

# CONTENTS

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Pronunciation Guide.....	xi
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## **UNIT 1 THE ANCIENT WORLD: Creation–500 BC**

Chapter 1: Foundations of World History.....	2
Chapter 2: Early Civilizations.....	20

## **UNIT 2 ADVANCE OF CIVILIZATION: 500 BC–AD 500**

Chapter 3: The Greek Civilization.....	50
Chapter 4: The Roman Civilization.....	70
Chapter 5: Civilizations in Africa and the East.....	102

## **UNIT 3 CULTURES OF THE WORLD: 500–1100**

Chapter 6: The Byzantine and Islamic Empires.....	120
Chapter 7: The Civilizations of Asia.....	140
Chapter 8: The Civilizations of the Americas.....	158
Chapter 9: The Making of Medieval Europe.....	176

## **UNIT 4 TRANSITIONS: 1100–1650**

Chapter 10: The Reshaping of Medieval Europe.....	202
Chapter 11: Renaissance and Reformation.....	228
Chapter 12: Empires of Africa, India, and Asia.....	258
Chapter 13: Exploration and Discovery.....	274

## **UNIT 5 THE ENLIGHTENED WORLD: 1600–1800**

Chapter 14: Pursuit of Power in Europe.....	294
Chapter 15: Age of Reason.....	316
Chapter 16: Attempts at Liberty.....	338

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**UNIT 6 THE EUROPEAN WORLD: 1800–1914**

Chapter 17: Reaction and Revolution ..... 364

Chapter 18: Industrial Revolution and European Society ..... 386

Chapter 19: European Expansion ..... 412

**UNIT 7 WAR AND UNREST: 1914–1945**

Chapter 20: The Great War ..... 436

Chapter 21: Discontent and Experimentation ..... 460

Chapter 22: The Second World War ..... 482

**UNIT 8 THE MODERN WORLD: 1945–Present**

Chapter 23: The Cold War Era ..... 512

Chapter 24: To the Present ..... 540

Glossary ..... 562

Index ..... 577

Photo Credits ..... 590

# FEATURES OF THE BOOK

**UNIT**

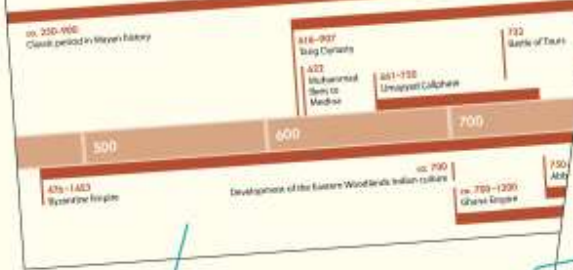
## CULTURES OF THE WORLD

500-1100

**3**

- 6 The Byzantine and Islamic Empires
- 7 The Civilizations of Asia
- 8 The Civilizations of the Americas
- 9 The Making of Medieval Europe

Medieval Europeans thought of Asia as a mysterious place. This unit progresses eastward from Rome into the mysterious, sharing Asia as well as west to the Americas continents. Beginning with the Byzantine Empire (a blending of Eastern and Western cultures), we will move to the Middle East (the realm of Islam), to the faraway lands of India and China, to a brief examination of early American civilizations, and then back to medieval Europe.



**CHAPTER**

## The Roman Civilization

**4**

- I. Beginning of Roman Civilization
- II. The Roman Empire Emerges
- III. Rise of the Christian Church
- IV. Collapse of the Roman Empire
- V. Roman Culture and Achievement

**Big Ideas**

1. What were the strengths and weaknesses of the Roman Republic?
2. What was the significance of the Pax Romana?
3. How was Christ's coming the turning point of history?
4. Why did the Roman Empire decline and collapse?
5. What impact has Roman culture had on Western society?

**Unit openers** offer a glimpse of major events with a photo and timeline. In addition, the unit outline lists the chapters that will be covered.

The **chapter outline** lists the major topics that will be covered.

