

1

GEOGRAPHIC SETTING

FIND OUT

How has location influenced the development of Western Europe?

What physical and climate features have affected Western European societies?

How have the people of Western Europe used their natural resources?

In the *Aeneid*, the ancient Roman poet Virgil tells the story of Aeneas. He and his men are sailing home after years of war. Suddenly, a violent storm in the Mediterranean Sea crashes down upon their ship:

“The winds, wherever they could,
came sweeping forth,
Whirled over the land, swooped
down upon the ocean. . . .
Men cry; the rigging creaks and
strains; the clouds
Darken, and men see nothing; a
weight of darkness
Broods over the deep; the heavy
thunder rumbles
From pole to pole; the lightning rips
and dazzles;
There is no way out but death. ”

The seas have always played a major role in the life of Europeans. Since ancient times, the peoples of Europe have reached across the seas to trade and to set up colonies. Through peaceful means as well as through conquest, they have spread their cultures throughout the world. At the same time, they have brought back to Europe ideas and goods from other societies.

Location

Europe is called a continent, but it is actually part of a larger landmass that includes both Europe and Asia. In fact, Europe is a vast peninsula along the western edge of the Eurasian continent. It extends westward from the Ural Mountains to the Atlantic Ocean and southward from the Arctic Ocean to the Mediterranean Sea. Although it is only a small region—and one that at times has been remote from other centers of civilization—Europe has had a major impact on the world.

Subregions. Europe contains two main subregions, Western Europe and Eastern Eu-

rope. Although the two regions share many traditions, their histories and cultures developed differently. These differences were highlighted in the years following World War II, when the countries in Eastern Europe came under communist rule. Although the collapse of communism in the 1990s brought many changes to Eastern Europe, we still refer to Western Europe and Eastern Europe as separate subregions. (You will read about Eastern Europe in Chapters 32–34.)

Western Europe covers about one third of Europe, or 1.4 million square miles (3.6 million sq km). It contains more than 380 million people who inhabit 23 countries.

MAP STUDY

Western Europe includes the western third of the European continent. This region contains diverse landforms and is bordered by major bodies of water on the north, west, and south.

- 1. Region** (a) Identify two landforms in Europe. (b) Give an example of each.
- 2. Location** (a) Name three peninsulas in Western Europe. (b) Which is farthest north? (c) Which is farthest west?
- 3. Understanding Causes and Effects** Europe has many navigable rivers and is surrounded by seas. (a) How have these seas helped bring the peoples of Europe together?

Western Europe: Physical



Importance of the seas. The seas have helped to shape European societies since ancient times. The region, which includes several major peninsulas that jut out into the surrounding waters, has a long coastline and countless natural harbors. For centuries, the seas around Europe have served as highways to the rest of the world. At one time, Europeans not only controlled much of the world's trade but colonized and ruled lands in Asia, Africa, and the Americas as well. The peoples of Europe have sailed to almost every corner of the globe, exchanging goods and ideas with people of other cultures.

The sea also influenced people's everyday lives. For thousands of years, coastal people have made their living from the sea. Today, fishing, shipping, and tourism at beach resorts provide major sources of income.

The Shape of the Land

Western Europe contains all the major landforms—plains, hills, plateaus, and mountains. These landforms have played an important part in influencing where people settled and how they organized their society.

Plains. One quarter of Western Europe consists of lowland plains. These plains are located along seacoasts and in river valleys. The largest and most important is part of the North European Plain, which stretches more than 1,000 miles (1,600 km) from Britain through France and Germany into Eastern Europe. Early peoples settled in the plains because the soil was generally fertile and trade and travel were fairly easy. Today, the North European Plain contains some of the world's most productive farmland as well as some of Western Europe's major cities and many of its industries.

In ancient times, many lowland areas were mosquito-ridden marshes. About 800 years ago, Europeans began to develop the technology to drain the marshlands and open up rich new lands for farming. The people of the present-day Netherlands, the Dutch, reclaimed land from the sea. They built dikes, or sea walls, to hold the sea back. They then used windmills to pump water out of the reclaimed lands that were below sea level.

The absence of natural barriers on Europe's plains has greatly affected the course of European history. For centuries, the lowlands served as the major land routes for migration and trade. In addition, the lack of barriers contributed to warfare. Rival groups and nations could invade neighboring lands with relative ease.

Highlands. Scattered across Western Europe are hills and plateaus, which are more suitable for grazing than for farming. In general, the highest of these landforms have served as barriers to migration, trade, and invaders. Major European mountain ranges include the Alps, the Pyrenees (PIHR uh neez), and the Apennines (AP uh nīnz). Because much of southern Europe is mountainous, people in Spain, Portugal, Italy, and Greece often lived in isolated communities. Unable to travel easily by land, they turned to ocean highways. For example, the Pyrenees separated Spain from France, while the Mediterranean provided a highway to North Africa. As a result, African cultures have had an important effect on Spain.

Rivers

Western Europe has many navigable rivers. Today, as in earlier times, they provide routes for transportation and trade. Rivers have encouraged economic interdependence and cultural contacts among various regions. In addition, fast-flowing streams and rivers provide hydroelectric power as well as an abundance of fish. Since the 1600s, Europeans have extended their river systems even farther by building a vast system of canals.

Many of Western Europe's major cities developed beside rivers. Paris is located on the Seine (sayn), London on the Thames (tehmz), and Rome on the Tiber. These cities became powerful because they commanded trade routes on important waterways.

The longest river located entirely within Western Europe is the Rhine. It flows 820 miles (1,310 km) from the Alps to the North Sea. Some cities along the Rhine, such as Cologne, were founded more than 2,000 years ago. Others grew up in the 1800s during the



Cologne, Germany Cologne and other European cities, including Strasbourg, Bonn, and Düsseldorf, rose along the Rhine River. For centuries, the river has served as an artery for trade and transportation as well as a source of fish and water.

Environment How has industrialization brought benefits and harm to those living along the river today?

Industrial Revolution because the Rhine flowed through regions that were rich in natural resources.

Today, the Rhine Valley is one of the most densely populated and heavily industrialized areas of Europe. People and industry have contributed to major problems along the Rhine, however. The river carries toxic wastes and other forms of pollution from Switzerland, Germany, and France to the Netherlands and into the North Sea.

Climate and Resources

Climates vary across Western Europe. Much of the Atlantic coast has a mild marine climate, with warm winters, cool summers, and plentiful rainfall. The marine climate is suited to farming.

