

WORLD HISTORY



Chapter 9 Resources

Emerging Europe and the Byzantine Empire, 400–1300

VOCABULARY ACTIVITY 9		TIME LINE ACTIVITY 9	
Emerging Europe and the Byzantine Empire, 400–1300	98	Emerging Europe and the Byzantine Empire	109
SKILLS REINFORCEMENT ACTIVITY 9		LINKING PAST AND PRESENT ACTIVITY 9	
Distinguishing Between Fact and Opinion	99	Parliament: Medieval England and Today's United Kingdom	110
CRITICAL THINKING SKILLS ACTIVITY 9		PEOPLE IN WORLD HISTORY ACTIVITY 9	
Formulating Questions	100	Profile 1: Theodora (c. 500–548)	111
HISTORY AND GEOGRAPHY ACTIVITY 9		Profile 2: Vladimir I (c. 956–1015)	112
Vikings	101	PRIMARY SOURCE READING 9	
MAPPING HISTORY ACTIVITY 9		The Siege and Capture of Acre	113
Justinian's Conquests	103	RETEACHING ACTIVITY 9	
HISTORICAL SIGNIFICANCE ACTIVITY 9		Emerging Europe and the Byzantine Empire	115
History Repeats Itself	104	ENRICHMENT ACTIVITY 9	
COOPERATIVE LEARNING ACTIVITY 9		Religious Faith Meets Nationalist Pride	116
A Symbol of the Crusades	105	WORLD ART AND MUSIC ACTIVITY 9	
HISTORY SIMULATION ACTIVITY 9		Hagia Sophia	117
Illumination	107		



Vocabulary Activity 9

Emerging Europe and the Byzantine Empire, 400–1300

DIRECTIONS: Match each term with its definition by writing the correct letter on the blank.

- | | | |
|--------------------|---------------------|----------------------|
| A. chivalry | F. knight | K. monk |
| B. wergild | G. estate | L. pope |
| C. abbess | H. vassal | M. feudalism |
| D. clergy | I. bishopric | N. scriptoria |
| E. schism | J. monastery | O. missionary |

- _____ 1. value of a person in money
- _____ 2. the head of the Roman Catholic Church
- _____ 3. man who separates himself from human society to pursue dedication to God
- _____ 4. rooms in a monastery set aside for the writing of manuscripts and records
- _____ 5. political or social system based on the holding of all land in fief and the resulting relation of lord to vassal and characterized by homage and legal and military service of tenants
- _____ 6. system, principles, and customs of knighthood
- _____ 7. someone who goes out to spread a religious message
- _____ 8. major social class, such as the clergy, the nobility, or the commons, formerly possessing distinct political rights
- _____ 9. a separation or break
- _____ 10. church officials
- _____ 11. man who serves a lord in a military capacity
- _____ 12. the district over which the jurisdiction of a bishop extends
- _____ 13. a religious community where monks live a spiritual life
- _____ 14. female superior of a convent of nuns
- _____ 15. tenant giving military service as a mounted man-at-arms to a feudal landholder



Skills Reinforcement Activity 9

Distinguishing Between Fact and Opinion

Theodora, wife of Byzantine emperor Justinian I, was an unconventional woman—one who has attracted the attention of many historians and biographers. As questions about her life as an actress and then empress

are debated, we hear a mixture of facts and opinions that attempt to explain her character and her importance in history. In order to evaluate these explanations, we must first know how to distinguish fact from opinion.

DIRECTIONS: Read the following passage, then answer the questions below in the space provided.

The Woman Behind the Man Shows Her Strength

Byzantine emperor Justinian was a strong and well-educated leader. It is surprising that a man of such importance would have married an actress, no matter how beautiful she was. Yet Theodora was more than beautiful. She was intelligent and understood government. She influenced the awarding of some positions and generously gave jobs to friends.

Theodora also took action on behalf of women, convincing Justinian to grant a woman the right to own land that equaled

the value of any wealth that she had brought to the marriage. It was only fair that a woman be no less wealthy after her marriage than she had been before it. Without this right to property, some widows had been unable to support their children.

Theodora's greatest achievement was saving her husband's position as emperor. During a rebellion, several of the emperor's advisers wanted to leave the city. Theodora announced that she would not leave. Justinian was able to suppress the rebellion and remain in power.

1. Does the title of the article express a fact or an opinion? Why?

2. a. List several facts from the article.

b. How do you know these are facts?

3. Which individual words in this article suggest that an opinion is being expressed?

4. In a sentence or two, sum up the main opinion that the writer is expressing.

Critical Thinking Skills Activity 9

Formulating Questions

In order to learn the most important information about a topic, you need to develop the skill of formulating good questions. When you are asked to write a report, for instance, you must be able to

generate a list of pertinent questions your report will answer. Good questions not only guide your research but also add depth and interest to your work.

DIRECTIONS: Read the following research topics. Develop a list of questions that would be appropriate. Use the list of questions below for ideas, but make your own questions specific to the topic.

1. Early Eastern Slavs were mostly farmers who lived in small villages. Find out how they plowed the soil, planted their crops, and harvested their fields.

2. In 1215, King John of England placed his seal on the Magna Carta. Find out why the English nobles forced him to do this.

Types of Questions to Ask Yourself Before You Begin Your Research:

- What am I being asked to do?
- Why is this topic important?
- Who are the important people involved?
- Where did the events take place?
- What is the time period? What are the dates?
- Why did the event happen? Is there an underlying reason for its occurrence?
- Could the events have occurred in a different manner?
- Can comparisons be drawn to other events?
- Can I/should I accept this information as true?