Each chapter includes **Big Ideas** to provide the student with important topics covered in the chapter.

**Guiding Questions**

1. What led to the rise and fall of the Mongol Empire and the Yuan and Ming dynasties?
2. What were the cultural accomplishments of the Mongols and the Chinese during this period?
3. What role did justice, power, and citizenship play in these empires?

**III. Asia**  
**The Mongols**

Do you read about the inhabitants of Mongolia in chapter 7, and how powerful and successful they had become? Since you are an advanced learner, you can compare and contrast the Mongols with the people of the Americas. How did their culture and society differ from that of the people of the Americas? How did their government and social structure differ from that of the people of the Americas?

**Building the Mongol Empire**

The Mongol people arose north of China, in the land known today as Mongolia. Their usual life revolved around the raising and herding of sheep, goats, and horses. They had no central government and were divided into many tribes. They were a tribal chiefdom. Over time, the tribes gradually united under the leadership of Genghis Khan. He established an empire in his region, the age of the Mongols. He established an empire in his region, the age of the Mongols. He established an empire in his region, the age of the Mongols.



Genghis Khan

Guiding Questions focus the students and prepare them for reading each section in the chapter.

Terms in bold type draw attention to important facts, ideas, people, or definitions.



An aerial view of an ancient village.

Some of the mounds, which indicate they were at least in part, used as burial mounds. Aerial views of the Hopewell culture reveal a wealth of their craftsmanship and growth. Many of the discovered items appear to be linked to religious activities. Items made from mica and copper and carved from bone have been found in the burial chambers, in addition to many types of status and working pipes.

**Mississippi in 900–1600**

The Indian culture broadly named Mississippian covered the central Mississippi River Valley and extended to the Ohio River, Alabama, and in parts of Kentucky, Tennessee, and Mississippi. Indian sites contained large platform mounds, primarily used for Indian ceremonies and houses. Often these mounds were surrounded by ditches and berms for security. The Cahokia by the river and being so to the largest Mississippian site, with eighty mounds and indications that the Indian population had developed a city that contained about six square miles. Some have estimated that Cahokia sustained a population of up to fifty thousand.

**Eastern Woodlands**

American Native American Indian civilizations developed in the Southeast and along the Atlantic coast into the Northeast. These tribes were called the Eastern Woodlands Indians. The civilizations may have developed around AD 700 and spread throughout the Southeast, especially after 1200. They tended to settle along the rich river valleys of the Mississippi, Ohio, and Tennessee Rivers and developed rich, but agricultural civilizations. The western groups were nomadic. Those Indians settled as agrarians when necessary. These Indians had a matrilineal society, meaning that the women held an unusual degree of power in the social structure and political decision-making. They were politically engaged and developed a high level of stratification among the Indian tribes.



mound mound



longhouse

**Section Review**

1. What is the name of the prehistoric land bridge that many believe was the migration route to America?
2. When did the Indians look to an religious leaders?
- 3-4. List the names of two Native American groups.
  - What type of burial did many Indians along the Ohio River Valley use?
  - Why do you think many tribes passed down creation and flood stories?
  - How did geographic influence the North American Indians?

Amazing color artwork helps the students see the sites, people, and events discussed in the text.

**Sikhism** from the Punjabi term meaning "disciple" or "follower") was founded around 1500 by a Hindu man named Nanak. Sikhs in the Punjab region of India. Sikhs retained ideas of reincarnation and karma but rejected the caste system.

Sikhs were known as guru (spiritual teacher) or gurmata (teaching). The tenth successor of Nanak declared himself the final guru and placed his authority in the Sikh scriptural texts. These scriptures contain the traditions and teachings of several Hindu deities.

Sikhs meditate on the words of the Sikh scriptures through *simran* or by silently repeating their *gurbani*. They believe that this enables the devotee to merge their spirit with the "Five Thakurs"—that is, god, planet, attachment, and consort. Positive

Sikh attributes include being truth-telling, self-controlled, and pure. This religion formed in a region of India controlled by the Mughals. Sikhs and Mughals received treatment during the Mughal empire.

