

Essential Question Preview

What are the major political, social, and cultural legacies from Europe's early history?

Have the students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Lead students to understand that people in the United States help make decisions about their community, state, and nation by voting. Tell students that one of the earliest peoples to use voting to make major decisions were the ancient Greeks. In fact, Athens was the world's first democracy.
- Describe how the culture of Rome continues to influence government, architecture, languages, and legal systems in the world today.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

How has the U.S. legal system been influenced by the legal systems of Greece and Rome?

What are some ways that the ancient Greeks and Romans have affected our culture, languages, architecture, and artwork?

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

Explore the Online Video

ONLINE ANALYZE VIDEOS

Origins of Western Culture

Invite students to watch the video to learn how ancient Greece established the foundations of Western civilization.

History What was the role of the agora in ancient Greece? *Possible answer: The agora was the center of town and government. It was also the place where democracy was born.*



PLAY VIDEO 4:28

Origins of Western Culture



Module 12

Europe before the 1700s

Essential Question

What are the major political, social, and cultural legacies from Europe's early history?



About the Photo: Eilean Donan castle was built in the Highlands of Scotland during the 13th century. The castle protected the lands of Kintail against Viking raids.

Explore ONLINE!



VIDEOS, including ...

- Origins of Western Culture
- Rome Falls
- Battle of Hastings

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Interactive Map: Greek City-States and Colonies, c. 600 BC
- ✓ Image with Hotspots: Roman Engineering
- ✓ Image Carousel: The Renaissance

In this module, you will learn about the early history of Europe, from prehistoric cultures through the Reformation, and how political, social, and cultural developments changed Europe and still influence our world today.

What You Will Learn

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The Big Idea Christianity and social systems influenced life in Europe in the Middle Ages.	
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The Big Idea The periods of the Renaissance and the Reformation introduced new ways of thinking into Europe.	

Lesson 1 Big Idea

Prehistoric people adapted to their environment and developed agriculture.

Main Ideas

- Scientists study the remains of early humans to learn about prehistory.
- Early humans moved out of Africa and migrated all over the world.
- People adapted to new environments by making clothing and new types of tools.
- The first farmers learned to grow plants and raise animals in the New Stone Age.
- Farming changed societies and the way people lived.

Lesson 2 Big Idea

Greek culture spread in Europe and Asia through colonization, trade, and conquest.

Main Ideas

- Early Greek culture saw the rise of the city-state and the creation of colonies.
- The golden age of Greece saw advances in government, art, and philosophy.
- Alexander the Great formed a huge empire and spread Greek culture into new areas.

Lesson 3 Big Idea

The Romans created one of the ancient world's greatest civilizations.

Main Ideas

- The Roman Republic was governed by elected leaders.
- The Roman Empire was a time of great achievements.
- The spread of Christianity began during the empire.



Society In 1517 Martin Luther, a German monk, posted problems he saw in the Catholic Church.



Culture The ancient Greeks were known for their artwork. This vase shows Greek soldiers tending to horses.

Politics Warriors called knights were key to the political system of Europe in the Middle Ages. Knights wore suits of armor like this one into battle.



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- Various factors helped bring about the decline of Rome.

Lesson 4 Big Idea

The eastern Roman Empire prospered long after the western empire fell.

Main Ideas

- Eastern emperors ruled from Constantinople and tried but failed to reunite the whole Roman Empire.
- The people of the eastern empire created a new society that was very different from society in the west.
- Byzantine Christianity was different from religion in the west.

Lesson 5 Big Idea

Christianity and social systems influenced life in Europe in the Middle Ages.

Main Ideas

- The Christian Church influenced nearly every aspect of society in the Middle Ages.
- Complicated political and economic systems governed life in the Middle Ages.
- The period after 1000 was a time of great changes in medieval society.

Lesson 6 Big Idea

The periods of the Renaissance and the Reformation introduced new ideas and new ways of thinking into Europe.

Main Ideas

- The Renaissance was a period of new learning, new ideas, and new advances in art, literature, and science.
- The Reformation changed the religious map of Europe.

Explore the Images

Architecture Castles developed in Europe as fortified residences for the nobility. Nobles built castles for protection, such as the Eilean Donan castle in this photo, and to control the land around them.

Culture Tell the students that ancient civilizations flourished in ancient Greece more than 2,000 years ago. Ask them to imagine that they are living there. Ask them what they think their lives would be like.

Politics Tell students that knights protected their lords in exchange for land. Ask students why they think lords needed knights for protection.

Society The Roman Catholic Church played a major role in the lives of Europeans during the Middle Ages. Ask students why they think a medieval monk would challenge the Church.

Analyze Visuals

What do the cave painting and Michelangelo's *David* say about the differences and similarities between prehistoric and Renaissance cultures? Possible answer: Prehistoric people seem concerned with survival, whereas people during the Renaissance seem more focused on ideas and history; both created art to express what was important to them.

► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



Reading Social Studies

Reading Social Studies

READING FOCUS

Understand Implied Main Ideas

Write the expression “read between the lines” on the board. Ask: What do you think this expression means? *Possible answer: to understand what someone is telling us without it being directly stated* Encourage students to share examples of when they needed to “read between the lines” in their everyday lives. Continue on to explain that authors sometimes do not state main ideas directly. We have to read the details and then draw conclusions based on these details. Drawing these conclusions allows us to see the “big picture.”

You Try It!

1. What is the topic? *how Theodora helped Justinian*
2. What are the facts and details? *convinced him to stay, gave him advice, Justinian's soldiers killed rioters*
3. What is the main idea? *Theodora helped save the emperor's throne.*

Understand Implied Main Ideas

READING FOCUS

Do you ever “read between the lines” when people say things? You understand what people mean even when they don’t come right out and say it. You can do the same thing with writing. Writers don’t always state the main idea directly, but you can find clues to the main idea in the details. To understand an implied main idea, first read the text carefully and think about the topic. Next, look at the facts and details and ask yourself what the paragraph is saying. Then create a statement that sums up the main idea. Notice the way this process works with the paragraph below.

As a young man Jesus lived in the town of Nazareth and probably studied with Joseph to become a carpenter. Like many young Jewish men of the time, Jesus also studied the laws and teachings of Judaism. By the time he was about 30, Jesus had begun to travel and teach.

1. What is the topic?

Jesus as a young man

2. What are the facts and details?

- lived in Nazareth
- studied to be a carpenter
- learned about Judaism

3. What is the main idea?

Jesus lived the typical life of a young Jewish man.

YOU TRY IT!

Read the following sentences. Notice the main idea is not stated. Using the three steps described above, develop a statement that expresses the main idea of the paragraph.

Justinian was stopped from leaving by his wife, Theodora. She convinced Justinian to stay in the city. Smart and powerful, Theodora helped her husband rule effectively. With her advice, he found a way to end the riots. Justinian’s soldiers killed all the rioters—some 30,000 people—and saved the emperor’s throne.

As you read this module, practice understanding the implied main ideas.



Prehistoric Cultures



► Online Lesson 1 Enrichment Activities

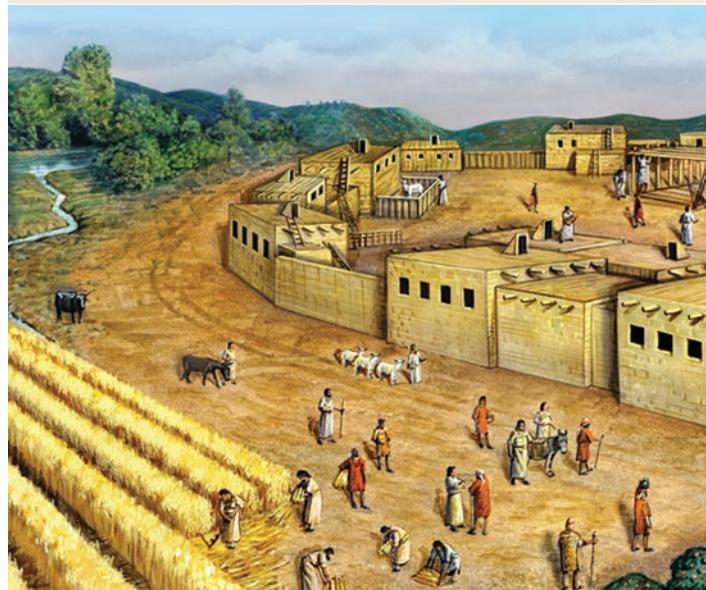
Mapping Early Human Migration

Article Students read about how scientists have studied human migration and developed two main theories concerning how modern humans have spread throughout the world. Students then conduct additional research and create their own maps showing how human migration might have occurred in Africa, Asia, and Europe.



Early Domestication and Neolithic Settlement

Article Students read an article describing the changes that took place during the Neolithic revolution, including the creation of settled human communities. Students then explain how agriculture changed these people's lives and consider similar changes in today's world.



Prehistoric Communities

Article Students read about the archeological remains discovered in Jericho. Students then imagine they are archeologists in AD 5001 who are excavating their hometown. Students determine what artifacts they might uncover and how they might figure out what these artifacts would be used for.

Prehistoric Cultures

The Big Idea

Prehistoric people adapted to their environment and developed agriculture.

Main Ideas

- Scientists study the remains of early humans to learn about prehistory.
- Early humans moved out of Africa and migrated all over the world.
- People adapted to new environments by making clothing and new types of tools.
- The first farmers learned to grow plants and raise animals in the New Stone Age.
- Farming changed societies and the way people lived.

Key Terms

prehistoric
tool
Paleolithic Era
society
hunter-gatherers
migrate
ice ages
land bridge
Mesolithic Era
Neolithic Era
domestication
agriculture
megoliths

If YOU lived there ...

You are a hunter-gatherer in Europe about 34,000 years ago. Your tribe has just arrived to this new land, which is much colder than your old home. You wrap yourself in animal hides, but it is difficult to keep them on while you hunt. Strange tall plants with pale flowers fill the land around you. You notice a few have been ripped out of the ground. When you examine them, you see long, strong fibers inside their stalks.

How can you use these plants to help you stay warm?

Prehistoric Humans

Although humans have lived on Earth for more than a million years, writing was not invented until about five thousand years ago. Historians call the time before there was writing **prehistoric**. To study prehistory, historians rely on the work of archaeologists and anthropologists. Historic time periods, on the other hand, are those for which information has been recorded with letters, words, or numbers.

The earliest human ancestors, or hominids, may have first appeared in Africa about 4–5 million years ago. These hominids walked upright and had brains about one-third the size of modern humans. Over time, hominids developed larger brains, and each group of hominids was more advanced than the one before it.

Scientists are not exactly sure when or where the first modern humans lived. Many think that they first appeared in Africa about two hundred thousand years ago. Scientists call these people *Homo sapiens*, or “wise man.” Every person alive today belongs to this group.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

How can you use these plants to help you stay warm?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider the PROBLEMS with your current clothing:

- animal hides are difficult to keep on
- animal hides can be difficult to obtain.

Consider what would be REQUIRED to make clothing from these fibers:

- need to get fibers out of the plant
- need large quantities of fibers
- need a way to create cloth from the fibers

2. Direct Teach

Introduce the Big Idea: *Prehistoric people adapted to their environment and developed agriculture*. Ask students if they have ever heard the expression “necessity is the mother of invention.”

Encourage them to analyze whether they think this expression was true for prehistoric people. Discuss that the very survival of early people depended on their ability to adapt to their surroundings, especially as they migrated to new locations.

3. Practice/Assess/Inquire

Ask students for other examples of how humans adapted to their environment. For example, they learned to use fire to cook food and for protection and to make tools to be able to kill animals and prepare them for eating.

4. Explore (Collaborative Exploration)

Discuss that planting crops rather than foraging for food was an important way people adapted. This led to the beginning of agriculture and an entirely new way of life. Encourage students to discuss ways they think agriculture improved lives.

5. Whole Group Close/Reflect

Have students create a two-column table. The left column should list the adaptations people made and the right column should list the advantages of those adaptations.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 7: Charts

ONLINE DOCUMENT-BASED INVESTIGATION

Europe before the 1700s

Lascaux Cave Painting is the first of six document-based investigations in Europe before the 1700s. Students will view the image of paintings that are 15,000 to 17,000 years old and consider what they reveal about the people who created them.

Teach the Main Idea

Scientists study the remains of early humans to learn about prehistory.

Identify What determines whether a specific time is prehistory? *It came before humans were able to write.*

Explain During the Paleolithic Era, how would an individual have made a hand ax? *The individual would have made it out of flint or another kind of stone and would have shaped it by striking it with another stone to make a sharp, jagged edge.*

Compare and Contrast How is a hunter-gatherer different from a farmer? *A hunter-gatherer collects wild plants, seeds, nuts, etc., and hunts wild animals, whereas a farmer grows crops and domesticates animals.*

For additional instruction, go to end of lesson.

Understand Cause and Effect What are some of the reasons that scientists believe humans developed language? *Possible answers: to make hunting in groups easier, to help form relationships, to help resolve issues like the distribution of food*

More About ...

Louis and Mary Leakey Two anthropologists in the forefront of learning about our prehistoric ancestors were Louis and Mary Leakey. Mary met Louis in 1933, and she joined him in Africa to draw stone tools he had found during his archaeological expeditions. Mary made an important discovery when she found a set of footprints that were 3.6 million years old. The footprints proved that ancestors of humans had walked upright. Together, Mary and Louis found three different sets of fossils, each believed to be a human ancestor.

ONLINE GRAPHIC ORGANIZER

Prehistoric Cultures

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Effects How did the development of tools, clothing, shelter, and agriculture change the way early humans lived? *Possible answer: Tools allowed people to hunt for food; clothing and shelter protected people as they moved to colder climates; and agriculture allowed people to create permanent settlements and develop early economies, social order, and religious practices.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **prehistory, tool, Paleolithic Era, society, hunter-gatherers, migrate, ice ages, land bridge, Mesolithic Era, Neolithic Era, domestication, agriculture, megaliths.**

ONLINE INTERACTIVE VISUALS

Carousel: Early Hominids

Have students navigate through the images and information about the four major groups of hominids that appeared in Africa between 200,000 and 5 million years ago. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How did hominids advance over time? *Their brains became larger, they made better tools, and they migrated to different parts of the world.*

In print edition, see Quick Facts of same title.

Early Hominids



Australopithecus

- Name means "southern ape"
- Appeared in Africa about 4–5 million years ago
- Stood upright and walked on two legs
- Brain was about one-third the size of modern humans

Quick Facts

Early Hominids

Four major groups of hominids appeared in Africa between about two hundred thousand and 5 million years ago. Each group was more advanced than the one before it and could use better tools.

Australopithecus

- Name means "southern ape"
- Appeared in Africa about 4–5 million years ago
- Stood upright and walked on two legs
- Brain was about one-third the size of modern humans

Homo habilis

- Name means "handy man"
- Appeared in Africa about 2.4 million years ago
- Used early stone tools for chopping and scraping
- Brain was about half the size of modern humans

Homo erectus

- Name means "upright man"
 - Appeared in Africa about 1.5–2 million years ago
 - Used early stone tools like the hand ax
 - Learned to control fire
 - Migrated out of Africa to Asia and Europe
- Homo sapiens**
- Name means "wise man"
 - Appeared in Africa about 200,000 years ago
 - Migrated around the world
 - Same species as modern human beings
 - Learned to create fire and use a wide variety of tools
 - Developed language

The First Tools The first humans and their ancestors lived during a long period of time called the Stone Age. To help in their studies, archaeologists divide the Stone Age into three periods based on the kinds of tools used at the time. To archaeologists, a **tool** is any handheld object that has been modified to help a person accomplish a task.

The first part of the Stone Age is called the **Paleolithic** (pay-lee-uh-LI-thik) **Era**, or Old Stone Age. It lasted until about ten thousand years ago. During this time, people used stone tools.

Scientists have found the oldest tools in Tanzania, a country in East Africa. These sharpened stones, about the size of an adult's fist, are about 2.6 million years old. Each stone had been struck with another rock to

Early people worked together and used spears to hunt large animals.



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COLLABORATIVE LEARNING

Early Human Ancestors

1. Organize students into groups, one for each of the four major groups of hominids listed in the Early Hominids image carousel. Tell them they are going to create a poster about their hominid group.
2. The groups should assign each member a specific topic, such as: What did their hominids look like and how did they walk? When and where did they live? What kinds of skills did they have?

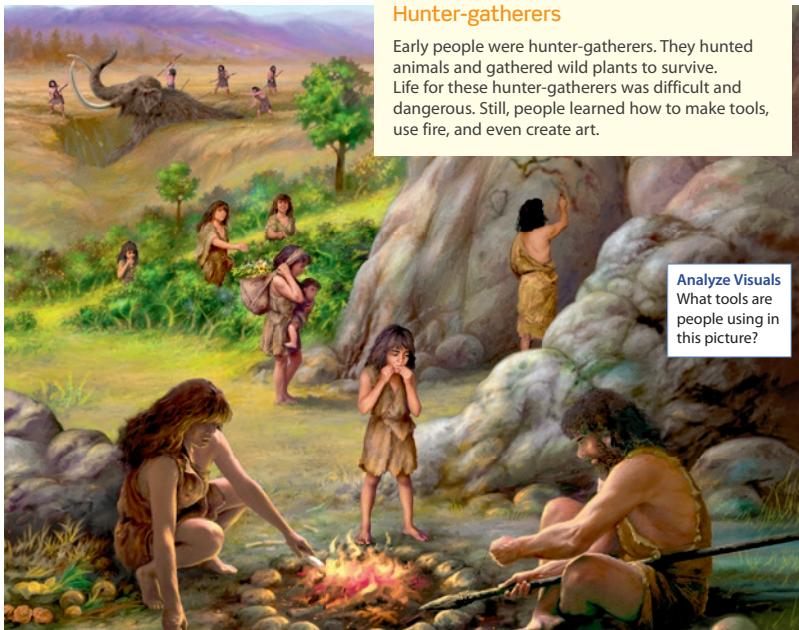
3. Students should conduct research to learn more about their assigned topic.

4. Instruct students to create a poster describing their hominid. Encourage them to use drawings and color in their posters.

5. Place the posters where the entire class can see them. Encourage the class to compare the different groups.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; 28: Posters; and 30: Research

For additional instruction, go to end of lesson.



Hunter-gatherers

Early people were hunter-gatherers. They hunted animals and gathered wild plants to survive. Life for these hunter-gatherers was difficult and dangerous. Still, people learned how to make tools, use fire, and even create art.

Analyze Visuals
What tools are people using in this picture?



ONLINE INTERACTIVE VISUALS

Image with Hotspots: Hunter-gatherers

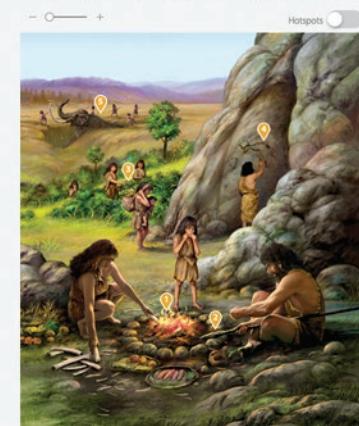
Have students explore the scene showing hunter-gatherers by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What tools are people using in this picture? *spears*

In print edition, see image of same title.

Hunter-gatherers

Anthropologists believe that early humans lived in small groups. In bad weather they might have taken shelter in a cave if there was one nearby. When food or water became hard to find, groups of people would have to move to new areas.



create a sharp, jagged edge along one side. This process left one unsharpened side that could be used as a handle.

Scientists think that these first tools were mostly used to process food. The sharp edge could be used to cut, chop, or scrape roots, bones, or meat. Tools like these were used for about 2 million years.

Later Tools Over time, people learned to make better tools. For example, they developed the hand ax. They often made this tool out of a mineral called flint. Flint is easy to shape, and tools made from it can be very sharp. People used hand axes to break tree limbs, to dig, and to cut animal hides.

People also learned to attach wooden handles to tools. By attaching a wooden shaft to a stone point, for example, they invented the spear. Because a spear could be thrown, hunters no longer had to stand close to animals they were hunting. As a result, people could hunt larger animals. Among the animals hunted by Stone Age people were deer, horses, bison, and elephant-like creatures called mammoths.

Society As early humans developed tools and new hunting techniques, they formed societies. A **society** is a community of people who share a

ADVANCED/GIFTED

Early Human Ancestors

1. Have students use the library and the Internet to learn more about an early human ancestor that is not discussed in this lesson. They should work to answer questions such as: Where and how were they discovered? How are they different from previously discovered groups? How did they adapt to their environment?

2. Have students prepare an oral presentation to share what they have learned with the class. Encourage students to include illustrations in their reports.

*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 30: Research



ONLINE DOCUMENT-BASED INVESTIGATION

Lascaux Cave Painting

In 1940, four teenagers discovered cave paintings in Montignac, France, that are around 15,000 - 17,000 years old. Students examine the image and caption and answer the associated question.

Analyze Sources What do you think the relationship might be between painting animals on cave walls and hunting? *Possible answer: Early humans might have used the paintings to show others which animals they could hunt.*

In print edition, see image and caption.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Lascaux Cave Paintings

Thousands of years ago, early people decorated cave walls with paintings. The cave paintings in this photo are around 15,000 to 17,000 years old. They were discovered in the Lascaux grotto near Montignac, France, in 1940 by four teenagers. Ancient humans decorated the walls of the cavern with many types of animals and mythical creatures. No one knows for sure why people created cave paintings, but some historians think they were related to hunting or had a ritualistic purpose.

Academic Vocabulary

distribute to divide among a group of people

Reading Check

Make

Inferences What information about early humans might be missing from prehistoric sources?

Thousands of years ago, early people decorated cave walls with paintings, like this one in France. No one knows for sure why people created cave paintings, but many historians think they were related to hunting.

common culture. These societies developed cultures with languages, religions, and art.

The early humans of the Stone Age were **hunter-gatherers**—people who hunt animals and gather wild plants, seeds, fruits, and nuts to survive. Anthropologists believe they lived in small groups. In bad weather, they might have taken shelter in a cave if there were one nearby. When food or water became hard to find, groups of people would have to move to new areas.

Each person in a hunter-gatherer society did tasks to help meet the needs of the community. Anthropologists believe that most Stone Age hunters were men and that women gathered plants to eat. Women likely stayed near camps and took care of children. The first pets may also have appeared at this time. People kept dogs to help them hunt and for protection.

Language, Art, and Religion The most important development of early Stone Age culture was language. Scientists have many theories about why language first developed. Some think it was to make hunting in groups easier. Others think it developed as a way for people to form relationships. Still others think language made it easier for people to resolve issues like how to distribute food.

Language wasn't the only way early people expressed themselves. They also created art. People carved figures out of stone, ivory, and bone. They carved beads for personal ornamentation. They painted and carved images of people and animals on cave walls. Scientists still aren't sure why people made art. Perhaps the cave paintings were used to teach people how to hunt, or maybe they had religious meanings. Scholars know little about the religious beliefs of early people. Archaeologists have found graves that included food and artifacts. Many scientists think these discoveries are proof that the first human religions developed during the Stone Age.



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READING CHECK

Make Inferences What information about early humans might be missing from prehistoric sources? *Possible answer: These sources cannot tell us what prehistoric people thought, felt, or believed.*

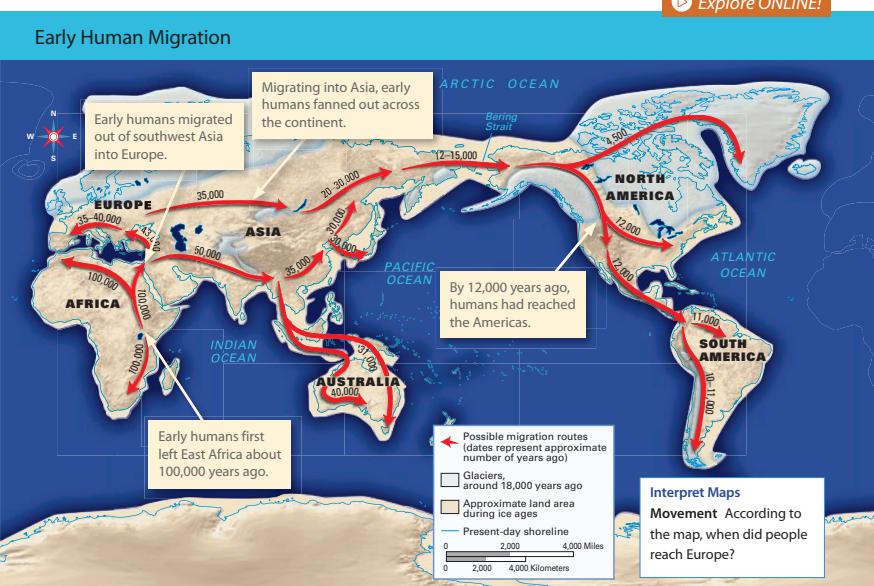
ENGLISH LANGUAGE LEARNERS

Cave Paintings

- To help students apply their understanding of the language, art, and religion of prehistoric cultures, have them create cave paintings.
- Supply students with heavy paper (e.g., paper bags or construction paper) and ask them to crumple it up so it feels rough and resembles a cave wall. (If space allows, you could attach a large piece of butcher paper to a wall or bulletin board and give each student a section to complete or create a class mural.)

- Have students create cave paintings using crayons, markers, chalk, paint, or other available art supplies. Ask students to tell the story of a “day in the life” of a prehistoric person. You may dim the lights and have the students work by flashlight to recreate the conditions of a cave.
- When the artwork is complete, have students share their cave paintings with a partner or small group. Have them describe what they have created and what purpose they imagine their cave painting would serve if they lived in prehistoric times.

*Alternative Assessment Handbook, Rubric 3: Artwork



People Move Out of Africa

During the Old Stone Age, climate patterns around the world changed, transforming Earth's geography. In response to these changes, people began to **migrate**, or move, to new places.

The Ice Ages Most scientists believe that about 1.6 million years ago, many places around the world began to experience long periods of freezing weather. These freezing times are called the **ice ages**. The ice ages ended about ten thousand years ago.

During the ice ages, huge sheets of ice covered much of Earth's land. These ice sheets were formed from ocean water, leaving ocean levels lower than they are now. Many areas that are now underwater were dry land then. For example, a narrow body of water now separates Asia and North America. But scientists think that during the ice ages, the ocean level dropped and exposed a **land bridge**, a strip of land connecting two continents. Land bridges allowed Stone Age people to migrate around the world.

Settling New Lands Scientists agree that migration around the world took hundreds of thousands of years. Early hominids migrated from Africa to Asia as early as 2 million years ago. Some early hominids reached Europe around 730,000 BC, and some also spread to Southeast Asia.

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DISTINGUISH FACT FROM OPINION

Australian Migration

1. Discuss with students that there are several theories about how early people came to Australia.
2. Have students work individually to conduct research to learn about these theories. Remind them to make certain they use only reliable sources.
3. Have students write a report discussing what they learn. In the report, they should explain several different theories. They also should identify which ideas are based on facts and which ideas are based on researcher's opinions.

4. Instruct students to carefully proofread their reports, correcting any grammar or spelling errors. You may want to have students trade papers with a partner for proofreading.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 16: Judging Information; and 42: Writing to Inform

Teach the Main Idea

Early humans moved out of Africa and migrated all over the world.

Draw Conclusions How did the ice ages make it easier for Stone Age people to migrate from Asia to North America? *During the ice ages, large sheets of ice formed, causing ocean levels to drop. Scientists think this resulted in a land bridge between Asia and North America being exposed.*

Analyze Visuals According to the Early Human Migration map, when did people reach western Australia? *40,000 years ago*

Making Inferences Why do you think humans migrated to southern Asia earlier than to northern Europe? *Possible answer: They may have been moving to areas with more pleasant climates.*

ONLINE ANALYZE VIDEOS

The Ice Age

Have students watch the video individually or as a class to learn about early humans during the ice ages. You may wish to use the associated question as a discussion prompt.

Analyze Videos Why was the invention of the needle important? *Humans could make clothing so that they could keep warm in colder climates.*



ONLINE INTERACTIVE MAPS

Early Human Migration

Have students explore the map using the interactive features and answer the associated questions.

Movement According to the map, which continent did humans reach last? *South America*

Movement According to the map, when did people reach Europe? *35,000–40,000 years ago*

Teach the Main Idea

People adapted to new environments by making clothing and new types of tools.

Identify What are some ways that fire helped early people? *It offered warmth, protection from wild animals, and a way to cook food.*

Compare and Contrast How were tools of the Mesolithic Era similar to those of the Paleolithic Era? How were they different? *Both were primarily made of stone, however Mesolithic tools were smaller and more complex. For example, people made fish hooks out of bone.*

Make Decisions What kinds of shelter might be available to someone living in the Middle Stone Age? How might they decide on a type? *Available shelters might include caves, pit houses, tents, and permanent structures made of wood, stone, or clay. The decision would partly depend on available materials—for example, caves and wood might not always be available. Tents were more suitable for nomads than permanent structures and could be made of animal skins. Some shelters, such as stone buildings, provided more protection from the elements, wild animals, etc.*

More About . . .

Connect to Today While the enormous land animals we call mammoths changed over time, they existed for over a million years. The mammoths gradually moved north as the climate warmed, until finally there was only a small group of about 300 surviving on an arctic island. This group died off only about 4,000 years ago. Researchers compared their DNA to larger, older groups of mammoths. They have discovered that the arctic island group may have become extinct because the gene pool was too inbred. The animals may have lost their sense of smell and stopped growing their thick, rough coats. The researchers think this information may help us to keep endangered species from becoming extinct. Conservationists working to keep these species healthy must make certain the gene pool remains diverse.

Reading Check
Make Inferences
Why do you think it took humans hundreds of thousands of years to migrate around the world?