Much of southern Europe has a Mediterranean climate, with hot, dry summers and mild, rainy winters. Some areas, such as the interior of Spain, receive almost no rainfall during the winter. As a result, farmers must rely on irrigation.

Mountainous areas, such as the Alps, have a highland climate. Temperatures vary according to altitude. People make a living by farming, herding, or cutting timber in the foothills.

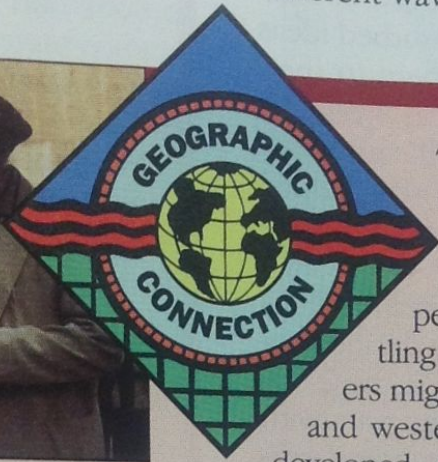
Agricultural resources. In ancient times, people in Western Europe drained marshlands and low-lying coastal areas bordering the Mediterranean Sea. Later, improved farming methods helped to preserve fertile soil in these areas. Despite these efforts, overuse and erosion have destroyed a great deal of farmland, especially in parts of southern Europe.

Forests once covered much of Western Europe. Over the centuries, however, people cut down forests for farmland, fuel, and building materials. Today, Western European countries are making an effort to manage their remaining forest resources.

Mineral resources. Western Europe has rich deposits of iron ore, coal, uranium, copper, and other minerals. These resources helped European nations industrialize during the 1700s and 1800s. In addition, Europeans have developed new technologies to exploit their mineral resources. During the 1700s, for example, the invention of steam-driven pumps made it possible to drain away water from flooded mines so that coal, iron ore, and other minerals could be removed.

Energy resources. During the Industrial Revolution, Europe used up much of its abundant supply of coal. Today, many European nations rely on imported oil to meet their energy needs. Since the 1970s, deposits

of oil and gas in the North Sea have helped Britain and some other European nations solve their energy problems. European nations are also turning to nuclear power. France, for example, uses nuclear power to supply 35 percent of its energy needs.



The Lost Language

All Sir William Jones wanted to do was to learn Sanskrit. While he was studying, however, he made a surprising discovery. This ancient language of India bore amazing similarities to Latin and Greek. The Sanskrit word for “mother”—*matar*—was almost identical to the Latin word, *mater*. “Father” was *pitar* in Sanskrit, *pater* in Latin and Greek. The more he studied, the more similarities he found.

How could this be? Thousands of miles and many natural barriers separated India and Europe. Still, Jones concluded, the similarities were too strong to be accidental. In 1786, he announced:

“No one could examine them all three, without believing them to have sprung from some common source.”

Since then, scholars have traced many languages to this “common source.” Today, these languages are called the Indo-European family. But where did this source originate? Language and geography provide the clues. European languages have similar words for the animals and trees of northern Europe, such as oak, willow, bear, and wolf. There are no common words for the animals and trees of southern Europe.

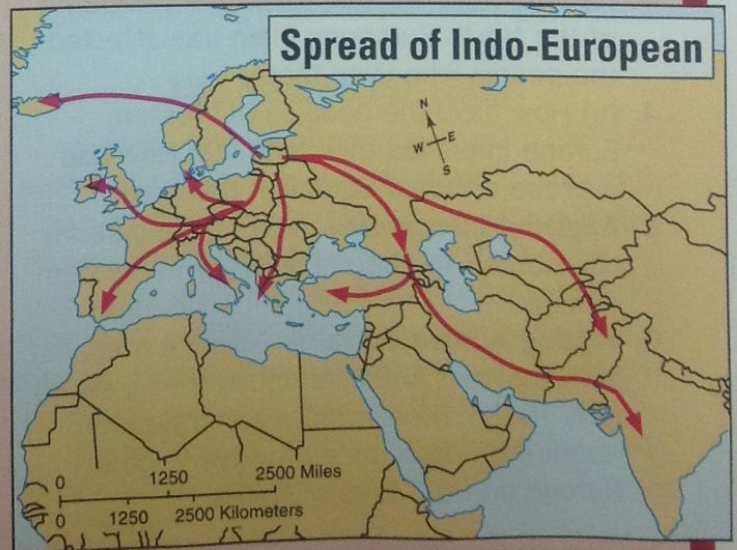
People. The peoples of Western Europe belong to many different cultural groups. They speak dozens of languages, practice different religions, and follow a variety of customs.

The languages of modern Europe reflect different waves of migration that began more

To scholars, this suggests that the Indo-European languages began in north-central Europe. In time, some northern Europeans set out toward the east, settling in Iran, India, and Pakistan. Others migrated westward toward southern and western Europe. The root language developed into dozens of different languages, but the family resemblances remain. The word for “three” is *drei* in German, *tres* in Spanish, *tre* in Albanian, and *tri* in Russian.

Almost every language in Europe is part of the Indo-European family, but there are exceptions. Hungarian and Finnish belong to other language families. High in the Pyrenees, the Basque people speak a language that has no known relatives. Perhaps the Basques were the original inhabitants of the region. Isolated by mountains, they may have been bypassed by the spread of Indo-European culture.

1. Where do scholars think Indo-European languages originated? Why?
2. **Drawing Conclusions** Why did the root language develop into different languages as people migrated?



than 40,000 years ago. Some migrating peoples moved into what is today Greece and Italy. Others spread into the regions that are now Scandinavia, Germany, France, and the British Isles. The ancient Greeks traded with Egypt, Babylon, and other advanced civilizations of the Middle East. They absorbed ideas from these societies, adapting them to their own needs. Over time, the ideas from ancient peoples spread northward and westward across the continent. They helped shape the foundations of what we call western civilization.

By the 1200s, modern European nations began to emerge with their own distinct languages, customs, and cultures. As these nations expanded, they fought many wars with their neighbors. Despite long-standing religious, political, and cultural differences, Europeans are more willing than ever before to cooperate with each other. In recent years, Western European nations have opened their borders and encouraged close economic ties. Some leaders support the goal of political as well as economic union.

SECTION 1 REVIEW

- 1. Locate:** (a) Europe, (b) Ural Mountains, (c) Mediterranean Sea, (d) North European Plain, (e) the Netherlands, (f) Alps, (g) Pyrenees, (h) Apennines, (i) Greece, (j) Rhine River.
- 2.** How has the sea affected the development of Europe?
- 3.** Describe two ways in which the geography of the North European Plain has affected the people who lived there.
- 4.** (a) How have the peoples of Western Europe improved their land? (b) How has overuse affected European resources?
- 5. Applying Information** How has geography contributed to cultural diversity in Western Europe?
- 6. Writing Across Cultures** Using a map, list six important American cities that grew up near rivers. Then, write a generalization about the importance of rivers in both Europe and the United States.