Mughal empire to Indian government. Sikhs (during Mughal empire) were not (during Mughal empire) were the ten gurus who succeeded Nanak, and many Sikhs became skilled warriors to preserve their way of life. One of the most famous of a Sikh was named Gurbani, "to become a Sikh is to become a warrior." Many of the Sikhs believed their duty was to train themselves in combat by cutting their hair, wearing a turban, and carrying a sword.

Sikh guard near the Golden Temple



period of achievement in art and architecture. The most successful Mughal ruler was Akbar's grandson Aurangzeb (1657–1707). He became ruler toward the end of Aurangzeb's reign. Aurangzeb was a brilliant military strategist and expanded the empire to include all of northern and central India north of the Golden River.

Aurangzeb was a dedicated Muslim and the endorsement of Islam led to the building of many mosques in the name of Islam. Aurangzeb was a pious man who believed that Islam did not permit social with other religions and concluded that Islam should be the only religion in India. He also ordered Aurangzeb to be wearing the uniform of a Mughal soldier, and by preventing access to land of the non-Muslims (Jains, Christians, and others) and by preventing them from holding political power in his government. He restricted access to the religious power of those who could pose no political threat and the holding of land in the patronage of the royal family.

Aurangzeb's reign (1657–1707) is best remembered for his construction of a mosque in Delhi.

Vivid color photographs take students on a visual tour of the cultures they are learning about.

800. He ordered the destruction of pagan idols and temples and mandated Orthodox Christianity as the official state religion. By adopting Eastern Orthodox faith, the Russian Church had cut off from the mainstream of Western thought and moved closer under the influence of the Eastern Christian and Byzantine culture.



Russian Orthodox Church

After Vladimir's adoption of Christianity, the Russian even patronized their own art, the Byzantine style. One feature of their cathedral, however, is uniquely Russian—the onion-shaped dome.

### Height of Kievan Russia

After reaching the peak of its power and prestige during the reign of Yaroslav (YAROSLAV) the Wise (r. 1019–1054), Kievan Russia gradually strengthened the city's position as the greatest and most important of the early Russian state. He gained his princely power by negotiating marriage alliances between Poland, Hungary, and the Byzantine Empire. He also sponsored such literary works as the *Pravda Yaroslava*, the law code of Yaroslav.

Yaroslav decided to make Kiev a rival of Constantinople. In 1037, he was a prophetic center of commerce—a meeting place of the world's merchants. Yaroslav patronized art, education, and the church. With the aid of Byzantine architects, artists, and icon painters, he had a cathedral of Hagia Sophia in Kiev also built. After the death of Yaroslav, Kiev lost its preeminence among the Russian cities when his sons fought to determine who would succeed him on the throne. Cities that had formerly looked to the crown of Kiev's wealth and commercial center grew away from Kiev. In the thirteenth century, Kiev's declining status was further highlighted when the Mongols swept into Russia in 1240. They destroyed Kiev in 1240 and ruled Russia until the late 1400s. After the decline of Mongol power, a new center of Russian society—Moscow—arose in the north.

### Vladimir and the Orthodox Church

According to legend, the Russian ruler Vladimir decided that he would establish a state religion among his people before he decided what new religion he would adopt. He investigated some of the world's major religions, including Eastern Orthodox, Roman Catholicism, and Islam. After listening to the clergy of each, Vladimir decided to accept the Eastern Orthodox faith.

At first, many of Vladimir's subjects rejected Islam because the Quran forbade the drinking of alcohol. Second, he rejected Judaism because the Jewish people had been dispersed and scattered across the world. Since their laws were so strict, he could not be considered to protect the King's people. Finally, he rejected Christianity because the Catholic Church was too demanding and the Jewish people were too strict.