★ HISTORY AND GEOGRAPHY ACTIVITY 9



Vikings

Off the Northumbrian coast of north-eastern Britain sped long, low ships with high, curving prows and sterns. The ships rammed onto the undefended beaches of Lindisfarne—a lonely and windswept island, home only to the monks of St. Cuthbert’s monastery. Fearsome, screaming warriors poured from the bellies of these great sailing vessels. What were the invaders seeking?

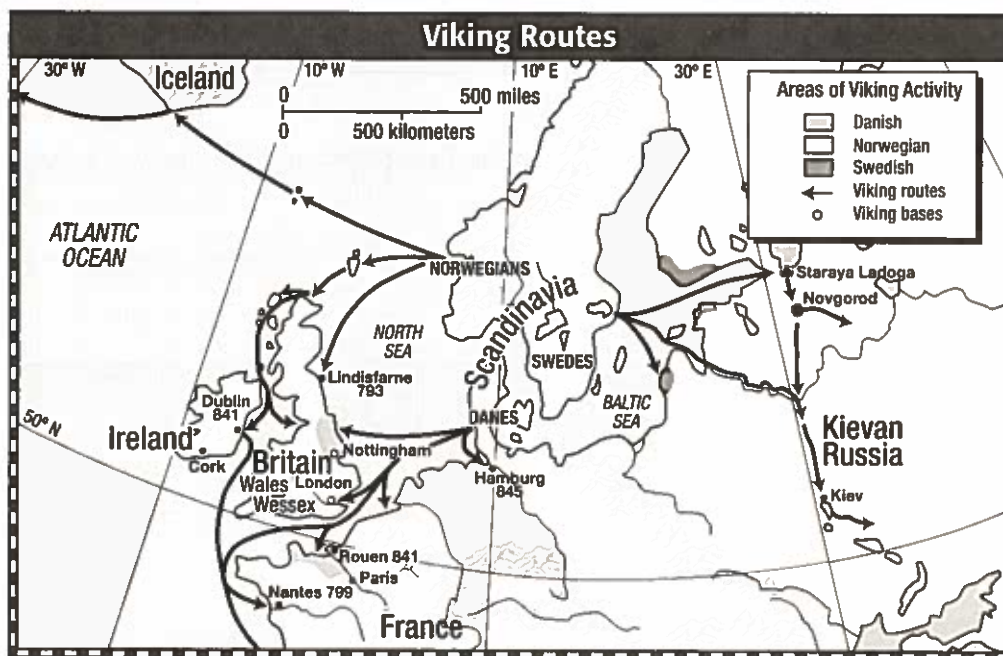
The warriors who attacked and raided St. Cuthbert’s in A.D. 793 were skilled sailors, fierce fighters, and greedy looters. They wreaked havoc as they hacked their way into the monastery’s chapels and store-rooms, looking for jewel-covered illuminated manuscripts, golden crucifixes, and silver communion vessels. Bloody raids followed in Britain and Ireland and, by the 840s, in France as well. So many churches

Siege of Paris

The town trembles, and horns resound, the walls are bathed in floods of tears, the whole region laments: from the river are heard the horn blasts. Stones and spears one on top of another fly through the air. Our men give a loud battle cry which is answered by the Danes. Suddenly the earth shakes (as a tower falls): our men lament, the Danes rejoice. Reinforcements fighting bravely try to reach those groaning in the tower; but in vain.

—Abbon’s account of attack in A.D. 886

CHAPTER 9



Viking activity in western Europe during the A.D. 800s reflected the warriors’ interest in attaining wealth, land, and fame.

HISTORY AND GEOGRAPHY ACTIVITY 9 (continued)

and monasteries were robbed that a new prayer was added to the Christian litany: "From the fury of the Northmen, O Lord, deliver us."

Known as the Vikings, these fighting men—Scandinavians from Norway, Denmark, and Sweden—sought new sources of land, fame, and wealth. Vikings were attracted to areas throughout eastern and western Europe that offered luxury items such as gold and silver; a Nordic warrior's success in life was measured by his plunder. Vikings often buried their treasures. The contents of such hoards reflect Viking movement during the 800s and 900s. Nordic traders who traveled into Russia and met Arab traders, for instance, buried silver that had originated from the coinage

of the caliphate. Other hidden Viking treasures came from silver deposits that originated in Germany.

Few places in the world are entirely self-sufficient. Resources are often distributed unequally among areas and people. At times people move to new locations in order to meet their needs; at other times trade enables resources and products to be more equally distributed. Viking movement in Europe initially focused on trading and raiding. Over time, however, the Vikings changed their activities, from trading and raiding to conquest and settlement. Patterns of Viking movement—whether by trade, warfare, or settlement—established new networks of transportation and communication.

APPLYING GEOGRAPHY TO HISTORY

DIRECTIONS: Answer the questions below in the space provided.

1. Explain how the needs of certain groups can affect their movement.

2. Which factors influenced Viking movement?

3. Why do you think the Vikings traded with the Europeans and then turned to conquest and settlement?

Critical Thinking

4. **Drawing Conclusions** What do buried Viking treasures tell us about the warriors?

Activity

5. Organize a debate on the following topic: The Vikings sailed to North America before Christopher Columbus.

Mapping History Activity 9



Justinian's Conquests

After the Western Roman Empire fell following several waves of invasions, Constantinople became the new power center for the empire. Byzantine emperor Justinian wanted to recover the lands lost to the invaders and reconstitute the Roman Empire. In the end, Justinian was able to take back much, but not all, of the territory that had once belonged to Rome.

DIRECTIONS: The map below shows Justinian's Empire. Use the map to answer the questions and complete the activity that follow. Use a separate sheet of paper.



1. Constantinople is about how many miles from Rome?
2. Constantinople sits at the crossroads of which two bodies of water?
3. Read the following historical description of Justinian's campaigns to take back the lost territories. Using the information provided, draw arrows on the map to show the routes that were taken.