Later, humans also began to migrate around the world, and earlier hominids died out. Look at the map to see the dates and routes of early human migration.

Humans began to migrate from East Africa to southern Africa and southwestern Asia around 100,000 years ago. After they migrated out of Africa, people moved east across southern Asia. From southwestern Asia, humans also migrated north into Europe. By 35,000 BC, humans lived across Europe. Geographic features such as high mountains and cold temperatures delayed migration northward into northern Asia. Eventually, however, people from both Europe and southern Asia moved into that region.

From northern Asia, people moved into North America. Once in North America, these people moved south, following herds of animals and settling in South America. By 9000 BC, humans lived on all continents of the world except Antarctica.

People Adapt to New Environments

As early people moved to new lands, they found environments that differed greatly from those in East Africa. Many places were much colder and had new plants and animals. Early people had to learn to adapt to these different environments.

Clothing and Shelter Although fire helped keep people warm in very cold areas, people needed more protection. To keep warm, they learned to sew animal skins together to make clothing. In Georgia, for example, archaeologists discovered flax fibers that humans used to sew clothing more than 34,000 years ago.

In addition to clothing, people needed shelter to survive. Some took shelter in caves. Another early type of human-made shelter was the pit house. They were pits in the ground with roofs of branches and leaves.

Early people encountered new environments and colder climates as they migrated away from East Africa.



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ONLINE INTERACTIVE GAME

The Life of Early Humans

Have students play the game to test their knowledge of facts about early humans.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: A Mammoth House

Have students explore the image of the house being built with mammoth fur and bones by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think early people used mammoth bones to build their shelters? *Possible answer: Mammoths had large bones, which were good for building shelters.*

READING CHECK

Make Inferences Why do you think it took humans hundreds of thousands of years to migrate around the world? *Possible answer: Geographic features made migrating to new places difficult. Some places could not be reached until land bridges appeared.*

For additional instruction, go to end of lesson.

Some early people lived in tents made of animal skins. Others built more permanent structures of wood, stone, clay, or other materials. Even bones from large animals such as mammoths were used in building shelters.

New Tools and Technologies People also adapted to new environments with new types of tools. These tools were smaller and more complex than tools from the Old Stone Age. They defined the **Mesolithic** (me-zuh-LI-thik) **Era**, or the Middle Stone Age. This period began more than ten thousand years ago and lasted to about five thousand years ago in some places.

During this time period, people found new uses for bone and stone tools. People who lived near water invented hooks and fishing spears. Other groups invented the bow and arrow.

In addition to tools, people developed new technologies to improve their lives. For example, some learned to make canoes by hollowing out logs. They used the canoes to travel on rivers and lakes. People also began to make pottery. Developments like these, in addition to clothing and shelter, allowed people to adapt to new environments.

The First Farmers

After the Middle Stone Age came a period of time that scientists call the **Neolithic** (nee-uh-LI-thik) **Era**, or New Stone Age. It began as early as ten thousand years ago in Southwest Asia and reached parts of Europe as early as 7000 BC.

During the New Stone Age, people learned to polish stones to make tools like saws and drills. People also learned how to make fire. Before, they could only use fire that had been started by natural causes such as lightning. But tools and fire weren't the only major changes that occurred during the Neolithic Era. In fact, the biggest changes came in how people produced food.

Plants and Animals After a warming trend brought an end to the ice ages, new plants began to grow in some areas. For example, wild barley and wheat plants started to spread throughout Southwest Asia. Over time, people came to depend on these wild plants for food. They began to settle where grains grew.

People soon learned that they could plant seeds themselves to grow their own crops. Historians call the shift from food gathering to food producing the Neolithic Revolution. Most experts believe that this revolution, or change, first occurred in the societies of Southwest Asia.

Eventually, people learned to change plants to make them more useful. They planted only the largest grains or the sweetest fruits. They found new ways to use animals. They kept sheep or goats for milk, food, and wool. They used larger animals to carry or pull heavy loads or tools. The process of changing plants or animals to make them more useful to humans is called **domestication**.

The domestication of plants and animals led to the **development** of **agriculture**, or farming. For the first time, people could produce their own food. This development changed human society forever.

Reading Check
Find Main Ideas What were two ways people adapted to new environments?

Academic Vocabulary
development growth

Reading Check
Analyze Effects
What was one effect of domestication?

Europe before the 1700s 369

SPECIAL NEEDS STUDENTS

Prehistoric Cultures Role-Play

- Organize the class into three groups, making sure that each group has mixed-ability students. Assign each group to role-play human society during the Paleolithic Era, the Mesolithic Era, or the Neolithic Era.
- Tell students that they should use the information from the text to plan a skit that depicts what life might have been like for people during their assigned time period. Ensure that every group member has an active role or speaking part in the skit.

- Have students perform their skits for the other groups. Then lead a brief discussion about how human society had changed from one era to the next.
- Have each student write a paragraph summarizing what he or she learned from the skits. Special needs students can record their paragraphs on audio instead of writing them if they choose.

*Alternative Assessment Handbook, Rubric 33: Skits and Reader's Theater

Teach the Main Idea

The first farmers learned to grow plants and raise animals in the New Stone Age.

Explain What was revolutionary about the Neolithic

Revolution? *People were no longer dependent on locating wild plants for food but now could grow their own. This allowed them to settle in one spot. In addition, they could control the quality of the food by choosing which seeds to plant.*

Identify What major event occurred during the Neolithic Era that made it easier for people to use fire? *People learned how to start a fire; before, they could only use fire that had started from natural causes such as lightning.*

Analyze Why might a group of hunter-gatherers decide to domesticate animals? *Possible answers: Animals such as wolves can provide companionship; it may be easier to raise an animal for slaughter than to kill a wild animal; because they had no refrigeration, domesticated animals could be slaughtered immediately before they were needed for food; wool and hides could be used for clothing and shelter; domesticated animals could be used for hauling heavy items.*

Make Predictions If you were growing a grain plant, how would you choose which seeds to save for the next growing season? *Possible answer: those seeds from healthy, sturdy plants that produced large grain heads*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Early Domestication

Have students explore the scene of agriculture in a Neolithic community by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How are people working in this image? *Possible answer: They are working together in groups or pairs; they are using tools and animals to plant and harvest their crops.*

READING CHECK

Find Main Ideas What were two ways people adapted to new environments? *Possible answers: used animal skins for clothing to keep warm; built shelters; developed new hunting tools, such as the bow and arrow or fishing spear*

READING CHECK

Analyze Effects What was one effect of domestication? *the development of agriculture*

For additional instruction, go to end of lesson.

Teach the Main Idea

Farming changed societies and the way people lived.

Explain How did agriculture lead to trade? *People began to produce more food than they needed to survive, so they were able to trade that food for other goods.*

Draw Conclusions How have archeologists been able to determine that Neolithic societies began dividing people into classes? *They have found luxury goods in some graves, indicating that these people were wealthier and had higher social positions than others.*

Recall What are megaliths and what is an example? *Megaliths are huge stones used as monuments or sites for religious ceremonies. Stonehenge is an example.*

More About . . .

The Plastered Skulls of Jericho In the 1950s archeologists uncovered some skulls in the ancient city of Jericho. However, these were very unusual skulls. They had been painted, plaster had been added to create faces, and shells were placed in the eyes. These skulls were from around 7000 to 6000 BC. More extensive religious traditions began developing during this time period as people settled in communities and cultivated crops. Some experts think the plastered skulls were a way of worshiping dead ancestors. Other scholars believe they may have been used to help people mourn their dead relatives.

Farming Changes Societies

The Neolithic Revolution brought huge changes to people's lives. With survival more certain, people could focus on activities other than finding food.

Domestication of plants and animals enabled people to use plant fibers to make cloth. The domestication of animals made it possible to use wool from goats and sheep and skins from horses for clothes.

People also began to build permanent settlements. As they started raising crops and animals, they needed to stay in one place instead of continuing to travel on nomadic journeys to other areas of the world. Then, once people were able to control their own food production, the world's population grew. In some areas, farming communities developed into towns.

Early Economies In Neolithic communities, people used primitive tools and methods to grow, harvest, and hunt sources of food. They created large pits for storage of food. This meant that farmers could increase their productivity by harvesting large amounts of food and storing it after harvest. Having a surplus, or an extra amount, made trade possible, since farmers had a supply of food that others might want to purchase or gain through barter. A barter system is a form of exchange where goods and services are traded for other goods and services.

Social Order Farming and trade led to the growth of wealth in Neolithic communities. As Neolithic societies grew wealthy, they started to divide people into classes, or social groups based on wealth. Remains of societies can sometimes give clues about these social structures. In Europe, for example, archaeologists have found luxury goods such as jewelry in the graves of women. This evidence might show that women had high positions in some early European societies. They also found weapons in graves, which might mean that warriors became important to early European societies.

Early farmers harvest and process the food they grew while domesticated sheep and goats graze.



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DRAW CONCLUSIONS

Debating the Purpose of Stonehenge

1. Have students work in pairs to learn about the theories concerning why Stonehenge was built. Remind students to use reliable sources in their research.
2. Instruct students to create a chart listing these theories and the reasons for and against each one.
3. Have students prepare a debate. Each student should choose one theory and present reasons he or she thinks it is correct. They also should present reasons they think their partner's theory is incorrect.
4. Have students present their debates to the class.

*Alternative Assessment Handbook, Rubrics 10: Debates; and 30: Research

Stonehenge was built about five thousand years ago in what is now Wiltshire, England. Scholars think Neolithic humans may have constructed Stonehenge as a burial site, a site for religious ceremonies, or as an astronomical observatory.



Reading Check
Compare
What are the common ways Paleolithic, Mesolithic, and Neolithic people used tools?

Religious Practices As populations of towns grew, groups of people gathered to perform religious ceremonies. Some put up megaliths. **Megaliths** are huge stones used as monuments or as the sites for religious gatherings.

Early people probably believed in gods and goddesses associated with the four elements—air, water, fire, and earth—or with animals. For example, one early European group honored a thunder god, while another group worshiped bulls. Some scholars also believe that many prehistoric people prayed to their ancestors. People in some societies today still hold many of these same beliefs.

Summary and Preview Stone Age people adapted to new environments by domesticating plants and animals. These changes led to the development of religion and the growth of towns. In the next lesson, you will learn about ancient Greece, Europe's first great civilization.

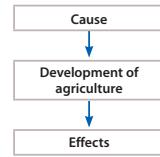
Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Explain** Why do historians need archaeologists and anthropologists to study prehistory?
b. **Recall** What kinds of tools did people use during the Paleolithic Era?
2. a. **Define** What is a land bridge?
b. **Explain** How do scientists estimate when humans reached a new area?
3. a. **Recall** What did people use to make tools in the Mesolithic Era?
b. **Summarize** Why did people have to learn to make clothes and build shelters?
4. a. **Define** What is domestication of a plant or animal?
b. **Form Generalizations** How did early people use domesticated animals?
5. a. **Explain** How did farming allow people to create settlements and become less nomadic?
b. **Summarize** How did early people express their religious beliefs?

Critical Thinking

6. **Analyze Causes and Effects** Draw a three-box chart to list the cause and effects of the development of agriculture. Use this graphic organizer to show one cause and three effects of the development of agriculture.



ONLINE ANALYZE VIDEOS

Stonehenge

Have students watch the video individually or as a class to learn about a new discovery at Stonehenge. You may wish to use the associated question as a discussion prompt.

Analyze Videos How are scientists still able to make new discoveries about ancient sites, such as Stonehenge? *through the use of new technologies, such as ground-penetrating radar*

READING CHECK

Compare What are the common ways Paleolithic, Mesolithic, and Neolithic people used tools? *They all used tools for hunting and for processing food.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Explain** Why do historians need archaeologists and anthropologists to study prehistory?
because there are no written records from the earliest times of human development
- b. **Recall** What kinds of tools did people use during the Paleolithic Era? *stone choppers, axes, and spears*
2. a. **Define** What is a land bridge? *a strip of land connecting two continents*
- b. **Explain** How do scientists estimate when humans reached a new area? *they examine archaeological evidence, such as human remains*
3. a. **Recall** What did people use to make tools in the Mesolithic Era? *bone and stone*
- b. **Summarize** Why did people have to learn to make clothes and build shelters? *They moved to climates that were colder than those in East Africa.*
4. a. **Define** What is domestication of a plant or animal? *changing a plant or animal to make it more useful to humans*
- b. **Form Generalizations** How did early people use domesticated animals? *for milk, food, and/or wool; for carrying loads or pulling tools used in farming*
5. a. **Explain** How did farming allow people to create settlements and become less nomadic?
Settlements were created because people needed to stay in one place to farm crops. People could no longer be nomadic and travel to other areas of the world.
- b. **Summarize** How did early people express their religious beliefs? *by putting up megaliths, worshiping gods and goddesses, and/or praying to their ancestors*

Critical Thinking

6. **Analyze Causes and Effects** Draw a three-box chart to list the cause and effects of the development of agriculture. Use this graphic organizer to show one cause and three effects of the development of agriculture. *cause—warming trend after ice ages caused new plants to grow; effects—could produce own food, easier to farm, new kinds of clothing, populations grew, settlements became towns, religion more organized*

► Online Assessment

- What important advancement did early humans make during the Paleolithic Era?
 - They started making fire to cook food.
 - They started making and using stone tools.
 - They started using nets to catch food.
 - They started growing crops and raising animals.

Alternate Question How did early humans use tools during the Paleolithic Era?

Select the **two** correct answers.

- to dig canals
- to grow crops
- to cut animal hides
- to shape clay bricks
- to hunt larger animals

- How did the ice ages allow early humans to migrate to different parts of the world?
 - Ocean levels rose and land bridges disappeared.
 - Warmer weather caused humans to migrate to colder climates.
 - Ocean levels dropped and land bridges emerged.
 - Colder weather caused humans to migrate to warmer climates.

Alternate Question Drag the events into chronological order from top to bottom.

- Temperatures fall worldwide.
- Ice sheets form from ocean water.
- Areas formerly underwater become dry land.
- People travel across land bridges.

- Which of the following was an advancement made during the Mesolithic Era?
 - making fire to cook food
 - using larger tools such as sharp rocks
 - using smaller tools such as fishing hooks
 - making canoes to trade between continents

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

During the **Mesolithic Era** people invented smaller, more complex tools and developed new technology.

- Which of the following is an example of domestication during the Neolithic Revolution?
 - keeping sheep for food and wool
 - hunting mammoths for food and shelter
 - gathering wild plants, fruits, and nuts for food
 - using animal skins and plant fibers for clothing

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

During the Neolithic Revolution, people started **producing** food for the first time.

- How did increased productivity during the Neolithic Era lead to early economies?
 - People were able to grow enough food to feed their families.
 - People could use surplus food as part of religious ceremonies.
 - People were able to grow food for the benefit of their leaders.
 - People could barter surplus food for other goods and services.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

During the Neolithic Era, people with surplus food were able to **barter** with other people for other goods.

- Make Inferences** Why do you think early humans of the Paleolithic Era lived in small groups?

Living in small groups would have made it easier for early humans to survive during the Paleolithic Era. Different jobs could be divided among the members of the society to ensure the group found food and took care of its children.

- Summarize** Where did the human migration to populate the six livable continents start from nearly 100,000 years ago and where did it end by 9000 BC?

Human migration started in East Africa. It ended when humans reached South America.

- Elaborate** How did early people make clothing and shelters to adapt to new environments during the Mesolithic Era?

Early people moving into colder environments learned to make clothing by sewing animal skins together. They also made shelters by digging pit houses or building structures out of wood, stone, clay, or even mammoth bones.

- Make Judgments** Why do you think making fire was such an important advancement during the Neolithic Era?

Before people learned how to make fire, they had to rely on lightning to create fire. After people learned to make fire, they could use it to cook food, stay warm, and provide light.

- Draw Conclusions** How do archaeologists know that Neolithic societies divided people into social groups based on wealth?

When archaeologists investigated the graves of people who lived in Neolithic societies, they found people buried with jewelry. From this evidence archeologists can conclude that people buried with luxury goods held a high position in society.

ADDITIONAL INSTRUCTIONAL MATERIALS

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More About ...

Chauvet Cave In 1994, three explorers in southern France discovered an amazing trove of ancient artwork. Known as Chauvet Cave, it is one of the most famous examples of prehistoric artwork, with a variety of drawings including at least 13 different animal species. These animals include mammoths, lions, horses, and cave bears. Paleolithic artists created the drawings around 30,000 years ago. Some drawings are etched, or incised, around their edges, giving them a three-dimensional appearance. Access to the cave is strictly limited because experts are concerned that the drawings could be damaged by large numbers of visitors. However, no one knows how many other similar caves might be waiting to be discovered.

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STRUGGLING READERS

Lesson Preview

1. Pair struggling readers with more proficient readers, and ask students to preview the lesson. Have each pair read the headings, look for bold and highlighted text, and examine the visuals used in the lesson.
2. Invite volunteers to share what they think the lesson will be about. Discuss the features that helped them draw these conclusions.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information

continued from page 367

More About ...

Beringia During the Pleistocene Ice Age, which ended about 12,000 years ago, huge glaciers covered much of Europe, North America, and Asia. This caused the level of the oceans to drop as much as 300 feet (91.4 m), resulting in a land bridge between Asia and North America. This land bridge, known as Beringia, was where the Bering Sea is today. Because of the land bridge, many plants and animals were able to spread between Asia and North America. These included horses, mastodons, and woolly mammoths. Scientists think that people might have crossed the bridge while they were pursuing the animals for food.

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SOLVE PROBLEMS

Moving to a New Location

Tell students that they live in the Middle Stone Age. Currently, they live near a river, but many wild animals come to the river to drink, and they have attacked several people in your group. The community has decided to move to a forested location about a mile away. Tell students they must help make decisions about the move. Have the class work together to come up with a list of questions and possible answers. Questions might include:

- What materials might you use to build your new home?
- How could you protect your home from wild animals?
- How would you get water from the river to your new location?

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 35: Solving Problems

More About ...

Skara Brae In the 1850s a severe storm hit the islands off the northeast coast of Scotland, uncovering a Neolithic village known as Skara Brae. The village is amazingly well preserved and probably was home to about 100 people. Because no wood was available locally, buildings were made of stone. Each home had an identical layout, and furniture, such as beds and storage, was also built of stone. The people were farmers growing barley and raising sheep and cattle. Fish and venison were also a part of their diet. Because most Neolithic villages were made of wood, little remains of them today. The survival of Skara Brae is evidence of the ability of its people to adapt to their environment.



Ancient Greece

- The Growth of Ancient Greece
- Athenian Democracy
- The Parthenon
- A Greek Theater

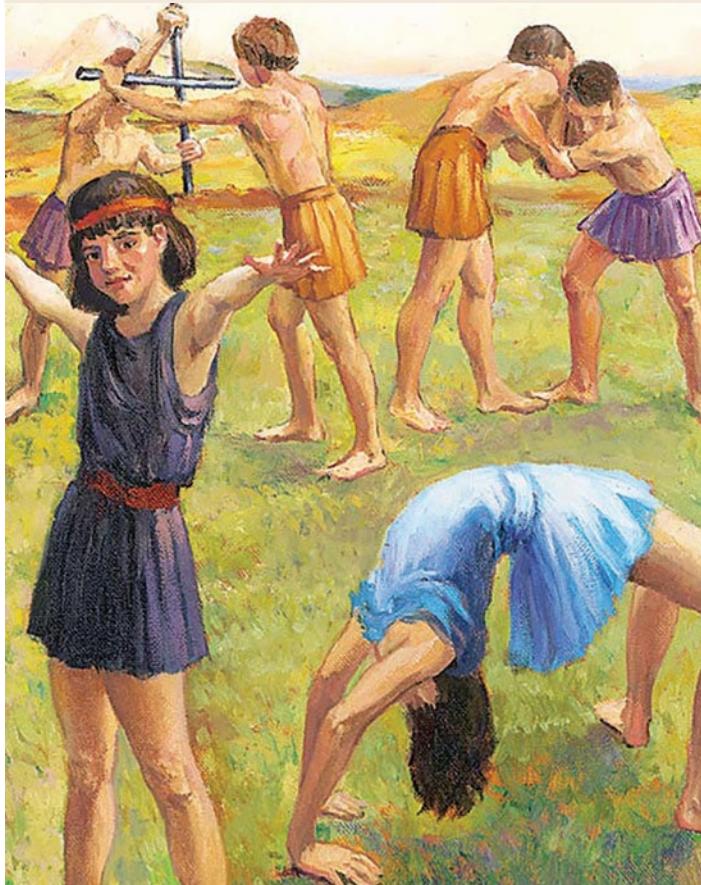
- **Biography:** Pericles
- My Life in Sparta
- Classical Influence
- Alexander's Empire



► Online Lesson 2 Enrichment Activities

My Life in Sparta

Article Students read about what it was like growing up in Sparta, where the emphasis was on physical fitness and boys were expected to join the military. Students then write a diary entry in which they pretend to be a Spartan boy or girl.



Alexander's Empire

Article Students read about the amazing scope of Alexander's empire and then use a map to estimate its size in square miles. They then compare the empire's size to the size of the United States.

Classical Influence

Article Students read that the design of buildings in Washington, DC, has been influenced by ancient Greek architecture. Using what they have learned, they create a display or slide show that illustrates this influence.



Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

Why is your brother excited about voting?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider being ABLE to vote:

- Your views are represented.
- You can help make new laws or improve old ones.
- You can feel proud about helping to rule Athens.

Consider NOT BEING ABLE to vote:

- Your views are not considered.
- You have no power to change things.
- You feel left out.

2. Direct Teach Introduce the Big Idea: *Greek culture spread in Europe and Asia through colonization, trade, and conquest.* Ask students to come up with a list of words that they associate with the ancient Greeks, such as *voting* and *democracy*. Discuss that the Greeks were very active in trade and conquest, both of which helped to spread their ideas and values.

3. Practice/Assess/Inquire Have students draw a timeline that includes the key events in the lesson, including information presented in the lesson's maps, visuals, and captions. Encourage students to share their timelines with the class.

4. Explore (Collaborative Exploration) As a review of the lesson, have students create five multiple-choice questions. Then have students quiz each other with the questions they have created.

5. Whole Group Close/Reflect Have students illustrate their timelines with at least three events, people, or places mentioned in the lesson.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 36: Time Lines

Lesson 2

Ancient Greece

If **YOU** lived there ...

You live in the ancient city of Athens, one of the largest cities in Greece. Your brother, just two years older than you, is excited. He is finally old enough to take part in the city's government. He and your father, along with the other free men in the city, will meet to vote on the city's laws and leaders. Your mother and your sisters, however, cannot take part in the process.

Why is your brother excited about voting?

Early Greek Culture

Suppose you and some friends wanted to go to the movies, but you could not decide which movie to see. Some of you might want to see the latest action thriller, while others are more in the mood for a comedy. How could you decide which movie you would go to see? One way to decide would be to take a vote. Whichever movie got more votes would be the one you saw.

Did you know that by voting you would be taking part in a process invented some 2,500 years ago? It is true. One of the earliest peoples to use voting to make major decisions was the ancient Greeks. Voting was only one of the many contributions the Greeks made to our culture, though. In fact, many people call ancient Greece the birthplace of modern civilization.

City-States Early Greece could be a dangerous place. Waves of invaders swept through the land, and violence was common. Eventually, people began to band together in groups for protection. Over time, these groups developed into **city-states**, or political units made up of a city and all the surrounding lands.

In the center of most city-states was a fortress on a hill. This hill was called the acropolis (uh-KRAH-puh-luhs), which is Greek for "highest city." In addition to the fortress, many city-states built temples and other public buildings on the acropolis.

Around the acropolis was the rest of the city, including houses and markets. High walls usually surrounded the city for protection. In wartime, farmers who lived outside the walls could seek safety inside.

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ONLINE GRAPHIC ORGANIZER

Ancient Greece

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Causes What causes led to the development and spread of Greek culture?
Possible answer: Greek city-states established Greek colonies; the Greeks entered a golden age after defeating the Persians; Alexander the Great conquered Greece and other areas.

ONLINE LESSON FLIP CARDS

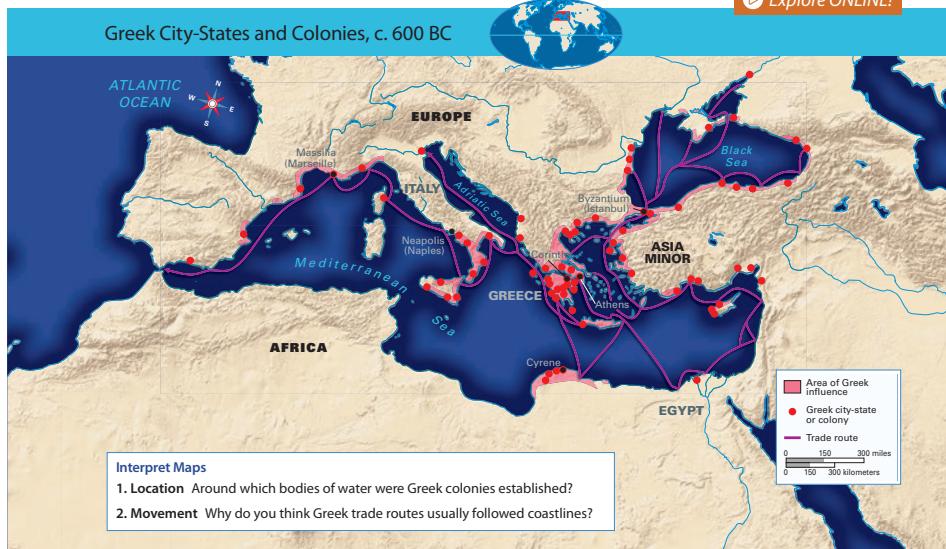
Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **city-states, golden age, Athens, Sparta, Hellenistic**.

ONLINE DOCUMENT-BASED INVESTIGATION

Europe before the 1700s

Greek Art is the second of six document-based investigations that students will analyze in Europe before the 1700s. Greek paintings and statues have been admired for hundreds of years. Have students study the image.



Explore ONLINE!

Teach the Main Idea

Early Greek culture saw the rise of the city-state and the creation of colonies.

Define What is a city-state? *a political unit made up of a city and the land surrounding it*

Describe In what ways was the acropolis the center of the city-state? *Not just a fortress, the acropolis was where temples and public structures were built. Houses and markets were located around the acropolis.*

Make Inferences How did colonies help keep Greek culture strong? *by trading goods and sharing ideas with Greece*

ONLINE INTERACTIVE VISUALS

Carousel: The Growth of Ancient Greece

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why was travel difficult in ancient Greece? *The region was mountainous.*

ONLINE INTERACTIVE MAPS

Greek City-States and Colonies, c. 600 BC

Have students explore the map using the interactive features and answer the associated questions.

Location Near which geographic feature were many Greek city-states and colonies located? *water*
In print edition, see map of same title.

- Location** Around which bodies of water were Greek colonies established? *Mediterranean Sea, Black Sea*
- Movement** Why do you think Greek trade routes usually followed coastlines? *Most city-states and colonies were located on the coast.*

SPECIAL NEEDS STUDENTS

Make a Model of a Greek City-State

- Have students discuss why the Greeks built their most prominent buildings on a hill, or acropolis.
- Then ask students to make a model of what a city-state might look like, including the acropolis, the houses, the markets, and the wall around the city. Encourage students to be creative in the materials they use to create their models. They may want to label its different components.

- Have students share their models with the class.

*Alternative Assessment Handbook, Rubric 3: Artwork

READING CHECK

Summarize Where did the ancient Greeks establish colonies? *around the Black and Mediterranean Seas*

Teach the Main Idea

The golden age of Greece saw advances in government, art, and philosophy.

Recall Why did the Greek city-states band together around 500 BC? *to defend themselves against the invading Persians*

Identify Cause and Effect In what way did the armed struggle between the Greeks and the Persians make the golden age possible? *The Greeks were able to defeat the Persians, thus gaining confidence and the realization that they were capable of great achievements.*

Predict What might have happened if the city-states had not banded together? *They might all have been conquered.*

Make Generalizations What did Greek artists, scientists, and philosophers have in common? *They all closely studied human beings.*

More About . . .

Connect to Math and Science: More than Pi Greek scientists and mathematicians made many advances during and after the golden age. Euclid published theories that became the foundation of modern geometry, and Archimedes calculated the value of pi. Greek geographers correctly calculated the circumference of Earth. They also knew that Earth rotated on its axis and revolved around the sun. (This knowledge would not be widely accepted for nearly 2,000 years.) Other scientists invented machines operated by air, water pressure, and steam. However, the technology did not yet exist to build many of them. Medical scientists also made many discoveries based on their studies of the human body. The Hippocratic oath, describing the Greeks' notion of ethical medical behavior, is still sworn by doctors today.

ONLINE ANALYZE VIDEOS

Battle of Marathon

Have students watch the video individually or as a class to learn how the Greeks defeated the Persians at Marathon. You may wish to use the associated question as a discussion prompt.



Analyze Videos How did the Greeks defeat the Persians at Marathon? *Possible answer: The Greeks stretched out their attack line and circled the Persians. The Persians were surrounded and could not break through the Greeks' line; the Greeks had better weapons and armor.*



The agora of Athens was located below the Acropolis. It was the center of commercial and political life.

The Golden Age of Greece

When most people think of ancient Greek culture today, certain images come to mind. They think of the ruins of stately temples and of realistic statues. They also think of great writers, philosophers, and scientists whose ideas changed the world.

These images represent some of the many contributions the Greeks made to world history. Remarkably, most of these contributions were developed during a relatively short time, between 500 and 300 BC. For that reason, this period is often called a **golden age**, a period in a society's history marked by great achievements.

The Growth of Greek Power Early in Greece's history, city-states remained fiercely independent. Each city-state focused on its own concerns and did not interfere in the others' affairs.

