



IDX G9 History S+

Study Guide Issue S1 Finals

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### **Section 1: Early Medieval Europe**

Western Europe in Decline (c. 500-1000 CE)

- **Roman Empire's Legacy:** The Roman Empire unified Western Europe, spreading classical ideas, the Latin language, and Christianity.
- **Post-Roman Collapse:** After the fall of Rome, Western Europe experienced political, social, and economic decline.
  - **Political Division:** The region became politically fragmented.
  - **Ruralization:** Society became primarily rural, with a decline in urban centers.
  - **Isolation:** Western Europe was largely cut off from advanced civilizations in the Middle East, China, and India.
  - **Invasions:** Waves of invaders swept across the region.

- **Economic Slowdown:** Trade significantly decreased.
- **Loss of Learning:** Classical learning almost entirely ceased.
- **The "Dark Ages" Misconception:** While sometimes called the "Dark Ages," this period was a time of blending Greco-Roman, Germanic, and Christian traditions, creating a new civilization.
- **The Middle Ages:** This era, roughly from 500 to 1500 CE, is also known as the Middle Ages, with its culture termed medieval civilization.

## **The Rise of the Germanic Kingdoms**

- **Germanic Tribes:** Tribes like the Goths, Vandals, Saxons, and Franks conquered parts of the Roman Empire.
- **Different Culture:** Germanic tribes had a culture distinct from the Romans, characterized by:
  - **Lifestyle:** Primarily farmers and herders.
  - **Settlements:** Lived in small communities, not cities.
  - **Law:** Governed by unwritten customs rather than written laws.
  - **Leadership:** Kings were elected by tribal councils.
  - **Warrior Loyalty:** Warriors swore loyalty to the king for weapons and plunder.
- **Carving Kingdoms (400-700 CE):** These tribes established small kingdoms across Western Europe.
- The Franks:
  - **King Clovis:** Conquered the Roman province of Gaul (modern-day France) in 486 CE.
  - **Rule:** Governed by Frankish custom but preserved Roman traditions.
  - **Conversion to Christianity:** Clovis's conversion to Christianity gained him the support of his subjects and an alliance with the Pope.
- Muslim Empire Threat:
  - **Rise of Islam:** Islam emerged in Arabia in the 600s CE, leading to the creation of a vast Muslim empire.
  - **Expansion:** Muslim armies conquered lands from Palestine to North Africa and Spain.

- **Battle of Tours (732 CE):** Charles Martel, a Frankish leader, rallied Christian warriors to defeat a Muslim army in France. This victory halted the Muslim advance into Western Europe.
- **Continued Presence:** Muslims continued to rule much of present-day Spain, remaining a concern for European Christians.

### **The Age of Charlemagne (r. 768-814 CE)**

- **Charlemagne (Charles the Great):** Grandson of Charles Martel, he briefly united much of Western Europe.
- **Empire Building:** Charlemagne expanded his kingdom through conquests, reuniting much of the former Western Roman Empire, including territories in present-day France, Germany, and Italy.
- New Emperor of the Romans (800 CE):
  - **Papal Assistance:** Pope Leo III sought Charlemagne's help against rebellious nobles in Rome.
  - **Coronation:** On Christmas Day, 800 CE, Pope Leo III crowned Charlemagne Emperor of the Romans.
  - **Significance:** This act revived the ideal of a united Christian community (Christendom) and established a precedent for future power struggles between popes and Germanic emperors. It also worsened the rift between the Western and Eastern Roman Empires.
- Creating a Unified Christian Empire:
  - **Spreading Christianity:** Charlemagne worked with the Church to spread Christianity to conquered peoples.
  - **Administration:** He appointed nobles to rule local regions and used *missi dominici* (envoys) to ensure justice and proper governance, especially for the vulnerable.
- A Revival of Learning:
  - **Importance of Education:** Charlemagne recognized the need for educated officials and promoted learning.