In A.D. 533, the first expedition left Constantinople and was directed toward Africa. The Byzantine forces led by Belisarius landed in what is today the country of Tunisia. There, they defeated the Vandals in a battle at Ad Decimum and at the nearby city of Tricamarum. From there, the Byzantines sailed to Sicily, Sardinia, and Corsica and took back those islands. In A.D. 535, the second expedition was launched. This time, the plan was to recapture the Italian Peninsula. Belisarius, who occupied the

island of Sicily, landed at Naples, fought his way to Rome, and pushed north to Ravenna. At the same time, Mundus, operating on the Balkan Peninsula, launched an invasion from Durrës to Split. A third expedition was led by Liberius in A.D. 554. He landed at Cartagena and fought the Visigoths to take back Spain. Despite these successes, Justinian's expanded empire failed to include the interior of Gaul (now called France) or Spain.

Historical Significance Activity 9



History Repeats Itself

Events that we hear about in the news often have roots in the past, sometimes the distant past. An unresolved conflict can smolder for decades and then reignite, as this 1996 article shows.

Estonia Shakes Up the Orthodox Church

From Vladivostok to Corfu, Eastern Christians will celebrate Orthodoxy Sunday on March 2, 1996. This day commemorates the ninth-century ruling that allowed the veneration of icons. This ruling put an end to the efforts of earlier Byzantine emperors to stop the religious practice. This is the 1,153rd time this decision has been celebrated, and one might expect the Church to be long past divisions. Yet a new split may be developing.

This rift is between Bartholomew I, the 270th patriarch of Constantinople, and the powerful patriarchate of Moscow. The focus of the rift is the Estonian Church. The

approximately 80 parishes of Estonia recently chose to be under the authority of Istanbul after belonging to the Moscow patriarchate for more than 50 years.

While Istanbul sees the change as the will of the majority of Estonians, Moscow does not. Russian president Boris Yeltsin told Estonia's president Lennart Meri that he was concerned about Russian-speaking Estonians who might not be well served by the change.

In fact, Yeltsin's concerns are as much political as they are religious. Both Yeltsin and Patriarch Alexy of Moscow are under pressure from Russian nationalists. The irony here is that Patriarch Alexy is from Estonia.

The tug-of-war over the Estonian parishes is a reminder of the shift in the center of eastern Christian religion. In 1510, the monk Filofey said, "Two Romes have fallen, but the third stands. . . ."

DIRECTIONS: Answer the following questions in the space provided.

1. The opening sentence mentions Vladivostok and Corfu to illustrate the span of the Eastern Orthodox world. Look up Vladivostok and Corfu in an atlas. What and where is each place?

2. a. According to the article, who are the two rivals?

- b. What is the conflict between them?

3. Identify the three Romes the monk Filofey referred to in the quote from 1510.

★ Cooperative Learning Activity 9 ★



A Symbol of the Crusades

BACKGROUND

In medieval times, a warrior's shield made a statement about who he was, to what family he belonged, the identity of his lord, and his beliefs. Both European knights and foot soldiers used shields during the Crusades. In this activity, groups will design a shield for some famous person or event in the Crusades. The front of the shield will contain symbols that illustrate the person's life or the event. The back of the shield will describe the person or event selected and their or its significance in the Crusades. This activity will combine research skills and design skills to help you learn more about this period in history, Europe, the Byzantine Empire, and the Crusades.

GROUP DIRECTIONS

- Use your textbook or other sources to decide on a person or event during the Crusades. Suggested topics or people include:

Pope Urban II	the First Crusade
the Third Crusade	Richard the Lionhearted
Saladin	the Fourth Crusade
the Children's Crusade	Alexius I
Nicholas of Cologne	
- Conduct whatever research is needed to create a profile of the person or event. Decide how the key facts might be illustrated on a shield. Keep notes to include in your factual summary for the back of the shield.
- Design and create a group shield and supporting data sheet to display on the back.
- Present your shield to the class and explain how the symbols represent and depict the key background information on the person or event. Shields will be displayed with those of other groups.

ORGANIZING THE GROUP

- Group Work/Decision Making** As a group, decide what event or person to represent and assign the additional research needed. Appoint a recorder to collect the information from group members. Assign roles to group members deciding who will design and illustrate the shield and who will compile and write the summary for the back of the shield.
- Individual Work** Do research to find out as much as possible about your chosen person or event. Think about how the key facts might be represented graphically on the shield and keep notes or rough sketches of your ideas. Consider how the information might be organized and summarized on the accompanying fact sheet for the back of the shield.

Cooperative Learning Activity 9 (continued)

3. **Group Work/Decision Making** Share your research as a group. Invite comments on, and extensions to, individuals' ideas and information. Together, decide what information to prioritize and incorporate into the design of the shield.
4. **Group Work/Decision Making** Select a basic design for the shield and decide on the media that will be used to create the shield.
5. **Additional Group Work** Divide the group into subteams to create the front and back of the shield. Decide on one or more group members to present the final product to the class.
6. **Group Sharing** Present the shield to the class, explaining how each individual symbol or visual used conveys information about the chosen person or event.

CHAPTER 9

GROUP PROCESS QUESTIONS

- What is the most important thing you learned about the period of the Crusades from this activity?
- What part of the project did you enjoy most?
- What problems did you have working as a group or individually?
- How did you solve the problems?
- How was it helpful to work with others?

Quick CHECK 

1. Was the goal of the assignment clear at all times?

2. How was designing a shield different from other types of cooperative projects?

3. Did you have problems working together? If so, how did you solve them?

4. Were you satisfied with your work on this project? Why or why not?

HISTORY SIMULATION ACTIVITY 9

Illumination

The Byzantine Empire's geographic location, close ties to the Christian religion, and varied cultural achievements affected the course of its 1,000-year history. This activity calls for students to work together to understand certain elements of Byzantine society.

