fascinated by tobacco, clocks, eyeglasses, and other European goods. Daimyo were interested in buying all types of European weapons. Oda Nobunaga and Toyotomi Hideyoshi found the new firearms helpful in defeating their enemies and unifying the islands.

The first Jesuit missionary, Francis Xavier, arrived in 1549. The Jesuits converted a number of local daimyo. By the end of the sixteenth century, thousands of Japanese had become Christians. However, the Jesuit practice of destroying shrines caused a severe reaction. In 1587, Hideyoshi issued an edict prohibiting Christian activities within his lands.

Hideyoshi's edict was at first not strictly enforced. The Jesuits were allowed to continue their activities.

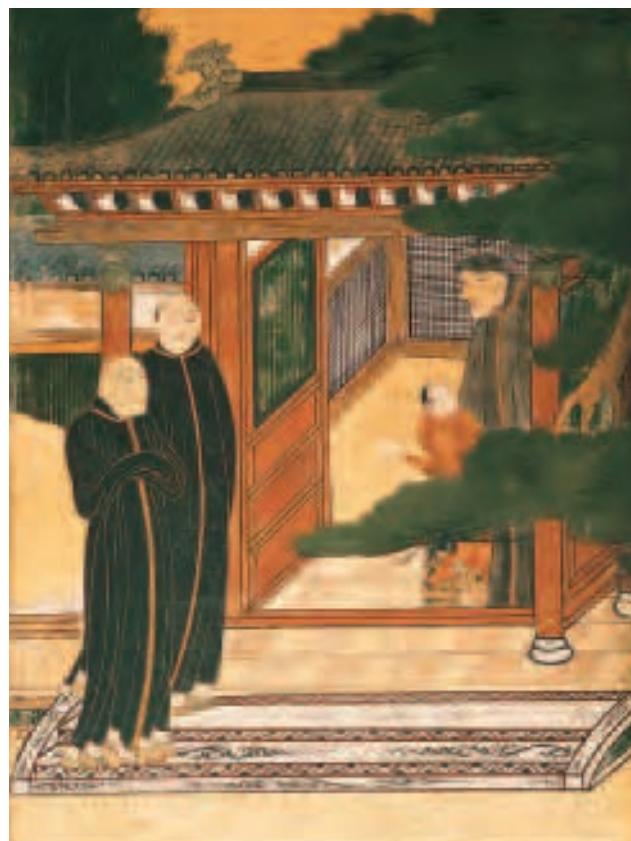
Under Tokugawa Ieyasu, however, all missionaries were expelled, and Japanese Christians were persecuted.

European merchants were the next to go. Only a small Dutch community in Nagasaki was allowed to remain in Japan. Dutch ships were permitted to dock at Nagasaki harbor only once a year and could remain for only two or three months.

 **Reading Check** **Explaining** What was the effect of the Jesuit practice of destroying shrines?

Tokugawa Rule

The Tokugawa rulers set out to establish control of the feudal system that had governed Japan for over three hundred years. As before, the state was divided into about 250 separate territories called **hans**, or domains. Each was ruled by a daimyo. In theory, the



Jesuit priests in Japan

daimyo were independent, because they were able to support themselves from taxes on their lands. In actuality, the shogunate controlled the daimyo by a **hostage system**.

In this system, the daimyo were required to maintain two residences—one in their own lands and one in Edo, where the court of the shogun was located. When the daimyo was absent from his residence in Edo, his family was forced to stay there.

During this long period of peace—known as the “Great Peace”—brought by Tokugawa rule, the samurai who had served the daimyo gradually ceased to be a warrior class. Many of them became managers on the lands of the daimyo.

Reading Check **Explaining** What was the hostage system? What was its effect on the daimyo?

Economic and Social Changes

A major economic change took place under the Tokugawa. Since the fourteenth century, many upper-class Japanese, influenced by Confucianism, had considered trade and industry beneath them. Under the Tokugawa, trade and industry began to

flourish as never before, especially in the growing cities of Edo, Kyoto, and Osaka.

By 1750, Edo had a population of over a million and was one of the largest cities in the world. Banking flourished, and paper money became the normal medium of exchange in business transactions. A Japanese merchant class emerged and began to play a significant role in the life of the Japanese nation.

What effect did these economic changes have on Japanese peasants, who made up most of the population? Some farm families benefited by exploiting the growing demand for cash crops (crops grown for sale). Most peasants, however, experienced both declining profits and rising costs and taxes. Many were forced to become tenants or to work as hired help.

When rural conditions became desperate, some peasants revolted. Almost seven thousand peasant revolts and demonstrations against high taxes took place during the Tokugawa Era.

The Class System Social changes also marked the Tokugawa Era. These changes affected the class system and the role of women. During this era, Japan’s class system became rigid. Rulers established strict



Matsuo Basho

1644–1694—Japanese poet



Basho was one of the chief literary figures in Tokugawa Japan. Although he lived most of his life in Kyoto and Edo, he also traveled to many other parts of the country. He was concerned with the search for the meaning of life and found answers to his quest in nature. His poems, called haiku, are grounded in natural images. This feature is evident in the following examples, which are among his most famous poems:

The ancient pond
A frog leaps in
The sound of the water.
On the withered branch
A crow has alighted—
The end of autumn.

legal distinctions among the four main classes: warriors, peasants, artisans, and merchants. Intermarriage between classes was forbidden.

The emperor and imperial court families were at the very top of the political and social structure. Next came the warrior class composed of the shogun, daimyo, samurai, and ronin. The shogun was supreme ruler below the emperor and distributor of the national rice crop. The local daimyo received land and rice from the shogun in exchange for military service. Samurai received rice from the daimyo in exchange for their services as advisers, castle guards, and government officials. Finally, the ronin were warriors without masters who traveled the country-side seeking employment.

Below the warriors were the farmers (peasants). Farmers produced rice and held a privileged position in society but were often poor. The artisan class included craftspeople such as swordmakers and carpenters. Finally, the merchant class distributed food and essential goods. This class was at the bottom of the social hierarchy because they profited from the labor of others.

Below these classes were Japan's outcasts, the *eta*. The Tokugawa enacted severe laws to regulate the places of residence, the dress, and even the hairstyles of the *eta*.

The Role of Women The role of women in Tokugawa society became somewhat more restricted. Especially in the samurai class, where Confucian values were highly prized, the rights of females were restricted. Male heads of households had broad authority over property, marriage, and divorce.

Among the common people, women were also restricted. Parents arranged marriages, and a wife was expected to move in with her husband's family. A wife who did not meet the expectations of her husband or his family was likely to be divorced. Still, women were generally valued for their roles as child-bearers and homemakers among the common people. Both sexes worked in the fields as well, although men did the heavier labor.

 **Reading Check Explaining** In what ways were the rights of women of the common class restricted?

Tokugawa Culture

In the Tokugawa Era, a new set of cultural values began to appear, especially in the cities. It included the rise of popular literature written by and for the townspeople.

Literature The best examples of the new urban fiction in the seventeenth century are the works of Ihara Saikaku, considered one of Japan's greatest writers. Saikaku's greatest novel, *Five Women Who Loved Love*, tells of a search for love by five women of the merchant class. The women are willing to die for love—and all but one eventually do.

Much of the popular literature of the Tokugawa Era was lighthearted and intended to please its audiences. Poetry remained a more serious form of literary expression. Exquisite poetry was written in the seventeenth century by the greatest of all Japanese poets, Matsuo Basho.

Theater and Art A new world of entertainment in the cities gave rise in the theater to Kabuki, which emphasized action, music, and dramatic gestures to entertain its viewers. Early Kabuki dramas dealt with the world of teahouses and dance halls in the cities.

Government officials feared that such activities could corrupt the nation's morals. Thus, the government forbade women to appear on stage. Officials therefore created a new professional class of male actors to impersonate female characters.

Art also reflected the changes in Japanese culture under the Tokugawa regime. The shogun's order that all daimyo and their families have residences in Edo sparked an increase in building. Nobles competed to erect the most magnificent mansions with lavish and beautiful furnishings. The abundant use of gold foil on

walls and ceilings helped reflect the light in dark castle rooms, where windows were often small.

Japanese art was enriched by ideas from other cultures. Japanese pottery makers borrowed techniques and designs from Korea to create handsome ceramic pieces. The Japanese studied Western medicine, astronomy, languages, and even painting styles. In turn, Europeans wanted Japanese ceramics, which were prized as highly as the ceramics of the Chinese.

 **Reading Check** **Summarizing** Why were government officials concerned about Kabuki theater?

Korea: The Hermit Kingdom

The Yi dynasty in Korea, founded at the end of the fourteenth century, remained in power during the entire Tokugawa Era in Japan. From their capital at Hanyang (modern-day Seoul), Yi rulers patterned their society after that of their powerful Chinese neighbors to the north.

Korean rulers tried to keep the country isolated from the outside world, earning it the name “the Hermit Kingdom.” They were not always successful, however. A Japanese force under Toyotomi Hideyoshi invaded Korea in the late sixteenth century. Although the Japanese invaders were defeated, Korea was devastated, and the Yi dynasty was weakened. In the



Kabuki actor

1630s, a Manchu army invaded northern Korea and forced the Yi dynasty to become subject to China. Korea remained largely untouched by European merchants and Christian missionaries.

 **Reading Check** **Summarizing** Why was Korea called “the Hermit Kingdom”?

SECTION 3 ASSESSMENT

Checking for Understanding

1. **Define** daimyo, han, hostage system, etc.
2. **Identify** Oda Nobunaga, Toyotomi Hideyoshi, Tokugawa Ieyasu, Matsuo Basho.
3. **Locate** Kyoto, Osaka, Edo, Korea.
4. **Sequence** the events that led to Japan’s policy of isolation.
5. **List** the four main social classes that existed during the Tokugawa Era. Who was at the top of the social structure, and who was at the bottom?

Critical Thinking

6. **Draw Inferences** How were most peasants affected by the economic changes in Japan?
7. **Organizing Information** Using a chart like the one below, show how the new urban centers in Japan influenced the arts and entertainment.

urban centers

Analyzing Visuals

8. **Examine** the photograph of a Kabuki actor shown above. What does this photograph tell you about Japanese Kabuki theater, and how does this theater compare to and contrast with the different forms of theater (opera, pantomime, realistic drama) that developed in the West?

Writing About History

9. **Descriptive Writing** Imagine that you are the literate wife of a samurai. Write a journal entry that describes your relationship to your husband, your children, and your mother-in-law.

The Japanese Discover Firearms

THE PORTUGUESE BROUGHT guns to Japan in the sixteenth century. In this selection, the daimyo of a small island off the southern tip of Japan provides an explanation of how to use the new weapons. Obviously, he is fascinated by the results.

◆ There are two leaders among the traders. In their hands they carried something two or three feet [.6 or .9 m] long, straight on the outside with a passage inside, and made of a heavy substance.

The inner passage runs through it although it is closed at the end. At its side, there is an opening which is the passageway for fire. Its shape defies comparison with anything I know. To use it, fill it with powder and small lead pellets. Set up a small target on a bank. Grip the object in your hand, compose your body, and closing one eye, apply fire to the opening. Then the pellet hits the target squarely. The explosion is like lightning and the report like thunder. Bystanders must cover their ears. This thing with one blow can smash a mountain of silver and a wall of iron. If one sought to do mischief in another man's domain and he was touched by it, he would lose his life instantly. . . . Lord Tokitaka saw it and thought it was the wonder of wonders. He did not know its name at first nor the details of its use. Then someone called it 'ironarms.'

Disregarding the high price of the arms, Tokitaka purchased from the aliens two pieces of the firearms for his family treasure. As for the art of grinding, sifting, and mixing of the powder, Tokitaka



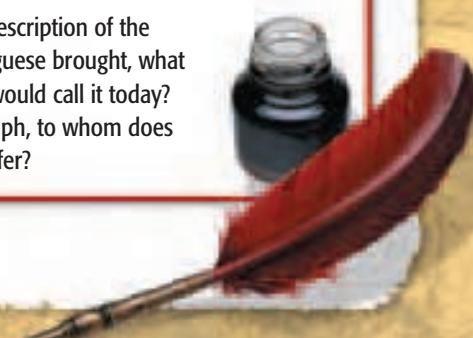
This detail from a late sixteenth-century Japanese painting records the arrival of the first Portuguese traders at the port city of Nagasaki, Japan.

let his retainer learn it. Tokitaka occupied himself, morning and night, and without rest in handling the arms. As a result, he was able to convert the misses of his early experiments into hits—a hundred hits in a hundred attempts.◆

—Lord Tokitaka, *On the Use of Firearms*

Analyzing Primary Sources

1. Who introduced firearms to Japan in the sixteenth century?
2. Considering the description of the firearm the Portuguese brought, what do you think we would call it today?
3. In the last paragraph, to whom does the term *aliens* refer?



CHAPTER 16 ASSESSMENT and ACTIVITIES

Using Key Terms

1. Military units called _____ were strategically placed throughout China as the chief fighting force of the Manchu Empire.
2. Trade and manufacturing in China did not develop into _____ as it did in Europe.
3. Chinese pottery makers were famous for their blue and white _____.
4. Heads of noble Japanese families, _____, controlled their own lands.
5. The shogunate controlled the daimyo by what has been called a _____, forcing the daimyo lords to leave their families in their Edo residence when the daimyo lords were away.
6. Japan was divided into 250 separate territories called _____, each ruled by a daimyo lord.
7. During the Tokugawa Era, Japan's class system became rigid with four classes and an underclass of outcasts, called the _____.

Reviewing Key Facts

8. **Culture** What was the Chinese view of Europeans, and how did interactions with Europeans impact Chinese society?
9. **Government** How did the Qing government solve the problem of being ethnically and culturally different from the people they governed?

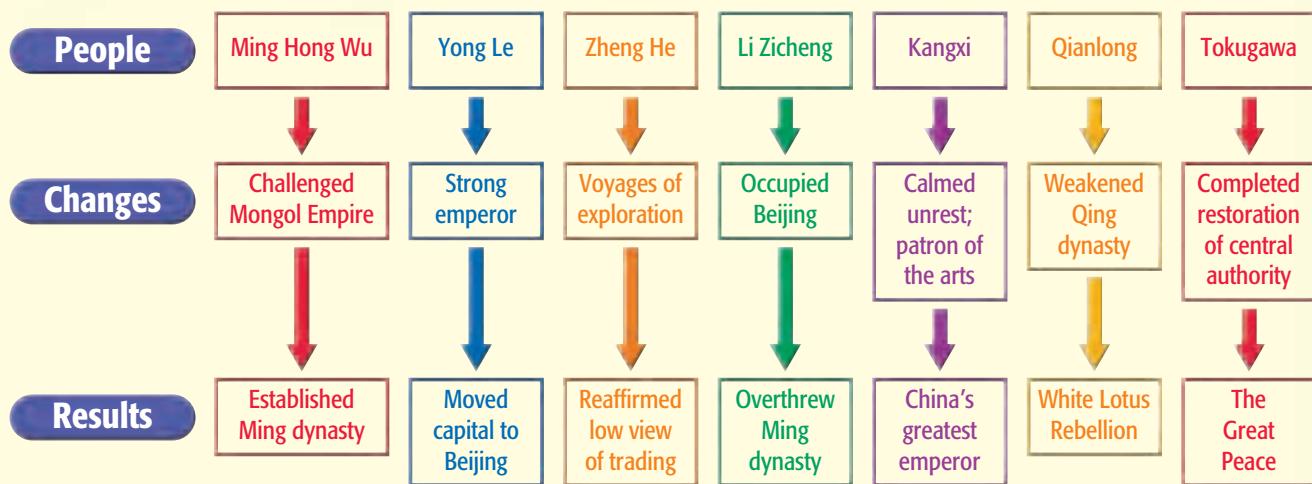
10. **Culture** Why is the Imperial City in Beijing called the Forbidden City?
11. **Society** Explain how the samurai gradually ceased to be a warrior class.
12. **Government** How did the completion of the Grand Canal impact China?
13. **Economics** What was the Chinese attitude toward European products?
14. **Society** Why did Toyotomi Hideyoshi turn against the Jesuit missionaries?
15. **History** What year did the Portuguese make official contact with China?
16. **Geography** What is the current name of Edo, Japan? Why was Edo an important city to the Tokugawa rulers?
17. **Geography** Where was the ancient capital of Korea located?

Critical Thinking

18. **Making Generalizations** Do you believe that the plots of *The Golden Lotus* and *The Dream of the Red Chamber* would appeal to Western readers? Give your reasons.
19. **Analyzing** How might the Surgeon General of the United States today respond to the portion of the Japanese government's edict in 1649 that said, "They [peasants] should eat millet and vegetables and other coarse food instead of rice. . . . They may not smoke tobacco. It is harmful to health. . . ."

Chapter Summary

By the nineteenth century, Japanese and Chinese societies had changed as a result of the decisions and policies of their leaders.



CLICK HERE



Self-Check Quiz

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 16—Self-Check Quiz** to prepare for the Chapter Test.

Writing About History

20. **Expository Writing** Compare the isolationist periods of China and Japan. Discuss each government's reasons for isolation, as well as the impact of isolation on their societies.

Analyzing Sources

Read the following excerpts from *A Story That Matters*, page 484.

“...there is nothing we lack. We have never set much store on strange or ingenious objects, nor do we need any more of your country's manufactures.”

—Emperor Qianlong

“...that superiority which Englishmen, wherever they go, cannot conceal.”

—Lord George Macartney

21. Compare the attitudes of Lord Macartney and Emperor Qianlong.
22. What have been some of the historical results of the political views of China and Britain?

Applying Technology Skills

23. **Creating an Electronic Database** Conduct outside research to learn more about the Tokugawa emperors in Japan. Then create an electronic database listing names of the emperors, dates each ruled, their significant accomplishments, and any problems that arose in Japan during their reigns. Share your database with your class.

Making Decisions

24. Imagine you are a Jesuit missionary in Japan. What would lead you to destroy Japanese religious shrines? When it becomes evident that the Japanese are outraged by your actions, what would you do and why?

Analyzing Maps and Charts

Study the map on this page to answer the following questions.

25. How many major daimyo clans existed during the Tokugawa Era?
26. How many miles separate Uesugi and Shimazu?
27. Which clans are located at the same latitudes?



Standardized Test Practice

Directions: Use the passage and your knowledge of world history to answer the following question.

“...it seems to be quite remarkable . . . that in a kingdom of almost limitless expanse and innumerable population . . . [that has] a well-equipped army and navy . . . neither the King nor his people ever think of waging a war of aggression.”

—Journals of Matteo Ricci

The author suggests that people in the Ming dynasty

- F lived in a militaristic society.
G adopted a “closed country” policy.
H were impoverished and starving.
J were prosperous but focused inward.

Test-Taking Tip: Do not rely on your memory of the passage to answer this question. Instead, look at each answer choice and check it against the quote.

WORLD LANGUAGES

Language not only allows us to communicate, it affects the way we think and even how we may view ourselves. It creates an identity for a community of people and shapes their experiences.

Today about 6,500 languages are spoken around the world. Hundreds of these will disappear in this century because younger generations no longer speak them. Others will be overpowered by the influence of English, a language that has spread through technology, global commerce, telecommunications, and tourism.

World Languages

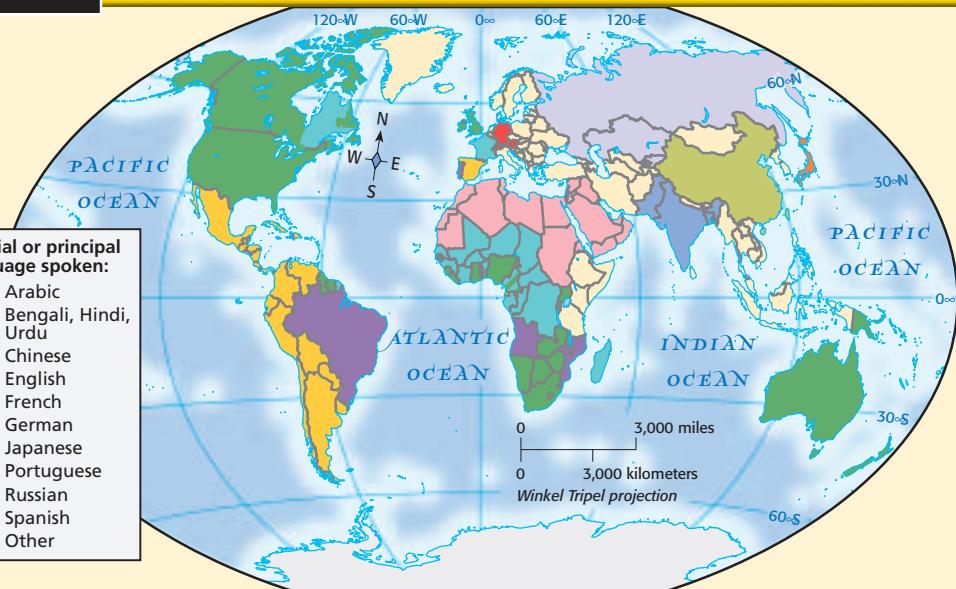
Language(s)	Native Speakers
Chinese languages	1,223,307,000
Spanish	332,000,000
English	322,000,000
Hindi/Urdu	240,000,000
Bengali	189,000,000
Arabic languages	174,950,000
Portuguese	170,000,000
Russian	170,000,000
Japanese	125,000,000
German	98,000,000
French	72,000,000

Source: SIL International, 1999.



Major World Languages

- Official or principal language spoken:
- Arabic
 - Bengali, Hindi, Urdu
 - Chinese
 - English
 - French
 - German
 - Japanese
 - Portuguese
 - Russian
 - Spanish
 - Other



English Spoken Here

Old English (5th–11th Centuries)

If you were to travel back in time to visit Robin Hood, you would not be able to understand him. Even though you would both be speaking English, the language you speak has changed a great deal since the days of Robin and his merry men. Can you recognize any words from this old English conversation?

"Hast thou hafoc?"

Do you have a hawk?

"Ic habbe."

I have.

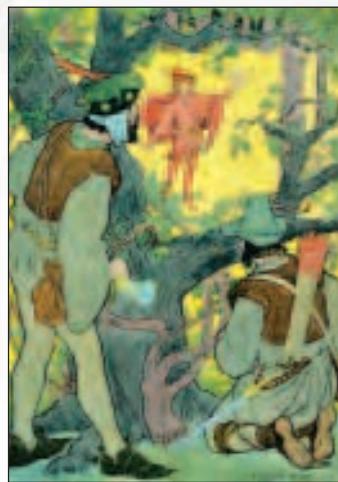
"Canst thou temian hig?"

Do you know how to tame them?

"Gea, ic cann. Hwat sceoldon hig me buton ic cuthe temian hig?"

Yes, I do. What use would they be to me if I could not tame them?

—From a tenth-century lesson



Middle English (11th–15th Centuries)

Middle English evolved when the Normans conquered England, bringing their language, French, with them. Many different dialects of English were spoken, but the dialect spoken in London became dominant. Geoffrey Chaucer's *Canterbury Tales* (1390) is an example.



Modern English (15th Century–Present)

Although you might find Shakespeare difficult to understand, his English is essentially the language that evolved into the way we speak and read today.



JULIET: How camest thou hither, tell me, and wherefore?
The orchard walls are high and hard to climb,
And the place death, considering who thou art,
If any of my kinsmen find thee here.

ROMEO: With love's light wings did I o'er perch these walls,
For stony limits cannot hold love out,
And what love can do, that dares love attempt,
Therefore thy kinsmen are no stop to me.

—From *Romeo and Juliet*

**In this viage shal telle tales tweye
To Caunterbury-ward I mene it so,
And homward he shal tellen othere two,
Of aventure that whilom han bifalle.**

*On this trip [you each] shall tell two tales
On the way to Canterbury,
And homeward [you] shall tell another two,
Of adventures that once had happened.*

—From the Prologue of *Canterbury Tales*

The ABCs of Language

How did writing begin? Early writing systems were derived from pictures. Every word would correspond to one or more symbols. For example, the word *house* might be written as a symbol that looked like a simplified house. Ancient Egyptian and Mayan hieroglyphics are examples.

The Phoenicians were among the first to develop an alphabet with characters that could be combined to make different sounds. The Greeks adapted it and passed it on to the Romans. The Roman alphabet is the alphabet most Western languages, such as English, use today.

How would you write “How are you?” to the people you meet around the world through the Internet?

“How Are You?”

Languages written from left to right →

Danish	Hvordan gaar det?
Greek	Πως είστε;
Hindi	आप कैसे हैं?
Russian	Как поживае́те?
Spanish	¿Cómo está usted?
Swahili	Hujambo?
Tagalog (Philippines)	Kumusta po kayo?
Thai	ສປາຍດ්දහ්රෝ
Vietnamese	Anh (Chi) có khoe không?

Languages written from right to left ←

Arabic	كيف حاكم؟
Hebrew	סַהֲלִיסָר?
Persian	چطورید؟

Languages written from top to bottom ↓

Chinese	你 好 吗 ？	Japanese	お 元 氣 で す か	Korean	어 떻 개 지 내 십 니까?
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Reading Chinese Characters

Chinese characters are combined in thousands of ways to make new words. In this example, when the character for tree is inserted into the character for box, you have a tree growing in a box, which is the character for “be in trouble.”

Here are some other Chinese words divided into their elements. See if you can figure out what these characters mean.