- **Palace School at Aachen:** He established a school at his court, led by scholars like Alcuin of York, to teach subjects such as grammar, rhetoric, logic, arithmetic, geometry, music, and astronomy.
- **Preservation of Knowledge:** Scholars at Aachen copied ancient manuscripts, preserving classical knowledge.

## Europe After Charlemagne

- **Treaty of Verdun (843 CE):** After Charlemagne's death, his empire was divided among his grandsons into three regions.
- Charlemagne's Legacy:
  - **Extended Christianity:** He spread Christian civilization into northern Europe.
  - **Cultural Blending:** He furthered the fusion of Germanic, Roman, and Christian traditions.
  - **Governmental Model:** He established efficient governments that later rulers emulated.
- New Waves of Invasions (c. 700-1000 CE):
  - **Muslim Invasions:** Despite the Battle of Tours, Muslim forces continued to threaten Europe, conquering Sicily and posing a threat until the late 900s.
  - **Magyar Invasions:** Nomadic people from present-day Hungary raided Eastern Europe, Germany, France, and Italy before being pushed back into Hungary.
  - Viking Invasions:
    - **Origin:** Hailing from Scandinavia (modern Norway, Sweden, Denmark).
    - **Activities:** Expert sailors who looted, burned, traded, and explored.
    - **Impact:** Raided coasts and rivers, disrupting unity. They also explored across the Atlantic, establishing a short-lived colony in North America around 1000 CE.
    - **Settlements:** Vikings settled in England, Ireland, northern France (Normandy), and parts of Russia, integrating with local populations.

## Section 2: Feudalism and the Manor Economy

### Feudalism: A Political System

- **Context:** Developed in response to invasions (Vikings, Muslims, Magyars) when kings were too weak to maintain order.
- **Core Principle:** A system of mutual obligations providing protection.
- **Structure:** Powerful local lords divided their landholdings among lesser lords.
- **Vassals:** The lesser lords who received land and pledged service and loyalty to the greater lord.
- **Feudal Contract:** A custom and tradition-based agreement establishing the political and legal relationship between lords and vassals.
- **Fief:** An estate (landholding) granted by a lord to a vassal, ranging from a few acres to hundreds of square miles. Fiefs included land, peasants, towns, and buildings.
- Mutual Obligations:
  - **Lord's Promise:** Protection of the vassal.
  - Vassal's Pledges:
    - Loyalty to the lord.
    - 40 days of military service per year.
    - Certain money payments.
    - Advice.
- Hierarchical Society:
  - **Monarch:** At the top.
  - Powerful Lords (Dukes, Counts): Held large fiefs.
  - **Vassals:** Held fiefs from lords above them.
  - **Complex Relationships:** Many individuals were both vassals and lords.
- **Liege Lord:** A vassal's primary lord to whom they owed first loyalty, especially if they held fiefs from multiple lords.

## The World of Knights and Nobles

- **Warfare as a Way of Life:** Rival lords constantly battled for power.
- **Knights:** Mounted warriors trained from boyhood.
- Knight Training:
  - **Age Seven:** Boys sent to their father's lord's castle.
  - **Skills Learned:** Riding, fighting, weapon/armor maintenance.
  - **Discipline:** Strict and difficult training.
- **Dubbing Ceremony:** The formal induction into knighthood, often public, with the lord striking the squire on the shoulder and saying, "I make you knight." The sponsor also presented a sword and spurs.
- Knights in Combat:
  - **Weapons:** Swords, axes, lances.
  - **Armor:** Wore armor and carried shields.
  - **Other Soldiers:** Fought on foot with daggers, spears, crossbows, and longbows.
- **Tournaments:** Mock battles where knights practiced their skills.
- Castles and Defense:
  - **Purpose:** Fortified homes for nobles to withstand attack.
  - **Evolution:** Developed from strongholds to large, grand stone castles with high walls, towers, and drawbridges over moats.
  - **Function:** Served as homes, fortresses, and refuges for peasants during wartime.
  - **Strategic Importance:** Wars often centered on capturing castles controlling strategic locations (river crossings, harbors, mountain passes).
- Noblewomen:
  - **Roles:** Managed the manor, supervised vassals, household, agriculture, and medical tasks when husbands/fathers were away. Some defended their estates in war.
  - **Political Influence:** Some, like Eleanor of Aquitaine, played significant roles in politics.

