

# New Asian Empires

## THE BIG PICTURE

In Asia, the period from 1200 to 1800 was a time of great empires and shifts in power.

From east of the Mediterranean Sea to India, strong Muslim rulers built large empires. In China a new dynasty sought to revive the traditions neglected under the Mongols, while a military society arose in Japan.



## North Carolina Standards

### Social Studies Objectives

**3.01** Trace the political and social development of monarchies and empires including, but not limited to, the Ming and Manchu dynasties, the Mongol Empire, the Ottoman Empire, the Moghul Empire, and the British Empire.

### Language Arts Objective

**3.03.2** Support an informed opinion using various types of evidence, such as experience or facts.

## TIME LINE

### CHAPTER EVENTS

**c. 1300**

Osman founds the Ottoman state.

**1368**

China's Ming dynasty begins.

**1392**

The Choson dynasty begins in Korea.

**1453**

Ottomans conquer Constantinople.

**1501**

Safavid Empire founded.

**1526**

Mughal Empire founded.

### WORLD EVENTS

**1279**

Mongols found the Yuan dynasty in China.

**1347**

Black Death begins to spread through Europe.

**1492**

Columbus reaches the Americas.

**1517**

Protestant Reformation begins.



## History's Impact video program

Watch the video to understand the impact of the samurai tradition on Japan today.



### Reading like a Historian

The Taj Mahal in Agra, India, is one of the world's architectural marvels. The Mughal ruler Shah Jahan had the Taj Mahal built as a tomb for his beloved wife. Built between 1632 and 1638, the tomb blends Indian, Persian, and Islamic styles. The main structure is a dazzling white marble mausoleum that overlooks a garden.

**Analyzing Visuals** What conclusions can you draw about India's Mughal Empire from the Taj Mahal?

See **Skills Handbook**, p. H26

**1603**

Tokugawas gain power in Japan.

**1644**

Manchus found the Qing dynasty in China.

**1600**

**1558**

Elizabeth I becomes queen of England.

**1682**

Peter the Great becomes czar of Russia.



# GEOGRAPHY Starting Points



**Interactive**

## ASIAN EMPIRES, c. 1600s



**Starting Points** Between 1300 and 1500 several powerful new empires arose in Asia. The rise of these empires represented major shifts in power in Asian society. In Turkey and India, for example, power shifted from the Christians and Hindus who had previously ruled to new Muslim rulers. In Japan, power shifted from a strong monarchy to rule by local rulers.

- Analyze** According to the map, what new dynasties took power in China and Japan during this period?
- Predict** What effects do you think the changes in government of the 1300s and 1400s had on Asian societies? Why do you think these changes took place?



### Listen to History

Go online to listen to an explanation of the starting points for this chapter.

[go.hrw.com](http://go.hrw.com)

Keyword: SHL NAS

## SECTION

# 1

# The Ottoman and Safavid Empires

## BEFORE YOU READ

### MAIN IDEA

The Ottoman and Safavid empires flourished under powerful rulers who expanded the territory and cultural influence of their empires.

### READING FOCUS

1. How did the Ottomans build a powerful empire, and what were their cultural accomplishments?
2. How was the Safavid Empire founded and enlarged, and what cultural elements did it combine?

### KEY TERMS AND PEOPLE

ghazis  
Ottomans  
sultan  
Janissaries  
Mehmed II  
Suleyman I  
shah  
'Abbas

### TAKING NOTES

Take notes in a graphic organizer like this one to record key facts about the Ottoman and Safavid empires.

Ottoman	Safavid

## THE FALL OF NEW ROME



### THE INSIDE STORY

### How might a black powder alter history?

For more than 1,000 years, Constantinople had been the capital—the New Rome—of the Byzantine Empire, the eastern half of the old Roman Empire. By 1453, though, the once-great empire was crumbling, falling to invaders called Ottomans.

The 21-year-old Ottoman ruler, Mehmed II, burned with desire to take Constantinople. But how to break through its massive walls? The answer was an explosive black powder called gunpowder. Invented by the Chinese, gunpowder had slowly spread west. There, the Ottomans were among the first to use gunpowder weapons, such as cannons—weapons that changed warfare and the course of history.

Mehmed II surrounded Constantinople and aimed massive cannons at its walls. After some two months of battering, the city fell. Waves of Ottoman soldiers flooded in, killing and enslaving thousands. One witness said the “blood flowed through the streets like rainwater after a sudden storm.” With Constantinople’s conquest, the Ottoman Empire had become one of the great world powers. ■

## The Ottoman Empire

The Mongol conquests of the 1200s had ripped apart the Seljuk Turk empire in Anatolia, a region also known as Asia Minor. A number of small, independent Turkish states then formed in the region. In the late 1200s a great chieftain, who was from one of these states, arose and went on to found the powerful Ottoman Empire.

▲ Ottoman forces use massive cannons in their siege of Constantinople in 1453.



## THE OTTOMAN EMPIRE, 1300–1683



**Growth of the Empire** Anatolia lies at the strategic intersection of Asia and Europe. In the early 1300s, the region was bordered by the declining Christian Byzantine Empire to the west and by Muslim empires to the east. To the north, beyond the Black Sea, lay Russia.

The Turks of Anatolia were mainly Muslim. A nomadic people with a militaristic society, they saw themselves as *ghazis*, or “warriors for the Islam faith.” One of the ablest *ghazi* leaders was Osman I. By 1300 he had built a strong state in Anatolia. Westerners came to refer to Osman and his descendants as the **Ottomans**. Their power grew quickly, and by the mid-1300s the Ottomans controlled much of Anatolia.

Orhan I, Osman’s son, became the second Ottoman ruler and declared himself **sultan**, Arabic for “ruler.” Under Orhan and later sultans, Ottoman forces swept into the Balkans in southeastern Europe to attack the Byzantine Empire. In 1361 the Ottomans took Adrianople, the second-most important Byzantine city, renamed it Edirne, and made it their capital. By the early 1400s the Ottomans controlled

much of the Balkan Peninsula. Within about 100 years, the Ottoman state had grown into a true empire and become a European power.

The key to the Ottomans’ success was their military. As their empire grew, the Ottomans enslaved Christian boys from conquered areas. The boys were converted to Islam and trained as elite soldiers called **Janissaries**, who were loyal only to the sultan. Many Christians called this practice a blood tax. In addition, the Ottomans adopted gunpowder weapons such as cannons. The force of these weapons made it possible to take cities defended by heavy walls.

**Invasion and Decline** Despite their strong military, the Ottomans experienced a setback when the great Central Asian conqueror Timur (TEEM-uhr) attacked. Because of an old leg injury, Timur was known as Timur the Lamé and in Europe as Tamerlane. At the Battle of Ankara in 1402, his army crushed the Ottoman forces. Timur soon withdrew, but the Ottoman Empire was left in shambles, its ruler dead. A bloody power struggle followed, which weakened the empire.

**Fall of Constantinople** Following a period of decline, a spectacular phase of expansion began with the reign of **Mehmed II** in the mid-1400s. A strong military leader, Mehmed was determined to take Constantinople, the Byzantine capital. The Ottomans had failed to capture this city despite conquering the lands around it. Constantinople controlled the Bosphorus Strait, a major trade route between Asia and Europe. Control of this vital waterway not only provided the Byzantines with great wealth but also divided the Ottoman Empire.

In 1453 the Ottomans led a major land and sea assault against Constantinople. Using massive cannons, Ottoman forces battered the city's walls. After a siege of almost two months, Constantinople fell. The Byzantine Empire no longer existed. Mehmed became known as “the Conqueror,” and, in triumph, claimed the center of eastern Christianity for Islam.

Mehmed made Constantinople his capital, which became known as Istanbul. In keeping with tradition, he allowed his soldiers to pillage the city for three days, during which many residents were killed or enslaved. Mehmed then rebuilt Constantinople into a Muslim city. He had palaces and mosques built and even had Hagia Sophia, the great Orthodox Christian cathedral, turned into a mosque. To repopulate the city, he had people moved there from across the empire. Soon, the city was again a major trade center with people of many cultures.

**Height of the Empire** Under the next three sultans, expansion continued. The Ottomans expanded their empire east through the rest of Anatolia. They also addressed a new threat in Persia—the Safavid Empire. In 1514 Ottoman forces crushed the Safavids at the Battle of Chaldiran. The Ottomans then swept through Syria and into Egypt in North Africa. Soon afterward, the Ottoman army captured Mecca and Medina, the holy cities of Islam.

The Ottoman Empire reached its height under **Suleyman I** (soo-lay-MAHN), known in the West as Suleyman “the Magnificent.” During his reign, from 1520 to 1566, Ottoman forces pushed through Hungary up to Vienna. Meanwhile, the navy gained control of the eastern Mediterranean and the North African coast.

Suleyman's domestic achievements were equally impressive. He reformed the tax system and overhauled the government bureaucracy.

In addition, he improved the court system and legal code and had new laws issued to reduce corruption. For these actions, he earned the title Suleyman “the Lawgiver.”

**Society and Culture** The Ottoman sultan ruled over a vast and diverse empire. As head of this empire, the sultan had immense power and issued all laws and made all major decisions. Numerous officials advised the sultan, however. These officials were considered his slaves—that is, they had to be completely loyal to the sultan and the empire, and they had to practice Islam and follow Ottoman customs.

This privileged ruling class formed one of two classes in Ottoman society. The second class consisted of everyone else in the empire. This group included people of many cultures who spoke many different languages and practiced many different religions.

In general, the Ottomans governed their diverse subjects with tolerance. At the same time, Non-Muslims had to pay heavy taxes and endure restrictions, although they did not have to serve in the military. Muslims did have to join the military but they were not taxed. Following Islamic law, the Ottomans allowed religious freedom. They required some religious groups, such as Christians and Jews—People of the Book to Muslims—to form millets, or religious communities. Each millet could follow its own religious laws and choose its own leaders, who were responsible to the sultan.

## FACES OF HISTORY

### SULEYMAN

c. 1494–1566



Suleyman was named for the Hebrew king Solomon, whom the Qur'an considers to be the wisest ruler of antiquity. Energetic, calm,

and intelligent, Suleyman studied subjects from architecture to geography to poetry. He used his vast knowledge to improve the Ottoman Empire in many ways. His military campaigns extended the empire to the east and west. He had many bridges and mosques built and reformed the empire's administration and laws, for which his subjects gave him the title *Kanuni*, or “Lawgiver.” In addition, some historians consider Suleyman's rule to have been the height of Ottoman cultural achievements.

**Summarize** How did Suleyman improve the Ottoman Empire?



The mixing of many peoples created a rich Ottoman culture, which reached its peak under Suleyman. Architects built magnificent mosques and palaces. Many buildings showed a Byzantine influence, such as in the use of domes. One master designer was Sinan. His Mosque of Suleyman in Istanbul shows a graceful solution to the problem of combining a round dome with a rectangular building.

**The Empire's Decline** After Suleyman's reign, the Ottoman Empire gradually declined. One cause was the practice of dealing with heirs. Until the 1600s, new sultans had their brothers killed to eliminate rivals. Later, princes and heirs were locked up in the royal palace. When a prince or heir was released to become sultan, he had no experience with governing. Though there were periodic efforts to reform the system, a series of weak sultans resulted. Even so, the empire lasted until the early 1900s.

## The Safavid Empire

East of the Ottomans, Persian Muslims called the Safavids (sah-FAH-vuhds) began building an empire around 1500. The Safavids soon came into conflict with the Ottomans and other Muslims. The conflict related to Islam's split into the rival Sunni and Shia sects. The Safavids were Shia; most other Muslims were Sunnis.

**Growth of the Empire** The founder of the Safavid Empire was a 14-year-old boy named Esma'il (is-mah-EEL). His father had died fighting Sunni Muslims, and in 1501 Esma'il took up the sword. Joined by his father's supporters, Esma'il led his army on a sweep of conquest in Persia. In a series of victories, he gained control of what is now Iran as well as part of Iraq. Esma'il then took the Persian title of **shah**, or "king," of the Safavid Empire.