EXAMPLE

木 □ 木
tree + box = be in trouble

1. 火 山 火山
fire + mountain = _____

2. 木 木 木 森
tree + tree + tree = _____

Answers: 1. volcano 2. forest

Disappearing Languages —

Before World War II, it is estimated that over 11 million Jews spoke Yiddish, a language based on German, Hebrew, and other languages. Many Yiddish speakers were killed in the Holocaust. Children of Holocaust survivors often forgot the language or chose not to use it in their new homelands. Today, the number of speakers is approximately 2 million, most of whom are elderly. When these people die, there will be few people left who speak the language, even though it's preserved in literature and oral records.

Many minority cultures around the world face the same problem. Often, these people live in areas that were once subjugated or conquered by other countries. The new rulers forced native peoples to adopt a new culture, often by prohibiting the use of the local language. In the United States, Native American children were frequently sent to boarding schools where they were forced to speak English and were punished if they spoke

their own language. Not surprisingly, where there had once been hundreds of Native American languages, today there are only 175, and many of those will soon be extinct.

Fortunately, many struggling languages are making a comeback. In places like Ireland, northern Spain, and even Hawaii, schools are teaching traditional languages, and their usage is becoming widely accepted. Native Americans are also taking steps to revive their languages, as demonstrated by the Navajo newspaper at right. With language comes renewed interest in culture, and many ethnic groups who revive their language also find that they revive hope and self-worth within their people.



English As an International Language —



Mahesh is an Indian who lives in Trinidad. His wife is from Venezuela. To communicate they speak English. He works for an international oil company where he conducts business worldwide in English. On TV he watches CNN news, and he enjoys going to American movies.

English was first spread through colonization. Though usually unwelcome, English eventually became a way of communicating between ethnic groups who shared a country but not a common language. In the late twentieth century, English became even more dominant as American language and culture spread through global business (think Coca-Cola and McDonald's), media, and technology. The Israeli sign with English translations at left is an example of how English is being used worldwide.

Today, English is spoken in 115 countries as either the official language or as an important minority language. Although many people do not like it, the globalization of English has made communication and interaction between peoples easier. On the other hand, many smaller languages and cultures are being lost as the world becomes more homogeneous.

CHAPTER 17

Revolution and Enlightenment

1550–1800

Key Events

As you read this chapter, look for the key events in the history of the Scientific Revolution and the Enlightenment.

- The ideas of the Scientific Revolution and the Enlightenment laid the foundation for a modern worldview based on rationalism and secularism.
- Enlightenment thought led some rulers to advocate such natural rights as equality before the law and freedom of religion.
- The American colonies formed a new nation and ratified the Constitution of the United States.

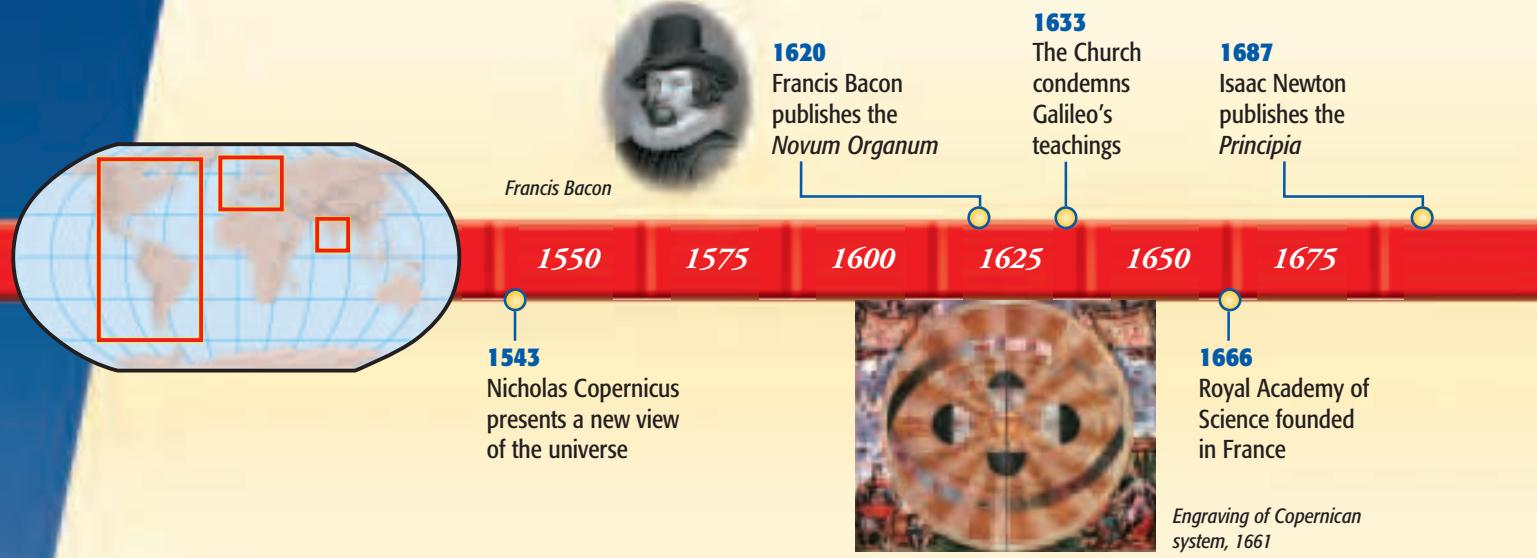
The Impact Today

The events that occurred during this time period still impact our lives today.

- Scientists use research techniques that are based on the scientific method.
- The intellectuals of the Enlightenment advocated the rights of the individual, paving the way for the rise of democracy.
- Montesquieu's idea of separation of powers strongly influenced the writing of the Constitution of the United States.

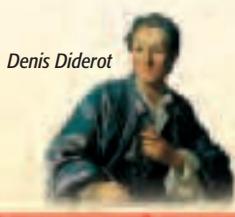


World History Video The Chapter 17 video, "New Scientific Thinking," chronicles the origins of the Scientific Revolution in Europe and its impact on scientific thinking worldwide.





Louis XIV at the French Royal Academy of Sciences



Denis Diderot

1751
Diderot becomes editor of the *Encyclopedia*

1763
The Seven Years' War ends

1788
The Constitution of the United States is ratified by nine states

1700

1725

1750

1775

1800

1825



British general, James Wolfe

1759
James Wolfe dies in battle outside Quebec, Canada

1776
American colonies declare independence from Britain

1792
Mary Wollstonecraft publishes *A Vindication of the Rights of Women*

HISTORY Online

Chapter Overview

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 17—Chapter Overview** to preview chapter information.

CLICK HERE

A Story That Matters



Galileo sits before the Inquisition in Rome.

Galileo on Trial

The Italian scientist Galileo found himself in trouble with the authorities of the Catholic Church. Galileo believed in a new worldview. He explained to a friend, "I hold the Sun to be situated motionless in the center of the revolution of the celestial bodies, while . . . Earth rotates on its axis and revolves about the Sun." Moreover, "nothing physical that sense-experience puts before our eyes . . . ought to be called in question (much less condemned) upon the testimony of passages from the Bible."

The Catholic Church had a different view. In 1632, Galileo, 68 years old and in ill health, was called before the dreaded Inquisition in Rome. He was kept waiting for two months before he was tried and found guilty of heresy and disobedience. The report of the Inquisition said: "The view that the Sun stands motionless at the center of the universe is foolish, philosophically false, and utterly heretical, because contrary to Holy Scripture."

Completely shattered by the experience, Galileo recanted in 1633: "With a sincere heart I curse and detest the said errors contrary to the Holy Church, and I swear that I will nevermore in future say or assert anything that may give rise to a similar suspicion of me." Legend holds that when he left the trial room, Galileo muttered to himself, "And yet it [Earth] does move!"

Why It Matters

Galileo was one of the scientists of the seventeenth century who set the Western world on a new path. That path, known as the Scientific Revolution, developed a new way of viewing the universe.

In the eighteenth century, a group of intellectuals used the ideas of the Scientific Revolution to reexamine all aspects of life and began what came to be called the Age of Enlightenment. The ideas of the Enlightenment helped foster the American and French Revolutions.

History and You The philosopher Adam Smith used Enlightenment ideas to identify economic laws. Read the front page, business section, and classifieds of a newspaper. Create a poster with articles and advertisements reflecting Smith's economic principles.

SECTION 1

The Scientific Revolution

Guide to Reading

Main Idea

- The Scientific Revolution gave Europeans a new way to view humankind's place in the universe.

Key Terms

geocentric, Ptolemaic system, heliocentric, universal law of gravitation, rationalism, scientific method, inductive reasoning

People to Identify

Ptolemy, Nicholas Copernicus, Galileo Galilei, Isaac Newton, Robert Boyle, Margaret Cavendish, Maria Winkelmann, René Descartes, Francis Bacon

Places to Locate

Poland, Padua

Reading Strategy

Summarizing Information Use a table like the one below to identify the contributions of Copernicus, Kepler, Galileo, and Newton to the development of a new concept of the universe.

Copernicus	
Kepler	
Galileo	
Newton	

Preview of Events

◆ 1545

1543

Vesalius publishes *On the Fabric of the Human Body*

◆ 1560

◆ 1575

1610

Galileo's discoveries are published

◆ 1590

1628

Harvey publishes *On the Motion of the Heart and Blood*

◆ 1605

◆ 1620

1632

Galileo faces the Inquisition

◆ 1635

1637

Descartes publishes *Discourse on Method*



Galileo Galilei

Voices from the Past

In 1610, Galileo described what he had observed with his newly devised telescope:

Now let us review the observations made during the past two months. . . . Let us speak first of that surface of the Moon which faces us. For greater clarity I distinguish two parts of this surface, a lighter and a darker. . . . [T]he darker part makes the Moon appear covered with spots. . . . From observation of these spots . . . I have been led to the opinion and conviction that the surface of the Moon is not smooth, uniform, and precisely spherical as a great number of philosophers believe it and the other heavenly bodies to be, but is uneven, rough, and full of cavities, not unlike the face of . . . Earth, relieved by chains of mountains and deep valleys. ♦♦

—*Discoveries and Opinions of Galileo*, Stillman Drake, ed., 1957

Galileo's observations helped to create a new view of the universe in the seventeenth century.

Background to the Revolution

In the Middle Ages, many educated Europeans took an intense interest in the world around them. However, these "natural philosophers," as medieval scientists were known, did not make observations of the natural world. These scientists relied on a few ancient authorities—especially Aristotle—for their scientific knowledge. A number of changes in the fifteenth and sixteenth centuries caused

the natural philosophers to abandon their old views and develop new ones.

Renaissance humanists had mastered Greek as well as Latin and thus had access to newly discovered works by **Ptolemy** (TAH•luh•mee), Archimedes, and Plato. These writings made it obvious that some ancient thinkers had disagreed with Aristotle and other accepted authorities of the Middle Ages.

Other developments also encouraged new ways of thinking. Technical problems that required careful observation and accurate measurements, such as calculating the amount of weight that ships could hold, served to stimulate scientific activity. Then, too, the invention of new instruments, such as the telescope and microscope, made fresh scientific discoveries possible. Above all, the printing press helped spread new ideas quickly and easily.

Mathematics played a very important role in the scientific achievements of the sixteenth and seventeenth centuries. The study of mathematics was promoted in the Renaissance by the rediscovery of the works of ancient mathematicians. Nicholas Copernicus, Johannes Kepler, Galileo Galilei, and Isaac

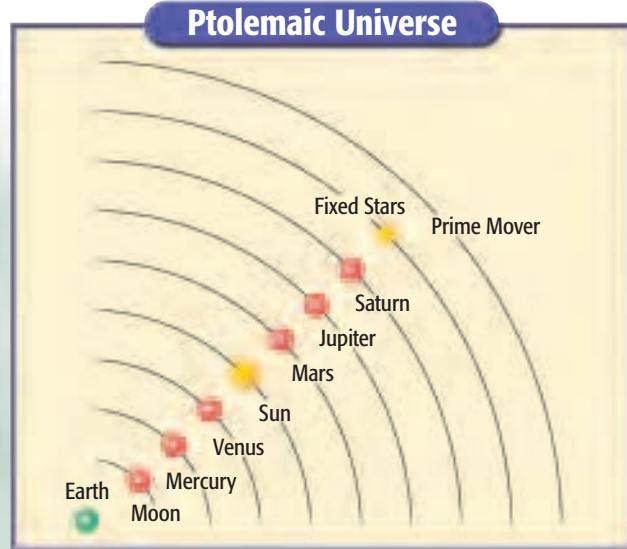
Newton were all great mathematicians who believed that the secrets of nature were written in the language of mathematics. After studying and, sometimes, discarding the ideas of the ancient mathematicians, these intellectuals developed new theories that became the foundation of the Scientific Revolution.

 **Reading Check** **Evaluating** What changes in the fifteenth and sixteenth centuries helped the natural philosophers develop new views?

A Revolution in Astronomy

Especially significant in the Scientific Revolution were discoveries in astronomy. These discoveries would overturn the conception of the universe held by Westerners in the Middle Ages.

The Ptolemaic System Ptolemy, who lived in the second century A.D., was the greatest astronomer of antiquity. Using his ideas, as well as those of Aristotle and of Christianity, the philosophers of the Middle



Picturing History

These astronomers, Ptolemy (left) and Copernicus (shown on page 513), were separated in time by approximately 1,400 years. Both men had a major impact on the way people viewed their place in the universe. **What elements do you see in the two illustrations that help to convey to the viewer the importance of the two men and their scientific discoveries?**

Ages had constructed a model of the universe known later as the Ptolemaic (TAH•luh•MAY•ik) system. This system is called **geocentric** because it places Earth at the center of the universe.

In the **Ptolemaic system**, the universe is a series of concentric spheres—spheres one inside the other. Earth is fixed, or motionless, at the center of these spheres. The spheres are made of a crystal-like, transparent substance, in which the heavenly bodies—pure orbs of light—are embedded. For example, the Moon is embedded in the first sphere, Mercury in the second, Venus in the third, and the Sun in the fourth. The rotation of the spheres makes these heavenly bodies rotate about the earth and move in relation to one another.

The tenth sphere in the Ptolemaic system was the “prime mover,” which moved itself and gave motion to the other spheres. Beyond the tenth sphere was Heaven, where God and all the saved souls resided. God was at one end of the universe, then, and humans were at the center. Humans had been given power over the earth, but their real purpose was to achieve salvation.

Copernicus and Kepler In May 1543, Nicholas Copernicus, a native of Poland, published his famous book, *On the Revolutions of the Heavenly Spheres*. Copernicus, a mathematician, felt that the geocentric system was too complicated. He believed that his **heliocentric**, or sun-centered, conception of the universe offered a more accurate explanation than did the Ptolemaic system.

Copernicus argued that the Sun, not Earth, was at the center of the universe. The planets revolved around the Sun. The Moon, however, revolved around Earth. Moreover, according to Copernicus, the apparent movement of the Sun around Earth was really caused by the daily rotation of Earth on its axis and the journey of Earth around the Sun each year.

The next step in destroying the Ptolemaic system was taken by the German mathematician Johannes Kepler. Kepler used detailed astronomical data to arrive at his laws of planetary motion. His observations confirmed that the Sun was at the center of the universe and also added new information. In his first law, Kepler showed that the orbits of the planets around the Sun were not circular, as Copernicus

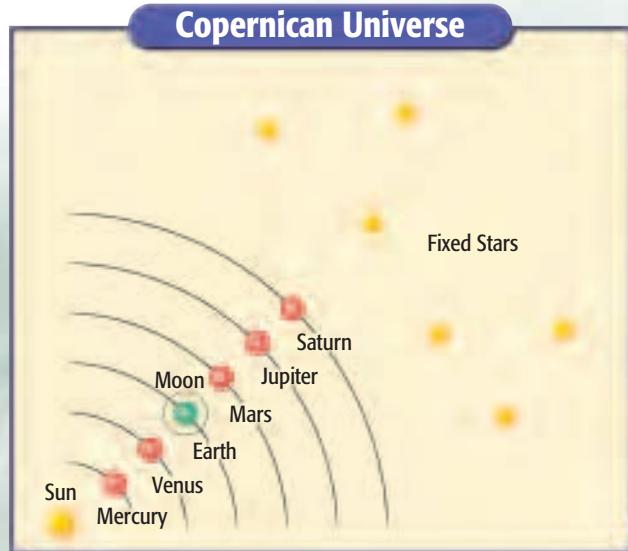
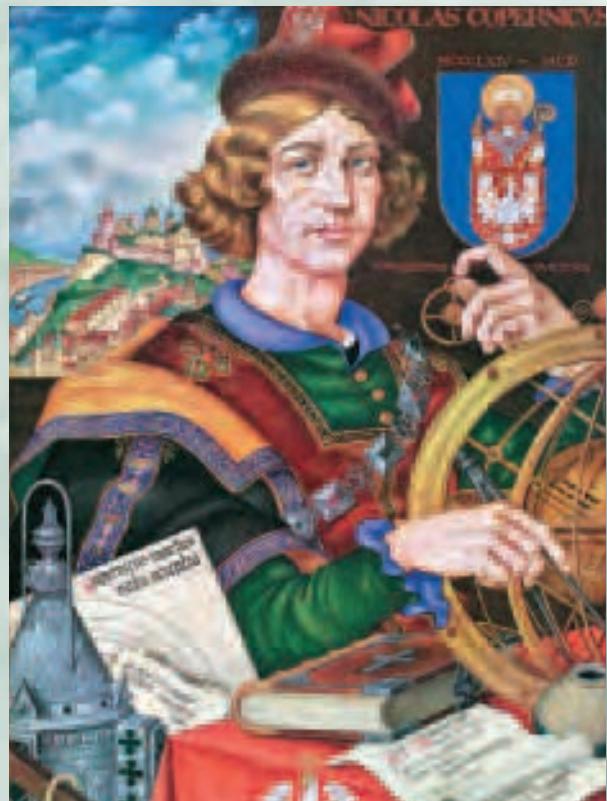
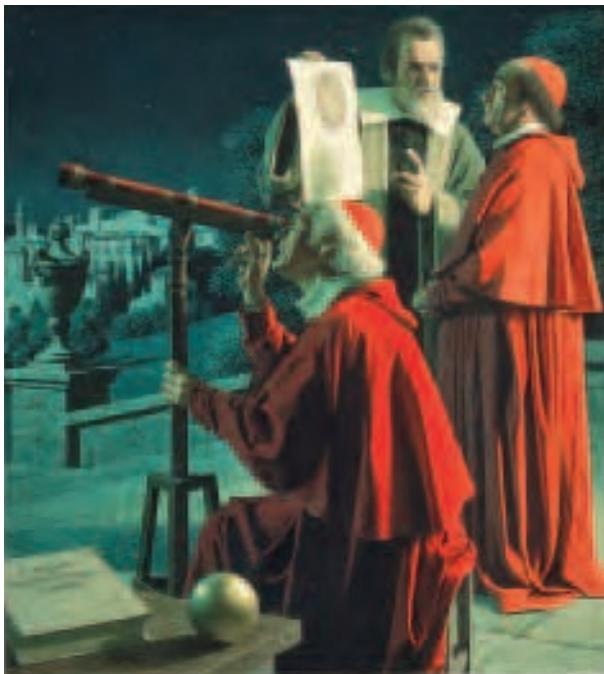


Chart Skills

Compare the illustrations of two different models of the universe on the previous page and this page, then answer the questions below.

- 1. Compare and Contrast** Identify as many specific similarities and differences as you can find in the two models.
- 2. Explaining** Explain the changes in the way people viewed the universe that resulted from the mathematical and scientific discoveries of Copernicus.





Galileo displays his drawings to the clergy.

had thought. Rather, the orbits were elliptical (egg-shaped), with the Sun toward the end of the ellipse instead of at the center. This finding, known as Kepler's First Law, contradicted the circular orbits and crystal-like spheres that were central to the Ptolemaic system.

Galileo Scientists could now think in terms of planets revolving around the Sun in elliptical orbits. Important questions remained unanswered, however. What are the planets made of? How does one explain motion in the universe? An Italian scientist answered the first question.

Galileo Galilei taught mathematics. He was the first European to make regular observations of the heavens using a telescope. With this tool, Galileo made a remarkable series of discoveries: mountains on the Moon, four moons revolving around Jupiter, and sunspots.

Galileo's observations seemed to destroy yet another aspect of the Ptolemaic conception. Heavily bodies had been seen as pure orbs of light. Instead, it appeared that they were composed of material substance, just as Earth was.

Galileo's discoveries, published in *The Starry Messenger* in 1610, did more to make Europeans aware of the new view of the universe than did the works of Copernicus and Kepler. In the midst of his newfound fame, however, Galileo found himself under suspicion by the authorities of the Catholic Church.

The Church ordered Galileo to abandon the Copernican idea. The Copernican system threatened the Church's entire conception of the universe and seemed to contradict the Bible. In the Copernican view, the heavens were no longer a spiritual world but a world of matter. Humans were no longer at the center of the universe, and God was no longer in a specific place.

In spite of the Church's position, by the 1630s and 1640s, most astronomers had come to accept the heliocentric conception of the universe. However, the problem of explaining motion in the universe had not been solved, and the ideas of Copernicus, Kepler, and Galileo had yet to be tied together. This would be done by an Englishman who has long been considered the greatest genius of the Scientific Revolution.

Newton Born in 1642, **Isaac Newton** showed few signs of brilliance until he attended **Cambridge University**. Later, he became a professor of mathematics at the university and wrote his major work, *Mathematical Principles of Natural Philosophy*. This work is known simply as the *Principia*, by the first word of its Latin title.

In the first book of the *Principia*, Newton defined the three laws of motion that govern the planetary bodies, as well as objects on Earth. Crucial to his whole argument was the **universal law of gravitation**. This law explains why the planetary bodies do not go off in straight lines but instead continue in elliptical orbits about the Sun. The law states, in mathematical terms, that every object in the universe is attracted to every other object by a force called gravity.



Isaac Newton analyzing light rays

Newton had shown that one universal law, mathematically proved, could explain all motion in the universe. At the same time, Newton's ideas created a new picture of the universe. It was now seen as one huge, regulated, uniform machine that worked according to natural laws. Newton's world-machine concept dominated the modern worldview until the twentieth century, when Albert Einstein's concept of relativity created a new picture of the universe.

Reading Check Identifying Name the four great mathematicians who had a profound impact on astronomy.

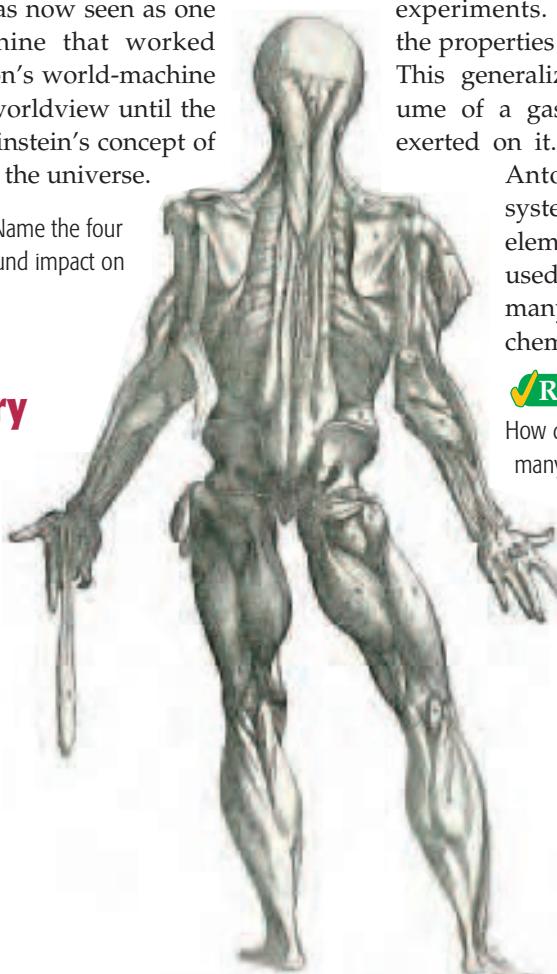
Breakthroughs in Medicine and Chemistry

A revolution in medicine also began in the sixteenth century. Medicine in the Late Middle Ages was dominated by the teachings of the Greek physician Galen, who had lived in the second century A.D. Galen had relied on animal, rather than human, dissection to arrive at a picture of human anatomy, and he was wrong in many instances.

The new anatomy of the sixteenth century was based on the work of Andreas Vesalius. In his 1543 book, *On the Fabric of the Human Body*, Vesalius discussed what he had found when dissecting human bodies while he was a professor of surgery at the University of Padua.

Vesalius presented a careful and accurate examination of the individual organs and general structure of the human body. His "hands-on" approach enabled him to overthrow some of Galen's theories. Nevertheless, Vesalius still clung to Galen's erroneous idea that two kinds of blood flowed in the veins and arteries.

William Harvey's reputation rests on his book *On the Motion of the Heart and Blood*, published in 1628. Harvey's work was based on close observations and experiments. Harvey showed that the heart—not the liver, as Galen had thought—was the beginning point for the circulation of blood in the body. He also proved that the same blood flows in both veins and arteries. Most important, he showed that the blood makes a complete circuit as it passes through the body.



Drawings such as this from Vesalius's *On the Fabric of the Human Body* did much to revolutionize knowledge of human anatomy and medicine.

A science of chemistry also arose in the seventeenth and eighteenth centuries. **Robert Boyle** was one of the first scientists to conduct controlled

experiments. His pioneering work on the properties of gases led to Boyle's Law. This generalization states that the volume of a gas varies with the pressure exerted on it. In the eighteenth century, Antoine Lavoisier invented a system of naming the chemical elements, much of which is still used today. He is regarded by many as the founder of modern chemistry.

Reading Check Describing How did Vesalius and Harvey disprove many of Galen's theories?