TEACHER MATERIAL

Learning Objective To “illuminate” some facts about Byzantine and Slavic civilizations.

Activity Two teams will develop and play a game based on information from this chapter, including the special features and photograph and art captions. Students will first meet as teams, then divide into smaller working groups of two to four within each team to develop questions and answers for five categories: geography, religion, art, people, and history. After recording the questions and answers on color-coded cards, each team will turn the cards in to you. You can then begin the game.

Teacher Preparation Make a copy of the Illumination worksheet for each student. Gather the following supplies: 60 index cards, 5 different-colored marking pens, 5 white letter-sized envelopes, and a one-minute timer.

Activity Guidelines

1. Explain to students that they are to develop a game based on material from this chapter to help them learn and recall key facts about the Byzantines and Slavs.
2. Organize the class into two teams. Then subdivide each team into five groups of two to four, depending on the number of students per team. Give each team 30 index cards and a worksheet for each student.
3. Explain that students are to work together to develop six questions and answers in each of the five categories. (List the categories on the chalkboard.) Each group within a team will choose one of the categories. Have each student write questions and answers on paper, then let each group choose six to record on index cards, putting the question on one side and the answer on the other.
4. Allow half of one class period for game preparation. Have teams turn in the five sets of cards to you when they are completed. Put all cards of one category into an envelope and mark the outside with one of the colored pens to designate the category.
5. Allow another whole or half period to play the game. One team selects a category. The other team reads the ANSWER from a card, sets the one-minute timer, and tries to come up with a question to fit it. Team members may confer. Play passes to the other team if the response is incorrect. Each correct response counts 5 points. Continue until all cards have been used. The team with the highest score wins.

HISTORY SIMULATION ACTIVITY 9

HANDOUT MATERIAL

Illumination—Worksheet

Check the box next to your group's category:

- Geography Religion Art People History

CHAPTER 9

Question/Answer Sheet

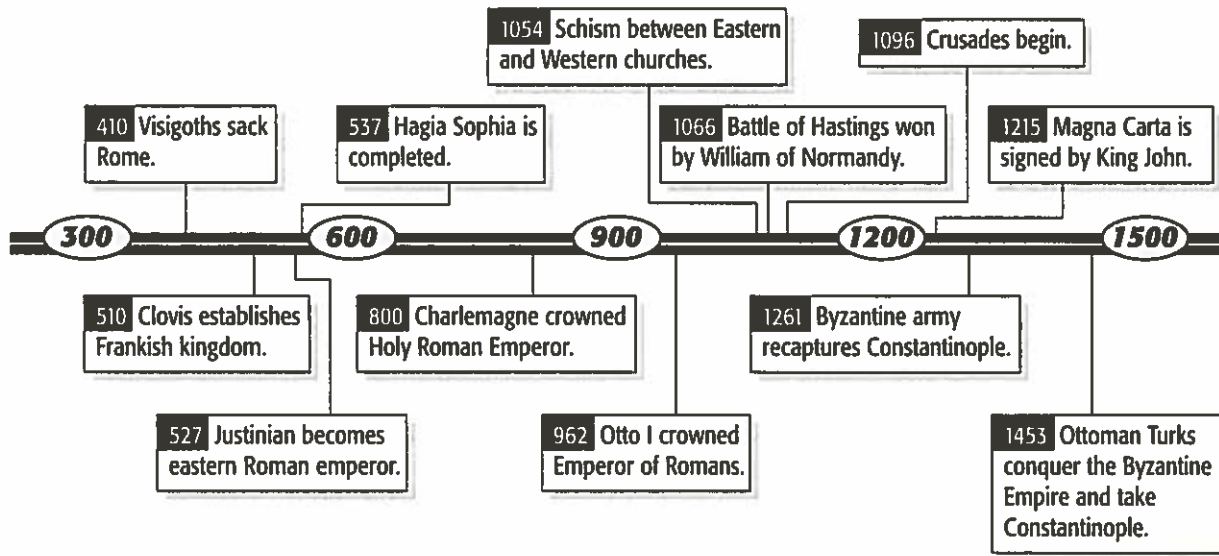
1. Q	_____
A	_____
2. Q	_____
A	_____
3. Q	_____
A	_____
4. Q	_____
A	_____
5. Q	_____
A	_____
6. Q	_____
A	_____

Team Score: _____

Time Line Activity 9

Emerging Europe and the Byzantine Empire

DIRECTIONS: Look at the events listed on the time line below. Then answer the questions in the space provided.



CHAPTER 9

- How many years passed between the beginning of the Crusades and the loss of Constantinople to the Turks?

- Who began to rule the Holy Roman Empire in the 900s? _____

- Who began to rule England in the 1000s? _____
- In the early 1200s, who was forced to sign an agreement with his nobles?

- How long did the Byzantine empire continue after Constantinople was recaptured?

- When did the Pope lose control over the Eastern church? _____
- How long did it take Justinian to build Hagia Sophia after he became emperor?

- Which Germanic people moved into the Western Roman Empire?

Linking Past and Present Activity 9

Parliament: Medieval England and Today's United Kingdom

THEN The Magna Carta was a document that required that the monarch consult his or her subjects before imposing taxes on them. This rule was an important step in the development of the British Parliament. The monarch met with prominent citizens about taxation, funding for military affairs, and other legal issues that could not be settled in court. This helped to create the framework and precedents necessary for a governing body such as the Parliament.