Around 500 BC, however, an invading army caused the Greeks to band together against a common enemy. That invasion came from Persia, a powerful empire in central Asia. The Persian army was huge, well trained, and experienced. Greece, on the other hand, had no single army. Each city-state had an army, but none was as large as Persia's. As a result, the Persians expected a quick victory.

Nevertheless, the Greeks took up arms against the Persians. Led by **Athens**, a city-state in eastern Greece, the Greeks were able to defeat the Persians and keep Greece from being conquered. When the Persians invaded again ten years later, the Athenians once again helped defeat them.

The victory over the Persians increased the confidence of people all over Greece. They realized that they were capable of great achievements. In the period after the Persian invasion, the people of Greece made amazing advances in art, writing, and thinking. Many of these advances were made by the people of Athens.

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COLLABORATIVE LEARNING

Daily Life in Athens

1. Organize students into small groups. Assign each group one aspect of daily life—the role of women and children, education, work, religion, government, recreation, and so on.
2. Have each group research its topic and develop a summary of what they have learned.
3. Have each group present the information they have learned to the class. Suggest that they use visuals, including diagrams and photographs, in their presentations.

4. Lead a discussion comparing aspects of daily life in Athens to the same aspects of daily life today. Encourage students to express opinions about which culture seems more attractive in terms of daily life.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; 24: Oral Presentations; and 30: Research

BIOGRAPHY

Pericles (c. 495–429 BC)

Pericles, the most famous leader in all of Athenian history, wanted the city's people to be proud of their city. In his speeches, he emphasized the greatness of Athenian democracy and encouraged everyone to take part. He also worked to make the city beautiful. He hired the city's best architects to build monuments, such as the Parthenon, and hired great artists to decorate them. He also supported the work of writers and poets in order to make Athens the cultural center of all Greece.



Athenian Culture In the century after the defeat of Persia, Athens was the cultural center of Greece. Some of history's most famous politicians, artists, and thinkers lived in Athens during this time.

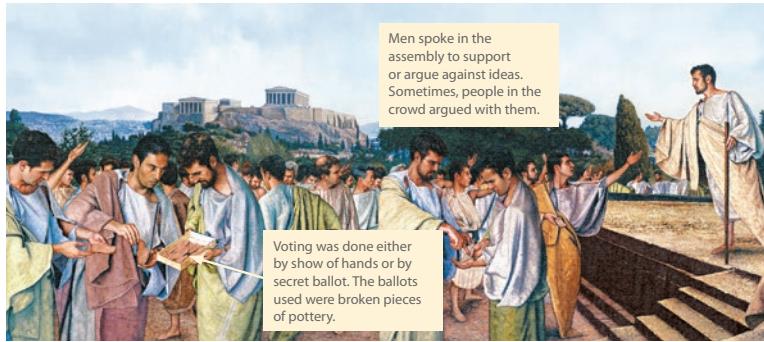
One reason for the great advances the Athenians made during this time was their city's leadership. Leaders such as Pericles (PER-uh-kleez), who ruled Athens in the 400s BC, supported the arts and encouraged the creation of great works.

Athens became prosperous, or successful and wealthy, under Pericles's leadership. Because of this wealth, Pericles was able to hire great architects and artists to construct and decorate the Parthenon, ancient Greece's most famous temple.

Athenian Democracy Leaders like Pericles had great power in Athens, but they did not rule alone. The city of Athens was a democracy, and its leaders

Athenian Democracy

Athens was governed as a democracy. Once a month, all adult men in the city gathered together in an assembly to make the city's laws.



Europe before the 1700s 375

BIOGRAPHY

Pericles (c. 495–429 BC)

Have students read the biography of Pericles, an important Athenian leader. Because he wanted people to be proud of their city, he emphasized its democracy and hired architects to build monuments.



ONLINE INTERACTIVE VISUALS

Image with Hotspots: Athenian Democracy

Have students explore the scene of an Athenian assembly by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How were the public debates in the assembly useful sources of political information for citizens? *Debates helped citizens decide how to vote on different issues.*

In print edition, see image of same title.

Athenian Democracy

Athens was governed as a democracy. Once a month, all adult men in the city gathered together in an assembly to make the city's laws.



ADVANCED/GIFTED

Should I Stay or Should I Go?

1. Ask students to imagine that they live in a Greek city-state, but have to move to a new colony. Suggest that they do research to help them decide between moving to a colony in Spain or Italy.
2. With a partner, have them create a two-column chart to list the pros and cons of moving to each colony.
3. Then have partners evaluate their list and make a decision. Students should write a few sentences explaining what factors were the most important in making their decision.

*Alternative Assessment Handbook, Rubrics 3: Charts; and 30: Research

COMPARE AND CONTRAST

U.S. and Athenian Democracy

1. Have students research the similarities and differences between U.S. and Athenian democracy. Ask them to focus on institutions, citizens' rights/responsibilities, and lawmaking.
2. Have students write a comparison-contrast essay. Have them use a graphic organizer to organize their information.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; 13: Graphic Organizers; and 42: Writing to Inform



ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Parthenon

Have students explore the Parthenon by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think people consider the Parthenon to be a symbol of ancient Athens? *The Parthenon was a great architectural achievement; it is the temple of Athena, after whom Athens was named.*

In print edition, see image of same title.

The Parthenon

The Parthenon is often seen as a symbol of ancient Athens. It was a temple to the goddess Athena, whom the people of Athens considered their protector. The temple is now in ruins, but this illustration shows how it may have looked when it was built around 440 BC.



The Parthenon

The Parthenon is often seen as a symbol of ancient Athens. It was a temple to the goddess Athena, whom the people of Athens considered their protector. The temple is now in ruins, but this illustration shows how it may have looked when it was built around 440 BC.

Like most Greek temples, the Parthenon had huge marble columns to support its roof.

Once a year, the people of Athens held a great festival in honor of Athena. Part of the festival included a great procession that wound through the city.

Inside the Parthenon was a magnificent statue of Athena by the sculptor Phidias. Many people consider him the greatest sculptor in all of Greece.

Analyze Visuals
Why do you think people consider the Parthenon to be a symbol of ancient Athens?

were elected. In fact, Athens was the world's first democracy. No one else in history had created a government in which people ruled themselves.

In Athens, most power was in the hands of the people. All the city's leaders could do was suggest ideas. Those ideas had to be approved by an assembly made up of the city's free men before they were enacted. As a result, it was vital that all the men of Athens took part in making government decisions.

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SUMMARIZE

Parthenon Restoration Project

1. Tell students that in the early 1980s, the Greek government undertook a decades-long project to restore the Parthenon. Along the way, the restorers made many fascinating discoveries and were amazed by the skills of the original builders.
2. Have students conduct research to learn about the Parthenon restoration project.

3. Instruct students to create a multimedia presentation that summarizes the project. In particular, they should discuss what was learned about the skills of the original builders.

4. Have students include images of the Parthenon at different stages of the restoration project.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 22: Multimedia Presentation; and 30: Research

The people of Athens were very proud of their democracy and also of their city in general. This pride was reflected in their city's buildings and art.

Look at the picture of the Parthenon again. Why do you think the temple was so large and so elaborately decorated? Like many Greek buildings, it was designed to be a symbol of the city. It was supposed to make people see Athens as a great and glorious city.

Architecture and Art The Parthenon may be the most famous building from ancient Greece, but it is only one of many magnificent structures built by the Greeks. All over Greece, builders created beautiful marble temples. These temples were symbols of the glory of the cities in which they were built.

Greek temples and other buildings were often decorated with statues and carvings. These works by Greek artists are still admired by people today.

Greek art is so admired because of the skill and careful preparation of ancient Greek artists. These artists wanted their works to look realistic. To achieve their goals, they watched people as they stood and moved. They wanted to learn exactly what the human body looked like while it was in motion. The artists then used what they learned from their observations to make their statues as lifelike as possible.

Science, Philosophy, and Literature Artists were not the only people in ancient Greece to study other people. Scientists, for example, studied people to learn how the body worked. Through these studies, the Greeks learned a great deal about medicine and biology. Other Greek scholars made great advances in math, astronomy, and other areas of science.

Greek philosophers, or thinkers, also studied people. They wanted to figure out how people could be happy. Three of the world's most influential philosophers—Socrates, Plato, and Aristotle—lived and taught in Athens during this time. Their ideas continue to shape how we live and think even today.

Greek Art

The ancient Greeks were master artists. Their paintings and statues have been admired for hundreds of years. Greek statues are so admired because the sculptors who made them tried to make them look perfect. They took great care to make their art lifelike. Because of this, artists from later civilizations admired and imitated the works of Greek artists. This Roman sculpture is of Pallas, the Roman equivalent of the goddess Athena. It is similar to a sculpture of Athena by the Greek artist Phidias that once stood in the Acropolis.



Analyze Visuals
What details make this statue lifelike?

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ONLINE DOCUMENT-BASED INVESTIGATION

Greek Art

Greek paintings and statues have been admired for hundreds of years. Have students study the image and answer the associated question.

Analyze Sources What details make this statue lifelike? *the facial features, the arm and hand, the folds in the clothing*

In the print edition, see image titled Greek Art.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Greek Art

The ancient Greeks were master artists. Their paintings and statues have been admired for hundreds of years. Greek statues are so admired because the sculptors who made them tried to make them look perfect. They took great care to make their art lifelike. Because of this, artists from later civilizations admired and imitated the works of Greek artists. This Roman sculpture is of Pallas, the Roman equivalent of the goddess Athena. It is similar to a sculpture of Athena that once stood in the Acropolis by the Greek artist Phidias.



DRAW CONCLUSIONS

Debating Progress vs. Preservation

1. Tell students that air pollution is a serious problem in Athens today, damaging the marble of the Parthenon and other monuments.

2. Have students search the Internet or library to learn more about the sources and effects of the pollution. Ask them to also research what is being done to prevent the damage.

3. Assign groups different sides in a debate. Tell them that there is only enough money to either repair the monuments (preservation) or finish new projects in Athens (progress). Have each group gather reasons to support its position.

4. Have students debate the issue.

Afterward, have them explain whether or not they were persuaded by the other side's arguments, and why.

*Alternative Assessment Handbook, Rubrics 10: Debates; and 30: Research



ONLINE HISTORICAL SOURCE

The Odyssey

Invite students to read the excerpt from the *Odyssey* and answer the associated question.

Analyze Sources The Greeks used myths to explain the natural world. How does the passage from the *Odyssey* illustrate this? *The passage uses sea monsters to explain a dangerous strait in the Mediterranean.*

In print edition, see Historical Source of same title.

HISTORICAL SOURCE

The Odyssey

The *Odyssey* takes place after the Trojan War has ended. It describes the adventures of another hero, Odysseus, as he makes his way home to his kingdom of Ithaca. His voyage is full of obstacles—including the two sea monsters described in this passage. The idea for these monsters probably came from an actual strait in the Mediterranean Sea, where a jagged cliff rose on one side and dangerous whirlpools churned on the other.



Historical Source

The *Odyssey* takes place after the Trojan War has ended. It describes the adventures of another hero, Odysseus, as he makes his way home to his kingdom of Ithaca. His voyage is full of obstacles—including the two sea monsters described in this passage. The idea for these monsters probably came from an actual strait in the Mediterranean Sea, where a jagged cliff rose on one side and dangerous whirlpools churned on the other.



Analyze Sources

The Greeks used myths to explain the natural world. How does the passage from the *Odyssey* illustrate this?

*And all this time, in travail [pain], sobbing, gaining on the current, we rowed into the strait—*S*cilla to port and on our starboard beam Charybdis, dire gorge [terrible throat] of the salt sea tide. By heaven! when she vomited, all the sea was like a cauldron seething over intense fire, when the mixture suddenly heaves and rises. The shot spume [foam] soared to the landside heights, and fell like rain. But when she swallowed the sea water down we saw the funnel of the maelstrom [whirlpool], heard the rock bellowing all around, and dark sand raged on the bottom far below. My men all blanched [grew pale] against the gloom, our eyes were fixed upon that yawning mouth in fear of being devoured.*

—Homer from the *Odyssey*, translated by Robert Fitzgerald

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STRUGGLING READERS

Listen to an Excerpt from the *Odyssey*

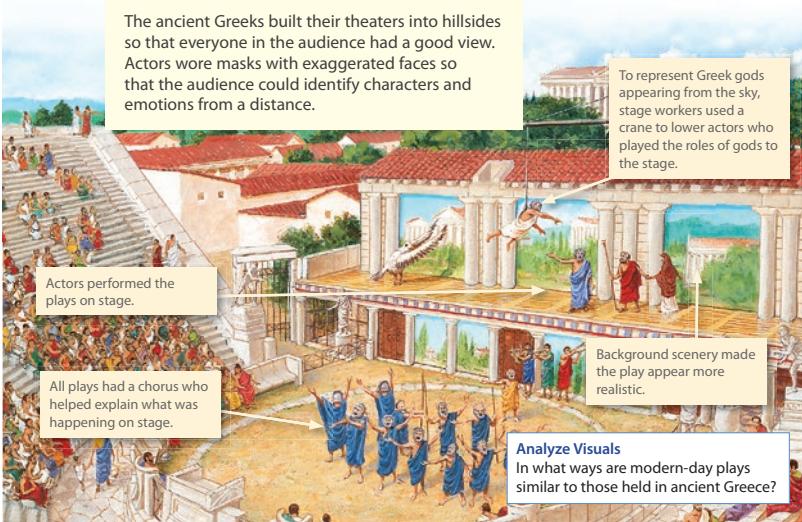
1. Read aloud the excerpt from the *Odyssey* as students follow along.
2. Ask students to summarize the excerpt. Make sure that students understand that the passage tells about Odysseus and his crew as they sail between two sea monsters and describes the fear they felt as they do so.

3. Ask questions based on the text. Have students locate and read the answers aloud.

4. Encourage students to draw a picture of the event described in this excerpt.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 18: Listening

A Greek Theater



Reading Check
Find Main Ideas
Why is the period between 500 and 300 BC called a golden age in Greece?

Sparta was a military city with one of the strongest armies in Greece. Jealous of the influence Athens had over other city-states, the Spartans attacked Athens.

The war between these two powerful city-states devastated Greece. Other city-states joined the war, supporting one side or the other. For years, the war went on. In the end, Sparta won, but Greece was in shambles. Thousands of people had been killed, and whole cities had been destroyed. Weakened, Greece lay open for a foreign conqueror to swoop in and take over.

The Empire of Alexander

In fact, a conqueror did take over all of Greece in the 330s BC. For the first time in its history, all of Greece was unified under a single ruler. He was from an area called Macedonia just north of Greece, an area that many Greeks considered uncivilized. He was known as Alexander the Great.

Alexander's Conquests Alexander swept into Greece with a strong, well-trained army in 336 BC. In just a few years, he had conquered all of Greece.

Alexander, however, was not satisfied to rule only Greece. He wanted to create a huge empire. In 334 BC he set out to do just that. As you can see on the map, he was quite successful.

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TIERED ACTIVITY

Greek Poetry

Materials: samples of Greek lyric and epic poetry

Below Level—Read aloud one or two Greek poems (or excerpts). Ask students for their feedback, both about the content of the poems and the style.

At Level—Going beyond the Below Level activity:

- Have students choose a poem to read to the class.
- Tell students to practice by reading the poem several times—first silently to themselves and then aloud to a partner.

- Encourage students to pay attention to mood, subject matter, rhyme patterns, and rhythm.
- Have students read their poems to the class.

Above Level—Going beyond the Below Level and At Level activities:

- Tell students that the Greeks have inspired many modern writers, including the American poet H.D. (Hilda Doolittle.)
- Have students find some of H.D.'s poems and read them aloud to the class.

*Alternative Assessment Handbook, Rubrics 18: Listening; and 26: Poems and Songs

Teach the Main Idea

Alexander the Great formed a huge empire and spread Greek culture into new areas.

Recall How many years did it take Alexander to establish his empire? *about 11 years*

Explain Why did Alexander turn back toward home in 325 BC? *His troops were tired and far from home, and they demanded that Alexander turn back.*

Sequence Which was the first place that Alexander conquered? *Greece* Which was the last? *western India*

Elaborate Imagine that you are a Greek arriving in a new land that is part of Alexander the Great's empire. What part of your culture would you most want to share with your new neighbors? *Why? Students' responses will vary but should reflect lesson content.*

More About . . .

Alexander's Cities According to the Greek historian Plutarch, Alexander the Great founded more than 60 new cities in his effort to spread Greek culture.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: A Greek Theater

Have students explore the image of a Greek theater by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals In what ways are modern-day plays similar to those held in ancient Greece?

Possible answer: Actors play roles on stage, and background scenery and special effects are designed to make plays look more realistic.

In print edition, see image of same title.

A Greek Theater

The ancient Greeks built their theaters into hillsides so that everyone in the audience had a good view. Actors wore masks with exaggerated faces so that the audience could identify characters and emotions from a distance.



READING CHECK

Find Main Ideas Why is the period between 500 and 300 BC called a golden age in Greece? *because the Greeks made many contributions to culture—art, architecture, literature, philosophy, science, drama, and democracy—during this period*

ONLINE INTERACTIVE MAPS

Alexander the Great's Empire, c. 323 BC

Have students explore the map using the interactive features and answer the associated questions.

Interpret Maps Which of the following rivers did Alexander cross first? *Nile River*

In print edition, see map of same title.

1. Movement What rivers did Alexander cross?
the Nile, Tigris, Indus, and Oxus rivers

2. Movement About how long was the route of Alexander from Pella to Babylon? *about 3,000 miles (4,828 km)*



[Explore ONLINE!](#)

Alexander the Great's Empire, c. 323 BC



Interpret Maps

1. Movement What rivers did Alexander cross?
2. Movement About how long was the route of Alexander from Pella to Babylon?



At its greatest extent, Alexander's empire stretched from Greece in the west all the way to India in the east. It included nearly all of central Asia—including what had been the Persian Empire—and Egypt.

Alexander had dreams of extending his empire even farther east, but his troops refused to keep fighting. Tired and far from home, they demanded that Alexander turn back. He did, turning back toward home in 325 BC. On his way back home, however, Alexander became ill and died. He was 33.

The Spread of Greek Culture During his life, Alexander wanted Greek culture to spread throughout his empire. To help the culture spread, he built cities in the lands he conquered and urged Greek people to move there. He named many of the cities Alexandria after himself.

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ENGLISH LANGUAGE LEARNERS

Biographies of Influential Ancient Greeks

1. To help students apply their knowledge of influential people in ancient Greece, have them choose one of the individuals written about in the text (e.g., Pericles, Socrates, Plato, Aristotle, Homer, Alexander).
2. Have students read what is written in the text about the individual they have chosen and work in pairs to research more information. Have them use dictionaries, context clues, and their partners to help them understand words or phrases they do not know.

3. Have students write a biography about the person they have chosen using the information they found doing research.

*Alternative Assessment Handbook, Rubric 4: Biographies

Reading Check
Find Main Ideas
What lands were included in Alexander's empire?

As Greek people moved to these cities, however, they mingled with the people and cultures in the area. As a result, Greek culture blended with other cultures. The result was a new type of culture that mixed elements from many people and places.

Because the Greek word for *Greek* is "Hellenic," historians often refer to these blended cultures as **Hellenistic**, or Greek-like. Hellenistic culture helped shape life in Egypt, central Asia, and other parts of the world for many years.

Summary and Preview Greece was the location of the first great civilization in Europe. In the next lesson, you will learn about the powerful civilization that defeated Greece, the Roman Empire.

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Describe** What did an ancient Greek city-state include?
b. **Explain** Why did the Greeks form city-states?
2. a. **Identify** What were some major achievements in Greece between 500 and 300 BC?
b. **Summarize** What was the government of ancient Athens like?
c. **Evaluate** Would you have liked living in ancient Greece? Why or why not?
3. a. **Describe** How did Alexander the Great try to spread Greek culture in his empire?
b. **Draw Conclusions** How might Greek history have been different if Alexander had not existed?

Critical Thinking

4. **Analyze Events** Using your notes, draw a timeline of major events in Greek history. For each event you list on your timeline, write a sentence explaining why it was important.



READING CHECK

Find Main Ideas What lands were included in Alexander's empire? *lands from Greece and Egypt in the west across southern Asia to India in the east*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Describe** What did an ancient Greek city-state include? *a city and all the surrounding lands*
b. **Explain** Why did the Greeks form city-states? *for protection against invaders*
2. a. **Identify** What were some major achievements in Greece between 500 and 300 BC? *government (democracy), architecture and art (Parthenon), science, philosophy, and literature (drama)*
b. **Summarize** What was the government of ancient Athens like? *a democracy, with most power in the hands of the people; leaders' ideas had to be approved by an assembly of free men*
c. **Evaluate** Would you have liked living in ancient Greece? Why or why not? *Students' answers will vary but should reflect section content.*
3. a. **Describe** How did Alexander the Great try to spread Greek culture in his empire? *by building cities in the conquered lands and urging Greeks to move there*
b. **Draw Conclusions** How might Greek history have been different if Alexander had not existed? *Greece may not have become unified; Greek culture may not have spread.*

Critical Thinking

4. **Analyze Events** Using your notes, draw a timeline of major events in Greek history. For each event you list on your timeline, write a sentence explaining why it was important. *Students should list the major events on the timeline, such as the establishment of city-states and colonies, Athens's defeat of the Persians, the golden age, war with Sparta, and Alexander's conquest of Greece.*

► Online Assessment

1. Why did the ancient Greeks establish city-states?
 - to help their economy
 - to protect their democracy
 - to protect themselves from invaders
 - to establish new colonies for themselves

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Ancient Greece was organized into different **city-states** ▾

2. Why was the government of ancient Athens so important?
 - It was the world's first democracy.
 - It sided with Persia against Sparta.
 - It ruled over different Greek city-states.
 - It established new city-states and colonies.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The people of **Athens** ▾ established the world's first democracy.

3. Which of the following was an important effect of Alexander the Great's rule?
 - Greek armies controlled most of India.
 - Much of the civilized world started using Greek democracy.
 - Greek culture spread to Egypt and parts of Asia.
 - Much of the civilized world became united under Greek rule.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Due to the conquests of Alexander the Great, **Greek** ▾ culture spread to Egypt and parts of Asia.

4. **Cause and Effect** How did the culture of early Greece spread beyond Greece?

Different Greek city-states established colonies along the Mediterranean and Black Seas. The city-states traded goods and shared ideas with their colonies.

5. **Evaluate** In which field did ancient Greece make its greatest cultural achievements—architecture, art, science, philosophy, or literature? Explain two reasons to defend your choice.

Ancient Greece made its greatest cultural achievements in literature. The stories, poems, and myths written by writers in ancient Greece are still read today. The ancient Greeks wrote and performed the first plays. These plays continue to inspire books and films today.

6. **Make Generalizations** How was Hellenistic culture different from Greek culture?

Hellenistic culture blended Greek culture with the cultures of Egypt and parts of Asia conquered by Alexander the Great to create a unique culture.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 373

More About . . .

Cultural Origins The origins of Greek culture can be found in the Mycenaean age, which lasted from about 1600 BC to 1100 BC. People of this time were the first to worship many of the gods later worshiped by the Greeks. Other aspects of culture during this period, including architecture, inspired the Greeks. The stories of the heroes of this time, such as Achilles and Odysseus, were later related by the Greek poet Homer in his epic poems the *Iliad* and the *Odyssey* (8th century BC).

continued from page 374

More About . . .

Connect to Today The Greeks started the Olympic games, and the first recorded ones were held in 776 BC. Every four years, people came from all over Greece to compete at Olympia. Unlike today, women were not allowed to compete. The first modern Olympic Games were held in 1896 in Greece and brought together athletes from 14 nations.

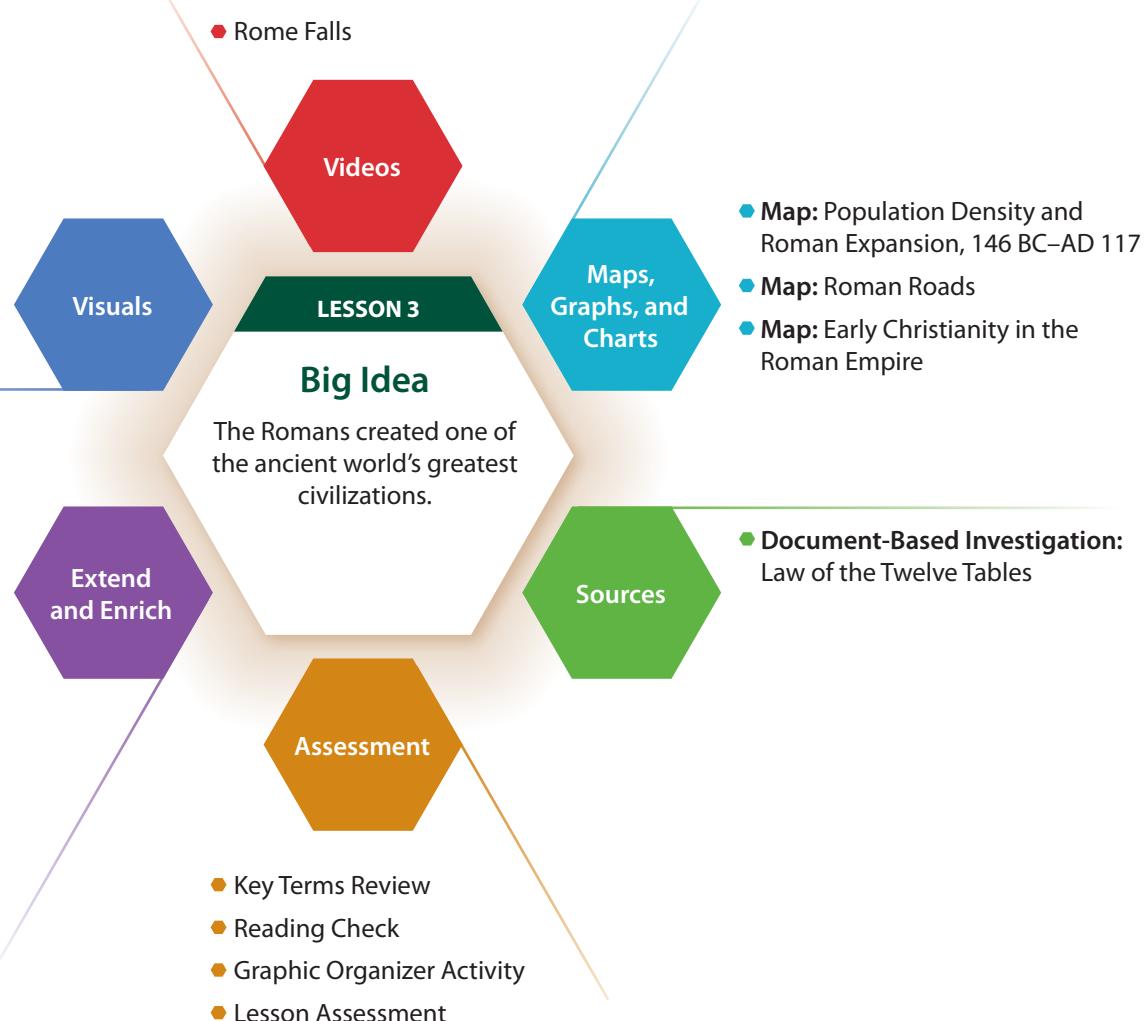
Connect to Language Arts: Greek Roots The word for *city-state* in Greek is *polis*. This word is the root of several English words having to do with cities and government, including *politics*, *policy*, *politician*, *cosmopolitan*, and *metropolis*.



The Roman World

- The Roman Forum
- Roman Conquests
- Built to Last
- Roman Engineering
- The Decline of Rome

- **Biography:** Constantine
- Settling in a New City
- Make a Map
- Roman Aqueducts



► Online Lesson 3 Enrichment Activities

Settling in a New City

Article Students read an article to learn how geographic factors have determined where people have settled throughout history. Students then use what they have learned to determine where they will build a new city.

Make a Map

Activity Students conduct research to locate a map of the Roman Empire at its height and create a map of the empire. They then use a contemporary map to identify the boundaries of all present-day countries that are within the borders of the Roman Empire.

Roman Aqueducts

Video Students watch a video to learn how Roman engineers used gravity to bring clean water to cities. Students then build an aqueduct at home.



Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

Will you join the army? Why or why not?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider reasons to JOIN the army:

- will have a job
- can send money to your family
- might help to make life better for other Romans
- would be an adventure

Consider reasons NOT TO JOIN the army:

- don't want to risk your life in fighting
- can stay with your family and friends
- may be more jobs open when soldiers leave on the campaign

2. Direct Teach Introduce the Big Idea: *The Romans created one of the ancient world's greatest civilizations.*

Ask students: Why do you think people like Alexander the Great wanted to create empires? Was it for power? Or riches? Or perhaps they just liked excitement and adventure? Discuss with students that the Romans, like the Greeks, built one of the greatest civilizations in the ancient world. There were probably many factors involved in this enormous undertaking. In the end, both of these civilizations had major effects on the world.

3. Practice/Assess/Inquire

Have students create a chart with four columns labeled *People*, *Places*, *Events*, and *Ideas*. As they read, have them fill in the columns with details from the section.

4. Explore (Collaborative Exploration)

Have students compare the entries on their charts. Then have them quiz each other about their entries.

5. Whole Group Close/Reflect

Have students choose one detail from each column and write one paragraph on each, describing the importance of that person, place, event, or idea.

*Alternative Assessment Handbook, Rubric 7: Charts

The Roman World

If YOU lived there ...

You live in Rome in about 50 BC. Times are difficult for ordinary Romans. Bread is scarce in the city, and you are finding it hard to find work. Now a popular general is mounting a campaign to cross the mountains into a territory called Gaul. He wants to try to conquer the barbarians who live there. It might be dangerous, but being a soldier guarantees work and a chance to make money.

