

## Section 4

Step-by-Step Instruction

### Review and Preview

Students have learned how trade influenced the civilizations of Africa and Asia. Now they will read about the development of civilization in Europe.

### Section Focus Question

#### What major influences shaped European civilization?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Judeo-Christian traditions and Greek and Roman ideas influenced European civilization; the Crusades and Renaissance led Europe to look beyond its borders.*)

### Prepare to Read

#### Build Background Knowledge

L2

Direct students' attention to the section title *The European Heritage*. Explore the concept of heritage with students. Ask: **What is our American heritage?** Then use the Idea Wave participation strategy (TE, p. T24) to encourage students to brainstorm aspects of our common heritage as Americans. Record students' ideas on the board.

#### Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements as True or False.

**All in One Teaching Resources, Unit 1,** Reading Readiness Guide, p. 19

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.



▲ European merchants sold goods from Africa and Asia.

#### Cinnamon, Pearls, and Gold

“[I] landed and showed them a variety of merchandise, with the view of finding out whether such things were to be found in their country. This merchandise included cinnamon, cloves, seep pearls, gold, and many other things, but it was evident that they had no knowledge whatever of such articles.”

—Vasco de Gama, *Round Africa to India*, 1497–1498

## The European Heritage

#### Objectives

- Understand the importance of the Judeo-Christian tradition.
- Learn how Greece and Rome shaped ideas about government and law.
- Discover the impact of the Crusades and the Renaissance on Europe.
- Find out why Europeans began to look beyond their borders.

#### Reading Skill

##### Use Graphics to Construct Meaning

Textbooks include information beyond the main text that can be useful to your understanding. Nontext material includes maps, charts, and photos. These materials often have accompanying text such as captions or titles. Use this material to gain understanding as you read.

#### Key Terms and People

monotheism	feudalism
Jesus	Martin Luther
salvation	Henry the Navigator
direct democracy	Vasco da Gama
republic	

**Why It Matters** Through migration and trade, Europeans, Africans, and Asians exchanged goods, inventions, and ideas.

**Section Focus Question: What major influences shaped European civilization?**

#### The Judeo-Christian Tradition

European beliefs and values were shaped by two religions of the ancient Middle East: Judaism and Christianity. The influence of these two religions is known as the Judeo-Christian tradition.

**Judaism** Around 1700 B.C. a system of beliefs called Judaism arose among the Israelites, a nomadic people of the Middle East. Judaism was the first major world religion to teach **monotheism**, the idea that there is only one God.

The Israelites credited Moses with bringing God's laws to them. Those laws included the Ten Commandments, a set of religious and moral rules. Jews believed that every Jew must obey the Ten Commandments and other religious and moral laws.

Other early religions regarded rulers as gods. Judaism held that even the most powerful ruler had to obey God's laws. This belief formed the basis for the later view that no person, no matter how powerful or wealthy, is above the law.

22 Chapter 1 Roots of the American People

### Differentiated Instruction

**L1 English Language Learners** **L1 Special Needs**

**Vocabulary Development** Have students make a list of Key Terms and High-Use Words and their definitions. Then have them create flashcards with the word on

one side and its definition on the other. Pair students and have partners quiz each other on the definitions of the words using the flash cards.

**Christianity** About 2,000 years ago, a Jewish teacher named **Jesus** of Nazareth began to preach in the region around the Sea of Galilee. Jesus attracted a following. Many believed that he was the Messiah, the Savior chosen by God.

The Gospels, which recount the life of Jesus, tell how crowds flocked to hear Jesus teach and perform miracles. Local officials, however, saw Jesus as a political threat. The Roman rulers of Jerusalem arrested, tried, and crucified Jesus. Followers of Jesus said that he rose from the dead three days later.

The life and teachings of Jesus inspired a new religion, Christianity. Christianity is based on the belief that Jesus was indeed the Messiah, sent by God to save the world. Christians teach that Jesus was, in fact, God in human form.

The teachings of Jesus emphasized love, mercy, and forgiveness. Jesus also taught that all people have an equal chance for **salvation**, or **everlasting life**. These beliefs appealed to many people, especially the poor and oppressed. This helped Christianity spread from the Middle East across Europe.