- **Inheritance:** Women's inheritance rights were restricted; land usually passed to the eldest son.  
Land could be received as part of a dowry. Widows retained their land.
  - **Training:** Educated in household management, spinning, weaving, and supervising servants.  
Some learned to read and write.
  - **Expectations:** Expected to bear children and be dutiful to their husbands.
- **Chivalry:** A code of conduct adopted by knights in the later Middle Ages.
  - **Requirements:** Bravery, loyalty, truthfulness, fair combat (e.g., allowing opponents to arm themselves), and humane treatment of captured knights.
  - **Limitations:** Applied only to nobles, not commoners.
  - **Ideal:** Protect the weak (peasants and noblewomen), placing women on a pedestal (in theory).
  - **Troubadours:** Wandering musicians who sang of knights' deeds and devotion to ladies, influencing epic stories and poems.

## The Manor: An Economic System

- **Heart of the Medieval Economy:** The manor, or lord's estate, typically including villages and surrounding lands.
- **Peasants:** The majority of the population, living and working on the manor.
- **Serfs:** Most peasants were serfs, bound to the land.
  - **Not Slaves:** Could not be bought or sold individually.
  - **Restrictions:** Could not leave the manor without permission; went with the land if the manor changed lords.
- Lords and Peasants: Mutual Obligations:
  - **Peasant Labor:** Worked several days a week farming the lord's lands, repaired roads, bridges, and fences.
  - **Peasant Payments:** Paid fees for marriage, inheritance, using the mill, and at Christmas and Easter (often in goods like grain, honey, eggs, or chickens).

- **Lord's Obligations:** Provided peasants with land to farm for themselves and offered protection from raids or warfare. Peasants could not be forced off the land.
- **Self-Sufficiency:** Manors were generally self-sufficient, producing most necessities.
- Manor Layout:
  - **Village:** Cottages and huts clustered together.
  - **Facilities:** Water mill, church, lord's manor house.
  - **Fields:** Divided into narrow strips, shared among families to ensure fair distribution of good and bad land.
  - Pastures and Meadows: For animals and hay.
  - **Forests:** Usually reserved for the lord's use.
- Life on the Manor:
  - **Lord's Life:** Relative luxury, varied diet, served by servants.
  - **Peasant Life:** Harsh, long hours (sunup to sundown) for men, women, and children.
  - **Farming:** Ox-drawn plows, women and children assisting.
  - **Diet:** Simple (black bread, vegetables), meat was rare.
  - **Hunger and Disease:** Common, especially in late winter. Few peasants lived beyond 35.
  - **Housing:** Families often slept with their livestock in huts.
  - **Celebrations:** Occasions like marriages, births, Christmas, and Easter provided breaks and feasts.

## Section 3: The Medieval Church

### The Church Dominates Medieval Life

- **Conversion:** The Church's primary achievement was converting diverse peoples of Western Europe to Christianity.
- **Christian Civilization:** By the late Middle Ages, Western Europe was a Christian civilization, with non-Christians viewed with suspicion.