Will you join the army? Why or why not?

The Roman Republic

"All roads lead to Rome." "Rome was not built in a day." "When in Rome, do as the Romans do." Have you heard these sayings before? All of them were inspired by the civilization of ancient Rome, a civilization that collapsed more than 1,500 years ago.

Why would people today use sayings that relate to so old a culture? They refer to Rome because it was one of the greatest and most influential civilizations in history. In fact, we can still see the influence of ancient Rome in our lives.

Rome's Early History Rome was not always so influential, however. At first, it was just a small city in Italy. According to legend, the city of **Rome** was established in the year 753 BC by a group called the Latins.

Not much of Italy is flat. Most of the land that isn't mountainous is covered with hills. Throughout history, people have built cities on these hills for defense. As a result, many of the ancient cities of Italy, such as Rome, sat atop hills. Rome was built on seven hills.

For many years, the Romans were ruled by kings. Not all of these kings were Latin, though. For many years, the Romans were ruled by a group called the Etruscans. The Romans learned a great deal from the Etruscans. For example, they learned about written language and how to build paved roads and sewers. Building on what they learned from the Etruscans, the Romans made Rome into a large and successful city.

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ONLINE GRAPHIC ORGANIZER

The Roman World

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Sequence List the major events that occurred in Rome during its rise and fall.
Romans formed a republic; Rome changed from a republic to an empire under Augustus; Christianity spread and became the official religion of Rome; poor government, overexpansion, and invasions led to the fall of the Roman Empire in western Europe.

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Rome**, **republic**, **Senate**, **citizens**, **Carthage**, **empire**, **aqueduct**.

ONLINE DOCUMENT-BASED INVESTIGATION

Europe before the 1700s

Law of the Twelve Tables is the third of six document-based investigations in Europe before the 1700s. Students will read a selection of laws from Rome's first written law code.

The ancient Romans adapted to their environment. In an effort to defend the city, Rome was built atop seven hills.



The Beginning of the Republic Not all of Rome's kings were good leaders or good people. Some were cruel, harsh, and unfair. The last king of Rome was so unpopular that he was overthrown. In 509 BC a group of Roman nobles forced the king to flee the city.

In place of the king, the people of Rome created a new type of government. They formed a **republic**, a type of government in which people elect leaders to make laws for them. Once elected, these leaders made all government decisions.

To help make some decisions, Rome's leaders looked to the **Senate**, a council of rich and powerful Romans who helped run the city. By advising the city's leaders, the Senate gained much influence in Rome.

For Rome's republican government to succeed, **citizens**, or people who could take part in the government, needed to be active. Rome's leaders encouraged citizens to vote and to run for office. As a result, speeches and debates were common in the city. One popular place for these activities was in the **Forum**, the city's public square.

Link to Civics

The Roman Forum

The Forum was a large public square that stood in the center of the city. Government buildings and temples stood on the hills around the Forum.

Many people met in the Forum to discuss politics, current events, and other issues. Citizens, or people who could vote, often met in the forum to discuss city affairs and politics. Citizens wore togas to show their rank in the city.

Analyze Visuals

What are some places in your local community that serve the same function as the Forum did?



Europe before the 1700s 383

COLLABORATIVE LEARNING

Analyzing Cultural Influence

1. Remind students about the spread of Hellenistic culture under Alexander the Great. Explain that the Romans admired Greek culture, which greatly influenced their own.
2. Create small groups and have each research a topic on Roman culture—art, architecture, philosophy, literature, and so on. Ask the group to determine how much influence Greek culture had on this aspect of Roman culture.

3. Have the groups compile their findings and create a poster for their topic. Remind them to make clear how Greek culture influenced the Romans.
4. Have groups display and discuss their posters.

*Alternative Assessment Handbook, Rubrics 16: Judging Information; and 28: Posters

Teach the Main Idea

The Roman Republic was governed by elected leaders.

Recall Which rulers had a strong influence on the early development of Roman culture? *the Etruscans*

Define What is a republic? Is the United States a republic? *a type of government in which people elect leaders to make laws for them; yes*

Describe Who were members of the Senate? *rich and powerful Romans*

Draw Conclusions Why did a group of senators kill Julius Caesar? *They thought he was becoming too powerful.*

More About . . .

The Roman Senate The word *senate* comes from *senex*, which means “old,” implying that because its members were experienced, they would be wise advisors. Senators were not elected and usually kept their positions for life. They were given many special privileges. For example, they received the best seats at games and festivals and could wear purple togas denoting their rank.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Roman Forum

Have students explore the Roman Forum image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Interpret Visuals What are some places in your local community that serve the same function as the Forum? *Possible answer: town halls, government buildings, such as courthouses or libraries, churches or temples*

In print edition, see Link to Civics feature.

The Roman Forum

The Forum was a large public square that stood in the center of the city. Government buildings and temples stood on the hills around the Forum. Many people met in the Forum to discuss politics, current events, and other issues. Citizens, or people who could vote, often met in the Forum to discuss city affairs and politics. Citizens wore togas to show their rank in the city.



Teach the Main Idea

The Roman Empire was a time of great achievements.

Identify Who was Rome's first emperor? *Octavian*

Explain Why was Octavian—later known as Augustus—popular with the Roman people? *added territory to the empire; made improvements to the empire, including building monuments and public buildings; improved and expanded Rome's network of roads*

Evaluate Would all people living in the Roman Empire agree that the Pax Romana was a golden age? *Students may say yes because people's daily lives were peaceful.*

Explain What are two ways that the government of the United States is similar to that of the Romans? *We are a republic and elect our leaders. People are required to obey a set of basic written laws.*

More About . . .

Augustus Upon becoming emperor, Augustus was referred to as the *princeps*, or "first citizen." He led a relatively simple life, with little interest in personal luxury.

Connect to Today Over 2 million people visit the Colosseum each year. Ongoing restoration projects allow visitors greater access to it and, perhaps more importantly, provide researchers with important new information about the site.

The Postal Service One of the most important uses of the Roman road system was the *cursus publicus*, or postal service. Although average citizens were not allowed to use the postal service, it provided the Roman government with an important means of sending information and instructions across the empire.

VISUALS

Roman Conquests

Have students study the image and answer the associated question.

Analyze Visuals What kind of equipment did the Roman army use? *shields, spears, helmets, armor*

READING CHECK

Summarize How did the Romans expand their territory? *by using their strong, flexible, and well-organized army to conquer their rivals*

Growth and Conquest After the creation of the republic, the Romans began to expand their territory. They started this expansion in Italy. As the map shows, however, the republic kept growing. By 100 BC the Romans ruled much of the Mediterranean world.

The Romans were able to take so much land because of their strong, organized army. They used this army to conquer their rivals. For example, the Romans fought the people of *Carthage*, a city in North Africa, and took over their lands.

Rome's expansion did not stop in 100 BC. In the 40s BC a general named Julius Caesar conquered many new lands for Rome. Caesar's conquests made him powerful and popular in Rome. Afraid of Caesar's power, a group of senators decided to put an end to it. They banded together and killed Caesar in 44 BC.

The Roman Empire

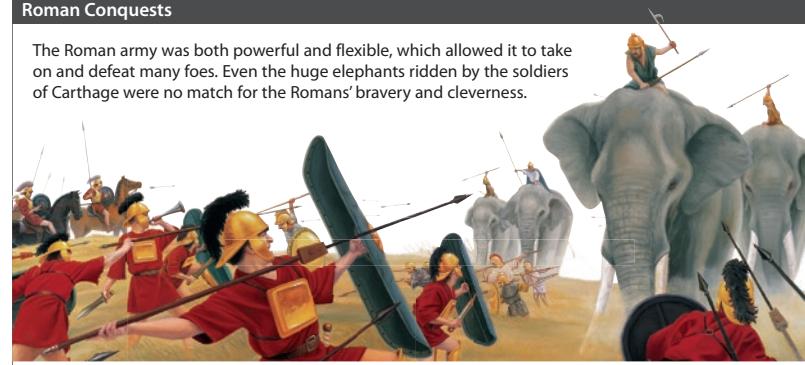
The murder of Julius Caesar changed Roman society completely. The Romans were shocked and horrified by his death, and they wanted Caesar's murderers to be punished. One of the people they called on to punish the murderers was Caesar's adopted son, Octavian. Octavian's actions would reshape the Roman world. Under his leadership, Rome changed from a republic to an *empire*, a government that includes many different peoples and lands under a single rule.

The First Emperor Octavian moved quickly to punish his great-uncle's murderers. He led an army against them and defeated them all.

After defeating his enemies, Octavian became more powerful. One by one, he eliminated his rivals for power. Eventually, Octavian alone ruled the entire Roman world as Rome's first emperor.

Roman Conquests

The Roman army was both powerful and flexible, which allowed it to take on and defeat many foes. Even the huge elephants ridden by the soldiers of Carthage were no match for the Romans' bravery and cleverness.



Analyze Visuals
What kind of equipment did the Roman army use?

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ENGLISH LANGUAGE LEARNERS

Rights of Roman Citizens

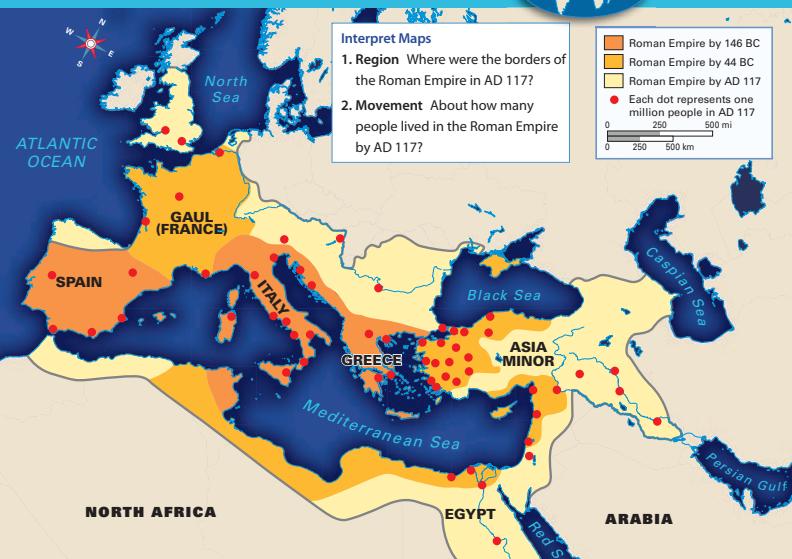
1. Have students work in pairs to identify the rights of Roman citizens.
2. Begin by having students review the information about the Roman republic. Encourage students to ask questions about any vocabulary that is difficult or, as appropriate, refer them to use a dictionary or thesaurus to determine standard English usage.

3. Have students make a list of the rights of Roman citizens. Have students create a document that can be "posted" in the Roman forum for all citizens to read.
4. Finally, have students think of two or three more rights that they think should be added to the list. Have them write these at the bottom of the document.

*Alternative Assessment Handbook, Rubric 42: Writing to Inform

Population Density and Roman Expansion, 146 BC–AD 117

 Explore ONLINE!



Academic Vocabulary
 facilitate (fuh-SI-luh-tayt) to make easier

As emperor, Octavian was given a new name, Augustus, which means “honored one.” The people of Rome respected and admired Augustus. This respect was mainly the result of his many accomplishments. As the map shows, Augustus added a great deal of territory to the empire. He also made many improvements to lands already in the empire. For example, he built monuments and public buildings in the city of Rome. He also improved and expanded Rome’s network of roads, which **facilitated** travel, trade, and the spread of Roman culture and ideas to its new territories.

The Pax Romana The emperors who ruled after Augustus tried to follow his example. Some of them worked to add even more land to the empire. Others focused their attentions on improving Roman society.

Because of these emperors’ efforts, Rome experienced a long period of peace and achievement. There were no major wars or rebellions within the empire, and trade increased. This period, which lasted for about 200 years, was called the **Pax Romana**, or the Roman Peace.

The Romans knew many techniques for building strong, long-lasting structures. Look at the Colosseum, pictured below. Notice how many arches were used in its design. Arches are one of the strongest shapes you can use in construction, a fact the Romans knew well. They also invented materials like cement to make their buildings stronger.

Europe before the 1700s 385

ONLINE INTERACTIVE MAPS

Population Density and Roman Expansion, 146 BC–AD 117

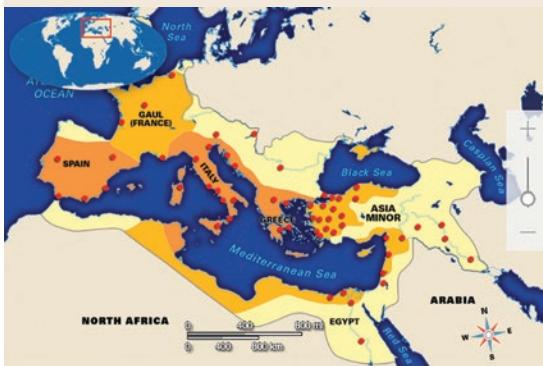
Have students explore the map using the interactive features and answer the associated questions.

Population About how many people lived in Spain and Gaul around AD 117? *about 9 million people*

In print edition, see map of same title.

1. Region Where were the borders of the Roman Empire in AD 117? *included western Europe, northern Africa, Asia Minor*

2. Movement About how many people lived in the Roman Empire by AD 117? *about 59 million people*



MAKE GENERALIZATIONS

Analyze the Qualities of a Good Leader

- In small groups, have students discuss what qualities they think a good leader should have. Encourage them to review the material about Caesar, Augustus, and Pericles in the previous lesson. Have them discuss other leaders, either contemporary or historical. Then have them make a list of the qualities that a good leader should possess.

- Have each group write an instruction manual for a good leader to follow. In the manual, have them explain to the leader why he or she needs to take certain actions or have certain policies. Have them support their argument with details about a contemporary or historical leader.
- Have groups share their instruction manuals and discuss their conclusions.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 43: Writing to Persuade

VISUALS

Built to Last

Have students study the image and text and answer the associated question.

Make Generalizations How did technology help the Romans build strong and lasting structures?

They used arches to help build strong structures; they invented cement and other materials to make their buildings stronger.

ONLINE INTERACTIVE VISUALS

Roman Roads

Have students explore the map using the interactive features and answer the associated questions.

Analyze Visuals What was the main purpose of Roman roads? *to allow the armies to travel quickly*



ONLINE INTERACTIVE VISUALS

Image with Hotspots: Roman Engineering

Have students explore Roman Engineering using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What Roman construction techniques do you notice in the images that are still used in building projects today? *cranes, arches, ladders, and scaffolding*

Roman Engineering

The Pont du Gard, a huge Roman aqueduct and bridge in southern France, was built more than 2,000 years ago and still stands. It is more than 140 feet high and 800 feet long. Its construction was a demonstration of Roman engineering skill.



Link to Technology

Built to Last

Think about the buildings in your neighborhood. Can you imagine any of them still standing a thousand years from now? The ancient Romans could. Many structures that they built nearly two thousand years ago are still standing today. How is that possible?

Make Generalizations

How did technology help the Romans build strong and lasting structures?



Roman Building and Engineering Because the Pax Romana was a time of stability, the Romans were able to make great cultural achievements. Some of the advances made during this time continue to affect our lives even today.

One of the areas in which the Romans made visible advances was architecture. The Romans were great builders, and many of their structures have stood for centuries. In fact, you can still see Roman buildings in Europe today, almost two thousand years after they were built. This is because the Romans were skilled engineers who knew how to make their buildings strong.

Buildings are not the only structures that the Romans built to last. Ancient roads, bridges, and **aqueducts**—channels used to carry water over long distances—are still seen all over Europe. Planned by skilled Roman engineers, many of these structures are still in use.

Roman Language and Law Not all Roman achievements are as easy to see as buildings, however. For example, the Romans greatly influenced how we speak, write, and think even today. Many of the languages spoken in Europe today, such as Spanish, French, and Italian, are based on Latin, the Romans' language. English, too, has adopted many words from Latin.

The Romans used the Latin language to create great works of literature. Among these works were some of the world's most famous plays, poems, and stories. Many of them are read and enjoyed by millions of people around the world today.

Even more important to the world than their literary achievements, however, were the Romans' political contributions. All around the world, people use legal systems based on ancient Roman law. In some countries, the entire government is based largely on the ancient Roman system.

One such country is the United States. The founders of our country admired the Roman government and used it as a model for our government. Like ancient Rome, the United States is a republic. We elect our

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ONLINE DOCUMENT-BASED INVESTIGATION

Law of the Twelve Tables

The Law of the Twelve Tables governed many parts of Roman life. Have students read the selections from the laws and answer the associated question.

Analyze Sources How are these laws similar to and different from our laws today? *Possible answer: Our laws today are similar because they state that a person must appear before a judge when summoned and a person must be convicted of a crime before being executed. Our laws are different because people are not seized if they do not pay their debts on time and women are not required to remain under guardianship after becoming adults.*

For additional instruction, go to end of lesson.

Reading Check
Identify Which Roman achievements continue to shape our world today?

leaders and trust them to make our laws. Also like the Romans, we require all people to obey a set of basic written laws. In ancient Rome, these laws were carved on stone tablets and kept on display. In the United States, they are written down in a document, the Constitution.

The Spread of Christianity

In addition to art and law, the ancient Romans also had a tremendous influence on religion. One of the world's major religions, Christianity, first appeared and spread in the Roman world.

The Beginnings of Christianity Christianity is based on the life, actions, and teachings of Jesus of Nazareth. He and his early followers lived in the Roman territory of Judea in southwest Asia. They converted many people in Jerusalem and other cities in Judea to Christianity.

However, Christianity quickly spread far beyond the borders of Judea. Jesus's followers traveled widely, preaching and spreading his teachings. Through their efforts, communities of Christians began to appear in cities throughout the Roman world. Christian ideas spread quickly through these cities, as more and more people converted to Christianity.

Persecution and Acceptance The rapid spread of Christianity worried some Roman leaders. They feared that Christianity would soon grow larger than all other religions in the empire. If that ever happened, they feared the Christians might rebel and take over Rome.

To prevent a rebellion, some emperors began to persecute, or punish, Christians. They arrested, fined, or even killed any Christians they found.

The persecution did not cause people to abandon Christianity, however. Instead, Christians began to meet in secret, hiding their religion from the government.

Eventually, the persecution was ended. In the 300s a powerful emperor named Constantine became a Christian himself. Once the emperor had converted, the Christian faith was openly accepted even more widely in the empire. Look at the map to see how Christianity spread between 300 and 400.

Official Religion Even after Constantine became a Christian, many people in the Roman Empire did not convert. Romans continued to practice many different religions.

Over time, however, Rome's leaders supported Christianity more and more. By the 380s support for Christianity had grown so much that an emperor chose to ban all other religions. With that ban, Christianity was the only religion allowed in the Roman Empire.

By the end of the 300s the Christian Church had grown into one of the most influential forces in the Roman world. As the church was growing, however, many other parts of Roman society were falling apart. The Roman Empire was ending.

Reading Check
Sequence How did the Christian church gain influence in Rome?

ENGLISH LANGUAGE LEARNERS

Graphic Organizer of Roman Influences

1. To help students understand how ancient Rome has influenced our culture today, have them create a graphic organizer with four columns.
2. Have students label the columns *Government, Language, Art and Literature, and Religion*.

3. Organize the class into pairs, and have them work with their partner to list the ways in which ancient Roman culture has influenced modern day culture in the four areas.

*Alternative Assessment Handbook, Rubric 13:
Graphic Organizers

Teach the Main Idea

The spread of Christianity began during the empire.

Recall Where did Jesus and his early followers live?
in the Roman territory of Judea in southwest Asia

Identify Who was Constantine? *a Roman emperor who converted to Christianity in the 300s*

Explain Why were some of Rome's leaders concerned about the rapid growth of Christianity? *They worried that Christians would outnumber non-Christians and then rebel, taking over Rome.*

Draw Inferences Why would the emperors benefit from banning all religions except Christianity?
Possible answer: to consolidate their own power

More About . . .

The New Testament The New Testament of the Bible was mainly written in Greek, which was spoken by many people throughout the Roman Empire. The New Testament is the second part of the Bible and records the life and teachings of Jesus.

BIOGRAPHY

Constantine c. 280–337

Have students read the biography of Constantine, a powerful Roman emperor. He eventually converted to Christianity, making the faith more openly accepted in the empire.

READING CHECK

Identify Which Roman achievements continue to shape our world today? *inventions such as cement, roads, bridges, and aqueducts that are still used today; Latin-based languages; works of literature; the Roman legal system; Roman republican government*

READING CHECK

Sequence How did the Christian church gain influence in Rome? *After Constantine converted in the 300s, Christianity spread widely throughout the empire. Support for Christianity grew, and soon all other religions were banned.*

Teach the Main Idea

Various factors helped bring about the decline of Rome.

Describe Where did Constantine establish a new Roman capital, Constantinople? *in present-day Turkey* Why? *to move Rome's capital to a more central location in the empire*

Recall What were some of the problems caused by a series of bad emperors starting around 200? *The emperors were more concerned about themselves than being good rulers; they ignored the needs of the people; they raised taxes for new buildings and wars, making many Romans poor.*

Analyze Why were the barbarian invasions of Rome successful? *the barbarians had strong leaders; the Romans were weak from internal problems and could not fend off the attacks*

ONLINE INTERACTIVE MAPS

Early Christianity in the Roman Empire

Have students explore the map using the interactive features and answer the associated questions.

Place Which city is located in an area that became Christian in the AD 400s? *Tours*

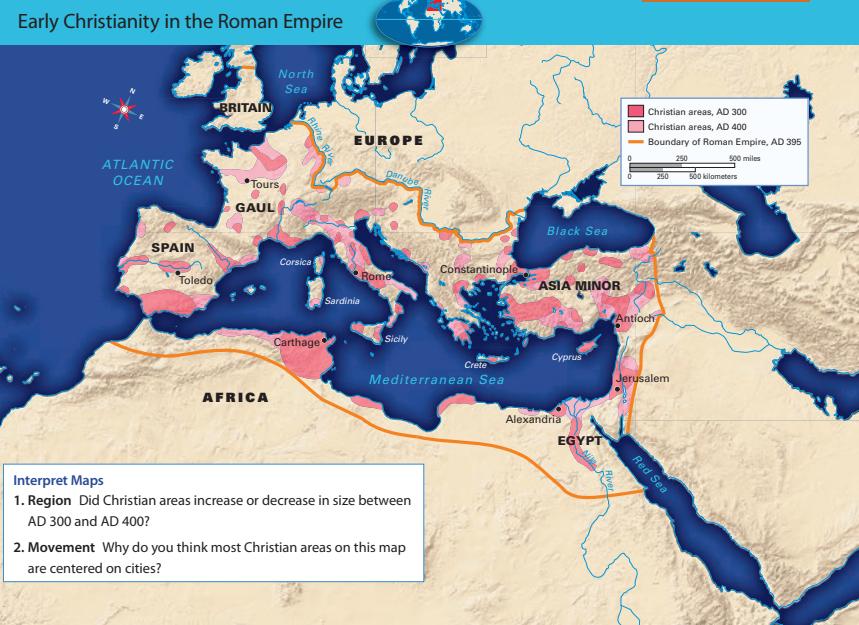
In print edition, see map of same title.

1. Region Did Christian areas increase or decrease in size between AD 300 and AD 400? *increase*

2. Movement Why do you think most Christian areas on this map are centered on cities? *New ideas likely spread quickly in cities, where people lived close together.*

The Spread of Christianity, 300–400

Under the leadership of the pope, Christianity spread throughout Western Europe and North Africa from AD 300 to AD 400.



The Decline of Rome

Rome's problems had actually started long before 300. For about a century, crime rates had been rising and poverty had been increasing. In addition, the Roman systems of education and government had begun breaking down, and many people no longer felt loyal to Rome. What could have happened to cause these problems?

Problems in the Government Many of Rome's problems were the result of poor government and overexpansion. After about 200, Rome was ruled by a series of bad emperors. Most of these emperors were more interested in their own happiness than in ruling well. Some simply ignored the needs of the Roman people. Others raised taxes to pay for new buildings or wars, driving many Romans into poverty.

Frustrated by these bad emperors, some military leaders tried to take over and rule Rome in their place. In most cases, though, these military leaders were no better than the emperors they replaced. Most of them were poor leaders, and fighting between rival military leaders almost led to civil

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SEQUENCE

Christianity in the Roman Empire

1. Have students conduct research to learn more about the early growth of Christianity in the Roman Empire.
2. Instruct students to complete a timeline that tracks the early growth of Christianity.

3. Have students include dates in their timelines and indicate the different stages and turning points in the spread of Christianity.
4. Encourage students to illustrate their timelines where appropriate.

*Alternative Assessment Handbook, Rubrics 30: Research; and 36: Time Lines

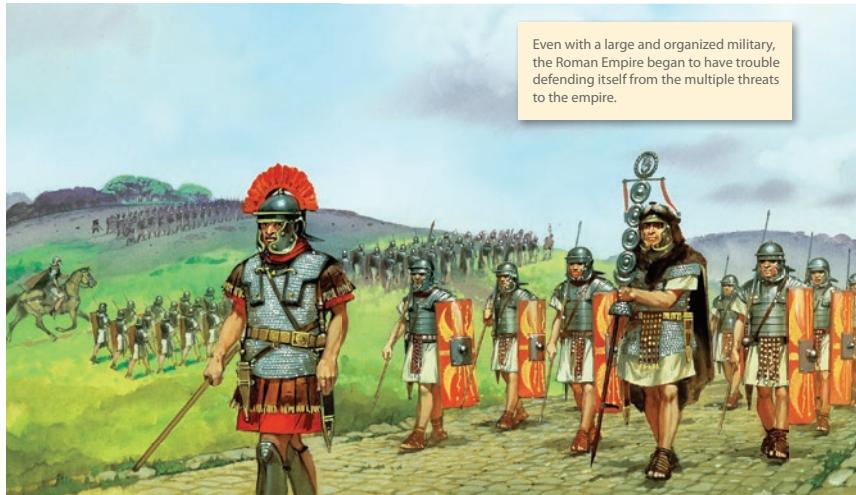
For additional instruction, go to end of lesson.

war on many occasions. In addition, the Roman Empire became too large to control. Communication between the various Roman territories became difficult, even with Rome's road systems. Leaders could not quickly coordinate attacks against rebellions or get resources to Rome's frontiers.

Rome did have a few good emperors who worked to save the empire. One emperor saw that the empire had grown too large for one person to rule. To correct this problem, he divided the empire in half and named a co-ruler to help govern. Later, the emperor Constantine built a new capital, Constantinople, in what is now Turkey, nearer to the center of the Roman Empire. He thought that ruling from a central location would help keep the empire together. These measures helped restore order for a time, but they were not enough to save the Roman Empire.

Invasions Although internal problems weakened the empire, they alone probably would not have destroyed it. However, as the empire was getting weaker from within, invaders from outside also began to attack in the late 300s and the 400s. Already suffering from their own problems, the Romans could not fight off these invasions.

Most Romans considered the various groups who invaded their empire barbarians and uncivilized. In truth, however, some of these so-called barbarian groups had their own complex societies and strong, capable leaders. As a result, they were able to defeat Roman armies and take lands away from the empire. In the end, the barbarians were able to attack and destroy the city of Rome itself. In 476 the last emperor of Rome was overthrown and replaced by the leader of an invading group.



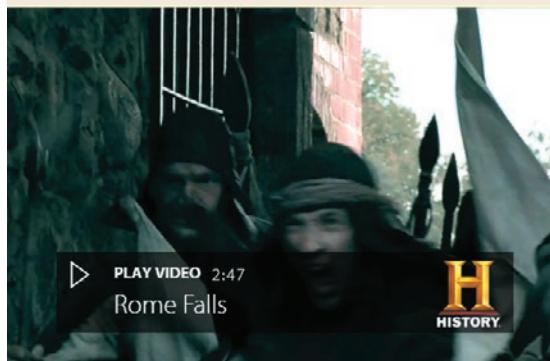
Europe before the 1700s 389

ONLINE ANALYZE VIDEOS

Rome Falls

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos What factors led to the fall of Rome? *Possible answer: The Roman system was not sustainable; the empire became too expensive and fragmented; barbarians invaded when the empire began to weaken.*



▶ PLAY VIDEO 2:47

Rome Falls



STRUGGLING READERS

Causes of the Decline of Rome

1. Pair struggling readers with more proficient readers.
2. Have partners create a cause-and-effect chart identifying the internal and external factors that led to the decline of Rome.
3. As students review the information about the causes for the decline of Rome, have them complete the chart.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 13: Graphic Organizers

SPECIAL NEEDS STUDENTS

Sequence Events in Rome's History

1. Make a large drawing of a graphic organizer sequence chart on the board for all to see. List six events from Rome's history in random order on the board.
2. Tell students which event occurred first and list it first in the graphic organizer. Then have students take turns selecting the event that occurred next and entering this information on the graphic organizer.
3. After all six events have been placed on the graphic organizer, ask each student to add one more event to the chart and place it chronologically.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizers



ONLINE INTERACTIVE VISUALS

Image with Text Slider: The Decline of Rome

Have students explore the image by revealing additional information using the interactive slider.

In print edition, see chart of same title.

Analyze Visuals Which factors in Rome's decline were internal? Which came from outside the empire? *internal—bad emperors, high taxes, poverty, fighting between rival military leaders; external—invasions, the overthrow of the Roman emperor in 476*

The Decline of Rome

Beginning around 200 the once-mighty Roman Empire began to weaken. Factors from inside and outside the empire caused many problems for Rome's leaders and led to the empire's collapse in the late 400s.