The first Parliament was made up of the House of Lords and the House of Commons. The House of Lords consisted of all of the nobles and church leaders (the prominent citizens) in England. Their seats were hereditary or, in the case of the church leaders, passed on to their successors. Two knights from each county and two people from every town were either appointed or elected to the House of Commons.

As time went on, members of Parliament began to submit possible laws, or bills, for the king's approval. Eventually, both houses of Parliament, as well as the king, had to agree on a bill before it could become law. By the time of the Tudor kings, most laws would originate in Parliament, where sessions were lasting longer, and its members were developing more sophisticated political skills.

In spite of these advances, Parliament mainly served the privileged classes. The House of Lords played a more active legislative role than did the House of Commons.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

- 1. Drawing conclusions:** Why did giving English citizens a voice in making taxes help the development of Parliament?
- 2. Making comparisons:** What functions make it possible for the House of Commons to play a greater role in government than the House of Lords?

NOW Today the prime minister, rather than the monarch, is the leader of the United Kingdom. He or she selects the cabinet of ministers, or department heads, who set domestic and foreign policy. Most of these ministers are members of Parliament.

The prime minister's chief function is legislative. If the majority party does not pass a law submitted by the prime minister, citizens of the United Kingdom must elect different members of Parliament, who then choose a new prime minister.

The duties of the monarch are chiefly symbolic and ceremonial. The king or queen formally "appoints" the prime minister, who has, in fact, already been elected. The monarch presides at the opening of each new session of Parliament yet exerts no power in parliamentary affairs.

The political party that wins the most seats in the House of Commons during a general election chooses the prime minister. Therefore, the House of Commons is the dominant house in Parliament, unlike earlier times. Members of the House of Commons are also responsible for monitoring the work of the cabinet ministers.

Both houses in Parliament take part in making laws, and both debate the issues of the day. However, the power of the House of Lords has greatly diminished. The 1999 House of Lords Act began the process of reducing the number of hereditary peers in that House.

As in the Middle Ages, the United Kingdom's government is centralized. There are no local or state legislatures. Yet today, it is the House of Commons that determines the laws of the land, not the monarch and his or her lords.

- 3. Synthesizing information:** Wealthy townspeople became the new middle class. Speculate on some ways that the burgesses (and the new middle class) might have been able to gain influence over the monarch. Do research in the library and on the Internet to learn about how the new middle class gained power. Write a brief report of your findings.

People in World History Activity 9

Profile 1

Theodora (c. 500–548)

There are two ways of spreading light: to be/The candle or the mirror that reflects it.

From "Vesalius in Zante," *Artemis to Actaeon* (1909) by Edith Wharton

The Byzantine civilization flourished under Emperor Justinian. His legal reforms have influenced Western law ever since. Scholarship, art, and architecture thrived. Impressive public works projects were completed. But Justinian may not deserve sole credit for these triumphs. His wife, Theodora, is considered by many historians to be fundamentally responsible for the success of his reign.

Theodora was probably born on the island of Cyprus. Her father specialized in training bears for circus work. As a young girl, Theodora participated in circus performances, and in her early teens, she became an actress. At that time performers were held in generally low regard. It seemed unlikely that this daughter of an animal trainer would become an empress.

But Theodora was by all accounts exceptionally intelligent, beautiful, and charming. She married Justinian in 523. The law forbade such a marriage between classes. Justinian, however, ignored the law. Theodora would become his principal ally and adviser.

As empress, Theodora championed the rights of women. At her behest, Justinian issued laws against husbands beating their wives. Other new laws allowed women to divorce their husbands and to own property. Widows could keep their children, instead of having to surrender them to a male relative. All of these major reforms were the result of Theodora's influence. She was involved in nearly every aspect of Justinian's reign: the opinions of advisers were often accepted or rejected by Justinian based on Theodora's opinion.

Theodora's most famous contribution came in 532, when government officials organized a revolt among the common people. Justinian panicked and was preparing to flee but Theodora persuaded him to stay and fight. He won and did not face a serious challenge to his reign thereafter.

Theodora died of cancer at about the age of 48. Some historians note a lack of direction and intensity in Justinian's rule after the death of his beloved wife.



Detail from mosaic of Theodora

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. Describe Theodora's origins.
2. How did Theodora help the women of the Byzantine Empire?
3. **Critical Thinking Making Inferences.** Do you think most of Justinian's subjects knew, or approved, of Theodora's influence? Explain your answer.

People in World History Activity 9

Profile 2

Vladimir I (c. 956–1015)

Vladimir I, grand duke of Kiev, was the son of Svyatoslav I, duke of Kiev. Svyatoslav sent his son to rule Novgorod in 972. After his father's death, Vladimir found himself in competition with his two brothers to assume their father's title. He defeated both of them, killing one. Vladimir thereby took control of Kiev and united Novgorod with it. Thus, Vladimir began his rule with expansion. Such expansion and clever statecraft became a hallmark of his reign. Vladimir conquered Slavic tribes and waged war against the Lithuanians, the Bulgars, and the Byzantines.

Vladimir made many important decisions in his capacity as a ruler. He promoted the trade that helped the economy. He ordered the building of schools and libraries. He was an effective warrior who expanded Russia's western borders and defended its people against nomads in the east. However, it was one decision for which Vladimir would be most remembered, a decision that fundamentally changed the history of Russia—and the lives of its people—forever.

In 988, Vladimir, a fervent pagan, converted to Christianity. It is said that Vladimir considered several religions, including Islam, Judaism, Roman

Catholicism, and Eastern Orthodoxy, before deciding on Eastern Orthodoxy. He dismissed his four wives and

soon thereafter married Princess Anna, the sister of the Byzantine Emperor Basil II. Some historians argue that the benefits of the alliance with the powerful Byzantines may have been a factor in Vladimir's decision to convert and marry Anna.