- Role of the Parish Priest:
  - **Contact:** Often the main contact people had with the Church.
  - **Duties:** Celebrated mass, administered sacraments (sacred rites believed to lead to salvation), preached teachings, explained the Bible (in Latin), guided moral issues, assisted the sick and needy. Some ran schools.
- The Village Church:
  - **Social Center:** The largest public building, a hub for community life.
  - **Life Events:** Marked important life events: baptism, marriage, burial.
  - **Christian Calendar:** Daily life revolved around holidays and saints' days.
  - **Relics:** Churches housed relics (possessions or remains of saints), attracting pilgrims (religious travelers).
  - **Tithe:** A tax (one-tenth of income) supporting the parish and later sent to Rome.
- Rise of Cathedrals:
  - **Bishops:** Supervised parish priests and managed cathedrals (larger churches).
  - **Gothic Style:** Developed in the 1100s, featuring magnificent, tall buildings that were sources of community pride.
- Church Attitudes Toward Women:
  - **Equality in God's Eyes:** Doctrine taught men and women were equal before God.
  - **Earthly Role:** Women were seen as weaker and more prone to sin, needing male guidance.
  - **Idealized Womanhood:** Mary, the mother of Jesus, served as an ideal.
  - **Protection:** The Church set minimum marriage ages and could fine men for harming wives.
  - **Harsh Punishment:** Women were often punished more harshly than men for similar offenses.

## **Monasteries and Convents**

- **Monastic Life:** Men and women withdrew from worldly life to dedicate themselves to spiritual goals.
- **Benedictine Rule (c. 530 CE):** Developed by Benedict of Nursia for Monte Cassino monastery.
  - **Vows:** Obedience (to abbot/abbess), poverty, and chastity.

- **Daily Schedule:** Divided into periods for worship, work, and study.
  - **Labor:** Monks and nuns worked in fields, workshops, and scriptoria (copying manuscripts).
  - **Agricultural Improvement:** Developed better farming methods, boosting the economy.
- Service and Scholarship:
  - **Social Services:** Provided basic health and educational services, cared for the poor and sick, offered lodging to travelers.
  - **Missionaries:** Some became missionaries.
  - **Preserving Learning:** Libraries held Greek and Roman works; monks copied manuscripts.
  - **Education:** Taught and wrote in Latin.
  - **Notable Scholars:** Abbot Cassiodorus (summarized works), Venerable Bede (wrote history of England).
- Opportunities for Women:
  - **Convents:** Capable women could enter convents, escaping societal limitations.
  - **Notable Figures:** Abbess Hildegard of Bingen composed music and wrote on various subjects, advising popes and rulers.
  - **Later Restrictions:** In the later Middle Ages, nuns lost rights (like preaching), and control over convents shifted to Church officials.

## Church Power Grows

- **Secular Force:** The Church became the most powerful secular (worldly) force in medieval Europe.
- **Papal Supremacy:** Popes claimed authority over all secular rulers.
- **Church Hierarchy:** Popes, bishops, and archbishops (often nobles) managed Church activities, held territories, and commanded armies.
- **Papal States:** The Pope held vast lands in central Italy.
- **Influence of Clergy:** Churchmen were often educated and appointed to government positions; they were also often related to secular rulers.
- Religious Authority and Political Power:

- **Salvation:** The Church controlled access to sacraments, essential for salvation, giving it absolute power in religious matters.
- **Canon Law:** The Church developed its own legal system governing wills, marriages, and morals.
- **Penalties:**
  - **Excommunication:** The most severe penalty, denying sacraments and Christian burial, condemning the individual to hell.
  - **Interdict:** An order excluding an entire town, region, or kingdom from sacraments and Christian burial, often causing revolts.
- Force for Peace:
  - **Truce of God:** Declared periods of temporary peace, demanding fighting cease between Friday and Sunday and on holidays. This may have contributed to a decline in warfare.