Women and the Origins of Modern Science

Women as well as men were involved in the Scientific Revolution. One of the most prominent female scientists of the seventeenth century, **Margaret Cavendish**, came from an aristocratic family. She wrote a number of works on scientific matters, including *Observations Upon Experimental Philosophy*.

In her work, Cavendish was especially critical of the growing belief that humans, through science, were the masters of nature: "We have no power at all over natural causes and effects . . . for man is but a small part, his powers are but particular actions of Nature, and he cannot have a supreme and absolute power."

In Germany, many of the women who were involved in science were astronomers. These women had received the opportunity to become astronomers from working in family observatories, where they had been trained by their



Margaret Cavendish

fathers or husbands. Between 1650 and 1710, women made up 14 percent of all German astronomers.

The most famous of the female astronomers in Germany was **Maria Winkelmann**. She received training in astronomy from a self-taught astronomer. Her chance to be a practicing astronomer came when she married Gottfried Kirch, Prussia's foremost astronomer, and became his assistant.

Winkelmann made some original contributions to astronomy, including the discovery of a comet. Her husband described the discovery:

“Early in the morning (about 2:00 A.M.) the sky was clear and starry. Some nights before, I had observed a variable star, and my wife (as I slept) wanted to find and see it for herself. In so doing, she found a comet in the sky. At which time she woke me, and I found that it was indeed a comet. . . . I was surprised that I had not seen it the night before.”

When her husband died, Winkelmann applied for a position as assistant astronomer at the Berlin Academy. She was highly qualified, but as a woman—

with no university degree—she was denied the post. Members of the Berlin Academy feared that they would set a bad example by hiring a woman. “Mouths would gape,” they said.

Winkelmann’s problems with the Berlin Academy reflect the obstacles women faced in being accepted as scientists. Such work was considered to be chiefly for males. In the view of most people in the seventeenth century, a life devoted to any kind of scholarship was at odds with the domestic duties women were expected to perform.

Reading Check **Summarizing** What did Margaret Cavendish and Maria Winkelmann contribute to the Scientific Revolution?

Descartes and Reason

The new conception of the universe brought about by the Scientific Revolution strongly influenced the Western view of humankind. Nowhere is this more evident than in the work of the seventeenth-century French philosopher **René Descartes** (day•KAHRT). Descartes began by thinking and writing about the doubt and uncertainty that seemed to be everywhere in the confusion of the seventeenth century. He ended with a philosophy that dominated Western thought until the twentieth century.

The starting point for Descartes’s new system was doubt. In his most famous work, *Discourse on Method*, written in 1637, Descartes decided to set aside all that he had learned and to begin again. One fact seemed to him to be beyond doubt—his own existence:

“But I immediately became aware that while I was thus disposed to think that all was false, it was absolutely necessary that I who thus thought should be something; and noting that this truth I think, therefore I am, was so steadfast and so assured . . . I concluded that I might without scruple accept it as being the first principle of the philosophy I was seeking.”

Descartes emphasized the importance of his own mind and asserted that he would accept only those things that his reason said were true.

From his first principle—“I think, therefore I am”—Descartes used his reason to arrive at a second principle. He argued that because “the mind cannot be doubted but the body and material world can, the two must be radically different.”

From this idea came the principle of the separation of mind and matter (and of mind and body).



Picturing History

René Descartes is pictured here with Queen Christina of Sweden, who invited Descartes to her court. **What philosophical principles did Descartes establish in his famous work *Discourse on Method*?**

Descartes's idea that mind and matter were completely separate allowed scientists to view matter as dead or inert—as something that was totally detached from themselves and that could be investigated independently by reason.

Descartes has rightly been called the father of modern **rationalism**. This system of thought is based on the belief that reason is the chief source of knowledge.

 **Reading Check** **Explaining** What is the significance of Descartes's principle of the separation of mind and matter?

The Scientific Method

During the Scientific Revolution, people became concerned about how they could best understand the physical world. The result was the creation of a **scientific method**—a systematic procedure for collecting and analyzing evidence. The scientific method was crucial to the evolution of science in the modern world.

The person who developed the scientific method was actually not a scientist. **Francis Bacon**, an English philosopher with few scientific credentials, believed that instead of relying on the ideas of ancient authorities, scientists should use **inductive reasoning** to learn about nature. In other words,

scientists should proceed from the particular to the general. Systematic observations and carefully organized experiments to test hypotheses (theories) would lead to correct general principles.

Bacon was clear about what he believed his scientific method could accomplish. He stated that “the true and lawful goal of the sciences is none other than this: that human life be endowed with new discoveries and power.” He was much more concerned with practical matters than pure science.

Bacon wanted science to benefit industry, agriculture, and trade. He said, “I am laboring to lay the foundation, not of any sect or doctrine, but of human utility and power.”

How would this “human power” be used? Bacon believed it could be used to “conquer nature in action.” The control and domination of nature became an important concern of science and the technology that accompanied it.

 **Reading Check** **Summarizing** What are the characteristics of the scientific method?



Scientific advances helped to produce a vaccine for smallpox.

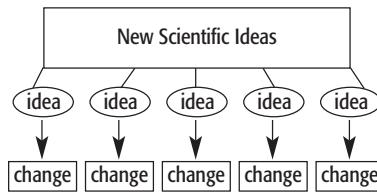
SECTION | ASSESSMENT

Checking for Understanding

- Define** geocentric, Ptolemaic system, heliocentric, universal law of gravitation, rationalism, scientific method, inductive reasoning.
- Identify** Ptolemy, Nicholas Copernicus, Galileo Galilei, Isaac Newton, Cambridge University, Robert Boyle, Margaret Cavendish, Maria Winkelmann, René Descartes, Francis Bacon.
- Locate** Poland, Padua.
- Contrast** the Ptolemaic, or geocentric, system of the universe to the heliocentric system developed by Copernicus.
- List** the pioneers of modern chemistry who lived during the seventeenth and eighteenth centuries.

Critical Thinking

- Analyze** Why did the Catholic Church condemn the work of Galileo during the seventeenth century?
- Identifying Information** Use a diagram to identify examples of new ideas in the form of mathematical discoveries, scientific discoveries, or technological innovations that appeared during the 1500s and 1600s. Then show in the diagram the changes produced by these discoveries or innovations.



Analyzing Visuals

- Examine** the painting of Galileo on page 514. Why do you think that Galileo is showing his drawings to the clergyman standing beside him? Why might the other man be looking through Galileo's telescope? Based on what you have read in this section, do you think these men will support Galileo's views? Why or why not?

Writing About History

- Expository Writing** Do some research and then write an essay about either Copernicus, Galileo, or Newton. For the scientist you choose, discuss that person's individual contributions to the Scientific Revolution and how his ideas have influenced the development of modern society.

SECTION 2

The Enlightenment

Guide to Reading

Main Ideas

- Eighteenth-century intellectuals used the ideas of the Scientific Revolution to reexamine all aspects of life.
- People gathered in salons to discuss the ideas of the philosophes.

Key Terms

philosophe, separation of powers, deism, laissez-faire, social contract, salon

Preview of Events

1700	1715	1730	1745	1760	1775	1790
1702 The first daily newspaper is published in London		1748 Baron de Montesquieu publishes <i>The Spirit of the Laws</i>		1762 Rousseau publishes <i>The Social Contract</i>	1763 Voltaire writes his <i>Treatise on Toleration</i>	1776 Adam Smith publishes <i>The Wealth of Nations</i>

People to Identify

John Locke, Montesquieu, Voltaire, Denis Diderot, Adam Smith, Jean-Jacques Rousseau, Mary Wollstonecraft, John Wesley

Places to Locate

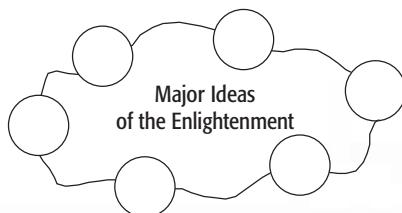
Paris, London

Preview Questions

- What was the Enlightenment?
- What role did religion play during the Enlightenment?

Reading Strategy

Summarizing Information Use a diagram like the one below to list some of the main ideas introduced during the Enlightenment.



Voltaire

Voices from the Past

The French intellectual Voltaire attacked religious intolerance in *The Ignorant Philosopher*:

“I say, there is scarce any city or borough in Europe, where blood has not been spilled for religious quarrels; I say, that the human species has been perceptibly diminished, because women and girls were massacred as well as men. I say that Europe would have a third larger population if there had been no theological disputes. In fine, I say, that so far from forgetting these abominable times, we should frequently take a view of them, to inspire an eternal horror for them. . . . It is for our age to make amends by toleration, for this long collection of crimes, which has taken place through the lack of toleration during sixteen barbarous centuries.”

—*From Absolutism to Revolution 1648–1848*, Herbert H. Rowen, ed., 1963

Religious toleration was one of the major themes of the Enlightenment.

Path to the Enlightenment

The Enlightenment was an eighteenth-century philosophical movement of intellectuals who were greatly impressed with the achievements of the Scientific Revolution. One of the favorite words of these intellectuals was *reason*. By this, they meant the application of the scientific method to an understanding of all life. They hoped that by using the scientific method, they could make progress toward a better society than the one they had inherited. *Reason, natural law, hope, progress*—these were common words to the thinkers of the Enlightenment.

The Enlightenment was especially influenced by the ideas of two seventeenth-century Englishmen, Isaac Newton and John Locke. To Newton, the physical

world and everything in it was like a giant machine (the Newtonian world-machine). If Newton could discover the natural laws that governed the physical world, then by using his methods, the intellectuals of the Enlightenment thought they could discover the natural laws that governed human society.

John Locke's theory of knowledge also greatly affected eighteenth-century intellectuals. In his *Essay Concerning Human Understanding*, Locke argued that every person was born with a *tabula rasa*, or blank mind:

“Let us then suppose the mind to be, as we say, white paper, void of all characters, without any ideas. How comes it to be furnished? Whence has it all the materials of reason and knowledge? To this I answer, in one word, from experience. . . . Our observation, employed either about external sensible objects or about the internal operations of our minds perceived and reflected on by ourselves, is that which supplies our understanding with all the materials of thinking.”

Locke's ideas suggested that people were molded by the experiences that came through their senses from the surrounding world. If environments were changed and people were exposed to the right influences, then people could be changed and a new society created.

How should the environment be changed? Using Newton's methods, people believed that they could discover the natural laws that all institutions should follow to produce the ideal society.

Reading Check Explaining

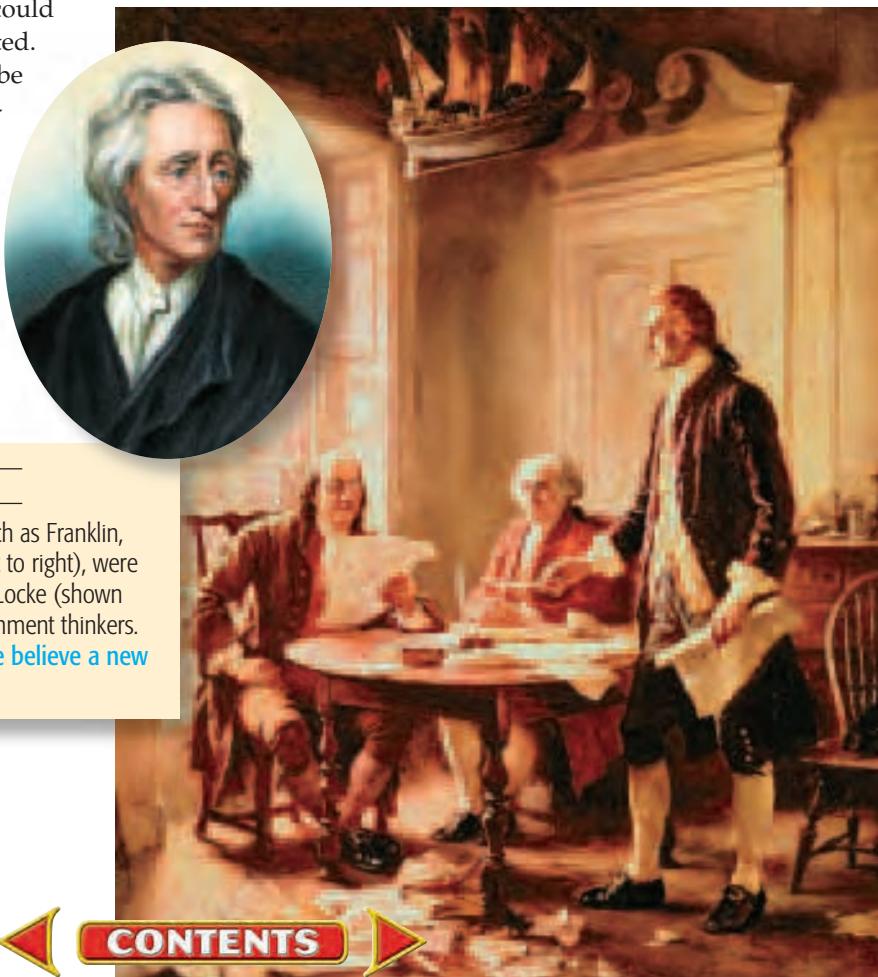
What was Newton's main contribution to Enlightenment thought?

Philosophes and Their Ideas

The intellectuals of the Enlightenment were known by the French name **philosophe** (FEE•luh•ZAWF), meaning “philosopher.” Not all philosophes were French, however, and few were philosophers in the strict sense of the term. They were writers, professors, journalists, economists, and above all, social reformers. They came chiefly from the nobility and the middle class.

Most of the leaders of the Enlightenment were French, but even the French would have acknowledged that the English had provided the philosophical inspiration for the Enlightenment. It was definitely these French philosophes, however, who affected intellectuals elsewhere and created a movement that influenced the entire Western world. The Enlightenment was a truly international movement.

To the philosophes, the role of philosophy was to change the world. One writer said that the philosophes is one who “applies himself to the study of society with the purpose of making his kind better and happier.” One conducts this study by using reason, or an appeal to facts. A spirit of rational criticism was to be applied to everything, including religion and politics.



Picturing History

Leaders of the American Revolution, such as Franklin, Adams, and Jefferson (pictured here left to right), were greatly influenced by the ideas of John Locke (shown above) and eighteenth-century Enlightenment thinkers. **By what means or methods did Locke believe a new society could be created?**



History *through Art*

Madame de Geoffrin's Salon by Anicet

Lemonnier shows the first reading of one of Voltaire's works. **Describe the different reactions to Voltaire's ideas that you might hear from a typical Parisian eighteenth-century salon audience.**

The philosophes often disagreed. The Enlightenment spanned almost a century, and it evolved over time. Each succeeding generation became more radical as it built on the contributions of the previous one. A few people, however, dominated the landscape. We begin our survey of the ideas of the philosophes by looking at the three French giants—Montesquieu (MAHN•tuhs•KYOO), Voltaire, and Diderot (dee•DROH).

Montesquieu Charles-Louis de Secondat, the Baron de **Montesquieu**, came from the French nobility. His most famous work, *The Spirit of the Laws*, was published in 1748. In this study of governments, Montesquieu tried to use the scientific method to find the natural laws that govern the social and political relationships of human beings.

Montesquieu identified three basic kinds of governments: (1) republics, suitable for small states; (2) despotism, appropriate for large states; and (3) monarchies, ideal for moderate-size states. He used England as an example of a monarchy.

Montesquieu believed that England's government had three branches: the executive (the monarch), the legislative (parliament), and the judicial (the courts

of law). The government functioned through a **separation of powers**. In this separation, the executive, legislative, and judicial powers of the government limit and control each other in a system of checks and balances. By preventing any one person or group from gaining too much power, this system provides the greatest freedom and security for the state.

Montesquieu's analysis of the system of checks and balances through separation of powers was his most lasting contribution to political thought. The translation of Montesquieu's work into English made it available to American philosophes, who took his principles and worked them into the United States Constitution.

Voltaire The greatest figure of the Enlightenment was François-Marie Arouet, known simply as **Voltaire**. A Parisian, Voltaire came from a prosperous middle-class family. He wrote an almost endless stream of pamphlets, novels, plays, letters, essays, and histories, which brought him both fame and wealth.

Voltaire was especially well known for his criticism of Christianity and his strong belief in religious toleration. He fought against religious intolerance in France. In 1763, he penned his *Treatise on Toleration*, in which he reminded governments that "all men are brothers under God."

Throughout his life, Voltaire championed **deism**, an eighteenth-century religious philosophy based on reason and natural law. Deism built on the idea of the Newtonian world-machine. In the Deists' view, a

mechanic (God) had created the universe. To Voltaire and most other philosophes, the universe was like a clock. God, the clockmaker, had created it, set it in motion, and allowed it to run without his interference, according to its own natural laws.

Diderot Denis Diderot went to the University of Paris to fulfill his father's hopes that he would be a lawyer or pursue a career in the Church. He did neither. Instead, he became a freelance writer so that he could study and read in many subjects and languages. For the rest of his life, Diderot remained dedicated to new ideas.

Diderot's most famous contribution to the Enlightenment was the *Encyclopedia, or Classified Dictionary of the Sciences, Arts, and Trades*, a 28-volume collection of knowledge that he edited. Published between 1751 and 1772, the purpose of the *Encyclopedia*, according to Diderot, was to "change the general way of thinking."

The *Encyclopedia* became a major weapon in the philosophes' crusade against the old French society. Many of its articles attacked religious superstition and supported religious toleration. Others called for social, legal, and political improvements that would lead to a society that was more tolerant and more humane. The *Encyclopedia* was sold to doctors, clergymen, teachers, and lawyers, thus spreading the ideas of the Enlightenment.

 **Reading Check Comparing** What were the major contributions of Montesquieu, Voltaire, and Diderot to the Enlightenment?

Toward a New Social Science

The philosophes, as we have seen, believed that Newton's methods could be used to discover the natural laws underlying all areas of human life. This led to what we would call the social sciences—areas such as economics and political science.

Economics The Physiocrats and Scottish philosopher Adam Smith have been viewed as the founders of the modern social science of economics. The Physiocrats, a French group, were interested in identifying the natural economic laws that governed human society. They maintained that if individuals were free to pursue their own economic self-interest, all society would ultimately benefit.

The state, then, should not interrupt the free play of natural economic forces by imposing government regulations on the economy. The state should leave the economy alone. This doctrine became known by its French name, ***laissez-faire*** (LEH•SAY FEHR), meaning "to let (people) do (what they want)."

The best statement of *laissez-faire* was made in 1776 by **Adam Smith** in his famous work *The Wealth of Nations*. Like the Physiocrats, Smith believed that the state should not interfere in economic matters. Indeed, Smith gave to government only three basic roles: protecting society from invasion (the army); defending citizens from injustice (the police); and keeping up certain public works, such as roads and canals, that private individuals could not afford.



History *through Art*

Port of Marseille by Claude-Joseph Vernet, 1754

Vernet, 1754 Vernet was commissioned by the French king to paint the military and commercial seaports of France.

What characteristic activities of a commercial port are included here? What information about the past could historians learn from this painting?



Beccaria and Justice By the eighteenth century, most European states had developed a system of courts to deal with the punishment of crime. Punishments were often cruel. The primary reason for extreme punishments was the need to deter crime in an age when a state's police force was too weak to ensure the capture of criminals.

One philosophé who proposed a new approach to justice was Cesare Beccaria. In his essay *On Crimes and Punishments*, written in 1764, Beccaria argued that punishments should not be exercises in brutality. He also opposed capital punishment. He did not believe that it stopped others from committing crimes. Moreover, it set an example of barbarism: "Is it not absurd, that the laws, which punish murder, should, in order to prevent murder, publicly commit murder themselves?"

✓ **Reading Check** **Explaining** What is the concept of laissez-faire?

The Later Enlightenment

By the late 1760s, a new generation of philosophes had come to maturity. Most famous was **Jean-Jacques Rousseau** (ru•SOH). The young Rousseau wandered through France and Italy holding various jobs. Eventually he made his way to Paris, where he was

introduced into the circle of the philosophes. He did not like city life, however, and often withdrew into long periods of solitude.

In his *Discourse on the Origins of the Inequality of Mankind*, Rousseau argued that people had adopted laws and government in order to preserve their private property. In the process, they had become enslaved by government. What, then, should people do to regain their freedom?

In his famous work *The Social Contract*, published in 1762, Rousseau presented his concept of the **social contract**. Through a social contract, an entire society agrees to be governed by its general will. Individuals who wish instead to follow their own self-interests must be forced to abide by the general will. "This means nothing less than that [they] will be forced to be free," said Rousseau. Thus, liberty is achieved by being forced to follow what is best for "the general will," because the general will represents what is best for the entire community.

Another important work by Rousseau is *Emile*. Written in the form of a novel, the work is a general discussion "on the education of the natural man." Rousseau argues that education should foster, and not restrict, children's natural instincts.

Unlike many Enlightenment thinkers, Rousseau believed that emotions, as well as reason, were important to human development. He sought a balance between heart and mind, between emotions and reason.

Rousseau did not necessarily practice what he preached. His own children were sent to orphanages, where many children died at a young age. Rousseau also viewed women as being "naturally" different from men: "To fulfill her functions, . . . [a woman] needs a soft life. . . . How much care and tenderness does she need to hold her family together." To Rousseau, women should be educated for their roles as wives and mothers by learning obedience and the nurturing skills that would enable them to provide loving care for their husbands and children. Not everyone in the eighteenth century agreed with Rousseau, however.

✓ **Reading Check** **Summarizing** What were Rousseau's basic theories as presented in *The Social Contract* and *Emile*?



Jean-Jacques Rousseau

People In History

Mary Wollstonecraft

1759–1797—English writer



Mary Wollstonecraft is considered by many to be the founder of the European and American movements for women's rights. Wollstonecraft was largely self-educated. For a while, she earned a living as a governess but soon moved to a writing career and worked for a magazine publisher.

All along, Wollstonecraft continued to develop her ideas on education and women's rights. She wrote in 1792: "Make women rational creatures, and free citizens, and they will quickly become good wives; that is—if men do not neglect the duties of husbands and fathers!"

Mary Wollstonecraft married the philosopher William Godwin in 1797. She died shortly after the birth of their daughter—Mary Wollstonecraft Godwin Shelley—who wrote the famous novel *Frankenstein*.



CONNECTIONS Past To Present

Magazines, Then and Now

Bookstores and newsstands carry thousands of magazines that appeal to an enormous variety of interests. We can find magazines on fishing, car racing, fashion, politics, television, furniture making, tourism, wrestling, and a host of other subjects.

The first magazines in Europe were a product of a growing reading public in the seventeenth and eighteenth centuries, especially among the middle classes. The first magazine was published in Germany in 1633. It contained poems and articles on religion, the chief interest of its editor, Johann Rist.

Many early magazines had serious goals. Joseph Addison and Richard Steele's *Spectator*, begun in 1711, aimed to "bring Philosophy out of the closets and libraries, schools and colleges, to dwell in clubs and assemblies, at tea-tables and coffeehouses." It did not last long.

Some publishers began to broaden the appeal of their magazines. One goal was to attract women readers. *Ladies' Mercury*, published in Britain, provided advice on marriage and child rearing as well as sewing patterns and gossip. Its success brought forth a host of similar magazines.

Many early magazines failed because customers did not always pay for them on time. Isaiah Thomas, editor of the *Worcester Magazine*, became so desperate that he wrote: "The editor requests all those who are indebted to him for magazines, to make payment—butter will be received in small sums, if brought within a few days."

Argentine magazine stand



Comparing Past and Present

Pretend you are an eighteenth-century magazine editor assigned to write an article for the next edition. Choose a person or an event discussed in Chapter 17 to be the subject of your article (use outside resources if necessary). You could also select one Enlightenment idea and present it to your readers.

Rights of Women

For centuries, male intellectuals had argued that the nature of women made them inferior to men and made male domination of women necessary. By the eighteenth century, however, female thinkers began to express their ideas about improving the condition of women. The strongest statement for the rights of women was advanced by the English writer **Mary Wollstonecraft**. Many see her as the founder of the modern European and American movement for women's rights.

In *A Vindication of the Rights of Women*, Wollstonecraft identified two problems with the views of many Enlightenment thinkers. She noted that the same people who argued that women must obey men also said that government based on the arbitrary power of monarchs over their subjects was wrong.

Wollstonecraft pointed out that the power of men over women was equally wrong.

Wollstonecraft further argued that the Enlightenment was based on an ideal of reason in all human beings. Because women have reason, then they are entitled to the same rights as men. Women, Wollstonecraft declared, should have equal rights in education, as well as in economic and political life.

 **Reading Check** **Evaluating** How did Mary Wollstonecraft use the Enlightenment ideal of reason to advocate rights for women?

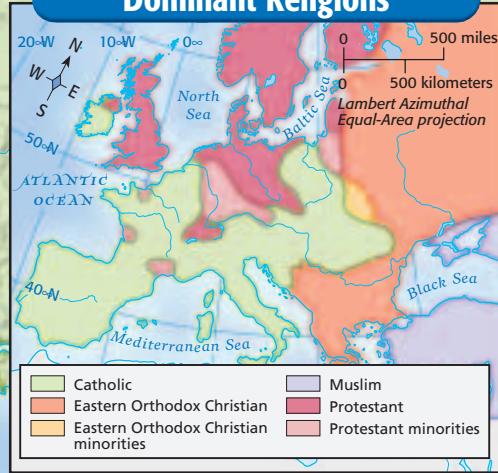
Social World of the Enlightenment

The Enlightenment was not a movement belonging exclusively to the nobles and aristocrats. For example, philosophes such as Diderot and Rousseau came from



- Academy of science
- Observatory
- Palace inspired by Versailles
- Publication of scientific or philosophical journals
- University

Dominant Religions



The intellectuals of the Enlightenment created a movement that influenced the entire Western world.