Regardless of his motives for conversion, Vladimir championed Christianity in his realm. Upon his own conversion, he required his subjects to be baptized. In fact, the people of Kiev were ordered to wade, en masse, into the Dnieper River. He ordered the building of churches, the most famous of which is the Cathedral of the Tithes, and he supported religious charity. Vladimir also gave the church strong legal status. Together, these acts formed the foundation of a Christian tradition in Russia that has lasted nearly 1,000 years. Vladimir died in 1015 and, later, was made a saint. The Feast of Saint Vladimir continues to be celebrated every July 15.

**REVIEWING THE PROFILE**

Directions: Answer the following questions on a separate sheet of paper.

1. Identify Vladimir's religion before his conversion. To what religion did he convert?
2. How did his conversion affect the people in his domain?
3. What factor do some historians think helped motivate Vladimir's conversion?
4. **Critical Thinking** *Expressing Problems Clearly.* Because of his own religious conversion, Vladimir ordered the conversion of thousands of his subjects. Do you think this was fair? Explain your answer.
5. **Critical Thinking** *Analyzing Information.* After doing research, name two differences in the beliefs or practices between the Catholic and Eastern Orthodox churches.



PRIMARY SOURCE READING 9

The Siege and Capture of Acre

European Crusaders took the city of Acre, Palestine, from Saladin's forces during the Third Crusade, also known as the "Crusade of Kings." (Muslim armies recaptured Acre in 1291.) The passage describes how the English king Richard managed to win the siege of Acre despite the fact that his French allies had been defeated by the Muslims.

Guided Reading *In this selection, read to learn how the Christian siege and capture of the Southwest Asian city of Acre occurred.*

King Richard . . . was anxious to be doing things and he was free especially to attend to the capture of the city [Acre]. He saw to it therefore that the city was attacked by his men so that, perchance, by divine grace the deed might be accomplished. . . . He had a latticework shed (commonly called a "cercleia") made. It was made solid with many joints, and when it had painstakingly been put together, he ordered it to be taken to the trench outside the city walls. When his most experienced balistarii [soldiers who used the crossbow] were in position, he had himself carried out on a silken litter, so that the Saracens [Turks] might be awed by his presence and also so that he could encourage his men for the fight. His balista [crossbow], with which he was experienced, was then put into action and many were killed by the missiles and spears which he fired. His miners also made an underground passage to the tower at which his siege engines were firing. The miners sought out the foundations of the tower and hacked out part of it. They filled up the hole with timbers which they set afire. Then the repeated hits of the stone missiles suddenly knocked the tower to bits.

The King pondered the difficulties of proceeding in this enterprise and the great bellicosity of his opponents. He decided that, since in the business world work makes progress through excellence, he might more readily attract the spirits of the young by posting a reward than by giving orders through the commanders. Who, indeed, is not attracted by the scent of money?

The King ordered the criers to proclaim that anyone who removed a stone from the wall next to the aforesaid tower would receive two pieces of gold from the King. Later he promised three gold pieces and then four, so that however many

stones anyone removed, he received a payment of four gold pieces for each. Then you could see the young men rush forward and the courageous followers swarm to the wall. When the stones were taken out they would go on eagerly, greedy for praise as well as for payment. Even in the midst of the enemy's missiles they worked on bravely at tearing down the wall. Many of them were wounded, however, and were put out of action. Others, in fear of death, stayed away from danger. But some of them manfully pushed the Turks back from the wall and some of these men were protected neither by shields nor weapons. The wall was extremely high and immoderately thick. The men, however, inspired with courage, overcame danger and removed a great many stones from the massive wall. . . .

Saladin concluded that further delay would be dangerous. He therefore agreed to the requests of the besieged men [to allow them to surrender]. He was persuaded to take this course especially by his emirs, satraps, and powerful friends, some of whom were parents, relatives, and friends of the besieged. . . . He also recalled the wives of the besieged men and the sorrows of their families whom they had not seen now for the three years during which the siege had continued. They said, further, that he would only be losing a city, rather than such upright people.

Saladin's princes persuaded him on these and similar scores and, lest their last state be worse than the first, he agreed that they should make peace on the best terms they could get. It was therefore provided and declared that they would agree to the better peace terms. When the messengers [from the military post of the town] announced the decision of Saladin and his coun-



PRIMARY SOURCE READING 9

sellors, the besieged men were overjoyed. The principal men among them came out to our Kings. Through an interpreter they offered to give up the city of Acre, free and clear, and to give up the Holy Cross and two hundred of the Christians whom they held captive and to surrender fifty men.

When our people found these terms unacceptable, the Moslims offered two thousand noble Christians and five hundred lesser captives, whom Saladin would seek out throughout his domains. The Turks were to leave the city, each man taking with him nothing except his clothing. They were to leave behind their weapons, food, and everything else. As ransom

for their captives, moreover, they were to give two hundred thousand Saracen talents [currency] to the two Kings. To assure faithful performance of these terms they were to give as hostages the more noble and important Turks who were to be found in the city.

Our Kings conferred with their wiser men and each other over whether they should allow these terms to be granted. The universal decision on the matter was that the offer was to be received and the conditions accepted. Oaths were taken and the agreement was put into writing as security. Then, when the hostages had been handed over, the Turks left the city empty-handed.

INTERPRETING THE READING

Directions Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. How did King Richard first attempt to end the siege of Acre?

2. What was his rationale for paying people gold coins? How did this strategy help end the siege?

3. What were the terms of surrender Saladin and Richard finally agreed on?

Critical Thinking

4. **Identifying Alternatives** Do you think that Saladin made the right decision in giving up Acre, based on the advice of his advisers that "he would only be losing a city, rather than such an upright people"? What would you have done in his place?