## **Corruption and Reform**

- **Problems of Wealth and Power:** Increased wealth led to weakened discipline, luxury among some clergy, and neglect of vows.
- Calls for Reform:
  - **Cluny Reforms (early 900s):** Abbot Berno revived the Benedictine Rule and asserted independence from secular interference, placing Cluny under papal protection.
  - Pope Gregory VII (papacy 1073-1085):
    - Limited secular influence.
    - Insisted the Church alone should choose bishops.
    - Outlawed priest marriage and simony (selling Church offices).
- New Preaching Orders:
  - **Friars:** Monks who traveled towns, preaching to the poor.
  - **Franciscans:** Founded by St. Francis of Assisi, emphasizing poverty, humility, and love of God.

- **Dominicans:** Founded by St. Dominic, focused on teaching official Christian beliefs to combat heresy.
- **Women's Role in Reform:** Some became nuns in Dominican or Franciscan orders (Poor Clares). The Beguines welcomed poor women.

## Jews in Medieval Europe

- **Early Tolerance:** Jewish communities existed across Europe. They flourished in Spain under tolerant Muslim rule, becoming centers of culture and scholarship. Early German kings also employed educated Jews.
- Increased Prejudice (late 1000s onwards):
  - **Christianization:** As Western Europe became more Christianized, prejudice grew.
  - **Scapegoating:** Christians blamed Jews for disasters (illness, famine).
  - **Social Isolation:** Jews were not part of the parish structure, leading to suspicion from those unfamiliar with their culture.
  - **Church Restrictions:** The Church forbade Jews from owning land or practicing many occupations.
  - **Continued Importance:** Popes and rulers still relied on educated Jews as financial advisors and physicians.
- **Migration:** Thousands migrated to Eastern Europe, where rulers welcomed their skills, leading to thriving Jewish communities there.

## 7.4 Economic Recovery Sparks Change

- Agricultural Revolution
  - Peasants used iron plows and newer harnesses → improved farming
  - Cleared forests and drained swamps to have more land
  - New farming techniques improved soil and had surplus
- Revival of Trade and Travel
  - Trade routes expanded and became safer

- Centers of trade where merchants rested became the first cities
    - Merchants who set up towns asked lords for charters
    - In return for the privilege they paid a yearly fee
- Commercial Revolution
  - Merchants joined together to form partnerships
    - Pooled wealth together to finance large scale ventures
  - Developed insurance to reduce risks
  - Used credit rather than cash to ensure safety of the money on trips
  - Peasants usually were tenant farmers or hired
  - Jews became moneylenders due to influence of the church
- Rise of the Middle Class
  - Rank between nobles and peasants was called middle class
    - Nobles and clergy despised middle class
  - Merchants formed guilds and dominated town life and decisions
  - Artisans resented them and organized craft guilds
    - Led riots due to struggles
  - Guild members cooperated to protect own interests
  - Made rules to protect quality of services
  - Needed an apprenticeship to become a member
  - Most apprentices later became journeymen (salary workers)
- Town and City Life
  - Surrounded by high protective walls
  - Usually had great cathedral or grand guild hall
  - Church on steeple could be seen for miles
  - Bad sanitary conditions

### 8.3 The Crusades and the Wider World

- The World in 1050
  - Turks have expanded empire to the holy land and has threatened Christian forces
  - Prevented pilgrims from traveling to holy land
- The Crusades
  - Byzantine emperor called Pope Urban to fight the Muslims
  - Only first crusade came close to achieving its goals
    - Captured Jerusalem in 1099 and massacred everyone

- Continued for more than 200 years
- Never recaptured Jerusalem
- Last crusade ended with Christians fighting each other and Italians looting cities
- Impact of the Crusades
  - Bitter legacy of religious hatred and idea of fighting for God
  - Expanded European economies
    - Merchants helped carry soldiers
    - Had banks and stored credit
  - Increased power of the monarchs
    - Richard the Lion Hearted led crusades and strengthened prestige
    - Brought papal power to heights
  - Brought travelers like Marco Polo to places outside of Europe