The choice for his choice was simple. He had already rejected Islam, Judaism, and Christianity. He had attended a service held in the whole church in Kiev. They were so impressed with the light of the burning candles, the choir of the church, and the service, he decided to accept the Eastern Orthodox faith. The Russian Orthodox Church was established.

General feature boxes provide a more detailed look at a person, event, or concept mentioned in the chapter.

Margin info boxes offer fascinating bits of extra information.

Maps help the students visualize geographic locations.



and borders. Without the unifying force of the Communist regime, the different regions of that nation began to pursue independence. Somalia, Croatia, Macedonia, and Bosnia and Herzegovina declared independence in 1991. Only Serbia and Montenegro remained under the name "Yugoslavia." The Serbs particularly resented the loss of their power and feared for the fate of Serbs living outside the borders of Yugoslavia. The Serbs particularly resented the reduction of their power and feared for the fate of Serbs living outside the borders of Yugoslavia. The Serbs particularly resented the reduction of their power and feared for the fate of Serbs living outside the borders of Yugoslavia.

The Chapter Review asks students to think in terms of higher learning, including understanding, analyzing, evaluating, and creating.

## CHAPTER REVIEW

Reaction and Discussion • 80

### Making Connections

- 1–2. Give two reasons the Vienna peace settlement failed to accomplish its goals.
- 3–4. List three goals of liberalism and explain why the middle class opposed these goals.
5. Why did Giuseppe Mazzini start a patriotic society called "Young Italy"?
6. Explain how Beethoven bridged the gap between classical and romantic music.

### Developing History Skills

1. What were the long-term results of the revolts of Latin American colonies from Spain?
2. What significant events in this chapter led to the unification of Germany?

### Thinking Critically

1. Should national interests come before international cooperation? Explain your answer.
2. Evaluate the over-optimistic attitude toward freedom as light of God's promise to Adam in Genesis 2:16–17.

### Living in God's World

1. During the late nineteenth century, an anti-revolutionary party was started by Christians in the Netherlands as an alternative to both the Conservative and Liberal Parties. The party newspaper, *De Nieuwland*, published a series of articles. Write a brief article explaining why the anti-revolutionary party would disagree with both liberals and conservatives. Explain why the name Anti-Revolutionary was chosen for the party.
2. Outline some of the key biblical texts of incarnation and describe biblical alternatives.

### People, Places, and Things to Know

Comptons of Vienna  
Lord Gortchewich  
Alexander I  
Prince Klemens von Metternich  
Charles Maurice de Talleyrand  
Quasimodo Sclero  
Moussa Derrine  
Amsterdams  
Petersburg  
Nikolai  
Sivoli Balkar  
José de San Martín  
Ernst Riebig  
coulcher  
Sporadic  
Nicolson  
Louis XVI  
Charles II  
July Revolution  
Louis Philippe  
Treaty of London  
Louis-Napoléon  
Francis Austerlitz  
Nicholas I  
Bastille  
Napoleon  
Bismarck  
Giuseppe Mazzini  
Caricature of Cavour  
Giuseppe Garibaldi  
Victor Emmanuel II  
Zollverein  
Otto von Bismarck  
Austro-Prussian War  
Franco-Prussian War  
Dual Monarchy  
Alexander II  
romanticism  
Ludwig van Beethoven  
Ulrich Louis Dietel

### Section Review

- 1–2. Which of the former Soviet republics became the most important player in world politics? Who was its first president? Once what European country did Alexander Solzhenitsyn visit? How did his visit end?
- After the collapse of communism in Eastern Europe, what former Communist nation broke into several smaller republics and engaged in ethnic civil war?
- Analyze the difficulties of constructing away from communism after the collapse of the USSR.
- Why have the Balkans been described as the powder keg of Europe? What factors have restrained this region in the past, and how did the collapse of the USSR lead to increased instability?

Section Review questions provide reinforcement to help the students remember what they have learned so far. In addition, critical-thinking questions challenge the students to combine details and demonstrate higher thinking skills.