2

HERITAGE OF GREECE AND ROME

FIND OUT

- What ideas about government did the Greeks develop?
- How did Greek culture spread throughout the ancient world?
- What Roman traditions influenced Western Europe?

Vocabulary acropolis, aristocracy, direct democracy, Socratic method, patrician, plebeian

In 430 B.C., the Greek city-state of Athens was at war with its neighbor, Sparta. Pericles, a leader of Athens, spoke at a public funeral for the soldiers of his city-state who had died in battle. In his funeral oration, or speech, Pericles described the benefits of the Athenian political system:

“Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. . . . I declare that our city is an education to Greece. . . . Future ages will wonder at us, as the present age wonders at us now.”

As Pericles predicted, later ages have admired and adapted many remarkable achievements of ancient Athens.

Geographic Setting

The Greek mainland is a mountainous peninsula. Its coastline has excellent harbors. As a result, the early Greeks turned to the sea. When storms raged, Greek sailors found shelter on the many islands that dotted the Aegean Sea. Greek traders carried goods across the Mediterranean and eventually set

up colonies there. The Greeks adapted many ideas from other civilizations. They adopted the Phoenician alphabet and used coins for money, as did the peoples of the Middle East.

City-states. Greece's rugged terrain made transportation and communication difficult. Because they were cut off from one another, the Greeks developed small, separate communities. In time, these communities grew into city-states. Each city-state prized its freedom and fiercely resisted outside interference.

At the center of each city-state was an **acropolis** (uh KRAHP uh lihs), or hilltop fortress. Public life centered around the acropolis. Because the climate of Greece is mild, men gathered in the acropolis to gossip and to discuss important religious and political events.

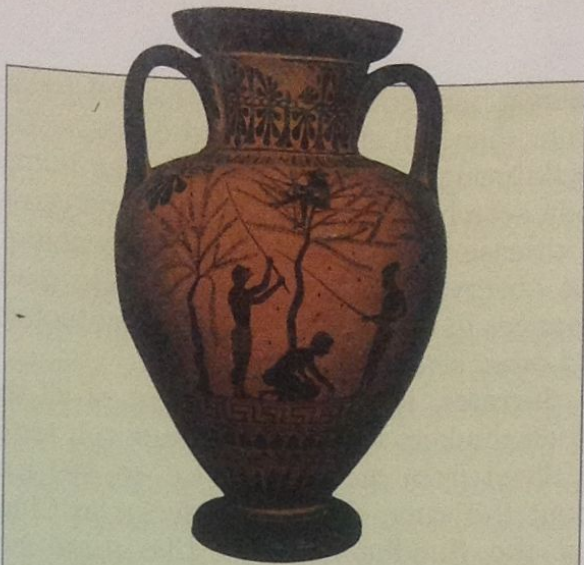
Greek Ideas About Government

The city-states developed various forms of government. At first, a monarch, or king, ruled each city-state. Gradually, **aristocracies**, or government by a small, privileged upper class, replaced the monarchies. As city-states grew, other classes demanded a voice in government. Slowly, ordinary citizens gained certain rights, laying the foundations for democracy. Our ideas about democracy grew out of Greek traditions.

Growth of Athenian democracy. Athens was one of the first Greek city-states to develop a democratic government. By 450 B.C., Athens was a **direct democracy**—that is, all citizens participated in government directly rather than through elected representatives. Under the great leader Pericles, Athenian democracy reached its height.

In his funeral oration, Pericles spelled out Athenian ideas about democracy. (See page 644.) He pointed out that power rested in the hands of individuals and that all citizens were equal before the law. Pericles also argued that each citizen had both the right and the duty to participate in government:

“We do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all.”



Harvesting Olives Most of the city-states of ancient Greece consisted of small communities surrounded by farmland. Two common crops were wheat and olives. Oil pressed from olives was used for cooking and making soap as well as for fuel for lamps. **Fine Art** What does this vase painting suggest about the technology used in Greek farming?

The idea of individual responsibility in government became part of the tradition of Europe, the United States, and other areas of the world. (See Connections With Literature, page 807, “Pericles’ Funeral Oration.”)

Limited democracy. Athenian democracy was extremely limited. Only citizens—free men who had been born in Athens—had the right to participate in government. The majority of Athenians, including slaves, resident foreigners, and women, had no political rights. They could not vote, own property, or hold public offices. Still, Athenian democracy, with its stress on public service and open discussion, became a model for other city-states.

The Search for Truth

Greek philosophers believed that the search for truth was a basic duty. To this end, they studied every branch of knowledge. Philosophers began to question the traditional belief that gods and goddesses controlled the forces of nature. Through observation and reason, Greek philosophers sought to discover natural laws that explained the universe.

The Greeks’ search for truth influenced many fields of study. In medicine, Greek

philosophers concluded that natural forces, rather than evil spirits, caused diseases. This breakthrough led them to study the human body, searching for the symptoms and causes of disease. Using reason, experimentation, and observation, Greek thinkers also made advances in mathematics, astronomy, biology, and other sciences.

Socrates. Perhaps the greatest of all the Greek thinkers was Socrates (SAHK ruh teez). He lived from around 470 B.C. to 399 B.C., about the same time as Confucius in China and the Buddha in India. Like these two philosophers, Socrates sought a code of conduct for human behavior. As a teacher, he encouraged his students to apply reason in the quest for truth. He developed a question-and-answer technique that became known as the **Socratic method**. By asking students one question after another, Socrates forced them to examine their beliefs and to discard any belief that could not be proved through reason.

Many Athenians saw Socrates as a dangerous troublemaker. They accused him of corrupting young people by encouraging them to doubt the wisdom of their elders and the gods. They had Socrates arrested on the charge of failing to honor the gods and corrupting Athenian youth. At his trial, Socrates argued that he was not an enemy of Athens but a friend of the truth. Still, the jury condemned him to death. His friends urged him to flee. Socrates refused, claiming that a citizen must obey the law.

Plato and Aristotle. Socrates left no writings. After his death, however, his student Plato collected Socratic ideas in the *Dialogues*. Although Socrates was his teacher, Plato developed his own ideas, especially about government. In *The Republic*, Plato described the ideal government as one that was based on justice for all. He rejected democracy because it had condemned Socrates to death. Instead, Plato proposed a state in which philosophers would rule as kings, workers would produce food, and soldiers would protect the state. Plato's ideas about justice and government have influenced western thought to the present. (📖 See Connections With Literature, page 807, "Apology.")