Reasons for the Decline of Rome

- Poor leaders cared less for the people of Rome than they did for their own happiness.
- Taxes and prices rose, increasing poverty.
- People became less loyal to Rome.
- Military leaders fought each other for power.
- The empire was too large for a single person to govern well.
- Barbarians invaded the empire from outside.

Analyze Visuals

Which factors in Rome's decline were internal? Which came from outside the empire?



Barbarian invaders

READING CHECK

Form Generalizations Why did the Roman Empire decline? *Internal and external forces brought about the empire's decline. Internal forces included crime, poverty, high taxes, the breakdown of educational and governmental systems, and struggles for power by rival military leaders. External forces included invasions in the late 300s and 400s and the overthrow of the last Roman emperor in 476.*

Reading Check

Form
Generalizations
Why did the Roman Empire decline?

Most historians consider the capture of the Roman emperor in 476 the end of the Roman Empire in western Europe. Although people continued to think of themselves as Romans, there was no empire to tie them together. As a result, European society slowly broke apart.

Summary and Preview In this lesson you learned that the Romans brought a vast territory under one government. Next, you will learn what happened after that government collapsed in western Europe and how the Roman Empire continued in Constantinople.

Lesson 3 Assessment

Review Ideas, Terms, and Places

- Describe** What was the government of the Roman Republic like? *Citizens elected leaders to make laws and all government decisions.*
- Contrast** How was Rome's government in the republic unlike the government under kings? *Kings were often cruel, harsh, and unfair. They could not be voted out. Under the republican system, citizens could elect leaders.*
- Identify** Who was Augustus? *Rome's first emperor, who expanded the empire, built monuments and public buildings, and improved roads*
- Explain** How did the Pax Romana help the Romans make great achievements? *Lack of warfare and rebellion made it possible for trade and culture to expand.*
- Form Generalizations** How did Rome's emperors affect the spread of Christianity? *Constantine's conversion helped Christianity spread. Another emperor banned all other religions.*
- Identify** What threats to the Roman Empire appeared in the 200s, 300s, and 400s? *200s—bad emperors, breakdowns in education and government, poverty, crime, high taxes, rebellion by military leaders; 300s and 400s—invasions, overthrow of the emperor*

Critical Thinking

- Identify Causes** Draw a side-by-side graph. On the left side, list the main causes of Rome's growth. On the right side, list the main causes of its decline.

Growth	Decline

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- Contrast** Do you think internal problems or invasions were more responsible for Rome's fall? Why?
Responses will vary, but students should use text examples to support their answers and contrast the internal problems against invasions as agents of change.

Critical Thinking

- Identify Causes** Draw a side-by-side graph. On the left side, list the main causes of Rome's growth. On the right side, list the main causes of its decline. *Responses will vary. Students should list factors that explain Rome's growth and decline.*

► Online Assessment

1. How did Rome's republic work?

- The Senate appointed governors to rule different regions.
- Citizens gathered once a year to make laws themselves.
- The Senate selected an emperor to enforce laws.
- Citizens elected leaders to make laws.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

In Rome's **republic** its citizens elected leaders to make laws for them.

2. Why are the works of Roman architects and engineers considered to be such great achievements?

- The text of Roman plays and poems appeared on buildings.
- Many Roman structures still stand and are in use today.
- The text of Roman laws inspired the building of different monuments and temples.
- Many Roman structures used new materials brought from across the empire.

Alternate Question Which of the following are examples of Roman achievements during the Pax Romana?

Select the **three** correct answers.

- cement, which made buildings stronger
- gunpowder, which made the army stronger
- rails, which allowed faster transportation of trade goods
- aqueducts, which carried water to cities from high in the mountains
- moveable-type printing, which allowed for easier spread of information
- arches, which allowed for openings and still supported the weight of buildings

3. Why did Roman persecution of Christians end?

- A Christian army defeated an army under the emperor Constantine.
- The emperor Constantine converted to Christianity.
- Christianity became the only religion allowed in the Roman Empire.
- Christians threatened to rebel against Roman rule.

Alternate Question Drag the events into chronological order from top to bottom.

Jesus of Nazareth preaches in Judea.

Jesus's followers travel across the Roman Empire preaching.

Roman leaders persecute Christians.

Constantine ends the persecution of Christians.

Christianity becomes the only religion allowed in the Roman Empire.

4. Which of the following contributed to the decline of the Roman Empire?

- better technology
- fewer invasions
- increased trade
- poor leadership

Alternate Question Which of the following were reasons for the decline of the Roman Empire?

Select the **three** correct answers.

- poor government
- barbarian invasions
- strong frontier defenses
- new building techniques
- too much territory to control
- safer travel and trade routes

5. **Apply Concepts** Why was it necessary for Roman citizens to be active in their republic?

Roman citizens needed to be active in government in order for their republic to succeed. Citizens needed to run for office, and citizens not running for office still needed to debate issues and vote so that the republic could function properly.

6. **Evaluate** In which field did Romans make their greatest achievements—language, literature, or law? Explain two reasons to defend your choice.

The Romans made their greatest achievement in the field of law. In addition to many countries using a republican government first used by the Romans, many countries base their legal system on Roman laws written thousands of years ago. Like the Romans, modern governments write down their laws so that people and their leaders know what the laws are that they are expected to obey.

7. **Make Inferences** Why was Christianity able to spread so quickly throughout the Roman Empire?

During the Pax Romana the Roman Empire experienced peace, stability, improved transportation routes, and more trade between different parts of the empire. With increased trade and better roads, Christians would have been able to travel easily across the empire, preaching and spreading the teachings of Jesus.

8. **Make Inferences** How could stronger Roman leadership have helped defend the empire against invasions better?

Stronger leadership by Roman emperors could have helped prevent internal issues such as high taxes, which would have reduced trade and damaged the Roman economy. Better ruling could have prevented military leaders from removing emperors, then fighting among each other for power, and the weakening of the Roman army as a result. These factors made it difficult to defend the empire against barbarian invasions well.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 386

LINK TO MUSIC

Writing a National Anthem

1. Have students work in pairs to write a national anthem for the Roman Empire. Encourage them to look in this lesson for ideas.
2. Have students write a refrain that best expresses the main ideas they want to communicate. Then have them write two or three stanzas of the anthem. Suggest that they write about Rome's government and law, cultural achievements, or about individual Romans.
3. If students wish, they may adapt their anthems to the music of another anthem or traditional song, or they may compose their own music.
4. Have volunteers sing their anthems. Lead a discussion about what the ancient Romans might have thought of their anthems.

*Alternative Assessment Handbook, Rubrics 26: Poems and Songs; and 18: Listening

continued from page 388

More About . . .

Barbarian The word *barbarian* was first used by the Greeks to refer to the peoples of northern Europe. These strangers made a sound that sounded harsh to the Greeks, like the barking of a dog. It sounded to them like "Bar-bar-bar." The word *barbarian* also came to mean "stranger" or "wanderer," as most of the barbarians with whom they came into contact were nomadic. Barbarian tribes included the Huns, Visigoths, Vandals, and Saxons. Today, *barbarian* is typically used to mean "savage" or "uncivilized."

ADVANCED/GIFTED

Life in the Roman Empire

1. Have students imagine that they are living during the time of the Roman Empire. Ask them to consider how their lives would be different than they are now. How would they have reacted had they been alive during the events they have read about?
2. Have each student write a short story describing what his or her life might have been like had they been living in the Roman Empire.
3. Then have students share their stories with a partner.

*Alternative Assessment Handbook, Rubric 39: Writing to Create

SPECIAL NEEDS STUDENTS

1. Ask students how they got to school today. Did they ride in a car or a school bus? Did they walk? Regardless of the method, they probably followed a road.
2. Have them speculate how difficult it would be to get around if there were no roads. Suggest that they give several examples.
3. Discuss that Romans knew about the importance of roads, especially since their empire was so large. As a result, they became very good road builders.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 11: Discussions



The Byzantine Empire

- View of Constantinople
- Justinian and Theodora: Key Events
- The Glory of Constantinople

- Interviewing Justinian
- Byzantine Architecture

Visuals

Videos

LESSON 4

Big Idea

The eastern Roman Empire prospered long after the western empire fell.

Maps,
Graphs, and
Charts

- Map: The Byzantine Empire, 1025

Extend
and Enrich

Sources

- Document-Based Investigation: The Code of Justinian

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

► Online Lesson 4 Enrichment Activities

Interviewing Justinian

Article Students read about Justinian and his reign over the Byzantine Empire. They then use this information and the knowledge they have gained from the lesson to compile a list of questions they want to ask him during a television talk show.

Byzantine Architecture

Article Students read about Byzantine architecture and its well known buildings, including the Hagia Sophia. They then use this knowledge to create a collage illustrating elements of Byzantine architecture.

The Byzantine Empire

The Big Idea

The eastern Roman Empire prospered long after the western empire fell.

Main Ideas

- Eastern emperors ruled from Constantinople and tried but failed to reunite the whole Roman Empire.
- The people of the eastern empire created a new society that was very different from society in the west.
- Byzantine Christianity was different from religion in the west.

Key Terms and Places

Constantinople
Byzantine Empire
mosaics

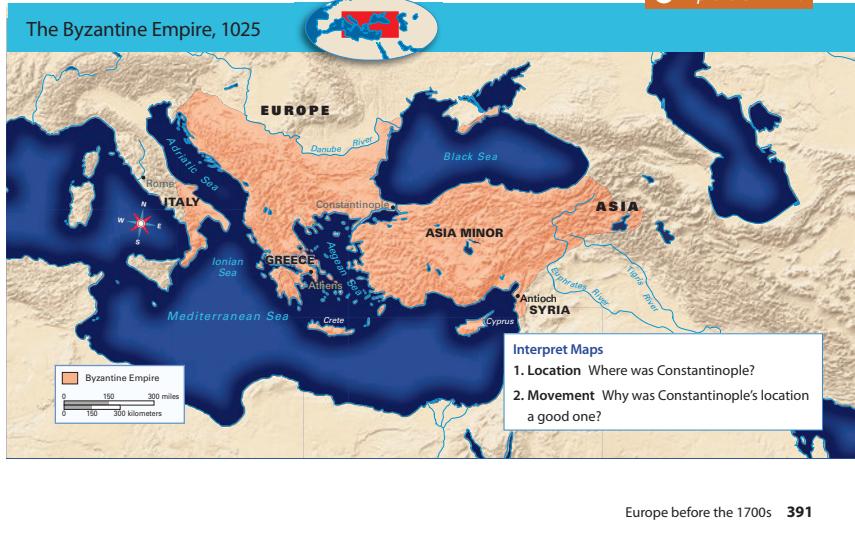
If YOU lived there ...

You are a trader visiting Constantinople. You have traveled to many cities but have never seen anything so magnificent. The city has huge palaces and stadiums for horse races. In the city center, you enter a church and stop, speechless with amazement. Above you is a vast, gold dome lit by hundreds of candles.

How does the city make you feel about its rulers?

Emperors Rule from Constantinople

In the late 200s the emperor Diocletian divided the Roman Empire into two parts—east and west—hoping to make the empire easier to rule. In spite of his efforts, years of invasions and economic instability eventually led to the fall of the western Roman Empire in 476.



Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

How does the city make you feel about its rulers?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider why you may feel THANKFUL:

- feels good to be surrounded by so much beauty
- confident you can sell all your goods and make a nice profit
- look forward to seeing a horse race

Consider why you may feel UPSET:

- money may not have been used to help the many poor people
- palaces just for wealthy and powerful
- costs to maintain city are high

2. Direct Teach Introduce the Big Idea: *The eastern Roman Empire prospered long after the western empire fell.* Ask students to consider why one culture might thrive while another fails. An example of this is the eastern Roman Empire. The eastern Roman Empire, or Byzantine Empire, developed its own culture and version of Christianity and thrived long after the fall of Rome.

3. Practice/Assess/Inquire Have students create a chart with two columns—*Byzantine Emperors* and *Byzantine Culture*. As they read the lesson, have them list details in each column.

4. Explore (Collaborative Exploration) Have each student create five True/False questions about the information. Then have them take turns quizzing each other. When students identify false answers, have them explain why they are false.

5. Whole Group Close/Reflect Have students draw five conclusions about the Byzantine Empire and explain them to a partner.

*Alternative Assessment Handbook, Rubric 7: Charts

ONLINE DOCUMENT-BASED INVESTIGATION

Europe before the 1700s

The Code of Justinian is the fourth of six document-based investigations in Europe before the 1700s. In this selection, students will discover why Justinian decided to publish Roman law.

Teach the Main Idea

Eastern emperors ruled from Constantinople and tried but failed to reunite the whole Roman Empire.

Explain Where was Constantinople built? on the site of ancient Byzantium

Analyze Who benefited from Justinian's Code, and why? all subjects were guaranteed fair treatment; because the Roman laws were simplified

Summarize What were Justinian's major accomplishments? unifying the empire; removing out-of-date laws and creating Justinian's Code by simplifying the remaining laws

More About ...

Misconception Alert Students may think that the Byzantine Empire and the eastern Roman Empire are two different entities. Make certain they understand this is the same empire, the one that existed long after the western Roman Empire had fallen.

Theodora (500–548) Theodora began her life in poverty. She worked as an actress for much of her early life. She married Justinian in 525. During the Nika Rebellion, she convinced Justinian to remain in the capital. "For one who has been an emperor it is unendurable to be a fugitive," she implored him. "If, now, it is your wish to save yourself, O Emperor, . . . there is the sea, here the boats. However, consider whether . . . you would [later] gladly exchange that safety for death."

► ONLINE GRAPHIC ORGANIZER

The Byzantine Empire

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Effects How did the location of the Byzantine Empire impact its cultural development?
Possible answer: The Byzantine Empire was located in eastern Europe, where Greek culture had a greater influence. As a result, the Byzantines spoke Greek and studied Greek philosophy.

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Constantinople**, **Byzantine Empire**, **mosaics**.

► ONLINE INTERACTIVE MAPS

The Byzantine Empire, 1025

Have students explore the map using the interactive features and answer the associated questions.

Location What is the approximate distance between Rome and Constantinople? *about 900 miles (1,448 km)*

In print edition, see map of same title.

Location Where was Constantinople? *where Europe and Asia meet, between the Black Sea and the Aegean Sea*

Movement Why was Constantinople's location a good one? *It was secure from attack and controlled trade between Europe and Asia.*

► ONLINE INTERACTIVE VISUALS

Image with Hotspots: View of Constantinople

Have students explore Constantinople by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Based on the illustration of Constantinople, what feature most helped protect the city from possible attacks? *The city walls would have prevented people from being able to easily attack the city from any point along the coastline.*

In print edition, see image titled "Constantinople."

Constantinople

Constantinople was strategically located where Europe and Asia meet. As a result, the city was in a perfect location to control trade routes between the two continents.



Even before the fall of Rome, power had begun to shift to the richer, more stable east. The Roman Empire continued in the east, and the people of the eastern Roman Empire considered themselves Romans. The culture, however, was also very different from that of Rome itself.

The center of the eastern Roman Empire was the city of **Constantinople**. Constantinople was built on the site of an ancient Greek trading city called

Byzantium (buh-ZAN-tee-uhm). It lay on a peninsula near both the Black Sea and the Mediterranean Sea, which protected the city from attack and let the city control trade between Europe and Asia. This protection allowed Constantinople to continue Rome's legacy, and the city became a magnificent city filled with great buildings, palaces, and churches.



Justinian After Rome fell, the emperors of the eastern Roman Empire dreamed of taking it back and reuniting the old Roman Empire. For Justinian (juh-STIN-ee-uhn), an emperor who ruled from 527 to 565, reuniting the empire was a passion. He sent his army to retake Italy. In the end, this army conquered not only Italy but also much land around the Mediterranean.

Justinian's other passions were the law and the church. He ordered officials to

392 Module 12

COLLABORATIVE LEARNING

The Glory of Constantinople

- Ask students to imagine that they are members of Constantinople's Chamber of Commerce who are planning a special two-day celebration of the city. The event will be called "The Glory of Constantinople."
- Organize the class into four groups that will plan the festival. One group should come up with advertisements, such as flyers and banners, for the festival. A second group should create a poem or song honoring the city that will be used as the theme for the festival. Another group should come up with festival activities, such as games and singing. The fourth group should make a list of the foods that will be served.

- Instruct students to conduct research to learn more about their assigned topic.

- Have each group present their ideas for the festival.

*Alternative Assessment Handbook, Rubrics 2: Advertisements; 14: Group Activities; and 26: Poems and Songs

remove any out-of-date or unchristian laws. He then organized the laws into a legal system called Justinian's Code. By preserving and then simplifying Roman law, the code helped guarantee fairer treatment for all.

Despite his achievements, Justinian made many enemies. Two groups of these enemies joined together and tried to overthrow him in 532. These groups led riots in the streets. Scared for his life, Justinian prepared to leave Constantinople.

Justinian was stopped from leaving by his wife, Theodora (thee-uh-DOHR-uh). She convinced Justinian to stay in the city. Smart and powerful, Theodora helped her husband rule effectively. With her advice, he found a way to end the riots. Justinian's soldiers killed all the rioters—some 30,000 people—and saved the emperor's throne.

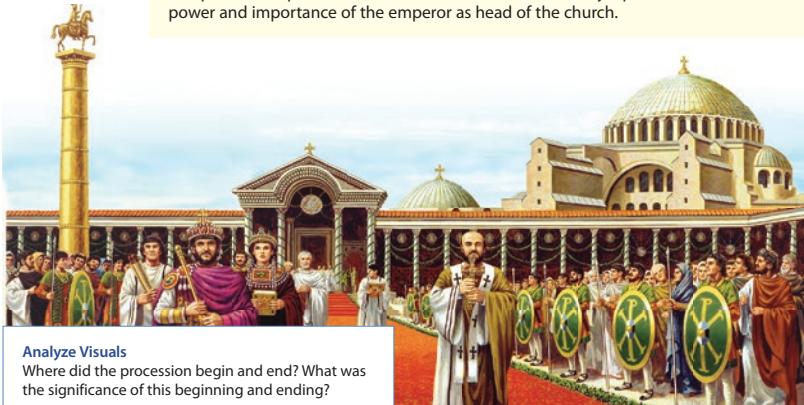
The Empire after Justinian After the death of Justinian in 565, the eastern empire began to decline. Faced with invasions by barbarians, Persians, and Muslims, later emperors lost all the land Justinian had gained. The eastern empire remained a major power in the world for hundreds of years, but it never regained its former strength.

The eastern Roman Empire finally ended nearly 900 years after the death of Justinian. In 1453 a group called the Ottoman Turks swept in and captured Constantinople. With this defeat, the thousand-year history of the eastern Roman Empire came to an end.

Reading Check
Compare What common event led to the fall of Rome and the decline of Constantinople?

The Glory of Constantinople

Constantinople was a crossroads for traders, a center of Christianity, and the capital of an empire. It was a magnificent city filled with great buildings, palaces, and churches. The city's rulers led processions, or ceremonial walks, to show their wealth and power. This procession went from the church to the royal palace. It showed the power and importance of the emperor as head of the church.



Analyze Visuals

Where did the procession begin and end? What was the significance of this beginning and ending?

Europe before the 1700s 393

ADVANCED/GIFTED

Timeline of Byzantine Empire

- Ask students to create detailed timelines of the Byzantine Empire from 476 to 1453.
- Suggest that students begin by gathering dates of significant events from the lesson and placing them on the timeline. Then have them do additional Internet and library research to flesh out their timelines. For example, they might add details about Justinian's successors, the Crusades, the spread of monasticism, the popes, and so on.
- Encourage students to annotate their timelines with at least three relevant primary source quotations that they come across during the course of their research.

- Suggest that students create their timelines on poster board so that they will have room for all of the details as well as the quotations.
- Have students display their timelines and discuss their content.

*Alternative Assessment Handbook, Rubric 36: Time Lines

ONLINE INTERACTIVE VISUALS

Image with Text Slider: Justinian and Theodora: Key Events

Have students explore the lives of Justinian and Theodora by using the interactive slider.

Justinian and Theodora: Key Events

Reveal how Justinian and Theodora worked together to rebuild a fallen empire.

- 525: Justinian and Theodora are married.



Justinian and Theodora

ONLINE DOCUMENT-BASED INVESTIGATION

The Code of Justinian

The introduction to the published collection of laws contains Justinian's reasoning for producing such a work. Have students read the text and answer the associated question.

Analyze Sources How did Justinian expect his code to benefit the citizens of the eastern Roman Empire? *Possible answer: They would understand and agree on the meaning of Roman laws.*

READING CHECK

Compare What common event led to the fall of Rome and decline of Constantinople? *outside groups invaded both empires*

Teach the Main Idea

The people of the eastern empire created a new society that was very different from society in the west.

Explain How did Constantinople become a great trading city? *Because of its location, merchants came from all around Europe, Asia, and Africa.*

Summarize How did the empire change after Justinian's death? *It was changed by Greek and other non-Roman influences.*

Contrast How were Byzantine emperors different from Roman emperors? *In addition to having political power, they were also heads of the church.*

More About . . .

Byzantine Trade Because Constantinople was located where Europe and Asia—along with several bodies of water—converge, it was ideally suited for trade. Byzantine silk was especially highly prized as has been found in Europe, China, and Egypt. The city was also heavily dependent on importing its food. Every year large numbers of ships brought grain from Egypt, which then had to be stored and made into bread.

Silk and Ivory Skills In addition to mosaics and architecture, Byzantine artists were known for their skill with silk and ivory. They brought silkworms to Constantinople and set up imperial workshops, creating rich fabrics with exotic designs. Ivory carvings were prized throughout the empire. These included diptychs—two leaves of ivory folded together.



ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Glory of Constantinople

Have students study the image and answer the associated question.

Analyze Visuals Where did the procession begin and end? What was the significance of this beginning and ending? *begin—church; end—royal palace; This showed that the emperor had both political and religious authority.*

In print edition, see image of same title.

READING CHECK

Contrast What were two ways in which eastern and western Roman societies were different? *spoke different languages—Greek in the east, Latin in the west; Scholars in the east studied Greek, not Roman, philosophy.*

A New Society

In many ways, Justinian was the last Roman emperor of the eastern empire. After he died, non-Roman influences took hold throughout the empire. People began to speak Greek, the language of the eastern empire, rather than Latin. Scholars studied Greek, not Roman, philosophy. Gradually, the empire lost its ties to the old Roman Empire, and a new society developed.

The people who lived in this society never stopped thinking of themselves as Romans. In addition to living under a Roman legal system, they preserved other elements of the Roman Empire. For example, their army descended from the Roman army. But modern historians have given their society a new name. They call the society that developed in the eastern Roman Empire after the west fell the **Byzantine** (BEE-zuh-teen) Empire, named for Byzantium.

Outside Influence One reason eastern and western Roman societies were different was the Byzantines' interaction with other groups. This interaction was largely a result of trade. Because Constantinople's location was ideal for trading between Europe and Asia, it became the greatest trading city in Europe.

Merchants from all around Europe, Asia, and Africa traveled to Constantinople to trade. Over time, Byzantine society began to reflect these outside influences as well as its Roman and Greek roots.

Government The forms of government in the two empires were also different. Byzantine emperors had more power than western emperors did. Eastern emperors also liked to show off their great power. For example, people could not stand while they were in the presence of the eastern emperor. They had to crawl on their hands and knees to talk to him.

The power of an eastern emperor was greater, in part, because the emperor was considered the head of the church as well as the political ruler. The Byzantines thought the emperor had been chosen by God to lead both the empire and the church. In contrast, the emperor in the west was limited to political power. Popes and other bishops were the leaders of the church.

Byzantine Christianity

Christianity was central to the Byzantines' lives, just as it was to the lives of people in the west. Nearly everyone who lived in the Byzantine Empire was Christian.

To show their devotion to God and the Christian Church, Byzantine artists created beautiful works of religious art. Among the grandest works were **mosaics**, pictures made with pieces of colored stone or glass. Some mosaics sparkled with gold, silver, and jewels.

Even more magnificent than their mosaics were Byzantine churches, especially Hagia Sophia (HAH-juh soh-FEE-uh). Built by Justinian in the 530s, its huge domes rose high above Constantinople. According to legend, when Justinian saw the church, he exclaimed in delight:

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ADVANCED/GIFTED

Constantinople Brochure

Ask students to imagine that they are members of Constantinople's Chamber of Commerce and that they have just watched the procession depicted in the illustration. Have them create a tourist brochure about the procession. Encourage them to use sensory language to convey the procession's sights, sounds, smells, and other details.

*Alternative Assessment Handbook, Rubric 40: Writing to Describe



Byzantine mosaics were often placed on walls, not floors, as was customary. They also inserted glass and metal to help reflect light and create a "heavenly" appearance around certain figures.

"Glory to God, who has judged me worthy of accomplishing this work! Solomon! I have outdone thee!"

—Justinian, quoted in *Sancta Sophia and Troitzka*

As time passed, people in the east and west began to interpret and practice Christianity differently. For example, eastern priests could get married, while priests in the west could not. Religious services were performed in Greek in the east. In the west, they were held in Latin.

For hundreds of years, church leaders from the east and west worked together peacefully despite their differences. However, the differences between their ideas continued to grow. In time, the differences led to divisions within the Christian Church. In the 1000s the split between east and west became official. Eastern Christians formed what became known as the Orthodox Church and developed Orthodox Christianity. As a result, eastern and western Europe were divided by religion.

Summary and Preview In this lesson you learned that the Orthodox Church became a major force in the Byzantine Empire. In the next lesson, you will learn about the changes western Europe went through after the Roman Empire fell.

Reading Check
Summarize
What led to a split in the Christian Church?

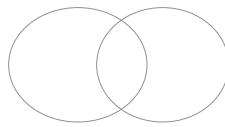
Lesson 4 Assessment

Review Ideas, Terms, and Places

1. a. **Explain** How did Constantinople's location help the Roman Empire continue in the east?
b. **Summarize** What were two of Justinian's major accomplishments?
c. **Elaborate** What do you think Theodora's role in the government says about women in the eastern empire?
2. a. **Identify** What was one major difference between the powers of emperors in the east and the west?
b. **Explain** How did contact with other cultures help change the Byzantine Empire?
3. a. **Define** What is a mosaic?
b. **Form Generalizations** What led to the creation of two different Christian societies in Europe?

Critical Thinking

4. **Compare and Contrast** Draw a Venn diagram by creating two large overlapping circles. Using your notes and the diagram, compare and contrast Christianity in the western Roman Empire with Christianity in the Byzantine Empire.



Europe before the 1700s 395

ENGLISH LANGUAGE LEARNERS

Mosaics

1. To help students apply their knowledge of the Byzantine Empire, have them create mosaics like Byzantine artists did.
2. Explain that although Byzantine artists created mosaics about religious themes, the students will create mosaics about a theme of their choice from this lesson (e.g., Constantinople, Justinian, government, Christianity).

3. Provide students with a variety of colored paper, and have them tear the paper into small pieces. Have students draw an outline of images they want to include in the mosaics and glue the small pieces of paper onto the drawing to resemble a Byzantine mosaic.
4. Have students share their mosaics with the class or in small groups. Ask them to tell about their mosaics and explain how the mosaics represent the information in the text.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 29: Presentations

Teach the Main Idea

Byzantine Christianity was different from religion in the west.

Describe How did Byzantine artists express their faith? *by creating works of religious art including mosaics, pictures made with pieces of colored stone or glass*

Make Inferences Why did the eastern and western churches develop different practices? *Possible answer: They were so far apart that they had little influence on each other and could develop their own practices.*

Recall What were two practices that were different in the eastern and western churches? *Eastern priests could marry, while western priests could not. Religious services in the east were held in Greek, while they were held in Latin in the west.*

More About . . .

The Wisdom of Solomon In the quote on this page, Justinian is referring to King Solomon, one of the early kings of Israel. Solomon built the first Temple in Jerusalem.

Hagia Sofia The Hagia Sofia is an enormous testament to Justinian's power as emperor. However, after Turkey conquered Constantinople in 1453, it was transformed into a mosque, and in the 1930s it became a museum. Today's conservationists and historians are concerned about the building's future. One major problem is that it lies on a geological fault. It could potentially be destroyed by even a minor earthquake. Funding for the multitude of needed repairs is limited, causing concern for those who want to maintain this magnificent Byzantine landmark.

READING CHECK

Summarize What led to a split in the Christian Church? *differences, such as whether priests should be married and in what language—Greek or Latin—religious services ought to be performed*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Explain** How did Constantinople's location help the Roman Empire continue in the east? *It was located between two seas, which protected it from invasions and allowed it to control trade. While the western Roman Empire fell in the west, the eastern Roman Empire flourished.*

continued

Print Assessment *continued*

- b. **Summarize** What were two of Justinian's major accomplishments?
Possible answers: unifying the empire, removing out-of-date or un-Christian laws, simplifying the remaining laws
- c. **Elaborate** What do you think Theodora's role in the government says about women in the eastern empire? *Possible answer: They had some influence in public affairs.*
2. a. **Identify** What was one major difference between the powers of emperors in the east and the west? *east—political and religious authority; west—political power only*
- b. **Explain** How did contact with other cultures help change the Byzantine Empire? *The common language changed from Latin to Greek, and scholars studied Greek, not Roman, philosophy. Constantinople became a great trading center.*
3. a. **Define** What is a mosaic? *a picture made with pieces of colored stone or glass, sometimes with gold, silver, and jewels*
- b. **Form Generalizations** What led to the creation of two different Christian societies in Europe? *Constantinople was the empire's capital in the east. There, the church developed different practices and interpretations.*

Critical Thinking

4. **Compare and Contrast** Draw a Venn diagram by creating two large overlapping circles. Using your notes and the diagram, compare and contrast Christianity in the western Roman Empire with Christianity in the Byzantine Empire. *Students' diagrams should include information from the text to compare and contrast Christianity in Roman and Byzantine empires.*

► Online Assessment

1. How did the Roman Empire continue to exist after 476?

- as the eastern Roman Empire
- as the western Roman Empire
- under the authority of the Catholic Church
- under the authority of the Orthodox Church

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

After the fall of the western Roman Empire in 476, the eastern Roman Empire continued, centered in **Constantinople** ▾.