# HOW TO USE THIS BOOK

## Units and Chapters

*WORLD HISTORY* is divided into eight units. The main theme of each unit is presented in a brief summary and timeline and illustrated by a two-page color picture. Each unit in turn contains from two to four chapters. These begin with a brief introduction and an outline of the period to be studied. The chapters are divided into main sections and subsections. For instance, one of the main sections in chapter 2 is Mesopotamia. The first subsection under this is Sumerian Civilization. Often subsections are further divided to help you quickly identify the major topics of discussion.

## Section Reviews

At the end of each major section of a chapter is a section review. The numbered questions are primarily recall questions designed to test your understanding of the material you have just read. Final questions are critical-thinking questions that require you to analyze, evaluate, or apply information from the section in order to answer the question. There are normally three to four section reviews in each chapter. In addition, if a section is unusually long, a section quiz will be inserted in the middle as well as at the end.

## Chapter Reviews

Each chapter ends with a review section that should help you study the chapter and demonstrate your ability to analyze and apply the chapter content. The Chapter Review is divided into five parts: Making Connections; Developing History Skills; Thinking Critically; Living in God's World; and People, Places, and Terms to Know.

1. Questions from Making Connections help you recall what you have read in the chapter and demonstrate understanding by combining details to answer the questions.
2. Questions from Developing History Skills help you develop skills in applying and analyzing information in the chapter.
3. Questions from Thinking Critically help you develop skill in evaluating information in the chapter.
4. Questions from Living in God's World help you develop creative skill through a practical application of information in the chapter.

5. People, Places, and Terms to Know are listed in the order in which they appear in the text. You should be able to define, identify, or state the importance of the terms depending on their context in the chapter. All the terms in this list are in boldface type in the text.

## Illustrations, Charts, Timelines, and Maps

Each illustration and chart in the book has been included to aid you in your understanding of world history. Take time to look at these and read the captions associated with them. The timelines will help you place events in a broader historical context. The maps will help you visualize the size and location of various countries or regions.

## Highlights

Each chapter has a number of interesting articles contained in feature boxes. Not only will these help to broaden your knowledge of history, but many will also make your reading of *WORLD HISTORY* more exciting. If you are curious, for instance, about how we got our calendar or how during World War II the United States knew ahead of time that the Japanese were going to attack Midway, you will be able to read all about it in these boxes.

## Dates

In your reading of this *WORLD HISTORY* textbook, you will encounter many dates. We do not intend for you to memorize all of them. The dates are provided so that you will be able to fit people and events into a time frame.

## How to use BC and AD

Today it is customary to label events that happened before the birth of Christ *BC* (meaning "before Christ") and events that happened after His birth *AD* ("*Anno Domini*," Latin for "in the year of our Lord"). *BC* is written after a date (e.g., 509 *BC*), and *AD* typically appears before the date (e.g., *AD* 70). However, we do not write *AD* next to a date unless it might be confused with a *BC* date. Therefore, when you see a date in the book without *BC* after it or *AD* before it, you may assume it is *AD*. Some contemporary writers use "Before the Common Era" (*BCE*) and "Common

Era” (CE) for their dating schemes to stand for BC and AD, respectively.

#### **How to count in BC**

The dates of events before the birth of Christ are much like the countdown of a rocket launch (10, 9, 8, . . . 3, 2, 1). Ancient civilizations, of course, did not count backward like this. But because of the historical significance of the birth of Christ, we now date ancient events from the number of years before His birth.

#### **How to recognize an approximate date**

Because of incomplete historical records, it is sometimes impossible to establish an exact date for a historical event. When this is the case, we express an approximate date by placing the abbreviated form of *circa* (Latin for “around”) before the date (e.g., ca. 1446).