As shah, Esma'il made Shiism the official Safavid religion. This act worried his advisers because most people in the empire were Sunnis. Unconcerned, Esma'il said the following:

### READING SKILLS

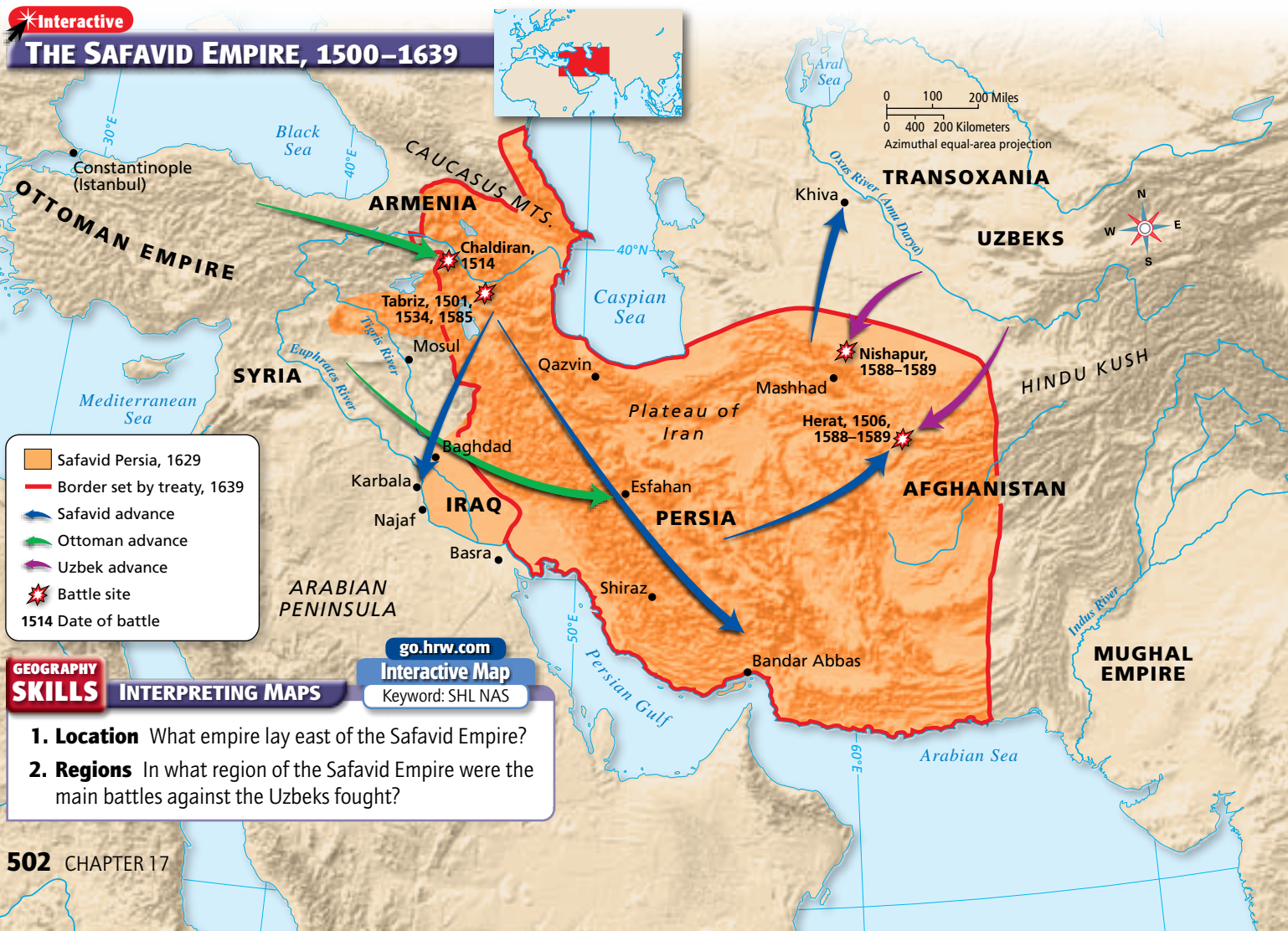
#### Summarizing

After you read the information on the Safavid Empire, summarize the key points in three to five sentences.

**READING CHECK Analyze** Why is Suleyman's reign considered the height of the Ottoman Empire?

### Interactive

## THE SAFAVID EMPIRE, 1500–1639



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

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Interactive Map  
Keyword: SHL NAS

- 1. Location** What empire lay east of the Safavid Empire?
- 2. Regions** In what region of the Safavid Empire were the main battles against the Uzbeks fought?

## HISTORY'S VOICES

“I am committed to this action; God and the Immaculate Imams [pure religious leaders] are with me, and I fear no one; by God’s help, if the people utter one word of protest, I will draw the sword and leave not one of them alive.”

—Esma’il, quoted in *A Literary History of Persia*, Volume 4, by Edward G. Browne

The blending of Shia religion and Persian tradition gave the Safavid state a unique identity and laid the foundation for the national culture of present-day Iran. At the same time, Shiism sharply distinguished the Safavid state from its Sunni neighbors, notably the Ottomans to the west and the Uzbeks to the northeast.

Esma’il dreamed of converting all Sunnis to Shiism. He battled the Uzbeks with some success but suffered a crushing defeat by the Ottomans in 1514 at the Battle of Chaldiran. The Safavid army was no match for the Ottomans’ superior gunpowder weapons. Esma’il died in 1524, and later Safavid shahs struggled to keep the empire together.

Then in 1588 the greatest Safavid leader, ‘Abbas, became shah. ‘Abbas reformed the government, strengthened the military, and acquired modern gunpowder weapons. Copying the Ottoman model, ‘Abbas had slave youths captured in Russia trained to be soldiers. Under ‘Abbas’s rule, the Safavids defeated the Uzbeks and gained back land lost to the Ottomans.

**Culture and Economy** ‘Abbas’s achievements produced a golden age in Safavid culture. Abbas brought in Chinese potters to improve the quality of glazed tiles and ceramics. The Safavids created public spaces with graceful arches and lush gardens. Colorful tiles and domes decorated mosques. During the 1600s the capital, Esfahan (es-fah-HAHN), was one of the world’s most magnificent cities.

Safavid culture played a role in the empire’s economy because ‘Abbas encouraged the manufacturing of traditional products. Hand-woven Persian carpets became an important industry and export. Such trade goods brought wealth to the Safavid Empire and helped establish it as a major Muslim civilization. The empire lasted until 1722.

## READING CHECK

### Compare and Contrast

How were the achievements of Esma’il and ‘Abbas similar, and how were they different?

## Safavid Culture

The dome of Madrasa Mader-e Shah college, built in the 1700s in Esfahan, blends Chinese tilework with the Muslim tradition of using calligraphy for decoration with stunning results.

## SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SHL NAS HP

### Reviewing Ideas, Terms, and People

- Identify** Who were the Janissaries, and what was their role in the success of the Ottomans?
  - Draw Conclusions** Why do you think Westerners referred to Suleyman I as “the Magnificent”?
  - Elaborate** What impact did the Ottoman Empire and its expansion have on European history? Support your explanation with examples from the reading.
- Recall** Why did the Safavid Empire come into conflict with other Muslim empires around it?
  - Explain** How did events of the Safavid period shape culture in the present-day country of Iran?
  - Evaluate** Who do you think was the better Safavid ruler—Esma’il or ‘Abbas? Provide reasons to support your opinion.

### Critical Thinking

- Categorize** Using your notes and a graphic organizer like the one below, categorize and organize the information that you recorded about the Ottoman and Safavid empires.

	Ottoman	Safavid
Location		
Key People		
Key Events		
Society		
Culture		

## FOCUS ON WRITING

- Persuasion** Write a short letter from the Ottoman sultan Mehmed II to his military advisors stating that he wants to attack the Byzantine capital of Constantinople. The letter should explain why capturing the city is so important to the Ottoman Empire and persuade the military advisors to support the campaign.



# The Mughal Empire

## BEFORE YOU READ

### MAIN IDEA

Mughal rulers created a powerful empire in which military might and artistic culture flourished.

### READING FOCUS

1. How was Muslim rule first established in India?
2. What was the new empire created by Babur and Akbar like?
3. What achievements were made by the rulers who held power at the height of the Mughal Empire?

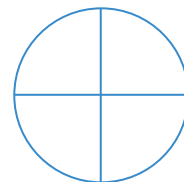
### KEY TERMS AND PEOPLE

Babur  
Mughal Empire  
Akbar the Great  
Sikhism  
Shah Jahan  
Taj Mahal  
Aurangzeb

### TAKING NOTES

Take notes in

a graphic organizer like this one on the growth, government, arts, and society of the Mughal Empire.



## A Tiger Stalks INDIA

### THE INSIDE STORY

***How did a young prince and his outnumbered army create an empire?***

From birth, Prince Babur seemed destined to be a conqueror. Babur, whose name means “tiger,” was a descendant of both Timur, the great general from Central Asia, and Genghis Khan, perhaps the greatest conqueror in Asian history. At 11 Babur became king of Fergana, a small territory in Central Asia. By 14 he had led a victorious army to take the city of Samarkand.

Babur’s ambition was to build a huge empire that rivaled that of his ancestor Timur. As part of his empire building, Babur set out to conquer India in 1525. He and his army marched deep into India, heading for the capital, Delhi. In response, the Indian army came out to meet them. The two armies faced off near the small village of Panipat.

Babur’s army was vastly outnumbered by the Indians. He had only about 12,000 troops with which to fight an estimated 100,000 foes. In addition, the Indian army included some 1,000 elephants, while Babur’s had none. At first glance, the battle appeared to be hopeless.

However, Babur’s army was better trained and better disciplined than the Indians’. In addition, Babur had a secret weapon—cannons—never before used in India. The first cannon shots astounded the Indians and terrified the elephants, who turned and stampeded through the Indian army. Within a few hours, Babur had won. Historians mark this victory as the beginning of a new empire in India. ■

◀ **Babur’s cannons helped him overcome overwhelming odds to win the Battle of Panipat and create a new empire.**

Battle of Panipat illustration from the *Baburnama*, c. 1598

## Muslim Rule in India

After the fall of the Gupta Empire in the 500s, India broke apart into a number of small kingdoms. For several centuries, no single ruler emerged to take charge of all India.

**The Arrival of Islam** During this period of small kingdoms, Arab Muslim traders arrived in India for the first time. These traders sailed to ports along India's west coast in search of goods such as spices. Over time, some Muslim traders settled in Indian towns, where they peacefully lived beside Hindus and Buddhists.

The next Muslims to arrive in India, however, were not so peaceful. In the early 700s Muslim raiders invaded and conquered the region of Sind in what is now Pakistan. About 300 years later, Muslims poured into north India from Afghanistan. By the 1200s, most of northern India was under Muslim control.

**The Delhi Sultanate** Once the Muslims had taken control of north India, they established a new government for the region. Because this new government was based in the city of Delhi, it became known as the Delhi sultanate.

The rulers of the Delhi sultanate were tolerant and allowed the Indian people to practice their traditional customs and religions. At the same time, though, they worked to spread Muslim culture through India by inviting artists and scholars from other parts of the Islamic world to Delhi. As a result, a new culture formed that blended Muslim and Indian elements. For example, a new language, Urdu, formed from a combination of Arabic and Sanskrit.

**READING CHECK** **Sequence** How did Muslims come to rule India?

## A New Empire

The Delhi sultanate remained strong for about 300 years. By the early 1500s, however, its power was weakening. This weakening left India open to invasion.

**Babur** The man who took advantage of India's weakness was a young Central Asian conqueror named Zahir ud-Din, but better known as **Babur**, or "the tiger." After trying and failing to create an empire in Central Asia, Babur turned to India. By 1526 he had defeated the rulers of Delhi and founded the **Mughal Empire**. The Mughals—whose name comes from the Persian word *Mogul* for "Mongol"—reigned as India's first Muslim empire and were one of the great civilizations of history. The Mughal Empire was known for its wealth and power.

