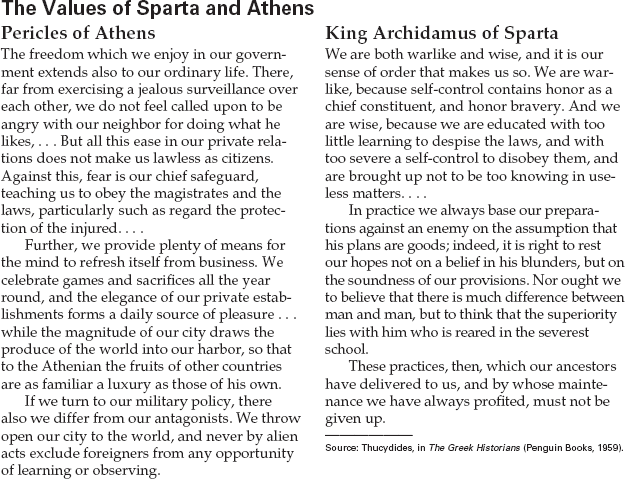
Name Class Date

19

In the Greek world, Athens and Sparta were rivals not only in politics, but also in  
their overall approach to life, to education, and even to making war. Leaders in each  
city defended their way of life. In the excerpts below, Pericles of Athens and King  
Archidamus of Sparta describe some of their reasons for thinking their way of life is  
best. Both speeches were recorded by the historian Thucydides. ♦ *As you read, think  
what these attitudes meant for ordinary people in each city-state. Then, on a separate piece of  
paper, answer the questions that follow.*



ques

**1.** What qualities of Athenian life does Pericles  
mention? How do these contrast with those  
that Archidamus points out for Sparta?

**2.** According to Archidamus, what kind of per-son do Spartans consider superior?

**3. Recognize Ideologies** From his speech and  
what you have read about Sparta, what kind  
of learning do you think King Archidamus  
would consider “useless matters”? Would an  
Athenian agree?

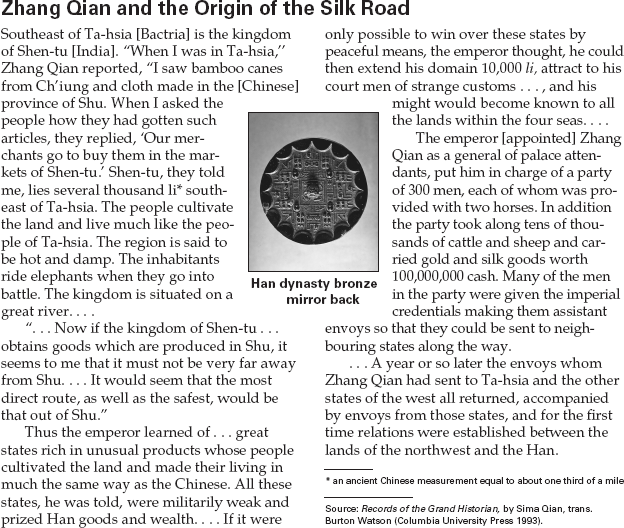
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**19**

Name Class Date

aaa

Sima Qian’s *Records of the Grand Historian* includes the accounts of Zhang Qian, a diplomat  
Emperor Wudi sent on journeys to establish contact with peoples outside the Han empire.  
Zhang traveled as far as the eastern edge of the Roman empire. His information about the rich  
kingdoms he had seen led to the founding of the Silk Road, the legendary trade network con-  
necting China and the western empires. ♦ *As you read the excerpt, imagine the responsibility Zhang  
Qian must have felt. Then, on a separate sheet of paper, answer the questions that follow.*



asdfasda

**1.** How did the people of Ta-hsia obtain goods  
from Ch’iung and Shu?

**2.** Why did the emperor want to develop rela-  
tions with distant states?

**3. Recognize Cause and Effect** The emperor  
sent Zhang Qian and 300 men to Ta-hsia and  
neighboring states. What was a result of the  
journey?

**4. Activity** Research the Silk Road. On an out-  
line map of Asia, draw the Silk Road and  
label major civilizations that were linked by it.