Plato's student Aristotle (AR ihs taht'l) sought truth from experience. The philosopher, he taught, should gather evidence from the real world and then use reason to determine the truth. He created a system of reason known as logic. Aristotle was interested in everything, and he studied a vast range of subjects, from medicine to poetry. He urged people to adopt moral behavior and to aim for moderation in all things.

Aristotle's ideas have influenced people for more than 2,000 years. Muslim scholars translated and preserved many of his works during the Early Middle Ages, when Europe was in disorder. Later in the Middle Ages, Aristotle's teachings came back to the West. European scholars turned to Aristotle as the authority in almost every field of science.

Arts and literature. The Greeks' emphasis on reason and balance shaped their arts. Architects fashioned graceful temples that reflected this interest. Sculptors carved statues that were based on an ideal notion of the human form. More than 1,500 years later, European artists continued to use Greek examples as the models for their work.

In literature, the Greeks produced epic poems, such as the *Iliad* and the *Odyssey*. In these epics, the poet Homer tells stories of how gods and goddesses interfered in the lives of human heroes. These epics have had a lasting influence on western literature. The Greeks also developed two types of drama, tragedy and comedy. Tragedies, such as *Antigone*, focused on the sufferings of the major character and usually ended in disaster. Comedies, such as Aristophanes' *Lysistrata*, ridiculed people, ideas, and social customs.

Greek historians developed a new approach to history. They treated history not as the deeds of gods but as the study of human actions. Historians such as Thucydides (thoo sih dih deez) used evidence and impartial information to describe the wars of ancient Greece.

The Hellenistic World

Because the Greek city-states were constantly at war with one another, they could seldom unite even against a common enemy.

In the end, an outsider, Philip of Macedonia, who ruled a kingdom north of Greece, brought the fiercely independent city-states under his control.

Alexander the Great. Philip's son, known as Alexander the Great, completed the work of uniting Greece. He then conquered a huge empire that stretched from Greece and Egypt eastward to the Indus River. As a young man, Alexander had studied with Aristotle and had come to admire Greek culture. Later, he spread that culture to all of the lands he conquered.

Although Alexander's empire broke up after his death in 323 B.C., he had a lasting effect on both the European and Asian civilizations. Through conquests, he created a rich new culture known as Hellenistic civilization. It blended Greek culture with the cultures of Egypt and the Middle East.

Alexandria. The city of Alexandria in Egypt became a center of Hellenistic civilization. Scholars from Greece, Persia, and Egypt gathered in Alexandria, where they made important advances in medicine, mathematics, and the sciences. For example, the Egyptians showed Greek physicians how to perform surgery using anesthetics. Euclid summarized the mathematical learning of the ancient world in *The Elements*, which became the basis of modern geometry.

Growth of Rome

During Alexander's time, Rome was a small city-state on the Tiber River in Italy. During the Hellenistic period, it grew into a powerful empire. At its height, Rome ruled many diverse lands and peoples.

Roman Republic. In 509 B.C., the Romans set up a republic. In a republic, citizens who have the right to vote choose their leaders. As in Greece, citizenship in Rome was limited. Slaves and foreigners were not citizens. Roman women were citizens, but they could not vote or hold public office.

In the Roman Republic, a senate and an assembly made the laws. At first, **patricians**, or wealthy landowners, controlled the government. The **plebeians** (plee BEE uhnz), or

common people, had no real voice in the government. They could vote, but they could not hold office. Gradually, the plebeians gained more rights, including the right to participate in the senate.

Roman expansion. During the early years of the Republic, the Romans struggled against powerful neighbors. Those early experiences helped shape Roman values. Romans emphasized duty, sacrifice, and patriotism. The Romans developed a strong, swift army, which they organized into legions, or units of about 6,000 soldiers. By 264 B.C., Roman legions had conquered all of Italy. They then won lands in North Africa, Spain, and Greece.

Expansion led to economic and social problems in the Republic. To restore order,

A Roman Woman This wall painting was found at Pompeii, a Roman city buried under lava during an eruption of Mt. Vesuvius in A.D. 79. The woman's patrician rank is indicated by her purple-and-white robes—worn only by the upper classes—and by the servant behind her. **Citizenship** How did the status of Roman women differ from that of Greek women?



Roman Civilization

Romans turned to military leaders. The most brilliant and powerful was Julius Caesar. Under Caesar, Rome conquered new lands in Europe and around the Mediterranean. Afraid of Caesar's growing power, a group of senators killed him in 44 B.C.

Roman Empire. Caesar's death marked the end of the Roman Republic. In 27 B.C., his adopted son Octavian declared himself emperor. He took the title Augustus Caesar.

The Roman Empire lasted almost 500 years. At its height, it stretched from Spain in the west to the Euphrates River in the east. Under the empire, Romans carried their ideas and the Latin language to diverse lands. For the first 200 years, the empire enjoyed relative peace and prosperity. This period has become known as the Pax Romana, or Roman peace.

Among the lasting contributions of Roman civilization was its system of law. During the Pax Romana, the Romans developed a legal system to meet the needs of the diverse peoples they ruled.

Under the Roman system of justice, everyone was equal before the law. The Romans introduced to Europe the idea that an accused person is innocent until proven guilty. They also allowed the use of evidence in the courtroom and set up procedures to ensure a fair trial. Roman ideas about law spread throughout Western Europe and still influence legal practices in Europe and the Americas today.

Diffusion and diversity. The Roman Empire included diverse peoples and cultures. The Romans promoted unity by offering citi-

MAP STUDY

Rome expanded from a small city on the Tiber River into a great empire. At its height, in A.D. 117, the Roman Empire extended from Asia Minor to Britain and Spain and also included parts of North Africa and the Middle East.

- 1. Movement** (a) During which years did Rome add the most land? (b) What territories did Rome conquer from 44 B.C. to A.D. 117?
- 2. Interaction** Explain how Rome's location helped it conquer a vast empire.
- 3. Solving Problems** How did the Roman Empire strive to unify the diverse peoples it ruled?