**Akbar the Great** Babur died shortly after his conquest of India, and the task of organizing what he had conquered fell to his descendants. Most of this organization was done by Babur's grandson **Akbar the Great**. Despite being only 13 when he took the throne in 1556, Akbar became the greatest of all Mughal rulers.

### FACES OF HISTORY

## AKBAR

1542–1605



A Mughal emperor of India, Akbar united Indian territory north of the Vindhya Range under one empire. His rule is noted for many

reforms, including the abolition of slavery and the development of trade. He was a patron of the arts and encouraged the development of science. Although himself a Muslim, his tolerance for non-Muslims in his empire was remarkable. His enlightened leadership became a model for later Mughal rulers.

**Analyze** Why was Akbar considered a great ruler?

Akbar built a new capital called Fatehpur Sikri, or the "City of Victory," to commemorate his achievements as emperor.



## MUGHAL EMPIRE, 1526–1707



### GEOGRAPHY SKILLS

### INTERPRETING MAPS

- Regions** In what region of India did the Mughal Empire begin? What was the last region added to the empire? Between what years was that region added?
- Location** Why were most European trading ports in India located along the coast?

Akbar realized that India had a diverse population, which he feared could lead to the breakdown of his empire. As a result, he did everything he could think of to win the people's loyalty. For example, he married the daughter of a local noble to win the noble's support and brought the sons of other nobles to live at his court. At the same time, Akbar was not hesitant to fight to prevent rebellion. By the time Akbar died in 1605, the Mughals ruled most of north India and much of the interior.

Akbar also worked to unify his diverse empire by promoting religious tolerance. His personal stance was that no single religion—including Islam, which he had been raised

to practice—could provide all the answers to life's problems. As a result, he did not want to discourage people from practicing any religion or to discriminate against anyone for their beliefs. He abolished taxes that earlier rulers had placed on non-Muslims and appointed Hindus to several influential positions in his government. He also encouraged discussions and debates among Muslims, Hindus, Christians, and members of other religions.

Although flexible and generous in his support of different religions, Akbar kept a firm grasp on his government and its finances. He established a centralized government framework that gave him supreme civil and military authority over his empire. To keep better track of the empire's finances, Akbar reformed the tax system and appointed officials to oversee it. To try to prevent officials with regional loyalties, only about one-third of these officials were from India. The majority were from outside of the Mughal Empire.

### READING CHECK

**Explain** How did Babur and Akbar the Great help create a new empire in India?

## Height of the Mughal Empire

Babur and Akbar laid the foundation for a powerful empire. The rulers who followed them built upon that foundation and raised Mughal India to new heights of power and wealth.

**Jahangir** Intelligent and impatient to rule, Akbar's son Jahangir rebelled against his father. The two later reconciled, and Jahangir became emperor after Akbar's death in 1605. Despite his ruthless start, Jahangir was known as a good ruler. He continued Akbar's practice of religious tolerance, appointing both Muslim and Hindu officials. He supported the arts and adopted many Persian influences into Indian society. Jahangir's acceptance of Persian customs was inspired by his wife, Nur Jahan, who had been born in Persia. A powerful woman, Nur Jahan actually ruled for several years while her husband was ill.

During his reign, Jahangir came into conflict with a religious group known as the Sikhs (SEEKS), some of whom had supported a rebellion against him. **Sikhism**, which had been founded by Guru Nanak (1469–c. 1539), blended elements of both Islam and Hinduism.

### ACADEMIC VOCABULARY

**stance** an attitude, position, or view about someone or something

Like Muslims, Sikhs believe that there is only one God, that God created the world, and that he has no physical form. But unlike Muslims, who believe in an afterlife, Sikhs believe in the Hindu concept of reincarnation. They believe that the goal of existence is to be freed from the cycle of rebirth and to attain unity with God. Sikhs do not practice rituals such as pilgrimage and yoga that came from the earlier religions.

**Shah Jahan** Jahangir's son and successor, **Shah Jahan** shared his father's love of literature and art. During his reign the Mughal Empire experienced a cultural golden age. The greatest example of Mughal architecture, the **Taj Mahal** in Agra, was built during his reign. Designed by Persian architects and displaying elements of Indian, Persian, and Muslim architectural styles, the Taj Mahal was built as a tomb for Shah Jahan's beloved wife.

In addition to the Taj Mahal, Shah Jahan built a new capital for India at Delhi. At the heart of the capital was a chamber that held the magnificent Peacock Throne. Flanked by two sculpted peacocks and encrusted with gold, diamonds, emeralds, and other gems, the throne became a symbol of Mughal majesty.

The cost of building monuments such as the Taj Mahal and the palaces of Delhi was enormous. To pay for the monuments, Shah Jahan imposed heavy taxes on the people of India. He demanded half of all crops grown in the country, which led to hardship and famine for many people. Adding to Shah Jahan's need for money was a series of wars he launched against India's neighbors. Many of these wars were fought in the name of Islam against Christians and Hindus because, unlike his father and grandfather, Shah Jahan was a Muslim who did not practice religious tolerance.

**Aurangzeb** In 1657 Shah Jahan grew terribly ill. His sons, thinking their father near death, began to maneuver to take the throne. Before long, war broke out between them. When Shah Jahan unexpectedly recovered, his son **Aurangzeb** captured him and locked him in a prison in Agra. Aurangzeb then killed his rivals, and brought the head of one brother in a box to show his father. With the way clear, Aurangzeb then declared himself emperor.

Early in his reign, Aurangzeb was chiefly concerned with expanding India's borders. The empire reached its greatest size at this time.

#### READING SKILLS

##### Summarizing

After you read the information on the Height of the Mughal Empire, summarize the key points of the reigns of Jahangir, Shah Jahan, and Aurangzeb in four to six sentences.

## Linking to Today

### The Sikhs

Today more than 20 million people identify themselves as Sikhs, making Sikhism the world's fifth-largest religion. The majority of Sikhs live in the Punjab region of India, where about 500 years ago a young spiritual teacher named Guru Nanak founded the faith. Nanak wrote his teachings as poems. These poems, along with the teachings of nine other gurus, or prophets, now form part of the holy book of Sikhism.

Sikhs strive to live according to these teachings, which they believe to be the living word of a single, all-powerful God. Serving others, living a truthful life, and the belief that all people are equal, regardless of gender or social class, are core to Sikh spirituality.

As an expression of their faith, Sikhs wear special clothing. The turban, for example, symbolizes the Sikhs' strong belief in social equality. In the early years of Sikhism, before India was under Mughal rule, only kings and noblemen could wear turbans. In response, a Sikh guru commanded all Sikhs, both men and women, to wear the turban as a symbol of their social equality. Today this tradition continues. Wearing the turban is required for all Sikh men but is optional for Sikh women.

**Why do Sikhs continue to wear turbans today?**



▲ Like the turban, uncut hair is a symbol of Sikh identity and faith. To honor the human form as created by God, Sikhs do not cut their hair or beards.



## THE IMPACT TODAY

Persecution would later lead many Sikhs to move to California.

Later, however, Aurangzeb turned more to domestic affairs. A strict Sunni Muslim, he worked to impose his religious views on society. He issued strict decrees about morality and personal behavior and appointed officials to enforce them. He also persecuted Hindus and Sikhs, taxing them, forbidding them high positions in government, and destroying their temples. When crowds of Shia and Sufi Muslims gathered to protest his actions, Aurangzeb ordered soldiers mounted on elephants to crush them.

Aurangzeb's restrictions and his persecution of his subjects led many peasants to rebel. One rebellious subject wrote to the emperor:

### HISTORY'S VOICES

“Your subjects are trampled underfoot; every province of your Empire is impoverished . . . If Your Majesty places any faith in those books by distinction called divine, you will be there instructed that God is the God of all mankind, not the God of Mussalmans [Muslims] alone.”

—Anonymous Mughal citizen, quoted in *History of Aurangzeb* by Jadunath Sarkar

**Decline of the Mughals** Although Aurangzeb had enlarged the Mughal Empire, his actions marked the beginning of its end. Due to the harsh measures of Aurangzeb's regime, frequent rebellions broke out in the later 1600s. When Aurangzeb died, rival claims to the throne led to civil war. Soon, invaders poured into India from the north.

## ACHIEVEMENTS OF THE MUGHAL EMPERORS

QUICK FACTS

Mughal rulers unified vast lands and peoples, and left a spectacular cultural legacy.

**Babur** (1526–1530)

- Conquered India
- Founded the Mughal Empire

**Akbar** (1556–1605)

- Expanded the size of the Mughal Empire
- Built a strong central government
- Promoted religious tolerance

**Jahangir** (1605–1627)

- Encouraged Persian culture in India
- Supported art and literature

**Shah Jahan** (1628–1658)

- Promoted literature and arts
- Built the Taj Mahal and a capital at Delhi

**Aurangzeb** (1658–1707)

- Supported the growth of Sunni Islam
- Increased the empire to its largest size

Although the Mughals continued to rule for about 150 more years, they held little power and controlled far less territory. In time, India fell under the sway of the British, who made it a colony and part of their global empire.

**READING CHECK Summarize** How did Aurangzeb contribute to the Mughals' decline?

## ACADEMIC VOCABULARY

**regime** a specific and often harsh government

## SECTION 2 ASSESSMENT

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Online Quiz

Keyword: SHL NAS HP

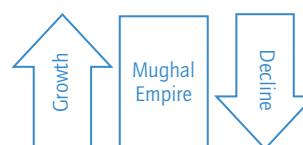
### Reviewing Ideas, Terms, and People

- a. Identify** What was the first Muslim government established in India? Where did its name come from?
- b. Explain** How did relationships between Muslims and members of other religions change in India?
- c. Elaborate** How did the arrival of Islam in India lead to later changes in society?
- a. Describe** How did Babur establish the Mughal Empire?
- b. Make Generalizations** What qualities helped Babur and Akbar the Great create a successful and prosperous empire in India?
- c. Rate** Which of Akbar's accomplishments as emperor do you think was most impressive? Why?
- a. Identify** What were two artistic achievements made in India under Shah Jahan?
- b. Compare and Contrast** How were Shah Jahan and Aurangzeb similar? How were they different?

**c. Extend** How did the policies of Shah Jahan and Aurangzeb lead to the decline of Mughal civilization?

### Critical Thinking

- Identify Cause and Effect** Using your notes and a graphic organizer like the one here, explain the reasons for the growth and decline of the Mughal Empire. List reasons for growth in the left arrow and reasons for decline in the right arrow.



### FOCUS ON WRITING

- Narration** Write a short paragraph about the founding of the Mughal Empire. In your paragraph, trace the key events in the empire's early history.

## SECTION

# 3

# The Ming and Qing Dynasties

## BEFORE YOU READ

### MAIN IDEA

During the Ming and Qing dynasties China prospered, but the empire entered a period of isolation in response to increasing European contact.

### READING FOCUS

1. How did the Ming dynasty bring stability, prosperity, and isolation to China?
2. How did the Manchus of the Qing dynasty rule China?
3. What cultural developments occurred during the Ming and Qing periods?

### KEY PEOPLE

Hongwu  
Yonglo  
Zheng He  
Matteo Ricci  
Kangxi  
Qianlong  
Lord George Macartney

### TAKING NOTES

As you read, use a graphic organizer like the one below to take notes on the Ming and Qing dynasties and their culture.

Ming	Qing

### THE INSIDE STORY

**Why might a ruler build a city within a city?** The Gate of Divine Might, the Hall of Supreme Harmony,

the Palace of Heavenly Purity—these structures are part of China's Forbidden City. Set in the heart of Beijing, China's capital, the Forbidden City was built in the early 1400s for China's Ming emperor and his family, court, and servants. The vast complex is surrounded by a moat and a 35-foot-high wall, and includes dozens of imperial palaces, halls, temples, residences, and other buildings. This amazing city within a city earned its name because China's common people were not allowed to enter it.