#### **How to understand dates printed after a person’s name**

The dates in parentheses after a person’s name usually indicate his lifespan. Dates for monarchs or popes, however, are often the dates they held office. The abbreviation *r.* before a date stands for “ruled” (e.g., *r.* 1307–78). If a question mark appears after a date, it means we are uncertain about the time of a person’s birth or death—for example, John Wycliffe (1320?–1384).

#### **How to determine the century in which an event took place**

The first century includes the years 1 to 100; the second, 101 to 200; the third, 201 to 300; and so on. The twenty-first century will therefore be from 2001 to 2100. The same procedure is used for establishing centuries BC. Try to determine the centuries for the following dates: 586 BC, ca. 1446, 1900.



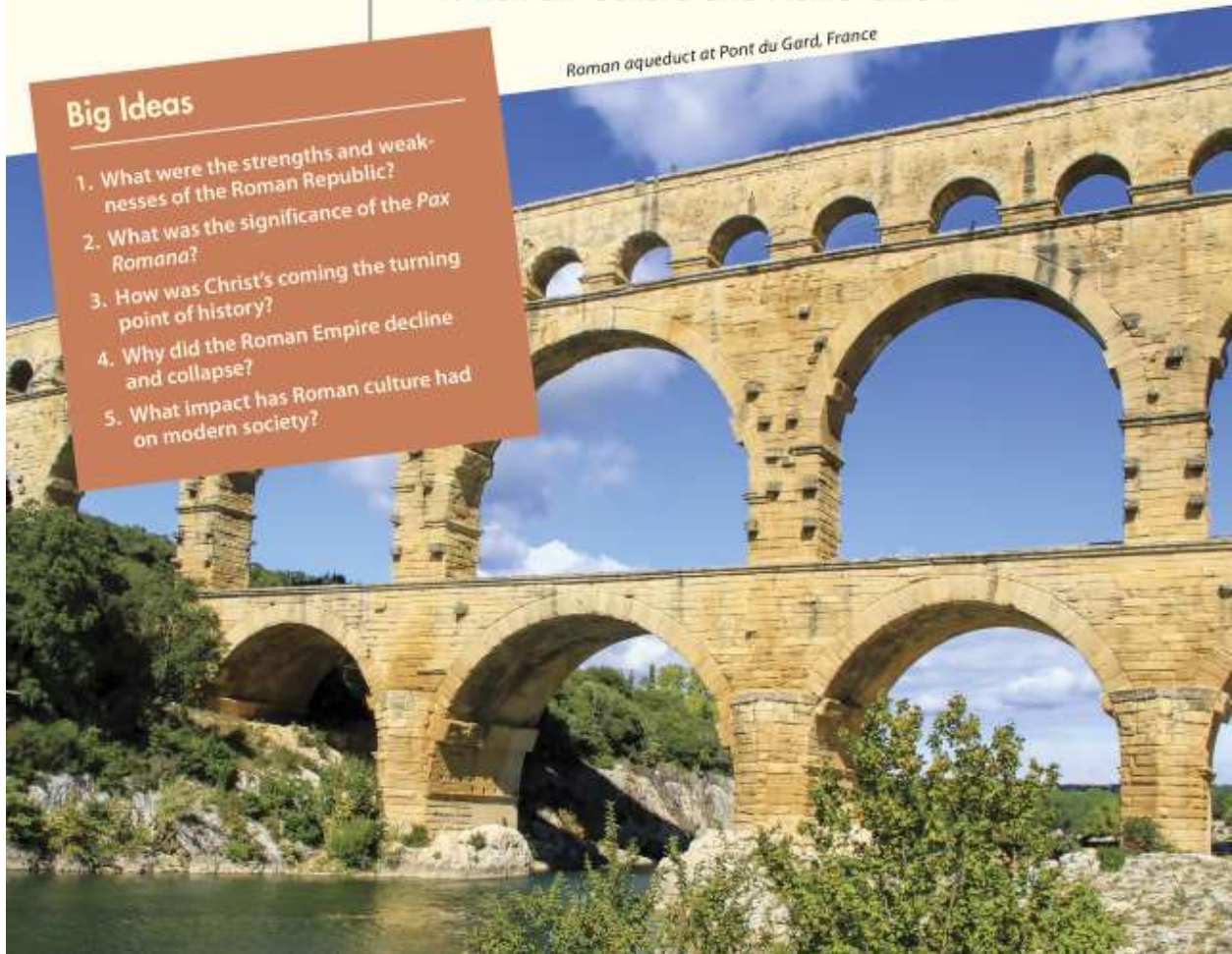
# 4

- I. Beginning of Roman Civilization
- II. The Roman Empire Emerges
- III. Rise of the Christian Church
- IV. Collapse of the Roman Empire
- V. Roman Culture and Achievement

## Big Ideas

1. What were the strengths and weaknesses of the Roman Republic?
2. What was the significance of the *Pax Romana*?
3. How was Christ's coming the turning point of history?
4. Why did the Roman Empire decline and collapse?
5. What impact has Roman culture had on modern society?

Roman aqueduct at Pont du Gard, France



Today if you were to travel in Spain, France, Britain, Italy, Greece, Asia Minor, Palestine, Egypt, or North Africa, you could find roads built almost two thousand years ago by the Romans. In fact, some of the modern roads in these lands are built on top of the firm and deep base of the old Roman roads. The Romans constructed a network of roads that connected the far corners of their vast empire with their capital city. This led to the saying, “All roads lead to Rome.”

In a figurative sense, the road of ancient Western history also leads us to Rome. Rome was the culmination of ancient Western civilization. Despite its power and influence, Rome was deeply bound in spiritual darkness. It readily embraced the pagan gods and false teaching of its many conquered peoples.