1. **Interpreting Maps** Examine the keys of the two maps. What kind of information does each map contain?
2. **Applying Geography Skills** Pose and answer two questions about the geographic distributions shown on one of the maps on this page. Create a thematic chart that represents the same information.

the lower middle class. The movement did, however, have its greatest appeal with the aristocrats and upper classes in the larger cities. The common people, especially the peasants, were mostly unaware and little affected by the Enlightenment.

The Growth of Reading Of great importance to the Enlightenment was the spread of its ideas to the literate elite of European society. Especially noticeable in the eighteenth century was the growth of both publishing and the reading public. The number of titles issued each year by French publishers rose from 300 in 1750 to about 1,600 in the 1780s. Books had previously been aimed at small groups of the educated elite. Now, many books were directed at the

new reading public of the middle classes, which included women and urban artisans.

An important aspect of the growth of publishing and reading in the eighteenth century was the development of magazines for the general public. In Great Britain, an important center for the new magazines, 25 periodicals were published in 1700, 103 in 1760, and 158 in 1780.

Along with magazines came daily newspapers. The first was printed in London in 1702. Newspapers were relatively cheap and were even provided free in many coffeehouses.

The Salon Enlightenment ideas were also spread through the **salon**. Salons were the elegant drawing rooms of the wealthy upper class's great urban houses. Invited guests gathered in these salons and took part in conversations that were often centered on the new ideas of the philosophes. The salons brought writers and artists together with aristocrats, government officials, and wealthy middle-class people.

The women who hosted the salons found themselves in a position to sway political opinion and influence literary and artistic taste. At her fashionable home in Paris, for example, Marie-Thérèse de

Geoffrin, wife of a wealthy merchant, held gatherings that became the talk of France and of all Europe. Distinguished foreigners, including a future king of Sweden and a future king of Poland, competed to receive invitations. These gatherings helped spread the ideas of the Enlightenment.

 **Reading Check** **Examining** What was the importance of the salons?

Religion in the Enlightenment

Although many philosophes attacked the Christian churches, most Europeans in the eighteenth century were still Christians. Many people also sought a deeper personal devotion to God.

The Catholic parish church remained an important center of life for the entire community. How many people went to church regularly cannot be known. It has been established that 90 to 95 percent of Catholic populations did go to mass on Easter Sunday.

After the initial religious fervor that created Protestantism in the sixteenth century, Protestant churches settled into well-established patterns controlled by state authorities. Many Protestant churches were lacking in religious enthusiasm. The desire of ordinary Protestants for greater depths of religious experience led to new religious movements.

In England, the most famous new religious movement—Methodism—was the work of **John Wesley**, an Anglican minister. Wesley had a mystical

experience in which “the gift of God’s grace” assured him of salvation. This experience led him to become a missionary to the English people to bring them the “glad tidings” of salvation.

Wesley preached to the masses in open fields. He appealed especially to the lower classes. He tried, he said, “to lower religion to the level of the lowest people’s capacities.”

Wesley’s powerful sermons often caused people to have conversion experiences. Many of these converts joined Methodist societies in which they helped each other do good works. In this way Wesley’s Methodism gave the lower and middle classes in English society a sense of purpose and community. The Methodists stressed the importance of hard work and encouraged behaviors that led to spiritual contentment, which took the place of political equality.

After Wesley’s death, Methodism became a separate Protestant group. Methodism proved that the need for spiritual experience had not been eliminated by the eighteenth-century search for reason.

 **Reading Check** **Describing** What are some of the central ideas of Methodism?



John Wesley

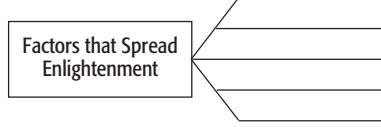
SECTION 2 ASSESSMENT

Checking for Understanding

- Define** philosophie, separation of powers, deism, laissez-faire, social contract, salon.
- Identify** John Locke, Montesquieu, Voltaire, Denis Diderot, Adam Smith, Jean-Jacques Rousseau, Mary Wollstonecraft, John Wesley.
- Locate** Paris, London.
- Explain** the influence of Isaac Newton and John Locke on Enlightenment thinkers.
- List** the primary occupations of the philosophes.

Critical Thinking

- Discuss** What did Rousseau mean when he stated that if any individual wants to pursue his own self-interests at the expense of the common good, “He will be forced to be free”? Do you agree or disagree with Rousseau’s ideas? Why?
- Summarizing Information** Use a diagram like the one below to identify factors that helped spread Enlightenment ideas throughout Europe.



Analyzing Visuals

- Describe** the scene in the painting shown on page 521. What activities depicted in the painting are related to economics? What elements of the picture illustrate the economic principle of laissez-faire?

Writing About History

- Persuasive Writing** Mary Wollstonecraft argued that women are entitled to the same rights as men. Do you believe this premise to be true? Do you believe women are accorded equal rights today? Present your argument in an essay supported with evidence and logic.

SECTION 3

The Impact of the Enlightenment

Guide to Reading

Main Ideas

- Enlightenment beliefs were reflected in the art, music, and literature of the time.
- Enlightenment thought impacted the politics of Europe in the eighteenth century.

Key Terms

rococo, enlightened absolutism

People to Identify

Bach, Handel, Haydn, Mozart, Frederick the Great, Maria Theresa, Catherine the Great

Places to Locate

Prussia, Austria, Russia, Silesia

Preview Questions

- What innovations in the arts occurred during the eighteenth century?
- What were the causes and results of the Seven Years' War?

Reading Strategy

Describing Use a chart like the one below to list the conflicts of the Seven Years' War. Include the countries involved and where the conflicts were fought.

Conflicts of the Seven Years' War

Conflict	Years	Involved Countries
War of the Austrian Succession	1740–1748	Prussia, Austria, France, Great Britain, Spain, Silesia
The Seven Years' War	1756–1763	Prussia, France, Great Britain, Russia, Austria, Spain, Sweden, Poland, Portugal, Netherlands, Hanover, Saxony, Hanover, Prussia
The Treaty of Aix-la-Chapelle	1748	Prussia, France, Great Britain, Spain, Silesia
The Treaty of Paris	1763	Prussia, France, Great Britain, Russia, Austria, Spain, Sweden, Poland, Portugal, Netherlands, Hanover, Saxony, Hanover, Prussia

Preview of Events

◆ 1735

1730s
Rococo style spreads through Europe

◆ 1740

1740
War of the Austrian Succession begins

◆ 1745

1748
The Treaty of Aix-la-Chapelle is signed

◆ 1750

1756
The Seven Years' War erupts

◆ 1755

◆ 1760

1762
Catherine the Great becomes ruler of Russia

◆ 1765

1763
The Treaty of Paris is signed



Prussian soldiers

Voices from the Past

The eighteenth-century Prussian king Frederick II once said:

“[The services a monarch must provide for his people] consisted in the maintenance of the laws; a strict execution of justice; . . . and defending the state against its enemies. It is the duty of this magistrate to pay attention to agriculture; it should be his care that provisions for the nation should be in abundance, and that commerce and industry should be encouraged. He is a perpetual sentinel, who must watch the acts and the conduct of the enemies of the state. . . . If he be the first general, the first minister of the realm, it is not that he should remain the shadow of authority, but that he should fulfill the duties of such titles. He is only the first servant of the state.”

—*The Western Tradition*, Eugen Weber, 1972

These comments reveal the impact of the ideas of the Enlightenment on the rulers of the period.

The Arts

The ideas of the Enlightenment also had an impact on the world of culture. Eighteenth-century Europe witnessed both traditional practices and important changes in art, music, and literature.

Architecture and Art The palace of Louis XIV at Versailles, in France, had made an enormous impact on Europe. The Austrian emperor, the Swedish king, and


HISTORY
Online

Web Activity Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 17—Student Web Activity** to learn more about the rococo style.

other rulers also built grandiose residences. These palaces were modeled more on the Italian baroque style of the 1500s and 1600s than they were on the seventeenth-century French classical style of Versailles. Thus, a unique architectural style was created.

One of the greatest architects of the eighteenth century was Balthasar Neumann. Neumann's two masterpieces are the Church of the Fourteen Saints in southern Germany and the Residence, the palace of the prince-bishop of Würzburg. In these buildings, secular and spiritual become one, as lavish and fanciful ornament, light, bright colors, and elaborate detail greet the visitor. Inside the church, a pilgrim in search of holiness is struck by the incredible richness of detail.

The baroque and neoclassical styles that had dominated seventeenth-century art continued into the eighteenth century. By the 1730s, however, a new artistic style, known as **rococo**, had spread all over Europe.

Unlike the baroque style, which stressed grandeur and power, rococo emphasized grace, charm, and gentle action. Rococo made use of delicate designs colored in gold with graceful curves. The rococo style was highly secular. Its lightness and charm spoke of the pursuit of pleasure, happiness, and love.

Rococo's appeal is evident in the work of Antoine Watteau. In his paintings, gentlemen and ladies in elegant dress reveal a world of upper-class pleasure and joy. Underneath that exterior, however, is an element of sadness, as the artist suggests the fragility and passing nature of pleasure, love, and life.

Another aspect of rococo was a sense of enchantment and enthusiasm, especially evident in the work of Giovanni Battista Tiepolo. Many of Tiepolo's paintings came to adorn the walls and ceilings of churches and palaces. His masterpiece is the ceiling of the bishop's residence at Würzburg, a massive scene representing the four continents.


History through Art
Danse dans un Pavillon by Antoine Watteau

Watteau began his career as an interior decorator and rose to become the court painter to King Louis XV. **What details in this painting by Watteau are examples of the rococo style of painting?**



Music The eighteenth century was one of the greatest periods in the history of European music. In the first half of the century, two composers—Johann Sebastian Bach and George Frederick Handel—stand out as musical geniuses.

Bach, a renowned organist as well as a composer, spent his entire life in Germany. While he was music director at the Church of Saint Thomas in Leipzig, he composed his *Mass in B Minor* and other works that gave him the reputation of being one of the greatest composers of all time.

Handel was a German who spent much of his career in England. He is probably best known for his religious music. Handel's *Messiah* has been called a rare work that appeals immediately to everyone and yet is a masterpiece of the highest order.

Bach and Handel perfected the baroque musical style. Two geniuses of the second half of the eighteenth century—Franz Joseph Haydn and Wolfgang Amadeus Mozart—were innovators who wrote music called classical rather than baroque.

Haydn spent most of his adult life as musical director for wealthy Hungarian princes. Visits to England introduced him to a world where musicians wrote for public concerts rather than princely patrons. This “liberty,” as he called it, led him to write two great works, *The Creation* and *The Seasons*.

Mozart was truly a child prodigy. His failure to get a regular patron to support him financially made his life miserable. Nevertheless, he wrote music passionately. His *The Marriage of Figaro*, *The Magic Flute*, and *Don Giovanni* are three of the world’s greatest operas. Haydn remarked to Mozart’s father, “Your son is the greatest composer known to me.”

Literature The eighteenth century was also important in the development of the European novel. The novel was especially attractive to a growing number of middle-class readers.

The Englishman Henry Fielding wrote novels about people without morals who survive by their wits. Fielding’s best-known work is *The History of Tom Jones, a Foundling*, which describes the adventures of a young scoundrel. In a number of hilarious episodes, Fielding presents scenes of English life

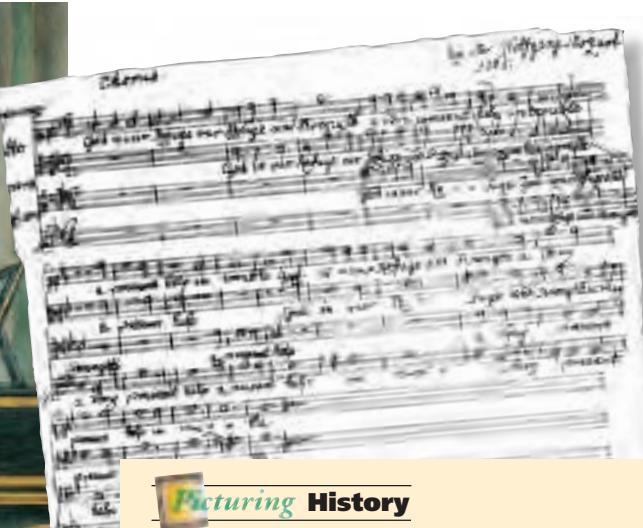
from the slums of London to the country houses of the English aristocracy. His characters reflect real types in eighteenth-century English society.

✓ **Reading Check** **Identifying** What are the characteristics of the rococo style?

Enlightenment and Enlightened Absolutism

Enlightenment thought had an effect on the political life of European states in the eighteenth century. The philosophes believed in natural rights for all people. These rights included equality before the law; freedom of religious worship; freedom of speech; freedom of the press; and the right to assemble, hold property, and pursue happiness. As the American Declaration of Independence expressed, “We hold these truths to be self-evident, that all men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness.”

How were these natural rights to be established and preserved? Most philosophes believed that people needed to be governed by enlightened rulers. What are enlightened rulers? They allow religious toleration, freedom of speech and of the press, and the rights of private property. They nurture the arts, sciences, and education. Above all, enlightened



Picturing History

In this painting, c. 1763, a seven-year-old Mozart is shown with his father and sister. Above is the original manuscript of Mozart’s first attempt at writing choral music. **What is a child prodigy? Do you know anyone who could be described as a child prodigy?**

rulers obey the laws and enforce them fairly for all subjects. Only strong, enlightened monarchs could reform society.

Many historians once assumed that a new type of monarchy emerged in the later eighteenth century, which they called **enlightened absolutism**. In the system of enlightened absolutism, rulers tried to govern by Enlightenment principles while maintaining their royal powers.

Did Europe's rulers, however, actually follow the advice of the philosophes and become enlightened? To answer this question, we can examine three states—**Prussia, Austria, and Russia**.

Prussia: Army and Bureaucracy Two able Prussian kings, Frederick William I and Frederick II, made Prussia a major European power in the eighteenth century. Frederick William I strove to maintain a highly efficient bureaucracy of civil service workers. The supreme values of the bureaucracy were obedience, honor, and, above all, service to the king. As Frederick William asserted: "One must serve the king with life and limb, . . . and surrender all except salvation. The latter is reserved for God. But everything else must be mine."

Frederick William's other major concern was the army. By the end of his reign in 1740, he had doubled the army's size. Although Prussia was tenth in physical size and thirteenth in population in Europe, it had the fourth largest army after France, Russia, and Austria. The Prussian army, because of its size and its reputation as one of the best armies in Europe, was the most important institution in the state.

Members of the nobility, who owned large estates with many serfs, were the officers in the Prussian army. These officers, too, had a strong sense of service to the king or state. As Prussian nobles, they believed in duty, obedience, and sacrifice.

Frederick II, or **Frederick the Great**, was one of the best educated and most cultured monarchs in the eighteenth century. He was well versed in the ideas of the Enlightenment and even invited Voltaire to live at his court for several years. Frederick was a dedicated ruler. He, too, enlarged the Prussian army, and he kept a strict watch over the bureaucracy.

For a time, Frederick seemed quite willing to make enlightened reforms. He abolished the use of torture except in treason and murder cases. He also granted limited freedom of speech and press, as well as greater religious toleration. However, he kept Prussia's serfdom and rigid social structure intact and avoided any additional reforms.

Frederick II (Frederick the Great)

1712–1786 — Prussian king



Frederick II, known as Frederick the Great, is credited with making Prussia a great European power. As a young man, Frederick was quite different from his strict father, Frederick William I. Frederick, who had a high regard for French culture, poetry, and flute playing, resisted his father's wishes that he immerse himself in government and military affairs. His father's frustration expressed itself in anger: "As I entered the room he seized me by the hair and threw me to the ground."

Frederick once tried to escape his father by fleeing to England with his friend Lieutenant Hans von Katte. Frederick William had both arrested and made his son watch the beheading of his good friend. One year later, Frederick asked for forgiveness and began to do what his father wanted.

The Austrian Empire The Austrian Empire had become one of the great European states by the beginning of the eighteenth century. It was difficult to rule, however, because it was a sprawling empire composed of many different nationalities, languages, religions, and cultures. Empress **Maria Theresa**, who inherited the throne in 1740, worked to centralize the Austrian Empire and strengthen the power of the state. She was not open to the philosophes' calls for reform, but she worked hard to alleviate the condition of the serfs.

Her son, Joseph II, believed in the need to sweep away anything standing in the path of reason: "I have made Philosophy the lawmaker of my empire."

Joseph's reform program was far reaching. He abolished serfdom, eliminated the death penalty, established the principle of equality of all before the law, and enacted religious reforms, including religious toleration. In his effort to change Austria, Joseph II issued thousands of decrees and laws.

Joseph's reform program, however, largely failed. He alienated the nobles by freeing the serfs. He alienated the Catholic Church with his religious reforms. Even the serfs were unhappy, because they were unable to make sense of the drastic changes in Joseph's policies. Joseph realized his failure when he



Picturing History

Pictured from left to right are Catherine the Great, a carriage used by Catherine, and Joseph II. **How might the carriage symbolize the differences between Catherine's and Joseph's attempts at reform?**

wrote his own epitaph for his gravestone: "Here lies Joseph II who was unfortunate in everything that he undertook." His successors undid almost all of Joseph II's reforms.

Russia under Catherine the Great In Russia, Peter the Great was followed by six weak successors who were often put in power and deposed by the palace guard. After the last of these six successors, Peter III, was murdered by a group of nobles, his German wife emerged as ruler of all the Russians.

Catherine II, or **Catherine the Great**, ruled Russia from 1762 to 1796. She was an intelligent woman who was familiar with the works of the philosophes and seemed to favor enlightened reforms. She invited the French philosophé Denis Diderot to Russia and, when he arrived, urged him to speak frankly, "as man to man." He did so, outlining an ambitious program of political and financial reform.

Catherine, however, was skeptical about what she heard. Diderot's impractical theories, she said, "would have turned everything in my kingdom upside down." She did consider the idea of a new law code that would recognize the principle of the equality of all people in the eyes of the law. In the end, however, she did nothing, because she knew that her success depended on the support of the Russian nobility.

Catherine's policy of favoring the landed nobility led to worse conditions for the Russian peasants and eventually to rebellion. Led by an illiterate Cossack (a Russian warrior), Emelyan Pugachev, the rebellion spread across southern Russia, but soon collapsed. Catherine took stronger measures against the peasants. All rural reform was halted, and serfdom was expanded into newer parts of the empire.

Catherine proved to be a worthy successor to Peter the Great in her policies of territorial expansion. Russia spread southward to the Black Sea by defeating the Turks under Catherine's rule. To the west, Russia gained about 50 percent of Poland's territory.

Enlightened Absolutism? Of the rulers we have discussed, only Joseph II sought truly radical changes based on Enlightenment ideas. Both Frederick II and Catherine II liked to talk about enlightened reforms. They even attempted some, but their interest in strengthening the state and maintaining the existing system took priority.

In fact, all three rulers were chiefly guided by a concern for the power and well-being of their states. In the final analysis, heightened state power in Prussia, Austria, and Russia was not used to undertake enlightened reforms. Rather, it was used to collect more taxes and thus to create armies, to wage wars, and to gain more power.

The philosophes condemned war as a foolish waste of life and resources. Despite their words, the rivalry among states that led to costly struggles remained unchanged in eighteenth-century Europe. Europe's self-governing, individual states were chiefly guided by the self-interest of the rulers.

The eighteenth-century monarchs were concerned with the balance of power, the idea that states should have equal power in order to prevent any one from dominating the others. This desire for a balance of power, however, did not imply a desire for peace. Large armies created to defend a state's security were often used to conquer new lands as well. As Frederick the Great of Prussia remarked, "The fundamental rule of governments is the principle of extending their territories."

 **Reading Check Evaluating** What effect did enlightened reforms have in Prussia, Austria, and Russia?

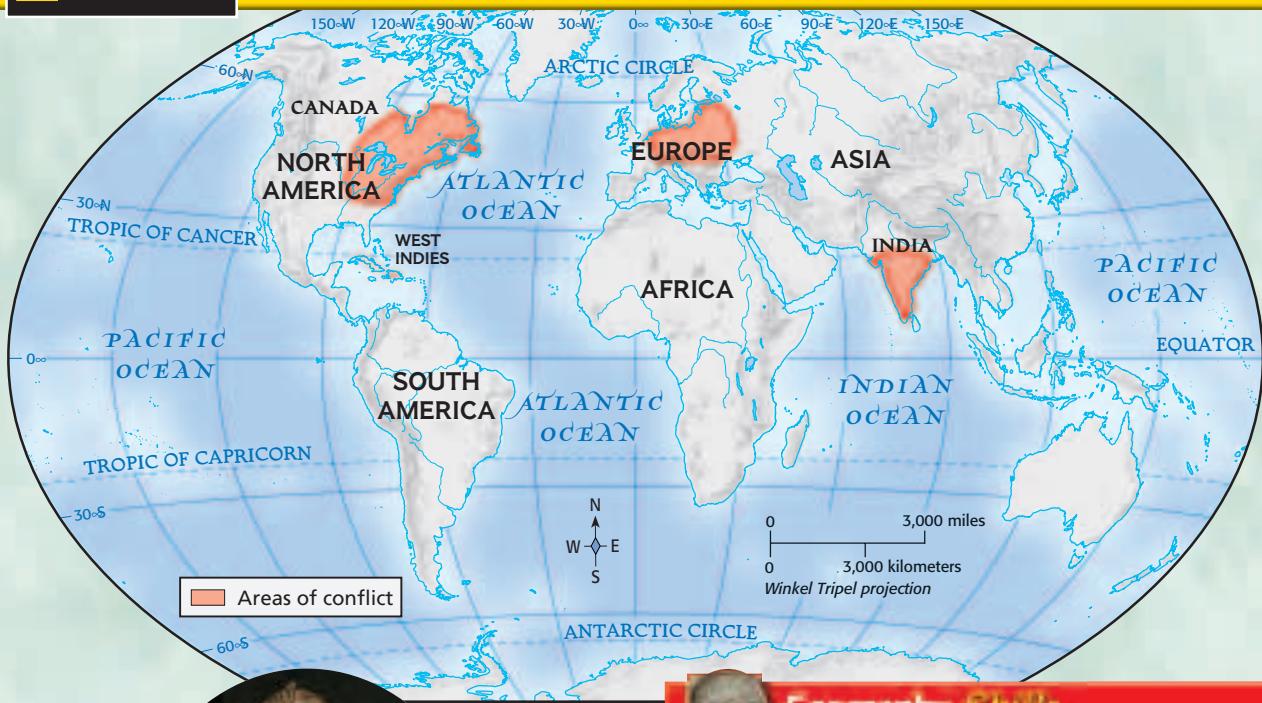
War of the Austrian Succession

In 1740, a major war broke out in connection with the succession to the Austrian throne. When the Austrian emperor Charles VI died, he was succeeded by his daughter, Maria Theresa. King Frederick II of Prussia took advantage of the succession of a woman to the throne of Austria by invading Austrian Silesia. France then entered the war against Austria, its traditional enemy. In turn, Maria Theresa made an alliance with Great Britain.

The War of the Austrian Succession (1740 to 1748) was fought in three areas of the world. In Europe, Prussia seized Silesia while France occupied the Austrian Netherlands. In the Far East, France took Madras (today called Chennai) in India from the British. In North America, the British captured the French fortress of Louisbourg at the entrance to the St. Lawrence River.



Seven Years' War, 1756–1763



Maria Theresa

After seven years of warfare, all parties were exhausted and agreed to the Treaty of Aix-la-Chapelle in 1748. This treaty guaranteed the return of all occupied territories except Silesia to their original owners. Prussia's refusal to return Silesia meant yet another war between Prussia and Austria.

Reading Check **Describing** Name the countries which fought on each side during the War of the Austrian Succession.

The Seven Years' War

Maria Theresa refused to accept the loss of Silesia. She rebuilt her army while working diplomatically to separate Prussia from its chief ally, France. In 1756,

Geography Skills

The Seven Years' War was a global war.

- Interpreting Maps** Study the world map above and identify the areas where conflict erupted during the Seven Years' War. On what continent did the most extensive conflicts of the war take place?
- Interpreting Maps** Using the map of Europe on page 533, identify the two European alliances and which countries belonged to each.
- Applying Geography Skills** Over what geographical regions did the French and British fight in North America? Using the maps and your text, explain why the British were able to defeat the French.

Austria achieved what was soon labeled a diplomatic revolution.