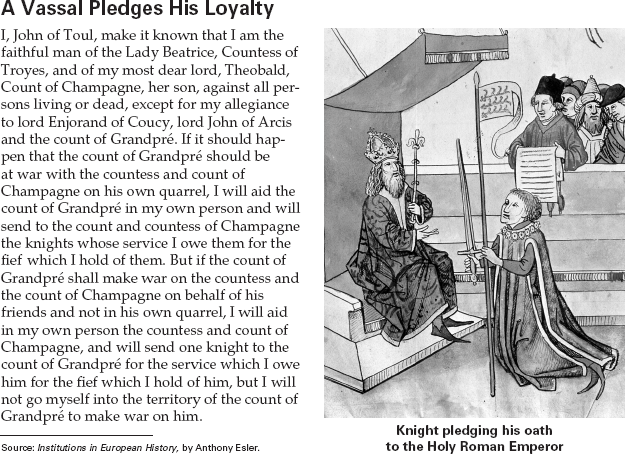
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**18**

Name Class Date

30

For centuries, feudalism was a way of life in Western Europe. Under feudalism,  
powerful lords divided their landholdings among vassals, or lesser lords, in  
exchange for service and loyalty. Everyone from the poorest peasant to the richest  
king was touched in some way by feudal relationships. In this excerpt from the  
1200s, a vassal promises his loyalty to a more powerful lord. ♦ *As you read, think  
about the different relationships that people can have with others. Then, on a separate sheet of  
paper, answer the questions that follow.*



20

**1.** Which person in the excerpt is the vassal?  
Who are the greater lords?

**2.** If the count of Grandpré helped another per-  
son who had a quarrel with the count of  
Champagne, what did John of Toul pledge  
to do?

**3. Analyze Information** What weakness in the  
feudal system does John of Toul’s pledge  
show?

**4. Activity** Research the social levels or  
classes in one European country during  
feudal times, such as England, France, or  
Spain. Write a report describing each level  
in that society, including members and their  
roles or jobs.

co

**30**

Name Class Date

31

The Magna Carta, or Great Charter, is at the foundation of Western democracy. King John of  
England was forced to sign the document in 1215, and it asserts the rights of lords, called  
barons. More importantly, however, the Magna Carta limits the power of the monarch. It  
includes clauses that protected the rights of all free Englishmen and some clauses that applied  
even to women. ♦ *As you read, look for clauses in the Magna Carta that advanced individual liberties.  
Then, on a separate sheet of paper, answer the questions that follow.*

**The Magna Carta**

JOHN, by the grace of God King of England,  
Lord of Ireland, Duke of Normandy and  
Aquitaine, and Count of Anjou, to his arch-  
bishops, bishops, abbots, earls, barons, jus-  
tices, foresters, sheriffs, stewards,  
servants, and to all his officials and  
loyal subjects, Greeting. . . .

**(8)** No widow shall be compelled to  
marry, so long as she wishes to  
remain without a husband.

**(13)** The city of London shall enjoy  
all its ancient liberties and free cus-  
toms [trade], both by land and by  
water. We also will and grant that all  
other cities, boroughs, towns, and  
ports shall enjoy all their liberties  
and free customs.

**(14)** To obtain the general consent of the realm  
for the assessment of an ‘aid’ [taxes] . . . we  
will cause the archbishops, bishops, abbots,  
earls, and greater barons to be summoned  
individually by letter. . . to come together on a  
fixed day (of which at least forty days notice  
shall be given) and at a fixed place. [This is  
the origins of Parliament.]

**(20)** For a trivial offense, a free man shall be  
fined only in proportion to the degree of his

offense, and for a serious offense correspond-  
ingly, but not so heavily as to deprive him of  
his livelihood. . . None of these fines shall be  
imposed except by the assessment on oath of  
reputable men of the neighborhood.

**(28)** No constable or other royal offi-  
cial shall take corn or other movable  
goods from any man without imme-  
diate payment, unless the seller vol-  
untarily offers postponement of this.

**(30)** No sheriff, royal official, or  
other person shall take horses or  
carts for transport from any free  
man, without his consent.

**(38)** In future no official shall place  
a man on trial upon his own unsup-  
ported statement, without produc-  
ing credible witnesses to the truth of it.

**(40)** To no one will we sell, to no one will we  
refuse or delay, right or justice.

**(45)** We will appoint as justices, constables,  
sheriffs, or other officials, only men that know  
the law of the realm and are minded to keep it  
well.

31-1

**1.** Which clause deals with the concept of “the  
punishment fitting the crime”?

**2.** Which clause protects citizens’ rights to a fair  
trial?

**3. Make Comparisons** How are clauses 28 and  
30 similar? Be specific.

**4. Activity** Suppose you were an English citizen  
living in 1215. Write a letter to a relative  
living outside of England. Explain how the  
Magna Carta is changing people’s lives.

co

**31**