Hadrian's Wall Among the lands ruled by Rome was England. About A.D. 123, the Roman emperor Hadrian had a wall built across northern England to keep out invaders from Scotland. Parts of the 10-foot-thick wall survive today. **Power** What does Hadrian's Wall reveal about Roman power?

zanship to all peoples. They also united their empire by building a vast network of roads. During the Pax Romana, trade flourished, which helped to spread goods and ideas across great distances.*

Over time, the Romans blended Greek and Hellenistic traditions with their own to create a new Greco-Roman civilization. From the Greeks, the Romans borrowed ideas about architecture, then added their own improvements such as the use of the dome. Romans were excellent engineers. They built roads and bridges that are still used today. They also built enormous aqueducts to carry water from rural areas to cities.

Spread of Christianity. The unity of the Roman Empire, its system of roads, and extensive commerce helped a new religion—Christianity—to spread. As you read in Chapter 25, Christianity began in the Roman province of Palestine. Followers of the new

religion preached throughout the Greco-Roman world. The message of hope offered by Christianity won many converts.

At first, the Roman Empire persecuted Christians. Despite persecution, the religion gained in strength. The emperor Constantine tolerated Christians and converted to Christianity on his deathbed. Finally, in A.D. 395, the emperor Theodosius I made Christianity the official religion of the Roman Empire.

In time, Christians in Western Europe developed a strong church organization. At its head was the bishop of Rome, or pope. As the Roman Empire declined in Europe, the Christian Church took over many of its governing functions.

Decline of Rome. Several factors contributed to the decline of the Roman Empire. Powerful leaders competed for the throne, and civil war was frequent. The fighting disrupted trade and weakened the economy. At the same time, outside invaders frequently attacked the empire.

Occasionally, a strong ruler emerged to stem the tide of decay. Diocletian, for example, introduced reforms to restore order and

*The Pax Romana occurred at the same time that the Han rulers were uniting a huge empire in China. Through traders in the Middle East and along the Silk Road, goods passed between Rome and China.

resolve basic economic problems. Also, to govern the vast empire more effectively, he divided it into eastern and western halves. He controlled the wealthier eastern portion. A co-emperor, responsible to Diocletian, ruled the western half.

The emperor Constantine continued many of Diocletian's policies. Like Diocletian, he favored the empire's rich eastern cities, and he moved the capital to Byzantium, a city on the Bosphorus. The capital was later renamed Constantinople. Moving the capital from Rome to Constantinople symbolized the declining influence of the western empire.

Despite the efforts of rulers like Diocletian and Constantine, reform failed. Weakened by internal problems and foreign invaders, the Western Roman Empire collapsed in the A.D. 400s. The Eastern Roman Empire—later known as the Byzantine Empire—survived for another 1,000 years.

SECTION 2 REVIEW

- 1. Locate:** (a) Athens, (b) Alexandria, (c) Rome, (d) Constantinople.
- 2. Identify:** (a) Socrates, (b) Aristotle, (c) Homer, (d) Julius Caesar, (e) Pax Romana, (f) Constantine.
- 3. Define:** (a) acropolis, (b) aristocracy, (c) direct democracy, (d) Socratic method, (e) patrician, (f) plebeian.
- 4.** How did Alexander the Great help to spread Greek culture?
- 5.** What legal and religious traditions developed in the Roman Empire?
- 6. Analyzing Ideas** A Roman poet said of Rome, "Greece has conquered her rude conquerors." How does this statement reflect the influence of Greek ideas on the Roman Empire?
- 7. Writing Across Cultures** List the features of direct democracy in Athens and those of republican government in Rome. Then, write a paragraph explaining which system is closer to modern American government.

3

WESTERN EUROPE IN THE MIDDLE AGES

FIND OUT

What was the structure of feudal society?

What role did the Christian Church play during the Middle Ages?

What changes took place in Europe after the 1100s?

Vocabulary *fief, vassal, knight, serf, manor, sacrament, charter*

“The work of giants molders away. Its roofs are breaking and falling; its towers crumble in ruin. Plundered those walls with grated doors—the walls white with frost. Its battered ramparts are shorn away and ruined, all undermined by eating age.”

The unknown poet who wrote “The Ruin” in the 600s was describing Bath, England. There, the Romans had once built huge public baths of stone. As Roman rule weakened, peasants stole the stones to build wells. They may even have taken the iron hinges from the doors to make plows.

In time, Roman officials could no longer maintain the empire's splendid buildings. Roads crumbled. Bridges collapsed. Trade and travel slowed to a trickle. Western Europe entered a long period known as the Middle Ages.

Early Middle Ages

The Middle Ages lasted from the decline of Rome to the emergence of the modern European world in about 1450. Historians usually divide the Middle Ages in Europe into

two periods—the Early Middle Ages and the Late Middle Ages.

Narrowing horizons. Even before Rome fell, waves of invaders had swept into Europe, disrupting life in the Roman provinces. During the 300s, Hun warriors from Central Asia pushed Germanic peoples westward. As a result, various Germanic groups—the Vandals, Goths, and Franks—moved into Western Europe. The Angles and Saxons advanced into Britain.

During the Early Middle Ages, these invasions continued, gradually undermining orderly Roman civilization. People's horizons narrowed, as much of the learning of ancient Greece and Rome was lost. Instead of a single, unified Roman Empire, many small Germanic kingdoms appeared in Western Europe. During the invasions, trade slowed and towns declined. The money economy of Rome disappeared.

Charlemagne. Among the Germanic peoples who settled in Western Europe were the Franks. They slowly built a strong kingdom that united parts of France and Germany. The kingdom of the Franks reached its height under Charlemagne (SHAHR luh mayn). A skillful general, Charlemagne reunited much of the Western Roman Empire in about 800.

Charlemagne set up an efficient government. He helped missionaries to spread the teachings of Christianity throughout northern Europe. He also encouraged a revival of learning and the arts. Charlemagne's empire broke up after his death, but his efforts to improve education helped set the stage for medieval civilization, which grew out of Roman, Christian, and Germanic traditions.