## 10.1 The Byzantine Empire

- Constantine Creates a “New Rome”
  - Rebuilt Byzantium and renamed it Constantinople
    - Was located at a shore → excellent harbor for trade
    - Commanded trade routes linking Europe and Asia
  - Eventually declined to having only Constantinople
  - Culture blended Greek, Roman and Christian influences
- Byzantium Flourishes Under Justinian
  - Reached peak under rule of emperor Justinian
    - Recovered lands but weakened defenses and treasury
    - Made many great buildings → Hagia Sophia
    - Reformed the law and named it Justinian’s Code
  - Used the law to rule with absolute authority
  - Combined political power and spiritual authority
  - Control was aided by wife Theodora
  - Strong central government was strict and had a good economy
    - Peasants were the backbone, trade flourished
  - Had a very strong military
    - Soldiers were competent and fortifications protected the city
    - Used Greek fire to defeat enemies
  - Arabs later gained control of the land

- Byzantine Christianity
  - Christianity was practiced differently in the Byzantine empire
  - Differences
    - Patriarch was the highest church official
    - Clergy had the right to marry
    - Used Greek as the language of the church
    - Easter was generally more important than Christmas
  - Dispute over the use of icons contributed to the split of the church
    - Left great resentment towards the pope
    - Great schism → Byzantine became Eastern Orthodox church
- Empire Suffers Crisis and Collapse
  - As the empire faltered, enemies advanced
  - The crusades led to knights plundering Constantinople
  - Never recovered → got controlled by merchants
  - Ottomans forced their way into the capital
    - Siege lasted two months and emperor died
- Byzantine Heritage
  - Ottomans adopted features of Byzantine gov, social life, architecture
  - Blended Greek culture with Christian beliefs
  - Made contributions in religious art and architecture
    - Influenced western art styles
    - Mosaics
  - Preserved classical works and had many historians

## Writing

### 1. Historical Context

- Try to answer the following questions
  1. When did it happen?
  2. What led to it?
  3. Where did it happen?
  4. Why did it happen when and where it took place?
- Understand the circumstances and why it happened when and where it took place

### 2. ACE

- Like CER, you answer a question, cite the evidence and explain why it matters
- You should try to restate the question and define terms in the question

### 3. Thesis Statements

- Contains a central idea/theme that unifies the argument
- Specific and insightful claim or argument
- Previews organization
- Follow this formula
  1. Although X, Y because ABC where X is the strongest counterargument you can think of, Y is your argument and ABC are your points.
  2. Please be specific and provide context for EVERYTHING

### 4. Source Analysis

- Will usually include 2 parts: the historical context + intended audience and a source evaluation where you answer if this source is valuable to historians studying a specific time
- Analysis only has H (historical context) and I (intended audience) right now but will include the following later
  1. Historical context: when and where it happens/ impact on time period
  2. Intended audience: who the source was made for/who was it addressing
  3. Purpose: why source was created/what does it want the audience to think or do
  4. PoV: who created it→remember that everyone sees things differently
- Remember to read the source description
- While writing the source evaluation, ask yourself: does the context and creator's perspective make this source trustworthy? Is it relevant and accurate for your question towards a certain period of time?
- Can be written in 3 formats
  1. This source is valuable for researching about ? because...
  2. This source has limitations for the subject of ? because...
  3. This source has both values and limitation for studying ? because...

### 5. Cause and Effect

- To explain and evaluate what happened in history, how it happened, why it happened, and why it matters.
- Words to connect cause to effect
  1. As a result
  2. For this reason
  3. So