For centuries, the golden-colored rooftops of this hidden city—all that China's people could see of it—symbolized China's imperial glory. ■

## The Ming Dynasty

In 1279 the Mongol leader Kublai Khan conquered China and founded the Yuan dynasty. After Kublai Khan's death in 1294, however, the Yuan dynasty weakened. This weakness, combined with Chinese resentment of Mongol rule, made China ripe for rebellion—and the rise of a new dynasty.

## A FORBIDDEN City

◀ The Hall of Supreme Harmony in China's Forbidden City



**China under Ming Rule** In 1368 a peasant named Zhu Yuanzhang (JOO YOO-AHN-jahng) and his rebel army overthrew the last Mongol emperor. Zhu took the name **Hongwu**, meaning “vastly martial,” and founded the Ming dynasty. *Ming* means “brilliant,” and Ming China lasted nearly 300 years until 1644. During this period, China’s rulers gained control of Korea, Mongolia, and parts of Central and Southeast Asia.

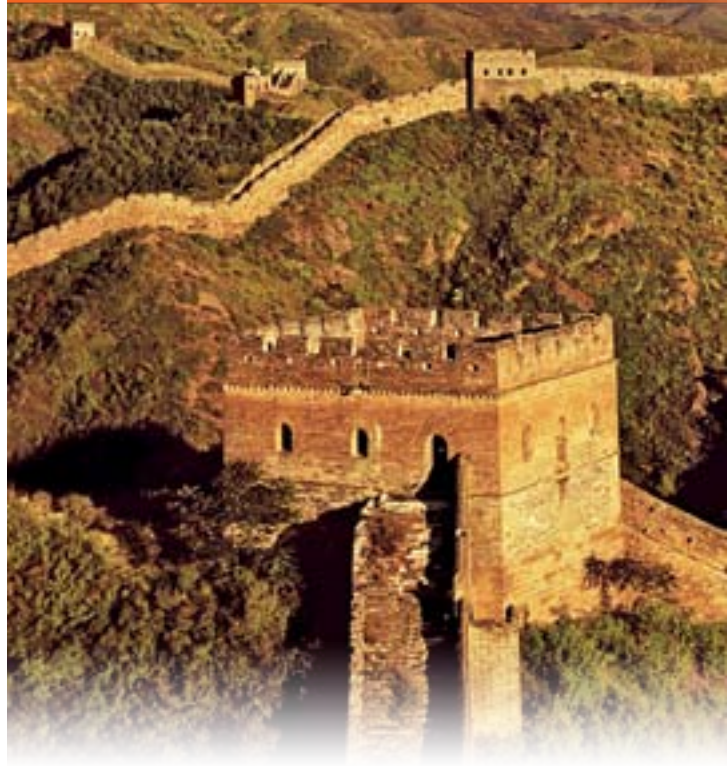
Having expelled the Mongols, Hongwu worked to rebuild China. He reduced taxes and passed reforms to improve agriculture and trade, increasing stability and prosperity in China. In addition, Hongwu worked to eliminate Mongol influences and to revive traditional Chinese values and practices, such as Confucian principles. For example, to obtain government officials educated in Confucian ideas, he restored and improved the civil service examination system. To root out corruption, he increased the influence of censors, officials who monitored government.

At the same time, Hongwu greatly expanded his power as emperor. He did away with the positions of some high-level officials and took over more control of the government. As a result, the Ming emperors were much more powerful than emperors of previous dynasties. In addition, Hongwu eliminated anyone whom he saw as challenging his authority, and over time he had thousands of his rivals killed.

Hongwu died in 1398. Following a power struggle, his son **Yonglo** (YOOHNG-LOH) became emperor, ruling from 1402 until 1424. Yonglo moved the Ming capital to Beijing, a city in the northeast of China. At the center of Beijing, he built a vast imperial city, which was surrounded by high walls. This city complex became known as the Forbidden City because most people were forbidden from entering it.

**Ming Sea Voyages** To extend China’s influence, Yonglo sponsored overseas voyages. Between 1405 and 1433 **Zheng He** (juhng HUH), a Chinese Muslim admiral, led seven voyages around the Indian Ocean as far as Africa. To show China’s power, Zheng He sailed with huge fleets of as many as 300 ships. These fleets included trading ships called junks as well as immense treasure ships, each about 400 feet long. Wherever he went, Zheng He presented gifts from China, and in return several foreign leaders sent tribute to China’s emperor.

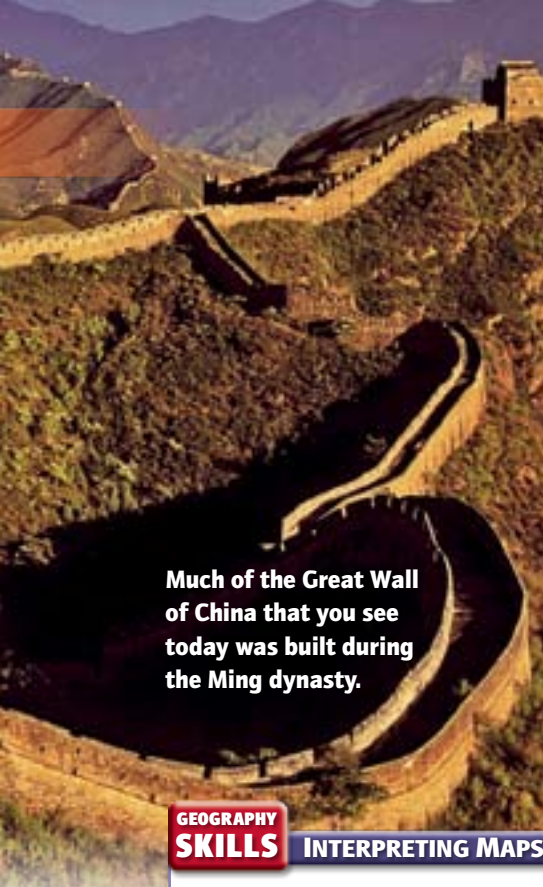
## The Great Wall of China



Zheng He’s voyages demonstrated Ming China’s growing sea power. After 1433, however, a new emperor stopped the overseas voyages. They had been highly expensive, and some officials complained that China’s resources would be better used to defend the frontiers.

**Ming Foreign Relations** The policy to end the voyages was part of a move in Ming China toward isolation from the outside world. This move toward isolation gained full force in the 1500s, when the Ming heavily restricted foreign trade and travel to limit outside contacts. Foreign merchants were allowed to trade only at a few Chinese ports, such as Canton, and only during certain times. Such policies were impossible to enforce, however. All along China’s coast, ambitious Chinese smugglers carried out a brisk trade with foreign merchants.

One reason for the Ming emperors’ decision to isolate China was the arrival of European traders and Christian missionaries in the 1500s. The Europeans introduced many new goods and ideas—including new products from the Americas. In fact, Europeans often paid with silver from the Americas. The Ming disliked the influence of the Europeans, though, and sought to preserve China’s traditions.



Much of the Great Wall of China that you see today was built during the Ming dynasty.

## GEOGRAPHY SKILLS

### INTERPRETING MAPS

- 1. Location** In what region of the Ming empire was Beijing, the capital, located?
- 2. Regions** What regions did China gain under Qing rule?

## MING AND QING DYNASTIES, 1368–1911



Even so, some Europeans gained influence in China. One such European was **Matteo Ricci** (mah-TAY-oh REE-chee), an Italian Jesuit priest, who arrived in 1583. To gain acceptance, Ricci learned the Chinese language and adopted many Chinese customs. His efforts gained him entry to the Ming court, where he became highly respected. There, Ricci introduced European learning in mathematics and science.

In addition to dealing with the Europeans, the Ming faced a renewed Mongol threat to the north. To improve defense, the Ming restored China's Great Wall. Parts of earlier walls were repaired but most of the construction was new. In fact, much of the Great Wall that is seen today was built during the Ming period.

**Ming Economy and Society** Ming rule brought prosperity to China. Improved methods of irrigation increased farm production, and peasants produced huge crops of rice in the southern river valleys. In addition, new crops from the Americas, such as corn and sweet potatoes, reached China in the 1500s. These crops further increased farm output.

Stability and plentiful food led to substantial population growth. As the population grew, so did China's cities. In these cities, industries such as the manufacture of porcelain and silk expanded in response to a growing European demand for Chinese goods. At the same time, China remained a mainly agricultural society.

**Ming Decline** In the late 1500s, the Ming dynasty began to decline. Several weak rulers took the throne, and under their rule corruption increased. As defense efforts drained the treasury, Ming rulers raised taxes. High taxes combined with crop failures in the 1600s led to famine and hardship. Rebellions broke out.

As Ming China weakened, the Manchu—a people to the northwest in Manchuria—saw their chance. In 1644 the Manchu swept into Beijing and took the capital. The last Ming emperor killed himself to avoid capture. The Manchu then formed their own dynasty and gave it a Chinese name—Qing (CHING).

## READING CHECK

**Analyze** What were some of the strengths and weaknesses of the Ming dynasty?

## READING SKILLS

**Summarizing** After you read the information on the Ming Dynasty, summarize the key points in five to seven sentences.



## The Qing Dynasty

The Qing dynasty, which ruled from 1644 to 1911, became the last dynasty in 3,500 years of imperial rule in China. Under the Qing dynasty's Manchu rulers, China again grew prosperous and expanded to its largest size in history.

**China under Qing Rule** As foreigners, the Manchu initially faced heavy resistance from their Chinese subjects, especially in the south. To win the support of the Chinese, the Manchu showed respect for Chinese customs and maintained China's Confucian traditions. The Manchu rulers carried over much of the Ming government structure and continued the civil service examination system. In addition, government positions were distributed equally among Chinese and Manchu officials. These actions eventually earned the Manchu the respect and loyalty of many of their Chinese subjects and restored stability to the empire.

At the same time, the Manchu remained separate from the Chinese and placed some restrictions on them. Manchu were not allowed

to marry Chinese, and Manchu women were forbidden to bind their feet as Chinese women did. In addition, Chinese males had to wear their hair in the Manchu style—shaved in the front with a queue, or braid, in the back.

Qing China flourished under two outstanding emperors: **Kangxi** (KAHNG-SHEE) and his grandson **Qianlong** (chee-UHN-LOOHNG). Kangxi, who ruled from 1661 to 1772, reduced taxes for peasants and expanded the empire into parts of Central Asia. An intellectual, he supported the arts and entertained Jesuit priests at court. The Jesuits were highly educated, and Kangxi enjoyed learning from them about European advances in science and other areas.

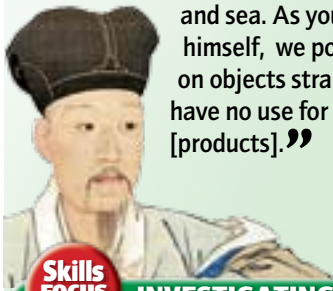
Kangxi's grandson Qianlong brought the Qing dynasty to its height. Ruling from 1736 to 1796, Qianlong expanded the empire of China to its largest size by conquering Taiwan, Mongolia, and Tibet. During his reign, agricultural production continued to rise; and China's population boomed, surging to more than 300 million by 1750. The economy thrived as well, benefiting from improved transportation and from growing domestic and foreign markets.

### COUNTERPOINTS

## Two Sources on China and Trade

*In a letter to King George III of England, Qing emperor Qianlong explains his refusal of the king's gifts and request for trade.*

“Swaying the wide world, I have but one aim in view, to maintain a perfect governance and to fulfill the duties of the State: strange and costly objects do not interest me. . . Our dynasty's majestic virtue has penetrated unto every country under Heaven, and Kings of all nations have offered their costly tribute by land and sea. As your Ambassador can see for himself, we possess all things. I set no value on objects strange or ingenious [clever], and have no use for your country's manufactures [products].”

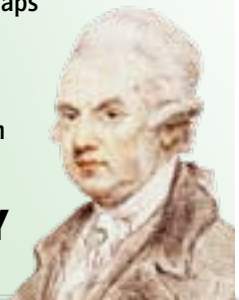


**QIANLONG**

—from a letter to King George III

*Lord George Macartney led Great Britain's first attempt to expand trade relations with China. The Macartney Mission of 1792–1794 ended in failure.*

“They receive us . . . with the highest distinction [and] show us every external mark of favour . . . Yet, in less than a couple months, they plainly discover that they wish us gone, refuse our requests without reserve . . . and dismiss us dissatisfied . . . I must endeavour [try] to unravel this mystery if I can. Perhaps they have given way to impressions which they could not resist, but are ashamed to confess; perhaps they begin to find their mistake, and wish to make amends.”