Feudalism

For 200 years after the death of Charlemagne, Western Europe was battered by invasions. Magyars swept in from the east. Muslims controlled Spain and threatened Italy. Vikings from Scandinavia attacked communities throughout Western Europe. In response to these dangers, a military elite emerged. A feudal system slowly began to develop in

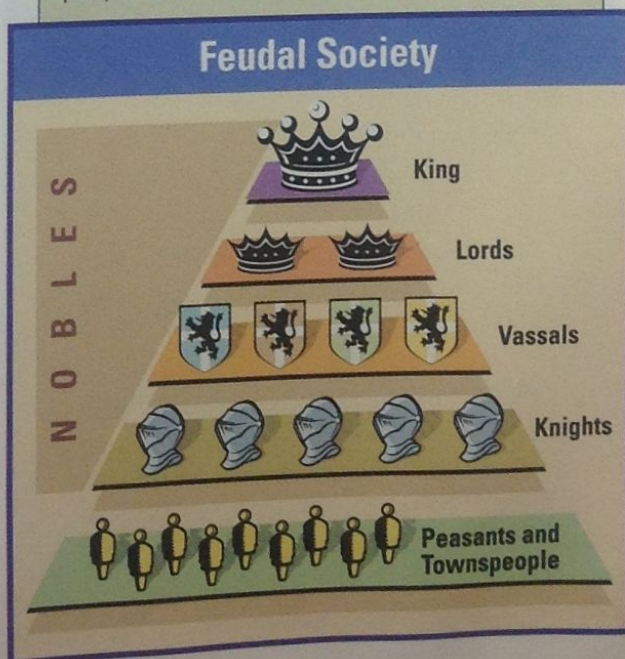
Western Europe. Feudalism was a system of rule by local lords who were bound to a king by ties of loyalty. It developed into a way of life that governed the political, social, and economic order.

Structure of feudal society. In feudal society, each person had a fixed place. At the head of society was the king. He granted **fiefs**, or estates, to powerful lords. These lords owed him loyalty and military service in exchange. In practice, feudal kings had little power outside their own estates.

Powerful lords often acted independently of the king. The lords, in turn, divided their fiefs among **vassals**, or lesser lords. Vassals further subdivided their fiefs among **knights**, or mounted warriors. Each knight and each vassal owed his lord loyalty and service. Everyone in these groups, from feudal lord to lowly knight, was a noble.

At the bottom of feudal society were the common people, mostly peasants. They lived on lands belonging to a lord. They owed service to the lord in exchange for his protection. Most peasants were **serfs**, who were tied to the lord's land. Although they were not slaves, serfs were not free to leave the land.

Chart Study Under feudalism in Europe, everyone had a well-defined place in society. Nobles could be powerful lords or simple knights. Peasants and townspeople made up 90 percent of the population. ▶ What was the relationship between these common people and the nobles?





A Wedding Feast
Servants wait on nobles at this French wedding feast as musicians play in the balcony. Noblewomen sit at one table and noblemen at another. **Fine Art** How has the painter shown the wealth and luxury these nobles enjoyed?

Status of women. In feudal society, women were subordinate to men. A woman's father, husband, or oldest son had complete authority over her. Among the nobility, most marriages were arranged to benefit families' interests. Women who inherited land were valued for their property. A noblewoman, however, might have some influence because of her father's or husband's status.

Often, a woman looked after her husband's fief when he was away or if he was killed in battle. The chief duties of both noble and peasant women were to raise children and take care of the household. In addition to caring for their households, peasant women worked in the fields.

Jewish communities. Although most people were Christians, Jewish communities existed throughout Europe during the Middle Ages. Jews faced discrimination and persecution. They were forbidden to own land and were limited to certain professions. When disease or natural disasters struck, Christians often blamed and attacked Jews. Despite such hardships, Jews developed stable communities and preserved their ancient traditions. In Spain and elsewhere, Jewish scholars made important contributions to learning.

Feudal warfare. After the age of Charlemagne, warfare was constant as feudal lords battled for power. To protect their lands, they built fortified castles in which lords and peasants took refuge during attacks by enemy forces. As monarchs gained greater power during the Late Middle Ages, feudal warfare slowly diminished.

The Manor Economy

The economic system that supported feudalism was based on the manor. The **manor** included a village and the surrounding lands administered by a lord.

Each manor was a self-sufficient community. Its people produced almost everything they needed in order to survive. The peasants raised sheep for wool and spun the wool into cloth. They raised cattle for meat and milk and grew grain and vegetables. Each manor also had its own mill and blacksmith shop, as well as its own church.

Peasant life. For most peasants, life centered around the farming seasons. Peasants generally spent four days a week farming their lord's land and two days farming for themselves. They owed the lord part of their

own harvest. In addition, they paid fees to use the lord's mill to grind grain and his oven to bake bread. Although peasants had a difficult life, they did have some enjoyment. They celebrated weddings and church festivals with feasts, music, singing, and dancing.

New technologies. During the Early Middle Ages, peasants produced just enough to survive. By about 1000, however, they had developed new technologies. For example, crop rotation—planting a different crop in a plot of land each year—enriched the soil and improved farming. The heavy plow allowed peasants to turn the soil more easily. Windmills provided energy for grinding grain. Such new technologies allowed peasants to produce the additional food needed to support Europe's growing population.

Role of the Church

The Catholic Church played a major role in all areas of medieval life. Faced with the hardships of everyday living, people found

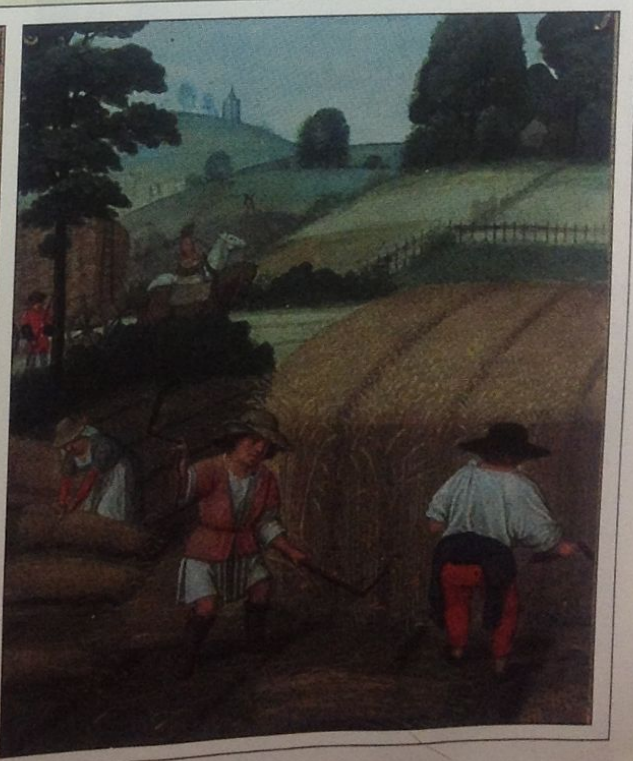
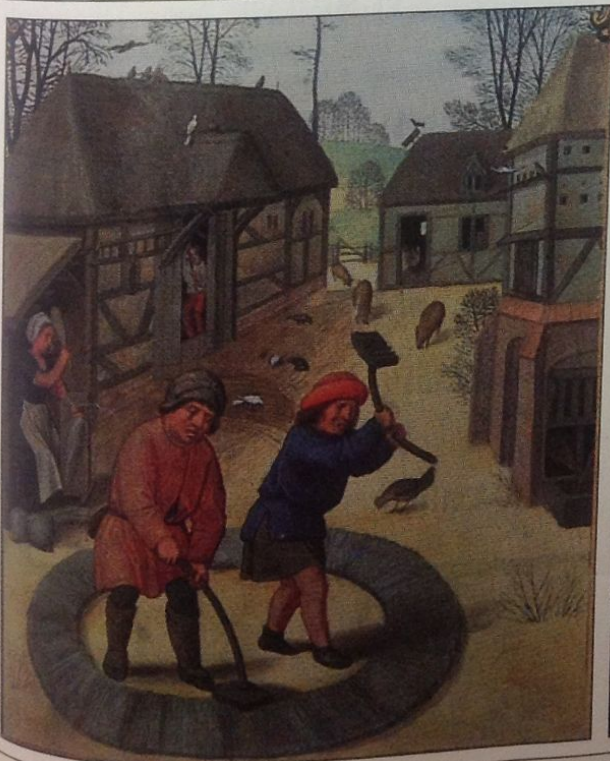
hope in Christian teachings. They turned to the Church for guidance and comfort.