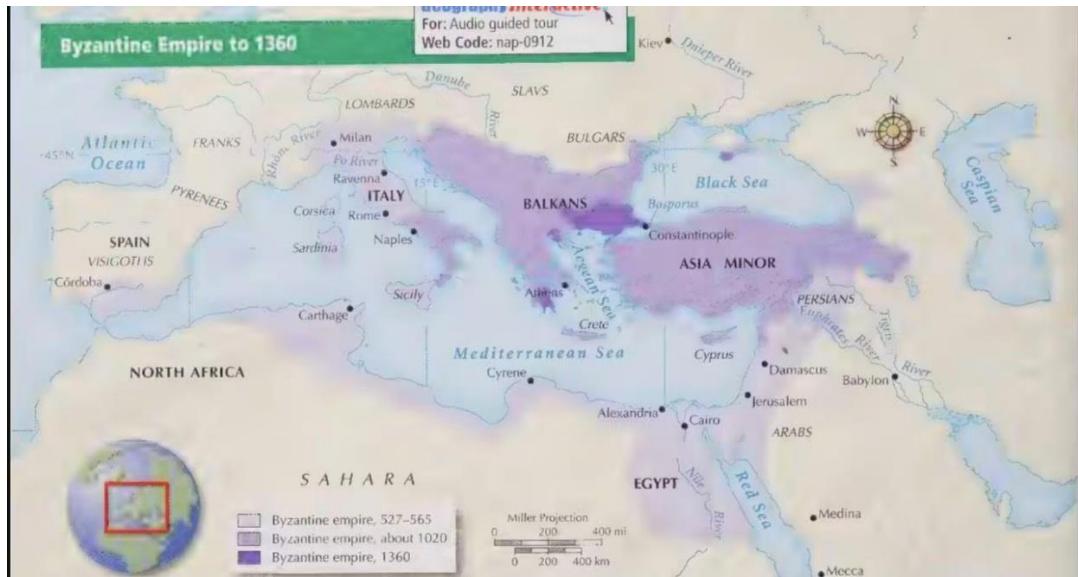
4. Therefore
  5. This led to...because
- Words and phrases to explain why
    1. Because
    2. If...then
    3. In order to
    4. So
6. Essay
    - Good way to prep is to break down topics with PIECES
      1. E.g. Political
      2. Human Environment Interaction
      3. Cultural development
    - Types of Essays
      1. Analyze
        - Break down a subject into parts. Then explain how they relate to the whole.  
“Analyze the major cultural and economic changes that took place during the Pax Romana”
      2. Compare and Contrast
        - Give an account of the similarities and differences between 2 or more factors. “In what ways were Hinduism and Buddhism and how were they different?”
      3. Evaluate
        - Make an appraisal by weighing up the strengths and limitation. Weigh judgement on a claim/statement. Evaluate the claim that,” The actions of Julius Caeser led to the fall of the Roman Republic”.
    - Essay Structure
      1. Introduction Paragraph
        - Historical Context: what information is needed to help contextualize and set up your response? (5Ws)
        - Define Key Terms: Is there a key term in the question you should define to help set up your response?
        - Thesis Statement: What is your argument? Should have 2 lines of reasoning. Organizes the whole essay.
      2. Body Paragraph (2 ACE basically)
        - Topic Sentence: Your claim related to one of the lines in your thesis,

- Evidence: Provide at least one piece of evidence to support your argument. 2 can make a stronger argument.
- Analysis: Explain why your evidence matters and why it helps support your claim.

### 3. Conclusion

- Restate Thesis: In different words, sum up what your essay was about.
- Synthesize key points: Connect key points made in your two body paragraphs.
- Might want to offer a concluding thought.

## Maps



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### The Crusades, 1096–1204

**Map Skills** Urged on by Pope Urban II, thousands of Europeans joined the Crusades to expel Muslims from the Holy Land.

1. **Locate** On the large map, find
  - (a) Holy Roman Empire
  - (b) Rome
  - (c) Jerusalem
  - (d) Acre
  - (e) Constantinople.On the inset map, find
  - (a) Acre
  - (b) Kingdom of Jerusalem

2. **Movement** What route did English crusaders take to the Holy Land? Why do you think they took that route?
3. **Draw Conclusions** Why was it difficult for Europeans to defend the Crusader states?



▼ Crusaders load their ships in preparation for sailing to the Holy Land.