

SOCIAL STUDIES 1101 FOUNDATIONS OF AMERICAN DEMOCRACY

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FOUNDATIONS OF AMERICAN DEMOCRACY

"One reason for studying history is that it helps us to understand the world in which we live today. For the past is not dead, it is linked to the present in many ways."

When a Christian wants to know how he should live, he goes to the Bible for the answer. In the Bible God has given us, through the history of his people, a pattern for living our own lives. The people of the Bible met the same problems and difficulties that face us today. Through their successes and failures we can learn how to live.

A knowledge of history can also be helpful. Present-day problems can be better understood and solved when related to the past. A knowledge of historical factors that have contributed to current

difficulties may provide the enlightenment needed to cope with those difficulties. An understanding of how similar problems have been solved in the past, or why they were not solved satisfactorily, can prove helpful with present and future problem-solving situations. The past is not dead; it is indeed linked to the present in many ways

In this **LIGHTUNIT** you will be learning about the brave explorers who discovered the New World. You will learn about the courageous people who first settled on the shores of our land. You will see how God ruled in the circumstances and conditions of the times. You will see how the foundation stones were laid for American democracy as we know it today.

OBJECTIVES

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this **LIGHTUNIT**.

When you finish this **LIGHTUNIT** you should be able:

1. To list and explain the changes in Europe that paved the way for discovery and colonization.
2. To identify the relationship of changes in Europe to the development of an interest in and readiness for exploration.
3. To describe a joint-stock company.
4. To identify the differences between charter, royal, and proprietary colonies.
5. To compare the differences in beliefs between the Pilgrims of Plymouth and the Puritans of Massachusetts Bay.
6. To compare and contrast the religious freedom of Maryland, Rhode Island, and Pennsylvania.
7. To chart the following information about the thirteen colonies: name of colony, date of establishment, leader, type of colony, and reason for settlement.
8. To write a theme identifying happenings from the history of the early colonies that were the foundation stones for democracy.

I. FOUNDATION OF AMERICAN DEMOCRACY

On October 12, 1492, three ships dropped anchor in the New World. They changed the course of world history; Christopher Columbus had discovered the New World. However, many events had brought these ships to this point in time. We need to retrace

the footsteps of history back to Europe at a time several hundred years earlier. We can then see how the stage was set for these gallant men who discovered the New World.

SECTION OBJECTIVES

Read these objectives. When you have completed this section, you should be able:

1. To list and explain the changes in Europe that paved the way for discovery and colonization.
2. To identify the relationship of changes in Europe to the development of an interest in and readiness for exploration.

VOCABULARY

Study these words to enhance your learning success in this section.

astrolabe
bourgeoisie
capital
latitude

longitude
manor
medieval
mercantilism

Middle Ages
Mohammedanism
propagated
Renaissance



Note: All vocabulary words in this LIGHTUNIT appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given in the Glossary.

REVIVAL OF TRADE AND COMMERCE

Trade and commerce increased significantly within the **medieval society** as a result of the Crusades, which created a greater *demand for goods*.

Medieval society. Medieval society in the **Middle Ages** was divided into three distinct classes: noblemen, serfs, and clergy. In Western Europe during the period called the Middle Ages, life was very simple and quite difficult. People lived in cottages that were most likely built without windows. In many instances, the floors were nothing but dirt. Furniture was very simple. Beds were straw mattresses. Tables were made of boards set on sawhorses. Food was mostly bread with a few vegetables and a little meat. It was cooked in iron pots and eaten from dishes of baked clay. Many homes had no lamps and only a few had candles. Clothing was very simple. Most clothes were made of wool or coarse linen. The people did not know about coffee and tea or pepper and other spices.

The cottages of the villagers were owned by the nobleman, or lord of the **manor**. The villagers were serfs who worked for the nobleman. The serfs were bound to the land. They could not own the land. They were not allowed to go to another place to find land of their own or to find another job. They could not even leave for a trip without the lord's permission.

The manor itself was as nearly self-sufficient as was possible in those days. It had its own blacksmith

shop, mill for grinding grain, and tannery where shoes and saddles and harnesses were made. The women dyed the wool that was made from sheep of the manor. They wove their own cloth and made their own clothes. Only a few products such as salt, iron, or millstones were brought from outside the manor.

The breakdown of this type of life began when lords of the various manor became jealous of each other and began to fight. Their armies were made up of the serfs who lived on their individual manors. The word began to spread concerning other manors with different lifestyles in different areas.

The primary responsibility of the clergy was the care of men's souls. The members of the clergy were the teachers. They were the ones who cared for the sick and disabled. They also **propagated** the doctrines of the Catholic Church. In these areas the clergy was able to give unity to medieval society.

The nobles were the landholders; and the peasants, or serfs, were the ones who worked the land. The lord of the manor supervised the work, settled disputes, and protected his serfs from enemy attack. If the lord moved or sold his manor, the serf remained—he was purchased with the land. Methods of farming were inefficient and the yield from a crop was small. After paying the lord his dues, the serfs had very little left for themselves.



Complete these activities.