**LORD MACARTNEY**

—from an entry in Macartney's diary

**Skills  
FOCUS**

### INVESTIGATING HISTORY

**Analyze** How does Lord Macartney's view of the trade discussions compare with Emperor Qianlong's view?

**Qing Foreign Relations** Qianlong continued the Ming policy of isolation and restricting foreign trade. The Manchu, like the Chinese, saw Chinese civilization—and products—as superior and expected foreigners to trade on China’s terms. Accepting these terms, the Dutch began a thriving trade in Chinese goods. Dutch traders obtained Chinese porcelain and silk along with a new good, tea. In fact, tea soon became the main Chinese export to Europe.

Other Europeans continued to try to change China’s trade restrictions. In 1793 a British official, **Lord George Macartney**, came to China to discuss expanding trade. The Chinese found the British goods that he brought inferior to their own products. In addition, the Chinese demanded that Macartney show respect to Emperor Qianlong by kowtowing—kneeling in front of the emperor and touching the forehead to the ground nine times. Macartney refused, and the Chinese sent him away.

At the time, China was one of the most advanced civilizations in the world. Isolation, however, would help prevent the Chinese from keeping up with European advances. In the 1800s European efforts to open China’s closed society would eventually topple the Qing dynasty—and imperial rule.

**READING CHECK** **Draw Conclusions** How did cultural differences hamper trade relations between the British and the Chinese during the Qing period?

## Ming and Qing Culture

Under Ming and Qing rule, the Chinese made many developments in the arts and literature. Ming artisans produced exquisite blue-and-white porcelain. The beauty and superb quality of Ming porcelain made it a valuable trade item, especially in Europe.

During the Ming period, rising literacy rates contributed to the growth of popular fiction, or fiction written in everyday language for the common people. Short stories became more popular, and the first Chinese novels were published. In the 1700s the Qing writer Cao Zhan wrote the novel *Dream of the Red Chamber*. Considered China’s greatest novel, it examines the decline of an upper-class Chinese family.

**READING CHECK** **Analyze** How did literature change during the Ming period?



### Ming Porcelain

Ming porcelain was often richly decorated with blue-and-white abstract or floral designs. A bearded dragon wraps around the vase shown here.

## SECTION 3 ASSESSMENT

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Online Quiz

Keyword: SHL NAS HP

### Reviewing Ideas, Terms, and People

- a. Identify** Who were Hongwu and Yonglo, and what were their main achievements?

**b. Draw Conclusions** How did Zheng He’s voyages demonstrate Ming China’s sea power and increase China’s influence?

**c. Evaluate** How did interaction with foreigners affect China during the Ming period?
- a. Recall** How did the Manchu rulers of the Qing dynasty earn the support and loyalty of many of the Chinese people?

**b. Explain** Why did the British fail in their efforts in the 1790s to expand trade relations with Qing China?

**c. Rank** Based on what you have learned about the major Ming and Qing emperors, how would you rank them? Explain your reasoning.
- a. Identify** Which book is considered to be China’s greatest novel, and when was it written?

**b. Analyze** How did Ming porcelain contribute to China’s economy?

### Critical Thinking

- 4. Compare and Contrast** Using your notes and a graphic organizer like the one here, compare and contrast the main accomplishments and challenges of the Ming and Qing dynasties.



### FOCUS ON WRITING

- 5. Exposition** You are a Dutch merchant who conducts trade with China in the 1700s. Write a short letter to another European merchant giving the merchant advice on how to gain the right to trade with China.

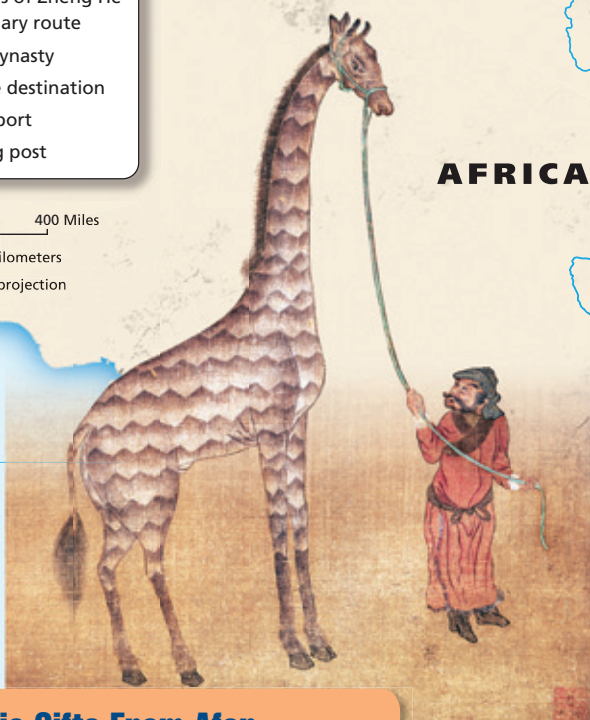


## The Voyages of Zheng He

Between 1405 and 1433 the Chinese admiral Zheng He led seven grand voyages throughout the Indian Ocean. During the seven voyages, Zheng He visited ports in Southeast Asia, India, Persia, the Arabian Peninsula, and Africa. The voyages consisted of huge fleets, some with hundreds of ships. These ships were like traveling cities; and their crews included not only sailors but also astrologers, blacksmiths, cooks, doctors, officials, royal guards, and translators.

- Main route of the voyages of Zheng He
- - - Secondary route
- Ming dynasty
- 1 Voyage destination
- Major port
- Trading post

0 200 400 Miles  
0 200 400 Kilometers  
Van der Grinten projection



### Exotic Gifts From Afar

On his voyages, Zheng He brought back many exotic gifts that foreign rulers gave him to present to China's emperor. From Africa, for example, Zheng He brought back a giraffe, as shown above, as well as a zebra.



# ASIA

**"We have set [our] eyes  
on barbarian regions  
far away . . . while our  
sails loftily unfurled  
like clouds."**

—Zheng He, Pillar inscription

## Home Base

All seven of the voyages departed from the city of Nanjing, one of China's main ports at the time.

## China's Treasure Ships

Zheng He's fleets included immense treasure ships, called *baochuan*. These ships were some 400 feet in length and carried crews of nearly 1,000.



Image courtesy of Mr. Chung Chee Kit and National Library Board, Singapore, 2006

## GEOGRAPHY SKILLS

## INTERPRETING MAPS

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Interactive Map

Keyword: SHL NAS

- 1. Movement** On which of his seven voyages did Zheng He first visit Africa?
- 2. Place** What Muslim religious center on the Arabian Peninsula did Zheng He visit on one of his side trips during his voyages?



# Medieval Japan and Korea

## BEFORE YOU READ

### MAIN IDEA

During the medieval period, a feudal warrior society developed in Japan, while Korea's rulers endured invasion and turned to isolation.

### READING FOCUS

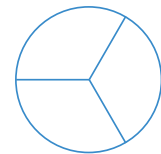
1. What were the key characteristics of the feudal warrior society in Japan?
2. How did the Tokugawa Shogunate rule Japan, and in what ways did culture flourish during the period?
3. How did the Choson dynasty shape events in medieval Korea?

### KEY TERMS AND PEOPLE

samurai  
Bushido  
Zen Buddhism  
shogun  
daimyo  
Tokugawa Ieyasu  
haiku  
kabuki  
Yi Song-gye

### TAKING NOTES

Use a graphic organizer like this one to take notes on Japan's warrior society, the Tokugawa Shogunate, and medieval Korea.



This image shows a portion of a famous Japanese folding screen of the summer siege of Osaka.

## Siege of OSAKA CASTLE

Japanese Folding Screen of Summer War of Osaka

### THE INSIDE STORY

#### *Would the castle be strong enough to withstand the attack?*

In 1614 a human wall of some 200,000 Japanese warriors stormed toward Osaka Castle. The castle, one of the greatest in Japan, had a five-story tower and was surrounded by double walls more than 100 feet high. Inside this fortress, Toyotomi Hideyori, the lord of the castle, grew desperate. He was surrounded and knew that Tokugawa Ieyasu, Japan's new military leader, was determined to defeat him to wipe out any possible rivals.

As some 300 cannons battered the castle's double walls, Hideyori sent his army out to meet the enemy. The

two forces met in bloody engagement on the battlefield. Arrows flew, swords slashed with deadly force, and guns—a fairly new arrival in Japan—blasted away.

The winter siege of Osaka castle terrified the Toyotomi clan trapped within the two-mile-wide compound. Unable to endure any more, Hideyori finally signed a truce. But Ieyasu broke the truce and laid siege to Osaka Castle again in the summer of 1615. In June the castle's weakened walls finally fell. Ieyasu's forces overran the gates, burned the castle to the ground, and slaughtered the occupants. The victors took the head of Hideyori's son as a trophy. In defeat, Hideyori took his own life rather than be captured. ■

## Japan's Warrior Society

By the 1100s Japan's central government had begun to lose control of the empire. Local clans began to fight each other for power and land. Law and order gave way to conflict and chaos, and bandits roamed the countryside. For protection, large landowners hired armies of **samurai** (SA-muh-ry), or trained professional warriors. Gradually, a feudal warrior society developed in Japan that was similar to that of medieval Europe—yet, uniquely Japanese.

**Feudalism and the Samurai** In Japan, as in medieval Europe, a feudal system gradually developed. In exchange for allegiance and military service, noble landowners gave property or payment to samurai warriors. Unlike in Europe, where knights were usually paid with land grants, only the most powerful samurai received land. Most of them were paid with food, generally rice. Those samurai who did receive land did not work or live on that land, but they did profit from it. The samurai's lands were worked by peasants, who gave the samurai money or food as payment each year.

The main role of the samurai was that of a warrior, and so they were highly skilled in that role. Like the medieval knights of Europe, samurai wore armor, were skilled with many weapons, and often fought on horseback. At all times, samurai were expected to be in fighting form, ready to do battle should the need arise. As time passed, samurai rose in status in Japanese society and enjoyed many privileges. When samurai strutted along Japan's streets, crowds parted to let them pass. People dropped their eyes out of respect—and fear—because a samurai had the right to kill anyone who showed him disrespect.

In addition to training as warriors, samurai had to follow a strict code of ethics known as **Bushido** (BOOH-shi-doh), which means “the way of the warrior.” Bushido required samurai to be courageous, honorable, obedient, and most of all loyal. The Japanese word *samurai* means “those who serve,” and each samurai had to serve and obey his lord without hesitation, even if the samurai or his family suffered as a result. Samurai who failed to obey or protect their lord were expected to commit seppuku—suicide by ritual disembowelment—rather than live with their shame.

## JAPAN AND KOREA, 1592–1597



Samurai strove to live disciplined lives, which they thought made them better warriors. To improve their self-discipline, many samurai pursued activities that required great focus, such as writing poetry, arranging flowers, and performing tea ceremonies. In addition, many samurai adopted **Zen Buddhism**, a form of Buddhism that spread from China to Japan in the 1100s. Zen stressed discipline and meditation as ways to focus the mind and gain wisdom.

Both men and women of samurai families learned to fight, though only men usually went to war. Like male samurai, female samurai had to follow Bushido and were prepared to die to protect their home and family honor. Honored in Japanese society, samurai women could inherit property and participate in business.

**Rise of the Shoguns** For most of the 1100s, Japan had no strong central government. The emperor was nominally in charge, but he had little control over the country. Local nobles, the heads of powerful clans, fought for power.



# The Way of the Warrior

The elite, highly trained samurai followed a strict code of ethics called Bushido, or "the way of the warrior." Samurai were expected to serve with honor and loyalty in battle and to value duty and death over defeat. Terrifying and bloodthirsty in war, a samurai also found time to meditate, write poetry, and arrange flowers to focus his mind and body.