As Christianity spread, the Romans at first viewed it as a threat. Christians were subject to arrest and death. Later, emperors accepted Christianity and made it the official religion of the Roman Empire. As a result, it eventually became the dominant religion of all of Europe.

**Checkpoint** What does Christianity teach about Jesus?



**Use Graphics to Construct Meaning**  
Preview the pictures in this section. What do they suggest to you about the content of the text?

## Teach

### The Judeo-Christian Tradition

p. 22

#### Instruction

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **participate** and **precise** before reading, using the strategy on TE p. T21. **Key Terms** Have students complete the See It–Remember It chart for the Key Terms in this chapter.
- Have students read The Judeo-Christian Tradition using the Oral Cloze strategy (TE, p. T22).
- **Ask: What is the connection between Judaism and Christianity?** (*Jesus, whose life and teachings inspired Christianity, was Jewish; Christianity embraced many Jewish beliefs.*)

#### Independent Practice

Have students begin to fill in the Study Guide for this section.



**Interactive Reading and Notetaking Study Guide**, Chapter 1, Section 4 (Adapted Version also available.)

#### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand how Judaism and Christianity were connected and came to influence Europeans. Provide assistance as needed.

### The Ten Commandments

“[I.] I am the Lord your God, who brought you out of the land of Egypt, out of the house of bondage. You shall have no other gods before me. . . . [III.] You shall not take the name of the Lord your God in vain; . . . [V.] Honor your father and your mother, that your days may be long in the land which the Lord your God gives you. [VI.] You shall not kill. . . . [VIII.] You shall not steal.”

—Book of Exodus, Revised Standard Version



Painting showing Moses with the Ten Commandments

#### Reading Primary Sources

##### Skills Activity

According to the Bible, God gave the Ten Commandments to the Hebrew leader Moses. Five of the Commandments are given above.

- (a) **Apply Information** How does this selection reflect the Judeo-Christian idea of monotheism?
- (b) **Draw Conclusions** How do the Ten Commandments say we should treat other people?

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### Vocabulary Builder

Use the information below to teach students this section’s high-use words.

#### High-Use Word Definition and Sample Sentence

<b>participate</b> , p. 24	<i>v.</i> to take part in Adult American citizens have the right to <b>participate</b> in elections.
<b>precise</b> , p. 27	<i>adj.</i> exact; accurate Early settlers were able to create <b>precise</b> calendars based on the sun.

#### Answers

**Reading Skill** Possible response: The pictures suggest that the text is going to make a link between past and present.

**Checkpoint** Christianity teaches that Jesus is the Messiah, the Savior, God in human form.

**Reading Primary Sources** (a) The speaker identifies himself as “the Lord your God” and says that people will have no other gods. (b) Possible response: The Ten Commandments say we should treat others with respect and kindness.

## Greek and Roman Traditions

p. 24


### Instruction

L2

- Have students read Greek and Roman Traditions. Remind them to look for details to answer the Section Focus Question.
- Have students contrast Athenian and Roman ideas about democratic government. (*Athenian democracy was a direct democracy in which an assembly of ordinary citizens made decisions. In the Roman republic, people chose representatives to govern.*)
- Discuss with students the connection between education and democracy. Ask: **Why is education important in a democracy?** (*Possible answer: Citizens in a democracy are responsible for the outcomes of government and need to be knowledgeable and informed so that they can analyze problems and make decisions.*)

### Independent Practice

Have students continue filling in the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 1, Section 4 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand the contributions of Greek and Roman traditions to the European heritage. Provide assistance as needed.

#### Vocabulary Builder

**participate** (pah-TEEHS uh payt)  
v. to take part

#### Education in Athens

This Greek vase painting shows an Athenian school. At the center, a teacher checks a student's writing tablet. **Critical Thinking: Interpret Art** Identify one other subject that the students at this school are learning.

## Greek and Roman Traditions

Judaism and Christianity shaped European religious and moral thinking. At the same time, the ancient civilizations of Greece and Rome shaped European political traditions. Greek and Roman ideas would later deeply influence the Founders of the United States.

**Athenian Democracy** In the fifth century B.C., the Greek city-state of Athens experienced a sudden explosion of learning and creativity. Perhaps its most remarkable achievement was the birth of democracy.