1.1 Describe the life on a manor during the Middle Ages. _____

1.2 Explain the roles of the clergy, the nobles, and the serfs in medieval society.

- 1.3 Explain the relationship of the serfs to the land. _____

- 1.4 List farm industries that helped make the manor self-sufficient.
a. _____ c. _____
b. _____ d. _____
- 1.5 Explain how the clergy brought unity to medieval society. _____

Crusades. The determination of European churchmen to recover the Holy Land from the Moslems resulted in the Crusades. About the year A.D. 600, a new religion was founded called **Islam**. This religion originated in Arabia. Islam is based upon the teachings of Mohammed. The Saracens, or Moslems, who lived in Arabia believed that Islam was the only true religion. They sent armies to conquer the world and force people to accept the teaching of Mohammed. They had conquered all of Northern Africa and had moved into Spain. For centuries they had pushed farther, taking more land in parts of Europe.

At that time only one church was generally accepted in Western Europe—the Roman Catholic Church. People automatically became members of the church as infants. The church helped to unite the people in an age when Western Europe was split up into small, weak kingdoms, and when the rich nobles who held the manors were as powerful as kings. The Europeans rose in opposition to the Saracens and their belief in Mohammed.

The Roman Church hated the Saracens even more for capturing Palestine. The Catholics called this area at the eastern end of the Mediterranean Sea the Holy Land. They liked to make long trips to the Holy Land

to visit the scenes of Christ's life. The Saracens objected to and interfered with such visits. Sometimes they stopped the visits altogether.

In 1095 the Pope, the head of the Roman Catholic Church, urged the people to war against the Saracens and recapture the Holy Land. Filled with enthusiasm, knights by the thousands put on their armor, seized their swords, battle-axes, lances, and shields, mounted their war horses, and set forth to capture the Holy Land.

These expeditions were called Crusades. Knights from all over Europe gathered at Constantinople and formed the great army of the First Crusade. The Crusaders fought their way to the Holy City of Jerusalem. In 1099 they captured Jerusalem. However, they were unable to keep their hold on the Holy Land. Other Crusades followed and the warfare between the Europeans and the Saracens continued for the next two hundred years. The purpose of the Crusades was to win back the Holy Land from the Moslems. In the end the Crusades failed, and the Holy Land remained in the hands of the Moslems. Most people in Europe reluctantly accepted the fact that the Holy Land would remain under Moslem rule. Yet the Crusades had a tremendous influence in medieval Europe.



Complete these statements.

- 1.6 The determination of the European Churchmen to recover the Holy Land from the Moslems resulted in the _____.
- 1.7 The Islam religion originated in _____.
- 1.8 The conquering Moslems moved from their country of origin first into a. _____ and then into b. _____.
- 1.9 During the medieval period the only generally accepted church in Western Europe was the _____ Church.
- 1.10 Another name for the Moslems was the _____.
- 1.11 During the period of the Crusades, warfare between the European Catholics and the Moslems lasted nearly _____ years.

Demand for goods. During the medieval period, revival of trade led to growth of cities. The period of the Crusades was a time of great change in Europe. The Crusaders had come into contact with a startlingly different and more advanced culture. The European standard of living was crude in comparison. Through the Crusades the people became familiar with many useful articles and many luxuries that they had not known at home. They found that such spices as pepper and cinnamon made food taste better. They learned to sweeten their food with sugar. They discovered the use of soap. They admired and found desirable many precious stones, drugs to heal the sick, dyes to color cloth, and perfumes. Many beautiful things such as lovely glass, china, swords, gorgeous silks, and colorful rugs were made better in the East than they were in Europe. These articles whetted the appetites of the Europeans. In this way the Crusades led to an increase in trade.

Naturally the Europeans wanted these nice things the Crusaders had found. They learned that they could buy these luxuries from Italian merchants who carried the goods from the East to Europe. Even before the Crusades, Italian cities such as Genoa and Venice had been carrying on trade with eastern lands that bordered the Mediterranean. After the Crusades when Europe began to demand more goods from the East, the Italian merchants were glad to supply them. Their trade began to increase. The galley ships of the Italian merchants not only plied the Mediterranean but also traveled into the Atlantic

Ocean and supplied goods to the seaports along the west coast of Europe.

Somehow these goods had to be paid for. Gold and silver, which had never been plentiful in Europe were difficult to obtain. The Italians began to take the products of Western Europe—wine, woolen goods, furs, and grain—in exchange for the goods from the East. This trade created a new demand for the products on the manors in Europe. A new class of people—**bourgeoisie**, or merchants and artisans—began to flock to the cities and towns. The cities and towns grew larger and wealthier through the trade brought about as a result of the Crusades.

The townspeople became more important. The towns and cities depended on trade for their welfare. This trade demanded a new relationship between the merchants and landowners. Peace must be maintained. The artisans must be free to produce the products needed for trade. The serfs must be free to produce the raw materials needed by the artisans.

The wealthy merchants began to challenge the authority of the landholders. If a serf could get away and live in a town for a year and a day without being caught, he became a free man. More serfs were leaving the land and gaining their freedom. They were moving to the towns and becoming involved in the field of trade.

The growing importance of trade demanded that the kings curb the warring landholders and that they maintain the peace. These changes caused a breakdown in the medieval way of life.



Answer these questions in complete sentences.

- 1.12 Why did the Crusades lead to increased trade? _____

- 1.13 What developed in Europe as a result of the revival of trade? _____

- 1.14 How did the scarcity of gold and silver in Europe affect trade between Western Europe and the East? _____

- 1.15 What new class of people emerged in the cities as a result of trade? _____