All samurai were skilled in the use of the longbow.

The samurai below are writing poetry. Writing poetry helped train the samurai to concentrate.

Samurai wore colorful armor and fierce-looking helmets. Most samurai carried and sometimes fought with two swords.

**Skills Focus**

**INTERPRETING VISUALS**

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**Interactive**

Keyword: SHL NAS

- 1. Find the Main Idea** What equipment did the samurai use to protect themselves in battle?
- 2. Draw Conclusions** Why do you think that samurai wore fierce-looking helmets with horns or other terrifying features?



After decades of warfare between clans, the Minamoto family defeated a rival to become Japan's most powerful clan. In 1192 the clan leader, Minamoto Yoritomo, forced the emperor to name him **shogun**, or "general." Japan's supreme military leader, the shogun ruled in the emperor's name. Although the emperor remained at the top of Japanese society, he became a mere figurehead. For nearly 700 years following, shoguns would rule Japan.

Yoritomo allowed the emperor to continue to hold court at Heian, which in time became known as Kyoto. The new shogun then formed a military government at Kamakura. The Kamakura Shogunate (SHOH-guhn-uh), or military dynasty, ruled Japan until 1333.

In the 1200s the Kamakura Shogunate faced a major threat—the Mongols. In 1274 and again in 1281, large Mongol fleets attacked Japan. Each time, the Japanese defeated the Mongols with the help of a powerful storm that wiped out the enemy fleet. The Japanese referred to these storms as the *kamikaze*, or "divine wind," and believed they showed that the gods favored Japan.

The Mongol invasions weakened the Kamakura Shogunate, however. Many lords did not think the shogun had rewarded them well enough for their part in the fighting and grew to resent the shogun's power over them. Loyalties began to break down, and in 1338 the Kamakura Shogunate was overthrown.

**Rebellion and Order** A new shogunate took power but was too weak to gain control of Japan. With the loss of centralized rule, Japan splintered into many competing factions. Numerous local **daimyo** (DY-mee-oh), powerful warlords who held large estates, gained control of their own territories and battled for power.

To defend their lands, the daimyo built large fortified castles. As in medieval Europe, these castles were often on hills, protected by walls, and surrounded by water. People came to the castles for protection, and towns often grew up around them. In time, the daimyo began to use peasants as foot soldiers in their armies in addition to samurai on horseback. After 1543 Portuguese traders introduced firearms to Japan. The daimyo gradually began to arm their soldiers with these weapons. Some samurai refused to use guns and later died wielding swords against superior firepower.

During the 1500s, three strong daimyo worked to take control of Japan. The first of these ambitious daimyo was Oda Nobunaga (ohd-ah noh-booh-nah-gah), who was the first daimyo to arm his soldiers with guns. With these weapons, Oda easily defeated his opponents' traditional samurai cavalry. By Oda's death in 1582 he controlled half of Japan.

Toyotomi Hideyoshi, Oda's greatest general, continued his leader's efforts and by 1590 controlled most of Japan. A few years later in 1600, **Tokugawa Ieyasu** (toh-koohg-ah-wuh ee-e-yahs-oo) won a decisive battle to gain complete control of Japan. In 1603 the emperor made Tokugawa shogun. This event began the Tokugawa shogunate, which ruled until 1867.

**READING CHECK Find the Main Idea** What features defined Japan's feudal warrior society?

## The Tokugawa Shogunate

Tokugawa Ieyasu established his capital at a quiet fishing village named Edo (AY-doh), which is now the city of Tokyo. By establishing a strong, central government, he and the later Tokugawa shoguns brought about a period of relative unity, peace, and stability in Japan.

**Tokugawa Rule** The Tokugawa shoguns closely controlled the daimyo, who still held power at the local level. To keep the daimyo loyal, the shoguns required them to live in Edo periodically and to leave their families there year-round as "hostages." These requirements forced the daimyo to maintain two residences, which was expensive, and were an attempt to preclude the daimyo from rebelling.

The stability and peace of Tokugawa rule brought prosperity to Japan. Agricultural production rose, the population and cities grew, and economic activity increased. New roads called the Five Highways linked the main cities and castle towns, further improving trade.

Under Tokugawa rule, Japan's strict feudal social structure became even more rigid. At the top of society was the emperor, in truth a figurehead. Next was the shogun, who held the real power as the top military ruler. Below the shogun were daimyo, who owed him their loyalty, and then samurai, who served the daimyo. Together, the emperor, shogun, daimyo, and samurai made up the ruling warrior class.

**ACADEMIC VOCABULARY**  
**preclude** to prevent something or someone from acting



Below the warrior class were three classes—peasants, artisans, and merchants. Members of these lower classes could not rise in social status, serve in the military or government, or hold government positions that might challenge the power of the warrior class.

Peasants made up the vast majority—about 80 percent—of Japan's population. Forbidden from doing anything but farming, they supported themselves by growing rice and other crops on daimyo and samurai estates. In Japan, farming was considered an honorable trade, and peasants enjoyed a relatively high status, just below samurai. At the same time, peasants paid most of the taxes and led hard lives.

Below the peasants were artisans, who often lived in castle towns and made goods such as armor and swords. At the bottom of society were the merchants, not honored because they did not produce anything. Yet merchants often grew wealthy and could use their wealth to improve their social position.

During the Tokugawa period, women's status gradually declined. Many women led restricted lives and had to obey the male head of the household absolutely. Even women in the samurai class lost many rights and freedoms, such as the right to inherit property.

While male samurai continued to command respect, their role changed. Peace put many samurai out of work. Because samurai were not allowed to engage in trade, many ronin—masterless samurai—fell on desperate times. Some became farmers, others warriors-for-hire, and still others roaming bandits.

**Relations with the West** The prosperity of the Tokugawa Period went hand in hand with Japan's increasing contact with Europeans. The Portuguese had arrived in Japan in 1543, and other Europeans soon followed. Initially, the Japanese welcomed European traders and missionaries and the new ideas, products, and technologies that they brought.

## Reading like a Historian

### Kabuki Theater

**Analyzing Visuals** Kabuki plays combine dance, song, music, dialogue, and pantomime with elaborate costumes and make-up to tell stories about historical events as well as everyday life. The photograph at right is a still from a 2001 London performance of *Tsuri Onna*, or "Fishing for a Wife," a kabuki comedy about a servant tricked into marrying an unattractive woman. To interpret this image think about

- the subject of the image
- the details of the image
- the creation of the image

**Skills  
FOCUS**

#### READING LIKE A HISTORIAN

- 1. Details** What details from the costumes of the two characters suggest a difference in social class?
- 2. Creation** What does the date and information about the photograph's creation suggest about kabuki as an artform?

See **Skills Handbook**, p. H26



Actors in female roles cover their face, hands, and feet with a thick white make-up that symbolizes delicate skin.

Some kabuki costumes can weigh up to 40 pounds. The servant's simple costume is an indicator of his social status.

While trade with Europe boosted Japan's economy, Christian missionaries changed Japanese society. Many Japanese became Christian, and soon samurai could be heard chanting Christian prayers in battle. Over time, though, the Tokugawa shoguns grew concerned with the spread of Christianity in Japan. Shoguns began to persecute Christians and kill missionaries or force them to leave. At the same time, the shoguns began to restrict foreign trade and travel. For example, they banned the building of all large ships. By 1650 Japan had shut its doors to all Europeans except the Dutch. Japan continued this policy for more than 200 years.

**Feudal Culture** Japan's growing cities became centers of culture during the feudal period. In art, colorful woodblock prints called Ukiyo-e, or "pictures of the floating world," became popular. Many of these prints showed vibrant scenes of city life.

In literature, realistic stories became popular as well as a form of poetry called **haiku**. A haiku consists of three lines with 17 syllables. Many haiku, including the one below, deal with themes of nature and harmony.

#### HISTORY'S VOICES

“An old silent pond . . .  
A frog jumps into the pond,  
splash! Silence again.”

—Matsuo Basho, translated by Harry Behn

In theater, Noh drama developed in the 1300s. Slow-moving, Noh plays told stories through the use of masks, stylized dance, and music. For more action, plot, and humor, Japanese audiences turned to a new type of theater in the 1600s—**kabuki**. A kabuki play could last all day as actors sang and danced, pausing to interact with the audience. Although women initially performed kabuki, they were later banned from performing and replaced by men.

**READING CHECK Summarize** What changes did Tokugawa rulers impose on Japanese society?

## Medieval Korea

In 1392 a powerful general named **Yi Song-gye** gained control of Korea and established the Choson kingdom. The Choson, or Yi, dynasty that ruled the kingdom became one of Korea's longest ruling dynasties, lasting until 1910.

The Choson kings formed a government based on Confucianism. During this period, Korea prospered and produced many cultural achievements, including the creation of a Korean alphabet. Then in the late 1500s the Japanese invaded Korea twice. The Koreans held off the Japanese by using advanced Turtle ships—ironclad warships with cannons—and receiving help from Ming China. The fighting left Korea in ruins, though. In the early 1600s Korea faced another threat when the Chinese invaded. By the 1640s Korea had become a vassal state to the Qing dynasty in China.

As a result of these events, the Choson kings increasingly isolated Korea from the world except for trade with China. In the West, Korea became known as “the Hermit Kingdom” because of its isolation.

**READING CHECK Analyze** How did foreign influences both help and hurt Korea?

#### READING SKILLS

##### Summarizing

After you read the information on Medieval Korea, summarize the key points in two to four sentences.

## SECTION 4 ASSESSMENT

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Online Quiz

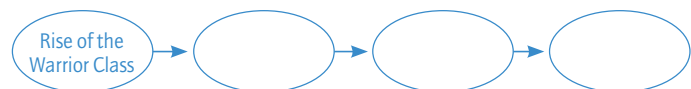
Keyword: SHL NAS HP

### Reviewing Ideas, Terms, and People

- Identify** Who were Minamoto Yoritomo and Tokugawa Ieyasu, and why were they each significant in Japanese history?
  - Compare** How were the samurai of medieval Japan similar to the knights of medieval Europe?
  - Elaborate** How did the rise of the daimyo alter Japanese society?
- Describe** What was life like for Japanese peasants, merchants, women, and ronin during the Tokugawa Period?
  - Summarize** What actions did Tokugawa Ieyasu and later Tokugawa shoguns take to secure Japanese unity?
  - Evaluate** How did kabuki and haiku contribute to Japanese culture?
- Recall** Who founded the Choson dynasty in Korea, and when?
  - Analyze** How do you think isolation might have benefited Korea's development, and how might it have hurt it?

### Critical Thinking

- Sequence** Using your notes and a graphic organizer like the one below, explain the sequence of events from the development of a feudal warrior society in Japan to the rise of the Tokugawa Shogunate. You may need to add circles to your graphic organizer.



### FOCUS ON WRITING

- Exposition** Write a letter that a Tokugawa shogun might have sent to a European ruler explaining the relationships among the emperor, shogun, daimyo, samurai, and peasants in Japan's feudal warrior society.



# Feudalism in Japan and Europe

**Historical Context** The documents in this investigation describe different aspects of feudalism in medieval Japan and in medieval Europe.

**Task** Study the documents and answer the questions that follow. Then, using evidence from these documents and from the chapter, write an essay comparing and contrasting feudalism in Japan and in Europe.

## DOCUMENT 1

### The Ideal Samurai in Medieval Japan

In about 1256, Hojo Shigetoki, a Buddhist monk and former deputy to the Kyoto Shogunate, wrote a series of essays outlining the ideal behavior and moral character of Japan's warrior class, the samurai.

When one is serving officially or in the master's court, he should not think of a hundred or a thousand people, but should consider only the importance of the master. Nor

should he draw the line at his own life or anything else he considers valuable. Even if the master is being phlegmatic [slow to rise to action] and one goes unrecognized, he should know that he will surely have the divine protection of the gods and Buddhas. While in the midst of duties, one should keep this principle in mind concerning service at the master's court, too. To think of receiving the blessings of the master without fulfilling the duties of court service is no different from trying to cross a rough sea without a boat.