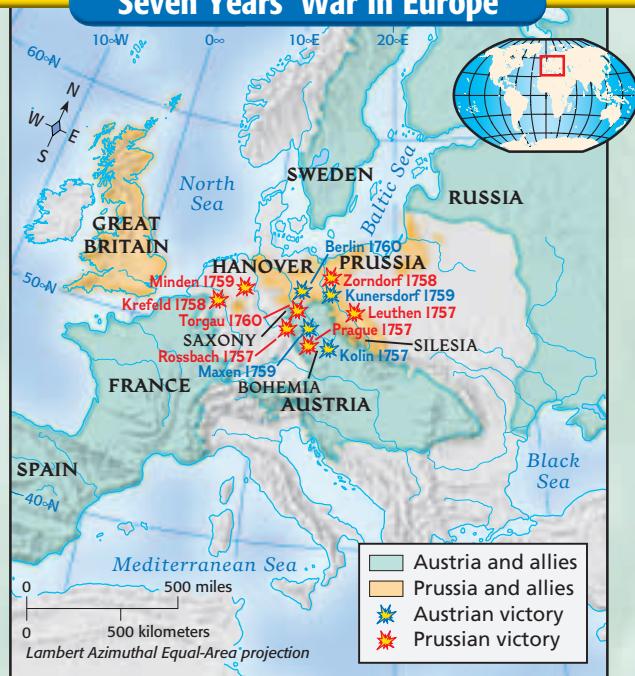
New Allies French-Austrian rivalry had been a fact of European diplomacy since the late sixteenth century. However, two new rivalries now replaced the old one: the rivalry of Britain and France over colonial empires and the rivalry of Austria and Prussia over Silesia. France abandoned Prussia and allied with Austria. Russia, which saw Prussia as a major threat to Russian goals in central Europe, joined the new alliance with France and Austria. In turn, Britain allied with Prussia. This diplomatic revolution of 1756 led to another worldwide war. The war had

French and Indian War

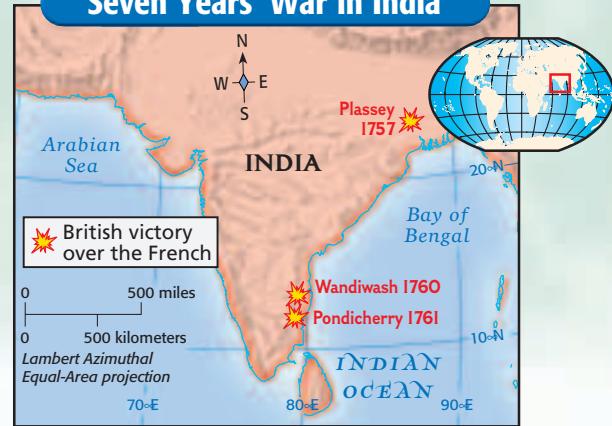


◀ Historical map of the siege of Quebec during the French and Indian War

Seven Years' War in Europe



Seven Years' War in India



three major areas of conflict: Europe, India, and North America.

The War in Europe Europe witnessed the clash of the two major alliances: the British and Prussians against the Austrians, Russians, and French. With his superb army and military skill, Frederick the Great of Prussia was able for some time to defeat the Austrian, French, and Russian armies. His forces were under attack from three different directions, however, and were gradually worn down.

Frederick faced disaster until Peter III, a new Russian czar who greatly admired Frederick, withdrew Russian troops from the conflict and from the Prus-

sian lands that the Russians had occupied. This withdrawal created a stalemate and led to the desire for peace. The European war ended in 1763. All occupied territories were returned to their original owners, while Austria officially recognized Prussia's permanent control of Silesia.

The War in India The struggle between Britain and France in the rest of the world had more decisive results. Known as the Great War for Empire, it was fought in India and North America. The French had returned Madras to Britain after the War of the Austrian Succession, but the struggle in India continued. The British ultimately won out, not because they

had better forces but because they were more persistent. With the Treaty of Paris in 1763, the French withdrew and left India to the British.

The War in North America The greatest conflicts of the Seven Years' War took place in North America. On the North American continent, the French and British colonies were set up differently. French North America (Canada and Louisiana) was run by the French government as a vast trading area. It was valuable for its fur, leather, fish, and timber. The French state was unable to get people to move to North America, so its colonies were thinly populated.

British North America consisted of 13 prosperous colonies on the eastern coast of the present United States. Unlike the French colonies, the British colonies were more populated, containing more than one million people by 1750.

The British and French fought over two primary areas in North America. One consisted of the waterways of the Gulf of St. Lawrence, which were protected by the fortress of Louisbourg and by forts that guarded French Quebec. The other area that was fought over was the unsettled Ohio River valley. The French began to move down from Canada and up from Louisiana to establish forts in the Ohio River valley. This French activity threatened to cut off the British settlers in the 13 colonies from expanding into this vast area. The French were able to gain the support of the Indians. As traders and not settlers, the

French were viewed by the Indians with less hostility than the British.

The French scored a number of victories, at first. British fortunes were revived, however, by the efforts of William Pitt the Elder, Britain's prime minister. Pitt was convinced that the French colonial empire would have to be destroyed for Britain to create its own colonial empire. Pitt's policy focused on doing little in the European theater of war while putting resources into the colonial war, especially through the use of the British navy. The French had more troops in North America but not enough naval support. The defeat of French fleets in major naval battles gave the British an advantage, because the French could no longer easily reinforce their garrisons.

A series of British victories soon followed. In 1759, British forces under General Wolfe defeated the French under General Montcalm on the Plains of Abraham, outside Quebec. Both generals died in the battle. The British went on to seize Montreal, the Great Lakes area, and the Ohio River Valley. The French were forced to make peace. By the Treaty of Paris, they transferred Canada and the lands east of the Mississippi to England. Their ally Spain transferred Spanish Florida to British control. In return, the French gave their Louisiana territory to the Spanish. By 1763, Great Britain had become the world's greatest colonial power.

 **Reading Check** **Explaining** How did Great Britain become the world's greatest colonial power?

SECTION 3 ASSESSMENT

Checking for Understanding

1. Define rococo, enlightened absolutism.
2. Identify Bach, Handel, Haydn, Mozart, Frederick the Great, Maria Theresa, Catherine the Great.
3. Locate Prussia, Austria, Russia, Silesia.
4. Describe the characteristics of an ideal enlightened ruler. Do any of the eighteenth-century rulers discussed in this section have the characteristics of an ideal ruler?
5. List all the countries in the world that fought in the Seven Years' War. Which country gained the most territory?

Critical Thinking

6. Analyze Why were Enlightenment ideals never fully practiced by eighteenth-century rulers?
7. Compare and Contrast Use a table like the one below to compare and contrast the reforms of Joseph II of Austria with those of Frederick II of Prussia and Catherine II of Russia.

Joseph II	Frederick II	Catherine II

Analyzing Visuals

8. Identify the theme of the Watteau painting on page 527. Find another example of rococo painting in an art history book in your school's library (such as a work by Giovanni Battista Tiepolo). Compare this painting to Watteau's. How are they similar?

Writing About History

9. Expository Writing Listen to a selection of medieval religious music and of Mozart's *The Magic Flute*. Write an essay describing how the two pieces are similar and different. What kind of emotion does each piece convey?

STUDY & WRITING SKILLBUILDER

Outlining

Why Learn This Skill?

Outlining is a useful skill for both taking notes and writing papers. When you are studying written material, use outlining to organize information. This not only helps you absorb the material, but later you will have useful notes to review for class or tests. When you are writing a paper, outlining is a good starting point for putting information in a logical order. Then use the material in the outline to write your paragraphs and arrange your essay.

Learning the Skill

There are two kinds of outlines—formal and informal. An informal outline is similar to taking notes and is useful for reviewing for a test.

- Write only words and phrases needed to remember ideas.
 - Note related but less important details under the main ideas.
- A formal outline has a standard format. In a formal outline:
- Label main heads with Roman numerals, subheads with capital letters, and details with Arabic numerals.
 - Have at least two entries for each level.
 - Indent each level from the level above.
 - Use the same grammatical form for all entries. If one entry is a complete sentence, all other entries at that level must be complete sentences.

Practicing the Skill

Study the following outline and then answer these questions.

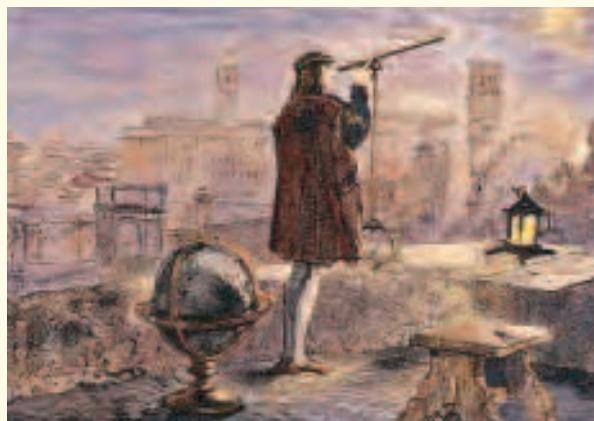
- I. Changes in Astronomy
 - A. Galileo Galilei
 1. Used the telescope to observe the heavens
 2. Condemned by the Catholic Church
 - B. Isaac Newton
 1. Tied together the work of Copernicus, Kepler, and Galileo

2. Published the *Principia*
 - a. Defined the three laws of motion
 - b. Proved the universal law of gravitation

II. Changes in Medicine

- A. Andreas Vesalius
 1. Dissected human bodies for the first accurate descriptions of human anatomy
 2. Published *On the Fabric of the Human Body*
- B. William Harvey
 1. Wrote the theory of blood circulation
 2. Published *Motion of the Heart and Blood*

1. Is this a formal or an informal outline?
2. What are the two main headings?
3. How does each subhead under “Isaac Newton” support the topic of the level above it?
4. Give two examples of grammatical consistency.



Nicolaus Copernicus observing an eclipse of the moon

Applying the Skill

Using the guidelines above, create a formal outline for Section 3 of this chapter.

Glencoe's **Skillbuilder Interactive Workbook, Level 2**, provides instruction and practice in key social studies skills.



SECTION 4

Colonial Empires and the American Revolution

Guide to Reading

Main Ideas

- The colonies of Latin America and British North America were developing in ways that differed from their European mother countries.
- The American colonies revolted against Great Britain and formed a new nation.

Key Terms

mestizo, mulatto, federal system

People to Identify

Sor Juana Inés de la Cruz, Hanoverians, Robert Walpole

Places to Locate

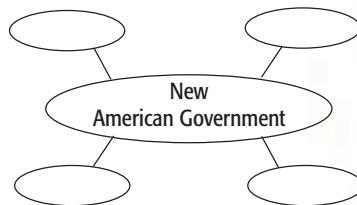
Brazil, Yorktown

Preview Questions

- What were the chief characteristics of Latin American society?
- What caused the American Revolution, and what did it accomplish?

Reading Strategy

Summarizing Information Use a chart like the one below to identify key aspects of the government created by the American colonists.



Preview of Events

1714	1715	1721	1730	1745	1757	1760	1775	1783	1790
The Hanoverian dynasty is established		Robert Walpole becomes cabinet head in Britain			William Pitt the Elder becomes cabinet head		American Revolution begins		Treaty of Paris recognizes American independence

Voices from the Past

On July 4, 1776, the Second Continental Congress adopted a resolution declaring the independence of the American colonies. It read:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it and to institute new Government.”

—The Declaration of Independence

The ideas of the Enlightenment had clearly made an impact on the colonies in North America. Despite their close ties to their European mother countries, the colonies of Latin America and British North America were developing in ways that sometimes differed significantly from those of Europe.



Thomas Jefferson

Colonial Empires in Latin America

In the sixteenth century, Portugal came to dominate **Brazil**. At the same time, Spain established an enormous colonial empire in the Western Hemisphere that included parts of North America, Central America, and most of South America. Within the lands of Central America and South America, a new civilization arose, which we call Latin America.

Latin America was a multiracial society. Already by 1501, Spanish rulers permitted intermarriage between Europeans and Native Americans, whose offspring became known as **mestizos** (meh•STEE•zohz). In addition, over a period of three centuries, possibly as many as 8 million African slaves were brought to Spanish and Portuguese America to work the plantations. **Mulattoes**—the offspring of Africans and Europeans—joined mestizos and other descendants of Europeans, Africans, and Native Americans to produce a unique society in Latin America.

Economic Foundations Both the Portuguese and the Spanish sought ways to profit from their colonies in Latin America. One source of wealth came from abundant supplies of gold and silver, which were sent to Europe. Farming, however, proved to be a more long-lasting and rewarding source of prosperity for Latin America.

A noticeable feature of Latin American agriculture was the dominant role of the large landowner. Both

Spanish and Portuguese landowners created immense estates. Native Americans either worked on the estates or worked as poor farmers on marginal lands. This system of large landowners and dependent peasants has remained a lasting feature of Latin American society.

Trade provided another avenue for profit. In addition to gold and silver, a number of other natural products were shipped to Europe, including sugar, tobacco, diamonds, and animal hides. In turn, the mother countries supplied their colonists with manufactured goods.

Both Spain and Portugal closely regulated the trade of their American colonies to keep others out. By the beginning of the eighteenth century, however, both the British and the French had become too powerful to be kept out of the lucrative Latin American markets.

State and Church Portuguese Brazil and Spanish Latin America were colonial empires that lasted over three hundred years. The difficulties of



communication and travel between the Americas and Europe made the attempts of the Spanish and Portuguese monarchs to provide close regulation of their empires virtually impossible. As a result, colonial officials in Latin America had much freedom in carrying out imperial policies.

From the beginning of their conquest of the New World, Spanish and Portuguese rulers were determined to Christianize the native peoples. This policy gave the Catholic Church an important role to play in the Americas—a role that added considerably to the Church's power.

Catholic missionaries—especially the Dominicans, Franciscans, and Jesuits—fanned out to different parts of the Spanish Empire. To make their efforts easier, the missionaries brought Native Americans together into villages, or missions, where the native peoples could be converted, taught trades, and encouraged to grow crops. Missions enabled missionaries to control the lives of the Native Americans and keep them as docile members of the empire.

The Catholic Church built cathedrals, hospitals, orphanages, and schools in the colonies. The schools taught Native American students the basics of reading, writing, and arithmetic. The Catholic Church also provided an outlet other than marriage for women. They could enter convents and become nuns.

As in Europe, women in colonial religious orders—many of them of aristocratic background—

often lived well. Many nuns worked outside their convents by running schools and hospitals. Indeed, one of these nuns, **Sor Juana Inés de la Cruz**, urged that women be educated.

 **Reading Check** **Explaining** How did the Portuguese and the Spanish profit from their colonies in Latin America?

Britain and British North America

The United Kingdom of Great Britain came into existence in 1707, when the governments of England and Scotland were united. The term *British* came to refer to both the English and the Scots.

In eighteenth-century Britain, the monarch and the Parliament shared power, with Parliament gradually gaining the upper hand. The monarch chose ministers who were responsible to the Crown and who set policy and guided Parliament. Parliament had the power to make laws, levy taxes, pass the budget, and indirectly influence the ministers of the monarch.

In 1714, a new dynasty—the **Hanoverians**—was established when the last Stuart ruler, Queen Anne, died without an heir. The crown was offered to her nearest relatives, Protestant rulers of the German state of Hanover. The first Hanoverian king, George I, did not speak English, and neither the first nor the second George knew the British system very well. Therefore, their chief ministers were allowed to handle Parliament.

Robert Walpole served as head of cabinet (later called prime minister) from 1721 to 1742 and pursued a peaceful foreign policy. However, growing trade and industry led to an ever-increasing middle class. The middle class favored expansion of trade and of Britain's world empire. They found a spokesman in William Pitt the Elder, who became head of cabinet in 1757. He expanded the British Empire by acquiring Canada and India in the Seven Years' War.

In North America, then, Britain controlled Canada as well as 13 colonies on the eastern coast of the present United States. The British colonies were thickly populated, containing more than one million people by 1750. They were also prosperous.

The colonies were supposedly run by the British Board of Trade, the Royal Council, and Parliament, but the colonies actually had legislatures that tended to act independently. Merchants in port cities such as Boston, Philadelphia, New York, and Charleston did not want the British government to run their affairs.

 **Reading Check** **Explaining** What countries made up Great Britain in the 1700s? To whom does the term *British* refer?

People In History

Sor Juana Inés de la Cruz

1651–1695—Mexican poet



Juana Inés de la Cruz was one of seventeenth-century Latin America's best-known literary figures. She was an avid learner but was denied admission to the University of Mexico because she was a woman. As a result of this rejection, she chose to enter a convent, where she could write poetry and plays. She said, "Who has forbidden women to engage in private and individual studies? Have they not a rational soul as men do?"

By her late thirties, she had become famous as a great poet. Denounced by her bishop for writing secular literature, she agreed to stop writing and devote herself to purely religious activities. She died at the age of 43 while nursing the sick during an epidemic in Mexico City.

The American Revolution

After the Seven Years' War, British leaders wanted to get new revenues from the colonies. These revenues would be used to cover war costs, as well as to pay for the expenses of maintaining an army to defend the colonies.

In 1765, the Parliament imposed the Stamp Act on the colonies. The act required that certain printed materials, such as legal documents and newspapers, carry a stamp showing that a tax had been paid to Britain. Opposition was widespread and often violent, and the act was repealed in 1766. The crisis was over, but the cause of the dispute was not resolved.

The War Begins Crisis followed crisis in the 1770s. To counteract British actions, the colonies organized the First Continental Congress, which met in Philadelphia in September 1774. Outspoken members urged colonists to "take up arms and organize militias."

Fighting finally erupted between colonists and the British army in April 1775 in Lexington and Concord, Massachusetts. The Second Continental Congress met soon afterward and formed an army, called the Continental Army, with George Washington as commander in chief. Still, the colonists did not rush headlong into war. After the fighting in Lexington and Concord, more than a year passed before the decision was made to declare independence from the British Empire.

On July 4, 1776, the Second Continental Congress approved a declaration of independence written by Thomas Jefferson. A stirring political document, the Declaration of Independence declared the colonies to be "free and independent states absolved from all allegiance to the British Crown." The American Revolution had formally begun.

The war against Great Britain was a great gamble. Britain was a strong military power with enormous financial resources. The Continental Army of the Americans was made up of undisciplined amateurs who agreed to serve for only a short time.

Foreign Support and British Defeat Of great importance to the colonies' cause was support from foreign countries. These nations were eager to gain revenge for earlier defeats at the hands of the British.

The French supplied arms and money to the rebels from the beginning of the war. French officers and soldiers also served in Washington's army. In February



Lord Cornwallis surrendering to George Washington (left of the American flag)

1778, following a British defeat, the French granted diplomatic recognition to the American state.

Spain and the Dutch Republic also entered the war against Great Britain. Now, the British were faced with war against much of Europe, as well as against the Americans.

When the army of General Cornwallis was forced to surrender to combined American and French forces under Washington at Yorktown in 1781, the British decided to end the war. The Treaty of Paris, signed in 1783, recognized the independence of the American colonies and granted the Americans control of the western territory from the Appalachians to the Mississippi River.



Reading Check **Explaining** Why did foreign countries support the American cause?

The Birth of a New Nation

TURNING POINT Americans created a new social contract in 1788. The creation of the Constitution made Enlightenment concepts of liberty and representative government a reality for the first time.

The 13 American colonies had gained their independence. The former colonies were now states. The states feared concentrated power, however, and each one was primarily concerned for its own interests. For these reasons, they had little enthusiasm for creating a united nation with a strong central government.

The Articles of Confederation, the American nation's first constitution, thus did little to provide for a strong central government. It soon became clear that the government under the Articles lacked the power to deal with the new nation's problems. A movement for a different form of national government arose.

The Articles of Confederation had been approved in 1781. In the summer of 1787, 55 delegates met in Philadelphia to revise the Articles. That meeting became known as the Constitutional Convention. The convention's delegates decided to write a plan for an entirely new national government.

The Constitution The proposed Constitution created a **federal system** in which power would be shared between the national government and the state governments. The national, or federal, government was given the power to levy taxes, raise an army, regulate trade, and create a national currency.

The federal government was divided into three branches, each with some power to check the workings of the others. The first branch was the executive branch. A president served as the chief executive. The president had the power to execute laws, veto the legislature's acts, supervise foreign affairs, and direct military forces.

The second branch of government was the legislative branch. It consisted of two houses—the Senate, with members elected by the state legislatures, and the House of Representatives. Representatives were elected directly by the people.

The Supreme Court and other courts "as deemed necessary" by Congress provided the third branch of government, the judicial branch. The courts would enforce the Constitution as the "supreme law of the land."

According to the Constitutional Convention, the Constitution would have to be ratified, or approved, by nine states before it could take effect. The Constitution was eventually approved, but in several states the margin was slim.

The Bill of Rights Important to the eventual adoption of the Constitution was a promise to add a bill of rights. In 1789 the new Congress proposed 12 amendments, and the 10 that were approved by the states became known as the Bill of Rights.

These 10 amendments guaranteed freedom of religion, speech, press, petition, and assembly. They gave Americans the right to bear arms and to be protected against unreasonable searches and arrests. They guaranteed trial by jury, due process of law, and the protection of property rights.

Many of the rights in the Bill of Rights were derived from the natural rights proposed by the eighteenth-century philosophes. Many European intellectuals saw the American Revolution as the embodiment of the Enlightenment's political dreams. The premises of the Enlightenment seemed confirmed. A new age and a better world could be achieved.

Reading Check **Contrasting** What was the main difference between the Articles of Confederation and the Constitution?

SECTION 4 ASSESSMENT

Checking for Understanding

1. **Define** mestizo, mulatto, federal system.
2. **Identify** Sor Juana Inés de la Cruz, Hanoverians, Robert Walpole.
3. **Locate** Brazil, Yorktown.
4. **Explain** the role of the Catholic Church and its missionaries in colonial Latin America.
5. **List** the freedoms guaranteed under the American Bill of Rights.

Critical Thinking

6. **Summarize** Why did the American colonies declare their independence from the British Empire?
7. **Summarizing Information** Use a chart like the one below to identify the significant events and conflicts between the British and the colonists leading to the American Revolution.

Conflicts Between British and Colonists	

Analyzing Visuals

8. **Examine** the depiction of the signing of the Declaration of Independence on page 370. What principles of government and citizenship are illustrated in the painting?

Writing About History

9. **Expository Writing** Do further research on how the French supported the colonies during the American Revolution. Based on your research, write an essay analyzing the importance of the French assistance to the American colonists.

The Mission



IN 1609, TWO JESUIT PRIESTS set out as missionaries to the Guarani Indians in eastern Paraguay. Eventually, the Jesuits established more than 30 missions in the region. This description of a Jesuit mission in Paraguay was written by Félix de Azara, a Spanish soldier and scientist.

Having spoken of the towns founded by the Jesuit fathers, and of the manner in which they were founded, I shall discuss the government which they established in them. . . . In each town resided two priests, a curate and a sub-curate, who had certain assigned tasks.

The curate allowed no one to work for personal gain; he compelled everyone, without distinction of age or sex, to work for the community, and he himself saw to it that all were equally fed and dressed. For this purpose the curates placed in storehouses all the fruits of agriculture and the products of industry, selling in the Spanish towns their surplus of cotton, cloth, tobacco, vegetables, skins, and wood, transporting them in their own boats down the nearest rivers, and returning with whatever was required.

From the foregoing one may infer that the curates disposed of the surplus funds of the Indian towns, and that no Indian could aspire to own private property. This deprived them of any incentive to use reason or talent, since the most industrious, able, and worthy person had the same food, clothing, and pleasures as the most wicked, dull, and indolent. It also follows that although this form of government was well designed to enrich the communities it also caused the Indian to work at a languid pace, since the wealth of his community was of no concern to him.

It must be said that although the Jesuit fathers were supreme in all respects, they employed their



Seventeenth-century mission in Paraguay

authority with a mildness and restraint that command admiration. They supplied everyone with abundant food and clothing. They compelled the men to work only half a day, and did not drive them to produce more. Even their labor was given a festive air, for they went in procession to the fields, to the sound of music. . . . They gave them many holidays, dances, and tournaments, dressing the actors and the members of the municipal councils in gold or silver tissue and the most costly European garments, but they permitted the women to act only as spectators. *¶*

—Félix de Azara, *Description and History of Paraguay and Rio de la Plata*

Analyzing Primary Sources

1. How is the mission town's government and economic system structured?
2. According to Azara, what are some of the problems with the town's system?
3. How might a Native American's description of the mission differ from Azara's European perspective?



CHAPTER 17 ASSESSMENT and ACTIVITIES

Using Key Terms

1. The _____ is a systematic procedure for collecting and analyzing evidence.
2. The idea that Earth is at the center of the universe is called a _____ or _____ system.
3. In the Americas, the offspring of European and American native peoples were called _____.
4. A new type of monarchy called _____ was influenced by reform-minded philosophes.
5. In the _____, power is shared between the national government and the state government.
6. When scientists proceed from the particular to the general they are using _____.
7. The belief that the Sun is at the center of the universe is called a _____ theory.
8. The intellects, or thinkers, of the Enlightenment, were generally called _____.
9. Descartes is known as the father of _____.
10. The doctrine that maintains that the state should not intervene in economics is called _____.

Reviewing Key Facts

11. **History** What was the Enlightenment?

12. **Government** Name two of the three groups that officially ran the 13 British colonies in North America.
13. **Government** According to Adam Smith, what is the proper role of government in society?
14. **Culture** Name two early eighteenth-century composers who have stood out as musical geniuses of the baroque style.
15. **History** What country challenged Spanish power in the Americas?
16. **Culture** What did Henry Fielding write about in his novels? What was his most popular work?
17. **Science and Technology** How did Newton explain the universal law of gravitation?
18. **Culture** Why is Mary Wollstonecraft often considered the founder of the modern women's movement?
19. **Culture** In his *Essay Concerning Human Understanding*, what ideas did John Locke propose?
20. **History** What was the major accomplishment of the Second Continental Congress?

Critical Thinking

21. **Making Generalizations** Describe inductive reasoning and give an example of finding scientific truth by using inductive principles.
22. **Summarizing** Explain how separation of powers works in the American government today and give specific examples.

Chapter Summary

As the Scientific Revolution and the ideas of the Enlightenment spread across Europe, innovations based on science and reason came into conflict with traditional beliefs, as shown in the chart below.