Athens was a direct democracy. **Direct democracy is a form of government in which an assembly of ordinary citizens makes decisions.** This differs from the modern American form of government, in which citizens elect representatives to make laws. Any adult male citizen could **participate** in the Athenian Assembly. The Athenian leader Pericles described the Athenian idea of democracy:

“Our constitution is named a democracy, because it is in the hands not of the few but of the many. . . . We decide or debate, carefully and in person, all matters of policy.”

—Pericles, from *The History of the Peloponnesian War* (Thucydides)

Still, Athenian democracy had limitations. Women, slaves, and foreign-born people could not participate in government.

Athenians believed that a democracy depended on well-rounded, educated citizens. In Athenian schools, boys studied many areas of knowledge, from history and grammar to poetry and music. Because Athenian citizens were expected to voice their opinions in the Assembly, schools also trained students in public speaking.

**Roman Government and Law** While democracy was developing in ancient Greece, a few small villages in central Italy were growing into the city of Rome. Over time, the Romans developed new traditions in law and government.



### Differentiated Instruction

**L1** Less Proficient Readers

**L1** Special Needs

**Reading Aids** Suggest to students that they use a ruler to help them keep their place as they read, line to line, down a page of text. Have students mark unfamiliar words or phrases (such as *code of laws*)

with sticky notes. Periodically check students' progress and help them understand vocabulary they have marked as well as difficult passages.

### Answer

**Interpret Art** Music is depicted.

## Links Across Time

### Republican Government

**509 B.C.** The Roman Republic was established. The elected Senate became the chief governing and law-making body of Rome.

**1787** The Founders of the United States admired the Roman Republic. When they wrote the Constitution, they gave lawmaking power to an elected Congress similar to the Roman Senate. But they divided Congress into two separate houses, the Senate and the House of Representatives.

### Link to Today

**Congress Today** Today, as in the past, the men and women of Congress make laws that affect the lives of all Americans.

**For:** Congress in the news  
**Visit:** PHSchool.com  
**Web Code:** mvc-1014


2004 Congress gathers to hear the President speak.



In 509 B.C., the Romans overthrew their king and set up a republic. A **republic is a form of government in which people choose representatives to govern them.** In the Roman Republic, an elected senate and assembly made the laws.

Rome's code of laws defined the rights of citizens. According to the code, everybody was equal under the law. People accused of crimes were considered innocent until proven guilty. These principles form the framework of the American system of justice.

Long years of civil war led to the collapse of the Roman republic. In 27 B.C., a noble named Octavian declared himself emperor. The Roman Empire would last for almost 500 years. During this time, Roman ideas about law and government spread over a wide area.

 **Checkpoint** How did citizens participate in Greek and Roman government?

## New Horizons

After a period of decline, the Roman Empire fell to invaders in A.D. 476. Europe fragmented into many small states. The 1,000-year period after the fall of Rome is known as the Middle Ages.

**The Middle Ages** By the ninth century, feudalism had arisen in Europe. **Feudalism is a system in which a ruler grants parts of his land to lords.** In exchange, lords owed the king military service and financial assistance. In turn, lords granted land to lesser lords.

declining attendance at town meetings. Yet town meetings have kept pace with contemporary times, with attendees discussing such issues as genetically engineered food and nuclear power. In Vermont, the first Tuesday in March is Town Meeting Day, as it has been for centuries.

## History Background

**Direct Democracy** Direct democracy survives in the United States in the centuries-old institution of the New England town meeting. Town voters gather to consider town and school budgets and to discuss issues affecting the town. Many towns in New England have found that the demands of modern life have resulted in

## New Horizons

p. 25

### Instruction

- Have students read New Horizons. Remind them to look for causes and effects.
- Discuss with students the causes and effects of the Crusades. See that students understand that many events have unintended effects. (*Europeans left their homes to fight in the Crusades. Europeans failed to win control of the Holy Land but the Crusades helped them look beyond their own world: they came into closer contact with the more advanced Muslim civilization; they learned about technology that could be used for navigation.*)
- Display the transparency to explore connections among religion, trade, and exploration.