## DOCUMENT 2

### Fortresses of Feudalism

Medieval fortresses such as Matsumoto Castle (left) in Japan and Bodiam Castle (right) in England were often built on hills and surrounded by water for defensive purposes. As in medieval Europe, the need for castles in Japan arose in a time marked by the absence of a strong central government and intense competition between local rulers. During this period of disorder and division in Japan, dozens of warlords fought each other and built castles to defend their lands.



## DOCUMENT 3

### Duties of a Knight in Medieval Europe

In about 1023 Duke William of Aquitaine, in present-day France, asked Bishop Fulbert of Chartres to advise on the duties of vassals and lords. The following excerpt is from the bishop's reply.

To William most glorious duke of the Aquitanians . . . Asked to write something concerning the form of fealty, I have noted briefly for you on the authority of the books of the things we follow. He who swears fealty to his lord ought always to have these six things in memory; what is harmless, safe, honorable, useful, easy, practicable. Harmless, that is to say that he should not be injurious to his lord in his body; safe, that he should not be injurious to him in his secrets or in the defences through which he is able to be secure; honorable, that he should not be injurious to him in his justice or in other matters that pertain to his honor; useful, that he should not be injurious to him in his possessions; easy or practicable, that that good which his lord is able to do easily, he make not difficult, nor that which is practicable he make impossible to him.

## DOCUMENT 4

### A Historian's View

In the 1960s Peter Duus was one of many historians who debated whether or not "feudalism" was a valid concept for understanding Japanese history. In the following passage from his book *Feudalism in Japan*, published in 1969, Duus examines feudalism in Japan and Europe.

Of course, we should not expect feudal Japan to be a mirror image of feudal Europe, either in its pattern of development or in its institutional structure. The history of Japan was conditioned by a geographic, economic, social, and intellectual environment vastly different from that of Europe. What we should expect to find is a family resemblance, not an exact likeness. Equally important we should not think of European feudalism as being more "normal" than Japanese feudalism. Building a model on the basis of the European experience is simple a convenience; a close study of both Japan and Europe may mean that we will have to modify the model. It may be that some things we assume to be indispensable aspects of feudalism were not present in both cultures and that certain things we had not assumed to be so were in fact common to both. In short, we are still at the beginning of the comparative study of feudalism, and our definition of it will have to remain a fluid one.

## Skills FOCUS

### READING LIKE A HISTORIAN

#### DOCUMENT 1

- a. **Identify** According to Hojo Shigetoki, what should be the foremost concern of a samurai?
- b. **Explain** What does Hojo Shigetoki mean when he says that expecting a master's blessing without fulfilling one's duties is like trying to cross a rough sea without a boat?

#### DOCUMENT 2

- a. **Describe** What architectural features suggest that both castles were defensive structures?
- b. **Elaborate** Why were castles important to the development and maintenance of feudalism in Europe and Japan?

#### DOCUMENT 3

- a. **Identify Main Ideas** According to Bishop Fulbert, how should a knight in service to a lord act?

- b. **Compare** Based on this document and Document 1, how did a knight's duties compare to those of a samurai?

#### DOCUMENT 4

- a. **Describe** According to Duus what might account for the differences in feudalism in Japan and Europe?
- b. **Interpret** How would a fluid definition of feudalism help historians study feudalism in Japan and Europe?

### DOCUMENT-BASED ESSAY QUESTION

Using details from the documents and information from this chapter and other resources, write a short essay comparing and contrasting feudalism in Japan and Europe.

See **Skills Handbook**, p. H48



## VISUAL STUDY GUIDE

QUICK  
FACTS

## Asian Empires, 1200–1800

**Ottoman Empire**

- Muslim Turks built the empire from a state in Anatolia in the 1300s.
- Under Mehmed II, the Ottomans captured Constantinople in 1453.
- Suleyman I brought the empire to its height and reformed law codes.
- Tolerated but restricted non-Muslims and enslaved Christian boys.
- Ottoman culture combined Persian, Muslim, and Byzantine influences.

**Safavid Empire**

- Esma'il founded this Muslim empire in Persia in the 1500s.
- Esma'il strictly enforced Shiism and came into conflict with Sunni Muslims such as the Ottomans.
- 'Abbas, the greatest Safavid shah, strengthened the military and expanded the empire.
- Safavid culture blended Chinese, Muslim, and Persian styles.

**Mughal Empire**

- Babur founded this Muslim empire in India by 1526.
- Akbar and Jahangir encouraged tolerance and cooperation between Muslims and Hindus.
- Shah Jahan and Aurangzeb tried to eliminate non-Muslims.
- Mughal art combined influences from India, Persia, and Muslim lands in structures like the Taj Mahal.

**China**

- Ming dynasty (1368–1644) rulers provided prosperity and stability, built the Forbidden City in Beijing, funded sea voyages, and isolated China as European influences rose.
- Qing dynasty (1644–1911) rulers expanded China to its largest size and continued isolation.
- Cultural developments included Ming porcelain and Chinese novels.

**Japan**

- A feudal warrior society arose in which a shogun ruled over daimyo with private armies of samurai.
- Samurai followed Bushido, a code stressing loyalty and bravery.
- The Kamakura shogunate unified Japan and defeated the Mongols.
- The Tokugawa shogunate reunified Japan in 1603, and later isolated Japan as European influences rose.

**Korea**

- General Yi Song-gye founded the Choson, or Yi, dynasty in 1392.
- Choson kings created a government built on Confucian principles.
- Japanese invasions in the late 1500s left Korea in ruins.
- After Manchu invasions, Korea became a Qing vassal state.
- Korea was isolated from the world for much of this period.

**Reviewing Key Terms and People**

Identify the correct term or person from the chapter that best fits each of the following descriptions.

1. title of the rulers of the Ottoman Empire
2. Ottoman ruler who reformed the legal code
3. Considered to be the greatest Mughal emperor
4. Mughal emperor who had the Taj Mahal built
5. Chinese admiral who led seven sea voyages for China during the 1400s
6. series of Manchu rulers who governed China
7. code of ethics for Japanese samurai
8. Japanese poetry with three lines and 17 syllables
9. general who founded Korea's Choson dynasty
10. attitude or position about someone or something



## Comprehension and Critical Thinking

### SECTION 1 (pp. 499–503)

- 11. a. Recall** When did the Ottomans capture the city of Constantinople, and why was the city's conquest significant?
- b. Analyze** How did religion divide the Ottoman and Safavid empires, and how did this division affect the two empires' relationship?
- c. Elaborate** How did the Ottoman Empire influence the Safavid Empire, and what was the outcome of this influence?

### SECTION 2 (pp. 504–508)

- 12. a. Recall** How did Akbar bring stability to the Mughal Empire?
- b. Contrast** How did the religious stances of later Mughal rulers differ from those of earlier rulers?
- c. Evaluate** Do you think Shah Jahan was a good emperor for India? Why or why not?

### SECTION 3 (pp. 509–513)

- 13. a. Describe** How did China's relationship with the outside world change during the Ming dynasty?
- b. Make Generalizations** What common factors contributed to population and city growth during the Ming and Qing dynasties?
- c. Make Judgments** Do you think that China's Ming emperor made the right decision to stop making overseas voyages? Why or why not?

### SECTION 4 (pp. 516–521)

- 14. a. Recall** How did the Tokugawa Shogunate bring stability, peace, and prosperity to Japan?
- b. Summarize** What were the main features that characterized Japan's feudal warrior society?
- c. Elaborate** What common factors motivated rulers in medieval Japan and Korea to close their societies to the outside world?

## Reading Skills

**Summarizing** Use what you know about summarizing to answer the questions below:

- 15.** Review the information on the Ottoman Empire and summarize the key points in four to five sentences.
- 16.** Review the information on the Qing dynasty and summarize the main points in a few sentences.

## Analyzing Visuals

**Reading Like a Historian** The painting below, made during the 1700s shows young women relaxing and playing on swings during the Mughal Empire.



Mughal miniature, c. 1700s

- 17. Infer** What can you infer about Mughal art from this image?
- 18. Analyze** What can you learn about Mughal women's fashions in the 1700s from this image?

## Using the Internet

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Practice Online

Keyword: SHL NAS

- 19.** The Ottoman Empire lasted more than 500 years. Using the keyword above, conduct research on the history of the Ottoman Empire. Then create an illustrated time line of the major events of the empire.

## WRITING FOR THE SAT



Think about the following issue:

**Some of the most successful Asian rulers during this period governed with almost absolute power. Two examples are the Ottoman sultan Suleyman and the Mughal emperor Akbar. These two rulers used their power to improve and expand their empires.**

- 20. Assignment:** What did these two rulers have in common in the ways in which they used their power? Write a short essay in answer to this question. Support your answer with examples from your reading and studies.



# Standardized Test Practice

**Directions** Write your answer for each statement or question on a separate answer sheet. Choose the letter of the word or expression that best completes the statement or answers the question.

**1** The illustration shows an effect on Aztecs of the



American Museum of Natural History

- A Mayan attacks.
- B famine.
- C Spanish weapons.
- D Columbian exchange.

**2** Why were many people in the 1500s unhappy with the Roman Catholic Church?

- A People wanted the Catholic Church to sell indulgences so they could have their sins forgiven.
- B People thought that the Catholic Church had become too worldly, too wealthy, and had strayed from its spiritual roots.
- C The newly invented printing press enabled heresy to spread quickly.
- D They opposed the Diet of Worms.

**3** One response of Catholics to the Reformation was

- A the sack of Rome by the soldiers of the Holy Roman Emperor Charles V.
- B Ignatius of Loyola calling the Council of Trent.
- C encouraging people to read and criticize Luther's work.
- D the formation of new religious orders, such as the Jesuits, who worked to reform the church.

**4** Some of the factors that helped bring about the Renaissance are

- A increased trade, the growth of wealthy city-states, and an interest in classical ideas and styles.
- B decreased trade as a result of the Crusades.
- C decreased interest in secular themes in literature.
- D increased focus on finding ways to glorify God.

**5** One of the characteristics of the Renaissance was

- A a focus on religious art.
- B a lack of trade among towns and cities.
- C an emphasis on the individual.
- D a return to traditional religious ideas.

**6** Martin Luther taught that

- A faith alone can lead to salvation.
- B faith and good works lead to salvation.
- C God has already chosen those who will be saved.
- D the Bible and church tradition are both sources of truth.

**7** During the 1300s and 1400s, Europeans set out on voyages of exploration to find

- A a cure for the plague and other serious illnesses.
- B the North and South poles.
- C wealth and fame.
- D the American continents.

**8** The monarch who established a school for navigators was

- A King John II of Portugal.
- B Prince Henry of Portugal.
- C Queen Isabella of Spain.
- D King Henry VII of England.

**9** The global transfer of plants, animals, people, and diseases between the Eastern and Western hemispheres became known as the

- A mercantile exchange.
- B European-Western Exchange.
- C balance of trade.
- D Columbian Exchange.

**10 The Spanish conquistador Hernán Cortés**

- A captured and destroyed the Aztec capital, Tenochtitlan.
- B conquered the Incas, who were weakened by disease.
- C respected and admired the Aztec emperor Montezuma II.
- D established the first Spanish colony in Hispaniola.

**11 The voyage of enslaved Africans across the Atlantic Ocean was known as the**

- A African-American Passage.
- B Middle Passage.
- C Long Voyage.
- D Passage of the Enslaved.

**12 When the Ottomans conquered Constantinople they renamed it**

- A Byzantium.
- B Adrianople.
- C Anatolia.
- D Istanbul.

**13 Suleyman I (the Great) is best known for**

- A expanding the Ottoman Empire to its height of power.
- B leading the Ottomans into Europe.
- C defeating a crusade at the Battle of Nicopolis.
- D conquering Constantinople.

**14 During his reign as shah of the Mughal Empire, Akbar**

- A gained a foothold in India.
- B established a religion that blended Muslim, Christian, and other beliefs.
- C pursued artistic interests and allowed his wife and her family to govern.
- D destroyed Hindu temples and kept Hindus out of high positions in government.