2. How was the emperor of the eastern Roman Empire more powerful than the emperor of the western Roman Empire?

- He was the head of the church and the empire.
- He controlled more territory and peoples.
- He was called pope and emperor by his people.
- He influenced decisions made by the pope.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Unlike the emperor of the western Roman Empire, the emperor of the eastern Roman Empire was the head of the **church** ▾.

3. How did the Byzantines express their devotion to the Christian Church?

- by helping to end conflicts peacefully
- by building simple churches in each city
- by sending missionaries to western lands
- by creating beautiful mosaics and churches

Alternate Question Which of the following were characteristics of the Orthodox Church? Select the **two** correct answers.

- large convents
- large churches
- active missionary work
- mosaics of religious figures
- using Latin in religious ceremonies

4. **Summarize** What are two contributions Justinian made to the eastern Roman Empire?

Justinian preserved and simplified Roman law under Justinian's Code, helping guarantee fairer treatment of all. Justinian ordered the construction of beautiful public buildings and churches in Constantinople, making it the grand capital of the empire.

5. **Compare and Contrast** How was society in the Byzantine Empire similar to and different from society in the Roman Empire? Describe one similarity and one difference.

The Byzantine Empire and the Roman Empire used the Roman legal system. People in the Byzantine Empire spoke Greek and studied Greek philosophy as opposed to the Latin spoken and Roman philosophy studied in the Roman Empire.

6. **Compare and Contrast** How was Christianity in the Byzantine Empire different from Christianity in western Europe? Describe two differences.

In the Byzantine Empire, religious services were performed in Greek and priests could marry. In western Europe, religious services were performed in Latin and priests could not marry.



The Middle Ages

- Religious Authority in the Roman Catholic Church
- Gothic Architecture: Notre Dame Cathedral
- Feudal Relationships
- Life on the Manor
- The Black Death

● Battle of Hastings

Visuals

Videos

LESSON 5

Big Idea

Christianity and social systems influenced life in Europe in the Middle Ages.

Maps,
Graphs, and
Charts

- Map: The Spread of Christianity
- Map: The Crusades, 1096–1204

- Biography: Joan of Arc c. 1412–1431
- The Strange Story of the Children's Crusade
- Medieval Towns and Cities
- Joan of Arc and the Hundred Years' War
- Learn from the People of the Middle Ages

Extend
and Enrich

Sources

- Document-Based Investigation: Magna Carta
- Pope Urban II's Speech at the Council of Clermont, 1095
- Plague Literature: *The Decameron*

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

Lesson 5 Enrichment Activities

The Strange Story of the Children's Crusade

Video Students read an article then watch a video about the traditionally accepted view of the Children's Crusade. Students then conduct their own research on what current historians have discovered about the Children's Crusade and write a summary on their findings.



Medieval Towns and Cities

Article Students read an article about life in medieval towns and cities. They then conduct additional research and create a mural illustrating life in a typical medieval town.



Joan of Arc and the Hundred Years' War

Biography Students read a biography about Joan of Arc. They then write a poem in her honor.



Learn from the People of the Middle Ages

Activity Students create a list of primary and secondary sources about the Middle Ages. They then categorize and describe each source.

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

How do you feel about this change in your life?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider possible ADVANTAGES:

- will learn new skills
- will meet new people
- can bring honor to family with success

Consider possible DISADVANTAGES:

- must leave behind family and friends
- may face stricter rules
- may not be able to make your own decisions about your future

2. Direct Teach Introduce the Big Idea: *Christianity and social systems influenced life in Europe in the Middle Ages*. Discuss with students that in the Middle Ages, people's lives, wealth, and the kind of education they received depended greatly on the family into which they were born. Encourage students to discuss how this might have made them feel if they lived during the Middle Ages.

3. Practice/Assess/Inquire Ask students to imagine that they will interview three people from the Middle Ages. These might include a woman, a Crusader, a noble, a peasant, a king, or others. Have them write at least three interview questions (based on material in the module) to ask each person.

4. Explore (Collaborative Exploration) Have students take turns interviewing each other and answering the questions.

5. Whole Group Close/Reflect Have students write the responses next to their interview questions. Then have them work to come up with more questions.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 37: Writing Assignments

ONLINE DOCUMENT-BASED INVESTIGATION

Europe before the 1700s

Magna Carta is the fifth of six document-based investigations that students will analyze in Europe before the 1700s. It is significant because Magna Carta was one of the first documents to protect the rights of the people.

Lesson 5

The Middle Ages

If YOU lived there ...

You are the youngest child of a noble family in medieval France. One day your father tells you that you are being sent to the court of another noble family. There you will learn fine manners and proper behavior. You will also learn music and drawing. You know it is a great honor, but you will miss your own home.

How do you feel about this change in your life?

The Christian Church and Society

When historians talk about the past, they often divide it into three long periods. The first period is the ancient world, the time of the world's earliest civilizations, such as Egypt, China, Greece, and Rome. The last period historians call the modern world, the world since about 1500. Since that time, new ideas and contacts between civilizations changed the world completely.

What happened between ancient and modern times? We call this period, which lasted from about 500 until about 1500, the **Middle Ages**. We also call it the medieval (mee-DEE-vuhl) period. The word *medieval* comes from two Latin words that mean "middle age." It was a time of great changes in Europe, many of them inspired by the Christian Church.

The Importance of the Church When the Roman Empire fell apart in the late 400s, the people of Europe were left without a single dominant government to unite them. In the absence of strong leaders, Europe broke into many small kingdoms. Each of these kingdoms had its own laws, customs, and language. Europe was no longer the same place it had been under the Romans.

One factor, however, continued to tie the people of Europe together—religion. Nearly everyone in Europe was Christian, and so most Europeans felt tied together by their beliefs. Over time, the number of Christians in Europe increased. People came to feel more and more like part of a single religious community.

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ONLINE GRAPHIC ORGANIZER

The Middle Ages

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Analyze Events Which events brought unity to Europe, and which brought division or disruption? Possible answer: *Unity: the church influencing European society and culture; feudalism creating security in the absence of a central authority; Magna Carta protecting the rights of nobles and holding the king to the law. Division or disruption: the Crusades created distrust between Muslims and Christians; the Black Death killed millions and changed medieval society.*

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Middle Ages, pope, Crusade, Holy Land, Gothic architecture, feudal system, manor, nation-state**.

Because Christianity was so important in Europe, the Christian Church gained a great deal of influence. In time, the church began to influence the politics, art, and daily lives of people all over the continent. In fact, almost no part of life in Europe in the Middle Ages was unaffected by the church and its teachings.

The Crusades As the Christian Church gained influence in Europe, some church leaders became powerful. They gained political power in addition to their religious authority.

The most powerful religious leader was the **pope**, the head of the Roman Catholic Church. The pope's decisions could have huge effects on people's lives. For example, one pope helped start a religious war, or **Crusade**, against the Muslims in Southwest Asia.

For many years, Palestine had been in the hands of Muslims. In general, the Muslims did not bother Christians who visited the region. In the late 1000s, though, a group of Turkish Muslims entered the area and captured the city of Jerusalem. Pilgrims returning to Europe said that these Turks had attacked them in the **Holy Land**, the region where Jesus lived, preached, and died, which was no longer safe for Christians.

Before long, the Turks began to raid the Byzantine Empire. The Byzantine emperor, fearing an attack on Constantinople, asked Pope Urban II of the Roman Catholic Church for help. The pope agreed to the request. He called on Christians from all over Europe to retake the Holy Land from the Muslim Turks.

About five thousand Crusaders left Europe for the Holy Land in 1096 and arrived in 1099. As the map shows, they traveled thousands of miles to fight. After about a month of fighting, the Crusaders took Jerusalem. After the Europeans took Jerusalem, they set up four small kingdoms in the Holy Land.

The kingdoms the Christians created in the Holy Land didn't last, though. Within 50 years the Muslims had started taking land back from the Christians. In response, the Europeans launched more Crusades, but none were successful. By 1291 the Muslim armies had taken back all of the Holy Land and the Crusades had ended.

Crusades Change Europe Although the Crusades failed, they changed Europe forever. More trade routes between Europe and Asia were established. Europeans who went to the Holy Land learned about products such as apricots, rice, and cotton cloth. Crusaders also brought ideas of Muslim thinkers back with them. In both these ways, Islamic achievements in math, science, and other subjects were introduced to Europe.

The greatest changes occurred with Christian and Muslim relationships. Each group learned about the other's religion and culture. Sometimes this led to mutual respect. In general, though, the Crusaders saw Muslims as unbelievers who threatened innocent Christians. Most Muslims viewed the Crusaders as vicious invaders. Some historians think the distrust that began during the Crusades still affects Christian and Muslim relationships today.

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COLLABORATIVE LEARNING

Skits of Manor Life

- To help students demonstrate their understanding of the manor system during the Middle Ages, organize them into groups of four or five.
- Have students read the section *The Manor System* and use the image *Life on a Manor* as resources. You also want to have them conduct additional research to learn more about manor life.
- Ask students to create a skit that tells a fictional story they imagine could have occurred on a manor.

- Have students assign roles (e.g., lord, peasant, visiting peddlers, religious leader), create props, design simple costumes, and write scripts that tell their story.
- Have the groups take turns performing their skits for the rest of the class.

*Alternative Assessment Handbook, Rubric 33: Skits and Reader's Theater

Teach the Main Idea

The Christian Church influenced nearly every aspect of society in the Middle Ages.

Describe What are two terms used to describe the period between ancient and modern times?
Middle Ages, medieval period

Recall What was a unifying force in Europe after the fall of Rome? *Christianity*

Elaborate What problem might arise when religious leaders have political power and religious authority? *Possible answer: conflict with political leaders and members of other religious groups*

Describe What are two features of Gothic cathedrals? *tall towers and stained glass windows*

ONLINE INTERACTIVE MAPS

The Spread of Christianity

Have students explore the map that shows the spread of Christianity and answer the associated question.

Place How far north had Christianity spread by 600? *Ireland and Britain*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Religious Authority in the Roman Catholic Church

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Interpret Visuals What differences do you see among the groups in this visual? *Possible answer: Each group has different responsibilities. Monks copy and translate texts, while nuns do chores; priests serve the members of the church; bishops oversee priests and their churches; the cardinals and pope are the administrators of the church.*

Religious Authority in the Roman Catholic Church

During the Middle Ages, the Roman Catholic Church was organized according to a strict hierarchy. The pope was the head of the church and thus at the top of the hierarchy. The pope remains the head of the church today.



For additional instruction, go to end of lesson.

ONLINE HISTORICAL SOURCE

Pope Urban II's Speech at the Council of Clermont, 1095

Invite students to read the excerpt from Pope Urban II's speech in which he encouraged Christians to join the First Crusade and answer the associated question.

Analyze Sources How did Urban II try to convince people to fight in the First Crusade? *Possible answer: He said Christ commands it and that those who die in battle will be forgiven of all sins.*

ONLINE INTERACTIVE MAPS

The Crusades, 1096–1204

Have students explore the map using the interactive features and answer the associated questions.

Interpret Maps Which Crusade passed through the city of Rome? *First Crusade*

In print edition, see map titled "The Major Crusades, 1096–1204."

1. Movement Which direction did the Crusaders travel? *generally southeast*

2. Movement Which do you think was more difficult, the trip from Vienna to Constantinople or from Constantinople to Antioch? Why? *Possible answer: Vienna to Constantinople; because it is longer*



The Church and Art Politics was not the only area in which the church had great influence. Most art of the Middle Ages was also influenced by the church. Medieval painters and sculptors, for example, used religious subjects in their works. Most music and literature from the period is centered on religious themes.

The greatest examples of religious art from the Middle Ages are church buildings. Huge churches were built all over Europe. Many of them are examples of **Gothic architecture**, a style known for its high pointed ceilings, tall towers, and stained glass windows. People built Gothic churches as symbols of their faith. They believed that building these amazing structures would show their love for God. The insides of such churches are as elaborate and ornate as the outsides.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Gothic Architecture: Notre Dame Cathedral

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What do you think it would have been like to travel from a small farm and see this cathedral for the first time? *Possible answer: The building's size and beauty would be impressive and awe-inspiring.*

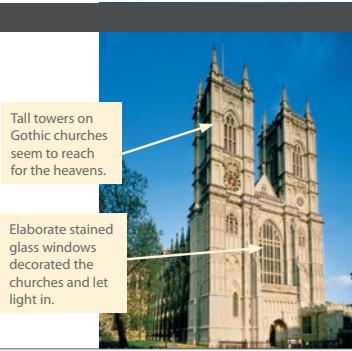
In print edition, see image titled "Gothic Architecture."

For additional instruction, go to end of lesson.

Gothic Architecture

Many of Europe's churches were incredible works of art. The grandest of these churches were cathedrals, large churches in which bishops led religious services. Beginning in the 1100s, Europeans built their cathedrals using a dramatic new style called Gothic architecture.

Gothic churches were designed to tower over medieval cities as symbols of the church's greatness. As a result, they were towering works of majesty and glory. This cathedral, Westminster Abbey, stands in London, England.



Reading Check
Summarize
How did the Christian Church shape life in the Middle Ages?

The Church and Daily Life Most people in Europe never saw a Gothic church, especially not the inside. Instead, they worshiped at small local churches. In fact, people's lives often centered around their local church. Markets, festivals, and religious ceremonies all took place there. Local priests advised people on how to live and act. In addition, because most people could not read or write, they depended on the church to keep records for them.

Life in the Middle Ages

Christianity was a major influence on people's lives in the Middle Ages, but it was not the only one. Much of European society was controlled by two systems of relationships. They were the feudal (FYOO-duhl) system and the manor system.

The Feudal System When Rome fell, western Europe lost its central political authority. Medieval Europe was divided into many small kingdoms. In most kingdoms, the king owned all the land. Sometimes,

Feudal Relationships

Europe's feudal system was based on relationships between knights and nobles. Each had certain duties that he had to perform.

Noble's Duties

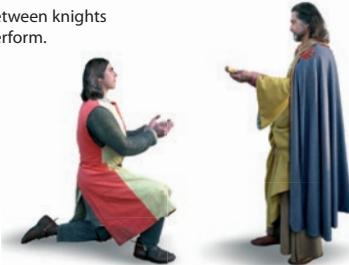
- Provide knight with land
- Treat knights fairly and honestly

Knight's Duties

- Provide military service
- Supply food and shelter for noble during visits

Analyze Visuals

Who had to provide military service as one of his duties?



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SPECIAL NEEDS STUDENTS

Writing a Letter

1. Have students explore images of artifacts, women, religious figures, knights, and Crusaders.

2. Ask students to imagine that they are traveling with the Crusaders. Have them write letters to their families. Suggest that they use the images they find as a starting point for details they can include in their letters. The letters might describe what they have seen on the journey or what they miss from home. Some students may wish to write an exchange of letters (from those on the road and from those left behind).

3. Have volunteers read their letters aloud and display the images they have found.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 25: Personal Letters

Teach the Main Idea

Complicated political and economic systems governed life in the Middle Ages.

Describe What was the feudal system? *an exchange of some of a noble's land for a knight's service*

Analyze In what ways was the feudal system complex? *The rules often varied from kingdom to kingdom. Sometimes the rules changed. A knight's loyalty could be divided if two nobles he served were in conflict.*

Explain What did a knight gain under the feudal system? What were the knight's duties? *The knight gained land and was promised protection. In return, the knight promised to protect his nobles, especially in times of war.*

More About . . .

Women in the Feudal System For the most part, women on manors stayed inside the home sewing, baking, weaving, and spinning. However, women also hunted and learned how to use weapons to fight in battles and defend their homes. Some women specialized in occupations such as painting, writing, and blacksmithing.

ONLINE INTERACTIVE VISUALS

Image Compare: Feudal Relationships

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Who had to provide military service as one of his duties? *the knight*

In print edition, see image of same title.

READING CHECK

Summarize How did the Christian Church shape life in the Middle Ages? *The church was a place to worship but also the center of people's lives. The church influenced politics, the economy, and the culture.*



ONLINE INTERACTIVE VISUALS

Image with Hotspots: Life on the Manor

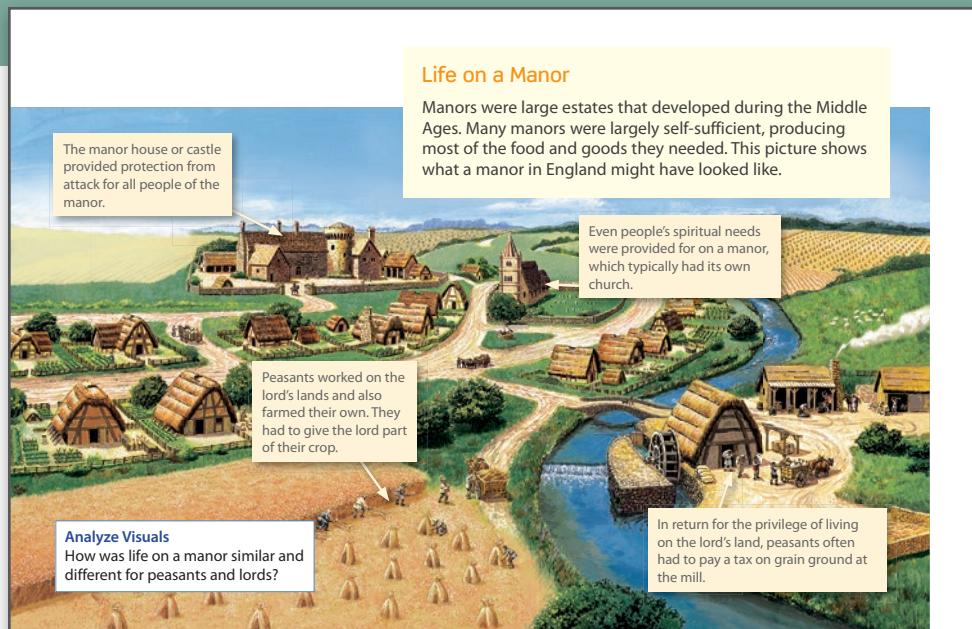
Have students explore the scene of manor life by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How was life on a manor similar and different for peasants and lords? *Similar—lords and peasants went to church; lords and peasants were protected in the castle. Different—peasants worked the land and paid taxes to the lords; lords did not work the land and instead provided protection.*

In print edition, see image of same title.

Life on a Manor

Manors were large estates that developed during the Middle Ages. Many manors were largely self-sufficient, producing most of the food and goods they needed. This picture shows what a manor in England might have looked like.



kings gave parts of their land to nobles—people born into wealthy, powerful families. In turn, these nobles gave land to knights, or trained warriors, who promised to help them defend both their lands and the king. This system of exchanging land for military service is called the **feudal system**, or feudalism (FYOO-duh-li-zuhm).

Everyone involved in the feudal system had certain duties to perform. The kings and nobles provided land and promised to protect the people who served them and to treat everyone fairly. In return, the knights who received land promised to serve the nobles dutifully, especially in times of war. The set of relationships between knights and nobles was the heart of Europe's feudal system.

The feudal system was very complex. Its rules varied from kingdom to kingdom and changed constantly. Feudal duties in France, for example, were not the same as those in Germany or England. Also, it was possible for one knight to owe service to more than one noble. If the two nobles he served went to war, the poor knight would be torn between them. In such situations, feudal relationships could be confusing or even dangerous.

The Manor System The feudal system was only one set of guidelines that governed life in the Middle Ages. Another system, the manor system, controlled most economic activities in Europe during this period.

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ENGLISH LANGUAGE LEARNERS

Create a Homonym Chart

1. Explain that homonyms are words that sound the same, but are spelled differently and have different meanings.
2. Point out these homonyms in the "Life in the Middle Ages" section: *knight (night), manor (manner), and serf (surf)*.

3. Pair English learners with more proficient readers, and have them work together to create a chart defining these words. Encourage them to find other homonyms from the section and add these to their charts. Have students use standard English to write sentences using each term and its homonym.

*Alternative Assessment Handbook, Rubric 7: Charts

For additional instruction, go to end of lesson.



MERCHANTS
Merchants traveled from all over to sell their goods at trade fairs. Here, they bought and sold goods from other merchants to sell in their local markets.

READING CHECK

Find Main Ideas What were two systems that governed life in Europe during the Middle Ages? How did they differ? *feudal system and manor system—different in these ways: the feudal system determined relations between knights and nobles; the manor system determined relations between the rich (owners) and poor (workers)*

At the center of the manor system was the **manor**, a large estate owned by a noble or knight. Every manor was different, but most included a large house or castle, fields, pastures, and forests. A manor also had a village where workers lived. They traveled back and forth to the fields each day.

The owner of a manor did not farm his own land. Instead, he had workers to farm it for him. Most of the crops grown on the manor went to the owner. In exchange for their work, the workers got a place to live and a small piece of land on which they could grow their own food.

The workers on most manors included either free peasants or serfs. Peasants were free farmers. Serfs, on the other hand, were not free. Although they were not slaves, they were not allowed to leave the land on which they worked.

Towns and Trade Not everyone in the Middle Ages lived on manors. Some people chose to live in towns and cities like Paris or London. Compared to our cities today, most of these medieval cities were small, dirty, and dark.

Many of the people who lived in cities were traders. They bought and sold goods from all over Europe and other parts of the world. Most of their goods were sold at trade fairs. Every year, merchants from many places in Europe would meet at these large fairs to sell their wares.

Before the year 1000, trade was not very common in Europe. After that year, however, trade increased. As it did, more people began to move to cities. Once small, these cities began to grow. As cities grew, trade increased even more, and the people who lived in them became wealthier. By the end of the Middle Ages, cities had become the centers of European culture and wealth.

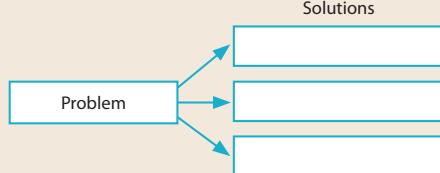
Reading Check
Find Main Ideas
What were two systems that governed life in Europe during the Middle Ages? How did they differ?

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SOLVE PROBLEMS

Explore Alternatives

1. Have students work in pairs to explore relationships within the feudal system and manor system. Have them brainstorm possible conflicts that could arise between people in each system. Conflicts might arise from food shortages, war, or other problems.
2. Have students select one conflict and write a scenario that describes it and how it could be resolved. Have students use the following diagram to record their initial ideas.



3. Have students present their scenarios to the class.

*Alternative Assessment Handbook, Rubrics 13: Graphic Organizers; 35: Solving Problems; and 40: Writing to Describe

For additional instruction, go to end of lesson.

Teach the Main Idea

The period after 1000 was a time of great changes in medieval society.

Identify Who was William the Conqueror? *a noble from France who in 1066 overthrew the English king and became king of England*

Recall How did the Black Death affect Europe's population? *up to a third of the population died; a labor shortage resulted*

Analyze Why did England's nobles force King John to sign Magna Carta? *The king had raised taxes, indicating that he believed he was the supreme ruler, while the nobles believed in the power of law.*

Make Inferences How would eliminating feudalism increase the power of kings? *Possible answer: Nobles would have less power and influence if feudalism were eliminated.*

More About . . .

Connect to Today: The Plague During the Middle Ages, the death rate from the Black Death was about 60 percent. Today, in areas where the plague still occurs, the death rate is down to about 8 to 10 percent. Researchers have learned there are three types of plague. They believe the Bubonic Plague was responsible for most of the deaths in the Middle Ages. Today, the plague most commonly occurs in Africa, particularly in areas of political unrest and poor economies. More than 20,000 people came down with the plague between 2000–2009.

Magna Carta Have students explore the Close Read feature to aid in comprehension and understanding.

Historical Source

Magna Carta

Magna Carta was one of the first documents to protect the rights of the people. Magna Carta was so influential that the British still consider it part of their constitution. Some of its ideas are also in the U.S. Constitution. Included in Magna Carta were 63 demands that English nobles made King John agree to follow. A few of these demands are listed here. Demand number 31, for example, defended people's right to property, while number 38 guaranteed that free men had the right to a fair trial.

Demand 31 defended people's right to own any property, not just wood.

Magna Carta guaranteed that everyone had the right to a fair trial.

Analyze Sources

In what ways do you think the demands listed on the right influenced modern democracy?

"We have also granted to all freeman of our kingdom, for us and our heirs forever, all the underwritten liberties. . . .

(9) Neither we nor our bailiffs shall seize any land or rent for any debt, so long as the chattels [belongings] of the debtor are sufficient to repay the debt. . . .

(31) Neither we nor our bailiffs shall take, for our castles or for any other work of ours, wood which is not ours, against the will of the owner of that wood.

(38) No bailiff for the future shall, upon his own unsupported complaint, put any one to his 'law,' [on trial] without credible [believable] witnesses brought for this purpose."

—from *Magna Carta*

Changes in Medieval Society

Life in the Middle Ages changed greatly after the year 1000. You have already seen how cities grew and trade increased. Even as these changes were taking place, bigger changes were sweeping through Europe.

Political Changes in England One of the countries most affected by change in the Middle Ages was England. In the year 1066 a noble from northern France, William the Conqueror, sailed to England and overthrew the old king. He declared himself the new king of England.

William built a strong government in England, something the English had not had before. Later kings of England built on William's example. For more than a century, these kings increased their power. By the late 1100s England's king was one of the most powerful men in Europe.

When William's descendant John took the throne, however, he angered many nobles by raising taxes. John believed that the king had the right to do whatever he wanted. England's nobles disagreed.

In 1215 a group of nobles forced King John to sign Magna Carta, one of the most important documents in English history. Magna Carta stated that the law, not the king, was the supreme power in England. The king had to obey the law. He could not raise taxes without the nobles' permission.

ONLINE DOCUMENT-BASED INVESTIGATION

Magna Carta

Magna Carta was significant because it was one of the first documents to protect the rights of people. The British still consider it part of their constitution.

Analyze Sources In what ways do you think the ideas listed here influenced modern democracy? *Possible answer: They showed the importance of a written legal document to protect people's rights, including the right to protection of property and certain legal rights.*

In the print edition, see Historical Source of same title.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

Magna Carta

Magna Carta was one of the first documents to protect the rights of the people. Magna Carta was so influential that the British still consider it part of their constitution. Some of its ideas are also in the U.S. Constitution. Magna Carta included 63 demands that English nobles made King John agree to follow. A few of these demands are listed here. Demand number 31, for example, defended people's right to property, while number 38 guaranteed that free men had the right to a fair trial.

ONLINE ANALYZE VIDEOS

Battle of Hastings

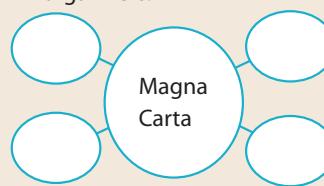
Have students watch the video individually or as a class to learn about the effects of the Battle of Hastings. You may wish to use the associated question as a discussion prompt.

Analyze Videos What was the result of the Battle of Hastings? *William and his soldiers killed King Harold and defeated the English army. William then crowned himself king of England.*

ANALYZE HISTORICAL SOURCES

Provisions in Magna Carta

1. Draw a diagram similar to the following on the board, and explain that Magna Carta contained specific provisions.
2. Instruct students to work individually to fill in details about Magna Carta's provisions.
3. Have students compare their graphic organizers.



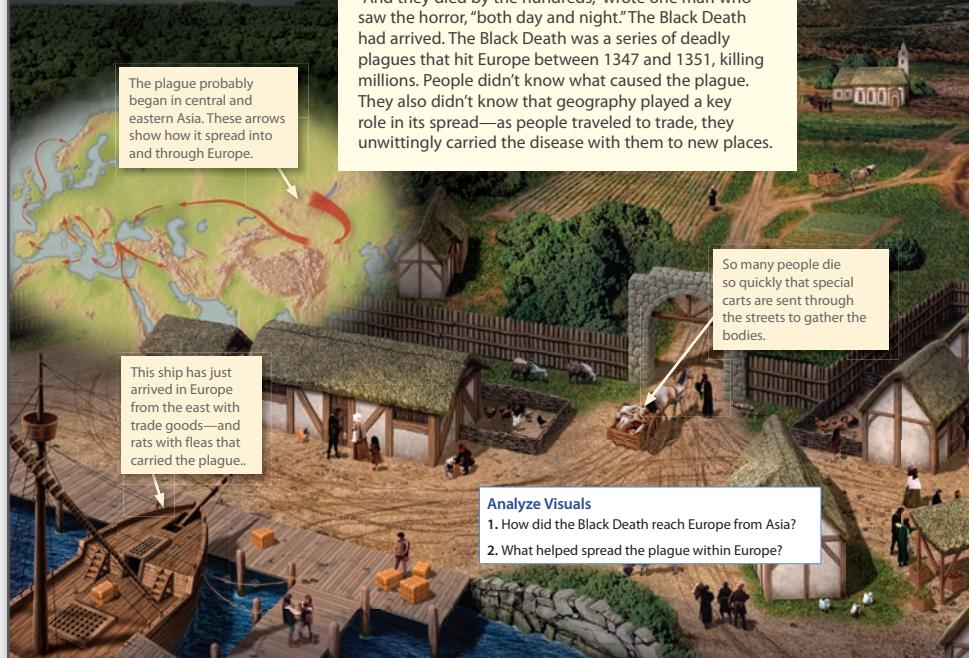
*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

Many people consider Magna Carta to be one of the first steps toward democracy in modern Europe and one of history's most important documents. By stating that the king was not above the law, Magna Carta set limits on his power. In addition, it gave a council of nobles the power to advise the king. In time, that council developed into Parliament (PAHR-luh-muhnt), the elected body that governs England today.