**Color Transparencies,** Religion, Trade, and Exploration

- Ask: **What ideas and advances influenced European thought and learning during the Renaissance?** (*ideas from ancient Greece and Rome; advances in science; inventions, such as the printing press*)

### Independent Practice

Have students continue filling in the Study Guide for this section.




**Interactive Reading and Notetaking Study Guide,** Chapter 1, Section 4 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand the changing European view of the world from the Crusades through the Renaissance. Provide assistance as needed.

### Answer

 **Checkpoint** Any adult male citizen could take part in government in Athens by making decisions in their Assembly; Romans took part in government by electing representatives in the senate.

## An Age of Exploration Begins

p. 27

### Instruction

L2

- Have students read An Age of Exploration Begins. Remind them to look for details that answer the Section Focus Question.
- Ask: **Why was Portuguese prince Henry called Henry the Navigator?** (He set up a center for exploration at Sagres where crews could learn about navigation and mapmaking.)
- Ask: **Why did Portuguese sailors sail south along the coast of West Africa?** (They were looking for a direct sea route to Asia so they could bypass other merchants and increase their profits from the spice trade.)

### Independent Practice

Have students complete the Study Guide for this section.



**Interactive Reading and Notetaking Study Guide**, Chapter 1, Section 4 (Adapted Version also available.)

### Monitor Progress

- As students fill in the Notetaking Study Guide, circulate to make sure they understand Portugal's early domination of the age of exploration. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.
- Have students go back to their Word Knowledge Rating Form. Rerate their word knowledge and complete the last column with a definition or example.

**All in One Teaching Resources, Unit 1**, Reading Readiness Guide, p. 19; Word Knowledge Rating Form, p. 15

### Answers

**Make Predictions** As books became more widely available, more people would learn to read and would become educated, and learning would spread.

**Checkpoint** a rebirth of learning in Europe that began in the 1300s



#### Copying a Manuscript

In Europe during the Middle Ages, learning was in the hands of the Church. Monks like this one spent hours and hours each day carefully copying books by hand. **Critical Thinking: Make Predictions**

*How might the invention of mechanical printing affect learning in Europe?*

The Roman Catholic Church had great power in the Middle Ages. Daily life revolved around the rituals of the Catholic Church. The Catholic Church was also the center of learning. Outside of members of the clergy, few people, even among the nobility, were able to read and write.

**The Crusades** In 1095, the leader of the Roman Catholic Church, Pope Urban II, declared a crusade, or holy war. Its object was to win back control of the region known as the Holy Land, the land where Jesus had lived and taught. There were nine crusades over the next 200 years. In the end, they failed to win permanent control of the Holy Land.

Still, the Crusades had important long-term effects. They put Europeans in closer contact with the more advanced Muslim civilization. Europeans were attracted by the rich goods they saw in the Holy Land. They tasted strange foods and spices, such as oranges, pepper, and ginger. They also learned about advanced technology used for navigation. In time, the Crusades would help inspire Europeans to look overseas for trade.

**The Renaissance** Beginning in the 1300s, there was a rebirth of learning that is known as the Renaissance. European scholars rediscovered the classical texts of ancient Greece and Rome. Artists reflected a new interest in subjects that had influenced ancient thinkers.

Science and invention flourished. One invention, in particular, had a great impact on society. In the mid-fifteenth century, Johann Gutenberg invented a printing press. Using movable type, the printing press enabled a printer to produce a large number of identical books in a short time. As books became more available, the ability to read became more widespread.

During the late Middle Ages, powerful nation-states emerged in Europe. Italian cities had long controlled trade on the Mediterranean. The new nations—Spain, Portugal, France, and England—would shift the important trade routes to the Atlantic Ocean.

**The Reformation** Since the late Roman Empire, most Europeans had belonged to the Roman Catholic Church. Not all were happy with Catholicism, however. In 1517, a German monk named **Martin Luther** demanded that the Roman Catholic Church reform.

When his demands were rejected, Luther rebelled against the Catholic Church authority. Followers of Luther were called Protestants, because they were protesting certain Catholic Church practices. The movement Luther led is called the Protestant Reformation. Over time, Luther's movement split, and many Protestant churches emerged. The Reformation also plunged Europe into a long series of wars between Catholic and Protestant forces.