Innovation	Conflict or Reaction
Copernicus theorizes that Earth revolves around the Sun.	The Church teaches that Earth is the center of the universe.
Vesalius makes discoveries in anatomy.	French lawmakers consider dissecting human bodies illegal.
Boyle discovers that air is not a basic element.	Alchemists believe that all matter is made from four elements: earth, water, fire, and air.
Philosophes believe that the universe is structured, orderly, and governed by systematic laws.	Rousseau criticizes the emphasis on reason and promotes acting upon instinct.
Deism, a new religious concept based on reason and natural law, emerges.	Traditional views of established, organized religions are widespread.
Diderot publishes new scientific theories in the <i>Encyclopedia</i> .	The Catholic Church bans the <i>Encyclopedia</i> , and its editor is sent to prison.
Enlightened rulers implement political and humanitarian reforms.	Powerful nobles and church leaders fear losing power and reject most political reforms.

CLICK HERE

Self-Check Quiz

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 17—Self-Check Quiz** to prepare for the Chapter Test.

Writing About History

- 23. Expository Writing** Analyze how the ideas of John Locke, Montesquieu, Rousseau, and Voltaire influenced the development of the United States Constitution. Which thinker(s) had the most impact on the writers of the Constitution? Why has the Constitution remained so strong while so many reform efforts of the eighteenth century failed?

Analyzing Sources

Read the following quote from John Locke's *Essay Concerning Human Understanding*:

“Let us then suppose the mind to be, as we say, white paper, void of all characters, without any ideas. How comes it to be furnished? Whence has it all the materials of reason and knowledge? To this I answer, in one word, from experience. . . . Our observation, employed either about external sensible objects or about the internal operations of our minds perceived and reflected on by ourselves, is that which supplies our understanding with all the materials of thinking.”

- 24.** According to Locke, how did the blank mind become knowledgeable?
25. How did one gain the experience necessary to nurture the mind?

Applying Technology Skills

- 26. Creating a Database** Search the Internet for information about the great thinkers of the Enlightenment. Use a word processor to organize your research into a chart. Include headings such as name of philosopher, country, and ideas. Write a paragraph explaining which philosopher you believe had the greatest impact on modern civilization. Support your selection with facts and examples.

Making Decisions

- 27.** As the reigns of Joseph II and Catherine the Great illustrate, it was very difficult to put the ideas of the Enlightenment into practice. Imagine that you are an enlightened monarch who wants to reform your country. What reforms will you initiate? Which thinker will most influence your reform plans? What problems might you encounter?



Analyzing Maps and Charts

- 28.** What are the two largest islands in the Caribbean?
29. Name the battles fought in the West Indies during the Seven Years' War.
30. What is the approximate distance from Havana to Martinique?



Standardized Test Practice

Directions: Use the time line *and* your knowledge of world history to answer the following question.

Selected Milestones in Political Thought

1762 *The Social Contract* describes Rousseau's belief that governments should reflect the people's general will

1760 1765 1770 1775 1780 1785 1790 1795

1776 The Declaration of Independence asserts the right to overthrow an unjust king

1792 Mary Wollstonecraft argues for equal rights for women

Which one of the following statements is supported by the information on the time line?

- A** Most Europeans supported their monarchs completely.
B Many people questioned the nature of their governments.
C There were few political problems in the 1750s.
D Only men thought and wrote about politics.

Test-Taking Tip: With a time line question, you may need to make an inference. Look for clues in the test question and time line. In this case, think about what the events on the time line have in common. These clues can help you make an inference that is supported by the time line.

CHAPTER 18

The French Revolution and Napoleon

1789–1815

Key Events

As you read this chapter, look for the key events of the French Revolution and French Empire.

- The fall of the Bastille marked the beginning of the French Revolution.
- The Committee of Public Safety began the Reign of Terror.
- Napoleon Bonaparte created the French Empire.
- Allied forces defeated Napoleon at Waterloo.

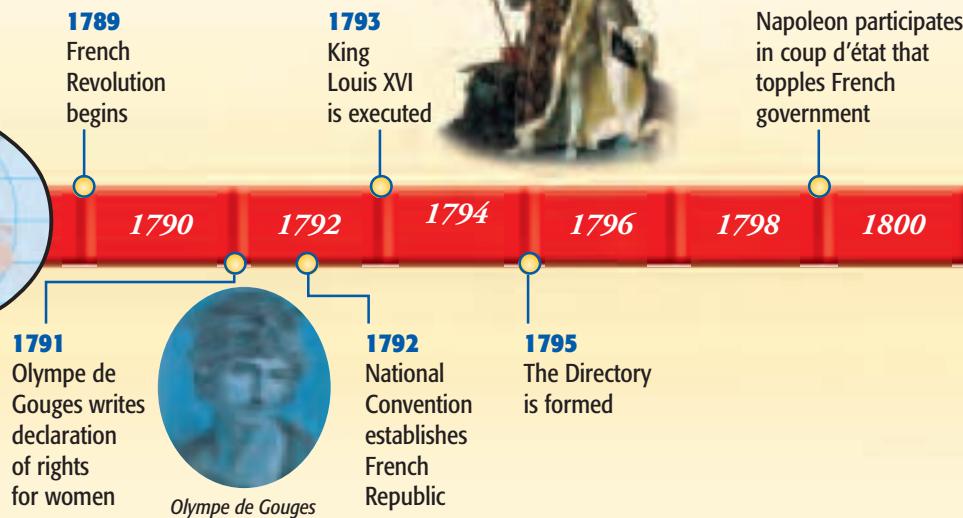
The Impact Today

The events that occurred during this time period still impact our lives today.

- The French Revolution became the model for revolution in the modern world.
- The power of nationalism was first experienced during the French Revolution, and it is still powerful in existing nations and emerging nations today.
- The French Revolution spread the principles of liberty and equality, which are held dear by many nations and individuals today.



World History Video The Chapter 18 video, "Napoleon," chronicles the rise and fall of Napoleon Bonaparte.





Napoleon Crossing the Great St. Bernard by Jacques-Louis David David was the leading artist of the French Revolution.



1804
Napoleon is crowned Emperor

1801

Napoleon reaches agreement with the pope

1802

1802

Napoleon made consul for life

1806

British defeat French and Spanish at Trafalgar

1808

Duke of Wellington

1810

 Duke of Wellington

1812
Napoleon invades Russia

1815

Duke of Wellington and his army defeat Napoleon at Waterloo

HISTORY Online

Chapter Overview

Visit the *Glencoe World History* Web site at wh.glencoe.com and click on **Chapter 18—Chapter Overview** to preview chapter information.

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◀ **CONTENTS** ▶



The storming of the Bastille

Fall of the Bastille

On the morning of July 14, 1789, a Parisian mob of some eight thousand men and women in search of weapons streamed toward the Bastille, a royal armory filled with arms and ammunition. The Bastille was also a state prison. Although it contained only seven prisoners at the time, in the eyes of those angry Parisians it was a glaring symbol of the government's harsh policies. The armory was defended by the Marquis de Launay and a small garrison of 114 men.

The assault began at one o'clock in the afternoon when a group of attackers managed to lower two drawbridges over the moat surrounding the fortress. The mob was joined by members of the French Guard, who began to bombard the fortress with cannon balls. After four hours of fighting, 98 attackers lay dead or dying. Only one defender had been killed.

As more attackers arrived, de Launay realized that he and his troops could not hold out much longer and surrendered. Angered by the loss of its members, the victorious mob beat de Launay to death, cut off his head, and carried it aloft in triumph through the streets of Paris.

When King Louis XVI returned to his palace at Versailles after a day of hunting, he was told about the fall of the Bastille by the duc de La Rochefoucauld-Liancourt. Louis exclaimed, "Why, this is a revolt." "No, Sire," replied the duke, "It is a revolution."

Why It Matters

The French Revolution began a new age in European political life. The old political order in France was destroyed. The new order was based on individual rights, representative institutions, and loyalty to the nation rather than the monarch. The revolutionary upheaval of the era, especially in France, created new political ideals, summarized in the French slogan, "Liberty, Equality, and Fraternity." These ideals transformed France, then spread to other European countries and the rest of the world.

History and You Using print or Internet sources, familiarize yourself with the lyrics to *The Marseillaise*, *God Save the Queen*, and *The Star Spangled Banner*. How do they vary in subject matter, tone, theme, and style, and how are they similar? Create a chart listing your findings.

SECTION 1

The French Revolution Begins

Guide to Reading

Main Ideas

- Social inequality and economic problems contributed to the French Revolution.
- Radicals, Catholic priests, nobles, and the lower classes opposed the new order.

Key Terms

estate, relics of feudalism, bourgeoisie, *sans-culottes*

Preview of Events

◆ 1780

1787

Bad harvests lead to food shortages

◆ 1790

1789

National Assembly adopts Declaration of the Rights of Man

◆ 1800

1791

National Assembly completes new constitution

People to Identify

Louis XVI, Olympe de Gouges

Places to Locate

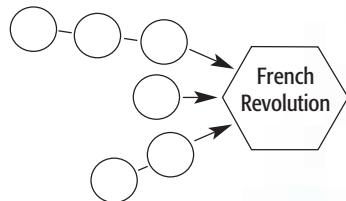
Versailles, Paris, Austria, Prussia

Preview Questions

1. How was the population of France divided into three estates?
2. How did the fall of the Bastille save the National Assembly?

Reading Strategy

Cause and Effect As you read this section, use a web diagram like the one below to list the factors that contributed to the French Revolution.



Conquerors of the Bastille

Voices from the Past

A correspondent with the London *Times* sent this report to his newspaper editor on July 20, 1789:

◆ The number of armed men in Paris is supposed to amount to 300,000 men, and they called themselves the Militia. The way by which so many people have procured arms is, that all the public storehouses where weapons were lodged, have been broken open, as well as several private houses plundered, which they thought contained them. The Archbishop of Paris is among the number of those who have been sacrificed to the people's rage. He was assassinated at Versailles on Tuesday night. The city of Paris is entirely surrounded with a guard, and not a soul suffered to go out who has an appearance of wealth. ♦♦

—*History in the First Person*, Louis L. Snyder and Richard B. Morris, eds., 1951

The correspondent may not have realized the full significance of the events he reported, but the French Revolution had begun.

Background to the Revolution

The year 1789 witnessed two far-reaching events: the beginning of a new United States of America and the beginning of the French Revolution. Compared with the American Revolution, the French Revolution was more complex, more violent, and far more radical. It tried to create both a new political order and a new

social order. Indeed, it has often been seen as a major turning point in European political and social history.

The causes of the French Revolution include both long-range problems and immediate forces. The long-range causes are to be found in the condition of French society. Before the revolution, French society was based on inequality. France's population of 27 million was divided, as it had been since the Middle Ages, into three orders, or **estates**.

The Three Estates The First Estate consisted of the clergy and numbered about 130,000 people. These people owned approximately 10 percent of the land. They were exempt from the *taille* (TAH•yuh), France's chief tax. The clergy were radically divided. The higher clergy, members of aristocratic families, shared the interests of the nobility. The parish priests were often poor and from the class of commoners.

The Second Estate, the nobility, included about 350,000 people. Nobles owned about 25 to 30 percent of the land. They played an important, and even a crucial, role in French society in the eighteenth century. They held many of the leading positions in the government, the military, the law courts, and the higher church offices. Moreover, they possessed many privileges, including tax exemptions. Like the clergy, they were exempt from the *taille*.

The nobles sought to expand their power at the expense of the monarchy. Many nobles said they were defending liberty by resisting the arbitrary actions of the monarchy. They also sought to keep their control over positions in the military, the Church, and the government.

The Third Estate, or the commoners of society, made up the overwhelming majority of the French population. Unlike the First and Second Estates, the Third Estate was divided by vast differences in occupation, level of education, and wealth.

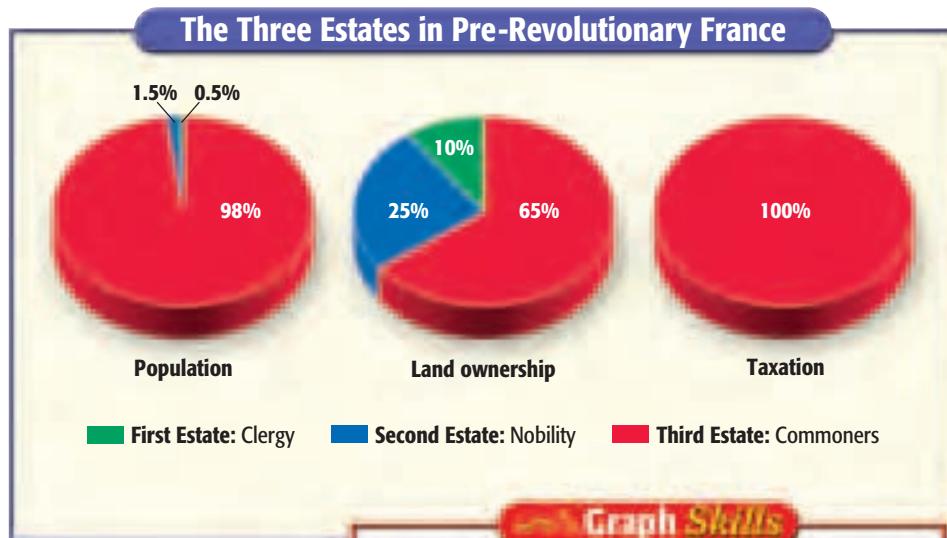
The peasants, who constituted 75 to 80 percent of the total population, were by far the largest segment of the Third Estate. As a group, they owned about 35 to 40 percent of the land. However, landholdings

varied from area to area, and over half of the peasants had little or no land on which to survive.

Serfdom no longer existed on any large scale in France, but French peasants still had obligations to their local landlords that they deeply resented. These **relics of feudalism**, or aristocratic privileges, were obligations that survived from an earlier age. They included the payment of fees for the use of village facilities such as the flour mill, community oven, and winepress, as well as contributions to the clergy.

Another part of the Third Estate consisted of skilled craftspeople, shopkeepers, and other wage earners in the cities. In the eighteenth century, a rise in consumer prices that was greater than the increase in wages left these urban groups with a decline in buying power. The struggle for survival led many of these people to play an important role in the revolution, especially in Paris.

The **bourgeoisie** (BURZH•WAH•ZEE), or middle class, was another part of the Third Estate. This group included about 8 percent of the population, or 2.3 million people. They owned about 20 to 25 percent of the land. This group included merchants, bankers, and industrialists, as well as professional people—lawyers, holders of public offices, doctors, and writers.



Graph Skills

The Third Estate included peasants, craftspeople, and the bourgeoisie. In the Third Estate, peasants owned about 40 percent of the land in France, and the bourgeoisie owned about 25 percent.

- 1. Drawing Inferences** From looking at these circle graphs, what inferences can you draw about why a revolution occurred in France?

Members of the middle class were unhappy with the privileges held by nobles. At the same time, they shared a great deal with the nobility. Indeed, by obtaining public offices, wealthy middle-class individuals could enter the ranks of the nobility. In the eighteenth century, thousands of new noble families were created.

In addition, both aristocrats and members of the bourgeoisie were drawn to the new political ideas of the Enlightenment. Both groups were increasingly upset with a monarchical system resting on privileges and on an old and rigid social order. The opposition of these elites to the old order ultimately led them to drastic action against the monarchy.

Financial Crisis Social conditions, then, formed a long-range background to the French Revolution. The immediate cause of the revolution was the near collapse of government finances.

The French economy, although it had been expanding for 50 years, suffered periodic crises. Bad harvests in 1787 and 1788 and a slowdown in manufacturing led to food shortages, rising prices for food, and unemployment. The number of poor, estimated by some at almost one-third of the population, reached crisis proportions on the eve of the revolution.

An English traveler noted the misery of the poor in the countryside: "All the country girls and women are without shoes or stockings; and the plowmen at their work have neither shoes nor stockings to their feet. This is a poverty that strikes at the root of national prosperity."

In spite of these economic problems, the French government continued to spend enormous sums on costly wars and court luxuries. The queen, Marie Antoinette, was especially known for her extravagance. The government had also spent large amounts to help the American colonists against Britain.

On the verge of a complete financial collapse, the government of **Louis XVI** was finally forced to call a meeting of the Estates-General to raise new taxes. This was the French parliament, and it had not met since 1614.

 **Reading Check** **Identifying** What groups were part of the Third Estate?



Picturing History

Les Halles, the market area of Paris, is pictured with the Grand Châtelet in the background. **Would this market have been quieter or busier twenty years before the revolution? Why?**

From Estates-General to National Assembly

The Estates-General was composed of representatives from the three orders of French society. The First and Second Estates had about three hundred delegates each. The Third Estate had almost six hundred delegates, most of whom were lawyers from French towns. To fix France's financial problems, most members of the Third Estate wanted to set up a constitutional government that would abolish the tax exemptions of the clergy and nobility.

The meeting of the Estates-General opened at **Verailles** on May 5, 1789. It was troubled from the start with a problem about voting. Traditionally, each estate had one vote. That meant that the First and Second Estates together could outvote the Third Estate two to one.

The Third Estate demanded that each deputy have one vote. With the help of a few nobles and clerics, that would give the Third Estate a majority. The king, however, declared he was in favor of the current system, in which each estate had one vote.

The Third Estate reacted quickly. On June 17, 1789, it called itself a National Assembly and decided to draft a constitution. Three days later, on June 20, the deputies of the Third Estate arrived at their meeting place, only to find the doors locked.

The deputies then moved to a nearby indoor tennis court and swore that they would continue to meet



History *through Art*

The Tennis Court Oath by Jacques-Louis David

David Members of the National Assembly swore that they would produce a French constitution.

What caused members to fear that the National Assembly would be dissolved by force?

until they had produced a French constitution. The oath they swore is known as the **Tennis Court Oath**.

Louis XVI prepared to use force against the Third Estate. The common people, however, saved the Third Estate from the king's forces. On July 14, a mob of Parisians stormed the Bastille (ba•STEEL), an armory and prison in **Paris**, and dismantled it, brick by brick. Paris was abandoned to the rebels.

Louis XVI was soon informed that he could no longer trust the royal troops. Royal authority had collapsed. Louis XVI could enforce his will no more. The fall of the Bastille had saved the National Assembly.

At the same time, popular revolutions broke out throughout France, both in the cities and in the countryside. A growing hatred of the entire landholding system, with its fees and obligations, led to the popular uprisings.

Peasant rebellions took place throughout France and became part of the Great Fear, a vast panic that spread quickly through France in the summer of 1789. Citizens, fearing invasion by foreign troops that would support the French monarchy, formed militias.

 **Reading Check** **Examining** Why did the Third Estate object to each estate's having one vote in the Estates-General?

The Destruction of the Old Regime

The peasant revolts and fear of foreign troops had a strong effect on the National Assembly, which was meeting in Versailles. One of the assembly's first acts was to destroy the relics of feudalism, or aristocratic privileges. On the night of August 4, 1789, the National Assembly voted to abolish the rights of landlords, as well as the financial privileges of nobles and clergy.

Declaration of the Rights of Man On August 26, the National Assembly adopted the **Declaration of the Rights of Man and the Citizen**. Inspired by the American Declaration of Independence and Constitution, and the English Bill of Rights, this charter of basic liberties began with a ringing affirmation of "the natural and imprescriptible rights of man" to "liberty, property, security, and resistance to oppression."

Reflecting Enlightenment thought, the declaration went on to proclaim freedom and equal rights for all men, access to public office based on talent, and an end to exemptions from taxation. All citizens were to have the right to take part in the making of laws. Freedom of speech and the press were affirmed.

The declaration also raised an important issue. Did its ideal of equal rights for all men also include women? Many deputies insisted that it did, provided that, as one said, "women do not hope to exercise political rights and functions."

Olympe de Gouges, a woman who wrote plays and pamphlets, refused to accept this exclusion of women from political rights. Echoing the words of the official declaration, she penned a Declaration of the Rights of Woman and the Female Citizen. In it, she insisted that women should have all the same rights as men.

She wrote:

“Believing that ignorance, omission, or scorn for the rights of woman are the only causes of public misfortunes and of the corruption of governments, the women have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of woman in order that this declaration, constantly exposed before all the members of the society, will ceaselessly remind them of their rights and duties.”

The National Assembly ignored her demands. (See page 995 to read excerpts from *Olympe de Gouges's Declaration of the Rights of Woman and the Female Citizen* in the Primary Sources Library.)

The King Concedes In the meantime, Louis XVI had remained at Versailles. He refused to accept the National Assembly's decrees on the abolition of feudalism and the Declaration of Rights. On October 5, however, thousands of Parisian women—described by one eyewitness as "detachments of women coming up from every direction, armed with broomsticks, lances, pitchforks, swords, pistols and muskets"—marched to Versailles. A delegation of the women met with Louis XVI and described how their children were starving from a lack of bread. They forced the king to accept the new decrees.

The crowd now insisted that the royal family return to Paris to show the king's support of the National Assembly. On October 6, the family journeyed to Paris. As a goodwill gesture, Louis XVI brought along wagonloads of flour from the palace



CONNECTIONS Around The World

A National Holiday

The French Revolution gave rise to the concept of the modern nation-state. With the development of the modern state came the celebration of one day a year as a national holiday—usually called Independence Day. The national holiday is a day that has special significance in the history of the nation-state.

In France, the fall of the Bastille on July 14, 1789, has been celebrated ever since as the beginning of the French nation-state. Independence Day in the United States is celebrated on July 4. On July 4, 1776, the Second Continental Congress approved the Declaration of Independence.

In Norway, people celebrate Constitution Day as a national holiday on May 17. On that day in 1814, Norway received a constitution, although it did not gain its independence from Sweden until 1905.

Most Latin American countries became independent of Spain or Portugal in the early nineteenth century. Mexico, for example, celebrates its Independence Day on September 16 with a colorful festival. On September 16, 1810, a crowd of local people attacked Spanish authorities in a small village north of Mexico City. They

were crushed, but their action eventually led to Mexico's independence from Spanish control in 1821.

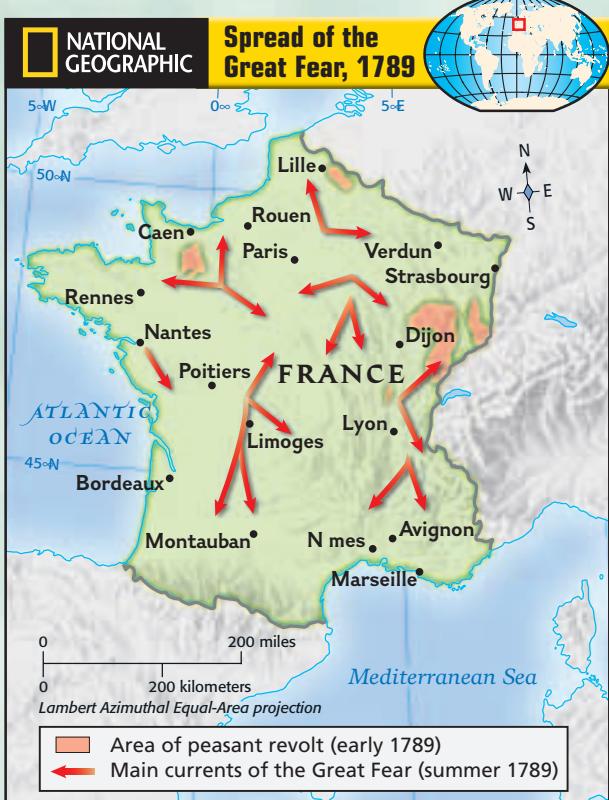
Most nations in Africa and Asia gained their independence from Western colonial powers after World War II. India celebrates Independence Day on August 15. On that day in 1947, India won its independence from the British Empire.



Bastille Day parade ▶

Comparing Cultures

Every nation celebrates its Independence Day with different kinds of festivities. For example, in the United States, many people have barbecues and watch firework displays. Choose two other nations and research how each nation and its people celebrate their Independence Day. Create an illustrated poster or chart showing your results.



▲ Parisian women march on Versailles.



▲ Louis XVI is arrested at Varennes.

Picturing History

Louis XVI remained at Versailles during the great panic that swept through France in the summer of 1789. On October 5, 1789, thousands of women marched to Versailles and persuaded Louis to return to Paris with his family. Louis later tried to escape from France in 1791 but was captured at Varennes and returned to Paris. **What happened to the royal family after their capture?**

stores. The royal family and the supplies were escorted by women armed with pikes. The women sang, "We are bringing back the baker, the baker's wife, and the baker's boy" (the king; Marie Antoinette, the queen; and their son). The king and his family became virtual prisoners in Paris.

Church Reforms Because the Catholic Church was seen as an important pillar of the old order, it, too, was subject to change. Because of the need for money, the National Assembly seized and sold the lands of the Church.

The Church was also secularized. A new Civil Constitution of the Clergy was put into effect. Both bishops and priests were to be elected by the people

and paid by the state. The French government now controlled the Church. Many Catholics became enemies of the revolution.

A New Constitution and New Fears The National Assembly completed a new constitution, the Constitution of 1791, which set up a limited monarchy. According to the constitution, there would still be a king, but a Legislative Assembly would make the laws.

The Assembly was to consist of 745 representatives. The way they were to be chosen ensured that only the more affluent members of society would be elected. Though all male citizens had the same rights, only men over 25 who paid a specified amount in taxes could vote.

By 1791, the old order had been destroyed. However, many people—including Catholic priests, nobles, lower classes hurt by a rise in the cost of living, and radicals who wanted more drastic solutions—opposed the new order. Louis XVI also made things difficult for the new government. He attempted to flee France in June 1791. He almost succeeded but was recognized, captured, and brought back to Paris.