**15 One of the achievements of the Ming dynasty under Hongwu was**

- A diplomatic and economic contact with Europeans.
- B a dramatic increase in taxes.
- C the complete defeat of the Mongols.
- D shared government control between the emperor and the chief minister.

**16 Japanese feudalism was similar to European feudalism in that it**

- A had a central governing figure.
- B was governed by church and civil authorities.
- C gave land to vassals who swore allegiance to a lord.
- D had a code of ethics called the bushido.

**17 One characteristic of Japanese life during the Tokugawa period was the**

- A respect and high social rank given to merchants.
- B continued need for samurai.
- C strictness of the social structure.
- D power of the daimyo over the shogun.

**18 Read this excerpt from Leonardo da Vinci's writings. What is his opinion about the art of painting?**

---

*"The painter will produce pictures of small merit if he takes for his standard the pictures of others, but if he will study from natural objects he will bear good fruit. As was seen in the painters after the Romans who always imitated each other and so their art constantly declined from age to age... Those who take for their standard any one but nature... weary themselves in vain."*

---

- A He recommends studying other painters' works.
- B He supports copying Roman works.
- C He thinks that an artist must study nature.
- D He thinks that painting required little talent.

**REVIEWING THE UNIT**

**Constructed Response** From the 1300s through the 1600s, some empires expanded, some fell, and others closed their borders. Recall what you have learned about European, Asian, and American empires during this period. Choose one empire and write a brief essay identifying the causes and effects of its expansion, its fall, or its retreat from the outside world.

**CONNECTING TO THE PREVIOUS UNIT**

**Constructed Response** During the Renaissance and Reformation, Europeans began to change how they looked at the world. Recall what you learned about Europe during the Middle Ages. Then write a brief essay about medieval events that set the stage for the Renaissance, Reformation, and exploration.



## Themes & Global Connections

### THEME

#### MIGRATION AND DIFFUSION

##### Why can 1492 be considered a turning point in world history?

The encounters among the Americas, Africa, and Europe had profound affects on the populations, food sources, and diseases all over the world. For example, American foodstuffs introduced into Asia resulted in an increase in the population of China.

### THEME

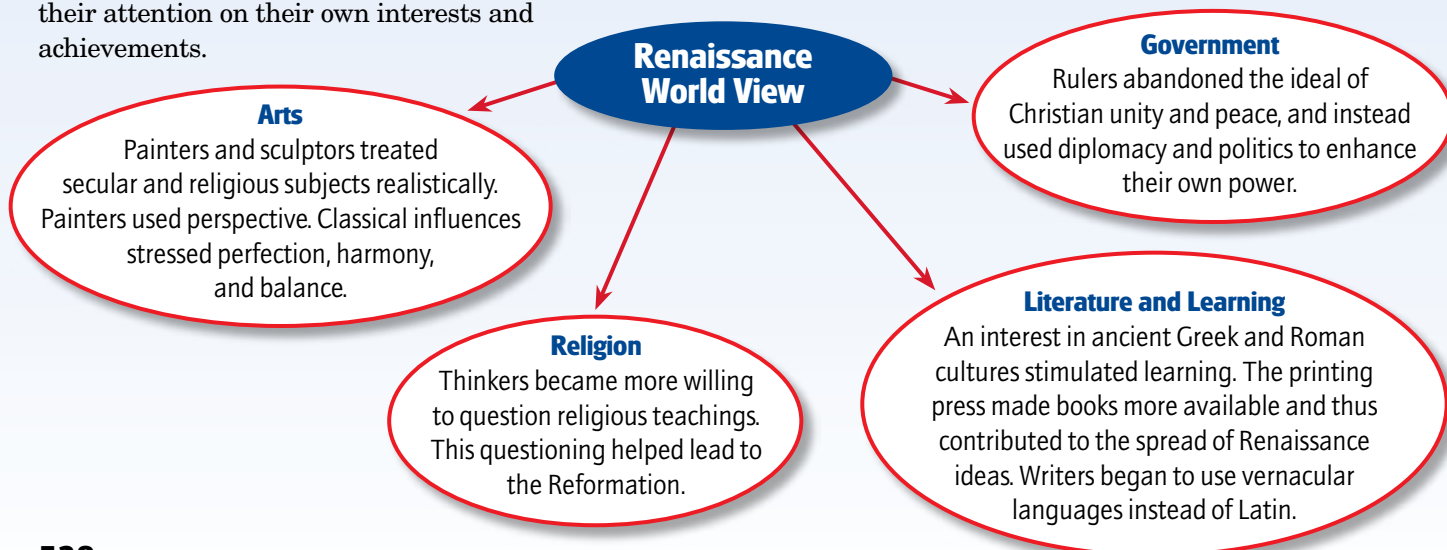
#### ARTS AND IDEAS

##### How did the Renaissance influence Europeans' world view?

The Renaissance brought a shift in most Europeans' focus from spiritual concerns characteristic of the Middle Ages to a more secular and individualistic focus. Religion still played an important role in people's lives, but people increasingly focused their attention on their own interests and achievements.

#### RESULTS OF EUROPEAN EXPLORATION

<b>Europe</b>	<ul style="list-style-type: none"> <li>• New food sources enriched diets and led to a population boom.</li> <li>• Spain was enriched with American gold and silver, leading to global dominance and inflation.</li> <li>• Europeans raced to establish colonies.</li> <li>• European-American trade led to increased European business activity.</li> <li>• Mercantilist and capitalist ideas took hold.</li> </ul>
<b>Americas</b>	<ul style="list-style-type: none"> <li>• European diseases devastated Native American populations, which lacked immunity.</li> <li>• Millions of Africans were forcibly enslaved and brought to the Americas.</li> <li>• Europeans emigrated in great numbers to the Americas.</li> <li>• The wheel, iron tools, and guns were introduced.</li> <li>• New domesticated plants and animals were introduced.</li> </ul>
<b>Africa</b>	<ul style="list-style-type: none"> <li>• The Atlantic slave trade forcibly removed millions of Africans from the continent.</li> <li>• New food crops were introduced.</li> <li>• Guns were introduced into West Africa.</li> </ul>
<b>China</b>	<ul style="list-style-type: none"> <li>• New food sources enriched diets and led to a population boom.</li> <li>• China received American silver in payment for Chinese luxury goods.</li> </ul>



## THEME

### BELIEF SYSTEMS

#### How did conquest affect people's belief systems?

During this period conquest resulted in a change in the dominant religion in several areas of the world.

#### CONQUEST AND BELIEF SYSTEMS

<b>Ottomans conquered Constantinople.</b>	Orthodox Christian Constantinople became Muslim Istanbul.
<b>Safavids expanded their empire.</b>	Shia Islam became the state religion in what is today Iran, replacing a number of existing traditions.
<b>Mughals conquered northern India.</b>	Islam was promoted, but Hinduism remained dominant and Buddhism nearly disappeared.
<b>Europeans conquered the Americas.</b>	Christianity replaced Native American religions.

## Skills FOCUS

### UNDERSTANDING THEMES

Conquest by Ottoman Turkish armies was a major factor in the diffusion of Ottoman culture. The Ottoman military kept Italian traders out of the eastern Mediterranean, took over much of Hungary, and laid siege to Vienna. Following the conquest of Constantinople, the Ottomans forced people of other cultures to migrate to the city. Use your textbook and other resources to gather information about how Europeans responded to the Ottoman expansion. Then create a chart like the one below to explain how Europeans responded. Add as many rows as you need.

Ottoman Empire	European Response
Control of the eastern Mediterranean ports through which Asian trade passed	
Conquest of Hungary	
Siege of Vienna	

## Global Connections

Japan's feudal period bears some similarities to European feudalism. The samurai were at the center of the warrior class much as knights had been. They served their daimyo, or lord, and received land for their services. The shogun was at the top of the hierarchy and the real ruler of Japan.

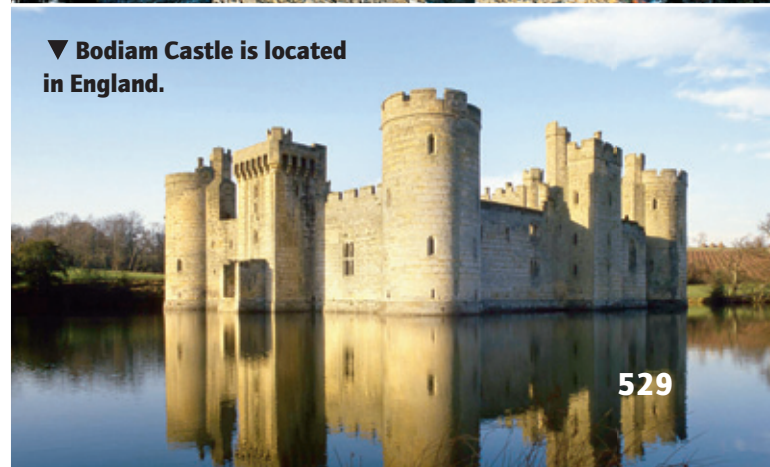
In the last unit you learned about European feudalism. There are similarities between the systems, but they are not identical. What in European and Japanese society might account for the differences and similarities? Use your textbook and other sources to create a chart that compares and contrasts Japanese and European feudal systems.

**Making Connections** Analyze your chart to determine whether or not you think the two systems were similar. Then state your conclusions in a short essay of two to three paragraphs explaining your position.

▼ Matsumoto Castle is located in Japan.



▼ Bodiam Castle is located in England.





## CHAPTER

15

**Renaissance and Reformation**

1300–1650

**MAIN IDEA** As trade with the East increased, Europeans rediscovered the classical knowledge of ancient Greece and Rome. This knowledge led to a period of creativity and learning known as the Renaissance. A new focus on the individual emerged, leading to new ideas about religion, and ultimately the Reformation.

**SECTION 1** In Italy the growth of wealthy trading cities and new ways of thinking led to a rebirth of the arts and learning known as the Renaissance.

**SECTION 2** Trade and printing helped spread the Renaissance beyond Italy to Northern Europe, where it affected artists and writers in many ways.

**SECTION 3** The Protestant Reformation was a response to criticisms of the Roman Catholic Church. The Reformation led to changes in politics as well as religion.

**SECTION 4** Many Catholics recognized the need for reform of the church, and their work renewed the faith of Catholics.

## CHAPTER

16

**Exploration and Expansion**

1400–1700

**MAIN IDEA** Between 1400 and 1700 explorers set out on great voyages of discovery, and as the news of new lands spread, countries scrambled to set up colonies in hopes of gaining wealth.

**SECTION 1** Aided by new technologies and inspired by greed, curiosity, and the desire for glory, European explorers sailed to previously unknown lands.

**SECTION 2** The countries of Europe established colonies in the lands they had discovered but in some cases only after conquering the people who lived there.

**SECTION 3** The creation of colonies in the Americas and elsewhere led to the establishment of new patterns of trade and new economic systems in Europe.

**SECTION 4** Millions of Africans were captured, transported across the Atlantic Ocean, and sold as slaves in the Americas between the 1500s and the 1800s.

## CHAPTER

17

**New Asian Empires**

1200–1800

**MAIN IDEA** Several new Muslim empires arose in Asia. In China, Mongol rule came to an end with the rise of the Ming dynasty. In Japan, the Tokugawa Shogunate created a strong central government.

**SECTION 1** The Ottomans conquered Constantinople and developed a rich culture. The Safavid dynasties expanded their territories.

**SECTION 2** Mughal rulers in India created a powerful empire and saw an artistic flowering.

**SECTION 3** China's power and size reached new heights during the Ming and Qing dynasties, and trade and culture flourished.

**SECTION 4** Japan's feudal system unified under a shogunate that also produced a cultural blossoming.

## Thinking like a Historian

### Summary and Extension Activity

The Renaissance and Reformation set the stage for European expansion into previously unknown lands. In Asia, new empires formed and expanded, and the arts flourished. Choose one of these areas and create a chart or graphic organizer that shows the developments in:

- A. Government
- B. Trade and the economy
- C. The arts