5. **Evaluating Information** The selection discusses the siege of Acre from the point of view of many figures involved in the battle. Are these figures accurately representative of *all* the men fighting in the siege? Explain your answer.



Reteaching Activity 9

Emerging Europe and the Byzantine Empire

Even though medieval Europe encompassed a large landmass and many people, it was united by interrelated political and religious systems. Often one particular event, or cause, had a number of effects.

DIRECTIONS: Read the chart below to review some of the important events discussed in Chapter 9. Then provide a cause for each set of effects. You may need to review the chapter to find the causes.

Cause	Effects
1.	<ul style="list-style-type: none"> • Western Europeans ruled by central government • Increase in learning and scholarship • Alliance established between pope and Frankish Empire
2.	<ul style="list-style-type: none"> • Villages and towns sacked • Western Europe becomes weakly centralized • Local officials and lords gain power
3.	<ul style="list-style-type: none"> • Monastic movement begins • Papacy gains source of political power
4.	<ul style="list-style-type: none"> • Lords grant fiefs to vassals • Vassals pay homage to lords
5.	<ul style="list-style-type: none"> • Anglo-Saxon and Norman cultures merge • Census taken in England
6.	<ul style="list-style-type: none"> • The English king's power becomes limited • Nobles establish feudal rights • Freemen guaranteed right of trial by jury
7.	<ul style="list-style-type: none"> • Italian port cities prosper • European armies travel to the Holy Land

★ Enrichment Activity 9



Religious Faith Meets Nationalist Pride

What we call the Eastern Orthodox Church is actually made up of several autonomous, or self-governing, national churches, each of which has its own patriarch. For example, in Russia there is the

Russian Orthodox Church, and in Romania, the Romanian Orthodox Church. Throughout history, the establishment of an autonomous national church was a source of nationalist pride as well as political conflict.

Membership in Orthodox Churches		
Country	Members of Autonomous Orthodox Church	Total Population
Armenia	3,343,846	3,557,284
Bulgaria	7,458,918	8,775,198
Georgia	4,351,737*	5,725,972
Greece	10,434,560	10,647,511
Macedonia	1,446,867	2,159,503
Romania	16,238,831	23,198,330
Russian Federation	37,477,272	149,909,089
Yugoslavia	7,216,191	11,101,833

* Includes 3,721,881 Georgian Orthodox and 629,856 Russian Orthodox.

DIRECTIONS: Based on the table above, answer the following questions in the space provided.

1. What would be an appropriate title for the table? _____
2. What is the total population of Greece? _____
3. Which two countries are almost entirely Orthodox? _____
4. a. What is the total number of Orthodox in Georgia? _____
 b. Among Georgians, about how many times greater is the Georgian Orthodox membership than the Russian Orthodox membership? _____
 c. The Russian Orthodox population makes up about what percentage of Georgia's total population? _____
5. The Russian Orthodox population in the Russian Federation makes up about what percentage of the total population? _____
6. About how many more Romanian Orthodox are there than Greek Orthodox? _____

World Art and Music Activity 9



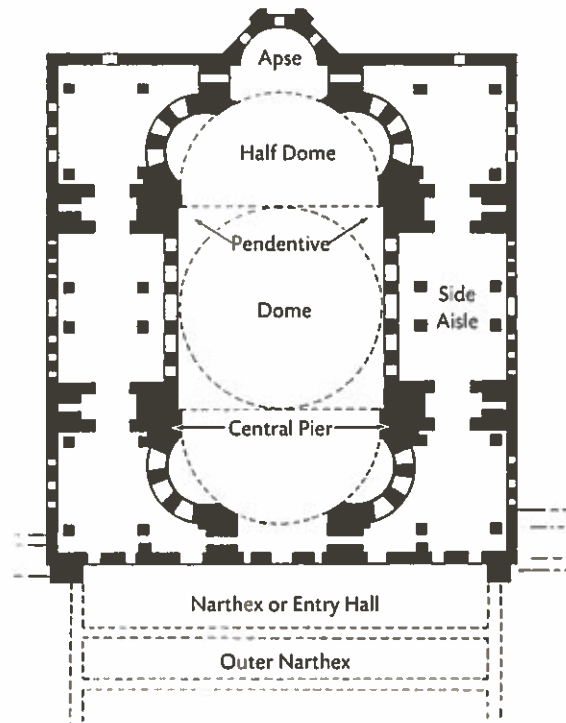
Hagia Sophia

Emperor Justinian wanted Constantinople, the capital of the Byzantine Empire, to have the greatest building in the world. The result was Hagia Sophia (Church of the Holy Wisdom), which remains an architectural masterpiece 1,500 years later.

DIRECTIONS: Read the passage below about this Byzantine church, then answer the questions in the space provided.



Hagia Sophia, Istanbul, Turkey



Ground plan of Hagia Sophia

Most buildings are designed by architects. However, Emperor Justinian chose two Greek mathematicians to design Hagia Sophia. The resulting church, especially its huge dome, combines Greek balance and proportion with Roman engineering skills.

The church is a vast rectangle, measuring 102 feet (31 meters) by 265 feet (81 meters). In the center is a square area topped by a dome. At the front and back of the square are half circles topped by half domes. Along the other sides are aisles, separated from the central nave by pillars. The great central dome has a diameter of 102 feet (31 meters), and the nave rises to a height of 184 feet (56 meters). The dome rests

on four corner supports. Since these “legs” hold up the dome, the walls underneath the arches are not needed for support. Instead, they are made up of columns and windows, which allow light to stream into the church’s interior. According to a contemporary observer, the dome seems to float “like the radiant heavens.”

The church’s interior decoration had to be large and brightly colored so worshipers could see it from many feet away. The entire interior is therefore covered in colored marble and glowing golden mosaics.