In this unsettled situation, with a seemingly disloyal monarch, the new Legislative Assembly held its first session in October 1791. France's relations with the rest of Europe would soon lead to the downfall of Louis XVI.

War with Austria Over time, some European leaders began to fear that revolution would spread to their countries. The rulers of **Austria** and **Prussia** even threatened to use force to restore Louis XVI to full power. Insulted by this threat, the Legislative Assembly declared war on Austria in the spring of 1792.

The French fared badly in the initial fighting. A frantic search for scapegoats began. One observer noted, “Everywhere you hear the cry that the king is betraying us, the generals are betraying us, that nobody is to be trusted; . . . that Paris will be taken in six weeks by the Austrians . . . we are on a volcano ready to spout flames.”

Rise of the Paris Commune Defeats in war, coupled with economic shortages at home in the spring of 1792, led to new political demonstrations,

especially against Louis XVI. In August, radical political groups in Paris, declaring themselves a commune, organized a mob attack on the royal palace and Legislative Assembly.

Members of the new Paris Commune took the king captive. They forced the Legislative Assembly to suspend the monarchy and call for a National Convention, chosen on the basis of universal male suffrage, to decide on the nation's future form of government. (Under a system of universal male suffrage, all adult males had the right to vote.)

The French Revolution was about to enter a more radical and violent stage. Power now passed from the Assembly to the Paris Commune. Many of its members proudly called themselves the *sans-culottes*, ordinary patriots without fine clothes. (They wore long trousers instead of knee-length breeches; *sans-culottes* means “without breeches.”) It has become customary to equate the more radical *sans-culottes* with working people or the poor. However, many were small traders and better-off artisans who were the elite of their neighborhoods.



Parisian sans-culottes

✓ **Reading Check** **Evaluating** What was the significance of the Constitution of 1791?

SECTION I ASSESSMENT

Checking for Understanding

1. **Define** estate, relics of feudalism, bourgeoisie, *sans-culottes*.
2. **Identify** Louis XVI, Tennis Court Oath, Declaration of the Rights of Man and the Citizen, Olympe de Gouges.
3. **Locate** Versailles, Paris, Austria, Prussia.
4. **Explain** why the Catholic Church was targeted for reform.
5. **List** the reasons for the near collapse of government finances in France.

Critical Thinking

6. **Summarize** What were the main affirmations of the Declaration of the Rights of Man and the Citizen?
7. **Organizing Information** Equality was one of the slogans of the French Revolution. In a web diagram, identify five occasions when different groups expressed concern for equality during the revolution.



Analyzing Visuals

8. **Examine** the painting of the Tennis Court Oath shown on page 550. How does David's painting reflect the ideals of the French Revolution?

Writing About History

9. **Persuasive Writing** Olympe de Gouges wrote, “ignorance, omission, or scorn for the rights of woman are the only causes of public misfortune and corruption of governments.” Do you agree or disagree? Write a paragraph supporting your point of view.

Declaration of the Rights of Man and the Citizen

ONE OF THE MOST IMPORTANT DOCUMENTS of the French Revolution, the Declaration of the Rights of Man and the Citizen, was adopted in August 1789 by the National Assembly.

“The representatives of the French people, organized as a national assembly, considering that ignorance, neglect, and scorn of the rights of man are the sole causes of public misfortunes and of corruption of governments, have resolved to display in a solemn declaration the natural, inalienable, and sacred rights of man, so that this declaration, constantly in the presence of all members of society, will continually remind them of their rights and their duties . . . Consequently, the National Assembly recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of man and citizen:

1. Men are born and remain free and equal in rights; social distinctions can be established only for the common benefit.
2. The aim of every political association is the conservation of the natural . . . rights of man; these rights are liberty, property, security, and resistance to oppression. . . .
4. Liberty consists in being able to do anything that does not harm another person. . . .
6. The law is the expression of the general will; all citizens have the right to concur personally or through their representatives in its formation; it must be the same for all, whether it protects or punishes.
7. No man can be accused, arrested, or detained except in cases determined by the law, and according to the forms which it has prescribed. . . .
10. No one may be disturbed because of his opinions, even religious, provided that their public demonstration does not disturb the public order established by law.



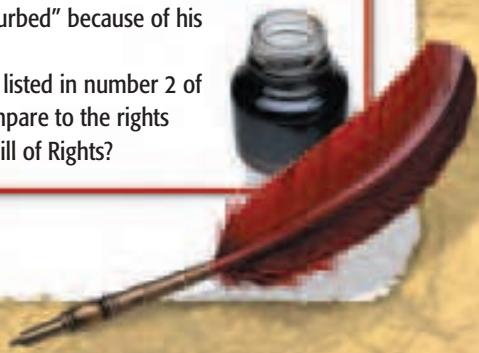
Painting of the declaration

11. The free communication of thoughts and opinions is one of the most precious rights of man: every citizen can therefore freely speak, write, and print . . .
16. Any society in which guarantees of rights are not assured nor the separation of powers determined has no constitution. ♦♦

—**Declaration of the Rights of Man and the Citizen**

Analyzing Primary Sources

1. According to this document, what are the natural, inalienable rights of man?
2. According to this document, can a person be arrested or otherwise “disturbed” because of his religious beliefs?
3. How do the rights listed in number 2 of the document compare to the rights listed in the U.S. Bill of Rights?



SECTION 2

Radical Revolution and Reaction

Guide to Reading

Main Ideas

- Radical groups and leaders controlled the Revolution.
- The new French Republic faced enemies at home and abroad.

Key Terms

faction, elector, coup d'état

People to Identify

Georges Danton, Jean-Paul Marat, Jacobins, Maximilien Robespierre

Places to Locate

Lyon, Nantes, Austrian Netherlands

Preview Questions

1. Why did a coalition of European countries take up arms against France?
2. Why did the Reign of Terror occur?

Reading Strategy

Summarizing Information As you read the section, list in a table like the one shown below the actions taken by the National Convention.

Actions taken by the National Convention
1.
2.
3.
4.

Preview of Events

1792

1792
National Convention splits into factions

1793

1793
King Louis XVI is executed

1794

1794
Reign of Terror ends

1795

1795
New constitution is created



King Louis XVI

Voices from the Past

Henry de Firmont reported on the major event of January 21, 1793:

“The path leading to the scaffold was extremely rough and difficult to pass; the King was obliged to lean on my arm, and from the slowness with which he proceeded, I feared for a moment that his courage might fail; but what was my astonishment, when arrived at the last step, he suddenly let go of my arm, and I saw him cross with a firm foot the breadth of the whole scaffold; and in a loud voice, I heard him pronounce distinctly these words: ‘I die innocent of all the crimes laid to my charge; I pardon those who had occasioned my death; and I pray to God that the blood you are going to shed may never be visited on France.’”

—*Eyewitness to History*, John Carey, ed., 1987

The execution of King Louis XVI in 1793 pushed the French Revolution into a new radical stage.

The Move to Radicalism

The Paris Commune had forced the Legislative Assembly to call a National Convention. Before the Convention met, the Paris Commune dominated the political scene. Led by the newly appointed minister of justice, Georges Danton, the *sans-culottes* sought revenge on those who had aided the king and resisted the popular will. Thousands of people were arrested and then massacred. New

leaders of the people emerged, including **Jean-Paul Marat**, who published a radical journal called *Friend of the People*.

The Fate of the King In September 1792, the newly elected National Convention began its sessions. Although it had been called to draft a new constitution, it also acted as the sovereign ruling body of France.

The Convention was dominated by lawyers, professionals, and property owners. Two-thirds of its deputies were under the age of 45. Almost all had had political experience as a result of the revolution. Almost all distrusted the king. It was therefore no surprise that the National Convention's first major step on September 21 was to abolish the monarchy and establish a republic, the French Republic.

That, however, was as far as members of the convention could agree. They soon split into **factions** (dissenting groups) over the fate of the king. The two most important factions were the Girondins (juh•RAHN•duhns) and the Mountain. Both factions were members of the **Jacobin** (JA•kuh•buhn) club, a large network of political groups throughout France. The Girondins represented the provinces, areas

outside the cities. Girondins feared the radical mobs in Paris and leaned toward keeping the king alive. The Mountain represented the interests of radicals in the city of Paris.

The Mountain won at the beginning of 1793 when it convinced the National Convention to pass a decree condemning Louis XVI to death. On January 21, 1793, the king was beheaded on the guillotine. Revolutionaries had adopted this machine because it killed quickly and, they believed, humanely. The execution of the king created new enemies for the revolution, both at home and abroad. A new crisis was at hand.

Crises and Response Disputes between Girondins and the Mountain were only one aspect of France's domestic crisis in 1792 and 1793. Within Paris, the local government—the Commune—favored radical change and put constant pressure on the National Convention to adopt ever more radical positions. Moreover, the National Convention itself still did not rule all of France. Peasants in western France as well as inhabitants of France's major provincial cities refused to accept the authority of the National Convention.

People In History

Jean-Paul Marat

1743–1793

French revolutionary

Jean-Paul Marat was a popular revolutionary leader in Paris at the beginning of the radical stage of the French Revolution. Born in Switzerland, he practiced medicine in London before returning to France in 1777. Marat was an intense man, always in a hurry: "I allot only two of the twenty-four hours to sleep. I have not had fifteen minutes play in over three years." He often worked in the bathtub because the water soothed the pain of a severe skin disorder.

In his journal, *Friend of the People*, Marat expressed his ideas, which were radical for his time. He called for mob violence and the right of the poor to take by force whatever they needed from the rich. He helped make the Jacobins more radical, especially by condemning the Girondins. This also led to his death: Charlotte Corday, a Girondin, stabbed him to death in his bathtub.



Maximilien Robespierre

1758–1794

French revolutionary



Robespierre was one of the most important French revolutionary leaders. He received a law degree and later became a member of the National Convention, where he preached democracy and advocated suffrage (the right to vote) for all adult males. He lived simply and was known to be extremely honest. In fact, he was often known as "The Incorrputible." A believer in Rousseau's social contract idea, Robespierre thought that anyone opposed to being governed by the general will, as he interpreted it, should be executed.

One observer said of Robespierre, "That man will go far; he believes all that he says." Robespierre himself said, "How can one reproach a man who has truth on his side?" His eagerness and passion in pursuing the Reign of Terror frightened many people. Eventually, he was arrested and guillotined.

Reign of Terror
execution list ▼



Model of a guillotine ▼



Picturing History

During the Reign of Terror, thousands of people, including aristocrats and the queen of France, were killed by the guillotine. **Why did the revolutionaries decide to use the guillotine to execute people?**

A foreign crisis also loomed large. The execution of Louis XVI had outraged the royalty of most of Europe. An informal coalition of Austria, Prussia, Spain, Portugal, Britain, and the Dutch Republic took up arms against France. The French armies began to fall back.

By late spring of 1793, the coalition was poised for an invasion of France. If successful, both the revolution and the revolutionaries would be destroyed, and the old regime would be reestablished. The revolution had reached a decisive moment.

To meet these crises, the National Convention gave broad powers to a special committee of 12 known as the **Committee of Public Safety**. It was dominated at first by Georges Danton, then by **Maximilien Robespierre**.

 **Reading Check** **Examining** What were the differences between the Girondins and the Mountain?

The Reign of Terror

For roughly a year during 1793 and 1794, the Committee of Public Safety took control. The Committee acted to defend France from foreign and domestic threats.

To meet the crisis at home, the National Convention and the Committee of Public Safety set in motion an effort that came to be known as the **Reign of Terror**. Revolutionary courts were set up to prosecute internal enemies of the revolutionary republic. During the course of the Reign of Terror, close to 40,000 people were killed. Of those, 16,000 people, including Marie Antoinette and Olympe de Gouges, died under the blade of the guillotine. Peasants and persons who had opposed the *sans-culottes* were among the victims. Most executions were held in places that had openly rebelled against the authority of the National Convention.

Crushing Rebellion Revolutionary armies were set up to bring rebellious cities back under the control of the National Convention. The Committee of Public Safety decided to make an example of **Lyon**. Some 1,880 citizens of that city were executed. When guillotining proved too slow, grapeshot (a cluster of small iron balls) was used to shoot the condemned into open graves. A German observer noted the terror of the scene:

“Whole ranges of houses, always the most handsome, burnt. The churches, convents, and all the dwellings of the former patricians were in ruins. When I came to the guillotine, the blood of those who had been executed a few hours beforehand was still running in the street . . . I said to a group of *sans-culottes* that it would be decent to clear away all this human blood. Why should it be cleared? one of them said to me. It's the blood of aristocrats and rebels. The dogs should lick it up.”

In western France, too, revolutionary armies were brutal in defeating rebel armies. The commander of the revolutionary army ordered that no mercy be given: “The road is strewn with corpses. Women, priests, monks, children, all have been put to death. I have spared nobody.” Perhaps the most notorious act of violence occurred in **Nantes**, where victims were executed by being sunk in barges in the Loire River.

People from all classes were killed during the Terror. Clergy and nobles made up about 15 percent of the victims, while the rest were from the bourgeoisie and peasant classes. The Committee of Public Safety held that all this bloodletting was only temporary. Once the war and domestic crisis were over, the true “Republic of Virtue” would follow, and the Declaration of the Rights of Man and the Citizen would be fully realized.

The Republic of Virtue Along with the terror, the Committee of Public Safety took other steps both to control France and to create a new order, called by

THE WAY IT WAS

YOUNG PEOPLE IN . . .

Revolutionary France

In 1794, deputies in the National Convention proposed a new military school that would train several thousand young males aged 16 and 17 in the arts of war and the love of country. A few months later, the *École de Mars*, or School of Mars (the Roman god of war), opened on the outskirts of Paris.

Much was expected of the 3,400 young recruits. They were expected to maintain high moral standards and become enthusiastic patriots. Students, however, ignored discipline and expressed the desire to return home. After the death of Robespierre, authorities shut the school down. The plan to train young

people in a few weeks to be dedicated patriots had failed.

At the same time, many of these youths now became part of the reaction against the Reign of Terror. They formed what were called “golden youth,” gangs of young men who attacked Jacobins and destroyed public statues of revolutionary figures, such as Jean-Paul Marat.

For many young people who had shared in the revolutionary enthusiasm, however,



Young Men Off to Practice Using the Cannon, c. 1789

Robespierre the Republic of Virtue—a democratic republic composed of good citizens. In the new French Republic, the titles “citizen” and “citizeness” had replaced “mister” and “madame.” Women wore long dresses inspired by the clothing worn in the great republic of ancient Rome.

By spring 1793, the Committee was sending “representatives on mission” as agents of the central government to all parts of France to implement laws dealing with the wartime emergency. A law aimed at primary education for all was passed but not widely implemented. Slavery was abolished in France’s colonies.

The committee also attempted to provide some economic controls by establishing price limits on goods considered necessities, ranging from food and drink to fuel and clothing. The controls failed to work very well, since the government lacked the machinery to enforce them.

In 1789, it had been a group of women who convinced Louis XVI to return to Paris from Versailles. Women remained actively involved in the revolution, even during its more radical stage. Women observed sessions of the National Convention and made their demands known to those in charge. In 1793, two women founded the Society for Revolutionary Republican Women. This Parisian group, which was mainly composed of working-class women, stood ready to defend the new French Republic. Many men, however, continued to believe that women should not participate in political or military affairs.

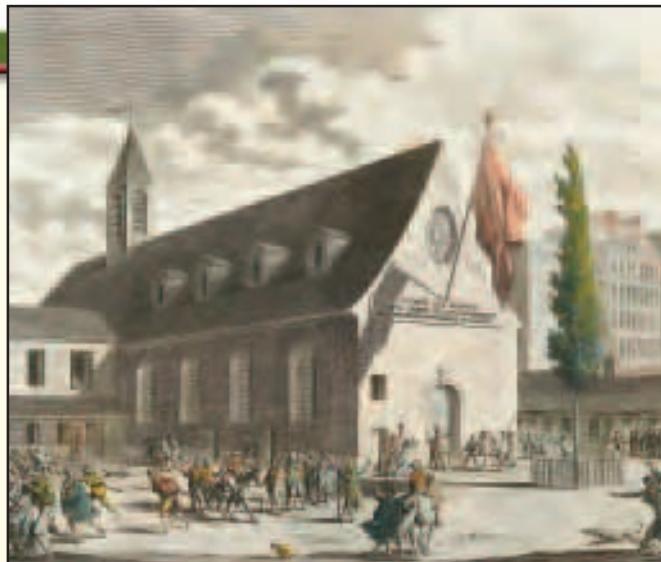
In its attempts to create a new order that reflected its belief in reason, the National Convention pursued a policy of dechristianization. The word *saint* was removed from street names, churches were pillaged and closed by revolutionary armies, and priests were encouraged to marry. In Paris, the cathedral of Notre Dame was designated a “temple of reason.” In

the reaction against the Reign of Terror was a disaster. One good example is Marc-Antoine Jullien. At 18, he had been an assistant to Robespierre. After the execution of Robespierre, he was hunted down and put in prison for two years.

While in prison, Jullien wrote a diary expressing the hardships of a young revolutionary who had grown old before his time. He wrote: “I was born in a volcano, I lived in the midst of its eruption. I will be buried in its lava.” He expressed his pain: “My life is a dark and terrible story, but one that is touching and educational for inexperienced youth.”

When Jullien was released from prison, he wrote, “I am leaving, I never wish to see Paris again, I want cows and milk. I am twenty-one years old, may the dawn of my life no longer be clouded by dark images.”

Disillusioned by his troubles, Jullien came to long for a savior who would restore the freedom of the republic. When Napoleon came along, he believed that he had found his savior.



Closing of the Salle des Jacobins in Paris, symbolizing the end of the Reign of Terror

CONNECTING TO THE PAST

1. Examine Why did the National Convention choose to open a school dedicated to training patriots? Are there comparable schools in the United States today?

2. Writing about History Marc-Antoine Jullien lived during troubled times. In the world today, many young people are undergoing similar experiences. Research an area of political unrest. Write a one-page paper describing the effect of that unrest on a person your age.

November 1793, a public ceremony dedicated to the worship of reason was held in the former cathedral. Patriotic maidens in white dresses paraded before a temple of reason where the high altar had once stood.

Another example of dechristianization was the adoption of a new calendar. Years would no longer be numbered from the birth of Christ but from September 22, 1792—the first day of the French Republic. The calendar contained 12 months. Each month consisted of three 10-day weeks, with the tenth day of each week a day of rest. This eliminated Sundays and Sunday worship services, as well as church holidays.

The anti-Christian purpose of the calendar was reinforced in the naming of the months of the year. The months were given names that were supposed to invoke the seasons, the temperature, or the state of the vegetation (for example, the month of *Vendémiaire*, or “seed time”). As Robespierre came to realize, however, dechristianization failed to work because France was still overwhelmingly Catholic.

 **Reading Check** **Identifying** Whom did the Committee of Public Safety consider to be enemies of the state?

A Nation in Arms

 **TURNING POINT** As you will learn, the French Republic created a new kind of army that would ultimately change the nature of modern warfare.

As you read earlier, France was threatened by external forces during this time. To save the republic from its foreign enemies, the Committee of Public Safety decreed a universal mobilization of the nation on August 23, 1793:

“Young men will fight, young men are called to conquer. Married men will forge arms, transport military baggage and guns and will prepare food supplies. Women, who at long last are to take their rightful place in the revolution and follow their true destiny, will forget their futile tasks: their delicate hands will work at making clothes for soldiers; they will make tents and they will extend their tender care to shelters where the defenders of the Patrie [homeland] will receive the help that their wounds require. Children will make lint of old cloth. It is for them that we are fighting: children, those beings destined to gather all the fruits of the revolution, will raise their pure hands toward the skies. And old men, performing their missions again, as of yore, will be guided to the public squares of the cities where they will kindle the courage of young warriors and preach the doctrines of hate for kings and the unity of the Republic.”

In less than a year, the French revolutionary government had raised a huge army. By September 1794, it was over one million. The republic’s army was the largest ever seen in European history. It pushed the allies invading France back across the Rhine and even conquered the **Austrian Netherlands**.



The French revolutionary army was an important step in the creation of modern nationalism. Previously, wars had been fought between governments or ruling dynasties by relatively small armies of professional soldiers. The new French army was the creation of a people’s government. Its wars were people’s wars. When dynastic wars became people’s wars, however, warfare became more destructive.

End of the Terror By the summer of 1794, the French had largely defeated their foreign foes. There was less need for the Reign of Terror, but it continued nonetheless. Robespierre, who had become very powerful, was obsessed with ridding France of all its corrupt elements. Only then could the Republic of Virtue follow.

Many deputies in the National Convention who feared Robespierre decided to act. They gathered enough votes to condemn him, and Robespierre was guillotined on July 28, 1794.

After the death of Robespierre, revolutionary fervor began to cool. The Jacobins lost power and more moderate middle-class leaders took control. Much to the relief of many in France, the Reign of Terror came to a halt.

 **Reading Check** **Evaluating** How did the French revolutionary army help to create modern nationalism?

The Directory

With the terror over, the National Convention reduced the power of the Committee of Public Safety. Churches were allowed to reopen for public worship. In addition, a new constitution was created in August 1795 that reflected the desire for more stability.

In an effort to keep any one governmental group from gaining control, the Constitution of 1795 established a national legislative assembly consisting of two chambers: a lower house, known as the Council of 500, which initiated legislation; and an upper house, the Council of Elders, which accepted or rejected the



History *through* Art

The Eighteenth of Brumaire by Francois Bouchot

This painting depicts Napoleon's coup d'état, November 10, 1799. **What factors helped Napoleon (shown center) overthrow the Directory?**



proposed laws. The 750 members of the two legislative bodies were chosen by **electors** (individuals qualified to vote in an election). The electors had to be owners or renters of property worth a certain amount, a requirement that limited their number to 30,000.

From a list presented by the Council of 500, the Council of Elders elected five directors to act as the executive committee, or Directory. The Directory, together with the legislature, ruled. The period of the revolution under the government of the Directory (1795–1799) was an era of corruption and graft. People reacted against the sufferings and sacrifices that had been demanded in the Reign of Terror. Some of them made fortunes in property by taking advantage of the government's severe money problems.

At the same time, the government of the Directory was faced with political enemies. Royalists who desired the restoration of the monarchy, as well as radicals unhappy with the turn toward moderation, plotted against the government. The Directory was unable to find a solution to the country's continuing

economic problems. In addition, it was still carrying on wars left from the Committee of Public Safety.

Increasingly, the Directory relied on the military to maintain its power. In 1799, a **coup d'état** (koo day•TAH), a sudden overthrow of the government, led by the successful and popular general Napoleon Bonaparte, toppled the Directory. Napoleon seized power.

 **Reading Check** **Describing** Describe the government that replaced the National Convention.

SECTION 2 ASSESSMENT

Checking for Understanding

1. **Define** faction, elector, coup d'état.
2. **Identify** Georges Danton, Jean-Paul Marat, Jacobins, Committee of Public Safety, Maximilien Robespierre, Reign of Terror.
3. **Locate** Lyon, Nantes, Austrian Netherlands.
4. **Explain** both the similarities and the differences between the Girondins and the Mountain.
5. **List** the members of the informal coalition that took up arms against France. What was the result of this conflict?

Critical Thinking

6. **Drawing Conclusions** Did the French Republic live up to the revolution's ideals of Liberty, Equality, and Fraternity? Write a paragraph in support of your opinion.
7. **Contrasting Information** Using a table like the one below, contrast the changes in French governmental policy during and after Robespierre's possession of power.

During	After

Analyzing Visuals

8. Examine the painting shown on page 557. Explain whether or not you think this is a realistic depiction of Marie Antoinette before her execution, or whether the artist is promoting a particular version of her death.

Writing About History

9. **Expository Writing** Propaganda is the spreading of information for the purpose of helping or injuring a cause. How does the decree of universal mobilization quoted on page 560 fit the definition of propaganda? Use examples from the decree to support your argument in an essay.

SOCIAL STUDIES SKILLBUILDER

Interpreting Graphs

Why Learn This Skill?

Graphs are one method of illustrating dates, facts, and figures. With a graph, you can compare change or differences easily. For example, your parents say you are spending too much money on clothes. You disagree, but they show you a bar graph of your weekly expenses. The bar for each week shows how the money you have spent on clothes is higher than the week before. With a quick glance, you immediately see that they are right. You decide to make a graph of your own to show them how your allowance is not keeping up with inflation.

Learning the Skill

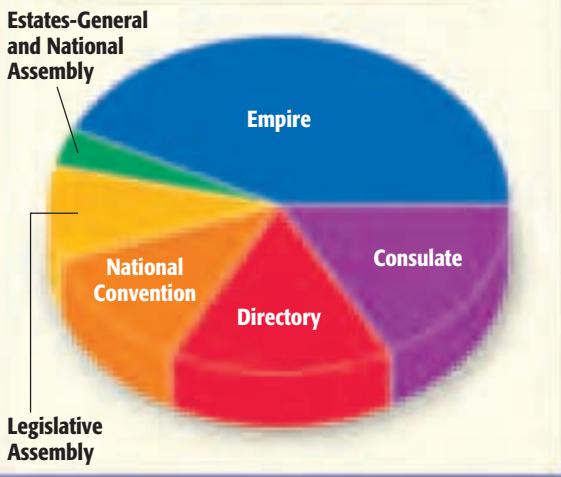
There are basically three types of graphs:

- **Circle graphs** They look like a pizza that has been divided into different size slices. They are useful for showing comparisons and percentages.
- **Bar graphs** Individual bars are drawn for each item being graphed. The length of the bars easily illustrates differences or changes over time.
- **Line graph** Each item is indicated by a point on the graph. The points are then connected by a line. You can tell how values have changed by whether the line is going up or down.