For peasants and nobles alike, the Church offered a chance of salvation and eternal life. The path to salvation included the **sacraments**, the seven sacred rites that were administered by the Church. The sacraments included baptism and holy communion.

The Church also played a central role in political affairs. Because they were educated, Church officials were valued as advisers by kings and nobles. As a result, the Church was able to influence important decisions in a wide range of matters. The Church also exerted influence through its large landholdings.

At the head of the Church was the pope in Rome. The pope exercised both spiritual and political authority over everyone in feudal society—even kings. A document written in 1075 outlined some of the powers claimed by the pope, including the power to depose emperors. This claim later led to clashes between the pope and rulers of various European nations.

Peasants at Work The peasants at left straighten wool fibers and prepare them for spinning. Those at right mow wheat. Many regulations governed manor life. For example, in addition to other duties, one English lord required from each serf a "hose [long stocking] full of nuts well cleaned" each fall. **Human Rights** What were the main advantages and disadvantages of the manor economy?



Monasteries and convents. Many Christians joined religious orders. As monks and nuns, these men and women dedicated their lives to serving God. During the Early Middle Ages, they played an important part in spreading Christianity to northern Europe.

In monasteries, scholarly monks preserved the learning of the ancient world by carefully copying Greek and Roman manuscripts. Some religious orders founded hospitals and furnished other services for the sick and the poor.

Schools and universities. The Church provided education in Western Europe. The clergy set up schools in cathedrals to train young men for service in the Church. As interest in learning grew during the Late Middle Ages, some cathedral schools evolved into universities. The typical course of study included seven subjects—grammar, rhetoric, logic, arithmetic, geometry, astronomy, and

Stained-Glass Windows Building on this Gothic church in northern France began in 1211 and ended a century later. Using red-hot pokers, glassworkers cut large pieces of colored glass into smaller sections and then combined them into a beautiful window painting. **Culture** What purposes did stained-glass windows serve?



music. Students had few books. Instead, they memorized lessons given by the teacher.

By the Late Middle Ages, new translations of Aristotle's works had reached Western Europe by way of Muslim scholars in Spain. His emphasis on reason and logic led scholars to reexamine their ideas on many subjects.

Religion and the arts. During the Late Middle Ages, the Church became the chief patron of the arts. Medieval churches were decorated with statues, paintings, and stained-glass windows. These works of art not only beautified the churches but also helped to teach Bible stories and Christian beliefs to people who could not read or write.

During the 1100s and 1200s, cities competed to build the tallest and most beautiful churches. Architects developed a style called Gothic. Gothic cathedrals were more elaborate than earlier styles. They had higher ceilings and larger windows, which created a feeling of airiness. The spires of these cathedrals, which "soared toward the heavens," were designed to remind worshipers of the power of God.

Expanding Horizons

By the 1100s, important changes were taking place in Western Europe that expanded people's horizons beyond the narrow world of the Early Middle Ages. The population was growing. New technologies were increasing food production. In addition, warfare declined as kings exercised more power over rival feudal lords.

Growth of towns. The decline in feudal warfare encouraged the revival of trade and travel. Some kings and feudal lords began to repair roads and bridges. Coined money slowly reappeared. At annual trade fairs, merchants and traders from all over Western Europe gathered to exchange goods.

Increased trade led to the growth of towns. Merchants set up permanent headquarters in old Roman towns. At the same time, new towns sprang up at important trade crossroads. Nobles and peasants traveled to towns to buy goods they could not produce on the manor.

Nobles controlled the land on which towns stood. Townspeople had to pay taxes to nobles and get their permission to marry, move, or own land.

As merchants gained wealth, they demanded more control over their own affairs. They negotiated with kings for **charters**, written documents that guaranteed certain rights to town dwellers. Slowly, townspeople began to form a new middle class.

The Crusades. As Western Europe grew stronger, Christians took part in wars of expansion. In 1095, Pope Urban II called for a crusade to take the Holy Land from the Muslims. For the next 200 years, armies of Christians left their homes in Europe to fight for lands in the Middle East. (See Chapter 26.)

The popes had several motives in calling for the Crusades. They wanted to increase the power of the Roman Church and to regain control of the Byzantine Church. They also hoped to reduce fighting in Europe by sending feudal armies to distant lands.

The crusaders, too, had mixed motives. Many believed that they were obeying God's command to reunite the Church. In this way, they hoped to achieve salvation. Others sought glory and riches. Still others were eager to escape debt and taxes at home.

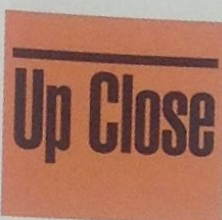
Effects of the Crusades. During the First Crusade, Christian knights won control of lands in Syria and Palestine. They conquered Jerusalem, massacring its Jewish and Muslim residents. The crusaders set up four small kingdoms in the lands they seized. Later Crusades, however, failed to win additional territory. By 1291, the Muslims had recaptured all the lands taken by the Europeans.

In Western Europe, the Crusades quickened the pace of changes that were already underway. Returning crusaders brought back a taste for products from the Middle East, including sugar, spices, and silks. This demand for goods increased European trade with the Middle East. Merchants in the towns of northern Italy had built large fleets to carry crusaders to Palestine, and they benefited from the increased trade across the Mediterranean.