The Black Death Not all of the changes that struck medieval Europe had such positive results. In 1347 a disease called the Black Death swept through Europe. Up to a third of Europe's people died from the disease. Even such a disaster, however, had some positive effects. With the decrease in population came a labor shortage. As a result, people could demand higher wages for their work.

The Black Death

"And they died by the hundreds," wrote one man who saw the horror, "both day and night." The Black Death had arrived. The Black Death was a series of deadly plagues that hit Europe between 1347 and 1351, killing millions. People didn't know what caused the plague. They also didn't know that geography played a key role in its spread—as people traveled to trade, they unwittingly carried the disease with them to new places.



Europe before the 1700s 403

COLLABORATIVE LEARNING

Role-Playing the Creation of Magna Carta

1. Organize the class into small groups. Tell students they are going to role-play the creation of Magna Carta.
2. Have students begin by reviewing the information in the section about Magna Carta. (You may also have them research information from outside sources.) To make sure they cover all the important points, have each group create an outline before they begin.

3. Assign roles or have students select them. Have groups perform their plays before the class. Remind them that the nobles should describe the provisions of Magna Carta and try to win over the king to their position. Likewise, the king should try to win over the nobles to his position.
4. Discuss with students insights they have obtained about how Magna Carta affects their lives today.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 33: Skits and Reader's Theater

ONLINE HISTORICAL SOURCE

Plague Literature: *The Decameron*

Invite students to read the excerpt from *The Decameron* and answer the associated question.

Analyze Sources Why might the plague divide people? *The fear of catching the disease drove people—even family members—apart.*

HISTORICAL SOURCE

Plague Literature: *The Decameron*

The Decameron is a collection of thematic stories told over a course of ten days by characters who fled the city of Florence to escape the plague. This work depicts very real and heart-wrenching accounts of the epidemic's impact on society.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Black Death

Have students explore the causes and effects of the Black Death by using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What living conditions in the town most likely led to the spread of the plague? *crowded and dirty living conditions, garbage, and rats*

In print edition, see image of same title.

1. How did the Black Death reach Europe from Asia? *Ships brought rats with fleas carrying the plague.*
2. What helped spread the plague within Europe? *crowded and dirty living conditions*

The Black Death

"And they died by the hundreds," wrote one man who saw the horror, "both day and night." The Black Death had arrived. The Black Death was a series of deadly plagues that hit Europe between 1347 and 1351, killing millions. People didn't know what caused the plague. They also didn't know that geography played a key role in its spread—as people traveled to trade, they unwittingly carried the disease with them to new places.





BIOGRAPHY

Biography: Joan of Arc c. 1412–1431

Have students read the biography of Joan of Arc, who led French troops during the Hundred Years' War, and then answer the associated question.

In print edition, see biography of same title.

Make Inferences Why do you think Joan is considered a hero in France? *Possible answer:* *Because even though she was executed, her courage inspired France to go on and win the war.*

READING CHECK

Find Main Ideas What changes occurred in Europe after 1000? *political changes, including a new, strong government in England and the signing of Magna Carta; the Black Death; the Hundred Years' War, which led to the elimination of the feudal system and increased the power of kings*

BIOGRAPHY

Joan of Arc c. 1412–1431

One of the most famous war leaders in all of European history was a teenage girl. Joan of Arc, a leader of French troops during the Hundred Years' War, was only 16 when she first led troops into battle. She won many battles against the English but was captured in battle in 1430, tried, and executed. Nevertheless, her courage inspired the French, who went on to win the war. Today, Joan is considered a national hero in France.

Make Inferences

Why do you think Joan is considered a hero in France?



The Fight for Power Even as the Black Death was sweeping across Europe, kings fought for power. In 1337 the Hundred Years' War broke out between England and France. As its name suggests, the war lasted more than a hundred years. In the end, the French won.

Inspired by the victory, France's kings worked to increase their power. They took land away from nobles to rule themselves. France became a **nation-state**, a country united under a single strong government.

Around Europe, other rulers followed France's example. As nation-states arose around Europe, feudalism disappeared, and the Middle Ages came to an end.

Summary and Preview In this lesson you read about early Europe, a time that still influences how we live today. From the earliest civilizations of Greece and Rome to the Middle Ages, the people of Europe helped shape Western society. Next, you will learn how new ideas influenced the arts, science, and attitudes toward religion in Europe.

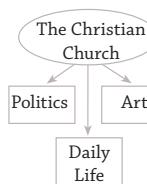
Lesson 5 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** Why did the pope call for a Crusade? *to take over the Holy Land from the Muslims*
- b. **Form Generalizations** How did the Christian Church affect art in the Middle Ages? *Painting, sculpture, music, and literature all centered on religious themes.*
2. a. **Define** What was the feudal system? *a system of exchanging land for military service, between nobles and knights*
- b. **Explain** How did the manor system work? *Owners of manors provided workers with a place to live and some land to farm in exchange for most of the crops they produced.*
- c. **Elaborate** What made the feudal system so complex? *Its rules varied from place to place and changed constantly. A knight's loyalty could be torn if he owed service to more than one noble.*
3. a. **Describe** How did the Black Death affect Europe? *It killed up to one-third of Europe's population. It also created a labor shortage.*
- b. **Explain** How did England's government change after 1000? *First, William the Conqueror built a strong government; then, Magna Carta reduced the power of England's kings.*

Critical Thinking

4. **Analyze** Use your notes to complete a graphic organizer like the one shown. List ways the church shaped medieval politics, life, and art.



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Critical Thinking

4. **Analyze** Use your notes to complete a table. List ways the church shaped medieval politics, life, and art. The church should be at the top, with the ways it influenced different areas of life below. *Possible answers: politics: Crusades, government; art: Gothic architecture, religious themes; daily life: markets and festivals at local church, advice from priests*

► Online Assessment

- Why was the Roman Catholic Church so important in Europe during the Middle Ages?
 - It helped fight invading barbarians.
 - It united people at a time of political disunity.
 - It defended Constantinople from Turkish Muslims.
 - It helped increase trade by exploring the Holy Land.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The Roman Catholic Church helped unite people in Europe during the Middle Ages after the fall of *the Roman Empire* ▾.

- How did the manor system work in Europe during the Middle Ages?
 - The lord agreed to share food with the workers.
 - Workers paid the lord a tax to farm and keep the crops they grew.
 - The lord paid the workers a salary to work his fields.
 - Workers farmed the fields of a lord in exchange for the protection of the lord.

Alternate Question Which of the following were characteristics of the manor system?

Select the **two** correct answers.

- The lord shared food with the workers.
- The workers farmed the land of the lord.
- The lord worked the fields with the workers.
- The workers lived in the castle with the lord.
- The workers received a small plot of land to farm.

- Why was Magna Carta so important?
 - It required Parliament to meet on a regular basis.
 - It stated that the law, not the king, was the supreme power in England.
 - It required the king to follow the advice of Parliament.
 - It stated that the king, not the law, was the supreme power in England.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Magna Carta was important in that it stated that *the law was* ▾ the supreme power in England.

- Cause and Effect What was the importance of the Crusades? Describe two causes and two effects.

Causes of the Crusades included the Turkish Muslims capturing the Holy Land and attacking European pilgrims, and the Byzantine Emperor asking Pope Urban II to help fight the Turks. Effects of the Crusades included the establishment of trade routes between Europe and Asia and the introduction of Islamic achievements in math, science, and other subjects to Europe.

- Elaborate What role did land and military service play in the relationships of kings, nobles, and knights under feudalism?

Kings owned all of the land in most kingdoms. Kings gave parts of their land to nobles. Nobles then gave parts of their land to knights who promised to defend the lands of the noble and the king through military service.

- Cause and Effect What were two effects of the Black Death?

The Black Death resulted in the death of one-third of Europe's people. It also caused a labor shortage resulting in workers' demanding higher wages for their work.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 397

More About . . .

Connect to Today: Notre Dame de Paris The most famous of all Gothic cathedrals is Notre Dame de Paris, also called Notre Dame Cathedral. It has two huge towers, each over 200 feet (61 m) high. The three beautiful round rose windows still have much of their original glass. The windows were removed during World War II and reinstalled after the war to protect them from German bombs. Today, the cathedral is the most visited monument in Paris. In addition, for many people it is their home church where they regularly worship.

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SPECIAL NEEDS STUDENTS

Travel During the Middle Ages and Today

1. Lead a class discussion on how travel today differs from travel in the Middle Ages. Emphasize how difficult and dangerous it would have been, the risks people took to be traders and to go on Crusades, and the reasons they generally traveled in groups.
2. Then have students create a collage of pictures cut out from magazines (to represent travel today) combined with their own drawings of what they imagine travel was like in the Middle Ages.
3. Display the collages in the classroom.

*Alternative Assessment Handbook, Rubric 8: Collages

continued from page 399

More About . . .

Growth of Cities One factor in the growth of cities was that agriculture became more productive, or efficient. The use of a heavy plow pulled by horses and the increased cultivation of peas and beans improved soil fertility and people's nutrition. As a result, the peasant population grew, while at the same time fewer people were needed to work in agriculture. Some of these "surplus" workers learned trades and began providing goods and services to city dwellers, and many moved into the cities. As cities grew, many more traders and artisans were needed. Also needed were cobblers, bakers, lawyers, barbers, butchers, cooks, tailors, scribes, teachers, and physicians, just to name a few.

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DRAW CONCLUSIONS

Compare Feudal Society and American Society

1. Divide the class into two groups to discuss the "pros and cons" of feudalism and the economic, social, and political systems used in the United States today.
2. Invite students to explain which system they think works best and give reasons why.

*Alternative Assessment Handbook, Rubric: 9: Comparing and Contrasting; and 11: Discussions

continued from page 401

STRUGGLING READERS

Middle Ages: Feudalism, the Manor System, and Urban Life

1. To help students understand feudalism, the manor system, and urban life in the Middle Ages, have students create a three-column chart with the following labels for the columns: *Feudal, Manor, Urban*.
2. Have pairs of students work together to complete the chart with details from the lesson.
3. After students have completed the chart, have them discuss which way of life they would have preferred. Students should provide reasons for their choices.

*Alternative Assessment Handbook, Rubrics 7: Charts

continued from page 402

ADVANCED/GIFTED

Create a Map of Europe

1. Tell students that Europe experienced political conflict and the rise of new kingdoms between AD 500 and 1000. Have students use the library and/or the Internet to find maps and descriptions of these kingdoms.
2. Then provide students with blank maps of Europe, and have them draw the borders and label various kingdoms. Remind them to create an appropriate title for the map and to add a legend, if needed.
3. Encourage students to illustrate their maps with images from the time period.

*Alternative Assessment Handbook, Rubric 20: Map Creation



The Renaissance and Reformation

- The Renaissance
- The Globe Theater

Visuals

Videos

LESSON 6

Big Idea

The periods of the Renaissance and the Reformation introduced new ideas and new ways of thinking into Europe.

Maps,
Graphs, and
Charts

- Map: Major Trade Routes, 1350–1500
- Map: Religions in Europe, 1600

- **Link to Technology:** The Printing Press
- **Biography:** Martin Luther 1483–1546
- Shakespearean Sonnets
- A Story about Printing
- Missionaries Map the World

Extend
and Enrich

Sources

- Document-Based Investigation: Luther's Ninety-Five Theses

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

► Online Lesson 6 Enrichment Activities

Shakespearean Sonnets

Article Students read about Shakespeare and his sonnets. They then write a poem that follows the rhyme scheme and line count of a Shakespearean sonnet.



A Story about Printing

Video Students watch a video about Gutenberg's printing press and its long-ranging effects. They then write a short story on the development of the printing press.



► PLAY VIDEO 3:13

The Printing Press



Missionaries Map the World

Article Students read an article to learn how early Christian missionaries became cartographers. Students then create a Venn diagram that compares a missionary's map to a present-day map of the same region.

The Renaissance and Reformation

The Big Idea

The periods of the Renaissance and the Reformation introduced new ideas and new ways of thinking into Europe.

Main Ideas

- The Renaissance was a period of new learning, new ideas, and new advances in art, literature, and science.
- The Reformation changed the religious map of Europe.

Key Terms and Places

Renaissance
Florence
Venice
humanism
Reformation
Protestants
Catholic Reformation

If YOU lived there ...

You live in Florence, Italy, in the 1400s. Your father, a merchant, has just hired a tutor from Asia Minor to teach you and your sisters and brothers. Your new teacher starts by stating, "Nothing good has been written in a thousand years." He insists that you learn to read Latin and Greek so that you can study Roman and Greek books that were written long ago.

What can you learn from these ancient books?

The Renaissance

Do you ever get the urge to do something creative? If so, how do you express your creativity? Do you like to draw or paint? Maybe you prefer to write stories or poems or create music.

At the end of the Middle Ages, people across Europe found the urge to be creative. Their creativity was sparked by new ideas and discoveries that were sweeping through Europe at the time. This period of creativity, of new ideas and inspirations, is called the **Renaissance** (REN-uh-sahns). It lasted from about 1350 through the 1500s. *Renaissance* is French for "rebirth." The people who named this period believed it represented a new beginning, or rebirth, in Europe's history and culture.

New Ideas The Renaissance started in Italy. During and after the Crusades, Italian cities such as **Florence** and **Venice** became rich through trade. Goods from faraway Asia moved through these cities.

These goods made the people who lived there curious about the larger world. At the same time, scholars from other parts of the world came to Italy. They brought books written by ancient Greeks and Romans.

Europe before the 1700s 405

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

What can you learn from these ancient books?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

Consider what you can learn from ANCIENT ROMAN books:

- a knowledge of architecture
- a model for government and written laws
- a better understanding of languages

Consider what you can learn from ANCIENT GREEK books:

- how democracy works
- a knowledge of science and math
- classic literature that can teach life lessons

2. Direct Teach

Introduce the Big Idea: *The periods of the Renaissance and the Reformation introduced new ideas and new ways of thinking into Europe.*

Emphasize to students that the Renaissance opened up a new era of learning and much of the foundation of this was based on ancient Greek and Roman books. Encourage students to review what they learned about Greek and Roman knowledge.

3. Practice/Assess/Inquire

Have students make a three-column chart, labeled Causes, Event, and Effects. In the Event column, have them list *Renaissance and Reformation*, leaving at least ten lines of space between the two terms. As they read the lesson, have students list causes of these two events in column one and the effects on European culture in column three.

4. Explore (Collaborative Exploration)

As you review the lesson's main ideas, discuss how advances in art, literature, and science were influenced by humanism.

5. Whole Group Close/Reflect

Have students pick one change that occurred during the Renaissance or Reformation and describe how it has affected art, literature, belief, or another aspect of culture.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 7: Charts

ONLINE DOCUMENT-BASED INVESTIGATION

Europe before the 1700s

Luther's Ninety-Five Theses is the last of six document-based investigations that students will analyze in Europe before the 1700s. It is significant because the theses opened a debate about corruption within the Catholic Church and various Church activities with which Martin Luther disagreed.

Teach the Main Idea

The Renaissance was a period of new learning, new ideas, and new advances in art, literature, and science.

Explain What developments made Italians more interested in ancient cultures? *Trade goods from Asia came into Florence and Venice, increasing interest in the larger world; scholars from other parts of the world came to Italy bringing books of the ancient Greeks and Romans.*

Draw Conclusions Why did humanism lead to greater interest in the arts and sciences? *Humanism focuses on the uniqueness and achievements of individuals.*

More About ...

Gutenberg Bible With his movable type, Gutenberg could make 16 copies of a page in an hour. His first book, known today as the Gutenberg Bible, was a Latin Bible. It took him about 15 years to raise the money for the project. During that time, he kept his invention a secret. When the printing began, Gutenberg and six printers worked full time for more than a year to produce the Bible. Scholars do not know how many copies Gutenberg made originally, but 40 copies of this famous Bible still exist. Some are in the United States. Visitors can see them at the U.S. Library of Congress, the New York Public Library, and at the Harvard University and Yale University libraries.

For additional instruction, go to end of lesson.

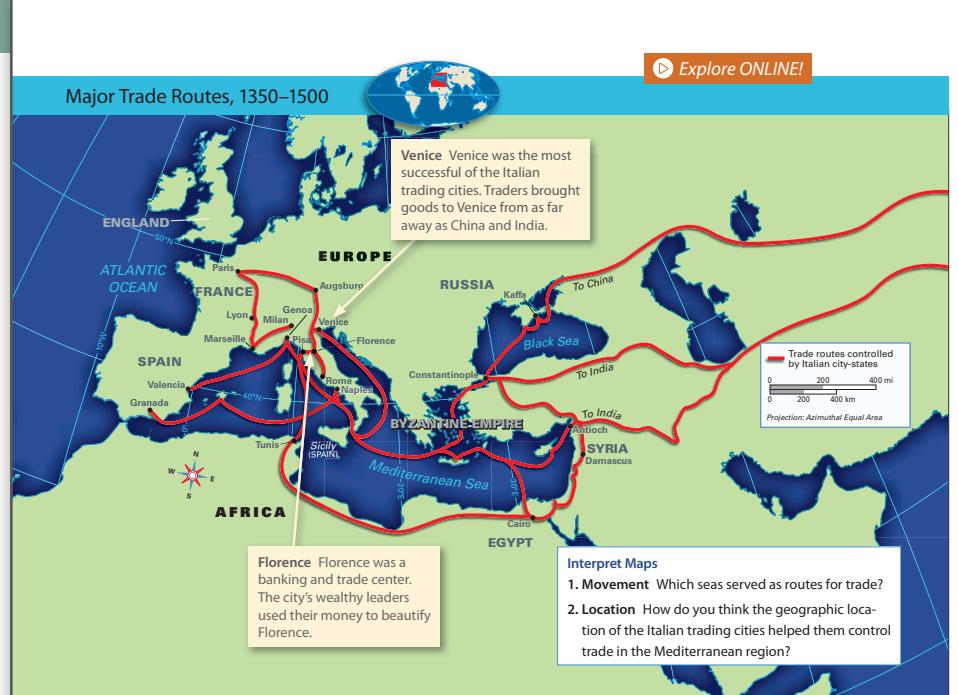
ONLINE GRAPHIC ORGANIZER

The Renaissance and Reformation

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Summarize How did new ideas change Europe during the Renaissance and the Reformation?

Possible answers: During the Renaissance, ancient Greek and Roman works brought into Italy led to humanism, which led to artists developing new techniques to create realistic works of art. The printing press allowed more people to read works by Renaissance writers. During the Reformation, people began to believe that the Catholic Church was corrupt, leading to the development of Protestantism; the Catholic Church was no longer the only church in western Europe. The Catholic Church sought to reform itself and spread Catholicism in response. Religious wars broke out in areas in which both Protestants and Catholics lived. The wars led to people questioning church leaders and turning to science for answers.



Explore ONLINE!

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Renaissance**, **Florence**, **Venice**, **humanism**, **Reformation**, **Protestants**, **Catholic Reformation**.

Inspired by these books and by the ancient ruins around them, some people in Italy became interested in ancient cultures. These people began reading works in Greek and Latin and studying subjects that had been taught in Greek and Roman schools. These subjects, known as the humanities, included history, poetry, and grammar. Increased study of the humanities led to a new way of thinking and learning known as humanism.

Humanism emphasized the abilities and accomplishments of human beings. The humanists believed that people were capable of great things. As a result, they admired artists, architects, leaders, writers, scientists, and other talented individuals.

Renaissance Art The Renaissance was a period of talented artistic achievements. Artists of the period created new techniques to improve their work. For example, they developed the technique of perspective, a method of showing a three-dimensional scene on a flat surface so that it looks real.

Many Renaissance artists were also humanists. Humanist artists valued the achievements of individuals. These artists wanted their paintings and sculptures to show people's unique personalities. One of the artists best

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ONLINE INTERACTIVE MAPS

Major Trade Routes, 1350–1500

Have students explore the map using the interactive features and answer the associated questions.

Interpret Maps What was the farthest trade city to the west of Italy? 1 (Granada)

In print edition, see map of same title.

1. Movement Which seas served as routes for trade? *Mediterranean Sea, Black Sea*

2. Location How do you think the geographic location of the Italian trading cities helped them control trade in the Mediterranean region? *They had many ports on the Mediterranean, and they were located toward the center of the sea so it was convenient for trade ships from other countries to stop there.*

COLLABORATIVE LEARNING

Create an Invitation

- Organize the class into small groups. Ask students to imagine that they work in the publicity department at a local museum. Their job is to let people in their community know about the opening of a new exhibit on the Renaissance.
- Assign each group one of these topics: Renaissance Art, Renaissance Drama and Literature, or Renaissance Science and Inventions.

- As a class, decide when, where, and at what time the exhibit will open. Then have each group prepare an invitation to be sent to community members. The invitation should tell what the exhibit will contain, why people will enjoy it, and what they will learn. It should also give basic information such as time, date, place, and cost.

*Alternative Assessment Handbook, Rubrics 2: Advertisements; and 14: Group Activity

For additional instruction, go to end of lesson.

able to show this sense of personality in his works was the Italian Michelangelo (mee-kay-LAHN-jay-loh). He was both a great painter and sculptor. His statues, like the one of King David below, seem almost to be alive.

Another famous Renaissance artist was Leonardo da Vinci. Leonardo achieved the Renaissance goal of excelling in many areas. He was not only a great painter and sculptor but also an architect, scientist, and engineer. He sketched plants and animals as well as inventions such as a submarine. He collected knowledge about the human body. Both Leonardo and Michelangelo are examples of what we call Renaissance people—people who can do practically anything well.

The Renaissance

The Renaissance was a period of great creativity and advances in art, literature, and science.



Leonardo da Vinci drew sketches of many devices that were not invented until centuries after his death. This model of a type of helicopter was based on a sketch by Leonardo.



Painters like Pieter Brueghel the Younger wanted to show what real life was like for people in Europe.



William Shakespeare is considered the greatest of all Renaissance writers. His plays are still read and performed today.

Analyze Visuals

Based on the sculpture of David and on the Holbein painting, how would you describe Renaissance art?



Renaissance sculptors were careful to show the tiniest details in their works. This statue by Michelangelo is of David, a king of ancient Israel.

Europe before the 1700s 407

ONLINE INTERACTIVE VISUALS

Carousel: The Renaissance

Have students navigate through the carousel and note similarities and differences among the images or identify a unifying theme. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Based on the sculpture of David and on the Brueghel painting, how would you describe Renaissance art? *realistic, because of the attention to detail (David) and emphasis on the lives of ordinary people (Brueghel)*

In print edition, see image of same title.

The Renaissance



Renaissance sculptors were careful to show the tiniest details in their works. This statue by Michelangelo is of David, a king of ancient Israel.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: The Globe Theater

Have students explore the Globe Theater by using the interactive hotspots. Students can learn about the playwrights, actors, and the locations of different members of the audience.

Analyze Visuals What members of society attended Shakespeare's plays, and what might this say about his work? *Possible answer: members from all social classes; his work was enjoyed by people regardless of class*

The Globe Theater

A large part of cultural life in Renaissance London revolved around an open-air playhouse known as the Globe Theater. The theater was built in 1599 and took its name from its circular design. Members from every class of society filled the theater to socialize and watch the latest plays. The Globe was home to most of the plays of William Shakespeare.

- ○ +

Hotspots



INTERPRET MAPS

Europe's Trade Routes

1. Have students discuss the different ways new ideas are spread today. Begin by asking students how they first learned about a favorite place, song, book, or movie.
2. Then ask students how they think new ideas were spread before modern media. Point out that trade, travel, exploration, wars, and natural disasters that result in forced migrations also help to spread ideas and knowledge. Have students describe the events that stimulated European interest in ancient cultures.

3. Have students study the map on the previous page and predict obstacles that travelers and traders had to overcome to learn about other cultures. Have students predict the kinds of new ideas people might bring back to Europe from trade with Africa and Asia.

*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 21: Map Reading

LINK TO TECHNOLOGY

The Printing Press

Have students read about the technology of the printing press and then answer the associated question.

Form Generalizations How did movable type improve printing? *It was faster, easier, and cheaper than earlier printing because type was reusable.*

READING CHECK

Summarize How did life in Europe change during the Renaissance? *People spent their free time doing creative hobbies, such as painting or writing; people started reading books; schools were filled with people wanting to learn.*

Reading Check
Summarize How did life in Europe change during the Renaissance?

Renaissance Literature Like artists, Renaissance writers expressed the attitudes of the time. The most famous Renaissance writer is probably the English dramatist William Shakespeare. He wrote excellent poetry, but Shakespeare is best known for his plays. They include more than 30 comedies, histories, and tragedies. In his plays, Shakespeare turned popular stories into great drama. His writing shows a deep understanding of human nature and skillfully expresses the thoughts and feelings of his characters. For these reasons, Shakespeare's plays are still highly popular in many parts of the world.

Renaissance writings were read and enjoyed by a larger audience than earlier writings had been. This change was largely due to advances in science and technology, such as the printing press.

Renaissance Science Some of the ancient works rediscovered during the Renaissance dealt with science. For the first time in centuries, Europeans could read about early Greek and Roman scientific advances. Inspired by what they read, some people began to study math, astronomy, and other fields of science.

Using this new scientific knowledge, Europeans developed new inventions and techniques. For example, they learned how to build enormous domes that could rise higher than earlier buildings.

Another invention of the Renaissance was the movable type printing press. A German named Johann Gutenberg built the first movable type printing press in the mid-1400s. This type of printing press could print books quickly and cheaply. For the first time, people could easily share ideas with others in distant areas. The printing press helped the ideas of the Renaissance spread beyond Italy.

Link to Technology

The Printing Press

Printing was not a new idea in Renaissance Europe. What was new was the method of printing. Johann Gutenberg designed a printing system called movable type. It used a set of tiny lead blocks, each carved with a letter of the alphabet. These blocks could then be used to spell out an entire page of text for printing. Once copies of the page were made, the printer could reuse the blocks to spell out another page. This was much faster and easier than earlier systems had been.

Form Generalizations
How did movable type improve printing?



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DRAW CONCLUSIONS

The Black Death and the Renaissance

1. Discuss with students that some scholars think the Black Death made the Renaissance possible.
2. Instruct students to conduct research to learn more about this topic and then write a brief report on it. Remind students to use reliable sources when researching.
3. At the end of their reports, instruct students to state whether they agree or disagree that the Black Death made the Renaissance possible.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; 12: Drawing Conclusions

ADVANCED/GIFTED

Quoting Shakespeare

1. Provide pairs of students with a list of quotes from Shakespeare that have become common in everyday language, such as "all that glitters is not gold," "as good luck would have it," and "in a better world than this."
2. Have partners research the play that each quote came from and who said it. Then have students determine the meaning of each quote.
3. Invite volunteers to recite the quotes and share their answers with the class.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information



The Reformation

By the early 1500s some Europeans had begun to complain about problems they saw in the Roman Catholic Church. For example, they thought the church had become corrupt. In time, their complaints led to a religious reform movement called the **Reformation** (re-fuhr-MAY-shuhn).

The Protestant Reformation Although people called for church reform in other places, the Reformation began in what is now Germany. This area was part of the Holy Roman Empire. Some people there thought church officials were too focused on their own power and had lost sight of their religious duties. They thought the church should focus more on spiritual matters.

One of the first people to express protests against the Catholic Church was a German monk named Martin Luther. In 1517 Luther nailed a list of complaints to a church door in the town of Wittenberg. Luther's protests angered church officials, who soon expelled him from the church. In response, Luther's followers formed a separate church. They became the first **Protestants**, Christians who broke from the Catholic Church over religious issues.

Europe before the 1700s 409

BIOGRAPHY

Biography: Martin Luther 1483–1546

Have students read the biography of Martin Luther, who is credited with starting the Reformation. However, he never wanted to leave the church, but rather to correct its mistakes.

ONLINE DOCUMENT-BASED INVESTIGATION

Luther's Ninety-five Theses

Luther posted his ninety-five theses to protest what he viewed as corrupt activities of the Catholic Church, including the selling of indulgences.

Analyze Sources Why did Martin Luther argue against the sale of indulgences? *Luther argued that a pope cannot forgive all punishments, only the ones imposed by his ruling or the law. Luther argued that it is better to perform good acts than to buy indulgences.*

Teach the Main Idea

The Reformation changed the religious map of Europe.

Describe Why did Europeans want reform? *Church officials had become too focused on their own power instead of their religious duties.*

Explain What part did Martin Luther play in the Protestant Reformation? *He started the Reformation by posting complaints on a church door in Wittenberg in 1517. Luther's followers then formed their own religion, becoming the first Protestants.*

Draw Conclusions Why did Catholic officials decide to make the reforms known as the Catholic Reformation? *because the Catholic Church wanted to focus more on spiritual matters and help make church teachings easier to understand*

More About . . .

Connect to Today: Religious Orders One of the most successful Catholic Reformation responses to the Protestant Reformation was the founding of new religious orders. Their missionary work brought thousands of converts to Catholicism worldwide. The Jesuit order led this effort. Founded by Spaniard Ignatius Loyola in 1534, it helped spread Catholicism to Asia and the Americas, especially India and Brazil. The Jesuits have also left a strong legacy in the United States. Today students can attend 28 Jesuit universities and colleges, including Loyola University in Chicago; Holy Cross in Worcester, Massachusetts; Georgetown University in Washington, DC; and Loyola University in New Orleans.

ONLINE INTERACTIVE MAPS

Religions in Europe, 1600

Have students explore the map using the interactive features and answer the associated questions.

In print edition, see map of same title.