(continued)

World Art and Music Activity 9

The mosaics illustrate stories from the Old Testament and from local history. One of the most famous mosaics is *The Virgin and Child with the Emperors Justinian and Constantine*. On the left side of the

Virgin is Justinian, carrying a small church. On the right is Constantine, holding a small city. This symbolically shows that the Byzantine church and state are both in service to heaven.

CHAPTER 9

Reviewing the Selection

1. Describe the form of Hagia Sophia.

2. What was innovative about the dome?

Critical Thinking

3. **Making Inferences** Worshipers of the time had never been in such a large building. What elements of Hagia Sophia do you think made them feel welcome and comfortable?

4. **Predicting Consequences** Imagine that the mathematicians hired by Emperor Justinian had been unable to design a system of arches to hold up Hagia Sophia's huge dome. How do you think the design of the church would have been affected?

Glencoe

WORLD HISTORY



Chapter 9 Section Resources

GUIDED READING ACTIVITY 9-1	120
GUIDED READING ACTIVITY 9-2	121
GUIDED READING ACTIVITY 9-3	122
GUIDED READING ACTIVITY 9-4	123

SECTIONS



Guided Reading Activity 9-1

Transforming the Roman World

DIRECTIONS: Answer the following questions as you read the section.

1. What replaced the Western Roman Empire by 500?

2. Who were the Anglo-Saxons?

3. Which of the German states on the European continent proved long lasting?

4. What political advantage did Clovis gain when he converted to Christianity?

5. Describe the crucial social bond among the Germanic peoples.

6. What was wergild?

7. Explain the importance of a man known as the pope.

8. In what endeavor was Pope Gregory I especially active?

9. What good works did the Christian monks in the new European civilization perform?

10. What did the coronation of Charlemagne symbolize?

11. Why do we have manuscripts of ancient Roman literary works today?



Guided Reading Activity 9-2

Feudalism

DIRECTIONS: As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

- _____ 1. In the ninth and tenth centuries, Western Europe was beset by a wave of invasions from the Muslims and the Magyars.

- _____ 2. The most far-reaching attacks of the time came from the Southmen, also known as the Turks.

- _____ 3. The Frankish policy of settling the Vikings and converting them to Islam was a deliberate one.

- _____ 4. By the eighth century, a man who served a lord in a military capacity was known as a vassal.

- _____ 5. For almost five hundred years, men in heavily armored chariots dominated warfare in Europe.

- _____ 6. Land was the most important gift a lord could give to a vassal.

- _____ 7. In feudal society, loyalty to one's lord was the chief virtue.

- _____ 8. In the Middle Ages, men whose chief concern was farming dominated European society.

- _____ 9. Social divisions existed between lords and knights based on the extremes of wealth and landholdings.

- _____ 10. Chivalry was a code of ethics by which knights were expected to defend the Church and defenseless people, and to treat captives as honored guests.

SECTION 9-2

**Guided Reading Activity 9-3****The Growth of European Kingdoms****DIRECTIONS:** Fill in the blanks below as you read Section 3.

On October 14, 1066, an army of knights under William of (1) _____ landed on the coast of England and defeated King Harold and his foot soldiers at (2) _____. William was then crowned king of (3) _____. The marriage of the (4) _____ with the (5) _____ nobility gradually merged Anglo-Saxon and French into a new English culture.

The power of the English (6) _____ was enlarged during the reign of Henry II. By King Henry's challenge, four knights went to (7) _____ and murdered the archbishop (8) _____, who was questioning the king's authority.

At (9) _____ in 1215, King John was forced to put his seal on a document of rights called the (10) _____, or the Great Charter. The Magna Carta was used in later years to strengthen the idea that a monarch's power was limited, not (11) _____. In the thirteenth century, the English (12) _____ also emerged.

In return for protecting the pope, Otto I was crowned emperor of the (13) _____ in 962. German king Frederick I considered Italy the center of a "holy empire," as he called it—hence the name (14) _____.

The western Slavs eventually formed the Polish and (15) _____ kingdoms. The Poles, Czechs, and Hungarians all accepted western (16) _____ and became part of the Roman Catholic Church and its Latin culture. Eastern Slavic peoples in the territory of present-day Ukraine and Russia were eventually dominated by (17) _____ rulers called the Rus. In the thirteenth century, the (18) _____ exploded upon the scene and conquered Russia.



Guided Reading Activity 9-4

The Byzantine Empire and the Crusades

DIRECTIONS: Fill in the blanks below as you read Section 4.

- I. Justinian became _____ of the Eastern Roman Empire in 527.
 - A. Justinian's most important contribution was his _____ of Roman law.
 - B. This simplified code was *The Body of Civil Law*, the basis of _____ law.
- II. The most serious challenge to the Eastern Roman Empire was the rise of _____.
 - A. Islamic forces defeated an army of the Eastern Empire at _____ in 636.
 - B. By the beginning of the eighth century, the Eastern Empire was much _____.
 1. Historians call this smaller empire the _____ Empire.
 2. The _____ church of this Empire was known as the _____.
- III. The Empire recovered and expanded under emperors known as the _____.
 - A. The Byzantine Empire was troubled by a growing _____ in its church.
 - B. In 1054, Pope Leo IX and the patriarch Michael Cerularius of the Byzantine Church formally _____ each other.
- IV. From the eleventh to the thirteenth centuries, European Christians conducted military expeditions known as the _____.
 - A. Warriors of _____ Europe formed the first crusading armies.
 - B. In 1187, _____ fell to Muslim forces under Saladin.
 - C. Richard the Lionhearted negotiated a settlement whereby Christian _____ had free access to Jerusalem.
 - D. The first widespread _____ on the Jews began in the context of the Crusades.