**Checkpoint** What was the Renaissance?

### Differentiated Instruction

**L1 English Language Learners** **L1 Less Proficient Readers** **L1 Special Needs**

**Create an Annotated Timeline** Have students work in groups to create annotated timelines that present the information in the subsections New Horizons and An Age of Exploration Begins. Tell students to plot events and their dates in chronological order on a timeline spanning the time

frame 400–1600. For each event, students should write a note that briefly describes the significance of the event in the development of European civilization. Post the timeline so the whole class can use it as a study aid.

## An Age of Exploration Begins

The Renaissance, the rise of nations, and the expansion of trade set the stage for an era of exploration. The person who provided the leadership for this new era was a brother of the king of Portugal, known to history as Prince **Henry the Navigator**. A deeply religious man, Henry hoped not only to expand Portuguese power but also to spread Christianity to new lands.

In the 1400s, Henry set up a center for exploration at Sagres (SAH greesh) in southern Portugal. He brought mathematicians, geographers, and sea captains to this center to teach his crews everything they needed to know about navigation and mapmaking.

At Sagres, sailors learned how to use the magnetic compass to find their direction at sea. They also learned how to use an instrument called the astrolabe to determine their precise latitude, or distance from the equator.

Using their new skills, Portuguese sailors began sailing southward along the western coast of Africa. By 1498, the Portuguese sailor **Vasco da Gama** passed the southern tip of Africa and continued north and east to India. Da Gama's course became an important trade route and helped boost Portuguese wealth and power. Later, Portuguese sailors pressed on to the East Indies, the source of trade in spices.

**Checkpoint** What was Prince Henry's goal?

**Looking Back and Ahead** By the time Vasco da Gama reached India, Prince Henry was long dead. However, his work opened the way for European sailors to reach far-flung corners of the globe. In the next chapter, you will see how these sailors linked the long-separated worlds of the east and west.

### Vocabulary Builder

**precise** (pree sis) **adj.** exact; accurate

### Progress Monitoring

**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mva-1014

## Section 4 | Check Your Progress

### Comprehension and Critical Thinking

- (a) **Recall** What role did citizens play in Athens?  
(b) **Contrast** How did Athenian democracy differ from the Roman Republic?
- (a) **Recall** How did Europeans make greater contact with the outside world?  
(b) **Identify Benefits** How might Europeans of that time benefit from increased trade?

### Reading Skill

- Use Graphics to Construct Meaning** How did previewing visual material in this section help you read more actively? How did this material add detail to your understanding of European civilization?

### Key Terms

- Answer the following questions in complete sentences that show your understanding of the key terms.
- How did **monotheism** differ from other early beliefs?

- Why were nobles important in **feudalism**?
- How are leaders chosen in a **republic**?

### Writing

- Some of the events covered in this section include the Crusades, feudalism, and the Renaissance. What do you think life was like in Europe before these events happened? How did life in Europe change after these events? Answer the questions in one or two paragraphs.

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## Section 4 Check Your Progress

- (a) Citizens made decisions in the Athenian Assembly  
(b) Athenian citizens participated directly in their democratic government; Romans elected representatives to govern them.
- (a) through the Crusades, and through trade  
(b) new goods and ideas
- Answers will vary, but should mention that previewing the visuals raised questions that helped students read actively to find answers; possible responses: the visuals offered details about traditions described in the text and illustrated the influences that shaped European civilization.
- It taught that there was only one God, not many gods.

## Assess and Reteach

### Assess Progress L2

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources, Unit 1,** Section Quiz, p. 27

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies,** Chapter 1, Section 4

### Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide,** Chapter 1, Section 4 (Adapted Version also available.)

### Extend L3

Have students write a diary entry from the point of view of a sailor on Vasco da Gama's voyage around the tip of Africa. In their diary entries students should express their hopes and fears about the voyage.

### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

### Answer

**Checkpoint** to expand Portuguese power and spread Christianity to new lands

- In return for grants of land, they provided military service and financial assistance to the king.
- They are elected by citizens.
- Students' paragraphs should demonstrate an understanding of the significance of the events in the development of European civilization and provide accurate supporting details from the text of this section.