- Place** In which part of Europe were most people Protestant? *northern Europe*
- Movement** How were religious areas spread across the Holy Roman Empire? *The northern part of the empire and Geneva were mainly Protestant; the western and southern parts were mainly Roman Catholic; the eastern part was mainly Roman Catholic with Protestant minorities.*

READING CHECK

Find Main Ideas How did Europe change after the Reformation? *Catholicism was no longer as widespread; Protestants outnumbered Catholics in some areas; wars broke out in France, Germany, the Netherlands, and Switzerland.*

Print Assessment

Review Ideas, Terms, and Places

1. a. **Define** What was the Renaissance? *period from about 1350 to 1500 that focused on creativity, new ideas, and inventions*
- b. **Summarize** What were some changes made in art during the Renaissance? *perspective, greater attention to detail, people in artworks became individuals, focus on life of ordinary Europeans*
- c. **Elaborate** How did the printing press help spread Renaissance ideas? *Books became faster, easier, and less costly to create.*
2. a. **Describe** What led to the Reformation? *church officials focused more on power than on religious duties.*
- b. **Explain** Why did church leaders launch the series of reforms known as the Catholic Reformation? *to focus more on spiritual matters and spread Catholic teachings*
- c. **Compare** How did Protestants and Catholic Reformation both influence changes in the Catholic Church? *Both groups influenced the church to focus more on spiritual concerns and less on political power.*

Critical Thinking

3. **Find Main Ideas** Draw a two-column chart. Use your notes to describe new ideas of the Renaissance and the Reformation. Add rows as needed. *Possible answer: perspective: shows three dimensions; movable type: made books more available; Protestantism: called for church reform*

Other reformers who followed Luther began creating churches of their own as well. The Roman Catholic Church was no longer the only church in Western Europe. As you can see on the map, many areas of Europe had become Protestant by 1600.

The Catholic Reformation Protestants were not the only ones who called for reform in the Roman Catholic Church. Many Catholic officials wanted to reform the church as well. Even as the first Protestants were breaking away from the church, Catholic officials were launching a series of reforms that became known as the **Catholic Reformation**.

As part of the Catholic Reformation, church leaders began focusing more on spiritual concerns and less on political power. They also worked to make church teachings easier for people to understand. To tell people about the changes, church leaders sent priests and teachers all over Europe. Church leaders also worked to spread Catholic teachings into Asia, Africa, and other parts of the world.

Religious Wars The Reformation caused major changes to the religious map of Europe. Catholicism, once the main religion in most of Europe, was no longer so dominant. In many areas, especially in the north, Protestants now outnumbered Catholics.

In some parts of Europe, Catholics and Protestants lived together in peace. In some other places, however, this was not the case. Bloody religious wars broke out in France, Germany, the Netherlands, and Switzerland. Wars between religious groups left parts of Europe in ruins.

These religious wars led to political and social changes in Europe. For example, many people began relying less on what church leaders and other authority figures told them. Instead, people raised questions and began looking to science for answers.

Summary In the 1300s through the 1500s, new ideas changed Europe. The making of paper, the printing press, and new universities helped spread the Renaissance beyond Italy into lands where its ideas changed. The Reformation caused great changes in Europe.

Lesson 6 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What was the Renaissance?
- b. **Summarize** What were some changes made in art during the Renaissance?
- c. **Elaborate** How did the printing press help spread Renaissance ideas?
2. a. **Describe** What led to the Reformation?
- b. **Explain** Why did church leaders launch the series of reforms known as the Catholic Reformation?
- c. **Compare** How did Protestants and Catholic Reformation both influence changes in the Catholic Church?

Critical Thinking

3. **Find Main Ideas** Draw a two-column chart. Use your notes to describe new ideas of the Renaissance and the Reformation. Add rows as needed.

Idea	Description

► Online Assessment

1. How did humanists gain an understanding of the humanities during the Renaissance?
 - by attending plays and art exhibitions
 - by studying religious beliefs of the ancient world
 - by corresponding with scholars in Asia and Africa
 - by studying the works of ancient Greece and Rome

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Interest in the **humanities** came from people studying the works of ancient Greece and Rome.

2. Which of the following was an effect of Martin Luther's Ninety-Five Theses?

- The Reformation began.
- The Catholic Church strengthened.
- The Renaissance began.
- The Orthodox Church strengthened.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Following Martin Luther's listing of his Ninety-Five Theses, many people became **Protestants** and began to create new churches.

3. **Apply Concepts** How did Renaissance artists apply humanism through their art?

Like humanists, Renaissance artists believed people were capable of great things. They valued the achievements of individuals. They tried to show people's unique personalities through paintings and sculptures, such as Michelangelo's David.

4. **Compare and Contrast** How were the Protestant Reformation and Catholic Reformation similar and different? Describe one similarity and one difference.

Leaders of both the Protestant Reformation and the Catholic Reformation wanted to reform the Roman Catholic Church. The Protestant Reformation resulted in people leaving the Catholic Church, while the Catholic Reformation resulted in people staying in the Catholic Church.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 405

More About . . .

The Medici Family During the Renaissance, the Medici family built many of the beautiful palaces, churches, and gardens that have made the city of Florence famous. After making a vast fortune as merchants and bankers, they used their wealth to support Michelangelo and other artists. They helped make Florence a center of learning with one of the largest libraries in Europe. As patrons of the arts, the Medici family contributed greatly to the Renaissance in Italy.

More About . . .

Leonardo da Vinci's Notebooks In the 1490s Leonardo da Vinci began to fill notebooks with quick sketches of what he saw around him. He first made drawings on tiny paper pads and then copied them into his notebooks. Some drawings reflect his interest in human anatomy, painting, or architecture. Others show his interest in mechanics. One intriguing feature of the notebooks is his use of mirror writing. He wrote his notes in reverse from right to left. To read a page, it had to be held up to a mirror. Scholars are unsure why he wrote this way.

continued from page 406

STRUGGLING READERS

Activate Prior Knowledge

1. Organize students into small groups. Have each group create a concept web that lists words or phrases students think about when they hear the words *Renaissance* and *Reformation*.
2. Have each group share its concept web with the class. Add each group's word and phrases to a larger classroom concept web for all to see.
3. As students discuss their ideas, correct any misconceptions students may have about the Renaissance and the Reformation.

*Alternative Assessment Handbook, Rubrics 13: Graphic Organizers; and 14: Group Activity

continued from page 409

SPECIAL NEEDS STUDENTS

Create a Commemorative Coin

1. Show students examples of commemorative coins. Ask students to suggest reasons why each of the people and images on these coins was selected.
2. Then have each student select a person mentioned in the lesson and use a reference book, encyclopedia, or the Internet to learn more about that person.
3. Have each student design the front and back of a commemorative coin to celebrate the person he or she researched. Students may draw their coins on paper or use a computer with a graphics program.
4. Below the picture of the coin or on a separate sheet of paper, have each student write a paragraph explaining why he or she selected the person and the significance of the images he or she chose to put on the coin. Ask students to share their work with the class.

*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; and 30: Research

LINK TO LANGUAGE ARTS

Write a Descriptive Essay

1. Have students discuss the ways Gutenberg's invention of movable type changed life in Europe, such as the spreading of new ideas.
2. As a prewriting activity, list on the board students' ideas of the ways people today rely on printed information, such as newspapers, books, magazines, recipes, and instructions for assembling products.
3. Then have each student write a descriptive essay showing what life in school today might be like if Gutenberg had not invented the printing press.
4. Ask for volunteers to read their essays to the class or print the essays in a class newspaper.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 40: Writing to Describe

Social Studies Skills

Interpret a Historical Map

Western Europe, 1000

Define the Skill

History and geography are closely related. You cannot truly understand the history of a place without knowing where it is and what it is like. For that reason, historical maps are important in the study of history. A historical map is a map that shows what a place was like at a particular time in the past.

Like other maps, historical maps use colors and symbols to represent information. One color, for example, might represent the lands controlled by a certain kingdom or the areas in which a particular religion or type of government was common. Symbols might identify key cities, battle sites, or other major locations.



Europe before the 1700s 411

Learn the Skill

Use the map on this page to answer the following questions.

1. Read the map's title. What area does this map show? What time period?
2. Check the map's legend. What does the color purple represent on this map?
3. According to the map, what territory lay between France and the Holy Roman Empire at this time?
4. What parts of Europe were Muslim in the year 1000?

Practice the Skill

Look back at the map called Early Christianity in the Roman Empire in Lesson 3 of this module. Study the map, and then write five questions that you might see about such a map on a test. Make sure that the questions you ask can be answered with just the information on the map.

Social Studies Skills

Compare Historical Maps

Materials: two historical maps of the same region (ideally of Greece, Rome, or Western Europe) at different points in time

1. Distribute copies of the maps. Have students examine the maps' features, especially titles, labels, and keys. If both maps show political boundaries, have students compare them. Some maps may illustrate events, such as battles and movements of people. Have students work individually or in pairs to analyze these elements.
2. Have students point out at least two changes that occurred between the time periods covered by the maps. Then have them point out at least two features on the maps that remained the same. Have them write this information at the bottom of the second map.
3. Have students write one or two paragraphs about the maps, briefly describing the changes they illustrate and the features that have remained the same.

*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; and 21: Map Reading

Answers

Learn the Skill

4. Read the map's title. What area does this map show? What time period? *Western Europe; Middle Ages*
5. Check the map's legend. What does the color purple represent on this map? *Christian lands*
6. According to the map, what territory lay between France and the Holy Roman Empire at this time? *Burgundy*
7. What parts of Europe were Muslim in the year 1000? *Caliphate of Córdoba (southern part of present-day Spain) and Sicily*

Practice the Skill

Look at the map called Early Christianity in the Roman Empire in Lesson 3 of this module. Study the map, and then write five questions that you might see about such a map on a test. Make sure that the questions you ask can be answered with just the information on the map. *Students' questions will vary but should be based only on the map.*

Module 12 Assessment

Print Assessment

Review Vocabulary, Terms, and Places

For each group of terms below, write the letter of the term that does not relate to the others. Then write a sentence that explains how the other two terms are related.

1. a. Paleolithic Era
b. agriculture
c. domestication

a. The domestication of plants and animals led to the development of agriculture.

2. a. Athens
b. Sparta
c. Rome

c. Athens and Sparta were powerful Greek city-states.

3. a. feudal system
b. republic
c. citizens

a. In a republic, the citizens vote for their leaders.

4. a. Constantinople
b. Byzantine Empire
c. Protestants

c. Constantinople was the capital of the Byzantine Empire.

5. a. Senate
b. crusade
c. Holy Land

a. The crusades were fought for control over the Holy Land.

6. a. Renaissance
b. pope
c. humanism

b. Humanism was a new way of learning and thinking that developed during the Renaissance.

Comprehension and Critical Thinking

LESSON 1

7. a. **Categorize** Identify each of the following as either prehistoric or historic: Stone Age tool; map with writing on it; stone tablet engraved with pictures and symbols. *There was no writing during the Stone Age, so the tool is prehistoric. Words and symbols are an example of writing, so the map and the tablet are historic.*
- b. **Evaluate** About 15,000 years ago, where do you think life would have been more difficult—in eastern Africa or northern Europe? Why? *Possible answer: northern Europe, because the ice ages would have made survival there difficult*
- c. **Analyze Effects** Explain the impact that agriculture had on the movement and settlement of early civilizations. *Agriculture helped lead to the development of advanced societies because growing and storing crops forced people to become less nomadic. As they became more settled, they developed more advanced technologies.*

Review Vocabulary, Terms, and Places

For each group of terms below, write the letter of the term that does not relate to the others. Then write a sentence that explains how the other two terms are related.

- | | | |
|-----------------------|---------------------|------------------|
| 1. a. Paleolithic Era | b. agriculture | c. domestication |
| 2. a. Athens | b. Sparta | c. Rome |
| 3. a. feudal system | b. republic | c. citizens |
| 4. a. Constantinople | b. Byzantine Empire | c. Protestants |
| 5. a. Senate | b. Crusade | c. Holy Land |
| 6. a. Renaissance | b. pope | c. humanism |

Comprehension and Critical Thinking

Lesson 1

7. a. **Categorize** Identify each of the following as either prehistoric or historic: Stone Age tool; map with writing on it; stone tablet engraved with pictures and symbols.
Evaluate About 15,000 years ago, where do you think life would have been more difficult—in eastern Africa or northern Europe? Why?
Analyze Effects Explain the impact that agriculture had on the movement and settlement of early civilizations.

Lesson 2

8. a. **Identify** What was the basic political unit in ancient Greece? What is one example?
b. **Contrast** How was life in Greece different under Alexander than it had been during the golden age?
c. **Evaluate** What do you think was the greatest achievement of the ancient Greeks? Why?

Lesson 3

9. a. **Define** What was the Pax Romana? What happened during that time?
b. **Summarize** How did Rome's government change after the republic fell apart?

- c. **Elaborate** What role did Rome's leaders play in the spread of Christianity?

Lesson 4

10. a. **Identify** Who were Justinian and Theodora, and what did they accomplish?
b. **Contrast** In what ways was the Byzantine Empire different from the western Roman Empire?
c. **Explain** What influenced the split between the western and eastern Church in the 1000s?

Lesson 5

11. a. **Describe** What were three events that changed Europe during the late Middle Ages?
b. **Explain** What duties did knights have under the feudal system?
c. **Develop** Why do you think so much of the art created in the Middle Ages was religious?

Lesson 6

12. a. **Describe** What was the Reformation?
b. **Summarize** How did the Renaissance affect art, literature, and science?
c. **Sequence** Describe how the church continued to remain influential throughout early European history, from the Roman Empire to the Reformation.

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ONLINE DOCUMENT-BASED INVESTIGATION

Europe before the 1700s

Have students complete and review all the DBI activities in **Part 1**.

Use this Compare/Contrast Essay Rubric to score students' work in **Part 2**.

RUBRIC

- Students' essays should
- identify similarities and differences appropriate to the topic
 - attempt comparisons from parallel categories of items
 - cite at least three sources of appropriate text evidence from Part 1 in support of their comparisons
 - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

Write a Compare-and-Contrast Essay Throughout its long history, Europe witnessed the rise and fall of civilizations, kingdoms, and empires as well as the creation of nation-states. During this time, people built upon the ideas of the past and created new ideas of their own. Write an essay comparing and contrasting the different cultural, societal, and political ideas in Europe before the 1700s. Be sure to cite specific evidence from at least three sources in your response.

Module 12 Assessment, continued

Reading Skills

13. **Understand Implied Main Ideas** Use the *Reading Skills taught in this module to complete this activity*. Look back at the beginning of Lesson 4 of this module. For each paragraph under the heading “Justinian,” write a statement that you think is the implied main idea of the paragraph.

Social Studies Skills



Interpret a Historical Map Use the Population Density and Roman Expansion map in Lesson 3 of this module to answer the following questions.

14. What time period is shown on this map?
15. What does the yellow color on this map represent?
16. About how many people lived in Spain by AD 117?
17. What large bodies of water border the Roman Empire by 44 BC?
18. What continents were part of the entire Roman Empire by AD 117?

Map Skills



19. **Europe, 2000 BC–AD 1500** On a separate sheet of paper, match the letters on the map with their correct labels.

Athens Carthage Rome
Gaul Holy Land Alexandria



Focus on Writing

20. **Persuasion** During the Renaissance, humanist artists and writers spread new ideas about the world. Choose a Renaissance artist or writer from your textbook, and learn more about his or her life. Then, write an essay to persuade your reader that this person was important to European history. Be sure to analyze primary sources, like a work of art or literature by the person. In addition, use secondary sources, such as your textbook or historical websites, to find more evidence to support your opinion. Your paper should have an introduction that states your opinion on why he or she is important. The body of the essay should discuss your reasons using the evidence you found from primary and secondary sources. Your last paragraph should restate your opinion and summarize your reasons.

Europe before the 1700s 413

LESSON 2

8. a. **Identify** What was the basic political unit in ancient Greece? What is one example? *city-state; possible answers: Sparta, Athens*
- b. **Contrast** How was life in Greece different under Alexander than it had been during the golden age? *All of Greece was now unified; Alexander encouraged Greeks to move to conquered lands, where their culture mingled with other cultures.*
- c. **Evaluate** What do you think was the greatest achievement of the ancient Greeks? Why? *Possible answers: democracy, architecture, art, science, philosophy; reasons will vary*

LESSON 3

9. a. **Define** What was the Pax Romana? What happened during that time? *a long period of peace and achievement in the Roman Empire during which there were no major wars or rebellions and there were advances in building, engineering, and law*
- b. **Summarize** How did Rome’s government change after the republic fell apart? *The Roman Empire was destroyed and Rome was ruled by invaders.*
- c. **Elaborate** What role did Rome’s leaders play in the spread of Christianity? *Constantine converted to Christianity, which then spread quickly. Another emperor later banned all other religions in the empire.*

LESSON 4

10. a. **Identify** Who were Justinian and Theodora, and what did they accomplish? *emperor and empress of the eastern Roman Empire; Justinian unified the empire and updated and simplified Roman laws; Theodora advised Justinian and helped him rule effectively.*
- b. **Contrast** In what ways was the Byzantine Empire different from the western Roman Empire? *As a trade crossroads, Constantinople, the capital of the Byzantine Empire, had many non-Roman influences. The eastern emperor had political power and was the head of the church, while the western emperor had only political power.*
- c. **Explain** What influenced the split between the western and eastern Church in the 1000s? *Over time, people in the east and west began to interpret Christianity differently. The Greek influence on Byzantine culture, for example, led to the religious services being performed in Greek.*

Essential Question ESSAY

What are the major political, social, and cultural legacies from Europe’s early history?

RUBRIC Students’ essays should

- respond to the Essential Question with a specific position
- illustrate valid reasoning supporting their position
- cite persuasive evidence supporting their position
- identify key people, events, and/or turning points that demonstrate understanding of the module content
- be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about the major political, social, and cultural changes that occurred in Europe before the 1700s. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

(continued)

Print Assessment (continued)

LESSON 5

11. a. **Describe** What were three events that changed Europe during the late Middle Ages? *the first step toward democracy with Magna Carta; the Black Death, which reduced the population and led to a labor shortage; the Hundred Years' War, which led to the elimination of the feudal system and increased power for kings*
- b. **Explain** What duties did knights have under the feudal system? *to provide military service to the nobles*
- c. **Develop** Why do you think so much of the art created in the Middle Ages was religious? *The Christian Church was largely the center of life during the Middle Ages.*

LESSON 6

12. a. **Describe** What was the Reformation? *religious reform movement begun by Martin Luther in the 1500s*
- b. **Summarize** How did the Renaissance affect art, literature, and science? *Artists used new techniques, such as perspective; artists and writers reflected humanism in subjects and themes; scientists were inspired by the ancient Greeks and Romans to learn and create new techniques and inventions.*
- c. **Sequence** Describe how the church continued to remain influential throughout early European history, from the Roman Empire to the Reformation. *Constantine became a Christian, and another Roman emperor later banned all other religions. Almost everyone in the Byzantine Empire was Christian. The church gained a great deal of political power during the Middle Ages. Church leaders spread Catholic teachings to Asia, Africa, and other parts of the world during the Catholic Reformation.*

Reading Skills

13. **Understand Implied Main Ideas** Look back at the beginning of Lesson 4 of this module. For each paragraph under the heading "Justinian," write a statement that you think is the implied main idea of the paragraph. *Possible answers: Justinian was a successful military leader; Justinian improved the daily lives of people; not everyone was pleased with Justinian's rule; Justinian ended his period of rule in peace.*

Social Studies Skills

Interpret a Historical Map Use the *Population Density and Roman Expansion* map in Lesson 3 of this module to answer the following questions.

14. What time period is shown on this map? *146 BC–AD 117*
15. What does the yellow color on this map represent? *Roman Empire by AD 117*
16. About how many people lived in Spain by AD 117? *about 5 million*
17. What large bodies of water border the Roman Empire by 44 BC? *Mediterranean Sea, North Sea, Black Sea, and Atlantic Ocean*
18. What continents were part of the entire Roman Empire by AD 117? *Europe, Africa, and Asia*

Map Activity

19. **Europe, 2000 BC–AD 1500** On a separate sheet of paper, match the letters on the map with their correct labels.

Athens *B*
Gaul *F*

Carthage *E*
Holy Land *C*

Rome *A*
Alexandria *D*



Focus on Writing

20. **Persuasion** During the Renaissance, humanist artists and writers spread new ideas about the world. Choose a Renaissance artist or writer from your textbook and learn more about his or her life. Then write an essay to persuade your reader that this person was important to European history. Be sure to analyze primary sources, like a work of art or literature by the person. In addition, use secondary sources, such as your textbook or historical websites, to find more evidence to support your opinion. Your paper should have an introduction that states your opinion on why he or she is important. The body of the essay should discuss your reasons using the evidence you found from primary and secondary sources. Your last paragraph should restate your opinion and summarize your reasons.

Students' essays should

- make a persuasive argument for why their person was important to European history
- provide strong evidence using both primary and secondary sources
- support main points with relevant and clarifying details
- have a title and an introduction that states the main idea
- have a conclusion that summarizes their supporting points and thesis
- use standard grammar, spelling, sentence structure, and punctuation

► Online Assessment

1. Early humans developed over hundreds of thousands of years, learning new skills across three eras. Drag each development into the correct position in the table.

Paleolithic	Mesolithic Era	Neolithic Era
Humans used stone tools.	Humans started using smaller and more complex tools.	Humans learned to make fire.
	Humans began building shelters.	Humans began growing plants and raising animals.

2. Which of the following is a theory scientists developed to explain why early humans first developed language?

- It was a way to express feelings.
- It made hunting in groups easier.
- It allowed for debating and rule making.
- It was a way to decide family relationships.

3. Why was domestication such an important advancement for early humans?

- Humans could migrate more quickly and settle more land.
- Humans could spend more time developing their own culture.
- Humans could create clothing to stay warm in colder climates.
- Humans could produce their own food instead of having to find it.

4. Drag the events into chronological order from top to bottom.

Greek establish city-states.
Greek city-states establish colonies on the Mediterranean and Black Seas.
The Greek defeat invading Persian armies.
Sparta defeats Athens.
Alexander the Greek conquers Greece and the Persian Empire.

5. Ancient Greece made many achievements in government, literature, philosophy, and science. Drag each achievement into the correct position in the table.

Government	Literature	Philosophy	Science
developed the world's first democracy	wrote myths to teach lessons about life	thought about how people could be happy	studied people to learn how the body worked
	told stories of Greek heroes and their adventures, such as the <i>Odyssey</i>	had great thinkers including Socrates, Plato, and Aristotle	

6. How was Hellenistic culture different from Greek culture?

- It blended together the cultures of Egypt, central Asia, and southwest Asia.
- It used ideas from Greek philosophers along with ideas from Roman philosophers.
- It blended Greek culture with the cultures of areas conquered by Alexander the Great.
- It introduced the Latin alphabet to the languages of peoples conquered by Alexander the Great.

7. Drag the events into chronological order from top to bottom.

The Latins found Rome and are ruled by the Etruscans.

The Romans force their last king out and form a republic.

The Romans defeat Carthage and take over its lands.

Rome becomes an empire.

The last emperor of the western Roman Empire is overthrown.

8. How was the Pax Romana important to Rome's development?

- Roman emperors used this time of peace to reform the government.
- Roman armies fought off barbarian invasions during this time of war.
- Romans made great cultural achievements during this time of peace.
- Romans used this time of war to take over new lands and trade routes.

9. Drag the answer choice into the box next to each statement.

successful Roman general who was murdered by a group of senators	Julius Caesar
first Roman emperor, who took the name of Augustus	Octavian
teacher whose ideas became the basis of Christianity	Jesus of Nazareth
Roman emperor who ended the persecution of Christians	Constantine

10. Drag the name of each city into the correct location on the map.



11. Why did Justinian change Roman law under Justinian's Code?

- to preserve ancient rules
- to secure fairer treatment for all
- to make sure everyone paid taxes
- to protect the rights of women and children

12. Which of the following was a difference between the Catholic and Orthodox Churches?

- Catholic priests could marry, while Orthodox priests could not marry.
- Catholic services were performed in Latin, while Orthodox services were performed in Greek.
- The Catholic Church was centered in Rome, while the Orthodox Church was centered in Athens.
- The Roman emperor was head of the Catholic Church, while the Byzantine emperor was not head of the Orthodox Church.

(continued)

Online Assessment (continued)

13. How did the Crusades illustrate the Roman Catholic Church's unifying effect on western Europe?
- Armies from different European countries fought together to retake the Holy Land at the request of the pope.
 - Missionaries sent by the pope worked to convert Muslims in Palestine and the Byzantine Empire.
 - Kings from different European countries sent their armies to retake Spanish lands from Muslims.
 - Soldiers returning from the Holy Land often entered the priesthood in their native country.
14. Select the correct button in the table to show whether each statement describes feudalism or the manor system.

	Feudalism	The Manor System
Workers farmed land for the lord.	<input type="radio"/>	<input checked="" type="radio"/>
Nobles gave land to knights to secure their loyalty.	<input checked="" type="radio"/>	<input type="radio"/>
Knights promised to fight for the noble who gave them land.	<input checked="" type="radio"/>	<input type="radio"/>
Kings and nobles promised to protect the people who served them.	<input checked="" type="radio"/>	<input type="radio"/>
The lord allowed workers to live on a place of land they could farm for themselves.	<input type="radio"/>	<input checked="" type="radio"/>

15. Why did feudalism end in England and France?
- Strong kings made them nation-states.
 - The Black Death reduced their populations.
 - The Crusades strengthened their armies.
 - Increased foreign trade made them wealthy.

16. Drag the answer choice into the box next to each statement.

Renaissance artists who excelled as a painter, sculptor, architect, scientist, and engineer	Leonardo da Vinci
German monk who criticized the Catholic Church and started the Protestant Reformation	Martin Luther
English writer known for his poems and plays that showed a deep understanding of human nature	William Shakespeare
designer of a printing system called movable type, which allowed for faster and easier printing of books	Johann Gutenberg
Renaissance artist, known for his sculpture of King David	Michelangelo

17. Which of the following was a belief of humanists?

- Humans were capable of great things.
- Humans should rely on other people for answers.
- Humans were incapable of making decisions.
- Humans should study religion more than other subjects.

18. Which of the following were effects of the Protestant Reformation?
Select the **four** correct answers.

- New churches started.
- Religious wars occurred.
- The Catholic Church reformed itself.
- England remained in the Catholic Church.
- Many European regions became Protestant.
- Protestants took over parts of Italy and Spain.
- The Protestant Church sent missionaries around the world.

► Online Multimedia Connections

In this Multimedia Connection, students will learn about the importance of Athens in the fifth century BC. They will watch and discuss short video clips on the Acropolis, the Parthenon, and the Athenians who contributed to this golden age in the history of ancient Greece.

ANCIENT GREECE



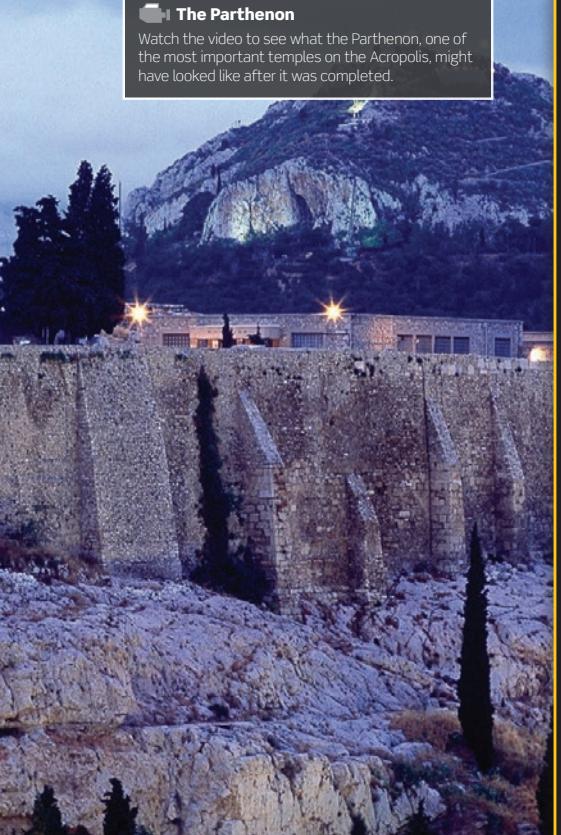
The Acropolis of Athens symbolizes the city and represents the architectural and artistic legacy of ancient Greece. *Acropolis* means "highest city" in Greek, and there are many such sites in Greece. Historically, an acropolis provided shelter and defense against a city's enemies. The Acropolis of Athens—the best known of them all—contained temples, monuments, and artwork dedicated to the Greek gods. Archaeological evidence indicates that the Acropolis was an important place to inhabitants from much earlier eras. However, the structures that we see today on the site were largely conceived by the statesman Pericles during the Golden Age of Athens in the 5th century BC.

Explore the Acropolis of ancient Greece and learn about the legacy of Greek civilization. You can find a wealth of information, video clips, primary sources, activities, and more through your online textbook.

413MC1 MULTIMEDIA CONNECTIONS



The Parthenon
Watch the video to see what the Parthenon, one of the most important temples on the Acropolis, might have looked like after it was completed.



The Persian Wars
Watch the video to find out how Athens emerged as the principal Greek city-state at the conclusion of the Persian Wars.



The Goddess Athena
Watch the video to learn how, according to Greek mythology, Athena became the protector of Athens.



Legacy of Greece
Watch the video to analyze The School of Athens, a painting by the Italian Renaissance artist Raphael, which pays tribute to the legacy of ancient Greece in philosophy and science.



Go online to view these and other HISTORY® resources.



The Persian Wars

Watch the video to find out how Athens emerged as the principal Greek city-state at the conclusion of the Persian Wars.

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ANCIENT GREECE 413MC2