The road of God’s plan for the ages leads us to Rome as well. God chose to send His Son, Jesus Christ, into the world when the Roman civilization was at its height. God had been at work in history preparing the world for the coming of the Savior. It could be said that the Roman world was the cradle of Christianity. From the Roman province of Judea, the truth of the gospel spread to every part of the empire—on Roman roads.

## I. Beginning of Roman Civilization

### Geographic Features

The land of Italy, centrally located in the Mediterranean world, was the heart of the Roman Empire. Shaped like a boot, the Italian Peninsula extends into the Mediterranean Sea between the lands of Greece and Spain. At the southern tip of Italy is the island of Sicily, which nearly joins Italy with North Africa.

Geographic obstacles did not hamper the Romans as they did the Greeks. Because of the lack of good soil, the Greeks looked to the sea for their livelihood. However, the soil and climate of Italy were more suitable for farming. The mountains in Greece divided the Greek people and hindered their political unity. The Apennine (AP uh NINE) Mountains, which are located in the middle of the Italian Peninsula, are less rugged than the mountains of Greece and did not hamper the growth of trade and travel among the people of Italy. From the Italian Peninsula, the Romans expanded their territory to include all the land surrounding the Mediterranean Sea. It is little wonder that the Romans would later call the Mediterranean *Mare Nostrum*, which means “our sea.”

### Early Inhabitants

The earliest inhabitants of the Italian Peninsula had crossed the Alps and had settled in northern Italy. Many of these early settlers—called Latins—moved south and settled in Latium, a plain lying south of the Tiber River near the western coast of Italy. From this region arose a civilization that would one day rule the entire Mediterranean world.

Portions of Italy were also inhabited by the Phoenicians, Greeks, and Etruscans. Both the Phoenicians and the Greeks were known in the ancient world for their sea trade and colonization. Phoenicia established colonies on Sicily and along the coast of North Africa. (The Phoenician colony of Carthage in North Africa later rivaled Rome for mastery of the western Mediterranean world.) The Greeks

### Guiding Questions

1. What were important features of early Roman life?
2. What were the strengths and weaknesses of the Roman Republic?
3. Why did Rome become a dictatorship?



Italian Peninsula