Most graphs also use words to identify or label information. The steps below will help you interpret graphs.

- **Read the title** If the graph is called “Randy’s Weekly Clothing Expenses,” then it will be plotting Randy’s expenses every week.
- **Read the captions and text** In Randy’s graph, each bar would be captioned with a weekly date, and the amounts that each bar represents would be clearly marked.
- **Determine the relationships among all sections of the graph** By looking at each bar, you can see the amount spent for that week. By comparing the bars with each other, you can see how Randy’s expenses have changed from week to week.

Periods of Revolution and Empire in France, 1789–1815



Practicing the Skill

The circle graph above visually compares the length of time for different periods discussed in this chapter. Study the graph and answer the following:

- 1 What was the longest of the six periods of the French Revolution?
- 2 What was the shortest of the six periods?
- 3 About what percentage of the total time did Napoleon rule France (he ruled during the Consulate and Empire)?
- 4 About what percentage of the time did the Directory rule?

Applying the Skill

Pick a recent day and make a list of all of your activities in a 24-hour period. Now create a circle graph that shows the division of the day.

 **Glencoe’s Skillbuilder Interactive Workbook, Level 2**, provides instruction and practice in key social studies skills.

SECTION 3

The Age of Napoleon

Guide to Reading

Main Ideas

- Napoleon built and lost an empire.
- Nationalism spread as a result of the French Revolution.
- Napoleon was exiled first to Elba, and then to St. Helena, where he died.

Key Terms

consulate, nationalism

People to Identify

Napoleon Bonaparte, Anne-Louise-Germaine de Staël, Duke of Wellington

Places to Locate

Corsica, Moscow, Elba, Waterloo

Preview Questions

1. Why did Napoleon want to stop British goods from reaching Europe?
2. What were two reasons for the collapse of Napoleon's empire?

Reading Strategy

Summarizing Information In a table like the one below, list the achievements of Napoleon's rule.

Achievements
of Napoleon's
Rule

Preview of Events

◆ 1790

1799

Napoleon takes part in coup d'état

◆ 1800

1804

Napoleon is crowned emperor

◆ 1810

1805

French are defeated at Trafalgar

◆ 1820

1815

Napoleon is defeated at Waterloo

Voices from the Past



Napoleon Bonaparte

Napoleon once wrote:

“But let that impatiently awaited savior give a sudden sign of his existence, and the people's instinct will divine him and call upon him. The obstacles are smoothed before his steps, and a whole great nation, flying to see him pass, will seem to be saying: 'Here is the man.' . . . A consecutive series of great actions never is the result of chance and luck; it always is the product of planning and genius. Great men are rarely known to fail in their most perilous enterprises. . . . Is it because they are lucky that they become great? No, but being great, they have been able to master luck.”

— *The Mind of Napoleon*, J. Christopher Herold, 1955

Napoleon possessed an overwhelming sense of his own importance. He was convinced that he was the man of destiny who would save the French people.

The Rise of Napoleon

Napoleon Bonaparte dominated French and European history from 1799 to 1815. In a sense, he brought the French Revolution to an end in 1799, but he was also a child of the revolution. The French Revolution made possible his rise first in the military and then to supreme power in France. Indeed, Napoleon once said, “I am the revolution.” He never ceased to remind the French that they owed to him the preservation of all that was beneficial in the revolutionary program.

Early Life Napoleon was born in 1769 in **Corsica**, an island in the Mediterranean Sea, only a few months after France had annexed the island. He was the son of a lawyer whose family came from the Florentine nobility. The young Napoleon

received a royal scholarship to study at a military school in France.

Napoleon's education in French military schools led to his commission in 1785 as a lieutenant in the French army. He was not well liked by his fellow officers because he was short, spoke with an Italian accent, and had little money.

For the next seven years, Napoleon read the works of the philosophes and educated himself in military matters by studying the campaigns of great military leaders from the past. The revolution and the European war that followed gave him new opportunities to use his knowledge.

Military Successes Napoleon rose quickly through the ranks of the French army. In 1792, he became a captain. Two years later, at the age of only 24, he was made a brigadier general by the Committee of Public Safety. In 1796, he was made commander of the French armies in Italy, where he used speed, deception, and surprise to win a series of victories.

Throughout his Italian campaigns, Napoleon won the confidence of his men with his energy, charm, and ability to make quick decisions. These qualities, combined with his keen intelligence, ease with words, and supreme confidence in himself, enabled him to influence people and win their firm support.

In 1797, Napoleon returned to France as a conquering hero. He was given command of an army in training to invade Britain. Knowing that the French were not ready for such an invasion, Napoleon proposed instead to strike indirectly at Britain by taking Egypt and threatening India, a major source of British wealth.

The British, however, controlled the seas. By 1799, they had cut off Napoleon's army in Egypt. Seeing certain defeat, Napoleon abandoned his army and returned to Paris.

Consul and Emperor In Paris, Napoleon took part in the coup d'état that overthrew the government of the Directory. He was only 30 years old at the time. With the coup d'état of 1799, a new government—called the **consulate**—was proclaimed. Although theoretically it was a republic, in fact Napoleon held absolute power.

As first consul, Napoleon controlled the entire government. He appointed members of the bureaucracy, controlled the army, conducted foreign affairs, and influenced the legislature.

In 1802, Napoleon was made consul for life. Two years later, he crowned himself Emperor Napoleon I.

✓ **Reading Check** **Describing** What personal qualities did Napoleon possess that gained him popular support?

Picturing History

In this painting, Napoleon is shown crowning his wife Josephine empress. During his own coronation, Napoleon seized the crown from Pope Pius VII and placed it on his own head.

How had Napoleon earlier made peace with the Catholic Church?



Napoleon's Domestic Policies

Napoleon once claimed that he had preserved the gains of the revolution for the French people. The ideal of republican liberty had, of course, been destroyed by Napoleon's takeover of power. However, were the ideals of the French Revolution maintained in other ways? An examination of his domestic policies will enable us to judge the truth or falsehood of Napoleon's claim.

Peace with the Church One of Napoleon's first moves at home was to establish peace with the oldest enemy of the revolution, the Catholic Church. Napoleon himself had no personal religious faith. He was an eighteenth-century believer in reason who regarded religion at most as a convenience. In Egypt, he called himself a Muslim; in France, a Catholic. However, he saw the need to restore stability to France, and most of the French were Catholic.

In 1801, Napoleon made an agreement with the pope. The agreement recognized Catholicism as the religion of a majority of the French people. In return, the pope agreed not to ask for the return of the church lands seized in the revolution.

With this agreement, the Catholic Church was no longer an enemy of the French government. At the same time, those who had bought church lands during the revolution became avid supporters of the Napoleonic regime.

Codification of the Laws Napoleon's most famous domestic achievement was his codification of the laws. Before the revolution, France did not have a single set of laws but rather had almost 300 different legal systems. During the revolution, efforts were made to prepare a single law code for the entire nation. However, it remained for Napoleon to bring the work to completion in seven codes of law.

The most important of the codes was the **Civil Code**, or Napoleonic Code. This code preserved most of the gains of the revolution by recognizing the principle of the equality of all citizens before the law, the right of the individual to choose a profession, religious toleration, and the abolition of serfdom and feudalism. Property rights continued to be carefully protected, and the interests of employers were safeguarded by outlawing trade unions and strikes.

The rights of some people were strictly curtailed by the Civil Code, however. During the radical phase of the French Revolution, new laws had made divorce an easy process for both husbands and wives and had allowed all children (including daughters)



French marriage ceremony, nineteenth century

to inherit property equally. Napoleon's Civil Code undid these laws.

Divorce was still allowed, but the Civil Code made it more difficult for women to obtain divorces. Women were now "less equal than men" in other ways as well. When they married, their property was brought under the control of their husbands. In lawsuits, they were treated as minors, and their testimony was regarded as less reliable than that of men.

A New Bureaucracy Napoleon also developed a powerful, centralized administrative machine. He worked hard to develop a bureaucracy of capable officials. Early on, the regime showed that it cared little whether the expertise of officials had been gained in royal or revolutionary bureaucracies. Promotion, whether in civil or military offices, was to be based not on rank or birth but on ability only. Opening government careers to individuals based on their ability was one change the middle class had wanted before the revolution.

Napoleon also created a new aristocracy based on merit in the state service. Napoleon created 3,263 nobles between 1808 and 1814. Nearly 60 percent were military officers, while the remainder came from the upper ranks of the civil service and other state and local officials. Socially, only 22 percent of Napoleon's aristocracy came from the nobility of the old regime. Almost 60 percent were middle class in origin.

Preserver of the Revolution? In his domestic policies, then, Napoleon did preserve aspects of the revolution. The Civil Code preserved the equality of all citizens before the law. The concept of opening government careers to more people was another gain of the revolution that he retained.

On the other hand, Napoleon destroyed some revolutionary ideals. Liberty was replaced by a despotism that grew increasingly arbitrary, in spite of protests by such citizens as the prominent writer **Anne-Louise-Germaine de Staël**. Napoleon shut down 60 of France's 73 newspapers. He insisted that all manuscripts be subjected to government scrutiny before they were published. Even the mail was opened by government police.

 **Reading Check** **Evaluating** What was the significance of Napoleon's Civil Code?

Napoleon's Empire

Napoleon is, of course, known less for his domestic policies than for his military leadership. His conquests began soon after he rose to power.

Building the Empire When Napoleon became consul in 1799, France was at war with a European

coalition of Russia, Great Britain, and Austria. Napoleon realized the need for a pause in the war. He remarked that "the French Revolution is not finished so long as the scourge of war lasts. . . . I want peace, as much to settle the present French government, as to save the world from chaos."

Napoleon achieved a peace treaty in 1802, but it did not last long. War was renewed in 1803 with Britain. Gradually, Britain was joined by Austria, Russia, Sweden, and Prussia. In a series of battles at Ulm, Austerlitz, Jena, and Eylau from 1805 to 1807, Napoleon's Grand Army defeated the Austrian, Prussian, and Russian armies. Napoleon now had the opportunity to create a new European order.

From 1807 to 1812, Napoleon was the master of Europe. His Grand Empire was composed of three major parts: the French Empire, dependent states, and allied states.

The French Empire was the inner core of the Grand Empire. It consisted of an enlarged France extending to the Rhine in the east and including the western half of Italy north of Rome.

Dependent states were kingdoms under the rule of Napoleon's relatives. These came to include Spain, Holland, the kingdom of Italy, the Swiss Republic, the Grand Duchy of Warsaw, and the Confederation of the Rhine (a union of all German states except Austria and Prussia).

Allied states were those defeated by Napoleon and forced to join his struggle against Britain. The allied states included Prussia, Austria, Russia, and Sweden.

Spreading the Principles of the Revolution

Within his empire, Napoleon sought to spread some of the principles of the French Revolution, including legal equality, religious toleration, and economic freedom. He explained to his brother Jerome after he had made Jerome king of Westphalia:

“What the peoples of Germany desire most impatiently is that talented commoners should have the same right to your esteem and to public employments as the nobles, that any trace of serfdom and of an intermediate hierarchy between the sovereign and the lowest class of the people should be completely abolished. The benefits of the Code Napoleon, the publicity of judicial procedure, the creation of juries must be so many distinguishing marks of your monarchy. . . . The peoples of Germany, the peoples of France, of Italy, of Spain all desire equality and liberal ideas. . . . the buzzing of the privileged classes is contrary to the general opinion. Be a constitutional king.”

People In History

Anne-Louise-Germaine de Staël

1766–1817—French writer



Anne-Louise-Germaine de Staël was a prominent writer of the revolutionary and Napoleonic eras in France. She established a salon for the powerful that lasted from 1790 until 1804. It was said of her that she was "so spoiled by admiration for her wit that it [would] be hard to make her realize her shortcomings." During the Reign of Terror, she helped friends escape France. She also left France but returned in 1795.

Although she at first supported Napoleon, she clashed repeatedly with him. She once asked him, "Who was the greatest woman of history?" Napoleon responded, "The one who had the most children." Eventually, she denounced Napoleon's rule as tyrannical. Napoleon banned her books in France and exiled her to the German states, where she continued to write.

Napoleonic Europe, 1799–1815



In the inner core and dependent states of his Grand Empire, Napoleon tried to destroy the old order. The nobility and clergy everywhere in these states lost their special privileges. Napoleon decreed equality of opportunity with offices open to talents, equality before the law, and religious toleration. The spread of French revolutionary principles was an important factor in the development of liberal traditions in these countries.

Reading Check **Identifying** What were the three parts of Napoleon's Grand Empire?

The European Response

Like Hitler 130 years later, Napoleon hoped that his Grand Empire would last for centuries. Like Hitler's empire, it collapsed almost as rapidly as it had been

formed. Two major reasons help to explain this: the survival of Great Britain and the force of nationalism.

Britain's Survival Britain's survival was due primarily to its sea power. As long as Britain ruled the waves, it was almost invulnerable to military attack.

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Web Activity Visit the Glencoe *World History* Web site at wh.glencoe.com and click on **Chapter 18—Student Web Activity** to learn more about Napoleon Bonaparte.

Napoleon hoped to invade Britain and even collected ships for the invasion. The British navy's decisive defeat of a combined French-Spanish fleet at Trafalgar in 1805 destroyed any thought of an invasion, however.

Napoleon then turned to his Continental System to defeat Britain. The aim of the Continental System was to stop British goods from reaching the European continent to be sold there. By weakening Britain economically, Napoleon would destroy its ability to wage war.

The Continental System, too, failed. Allied states resented being told by Napoleon that they could not trade with the British. Some began to cheat. Others resisted. Furthermore, new markets in the Middle East and in Latin America gave Britain new outlets for its goods. Indeed, by 1809–1810, British overseas exports were at near-record highs.

Nationalism A second important factor in the defeat of Napoleon was nationalism. **Nationalism** is the unique cultural identity of a people based on common language, religion, and national symbols. The spirit of French nationalism had made possible the mass armies of the revolutionary and Napoleonic eras. However, Napoleon's spread of the principles of the French Revolution beyond France indirectly brought a spread of nationalism as well.

The French aroused nationalism in two ways. First, they were hated as oppressors. This hatred stirred the patriotism of others in opposition to the French. Second, the French showed the people of Europe what nationalism was and what a nation in arms could do. It was a lesson not lost on other peoples and rulers.

Reading Check **Explaining** Why did being a sea power help Britain to survive an attack by the French?

The Fall of Napoleon

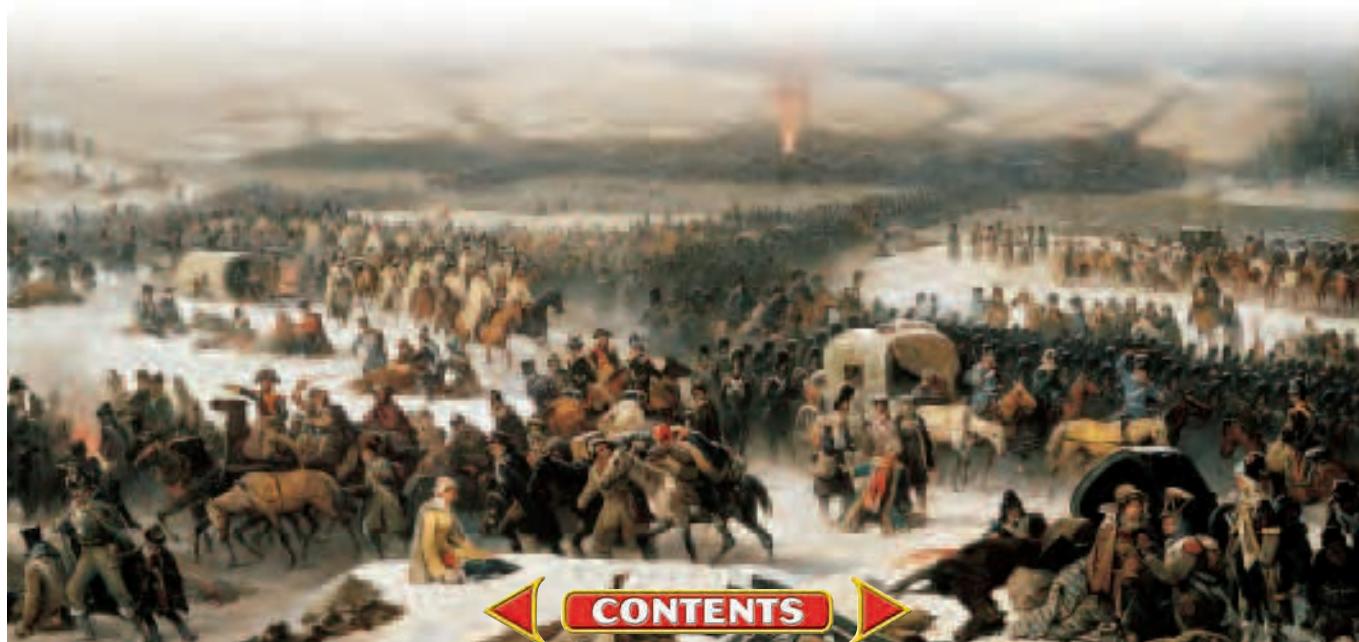
The beginning of Napoleon's downfall came in 1812 with his invasion of Russia. Within only a few years, the fall was complete.

Disaster in Russia The Russians had refused to remain in the Continental System, leaving Napoleon with little choice but to invade. He knew the risks in invading such a large country. However, he also knew that if the Russians were allowed to challenge the Continental System unopposed, others would soon follow suit.

In June 1812, a Grand Army of over six hundred thousand men entered Russia. Napoleon's hopes for victory depended on a quick defeat of the Russian armies. The Russian forces, however, refused to give battle. They retreated for hundreds of miles. As they retreated, they burned their own villages and countryside to keep Napoleon's army from finding food. When the Russians did stop to fight at Borodino, Napoleon's forces won an indecisive and costly victory.

When the remaining Grand Army arrived in **Moscow**, they found the city ablaze. Lacking food

The Crossing of the Beresina by January Suchodolsky shows Napoleon's Grand Army in full retreat from Russia.



CONTENTS

What If...

Napoleon had won at Waterloo?

Napoleon dominated much of the world stage until his loss at Waterloo. Waterloo was a close battle against the Duke of Wellington and the allied forces. Military strategists speculate that had Napoleon's commanders been better, Napoleon might have won the battle.

Consider the Consequences Consider Napoleon's impact on history had he defeated Wellington. Explain why this victory might have marshaled enough support for Napoleon to have resumed his rule as emperor.

and supplies, Napoleon abandoned Moscow late in October and began the "Great Retreat" across Russia. The retreat proceeded in terrible winter conditions. Less than forty thousand out of the original army managed to arrive back in Poland in January 1813.

This military disaster led other European states to rise up and attack the crippled French army. Paris was captured in March 1814. Napoleon was soon sent into exile on the island of Elba, off the coast of Tuscany. The Bourbon monarchy was restored to France in the person of Louis XVIII, brother of the executed king, Louis XVI.

The Final Defeat The new king had little support, and Napoleon, bored on the island of Elba, slipped back into France. Troops were sent to capture him. Napoleon opened his coat and addressed them: "Soldiers of the 5th regiment, I am your Emperor. . . . If there is a man among you [who] would kill his Emperor, here I am!"

No one fired a shot. Shouting "Vive l'Empereur! Vive l'Empereur!" ("Long Live the Emperor! Long Live the Emperor!") the troops went over to his side. Napoleon made his entry into Paris in triumph on March 20, 1815.

The powers that had defeated Napoleon pledged once more to fight this person they called the "Enemy and Disturber of the Tranquility of the World." Napoleon raised yet another army and moved to attack the nearest allied forces stationed in Belgium.

At **Waterloo** in Belgium on June 18, 1815, Napoleon met a combined British and Prussian army under the **Duke of Wellington** and suffered a bloody defeat. This time, the victorious allies exiled him to St. Helena, a small island in the South Atlantic. Only Napoleon's memory would continue to haunt French political life.



Reading Check **Examining** Why did Napoleon invade Russia?

SECTION 3 ASSESSMENT

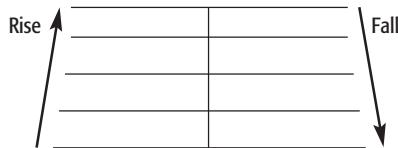
Checking for Understanding

1. **Define** consulate, nationalism.
2. **Identify** Napoleon Bonaparte, Civil Code, Anne-Louise-Germaine de Staël, Duke of Wellington.
3. **Locate** Corsica, Moscow, Elba, Waterloo.
4. **Explain** how nationalism contributed to Napoleon's defeat. Be sure to discuss how French nationalism produced nationalism outside of France.
5. **List** the powers Napoleon exercised as first consul.

Critical Thinking

6. **Describe** How did the principles of the French Revolution spread throughout Europe?
7. **Sequencing Information** Using a diagram like the one below, identify the reasons for the rise and fall of Napoleon's Grand Empire.

Napoleon's Rise and Fall



Analyzing Visuals

8. **Examine** the portrait shown on page 545 of your text. Napoleon commissioned this painting in 1800. How does David portray Napoleon, and why do you think Napoleon wanted artists to produce portraits like the one created by David?

Writing About History

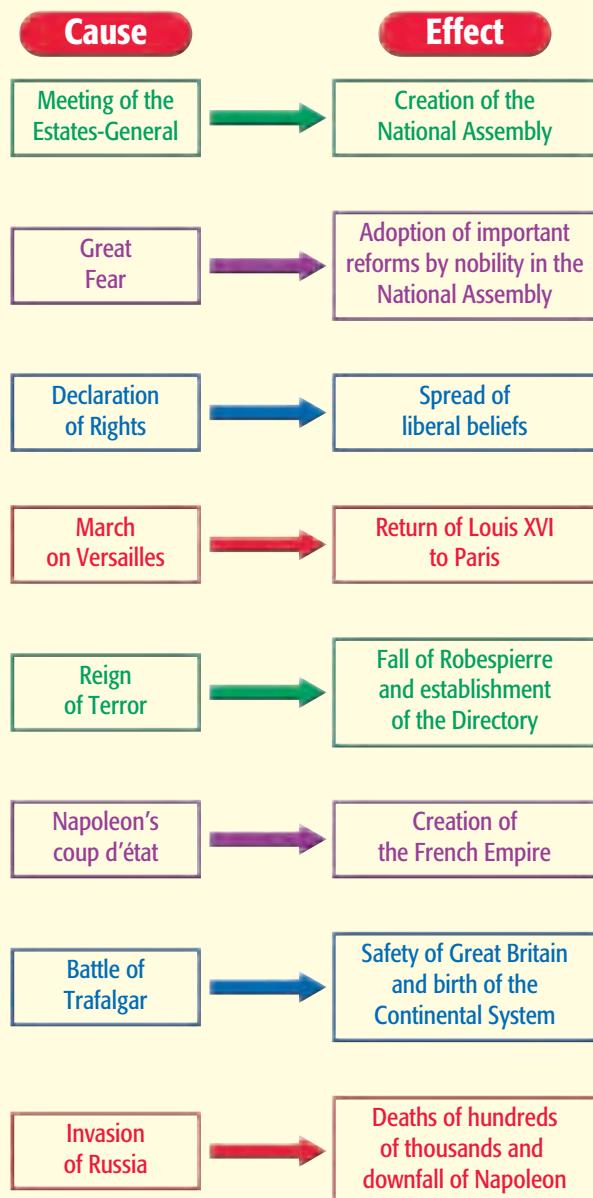
9. **Persuasive Writing** In your opinion, was Napoleon an enlightened ruler or a tyrant? Write a position paper supporting your view. Be sure to include pertinent information about Napoleon's Civil Code.

CHAPTER 18 ASSESSMENT and ACTIVITIES

Chapter Summary

The French Revolution was one of the great turning points in history. The years from 1789 to 1815 in France were chaotic, and change came in unexpected ways. The chart below will help you understand and remember some of the major events of this time and the changes they caused.

The French Revolution



Using Key Terms

1. Aristocratic privileges, or _____, were obligations of the French peasants to local landlords.
2. From the period of the Middle Ages until the creation of the French Republic, France's population was divided into three orders or _____.
3. Members of the French middle class, the _____, were part of the Third Estate.
4. Members of the Paris Commune were called _____ because of their clothing.
5. During the National Convention of 1792, dissenting groups or _____ disagreed over the fate of Louis XVI.
6. Napoleon seized power during an overthrow of the French government, which is called a _____.
7. In 1799, Napoleon controlled the _____, a new government in which Napoleon had absolute power.
8. _____ is the cultural identity of a people based on common language, religion, and national symbols.

Reviewing Key Facts

9. **Government** What was the Declaration of the Rights of Man and the Citizen?
10. **History** What event started the French Revolution?
11. **Government** What reforms did the National Assembly make between 1789 and 1791?
12. **History** Why was Louis XVI executed?
13. **Government** How did Robespierre and the Committee of Public Safety deal with opponents of the government? What was the effect of their policies?
14. **Government** How did Napoleon assume power in France and become emperor?
15. **Geography** How did the French Revolution lead to war with other European nations?
16. **Economics** What was the purpose of the Continental System? Did it succeed? Explain.
17. **History** Why was the French invasion of Russia a failure?

Critical Thinking

18. **Making Comparisons** Examine the different systems of government in France from 1789 to 1812. Which was the most democratic? Which form of government was the most effective and why?
19. **Evaluating** Evaluate which Enlightenment ideals affected the French Revolution.