The Crusades also increased the desire of Europeans to learn more about the world.

Crusaders brought back new knowledge and new technologies from the Muslim world. Through contact with the Arabs, Western Europeans probably learned how to make paper and use the magnetic compass. From the Middle East came Arabic works on mathematics, philosophy, and medicine, which added to the legacies of ancient Greece and Rome.

Contact with Asia greatly improved life for Europeans, but it also had a disastrous effect. In 1348, ships returning to Europe from the eastern Mediterranean brought back the bubonic plague—the dreaded Black Death.



"The End of the World"

“ Ring-a-ring o’roses,
A pocket full of posies,
A-tishoo! A-tishoo!
We all fall down. ”

Today, young children enjoy playing “Ring Around the Rosie.” But to those who first sang it, the rhyme was anything but playful. The song actually describes the deadly bubonic plague. One of the first symptoms of the disease was a circular red rash—a “ring o’ roses.” To ward off the disease, people carried around “posies,” or bunches of herbs. The last two lines refer to the final stages of the plague. The victim suffered bouts of sneezing, then “fell down”—dead.

Bubonic plague struck Western Europe several times during the Late Middle Ages. The worst outbreak occurred during the mid-1300s, the direct result of increased trade with the Middle East. The plague had already swept through much of Asia. Flea-infested rats that carried the disease crept on board Italian trading ships in Asia Minor and spread the plague into Europe. In Genoa, Italy, sailors developed hideous swellings on their bodies. They turned black and blue all over, then died within a few hours.

From Italy, the Black Death spread across all of Western Europe. People died by the



The Plague Strikes London Bubonic plague brought death to millions of people in Europe during the Middle Ages. In this print, at left, a family is stricken by the disease. At right, armed men prevent other people from leaving. Although no one knew what caused the plague, measures like this sometimes prevented it from spreading. **Change** How did the Black Death change Europe?

thousands, keeping gravediggers busy night and day. In all, the plague killed more than one third of the population of Europe, an estimated 25 million people.

Punishment for “our sins.” Many people viewed the plague as “just punishment for our sins.” The pope called on Christians to pray for forgiveness. In 1348, more than 1 million pilgrims flocked to Rome. The crowded conditions there increased the spread of the disease. Only 1 pilgrim out of 10 survived.

Panic seized Western Europe. Fearing contagion, doctors refused to treat the sick. Priests refused to hear their confessions. Some parents even abandoned children who showed signs of the disease. In art, the “dance of death” became a common theme. Woodcuts showed the Grim Reaper dancing along a road, leading a train of victims—nobles and commoners alike.

For the Jews of Europe, the Black Death brought double trouble. They not only suffered from the disease but they also were blamed for it. In one German town, Christians

walled up Jews in a wooden building and burned them alive.

Effects of the plague. In England, Henry Knighton recorded the crushing economic effects of the plague:

“Because of the fear of death there were low prices for everything. . . . Many large and small buildings . . . collapsed and were levelled with the earth for lack of inhabitants.”

The plague helped to weaken serfdom. In the chaos of the times, serfs fled without fear that anyone would capture them. Workers became so scarce that the serfs who remained could demand high wages from their lords at harvest time.

Europe did not recover from the effects of the Black Death for more than 100 years. The disease’s most terrible toll, though, was on the human spirit. The Italian writer Agnolo di Tura reported simply:

“I buried with my own hands five of my children in a single grave. No bells. No tears. This is the end of the world.”

SECTION 3 REVIEW

- Identify:** (a) Charlemagne, (b) Gothic, (c) Black Death.
- Define:** (a) fief, (b) vassal, (c) knight, (d) serf, (e) manor, (f) sacrament, (g) charter.
- Describe the structure of feudal society.
- Why did the Catholic Church hold great power in medieval Europe?
- How did the Crusades affect Western Europe?
- Evaluating Information** How did feudalism and the manor economy ensure order during the Middle Ages?
- Writing Across Cultures** Write a brief description of Americans’ reactions to the AIDS virus. In what ways have they been similar to medieval Europeans’ reaction to the bubonic plague? In what ways have they been different?

CHAPTER 29 REVIEW

Understanding Vocabulary

Match each term at left with the correct definition at right.

- | | |
|--------------|--|
| 1. acropolis | a. hilltop fortress |
| 2. patrician | b. peasant tied to the land |
| 3. vassal | c. wealthy landowner of ancient Rome |
| 4. serf | d. written document guaranteeing rights to town dwellers |
| 5. charter | e. lesser lord who owed loyalty to a more powerful lord |

Reviewing the Main Ideas

1. What role did rivers and seas play in the development of Western Europe?
2. What resources helped Western Europe develop during the Industrial Revolution?
3. (a) How was Athens a direct democracy? (b) How was democracy in Athens limited?
4. (a) How did the Pax Romana affect the Roman Empire? (b) How did Rome encourage unity in its vast empire?
5. How did Germanic invasions affect the Roman Empire and Western Europe?
6. (a) Describe the role women played in feudal society. (b) How did European Jews face discrimination during the Middle Ages?

social and economic system that developed under feudalism. (b) Describe one economic and one social change that took place during the Late Middle Ages.

Thinking Critically

1. **Identifying Alternatives** (a) How are modern nations of Western Europe trying to meet the need for new sources of energy? (b) What are some possible disadvantages of these alternatives?
2. **Making Global Connections** (a) How did ancient Greek ideas spread to Rome and then throughout Western Europe? (b) Why do you think these ideas later came to influence the United States?

Reviewing Chapter Themes

1. Western Europe contains a wide variety of landforms. (a) Describe how geography has shaped the economic development of one region in Western Europe. (b) Describe two ways in which Europeans have used technology to reshape their environment.
2. Modern western civilization has roots in the classical civilizations of ancient Greece and Rome. Describe the influence of two of the following ideas on western civilization: (a) Greek ideas about democracy, (b) Greek philosophy, (c) Roman law, (d) Christianity.
3. Although feudalism dominated Western European society during the Middle Ages, changes gradually occurred. (a) Describe the

Applying Your Skills

1. **Identifying the Main Idea** Reread the subsection "People" on page 643. Write a sentence that summarizes the main idea of the subsection.
2. **Analyzing a Quotation** Socrates said, "An unexamined life is not worth living." (a) What do you think Socrates meant by this statement? (b) How does this idea apply to the teachings of Socrates and other Greek philosophers?
3. **Understanding Causes and Effects** Construct a cause-and-effect chart for the Crusades. The chart should include both long-term and short-term causes and effects. (See Skill Lesson, page 628.)